



### *First Year Program Title: Grammar*

**Level: First Year (Freshmen)**

**Fundamental Teaching Unit: Grammar**

**Credits: 4**

**Coefficients: 2**

**Semester: 1**

**Instructor: *Dr. Yasmina BENZIDA***

### **Contents of the Syllabus (NEW CANEVAS)**

#### Course Description

This course is designed to strengthen students' grammatical competence and accuracy in written and spoken English. It focuses on parts of speech and clause types. The module aims to help students analyze and produce grammatically correct, coherent, and stylistically appropriate sentences in academic and professional contexts.

#### Teaching Objectives

By the end of the course, students will be able to:

- ✓ Improve students' knowledge of language structure
- ✓ Perfecting the use of parts of speech in context

*NB. Subject Contents can be adapted according to students' language needs (you may assign a diagnostic test)*

#### Assessment method

Assessment	Assessment Task	Mark Due	Proportion of Final Assessment
1	Test N° 1	8	40%
2	Test N° 2	8	
3	Participation + Homework	4	
4	Final Exam	20	60%
<b>Total</b>			<b>100%</b>

## Course Content

### ➤ Semester One

- The Parts of Speech: basic definitions
- The sentence, the clause, the phrase: basic definitions

#### I. The Parts of Speech

1. *Nouns* ..... (2 sessions)
  - 1.1. Kinds of Nouns ( common, proper, abstract, collective)
  - 1.2. Gender (masculine, feminine, neuter)
  - 1.3. Countable Vs. Non-countable nouns
  - 1.4. Singular Vs. Plural (formation of regular/irregular plurals)
  - 1.5. Formation of compound nouns
  - 1.6. Possessive nouns (formation of the possessive case)
  - 1.7. Functions of nouns (*subject, direct object, indirect object, subject complement, object complement, object of preposition*)
2. *Pronouns* ..... (1 session)
  - 2.1. Types of pronouns (personal, possessive, reflexive, demonstrative, interrogative, relative, indefinite, reciprocal)
3. *Adjectives* ..... (1 session)
  - 3.1. Kinds of adjectives (demonstrative, distributive, quantitative, interrogative, possessive, qualitative)
  - 3.2. Participles used as adjectives
  - 3.3. Agreement
  - 3.4. Position and order of adjectives
4. *Quantifiers* ..... (2sessions)
  - 4.1. Definite Quantifiers ("all," "every," "each," "both," "neither," "either," "none")
  - 4.2. Indefinite Quantifiers ("some," "any," "several," "a few," "many," "few," "a lot of," "lots of," "most," "a little," "much," "none")
  - 4.3. Numerical Quantifiers ("one," "two," "three," "seventeen," "twenty," "hundreds," "thousands")
    - 4.3.1. The Indefinite Articles (a / an)

## 4.3.2. The definite article (the)

4.4. Fractional Quantifiers ("half," "a quarter," "one-third," "two-thirds")

4.5. Quantifiers of Frequency ("always," "usually," "often," "sometimes," "rarely," "never")

4.6. Collective Quantifiers ("a bunch of," "a group of," "a herd of," "a pack of.")

4.7. Quantifiers of Degree or Intensity ("very," "quite," "too," "enough," "absolutely," "extremely")

5. *Adverbs* ..... (1 session)

5.1. Kinds of adverbs (manner, place, time, frequency, degree, interrogative, relative, sentence)

5.2. Formation of adverbs

5.3. Adverbs and adjectives with the same form

5.4. Position of adverbs

6. *Prepositions* ..... (1 hour)

6.1. Types of prepositions (time, place, location, mouvement)

**(in, on, at, to, of, for, Ø preposition)**7. *Conjunctions* ..... (20 minutes)

7.1. Coordinating, Subordinating, &amp; Correlative conjunctions

8. *Interjections* ..... (10 minutes)**II. The sentence, the clause, the phrase**1. **The sentence, the clause, & the phrase** ..... (2 sessions)

1.1. Definitions

1.2. Independent &amp; dependent clauses

1.3. Differentiate between independent &amp; dependent clauses

1.4. Differentiate between clauses and phrases

1.5. Types of sentences

**Sources and references**

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M.,Hopkins.D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker,E.,Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

## I. Parts of Speech : 1/ Nouns

**Objectives :** By the end of the lesson, students will be able to :

- Identify nouns in sentences
- Classify noun types with examples
- Apply nouns in context
- Distinguish nouns from other words

### 1. Nouns

Traditional grammar classifies words based on eight parts of speech: the **noun**, the **verb**, the **pronoun**, the **adjective**, the **adverb**, the **preposition**, the **conjunction**, and the **interjection**.

A **noun** is a word used to name a person, animal, place, thing, or an idea. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb (Huddleston & Pullum, 2002).

#### 1.1. Kinds of Nouns ( common, proper, abstract, collective)

**1. Common nouns:** are words that refer to **general categories of people, places, or things**, rather than specific names. They are not capitalized unless they begin a sentence. Linguists describe them as nouns that denote “general classes or types of entities” (Quirk *et al.*, 1985).

**Examples:** teacher, city, book, river, animal

**2. Proper nouns:** refer to **specific, unique individuals, places, or organizations**. They are always capitalized. According to Huddleston and Pullum (2002), proper nouns identify “unique entities” and differ from common nouns by their referential uniqueness.

**Examples:** John, Paris, Algeria, Microsoft, Ramadan

They can refer to :

- **Personal names** (Robert, Mohamed, Dr. Wilson, President Obama, Uncle John, ..)
- **Festivals/holy days** (Christmas, Independence Day, Aid El Adha, Halloween, Thanksgiving, ...)

- **Time units** (days, months) : Monday, August, .... ( **seasons are not capitalized**).
- **Geographical units** (cities, countries, rivers, mountains, oceans, seas, monuments ..) : London, Spain, the Mississippi, the Alps, the Pacific, the Eiffel Tower...
- **Institutions/organizations** (Cambridge University, the BBC, the Red Cross, ...)
- **Nationalities** (English, American, French, ..)
- **Religions/ creeds / denominations** (Islam, Christianity, Sunah, Catholics, ...)

3. **Abstract nouns:** refer to **ideas, qualities, states, or concepts** that cannot be perceived through the five senses. Crystal (2008) notes that they denote intangible entities such as emotions and mental concepts.

**Example:** happiness, freedom, honesty, beauty, courage.

As a contrast to abstract nouns come the **Concrete Nouns**. These name anything (or anyone) that can be perceived through our physical senses. **E.g** : salt, wool, board, music, gold, smoke, air, water....

4. **Collective nouns:** They name **groups of people, animals, or things** considered as a single unit. Swan (2016) explains that they denote groups functioning as one whole within grammatical structure.

**Example:** team, band, group, club, troupe, gang, choir, public, crew, army, navy, class, audience, staff, family, police, committee, union, jury, firm, government, parliament, senate, society, faculty, department, minority, orchestra, panel, bunch, shoal, cattle, herd, flock, ...

When they refer to a group as a single unit, a collective noun takes a singular verb.

**Example:** - Some cynics claim that the American *family* **is** no longer functioning.

- The *public* **isn't** really interested in what the *government* **is** doing unless **it** increases taxes.
- The town *council* **has** approved plans to create a new park.
- The *flock* of birds **flies** south for the winter.

When referring to a group's members as individuals, the collective noun takes a plural verb.

**Example:**

- ❖ The Rogers *family* **have been parking** **their** cars in the backyard.
- ❖ The *public* **are** more likely to complain if **they** have to pay more taxes.
- ❖ After taking a test, the *class* **start** their research papers on famous mathematicians.
- ❖ The *jury* **disagree** about the guilt of the accused and **have** told the judge that **they are** hopelessly deadlocked.

**1.2. Gender (masculine, feminine, neuter)**

In grammar, **gender** refers to the **categorization of nouns** based on distinctions such as male, female, or non-living things. According to Crystal (2008), grammatical gender is a system in which nouns are classified into categories like masculine, feminine, or neuter, depending on meaning or grammatical patterns.

1. **Masculine** gender refers to nouns that denote **male beings**. Quirk *et al.* (1985) explain that masculine nouns describe male humans or animals in English. **E.g;** man, boy, husband, bull, ... (he/his/him)
2. **Feminine** gender refers to nouns that denote **female beings**. As described in Huddleston and Pullum (2002), feminine nouns identify female humans or animals. **E.g;** woman, girl, wife, cow, ... (she/her/hers)
3. **Neuter** gender refers to nouns that denote **non-living things, objects, and abstract concepts**; entities without biological sex. Swan (2016) notes that English uses the neuter category for objects, ideas, and most animals unless their sex is specified. That is (belongs to neither sex) → inanimate things, animals. **E.g:** table, bag, elephant, cat, ... (it/ its)

**Exceptions:**

- Ships, cars, countries when regarded with affection/respect are considered feminine.  
*e.g.* The ship/Titanic crash an iceberg which tore a huge hole in *her* side.

Scotland lost many of *her* bravest men in two great rebellions.

- Some abstract nouns which are noted for strength and greatness are in the masculine gender.

*e.g.* the sun, anger, death, war, summer, ocean, time, love, ....

Others are noted for beauty, gentleness, weakness are in the feminine gender.

*e.g.* the moon, the earth, hope, charity, liberty, fame, faith, justice, life, truth, ...

### 1.2.1. Formation of Feminine/ Masculine

There are common ways to form masculine and feminine nouns in English:

#### A. No Change in Form (Common Gender Nouns)

Some nouns can refer to either gender, depending on context. These do not change form; pronouns clarify gender when necessary. *E.g.* *parent, child, infant, cousin, baby, friend, student, guest, teenager, teacher, journalist, artist, doctor, leader, dancer, speaker, artist, rider, author, prisoner, cook, leader, colleague, ....*

#### B. Different Words for Each Gender (Lexical Contrast)

As noted by Quirk *et al.* (1985), some nouns use **completely different terms** to distinguish masculine and feminine forms.

Male ≠ Female	Male ≠ Female
Man ≠ woman	monk ≠ nun
Boy ≠ girl	lord ≠ lady
brother ≠ sister	duke ≠ duchess
son ≠ daughter	king ≠ queen
father ≠ mother	husband ≠ wife
nephew ≠ niece	hero ≠ heroine
gentleman ≠ lady	uncle ≠ aunt
widower ≠ widow	bridegroom ≠ bride

It is also the case for many domestic and wild animals:

**Male ≠ Female**

bull ≠ cow  
 drake ≠ duck  
 stallion ≠ mare  
 gander ≠ goose  
 cock ≠ hen  
 fox ≠ vixen  
 dog ≠ bitch  
 stag (deer) ≠ doe

**C. Adding Feminine Suffixes**

Some nouns form the feminine by adding a suffix. According to Swan (2016), the most common historical feminine suffix in English is “ess”, though its use has declined today.

**Male ≠ Female**

prince ≠ princess  
 lion ≠ lioness  
 conductor ≠ conductress  
 tiger ≠ tigress  
 actor ≠ actress  
 waiter ≠ waitress  
 heir ≠ heiress  
 host ≠ hostess

**D. Using “male/female,” “man/woman,” or “boy/girl” as Modifiers**

Huddleston and Pullum (2002) explain that modern English often forms gender distinctions by adding a **modifier** rather than changing the noun itself.

**Male ≠ Female**

- land-lord ≠ land-lady
- male-servant ≠ female-servant
- salesman ≠ saleswoman
- chairman ≠ chairwoman
- male nurse ≠ female nurse
- man doctor ≠ woman doctor

**1.3.Countable Vs. Non-countable nouns**

**Countable nouns** are nouns that refer to items which can be **counted individually**. They have **singular and plural forms** (e.g., *book/books, apple/apples*) and can be used with numbers and determiners such as **articles** (*a, an*), **quantifiers** (*many, few*), and **numbers**. According to Carter and McCarthy (2006), countable nouns refer to entities that can be enumerated and therefore occur in both singular and plural forms.

**Examples:** one chair / two chairs, a university, many ideas,

Library, dollar, chair, car, bird, monkey, mountain, child, man...

Arrival, crash, goal, lesson, mistake, party, problem, theft, reading, emergency, belief, ....

**Non-countable** (or uncountable/mass) nouns refer to substances, concepts, or categories that **cannot be counted individually**. They do **not take plural forms** and are used with **quantifiers** like *much, a little*, and *some*. Swan (2016) explains that non-countable nouns denote materials, abstractions, or masses that are not typically divided into separate countable units. **E.g;** water, information, furniture, advice, ...

➔ a rice, a sand → **But** you can often use “**a.....of**” (**WRONG**)

➔ **a bowl of rice** → **a grain of sand** (**RIGHT**)

E.g. travel, chess, jogging, photography, research, tennis, shopping, work, advice..

Anger, bravery, education, evidence, love, safety, freedom, ignorance, luck ...

Alcohol, chocolate, cotton, iron, wood, ink, meat, rice, salt, milk, butter, paint, water, ....

Luggage, furniture, money, work, information, accommodation, weather, progress, time,...

**Notes:**

- Some expressions are used to speak about one separate unit/part of an uncountable noun.

e.g. *a flash of lightning – a loaf of bread – a piece of advice – a drop of water – a bar of soap – a can of cola – a sheet of paper – a kilo of sugar – an ounce of salt- a cup of coffee – a clap of thunder – a peal of laughter –*

Nobody likes having to move *furniture*.

There wasn't *a piece of furniture* left in the house.

- Different **quantifiers** are used with countable (plural nouns) and uncountable nouns:

many	much	A lot of	some	Few/a few	Little/ a little	any
* Countable -I have many <u>friends</u> .	* Uncountable -I possess much <u>money</u> .	*Coun/ uncoun -I have a lot of <u>friends/ money</u>	*Coun/ uncoun -There are some <u>letters</u> for you. -I am going to buy some <u>furniture</u> .	*coun -I speak few <u>words</u> in Spanish.	*uncoun -There is little <u>food</u> in the fridge.	*Coun/uncoun -Do you have any <u>problems</u> ? - Is there any <u>trouble</u> ?

**Remember:**

There are some nouns that are usually uncountable in English but countable in other languages.

e.g. advice- bread- chaos- information- work- behaviour- damage- luck- permission- traffic

→ **SO** - you cannot use a / an with them ( **an** advice → **incorrect** > *a/one piece of advice*)

- They are not usually plural : **we do not say** → advices – breads
- News** is uncountable not plural : The *news* **is/ was** very depressing . [**not** the news **are/ were**]
- Travel (noun)** means traveling in general. You cannot say a **travel** to mean a **trip**

**we say:** We had a very good trip [ **not** a good travel]

**Compare:**

- I am looking for <b>a job</b>	- I am looking for <b>work</b>
- It is <b>a nice day!</b>	- It is <b>nice weather!</b>
- We had a lot of bags and suitcases.	- We had a lot of luggage.
- It was a good suggestion.	- It was good advice.

Some nouns can be countable in one meaning and uncountable in another (**variable nouns**). It depends whether we're using the noun to refer to a single thing or to a substance or general idea.

**Examples:**

She owns <b>a business</b> .	<b>Business</b> is booming.
There's <b>a hair</b> in my tea.	He has long <b>hair</b> .
Three <b>coffees</b> , please.	He likes <b>coffee</b> .
Did you hear <b>a noise</b> just now? (=specific noise)	I can't work here. There's too much <b>noise</b>
I bought <b>a paper</b> to read (= newspaper)	I need some <b>paper</b> to write on.
Enjoy your vacation. Have <b>a good time</b> .	I can't wait. I don't have <b>time</b>

**1.4.Singular Vs. Plural (formation of regular/ irregular plurals)**

The plural of a noun is usually made by adding 's' to the singular (regular nouns) :

day → days / dog → dogs / house → houses

- 's' is pronounced /s/ after *p, t, k, or f* sound : cups, pots, books, stops,....
- 's' is pronounced /iz/ after *s, z, ce, ge, re* sounds : buses, sizes, bridges, oranges, ...
- 's' is pronounced /z/ after *b, d, g, ....* : dogs, apples, doors, shoes, ...

➤ Nouns ending in *ch, sh, ss, o, x* form their plural by adding **es** to the singular :

watch → watches	brush → brushes	box → boxes
glass → glasses	tomato → tomatoes	hero → heroes

**But:** video → videos / radio → radios

**But:** words of foreign origin or abbreviated words ending in 'o', add 's' only :

dynamo → dynamos                      piano → pianos  
kilo → kilos                                  photo → photos

➤ Nouns ending in 'y' following a consonant form their plural by dropping the 'y' and adding **ies** :

baby → babies                      lady → ladies                      country → countries  
fly → flies                              story → stories                      army → armies

**But:** words ending in 'y' following a vowel form their plural by adding an 's' :

boy → boys                      day → days                      donkey → donkeys  
play → plays                      key → keys                      guy → guys

➤ Some nouns end in **f** or **fe** ; these letters are dropped and replaced by **ves** :

calf, half, knife, leaf, life, sheaf, loaf, shelf, thief, wife, wolf, self. → **calves, halves, ...**

**But** - the nouns scarf, wharf, hoof take either **s** or **ves** : **scarfs/ scarves**

- Other words ending in 'f' or 'fe' are added 's' in the ordinary way :

cliff → cliffs                      handkerchief → handkerchiefs                      safe → safes  
roof → roofs                      belief → beliefs

➤ A few nouns form their plural by a vowel change (**irregular nouns**) :

man → men	woman → women	foot → feet
tooth → teeth	child → children	ox → oxen
mouse → mice	goose → geese	louse → lice

- Certain words are **always plural** and take a plural verb: **clothes, belongings, goods, surroundings, thanks, remains, stairs, proceeds, congratulations, groceries, ....** + police

e.g. Her *clothes* **are** always fashionable.

Good *manners* **are** important.

+ words consisting of two parts (**trousers (Bri), pants(Amer), pyjamas, jeans, shorts, glasses, binoculars, scissors**) . e.g. These *trousers* **are** tight.

**But:** A good pair of **scissors** **is** difficult to find.

- Some words have the same form in the singular and plural :  
**crossroads, means, series, species, brackets.** + **sheep, deer, salmon, trout, aircraft, fish.**

→ **Fish** is normally unchanged. **Fishes** is used in biology to refer to **multiple species** of fish

E.g. The telephone *is* a **means** of communication.

There *are* **several means** of solving the problem.

- Some words ending in 's' or 'ies' are singular /uncountable and take a singular verb :  
**athletics, gymnastics, physics, politics, statistics, electronics, mathematics, ethics** + **rabies, diabetes, mumps, cards, billiards, bowls, dominos, news...**

e.g. *Maths* **is** my best subject.

*Statistics* **was** a difficult course.

*Rabies* **has** become a deadly disease.

- Irregular plurals concern also foreign nouns:

<b>singular</b>	<b>Plural</b>	<b>singular</b>	<b>Plural</b>	<b>singular</b>	<b>Plural</b>
<b>bacterium</b>	<b>bacteria</b>	<b>axis</b>	<b>axes</b>	<b>crisis</b>	<b>crises</b>
<b>curriculum</b>	<b>curricula</b>	<b>analysis</b>	<b>analyses</b>	<b>parenthesis</b>	<b>parentheses</b>
<b>datum</b>	<b>data</b>	<b>basis</b>	<b>bases</b>	<b>thesis</b>	<b>theses</b>
<b>stimulus</b>	<b>stimuli</b>	<b>syllabus</b>	<b>syllabi</b>	<b>phenomenon</b>	<b>phenomena</b>

➤ Sometimes, there are two plural forms with different meanings :

- appendix → **appendices**/ **appendixes** (medical term) / **appendices** (addition to a book)

Initials can be made plural : **MPs** (Members of Parliament) - **VIPs** (Very Important Persons)

### 1.5. Formation of compound nouns

#### Compound Nouns

Compound nouns consist of two (or more) words/parts used together as a single noun. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question. Compound nouns often have a meaning that is different, or more specific, than the two separate words.

There are very common compound nouns, and new combinations are invented almost daily.

#### Examples:

- bus driver , car mechanic , history teacher , airline inspector, policeman.
- application form , fire extinguisher , swimming pool , emergency exit door.
- detective story, horror movie , health food magazine.
- chicken soup , glass bottle , paper plates , feather pillows, gold medal
- birthday party , street lights , winter coat , November fogs , dining room table
- a house-husband , a get-together , a do-it-yourself-store., a five-year-old child

→You have noticed that the compound noun can be written either as a single word, two separate words, or two words separated by a hyphen. There are no clear rules about this and it best to check in an up-to-date dictionary.

**Compound nouns** can be formed by combining nouns with other parts of speech :

- noun + noun : Tower Bridge - winter clothes – river bank - bedroom
- noun + gerund : weight-lifting - lorry driving - bird-watching
- gerund + noun: waiting list - driving license– swimming pool – washing machine

- noun +verb : wind surfing - fire-eater - rainfall
- verb + noun : cookbook - rocking chair - swimsuit -
- adjective + noun : highway - blackbird - easy chair - greenhouse

→ We can also make compound nouns from time expressions : a three-week holiday, a four-hour delay , a ten-minute drive.

→ The **plural** of compound nouns is formed by adding “s” at the end of the main/principal word in hyphenated or separated words (*daughters-in-law* or *mayors-elect*) or at the end of the compound noun (*go-betweens* , *higher-ups* , *break-ins*).

When the compound noun is a single word (e.g., **banknote, letterhead, mailbox**), the plural is formed using the usual rules for forming a plural, which is adding “s” to the end: **banknotes, letterheads, mailboxes**.

### 1.6. Possessive nouns (formation of the possessive case)

#### Possessive Nouns (possessive case)

In English grammar, **possessive nouns** (the *possessive case*) show **ownership, possession**, or a **close relationship** between one noun and another. This form is typically created by adding 's to a singular noun or ' to a plural noun ending in -s. Swan (2016) explains that the possessive form indicates that something belongs to, is part of, or is associated with the noun in the possessive case.

**Example:** Justin's uncle is an advocate. (relationship)

Kevin's desk is broken . (ownership)

#### form:

- with singular and irregular plurals, we use 's :

John's book                      mother-in-law's house                      women's clothes

- with regular plural nouns(ending in “s”), we use only « ' » : students' tables    girls' school
- with singular noun/proper names ending in “s”, we can add (**'s**) or just (**'**)

Gilles'('s) shop Socrates' philosophy

**Use:**

- The possessive case is used in simple statements of possession instead of the preposition “ **of** ” :

The car **of** my wife is red → **better** → My wife's car is red.

The bedroom of the parents are upstairs = The parents' bedroom is upstairs.

Everybody met at the front gate of the museum. = Everybody met at the **museum's** front gate.

**But:** “ **of** ” is used when the possessor noun is immediately followed by a phrase or a clause:

That is the furniture of the woman murdered by the aggressor.

That is the fault of the conductor who drove very quickly.

**Note** that, when the possessive case is used, we keep the article preceding the possessor, but the one before the possessed person or thing disappears.

- We also use possessive nouns in *personification*, that is, when something abstract is treated as if it was a person, or when an object is described as ‘having’ something.

**e.g.** Death's cold hand – jealousy's dark thoughts

- Possessive nouns can sometimes be used without a following noun when that noun is treated as known, or it presented as one of a larger number rather than a particular one.

It's a film of Hitchcock's      It's bigger than Paul's.

She is a friend of Margaret's. (= one of Margaret's friends)

Pamela hair is longer than Anna's. (= Anna's hair)

- Two succeeded nouns are very often put together without “ **of** ”, using the first one as a sort of adjective: The kitchen sink- the toilet door- public transport- football ground- police novels.

**1.7. Functions of nouns (subject, direct object, indirect object, subject complement, object complement, object of preposition)**

• **Subject:**

- Example: "**John** runs every morning."
- Function: "John" is the **subject** of the sentence, performing the action of running.

• **Direct Object:**

- Example: "She ate **an apple**."
- Function: "Apple" is the **direct object** of the verb "ate," receiving the action of the verb.

• **Indirect Object:**

- Example: "He gave **Mary** a gift."
- Function: "Mary" is the **indirect object**, indicating the recipient of the gift.

• **Subject Complement (Predicate Nominative):**

- Example: "She is a **teacher**."
- Function: "Teacher" is a **subject complement**, renaming or describing the subject "she".

• **Object Complement (Direct Object Complement):**

- Example: "They elected her **president**."
- Function: "President" is an object complement, describing what "her" became as a result of the action.
- She considers him **her best friend** (obj.c).==> "her best friend" is an object complement that further defines "him" by specifying his role as her best friend.

- **Appositive:**

- Example: "My friend Sarah is coming."
- Function: "Sarah" is an appositive, providing additional information about "my friend."

- **Adjective:**

- Example: "The **red** car is fast."
- Function: "Red" functions as an **adjective**, describing the noun "car."

- **Adverb:**

- Example: "She sings **beautifully**."
- Function: "Beautifully" is an **adverb** modifying the verb "sings," describing how the singing is performed.

## 1/ Exercises: Nouns

**Exercise 1:** Read the following passage. Notice that the plural nouns are missing. Write the correct plural form of the singular nouns in parentheses

Three ..... (lady) in pink ..... (dress) took their ..... (baby) for a walk in the zoo. They saw four ..... (giraffe), three ..... (hippo), two ..... (kangaroo) and an elephant. They walked for so long that their ..... (foot) became sore, so they sat down on a bench for a rest near some ..... (monkey). The ..... (monkey) were playing with cardboard ..... (box) and throwing ..... (stick) at each other. After a while, the ..... (lady) looked at their ..... (watch) and decided it was time to go home.

**Exercise 2:** Complete the sentence with a singular or a plural form of "be".

- a) The news ..... on Channel Five at nine o'clock.
- b) These loaves ..... really fresh.
- c) I think that maths..... the most difficult subject.
- d) The coffees you ordered..... on the table over there.
- e) The works of Shakespeare..... still popular.
- f) Everyone says that money ..... hard to come by these days.
- g) The people I know ..... all on holiday at the moment.
- h) The traffic..... really terrible this evening.

**Exercise 3:** Underline the correct form.

- a) There are more than a thousand *sheep* / *sheeps* on this farm.
- b) Please accept my *thank* / *thanks* for your beautiful present.
- c) Helen is the only *person* / *people* I know with three cars.
- d) There are two *knife* / *knives* in the top drawer.

- e) Alan hurt his leg when he fell down the *stair / stairs*.
- f) Kate decided to change her style and bought new *cloth / clothes*.
- g) Paul found his *belonging / belongings* outside in the street.
- h) Would you like to try a chocolate *mouse / mice*?
- i) World Airways has bought 20 new *aircraft / aircrafts*.
- j) We have already sent the *good / goods* you ordered.

**Exercise 4:**

Read the following passage carefully then answer the questions thoroughly

Big Ben(1) is the nickname for the Great Bell of the(2) striking clock at the north end of the Palace of Westminster in London(3); it is often(4) extended to refer to the clock tower as well. In 2012, it was renamed as Elizabeth Tower. It is the third-tallest free-standing(5) clock tower in the world. It celebrated its 161<sup>st</sup> anniversary last year. In May 2005, the clock tower briefly saw a shut-down(6) attributable to weather conditions.

The idiom of putting a penny on(7), with the meaning of slowing down, sprang(8) from the fine-tuning of the clock. Above the pendulum is a small stack of penny coins; these(9) are to adjust(10) the time of the clock.



Type of Nouns	Proper N	Compound N	Abstract N	Plural N	Singular N
Words	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....

**Exercise 5:** underline the common nouns and circle the proper nouns in these sentences:

1. I told Uncle John about my accident.
2. Kim and Stephanie wore masks on Halloween.
3. The lawnmower is broken.
4. We're going to the movies tomorrow.
5. The lion is playing with one of its cubs.
6. My sister's favorite soccer player is David Beckham.
7. I'm watching a videotape about the Sahara Desert.
8. The tourists visited Rome and saw the Colosseum\*.
9. Does this bus go to the stadium?
10. We're reading a story about a boy called Harry Potter.

**Exercise 6:** Read the following passage containing common nouns and proper nouns. Put a **C** in the box after a common noun and a **P** in the box after a proper noun.

Mr. Peters (....) lives in Maine (....) in a big house (....) by the sea (....). He has three cats (....) and a dog (....).  
 He likes to travel to different countries(....) . Last Christmas(....) , he went to Paris(....) saw the Eiffel Tower (....). He enjoyed eating French food (....) in nice restaurants(....) .

**Exercise 7:** Rewrite each phrase using the possessive apostrophe:

- a) The son of Mr. Smith → .....
- b) The daughter of Mrs. Charles → .....
- c) The books that belong to the students → .....
- d) The photo of the author → .....
- e) The water bowl of the dog → .....

- f) The project of Guillaume and Henri → .....
- g) The motorbikes that belong to Sam and Phil → .....
- h) The speech of the president → .....
- i) The research of Dr. Ulrich → .....
- j) The products that the company makes → .....
- k) The feathers of the birds → .....

**Exercise 8:** Choose the right option:

1. I see two ..... on the table.

- a) boxs                      b) boxes                      c) box

2. There are eleven ..... in each football team.

- a) men                      b) mans                      c) man

3. Can you find three ..... in the picture?

- a) sheepies                      b) sheeps                      c) sheep

4. Mothers always give us .....

- a) many advices                      b) many advice                      c) much advices                      d) much advice

5. The little boy always wears .....

- a) glass                      b) glassies                      c) glasses

6. There is ..... in my soup.

- a) a hair                      b) hair                      c) hairs

7. David has caught a lot of .....

- a) fishes                      b) fishs                      c) fish

8. There are three ..... on the bathroom shelf.

- a) brush                      b) brushes                      c) brushies

9. Carla was sitting with two nice .....

- a) woman                      b) womans                      c) women

10. How many ..... do the Browns have?

- a) children                      b) childrens                      c) childes

11. There are 10 ..... in the field.

- a) oxes                      b) oxen                      c) oxs

12. My grandmother has got 12 ..... in her village.

- a) geese                      b) goose                      c) geoses

13. My cat has caught four ..... today.

- a) mouse                      b) mouses                      c) mice

14. Oh, no, there are about two ..... of bugs in the kitchen.

- a) dozes                      b) dozen                      c) dozens

15. Could you buy two .....?

- a) sandwich                      b) sandwiches                      c) sandwichs

16. I've spent too much time outside today. My ..... are frozen.

- a) foot                      b) foots                      c) feet

17. I've seen four ..... in the forest today.

- a) deer                      b) deers                      c) deeres

18. Every human has got 32 .....

- a) tooth                      b) teeth                      c) tooths

19. I watched three ..... of "Lie to me" today.

- a) series                      b) seris                      c) serieses

20. My grandparents have several ..... in the village.

- a) swines                      b) swinies                      c) swine

21. Have you already heard this .....?

- a) newes                      b) news                      c) new

22. How many natural ..... do you know?

- a) phenomena                      b) phenoms                      c) phenomenon

23. I can't remember all these .....

- a) formulaes                      b) formulae                      c) formulas

24. There are a few ..... in deserts.

- a) oasis                      b) oasises                      c) oases

**Exercise 9:** Look at each sentence. If it is correct, give it a tick (✓). If it is wrong, rewrite it correctly.

a. Marie Curie is famous for radioactivity's discovery. → *Marie Curie is famous for the discovery of radioactivity.*

b. Sunday's meeting was to vote for the European Constitution. → ✓

c. We have a class in Information's Technology tomorrow. →

.....

d. Next week's exam will be a disaster. →

.....

e. Have you seen the new scooter of Heinrich? →

.....

f. The cat climbed up to the tree's top. →

.....

g. He asked to see me at the end of the class. →

.....

h. I don't like this coat's colour. →

.....

i. Europe's trees are in danger of being damaged by acid rain. →

.....

**j.** Shakespeare and Goethe's work cannot really be compared. →

.....

**k.** I cried at the end of the film. →

.....

**l.** Do you like the new book of Simon Clarke? →

.....

**m.** The CD's cover is broken. →

.....

**n.** Marek's and Pawel's exam results were very good. →

.....

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## 2. Pronouns

**Objectives :** *By the end of the lesson, students will be able to :*

- *Identify pronoun types (personal, possessive, reflexive, demonstrative, indefinite, relative, interrogative) in sentences.*
- *Match pronouns to antecedents correctly, ensuring agreement in number, gender, and person.*
- *Replace nouns with appropriate pronouns in paragraphs without repetition or errors.*
- *Use pronouns in varied cases (subjective, objective, possessive)*

### 2. Pronouns

A **pronoun** is a word that is used **in place of a noun or noun phrase** to avoid repetition and to maintain cohesion in discourse. Pronouns function grammatically as substitutes for nouns and refer to people, things, or entities already known from the linguistic or situational context. “Pronouns are a closed set of items which **substitute for nouns or noun phrases**, and their reference is usually determined by the context” (Quirk *et al.*, 1985, p. 67). “Pronouns form a class of words that **replace nouns** and help avoid repetition in sentences” (Crystal, 1995, p. 210).

#### • Personal Pronouns

They refer to specific persons or things (that have been already mentioned) and change their form to indicate person, number, gender, and case. They can be **subjective personal pronouns** ( **I, you, she, he, it, we, you, they**) used to act as *subjects of a verb*. e.g: **I** do the washing; **he** does the cooking; and **they** watch TV.

→ We usually use « it » for an animal. We can use *he* and *she* when we think of the animal as having human qualities or a special personality ; for example, when it’s a pet or a character of a story.

e.g : Pooh is a friendly bear. **He** enjoys eating and playing with *his* friends.

Personal pronouns can work also as direct or indirect *objects* (**objective personal pronouns**) of a verb or after a preposition. They are **me, you, her, him, it, us, you, them**.

e.g. I saw **her** yesterday. (direct object)

You told **us** news. (indirect object)

She travelled only *with* **him**. (object of preposition)

### • Possessive Pronouns

They are forms of personal pronouns that show ownership or relation. They are: **mine, yours, hers, his, its, ours, theirs**. We use them in place of possessive noun phrases

e.g. I couldn't work in Mary's room. **Hers** is even smaller than *yours* or *mine*.

### • Reflexive Pronouns

They are used to refer back to the subject of the sentence and stand as objects (of a verb or a preposition). They indicate that someone or something acts upon itself. They are formed by combining personal pronouns with « self » or « selves »: **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

e.g. She stretched **herself** out in the sofa.

I wrote it *to* **myself**.

→ Reflexive pronouns are also used after nouns or pronouns to emphasize them. They are called **intensive pronouns**.

e.g. The teacher **himself** gave me his address.

We met the Queen **herself**.

### • Demonstrative Pronouns

*demonstrate* (verb): to show; to indicate; to point to

Demonstrative pronouns point to and identify a noun or a pronoun. They are : **this, these, that, those**.

→ near in distance or time (**this, these**) → far in distance or time (**that, those**)

e.g. **This** is my seat ; **that** is yours. (subjects)

→ We can use *this/these* to introduce people and *that/those* to identify people.

**This** is Ann Thomas and **these** are her two sons, Nick and Jason. (introducing them)

**That's** Mrs. Parker and **those** are her two grandchildren. (identifying them in the distance)

**Be careful:** Do not confuse demonstrative pronouns with demonstrative adjectives. They are identical, but a demonstrative pronoun stands alone, while a demonstrative adjective qualifies a noun.

**Example:** \*That smells bad. → demonstrative pronoun

\*That dog smells bad. → demonstrative adjective + noun

- **Interrogative Pronouns**

They are used to ask questions. They are : **who, whom, which, what, whose.**

→ *who, whom*, and occasionally *which* are used to refer to people.

→ *which* and *what* are used to refer to things and animals.

e.g. **Who** told you? **John** told me. (subject)

**Whom** did you tell? I told **Mary**. (object)

**What's** happened? **An accident's** happened. (subject)

**What** do you want? I want **coffee**. (object)

**Which** came first? **The Porsche 911** came first. (subject)

**Which** will the doctor see first? The doctor will see **the patient in blue** first. (object)

There is one car missing. **Whose** hasn't arrived? **John's (car)** hasn't arrived. (subject)

We've found everyone's keys. **Whose** did you find? I found **John's (keys)**. (object)

**Note:** We sometimes use the suffix "-ever" to make compounds from some of these pronouns (mainly **whoever, whatever, whichever**). When we add "-ever", we use it for emphasis, often to show confusion or surprise. Look at these examples:

**Whoever** would want to do such a nasty thing?

**Whatever** did he say to make her cry like that?

They are all fantastic! **Whichever** will you choose?

• **Relative Pronouns**

A relative pronoun introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that its relative clause modifies. They are **who, whom, that, whose, which, where, why, when, what, whoever, whomever, whichever**.

e.g. George, who is my best friend, is a teacher.

**relative clause**

→ We use « who », « whomever », « which », « that » to refer to the subject of a clause or sentence.

e.g. The candidate **who** wins the greatest popular vote is not always elected. (in this sentence, the relative pronoun "who" is the subject of the verb « wins » and introduces the adjective clause « who wins the greatest popular vote ». This clause acts as an adjective modifying « candidate »).

→ We use « whom », « which », « that » to refer to the object of a sentence.

e.g. : The girl whom you saw is my sister.

The cake which you gave me is very sweet.

→ We use « whose » for possession. e.g. My brother, **whose** phone you just heard, is a doctor.

→ Relative clauses can be restrictive (defining) or non-restrictive (non-defining)

e.g. Mrs. Pratt, **whom I like very much**, is our neighbour. (Non-restrictive)

The person **whom I phoned last night** is my teacher. (Restrictive)

The blue car, **which is a taxi**, exploded. (Non-restrictive)

The car **which I drive** is old. (Restrictive)

• **Indefinite Pronouns**

They refer to identifiable but not specified persons or things. They do not indicate exactly who or what they are. We use them to talk about people and things in a very general way, usually because we can't or we don't want to identify them more specifically. The most common indefinite pronouns are : *all, another, any, anybody, anyone, anything, anywhere, each, everybody, everyone, everything, everywhere, few, many, much, little, no one, none, nobody, nothing, nowhere, one, ones, several, some, someone, somebody, something, somewhere, either, neither, both, other, others, another.*

e.g : - **Many** were invited to the lunch but only twelve showed up.

S

- We donated **everything** we found in the attic to the women's shelter. (*affirmative sent*)

D.O

- There isn't **anything** to eat. (*negative sent*)

- Make sure you give **everyone** a copy of the program.

I.O

- Give a registration package to **each**.

**Object of preposition**

→ We use a singular verb with somebody, everybody,....(**Everybody** is happy) and we use he/she, him/her, .... to refer back to these pronouns

e.g. **Somebody** left *his* or *her* book.

**But** → In everyday informal English, a plural personal pronoun is often used to refer to an indefinite pronoun.

e.g. **Someone** has left *their* coat in my car.

**Everybody** is enjoying *themselves*.

→ Indefinite pronouns can work also as adjectives if they are followed by a noun.

e.g. **Each** knows what to do. (pronoun)

**Each** *man* knows what to do. (adjective)

- **Reciprocal Pronouns**

They are used for an action or feeling that is reciprocated. The two most common reciprocal pronouns are "**each other**" and "**one another**". (both have the same meaning)

e.g: - You can shout at **each other/one another** as much as you like outside.

→ We can use reciprocal pronouns after prepositions and as possessives.

e.g: The two girls never argued *with* **one another**.

They even wore **each other's/one another's** clothes sometimes.

→ You can use **one another** instead of **each other**

❖ How long have you and Ben known **each other**? *or* ... known **one another**?

❖ Sue and Alice don't like **each other**. *or* ... don't like **one another**.

→ We can use **each** as subject and **the other(s)** as object when the action of the verb goes both ways.

e.g. I asked the boys if they had broken the window and **each** blamed **the other**.

→ Compare: -selves and each other:

❖ Kate and Joe stood in front of the mirror and looked at **themselves**. (= *Kate and Joe* looked at *Kate and Joe*)

❖ Kate looked at Joe; Joe looked at Kate. They looked at **each other**.

## Each and every

A

**Each** and **every** are similar in meaning. Often it is possible to use **each** or **every**:

- Each** time (or **Every** time) I see you, you look different.
- There are computers in **each** classroom (or **every** classroom) in the school.

But **each** and **every** are not exactly the same. Study the difference:

We use **each** when we think of things separately, one by one.

- Study **each sentence** carefully.  
(= study the sentences one by one)

**each** = X + X + X + X

**Each** is more usual for a small number:

- There were four books on the table.  
**Each book** was a different colour.
- (in a card game) At the beginning of the game, **each player** has three cards.

We use **every** when we think of things as a group. The meaning is similar to **all**.

- Every sentence** must have a verb.  
(= all sentences in general)

**every** = 

**Every** is more usual for a large number:

- Kate loves reading. She has read **every book** in the library. (= all the books)
- I'd like to visit **every country** in the world. (= all the countries)

**Each** (but not **every**) can be used for two things:

- In football, **each team** has eleven players. (not every team)

We use **every** (not **each**) to say how often something happens:

- 'How often do you use your car?' **'Every day.'** (not Each day)
- There's a bus **every ten minutes.** (not each ten minutes)

Dr. Yasmina

## 2/ Exercises: Pronouns

**Exercise 1:** Insert the pronoun between brackets making any necessary changes.

- Our teacher praised (I).....yesterday.
- The letter was addressed to (he).....
- The car one belonged to Paul's mother, but now it's (he).....
- Their teacher is taking (they).....to the museum.
- He didn't bring his book, so I lent him (I) .....
- Let's contact (we) ..... once we've made some progress.
- She made (she) ..... a sandwich and a cup of coffee.
- We are going out. You can come with .....
- I cannot use my pen. Can I use ..... ?

**Exercise 2:** Circle the correct answer.

1. Did **somebody/anybody** notice that Luke wasn't at the meal ?
2. **No one/anyone** asked about him.
3. Nobody from our group **was/were** there.
4. There **was/were** somebody from Tom's drama group.
5. I haven't seen **nobody/anybody** today.
6. Everyone **is/are** at home with **his/ their** family.
7. I am very tired, so I don't want to go **somewhere/anywhere**.

**Exercise 3:** Put in myself / yourself / ourselves etc. or me / you / us etc.

- 1) Amy had a great holiday. She enjoyed .....
- 2) It's not my fault. You can't blame .....
- 3) What I did was really bad. I'm ashamed of .....
- 4) We've got a problem. I hope you can help .....
- 5) Can I take another biscuit?' 'Of course. Help ..... !

- 6) You must meet Sarah. I'll introduce ..... to her.
- 7) Don't worry about us. We can take care of .....
- 8) Don't worry about the children. I'll take care of.....
- 9) I gave them a key to our house so that they could let ..... in.

**Exercise 4 : Complete the sentences with ourselves / themselves or each other.**

- 1) How long have you and Ben known ..... ?
- 2) If people work too hard, they can make ..... ill.
- 3) I need you and you need me. We need .....
- 4) In Britain friends often give ..... presents at Christmas.
- 5) Some people are very selfish. They only think of .....
- 6) Tracy and I don't see ..... very often these days.
- 7) We couldn't get back into the house. We had locked ..... out.
- 8) They've had an argument. They're not speaking to ..... at the moment.
- 9) We'd never met before, so we introduced .....  
to .....

**Exercise 5 : Complete the sentences with some- or any- + -body / -thing / -where :**

- 1) I was too surprised to say anything .
- 2) There's ..... at the door. Can you go and see who it is?
- 3) Does ..... mind if I open the window?
- 4) I wasn't feeling hungry, so I didn't eat .....
- 5) You must be hungry. Why don't I get you ..... to eat?
- 6) Quick, let's go! There's ..... coming and I don't want ..... to  
see us.
- 7) Sarah was upset about..... and refused to talk  
to .....

- 8) This machine is very easy to use. .... can learn to use it very quickly.
- 9) There was hardly ..... on the beach. It was almost deserted.
- 10) 'Do you live ..... near Joe?' 'No, he lives in another part of town.'
- 11) 'Where shall we go on holiday?' ' Let's go..... warm and sunny.'
- 12) They stay at home all the time. They never seem to go .....
- 13) I'm going to a meeting now. If ..... needs me, tell them I'll be back at 11.30.
- 14) Why are you looking under the bed? Have you lost .....
- 15) This is a no-parking area. .... who parks here will have to pay a fine.
- 16) Jonathan stood up and left the room without saying .....
- 17) 'Can I ask you .....?' 'Sure. What do you want to ask?'
- 18) Sue is very secretive. She never tells .....  
(2 words)

**Exercise 6 :** Complete these sentences with *no-* or *any+* *-body/-thing/-where*.

- 1) I don't want anything to drink. I'm not thirsty.
- 2) The bus was completely empty. There was ..... on it.
- 3) 'Where did you go for your holidays?' ' ..... I stayed at home.'
- 4) I went to the shops, but I didn't buy .....
- 5) 'What did you buy?' ..... I couldn't find .....I wanted.'
- 6) The town is still the same as it was years ago. ....has changed.
- 7) Have you seen my watch? I can't find it.....
- 8) There was complete silence in the room. ....said .....

**Exercise 7 : Choose the right word.**

- 1) She didn't tell **nobody** / **anybody** about her plans. (anybody is correct)
- 2) The accident looked bad, but fortunately **nobody** / **anybody** was badly injured.
- 3) I looked out of the window, but I couldn't see **no-one** / **anyone**.
- 4) My job is very easy. **Nobody** / **Anybody** could do it.
- 5) 'What's in that box?' '**Nothing** / **Anything**. It's empty.'
- 6) The situation is uncertain. **Nothing** / **Anything** could happen.
- 7) I don't know **nothing** / **anything** about economics.
- 8) I'll try and answer **no** / **any** questions you ask me.
- 9) 'Who were you talking to just now?' '**No-one** / **Anyone**. I wasn't talking to **no-one** / **anyone**.

**Exercise 8 : Complete the sentences with both / neither / either.**

- 1) Do you want tea or coffee?' ..... I really don't mind.'
- 2) 'What day is it today - the 18th or the 19th?' ..... it's the 20th.'
- 3) a: Where did you go on your trip- Korea or Japan?  
b: We went to ..... A week in Korea and a week in Japan.
- 4) Shall we sit in the corner or by the window?' ..... I don't mind.'
- 5) Where's Lisa? Is she at work or at home?' ..... She's away on holiday.'

**Exercise 9 : Complete the sentences with both / neither / either + of us / of them.**

- 1) I asked two people the way to the station, but .....could help me.
- 2) I was invited to two parties last week, but I couldn't go to .....
- 3) There were two windows in the room. it was very warm, so I opened .....
- 4) Sarah and I play tennis together regularly, but we're not very good. ....can play very well.
- 5) I tried two bookshops for the book I wanted, but .....had it.

**Exercise 10 : Put in each or every :**

- 1) There were four books on the table. .... book was a different colour.
- 2) The Olympic Games are held ..... four years.
- 3) ..... parent worries about their children.
- 4) In a game of tennis there are two or four players. .... player has a racket.
- 5) Nicola plays volleyball ..... Thursday evening.
- 6) I understood most of what they said but not..... word.
- 7) The book is divided into five parts and ..... of these has three sections.
- 8) I get paid ..... four weeks.
- 9) I called the office two or three times! but ..... time it was closed.
- 10) Car seat belts save lives. .... driver should wear one.
- 11) A friend of mine has three children. I always give ..... of them a present at Christmas.
- 12) (*from an exam*) Answer all five questions. Write your answer to ..... question on a separate sheet of paper.

**Exercise 11 : Put in the missing pronouns (including *who*).****TOO MUCH TO BEAR!**

If you're on holiday in the Western Islands of Scotland and 1. \_\_\_\_\_ see a bear, avoid 2. \_\_\_\_\_! It might turn out to be Hercules, the famous star 3. \_\_\_\_\_ has appeared in TV ads, films, and cabaret. Hercules disappeared when his owner, Andy Robbins, took 4. \_\_\_\_\_ for a swim. Police and troops have joined in the search, but 5. \_\_\_\_\_ haven't had any success. After all, Hercules is unlikely to appear suddenly, shouting, "It's 6. \_\_\_\_\_! Here 7. \_\_\_\_\_ am!" The search party are carrying yogurt and bananas to offer the bear because that's what 8. \_\_\_\_\_ likes best. 9. \_\_\_\_\_ isn't dangerous, but 10. \_\_\_\_\_'s very hungry," a searcher said. So if you see a ten-foot bear in the

Western Islands, make sure 11. \_\_\_\_\_ are carrying some bananas. 12. \_\_\_\_\_ may be just what a hungry bear is waiting for and if 13. \_\_\_\_\_ don't find 14. \_\_\_\_\_, you can always eat 15. \_\_\_\_\_ yourself !

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### 3. Adjectives

**Objectives :** By the end of the lesson, students will be able to :

- Identify adjectives in sentences and explain their role as descriptive words.
- Classify common types of adjectives (e.g., descriptive, demonstrative, possessive, quantitative).
- Use adjectives correctly to modify nouns or pronouns in their own writing.
- Distinguish adjectives from other parts of speech like nouns and verbs.

### 3. Adjectives

“Adjectives are words that **ascribe properties to nouns**, typically indicating qualities, states, or attributes” (Quirk *et al.*, 1985, p. 402).

**Example :** - A **tall** boy stepped from the **curious** crowd. (describing)

- **That** boy is my brother. (pointing out)

- **Twelve** children and **several** parents attended. (telling how many)

Adjectives normally come directly before the words they modify ( a **big** town , a **red** car, ...), or after a linking verb ( he is **sad**, they are **excited**) but sometimes a writer places descriptive adjectives after the word they modify. **e.g** : The stallion, **long** and **lean**, galloped past us.

#### 3.1. Kinds of Adjectives:

1- **Qualitative/ descriptive adjs** : fat, heavy, square, yellow, golden, clever, ....

- The **big, new, white** house has been sold.

2- **Demonstrative adjs** : this, that, these, those. (they must be followed by a noun)

- **These women** gossip a lot.

3- **Distributive adjs** : each, every, either, neither (they are normally used with singular nouns)+  
both (used with plural nouns)

- **Each/ every man** carried a torch.

- **Each of the participants** received compensation.





a <b>costly</b> diamond ring	a <b>lovely</b> girl
an <b>elderly</b> woman	a <b>friendly</b> dog
<b>lively</b> kittens	a <b>lonely</b> boy
a <b>weekly</b> magazine	

- Some adjectives with the endings

→ **-able**: → a **comfortable** chair      a **loveable** koala

→ **-al**: → a **musical** instrument      a **national** costume

→ **-en**: → a **wooden** table      a **woolen** sweater

→ **-ible**: → a **horrible** smell      a **terrible** mess

→ **-ish**: → a **foolish** act      a **childish** behaviour

→ **-ous**: → a **dangerous** place      a **disastrous** storm

**Practice** : Add the correct endings to turn these words into adjectives.

wind	fool	gold	charm	friend
peace	storm	mud	nation	forget
dust	spot	play		

### Comparison of adjectives :

#### ➤ Equal Comparisons

To show an equal comparison, use the form: **as + [adjective] + as**.

e.g. Julia is **as tall as** the bookshelf.

The water is **as cold as** ice.

- When you **compare two** people or things, use the **comparative form** of the adjective.

→ **Short adjectives** (1 syllable or 2 syllables ending in « y »/ « er ») form their comparative by adding

**-er + than**

**Example**: Jack is **taller than** John.

A sports car is **faster than** a motorbike

cheap, <u>cheaper</u>	clear, <u>clearer</u>	loud, <u>louder</u>	new, <u>newer</u>	old, <u>older</u>
rich, <u>richer</u>	short, <u>shorter</u>	slow, <u>slower</u>	clever, <u>cleverer</u>	late, <u>later</u>
happy, <u>happier</u>	easy, <u>easier</u>	pretty, <u>prettier</u>	silly, <u>sillier</u>	

→ **Long adjectives** ( 2 syllables not ending in « y » or 3/more syllables) form their comparative by adding **more + than**

e.g. Kevin is **more active than** his brother. My chair is **more comfortable than** yours.

charming, more charming    delicious, more delicious    dangerous, more dangerous

+ interested – frightening- expensive – obscure – thoughtful – cheerful - modern

- Use **the superlative form** of an adjective to compare **three or more** nouns.

A superlative adjective expresses the extreme or highest degree of a quality.

→ **Short adjs** form their superlative : **the + adj+ -est.**    e.g. Peter is **the tallest** boy in his class.

Short adjectives	comparative	superlative
long	Longer	longest
dark	darker	darkest
thick	thicker	thickest
clean	cleaner	cleanest
easy	easier	easiest
narrow	narrower	narrowest
heavy	heavier	heaviest
noisy	noisier	noisiest
happy	happier	happiest
simple	simpler	simplest

- adjectives having only one syllable and end with a consonant, and have a single vowel before the consonant. We double the last letter before adding **-er** to form the comparative, and **-est** to form the superlative :

big → **bigger** → **biggest**dim → **dimmer** → **dimmest**mad → **madder** → **maddest**sad → **sadder** → **saddest** + hot - fat – wet

→ **Long adjs** form their superlative : **the most** + adj. e.g. This is **the most pleasant** place I have ever seen.

**the most beautiful - the most attractive - the most comfortable- the most charming**

**the most powerful – the most valuable- the most intelligent - the most interesting**

→ The comparative and superlative forms of some adjectives are completely **different words** (irregular comparisons) .

Adjectives	Comparative	Superlative
Little	less	least
good	better	best
bad	worse	worst
few	less	least
many/much	more	most
far	farther/further	farthest/furthest

### 3.4. Order of adjectives

- In English, it is common to use more than one adjective to describe a noun. These adjectives must be used in the proper order

e.g. Here is a **beautiful, red,** cloth flag.

Why does beautiful come before red? Why does red come before cloth?

- Understanding the proper order of adjectives takes practice. Use the following table to practice using the proper order of adjectives in the following sentences.

number	opinion	size	age	shape	colour	origin	material	Purpose (gerund to form compound nouns)	noun
		small		round		German			
					red			sleeping	
	generous		old						man
Four							metal		

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## 3/ Exercises: Adjectives

**Exercise 1:** Choose the correct order of adjectives in the following sentences.

1. The woman is wearing a \_\_\_\_\_ dress.

- a. yellow long    b. long yellow

3. The company makes \_\_\_\_\_ products.

- a. excellent farming    b. farming excellent

5. I love eating \_\_\_\_\_ strawberries.

- a. red big    b. big red

7. I am drinking from a \_\_\_\_\_ cup.

- a. small English tea  
b. tea small English  
c. English small tea

2. He is a \_\_\_\_\_ man.

- a. tall thin    b. thin tall

4. James recently departed on a \_\_\_\_\_ trip.

- a. camping long    b. long camping

6. The \_\_\_\_\_ woman did well on the test.

- a. intelligent young    b. young intelligent

8. My \_\_\_\_\_ teacher talks for hours!

- a. philosophy old boring  
b. old philosophy boring  
c. boring philosophy old  
d. boring old philosophy

**Exercise 2:** Put the words in brackets in the correct order.

1. We wanted ..... (grey / a / metal) table.

2. They bought ..... (red / a / new) car.

3. She went home and sat on ..... (comfortable / her / wooden / old) bed.

4. He bought ..... (woollen / a / British / fabulous) suit.

5. They have ..... (Dutch / black) bicycles.

6. He wants ..... (some / French / delicious / really) cheese.

7. .... (young / a / pretty) girl walked into the room.

8. He has ..... (a lot of / old / interesting) books.

9. She bought ..... (plastic / red / a / new) lunchbox.

10. He is looking for ..... (leather / stylish / a / black) bag.

11. She dropped ..... (old / beautiful / the) plate and it smashed.
12. I want ..... (silk / green / an / amazing) dress.
13. She drank ..... (Italian / black / hot) coffee.
14. He saw ..... (French / writing / old / an) desk.
15. They stayed in ..... (little / a / cute) cottage.
16. I visited ..... (ancient / a / spooky / German) castle.
17. He has ..... (silver / old / beautiful / a) ring.
18. We ate ..... (green / English / round / some) apples.
19. I need ..... (computer / comfortable / a) desk.
20. They went on holiday to ..... (small / wooden / a / beautiful) cabin.

**Exercise 3:** *Underline the adjectives in the following sentences.*

1. Today is cloudy, hot, and humid.
2. The man wearing a blue suit is young.
3. The runner is very fast.
4. He is a good basketball player.
5. Alamance Community College is a great place to learn.
6. The blue bus is late.
6. The rusty truck has an oversized trailer.
7. Jane is so smart!
8. The job was difficult, but manageable.
9. The house has new plumbing and running water.
10. The silly man laughed uncontrollably.
11. The boy said he was sorry.
12. The intoxicated gentleman wasn't sure if the clock was fast or slow.

**Exercise 4:** Add the correct endings to turn these words into adjectives.

wind      fool      gold      charm      friend  
peace      storm      mud      nation      forget  
dust      spot      play

**Exercise 5:** Fill in the spaces with the appropriate comparative adjective.

1. The light shines as \_\_\_\_\_ as the sun.
2. The runner moves as \_\_\_\_\_ as the wind.
3. The apple is as \_\_\_\_\_ as a fire truck.
4. The giraffe is as \_\_\_\_\_ as the tree.
5. That clock is as \_\_\_\_\_ as my grandfather.
6. His voice was as \_\_\_\_\_ as thunder.
7. The truck was as \_\_\_\_\_ as a house.
8. Your book bag is as \_\_\_\_\_ as a rock.

**Exercise 6:** Fill in the gaps with the appropriate comparative adjective.

1. Her motorcycle is \_\_\_\_\_ than my car (dangerous).
2. Rice is \_\_\_\_\_ than salad (sticky).
3. The grey jacket is \_\_\_\_\_ than the pink one (colorful).
4. Yuki was at school \_\_\_\_\_ than I was (early).
5. I am \_\_\_\_\_ now than I was this morning (tired).
6. This exercise is \_\_\_\_\_ than the last one (trick).

## 4. Quantifiers

**Objectives :** *By the end of the lesson, students will be able to :*

- *Identify quantifiers in sentences (e.g., some, any, much, many, few, a lot of).*
- *Distinguish countable from uncountable nouns and choose appropriate quantifiers for each.*
- *Use quantifiers correctly in affirmative, negative, and question sentences.*
- *Apply quantifiers in their own writing to express quantity accurately.*

**Quantifiers** are words like *few, little, plenty of, ....* etc. They show how many things or how much of something we are talking about. Some quantifiers combine with countable nouns; some with uncountable and some with both kinds. “Quantifiers are **determiners that indicate the quantity** of the noun they modify, either in a definite or indefinite way” (Quirk, Greenbaum, Leech & Svartvik, 1985, p. 253).

### 4.1. Definite Quantifiers ("all," "every," "each," "both," "neither," "either")

**Definite Quantifiers:** A category of quantifiers in grammar that denote a specific, identifiable quantity or group of entities, often used to indicate totality or exclusivity within a defined context. Examples include "all," "every," "each," "both," "neither," and "either".

#### **Examples:**

1. **All** the students in the class passed the exam.
2. **Every** book on the shelf is new.
3. **Each** participant received a certificate.
4. **Both** of my parents are teachers.
5. **Neither** option seems appealing to me.
6. You can choose **either** the chocolate cake or the vanilla ice cream.

#### 4.2. Indefinite Quantifiers ("some," "any," "several," "a few," "many," "few," "a lot of," "lots of," "most," "a little," "much," "none")

**Indefinite quantifiers** are words or phrases in English grammar that are used to express an indefinite or non-specific quantity or amount. They don't provide an exact number but rather give a general idea of the quantity.

#### Examples:

1. **Some** people don't eat meat (=some people in general/ we don't know the exact number)
2. **Some of the** people I know don't eat meat (=the ones I know)
3. Are there **any** presents for children? → Here are **some** presents for children.
4. Is there **a** present for the children? → Here's **a** presents for the children.

→ The plural of "a/an" is normally "any" or "some" when we are referring to **quantity**.

5. **Several** people attended the meeting.
6. I bought **a few** apples at the store.
7. **Many** students participated in the competition.
8. **Few** people understand the topic.
9. There are **a lot of** options to choose from.
10. She has **lots of** books in her collection.
11. **Most** of the cake was eaten at the party.
12. I need **a little** help with my homework.
13. There isn't **much** time left before the deadline.
14. **None** of the cookies were left after the party.

#### Note:

- "Little": Implies a small, often insufficient amount (negative connotation).
- "A little": Implies a small but sufficient or acceptable amount (positive connotation).

### 4.3. Numerical Quantifiers ("one," "two," "three," "seventeen," "twenty," "hundreds," "thousands")

**Numerical Quantifiers** are specific expressions that denote exact quantities or amounts of a noun. They provide precise information about the number of items or entities being referred to, ranging from singular to plural forms. Numerical quantifiers can be whole numbers, fractions, or even larger units, and they are used to convey clear and unambiguous information in both written and spoken language.

#### Examples:

1. I have **one** apple.
2. She bought **two** books.
3. There are **three** cars in the parking lot.
4. He has **seventeen** stamps in his collection.
5. The class has **twenty** students.
6. There were **hundreds** of people at the concert.
7. **Thousands** of birds migrate south for the winter.

#### 4.3.1. Articles

##### 4.3.1.1. The Indefinite Articles (a / an)

<p>The form <b>a</b> is used before a word beginning with a consonant, or a vowel sounded like consonant.</p> <p><i>A man – a table – a book – a house</i></p> <p><i>A university – a useful thing – a year – a European</i></p>	<p>The form <b>an</b> is used before words beginning with a vowel (<b>a, e, i, o, u</b>) or a mute <b>h</b></p> <p><i>An egg – an actor – an email – an orange</i></p> <p><i>An hour – an honourable man</i></p>
--	--

- They are the **same** for **all genders** : **a** man – **a** woman      **an** actor – **an** actress

**How do we use indefinite articles?**

1. Before a singular countable noun when it is mentioned for the first time and represents no particular person or thing : **A** dog is **an** animal / I see **a** man / I need **a** holiday /

**A** cat can catch **a** mouse / **A** house has **a** roof /

2. Before a singular countable noun which is used as an example of a class of things :

**A** cow has horns (i.e. all cows have horns)

**An** elephant never forgets

**A** car must be insured (i.e. all cars must be insured)

3. With a noun complement (predicate nominative) . This includes names of professions.

He is **a** doctor / She is **a** teacher / He became **a** great man

4. In certain numerical expressions : **a** couple, **a** dozen, half **a** dozen, **a** score, **a** hundred, **a** thousand, **a** million, **a** great deal of, **a** lot of, ...

5. In expressions of price, speed, ratio, etc : six pence **a** pound      £5 **a** kilo    \$1 **a** metre  
four times **a** day      6 miles **an** hour

6. With **few** and **little** ( used with plural or uncountable nouns):

**A few** = a small number, or what the speaker considers a small number. *A few people came.*

**A little** = a small amount, or what the speaker considers a small amount. *It rained **a little** during the night.*

➤ So that '**a little time**' can mean days or years depending on the speaker ; and '**a few friends**' can mean two or three, or twenty or thirty.

➤ **Few** and **little** can also be used without article, but then have an almost negative meaning, and can usually be replaced by **hardly any** :

*We had **little** time for amusement* implies that we were always busy.

***Few** people know this* = it is almost unknown

7. In exclamations before singular countable nouns : What **a** hot day ! Such **a** pity !

8. "A" can be placed before Mr. / Mrs. / Miss ( to mean a certain ...):

*A Mr. Smith called while you were out.* = means a man called Smith and implies he is a stranger to the speaker.

*Mr. Smith* (without **a**) = implies that the speaker knows Mr. Smith or knows of his existence.

9. Before abbreviations : **an** MP    **an** FBI agent    **a** NATO general    **a** FIFA official

### Omission of indefinite articles

1. Before plural nouns : **a** dog → dogs    **an** egg → eggs

2. Before uncountable nouns : advice, information, news, furniture, ... They are often preceded by **some, any, a little, a lot of, a piece of, ...**

*I'll give you **a piece of** advice*    **NOT** → an advice

- **Knowledge** is also considered uncountable, but when used in a particular sense it takes the article : *A knowledge of languages is always useful.*

- Materials (glass, iron, paper, cloth, tea, ...) are uncountable. But many of these nouns can also denote one particular thing, and then take an article :

*Windows are made of glass*    **but**    *Have **a** glass of milk*

*Iron is a metal*    **but**    *I use **an** electric iron*

3. Before abstract nouns (**beauty, happiness, fear, death, ...**) except when they are used in a particular sense : *He was pale with fear*    *Some children suffer from **a** fear of the dark.*

4. Before names of meals, except when preceded by an adjective :

*We have breakfast at eight.*    *Grandma gave us **a** good breakfast.*

→ The article is used when it is a special meal given to celebrate something or in someone's honour :

*I was invited to dinner (at their house, in the ordinary way)*

**But:**    *I was invited to **a** dinner given to welcome the new ambassador.*

**4.3.1.2. The definite article (the)**

The definite article **the** is the same for singular and plural and all genders :

**The** boy      **the** boys                      **the** girl      **the** girls

**How do we use the definite article?**

1. Before nouns of which there is only one, or which are considered as one :

**The** earth      **the** sky      **the** weather      **the** North Pole

2. Before a noun which has become definite as a result of being mentioned in the second time:

*His car struck **a** tree ; you can still see the mark in **the** tree.*

3. Before a noun made definite by the addition of a phrase or a clause:

***The** boy that I met      **The** place where I met him*

***The** girl in blue      **The** man on the horse*

4. Before a noun which, by reason of locality, can represent a particular thing :

**Ann is in the garden** (= the garden of the house)

*He went to **the** doctor* (= his own doctor)

*Please pass **the** milk* (= the milk on the table)

5. Before **superlatives** and **first/ second/...**, and **only**, used as adjectives or pronouns :

*Mont Blanc is **the** highest mountain in Europe.*

*It is **the** first time I meet her.      He is **the** only friend I have.*

6. Before a singular noun used to represent a class of objects :

***The** dolphin is intelligent* (= all dolphins are intelligent)

7. Before an adjective used to represent a class of persons :

*There is no place for any but **the** dead.*

***The** old and **the** young should live together.*

8. Before names of seas, rivers, chains of mountains, groups of islands and plural names of

countries : **The** Atlantic Ocean      **The** Thames                      **The** Alps                      **The** U.S.A

(The Union of Soviet Socialist Republics)

9. Before musical instruments : *She learned to play **the** flute/**the** piano/**the** guitar*

### Omission of the definite article

1. Before countries, towns, proper nouns :

*Mr. Jones returned to **Wales** and bought a house in **Swansea**.*

➤ **Exceptions** : The U.S.A    the Congo    The Sudan    The Netherlands    the Mall

The High Street    /    The Smiths (= Mr. and Mrs. Smith and the family)

2. Before the abstract nouns except when they are used in a particular sense :

*Death has no cure.        **The** death of the prime minister left his party without a leader.*

3. Before names of meals :    *I have eggs for breakfast.*

**But:** ***The** wedding breakfast was held in her father's house.*

4. Before names of games, sports, activities, feasts, diseases :

*He likes playing tennis.    She suffers from polio.    They are celebrating Christmas.*

5. Before uncountable nouns : *Honey/milk is good for one's health.*

6. Before parts of the body and articles of clothing, as these normally prefer possessive adjectives :

*Raise your right hand.    He took off his coat.*

➤ **But:** notice sentences of the type :

*She seized the child's collar    →    **could be expressed**    →    She seized the child by **the** collar.*

*The brick hit John's face        →        The brick hit John in **the** face*

➤ Similarly in the passive : *He was hit on **the** head.    He was cut in **the** hand.*

7. Before **home** when it is used alone : *He went home.*

**But:**    when followed by a descriptive word or phrase, the article is put :

*For some years, this was **the** home of the queen.*

- **Mosque, chapel, church, market, college, school, hospital, court, prison, work, sea, bed** these

nouns are used without « **the** » when they are visited or used for their primary purpose :

We go to **mosque** to pray **But** I went to **the mosque** to clean it.

Sailors go to **sea** every day. **But** They are at **the sea**. (= at the seaside)

- In contrast to the above list, the following very common nouns always take « **the** » :

**Cathedral, office, cinema, theatre** : *He is at **the office**. She is going to **the cinema**.*

8. Before names of lakes, mountains, countries, cities, airports :

Mount Everest    Scotland    London    Kennedy Airport

#### 4.4. Fractional Quantifiers ("half," "a quarter," "one-third," "two-thirds")

##### Examples:

1. I ate **half** of the pizza. (50%)
2. She finished **a quarter** of her homework. (25%)
3. He read **one-third** of the book before going to bed. ( $1/3 = 33.3\%$ )
4. They completed **two-thirds** of the project on time. ( $2/3 = 66.7\%$ )

#### 4.5. Quantifiers of Frequency ("always," "usually," "often," "sometimes," "rarely," "never")

##### Examples:

1. She **always** drinks coffee in the morning.
2. He **usually** goes for a run after work.
3. They **often** visit their grandparents on weekends. (frequently, but not every weekend.)
4. I **sometimes** watch movies on Friday nights.
5. She **rarely** eats dessert.
6. He **never** smokes.

**4.6. Collective Quantifiers ("a bunch of," "a group of," "a herd of," "a pack of.")**

**Examples:**

1. I bought **a bunch of** bananas / grapes.

I saw **a bunch of** flowers in the garden

2. **A group of** students gathered in the library.

3. We saw **a herd of** elephants at the safari. (**herd**= a group of animals of the same type/ flock)

4. The **pack of** wolves howled at the moon. (**pack**= a group of animals that hunt together)

**4.7. Quantifiers of Degree or Intensity ("very," "quite," "too," "enough," "absolutely," "extremely")**

**Examples:**

1. She is **very** talented at playing the piano.

2. The movie was **quite** interesting.

3. The soup is **too** hot to eat.

4. He is strong **enough** to lift the heavy box.

5. She is **absolutely** certain about her decision.

6. The weather is **extremely** cold today.

## 4/ Exercises: Quantifiers

**Exercise 1:**

- 1) **Choose the correct quantifier for this negative statement: "I don't have \_ time to waste."**
  - a. much
  - b. many
  - c. few
  - d. Several
- 2) **Select the correct quantifier: "\_ students passed the exam with distinction."**
  - a. Much
  - b. A few
  - c. Little
  - d. Each
- 3) **Complete the sentence: "There isn't \_ evidence to support this theory."**
  - a. many
  - b. much
  - c. few
  - d. Several
- 4) **Select the appropriate quantifier: "\_ of the water was contaminated."**
  - a. Most
  - b. Many
  - c. Few
  - d. Several
- 5) **Choose the correct quantifier: "\_ people understand quantum physics."**
  - a. Much
  - b. Little
  - c. Few
  - d. Plenty
- 6) **Select the appropriate quantifier: "\_ student must complete the assignment."**
  - a. Every
  - b. Few
  - c. Much
  - d. Several
- 7) **Choose the correct quantifier: "There are \_ exceptions to this rule."**
  - a. much
  - b. several
  - c. little
  - d. Enough
- 8) **Select the appropriate quantifier: "\_ information is available online."**
  - a. Many
  - b. A lot of
  - c. Few
  - d. Several
- 9) **Choose the correct quantifier: "\_ sugar do you take in your coffee?"**
  - a. How much
  - b. How many
  - c. What amount
  - d. Several
- 10) **Select the appropriate quantifier: "\_ of these answers are correct."**
  - a. Much
  - b. Little
  - c. None
  - d. Several

**Exercise 2: Put in “a” / “an” or “the”:**

1- This morning I bought .... newspaper and .... magazine. .... newspaper is in my bag, but I can't remember where I put ..... magazine.

2 - I saw ..... accident this morning. .... car crashed into ..... tree. .... driver of ..... car wasn't hurt, but ..... car was badly damaged.

3 - There are two cars parked outside: .... blue one and ..... grey one. .... blue one belongs to my neighbours; I don't know who ..... owner of ..... grey one is.

4- My friends live in ..... old house in ..... small village. There is ..... beautiful garden behind ..... house. I would like to have ..... garden like that.

**Exercise 3: Put in “a” / “an” or “the”:**

1 **a** This house is very nice. Has it got ..... garden?

**b** It's a beautiful day. Let's sit in ..... garden.

**c** I like living in this house, but it's a shame that ..... garden is so small.

2 **a** Can you recommend ..... good restaurant?

**b** We had dinner in ..... very nice restaurant.

**c** We had dinner in ..... best restaurant in town.

3 **a** She has ..... French name, but in fact she's English, not French.

**b** What's ..... name of that man we met yesterday?

**c** We stayed at a very nice hotel- I can't remember ..... name now.

4 **a** There isn't ..... airport near where I live. .... nearest airport is 70 miles away.

b Our flight was delayed. We had to wait at ..... airport for three hours.

c Excuse me, please. Can you tell me how to get to ..... airport?

5 **a** 'Are you going away next week?' 'No, ..... week after next.'

**b** I'm going away for ..... week in September.

c Gary has a part-time job. He works three mornings ..... week.

**Exercise 4:** Put in “a” /”an” or “the” where necessary:

- 1) Would you like apple? → Would you like an apple?
- 2) How often do you go to dentist? → .....
- 3) Could you dose door, please? → .....
- 4) I'm sorry. I didn't mean to do that. It was mistake. → .....
- 5) Excuse me, where is bus station, please? → .....
- 6) I have problem. Can you help me? → .....
- 7) I'm just going to post office. I won't be long. → .....
- 8) There were no chairs, so we sat on floor. → .....
- 9) Have you finished with book I lent you? → .....
- 10) My sister has just got job in bank in Zurich. → .....
- 11) We live in small apartment in city centre. → .....
- 12) There's supermarket at end of street I live in. → .....

**Exercise 5:** Put in “the” where necessary. If you don't need the, leave the space empty.

- 1) I haven't been to ..... cinema for ages.
- 2) Sarah spends most of her free time watching ..... TV.
- 3) Do you ever listen to ..... radio?
- 4) ..... television was on, but nobody was watching it.
- 5) Have you had ..... dinner yet?
- 6) Lisa and I arrived at ..... same time.
- 7) What's ..... capital city of Canada?
- 8) What do you want for ..... breakfast?
- 9) I lay down on ..... ground and looked up at ..... sky.

**Exercise 6:** Put in “the” or “a” where necessary.

- 1) Sun is star. → The Sun is a star.
- 2) I'm fed up with doing same thing every day. → .....
- 3) Room 25 is on second floor. → .....
- 4) Moon goes round earth every 27 days. → .....
- 5) It was very hot day. It was hottest day of year. → .....
- 6) We had lunch in nice restaurant by sea. → .....
- 7) What's on at cinema this week? → .....
- 8) I like to eat good breakfast before I go to work. → .....
- 9) We missed our train because we were waiting on wrong platform.  
→ .....
- 10) Next train to London leaves from Platform 3. → .....
- 11) You'll find information you need at top of page 15. → .....

**Exercise 7:** Choose the correct form, with or without “the”:

- 1) I'm afraid of dogs / ~~the dogs~~. → (dogs is correct)
- 2) Apples / The apples are good for you.
- 3) Look at apples / the apples on that tree! They're very big.
- 4) Women / The women live longer than men / the men.
- 5) I don't drink tea / the tea. I don't like it.
- 6) We had a very good meal. Vegetables / The vegetables were especially good.
- 7) Life / The life is strange sometimes. Some very strange things happen.
- 8) I enjoy holidays / the holidays by the sea.
- 9) How much money does the government spend on education / the education?
- 10) Who are people / the people in this picture?

- 11) What makes people / the people violent? What causes aggression / the aggression?
- 12) All books / All the books on the top shelf belong to me.
- 13) Don't stay in that hotel. It's very noisy and rooms / the rooms are very small.
- 14) A pacifist is somebody who is against war / the war.
- 15) First World War / The First World War lasted from 1914 until 1918.
- 16) I don't like films / the films that don't have happy endings.
- 17) Someone gave me a book about history / the history of modern art / the modern art.
- 18) Rob and Louise got married, but marriage / the marriage didn't last very long.
- 19) Most people / The most people believe that marriage / the marriage and family life / the family life are the basis of society / the society.

**Exercise 8: Correct the following sentences by adding a/an where necessary.**

1. Jim goes everywhere by bike. He hasn't got car. \_\_\_\_\_
2. Ann was listening to music when I arrived. \_\_\_\_\_
3. We went to very nice restaurant last weekend. \_\_\_\_\_
4. I clean my teeth with toothpaste. \_\_\_\_\_
5. I had delicious lunch with my friend yesterday. \_\_\_\_\_
6. This ornament is made of paper. \_\_\_\_\_
7. Jane married Mr. Williams. \_\_\_\_\_
8. What pretty girls they are ! \_\_\_\_\_
9. Would you like apple ? \_\_\_\_\_
10. Amine has good knowledge of computing. \_\_\_\_\_
11. I have problem . Can you help me ? \_\_\_\_\_

**Exercise 9: Put 'the' where necessary or leave the space blank if it is not needed.**

1. I haven't been to .....theatre for ages.
2. I lay down on ..... ground and looked up at .....sky.
3. Sheila spends most of her free time watching .....television.
4. ....television was on but nobody was watching it.
5. Have you had ..... dinner yet ?
6. Mary and I arrived at ..... same time.
7. Who is ..... oldest of your brothers ?
8. I don't usually have ..... lunch but I always eat .....good breakfast.
9. We missed our train because we were waiting on .....wrong platform. We were on .....Platform 3 instead of ..... Platform 8.
10. .... film "Brave Heart" recounts .....fight for .....independence in .....Scotland.

**Exercise 10: Choose the right option:**

1. **\_ students in my class speak three**

**languages.**

- a. Much
- b. Most of the
- c. Little
- d. A little

2. **We don't have \_ time left before the exam**

**begins.**

- a. many
- b. few
- c. much
- d. several

3. **There isn't \_ traffic today, which is**

**unusual for this time.**

- a. many
- b. little

c. much

d. few

4. **\_ people attended the conference than we**

**expected.**

- a. Less
- b. Fewer
- c. Little
- d. Much

5. **She has \_ experience in teaching English.**

- a. many
- b. a lot of
- c. few
- d. several

6. **\_ of the books on the shelf belong to the**

**library.**

- a. Much
- b. Most

- c. Little
- d. Few

**7. There are \_ restaurants in this neighborhood that serve vegetarian food.**

- a. much
- b. several
- c. little
- d. a little

**8. The company needs \_ employees who can speak Mandarin.**

- a. more
- b. much
- c. little
- d. a few

**9. \_ water has been wasted due to the leaking pipe.**

- a. Many
- b. A lot of
- c. Few
- d. Several

**10. We need \_ information before making a decision.**

- a. few
- b. many
- c. more
- d. several

**15. \_ research has been conducted in this field.**

- a. Many
- b. A lot of

**11. \_ of the participants showed up for the morning session.**

- a. Few
- b. Much
- c. Little
- d. A lot

**12. There is \_ evidence to support this theory.**

- a. many
- b. several
- c. little
- d. few

**13. \_ students prefer online classes to traditional ones.**

- a. Much
- b. Some
- c. Little
- d. A little

**14. The library has \_ copies of this book available.**

- a. little
- b. much
- c. several
- d. a little

- c. Few
- d. Several

**16. We have \_ time to complete this project.**

- a. enough
- b. many
- c. few
- d. several

**17. \_ of the participants responded to the survey.**

- a. Much
- b. Few
- c. Most
- d. Little

**18. There are \_ opportunities for advancement in this company.**

- a. much
- b. numerous
- c. little
- d. a little

**19. \_ effort was required to complete the task.**

- a. Many
- b. Minimal
- c. Several
- d. Few

**20. \_ of the original manuscript remains intact.**

- a. Several
- b. Little
- c. Many
- d. Much

**Exercise 11:** Complete the paragraph with suitable quantifiers.

Last weekend, I went grocery shopping because there was \_\_\_\_\_ (1) food left in the house. I bought \_\_\_\_\_ (2) apples and \_\_\_\_\_ (3) bananas, but only \_\_\_\_\_ (4) oranges because they were expensive. I also got \_\_\_\_\_ (5) bread and \_\_\_\_\_ (6) cheese for sandwiches. At the market, there were \_\_\_\_\_ (7) stalls selling fresh vegetables. I bought \_\_\_\_\_ (8) carrots, \_\_\_\_\_ (9) potatoes, and \_\_\_\_\_ (10) spinach.

I needed \_\_\_\_\_ (11) oil for cooking, so I bought a large bottle. I also picked up \_\_\_\_\_ (12) salt and \_\_\_\_\_ (13) pepper, as I did not have \_\_\_\_\_ (14) spices at home. My friend asked me to buy \_\_\_\_\_ (15) cans of soda for the picnic, but I did not see \_\_\_\_\_ (16) in the store.

When I got home, I realized I still needed to buy \_\_\_\_\_ (17) milk and \_\_\_\_\_ (18) sugar. Luckily, there was still \_\_\_\_\_ (19) soup in the cupboard, so I made a quick dinner. I was relieved that I had at least \_\_\_\_\_ (20) chocolate to enjoy afterwards!

**Exercise 12:** Fill in the blanks with the correct quantifier.

1. There is \_\_\_\_\_ salt in the shaker.
2. We need \_\_\_\_\_ oil to fry the chicken.
3. How \_\_\_\_\_ soda do you drink every day?
4. She added \_\_\_\_\_ soup to the bowl for the kids.
5. There are not \_\_\_\_\_ onions in the kitchen.
6. He drinks \_\_\_\_\_ cups of tea every morning.
7. Could you put \_\_\_\_\_ sugar in my coffee?
8. We do not have \_\_\_\_\_ bread left for breakfast.
9. I only want \_\_\_\_\_ soup; I'm not very hungry.
10. There are \_\_\_\_\_ potatoes in the basket.
11. You should not eat too \_\_\_\_\_ salt; it is unhealthy.
12. Do we have \_\_\_\_\_ cheese for the sandwiches?

13. They picked \_\_\_\_\_ apples from the orchard.
14. There is not \_\_\_\_\_ juice in the fridge for dinner.
15. She bought \_\_\_\_\_ cartons of milk from the store.
16. Just add \_\_\_\_\_ pepper to season the steak.
17. How \_\_\_\_\_ butter do we need for this recipe?
18. We only need \_\_\_\_\_ bananas for the smoothie.
19. He brought \_\_\_\_\_ cans of soda to the party.
20. There is still \_\_\_\_\_ chocolate left in the cupboard.

**Exercise 13: Fill in the blanks with the correct quantifier.**

1. I bought \_\_\_\_\_ apples from the market.
2. There isn't \_\_\_\_\_ milk left in the fridge.
3. She added \_\_\_\_\_ sugar to her coffee.
4. Do you have \_\_\_\_\_ bananas to make a smoothie?
5. We need \_\_\_\_\_ rice for tonight's dinner.
6. I only eat \_\_\_\_\_ slices of bread in the morning.
7. There are \_\_\_\_\_ strawberries in the bowl.
8. We didn't buy \_\_\_\_\_ butter at the store.
9. Add \_\_\_\_\_ salt to the soup, but not too much.
10. There are quite \_\_\_\_\_ oranges in the basket.
11. He eats \_\_\_\_\_ meat because he's a vegetarian.
12. How \_\_\_\_\_ eggs do we need for this recipe?
13. I'll have \_\_\_\_\_ cookies with my tea, please.
14. There's still \_\_\_\_\_ cheese left from yesterday.
15. We don't have \_\_\_\_\_ tomatoes for the salad.
16. Could you buy \_\_\_\_\_ flour for the cake?
17. She brought \_\_\_\_\_ grapes to share with everyone.

18. You only need \_\_\_\_\_ oil to fry the vegetables.
19. There aren't \_\_\_\_\_ carrots in the fridge.
20. I usually drink \_\_\_\_\_ water throughout the day.

**Exercise 14:** Fill in the gaps with the suitable quantifier from the list in (): (A bag of / An ounce of / A chunk of / A cup of / A bowl of / A spoon of / A pinch of / A jar of / A handful of / A teaspoon of / A carton of / A piece of / A drop of / A plate of / A slice of / A glass of / A bottle of / A dash of / A box of / A stick of )

1. Add ..... salt to enhance the flavour of the soup.
2. She served me ..... steaming hot soup for lunch.
3. The recipe calls for ..... honey to sweeten the tea.
4. Pour ..... milk into the batter and mix well.
5. The chocolate bar contains ..... pure cocoa.
6. I had ..... pizza for a quick snack.
7. Toss ..... fresh spinach into the salad.
8. Add ..... vanilla essence to the cake batter.
9. She opened ..... strawberry jam to spread on the toast.
10. Would you like ..... cake with your coffee?
11. We bought ..... olive oil for cooking.
12. The recipe asks for ..... cinnamon.
13. I bought ..... rice from the grocery store.
14. He served me ..... pasta with marinara sauce.
15. Add ..... lemon juice to the salad dressing.
16. She packed ..... chocolates as a gift.
17. Melt ..... butter for the cookie recipe.
18. We need ..... eggs for breakfast tomorrow.

**19.** He broke off ..... bread to dip into the soup. Would you like .....  
orange juice with your meal.

*Dr. Yasmina BENZIDA*

## 5. Adverbs

**Objectives:** By the end of the lesson on quantifiers, students will be able to:

- Identify adverbs in sentences and explain their role in modifying verbs, adjectives, or other adverbs.
- Classify common types of adverbs (e.g., manner, time, place, degree, frequency).
- Use adverbs correctly to add detail, such as forming adverbial phrases and placing them appropriately.
- Distinguish adverbs from adjectives and apply them in their own writing for precise description.

“Adverbs are a word class whose **central semantic role is to modify verbs**, but they may also modify adjectives, other adverbs, or entire clauses” (Quirk, Greenbaum, Leech & Svartvik, 1985, p. 409).

An adverb is a word that modifies (qualifies or limits) verbs, adjectives, other adverbs or groups of words.

**Examples:** He reads carefully. (*carefully* modifies the verb *reads*)

- He is truly dedicated. (*truly* modifies the adjective *dedicated*)

- He walks too quickly. (*too* modifies the adverb *quickly*)

- Unfortunately, I cannot attend the wedding. (*unfortunately* modifies *the sentence*)

### Formation of adverbs:

“The most productive means of forming adverbs is by **adding the suffix –ly to adjective bases**, producing manner adverbs. Some adverbs, however, are **identical in form to adjectives**, such as *fast, hard, late*” (Huddleston & Pullum, 2002, p. 167).

It is the case of adverbs of manner + some adverbs of degree.

- If the adjective ends in –y, replace it with –i and then add –ly.

adjective	adverb
happy	happily
angry	angrily
lucky	luckily

- If the adjective ends in **-able**, **-ible**, or **-le**, replace the **e** with **-y**

adjective	adverb
probable	probably
gentle	gently
humble	humbly

- If the adjective ends in **-ic**, add **-ally**

adjective	adverb
basic	basically
economic	economically

**But** → public → publicly

- **Irregular adverbs**

Most adverbs are formed by adding **-ly** to an adjective. However, there are some irregular adverbs :

adjective	adverb
good	well
fast	fast
hard	hard
late	late
early	early
daily	daily

- nice → nicely      immediate → immediately      extreme → extremely

**But:** true → truly / due → duly / whole → wholly

**Note:** not all words ending in **-ly** or **-lly** are adverbs : silly, friendly, likely, lonely, lovely.

These are adjectives and have no adverb form. To supply this deficiency, we use a similar adverb or an adverb phrase.

*e.g. My dog is very friendly. He behaves in a friendly way.*

## Kinds and position of Adverbs

Huddleston and Pullum (2002) state that “Adverbs express a wide range of meanings, including **manner, degree, time, frequency, place, and attitude**” (p. 580). “Adverbs add information about **how, when, where, and to what extent** actions occur, and can also express the speaker’s **attitude**” (Carter & McCarthy, 2006, p. 474).

1- **Adverbs of manner** : Tell **how** something happens: fast, hard, well, quickly, slowly, kindly, happily, angrily, clearly, patiently, generously....

→ They are usually placed after the main verb or after the object.

*He swims **fast**.*

*She sings the song **beautifully**.*

*The child ran **happily** towards his mother.*

2- **Adverbs of place** : Tell **where** something happens : here, there, up, down, near, far, away, right, left, west, south, southwards, downstairs, outside, indoors, inside, anywhere, everywhere, somewhere, nowhere, elsewhere, home, in, off, on, over,.....

→ They are usually placed after the main verb or after the object.

*The students are walking **home**.*

*He threw the ball **downstairs**.*

*Come **here** !*

*I would like to go **somewhere** warm for my vacation.*

→ *Here* and *there* are combined with prepositions to make many common adverbial phrases. **e.g.**

*Come **over here** and look what I found !*

*What are you doing **up there** ?*

→ Most common adverbs of place also function as prepositions.

3- **Adverbs of time** :Tell **when** something happens, and **for how long** : now, soon, still, today, yesterday, tomorrow, tonight, early, late, recently, currently, after, before, afterwards, yet, then, just, immediately, next, all day, not long,.....

→The use of adverbs of time might affect the verb tenses in a particular clause and can be placed at the initial, middle or final position of a clause.

- *She **currently** works as a news caster. (present tense)*

- *My father is **currently** working with the press.*

- *She went to school **yesterday**. (past tense)*

- *I will finish doing my work tomorrow.* (future tense)

4- **Adverbs of frequency** : Tell how often/ how many times something happens : once, twice, often , rarely, never, ever, always, usually, occasionally, seldom, sometimes, daily, everyday, monthly, annually, ...

→ They can be placed at the initial, middle or final position of a clause.

- *Occasionally, culture interferes with business. Once is fine, but twice is not.*

- *You should always think about your future.*

- *She cleans her room daily.*

5- **Adverbs of certainty** : Express how certain or sure we feel about an action or event : certainly, surely, obviously, definitely, probably, undoubtedly, ....

→ They are placed before the main verb, but they come after 'to be', or between the auxiliary and the main verb.

- *She definitely left the house on October 1998.*

- *She is probably in Paris.*

- *She has certainly forgotten my birthday.*

6- **Adverbs of degree** : Tell about the intensity or degree of an action, an adjective or another adverb : very, fairly, rather, too, totally, so, almost, just, nearly, quite, hardly, much, enough, completely, partially, extremely, such, even, pretty, only ...

→ They are placed before the adjective or adverb they are modifying, after an auxiliary, before the main verb or between the auxiliary and the main verb.

*He is really good.*

*She almost noticed his presence.*

*They don't really know you.*

*He played very badly.*

7- **Adverbs of opinion** : Tell about the speaker's opinion/point of view about an action : frankly, ideally, officially, personally, obviously, theoretically, honestly, seriously, ...

→ They are usually placed at the beginning and are separated from the rest of the sentence by a comma.

- *Personally, I can't do what she had done.*

8- **Interrogative adverbs** : Are used **to ask questions** : when, where, why, how.

→ They are placed at the beginning and are always followed by the main verb.

- **When** will she come ?
- **Where** do you come from ?
- **Why** have you said that ?
- **How** is your father ?

**Note:** In English, the adverb does not come between the main verb and the direct object.

*My brother cleans never his room.* → *My brother never cleans his room.*

### Order of adverbs when together

“Adverbs of **manner** generally come closest to the verb, followed by adverbs of **place**, then adverbs of **time**” (Cowan, 2008, p. 126). There is a basis order in which adverbs will appear when there is more than one.

verb	manner	place	frequency	time
Beth swims	enthusiastically	in the pool	every morning	before dawn
Dad walks	impatiently	into town	every afternoon	before supper

Of course, it is uncommon to four five adverbs in a row to modify the same word, but if a sentence uses two or three, then it is best to follow this order to avoid sounding unnatural.

### → Adverbs or adjective ?

*Adjectives* describe nouns and pronouns. Adverbs do not. *Adverbs* describe verbs, adjectives, and other adverbs. Adjectives do not.

**e.g :** - *Helen has a yearly membership at the local health club.* ( *Yearly* is an adjective since it modifies the noun *membership* and tells *which* membership.)

- *Helen contributes yearly .* ( *Yearly* is an adverb since it modifies the verb *contributes* and answers the question, **When** does Helen contribute ?)

-Mike arrived **late** .

-The **late** delivery cut down on sales in the supermarket.

→ Other words that can be used either as adjs or adverbs are : **hard, fast, deep, early, near, far, high, little, few, much, many, loud, low, overhead, underground, ...**

### Comparison of adverbs

There are three forms: positive – comparative – superlative

- We use **-er /-est** with **all adverbs of one syllable**: Fast – faster than – the fastest

Hard – **harder** – the **hardest** / High – **higher** – the **highest**

+ **the adverb early** : **earlier** – **the earliest**

- We use **more –most** with **adverbs of 2 or more syllables (adverbs ending in -ly not early)**

carefully – **more** carefully **than** – **(the) most** carefully

- **Irregular adverbs**

well	better	best
badly	worse	worst
much	more	most
little	little	least
late	later	latest
far	Farther further	Farthest furthest

5/ Exercises: Adverbs

**Exercise1:** Rewrite the sentences placing the adverb in its correct position

1. Mary goes shopping to the mall. (usually ) .....
2. Amalia helps her parents with the housework. (sometimes) .....
3. Mike and his sister are fighting for the remote. (always) .....
4. Are they going ? (away) .....
5. We are late to school. (never) .....
6. The program was unrealistic. (too) .....
7. Have you been to Mexico City before ? (ever) .....

**Exercise2:** Find the adjective in the first sentence and fill the gap with the adverb.

1. Joanne is happy. She smiles
2. The boy is loud. He shouts .
3. Her English is fluent. She speaks English .
4. Our mum was angry. She spoke to us .
5. My neighbour is a careless driver. He drives .
6. The painter is awful. He paints .
7. Jim is a wonderful piano player. He plays the piano .
8. This girl is very quiet. She often sneaks out of the house .
9. She is a good dancer. She dances really .
10. This exercise is simple. You  have to put one word in each space.

**Exercise3:** Complete the following sentences with the correct form (comparative or superlative) of the adverbs provided.

1. He arrived \_\_\_\_\_ than expected. (early)
2. We walked \_\_\_\_\_ than the rest of the people. (slowly)
3. They called us \_\_\_\_\_ in the afternoon. (late)
4. He hit his arm \_\_\_\_\_ than before. (hard)
5. The Spanish athlete ran \_\_\_\_\_ than the other runners. (fast)
6. Jim threw the ball \_\_\_\_\_ than Peter. (far)
7. We answered all the questions \_\_\_\_\_ than the other students. (well)
8. Our new teacher explains the exercises \_\_\_\_\_ than our old teacher. (badly)
9. The new mechanic checked the car \_\_\_\_\_ than the old mechanic. (thoroughly)
10. Angela works \_\_\_\_\_ than my husband. (hard)

**Exercise4:** Which is right?

**MUM:** You were late home last night, Francesca.

**FRANCESCA:** I know, I went to Javier's party, and afterward, I walked home.

**MUM:** Didn't Joe offer to drive you home?

**FRANCESCA:** Yes, but I think he drives (1) *dangerously* / *dangerous*, so I said "no."

**MUM:** Well, you look (2) *happily* / *happy today*. Was it a (3) *good* / *well* party?

**FRANCESCA:** Yeah, great. Martin was there and he had his guitar with him. He plays really (4) *good* / *well*.

**MUM:** I didn't know he was (5) *good* / *well* on the guitar.

**FRANCESCA:** He plays flamenco music (6) *brilliant / brilliantly*. And Carmen was there and she's a (7) *fantastic / fantastically* dancer. She taught us how to do a bit of flamenco dancing. She explained really (8) *careful / carefully* and everybody did quite (9) *good / well*.

**MUM:** Sounds fun. Would you like something to eat? I'm doing some bacon and eggs.

**FRANCESCA:** Oh yes, please. It smells (10) *delicious / deliciously*.

**MUM:** What have you got to do today?

**FRANCESCA:** Well, we've got a maths exam next week and I did really (11) *badly / bad* in the last one, so I've got to work (12) *hard / hardly* today.

**MUM:** OK, well eat this (13) *quick / quickly*, and get started.

## 6. Prepositions

By the end of the lesson on adverbs, students will be able to:

- *Identify prepositions in sentences and explain their role in showing relationships (e.g., time, place, direction).*
- *Classify common types of prepositions (e.g., simple, compound, phrasal prepositions).*
- *Use prepositions correctly in prepositional phrases and common expressions.*
- *Distinguish prepositions from other parts of speech and apply them in their own writing for clear spatial and temporal descriptions.*

“Prepositions are words like *at, in, on, under,* and *between* that show **the relationship between two parts of a sentence**” (Swan, 2005, p. 440).

A **preposition** is a word that shows the relationship between a **noun** or a **pronoun** and another word in the sentence. It may refer to *direction, time, location, or ownership*.

e.g : The man swam ***under*** the bridge. ( *Under* connects the idea of *swam* and *bridge* .)

object of preposition

Most prepositions are one word (*of, from, in,...*), but some are two words (*next to, because of, according to*) or even three words (*in front of, in addition to*)

0. *As a result of the flood, we had to move **out of** our home.*
1. *The bird **on top of** the tree **outside of** my window is singing loudly.*
2. *That is the correct answer **according to** the textbook.*
3. *I hope he wins the prize **for the sake of** his children.*
4. *You should keep a fire extinguisher **in case of** fire.*

### Common Prepositions:

1. **Prepositions of Place:** indicate where something is located (**in, on, at, under, over, between, among, behind, in front of, next to**). **Examples:** The cat is **on** the roof. / She sat **under** the tree. / The book is **in** the bag.

2. **Prepositions of Time:** indicate when something happens (**at, in, on, before, after, during, until**).

**Examples:** We will meet **at** 3 PM. / The concert is **on** Saturday./ He was born **in** 1990.

3. **Prepositions of Direction/Movement:** indicate movement towards something (**to, into, onto, through, across, towards**). **Examples:** She walked **to** the store. / The dog jumped **over** the fence. / He ran **across** the street.

4. **Prepositions of Manner:** indicate how something is done (**by, with**). **Examples:** She completed the project **with** great care. / The painting was done **by** a famous artist.

5. **Prepositions of Instrument:** indicate the means by which something is done (**with, by**).

**Examples:** He wrote the letter **with** a pen. / She traveled **by** train. / The cake was made **with** fresh ingredients.

#### Adverb or preposition?

The difference between a preposition and an adverb is that an adverb answers the questions, *Where? When? How? To what extent?* by itself. It comes alone. It is not followed by a noun.

Prepositions need more than just themselves to answer the same questions. They are followed by nouns to form a **prepositional phrase**.

**e.g.** - **He fell down** . ( *Down* is an *adverb* because it takes only one word to tell where he fell.)

## 6/ Exercises: Prepositions

**Exercise 1:** Write whether the underlined word in each sentence is a preposition or an adverb.

- 1) The children enjoyed playing outside. \_\_\_\_\_
- 2) A beautiful cherry tree grows outside my bedroom window. \_\_\_\_\_
- 3) An eager autograph-seeker slipped past the doorman. \_\_\_\_\_
- 4) A fire engine just sped past. \_\_\_\_\_
- 5) These belong on the shelf above the encyclopedia. \_\_\_\_\_
- 6) A seagull circled high above. \_\_\_\_\_
- 7) It was too warm to leave our jackets on. \_\_\_\_\_
- 8) Burt was wobbly on his new ice skates. \_\_\_\_\_
- 9) I must have left my notebook behind. \_\_\_\_\_
- 10) We sat behind a woman with a big hat on. \_\_\_\_\_

**Exercise 2:** Put in **for** or **during**.

- 1- It rained ..... three days without stopping.
- 2- I fell asleep ..... the movie.
- 3- I went to the theatre last night. I met Sue ..... the interval.
- 4- Martin hasn't lived in Britain all his life. He lived in Brazil ..... four years.
- 5- Production at the factory was seriously affected ..... the strike.
- 6- I felt really ill last week. I could hardly eat anything ..... three days.
- 7- I waited for you ..... half an hour and decided that you weren't coming.
- 8- Sarah was very angry with me. She didn't speak to me ..... a week.
- 9- We usually go out at weekends but we don't go out ..... the week very often.
- 10- Jack started a new job a few weeks ago. Before that he was out of work ..... six months.
- 11- I need a break. I think I'll go away ..... a few days.
- 12- The president gave a long speech. She spoke ..... two hours.
- 13- We were hungry when we arrived. We hadn't had anything to eat ..... the journey.

14- We were hungry when we arrived. We hadn't had anything to eat ..... eight hours.

**Exercise 03:** Put in **by** or **until**.

1- Steve has gone away. He'll be away ..... until Monday.

2- Sorry, but I must go. I have to be home ..... 5 o'clock.

3- I've been offered a job. I haven't decided yet whether to accept it or not. I have to decide .....  
Friday.

4- I think I'll wait ..... Thursday before making a decision.

5- It's too late to go shopping. The shops are open only ..... 5.30 today. They'll be  
closed ..... now.

6- I need to pay the phone bill. It has to be paid ..... tomorrow.

7- Don't pay the bill today. Wait ..... tomorrow.

8- **A:** Have you finished redecorating your house?

**B:** Not yet. We hope to finish ..... the end of the week.

9- **A:** I'm going out now. I'll be back at about 10.30. Will you still be here?

**B:** I don't think so. I'll probably have gone out ..... then.

10- I'm moving into my new flat next week. I'm staying with a friend ..... then.

11- I've got a lot of work to do ..... the time I finish, it will be time to go to bed.

12- If you want to take part in the competition, you have to apply ..... 3 April.

**Exercise 04:** Put in **at**, **on** or **in**.

1- Mozart was born in Salzburg ..... 1756.

2- I've been invited to a wedding ..... 14 February.

3- Electricity prices are going up ..... October.

4- ..... weekends, we often go for long walks in the country.

5- I haven't seen Kate for a few days. I last saw her ..... Tuesday.

6- Jonathan is 63. He'll be retiring from his job ..... two years' time.

7- I'm busy right now, but I'll be with you ..... a moment.

8- My brother is an engineer, but he doesn't have a job ..... the moment.

- 9- There are usually a lot of parties ..... New Year's Eve.
- 10- I don't like driving ..... night.
- 11- My car is being repaired at the garage. It will be ready ..... two hours.
- 12- My phone and the doorbell rang ..... the same time.
- 13- Mary and David always go out for dinner ..... their wedding anniversary.
- 14- It was a short book and easy to read. I read it ..... a day.
- 15- ..... Saturday night I went to bed ..... midnight.
- 16- We travelled overnight and arrived ..... 5 o'clock ..... the morning.
- 17- The course begins ..... 7 January and ends sometime ..... April.
- 18- I might not be at home ..... Tuesday morning, but I'll be there ..... the afternoon.

**Exercise 05:** Put **in**, **at** or **in**:

- 1- I'm going away ..... the end of the month.
- 2- It took me a long time to find a job . ..... the end I got a job in a hotel.
- 3- Are you going away ..... the beginning of August or ..... the end?
- 4- I couldn't decide what to buy Laura for her birthday. I didn't buy her anything ..... the end.
- 5- We waited ages for a taxi. We gave up ..... the end and walked home.
- 6- I'll be moving to a new address ..... the end of September.
- 7- We had a few problems at first, but ..... he end everything was OK.
- 8- I'm going away ..... the end of this week.
- 9- **A**: I didn't know what to do.
- B**: Yes, you were in a difficult position. What did you do ..... the end?

**Exercise 06:** Complete the sentences with: **in**, **at** or **on**.

- 1- There was a long queue of people ..... the bus stop.
- 2- Nicola was wearing a silver ring ..... her little finger.
- 3- There was an accident ..... the crossroads this morning.
- 4- I wasn't sure whether ! had come to the right office. There was no name ..... the door.
- 5- There are some beautiful trees ..... the park.

- 6- You'll find the sports results ..... the back page of the newspaper.
- 7- I wouldn't like an office job. I couldn't spend the whole day sitting ..... a computer.
- 8- My brother lives..... a small village ..... the south-west of England.
- 9- The man the police are looking for has a scar ..... his right cheek.
- 10 -The headquarters of the company are ..... Milan.
- 11- I like that picture hanging ..... the wall ..... the kitchen.
- 12- If you come here by bus, get off ..... the stop after the traffic lights.

**Exercise 07:** Complete the sentences with: **in, at** or **on**:

- 1- Write your name ..... the top of the page.
- 2- Is your sister ..... this photograph? I don't recognise her.
- 3- I didn't feel very well when I woke up, so I stayed ..... bed.
- 4- We normally use the front entrance to the building, but there's another one ..... the back.
- 5- Is there anything interesting ..... the paper today?
- 6- There was a list of names, but my name wasn't ..... the list.
- 7- ... the end of the street, there is a path leading to the river.
- 8- I love to look up at the stars ..... the sky at night.
- 9- When I'm a passenger in a car, I prefer to sit ..... the front.
- 10- I live in a very small village. You probably won't find it ..... your map.
- 11- Joe works ..... the furniture department of a large store.
- 12- Paris is ..... the river Seine.
- 13- I don't like cities. I'd much prefer to live ..... the country.
- 14- My office is ..... the top floor. It's ..... the left as you come out of the lift.

**Exercise 08:** Complete these sentences with: **in, at** or **on**.

- 1- We went to a concert ..... the National Concert Hall.
- 2- It was a very slow train. It stopped ..... every station.
- 3- My parents live ..... a small village about 50 miles from London.
- 4- I haven't seen Kate for some time. I last saw her ..... David's wedding.

5- We stayed ..... a very comfortable hotel when we were ..... Amsterdam.

6- There were about fifty rooms ..... the hotel.

7- I don't know where my umbrella is. Perhaps I left it .. ..... the bus.

8- 'Where were you on Monday evening?' 'I was a friend's house.'

9- There must be somebody ..... the house. The lights are on.

10- The exhibition ..... the Museum of Modern Art finishes on Saturday.

11- Shall we travel ..... your car or mine?

12- I didn't expect you to be ..... home. I thought you'd be ..... work.

13- 'Did you like the movie ?' 'Yes, but It was too hot ..... the cinema.

14- Paul lives ..... Birmingham. He's a student ..... Birmingham University.

**Exercise 09:** Put in **to/at/in/into** where necessary. If no preposition is necessary, leave the space empty(Ø).

1- Three people were taken ..... hospital after the accident.

2- I met Kate on my way..... home.

3- We left our luggage ..... the station and went to find something to eat.

4- Shall we take a taxi ..... the station or shall we walk?

5- I have to go ..... the bank today. What time does it open?

6- The Amazon flows ..... the Atlantic Ocean.

7- 'Do you have your camera with you?' 'No, I left it ..... the car.'

8- Have you ever been..... China?

9- I had lost my key, but I managed to climb ..... the house through a window.

10- We got stuck in a traffic jam on our way ..... the airport.

11- We had lunch ..... the airport while we were waiting for our plane.

12- Welcome ..... the hotel. We hope you enjoy your stay here.

13- We drove along the main road for about a kilometre and then turned ..... a narrow side street.

14- Did you enjoy your visit ..... the museum?

15- I'm tired. As soon as I get ..... home, I'm going ..... bed.

16- Marcel is French. He has just returned ..... France after two years ..... Brazil.

17 Carl was born ..... Chicago, but his family moved ..... New York when he was three. He still lives ..... New York.

**Exercise 10:** Complete the gaps in the text with: "in", "on", or "at":

### Tropical storms

Tropical storms develop over oceans (a)..... the summer.  
 (b)..... different parts of the world, they are called cyclones, hurricanes, typhoons, and willy-willies. Tropical storms are particularly dangerous if they reach land because of the heavy rain, high winds, and rises in sea level. Katrina became the fourth hurricane of the season (c)..... 25 August 2005. It reached the land later that day (d)..... 18:30, between Hallandale Beach and Aventura, towns (e)..... the coast of Florida.

Katrina went out to sea and came back to land again (f)..... 06:10 (g)..... 29 August with winds of 235 km/h. It went north at a speed of 20 km/h, and many seaside communities were damaged by the strong winds. The storm was so large, it created a rise in sea level which affected the entire Mississippi Gulf Coast. The 10-meter rise, which was recorded (h)..... Biloxi, Mississippi, is the highest ever seen (i)..... America.

This rise in sea level and waves made a gap (j)..... the flood defenses which protect New Orleans (built (k)..... ground below sea level), and most of the city was flooded. As a result, Hurricane Katrina will be remembered as the most destructive natural disaster (l)..... the history of the United States. 1302 people died, and damage costs reached about \$130 billion.



## 7. Conjunctions

**Objectives:** By the end of the lesson, students will be able to:

- Classify common types of conjunctions (e.g., coordinating like "and," "but"; subordinating like "because," "although"; correlative like "either...or").
- Use conjunctions correctly to form compound and complex sentences.
- Distinguish conjunctions from other parts of speech and apply them in their own writing for smooth, logical connections.

“Conjunctions are words like *and*, *but*, *because*, and *although* which **join two words, phrases, or clauses**” (Swan, 2005, p. 134). “Conjunctions are used to **link clauses or parts of clauses** and to show relationships such as addition, contrast, reason, and condition” (Carter & McCarthy, 2006, p. 515).

A **conjunction** connects phrases, clauses, words or parts of speech which are of the same syntactic importance.

### Types of Conjunctions:

1. **Coordinating conjunction** is a single connecting word. It connects words, phrases, and clauses. These words are the **FANBOYS**

and	Or	for
But	Nor	Yet      So

- The boys and girls worked at the fair. (*And* joins two nouns)<sub>S<sup>1</sup>SEP</sub>

S

- The soup was hot and delicious. (two adjectives)      He speaks quickly and fluently. (two adverbs)

S.C

- My cat Buster has beautiful blue eyes but a destructive personality. (two phrases)

D.O

- The students did a test and corrected it.

compound predicate

- Alex likes to fish, and he is going fishing on Friday. (compound sentence)

- I would like to help you, but I will be busy tonight. (*But* joins two independent clauses./ contrast)

2. **Subordinating conjunctions** join a subordinate dependent clause to a main/independent clause. An adverb clause is always introduced by a **subordinating conjunction**. The following is a list of the most common **subordinating conjunctions**:

After, although, as, as if, as long as, as much as, as soon as, as though, because, before, even, even if, even though, if, if only, if when, if then, inasmuch as, in order that so that, in order to such that	Just as, lest, now, now since, now that, now when, once Provided, provided that rather than, since so that, supposing, than that though, till unless	until when whenever where whereas wherever whether, which while, who, whoever why
--	--	---

- *As it was getting late*, I decided to go home.

#### subordinate/adverbial clause of reason

- Ronnie begins to sneeze fiercely **whenever** he opens the door to greet a fresh spring day.
- He took the course **in order that** he could get a better job.
- I will call you **provided that** I have enough time.
- She was **so** weak **that** she couldn't walk.
- I won't allow you to see that movie **even though** you are old enough.
- I will come to see you **whenever** you live.

3. **Correlative conjunctions** are pairs of conjunctions that must be together as connecting words.

Both...and either ... or As many ... as No sooner ... than	Neither ... nor Not only ... but also Such ... that	Whether ... or As ... as Scarcely ... when Rather ... than
---	---	---

**Examples:**

\***Both** Henry **and** Henrietta are leaving now. (The correlative conjunctions join two names.)

\***Not only** will they leave now, **but** they will **also** not be here to help clean up.

(The correlative conjunctions join two sentences or complete ideas.)

\***Either** go with them **or** stay here and help. (The correlative conjunctions illustrate a choice.)

\*He went **neither** to the stadium **nor** to the concert hall during this vacation. ( two prepositional phrases.)

\*Would you **rather** go shopping **or** spend the day at the beach?

\*Bowling isn't **as** fun **as** skeet shooting.

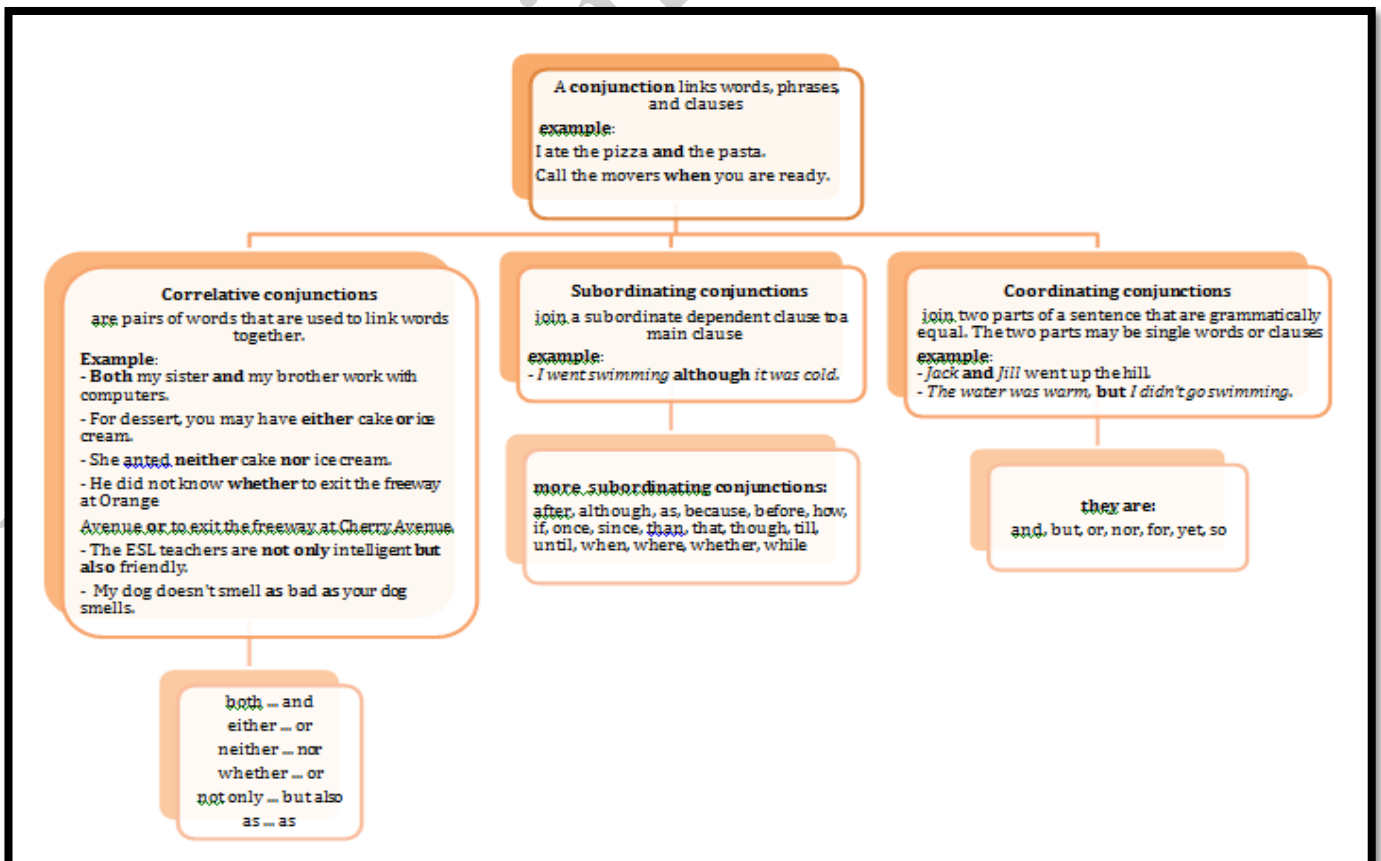
\***Such** was the nature of their relationship **that** they never would have made it even if they'd wanted to.

\*I had **scarcely** walked in the door **when** I got the call and had to run right back out again.

\*There are as many curtains as there are windows.

\*I'd **no sooner** lie to you **than** strangle a puppy.

\*She'd **rather** play the drums **than** sing.



**7/ Exercises: Conjunctions**

**Exercise 1:** Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle chose both steak and salad for his dinner.
2. I chose neither steak nor salad for my dinner.
3. Either you or he can drive Dad to the train station tomorrow morning.
4. The panda wanted to eat, for he was hungry.
5. Peanut butter and jelly is Rex's favorite sandwich.
6. Not only the girls but also the boys will be invited to the assembly.
7. Sara did not know whether to swing at the ball or take the pitch.
8. Mark would like to go, but he cannot.
9. Rich likes the food at this restaurant, yet he seldom eats here.
10. Run with him or her.

**Exercise 2:** Use an appropriate coordinating conjunctions to combine the sentences below.

1. I wanted to backpack through Europe last summer. My mom told me I couldn't.

\_\_\_\_\_

2. Maria didn't finish her essay. She did finish her math.

\_\_\_\_\_

3. Julie bought her mom a sweater. Her mother loved it.

\_\_\_\_\_

4. I am going to the beach. I worry about sunburn.

\_\_\_\_\_

5. Jill spent all her money at the Banana Republic sale. She went back the next day for more bargains.

\_\_\_\_\_

6. You can take a cruise to Greece. You can travel to Mexico.

\_\_\_\_\_

7. Ted didn't have enough money to fly to Boston. He took the train.

---

8. She could not go to the show. She did not have enough money.

---

*Dr. Yasmina BENZIDA*

## 8. Interjections

**Objectives:** By the end of the session, students will be able to:

- Identify interjections in sentences and explain their role as words expressing sudden emotion or exclamation.
- Classify common types of interjections (e.g., joy like "wow," pain like "ouch," surprise like "hey").
- Use interjections correctly with punctuation (e.g., exclamation marks) to convey feelings.
- Distinguish interjections from other parts of speech and apply them in their own writing for emphasis or emotional impact.

**Interjections** are words or short expressions used to convey strong or sudden emotions such as surprise, joy, pain, anger, or approval. They often stand alone and are not grammatically related to the rest of the sentence. **Swan (2016)** states that interjections are “little words that show emotion or reaction and are not grammatically connected with other parts of the sentence”.

### Characteristics of Interjections

#### 1. Express Emotions or Reactions

They show spontaneous feelings (e.g., *Wow! Ouch! Oh no!*).

#### 2. Stand Alone Grammatically

They do not form part of the sentence structure.

#### 3. Often Followed by Exclamation Marks

Especially when expressing strong emotion:

*“Oh!” “Wow!” “Ouch!”*

#### 4. May Also Appear Within Sentences

Used as parenthetical remarks:

*“Well, I think we should leave now.”*

## Types of Interjections

### A. Interjections of Emotion

These show feelings or sudden reactions.

**Surprise:** *Wow! Oh! What?*

**Joy:** *Yay! Hurray!*

**Pain:** *Ouch! Ow!*

**Anger:** *Hey! Damn!*

**Fear:** *Eek! Oh no!*

### B. Interjections of Greeting

Used to address or call someone : *Hello! / Hi! / Goodbye!*

### C. Interjections of Approval/Disapproval

**Approval:** *Bravo! Well done!*

**Disapproval:** *Ugh! Tsk!*

**D. Interjections for Hesitation:** *Um... / Er... / Uh...*

### E. Interjections for Agreement / Disagreement

**Agreement:** *Yes! Yeah! Sure!*

**Disagreement:** *No! Nope!*

**F. Interjections for Attention:** *Look! / Listen! / Hey!*

## Functions of Interjections

### 1. Expressing strong emotion

*"Ouch! That hurt."*

### 2. Managing discourse (conversation control)

*"Well, let's begin."*

### 3. Hesitation / thinking time (fluency markers)

*"Um, I'm not sure."*

#### 4. Politeness or softening responses

*“Oh, I see.”*

#### Position of Interjections

Interjections can appear in:

**A. At the beginning of the sentence (most common):** E.g: *Oh no, I forgot my keys.*

**B. In the middle (parenthetical):** E.g: *This is, wow, an amazing idea.*

**C. At the end:** E.g: *We won, yay!*

#### Punctuation with Interjections

**A. Strong emotion:** Exclamation mark

E.g: *“Ouch!” “Wow!”*

**B. Mild emotion:** Comma

E.g: *“Well, let’s go.”*

**8/Exercises: Interjections**

**Exercise 1:** Fill in the blanks by selecting appropriate interjections from the box given below.

Oh!	Ah!	Hush!	Yippee,
Bah	Eww!	Oops!	Oh,
	Well,	Of course	

1. .... Thank God!
2. .... I didn't see you were hiding here. .
3. .... I'll help you.
4. .... We have won the match.
5. .... I felt bad hearing that.
6. .... Now that's what I call a good shot
7. .... That show was so gory.
8. .... Don't make a noise.
9. .... I can't believe you lost my favourite book,
10. .... what did he say?

## 9. Types of Clauses

**Objectives:** By the end of the lesson on types of sentences (*simple, compound, complex, and compound-complex*), students will be able to:

- Identify each sentence type based on structure (e.g., *simple: one independent clause; compound: two+ independent clauses*).
- Explain the role of *coordinating conjunctions, subordinating conjunctions, and relative pronouns* in forming *compound, complex, and compound-complex sentences*.
- Construct each type correctly, using *appropriate punctuation and conjunctions*.
- Distinguish between *sentence types* and apply them in their own writing for *varied sentence structure and clarity*.

### Introduction

Traditionally speaking, the sentence is the basic grammatical unit of language that can stand alone. The first part of the sentence usually tells us ‘What the clause’ is about; and what comes after it, this is usually the essential point, i.e. the new information. Grammatical functions such as subjects, verbs, objects, complements, and modifiers may each consist of one word, a phrase, a clause or a sentence.

### Definition of a sentence

A sentence is “a group of words that expresses a complete thought and is typically marked by a capital letter at the beginning and a full stop at the end” (Greenbaum & Nelson, 2002).

A sentence is a complete independent unit standing alone.

### Examples:

1. He is clever.
2. She is not ready yet.
3. John bought a new camera.
4. Necessity is the mother of invention.
5. Birds build nests in spring.
6. Money talks.
7. Rip’s appearance, with his long, grey beard, his rusty gun, his old clothes, and an army of children following him, soon attracted the attention of the politicians. (From *The Story of Rip Van Winkle* by Washington Irving).

**Note:** The last sentence contains twenty-seven words, but because it has one subject *Rip's appearance* and one finite verb *attracted*, it is considered as a simple sentence.

### Sentence Types

Sentences may also be classified according to the number and type of clauses they contain. Depending on how it is constructed, a sentence may be simple, compound, complex and compound-complex. All these are illustrated in what follows:

**1. Simple Sentence** contains one full subject and predicate. It consists of one clause. A simple sentence takes the form of:

**a- A statement/ declarative sentence:** - He lives in New York.

**b- A question:** - How old are you?

**c- A request/ order:** - Please close the door.

- Don't walk on the grass.

**d- An exclamation:** - What a terrible temper she has.

- How lucky you are!

### Word order in simple sentences

English largely depends on the position that words occupy in the sentence structure or pattern. In some cases, the change of position means a radical change in meaning. The normal unmarked English word order is Subject-Verb-Object. Nevertheless, a neutral sentence may include just one word as in:

**Examples:**                      *Go!*                      *Write!*                      *Sleep!*

The meaning of these simple verbs is complete and definite because they represent imperatives or commands. They mean: *You are to go. You are to write. You are to sleep.* So, it is imperative (order).

A **simple sentence** contains only one clause that is made of a full subject and a full predicate. Either the subject or the predicate, or both, may be simple, complete or compound.

**a- Simple Subject :** \* Cindy smiled.

\* Martin Luther King, Jr. was known for his masterful oratorical skills.

\* United Nations Children’s Fund (UNICEF) provides humanitarian and developmental aid to children around the world.

\* Studying always makes me sleepy.

\* To travel is fun.

→ In a sentence, the **simple subject** is the noun or pronoun (usually single words). The complete name of a person, place, or organization is a simple subject.

- b- Complete Subject:**
- ▶ Pretty little Cindy smiled.
  - ▶ The little boy in the house next door cries all day long.
  - ▶ Every college student should take a computer course.
- } the simple subjects are in bold

→ The **complete subject** is the noun, plus the words that describe the noun (its modifiers).

**c- Compound Subject:**

- ▶ Cindy and Jeffrey smiled.
- ▶ Both Cindy and Jeffrey smiled.
- ▶ Fans, reporters, and photographs crowded around the singer.

▶ Either my father or my mother **is** coming.

▶ Either my mother or my sisters **are** coming.

} → The verb agrees with the nearest noun= singular verb when the noun just before is singular, and plural verb when the nearest noun is plural. (*proximity rule*)

→ Many sentences have more than one subject. These are called compound subjects. Something that is compound has two or more parts joined by a coordinating conjunction (**and, or**) or a correlative conjunction (**both...and, either...or, neither ...nor**) and have the same predicate.

**d- Simple Predicate:**

- ▶ Suzan arrived.
- ▶ His uncle died.
- ▶ The baby is crying.
- ▶ The door was knocked. (Passive form)

} → A simple predicate is generally made of an intransitive verb (= a verb that does not require a direct object)

→ A **simple predicate** consists of a verb that tells what the subject did or how it was acted upon.

e- **Complete Predicate:** Cindy smiled joyfully at her parents.

The teacher arrived to the class with a pile of books in his hands.

→ A **complete predicate** is the group of words that include the simple predicate + its modifiers.

f- **Compound Predicate:**

**Examples:**

- ◆ The rumble of the train echoes through the valley and rolls over the hills. } .....
- ◆ The door was knocked and opened at noon. } .....
- ◆ The telegram was late but contained important news. }

→ **Be careful** The telegram was late , but it contained important news.

There are two subjects (*the telegram* and *it*) in the above example, each with its own verb. Note that there is now a comma before "but." Here, it is a compound sentence.

- ◆ You can either stay here or go with me. } .....
- ◆ Thomas neither revised for the test nor helped his brother for the homework. } .....
- ◆ Albert both likes and recommends the movie. }

→ A **compound predicate** consists of two or more verbs joined by a conjunction and that have the same subject.

2. **Compound Sentence** contains two or more independent clauses joined by:

a- **Punctuation alone (semicolon):** eg. -The weather was very bad ; all classes were cancelled.

b- **A coordinating conjunction:** eg. ◆The weather was very bad, **so** all classes were cancelled.



◆ Night came on; rain fell heavily **and** we all get wet.

**(FANBOYS)** = { for and nor but or yet so }

**Examples:**

- ◆ She did not cheat on the test, **for** it was not the right thing to do.

- ◆ I will buy the red car, **or** I will lease the blue one.
- ◆ I really want to go to work, **but** I am too sick to drive.
- ◆ Tom worried about the wounded bird, **yet** he did not want to be responsible for it. (**yet =but**)

➔ **Important:** Study the following examples:

◆She did not wake up early, **nor** did she attend class.

*Aux + Subj inversion*

◆Rachel was not ready for marriage, **nor** was she ready for any other type of commitment.

*Aux + Subj inversion*

➔ When using “**nor**”, we invert the subject and the verb of the clause.)

Notice:

Night came on , rain fell heavily , **and** we all get wet.

c- **A conjunctive adverb:**

Examples:

- ◆ The weather was very bad; **therefore**, all classes were cancelled. (.....)
- ◆ He woke up early to be on time; **however**, he missed his flight. (.....)
- ◆ I like you a lot; **in fact**, we should be best friends. (.....)
- ◆ Your dog got into my yard; **in addition**, he dug up my petunias. (.....)

Moreover, also, besides, furthermore, additionally	➔ to continue the same point
Consequently, as a consequence, hence, therefore, thus, accordingly	➔ to show cause and effect
However, nevertheless, nonetheless, on the contrary, otherwise, instead, on the other hand	➔ to show contradictions
for example, for instance, namely, notably	➔ to introduce examples
In fact, certainly, definitely, of course, indeed	➔ to add emphasis
Similarly, likewise, alternatively	➔ to show comparison

Conjunctive adverbs are transition words that are used to connect one clause to another. They are also used to show sequence, contrast, cause and effect, and other relationships.

→ My dog enjoys being bathed but hates getting his nails trimmed.

.....

→ *Consider the following sentence:*

My dog enjoys being bathed , but it hates getting his nails trimmed.

.....

**3. Complex Sentence** contains one independent clause and one or more dependent clauses. A *dependent clause* contains a full subject and predicate but do not form a grammatically complete sentence. It usually begins with a word (subordinating conjunction or a relative pronoun) that attaches the clause to an independent clause. It has three types: *noun clause* , *adjective clause*, *adverbial clause*.

**Compound Complex Sentence** combines the structure of both compound and complex sentences. It contains at least **two independent clauses** and at least **one dependent clause**.

### Examples:

◆ After he won, he called his mother; she was very surprised.  
                   dep clause                    indep                    indep

◆ The man *who made the offer* is here, *but* he is too late.

◆ We'll have a discussion *when the department manager comes*, *and* we'll continue the lecture afterwards.

◆ All classes were cancelled *because the weather was bad*, *and* students were told to listen to the radio to find out *when classes would begin again*.

◆ *Although it started to rain*, we decided to continue walking, *and* we all get wet.

◆ Laura forgot her friend's birthday, *so* she sent her a card *when she finally remembered*.

◆ When the refugee returned home, he found the village unchanged, but he did not recognize all the inhabitants.

◆ *After* the adventurer had reached the top of the mountain, he could see a cattle of deer in the woods, *and* he was able to get a panoramic view of a remote island in the sea.

4/ Exercises: Types of Clauses

**Exercise 1: Identify the Type of Sentence:**

1. John ran. → .....
2. The baby cried. → .....
3. My phone vibrated. → .....
4. When the meeting ended, the employees rushed out, and they quickly headed home.  
→ .....
5. I wanted to go for a walk, but it started to rain.
6. Tom and Jerry argued. → .....
7. The teacher and the students laughed. → .....
8. Sarah and her sister traveled. → .....
9. She studied all night, so she passed the test. → .....
10. Although the lights went out, the students continued working, and the teacher used a flashlight to help them. → .....
11. Because she had studied all night, Maria felt exhausted, but she still completed the exam.  
→ .....
12. The store was closed, and we had no food at home. → .....
13. He called his friend, and they planned a trip together. → .....

14. While the children were playing outside, the storm clouds gathered, and the temperature dropped suddenly. → .....
15. After he fixed the computer, the technician updated the software, and he showed us how to prevent the problem next time. → .....
16. You can stay here, or you can come with us. → .....
17. Rain and wind damaged the roof. → .....
18. My friends and I met yesterday. → .....
19. The boy and his cousin played outside. → .....
20. Coffee and tea were served. → .....
21. Time and patience healed him. → .....
22. The movie was long, but it was very interesting. → .....
23. I looked for my keys, yet I couldn't find them. → .....
24. Since the restaurant was full, we decided to wait, but we eventually found a table near the window.  
→ .....
25. When the train finally arrived, the passengers boarded quickly, and the conductor checked all the tickets. → .....
26. The team practiced hard, and they won the match. → .....
27. My phone rang and vibrated. → .....
28. The dog barked and chased the cat. → .....

- 29. The teacher explained the lesson and answered questions. → .....
- 30. Sarah smiled and waved. → .....
- 31. The car stopped and honked. → .....
- 32. We visited the museum, but we skipped the gift shop. → .....
- 33. She wanted coffee, so she went to the café. → .....
- 34. Because the museum was closing, we hurried through the last exhibit, and we promised to return the next day. → .....
- 35. Even though she missed the early flight, Sarah stayed calm, and she booked another ticket for the afternoon. → .....
- 36. After the scientists completed the experiment, they analyzed the results, and they prepared a detailed report. → .....

**Exercise 2:** Combine the following pairs of simple sentences into compound or complex sentences.

- 1-She finished her homework. She went to the park.  
→ .....
- 2-The concert was sold out. We couldn't get tickets.  
→ .....
- 3-He likes to swim. He often goes to the pool.  
→ .....
- 4-The alarm rang. We woke up early.  
→ .....

**Exercise 3:** Identify the type of sentences in the paragraph:

Artificial intelligence is becoming part of everyday life. (.....) Because AI can process information quickly, many people use it to save time and effort. (.....) Students ask AI for explanations, and professionals rely on it to analyze data. (.....) Although some users worry about privacy, they continue to depend on AI tools, and they explore new ways to make their work easier. (.....) AI assistants help with writing tasks. (.....) When people need directions, they often consult AI-powered maps. (.....) It provides instant answers, and it supports learning in many fields. (.....) Since AI is improving rapidly, companies create innovative applications, and customers benefit from smarter solutions every year. (.....) Many people enjoy experimenting with creative AI tools. (.....) As technology evolves, society must learn to use AI responsibly. (.....)

**Exercise 4:** Write two effective sentences for each type of sentences provided in the lesson

*Exam Samples*

*Exam N°1*

Mohamed Khider University of Biskra  
 Faculty of Letters and Languages  
 Department of English

Level: L1  
 Course: Grammar

Full name : ..... Group : ..... Mark : ..... /20

*First Term Resit Exam*

**Read the following passage then answer the questions below**

We all know that health is wealth. **With** its intricate network of bones, muscles, and organs, a well-functioning human body is much like an orchestrated symphony. **To** keep this orchestra playing **well**, we need **physical**(1) exercise. It may take the form of sports, yoga, or even regular walking. It is well-known that people who engage **in** physical exercise stay happier and live **longer**. Our **society** is turning towards more and more technical sophistication and automation. The machine has replaced our physical labor. **To compensate** for this **change** in lifestyle we need physical exercise. Exercise also sharpens our intellect. It keeps a balance between our body and mind. With the help of regular physical training, **we** will stay healthier, happier, and more alert.

**Task 1:** Consider the use of each underlined word and write what part of speech they belong to (5pts)

Part of speech	Article	Noun	Adjective	Verb	Adverb	Preposition	Pronoun	Conjunction
Words								

**Task2:** Find in the text the following (3pts)

- Two nouns: countable ....., uncountable.....
- Two verbs: transitive ....., intransitive .....
- Two compound adjectives ....., .....

**Task3:** Circle the correct answer (6pts)

- You don't need **only** / **so** much Information about the Medieval period to do the project.

2. There was **so / as** much smoke in the room that I had to open the window.
3. There are **only / very** a few hotels in this village.
4. **Whose / who's** book is that? It's **mine / myself**.
5. I think it's rude to ask people **too / how** much money they earn.
6. Can you get me my gloves? The black **one / ones**, please.
7. The doctor examined the patient **careful / carefully**.
8. Sami and Ann are outside. Could you call **them / her**, please?
9. The sooner we finish the project, **the best / the better**.
10. **Nowhere/ Somewhere** else in the world **can/ will** you see such rare birds.

**Task4:** Choose the correct form a, b, c, or d, to complete each sentence. (6pts)

1. People who exercise feel ..... and stay healthy.  
a- happy    b- happier    c- most happy    d- happily
2. .... students are participating in the competition.  
a- much    b- many    c- a lot of    d- a lot
3. The rich should help the ..... with money.  
a- poorest    b- poorer    c- poor    d- more poor
4. He plays .....  
a- best    b- very well    c- too good    d- well
5. The two boys looked at ..... and laughed.  
a- each other    b- one another    c- other    d- one
6. I think maths is ..... to learn than physics.  
a- difficult    b- easy    c- more difficult    d- easier
7. I ..... no idea about computer programmes.  
a- haven't    b- wasn't    c- have    d- was
8. The answer to this question is easy and .....  
a- evident    b- obviously    c- evidently    d- obvious
9. There is ..... chance that I can come on Sunday.  
a- few    b- a few    c- a lot    d- little

10. The President ..... visited the hospital.

- a- him      b- himself      c- herself      d- her**

11. Traffic in big cities is getting worse and ..... .. every year.

- a - worst      b- worse      c - bad      d- badly**

12. You won't find a view as beautiful as this .....

- a- somewhere      b- everywhere      c- anywhere      d- nowhere**

*Good Luck*

*Dr. Yasmina BENZIDA*

**Exam N°2**

Mohamed KHIDER Universty-Biskra  
 Faculty of arts and Languages  
 Department of Foreign Languages-English Division

First year (all groups)

Student's name: \_\_\_\_\_

Group: \_\_\_\_\_

Mark    /20

**First Term Examination in Grammar**

**Direction one: Complete the following text by inserting the appropriate article a, an, the, Ø**

   /02.5 pts

<sup>1</sup> \_\_\_ Great Wall of <sup>2</sup> \_\_\_ China is one of the wonders of <sup>3</sup> \_\_\_ modern world. It is one of <sup>4</sup> \_\_\_ longest (8.850 km) structures in the world. In 1987, it became <sup>5</sup> \_\_\_ UNESCO Heritage site. It was built more than two thousand years ago to defend <sup>6</sup> \_\_\_ China from invaders. During <sup>7</sup> \_\_\_ Ming dynasty (1368-1644 AD) the wall was repaired and extended to take on the appearance it has today, with <sup>8</sup> \_\_\_ complex system of forts and towers. It has <sup>9</sup> \_\_\_ average height of ten metres and <sup>10</sup> \_\_\_ width of five metres, and it runs from east to west.



Keys: 1. The 2. Ø 3. the 4. the 5. a 6. Ø 7. the 8. a 9. an 10. a

1. \_\_\_\_\_

**Direction two: In each sentence, find and underline the plural that has been formed incorrectly. Write the correctly spelled plural on the line.**

   /3.5 pts

- |   |                        |
|---|------------------------|
| 1. We will have many storys to tell after our camping trips.  | _____ stories _____    |
| 2. Do the buzzs of those bees frighten you?                   | _____ buzzes _____     |
| 3. Amine and Yacine took many photoes with their new cameras. | _____ photos _____     |
| 4. Let's keep our food items several foots above the ground.  | _____ feet _____       |
| 5. How beautiful to see the leafs changing colors!            | _____ leaves _____     |
| 6. We stopped at a picnic area to eat our sandwichs.          | _____ sandwiches _____ |
| 7. Mom cut up fresh tomatos from a farmer's fruit stand.      | _____ tomatoes _____   |

**Direction four: Fill in the correct form – Adjective or adverb**

   /04 pts

- Jack is a very \_\_\_ quick \_\_\_ learner. (quick)
- The language school is \_\_\_ efficiently \_\_\_ organized. (efficient)
- Temperatures are going to be very \_\_\_ high \_\_\_ today. (high)
- If you want me to work \_\_\_ harder \_\_\_, you'll have to pay me more. (hard)
- You have been behaving very \_\_\_ foolishly \_\_\_ since you arrived. (foolish)
- Have the children behaved \_\_\_ well \_\_\_ today? (good)
- She \_\_\_ actually \_\_\_ has a very \_\_\_ well \_\_\_ paid job. (actual, good)
- Good computers have been getting quite \_\_\_ cheaper \_\_\_ \_\_\_ recently \_\_\_. (cheap, recent)

**Direction five: Put the correct prepositions for each blank**

   /02 pts

- Please sit down. Mr. Brown will be \_\_\_ at \_\_\_ you in a moment.
- The lights are moving \_\_\_ toward \_\_\_ us.
- My sister has a beautiful apartment. She lives \_\_\_ on \_\_\_ the third floor.
- She tried to prevent the children \_\_\_ from \_\_\_ jumping into the water.

- 5. I have to apologize \_\_for\_\_ being late.
- 6. I bought many things \_\_from\_\_ my stay in New York
- 7. Sometimes I have to walk to work and sometimes I go \_\_by\_\_ bus.
- 8. Meet me \_\_at\_\_ the station

**Direction six: Circle the verb in each sentence below. Label it an action verb, linking verb, on the line provided.**

\_\_\_ /04 pts

- 1. I hit the baseball over the fence. \_\_\_\_\_ **action verb** \_\_\_\_\_
- 2. The storm is approaching soon. \_\_\_\_\_ **linking verb** \_\_\_\_\_
- 3. The sun appeared on the horizon. \_\_\_\_\_ **linking verb** \_\_\_\_\_
- 4. I swept the class after school. \_\_\_\_\_ **action verb** \_\_\_\_\_
- 5. The horse looked tired. \_\_\_\_\_ **linking verb** \_\_\_\_\_
- 6. He was walking home in the dark. \_\_\_\_\_ **action verb** \_\_\_\_\_
- 7. The cloth on the table felt soft and fuzzy \_\_\_\_\_ **linking verb** \_\_\_\_\_
- 8. The principal admired his students' discussion. \_\_\_\_\_ **action verb** \_\_\_\_\_

*Best of luck*

Dr. Yasmina BENZIDA

## Exam N°3

Mohamed Khidher University of Biskra  
Faculty of Letters and Languages  
Department of English language and literature

Module: Grammar

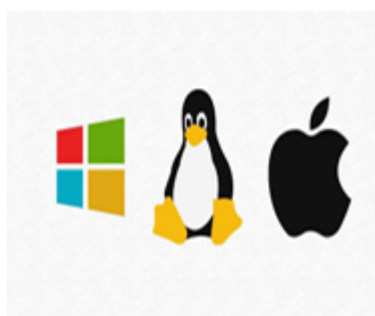
Student's Name: .....

Level: L1

Group Number: .....

**First Term Examination****Exercise 1: Underline the most suitable option to complete the text (5 pts)****OS battles**

Windows, Linux and Unix are different computer operating systems (OS). You need <sup>1</sup>(a / an / Ø) operating system to run any computer - both PCs <sup>2</sup>(in / on / at) home or in the office. Windows is the <sup>3</sup>(popular / more popular / most popular) system for PCs in the world. There are also versions of Windows for network servers, but Unix-based systems are more common than Microsoft systems. Other newcomers to <sup>4</sup>(a / the / Ø) battle are Linux and Macintosh for Apple devices only.



If we compare Windows and Unix as systems for network servers, they have different strengths and weaknesses, but many experts say that Unix is <sup>5</sup>( a good / a better / the best) system. It is <sup>6</sup>(efficient/ more efficient / most efficient) than Windows. In addition, it is easier to use. The main <sup>7</sup>(different / difference / differences) between Linux and the other two systems is that it is <sup>8</sup>(a / an / Ø) 'open source'. This means it is free and that anyone can modify it or write programs for it. This makes it much cheaper, but for most people Linux systems are still <sup>9</sup>(difficult/ more difficult / most difficult) to use than Windows. Another advantage of Windows <sup>10</sup>(for / to / in) PC users is that it has more softwares and applications for people who want to play games.

**Exercise 2: Write the plural of the nouns between parentheses (2 pts)**

- There are many ..... ( thief) in the big cities.
- Did you buy two silk .....(scarf) for your sister ?
- The scientist rejected the previous .....( hypothesis).
- The smart student borrowed two new .....( book) from the library.

**Exercise 3: Fill in the gaps with the appropriate word (5 pts)**

- Will you wait here ..... I come back?  
a. until                      b. unless                      c. up to
- You can come ..... you want.  
a. while                      b. whenever                      c. moment

- 3. Get ready ..... the time I return.  
a. until                                    b. when                                    c. by
- 4. You will not succeed ..... you study hard.  
a. If    b. unless                                    c. only
- 5. A quarter of the population voted ..... him.  
a. to    b. at    c. for
- 6..... moon goes round .....earth every 27 days.  
a. an    b. a    c. the
- 7. Did you see the film on..... television or at..... cinema?  
a. a    b. a    c. the
- 8. Have you ever been to ..... Algerian desert ?  
a. an    b. a    c. the
- 9. Is she a .....princess?  
a. real    b. really    c. could
- 10. The teacher explained it to us.....  
a. careful    b. clear    c. carefully.

**Exercise 3: Correct the mistake in each sentence (4 pts)**

- 1. She went to Ahmeds house last night.  
.....
- 2. What time it is ?  
.....
- 3. You have to brush your tooth everyday.  
.....
- 4. The grass looks very nicely.  
.....
- 5. English language students must come in time to the classroom.  
.....
- 6. He is a fastest worker. He never stops.  
.....
- 7. This wallet is not mine. It is her.  
.....
- 8. I do not like many sugar in my tea.  
.....

**Exercise 4: Arrange the words to make correct sentences (Capitalize the first letter) 4 pts**

- 1. playing/ the kids/ are / outside.  
.....
- 2. respect / have/ to / teacher / their / students.  
.....
- 3. were/ everywhere/ we/ for/ looking / you.  
.....
- 4. as soon as possible/ you/ him/ the truth/ tell/ should.  
.....



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