

**Mohamed kheider University of Biskra**  
**Faculty of Letters and Languages**  
**Department of Letters and Foreign Languages**  
**English Division**

**Module : Grammar**

**Academic year : 20 21**

**Level : First Year LMD**

**Module Syllabus (detailed)**

**First Semester**

**I. The Parts of Speech**

**1. Nouns**

- 1.1. Kinds of Nouns ( common, proper, abstract, collective)
- 1.2. Gender (masculin, feminine, neutre)
- 1.3. Countable Vs. Noncountable nouns
- 1.4. Singular Vs. Plural (formation of regular/irregular plurals)
- 1.5. Formation of compound nouns
- 1.6. Possessive nouns
- 1.7. Functions of nouns ( subject, direct object, indirect object, subject complement, object complement, object of preposition)

**2. Pronouns**

Types of pronouns (personal, possessive, reflexive, demonstrative, interrogative, relative, indefinite, reciprocal)

**3. Adjectives**

- 3.1. Kinds of adjectives (demonstrative, distributive, quantitative, interrogative, possessive, qualitative)
- 3.2. Participals used as adjectives
- 3.3. Agreement
- 3.4. Position and order of adjectives
- 3.5. Formation of adjectives
- 3.6. Comparison of adjectives

**4. Articles**

- 4.1. The Indefinite Articles (a / an)
  - 4.1.1. form
  - 4.1.2. use
  - 4.1.3. omission
- 4.2. The Definite Article (the)
  - 4.2.1. form
  - 4.2.2. use
  - 4.2.3. omission

## 5. *Verbs*

5.1. Kinds of verbs (*action* [transitive Vs. Intransitive], *linking*, *helping*)

## 6. *Adverbs*

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

6.2. Formation of adverbs

6.3. Adverbs and adjectives with the same form

6.4. Position of adverbs

## 7. *Prepositions*

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

7.2. Pprepositions use with other parts of speech

## 8. *Conjunctions*

8.1. Coordinating conjunctions

8.2. Subordinating conjunctions

8.3. Correlative conjunctions

8.4. Conjunctive adverbs

## 9. *Interjections*

## II. Tenses

1. The present simple (affirmative/negative/ interrogative forms)
2. The past simple
3. The future simple

## Second Semester

### I. Tenses (cont)

4. The present perfect
5. The present continuous
6. the present perfect continuous
7. The past perfect
8. The past continuous
9. The past perfect continuous
10. The future perfect
11. The future continuous
12. The future perfect continuous
13. The conditional

### II. The passive and active voice

### III. Introduction to phrases and clauses

1. Definition of phrase
2. Types of phrases (noun, prepositional, adverbial, adjective, verbal, gerund, participial phrases)
3. Definition of clause
4. Types of clauses (adverbial, adjective, noun Clause)

# Nouns

*Let's read and underline the nouns if we know them*

## The Black Cat.

The narrator keeps many pets because animals such as dogs are so loving and faithful, and at a young age he marries a woman who also loves pets. In their household, they have a number of animals, including a large and beautiful black cat named Pluto. Although his wife often refers to the superstition that black cats are actually disguised witches, the narrator is particularly fond of the unusually intelligent cat.

In subsequent years, the narrator becomes increasingly moody and irritable due to alcoholism, and he begins to verbally abuse and threaten his wife as well as his pets. He remains less harsh to Pluto until one day, when he comes home drunk and, imagining that Pluto is avoiding him, he seizes the cat, which bites him on the hand in fear. In response, the narrator loses control and cuts one of Pluto's eyes out with a pen-knife. After sobering up the next morning, he feels a modicum of remorse but returns to drinking. The cat recovers, but it conspicuously avoids its owner, who is at first grieved and later annoyed and provoked. He describes it as a primitive impulse of perverseness that drives him to complete his attack on Pluto by hanging the cat from a tree, although he cries as he does the deed, aware that he has committed a deadly sin on an animal that once loved him.

The same night as the cat's death, the house is set on fire, and the narrator, his wife, and his servant barely escape, although he is left with little wealth. Peculiarly, on the single wall that did not fall in the fire is an image of a gigantic cat with a rope around its neck. The narrator explains the phenomenon away, reasoning that someone must have thrown the cat into his window to try to wake him up in the fire and that as other walls fell, they must have compressed the animal into the plaster, where the lime, the heat, and the ammonia from the cat's body combined to form the image. However, he remains disturbed and feels a sense of regret that falls just short of remorse.

For months, the narrator searches for a replacement cat, which he discovers while drinking. The new cat resembles Pluto except for a patch of white hair on its chest. The landlord has never seen the animal before, and the cat takes a liking to the narrator, who brings it home. His wife becomes fond of the cat, but the narrator is increasingly annoyed with the cat's affection towards him, and his annoyance turns into hatred. He begins avoiding the cat, although his shame about his previous cruelty prevents him from being violent towards it. His hatred of the animal increases until one day the cat loses one of its eyes. This endears it even more to his loving wife, who has retained the kindness that the narrator admits he used to have. narrator fearfully explains that he has lost what was left of his former goodness, and he indulges in hatred and fury, although his wife never complains.

At one point, when the protagonist and his wife enter their cellar, the cat trips him. Enraged, he starts to take an axe to the cat, but his wife's hand stops his arm. Furious at her interruption, he strikes her head with the blade, killing her instantly. Realizing that he cannot remove the body from the house, he considers ways to conceal it, including cutting it up and burning it, digging a grave in the cellar, throwing the corpse into the well, and packing it up in a box and having it carried out of the house under the guise of merchandise. Eventually he decides to wall it

up with plaster in the cellar behind a false fireplace, leaving no evidence of the deed. The narrator tries to find the cat so he can kill it, but the animal is nowhere to be found, and he sleeps well that night, free of guilt.

On the second and third days, the cat does not appear, inspiring relief in the narrator, but on the following day, policemen come to investigate. The narrator calmly cooperates, and the policemen find nothing, despite searching the cellar multiple times. The narrator bids the police farewell, but in a fit of bravado, he mentions that the walls of the house are sturdily constructed, and with a cane, he raps on the wall that hides his wife.

A cry emanates from behind the wall, evolving from a muffled, broken moan into an inhuman scream. Seeing that the game is up, the narrator staggers away from the wall, and after pausing from terror and awe, the police disassemble the wall and find the cat "with red extended mouth and solitary eye of fire" sitting on the head of the corpse. The narrator realizes, to his horror, that he must have trapped the cat behind the wall along with his wife.

**Author : Edgar Alan Poe**

1. Let's define the nouns:

They name people, places, things or ideas". Examples of the nouns are: teacher, school, book, color, life and truth.

2. *Kinds of Nouns?*

a. **COMMON VS. PROPER NOUNS:** A noun that names a particular person place or thing is a proper noun. Proper nouns begin with capital letters. All other nouns are common.

e.g.	<b>Common</b>	<b>Proper</b>
	man	Michael Jordan
	country	Indonesia
	statue	Statue of Liberty

b. **ABSTRACT vs. CONCRETE NOUNS:** Nouns that name places or things that can be seen touched, tasted, heard or smelt are concrete. The rest are abstract:

e.g.	<b>Concrete</b>	<b>Abstract</b>
	Lip stick	beauty
	Pen	liberty

c. **Collective nouns:** Nouns that are singular in for; but plural in meaning

e.g.	Group (number of people, things) <b>pl. groups</b>
	Committee (number of people) <b>pl. committees</b>
	Council (number of people) <b>pl. councils</b>
	Government (number of people) <b>pl. governments</b>

*Let's practice (01): classify the nouns in the text above according to their types*

Common	Proper	Abstract	Concrete	Collective

**N.B. one noun can be classified in two or more types.**

3. **Countable and Uncountable Nouns** ▶ Nouns can be divided into two kinds: *countable* and *uncountable*.

a. **Countable Nouns:** are nouns that we can count. They can be singular or plural.

e.g. I have **a boiled egg** for breakfast.  
I bought **three story books** yesterday.  
**The students** in this school are very polite.

- We use the indefinite article (a/ an) before singular nouns. e.g. **a boiled egg**
- We use a definite article (the) or a number before plural nouns. e.g. **the students**    **three story books**
- We change most singular nouns to plurals by adding -s. However, there are some that follow different rules.

Nouns	We ...	Examples
Nouns ending in <b>-s, -x, -ss, -ch, -sh</b>	<b>+ es</b>	buses, boxes, dresses, watches, bushes
Nouns ending in <b>-o</b>	<b>+ s or + es</b>	pianos, zoos, tomatoes, potatoes, heroes
Nouns ending in a vowel + <b>-y</b>	<b>+ s</b>	boys, cats, days, monkeys,
Nouns ending in a consonant + <b>-y</b>	<b>change y to ies</b>	bodies, cities, countries, ladies, families
Nouns ending in <b>-f/-fe</b>	<b>change -f/-fe to -ves</b>	leaves, shelves, lives, knives
Some special nouns	change the vowel(s), change some letters at the end, add letters at the end	foot→feet, man→men mouse→mice child→children
Some animals	Make no change	fish→fish, deer→deer, sheep→sheep

b. **Uncountable Nouns:** are nouns that we cannot count. We cannot count them because they - are too difficult to count.

e.g. **rice, hair, sugar** - do not have separate parts.

e.g. **air, water, steam**

e.g. **friendship, happiness, health** - are abstract.

- Uncountable nouns do not have a plural form. We do not use an indefinite article (a/an) or numerals (one, two, three, etc.) in front of these nouns.
- If we want to show the amount of an uncountable noun, we use quantity words in front of it.  
e.g. *two cups of tea*      *a bowl of rice*      *three tins of paint*
- We cannot use **many/few** with uncountable nouns, but we can say **some/much/ a lot of/ all of the/ most of the water, butter, cheese.**

**Let's practice (02):** Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is countable or uncountable.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Would you like some chicken? _____</li> <li>• Too much cake isn't good for you. _____</li> <li>• She ate a whole chicken. _____.</li> <li>• How much flour did you buy? _____.</li> <li>• Hope keeps me going. _____</li> </ul> | <ul style="list-style-type: none"> <li>• That is a very good painting. _____</li> <li>• I don't like coffee. _____</li> <li>• I need two clean glasses. _____</li> <li>• She bought a new iron yesterday. _____</li> <li>• They've got plenty of coal. _____</li> </ul> |
|--|---|

**Let's practice (03):** Use the correct form of the given nouns to complete the following sentences.

language   party   fun   vegetable   information   fruit   money   hair   advice   sleeve		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• I don't know what to do. Please give me some _____.</li> <li>• Karen has beautiful _____.</li> <li>• We had a lot of _____ at the party last night.</li> <li>• Susan enjoys going to _____.</li> <li>• Alan eats a lot of _____.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• We can buy fresh _____ from the supermarket.</li> <li>• Mrs. Lee went to the travel agent for some _____ about the tour to Japan.</li> <li>• I can't wear this shirt. The _____ are too long.</li> <li>• How many _____ does Jenny speak?</li> <li>• Miss Smith spends a lot of _____ on clothes.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• I don't know what to do. Please give me some _____.</li> <li>• Karen has beautiful _____.</li> <li>• We had a lot of _____ at the party last night.</li> <li>• Susan enjoys going to _____.</li> <li>• Alan eats a lot of _____.</li> </ul>	<ul style="list-style-type: none"> <li>• We can buy fresh _____ from the supermarket.</li> <li>• Mrs. Lee went to the travel agent for some _____ about the tour to Japan.</li> <li>• I can't wear this shirt. The _____ are too long.</li> <li>• How many _____ does Jenny speak?</li> <li>• Miss Smith spends a lot of _____ on clothes.</li> </ul>
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**Let's practice (04):** Choose the correct answer.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• If you want to get well, you should take the doctor's _____ (advice/ advices).</li> <li>• Mary never does her _____ (homework/ homeworks)</li> <li>• Johnny has lost his _____ (luggage/ luggages).</li> <li>• The factory workers stopped working and took (a rest/ rest).</li> <li>• The children sat on the _____ (grass/ grasses).</li> </ul> | <ul style="list-style-type: none"> <li>• She burst into _____ (tear/ tears) when she heard the bad news.</li> <li>• Peter and Jack shake _____ (hand/ hands) and become friends again.</li> <li>• She can't see what is written on the blackboard without her contact _____ (len/ lens)</li> <li>• The two sisters took _____ (turn/ turns) at sitting up with their sick mother.</li> <li>• Quite a number of _____ (DJ/ DJs) have extended their careers to singing.</li> </ul> |
|--|---|

#### 4. Plural Forms of Nouns

**Plural Noun :** When a noun means more than one, it is said to be plural.  
**Examples:** boys, girls, books, churches  
**Plural nouns use these and those.**

**Singular Noun:** When a noun means one only, it is said to be singular.  
**Examples:** boy, girl, book, church  
**Singular nouns use this and that.**

a. The plural of nouns is usually formed by adding -s to a singular noun.

**Example:** lamp, lamps;      cat, cats;      fork, forks;      flower, flowers;      pen, pens

**Let's practice (06):** Write the plural of each of these nouns

Chair   star   farm   storm   door   rock   owner   paper   cup   bear

b. Nouns ending in (**s, z, x, sh, and ch**) form the plural by adding **-es**.

**Example:**    moss, mosses    buzz, buzzes    box, boxes    dish, dishes    church, churches

**Let's practice (07):** Write the plural of each of these nouns

dress   brush   hex   wish   class   fox   cross   bench   bush   ax   grass   glass

**N.B.** If you add -s to such nouns as fox, bush, and bench, you will find that you cannot pronounce them without making an additional syllable. This is why such nouns form the plural by adding **-es**.

**Let's practice (08):** Tell if the following nouns are singular or plural

slipper	books	desk	wagon	shoes	garden	horses	dog	carts	kitchen	star	pencil	girl
boy	coat	tree	sketch	touch	mug	bells	churches		coals	pictures	clocks	
boxes	basins	chairs	days	houses	trees	tables						

- c. Nouns ending in **y** preceded by a consonant is formed into a plural by changing **y** to **ies**.

**Examples:** lady, ladies; city, cities; army, armies

**Let's practice (9):** Write the plural of the following words

fly      baby      injury      cherry      beauty      story      history      berry      sky      duty      study      theory

- d. Nouns ending in **-y** preceded by a vowel form their plurals by adding **-s**.

**Example:** boy, boys;      day, days

**Let's practice (10):** Write the plural of the following words

Day      toy      essay      turkey      chimney      play      joy      valley      alley      volley

- e. Most nouns ending in **-o** preceded by a consonant is formed into a plural by adding **es**.

**Example:**      hero-heroes      buffalo-buffaloes      potato-potatoes      volcano- volcanoes  
                   mosquito- mosquitoes      tomato- tomatoes      tornado- tornadoes      veto- vetoes

- f. The following may add **-s** or **-es**

**Example:**

grotto, grottoes/s      motto- mottoes/s      calico-calicoes/s      cargo-cargoes/s  
 portico- porticoes/s

- g. The following are among those that add **s** only

canto cantos      solo solos      piano pianos      lasso lassos  
 memento mementos      albino albinos      sirocco - siroccos

**N.B.** Most nouns ending in **o** preceded by a vowel is formed into a plural by adding **s**.

**Example:** folio-folios      cameo- cameos      studio- studios      portfolio- portfolios

- h. Some nouns ending in **f** or **fe** are made plural by changing **f** or **fe** to **ves**.

**Example:** beef, beeves;      wife, wives

**Let's practice (11):** Write the plural of the following words

Calf      self      leaf      sheaf      life      loaf      shelf      half      wolf      knife      elf      half      thief  
 wife      gulf      chief      dwarf\*      proof      turf

**Exceptions:** The following may form their plurals by adding **s**.

chief, chiefs      fife, fifes      mischief, mischiefs      hoof, hoofs  
 grief, griefs      kerchief, kerchiefs      safe, safes      roof, roofs

➤ **Irregular Plurals**

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

- a. The following nouns have no singular:

scissors      oats      tongs      dregs      trousers      pinchers      bellows  
 snuffers      cattle      shears      measles      mumps      victuals      tweezers  
 vespers

- b. Some nouns are always singular. Some of these nouns may be used in the plural when different kinds are meant as :  
 sugars, coffees, cottons gold, silver, wheat, corn, molasses, copper, sugar, cotton news, gallows, mathematics, ethics  
 (other words ending in **ics**)

➤ **Plurals in Noun Phrases**      maid of honor/ maids of honor\*\*\*\* secretary of state/ secretaries of state

➤ In forming the plural of proper names with a title, some pluralize the title,      e.g., **the Misses Brown**.

Others pluralize the name, e.g., **the Miss Browns**. If a title belongs to each of the two names, it should take the **s** in forming the plural, e.g., **Dr. Scott**

## 5. Compound Nouns

Compound nouns can also be formed using the following combinations of words:-

Plurals of compound nouns :

Noun	+	Noun	toothpaste
Adjective	+	Noun	monthly ticket
Verb	+	Noun	swimming pool
Preposition	+	Noun	underground
Noun	+	Verb	haircut
Noun	+	Preposition	hanger on
Adjective	+	Verb	dry-cleaning
Preposition	+	Verb	output

### Plural forms of compound nouns

In general we make the plural of a compound noun by adding **-s** to the "base word" (the most "significant" word).

Look at these examples:

Singular	plural
a tennis shoe	three <b>tennis shoes</b>
one assistant headmaster	five <b>assistant headmasters</b>
the sergeant major	some <b>sergeants major</b>
a mother-in-law	two <b>mothers-in-law</b>
an assistant secretary of state	three <b>assistant secretaries of state</b>
my toothbrush	our <b>toothbrushes</b>
a woman-doctor	four <b>women-doctors</b>
a doctor of philosophy	two <b>doctors of philosophy</b>
a passerby, a passer-by	two <b>passersby</b> , two <b>passers-by</b>

Note that there is some variation with words like spoonful or truckful. The old style was to say spoonsful or trucksful for the plural. Today it is more usual to say spoonfuls or truckfuls. Both the old style (spoonsful) and the new style (spoonfuls) are normally acceptable, but you should be consistent in your choice. Here are some examples:

Some compound nouns have no obvious base word and you may need to consult a dictionary to find the plural:

- **higher-ups**
- **also-rans**
- **go-betweens**
- **has-beens**
- **good-for-nothings**
- **grown-ups**

	old style plural (very formal)	new style plural
teaspoonful	3 <b>teaspoonsful</b> of sugar	3 <b>teaspoonfuls</b> of sugar
Truckful	5 <b>trucksful</b> of sand	5 <b>truckfuls</b> of sand
Bucketful	2 <b>bucketsful</b> of water	2 <b>bucketfuls</b> of water
Cupful	4 <b>cupsful</b> of rice	4 <b>cupfuls</b> of rice

Note that with compound nouns made of [noun + noun] the first noun is like an adjective and therefore does not usually take an -s. A tree that has apples has many apples, but we say an **apple tree**, not ~~apples tree~~; **matchbox** not ~~matchboxes~~; **toothbrush** not ~~teethbrush~~.

long plural form becomes >	plural compound noun [noun + noun]
100 trees with apples	100 <b>apple trees</b>
1,000 cables for telephones	1,000 <b>telephone cables</b>
20 boxes for tools	20 <b>tool boxes</b>
10 stops for buses	10 bus stops
4,000 wheels for cars	4,000 <b>car wheels</b>

With compound nouns made of [noun + noun] the second noun takes an -s for plural. The first noun acts like an adjective and as you know, adjectives in English are invariable. Look at these examples:

**Let's practice (12): Identifying Compound Nouns**

Underline every compound noun in the following sentences.

1. Did you see the moving van parked in our neighbor's driveway?
2. The school board voted for safety belts on buses.
3. My sister-in-law recently bought a car so she could drive it to her new job at the department store.
4. You can catch the cable car at a stop on Market Street.
5. The steering wheel on that car is covered with cowhide.

**Let's practice (13): Using Plural Compound Nouns**

Underline the compound nouns that are spelled incorrectly. Rewrite the sentences, using the correct plural form of those nouns.

1. Two carwashes are located on Main Street.
2. Dad's brother-in-laws both have red sports cars.
3. Some mother-to-bes are interested in buying antique high chairs for their babies.
4. In our state, 16-years-old cannot drive alone.

**6. Gender**

- a. **Masculine Gender** : Nouns which are the names of males.  
**Example:** tiger, duke, husband, gentleman, boy
- b. **Feminine Gender:** Nouns which are the names of females.  
**Example:** tigress, duchess, wife, lady, girl
- c. **Neuter Gender:** Nouns which are neither male nor female.  
**Example:** box, book, desk, bench, book, barn
- d. **Common Gender:** Nouns which the gener of an object is not known.  
**Example:** neighbor, parent, friend, bird, people, cousin

**Let's practice (14):**Name the gender of each of the following nouns

son	daughter	brother	sister	father	cousin	mouse
general	house	ship	mother	tree	apple	goose
drake	brush	uncle	Douglas	Anne	niece	England
clock	pitcher	leaf	cow	friend	George	road

- Here are some more masculine and feminine nouns for people.

nephew            niece  
 prince            princess  
 steward          stewardess  
 uncle             aunt  
 wizard            witch

Actor              actress  
 emperor          empress  
 grandfather      grandmother  
 grandson         granddaughter  
 headmaster       headmistress  
 master            mistress

**Let's practice (15):** Look at the words in the box. Write each word under its correct heading.

Children	sun	witch	king	boy	son	father	girl	mother	queen	file
teacher	lamp	doctor	dancer	wizard	ram	rooster	elf	fish		
<b>Masculine</b>	<b>Feminine</b>	<b>Common</b>	<b>Neuter</b>							
-----	-----	-----	-----							
-----	-----	-----	-----							
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-----	-----	-----	-----							

**7. Possessive nouns**

The **possessive** form of a noun shows ownership or relationship. Use an apostrophe to show possession.

**For example,** Mom's car (ownership); brother's friend (relationship).

You may use possessive nouns in place of longer phrases.

e.g. Head coverings are used for the protection of the beekeeper.

Head coverings are used for the beekeeper's protection.

The following chart shows the usual ways to form the plurals of possessive nouns.

Nouns	Rule	Possessive
Singular : <b>dog</b>	Add an apostrophe and <b>-s</b>	<b>Dog's bone</b>
Plural ending in <b>-s</b> : <b>spiders</b>	Add an apostrophe	<b>Spiders' webs</b>
Plural not ending in <b>-s</b> : <b>children</b>	Add an apostrophe and <b>-s</b>	<b>Children's caps</b>

**Let's practice (16) : Identifying Possessive Nouns**

Underline each possessive noun. underline it, write **S** for a singular noun and **P** for a plural noun.

- Termites' nests are the most amazing sights!
- Moths' bodies are plumper than butterflies' bodies.
- Those children's lunches are being attacked by ants.
- A queen bee's life span is about four years.

**Let's practice (17) :** change the phrases to possessive nouns

**Examples:** the toes of the children = children's toes  
 the feet of the horses = horses' feet

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| • the howling of the dogs _____   | • the cheering of the children _____ |
| • the singing of the choirs _____ | • the laughter of the men _____      |
| • the handbags of the women _____ | • the horn of the oxen _____         |
| • the cheese of the mice _____    | • the jump rope of the girls _____   |

**Let's practice (18) :** Change these expressions to form the possessive case

**Example:** the blocks of the children = children's blocks

- |                                    |                                    |
|------------------------------------|------------------------------------|
| • the titles of the books _____    | • the pedals of the bicycles _____ |
| • the windows of the castles _____ | • the legs of the chairs _____     |
| • the colors of the crayons _____  | • the clucks of the hens _____     |
| • the brushes of the paints _____  | • the ticking of the clocks _____  |



Traditional grammar classifies words into eight parts of speech: **verbs**, **nouns**, **pronouns**, **adjectives**, **adverbs**, **prepositions**, **conjunctions**, and **interjections**.

***Read the following story and find all the nouns :***

**The old abandoned house**

Joe came back to the house after thirty years; the house was falling apart, and scrawny kangaroos skulked around it. He could hear the echoes of children's footsteps. Joe turned around and his daughter had come to stand next to him, silently gazing at the house corners.

Joe had spent ten years there, writing letters to his sisters and parents that were never sent. Joe's time at the forsaken house was blurred in his memory such that he could recall only fragments of the joy he lived vividly with his friends and his once special birthday.

When Joe woke up, he realised that it was just a nightmare in the car because he was asleep. He is now spending every holiday in the abandoned house where children come for Halloween parties ... maybe you can come along and "Visit them"

**1. Nouns:**

A noun is a word used to name a person, animal, place, thing, or an abstract 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.

A **noun** is the name of a person, place, thing, or idea:

*People* farmer, mechanic, father, Professor Hopkins, editors.

*Places* Pacific Ocean, Canada, New Zealand, porch, bay, island.

*Things* classroom, scissors, giraffe, pen, smiles, boat, skateboard, pot.

*Ideas* love, inspiration, courage, anxiety, eagerness, happiness, surprise.

**Types of nouns:**

**1. Common nouns:** refer to general, unspecific categories of entities. They name any person, place or thing. **e.g :** man, table, country, hotel, coin, student ...

**2. Proper nouns :** name a particular person, place or thing and begin with a capital letter.

They can refer to :

→ *Personal names* (Robert, Betty, Dr. Wilson, President Trump, Queen Elizabeth II ...)

→ *Festivals/holy days* (Christmas, Independence Day, Eid al-Adha, Halloween, Thanksgiving)

→ *Time units* (days, months) : Monday, August, .... **BUT not seasons.**

→ *Geographical units* (cities, countries, rivers, mountains, oceans, seas, monuments ...) :

London, Spain, the Mississippi, the Alps, the Pacific, the Eiffel Tower...

→ *Institutions/organisations* (Cambridge University, the BBC, the Red Crescent, ...)

→ *Nationalities* (English, American, French, Australian ...)

→ *Religions/creeds/ denominations* (Islam, Christianity, Sunah, Catholics, ...)

3. **Abstract nouns:** used for theoretical concepts. They name anything that cannot be perceived through the five physical senses. **e.g:** courage, fear, wisdom, luck, honesty, happiness...
  4. **Collective nouns:** name a group of persons, things, or animals acting as one unit. You need to recognize collective nouns in order to maintain subject-verb agreement. **e.g:** team, flock, public, police, class, crew, army, class, audience, staff, family, police, committee, union, jury, band, group, club, ...
    - When they refer to a group as a single unit, a collective noun takes a singular verb.  
**e.g:** - 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.
    - When referring to a group members as individuals, the collective noun takes a plural verb.  
**e.g:** - The Rogers *family* **have been parking** **their** parks on their lawn.
      - The *public* **are** more likely to complain if **they** have to pay more taxes.
- NOTE :** Books refer as well to another kind of nouns in contrast to abstract nouns : they are **the Concrete Nouns**. These name anything (or anyone) that can be perceived through our physical senses. **e.g :** salt, wool, board, music, gold...

### The Functions of Nouns :

A noun can take many positions in a sentence and consequently can have many functions.

1. **Subject :** Tom arrived.  
S  
Jack and Jane opened the door.
2. **Direct Object :** People in the restaurant like rice. (what ?)  
D.O  
I saw Tom. (who ?)
3. **Indirect Object :** I gave Tom a book. (to/for whom ?)  
I.O
4. **Subject Complement :** Tom is an actor.  
S.C
5. **Object Complement :** They called their dog Rex.  
O.C
6. **Object of Preposition :** I spoke to Tom.

### Gender

There are three genders in English :

1. **Masculine** (belongs to the male sex) : man, boy, husband, bull, ... (he/his/him)
2. **Feminine** (belongs to the female sex) : woman, girl, wife, cow, ... (she/her/hers)
3. **Neuter** (belongs to neither sex) → inanimate things, animals : table, bag, elephant, cat, ... (it/ its)

#### **Exceptions :**

- ships, cars, countries when regarded with affection/respect are considered feminine.  
**e.g.** The ship/Titanic strude 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, ....

### Formation of Feminine/ Masculine

- Most nouns have the same form for masculine and feminine (**common gender**) : parent, child, infant, cousin, baby, friend, student, guest, teenager, teacher, journalist, artist, doctor, leader, dancer,....

- Some nouns have different forms for masculine and feminine:

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

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

bull ≠ cow	duck ≠ drake	stallion ≠ mare	ganger ≠ goose
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- Some nouns form the feminine by adding **ess** to the masculine :

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

- Some nouns form the feminine by changing a word that is before or after the masculine

noun : land-lord ≠ land-lady	male-servant ≠ female-servant
salesman ≠ saleswoman	chairman ≠ chairwoman

### Formation of the plural of nouns

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

day , days	dog, dogs	house, houses
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- Nouns ending in *ch, sh, ss, o, x* form their plural by adding **es** to the singular :

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

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

dynamo → dynamos	piano → pianos	kilo → kilos	photo → photos
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- Nouns ending in 'y' following a consonant form plural by replacing the 'y' by **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

- Twelve nouns ending in **f** or **fe** , these letters are dropped and replaced by '**ves**' :

calf, half, knife, leaf, life, sheaf, loaf, shelf, thief, wife, wolf, self.

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

- Other words ending in **f** or **fe** add '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
toot → teeth	mouse → mice	louse → lice
goose → geese	child → children	ox → oxen

- Names of certain creatures do not change in the plural (sheep, deer). *Fish* is normally unchanged. ~~*Fishes*~~ exists but is uncommon.

- Certain words are always plural and take a plural verb : clothes, police, belongings, holdings, surroundings, goods, thanks, congratulations, groceries, ...

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

Good *manners* **are** important.

+ words consisting of two parts (trousers, pants, 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 singular & plural: crossroads, means, series, species.
- Some words ending in ‘s’ or ‘ics’ 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.
- Sometimes, there are two plural forms with different meanings :  
- appendix → appendices/appendixes (medical term) but appendices (annex of a book)
- Initials can be made plural : MPs (Members of Parliament)  
VIPs (Very Important Persons)

### **Countable Vs Uncountable/non-countable nouns :**

**A countable noun** refers to things we can count. It has both a singular and a plural form. They are normally used to refer to people, creatures, objects, actions and events which can be thought of as separate individual things. It can be used with a/an and numbers. **e.g:** Library, dollar, chair, car, bird, monkey, mountain, child, man...

Arrival, crash, goal, lesson, mistake, party, problem, theft, ....

**An uncountable noun** refers to things as substances, materials, qualities, abstract ideas, feelings, states and activities rather than to individual objects or events. It does not have a plural form and always takes a singular verb. It is not used with a/an.

**e.g:** travel, chess, jogging, photography, research, tennis, shopping, work, advice..

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

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

luggage, furniture, money, homework, information, accomodation, ...

### **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 – a cup of coffee – a clap of thunder – a peal of laughter – a grain of sand -.....*

Nobody likes having to move *furniture*.

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

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

**e.g.** She owns **a business**. **Business** is booming. There's **a hair** in my tea.

He has long **hair**. Three **coffees**, please. He drank a jar of **coffee**.

### **Possessive Nouns**

A noun that is the possess over or owner of something is in the possessive case. We use it to express the idea of ‘having’ or to refer to a relationship which exists between the first noun

(people/animals) and the second noun (things). We form possessive nouns by adding an apostrophe s ('s) to most nouns, or only an apostrophe ( ' ) to nouns ending in s.

**e.g.** Justin's uncle is an advocate.

A man's story 's – children's books – girls' stories – Burns' poems –  
my mother-in-law's house.

You may use possessive nouns in place of longer phrases.

**e.g.** Everybody met at the front gate of the museum.

Everybody met at the museum's front gate.

→ 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

The car's previous owner – the computer's design – the book's cover page.

→ 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. **e.g.**  
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)

### **Compound Nouns**

Compound nouns consist of two (or more) words/parts. 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.

**e.g.**

- 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 , dinning 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, as a word with a hyphen, or as two words. There are no clear rules about this. A good rule of thumb is to write the most common compound nouns as one word, and the others as two words.

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 licence– 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), the plural is formed using the usual rules for forming a plural, which is adding “s” to the end.

**Time for Practice :**

Underline the nouns in the following sentences and state their kind.

1. The book was lying on the table.
2. Wild animals live in forests.
3. The childhood of Peter was full of misery.
4. Gold is a precious metal.
5. The earth moves round the sun.
6. Mankind should love nature.
7. We get wool from sheep.
8. Always speak the truth.
9. Honesty is the best policy.
10. King Solomon was famous for his wisdom.
11. We saw a fleet of ships in the harbour.
12. He gave me a bunch of grapes.
13. London is on the river Thames.
14. Cleanliness is next to godliness.
15. Wisdom is better than richness.
16. Winston Churchill was one of the greatest Prime Ministers of England.
17. I recognized his voice at once.
18. Our team is better than theirs.

## Answers

1. The book was lying on the **table**. (book – common noun; table – common noun)
2. Wild animals live in forests. (animals – common noun; forests – common noun)
3. The childhood of Peter was full of misery. (childhood – abstract noun; Peter – proper noun; misery – abstract noun)
4. Gold is a precious metal. (Gold – material noun; metal – common noun)
5. The earth moves round the sun. (earth – common noun; sun – common noun)
6. Mankind should love nature. (mankind – collective noun; nature – common noun)
7. We get wool from sheep. (wool – material noun; sheep – common noun)
8. Always speak the truth.    **truth**: abstract noun
9. Honesty is the best policy.    **honesty**: abstract noun, **policy**: abstract noun
10. King Solomon was famous for his wisdom. **King**: common noun, **Solomon**: proper noun, wisdom: abstract noun.
11. We saw a fleet of ships in the harbour.    **fleet**: collective noun, **ships, harbour**: common noun,
12. He gave me a bunch of grapes.    **bunch**: collective noun, **grapes**: common noun
13. London is on the river Thames. **London, Thames**: proper noun, **river**: common noun.
14. Cleanliness is next to godliness.    **cleanliness**: abstract noun, **godliness**: abstract noun
15. Wisdom is better than richness.    **wisdom**: abstract noun, **richness**: abstract noun
16. Winston Churchill was one of the greatest Prime Ministers of England.  
      **Winston Churchill**: proper noun, **Prime Ministers**: common noun, **England**: proper noun
17. I recognized his voice at once.    **voice**: abstract noun
18. Our team is better than theirs.    **team**: collective noun

## The Use Articles in English

### Read the text and find the missing words

I am from Winchester, Hampshire. Winchester is \_\_\_\_ city in \_\_\_\_ United Kingdom. I live in \_\_\_\_ town called \_\_\_\_ Taunton which is on \_\_\_\_ River Tone. I live in \_\_\_\_ house in \_\_\_\_ quiet street in the countryside. \_\_\_\_ street is called "Hudson Street" and \_\_\_\_ house is old - more than 100 years old! I am \_\_\_\_ English lecturer at \_\_\_\_ college near \_\_\_\_ centre of \_\_\_\_ town. I like \_\_\_\_ books, music and taking \_\_\_\_ photographs. I usually have \_\_\_\_ lunch at college. I usually go \_\_\_\_ home by \_\_\_\_ car. We have all kinds of food in \_\_\_\_ England. I like \_\_\_\_ Polish food very much. Sometimes, I go to \_\_\_\_ Polish restaurant in Bath. \_\_\_\_ restaurant is called "Magda's". \_\_\_\_ Polish food is delicious!

### Articles

The (definite article)	A/ An (indefinite articles)
Developed from a word meaning <b>this</b> . Signals a <b>particular</b> person or thing. <i>The students sitting next to you is my cousin.</i> Used with singular or plural nouns , countable and uncountable	Developed from a word meaning <b>one</b> . Signals an <b>unspecified</b> one of others. <i>A student is sitting in front of the row.</i> Used only with singular countable nouns

### The indefinite article

The form <b>a</b> is used before a word beginning with a consonant, or a vowel sounded like consonant. <i>A man – a table – a book – a house</i> <i>A university – a useful thing – a year – a European</i>	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> <i>An egg – an actor – an email – an orange</i> <i>An hour – an honourable man</i>
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➤ 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 **a** 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 at night.*

➤ So that '**a little time**' can mean days or years depending on the peaker ; 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 (zero article)**

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 (blass, 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 eletric iron*

3. Before abstarct 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.*

**Let's Practise :** 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 ? \_\_\_\_\_

### 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 stuck **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** palce 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** U.S.S.R      **The** Netherlands      The Orkneys      The U.A.E
9. Before musical instruments : *She learned the play **the** flute/ **the** piano/ **the** guitar*

**Omission of the definite article (Zero article  $\Phi$ )**

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** everyday. **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

**Let's practise : 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 .....and looked up at .....sky.
3. Sheila spends most of her free time watching .....television.
4. .... was on but nobody was watching it.
5. Have you had ..... 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.

## Determiners

Let's read the following and underline its determiners if we know

## The Tragedy of MACBETH

The three witches plan a meeting with the Scottish nobleman Macbeth, who at that moment is fighting in a great battle. When the battle is over, Macbeth and his friend Banquo come across the witches who offer them three predictions: that Macbeth will become Thane of Cawdor and King of Scotland, and that Banquo's descendants will become kings.

Banquo laughs at the prophecies but Macbeth is excited, especially as soon after their meeting with the witches Macbeth is made Thane of Cawdor by King Duncan, in return for his bravery in the battle. He writes to his wife, Lady Macbeth, who is as excited as he is. A messenger tells Lady Macbeth that King Duncan is on his way to their castle and she invokes evil spirits to help her slay him. Macbeth is talked into killing Duncan by his wife and stabs him to death. No-one is quite sure who committed this murder and no-one feels safe, but Macbeth is crowned king.

Now that Macbeth is king he knows the second prediction from the witches has come true, but he starts to fear the third prediction (that Banquo's descendants will also be kings). Macbeth therefore decides to kill Banquo and his son, but the plan goes wrong - Banquo is killed but his son escapes. Macbeth then thinks he is going mad because he sees Banquo's ghost and receives more predictions from the witches. He starts to become ruthless and kills the family of Macduff, an important lord. Macbeth still thinks he is safe but one by one the witches' prophecies come true. Lady Macbeth cannot stop thinking about Duncan, becomes deranged and dies. A large army marches on Macbeth's castle and Macbeth is killed by Macduff.

Author : William Shakespeare

**Determiners** are words such as **this, those, my, their, which**. They are special adjectives that are used before nouns.

Let's test our English : Circle the determiners in the above text

### 1. The Articles

The words **a, an** and **the** belong to this group of words called **determiners**.

- a.** The words **a** and **an** are called **indefinite articles**. You can use them with singular nouns to talk about any single person or thing.
- The article **an** is usually used before words beginning with **vowels**. The article **a** is used before words beginning with **consonants**.
    - This is **a** picture of **an** elephant.
    - Rudy is reading **a** book.
    - Mom bought me **a** new dress today.
    - You will need **an** umbrella when you go out.
    - She eats **an** apple **a** day.
    - Can you hear **a** bird singing?
  - The word **the** is called the **definite article**. Use **the** before a noun when you are talking about a certain person or thing.
    - The** telephone is ringing.
    - Where's **the** cat?
    - I think she is under **the** bed.
    - Tom has won **the** race.
    - Granny is sitting in **the** garden.
    - The** street is very busy today.
    - The** sky is getting dark.
  - You also use **the** before a noun when there is only **one**.  
**For example:**      the sun                      the moon                      the sky                      the front door of my house

Let's practice (01) : Fill in the blanks with **a, an** or **the**.

- |                  |                        |
|------------------|------------------------|
| 1 _____ owl      | 7 _____ moon           |
| 2 _____ rocket   | 8 _____ Missouri River |
| 3 _____ apron    | 9 _____ mango          |
| 4 _____ sun      | 10 _____ animal        |
| 5 _____ page     | 11 _____ eagle         |
| 6 _____ computer | 12 _____ baby          |

Let's practice (02) : Write **a, an** or **the** in the blanks to complete the sentences.

- |   |  |
|---|--|
| 1. There is _____ rainbow in _____ sky. | 3. _____ doctor gave Jane _____ injection.     |
| 2. Who is _____ man outside _____ gate? | 4. Paul opened _____ door to let _____ dog in. |

- Mark is \_\_\_\_\_ only child in \_\_\_\_\_ family.
- What's \_\_\_\_\_ largest animal in \_\_\_\_\_ world?
- There's \_\_\_\_\_ nest in \_\_\_\_\_ tree.
- Sue is writing \_\_\_\_\_ letter to her grandfather.
- Jack has \_\_\_\_\_ brother and \_\_\_\_\_ sister.
- We reached \_\_\_\_\_ top of \_\_\_\_\_ hill in two hours.

## 2. Demonstrative Determiners

The words **this**, **that**, **these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called demonstrative determiners, or demonstrative adjectives.

e.g.

- I am keeping **these** books.
- I am selling **those** books.
- This** ice cream is delicious.
- How much is **that** racket?
- What is **that** animal?
- Bring me **that** ball.
- Would you like **these** apples?

You use **this** and **these** to point to people or things **near** you.

You use **that** and **those** to point to people or things that are **farther** from you.

You use **this** and **that** before singular nouns.

You use **these** and **those** before plural nouns.

**Let's practice (03): Fill in the blanks with the correct demonstrative adjectives.**

- Come and look at \_\_\_\_\_ insects.
- Stop \_\_\_\_\_ man!
- I was in fifth grade last year. I am in sixth grade \_\_\_\_\_ year.
- Bring \_\_\_\_\_ chairs here.
- Can you see \_\_\_\_\_ stars in the sky?

**Let's practice (04): Are the underlined words demonstrative adjectives or demonstrative pronouns? Write DA (for demonstrative adjectives) or DP (for demonstrative pronouns) in the blanks.**

- This house has five bedrooms. \_\_\_\_\_
- Who is that man? \_\_\_\_\_
- This is our school. \_\_\_\_\_
- These are wild animals. \_\_\_\_\_
- That is right. \_\_\_\_\_
- What's that noise? \_\_\_\_\_
- These books are Jane's. \_\_\_\_\_
- Those books belong to me. \_\_\_\_\_
- These are donkeys. \_\_\_\_\_
- Those are horses. \_\_\_\_\_

## 3. Interrogative Determiners

Use the words **what**, **which** and **whose** before nouns to ask about people or things. These words are called **interrogative determiners** or **interrogative adjectives**.

- What** time is it?
- What** color is her hair?
- What** kind of clothes do you like to wear?
- Which** school do you go to?
- Which** doll is your favorite?
- Which** road leads to the zoo?
- Which** runner is the winner?
- Do you know **which** girl won the prize?
- Whose** footprints are these?
- Whose** baby is this?
- Whose** dog was barking in the middle of the night?

**Let's practice (05): Choose the correct interrogative adjectives from the box to fill in the blanks.**

**What which whose**

- \_\_\_\_\_ kind of animals is that?
- \_\_\_\_\_ runner is the winner?
- \_\_\_\_\_ is the matter?
- \_\_\_\_\_ desk is this?
- \_\_\_\_\_ handphone is ringing?
- \_\_\_\_\_ is your name?
- \_\_\_\_\_ twin is taller?
- \_\_\_\_\_ hand is holding the pebble?

## 4. Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our**, **their** are called **possessive determiners** or **possessive adjectives**. Use these words before nouns to say who something belong to.

e.g.

- I lent Margaret **my** guitar.
- The dentist asked **his** patient to open **her** mouth.
- Is this **your** house?
- Robert, **your** handwriting is illegible.
- Michael is showing **his** tortoise to **his** friends.
- My sister lost **her** way in the city.
- The lion is chasing **its** prey.

**Possessive determiners :**

Singular      Plural

First person	my	Our
Second person	your	Your
Third person	his her its	Their their their

**Let's practice (06): Choose the correct possessive adjectives from the box to fill in the blanks.**

**My his your her its our their**

- Is this Jane's dog? Yes, this is \_\_\_\_\_ dog.
- The dog is chasing \_\_\_\_\_ own tail.
- Peter, is \_\_\_\_\_ father at home?
- Rudy is showing \_\_\_\_\_ stamps to Ali.
- I am going to \_\_\_\_\_ aunt's house this evening.
- We always keep \_\_\_\_\_ classroom clean.
- Children, have you all finished \_\_\_\_\_ homework?
- The children are proud of \_\_\_\_\_ school.

**Let's recapitulate: classify the determiners circled in the above text according to the types**

**MORE PRACTICE ON NOUNS & ARTICLES**

**Task 1.**

Twenty common nouns of people and things found in a classroom are hidden in this puzzle. Words are placed backward, forward, diagonally, up, and down. Circle the hidden nouns, and write those nouns on the lines below.

w	h	g	f	c	b	b	v	l	j	y	y	w	s	b	f	t	b	j	x
n	d	f	s	h	b	t	l	j	w	v	v	k	h	o	f	x	r	y	d
s	j	m	p	f	z	l	g	v	y	l	c	j	a	o	j	v	x	q	l
d	x	s	m	b	y	s	g	n	m	a	s	b	r	k	p	h	y	g	v
p	j	r	y	t	k	f	r	q	p	q	f	x	p	s	e	k	n	v	v
a	r	u	m	k	n	e	j	k	y	d	f	c	e	h	n	j	v	m	c
p	o	l	y	e	h	l	c	z	b	n	h	c	n	e	c	n	n	g	k
e	o	e	e	c	f	a	d	r	z	a	k	k	e	l	i	j	j	w	y
r	d	r	a	o	b	k	c	a	l	b	s	t	r	f	l	r	n	w	s
t	c	e	k	f	p	o	n	k	x	e	e	t	l	k	e	e	o	k	r
s	t	l	p	c	c	j	o	f	d	s	h	a	u	l	p	d	g	h	c
e	r	a	s	e	r	w	c	k	o	k	g	x	p	d	n	t	m	t	w
s	m	x	l	d	f	k	t	l	n	h	y	a	m	i	e	f	y	r	j
l	r	h	k	l	v	y	c	f	q	d	t	s	w	p	b	n	r	d	s
k	y	l	m	d	v	n	b	h	g	s	n	b	d	t	q	r	t	z	q

**The nouns:**

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**Task 2. Complete the sentences with a or an.**

1. My teacher went to ... American university. It's quite .... famous one, I think.
2. Excuse me, Dr Taylor. There's ..... urgent message for you. It's from ..... patient.
3. There's ..... bus stop on the corner. But you'll have to wait ..... hour for the next bus.
4. She's got ..... young son. He has ..... unusual name.
5. My parents have ..... elderly friend who owns ..... small cottage by the sea.
6. Detectives don't wear ..... uniform. But they always carry ..... badge.
7. We can find you ..... European trip for our holiday at ... excellent price.
8. Is she still in ..... hospital ?

**Task 3. Find nine more mistakes in the conversation and correct them.**

- JENNY Hello, Karl. How are *the* things? Have you found job yet?
- KARL Hi, Jenny. Yes, I have.
- JENNY Great! Is a job near here?
- KARL Yes. It's at a hotel in a city centre.
- JENNY That's very convenient. Which hotel is it?
- KARL It's hotel opposite bus station: The Regent.
- JENNY Oh, yes. I know it. By the way, how is Maria?
- KARL She's OK now, but she's been quite sick. She had operation last month.
- JENNY Oh dear. Was an operation serious?
- KARL No, don't worry - nothing serious. She's better now.
- JENNY I'm glad to hear it - the health is so important, isn't it?
- KARL Yes. It was shock when she became ill.
- JENNY I can imagine. Has she got the good doctor?
- KARL Yes. The doctor's very helpful.

### Practice 4.

Complete the sentences using *a*, *an* or *some*:

- 1 I would like ..... soup, please.
- 2 Is there ..... bank near here?
- 3 They drank ..... milk and then went to bed.
- 4 Would you like ..... apple?
- 5 There's ..... rice in the cupboard.
- 6 Did you get ..... bottle of lemonade?
- 7 Here's ..... money to buy your lunch.
- 8 Karen's starting ..... new job next week.
- 9 There's ..... butter in the fridge.
- 10 I usually have ..... cup of tea in the morning.

### Practice 5.

Complete the sentences using *a*, *an*, *some* or *any*.

- 1 Have you got ..... juice in the fridge?
- 2 There are ..... letters on the floor.
- 3 I had ..... cup of tea but I didn't have ..... toast.
- 4 You need ..... flour and ..... egg.
- 5 I'd like ..... rice but I don't want ..... potatoes.
- 6 Would you like ..... bowl of soup?
- 7 He gave me ..... tea but he didn't put ..... sugar in it.
- 8 There are ..... nice trees in the garden but there aren't  
..... flowers.
- 9 Can I have ..... glass of orange juice?
- 10 There are ..... knives and forks on the table but there isn't  
..... salt or pepper.

Date \_\_\_\_/\_\_\_\_/20

Full name: \_\_\_\_\_

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#### **For further details and practice:**

English Grammar in Use for Advanced, 2002 (pp.100-129)

English Grammar in Context\_Intermediate\_Michael Vince (pp.110-130)

Grammar - English Grammar In Use Intermediate, Practice Book (pp.100-129)

Azar-Hagen Understanding and Using English Grammar, 3rd edition Teacher's Guide (p 100)

# Adjectives

Let's read the story, then test our English : circle the adjectives

## Aunty Greenleaf and the White Deer

Aunty Greenleaf was a scrawny old woman with a wild thatch of gray hair and a crooked nose. She lived in a hut surrounded by pines just outside Brookhaven, and she sold herbal remedies to the folks in town. Mostly, people avoided her, except when someone got sick because it was said that Aunty Greenleaf was a witch. Her home remedies worked too well to be natural. Folks figured she had to have help from the devil or one of his familiars.

There were many stories whispered in Brookhaven about Aunty Greenleaf. People said she had hexed a farmer's pigs once after he spoke rudely to her, so that they all died, one right after another. One prominent citizen dreamed of Aunty Greenleaf, and the next morning her daughter fell ill with a fever and nearly died. It was also rumored that Aunty Greenleaf and her witch friends crossed the Atlantic in an egg-shell and enjoyed with the witches in England. Then they put a spell on the egg-shell so that it brought them back in Brookhaven before sunrise

In the early fall, folks in town began talking about a large, pure-white deer that was seen roaming the woods near Brookhaven at night. Several hunting parties were gathered to go after the large animal, but it seemed to be impervious to bullets, and folks began saying it was a phantom deer. Around about that time, several women in the town began having trouble with their churning and a number of cows and pigs began to sicken and die. Folks blamed the incidents on the phantom deer, though each of the people afflicted with the trouble had crossed Aunty Greenleaf at some time in the last month.

The men of Brookhaven got up a hunting party to chase down the animal. They were gone all day, and well into the night. Finally they spotted the

white deer. It was the largest deer any of them had ever seen, and was fast too. They couldn't keep up with it. The men got several good shots in, and swore that at least one of them hit the deer, but it just kept running. They returned home empty-handed.

One local farmer became obsessed with the white deer. Every moment he could spare from his work, the farmer would take his gun and go hunting in the woods around town. He saw the white deer several times, but his shots always seemed to go astray. Finally, he decided that the white deer must be a witch of some sort. The farmer melted silver to make bullets, and then he took his gun and went out hunting the white deer. He managed to make three shots with his silver bullets and the white deer actually stumbled as if one of the shots had hit it. Then it jerked upright and ran away. He tracked it almost to Aunty Greenleaf's hut, but then he lost it in the dark somehow, which was mighty strange, seeing as the deer was pure white.

The next day, the farmer learned that Aunty Greenleaf was ill. From the moment she took to her bed, the local farm animals stopped dying and the families who were having trouble with their churning were back to normal. Less than a week later, Aunty Greenleaf died and the doctor who cared for her told the minister he found three silver bullets in her spine. After the death of Aunty Greenleaf, the phantom white deer was never heard of or seen again in Brookhaven.

**From American Folklore**





**Let's practice (04) : Add the correct endings to turn these words into adjectives.**

-en -y -ing -ish -ous -ly

wind  
fool  
gold  
charm

friend  
child  
rot  
peace

storm  
mud  
nation  
forget

dust  
spot  
play

**Comparison of Adjectives**

• **Equal Comparisons**

⇒ To show an equal comparison, you need to use an **adjective** between the subordinating conjunctions "as".

⇒ To show an equal comparison, use the form: as [adjective] as

**Example:** Julia is as tall as the bookshelf.

The water is as cold as ice.

**Let's practice (05) :** Fill in the spaces with the appropriate comparative adjective.

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

- When you compare two people or things, use the **comparative** form of the adjective. Lots of comparative adjectives end in **-er**.

The word **than** is often used with comparative adjectives.

e.g. Jack is taller **than** John.

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

More examples :

cheap	<b>cheaper</b>	old	<b>older</b>	slow	<b>slower</b>
clear	<b>clearer</b>	rich	<b>richer</b>	thick	<b>thicker</b>
loud	<b>louder</b>	short	<b>shorter</b>		
new	<b>newer</b>	tall	<b>taller</b>		

**Let's practice (06)** Make comparative sentences. (Short adjectives)

- Chile – Long – Peru \_\_\_\_\_
- The winter – bad – the fall \_\_\_\_\_
- A cheetah – fast – a lion \_\_\_\_\_
- Brazil – big – Argentina \_\_\_\_\_

- Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in **-est**.

You often add **the** before the superlative form.

e.g. Mount Everest is **the** highest mountain in the world.

Peter is **the** tallest boy in his class.

long	longer	<b>longest</b>	fat	fatter	<b>fattest</b>	simple	simpler	<b>simplest</b>
dark	darker	<b>darkest</b>	flat	flatter	<b>flattest</b>	thin	thinner	<b>thinnest</b>
thick	thicker	<b>thickest</b>	heavy	heavier	<b>heaviest</b>	wet	wetter	<b>wettest</b>
clean	cleaner	<b>cleanest</b>	hot	hotter	<b>hottest</b>			
easy	easier	<b>easiest</b>	narrow	narrower	<b>narrowest</b>			
			noisy	noisier	<b>noisiest</b>			

With adjectives that end in **-e**, add **-r** to form the **comparative**, and **-st** to form the **superlative**.

e.g.

close	closer	closest	large	larger	largest
safe	safer	safest	wide	wider	widest

**Let's practice (07)** Follow the example and complete the list with the correct Superlative

e.g. fast → the **fastest**

nice	→ the <b>nicest</b>	smart	→
large	→	friendly	→ the <b>friendliest</b>
tall	→	funny	→
old	→	silly	→
great	→	big	→

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

e.g.

big	<b>bigger</b>	<b>biggest</b>	dim	<b>dimmer</b>	<b>dimmest</b>
mad	<b>madder</b>	<b>maddest</b>	sad	<b>sadder</b>	<b>saddest</b>

- Some adjectives have two syllables and end in **-y**. With these adjectives change the **y** to **i**. Then add **-er** to form the **comparative**, and **-est** to form the **superlative**.

e.g.

busy	<b>busier</b>	<b>busiest</b>	dirty	<b>dirtier</b>	<b>dirtiest</b>
happy	<b>happier</b>	<b>happiest</b>	pretty	<b>prettier</b>	<b>prettiest</b>

**Let's practice (08):** Fill in the gaps with the appropriate comparative adjective.

1. Yuki was at school \_\_\_\_\_ (early) than I was.
2. Rice is \_\_\_\_\_ (sticky) than salad.
3. This exercise is \_\_\_\_\_ (tricky) than the last one.
4. My little brother is \_\_\_\_\_ (silly) than I am.

- With some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.

e.g.

Active	<b>more</b> active	<b>most</b> active
charming	<b>more</b> charming	<b>most</b> charming
cheerful	<b>more</b> cheerful	<b>most</b> cheerful
comfortable	<b>more</b> comfortable	<b>most</b> comfortable
delicious	<b>more</b> delicious	<b>most</b> delicious

**Let's practice (09):** Fill in the gaps with the appropriate comparative adjective.

1. Her motorcycle is \_\_\_\_\_ (dangerous) than my car.
2. Gold is \_\_\_\_\_ (expensive) than silver.
3. Butterflies are \_\_\_\_\_ (beautiful) than snakes.
4. The grey jacket is \_\_\_\_\_ (colorful) than the pink one.
5. I am \_\_\_\_\_ (tired) now than I was this morning.

- Adjectives that form their comparative and superlative with **more** and **most** are usually adjectives with two or more **syllables**, or sounds.

ac-tive	ex-pen-sive	beau-ti-ful	fa-mous
charm-ing	for-tu-nate	cheer-ful	in-tel-li-gent
com-fort-a-ble	pow-er-ful	de-li-cious	val-u-a-ble

- The comparative and superlative forms of some adjectives are completely different words.

Little	less	least
good	better	best
bad	worse	worst
few	less	least
many	more	most
much	more	most

→ With these adjectives, you don't add **-er** or **more** to form the comparative, or **-est** or **most** to form the superlative.

**Let's practice (10):** Choose the correct alternative for each sentence. (Comparatives or Superlatives)

1. I think that's \_\_\_ film I've ever seen  
a) the funnier than      b) the funny      c) the funniest      d) the funnier
2. Is football the \_\_\_ sport in Chile?  
a) popular      b) more popular      c) popularest      d) most popular
3. Vegetables are \_\_\_ last week  
a) expensiver than      b) more expensiver than      c) more expensive than      d) most expensive
4. I think Vladimir is \_\_\_ intelligent person in the class  
a) more than      b) the most      c) most      d) the more
5. Don't you think there are \_\_\_ things to do on holidays than watching TV all day?  
a) best      b) bestest      c) better      d) better than
6. Summer is \_\_\_ season in our country  
a) the hottest      b) hotter than      c) the hot      d) hot
7. Greenland has the \_\_\_ weather of the world. It's always raining and snowing  
a) bad      b) worse than      c) worst      d) worstest
8. The Everest is \_\_\_ the Aconcagua  
a) the highest      b) highest than      c) the higher than      d) higher than
9. Last week we had \_\_\_ day in Santiago, the temperature was -18°C  
a) the colder      b) the coldest      c) the cold      d) colder than
10. To fall from a motorcycle is \_\_\_ to fall from a bicycle.  
a) more painful      b) more painful than      c) painfuller than      d) the painfuller
11. If you suffer asthma, don't go to Mexico City. It is one of the \_\_\_ cities in the world  
a) pollutest      b) more polluted      c) polluter than      d) most polluted
12. The \_\_\_ place from Chile is Australia. It's on the other side of the world.  
a) farther      b) farthest      c) farther than      d) farthest than
13. I don't think your bike is \_\_\_ mine.  
a) fastest than      b) faster      c) fastest      d) faster than
14. Michael was \_\_\_ basketball player in the world  
a) taller      b) tallest      c) the taller      d) the tallest
15. Speaking Japanese is \_\_\_ writing it.  
a) the easiest      b) easy      c) easier than      d) easier than

## Order of Adjectives

- a. 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*?
- b. 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	Color	Origin	Material	Purpose	Noun
		small		round		German			
					red			sleeping	
	generous		old						man
four							metal		

**Let's practice (11):** Choose the correct order of adjectives in the following sentences.

- The woman is wearing a \_\_\_\_\_ dress.
  - yellow long
  - long yellow
- He is a \_\_\_\_\_ man.
  - tall thin
  - thin tall
- The company makes \_\_\_\_\_ products.
  - excellent farming
  - farming excellent
- James recently departed on a \_\_\_\_\_ trip.
  - camping long
  - long camping
- I love eating \_\_\_\_\_ strawberries.
  - red big
  - big red
- The \_\_\_\_\_ woman did well on the test.
  - intelligent young
  - young intelligent
- The ticket costs \_\_\_\_\_ dollars.
  - ten US
  - US ten
- The scientists have found a \_\_\_\_\_ cure for the disease.
  - new great
  - great new
- I am going to wear my \_\_\_\_\_ tie to the wedding.
  - big cotton blue
  - blue big cotton
  - big blue cotton
- Please recycle those \_\_\_\_\_ bottles.
  - three water empty
  - three empty water
  - water empty three
- She packed her clothes in a \_\_\_\_\_ box.
  - green flimsy cardboard
  - flimsy green cardboard
  - cardboard flimsy green
- Their dog is a \_\_\_\_\_ shepherd.
  - brown big German
  - big brown German
  - German big brown
- I am drinking from a \_\_\_\_\_ cup.
  - small English tea
  - tea small English
  - English small tea
- My \_\_\_\_\_ teacher talks for hours!
  - philosophy old boring
  - old philosophy boring
  - boring philosophy old
  - boring old philosophy

**Let's practice (12):** Now write two of your own sentences using more than one adjective to describe a noun.

- 1) \_\_\_\_\_ 2) \_\_\_\_\_



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## Adjectives and Prepositions Exercise

[Click here to review the information about adjectives and prepositions](#)

[Click here to download this exercise in PDF](#)

### Prepositions after Adjectives

Put in the correct preposition.

1) England is famous  its rainy weather.

**for**

Check

Show Answer

2) I'm very proud  my daughter, she worked very hard.

**of**

Check

Show Answer

3) He isn't really interested  getting married.

**in**

Check

Show Answer

4) Luke is very pleased  his exam results.

**with**

Check

Show Answer

5) Unfortunately, I'm very bad  music.

**at**

Check

Show Answer

6) I've been married  my husband for 10 years.

**to**

Check

Show Answer

7) She's very excited  the party.

**about**

Check

Show Answer

8) Julie is very different  her sister.

**from**

Check

Show Answer

9) My niece is afraid  dogs.

**of**

Check

Show Answer

10) A ball gown is similar  an evening dress.

**to**

Check

Show Answer

11) What is your town famous  ?

**for**

Check

Show Answer

12) It's great that you got that job - you should be proud  yourself.

**of**

Check

Show Answer

13) I'm very excited  buying a new computer.

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**about**

Check

Show Answer

14) That bike is similar  yours.

Check

Show Answer

**to**

15) She is interested  jazz.

Check

Show Answer

**in**

16) Are you pleased  your new house?

Check

Show Answer

**with**

17) Lucy is extremely good  languages.

Check

Show Answer

**at**

18) Who is James married  ?

Check

Show Answer

**to**

19) English cheese is very different  French cheese.

Check

Show Answer

**from**

20) He isn't afraid  anything.

Check

Show Answer

**of**

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**[Go back to the main prepositions exercises page](#)**

## *Pronouns*

*Let's read the story, and circle the pronoun in the text if we know*

Every year more than 9 million people come from countries all over the world to visit London. They go to the theaters and museums they look at interesting old buildings.

Many of them hundreds of years old. They sit or walk in the beautiful parks or have a drink in a pub. They go to Oxford Street to look at the shops or to Harrods two million visitors go to the Tower of London a million more go to St. Paul's Cathedral.

Yes! London is a big and beautiful city with lots to see and do but how did it all begin.

Yeah! in the beginning the name London comes from the Romans there were people living here before they came but we do not know very much about them. The Romans came to England in AD 43. They built houses and other buildings and made a town next to the River Thames.

They called the town Londinium, they built a bridge over the river and ships came up to Londinium from the sea the town got bigger and bigger important new buildings went up and you can see some of the Roman city wall today near the museum of London.

It was a rich town with about 50,000 people living in it but soon after AD 25-400 the Romans left Londinium to go back to Rome and nobody lived in the town for many hundreds of years.

The buildings began to fall down. Danish soldiers destroyed more buildings nearly 500 years. Later, king Alfred was king of England then he got the Danes to leave London and his men built the town again.

In 1066, William the Conqueror came to England from France to be king; soon after he began to build the Tower of London when Henry the Eighth was king in 1509 50,000 people lived in London again.

By the year 1600, there were 200,000 but a lot of them lived in old and dirty buildings. In 1665, a hundred thousand people died from an illness called the plague, this was called the year of the Great Plague. A year later in 1666, there was a big fire the Fire of London.

It began in a house in Pudding Lane near London Bridge more than a quarter of a million Londoners lost their homes in the fire. It destroyed St. Paul's Cathedral and 88 other churches but the fire also destroyed most of the worst old buildings and the new houses that went up after this were better for people to live in.

A new Saint Paul's Cathedral was built between 1675 and 1711. By 1881, more than 3 million people lived in London today more than 6 million people live here. There were eight million in the 1960s but in the 1970s and 1980s people moved out of the centre of London.

**Let's practice (01):** Each of the sentences below contains a pronoun. Identify the person (first, second, or third) of the pronoun and whether the pronoun is singular or plural and subjective or objective.

- Christopher couldn't find it. ....
- Leave it to her to find the discrepancies. ....
- To whom should Kyle speak then? .....
- In the end, they would have rather gone through the chaos twice over than lose all that they had gained. ....

**Let's practice (02):** Fill in the blanks with the correct pronouns.

1. Peter and I are brothers. \_\_\_\_\_ share a bedroom together.
2. Sue isn't well. Dad is taking \_\_\_\_\_ to see a doctor.
3. My brother is a teacher. \_\_\_\_\_ teaches English.
4. All his students like \_\_\_\_\_ very much.
5. Children, \_\_\_\_\_ are making too much noise!
6. Who are those people? Where are \_\_\_\_\_ from?
7. Mom is a doctor. \_\_\_\_\_ works in a hospital.
8. The sky is getting dark. \_\_\_\_\_ is going to rain.
9. John, we are all waiting for \_\_\_\_\_. Are you coming with \_\_\_\_\_?
10. May \_\_\_\_\_ borrow your pen?
11. Yes, of course. When can you return \_\_\_\_\_ to \_\_\_\_\_?
12. What are \_\_\_\_\_ reading, Jenny?

**Let's practice (03):** Choose the correct pronouns.

- No one wants (their, his/her) house payment increased.
- I wish I could write as well as (him, he).
- I have been sitting between (she, her) and (he, him) the whole evening.
- (She, Her) and (me, I) will be joining you and (her, she) later.
- (It's, Its) been a long day; this project of (yours, your's) is tiring.
- I have shown the book to Marty and (her, she), but I don't know whether (he, him) likes it more than (her, she) or not.
- No doubt that was (he, him) knocking at the door.
- I like to be in a small class where (I, you) can get to know the instructor and other students.
- (It's, Its) (hers, her's) and neither you nor (I, me) should say it belongs to (we, us).
- If (we, us) musicians stand together, (we, us) will force (they, them) to pay us a reasonable wage; by (ourselves, ourselves) we cannot win.
- He is determined to do it by (hissself, himself).
- Jerry and (he, him) have been working on that car all by (theirselves, themselves) for days.
- Just between you and (I, me), that restaurant serves rotten food.
- No one knows better than (I, me) how to find (their, his/her) way around this town.
- I wish (they, them) and (we, us) lived closer so (we, us) could visit more often.

A pronoun can replace a **noun** or another pronoun. You use pronouns like "he," "which," "none," and "you" to make your **sentences** less cumbersome and less repetitive.

### *Kinds of pronouns*

A **personal pronoun** refers to a specific person or thing and changes its form to indicate **person, number, gender, and case**.

	Subjective	Objective
1 <sup>st</sup> singular person	I	Me
2 <sup>nd</sup> singular person	You	You
3 <sup>rd</sup> singular person	She	Her
	He	Him
	It	It
1 <sup>st</sup> plural person	We	Us
2 <sup>nd</sup> plural person	You	You
3 <sup>rd</sup> plural person	they	them
	Example :	Examples:
	<ul style="list-style-type: none"> <li>• Martha works for a cellular company. <b>She</b> has to travel to Orlando every week.</li> </ul>	<ul style="list-style-type: none"> <li>• Not long ago, the chief executive officer of the company gave us a bonus.</li> <li>• The phone call was for me.</li> </ul>



## Other types of pronouns

Possessive adjectives		Possessive pronouns		Reflexive/intensive		
My your her his It Our Your Their  <b>Examples:</b> • <b>Their</b> scientific discovery • <b>Your</b> opinion matters		Mine Yours Hers His Its Ours Yours Theirs  = This scientific discovery is <b>theirs</b> . = The only opinion that matters is <b>yours</b>		<b>First Person</b> <b>Second Person</b> <b>Third Person</b>	<b>Singular</b> myself yourself himself, herself itself	<b>Plural</b> ourselves yourselves  themselves
				<b>Reflexive :</b> <ul style="list-style-type: none"> <li>James shot <b>himself</b> in the foot.</li> <li>I talk to <b>myself</b> quite relentlessly.</li> <li>You are more afraid of <b>yourself</b> than anyone else</li> </ul> <b>Intensive :</b> <ul style="list-style-type: none"> <li>We <b>ourselves</b> would have never considered it an option.</li> <li>I have climbed Everest three times <b>myself</b>.</li> </ul>		
Relative pronouns				Interrogative Pronouns		
Subjective		Objective	Possessive			
who/whose		whom	whose			
<ul style="list-style-type: none"> <li>The man <b>who</b> called you has just arrived.</li> <li>It is a story about a boy <b>whose</b> parents got divorced.</li> <li>The man <b>whom</b> I met yesterday</li> </ul>				These pronouns have the same form as relative pronouns but are used to introduce a question instead.		
Non-Restrictive		Restrictive				
Which e.g. Flagan's report, <b>which</b> was published at the same time as Kain's, presents a markedly different perspective.		That /which e.g. Flagan's report <b>that</b> was published at the same time as Kain's presents a markedly different perspective.		<b>Examples:</b> <b>Which</b> one do you want? <b>Whose</b> is this? <b>Whom</b> are you looking for? <b>Who</b> is it?		
Indefinite Pronouns				Demonstrative Pronouns		
Indefinite pronouns are considered indefinite because they do not refer directly to a clearly specified noun.						
Always Singular	Sometimes Singular-Sometimes Plural	Always Plural		this, that, these, those <b>Examples:</b> <ul style="list-style-type: none"> <li><b>That</b> is our house. (singular)</li> <li><b>This</b> is a good meal. (at the time of eating)</li> <li>Are <b>those</b> the shoes you wanted?(plural)</li> <li>Are <b>these</b> the shoes you wanted? (plural)</li> <li><b>These</b> ideas are what led to the fall.(plural)</li> </ul>		
another/other no one/nobody anyone/anybody nothing anything one each somebody/someone neither/neither something everyone/ everybody everything little/much	all any more most none some	both few many others several				
Examples :				Reciprocal Pronouns		
<b>Someone</b> has to take out the trash. (singular) <b>Neither</b> of the participants was comfortable. (singular) <b>Most</b> of the audience responds to this type of persuasion. (plural) <b>Each</b> of the students identifies <b>a few</b> of his/her favorite hobbies. (singular, plural) <b>More</b> of the students leave early this semester. (plural) <b>None</b> of his cereal was finished. (singular)				These pronouns are actually phrases made up of pairs of pronouns— <b>one another and each other</b> . <b>Examples:</b> <ul style="list-style-type: none"> <li>The athletes defended one another both on and off the field.</li> <li>Jane and Bill are talking to each other</li> </ul>		

**Let's practice (04): Fill in the blanks with the correct reflexive pronouns from the box.**

yourselves	themselves	itself	myself	himself	yourself
ourselves	herself				

- No one can help us. We have to help \_\_\_\_\_.
- Jane always makes the bed by \_\_\_\_\_.
- They painted the wall all by \_\_\_\_\_.
- I hurt \_\_\_\_\_ in the playground yesterday.
- John, you must behave \_\_\_\_\_ before your friends.
- Children, you must do the homework \_\_\_\_\_.
- Tom defended \_\_\_\_\_ in front of the jury.
- The dog is scratching \_\_\_\_\_.

**Let's practice (05): Write the correct interrogative pronouns in the blanks to complete the sentences:**

- \_\_\_\_\_ is the matter with you?
- \_\_\_\_\_ invented the computer?
- \_\_\_\_\_ of the twins is older?
- \_\_\_\_\_ do you wish to speak to?
- \_\_\_\_\_ is this car in front of our house?
- \_\_\_\_\_ knows the answer?
- \_\_\_\_\_ came first, the chicken or the egg?
- \_\_\_\_\_ would you like to drink coffee or tea?
- \_\_\_\_\_ of them do you think will win the race?
- \_\_\_\_\_ is the word for a stamp collector?

**Let's practice (06): In the following pairs, one sentence is correct, and the other sentence has a pronoun antecedent agreement error. Mark the CORRECT sentence.**

- A \_\_\_\_\_ Each of these computers has their drawbacks.  
B \_\_\_\_\_ Each of these computers has its drawbacks.
- A \_\_\_\_\_ Anyone trying to reduce their salt intake should avoid canned foods.  
B \_\_\_\_\_ People trying to reduce their salt intake should avoid canned foods.
- A \_\_\_\_\_ If job hunters want to make a good impression at an interview, he should be sure to arrive on time.  
B \_\_\_\_\_ If job hunters want to make a good impression at an interview, they should be sure to arrive on time.
- A \_\_\_\_\_ Neither of the children appreciates their parents' sacrifices.  
B \_\_\_\_\_ Neither of the children appreciates his or her parents' sacrifices.
- A \_\_\_\_\_ At the men's bowling tournament, one of the bowlers hurt his ankle.  
B \_\_\_\_\_ At the men's bowling tournament, one of the bowlers hurt their ankle.
- A \_\_\_\_\_ Either of the men could have given his seat to the elderly woman.  
B \_\_\_\_\_ Either of the men could have given their seat to the elderly woman.
- A \_\_\_\_\_ The restaurant is about to celebrate its fifth anniversary.  
B \_\_\_\_\_ The restaurant is about to celebrate their fifth anniversary.
- A \_\_\_\_\_ A person who cares about the environment will recycle their aluminum cans.  
B \_\_\_\_\_ People who care about the environment will recycle their aluminum cans.
- A \_\_\_\_\_ Neither Bob nor Bill thought he had been treated fairly.  
B \_\_\_\_\_ Neither Bob nor Bill thought they had been treated fairly.
- A \_\_\_\_\_ Everyone brought their pencils to the exam.  
B \_\_\_\_\_ Everyone brought his or her pencil to the exam.

**Let's practice (07): Circle the correct answer.**

- This is \_\_\_\_\_ new car. I bought it yesterday.  
A. my  
B. mine  
C. its
- A family photo. Which one's \_\_\_\_\_ sister?  
A. Your  
B. Yours  
C. you
- I'd like you to meet Rita. She's a great friend of \_\_\_\_\_.  
A. our  
B. Us  
C. ours
- Michael is married. \_\_\_\_\_ wife is an accountant.  
A. His  
B. Her  
C. Its
- They live on the other side of the street. That's \_\_\_\_\_ house, the red one.  
A. They  
B. Theirs  
C. their
- Susan's coming to the party on her own. \_\_\_\_\_ boyfriend's staying at home.  
A. His  
B. Hers  
C. Her
- This one is hers, so that one must be \_\_\_\_\_.  
A. Him  
B. He  
C. his
- The cat belongs to my wife but the dog is \_\_\_\_\_.  
A. Mine  
B. Hers  
C. my

**Let's practice (08): in your copybook, classify the pronouns in the text according to their types**

# Adverbs

*let's read the story together, and underline the adverbs if we know them*

## The Old Man and the Sea

The old man's name is Santiago and his only friend is a young boy called Manolin, who also lives in the small fishing village near Havana, Cuba. The boy used to go fishing with the old man until his parents stopped him because Santiago was regarded as "unlucky". Having not caught a fish for the last 84 days, Santiago sets out alone one morning...

When he leaves the harbour it is still dark and he rows so far away that he cannot see the coast anymore. He starts talking to himself about nature and the beauty of the sea. He admits: "If the others heard me talking out loud they would think that I am crazy...But since I am not crazy, I do not care." While he thinks or even meditates he sees that a fish is taking the bait on one of the lines. After a while he starts to pull the fish up, but this is not really possible because the fish is too heavy; but very surprisingly the fish starts to pull the boat further and further out to the sea. The fish continues pulling for hours until the sun goes down and during the whole night; it seems to be a very strong fish. Just before sunrise on the second day Santiago begins to pity the fish: "He is wonderful and strange and who knows how old

he is." The old man is uncertain whether he should kill the fish or whether he should leave it. He also calls the fish "his brother" and reveals that he loves and respects the fish.

Suddenly Santiago notices that the fish slows its speed; it finally jumps out of the water and he sees that it is a marlin, which is even longer than his boat. The fish is 5.40 m long and 340 kg heavy. The old man wishes that the boy were there to help him by killing the fish because his health is deteriorating. He repeats: "If the boy were here, if the boy were here." He feels very lonely and recognizes that the fish is much, much stronger than he himself is. "Man is not much besides the great birds and beasts. Still I would rather be that beast down there in the darkness of the sea unless sharks come. If sharks come, God pity him and me." And by saying this, the old man reveals that he is afraid of sharks.

It is evening and the old man sleeps a bit, but he is wakened because the fish jumps out of the water for more than 12 times. When the sun rises, the third day has started and the fish begins to circle the boat. The old man's state of mind

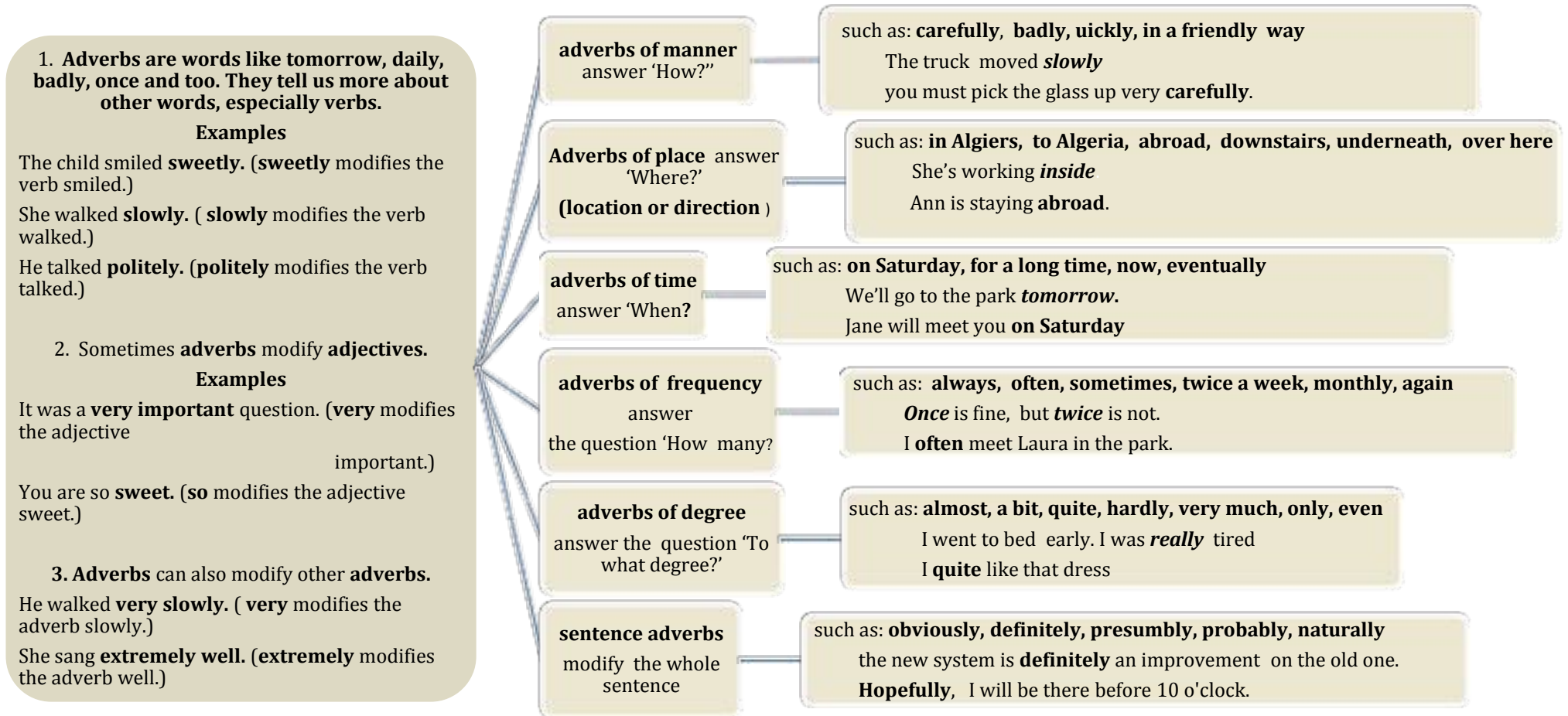
deteriorates, because he has not eaten anything for a long time. He feels dizzy and he is close to a physical and mental breakdown. Finally, when the fish is close enough, the old man takes his harpoon and kills it. Having killed the fish Santiago attaches the marlin to the outside of the boat and starts to sail home.

But only a short time afterwards sharks come, attracted by the blood from the heart of the fish. Santiago tries to defend the fish, but the sharks are much stronger. They eat up the flesh of the fish. In this situation Santiago is described in the following way: "He did not like to look at the fish anymore since he had been mutilated. When the fish had been hit it was as though he himself were hit." This description shows how proud he was to have caught such a beautiful and big fish; a parallel could be drawn between Santiago and the fish. The old man identifies with the fish and with his "death". Nothing of the fish is left except its skeleton. The few tools the old man had broke during his fight against the sharks. So there was absolutely no way of defending the fish.

The old man finally arrives at the harbour at the third day of his journey. It is night and the old man goes to bed. The next morning Manolin comes and visits him, but before that the boy had already been to the harbour and he had also seen the skeleton of the big fish. When the boy sees the old man he starts to cry. He tells Santiago that the coast guard and even airplanes had been searching for him. The boy also promises that they will go fishing together again.

**By Ernest Hemingway**

1. *Definiton & Kinds of adverbs*



*Let's practice: classify the underlined adverbs in above the text according to the types you have learned*

## 2. Position of adverbs

Adverbs come in various places in the sentence. There are basically three positions :

Front position :	<b>adverb</b> + subject (+auxiliary)		main verb (+object)
Mid-position :	subject (+auxiliary)	<b>adverb</b>	main verb (+object)
End-position :	subject (+auxiliary)		main verb (+object) <b>adverb</b>

### Front position

<b>Adverb</b>	<b>subject</b>	<b>main verb</b>	
<i>Suddenly</i>	the car	stopped	→ the adverb comes <b>before the subject</b>

### Mid- position

<b>Subject</b>	<b>Adverb</b>	<b>main verb</b>	
the sun	<i>always</i>	rises in the east.	→ the adverb comes <b>between the subject and the verb</b>

<b>subject</b>	<b>be</b>	<b>adverb</b>	
Chris	is	<i>always</i> nervous before a test.	→ The adverb comes <b>after to be</b>

<b>Subject</b>	<b>auxiliary</b>	<b>adverb</b>	
you	can	always ask me.	
The money	has	never been found.	
Tom	doesn't	usually come late.	→ If there is an auxiliary verb, the adverb comes after the first auxiliary

### End-position

<b>Subject</b>	<b>main verb</b>	<b>object</b>	<b>adverb.</b>
I	shouted		<i>angrily.</i>
Tina	opened	the door	<i>quietly.</i> The adverb comes <b>after the main adverb (+object)</b>

➤ **Adverbs of manner** such as **beautifully, carefully, politely, quickly, quietly, and well** usually go in end-position :

Helen draws and paints *beautifully*

The guide answered the questions *politely*

➤ 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.

My cousin ~~speaks~~ **well** French.

My cousin speaks French well.

### Let's practice (01) : Which of the following sentences is correct?

- |  |  |   |
|--|--|---|
| 1. Never<br>a) I have never seen a whale.<br>b) I never have seen a whale.<br>c) Never I have seen a whale.  | 4. Sometimes<br>a) It sometimes gets very windy here.<br>b) Sometimes it gets very windy here.<br>c) Both sentences are correct. | 7. Occasionally<br>a) I occasionally go there.<br>b) I go there occasionally.<br>c) Both sentences are correct. |
| 2. Seldom<br>a) I am seldom late for work.<br>b) Seldom I am late for work.<br>c) I seldom am late for work. | 5. Often<br>a) My boss is often bad-tempered.<br>b) My boss often is bad-tempered.<br>c) My boss is bad-tempered often.          | 8. Still<br>a) Still I work.<br>b) I still work.<br>c) Both sentences are correct.                              |
| 3. Always<br>a) I get up early always.<br>b) Always I get up early.<br>c) I always get up early.             | 6. Usually<br>a) I usually get up early.<br>b) Usually I get up early.<br>c) Both sentences are correct.                         | 9. Just<br>a) She just has gone out.<br>b) She has just gone out.<br>c) She has gone out just.                  |

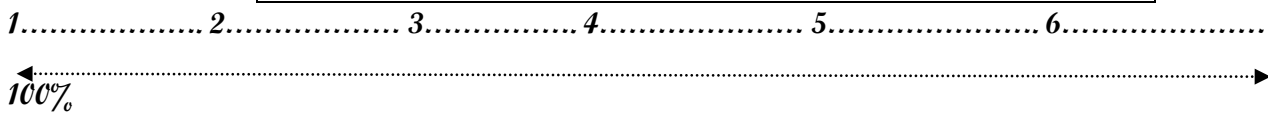
### 3. Order of adverbs when together

There is a basic 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
Tashonda naps		in her room	every morning	before lunch.

Let's practice (02): put the adverbs in the box onto the scale in the correct order

Always	occasionally	sometimes	Hardly ever	often	usually
--------	--------------	-----------	-------------	-------	---------



4. Formation of adverbs

<p>➤ If the adjective ends in <b>-y</b>, replace it with <b>-i</b> and then add <b>-ly</b>.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>happy</td> <td>happily</td> </tr> <tr> <td>angry</td> <td>angrily</td> </tr> <tr> <td>lucky</td> <td>luckily</td> </tr> </tbody> </table>	Adjective	Adverb	happy	happily	angry	angrily	lucky	luckily	<p>➤ If the adjective ends in <b>-ic</b>, add <b>-ally</b>.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>basic</td> <td>Basically</td> </tr> <tr> <td>economic</td> <td>economically</td> </tr> </tbody> </table> <p>This rule, however, has an exception. The adverb formed from <b>public</b> is <b>publicly</b>, and <b>not</b> publically.</p> <p>➤ <b>Irregular adverbs</b> Most adverbs are formed by adding <b>-ly</b> to an adjective (e.g. <i>slow - slowly</i>). However, there are some irregular adverbs.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>good</td> <td>well</td> </tr> <tr> <td>fast</td> <td>fast</td> </tr> <tr> <td>hard</td> <td>hard</td> </tr> <tr> <td>late</td> <td>late</td> </tr> <tr> <td>early</td> <td>early</td> </tr> <tr> <td>daily</td> <td>daily</td> </tr> </tbody> </table>	Adjective	Adverb	basic	Basically	economic	economically	Adjective	Adverb	good	well	fast	fast	hard	hard	late	late	early	early	daily	daily
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gentle	gently																												
humble	humbly																												

Let's practice (03) : Rewrite the following adjectives as adverbs.

- |                      |                 |                 |
|----------------------|-----------------|-----------------|
| 1. slow _____        | 5. strong _____ | 9. brave _____  |
| 2. cool _____        | 6. wise _____   | 10. merry _____ |
| 3. beautiful _____   | 7. tidy _____   | 11. soft _____  |
| 4. comfortable _____ | 8. quiet _____  | 12. busy _____  |

5. Comparison of adverbs

There are three forms:

**- positive      - comparative      - superlative**

**A - Comparison with -er/-est**

hard - harder - (the) hardest

We use **-er/-est** with the following adverbs:

1) all adverbs with one syllable

Fast	faster	fastest
High	higher	highest

2) The adverb: early

**B - Comparison with more - most**

carefully - **more** carefully - (the) **most** carefully

**adverbs ending on -ly (not: early)**

**C - Irregular adverbs**

Well	better	best
Badly	worse	worst
Much	more	most
Little	less	least
Late	later	last
Far	farther further	farthest furthest

Let's practice (04) : Fill in the blank with the correct **comparative form** of the adverb (in parentheses):

EX: He is singing more loudly than the other singers. (loudly)

- He arrived \_\_\_\_\_ than expected. (early)
- We walked \_\_\_\_\_ than the rest of the people. (slowly)
- They called us \_\_\_\_\_ in the afternoon. (late)
- He hit his arm \_\_\_\_\_ than before. (hard)
- The Spanish athlete ran \_\_\_\_\_ than the other runners. (fast)
- Jim threw the ball \_\_\_\_\_ than Peter. (far)
- We answered all the questions \_\_\_\_\_ than the other students. (well)
- Our new teacher explains the exercises \_\_\_\_\_ than our old teacher. (badly)
- The new mechanic checked the car \_\_\_\_\_ than the old mechanic. (thoroughly)

## Conjunctions

*Let's read the story, then circle the conjunctions if we know*

### The cask of Amontillado

In a nameless Italian city, a nobleman by the name of Montresor tells of the day he took his revenge on fellow nobleman Fortunato. Montresor's plot to murder his friend stems from an unspecified insult, thus he plans to kill Fortunato during Carnival while his victim is too intoxicated to suspect any foul play.

Montresor claims to have acquired a pipe of Amontillado, a rare vintage sherry, and an unlikely find during Carnival. Montresor presses that he has his doubts about the wine's authenticity and flatters the jester costume-clad Fortunato, telling him that he needs an expert's opinion on the wine. The nobleman bites at Montresor's bait without thinking twice and agrees to assess his friend's wine. The two men make their way to Montresor's palazzo and wander through the catacombs, damp vaults covered in nitre. Fortunato proves to be bothered by the whitish mineral and Montresor keeps offering to bring him back home ; however, Fortunato remains too enticed by the promise of the Amontillado to turn back. Instead, Fortunato accepts the offering of wines as an antidote to his bothersome cough much to the pleasure of Montresor.

As the men continue on their journey, Fortunato makes a bold, "grotesque" hand movement that is a secret sign of the fraternal organization, the Masons. Montresor does not recognize the hand signal despite his claim to be

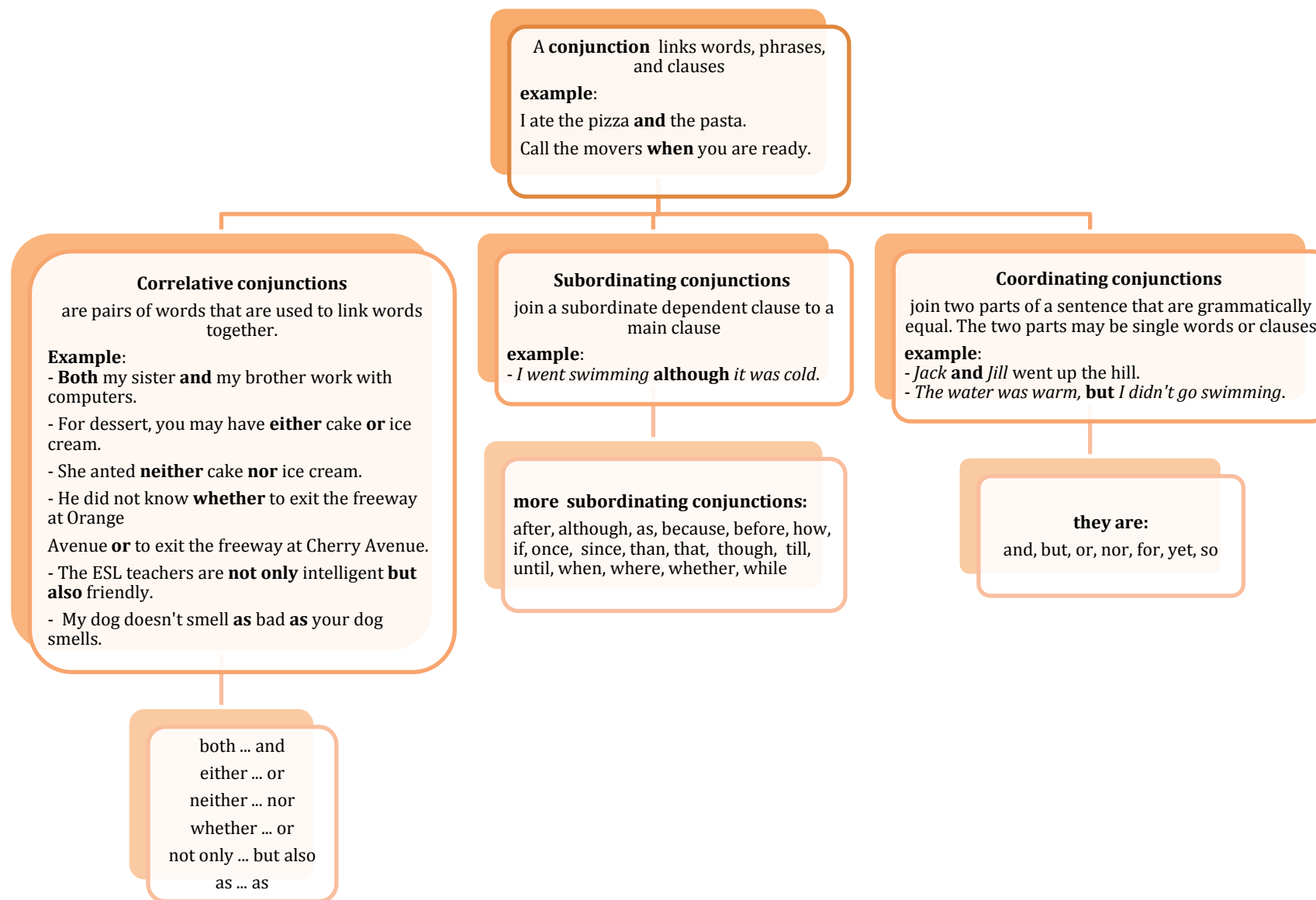
a Mason causing Fortunato to ask for proof of Montresor's membership to the brotherhood. Montresor shows him his trowel, which does not convince Fortunato. The men are then met by a crypt which is decorated with human bones. There is a small interior recess in the exposed wall and this is where Montresor tells Fortunato the Amontillado is housed.

Without hesitation, the heavily intoxicated Fortunato walks into the recess and Montresor successfully chains the man to a stone. He begins taunting his prisoner in the small crypt as he builds a wall to trap Fortunato inside. Now sober, Fortunato screams, terrified and defenseless as the layers of brick continue to rise. After some time, the nobleman falls silent until he lets out a laugh when the wall is complete, thinking that Montresor is playing a joke on him. Montresor states that his heart feels ill, but only due to the dampness of the catacombs. Fortunato pleads and begs while Montresor completes the stone wall and plasters it shut, with his victim falling silent with the exception of bells from his costume.

Poe completes his short horror story with Montresor reminiscing fondly about the event. He claims that it has been fifty years since he murdered his friend and for those fifty years no one has disturbed him. The story concludes with the words, "In pace requiescat!", "May he rest in peace."

**Author:** Edgar Allan Poe





*Let's test our English: In your copybook, classify the above underlined conjunctions in the text above according to their types*

**Let's practice (01): Complete these sentences with so, such or such a(n).**

Example: She is so bad at maths that she has to have extra lessons after school – like me.

- Jane is busy if we don't help her, she is going to collapse.  
\_\_\_\_\_
- English is useful language millions of people learn it.  
\_\_\_\_\_
- He ran slowly everybody passed him.  
\_\_\_\_\_
- This is delicious food I'm going to come here again.  
\_\_\_\_\_
- It was nice weather we went to the beach.  
\_\_\_\_\_

**Let's practice (02): Rewrite these sentences using the time connectors in brackets.**

**Example:** Charlotte was arranging some flowers. Her cat knocked over the vase. **(when)**  
*Charlotte was arranging some flowers when her cat knocked over the vase.*

1. She arrives tomorrow. She's going to call me from the airport. **(as soon as)**  
.....
2. Are you going out again tonight? You should finish your homework before you leave. **(before)**  
.....
3. I woke up at 10 o'clock. It wasn't worth hurrying for the bus. **(by the time)**  
.....
4. The dentist was with a very difficult patient before me. I had to wait. **(until)**  
.....
5. I'm going to finish this exercise in ten minutes. I'll meet you in the cafeteria. **(when)**  
.....

**Let's practice (03): Write short answers with so, either .. or, or neither .. nor, for these statements.**

**Example:** I wasn't born in Spain. My sister wasn't either.  
*Neither my sister nor I were born in Spain.*

1. She'd like to travel to Egypt or Morocco next summer.  
\_\_\_\_\_
2. I haven't seen anything like it before. He hadn't either.  
\_\_\_\_\_
3. Jack seldom goes out. Paul doesn't either.  
\_\_\_\_\_
4. Sally and I didn't recognise him at first.  
\_\_\_\_\_
5. He always does a crossword or reads for a while before going to sleep.  
\_\_\_\_\_

**Let's practice (04): Complete the sentences with although, though, despite, in spite of, such a or so.**

**Example:** Although the temperature was freezing, they still decided to climb the mountain.

1. Emily passed the exam ..... not having studied much.
2. It was ..... beautiful day that we got up early and went to the beach.
3. .... the fact that the pound is still the national currency, some people are pro-euro.
4. The concert was ..... brilliant that we went to see it again the next night.
5. I might go to Vietnam this summer ..... I haven't decided yet.

**Let's practice (05): Join the sentences using the conjunctions in the brackets.**

1. The boys sang in the hall. The girls sang in the hall. **(and)**  
\_\_\_\_\_
2. I was sick. I did not attend the football practice. **(so)**  
\_\_\_\_\_
3. Please do not take part in the competition. You are well-prepared for it. **(until)**  
\_\_\_\_\_
4. I was afraid of the dark. I did not go into the kitchen. **(so)**  
\_\_\_\_\_
5. Larry does not like coffee. Mary does not like coffee. **(and)**  
\_\_\_\_\_
6. We stood and waited for the bus. Our legs ache. **(until)**  
\_\_\_\_\_
7. I was angry with my father. He was late. **(because)**  
\_\_\_\_\_
8. She is late. She is not worried about it. **(although)**  
\_\_\_\_\_

**Let's practice (06): Combine the following sentences using paired conjunctions.**

1. Judy will go to dance with Don, or she will go to dance with Bob.  
\_\_\_\_\_
2. The boys don't want to study tonight. The boys don't want to work tonight.  
\_\_\_\_\_
3. I bought a new pen yesterday. I bought a new pencil yesterday.  
\_\_\_\_\_
4. Mrs. Jones didn't see the movie. Mrs. Smith didn't see the movie.  
\_\_\_\_\_
5. Tom went to the party late. Steve went to the party late.  
\_\_\_\_\_
6. The cats don't like the food. The dog doesn't like the food.  
\_\_\_\_\_

## Verbs

Let's read the story of Bear Lake Monster and underline its verbs if we know

### Bear Lake Monster

If you travel to Bear Lake in Utah on a quiet day, you just might catch a glimpse of the Bear Lake Monster. The monster looks like a huge brown snake and is nearly 90 feet long. It has ears that stick out from the side of its skinny head and a mouth big enough to eat a man. According to some, it has small legs and it kind of scurries when it ventures out on land. But in the water – watch out! It can swim faster than a horse can gallop – makes a mile a minute on a good day. Sometimes the monster likes to sneak up on unwary swimmers and blow water at them. The ones it doesn't carry off to eat, that is.

A feller I heard about spotted the monster early one evening as he was walking along the lake. He tried to shoot it with his rifle. The man was a crack shot, but not one of his bullets touched that monster. It scared the heck out of him and

he high tailed it home faster than you can say Jack Robinson. Left his rifle behind him and claimed the monster ate it.

Sometimes, when the monster has been quiet for a while, people start saying it is gone for good. Some folks even dredge up that old tale that says how Pecos Bill heard about the Bear Lake monster and bet some cowpokes that he could wrestle that monster until it said uncle. According to them folks, the fight lasted for days and created a hurricane around Bear Lake. Finally, Bill flung that there monster over his shoulder and it flew so far it went plumb around the world and landed in Loch Ness, where it lives to this day.

Course, we know better than that. The Bear Lake Monster is just hibernating-like. Keep your eyes open at dusk and maybe you'll see it come out to feed. Just be careful swimming in the lake, or you might be its next meal!

**From** American Folklore

Let's practice (01) : classify in your copybook the verbs according to their types

Let's practice (02) : In each sentence, underline the helping verb with a single line and the main verb with two lines.

**EXAMPLE:** I am reading about the Junior Olympics.

1. She was racing in a wheelchair race.
2. Sarah had joined the Wheelchair Athlete Club.
3. The racers were using special racing wheelchairs.
4. They are training several times a week.
5. They have lifted weights too.
6. Sarah has raced for several years.
7. She will race many more times.
8. She is practicing for next year's Olympics.
9. The Junior Olympics are held every summer.
10. The games were started in 1967.

Let's practice (03) : underline the helping verb(s) once and the main verb twice. **EXAMPLE** [1] How many elements does air contain?

[1] Since no one can see the air, some people in the past did not consider it real. [2] The ancient Greek philosopher Anaximenes, however, did not agree with these people. [3] He believed that air must be one of the foundations of all matter. [4] One evening Anaximenes was walking in the moonlight. [5] While looking up at the sky, he must have seen a rainbow made by the moon. [6] Unlike other Greeks, he did not believe that the rainbow was a goddess. [7] He was not surprised to see the rainbow because he believed that it was made by the effect of light on compressed air. [8] Like Anaximenes, we must admit that the air does contain something real. [9] Scientists have found nitrogen, oxygen, and other elements in the air. [10] We may discover new facts about air now that we are investigating other planets.

Let's practice (04) : Complete the following sentences by writing suitable helping verbs on the lines provided. Then, underline the entire verb phrase.

- EXAMPLE 1.** Did the teacher explain?
1. \_\_\_\_\_ you ever seen a Kabuki play?
  2. His car \_\_\_\_\_ going too fast for safety.
  3. I \_\_\_\_\_ waiting for Helen.
  4. \_\_\_\_\_ you met my mother?
  5. It \_\_\_\_\_ be later than you think.
  6. Edena \_\_\_\_\_ becoming an excellent soccer player.
  7. If he \_\_\_\_\_ read better, he \_\_\_\_\_ learn more.
  8. There \_\_\_\_\_ been serious consequences.
  9. Mr. Prinz \_\_\_\_\_ not \_\_\_\_\_ persuaded to change.
  10. \_\_\_\_\_ you read "For My People" by Margaret Walker?

Let's read the following texts about

### The deadline

**Maggie:** Hi Tom, have you finished your homework?

**Tom:** Oh. No, I haven't.

**Maggie:** The deadline is over so you have to submit it tomorrow.

**Tom:** I can't make it. I haven't even started it yet. Can we hand it in next week?

**Maggie:** I don't know. You'll have to ask Mrs. Robinson about that. I think you must finish it by tomorrow. She probably won't accept projects after tomorrow.

**Tom:** I've had so many other things to do. I couldn't even start it. I don't know what to do.

**Maggie:** Don't worry. I'll help you. It's not very difficult. I finished it in one day. **Tom:** Really? Great!

**Maggie:** First, you should read the article that Mrs. Robinson gave us. It's about the Mohican Civilization. Then, you have to design a poster for a play about them – the Mohicans – for the theatre.

**Tom:** Yeah I know but it looks a bit difficult

**Maggie:** Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art.

There are lots of templates on the internet. You can just use one of those designs to make your own poster.

**Tom:** Well, I think I can do it. What title shall I use? Can you help me?

**Maggie:** Yeah, I can give you some suggestions but you mustn't use the same title as anyone else in our class. You have to create your own title.

**Tom:** Okay, I can come up with something I guess.

**Maggie:** Alright?

**Tom:** Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks Maggie.

**Maggie:** No problem. Good luck!

### I'm a 'morning person'

The alarm goes off at 7:00. I wake up, lean over and turn off the alarm. I get up quickly and go downstairs. I put on the coffee. I go back upstairs and sort out my bed. Afterwards, I put on my clothes. When I come downstairs again, I drink up my cup of coffee. Mmmm! Then I have some toast and a cup of milk. I wash my cup and tidy up the kitchen. I take my bag and set off to work. It is 8:00 am. I lock up the house before I go. Sometimes I run to catch up the bus. I get on the bus and go for three or four stops. Then I get off the bus. I go into work and say "GOOD MORNING!" to my first class. It is 8:45am.

**In the above text find the kinds of verbs.**

## Types of Verbs:

There are several types of **verbs** to be studied: the action verbs, the linking verbs, and the helping verbs.

**1. Action verbs** tell what action (often a physical) a subject is performing, has performed, or will perform.

- a. My father **delivers** packages to department stores each day.      b. Louie **bowled** a perfect game last night.  
c. **Turn** at the next corner, Noel.      d. Oscar will **help** Petra with the project.

transitive Vs. intransitive

**1.1. Transitive verb** is one that is used with an **object: a noun, phrase, or pronoun** that refers to the person or thing that is affected by the action of the verb. Such as: admire, maintain, face, and love

1. I **admire** your courage.      3. We need to **maintain** product quality.  
2. I couldn't **face** him today.      4. She **loves** animals.

Some transitive verbs can be used with a **direct object** and an **indirect object**:

Liz brought	<b>her</b>	<b>a glass of water.</b>
	[indirect object]	[direct object]
He sent	<b>her</b>	<b>a letter.</b>
	[indirect object]	[direct object]

Here is a short list of some common verbs that can take a direct and indirect object:

Give, buy, pass, make, sell, take, show, offer, leave, wish, lend, cost

**1.2. Intransitive verbs** do not have an object. In the following sentences, cry, work, laugh, and talk are intransitive verbs:      The baby **was crying**.      I **work** for a large firm in Paris.

They **laughed** uncontrollably.      We **talked** for hours.

**1.3. Transitive and intransitive verbs:** many verbs can be transitive or intransitive. For example:

The choir **sang** carols. [transitive]      Peter always **sings** in the bath. [intransitive]  
She **left** London on June 6. [transitive]      I want to **leave** early. [intransitive]

Here is a short list of some common verbs that can be transitive or intransitive: stop, do, set, run, live, write, wash, stop, open, close, change, start, move

**2. Linking Verbs** connect (or link) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

My sister **is** a doctor. (The linking verb, *is*, connects the subject, *sister*, with the predicate nominative, *doctor*.)

My sister **is** studying to become a doctor. (In this sentence the word *is* is a helping verb not linking for *studying*)

He **appeared** tired. (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *tired*.)

He **appeared** at the game. (In this sentence the verb, *appeared*, is an action verb, not a linking verb.)

**3. Helping Verbs** assist the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

The members *are* going to the city tomorrow evening.

*Are* the members going to the city tomorrow evening?

That joke *has been* heard around the office.

*Has* that joke *been* heard around the office?

Her brothers *are* leaving for the train.

*Are* her brothers leaving for the train?

<b>1. can</b>	<b>Examples</b>	<b>2. could</b>	<b>Examples</b>
<b>Use</b> ability to do sth. in the present (substitute form: to be able to)	I <b>can speak</b> English.	ability to do sth. in the past (substitute form: to be able to)	I <b>could speak</b> English.
permission to do sth. in the present (substitute form: to be allowed to)	<b>Can</b> I <b>go</b> to the cinema?	permission to do sth. in the past (substitute form: to be allowed to)	I <b>could go</b> to the cinema.
request	<b>Can</b> you <b>wait</b> a moment, please?	polite question *	<b>Could</b> I <b>go</b> to the cinema, please?
offer	I <b>can lend</b> you my car till tomorrow.	polite request *	<b>Could</b> you <b>wait</b> a moment, please?
suggestion	<b>Can</b> we <b>visit</b> Grandma at the weekend?	polite offer *	I <b>could lend</b> you my car till tomorrow.
possibility	It <b>can get</b> very hot in Arizona.	polite suggestion *	<b>Could</b> we <b>visit</b> Grandma at the weekend?
		possibility *	It <b>could get</b> very hot in Montana.
<b>3. may</b>	<b>Examples</b>	<b>4. might</b>	<b>Examples</b>
<b>Use</b> possibility	It <b>may rain</b> today.	<b>Use</b> possibility (less possible than may) *	It <b>might rain</b> today.
permission to do sth. in the present (substitute form: to be allowed to)	<b>May</b> I <b>go</b> to the cinema?	hesitant offer *	<b>Might</b> I help you?
polite suggestion	<b>May</b> I <b>help</b> you?		
<b>5. must</b>	<b>Examples</b>	<b>6. must not/may not</b>	<b>Examples</b>
<b>Use</b> force, necessity	I <b>must go</b> to the supermarket today.	<b>Use</b> prohibition	You <b>mustn't work</b> on dad's computer. You <b>may not work</b> on dad's computer.
possibility	You <b>must be</b> tired.		
advice, recommendation	You <b>must see</b> the new film with Brad Pitt		
<b>7. need not</b>	<b>Examples</b>	<b>8. ought to</b>	<b>Examples</b>
<b>Use</b> not necessary	I <b>needn't go</b> to the supermarket, we're going to the restaurant tonight.	advice	You <b>ought to drive</b> carefully in bad weather.
		obligation	You <b>ought to switch</b> off the light when you leave the room.
<b>9. shall</b> instead of will in the 1st person	<b>Examples</b>	<b>10) should</b>	<b>Examples</b>
<b>Use</b> suggestion	<b>Shall</b> I <b>carry</b> your bag?	<b>Use</b> Advice	You <b>should drive</b> carefully in bad weather
		obligation	You <b>should switch</b> off the light when you leave the room.
<b>11. will</b>	<b>Examples</b>	<b>12. would</b>	<b>Examples</b>
<b>Use</b> wish, request, demand, order (less polite than would)	<b>Will</b> you please <b>shut</b> the door?	<b>Use</b> wish, request (more polite than will)	<b>Would</b> you <b>shut</b> the door, please?
prediction, assumption	I think it <b>will rain</b> on Friday.	habits in the past	Sometimes he <b>would bring</b> me some flowers.
promise	I <b>will stop</b> smoking.		
spontaneous decision	Can somebody drive me to the station? - I <b>will</b> .		
Habits	She's strange, she <b>'ll sit</b> for hours without talking.		

\* no past forms - future forms

**Let's practice (01):** Fill in the blanks in the following sentences by inserting **must** or **the present, future, or past form of have to**.

1. She \_\_\_\_\_ leave home at eight o'clock every morning at present.
2. Notice in a picture gallery: Cameras, sticks and umbrellas \_\_\_\_\_ be left at the desk.
3. He sees very badly; he \_\_\_\_\_ wear glasses all the time.
4. I \_\_\_\_\_ do all the typing at my office.
5. You \_\_\_\_\_ read this book. It's really excellent.
6. The children \_\_\_\_\_ play in the streets till their mothers get home from work.
7. She felt ill and \_\_\_\_\_ leave early.
8. Mr Pitt \_\_\_\_\_ cook his own meals. His wife is away.
9. I hadn't enough money and I \_\_\_\_\_ pay by cheque.
10. I never remember his address; I always \_\_\_\_\_ look it up.
11. Employer: You \_\_\_\_\_ come to work in time.
12. If you go to a dentist with a private practice you \_\_\_\_\_ pay him quite a lot of money.
13. Father to small son: You \_\_\_\_\_ do what mummy says.
14. My neighbour's child \_\_\_\_\_ practise the piano for three hours a day.
15. Doctor: I can't come now. Caller: You \_\_\_\_\_ come; he's terribly ill.

**Let's practice (02):** Use **must not** or **need not** to fill in the blanks in the following sentences.

1. You \_\_\_\_\_ ring the bell; I have a key.
2. Notice in the cinema: Exit doors \_\_\_\_\_ be locked during performances.
3. You \_\_\_\_\_ drink this: it is poison.
4. We \_\_\_\_\_ drive fast; we have plenty of time.
5. You \_\_\_\_\_ drive fast; there is a speed limit here.
6. Candidates \_\_\_\_\_ bring books into the examination room.
7. You \_\_\_\_\_ write to him for he will be here tomorrow
8. We \_\_\_\_\_ make any noise or we'll wake the baby.
9. You \_\_\_\_\_ ring an umbrella. It isn't going to rain.
10. You \_\_\_\_\_ do all the exercise. Ten sentences will be enough.
11. We \_\_\_\_\_ reheat the pie. We can eat it cold.
12. Mother to child: You \_\_\_\_\_ tell lies.
13. You \_\_\_\_\_ strike a match; the room is full of gas.
14. You \_\_\_\_\_ turn the light; I can see quite well.
15. You \_\_\_\_\_ talk to other candidates during the exam.

**Let's practice (03):** Fill in the blanks in the following sentences by using **MUST/CAN'T/COULDN'T** or **NEEDN'T + the perfect infinitive** of the verb in brackets.

1. Did you hear me come in last night? No, I \_\_\_\_\_ (be) asleep.
2. I wonder who broke the glass; it \_\_\_\_\_ (be) the cat for it was out all day.
3. You \_\_\_\_\_ (help) him. (You helped him but he didn't need help)
4. I had my umbrella when I came out but I haven't got it now. You \_\_\_\_\_ (leave) it on the bus.
5. He \_\_\_\_\_ (escape) by this window because it is barred.
6. I saw a rattlesnake near the river yesterday. You \_\_\_\_\_ (see) it. There aren't any rattlesnakes in this country.
7. He is back already. He \_\_\_\_\_ (start) very early.
8. He returned home with a tiger cub. His wife \_\_\_\_\_ (be) very pleased about that.
9. I bought two bottles of milk. You \_\_\_\_\_ (buy) milk.
10. I phoned at nine this morning but got no answer. I'm sorry. I \_\_\_\_\_ (be) in the garden.
11. I left my bicycle here and now it's gone. Someone \_\_\_\_\_ (borrow) it.
12. I've opened another bottle. You \_\_\_\_\_ (do) that. We've only just started this one.
13. The machine said, "you weigh 65 kilos", and I said "Thank you". You \_\_\_\_\_ (say) anything.

**Let's practice (04):** Discuss why each verb functions as an action or a helping verb

In the following group of sentences, the odd-numbered sentences exemplify the linking verb and the even-numbered sentences show the same verb used as either an action verb or a helping verb.

1. Reggie *looked* confused.
2. Tammy *grew* tired during the long concert.
3. I *feel* confused in math class.
4. Reggie *looked* for his missing wallet.
5. Tammy *grew* tomatoes in her garden this year.
6. I *feel* the penny at the bottom of this pool.



# **Final Tests**

## FINAL TEST 1 PARTS OF SPEECH

Decide whether each underlined word is a noun (N), pronoun (PN), verb (V), adjective (ADJ), adverb (ADVB), conjunction (C), preposition (P), or interjection (I). Then write its abbreviation on the line before the sentence. Each correct answer scores 5 points.

1. \_\_\_\_\_ Slow down.
2. \_\_\_\_\_ I would like to go, but I have to help my sister.
3. \_\_\_\_\_ Can you please drive more slowly?
4. \_\_\_\_\_ He is our legislator.
5. \_\_\_\_\_ The captain looked for a better route.
6. \_\_\_\_\_ Wow! Are we there already?
7. \_\_\_\_\_ The pictures fell from the table.
8. \_\_\_\_\_ I can certainly use your help during the ordeal.
9. \_\_\_\_\_ This extravagant home is overpriced even for today's market.
10. \_\_\_\_\_ Mom and Dad just returned from Charlotte, North Carolina.
11. \_\_\_\_\_ Diplomacy is the best tactic.
12. \_\_\_\_\_ They think that their dog will like it.
13. \_\_\_\_\_ Some of these stories are discussed often.
14. \_\_\_\_\_ Either the giraffe or the monkey will be fed now.
15. \_\_\_\_\_ We will probably hinder the process if we try to help them.
16. \_\_\_\_\_ Helene cautiously approached the dog.
17. \_\_\_\_\_ Can you help with the moving?
18. \_\_\_\_\_ They will do most of the moving themselves.
19. \_\_\_\_\_ I am not hungry.
20. \_\_\_\_\_ This is a very pretty necklace.

**Number correct** \_\_\_\_\_  $\times 5 =$  \_\_\_\_\_%

## FINAL TEST 2 PARTS OF SPEECH

How well do you know the eight parts of speech? This activity will test your mettle! Write ten sentences using the parts of speech in the order specified. If the abbreviations are capitalized, the word in the sentence should be capitalized as well.

Here is the abbreviation code: n = noun; pro = pronoun; adj = adjective; v = verb; advb = adverb; c = conjunction; prep = preposition; hv = helping verb; mv = main verb; pro-adj = pronoun-adjective (such as *these*); art = article (*a*, *an*, or *the*).

1. Pro / hv / mv / art / n / prep / pro.

---

2. Pro / prep / pro-adj / n / v / adj.

---

3. MV / pro-adj / n / advb.

---

4. N / conj / N / hv / mv / prep / N.

---

5. Pro-adj / n / hv / conj / hv / mv / prep / pro-adj / n.

---

6. HV / pro / mv / art / adj / n / prep / art / adj / n?

---

7. Pro / hv / mv / conj / pro / v / n.

---

8. N / v / pro / advb / advb.

---

9. Art / n / advb / v / pro-adj / n / advb / prep / art / n.

---

10. Prep / pro-adj / noun, art / n / v / prep / art / n.

---

# articles

3 Correct the sentences by adding *a*, *an*, or *the*.

- a I need /new mouse for my computer.
- b Why are you always in good mood?
- c Red, yellow and blue are three primary colours.
- d Photoshop is program for editing digital images.
- e Acid rain is big problem in parts of Europe.
- f We went out for meal last night at Indian restaurant in South Street.
- g My brother became engineer because he liked playing with motors.
- h I lost all my work when computer crashed.
- i This is book she gave me.
- j It takes one hour to finish unit of this book.

6 Correct the mistakes with articles in the following sentences.

- a I like to spend time in an open air.  
*I like to spend time in the open air.*
- b I'm very interested in the history, especially history of South America.
- c We are having a good weather this summer.
- d I'm going to do a shopping. Do you want anything from the supermarket?
- e A Yangtze is the famous river in China.
- f I was late for the school yesterday.
- g An Atlantic Ocean is smaller than a Pacific.
- h A Japanese make very good electronic products.

5 Complete the sentences with *the*, *a*, or *an*, or leave the space blank if no article is needed.

## No gain without pain

Pain is necessary. It is **a** *the* body's way of telling us that something is wrong. However, **b** scientists do not understand how pain works. People experience **c** pain in different ways. It depends on **d** different **biological** factors.

There is **e** very **rare condition** where the sufferer doesn't feel any pain at all.

Doctors have only found 33 people with this condition. In one case **f** young child broke his ankle but continued to play and run. One possible cause may be a lack of 'betaendorphin', **g** **chemical** which is responsible for controlling **h** pain.

**i** pain stops us from doing things that can hurt us like putting our hand in **j** fire, or burning ourselves with **k** boiling water. It also means that we do something to protect **l** injured part of our body. For example, we are careful to avoid putting weight on **m** injured ankle. This child mentioned above will keep hitting his head but it doesn't hurt him. On the other hand, **n** normal children learn to be careful because their mistakes are painful.

**EX 3**  
 a I need a new mouse for my computer.  
 b Why are you always in a good mood?  
 c Red, green and blue are the three primary colours.  
 d Photoshop is a program for editing digital images.  
 e Acid rain is a big problem in parts of Europe.  
 f We went out for a meal last night at the / an Indian restaurant in South Street.  
 g My brother became an engineer because he liked playing with motors.  
 h I lost all my work when the computer crashed.  
 i This is the book she gave me.  
 j It takes one hour to finish a unit of this book.

**EX 6**  
 a I like to spend time in the open air.  
 b I'm very interested in history, especially the history of South America.  
 c We are having good weather this summer.  
 d I'm going to do the shopping. Do you want anything from the supermarket?  
 e The Yangtze is a famous river in China.  
 f I was late for school yesterday.  
 g The Atlantic Ocean is smaller than the Pacific.  
 h The Japanese make very good electronic products.

**EX 5**  
 a the b -  
 ! a / - k -  
 c - d - ea fa  
 l the man n -  
 g a h - i -

# adjectives

1 Put the words in the correct order.

- a very good teacher Mr Smith was a English  
Mr Smith *was a very good English teacher.*
- b glad found am maths I have exercise my book I  
I .....
- c the asleep telephone because didn't was John hear ring he  
John .....
- d Internet connection really our school is slow  
Our .....
- e cold woollen hat a good for weather is  
A .....
- f new delicious the was food at really restaurant the Thai  
The food .....
- g dark afraid little was of the room the girl  
The little .....
- h announced children the missing were safe they that  
They .....
- i office if you school are you must call the ill  
You .....

3 Underline the correct form.

- a He was carrying a black plastic / plastic black bag.
- b They've bought a new massive / massive new freezer.
- c He was wearing a leather motorcycling / motorcycling leather jacket.
- d Has anyone seen my army Swiss / Swiss army knife?
- e They live in a lovely little old / little lovely old house in the country.
- f You've got big green beautiful / beautiful big green eyes.
- g He's just bought a new expensive / an expensive new laptop.
- h The famous ancient Inca / famous Inca ancient ruins of Machu Picchu are in Peru.
- i My brother has got a lightweight American mountain / American lightweight mountain bike.
- j We have a huge modern science / modern huge science laboratory at school.

Complete the text with the adjectives in brackets ( ) in comparative or superlative form.

## OS battles

Ex 6  
a most popular b more common c better  
d smaller e more efficient f more stable  
g easier h cheaper i more difficult j biggest k wider

Windows, Linux and Unix are different computer **operating systems** (OS). You need an operating system to run any computer – both PCs at home or in the office, and the big **network servers** that connect other computers. Windows is the **a** (popular) most popular system for PCs in the world. There are also versions of Windows for network servers, but in this market, Unix-based systems are **b** (common) ..... than Microsoft systems. A newcomer to the battle is Linux.

If we compare Windows and Unix as systems for network servers, they have different **strengths** and **weaknesses**, but many experts say that Unix is a **c** (good) ..... system. It is **d** (small) ..... and **e** (efficient) ..... than Windows. In addition, it is **f** (stable) ....., while Windows has a reputation for 'crashing'. Linux is based on Unix but it is **g** (easy) ..... to use.

The main difference between Linux and the other two systems is that it is 'open source'. This means it is free and that anyone can modify it or write programs for it. This makes it much **h** (cheap) ....., but for most people Linux systems are still **i** (difficult) ..... to use than Windows.

Another advantage of Windows for PC users is that it has the **j** (big) ..... offer of programs and **applications**. The **range** of software for Linux is **k** (wide) ..... than before, but there is still a problem for people who want to play games, for example.



Ex 1  
a Mr Smith was a very good English teacher.  
b I am glad I have found my maths exercise book.  
c John didn't hear the telephone ring because he was asleep.  
d Our school Internet connection is really slow.  
e A woollen hat is good for cold weather.  
f The food at the new Thai restaurant was really delicious.  
g The little girl was afraid of the dark room.  
h They announced that the missing children were safe.  
i You must call the school office if you are ill.

Ex 3  
a black plastic b massive new c leather motorcycling  
d Swiss army e lovely little old f beautiful big green  
g an expensive new h famous ancient Inca  
i lightweight American mountain  
j huge modern science

# adverbs

## 2 Underline the correct form.

- a Daniela speaks good / well Italian.
- b Daniela speaks Italian good / well.
- c Old people usually drive slowly / slow.
- d Be quick / quickly. We're in a hurry.
- e In April it often rains heavy / heavily.
- f Please go over your notes carefully / careful before the exam.
- g What's the matter with him? He looks angry / angrily.
- h She travelled around the world alone / lonely.
- i The policeman looked at me suspiciously / suspicious.
- j We've all been working very hard / hardly and now we're tired.

## 4 Use an adverb from box A with a verb from box B to complete the sentences.

A: slightly badly scientifically specifically tragically carefully urgently freshly

B: damaged considered killed painted injured planned proven designed

- a The CD was slightly damaged in the post but still worked.
- b Dave was \_\_\_\_\_ in the crash and was in hospital for six months.
- c The trip was \_\_\_\_\_ but we didn't expect such bad weather.
- d The seat has been \_\_\_\_\_ so don't sit on it.
- e The theory has never been \_\_\_\_\_
- f New measures are being \_\_\_\_\_ by the government to deal with the crisis.
- g This device has been \_\_\_\_\_ for use with a 12-volt supply.
- h Tarzan's parents were \_\_\_\_\_ in an air accident.

## 5 Complete the second sentence so that it means the same as the first.

- a There was a brief rest after the first class.  
We rested briefly after the first class.
- b There was a dramatic improvement in his marks this term.  
His marks \_\_\_\_\_
- c There has been a significant fall in the number of students.  
The number \_\_\_\_\_
- d There was a gradual rise in the average temperature last century.  
The average \_\_\_\_\_
- e There has been considerable growth in the economy this year.  
The economy \_\_\_\_\_
- f There has been amazing development in the area of genetics.  
The area \_\_\_\_\_
- g There has been slow progress in the search for an AIDS vaccine.  
The search \_\_\_\_\_
- h There will be a steady decrease in the price of computers.  
The price \_\_\_\_\_

a We rested briefly after the first class.  
b His marks improved dramatically this term.  
c The number of students has fallen significantly.  
d The average temperature rose gradually last century.  
e The economy has grown considerably this year.  
f The area of genetics has developed amazingly.  
g The search for an AIDS vaccine has progressed slowly.  
h The price of computers will decrease steadily.

EX 5

EX 2

EX 4