

Level : First year

Module : Grammar

Importance of Grammar Teaching

Introduction

The term *Grammar* refers to different things related to native or non-native language people would like to improve communication with other interlocutors. Knowledge of grammar helps to master both oral and written production. A person can't learn a foreign language accurately only through a process of unconscious assimilation. Thus, learning Grammar is a basic ground of reference for effective linguistic habits. Grammar, therefore, is indispensable for today's worldwide national and international interaction.

Role of Communication

The process of communication includes speaking, listening, reading and writing. No one really learns grammar but starts speaking what everybody utters around. People gradually develop a better sense of understanding through time. They do not study grammar of their mother tongue for daily use, but when necessary for instruction. However, to learn a new language as English, they need to study its grammar and various functions in daily life.

What is Grammar?

Grammar is the study of words and the ways they are inter-related to produce a more developed speech. Any conscious or unconscious use of a particular language leads to an aware habit for its users. A wonderful example as described "A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 116)". Therefore, learning grammar is important for effective language production. However, one needs to study grammar if the aim is language efficiency for successful communication.

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Course : Nouns and pronouns

NOUNS

Definition

A noun names something, a person, a place or an animal. It can usually form a plural (by adding **s** or **es**) except for non-count nouns such as information.

Kinds and functions

There are four kinds of nouns in English

Common nouns: dog, table, man

Proper nouns: Bill, Salim, Egypt, Mr Smith

Abstract nouns: beauty, happiness, fear, courage, joy

Collective nouns: Team, crowd, group

So a noun can be a noun of :

- | | |
|---|-------------------------------------|
| a) a person like George, man, people, animals | d) things like paper, spoon, eraser |
| b) animals as cat , fish, butterfly | e)ideas as horror, charity |
| c) a place like Mostaghanem, Cairo, city | |

Task A) Underline the nouns in each statement

1. Mark enjoyed the movie about France
2. The musicians play classical songs
3. Boys and girls are often eager to listen
4. There is no death penalty for criminals in Puerto Rico.
5. Alabama is a city.
6. Tinsley and Scott Myrick are from Alabama, a state between Mississippi to the North, Tennessee to the East, Georgie to the South and the Gulf of Mexico.
7. Emir Abdelkader was the man whose courage led Algeria for years against colonialism.

Task B) A noun can function as:

The *subject* of a verb. *Mark* arrived

The *complement* of the verb *be, become, seem*. *Mark* is an actor

The *object* of a verb. I saw *Mark*

The *object* of a preposition. I spoke to *Mark*.

A noun can also be in the possessive case. *Leonardo da Vinci's* works= The works of *Leonardo da Vinci*

Gender

1. The three genders

Masculine

Men

Boys

Male animals

Feminine

women

girls

female animals

Neuter

things

animals

2.Exceptions

1) Ships and countries are often referred to as feminine.

She's a wonderful ship, isn't she?

2) Animals also are referred to as neuter with the pronoun it as species and when the sex is important.

This *bird* lays in eggs in sand.

The *mouse* ran back in its hole.

3) Words with a masculine and feminine form add *ess* in the feminine. If the word ends in *er* or *or*, *the e*, or *is left out*.

Masculine

Feminine

Prince

princess

actor

actress

waiter

waitress

host

hostess

4) With the article

The definite and indefinite articles do not change according to gender.

Formation of the plural

Task 1: Read the paragraph below, spot the incorrectly spelt plurals, and then proceed to correcting them.

The children from London were sitting on sofas crying like babys. They took off their coats and scarfs. They were afraid their lives were about to changes on the train to Liverpool. The train moved, citys flashed by and soon followed by hills and valleys. At a distance, in the green countryside of village, smart ladys and gentlemen were having a picnic.

2. Depending on your previous experiences, explore the general rules in the formation of the plural.

.....

.....

.....

Plurals

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

1.Regular nouns : Add **s**

Singular : record chair house

Plural: records chairs houses

Irregular nouns

a. Nouns in ' ch, sh, ss, o, x, or s ' take **es** in the plural

Singular : box brush bus glass potato watch

Plural: boxes brushes buses glasses potatoes watches

But words of foreign origin ending in **o** add **s** only:

Singular: piano photo dynamo

Plural: pianos photos dynamos

b. Nouns in **y** after a consonant take **ies**

Singular: city country lady

Plural : cities countries ladies

But nouns in **y** after a vowel are regular

Singular: day key boy

Plural : days keys boys

We drop **f** or **fe** for 12 nouns: wife, life, knife, wolf, self, calf, shelf, leaf, loaf, thief, sheaf, half.

Singular: knife loaf wife

Plural: knives loaves wives

Exceptions

The nouns scarf, wharf and hoof take either **s** or **ves** .

Scarf or scarves wharf or wharves hoof or hooves

Other words ending in **f** or **fe** add **s** in the plural in the ordinary way.

Cliff, cliffs handkerchief, handkerchiefs safe, safes

A few nouns form their plural by a vowel change:

Foot, feet Man, men goose, geese mouse, mice

Ox, oxen woman, women

The plural of child is children

D. Names of certain creatures do not change in the plural.

Fish is unchanged. Fishes exist but is uncommon.

Some fish do not change in the plural: salmon, trout, squid, turbot, but take a plural verb: sardines, lobsters, crabs, whales, dolphins.

E. Greek words make the plural retain their original forms.

Erratum (s) , errata (plr) crisis, crises axis, axes

F. Compound nouns: the last word is normally made plural.

Men students woman students bookcase, bookcases

Task A : Make these sentences plural

1. Ahmed put sand in the blue bucket.

2. I've packed a bottle of water.

3. The coach was angry when the footballer lost the championship.

- 4.The boy was flying a kite on the beach.
- 5.I didn't forget my key at home.
- 6.Did you have time to do this work?
- 7.Betty noticed a strange man breaking the glass of juice at the party yesterday.

Task B: Fill in the spaces with only one suitable word from the following:

Days, inches, house-works, friends, students, diamonds, curtains, words, languages, learners, heroes, hours, versions, singers, sometimes, goose, sweet, plays.

- 1.Don't eat.....or you'll get fat.
- 2.She dedicates enough time to her.....
- 3.Out of.....1, 2 and 3 are the most difficult to learn.
- 4.Jane is fluent at foreign.....
- 5.Dan and Bob are great.....!
- 6.We.....need help from.....
- 7.Tom and Dick were.....but Dick is remembered today.
- 8.I'd like darker.....
- 9.We spent two.....practicing the Shakespearean.....

Task C: Classify the following nouns accordingly: Animals, chairs, countries, foot, freedom, lady, leader, happiness, Mark, records, shelves, ship, Steve, mouse, prince, watches, waitress, wife, Yugoslavia.

Common:

Proper:

Abstract:

Collective:

Task D: Use the nouns in the above task into meaningful statements.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Countable and Uncountable Nouns

A. Countable nouns

Count or countable nouns refer to anything that can be counted and has a singular and plural form. For instance: letter, letters; record, records.

Task 1: Fill in the spaces with one item from the box below

Lives, grapes, panthers, statements, lights, problems, studies, euros, children, cars, activities, students.

1. All.....were out.
- 2.....are quicker than.....
3. He went to the US after he finished.....
4. Are the above.....clearer?
5. Their.....were not in danger.
6. He was poor and could not send his.....to school.
7. My.....are above average in intelligence.
8. These.....are not difficult at all.
9. May I have twenty....., please?
10. Would you like some more.....
11. Bribery is one of Algeria's major.....

B. Uncountable nouns

Mass- is the opposite of count nouns. Mass nouns are also called un or non-countable nouns. They take only the singular form and include food, material and abstract nouns. For example, butter, bread, juice, gold, sand, wood, peace, honesty...etc.

Many other common nouns are uncountable such as furniture, permission, clothing, news, weather, information, advice.

Mass or uncountable nouns need to have ' counters ' to quantify them. Counters are : kilo, cup, glass, meter.

-Please have another cup of tea.

-What about a permission for a second visit to the museum this week-end?

Task : Imagine the most suitable mass-nouns for these gaps.

1. A number of children need.....to join the club.
2. It's often good to receive.....from real friends.
3. Try to get two kilos of.....to make cakes this evening.
4. Does China produce enough.....for its population?
5. Tourists enjoy skiing on.....hills in the south of Algeria.
6.was a main feature of Indian people before being put in reservations by the Whites in the new world.
7. There's no good war nor a bad

C. Corresponding countable and uncountable nouns

Countable	Uncountable
A piece of furniture	furniture
A loaf of bread	bread
A bottle of lemonade	lemonade
A job	lemonade
A piece of information	information

news

c) the excellent

c) the perfect

c) the job

c) the information

c) the good

c) the great

c) the thorough

–Her hair is blonde. (colour)

UN :

4. Questions, questions, questions ! You're always asking (a question / questions) !

Compound nouns

Normally the last word is made plural. armchair, armchairs ; bookcase, bookcases

Where man or woman is prefixed, both parts are made plural:

men student women student

Compound nouns formed with prepositions or adverbs make only the first word plural:

sister-in-law , sisters-in-law

Words ending in ful usually make their plural in the ordinary way:

handful , handfuls armful , armfuls

The Possessive case form

1. 's is used with singular nouns and plural nouns not ending in s :

a man's jacket	a woman's necklace	a child's room
men's jackets	women's necklaces	children's rooms

2. A simple apostrophe (') is used with plural nouns ending in s :

a girls' school	the eagles' nest	the Blacks' car
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3. Classical names ending in s usually add only the apostrophe:

Phytagoras' Theorem	Archimedes' Law
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4. With compound nouns, the last word takes 's

My brother-in-law's motorcycle.

Use of the possessive case, and of + noun used for possession.

A. The possessive case is chiefly used of people, countries or animals as shown above. But it can also be used :

1. of ships and boats : the ship's bell

2. of planes, cars, trains and other vehicles, though here the expression of is super:

The train's heating system or the heating system of the train.

3. In time expressions : a week's holiday today's paper.

Noun + noun and noun + gerund combinations

Examples of these : 1. Noun + noun

'London 'Transport	'winter 'clothes	'Kitchen 'table
'Tower 'Bridge	'Travel 'agent	

2. Noun + gerund, 'fruit 'picking 'stamp 'collecting

'lorry 'driving	'hitch 'hiking
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3. gerund + noun, 'waiting 'list 'driving 'licence

'hold-up 'break-in 'break-out

1.They replace noun + of + noun as shown above

'table 'leg	'garden 'gate
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2.The first noun can indicate the place of the second:

'Kitchen 'table 'corner 'shop

3. The first noun indicates the time of the second:

Summer holidays Sunday 'papers

4. The first noun can express the purpose or function of the second:

'Bottle-opener 'nail-scissors

5. These combinations are used to denote occupations, sports, hobbies, and people who practice occupations, sports. 'stamp-collecting 'surf-rider

Task A: Link each two parts to form a meaningful compound noun:

A man's clothes

Women's job

Sisters' room

The people's choice

The students' nest

The pigeon's bus

Task B: Imagine the missing part of each compound noun

1. Often enjoy themselves in.....break.
2. I wonder whether Salim has arrived to the airport. He hasn't phoned. He's been out a.....delay.
3. It's really cold today. Dad is required to call the heating system

Task C: Use the following combinations in coherent statements.

'river bank, 'Fleet Street, 'Travel agent, 'petrol tank, 'driving licence, dining-room, swimming-pool.

Task D: Imagine a short story of 8 to 10 line where o series of compound nouns may be useful for a happy or unhappy end.

[illegible]

PRONOUNS

I/ Personal Pronouns

1. Personal pronouns, including possessive adjectives

Subject Pronoun	Object / Indirect Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronouns
I	me	my	mine	myself
You	you	your	yours	yourself
He	him	him	his	himself
She	her	her	hers	herself
It	it	its	////	itself
We	us	our	ours	ourselves
You	you	your	yours	yourselves
They	them	their	theirs	themselves

2. Use of subject pronouns and object / indirect object pronouns

1. Subject pronouns are used as the subject of the verb. I like studying

In formal English, they are used following **be** : It is I

This is more common when a relative clause follows. It was *she* who decided to go.

In formal English, the object pronoun is used after **be** : It's me. It was *him*.

1. Object pronouns are used as the direct object of the verb. He saw *them*. He invited *us*.

The indirect object pronoun (without to or for) is used as the indirect object of the verb but when there is both a direct and an indirect object pronoun, to and for are more usual.

She gave *me* a present. He told *me* a good joke.

But when there is both a direct and an indirect object pronoun, to and for are more usual.

I bought it for *you* I gave it to *him*.

Object pronouns are also used after prepositions. The prize was won by *them*

3. Use of possessive adjectives and possessive pronouns

1. Possessive adjectives do not change according to the thing possessed, but according to the possessor.

My sister	my sisters
His book	his books
Their friend	their friends

2. Possessive pronouns are used to replace possessive adjectives + pronoun

This is my car. Where's yours? (your car)
His family is bigger than mine.(my family)
Is this his house?(our house)

1. **His** and **Her** are possessive pronouns used to substitute a noun and to show possession or ownership

Example: This dress is hers.

Note: We never use apostrophe with pronouns: ' Hers is black ' is correct; not ' her's is black '.

2.His and Her

His and **her** are possessive adjectives; they usually describe a noun. They come before the noun.

Example : This is **her** necklace

3.He and She

He and **she** are personal pronouns that are used instead of the man's or woman's name.

Example : Do you know Kate ? **She** is my classmate.

Note : **She** is the nominative form of the word, so it cannot be used to describe somebody who is the object of a sentence. For example, ' This is **she** ' is not correct because 'this' is the subject. The correct sentence should be 'This is her'.

Himself and Herself

Himself and **Herself** are reflexive pronouns that are used when the object of a sentence is the same as the subject: The person who does the action of the verb is the person who receives the action.

Example : She did it **herself**.

Task1: Choose the most suitable pronoun for each space.

- 1.Can you drive.....to work? (her, hers, herself, she)
- 2.This cat is..... (her, hers, she, herself)
- 3.I heard that.....won the lottery. (her, hers, herself, she)
- 4.She said that she wanted to do it..... (hers, herself, her, she)
- 5.Do you thinkis older than me? (her, she, herself, hers)

The Pronoun 'It'

It is the third person singular neuter pronoun. The same form, it, can be used for subject and object. The possessive form is **its**. (Do not confuse this with it's , which is a contraction of **it is** or **it has**)

It remained all day yesterday. I bought **it** last Monday.

The plural for **it** / **its** is **they** / **them** / **their**, as for people.

Use A) **It** is for a thing or animal whose sex we don't know, and sometimes of a baby or small child. Look at that bird.. **It** always spends the night at my window.

It can be used of people. Kate (on the phone) who is that / who is **it** ?

Betty : **It** 's me.

We can also say : **It** was Bill who scored the goal for our team.

B) **It** can be used for **time**, **distance**, **weather**, or **temperature**.

It is cold in this room. What's the date of today? **It's** the 27th of Oct

What time is **it** ? **It** is ten. How far is **it** to Algiers?

How long does **it** take to get there?

C. When an infinitive is subject of a sentence, we say:

It is easy to criticize instead of **To** criticize is easy

Note also: We found **it** easy / difficult to cross the river.

It never occurred to me to doubt him = I never thought of doubting him.

D. **It** can be used when the subject of a sentence is a clause. **It** would be possible to say:

That prices will go up is certain.

But it would be more much more usual to say: **It** is certain that prices will go up.

E. **It** also acts a subject for impersonal verbs:

It appears **It** depends **It** happens **It** happens **It** looks **It** seems

You and One

- a) In informal English, **one** is used as an impersonal and less often used, though the possessive **one's** is quite common.

One can never earn enough these days. It's easy to lose **one's** / **your** way in Venice.

- b) In informal English, **you** is used instead of **one**.

You is more common in ordinary conversations. It is a more 'friendly' pronoun which indicates that the speaker can imagine himself in such a position.

The correct possessive form must be used: **One** has to show **one's** passport at the desk in the airport.

If instead of **one** or **you** we use **a** / **the** + noun, the possessive adjective will obviously be **her** or **his**:

One must be patient with **one's** children. **You** must be patient with your children.

A parent must be patient with **his** children.

Use of **they** / **them** / **their** with **neither** / **either** / **someone** / **anyone** / **no one**... etc.

These expressions are singular and take a singular verb. Their personal pronoun should be **he** / **she** and the possessive adjectives **his** / **her** (**he** / **his** for males and mixed sexes; **she** / **her** for females). But many native speakers often use **they** / **their**, even when only one sex is involved.

Neither of them remembered **their** instructions. **Everyone** has read the notice, haven't **they**?

Would **anyone** lend me **their** binoculars? **Nobody** objected, did **they**?

Task A: Choose the most suitable pronoun in each space.

1. This is my dictionary. I got.....cheaply as.....cover was torn.

It its you one its it

2.....was George who fell at the corner of the street.

One its it

3.....should show respect towards your teachers and parents.

It its you

4.....has to wash.....teeth three times a day.

Its one it one's it you

Task B: You were recently interviewed about your choice as a student at the English department. Say what were your answers to convince your interlocutor using the following pronouns: **it / its / one / one's / they / their** and **them**.

You:.....

You:.....

Interlocutor:.....?

Interlocutor:.....?

You:.....

You:.....

Interlocutor:.....?

Interlocutor:.....?

You:.....

You:.....

Interlocutor:.....?

Relative Pronouns and Relative Clauses

There are three kinds of relative clauses: **Defining**, **Non-defining** and **Connective**.

1. Defining relative clauses

A defining relative clause is one which describes the noun and is essential to the meaning of the sentence in such a way as to distinguish it from other nouns of the same class.

The man **who told me this secret** refused to tell me his name.

Note: No commas are used. Who, which, that may be used. These relative pronouns vary as they may refer to persons, or things and whether they are subjects or objects of a verb or in the possessive case. They do not vary for singular or plural, or masculine or feminine.

The forms are:

For persons	Subject	object	Possessive
	Who	who / whom	whose
	That	that	
For things	which	which	whose / of which
or animals	that	that	whose / of which

Defining relative clause: persons

A) Subject :who or that eg: The man **who** arrived by car is my uncle.

that is less usual than **who** except after superlatives and after **all**, **nobody**, **no one**, **somebody**, **someone**, **anybody**...etc. When either **who** or **that** can be used : He was the best friend **who / that** I had at the primary school.
All **who / that** heard him were delighted.

B) Object of a verb: whom, who or that

The object form is **whom**, but it is formal and seldom used in spoken English. Instead **who** or **that** (**that** is more usual than **who**), and it is common to omit the object pronoun altogether.

The man **whom** I saw told me to come again today.

or The man **who** I saw told me to come again today.

or The man **that** I saw told to come again today

or The man I saw told me to come again today(**relative pronoun omitted**).

C)With a preposition: **whom** or **that**.

In formal English the preposition occurs before the **relative pronoun**, eg: The man **who**, I spoke to

In informal English, the preposition is placed at the end of the clause. **Whom** is then replaced by **that**, but it is still more common to omit the relative altogether.

The man **who** / **whom** I spoke to or the man **that** I spoke to or The man I spoke to.

D)Possessive

Whose is the only possible form, eg: The film is about a spy **whose** wife died in a street accident.

Defining relative clauses: **things**

A)Subject

Either **which** or **that**, **Which** is the more formal, eg: This is the train **which** / **that** arrives to Tunis at 12:00.

B)Object of a verb

Which or **that**, or no relative at all, eg: The car **which** / **that** I hired broke down after fifteen kilometers.

Or The car I hired broke down after fifteen kilometers.

Which is hardly used after **all**, **much**, **little**, **everything**, **none**, **no** and compounds of **no**, or after superlatives. Instead **that** is used, or the relative pronoun is omitted if it is the object of a verb.

All the chairs in this room are not clean.

This is the best hotel (**that**) I know.

Task A: Write appropriate definitions to the following.

An architect: is someone who designs buildings.

A burglar:

A customer:

An architect:

Task B: Use **who** or **that** to make one sentence from two.

A girl was injured in the accident. She is now in the hospital.

The girl **who** was injured in the accident is now in the hospital.

1.A waitress served us. She was impolite.

2.Some people were arrested. They have now been released.

3.A teacher went on retirement. He was patient and friendly.

C.Object of a preposition

Preposition + **which**. The coffee **which** I had was very hot.

It is usual to move the preposition to the end of the clause, using **which** or **that** or omitting the relative altogether, eg: The ladder **which** / **that** I was standing on began to slip.

Or The ladder I was standing on began to slip.

Note that **when** can replace **in** / **on which** (used of time), eg: The day **when** they arrived.

Where can replace **in** / **at which** (used of place), eg: The garden **where** they were standing.

Where can replace **in** / **at** (used of place), eg: The restaurant **where** they were having lunch is nice.

Why may replace **for which**, eg: The reason why He refused is...

When/where & why used here are called **relative adverbs**.

D.Possessive

Whose + a clause is correct but **which** + a phrase, eg: Living in a house whose walls were made of glass would be very nice. - Living in a house with glass walls.

Task A: Write appropriate definitions to the following, eg: A dictionary is a book **that** gives the meaning of words.

1. Alexander Graham Bell.....

3. A mystery is

2. Earth is the only planet.....

4. I don't like stories that.....

Task B: Are these sentences right or wrong? Correct them when necessary.

1. I don't like stories who have unhappy ends. Stories that

2. Where's the nearest shop who.....

3. What's the name of the person who phoned?

Non-defining relative clauses

Non-defining relative clauses come after nouns that are definite already. They do not definite the noun, but give some more information about it. Non-definite relative clauses are not essential in the sentence, and therefore can be omitted without any confusion. They are separated from their noun by commas. They can never be omitted in this kind of clauses. The construction is fairly formal and more common in written than in spoken.

Relative pronouns used in non-defining clauses

These relatives do not vary for singular or plural, masculine or feminine:

	Subject	Object	Passive
For persons	who	whom/who	whose
For things	which	which	whose/ of which

Use for persons :Who, whom,whose, but not **that**.

A)Subject: Who

No other pronoun is possible. Note the commas.

My neighbor, **who is very intelligent**, got his baccalaureate.

Clauses like this are mainly found in written English and come immediately after the subject of the main verb. In spoken English we would say: My grand-mother had **been ill**, so/and she died. (had been is the main verb)

But clauses coming after the subject of the main verb, are quite common in conversations.

I've invited Samia, **who** lives in Oran.

Clauses following a preposition + noun are also common:

I passed the dish **to** Peter, **who** was sitting beside me.

B)Object:Whom, who

The pronoun cannot be omitted. Whom is the correct form, though who is sometimes used in conversations.

Peter, whom everyone suspected, turned out to be innocent.

In spoken English we would say: Everyone suspected Peter, but he turned out to be innocent.

But non-defining clauses coming after the object of the main verb or after a preposition + noun, are common in conversations: She introduced me to her husband, whom I hadn't met before.

C)Object of a preposition: Whom

The pronoun cannot be omitted. The preposition is before **whom**:

Si Saleh, **for** whom I was looking, was living in Belabbes.

It is possibly common to move the preposition to the end of the clause in conversation, and **who** replaces **whom**.

Mr Jones, who/whom I was working for,...

If the clause contains an expression of time or place, this will remain at the end.

Bilal, with **whom** I played football on Mondays, was fitter than I was.

Would become: Bilal, **who/whom** I played football with on Mondays, was fitter than I was.

D)Possessive: Whose

Ann, **whose** children are at school all day, is trying to get a job.

In conversations: Ann's children are at school all day, so she...

Both/ some/ most/ all/ several/ few..etc.+ of + whom/which.

This form can be for both people and things.

Her brothers, both of whom work in Scotland, ring her up every week.

(Both her brothers work in Scotland, and / but they ring her up every week) a more informal in speech.

Non-defining relative clauses: Which, whose (for things)

A)Subject: Which

That is not used here. The 8:15 train, which arrives from Oran, but it was late today.

In speech we would say: The 8:15 train arrives from Oran, but it was late today.

B)Object: Which

That is not used here, and which can never be omitted.

She gave me this jumper, **which** she had knitted herself. Or She gave me this jumper; she had knitted it herself.

C)Object of a preposition

The preposition occurs before **which**, or (more informally) at the end of the clause:

Antar Forest, **through** which we'll be driving, isn't a forest any longer.

Or Antar Forest, which we'll be driving through, isn't a forest any longer.

D)Which with phrasal verbs. **Look forward to, look after, put up** with the preposition/ adverb are not separated from the verb. This camera, **which** I have looked after for 20 years, is still working perfectly.

E) Possessive: Whose/of which

Whose is for things or animals. **Of which**, for **things**

His car, **whose** seats were uncomfortable, was a depressing sight.

Task A: Write examples of your own for each type: (A,B,C,D) for persons.

The house was full of boys, ten of whom were his own grand children.

Task B: Re-order the units of each sentence.

1. Whom/ full/ boys/ house/ the/ was/ own/ were/ his/ grand children/ of/ ten/ of .

2. Most / , /already / the / which / of/ buses/ full/ by/ were/ , / angry/ surrounded/ an/ crowd.

Task C: Imagine the rest.

1. The climbers went up the mountains,

2. Those buildings, which cost 5 billion to build,

3. His house, which he paid 200.000 million for ten years ago, is now

4. These books, which you can get at any bookshop,

Level : First year

Module : Grammar

Course : The sentence, the clause, the phrase : Basic definitions

Introduction

Human beings are makers of meaning. In daily life, people use sentences in both speech and writing in actual communication. Shorter utterances are usually reconstructed and understood by reference to clauses. For instance, over here might be understood as I'm over here or Shine the light over here. In fact the clause most directly represents the most fundamental structure of meaning—the proposition

Definition of Sentence:

A sentence is a group of words that is complete in itself, typically containing a subject, modifier, and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

A sentence is used to communicate a fact, a request, ask a question, and to express strong emotion.

- I do not know a way to the supermarket.
- I enjoyed the party last night.
- The child ran into his bed room.

The sentence has several units combining various parts of speech, and each section has its importance in a sentence or purpose of your speech or writing.

The following are the required parts of a sentence.

Subject

A subject is that part of a sentence that tells *who* or *what* the sentence is about. The subject can be noun, pronoun or noun phrase. The subject comes before the verb phrase in a sentence.

For example,

- **Peter** walked down the street.
- **The black cat** is sleeping under the table.
- **Peter** and **the black cat** are the subjects of the sentences.

There are also different types of subjects. A simple, a complete subject and a compound subject.

A simple subject is only a word without any modifiers having a noun or pronoun whereas a whole subject a sentence with all modifiers and a compound subject made up of more than one subject element.

For example,

- **Kate** is a thin girl (simple subject).
- **Kate's poem** about her dead mother made the class cry (complete subject).
- **Paul** and **Bob** joined the Manchester United at the same time (compound subject).

Predicate

A predicate is that part of a sentence which includes the verb and everything that follows it. A predicate consists of the verb and can also contain phrases, clauses and modifying words.

- Tom **walked** down the street.

In the above example “walked” is an action verb that tells what Tommy is doing and “down the street” is an adverb phrase that modifies the verb by explaining where he walked. Combining all the words make up a complete predicate of the sentence, and the verb alone is a simple predicate. A compound predicate consists of two different actions.

For example,

- Kate cried (simple predicate).
- The cat slowly runs towards the food (complete predicate).
- She laughed at the dog’s activities and decided to adopt him.

Complement

A complement in a sentence includes [adjective](#), noun or pronoun that is followed by a linking verb.

For example,

- Brandon is a gifted athlete.

Brandon is a subject, is – linking verb and athlete is a noun as a subject complement.

Modifier

Modifiers are those words or part of a sentence which gives additional information of a sentence. The thing that you have to remember in about modifier is adjectives modify nouns and pronouns, while [adverb](#) modifies verbs and adjectives.

For example,

- The blue boat sank.
- The ship slowly sank.

In the first example, the adjective modifies the subject, and in the second example, the adverb modifies the simple predicate.

Types of a sentence

Depending on the way of writing there are mainly four types of sentences.

1. *A simple or declarative sentence (I am studying.)*
2. *Command or imperative sentence (Go away.)*
3. *Question or interrogative sentence (What time is it?)*
4. *Exclamatory sentence (I’m so excited!)*

Remember

‘A sentence is a group of words which, when they are written down, begin with a capital letter and end with a full stop, question mark, or exclamation mark. Most sentences contain a subject and a verb’. (Hanks, 2006, p. 1314).

‘A sentence is a group of words that expresses a statement, command, question, or exclamation. A sentence consists of one or more clauses, and usually has at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark, or exclamation mark. (Swan, 2005, p. xxiv).

A group of words which makes a complete thought is called a sentence. (Martin, 2000, p. 1).

‘When one person says something to another, or puts what he says into writing, he uses a combination of words which is called a sentence. (Nesfield, 2014, p. 1).

Examples Fire burns.

Dogs bark.

His courage won him honour.

Using different types of sentences allows to highlight different relationships between ideas and add variety to your writing. Learn how to construct sentences accurately, so that your meaning is clear.

What Are the Different Types of Sentences?

Sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Simple Sentences

Definition : A simple sentence contains one independent clause.

Examples ☐ Salim rode his bike to school.

☐ Who is your best friend?

☐ Betty ate her lunch, took a walk, and went back to work.

A simple sentence is one which has only one subject and one predicate. (Martin, 2000, p. 193).

A simple sentence is one that has only one finite verb, expressed or understood. (Nesfield, 2014, p. 93).

So, it is obvious that without studying clauses, it is not easy to understand simple sentence.

Elements of a simple sentence :

- a) One subject, which is 'Salim'.
- b) 'His' is a possessive adjective, and an adjective can never be used alone as a subject in a sentence. Nouns used with possessive adjectives (my, his, her, your, our, their) become subjects.
- c) A finite or principal verb 'rode'.
Furthermore, 'Because of his being ill, he couldn't go to work yesterday'. 'Being' is not a principal verb because it isn't preceded by helping verbs like am, is, are, was, or were. It is a present or a kind of non-finite verb.
So, the sentence has only one subject and one finite verb, and the sentence is simple.

Compound Sentences

Definition: A **compound sentence** contains two or more **main**, also called **independent clauses** and **no dependent clause**. The main clauses may be joined by a coordinating conjunction (**and, but, or, for, nor, so, yet**) and a comma; by a semicolon; by a semicolon and a transitional word (**however, nevertheless, therefore**); or by a correlative conjunction such as **both. . . and**, or **either. . . or**. A coordinating conjunction (**for, and, nor, but, or, yet, so**) often links the two independent clauses and is preceded by a comma.

Examples ☐ She wanted to go on vacation, **so** she saved up her money.

☐ I like apples, **but** my sister loves bananas.

☐ Tim loves to read, **and** he also loves to hike.

A sentence which is made up of principal or main clauses, is called a compound sentence. (Martin, 2000, p. 194).

A compound sentence is one made up of two or more coordinate clauses. Coordinate clauses are joined together by the coordinative conjunctions. (Nesfield, 2014, p. 93).

Elements of a compound sentence are:

- a) Two or more subjects + two or more finite or principal verbs
- b) Two main clauses
- c) One of the coordinating conjunctions stated before

Example The sun rose, and the fog dispersed.

Here, the sun is 'subject', the fog is another 'subject'

Rose and dispersed are 'two verbs'

'And' coordinating conjunction

'The sun rose' is the main clause

'The fog dispersed' is another main clause

NB: if the subjects and verbs of two sentences joined together with and, but or yet, are same, the subjects and verbs of the second sentences can be omitted.

Complex Sentences

Definition : A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction.

Examples ☐ She went to class even though she was sick.

☐ As John was arriving to work, he realized he forgot his lunch.

☐ While I enjoy classical music, I prefer rock and roll because I play the drums.

A complex sentence consists of a Principal Clause (i.e. the clause containing the main or finite verb of the sentence) with one or more subordinate clauses. (Nesfield, 2014, p. 93).

The subordinating conjunctions that join the principal clause to one or more subordinate ones are: if, though, although, as, since, so that, that, because, until, till, unless, when, where, why, who, which, before, how, whether, while, after, than, lest, what, whom, whose etc.

From the above stated definitions, a complex sentence must include the following elements:

- a) Two or more subjects + two or more finite or principal verbs.
- b) One principal clause + one or more subordinate clauses.
- c) One of the subordinating conjunctions stated before.

For Example Unless you revise the lessons attentively, you may not pass the test.

Here, You +you= 2 subjects

Revise+ pass= two finite verbs

Unless= subordinating conjunction

Unless you revise the lessons attentively= subordinate clause

You may not pass the test= Principal or main clause

So, the sentence is undoubtedly complex

Compound-Complex Sentences

Definition : A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses, ie. a compound-complex sentence joins two or more independent clauses with one or more subordinate clauses.

Examples ☐ Although she felt guilty for missing her friend's birthday, she took her out to dinner the next day, and they had a great time.

☐ I try to eat healthy food, but because fast food is so convenient, I cannot maintain a healthy diet.

Task: Identify the sentence type. Circle any coordinating or subordinating conjunctions.

Underline independent clauses once and dependent clauses twice.

1. Harry Potter was rejected from many publishers before J.K. Rowling found success.

Sentence type: _____

2. Even though the patients showed various symptoms, the clinical study found that lack of sleep contributes to the inability to focus, irritability, and poorer health.

Sentence type: _____

3. More and more students are relying on online databases to find sources.

Sentence type: _____

4. The business analysts proposed higher numbers for next quarter, and they expect to exceed those numbers the following quarter.

Sentence type: _____

5. Homeless teens face intense obstacles, but when it comes to schooling, they do have the chance to receive an education if they enroll in a special program.

Sentence type: _____

Forms of sentences:

Declarative Sentence

This is the most common form of sentence. A simple sentence can be in any [tense](#). The following sentences make statements, fact or opinion. The primary purpose of these sentences is to provide information. The sentence can either be simple or compound one having a subject and a predicate. The declarative sentence tells the reader what is going on only.

For example,

- He runs.
- I like swimming.
- My dog is brown.
- I love to practice surfing.
- He wants to eat coscous.

All the above examples are simple.

Interrogative Sentences

This time the sentences **ask or interrogate questions**. These sentences are punctuated by a question mark and are direct questions. Mostly interrogative sentences start with why, whom, what, how, where. It is essential to know that the interrogative sentences need a noun and a verb to complete.

For example,

- Why does the sun shine?
- Who is the present governor of New York?
- Where is the Statue of Liberty in the US?

Imperative Sentence

Imperative sentences do not directly state the fact; instead, they tell someone to do something. The subject in this sentence may be missing. These sentences make requests and make commands. The important thing is that imperative sentences end with a period. The sentence tells people what to do. These are also referred to as directive sentences as the sentence provides direction.

For example,

- Pass the sugar.
- Shut the front window.
- Keep quiet.
- Clean your hands.

Every case above gives the direction to be work done.

Exclamatory Sentence

Exclamatory sentences are similar to the declarative sentences which make a statement instead of asking a question. The primary purpose of these sentences is to express strong emotion. These sentences are easily identified as they end with an exclamation mark instead of a period.

For example,

- How well he paints!
- Wow, he just won a golden medal!
- She is going to fall!
- I got trip tickets for the Baccalaureat success!

[Exclamatory words](#) are used in the sentence. They express strong emotion, anger, and pleasure. These sentences are mainly used in emails and texts. They are rare in business and minimum used in academic writing.

Some exclamatory words which show some emotion and anger are alas! Represents worry and sadness, Um! Expresses hesitation, Yum! Represents a feeling of pleasant taste and smell when you start a sentence with an exclamatory word you have to place either a comma or exclamatory mark after the word.

For example,

- Ah, what a wonderful gift!

This is all about the sentence its parts and forms. Learn about the sentence to increase your knowledge.

Forests that have existed for thousands of years are in danger, and citizens must take action.
(Forests are in danger and citizens must take action= independent clauses; that have existed for thousands of years= subordinate clause)

The best researched and useful method of teaching students how to create complex sentences is sentence combining (Scott, 2009)

Remember

Most language use in English does not consist of isolated propositions. Human communication is not a sequence of independent, unrelated clauses made up of simple subjects followed by simple predicates. Clause and sentence are interrelated with each other. It is really difficult for a learner to decide whether a sentence is simple, complex or compound without having much idea about clauses in a classroom.

Definition of Clause:

Clauses are the basic elements of what is called an utterance in oral language and a sentence in written language. Utterances and sentences are considered complex if they contain two or more clauses, whereas simple utterances and sentences are made of one clause only. A phrase is a group of words that forms a meaningful unit within a clause.

A **clause** is a group of words which has:

☐ a **subject**, ie. the focus of the clause, or someone or thing which does something in the clause
and

☐ a **complete finite verb**, ie. a verb which has a subject and a sense of time

For example,	Subject	Verb	
	The lecture	finished	at 3 pm
	Pollution	causes	cancer

A clause is a sentence or a part of sentence having a subject and a finite or principal verb; usually joined to the rest of a sentence by a conjunction.

A clause is a 'part of a sentence which contains a subject and a verb, usually joined to the rest of a sentence by a conjunction'. (Swan, 2005, p. xvii)

'A clause is a group of words that includes a subject and a verb'. (<http://www.grammar-monster.com/glossary/clause.htm>).

A clause is a group of words containing a verb. (Hanks, 2006, p. 246) A clause is a group of words that contains a finite verb. (Das, 2008, p. 266).

A clause, which is a group of related words may express a complete thought or may not.

A group of words that forms a part of a sentence, and has a subject and a predicate of its own, is called a clause. (Martin, 2000, p. 186).

A typical clause consists of a subject and a predicate, where the predicate is typically a verb phrase – a verb together with any objects and other modifiers.

In grammar, a clause can be usefully distinguished from a *phrase*, which is a group of related words that does not contain a subject-verb relationship, such as "in the morning" or "running down the street". It is a single part of speech between the word and the clause. For example, some phrases act as nouns, some as verbs, some as adjectives or adverbs. Remember that phrases can't stand alone as sentences. In some cases, the phrase can be a clause in itself, or contain clauses and other phrases within it.

Examples

Natural resources that provide energy will run out eventually. (Clause)

The man you saw is my father.

What is a clause?

Clauses are either **dependent** or **independent**. An **independent clause (simple sentence)**, also called **main clause** can exist by itself as a complete sentence (as in “I love grammar.”), while a **dependent clause** cannot.

INDEPENDENT CLAUSES (THE SIMPLE SENTENCE)

In English, the following examples are independent clauses:

Put it on the desk!

The streets are empty

The main cause of suffering is traced to selfish craving.

However

Karim wrote a research paper on motivation. He submitted it for publication. (Two independent clauses.)

Karim wrote a research paper on motivation, **and** he submitted it for publication. (Compound sentence.

The two independent clauses are joined by a **comma** and the coordinating conjunction **and**.)

Note: Remember that what follows the word **and** (or any other coordinating conjunction) is an independent clause. If not, then do not use a comma.

Example: Karim wrote a research paper and submitted it for publication. (No comma is needed because submitted it for publication is not an independent clause; it does not have its own subject).

DEPENDENT CLAUSES (SUBORDINATE CLAUSE)

Subordinate clauses depend on main clauses and are therefore referred to as dependent clauses. These clauses have a verb and can have arguments or complements, but they do not express a complete thought.

A **dependent clause** grammatically can function as a noun, adjective (relative), or adverb.

- An **adjective clause** or (**adjectival clause**) describes noun or pronoun just like an adjective. It begins with a relative pronoun (who, whom, whose, that, and which) or a relative adverb (when, where or why). The following sentences contain a relative clause:

I thank the friend *who gives me a gift*

My neighbor is a person *whom I like very much*

Can I have the pen (*that*) *I lent you this morning*?

An adjective clause is either restrictive or nonrestrictive (also called defining and non-defining, essential and nonessential, or integrated and supplementary):

Restrictive Clause: Begins with a relative pronoun like **that** or **who** (or sometimes **which** -- see Which Versus That). "The building *that they built in San Francisco sold for a lot of money*." It tells you which person, place, or thing the writer is referring to. The information in the restrictive is necessary to complete the sentence. (Baker, 2003, p. 124). So, it specifies or restricts the noun; in this case, it specifies which building the speaker is referring to.

Relative clause is ‘a clause which modifies a noun, usually introduced by a relative pronoun like who or which. (Swan, 2005, p. xxiv).

Relative clauses describe, identify, or give more information about the nouns they follow. (Kirn, 2009, p. 214).

An adjective clause works like adjective in a sentence. The function of an adjective is to modify a noun or a pronoun. ”

(<http://www.studyandexam.com/types-of-subordinate-clause.html>).

Note: the relative pronoun is often omitted ("The building (that) they built"), leaving what is called an elliptical clause or contact clause.

Nonrestrictive Clause : "The building, *which they built in San Francisco, sold for a lot of money.*" A nonrestrictive clause begins with a relative pronoun like **which** or **who**. ‘A nonrestrictive relative clause gives additional information. This additional information is not necessary to complete the sentence.’ (Baker, 2003, p. 124).

A comma is used to separate a nonrestrictive clause from the rest of the sentence. So it adds extra information about an already-specific noun; in this case, there's only one building to talk about, whereas the example for the restrictive clause implies that there could be several buildings.

- A noun clause is a dependent clause that serves the same function as a **noun**. ‘The noun clause does the work of a noun’. (Das, 2008, p. 267); (e. g. subject, direct object, indirect object, object of the preposition, and predicate nominative). Noun clauses may seem similar to relative clauses but differ by the fact that a noun clause takes the place of the noun in the sentence, whereas a relative clause will be dependent on the noun in the sentence.

Whoever crosses the finish line first wins the race.

He did not know *that the time was up*

- An **adverbial clause** expresses when, where, why, and how something occurs, just like an adverb. An adverb clause is a group of words which contains a subject and a predicate of its own, and does the work of an adverb. (Martin, 2000, p. 186). In other words, it modifies a verb, an adjective, another adverb or even a sentence. In some languages, such as English or French, the adverbial clause may precede or follow the associated main clause: "I'll do the laundry *when I'm out of clothes.*"

A dependent clause is an adverb clause if you can replace it with an adverb, as in "I'll do the laundry *later.*"

Task 1: Underline the dependent clause in these sentences.

1. The scientists discussed the issues that the conference had raised.
2. The company rejected the parts whose design was defective.
3. We found the bird whose wing had been damaged.
4. The children looked as if they had been playing in a dirt mound.
5. Mary went shopping while Barbara was working.
6. Betty missed her appointment because she was in a car accident

Task 2: Insert commas where necessary in these sentences and circle them. Identify the coordinating conjunction and write it in the space on the right. If a sentence is correct, write "OK."

1. He enjoyed being a juror and he'd be happy to serve again if asked.
2. We can leave here about 9:00 a.m. or we can leave after lunch.
3. Mark asked for an application for he wanted to apply for the job.
4. Kate left the office but she will return in two hours.

Task 3: Underline the subject and the verb in the following clauses. Then decide if each clause is dependent (D) or independent (Ind).

1. Dairying is concentrated in districts with reliable summer grass.
2. Although it started out with a similar fauna and flora to New Caledonia and Australia.
3. Scarcity creates the need for a system to allocate the available resource among some of its potential users.
4. Banks, insurance companies, and investment companies can now enter one another's markets.
5. These obvious contamination problems have long been known.

SUBORDINATING CONJUNCTIONS

Include (among others not in this list): because, as, if, even though, although, since, whereas, when, how, whenever, while, and so that. Subordinating conjunctions can also be duplicates of words that have other functions (such as *when, how, even*), so you have to watch where the word is placed in a sentence to see its function.

DEFINITION OF PHRASE

Phrases, which are basic constituents of clauses (along with subordinate clauses), are groups of words organized around what is called a head-word. If the head of the phrase is a noun, the phrase is called a noun phrase (NP). Similarly, if the head is a verb, the phrase is a verb phrase (VP).

The ability to differentiate between a gerund phrase and an infinitive phrase or a participial phrase and a prepositional phrase will help learners: 1) to understand how they work and avoid mistaking them for sentences, 2) avoid misplacing them or leaving them dangling in sentences, 3) use them effectively in combining sentences or produce more mature sentences using phrases and clauses.

In order to know the difference between phrases and clauses follow the two kinds of word groups.

1. the bus to Algiers
2. the bus goes to Algiers

In the second group of words, we can identify a subject-verb unit, while in the first we cannot.

To find the subject-verb units in sentences, follow these two steps:

1. First find the verb by applying the time test: change the time or tense of the sentence; the word you change is the verb.

In number 2, we can change

The bus **goes** to Algiers.

to: The bus **went** to Algiers. (yesterday)

or: The bus **will go** to Algiers. (tomorrow)

So the time of the verb changes from **goes** to **went** or to **will go**.

If the time or tense of the 1st group of words does not change because it has no verb that changes, then it can't have a subject-verb unit and therefore is called a **phrase**.

2. To find the subject, ask "Who or what does the action of the verb?" What "goes?" The answer is

the bus, so **the bus** is the subject of the verb. Therefore, it is a **clause** as it contains the subject-verb unit **the bus goes**.

(Alternatively, one can ask: what is the first noun in the sentence, and that is almost always going to be the subject of the sentence.)

To find out if a group of words is a complete sentence or **clause** from an incomplete one or **phrase**, ask questions using: **Is it true that** before the words.

1. **Is it true that** the bus to Algiers?

2. **Is it true that** the bus goes to Algiers?

Though the first question above has a subject (“the bus”), but does not make sense. It does not have a Verb and it is not a complete idea. It is a phrase, and hence a sentence fragment.

However, the second question does make sense. It has a subject and a verb and is a complete idea.

Therefore, “The bus goes to Algiers” is a clause and it is also a complete sentence.

Types of Phrases

The Prepositional Phrase: It is the most common phrase found everywhere—in sentences, clauses, and even in other phrases. Each phrase begins with a preposition (in, of, by, from, for, etc.; see and includes a noun or pronoun that is the object of the preposition.

In the room

Of the people

By the river

From the teacher

For the party

The object of a preposition can have its own modifiers, which also are part of the prepositional phrase.

in the smoky, crowded room

of the remaining few people

by the rushing river

from the tired and frustrated teacher

for the midnight victory party

Prepositional phrases function as either adjectives or adverbs.

The woman *in the trench coat* pulled out her cellular phone.

The prepositional phrase here acts as an adjective describing the noun *woman*.

Most of the audience snoozed *during the tedious performance*.

The prepositional phrase here acts as an adverb modifying the verb *snoozed*.

The participial phrase

A participial phrase begins with a past or present participle and is followed by its objects and modifiers. Like participles alone, participial phrases are used as adjectives.

Sniffing the fresh air, Jim realized he had found paradise.

The present participle *sniffing* introduces the participial phrase, which includes the participle's object (*air*) and its modifiers (*the, fresh*). This **participial phrase** acts as **an adjective** modifying the subject of the sentence (*Jim*)

The soldiers, *trapped by the enemy*, threw down their guns.

The past participle *trapped* introduces the participial phrase *trapped by the enemy*. The entire phrase acts as an adjective modifying the subject of the sentence (*soldiers*). Notice the phrase-within-a-phrase here. By *the enemy* is a prepositional phrase modifying the participle *trapped*. Remember that phrases can act as modifiers in other phrases.

The gerund phrase

A gerund phrase may look like a participial phrase because gerund phrases begin with the –ing form of a verb (*riding, seeing, talking*, etc.) and have objects and modifiers. But a **gerund phrase** always acts as a **noun** in a sentence, not as an adjective. Like other nouns, a gerund phrase can serve as the subject of a sentence, the object of a verb or preposition, or the complement of a linking verb.

In the following example, the gerund phrase *Riding the black stallion* acts as a noun and is the subject of the verb *terrified*.

Riding the black stallion terrified Hugh

In the next sentence, the gerund phrase *seeing the suspect* is the direct object of the verb *reported*. Notice that the entire phrase, not just the word *suspect*, is the direct object.

The police officer reported *seeing the suspect*.

Here, the gerund phrase *talking often and loudly* is the object of the preposition *by*.

The senator made his reputation *by talking often and loudly*.

Finally, *Calling Uncle Roberto* is a gerund phrase acting as the subject of the sentence. *Asking for trouble* is a gerund phrase acting as a complement of the linking verb *is*.

Calling Uncle Roberto *is asking for trouble*.

The infinitive phrase

An infinitive phrase contains an infinitive (for example, *to sleep, to have slept, to consider, to throw*) and its objects and modifiers. Infinitive phrases usually function as nouns, though they can be used as adjectives and adverbs.

In this sentence, *To sleep all night* is an infinitive phrase acting as a noun. It is the subject of this sentence.

To sleep all night was his only wish.

Here, *To take an unpopular stand* is an infinitive phrase acting as a noun. It is the direct object of the predicate *didn't want*.

The representatives didn't want *to take an unpopular stand*.

Next, the infinitive phrase *to spend foolishly* acts as an adjective modifying the noun *money*.

He had plenty of money *to spend foolishly*.

In the following sentence, the infinitive phrase *to clear her mind* acts as an adverb modifying *drove*. It answers the question "Why did she drive?"

After the confrontation, she drove miles *to clear her mind*.

Task1: Identify the following italicized phrases as prepositional phrase, participial phrase, gerund phrase, or infinitive phrase.

a. *Dreaming about mice* is my cat Mocha's favorite hobby.

b. Kevin wants *to make* the world a better place.

c. *Lying on his bed*, Richard felt better.

d. Ted sneezed *in church*.

e. Dr. Tucker planned *to have read* that book.

Task2: Identify the function of the underlined dependent clauses.

a. *When my father called from Japan*, Mother threw down her knitting and hurried to answer the phone.

b. The prom, *which is usually held in May*, was delayed by the late snowstorm.

c. *Whoever adjusted my seat* must have been tall.

Task3: True or False: All of the following are independent clauses.

a. Sherry smiled.

b. The Russian impressionist collection, with all their dramatic colors and themes.

c. To have been loved is to have known joy and pain

Task4: Underline the complete subject in the following sentences.

a. My cousin Andy, a shy man, was married last summer.

b. The office will be closed on Thursday.

c. Get ready!

Task5: Underline the complete predicate in the following sentences.

a. Through the quiet, dark streets came Lizz, determined not to get lost.

b. After a deep winter sleep, the bears emerged hesitantly.

c. Andrei visited the Grand Canyon last summer.

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<http://learningnerd.com/2006/09/08/english-grammar-types-of-clauses/>

Level : First year

Module : Grammar

Course : Adjectives and Adverbs

ADJECTIVES

Definition

An adjective modifies the *meaning* or *quality* of a noun or a pronoun. It remains the same for singular, plural, masculine and feminine nouns.

Dark suit**sunny** day**several** students

In English, adjectives normally come before a noun or pronoun they may describe or limit.

Famous states man**interesting** town**disloyal** citizen

Task : Rewrite these sentences so that the adjectives come after be:

- 1.This is a big company. This company
- 2.Djamel and Hamid are clever boys. Djamel and Hamid
- 3.Houria is a hard working Woman. Houria
- 4.These are busy streets. These streets
- 5.They're well-behaved children. The children.....

Adjectives that can change in meaning before a noun or after 'be'

-before a noun: *Karim is an **old friend** of mine.* (=I've known him for a long time)

-after be, seem, etc: *My friend, Karim, **is very old.*** (= old in years)

Some other common adjectives that can change meaning according to their position are: early, faint, fine, heavy, ill, late, sick. Note that sick can go before a noun or after be, but 'well' (like well) comes after be. Sick means 'ill' and also means 'upset in the stomach'.

Kinds and agreement

A.The main kinds of adjectives are:

- 1.**of quality**: square, good, golden, fat, heavy, dry.
- 2.**demonstrative**: this, that, these, those.
- 3.**distributive**: each, every, either, neither(used with people and things)
- 4.**quantitative**: some, any, no, few, many, much, one, twenty.
- 5.**interrogative**: Which, what, whose(for a limited choice, things, possession)
- 6.**possessive**: my, your, his, her, its, our, your, their.

Agreement:

Adjectives in English have only one form used with singular, plural, masculine and feminine nouns. The only exceptions are the demonstratives: **this** and **that** which change to **these** and **those** before plural nouns:

This cat**these** cats**that** man**those** men

Task: Underline the adjectives in each of the following sentences.

1. There are countless millions of gaseous bodies called stars.
2. Mark made a long voyage to the Hot Lands below the Equador in search of gold.
3. We're going to have a good beautiful party with some friends this evening.
4. Mr and Mrs Fisher live in England. Their son live lives in Australia.
5. There isn't much sugar in my coffee.
6. Jack, Jill and Bob went up a golden hill in the Algerian Sahara.
7. Can you see those birds at the top of the tree?

Comparison of adjectives

1. One-syllable adjectives

Comparative, ... **er**

Big **bigger**
Fast **faster**

Superlative, ... **est**

biggest
fastest

2. Two-syllable adjectives

a) Either comparative, **more**

careful **more careful**
certain **more certain**

Superlative

most careful
most certain

b) Or comparative, ...**er**

Superlative, ...**est**

These are often adjectives ending in **y, e, er, ly**

Clever **cleverer**
Holy **holier**
pretty **prettier**
Silly **sillier**

cleverest
holiest
prettiest
silliest

Note: Y becomes **i** in the comparative and superlative form.

3. Adjectives of three or more syllables

Comparative, **more** ...

Careful **more careful**
Doubtful **more doubtful**

Superlative, **most** ...

the most careful
the most doubtful

Irregular comparisons

good	better	(my, the) best	many	more	(the) most
bad	worse	(my, the) worst	much	more	the most
little	less	(m, the) least	far	further	the furthest (of distance & time)
				farther	the farthest (of distance only)
			old	older	the oldest (of people & things)
				elder	the eldest (of people only)

Task 1: Compare the following

1. films/ documentaries (interesting)
2. Indian Ocean / Atlantic Ocean / Pacific Ocean (wide)
3. Mothers / fathers (careful)
4. German / British (kind)
5. Horse back / motorcycle (dangerous)
6. Speaking English / listening to English (important)

Task 2: Re-order these words to get coherent statements.

1. Have/ classical/ i/ interest/ in/ much/ don't/ music.
2. A/ traffic/ bad/ on/ these/ Wednesday/ road/ the/ was/ last.
3. Worrying/ like/ i/ more/ Tuesday/ have/ day/ never/ a/ spent/ last.
4. Family/ folk/ tales/ successful/ most/ is/ the/ in/ the/ always/ old.
5. Nicer/ go/ than/ it/ to/ is/with/ alone/ to/ go/ someone.

Comparative constructions

A. With the positive form of the adjective, e.g. *good, tall, clever, ...etc*, we use **as...as** in the affirmative and **not as ... as** in the negative.

.A boy of sixteen is often **as tall as** his father.

.She's **not as / so tall as** he is. Or She's **not as / so tall as** him.

B. With the comparative we use **than**:

.The new tower is much higher **than** the old buildings.

.He makes fewer mistakes **than** you (do).

C. Comparison of three or more people/ things is expressed by the superlative with **the .. in / of** :

This is **the** oldest theatre **in** London.

We can also use a relative clause. A perfect tense is especially useful.

.It is **the** least attractive **of** all the houses I have seen.

.It / This is **the** most exciting book (that) I have ever read.

.He is **the** kindest man I have ever met.

Note that **ever** is used here, not **never**. We can however express the same idea with **never** and a comparative :

I have **never** drunk better juice.

I have **never** met a kinder man.

D. Parallel increase is expressed by **the + comparative ... the + comparative**:

The **more** you eat, the fatter you get.

The hotter it is, the less you want to work.

E. Gradual increase or decrease is expressed by two comparatives joined by **and** :

The weather is getting colder **and** colder.

Listening to him, they became more **and** more interested.

F. Comparison of actions is made similarly:

Riding a horse is not **as easy as** riding a bicycle.

It is nicer to travel with someone **than** travel alone.

Task: With your partner prepare questions and give answers to each of the previous constructions.

You:

You:

Your partner:

Your partner:

You:

You:

Your partner:

Your partner:

You:

Your partner:

You:

Your partner:

Adjectives of quality used as nouns

Good/ bad/, poor/ rich, healthy/ sick, young/ old, living/ dead and certain other adjectives describing human character or condition can be preceded by **the** and used as nouns. These nouns represent a class of person :

The State should support *the old* (old people)

The poor are often generous to each other.

These expressions are followed by a plural verb and the pronoun is *they*. They refer to a group or class in general, but if we wish to refer to a particular group, it is necessary to add a noun.

The young (young people) have no respect these days.

The young men are fishing refers to particular young people.

Use with the pronoun one / ones

Adjectives of quality can be used without their nouns if the pronoun one (singular) or ones (plural) is placed afterwards.

ADVERBS

Definition

An adverb is a word used to *modify* or *limit* the meaning of **a verb, an adjective**, or another **adverb**.

1. Go **slowly** Look **carefully** walk **there** (The words in bold type modify the **verbs**)

2. The answer is not **too** accurate. (**Too** is the word that modifies the adjective *accurate*.)

3. Watch very closely. (Very is the word that modifies the *adverb*.)

Task: Underline the adverbs in the following sentences.

1. The name 'sirocco' is often given to a warm wind.

2. It is usually given to a warm wind blowing over large areas of hot, dry land.

3. Originally 'sirocco' was a name used by people of North Africa.

4. It described the very hot, dusty wind that comes from the South.

5. This extremely hot wind is a menace to life.

6. The biting bits of sand dig deeply into the eyes and skin of those caught into its fury.

Kinds: There are eight kinds of adverbs.

1. **of manner** : quickly, bravely, happily, hard, fast, well.

2. **of place** : here, there, up, down, near, by.

3. **of time** : now, soon, yet, still, then, today.

4. **of frequency** : twice, often, never, always, occasionally.

5. **of certainty** : certainly, surely, definitely, obviously

6. **of degree** : very, fairly, rather, quite, too, hardly.

7. **interrogative** : when ? where ? why ?

8. **relative** : when, where, why.

Formation of adverbs from adjectives

A. Most adverbs of **manner** and some adverbs of **degree** are formed by adding **ly** to the corresponding adjectives: slow, **slowly** immediate, **immediately**

Note: 1. Y changes to i : easy, **easily** pretty, **prettily**

2. Final **e** is retained: extreme, **extremely**

Exceptions : true, due, whole become **truly, duly, wholly**

3. Adjectives ending in able / ible drop **e** and add **y** :

Sensible, **sensibly** capable, **capably**

4. Adjectives ending in a vowel + **l** follow the usual rule and add **ly** :

Final, **finally** beautiful, **beautifully**

B. Exceptions:

1. Some words are used as both **adjectives** and **adverbs**: **early, deep, far, fast, hard, high, low, late, little, direct, much, near**.

Example: It's a **hard** life. (adj)

He works **hard**. (adv)

I always get the **early** bus. (adj)

She always gets there **early**. (adv)

2. Some adverbs change their meaning from the original adjective: **hardly, lately, highly, nearly**.

.I **hardly** ever go there. (I almost never go)

.I've **hardly** got money left. (almost none)

.She spoke **highly** of him. (very well)

.The situation is highly dangerous. (very)

3. Good (adjectives) becomes well (adverb)

Task A: Classify the following adverbs accordingly.

Always, bravely, by, hard, hardly, near, obviously, often, occasionally, quickly, rather, thee, too, up, yet, now.

certainty	degree	frequency	manner	place	time

[illegible]

Level : First year

Module : Grammar

Course : Types of speech: Basic definitions

1. Noun

Definition: Every English sentence either contains a noun or is about one. A **noun** names a person, something, a place, an idea, or activity. It usually forms the plural (by adding –s or – es) except for non-count nouns such as information or transportation.

Persons : Peter, man, people

Animals: cat, elephant, fish

Places : Cairo, city, park

Things: eraser, paper, spoon

Ideas: happiness, horror, thought

Task : Underline the nouns in each of the following sentences:

1. Salim read the book Africa's natural resources.
2. Muslims fast in Ramadhan.
3. Music lovers thrill to the sound of trumpets.
4. Boys and girls are often eager to listen.
5. The taxi-driver moves his car to the bus-station.
6. There is no death penalty for criminals in Puerto Rico.
7. The footballers scored two goals.
8. New Mexico was admitted as a state in the twentieth century.
9. The Himalaya include the highest summit in the world.
10. Emir Abdelkader was the man whose courage and defeat brought honor and victory.

Types of nouns

■electrician, gym, video game, anxiety, happiness

Some nouns refer to a general class of persons, places, or things. They are called **common nouns**, and they are not capitalized unless they are used to begin a sentence.

■athlete, state, sports car, building, holiday

Some nouns refer to specific persons, places, or things. They are called proper nouns, and they are always capitalized.

■Houari Boumedien, Mississipi, Alfa Romeo, Christmas, Eiffel Tower ,Aid El Fitr

Nouns are important because they can work as several parts of the sentence.

II. PRONOUN

Definition: People do not usually get along without nouns. In order to avoid repetition, they occasionally use other words instead of nouns which are called **pronouns**. A pronoun is a word that is used to substitute a noun.

Examples: I, it, you, he, she, we, him, them, whom, someone, everyone, none, anybody, that

■As Mark began to take Mark's biology exam, Mark tried to ignore the beeping sound coming from a mobile phone behind Mark.

This sentence is obviously monotonous because of its overuse of Mark. We can improve it by using pronouns.

■As Mark began to take **his** biology exam, **he** tried to ignore the beeping sound coming from a mobile phone behind **him**:

The pronouns in this sentence are **his**, **he**, and **him**, and their **antecedent** (the word to which they refer) is Mark.

Task : Underline the pronouns in each of the following sentences:

1. You and Bob are the boys who will have to pay for the damage.
2. Our teacher sent us the grammar lessons which we have just received on Moodle .
3. She shouted loudly, and each of us heard her well.
4. They felt flattered by our attention to them.
5. Everyone followed the instructions the faculty members had given.
6. She sent them to him as a birthday gift.
7. They collided near the bridge.
8. He who enjoys driving under today's traffic conditions must be crazy.

Unlike a noun, a pronoun does not name a specific person, place, thing, or idea. You will learn more about pronouns and their uses later. Meanwhile, you should try to recognize the most common pronouns.

Commonly Used Pronouns

I, me, my, mine

you, your, yours they,

he, him, his

she, her, hers

it, its

who, whose, whom

we, us, our, ours

them, their, theirs

anybody, everybody, somebody

everyone, no one, someone

something, some, all, many, any

each, none, one, this, that, these, those,

which, what

NB: Amazingly, only eight parts of speech are used to classify hundreds of thousands of words. The challenge is that many words can be used for more than one part of speech.

Select **yes** on the ballot. (noun)

Cast a **yes** vote. (adjective)

He voted **yes**. (adverb)

Yes! (Interjection)

Additionally, phrases and clauses can act as nouns, adjectives, or adverbs.

1. Noun = Name

- | | | |
|--------------------------|-------------------------|-----------------------------|
| 1. My noun-name is Bill. | 2. My noun-name is cat. | 3. My noun-name is liberty. |
| Bill | cat | liberty |
| Proper noun | common noun | abstract noun |

Compound Noun: Made of two or more words: ice water, notebook, brother-in-law

Appositive: Noun or noun phrase that identifies a nearby noun or pronoun. My son *Bill* is happy.

2. Pronoun = Pro-Name

*Professional or alternate **names** used by nouns to enhance their careers.*

- | | | |
|--------------|--------------|--------------|
| 1. Bill | 2. cat | 3. Liberty |
| One of my | One of my | One of my |
| pro-names is | pro-names is | pro-names is |
| he. | she | it |

NB : **Pro** means “for.”

Pronoun means “for a noun.”

Types of Pronouns

Personal: I, me, mine, my / you, your / he, him, his / she, her / we, our, us / they, them, their / it...

Indefinite (not specific): all, any, anyone, both, each, either, everyone, few, many...

Interrogative (ask questions): what?, which?, who?, whom?, whose?...

Demonstrative (point out): this, that, these, those...

Reflexive (reflect back): myself, yourself, himself, herself, themselves...

Relative (link dependent clauses): that, which, who, whoever, whom, whose...

When used to show possession, pronouns behave like adjectives and are called determiners. *Their* car.

Antecedent: The noun or noun phrase a pronoun refers to. *Bill* made *his* bed.

Ante means “before.” *Cede* means “to go.” An antecedent in a sense “goes before” or existed before the pronoun, although it can occur afterwards in a sentence. *It* was *Bill’s* *bed*.

III. VERBS

Every sentence that you speak or write contains a verb. When you can recognize and use verbs correctly, you have taken a big step toward being a better speaker and writer.

A **verb** is a part of speech that expresses action or a state of being and thereby tells us what a noun or pronoun does or what it is. The verb **be** and its forms (was, were, are, is, am) do not really show action but a state of *being* or relationship between the subject and what follows the verb **be** (Lab tutors **are** helpful). If the verb tells us what a noun or pronoun does it is an **action verb**.

- Robert *paints* beautiful pictures.
- Neil Armstrong *landed* on the moon in 1969.
- Djamel *practices* judo at a youth club.

The verb may consist of one word, or the main verb may contain one or more helping words. Some helping words are **has, am, were, might, should, must, are, be..** .

Examples:

The man *screamed* loudly. (What did the man do? He *screamed*.)

All the men *have been screaming*. (What were the men doing? They *have been screaming*.)

All the men were old. (The adjective *old* is linked to the subject of *men*.)

If the verb expresses a state of being rather than action, it is a **linking verb**. Linking verbs do not express action; instead, they connect a noun or pronoun with a word or group of words that describe or rename the subject.

- The subject of tonight's TV debate *is* prayers at school. (**Subject** is linked by the verb *is* to *prayers*, a word that renames it.)
- Computers were very expensive for the average family to purchase in the 1970s.
(What words are linked? What word links them?)

.....

The most common linking verbs are formed from the verb to be: am, are, is, was, and were. Other words often used as linking verbs are appear, become, grow, remain, seem, and the "sense" verbs: feel, look, smell, sound, and taste.

Verbs are the only words that change their spelling to show tense. **Tense** is the time when the action of the verb occurs. Notice in the following sentences how the tense or time of the action is changed by the spelling of the verb.

- The mayor *delivers* an annual message to the citizens of his city. (present tense)
- Last week, it *rained*. (past tense)

Additional differences in meaning are when verbs often use helping words that suggest the time at which the action of the verb takes place and other kinds of meaning. These words are called **helping /auxiliary** verbs, and they always come before the main verb. Verbs that consist of helping verbs and a main verb are called **verb phrases**. *Phrasal Verbs* generally consist of a verb plus a preposition: (*Turn up* the music). Look carefully at the following sentences.

- I *will* attend Mustaghanem University next term.
- The children were saddened by their mother's decision.

Each of the verbs in the preceding sentences consists of a helping/auxiliary verb and a main verb. Here are the common helping/auxiliary verbs. You should memorize them.

Common Helping/Auxiliary Verbs

can, could
may, might, must, ought
shall, should, will, would

have, has, had
do, does, did
am, is, are, was, were, been, be, being

The following verbs can be either helping/auxiliary verbs or main verbs. You should memorize them.

Forms of to be:	am, is, are, was, were
Forms of to do:	do, does, did
Forms of to have:	has, have, had

■ Victims of the earthquake were unable to drink the water. (*Were* is the main verb in this sentence.)

■ Victims of the earthquake were given food and clothing. (*Were given* is a verb phrase. The main verb is given, and the helping/auxiliary verb is were.)

■ Kate has a new car. (*Has* is the main verb in this sentence.)

■ She *has* already *driven* it two thousand miles. (*Has driven* is a verb phrase. The main verb is *driven*, and the helping/auxiliary verb is *has*.)

Task: If the italicized word in each sentence is an action verb, write “1”; if the italicized word is a linking verb, write “2”; if the italicized word is a helping/auxiliary verb, write “3.” Use the space provided on the left.

- 1. Horses have been pets and helpers to humans for thousands of years.
- 2. Although a variety of breeds exists, there are some general traits that most horses share.
- 3. Most horses are social animals that enjoy living and moving with other horses.
- 4. They observe a hierarchy within their groups.
- 5. For example, young horses will rarely drink water from a trough until older group members have finished drinking.
- 6. Until a new horse’s place is determined within the group, many conflicts may occur.
- 7. Horses are natural runners, and they race each other just for fun.

III. ADJECTIVE

Definition: In writing, learners often use an adjective to modify (or describe) a noun or pronoun. An adjective, which may describe or limit a noun or pronoun, answers the following questions:

- | | | |
|--|-----------------------|-------------------------|
| 1. Which one? <i>His</i> daughter | <i>that</i> man | <i>my</i> dog |
| 2. What kind? <i>Dark</i> suit | <i>beautiful</i> lady | <i>sunny</i> day |
| 3. How many? <i>Ten</i> children | <i>both</i> people | <i>several</i> students |
| 4. What color? His <i>purple</i> socks | <i>white</i> dress | <i>blue</i> pinafore |

The adjectives in the preceding sentences came immediately before the nouns they modified. Some adjectives, however, come after linking verbs and describe the subject of the verb.

Adjectives in this position are called **predicate adjectives**. Study the following sentences carefully.

■ We were surprised to learn that old pairs of American jeans in Russia are very expensive. (**Expensive** is a *predicate adjective* because it comes after a linking verb—*are*—and modifies the noun *pairs*.)

■ After waiting in the hot sun for three days, the refugees became angry. (**Angry** is a predicate adjective because it comes after a linking verb—*became*—and modifies the noun *refugees*.)

Possessive pronouns (pronouns that show ownership such as **my, your, her, his, our, and their**) are adjectives when they come before nouns. Notice the examples.

■ **our** garden

■ **their** car

■ **my** employer

Demonstrative pronouns (pronouns that point out or indicate) are adjectives when they come before nouns. Notice the following examples.

■ **this** building

■ **that** statement

■ **these** flowers

■ **those** books

A special type of adjective is called the **article**. The English language contains three articles: **a, an** (used before words that begin with a vowel sound), and **the**.

■ After *an* absence of sixteen years, Mathew returned to the city of his birth and a parade in his honor.

Task : Underline the predicate adjective that modifies the italicized nouns or pronouns.

1. About 20 percent of the Iraq and Afghanistan wars become depressed or suffer other stress symptoms.
2. Post Traumatic Stress Disorder (PTSD) is common.
3. Nightmares, anxiety, panic attacks, flashbacks to traumatic events, and irritability are symptomatic of PTSD.
4. Veterans who suffer PTSD often become confrontational or suicidal
5. The scarcity of health care professionals who have relevant training is alarming.
8. The Army now screens soldiers at the end of their deployments, but symptoms are often unnoticeable for months afterward.
9. The military also seeks to provide more anonymity for soldiers who seem troubled.
10. Given what soldiers sacrifice, it is crucial that they receive help without shame..

IV. ADVERBS

Definition: An adverb is a word that is used to modify or limit the meaning of a **verb**, an **adjective**, or

another **adverb**.

Examples: 1. Go *slowly*. Look *carefully*. Walk *there*. (The italicized words modify the verbs.)

2. The answer is not *too* accurate. (The italicized word modifies the adjective.)

3. Watch *very* closely. (The italicized word modifies the adverb.)

Adverbs usually answer the following questions: When? Where? How? To what extent?

■ **When?** Bob *immediately* realized that he had confused Megan with her twin sister.

(The adverb **immediately** modifies the verb realized.)

■ **Where?** Please wait *here*. (The adverb **here** modifies the verb wait.)

■ **How?** The gazelle struggled *unsuccessfully* to escape. (The adverb **unsuccessfully** modifies the verb struggled.)

■ **To what extent?** The state capitol building was **completely** remodeled after extent? the election. (The adverb **completely** modifies the verb was remodeled.)

NB: Many adverbs are formed by adding -ly to the adjective (as in loudly). But keep in mind that some adverbs do not end in -ly (*above, never, there, very*, and so on). And some words that end in -ly are not adverbs (words such as silly, friendly, and lovely).

Task : Circle the adjective, verb, or adverb modified by the italicized adverb.

1. *Approximately* twenty million Americans attend monster truck spectacles every year.

2. Monster trucks have huge tires that enable them to scoot up aramp, take off, and travel through the air 100 feet, 30 off the

ground, then crash *dramatically* back to earth without being
smashed to pieces.

3. A common feat is to land on a car, *preferably* a Japanese import, and crush it.

4. Other *very* popular events at truck shows include mud racing and dropping drivers strapped in their cars 170 feet in the air onto several vans.

5. The trucks *inevitably* have colorful names such as Carolina Crusher, Bearfoot, and Grave Digger, among others.

VI. PREPOSITION

Definition: A preposition is a connecting word that does not have any meaning or content in or of

Itself, but They exist only to show relationships between other words. Prepositions are words like **at, by, from**, and with that are usually followed by a noun or pronoun (*at home, by herself, from Madrid*, and *with*

you). The word following the preposition is called its object; the preposition and its object are called a prepositional phrase.

Here are some prepositional phrases. The object in each prepositional phrase is italicized.

Notice that a preposition can have more than one object and that some prepositions are made up of more than one word.

■ according to *authorities*

- after *the meeting*
- below *the deck*
- between *you and me*
- from *one coast to another*
- in addition to requirements in science
- through *the final week*
- together with *the director and producer*
- within *the hour*
- without *a clue*

Common Prepositions

about	concerning	out
above	despite	out of
according to	down	outside
across	due to	over
after	during	past
against	except	regarding
ahead of	for	round
along	from	since
among	in	through
around	in addition to	to
away from	in front of	together with
because of	inside	toward
before	instead of	under
behind	into	underneath
below	like	unlike
beneath	near	until
besides	next to	up
between	of	upon
beyond	off	with
but (when it means except)	onto	without
by	on account of	

Prepositional phrases may serve the same function as either adjectives or adverbs in a sentence.

■**Adjective:** News of *an impending rebellion* panicked the government. (The italicized phrase modifies the noun *news*.)

■**Adjective:** The police *in blue suits* quieted the crowd. (The italicized phrase modifies the noun *police*.)

■**Adverb:** Jack and Ann left *during the intermission*. (The italicized phrase modifies the verb *left*.)

■**Adverb:** The president spoke *with emotion*. (The italicized phrase modifies the verb *spoke*.)

Task1 : Underline the preposition in each statement

1. There are sixty-four mountain peaks in the United States over 14, 000 feet high.
2. The state of Colorado claims forty-eight of these tall mountains.
3. The highest of them all, Mount Whitney, is in California.
4. Mount Whitney rises to the height of 14,495 feet.
5. Colorado claims the possession of the second highest mountain.
6. Mount Elbert is located in Colorado.

Task 2 : Underline the prepositional phrases in each sentence; write “adv” under the phrase if it is used as an adverbial modifier, or “adj” if it is used as an adjectival modifier.

1. The first symptom of Alzheimer’s disease in most older people is loss of memory.
2. Most patients are not aware of the problem and don’t realize the need for an appointment with a doctor.
3. Alzheimer’s disease affects the hippocampus, one of the areas of the brain.
4. The hippocampus is involved in learning something initially, and then that information is stored or processed in other areas of the brain.
5. For that reason, most Alzheimer’s patients have problems with learning and remembering new things but are better at remembering old things.
6. Billions of cells build the brain like bricks that build a house.
7. The dendrite is the part of the cell that receives information, and the axon is the part that sends information out.
8. The axons and dendrites are important to memory because they connect one brain cell to another.
9. One of the theories held by scientists is that the axons and dendrites shrink in Alzheimer’s patients.
10. As a result, loss of memory is one of the first effects when these connections are disrupted.

VII. CONJUNCTION

Definition: A conjunction is a word that joins words, groups of words, or complete sentences of equal value.

A. Coordinating conjunctions join words or groups of words of equal value.

EXAMPLES: 1. Lucy and Ed left the door open.

2. He is going to school, but I am going to work.

3. He is going to school; however, I am going to work.

B. Subordinating conjunctions are words that make one group of words (dependent clause) dependent upon another group of words (independent clause). The group of words beginning with a subordinating conjunction would be a sentence fragment by itself.

EXAMPLES: 1. When I came in, he left. Fragment: When I came in.

2. He left because he was late. Fragment: Because he was late.

Task: Underline the conjunctions in the following sentences.

1. Janet and Joan are twins, but they are different in many ways.
2. While basalt is one of the heaviest rocks, pumice floats in water.
3. If you have used a piece of pumice stone to rid your fingers of grime, you know of its other qualities.
4. Pumice forms when boiling rock pours out of a fuming volcano.
5. It is a mixture of basalt and air bubbles.
6. He had lots to do; therefore, he went home.
7. Although it is spring, the air temperature remains chilly.
8. The time is passing quickly, yet I have not completed the assignment.
9. The names and the numbers are relevant, for they must be used to find the data.
10. It is time for us to locate those passages, so the instructor will know we're serious.

VIII. INTERJECTIONS

Definition: An interjection is a word that expresses strong emotion. Interjections can be followed by a comma or an exclamation point.

EXAMPLES: Wow! I never knew that.

Oh, did I do that?

See a tutor in the Communications Lab for more help on interjections if needed.

IF YOU HAVE CHECKED YOUR WORK AFTER EACH EXERCISE AND FEEL THAT YOU UNDERSTAND THE PARTS OF SPEECH, TURN TO THE NEXT PAGE AND TAKE THE "CHECK

UP." AN ADVISER WILL BE HAPPY TO CHECK YOUR WORK.

Overall Check-Up on Parts of Speech

Task: Identify the underlined words as

noun (n), pronoun (pn), verb (v), adjective (adj), adverb (adv), preposition (p), or conjunction (c).

1. Paul Anderson was proclaimed the world-champion weight lifter.
2. He established this record by lifting 1175 pounds.
3. The records indicate that the first fight with boxing gloves was fought in 1818 in France.
5. He had so much to do that he went home early.
6. Not wanting to be rude, he made his apologies to his host.
7. "Ordinarily, I would not leave so soon, but I have so much to do," he told his host.
8. The understanding was between the guest and his host.

9. In 1876, R. Barnes of Chicago led the National League with an average of .403.
10. In the 1957 World Series, Lew Burdette won three games, two of which were shutouts.