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**English Grammar**

## **Acknowledgments**

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This book is expected to be able to provide sufficient English grammatical rules, explanations, and justifications and help those who want to learn English grammar at particular and English language at large.

**May the Almighty ALLAH Bless them all?**

**Mouloud AIT AISSA, 2023**

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## Preface

The grammar of a language is not only a fixed set of rules handed down from generations to generations to be learnt and practised by the users of that language. It is a description of such rules that are formed cognitively in the mind of the user. For the formation of such rules a user needs learning, practice, stimulation or experimentation, realization and revision of those rules in accordance with the relevant real-life communication context.

This book is designed as a complete reference about English Grammar for advanced and intermediate levels. This document, specifically, has come into existence in the light of the need for a reference in Grammar that suits the level and needs of English language students. This book could potentially be adapted for use in parallel with other similar documents. In this respect, this document has come to its current state through compiling a number of dispersed files and lectures into this one exhaustive document where all its materials are intended primarily for educational and pedagogical purposes. Complete English Grammar Book is designed to focus on the basics of English language Grammar. Bearing in mind that Grammar is so wide field of science of language. The book includes figures, examples, exercise, outline, objectives, tables and final recapitulations for each file that help to make this material feasible and practical.

The purpose of writing this book is to provide readers, especially students and audience, with much carefully controlled and integrated understanding on the basics English grammar. This book will focus on the grammatical issues such as parts of speech, articles, auxiliaries, modals, tenses, conditionals, passive voice and reported speech. It is quite important to recognize the aforementioned issues because they cover everything in English grammar. These issues are the "building blocks" of the correct, meaningful and functional language. Think of them like the pillars of a house. When you want to build a house, you use concrete to make the foundations or bases. You use bricks to make the walls. You use window frames to make the windows, and door frames to make the doorways. And you use cement to join them all together. Each part of the house has its own job. And when you want to build a correct, meaningful and functional sentence, you use the different types of word, tenses, and voices and so on. Each type of word, tense, voice has its own job in a sentence.

Learning about the parts of speech, articles, auxiliaries, modals, tenses, conditionals, passive voice and reported speech is the first step in grammar study just as learning the letters of the alphabet as the first step to do to be able to read and write. From learning the parts of speech, articles, auxiliaries, modals, tenses,

conditionals, passive voice and reported speech, you begin to understand the use or function of words and how words are joined together to make meaningful communication. To understand what a part of speech, articles, auxiliaries, modals, tenses, conditionals, passive voice and reported speech is, you must understand the idea of putting similar things together into what is called as correct, meaningful and functional.

The book **Complete English Grammar** consisting of a number of files and units elaborately studies parts of speech, sentence types, parts of sentence, noun, pronouns, verbs, modifiers, connectors, articles, auxiliaries, modals, tenses, active versus passive voice and reported speech; a clear understanding and assimilation of the above items will definitely equip the students with an ability and confidence to write and speak correctly. The book **Complete English Grammar** with its focus on learning English grammar through rules, examples, practice and activities will hopefully cater to the needs of the students in a world where ‘Knowledge is Power’.

### **Prescriptive Grammar**

Prescriptive grammar describes when people focus on talking about how a language should or ought to be used. This approach assumes that the experts know how the language works. They set out arbitrary rules and for how it should be used and for what should not be used (proscriptions), based on norms derived from a particular model of grammar. One way to remember this association is to think of going to a doctor’s office. When a doctor gives you a prescription for medication, it often includes directions about how you should take your medication as well as what you should not do when taking your medication. In a similar way, a prescriptive grammar tells you how you should speak, and what type of language to avoid. This is commonly found in English classes as well as other language classes, where the aim is to teach people how to use language in a very particular (typically described as ‘proper’, ‘correct’ and ‘functional’) way.

### **Descriptive Grammar**

On the other hand, descriptive grammar focuses on describing the language as it is used, not saying how it should be used. Descriptive grammar does not deal with what is good or bad language use; forms and structures that might not be used by speakers of Standard English would be regarded as valid and included. It is a grammar based on the way a language actually is and not how some think it should be. It is a record of the conventions followed by the users. It explains with no sense of value judgment.

## General Objectives

The main aim of this book is to provide English Foreign Language students with a basic knowledge of the English Grammar in order to make them able to use English grammar appropriately. Furthermore, the systematic incorporation of the topics from basic matters into advanced ones will help students, at the end, to master well English Grammar. So the topics aim to equip students with the necessary knowledge and skills which make them be able to use and to address issues through the medium of English Grammar in areas related to language forms, functions and skills. Furthermore, the specific objectives of each topic are introduced at the beginning of each unit.

## Notes on British English versus American English

Students are often curious about differences between American and British English. They should know that the differences are minor. Any student who has studied British English should have no trouble adapting to American English, and vice versa. Teachers need to be careful not to inadvertently mark differences between American English and British English as errors; rather, they should simply point out to the students that a difference in usage exists.

**Differences in Grammar:** the most important differences between American and English grammar are presented in the table below:

Difference in grammar between American English and British English	
American English	British English
be in <b>the</b> school	be in $\emptyset$ school
be at <b>the</b> classroom (be in college)	be at $\emptyset$ classroom
go to <b>a</b> university (go to college)	go to $\emptyset$ university
go to $\emptyset$ class/be in $\emptyset$ class	go to <b>a</b> class/be in <b>a</b> class
in <b>the</b> future	in $\emptyset$ future (OR in <b>the</b> future)
did it <b>the next</b> day	did it $\emptyset$ next day (OR <b>the</b> next day)
haven't done something <b>for/in</b> weeks	haven't done something <b>for</b> weeks
ten minutes <b>past/after</b> six o'clock	ten minutes <b>past</b> six o'clock
five minutes <b>to/of/till</b> seven o'clock	five minutes <b>to</b> seven o'clock

It is worth to note that a few verbs have irregular forms ending in *-t* in the simple past and past participle, with use of the *-t* endings more common in British English than American English, especially in the verbs *dreamt*, *leant*, *smelt*, *spelt*, and *spoilt*. Both the *-ed* and *-t* forms. Furthermore, Variant spellings can be noted but should not be

marked as incorrect in the students' writing. Spelling differences in some common words follow.

<b>Spelling Differences between American English and British English</b>	
<b>American English</b>	<b>British English</b>
jewelry, traveler, woolen	jewellery, traveller, woolen
skillful, fulfill, installment	skilful, fulfil, instalment
color, honor, labor, odor	colour, honour, labour, odour
-ize (realize, apologize)	-ise/ize (realise/realize, apologise/apologize)
Analyze	Analyse
defense, offense, license	defence, offence, licence (n.)
theater, center, liter	theatre, centre, litre
check	cheque (bank note)
curb	kerb
forever	for ever/forever
focused	focused/focused
fueled	fuelled/fueled
jail	gaol
practice (n. and v.)	practise (v.); practice (n. only)
program	programme
specialty	speciality
story	storey (of a building)
tire	tyre

**Differences in Vocabulary:** Differences in vocabulary usage between American English and British English usually do not significantly interfere with communication, but some misunderstandings may develop. For example, a British English speaker is referring to underpants or panties when using the word “pants,” whereas an American English speaker is referring to slacks or trousers. Students should know that when American and British speakers read each other’s literature, they encounter very few differences in vocabulary usage. Similarly, Southerners in the United States and New Englanders have differences in vocabulary, but not so much as to interfere with communication. Some differences between American English and British English:

<b>Vocabulary Differences between American English and British English</b>	
<b>American English</b>	<b>British English</b>
attorney, lawyer	barrister, solicitor
bathrobe	dressing gown

can (of beans)	tin (of beans)
cookie, cracker	biscuit
corn	maize
diaper	nappy
driver's license	driving licence
drug store	chemist's
elevator	lift
eraser	rubber
flashlight	torch
gas, gasoline	petrol
hood of a car	bonnet of a car
living room	sitting room, drawing room
math	maths (e.g., a maths teacher)
raise in salary	rise in salary
rest room	public toilet, loo, WC (water closet)
schedule	timetable
sidewalk	pavement, footpath
sink	basin
soccer	football
stove	cooker, Aga
truck	lorry, van
trunk of a car	boot of a car
be on vacation	be on holiday

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## Parts of Speech: Introduction

### Description of the Lecture

This unit is an introduction into the “file the part of speech”. Throughout the unit students will become familiar with the meaning of grammar, part of speech and division of English words

### Objectives of the Lecture

When students have successfully completed this introduction, they should be able, among other things, to;

1. Define the term grammar.
2. Define the parts of speech.
3. Recognize how parts of speech function in a sentence.

### Introduction

Languages are systems; that is, they are characterized by purposeful regularity. As little children, we acquire language over time by constructing rules from data supplied by the native speakers around us. Nobody teaches us rules; we arrive at them ourselves. The amazing thing is that we all construct the same rules. This collection of rules is itself the system that underlies the language; (the **grammar** of the language). By the time that children start to school, they have become adapted at using the language, often creating grammatically complex sentences with no formal, explicit and conscious instructions. They know the rules of the language (that is, they know how to use the rule), but they are incapable of explaining how they do and what they do. Consequently, this grammar book primarily came as a response to explain and justify the teaching and learning the grammatical categories, rules and usage throughout both intermediate and advanced levels.

### 1. Definition of Grammar

In linguistics, grammar is the set of structural rules that govern the compositions of clauses, phrases and words in any given natural language. Dictionaries define grammar as the rules and explanations which deal with the forms and structures of words (morphology), their arrangement in phrases and sentences (syntax), and their classification based on their function (parts of speech).

The rules of grammar, as the above definition suggest, are about how words change and how they are put or arranged together into sentences. **Grammar**, then, is the way in which words change in form and group together in order to make correct sentences. So English is not just a collection of words but it is about the ways words are put together to form sentences.

Syntax	Morphology	Parts of Speech
The arrangement of words in phrases and sentences. Syntax is about the structure, patterns and relationship of words, phrases and clauses. Syntax attempts to uncover the underlying principles, or <b>rules</b> for constructing well-formed sentences.	It studies word structures, especially morphemes, which are the smallest units of language. They can be base words or components that form words, such as affixes. A morpheme is a distinct linguistic form which is not divisible or analyzable into its constituents or smaller forms/units.	There are eight parts of speech in the English language. They indicate how the word functions in meaning as well as grammatically within the sentence. Understanding parts of speech is essential for determining the correct definition of any word.

There are plenty of changes and modifications that can occur to English words when they are arranged into sentences in order to use them in a correct, meaningful and functional way. Among the different grammatical patterns that are available in English with their possible changes are:

- The affirmative form: “subject + verb + object”
- The negative form: “subject + do + not + verb + object”
- The plural meaning: “noun + s”
- The making of questions: verb+ subject + object + question mark”
- The description of dead actions,
- The description of completed actions: “subject + have or has + past participle,
- The description of actions in progress,
- The description of the states, action, and so on through stative and action verbs,
- The description of real actions through conditional statement,
- The description of unreal actions through conditional statement,
- The expression of ability, possibility, .....through appropriate modals,
- The division of English words into Eight parts of speech,
- The multiple available combinations of the parts of speech,
- .....and so on

## 2. Grammar and Vocabulary

Before learning a language, what learners must understand is the vocabulary of that language. This is because words give us a significant idea in our ability to speak a target language. A language researcher once said, “Without grammar, one may still be able to communicate, but without vocabulary, there will be no communication that

can take place.” Based on that knowledge, you should then know that Parts of Speech are the categorization of words. Learning about the *parts of speech* is the first step in grammar study just as learning the letters of the alphabet is the first step to being able to read and write. From learning the *parts of speech*, we begin to understand the use or function of words and how words are joined together to make meaningful communication. So both vocabulary and grammar are essential for learning, comprehending and producing a language.

### 3. Parts of Speech

Although English has hundreds of thousands of words, every word can be placed into at least one of **eight** parts. All English words perform different functions in a sentence. They convey different meanings as per their position in the sentence. Based on their use and functions, words are categorized into several parts under the term **Parts of Speech**. The eight parts of speech are as follows: **nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections**.

Parts of speech are sentence elements that work together to make up a sentence. Just as a car is not a functioning car without all of its synchronized parts working together, a sentence is similar to car, is not a functioning sentence without the correct usage and combination of its essential parts of speech. The only difference between the car and the sentence is that not all basic sentence parts –or parts of speech- have to be all included to make up a complete, correct, meaningful and functioning sentence, but its parts do have to work together accurately for a writer or a speaker to convey his or her intended ideas. So the speaker must be selective when he or she intends to produce a correct, meaningful and functional sentence. So learners especially need to recognize the parts of speech in the context of the sentence “not in a separate or isolation way”. That’s because many words function in more than one part of speech. Only by analyzing the word in relation to its neighboring words in a sentence you can see how a given word functions. Examples:

- Our **mail** is late today. “Noun-serves as subject of sentence”
- This pile of **mail** must be derived. “Noun-serves as object of preposition”
- **Mail** the letter today. “Verb-serves as action word in sentence”
- Your voice **mail** box is full. “Adjective-used with voice to describe box, which the subject of sentence”
  
- Select **yes** on the ballot. “noun”
- Cast a **yes** vote. “adjective”
- He voted **yes**. “adverb”
- **Yes!** “Interjection”

### 3. 1. One Word = Many Parts of Speech

One word may belong to more than one part. In most instances, we can only assign a word to a word class when we encounter it in context. So students have to look at what a word is *doing* in a specific sentence before you can classify it (name its part of speech). For example, look at these sentences.

- He ran *fast* so he wouldn't be late for his classes. (adverb)
- They will *fast* to raise money for the charity. (*tells about an action...verb*)
- Their *fast* lasted for whole one month. (*names a thing...noun*)

### 4. Word Classes

Part of speech which can be divided into two broad sub-categories: **major** word-classes and **minor** word-classes. Broadly speaking, the basic division of the parts of speech includes two broad sections; the content “lexical words” and functional “grammatical words” while the strict division of the parts of speech includes the following eight parts: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections.

#### 4. 1. Content Word

There are four major open classes that occur in the languages of the world; **nouns**, **verbs**, **adjectives**, and **adverbs** which carry the content of the speakers message. For this reason, they are referred to as the content words of the language. They are generally called open class words since “they accept and add new members in principle by borrowing or inventing words” and large “comprising hundreds or thousands of words”, and content words tend to have a specific, concrete meaning. They tend to be fairly long “often disyllabic or longer”. By contrast major class like nouns and verbs are open classes because new nouns and verbs are continually coined or borrowed from other languages.

Since English inflections are applied to nouns, verbs, adjectives and adverbs, we can assign a word to one of these four open classes if it can take the inflections characteristics of that particular class. Because no language is completely regular including English, we will find some words that can fit into more than one class, and we will discover that some words belong to one of these four classes although they do not take the inflections characteristics of that class. For a word that does not accept the inflections of a certain class, we can still assign it to that class based upon other characteristics that it shares with the members of the class, such as its position in a phrase or sentence, the function words which accompany it, and how it functions in the larger unit of which it is a part.

## 4. 2. Functional Words

In linguistics, function word is a word that expresses a grammatical or structural relationship with other words in a sentence. They signal the structural relationships that words have to one another and are the glue that holds sentences together. Function words have little lexical meaning, but instead serve to express grammatical relationships with other words within a sentence. Languages do not easily add new words to this set of words; they are always relatively few and resistant to change. They are lexically unproductive and are generally invariable in form. Thus they form important elements in the structures of sentences. This class of words tends to be very short and occur frequently. Minor classes are those that have relatively fixed open class membership. For example, prepositions are a closed class because there is a fixed set of them in English; new prepositions are rarely coined. It should be noted that since functional classes words are relatively few and closed, **students have simply to memorize lists of them.** See the table below for more details.

Major Word-classes	Minor Word-classes
<b>Content, Lexical, or Open Words</b>	<b>Functional, Grammatical Words</b>
<ul style="list-style-type: none"> <li>▪ <b>Nouns:</b> Algiers, Stephan, London, freedom .....</li> <li>▪ <b>Main Verbs:</b> visit, go, travel, take, see, agree .....</li> <li>▪ <b>Adjectives:</b> red, old, young, blue, beautiful, good, bad .....</li> <li>▪ <b>Adverbs:</b> fast, always, slowly ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Prepositions:</b> on, under, over, near ....</li> <li>▪ <b>Determiners:</b> a, an, the</li> <li>▪ <b>Pronouns:</b> she, who, I, others</li> <li>▪ <b>Conjunctions:</b> and, but, or, as, if .....</li> <li>▪ <b>Auxiliary verbs:</b> can, may, should, are</li> <li>▪ <b>Particles:</b> up, down, on, off, in, out ....</li> <li>▪ <b>Numerals:</b> one, two, three, first .....</li> </ul>

### Summary

- All English words are classed into eight parts according to their uses in a sentence.
- It is crucial to realize that a particular word is not a noun, or adjective. In a very real sense, a word only has a part of speech when it is used in a sentence or phrase. Students should always remember that English is a wonderfully flexible language. As noted earlier, many words serve as more than one part of speech depending on the context of the word. So students must count on the context of the word not on the word itself in isolation. The form of a word is not a final guide to the part of speech it belongs to. So a word is categorized by its function as well as by its form. If one were to ask what part of speech the word “**fast**” is, it is very hard to answer without knowing how it is used “this refers to its place in a sentence and function”.

## Parts of Speech: Nouns

### Description of the Lecture

This lecture is about nouns as the first part of speech. Throughout this unit students will become familiar with definition, kinds, uses and formation of nouns. The main emphasis is to show how the way nouns function in a sentence. The unit counts on theory, examples and exercises.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the term noun as the first part of speech.
2. List the main kinds of nouns.
3. Compose correct, meaningful and functional sentences through nouns.

### 1. Definition

A noun is a word describing **who** “subject” or “**what** “object” in a sentence. A noun is used to name a person, place, or thing. The word “**thing**” comprises anything which can be perceived by human senses. Remember, that the term “thing” can be anything-an animal, a device, a point, an object, an event, and so on. In addition, nouns represent qualities, feelings, concepts, activities and measures. Nouns are the most basic unit of speech. Examples:

- **Persons:** Stephanie, Dr. Edelstein, teacher, accountant .....
- **Places:** Chicago, island, Italy, college.....
- **Things and Objects:** novel, surfboard, bicycle, horse.....
- **Animals:** Dog, cat, fish, cow, fox .....
- **Substances:** Gold, air, iron .....
- **Actions:** Race, dance, hit, travel .....
- **Qualities:** patience, honesty, enthusiasm.....
- **Feelings:** happiness, anger, confusion, sadness.....
- **Concepts:** knowledge, freedom, friendship, travel.....
- **Activities:** snowboarding, dancing, management, eating.....
- **Measures:** day, week, inch, kilometer, million.....
- **Conditions and States:** peace, security, joy .....

### grammar Point

A noun is the name of a person, place, animal, thing, idea or emotion. In short, it is a naming word.

## 2. Characteristics of Nouns

All nouns have four characteristics called "properties": (1) gender, (2) person, (3) number, and (4) case. Let us look at these properties one by one.

### 2. 1. Gender

In the English language, noun is "natural," not grammatical. That is, the gender of a noun is determined not by the grammatical form of the word, but by the sex of the person, place, or thing that is named. Gender, in English, denotes male sex, female sex, either sex, or neither sex.

- **Masculine gender** denotes male sex. Examples of masculine nouns are as follows: boy, brother, bull, cock, colt, father, stallion, husband, king, man, son, and uncle.
- **Feminine gender** denotes female sex. Examples of feminine nouns: girl, sister, cow, hen, filly, mother, mare, wife, queen, woman, daughter, and aunt.
- **Common gender** denotes either sex. Examples of common gender nouns: birds, cattle, children, citizens, driver, friend, lawyer, neighbor, parent, relative, singer, and worker.
- **Neuter gender** denotes neither male nor female sex. Examples of neuter gender nouns: books, cabinet, city, desk, house, ink, lamp, pen, river, and tree.

### 2. 2. Person

"Person" is a characteristic or form which lets us know whether the word relates to the speaker, to the person spoken to, or to the person or thing spoken about.

- **A first person** noun refers to a person who is doing the speaking. Example: "I, *John*, was on the island of Patmos" (Revelation 1:9). In this sentence, the noun "John" is in the first person because John is the speaker.
- **A second person** noun refers to a person who is being addressed. Example: "*Friends, Romans, and countrymen*; lend me your ears." In this famous speech from *Julius Caesar*, the nouns "friends," "Romans," and "countrymen" are in the second person because they name people who are being spoken to.
- **A third person** noun refers to a person, place, or thing being spoken about. Example: "In the beginning, *God* created the earth and sky." The noun "God" is third person because he is the person being discussed or referred to.

### 2. 3. Number

"Number" is that something in the form of a noun that tells us whether the noun refers to only one person, place, or thing, or to more than one. The *singular* noun names only one person, place, or thing. The *plural* noun names more than one person, place, or thing. Consider the following pairs or words: "book versus books", "apple versus apples", "cat versus cats", "dog versus dogs", "roads versus roads"



Some nouns do not have a plural form. These nouns are called *non-countable* nouns. Material things like bread, butter, coffee, gold, oxygen, silver, and dust are not usually counted. Instead, they are measured. We do not say, "Give me two breads." We say, "Give me two loaves of bread," or "two slices of bread."

*Abstract nouns* are non-count nouns. Abstract nouns include concepts like freedom and liberty; emotions like love, greed, and hate; fields of study like biology, chemistry, and engineering; qualities like beauty, excellence, and peace. None of these abstract nouns has a plural form.

## 2. 4. Case

"Case" is the relation of a noun or pronoun to other words in the sentence. English nouns have three cases: (a) Nominative, (b) Objective, and (c) Possessive.

- **The nominative case** is the use of a noun (or pronoun) as the subject of a sentence, or as the predicate following a linking verb. ("Nominative" means "pertaining to a name." Example: "The *moon* is shining." In this sentence, "moon" is the subject nominative. When a noun (or pronoun) is the predicate of the sentence following a linking verb, it is called the "*predicate nominative*." Example: "God is *love*." In this sentence, the noun "love" is the predicate nominative.
- **The objective case** is the use of a noun (or pronoun) as an object in a sentence. That is, if a noun (or pronoun) receives the action of a transitive verb, the noun is in the objective case. Example: "I like *you*." In this sentence, "I" is the subject, "like" is the transitive verb, and "you" is the object that receives the action. A *transitive verb* is a verb whose action carries over to another person, place, or thing. The person, place, or thing upon which the action has an effect is "the object" of the verb. Example: "John hit *Mary*." The noun "Mary" is the object of the verb "hit" and is, therefore, in the *objective case*.
- **The possessive case** is the use of a noun (or pronoun) to show ownership or relationship. A singular possessive noun is formed by adding an apostrophe (') and an "s" to the noun. Examples: boy's hat; girl's bicycle; teacher's book; citizen's rights. A plural noun ending in "s" is formed by adding the apostrophe only. Examples: boys' hats; girls' bicycles; teachers' books; citizens' rights.

## 3. Kinds of Nouns

### 3. 1. Proper Nouns

Any formal name or formal title is considered a proper name. The proper noun is the special word "name" that is used for a particular person, place, organization, organism, or thing which is usually unique. Proper nouns are always written in a capital letter at their first letter. From the examples above, "Katia, Larry, Isabel,

Kevin, Animal Planet, Alaska Austin, Texas, Live Music and Capital of the World” are all proper nouns. They are all specific and formal. Examples:

- **Biden** is the president of the United States of America.
- **France** is a democratic country.
- **John** is a good boy.

### 3. 1. 1. Classification of Proper Nouns

The table below includes the most common categories of proper nouns.

N	Category of Proper Nouns	Examples
1	days of the week	Sunday, Saturday, Friday
2	Months	June, January, February
3	Holidays	Easter, Passover
4	Entities like people, animals, groups, corporations and clubs.	Albert Einstein, The Jackson Five Veteran Writers
5	historical events, periods, documents	Middle Ages (period)
6	Trademarked or Copyrighted Names	Introduction to Psychology
7	special events, calendar events	Mother’s Day, Memorial Day
8	names of people and places	Steven Jones, Kennedy Center
9	names of structures, buildings	Park Mall, Lincoln Memorial
10	names of trains, ships, aircraft, other	Queen Elizabeth, Discovery,
11	modes of transportation	Qatar Airlines
12	names of products and brands	Dial soap, Jeep Cherokee
13	names of officials	Senator Kennedy, President Biden
14	works of art and literature	Tobacco Road, Animal Farms
15	ethnic groups, races, languages, nationalities	Algerian, Italian, Asian, French,
16	cities, states, and governmental units	Algiers capital, Republic of China
17	streets, highways, and roads	Locust Avenue, 80 Boulevard
18	landmarks and geographical locations	Rocky Mountains, International Date
19	public areas and bodies of water	Chippewa Forest, Raccoon River
20	institutions and organizations	Luther College, Rotary Club,
21	Physical or Metaphysical Locations such as regions, celestial identities, and afterlife and spirituals realms	Pacific Ocean The Moon

### 3. 1. 2. General Capitalization Rules

- Capitalize the first word of a sentence. If the first word is a number, write it as a word. Examples:
  - **T**his is my best sport.
  - **F**ive women showed up to volunteer.
- Capitalize the pronoun *I* or any contraction made using *I* (*I'm, I'd, I've, I'll*). The professor told me that **I** needed to take a prerequisite before taking his class.
  - He thinks that **I'd** decide to move to Algiers.
  - **I** know **I'll** be ready for this test.
- Capitalize proper nouns, but not common nouns. Consider the following pair words between brackets. (John versus uncle), (Ann versus aunt), (NEW York versus city), (Harvard versus university), (Dell versus computer)
- Capitalize the first word of a quotation. Examples:
  - When will you be finished?
  - My new neighbor said “Good morning,” as I approached the door.
  - “Good morning!” I answered, somewhat surprised. “You must be Sylvia.”
- Do *not* capitalize the first word of a partial quotation.
  - He called her “the best problem solver alive.”
  - “The new edition,” Ari explained, “will be available in two months.”

### 3. 2. Common Nouns

They are not specific and do not require capitalization. They are used to name general items rather than specific ones. Common nouns are everywhere, and you use them all the time, even if you don't realize it. Wherever you go, you'll find at least one common noun. **Street, closet, bathroom, school, mall, gas station, dogs, iceberg, living room**; all of these words are things, and thus they are common nouns. They all represent general things or sense. So these nouns refer to any and every person or thing of the same kind or class, not to a particular person or thing: Common here means “**shared by all.**” It is worth to note that common nouns are further divided into collective, abstract and individual nouns. Examples:

- The **class** is studying grammar.
- The nearest **town** is 40 miles away.
- He is a good **boy**.
- Ann is a **girl**.

The following chart shows how proper and common nouns work in practice.

Common Noun	Proper Noun
girl	Katia, Ann, Randa .....
boy	Karim, John, Stephan .....
man	John, Rover, Jack.....
president	Donald Trump, Poutin, Abraham Lincoln .....
city	Algiers, Paris, Batna, Setif, Bejaia, New York .....
river	The Nile, Mississippi, Soumam .....

### 3. 3. Collective Nouns

A collective noun is the name of a number of persons or things taken together and considered as one unit. They are used to name a collection, a group of people, or things of the same kind such as class, team, government, etc. Often, they are followed by a prepositional phrase specifying what they are composed of. It is worth to mention that large subset of collective nouns are specific to certain kinds of animals known as **nouns of assembly**. Again collective nouns should **not** be confused with mass nouns. Examples:

- The flock of geese spends most of its time in the pasture.
- The police dispersed the crowd.
- I saw a fleet of ships in the harbor.
- A **herd** of cows ate all the grass.
- A **team** of football players
- Barcelona **win** the match. (The speaker means the individuals (players) of the team and the verb “win” is without (-s))
- Barcelona **wins** the match. (The speaker means “Barcelona” team as one identity and the verb “win” should be “wins” with (-s))

### 3. 4. Abstract Nouns

An abstract noun is a noun which names quality, concept, virtue or state, which one cannot perceive through the one’s five physical senses. They are used to refer to things that we cannot see or touch. Example words like love, freedom, courage, democracy, decision, poverty, situation, etc. Examples:

- We all love **honesty**.
- **Cleanliness** is next to **godliness**.
- **Courage** is the virtue of leaders.
- I love to remember the happy days of **childhood**.
- **Love** is a holy feeling.

### 3. 4. 1. Special Notes about Abstract Nouns

- Concrete nouns are names of material things, i.e. things having a material form, shape or size. Abstract nouns are the names of qualities found in various kinds of persons, places, and objects. Since they have no material form, shape or size, they cannot be seen or touched. We can recognize them only through our mind. We can see sugar but cannot see sweetness, so sugar is a concrete noun and sweetness an abstract noun. In short, concrete nouns refer to physical properties and abstract nouns refer to mental properties. Examples:

Concrete Nouns	Abstract Nouns
Sugar	sweetness
Book	idea
Milk	taste

- Many abstract nouns are formed by adding suffixes (**-ness, -ity, -tion**) to adjectives or verbs to make a noun form. Examples are happiness, formality, and gradation. Examples:

Adjective	Abstract Nouns
Kind	Kindness
Gentle	gentleness
Curious	curiousness

- Abstract nouns can also be formed from verbs. Examples:
  - John *knows* German very well.
  - John's *knowledge* of German helped us while getting around in Austria. In the second sentence, we changed the verb *know* into the abstract noun *knowledge*.

### 3. 5. Material / Concrete Nouns

A material noun is the name of a material, substance, or ingredient things are made of. They can be articles of food or drink as well: iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, sugar. It is worth to note here that concrete nouns are names of material things, i.e. things having a material form, shape or size. Furthermore, a material noun is a type of common noun but a distinction is made between the two. A common noun is usually a countable noun but a material noun is an uncountable noun. Examples:

- The **cow** gives us **milk**. In this example, cow is a common noun (countable), but milk is a material noun (uncountable).
- The brown **seeds** give **coffee**. In this example, the word “**seeds**” is a common noun while coffee is coffee is a material noun.

### Grammar Point

If a noun names something that can be detected by the five senses, it is called a *concrete noun*. Nouns like **pen, home, bicycle, brain, shirt, moon, mountain, desk, eyes, book, door, mirror** ..... are concrete nouns. On the other hand, if a noun refers to qualities which do not exist in the real world and cannot be felt, tasted, seen, heard or touched, they are categorized as *abstract nouns*. Examples: **hope, democracy, beauty, swiftness, friendship, idea, fiction** .....

### 3. 6. Countable Nouns

A countable noun is an individual object that can, as the name suggest, be counted. If you can have one, two, three, etc. of the noun, it is countable. These nouns can appear in the singular and plural form, and can be used with indefinite articles in the singular form. It is worth to be noted here that generally a noun used in answer to the question how many is a countable noun. Furthermore, common nouns and collective nouns are by and large countable. Examples:

- How many **sessions** did you attend? I attended five sessions.
- **Table** = it is a countable noun since we can say one table, two tables .....
- A **letter**, letters, a book, books

### 3. 7. Uncountable Nouns or a Non-count or Mass Noun

A non-countable noun refers to things that are not individual and therefore cannot be counted in their normal sense because they exist in a “**mass**” form. Furthermore, these nouns stand for substances that cannot be counted but can only be measured. Therefore, they cannot be made into the plural form, and in their normal meaning, they cannot be preceded by the indefinite article. The nouns of this kind normally take a singular verb. It is worth to note here that a noun used in answer to the question “how much” is an uncountable noun. These nouns include:

- **Abstract ideas:** news, information advice, fun, weather, beauty
- **Concrete nouns:** water, hair, money
- **Feelings:** love, happiness, anger, joy,
- **Human attributes:** honesty, peace, permission, patience, courage,
- **Blocks of things:** food, butter, water, bread, sand,

#### 3. 7. 1. Countable and Uncountable Nouns Differences

Certain nouns can be countable in one meaning, and uncountable in another, it depends to their use in the sentence. Students should always remember and relate the

word to its context. When we want to refer to the quantity of the uncountable items we use values of measurement which are countable. An uncountable noun is frequently made into countable by adding such phrases as a piece of, a cup of, a grain of, a game of, a bolt of, a flash of, a clap of, or five kilos of.

Uncountable Nouns	Countable Nouns
<ul style="list-style-type: none"> <li>• A jar of coffee</li> <li>• The bread</li> <li>• The news</li> <li>• The milk of the cow</li> <li>• tea</li> </ul>	<ul style="list-style-type: none"> <li>• Three coffees, please</li> <li>• A loaf of bread</li> <li>• A piece of news</li> <li>• Five liters of milk</li> <li>• A cup of tea</li> </ul>

### 3. 8. Appositive Nouns

Appositives “as non-restrictive modifiers”, add information that is not essential for the identification of the referent of the phrase so modified. When one noun follows another to describe it, the noun which follows is said to be in ‘apposition’ to the noun which comes before it. So they are **noun** or noun phrase that identifies a nearby noun or pronoun. Appositives begin with a noun or an article, as a phrases they do not have their own subject and verb, and they are usually blocked off in writing by comma but occasionally are separated with a colon (: ) or dash (—).In speech, they are surrounded by perceptible pause and often a fall in voice pitch, akin to the aside spoken by a stage actor. Appositives are almost always treated as parenthetical asides elements after their head noun. Examples:

- The President of France, **who is in his 7th year in office**, has only one more year to serve. In cases like this, the writer assumes that the reader will know who the President of the US is and so does not need the appositive information to identify him. Nonetheless, the writer adds the information that the President is in his 7th year in office as a sort of secondary predicate in addition to the primary one, namely, that he has only one more year to serve.
- My **son Bill** is happy.
- My **husband John** is very busy by now.
- The bicycle, **an antique stingray**, cost twenty thousand dollars.
- Stephan, **our captain**, made twenty runs.
- John, **my uncle**, is a very humorous person.
- Stephan's ambition, **to become a champion in football**, is within his capacity.
- Ann, **his wife of forty years old**, suddenly decided to open her own office.

#### 4. Gender of Nouns

Since the middle ages, English nouns have natural gender, reflecting on the sex of the individual:

- **Males have masculine gender:** actor, man, boy, aviator, bull, rooster.
- **Females have feminine gender:** actress, woman, girl, aviatrix, cow, hen
- **Sexless objects have neuter gender:** tree, box, book, floor, chair
- **Common nouns** denotes both male and female. See the table below.

Masculine	Feminine	Sexless /Neuter	Common
Boy	Girl	Gold	Student
Man	Woman	Teacher	Rice
Brother	Sister	Doctor	Flower
Uncle	Aunt	Child	River
Bull	Cow	Diplomat	Table

##### 4. 1. Masculine and Feminine Formation

- The feminine of nouns is formed in two ways: the first way is **by adding “ess”** to the masculine noun or form. Furthermore, professional activities are often referred to in the common gender. The feminine forms authoress, poetess, and directress are no longer in use. Examples:

Masculine form	+ ess	Feminine form
duke	ess	duchess
actor	ess	actress
priest	ess	priestess
prince	ess	princess
hunter	ess	huntress
Lion	ess	lioness
host	ess	hostess
waiter	ess	waitress

- Or the feminine form is made by adding she/girl/woman to the masculine form. Examples:

Masculine Form	→	Feminine Form
boy-friend	→	girl-friend
businessman	→	businesswoman
policeman	→	policewoman
chairman	→	chairwoman
he-goat	→	she-goat
sportsman	→	sportswoman
salesman	→	saleswoman



	→	
	→	

- But in many cases, the feminine form is not derived from the masculine form. In the examples listed below, the feminine form is a totally new word, not related to the masculine form phonetically. Examples:

Masculine	→	Feminine	Masculine	→	Feminine
Boy	→	Girl	Drone	→	Bee
Brother	→	Sister	Gentleman	→	Lady
Father	→	Mother	Horse	→	Mare
Bull	→	Cow	Husband	→	Wife
Cook	→	Hen	Nephew	→	Niece
Dog	→	Bitch	Sir	→	Madam
Drake	→	Duck	Uncle	→	Aunt
	→			→	
	→			→	

- Most of the nouns denoting profession/occupation are in the common gender such as the following example words: “ambassador, doctor, minister, pupil, artisan, editor, monarch, reader, artist, enemy, monitor, politician, engineer, musician, scientist, captain, friend, orphan, singer, child, infant, person, speaker, clerk, judge, player, student .....

**De-gender Language**  
 The English language traditionally used only male pronouns when speaking of people in general, e.g. *A doctor treats his patients kindly*, as though no women were doctors (which, in fact, was true during certain periods of Western history). Language reflects social change; today women have more equal representation in language usage because they do in society in general. Now English speakers try to use *he or she, she or he, s/he, his or her, etc.* The easiest way to avoid the problem is to use a plural rather than a singular generic noun so that *they/them/ their* (which are neither masculine nor feminine) may be used, e.g., *Doctors treat their patients kindly.*

**5. Plural Formation**

All nouns may be singular (referring to one) or plural (referring to more than one). In English only countable nouns which can be made into the plural form. In

their singular form, they are preceded by the indefinite article 'a/an'. The cases of plural formation are as follows:

- The plural forms of the singular countable nouns are normally made by adding “s” to the most nouns. Examples:
  - a hat = hats;
  - a duck = ducks;
  - a name = names,
  - a visit = visits,
- However, nouns ending in a sibilant sounds “s, z sh, ch, x and o” form their plural by adding “es” to the singular form. But all nouns ending in -o preceded by a vowel take only the “s” form. Examples:
  - a class = classes;
  - a bushes = bushes;
  - a church = churches;
  - an ax = axes)
  - a mongo = mangoes
  - a radio = radios Here “o” is preceded by a vowel and takes only “s”.
  - a ratio = ratios
  - a stereo = stereos
- Nouns ending in “a consonant + y” form their plural by changing “y” to “i” and then adding “es” to the singular. But when the –y ending is preceded by a vowel, the plural form simply takes “s”. Examples:
  - an army = armies
  - a spy = spies
  - a country = countries
  - a boy =boys Here “y” is preceded by a vowel and takes only “s”.
- Many nouns ending in “f” or “fe” form their plural by changing “f” or “fe” into “ves”. It is worth to note here that the following words are not applicable to this rule “chief, roof, gulf, grieve, dwarf, safe, serf, brief, proof, leaf, and belief”. Furthermore, there are some words in this category which have both plural forms such as staff, scarf, hoof, and wharf. Examples:
  - a wife = wives
  - a Life = lives
  - a thief = thieves
- Some nouns in English form their plurals irregularly. Examples:
  - a man = men
  - a goose = geese

- an ox = oxen
  - a datum = data
  - a foot = feet
  - a mouse = mice
  - a louse = lice
  - a nucleus = nuclei
- A compound noun normally forms its plural by adding –s to the principal word.
    - a commander -in- chief = commanders –in- chief
    - a coat –of- mail = coats –of- mail
    - a son –in- law = sons –in- law
    - a daughter –in- law= daughters –in- law
    - a step-son = step-sons
    - a maid-servant = maid-servants
    - a passer-by = passers-by
  - **English is an eclectic language**, taking words and even their plurals from other languages: [Note: Use a good dictionary for unfamiliar nouns.] Examples:
    - **Latin:** datum = data
    - bacterium = bacteria
    - medium = media
    - **Greek:** criterion = criteria
    - phenomenon = phenomena
    - crisis = crises
    - **French:** chateau = chateaux
    - beau = beaux
    - tableau = tableaux
  - Some nouns have the similar singular and plural forms: swine, sheep, deer, fish (but also fishes) cod, trout, salmon, pair, dozen, score, gross, hundred, and thousand (when used after numerals). Some are used only in plural.
  - Names of instruments having two parts forming a kind of pair: bellows, scissors, tongs, pincers, and spectacles.
  - Names of certain articles of dress: trousers, drawers, and breeches.
  - Certain names of games: billiards, draughts, cards, and dominoes.

### Grammar Point

When we change the singular nouns in a sentence into their plural forms, we often need to make some other changes in the sentence.

- a/one book →many books

- **this** book → **these** books
- **that** book → **those** books
- The book **is** red. → The books **are** red.
- The book **was** broken. → The books **were** broken.
- The book **has** a handle. → The books **have** handles.
- **his/her/its** book → **their** books

## 6. Possessive Nouns

Common and proper nouns can sometimes be further classified as **possessive nouns**. A possessive noun shows ownership, belonging, or that something is part of something else. They are easy to find in a sentence because they always include an apostrophe ('). Apostrophes are used to show that one or more things belong to one or more people or things. Apostrophes are often used because they shorten sentences, meaning fewer words for the reader. The following table represents the rules for forming the possessive forms of nouns with examples.

<b>Rules for forming possessive forms of nouns</b>		
<b>Condition</b>	<b>Possessive form</b>	<b>Examples</b>
▪ If a noun is <b>singular</b> and <b>does not end</b> in “s”	▪ Add an <b>apostrophe (')</b> plus “s” to the noun	<ul style="list-style-type: none"> <li>• the neighbor's boy</li> <li>• the child's room</li> <li>• John's career</li> </ul>
▪ If a noun is <b>singular</b> and <b>ends</b> in “s”, be guided by the way you say the word	▪ If a new syllable is formed in the pronunciation of the possessive, <b>add an apostrophe plus “s”</b>	<ul style="list-style-type: none"> <li>• my boss's opinion</li> <li>• Dennis's house</li> <li>• witness's chart</li> </ul>
	▪ If adding an extra “s” would make the word seem hard to pronounce, <b>add only an apostrophe</b>	<ul style="list-style-type: none"> <li>• Ann Hastings' store</li> <li>• Phillips' factory</li> <li>• Ann Parsons' bicycle</li> </ul>
▪ If a noun is <b>plural</b> and already <b>has</b> an “s” at the end.	▪ Add <b>only an apostrophe (')</b>	<ul style="list-style-type: none"> <li>• pupils' class</li> <li>• librarians' gate</li> <li>• the Jones' company</li> </ul>
▪ If a noun is <b>plural</b> and <b>does not end</b> in “s”	▪ Add an <b>apostrophe (')</b> then <b>add “s”</b>	<ul style="list-style-type: none"> <li>• women's role</li> <li>• men's career</li> <li>• children's plays</li> </ul>
▪ The words <b>his, hers, its, theirs,</b>	▪ They are possessive and they are not written with	<ul style="list-style-type: none"> <li>• Yours faithfully</li> <li>• Its color</li> </ul>

The following notes refer to the description of English possessive nouns. The cases available in the sense that the use of apostrophe with 's' denoting possessive case should be restricted to:

- a. **Living things.** Here the possessive form of a noun is rarely used in formal writing with plants and non-living objects. For example; the Director's secretary, the baker's shop, a boy's foot, a cat's tail. On the other hand, for non-living things and plants, it is better to write "the legs of the table" instead of "the table's legs" or "the leaves of a tree" rather than "the tree's leaves.
- b. However, it is acceptable to use the possessive form for common expressions referring to time, space, weight and measurement, such as day's journey, in a year's time, a foot's length, an hour's talk .....
- c. Avoid using two or more possessives together in a sentence. Here's an example: **Ann's boyfriend's father's car is for repair.** This above sentence contains 3 possessive cases. Only one is acceptable while two others are false in one statement. A better version of the sentence would look like this: **The car belonging to the father of Ann's boyfriend is for repair.**
- d. **Thing personified;** as, Nature's law, India's heroes, fortune's favorite
- e. **Certain dignified objects;** as, At duty's call, the court's decree
- f. **A few familiar phrases;** as, At his wit's end, at a stone's throw, for mercy's sake
- g. If both nouns are possessive, each one owns a separate thing. For example; **Mary's and Susan's houses are on the same street.**
- h. Changing the location of an apostrophe can change the meaning of a sentence. Look at each of the following sentences. The position of the apostrophe tells the reader whether one person or thing possesses something, or if it's more than one person or thing doing the possessing. That is, it tells whether the word that possesses is singular (referring to one) or plural (referring to more than one). The words in parentheses explain what the apostrophe means.
  - These are the **girl's** books. (The books belong to one girl.)
  - These are the **girls'** books. (The books belong to more than one girl.)
- i. **Possessive pronouns do not need apostrophes** because the spelling of the word itself shows that it is possessive. The words *it's*, *you're*, and *they're* are not possessive pronouns; they are contractions of *it is*, *you are*, and *they are*. Examine these sentences and learn the difference.

## 7. Contraction Form

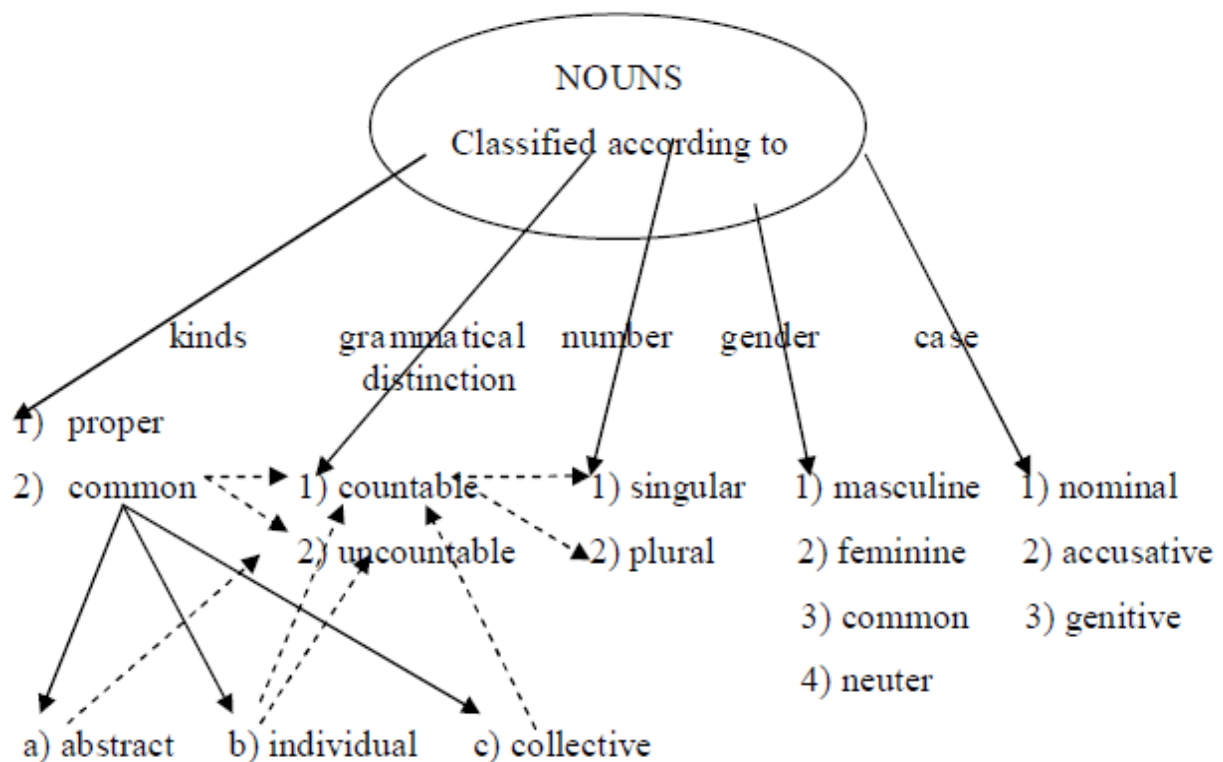
Contractions are a common feature of English, used frequently in ordinary speech. In written English, contractions are used in some semiformal writing and mostly in informal writing. They usually involve the elision of a vowel – an apostrophe being inserted in its place in written English – possibly accompanied by other changes. Many of these contractions involve auxiliary verbs and their negations, although not all of these have common contractions, and there are also certain other contractions not involving these verbs

Apostrophes can show possession (*the teacher's book is beneficial*), and also can show the omission of one or more letters when words are combined into contractions. You would use a contraction to shorten and combine words. In formal writing, contractions are not used as frequently (if at all). Some instructors allow contractions in assignments, and some do not. You should check with them about their policy if it is not clear from the syllabus. If you do use contractions, however, be sure to include the apostrophe in place of the letters you omit. Furthermore, don't use symbols in place of words such as abbreviations, acronyms, contractions and so on, even if it seems simpler or more efficient. Write out the complete word in any written communication if you want to be taken seriously. Examples:

- United States of America (not USA)
- four (not 4)
- to, too, two (not 2)
- and (not &)
- extra (not *x-tra*)

## **Summary**

The system of English nouns can be diagrammatically drawn as the following.



### Exercise 1

**Direction: Read and underline all the nouns you can find in the following sentences. Check your answers in the answer key.**

1. The dog chased the cat under the porch.
2. Muffins made with blueberries are delicious.
3. My daughter sold her computer to a friend.
4. Robert drove his car to Saint John and shopped for a new truck.
5. So much snow covered the roads that even truck drivers pulled into motels.
6. The passengers on the ship witnessed the collision with the iceberg.
7. The Titanic sank in a few hours; many husbands and wives were separated.
8. Penguins live near the South Pole, but these birds aren't bothered by the cold.
9. Many retired couples move to Florida where the weather is warmer.
10. Shediac is closer to the Confederation Bridge than Riverview is.

### Exercise 2

**Direction: Fill in the blanks with suitable collective nouns.**

1. A ..... of birds flew high in the sky.
2. They saw a ..... of lions at the zoo.
3. The farmer has a ..... of cattle on his farm.
4. He ate a .....of grapes today.
5. Our friend shows us a ..... of stamps.
6. We saw a ..... of sheep on our way home.
7. Police have arrested a ..... of thieves.
8. She bought a ..... of bananas from the market.
9. The ..... of pupils are listening attentively to their teacher.
10. You can put the ..... of tools in that box.

### Exercise 3

**Direction: Underline the nouns in the following sentences. Write *CN* about common nouns and *PN* about proper nouns.**

1. Shakespeare was a great writer.
2. He wrote many books in English.
3. One of his famous papers is Animals Farm.
4. The works of Charles Dickens have been translated into many languages.
5. Moonlight flickered on the dried leaves on the path from Black Lake.
6. Marry sent a parcel to her sister.
7. Paris is a big city on the Middle of Europe.
8. Robert and his family moved to Alberta when the mill closed.
9. Do most people in France read the newspaper on the weekend?
10. English is a language with many exceptions to the rules of grammar.
11. Maple syrup is produced in rural areas of North America.
12. The hockey arena in Beresford is located near the main street.
13. Early settlers to the New World came from France and England.
14. The stores on Wall Street are planning a large sale and carnival to boost their profits.

### Exercise 4

**Underline the countable nouns and circle the uncountable nouns in the following sentences.**

1. Ann likes to eat biscuits with milk.
2. Susan found a strand of hair in her soup.
3. Susan's hair is very long.
4. The monkey ate five bananas and some nuts.



5. We cannot survive without food and water.
6. I have some apples in my bag.
7. May I have a glass of water?
8. The teacher carried two books with her.
9. How much money is needed to buy two liters of water?
10. Most children love sweet.
11. I bought a paper yesterday for my father.
12. She has beautiful hair on her head.
13. We had many interesting experiences during our holiday.
14. You need experience for this job.
15. I drink coffee with sugar.

### **Exercise 5**

**Divide the words in this exercise into four lists of sentences: concrete nouns, abstract nouns, collective nouns and mass nouns. Check your answers in the answer key.**

1. My class mates encourage me to participate in the contest.
2. Little girls like rose so much.
3. My family supports me in my studies.
4. Justice makes sense to human lives everywhere.
5. Computer science is very interesting nowadays.
6. There was a lot of traffic in town over the holidays.
7. Couples like to celebrate the fourteenth February every year.
8. A large amount of deer were shot this season.
9. We ask out God for his grace wherever we are in the planet.
10. We go to school every day to study and learn.
11. The crowd is in front of the university to attend the final exams.
12. The staff of the administration is working hard to ensure better circumstances.
13. Ann receives too much junk mail.

### **Exercise 6**

**Instruction: Rewrite the following sentences using the plural form of the nouns in each sentence. You may need to make changes to the verb from too.**

1. The engineer drove the car out of the garage for testing.
2. A battery in the series has not been connected properly.
3. A student brought a loaf of bread for the class party.
4. The train halts at this station for a short time only.
5. The library in the university is very well stocked.

6. The person was amazed by the trick of the magician.
7. A choir sang along with the teacher at the piano.
8. The Indian team is very good at one-day match.
9. The employee was introduced to the senior in the group company.
10. A mosquito buzzed in my ear as we sat watching the video.

### Exercise 7

**Instruction: rewrite the following sentences using the possessive form of nouns.**

1. She is the mother of Ann.
2. This is the story of Nelson Mandela.
3. What are the names of the singers?
4. The crops of the farmers were destroyed in the floods.
5. Uncle Mohan is designing the room of the kids.
6. Please do not disturb the nests of the birds in the tree.
7. Let me see the results of this year.
8. I am quoting this from the novel of Dickens'.
9. The horns of the deer are called antlers.
10. She is replying to the email of her sister.
11. We are going to attend the performance of the sister of my friends.
12. Could you guide me to the house of the brother of Mr. Susan?

### Exercise 8

**Instruction: Rewrite the following sentences by changing the gender of the nouns denoting people and animals.**

1. My grandfather took my baby **sister** to the mall in a perambulator.
2. The **bride** on the **horse** is my **sister –in-law**.
3. The **king** asked his **men** to decorate the court.
4. My **nephew** had fun chasing the big red **hen** on our farm.
5. I once mistook the **mare** for a **horse**.
6. The **hostess** took good care of **her** guests.
7. We saw a **tiger** feeding on a **deer** carcass during the morning safari.
8. The old **widow** sat watching the **peacocks** in the garden.
9. The **actress** played the role of a **waitress** in the movie.
10. Mohan's **stepmother** is a generous **woman**.

### Exercise 9

**Instruction: Add capital letters where necessary with justification.**

1. I discussed the matter with my professor.
2. We were studying Robert Frost’s poem “The death of the hired man”.
3. All grade 12 students take history and english.
4. Usually college classes begin the day after labor day.
5. You know, dad, I haven’t had the car all week.
6. He shouted, “what’s happening?”
7. The doctor sent her to the hospital last wednesday.
8. After graduating from high school, he went to Vancouver island university.
9. My aunt is president of her club this fall.
10. My cousin plays hockey for simon fraser university.

## **Parts of Speech: Pronouns**

### **Description of the Lecture**

This lecture is about pronouns. Throughout the unit students will become familiar with many aspects of pronouns. The emphasis is put on the meanings, kinds, and uses of pronouns in a sentence. The unit is made up of theory, examples and exercises.

### **Objectives of the Lecture**

When students have successfully finished this lecture, they should be able, among other things, to;

1. Define the pronoun as the second part of speech.
2. List the main Kinds and common pronouns.
3. Compare pronouns with nouns.
4. Compose correct, meaningful and functional sentences through pronouns.

### **1. Definition of Pronouns**

Pronouns are small words operate just like a noun in a sentence. So pronouns are words that substitute for nouns or another pronoun that have already been mentioned in a sentence. A pronoun is usually substituted for a specific noun, which is called its antecedent. The pronoun is a substitute word, and the antecedent is the noun that it is substituting. It is important to remember, however, to use pronouns carefully. As noun substitutes, pronouns provide variety and efficiency. The use of pronouns makes this paragraph sounds more natural, interesting, precise, concise, less repetitive and more communicative. Compare and examine the sentences below.

- **1. He** saw **it** when **they** purchased **it**.
- **1. Ann** saw the **book** when the **students** purchased the **book**.
- **2. They** were happy when **it** was over.
- **2. Students** were happy when **the exam** was over.
- **3.** The gift that **we** gave **them** was made last week.
- **3.** The gift that **I my classmates** gave to our **teachers** was made last week.
- **4.** What did **you** buy from **them**?
- **4.** What did John buy from businessmen?

- **Pro** means “**for**”
- **Noun** means “the name of a person place or thing.
- **Pronoun** means “**for a noun**” so a **pronouns** = Pro + name “Two at a Time” = Noun Equivalent

## 2. Pronoun and its Antecedent

The noun or noun phrase that the pronoun refers in the sentence is called **antecedent** "**ante** + **cede**". It is worth to note here that "**ante**" means "**before**", "**cede**" means "**to go**", altogether "**ante** + **cede**" means "**to go before of the pronoun**". So an antecedent or "**goes before**" or existed before the pronoun, can occur either before the noun it describes in a sentence. The antecedent must always be a single word, either stated or implied. The **pronoun** must agree with the **antecedent** it replaces. This means that the pronoun and its antecedent must match. In other words, if the antecedent is singular, the pronoun must be singular; if the antecedent is plural, the pronoun must be plural. Sometimes, the antecedent can follow the pronoun.

- John said that he would be late. Here the pronoun “**he**” substitutes for the noun mentioned before “**John**”.

- After he built the house, Stephan died. Here the pronoun “**he**” comes before its antecedent, “Stephan”.
- Students must be always ready for **their** best preparation for **their** exams. Here the pronoun “**their**” and its noun “**students**” must agree and match in number, gender .....

### 3. Pronouns and Nouns

**Pro** as a prefix of the word pronoun means 'for' or 'acting as' for something “noun” else in the sentence A pronoun is used as a substitute for a noun or a noun phrase. In other words, it has all the characteristics of a noun: it can function as a subject/object/complement in a sentence. So a pronoun is used to avoid the repetition of nouns or noun phrases as it is indicated by the examples below:

- **1. Karim** went to the shop because **Karim** wanted to buy a bicycle.
- **2. Karim** went to the shop because **he** wanted to buy a bicycle.
- **1. Walking** is a form of sport. **Walking** is easier than swimming.
- **2. Walking** is a form of sport. **It** is easier than swimming.

But a pronoun is different from a noun in that **it neither cannot take a pre-modifying adjective nor can it take a determiner or a prefix/suffix**. The form of a pronoun is fixed. It is worth to be noted that pronouns are like nouns, pronouns too, have number. But the number system of pronouns is different from that of nouns because an s is not added to pronouns to turn them into plural. The singular and plural forms of pronouns are fixed such as “I, me, my, mine ....” versus “we, us, our .....

It is worth to mention again that the gender system of pronouns is different from that of nouns because a suffix like "ess" is not used to mark gender distinctions. The gender of pronouns is fixed. See the examples in the table below:

Masculine	Feminine	Common gender pronouns	Neuter gender
he, him, his, himself	she, her, hers, herself	I, we, you, they mine, ours, yours, theirs myself, yourself, ourselves, themselves each other, one another everybody, nobody, anybody who? which? what?	it, its, itself anything, nothing, something,

### 4. Kinds of Pronouns

#### 4. 1. Personal Pronouns

The first person refers to the person speaking or writing (I, we), the second person to the person addressed (you) and the third person to the person spoken or written about (he, she, and they). In a speech situation the first and second person are necessarily present, the third person may or may not be present. These seven personal pronouns are called personal pronouns on the basis of their role in a speech act. Personal pronouns can be divided according to number into singular and plural and according to person into First person, Second person, and Third person. The main things to remember about personal pronouns are;

- They are based on **number** "singular versus plural",
- They are also based on **gender** "masculine versus feminine" and,
- They are also based on **person** "human versus non-human". Personal pronouns refer to the three persons involved in communication (I, you, he, she, it, etc.) Impersonal: refer to non-humans (it, they)
- They are also based on **Case** is a term used in grammar to talk about the special **forms** of pronouns needed when they are used in different places in a sentence.
- Personal pronouns do not always refer to people. Personal means **first person** "the speaker", **second person** "the person spoken to" and **third person** "another person or thing as absent in the discussion "

When you are talking about a single thing, you almost always use **it**. However, there are a few exceptions. You may sometimes refer to an animal as **he/him** or **she/her**, especially if the animal is **domesticated** or a **pet**. Ships (and some other **vessels** or **vehicles**) as well as some **countries** are often treated as **female** and referred to as **she/her**. Here are some examples:

- This is our dog Rusty. **He's** an Alsation dog.
- The *Titanic* was a splendid ship but **she** sank on her first trip.
- My first bicycle was a Mini and I treated **her** like my wife.
- Canada has now opened **her** border for emigrants.

#### 4. 2. Indefinite Pronouns

They refer to a person, place, or thing that may or may not be specifically named. An indefinite pronoun does not refer to any specific person, thing or amount. It is vague and "not definite". They usually do not have a definite or specific antecedent as a personal pronoun. They are further divided into **singular indefinite pronouns** which include "any, anyone, anybody, anything, everyone, everybody, each, neither, another, nobody, no one, none, nothing, somebody, someone, something....." and plural indefinite pronouns which also include "all, several, few, both, some, many ....." Examples:

- **Everybody** will select **another** to help with **everything**. "The three words written in bold type are all indefinite pronouns since they all take the place and do not refer to a specific or definite person or thing".
- **Someone** is knocking on the door. Singular indefinite pronoun
- **Everyone** should answer in **his/her** exam sheet. Singular indefinite pronoun
- **All** the students are concerned with the last exercise. Plural indefinite pronoun

#### 4. 3. Demonstrative Pronouns

They are used to point out or demonstrate something more particular like person, place, thing or idea. They are very small group of pronouns but they are extremely useful in making clear sentences. The basic function of demonstratives is to indicate the nearness or distance of the person or object referred to, from the speaker. The pronouns "**this**" and "**these**" are used to point out something close to the speaker but "**that**" and "**those**" refer to things that are farther away from the speaker. Demonstrative pronouns have number contrast such as: "**this** with **these**" and "**that** with **those**". It is worth to mention that the word "**such**" can be used as either singular or plural. Examples:

- Give her the **cake**. Or give her **this**. Cake is the antecedent of this which is close to the speaker.
- **This** is the point I want to clarify.
- **Those** are my articles.
- **That** is the case of interest.
- **Such** a horse is hard to find. Singular
- **Such** horses are hard to find. plural

#### 4. 4. Reflexive Pronouns

**Reflexive pronouns** are used when the "receiver" of the action is the same person as the "doer". In short, if someone does something to himself or herself, the action is expressed using a reflexive pronoun. Reflexive pronouns are used to reflect something back to the subject of the sentence or clause. So the term reflexive means 'bent back', in the sense of 'bending the object back to the subject.' A reflexive pronoun is used when the subject and the object refer to the same person or thing. This can be seen from the agreement between the subject and the reflexive object: In English, the paradigm reflexive pronouns are formed by appending or attaching "**self**" or "**selves**" to the objective form of the pronoun stem. Consequently, reflexive pronouns end in "**-self**" (singular) or "**-selves**" (plural).

A reflexive pronoun is used as a substitute for a noun in the objective case i.e., as a direct object. Of course this substitution is used to avoid an awkward construction 'John ... John'. They are also further divided into **singular reflexive** pronouns which include “myself, yourselves, himself, herself and itself” and **plural reflexive** pronouns which include “yourself, ourselves, himself, and themselves”. Students must note that the forms "**hissself**" and "**theirselves**" do not exist as reflexive pronouns in English. If the sentence is directed to one person, use the singular form **yourself**, but if it refers to a group, use the plural form **yourselves**. Examples:

- John looks to John in the mirror. Or John looks to himself in the mirror. Here the reflexive pronoun "**himself**" is used as a substitute for the same noun in the objective case.
- **We** find the solution **ourselves**.
- **It** ate the grass **itself**.
- They want to discover the situation **themselves**.
- I respect **myself**.

#### 4. 5. Intensive or Emphatic Pronouns

Notice that all the above reflexive pronouns can also act as **intensive or emphatic pronouns**, but the function and usage are different. An intensive pronoun emphasizes its antecedent. Furthermore, **emphatic pronouns** look exactly like reflexive pronouns but they are used to emphasize a noun or another pronoun. They are further divided into **Singular** emphatic pronouns: “**myself, yourself, himself, herself and itself**” and **Plural** emphatic pronouns: “**ourselves, yourselves and themselves**” For example, when you want to point out that you did something all by yourself, you might say,

- I repaired the computer **myself**. Or I, **myself**, wouldn't defend the same issue.
- You, **yourself**, are the more likely student to get the best average.
- They planned for the visit to Algiers **themselves**.
- I inspected the car **itself** before deciding it was useless.

Comparison between Reflexive Pronouns and Emphatic Pronouns	
Reflexive Pronouns	Emphatic Pronouns
1. I made the cake myself.	1. I myself made the cake.
2. Have you yourself met the girl?	2. Have you met the girl yourself?
3. The president promised to increase salaries himself.	3. The president himself promised to increase the salaries.
4. The directress spoke to me herself.	4. The directress herself spoke to me.



5. The question was not easy itself.	5. The question itself was not easy.
6. You asked to pay attention yourselves.	6. You yourselves asked to pay attention.

#### 4. 6. Relative Pronouns

A relative pronoun relates or refers back to a noun or pronoun called its antecedent. It also joins clauses. So it is a pronoun as well as a conjunction. Relative pronouns introduce relative clauses and noun clauses. It is called relative pronoun because it relates to the word that it modify. So **Relative pronouns** are used to insert special grammar structures called *clauses* into a basic sentence. It is worth to note here that the term “clause” really means extra bits of information in a sentence, expressed in a special way. Some of the relative pronouns are as follows:

- Relative pronouns: **who, whoever, whom, whomever**.....to refer to people
- **which**.....to refer to things
- **that**.....to refer to people/things
  - The person **who** called me yesterday is my close friend. In this example, "who" relates to "person", which it modifies and introduces the relative clause "who called me yesterday"
  - Those **who** built the glass houses shouldn't throw heavy objects.
  - I don't know **who** is standing at the door.
  - The boss **whom** you discussed with left the room.
  - They watched the show **which** was prepared for Ramadan.
  - The lecturer **that presented** the conference didn't get a wage.

#### 4. 7. Interrogative Pronouns

Interrogative pronouns are used to ask questions. The interrogative pronoun represents the thing no known (what we are asking the question about). The forms of relative pronouns and interrogative pronouns are identical, but their functions are different: the former join clauses, the latter ask questions. They are used to initiate interrogative statements when you want to ask about someone or something. There are four main interrogative pronouns: **who, whom, what, which**. Notice that the possessive pronoun **whose** can also be an interrogative pronoun (an interrogative possessive pronoun). Examples:

- **Who** did you invite for lunch? (As object)
- **Who** told you the news?
- **Whom** did you tell?
- **What** is your name?

- **Which** came first in the race?
- **Whose** has not arrived at the airport?

#### 4.8. Possessive Pronouns

These pronouns can be used independently. They are used to express ownership/possession/relationship. Some of them are: mine, yours, his, hers, its, ours, yours, and theirs. The following table summarizes the different cases of pronouns. In short, possessive pronouns are used to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things). We use possessive pronouns depending on:

- number: singular (example: **mine**) or plural (example: **ours**)
- person: 1st person (example: **mine**), 2nd person (example: **yours**) or 3rd person (example: **his**)
- gender: male (**his**), female (**hers**) Look at other examples below:
  - Look at these bags. **Mine** is the small bag. (subject = My bag)
  - I like your book. Do you like **mine**? (object = my book)
  - I searched everywhere for your pen. I found Ann's pen but I did not find **yours**. (object = your pen)
  - My plants are dying. **Yours** are flourishing. (subject = Your plants)
  - All the answers were true but **his** was the best. (subject = his answers)
  - Ann found his key but Marry couldn't find **hers**. (object = her key)
  - Here is your bicycle. **Ours** is in the garage, where we left it. (subject = Our bicycle)

#### 4.9. Reciprocal Pronoun

Reciprocal pronoun is used when each of two or more subjects is acting in the same way towards the other. For example, A is talking to B, and B is talking to A. The action is "reciprocated". John talks to Mary and Mary talks to John. I give you a present and you give me a present. The dog bites the cat and the cat bites the dog. There are only two reciprocal pronouns, and they are both two words: "**each other** and **one another**". When these reciprocal pronouns are used: **first** there must be **two or more** people, things or groups involved (so we cannot use reciprocal pronouns with I, you [singular], he/she/it), and **second** they must be **doing the same thing**.

- Stephan and Ann love **each other**.
- Ann and Marry hate **each other**.
- The five students were all helping **one another**.
- Both armies faced harsh fight against **each other**.

- The enemies were fighting **one another**.
- The balls were floating against **each other**.

## Summary

Pronouns are like nouns. Students must always remember that there are the subjective case and the objective case with the personal pronouns.

- The use of the subjective case is when each pronoun can be used as the subject of the verb. **Examples:** **She** is a teacher. **They** are professionals.
- The use of the objective case is when each pronoun can be used as the object of the verb. **Examples:** We saw **him** last night. She looks at **me** all the time.
- The first person pronoun I is always a capital letter whatever its position in the sentence. **Examples:** **I** delivered the lesson to my pupils. Yesterday, **I** delivered the lesson to my pupils.
- The pronoun **you** is the only second form for singular and plural. **Examples:** **You** are quite right. All of **you**.
- The pronoun **it** is used to refer to something non-human such as a thing, a substance, an action, a feeling, an idea, or a statement. It is worth to mention that this pronoun is used again to identify a person as empty subject and to give emphasize.

## Exercise 1

**Copy these sentences into your notebook and then underline the pronouns.**

1. Who told us that no one would be at the park?
2. This belongs to her class.
3. She never gave them any of it during the class.
4. Robert called to tell them about that case.
5. What did you give him and his wife for the holidays?
6. We always welcome suggestions from our students.
7. Mine factory was destroyed by the flood, but the insurance covered it.
8. Give me some coffee!
9. They told about the hardships we survived successfully.
10. Many told about the kindness of strangers as visitors.

## Exercise 2

**Circle the correct form of the pronoun. When you have finished, check your answers with the answer key in the back of the book.**

1. (She, Her) and John are planning on attending the match.
2. (We, Us) girls insist on being admitted to the university.
3. Our teacher gave the extra credit to Ann and (I, me).
4. No one met him and (she, her) together at the class.
5. How many tickets did you purchase for (we, us)?
6. I have to meet (they, them) before the class closes.
7. (He, Him) travels to Algiers every summer.
8. Find the director's papers and give it to (him, he).
9. The boys challenged (we, us) girls to a race. (We, Us) won, of course.
10. When will the boss present the gift to (she, her)?
11. I hope that (she, her) accepts that new job in Paris.
12. Someone told (we, us) that a new shop would be opening in the city very soon.
13. What do (they, them) plan to do about the contest for PhD?
14. Will you please help (he, him) unload the garbage?
15. How many tickets will he deliver to (she, her)?

## Exercise 3

**Read each pair of sentences. Underline the pronoun in the second sentence. Then, underline the words from the first sentence that the pronoun replaces (the antecedents). One example is given. Example: The students are reading a story. It is about a dragon.**

1. John and I went to the cinema theater. We bought some sweets there.
2. The magician cut a woman in half. Then, she pulled a rabbit from a hat successfully.
3. Marry and Ann played with the puppies. Marry tossed the ball to them rapidly.
4. Robert went swimming with John. He and John dove under the water line.
5. John listened to love songs on her smart phone. After an hour, it ran out of batteries and closed out.
6. Dark heavy storm clouds rolled in over the city. They blocked the sunlight from the city.
7. Father and mother went on a trip to Paris. They will be back next month.
8. The carpenter's hammer is in the truck. His screwdriver is next to it.
9. Have you seen Ann's doll? It has been missing all the time since we are in the village.
10. That is the Robert's house. Their car is in the driveway.

## Exercise 4

Use a suitable reflexive pronoun for each sentence.

1. Ann, you need to protect ..... from the sunshine.
2. John hurt ..... skiing last week.
3. We saw ..... in those crazy costumes and couldn't stop laughing.
4. Stephan and Bill are working two jobs to put ..... through college.
5. The flying object turned ..... around and disappeared in the night.
6. I bought ..... some new clothes yesterday.
7. Marry calls ..... "doctor" even though she hasn't graduated yet.
8. John and Stephan, find ..... a place to sit, and I'll be right with you.
9. Susan cut ..... while she was fixing her articles in the store.
10. Each learner has to teach ..... how to study well.

## Exercise 5

Combine each sentence by using a relative pronoun and eliminate the repeated words. Use **who, whom, whose, which, and that**.

1. I met an actor. The actor's picture won an important prize.
2. We bought a house. The house cost us \$180,000.
3. Ann introduced me to her close boyfriend. Her boyfriend is a doctor.
4. Marry bought a new dress. The new dress cost \$5000. She had to return it to the shop.
5. John gave Ann a gift. The gift had diamonds and rubies.
6. Mrs. Susan is talking to her learners. The learners' researches are done on whole week days.
7. Robert lives with his sister. His sister is an English teacher.
8. The soldiers were injured in war. The president is awarding medals to the soldiers.
9. Mr. John graded the tests. We took the tests on Saturday.
10. The director knows the candidate. The candidate was chosen to be the boss.

## Exercise 6

Fill in the blanks with suitable Relative Pronouns given in the brackets:

1. The building ..... (where/that/who) I live in was built in the 1720s.
2. That is John, the boy ..... (who/which/whom) has just arrived at the airport.
3. Do you remember the name of the man ..... (whom/whose/that) car you crashed into?
4. I mean ..... (that/which/what) I say.

5. The hotel ..... (that/which/where) we stayed in was very pleasant.
6. This is the best book ..... (that/which/whose) I've ever read in my life.
7. Mrs. Ann, ..... (that/who/whom) is a taxi driver, lives in a country side.
8. Thank you very much for your e-mail..... (that/who/when) was very interesting.
9. The man ..... (whose/which/that) father is a doctor forgot his car.
10. The children ..... (whom/who/that) shouted in the street are not from ours.

### Exercise 7

**Underline the all the reflexive, emphatic and reciprocal pronouns used in the following sentences. Then tell which is which.**

1. She cut herself when she was cleaning the house.
2. The soldiers hoisted each other over the stone wall.
3. Wash the dish yourself this time.
4. The players patted one another on the back after they scored.
5. You will have to go yourself to the university.
6. I myself won't put up with you.
7. Marry and Stephan built their new house themselves.
8. She limited herself to less than 1800 calories a day.
9. A nurse should protect himself or herself from infectious diseases.
10. We laughed when we watched ourselves on Internet show.

## Parts of Speech: Verbs

### **Description of the lecture**

This lecture is about verbs as the third part of speech. The unit explores key concepts of verbs such as definitions, classes, basic forms, subject and predicate agreement. Throughout the unit students will become familiar with the meanings and uses of verbs in tenses and sentences. The unit counts on theory, tables, examples and exercises.

### **Objectives of the lecture**

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview about verbs.
2. List the classes and kinds of verbs.

3. Enable learners to reflect on the specific basic forms and changes of verbs.
4. Compose correct, meaningful and functional sentences through verbs.

## Introduction

The third part of speech known "**verb**" is one of the main element of every sentence. The verb is king in English sentence. The importance of the verb in a sentence is the same as the vowel sound in the syllable formation. The shortest sentence contains a verb. You can make a one-word sentence with a verb, for example: "**Stop!**" You cannot make a one-word sentence with any other type of word except with the verb. The verb can be said to be the most important element of a sentence because the structure of a sentence depends largely on the verb. The difference between the sentences:

- Leave.
- He laughed
- He built a house.

The difference is mainly that the first sentence is an order while the second sentence has the verb laugh, which needs nothing to complete its meaning, but the third sentence he built, which requires an object to complete its meaning: what did he build?- A house. The difference between leave, laugh and built is lexical which means that the two verbs represent different meanings or activities

### 1. Definition of a Verb

A verb is a word or a phrase with which we can make an assertion. What is asserted is an **action**, **condition** or **state**. Every sentence must have a verb. A verb is the central unit of any sentence or clause, and all the other words in a sentence take grammatical form based on how they relate to it. Verbs change form to indicate five main roles which are person, number, tense, voice, and mood. The main verb of a sentence is often preceded by one or more helping verbs, which together form a complete verb. There is no sentence is generally complete without the use of verb. Without a verb, we cannot have a complete sentence. So the study of verbs is important because the verb is the most important part of a sentence "speech". It is obligatory even in the shortest of sentences to include a verb. Here are some hints that may help you locate verbs:

- A sentence "clause" is not a sentence "clause" without at least one verb. Some compound and complex sentences may include more than one verb because they include more than one clause.
- A verb is the central unit of any sentence or clause, and all the other words in a sentence take grammatical form based on how they relate to the verb.

- Verbs are words that tell us what a subject does or is: verbs usually tell about an action. Verbs may tell also about states.
- Verbs are often found in the middle of sentences. While imperative sentences start with a verb.
- A verb can sometimes be made up of more than one word, called **a verb phrase**. Oppositely, some verbs may consist of one word.
- Verb phrases may have up to five words.
- Some verb phrases have more than one word and are sometimes interrupted or separated from the auxiliary verb or verbs by small words that are not part of the verb like *not, never, always, seldom, already, sometimes, usually, rarely* ..... such as **they have just tasted the food**. Here the word **just** is neither a non-verb word nor an auxiliary. Tasted is the main verb while have is the auxiliary.
- Verbs change their form to tell about actions taking place at different times. For example, **we moved to a new house last week** can be changed to show the action happening in the future. **We will move to a new house next week**. The word **moved** became **will move**; therefore, they are still verbs the first one is a one verb word while the second is a verb phrase. Here are some sentences that show verbs at work. Notice that some verbs have more than one word and are sometimes interrupted by small words that are not part of the verb.
  - I **hit** the ball. (It refers to an action.)
  - Shut up. Order (There is only one word in this sentence which is a verb.)
  - She **is** asleep. (It refers to a state.)
  - I **watch** my favorite TV show every day. Action
  - She **is** in a good health. State
  - **Have** you **sent** that letter?
  - They **are travelling** to America. Verb phrase
  - Change **has come** to Algeria. Verb phrase
  - Stop! (Short sentence of one word which is the verb stop.)
  - They left. Intransitive verb
  - My father thinks that he **can rebuild** his old house.
  - They **might have been being chased** before her car **smashed** into the bridge. Five words verb
  - Most excellent students **are** usually **sitting** on the steps when the teacher **arrives**. Words of the verb are interrupted by usually.

## 2. Particle “Verb Phrase”

A **particle** is the combination of a standard verb such as make or put with one or two particles. In some cases the particle is an adverb such as ‘up’, ‘together’; in



others it is a preposition such as ‘through’, ‘in’. A phrasal verb often has a meaning which is different from the original verb. Thus *turn down* means something like ‘reject’, *rule out* means ‘eliminate’, *find out* is ‘discover’, and *go on* is ‘continue’; these are not meanings that could have been predicted from the meanings of the verb and the particle independently. Here are some examples of phrasal verbs:

- So she *went on* for some weeks cutting and hewing timber trees.
- Moral reform is the effort to *throw off* sleep. . .

Alternative terms for phrasal verb are ‘compound verb’, ‘verb – adverb combination’, ‘verb – particle construction’.

### 3. Kinds of Verbs

We understand from the previous definition and examples that there are two kinds of verbs; action verbs and state verbs.

#### 3. 1. Action Verbs

They are also called “**Dynamic Verbs**” or “**Doing Verbs**”. Most verbs are **action** verbs. They show that something is being done or that something is happening. They refer to actions that can be observed with the five senses. Most action verbs refer to physical actions and describe events which happen in limited period of time, and have a definite beginning and end. Action verbs have both simple and progressive forms. Examples;

- My pupils **participate** in the lesson. Action
- The children **ran** after the cat.
- My father **is visiting** the place of my work.

#### 3. 2. Stative Verbs

They are also called “**Non-conclusive Verbs**”. A very small number of verbs express a *state of being*. These *non-action* verbs are sometimes called *linking verbs* or *copula verbs*. They refer to states that **cannot** be observed with the five senses. They show that something or somebody exists. Most state verbs describe states which continue over a period of time and need not to have well defined beginning and end. State verbs cannot usually have a progressive form and they express meanings such as being through a form of be (am, are, is, was, were, been) or cases of having, opinions, thinking, perception, wants, preference, and feelings through the five senses verbs such as (smell, taste, look, sound, feel, seem, appear, become, grow, remain, prove). Examples;

- I **listen** to hat music. (It refers to the use of senses.)

- They **envy** to have that small animal in their house. (It expresses a want and preference.)
- I **guess** it is a difficult question. (opinion)
- They **perceive** well the case. (perception)

Action Verbs	State Verbs
<ul style="list-style-type: none"> <li>▪ Dynamic</li> <li>▪ Physical</li> <li>▪ Period of time with clear limits</li> <li>▪ Describe progressive and simple cases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-conclusive and static</li> <li>▪ Mental</li> <li>▪ Period of time with unclear limits</li> <li>▪ Describe only simple cases</li> </ul>

### 3. 3. Linking Verbs

Some verbs are called non-action, state of being, or linking verbs. They are the verbs that do not show action – those verbs that are either a form of be (am, are, is, was, were, been) or that are associated with the five senses (smell, taste, look, sound, feel, seem, appear, become, grow, remain, prove). So when some verbs are used to express a state of being, or the fact that something has certain qualities, they are considered as **linking verbs**. They are called like this because they link the subject to an adjective (the subject and the subject complement). A linking verb does not have much meaning in itself. It "links" the subject to what is said about the subject. Usually, a linking verb shows equality (=) or a change to a different state or place (>). Linking verbs are always intransitive (but not all intransitive verbs are linking verbs). Notice that you can replace each of these linking verbs with the verb *seem* or *is* or *become*. Examples;

- The dog **is** black.
- Ann **is** a **teacher**. (Ann = teacher)
- The food **tastes delicious**. Here food does not have taste buds or a mouth and, therefore, cannot perform the physical action of tasting. *The smoke **smelled stronger now**.*
- The weather **becomes** cold. (The weather > cold)
- The sculpture **felt** smooth. Or the sculpture **became/seemed** smooth.
- The presentation music **sounds** interesting in the class. Or the presentation music **seemed** interesting in the class. (music = interesting)
- The justification **looks** interesting to this question.
- The sky **grew** dark before the storm.

### 3. 4. Notes about Action Verbs versus State Verbs

- A few verbs can be used as either action verbs or linking verbs. Here are the most common ones; **look, smell, grow, taste, sound, feel, look** ...Notice that some verbs such as looked can be either action or non-action, depending on how they are used in a sentence. Examples:
  1. Ann **looked** nice.
  2. Ann **looked** out the door. You must ask yourself in the first sentence whether Ann is actively using her eyes or not. She is not; therefore, looked in the first sentence is a linking verb. In the second sentence, Ann is actually using her eyes to look out the door. Thus, this time looked is an action verb.
- If these verbs are used to describe a physical action, something that can really happen or that is observable, they are considered to be **action verbs**. Examples;
  - Ann **tasted** the food.
  - John **smelled** the smoke from the near forest fire.
  - She **felt** the water cold before she swam.
  - Stephan **grew** 5 centimeters last year.
  - The investigator **looked** carefully at the evidence.
- If some of these verbs are used to express a state of being, or the fact that something has certain qualities, they are consider to be **linking verbs**.

#### 4. Transitive versus Intransitive Verbs

A transitive verb takes “requires” a **direct object** to complete its meaning: *A terrorist kills the President* (the President is the **direct object** of the verb kills). So a transitive verb always has a noun that receives the action of the verb, called the **direct object**. Examples:

- Ann **raises** her hand. The verb is *raises*. *Her hand* is the object receiving the verb’s action. Therefore, “*raises*” is a transitive verb.
- I **saw** a car.
- He **brushes** his **teeth** three times a day.
- They are playing electronic **games**.
- He **speaks** English.

Transitive verbs sometimes have **indirect objects**, which name the object to whom or for whom the action was done. Example:

- John **gave** **Stephan** the book. The verb is *gave*. The direct object is *the book*. (What did he give? *The book*.) The indirect object is Stephan. (To whom did he give it? To Stephan.)

An intransitive verb has its complete meaning by itself and does not have a direct object or indirect object to complete its meaning: *She died*. Many verbs, like *speak*, can be transitive or intransitive. Although an intransitive verb may be followed by an

adverb or adverbial phrase, there is no object to receive its action. Look at these examples of intransitive verbs:

- Ann **rises** slowly from her seat. The verb is *rises*. The phrase, *slowly from her seat*, modifies the verb, but no object receives the action.
- She has **arrived**.
- Ann **laughs**.
- They **speak** fast.

## 5. Classes of Verbs

Verbs are classified into two categories; Main verbs and Auxiliary Verbs. Main verbs occur independently in a sentence and convey the complete meaning of the action. But there are some verbs which occur along with the main verbs and indicate tense, aspect voice, mood / intention of the speaker. They are called **auxiliary** verbs.

### 5. 1. Lexical/Ordinary/Main Verbs

Main (lexical) verbs occur independently in a sentence and convey the complete meaning of the action. Sometimes they are helped by auxiliary verbs. All verbs other than auxiliaries are called main verbs such as read, write, eat, drink, etc. A Main Verb is any verb in a sentence that expresses action or the state of being of the subject in that sentence and it always carries **a real meaning**. The lexical verb is the **head** element and comes at last in complex verb phrase; the elements preceding the head are auxiliaries. So when a verb phrase contains more than one verb, the last verb in the phrase is the main verb. All other verbs are auxiliaries. Examples;

- Stephan **finds** the right solution. “main verb”
- John might **deliver** the mail. “modal verb + main verb”
- She is **doing** her best to get the level. “auxiliary verb + main verb”

#### 5. 1. 1. Regular Verbs

Within formal classification, we should start with regular verbs, which are easy to remember. These are obtained by adding an -ed (play, played, played) at the end of the first form, or in case the verb end in e, only a -d (hire, hired, hired). To the great relief on non-native speakers, all English verbs are regular ones, except for a few hundred irregular verbs discussed in the next section.

Most verbs of English are regular. Regular verbs can be conjugated into four forms. These forms are important, since they are the basis for all conjugations. All verbs have an *infinitive form* or a base form before conjugation. Regular verbs follow a standard set of rules for forming their present participle and past forms. The present

participle is formed by adding *-ing*. If the verb ends with the letter *e*, drop the *e* before adding *-ing*. The past is formed by adding *-ed*. If the verb ends with the letter *e*, just add *d*.

### 5. 1. 2. Irregular Verbs

Unfortunately, many other verbs are irregular, and, equally unfortunately, they tend to be the ones most commonly used. Some verbs form their principal parts by changing their spelling. These verbs are called **irregular verbs**. Irregular verbs make extensive use of the memory of non-native speakers, as their second and third form cannot be deduced or predicted from the first one. Sadly, they need a lot of time to be learnt, which cannot be avoided as many of them belong to the core English vocabulary. So they are different in their simple past and past participle in the sense that they form their simple past and past participle.

The optimistic approach to irregular verbs is to remember that out of many thousands of English verbs only a few hundred ones are irregular, which can be further reduced based on their frequency. Still more than a hundred of them (with three distinctive forms completed with their meaning) remain, with different procedures to memorize them. The most common is to further categorize them by establishing patterns in the table below:

N	Category	Examples
1	Vowel change irregular verbs	buy, make, see
2	Compounds of irregular verbs have the same form	befall, understand
3	A few irregular verbs have two forms	burn, learn
4	A few irregular verbs with all the three forms identical	cut, put, quit
5	Most of the irregular verbs have different forms	be, begin, bear

### 5. 2. Auxiliary Verbs

They are also called “Helping Verbs”. Auxiliary verbs are words that make certain semantic features of a main verb; they have no meaning on their own. They are **necessary for the grammatical structure** of the main verb and henceforth of a sentence, but they do not tell us very much alone. In other words, they are dependent because they are only added to another verb “main verb” to make the meaning and the form clear, full and complete. Helping Verbs are called **Auxiliaries**. **They are twelve in number: be, do, have, can, may, shall, will, must, ought, used (to), need, dare**. Generally, auxiliaries are used primarily to show the following meanings.

- Serve as support to the main verb.
- Whether the action takes place in the present, past or future “tense”,
- Whether the voice is active or passive,
- Whether an action is complete, habitual or continuous.
- In negation, interrogatives and emphatic statements.
- Whether an action is necessary, possible “mood”.
- In short answers to avoid the tedious repetition of words. Examples;
  - She **will travel** to Paris on the plane. Here **will** is an auxiliary while **travel** is a main verb. It is worth to mention that sometimes, **will** can be a main verb, as in I **willed** all my property to my children. When will is before a main verb, however, it is a helping or auxiliary verb. The same case with have, do and be
  - Stephan **can** find the right solution. Can versus find
  - John **might** deliver the mail. Might versus deliver
  - Did you write your lesson? did versus write
  - Students **must** learn English well.
  - Do you like fish? Yes, I do. Or No, I don't.

Auxiliary verbs are also divided into two sub-groups which are ordinary auxiliary “primary helping verbs” and modal auxiliary verbs “modal helping verbs” as it is indicated in this table.

Primary Auxiliary Verbs	Modal Auxiliary Verb
<ul style="list-style-type: none"> <li>▪ <b>Be:</b> Am, is, are, was, were,</li> <li>▪ <b>Have:</b> have, has, had</li> <li>▪ <b>Do:</b> do, did, does</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shall, should,</li> <li>▪ Will, would,</li> <li>▪ May, might</li> <li>▪ Can, could</li> <li>▪ Must, ought to, need, dare, used to,</li> </ul>

### 5. 2. 1. Primary / Ordinary Auxiliary Verbs

There are three ordinary auxiliary verbs; “**be**”, “**have**”, and “**do**”. They change their forms according to the Person or Number of the Subject. The primary auxiliaries are fully productive verbs of English which can (with different senses) all be used as full lexical verbs. Students must note that these three verbs can be used as helping verbs **or** as main verbs. On this section we talk about them as helping verbs. The table below summarizes the auxiliary verbs in terms of forms and uses:

Number	Primary auxiliaries	Various forms
1	be	is, am, are, was, were, been, being

2	do	do, does, did, doing, done
3	have	have, has, had, having

Uses of the ordinary auxiliary verbs		
Auxiliary	Uses	Examples
<b>be</b>	<ul style="list-style-type: none"> <li>▪ to make continuous tenses</li> <li>▪ to make the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• She <b>is</b> revising her lessons.</li> <li>• Small fish <b>are</b> eaten by big fish.</li> </ul>
<b>have</b>	<ul style="list-style-type: none"> <li>▪ to make perfect tenses</li> </ul>	<ul style="list-style-type: none"> <li>• He <b>has</b> done completed his job.</li> </ul>
<b>do</b>	<ul style="list-style-type: none"> <li>▪ to make negatives</li> <li>▪ to ask questions</li> <li>▪ to show emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• She <b>does</b> not like swimming.</li> <li>• <b>Do</b> you like some sugar?)</li> <li>• She <b>does</b> want to pass my exam.</li> </ul>

### 5. 2. 2. Modal Auxiliary Verbs

Modal helping verbs are used to "modify" the meaning of the main verb in some way. A modal auxiliary is a verb used with another verb "never used alone" to express an idea or actions exist as conceptions of the mind such as possibility, necessity, obligation, absence of obligation, advice m ...etc. which are not expressed by the main verb of the sentence and henceforth changes the meaning of the main verb in that sense. The main features of modals auxiliaries are as follows:

- Modals don't have infinitive, present participle or past participle forms. For example, we never use 'to should, 'musting' or 'canned'.
- Modals are always followed by the base form (root form or the first form) of a main verb.
- Modals can never stand alone. They are always used to help a main verb.
- Modals can't be used as main verbs except in a few cases.
- Modals can't be used in all the verb tenses.
- When a Modal is followed by 'be' + Present Participle form of the verb, this indicates that one is talking about the present or the future.
- When a Modal is followed by have + Past Participle, this indicates that one is talking about the Past.
- In Passive sentences, the pattern is: **Modal + be + Past Participle Form** or, **Modal + have been + Past Participle Form**
- Modals do not inflect. They do not have any '-s' form, '-ing' form or '-ed' form.
- Modals do not take any primary auxiliary to form negative sentences.
- To form negative sentences, the article 'not' is added after the modal.
- Questions are formed by placing the modal before the Subject. In case of ought to, 'ought' is placed before the subject and 'to' after it.
- Modal verbs are used in Question Tags.

- There are 13 Modal Auxiliaries: will, would, shall, should, can, could, may, might, used to, ought to, must, dare and need.
- ‘Need’ and ‘Dare’ can also be used as main verbs.

## 6. Verbs’ Basic Forms

All English language verbs have **five** basic forms, except the modal auxiliary verbs. We use these forms of verbs to write and talk about things that happen at different times: past, present, and future. These five forms are as follows;

1. **Base form,**
2. **Past simple,**
3. **Present simple,**
4. **Past participle and**
5. **Present participle.**

It should be noted that there is something very special about verbs in English. Most other words (adjectives, adverbs, prepositions etc.) do not change in form (although nouns can have singular and plural forms). But almost all verbs change in form. For example, the verb *to work* has five forms: (*to work, work, works, worked, and working*) See the table below for more clarification.

The Five Basic Forms of English Verbs					
Form	Infinitive	Past Simple	Present Simple	Past Participle	Present Participle
	They are marked with the <b>“to”</b> at the beginning	They are marked with <b>“ed”</b> for regular verbs. For irregular verbs see the list	They are marked with <b>“s”</b> or <b>“es”</b> for “she, he and it” and with the base form	They are marked with <b>“ed”</b> for regular verbs. For irregular verbs see the list	They are marked with <b>“ing”</b> at the end for both regular and irregular verbs
<b>Regular</b>	To work To love To smoke To travel	Worked Loved Smoked travelled	Work “s” Love “s” Smoke “s” Travel “s”	Worked Loved Smoked travelled	Working Loving Smoking Travelling
<b>Irregular</b>	To be To go	Was/were went	is/am/are go “es”	Been gone	Being going

### 6. 1. The Main Uses of the Verbs’ Forms



- **Past Simple:** It is used to refer to actions which happened and finished in the past. (See the lesson of the simple past tense)
- **Present Form:** It is used to refer to general and habitual actions. (See the lesson of the simple present tense)
- **Past Participle:** It is used as part of the perfect form of a verb “See perfect tenses.” and in a passive voice after the appropriate form of “to be”. “See passive voice”.”
- **Present Participle:** it is used as a part of the continuous form of a verb. “See continuous tenses”

Consequently, all verbs have the following forms:

Verb Form	Domain of Use	Examples
<b>Base form</b>	Imperative Present tense Infinitive	<b>Play</b> tennis with me. You <b>play</b> very well. I'd like <b>to play</b> .
<b>“s” or “es” form</b>	Present tense “third person singular”	Simon <b>plays</b> very well.
<b>Past form</b>	Past tense	They <b>played</b> back the film.
<b>“Ing” form</b>	Active participle Gerund	You <b>are playing</b> very well. <b>Playing</b> tennis is fun.
<b>“ed” form</b>	Past participle Passive participle	They <b>have played</b> back the film. The film <b>was played</b> back.

## 7. Finite and Infinite “Non-Finite” Verbs

### 7. 1. Finite Verbs

The finite forms of verbs are those which have been changed “conjugated” to take their correct form for the particular function they have in a sentence. In other words, a finite verb is one that can be the main verb of a sentence or as part of the main. **Finite means “bound”. Finite verbs must agree with the number and person of its subject. It is bound by the tense of a sentence. A sentence does not make any sense without a Finite verb.** A finite form is a verb which is limited by the number or the person of its subject and also on the tense of the subject.

### 7. 2. Non-finite Verbs

Unlike the finite verbs, non-finite verbs are not bounded by tense, person or number of the subject. **A non-finite verb is an infinitive, gerunds and participles.** Non-finite verbs do not change their form even when the person and the number of

the subject changes. See the following sentences in the table below and pay attention to the words written in bold type.

Number	Finite	Non-finite
1	You <b>leave</b> the home.	Kept <b>disappearing</b>
2	It <b>is</b> right.	Anxious <b>to stop</b>
3	You <b>are playing</b> .	See the thief <b>filmed</b>
4	John <b>hates</b> working	John hates <b>working</b>
5	My friends <b>hated</b> .	My friends hated <b>working</b> .

Here the verbs ‘disappear’, ‘to stop’ and ‘films’ are not governed by the change in number or person of the subject or any change in the tense. Such verbs that are not changed despite the change of the subject and the tense are called Non-Finite Verbs which take the following three types: **Infinitives**, **Gerunds** and **Participles**.

## 8. Subject and Predicate

The person or thing about which we make the assertion is called the subject of the verb, and what we say about the subject is called the predicate. A predicate must contain a verb and contain many other elements too; “the verb is often referred to as the predicate of a subject.

In more traditional grammars, a verb phrase is similar to what is considered a predicate. In linguistics, a **verb phrase (VP)** is a syntactic unit composed of at least one verb and its dependents -objects, complements and other modifiers-but not always including the subject. Thus in the sentence “A fat man put the money quickly in the box”, the words “*put the money quickly in the box*” are a verb phrase; it consists of the verb “*put*” and its dependents, but not the subject “*a fat man*”. Consider the sentences in the table below for more details:

Number	Subject	Predicate
1	The soldiers The soldier	move across the rain forest. moves across the rainforest.
2	Nelson Scientists	is a great sailor leader. <b>are</b> great leaders.
3	You She or he	open the door. opens the door.
4	They It	breathe pure air in the country side. breathes pure air in the country side.
<b>Conclusion:</b> If the subject is a single-word, it is either a noun or a pronoun. If the		

predicate consists of a single-word, it must be a Verb.

## 9. Subject –verb Agreement

Subject-Verb Agreement means that subjects and verbs must always agree in number. By agreement, we mean the relationship between the subject and the verb that should exist according to the grammatical rules. Not only does a verb change its form to tell time, but it also can change its form to indicate how many subjects it has. In the present tense verbs must agree with their subjects: both must be singular, or both must be plural. It should be noted that you must add an **–s** or **–es** at the end of the verb when the subject (or the entity performing the action) is a singular third person: **he, she, it**, or words for which these pronouns could substitute. Subject-Verb Agreement Errors are very serious and signal that the writer does not have mastery over the English Language. Thus, it is important that writers understand the following thirteen different situations that might cause subject-verb agreement errors. Because of these special situations, there are thirteen corresponding rules to ensure that our subjects and verbs always agree in number.

1. Two or more subjects connected by “and” are considered plural and require a verb form without an “s”. Examples:
  - The dog and the man are here.
  - **Bob** and his **sisters are** going back home.
  - **John, Ann** and **Stephan go** to the university to make some repairs.
2. If a subject is modified by the words “each” or “every” that subject is singular and will take a verb form that ends in “s.” Examples:
  - Each **boy** and **girl** walks to their parent home.
  - Every student **has** to pay attention to the last exercise.
  - Every participant **attends** the conference room.
3. If plural subjects are joined by “or,” “nor,” or “but,” the verb must only agree with the subject that is closest to it. Examples:
  - Either **Ann** or her sister goes to classroom. Not **Ann** or her sister goes to classroom.
  - Neither **Ann** nor her sisters go the classroom.
4. Indefinite pronouns are usually singular and take a verb form that ends in “s”. (Check the unit of pronoun.) Examples:
  - **Everyone** goes to school.
  - **Everything** comes back eventually from school.
5. The subject of a verb is never in a prepositional or verbal phrase. Therefore, you must isolate the phrase and find the proper subject. Examples:

- The mother **duck** (with all of her little ducklings) walks to the store.
  - The mother **duck** (including all her ducklings) walks to the store.
6. Some indefinite pronouns and nouns will be singular or plural depending on the object of the prepositional phrase. These words are always about number or amount such as: *all, half, some, none, most, part*, etc. Examples:
- **Some** (of the teachers) are absent.
  - **Some** (of the food) is over.
  - The mother **duck** and **all** (of her ducklings) walk to the store
7. When a collective noun, such as *family, group, committee, or class*, is the subject, the verb will end in “s.” Examples:
- My **family** with all my rich uncles always walks to the store.
  - The Algerian national football team participates in the world cup.
8. A few nouns, such as *economics, mumps, measles, or news* end in “s” but are considered singular. You can tell these “s” words are singular because if you take the “s” away, you don’t have a noun. For example, *economic* and *new* are adjectives that describe a noun. *Mump* and *measle* just don’t make any sense.
- **Economics** is her favorite subject matter in university.
  - **News** of today is so interesting.
9. When the subject is a unit of measurement of time, distance, money, weight, etc. The unit is considered singular, and the verb will end in “s.” Examples:
- **Twenty dollars** of sugar is too much to buy at once.
  - **Fifteen meters** of kite string **tangles** very easily.
10. In a question or in a sentence that begins with *there* or *here*, the verb will often come before the subject. Examples:
- Where is my **bag**?
  - There are my **bags**.
11. The verb must agree only with the subject. It should be noted here that concord “agreement” of subject and verb: the verb agrees with its subject in number and person. Examples:
- The dangerous situation we face is all the negative assumptions people have.
12. Gerunds (“ing” words) can be subjects and follow all the same rules above.
- **Speaking with teachers** is very beneficial.
  - **Speaking with teachers and attending the lectures** are very beneficial.
13. When using *who, that* or *which*, you must look to the noun these relative pronouns are referring to in order to determine whether the subject is singular and will have a verb ending in “s” or is plural and have a verb without an “s.” Examples:
- The students **who** attend the conference are intelligent.
  - The **student who attends** the conference is intelligent.

## 10. Functions of the Verb Word

In English, verbs convey information through changes in their form. Verbs can be transformed out of their infinitive form according to their five properties: tense. The transformation rules all use one of the four verb forms. Here in the table below are the **five** different things we find out from a verb.

The five different things from a verb	
<b>Person</b>	Person is divided into three categories ( <b>first</b> , <b>second</b> , and <b>third</b> person), and tells the reader whether the subject is speaking (first person), is spoken to (second person), or is spoken about (third person).
<b>Number</b>	Number refers to whether the verb is <b>singular</b> or <b>plural</b> .
<b>Tense</b>	Tense tells the reader when the action of a verb takes place either in the <b>past</b> , <b>present</b> or <b>future</b> .
<b>Voice</b>	The voice of a verb shows whether the subject of the verb is performing an action or is being acted upon. In the <b>active</b> voice, the subject of the verb performs an action; in the <b>passive</b> voice, the subject of the verb is being acted upon.
<b>Mood</b>	The mood of a verb denotes the attitude of the speaker. English verbs can take one of three moods: <b>indicative</b> , <b>imperative</b> , or <b>subjunctive</b> . <ul style="list-style-type: none"><li>▪ <b>Indicative:</b> This mood is used to express questions and statements.</li><li>▪ <b>Imperative:</b> This mood is used to give commands or directions.</li><li>▪ <b>Subjunctive:</b> This mood is used to express a wish, a request, a requirement, or a condition that is contrary to fact. Often, subjunctives are accompanied by the helping verbs <i>would</i>, <i>could</i>, or <i>should</i>, <i>must</i>, <i>need</i>,</li></ul>

## 11. Tense and its Stages

So far we have learned that there must be a verb in every sentence to make it understandable and the verb has to agree with the subject of the sentence in both person and number. We have also seen that verbs are generally the “doing” words; i.e. they tell us what the subject does. We are now going to learn that verbs also tell us about the “time”. The time indicated by the verb is called the tense.

Before we study the meaning of this word “tense”, let us just consider what we mean by the word “time”. It is very important to know about the following three main kinds “stages” of “time”:

- The “**Past**”, which refers to an event that has already happened,
- The “**Present**”, which refers to an event which is happening now,

- The “**future**” which refers to some event that will happen at some later time.

When we come to study English Grammar, we realize that the “tense” of verbs means exactly the same thing as time. The “tense” of verbs is divided into the same main three parts: the past tense, the present tense and the future tense. **Tense is merely an inflection in verbs to distinguish the time of the verb.** So we must use the verb in its right tense to tell us when the action or state takes place, i.e. in the past, present or in the future. In short, the tense of a verb is the form used to denote the time of the action and its completeness, completeness, or as simple. There are three times at which an action can take place, viz, present, past and future, and in each of these there are three stages or aspects which are simple, completeness or incompleteness. The following table summarizes the time concept with its stages “aspects” of simple, completeness and incompleteness.

Stages and Tenses	Present	Past Time	Future Time
<b>Simple</b>	I speak	I spoke	I will speak
<b>Continuous</b>	I am speaking	I was speaking	I will be speaking
<b>Perfect</b>	I have spoken	I had spoken	I will have spoken

## 12. Question Tags

Tag question is a statement that is followed by a mini-question. These mini-questions or short questions at the end of a statement are known as Question tags. Question tags are usually asked for further confirmation or to check information or to ask for agreement. A question tag is also called a tail question. Question tag is a short question tagged (added) to a sentence asking for agreement or confirmation. A sentence expresses an assumption and a question tag expects confirmation: The structure of a question tag is as follows:

**statement + auxiliary or modal + subject (pronoun)**

The statement expresses an assumption and the question tag expresses confirmation of the assumption. The whole structure is made up of two parts: **Statement** and **Question tag**. It should be noted when the statement is positive the tag question must be negative and vice versa. One has to keep the following points in mind:

1. A positive statement is followed by a negative question tag.
2. A negative statement is followed by a positive question tag.
3. If the verb in the main sentence is in the present simple, the question tag is formed by using the words ‘do’ or ‘does’,
4. On the other hand, if the verb in the main sentence is in the past simple, the question tag is formed using the word ‘did’.

5. If the statement contains a word with a negative meaning, the question tag is supposed to be positive.

### **Important Reminder**

The structure of a sentence with a question tag is either

- 1. (a): Positive Statement + Negative Tag Question or**
- 2. (b): Negative Statement + Positive Tag Question.** Examples:

- She is a doctor, isn't she? Positive statement with negative tag question
- He runs slowly, doesn't he?
- She isn't a teacher, is she? Negative statement with positive tag question
- He doesn't hate her, does he?
- Nothing can protect him, can it?
- He has scarcely any food, has he?

### **Summary**

We have seen so far that verbs are important elements in any sentence. English verbs can be:

- Dynamic or static verbs
- Lexical verbs (regular versus irregular verbs)
- Auxiliary verbs (ordinary and modal auxiliaries)
- Transitive versus intransitive verbs
- Finite versus non-finite verbs
- .....etc.

### **Exercise 1**

**Direction: Read and underline all the verbs you can find in the following sentences. Check your answers in the answer key.**

1. We learned about the effects of the storm from Norma.
2. Many branches had been broken by the wind.
3. Heavy icy was still bringing down many power lines.
4. Only a few people could stay in their houses without electricity.
5. After three days, food became scarce.
6. Volunteers arrived with emergency supplies.
7. People from nearby communities brought many loads of firewood.
8. Soon, life was returning to normal.

9. They are calling it the storm of the century.
10. We hope that we will not have another ice storm this year.

## Exercise 2

**Direction: In each sentence, write the helping verb in bold type and the main verb in italics in the following sentences.**

1. I am reading about the Junior Olympics to participate this session.
2. She was racing in a wheelchair race during her summer holidays.
3. My classmates will write reports about their courses every session.
4. Sarah had joined the senior school for more training sessions.
5. The racers were using special racing wheelchairs.
6. They are training several times a week to catch the contest.
7. William had overcome serious health problems last year.
8. Sarah has raced for several years.
9. Her mother had given her a great deal of support.
10. She is practicing for next year's Olympics competition.
11. No American woman had captured three gold medals at one Olympics.
12. The Junior Olympics are held every summer.
13. We will tell other about your achievements in this competition.
14. The games were started in 1967.
15. The beautiful sailboat was built in 1985.

## Exercise 3

**Direction: Write in bold type the correct verb form of the two in parentheses in the sentences below.**

1. The barbershop quartet (sang, sung) in close harmony in front of the audience.
2. I (saw, seen) a hilarious sitcom on television show last night.
3. My father must have (spoke, spoken) to the coach about my case.
4. The soprano (took, taken) an extra breath for her high notes.
5. The seal (swam, swum) to the rocky island yesterday.
6. Four players were (threw, thrown) out of the game.
7. A burglar has (stole, stolen) the diamond jewelry from the store.
8. John (wrote, written) several papers on the computer last week.
9. The milk must have (froze, frozen) on the porch of the kitchen.
10. A baby robin has (fell, fallen) out of the nest in the room.
11. The principal (rang, rung) the fire alarm to start work.
12. We have (shook, shaken) the tree to get some apples to fall for my daughter.



#### Exercise 4

**Direction: Underline the verbs in the following sentences. For each verb that you identify, indicate whether it is an action or a linking verb.**

1. The dog jumped over the fence.
2. The baseball hit the boy in the face.
3. His car smashed into a bridge.
4. We watched a movie last night.
5. The students were happy about their marks.
6. My sister's name is Paula.
7. Mr. Smyth was my uncle.
8. They will be angry about your forgetfulness.
9. We were afraid of the storm.
10. We feared the storm.
11. The little mouse squeaked loudly.
12. There were fourteen people in that class last year.
13. My old roommate from college drove to Fredericton last night.

#### Exercise 5: Linking Verbs

**Direction: Underline the linking verbs in the following sentences.**

1. One of our wittiest American poets was Oliver Wendell Holmes.
2. On his walks about the streets he always looked wan and wistful.
3. Is Holmes' sense of humor wholesome?
4. I am sorry the fruit tasted bitter.
5. The pie smells good, and now I am hungrier than ever.
6. Sand painting is a form of Indian art, and is different from watercolor painting.
7. Because of his lack of schooling, he became a regular visitor at libraries.
8. A statue of Edison is appropriate for the building.
9. It was cold, and warm clothing was their only protection.
10. The treatment of the Indians seems cruel to me.

#### Exercise 6: subject-verb agreement

**Direction: Insert the correct form of the present tense of the verb in the blank spaces in the following sentence. The verb to be used is given in brackets at the end of each sentence.**

1. A new house.....a lot of money. (cost)
2. Most articles.....more now than they did a few years ago. (cost)
3. Jet aero planes.....very fast. (fly)

4. An aero plane.....more quickly than a bird. (fly)
5. The countryside .....very beautiful in spring. (look)
6. Those children.....very healthy. (look)
7. One of the players.....from the same village as myself. (come)
8. In Britain many workers..... to work in their own cars. (go)
9. All the pupils in our school.....English. (learn)
- 10.The owner of that factory .....very rich, and ...in a large house. (be, live)
- 11.One of the pupils in our class.....a motor cycle. (own)
- 12.Some people.....traveling by sea, as it.....them sea-sick. (dislike, make)
- 13.The postman.....each morning with the letters. (call)
- 14.A snail.....very slowly. (move)
- 15.All the books on that shelf.....to me. (belong)
- 16.He aunt and uncle.....a house in the country. (have)
- 17.Four ounces .....the smallest quantity we sell. (be)
- 18.Apple pie and custard.....my favorite dish. (be)
- 19.Ten miles.....a long way to walk. (be)
- 20.The tallest of the three boys.....next door to me. (live)

### Exercise 7: Tag Questions

**Add the appropriate tag to the following sentences. (Remember that when you add to the tag the existing full stop must be changed to a comma.)**

1. We haven.t had our lunch yet.
2. We were only just in time.
3. The car broke down at a most awkward time.
4. Everyone is liable to make mistakes.
5. She will miss the train if she doesn.t hurry.
6. The garden looks very attractive.
7. The journey was not an easy one.
8. The attendant would not let us in.
9. I never drink tea.
- 10.The hotel was not too expensive.
- 11.Let's go and see their new house.
- 12.He easily loses his temper.
- 13.Elephants are very strong animals.
- 14.There was not a single seat vacant.
- 15.We mustn.t forget to pay for our tickets.
- 16.You needn.t leave so early as this.
- 17.See that the safe is securely locked.
- 18.We hadn.t much time to spare.

- 19.No-one could tell us the way to the station.
- 20.Your father mightn.t like us to use his new typewriter.
- 21.That was not a very polite thing to say.
- 22.Most of us voted against the proposal.
- 23.There's no sense in wasting one's money.
- 24.Our team hasn.t been beaten all this season.
- 25.We could go for a trip round the world if we had the money.
- 26.Let's go for a swim.
- 27.Sit in this more comfortable chair.

## **Parts of Speech: Adjectives**

### **Description of the Lecture**

This lecture is about adjectives. It provides the conceptual as well as technical frameworks of adjectives to identify their classification and uses in English sentence. The emphasis is put on the definitions, kinds, examples and exercise.

### **Objectives of the Lecture**

When students have successfully finished this lecture, they should be able, among other things, to;

1. Define the part of speech known as adjective.

2. List the main kinds of adjectives.
3. Recognize how adjectives function in sentences.
4. Show the relationship between adjective and other related words in a sentence.
5. Compose correct, meaningful and functional sentences through adjectives.

## Introduction

Pretend that you are going to the airport to meet a man you have never seen before. You are talking to him on the telephone. You are describing yourself to him so that he will recognize you in the crowd. In order to give him a clear mental picture of what you look like, you must use adjectives. Are you *tall*, *short*, or *medium-sized*? Are you *thin*, *heavy-set*, or *average* in build? Is your hair *black*, *brown*, *red*, *blond*, or *gray*? Here you add descriptions to yourself that give your recipient a full and clearer picture about you. So the “detail or descriptor” words you add in front of the noun like **short**, **tall**, **thin**, **heavy**, **blacks** are words called **adjectives**.

### 1. Definition of Adjective

Adjectives are words that are used to describe or "**modify, qualify, identify, quantify; restrict, alters or limits the meaning of**" nouns or pronouns or they restrict the application of the noun or noun and add descriptive details. In other words, they fulfill this role by describing, identifying or quantifying nouns and pronouns. They present details about a noun or pronoun often by telling and answering the following questions: What kind? How many? How much? Which one? And so on. Examples:

- **Colored** birds flew by. (**Colored** is an adjective word describes and specifies birds from others?)
- Boys are **happy** today. (**Happy** is an adjective words describes the state of children as happy from other states)
- **Small, independent** companies are becoming more interesting. (What kind of companies?)
- We have **six** boxes in four states. (How many boxes?) (How many states?)
- That chain of **health** clubs started as a **small** operation. (Which chain?) (What kind of operation?)
- He is **energetic** and **forceful**, while she is **personal** and **deliberate**.

- **Adjective** = ads to noun or pronoun " they add to the meaning of a noun or pronoun
- **Adjective** = Advertises "advertises details about a noun or pronoun by telling

what kind, which one, how many" about a noun.

## 2. A Useful Way to Fix Adjectives

Imagine that you are in a large meeting room full of people. Your director tells you this order “Give this piece of paper to the woman”. The only problem is that there are twenty-three women in the room. To which one should you give the paper? Here you could not decide about the woman unless your boss might have said “the *tall* woman”. The word *tall* is an adjective and somewhat helpful, as only six of the women are tall. To which tall women should you give the paper? Here you could not again decide unless your director perhaps said to you, “**the tall, blond woman with the black dress**”. The words *tall* and *blond* are adjectives that help you pick out a specific woman from a large group. Furthermore, the group of words “*with the black dress*” is also a form of adjective words that help limit the meaning to one particular woman among the twenty three women in the meeting. In other words, these adjectives limit the noun *woman* to one specific person. Examine the sample sentences below for a better understanding of adjectives.

- I have a cup.
- I have **a red cup**.
- I have **a big dark red cup**.

The first sentence does not tell anything about my cup, only that I have one cup. The second adds the adjective **red**. This descriptive word makes the sentence more interesting and helping the reader to see your cup in his/her mind’s eye as **red** by excluding all other colors except red. The meaning of the word *cup* has been more limited from all the cups in the world to only those that are red. The third sentence adds even more details. Consequently, one of the secrets of good writing is to include lots of details (adjectives).

Complementation	Modification
<p>When one element in an expression creates the grammatical expectation that another expression will also occur, the expected element <b>complements</b> the expecting element. For example, transitive verbs create the expectation of an object, as in:</p> <ul style="list-style-type: none"><li>• Ann fractured [<b>her ankle</b>].</li><li>• John sends [<b>me a letter</b>].</li></ul>	<p><b>Modification</b> occurs in a construction in which an expression is accompanied by an element not grammatically required by it. For example, because nouns do not typically require adjectives, <b>beautiful</b> modifies <b>weather</b> in <b>beautiful weather</b>. Verbs and adjectives do not typically require that they be accompanied by adverbials, so <b>violently</b> modifies <b>swore</b></p>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Sally gave [her] [a shot of morphine]</li> </ul> | <ul style="list-style-type: none"> <li>in swore violently</li> </ul> |
|---|--|

### 3. Position of the Adjective

In English, the normal position of the adjective is before the noun or pronoun it modifies. In order to avoid confusion, try to place adjectives as close as possible to the nouns or pronouns they modify. Most one-word adjectives come right before the nouns they modify. Examples:

- The **broken** window let in the cold air.
- The **cold** war imposed plenty of danger on nations.
- The **main** street is very active.
- She prepared a **delicious** meal.

Occasionally, to draw attention and special effect to the adjective, it may be misplaced after the noun they describe, especially when used with linking verbs, since anything out of its ordinary place is noticed and stressed. Examples:

- A child, **busy** and **dynamic**, is the best thing in him.
- He is **energetic** and **forceful**.
- She is **personal** and **deliberate**.
- The window, broken, let in the cold air.

### 4. Order of the Adjectives

A single noun can be described by a list of adjectives. When more than one adjective is used to modify a noun, it is important to consider the order in which the adjectives appear. Generally, the adjectives most important in completing the meaning of the noun are placed closest to the noun. Normally we don't use more than three adjectives with the same noun. Notice that when we use adjectives from different categories we don't use commas or "and". Following is the usual order of adjectives in a series:

1. **Determiners: articles** (*a, the*), demonstratives (*this, those*), and possessives (*his, our, Mary's, everybody's*), amounts (*one, five, many, few*), order (*first, next last*)
2. **Coordinate adjectives** and **opinions** (subjective evaluations or personal opinions): *nice, nasty, packed, pitiful*
3. Adjectives describing **size and Dimension**: *big, huge, little, tiny*
4. Adjectives describing **shape**: *long, short, round, square*
5. Adjectives describing **age**: *young, old, modern, ancient*
6. Adjectives describing **color**: *blue, green, red, white*
7. Adjectives describing **nationality and origin**: *Italian, French, Japanese*

8. Adjectives describing **architectural style** or **religion**: *Greek, Gothic, Catholic, Jewish, Muslim*

9. Adjectives describing **material** status: *cardboard, plastic, silver, gold*

10. Adjectives describing purpose:

11. **Nouns functioning as adjectives**: *soccer ball, cardboard box, history class*:

- I have a **big brick** house (article, size, and material)
- Put your articles in **these old brown cardboard** boxes (demonstrative, age, color, material)
- My friend is a **beautiful young Italian** woman (article, personal opinion, age, nationality)

### Adjectival Phrases and Clauses

Nouns and adjectives can be modified not only by adjectives, but also by adjectival phrases and clauses. Examples:

- The table **near the door** is made of oak.
- The chair, **which was placed in front of the window**, was an heirloom.
- Those **who decide to come** will not be disappointed.

## 5. Kinds of Adjectives

### 5. 1. Proper Adjectives

Proper adjectives are adjectives derived from proper nouns, particularly from names of geographical places (continents, countries, states). Adjectives like these describe origin or source. Proper adjectives must begin with a capital letter as opposed to French language.

- The **French** town has an interesting history.
- Many of my friends are **Americans**.
- This house is a fine example of **Victorian** architecture.
- The **Elizabethan** era was very special to the nation.
- The **Roman Empire** was the largest in the history.

### 5. 2. Attributive Adjectives

Adjectives can be divided into two categories based on their position in a sentence. Adjectives can occur both before and after a noun. Adjectives which precede the noun they modify are usually referred to as attributive adjectives. Therefore, the main difference between attributive and predicative adjectives is that attributive adjectives occur before the noun whereas predicative adjectives occur after the noun. Examples:

- **Heavy** rain is expected. (Heavy is an attributive adjective preceding the noun.)
- We saw **white** swans in the river.
- **Two large red cardboard** milk cartoons.

### 5. 3. Predicate Adjectives

An adjective which is separated from the noun or pronoun it modifies by a verb is often referred to as a predicate adjective. The term predicative gives a description of the subject in the sentence. Students must pay special attention to adjectives that follow verbs. Sometimes, the adjective follows a verb, but it describes a noun or pronoun that comes before the verb. It is worth to mention that speakers prefer to place the adjectives after the noun to get a special effect and adjectives used in this way take a linking verb before. The words: “**tall, green, black, long. Narrow, heavy, large and awkward**” are all predicate adjectives. They are placed after the linking verb and give more information about the person or thing which comes before the verb. Examples:

- The trees were **tall** and **green**. (Tall and green is a predicative adjective following the noun horse.)
- The horse is **black**.
- The streets are **long** and **narrow**.
- It is **heavy, large and awkward**.

### 5. 4. Participles used as Adjectives

As has already mentioned with the use of verbs, present and past participles of verbs can be used as adjectives. Participles as adjectives are used in following way:

#### 5. 4. 1. Present Participles

Present participle is used as adjectives when they refer to actions being performed by the things being described. Generally speaking, a present participle when used as adjective usually donates the characteristics of the modified noun rather than its verbal action. It is to be noted that when the present participle is used to pre-modify a noun, it has the meaning of active voice while the past participle has the meaning of passive voice. Examples:

- The **falling** star
- The **barking** dog
- **The exploiting** class is rich. From this example, **the exploiting class** means the class exploits people.
- Nigeria is a **developing** country.



### 5. 4. 2. Past Participles

Past participle used as adjectives when they refer to actions which have been performed on "over" the things being described. A past participle when used as adjective indicates the state of the modified noun with passive meaning. From the examples above, we can see that a present participle or a past participle is used as an adjective to pre-modify a noun or a noun phrase. It is to be noted that when the present participle is used to pre-modify a noun, it has the meaning of active voice while the past participle has the meaning of passive voice. Examples:

- The **scattered** leaves
- The **broken** heart
- **The exploited** class is poor. From this example, **the exploited class** means the class is exploited.
- UK is a **developed** country.

Adjectives may be divided into two main classes: (1) descriptive adjectives, and (2) limiting adjectives. The first type tells about a noun by describing some quality that belongs to it. While limiting adjective tells something about a noun by limiting it rather than describing its qualities. There are three major classes of limiting adjectives: (a) articles, (b) numerals, and (c) pronominal adjectives.

### 5. 5. Absolute Adjectives

Still other words cannot be used in comparisons, because of their meaning. These words are called **absolute adjectives** - words such as, *correct* and *dead*. An answer on a test is either correct, or not correct. It cannot be *more correct*, or *correcter*. If something is dead, it is dead. It cannot be *less dead* or *more dead*. Example of absolute adjectives are “complete, conclusive, eternal, final, immaculate, level, perfect, perpendicular, perpetual, right, round, spotless, square, supreme, unanimous, unique .....

### 6. Comparison of Adjectives

A significant formal feature of attributive adjectives is that they can be graded. This is known as degrees of comparison. This is a property adjectives share with adverbs. There are three degrees of comparison: positive, comparative and superlative as they are shown in the table below.

Positive adjective	Comparative adjective	Superlative Adjective
They describe one thing and offer no comparison	It compares two things only with “er”, “more” or	It compares more than two things with “most” or

with <b>as + adjective + as</b> to indicate equality between two people or things. Example: She is as tall as him.	“less”. Examples: John is <b>smaller</b> than John. He is <b>older</b> than me. This bag is <b>more beautiful</b> than that of mine.	“least”. Examples: This is the best offer of all. This is the oldest mosque in India.
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## 7. Determiners

A determiner signals the coming of a noun in a sentence. Determiners are words like **the, an, my, some**. They are grammatically similar. They all come at the beginning of noun phrases, and usually **you cannot use more than one determiner in the same noun phrase**. (Dra, 2009: 18) Determiners fall into the following categories:

- a. **Articles** “a, an, the” (See the chapters of articles)
- b. **Possessives Adjectives** are used to show **who owns** or **possesses** something. The possessive adjectives are: my, our, your, his, her, their, its, whose"
- c. **Each, every, some** and **any** “**Each** and **every**” have similar but not always identical meanings. **Each** = every one separately while **every** = each, all **Each** expresses the idea of '**one by one**'. It emphasizes **individuality**. **Every** means half-way between each and all. It sees things or people as singular, but in a group or in general. Furthermore, **some** = a little, a few or a small number or Amount while **any** = one, some or all. Usually, **some** is used in positive (+) sentences and **any** in negative (-) and question (?) sentences. In general, **something/anything** and **somebody/anybody** are used in the same way as **some/any**.
- d. **Possessive case** when you want to show that something belongs to somebody or something, you usually add “s” to a singular noun and an apostrophe ' to a plural noun. See the unit of nouns for more details about possessives. For examples:
  - the girl's clothes (one girl)
  - the girls' clothes (two or more girls)
- e. **Demonstratives** which are used to point out people or things “this, that, these, those”
  - This car is red.
  - This girl is tall.
- f. **Distributives which** refer to each member of a class separately: “each, every, either, neither”
- g. **Number expressions** such as “another, many, several, some, any, no, few, enough, a number of, a lot of, lots of, plenty of, some of, many of, one, two, three ... (cardinal numbers) ”

- h. Quantifiers** such as “much, some, no, any, little, enough, a lot of, lots of, plenty of, much of, some of”
- i. Interrogatives** They combine with nouns to form interrogative expressions used in questions: such as “what, which”
- What color is the sky?
  - Which girl is the tallest?

### Summary

- Adjectives in English are invariable; they have the same form for singular and plural, feminine and masculine nouns. Adjectives in English are not affected by number or gender or case because they do not have to agree with the noun they modify. Examples:
  - A good boy = good boys
  - A good girl = good girls
- The only exceptions are the demonstrative adjectives **this** and **that**, which change to these and those before plural nouns.
  - This cat = these cats
  - That man = those men
- However, adjectives of quality can be placed after the verbs as. "Be, look, seem, appear, smell, taste, sound,"
  - I am hungry. Can I have something to eat? It **smells good**.
- Adjectives can have both attributive and predicative use.
  - **This** book, **which** boy, **my** dog = attributive use
  - He made her **happy**, tom felt **cold** = predicative use
- Within the predicative use of adjectives, verbs used in this way are called link verbs or copulas. Examples:
  - This idea **sounds interesting**.
  - He **made** her **happy**.

### Exercise 1

**Direction: Read and underline all the adjectives you can find in the following sentences. Check your answers in the answer key.**

1. The little boy ran along the dusty road.
2. Six delicious cookies were cooling on the rack.
3. The dark brown painted dripped on the new white carpet.
4. A beautiful red rose bloomed in a quiet corner of that flower garden.
5. The old curtains were torn and faded, and they flapped in the light breeze.
6. After a few hours, they arrived at the train station, nine miles from Paris.

7. The hockey arena is located on Water Street beside the steel mill.
8. They used paper plates for the annual picnic.
9. These apples are juicy and red.
10. The long summer months are usually hot and dry.

### Exercise 2

**Direction: Underline the adjective of quality and quantity in each sentence.**

1. The young soldier was wounded.
2. A spider has many legs.
3. The city has beautiful lakes.
4. I gave him some books.
5. It was an interesting film.
6. Ruff is an obedient dog.
7. There are many beaches in Goa.
8. We sat outside the cottage to enjoy the refreshing air.
9. There are several badminton players in India.
10. I gave her all the pencils.

### Exercise 3

**Direction: State whether the bold written words are demonstrative adjectives or demonstrative pronouns.**

1. **These** cakes are very delicious.
2. Whose is **this** nice car?
3. **That** boy in the white uniform is suitable for such occasions.
4. **These** are sweet cakes.
5. **This** is interesting offer for you.
6. **This** sound is similar to my car's house.
7. **Those** fruits look better for my health.
8. **These** cars look beautiful but they are very expensive.

### Exercise 4

**Direction: Underline the adjectives and say whether they have been used predicatively or attributively.**

1. There was heavy damage to buildings in that area.
2. Ann called several times.
3. The children were excited about the picnic.
4. Marry was absent last week.
5. Kolkata is a large city.
6. The wise man waited patiently.

7. The first prize was taken by a young child.
8. The last train leaves at 11:30 p.m.
9. Some dreams often seem real.
10. This book is a good read.

### Exercise 5

**Direction: In the following sentences, indicate the adjectives and the noun each modifies. Don't forget articles.**

1. The road was rough and uneven.
2. An old rusty car is parked in my space.
3. The child licked the sugary sweet icing from a big spoon.
4. A ragged string dangled from the dusty light bulb.
5. I have had a boring, depressing day.
6. Invite those six people.
7. This trip takes several days.
8. Do you like spicy, Mexican food?
9. We bought Shelley and Tim's house.
10. The little girl had big, sparkling blue eyes.
11. These parcels are heavy.
12. Our cousins were eating huge, juicy apples.
13. Give them some light summer clothes.
14. Karl's hockey skates are dull.
15. Two cats, sweet and lovable, sat on the dining room table.

### Exercise 6

**Direction: Fill in the blank spaces in the following sentences with the comparative or the superlative degree, whichever you think is needed, of the adjective or adverb that is given in brackets at the end.**

1. This book is.....than the other one. (interesting)
2. My grandmother is the .....member of our family. (old)
3. An aero plane can travel.....than a train. (fast)
4. Everest is the.....mountain in the world (high)
5. Who arrived....., John or James ? (early)
6. This is the .....piece of work I have ever undertaken. (difficult)
7. She always did things the .....way. (easy)
8. Which season is.....summer or winter? (hot)
9. Who is the .....pupil in your class? (tall)
10. Which is the .....way to the railway station? (near)

11. Of the two brothers, the.....was the.....(young, clever)
12. I shall not stay.....than I can help. (long)
13. The.....I stay in this place, the.....I like it. (long, much)
14. Which of the three routes is the.....? (short)
15. The .....man that has ever lived could not answer that question. (wise)
16. The carpet was.....than we expected. (dear)
17. The .....person can sometimes make mistakes. (careful)
18. Could you walk a little.....please? (slow)
19. That is the.....joke I have ever heard. (good)
20. The journey was the.....we had ever experienced. (tedious)

### Exercise 7

**Write a comparison for each sentence. One example is given.**

**Example:** Harry's writing is *worse* than yours.

1. Danny receives ..... grades than his brother. (good)
2. We live ..... from the university than you do. (far)
3. Nancy's students speak .....than most. (well)
4. The food in this restaurant is .....than in the one on the corner. (bad)
5. Ron feels much ..... today after taking his medicine. (good)
6. Ben ran..... than any other athlete. (far)
7. Lucy sings .....than Anita. (well)
8. This recipe sounds .....than yours. (good)
9. Cleveland has .....weather than Richmond. (bad)
10. Mel plays the guitar..... than I do. (well)

### Exercise 8

**Combine the two sentences to show equal comparisons. There may be several possibilities for some of the sentences.**

1. Kevin hit two home runs in yesterday's game. Dave also hit two home runs.
2. It's 75 degrees in Oahu and 75 degrees in Dallas.
3. Maureen ate three pieces of pizza, and her sister ate three.
4. Brian sleeps eight hours every night and Rita sleeps eight.
5. Phil weighs 180 pounds. Harry weighs 180 pounds.
6. Tracy works very diligently in school. Trisha also works very diligently.
7. This sweater costs \$10.95. The yellow one also costs \$10.95.

8. Joel runs a mile in ten minutes. His brother also runs a mile in ten minutes.
9. The long dress is very elegant. The short dress is also elegant.
10. José spends four hours a day studying English and four hours studying math.
11. Some high school students do six assignments for homework every night. Some college students also do six hours of assignments.
12. Joan Collins has a lot of jewelry. Liz Taylor has a lot of jewelry.
13. In their new apartment, the Andersons have six pieces of furniture in the dining room and six pieces in the living room.
14. There are only 18 students in the chemistry class and only 18 in the physics class.
15. I paid \$45 for my textbook. Anne paid \$45 for her b

## **Parts of Speech: Adverbs**

### **Description of the Lecture**

This lecture is about adverbs as parts of speech. It provides the conceptual as well as technical frameworks of adverbs to identify their classification and uses in English sentence. The lecture emphasis is put on the definitions, kinds, examples, comparison and exercises.

### **Objectives of the Lecture**

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the part of speech known as adverb.

2. List the main kinds of adverbs.
3. Recognize how adverbs function in sentence.
4. Show the relationship between adverbs and verbs, adjectives and adverbs in a sentence.
5. Compare adverbs with adjectives.
6. Compose correct, meaningful and functional sentences with adverbs.

## Introduction

Nouns and verbs make straightforward statements about what things are and what they do. However, the world is not black and white – there are infinite details that need to be expressed. *Modifiers* give additional information about nouns, pronouns, verbs, and themselves to make those things more definite. There are two types of modifiers: *adjectives* and *adverbs*. Students have just learned that adjectives modify nouns and pronouns. Another type of describing word or modifier is the **adverb**.

### 1. Definition

Adverb is a word or group of words used commonly **to modify "describe, qualify, restrict or limit" verbs, but it can also modify an adjectives, another adverb or a phrase in a sentence.** They are used to qualify any content word except a noun or pronoun in a sentence. Adverbs add to the meaning of a verb "or an adjective or another adverb" often by telling or answering the questions of: when, how, where, and to what extent a person or object does an action. Adverbs are a bit more flexible than adjectives because single-word and multiple-word adverb phrases can generally be placed either before or after the words they modify. Simply, adverbs need to be placed where the reader can clearly grasp the meaning you intend.

- **Today** we must complete the project. "when –adverb of time"
- Mitch approached the intersection **cautiously**. "approached how"
- He seems especially **competent**. "how"
- Did you see the schedule **there**? "where"
- The prosecutor did not question him **further**. " what extent"

### Grammar Point

- **Adverbs** add something more to the meaning of the verb.
- **Adverbs** = ads to verb "adds to the meaning of a verb (or an adjective or another adverb) by telling what, when, where, why, how ....."

### 2. Position of Adverbs



Adverbs have three main positions in the sentence. They are as follows:

Front Position	Middle Position	Final Position
Front position at the beginning of a sentence (before the subject). <ul style="list-style-type: none"> <li>• <b>Now</b> we will study adverbs.</li> <li>• <b>Yesterday</b>, I met my friend.</li> </ul>	Middle position (between the subject and the main verb). Examples: <ul style="list-style-type: none"> <li>• We <b>often</b> study adverbs.</li> <li>• I <b>usually</b> have my breakfast outside.</li> </ul>	Final or end position (after the verb or object). Examples: <ul style="list-style-type: none"> <li>• We study adverbs <b>carefully</b></li> <li>• I used to drive <b>slowly</b>.</li> </ul>

### 3. Order of Adverbs

There is a basic order in which adverbs will appear when there is more than one. The royal order is as follows: adverbs of **manner**, adverbs of **place**, adverbs of **frequency**, adverbs of **time** and adverbs of **purpose**. Consider these sentences then notice the order of the adverbs in the previous sentences in the table below:

- Ann studies enthusiastically in the class every day before midday to keep in grade.
- Stephan goes impatiently into Algiers every week after dawn to get a transaction.
- John revises carefully in his room every week morning to get good marks.
- Marry lives interestingly in the countryside every summer in August to remember the family.

The royal order of adverbs in a sentence.				
1	2	3	4	5
<b>Manner</b>	<b>Place</b>	<b>Frequency</b>	<b>Time</b>	<b>Purpose</b>
enthusiastically	in the class	every day	before midday	to keep in grade
impatiently	into Algiers	every week	after dawn	to get a transaction.
carefully	in his room	every week	morning	to remember the .....

### 4. Kinds of Adverbs

#### 4. 1. Adverbs of Manner

These adverbs express the manner of an action and answer the question word **how**. In short, they are used to show how an action took place, is taking place or will take place. They usually occupy the end position of a clause, but they may come at the beginning of the clause in order to emphasize the idea or in the middle position of a clause when the clause contains no adverb of frequency. The following words are

the most common adverbs of manner "quickly, slowly, kindly, bravely, happily, badly, fast, hard, easily, badly, hard, fast, well ....." Examples:

- How is she writing the grammar lesson? She is writing the lesson **carefully**.
- How is he doing the exercise? He is doing the exercise **slowly**.
- We waited **patiently** for the football match to begin.
- **Quickly**, I sold the fruits in the markets.

#### 4. 2. Adverbs of Place / Position

They are called adverbs of location "adverb phrases and clauses of location". They are used to indicate the place of an action and characteristically answer the question word **where**. They tell us where something happens. In short, they are used to show where an action took place, is taking place or will take place. They often occupy the end position of a clause, where they precede adverbs of time and adverbs of purpose. The common adverbs of place are: "here, there, near, by, up, down, in, out, everywhere, nowhere, somewhere, anywhere, nowhere else ....." Examples:

- Where is your watch? It's **here**.
- Where is your mother? She has gone **out**.
- I am going there **tomorrow**.
- He left his car in the **driveway** last night.
- I know the company **where she works**.

#### 4. 3. Adverbs of Frequency

They tell us for how often an action took place, is taking place or will take place. Furthermore, they express the frequency of an action. They answer the question **how often**? In traditional grammar they are called Adverbs of Number, but in current English they are called Adverbs of Frequency. Some of them are: "usually, often, always, seldom, occasionally, rarely, never, ever, twice, often, every day, normally, frequently, hardly, scarcely, once a week, twice a week, and sometimes..... etc." In a sentence, these adverbs will come directly before a simple verb tense. When these adverbs are used with perfect tenses (**have** + **past participle**) they are placed between **have** and the **past participle**. If the compound tenses are used as questions, then the frequency adverbs are placed directly before the past participle. Examples:

- John **always** checks out his computers before he sells them to his customers.
- **Have** you **never** gone to Stone Mountain near Atlanta?
- I had **never** told false news all over my life.

- They **rarely** talk to each other in the meeting.
- They **sometimes** stay up all night.
- Have you **ever** ridden a plane?

#### 4. 4. Adverbs of Degree or Intensifiers

They tell us about the intensity or degree of an action, an adjective, or another adverb. They answer the question how much? How far? And to what extent? It is worth to mention that in current English they are called intensifiers because they have a heightening or lowering effect on the words they modify. Therefore, the word **degree** means the amount or level of something. The most common degree adverbs are: "almost, just, nearly, very, fairly, too, quite, enough, hardly, a lot, a bit, a great deal, really, totally, utterly, more, most, barely, absolutely, extremely, perfectly, most, much, hardly, very much, so such, of course, rather, .....etc." Examples:

- She is **too** ill to go to school.
- She is rich **enough** to purchase a plane.
- The teacher is **extremely** right.
- This solution is **much** the best.

#### 4. 5. Adverbs of Certainty

They are used to express how certain or sure we feel about an action or event. Some of them are as follows: "certainly, definitely, probably, surely.....etc."

- **Surely**, you are the best.
- **Probably** we are going to visit the supermarket later on.
- **Definitely** you are the best.

#### 4. 6. Adverbs of Time

Adverbs of time tell us when the action of the verb does or does not occur. These adverbs state the time of the job, action or events and for how long. In short, they are used to show when an action took place, is taking place or will take place. The most common time adverbs are: "today, yesterday, tomorrow, early, lately, the, once, one of these days, recently, by now, already, someday, still, now, soon, yet, then, later, all day, since, ago, back, before, nowadays, and point in time, afterwards, today, soon, immediately, then, eventually .....etc." these adverbs are usually placed at the very beginning or at the very end on the clause, in front of

position or in the end position. They indicate the time of an action and answer to the question when. Examples:

- When will you do this work? I have done it **already**.
- When did you buy this car? I bought it a week **ago**.
- I worked **all day** for the exam.
- **Yesterday**, i finished the last test.
- **Now**, i am looking for a new job.

## 5. Adjectives and Adverbs as Modifiers

A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are *usually* placed before the noun. Examples:

- **The blue, puffy** clouds are near our village. Here the words the, blue and puffy are all modifiers to the noun word clouds.
- **A sad, carefree** child is my neighbor.
- **A poor dark chocolate layer** cake is yours.

There are two main classes of modifying words in English—adjectives and adverbs. **Adjectives** modify nouns and **adverbs** modify pretty much everything else—verbs, adjectives and other adverbs. They modify these in much the same way as adjectives modify nouns—by adding criteria that must be met. For example, in *ran quickly*, *quickly* modifies *ran* and therefore requires that whoever ran didn't run in any old way, but did it quickly. Other example includes expressions like *take regularly*, **regularly** modifies **take** and therefore requires that whoever take must do it **frequently**.

## 6. Degrees of Comparison

Like adjectives, adverbs too have three degrees of comparison: positive, comparative and superlative. The comparative is formed by adding -er (more in longer ones) and the superlative by -est (most).

- a. Adverbs of one syllable take er in the comparative and est in the superlative:
  - Fast, faster, fastest
  - Hard, harder, hardest
  - High, higher, highest

- b. Adverbs of two or more syllables form their comparative or superlative form by putting more or most before them:
  - Slowly, more slowly, most slowly
  - Politely, more politely, most politely
  - Sweetly, more sweetly, most sweetly
- c. Irregular comparatives and superlatives forms
  - Well, better, best
  - Badly, worse, worst
  - Much, more, most

### Summary

- Morphologically, the most common feature of adverbs is the majority of adverbs have the derivational suffix (-ly), such as **quickly**, **slowly**, **barely**, etc. Syntactically, there are two types of syntactic functions that characterize verbs:
  1. **Adverbial** which modifies or tells us something about the sentence or the verb. It may be a single adverb, a phrase, or a prepositional phrase, or clause element:
  2. **Modifier** of adjective and adverb. Let us consider the following example: - far more easily intelligible.
- One of the secrets of good writing is to include lots of details (adjectives), so the reader can accurately see the whole picture you are describing in his/her mind's eye.

### Exercise 1

**Direction: Read and underline all the adverbs you can find in the following sentences. Check your answers in the answer key.**

1. Computers are relatively new devices.
2. Many businesses use them daily.
3. Today, very fast computers are needed.
4. They produce statistics quickly and accurately.
5. Generally, they are quite easy to use.

6. Many people have never used a computer.
7. The baby has been very cranky lately.
8. Finally, she wrote the very last sentence correctly.
9. She smiled brightly and said that she was really sorry.
10. Politely, he asked for a second helping.

### Exercise 2

**Direction: Pick out the adverbs in these sentences and write them in the appropriate columns. Mention the type of adverb and the verb, adjective or adverb to which it is added.**

1. The newspaper is published daily.
2. I bathe twice daily.
3. The soldiers fought bravely.
4. I have seen this film before.
5. I can't find the keys anywhere.
6. The teachers arrived at the school early.
7. The stadium was completely packed.
8. Parents treat their children affectionately.
9. We are leaving for the zoo shortly. Please come home quickly.
10. The customer climbed upstairs and met the owner of the shop.

### Exercise 3

**Direction: Choose the suitable word in brackets to complete the following sentences.**

1. They dance the American style ..... (beautiful / beautifully)
2. He planned their trip to Paris very .....(careful / carefully)
3. John painted his new house very ..... (bad / badly)
4. They speak their language ..... (quiet / quietly)
5. Turn the button down, it is too ..... (loud / loudly)
6. She skipped ..... down the road to the school. (happy / happily)
7. My father drives too ..... (fast, well)
8. My grandmother knows the road..... (good / well)
9. My friend knows to play guitar ..... (terrible / terribly)
10. I and my class mate are going camping tomorrow morning so we have to get up.  
..... (early / soon)
11. Stephan does not often study ..... (hard / hardly)
12. Sometimes our headmaster arrives ..... at school. (late / lately)

### Exercise 4

**Direction: Write the adverbs words in bold in the following sentences and indicate the type of the adverb.**

1. The children enjoyed the picnic **hugely**.

2. He never comes to our house.
3. Mother is out in the garden.
4. He blurted the truth innocently.
5. I am going to tidy my room tomorrow.
6. Our neighbors have gone abroad by now.
7. I saw that movie last year.
8. I always jog in the morning.
9. I have found it. It is here.
10. Tom ate the burger greedily.

### Exercise 5

**Direction: Identify the bold type word as either an adjective or an adverb with justification.**

1. She cooked his delicious food very **quickly**.
2. He is a **bad** teacher.
3. **Suddenly** the earthquake changed their live dramatically.
4. Please try to be more **careful**.
5. He works so **heavily** in those circumstances.
6. They master the English grammar **perfectly**.
7. He is a **quick** talker, but he never listens.
8. I speak very **badly**.
9. There was a **loud** noise yesterday. Did you hear it?
10. He's a **careful** speaker of English language, I think.
11. Our visitors left **quite** abruptly.
12. The foreigner came to the village **cautiously**.
13. The roses smelled **fragrant** around us.
14. My **little** brother is only six years old.
15. The girls screamed **frantically** when they saw a ghost in front of them.

### Exercise 6

**Direction: List the adverbs in this exercise. For each adverb, tell whether it modifies a verb, adjective or adverb.**

1. Dave asked politely for another piece of pie.
2. Thoughtfully, the old man chewed his dinner.
3. Make sure that you review daily.
4. The apples had been tightly packed in the box.
5. Tim was very happy about his success.
6. I am sincerely grateful for your help.
7. His deeply tanned body told of hours in the sun.
8. You must travel very fast if you are going to get there in time.
9. The soldiers were really tired after their training.

10. She strolled leisurely down the mall.

### Exercise 7: Distinguishing Between Adjectives and Adverbs

**Direction: Choose the correct modifier. Indicate the type of modifier, i.e: adjective or adverb.**

1. Marry behaves (good, well).
2. Ann feels (sad, sadly) about the death of her dog.
3. I am not (really, real) sure if I will have a party.
4. The directions were (simple, simply) to follow.
5. I don't feel (good, well).
6. The repairs went (slowly, slow).
7. The change in speed was (gradually, gradual).
8. You work too (serious, seriously) sometimes.
9. We feel (awful, awfully) about what happened.
10. These chocolates taste (good, well).
11. Firefighters must respond very (quick, quickly).
12. Marry spoke in a (calm, calmly) voice after the accident.
13. Tiger Woods putted (bad, badly) on that last hole!
14. The lights shone (brightly, bright) in my eyes.
15. John did (good, well) on his second driver's test.

### Exercise 8

Correct each sentence so that the correlative conjunction is in the right place or so that the subject and verb agree. Two examples are given.

- **Example:** Ben not only plays the guitar but also the flute. Ben plays *not only* the guitar *but also* the flute. (two instruments)
  - **Example:** Either the soldiers or the captain prepare to march against the enemy. Either the soldiers or the captain *prepares* to march against the enemy. (agrees with the subject closer to the verb)
1. Both Annika and Tara is cousins.
  2. Neither the boys nor their sister are planning a career in medicine.
  3. The band members, as well as the director, goes on tour next month.
  4. We not only have cards for baseball but also for football players.
  5. Either Friday's concert or Saturday's are fine with me.
  6. We are planning not only to go to Switzerland, but also to Austria.
  7. John, as well as his friends, hope to be professional writers someday.
  8. Neither fats nor sweets is part of a good, healthy diet.
  9. The bride's elegant bouquet not only was filled with gardenias, but also lilies.
  10. The guests, including the president, pays compliments to the hostess.



11. I both want to buy the stereo and the cabinet.
12. Neither the house nor the doors has to be painted.
13. The flowers, as well as the oak tree, is growing well after the storm.
14. The government both has the power and the authority to raise taxes.
15. Both the plane and the pilot is landing safely.

## **Parts of Speech: Prepositions**

### **Description of the Lecture**

This lecture is about prepositions. It provides the conceptual as well as technical frameworks of prepositions to identify their classification, kinds and uses in English sentences. The lecture counts on the definitions, kinds, uses, examples and exercises.

### **Objectives of the Lecture**

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the part of speech known as preposition.
2. List the main kinds and common prepositions.
3. Show the relationship of prepositions with other related words in a sentence.
5. Compose correct, meaningful and functional sentences through prepositions.

## 1. Definition of Preposition

Prepositions are little words that are used to join nouns, gerund, and pronouns to other words in a sentence. As the word itself suggests ("pre" is a prefix means "before" while position refers to a place), a preposition is a word in a position before its object "a noun or pronoun". Prepositions are used in sentences to show a relationship between the object of the preposition and another word in a sentence. It is worth to mention that prepositions may tell us about the position, time, ownership or movement. It should be noted that the nouns or pronouns that follows the preposition is called the **object of the preposition**. In the following sentence notice how the word preposition changes the meaning of the sentence between the subject and object. So prepositions are important words because they add more detail to a sentence. The word ***around*** is a preposition which tells the relationship between *the boy moved* and *the school*. Other prepositions show different relationships between *the boy moved* and *the school*. Examples:

- The boy moved **at** the school.
- The boy moved **through** the school.
- The boy moved **into** the school.
- The boy moved **down** the school.
- The boy moved **behind** the school.
- The boy moved **to** the school.
- The boy moved **besides** the school.
- The boy moved **near** the school.

- A preposition is a word usually placed before a noun or pronoun to show place, time, cause, purpose, or means.
- **Propositions or Ad-position = pre + position "connectives"** = "they precede a phrase that act a as a modifier or a noun by indicating a position in time, location or manner".

## 2. English Preposition Rule

There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions. This rule is as follows: **A preposition is followed by a "noun". It is never followed by a verb.** By "noun" we include:

- noun (dog, money, love)
- proper noun (name) (Bangkok, Mary)
- pronoun (you, him, us)
- noun group (my first job)
- gerund (swimming)

A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the "-ing" form which is really a gerund or verb in noun form. In the following sentences, why is "to" followed by a verb? That should be impossible, according to the above rule:

- I would like to leave now.
- He used to take cigarette. Here in these two sentences, "to" is **not** a preposition. It is part of the **infinitive of the verbs** ("to leave", "to take").

### 3. Prepositional Phrase

Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammatical unit, called **Prepositional Phrases**. A prepositional phrase is comprised minimally of a preposition and its object to add more detail to a sentence. In other words, a prepositional phrase is a group of words that begins with a preposition and ends with a noun, noun phrase, pronoun or a gerund subordinate clause. It should be noted that the object of a preposition is typically a noun or a pronoun. Consider this expression: **Preposition (in) + Object (the water) = Prepositional Phrase (in the water)**. Example:

- Stephan, the researcher from Algeria, wrote an excellent research paper **on the computer**. Here (**on the computer**) is a prepositional phrase.

### 3. Difference between Prepositions and Adverbs

The difference between a preposition and an adverb is that an adverb answers the questions, *Where? When? How? To what extent?* by itself. It should be noted that adverbs are content words in the sense that they can fulfill their role and meaning only through one word while prepositions are functional words in the sense that they cannot full their meaning ad role alone so they need to be embedded with other words in a sentence to function properly unlike adverbs. Examples:

- Ann moved **up**. (**Up** is an *adverb* because it takes only one word to tell where Ann moved.)
- Ann moved **up** the stairs. (**Up** is a *preposition* because it takes more than a single word to tell where Ann moved.)

- John walked **aboard**. (**Aboard** is an adverb because it takes only one word needed to tell where John walked.)
- John walked **aboard** the plane. (**Aboard** is a preposition because it takes more than one word to tell where John walked.)

Positions of Prepositions		
Positions		Examples
1	Preposition + Noun or Pronoun	<b>at</b> home, <b>about</b> him, <b>on</b> the table
2	Question-word + verb + subject + preposition + question mark	What is this bag <b>for</b> ? Which room did you sleep <b>in</b> ?
3	before a relative pronoun	The room <b>in</b> which I live is big.
4	In exclamations	What a society we live <b>in</b> !
5	in the passive construction	The situation is being looked <b>into</b>

#### 4. Kinds of Prepositions

##### 4. 1. Simple or Common Prepositions

Simple prepositions consist of only one single word. They are the most used prepositions. Simple prepositions are important words. Speakers use individual prepositions more frequently than other individual words. In fact, the prepositions "of", "to" and "in" are among the ten most frequent words in English. Here is a short list of around 70 of the more common one word prepositions. Many of these prepositions have more than one meaning. Please refer to the table below for meanings of prepositions and a dictionary for precise meaning and usage. The table below represents the most common simple prepositions. Examples:

- We are waiting **at** the station.
- The dog is **under** the table.
- My copybook is **in** my bag.
- A captain **in** **below** a general.
- The supermarket is **between** a mosque and the bank.

The most used simple prepositions				
across	at from	aboard	over under	opposite to
beside	with	behind	underneath	amidst
through	within	like	amongst	by out
after	atop	unlike	down	outside
besides	in	save	past	toward(s)
of throughout	round	about	up	among
including	without	below	around	despite

excluding	before	minus	during	except
against	inside	since	per	excepting
between	worth	above	versus	following
on times	bar	beneath	as	pending
along	barring	near	for	beyond
until	concerning	than	plus	on/up
till	considering	off	via	amid
of	upon			but

#### 4. 2. Complex or Common Prepositions

They do the same as common prepositions. Complex or compound prepositions consist of more than one word which are all altogether treated as one single unit in the sentence. The table below represents the most common compound prepositions.

- My car is parked **in front of** the Hotel.
- The prime minister is **out of** the service.

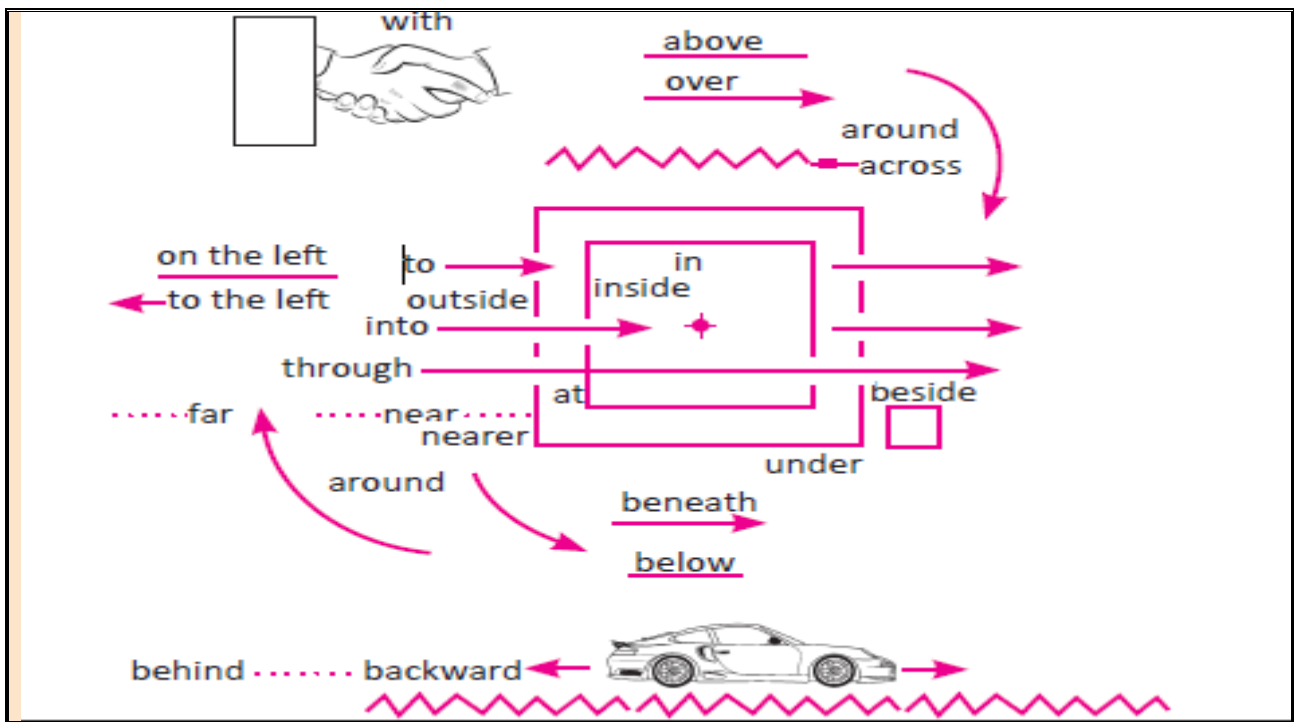
The most used compound prepositions			
as to	according to	by way of	in front of
onto	along with	by virtue of	for the sake of
as for	away from	in the light of	in favor of
out of	because of	with regard to	in light of
into	by means of	in course of	in spite of
up	by reason of	in order to	in search of
in addition to	with an eye to	on behalf of	in quest of
in lieu of	with a view to	together with	in the event of
instead of	with respect to	due to	in view of
but for	in accordance with	owing to	with reference to

#### 5. Meanings of Prepositions

The best way to learn the correct use of prepositions is by reading, listening, speaking and writing as much as possible. The use of prepositions is not determined by their kinds but by their relations in a sentence. Keep in mind that same prepositions can be used for different relations. See the table and figure below.

Meaning	Prepositions	Examples
---------	--------------	----------

Location	"In, on, at, inside, within ...."	Trust no one <b>within</b> this room.
Mode of Transport	"By, in, on ....."	I prefer travelling by road.
Cause	"Because of, on account of, from, out of, for ... of, of ....."	<b>Out of</b> curiosity the little boy opened the bag.
Subject Matter	"About, on, regarding....."	a talk <b>on</b> linguistics
.....	.....	.....



## Summary

- Prepositions are present in every sentence people use when communicating an oral or written message to another person. For this reason, prepositions have an important role when learning English language. When using prepositions, their meaning may be literal or figurative; this imposes some challenge to students.
- Prepositions are high frequency items belonging to one of the eight word classes into which English lexicon can be divided. They can be defined as a relatively closed class that is not prone to quick changes.
- From a morphological viewpoint, prepositions can be defined as **invariable** word forms which, throughout the history of English, almost never took any inflections.
- Prepositions and their relation to **semantics** have always been problematic. They are often considered to have too little semantic content or, vice versa. Most linguists consent that nouns, adjectives and main verbs are items with a full lexical

meaning. When it comes to prepositions, question might arise, whether they should also be regarded as lexical elements with their own lexical meaning or rather as semantically empty grammatical elements.

### Exercise 1

**Read and Underline the prepositions, circle the nouns/pronouns that complete them in the following sentences. Check your answers in the answer key.**

1. Put your coats on the bed in the guest room.
2. Paula walked through the park and then turned towards home.
3. She hid the presents behind the desk and under the stairs.
4. The color of her dress was really flattering.
5. The books on airplanes were placed beside those on trains.
6. The chairs on the porch were painted white.
7. Guests with tickets entered first.
8. The sap from maple trees is boiled into syrup.
9. We saw six pheasant on the road to Stanley.
10. The man with the long scarf just robbed the store in the mall.

### Exercise 2

**Complete the sentence with the correct preposition from the choices given.**

1. We are very excited .....our trip to Spain next week. (*at, with, about, over*)
2. I am very fond ..... drinking green tea. (*for, of, about, at*)
3. Almost all politicians were involved ..... the scandal. (*in, at, with, from*)
4. I am looking forward .... having a meeting with you next. (*with, at, to, from*)
5. At the moment, she is recovering .....her injuries. (*at, of, from, with*)
6. I'm dreaming .... becoming a famous scientist one day (*for, with, about, into*)
7. My cousin is married ..... a famous American (*with, for, to, from*)
8. I am responsible ..... training the new recruits. (*at, about, with, for*)
9. Many people took advantage ..... the low prices offered by the new shop (*of, for, with, to*)
10. I was not quite satisfied ..... the exam results. (*at, for, with, about*)
11. The president was thankful ..... everyone who helped in the campaign (*to, with, for, at*)
12. Everyone in this town will benefit ..... the new hospital (*from, with, at, into*)
13. For two full days, the man was fighting ..... his life. (*up, with, at, for*)
14. My dad shouted ..... me because I didn't do what he said (*to, at, with, towards*)
15. She insisted ..... helping me with the dishes. (*on, with, for, about*)

16. Almost all car companies care ..... the environment (*for, at, about, with*)
17. Wearing a seat belt can protect you .... being killed in a car. (*with, of, about, from*)
18. Ten people were killed when a bus collided ..... a car (*into, with, at, towards*)
19. The customers came to the shop to complain ... their service (*about, at, on, for*)
20. Our atmosphere consists ..... oxygen, nitrogen and carbon dioxide (*into, of, with, for*)

### Exercise 3

**Direction: List the prepositional phrases in this exercise. After each one, tell whether it is used as an adjective or an adverb.**

1. The men on the roof worked for two hours in the heat.
2. During the night, the rest of the water drained from the basement.
3. He lived near the mall which was located to the north of the city limits.
4. The women in the kitchen looked under the tables and in the closet.
5. The old lady with the big hat cut into the line in front of me at the store.
6. On Fridays, all of the staff at the radio station eats lunch at the old mill.
7. In the middle of a big spacious lawn, the designer placed a beautiful statue.
8. Because of the storm, the volunteers did not hear about the revised forms.
9. Since his return, the children from the day care at the church have walked around the block every day.
10. After his graduation in 1992, he answered an ad for a job in Manitoba.

### Exercise 4

**Fill in the blank spaces in the following sentences with the correct preposition.**

1. The writer Shakespeare lived.....the reigns of Elizabeth I and James I.
2. He was born .....1564, and died.....1616.
3. My birthday is.....October 28th.
4. The train leaves.....2.30, and arrives in Edinburgh.....6.15.
5. I will call and see you..... Sunday..... three o. clocks.
6. The work must be finished.....the end of the week.
7. The burglars entered the house.....the owner's absence.
8. The exhibition is to be officially opened.....Wednesday next, .....3 p.m.
9. Please let me have your answer.....the end of the month at the latest.
10. We are having a party.....New Year's Day.
11. She always went to see her parents.....Christmas.
12. A gale got up.....the night, and did much damage.



- 13. She will be twenty-five.....August 11th.
- 14. ....what year was she born?
- 15. I shall be back.....about twenty minutes' time.
- 16. Could you meet me.....2.30.....Saturday afternoon?
- 17. They ought to be here.....now.
- 18. I will call at your office some time.....the morning.
- 19. They ceased work.....sunset.
- 20. Christmas Day is.....December 25th.

**Exercise 5**

**Fill in the blank spaces in the following passage with the correct preposition.**

The clock is famous .....1... its reliability, which can be attributed to one .....2.... its designers, the horologist Edmund Beckett Denison. The tower was completed .....3...1859, so Denison had time to experiment and invented the double three-legged gravity escapement which provided the best separation ...4..... pendulum and clock mechanism. The pendulum is installed ...5..... an enclosed windproof box sunk....6..... the clock room. It is 3.9m long, weighs 300 kg and beats every two seconds. The clockwork mechanism ...7..... the room below weighs five tons. The idiom of putting a penny ...8...., with the meaning ...9..... slowing down, sprang .....10.....the method ...11..... fine-tuning the clock's pendulum. ...12.....top .....13.....the pendulum is a small stack .....14.....old penny coins; these are to adjust the time .....15.....the clock. Adding or subtracting coins has the effect of minutely altering the position .....16.....the pendulum's center...17..... mass: adding or removing a penny changes the clock's speed .....18.... 0.4 seconds .....19..... day.

**Parts of Speech: Conjunctions**

**Description of the Lecture**

This lecture is about conjunctions. It provides the conceptual as well as technical frameworks of conjunctions to identify their classification and uses. The lecture counts on the definitions, kinds, uses, examples and exercises.

**Objectives of the Lecture**

When students have successfully completed this unit, they should be able, among

other things, to;

1. Define the part of speech known as conjunctions.
2. List the main kinds and common conjunctions.
3. Recognize how conjunctions function in sentences.
4. Show the relationship of conjunctions with other related words, clauses and sentences in a sentence.
5. Compare between prepositions and interjections.
6. Compose correct, meaningful and functional sentences through conjunctions.

## 1. Definition of Conjunction

Conjunctions are part of speech, like prepositions, are also joining words or connectives. As the term its self suggests, "**con + junction**" the first part "**con**" which is a Spanish word means "**with**" while the second part refers to the place where two or more elements or lines meet or conjoined. **A conjunction is like a bridge.** As the Golden Gate Bridge connects San Francisco with Marin County in California, a conjunction links words or groups of words together. Conjunctions always travel in pairs.

Conjunctions are words that are used to connect other words, phrases, clauses, groups of words or sentences. Conjunctions are like prepositions but they are different from them in their scope in a sentence because conjunctions do exactly the same job like marriage. Conjunctions can be found in any position in a sentence except in the very end. Before you can really understand conjunctions, students will need to work through the last unit of the file of part of speech "**sentence**". Conjunction takes an important role in the writing. Without conjunction, the meaning of the text will be not logic. Examples:

- **John, Stephan, and Ann** are all looking for keys. "The conjunction word **and** joins equal words which are all proper nouns together."
- Ann **and** Katia revised the recent lesson, **but** they could not understand it. Here in this sentence the words "**and**" "**but**" are conjunctions. **And** joins two nouns; **but** joins two complete ideas.
- You may be interviewed by a human resources officer **or** by a supervising manager.

Conjunctions = conjoins = "connects words, phrases or clauses –at the hip- like conjoined twins". They are connectors or connectives.

- **Coordination means** combining two sentences or ideas that are of equal value.
- **Subordination** means combining two sentences or ideas in a way that makes

one more important than the other.		
<b>Single Word</b> such as and, but, nor, for, yet, because, although .....	<b>Compound</b> such as provided that, as long as, in order that. So that .....	<b>Correlative</b> such as so...that, either .....or, neither .....nor .....

## 2. Kinds of Conjunctions

Language scholars have divergent views on the kinds of conjunction. For instance, some of them divide conjunctions into two classes: coordinating and subordinating conjunctions. These scholars leave out correlative conjunctions because, according to them, correlative conjunctions are similar to coordinating conjunctions. However, there are traditionally three kinds of conjunctions basically. They include: correlative conjunction, subordinate conjunction, and coordinating conjunction.

### 2. 1. Coordinating Conjunctions or Coordinators

Coordination is used to **join equal rank, items, independent clauses and parts in a sentence**. In short, they are used to join two equal and similar grammatical units of the same class, rank or pattern: a noun with a noun; an adjective with an adjective; and so on. So they are used to join two "coordinate elements of equal rank" in order to show the logical connection between ideas. A coordinating conjunction shows that the elements "independent clauses" it joins are similar in importance and structure. Furthermore, they link two sentences that do not depend on each other for meaning and structure. Coordinating conjunction is somewhat different from other conjunctions because in addition to connecting clauses, it can also connect words. However, the phrases produced are not prepositional phrases. A coordinate sentence also known as a compound sentence consists of two or more Independent clauses joined either. The most common coordinators are "and, but, or, nor, for, yet, so....." See the table and examples below:

- The boys **and** girls worked at fair. "Boys and girls are equal noun words"
- John **or** Stephan can go with you tonight. "John and Stephan are equal proper nouns"
- I would like to help you, **but** I will be busy tonight. "But in this example joins two sentences or two complete ideas."

The words **and, nor, or** can connect nouns, verbs, adjectives, adverbs, or prepositional phrases as a series of elements. Use **nor** in negative sentences. The table below illustrates how coordinating conjunctions connect different word classes.

Word Class	Examples
Nouns	<ul style="list-style-type: none"> <li>• There are pens, paper, <b>and</b> pencils on the shelf.</li> <li>• Take the red blouse <b>or</b> the green blouse.</li> <li>• I <b>don't</b> like a Porsche <b>nor</b> a Cadillac.</li> </ul>
Verbs	<ul style="list-style-type: none"> <li>• Joe plays guitar <b>and</b> sings well.</li> <li>• The group <b>can't</b> dance <b>nor</b> act.</li> <li>• We will swim <b>or</b> ride our bikes on Saturday.</li> </ul>
Adjectives	<ul style="list-style-type: none"> <li>• Paul is athletic, studious, <b>and</b> generous.</li> <li>• Today is <b>not</b> sunny <b>nor</b> warm.</li> <li>• Those socks are black <b>or</b> blue.</li> </ul>
Adverbs	<ul style="list-style-type: none"> <li>• The scouts walked quietly <b>and</b> carefully through the woods.</li> <li>• These questions are <b>neither</b> neatly <b>nor</b> correctly answered.</li> <li>• In ballet jump quickly <b>or</b> elegantly, <b>or</b> don't jump at all.</li> </ul>
Prepositional Phrase	<ul style="list-style-type: none"> <li>• Look under the bushes <b>and</b> among the flowers for the hidden Easter eggs.</li> <li>• You will find your socks under the bed <b>or</b> in the closet.</li> <li>• <b>Don't</b> hang the picture over the mantel <b>nor</b> above the door.</li> </ul>

### Use of comma in Coordinating Conjunctions

- Coordinating conjunctions always come **between** the words or clauses that they join. When a coordinating conjunction joins **independent clauses**, it is always correct to place **a comma before the conjunction**. Examples:
  - Ann wants to become a doctor in the future, **so Ann** is studying medicine at university.
  - I would like to help you, **but** I will be busy tonight.
- However, if the **independent clauses** are **short** and **well-balanced**, a comma is **not** really essential. Examples:
  - She is rich **so** she helps poor people.
  - The boys **and** girls worked at fair.
- When "**and**" is used with the last word of a list, a comma is optional. Example:
  - She likes cars, bicycles, trains and planes. or
  - She likes cars, bicycles, trains and planes.

## 2. 2. Correlative Conjunctions or Correlatives "Item Pairs"

They are called correlatives because they go in pairs. Correlative conjunctions join elements of *equal name and rank* (such as adjectives or nouns) and emphasize

the elements being joined. The most common correlatives are as follows: "both/and, either/or, neither/nor, not only; but also, and weather /or ....." S As suggested before and by their name, correlative conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence. Like many of the most interesting parts of speech, correlative conjunctions are fun to use. At the same time, there are some important rules to remember for using them correctly.

- When using correlative conjunctions, ensure verbs agree so your sentences make sense as in the example: Every day, **either** loud sound **or** sun shine **deprive** Ann from her lessons.
- When you use a correlative conjunction, you must be sure that pronouns agree as in the example: neither Ann nor Sarah expressed her happiness when their father came back from his long trip.
- When using correlative conjunctions, be sure to keep parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence as in the example: Not only did Ann cook potato for John, but she also fixed a steak for her dog.
- It is worth to mention that correlatives are followed by the same class of words in a sentence. See the examples below:
  - She has not only a car but also a bus. (noun + noun)
  - They saw neither Ann nor John. (noun + noun)
  - We neither phoned Stephan nor wrote to her. (verb+ verb)
  - He is not only young but also beautiful. (adjective + adjective)
  - **If** I don't return in an hour **then** call the police.
  - **As** you more make efforts **so** you will succeed.

### 3. 3. Subordinating Conjunctions or Subordinators "dependent clauses"

Subordination in English grammar is the process of linking two clauses in a sentence so that one clause is dependent on (or subordinate to) another. Clauses joined by coordination are called **main clauses or independent clauses**. This is in contrast to subordination, in which **a subordinate clause**

The majority of conjunctions in English are "subordinating conjunctions". Subordinating conjunctions are used to join clauses of unequal rank in a complex sentence. They connect two or more clauses which do not have the same syntactic status and importance. In short, a subordinating conjunction joins a subordinate

(dependent) clause to a main (independent) clause: These clauses usually are "1" an independent "**main**" clause and "2" a dependent "**supporting**" subordinate clause. They introduce a dependent clause and indicate the nature of the relationship between the dependent clause and the independent clause. They are used to introduce subordinate clauses and join them to principal clauses/ main clauses. Example:

Main or Independent Clause	Subordinate or Dependent Clause	
Ann goes shopping	<b>although</b>	It is very cold.
	Subordinating Conjunction	

A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. Imagine that somebody says to you: "**Hi! Although it was cold today,**" What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: "**Hi! It is cold today.**"

Important reminder: Kinds of Conjunctions		
Coordinating	Subordinating	Correlative
They are used to link or join two words or phrases that are equally important and complete in terms of grammar when compared with each other such: as and, for, yet .....	They are used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance such as: although, whether, until .....	They are pairs of conjunctions used in a sentence to join different words or groups of words in a sentence such as: either/or, neither/nor, but/also, hardly/when ....

#### 4. Subordinators and Dependent Clauses

Joining two independent clauses with a subordinator transforms one of them—the one which begins with the subordinator—into a dependent clause. Even though this clause will still contain a subject-verb unit, it cannot stand alone as a sentence.

Independent Clause (a complete sentence)	Dependent clause (no longer a complete sentence)
• The young blond heiress was often in the internet sites.	• <i>Although</i> the young blond heiress was often in the internet sites
• She was almost finished with his last year of school.	• <i>Because</i> he was almost finished with his last year of school
• They find the exam difficult.	• <i>Even</i> They find the exam difficult
• You are intelligent.	• <i>Though</i> you are intelligent

The **Dependent clauses** above pretending to be sentences are actually **fragments**, a grammar error you can read more about the “Fragments” in the next section. Consequently, the group of words beginning with a subordinating conjunction would be a sentence **fragment** by itself.

## 5. Subordinators & Emphasis

Unlike coordinators, subordinators do not give equal emphasis to the ideas they connect; instead, the clause that begins with a subordinator—the dependent clause—receives less emphasis. Compare the following two sentences:

- Although she wanted to see the movie in the cinema, **Ann did not want to pay more Euros.**
- Although she did not want to pay more Euros, **Ann wanted to see the movie in the cinema.**

In the first sentence, the subordinator “although” de-emphasizes Ann’s desire to see the movie in the cinema; her reluctance to pay more Euros seems more important. In the second sentence, however, the subordinator “although” de-emphasizes Ann’s reluctance to pay more Euros, and her desire to see the movie in the cinema seems more important. **Consequently**, be careful, then, when deciding where to place the subordinator—this placement can change the meaning and emphasis of your sentence. It should be noted again that when a subordinator introduces a sentence, put a comma after the first clause. But if the subordinator comes in the middle of a clause, you don’t need to set it off with a comma.

- **After** he arrived home, he moved directly to bed. Subordinator at the beginning of the sentence takes comma at the end of the clause.
- He moved directly to bed *after* he arrived home. Subordinator at the middle of the sentence does not take comma.

### Important Note:

Students must make distinction between coordinators and subordinators. They have to use **coordinators** when they want to **equally stress** both ideas or clauses; if instead they want to **de-emphasize** one of the ideas “clauses”, they have to use a **subordinator** with less important clause for an unequal stress.

## 6. Fragments or Incomplete Sentences

In English, a sentence must contain a subject-verb unit; a fragment is a group of words that *pretends* to be a sentence but doesn’t actually have a valid subject-verb

unit. It should be noted here that the group of words beginning with a subordinating conjunction would be a sentence fragment by itself. Quite often, we use fragments when we speak. We count on our tone of voice and our expression or the reaction of the listener to fill in the spaces. In writing, this isn't possible, so it's important to write complete sentences that express complete thoughts. Discuss these examples:

- Across the city “it is a fragment because this group of words contains **neither a subject nor a verb**”.
- Stringing his new football racquet “it is a fragment because the group of words contains **no subject**”.
- A big hotel with a view of the forest “it is a fragment because the group of words contains **no verb**”.
- John received the highest grade on the final arts test. “It is a **sentence** because this group of words contains a subject John and its verb received that is why this sentence is marked by a **full stop** at the end unlike others”.
- Even she had gained the race “it is a fragment because although the group of words contains a subject pronoun she and its verb gained, the conjunction word although makes it dependent clause and does not express a complete thought”.

### 6. 1. Common Sources of Fragments

- The fragment is a **dependent clause**, a group of words that contains a subject-verb unit but cannot stand alone because it begins with a **subordinator**. Examples:
  - *Since* they stopped
  - *Although* she is my uncle
  - *Unless* he get recovered
  - *Because* she was failed
- The fragment is a **phrase**, a group of words that does not contain a subject-verb unit. Many times, phrases are easy to identify. For example:
  - A small, horrible adventure
  - Found in the Park Mall
  - The poorest woman Africa
- Two types of phrases can be a bit trickier to spot, however, because they contain words that *look* like verbs but aren't acting as part of a valid subject-verb unit:
  - The boy eating an apple
  - The fruit *that* cleaned

### 6. 2. Strategies for Fixing Fragments



In order to turn a fragment into a complete sentence, you have a couple of options. The first one is when writers simply need to combine a fragment with a neighboring sentence to produce a grammatically complete meaningful and functional sentence while the second option is when they need to complete the sentence by supplying the missing subject or verb, or by attaching an independent clause. Examples:

Fragment	Complete Sentence
<ul style="list-style-type: none"> <li>• <b>Though they are intelligent</b></li> <li>• Students did that error too. <b>But only when they did not revise well.</b></li> <li>• <b>The boy eating an apple</b></li> <li>• <b>My chatty next door neighbor.</b> She loves to gossip.</li> </ul>	<ul style="list-style-type: none"> <li>• Though they are intelligent, they did not answered well. First option</li> <li>• Students did that error too, but only when they did not revise well.</li> <li>• The boy was eating an apple</li> <li>• My chatty next door neighbor loves to gossip.</li> </ul>

**Grammar concepts about fragment to know:**

- **Fragment**—a group of words, punctuated as a sentence, that does not express a complete thought
- **Subordinating conjunction**—a joining word that creates a dependent clause
- **Dependent clause as sentence fragments** -A dependent, or subordinate, clause cannot stand by itself as a sentence; it needs an independent clause to support it. Even they contain a subject and a verb, their meaning is incomplete.
  - Before **we went** on to the next project
  - Whenever this **company changes** its policies
- **Subordinating Conjunctions** –they are used to modify an independent clause in some way; and join it with a dependent clause. If a group of words that would normally be a complete sentence is preceded by a subordinating conjunction, something more is needed to complete the thought. In the sentences that follow, each of those fragments has been rewritten to express a complete thought. Notice that each sentence now has both an independent and a dependent clause. The dependent clauses are in bold.
  - **If they left a minute earlier than usual, they** could not catch up their train.
  - **When our teacher finished his lesson, he** left the classroom immediately.
  - **Whenever Ann did her best tried to introduce herself,** she failed.

## 7. Semantic Meaning of Conjunctions

Conjunctions have a remarkable capacity for expressing a variety of meanings. So it is necessary to know which conjunction to use and in which sense in a particular construction. See the table below.

Conjunction	Semantic Meanings	Examples
<b>And</b>	plus/addition	Five and ten is fifteen.
	also/in addition to	He is young and beautiful.
	sequence	She took out his gun and fired.
	result/consequence	Give me blood and I give you love.
	purpose	She arrived here and saw her father.
	continuing process	She can dance for days.
	gradual increase/decrease	He is getting worse and worse.
	contrast	There are pupils and pupils.
	contrast/concession	He is poor but honest.
<b>But</b>	yet/however/in spite of	He worked hard but he failed
	disagreement/surprise	You like her very much but me no.
	alternative	He will buy a car or a bus.
<b>Or</b>	negative condition (if not)	Start early or you miss the train.
	negative condition	She has no car or bus.
<b>No/not/never</b>	Positive choice	He will eat either ice or bread.
<b>Either or</b>	Negative choice	He likes neither fish nor milk.

## Summary

- Conjunctions are the scotch tape of the grammatical world. They join together words and phrases. There are three kinds of conjunctions: coordinating conjunctions, conjunctions subordinating, and correlative conjunctions.
- Coordination and subordination join two sentences with related ideas.
- Coordination joins sentences with related and equal ideas, whereas subordination joins sentences with related but unequal ideas.
- Sentences can be coordinated using either a coordinating conjunction and a comma or a conjunctive adverb and a semicolon.
- Subordinate sentences are characterized by the use of a subordinate conjunction.
- In a subordinate sentence, a comma is used to separate the main clause from the dependent clause if the dependent clause is placed at the beginning of the sentence.
- Prepositions and conjunctions are both **invariable** in form.
- Conjunctions, like prepositions, are also joining words or connectives because their function in a sentence is to connect the modifier with the thing it modifies.

Conjunctions are like prepositions but they are different from them in their scope in a sentence. Prepositions join two words while conjunctions join two words, phrases, clauses and sentences.

### Exercise 1

**Direction: Read and Underline the conjunctions, circle the nouns/pronouns that complete them in the following sentences. Check your answers in the answer key.**

1. Although she missed the bus, she and Lily still arrived on time.
2. Andy bought it because he liked it yet he never wore it.
3. Betty or Fran will bring the books which you wanted.
4. The waiter who served our lunch was really nice but slow.
5. I saw the nests that the robins built both on the porch and in the tree.
6. Until we see it, we won't believe it.
7. If you are ready, we can leave so we will be on time.
8. When they had finished, they gave it to the teacher.
9. Roller blades and skateboards are very popular.
10. CDs are great because they have good quality sound.

### Exercise 2

**Direction: Complete the following sentences with and, but or or.**

1. I asked for some bread .....1..... butter.
2. Mr. ....2..... Mrs. Stephan have three children.
3. Marry is a good singer .....3..... a poor dancer.
4. We wish you a Merry Christmas .....4..... a Happy New Year.
5. Is their new baby a boy .....5..... a girl?
6. The book has 2000 words .....6..... 300 drawings.
7. Susan is taller than Ann .....7..... shorter than Marry.
8. Are you going by car .....8..... by bus?

### Exercise 3

**Direction: Copy these sentences and underline the subordinate conjunctions you can find.**

1. Since the maple trees were damaged in the storm, they will be cut down.
2. I wonder why they are leaving so early.
3. Mark knows more than I do about that case.
4. It isn't certain whether they will come or not.

5. The engineer from Mainframe explained how they would build the bridge.
6. Before they read the instructions, they couldn't fix it themselves.
7. After the lecture, the students asked if they could stay.
8. Although he is stronger, he couldn't turn it.
9. Because you were late, you missed it.
10. Thieves broke in while we were away.
11. The roads were slippery because the snow was followed by rain.
12. Although it was quite sunny, the wind was cool.
13. I don't know how I will get there.
14. If you are short, you can't reach that cupboard.
15. The story explained why people believed in the ghost.
16. He always talks as if he were an expert.
17. Unless the Leafs win this game, they are out of the playoffs.
18. Les is five inches taller than I am.
19. After he won the gold medal, he turned pro.
20. You just answered my questions before I asked them.

#### Exercise 4

**Direction:** In each sentence below find the conjunction and underline it. On the line at the right, tell whether the conjunction connects adverbs, adjectives, nouns, or groups of words.

1. My sister and the girl will play.
2. The man was tall and handsome.
3. Either Don or Ned is coming.
4. You may leave, but he must remain.
5. He left quickly and quietly.
6. No one else came, but we finished the project.
7. The cat pounced silently but surely.
8. The weather was clear but cold.
9. The wind was cold, and I knew winter had arrived.
10. Either John or Henry is to blame.

#### Exercise 5

Circle the conjunctions and underline which parts of the sentence are connected. Decide whether they are connecting two complete ideas, just two words of the same part of speech, or a contrast.

- **Example:** Tony is out today, but he will return tomorrow. *but*—contrast The sun is shining brightly, and we are going to the beach. *and*—two ideas

1. The sky is gray, and it is going to rain.
2. We want to see that new movie, but not tonight.
3. Rudi wants to be a doctor, so he is taking a number of science courses this semester.
4. The doctor can see you Monday, but you have to be here no later than 8:00 a.m.
5. I don't know how to dance, nor do I intend to learn.
6. Maritza doesn't have enough money for the trip, yet she really wants to go.
7. My sister just bought some dishes and glasses for her new house.
8. I wish you a lot of luck, for I know you will need it.
9. The diplomat can't speak Russian nor Italian.
10. Jason ordered the part for his car, but it hasn't come in.
11. We have a test in an hour, and we have to study a lot now.
12. The Howard family is going away for the holidays, but they have not made reservations yet.
13. The team has bought uniforms, helmets, and gloves.
14. Go now and pay later.
15. I will study chemistry or algebra in the fall, but not both.

## **Parts of Speech: Interjections**

### **Description of the Lecture**

This lecture is about interjections as the last parts of speech. It provides the conceptual as well as technical frameworks of interjections to identify their classification and uses in English sentence. The lecture counts on the definitions,

uses and examples.

### **Objectives of the Lecture**

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the part of speech known as interjections.
2. List the most common interjections.
3. Show the relationship of interjections with other related words in a sentence.
4. Compose correct, meaningful and functional sentences through interjections.

### **Introduction**

Nowadays, students just know interjection as just separate and independent unit. They said that interjection is the simplest of parts of speech because we just have to look at the exclamation mark in the end of words, phrases or sentences to know that it is an interjection but that students did not know that interjection is not as simple as they thought. Interjection has kinds, classification, function, form, meaning and etc. So in speaking English, we have to pay attention in using interjection. In fact, in conversation sometimes students use utterances that grammatically have no connection with the previous or next sentences. They use it to express their feeling or perform a certain sense, it is called interjection.

#### **1. Definition of Interjection**

Interjections are words, group of words, sounds or filled pause used to express strong feelings, emotions, sudden sensations, mental state, attitude, communicative intention and fill a pause in a conversation on the part of the speaker when he encounters suddenly events that cause some emotions. They are words or sounds thrown into sentences to express some feeling and state of the mind. Interjections can stand alone as a separate unit or be added to a sentence. When added to sentence, the interjection does **not** change the meaning of the sentence, and are usually followed by exclamation marks (**when the emotion is strong**). When woven into a sentence, the interjection usually change or affect the meaning of the sentence, they are usually followed by commas (**when the emotion is mild**). It is worth to mention that interjections are short exclamations like **Oh!**, **Um** or **Ah!** They have no real grammatical value but we use them quite often, usually more in speaking than in writing.

Furthermore, interjections are sudden outcry or exclamation introduced into a discussion, usually without grammatical connection with the sentences surrounding it. That is why they are the easiest part of speech to find in a sentence. They are straightforward and simple to use because they are not related to any other word in

the sentence. In daily conversation, consciously or unconsciously people always involve interjection in it. Historically, nevertheless, they are often entirely ignored, or at best, regarded as being extremely marginal, anomalous, and grammatically peripheral to the language system itself which is relatively noticeable in modern grammars. See the following examples for more clarification.

- **Aha**, it is there. Here we say this interjection when someone finds something spontaneously.
- **Wow!** Did you see that she wrote in her e-mail message?
- **Oops!** I forgot to send the attachment.
- **Gracious!** It sounds quite good.
- **Oh!** I could not catch it.
- **My goodness!** That is so funny, amazing and interesting.

- **Interjections = Ignites = "Ignites the message with an exclamation of emotions"**
- **The word "interjection" means "inserting or putting between."**
- Since interjections are properly linguistic elements, with **rich semantic structures**. However, whilst the grammarians agreed that since they **have real semantic structure**; interjections are classified as **part of speech**.

## 2. Characteristics of Interjections

Interjections are one of the eight parts of speech. As one of the part of speech, interjections have certain characteristics which can make it easier to recognize them.

- Interjections often serve no purpose except to express emotion or to get the attention of other people. They are used in private conversation and informal writing. **They are usually not used in business letters and formal writing.**
- Interjections usually have a position in the beginning of a sentence, but it is also possible to have them in the very end of a sentence.
- Interjections are independent that can stand on their own as utterances.
- Interjections are context-bound linguistic signs.
- Interjections tend to be phonologically anomalous.
- Interjections do not normally take inflections or derivations. They are also morphologically anomalous.
- Do not overuse interjections. Include only one if you want to make your point.

## 3. Kinds of Interjections

### 3. 1. Primary Interjections

Primary Interjections are little words or non-words which can stand on its own. Primary Interjections may be made up of sounds and sounds sequences that are not found in other parts of the language such as *tut-tut*, *Psst!*, *Sh!*, and etc. They consist of one word and they do not enter into syntactic constructions of the language, they form a fairly a closed set of words. Primary interjections are words that cannot be used in any other sense than as an interjection. Furthermore, their scale extends from spontaneous onomatopoeic **ad hoc** formations to conversational lexical items of foreign origin. One of the defining features of a primary interjection is that it is a linguistic sign “which is not homophonous with another lexical item that would be perceived as semantically related to it”, or perhaps “which is not homophonous with other lexical items whose meaning would be included in its own meaning, that is, in the meaning of the interjection. These interjections tend to be phonologically and morphologically anomalous because they are non-productive words or items in the sense that they do not inflect and are not movable between different word-classes. For example, *Ouch!*, *Wow!*, *Gee!*, *Oho!*, *Oops!*, etc. Example in sentence:

- **Oho**, I have another cake! **Wow!**
- You look extraordinary today **Ouch!**
- This plant hurts me **Oops!**

### 3. 2. Secondary Interjections

Secondary Interjections are those words which have independent semantic values but can be used conventionally as utterances by themselves to express a mental attitude or state. These interjections are fixed unit derived from words or phrases mainly nouns, noun phrases, imperative that have developed pragmatic meaning related to subjectivity or discourse structuring. The examples of secondary interjections are alarm calls and attention getters like *Help!* *Fire!* *Careful!*, etc. Swearing, oaths, pious wishes, greeting formulas and taboo words like *damn!* *Hell!*, *Heavens!*, *Christ!* And other emotively used words such as *Shame!* *Bother!* ..... it is worth to note that both types of interjection are syntactically independent, in that they can constitute an utterance by themselves, and are only loosely integrated into the grammar of the clause containing them. Examples:

- It is very heavy bag. **Help!**
- The dangerous terrorist is there. **Fire!**
- **Careful!** The car is going to crash.

### 4. Punctuation Guides for Interjections

Strong interjections such as "Good," "Hey," "Hooray," "Ouch," and "Wow" are punctuated with an exclamation point (!). The first word following the exclamation



point is capitalized because it is the first word of the next sentence. Example: "*Hey!* What are you doing out there?" "Hey" is a strong interjection and is followed by an exclamation point.

Weaker interjections such as "Ah," "Alas," "Oh," and "Well" are followed by a comma and become part of the following sentence. The word after the comma is not capitalized (unless it is the pronoun "I" or a proper noun) because it is a continuation of the sentence. Examples: "*Oh*, what a beautiful day!" "*Well*, I am not surprised."

## 5. The Most Common Interjections

aw!	goodness!	oops!	well!	ah!
bravo!	gracious!	ouch!	whoops	owe some!
dear me!	gosh!	rats!	wow!	oh boy!
ouch!	hey!	really	yeh!	super!
yuck!	oh!	ugh!	yes!	never!
oh my	oh my God!	ah!	sorry!	god grief!
goodness!	shut up!	thank God!	yups!	no way!

### Summary

- Interjections are little words or non-words which can stand on their own and have their own word class. They can be inserted randomly into any sentence.
- Interjections are conventionalized vocal gestures (or more generally linguistics gestures) which express a speaker's mental state, action or attitude or reaction.
- Interjection may also be directed at someone to acquire a desired reaction, for example to stop an action or to serve communicative intentions more broadly.
- Interjections do not have any particularly well-defined relationship with the rest of the sentences. In fact, when diagramming sentences the interjections are best ignored. However, they are not difficult to spot. In writing interjections are often separated from the rest of the sentence by the punctuation mark. So they that they do not bear grammatical relationships to other phenomena in language.
- Interjections are not used in the academic language. They are used only in the personal and private language forms.

### Exercise 1

**Direction: Find out the interjection in each sentence.**

1. Oh! What shall I do now?
2. Alas! She is no more.
3. Ah! They have left me alone.

4. Hush! The baby is sleeping.
5. Bravo! You deserve this prize.
6. What! Is he again late?

### Exercise 2

**Direction: Read and Underline the interjections in the following sentences. Check your answers in the answer key.**

1. Wow, did you see that jet!
2. Oh no! He lost the puck.
3. Ouch! That hurts.
4. No! Don't touch the brake.
5. Yuck, I hate boiled cabbage.

### Exercise 3

**Direction: Suggest an appropriate interjection for each of the following sentences in the space provided. Many suggestions are possible.**

1. ....! I smashed my hand with the hammer.
2. ...., all right, Ann.
3. .... ! We have finally beaten that famous football team!
4. .... take it easy, Stephan!
5. ...., I think we better look over this case immediately.
6. .... I forgot to take out the bag this morning.
7. .... ! The tickets for his scene are incredibly expensive!
8. .... ! You did so well in tonight's school play!
9. .... ! You have no freedom to say that to him!
- 10.. ...., now I see what you are trying to do.
- 11.. .... I am not very interested on that idea.
- 12....., what did Ann say about her tryout?
- 13..... ! Does your foot still hurt from the accident?
- 14..... ! Get away from my house, John!
- 15.. ,..... this drink is absolutely delicious!

### Exercise 4: Mixed Parts of Speech

**Direction: Identify the part of speech of every word in each sentence.**

1. We jogged quickly through the dark woods.
2. Most of the students listened politely.

3. She was giving a short but interesting lecture.
4. We bought a very small quantity of food yesterday.
5. The wind was cold, but the sun was really warm.
6. This book cost six dollars.
7. Sheila and he were talking to her when it happened.
8. The American fishermen caught two salmon for lunch.
9. Turn at the lights and go two blocks west.
10. Eric and they learned very quickly.

## **Parts of Speech: Parts of the Sentence**

### **Description of the Lecture**

This lecture is about parts of the sentence. It provides the conceptual as well as technical frameworks of the parts or constituents of a sentence. The lecture counts

on the ranks scale of the constituents of a sentence such as clauses, phrases, words and morphemes from higher units to smaller units.

### Objectives of the Lecture

When students have successfully completed the unit of English sentence, they should be able, among other things, to;

1. Define the term sentence.
2. List the kinds of English sentence.
3. Recognize the different structure of English sentence.
4. Compose correct, meaningful and functional sentences through clauses, phrases, words and morphemes.

### Introduction

Now after a detailed study of the various important parts of speech we move on to the study of sentence parts or constituents. The grammar of a language can be described in terms of these six units which are hierarchically organized from the smallest unit to the largest unit as follows:

The main categories or levels of English sentence are:-		
First Level	→	morpheme or Sounds
Second Level	→	Words
Third Level	→	Clauses
Fourth Level	→	Phrases
Fifth Level	→	Sentences
Sixth Level	→	Paragraphs

The main parts of grammar we are concerned with in this chapter are the parts or constituents of the sentence: clauses, phrases, groups, words and morphemes. For example, a clause is made up of smaller units like phrases and groups, which are in turn made up of words. It is worth to note that a morpheme is part of a word, a word is part of a group or phrase, and a group or phrase is part of a clause. Although the clause is the highest grammatical rank, it may combine with a second or more clauses to form a clause-complex. Note that a sentence and a clause-complex are not necessarily the same since a sentence may consist of one clause only, or several clauses.

#### 1. The Morpheme

Morphemes are each of the individually *meaningful* units found in words. In turn, morphemes are not further divisible into smaller units of meaning. This is why a morpheme is often defined as the smallest meaningful unit of linguistic analysis, as shown in these words: over•re•act•ed, re•mark•able, im•possible, ir•regular, play•s play•ing .....

Morphemes are parts of words and are the smallest grammatical units. In English, there are three main types of morphemes: **root, inflectional and derivational**. See the table below for more details.

Root Morpheme	Inflectional Morpheme	Derivational Morpheme
It is about a word which consists of a root morpheme only. science	They provide information about things such as tense, voice in the verb group and number in the noun group. released = release + ed class = class +s	They allow you to shift word class to another. Examples: general = generally explore = exploration

## 2. The Word

Words are the free units of meaning that belong in the vocabulary of a language, typically any of the elements listed in a dictionary “**the sign of an idea**”. This definition views words as dictionary entries or **lexemes** and is acceptable as a general principle, as shown in these words: speak, John, street, cake, do .....in short, words are independent units. They are divided into some classes according to how they work within phrases, clauses and sentences. These divisions are called as Parts of Speech or Word Classes. Furthermore, words are either primitive or derivative as shown in the table below.

class	Explanation
<b>Primitive or Radical word</b>	Primitive or Radical word is one in no way derived from another in the same language; as, mind, faith.
<b>Derivative word</b>	A Derivative word is one formed by joining to a primitive some letter or syllable to modify its meaning; as, re-mind, faith-ful.
<b>A Compound word</b>	A Compound word is one formed by uniting two or more primitive or derivative words; as, man worship, Anglo-Saxon.

## 3. The Phrases or Groups

Traditionally speaking, a “phrase” is defined as “a group of words that does not contain a verb and its subject and is used as a single part of speech.” A **phrase** is a combination of two or more words. This definition entails three characteristics:

1. It specifies that only a group of words can constitute a phrase, implying that a single word cannot;
2. It distinguishes phrases from clauses; and
3. It requires that the groups of words believed to be a phrase constitute a single grammatical unit.

We accept (2) and (3), but must revise and reject the idea (1) which says that single words cannot constitute phrases. First, a word and a phrase may play identical grammatical roles in a clause, as (1) and (2) demonstrate. Consider the following two sentences:

- (1) Most of the members of the genus *avis* fly.
- (2) Birds fly.

**Reminder**  
 Consequently, the best definition of “phrase” as: *a phrase is a grammatical unit, intermediate between a word and a clause, which may consist of just one word (its head) or its head and expressions (including other phrases) that modify or complement it.* This definition retains the traditional distinctions between word and phrase and between phrase and clause. It adds the requirement that phrases have heads and allows a phrase to consist of just its head. See the section of clauses for more details.

### 3. 1. Group

A group is an extension of a word: a group of words with a particular function in the clause. A group consists of a head word plus any word which add information to the head like modifiers. The head usually presents the most crucial information in the group. There are a number of different types of groups in English, as shown in the table below.

Type of Group	Examples
Noun	The classes, those biology classes, those two biology classes we attended last week.
Verb	took, had taken, would have taken
Adverb	quickly, more quickly, much more quickly
Conjunction	even if, as soon as, almost as soon as
Preposition	right behind, immediately in front of

## 4. The Clauses

A clause consists of a group “collection” of words which contains a subject and a verb. A clause contains only one subject and one verb. A clause may form part of a sentence or it may be a complete sentence in itself. Clauses are divided into two types just as follows:

#### 4. 1. Independent Clause

Independent clause functions on its own to make a meaningful sentence. A main clause is a group of words that contains a verb and a subject which makes complete sense on its own. A main clause can form a complete sentence on its own. They appear like regular sentences most of the time and are also called as the principal or main clause. An independent clause can also be part of a multi-clause sentence. An independent clause has a subject and a predicate which are the 2 main parts of a sentence. A predicate adds information about the subject. If the clause could stand by itself, and form a complete sentence with punctuation, we call the clause an independent clause. For example, **I want to buy a cup of coffee, but I don't have enough money.** Now in this sentence, there are two clauses and both are independent clauses because they make sense if used as a separate sentence on its own. That is, both ‘I want to buy a cup of coffee’ and ‘I don't have enough money’ can function as separate sentences. The following expressions are all independent clauses:

- The teacher explains the lesson.
- We wore our shirts.
- The sun was scorching.

#### 4. 2. Dependent Clauses

The clause that can't stand independently by itself is called "Dependent clause". It has a subject and a doing a verb, but they have a **subordinate conjunction** placed in front of the clause. In other words, the dependent clause is dependent upon another clause--it can't make a complete sentence by itself, even though it has a subject doing a verb. A dependent clause cannot function on its own because it leaves an idea or thought unfinished. It is also called as a subordinate clause. Here are some examples of dependent clauses:

- **After** I arrived home, I prepared my meal. (dependent clause: "After I arrived home") (independent clause: I prepared my meal)
- When I revised well my lesson, I got good average. (dependent clause: "When I revised well my lesson") (Independent clause: I got good average.)
- You will succeed if you work hard. . (Independent clause: "if you work hard") (Dependent clause: you will succeed.)

**Grammar Point:** How do we recognize clauses?

A clause usually expresses a single idea. It is a group of words which seem to go together and it contains a main verb. Furthermore, it is quite easy to identify clauses in a sentence if the sentence contains only one clause: the capital letter at the beginning of the sentence signals the beginning of the clause and the full stop at the end of the sentence indicates the end of the clause.

## 5. Sentence

Traditionally, grammars define a sentence in such terms as **‘the complete expression of a single thought’**. Modern studies avoid this emphasis, because of the difficulties involved in saying what ‘thoughts’ are. *An egg* can express a thought, but it would not be considered a complete sentence. *I shut the door, as it was cold* is one sentence, but it could easily be analyzed as two thoughts. Some traditional grammars give a logical definition to the sentence. The most common approach proposes that **a sentence has a ‘subject’ (=the topic) and a ‘predicate (= what is being said about the topic)**. Thus, English sentence for many people **‘begin with a capital letter and end with a full stop’** (or some other marks of punctuation).

A sentence is the basic unit of written English communication. A sentence is a collection of words assembled in such an order that they present a complete thought or idea. A sentence begins with a capital letter and ends with a punctuation mark. Sentences are utterances that have a minimum structure of the subject (S) and Predicate (P) and the intonation shows that the utterances are already complete with meaning the type of punctuation mark terminating the sentence indicates the kind of sentence. A sentence construction is a collection of words that convey sense or meaning and is formed according to the logic of grammar. A simple sentence is made up of two parts, a subject and a predicate. Every complete sentence contains two parts: a subject and a predicate. The subject is what (or whom) the sentence is about, while the predicate tells us something about the subject.

### Important reminder:

- Morphemes are the **“minimum lexical units”** and basic elements in words.  
↓
- Words are **“minimum meaningful lexical units”**.  
↓
- Phrases are **“grammatically & semantically incomplete”**.  
↓
- Clauses are **“Grammatically incomplete, but semantically complete”**.  
↓
- Sentences **“Grammatically and semantically complete”**.  
↑

## 6. Sentence Kinds



Generally, there are three types of sentences from structural point of view, that is to say depending on the number and types of clauses that are used in a sentence. These are: Simple, Compound, Complex and Complex Compound sentences.

### 6. 1. Simple Sentence

A simple sentence consists of a single independent clause; a clause contains a single verb (or predicate). The subject consists of the subject itself and the enlargement of the subject through modifiers. The object consists of verb, complement, and object, modifiers of the object or adverbial extension. It also has only one independent clause and states one idea. It may contain other parts of speech such as modifiers or preposition phrases. It may also contain a compound subject or a compound verb. The following are examples of simple sentences:

- The teacher explains the lesson.
- Ann washed the dishes.
- Stephan assembles a new grill.
- The prices have gone down.
- He was standing at the train station.

Each of these sentences contain only one verb, but you can see that a verb itself can consist of a single word (as in *explains, washed and assemble*) or of more than one word (as in *have gone* and *was standing*). The clauses just cited here are called sentences because they stand independently as simple sentences; if they were incorporated into other sentences, they would be called **clauses**. In English, the central element in a clause is the verb; each clause--and therefore each simple sentence--contains just one verb. Furthermore, the simple sentences are classified into declarative, interrogative, imperative and exclamatory.

### 6. 2. Compound (Coordinate) Sentences

A sentence which consists of two or more co-ordinate clauses is called a Compound Sentence. It has two or more **independent clauses** combined by a connecting, coordinating word, conjunction, comma and semicolon. It should be noted that an independent clause is a clause that has a subject and verb and forms a complete thought. The compound sentence does not have any subordinate or dependent clause.

Sentences with clauses of equal importance are called compound sentences. The connecting words are called conjunctions. When clauses are combined to form a single sentence we generally reverse the word *sentence* for larger structure and refer to the structures that make it up as *clauses*. Here two clauses can be joined to make a coordinate sentence, as in these examples:

- Karim assembled the new grill and Joe cooked the hot dog.
- Stephan bought a new coat but he didn't wear it often.

- She went to the kindergarten and found the children there.
- The doctor examined the patient and prescribed him some drugs.
- They looked at the poor widow and she started crying.
- She tried hard but failed in his attempt.

The clauses in coordinate sentence hold equal status as parts of the sentence; neither is part of the other one and each could stand by itself as an independent sentence. The table below represents the structure of a coordinate sentence and illustrates the equivalent status of the clauses (called *coordinate clauses*). We use the label big (S) for both clauses who united to constitute the whole compound sentence and small (s) for each coordinate clause in it; CONJ stands for conjunction.

(S) Sentence Whole Compound Sentence Independent Clause 1 + Independent Clause 2		
(s) Sentence Independent Clause or Simple Sentence	Conj	(s) Sentence Independent Clause or Simple Sentence
1. Karim assembled the new grill.	and	1. Joe cooked the hot dog.
2. Stephan bought a new coat	but	2. He didn't wear it often.
3. She went to the kindergarten	and	3. She found the children there.
4. The doctor examined the patient	and	4. They prescribed him some drugs.
5. They looked at the poor widow.	and	5. She started crying.
6. She tried hard.	but	6. She failed in his attempt.
When the independent clause from column A is united with the independent clause in column B by the conjunction the together they form a compound sentence.		

### 6. 3. Complex Sentence

A sentence which consists of one main clause and one or more subordinate or dependent clauses is called a Complex Sentences. In this sentence one clause is independent and it is called the main clause. The other clause or clauses forming part of the complex sentence is dependent and it is called a subordinate clause (s). The main clause contains the main verb and is not dependent on the other clauses (s) for its meaning. The subordinate clause expresses an idea which is dependent on the main idea. A subordinate clause (s) is/are less important than the main clause. Sentences with clauses of unequal importance are called complex sentences. The conjunction used to combine the clauses of a complex sentence is called subordinate conjunction. It explains the relationship of one clause to the other. The clause *her uncle put the gifts in the car* can be incorporated into another clause to produce sentence *she did not suspect a party until her uncle put the gifts in the car*. In each

of the following examples, the bold portion is a clause that is incorporated (or embedded) into another clause:

- She didn't suspect a party **until her uncle put the gifts in the car.**
- **When she went there,** I found the baby sleeping.
- **If you respect my instructions** I will help you.
- **Although Ann has some suspicions,** she found the exam very easy.

Complex sentence sometimes is introduced by subordinators. In most of the examples given, the embedded clause is introduced by a word that would not occur there if the clause were standing as an independent sentence: words like until, when, if and although. When a clause is embedded into another clause, it is often introduced by such subordinator. **Subordinators** serve to mark the beginning of an embedded clause and to help identify its function in the sentence.

#### 6. 4. Complex Compound Sentence

A complex-compound sentence is made from two independent clauses and one or more dependent clauses. To master the Compound-complex sentences, one has to master the simple sentences, compound sentences, and complex sentences first. See the sentences below:

- Although I like to visit Algiers, I haven't had enough time, and I haven't met any transport means to go there. The grammatical analysis of this sentence would suggest that the different clauses are as follows:
  - Independent clause is I haven't had enough time
  - Independent clause is I haven't met any transport means to go there.
  - Dependent clause is although I like to visit Algiers .....

**Important Note**  
Complex sentences help you combine ideas in an interesting way. When you use them with other sentence types in your writing, the variety helps you avoid choppiness and dull repetition. Each sentence type has a set number of clauses:

- **Simple sentences** have **one independent** clause.
- **Compound sentences** have at least **two independent** clauses.
- **Complex sentences** have **one independent** clause and at least **one dependent** clause.
- **Compound-complex** sentences have at least **two independent** clauses and at least **one dependent** clause.

#### 7. Paragraph

Paragraph is a distinct section of a piece of writing. In other words, a paragraph is a sentences or a group of sentence which conveys one main idea. Paragraphs help the writer to organize his thoughts during the writing process. It is also used to section

out a larger piece of writing and thereby making it easier to read as well as understand

A good paragraph is made up of a key sentence (or a topic sentence), relevant supporting sentences and a closing sentence (or a transition sentence). So the beginning of a paragraph conveys the main idea or topic of the paragraph. And the core content is usually in the middle of the paragraph while the ending of a paragraph either provides a shift to the next paragraph or a conclusion on the topic discussed within the paragraph. While organizing ideas and writing a paragraph, one should keep in mind the following points:

1. Ensure that the paragraph has a topic sentence.
2. Make sure that the supporting sentences are in line with the topic sentence and don't stray from the main idea.
3. Ensure that a proper closing sentence is there at the end of the paragraph.

## Summary

The grammar of English language can be described in terms of a number of units which are hierarchically organized from the smallest to the largest are as follows:

- **Morpheme:** as the smallest meaningful unit of linguistic analysis, as shown in these words: over•re•act•ed, re•mark•able, im•possible .....
- **Word:** as the free units of meaning that belong in the vocabulary of a language, as shown in these words: language, business, visit .....
- **Phrase:** as one word or more that belongs or belong together and fulfill one specific syntactic function, as shown here: the man, the old man .....
- **Clause:** as a collection of words that has a subject that is actively doing a verb. They are of two kinds: **Independent Clause** which could stand by itself, and form a complete sentence with punctuation. **Dependent Clause** that can't stand independently by itself and is has a subject doing a verb.
- **Sentence:** as the largest and most complex unit of grammatical description since it does not function in the structure of a unit higher than itself. Although there are larger stretches of language.
- **Compound Sentence:** as composed of two or more co-ordinate clauses. It has two or more independent clauses combined by a connecting word.
- **Complex Sentence:** as composed of one main or independent clause and one or more subordinate or dependent clauses.
- **Complex Compound Sentence:** as made from two independent clauses and one or more dependent clauses. To this point, the syntactical and grammatical analysis is over. What is beyond these construction such as paragraphs and texts, these cannot be properly assigned a grammatical structure and must be analyzed using

specific descriptive tools which are the subject matter of other linguistic branches like text grammar or discourse analysis.

- **Paragraph:** Paragraph is a distinct section of a piece of writing. In other words, a paragraph is a sentence or a group of sentences which conveys one main idea.
- **Essay:** it is a group of paragraphs.

### Exercise 1

- **First, underline the main verb in each clause in the sentence.**
  - **Second, circle any conjunction and /or punctuation which suggest clause boundaries.**
  - **Third, use the symbol // to mark the clause boundaries include the conjunction in the second or third clause.**
1. Children are not born with standards for valuing behavior, social skills or moral values.
  2. As I have suggested, the non-addicted parent is involved in a co-dependent relationship with the addicted child.
  3. Over this period, the population in Algeria decreased twice while the population in the whole of France increased thrice.
  4. If we conceptualize caring as a finite set of caring behaviors, then caring can be examined in the traditional scientific way, even though this approach may not be acceptable in some circles.
  5. This space constraint has led to a number of problems and these do not seem capable of being resolved although everyone is willing to be involved.

### Exercise 2

**Underline the prepositional phrases in the following sentences.**

1. The interest rate in Algeria fell from 25 per cent in 2013 to 20 per cent in 2020.
2. Disposable annual incomes rose by 3.2 per cent between 2020 and 2022.
3. Algerians consumers have begun to spend more money in luxury items than in essential goods.
4. Throughout this decade, consumption has been steadily growing.
5. Consumer credit card access has led to higher spending in the retail sector.
6. The government is optimistic about Algerians economic future.

### Exercise 3

**Underline and circle the noun groups in the following sentences. Remember that a noun group may consist of a single noun.**

1. Several policies have been set by the government, at all levels, to assist low income households.
2. The lowest nutrient intake value have been found among those people who had never attended school or gone beyond primary school.
3. Because e the agar solution tends to evaporate during subsequent incubation, the edges of the coverslip were sealed to the slide with paraffin.
4. One of the policies produced by the Waverly Municipal Council aimed at retaining the function of boarding/lodging houses as low income accommodation and controlling the establishment of tourist accommodation was gazetted in the Waverly Local Environmental Plan in 1985.

#### Exercise 4

- **Underline the verb groups in the following text.**
- **Circle the head verb in each verb group.**
- **Use these verb groups “and the other cues like punctuation and conjunction” to locate the clause boundaries in sentences with more than one clause.**

If we look at any structure of any cell, we can see a nucleus; the nucleus is the cell controlling center and directs the cell activities. Without it a cell will die. The instructions for the cell activities are contained in the chromosomes. Chromosomes can be seen under a light microscope when a cell is dividing. On biochemical analysis we discover that chromosomes are composed of proteins and nucleic acid DNA. DNA contains coded chemical instructions and directs the growth, differentiation and functioning of a cell. Each type of organism has particular number of chromosomes in each of its nuclei.

#### Exercise 5

**Change the following words to the word class indicated. Mostly this will require you to use a derivational morpheme.**

<b>1</b>	different (adjective)	
<b>2</b>	cell (noun)	
<b>3</b>	regulate (verb)	
<b>4</b>	description (noun)	
<b>5</b>	model (noun)	
<b>6</b>	respiration (noun)	
<b>7</b>	measure (noun)	

## Articles: Indefinite Article

### Description of the Lecture

This lecture is about the English indefinite article. It provides the conceptual as well as technical frameworks of English indefinite article to identify their classification and uses in English sentence. The unit provides the definitions, conventions, uses and non-uses of English indefinite article.

### Objectives of the Lecture

When students have successfully completed the unit of indefinite article, they should be able, among other things, to;

1. Define the term English articles.
2. List the main aspects of form of English indefinite article.
3. Be familiar with the basic use and omissions of English indefinite article.
4. Compose correct, meaningful and functional sentences through indefinite articles.

### Introduction into Articles

Articles are small words that are often used at the beginning “before” of a noun word or a noun phrase. In English language, it is widely agreed that there are three kinds of articles. These articles are indefinite and definite beside zero. The three kinds are as follows:

- “**The**” is known as the **Definite Article** or **Definite Singular**
- “**A**” or “**An**” is called the **Indefinite Article** or **Indefinite Singular**
- “**0**” or “**no article**” is referred to as **Null article, Zero Article** or **Indefinite Plural**

In order to use articles properly and correctly, students have to understand the meanings of the following two concepts **English nouns** "see the unit of nouns and the table below for more details" and **definiteness versus indefiniteness** or "specificity".

### 1. English nouns

Type of the Noun	Quality	Examples
<b>Countable</b>	<ul style="list-style-type: none"><li>▪ Have plural</li><li>▪ Must have a determiner in singular</li><li>▪ In plural, it is with or without a determiner</li></ul>	<ul style="list-style-type: none"><li>• bird, birds</li><li>• abird</li><li>• birds, the birds</li></ul>
<b>Uncountable</b>	<ul style="list-style-type: none"><li>▪ No plural</li><li>▪ Usually no determiner</li></ul>	<ul style="list-style-type: none"><li>• Happiness</li><li>• equipment</li></ul>

<b>Singular</b>	<ul style="list-style-type: none"> <li>▪ No plural</li> <li>▪ Need a determiner</li> </ul>	<ul style="list-style-type: none"> <li>• The moon</li> <li>• A day</li> </ul>
<b>Plural</b>	<ul style="list-style-type: none"> <li>▪ No singular</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes, scissors</li> </ul>
<b>Collective</b>	<ul style="list-style-type: none"> <li>▪ Either singular or plural verb</li> </ul>	<ul style="list-style-type: none"> <li>• The public,</li> </ul>
<b>Proper</b>	<ul style="list-style-type: none"> <li>▪ Start with capital letter</li> <li>▪ Specific and particular</li> </ul>	<ul style="list-style-type: none"> <li>• London, John</li> </ul>

## 2. Definiteness versus Indefiniteness

Definiteness is always compared and contrasted with the term indefiniteness. They are the features of noun phrases, distinguishing between definite noun phrases and indefinite noun phrases. So the definite noun phrases are specific and identifiable in a particular context while the indefinite noun phrases are not specific and not identifiable. In short, a definite noun phrase is a noun phrase referred to a particular individual in a specific reference way indicating that both the speaker /writer and the hearer/ listener know what is talked about while an indefinite noun is a noun phrase referred to an individual in a general context way indicating that the speaker does not identify the things or people and the hearer does not know or share any detail about the thing or people being spoken about.

Definiteness is associated with the knowledge shared by the speaker /writer and the listener / hearer. English articles, which can determine the features of noun phrases, are seen as the prototypes of definiteness and indefiniteness criteria. The table below illustrates that there are four possible conditions involved for the term definiteness and indefiniteness in this discussion.

<b>Matrix of Definiteness and Indefiniteness</b>			
<b>Do the speaker and his listener Know specifically what is being referred to?</b>			
		<b>Speaker /Writer</b>	<b>Listener /Reader</b>
<b>Definite</b>	Can I use <b>the car</b> in the park?	<b>Yes</b>	<b>Yes</b>
<b>Indefinite</b>	I saw <b>a</b> funny looking <b>dog</b> today.	<b>Yes</b>	<b>No</b>
<b>Indefinite</b>	I heard that you once wrote <b>a</b> <b>booklet</b> about business.	<b>No</b>	<b>Yes</b>
<b>indefinite</b>	I need to buy <b>a</b> new <b>belt</b> in that huge market.	<b>No</b>	<b>No</b>



### 3. Definition of Articles

Broadly speaking, English article is one kind of **determiners**. Determiners are words which specify the range of reference of a noun in two ways: making the noun definite "the book" or making the noun indefinite "a book". Strictly speaking, **English Article** is a word which **points out a person, place or thing spoken of**. In other words:

- The **Definite "Specific" Article "the"** points out **some particular person, place or thing** being referred to as definite. Or it "identifies" modifies a specific noun or a noun that the reader / listener is already familiar with. In short, the definite article restricts the noun and narrows it down to one specific thing.
- The **Indefinite "Non-Specific" Article "a" and "an"** points out **any person, place or thing** being referred to. Or it modifies a general noun or a noun that the reader / listener is not already familiar with. In short, indefinite article is not referring to a specific thing but to a general idea.

#### Grammar Points

- **Words:** they are sentence elements which affect the meaning of some related words in sentences. Here they affect nouns because they act as adjectives.
- **Small or Little words:** they are among the smallest words in English language either in spelling or sound forms.
- **Grammatical words:** they play more the grammatical function in sentences more than the semantic function.
- **Adjectives:** they have the same role as adjectives since they belong to adjectives. So they **restrict the application of a noun in a sentence** by adding something to its meaning.
- **Determiners:** articles are words used to identify what people are talked about in the discourse. So they are words which specify the range of reference of a noun as definite or indefinite.

### 4. The Indefinite Article "a / an"

"A" and "an" as the indefinite article does not add too much to the meaning of a noun it is referring to. They are like a weak form of the word "**one**". The basic idea for the indefinite article is that they are used when the speaker is talking about a non-specific and non-particular noun that could be any member of the group. If the noun is singular, countable and non-specific, then you will usually need an indefinite article. Examples:

- I went to **a bank** (we do not know which bank).

- Algiers is *an interesting* city (there are many interesting cities and Algiers is one of them).
- There is *a customer* outside (we do not know anything about the customer).
- I'd like to read a book this afternoon. We can infer that the writer is referring to any book, not a specific book.

#### 4. 1. Form

- The form "**a**" as an indefinite article word is used before a word beginning with a consonant, or a vowel with a consonant sound. Examples:
  - a **m**an
  - a **E**uropean citizen "but not a European Union"
  - a **u**niversity
  - a **o**ne-way street
- The form "**an**" as an indefinite article is used before words beginning with a vowel sound like "a, e, o, and **u**" or words beginning with a mute "**h**" sound. But when "**h**" sound is pronounced, the article "**an**" is not acceptable and it must be replaced by "**a**". Examples:
  - an **a**pple
  - an **i**sland
  - an **o**nion
  - an **h**our, an **h**onor
  - He is an **h**onest man. **The "h" sound is not pronounced.**
  - That is a **h**otel. **The "h" sound is pronounced.**
- The form "**an**" is also used with individual letters spoken with vowels. Examples:
  - an **L**-plate
  - an **MP** "It should be noted here that when we turn this abbreviation to its full name we also turn the article into "**a**" since the sound turns from vowel to consonant"
  - an **SOS**
  - an "**X**"
- **An + acronyms/abbreviations** an is used before acronyms/abbreviations beginning with f, h, l, m, n, r, s, x because each of these consonants has an initial vowel sound e/a. Examples:
  - He is an **FBI** agent.
  - This is an **HMT** watch.
  - He is an **NCC** officer.

- **an + number "an"** is used before a number beginning with a vowel sound while **"a"** is used before a number beginning with a consonant sound. Furthermore, the indefinite article is never used with a plural noun. Examples:
  - He is an 80- year old man. The first sound of the number 18 is a vowel.
  - This is a 5-year old child. The first sound of the number 5 is a consonant.
  - This is a pen. (not, a pens)
  - That is an apple. (not, an apples)
- **A/an + adverb/adjective + noun** the choice of **"an"** or **"a"** does not always depend on the initial sound of the head noun. It depends on the initial sound of what follows it immediately. It can be an adjective or adverb placed before the noun. Examples:
  - An honest man, "Here the head sound of the **honest** h is silent."
  - An extremely difficult problem "Here the head sound of the word **extremely** is a vowel".
  - A great artist, "Here the head sound of the word **great** is a consonant".
  - A very amusing story "Here the head sound of the word **very** is a consonant".
- Both of the forms **"a"** and **"an"** are the same for all Genders "masculine and feminine". Examples:
  - a man
  - a woman
  - an actor
  - an actress
- Many words that begin with the vowel "u" are preceded by "a" instead of "an" because the "u" spelling is often pronounced "yu", as in the following words:
  - Useful = a useful idea
  - Uranium = a uranium isotope
- A/an is an article and therefore belongs to the class of determiners. Being a determiner, its position is before the adjective.
  - a good book
  - an intelligent girl

#### 4. 2. The Main Uses of the Indefinite Article "a" / "an"

However, they have several common uses. The most common uses of them are as follows:

- "A" or "an" is used **only** before a **singular noun** which is **countable**. The idea of singular and countable noun means that there is more than one item, person, place

or thing of their kinds and it refers to any one among these groups of items and things. The noun being referred to through indefinite article represents no particular person or thing in the sense that this noun is used just as an example of a class of things "any one member of a class". Examples:

- My brother's married to **a teacher**. "any teacher"
  - They live in **a flat**. "Any flat, what is important here is that they live in a kind of house which is a flat and not a big house".
  - He bought **an ice-cream**. "The ice-cream is not specific in terms of color, quantity, quality".
  - **A car** must be insured. "All cars / any car must be insured". "It could be any car with the group of cars."
  - **A child** needs love and support. "All children or any child needs this love and support".
- "A" and "an" is used to refer to the case when **the singular countable noun is mentioned for the first time** when the listener does not have any particular or specific image of the noun. It is worth to mention here that when "a" or "an" has been used with a noun when it is first mentioned, the article changes to "the" when the same noun word is mentioned later on the second, third, ... time. Examples:
- **A simple computer** serves many purposes. The simple computer is used to do calculations, drawings and son on. "first reference takes the indefinite article"
  - **A penguin** is a small black and white bird. The penguin can fly along distant places.
  - The local newspaper printed **an article** about pet health yesterday. **The article** discussed how to protect dogs from diseases. "The speaker refers to the same article".
- In relationship with the previous situation, the indefinite article is used to refer to **a non-specific** or **non-particular** member of the group. In other words, this means that they refer to a general statement about the noun being referred to "for making generalization". Examples:
- I would like to go to see **a movie**. "Here we are not talking about a specific movie. We are talking about any movie. There are so many movies, and me as a speaker I want to see any movie. I do not have a specific one movie in my mind. So it could be about drama, actions, documentary, politics, business... The speaker is ready to spend some time watching any movie available in TV.
  - My daughter really wants **a dog** for Christmas. "This refers to any dog. Up to now we do not know which dog because we have not found the dog. So we are looking for a dog without any specific or particular color, size, race ... but

when we find the dog and we mention it again we must change the article and use the definite one".

- Somebody calls **a policeman**." This refers to any policeman. We do not need a specific policeman; we just need any policeman who is available to help us save the difficult situation. In short, we are looking for a person who can represent all the policemen. Once we select a particular policeman, the article must be changed to the definite article.
- A dog is **a common household pet**. "This is a general statement about any and all dogs".
- "A" and "an" is used when we **classify or define people and things**. When we say what they are, what job they do, what they are used for and to indicate membership in a group. They are used with a **noun complement**. This includes **names of professions, nationality status, religion** and names that are used in **descriptions**. Examples:
  - He is **an actor**. "profession"
  - I am **an English language student**. "I am a member of a large group community known as students".
  - I am **an English language teacher**. "I am a member of a large group known as teachers".
  - It is **an extremely hot day**. "description"
  - I'm looking forward to being **a grandmother**.
  - A glider is **a plane** without an engine.
- "A" and "an" is used with certain **expressions of quantity**. Examples:
  - A lot of
  - A great deal of
  - A couple, a dozen
- "A" and "an" is used with certain **expressions of numbers**. Also before the expression "**half**" when it follows a whole number. So the expression "**a+ half + noun**" is sometimes possible. Examples:
  - A hundred of solidaires
  - A kilo and a half kilo
  - A half holiday, a half-portion
- "A" and "an" is used with **expressions of price, speed, ratio** etc. Here, "a" and "an" have an idea of a percentage. Examples:
  - Four times **a day** "ratio"
  - Sixty kilometers **an hour** "speed"
  - 10 pounds **a dozen** "price"
  - 5 euros **a kilo**

- "A" and "an" is used in exclamations **before singular, countable nouns**. But with the plural form of exclamations expressions no article is used. Examples:
  - Such a long queue! **Not** such a long queues! "incorrect"
  - What a pretty girl!
  - What a pretty girls! "incorrect"
- "A" alone can be placed before **title expressions** such as Mr. / Mrs. / Miss + surname. The indefinite article is used in the sense that the name of a person being referred to means any person called with the name and implies that he or she is a stranger to the speaker. But this title expression without "**a**" article, implies that the speaker knows the person being referred to or at least knows about his or her existence. Examples:
  - A Mr. Smith the speaker does not know Mr. Smith.
  - A Mrs. Smith
  - A Miss. Smith
  - Miss. Smith with article means that the speaker knows Miss. Smith.

#### 4. 3. Omissions of the Indefinite Article "a / an"

- The indefinite article is not used before plural nouns. "A" or "an" as indefinite article has no plural form. This kind of article does not have a plural form because the meaning of the article itself refers to one and the latter one is singular. As it was mentioned before that the indefinite article is the weak form of word "**one**". So the plural form and singular or "a" or "an" are two opposite terms and could not be used altogether at all. So the plural form of the following words is made with the indefinite article as follows:
  - A dog = dogs
  - An egg = egges
  - An example = examples
  - A teacher = teachers
- The indefinite article is not used before uncountable nouns. These nouns do not take indefinite article at all because they basically refer to things and items that are not individual, are not separate singular, are not plural and thought of as quantity or mass, and therefore, cannot be counted. Because they cannot be associated with numbers, they do not have a plural form. It is worth to mention that since they could be described with numbers are in total contradiction with the basic meaning of the indefinite article which means "**one**" even they are singular in nature. In other words, the main meaning of the indefinite article is a kind of division and separation of an object into small units. Examples:

- I do not want **advice** or help. "Here the noun advice does not accept any division."
- I want information.
- He has had no experience in this sort of work.
- But these "nouns uncountable nouns" are often preceded by some, any, no, a little, or by nouns such as bit, piece, slice, couple + of. When they take these forms they could be expressed in the plural form. Examples:
  - I want a bit of news.
  - I used a cake of soap to clean the room.
  - I took a grain of sand.
  - I wrote in a sheet of paper.
- The indefinite article is not used before names of meals. Generally names of meals do not take the indefinite articles, **except** when these names are preceded by an adjective or when the meal is special and was given to celebrate something or in some someone honor. Examples:
  - We have **breakfast** at eight. "Only name of a meal"
  - He gave us **a good breakfast**. "Adjective followed by name of a meal"
  - I was invited to **dinner**. "The ordinary invitation at their house"
  - I was invited to **a dinner** given to welcome the new ambassador. "Special and one dinner"

#### 4.4. "A" or "An" and "One"

- We can use either "**a /an**" or "**one**" when counting or measuring time, distance, weight etc. so we can use either for the singular. Examples:
  - 1 euro = a or one hundred dinars
  - 1 kilometer = a or one thousand meters
  - 1 copybook = a or one hundred pages
- But there are some cases where "a" and "one" are not replaceable. Examples:
  - The rent is 100 euros a week. "The article "a" before the noun **week** is not replaceable by one.
  - One shotgun is no good. "I need two or three".
- One can be used before "day / week / month etc." or before the name of the day or month to denote a particular time when something happened. Examples:
  - One night there was a terrible storm.
  - One winter the snow fell early.
  - One day a telegram arrived. "at some past time"
  - One day you'll be sorry you treated him so badly. "At some future tiime and date"

- "A" or "an" and "one" as pronoun. One is the pronoun equivalent of "a" and "an". The plural of "one" is "some". Examples:
  - Did you get **a ticket**? Yes, I managed to get **one**.
  - Did you get **tickets**? Yes, I managed to get **some**.

## Summary

The indefinite article can only be used for singular nouns. A noun is **indefinite** if it does not refer to something specific. “**A**” is used before a consonant sound (*e.g. a uniform*), and “**an**” is used before a vowel sound (*e.g. an hour*). The indefinite article is used before. The two tables below represent the uses and omissions of the indefinite article.

Uses of the Indefinite Article		
N	Uses	Examples
1	Indefinite article ‘a’ is used before a singular countable noun beginning with a <b>consonant sound</b> .	a cow, a desk, a house, a one eyed man, a university boy
2	Indefinite article ‘an’ is used before a singular countable noun beginning with a <b>vowel sound</b> .	an elephant, an umbrella, an aero plane, an orange, an applicant
3	Indefinite article 'a' 'an' is used with English alphabets and abbreviations when <b>they are separately read out</b> .	an MA, an MP, an MBBS, an HA, an FM, an LLM
4	The indefinite article is used with the singular noun that can be counted:	A serpent is not a dangerous reptile.
5	It is also used before a noun even if the noun is preceded by an adjective:	He is an intelligent boy.
6	Indefinite article 'a' 'an' is used when a noun belongs to a group/community, profession and expresses the meaning ‘a kind of’ even though they are uncountable nouns	The nation is looking for <b>a new</b> president from its population. Noam Chomsky is a linguist. Bill Gates is an entrepreneur.
7	a singular noun which is mentioned for the first time	<b>A uniform</b> is necessity if you are a student.
8	the first mention of something which is part of a whole	A piece of information a molecule of oxygen
9	what a thing or person is description and profession, nationality	My son is <b>a doctor</b> . <b>The sun</b> is a star.
10	classification when the noun is a member	The president of the nation is <b>a</b>



	from a class or group that it belongs to	university <b>teacher</b> .
<b>11</b>	generic reference for representation	<b>A mother</b> knows her child.
<b>12</b>	'A' 'an' is used when talking about prices, quantities and rates.	I can type 50 words a minute. He was driving at 50 miles an hour
<b>13</b>	a measurement, rate or expression of frequency	three times <b>an hour</b> this meeting is an hour long
<b>14</b>	exclamation in which the noun is indefinite and singular	“What <b>an</b> awful shock!” “That’s <b>a</b> pity!”
<b>15</b>	The form .a. is used in the sense of .per.:	Potatoes sell at three rupees a kilogram.
<b>16</b>	It is used in exclamations before singular countable nouns:	What a fine weather!
<b>17</b>	It is used with Mr./Mrs./Miss followed by surname to indicate that the person referred to is a stranger to the reporter:	A Miss Sharma called up when you were away.
<b>18</b>	It is used in expressions using .so. and placed between the adjective and the noun:	Have you ever met so great a musician?

### Exercise 1

**Instruction: Insert either the Indefinite Article "a" and "an" or Zero article "0" in the Space provided whenever it is Necessary with Justification.**

1. My friend is ...**1**.....English teacher who knows a lot about English pronunciation system. We can ask him about.....**2**.... vowels of English. ...**3**.....vowels are very important sounds for good pronunciation.
2. ....**4**.....child needs support and love from his parents. Generally, it is known that .....**5**.....children need such love and support for their future personality.
3. ...**5**... penguin is a small black and white bird. The penguin can fly along distant places and due to this quality one of famous edition houses is named as penguin.
4. I would like to go to the cinema to see ...**7**.....movie. ...**8**.....movies are useful in leisure time.
5. There are any interesting banks here. I need...**9**.....bank to get.....**10**...credit for my project.

### Exercise 2

**Instruction: Insert a or an in the blank spaces in the following sentences:**

1. .... elephant is a very strong animal.
2. He had always hoped that his son would go to.....university.
3. Italy is.....European country.
4. I shall be back in less than.....hour.
5. Is there.....hospital in this town?
6. Everyone respects.....honest person.
7. By.....united effort we may achieve success.
8. I like to give.....useful present.
9. I understand he is to marry.....heirress.
10. .... honor was conferred on him for his services to his country.
11. We stayed at.....hotel in the center of the town.
- 12.It is .....great honor to be invite to such a gather.
- 13.The door was opened by.....servant.
14. ....honorary secretary is one who is not paid for his services.
- 15.He was carrying.....heavy load.

### Exercise 3

**Instruction: Complete the following sentences by inserting in the blank spaces the words or phrases given in brackets, either with or without the article *a* or *an* (whichever you think correct). If you insert *a* or *an*, make sure you put it in the right place.**

1. Paris York is.....(large city)
2. Bernard Shaw was.....(famous English dramatist)
3. Ice is.....frozen water)
4. We have had.....(very tiring journey)
5. I have never known such.....(hot weather)
6. Have you ever seen so.....as that? (tall man)
7. I have never heard such.....(absurd story)
8. We shall get.....next year. (longer holiday)
9. It gives me.....to do it. (pleasure)
- 10.He took.....over the work. (great care)
- 11.My younger brother is.....(student)
- 12.He hopes to become.....when he has finished his course. (teacher)
- 13.Algeria is.....country. (very large)
- 14.Ann's ..... ambition is to be...(engineer)
- 15.I had never been in so.....before. (large house)

## Article: Definite Article

### Description of the Lecture

This unit is concerned with English definite article. It provides the conceptual as well as technical frameworks of English definite article to identify its classification and role in English sentence. The emphasis is put on the definitions, conventions, examples, uses, and non-use situations.

### Objectives of the Lecture

When students have successfully completed the definite article unit, they should be able, among other things, to;

1. Define the term English definite article.
2. Be familiar with the basic aspects of form of the English definite article.
3. List the main conventions of uses and non-uses of English definite article.
4. Compose correct, meaningful and functional sentences through English definite article.

### Introduction

"**The**" as a definite article "the commonest article" usually means something like "the speaker know which the speaker mean" in the sense that it describes something specific that is known to the writer / speaker and the reader / listener. For example, if John needs to drive the car of his father somewhere, he might say, "may I use **the car**?" John uses the definite article "the" because he himself and his father know which car John is referring to "the father's car". So the definite article is used before a noun "singular, plural, and uncountable" when listener / reader knows or can easily see which particular person, place or thing the speaker / writer is talking about. In short, the definite article is used in the sense that the thing or people that are talked about presumed to be known to the speaker and his listener. In conclusion, if you believe your reader or listener knows exactly what you are referring to, and then you will usually need the definite article in front of a noun. Examples:

- I bought *a company* last week. *The company* produces engine parts (you have just mentioned the company, so you both know which one).
- Can I ask *a question*? (There are many questions; can I ask one?)
- Can you repeat *the question*, please? (The question that you asked).

### 1. Form

- "The" as definite article is the same for the singular and plural forms. Examples:
  - The boy = the boys
  - The house = the houses

- The situation = the situations
- The case = the cases
- "The" as definite article is the same for genders. Examples:
  - The boy
  - The girl
  - The days
- "The" is normally pronounced /ðɪ:/ before a vowel sound and /ðə/ before a consonant sound. The choice between /ðɪ:/ and /ðə/ depends completely on pronunciation, not spelling. We pronounce /ðɪ:/ before a vowel sound, even if it is written as a consonant. Examples:
  - The **hour** of = /ðɪ: **auə**...../
  - The **MP** of = /ðɪ:**em** pi: ...../
- And we pronounce /ðə/ before a consonant sound, even if it is written as a vowel.
  - The **university** = /ðəju:...../
  - The **one-pound** coin = /ðəwʌn...../
  - The **European Union** = /ðəju ...../

## 2. The Main Uses of the Definite Article "The"

- When the object or group of objects is **unique, extraordinary** or considered **to be unique in a given setting** in which both the speaker and the listener know it or share it. So it is used before a noun describing a person, place or thing **unique of their kinds" as a common facts"**. Uniqueness quality refers to the state of being of the person, place or thing to be the only one of its kind. The definite article is used in this sense because the noun being referred to is the **only one around us**. It is worth to be noted here that this quality of the noun is treated as equivalent to a superlative adjective. In this construction the means 'the best, the only, or precisely', so it has a heightening effect on the noun it modifies. So the listener may know which one we mean because there is no choice or there is only one in our setting or part of the world. So this reference to an item is understood by all speakers and listeners in the same way and image. Examples:
  - **The earth** planet revolves around **the sun** once every 365 days. "There is only one earth and only one sun in our solar system". It is worth to note here that the other similar objects like the sun outside our solar system do not belong to our description. So the article here is applied only to what is within our solar system.
  - People used to think **the earth** planet was flat.
  - Do you trust **the government**?
  - **The president** declares plenty of economic reforms.

- I saw **the lion** at the zoo of Algiers. "Here, we are talking about a specific noun –lion-. Probably there is only one lion of its kind in this particular zoo".
- I saw **the female lion** at the zoo of Algiers. "Here, we are talking about a specific noun – female lion-. Probably there are two lions but only one female lion of its kind in this particular zoo".
- This is the place for our picnic.
- He is the authority on the subject.

Again, you have to be sure that your reader or listener has exactly the same context or situation in mind that you are thinking or referring to; otherwise, he or she will be confused by your use of the definite article. There must be a shared setting, context, situation and experience between the speaker and listener.

- It is used before a noun which has become **definite as a result of being mentioned for the second, third, fourth time**. When the noun is mentioned for the first time it could be indefinite for the listener and the latter may ask for more clarifications but when we refer back to the noun which has been mentioned before, the listener may know which one we mean because we have mentioned it to them before. So here "**the**" is used when counting nouns for the second and subsequent references to the same noun. This item could be explicitly referred to, or implied. In short, when a noun is mentioned again, i.e. when it refers back to a noun mentioned already it takes the definite article. This is called an **anaphoric function** of the word "**the**". It is worth to be noted here that the anaphoric function means the use of a word that refers to or replaces another word used earlier in a sentence. Examples:
  - She is got **two children**: a boy and a girl. The **boy** is fourteen and the **girl** is eight.
  - So what did you do then? They gave the **money** straight back to the **policemen**. "We could suppose that the listener has already heard about the money and the policemen."
  - This is **an old palace**. People believe that **the palace** was built 1000 years ago by the emperor. The noun word palace in the second part of the example has become definite as a result of being mentioned for the second time since it was mentioned before and described as an old palace with an indefinite article.
  - A man knocked on my door, the man was bleeding.
- The definite article is used before **singular and plural nouns when the noun is specific or particular**. The signals that the noun is definite, that it refers to a particular member of a group which are both known by speaker and listener.

Sometimes, speakers may put modifiers, qualifiers, and quantifiers to indicate precisely who or what the speaker is referring to. In short, it is used before **a noun made definite by the addition of a phrase or clause**. This idea refers to a modifying word, phrase, or clause follows the noun and makes it clear with specific, place or thing you are referring to. But not every noun that is modified in this way is definite; it depends largely on the situation and on what you can reasonably expect your listener to know about. Examples:

- **The man** you met **yesterday**. "The modifier word –yesterday- made the noun word –man- more specific and particular".
- **The dog** that bit me ran away. "Here, we are talking about a specific dog. Not any dog but only the dog that bits me".
- I was happy to see **the policeman** who saved my cat. "Here, we are talking about a specific policeman. Even if we do not know the policeman, it is still a particular because it is the one who saved the cat. So I sorted out this policeman out of the all".
- The boy that I met yesterday.
- Would you pass me the sugar? The sugar that is on the table.
- The place where I met him.
- It is used before **a superlative, ranking adjectives, ordinal and ordinal numbers** and forms to show order or number" which make the noun word identity specific. We usually use "the" with superlatives because there is **normally only one best, biggest, individual or group of things** in such a context. So it is clear which one we are talking about according to both the speaker and listener. For the same reason, we usually use "**the**" with first, second, next, last, same and only used as adjectives and pronouns. Examples:
  - I just saw **the most** popular movie of the year. "There are many movies, but only one particular is the most popular among the group of movies. Therefore, we use the".
  - **The day** I got my BAC is **the best** day in my life. "There is only one day which is the best. Here that day is specified and selected among all the days of my whole life".
  - **The first** week of the 2018 year. "Ordinal number"
  - I am **the oldest** one among my brothers and sisters in my family.
  - We went to the same school.
  - Can I have the next pancake?
- It is used before a noun which becomes definite **by reason of locality, location and setting**. The latter can represent only one particular thing which is understood clearly by the speaker and his listener from the setting and situation

that they both mean. Here the definite article is used in the sense that the context or situation makes the noun's identity clear in the mind of the speaker and listener.

- Ann is in **the garden**. "The garden of the house"
  - Please pass me **the wine**. "The wine on the table"
  - **The postman** gave me the letter. "The postman of our village"
  - **The teacher** asked the student to close **the door**. "You would use the definite article because it would undoubtedly be clear to both of you which door you were referring to, it must be the door of the classroom."
- The definite article "the" is used before some proper nouns of **geographical "place" names**. Examples:
- Names of ranges of mountains and hills. The Himalayas, the Alps .....
  - Names of **rivers, channels, oceans and seas**: the Nile, the Pacific Ocean, the Red sea, the Amazon, the Mississippi .....
  - When we describe or refer to the **points on the globe**: the equator, the North Pole .....
  - When we describe or refer to **the geographical areas**: the Middle East, the West, the Farthest East .....
  - When we describe or refer to **deserts, forests, canals, gulfs, peninsulas**: the Sahara, the Persian Gulf, the black forest, the Amazon Green Rainforest, the Iberian Peninsula .....
  - When we describe or refer **to groups of islands**: the Azores, the Maldives, the West Indies .....
  - When we describe or refer **to names consisting of "noun + of + noun"**: the Gulf of Minco, the Cape of Good Hope .....
  - When we describe or refer **to most hotels** "the Grand Hotel" .....
  - When we describe or refer **to most cinemas and theatres** "the Play House" ...
  - When we describe or refer **to most museums and art galleries** "the British Museum" .....
- It is used before the **names of countries and states that look plural**, including countries that end in "s" or have some of the following words: united, union, republic, kingdom, and so on. Examples:
- The Philippines
  - The United States of America
  - The Republic of Algeria
  - The United Kingdom
  - The European Union
  - The Netherlands

- **"The"** as a definite article is used before a noun whose identity is a common knowledge or can be easily inferred. In this construction **"the"** denotes a person's title, rank, or profession etc. Examples:
  - The president of Algeria will give a speech tomorrow. Here both the speaker and his listener must have full details of the president of Algeria in terms of his name, history, characters, personality as their common knowledge.
  - The Prime Minister will apply the instructions very immediately.
  - The last prophet changed the world.
  - The postman decides to bring to correspondence to the old people.
- **"The"** is used before the names of holy/great books. It is worth to note here that the is not used before the name of a book when it appears before the name of the author in the possessive case i.e., before name + 's. Examples:
  - the Koran
  - the Bible
  - the Gita
  - I have read the novel of Animal Farms. (**Not**, the Animal Farms)
- **"The"** is used also before **names of musical instruments**, used with the verb "to play". In addition, to refer to names of **choirs, orchestras, pop groups** etc. as well as names of newspapers and magazines. Examples:
  - I play **the guitar** every day.
  - She plays very well **the chess set**.
  - He used to play **the piano** when he was at school.
  - **The Philadelphia Orchestra**
  - **The Times** declares the decision of the president.
- **"The"** is used with the meaning **"the well -known"**. After a name, an identifying expression with **"the"** is often used to make it clear that a person, thing, place referred to is "the well-known one". Examples:
  - She married Richard Burton, **the actor**.
  - I would like you to meet Cathy Parker, **the novelist**.
  - They attended the first meeting with Donald Trump, **the president**.
- **"The"** is used before names of newspapers. Examples:
  - The Hindustan Times
  - The Times of India
  - The New York Times
  - The Washington Post the Dawn
- **"The"** is used before names of inventions: Examples:
  - The telephone



- The microscope
- The wheel
- The steam engine
- Who invented the telephone? (Not, telephone)

### 3. Omissions of the Definite Article "The"

- It is omitted before abstract nouns which are used in a general sense but when these nouns are used in a particular and specific sense they take again the definite article. Examples:
  - Men fear **death**. "Death is an abstract noun used in general way in the sense that the noun word refers to all the men of the world"
  - The death of the Prime Minister left his party without a leader. "Here the noun death is an abstract noun used in a particular way. Here death is restricted only to one particular and specific person who is only the Prime Minister. It is worth again to mention here that that particular Prime Minister must be inferred from the setting as an Algerian, French, Japanese .....".
  - People nowadays like democracy.
  - Women love to attend parities.
  - Cats like fish.
- It is omitted after a noun in the possessive case, or a possessive adjective. In short, the presence of the possessive case and apostrophe implies the absence of the definite article and the vice versa is true. When you rephrase the expression of the possessive case then you must add the definite article before the noun. Examples:
  - The boy's uncle = the uncle of **the boy**
  - It is my blue book = **the blue** book is mine
  - The teachers' notebook = **the notebook** of the teacher
  - It is their point of view = **the point of view** is theirs
- Before **names of games and sports**. Examples:
  - Football is my favorite game.
  - I played basketball yesterday.
  - He plays gulf.
- It is also omitted before **names of meals**. Examples:
  - The scots have porridge for breakfast.
  - I have a nice dinner every week.
- It is omitted before **parts of the body and articles of clothing**, as these normally prefer a possessive adjectives. Examples:
  - Raise your right hand.
  - He took off his coat.

- Put your finger on the icon.
- They nod and shake their head interchangeably.
- It is also omitted before the following names "**home, church, bed, court, school, college, university, hospital, prison, school, work, mosque, amphitheater, synagogue post office, farm, factory, shop, market, hotel, town** .....". It is worth to mention that these kinds of words do not take the definite article when they are used for their only one primary purpose. In addition, they do not take additives and descriptors in this sense.
  - I go to hospital to be cured. "No definite article because the noun hospital is used for its primary purpose and here we can omit the purpose because it is understood and implied".
  - I went to university yesterday to study. "Primary purpose"
  - My friend was in prison because he did not pay a fine. "Primary purpose"
  - He is on his way to **work**. "Work as a place of work –primary purpose-"
  - We go to **town** sometimes to buy clothes. "It means the town of the speaker"

**But**, when we use the previously listed nouns and other similar nouns for their secondary purpose, they take the definite article. It is worth to mention again that these kinds of nouns do take the definite article since they are used for their many and different secondary purposes. In addition, they need additives and descriptors.

- I went to **the church** to see the stained glass. "Secondary purpose because I did not go to the church to exercise the primary purpose for which the church is established which is praying."
- He goes to **the prison** sometimes to give lectures. "Secondary purpose"
- They visited **the court** to see the splendid architecture. "Secondary purpose"
- I went to **the university** to see the chancellor about a financial deal. "Secondary purpose"
- My mother visited the home of my sister.

<p><b>Important Note:</b> Names like "home, church, bed, court, school, college, university, hospital, prison, school, work, and town" are used with and without the definite article as follows:</p>	
<p><b>Primary purpose = without article</b></p> <ul style="list-style-type: none"> <li>• I go to <b>school</b> to study mathematics.</li> <li>• To go to <b>mosque</b> for pray.</li> </ul>	<p><b>Secondary purpose = with article</b></p> <ul style="list-style-type: none"> <li>• He goes to <b>the prison</b> sometimes to give lectures.</li> <li>• I joined the national bank for training.</li> </ul>

## Summary

The definite article “the” is used when both the writer and the reader know the specific person, place, or thing(s) being referred to. When using the definite article, the context of the sentence in question will contain information already shared in an earlier part of the piece. For example, when we read the sentence, “I really enjoyed the book,” we can infer that the specific details of the book have already been mentioned in a previous sentence. **So a noun is definite if it refers to something specific (either singular or plural) that is known to both the writer and the reader.** The two tables below represent the uses and omissions of the definite article.

Uses of the Definite Article		
N	Use	Example
1	Before a unique person, place, or thing. There is only one example of it in a given situation.	The moon of the Earth turns around the earth planet once times a month. The president of Algeria is ill.
2	Before something that becomes definite when it is mentioned for the second time	I attended a lecture yesterday. The lecture was very useful. There is a child going in that street. <i>The</i> child is Marry.
3	Before a superlative adjective	The best idea is mine.
4	before an ordinal number to indicate positions like first, second	The third unit is useful. The second prize was won by John.
5	before the name of a rivers, regions,	The Nile river is very large.
6	before the name of a musical instruments	She plays the piano.
7	before plural names of countries	The Philippines nation is productive.
8	Before an adjective used as a noun. It is used before singular adjectives or nouns when they are used to represent a class of objects or persons:	The rich people are intelligent. The dog is a faithful animal.
9	before organizations, institutions and bodies	The world health organization
10	very well people and things	The financial crisis of 2008 was sharp.
11	before the names of Newspapers	the Washington Post, the Republica,

<b>12</b>	a decade or century	The 1990s and The 15 century
<b>13</b>	before a currency	The dollar stands steadily against the euro.
<b>14</b>	before a scientific categorization	The giraffe is the tallest of all animals.
<b>15</b>	before the names of directions and poles	the south, the North Pole, the east, the west, etc.
<b>16</b>	before the names of periods of history	the modern Age, the stone Age, the Victorian age, etc.
<b>17</b>	before the names of holy books	the Ramayana, the Bible, the Quran, etc.
<b>18</b>	before a noun modified by a 'phrase' or 'clause':	The boy, who is in a black coat, is a university student. I like the pen which is made in Nepal.
<b>19</b>	before special meals	The birthday party, the wedding party etc. I liked the dinner served by Smith.
<b>20</b>	before parts of day	the morning, the afternoon, the evening, etc
<b>21</b>	before the names of scientific innovations	the telephone, the television, the computer, the radio, etc.
<b>22</b>	before the names of political parties	the Congress, the CPN-UML, the Forum, the Labor Party, the Communist Party, etc
<b>23</b>	before the names of the parts in the house:	the kitchen, the bedroom, the study room, the dining room, the toilet, etc.
<b>24</b>	before the name of the historic events and buildings:	The Second World War ended in 1945. The White House is situated in Washington D.C.
<b>25</b>	before the names of ships, trains and aero-planes:	the Mary Celeste, the Titanic, the Buddha Air, etc.
<b>26</b>	It is used before a noun that has been made definite by the addition of a phrase or a clause:	The boy that got the prize. The girl in red The man I met yesterday is a bureaucrat.
<b>27</b>	It is used before nouns like English, French, German etc. to denote people belonging to the country concerned:	The French defeated the English on the battlefield.
<b>28</b>	It is used to denote the purpose (other than the normal one) behind the visit to a hospital,	I went to the college to enquire about my son's progress at studies.

	college, bed, temple, prison, market, office etc.: secondary purpose (But if the visit is for the usual purpose for which these places exist, then the definite article will not be used: <i>After the accident, the injured were taken to hospital.</i> )	
29	It is used before the names of government departments. Also some business houses, hotels, banks etc. incorporate <i>the</i> in their names:	The Ministry of Information & Broadcasting, The Grand Hotel,

Omission of the Definite Article		
N	Omission	Example
1	It is not used with the names of countries, towns, streets and proper names:	His house is in Hyde Park Street.
2	It is not used before abstract nouns when these are used in a general sense: (But when an abstract noun is used in a particular sense, it is preceded by the definite article: The animosity between the two brothers is well-known.)	Love is the theme of this movie. Honesty is the best policy.
3	It is not used with collective nouns like mankind, society, labor etc.:	Our actions must benefit humanity.
4	It is not used with proper nouns:	Churchill was the first Prime Minister of Britain. I met Mohan at the station.
5	It is not used with the names of metals, materials, games, diseases etc. when these are referred to in a general sense:	Gold is a costly metal. There is craze for cricket among the youth of this area.
6	It is not used before plural nouns when these are used in a general sense: (But when used in a particular sense, <i>the</i> must be used: The mangoes on this tree are ripe.)	Mangoes grow in plenty in this area. Lions have been seen in this forest.

## Exercise 1

**Instruction: Insert either the Definite Article "the" or Zero Article "0" in the Space provided whenever it is Necessary with Justification.**

1. The local newspaper printed an article about pet health yesterday. ....1.... article discussed how to protect dogs from diseases.
2. My grandmother lives in .....2.....first floor. The first floor is ...3.....best floor to live for old people.
3. I went to.....4..... church to see the stained glass meanwhile I meet many people come to .....5....church to worship God.
4. ....6....death of the president left the country without a leader. All human beings fear ...7.....death.
5. The boy's .....8..... uncle takes care of his family every day. ....9.....uncle of the boy is a famous doctor in the country.
6. When I share my breakfast with my family on the same table I asked them to pass me ...10....sugar.

## Exercise 2

**Direction: Fill in the blank spaces in the following sentences with the word or words given in brackets at the end. Use either the plain noun, or the noun preceded by *the* (whichever you think is correct).**

1. In Austria the people speak.....(German)
2. .... is spoken in many countries. (English)
3. .... have been a sea-faring people for many centuries. (English)
4. Can you speak.....? (French)
5. .... are a very musical nation. (Italians)
6. Many great ships cross.....(Atlantic Ocean)
7. .... is a very large country in .....(India, Asia)
8. We arranged to meet outside .....(Woolworth's)
9. His uncle is manager of .....in this town. (Hong Kong Bank)
- 10.He came for an hour, but stayed all.....(evening)

## Exercise 3

**Instruction: Fill in the blank spaces in the following sentences with the noun given in brackets at the end. Insert *the* before the noun wherever you think it necessary.**

1. He was found guilty of theft and sent to ..... .. for six months. (prison)
2. My son will be old enough to go to ..... .next May. (school)

3. I must go to .....to see the headmaster. (school)
4. My wife has gone to .....to visit a sick friend. (hospital)
5. He is very ill, and has to go to .....(hospital)
6. Mr. Smith and his family generally go to .....on Sunday morning. (church)
7. John is ill, so he cannot go to .....(school)
8. The vicar has gone to .....to inspect the damage done by the gale. (church)
9. I feel tired, as I went to .....late last night. (bed)
10. In Britain many people do not go to .....on Saturday morning. (business)
11. I no longer go to .....on Saturdays. (office)
12. I have not been to.....for several months. (cinema)
13. Some of the visitors came by.....others by...(train, bus)
14. Are you going to India by.....or by.....? (sea, air)
15. We sail tomorrow on.....(Dunbar Castle)

## Articles: Null and Mixed Articles

### Description of the Lecture

This unit is about English null and mixed articles. It provides the conceptual as well as technical frameworks of English zero article to identify its classification and uses in English sentences. The lecture brings together the definitions, rules, conventions, and uses of the null article.

### Objectives of the Lecture

When students have successfully completed the unit of null article, they should be able, among other things, to;

1. Define the term zero article.
2. Be familiar with the basic use and conventions of zero article.
3. Compose sentences through English zero article.

### Introduction

In some cases, articles are not necessary to use in sentences. There are two specific instances in which articles are not required prior to the noun word being referred to. This kind of usage is also referred to as the null article.

#### 1. The Main Uses of the Zero "0" Article

The most common uses of the null article are as follows:

- The "0" article is used when we first mention a plural noun. So when we want to talk about a category or group of plural nouns in a general sense, we use **no** article. It is worth to not here that the use of the "0" is governed by the following three conditions that must be established.
  - The noun must be in plural not singular.
  - The noun must be the first word in the sentence or statement.
  - The noun must be used in a general sense not in a particular sense.
    - **Cats** can be great pets. "The word –cats- is with "0" article because it used in a plural, the first word and general way".
    - **Lions** are the strongest animals.
    - **Teachers** are knowledgeable and wise people.
    - **The cats** in the pet store are expensive. "The same word –cats- is used in a plural form but specific so it takes the definite article".
    - **The lions at the** Zoo of Paris are the strongest animals.
    - **The teachers** of our university are knowledgeable and wise people.
    - A family of bluebirds lived outside my window. **The birds** chirped happily that morning."



- The "0" article is used when we first mention an uncountable noun. So when we want to talk about a category or group of uncountable nouns in a general sense, we use "0" article. It is worth to be noted here that the "0" article is used in the same sense and conditions as with plural nouns. To better understand this concept, consider the word dollar and the word money. While both describe the same thing, we could write “I wanted a dollar” but not “I wanted a money,” because only dollars can be counted individually. Examples:
  - **Sugar** is dangerous food to health.
  - **Water** is colorless.
  - **Milk** is an essential ingredient for making cake.
  - **The sugar** in the table is dangerous food for health.
  - **The water** of this lake is colorless.
  - **The Milk** of my goat is an essential ingredient for making cake.
- We also use no article before abstract nouns such as feelings, emotions, thoughts, imaginations, ideas ..... Examples:
  - A person's future success depends on **education**. "The word education is an abstract noun which does not take any article".
  - Patience is **virtue**.
  - The silence is golden.
  - The long absence makes the heart grow fonder.
- Proper nouns include people’s names, names of cities and states, and names of companies do not take articles, because of their high level of specificity. The idea of specificity is close in meaning to the idea of general sense. In this respect, both nouns do not take articles.
  - New York
  - France
  - John does like cake.

**Important Reminder:** The zero "0" article is used with plural countable nouns and with uncountable nouns to refer to a representative of the class of things. So this article has something in common with the indefinite article. Or we can consider that this form is the weak form of the indefinite article. Consider the main differences between the three articles.

<b>indefinite Article</b>	<b>Definite Article</b>	<b>Zero Article</b>
<ul style="list-style-type: none"> <li>• <b>A library</b> is a place where you can find books. (This means that any library is a place where you can find books).</li> <li>• <b>A tiger</b> is a dangerous animal. (This means that any individual tiger is dangerous).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The library</b> is a place where you can find books. (This views the library as a particular type of place, representative of a category of buildings such as university buildings).</li> <li>• <b>The tiger</b> is a dangerous animal. (It means that all tigers are dangerous. Tiger as a generic category).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Libraries</b> are places where you can find books. (This means that all libraries are places where you can find books).</li> <li>▪ <b>Tigers</b> are dangerous animals. (This means all tigers. Have this quality).</li> </ul>

## Summary

We do **not** need an article when:

<b>N</b>	<b>Uses</b>	<b>Examples</b>
<b>1</b>	before uncountable and abstract nouns used in a general sense	<b>Wisdom</b> is better than riches.
<b>2</b>	Before plural countable nouns used in a general sense	<b>Children</b> usually rush about
<b>3</b>	Before the names of countries, people, continents, cities, rivers and lakes	Paris is the capital of France
<b>4</b>	Before the names of meals	Mother is cooking <b>lunch</b> .
<b>5</b>	Before the names of languages	They speak <b>French</b> at home.
<b>6</b>	Before school, college, university, church, etc. when are <b>used for primary purpose</b> .	His dad is still in <b>hospital</b> .
<b>7</b>	Before the names of diseases, games, colors and possessive pronouns.	My favorite color is white.
<b>8</b>	Before the names of days and months.	<b>Saturday</b> is the holiday in Nepal.

## Macro Summary to Articles

The use of articles "a", "an", and "the" can depend largely on the four paired noun qualities. These four qualities are as follows:

- Countable nouns versus non-countable nouns,
- Definite versus indefinite,
- First reference versus subsequent mention, and
- General versus specific.

<b>The Definite Article versus Indefinite Article</b>	
<b>Countable versus Uncountable Nouns</b>	
<ul style="list-style-type: none"> <li>▪ The indefinite article "a" / "an" are used if the noun word being referred to <b>can be counted</b> while the definite article "the" when the noun word <b>cannot be counted</b>. So the definite article always refers to something which is general while the indefinite article refers to something which is individual.</li> <li>▪ This gives an idea about the two main parameters for the choice of articles which are first, the "<b>Noun word itself</b>": this depends on the type of the noun word whether it is plural singular countable, uncountable, and collective and so on. Second, "<b>the types of reference of the noun phrase</b>": this depends on the meaning of the noun word which is the most important parameter. The type of reference could be specific or general.</li> <li>▪ Compare the indefinite and definite articles in the following pairs of sentences.</li> </ul>	
<b>The Indefinite Article</b>	<b>The Definite Article</b>
<ul style="list-style-type: none"> <li>• I ran into a <b>post</b>. "How many posts did you run into? Just one. Therefore, use, a" because this article it is individual in nature.</li> <li>• I ate a <b>piece of cake</b>. " One piece"</li> <li>• I saw an <b>eagle</b>." One eagle"</li> </ul>	<ul style="list-style-type: none"> <li>• I ran into the water. "How many waters did you run into? The question does not make any sense because water is non-countable. Therefore, use, the"</li> <li>• I ate the <b>rice</b>." Non-count noun"</li> <li>• I saw the <b>milk</b> spill. "no count noun"</li> </ul>
<b>Definiteness versus Indefiniteness Nouns</b>	
<ul style="list-style-type: none"> <li>▪ <b>The Indefinite Article</b> "a"/"an" signals that the noun word modified is indefinite, referring to any member of a group. These article is used with singular nouns when the noun is general, the corresponding indefinite quantity word some is sued for plural general nouns. Note that this article is used to indicate membership in profession and so on. In short, it is used in the sense that the speaker and listener do not share a mutual or idea about the modified noun.</li> <li>▪ <b>The Definite Article</b> "the" is used before singular and plural nouns when the noun word being referred to is particular and specific. The as a definite article</li> </ul>	

signals that the noun is definite, it refers to a particular member of a group. In short, it is used in the sense that the speaker and listener do share a mutual image or idea about the noun being referred. Compare the indefinite and definite articles in the following pairs of sentences.

The Indefinite Article	The Definite Article
<ul style="list-style-type: none"> <li>• I am a teacher of English.</li> <li>• A dog "any dog, there is no specific dog or no particular dog is concerned".</li> </ul>	<ul style="list-style-type: none"> <li>• I am the teacher of English.</li> <li>• The dog of my uncle. "It refers to that specific dog".</li> <li>• The coffee in my cup is too hot to drink. "The coffee is a non-countable noun which is made more specific by a limiting modifying phrase".</li> </ul>

### First Reference versus Sub-sequent Mention

The Indefinite Article "a"/ "an" is used to introduce a noun word when it is mentioned for the first time in a piece of writing or speaking while the definite article is used afterward each time you mention that same noun. Compare the indefinite and definite articles used in the following sentences.

The Indefinite Article	The Definite Article
<p><b>1. An</b> interesting offer of business was made to a young man. <b>The</b> interesting offer was greatly attracted <b>the</b> young man.</p>	<p><b>1. An</b> interesting offer of business was made to a young man. <b>The</b> interesting offer was greatly attracted <b>the</b> young man.</p>

### General versus Specific

The "a", "an", and "the" can **all be used** to indicate that a noun being referred to refers to the whole class to which individual countable nouns belong. This use of articles is called generic, from the Latin word meaning "class". Compare the indefinite and definite articles in the following pairs of sentences.

The Indefinite Article	The Definite Article
<ul style="list-style-type: none"> <li>• A tiger is a dangerous animal. "Any individual tiger"</li> <li>• A mobile phone is a prime example of how technology has changed our lives. Here, it refers to any one member of a class. Or it means a representation of the class of things. <b>.So only one tiger as one individual from all tigers is concerned with this quality.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The tiger is a dangerous animal. "All tigers, tiger as a generic category"</li> <li>• The mobile phone has revolutionized communications of today. Here, it refers to all the members of a class. Or it means the entire class of things. <b>So all the tigers as one group are concerned with this quality without any exception.</b></li> </ul>

### Exercise 1

**Insert either the Indefinite Article "a" and "an" or the Definite Article "the" or Zero article "0" in the Space provided whenever it is Necessary with Justification.**

1. ...1....lions are ...2.....strongest animals in the planet. ...3....lions at the Zoo of Paris eat a lot of meat every day.
2. ....4.....milk is ...5.....essential ingredient for making cake. ....6.....milk of my goat has a special taste when I used it for making cake.
3. They visited ...7..... university to discover the splendid architecture of the building. We asked for.....8.....student to explain us the splendid architecture.
4. I was happy to see ...9.....policeman who saved my dog last week. ....10.....policemen are very helpful people in society.

### Exercise 2

**Select the correct article in the following sentences.**

1. Did you bring ..... (a, an, the) letters?
2. The helicopter landed on ..... (a, an, the) helipad.
3. The recipe calls for ..... (a, an, the) liter of milk.
4. Rahim was excited about crafting ..... (a, an, the) origami duck.
5. I would love to consult one of ..... (a, an, the) faculty members.
6. The way the organization treats its staff is such ..... (a, an, the) shame.
7. Have you been to ..... (a, an, the) food street in Algiers?
8. Can I have ..... (a, an, the) fork please?
9. What ..... (a, an, the) incredible performance by the band!
10. She will be back in ..... (a, an, the) hour.

### Exercise 3

**Directions: Fill in the blank with the appropriate article "a", "an", or "the", or leave the space blank if no article is needed.**

1. I want ..... apple from that basket.
2. .... church on the corner is progressive.
3. Miss Lin speaks ..... Chinese.
4. I borrowed ..... pencil from your pile of pencils and pens.
5. One of the students said, " ..... professor is late today."
6. Eli likes to play ..... volleyball.
7. I bought ..... umbrella to go out in the rain.
8. My daughter is learning to play ..... violin at her school.
9. Please give me ..... cake that is on the counter.
10. I lived on ..... Main Street when I first came to town.
11. Albany is the capital of ..... New York State.

12. My husband's family speaks ..... Polish.
13. .... apple a day keeps the doctor away.
14. .... ink in my pen is red.
15. Our neighbors have ..... cat and ..... dog.

#### Exercise 4

Fill in the blanks with a/an/the/0 wherever it is necessary.

1. She is ..... untidy girl all the time especially in her class.
2. He scored ..... highest marks in the national final examination.
3. June is ..... first month of the summer season.
4. Robert, watchman of our village, has gone ..... home recently.
5. Which is ..... nearest railway station from this small village?
6. .... Nile is ..... sacred river for ..... Egyptians along history.
7. Let's discuss ..... problem seriously to overcome them.
8. I first saw ..... Himalayas ..... year ago but I have not climbed ..... Mount Everest.
9. I was driving my new Ford car at 180 km ..... hour.
10. .... sky is overcast in this spacious city.
11. She is ..... poorest girl of the class.
12. I bought ..... pen, ink pot and ..... pencil in order for my drawings.
13. Don't make ..... noise when you are studying.
14. Draw ..... map of Algeria and then locate your city of residence.
15. .... cat is ..... animal that lives with humans.

#### Exercise 5

Try this exercise, putting a/an/the in the blanks. If there should be no article, then place a 0 in the blank. Use a table to write your answers with justification.

Mr. Smith was .... (1) ..... very fastidious person. He lived four .... (2).... streets away from our house, in ..... (3) ..... big house with ..... (4) ..... beautiful garden. Having taken early retirement from his ..... (5) ..... job as ..... (6) ..... button counter, he now had plenty of time to worry, and this he did very successfully. He often spent sleepless nights trying to figure out how he could successfully cook *both* sides of ..... (7) ..... omelet without it breaking, or how he might achieve better access to ..... (8) ..... tins at ..... (9) ..... back of his cupboard..... (10)..... most of his home was exceptionally neat and tidy, but several loose cables behind ..... (11) ..... television set bothered him, and he never quite knew what to do with ..... (12) ..... empty plastic bags.

Then, one day, his life changed, and he began to experience some relief from his anguish. It seemed that other people underwent similar mental trials, for ..... (13) ..... new catalogue appeared on his doorstep. .... (14) ..... catalogue contained solutions for many of his problems, and for others which had not yet given him any

cause for concern. There was ..... (15) ..... set of three egg timers, for example, shaped like ..... (16) ..... chickens and designed to emit ..... (17) ..... clucking sound at ..... (18) ..... end of three, four and five minutes respectively. In this way he could cook ..... (19) ..... eggs to suit each of his friends individually, and then keep them warm with ..... (20)..... specially designed covers which went with the timer, marked '3', '4' and '5' for identification purposes. And ..... (21)..... catalogue contained many other wonderful ideas, such as ..... (22) ..... toaster which could be adjusted to produce different degrees of brownness on ..... (23) ..... four slices toasted simultaneously and ..... (24) ..... photo frame that rotated pictures at ..... (25) ..... touch of ..... (26) .....invisible button, so that visiting relatives would never be offended by not seeing their pictures on display, unless, of course, they all turned up together – Mr Smith eventually solved this problem too by ordering four frames.

## Ordinary Auxiliaries: The Auxiliary “To be”

### Description of the Lecture

This introductory unit is about English ordinary auxiliary “to be”. It provides the conceptual as well as technical frameworks of “to be” to identify its meanings and conventions in English sentence. The emphasis of the current unit is put on the definitions, forms, uses, and variations of “to be”.

### Objectives of the Lecture

When students have successfully completed the unit of “to be”, they should be able, among other things, to;

1. Define the term English auxiliaries.
2. Define the first ordinary English auxiliary “to be”.
3. Introduce the forms of the English auxiliary “to be”.
4. List the uses and conventions of English auxiliary “To be”.
5. Compose correct, meaningful and functional sentences through the forms of “to be”.

### Introduction

The verb is the prominent part of speech. It is the most used words in all English statements. It is not possible to construct or find any English sentence without the presence of the verb including auxiliaries. Auxiliary verbs are among the grammatical elements that play important roles in the construction of grammatical units particularly clauses and sentences. They (auxiliaries) sometimes require the presence of lexical verbs to function within verbal groups; however, that does not deny their significance as grammatical sentence elements. Despite their syntactic dependency, auxiliaries enjoy high frequency as far as the use of sentence elements is concerned. So, it is worthy to note that, the auxiliaries although require lexical verbs, have semantic indispensability and sometimes some of them function as main verbs in sentences and convey effective meanings on their own as ordinary verbs.

### 1. Definition of Auxiliary Verbs

Basically speaking, an auxiliary verb is used to add further functional, syntactic or grammatical content to the information expressed by another verb. Auxiliary verbs as those verbs that are used to form negatives, questions and tenses on one hand, and used to express various moods and mental attitudes like hope, expectation, possibility and futurity (modal) on the other hand. Auxiliary verbs almost always appear together with a main verb, and though there are only few of them, they are among most frequently occurring verbs in English language. Auxiliary verbs are also called helping verbs. The primary auxiliary verbs are *to be* and *to have*, and other major



auxiliaries include *shall, will, may* and *can*. There are also numerous other lesser used verbs such as *do, must ought to, used to* and *dare*. Examples:

- I **am** writing the book.
- He **has** done the work.
- He **will** be there in less than one minute.
- **Would** you help me to fulfill this homework?
- **Can** you open the door?
- **Did** you visit New York last holiday?
- **Do** you like chocolate?
- They **must** get there on time

## 2. The Auxiliary Verb “To be”: Forms and Uses

“Be” or “to be” is an important verb that has a multitude of uses in English. It can be used as a main verb that stands alone in all its tenses including be, to be, been, am, are, is, was, were, wasn’t, was not aren’t, are not, weren’t and were not. When used as an auxiliary verb, be is a tense auxiliary and it always paired with another verb to create a complete verb phrase. It can be singular or plural, present or past. Negative sentences are formed by adding the word “not”. Examples:

- Jerry **is** messy. Is = action verb
- Although he **is** always complaining about his accidents, Jerry fails to pay attention. is = auxiliary verb
- Jerry is going **to be** doing extra laundry for the rest of his life. to be = auxiliary verb

### 2. 1. Form

The forms of the auxiliary “to be” refers to those are plenty changes and modifications that can occur to the English the auxiliary “to be” when it is used and arranged into different sentences in order to make “to be” correct, meaningful and functional I sentences. All the forms and changes that it can take are as follows:

- **Infinitive Form:** to be
- **Base Form:** be
- **Simple Present Form:** am, is, are,
- **Simple Past Form:** was, were
- **Present Participle Form:** being
- **Past Participle Form:** been

## 2. 2. Uses of the Auxiliary Verb “to be”

- The auxiliary verb to be is used to form continuous active tenses like present continuous tense, past continuous tense, present perfect continuous tense, past perfect continuous tense, future continuous tense and future perfect continuous tense. So due to the auxiliary “to be” the speaker and the listener could recognize that the action is in progress, an idea of a plan or program in the near future, or ongoing as opposed to state. In such a case, progressive be is always followed by the gerund present participle form of the verb. So the auxiliary verb “**be**” is used with a “**present participle**” to form the progressive aspect. Examples:
  - He **is** working at the university.
  - They will **be** satisfying by the good answer.
  - I **am** leaving for home tomorrow.
  - They have **been** learning French all the day.
  - She **is** learning English grammar with her best teacher.
  - She **was** carrying out her umbrella.
  - The pupils have **been** walking along the river.
- The Formation of the Passive Voice of the Verb. In addition, it is used to construct all the passive voices in all tenses. “To be” is inserted before the main verb, which then the main appears in the past participle. So “to be” has role to distinguish the voice of the verb whether it is active or passive, and henceforth, it expresses clearly the relationship between the subject and the object of the verb. So the auxiliary verb *be* is used with a past participle to form the passive voice;
  - They **were** travelled over the country.
  - I was given a free ticket for the football match.
  - He **was** followed by the car.
  - He is **being** followed.
  - This slogan has been published by the whole nation everywhere.
  - The letters **are** being **typed**.
- “**Be + infinitive**” is used to convey order or instructions This is rather **impersonal** way of giving instructions and is chiefly used with the third person. When used with **you** it often implies that the speaker is passing on instructions issued by someone else. Examples:
  - No one **is to leave** this building without the permission of the police. “This construction indicates that no one must leave the building so it is an order”.
  - He **is to stay** here till the return. “He must stay”.
  - She **is to find** their way to the station. “They must find their way”.

- Stay here, Tom. The speaker himself is ordering Tom to stay.
- You are to stay here. The speaker may be merely conveying to Tom the wishes of another person
- **“Be + infinitive” is also used to convey a plan in future** This construction is used in newspapers and in newspapers headlines the verb be is often omitted to save space since the latter is important in newspapers. Examples:
  - She **is to be** married next week.
  - Our examination **is to start** next week.
  - The expedition **is to start** in a due time.
  - The first semester exam **is to take place** one week later.
  - The president **is to visit** this town as soon as possible.
  - The prime minister **is to make** a statement tomorrow.
  - The director **is to sign** the contract next month.

**Or**

- She **to marry** next week.
- Our examination **to start** next week.
- The first semester exam **to take place** one week later.
- The president **to visit** this town as soon as possible.
- The prime minister **to make** a statement tomorrow.
- The director **to sign** the contract next month.
- **The construction “was /were + infinitive”** This construction can be used to express an idea of destiny. Examples:
  - He received a blow on the head. It did not worry him at the time but it **was to be** very troublesome later. “Through time it turned out to be or proved troublesome”
  - He made great efforts to succeed in the final exam. At the time of the exam he **was to fell** ill and could not go to pass the exam.
  - They said goodbye to each, little knowing that they **were never to meet** again.
- The construction **“Be about + Infinitive”** is used to express the immediate future. The word **“just”** can be added to this construction to make the immediate future event more immediate and precise. The **“past form”** is also possible in such a meaning as well as the expression **“be on the point of + gerund”**. Examples:
  - They are about to start. They are just going to start or they are on the point of starting
  - He is about to give a speech. Immediate future
  - They are just about to leave.
  - He was just about to dive when he saw the shark. Past form

- **Be as an Ordinary Verb** is normally used to denote the existence of, or to give information about, a person or thing. It should be noted that the idea of existence could be available by the construction “**Be + Adjective**”. Examples:
  - Tom is an engineer.
  - Malta is an island in the south of Europe.
  - The dog is in the near rainforest.
  - The roads were rough and narrow in this marginal city.
- **Be as an Ordinary Verb** is also used to express physical or mental conditions.
  - I am cold. Physical condition
  - They will **be** happy. Mental condition
  - Tom **is being** foolish. The speaker is showing this quality
  - You are being stupid. The subject is deliberately acting in this way.
- **Be as an Ordinary Verb** is again used for **age, size, weight, and price**.
  - How old **are** you? = I am ten years old.
  - What **is** your weight? = I am 65 kilos or I weigh 65 kilos
  - How much **is** this melon? = It is one dollar.

## Summary

“Be” belongs to a group of English verbs which have certain special grammatical (syntactic) properties that distinguish them from other verbs. This group consists mainly of verbs that are auxiliaries– verbs that add grammatical meaning to other verbs. “Be” may also be referred to by other names, such as "special verbs. The principal distinguishing properties of “Be” in this special group are as follows:

- **Subject–auxiliary inversion:** it can participate in what is called subject–auxiliary inversion, i.e. they can swap places with the subject of the clause, to form questions and for certain other purposes. For example, inversion of subject and verb is possible in the sentence.
- **Negation:** They undergo negation by the addition of *not* after them. For example, one can say *they are not nice*, but not *\*they like not to sing*.
- **Continuous Tense:** I am doing the work.
- **Passive Voice:** The work was finished in time.
- **Principal Verb:** He was a teacher.

## Exercise 1

**Direction: Put one of the forms of the auxiliary verb “to be” in the provided space in the following sentences with justification.**

1. My teacher.....**1**.....now speaking about the topic of chemistry for first year engineering student at the Harvard university.
2. In Edinburgh, all the visitors ...**2**....claiming about the bad conditions of the streets and hotels in the middle of the week vacation.
3. My uncle will ...**3**....travelling to fulfill his sacred pilgrimage the next Tuesday this time. He decides to take with him his beloved mother to share him the trip.
4. My suitcases ...**4**.....missing during the presentation of the seminar today somewhere in the amphitheater.
5. All my close friends and fellows have ...**5**.....learning English language courses all the night before the exam.
6. The visitors have .....**6**..... walking along the Nile River.
7. The first terms exams will have .....**7**.....postponed till the next week during the bad weather conditions.
8. The traffic circulation had.....**8**.....witnessing so much disorder during the peak hours today.
9. The deans of the university .....**9**..... troubling about the students' strikes the whole week last month.
- 10.They .....**10**..... learning French syntax with her best teacher all the night.

## Exercise 2

**Direction: Put one of the forms of the auxiliary verb “to be” in the provided space in the following sentences with justification.**

1. The new terms vocabulary .....**1**....copied into her notebook (by the student).
2. Stephan was ....**2**..... talked into buying a new car (by the salesman).
3. The bubbling pot ....**3**.... seasoned (by the chef) with star anise.
4. The onions ....**4**..... chopped and the ginger is grated.
5. All of the cherries on the tree ...**5**..... + ..... eaten by the crow.
6. Several tourists would have ..... **6**..... bitten by monkeys in Phuket.
7. The suitcases ...**7**..... being stolen by the thief yesterday.
8. I will have ....**8**..... told the truth recently.
9. She was .....**9**.....taught to be punctual (by her parents)
- 10.The scholar’s references.....**10**.....diligently checked before the exam.

### Exercise 3

**Direction: Put one of the forms of the auxiliary verb “to be” in the provided space in the following sentences with justification.**

1. No one .....**1**..... to leave this house without the permission of the owner of the house.
2. The administration of the university decides that the first semester exams .....**2**..... to take place one month later.
3. He received a blow on the head. It did not worry him at the time but it .....**3**..... to be very troublesome later.
4. My friends were walking on the seaside. He ....**4**..... just about to dive when he saw the shark.
5. The roads ...**5**..... always rough and narrow in this marginal city.
6. The girl is lost in this huge busy city. At the afternoon she feels that he must go back home. She ...**6**..... to find their way to the station.
7. The students will .....very fine after they finish their first term exam with good scores.
8. They made very great efforts to succeed in the final exam. At the time of the exam they all ....**8**..... to fell ill and could not go to pass the exam.
9. You ....**9**.....to stay here.
10. There has been the full preparation for the inauguration party. The Prime Minister ....**10**..... about to give a speech.

### Exercise 4

**Direction: Fill the spaces in the following sentences by inserting the correct form of be with, where necessary, the past participle or present participle or perfect infinitive of the verb in brackets.**

1. They are cutting down all the trees. The whole countryside .....“ruin”
2. He ordered that all lights .....“extinguish”
3. How long you .....here
4. My flat was full of dust because the old house just opposite. “pull down”
5. He asked where he .....it. “Put” I could told him to put it on the mantelpiece.
6. It .....difficult to read a newspaper upside down use negative
7. You ..... here till I return. That is an order. “stay”
8. He suggests that prominent people .....to contribute. “ask”
9. Even if you .....to go on your knees to him I do not think that it would make him change his mind.

10. I ..... on a catering course when I leave school. My parents have arranged it.  
    **“Go”**
11. What is happening now? The injured man ..... out of the arena. **“carry”**
12. It is better ..... too than too late.
13. I wish you ..... here. I miss you very much.
14. Why did you leave him behind? You ..... him with you. Those  
    were your instructions. **“Take”**
15. She is learning Italian. She ..... by a professor from Milan. **“Teach”**
16. I know I ..... half an hour late yesterday but I ..... half an  
    hour early tomorrow. I would rather you ..... punctual every day.
17. It is impossible ..... right every time.
18. He ..... here by seven but now it is nine and there is no sign of him. **“Be”**
19. They decided that voting papers ..... to all members. **“Send”**
20. There ..... eggs for breakfast tomorrow?

## Ordinary Auxiliaries: The Auxiliary “To have”

### Description of the Lecture

This unit is about English auxiliary verb “to have”. It provides the conceptual as well as the technical frameworks of “to have” to identify its meanings and conventions in English sentence. The pedagogical procedures of this unit counts on the theory and practice about “to have”.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the second English auxiliary “to have”.
2. Introduce the basic forms and uses of the English auxiliary “to have”.
3. Compose correct, meaningful and functional sentences with “to have”.

### Introduction

“Have” is an important verb that can stand alone in all its tenses, including has, have, having, had, and hadn’t or had not. It is usually used to denote ownership, and it can also be used to discuss ability or describe appearance. “Have” is also a very popular substitute for the verbs “eat” and “drink.” For example: “Let’s have dinner.”

When used as an auxiliary verb, have is always teamed up with another verb to create a complete verb phrase, making it easy to differentiate between uses. Examples:

- Jerry **has** a large coffee stain on his shirt. Has = action verb
- Jerry **has** bought a new shirt to replace the one that was ruined earlier. Has = auxiliary verb; bought is a past participle that completes the verb phrase.
- Jerry should **have** been more careful! Have = auxiliary verb; phrase “should have been” expresses time and evaluates Jerry’s actions.

### 1. Form

The forms of the auxiliary “to have” refer to those are plenty changes and modifications that can occur to the English the auxiliary “to have” when it is used and arranged into different sentences in order to make “to have” correct, meaningful and functional in sentences. All the forms and changes that it can take are as follows:

- **Infinitive Form:** to have
- **Base Form:** have
- **Simple Present Form:** have, has
- **Simple Past Form:** had
- **Present Participle Form:** having
- **Past Participle Form:** had



## 2. Uses of the Auxiliary verb “to have”

- “Have” as an auxiliary is used with the past participle of the main verb to form perfect tenses or aspects like present perfect, present perfect continuous, past perfect, past perfect continuous, future perfect, future perfect continuous and perfect conditional. The main idea of have within these tenses is to describe completed action. So the grammatical construction of this use is “**have or has + past participle of the main verb**”. Examples:
  - I **have done** my job.
  - They **had had** their job done before they left their house.
  - She **has revised** all the lessons.
  - They will have been revising their lessons all the night.
  - I **would have worked** on this exercise.
  - They **had found** the answer before the young boy.
- The construction “**Have + Object + Past Participle**” can be used to express more neatly sentences of the type **I employed someone to do something for me**. Instead of saying I employed someone to solve the exercise for me we can say I had my exercise solved. In order to preserve the meaning so we must keep this order of words otherwise the meaning will be changed. This idea is understood through the examples below:
  - I employed some to clean my car. We can say instead: = I **had my car cleaned**.
  - I got a man to sweep my chimneys. We can say: = I **had my chimneys swept**.
  - I hired your car to travel to the city. We can say: = I **had your car travelled** to the city.
  - I found someone to cut my hair. We can say: =I **had my hair cut**.
- The construction “**Have + Object + Present Participle**” is often used with a period of future time. Also, it can also be used in the past, present, and the interrogative. Examples:
  - I will have you driving in three days. = as a result of my efforts, you will be driving in three days. **Period of future time**
  - He had them all dancing. = he ought /persuaded them all to dance. **Past form**
  - I have them all talking to each other. = I encourage/persuaded them all to talk to each other. **Present form**
  - Will you really have her driving in three days? **Interrogative form**
- The construction “**Had Better + Bare Infinitive**” is another form. Had here is an unreal past, the meaning is present or future. This form is used as follows:

- It is worth to mention that the negative form is formed with the word **not** after better.
- This construction again is usually contracted after pronouns and after in speech is sometimes so unstressed as to be almost inaudible.
- In addition, this construction is not normally used in the ordinary interrogative form, but is sometimes used in the negative interrogative as an advice form. The construction you had better is a very useful advice form.
- It is worth to mention also that this construction is unchanged with the first or third person in indirect speech while it can be changed or remain unchanged with the second person. See the examples below:
  - I **had better ring** him at once / tomorrow.
  - I **had better tell** him the truth.
  - I **had better pass** the exam.
  - You had better not miss the last bus. It would be unwise to miss it or I advise /warn you not to miss the bus.
  - Had not you better ask him first? Negative interrogative
  - You had better fly. It would be best for you to fly, or I advise you to fly

### 3. Have as an Ordinary Verb

- Have meaning “**possession**” and “**suffer**” from pain, illness, disability. Examples:
  - She **has** a red car.
  - They **have** had this house for fifty years.
  - Have you got a headache?
  - He has a weak heart.
- Have is conjugated with **do** for habitual actions.
  - Do you often have headache? No, I do not have.
- When there is not this idea of habit, then “have not –got”- /“have you –got”- forms are more usual in Britain, whereas other English-speaking countries “**notably Americans**” use to do forms here also. So an American might say in this case:

Where an Englishman would probably say,	Where an Englishman would probably say,
<ul style="list-style-type: none"> <li>• Can you help me now?</li> <li>• Do you have time?</li> <li>• Do you have the information?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you help me now?</li> <li>• Have you got time?</li> <li>• Have you got the information?</li> </ul>

- “**Have**” can also be used to mean the following terms:
  - “**Take**” a meal, food, drink.....
  - “**Give**” a party, entertain .....
  - “**Encounter**” difficulties, troubles .....
  - “**Experience**”, enjoy, usually with an adjective. Examples:
    - We **have** dinner at 10 o'clock.
    - They are **having** a festival next week.
    - Did you **have** difficulties with the taxes?
    - I hope you will **have** a pleasant trip with your friends.
- “**Have**” when used as above obeys the rules for ordinary verbs in the sense that it is never followed by “**got**” and its negative and interrogative forms are formed with “**do**” and “**did**”. Furthermore, it can be used in the continuous tenses.
  - I am **having** dinner next week.
  - They are **having** fifty people for the party next Tuesday.
  - How many sessions do you **have** this week?
  - Marry **has** breakfast in morning, but Stephan does not.
  - Will you **have** some courses?
  - **Have** you got time for the sport?
  - I am **having** a pleasant time

## Summary

“Have” belongs to a group of English verbs which have certain special grammatical (syntactic) properties that distinguish them from other verbs. This group consists mainly of verbs that are auxiliaries– verbs that add grammatical meaning to other verbs. “Have” may also be referred to by other names, such as "special verbs. The principal distinguishing properties of “have” in this special group are as follows:

- **Subject–auxiliary inversion:** It can participate in what is called subject–auxiliary inversion, i.e. they can swap places with the subject of the clause, to form questions and for certain other purposes. For example, inversion of subject and verb is possible in the sentence *they are nice* (becoming *have they made cake?*).
- **Negation:** They undergo negation by the addition of *not* after them. For example, one can say *they have not nice*, but not.
- **Present perfect tense:** I have done the work.
- **Principal verb:** He has a car.

## Exercise 1

**Direction: Put one of the forms of the auxiliary verb “to have” in the provided space in the following sentences with justification. Pay attention to the verbs between brackets.**

1. When I arrived at the party of my uncle, Lucy .....**1**... already gone home by her new car. She did not know that I was invited to the same party.
2. Marry .....**2**..... breakfast in every morning with her family at the garden of the house, but Stephan does not.
3. The young boy ...**3**..... “finish” their first term exam so far. The exam took them all their precious time since last month with preparation, revision and session's attendance.
4. The teacher asked the pupil who put his head on the table. Did you .....**4**.....a headache? You can leave the room if yes.
5. I employed Mr. John to clean my new car. I made a long trip to Paris and before I started my trip I.....**5**..... my car “clean”.
6. All the ministers would .....**6**..... arrive at the Presidential House before Mr. President to listen the famous annual speech.
7. Ann.....**7**..... “get” her Doctor Degree from Harvard University before she became a famous lecturer at Harvard 2 University.
8. My friend ....**8**.....this house for thirty years. He got it from his grandfather when he became adult.
9. You .....**9**.....better not miss the last bus. It would be unwise to miss it or I advise you not to miss the bus.
- 10.As a result of my work and fatigue, I want to ...**10**..... my brother....**10** ..... my car when we want to go back home. Consequently, I will .....**11**.....my brother “drive” in four hours as long as the trip.
- 11.I .....**12**.....my lesson “write”. That is why I invite my class mate to my room.
- 12.I cannot read French language so I .....**13**.....the documents “translate”. My nephew is helping with the translation into English language.
- 13.The visitor .....**14**..... them all “sing”. The visitor did his best to persuade all the invitees to take part in the dancing evening at the grand hotel.
- 14.You .....**15**..... better “fly” this evening to Paris. It would be best for you to fly to Paris for the entertainment of tonight. I advise you to attend the interesting entertainments tonight. They are very useful for your family.
- 15.My father ....**16**.....a nice blue car. The car is very exceptional since it is the only one produced by its kind from the General Motor factory.

## Exercise 2

**Direction: Put the correct form of have into the following sentences. Use am having, is having, etc., as a future form.**

1. We ..... Some guests in for dinner next night.
2. You .....a good trip yesterday?
3. Do not disturb him, he .....a rest.
4. We .....lunch early tomorrow.
5. How many lessons he .....a week? He usually .....four.
6. You .....earthquakes in your country?
7. What time do you .....breakfast? We usually .....it at 8.00.
8. What you .....for breakfast? We .....toast and coffee.
9. Why you .....a cooked breakfast? It is too much trouble.
10. Why were they making such a noise? They ..... an argument.
11. You .....a thunder some yesterday?
12. Come in, we .....a debate.
13. You .....a cup of coffee? Yes, please.
14. We .....a meeting tomorrow to discuss safety precautions.
15. The tree just missed the roof, we .....a very lucky escapes from it.

## Exercise 3

**Direction: Fill in the spaces by inserting the correct form of have. Use am, is, are having as a future form. Get can be used instead of have.**

1. I .....my house painted. That is why there is all this mess.
2. My hair looks dreadful, I think I .....it set tomorrow.
3. The attic was dark so last year we .....sky light put in.
4. The dead tree is dangerous. I .....it cut down tomorrow.
5. We .....just .....central heating installed. The house is warm.
6. I cannot read Greek so I .....the documents translated. My nephew is helping with the translation.
7. ....you .....the film developed or did you develop it yourself?
8. Why .....he .....all his shoes specially made? He says that he has to because his feet are different sizes.
9. ....you .....your milk delivered or do you go to the shop for it?
10. If you hate cleaning fish why....you .....them cleaned at the fishmongers?
11. How often .....you .....your brakes tested?
12. I am afraid it is rather draughty but I .....that broken pane replaced tomorrow.

#### Exercise 4

**Direction: Fill in the spaces by inserting the correct form of have, the past participle of the verb in brackets and, where necessary, a pronoun.**

1. Your ankle is very swollen. You would better .....it .....x “ray”
2. Your roof is leaking, you should .....it ..... “repair”
3. The trousers are too long, I must ..... “shorten”
4. No one will be able to read your notes. I know, I .....them ..... “type”
5. That is a good piano but you should .....it .....“tune”
6. Why do not you.....the document .....? “photocopy”
7. He did not like the color of the curtains so he ..... “dye”
8. He went to a garage to .....the puncture. “mend”
9. His arm was broken so he had to go to hospital to ..... “set”
10. The battery is all right now. I .....just .....it. “recharge”
11. It is a beautiful photo. I am going to ..... “enlarge”
12. Be careful of those knives. I .....just ..... “sharpen”

#### Exercise 5

**Direction: Rewrite the sentences using a have + object + past participle construction and omitting the words in bold type. One example answer is given**

- **Example:** I employed a teacher to discuss the exercise. = We say I had my teacher discussed the exercise.
- 1. **I pay a space** to service my articles.
- 2. The tap keeps dripping so I must **send for a number** to see to it.
- 3. **I paid a watchmaker** to clean my watch.
- 4. **An artist** is painting her portrait. She .....
- 5. The **arranged for the police** to arrest the man.
- 6. **He paid a lorry driver** to tow the car to a garage.
- 7. They are **employing builders** to build a garage.
- 8. **I pay a window cleaner** to clean my windows every month.
- 9. **I went to an oculist and** he tested my eyes for me.
- 10. **The old gypsy** is telling Tom fortune. Tom .....
- 11. **I asked the fish monger** to open the oysters for me.
- 12. **I went to a jeweler and he** pierced my ears for me.

## Ordinary Auxiliaries: “To Do”

### Description of the Lecture

This unit is about English auxiliary verb “To do”. It provides the conceptual as well as the technical frameworks of “To do” to identify its meanings and conventions in English sentence. The unit counts on definitions, forms, uses, examples and exercises.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the third English auxiliary “to do”.
2. Introduce the basic forms, conventions and uses of “to do”.
3. Use “to do” to construct correct, meaningful and functional sentences.

### Introduction

“Do” can be used as an action verb that stands alone in all its tenses, including to do, do, does, done, did and didn’t, doesn’t or did not . When used as an auxiliary verb, do is always paired up with another verb to create a complete verb phrase. In some cases, it is used to add emphasis: “I did put the garbage out!” Do is often used to form questions and negated clauses. It is also used in elliptical sentences, where the main verb is understood and is omitted as a result. For example:

- “He plays piano well, doesn’t he?” or “They all had dinner, but I didn’t.”
- Because he spills things so often, Jerry **does** more laundry than most people.  
Does = action verb
- Jerry **didn’t** put his coffee in a cup with a lid. Didn’t = auxiliary verb
- Jerry **doesn’t** always spill things, but it happens a lot. Doesn’t = auxiliary verb

### 1. Form

The forms of the auxiliary “to do” refer to those are plenty changes and modifications that can occur to the English the auxiliary “to do” when it is used and arranged into different sentences in order to make “to have” correct, meaningful and functional in sentences. All the forms and changes that it can take are as follows:

- **Infinitive Form:** to do
- **Base Form:** do
- **Simple Present Form:** do, does
- **Simple Past Form:** did
- **Present Participle Form:** doing
- **Past Participle Form:** done

## 2. Uses of to Do

- The auxiliary “to do” is used in questions formation. The presence of an auxiliary (or copular) verb allows subject–auxiliary inversion to take place—as it is required in most interrogative sentences in English. If there is already an auxiliary or copula present, *do*-support is not required when forming questions. This applies not only in yes–no questions but also in questions formed using interrogative **WH** words. Examples:
  - **He will** laugh. → **Will he** laugh? (the auxiliary will inverts with the subject he)
  - **She is** at home. → **Is she** at home? (the copula is inverts with the subject she)
  - When **will he** laugh? **WH** question words
- However, if there is no auxiliary or copula present, inversion requires the introduction of an auxiliary in the form of *do*-support. See the examples below:
  - I know you. → **Do I** know you? (Compare: Know I? which is incorrect)
  - He laughs at me regularly. → **Does he** laugh at me regularly? (Compare: Laughs he? which is incorrect)
  - She came home yesterday. → **Did she come** home yesterday? (Compare: Came she home? which is incorrect)
- In negated questions, the negating word *not* may appear either following the subject, or attached to the auxiliary in the contracted form *n't*. That applies both to *do*-support and to other auxiliaries. Examples:
  - He does not work.
  - He did not work.
  - **Why are you not** playing? / **Why aren't you** playing?
  - **Do you not** want to try again? / **Don't you** want to try again?
- The above principles do not apply to *wh*-questions when the interrogative word is the subject or part of the subject. Then, there is no inversion and so there is no need for *do*-support. Examples:
  - Who lives here?
  - Whose dog bit you?
- The verb *have*, in the sense of possession, is sometimes used without *do*-support as if it were an auxiliary, but this is considered dated. The version with *do*-support is also correct. Examples:
  - Have you any idea what is going on here?
  - **Do you have** any idea what is going on here?
  - (Have you got any idea of what is going on here? – the order is similar to the first example, but have is an auxiliary verb here)



- **With *not* for Negative Constructions:** in the same way that the presence of an auxiliary allows question formation, the appearance of the negating word *not* is allowed as well. Then too, if no other auxiliary or copular verb is present, *do*-support is required. Examples:
  - He **will** laugh. → He **will not** laugh. (not attaches to the auxiliary will)
  - She laughs. → She **does not** laugh. (not attaches to the added auxiliary does)
- In the second sentence, *do*-support is required because Modern Idiomatic English does not allow forms like *she laughs not*. The verb *have*, in the sense of possession, is sometimes negated thus. Example:
  - I **haven't** the foggiest idea.
- Most combinations of auxiliary/copula plus *not* have a contracted form ending in *n't*, such as *isn't*, *won't*, etc. The relevant contractions for negations formed using *do*-support are *don't*, *doesn't* and *didn't*. Such forms are used very frequently in informal English. It is worth to mention again that *Do*-support is required for negated imperatives even when the verb is the copula *be*. Examples:
  - **Do not** do that action.
  - **Don't be** silly like that.
- However, there is no *do*-support with non-finite, as they are negated by a preceding *not*:
  - It would be a crime **not to help** him (the infinitive to help is negated)
  - **Not knowing** what else to do, I stood my ground (the present participle knowing is negated)
  - **Not eating vegetables** can harm your health (the gerund eating is negated)
- The auxiliary “to do” is used **in negative inversion**. The same principles as for question formation apply to other clauses in which subject–auxiliary inversion is required, particularly after negative expressions and expressions involving *only* (negative inversion). Examples:
  - Never **did he** run that fast again. (Wrong: Never he did run that fast again. \*Never ran he that fast again.)
  - Only here **do I** feel at home. (Wrong: Only here feel I at home.)
- The auxiliary “to do” is used for **Special Emphasis**. In such case, *do*-support may appear for pragmatic reasons. The auxiliary generally appears for purposes of **emphasis**, for instance to establish a contrast or to express a correction. Here it is possible to use the construction “**do or did + infinitive**” in the affirmative when we wish to add **special emphasis**. It is chiefly used when another speaker has expressed doubt about the action referred to. Emphatic *do* can also be used with imperatives, including with the copula *be*. Examples:

- You did not see him. I **did** see him. (The form “**did**” is strongly stressed in speech. This is more emphatic than the normal way as I saw him.)
- Did Bill eat his breakfast? Yes, he **did** eat his breakfast (did emphasizes the positive answer, which may be unexpected).
- Bill doesn't sing, then. No, he **does** sing (does emphasizes the correction of the previous statement).
- Do take care!
- Do come in.
- As with typical *do*-support, that usage of *do* does not occur with other auxiliaries or a copular verb. Then, emphasis can be obtained by adding stress to the auxiliary or copular. Note that (Some auxiliaries, such as *can*, change their pronunciation when stressed; see Weak and strong forms in English.) Examples:
  - Would you take the risk? Yes, I **would** take the risk.
  - Bill isn't singing, then. No, he **is** singing.
- “**Do**” is used for elliptical Sentences to avoid repetition of a previous ordinary verb. The table below represents the different situations where “to do” is used to avoid repetition.

Case	Examples
In short agreement and disagreement.	<ul style="list-style-type: none"> <li>• Ann talks too much. Yes she does. No, she does not.</li> <li>• They did not go. No, they did not. Yes, they did.</li> <li>• She knows English very well. Yes, she does. No, she does not.</li> </ul>
In addition	<ul style="list-style-type: none"> <li>• She likes tomato and so I do.</li> <li>• They live in the Hyde Park but I do not.</li> <li>• She does not drive but I do.</li> </ul>
In question tags	<ul style="list-style-type: none"> <li>• She works here. <b>Does not she?</b></li> <li>• They did not meet you. <b>Did they?</b></li> <li>• He plays well, <b>doesn't he?</b></li> <li>• You don't like Sara, <b>do you?</b></li> </ul>
“ <b>Do</b> ” it used in short answers to avoid repetition of the main verb.	<ul style="list-style-type: none"> <li>• Do you study? Yes, I do.</li> <li>• Do you meet him? No, I do not.</li> <li>• Did you visit your mother? Yes, I did.</li> </ul>

- The construction “**do + imperative**” is used to make a request or invitation more persuasive. Examples:
  - Do come with us. This expression is more persuasive than come with us.
  - Do make little efforts
  - Do help us, please.

### 3. “Do” as an Ordinary Verb

- “Do” is like be and have. It can be used as an ordinary verb. The verb *do* (with its inflected forms *does*, *did*, *done*, *doing*) can be used in negative and interrogative in the simple present, continuous forms and past with *do* /*did*. Examples:
  - I do not do. Do you do? Do not you do?
  - He does not do. Does he do? Does not he do?
  - I did not do. Did he do? Did not he do?
  - What are you doing? I am doing my exercises.
- Like other non-auxiliary verbs, *do* cannot be directly negated with *not* and cannot participate in inversion so it may itself require *do*-support, with both auxiliary and lexical instances of *do* appearing together. Examples:
  - They **didn't do** the laundry on Sunday. (*did* is the auxiliary, *do* is the main verb)
  - Why **do** you **do** sport? (the first *do* is the auxiliary, the second is the main verb)
  - How **do** you **do**? (a set phrase used as a polite greeting)
- The expression “**How do you do?**” is said by both parties after an introduction. Originally this was an enquiry about the other person's health. Now it is merely a formal greeting. Examples:
  - How do you do John?
  - Fine, thanks and you

### Summary

One of the most striking characteristics of Modern English is the importance of the auxiliary DO. In the absence of any other auxiliary, it is used in subject-inversion, in negation, in emphatic polarity, in short answers, and in tag questions, as shown by the following pairs of examples where a sentence containing DO is contrasted with one containing another auxiliary, HAVE.

- (1) Have they finished?
- (2) Did they finish?
- (1) They haven't finished.

- (2) They didn't finish.
- (1) They HAVE finished!
- (2) They DID finish!
- (1) They have.
- (2) They did.
- (1) They have finished, have (not) they?
- (2) They finished, did (not) they?

Auxiliary DO is often called 'periphrastic' DO because it has no meaning independent of the meaning of the construction concerned; the only reason for using auxiliary DO in Modern English is because the syntax requires an auxiliary and no other auxiliary is needed by the sentence's meaning. DO as an auxiliary fills the gaps where non-auxiliary verbs are not allowed and where other auxiliaries are not needed.

### **Exercise 1**

**Some auxiliaries when used in certain ways make their negative and interrogative according to the rule for ordinary verbs, i.e. with do. Sometimes either form is possible. Make the sentences (a) negative and (b) interrogative, using do/does/did.**

1. They have eggs for breakfast.
2. He needs a new coat.
3. He used to sell fruits.
4. They have to work hard.
5. She does the housework.
6. He needs more money.
7. He had a row with his boss.
8. She had a heart attack.
9. Her hair needed cutting.
10. He does his homework after supper.
11. She has a singing lesson every week.
12. She had to make a speech.
13. He does his best.
14. He has to get up at six every day.

### **Exercise 2**

**Some auxiliaries when used in certain ways make their negative and interrogative according to the rule for ordinary verbs, i.e. with do. Sometimes either form is possible. Make the sentences (a) negative and (b) interrogative, using do/does/did.**

1. The children have dinner at school.

2. She dared him to climb it.
3. You did it on purpose.
4. He has his piano tuned regularly.
5. He dares to say that!
6. They had a good time.
7. The drink did him good.
8. My watch needs cleaning.
9. He had an accident.
10. You had your house painted.
11. She used to make her own clothes.
12. You do the exercises.
13. He had difficulty in getting a job.
14. He dared to interrupt the president, did he

### **Exercise 5: Mixed Auxiliaries Exercise**

**Direction: put in the space provided with one form of the forms of the all the three auxiliaries in the following sentences with justification.**

1. What ..... the children doing when you last saw them? (was, were, are, did, been)
2. Marry ..... always wanted to try skydiving. (was, doesn't, has, is, have)
3. Where ..... you go during your June holiday? (were, been, are, did, does)
4. Why do you think he ..... call you like he said he would? (didn't, is, hasn't, has been, have)
5. Mr. Ann ..... going to be upset when he hears what you did. (will, don't, is, didn't, has)
6. John ..... want to go to the movies; he wants to stay home instead. (doesn't, isn't, wasn't, hasn't, was not)
7. I ..... appreciate his comments. They weren't funny. (did, have, been, didn't, haven't)
8. I really like fish but I ..... care for chicken. (weren't, been, don't, is, was)
9. Where ..... you going when I saw you yesterday? (were, was, is, do, did)
10. Dad ..... called yet; he's late as usual. (are, were, has, hasn't, wouldn't)

### **Exercise 6: Mixed Auxiliaries Exercise**

**Direction: Choose the correct auxiliary verb.**

1. Andy ..... working on his homework the whole day.
2. Samantha ..... make dinner with her grandma in the kitchen.
3. The friends ..... going to South Africa.
4. .... your father work in this huge building in the center of the city?

5. .... you want to come to my house later to see you?
6. Mike ..... like pet animals very much.
7. The poster ..... hanging on the wall of the kitchen.
8. Where ..... your family like to eat their dinner every morning?
9. .... your brother playing soccer this weekend in the school yard?
10. John ..... watching television anymore in this new university.
11. His family ..... go to parties all the time.
12. Tom and Smith ..... planning a vacation to Paris for this summer.

### Exercise 7: Mixed Auxiliaries

**Direction: Fill in each blank space with the correct auxiliary verb as it is given:**

1. .... he as mean as people say? a) Is b) Does c) Has
2. .... he know how to cook well? a) Is b) Does c) Has
3. .... you upset? a) Are b) Do c) Have
4. .... you told her yet? a) Are b) Do c) Have
5. .... they ever been here before? a) Are b) Do c) Have
6. .... that a good movie? a) Is b) Does c) Has
7. .... she in love with Marco? a) Is b) Does c) Has
8. .... you stopped smoking? a) Are b) Do c) Have
9. .... you play tennis on weekends? a) Are b) Do c) Have
10. .... your grandmother live in Spain? a) Is b) Does c) Has

### Exercise 8: Mixed Main Verbs and Mixed Auxiliaries

**Direction: Fill in the correct form of MAKE, DO, HAVE or GET in the space provided with justification.**

1. .... a seat. I'll ..... you a cup of coffee.
2. I wasn't able to sleep because someone was ..... noise in the basement.
3. I offered to ..... the dishes, but she didn't let me.
4. I told her that she had to ..... more exercise.
5. I must go now because I have to ..... some work.....
6. I ..... lost on my way here, so that's why I'm late.
7. It's no use ..... angry. You must learn to control your temper.
8. I must ..... my car repaired. It's got a flat tire.
9. The teacher ..... us write 300 lines as punishment.
10. I couldn't ..... any business with him because he isn't trustworthy.
11. After I ..... up at 6.15, I ..... a shower and then ..... some breakfast for my husband and me.
12. It's late and she isn't home yet. I'm starting to ..... worried.

13. I told her it was her turn to ..... the shopping this week.
14. What are we ..... for dinner tonight?
15. I'm sorry. You didn't pass. You ..... too many mistakes.
16. My mother was very ill last week, but she is ..... better.
17. I have to ..... my hair ..... today. There's a ball tonight and I want to look my best.
18. It's ..... rather cold. Don't you think we should head back to the house?
19. I usually ..... along rather well with my sisters. They don't ..... any trouble when they're here.
20. We're ..... married next August.

## English Modals: May and Can

### Description of the Lecture

This unit is about English modals “may and can”. It provides key idea about “may and can” such as definition, meanings. The pedagogical procedures count of the unit counts on theory, examples and exercises.

### Objectives of the Lecture

When students have successfully completed the unit of “may and can”, they should be able, among other things, to;

1. Define English modals “may and can”.
2. Be familiar the basic forms of “May and can”.
3. Be familiar the different meanings and uses of “may and can”.
4. Compose correct, meaningful and functional sentences through “may and can”.

### Introduction

In English grammar, modal verbs belong to the larger category of auxiliary verbs. Therefore, they share some grammatical characteristics with the auxiliary verbs. English modal verbs are a special group of verbs that help to give a special meaning to a full verb and help to express the accurate mood of the information hidden within the utterance. They have many specific features that differentiate them from full verbs. Thanks to them the full verb indicates the right type of modality that is: ability, duty, obligation, possibility, suggestion, feeling, opinion, advisability or arrangement and the seeker /speaker is able to express a large scale of various smaller or bigger changes in temper as well differentiate one’s state of mind.

### 1. Definition of Modal Verbs

A modal verb is a special type of verb functioning as an essential linguistic device when the insertion of which into a non-modal environment help to create a different understanding of the whole utterance. A modal verb is an auxiliary verb that can be used to change the grammatical mood of a sentence. The key way to identify a modal verb is by its defectiveness (they have neither participles nor infinitives). Modals are used to express various moods and mental attitudes of the speaker or writer. Modals are otherwise called "modal auxiliary", "helping verb", "supporting verb", or "secondary auxiliary" and they primarily mark modality. The modal verbs are auxiliary verbs that provide additional, special and specific semantic meaning or change the meaning when used with the main verb in the sentence. Modal auxiliaries are auxiliary verbs that lend different shades of meaning to the main verb to which they are attached.



The main idea of modals is that we do not normally use them to say that situations definitely exist or that particular events have definitely happened. We use them, for example, to talk about things which we expect, which are or are not possible, which we think are necessary, which we want to happen, which we are not sure about, which tend to happen, or which have not happened. So the use of modals is imprecise. Further clarification to this is, the use of various modal verbs to give the ideas of possibility, impossibility, necessity, willingness, certainty, uncertainty, expectation ..... See the table and examples below for more details about the structure of sentences with modals:

Subject	Modal Verb	Infinitive without to	Complement
I, we, you, she, he, It, John, Ann, Stephan, Maria	can, could, may, might, will, would, shall, should, ought to, must, need, used	go	To sleep
		drink	Some water
		eat	Some food
		do	Some exercise

- He may arrive at any time.
- She could be in London or Paris.
- I think you ought to see a lawyer.
- You may have told me Frances was ill.

## 2. Principal Features of Modals

They are the rebels of English verbs because they don't follow the standard rules of the rest of the thousands of verbs we find in English. This type of verbs has certain principal features in which it significantly differs from the full verb and also from its relative, the primary auxiliary verb. Those features are listed below.

- Both auxiliary and main verbs carry tense information and participate in the same syntactic constructions,
- Modals are not inflected in the third person in the sense that there is no subject-verb agreement. Modal do not accept conjugation. They do not have "s" in the third person singular. Consequently, they do not change form "**have only one form**". Modal verbs are generally only used in the present tense in English but we don't add an -s in the third person singular. See the examples below:
  - She **may** know his address.
  - He **must** learn the lesson.
  - They **should** see the doctor very soon.
- They function as **auxiliary verbs**: they modify the meaning of another verb, which they govern. This verb generally appears as a bare infinitive "the base form

of the verb alone”, although in some definitions a modal verb can also govern the *to*-infinitive (as in the case of *ought*).

- Modals are used with the base form of the verb to create verbal phrases.
- Modals do not take an auxiliary in questions, negatives, tags and short answers are made without *do*. They are negated by the addition of “n’t” or “not”. They are not added to “don’t” as other verbs. These are called anomalous finites because they are different in some way from what is normal. Examples:
  - Can you swim? Yes, I can.
  - She **must not finish** the work.
  - He should not be doing that, should he?
  - I **cannot** swim in this cold sea.
- They are inverted with the subject to form a question without using “do”. For example, the interrogative sentence is “Should I do it?” but not “Do I should do it?”
- Modals are always used with main verbs "except for short answers and question tags". The main verb is used in the infinitive without "to". Ought is an exception. See the examples below:
  - I must water the flowers.
  - I may not be working tomorrow.
- They have the **syntactic** properties associated with auxiliary verbs in English, principally that they can undergo subject–auxiliary inversion (in questions, for example) and can be negated by the appending of *not* after the verb.
- Modals are defective in the sense that they do not have non-finite forms. Modal verbs do not have infinitives or participles, and they do not normally have past forms "though would, could, should and might can sometimes be used as past tenses of will, can, shall and may". Other expressions are used when necessary. See the examples below:
  - I would like to be able to skate. "Not to can skate"
  - People really had to work hard in those days.
- However, certain past ideas can be expressed by a modal verb followed by a perfect infinitive "have + past participle". See the examples below:
  - You **should have told** me you were coming.
  - I think I **may have annoyed** you.
- Modal verbs do not have all tenses. They use other verbs to complete the tenses such as can is completed by be able to, must is completed by have to .....
  - They **can** play the piano. = They will **be able to** play the piano in the future.
  - You **must** come early. = You **had to** come early yesterday.

- They can't co-occur. In other words, two modal verbs can't be used simultaneously so the correct form is "He may come" or "He will come" instead of "He may will come"

**Important Note**  
 All the modal auxiliaries set the event or state expressed outside of ordinary reality – they set it in the future, in a hypothetical state, in an inferred state or as possibility or probability or necessity. We can tell that some of them form present/past pairs: *can/could, may/might, shall/should, will/would*. It is not that *could* can refer only to past time events or states since something like *I could go tomorrow* clearly refers to some non-past event.

**3. May and Can for Permission and Possibility**

**3. 1. Form**

May	Can
<ul style="list-style-type: none"> <li>▪ <b>May</b> for all persons in the present and future</li> <li>▪ <b>Might</b> in the conditional and after verbs in a past tense</li> <li>▪ <b>Negative:</b> may not / might not</li> <li>▪ <b>Interrogative:</b> may I? / might I?</li> <li>▪ <b>May</b> is followed by the bare infinitive.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Can</b> for all persons in the present and future</li> <li>▪ <b>Could</b> for past and conditional</li> <li>▪ <b>Negative:</b> cannot / could not</li> <li>▪ <b>Interrogative:</b> can I? / could I?</li> <li>▪ <b>Can</b> is followed by the bare infinitive.</li> </ul>

**3. 1. 1. May and Can Used for Permission in the Present or Future**

**A: First Person**

- **I / we can** is the most usual form: see the example below:
  - I can take a day off whenever I want.
- **I / we may** mean "I or we have permission to ....." is possible:
  - I may leave the office as I have finished.
- **I / we may or might** is a little more usual in indirect speech:
  - You may leave when you have finished.

**B: Second Person**

Here may is chiefly used when the speaker is giving permission. Examples:

- You may park here. It means that I give you permission to park. It does not normally mean the police or someone else allows you to park or you have a

right to park. This means that all the authority belongs to the speaker in the sense that the park is a private property of the speaker.

- **Can in this case**, can be used as an informal alternative to may. But it can also be used to express the idea of having permission. So to say:
  - You can park here. In this case can mean. I, the police, or somebody also allow or you have a right to park here. Similarly
  - You can take two books home with you can mean I allow it, the library allow it.

### C: Third Person

**May** in this case, can be used as in B above when the speaker is giving permission.

- He may take my car. It means that I give him permission to take it.
- They may phone the office and reverse the charges. It means I give them permission.

It is worth to mention here that this construction is chiefly used in **impersonal** statements concerning authority and permission. Examples:

- In certain circumstances a police officer may = has the right to ask a driver to take a breath test.
- You cannot eat here in the library. It means that I do not allow, the library does not allow or it is not the proper thing to do.

### 3. 1. 2. May /Might for Possibility

- It can express possibility in the present or future. Examples:
  - He may / might tell his wife. Perhaps he tells or will tell his wife.
  - He may / might emigrate.
- Normally either forms can be used for present for future possibility, might slightly increase the doubt. In this respect, may increase certainty while might decreases doubt. You should note that in speech we can also indicate increased doubt by stressing may /might. Examples:
  - Tom may lend you the money. This construction with a strong stress on **May** implies that this is not very likely.
  - Tom might lend you the money. This construction with a strong stress on might implies this meaning –I do not think. I think it is unlikely.
- The preterite form “*might*” is used as a synonym for “*may* when expressing possible circumstance (as can *could* – see above). It is sometimes said that *might* and “*could*” express a greater degree of doubt than “*may*”.

- May (or might) can also express irrelevance in spite of certain or likely truth: He may be taller than I am, but he is certainly not stronger could mean “While it is (or may be) true that he is taller than I am, that does not make a difference, as he is certainly not stronger.”
- May “can” indicate presently given permission for present or future actions: You may go now. “Might” used in this way is milder: You might go now if you feel like it. Similarly May I use your phone? Is a request for permission (might would be more hesitant or polite).
- A less common use of “may” is to express wishes, as in
  - May you live long and happy or
  - May the Force be with you
- **May or Might not + Perfect Infinitive** is another construction. This construction is used in speculations about past actions. The word "**Might**" must be used **when the main verb is in a past tense**. In addition, it is worth to mention that might, not may, must be used when the **uncertainty no longer exist**. Another idea, might not may, is also used when the matter was **never put to the test**. Examples:
  - He may /might have left. "It means that it is possible that he went or perhaps he left".
  - He said that she might have missed the train. "After the main verb in the past"
  - He came back home alone. "You should not have let him do that, he might have lost. But he did not get lost; the uncertainty here does no longer exist".
  - Perhaps we should have taken the other stream. It might have been quicker. "this stream has not yet tested"
  - It is a good thing you did not lend him the money. You might never have got it back.
- "**May /might**" can be used in conditional sentences instead of will /would to indicate a possible instead of a certain result. Examples:
  - If he recognizes you he will stop. ""Certain"
  - If he recognizes you he may stop. "possible"
- The preterite form *would* is used in some **conditional sentences**, and as a past form of future *will* as described above under **Past forms**. (It is sometimes replaced by *should* in the first person in the same way that *will* is replaced by *shall*.) Other uses of *would* include:
  - Expression of politeness, as in *I would like...* (For “I want”) and *would you (be so kind as to) do this?* (For “Please do this”).
  - Expression of habitual aspect in past time, as in *Back then, I would eat early and would walk to school.*

## Summary

*May* and *might* are usually interchangeable, but *may* seems to be stronger or shows more emphasis. *Might* is ordinarily used for a future time in a noun clause after a past-tense verb.

Possibility	
For Present or Future Time	For Past Time
<b>May /might + simple form</b> Examples: <ul style="list-style-type: none"> <li>• She <i>may</i> change her mind before she leaves.</li> <li>• She <i>may</i> be able to go later.</li> <li>• Andrea thought that she <i>might</i> transfer to another university this fall.</li> <li>• He said he <i>might</i> have to move to Chicago next year.</li> </ul>	<b>May have /might have + past participle</b> <ul style="list-style-type: none"> <li>• The boys <i>may have tried</i> to call you yesterday.</li> <li>• I <i>might have left</i> my keys at home.</li> <li>• <i>May not</i> and <i>might not</i> express lack of possibility or probability.</li> <li>• I <i>may not go</i> to the party after all.</li> <li>• They <i>might not be able to visit</i> us this year.</li> </ul>

- *May* and *might* are *not* ordinarily used in questions unless *may* asks for permission to do something. Examples:
  - *May I see* that photograph? (asks permission)
  - He *may* be here at 5:00. Is he likely to be here at 5:00?

## Exercise 1

Insert the correct form of *may/might* where to be allowed form is possible with justification.

1. It .....snow, you would better take a coat.
2. He said that it .....snow.
3. We .....as well stay here till the temperature improves.
4. ....I borrow your umbrella?
5. You .....tell me. I think I have a right to know.
6. Candidates .....not bring textbooks into the examination room.
7. People convicted of an offence .....-have a right- appeal.
8. If he know our address he .....come and see us.
9. ....i come in? Please do.
10. When he was a child he .....-they let him- do exactly as he liked.
11. I think I left my glasses in your office. You .....ask your secretary look for them for me. -request-
12. He ..... be my brother – I admit that he is-but I do not trust him.

13. I .....never see you again.
14. He .....be on the next train. We .....as well wait.
15. If we got there early we .....get a good seat.
16. The police .....-have a right to- ask a driver to take a breath test.
17. You ought to buy now, prices .....go up.
18. I will wait a week so that he .....have time to think it over.
19. He is not going to eat it, I .....as well give it to the dog.
20. You .....at least read the letter. –I think you should-

## Exercise 2

**Fill in the spaces with the right modal in the following sentences by inserting either must or may with justification.**

1. I want to visit a near new town which has only one main road. I try the first long one which ...**1**...be the right road while the second short ...**2**...be the right one.
2. It is long time I have not met my student. He.....**3**.....be ill but it is the period of exam so he ...**4**...be revising.
3. My uncle has a big house in Paris and another palace in New York. All the people think that he .....**5**.....be very rich since it is very hard to have such precious possession.
4. I always go to school by either car or bus. As usual I .....**6**.....travel by car but since it is broken so I .....**7**.....use the bus instead.
5. Tom has not answered my call. He .....**8**.....be very right now busy suddenly I see an ambulance in his house so he .....**9**.....very ill.
6. He develops his own films by his own means. That ....**10**.... save a lot of money.

## Exercise 3

**Fill in the blanks below with either can or could to complete the sentences.**

1. I ..... go to the party last night because I was sick.
2. A: .....Noel cook Italian food? B: Yes, he.....
3. My sister .....swim last year, but now she.....
4. They ..... go shopping yesterday because the store was closed.
5. A: ..... you read when you were four years old? B: Yes, I.....
6. Ellie ..... ride a bicycle. She rides it to school every day.
7. I'm very tired, so I ..... go out to the park to play.
8. A: .....you see the moon last night? B: No, I.....
9. When ..... I talk to you about the company report?
10. Most dinosaurs walked on land, but some ..... fly or even swim.
11. Excuse me, I ..... hear you right now. The music is too loud.

12. I ..... drive a truck when I was only sixteen years old.
13. Douglas hit the tree because he ..... stop his car.
14. How many hot dogs ..... you eat at one time?
15. I ..... read without my reading glasses. Where are they?

#### Exercise 4

**Put in 'can' / 'can't' / 'could' / 'couldn't'. If none is possible, use 'be able to' in the correct tense.**

1. ....you swim when you were 10?
2. We ..... get to the meeting on time yesterday because the train was delayed by one hour.
3. He ..... arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing. He ..... speak 5 languages including Chinese.
5. I...drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I .....find them anywhere.
7. I searched for your house for ages. Luckily, I .....find it in the end.
8. She's 7 years old but she....read yet – her parents are getting her extra lessons.
9. I read the book three times but I ..... understand it.
10. James ..... speak Japanese when he lived in Japan, but he's forgotten most of it now.
11. I .....understand the chapter we had to read for homework. It was so difficult.
12. I ..... lift this box – it's too heavy! Would you help me?
13. Lucy .....make it to our meeting after all. She's stuck in traffic at the moment.
14. John ..... play tennis really well. He's champion of his club.
15. Unfortunately, I really ..... sing at all! No-one in my family is musical either.
16. When the car broke down, I was really pleased because I ... solve the problem.
17. Julian ..... play excellent golf when he was only ten.
18. My grandmother ..... use a computer until last month. Since then, she's been taking lessons at the library.
19. I .....open this window. I think it's stuck!
20. Gill ..... play the piano. She's never studied it.



## English Modals: Must and Have to for Obligation

### Description of the Lecture

This unit is about the modals “Must and Have to”. It provides the conceptual as well as technical frameworks to identify their classification and uses. The unit counts on definitions, forms, uses, examples and exercises.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the modals “Must and Have to”.
2. Be familiar the basic forms and uses of “Must and Have to”.
3. Compose correct, meaningful and functional sentences through the modals “Must and Have to”.

### 1. Form

Must	Have to
<ul style="list-style-type: none"> <li>▪ Must is a modal</li> <li>▪ Negative: must not</li> <li>▪ Interrogative: must I?</li> <li>▪ The past tense is supplied by had to</li> <li>▪ Must takes the bare infinitive</li> <li>▪ Must expresses obligation and emphatic advice</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Did not have to</b> for habitual and single actions in the past and is more generally used</li> <li>▪ <b>Had not –got- to</b> for single actions</li> <li>▪ <b>Have to</b> in the affirmative expresses obligation</li> <li>▪ Have to in the negative expresses absence of obligation. Also by <b>need not</b> and <b>do not need</b></li> </ul>

### 2. Differences between must and have in the Affirmative

Must	Have to
<ul style="list-style-type: none"> <li>▪ Must expresses obligation imposed or internal by the speaker:               <ul style="list-style-type: none"> <li>• Mother: you must wipe your feet when you come in.</li> </ul> </li> <li>▪ <b><u>Speaker Authority: second person</u></b> <ul style="list-style-type: none"> <li>• Mother: you must wear a dress.</li> <li>• Employer: you must use a dictionary.</li> </ul> </li> <li>▪ <b><u>Third Person:</u></b> Here must is chiefly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have to expresses external obligation:               <ul style="list-style-type: none"> <li>• <b>Small boy:</b> I have to wipe my feet every time I come in.</li> </ul> </li> <li>▪ <b><u>External Authority: second person</u></b> <ul style="list-style-type: none"> <li>• You have to wear uniform, do not you?</li> <li>• You have to work very hard, I suppose.</li> </ul> </li> </ul>

<p>used I written orders or instructions:</p> <ul style="list-style-type: none"> <li>• Passengers must cross the line.</li> <li>• Staff must be at their desks by 9.00.</li> </ul> <p>▪ <b><u>First Person</u></b> In the first person the difference between must and have to is less important and very often either form is possible. But <b>must</b> is better for urgent <b>obligation</b>.</p> <ul style="list-style-type: none"> <li>• Typist: I must /will have to buy a dictionary.</li> </ul>	<p>▪ <b><u>Third Person:</u></b> When we are merely stating or commenting on another person obligations we use have to:</p> <ul style="list-style-type: none"> <li>• In this staff even the senior staffs have to be at their office by 9.00.</li> </ul> <p>▪ <b><u>First Person</u></b> In the first person the difference between must and have to is less important and very often either form is possible. But <b>have to</b> is better for <b>habits</b>.</p> <ul style="list-style-type: none"> <li>• Typist: I must /will have to buy a dictionary.</li> </ul>
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### 3. Must and Had to

- The modal *must* expresses obligation or necessity: *You must use this form; We must try to escape*. It can also express a confident assumption, such as in *It must be here somewhere*.
- When used with the perfect infinitive (i.e. with *have* and the past participle), *must* expresses only assumption: *Ann must have left* means that the speaker confidently assumes that Ann has left. To express obligation or necessity in the past *had to* or some other synonym must be used.
- The formal negation of *must* is *must not* (contracted to *mustn't*). However the negation effectively applies to the main verb, not the modal verb or modality: *You must not do this* means that you are required not to do it, not just that you are not required to do it. To express the lack of requirement or obligation, the negative of *have to* or *need* can be used: *You don't have to do it; You needn't do it*.

### 4. Affirmative Obligation in the Past: Had to

Here the distinction between the speaker authority and external authority cannot be expressed and there is only one form, had to.

- You had to pay duty on that, I suppose. External authority
- I ran out of money and had to borrow from Tom. Speaker authority

### 5. Must is used for Deduction

The idea of deduction could be understood better with the following examples.

- He has a house in London and another in Paris, so he **must be** rich.
- I have had no sleep for 48 hours. You **must be exhausted**.

- He develops his own films. That **must save** a lot of money.
- I keep meeting him on the bus. He **must live** nearby.
- The police are stopping all cars. They **must be looking** for the escaped prisoner.
- He **must have taken sleeping** pills last night. He did not wake up till lunch time.
- I waited under the clock. So did I, but I did not see you. We **must have been waiting** under different clock.
- It was a head collision, but the drivers were not hurt. They **must have been wearing** their seat belts.

## 6. Must for Deduction Compared to May / Might

The difference is best seen by these examples:

- Imagine that we have three keys on a ring and we know that one of the three keys opens the cellar door. We might begin by picking one key and say:  
= This may or might be the key. We use may or might because perhaps this is the key.
- But after trying two keys unsuccessfully, we will pick up the third key and say:  
= This must be the key. = We use must because no other choice remains.
- I wonder why Tom has not answered my letter. He may or might be ill. Here we use may /might perhaps Tom is ill. But there are still other possibilities such as:  
= He is away.  
= He is too busy.  
= His phone does not function.
- But imagine that Bill has never any visitors. If an ambulance stops at this door the neighbors will say:  
= Bill must be ill. Here they use must because this is the only possible explanation of the arrival of the ambulance.
- Similarly, when considering a past action: we say  
= He may have come by train. Perhaps he came by train. But there are other possibilities:
  - He might have come by taxi.
  - By bus
  - By plane
  - By feet and so on
 = But when we say:

- He must have come by taxi implies that he had no choice. There was no other way of making this journey.

### **Important Note: Deduction**

In English modal verbs as must, have to, have got to, can't and couldn't are used to express deduction and contention. We use modal verbs to state how sure we are about something. Examples:

- You're shivering – you must be cold.
- Someone must have taken the key: it is not here.
- I didn't order ten books. This has to be a mistake.
- These aren't mine – they've got to be yours.
- It can't be a burglar. All the doors and windows are locked.

### **7. With must and have to, we normally have the impression that the obligation is being or will be fulfilled.**

- This is particularly the case with the first person but quite often applies to the other persons too. With ought /should we do not necessarily feel that the obligation is being or will be fulfilled. Quite often, especially in the first person, the reverse is the case. Examples:
  - If a driver says, I ought to/should go slowly here; it is a built up area he usually implies that he is not going to go slowly. If he really intended to go slowly he would say, I must go / I have to go slowly here.
  - Similarly, if someone says, we must have a party to celebrate your engagement, his friends are reasonably confident that there will be a party. But if he says, we should have a party.... It is not so certain that the party will take place. His tone or expression might indicate that it will not be possible.
- **Should** is often used to describe an expected or recommended behavior or circumstance. It can be used to give advice or to describe **normative** behavior, though without such strong obligatory force as *must* or *have to*. Thus *You should never lie* describes a social or ethical norm. It can also express what will happen according to theory or expectations. Example:
  - *This should work*. In these uses it is equivalent to **ought to**.

## Summary

**Probability** represents what we guess will happen because of a certain set of circumstances, but we are not sure of the outcome:

- John hasn't eaten for 24 hours. One of the ideas that we might guess is that *he must be very hungry*. This probability in the present is expressed by **MUST BE** + adjective. We can also use *must be* + [verb + *ing*]. Examples:
  - He *must be* looking for a restaurant.
  - Rita has spent the whole day in the sun. She *must be* sunburned.
  - Stuart is drinking his third glass of water. He *must be* thirsty.
  - Look how dark it is outside. It *must be raining*.
  - Terry's laughing a lot. He *must be having* a good time.

**Past probability** guesses at a logical conclusion about a situation in the past, but it does not relate to actions in the present.

- I can't find my wallet. I *must have left* it at home.
- Peter received a 65 percent on his test. He *must not have studied*.
- Mrs. Thomas paid \$1.29 a pound for chicken on Monday. Today it costs \$1.59 a pound. They *must have raised* the price.
- Peter didn't attend the meeting last night. He *was probably* busy.
- It's been 10 days since you wrote the check. It *has probably cleared* by now.

## Exercise 1

Fill the spaces in the following sentences by inserting *must* or the present, future or past form of *have to*.

1. She .....leave home at 10 o'clock every morning at present.
2. Notice in a picture gallery: cameras, sticks and umbrellas ..... be left at the desk.
3. He sees very badly: he .....wear glasses all the time.
4. I .....do all the typing at my office.
5. You .....read this book. It is really very interesting book.
6. The children .....play in the streets till their mothers get home from work.
7. She felt ill and .....leave early.
8. Mr. Pit ..... cook his own meals. His wife is away.
9. I had not enough money and I .....pay by cheque.
10. I never remember his address: I always .....look it up.
11. Employer: you .....come to work in time.
12. If you go to a dentist with a private practice you .....pay him quite a lot of money.
13. Father to small son: you .....do what your mother says.
14. My neighbor's child ..... practise the piano for three hours a day.

15. Doctor: I cannot come now. Caller: you .....come: he is terribly ill.
16. English children .....stay at school till the age of 16.
17. In my district, there is no gas laid on. People .....use electricity for everything.
18. Notice above petrol pump: all engines .....switched off.
19. Mother to daughter: you .....come in earlier at night.
20. The shops here do not deliver. We .....carry everything home ourselves.

## Exercise 2

- **Must** + perfect infinitive is used for affirmative deductions.
- **Can't/couldn't** + infinitive is used for negative deductions.
- **Needn't** + perfect infinitive is used for a past action which was unnecessary but was performed.

**Fill the spaces in the following sentences by using one of these forms + the perfect infinitive of the verbs in brackets.**

1. Did you hear me arriving in last night? No I, I ..... (be) asleep.
2. I wonder who broke the wineglass, it ... (be) the cat for she was out all the day.
3. You ..... (help) him. You helped him but he did not need help.
4. I had my umbrella when I came out but I haven't got it now. ~ You . . . (leave) it on the bus.
5. He . . . (escape) by this window because it is barred.
6. I . . . (give) J10. J5 would have been enough.
7. I saw a rattlesnake near the river yesterday. ~ You . . . (see) a rattlesnake. There aren't any rattlesnakes in this country.
8. He is back already. ~ He . . . (start) very early.
9. He returned home with a tiger cub. ~ His wife (be) very pleased about that.
10. I bought two bottles of milk. ~ You . . . (buy) milk; we have heaps in the house.
11. I phoned you at nine this morning but got no answer. ~ I'm sorry. I . . . (be) in the garden.
12. I left my bicycle here and now it's gone. ~ Someone . . . (borrow) it.
13. When she woke up her watch had vanished. ~ Someone . . . (steal) it while she slept.
14. I've opened another bottle. ~ You . . . (do) that. We've only just started this one.
15. The machine said, 'You weigh 65 kilos,' and I said, 'Thank you.' ~ You . . . (say) anything.
16. I told him to turn left and he immediately turned right! ~ He . . . (understand) you.
17. Perhaps he swam across. ~ No, he . . . (do) that; he can't swim.

18. Do you remember reading about it in the newspapers? ~ No, I . . . (be) abroad at the time.
19. He . . . (walk) from here to London in two hours. It isn't possible.
20. He was very sick last night. ~ The meat we had for supper . . . (be) good.
21. There was a dock strike and the liner couldn't leave port. ~ The passengers . . . (be) furious.
22. We went to a restaurant and had a very good dinner for J3. ~ You . . . (have) a very good dinner if you only paid J3.
23. I have just watered the roses. ~ You . . . (water) them. Look, it's raining now!

### Exercise 3

Fill in the spaces with the right modal in the following sentences by inserting either must or have to with justification.

1. Teacher to student: you .....1.....revise your lessons earlier at exams and his classmate explains immediately to the student that you .....2.....respect the instructions of the teacher.
2. I do not get the way to the mosque so I.....3.....ask for it but by the way someone .....4.....tell me.
3. Rule in a church gate: visitors .....5.....follow the rules of the church. The visitors argue about the rule and say about themselves that we .....6.....respect always the rules of the church.
4. The road is full of cars: I .....7.....drive through this lane while a traffic notice says that drivers .....8.....wait till the green color appear.
5. Pupils.....9...study nine fundamental years and the teachers tell them that you .....10.....make efforts.

### Exercise 4

Fill in the spaces with the right modal in the following sentences by inserting either must or have to with justification. "05 points"

1. Housewives who have a family and children usually .....1.....do quite a lot of house work and say every morning to their children: you .....2.....take your school bag before you leave home.
2. Teacher to his student: you .....3.....attend the TDs session otherwise you fail in the exam. Students speak about themselves and say that we .....4.....attend lectures regularly.
3. All the buses are full; I .....5.....take a train but a station notice says that passengers .....6.....wait till 8.00.

4. Algerian children .....7..... stay at school 16 and you as a student you .....8.....respect the order.
5. I never remember his house so .....9.....look it up and my friend feel tired and .....10.....stop looking.

### Exercise 5

**Complete these sentences with must, mustn't or the correct or the correct form of have to.**

1. At our school we .....wear a uniform.
2. You ..... cross the roads without looking. It's dangerous.
3. You .....turn on the central heating. It's automatic.
4. The exams are next week. I ..... work harder.
5. You .....forget your umbrella. It's going to rain.
6. Students.....listen to the teacher or they won't understand.
7. You .....cross the road when the red light is showing.
8. We .....leave now or we'll miss the plane.
9. Soldiers ..... obey orders.
10. Sorry, I.....go now. I don't want to be late.
11. Shop assistants ..... deal with the public.
12. You .....come with us if you don't want to.
13. I was late this morning because I ..... wait a long time for the bus.
14. In Spain, teachers .....wear uniforms.
15. You ..... take food in your room.
16. You .....use the elevators in case of fire.
17. I .....wear glasses because I can't see very well.
18. You ..... read this book. It's really good.
19. You.....go shopping today. We don't need anything.
20. You ..... a mobile phone in class.
21. We ..... feed the animals. It's forbidden.
22. We ..... book the tickets before it's too late.
23. In Spain, teachers ..... work on Saturdays.
24. In Britain you ..... drive on the left.
25. Every player in a football team ..... have a number.
26. You ..... forget his birthday again.
27. Doctors sometimes ..... work at the weekend.
28. Nowadays in Spain pupils ..... learn Latin at school.
29. You .....smoke on public places.
30. My wife ..... go to work today. It's a holiday.
31. You ..... shout. I can hear you.



- 32. We ..... be quiet in the library.
- 33. You ..... use a computer on the plane.
- 34. She ..... come to the dentist's with me.
- 35. At a restaurant you ..... pay the bill but you ..... eat everything.

**Exercise 6**

**Read these sentences and make logical conclusions, using the present or the future of probability.**

- 1. Tom swam the English Channel last week.
- 2. John has failed his exams.
- 3. Hal has lost \$500.
- 4. Nobody wants to help him with his homework.
- 5. John has a slight fever.
- 6. There are many dark clouds in the sky. It is 80 degrees outside.
- 7. There are many dark clouds in the sky. It is 30 degrees outside.
- 8. Xian and Mai have been going together for five years.
- 9. He is laughing very hard.
- 10. Tom is very fat.
- 11. They spend a lot of money at the butcher's.
- 12. The Simpsons own a big car.
- 13. It is very hot and Jenny and her friends are at the beach.
- 14. Jose is very sad.
- 15. It is 8:00 and the play begins at 8:15. We have far to drive.
- 16. Mel works very hard. He needs more money.
- 17. They left New York for Madrid last night. They ..... by now.
- 18. The director has just offered James a better job.
- 19. Today is Mary's birthday. She ..... old.
- 20. Jake is giving a speech this afternoon in class.

**Exercise 7**

**Make logical conclusions to these situations in the past. One example is given.**

- 1. Mrs. John was talking with a very distinguished gentleman at the party last night. He must have been someone very important (He was probably someone important).
- 2. What time was it when he arrived? It .....
- 3. The Handball Team won the lottery last year. They .....
- 4. Tommy swam the race in record time. He .....
- 5. James failed all of his final exams. He .....

6. Bob went to New Mexico last week. He .....
7. They bought a yacht last month. They .....
8. Nancy left the party early last night. She .....
9. Ted and his brother weren't in class yesterday. They .....
10. Last week Gary saw a movie starring his favorite actor .....
11. There was a large puddle in the yard this morning. It .....
12. Paul studied very hard for all of his tests and he knew the material well. He .....
13. Val walked 12 miles after her car had broken down. She .....
14. I deposited your check in the bank last week. The cashier didn't say anything to me today. Your check .....
15. What time did you arrive last night? It .....
16. How many people attended the lecture on Tuesday? There .....
17. Where did Cindy and Leo go on their honeymoon? They .....
18. How many times did Louie see that movie? He .....
19. How old were you when that picture was taken? I .....
20. When did they announce the winners? They .....

## English Modals: Ought and Should for Obligation

### Description of the Lecture

This unit is about the modals “Ought and Should”. It provides the conceptual as well as technical frameworks to identify their classification and uses. The unit counts on definitions, forms, uses, examples and exercises.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the modals “ought and should”.
2. Be familiar the basic forms and uses of “ought and should”.
3. Compose correct, meaningful and functional sentences through the modals “ought and should”.

### 1. Form

Ought	Should
<ul style="list-style-type: none"> <li>▪ <b>“Ought to”</b> is a modal verb.</li> <li>▪ The same form can be used for present and future and for the past when preceded by a verb in a past tense or followed by a perfect infinitive.                             <ul style="list-style-type: none"> <li>• I ought to write to him today or yesterday.</li> <li>• She said I ought to write.</li> <li>• I knew that I ought to have written</li> </ul> </li> <li>▪ <b>Negative:</b> ought not</li> <li>▪ <b>Interrogative:</b> ought I?</li> <li>▪ The modal <b>“ought”</b> takes the full infinitive. Example: ought to revise your lessons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Should is a modal verb.</li> <li>▪ The same form can be used for present and future and for the past when preceded by a verb in a past tense. The model could replace ought to in the next examples.                             <ul style="list-style-type: none"> <li>▪ <b>Negative:</b> should not</li> <li>▪ <b>Interrogative:</b> should I?</li> </ul> </li> <li>▪ Should is followed by the bare infinitive</li> <li>▪ Should and ought to are used for obligation, normally have the same meaning but should is the more usual form.</li> </ul>

### 2. Ought /should compared to must and have to

#### 2. 1. Differences in use

- **“Ought /should”** is used to express the subject obligation or duty. Examples:
  - You should send in accurate income tax returns.
  - You should pass the final exam.

- **They are used also to indicate a correct or sensible action.** Here, there is neither the speaker authority, as with *must*, nor external authority, as with *have to*. It is more a matter of conscience or good sense. Examples:
  - They should not allow parking here, the street is too narrow.
  - This word is spelt wrongly; there should be another -s-.

## 2. 2. Similarities in Use

- **“Should but not ought” are used in Formal Notices and on Information Sheets.** Here, *-must-* could be used without change of meaning, but *should* express the obligation more gently. Examples:
  - Candidates should be prepared to answer questions on .....
  - On hearing the alarm, hotel guests should leave their rooms.
- **“Ought and should” express advice.** But for more emphatic advice *must* is better. Examples:
  - You ought to /should read this. It is very good.
  - You must read. It is marvelous.
- **“Ought /should with the continuous infinitive”** expresses the idea that the subject is not fulfilling his obligation or that he is acting foolishly, rashly, or not acting sensibly and prudently. Example:
  - He ought to be studying for his exam. He should not be spending all his time on the beach.
- **“Ought /should with the Perfect Infinitive” is another construction.** This construction is used to express unfulfilled obligation or a sensible action that was neglected. In the negative, it expresses a wrong or foolish action in the past.
  - You ought to have told him that the paint on that seat was wet.
  - You should have turned his omelet, he likes it turned.
  - They ought to have stopped at the traffic light.

### Important Note: Ought to

- **“Ought”** is used with meanings similar to those of *should* expressing expectation or requirement. The principal grammatical difference is that *ought* is used with the **“to”** infinitive rather than the bare infinitive, hence *we should go* is equivalent to *we ought to go*. Because of this difference of syntax, *ought* is sometimes excluded from the class of modal verbs, or is classed as a semi-modal.
- **“Ought”** to can be used with perfect infinitives in the same way as *should* (but again with the insertion of *to*): *you ought to have done that earlier*.
- The negated form is *ought not*, equivalent in meaning to *shouldn't* (but again

used with *to*).

## Summary

*Should* and *ought to* express strong possibility that approaches expectation equals probability. See the table below:

Probability	
for present time	for unfulfilled expectations in the past
should or ought o + simple form	should have or ought to have + past participle
<ul style="list-style-type: none"><li>You <i>should (ought to)</i> receive the package by Wednesday.</li><li>The committee <i>should (ought to) be</i> announcing the decision by tomorrow.</li></ul>	<ul style="list-style-type: none"><li>Henry <i>should (ought to) have arrived</i> on the 8:00 train, but he didn't.</li><li>You <i>should (ought to) have bought</i> the car when it was on sale.</li></ul>

## English Modals: Need for Absence of Obligation, Dare and Used to

### Description of the Lecture

This unit is about the modal “need, dare and used to”. It provides key ideas to identify their classification and roles. The emphasis is put on the definitions, forms, uses, and examples. The pedagogical procedures count on theory and practice.

### Objectives of the Lecture

When students have successfully completed this unit, they should be able, among other things, to;

1. Define the English modals “need, dare and used to”.
2. Be familiar the basic forms and uses of “need, dare and used to”.
3. Compose correct, meaningful and functional sentences through “need, dare and used to”.

### Introduction

The modal need can be an auxiliary and an ordinary verb. As an auxiliary, it is a semi modal since it has both modal and ordinary verb forms. As a modal, its forms are need or need not for all persons in the present and future as well as in indirect speech.

#### 1. Need for Absence of Obligation

##### 1. 1. Internal authority versus external authority

Internal Authority	External Authority
<b>Need not</b>	<b>Does not have</b>
<ul style="list-style-type: none"><li>▪ This construction is used to express the speaker authority or advice. Examples:<ul style="list-style-type: none"><li>• You need not write me another bank. Just change the date and initial it.</li><li>• You need not do it by hand. I will lend you my machine. You need not call me by my family name. We all use first name here.</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ This construction is used to express the speaker external authority or advice. Examples:<ul style="list-style-type: none"><li>• Tom does have to wear uniform at school.</li><li>• We do not have to type our essays but we have to write legibly.</li><li>• When I am an old age pensioner I will not have to pay any more bus fares.</li><li>• Ann has not got to go to this lecture. Attendance is optional.</li></ul></li></ul>

##### 1. 2. Need not and Must not in the Present and Future

- “**Need not**” can be used for present and future. It has the same form for all persons.
- “**Need not**” expresses absence of obligation. The speaker gives permission for an action not to be performed or sometimes merely states that an action is not necessary. Examples:
  - Employer: you need not make two copies. One will do.
  - Give them this bank paper: they need not send me e receipt.
  - You need not change your clothes. Just come as you are.
- “**Must not**” expresses a negative obligation imposed by the speaker or very emphatic advice. Examples:
  - You must not repeat this t any one.
  - Notice in shop: staff must not smoke when serving customers.
  - You must not leave your car unlocked.

Need not + Perfect Infinitive	Did not have /Need to do
<ul style="list-style-type: none"> <li>▪ The construction need not + perfect infinitive is used to express an <b>unnecessary</b> action which was nevertheless <b>performed</b>. In other words it refers to the state of no obligation but action performed. So it is a waste of time. Examples:               <ul style="list-style-type: none"> <li>• I <b>need not have written</b> to him because he phoned shortly afterwards. But I had written, thus wasting my time.</li> <li>• You <b>need not have brought</b> your umbrella for we are going by car. You brought your umbrella unnecessarily.</li> <li>• He <b>need not have left</b> home at six 6.00, the train does not start till 8.00.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The constructions do normally are used to express the state of no obligation, and normally no action. Examples:               <ul style="list-style-type: none"> <li>• I <b>did not have to</b> translate it for him for he understands English. I am not obliged to translate because he understands and at the same time he does not need me to translate.</li> <li>• I <b>did not have to</b> cut the grass myself. My brother did it. It implies no obligation and no action at the same time.</li> </ul> </li> </ul>

## 2. Dare and Need

- The verbs *dare* and *need* can be used both as modals and as ordinary conjugated (non-modal) verbs. As non-modal verbs they can take a *to*-infinitive as their complement (*I dared to answer her; He needs to clean that*), although *dare* may also take a bare infinitive (*He didn't dare go*).

- In their uses as modals they govern a bare infinitive, and are usually restricted to questions and negative sentences. Examples of the modal use of *dare*, followed by equivalents using non-modal *dare* where appropriate:
  - *Dare he do it?* (“Does he dare to do it?”)
  - *I daren't try* (“I don't dare to try”)
  - *How dare you! How dare he!* (idiomatic expressions of outrage)
  - *I dare say* (another idiomatic expression, here exceptionally without negation or question syntax)
- The modal use of *need* is close in meaning to *must* expressing necessity or obligation. The negated form *need not* (*needn't*) differs in meaning from *must not*, however; it expresses lack of necessity, whereas *must not* expresses prohibition.
  - *Need I continue?* (“Do I need to continue? Must I continue?”)
  - *You needn't water the grass* (“You don't have to water the grass”; compare the different meaning of *You mustn't water...*)

### 3. Used to

- The verbal expression *used to* expresses past states or past habitual actions, usually with the implication that they are no longer so. It is followed by the infinitive (that is, the full expression consists of the verb *used* plus the *to*-infinitive). Thus the statement *I used to go to college* means that the speaker formerly habitually went to college, and normally implies that this is no longer the case.
- *Used to* may be classed among the modals or semi-modals on the ground that it is invariant and defective in form like the other modals, and can follow auxiliary-verb syntax: it is possible to form questions like *Used he to come here?* And negatives like *He used not* (rarely *usedn't*) *to come here*. More common, however, (though not the most formal style) is the syntax that treats *used* as a past tense of an ordinary verb, and forms questions and negatives using *did*: *Did he use(d) to come here? He didn't use(d) to come here.*

### Summary

**Modal verbs** (modals) are verbs that add the meaning of logical possibility, ability, necessity, and permission to verbs, which have a degree of strength from stronger to weaker. Modals come before infinitive verbs and the “to” is removed. Modals do not need to match their subject in plural agreement, so there is no need to add an “-s” or “-es” ending to a modal. Modals will often be seen in sentences that are predicting a future possibility, describing ability, giving advice, making requests, or asking for permission. The nine most common modals are **can, could, shall, should, will, would, may, might, and must**.



- **Logical Possibility:** Logical possibility modals add a degree of possibility to an action. “Must” is the strongest modal that implies a possibility will occur while “could” and “might” imply that the speaker is unsure of the action happening. Examples:
  - The weather report showed a 99% chance of rain, so it **must** rain.
  - The modal is “must.” It is placed before the verb “rain” and indicates that the writer believes there is a strong possibility of rain
  - You **might** find an open store after 12:00 AM. The modal is “might.” is placed before the verb “find” and indicates that the writer believes there is a low chance the reader will “find an open store after 12:00 AM.”
- **Ability:** Ability modals add a degree to a subject's ability to do an action. Examples:
  - Pigeons have a special ability; they **can** recognize themselves in mirrors. The modal is “can.” It is placed before the verb “recognize” and indicates that the writer knows that pigeons recognize themselves in mirrors.
  - The editor **could** edit 70 pages in two days. The modal is “could.” It is placed before the verb “edit” and indicates that the writer knows to a weaker degree that the editor has the ability to edit “70 pages in two days.”
- **Necessity:** Necessity modals add a degree of recommendation to an action. Examples:
  - The kids **must** drink water every day. The modal is “must.” It is placed before the verb “drink” and indicates a strong recommendation that kids drink water every day.
  - My students **should** do their homework every night. The modal is “should.” It is placed before the verb “do” and indicates a weaker recommendation that students do their homework every night.
- **Permission:** Permission modals tend to be used in requests. The strength of the modal will determine how formal a request is by adding a degree of formality to a question. Examples:
  - **May** I go to the restroom? The modal is “may.” It is placed before the subject “I” because it is written in the question format (not as a statement as we’ve seen in previous examples). “May” indicates a strong formality and makes a request to use the restroom.
  - **Can** you throw me the ball? The modal is “can.” It is placed before the subject “you” and indicates a more casual request for you to throw the ball.

For better understanding of the previous units, two comprehensive tables, showing the modal auxiliaries with their various attached meanings is shown below:

Use	Modals	Examples
Logical Possibility	Must (Most Certain) Will Would Should May Can Could Might (Least Certain)	<ul style="list-style-type: none"> <li>• The dark clouds <b>must</b> mean rain today.</li> <li>• Due to the news, the stock <b>will</b> go down.</li> <li>• The chemical <b>would</b> help the experiment.</li> <li>• The case <b>should</b> prevent cracking.</li> <li>• This change <b>may</b> improve the results.</li> <li>• Carelessness <b>can</b> have bad consequences.</li> <li>• The charm <b>could</b> protect you.</li> <li>• I <b>might</b> be tired tomorrow.</li> </ul>
Ability	Can (Stronger Ability) Could (Weaker Ability) Shall (Suggestion)	<p>He <b>can</b> type 34 words per minute.</p> <p>I <b>could</b> assist by interpreting the results.</p> <p><b>Shall</b> we dance?</p>
Necessity	Must (Obligation) Should (Advice)	<p>They <b>must</b> go to work today.</p> <p>You <b>should</b> floss every day.</p>
Permission	May (Most Formal) Might Could Can (Least Formal)	<p><b>May</b> I turn my paper in tomorrow?</p> <p><b>Might</b> he have some more soup?</p> <p><b>Could</b> I buy the new model?</p> <p><b>Can</b> I go to my friend's house?</p>

### Exercise 1

Use **Must not** or **need not** to fill the spaces in the following sentences with justification.

1. You .....ring the bell, I have a key.
2. Notice in cinema: Exit doors .....are locked during performances.
3. You .....drink this: it is a poison.
4. We .....drive fast: we have plenty of time.
5. You .....drive fast: there is a speed limit here.
6. Candidates .....bring books into the examination room.
7. You .....write to him for he will be here tomorrow.
8. We .....make noise or we will wake the baby.
9. You .....bring an umbrella. It is not going to rain.
10. You ..... do all the exercises. Ten sentences will be enough.
11. We .....reheat the pie. We can eat it cold.
12. Mother to child: you .....tell lies.
13. You .....turn on the light, I can see quite well.
14. You .....strike a match; the room is full of gas.

15. You .....to other candidates during the exam.
16. We .....make any more sandwiches, we have plenty now.
17. You .....put salt in any of his dishes. Salt is very bad for him.
18. You .....take anything out of a shop without paying for it.
19. You .....carry that parcel home yourself, the shop will send it.
20. You .....clean the windows. The window-cleaner is coming tomorrow.
21. Mother to child: you .....play with matches.
22. Church notice: visitors .....walk about the church during a service.
23. I .....go to the shops today. There is plenty of food in the house.
24. You .....smoke in a non-smoking compartment.
25. Police notice: cars .....be parked here.

### Exercise 2

Fill in the spaces with the right modal in the following sentences by inserting either must not or need not with justification.

1. School notice: students.....1.....be late for classes so they .....2.....look to hear again these rules.
2. Students .....3.....forget about their student card meanwhile they .....4.....show their identity card.
3. You .....5.....travel by the ship since the plane is available and you .....6.....buy the first class ticket.
4. Mother to child: you.....7....be late and you.....8.....look to justify your answer if you are late.
5. There are traffic rules. Drivers.....9.....break them and also .....10.....drive fast even they are alone.

### Exercise 3

Fill in the spaces with the right modal in the following sentences by inserting either need not + perfect infinitive or did not have to with justification.

1. We called for a teacher to explain the question. You.....1.....“send” for him. I perfectly understood it.
2. I .....2..... “explain” in French since he could understand and at the same he never asks me.
3. I brought two candles with me. You .....3.....“bring” them; there is electricity and light.
4. My mother has just phoned my father. You .....4..... “phone” him. Look, he is coming.
5. There is no arranged meeting now. My guests ..... 5.....“come” here as I do not invite them.

6. I .....6.....“eat” this food and drink. It is not prepared for me and it is Ramadan day.
7. You.....7.....“give” him your car. He has his own car so he will not drive it and keep it in its place.
8. You....8.. “help” him. He can do the job alone and does not need your help at all.
9. I have read another book. You ...9.....“do” that. We have only just started this new one.
- 10.I did not attend the study day. I .....8.....“participate” since I am not concerned and not invited.

#### Exercise 4

**Fill in the spaces with the right modal in the following sentences by inserting either must not or need not with justification. “05 points”**

1. Wall notice: students ....1.....be late at the exam time so they .....2.....wait to hear again these order.
2. Drivers ....3.....forget about their driving license and the .....4.....bring with them their identity card.
3. You .....4.....travel by the sea road since the plane is available and you .....5.....take the first class.
4. Teacher to students: you...6....be late in the exam and you ...4....answer all the exercises two are enough.
5. There are speed limits. You ....9.....exceed the limits. You also .....10....drive fast even without limits.

#### Exercise 5

**Fill in the spaces with the right modal in the following sentences by inserting either need not + perfect infinitive or did not have with justification. “05 points”**

1. I .....1....“write” to him because he phoned shortly. But the call is too late since I wrote it.
2. I ...2..... “translate” since he could understand and at the same he never asks me.
3. You ...3.....“bring” your umbrella for we are going by car. We do not need it.
4. I .....4..... . “cut” the grass. It is not my job and my brother cut it instead of me.
5. He .....5.....“leave” at 6.00 because the car does not move till 10.00. It is a waste of time.

6. I bought two bottles of milk. You .....6.....“buy” milk; we have heaps in the house.
7. I have just watered the roses. You ..... “water” them. Look, it is raining right.
8. I .....8.....“enter” the second term exam I got the average last year.
9. We have sent for a doctor. You .....9.....“send” for him. I am perfectly well.
- 10.I have made two copies. You .... “make” two. One copy would have been enough.

### Exercise 6

**Choose the correct form: must/have to/mustn't/ needn't/don't have to.**

1. You ..... pay a month’s rent in advance. The landlord always insists on it.
2. You .....complete and return the completed form before Friday, 10th March.
3. In Britain, motor cyclists ..... wear crash helmets.
4. You.....drink alcohol while taking these tablets.
5. You ..... have a license to have children.
6. You.....put out the rubbish. I can do that later.
7. Mr. Brown ..... work late in the office since he changed his job.
8. Mary has a weight problem. She knows she ..... give up fried food if she wants to lose weight.
9. During the Antarctic expedition the explorers .....melt the snow to get drinking water.
- 10.You ..... all remember to lock the door when you leave.

### Exercise 7

**Choose the correct form of the verbs: must/can't/may/might.**

1. You must be/ can't be very proud of your daughter winning the prize.
2. That play has been such a success. It must be / can't be easy to get tickets to see it.
3. You must be / must have been parched after carrying those heavy boxes. I must put the kettle on.
4. We thought you would have visited us when you were in town. I suppose you must be/ must have been too busy.
5. I'm sure you could pass the examination if you tried. You mustn't be/ can't be using the proper learning strategies.
6. Why did you work there? You might have enjoyed/ can't have enjoyed working in such an environment.
7. The shop may be delivering/must be delivering our new suite today.
8. You will have to go over the books again. You might have been concentrating/ can't have been concentrating when you looked at them the first time.
9. I just called the office but I guess they may have/ may be having a lunch break.

10.If you carry those heavy suitcases you must/ might injure yourself.

### Exercise 8

Replace the words in bold type by **need not** or **need I** or a negative or interrogative of **have to** form.

1. **It is necessary** four people to go everywhere by boat in Paris?
2. **Will it be necessary for me to** sleep under a mosquito net?
3. Most people think that civil servants **are not required to** work very hard.
4. **It was not necessary to** swim. We were able to wade across.
5. **It is not necessary for you to** drive me to the station. I can get a taxi.
6. Our plane was delayed so we had lunch at the airport. But it was not necessary to pay for the lunch. The airline company gave it to us.
7. **Is it obligatory for** us to vote?
8. When you were a child **were you required to** practice the piano?
9. I saw the accident but fortunately **it was not necessary for me to** give evidence as there were plenty of other witnesses.
- 10.Small boy to friend: I **will not be necessary for you to** work hard when you come to my school. The teachers are not very strict.
11. They had plenty of time. **It was not necessary for them to** hurry.
- 12.**Is it necessary for you to** take your dog with you everywhere?
- 13.What time **was it necessary for you to** leave home?
- 14.I brought my passport but I **was not required to show it to** anyone.
- 15.I missed one day of the exam. **Will it be necessary for me to** take the whole exam again?
- 16.**Is it really necessary for you to** practice the handball at 15 o'clock?
- 17.Everything was done for me. **It was not necessary for me to** do anything.
- 18.Are English children **obliged to** go to school on Saturdays?
- 19.I was late for the opera. **Was it necessary for you to** wait till the end of the first act before finding your seat?
- 20.He repaired my old watch so **it was not necessary for me to** buy a new watch after all.

### Exercise 9: Mixed Modals

Write a second sentence so that it has a similar meaning to the first. Use the words in brackets.

1. Perhaps Mary is doing overtime. (may)
2. I managed to go to university. (able)
3. They should think very well before acting. (ought)
4. It's forbidden to smoke here. (mustn't)

5. It's impossible for you to see it at this distance. (can't)
6. It is possible that Anne did not see the message. (might)
7. I advise you to study more in order to pass the exam. ( should)
8. She was able to play the piano when she was only four. (could)
9. Perhaps she went home (could)
10. I'm sure the bus has left (must)

### Exercise 10: Mixed Modals

**Complete the conversation between Sarah and her mother.**

- **Sarah:** Mom, (1) .....I go to the cinema with Susan?
- **Mother:** No, you (2)..... You (3) .....study for tomorrow's test. You (4) .....be more responsible.
- **Sarah:** But, mom, you (5).....at least let me rent a movie to see later on with Susan?
- **Mother:** OK, you (6) .....do that. But you (7) .....start studying right now. You (8)..... improve your marks.
- **Susan:** I (9) .....like to, but I don't know if I (10).....

### Exercise 11: Mixed Modals

**These sentences are wrong. Correct them.**

1. I don't know who gave me this CD. It should have been my uncle.
2. She shouldn't be out so late. Look at her. She mustn't be more than fifteen.
3. They didn't want to come with us at first, but finally we could persuade them to come.
4. Will you like a cup of tea with your cake?
5. Mary hasn't to work on Saturdays any more.
6. 'You must have been Anthony's brother. Hello, I'm Roger.'
7. I phoned yesterday and they said he's just left for a two day trip to Malibu.
8. We mustn't have booked seats for the show because the theatre is half empty.
9. I can't have to go to work yesterday so I stayed in bed till lunchtime.
10. You mightn't have cooked all that food.

## Past Tenses: Simple Past Tense

### Description of the Lecture

This lecture is about the simple past tense. It explores key elements related to the forms and uses of the simple past tense. Throughout of the unit students will become familiar with the relevant theory, examples and exercises.

### Objectives of the lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview of the simple past tense.
2. List the form and uses of the simple past tense.
3. Compose correct, meaningful and functional sentences using either the simple past tense.

## 1. Introduction into English Tenses

Tense is a grammatical term. It serves as a marker/indicator of the form of a verb. Tense of a sentence gives you an idea of the time when the incident mentioned in a statement takes place. At the same time, it is that critical factor that can most commonly leads people to mistakes while framing a sentence or while identifying the time of events or state. There are three basic tenses in English: present, past and future. For all three of these tenses, there are subcategories. These subcategories are called **aspects**. So, aspect refers to the duration of an event within a particular tense. Aspect describes the action's degree of progress or completion. So **tense** tells us when a particular action began and it is **aspect** that tells us whether an action was continuous, completed, or something else. There are four aspects in English which are as follows: simple, progressive, perfect and perfect progressive. Let's now take a look at each of these tenses and aspects in detail:

### 1. 1. Simple Tenses

The present tense refers to circumstances that exist now, or that have taken place over a period of time which includes the present. Present tense can also be used in order to express basic facts or circumstances that are continuous. These verb tenses are used to express actions in their simplest form. There are three forms of the simple tense: past, present and future.

#### Summary of Simple Tenses

Tense	Auxiliary	Main Verb	Example
Simple past	.....	Visited	She <b>visited</b> Algiers last week.



Simple present	.....	Visits	She usually <b>visits</b> Algiers.
Simple future	Shall or will	Visit	She will <b>visit</b> Algiers next week.

## 1. 2. Continuous Tenses

The progressive tenses also describe actions in the past, present and future. When you want to describe actions that continued over a period of time, you use one of the progressive tenses. This tense is constructed by using some form of the verb **to be** (*am, is, are, was, were, shall be, will be*) plus the present participle of the main verb.

Summary of the Progressive or Continuous Tenses			
Tense	Auxiliary	Main verb	Examples
Past continuous	Was, were	Visiting	She <b>was visiting</b> Algiers.
Present continuous	Am, are, is	Visiting	She <b>is visiting</b> Algiers.
Future continuous	Will be, shall be	Visiting	She <b>will be visiting</b> Algiers.

## 1. 3. Perfect Tenses

The three forms of the perfect tense (past, present and future) are used to express a single action which has been, or is about to be, completed. The perfect tenses are often used to show which of two actions happened first. It is built using some form of the auxiliary **to have** (*has, have, had, shall will have*) plus the **past participle** of the main verb.

Summary of Perfect or Completed Tenses			
Tense	Auxiliary	Main verb	Example
Past perfect	Had	Visited	She <b>had visited</b> Algiers.
Present perfect	Have or has	Visited	She <b>has visited</b> Algiers.
Future perfect	Shall have/will have	Visited	She <b>will have visited</b> Algiers.

## 1. 4. Present Perfect Tenses

The perfect progressive tenses are a combination of the perfect tense and the progressive tense. Perfect progressive tenses are created by using forms of **both to have** and **to be** as auxiliaries. The main verb in the perfect progressive tenses is the auxiliary have in the tense of the main verb + past participle of the auxiliary to be + the present participle of the main verb.

Summary of Perfect Progressive Tenses				
Tense	Auxiliary 1	Auxiliary 2	Main verb	Example
Past perfect	Had	been	vising	She <b>had been</b>

progressive				<b>visiting</b> Algiers.
Present perfect progressive	Have, has	been	visiting	She <b>has been visiting</b> Algiers.
Future perfect progressive	Will have	been	visiting	She <b>will have been</b> visiting Algiers.

## 2. Conjugation of the Verb

A conjugation is a list of verb forms. It catalogues the person, number, tense, voice, and mood of a verb. Knowing how to conjugate verbs correctly will help you match verbs with their subjects, and give you a firmer grasp on how verbs function in different sentences. Any language has a well-defined syntax of lexicons. The conjugation of a verb shows various forms it can assume either by inflection or by combination with parts of other verbs, to mark voice, mood, tense, number, and person and to those must be added its infinitives and participles. Below is a list of all English tenses.

Past Tenses	Present Tenses	Future Tenses
<ul style="list-style-type: none"> <li>▪ Simple Past</li> <li>▪ Past Continuous</li> <li>▪ Past Perfect</li> <li>▪ Past Perfect Continuous</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple Present</li> <li>▪ Present Continuous</li> <li>▪ Present Perfect</li> <li>▪ Present Perfect Continuous</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple Future</li> <li>▪ Future Continuous</li> <li>▪ Future Perfect</li> <li>▪ Future Perfect Continuous</li> </ul>

## 3. Simple Past Tense

The simple past tense is sometimes called the **preterit tense**. We can use several tenses to talk about the past, but the simple past is the one we most often use. So to speak, the simple past tense is correct for most actions and states in the past. There are only a few times when we absolutely need to use other past tenses.

### 3. 1. Form

- The simple past tense in regular verbs is formed by adding “ed” to the infinitive:
  - “To work – worked”
  - “To visit – visited”
  - “To sign – signed”
- Verbs ending in “e” and “d” only:
  - “To love – loved”.
- The same form is used for all pronouns and persons:
  - “I worked, she worked, they worked, it worked”

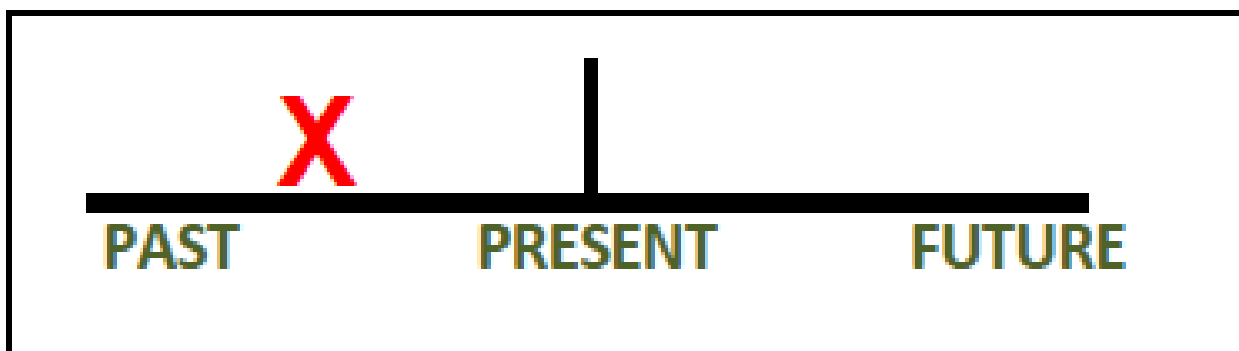
- The negative of regular and irregular verbs is formed with “did not or didn’t” and the bare infinitive:
  - I did not / didn’t work.
  - You did not /didn’t work.
- The interrogative of regular and irregular verbs is formed with “did + subject + infinitive”:
  - Did I work?
  - Did you work?
  - Did they visit?
- Negative interrogative: did you not work?

### 3. 2. Spelling Notes

- The rules about doubling the final consonant when adding “ing” “see the present continuous lecture” apply also when adding “ed”:
  - Admit, admitted
  - Stop, stopped
  - Travel, travelled
- Verbs ending in “y” following a consonant change the “y” into “I” before adding “ed”:
  - Carry, carried
  - Try, tried
- But “y” following a vowel does not change:
  - Obey, obeyed
  - Play, played

### 3. 3. Main Uses of the Simple Present Tense

- We use the simple past tense to talk about actions and states which **happened and finished** at specific time in the past. In short, it is about actions and states which we see as dead and completed in the past in which there is any relationship with the present time. This tense is used with words referring or indicating to finished times such as “yesterday, three weeks ago, last year, specific point of time in the past “in 2002”, from March to June, for a long time, in the last century, in the past, before, ago, ...”. It should be further noted that the time of the past action could be understood through the context”. This kind of actions can be represented diagrammatically as follows:



- We **passed** our BAC exam two years **before**.
  - The Algerian revolution **started** in November 1954.
  - The teacher **explained** the simple present tense **last week**.
  - I am second year master student and I **got** my BAC exam before
  - I **had** my breakfast before.
  - Last year, I **traveled** to India.
  - Last year, I **did not travel** to Japan.
- We use the simple past tense for many kinds of past events and situations. The events can be; **short, quick** finished actions and happening and **longer** situations. Notice that it does not matter how long ago the event is: it can be a few minutes or millions of years in the past. Also it does not matter how long the event is. It can be a few milliseconds (car explosion) or millions of years (Jurassic period). We use the simple past tense when: the event is **in the past**, the event is **completely finished** and when we say (or understand) the **time** and/or **place** of the event.

- Here are some **short** and **quick finished** events with the simple past tense:

<ul style="list-style-type: none"> <li>• Peter <b>broke</b> a window last night.</li> <li>• The car <b>exploded</b> at 9:00 am yesterday.</li> <li>• We <b>did not hear</b> the telephone.</li> </ul>		
Past	Present	Future
+	- - - -	- - - - -
The past action is very short.	The action does exist in the present	The action does exist in the future

- The Simple Past can be used with a duration which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc. Here are some **long** “over time” events and situations with the simple past tense:

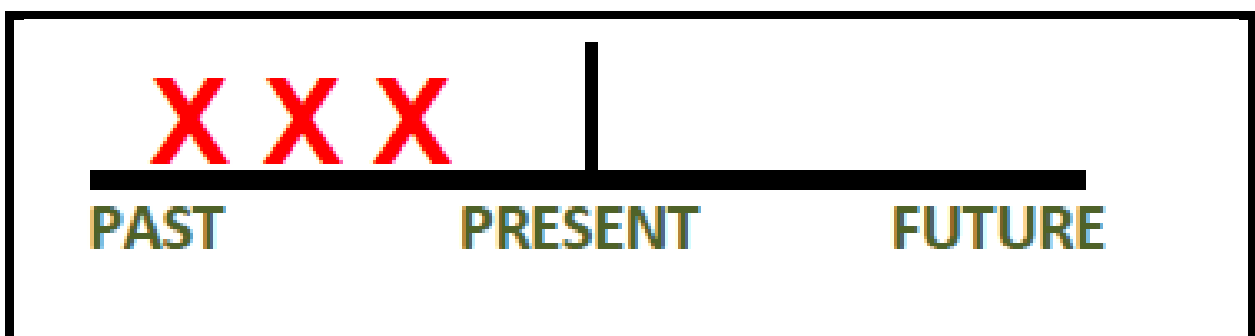
<ul style="list-style-type: none"> <li>• I <b>lived</b> in Bangkok for ten years.</li> <li>• I <b>spent</b> all my childhood in Scotland.</li> <li>• The Jurassic period <b>lasted</b> about 62 million years.</li> </ul>
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<ul style="list-style-type: none"> <li>• The Algerian revolution <b>took</b> more than 7 years.</li> <li>• The pre-historic took millions of years.</li> </ul>		
Past	Present	Future
+ + + + + + + + +	- - - -	- - - - -
The action is in the past and keeps longer period of time.	No relationship with the present	No relationship with the future

- The Simple Past can also be used to describe a habit which happened and finished in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, etc. Here are some **repeated** actions in the past:

<ul style="list-style-type: none"> <li>• Regularly every summer, Janet <b>fell</b> in love.</li> <li>• John was a taxi driver; he <b>drove</b> his car every morning.</li> <li>• They never <b>drank</b> wine.</li> <li>• He always <b>carried</b> an umbrella.</li> </ul>		
Past	Present	Future
+ + + + + + + +	- - -	- - - - -
This action repeated over particular in the past.	No relationship with the present	No relationship with the future

- The simple past tense is used to describe a series of completed action which may include events in stories and descriptions of past events. Note that when we tell a story, we usually use the simple past tense. We may use the past continuous tense to “set the scene”, but we almost use the simple past for the action. This kind of actions can be represented diagrammatically as follows:



- One day the Princess **decided** that she **didn't like** staying at home all day, so she **told** her father that she **wanted** to get a job.....

- The wind **was howling** around the hotel and the rain **was pouring** down. It **was** cold. The door **opened** and James Bond **entered**. He **took** off his coat, which **was** very wet, and **ordered** a drink. He **set down** ....”
- The simple past tense is used in **conditional sentences, type 2 for unreal if-clauses** in the present.
  - If I **lived** near my office I’d be in time for work.
  - If I **were** you I’d plant some trees around this house.
  - If you revised your lessons very well you would succeed in your final test.

## Summary

The simple past tense is used for actions happened and finished in the past. With regular verbs, it is formed by using the base verb with “**-ed**”. With irregular verbs, the base verb is not formed with “**-ed**,” for example, the simple past tense for the base verb “**buy**” would be “**bought**”: singular. The common way of using the simple present tense is when:

- To describe actions or events completed at a definite time in the past either as short, long or repeated actions.
- To describe actions or events completed in the past where the time is understood but not mentioned (typically in narrative).
- To describe series of past actions.
- To describe repeated or habitual actions or behavior in the past (often with adverbs of frequency).

## Exercise 1

**Complete these sentences in the Simple Past Tense, using the correct verb form this list “play, enjoy, watch, listen, talk, phone, stop, walk, travel, like and stay”. One example is given.**

- I *watched* the late film on TV last night.
- 1. We really ..... the concert last night. It was great!
- 2. She ..... with friends in Algeria last summer.
- 3. Italy ..... very well in the last World Cup.
- 4. Her parents ..... by train from Shanghai to Moscow.
- 5. I ..... you four times last night but you were out.
- 6. We ..... along the beach yesterday. It was lovely.
- 7. She ..... the film but she didn’t like the music.
- 8. The men ..... work at exactly one o’clock.
- 9. I ..... to the new Sting album yesterday. It’s great.
- 10. They ..... to us about their trip to Paris. It was very interesting.

## Exercise 2

Complete the man's statement with the Past Simple form of the verbs in brackets:

1. Last night I ..... (go) to my favorite restaurant in West Street. I ..... (leave) the restaurant at about 11 o'clock. It ..... (be) a warm evening and I ..... (decide) to walk along the beach.
2. Suddenly, I ..... (hear) a noise. I ..... (turn) and ..... (see) three boys aged about eighteen. One boy ..... (come) up to me and ..... (ask) me the time. When I ..... (look) down at my watch, he ..... (hit) me and I ..... (fall) to the ground. Another boy ..... (take) my wallet. I ..... (shout) for help. Then they ..... (run) away.

## Exercise 3

Fill in the blanks with the Simple Past form of the verbs:

Benjamin Franklin **was born** (be born) in Boston in 1706. He .....1..... (be) the fifteenth of the seventeen children of a poor candle maker. He .....2.....(go ) to school only one year. He .....3..... (begin) to work when he was twelve. At the age of fourteen he ...4..... (decide) to be a writer. He.....5.... (copy) the great stories of famous writers and later he ...6... (become) the best known writer in his time.

When he ...7..... (be) seventeen, he .....8..... (leave) Boston and ...9... (arrive) in Philadelphia with only a few pennies in his pocket. He ...10..... (get) a job a publisher of a newspaper and .....11..... (retire) from business as a very rich man at forty-two. Then he .....12..... (spend) the next forty years for his government. He .....13..... (play) an important role in the founding of the USA.

Franklin ...14..... (be) also an important scientist and inventor. He .....15..... (make) electricity from a cloud on a kite string. He .....16..... (write) one of the first text books on electricity. He .....17..... (invent) a simple lightning rod and many other practical tools. He .....18..... (make) a study of water and .....19..... (discover) many principles of hydrodynamics. He even .....20..... (invent) bifocal glasses when he was seventy-eight and .....21..... (need) them himself.

Franklin .....22..... (do) all these things and many more because he ...23..... (believe) he ...24..... (can).

## Exercise 4

Fill in the blanks with the Simple Past form of the verbs between brackets in the following sentences:

1. I (*eat*)..... dinner at six o'clock yesterday.
2. A: ..... Helen (*drive*)..... to work? B: Yes, she .....
3. My neighbor (*buy*)..... a new car last week.

4. They (*go*)..... to Italy on their last summer holiday.
5. A: .....they (*swim*)..... at the beach? B: No, they.....
6. My family and I (*see*)..... a comedy movie last night.
7. First, we (*do*..... exercise, and then we (*drink*)..... some water.
8. Suddenly, the animal jumped and (*bite*)..... my hand.
9. What time (*do*)..... you (*get up*)..... this morning?
10. The Wright brothers (*fly*)..... the first airplane in 1903.
11. I think I (*hear*)..... a strange sound outside the door one minute ago.
12. When I was ten years old, I (*break*)..... my arm. It really (*hurt*).....
13. The police (*catch*)..... all three of the bank robbers last week.
14. How many times (*do*)..... you (*read*)..... that book?
15. Unfortunately, I (*forget*)..... to (*bring*)..... my money.

## Past Tenses: Past Continuous Tense

### Description of the Lecture

This lecture is about the past continuous tense. It explores key elements related to the forms and uses of the past continuous tense. Throughout of the unit students will become familiar with the relevant theory, examples and exercises.

### Objectives of the lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview of the past continuous tense.
2. List the form and uses of the past continuous tense.
3. Enable learners to reflect more on the differences between the simple past and past continuous tenses in terms of form, meanings and uses.
4. Compose correct, meaningful and functional sentences using either the simple past or past continuous tenses.

### Introduction

Progressive tenses always happen over time, so past progressive tense means that the action happened over a period of time in the past. In this respect, the past continuous tense describes past events which went on for a particular period or moment of time. We use it when we want to emphasize the continuing process of the activity, event, and action or the period of that action. The action started before that moment but has not finished at that moment.

#### 1. Form



The past continuous tense is formed by the past tense of the helping verb “to be” + the present participle of the main verb.

**Subject + (was / were ) + stem of the main verb + ing**

Affirmative	Negative	Interrogative
I was working	I was not working	Was I working?
You were working	You were not working	Were you working?
He/she/it was working	He/she/it was not working	Was he/she/it working?
We were working	We were not working	Were we working?
You were working	You were not working	Were you working?
They were working	They were not working	Were they working?

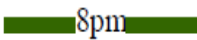
## 2. The Spelling of the Present Participle

- When a verb ends in a single “silent” “es”, this “e” is dropped before “ing”.
  - Argue          arguing
  - Hate            hating
- Except after “age, dye, and sing” = ageing, dyeing, singeing
  - And verbs ending in “ee” like “see, agree” = seeing, agreeing
- However, when a verb ends in an “e” which is not silent, the final “e” is not dropped before the ending “ing” is added. Examples:
  - To be    being
  - To see   seeing
- When a verb ends in “ie”, the “ie” is changed to “y” before the ending “ing” is added. Examples:
- When a verb of one syllable has no vowel and ends in a single consonant, this consonant is doubled before “ing”
  - Run      running
  - Stop     stopping
- Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant in case the stress falls on the last syllable: this consonant is doubled before “ing”. Examples:
  - Admit    admitting
  - Begin     beginning
- But if stress does not fall on the last syllable, the last consonant is not doubled:
  - Budget    budgeting
  - Enter     entering

- Final “L” after a single vowel is, however, always doubled “except in American English”. Examples:
  - Signal      signaling
  - Travel      travelling
- The “Ing” can be added to a verb ending in “Y” without affecting the spelling of the verb. Examples:
  - Carry      carrying
  - Enjoy      enjoying

### 3. Main Uses of the Past Continuous Tense

- It is used with a point in time “the time is known and important”, it expresses an action which began before that time and probably continued after it in the past. So to speak, when we want to say that something was in progress “going on” around a particular past time or point of time in the past. This kind of actions can be represented diagrammatically as follows:

At 8pm yesterday, I <b>was watching</b> TV.		
past	present	future
		
At 8pm, I was in the middle of watching TV.		

- At 8 pm yesterday, I **was watching** TV.
- I **was working** at 10 pm yesterday.
- The teacher **was explaining** the lesson at 0 o'clock.
- It is used chiefly for past actions which continued for some time but whose exact **limits are not known** and are **not important**. It might be expressed diagrammatically “.....the action .....” Indicates uncertainty about times of starting or finishing. Examples:
  - It **was getting** darker.
  - I **was eating** my breakfast.
  - He **was watching** his favorite show.
  - The system **was weakening** from time to time.

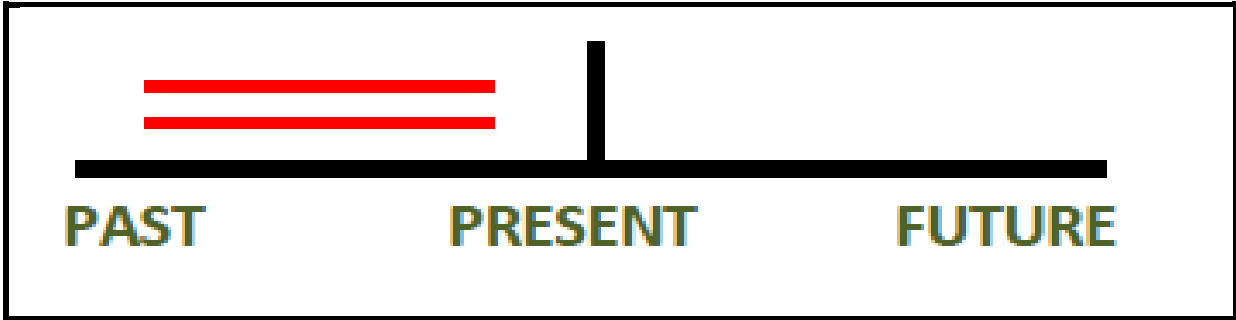
<b>John was eating with Mary.</b>		
Past	Present	Future

.....+++ <b>eating</b> +++..... - - - - - - - - - - - - - - -		
The action of eating existed in the past but without clear limits.	No found in the present	No presence of the action in the future

- The past continuous tense is used with the simple past tense for an **interrupted action in the past**. We use the past continuous tense to refer to a longer “background” action or situation; the simple past refers to a shorter action or event that happened in the middle of the longer action, or that interrupted it. We can join the two ideas with when or while. So the continuous action is the **interrupted one** while the simple past action is the **interrupting second** action. This kind of actions can be represented diagrammatically as follows:

past	present	future
Long action.		
<p>I <b>was watching</b> TV at 8pm.</p> <p>    ■ 8pm ■</p> <p>    ■</p> <p>You <b>telephoned</b> at 8pm.</p>		
Short action.		

- I **was watching** TV at 8 pm when you **telephoned** me.
  - The teacher **was explaining** the lesson when the headmaster **knocked** on the door.
  - As I **was walking** down the road, I **saw** Bill.
  - The Algerian battle **took place** when All Algerians **were fighting** the French colonization.
- The past continuous is used for two parallel actions in the past. When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel. This kind of actions can be represented diagrammatically as follows:



- I was **studying** while he was **watching television**.
- While Tina was **making** dinner, John was **fixing** the sink.
- **Were you listening** while he was **talking**?

### Important Reminder:

- We can join these two actions with **when**:
  - I was watching TV **when** you telephoned.
- Notice that "when you telephoned" is also a way of defining the time [8pm]. We use:
  - **While** is used with two continuous and simultaneous actions. We usually use **while** when we have two *continuous* actions taking place at the same time. **while + long action** (past continuous tense)
  - **When** is used with two single and simultaneous or close together actions. We usually use **when** for single actions that happen almost simultaneously or very close together (one after the other). **when + short action** (simple past tense) Consequently, there are four basic combinations.

	I was walking past the car	<b>when</b>	it exploded.
<b>When</b>	the car exploded		I was walking past it.
	The car exploded	<b>while</b>	I was walking past it.
<b>While</b>	I was walking past the car		it exploded.

- Verbs which are not normally used in the continuous tenses. The continuous tenses “past continuous” are chiefly used for deliberate actions. So some verbs are, therefore, not normally used in the continuous and have only the simple past tense, the simple form. These verbs can be grouped as follows:
  - **Verbs of the senses** (involuntary actions): feel, hear, see, smell, notice,
  - **Verbs expressing feelings and emotions**; admire, adore, appreciate, desire, detest, dislike, fear, hate, like, loathe, love, mind, respect, value, want, wish,
  - **Verbs of mental activity**; agree, assume, believe, expect, forget, know, understand, mean, perceive, realize, recognize, remember, suppose ...
  - **Verbs of possession**; belong, owe, possess...
  - **The auxiliaries**; except “**be**” and “**have**” in certain uses.

### 3. 3. Simple Past and Past Continues Tenses Differences

Past continuums tense can be used as an alternative to the simple past tense to indicate a more **casual, less deliberate** action:

- I was **talking** to Tom the other day. (The past continuous here gives the impression that the action was in no way unusual or remarkable. It also tends

to remove responsibility from the subject. In the above example it is not clear who started the conversation, and it does not matter. Note the contradiction with the simple past tense; I **talked** to Tom, which indicates that the subject took the initiative.

- From four to six Tom **was washing** the car. (This would indicate that this was casual, possibly routine action. Compare with:
- From four to six Tom **washed** the car. (This would imply more a deliberate action by Tom.)

## Summary

The past progressive tense is used for an activity that was in progress over time or at a specified point in the past. It is formed by using “**was,**” or “**were**” with the present participle of the base verb. The common way of using the simple present tense is when:

- Action in progress at a particular time:
- Background action (I was sleeping when he arrived).
- Simultaneous action (I was trying to hear what the man was saying. Mary was waking up while Ann was cleaning).
- Temporary action (may be regular) (We were sleeping in the kitchen during that cold winter. I was living with my parents waiting for my apartment to be redecorated.).
- To express an incomplete action (He was reading a book that night. – *as opposed to a complete action* – He read a book that night.).

## Exercise 1

**Fill in the blank spaces in the following sentences with either the simple or the progressive form of the past tense of the verb given at the end of each (whichever you think is appropriate).**

1. He.....the room and .....down in the chair. (cross, sit)
2. When we set out early this morning the un.....(shine)
3. As he.....the road a bus.....him down. (cross, knock)
4. The passenger in the next seat to me.....a newspaper. (read)
5. He.....and.....his leg as he was alighting from a bus. (slip, injure)
6. My grandfather was seventy-five years old when he.....(die)
7. When the doctor arrived he realized that the patient .....(die)
8. The sound of their conversation.....the baby. (waken)
9. We were told that the manager could not see us at that moment, a he.....some letters to his secretary. (dictate)

10. When he took off his hat I noticed that his hairs.....grey. (go)
11. My husband.....quite a lot of money for that picture. (pay)
12. At one time it .....several weeks to get from Britain to America by sea. (take)
13. A schoolboy.....a purse full of money lying in the gutter. (find)
14. We.....someone opening the gate. (hear)
15. When we.....he.....the lawn. (arrive, mow)

### Exercise 2

**Complete the sentences with the words in parentheses using the Simple Past or the Past Progressive with justification:**

1. Sally .....1... (eat) dinner last night when someone ...2..... (knock) on the door.
2. I began to study at seven last night. Fred .....1..... (come) at seven-thirty. I .....2..... (study) when Fred .....3..... (come).
3. While I .....1..... (study) last night, Fred .....2..... (drop by) to visit me.
4. My roommate's parents .....1..... (call) him last night while we .....2..... (watch) TV.
5. My mother called me around five. My husband came home a little after five. When he ...1..... (come) home, I .....2..... (talk) to my mother on the phone.
6. Yesterday Tom and Janice .....1..... (go) to the zoo around one. They .....2..... (see) many kinds of animals. They stayed at the zoo for two hours. While they .....3..... (walk) home, it ....4..... (begin) to rain, so they .....5..... (stop) at a small café and .....6..... (have) a cup of coffee.
7. Yesterday afternoon I .....1..... (go) to visit the Parker family. When I .....2..... (get) there around two o'clock, Mrs. Parker .....3..... (be) in the yard. She .....4..... (plant) flowers in her garden. Mr. Parker .....5..... (be) in the garage. He .....6..... (work) on their car. He .....7..... (change) the oil.

### Exercise 3

**Put the verb in the correct form: past simple or past continuous.**

1. I ..... (dream) when the alarm clock ..... (go off).
2. They ..... (wait) for me when I..... (arrive).
3. The phone ..... (ring) while I ..... (have) a shower.
4. We ..... (not/go out) last Sunday because it ..... (rain).
5. I ..... (see) Kim at the party. She ..... (wear) a new dress.
6. I ..... (break) a bowl this morning. When I .....(wash) the dishes it just ..... (slip) out of my hand onto the floor!
7. When he ..... (carry) the table, he ..... (feel) a sharp pain in his back.
8. Sarah ..... (go) down the stairs when the lights ..... (go out).

9. We ..... (watch) TV when someone..... (come) to the door and ..... (knock) very loudly.
10. What ..... (you/do) at this time yesterday? Oh, I ..... (prepare) the dinner.
11. I ..... (fall) asleep while I ..... (watch) television.
12. At 12:45 yesterday, Mr. Alright..... (see) a client in his office.

## Past Tenses: Past Perfect and Past Perfect Continuous Tenses

### Description of the Lecture

This lecture is about the past perfect and past perfect continuous tenses. It explores key elements related to the forms and uses of the given tenses. The pedagogical procedures of the unit count on the relevant theory, examples and exercises.

### Objectives of the Lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce an overview of the past perfect and past perfect continuous tenses.
2. List the forms and uses of the past perfect and past perfect continuous tenses.
3. Enable learners to reflect more on the differences between the past perfect and past perfect continuous tenses.
4. Compose correct, meaningful and functional sentences using either the past perfect or past perfect continuous tenses.

## 1. Past Perfect Tense

### 1. 1. Form

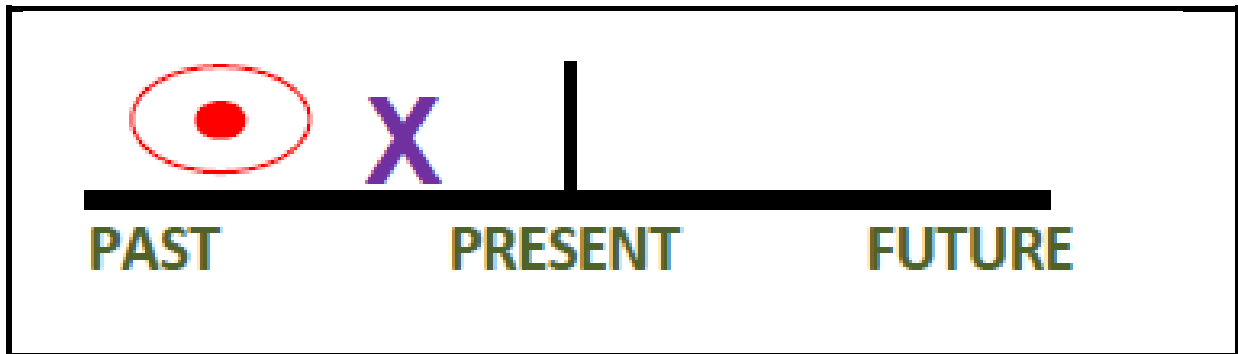
This tense is formed with “**had**” and the **past participle** of the main verb:

- Affirmative: I **had worked** etc.
- Negative: I **had not worked** etc.
- Interrogative: **had I worked?** Etc.
- Negative interrogative: **had not I worked?** Etc.

### 1. 2. Uses of Past Perfect Tense

- The basic meaning of the past perfect tense is “**earlier past**”. Common use is to ‘go back’ for a moment when we are already talking about the past, to make it clear that something had happened at the time we are talking about in the past. It is used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show

the action that took place earlier. We can use time conjunctions “**after, as soon as, when , once**” to talk about two actions or events that happened one after the other “two consecutive past actions, the first one is in the past perfect and the second one is in the simple past tense.” The time conjunctions emphasize that the first action is separate, independent from the second and completed before the second action started. This kind of actions can be represented diagrammatically as follows:



- When I **arrived** at the party, Lucy had already **gone home**. “We are already talking about the past, and want to talk about an earlier past”.
- As soon as he **had finished** his exams, he **went** to Paris for a month. “one action caused the other”
- When I **had written** my letters, I **did** some gardening. “Not when I wrote my letter, I did some gardening.”
- All ministers **had arrived** at the Presidential House before Mr. President **came**.
- Before Mr. President **came**, all ministers **had arrived** at the Presidential house.
- He **visited** the Park Mall at Setif city after he **had finished** his classes.
- Hundreds of students **had waited** for the exam when the teacher arrived to the classroom.
- Ann **had got** his Master Degree from Harvard University before she **became** a famous lecturer at Harvard 2 University.
- I **had** never **seen** such a beautiful place before I went to Zurich.
- I did not have any money because I **had lost** my wallet.
- **Had** John ever **studied** German before he moved to Germany?

#### Important Reminder:

When we have **two consecutive past** actions, the **second** one is always in the **simple past** and the **first action** is either in the **past perfect** tense for a complete action or **past continuous** for a continuing action. So the question of past perfect or



past continuous actions can be answered by the following two parameters:

- The use of reason and logic “concession of past actions”
- The case of chronological order of actions “first action then the second action”
- The **absence of interruption** for the case of past perfect and simple past tenses.
- The **presence of interruption** for the case of present continuous tense and simple past tense.
- The **absence of interruption** corresponds to the quality of **sequential** actions.
- The **presence of interruption** corresponds to the quality of **simultaneousness** actions.

- The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.
  - I **told** her that I **had finished** my work. “It joined one past action with another one in earlier past time.”
  - I **wondered** who **had left** the door open.
  - I **thought** I **had sent** the money a week before.
- It is also used to describe unreal events, hopes, and wishes in the past. After “**if, wish, and would rather**” we use past perfect to talk about events that did not happen or unrealized. Here, it is the case of **conditional type 3**.
  - If I **had gone** to university I would have studied medicine. “But he did not go to university.”
  - I wish if you **had told** me the truth. “But you did not do it.”
  - I’d rather she **had asked** me before borrowing the car.

## Summary

The past perfect tense is used when one past event was completed before another past event or stated past time. It is formed by using “**had**” plus the past participle of the base verb (I, you, s/he/it, we, they **had forgotten**). The common way of using the simple present tense is when:

- Expresses a past event/situation occurring before a particular time/event in the past - used not to express an action in distant past but only in comparison with another past action. (She had lost her job, so she was working as a waitress.) So presence of two past actions is a must for the use of past perfect tense.

## 2. Past Perfect Continuous Tense

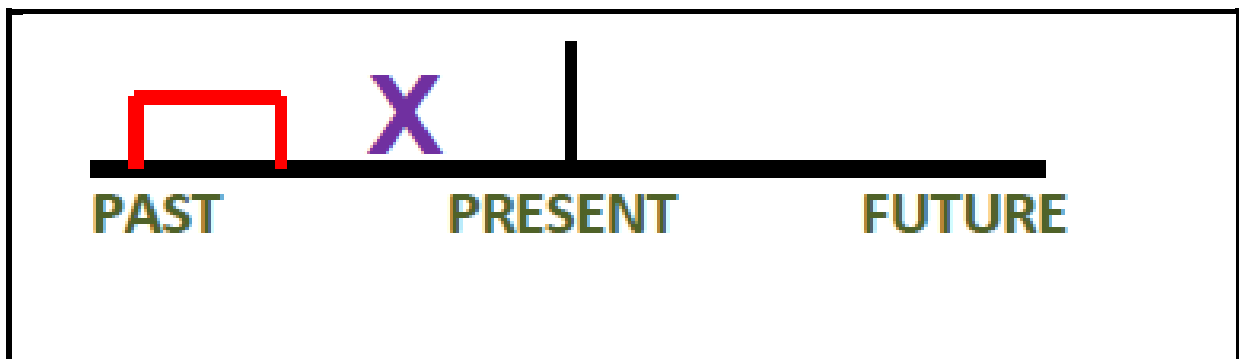
### 2. 1. Form

- This tense is formed with “had been” + the present participle of the main verb. It is therefore the same for all persons. Examples:

- I **had been working**. “Affirmative”
- They **had not been working**. “Negative”
- **Had you been working?** “Interrogative”
- **Had not you been working?** Or had you not been working? “Negative Interrogative”

## 2. 2. Main Uses of the Past Perfect Continuous Tense

- The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect. This relationship implies that when the action began before the time of speaking, and continued up to that time, or stopped just before it, we can often use either form. So we use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past. This kind of actions can be represented diagrammatically as follows:



- They **had been talking** for over an hour before John arrived.
- She **had been working** at that company for three years when it went out of business.
- How long **had you been waiting** to get on the bus?
- It was now six and he was tired because he **had worked** since dawn = it was now six and he was tired because he **had been working** since dawn.
- The boy was delighted with his new knife. He **had been wanting** one for a long time.
- Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect. So Past Perfect Progressive is used to report an action or event that happened before a point in the past and whose effects are still visible at that point (in the past). Examples:



If you do not include duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Past Continuous rather than the Past Perfect Continuous. Be careful because this can change the meaning of the sentence. Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes duration of time before something in the past. Examples:

- He was tired because he **was exercising** very hard. (This sentence emphasizes the fact that he was tired because he was exercising at that exact moment)
- He was tired because he **had been exercising** very hard. (This sentence emphasizes the fact that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment or that he had already finished exercising)

## Summary

The past perfect progressive tense is used to indicate actions that ended or will end at a specified time or before another action. It is formed by using “**had**” plus “**been**” plus the present participle of the base verb (I, you, s/he/it, we, they **had been looking**). The common way of using the simple present tense is when:

- It is used to emphasize the duration of a continuous activity that took place before or up to and including a particular time/event in the past.
  - He returned to Vienna where he had been negotiating the oil prices.
  - I thought he needed some fresh air.
  - He had been sitting there all day.)

## Macro Summary to the Past Tenses

When you write a narrative about an event that occurred in the past, you will use the different forms of the past tense. The different forms will allow you to show the difference between actions which may be completely finished, continue into the present, or actions which may have taken place over a period, or duration, of time in the past. Additionally, you may want to show that events or conditions occurred in a sequence (first, next, and last) in the past. For example:

- I graduated from college in 2005. Your graduation was a single event. It is completely over; although you continue to be a graduate, the day you wore your cap and gown and received your degree is over. Use the simple past tense.
- I was preparing dinner when the phone rang. Each of the events is over. You prepared the dinner yesterday, and the phone rang yesterday. Show that a continuing action was interrupted by using the past continuous tense.
- I was living in India at the time. I shopped at the outdoor markets every day. Again, each of these events is over. You no longer live in India, and you no longer

shop in the markets. Use the past continuous tense to show that your life in India was a duration, or period, of time. During that time you shopped at the markets.

- I had viewed the film before I read the book. Both of these actions happened in the past. Use the past perfect tense to indicate that one event occurred before the other.
- I had been looking for my shoes when I found his lost wallet. Again, both of these actions are past. Use the past continuous tense to show that one action was in progress when another event occurred.

## Exercise 1

**Supply a suitable Simple Past or Past Perfect Tense with justification:**

1. They ..... (go) home after they ..... (finish) their work.
2. She ..... (just / go) out when I called her.
3. My brother ..... (eat) all the pie before we got back.
4. He wondered why I ..... (not / visit) him before.
5. She said that she ..... (already / see) the Pyramids.
6. The fire ..... (spread) to the next building before the firemen ..... (arrive).
7. They drank small cups of coffee, after they ..... (finish) dinner.
8. He told me he ..... (catch) a young lion.
9. His mother .... (worry) a lot about him before she ..... (hear) that he was safe.
10. He ..... (already / learn) English before he ..... (leave) for England, but before he arrived in England, he ..... (forget) some.
11. Mary ..... (go) swimming after she ..... (come) home. After she ..... (swim), she ..... (call) her friend John.
12. After they ..... (finish) their breakfast, they ..... (leave) for school.
13. Linda ..... (play) tennis after she ..... (do) her homework.
14. My father ..... (water) the flowers after he ..... (clean) the car. After he ..... (water) the flowers, he ..... (have) dinner.

## Exercise 2

**Fill in the following sentences by using Past Perfect Continuous Tense:**

1. I was tired because I ..... (type) for a long time.
2. Her boss was very angry with her because she ..... (come) to work very late.
3. I didn't know about the earthquake because I ..... (not / watch) television.
4. She was too fat because she ..... (not / keep) her doctor's advice.
5. I took my car to the garage because the brakes ..... (not / work).
6. She had to go to the dentist because she ..... (not / clean) her teeth.

7. He got bad marks because he ..... (not / study) hard.
8. She wasn't at home. She ..... (go) out with her boyfriend.
9. I thought I ..... (behave) like a stupid man.
10. He ..... (study) English) very hard for the last few days.

### Exercise 3

**Complete the sentences using the past perfect or the past perfect continuous.**

1. By the time I got home they .....(eat) all the cake.
2. The room was very smoky. I could tell that my brother ..... (smoke) in there all afternoon.
3. She retired at fifty-five, but she ..... (work) hard all her life.
4. James was very irritable. He ..... (look) for his contact lens for an hour and he still .....(not / find) it!
5. I was furious with Tom when he arrived. I ..... (wait) for him for hours.
6. Harry was sad to sell his car. He..... (have) it for a long time.
7. Mary was covered in white paint. She .....(decorate) the kitchen all afternoon.
8. Lucy went into the sitting room. The TV was on. Her brother ..... (watch) it and..... (forget) to switch it off.
9. Hattie felt terribly sick. She .....(eat) too many cream cakes.
10. The journey was incredibly long. We ..... (travel) for ten hours and we weren't even half way yet.

### Exercise 4

**Complete the sentences using the present perfect or past perfect.**

1. The park looked awful after the music festival. People .... (leave) litter everywhere.
2. You ..... (make) a mistake. I am not the person you are looking for.
3. When we arrived at the cinema, the film ..... (already/start).
4. It isn't raining now. It ..... (finally/stop).
5. I am really not very hungry. I ..... (just/have) lunch.
6. His apartment was really dirty. He obviously ..... (not/clean) it for weeks.
7. At last the Board of Directors were ready to announce their decision. They ..... (make) up their mind.
8. I am so exhausted..... (really/have) a tough week.
9. The ball hit the back of the net before the goalkeeper ..... (notice).
10. The CEO didn't speak until he ..... (hear) all the arguments.

## Present Tenses: Simple Present Tense

## Description of the Lecture

This unit is about the simple present tense. It explores key ideas about the forms, meanings and uses of the simple present tense. Throughout the unit students will become familiar with the contexts of the simple present. Key content of the unit includes theory and practice.

## Objectives of the lecture

When students have completed this unit, they should be able, among other things, to;

1. Define the simple present.
2. List the form and uses of the simple present tense.
3. Compose correct, meaningful and functional sentences using the simple present tense.

## 1. Form

The simple present tense is one of two present tenses of English language, and it is used in various ways. In the affirmative form the simple present has the same form as the infinitive but adds “s” for the third person singular. It is formed by using the base verb or the base verb with “-s” or “-es” and can be singular (I **listen**, you **listen**, s/he/it **listens**) or plural (we **listen**, you **listen**, they **listen**). When the verb is irregular, be sure to use the proper form of the verb; for example, with the irregular verb “**be**,” use the following: singular (I **am**, you **are**, s/he/it **is**); plural (we, you, they **are**).

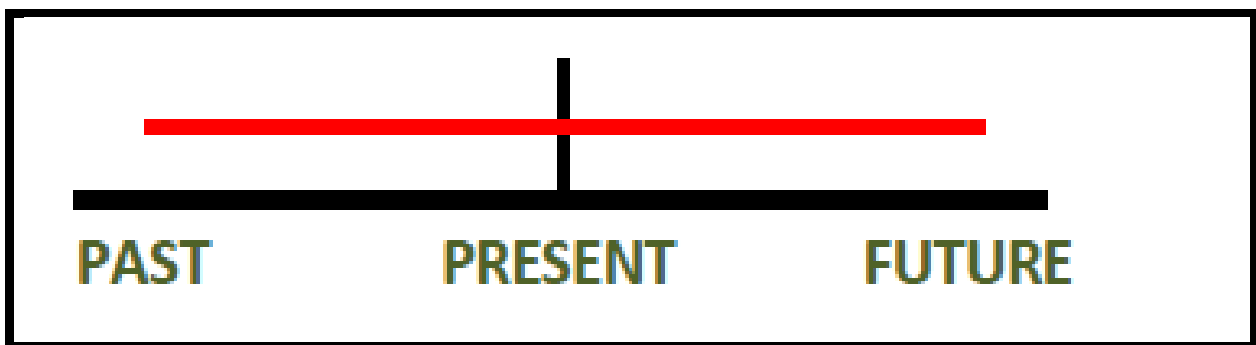
## 2. Spelling Notes

- Verbs ending in “ss, sh, ch, x, and o” take “es” instead of “s” alone, to form the third person singular. Examples:
  - I kiss            he/she/it kisses
  - I rush            he/she/it rushes
  - I watch          he/she/it watches
  - I box             he/she/it boxes
  - I do               he/she/it does
- When “y” follows a consonant we change the “y” into “i” and add “es” to the verb: Examples:
  - I carry          he/she/it carries
  - I copy            he/she/it copies
  - I try              he/she/it tries
- But verbs ending in “y” following a vowel obey the usual rule. Examples:
  - I obey            he/she/it obeys

- I say            he/she/it says
- They play      he/she/it plays

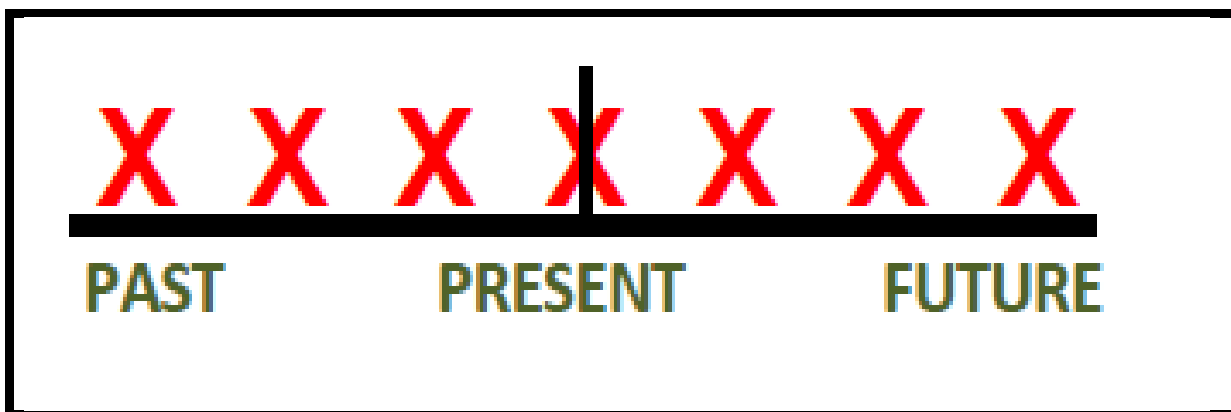
### 3. Main Uses of the Simple Present Tense

- The simple present tense is used for stating **general truths, eternal universal truths, scientific laws** and **things that are true in general all the time**. Here, we are talking about **facts** and unchanging situations. The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things. This kind of actions can be represented diagrammatically as follows:

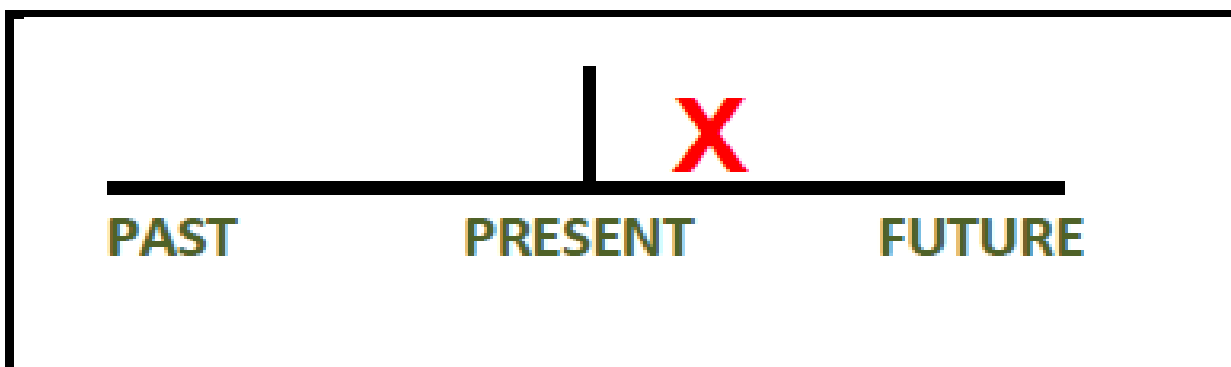


- The earth **moves** round the sun.
- The earth planet **takes** the egg like shape.
- I **am** an Algerian citizen.
- The sun **rises** in **the East**.
- The Pacific Ocean **is** the **largest** ocean in the world.
- Smoking **damages** your lungs.
- Water **becomes** ice at **0 degree**.
- Light **travels** faster than sound many times.
- A square **has** four sides.
- Gravity on the earth **makes** objects falls down.
- The simple present tense is used to express the idea that an action is **regular, usual, repeated, normal activities** and **routine duties** or events which we do every frequently and occur at regular intervals. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do. It is used with adverb or adverb phrases of frequency to indicate an idea of repetition and regularity. Adverbs of frequency are like “**always, usually, never, occasionally, often, sometimes, every week, every day, twice a year, etc.**” This kind of actions can be represented diagrammatically as follows:






- They **drive** to the office **every day**.
  - She **does not come** here **very often**.
  - The news **usually starts** at 6:00 every morning.
  - **Do you usually have** bacon and eggs for breakfast?
- The simple present tense is also used when we talk about **scheduled events** in the near future. This is most commonly done when talking about public transportation such as **plans, arrivals, departures, time-tables, program of events, charts, and classes**. You can't do this for most future actions; you can only do it for actions that are scheduled. It's not necessary to use simple present for scheduled events; the future tense or present continuous tense are also okay. This kind of actions can be represented diagrammatically as follows:



- Christmas Day **falls** on a Monday this year.
  - The plane **leaves** at 5:00 tomorrow morning.
  - The bus **does not arrive** at 8 AM, it **arrives** at 8 PM.
  - When **do** we **board** the bus?
  - The movie **starts** at 9 o'clock.
  - The first semester exams **take place** the next week.
- We use the present simple tense to talk about **actions we see as long term or permanent or regarded as permanent**. Here, it is about actions which happen all

the time, in the past, present and future. In the sense that it is not limited to a particular time. This kind of actions can be represented diagrammatically as follows:

<b>John drives a taxi.</b>		
<b>past</b>	<b>present</b>	<b>future</b>
		
It is John's job to drive a taxi. He does it every day. Past, present and future.		

- John **drives** a taxi. (It is John's job to drive a taxi. He does it every day. Past, present future.)
  - We **have** two children.
  - Most people **like** trendy clothes.
- In addition, the present tense is used when referring to **printed materials**, and when describing events portrayed in a book, film, opera, play, sport events, public functions, proverbs, sayings or other works of arts. Examples:
- The report **presents** the information clearly.
  - At the end of the film, the hero **finds** the hidden treasure.
  - Actions **speak** louder than words.
- It is used also to describe a **series of actions**, when giving information, orders, or instructions. Examples:
- How **do I get** to the station?
  - First, you **go** along Victoria Street, then you **turn** left, etc.
- Simple present when discussing literature. In academic situations, especially when writing papers, it's traditional to use simple present as the main tense to tell the story of a work of fiction like a novel, a play, or a short story, even if the work itself is written in the past tense. Example:
- *Romeo and Juliet* **tell** the tragic story of two young lovers. Two families in the town of Verona, the Capulets and the Montagues, **hate** one another. Romeo **is** the son of the Montague family and Juliet **is** the daughter of the Capulets. Romeo and Juliet **meet** at a party, **fall** in love, and secretly **make** plans to get married. Soon after the young couple **marry**, Juliet's cousin, Tybalt, **kills** Romeo's closest friend. Romeo, in a blind rage, **kills** Tybalt. This **starts** a series of events that **ends** in the two lovers' deaths.
- It is often used instead of "**will+ infinitive**" in subordinate clauses "conditional sentences" that refer to the future. . Examples:
- I will phone you when I **get** home.

- I will warn anybody that **touches** my possessions.
- If you **revise** your lessons very well, you will get good marks in the final exam.
- A description, professional activities and definition. Examples:
  - A baker bakes bread.
  - A doctor **works** in a hospital. He **examines** the sick people. He **gives** medicine too.
  - Teachers **teach** in schools. They **explain** and **give** homework and correct students' worksheet.
  - An architect is a person who **plans** a new building.
- The simple present tense must be used instead of the present continuous with verbs which cannot be used in the continuous “progressive” form. Some verbs are never or hardly used in progressive forms. Even if the meaning is about an idea of continuation “just around now”. Many of these non-progressive verbs refer to state rather than actions. Some of them refer to mental states and emotional reactions like “know, think, believe, doubt, feel, hate, imagine, like, love, prefer, realize, recognize, remember, understand, see, suppose, want, wish”, some others refer to the use of senses such as “feel, hear, see, smell, sound, taste”, some others are about communicating and causing reactions like “agree, appear, astonish, deny, look, impress, promise, mean, seem, satisfy, surprise, ...”. Examples;
  - I **am** here now.
  - She needs assistance right now.
  - I **like** this music.
  - I **see** what you mean.
  - They **envy** to participate in the race.

## Summary

The simple present tense is used primarily for actions occurring regularly, or at a set time in the future. It is formed by using the base verb or the base verb with “-s” or “-es”. When the verb is irregular, be sure to use the proper form of the verb; for example, with the irregular verb “be,” use the following: singular (I **am**, you **are**, s/he/it **is**); plural (we, you, they **are**). The common way of using the simple present tense is when:

- To refer to a situation or affairs as natural and factual (Water boils at 100 C.)
- To refer to a situation or state of affairs regarded as permanent. (He works in a bank.)
- To refer to repeated/habitual actions. (I take sugar in coffee. Do you smoke?)

- To discuss what happens in a book, play, movie, story, or an event. (He turns, shoots, and suddenly realizes he got the wrong target.)
- To express thoughts, feelings, immediate reactions to something at the present moment (God, he looks awful).
- In news headlines (Serial killer kills his 5th!)
- In explanations and instructions (You take the first turn left and then go straight ahead).
- With future reference as a part of a fixed schedule (The new semester starts on January fifth)

### Exercise 1

**Complete the following sentences by supplying the correct form of the verb given at the end of each. Use the present tense.**

- 1.....you.....playing football? (like)
2. A teetotaler.....not .....wine. (drink)
3. ....the doctor.....to see your brother every day? (call)
4. ....you.....tea or coffee? (prefer)
- 5.....your uncle.....that house? (own)
6. ....you.....to read mystery stories? (like)
- 7.....anyone.....where Susan has gone? (know)
8. How often.....you.....to the cinema? (go)
9. ....the cinemas.....on Sunday in your town? (open)
- 10.Where.....your friend.....when he goes to London? (stay)
- 11.To which station.....I.....to get a train for Liverpool? (go)

### Exercise 2

**Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative. Some examples are given.**

- Claire is very sociable. She *knows* (know) lots of people.
- We've got plenty of chairs, thanks. We *don't want* (want) any more.

2.

1. My friend is finding life in Paris a bit difficult. He..... (speak) French.
2. Most students live quite close to the college, so they ..... (walk) there.
3. My sports kit is really muddy. This shirt ..... (need) a good wash.
4. I've got four cats and two dogs. I ..... (love) animals.
5. No breakfast for Mark, thanks. He .....(eat) breakfast.
6. What's the matter? You .....(look) very happy.
7. Don't try to ring the bell. It ..... (work).

8. I hate telephone answering machines. I just..... (like) talking to them.
9. Matthew is good at badminton. He ..... (win) every game.
10. We always travel by bus. We ..... (own) a car.

## Present Tenses: Present Continuous Tense

### Description of the Lecture

This unit is about the present continuous tense. It explores key elements related to the forms and meanings of the present continuous tense. The pedagogical procedures of the unit count on the theory, examples and exercises.

### Objectives of the lecture

When students have completed this unit, they should be able, among other things, to;

1. Define the present continuous tense.
2. List the forms and uses of the present continuous tense.
3. Enable learners to reflect on the differences between the simple present and present continuous tenses.
4. Compose correct, meaningful and functional sentences using either the simple present or present continuous tenses.

### 1. Form

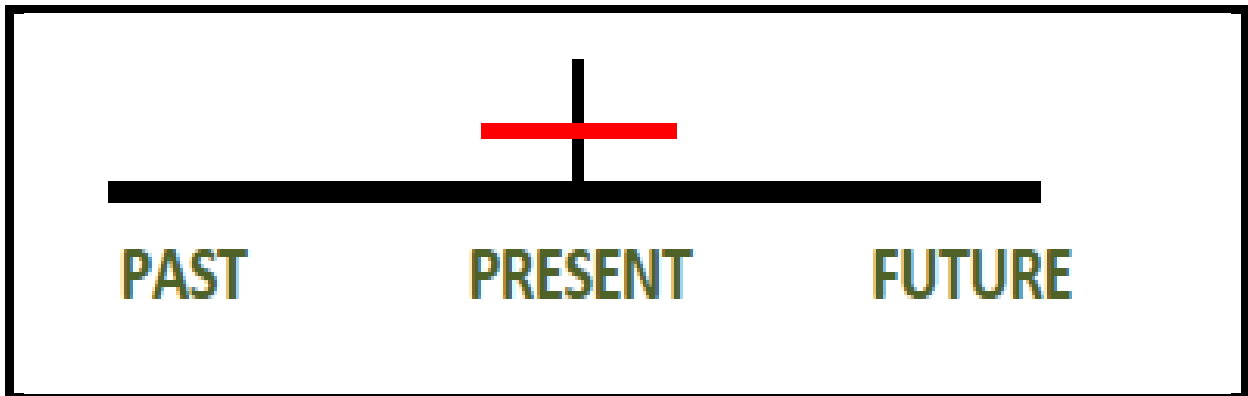
The present continuous “progressive” tense is formed with the present tense of the helping verb “to be” + the present participle of the main verb. See the following table with the example verb “to work” for more details.

**Subject + (am / is / are ) + stem of the main verb + ing**

### 2. Main Uses of the Present Continuous “Progressive” Tense

- It is used for an action **exactly happening right now** when we want to say that somebody is doing something or that something is happening at the moment of speaking. At this very moment. It can also be used to show that something is not happening now. Here it looks that the speaker is in a direct connection with the time of the action described. The action or event is in progress and not yet

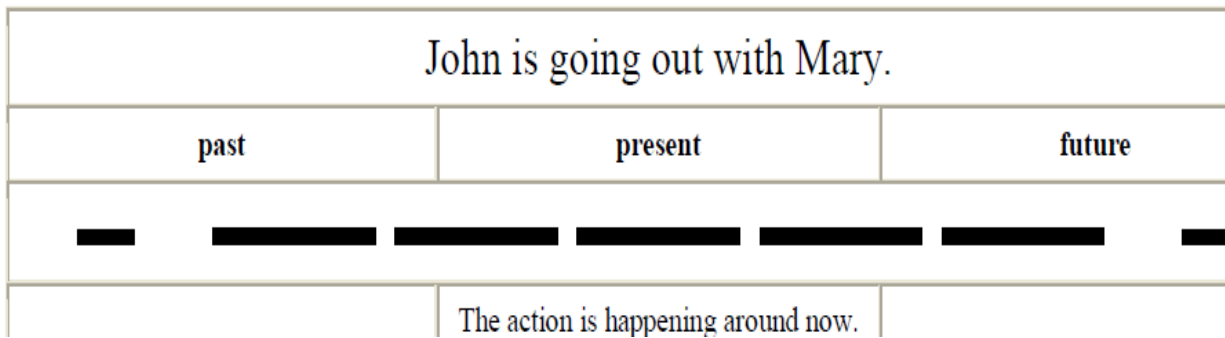
complete. Common phrases of time are “at the moment, at the present time, and now”. This kind of actions can be represented diagrammatically as follows:



- She **is washing** her hair now.
- She **is not washing** her hair now.
- They are attending the conference. (The speaker announces this idea exactly at the time of delivering the conference.)
- I **am eating** my lunch. (Right now I am taking my lunch.) see this example in this diagram below.

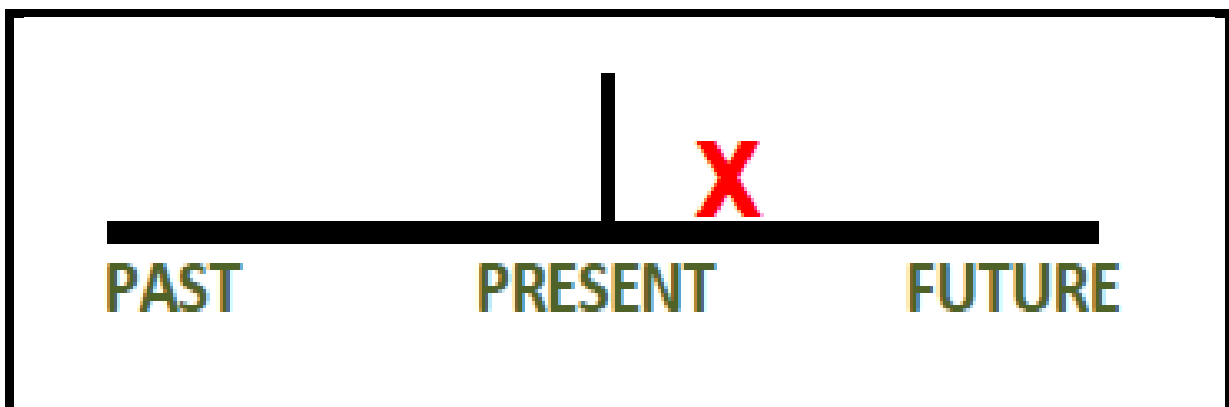
I am eating my lunch.		
past	present	future
	The action is happening now.	

- In English, "now" can mean right now, today, this month, this year, this decade, this century...etc. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second. So the present continuous is also used for an action happening about this time **around now** but not necessarily and exactly at the moment of speaking but it is happening just before and just after now, and it is not permanent or habitual. In this situation, the action is not yet complete but **can be interrupted** for a time. Strictly speaking, such interrupted actions are not in progress at the moment of speaking. This indicates an activity that does not necessarily continue at the time of speaking. This kind of actions can be represented diagrammatically as follows:



Examples: (All of these sentences can be said while watching movie with your friend)

- They are attending the conference. (The speaker announces this idea not exactly at the time of the conference but during a coffee break where teacher and his students are expected to come back continue the conference.)
  - John is reading a novel. (He is taking his coffee at the time of speaking.)
  - I'm very busy. I **am redecorating** my living-room.
  - He **is teaching** French and Greek. (He may not be doing either at the moment of speaking.)
  - John **is studying** English this time, but he **is not studying** right now; he is eating dinner.
- Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future. We use the present progressive to say that **something definitely planned or arranged for the near future**. When we say the word “future” we must add or understand from the context or from the use of the future word the idea of near future arrangement through some time or location references. Future words include, for example, tomorrow, next year, in June, at Christmas, etc. we only use the present continuous to talk about the future when we have planned or arranged to do something before the time of speaking. We have already made a decision and a plan before speaking. This kind of actions can be represented diagrammatically as follows:



- I **am taking** an exam in next October. (It implies that I have registered and entered for it. This implies that the speaker prepared all the reasons for the exam and what is left is just waiting the right moment for the exam. )
  - Bob and Bill **are meeting** tonight. (It implies that they both have arranged it.)
  - They **aren't arriving** until Tuesday.
  - **Are you doing** anything tomorrow afternoon? Yes, I am playing tennis with Ann.
- **Non-Progressive Verbs:** There are some verbs that tell us about our feelings, emotions, opinions, relations or about a permanent state. These verbs have several different names: **state verbs, non-action verbs, non-progressive verbs, or non-continuous verbs**; all these names mean the same thing. These verbs are not normally used in the continuous tenses except in some special cases. It should be noted here that the continuous tenses are chiefly used for deliberate actions (actions that the speaker has power over the action.) Some verbs are, therefore, not normally used in the continuous and have only one present tense, the simple form. These verbs can be grouped as follows:
1. **Verbs of senses (involuntary actions):** feel, hear, see, smell, also, notice, and observe. (When you feel the action is deliberate use them.)
  2. **Verbs expressing feelings and emotions:** (admire, adore, appreciate, desire, detest, dislike, fear, hate, like,)
  3. **Verbs of thinking and mental activity:** (agree, appreciate, assume, believe, expect, forget, know, mean, perceive, realize, recall, recognize,)
  4. **Verbs of possession:** belong, owe, own, possess, the auxiliaries, except, be and have in certain uses.
  5. **Verbs of liking or disliking:**
  6. **Verbs of appearance:**
  7. **The auxiliaries,** except be and have in certain uses and situation.

## 2. 3. Simple Present Tense and Present Continuous Tense Differences

- Progressive forms sound more casual and less definite than simple forms because they suggest something temporary and incomplete.
- I'm **hoping** you can lend me 50 dollars. (It is less definite than I hope ....)
  - What time **are planning** to arrive? (It is more casual than what time do you ...?)
  - I'm **looking** forward to seeing you.
- A continuous “progressive” form does not simply show the time of an event. It also shows how the speaker sees the event- generally as an ongoing and



temporary, not completed or permanent. For this reason Grammarians often talk about progressive aspects rather than the time when the action happen.

Simple Present	Present Continuous
<ul style="list-style-type: none"> <li>▪ Simple present does not have specific duration. It describes a permanent action. <i>He lives in the village</i> (permanent residence)</li> <li>▪ The present simple indicates completeness of the event. <i>The taxi stops.</i> ( comes to a halt ) <i>My business runs well for all the time.</i></li> <li>▪ The simple present says about past present, future. <i>The sun rises in the last.</i></li> <li>▪ Impersonal</li> <li>▪ Definite</li> <li>▪ Focus on time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present continuous has duration. <i>It describes temporary actions. He is living in the village</i> (temporary residence).</li> <li>▪ The present progressive/ continuous refers to an activity which has limited duration. <i>The taxi is stopping.</i> (Slowing down). <i>My business is running well.</i> (But earlier it was not.)</li> <li>▪ The progressive is included in the present and does not say anything about the past or future of the action. <i>She is having a bath.</i></li> <li>▪ Personal</li> <li>▪ Casual</li> <li>▪ Focus on aspect and circumstances</li> </ul>

## Summary

The present progressive tense is used to indicate an action in progress at the moment of speaking. It is formed by using “**am,**” “**are,**” or “**is**” with the present participle of the base verb (I **am,** you **are,** s/he/it **is,** we, they **are**). The common way of using the simple present tense is when:

- To express an action taking place at the moment of speaking (I’m trying to hear what he’s speaking).
- To indicate changes, trends, development, and progress (He is not improving, he is getting worse).
- To indicate a temporary situation (She is travelling through Europe).
- With future reference as a part of personal arrangement (I am seeing John tomorrow).

## Exercise 1

**Put in the present continuous form of the verb in brackets.**

1. Please be quiet. I ..... (try) to read my book.
2. I ..... (not/use) the computer at the moment so you can use it.
3. Mary is ill so Sue ..... (teach) her lessons today.

4. Excuse me, I..... (look) for a hotel. Is there one near here?
5. ....(you/wait) for someone?
6. Jack, you are very careless. You .....(always/forget) to do your homework!
7. The cost of living .....(rise) very fast. Every year things are more expensive.
8. What..... (you/do)? I .....(clean) my shoes.
9. Why..... (not/wear) shorts? It's so hot today.
10. The neighbors are so noisy! They..... (always/argue) loudly.

## Exercise 2

**Fill in the blanks in the following sentences with the simple or the progressive form (present tense) of the verb given in brackets at the end of each.**

2. The Italians.....in Italy. (live)
3. Mr. Johnson.....to the office in his car each morning. (go)
4. My aunt.....with us for a few weeks. (stay)
5. Jack cannot come out to play just now, as he.....his home-work. (do)
6. We.....to the seaside for a month every summer. (go)
7. A vegetarian is a person who never.....meat (eat)
8. An honest person always.....the truth. (tell)
9. The workmen .....the road near our house. (repair)
10. My husband will see you in about quarter of an hour; he.....his lunch at the moment. (have)
11. There are some birds that.....every year. (migrate)
12. A person who.....ladies..... hats is known as a milliner. (sell)
13. That child.....because it cannot find its mother. (cry)
14. My sister and I.....to the cinema every Thursday evening. (go)
15. The Pyrenees.....France from Spain. (divide)
16. It was very dull early this morning, but the sun.....now. (shine)

## Exercise 3

**Fill in the blanks with Present Continuous or Simple Present tenses:**

1. The children ..... (play) outside now.
2. She usually ..... (read) the newspaper in the morning.
3. I ..... (do) my homework now.
4. I ..... (eat) my dinner now.
5. .... (you / want) a pizza?
6. They ..... (watch) TV now.
7. I ..... (not / like) spaghetti.
8. The baby ..... (sleep) now.
9. My mother usually..... (cook) dinner in the evening.

10. He ..... (write) a letter to his pen-friend every month.
11. She ..... (not / like) football.
12. Mary ..... (listen) to music now.
13. Tom usually ..... (drink) coffee, but he ..... (drink) tea now.
14. We ..... (go) to the disco tonight.
15. .... (he / go) to work by bus everyday.

#### Exercise 4

Complete the sentences with Simple Present or Present Continuous tenses:

1. Susan usually ..... (go) to school by bus, but now she ..... (go) to school by train.
2. Mary often ..... (read) in bed, but today she is very tired and she ..... (not / read).
3. The boys usually ..... (ride) their bikes to school. They ..... (like / ride) their bikes. They ..... (be) very naughty boys. They always ..... (go) to school late. Today their teacher ..... (be) very angry, because they ..... (be) late again.
4. Mary ..... (like / eat) sweets. Every morning she ..... (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often ..... (eat) sweets or ice-cream. She ..... (not / like / eat) fruit or vegetables. She ..... (eat / never) eggs or cheese. Today she ..... (be) sick. She ..... (sleep) in her room now.

#### Exercise 5

Complete the sentences with Simple Present, simple past or Present Continuous tenses:

1. He often ..... *brings* ..... (bring) me flowers.
2. .... (you / meet) Paul yesterday?
3. Father ..... (work) in the garden now.
4. What ..... (you / do) at the moment?
5. Mr. Jones ..... (paint) his house last month.
6. She ..... (go) to school on foot every day.
7. It ..... (be) hot yesterday.
8. The baby ..... (not / sleep) now.
9. He never ..... (drive) fast.
10. She ..... (leave) Paris in 1987.
11. She always ..... (go) to church on Sunday.
12. I ..... (buy) a new bicycle last week.
13. My family ..... (go) to the theatre yesterday.
14. Tom ..... (live) in London three years ago.

15. My mother ..... (make) some coffee now.
16. Sam ..... (go) to the circus yesterday.
17. I ..... (talk) on the telephone at the moment.
18. Sally always ..... (help) her mother in the house.
19. I ..... (have) dinner in a restaurant last Friday.
20. Listen! The birds ..... (sing) in the garden.
21. I often ..... (buy) fruit from the greengrocer's.
22. My mother ..... (drink) tea now.
23. Look at Tom and Jim! They ..... (walk) up the hill.
24. That man ..... (laugh) at the moment.
25. The cat ..... (play) with a ball now.
26. We always ..... (wear) warm clothes in winter.
27. He often ..... (eat) a sandwich at lunchtime.

### Exercise 6

**Put the verb into the correct form, present continuous or present simple.**

1. I ..... (not/belong) to this particular government committee.
2. Hurry! The bus ..... (come). I ..... (not/want) to miss it.
3. Gregory is a vegetarian. He..... (not/eat) meat.
4. I .....(look) for the manager. I can't find him anywhere.
5. We are successful because we ..... (take) the time to talk to our customers.
6. John..... (deal) with all the enquiries about sales.
7. At the moment we ..... (make) a training video for Siemens.
8. ....(you/know) what Mr. Stephan..... (do)? He is not in his office.
9. I..... (apply) for a job in the sales department, but I don't know if I will be successful.
- 10.....(depend) on whether or not they have any vacancies.
- 11.Unemployment ..... (fall) and is now down to 5.6%.
- 12.Jane is doing some research in the library. She needs it for a book she ... (write).
- 13.While Anna is away on holidays, Matt..... (work) in her office.
- 14.He..... (teach) French and German at University and ..... (learn) Greek.
- 15.There ..... (be)two flights to Honduras this afternoon. The British Airways flight ..... (leave) at 13:00 and..... (arrive) at 22:00.
- 16.Inflation ..... (rise) at a rate of 2% per annum.

## Present Perfect and Present Perfect Continuous Tenses

### Description

This lecture is about the present perfect and present perfect continuous tenses. It explores key elements related to the forms and uses of the given tenses. Throughout the unit students will become familiar with the relevant theory, examples and exercises of present perfect and present perfect continuous tenses.

### Objectives

When students have completed this unit, they should be able, among other things, to;

- Introduce a general overview of the present perfect and present perfect continuous tenses.
- List the form and uses of the present perfect and present perfect continuous tenses.
- Enable learners to reflect on the differences between the present perfect and present perfect continuous tenses.
- Compose correct, meaningful and functional sentences using either the present perfect or present perfect continuous tenses.

## 1. The Present Perfect Tense

The present perfect tense is a sort of mixture of present and past. It always implies a strong connection with the present and is chiefly used in conversations, letters, newspapers, and television and radio reports. Please note that American and British English have different rules for the use of this tense. The explanations and examples here refer to British English. In American English, it is often acceptable to use the past simple tense in some situations instead of the present perfect. The present perfect tense is used when we want to look back from the present to the past. We use it especially to say that a finished action or event is connected with the present time in some way. When we say that something has happened, we are thinking about the past time and the present time at the same time.

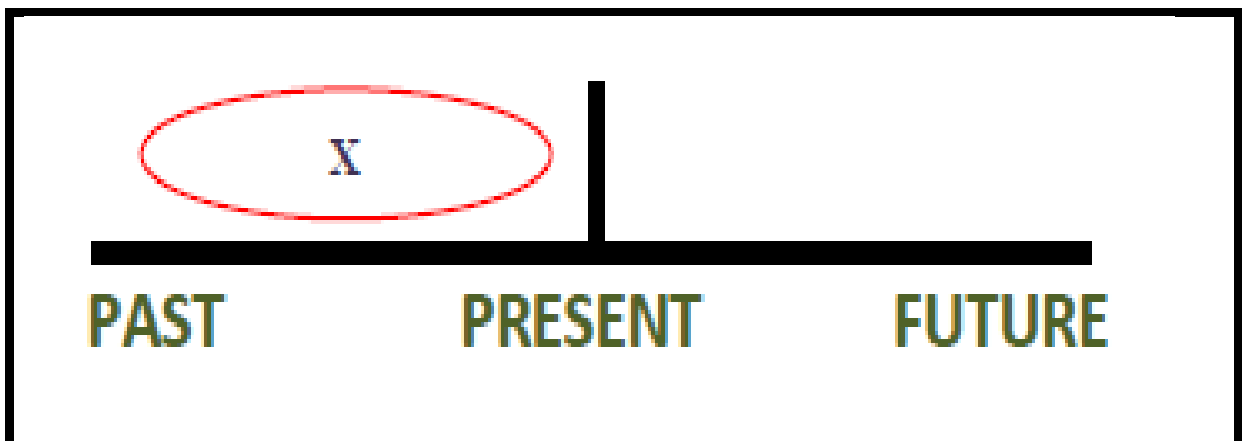
### 1. 1. Form of the Verb

- The present perfect tense is formed with the present tense of the auxiliary “to have” + the past participle of the main verb. Examples:
  - I have worked.
  - She has worked.
  - They have made the cake.
- The past participle in regular verbs has exactly the same form as the simple past:

- Love, loved
- Work, worked
- In irregular verbs the past participles vary “see the list.” Examples:
  - Find, found
  - Come, come
  - go, gone
- The negative is formed by adding “not” to the auxiliary. Examples:
  - I have not worked.
  - She has not worked.
- The interrogative is formed by inverting the auxiliary and subject. Examples:
  - Have I worked?
  - Has she worked?

## 1. 2. Main Uses of the Present Perfect Tense

- It is used for unspecified time before now. We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the Present Perfect with specific time expressions such as yesterday, one year ago, last week, when I was a child, one day, etc. We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc. furthermore, we often use the Present Perfect to list the **accomplishments** of individuals and humanity. Remember, though, that you cannot mention a specific time. This kind of actions can be represented diagrammatically as follows:



- I **have seen** that movie ten times.
- She thinks I **have met** her three before.
- There **have been** many earthquakes in Asia.
- People **have traveled** to the South Pole.

- People **have not traveled** to the Moon.
  - **Have you read** the book yet?
  - Nobody **has** ever **climbed** that mountain.
  - Doctors **have cured** many deadly diseases.
  - Scientists **have split** the atom.
- This tense expresses an idea of experience in the sense that the action of the experience took place in the past while the results and the experience itself is still in my head and memory now at the present time. So the speaker has a memory of the event; he knows something about the event; he could remember it. Consequently, he has a kind of experience of it. Here are some examples about **Experience**:

He has lived in Bangkok. Have you been there? We have never eaten caviar.		
past	present	future
█	!!!	
The action or state was in the past.	In my head, I have a memory now.	

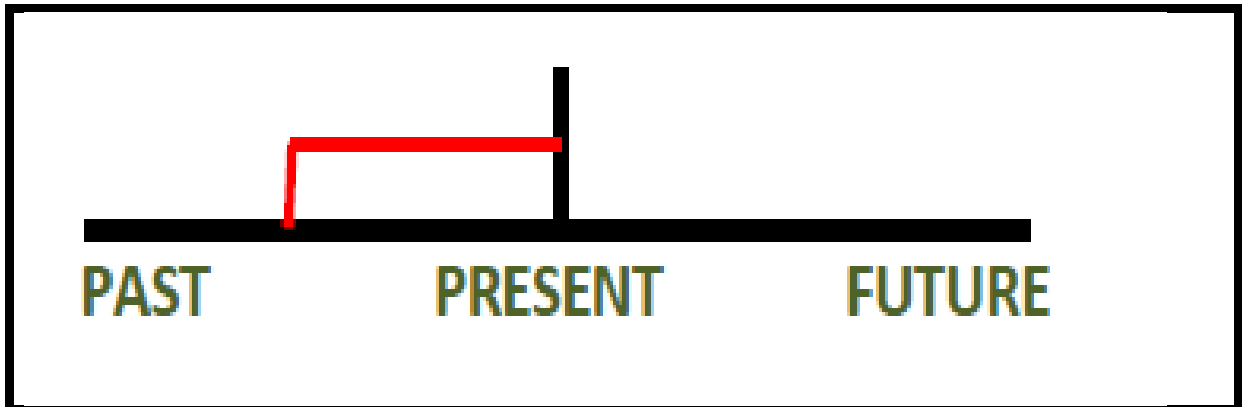
- Here are some examples in which the present perfect talks about a **New Information**. This means that the past and present are opposite to each other:

<ul style="list-style-type: none"> <li>• I <b>have bought</b> a car.</li> <li>• The policemen <b>have arrested</b> the killer.</li> </ul>		
<b>Past</b>	<b>Present</b>	<b>Future</b>
- - - - -	+ + + + +	- - - - -
Last week, I did not have a car.	Now I have a car.	No action in this stage

- We often use the Present Perfect to talk about change that has happened over a period of time. Here are some examples in which the present perfect talks about a **Change**. This means that the past and present are opposite to each other.
- You **have grown** since the last time I saw you.
  - The government **has become** more interested in poverty removal.
  - Mandarin **has become** one of the most popular language courses at the university since the Asian studies program was established.
  - My English **has** really **improved** since I moved to America.

John has broken his leg.		
past	present	future
+	-	
Yesterday John had a good leg.	Now he has a bad leg.	

- The present perfect tense is used with a length of time. In case we see this tense with a phrase that shows a length of time, then it always means that the action started in the past and has continued until now. In this situation, this tense describes a continuing situation. This is about a state that started in the past and continues in the present (and will probably continue into the future). This is a state (not an action). We usually use **for** or **since** with the structure. This kind of description can be represented diagrammatically as follows:



- I **have had** a headache for two days.
- She **has been** in Sydney for six months.
- Ann **has loved** chocolate since she was a little girl.

I have worked here since June. He has been ill for 2 days. How long have you known Tara?		
past	present	future
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

**Important Note about For & Since with Present Perfect Tense**  
 We use **for** to talk about a **period of time**—5 minutes, 2 weeks, 6 years. **For** can be



used with all tenses. Examples:

- I have been here **for** 20 minutes.
- John hasn't called **for** 6 months.
- He has worked in New York **for** a long time.
- We use **since** to talk about a **point in past time**—9 o'clock, 1st January, Monday. **Since** is usually used with perfect tenses only. Examples:
  - I have been here **since** 9 o'clock.
  - John hasn't called **since** February.
  - He has worked in New York **since** he left school.

### 1. 3. Simple Past Tense and Present Perfect .....Differences

- Basic difference: Simple Past refers to a definite time in the past, whereas Present Perfect refers to an action in indefinite time reference that is in certain connection with the present moment. Examples:
  - Ann has had a bad car accident. – *She is probably still in hospital or still facing some health problems..*
  - Ann had a bad car accident. – *She is probably fine by now and forgot totally about the accident.*
- With Simple Past you specify the time of past action, whereas with Present Perfect you emphasize that something has happened in the past, but not when. Therefore, Present Perfect cannot be used with adjuncts/adverbials of time, but can be used with adjuncts/adverbials of duration/frequency. Examples:
  - The settlers have left the bay forever.
  - She has always been partial to sweets.
  - I have often/frequently wondered why he moved.
- Unlike Simple Past, Present Perfect may indicate incompleteness. Examples:
  - I have smoked for six years. –probably still smoke. VS.
  - I smoked for six years. – I stopped smoking.).

### Summary

The present perfect tense is used to indicate that an action occurring at some unstated time in the past is related or continues to the present time. It is formed by using “**have**” or “**has**” plus the past participle of the base verb (I, you, we, they **have lived**; s/he/it **has lived**). The common way of using the simple present tense is when:

- Action that happened in the past without stating the specific time. (I have raised \$500 for my swimming pool. I have noticed this trait in many photographers. She has had tremendous adventures.)

- Action which started at some time in the past, continued, and is still happening now. (I have lived here for the last couple of years. She has not talked to me since yesterday. I have always liked cherry pies. I have not seen you for ages. – *but I see you now*)
- Action in the indefinite past related to present situation (You seem terrified. What has frightened you? I have sprained my ankle. That is why I am limping.)
- Recent action (I have just returned from work. We have missed out stop.)
- In clauses of time to indicate a future completed action. (As soon as you have had your dinner, come over.)

## 2. The Present Perfect Continuous Tense

### 2. 1. A Form of the Verb

- This tense is formed by the present perfect of the verb “to be” + the present participle of the main verb:

**Subject + Have or has + been + stem + ing + object**

- I have been working all the night.
- She has been working all the day.
- They have been revising all the week.
- I have **not** been working all the hour.
- She has **not** been working all the day.
- Have I been working all the hour?
- Has she been working all the night?

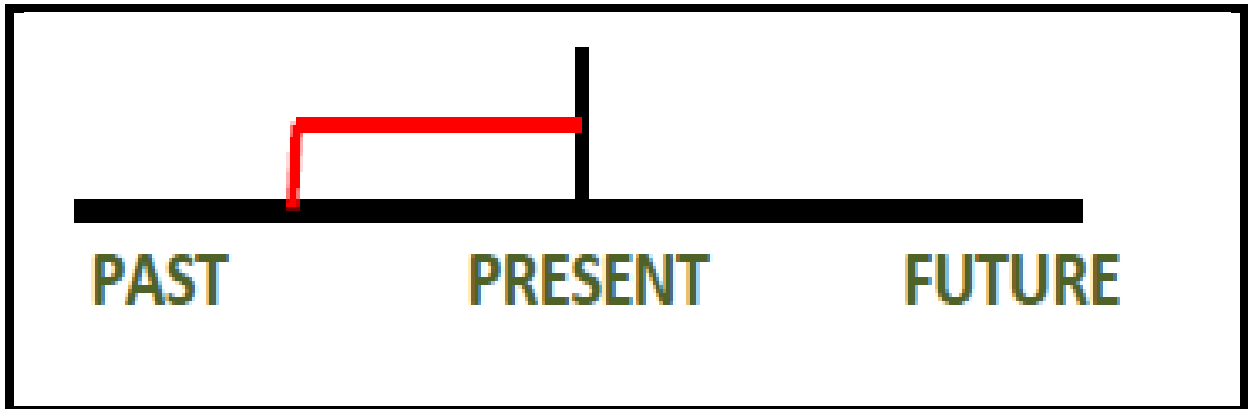
### 2. 2. Main Uses of the Present Perfect Continuous Tense

- We use the present perfect continuous tense to talk about how long something has been happening. This kind of actions can be represented diagrammatically as follows:

<b>I have been reading for 2 hours.</b>		
<b>past</b>	<b>present</b>	<b>future</b>
<b>—————</b>		
<b>Action started in past.</b>	<b>Action is continuing now.</b>	

- Recently, I **have been feeling** really depressed.
- She **has been watching** too much theatre lately.

- **Have you been exercising** lately?
  - How long **have you been studying** English?
  - I've **been working** here for two months.
- Present perfect progressive tense is used for an action which began in the past and is still continuing or has only just finished. In short, when we look back over actions and situations which started in the past and are still going on. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous. This kind of actions can be represented diagrammatically as follows:



- I've **been waiting** for an hour and he still hasn't turned up.
  - She has been revising for whole one week and she has not memorized the lessons.
  - I'm so sorry I'm late. **Have you been waiting** long?
- Remember that a number of verbs are not normally used in the continuous form (verbs of state), but that some of these can be used in this form in certain cases. We can therefore say:
- Tom **has been seeing** about a work permit for you.
  - She **has been having** a tooth out.
  - I've **been hearing** all about his operation.
- The present perfect continuous tense does not exist in the passive voice. The nearest passive equivalent of a sentence such as "they have been repairing the road" would normally be "the road has been repaired lately".
- The present perfect continuous tense cannot be used with expressions that refer to a finished period of time.

### 2. 3. Present Perfect and Present Perfect Continuous .....Differences

1. An action which began in the past and is still continuing or has only just finished can, with certain verbs, be expressed by either the present perfect simple or present perfect continuous. Verbs which can be used in this way include "**expect**,

**hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, want, work**". Examples:

- How long **have** you **learnt** English?
  - How long **have** you **been learning** English?
  - He **has slept** for ten years.
  - He **has been sleeping** for ten years.
2. This is not of course possible with verbs which are not used in the continuous forms (verbs of state), i.e. the present perfect continuous could not replace the simple present perfect in the following examples:
- They've always **had** a big garden.
  - He's **been** in hospital since his accident.
3. Notice also that the present perfect continuous can be used with or without a time phrase. In this way it differs from the simple present perfect, which can only express this type of action if a time phrase is added such as "for six days, since June, never, ..." when used without a time expression of this kind, the simple present perfect refers to a single completed action.
4. We use progressive form mostly for shorter, temporary actions and situations. When we talk about longer-lasting situations we often prefer the simple present perfect. When present perfect tense is compared to present perfect continuous tense then the present perfect take the quality of simple tenses.
- That man **has been standing** on the corner all day.
  - For 900 years the castle **has stood** on the hill above the village.

## Summary

The present perfect progressive tense describes actions that start in the past and continue to the present. It is formed by using "**have**" or "**has**" plus "**been**" plus the present participle of the base verb (I, you, we, they **have been sitting**, s/he/it **has been sitting**). The common way of using the simple present tense is when:

- Present perfect Continuous emphasizes duration, (Why are you crying? - I have been cutting onions for the last ten minutes) or (non)-completion (Have you been reading the book?).
- Compared to Present Perfect tense, little difference: I have worked here for two years now. Versus. I have been working here for two years now).

## Macro Summary to the Present Tenses

You may use the different forms of the present tense to show the progression and sequence of events that are occurring right now. The present tense may help you give directions (for instance, for a process analysis essay) or to organize an argumentative

essay. Always use present tense when writing a literary analysis or when describing a work of art. For example:

- I graduated from college in 2005. Your graduation was a single event. It is completely over; although you continue to be a graduate, the day you wore your cap and gown and received your degree is over. Use the simple past tense.
- I was preparing dinner when the phone rang. Each of the events is over. You prepared the dinner yesterday, and the phone rang yesterday. Show that a continuing action was interrupted by using the past continuous tense.
- I was living in India at the time. I shopped at the outdoor markets every day. Again, each of these events is over. You no longer live in India, and you no longer shop in the markets. Use the past continuous tense to show that your life in India was a duration, or period, of time. During that time you shopped at the markets.
- I had viewed the film before I read the book. Both of these actions happened in the past. Use the past perfect tense to indicate that one event occurred before the other.
- I had been looking for my shoes when I found his lost wallet. Again, both of these actions are past. Use the past continuous tense to show that one action was in progress when another event occurred.

### Exercise 1

**Write a suitable sentence using the Present Perfect Tense: an example is given.**

1. Ann's hair was dirty. Now it's clean. (wash) **Ann has washed her hair.**
2. Tom was 80 kg. Now he's 70. (lose weight) .....
3. Bill played football yesterday. Now he can't walk; his leg is in plaster. (break) .....
4. My sister is looking for her pen. (lose) .....
5. Mary is on holiday in France. (go) .....
6. Mr. Hill was in Canada last week. He's back in London now. (be) .....
7. Look! Mrs. Smith has got a lot of packages. (buy) .....
8. I can't eat anything now. (eat too much) .....
9. Mrs. Jenkins is very tired. (clean / house) .....
10. Tony needs a holiday. (work / hard / this year) .....

### Exercise 2

**Put the verbs in the correct tense. Use the Simple Past or the Present Perfect with justification:**

1. .... Tim ..... (finish) his work yet?
2. .... he ..... (finish) it yesterday?
3. They ..... (just / go) out.
4. They ..... (go) out a minute ago.

5. .... Ann ..... (study) yesterday afternoon?
6. .... you ..... (send) the letters yet?
7. .... she ..... (call) him a week ago?
8. They ..... (not / see) the film yet.
9. The train ..... (just / arrive).
10. .... you ..... (ever / be) in a TV studio?
11. .... you and Tom ..... (enjoy) the party last night?
12. .... you ..... (not / finish) school last year?
13. I ..... (lose) my dictionary. I can't find it anywhere.
14. His hair looks short. He ..... (have) a haircut.
15. Jane ..... (buy) her car two weeks ago.
16. My bicycle isn't here. Somebody ..... (take) it.
17. Why ..... (Jim / not want) to play tennis last Friday?
18. The car looks clean. .... you ..... (wash) it?
19. When we were on holiday, the weather ..... (be) terrible.

### Exercise 3

**Insert in the blank spaces in the sentences below with the Simple Past or with the Present Perfect tense (whichever you think is correct) of the verb given at the end.**

11. We ..... to the theatre last evening. (go)
12. My father ..... sixty years old last Tuesday. (be)
13. Do you know whether the doctor ..... yet? (be)
14. .... you ..... the film that is showing at the Odeon? (see)
15. We ..... to this house in 1935 and ..... here ever since. (come, live)
16. It ..... every day this week. (rain)
17. No one ..... from him for the past six months. (hear)
18. Last Saturday we ..... to visit some friends in a neighboring town. (go)
19. We ..... all our money, so we shall have to walk home. (spend)
20. Shakespeare ..... from 1564 to 1616. (live)
21. .... the postman ..... yet? (come)
22. We ..... you already that we cannot do what you ask. (tell)
23. When I ..... a boy we ..... on a farm. (be, live)
24. The weather ..... warmer yesterday than it is today. (be)
25. Mrs. .... Smith is not at home; she ... to visit some friends. (go)
26. She ..... out at ten o'clock, and ..... not yet. .... (go, return)
27. Several books on that subject ..... during the present year. (appear)
28. I cannot play in the match as I ..... my foot. (injure)
29. I ... to him last week, but he ... not ..... yet. (write, reply)

30. The accident.....at 10.30 this morning. (occur)

#### Exercise 4

Use **Present Perfect Tense** or **Present Perfect Continuous** tenses to fill in the blanks with justification:

1. I've **bought** / **have been buying** a new pair of shoes.
2. **Have you finished** / **Have you been finishing** reading that book yet?
3. **They've eaten** / **have been eating** fruit all afternoon, ever since they came from school.
4. **I've been reading** / **have read** this book now, so you can have it back.
5. **I've been writing** / **have written** eight pages already.
6. Your exam paper is completely blank! What **have you been doing** / **have you done**?
7. Oh, no! There's nothing to eat. My sister **has been eating** / **has eaten** everything I left in the kitchen.
8. Oh, no! There's no wine to drink. They **have drunk** / **have been drinking** all the wine.
9. No wonder your eyes hurt. You've **been playing** / **have played** computer games ever since you had your breakfast.
10. **I haven't seen** / **haven't been seeing** you for ages.
11. God! John **has scored** / **has been scoring**.
12. They **have danced** / **have been dancing** for an hour.
13. **I have been waiting** / **have waited** for you for ages.
14. **I've finished** / **have been finishing** my work.
15. **I've been writing** / **have written** this letter for an hour.
16. He **has visited** / **has been visiting** ten museums this week.
17. I'm very tired. Because I **have travelled** / **have been travelling** around Istanbul all day.
18. She **has found** / **has been finding** a good job.
19. I'm hot because I **have been running** / **have run**.
20. **I have written** / **have been writing** letters for weeks.

#### Exercise 5

Use **resent Perfect Tense** or **Present Perfect Continuous** tenses to fill in the blanks with justification:

1. I'm trying to study. I ..... (try) to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.
2. The children are playing basketball right now. They ..... (play) for almost two hours. They must be getting tired.

3. The telephone ..... (ring) four times in the last hour, and each time it has been for my roommate.
4. The telephone ..... (ring) for almost a minute. Why doesn't someone answer it?
5. It ..... (rain) all day. I wonder when it will stop.
6. We ..... (have) three accidents so far this week. I wonder how many more we will have if you keep using the tools carelessly.
7. We ..... (live) here since last June.
8. My little son is dirty from head to foot because he ..... (play) in the mud.
9. What's the matter? Your eyes are red and puffy. I hope you ..... (not / cry). Oh, now I understand. You ..... (peel) some onions.
10. Hello, Rob. I'm happy to see you again. I ..... (not / see) you for weeks. What ..... you ..... (do) lately?
11. I ..... (not / be) able to reach my boss on the phone yet. I ..... (try) for the last twenty minutes, but the line ..... busy.
12. We ..... (have) three major snowstorms so far this winter. I wonder how many more we will have.
13. I ..... (write) them three times, but I still haven't received a reply.
14. A: Dr. John is a good teacher. How long ..... he ..... (be) at the university? B: He ..... (teach) here for almost 25 years.
15. My uncle ..... (paint) the outside of his house for three weeks and he's still not finished.
16. The Smiths are presently in Tunisia. They ..... (travel) throughout North Africa since the middle of May. They'll return home in another month.

### Exercise 6

**Put in the correct verb form: Present Perfect or Past Simple.**

1. How long ..... (she/study) German?
2. When ..... (he/begin) to study Business Administration?
3. Who..... ( write ) the play Dancing at Paris.
4. ....(you/visit) any museums when you were in Sofia.
5. Henry has a perfect school record. He ..... (not/be) sick this year.
6. Prices..... (go) up. Things are much more expensive this week.
7. What .....(happen) to you. I waited all afternoon for you.
8. Marilyn ..... (have) an accident. She was running for the bus when she ..... (fall) down.
9. Mr. Arnold ..... (win) the Exporter of the Year prize twice. His brother ..... (win) it four times already.



10. Alfred Hitchcock ..... (make) lots of films in his long career.
11. I ..... (just/remember) something.
12. .... (you/reply) to Mr. Aston's letter yet?
13. Mr. Miller .....(work) in a travel agency for years. Then he gave it up.
14. Melanie lives in Bucharest. She ..... (live) there all her life.
15. My uncle died in 1960. I .....(never/have) the opportunity to meet him.

### **Future Forms: Simple Present and “Will + Infinitive”**

#### **Description of the Lecture**

This lecture is about the simple present tense and will + infinitive for future. It explores key elements related to the uses of the simple present tense for future use. The pedagogical procedures count on the definitions, examples and exercises.

#### **Objectives of the Lecture**

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview of the simple future tense for future meanings.

2. List the uses of the simple present tense for future use.
3. Introduce a general overview of “will+ infinitive” form.
4. Compose correct, meaningful and functional sentences using the simple future for future meaning.

## Introduction to Future Forms

There are several ways of expressing the future time in English (**8 forms**). The forms are listed below and will be dealt with in details in the order in which they are given here. Students should study them in this order, as otherwise the relationship between them will not be clear. It is worth to note here that instead of Future Tense we may talk about forms expressing future time. These eight forms by order are as follows:

1. The simple present for future actions
2. **Will** + infinitive, used for intention
3. The present continuous for future actions
4. The “be going to” form
5. The future simple “will/shall + infinitive”
6. The future continuous tense for future actions
7. The future perfect tense
8. The future perfect continuous tense

### 1. Simple Present Tense Used for the Future

The simple present tense can also be used to talk about some future situations, but only in certain situations. For more details, see the following situations;

- The simple present form is common to talk about **future schedule** when we are talking about events which are **part of timetables, a regular schedule or something similar (impersonal)**. This situation can also be described with a time expression for a definite future arrangement using the present continuous if the action seems to be **personal**. Examples:
  - The summer term **starts** on April 10. “Part of a timetable”
  - The boys **start** school on Monday. “Regular schedule in which the simple present is not replaceable by the continuous since it is used for a habitual action.”
  - I **leave** tonight.
  - My plane **leaves** at three o’clock. “Three o’ clock is appoint of future time but it takes the simple present because the speaker has a firm knowledge about the departure of the plane at the present time. This situation explains well the

connection between present and future and henceforth the simple present is used for future actions”

- The sun **rises** at 7.15 tomorrow.
- The second semester **starts** on the sixth April.
- The simple present tense is often used instead of “**will + infinitive**” to refer to the future meaning in **subordinate clauses**. This happens not only after conjunctions of time like when, until, after, unless, before, as soon as, but in most other subordinate clauses for instance “after if, whether and on condition that, after question words and relatives, and in indirect speech.” Examples:
  - I will write to her **when I have** time.
  - I will tell **what I find** out.
  - Alex will see us tomorrow **if he has** time.
  - I’ll have a good time **whether I win** or lose.
  - We’ll get there **as soon as you do**.
  - I’ll be in all day **unless the office phones**.
  - I’ll wait **until she gets** here.
- Occasionally the simple present is used with a **future instructions** meaning when asking **for and giving instructions** and **orders**. Examples:
  - Where **do I pay**?
  - Well, what **do we do**? So when you **gets** to London you **go** straight to Victoria station, you **meet** us with the others, Rebecca **gives** you your tickets, and you **catch** the 17.30 train for Dover. Ok?
- After “**I bet**” you, we often use a present tense to refer to the future.
  - I **bet you** they don’t come this evening.
  - I **bet you** the Conservatives lose. “Also will lose is possible”
- A present tense with “**for**” refers to duration into the future. Compare:
  - How long **are you here for**? “=until when.....?”
  - How long have you **been here for**? “Since when...?”
- After “**I hope**”, we often use a present tense with a future meaning. Examples:
  - I **hope she likes** (=will like) the flowers.
  - I **hope the bus comes** soon.
- The structures “**so that**” and “**in order that**” are used to talk about purpose. Also verbs after them can be used in present tenses sometimes to express something in the future. Examples:
  - I’ll send the letter express **so that she gets** /will get it before Tuesday.
  - We must write to him, **in order that he does** not feel that we are hiding things.

- “**Suppose, supposing and what if**” can all be used with present tenses to make suggestions about things that might happen in the future. Examples:
  - I have not got a table cloth. **Suppose** we **use** a sheet.
  - Let’s go swimming. **Supposing** there **are** sharks.
  - **What if** we **invite** your mother next weekend and go away the week after.

## 2. “Will + Infinitive” Used for Immediate Intention

The form “**will + infinitive**” used for intention is an essential part of the future, so we have placed it in the second position due to its importance for referring to future events. It may seem odd that it has been separated from the future simple “**will/shall + infinitive**” but logically it seems best to separate it from the simple future as well as to place it before the present continuous and “be going to” form.

### 2. 1. Future with Intention Equals Speaker’s Wishes

- When we say that a particular form expresses future **with intention** we mean that it expresses a future action which will be undertaken by the speaker in accordance with his wishes. “**Will + infinitive**” is one forms used for this situation.
- When we say that a form means future **without intention** we mean that it merely states that a certain action will happen. We don’t know whether it was arranged or intended by the subject or by some other person and we don’t know what the subject thinks of it.

### 2. 2. Will + Infinitive for Future Intention at the Time of Decision

- “**Will + Infinitive**” form is used to express a future action with intention at the moment of decision. This means that this form is strictly used for unpremeditated action in the sense that the thought has just come into the speaker’s head. In other words, we use it when there is no intention, plan or decision to do something before we speak and we only make the decision spontaneously at the time of speaking. But note that if after the decision has been made and the speaker mentions the action again, he will not use the “will+ infinitive” form. Instead he will use either the “be going to” or “present continuous” form. See the following situations for more explanations:
  - a- John enters the restaurant and immediately order the “to the waiter”: I’ll **have** a steak of meat, please. “immediate intention”
  - b- Stephan “I would better look for a taxi tonight to go home”: his friend says immediately never mind, I’ll **drive** you home.
  - c- Mary looking at a pile of letters. “I **will answer** them tonight.”
  - d- Alan (on receiving a telegram saying his father is ill): I’ll go home tonight.

- e- Paul (who is getting nervous and very tired of paying parking fines always): he decides and says that I **will sell** my car and buy a bike.
- **For example, imagine the previous situations “a, b, c, and d” at a later time**
  - a- When Tom joined John before his steak of meat arrived: John says that I ‘**m having** a steak.
  - b- Stephan on his way receiving a telephone call: he can say that his friend **is driving** him home.
  - c- Mary remembered that she is free and again says that she **is going to answer** that pile of letters tonight.
  - d- Alan bought a tickets to go home and see his father would say that I ‘**m going** home tonight.
  - e- When Paul finds a buyer to his car and also finds a bike he can say I ‘**m selling** the car and buying the bike.

## Summary

The simple present and “**will +infinitive**” are two future forms which are used to refer to actions and events that take place in the future with connection to the present time.

- The simple present has a number of situations where the meanings and time belong to future instead of present such as part of timetables, a regular schedule or something similar (impersonal). In addition it can replace the simple future form, and it comes after constructions like I hope, purpose, etc.
- “Will +infinitive” does not mean the simple future form; it is an independent form which is used strictly for immediate intentions.
- Sometimes, *will* can be a main verb, as in *I willed all my money to my unique son*. When the word “*will*” comes before a main verb, however, it is a helping or auxiliary verb.)

## Exercise 1

**Direction: complete the following sentences with “will + infinitive” using the following list of verbs “call, have, water, stay, walk, open and mail”.**

1. It is very hot inside this room. I .....the windows.
2. Would you like tea or coffee? I .....please.
3. Would you like a ride home? No thanks. It is beautiful today. I think .....home.
4. We are out of milk and I need some for the children. Ok .....to the store and get some.

5. I just finished writing my brother letter. Are you going to the post office? Now no I do not. I .....it for you in the morning.
6. These flowers look very dry. Okay. I .....them in a few minutes.
7. Ken phoned while you were out. Okay. I .....him back after I finish my lunch.

## Exercise 2

**Put the verbs in brackets either in the Simple Present or Will + Infinitive with justification. Use all the elements in the brackets. Note the importance of certain key words.**

1. Ann (look) for a bed-sitter. She (see) an advertisement in the local paper and (ring) up Mrs. Smith, the owner of the house. Mrs. Smith (answer) the phone.
2. Ann: good afternoon I (ring) about the room you advertised. Mrs. Smith: Oh yes.
3. Ann: the advertisement (**say**) "share bathroom and kitchen". How many other people use the bathroom and kitchen?
4. Mrs. Smith: only one other- an Italian girl. And she (**use**) the kitchen very little. She (**eat**) out most of the time. I (**not think**) she (**like**) cooking.
5. Ann: that (**suit**) me all right. I (**like**) cooking. But how we (**arrange**) about paying for the gas we (**use**) in the kitchen?
6. Mrs. Smith: the rent (**include**) gas for cooking, also hot water and light. But it (**not include**) heating. Each room has its own fire and meter.
7. Ann: I (**see**). And the room (**face**) the front of the back?
8. Mrs. Smith: I (**face**) the front. It (**look**) out on the garden square; and it (**get**) a lot of sun.
9. Ann: that (**sound**) very nice. Could I come and see it this evening? Mrs. Smith: yes, the earlier the better.
10. Ann: 7 p. m. (**suit**) you? I (**not be able to**) come before that as I usually (**not get**) away from the office till 6 p. m.
11. Mrs. Smith: 7 p. m. (**be**) all right. I (**not think**) you (**have**) any difficulty in finding us. The 14 buses (**pass**) the house and (**stop**) a few doors further along, outside the Post Office.
12. Ann: I'm sure I (**find**) it all right. I (**see**) you at 7 then, Mrs. Smith. Goodbye.
13. At 6.30 Mr. Smith (**come**) home from work. He (**ask**) his wife about the room.
14. Mrs. Smith: I have not let it yet but a girl (**come**) to see at 7.00.

15. Mr. Smith: she probably **(come)** at 7.30 just as we **(sit down)** to supper. People coming here for the first time always **(get)** lost. I **(not think)** you **(give)** proper directions.

16. Mrs. Smith: oh yes, I **(do)**. But nobody **(listen)** to directions these days. Anyway I'm sure this girl **(be)** in time.

17. Just then the doorbell **(ring)**. Mrs. Smith **(look)** at her husband and **(smile)**.

18. You see, 'she **(say)**, and **(go)** to open the door.

### Exercise 3

**Put the verbs in brackets either in the Simple Present or Will + Infinitive with justification. Use all the elements in the brackets. Note the importance of certain key words.**

#### Part 1: Weekend Plans

1 Bill (on phone): hello, Peter. Bill here. I **(speak)** from South World. I **(spend)** my holidays here this year in a caravan. You **(like)** to come for the weekend?

2 Peter: I **(love)** to. But how I **(get)** to you?

3 Bill: get the 8 o'clock train to Hales Wroth and I **(meet)** at the station.

4 Peter: OK. I **(do)** that. Are you near the sea, Bill?

5 Bill: Yes. When the tide **(come)** in, I'm almost afloat!

6 Peter: it **(sound)** marvelous!

7 Bill: it is. Wait till you **(see)** it!

8 (Friday) Peter's mother. What you **(do)** this weekend, Peter.

9 Peter: I **(spend)** it with Bill in a caravan on the Suffolk coast.

10 Mother: the east coast in this wind! You **(freeze)** to death.- if Bill's cooking **(not kill)** you first! How you **(get)** there?

11 Peter: I **(catch)** the 8 o'clock train and Bill **(meet)** me at Hales Wroth. Mother: then I **(lend)** you my alarm clock, and we'd better have breakfast at seven. I **(tell)** Mary.

12 Peter: Poor Mary! She **(like)** a lie-in on Saturdays!

13 (Friday evening) mother: I **(give)** you a call at 6.30, Peter, in case you **(fall)** asleep again after your alarm **(go)** off. By the way, Mary, we **(have)** breakfast at seven tomorrow as Peter **(go)** away for the weekend and **(catch)** an early train.

14 Mary (petulantly): Peter always **(go)** away. I never **(go)** anywhere!

15 Mother: when he **(come)** home on Sunday night and you **(hear)** how awful it was, you **(be)** very glad you stayed t home!

## Future Tenses: The Present Continuous Form

### Description of the Lecture

This lecture is about the present continuous tense for future. It explores key elements related to the meanings and uses of the present continuous tense. The pedagogical procedures of the unit count on the relevant theory, definitions, examples and exercises.

### Objectives of the Lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview the present continuous tense for future.
2. List the meanings and uses of the present continuous tense for future.
3. Compose correct, meaningful and functional sentences using the present continuous for future meaning.

### Introduction

When we talk about events which have some present reality –which have already been planned or decided, or which we can see are on the way –we often use present forms. The present continuous “progressive” and “be going to” are common. The present continuous is used in the following situations:

#### 1. Main Uses of the Present Continuous as a Future Form

- It is used to express a definite arrangement in the near future with an idea in mind that this arrangement must have some present reality. It is most common in discussions of personal arrangements and fixed plans, when the time and place have been decided and fixed. Note that the time must be mentioned. It is not generally used to make predictions about events that are outside people’s control. In addition, if there has merely been an expression of intention, we use the “be going to” form instead of present continuous. Examples:
  - I’m **taking** my exam in October. (It implies that I have entered for it.)
  - Bob and Bill **are meeting** tonight. (It implies that they have arranged for the meeting.)
  - We’re **travelling** round Mexico next summer.
  - What **are we having** for dinner?



- But with verbs of movement from one place to another, e. g. “arrive, come, drive, fly, go, leave, start, travel,” **verbs indicating position**, e. g. “stay, remain, etc.”, and the verbs “**do and have**” (**for food or drink**), the present continuous can be used more widely. It can express a decision or plan without any definite arrangement since the verb itself means presence of arrangement. It is to mention that this case does not require time and place references. Examples:
  - The neighbors **are coming** in to watch television. “It **is just starting**.”
  - I’m **just popping** out to the post office. Back in a minute
  - What **are you doing** next Saturday? (This is the usual way of asking people about their plans.)
  - I’m **leaving**. “Even before I have arranged my journey.”
- This method of expressing the future cannot be used with verbs which are not normally used in the continuous tenses. These verbs are verbs of senses, verbs expressing feelings and emotions, verbs of mental activity, verbs of possession, and the auxiliaries. These verbs should be put into the future simple tense instead.
  - I’m **meeting** him tonight but I **will know** tonight.
  - They **are coming** tomorrow but they **will be** here tomorrow.
  - We’ll **think** it over.
- However, that “**see**”, when it is used for a deliberate action “personal” “see about, see someone, etc.” see meaning ‘meet by appointment’, can be used in the continuous tenses because the context where these verbs are used deprive them from the quality of state verbs. So speakers must pay attention to the context where verbs are used. Examples:
  - I’m **seeing** him tomorrow. “I have an appointment with him.”

## 2. Present Continuous and Will + Infinitive ..... Differences

The following examples of combinations of “will + infinitive” used at the moment of decision and the present continuous tense used as a future form will make the relationship between them more clear.

- **Now**
  - Travel agent: Now, how **do you want** to go to Rome, sir?
  - Traveler (making up his mind): the trains are too slow. I’ll **travel** by plane.
- **But afterwards**, talking about his plans, this traveler will say:
  - Traveler: I’m **flying** to Rome next week. Then immediately he remembered that he must pay money for this and suddenly says:
  - Travelled: I’ll **have** to pay 150 dollars rent and I don’t have them. His friend immediately answered him:

- Friend: don't worry. **I'll lend** you all what you need.
- **But later on**, before his friend has actually lent the money, the traveler will say:
  - Traveler: my friend **is lending** me 150 dollars.
  - Friend: would you like to come to the opera tonight?
  - Traveler: I'd love. **Shall I meet** you there?
  - Friend: No, **I'll call** for you.
  - Traveler: OK.
- **Later on again**, the traveler telling another friend about this plan to the opera will say:
  - Traveler: my friend **is taking** me to the opera tonight. **I'm not meeting** him there but he **is calling** me.

## Summary

The present continuous is an important tense for future use. The main idea for this tense is related to the near future arrangement schedule. In this respect, it is always used with a time reference to indicate an idea of near future arrangement.

## Exercise 1

**Put the verb in brackets into the present continuous or the present simple.**

1. I ..... (meet) Jane tonight.
2. The train to London ..... (leave) at midday.
3. What time .....(the film / begin) this evening?
4. What ..... (you / do) next weekend?
5. We .....(have) a party on Saturday. Do you want to come?
6. When ..... (the concert / start)? It ..... (start) at 7 p.m..
7. Harry ..... (come) to stay tomorrow. He ..... (catch) the last bus from York, which .....(arrive) here at midnight.

## Exercise 2

**Choose the correct form of the verb with justification.**

1. I'll meet / I'm meeting Jane in town tonight.
2. Louise can't come. She is taking / will take the car to the garage at 5 p.m.
3. What time does your train leave / will your train leave tomorrow?
4. I'm very thirsty.' I'll get / I get you something to drink. Coke or tea?'
5. This bus is stopping / stops at every village, so it's very slow!
6. 'Did you buy some butter?' 'Oh, I forgot. I'll get / I'm getting some now.'
7. I think it rains / will rain later today.

8. 'Have you chosen a new car yet?' 'Yes, we are going to buy / we will buy a Ford Focus.'
9. 'Why have you put the TV on?' 'I'm going to watch / I will watch the news.'
10. 'Frank, I can't go out because I haven't got any money.' 'Don't worry. I lend you / I'll lend you some.'
11. Shall / Will I carry that for you?

## Future Tenses: The “Be Going to + Infinitive” Form

### Description of the Lecture

This lecture is about the “be going to” form. The pedagogical procedures of the unit count on the relevant theory, definitions, examples and exercises of the form “be going to” form or future meaning.

### Objectives of the Lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general of the “be going to” form.
2. List the forms, meanings and uses of the “be going to” form for future.
3. Enable learners to reflect more on the differences between the present continuous and “be going to” for future.
4. Compose correct, meaningful and functional sentences using the “be going to” forms for future meaning.

### 1. Form

The present continuous of the verb to go + the full infinitive:

- I'm **going to buy** a bicycle.
- She **is not going to be** there.
- **Is he going to lecture** in English?
- Look to cloud, it **is going to rain!**

### 2. The Main Uses of “Be Going to”

#### 2. 1. “Be Going to” for Intention

This structure is really a present tense. We use it to talk about future actions and events that have some present reality. If we say that something in the future is going

to happen, it is usually already planned or decided. This structure is very often in an informal style.

The “**be going to**” form often emphasizes the idea of intention, or a decision that has already been made. So it is used to express the subject’s intention to perform a certain future action. This intention is always premeditated and there is usually the idea that some preparation for the action has already been made. Actions expressed by the “be going to” form are therefore usually considered very likely to be performed, though there is not the same idea of definite future arrangement that we get from the present continuous. Examples:

- We **are going to get** a new car soon.
- She has bought some wool; she **is going to knit** a jumper.
- I’m **not going to sit up** all night listening to your problems!

## 2. 2. “Be Going to” for Prediction

“**Be going to**” form is often used to express the speaker’s feeling of certainty. The time is usually not mentioned, but the action is expected to happen in the near or immediate future. This expectation is on the basis of **present evidence** in which you say that a future action or event is on the way or starting to happen or we can see it is coming now or there are already physical signs of its happening. It can be used in this way after verbs as “be sure, afraid, believe, think....” Examples:

- Look at those clouds! I **suppose** it **is going to rain**. It implies presence of physical signs through the clouds that the speaker and listener can see.
- Listen to the wind. I am **sure** we **are going to have** a rough crossing. They could hear the strong wind.
- The temperature is below 0 degree, it is going to snow.
- Be careful! You **are going to spill** your coffee.
- How pale that girl is! I am sure / believe / think she **is going to faint**.

## 3. “Be going to” and “Will + Infinitive”..... Differences

Very often we can use the “be going to” form or “will + infinitive” to express intention, but there are differences between them. As a result, there are occasions when only one of them is possible. The main differences are:

- The “**be going to**” form always implies a premeditated intention, and often an intention + plan. While “**will + infinitive**” form implies intention alone at the moment of decision and this intention is usually, though not necessarily, unpremeditated. If, therefore, preparations for the action have already been made,

we must use “be going to” instead of “will + infinitive”. If the intention is clearly unpremeditated, we must use “will + infinitive” instead. In this respect, at the moment of making decision, we use “will + infinitive”. Once you have made the decision, talk about it using “be going to”. Compare:

- I have bought some bricks and I **am going to build** a house. (The action of buying some bricks implies some preparations and henceforth premeditated intention. Consequently, we must use “be going to” form for the subsequent action.
  - There is somebody at the hall door and I **will go** and open it. (This situation does not reveal any preparation except intention and determination exactly at the moment of speaking.)
  - I **will call** Jenny to let her know about the meeting. Sarah, I need Jenny’s number. I **am going to call** her about the meeting.
  - I’ll **come** and have a drink with you but I must let Harry know. Harry I **am going to have** a drink with Simon.
- As already noted, “will + infinitive” in the affirmative is used almost entirely for the first person. Second and third person are therefore normally expressed by “be going to”:
    - He **is going to resign**.
    - **Are you going to leave** without paying?
    - I **will resign**.
  - But in the negative “**will not**” can be used for all persons. So we can say:
    - He **is not going to resign**.
    - He **will not resign**.
  - The “**be going to**” form, as already stated, usually refers to the fairly immediate future. “Will + infinitive” can refer either to the immediate or to the more remote future.

#### 4. Present Continuous and Be Going to..... Differences

In many cases, both structures can be used to express the same idea. But there are some differences. Some of the differences are as follows:

- The “**be going to**” form is better used when we are **not** talking about fixed arrangement, but about intentions and decisions. So you must differentiate between a fixed arrangement and intention. In short, a fixed arrangement is used with present continuous while intentions are expressed by “be going to” form. Compare:
  - I’m **seeing** Philip tonight. “it emphasizes an arrangement”

- I'm really **going to tell** him what I think of him. "Emphasis in on intention"
- Who's **cooking** lunch? "Asking what has been arranged"
- Who's **going to cook** lunch? "Asking for a decision"
- Because the present progressive tense is used especially for personal arrangements, it is not generally used to make predictions about events that are outside people's control.
  - It **is going to snow** before long. (Present progressive is not possible.)
  - I can see that things **are going to get** better soon. (It is out of the speaker's control.)
- In many situations when we talk about future plans we can use either the present continuous or the "be going to" form. However, when we use the present continuous, there is more a **suggestion** than an **arrangement** has already made and vice versa.
  - I'm going to see him. / I'm seeing him.
  - I'm going to do it. / I'm doing it.
- Present progressive is usually used for temporary actions and events, but not usually for permanent states. Compare:
  - Our house **is getting/is going to get** new windows this winter.
  - Their new house **is going to look over** the river. (The present continuous is not possible here instead we use be going to form)
- As already shown, "**be going to**" form can be used for the near future with a time expression as an alternative "second choice" to the present continuous therefore the meaning is not the same, i.e. we can say:
  - I'm **meeting** Tom at the station at six. (It implies an arrangement with Tom in the sense that both the speaker and listener share the information about the meeting so they both take procedures for such a meeting.)
  - I'm **going to meet** Tom at the station at six. (It doesn't imply any arrangement in the sense that Tom may get a surprise! This situation refers only to the intention of the speaker and he does share it with his listener Tom)
- The "**be going to**" form can also be used without a time expression in order to refer to the immediate or near future:
  - I'm **going to play** with a basketball.
  - He **is going to lend** me his bicycle.
  - Sandra **is going to have** a baby.
- The "**be going to**" form can be used with the verb "to be" and also sometimes found with other verbs not normally used in the continuous tenses so it accepts verbs of state:
  - I'm going to **think** about it.

- I'm sure I'm going to **like** it.
- I think I'm going to **believe** it.
- The “**be going to**” form is not very usual used with the verbs “**go** and **come**”. Instead we generally prefer to use the present continuous tense in order to avoid a kind a heavy repetition:
  - Instead of I'm going to go we normally say I'm **going** .....
  - Instead of I am going to come we normally say I **am coming**.....

## Summary

- The present continuous tense is another form of future through the following situations:
  - It is used to express a definite arrangement in the near future with an idea in mind that this arrangement must have some present reality.
  - Verbs of movements and positions.
- While be going to form is used to refer to future either for intention or prediction:
  - We use it to talk about future actions and events that have some present reality.
  - The “be going to” form is often used to express the speaker’s feeling of certainty.

## Exercise 1

**Direction: choose the correct word from the list below to complete the following sentences. Use the correct form of the future tense “be going to”. (hang, wear, practice, get, ask, visit, write, clean, study, exchange, quit, take, give, fix)**

1. My father sent me a box yesterday. I .....it back tomorrow.
2. My house is very dirty. She .....it next week.
3. Marry is going to a marriage party next week. She .....her new red dress.
4. John bought a new painting at the art show. He .....it over the sofa in his living room.
5. The hockey championship is next month. The boys .....every night next week.
6. Jack hates his job. He .....next month.
7. We have a history exam in four days. We .....for the next few days.
8. It is very cold and rainy outside home. I .....a nice hot bath as soon as I get back home from this important football match.
9. Marry has a hair appointment for this afternoon. She .....her hair cut and colored.
10. I had a flat tire on my car yesterday. My husband .....it later today.

11. It is our parent anniversary tomorrow. We .....them a gift certificate to a beautiful new restaurant.
12. Ann got a sweater from her mother-in-law for her birthday. If it did not fit, so she .....it for a larger prize.
13. John just got his driver license. He .....his father to let him borrow the car next weekend.
14. Their grandfather is in hospital. They .....her next weekend.

### Exercise 2

**Direction: match the sentences on the left with the words on the right. Then write the complete sentences below using the correct form of the future tense “be going to”.**

Column A	Column A
1. I did not study it for the test.	a. Take the next plane.
2. He is driving too fast.	b. Have a backache.
3. Frank always eats too much.	c. Rain
4. He forgot to return his books to the library.	d. Fail
5. There are large black clouds in the sky.	e. Call a service station
6. My friend and my brother missed their flight.	f. Get a stomachache
7. Philip has a fever.	g. Sink
8. Ellen and Bob are buying a lot of food and water.	h. Have an accident
9. Marry is lifting very heavy boxes.	i. Take an aspirin
10. The boat is full of water.	j. Break her leg
11. John ate for big hamburgers.	k. Have a party
12. Kristin is a terrible skier.	l. Get fat
13. Her car broke down.	m. Have to pay a fine

## Future Tenses: The Future Simple Tense

### Description of the Lecture

This lecture is about the future simple. It explores key elements related to the



forms, meanings and uses of the simple future tense. The pedagogical procedures of the unit count on the theory, examples and exercises.

### **Objectives of the Lecture**

When students have completed this unit, they should be able, among other things, to;

1. Present a general overview of the simple future tense.
2. List the form, meanings and uses of the future simple tense.
3. Enable learners to reflect more on the differences between the future simple and “Will + Infinitive” form.
4. Compose correct, meaningful and functional sentences using the simple future.

### **Introduction**

We use the simple future tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking.

- Hold on. I'll **get** a pen.
- We **will see** what we can do to help you.
- Maybe we'll **stay in** and **watch** television tonight.

In these examples, we had no firm plan before speaking. The decision is made **at the time of speaking**.

#### **1. Form**

The simple future “Will or shall + infinitive” is the basic structure of talking about the future. We use “will + infinitive form” if there is **not** a good reason for using present forms. Here this form expresses a pure future without intention and determination. In other words, it indicates that something will happen as a matter of course. Examples:

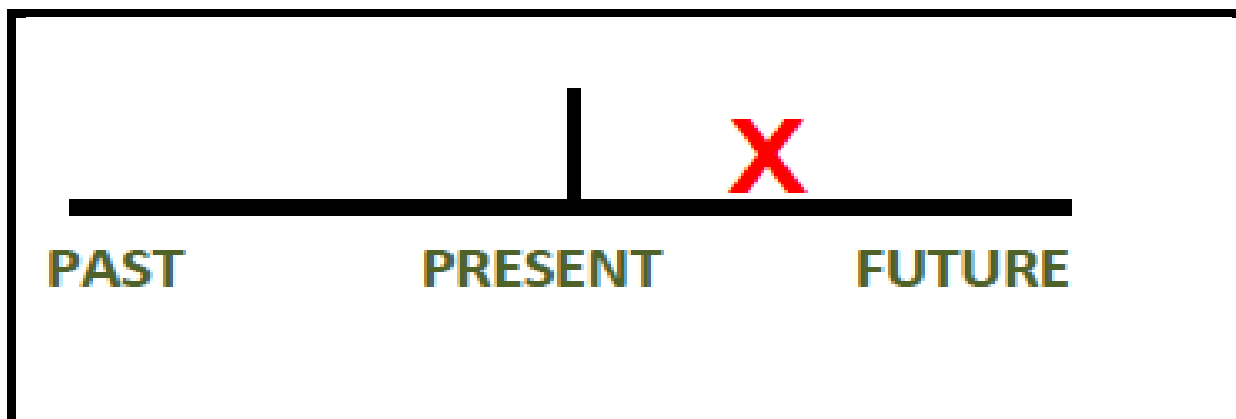
- I shall be fifteen on my next birthday.
- We shall have a break on national Day.
- In informal style, however, shall is often replaced by will: I will be fifteen on my next birthday.

#### **2. The Main Uses of the Simple Future Tense**

The simple future tense is used in the following ways:

- "Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when

we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something. This action can be represented diagrammatically as follows:



- You **will meet** him later.
  - **Will** you meet him later?
  - You **will not meet** him later.
- To express the speaker's opinions, assumptions, speculations about the future in which the speaker believes to be certain. These may be introduced by verbs such as assume, be afraid, be, feel, sure, believe, daresay, doubt, expect, hope, know, suppose, etc. often we may add "perhaps, maybe, probably, possibly" to make the belief less certain. Examples:
- I'm sure he **will come**.
  - I suppose they **will sell** the house.
  - I believe she **will accept** my offer.
  - I'll probably **come** back later.
  - Perhaps we'll **meet** again someday.
- To simple future is used similarly for future habitual actions and to describe facts which will take place in the future time. Examples:
- Spring **will come** again.
  - Birds **will build** nests.
  - People **will make** plans.
- The future simple is used in sentences containing clauses of condition "conditional sentences type 1", time and sometimes purpose conjunctions. "Note that the if-clause does not use the future simple even when the meaning is future".
- If I drop this glass it **will break**.
  - When it gets warmer the snow **will start** to melt.
  - I'm putting this letter on the top of the pile so that he **will read** it first.

- The future simple is used, chiefly in newspapers and news broadcasts, for formal announcements of future plans and for weather forecasts. Examples:
  - Newspapers: the president **will open** the new heliport tomorrow.
  - The fog **will persist** in all areas.
- The future simple is used to for interpersonal uses. It is common in offers, promises, threats, refusals, asking for instruction, spontaneous decision, and giving instructions and orders. Examples:
  - The phone is ringing, I **will answer** it.
  - I promise I **will not smoke** again.
  - I **will hit** you if you do that again.
  - I don't care what you say, I **won't do** it.
  - **Shall I open** a window?
  - **Will you be** quite, please!
  - Make me a cup of coffee, **will you do**?

**Note about the uses of “Will” and “Shall”**

However, nowadays this distinction of 'will' and 'shall' is not followed. Instead, 'will' is used wherever absolute conviction is required to be expressed while the usage of 'shall' depends on individual writing style. Examples:

- We assume that our representative will be winning the elections that are to be held at the end of April.
- Today, she will be walking all the way to her house from her office.
- I will be watching the new movie next week.
- By this time tomorrow, I will be at home watching T.V.

### 3. Differences between “Going to + Infinitive” and “Will + Infinitive”

“Going to + Infinitive”	“Will + Infinitive”
<b>Future facts</b> Ex. he is going to be 14 next week.	<b>Future facts</b> Ex. he will to be 14 next week.
<b>Prediction</b> Ex. I am going to miss the exam.	<b>Prediction</b> Ex. I will miss the exam if I do not speed.
<b>Predictions when there is something in the present that indicates what will happen in the future.</b> Ex. Look at the sky. It is going to rain.	<b>It is often used with probably, I think, I do not think .....</b> Ex. I will probably stay at home today.
<b>It is used for preconceived plans and</b>	<b>It is used when we decide immediately</b>

<b>arrangements.</b> <b>Ex.</b> He needs some money. He is going to do shopping.	<b>to do something at the time of speaking.</b> <b>Ex.</b> Would you like tea or coffee I will have tea, please.
	<b>It is used for offers, requests and promises.</b> <b>Ex.</b> I will help you answer those difficult questions.
	<b>It is used to agree or refuse to do something.</b> <b>Ex.</b> I am angry at John. I will not help him.

## Summary

The simple future tense is used for actions that will occur in the future. It is formed by using “**will**” and the base verb (I, you s/he/it, we, they **will complete**). The common way of using the simple present tense is when:

- Prediction (He will turn into a great player in two years’ time. He will come home late tonight).
- Promise (I will take you to the movies next time.).
- Action which is not a part of a definite plan - *often with think, expect, wonder, perhaps, probably*. (I think he will go to live in the Netherlands. I will have my new car by June)
- General Truth (spring will come. When peace is available, people will go for it.).

## Exercise 1

**Direction: complete the following sentences using the correct form of “going to” or “will” with the verb provided. Be prepared to explain the reason for your choice. Remember sometimes you can use either forms.**

1. John feels sick. He ..... “stay” home for work next week.
2. I ..... “finish” my work late tonight.
3. I left my wallet t home. That is ok. I ..... “lend” some money.
4. The sky is very dark. It ..... “rain”
5. What time .....he ..... “meet” you tomorrow?
6. Stephan ..... “take” a two week holiday next week.
7. That box looks very heavy. I ..... “help” you carry it.
8. I bought some paints because I ..... “paint” my flat.

9. He .....“wear” a black tuxedo to do wedding.
10. Why did you take out the sugar out of the cupboard? I .....“ bake” a cake.
11. They took money out of the bank because they ..... “buy” a new car for their son.
12. It is very hot in here. I ..... “open” the window for you.
13. The weatherman says it ..... “be” a beautiful day tomorrow. I think I ..... “go” to the sea side.
14. Your car engine does not sound very good. It sounds like it ..... “die”
15. We probably ..... “not go” to the party next week.
16. Can I please talk to the manager? he ..... “be” in a moment.
17. The plane ..... “arrive” in time.
18. The Anderson went to the travel agency yesterday. They .....“ buy” their tickets tomorrow.
19. We .....“see” that new movie tonight. Do you want to come with us?
20. Marry ..... “get up” early tomorrow so that she can go fishing.
21. I ..... “help” with your work tomorrow.
22. Do you have any holiday plans? Yes. We .....“take” a mountainous trip.

## Exercise 2

**Fill in the following blanks with WILL or BE GOING TO with justification:**

1. A: Why do you need so much sugar? B: I ..... make a cake.
2. A: Oh no! I’ve left my purse at home and I haven’t got any money on me! B: Don’t worry. I ..... lend you some.
3. A: I don’t know how to use this mixer. B: That’s OK. I ..... show you.
4. A: Why are all these people gathered here? B: The Prime Minister ..... open the new hospital ward.
5. A: Did you remember to buy the magazine I asked for? B: Sorry, I didn’t. I ..... buy it when I go out again.
6. A: What’s that on your curtains? B: It’s a stain. I ..... take them to the dry cleaner’s tomorrow.
7. A: These bags are very heavy. I can’t lift them. B: I ..... carry them for you.
8. A: I hear you’re going to Leeds University in September. B: Yes, I ..... study French and German.
9. A: Why don’t you tidy your room? B: I ..... play football in ten minutes, so I haven’t got time.
10. A: How can we get all this home? B: I ..... ask James to come and help.
11. She has bought some wool. She ..... knit a sweater.
12. A: This problem is very difficult. B: I ..... help you to solve it.
13. A: Why are you taking down all the pictures? B: I ..... paint the room.

14. I ..... climb that mountain one day.
15. Look at that young man. He looks very pale. He ..... faint.
16. A: Why are you buying that spade? B: I ..... plant some trees in my garden at the back of the house.
17. She ..... get better. There are positive signs.
18. I'm hungry. I ..... have something to eat.
19. I ..... be 38 years old next week.

### Exercise 3

**Put the verb in to the correct form using WILL or GOING TO with justification:**

1. A: Why are you turning on the television? B: I ..... (watch) the news.
2. A: Oh, I've just realized. I haven't got any money. B: Don't worry. That's no problem. I ..... (lend) you some.
3. Those clouds are very black, aren't they? I think it ..... (rain).
4. A: I've got a terrible headache. B: Have you? Wait here and I ..... (get) an aspirin for you.
5. A: Why are you filling that bucket with water? B: I ..... (wash) the car.
6. A: I've decided to re-paint this room. B: Oh, have you? What color ..... (you / paint) it?
7. A: Look! There's smoke coming out of that house. It's on fire! B: Good heavens! I ..... call the fire-brigade immediately.
8. A: The ceiling in this room doesn't look very safe, does it? B: No, it looks as if it ..... (fall) down.
9. A: Where are you going? Are you going shopping? B: Yes, I ..... (buy) something for dinner.
10. A: I can't work out how to use this camera. B: It's quite easy. I .... (show) you.
11. A: What would you like to drink – tea or coffee? B: I ..... (have) tea, please.
12. A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned. He ..... (have) a holiday for a few weeks and then he ..... (start) a computer programming course.

### Exercise 4

**Put in the missing words. Use one word only in each space. One example is given.**

- I don't want a steak. I think I'll *have* the chicken.
1. There's a fireworks display tomorrow. Janet is.....to watch it.
  2. We're at that table in the corner.....you join us?
  3. I'm seeing the boss this afternoon. But I must study this report before I ..... her.

4. There will be drinks at the reception, but there will ..... be any food.
5. The European heads of state are..... meet in Brussels on 3 October.
6. It's a lovely day. ....we go for a walk?
7. My birthday .....on Sunday next year.
8. My brother is engaged. He's .....married in June.
9. You won't be allowed to go to your seat after the play .....started.
10. Martin's got his coat on. I think he's ..... to go out.

## **Future Tenses: The Future Continuous Tense**

### **Description of the Lecture**

This lecture is about the future continuous tense. It explores key elements related to the meanings and uses of the future continuous tense. Throughout the unit students will become familiar with the theory, definitions, examples and exercises.

### **Objectives of the Lecture**

When students have completed of the unit, they should be able, among other things, to;

1. Present a general overview of the future continuous tense.
2. List the meanings and uses of the future continuous tense.

3. Enable learners to reflect more on the differences between the future simple and the future continuous tenses.
4. Compose correct, meaningful and functional sentences using the future continuous tense for future meaning.

### 1. Form

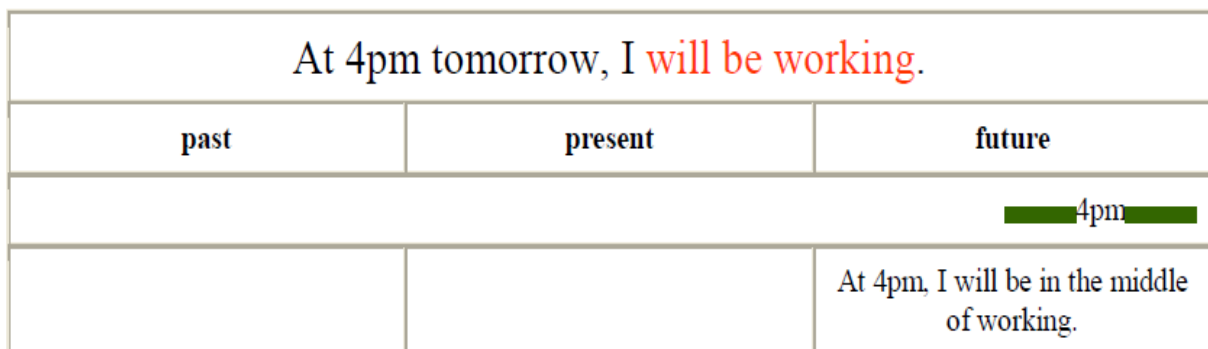
This tense is made up of the future simple of “**to be + the present participle**”.  
 Example: to work “Will be working”.

- Students **will be working** on it.
- Students **will not be working** on it.
- **Will** Students **be working** on it?

### 2. The Uses of the Future Continuous Tense

This tense have two uses: it can be used as an ordinary continuous tense and for a future without intention.

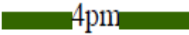
- The future continuous used as an ordinary continuous tense: like other continuous tenses. It is normally used with a point in time, and expresses an action which starts before that time and probably continuous after it. Speakers must assume that everything will take place in the future. Imagine a class of students at this moment. In short, the future continuous tense expresses action at a **particular moment** in the future. The action will start before that moment but it will not have finished at that moment. For example, tomorrow I will start work at 2pm and stop work at 6pm. Look at the diagram and examples below:



- Now they **are sitting** in their classroom. They **are listening** to a tape. This time tomorrow they **will be sitting** in the cinema. They **will be watching** a film. On Saturday there is no class. So on Saturday they **will not be sitting** in the classroom. They **will be doing** other things.
- I **will be playing** tennis at 10am tomorrow.

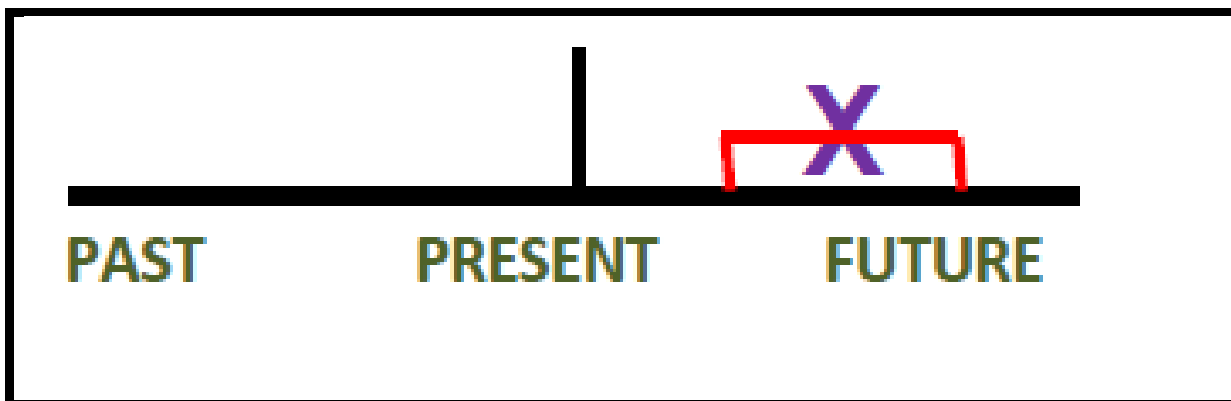


- They **won't be watching** TV at 9pm tonight.
  - What **will you be doing** at 10pm tonight?
  - What **will you be doing** when I arrive?
  - She **will not be sleeping** when you telephone her.
  - We **will be having** dinner when the film starts.
  - Take your umbrella. It **will be raining** when you return.
- The future continuous used to express future without intention: the future progressive is useful if we want to show that we are not talking about making decisions, but about things that will happen “**anyway**”. See the examples below:
- I’ll **be helping** Mary tomorrow. This does not imply that the speaker has arranged to help Mary or that he wishes to help her. It merely states that this action will happen. The future continuous used in this way is somewhat similar to the present continuous, but differs from it in the following points. The present continuous tense implies a **deliberate future action**. The future continuous tense usually implies an action which **will occur in the normal course of events “statement of fact”**. It is therefore less definite and more casual than the present continuous. Examples:
  - I **am seeing** Tom tomorrow. “This example implies that Tom or the speaker has deliberately arranged the meeting.”
  - I’ll **be seeing** Tom tomorrow. “This example implies that Tom and his speaker will meet each other in the ordinary course of events (perhaps they work together or study together in the same place)”.

At 4pm tomorrow, I <b>will be working</b> .		
past	present	future
		
		At 4pm, I will be in the middle of working.

- The future continuous can be used with or without a definite time and for the near or distant future “unlike the present continuous which can only be used with a definite time and only for the near future”. We can say:
- I **am meeting** him tomorrow but
  - I’ll **be meeting** him tomorrow /next year/some time. (Or without a time expression at all).
- Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real

interruption or just an interruption in time. This action can be represented diagrammatically as follows:



- I **will be watching** TV when he *arrives* tonight.
- I **am going to be staying** at the Sheraton Hotel, if anything *happens* and you *need* to contact me. Notice in the examples above that the interruptions (*marked in italics*) are in simple present rather than simple future. This is because the interruptions are in time clauses, and you cannot use future tenses in time clauses. Further, in addition to using short actions as interruptions, you can also use a specific time as an interruption. Examples:
  - Tonight at 8 PM, I **am going to be eating** dinner.
  - At midnight tonight, we **will still be driving** through the forest.

### 3. Future Continuous and Will + Infinitive .....Differences

- There is always the same difference between “will + infinitive” and the future continuous as between “will + infinitive” and the present continuous. “Will + infinitive” expresses future **with intention**. The future continuous expresses future **without intention**. In this sentence:
  - I’ll **write** to Mr. Pitt and tell him about Toms’ new house. “The verb in bold type expresses intention. The speaker announces a deliberate future action in accordance with his own wishes. But in the following example:
    - I’ll **be writing** to Mr. Pitt and I’ll tell him about Tom’s new house. “The verb in bold type expresses no intention. It is mere a statement of fact and implies that this letter to Mr. Pitt will be written either as a matter of routine or for reasons unconnected with Tom’s new house.
    - Tom **won’t cut** the grass. “It means that Tom refuses to cut it.
    - Tom **won’t be cutting** the grass. “It is merely a statement of fact, giving no information about Tom’s feelings. Perhaps Tom is away, or ill, or will be doing some other job.”

## 4. “Be going to” and “Future Simple” .....: Differences

### 4. 1. Similarities

- “Simple future” and “be going to” are therefore rather similar and often either form can be used interchangeably:
  - It **will take** a long time to photocopy all the documents.
  - It **is going to take** a long time to photocopy all the documents.

### 4. 2. Differences

- “**Be going to**” form implies that there are signs that something will happen “there is **an outside evidence** for what we say”. We are showing something to the listener and we do not ask them to believe about something. So it expresses a particular conclusion regarding the immediate future (using available evidence).
  - See those clouds! It **is going to rain**. (There are clouds in the sky.)
  - Look out! We **are going to crash**. (There is outside evidence.)
  - Ann **is going to have** a baby. (Outside evidence –she is pregnant now.)
  - The lift **is going to break** down. (It implies that it is making strange noise or behaving in strange way; we had better get out on the next floor.)
  - He **is going to get** better. (It implies that there are signs of recovery or his temperature has gone down.)
- “**Simple future**” is common way of expressing what the speaker thinks/believes that something will happen “there is **no** such outside obvious evidence”. In short, when we are talking more about what is inside our heads: what we know, or believe, or have calculated. (When we use **will**, we are not showing the listener something; but we are asking him or her to believe something.)
  - Do not lend him your car, he is a terrible driver. He **will crash** it. (It implies that the speaker knows the driver well.)
  - The baby **will** certainly **have** blue eyes, because both parents have. (This is about the speaker’s knowledge about genetics.)
  - The lift **will break** down. (It implies that this will happen sometime in the future. Perhaps we always overload our lift or because it is an “X” company lifts and they don’t last long.)
  - He **will get** better. (It implies confidence in his doctor or in the course of treatment, but promises eventual rather than immediate recovery.)
- The future simple can be used with or without time expression. The “be going to” form is sometimes possible here also, but it makes the action more probable and (where there is no time expression) more immediate.

- He **will build** a house. (Merely means that this is just my opinion and gives no idea when the building will start).
- He **is going to build** a house. (It implies that he has already made this decision and that he will probably start quite soon.)
- “**Be going to**”, as already stated, usually refers to the fairly immediate future while the “**Simple future**” can refer either to the immediate or to the more remote future. So it does not refer to any particular time.

## Summary

The future progressive tense is used for an activity that is expected to be in progress at a time in the future when something else will happen. It is formed by using “**will**” plus “**be**” or a form the verb “**be**” with the present participle of the base verb (I, you s/he/it, we, they **will be studying**). The common way of using the simple present tense is when:

- Action in progress at a particular time in the future (Do not call between 8 am and 10 am. I will be studying then. Will it still be raining like this when I get back?).
- Series of future actions seen as temporary arrangements (She will be giving lectures across the country).
- Introducing polite requests (Will you be going out tonight? I thought you could give me a lift.).
- To emphasize certainty that something will happen because arrangements have been made. (I will be seeing you when I am finished with them. Next month he will be retiring.)

## Exercise 1

**Put in the answers. People are saying what they will be doing as part of their routine. One example is given.**

► David: When are you going to the club, do you know? (Nick goes to the club every Friday.) Nick: *I'll be going there next Friday.*

1. Vicky: Are you likely to see John in the near future? (Emma sees John every day.) Emma: ..... tomorrow.

2. Claire: Are you going to France again soon? (Henry goes to France every summer.) Henry: .....

3. Jessica: When are you going to play badminton again? (Matthew plays badminton every weekend.) Matthew:.....

Andrew: When are you next having lunch in the canteen? (Daniel has lunch in the canteen every day.) Daniel: .....

## Future Tenses: Future Perfect and Future Perfect Continuous

### Description of the Lecture

This lecture is about the future perfect and the future perfect continuous tenses. It explores key elements related to the forms, meanings and uses. Throughout the unit students will become familiar with the relevant theory, definitions, illustrations, examples and exercises.

### Objectives of the Lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview of the future perfect and the future perfect continuous tenses.
2. List the form and uses of the future perfect tense.
3. List the form and uses of the future perfect continuous tense.
4. Enable learners to reflect more on the differences between the future perfect and the future perfect continuous tenses.
5. Compose correct, meaningful and functional sentences using the future perfect and the future perfect continuous tenses.

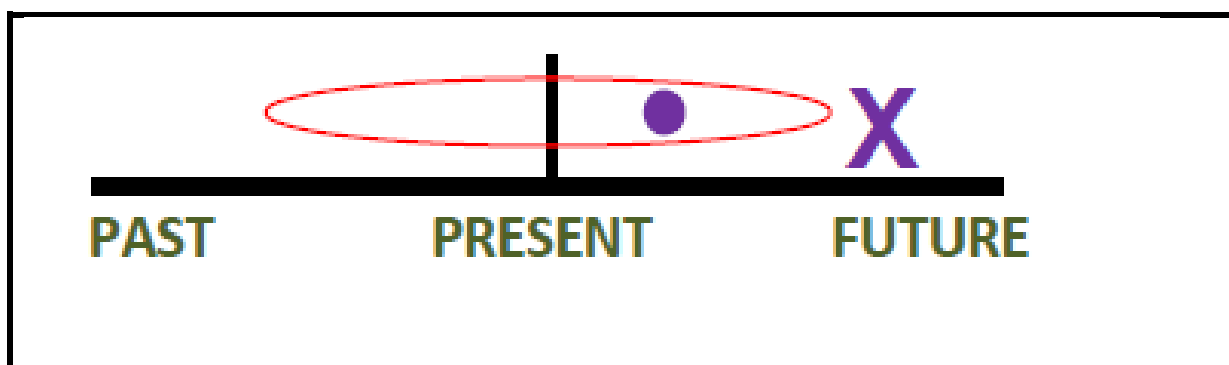
## 1. Future Perfect

### 1. 1. Form

This tense is made up of the “**will / shall + perfect infinitive**” for the first persons. “**Will + perfect infinitive**”. Example: to work “Will have worked.

### 1. 2. The Main Uses of the Future Perfect Tense

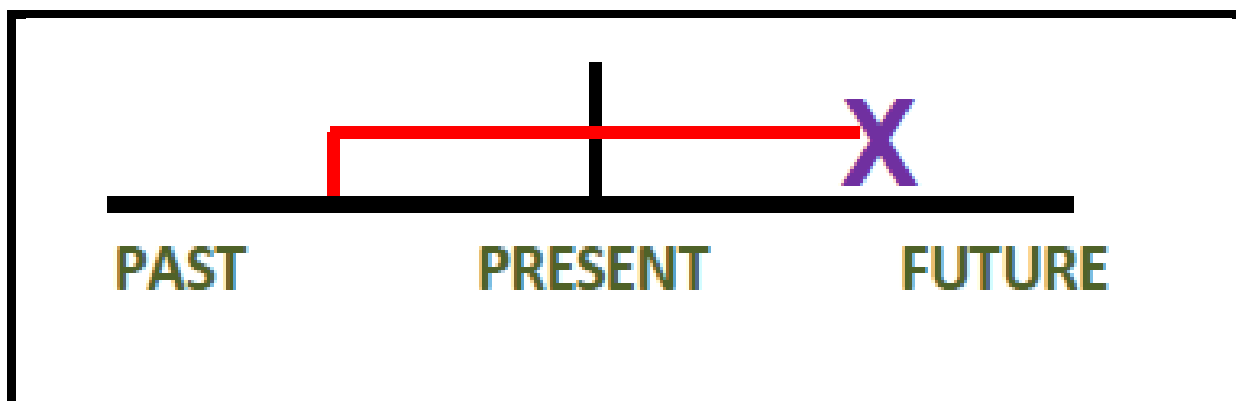
- The **future perfect** is quite an easy tense to understand and use. The future perfect tense talks about the **past in the future**. We can use the future perfect to say that something will be finished or complete by a certain time in the future. This tense is normally used with a time expression beginning with “by”: by then, by that time, by the 24<sup>th</sup>: This action can be represented diagrammatically as follows:



- The builders say that they **will have finished** the roof by Monday.
- We'd better wait till 18 December. David **will have had** his exam by then, so he'll be able to enjoy himself.
- You can call me at work at 8am. I **will have arrived** at the office by 8.
- They will be tired when they arrive. They **will not have slept** for a long time.
- "Mary won't be at home when you arrive." See the table below.

The train <b>will have left</b> when <b>you arrive</b> .		
past	present	future
		Train leaves in future at 9am.
		9      9.15 ■      ■
		You arrive in future at 9.15am.

- It is used with duration before something in the future with non-continuous verbs. With non-continuous verbs and some non-continuous uses of mixed verbs, we use the Future Perfect to show that something will continue up until another action in the future. This action can be represented diagrammatically as follows:



- I **will have been** in New York for six months by the time I leave.
- By Monday, John **is going to have had** my car for a month.
- By next June, I **will have consumed** five years as an associate professor.

### Important reminder:

Like all future forms, the Future Perfect cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Future Perfect, Present Perfect is used. Examples:

- **Incorrect:** I am going to see a doctor when I **will have finished** my homework.

- **Correct:** I am going to see a doctor when I **have finished** my homework.

## Summary

The future perfect tense is used to indicate an action that will be completed before another time or event in the future. It is formed by using “**will**” plus “**have**” and the past participle of the base verb. The common way of using the simple present tense is when:

- Action which will happen before or until a particular time in future - it has not happened yet, but it will. (By the time we get there, they will already have started. I shall have been with the firm for 20 years by then. I will be tired when I arrive because I will have done an exam the day before.)

## 2. Future Perfect Continuous Tense

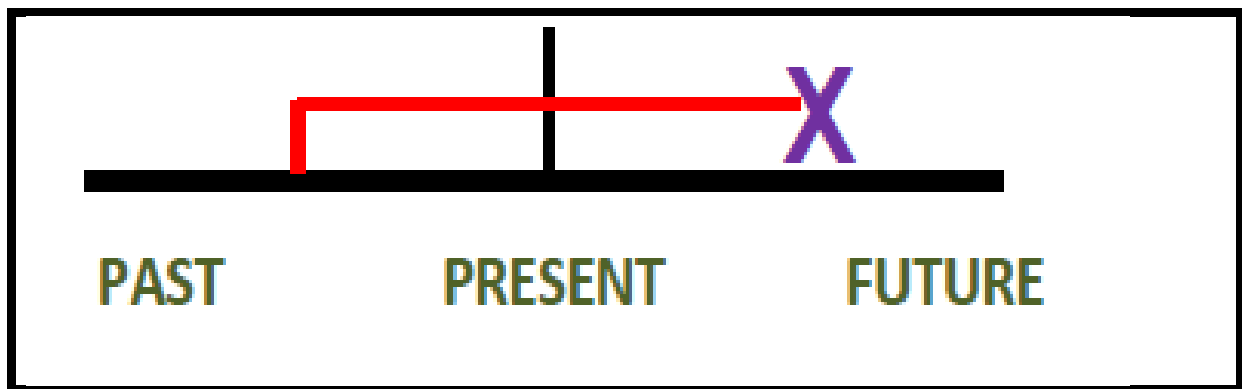
### 2. 1. Form

This tense is made up of the “**will / shall have been + present participle**” for the **first persons**. “**Will have been + present participle**” for the other persons. Example: to study “Will have been studying. Examples:

- By the end of this year students **will have been studying** for the whole year.
- By the end of this year students **will have not been studying** for the whole year.
- **Will have** the students **been studying** for the whole year by the end of this year?

### 2. 2. The Main Uses of the Future Perfect Continuous Tense

- It is used to talk about actions that will commence at a fix time in future and will continue for some time in future. The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future. So we use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous. It is normally used with a time expression beginning with “**by**”. This action can be represented diagrammatically as follows:



- By the end of this year he'll **have been acting** for thirty years.
- This time tomorrow, I will be enjoying the cricket match in the stadium.
- Students must notice that this is related to the Present Perfect Continuous and the Past Perfect Continuous; however, with Future Perfect Continuous, the duration stops at or before a reference point in the future. Examples:
  - They **will have been talking** for over an hour by the time Thomas *arrives*.
  - She **is going to have been working** at that company for three years when it finally *closes*.
  - John **will have been teaching** at the university for more than a year by the time he *leaves* for Asia.

### 2. 3. Future Continuous vs. Future Perfect Continuous

- If you do not include duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Future Continuous rather than the Future Perfect Continuous.
- Be careful because this can change the meaning of the sentence. Future Continuous emphasizes interrupted actions, whereas Future Perfect Continuous emphasizes duration of time before something in the future. Study the examples below to understand the difference. Examples:
  - He will be tired because he **will be exercising** so hard. (*This sentence emphasizes that he will be tired because he will be exercising at that exact moment in the future*)
  - He will be tired because he **will have been exercising** so hard. (*This sentence emphasizes that he will be tired because he will have been exercising for a period of time. It is possible that he will still be exercising at that moment or that he will have already finished*)

#### Important reminder:

Like all future forms, the Future Perfect Continuous cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as



soon as, if, unless, etc. Instead of Future Perfect Continuous, Present Perfect Continuous is used instead. Examples:

- **Incorrect:** You won't get a promotion until you **will have been working** here as long as Ann.
- **Correct:** You won't get a promotion until you **have been working** here as long as Ann.

## Summary

The future perfect progressive tense is used to indicate actions that ended or will end at a specified time or before another action. It is formed by using “**will**” plus “**have**” plus “**been**” plus the present participle of the base verb (I, you, s/he/it, we, they **will have been teaching**), for example, “When Professor Jones retires next month, he **will have been teaching** for 45 years.” The common way of using the simple present tense is when:

- To indicate duration at a particular time in the future. (Tomorrow I shall have been working non-stop for over three weeks. By 2020 he will have been working with us for 10 years.)

## Macro Summary to the Future Tenses

Use the future tense to indicate events that will happen in the future. Even in the future, though, we can imagine that events have already happened or foresee their duration. For example:

- I will look for a job very soon. Use the simple future tense to show that an action will occur in the future.
- I will be looking for work after the holidays. Use the future continuous to show that an action will occur in the future, over a period or duration of time.
- Hopefully, I will have found a job before the spring. Use the future perfect tense to show that something will happen in the future, and after it has happened, something else will happen. In other words, two things are going to happen: You will find a job. It will be spring. One of these events will happen before the other.
- I will have been looking for four months by May. Use the future perfect continuous to show that two things will be happening in the future. One will happen before the other, and it will have covered duration of time.

## Exercise 1

Use **will have + past participle of the verb** in the following blanks:

1. Tom and Ann are going to the cinema. The film begins at 7.30 and it is already 7.20. And it will take them 20 minutes to get there. When they get there, ..... (the film / already / start)
2. Jim always goes to bed at 11 o'clock. Tom is going to visit him at 11.30 this evening. When Tom arrives, ..... (Jim / go / to bed)
3. Tom is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, ..... (he / spend / all his money)
4. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived. Next Monday ..... (he / be / here / exactly three years)
5. Next year is Ted and Amy's 25th wedding anniversary. They ..... (be married) for 25 years.
6. Jane is from New Zealand. She is traveling around Europe at the moment. So far she has traveled about 1.000 miles. By the end of the trip, ..... (she / travel) more than 3.000 miles.

### Exercise 2

Use the future perfect tense in the following sentences with justification.

1. By next February I ..... (write) my third book.
2. I hope you ..... (not / forget) my name by tomorrow.
3. By next week we ..... (redecorate) the house.
4. Next July she ..... (be) dead for ten years.
5. I hope I ..... (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I ..... (drive) more than one hundred thousand kilometers with this car.
7. I hope it ..... (stop) raining before the match starts.
8. I ..... (have) an operation when you turn back.
9. By this time next week I ..... (marry).
10. If nothing is done one million species that are alive today ..... (become) extinct in twenty years.
11. The tropical rain forests ..... (disappear) in thirty years.

### Exercise 3

Use the future perfect continuous tense in the following sentences with justification.

1. By the end of June I ..... (live) in this flat for thirteen years.
2. I ..... (fly) to London for an hour at this time tomorrow.
3. At this time next week I ..... (work) for this company for 20 years.
4. When the bell rings I ..... (teach) for eight hours today.

5. I ..... (wear) these glasses for five years next week.
6. I ..... (drive) this car for six years tomorrow.
7. At this time tomorrow I ..... (take) a test for an hour.
8. At this time next year I ..... (have) a holiday in Antalya for a week.
9. At this time next year I ..... (live) in Istanbul for ten years.
10. By the time we get home they ..... (play) football for half an hour.
11. She ..... (dance) for an hour at nine o'clock.
12. I ..... (learn) English for ten years by the end of this year.

#### Exercise 4

**Fill in the blanks with the correct FUTURE forms: (Will / Going to / Present Continuous / Simple Present) with justification.**

1. A: What ..... you ..... (do) when you grow up? B: I ..... (be) an acrobat in a circus.
2. I haven't seen him for a long time but I think I ..... (recognize) him.
3. A: I need some tokens to telephone my friend. B: I ..... (give) you some.
4. I got the plane tickets. I ..... (fly) on Sunday.
5. A: Have you got any plans for the summer? B: Yes, we ..... (go) to Italy in June.
6. Don't play with those matches; you ..... burn yourself.
7. A: Whose is that night dress? B: It's mine. I ..... (wear) it at John's graduation party.
8. A: Why did you call your grandma? B: I ..... (visit) her at the weekend.
9. If your passport isn't valid any more, you ..... (not / be able to) go abroad this month.
10. A: What are you doing with that brush? B: I ..... (paint) my room.
11. A: Why are you wearing your anorak? B: I ..... (go) out.
12. I don't know the meaning of this word so I ..... (look) it up in the dictionary.
13. Look out! You ..... (hurt) yourself with that knife.
14. A: I've got a terrible headache. B: Have you? Wait there and I ..... (get) an aspirin for you.
15. Mother: Your face is dirty. Child: All right. I ..... (wash) it.
16. A: What time ..... the next bus ..... (arrive)? B: 13 minutes later.
17. .... you ..... (open) the door for me, please?
18. We're early. The film ..... (start) at 2:30. Why don't we go and have something to drink?
19. He ..... (call) the police as soon as he gets home.
20. A: What ..... you ..... (do) with that dress? B: I ..... (shorten) the skirt.

## Exercise 5

### Use the correct form of the Future Tense:

1. A: Oh! You've got a ticket for the party. B: Yes. I ..... (see) it on Friday.
2. A: Tea or coffee? B: I ..... (have) coffee, please.
3. There isn't any cloud in the sky. It ..... (be) a lovely day.
4. We ..... (win) the match. We're playing really well.
5. The festival ..... (last) for ten days.
6. I ..... (have) a meal with a few friends. There ..... (be) about ten of us.
7. Phil ..... (come) round us tomorrow. We ..... (be) at the airport at 9:30.
8. Why don't you come with us. I'm sure you ..... (enjoy) the show.
9. That ..... (not / cost) more than \$50.
10. The museum ..... (open) at 9:00 every day but tomorrow it ..... (not / be) opened at 9:00.
11. I ..... (pay) it back to you as soon as I get my salary.
12. The manager said, "We ..... (have) the meeting on Thursday."

## Exercise 6: Mixed Tenses

**Direction: Complete the sentences with the suitable form of the verbs in brackets.**

1. If I ..... (find) a good job, I'll move to Madrid.
2. He met his wife when he ..... (work) in Brussels.
3. You can turn off the radio. I ..... (not listen) to it.
4. Where ..... (you / have) dinner yesterday?
5. This exercise is difficult. I ..... (help) you to do it.
6. What ..... (you / cook) tonight?
7. .... (you / finish) your homework yet?
8. My father ..... (go) to the bank. He'll be back soon.
9. What ..... (they / do) at 9.00 last night?
10. It ..... (snow) when we ..... (leave) the library.
11. I usually ..... (listen) to the news in the car.
12. My cousin is a writer. He ..... (write) three novels.
13. Be careful! The baby ..... (put) those keys in his mouth!
14. When ..... (Barack Obama / become) president of the USA?
15. My students ..... (not listen) when I gave the instructions.
16. Gonzalo is thirsty! I ..... (get) him a glass of water!
17. If it ..... (not rain) we'd lie on the beach.
18. It's my birthday next week- Don't worry! I ..... (not forget) it.
19. I think it ..... (rain) this afternoon.

20. John ..... (speak) to Susan a minute ago.
21. If you ask him nicely, he ..... (help) you.
22. Would you like a coffee? No, thanks. I ..... (already / have) four cups today.
23. .... (you / ever / have) an argument with your parents about clothes.
24. I'm sure they ..... (lose) the match.
25. My neighbor has broken his leg. He ..... (not play) tennis this weekend.
26. If I had the receipt, I ..... (return) these jeans.
27. What would you like? I ..... (have) some orange juice.
28. If my brother ..... (not arrive) soon, I'll send him a text message.
29. I ..... (not see) my grandparents since last summer.
30. If you found a purse, ..... (you / give) it to the teacher?

### Exercise 7: Mixed Tenses

**Direction: Complete the sentences with the suitable form of the verbs in brackets.**

1. John .... our bank manager at the moment. He .... here for three years. **(be, be)**
2. I ..... when the alarm ..... off at 7.40 this morning. **(still sleep, go)**
3. If everyone donates \$10, we ..... enough to buy a new machine. **(have)**
4. There ..... a great documentary on TV yesterday evening. .... it? – No, I didn't. I ..... to take my television set back to the store to have it repaired. **(be, you see, have)**
5. When I ..... to the car park I didn't know where I ..... my car. **(return, park)**
6. My uncle ..... the same pullover the whole winter. I guess he .... it. **(wear, love)**
7. Mum ..... dinner when the doctor ..... **(prepare, arrive)**
8. He ..... around with a limp since he ..... his accident a few weeks ago. **(walk, have)**
9. You look pretty worried. – What .....? **(happen)**
10. When we ..... at the theatre the play ..... **(arrive, already start)**
11. When she ..... home, she ..... that her husband ..... for some time. **(come, see, drink)**
12. .... the good news? – Stan and Margie ..... married! – That's not new. – I ..... about it for a few weeks. **(you hear, get, know)**
13. I ..... to call you the whole week! – Where .....? **(try, you be)**
14. The manager ..... to an important customer at the moment, but he ..... you in a few minutes. **(speak, see)**
15. Do you realize that you ..... on my toes? – It hurts! **(stand)**
16. I think I ..... a break. I surely deserve one. **(take)**

17. I wonder if he..... my number. I ..... for him to call for the last two hours.  
(forget, expect)
18. The novel is about a man who.....home from the war and ..... a new life.  
(come, start)
19. When I ..... for my passport a few days ago, I ..... across this old photo  
of our family reunion. (look, come)
20. I am sorry that I .....to leave your party so early last night. I ..... myself.  
(have, really enjoy)

### Exercise 8: Mixed Tenses

**Direction: Complete the sentences with the suitable form of the verbs in brackets.**

1. I (learn) English for seven years now.
2. But last year I (not / work) hard enough for English, that's why my marks (not / be) really that good then.
3. As I (pass / want) my English exam successfully next year, I (study) harder this term.
4. During my last summer holidays, my parents (send) me on a language course to London.
5. It (be) great and I (think) I (learn) a lot.
6. Before I (go) to London, I (not / enjoy) learning English.
7. But while I (do) the language course, I (meet) lots of young people from all over the world.
8. There I (notice) how important it (be) to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) before the course.
10. At the moment I (revise) English grammar.
11. And I (begin / already) to read the texts in my English textbooks again.
12. I (think) I (do) one unit every week.
13. My exam (be) on 15 May, so there (not / be) any time to be lost.
14. If I (pass) my exams successfully, I (start) an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) back to London to work there for a while.

## Conditional Sentences: Conditional Type 0

### Description of the Lecture

This lecture aims at introducing a detailed description of the properties of the Conditional Sentences (type 0). It explores key elements related to the forms, uses and variations. Key content of the lecture includes two sections; the lectures and exercises.

### Objectives of the Lecture

When students have finished this lecture, they should be able, to;

1. Introduce a general overview about conditional sentences.
2. Define the Conditional Sentences type 0.
3. List the form and uses of the Conditional Sentences type 0.
4. Compose correct, meaningful and functional sentences using Conditional Sentences (type 0).

### Introduction into Conditional Sentences

Conditional sentences have two parts or clauses that give a condition in the dependent clause and a result in the independent clause. Conditional sentences usually consist of two clauses: a conditional clause (or *if*-clause) and a main clause (or result clause). *Direct conditional* clauses are used to express a direct condition; the result in the main clause is dependent on the condition in the conditional clause. In other words, the truth of the proposition in the main clause is a consequence of the fulfillment of the condition in the conditional clause, as in (1):

- 1-If you put the baby down, he will scream.

In uttering (1) the speaker wants the hearer to understand that the truth of the prediction “*he will scream*” depends upon the fulfillment of the condition of “*putting the baby down*”.

### 1. Definition of Conditional Statement

When the work done of first sentence, depends on second sentence that sentence is called is **conditional sentence**. A conditional sentence expresses the idea that the action in the main clause (the result clause) can only happen when a certain condition (the clause that begins with **if**) is fulfilled. So a **Conditional Sentence** is a sentence which expresses something that must happen or be true if another thing is to happen or be true. The “**if**” clause states the condition, then the main clause states the result. Conditional sentences have two parts or clauses that give a condition in the dependent clause and a result in the independent clause. The condition clause usually contains an “**if**” statement. There are several different forms of conditional sentences that

allow the writer to express various meanings using different tenses. The structure of the conditional sentence is as follows:

<b>If clause “condition” + comma“,” + main clause “result”</b>
<b>main clause “result” + If clause “condition”</b>

**Grammar Point: The basics of Conditionals**

Conditional sentences have two (or more) parts. These parts are called clauses. One of the clauses is dependent on the other – its truth is **conditional** to the other. The two clauses are connected by the term ‘if,’ ‘unless,’ or ‘when.’ The clauses can come in either order in the sentence; usually we put the ‘if’ clause first and separate the sentence with a comma. If you put the ‘if’ clause second, no comma is used. There are different types of conditionals, each for different types of situations being described. To differentiate between the types, different tenses are used. The types of conditionals are: first, second, third, zero, and mixed.

## 2. Types of Conditional Sentences

As mentioned before, the most common division of conditionals is into four major types according to the verb phrase in the subordinate and the main clause. With each type certain variations are possible but students who are studying the conditional for the first time should ignore these and concentrate on the basic form. However, there are also two other types which are also quite common in the traditional division. They are so called zero and mixed type conditionals. For the sake of better understanding of these traditional types, we will look at the most common three types of conditionals first. Whereas, there are overview of basic verbs forms used in conditional sentences.

Situation	If-clause	Result clause
True in the present	Simple present	Simple present
True in the present / future	Simple present	Simple present or will + simple
Untrue in the present/future	Simple past	Would + simple form
Untrue in the past	Past perfect	Would have + past participle

## 3. Conditional Type 0

Zero conditional uses the present tense in both clauses and is used to talk about something that is always or generally true - things which always happen under certain conditions. The present tense signifies that these actions are both possible and typical. The form of zero conditional statement is:



If + simple present, simple present or
simple present + if + simple present

- If it rains, I take an umbrella with me to work.
- If I wake up early, I always read in bed.
- If she gets there before me, ask her to wait.
- If you fly cheap airline, you have to pay for you meal and drinks.
- If you heat water, it boils. In all the previous examples, the fulfillment of the *condition* in the *if-clause* involves a static consequence (which is always true and never changes.)
- If unemployment is rising, people tend to be afraid for their future.

We use the zero conditional to talk about situations and events that are general truths – like habits and rules of natural phenomenon and those for our life: “*If I’m thirsty, I have a drink*” “*When I’m tired, I go to bed*” “*If the red light shines, stop at the line.*” It’s like cause and effect, where the ‘if’ clause shows the cause, and what follows is the effect.

### 3. 1. Important Note about Conditional Type 0

The conditional sentence type zero makes use of another alternative tense form which is as follows:

if + simple past + simple past or
simple past + if + simple past

- If the pupils were talkative, the teacher got angry.
- If you greeted her she smiled at you.

The use of past simple tense in the *if-clause* and *matrix clause* expresses habitual action, which has a very high degree of probability that it becomes an automatic reaction. The conjunction “*if*” can be replaced by “*whenever*” and “*when*”. In the present case, the use of the past simple tense does not refer to an action happening in the past. In fact, there is no big difference between the use of the present simple tense and the past simple tense in the present case. As a result, we can substitute the past simple tense used in each clause to the present simple tense.

### Summary

The conditional type 0 is as follows:

- **Form:** if + simple present + simple present **or** if + simple past + simple past
- **Uses:** conditional type 0 is used as follows:
  - Facts which are generally true.

- Facts which are always true.
- Scientific facts
- Conditions that have always the same results

### Exercise 1

Choose the correct answer from the brackets to complete the following sentences.

5. If plants ..... “do not get/ did not get” water, they die.
6. If a car .....“runs/ ran out” of petrol, it stops moving.
7. If a baby .....“feels/will feel” hungry, it cries.
8. If a dog sees a stranger, it .....“barks/would bark”.
9. If we heat iron, it .....“expands/will expand”.
- 10.If we throw something into the air, it .....“fall/ falls”.
- 11.If we heat water, it .....“boils/ would boil”.
- 12.If we feel tired, we .....yawn/ would yawn.

### Exercise 2

Fill in the gaps with the correct form of the verb in brackets.

- 13.Unless someone is in the room, I ..... (switch) off the lights.
- 14.When you buy fruit, it’s best to ..... (use) reusable bags.
- 15.All employees must take a medical exam unless they ..... (have) a valid medical examination certificate.
- 16.Unless you are 18 or older, you ..... (cannot) come in.
- 17.He should do more exercise if he ..... (want) to lose weight.
- 18.If you heat water to 100C, it .....
- 19.When you open a webpage, you’re asked if you ..... cookies.
20. .... you don’t get enough sleep, you feel tired.
- 21.She always says ‘yes’ ..... you offer her a tea.
- 22.If you bite your tongue, it .....!

### Exercise 3

Match and write Zero Conditional sentences in the table below.

Part One	Part Two
1.you mix blue and yellow	a. it rains
2.clouds meet cold air	b. you feel thirsty
3.there is no gravity	c. water freezes
4.you do not eat	d. objects do not fall
5.a cat falls from a height	e. it lands on its feet
6.you do not sleep well	f. you get green
7.it is hot	g. you lose weight

8.the temperature falls below 0°C

h. you feel tired

## Conditional Sentences: Conditional Type 1

### Description of the Lecture

This lecture aims at introducing a detailed description of the properties of the Conditional Sentences (type 1). It explores key elements related to the forms, meanings, uses variations and exceptions of the given conditional type 1t. Through the developments of the lecture students will become familiar with the forms, meanings, and uses of the Conditional Sentences (type 1). Key content of the lecture includes two sections; the lectures and exercises.

### Objectives of the Lecture

When students have finished this lecture, they should be able to;

1. Introduce a general overview of the Conditional Sentences (type 1).
2. List the form and uses of the Conditional Sentences type 1.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 1 and 0).
4. Compose correct, meaningful and functional sentences by Conditional (type 1).

### Introduction

Conditional Type One is sometimes called the first conditional or *the future conditional*. *The conditions* in the first conditional are *open conditions*. In other words, the truth of the prediction in *the main clause* is a consequence of the fulfillment of *the condition* in *the subordinate clause*. The first conditional is used to describe real possibilities in the future. Note that both clauses describe a real possibility, both of which are often in the future (although the ‘if’ clause may also talk about the present) but the ‘if’ clause does NOT include ‘will.’ It is also possible to use other modal verbs in place of ‘will’ in the ‘will’ clause. In the first conditional, the modal verb clause is dependent on the ‘if’ clause. Much like the zero conditional, one clause is caused by the other, however, the key difference is that the zero conditional talks about general truths (always true), whereas the first conditional talks about one real possibility (where other possibilities could also be true on different occasions) of the future, according to the real situation of the present or future. Consider the bakery example:

- “*When I need bread, I go to the bakery.*” This means that every time I need bread, I go to the bakery (zero conditional).
- “*If I need bread, I’ll to the bakery.*” This means I think there is a possibility that I will need bread in the future. If that does turn out to be the case, I will solve the

need for bread by going to the bakery (first conditional). The basic pattern of *conditional type one* is as follows:

## 1. Form

The verb in the “**if condition clause**” is in the present; and the verb in the result clause is in the simple future tense. It does not matter which comes first.

if + simple present + simple future or
simple future + if + simple present

- If he **runs** he’ll **get** there in time.
- The cat **will scratch** you if you **pull** her tail.
- If you **revise** well you **will get** good marks.
- If you **listen** to your teacher, you **will succeed**.
- Their professional prospects will be affected if they have a criminal record.
- If you cycle to work, you will save money on petrol.
- If you adopt a dog, you will have to walk it every day.
- When you pass your exam, you’ll get a certificate.
- You’ll feel great if you do something nice for her.

*Conditions* in the previous sentences are presented as possible situations. Moreover, *the first conditional* suggests that something will happen if a certain condition is fulfilled and the probability of that condition to be fulfilled exists in the future. Obviously the verb tense in the main clause is in the future tense in which the modal “will” expresses pure future and very often the verb in the present tense in the if-clause expresses future meaning.

## 2. Main Uses of the Real Conditional Type 1

- **Situation 1:** Real conditions express situations that can happen in the present or future. They are often used when **stating facts, general knowledge, habits, predictions, advice, or instructions**.
- **Situation 2:** Real conditions in the **future (real possibility)** use the simple present tense form of the verb in the **if** clause + **modal or modal phrase** (*should/can/could/may/might, will, be going to, have to*) and the base form of the verb or the imperative in the result clause.
- **Situation 3:** **Negative forms** of the verb can be used in the condition or result clause or both. Examples:

**Consequently**, this type of conditional implies that the action in the result clause is quite probable. So this form is used to talk about something that is a probable future

result of a condition. (Note that the meaning here is present or future, but the verb in the if-clause is in a present, not a future tense.)

**Warning:** Students must pay attention to the following points:

- Do not use **will** or **be going to** in the “if” condition clause.
- Do not use a comma after the result clause. Use a comma after the **if** clause

### 3. Possible Variations of the Basic Form

#### 3. 1. Variations of the main clause

Instead of if + present + future, the following variations may take place:

- **If + present + may or might (possibility)**
  - If the fog gets thicker the plane may /might be diverted. (perhaps the plane will be diverted or not)
- **If + present + may to indicate permission**
  - If your documents are in order you may leave at once. (Permission)
- **If + present + can to indicate either permission or ability**
  - If you answer the entire question you can leave. (Ability)
  - If it stops snowing we can go out. (Permission or Ability)
- **If present + must, should or any expression of command, request or advice**
  - If you want to lose weight you must/should eat less bread.
  - If you want to lose weight had better eat less bread.
  - If you want to lose weight eat less bread.
  - If you see Tom tomorrow could you ask him to ring me?
- **If + present + another present tense to indicate automatic or habitual results:**
  - If you heat ice it turns to water. (Will turn also is possible)
  - If there is a shortage of any product prices of that product go up.

#### 3. 2. Variations of the main clause

Instead of if + present, the following variations may take place:

- **If + present continuous, to indicate a present action or a future arrangement**
  - If you are waiting for a bus (present action) you’d better join the queue.
  - If you are looking for Peter (present action) you’ (I’ll find him upstairs).
  - If you are staying for another night (future arrangement) I’ll ask the manger to give you a better room.
- **If + present perfect**
  - If you have finished dinner I’ll ask the waiter for the bill.

- If he has written the letter I'll post it.
- If they have not seen the museum we'd better go there today.

## Summary

The form and uses conditional type 1 is as follows:

- **Form:** simple present + will + infinitive
- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express real present or future probable actions.
- **Uses:** this type of conditional sentence is used as follows:
  - For real or highly likely future situations
  - Predictions
  - Promises
  - Possibility
  - Cause and consequence

## Exercise 1

**Instruction:** choose the correct verb tense in each of the following sentences.

1. I will make a sandwich if I .....hungry.
2. If we go out tonight, we .....the door behind us.
3. She will marry him if he .....her.
4. I will take my umbrella if it .....next week.
5. If they practice a lot, they .....the game.
6. She will do the exercise again if she .....a lot of mistakes.
7. I .....the doctor if my stomach still hurts me.
8. If she goes to the birthday party, she .....a present.

## Exercise 2

**Instruction:** Match the first part of the sentence on the left with the correct ending on the right.

Column A	Column B
1. I will pay you 50 dollars.	a. If you play with matches.
2. If you behave nicely	b. If you watch a scary movie before bed.
3. If you do not finish your dinner	c. Your teeth will hurt.
4. If you practice the piano regularly	d. You will fail your exam.
5. If you are late for school	e. You will plat beautifully.
6. You will burn yourself	f. You will be healthy.

7. If you eat lot of vegetables	g. I will buy you a treat.
8. You will have bad dreams	h. I will not let you have any desert.
9. If you do not study	i. The teacher will keep you in after class.
10. If you eat too much candy	j. If your baby sit your little sister tonight.

**Exercise 3**

Fill the gap in each sentence with *unless* or *if*.

4. We won't pay our suppliers ..... they don't send the goods before Friday.
5. We won't pay them ..... they send the goods before Friday.
6. We're going for a bike ride this weekend ..... it rains.
7. He won't come ..... you invite him personally.
8. The meeting is on Friday at 10 o'clock ..... you hear otherwise.
9. .... you hear otherwise, the meeting is on Friday at 10 o'clock.
10. Let's go out for dinner ..... you're too tired, in which case we can stay at home.
11. I'll accept the job ..... the pay is too low.
12. I'll accept the job ..... they offer me it.

**Exercise 4**

Fill in the gaps with the correct form of the verb in brackets.

1. They won't let you in if you ..... (not have) a mask.
2. If you want to go to the festival, you ..... (have to) buy a ticket in advance.
3. He'll definitely get better if he ..... (practise) every day.
4. She ..... (not be) laughing when she sees the mess inside!
5. If you ask nicely, I'm sure she ..... (say) yes.
6. Unless the law is changed, I ..... leave the country.
7. If you ..... it, they will come.
8. .... you tidy up right now, I will be very angry.
9. If you like horror films, you ..... the new scary movie.
10. I will come ..... you call.
11. If he ..... the flowers every day, they will die.
12. If the weather forecast is correct, the sun ..... tomorrow

**Exercise 5**

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

13. If you (send) ..... this letter now, she (receive) ..... it next week.
14. If I (do) ..... this exam, I (improve) ..... my French.

- 15.If I (find) ..... your key, I (give) ..... it back to you.
- 16.Stephan (go) ..... fishing if she (have) ..... time in the weekend.
- 17.John (go) ..... to Paris next month if he (get) ..... a cheap ticket.
- 18.If his girlfriend (phone / not) ..... today, he (leave) ..... her.
- 19.If they (study / not) ..... very well, they (pass / not)..... The final exam.
- 20.If it (rain) ..... next week, I (have to / not) ..... water the plants.
- 21.You (be able/ not) ..... to sleep if you (watch)..... this pleasant film.
- 22.Ann (can / move / not) .....into the new flat if it (be / not) ..... ready on time.

### Exercise 6

Fill in each blank with the correct form of the verb in brackets.

1. If you speak loudly, you ..... (wake up) the girl.
2. He ..... (feel) unhappy if he does not get 20 in An exam.
3. If trees get enough water and sunshine, they ..... (grow) very fast.
4. You ..... (win) the contest if you revise very your lessons.
5. If you do not listen to him, he ..... (be) very angry.
6. Things ..... (catch) fire more easily if the weather is hot and dry.
7. Ann often ..... (talk) loudly if she feels angry.
8. If you go to a travel agent, you ..... (find) all the information you need.
9. If you have an illness, you ..... (stay) many days in bed.
10. Ask him to wait if he ..... (arrive) before I return.
11. I ..... (go) for a walk after dinner if the weather is fine.
12. I don't think that I am coming to the celebration, but if I change my mind, I ..... (tell) you.
- 13.If we put the water into the freezer, it ..... (turn) into ice.
- 14.If he ..... (have) a long holiday, he will fly to Paris.

## Conditional Sentences: Conditional Type 2

### **Description of the Lecture**

This lecture aims at introducing a detailed description of the properties of the Conditional Sentences (type 2). It explores key elements related to the forms, meanings, uses variations and exceptions of the given conditional type 1t. Through the developments of the lecture students will become familiar with the forms, meanings, and uses of the Conditional Sentences (type 2). Key content of the lecture includes two sections; the lectures and exercises.

### **Objectives of the Lecture**

When students have finished this lecture, they should be able to;



1. Introduce a general overview of the properties of the Conditional Sentences (type 2).
2. List the form, meanings and uses of the Conditional Sentences type 2.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 1, 2 and 3) in terms of forms, meanings and uses.
4. Compose sentences correctly using the Conditional Sentences (type 2).

## Introduction

*Conditionals type two* is also called *the second conditional or hypothetical conditional*. Conditional sentences type two refers to imaginary situations. As such, the *conditions in the subordinate clause* are situations that the speaker wants to imagine. The second conditional is used to describe hypothetical and imaginary situations of the future. Here the ‘if’ clause describes an imaginary present or future, and the ‘would’ clause tells the imaginary result of it (also in the future). The times being described (present or future – > future) are the same as those in the first conditional, the key difference is that in the second conditional these clauses are hypothetical (not real). To indicate this imaginary nature, the past tenses is used, but remember, this does not mean the past is being described (that’s what the third conditional is for!). Let’s look again at the bread example:

- *If I needed bread, I would go to the bakery.* Because this is the second conditional, this situation is not real; therefore we know that I do **not** need bread. The basic pattern of *conditional type two* is as follows:

### 1. Form

The verb in the if-clause is in the **past tense**; and the verb in the result main clause is in the **conditional tense modal** + “**base verb form**”.

if + simple past + would + stem
---------------------------------

if + would + stem + if + simple past
--------------------------------------

- If I **had** a map I **would lend** it to you. (But I haven’t a map so I could not lend you a map. The meaning here is present) “unreality”.
- If someone **tried** to blackmail me I **would tell** the police. (But I do not expect that anyone will try to blackmail me. The meaning here is future.) “Improbability”
- If I were a bird, I would fly very high in the sky.
- If he changed his opinions, he would be a more likeable person.
- If my mother came into a fortune, she would give up working.

Imagination of the speaker in the previous sentences may resemble to *a mere dream*, which has *a very little probability* or almost *no probability* to be realized in the present or in the future. In addition, ideas conveyed in *the subordinate clause* of a *conditional sentence type two* are usually contrary to the reality in the present. *It is worth to note that the* past tense in the if-clause in type 2 is not a true past but it is **subjunctive**, which indicates unreality or improbability. See grammar point below.

### Grammar Point

In English there are three moods or ways to express the action of the verbs, a writer or speaker uses. They are **indicative** (all of the tenses already studied in this unit) which indicates the real world, that which is happening, has happened, or will happen. The **imperative** or command mood is the mood in which the speaker orders someone to do or not to do something. The **subjunctive** represents the unreal, contrary to fact, or form whereby the speaker wants someone else to do something. The **subjunctive** is not used as often as the other two moods in English. Sentences using the subjunctive *always* contain two clauses, one main and one dependent, two different subjects, and the conjunction *that*. Examples:

- The doctor *suggests* that I *take* vitamins.
- The doctor *suggested* that I *take* vitamins.
- The doctor *will suggest* that I *take* vitamins.

## 2. Main Uses of the Unreal Condition

- **Situation 1:** When the supposition is contrary to known facts:
  - If I **lived** near my office I'd **be** in time for work. (But I don't live near my office.) Examples:
  - If I **were** you I'd **plant** some trees round the house. (But I am not you.)
- **Situation 2:** it refers to an untrue, not possible, or imaginary in the present and that probably will not happen in the future when we don't expect the action in the if-clause to take place. Examples:
  - If a burglar **came** into my room at night I'd **scream**. (But I don't expect a burglar to come in.) "Present meaning"
  - If I **dyed** my hair blue everyone **would laugh** at me. (But I don't intend to dye it.) "Future meaning"
- **Situation 3:** When we talk about a hypothetical situation that cannot happen or is unlikely to happen in the future or present time. Examples:
  - If I had a million dollars, I would buy a large vacation home.
  - If I were you, I wouldn't wait to study for the test.

- **Situation 4:** Unreal conditions in the present or future use the simple past form in the “if” clause and **would, could** or **might plus the base form of the verb in the result clause.**
- **Situation 5:** Either clause, or both can be made negative. Examples:

### 3. Possible Variations of the Basic Form

#### 3. 1. Variations of the Main Clause

- “**Might**” or “**could**” may be used instead of “**would**”:
  - If you **tried** again you **would succeed**. (Certain result)
  - If you **tried** again you **might succeed**. (Possible result)
  - If you **tried** again you **could succeed**. (Ability)
  - If I **knew** her number I **could ring** her up. (Ability)
  - If he **had** a permit he **could get** a job. (Ability or permission)
- The continuous conditional form may be used instead of the simple conditional form. Examples:
  - Peter is on holiday; he is touring Italy.
  - If I **were** on holiday I **would/might be touring** Italy too.
- If + past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. (The past tense have a past meaning)
  - If anyone interrupted him he got angry. (Whenever anyone interrupted him)
  - If there was a scarcity of anything prices of that thing went up.

#### 3. 2. Variations of the if-Clause

- If + past continuous
  - (We are going by air) and I hate flying. If we were going by boat I’d feel much happier.
  - If my car was working I would/could drive you to the station.
- If + past perfect
  - If he had taken my advice he would be a rich man now. (A mixture with type 3)

### 4. Real Condition Type 1 versus Unreal Condition Type 2

The main difference between the first and second conditional is about probability: the first conditional is realistic, the second conditional is unrealistic.

- Sometimes we can use either the first or second conditional with the following difference in meaning.

- *If I see him, I will tell him.* (I suppose I will see him, because we go to the same school.)
  - *If I saw him, I would tell him.* (I don't think I will see him, because he is ill.)
  - *If I need your help, I'll call you.* (It is probable that I will need your help.)
  - *If I needed your help, I'd call you.* (It is not very probable that I will need your help.)
- Sometimes we must use either the first or the second conditional, because it is clear that the situation is real or unreal.
    - *If you get up late, you will miss your bus.* (A real situation)
    - *If I were from your country, I would understand your problems.* (An unreal situation - I am not from your country.)
  - **Time in Type 1 and 2:** There is no difference in time between the conditional sentences type 1 and type 2. Both of them refer to the present or future, and the past tense in the if-clause in type 2 is not a true past but it is **subjunctive**, which indicates unreality or improbability.
  - A suggestion in type 2 is a little more polite than a suggestion in type 1, just as “**would you**” is a more polite request form than “**will you**” form.
  - Some course books refer to *conditional sentence type one* as *real* and *unreal* to *conditional sentence type two*. These terms are much confusing or need more explanation than to be *real* or *unreal*. In fact, when we use *conditional sentence type one*, there are or at least we can perceive factors which may lead to the fulfillment of the condition; hence, *a positive probability* for the truth of the prediction in the main clause whereas with *conditional sentence type two*, this factors do not exist or cannot be perceived by the speaker. In other words, there is not any signal which indicates that the condition in *the subordinate clause* has an essential probability to be fulfilled.

## Summary

The conditional type 2 is as follows

- **Form:** simple past + would + infinitive
- In the second conditional, the simple past is used in the condition clause. If the *be* verb is being used, it is typical to use *were* in more formal contexts. If you're speaking informally though, *was* is more usual.
  - Formal: If I were you, I would drink more water.
  - Informal: If I was you, I wouldn't stay out so late.
- *Note:* ‘Would’ and ‘had’ can both be shortened to ‘d – watch out for this in the second conditional!

- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express either **unreal** or **improbable** actions in the present.
- **Uses:** this type of conditional sentence implies for actions that are
  - Impossible situations in the present or future
  - Hypothesis
  - Unlikely situations
  - Unreal situations
  - Give advice

### Exercise 1

**Put the verbs in brackets into the / a correct form.**

1. If you ..... (do) more exercise, you ..... (feel) better.
2. What .....(you / do) if you ..... (win) a million pounds?
3. If someone ..... (come) in here with a gun, I..... (be) very frightened.
4. If I .....(be) you, I ..... (learn) French before travelling to France.
5. I'm sure Fred ..... (understand) if you .....(explain) the situation to him.
6. My husband .....(be) very upset if I ..... (lose) my wedding ring.

### Exercise 2

**Complete the Conditional Sentences (Type II) by putting the verbs into the correct form. Use conditional I with would in the main clause.**

1. If we (have) ..... a big ship, we (sail) ..... all the oceans.
2. If he (have) ..... more time, he (learn) ..... karate.
3. If they (tell) ..... their grandmother, he (be) ..... very angry.
4. Ann (spend) ..... a week in the United Kingdom if it (be) ..... easier to get a green card.
5. If I (live) ..... on a lonely house, I (run) ..... around naked all day.
6. We (help) ..... you if we (know) ..... how.
7. My sister (buy) ..... a sports bicycle if he (have) ..... the money.
8. If I (feel) ..... better, I (go)..... to the school with you.
9. If you (go) ..... by bike more often, you (be / not) ..... so flabby.
10. She (not / talk) ..... to you if she (be) ..... mad at you.

### Exercise 3

**Complete the Conditional Sentences. Decide whether to use Type I or II.**

1. If they go to Algiers, they (see) ..... the Martyrs Monument.
2. If she (have) ..... a hamster, she would call him.
3. If he gave a baby a sweet, she (stop) ..... crying.

4. If he (arrive) ..... later, he will take a train.
5. We would understand him if he (speak) ..... slowly and clearly.
6. Ann (cook)..... dinner if we buy the food.
7. I will prepare food if I (wake up) ..... early.
8. If they shared a room, they (fight) ..... all day long.
9. If you hate walking in the forests, you (enjoy / not) ..... the tour.
10. John would go jogging if he (have / not) ..... to do his homework.

#### Exercise 4

#### Fill in the blanks with the correct form of the words given.

1. 'If you ..... (not/drink) so much, you ..... (not/gain) so much weight,' said Mike, laughing at his brother.
2. 'You ..... (not have) your meal tonight if you ..... (not/apologize),' Mike's brother replied.
3. 'If we ..... (run) faster, we ..... (be) able to get on the bus.' Ann said to May breathlessly when the bus left.
4. 'You ..... (be) much happier if you ..... (be) an ordinary man,' said the princess to the King.
5. If I ..... (be) careful enough, I ..... (not/get) hurt during the handball competition. I only took part in the first 15 minutes!
6. If Jack ..... (put) some warmer clothes on yesterday, he ..... (not/catch) a cold today.
7. If I ..... (have) children, I ..... (educate) them wholeheartedly with my love.
8. Be careful! If you ..... (touch) that dog, it ..... (bite) you.
9. I don't know the details of their plan. If I ..... (do), I ..... (tell) you.
10. Last night Alex ruined his sweater when he washed it. If he ..... (read) the label, he ..... (not/wash) it in hot water.

### Conditional Sentences: Unreal Condition Type 3

#### Description of the Lecture

This lecture aims at introducing the Conditional Sentences (type 3). It explores key elements related to the forms, meanings, uses variations and exceptions of the given conditional type 3. Through the developments of the lecture students will become familiar with the forms, meanings, and uses of the Conditional Sentences

(type 3).

### Objectives of the Lecture

When students have finished this lecture, they should be able, among other things, to;

1. Introduce a general overview of the Conditional Sentences (type 3).
2. List the form and uses of the Conditional Sentences type 3.
3. Enable learners to reflect more on the differences between the Conditional Sentences (type 0, 1, 2, and 3) in terms of forms, meanings and uses.
4. Compose sentences correctly using Understand the importance of the Conditional Sentences (type 3).

### Introduction

Conditional sentences of type three are also called hypothetical conditional or the third or past conditional. We use this type to speculate about past events and about how things that happened or did not happen might have affected other things. As we know, verbs in conditional type three are back-shifted, the past perfective form in the subordinate clause is used for past time reference. The modal most commonly used in the matrix clause is “would”. We often teach this conditional to express reproach and regret.

The third conditional, like the second, is all about hypothetical, imaginary situations. The thing that differentiates it from the second conditional is that it talks about the past. Both clauses of the third conditional describe the past – an alternative past that we can imagine was caused by an alternative past-past! Let’s look at the bread example again:

- *If I had needed bread, I would have gone to the bakery.* This means that in the past, I did not need bread (perhaps I already had some, or I simply wasn’t hungry). But, we can imagine the opposite situation where I did need bread – to describe this hypothetical past, and the resulting action I could have taken (also in the past) to remedy the situation, we use the third conditional. The basic pattern of *conditional type three* is as follows:

#### 1. Form

The verb in the if- condition clause is in the **past perfect tense**; while the verb in the result main clause is in the **perfect conditional “modal +present perfect”**. The time is past and the condition cannot be fulfilled because the action in the if-clause did not happen.

if + past perfect + would + have + past participle
--

would + have + past participle + if + past perfect
--

- If I **had known** that you were coming I **would have met** you at the airport. (But I did not know consequently the result clause did not take place.)
- If he **had tried** to leave the city he **would have been arrested** at the frontier by the frontier police officers. (But he did not try and consequently he was not arrested by the police officers.)
- I **could have gotten** the job if I **had sent** in my resume on time. (I didn't get the job because I didn't send my resume in on time.)
- If they **hadn't read** the book, the ending of the movie **would have been** a surprise. (They read the book, so the ending of the movie was not a surprise.)
- He **might have won** the tournament if he **had trained** harder and more often. He didn't win the tournament because he didn't train hard or often.)
- If I had wanted to go to the ball, I would have bought a new dress. (I didn't want to go to the ball, so I didn't buy a new dress.)
- I would have won the competition if my battery hadn't died. (My battery died. I didn't win the competition.)
- I wouldn't have bought the bun if I'd known it was filled with chocolate. (I bought the bun. I didn't know it was filled with chocolate.)
- They wouldn't have opened the restaurant if they had known about the new regulations. (They opened a restaurant. They didn't know about the new regulations.)

The third conditional in the previous sentences refers to past time. The if-clause mentions something that is not true; hence, the main clause also expresses a consequence of the condition in the if- clause, which is also logically not true. In other words, the condition in conditional type three was not fulfilled, yet, we like to imagine the probable result of that unfulfilled conditions.

## 2. Main Uses of the Unreal Condition in the Past

We use the conditional type 3 to talk about possible consequence of an action that did not happen at all (unreal past situations). As if the speaker wants to change the past. But this is impossible. So this form is used to talk about a hypothetical situation in the past that did not happen – typically with an outcome that did not happen and is perhaps the opposite of what did happen. In other words, type 3 conditional is used in similar fashion to type 2 conditional in respect that they refer to something completely imaginary in the *if* clause and to completely imaginary consequences in the main clause. However, type 3 conditionals refer to consequences that did not, could not ever happen because the condition to be satisfied did not



happen in the past. Thus, they are sometimes called hypothetical conditionals. Examples:

- If I **had written** my essay this afternoon, I **would have had** time to go out tonight. (It is now evening and I have not written my essay: it is now impossible for me to go out.)
- If it had rained last week, the plants would not have died.
- If I had finished college, I would have become a doctor

### 3. Possible Variations of the Conditional Sentence Type 3

#### 3. 1. Possible Variations of the Basic Form

- “Could” or “might” may be used instead of “would”:
  - If we had found him earlier we would have saved his life. (Ability)
  - If we had found him earlier we might save his life. (Possibility)
  - If our documents had been in order we could have left at once. (Ability or permission)
- The continuous form of the perfect conditional may be used:
  - At the time of the accident I was sitting in the back of the car, because Tom’s little boy was sitting beside him in front. If Tom’s boy had not been there I would have been sitting in front.
- “**Had**” can be placed first and the “**if**” omitted.
  - If you had obeyed orders this disaster would not have happened.
  - Had you obeyed orders this disaster would not have happened.

### 4. Conditional Sentences Type 3 and Type 2 and Type 1 .....Differences

There are a few aspects of conditionals that should be noted in order to make their use easier and clearer.

- Conditionals can be categorized as *real* and *unreal*. You can think of this as meaning possible or impossible. Zero and first conditionals are possible as they deal with things that are generally true or that could be true in the future. Second and third conditionals are impossible because they are either hypothetical or concerned with events in the past that we cannot change. Consequently, Real Conditionals are Zero and First while Unreal Conditionals are Second, and Third.
- The table below summarizes the different mixed conditional sentences.

#### **Grammar Point**

The table below compares and contrasts between all the three conditional sentences in terms of time and meaning. The brief comparison may indicate the following:

- Type 1 and 2 are the same in time and different in meaning.

- Type 2 and 3 are different in time and the same in meaning.
- Type 1 and 3 are different in time and meaning.

Type	Time	Meaning
Conditional type 1	Present (or future)	Real (or probable)
Conditional type 2	Present (or future)	Unreal (or improbable)
Conditional type 3	Past	Unreal (or improbable)

## 5. Wishes in the Present, Future, or Past

Using the verb **wish** plus a clause about the wish is a very common construction in English, especially in spoken language. The verb after **wish** is one tense before the actual time. In other words, if you want to wish for the present time, use past tense. If you want to wish for the past time, use past perfect tense. If you want to wish for the future time, use **would**.

### 6. 1. Rules for Wishes in the Present, Future, or Past

- **Rule 1:** Sentences with **wish** are similar in meaning to unreal conditions in the present, future, or past. The situation is imaginary, does not exist, or did not happen.
- **Rule 2:** Using **wish** expresses the fact that you want the opposite of the real situation to be true.
- **Rule 3:** The use of **that** between **wish** and the following clause is optional.
- To make a wish about the present time, use the past tense. Don't use the present tense after wish.
- To make a wish about the past time, **use the past perfect tense**. Don't use the past tense for past time. Examples:

### 6. Unless as a Negative Version of If

We can use the word 'unless' instead of 'if' in conditionals. The meaning of the word is like a negative version of 'if,' so 'unless' clauses are like saying 'if this clause doesn't happen, then...' Because of this, the second clause in such conditionals is often also negative, but it doesn't have to be.

The conjunction **unless** functions the same as **if . . . not** in conditional sentences. Whatever forms correspond to real and unreal conditions will also be used here. **Unless** is usually followed by an affirmative clause, not a negative clause. Avoid using negative clauses such as this: Look at the construction of these sentences:

- Unless we finish the project soon, our clients will be angry. =If we don't finish the project soon, our clients will be angry.
- Unless Bill had all the ingredients, he wouldn't try the recipe. = If Bill didn't have all the ingredients, he wouldn't try the recipe.

## 7. Open Conditional Sentences

Open conditional sentences are used when the speaker expresses a situation which usually occurs or will occur if the condition mentioned in the conditional clause is met, as in:

- If John studies hard, he will get better marks.
- If it starts to rain, I will take a car.

These sentences contain a condition that may or may not be fulfilled. Thus, John may or may not study hard; it may or may not start to rain. The conditions in these sentences are open. In other words, open conditional sentences are neutral; namely, the condition may or may not be true and therefore the proposition of the main clause may or may not be true.

## 8. Hypothetical Conditional Sentences

A hypothetical condition conveys the speaker's belief that the condition was not fulfilled (for past conditions) or is not fulfilled (for present conditions), or will not be fulfilled (for future conditions) as in:

- If she had studied hard, she would not have failed the exam. This statement implies that she did not study hard.
- If they had the time, they would visit us. This statement implies that they do not have the time.
- If he changed his opinion, he would accept going to the museum. This statement implies that it is probable that he will not change his opinion.

Open Conditionals	Hypothetical Conditionals
<ul style="list-style-type: none"> <li>▪ They use the indicative mood.</li> <li>▪ they express a possibility or a probability</li> <li>▪ They are neutral. They may or may not be true.</li> <li>▪ open</li> </ul>	<ul style="list-style-type: none"> <li>▪ They use the subjunctive mood.</li> <li>▪ They express something contrary-to-fact, an impossibility or an improbability.</li> <li>▪ 'closed'</li> <li>▪ They are 'unreal' and 'counterfactual'.</li> </ul>

## Summary

The conditional type 3 is as follows:

- **Form:** past perfect + would have + past participle
- **Variations:** it has a number of variations either in the main clause or subordinate clause in which all express **unreal and improbable past actions**.
- **Uses:** this type of conditional sentence implies that the action in the if-clause did not exist and the result is quite improbable. Therefore, it is used for actions that are:
  - For hypothetical situations in the past “situations that did not occur/unreal imaginary situations”
  - Indicate that present circumstances might have been different, had circumstances in the past differed.
  - Theoretical past situations, -regret
  - An impossible situation because it had already happened.

### Final Summary to Conditionals

Type	If Clause	Main Clause	Uses
<b>Type 0</b>	Simple present	simple present	<ul style="list-style-type: none"> <li>• Fact which are generally true</li> <li>• Scientific facts</li> <li>• Conditions that have always the same results</li> </ul>
<b>Type 1</b>	Simple present	simple future	<ul style="list-style-type: none"> <li>• For real or highly likely future situations</li> <li>• Predictions</li> <li>• Promises</li> <li>• Possibility</li> <li>• Cause and consequence</li> </ul>
<b>Type 2</b>	Simple past	would + infinitive	<ul style="list-style-type: none"> <li>• Impossible situations in the present or future</li> <li>• Hypothesis</li> <li>• Unlikely situations</li> <li>• Unreal situations</li> <li>• Give advice</li> </ul>
<b>Type 3</b>	past perfect	would have + past participle	<ul style="list-style-type: none"> <li>• For hypothetical situations in the past</li> <li>• Indicate that present circumstances might have been different, had circumstances in the past differed.</li> <li>• Theoretical past situations, -regret</li> <li>• An impossible situation because it had already happened.</li> </ul>

## Exercise 1

Write each of the two sentences below as one sentence. Use the Third Conditional with “had” (or “hadn’t”) + “wouldn’t have”.

1. John didn’t get up early. He was late for work.
2. We didn’t bring our umbrellas. We got wet.
3. Stephan didn’t study. He failed the test.
4. I rode the bicycle. I fell off.
5. I met him yesterday. I knew his name
6. The TV was broken. They were bored.
7. Paul sat under a tree. An apple fell on his head.
8. Kevin got lost. He cried.
9. John practiced a lot. She won the contest.
10. The firemen arrived. They put out the fire.
11. That was a funny joke. I laughed.
12. We didn’t clean the room. It was messy.

## Exercise 2

Complete the sentences with the correct form of the verbs in brackets, using second or third conditionals.

1. They met in New York at a meeting. If they *hadn’t gone* to the meeting in New York, they *wouldn’t have met*. (**not go / not meet**)
2. This food is a little tasteless. I should have put more spices in it. If I ..... more spices in the curry, it better. (**put / taste**)
3. I’m not satisfied with my present job. Maybe I should leave it and look for another. If I another job, I might be happier. (**find / be**)
4. We got ill because you wouldn’t take the bus during the heavy rain. You wanted to go by feet. We ill if we the bus during rain. (**not get / take**)
5. Don’t swim in that lake; there might be dangerous sharks. If I you, I in that lake as there might be dangerous big fish. (**be / not swim**)
6. Ann fell in love with John. If she in love with John. (**not leave / not fall**)
7. He used the stolen money at a famous restaurant, so the police found him. If he the stolen money at a famous restaurant, the police him. (**not use / not find**)
8. They don’t have enough dollars to buy a new bicycle. They a new bicycle if they afford one. (**buy / can**)
9. We didn’t go on the Paris because the queue was too long. We on the Paris, if the queue so long. (**go / not be**)
10. My wife and I both work at a bank, so we can pay all the bills. If we, we to pay all the bills. (**not work / not be able**)

11. I didn't know you wanted to go to the party. I didn't buy you a ticket. I you a ticket if I that you wanted to go to the party. (**buy / know**)

12. Marry is overweight because she doesn't do any sports exercises. Marry so overweight if she some exercise. (**not be / do**)

### Exercise 3

**Supply the correct form of the verb in each sentence.**

1. Unless we pay the rent soon, the landlord will evict (evict) us.
2. We ..... (attend) the lecture unless it is canceled.
3. No one will believe you unless you ..... (show) him the evidence.
4. He wouldn't have offered to help unless he ..... (have) the time.
5. Unless my friend learns to budget his money, he ..... (be) in debt.
6. Unless Sam..... (get) the contract signed, he can't provide the services.
7. Unless Mr. Sanders ..... (find) an assistant soon, he will not finish his report.
8. You will have to pay a fare increase unless you .....(purchase) your ticket before Monday.
9. My teacher ..... (*negative for read*) this paper unless I type it.
10. Unless the electrician..... (arrive) soon, we will have to sit in the dark tonight.
11. Unless you ..... (try) on the pants, I will not be able to hem them.
12. Unless I..... (prepare) supper soon, we will not eat until very late.
13. Unless you ..... (answer) the phone, the caller will think that we are not home.
14. Unless you are more careful, the company ..... (*negative for insure*) you in the future.
15. You will not ..... (receive) your check unless you fill out a time card.
16. Unless we ..... (leave) soon, we will arrive too late for the first act.
17. Unless they hurry, they ..... (miss) the train.
18. Unless a stranger ..... (try) to enter the house, my dog will not bark loudly.
19. Unless you ..... (put) the trash near the curb, the city won't collect it.
20. Unless Sandy ..... (ask) Terry, she will never know why they broke up.

### Exercise 4

**Mixed Conditionals: Put the verbs in brackets into the correct tenses.**

1. If you ..... (be) a professional football player, who ..... (you/play) for?
2. If he ..... (not study) now, he won't have time next week.
3. If Ann had taken the map of the forest, she ..... (not get) lost there.
4. Where would you go on weekend if you ..... (can) choose?
5. The instructor ..... (be) angry if you didn't do your homework.
6. What ..... (you/ give) me if it were my birthday party next week?
7. If we recycle more plastic , there ..... (not be) so much dustbin.
8. If they had something to drink, they ..... (not be) thirsty.
9. If we ..... (hear) the weather broadcast, we wouldn't have gone to the forest.

10. What ..... (you/buy) if you had money in the bank?
11. If they ..... (not hurry) up, they will miss the train departure.
12. If the plane ..... (not arrive) soon, we'll be late to the meeting.
13. If they had contacted me last week, I ..... (give) them the information.
14. If I ..... (be) you, I wouldn't eat so many cakes.
15. We'll go for a sport exercise unless it ..... (rain).
16. If the South Pole ..... (melt), the water would flow many lands near the sea.
17. If we ..... (know) it was Stephan's birthday, we would have sent him a card.
18. If you play the music too loud, you ..... (wake up) the neighbors.
19. My mother doesn't feel happy unless he ..... (swim) every day.
20. If the lake had frozen, my friends and I ..... (go) skating.
21. If people used bikes instead of cars, there ..... (not be) so much pollution.
22. If our team had scored another goal, we ..... (win) the championship.
23. If the waiter ..... (not serve) us soon, we'll have to leave the restaurant.
24. We'll have dinner outside in the garden, unless it ..... (be) too cold
25. When you heat wax, it ..... (melt).

### Exercise 5

#### Mixed Conditionals: Complete the sentence with a verb in the correct form.

1. (Type 1) If we ..... (not / work) harder, we .....(not pass) the exam.
3. (Type 3) If the students ..... (not be) late for the exam, they ..... (pass).
  1. (Type 3) If the weather ..... (not be) so cold, we ..... (go) to the beach.
  2. (Type 2) If she ..... (have) her laptop with her, she ..... (email) me.
  3. (Type 1) If she ..... (not go) to the meeting, I .....(not go) either.
  4. (Type 3) If the baby ..... (sleep) better last night, I .....(not be) so tired.
  5. (Type 1) If the teacher ..... (give) us lots of homework this weekend, I ..... (not be) happy.
  6. (Type 2) If Lucy ..... (have) enough time, she ..... (travel) more.
  7. (Type 1) If the children ..... (not eat) soon, they ..... (be) grumpy.
  8. (Type 1) If I ..... (not go) to bed soon, I'm..... (be) tired in the morning.
  9. (Type 2) If I ..... (want) a new car, I ..... (buy) one.
  - 10.(Type 2) If John ..... (not speak) good French, he ..... (not move) to Algiers.
  - 11.(Type 1) If John ..... (drink) too much coffee, he ..... (get) ill.
  - 12.(Type 3) If we ..... (tidy) our flat, we ..... (not lose) our keys.
  - 13.(Type 3) If Ann ..... (not send) flowers to his mother, she ..... (not be) happy.
  - 14.(Type 2) If the children ..... (be) in bed, I ..... (be able to) have a bath.
  - 15.(Type 2) If you ..... (not be) so stubborn, we .... (not have) so many arguments!
  - 16.(Type 3) If John .... (not go) to Sweden, she ..... (go) to Germany.

- 17.(Type 1) If she ..... (go) to the library, she .....(study) more.
- 18.(Type 3) If we ..... (not have) an argument, we ..... (not be) late.
- 19.(Type 2) If you ..... (arrive) early, it ..... (be) less stressful.
- 20.(Type 3) If I ..... (not go) to the party, I .....(not meet) Amanda.
- 21.(Type 2) If John ..... (like) chocolate, I .....(give) her some.
- 22.(Type 2) If Luke ..... (live) in the UK, I ..... (see) him more often.
- 23.(Type 3) If the children ..... (not eat) all that chocolate, they .....  
(feel) sick because of that reason.
- 24.(Type 1) If they ..... (not / arrive) soon, we ..... (be) late.
- 25.(Type 3) If she ..... (study) Mandarin, she ..... (go) to Beijing.
- 26.(Type 2) If we ..... (not be) so tired, we .....(go) out.
27. (Type 1) If you ..... (buy) the present, I .....(wrap) it up.
- 28.(Type 1) If Lucy ..... (not quit) her job soon, she ..... (go) crazy.

### Exercise 6

**Rephrase the following sentences using one of the conditional sentences.**

1. We didn't see The Two Towers because the cinema was closed.
2. She doesn't understand because you haven't explained the situation to her.
3. You won't get a promotion if your work doesn't improve.
4. I never eat octopus because I get sick.
5. We didn't pick you up at the station because you didn't phone us.
6. The government won't win the elections unless they create employment.
7. I'll buy a new computer provided that I get a rise in salary.
8. She wanted to buy that picture, but she didn't have enough money.
9. Whenever I make a promise, I keep it.
10. We haven't got any matches, so we can't light a fire.
11. I didn't renew my subscription because I lost interest in the magazine's articles.
12. He was too slow to win the race.
13. I won't go to Rio unless I find a cheap flight.
14. I never sunbathe because I get sunburnt easily.
15. She will understand you provided that you don't speak too fast.
16. He won't come for a drink because he's got work to do.
17. She's too young to get a driving license.
18. They lost the match because of the heavy rain.
19. Whenever Peter and I meet, we talk about the good old times.
20. Should you see Paul, tell him about the meeting.

### Exercise 7



**Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.**

1. If you (study) ..... for the exam, you (pass) ..... it.
2. If you (ask) ..... me, I (help) ..... you.
3. If we (go) ..... to the school, we (see) ..... my friend Stephan there.
4. If you (speak) .....French, she (understand) .....
5. If they (listen) ..... to me, we (be) ..... home earlier.
6. I (write) ..... you a letter if I (have) ..... your address.
7. If I (not / break) ..... my arm, I (take part) ..... in the contest.
8. If it (not/ start) ..... to snow, we (walk)..... to the mosque.
9. We (swim) ..... in the river if there (not / be) ..... so many sharks there.
- 10.If she (take) ..... the train, she (not / arrive) ..... on time.

**Exercise 8**

**Complete the Conditional Sentences (Type I, II or III) by putting the verbs into the correct form.**

1. If they (have) ..... time at the afternoon, they will come to play with us.
2. If we sneak out quietly, nobody (notice).....
3. If we (know) ..... about your situation, we would have helped you so much.
4. If I (be) ..... you, I would not buy that big shoes.
5. We (arrive) ..... earlier if we had not missed the plane.
6. If I didn't have a new car, my life (not / be) ..... complete.
7. Okay, I (get) ..... the popcorn if you buy the food.
8. If I (tell) ..... you a secret, you would be sure to leak it.
9. She (go) ..... out with you if you had only asked her.
- 10.I would not have read your book if you (not hide) ..... it in such an obvious place.

## Active Voice versus Passive Voice

### Description of the Lecture

This unit is about active voice versus passive voice. Throughout the unit students will become familiar with the forms, meanings, and uses of the active voice versus passive voice. The emphasis is put on the transformational rule from active voice to passive voice or vice versa. The pedagogical procedures count on theory, examples and exercises.

### Objectives of the Lecture

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview of the active voice versus passive voice.
2. List the form, meanings, uses and transformational rules from active voice to passive voice or vice versa.
3. Compare and contrast between the active voice and passive voice.
4. Compose correct, meaningful and functional sentences through active voice and versus passive voice.

### Introduction

A Voice is an important factor in English Grammar. The term ‘voice’ is a grammatical category which applies to verbs. In English, ‘voice’ refers to the form of a verb takes to indicate whether the subject of the verb performs or receives the action. Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the facts reported.” English has two grammatically marked voices: active and passive. The action remains the same, but the focus changes depending upon the context. There are two types of voices in English- **active voice and passive voice.**

#### 1. Active Voice

The sentences in which the subject performs the action and the object receives the action are said to be in Active Voice as in: *The teacher explains the lesson.* In the above example, the simple subject is “teacher” and “explains” is the verb. So it reveals clearly that the subject / the doer / an agent performs the action which is received by the object/receiver. In the Active sentences, the importance or priority is given to only the subject. It gives the question ‘who did the action’ rather than ‘what happened’. Active voice is ideal when you want to connect with the reader. Active voice engages the reader more effectively than passive voice thanks to its language being a bit stronger. In short, sentences with active voice have an **overt subject** and

verb, which means readers get to see “what or who” is doing “what.” An **active verb style** leaves no doubt about who did what.

## 2. Passive Voice

If the importance or priority is given to only the verb “action” of a sentence, then it is said to be in Passive Voice. In Passive voice, ‘what happened’ is more important than ‘who did the action?’ in the following example: *The lesson is explained by the teacher.* “lesson” is the simple subject and “is explained” is the verb. In effect, the object of the active sentence becomes the subject in the passive sentence. In short, sentences in passive voice can fall under two categories. We either don’t see a subject, or see it straggling behind the verb because more emphasis is placed on the object of the action rather than the subject. A **passive verb style** can leave the reader wondering who did what.

Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things). While changing a sentence from Active Voice to Passive Voice, several changes must take place as indicated in this next title.

## 3. The Steps of the Passive Voice

The passive form is formulated through the steps mentioned in the table below; note that the example sentence is “The teacher explains the lesson.”

Steps	→	Rule	Example
Step 1	→	Only those verbs which have an object can be passivized. Such verbs are called Transitive verbs i.e. verbs with objects. So a sentence in active voice should have the following parts if it is to be passivized. Subject (Doer) + Verb + Object (Receiver) it is again stated that when the verb is changed from the Active Voice to the Passive Voice, the Object of the Transitive verb becomes prominent.	In this step the verb explains must be transitive and needs its object lesson become the object lesson will become more prominent in the passive sentence.
Step 2	→	The object of the active voice becomes the subject of the passive voice. In short, we need to invert the order of the subject and the object of an active sentence.	the object “the lesson” takes the place of the subject “the teacher”
Step 3	→	We add to be automatically and put it in	“to” be becomes “is”

		the same tense of the main active verb.	
<b>Step 4</b>	→	Then, we add the main verb of the active voice and put it in its past participle form.	“explains” become “explained”
<b>Step 5</b>	→	Then, the subject of the active voice becomes the object of the passive voice. The subject of the active sentence may or may not be present in passive voice according to its importance.	“the teacher” is replaced by the “lesson”
<b>Step 6</b>	→	When the “ <b>agent</b> ” is mentioned it is often preceded by “ <b>by</b> ” and placed at the end of the clause.	The lesson is mentioned consequently we add “ <b>by</b> ” before the teacher.
<b>step 7</b>	→	When the “ <b>agent</b> ” is <b>not</b> mentioned we do not add by as well as the agent. Here when the subject of the active sentence is a pronoun or not mentioned a tall.	We do not mention neither by nor the teacher.

→ **Important Note:** Students must note that we do not change the tense of the verb; we only change the form of the verb as indicated in the steps 3 and 4 before. Furthermore, the verb in the passive voice always consists of more than one part as follows: “some form of to be + a past participle of the main active verb”. Examples:

- We **keep** the butter here. = The butter **is kept** here.
- They **broke** the window. =The window **was broken**.
- People **have seen** wolves in the street. = Wolves **have been seen** in the street.
- They **are repairing** the bridge. = The bridge **is being repaired**.
- You **must shut** these doors. = These doors **must be shut**.
- They should **to have told** him. = He should **to have been told**.
- The teacher wants someone **to take** photographs. = The teacher wants photographs **to be taken**.

#### 4. Transitive versus Intransitive Verbs

Only **transitive verbs**, which take a direct object, can be used in the passive voice – the direct object becomes the subject and the receiver of the action; the original subject is introduced in a prepositional phrase with *by*, or even omitted altogether. Consequently, **intransitive verbs** (verbs which do not take objects) cannot be used to form passive sentences. Some examples of common intransitive verbs are as follows: “come, die, go, happen, itch, occur, rain, rise, walk .....” Consider the following examples:

- **Active Voice:** Thieves stole paintings from the Gardner Museum.

- **Passive:** Paintings from the Gardner Museum were stolen [by thieves]. (correct)
- **Active Voice:** James Levine conducted the symphony
- **Passive Voice:** The symphony was conducted [by James Levine]. (correct)

### 5. Active Verbs and their Passive Equivalentents “to keep”

N	Tense	Active Voice	Passive Voice
1	Simple present	Keeps or keep	is kept or are kept
2	Present continuous	am keeping is keeping are keeping	is being kept is being kept are being kept
3	Simple past	kept	was kept / were kept
4	Past continuous	was keeping were keeping	was being kept were being kept
5	Present perfect	have kept has kept	has been kept have been kept
6	present perfect continuous	have been keeping has been keeping	..... ..... <b>not found</b>
7	Past perfect	had kept	had been kept
8	Past Perfect Continuous	had been keeping	..... <b>not found</b>
9	Future	will /shall keep	will /shall be kept
10	Future perfect	will have kept	will have been kept
11	Future Continuous	will be keeping	..... <b>not found</b>
12	Future Perfect Continuous	will have been keeping	..... <b>not found</b>
13	Conditional	would keep	would be kept
14	Perfect conditional	would have kept	would have been kept
15	Present infinitive	to keep	to be kept
16	Perfect infinitive	to have kept	to have been kept
17	Present participle	keeping	being kept
18	Perfect participle	having kept	having been kept
19	With modal auxiliaries	must keep should keep ought to keep .....	must be kept should be kept ought to be kept .....

**Grammar Point: four active tenses without passive voice**

Students must remember that in English language there are four active tenses which couldn't be in passive voice.

- Present perfect continuous
- Past perfect continuous
- Future perfect continuous
- Future continuous

Students must note that because to an awkward construction, the previous are not used in the passive voice. Instead, an adverb may be used to show continuing action as in this example: “We have been **repeatedly** scolded for being late.”

Examples:

- The student keeps the idea. → The idea is kept by the student.
- The student was keeping the idea. → The idea is being kept by the student.
- The student kept the idea. → The idea was kept by the student.
- The student was keeping the idea. → The idea was being kept by the student.
- The student has kept the idea. → The idea has been kept by the student.
- The student has been keeping the idea. = .....**not found**
- The student had kept the idea. → The idea had been kept by the student.
- The student had been keeping the idea. = .....**not found**
- The student will keep the idea. → The idea will be kept by the student.
- The student will be keeping the idea. = .....**not found**
- The student will have been keeping the idea. ....**not found**
- The student would keep the idea. = The idea would be kept by the student.
- The student must keep the idea. = The idea must be kept by the student.

## 6. The Shift of Pronouns from Active to Passive

While conversion of Active voice sentence to Passive voice sentence, the pronoun used in the sentence also changes in the following manner.

Active Voice Pronoun	→	Passive Voice Pronoun
I	→	me
we	→	us
they	→	them
she	→	her

<p><b>he</b> <b>it</b> <b>you</b></p>	<p>→ → →</p>	<p><b>him</b> <b>it</b> <b>you or him</b></p>
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## 7. Passive Voice with two Objects

When there is an object and an indirect object in the active voice sentence. Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on. Examples:

- **Active sentence:** The postman **gave** me a letter.
- **Passive sentence 1:** I **was given** a letter by the postman.
- **Passive sentence 2:** A letter was given to me by the postman.
- **Active sentence:** He **told** them the truth.
- **Passive sentence 1:** They **were told** the truth.
- **Passive sentence 2:** the truth was told to them.)

## 8. Comparison between Active Voice versus Passive Voice

Active voice	Passive voice
Focuses on the subject: the subject is performing the action	Focus is on the action: the subject does not act but is acted upon More emphasis is placed on the object.
Active style sentences are short and clear.	Passive style sentence are wordy and long.
Subject is known	Subject is unknown
Active voice and verbs are direct, forceful and economical.	Passive voice and verbs are indirect, less forceful, weak and long.
Unambiguous and easy to understand. Most style guides recommend active voice.	Ambiguous, unclear and needs some focus Most style guides recommend avoiding passive voice.
direct, crisp and to the point	Indirect and polite with firmness
The subject is important.	The subject is unimportant and obvious.
Useful in delegating responsibilities, giving orders to an individual or to a small group.	Useful for general announcements. For example, in airports, railway station.
Secure to keep the sentence from being	Risk of sounding boastful, complicated

complicated and wordy.	and wordy
Using active voice makes meaning clear for the readers/listeners	Using the passive voice makes the meaning firm and polite.
Sentences in active voice tend to be shorter. Many readers prefer the concise nature of active voice.	Sentences in passive voice tend to be longer. Many readers prefer short, simple and precise sentences.
When writing academic papers, you should use <i>active voice</i> instead of <i>passive voice</i>	Passive voice should be avoided in most academic papers; however, some writing in the sciences requires passive voice.

## 9. The Main Uses of the Passive Voice

Although active voice is generally preferred in academic writing, most formal and informal conversations, students must have attention to the appropriate choice of the voice since generally the passive voice exists for a reason, and is acceptable or even recommended under certain conditions.

- When it is not necessary to mention the doer of the action as it is obvious, unknown, uninteresting, and unimportant who he or she is. Examples:
  - The rubbish **hasn't been collected**.
  - The streets **are swept** every day.
  - The decision **was made**.
- When we don't know, or do not know exactly, the subject would be the indefinite pronoun, or have forgotten who did the action or we want to be tactful by not naming the actor. Examples:
  - The minister **was murdered**.
  - My car **has been moved**.
  - You'll **be met** at the station.
  - I've **been told** that ...
- Passive voice allows people to evade responsibility for their actions. Examples:
  - Mistakes were made.
  - Your package has been lost.
  - It has been decided that you no longer.
  - Have a job here.
- When we are more interested in the action than the person who does it. (In case we know the doer we would use the active voice.) Examples:
  - The house next door **has been bought**.
  - The car **has been moved** away.



- The passive may be used to avoid an awkward or ungrammatical sentence “complex subject”. This is usually done by avoiding a change of subject:
  - When he arrived home a detective arrested him. It would be better **expressed:**
  - When he arrived home he **was arrested**.
  - When their mother was ill neighbors looked after the children. It would be better **expressed:**
  - When their mother was ill the children **were looked** after by neighbors.
- Passive voice is useful in legal and scientific writing, where it is not necessary to know the performer of the action. It is used in this sense to emphasize the objectivity of the experimenter and emphasize the results of the experiment as well as a process. Examples:
  - Carbon dioxide **is absorbed** and oxygen **is released** by the plant during the day. At night, the process **is reversed**.

#### **10. Passive Voice of Imperatives: request, order, advice, suggestion, prohibition**

- If the verb in the active voice expresses imperatives, orders, requests, advices ..... etc. the word “**Let**” is usually placed at the beginning of the passive voice sentence and be verb is placed before the past participle of the main verb. The imperative sentence in the passive voice has the following structure: *Let + object + be + past participle*. Examples:
  - Pick up the box. **Active Voice**
  - Let the box be picked up. **Passive Voice**
  - Bring it home. **Active Voice**
  - Let it be brought home. **Passive Voice**
  - Do it at once. **Active Voice**
  - Let it be done once again. **Passive Voice**
- If the imperative sentence begins with “**please**” in active voice, the expression “you are requested to” is used in the passive voice sentence. In such cases, an intransitive verb may also be changed into passive with, “**you are requested to**”. Another form of the passive is with “should” and “be”. Examples:
  - Be patient, please! **Active Voice**
  - You are requested to be patient. **Passive Voice**
  - Be in the queue. **Active Voice**
  - You are requested to be in the queue. **Passive Voice**
  - Please do not smoke. **Active Voice**
  - You are requested not to smoke. **Passive Voice**
- When the active voice begins with *do not*, the passive voice has the following structure: *Let not + object + be + past participle*. Examples:

- Don't let the door open. **Active Voice**
  - Let not the door be opened. **Passive Voice**
  - Do not beat the dog. **Active Voice**
  - Let the dog not be beaten. **Passive Voice**
  - Let me do it. **Active Voice**
  - Let it be done by me. **Passive Voice** Or
  - Let me be allowed to do it. **Passive Voice**
  - Don't touch it. **Active Voice**
  - Let it not be touched. **Passive Voice**
- The passive form has to begin with *you*, when the object of the verb in the active voice is not given. Examples:
- Work hard. (No object) **Active Passive**
  - You are advised to work hard. **Passive Voice**
  - Please lend me some money. **Active Passive**
  - You are requested to lend me some money. **Passive Voice**
  - Kindly do this work. **Active Passive**
  - You are requested to do this work. **Passive Voice**
  - Get me a glass of water. **Active Passive**
  - You are ordered to get me a glass of water. **Passive Voice**
  - You ought to respect your parents. **Active Passive**
  - Your parents ought to be respected by you. **Passive Voice**
  - You should learn your lessons. **Active Passive**
  - Your lessons should be learned by you. **Passive Voice**

## 11. Passive Voice of Interrogative Sentence

- **“Do” verbs:** The *do-verb* is used for interrogative and negative sentences. To change an interrogative sentence with ‘do’ from active voice form into passive voice form, use – *Is/are/am + object of the active verb + past participle form of the verb + by + subject of the passive verb*. ExampleS:
- Do you speak French? **Active Voice**
  - Is French spoken by you? **Passive Voice**
  - Does she speak French? **Active Voice**
  - Is French spoken by her? **Passive Voice**
  - Did you speak in French with her? **Active Voice**
  - Were you invited by Alice? **Passive Voice**
  - Don't you speak French? **Active Voice**
  - Isn't French spoken by you? **Passive Voice**

- I don't speak French. **Active Voice**
- French is not spoken by me. **Passive Voice**
- **Interrogatives: Wh- questions and how** In *wh- questions* and *how*, the sentence is directly changed into passive voice. Except for, *who* changes to *by whom* in the passive; (*by*) *whom* changes to *who* in the passive. Examples:
  - Which book do you want? **Active Voice**
  - Which book is wanted by you? **Passive Voice**
  - Who taught you English? **Active Voice**
  - By whom were you taught English. **Passive Voice**

## 12. Passive Constructions with “be”, “get” and “have”

We have been discussing constructions created with the “*be*” verb, but passive can also be created using *get* or *have*. “Someone stole Ann’s car” can be turned into the passive constructions:

- **Be passive construction** – most common in academic writing (and speech).
- **Get passive construction** – while much rarer than the BE-passive, has been increasing dramatically in frequency in written English over the last few decades. It is seldom used in academic writing and seen as quite informal.
- **Have passive construction** – need to make distinction between *experiential* have and *causative* have:
  - **Experiential:** Ann *had* her reservation cancelled (it was cancelled by someone else and happened to her)
  - **Causative:** Ann *had* her reservation cancelled (she arranged for it to be cancelled).

### Summary

Students must remember that the usage of one voice over the other is a matter of clarity and style, not a matter of being grammatically correct. Use passive voice when you want to focus on an object, the doer within the sentence is either unknown or insignificant, and when you want to shift the focus away from the doer. Active voice will be used in the opposite situations as listed for passive voice. When writing or revising, make sure the passive voice is being used for one of the functions above and that the passive construction is the best way to express this idea in the correct form (*be* + past participle). When used appropriately, balancing the active and passive voices creates sentence variety, clarity, and correct tone.

### Exercise 1

**Instruction: Identify the verbs in the following sentences by underlining them. Then decide if the verb is in the active or passive voice.**

1. I was frightened by the storm.
2. My car ran out of gas on the Resources Road.
3. I might have forgotten to add your name to the list.
4. The child was struck by a stray bullet.
5. My heart was broken.
6. Stephen King has written many best sellers.
7. The strike vote is being called for next Monday.
8. That document was written in Halifax in 1774.
9. Our MLA will be voted into office again in the next election.
10. Local workers will be hired to build the new mall.
11. The audience will be arriving in the next hour.
12. Sandra's writing is improving daily.
13. We have been searching for answers to our questions.
14. After the elections, the votes were recounted several times.
15. I have just been thinking about you.

### **Exercise 2**

**Instruction: Change the following ACTIVE VOICE sentences into PASSIVE VOICE, but only if possible. Omit the *by*-phrase wherever possible. Do NOT change the verb tense.**

16. The student copied the new vocabulary terms into her notebook.
17. The salesperson talked Sung Ho into buying a new car.
18. The chef seasoned the bubbling pot of *pho* with star anise.
19. The sous chef chopped the onions and grated the ginger.
20. The crow ate all of the cherries on her tree.
21. This year, monkeys have bitten several tourists in Phuket.
22. It rains a lot during the monsoon season.
23. The sun rises at seven o'clock in winter.
24. Her parents taught her to be punctual.
25. The scholar diligently checked all of his references.

### **Exercise 3**

**Complete the sentences below with the correct active or passive form of the verb in brackets.**

26. At last night's ceremony, they..... the award to an unknown actress. (**give**)
27. The survivors ..... by a cruise ship that .....to be near them. (**rescue, happen**)

28. Two hours after the accident the doctor ..... him dead. (**declare**)
29. I remember ..... to the circus by my father. (**be take**)
30. The weather ..... in the next few days. (**not improve**)
31. Coffee ..... before you ..... it. (**must roast, sell**)
32. The bridge ..... at the moment so it ..... (**repair, cannot use**)
33. The police ..... the victim a picture of the suspect. (**show**)
34. The new staff members ..... all the help they need. (**give**)
35. That door ..... for ages. (**not open**)
36. A few days ago, a judge ..... him to appear before court next month. (**order**)
37. The Times ..... such a shocking letter before. (**never publish**)
38. They ..... on what to do when the headmaster ..... in. (**instruct, come**)
39. The vandals ..... bottles into windows and ..... a few cars. (**throw, destroy**)
40. The new team mates ..... more time to get accustomed to the practice sessions. (**should give**)
41. After dad ..... me to the zoo, he ..... me some new clothes at the department store. (**take, buy**)
42. I ..... to the party last Thursday because I ..... (**not go, not invite**)
43. I ..... so surprised by such an outstanding performance before. (**never be**)
44. When we ..... out of the cinema, the bus ..... to take us home. (**come, wait**)
45. All the papers ..... in by next Friday. (**must hand**)

#### Exercise 4

**Direction: Identify and change the passive voice verbs to active voice.**

1. The gun was shot by Tina.
2. The soup was prepared by the cook.
3. The empty house will be torn down by the city.
4. Tony has been shocked by that wire twice today.
5. Her new car was stolen right out of the garage.
6. The team was given a standing ovation.
7. The horse was being ridden by Julia when I drove up.
8. The moving van was loaded by four perspiring men.
9. A tray of glasses was dropped by the new waiter.
10. A bomb was found in the suitcase by airport security.
11. The widow's groceries are paid for by her neighbors.
12. His right leg was broken in two places.
13. Every garment is inspected by a supervisor.
14. My house was vandalized last night.
15. Jeff is often irritated by his neighbor's noisy parties.

#### Exercise 5

**Direction: Fill in the blank spaces in the following sentences with the present or past participle (whichever you think correct) of the verb given in brackets at the end of the sentence.**

1. Two men were .....in the doorway. (stand)
2. Many houses were .....by the gale. (damage)
3. We have been .....for over half an hour. (wait)
4. The doctor has been .....out to attend an urgent case. (call)
5. I want these parcels .....immediately. (deliver)
6. Are you ....the goods with you, or would you like them ....on later? (take, send)
7. She was .....by the fire .....a newspaper. (sit, read)
8. This house has been .....nearly a hundred years. (build)
9. We should like two seats .....for us. (reserve)
- 10.They were .....that their team had never been ..... (boast), beat)

## **Reported Speech**

### **Description of the Lecture**

This unit is about “direct speech versus indirect speech”. It explores key ideas related to the forms, meanings, uses and exceptions of the reported speech. Throughout the unit students will become familiar with the transformational techniques from direct speech to indirect speech or vice versa. Key content of the unit counts on the theory, examples, rules and exercises.

### **Objectives of the Lecture**

When students have completed this unit, they should be able, among other things, to;

1. Introduce a general overview about the direct speech versus indirect speech.
2. List the form, meanings, transformational rules and uses of the reported speech.
3. Recognize the rules and changes associated with the different kinds of sentences.
4. Associate the relevant time and place adverbs changes with reported speech.
5. Use reported speech for statements, request, questions, promises, and instructions.

## Introduction

Suppose your friend whose name is John tells you in school, “I will give you a pen”. You come to home and you want to tell your brother what your friend told you. There are two ways of relating what a person has said, or the words spoken by a person to other person; **direct speech** by repeating Johns exact words and **indirect speech** “sometime called **reported speech**”. Students must pay attention that exercises in reporting passages of direct speech into reported speech should not be treated as mere practice in mental gymnastics. Exercises of this type are really essays in comprehension and flexibility of expression. Consequently, this unit about reported speech offers plenty of mechanical and mental observations for narration and reporting in terms of **basic rules** and **exceptions**.

### 1. Definition of the Direct Speech

- In direct speech we report the original speaker’s exact words:
  - He said, “I’ve lost my umbrella.”
  - He says, “I don’t answer the question.”
- The technique of reproducing the exact words spoken by a person is called the use of the **direct speech** or **quoted speech**.
- When we use direct speech in writing we must pay attention to the correct use of punctuation as follows: The exact words, remarks or the message that repeated exactly are enclosed in speech marks such as inverted commas, comma or colon. So quotes must go inside quotation marks. Furthermore, the first word of the speech or message must begin with a capital letter and the whole words of the message must be separated from the rest of the sentence by a comma and colon. Finally, you must use a new line when s new speaker begins to speak.
- Direct speech is found in conversations in books, in plays, and in quotations.
- Quoted speech can add color and liveliness to your writing if used wisely. Use quotes when someone says something notable. A good quote might reveal

something about a person's character, have emotional impact or say something unusual or in an unusual way.

- Do not use the direct speech to quote facts.

## 2. Definition of the Indirect Speech

When the words spoken by a person are reproduced or rewritten in our own words by changing the tense and the person whenever necessary, it is called the indirect speech. Example: John said that he was reading books.

- In indirect speech **“sometime called reported speech”** we give the exact meaning of a remark or a speech “message”, without necessarily using the speaker's exact words:
  - He said (that) he had lost his umbrella.
  - He says that he does not answer the question.
- We use “reporting verbs” like say, tell, declare, mention, state, ask, announce .....etc. either in the present or past tenses to report the direct message.
- There is no comma after “say” in indirect speech. “That” can usually omit after “say” and “tell” + object. But it should be kept after other verbs; complain, explain, point out, protest etc.
- We sometime need to change pronoun sand verbs tenses. We do not use speech marks.
- Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed here to give a more dramatic effect.
- When we turn direct speech into indirect speech, some changes are usually necessary. These are most easily studied by considering statements, questions, and command separately.

## 3. The Reporting Verb

Reporting verbs are a way for you, the writer, to show your attitude towards the source of information you are citing and using in your papers, essays and conversations. These attitudes are either ‘positive’, ‘negative’ or ‘neutral’. Grammatically speaking, when the reporting verb “introductory verb” is in the present, present perfect or future tense we can report the direct speech without any change to tense of the verb in the message. In other words, we keep the tense the same. The most common verbs used for reporting speech are **“say”** and **“tell”**. There are many reporting verbs besides say and tell that can be used in reported speech and that are often more expressive than these two rather neutral verbs. Some of them are



as follows: “add, announce, comment, explain, remark, state, ask, enquire, wanted to know, wonder .....” Examples:

- **Direct speech:** He says: “I **have missed** the train.” Present perfect
- **Indirect speech:** He says that he **has missed** the train. Present perfect
- **Direct speech:** He has said “they **have caught** the train.” Present perfect
- **Indirect speech:** He has said that they **have caught** the train. Present perfect
- **Direct speech:** He said: “I **have missed** the train.” Present perfect
- **Indirect speech:** He said that he **had missed** the train. Past perfect

→**Important Note:** But when the reporting verb is in the **simple past or other past tenses**, which are more common, tenses and verbs in the message have to be changed into a corresponding past tense according to the next table. The changes are discussed in the section of tenses changes.

#### 4. Tenses Changes from Direct into Indirect Speech

When reporting speech, grammatical changes must often be made in order to keep the original meaning of what was said. The most common changes occur to verb tenses. It should be noted that this type of reporting known as **formal** reporting takes place later on when you want to tell what somebody said that is why the reporting verb is in the past tenses. Furthermore, students must note that when the reporting verb (say, tell, know, think, learn, mention, claim ...) is in the past tense or past tenses, the tense of the reported speech changes according the table below:

N	Direct speech: He said,	→	Indirect speech: He said that
1	<ul style="list-style-type: none"> <li>▪ Simple present</li> <li>▪ Present perfect</li> <li>▪ Present continuous</li> <li>▪ Present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>→</li> <li>→</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple past</li> <li>▪ Past perfect</li> <li>▪ Past continuous</li> <li>▪ Past perfect continuous</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Simple past</li> <li>▪ Past perfect</li> <li>▪ Past continuous</li> <li>▪ Past perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>→</li> <li>→</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past perfect <b>or</b> no change</li> <li>▪ Past perfect <b>or</b> no change</li> <li>▪ Past continuous <b>or</b> no change</li> <li>▪ Past perfect continuous <b>or</b> no change</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Simple future</li> <li>▪ Future perfect</li> <li>▪ Future continuous</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conditional present</li> <li>▪ Conditional perfect</li> <li>▪ Conditional continuous</li> </ul>

	▪ Future perfect continuous	→	▪ Conditional perfect continuous
		→	
4	▪ Conditional tenses	→	▪ Conditional tenses
5	▪ Modal auxiliaries verbs: can, may, shall, must.....	→	▪ Could, might, should, might, had to .....
6	▪ Modal in past: Could, should, ought to,	→	▪ No change
7	▪ Must	→	▪ Had to <b>or</b> no change
	▪ Imperative	→	▪ Infinitive

→ **Important Note:** Students must point out that in formal reported speech; the tenses go back in time one tense. For example, “study” becomes “studied” and “studied” becomes “had studied.” In other words, each tense must go back to its corresponding past tenses as the table above indicates. In conversational or immediate reporting, the verb tenses do not change “see the next title”. Formal reported speech is the most challenging, so we will place our efforts here. Consider the examples below for more clarifications. Examples:

- He said: “I meet her today.” → He said that he met her yesterday.
- He said: “I met her yesterday.” → He said that he had met her that day.
- He told: “I’m living with her this week.” → He told that he was living with her that week.”
- He said: “I was meeting her here.” → He said that he was meeting her there.
- He said: “I had met her a week ago.” → He said that he had met her a week before.
- He said: “I am meeting her today.” → He said that he was meeting her yesterday.

### 5. Time and Place References Changes

When reporting speech, grammatical changes must often be made in order to keep the original meaning of what was said. The most common changes occur in adjectives of place and time. In this section we will introduce time and place references changes. In general, time and place references are also changed in reported speech. The table below represents words which get changed when the Direct Speech is changed into Indirect Speech.

N	<b>Direct speech</b>	>	<b>Indirect speech</b>
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1	now	>	then / at that time
2	today	>	that day /yesterday /Sunday / the fifth June
3	tonight	>	that night
4	yesterday	>	the day before yesterday /Sunday /date
5	the day before	>	two days before
6	tomorrow	>	the next / following day / Wednesday /date
7	the day after tomorrow	>	in two days' time / two days later
8	next day, month, year	>	the following week, month, year
9	last week, month, year	>	the previous week, month / the week before
10	last night	>	the night before / Tuesday night
11	ago	>	before
12	“a week” ago	>	a week before
13	this “for time”	>	that
14	that	>	that
15	here	>	there
16	there	>	there
17	these	>	those
18	those	>	those
19	thus	>	so

### Examples:

- **Direct speech:** He said: “I met her **today**.”
- **Indirect speech:** He said that he has met her **that day**.
- **Direct speech:** He said: “I met her **yesterday**.”
- **Indirect speech:** He said that he had met her **the day before**.
- **Direct speech:** He said: “I met her the day **before yesterday**.”
- **Indirect speech:** He said that he had met her **two days before**.
- **Direct speech:** He said: “I shall meet her **tomorrow**.”
- **Indirect speech:** He said that he would meet her **the next day**.

## 6. Pronouns and Possessive Adjectives Changes

When reporting speech, grammatical changes must often be made in order to keep the original meaning of what was said. The most common changes occur again in pronouns. In this section we will introduce pronoun changes. It should be noted that, in general, we always refer to the personal pronoun mentioned with the introductory verb, and we obtain the following changes:

Direct Speech	Indirect Speech
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<b>First person pronouns</b> in the direct speech change according to the subject of the reporting verb in the indirect speech.		
<ul style="list-style-type: none"> <li>• The first singular person</li> <li>• The first plural person</li> </ul>	<b>becomes</b> <b>becomes</b>	<ul style="list-style-type: none"> <li>• The first /third singular person</li> <li>• The first /third plural person</li> </ul>
<b>Second person pronouns</b> in the direct speech change according to the object of the reporting verb in the indirect speech.		
<ul style="list-style-type: none"> <li>• The second singular person</li> <li>• The second plural person</li> </ul>	<b>becomes</b> <b>becomes</b>	<ul style="list-style-type: none"> <li>• The first /second/third singular person</li> <li>• The first /second/third plural person</li> </ul>
<b>Third person pronouns</b> in the direct speech will not change in the indirect speech.		
<ul style="list-style-type: none"> <li>• The third singular persons</li> <li>• The third plural persons</li> </ul>	<b>keeps</b> <b>keeps</b>	<ul style="list-style-type: none"> <li>• The third singular persons</li> <li>• The third plural persons</li> </ul>

### Examples:

- **Direct speech:** he told her: “I want to meet your father.”
- **Indirect speech:** he told her that he wanted to meet her father.
- **Direct speech:** I said, “I am going.”
- **Indirect speech:** I said that I was going.
- **Direct speech:** I told him, “You are a stupid.”
- **Indirect speech:** I told him that he was a stupid.
- **Direct speech:** She said, “I am going.”
- **Quoted:** “I feel hungry,” Mary said
- **Reported:** Mary said she felt hungry.
- **Quoted:** Professor: “I’ve looked at the results of your work this year and you’ll be pleased to know that I’m recommending you for a scholarship next year.”
- **Reported:** The professor told me that she had looked at the results of my work this year and that I’d be pleased to know that she was recommending me for a scholarship next year.

## 7. Basic Rules for Indirect Speech

The indirect speech is formulated by following the steps in the table below;

Steps	Rules
<b>Step 1</b>	Words of the speaker (reported speech) are not enclosed in Inverted Commas or Quotation Marks in Indirect Speech.
<b>Step 2</b>	<b>Usage of word “that”:</b> The conjunction “that” is always used between reporting verb and reported speech in indirect speech in positive

	statement. It should be noted that this conjunction is not used for commands and questions.
<b>Step 3</b>	<b>Change in tense of the reported speech:</b> A change is made in tense of reported speech for changing a direct speech into indirect speech when the reporting verb is in the past tenses. It should be noted that the tense of the message is not changed when the reporting verb is in the present tenses. <b>It should be noted that the basic rule for tense change in indirect speech is to change a present tense into its corresponding past tense. That is why most past tenses keep the same past tense in the indirect speech.</b>
<b>Step 4</b>	<b>Changes in Pronoun:</b> The pronoun (or subject) of reported speech is sometime changed according to the pronoun (or subject) or Object of the reported verb (first sentence of Direct speech). The possessive pronouns (i.e. his, her, my, their, your etc.) may also change according to subject or object of the first sentence.
<b>Step 5</b>	<b>Change in Time and Place Reference:</b> If there is time and place reference mentioned in the sentence of Direct speech, the time and place will be changed in Indirect Speech. There are certain rules changing the time and place references.
<b>Step 6</b>	besides the general rules for changing the positive statements, there are specific rules for changing commands, requests, questions, yes /no questions, suggestions, intentions, hopes, wishes, promises and modals.

## 8. Informal, Immediate and Conversational Reported Speech

Students must notice that the changes in verb tenses for reported speech do not take place in many cases. They must point out that in informal, immediate and conversational reported speech; the verb tenses do not change. For example, “study” keeps as “study” and “studied” keeps as “studied.” In other words, each tense keeps its original tense. It should be noted that in informal, immediate and conversational reported speech accepts two versions. Students can keep the original tenses of the verb in the message of the direct speech or change the tense of the verb in the message of the direct speech as the table above indicated. Furthermore, students must know that both sentences and versions are grammatically correct, meaningful and functional. Consider the examples below for more clarifications:

<b>Quoted / Direct Speech</b>	<b>Reported Speech</b>
	<b>Informal Reporting</b>
	<b>Immediate and Conversational Reporting</b>

<ul style="list-style-type: none"> <li>• Ann said, “I <b>learn</b> French.”</li> <li>• Ann said, “I <b>am learning</b> French.”</li> <li>• Ann said, “I <b>learned</b> French.”</li> <li>• Ann said, “I <b>have learned</b> French.”</li> <li>• Ann said, “I <b>am going to learn</b> French.”</li> <li>• Ann said, “I <b>will learn</b> French.”</li> <li>• Ann said, “I <b>can learn</b> French.”</li> </ul>	<ul style="list-style-type: none"> <li>• Ann said she <b>learns</b> French. <b>Or</b> Ann said she <b>learned</b> French.</li> <li>• Ann said she <b>is learning</b> French. <b>Or</b> Ann said she <b>learned</b> French.</li> <li>• Ann said she <b>learned</b> French. <b>Or</b> Ann said she <b>was learning</b> French.</li> <li>• Ann said she <b>has learned</b> French. <b>Or</b> Ann said she <b>had learned</b> French.</li> <li>• Ann said she <b>is going to learn</b> French. <b>Or</b> Ann said she <b>was going to learn</b> French.</li> <li>• Ann said she <b>will learn</b> French. <b>Or</b> Ann said she <b>would learn</b> French.</li> <li>• Ann said she <b>can learn</b> French. <b>Or</b> Ann said she <b>could learn</b> French.</li> </ul>
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## 9. Special Notes about No Verb Tense Change in Reported Speech

In these three situations tenses are not always changed mechanically when speech is reported. It is especially important to remember that when the reported speech expresses the following cases:

- **Universal Truth or habitual fact or a situation that is still true:** Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true or the situation is still the same. In this case, you have the option of keeping what was said in the same tense or using formal reported tenses. But if the situation has changed or finished, you must change or use the formal reported speech. Again, you must use the formal reported speech or change the verb tense when there is a difference between what was said and what is really true. Examples:
  - **Quoted:** Ann said, “I want to visit Paris next month.”
  - **Reported:** Ann said that she wants to visit Paris next month. Here it means that Ann still wants to visit Paris next month.
  - **Quoted:** “summers are very mild in Algiers,” he said.
  - **Reported 1:** He said summers *are* mild hot in Algiers.
  - **Reported 2:** He said summers *were* very mild in Algiers.
  - **Direct:** My grandmother told “women **are** more patient than men”
  - **Indirect:** My grandmother told that women **are** more patient than men.
  - **Direct:** The teacher said, “The earth **goes** round the sun.”
  - **Indirect:** The teacher said that the earth **goes/went** round the sun.

- **Direct:** She said, “Girls **are** usually more sincere than boys”
  - **Indirect:** She said that girls **are** usually more sincere than boys.
  - You met Sonia a few days ago. She said: Joe is in hospital. Later that day you meet Joe in the street. You say: Hi, Joe. I didn’t expect to see you. Sonia said you were in hospital. (not ‘Sonia said you are in hospital’, because clearly he is not) →difference
- **Using the reporting verb in the present tenses to report:** no changes are required to the tense of the main verb in the message. Examples:
    - **Quoted:** “I really like my new boss,” Robert said.
    - **Reported:** Robert says he really likes his new boss.
    - **Quoted:** “We will hire two teachers in June,” the principal said.
    - **Reported:** The principal says they will hire two teachers in June.
  - **When we report soon after someone has spoken:** When you report speech immediately after someone has spoken, you do not change the verb tenses.
    - **Quoted:** Imagine Ann says to you right now, “I am sleepy.”
    - **Reported:** The correct reported speech response would be as follows, Ann said she is sleepy.
    - **Quoted:** The person next to you asks, “What did Ann say?”
    - **Reported:** The person said to me what Ann says.

**Important reminder: No Verb Tense Changes Cases** In these situations it is not necessary to change verb tenses:

- When we use *say* in the present tense to report.
- When we report soon after someone has spoken.
- When we speak or write about a general truth or if the situation is still true.

## 10. Changes according to Different Kinds of Sentences

### 10. 1. Assertive Sentences

This refers to sentences that make a statement. The statements may be positive, negative, true or false statements. In order to change or convert such sentences into indirect speech, we follow the following steps to change it into indirect speech.

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** The reporting verb “say” must keep its original meaning as “declare, tell, announce, state, say, inform, etc.” Consequently, the reporting verb in the indirect statement must take the meaning of a positive statement.

- **Step 3:** The conjunction “**that**” will be used in Indirect Speech (in positive statement sentence). The conjunction “that” is used in indirect speech immediately after the reporting verb.
- **Step 4:** The conjunction “**that**” must be followed immediately by the person addressed.
- **Step 5:** The tense of the verb of the message must be changed according to the tense changes when the reporting verb is in the past tenses (see the table of tense changes). It is worth to note that the tense of the verb of the message keeps its original tense when the reporting verb is in the present tenses.
- **Step 6:** Other general rules such as people, tense, time adverbs, and place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
They said: “We saw them in the cinema.”	›	They said (that) they <b>had seen</b> them in the cinema. <b>Or</b> They said (that) they saw them in the cinema.
He said: “I work as an assistant.”	›	He said (that) he <b>worked</b> as an assistant.”
She said: “I will be back soon.”	›	She said (that) she <b>would be</b> back soon.
They said: “We are going to be late again.”		They said that they <b>were going to be</b> late again.
He said: “I’ve lost my keys again.”	›	He said (that) he <b>had lost</b> his keys again.”
She said: “I will be back soon.”	›	She said (that) she <b>would be</b> back soon.
She said: “I’m not very happy.”	›	She said (that) she <b>wasn’t</b> very happy.
He said: “I can speak Chinese.”	›	He said (that) he <b>could</b> speak Chinese.
The teacher said: “You might be right.”	›	The teacher said that I <b>could be</b> right.

## 10. 2. Interrogative WH Sentences

Those sentences that ask questions are known as interrogative sentences. Interrogative sentences end with a question mark (also known as a sign of interrogation). Some of the rules to be kept in mind while converting an interrogative sentence into indirect speech are:

In case the message is a question, we follow the following steps to change it into indirect speech.

- **Step 1:** Comma and inverted commas will be removed.



- **Step 2:** The reporting verb “say” must change to a verb of question as “ask, wanted to know, enquired, etc.” The reporting verb in the indirect statement must take the meaning of interrogative.
- **Step 3:** The conjunction “that” will **not** be used in Indirect Speech (in question sentence).
- **Step 4:** The reporting verb “question verb” must be followed by the person being addressed and the question words as “what, when, where, who, why, etc.”
- **Step 5:** The reporting verb must be followed by the person addressed.
- **Step 6:** If there is no question words or the question is “Yes” or “No” question, we use “if” or “whether”. See the next title for more details.
- **Step 7:** We turn the sentence from the interrogative form into the positive one. Consequently, we delete the inversion of subject and verb and omit the question mark at the end and replace it with the full stop.
- **Step 8:** Do not use the auxiliaries do, does, and did.
- **Step 9:** Other general rules such as people, time adverbs, and place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
He said: “what is your name?”	›	He asked me what my name was.
He said: “why are looking through the keyhole?”	›	He said: “why are looking through the keyhole?”
He said: “did you come by plane?”	›	He wanted to know if I had come by plane.
He said: “have you got a computer?”	›	He enquired me whether I had got a computer.
He says: “What are you doing?”	›	He asks me what I am doing.
John says, “How are you?”	›	John asks me how I am.

### 10. 3. Yes or No Questions

In case the message is a “yes” or “no” question, beginning with Auxiliary Verbs, indirectly, observe the following rules:-

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** The Reporting Verb - say - is changed into - ask or inquire, demand, etc. The reporting verb must be followed by the person addressed.
- **Step 3:** Start the reported speech with the conjunction - if or whether.
- **Step 4:** The conjunction “that” will **not** be used in Indirect Speech (in commands and requests sentence).
- **Step 5:** Change the interrogative form of the reported speech into Assertive form (Helping Verb after Subject).

- **Step 6:** Nouns or Pronouns in the vocative case are treated as objects of their verbs.
- **Step 7:** Other general rules such as people, tense, time adverbs, and place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
The inspector told to me, "Is your mother at home?"	›	The inspector asked me if my mother was at home.
Ann said to his men, "Are you ready to die for your country?"	›	Ann asked his men if they were ready to die for their country.
The host said to the guest, "Would you like to have a cup of tea?"	›	The host asked the guest if he would like to have a cup of tea.
John said, "May I use your pen, Ann?"	›	John asked Ann if he might use her pen.
The clerk said to his officer, "Shall I type this letter again, Sir?"	›	The clerk asked his officer respectfully if he should type that letter again.
The crow said, "Are the grapes sour, Mr. Fox?"	›	The crow asked the Fox if the grapes were sour.

#### 10. 4. Questions for Objects

In case the message is a question for objects, we follow the following steps:

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** We use "ask" as an introductory verb.
- **Step 1:** The reporting verb "question verb" must be followed by the person being addressed, then,
- **Step 3:** The person who receives the question must be followed by the preposition "for" + the person addressed. "**Ask + for + accusative**".
- **Step 4:** The expressions and words such as "please, bravo ....." should be omitted in the indirect speech.
- **Step 5:** Other general rules such as people, tense, time adverbs, and place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
"Can I have a cherry pie?", she asked	›	She asks for a cherry pie.
"May I have a glass of water, please?"	›	He asked for a glass of water.
"Sugar, please."	›	He asked for the sugar.

#### 10. 5. Commands, Requests and Imperatives Sentences

Imperative sentences are sentences that give a direct command or an order and they may be in the form of an advice, request or order. According to the degree of force used by the speaker a full stop or a sign of exclamation is used at the end of the sentence. (Example- Shut the door!). In order to change such sentences into indirect speech, the above mentioned rules along with the following rules may be applied:

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** The reporting verb “say” must change to a verb of command, order, advice or request as “advise, beg, command, forbid, invite, order, request, suggest, teach, tell, instruct, warn, caution, urge, warn, invite, etc.” Consequently, the reporting verb in the indirect statement must take the meaning of command or request.
- **Step 3:** The conjunction “that” will **not** be used in Indirect Speech (in question sentence).
- **Step 4:** The expressions and words such as “please, bravo..... ” should be omitted in the indirect speech.
- **Step 5:** The reporting verb must be followed by the person addressed and with the infinitive without “to”.
- **Step 6:** The imperative mood must be changed into the infinitive.
  - Accusative + to + infinitive = to report positive requests or command.
  - Accusative + not + to + infinitive = to report negative requests or commands.
- **Step 7:** Other general rules such as people, tense, time adverbs, and place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
He said: “sit down!” ( <b>order</b> )	›	He ordered me to sit down.
She said: “sit down!” ( <b>order</b> )	›	She ordered me to open the door.
He said: “Please help me.” ( <b>request</b> )	›	He requested me to help him.
He said: “Quit smoking.” ( <b>advice</b> )	›	He advised me to quit smoking.
He said: “don’t watch the film!”	›	He ordered us not to watch the film.
The teacher said: “could you please be quiet!”	›	The teacher ordered us to be quiet.
He shouted, “Let me go.”	›	He shouted to them to let him go.

### 10. 6. Negative Commands, Request and Instructions

In reported speech, use a **negative infinitive** for negative instructions, commands, and requests. (There is no such thing, really, as a negative invitation!)

- **Negative Instructions**
  - **Direct:** “Don’t eat just before going to bed,” the doctor told her.
  - **Reported:** The doctor told her **not to eat** just before going to bed.

- **Negative Commands**
  - **Direct:** “Don’t climb the tree,” said the father.
  - **Reported:** The father told us not to climb the tree.
- **Negative Requests**
  - **Direct:** “Please don’t eat all the cake. We need to save some for Ann.”
  - **Reported:** He asked me **not to eat** all the cake because we needed to save some for Ann.

### 10. 7. Reporting Suggestions

In case the message is a suggestion, we follow the following steps to change it into indirect speech.

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** They are usually reported with “**that**” and “**should**”.
- **Step 3:** The main useful reported verbs in this kind are “suggest, recommend, propose, insist, demand, request, etc.
- **Step 4:** Other general rules such as tense, time adverbs, place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
My wife said: “why don’t you get a new car?”	›	She suggested that I should get a new car.
“It would be a good idea to buy a new car”, said my mother.	›	My mother recommended I buy a new car.
My wife says: “why don’t you get a new car?”	›	She suggests that I shall get a new car.

### 10. 8. Reporting Intentions, Hopes and Promises

In case the message is an intention, hopes and promises, we follow the following steps to change it into indirect speech.

- **Step 1:** Comma and inverted commas will be removed.
- **Step 2:** They are usually reported with “that” or “to + infinitive”.
- **Step 3:** The main useful reported verbs in this kind are: “promise, hope, threaten, propose, guarantee, swear, etc.”
- **Step 4:** The expressions and words such as “please, bravo..... ” should be omitted in the indirect speech.
- **Step 5:** Other general rules such as people, tense, time adverbs, place adverbs and so on are observed too in this case. Examples:

Direct Speech	›	Indirect Speech
“You pay the ransom or we will kill your son” they said.	›	They threatened that they would kill my son, if I didn’t pay the ransom.
He said, “Alas! I am undone”.	›	He exclaimed sadly that he was undone.
Ann said, “How clever I am?”	›	Ann exclaimed that she was very clever.
He said, “Bravo! You have done well.”	›	He applauded him, saying that he had done well.
He says, “Bravo! You have done well.”	›	He applauds him, saying that he has done well.
Ann says, “How clever I am?”	›	Ann exclaims that she is very clever.

### 10. 9. Exclamatory Sentence

Sentences which express our feelings and emotions are known as exclamatory sentences. An exclamation mark (!) is used at the end of an exclamatory sentence. In order to change exclamatory sentences into indirect speech the following rules should be kept in mind:

- **Step 1:** If the exclamatory sentence contains an interjection like alas!, aha!, hurry! etc., these interjections are omitted in the indirect speech.
- **Step 2:** If the word ‘said’ appears in the exclamatory sentence, then it is replaced with these expressions: ‘exclaimed with joy’, ‘exclaimed joyfully’, ‘exclaimed with great wonder or sorrow’ etc. in the indirect speech.
- **Step 3:** The exclamatory sentence becomes an assertive sentence when it is converted into indirect speech. Example:
  - **Direct Speech:** He said, “What a delicious cook this is!”
  - **Indirect speech:** He exclaimed what a delicious cook it was.

### 11. Rules for Converting Indirect to Direct Sentences

Until now, we were talking about the rules to be followed while converting different kinds of direct sentences to indirect sentences. Now let us take a look at rules to be kept in mind while transforming an indirect sentence to a direct one. The rules are as follows:

- **Step 1:** Use the reporting verb ‘say’ or ‘said to’ in its correct tense.
- **Step 2:** Remove conjunctions like ‘that’, ‘to’, ‘whether’ etc. wherever necessary.
- **Step 3:** Use question marks, exclamatory marks, quotation marks and full tops wherever necessary.
- **Step 4:** Place a comma before the statement.
- **Step 5:** Always write the first letter of the statement in capital letters.
- **Step 6:** Change the past tense into present tense wherever the reporting verb is in past tense.

- **Step 7:** Convert past perfect into either past tense or present perfect as required.

## Summary

Narration has two main ways direct speech and indirect speech. Reported speech (or indirect speech) is used to report what someone has said without quoting them. If the reporting verb is in the present, present perfect or future tense, the tense stays the same. If the reporting verb (say, tell, know, think, learn, mention, claim ...) is in the past tense (which it most commonly is), the tense of the reported speech changes as it is shown in the table below with other common rules:

It should be noted that in longer passages particularly, it is most important to preserve the spirit of the original, and this consideration should be before a strict adherence to the form. Students must, therefore, not only understand the content but also appreciate the style and tone of the original if their own version is not to sound flat or unnatural by comparison.

## Exercise 1

**Instruction: Change the following into direct speech or indirect speech.**

1. The boy says, "I am doing my homework today".
2. Ravi says, "I have met your brother here".
3. Susan says, "I waited for Rami till 10 o' clock last night".
4. Rahim says, "John will have met the governor tomorrow".
5. He says, "It is time I went to bed here".
6. They say, "I was watching T.V. here "
7. He says, "I have bought this watch for you".
8. Susan says, "I have been working here on this novel for five years".
9. My father says to me, "You have done your work well".
10. Mohan says to me, "I met Suresh in Paris yesterday".
11. Ann said, "I have not stolen this necklace".
12. The villager said to the stranger, "I have never seen you here".
13. Susan said, "I am reading a novel now".
14. Susan said, "My father went to Guntur yesterday".
15. He said, "The children are having a bath now".

## Exercise 2

**Instruction: Change the following into direct speech or indirect speech.**

1. She said, "I am very poor yesterday".
2. He said, "We are in the playground yesterday".

3. Marry said, "I don't believe you".
4. John said to Mary, "You are innocent".
5. My father said to me, "They are late".
6. She said, "It may rain".
7. The boy said, "I can do it".
8. He said to me, "I shall meet your father".
9. Joseph said, "I will go home soon".
10. She said, "I can't agree with you".
11. Raman said, "I have a problem".
12. The officer said to the clerk, "You must do it".
13. John said, "I don't drink coffee".
14. Ann said, "Marry will not lie".
15. Marry said, "Stephan has a car".

### Exercise 3

**Instruction: Change the following into direct speech or indirect speech.**

1. He said to me, "Who lives in this house"?
2. "Do you know when she will go home?" I said to him.
3. Ramesh said to me, "How are you feeling?"
4. She said, "Can you help me?"
5. I said to him, "What are you doing here today?"
6. My friend said, "Is Mr. John on leave?"
7. Susan said, "Shall I switch on the fan?"
8. She said, "Why didn't he come?"
9. Marry said to her friend, "Which magazines do you usually read?"
10. He said, "Will you listen to such a man?"

### Exercise 4

**Instruction: Change the following into direct speech or indirect speech.**

1. Rama said to Ann, "Go away".
2. He said to him, "Please wait here till I return".
3. "Call the first witness", said the Judge.
4. "Open fire", the officer said to the soldiers.
5. My friend said, "Let's sing together".
6. Mary's father said to the Principal, "Please pardon my daughter".
7. They said to us, "Grow more trees".
8. The doctor said, "You must exercise every day".

9. He said, "Sit down".
10. The manager said to the clerk, "Don't come late".

### Exercise 5

**Instruction: Change the following into direct speech or indirect speech.**

1. "May you live long", she said.
2. He said, "How beautiful the garden is!"
3. He said, "Alas! I am undone".
4. "Many happy returns of the day", said Marry.
5. Harrison said to Susan, "Good Morning".
6. He said, "Bravo! You have been well".
7. She said, "My God! I am ruined".
8. He said, "May your daughter recover soon".
9. "So help me, Heaven!" he cried, "I will never steal again".
10. Alice said, "How clever I am!"

### Exercise 6

**Direction: Change the following sentences into Direct Speech:**

1. My doctor advised me to go home and get my affairs in order.
2. My father told us that the jeep was an expensive resource.
3. He used to tell us that we should leave our newspaper and our toilet the way we expect to find them.
4. My mother replied that it did not matter to her that she would not see the flowers in full bloom.
5. She always told me that nobody could roll out better chappatis - mine didn't resemble a wonky map of India.
6. I asked her when she gets time to play.
7. She also added that board exams are very important, and that you only get one chance.
8. I wonder whether they have time to play with friends.
9. Yamuna informed that as neither the train nor the bus services had resumed so far, she and her colleagues would be leaving the office on foot.
10. Amelia once said that you haven't seen a tree if you haven't seen its shadow from the sky.
11. She concludes that the grown-ups reading Potter are childish people.
12. A few neighbors asked my mother why she was taking so much pain to beautify a government house.
13. I asked her once if she saw darkness.



## Keys to Exercises

### Parts of Speech: Nouns

#### Exercise 1

1. dog, cat, porch	6. passengers, ship, collision, iceberg
2. muffins, blueberries	7. Titanic, hours, husbands, wives
3. daughter, computer, friend	8. penguins, South Pole, birds, cold
4. Robert, car, Saint John, truck	9. couples, Florida, weather
5. snow, roads, drivers, motels	10. Shediac, Confederation Bridge, Riverview

#### Exercise 2

1	2	3	4	5	6	7	8	9	10
flock	troop	herd	bunch	collection	flock	gang	bunch	class	set

#### Exercise 3

Common Nouns	Proper Nouns
1. writer	1. Shakespeare
2. books	2. English
3. papers	3. Animals Farm
4. works, languages	4. Charles Dickens
5. moonlight, leaves, path	5. Black Lake
6. parcel, sister,	6. Marry
7. city	7. Paris, Middle of Europe
8. family, mill	8. Robert, Alberta
9. people, newspaper, weekend	9. France
10. language, exceptions, rules, grammar	10. English
11. maple, syrup, areas	11. Maple, North America
12. hockey, arena, street	12. Beresford
13. settlers	13. New World, France, England
14. stores, sale, carnival, profits	14. Wall Street

#### Exercise 4

Countable Nouns	Uncountable Nouns
1. biscuits	1. milk

2. strand of hair	2. soup
3. ....	3. hair
4. monkey, bananas, nuts	4. ....
5. ....	5. Food, water
6. Apples, bag	6. ....
7. Glass of water	7. Water
8. Books	8. ....
9. two liters of water	9. Money
10.children sweet	10.....
11.paper	11.....
12.head	12.Hair
13.experiences, holiday	13.....
14.job	14.Experience
15.....	15.Coffee, sugar

### Exercise 5

Concrete Nouns	Abstract Nouns	Collective Nouns	Mass Nouns
1. ....	1. contest	1. class	1. ....
2. ....	2. ....	2. ....	2. ....
3. rose	3. justice	3. family	3. ....
4. ....	4. ....	4. ....	4. ....
5. computer	5. ....	5. ....	5. ....
6. ....	6. ....	6. ....	6. traffic
7. ....	7. ....	7. couples	7. ....
8. ....	8. ....	8. deer	8. ....
9. ....	9. race	9. ....	9. ....
10.school	10.....	10.....	10.....
11.....	11.crowd	11.....	11.....
12.....	12.....	12.staff	12.....
13.....	13.....	13.....	13.junk

### Exercise 6

1. The **engineers** drove the **cars** out of the **garages** for testing.
2. **Batteries** in the series **have** not been connected properly.
3. The **students** brought **loaves** of bread for the class **parties**.
4. The **trains** halt at **these stations** for a short time only.
5. The **libraries** in the **universities** are very well stocked.

6. The **people** were amazed by the **tricks** of the **magicians**.
7. The **choirs** sang along with the **teachers** at the **pianos**.
8. The Indian **teams** are very good at one-day **matches**.
9. The **employees** were introduced to the **seniors** in the group **companies**.
10. The **mosquitoes** buzzed in my **ears** as we sat watching the **videos**.

### Exercise 7

1. She is Ann's mother.
2. This is Nelson Mandela's story.
3. What are the singers' names?
4. The farmers' crops destroyed in the floods.
5. Uncle Mohan is designing the kids' room.
6. Please do not disturb the birds' nests in the tree.
7. Let me see this year's results.
8. I am quoting this from the Dickens' novel.
9. The deer's horns are called antlers.
10. She is replying to her sister's email.
11. We are going to attend my friend's sister's performance.
12. Could you guide me to Mr. Susan's brother's house?

### Exercise 8

1. My grandmother took my baby **brother** to the mall in a perambulator.
2. The **groom** on the **mare** is my **brother-in-law**.
3. The **queen** asked her **women** to decorate the court.
4. My **niece** had fun chasing the big red **rooster** on our farm.
5. I once mistook the **stallion** for a **male**.
6. The **host** took good care of **his** guests.
7. We saw a **tigress** feeding on a **doe** carcass during the morning safari.
8. The old **widower** sat watching the **peahens** in the garden.
9. The **actor** played the role of a **waiter** in the movie.
10. Mohan's **stepfather** is a generous **man**.

### Exercise 9

1. The whole sentence is Correct	6. What's
2. "The Death of the Hired Man"	7. Wednesday
3. English	8. Vancouver Island University
4. Labor Day	9. The sentence is Correct.
5. Dad	10. Simon Fraser University

## Parts of Speech: Pronouns

### Exercise 1

1. who, us, no one	6. We
2. this, her	7. mine, it
3. she, them, any, it	8. me, some
4. them, that	9. they, we
5. what, you, him, his	10. many

### Exercise 2

1. she	6. them	11. she
2. we	7. he	12. us
3. me	8. him	13. they
4. her	9. us, we	14. him
5. us	10. her	15. her

### Exercise 3

1. **John and I** went to the cinema theater. **We** bought some sweets there.
2. **The magician** cut a woman in half. Then, **she** pulled a rabbit from a hat successfully.
3. **Marry and Ann** played with the puppies. Marry tossed the ball to **them** rapidly.
4. **Robert** went swimming with John. **He** and John dove under the water line.
5. John listened to love songs on her **smart phone**. After an hour, **it** ran out of batteries and closed out.
6. **Dark heavy storm clouds** rolled in over the city. **They** blocked the sunlight from the city.
7. **Father and mother** went on a trip to Paris. **They** will be back next month.
8. The **carpenter's hammer** is in the truck. **His** screwdriver is next to it.
9. Have you seen Ann's **doll**? **It** has been missing all the time since we are in the village.
10. That is the **Robert's** house. **Their** car is in the driveway.

### Exercise 4

1. yourself	3. ourselves	5. itself	7. herself	9. herself
2. himself	4. themselves	6. myself	8. yourselves	10. himself

### Exercise 5

1. I met an actor **whose** picture won an important prize.
2. We bought a house, **which** cost \$180,000.
3. Ann introduced me to her boyfriend, **who** is a doctor.
4. Marry bought a dress, **which** cost her \$5000, and had to return it to the shop.
5. John gave Ann a gift **that** had diamonds and rubies.
6. Mrs. Susan is talking to her learners **whose** researches are done on the whole week days.
7. Robert lives with his sister **who** is an English teacher.
8. The soldiers **to whom** the president is awarding the medal were injured in the war. (The president is awarding medals to the soldiers **who** were injured in the war.)
9. Mr. John graded the tests **that** we took on Saturday.
10. The director knows the candidate **who** was chosen to be the boss.

### Exercise 6

1	2	3	4	5	6	7	8	9	10
that	who	whose	what	where	that	who	that	shoe	who

### Exercise 7

N	Pronoun	Type
1	herself	reflexive.....an action he did to himself
2	Each other	reciprocal
3	Yourself	emphatic.....no one else washed it
4	One another	reciprocal
5	Yourself	reflexive
6	Myself	emphatic
7	Themselves	emphatic
8	Herself	reflexive
9	Himself, herself	reflexive
10	Ourselves	reflexive

## Parts of Speech: Verbs

### Exercise 1

1. Learned	6. Arrived
2. Had been broken	7. Brought
3. Was bringing	8. Was returning

4. Could stay	9. Are calling
5. Became	10. Hope, will have

### Exercise 2

1. I **am** *reading* about the Junior Olympics to participate this session.
2. She **was** *racing* in a wheelchair race during her summer holidays.
3. My classmates **will** *write* reports about their courses every session.
4. Sarah **had** *joined* the senior school for more training sessions.
5. The racers **were** *using* special racing wheelchairs.
6. They **are** *training* several times a week to catch the contest.
7. William **had** *overcome* serious health problems last year.
8. Sarah **has** *raced* for several years.
9. Her mother **had** *given* her a great deal of support.
10. She **is** *practicing* for next year's Olympics competition.
11. No American woman **had** *captured* three gold medals at one Olympics.
12. The Junior Olympics **are** *held* every summer.
13. We **will** *tell* other about your achievements in this competition.
14. The games **were** *started* in 1967.
15. The beautiful sailboat **was** *built* in 1985.

### Exercise 3

1. The barbershop quartet **sang** in close harmony in front of the audience.
2. I **saw** a hilarious sitcom on television show last night.
3. My father must have **spoken** to the coach about my case.
4. The soprano **took** an extra breath for her high notes.
5. The seal **swam** to the rocky island yesterday.
6. Four players were **thrown** out of the game.
7. A burglar has **stolen** the diamond jewelry from the store.
8. John **wrote** several papers on the computer last week.
9. The milk must have **frozen** on the porch of the kitchen.
10. A baby robin has **fallen** out of the nest in the room.
11. The principal **rang** the fire alarm to start work.
12. We have **shaken** the tree to get some apples to fall for my daughter.

### Exercise 4

1. smells.....linking	8. felt.....action
2. looks.....linking	9. felt.....linking
3. looked.....action	10. howl.....action

4. became.....linking	11.fell, broke.....action
5. coughed.....action	12.sings, dances.....action
6. know.....action	13.slammed, drove.....action
7. Close.....action	

**Exercise 5**

1. was	5. smells, am	8. is
2. looked	6. is, is	9. was, was
3. is	7. became	10.seems
4. am, tested		

**Exercise 6**

1. costs	11.owns
2. cost	12.dislike, makes
3. fly	13.calls
4. flies	14.moves
5. looks	15.belong
6. look	16.have
7. comes	17.is
8. go	18.is
9. learn	19.is
10.is, lives	20.lives

**Exercise 7: Tag Questions**

1. have we?	11.shall we?	21. was it?
2. were not we?	12.doesn.t he?	22.did not we?
3. did not it?	13.aren.t they?	23.is there?
4. is not he?	14.was there?	24.has it been?
5. will not she?	15.must we?	25.could not we?
6. does not it?	16.need you?	26.shall we?
7. was it?	17.will you?	27.will you?
8. would he?	18.had we?	28.will there be?
9. do I?	19.could they?	29.does not it?
10.was it?	20.might he?	30.shall not we?

**Parts of Speech: Adjectives**

## Exercise 1

1. Little, the, dusty	6. A, few, train, six flower the, light
2. Six, delicious	7. The, hockey, the steel
3. The, dark, brown, the, new, white	8. Paper, the, annual
4. A, beautiful, quiet, that,	9. These, juicy, red
5. The, old, torn, faded	10. The, long, summer, hot dry

## Exercise 2

1. The **young** soldier was wounded. **Quality**
2. A spider has **many** legs. **Quantity**
3. The city has **beautiful** lakes. **Quality**
4. I gave him **some** books. **Quantity**
5. It was an **interesting** film. **Quality**
6. Ruff is an **obedient** dog. **Quality**
7. There are **many** beaches in New Jersey. **Quantity**
8. We sat outside the cottage to enjoy the **refreshing** air. **Quality**
9. There are **several** badminton players in India. **Quantity**
10. I gave her **all** the pencils. **Quantity**

## Exercise 3

1. **These** cakes are very delicious. **Demonstrative adjective**
2. Whose is **this** nice car? **Demonstrative pronoun**
3. **That** boy in the white uniform is suitable for such occasions. **Demonstrative adjective**
4. **These** are sweet cakes. **Demonstrative pronoun**
5. **This** is interesting offer for you. **Demonstrative pronoun**
6. **This** sound is similar to my car's house. **Demonstrative pronoun**
7. **Those** fruits look better for my health. **Demonstrative adjective**
8. **These** cars look beautiful but they are very expensive. **Demonstrative adjective**

## Exercise 4

1. There was **heavy** damage to buildings in that area. **Attributive adjective**
2. Ann called **several** times. **Attributive adjective**
3. The children were **excited** about the picnic. **Predicative adjective**
4. Marry was **absent** last week. **Predicative adjective**
5. London is a **large** city. **Attributive adjective**
6. The **wise** man waited patiently. **Attributive adjective**
7. The **first** prize was taken by a **young** child. **Attributive adjective**



- 8. The **last** train leaves at 11:30 p.m. **Attributive adjective**
- 9. Some dreams often seem **real**. **Predicative adjective**
- 10. This book is a **good** read. **Predicative adjective**

**Exercise 5**

N	Adjective	its Noun	N	Adjective	its Noun
1	The, rough, uneven	road	9	Shelley, Tim's	house
2	an, old, rusty my	car space	10	The, little big, sparkling, blue	girl eyes
3	the the, sugary, sweet the, big	child icing spoon	11	these	parcels
4	a, ragged dusty, light	string bulb	12	our huge, juicy	cousins apples
5	a, boring, depressing	day	13	some, light, summer	clothes
6	those, six	people	14	Karl's, hockey, dull	skates
7	this several	trip days	15	two, sweet, lovable the, dining room	cats table
8	spicy, Mexican	food			

**Exercise 6**

1. more interesting	11. younger, cleverer
2. oldest	12. longer,
3. faster	13. longer, more
4. highest	14. shortest
5. earlier	15. wisest
6. more difficult	16. dearer
7. easiest	17. most careful
8. hotter	18. slower
9. tallest	19. best
10. nearest	20. most tedious

**Exercise 7**

1. better	3. better	5. better	7. better	9. worse
2. farther	4. worse	6. Farther	8. better	10. better

**Exercise 8**

- 1. Kevin hit as many home runs as Dave.
- 2. It's as warm in Oahu as in Dallas.

3. Maureen ate as many pieces of pizza as her sister.
4. Brian sleeps as many hours as Rita.
5. Phil weighs as much as Harry.
6. Tracy works as diligently in school as Trisha.
7. This sweater costs as much as the yellow one.
8. Joel runs as fast as his brother.
9. The long dress is as elegant as the short dress.
10. José spends as much time studying English as math.
11. Some high school students do as many homework assignments as college students.
12. Joan Collins has as much jewelry as Liz Taylor.
13. The Andersons have as many pieces of furniture in the dining room as in the living room.
14. There are as few students in the chemistry class as in the physics class.
15. I paid as much for my textbook as Anne did (paid for hers).

## Parts of Speech: Adverbs

### Exercise 1

1. relatively	6. never
2. daily	7. not, late
3. today, very	8. finally, very, correctly
4. quickly, accurately	9. brightly
5. generally, quite	10. politely, really

### Exercise 2

Adverb	Type of Adverb	Modifying
daily	frequency	is published
daily	frequency	bathe
bravely	manner	fought
before	time	seen
anywhere	place	find
early	time	arrived
completely	manner	packed
affectionately	manner	treat
quickly	manner	come
up	place	climbed

### Exercise 3

1. They dance the American style **beautifully**.
2. He planned their trip to Paris very **carefully**.
3. John painted his new house very **badly**.
4. They speak their language **quietly**.
5. Turn the button down, it is too **loud**.
6. She skipped **happily** down the road to the school.
7. My father drives too **fast**.
8. My grandmother knows the road **well**.
9. My friend knows to play guitar **terribly**.
10. I and my class mate are going camping tomorrow morning so we have to get up **early**.
11. Stephan does not often study **hard**.
12. Sometimes our headmaster arrives **late** at school.

#### Exercise 4

1. The children enjoyed the picnic **hugely**. **Manner**
2. He **never** comes to our house. **Frequency**
3. Mother is **out** in the garden. **Place**
4. He blurted the truth **innocently**. **Manner**
5. I am going to tidy my room **tomorrow**. **Time**
6. Our neighbors have gone abroad by **now**. **Time**
7. I saw that movie **last year**. **Time**
8. I always jog in the **morning**. **Time**
9. I have found it. It is **here**. **Place**
10. Tom ate the burger **greedily**. **Manner**

#### Exercise 5

1. She cooked his delicious food very **quickly**. **Adverb because it modifies verb “cooked”**.
2. He is a **bad** teacher. **Adjective because it modifies the noun “teacher”**.
3. **Suddenly** the earthquake changed their live dramatically. **Adverb because it modifies the verb “changed”**.
4. Please try to be more **careful**. **Adjective**
5. He works so **heavily** in those circumstances. **Adverb because it modifies the verb “works”**.
6. They master the English grammar **perfectly**. **Adverb because it modifies the verb “master”**.
7. He is a **quick** talker, but he never listens. **Adjective because it modifies the noun “talker”**.

8. I speak French very **badly**. **Adverbs because it modifies the verb “speak”.**
9. There was a **loud** noise yesterday. Did you hear it? **Adjective because it modifies the noun “noise”.**
10. He's a **careful** speaker of English language, I think. **Adjective because it modifies the noun “speaker”.**
11. The foreigner came to the village **cautiously**. **Adverb because it modifies the verb “came”.**
12. The roses smelled **fragrant** around us. **Adjective because it modifies the noun “roses”.**
13. My **little** brother is only six years old. **Adjective because it modifies the noun “brother”.**
14. The girls screamed **frantically** when they saw a ghost in front of them. **Adverb because it modifies the verb “screamed”.**

### **Exercise 6: Adverbs Modifying Verbs, Adjectives, and Adverbs**

1. politely modifies the verb *asked*
2. thoughtfully modifies the verb *chewed*
3. daily modifies the verb *review*
4. tightly modifies the verb *packed*
5. very modifies the adjective *happy*
6. sincerely modifies the adjective *grateful*
7. deeply modifies the adjective *tanned*
8. fast modifies the verb *travel*; very modifies the adverb *fast*
9. really modifies the adjective *tired*
10. leisurely modifies the verb *strolled*

### **Exercise 7: Distinguishing Between Adjectives and Adverbs**

1. Well. The sentence describes how she behaves. An adverb is needed to modify the verb *behaves*. *Good* is an adjective, so *well*, an adverb, is the best choice.
2. Sad. *Feels* is a linking verb and it needs an adjective to complete it. *Sad* is an adjective; *sadly* is an adverb.
3. Really. *Sure* is an adjective completing the linking verb *am*. An adverb is required to modify the adjective. *Really* is an adverb; *real* is an adjective.
4. Simple. An adjective is needed to complete the linking verb *were*. *Simple* is an adjective; *simply* is an adverb.
5. Well. Although *well* is usually an adverb, it is used as an adjective when speaking of someone's health.
6. Slowly. An adverb is needed to describe how the work was done. *Slowly* is an adverb modifying the verb *went*.

7. Gradual. This is another linking verb which needs an adjective to complete it. *Gradual* is an adjective; *gradually* is an adverb.
8. Seriously. An adverb is needed to describe how the work is done. *Seriously* is an adverb; *serious* is an adjective.
9. Awful. *Feel* is a linking verb which needs an adjective to complete its meaning. *Awful* is an adjective; *awfully* is an adverb.
10. Good. *Taste* is a linking verb. Use the adjective *good* to complete it.
11. Quickly. An adverb is needed to describe how firefighters should respond. *Quickly* is an adverb; *quick* is an adjective.
12. Calm. An adjective is needed to modify the noun *voice*. *Calm* is an adjective; *calmly* is an adverb.
13. Badly. An adverb is required to describe how he putted. *Badly* is an adverb; *bad* is an adjective.
14. Brightly. An adverb modifies a verb. *Brightly* is an adverb describing how the light shine.
15. Well. The adverb *well* describes how Paul did on his driver's test.

## Parts of Speech: Prepositions

### Exercise 1

1. On the <b>bed</b> , in the guest <b>room</b>	6. On the <b>porch</b>
2. Through the <b>park</b> , towards <b>home</b>	7. With <b>tickets</b>
3. Behind the <b>desk</b> , under the <b>stairs</b>	8. From maple <b>trees</b> , into a <b>syrup</b>
4. Of her <b>dress</b> ,	9. On the <b>road</b> , to <b>Stanley</b>
5. On <b>airplanes</b> , beside <b>those</b> , on <b>trains</b>	10. With the long <b>scarf</b> , in the <b>mall</b>

### Exercise 2

1. We are very excited **about** our trip to Spain next week.
2. I am very fond **of** drinking green tea.
3. Almost all politicians were involved **in** the scandal.
4. I am looking forward **to** having a meeting with you next week.
5. At the moment, she is recovering **from** her injuries.
6. I'm dreaming **about** becoming a famous scientist one day
7. My cousin is married **to** a famous American
8. I am responsible **for** training the new recruits.
9. Many people took advantage **of** the low prices offered by the new shop
10. I was not quite satisfied **with** the exam results.
11. The president was thankful **for** everyone who helped in the campaign
12. Everyone in this town will benefit **from** the new hospital

13. For two full days, the man was fighting **for** his life.
14. My dad shouted **at** me because I didn't do what he said
15. She insisted **on** helping me with the dishes.
16. Almost all car companies care **about** the environment
17. Wearing a seat belt can protect you **from** being killed in a car.
18. Ten people were killed when a bus collided **with** a car
19. The customers came to the shop to complain **about** their service
20. Our atmosphere consists **of** oxygen, nitrogen and carbon dioxide

### Exercise 3: Prepositional Phrases

N	Prepositional Phrases	Type	Role
1	on the roof for two hours in the heat	adjective adverb adverb	modifying the noun <i>men</i> how long how, where
2	during the night of the water from the basement	adverb adjective adverb	when modifying the noun <i>rest</i> where
3	near the mall to the north of the city limits	adverb adverb adjective	where where modifying the noun <i>north</i>
4	in the kitchen under the tables in the closets	adjective adverb adverb	modifying the noun <i>women</i> where where
5	with big hat into the line in front of me in front of me at the store	adjective adverb adverb adjective adverb adverb	modifying the noun <i>lady</i> where where modifying the noun <i>front</i> where (can be identified as a single phrase) where
6	On Fridays of the staff at the radio station at the old mill	adverb adjective adjective adverb	when modifying the pronoun <i>all</i> modifying the noun <i>station</i> where
7	In the middle of a big spacious lawn in the middle of a big spacious lawn	adverb adjective adverb	where modifying the noun <i>middle</i> where

<b>8</b>	Because of the storm from the day care at the church around the block	adverb adjective adjective adverb	why modifying the noun <i>children</i> modifying the noun <i>day care</i> where
<b>9</b>	After his graduation in 1992 for a job in Manitoba	adverb adjective adjective adjective	when modifying the noun <i>graduation</i> modifying the noun <i>ad</i> modifying the noun <i>Manitoba</i>

**Exercise 4**

<b>1.</b> during	<b>6.</b> by	<b>11.</b> at	<b>16.</b> at, on
<b>2.</b> in, in	<b>7.</b> during	<b>12.</b> in	<b>17.</b> by
<b>3.</b> on	<b>8.</b> on, at	<b>13.</b> on	<b>18.</b> in
<b>4.</b> at, at	<b>9.</b> by	<b>14.</b> in	<b>19.</b> at
<b>5.</b> on, at	<b>10.</b> on	<b>15.</b> in	<b>20.</b> on

**Exercise 5**

<b>1.</b> for	<b>6.</b> beneath	<b>11.</b> of	<b>16.</b> of
<b>2.</b> of	<b>7.</b> in	<b>12.</b> on	<b>17.</b> of
<b>3.</b> in	<b>8.</b> on	<b>13.</b> of	<b>18.</b> of
<b>4.</b> between	<b>9.</b> off	<b>14.</b> of	<b>19.</b> by
<b>5.</b> in, inside	<b>10.</b> from, out of	<b>15.</b> of	<b>20.</b> per

**Parts of Speech: Conjunctions**

**Exercise 1**

<b>1.</b> Although .....	<b>and</b>	<b>6.</b> Until
<b>2.</b> Because .....	<b>yet</b>	<b>7.</b> If .....
<b>3.</b> Or .....	<b>which</b>	<b>8.</b> When
<b>4.</b> Who .....	<b>but</b>	<b>9.</b> And
<b>5.</b> That both .....	<b>and</b>	<b>10.</b> Because

**Exercise 2**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
and	and	but	and	or	and	and	or

**Exercise 3**

1. **After** the maple trees were damaged), they were cut down.
2. I wonder (**why** they are leaving so early).
3. Mark knows more (**than** I do about that case).
4. It isn't certain (**whether** they will come or not).
5. The engineer from Mainframe explained (**how** they would build the bridge).
6. (**Before** they read the book), they fixed it themselves
7. After the lecture, the students asked (**if** they could stay). Compare the use of after. In sentence 12, after is a preposition. Why?
8. (**Although** he is stronger), he couldn't turn it.
9. (**Because** you were late), you missed it
10. Thieves broke in (**while** we were away).
11. The roads were slippery (**because** the snow was followed by rain). Compare this with, The roads were slippery because of the snow.
12. (**Although** it was quite sunny), the wind was cool.
13. I don't know (**how** I will get there).
14. (**If** you are short), you can't reach that cupboard.
15. The story explained (**why** people believed in the ghost).
16. He always talks (**as if** he were an expert).
17. (**Unless** the Leafs win this game), they are out of the playoffs.
18. Les is five inches taller (**than** I am).
19. (**After** he won the gold medal), he turned pro.
20. You just answered my questions (**before** I asked them).

#### Exercise 4

1. and, nouns	6. but, groups of words
2. and, adjectives	7. but, adverbs
3. or, nouns	8. but, adjectives
4. but, groups of words	9. and, groups of words
5. and, adverbs	10. or, nouns

#### Exercise 5

1. and—two ideas	9. nor—two words of the same part of speech
2. but—contrast	10. but—contrast
3. so—two ideas	11. and—two ideas
4. but—contrast	12. but—two ideas
5. nor—two ideas	13. and—two words of the same part of speech
6. yet—two ideas	14. and—two ideas (commands = two ideas)
7. and—two words of the same part of speech	15. or—two words of the same part of speech but—contrast



8. for—two ideas	
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### Exercise 6

1. both are 2. their sister is 3. members go 4. we have cards not only for . . . 5. either is 6. planning to go not only to Switzerland but also 7. John . . . hopes to be a professional writer 8. sweets are	9. bouquet was filled with not only . . . but also . . . 10.guests pay 11.I want to buy both . . . 12.doors . . . have 13.flowers are 14.government has .....and . 15. .both . . . are
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### Parts of Speech: Interjections

#### Exercise 1

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Oh!	Alas!	Ah!	Hush!	Bravo!	What!

#### Exercise 2

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Wow,	Oh no!	Ouch!	No!	Yuck,

#### Exercise 2

<b>Sentence 1</b>	<b>Sentence 2</b>	<b>Sentence 3</b>
<ul style="list-style-type: none"> <li>▪ We = pronoun</li> <li>▪ jogged = verb</li> <li>▪ quickly= adverb</li> <li>▪ through = preposition</li> <li>▪ the = adjective (article)</li> <li>▪ dark = adjective</li> <li>▪ woods= noun</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most = pronoun</li> <li>▪ of = preposition</li> <li>▪ the = adjective</li> <li>▪ students = noun</li> <li>▪ listened = verb</li> <li>▪ politely = adverb</li> </ul>	<ul style="list-style-type: none"> <li>▪ She = pronoun</li> <li>▪ was = verb</li> <li>▪ giving = verb</li> <li>▪ a = adjective (article)</li> <li>▪ short = adjective</li> <li>▪ but = conjunction</li> <li>▪ interesting = adjective</li> <li>▪ lecture = noun</li> </ul>
<b>Sentence 4</b>	<b>Sentence 5</b>	<b>Sentence 6</b>
<ul style="list-style-type: none"> <li>▪ We= pronoun</li> <li>▪ bought = verb</li> <li>▪ a = adjective (article)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The = adjective</li> <li>▪ wind = noun</li> <li>▪ was =verb</li> </ul>	<ul style="list-style-type: none"> <li>▪ This = adjective</li> <li>▪ book = noun</li> <li>▪ cost = verb</li> </ul>

<ul style="list-style-type: none"> <li>▪ very = adverb</li> <li>▪ small = adjective</li> <li>▪ quantity = noun</li> <li>▪ of = preposition</li> <li>▪ food = noun</li> <li>▪ yesterday = adverb</li> </ul>	<ul style="list-style-type: none"> <li>▪ cold = adjective</li> <li>▪ but = conjunction</li> <li>▪ the = adjective</li> <li>▪ sun = noun</li> <li>▪ was = verb</li> <li>▪ really = adverb</li> <li>▪ warm = adjective</li> </ul>	<ul style="list-style-type: none"> <li>▪ six = adjective</li> <li>▪ dollars = noun</li> </ul>
<b>Sentence 7</b>	<b>Sentence 8</b>	<b>Sentence 9</b>
<ul style="list-style-type: none"> <li>▪ Sheila= noun</li> <li>▪ and = conjunction</li> <li>▪ he = pronoun</li> <li>▪ were = verb</li> <li>▪ talking = verb</li> <li>▪ to = preposition</li> <li>▪ her= pronoun</li> <li>▪ when = conjunction</li> <li>▪ it = pronoun</li> <li>▪ happened = verb</li> </ul>	<ul style="list-style-type: none"> <li>▪ he = adjective</li> <li>▪ American = adjective</li> <li>▪ fishermen = noun</li> <li>▪ caught = verb</li> <li>▪ two = adjective</li> <li>▪ salmon = noun</li> <li>▪ for = preposition</li> <li>▪ lunch = noun</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turn = verb</li> <li>▪ at = preposition</li> <li>▪ the = adjective (article)</li> <li>▪ lights = noun</li> <li>▪ and = conjunction</li> <li>▪ go = verb</li> <li>▪ two = adjective</li> <li>▪ blocks = noun</li> <li>▪ west = adverb</li> </ul>

## Parts of Speech: Parts of the Sentence

### Exercise 1

Relevant conjunctions and punctuations in bold while clauses boundaries are marked with //.

1. Children **are nor born** with standards free valuating behavior, social skills or moral values. **One clause**
2. As I **have suggested**, // the non-addicted parent **is involved** in a co-dependent relationship with the addicted child. **Two clauses**
3. Over this period, the population in Algeria **decreased** twice //while the population in the whole of France **increased** thrice. **Two clauses**
4. If we **conceptualize** caring as a finite set of caring behaviors, // then caring **can be examined** in the traditional scientific way, // even though this approach **may not be** acceptable in some circles. **Three clauses**
5. This space constraint **has led** to a number of problems // and these **do not seem** capable of being resolved // although everyone **is willing** to be involved.

### Exercise 2

1. The interest rate **in Algeria** fell **from 25 per cent in 2013 to 20 per cent in 2020.**
2. Disposable annual incomes rose **by 3.2 per cent between 2020 and 2022.**
3. Algerians consumers have begun to spend more money **in luxury** items than **in essential good.**
4. **Throughout this decade,** consumption has been steadily growing.
5. Consumer credit card access has led to higher spending **in the retail sector.**
6. The government is optimistic **about Algerians economic future.**

### Exercise 3

1. **Several policies** have been set by **the government,** at **all levels,** to **assist low income households.**
2. **The lowest nutrient intake value** have been found among **those people who had never attended school or gone beyond primary school.**
3. Because e **the agar solution** tends to evaporate during **subsequent incubation,** the edges of the **coverslip** were sealed to **the slide** with **paraffin.**
4. **One of the policies** produced by the Waverly Municipal **Council** aimed at **retaining the function** of boarding/lodging houses as low income **accommodation** and controlling the **establishment** of tourist accommodation was gazetted **in the Waverly Local Environmental Plan in 1985.**

### Exercise 4

If we **look** at any structure of any cell, we can **see** a nucleus; the nucleus **is** the cell controlling center and **directs** the cell activities. Without it a cell **will die.** The instructions for the cell activities **are contained** in the chromosomes. Chromosomes can be **seen** under a light microscope when a cell **is dividing.** On biochemical analysis we **discover** that chromosomes **are composed** of proteins and nucleic acid DNA. DNA **contains** coded chemical instructions and **directs** the growth, differentiation and functioning of a cell. Each type of organism **has** particular number of chromosomes in each of its nuclei.

### Exercise 5

1	different (adjective)	differently (adverb)
2	cell (noun)	cellular (adjective)
3	regulate (verb)	regulation (noun)
4	description (noun)	describe (verb)
5	model (noun)	model (verb)
6	respiration (noun)	respiratory (adjective)

7	measure (verb)	measurement (noun)
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## Articles: Indefinite Article

### Exercise 1

N	Article	Justification
1	an	English teacher is name of profession
2	0	consonants and vowels are plural nouns
3	0	Vowels are plural noun used in a general sense.
4	a	a child is a singular and countable noun
5	0	children is plural
6	a	Penguin is a singular countable noun mentioned for the first time.
7	a	Movie is not specific. Any movie.
8	0	movies is plural and general
9	a	This bank represents a class of available banks in the country.
10	a	singular countable noun

### Exercise 2

1. an	6. an	11.a
2. a	7. a	12.a
3. a	8. a	13.a
4. an	9. an	14.an
5. a	10.an	15.a

### Exercise 3

1. Paris is a large city.
2. Bernard Shaw was a famous English dramatist.
3. Ice is frozen water.
4. We have had a very tiring journey.
5. I have never known such a hot weather.
6. Have you ever seen so tall a man as that?
7. I have never heard such an absurd story.
8. We shall get a longer holiday next year.
9. It gives me pleasure to do it.
- 10.He took great care over the work.
- 11.My younger brother is a student.
- 12.He hopes to become a teacher when he has finished his course.
- 13.China is a very large country.

14. Ann's ambition is to be an engineer.

15. I had never been in so large a house before.

## Article: Definite Article

### Exercise 1

N	Article	Justification
1	the	The article is mentioned for the second time.
2	the	ordinal number
3	the	superlative form
4	<i>the</i>	secondary purpose
5	0	primary purpose
6	the	Death is restricted only to one particular and specific person who is only the president.
7	0	Death is an abstract noun used in general way
8	0	presence of the possessive case and apostrophe implies the absence of the definite article
9	the	absence of the possessive case and apostrophe implies the presence of the definite article
10	the	The sugar on the same table. Sugar is definite noun by the reason of locality.

### Exercise 2

1. German 2. English 3. The English 4. French 5. The Italians	6. the Atlantic Ocean 7. India, Asia 8. the Woolworth's 9. the Hong Kong Bank 10. evening
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### Exercise 3

1. prison 2. school 3. the school 4. the hospital 5. hospital 6. church 7. school	8. the church 9. bed 10. business 11. office 12. cinema 13. sea, air 14. the Dunbar castle
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## Articles: Null and Mixed Articles

### Exercise 1

N	Article	Justification
1	0	Plural countable used in a general sense + mentioned for the first time.
2	the	superlative form
3	the	Lions become definite by reason of locality.
4	0	Uncountable used in a general sense.
5	an	singular countable + description
6	the	Uncountable used a in a specific sense. Only the milk of my goat
7	the	secondary purpose
8	a	singular countable which represent a class of students
9	the	Policeman is specific and definite by addition of a phrase.
10	0	plural used in a general sense

### Exercise 2

1	2	3	4	5	6	7	8	9	10
the	a	a	an	the	a	the	a	an	an

### Exercise 3

- I want **an** apple from that basket.
- The** church on the corner is progressive.
- Miss Lin speaks Chinese. (**no article needed**)
- I borrowed **a** pencil from your pile of pencils and pens.
- One of the students said, "**The** professor is late today."
- Eli likes to play volleyball. (**no article needed**)
- I bought **an** umbrella to go out in the rain.
- My daughter is learning to play **the** violin at her school.
- Please give me **the** cake that is on the counter.
- I** lived on Main Street when I first came to town. (**no article needed**)
- Albany is the capital of New York State. (**no article needed**)
- My husband's family speaks Polish. (**no article needed**)
- An** apple a day keeps the doctor away.
- The** ink in my pen is red.
- Our neighbors have **a** cat and **a** dog.

### Exercise 4

1. an	6. the, the, the	11.the
2. the	7. the	12.a, an, a
3. the	8. the, an, 0	13.a
4. the	9. an	14.a
5. 0	10.the	15.a, an

### Exercise 5

N	Article	Justification
1	a	singular, countable noun; first mention
2	0	plural, countable noun; a number is used instead ('three streets')
3	a	singular, countable noun; first mention
4	a	singular, countable noun; first mention
5	a	singular, countable noun; first mention; someone's job
6	a	singular, countable noun; first mention
7	an	singular, countable noun; first mention
8	the	plural, countable noun; we know which tins (the tins at the back of his cupboard), so the noun is specific
9	the	singular, countable noun; specific noun followed by 'of'
10	0	singular, countable noun; 'most of his home'
11	the	singular, countable noun; the writer is drawing you into the story, assuming that you know which television set is talked about, and that Mr. Smith only has one television set in his house.
12	0	plural, countable noun; not specific
13	a	singular, countable noun; first mention
14	the	Singular, countable noun; second mention. You know which catalogue, so it is now specific
15	a	singular, countable noun; first mention
16	0	plural, countable noun; not specific
17	a	singular, countable noun; first mention
18	the	singular, countable noun; specific noun followed by 'of'
19	0	plural, countable noun; not specific
20	the	singular, countable noun; we know which covers (the covers which went with the timer), so the noun is specific
21	the	Singular, countable noun; second mention. You know which catalogue, so it is now specific

22	a	singular, countable noun; first mention
23	0	plural, countable noun; a number is used
24	a	singular, countable noun; first mention
25	the	singular, countable noun; specific noun followed by 'of'
26	an	singular, countable noun before a word beginning with a vowel sound; first mention

## Ordinary Auxiliaries: The Auxiliary "To be"

### Exercise 1

N	Answer	Justification
1	is	It constructs the case of present continuous tense.
2	were	It constructs the case of past continuous tense.
3	be	It constructs the case of future continuous tense.
4	are	It constructs the case of present continuous tense.
5	been	It constructs the case of future perfect continuous tense.
6	been	It constructs the case of present perfect continuous tense.
7	been	It constructs the case of future perfect continuous tense.
8	been	It constructs the case of past perfect continuous tense.
9	were	It constructs the case of past continuous tense.
10	are	It constructs the case of present perfect continuous tense.

### Exercise 2

N	Answer	Justification
1	were	Simple present passive voice
2	being	Past continuous passive voice
3	was	Simple past passive voice
4	are	Simple present passive voice
5	were being	Past continuous passive voice
6	been	Perfect conditional passive voice
7	were	Past continuous passive voice
8	been	Future perfect passive voice
9	being	Past continuous passive voice
10	were	Simple past passive voice

### Exercise 3



<b>N</b>	<b>Answer</b>	<b>Justification</b>
<b>1</b>	is	It expresses an impersonal instruction.
<b>2</b>	are	it expresses a plan
<b>3</b>	was	It expresses an idea of destiny.
<b>4</b>	were	It expresses an idea of very immediate future.
<b>5</b>	are	It is an ordinary verb. It expresses an idea of existence.
<b>6</b>	is	It expresses an impersonal instruction.
<b>7</b>	be	It is an ordinary verb. It expresses a mental condition.
<b>8</b>	were	It expresses an idea of destiny.
<b>9</b>	are	The speaker may be merely conveying to Tom the wishes of another person. It expresses an idea of impersonal instruction.
<b>10</b>	is	It expresses an idea of very immediate future.

#### Exercise 4

<b>1.</b> is being ruined or will be ruined	<b>11.</b> Is being carried
<b>2.</b> were to be extinguished	<b>12.</b> to be
<b>3.</b> have you been	<b>13.</b> were
<b>4.</b> is being pulled down	<b>14.</b> were to have taken
<b>5.</b> was to put	<b>15.</b> is being taught
<b>6.</b> is not it	<b>16.</b> was, will be, were
<b>7.</b> are to stay	<b>17.</b> to be
<b>8.</b> should be asked	<b>18.</b> was to have been
<b>9.</b> were	<b>19.</b> should be sent
<b>10.</b> am to go	<b>20.</b> will there be

### Ordinary Auxiliaries: The Auxiliary “To have”

#### Exercise 1

<b>1.</b> had	<b>9.</b> had
<b>2.</b> has	<b>10.</b> have my brother driving
<b>3.</b> has finished	<b>11.</b> have my brother driving
<b>4.</b> have	<b>12.</b> have my lesson written
<b>5.</b> I had my car cleaned	<b>13.</b> have my documents translated
<b>6.</b> have arrived	<b>14.</b> had then all singing
<b>7.</b> have got	<b>15.</b> had better fly
<b>8.</b> had	<b>16.</b> has

#### Exercise 2

<b>1.</b> are having	<b>6.</b> do you have	<b>11.</b> did you have, had you
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2. did you have	7. do you have, have	12. are having
3. is having	8. do you have, have	13. will you have
4. are having	9. do not you have	14. are having
5. does he have	10. were having	15. had

### Exercise 3

1. am having	7. did you have
2. will have	8. does he have
3. had	9. do you have
4. am having	10. do not you have
5. have just had	11. do you have
6. am having	12. am having

### Exercise 4

1. have it x-rayed	7. had them dyed
2. have it repaired	8. have it mended
3. have them shortened	9. have it set
4. am having them typed	10. have just it re-charged
5. have it tuned	11. to have it enlarged
6. have the documents photocopied	12. have just had them sharpened

### Exercise 5

1. have my car serviced	7. are having a garage built
2. have it seen to	8. have my windows cleaned
3. had my watch cleaned	9. had my eyes tested
4. is having her portrait painted	10. is having his fortune told
5. they had the man arrested	11. had the oysters opened
6. he had the car towed	12. had my ears pierced

## Ordinary Auxiliaries: "To Do"

### Exercise 1

1. do not have / do they have	8. did not have / did she have
2. does not need / does he need	9. did not need / did her hair need
3. did not use / did he use	10. does not do / does he do
4. do not have / do they have	11. does not have / does she have
5. does not do / does she do	12. did not have / did she have

6. does not need / does he need	13. does not do / does he do
7. did not have / did he have	14. does not have / does he have

### Exercise 2

1. do not have / do the children have	8. does not need / does my watch need
2. did not dare / did she dare	9. did not have / did he have
3. did not do / did you do	10. did not have / did you have
4. does not have / does he have	11. did not use / did she use
5. does not dare / does he dare	12. do not do / do you do
6. did not have / did they have	13. did not have / did he have
7. did not do / did they drink	14. did not dare / did he dare

### Exercise 3

### Exercise 4

### Exercise 5: Mixed Auxiliaires

1	2	3	4	5	6	7	8	9	10
were	has	did	did not	is	does not	did	do not	were	has

### Exercise 6: Mixed Auxiliaires

1	is	5	do	9	is
2	does	6	does not	10	is not
3	are	7	is	11	does not
4	does	8	does	12	are

### Exercise 7: Mixed Auxiliaires

1	2	3	4	5	6	7	8	9	10
is	does	are	have	have	is	is	have	do	does

### Exercise 8: Mixed Main Verbs and Auxiliaires

1. **Have** a seat. I'll **make** you a cup of coffee.
2. I wasn't able to sleep because someone was **making** noise in the basement.
3. I offered to **do** the dishes, but she didn't let me.
4. I told her that she had to **get** more exercise.
5. I must go now because I have to **get** some work **done**.
6. I **got** lost on my way here, so that's why I'm late.
7. It's no use **getting** angry. You must learn to control your temper.

8. I must **have** my car repaired. It's got a flat tire.
9. The teacher **made** us write 300 lines as punishment.
10. I couldn't **do** any business with him because he isn't trustworthy.
11. After I **get** up at 6.15, I **have** a shower and then **make** some breakfast for my husband and me.
12. It's late and she isn't home yet. I'm starting to **get** worried.
13. I told her it was her turn to **do** the shopping this week.
14. What are we **having** for dinner tonight?
15. I'm sorry. You didn't pass. You **make/made** too many mistakes.
16. My mother was very ill last week, but she is **getting** better.
17. I have to **have** my hair **done** today. There's a ball tonight and I want to look my best.
18. It's **getting** rather cold. Don't you think we should head back to the house?
19. I usually **get** along rather well with my sisters. They don't **make** any trouble when they're here.
20. We're **getting** married next August.

## English Modals: May and Can

### Exercise 1

1. may	11. might
2. might	12. may
3. may/might	13. might/may
4. may/might	14. may/might
5. might	15. might
6. may	16. may
7. may	17. may
8. might	18. may
9. may	19. may/might
10. was allowed to	20. might

### Exercise 2

N	Answer	Justification
1	May	Speculation and less certain
2	Must	Full certain action
3	May	
4	Must	
5	Must	

6	May	
7	Must	
8	May	
9	Must	
10	Must	

### Exercise 3

1. could not	6. can	11. can not
2. can, can	7. can not	12. could
3. could not, can	8. could, could not	13. could not
4. could not	9. can	14. can
5. could, could	10. could	15. can not

### Exercise 4

1. **Could** you swim when you were 10?
2. We **couldn't** get to the meeting on time yesterday because the train was delayed by one hour.
3. He **was able to** arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing. He **can** speak 5 languages including Chinese.
5. I **couldn't** drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I **couldn't** find them anywhere.
7. I searched for your house for ages. Luckily, I **was able** to find it in the end.
8. She's 7 years old but she **can't** read yet – her parents are getting her extra lessons.
9. I read the book three times but I **couldn't** understand it.
10. James **could** speak Japanese when he lived in Japan, but he's forgotten most of it now.
11. I **couldn't** understand the chapter we had to read for homework. It was so difficult.
12. I **can't** lift this box – it's too heavy! Would you help me?
13. Lucy **can't** make it to our meeting after all. She's stuck in traffic at the moment.
14. John **can** play tennis really well. He's champion of his club.
15. Unfortunately, I really **can't** sing at all! No-one in my family is musical either.
16. When the car broke down, I was really pleased because I **was able** to solve the problem.
17. Julian **could** play excellent golf when he was only ten.

18. My grandmother **couldn't** use a computer until last month. Since then, she's been taking lessons at the library.

19. I **can't** open this window. I think it's stuck!

20. Gill **can't** play the piano. She's never studied it.

## English Modals: Ought, Should, Must, Have to, and Need

### Exercise 1

1. has to	6. have to	11. must	16. have to
2. must	7. had to	12. will have	17. have to
3. has to	8. has to	13. have to	18. must
4. have to	9. had to	14. must	19. must
5. must	10. have to	15. must	20. have to

### Exercise 2

1. must have been	8. must have started	15. need not have said
2. cannot have been	9. cannot have been	16. cannot have understood
3. need not have helped	10. need not have bought	17. cannot have done
4. must have helped	11. must have been	18. must have been
5. cannot have escaped	12. must have borrowed	19. cannot have walked
6. need not have given	13. must have stolen	20. cannot have been
7. cannot have seen	14. need not have done	

### Exercise 3

N	Answer	Justification
1	must	Second person for an idea of the speaker authority over her daughter
2	have to	Second person for an idea external authority
3	must	First person describes an urgent obligation
4	have to	Third person indicating an idea of describing someone else obligation
5	must	Third person for an idea of formal and written obligation
6	have to	First person for an idea of routine and habit
7	must	First person for an idea of urgent obligation
8	must	Third person for an idea of written and formal order
9	have to	Third person for an idea of describing someone else obligation
10	must	Second person for an idea of speakers authority

### Exercise 4

<b>N</b>	<b>Answer</b>	<b>Justification</b>
<b>1</b>	Have to	Describe the housewives obligation to do house works
<b>2</b>	must	It is about the authority of the speaker. Here it is about mothers over their
<b>3</b>	must	Teachers authority to impose presence over their children
<b>4</b>	Have to	It is used with the first person to indicate an idea of routine and habit.
<b>5</b>	must	It is used with the first person to indicate an idea of urgent obligation
<b>6</b>	must	It is used with the third person to indicate an idea of written instruction
<b>7</b>	have to	It is used with the third person to indicate an idea of describing children obligation
<b>8</b>	must	It is used with the second person to indicate an idea of speaker's authority.
<b>9</b>	Have to	It is used with the first person to indicate an idea of routine and habit
<b>10</b>	Have to	It is used with the third person to describe my friend obligation

### Exercise 5

<b>1.</b> have to	<b>13.</b> had to	<b>25.</b> hast to
<b>2.</b> mustn't	<b>14.</b> don't have to	<b>26.</b> mustn't
<b>3.</b> don't have	<b>15.</b> mustn't	<b>27.</b> have to
<b>4.</b> must	<b>16.</b> mustn't	<b>28.</b> don't have to
<b>5.</b> don't have to	<b>17.</b> have to	<b>29.</b> mustn't
<b>6.</b> must	<b>18.</b> must	<b>30.</b> doesn't have to
<b>7.</b> mustn't	<b>19.</b> don't have	<b>31.</b> don't have to
<b>8.</b> must	<b>20.</b> mustn't	<b>32.</b> have to
<b>9.</b> have to	<b>21.</b> mustn't	<b>33.</b> mustn't
<b>10.</b> must	<b>22.</b> must	<b>34.</b> doesn't have to
<b>11.</b> have to	<b>23.</b> don't have to	<b>35.</b> have to / don't have to
<b>12.</b> don't have to	<b>24.</b> must	

### Exercise 6 Possible answers:

1. Tom must be a good swimmer. Tom must be strong.
2. John probably didn't study (must not have studied).
3. Hal must be worried.
4. He must be obnoxious.
5. John must be sick.
6. It will probably rain. It must be going to rain.

7. It will probably snow. It must be going to snow.
8. Xian and Mai must be very good friends. They will probably get married someday.
9. He must have heard a funny joke.
10. Tom must not get too much exercise. Tom probably eats too much.
11. They must like meat.
12. They must have a lot of money. They probably have a large family.
13. They must be having fun. They will probably go swimming.
14. I wonder if José failed the test.
15. We will probably arrive late (miss the first act).
16. Mel must have a lot of debts. Mel probably does not budget his money.
17. . . . must have arrived . . .
18. He must be a good employer. He probably received a promotion.
19. . . . must be 20 (any number) years . . .
20. Jake must be nervous. He must be rehearsing right now.

**Exercise 7 Answers will vary.**

1. He was probably the new director (a professor, an artist.....)
2. It was probably (must have been) eight o'clock (any time).
3. They must have been very happy.
4. He must have trained very hard.
5. He must not have studied. He must be very unhappy.
6. He must have been tired. He must have enjoyed his trip.
7. They must have been sailing on the high seas. They must have a lot of money.
8. She probably didn't feel good. She must have had an early class. She probably had to get up early today.
9. They must have been sick. They must have had to work today.
10. He must have enjoyed the movie.
11. It must have rained earlier.
12. He probably got good grades in all of them.
13. She must have been very tired.
14. Your check has probably cleared by now.
15. It must have arrived about 10 o'clock (any time).
16. There were probably 50 (any number) people there.
17. They probably went (must have gone) to Gatlinburg.
18. He must have seen it 10 times. (any number)
19. I was probably eight years old. (any age)
20. They must have announced the winners on Saturday. (Any day)



## English Modals: Need and its forms for absence of obligation

### Exercise 1

1. need	6. must	11.need	16.need	21.must
2. must	7. need	12.must	17.must	22.must
3. must	8. must	13.need	18.must	23.need
4. need	9. need	14.must	19.\need	24.must
5. must	10.need	15.must	20.need	25.must

### Exercise 2

N	Answer	Justification
1	must not	
2	need not	
3	must not	
4	need not	
5	need not	
6	need not	
7	must not	
8	must not	
9	must not	
10	must not	

### Exercise 3

N	Answer	Justification
1	Need not have sent	
2	Did not have to explain	
3	Need not have brought	
4	Need not have phoned	
5	Did not have to come	
6	Did not have to eat	
7	Need not have given	
8	Need not have helped	
9	Need not have done	
10	Did not have to participate	

### Exercise 4

N	Answer	Justification
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1	must not	Negative obligation imposed by the university administration over students
2	need not	Absence of obligation informs students for a permission of not to wait again
3	must not	Negative obligation imposed by the police over drivers to not forget their license card
4	need not	Absence of obligation and giving drivers permission to bring or not their identity card
5	need not	Absence of obligation and giving the passenger the permission to use the plane instead
6	need not	Absence of obligation and giving the passenger the permission to take the ordinary tickets
7	must not	Negative obligation imposed by the teacher over the students of not being late in exams
8	need not	Absence of obligation and giving the permission to students to discuss only two exercise
9	must not	Negative obligation imposed by the police over the driver to not exceed the speed limits
10	need not	Absence of obligation and giving the permission for the driver to drive slowly

### Exercise 5

N	Answer	Justification
1	need not have written	Unnecessary fulfilled action
2	did not have to translate	Unnecessary and unfulfilled action
3	need not have brought	
4	did not have to cut	
5	need not have left	
6	need not have bought	Unnecessary fulfilled action
7	need not have watered	Unnecessary fulfilled action
8	did not have to enter	Unnecessary and unfulfilled action
9	need not have sent	
10	need not have made	

### Exercise 6

1. have to	6. do not have to, need not
2. must, have to	7. had to
3. must, have to	8. must, has to
4. must not	9. had to
5. need not, do not have to	10. must

**Exercise 7**

1. must be	6. cannot have enjoyed
2. cannot be	7. may be delivering
3. must be	8. cannot have been concentrating
4. must have been	9. may be having
5. cannot be	10. might

**Exercise 8**

1. do people have to	11. They did not have to
2. shall I have to	12. Do you have to
3. do not have to	13. Did you have to or had you to
4. we did not have to	14. Did not have to
5. you need not	15. Shall I have to
6. we did not have to	16. Do you have to / have you got to
7. do we have to	17. I did not have to
8. did you have to	18. Do English children have to
9. I did not have to	19. Did you have to
10. You will not have to	20. I did not have to

**Exercise 9: Mixed Modals**

1. Mary may be doing overtime.
2. I was able to go to university.
3. They ought to think very well before acting.
4. You mustn't smoke here.
5. You can't see it at this distance.
6. Anne might not have seen the message.
7. You should study more to pass the exam.
8. She could play the piano when she was only four.
9. She could have gone home.
10. The bus must have left.

### Exercise 10: Mixed Modals

1. can / may	6. can / may
2. can't / may not	7. have to
3. have to	8. have to
4. should	9. would
5. could	10. can

### Exercise 11: Mixed Modals

1. It must have been my uncle.
2. She can't be more than fifteen.
3. ...we were able to persuade them to come.
4. Would you like a cup ...
5. Mary doesn't have to work
6. You must be Anthony's brother.
7. ...said he had just left for a two day trip to Malibu.
8. We needn't have booked
9. I wasn't able to/couldn't go to work ...
10. You needn't have cooked all that food.

### Past Tenses: Simple Past Tense

#### Exercise 1

1. enjoyed	6. walked
2. stayed	7. watched
3. played	8. stopped
4. travelled	9. listened
5. phoned	10. talked

#### Exercise 2

1. went, left, was, decided,
2. heard, turned, saw, came, asked, looked, hit, felt, took, shouted, ran

#### Exercise 3

1. was	9. arrived	17. invented
2. went	10. got	18. made
3. began	11. retired	19. discovered
4. decided	12. spent	20. invented
5. copied	13. played	21. needed
6. became	14. was	22. did

7. was 8. left	15.made 16.wrote	23.believed 24.could
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#### Exercise 4

1. are 2. did drive, did 3. bought 4. went 5. did swim, did not	6. saw 7. did, drank 8. bit 9. did, get up 10.flew	11.heard 12.broke, hurt 13.caught 14.did, read 15.forgot to bring
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### Past Tenses: Past Continuous Tense

#### Exercise 1

1. Crossed, sat 2. was shining 3. was crossing, knocked 4. was reading 5. slipped	6. died 7. was dying 8. wakened 9. was dictating 10.was going	11.paid 12.took 13.found 14.heard 15.arrived, was mowing
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#### Exercise 2

1. was eating, knocked 2. came, was studying, came, 3. was studying, dropped, 4. called, were watching 5. came, was talking, 6. were going, saw, were walking began, stopped, had 7. was, was planting, was, was working, was changing
--

#### Exercise 3

1. was dreaming, went off 2. were waiting, arrived 3. rang, was having 4. didn't go, was raining 5. saw, was wearing 6. broke, was washing, slipped	7. was carrying, felt 8. was going, went out 9. were watching, came, knocked 10.were you doing, was preparing 11.fell, was watching 12.was seeing
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### Past Tenses: Past Perfect and Past perfect Continuous Tense

#### Exercise 1

1. had gone, finished	9. has worried, heard
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<ul style="list-style-type: none"> <li>2. had just gone</li> <li>3. had eaten</li> <li>4. had not visited</li> <li>5. had already seen</li> <li>6. had spread, arrived</li> <li>7. had finished</li> <li>8. had caught</li> </ul>	<ul style="list-style-type: none"> <li>10. had already learned, left, had forgotten</li> <li>11. had gone, came, had swam, called</li> <li>12. had finished, left</li> <li>13. played, had done</li> <li>14. watered, had cleaned, had watered, had</li> </ul>
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**Exercise 2**

<ul style="list-style-type: none"> <li>1. had been typing</li> <li>2. had been coming</li> <li>3. had not been watching</li> <li>4. had not been keeping</li> <li>5. had not been working</li> </ul>	<ul style="list-style-type: none"> <li>6. had not been cleaning</li> <li>7. had not been studying</li> <li>8. had been going</li> <li>9. had been behaving</li> <li>10. had been studying</li> </ul>
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**Exercise 3**

<ul style="list-style-type: none"> <li>1. had eaten</li> <li>2. had been smoking</li> <li>3. had worked</li> <li>4. had been looking hadn't found</li> <li>5. had been waiting</li> </ul>	<ul style="list-style-type: none"> <li>6. had had</li> <li>7. had been decorating</li> <li>8. had been watching had forgotten</li> <li>9. had eaten</li> <li>10. had been travelling</li> </ul>
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**Exercise 4**

<ul style="list-style-type: none"> <li>1. had left</li> <li>2. have made</li> <li>3. had already started</li> <li>4. has finally stopped</li> <li>5. have just had</li> </ul>	<ul style="list-style-type: none"> <li>6. had not cleaned</li> <li>7. had made</li> <li>8. have really had</li> <li>9. had noticed</li> <li>10. had heard</li> </ul>
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**Present Tenses: Simple Present Tense**

**Exercise 1**

<ul style="list-style-type: none"> <li>1. do, like</li> <li>2. does, drink</li> <li>3. does, call, do, prefer</li> <li>4. does, own</li> <li>5. do, like</li> </ul>	<ul style="list-style-type: none"> <li>6. does, know</li> <li>7. do, go</li> <li>8. do, open</li> <li>9. does, stay</li> <li>10. do, go</li> </ul>
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### Exercise 2

1. does not speak 2. walk 3. needs 4. love 5. does not eat	6. do not look 7. does not work 8. like 9. wins 10. do not own
--	--

### Exercise 3

#### Present Tenses: Present Continuous Tense

### Exercise 1

1. I am trying 2. I am not using 3. is teaching 4. am looking 5. are you waiting	6. are always forgetting 7. is rising 8. are you doing 'm cleaning 9. aren't you wearing 10. are always arguing
--	---

### Exercise 2

1. give 2. goes 3. is staying 4. is doing 5. go 6. eats 7. tells 8. are repairing	9. is having 10. migrate 11. sells 12. is crying 13. go 14. divide 15. is shining
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### Exercise 3

1. are playing 2. reads 3. am doing 4. am eating 5. do you want	6. are watching 7. do not like 8. is sleeping 9. cooks 10. writes	11. does not like 12. is listening 13. drinks, is drinking 14. are going 15. goes
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### Exercise 4

1. goes, she is going 2. reads, is not reading 3. ride, like to ride, are, go, is are,
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4. likes to eat, has, eat, does not like to eat, eats, is, is sleeping

**Exercise 5**

1. brings	11.goes	21.buy
2. did you meet?	12.bought	22.is now drinking
3. is now working	13.went	23.walk
4. are you doing?	14.lived	24.is at the moment laughing
5. painted	15.is making	25.is now playing
6. went	16.went	26.wear
7. was	17.am talking	27.eats
8. is not now sleeping	18.helps	
9. drives	19.had	
10.left	20.sing	

**Exercise 6**

1. do not belong	6. deals	11.is writing
2. is coming, do not want	7. are making	12.is working
3. doesn't eat	8. Do you know, is doing	13.teaches, is learning
4. am looking	9. am applying, depends	14.are leaves, arrives
5. take	10.is falling	15.is rising

**Present Tenses: Present Perfect and Present Perfect Continuous**

**Exercise 1**

1. went	11.has, come
2. was	12.have told
3. has been	13.was, lived
4. have, seen	14.was warmer
5. came, have lived	15.has gone
6. has rained	16.went, has returned
7. has heard	17.have appeared
8. went	18.have injured
9. have sent	19.wrote, has replied,
10.lived	20.occurred

**Exercise 2**

1. Ann has washed her hair.	6. Hill has been in London.
2. Tom has lost weight	7. Mrs. Smith has bought packages.



3. Bill has broken his leg.	8. I have eaten too much.
4. My sister has lost her pen.	9. Mrs. Jenkins has cleaned house.
5. Marry has gone to France.	10. Tony has worked hard this year.

### Exercise 3

1. Has Tim yet finished his work?	11. Did you and Tom enjoy the party yesterday?
2. Did he finish his work yesterday?	12. Did not you finish school?
3. They have just gone out.	13. I have lost my dictionary.
4. They went out a minute ago.	14. He has had a haircut.
5. Has Ann studied?	15. Jane bought a car.
6. Have you yet sent the letters?	16. Somebody has taken it.
7. Did she call him ago?	17. Did not Jon want to play?
8. They have not yet seen the film.	18. Have you washed the car?
9. The train has just arrived.	19. The weather was terrible.
10. Have you ever been in a TV studio?	

### Exercise 4

1. have bought	11. has scored
2. have you been finishing	12. have been dancing
3. have been eating	13. have been waiting
4. have been reading	14. have finished
5. have written	15. have been writing
6. have you been doing	16. has been visiting
7. has eaten	17. have been travelling
8. have drunk	18. has found
9. have been playing	19. have been running
10. haven't been seeing	20. have been writing

### Exercise 5

1. have been trying	10. have not been seeing, have you done
2. have been playing	11. have not been, have been trying, has been
3. has rang	12. have had
4. has been ringing	13. have been writing
5. has been raining	14. has he been, has been teaching,
6. have had	15. has been painting
7. have been living	16. have been travelling
8. has been playing	

9. have not been crying, have been peeling	
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### Exercise 6

1. has she studied/has she been studying	6. have gone	11. have just remembered
2. did he begin	7. happened	12. Have you replied
3. wrote	8. has had; fell	13. worked
4. Did you visit	9. has won; has won	14. has lived
5. hasn't been	10. made	15. never had

## Future Forms: Simple Present and will + have for Future Meaning

### Exercise 1

1. It is very hot inside this room. I will immediately open the windows.
2. Would you like tea or coffee? I will have coffee please.
3. Would you like a ride home? No thanks. It is beautiful today. I think I will stay home.
4. We are out of milk and I need some for the children. Ok I will walk to the store and get some.
5. I just finished writing my brother letter. Are you going to the post office now? No I do not. I will mail it for you in the morning.
6. These flowers look very dry. Okay. I will water them in a few minutes.
7. Ken phoned while you were out. Okay. I will call him back after I finish my lunch.

### Exercise 2

1. is looking, sees, rings, answers	11. will be, do not think, will have, passes, stops
2. am ringing	12. will find, will see
3. says, use	13. comes, asks
4. uses, eats, do not think, likes	14. is coming
5. suits, arrange, de we arrange, use	15. will come, are sitting, get, do not think, give
6. includes, does not include	16. do, listens, will be
7. sees, does the room face	17. rings, looks, smiles
8. faces, looks, gets	18. says, goes
9. sounds,	
10. would suit	

### Exercise 3

<ol style="list-style-type: none"> <li>1. am speaking, am spending, will like</li> <li>2. will love, do I get</li> <li>3. will meet</li> <li>4. will do</li> <li>5. comes</li> <li>6. sounds</li> <li>7. see</li> <li>8. are you doing</li> <li>9. am spending</li> </ol>	<ol style="list-style-type: none"> <li>10. will freeze, does not kill, are you getting</li> <li>11. am catching, is meeting</li> <li>12. will lend, will tell</li> <li>13. likes</li> <li>14. will give, fall, goes, are having, is going, is catching</li> <li>15. goes, go</li> <li>16. comes, hear, will be</li> </ol>
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## Future Tenses: The Present Continuous Form

### Exercise 1

1. am meeting
2. Leaves
3. does the film begin
4. are you doing
5. are having
6. does the concert start starts
7. is coming 's catching arrives

### Exercise 2

<ol style="list-style-type: none"> <li>1. I'm meeting</li> <li>2. is taking</li> <li>3. does your train leave</li> <li>4. I'll get</li> <li>5. stops</li> </ol>	<ol style="list-style-type: none"> <li>6. I'll get</li> <li>7. will rain</li> <li>8. are going to buy</li> <li>9. I'm going to watch</li> <li>10. I'll lend</li> <li>11. Shall</li> </ol>
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## Future Tenses: The “Be Going to” Form

### Exercise 1

<ol style="list-style-type: none"> <li>1. Am going to get it</li> <li>2. She is going to clean it</li> <li>3. She is going to wear</li> <li>4. He is going to fix</li> <li>5. The boys are going to practice</li> <li>6. He is going to quit</li> </ol>	<ol style="list-style-type: none"> <li>8. I am going to take</li> <li>9. She is going to exchange</li> <li>10. He is going to fix</li> <li>11. We are going to give</li> <li>12. She is going to exchange</li> <li>13. He is going to ask</li> </ol>
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7. We are going to study	14.They are going to visit
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### Exercise 2

1. I did not study it for the test. **I am going to fail.**
2. He is driving too fast. **He is going to have an accident.**
3. Frank always eats too much. **He is going to get fat.**
4. He forgot to return his books to the library. **He is going to have to pay a fine.**
5. There are large black clouds in the sky. **It is going to rain.**
6. My friend and my brother missed their flight. **They are going to take the next plane.**
7. Philip has a fever. **He is going to take an aspirin.**
8. Ellen and Bob are buying a lot of food and water. **They are going to have a stomachache.**
9. Marry is lifting very heavy boxes. **She is going to break her leg.**
- 10.The boat is full of water. **It is going to sink.**
- 11.John ate four big hamburgers. **He is going to get a stomachache.**
- 12.Kristin is a terrible skier. **She is going to call a service station.**
- 13.Her car broke down. **She is going to have a backache.**

### Future Tenses: The Future Simple Tense

#### Exercise 1

#### Exercise 2

<ol style="list-style-type: none"> <li>1. is going to stay</li> <li>2. I am going to finish</li> <li>3. I will lend</li> <li>4. It is going to rain</li> <li>5. Is he going to meet</li> <li>6. Is going to take</li> <li>7. Will help</li> <li>8. I am going to paint</li> <li>9. Is going to wear</li> <li>10.I will bake</li> <li>11.Are going to buy</li> </ol>	<ol style="list-style-type: none"> <li>12.I will open</li> <li>13.It will be, will go</li> <li>14.It is going to die</li> <li>15.Will not go</li> <li>16.Will be</li> <li>17.Will arrive</li> <li>18.Are going to buy</li> <li>19.Are going to see</li> <li>20.Is going to get up</li> <li>21.Am going to help</li> <li>22.Are going to take</li> </ol>
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#### Exercise 3

1. I am going	10.I will ask
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<ul style="list-style-type: none"> <li>2. I will lend</li> <li>3. I will show</li> <li>4. He is going to open</li> <li>5. I will buy</li> <li>6. I am going to take</li> <li>7. I will carry</li> <li>8. I am going to study</li> <li>9. I am going to play</li> </ul>	<ul style="list-style-type: none"> <li>11. She is going to knit</li> <li>12. I will help you</li> <li>13. I am going to paint</li> <li>14. I will climb</li> <li>15. He is going to faint</li> <li>16. I am going to plant</li> <li>17. She is going to get</li> <li>18. I will have</li> <li>19. I am going to be</li> </ul>
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**Exercise 4**

<ul style="list-style-type: none"> <li>1. I am going to watch</li> <li>2. I will lend</li> <li>3. It is going to rain</li> <li>4. I will get</li> <li>5. I am going to wash</li> <li>6. Are you going to paint</li> </ul>	<ul style="list-style-type: none"> <li>7. I am going to call</li> <li>8. It is going to fall</li> <li>9. I am going to buy</li> <li>10. I will show</li> <li>11. I will have</li> <li>12. He is going to have, he is going to start</li> </ul>
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**Exercise 5**

<ul style="list-style-type: none"> <li>1. Is going to watch</li> <li>2. Will you join</li> <li>3. Will meet</li> <li>4. Will not</li> <li>5. Are going to meet</li> </ul>	<ul style="list-style-type: none"> <li>6. Will we go</li> <li>7. Is going to take place</li> <li>8. Is going to get</li> <li>9. Will get started</li> <li>10. He is going to go out</li> </ul>
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**Future Tenses: The Future Continuous Tense**

**Exercise 1**

<ul style="list-style-type: none"> <li>1. Will be going to see tomorrow</li> <li>2. Will be going to France every summer</li> <li>3. Will be playing every weekend</li> <li>4. Will be having lunch every day.</li> </ul>
---

**Future Tenses: Future Perfect and Future Perfect Continuous**

**Exercise 1**

<ul style="list-style-type: none"> <li>1. The film will have already started.</li> <li>2. Jim will have gone to bed.</li> </ul>
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- |  |
|--|
| <ol style="list-style-type: none"> <li>3. He will have spent all his money.</li> <li>4. He will have been here exactly three years.</li> <li>5. They will have been married for 25 years.</li> <li>6. She will have travelled more than 3000 miles.</li> </ol> |
|--|

**Exercise 2**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. I will have written.</li> <li>2. You will have not forgotten.</li> <li>3. We will have redecorated.</li> <li>4. She will have been.</li> <li>5. I will not have made.</li> </ol> | <ol style="list-style-type: none"> <li>6. I will have driven.</li> <li>7. It will have stopped.</li> <li>8. I will have had.</li> <li>9. I will have married.</li> <li>10.They will have become.</li> <li>11.It will have disappeared.</li> </ol> |
|--|---|

**Exercise 3**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. I will have been living.</li> <li>2. I will have been flying.</li> <li>3. I will have been working.</li> <li>4. I will have been teaching.</li> <li>5. I will have been wearing.</li> <li>6. I will have been driving.</li> </ol> | <ol style="list-style-type: none"> <li>7. I will have been taking.</li> <li>8. I will have been having.</li> <li>9. I will have been living.</li> <li>10.They will have been playing.</li> <li>11.She will have been dancing.</li> <li>12.I will have been learning.</li> </ol> |
|---|---|

**Exercise 4: Mixed Tenses**

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Find</li> <li>2. was working</li> <li>3. am not listening</li> <li>4. did you have</li> <li>5. will help</li> <li>6. are you going to cook</li> <li>7. have you finished</li> <li>8. has gone</li> <li>9. were they doing</li> <li>10.was snowing / left</li> </ol> | <ol style="list-style-type: none"> <li>11.listen</li> <li>12. has written</li> <li>13.is putting</li> <li>14.did Barack Obama</li> <li>15.were listening</li> <li>16.will get</li> <li>17.didn't rain</li> <li>18.won't forget</li> <li>19.it's going to rain</li> <li>20.spoke</li> </ol> | <ol style="list-style-type: none"> <li>21.will help</li> <li>22.have already had</li> <li>23.have you ever had</li> <li>24.will lose</li> <li>25.is not going to play</li> <li>26.would return</li> <li>27.will have</li> <li>28.doesn't arrive</li> <li>29.haven't seen</li> <li>30.would you give</li> </ol> |
|---|--|--|

**Exercise 5: Mixed Tenses**

1. John **is** our bank manager at the moment. He **has been** here for three years.
2. I **was still sleeping** when the alarm **went** off at 5.30 this morning.
3. If everyone donates \$5, we **will have** enough to buy a new machine.

4. There **was** a great documentary on TV yesterday evening. **Did you see** it? – No, I didn't. I **had** to take my television set back to the store to have it repaired.
5. When I **returned** to the car park I didn't know where I **had parked** my car.
6. My uncle **has been wearing** the same pullover the whole winter. I guess he **loves** it.
7. Mum **was preparing** dinner when the doctor **arrived**.
8. He **has been walking** around with a limp since he **had** his accident a few weeks ago.
9. You look pretty worried. – What **happened/ has happened**?
10. When we **arrived** at the theatre the play **had already started**.
11. When she **came** home, she **saw** that her husband **had been drinking** for some time.
12. **Have you heard** the good news? – Stan and Margie **are getting** married! – That's not new. – I **have known** about it for a few weeks. (
13. I **have been trying** to call you the whole week! – Where **have you been**?
14. The manager **is speaking** to an important customer at the moment, but **he will see** you in a few minutes.
15. Do you realize that you **are standing** on my toes? – It hurts!
16. I think I **will take** a break. I surely deserve one.
17. I wonder if he **has forgotten/forgot** my number. I **have been expecting** for him to call for the last two hours.
18. The novel is about a man who **came** home from the war and **started** a new life.
19. When I **was looking** for my passport a few days ago, I **came** across this old photo of our family reunion.
20. I am sorry that I **had** to leave your party so early last night. I **was really enjoying** myself.

### Exercise 6: Mixed Tenses

1. Have been learning	6. Went, had not enjoyed	11. Have begun
2. I was not working, were	7. Was doing , met	12. Will do
3. Want, Am going to study	8. Noticed	13. Is, is
4. Sent	9. Have, had	14. Pass, will start
5. Was, have learned	10. Am revising	15. Will go

### Conditional Type 0

#### Exercise 1

1	2	3	4	5	6	7	8
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do not get	runs	feels	barks	expands	falls	boils	yawn
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## Exercise 2

### Conditional Type 1

#### Exercise 1

#### Exercise 2

**Instruction: choose the correct verb tense in each of the following sentences.**

11. I will make a sandwich if I **am** hungry.
12. If we go out tonight, we **will look** the door behind us.
13. She will marry him if he **asks** her.
14. I will take my umbrella if it **rains** next week.
15. If they practice a lot, they will **win** the game.
16. She will do the exercise again if she **makes** a lot of mistakes.
17. I **will call** the doctor if my stomach still hurts me.
18. If she goes to the birthday party, she **will take** a present.

#### Exercise 3

**Instruction: Match the first part of the sentence on the left with the correct ending on the right.**

1	2	3	4	5	6	7	8	9	10
H	G	I	E	J	B	F	C	D	A

#### Exercise 4

1. We won't pay our suppliers **if** they don't send the goods before Friday.
2. We won't pay them **unless** they send the goods before Friday.
3. We're going for a bike ride this weekend **unless** it rains.
4. He won't come **unless** you invite him personally.
5. The meeting is on Friday at 10 o'clock **unless** you hear otherwise.
6. **Unless** you hear otherwise, the meeting is on Friday at 10 o'clock.
7. Let's go out for dinner – **unless** you're too tired, in which case we can stay at home.
8. I'll accept the job **unless** the pay is too low.
9. I'll accept the job **if** they offer me it.

### Conditional Type 2



## Exercise 1

1. did would / might feel
2. would / might / could you do won
3. came would / might be
4. were would / might learn
5. would understand explained
6. would / might be lost

## Condition Type 3

### Exercise 1

1. If John had gotten up early, he wouldn't have been late for class.
2. If we had brought our umbrellas, we wouldn't have gotten wet.
3. If Stephan had studied, he wouldn't have failed the test.
4. If I hadn't ridden the bicycle, I wouldn't have fallen off.
5. If I hadn't met him yesterday, I wouldn't have known his name.
6. If the TV hadn't been broken, they wouldn't have been bored.
7. If Paul hadn't sat under a tree, an apple wouldn't have fallen on his head.
8. If Kevin hadn't gotten lost, he wouldn't have cried.
9. If John hadn't practiced a lot, she wouldn't have won the contest.
10. If the firemen hadn't arrived, they wouldn't have put out the fire.
11. If that hadn't been a funny joke, I wouldn't have laughed.
12. If we had cleaned the room, it wouldn't have been messy.

### Exercise 2

1. had not gone/would not have met
2. had put/would have tasted
3. found/be
4. would not have got /would taken
5. were/would not swim
6. would not have felt /had not fallen
7. had not used/ would not have found
8. would buy/could
9. would have gone/ had not been
10. did not work / would not be able
11. would not have bought/ would taken
12. would not be/ did

### Exercise 3

1. were, would you play	10. would you buy	17. will wake up
2. doesn't study	11. don't hurry	18. swims
3. wouldn't have got	12. doesn't arrive	19. would have gone
4. could	13. would have given	20. wouldn't be
5. wouldn't be	14. were	21. would have won
6. would you give	15. rains	22. doesn't serve
7. won't be	16. melted, had known	23. is
8. wouldn't be		24. melts
9. had heard		

#### Exercise 4

1. will evict	8. purchase	15. receive
2. will (may, can) attend	9. will (may, can) not read	16. leave
3. show	10. arrives	17. will (can, may) miss
4. had (had had)	11. try	18. tries
5. will be	12. prepare	19. Put
6. gets	13. answer	20. asks
7. finds	14. will (may, can) not insure	

#### Exercise 5

1. (First conditional) If we don't work harder, we won't pass the exam.
2. (Third conditional) If the students hadn't been late for the exam, they would have passed.
3. (Third conditional) If the weather hadn't been so cold, we would have gone to the beach.
4. (Second conditional) If she had her laptop with her, she would email me.
5. (First conditional) If she doesn't go to the meeting, I won't go either.
6. (Third conditional) If the baby had slept better last night, I wouldn't have been so tired.
7. (First conditional) If the teacher gives us lots of homework this weekend, I won't be happy.
8. (Second conditional) If Lucy had enough time, she would travel more.
9. (First conditional) If the children don't eat soon, they'll be grumpy.
10. (First conditional) If I don't go to bed soon, I'll be tired in the morning.
11. (Second conditional) If I wanted a new car, I would buy one.
12. (Second conditional) If José didn't speak good French, he wouldn't move to Paris.

- 13.(First conditional) If John drinks too much coffee, he'll get ill.
- 14.(Third conditional) If we had tidied our flat, we wouldn't have lost our keys.
- 15.(Third conditional) If Luke hadn't sent flowers to his mother, she wouldn't have been happy.
- 16.(Second conditional) If the children were in bed, I would be able to have a bath.
- 17.(Second conditional) If you weren't so stubborn, we wouldn't have so many arguments!
- 18.(Third conditional) If Julie hadn't gone to Sweden, she would have gone to Germany.
- 19.(First conditional) If she goes to the library, she'll study more.
- 20.(Third conditional) If we hadn't had an argument, we wouldn't have been late.
- 21.(Second conditional) If you arrived early, it would be less stressful.
- 22.(Third conditional) If I hadn't gone to the party, I wouldn't have met Amanda.
- 23.(Second conditional) If Julie liked chocolate, I would give her some.
- 24.(Second conditional) If Luke lived in the UK, I would see him more often.
- 25.(Third conditional) If the children hadn't eaten all that chocolate, they wouldn't have felt sick.
- 26.(First conditional) If they don't arrive soon, we'll be late.
- 27.(Third conditional) If she had studied Mandarin, she would have gone to Beijing.
- 28.(Second conditional) If we weren't so tired, we would go out.
- 29.(First conditional) If you buy the present, I'll wrap it up.
- 30.(First conditional) If Lucy doesn't quit her job soon, she'll go crazy.

## Exercise 6

1. We would have seen The Two Towers if the cinema had been open. **Or** If the cinema had been open, we would have seen The Two Towers. **Or** Had the cinema been open, we would have seen The Two Towers.
2. She would understand if you explained the situation to her. **Or** If you explained the situation to her, she would understand.
3. You won't get a promotion unless your work improves.
4. I would eat octopus if I didn't get sick. **Or** If I didn't get sick, I would eat octopus.
5. We would have picked you up at the station if you had phoned us. **Or** If you had phoned us, we would have picked you up at the station.
6. The government won't win the elections if they don't create employment.
7. I'll buy a new computer only if I get a rise in salary. **Or** I'll buy a new computer as long as I get a rise in salary. **Or** I'll buy a new computer providing I get a rise in salary. **Or** I'll buy a new computer if I get a rise in salary.

8. She would have bought that picture if she had had enough money. **Or** If she had had enough money, she would have bought that picture.
9. If I make a promise, I keep it.
10. If we had some matches, we could light a fire. **Or** We could light a fire if we had some matches.
11. I would have renewed my subscription if I hadn't lost interest in the magazine's articles. **Or** If I hadn't lost interest in the magazine's articles, I would have renewed my subscription. **Or** Hadn't I lost interest in the magazine's articles, I would have renewed my subscription.
12. If he hadn't been so slow, he would have won the race. **Or** He would have won the race if he hadn't been so slow. **Or** Had not he been so slow, he would have won the race.
13. I won't go to Rio if I don't find a cheap flight. **Or** If I don't find a cheap flight, I won't go to Rio. **Or** I will go to Rio provided that I find a cheap flight.
14. I would sunbathe if I didn't get sun burt easily. **Or** If I didn't get sunburt easily, I would sunbathe.
15. She will understand you if you don't speak too fast. **Or** She will understand you unless you speak too fast.
16. If he didn't have work to do, he would come for a drink. **Or** He would come for a drink if he didn't have work to do.
17. If she wasn't so young, she would get a driving license. **Or** She would get a driving license if she wasn't so young.
18. If it hadn't rain so heavily, they would have won the match. **Or** They would have won the match if it hadn't rain so heavily.
19. If Peter and I meet, we talk about the good old times.
20. If you see Paul, tell him about the meeting.

## Active Voice versus Passive Voice

### Exercise 1

15. I was **frightened** by the storm. **Passive Voice**
16. My car **ran out** of gas on the Resources Road. **Active Voice**
17. I might **have forgotten** to add your name to the list. **Active Voice**
18. The child **was struck** by a stray bullet. **Passive Voice**
19. My heart **was broken**. **Passive Voice**
20. Stephen King **has written** many best sellers. **Active Voice**
21. The strike vote **is being called** for next Monday. **Passive Voice**
22. That document **was written** in Halifax in 1774. **Passive Voice**
23. Our MLA **will be voted** into office again in the next election. **Passive Voice**

24. Local workers **will be hired** to build the new mall. **Passive Voice**
25. The audience **will be arriving** in the next hour. **Active Voice**
26. Sandra's writing **is improving** daily. **Active Voice**
27. We **have been searching** for answers to our questions. **Active Voice**
28. After the elections, the votes **were recounted** several times. **Passive Voice**
29. I **have just been thinking** about you. **Active Voice**

## Exercise 2

11. The new terms vocabulary were copied into her notebook (by the student).
12. Sung Ho was talked into buying a new car (by the salesman).
13. The bubbling pot of pho was seasoned (by the chef) with star anise.
14. The onions were chopped and the ginger was grated (by the sous chef).
15. All of the cherries on the tree were eaten by the crow.
16. Several tourists were bitten by monkeys in Phuket.
17. **No passive form**
18. **No Passive form**
19. She was taught to be punctual (by her parents)
20. His (The scholar's) references were diligently checked (by the scholar).

## Exercise 3

1. At last night's ceremony, they **gave** the award to an unknown actress.
2. The survivors **were rescued** by a cruise ship that **happened** to be near them.
3. Two hours after the accident the doctor **declared** him dead.
4. I remember **being taken** to the circus by my father.
5. The weather **will not improve** in the next few days.
6. Coffee **must be roasted** before you **sell** it.
7. The bridge **is being repaired** at the moment so it **can't be used**.
8. The police **showed** the victim a picture of the suspect.
9. The new staff members **will be given** all the help they need.
10. That door **hasn't been opened** for ages.
11. A few days ago, a judge **ordered** him to appear before court next month.
12. The Times **have never published** such a shocking letter before.
13. They **were being instructed** on what to do when the headmaster **came in**.
14. The vandals **threw** bottles into windows and **destroyed** a few cars.
15. The new team mates **should be given** more time to get accustomed to the practice sessions.

16. After dad **had taken** me to the zoo, he **bought** me some new clothes at the department store.
17. I **didn't go** to the party last Thursday because I **was not invited/ had not been invited**.
18. I **have never been** so surprised by such an outstanding performance before.
19. When we **came** out of the cinema, the bus **was waiting** to take us home.
20. All the papers **must be handed** in by next Friday.

#### Exercise 4

1. Tina shot the gun.
2. The cook prepared the soup.
3. The city will tear down the empty house.
4. That wire has shocked Tony twice today.
5. [Someone] stole her new car right out of the garage.
6. [Someone] gave the team a standing ovation.
7. Julie was riding her horse when I drove up.
8. Four perspiring men loaded the moving van.
9. The new waiter dropped a tray of glasses.
10. Airport security found a bomb in the suitcase.
11. The neighbors pay for the widow's groceries.
12. [He] broke his right leg in two places. (Or maybe an attacker did it?)
13. A supervisor inspects every garment.
14. [Someone] vandalized my house last night.
15. His neighbor's noisy parties often irritate Jeff.

#### Exercise 5

1. standing	6. taking, sent
2. damaged	7. sitting, reading
3. waiting	8. built
4. called	9. reserved
5. delivered	10. boasting, beaten

### Reported Speech

#### Exercise 1

1. The boy tells that he is doing his homework that day.
2. Ravi says that he has met my brother there.
3. Susan says that she waited for Rami till 10 o' clock the day before.
4. Rahim says that John will have met the governor the next day.

5. He says that it is time he went to bed there.
6. They say that she was watching T.V. there.
7. He says that he has bought that watch for me.
8. Susan says that she has been working there on that novel for five years.
9. My father tells me that I have done my work well.
10. Mohan tells me that he met Suresh in Paris.
11. Ann said that he had not stolen that necklace.
12. The villager told the stranger that he had never seen him there.
13. Susan said that he was reading a novel there.
14. Susan said that his father had gone to Guntur the previous day.
15. He said that the children were having a bath then.

### Exercise 2

1. She said that she was very poor the day before.
2. He said that they were in the playground the day before.
3. Marry said that he didn't believe me.
4. John told Mary that she was innocent.
5. My father told me that they were late.
6. She said that it might rain.
7. The boy said that he could do it.
8. He told me that he would meet my father.
9. John said that he would go home soon.
10. She said that she couldn't agree with me.
11. Raman said that he had a problem.
12. The officer told the clerk that he had to do it.
13. Stephan said that he didn't drink coffee.
14. Marry said that Ann would not lie.
15. Ann said that Marry had a car.

### Exercise 3

1. He asked me who lived in that house.
2. I asked him if he knew when she would go home.
3. Ramesh asked me how I was feeling.
4. She asked me if I could help her.
5. I asked him what he was doing there that day.
6. My friend asked if Mr. John was on leave.
7. Ann asked whether she should switch on the fan.
8. She wondered why he didn't come.
9. Marry asked her friend which magazines she usually read.

10. He asked them whether they would listen to such a man.

#### Exercise 4

1. Rama ordered Ann to go away.
2. He requested him to wait there till he returned.
3. The Judge commanded/ordered them to call the first witness.
4. The officer ordered/commanded the soldiers to open fire.
5. My friend suggested/proposed that we should sing together.
6. Mary's father requested/begged the Principal to pardon his daughter.
7. They urged us to grow more trees.
8. The doctor advised me to exercise every day.
9. He asked me to sit down.
10. The manager advised/warned the clerk not to come late.

#### Exercise 5

1. She wished/prayed that I might live long.
2. He exclaimed that the garden was very beautiful.
3. He exclaimed sadly that he was undone.
4. Marry wished him/her many happy returns of the day.
5. Harrison wished Susan good morning.
6. He applauded him, saying that he had done well.
7. She exclaimed bitterly that she was ruined.
8. He prayed/hoped that my daughter might recover soon.
9. He called upon Heaven to witness his resolution to never steal again.
10. Alice exclaimed that she was very clever.

#### Exercise 6

1. My doctor advised, "Go home and get your affairs in order."
2. My father said, "The jeep is an expensive resource."
3. He used to say, "You should leave your newspaper and your toilet the way you expect to find them."
4. My mother replied, "It does not matter to me that I will not see the flowers in full bloom."
5. She always said, "Nobody can roll out better chappatis-yours don't resemble a wonky map of India."
6. I asked her, "When do you get time to play?"
7. She also added, "Board exams are very important and you only get one chance."
8. I wonder, "Do they have time to play with friends?"



9. Yamuna informed, "As neither the train nor the bus services have resumed so far, I and my colleagues will be leaving the office on foot.
10. Amelia once said, "You haven't seen a tree, if you haven't seen its shadow from the sky.
11. She concludes, "The grown-ups who read Potter are childish people.
12. A few neighbors asked my mother, "Why are you taking so much pain to beautify a government house”?
13. I asked her once, "Did you see darkness”?

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### The List of Irregular Verbs

The list below presents the most common verbs in English language which have irregular past tenses and past participles. Some verbs have two or three possibilities of simple past and past participles forms but the first one is the more useful. Keep attention that the list below presents also the present participle and ( s / es/ ies) forms of the irregular verbs.

Infinitive	Past Simple	Past participle	'ing' Form	s / es/ ies Forms
abide	abode/abided	abode / abided	abiding	abide /abides
arise	arose	arisen	arising	arise / arises
awake	awoke / awaked	awoken /awaked	awaking	awake /awakes
be	was / were	been	being	am /is / are
bear	bore	borne	bearing	bear /bears
beat	beat	beat / beaten	beating	beat/ beats
become	became	began	beginning	become/becomes
bend	bent	bent	bending	bend/bends
bite	bit	bitten	biting	bite/bites
begin	began	blown	beginning	begin/begins
blow	blew	begun	blowing	blow/blows
break	broke	broken	breaking	break/breaks
bring	brought	brought	bringing	bring/brings
broadcast	broadcast	broadcast	broadcasting	broadcast +s
build	built	built	building	build +s
buy	bought	bought	buying	buy + s
can	could	-----	-----	.....
catch	caught	caught	catching	catch /catches
choose	chose	chosen	choosing	choose chooses
come	came	come	coming	come /comes
cost	cost	cost	costing	cost /costs

cut	cut	cut	cutting	cut /cuts
dig	dug	dug	dealing	dig/digs
deal	Dealt	Dealt	diving	deal / deals
dive	Dove / dived	Dived	doing	dive/ dives
do	Did	Done	dreaming	do/ does
draw	drew	Drawn	drinking	draw / draws
drive	drove	driven	driving	drive/ drives
dream	dreamt / dreamed	dreamt /dreamed	dreaming	dream/ dreams
drink	drank	drunk	drinking	drink/ drinks
eat	ate	eaten	eating	eat /eats
earn	earned	earned	earning	earn / earns
fall	Fell	Fallen	falling	fall /falls
feed	fed	fed	feeling	feed / feeds
Feel	Felt	Felt	fighting	feel / feels
Fight	Fought	Fought	flying	fight / fights
Find	Found	Found	forbidding	find / finds
fit	fit	fit	fitting	fit/ fits
Fly	Flew	Flown	flying	fly / flies
Forbid	forbade / forbad	Forbidden /	forbidding	forbid / forbids
Forget	forgot	forbid	forgetting	forget / forgets
Forgive	forgave	Forgotten	forgiving	forgive /forgives
freeze	froze	Forgiven/frozen	freezing	freeze / freezes
get	got	got/ gotten	getting	get / gets
give	gave	given	giving	give / gives
go	went	gone	going	go / goes
grave	graved	graven / graved	graving	grave / graves
grow	grew	/grown	growing	grow / grows
hang	hung	hung	hanging	hang / hangs
have	had	had	having	have / has
hear	heard	heard	hearing	her / hears
hide	hid	hidden / hid	hiding	hide / hides
hit	hit	hit	hitting	hit / hits
hold	held	held	holding	hold/ holds
hurt	hurt	hurt	hurting	hurt / hurts
inlay	inlaid	inlaid	inlaying	inlay
keep	kept	kept	keeping	keep / keeps
kneel	knelt / kneeled	knelt / kneeled	kneeling	kneels / kneels

knit know	knit/ knitted knew	knit/ knitted known	knitting knowing	knit / knits know / knows
lay lead leap learn lend leave let lie light lose	laid led leapt / leaped learnt/ learned lent left let lay lit/lighted lose	laid led leapt / leaped learnt /learned lent left let lain lit/lighted lost	laying leading leaping learning lending leaving letting lying lighting losing	lay / lays
make mean meet	made meant met	made meant met	making meaning meeting	
pay put	paid put	paid put	paying putting	
quit	quit	quit	quitting	
read ride ring rise run	read rode rang rose ran	read ridden rung risen run	reading riding ringing rising running	
say see sell send set shake shot shut sing sit sleep slide speak spend spread	said say sold sent set shook shot shut sang sat slept slid spoke spent spread	said seen sold sent set shaken shot shut sung sat slept slid spoken spent spread	saying seeing selling sending setting shaking	

stand	stood	stood		
steal	stole	stolen		
stick	stuck	stuck		
strike	struck	struck		
swear	swore	sworn		
sweep	swept	swept		
swim	swam	swum		
Take care,	took	taken		
teach	taught	taught		
tear	tore	torn		
tell	told	told		
think	thought	thought		
throw	threw	thrown		
understand	understood	understood		
upset	upset	upset		
wake	woke	waked (woken)		
wear	wore	worn		
win	won	won		
withdraw	withdrew	withdrawn		
write	wrote	written		