



English Grammar Guide

For first-year classes of English

+ EXERCISES WITH KEY ANSWERS

DR. SAIHI HANANE

JULY 2022



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FACULTY OF LETTERS AND LANGUAGES

LABORATORY OF ARTIFICIAL INTELIGENCE APPLICATONS FOR LANGUAGE PROCESSING AND DISCOURSE ANALYSIS

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INTRODUCTION

Teaching GRAMMAR is not an easy task for an in-service teacher because they should deliver correct grammar to their lesson takers. They should be aware of every grammatical rule to fit the standard academic English as they are teaching English for EAP. The book in hand is directed to both English classes and their teachers. The book is an attempt to collect the grammar rules of English language. It serves as a guide for grammar instruction at Biskra University, and for any student or teacher elsewhere. It includes grammar rules and a series of exercises accompanied with the key answers. These series of lessons were presented to First year classes of English language and literature of Biskra University. It also helps them internalise grammar and vocabulary. In other words, prescribing the grammar rules offers a potential for enhancing English language learning outcomes. It may also lead to a significant development in terms of their level of motivation, their involvement and their appreciation of reading texts and their written production. Grammar instruction can significantly increase the student's levels and change the classroom dynamics in a positive way. Moreover, it provides a powerful pedagogic tool in learner's communicative development for the EFL classrooms.

LIST OF CONTENTS

PARTS OF SPEECH	PAGE
I. NOUNS	1
II. DETERMINERS	8
III. ADJECTIVES	12
IV. ADVERBS	20
V. PRONOUNS	25
VI. CONJUNCTIONS	30
VII. PREPOSITIONS	32
VIII. VERBS AND TENSES	36
IX. PASSIVE/ACTIVE VOICE	49
X. REPORTED SPEECH	54
XI. CONDITIONAL	58
XII. SUBJUNCTIVE	62
XIII. IMPERATIVE	65
XIV. NEGATIVE	66
XV. QUESTIONS	68
REFERENCES	70
KEY ANSWERS	72

I. NOUNS

Let's define the nouns:

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

1. Kinds of Nouns?

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

Common	Proper
country	Indonesia
man	Michael Jordan
statue	Statue of Liberty

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

Concrete	Abstract
Lip stick	beauty
Pen	liberty

- **Collective nouns:** Nouns that are singular in form; but plural in meaning

Group (number of people, things) pl. groups
Committee (number of people) pl. committees
Council (number of people) pl. councils
Government (number of people) pl. governments

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

2. Countable and Uncountable Nouns

Nouns can be divided into two kinds: *countable* and *uncountable*.

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

Examples:

I have <i>a</i> boiled egg for breakfast.	We use the indefinite article (a/ an) before singular nouns.
I bought <i>three</i> story books yesterday.	We use a definite article (the) or a number before plural nouns.
<i>The</i> students in this school are very polite.	We change most singular nouns to plurals by adding -s. However, there are some that follow different rules.

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

e.g. rice, hair, sugar - do not have separate parts.
e.g. air, water, steam
e.g. friendship, happiness, health - are abstract.

- Uncountable nouns do not have a plural form. We do not use an indefinite article (a/an) or numerals (one, two, three, etc.) in front of these nouns.
- If we want to show the amount of an uncountable noun, we use quantity words in front of it.

e.g. <i>two cups</i> of tea	<i>a bowl</i> of rice	<i>three tins</i> of paint
------------------------------------	------------------------------	-----------------------------------
- We cannot use *many/few* with uncountable nouns, but we can say *some/much/ a lot of/ all of the/ most of the water, butter, cheese.*

EXERCISE (01): Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is countable or uncountable.

1. The two sisters took _____ (turn/ turns) at sitting up with their sick mother.
2. If you want to get well, you should take the doctor's _____ (advice/ advices).
3. Mary never does her _____ (homework/ homeworks)
4. Johnny has lost his _____ (luggage/ luggages).
5. The factory workers stopped working and took (a rest/ rest).
6. The children sat on the _____ (grass/ grasses).

Plural Forms of Nouns

Singular Noun: When a noun means one only, it is said to be singular.

boy, girl, book, church	Singular nouns use this and that.
-------------------------	--

Plural Noun: When a noun means more than one, it is said to be plural.

boys, girls, books, churches	Plural nouns use these and those
------------------------------	---

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

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

EXERCISE (02): Write the plural of each of these nouns

SIGNULAR NOUNS	PLURAL
Chair	
star	
farm	
storm	
door	
rock	
owner	
paper	
Cup	
bear	

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

moss,	buzz,	box,	dish,	church,
mosses	buzzes	boxes	dishes	churches

EXERCISE (03): Write the plural of each of these nouns

dress brush hex wish class fox cross
 bench bush grass glass

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

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

lady, ladies	city, cities	army, armies
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- Nouns ending in **-y** preceded by a vowel form their plurals by adding **-s**.

boy, boys;	day, days
------------	-----------

EXERCISE (04): Write the plural of the following words

Theory/ Day/ Essay/ Cherry/ Beauty/ Chimney/ Joy/ Duty/ Valley/
 Alley/ Volley/ Fly/ Baby/ Toy/ Injury/ Story/ Turkey/History /Play
 /Berry/Study

.....

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

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

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

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

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

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

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

folio-folios	studio- studios
cameo- cameos	portfolio- portfolios

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

beef, beeves; wife, wives

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

mischief, mischiefs	hoof, hoofs	kerchief, kerchiefs	safe, safes	roof, roofs
------------------------	----------------	------------------------	----------------	----------------

EXERCISE (05): Write the plural of the following words

Gulf	
sheaf	
self	
half	
turf	
proof	
wolf	

4. IRREGULAR PLURALS

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

The following nouns have no singular:

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

5. Compound Nouns

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

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

Plurals of compound nouns :

Singular	plural
a tennis shoe	three tennis shoes
one assistant headmaster	five assistant headmasters
the sergeant major	some sergeants major

a mother-in-law	two mothers-in-law
an assistant secretary of state	three assistant secretaries of state
my toothbrush	our toothbrushes
a woman-doctor	four women-doctors
a doctor of philosophy	two doctors of philosophy
a passerby, a passer-by	two passersby , two passers-by

5. **Gender**

a. **Masculine Gender** : Nouns which are the names of males.

Example: tiger, duke, husband, gentleman, boy

b. **Feminine Gender:** Nouns which are the names of females.

Example: tigress, duchess, wife, lady, girl

c. **Neuter Gender:** Nouns which are neither male nor female.

Example: box, book, desk, bench, book, barn

d. **Common Gender:** Nouns which the gender of an object is not known

Example: neighbor, parent, friend, bird, people, cousin

Exercise (08): Name the gender of each of the following nouns

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

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

Actor	actress	nephew	niece
emperor	empress	prince	princess
grandfather	grandmother	steward	stewardess
grandson	granddaughter	uncle	aunt
headmaster	headmistress	wizard	witch
master	mistress	nephew	niece
		prince	princess

6. Possessive nouns

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

<i>Mom's</i> car (ownership); <i>brother's</i> friend (relationship).	You may use possessive nouns in place of longer phrases.
Head coverings are used for the protection of the beekeeper.	Head coverings are used for the beekeeper's protection.

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

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

EXERCISE (06) : change the phrases to possessive nouns

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

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

2. Demonstrative Determiners

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

e.g. I am keeping **these** books.

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

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

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

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

Exercise (08): Fill in the blanks with the correct demonstrative adjectives.

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

3. Interrogative Determiners

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

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

Exercise (09) : Choose the correct interrogative adjectives from the box to fill in the blanks.

What which whose

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

4. Possessive Determiners

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

e.g. I lent Margaret **my** guitar.

The dentist asked **his** patient to open **her** mouth.

Is this **your** house? Robert, **your** handwriting is difficult to read.

Michael is showing **his** tortoise to **his** friends.

My sister lost **her** way in the city.

The lion is chasing **its** prey

Possessive determiners :

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

Exercise (10) : Choose the correct possessive adjectives from the box to fill in the blanks.

My his your her its our their

1. Is this Jane's dog? Yes, this is _____ dog.
2. The dog is chasing _____ own tail.
3. Peter, is _____ father at home?
4. Rudy is showing _____ stamps to Ali.

5. I am going to _____ aunt's house this evening.
6. We always keep _____ classroom clean.
7. Children, have you all finished _____ homework?
8. The children are proud of _____ school

III ADJECTIVES

Example: The snake is **long** and **green**.

The painting is extremely **old**.

The baseball team is **good**.

Exercise (11): Underline the adjectives in the following

- Today is cloudy, hot, and humid.
- The man wearing a blue suit is young.
- The runner is very fast.
- He is a good basketball player.
- Alamance Community College is a great place to learn.
- The blue bus is late.
- The rusty truck has an oversized trailer.
- Jane is so smart!

1. Kinds of Adjectives:

Possessive adjective: my, your, his, her, its, our, their
Demonstrative adjective : this, these, that, those
Interrogative adjective which or what
Indefinite adjective: many, any, some, much
Descriptive adjective: Happy, sad, angry, interesting, exited
Distributive adjective: Each, every

2. Forming adjectives

- a. Adjectives have different **endings**.

An adjective that ends in **-less** is the opposite of the same adjective that ends in **-ful**.

careful	- careless
useful	- useless
colorful	- colorless
harmful -	- harmless

ful means **having a lot of something**. **-less** ending means **without**.

- b. Some adjectives end in **-y** :
- a **dirty** street a **noisy** room an **oily** pot a
- sleepy** passenger a **sunny** day
- c. Some adjectives end in **-ive**.

an **active** child an **attractive** hat a **creative** toy

d. Some adjectives end in **-ing**

a **caring** nurse an **interesting** book **loving** parents
matching clothes

e. Some adjectives end in **-ly**

a **costly** diamond ring an **elderly** woman **lively** kittens
a **lonely** boy a **lovely** girl a **weekly** magazine

f. some adjectives with the endings **-able, -al, -en, -ible, -ish** and **-ous**

a foolish act	a childish behavior
a woolen sweater	a national costume
a horrible smell	a comfortable chair
a wooden table	a musical instrument
a loveable koala	a dangerous place
	a terrible mess

Exercise (12) : Add the correct endings to turn these words into adjectives.

wind	-en -y -ing -ish -ous -ly- full
fool	
gold	
charm	
friend	
child	
rot	
peace	
mud	
nation	
forget	
dust	
Spot	
Play	

3. Comparison of Adjectives

- **Equal Comparisons**

- ⇒ To show an equal comparison, you need to use an **adjective** between the subordinating conjunctions “**as**”.
- ⇒ To show an equal comparison, use the form: as [adjective] as

Example: Julia is as tall as the bookshelf.
The water is as cold as ice.

Exercise (13) : Fill in the spaces with the appropriate comparative adjective.

1. The light shines as _____ as the sun.
2. The runner moves as _____ as the wind.
3. The apple is as _____ as a fire truck.
4. The giraffe is as _____ as the tree.
5. That clock is as _____ as my grandfather.

- **Comparative form of the adjective.**

When you compare two people or things, use Lots of comparative adjectives end in **-er**. The word **than** is often used with comparative adjectives.

e.g. Jack is taller than John.	A sports car is faster than a motorbike
---------------------------------------	--

More examples :

cheap	cheaper
clear	clearer
loud	louder
new	newer
old	older
rich	richer
short	shorter
tall	taller
slow	Slower
thick	thicker

Exercise (14) Make comparative sentences. (Short adjectives)

1. Chile – Long – Peru _____
2. The winter – bad – the fall _____
3. A cheetah – fast – a lion _____
4. Brazil – big – Argentina _____

- Superlative form of an adjective

It is used to compare three or more nouns. Lots of superlatives end in -

e.g. Mount Everest is the highest mountain in the world.
Peter is the tallest boy in his class.

est. You often add **the**

before the superlative form.

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

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

Busy	busier	busiest
dirty	dirtier	dirtiest
happy	happier	happiest
pretty	prettier	prettiest

Exercise (15): Fill in the gaps with the appropriate comparative adjective.

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

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

Active	more active	most active
charming	more charming	most charming
cheerful	more cheerful	most cheerful
comfortable	more comfortable	most comfortable
delicious	more delicious	most delicious

Exercise (16): Fill in the gaps with the appropriate comparative adjective.

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

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

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

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

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

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

Exercise (17): Choose the correct alternative for each sentence.
(Comparatives or Superlatives)

1. I think that's _____ film I've ever seen
a) the funnier than b) the funny c) the funniest d) the funnier
2. Is football the _____ sport in Chile?
a) popular b) more popular c) popularest d) most popular
3. Vegetables are _____ last week
a) expensiver than b) more expensiver tham c) more expensive than
d) most expensive
4. I think Vladimir is _____ intelligent person in the class
a) more than b) the most c) most
d) the more
5. Don't you think there are _____ things to do on holidays than watching TV all day?
a) best b) bestest c) better d) better than
6. Summer is _____ season in our country
a) the hottest b) hotter than c) the hot
d) hot
7. Greenland has the _____ weather of the world. It's always raining and snowing
a) bad b) worse than c) worst
d) worstest
8. The Everest is _____ the Aconcagua
a) the highest b) highest than c) the higher than d) higher than
9. Last week we had _____ day in Santiago, the temperature was -18°C
a) the colder b) the coldest c) the cold d) colder than
10. To fall from a motorcycle is _____ to fall from a bicycle.
a) more painful b) more painful than c) painfuller than d) the painfullest

4. Order of Adjectives

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

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

Why does <i>beautiful</i> come before <i>red</i> ?
--

Why does <i>red</i> come before <i>cloth</i> ?
--

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

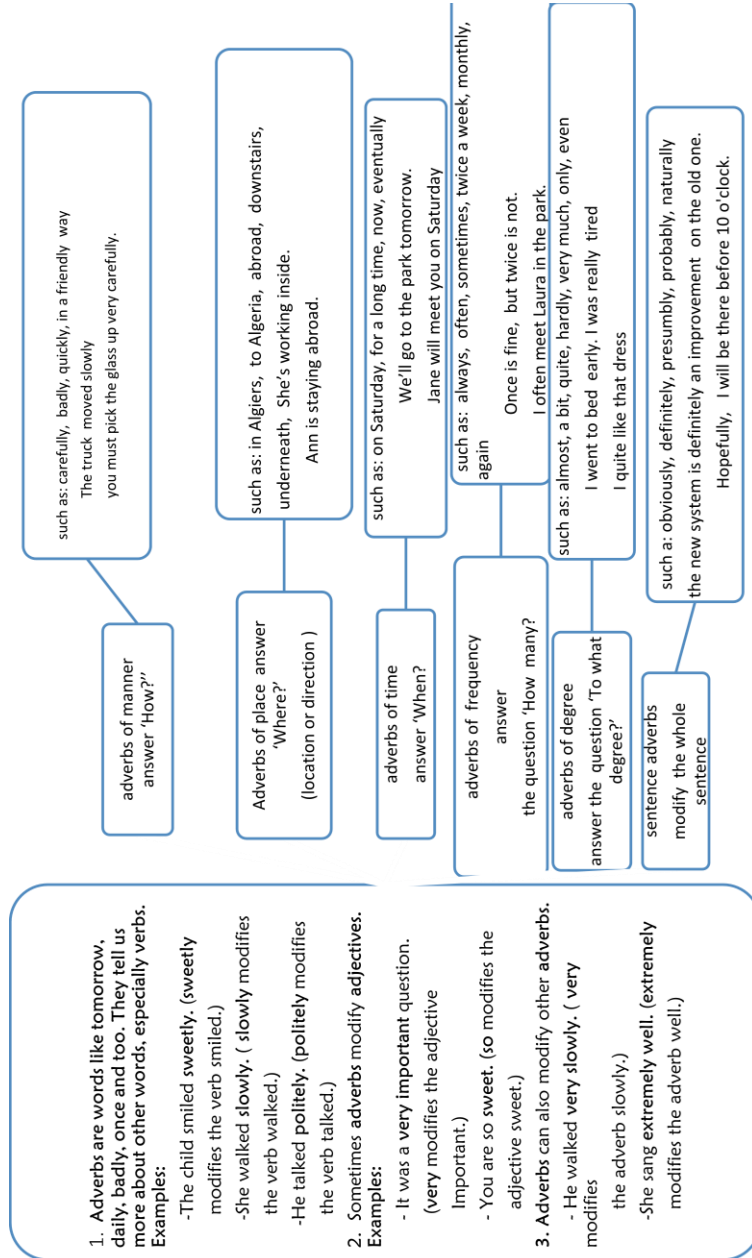
number	opinion	size	age	shape	color	origin	Material	purpose	Noun
		small		round		German			
					red			sleeping	
	generous		old						man
four							Metal		

Exercise (18) : Choose the correct order of adjectives in the following sentences.

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

- a. brown big b. big brown c. German big
German German brown
13. I am drinking from a _____ cup.
- a. small English tea b. tea small English c. English small tea
14. My _____ teacher talks for hours!
- a. philosophy old boring c. boring philosophy old
b. old philosophy boring d. boring old philosophy

IV. ADVERBS



1. *Position of adverbs*

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

Front position : adverb + subject (+auxiliary) ain verb (+object)
Mid-position : subject (+auxiliary) adverb main verb (+object)
End-position : subject (+auxiliary)main verb (+object) adverb

<u>Front position</u>			
Adverb <i>Suddenly</i>	subject the car	main verb stopped	the adverb comes before the subject
<u>Mid- position</u>			
Subject the sun	Adverb <i>always</i>	main verb rises in the east.	the adverb comes between the subject and the verb
subject Chris	be is	adverb <i>always</i> nervous before a test.	The adverb comes after to be
Subject you	auxiliary can	adverb always	ask me.
The money	has	never	been found.
Tom	doesn't	usually	come late.
If there is an auxiliary verb, the adverb comes after the first auxiliary			
<u>End-position</u>			
Subject I	main verb shouted	object	adverb. <i>angrily.</i>
Tina	opened	the door	<i>quietly.</i> The
adverb comes after the main adverb (+object)			
Adverbs of manner such as beautifully, carefully, politely, quickly, quietly, and well usually go in end-position :			
Helen draws and paints <i>beautifully</i>			
The guide answered the questions <i>politely</i>			
In English, the adverb does not come between the main verb and the direct object			
My brother cleans never his room.			
My brother never cleans his room.			
My cousin speaks well French.			
My cousin speaks French well.			

Exercise (19) : Which of the following sentences is correct?

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

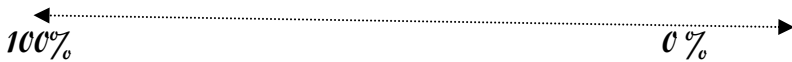
2. *Order of adverbs when together*

There is a basic order in which adverbs will appear when there is more than one.

Exercise (20):_put the adverbs in the box onto the scale in the correct order

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

1..... 2..... 3.....
 4..... 5..... 6.....
never



<p>If the adjective ends in -y, replace it with -i and then add -ly.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>Happy</td> <td>happily</td> </tr> <tr> <td>Angry</td> <td>angrily</td> </tr> <tr> <td>Lucky</td> <td>luckily</td> </tr> </tbody> </table>	Adjective	Adverb	Happy	happily	Angry	angrily	Lucky	luckily	<p>If the adjective ends in -ic, add -ally.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>basic</td> <td>Basically</td> </tr> <tr> <td>economic</td> <td>Economically</td> </tr> </tbody> </table> <p>This rule, however, has an exception. The adverb formed from public is publicly, and not publically.</p>	Adjective	Adverb	basic	Basically	economic	Economically
Adjective	Adverb														
Happy	happily														
Angry	angrily														
Lucky	luckily														
Adjective	Adverb														
basic	Basically														
economic	Economically														

3. **Formation of adverbs**

Exercise (21): Rewrite the following adjectives as adverbs.

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

4. Comparison of adverbs

There are three forms: - **positive** - **comparative** - **superlative**

A - Comparison with -er/-est

hard - harder - (the) hardest

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

1) all adverbs with one syllable

Fast	Faster	fastest
High	Higher	highest

B - Comparison with more - most

carefully - **more** carefully - (the) **most** carefully **adverbs ending on -ly**
(not: early)

C - Irregular adverbs

Well	better	Best
Badly	worse	Worst
Much	more	Most
Little	less	Least
Late	later	Last
Far	farther further	farthest furthest

Exercise (22) : Fill in the blank with the correct **comparative form** of the adverb (in parentheses):

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

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

V. Pronouns

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

1. Kinds of pronouns

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

	Subjective	Objective
1 st singular person	I	Me
2 nd singular person	You	You
3 rd singular person	She He It	Her Him It
1 st plural person	We	Us
2 nd plural person	You	You
3 rd plural person	they	them
	<p>Example :</p> <p>Martha works for a cellular company. She has to travel to Orlando every week.</p>	<p>Examples:</p> <p>Not long ago, the chief executive officer of the company gave us a bonus.</p> <p>The phone call was for me.</p>

Exercise (23) : Each of the sentences below contains a pronoun. Identify the person (first, second, or third) of the pronoun and whether

the pronoun is singular or plural and subjective or objective.

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

Other types of pronouns

Possessive adjectives	Possessive pronouns	Reflexive/intensive		
My your her his It Our Your Their	Mine Yours Hers His Its Ours Yours Theirs	First Person Second Person Third Person	Singular myself yourself himself, herself itself	Plural ourselves yourselves themselves
Examples: • Their scientific discovery • Your opinion matters	= This scientific discovery is theirs . = The only opinion that matters is yours			
Relative pronouns		Interrogative Pronouns		
Subjective Objective Possessive		These pronouns have the same form as relative pronouns but are used to introduce a question instead. Examples: <hr/> Which one do you want? Whose is this? Whom are you looking for? Who is it?		
who/whose whom whose The man who called you has just arrived. It is a story about a boy whose parents got divorced. The man whom I met yesterday				
Non-Restrictive	Restrictive			
Which e.g. Flagan’s report, which was published at the same time as Kain’s, presents a markedly different perspective.	That /which e.g. Flagan’s report that was published at the same time as Kain’s presents a markedly			

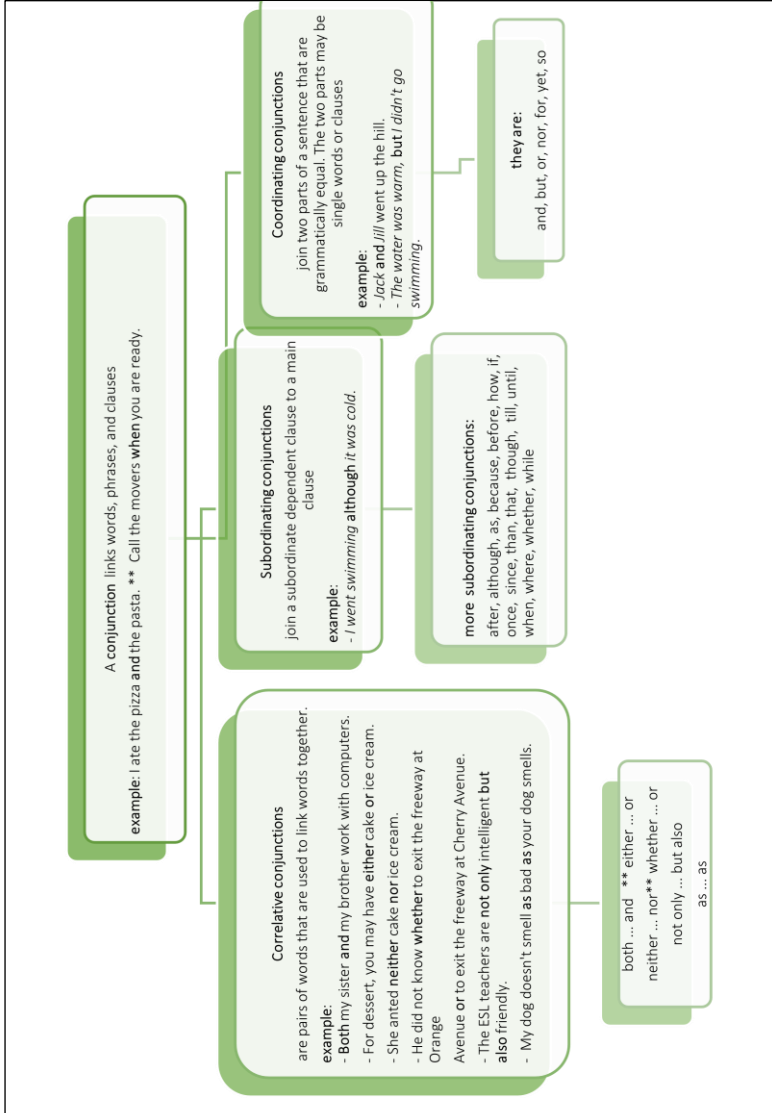
		different perspective.	
Indefinite Pronouns Indefinite pronouns are considered indefinite because they do not refer directly to a clearly specified noun.			Demonstrative Pronouns
Always Singular	Sometimes Singular-Sometimes Plural	Always Plural	this, that, these, those Examples: Are those the shoes you wanted? Are these the shoes you wanted? These ideas are what led to the fall.
another/other no /one/nobody anyone/anybody nothing anything one each somebody/someone either/neither something everyone/everybody everything little/much	all any more most none some	both few many others several	
Examples : Someone has to take out the trash. (singular) Neither of the participants was comfortable. (singular) Most of the audience responds to this type of persuasion. (plural) Each of the students identifies a few of his/her favorite hobbies. (singular, plural) More of the students leave early this semester. (plural) None of his cereal was finished. (singular)			Reciprocal Pronouns These pronouns are actually phrases made up of pairs of pronouns— one another and each other. Examples: The athletes defended one another both on and off the field. Jane and Bill are fond of each other

Exercise (24): Fill in the blanks with the correct reflexive pronouns from the box.

Yourselves	themselves	itself	myself
himself	yourself	ourselves	
herself			

1. No one can help us. We have to help _____.
2. Jane always makes the bed by _____.
3. They painted the wall all by _____.
4. I hurt _____ in the playground yesterday.
5. John, you must behave _____ before your friends.
6. Children, you must do the homework _____.
7. Tom defended _____ against the bullies.
8. The dog is scratching _____.

VI. Conjunctions



Exercise (25): Join the sentences using the conjunctions in the brackets.

1. The boys sang in the hall. The girls sang in the hall. (**and**)

2. I was sick. I did not attend the football practice. (**so**)

3. Please do not take part in the competition. You are well-prepared for it.
(**until**)

4. I was afraid of the dark. I did not go into the kitchen. (**so**)

5. Larry does not like coffee. Mary does not like coffee. (**and**)

6. We stood and waited for the bus. Our legs ache. (**until**)

7. I was angry with my father. He was late. (**because**)

8. She is late. She is not worried about it. (**although**)

Exercise (26): Combine the following sentences using paired conjunctions.

1. Judy will go to the dance with Don, or she will go to the dance with Bob.

 2. The boys don't want to study tonight. The boys don't want to work tonight

 3. I bought a new pen yesterday. I bought a new pencil yesterday.

 4. Mrs. Jones didn't see the movie. Mrs. Smith didn't see the movie.

 5. Tom went to the party late. Steve went to the party late.

 6. The cats don't like the food. The dog doesn't like the food.

-

VII. Prepositions

A preposition is one of the eight parts of speech. Specifically, a preposition is a connector: its function is to connect a noun or pronoun (called the object of the preposition) to another word in a sentence. It also shows how that noun or pronoun (its object) is related to the other word.

Commonly used prepositions:

Above	behind	for	since
About	below	from	to
Across	beneath	in	toward
After	beside	inside	through
Against	between	into	under
along	beyond	like	until
Among	by	near	up
Around	down	of	Upon
At	during	off	with
Before	except	on	Within

Examples

Jane fell on the floor. (direction)
He retired after his seventieth birthday. (time)
The girl is standing beside her mother. (location)
The students finished the English exam within an hour. (time)

Sometimes prepositions occur as combinations. The following examples are some of the more common of these compound prepositions:

ahead of	apart from	as a consequence of	in spite of	because of
on behalf of	in advance of	instead of	along with	in addition to
according to	in case of	for fear of	at the risk of	together with
in favor of	with the exception of	next to	as a result of	up against

Examples

1. As a result of the flood, we had to move out of our home.
2. Instead of going to Sea World this summer, we are going to Fiesta Texas.

Exercise (27): Fill the gaps with the correct prepositions.

1. We live ___ London.
2. Would you like to go ___ the cinema tonight?
3. No, thanks. I was ___ the cinema yesterday.
4. We are going _____ holiday next week.
5. There is a bridge _____ the river.
6. The flight from Leipzig to London was _____ Frankfurt.
7. _____ my wall, there are many picture postcards.
8. Who is the person _____ this picture?
9. Come _____ the sitting room, we want to watch TV.
10. Munich lies 530 meters _____ sea level

Preposition	Use	Examples
In	in months	in July; in September
	year	in 1985; in 1999
	seasons	in summer; in the summer of 69
	part of the day	in the morning; in the afternoon; in the evening
	duration	in a minute; in two weeks
At	part of the day	at night
	time of day	at 6 o'clock; at midnight
	celebrations	at Christmas; at Easter
	fixed phrases	at the same time
On	days of the week	on Sunday; on Friday
	date	on <i>the 25th of December*</i>
	special holidays	on Good Friday; on Easter Sunday; on my birthday
	a special part of a day	on the morning of September <i>the 11th*</i>
After	later than sth.	after school
Ago	how far sth. happened (in the past)	6 years ago
Before	earlier than sth.	before Christmas
Between	time that separates two points	between Monday and Friday
By	not later than a special time	by Thursday
During	through the whole of a period of time	during the holidays
For	period of time	for three weeks
from ... to from... till/until	two points form a period	from Monday to Wednesday from Monday till Wednesday from Monday until Wednesday
Past	time of the day	23 minutes past 6 (6:23)
Since	point of time	since Monday
till/until	no later than a special time	till tomorrow/ until tomorrow
To	time of the day	23 minutes to 6 (5:37)
up to	not more than a special time	up to 6 hours a day
Within	during a period of time	within a day

1. Prepositions of time

Exercise (28): Put in the correct preposition (at, in, on, or no preposition):

- There was a loud noise which woke us up ____ midnight.
- Do you usually eat chocolate eggs ____ Easter?
- What are you doing ____ the weekend?
- ____ last week, I worked until 9pm ____ every night.
- My father always reads the paper ____ breakfast time.
- She plays tennis ____ Fridays.
- The trees here are really beautiful ____ the spring.
- I'll see you ____ Tuesday afternoon, then.
- Shakespeare died ____ 1616.
- She studies ____ every day.

2. Prepositions of place at, in, on

In	A person lives: In a country and in a city	Rebecca lives in the united states. She lives in New York City
On	On a street, avenue, road, etc	She lives on Pine Street.
at	At a street address	She lives at 1089 Pine street

3. Prepositions of Position

at the back of	at the bottom of	at the top of	behind	between	in the corner of	in the middle of
next to	to the left of	on the other side of	to the right of	on the side of	on top of	Opposite

4. Prepositions of Movement

The most common preposition of movement is **to**, but there are lots of others

Example :

- Walk **through** the exit of room two and enter **into** building number three.
- Walk **across** the indoor garden to reach room number five.
- Walk **past** the side entrance to reach the main entrance.
- There is a large garden **in the middle of** the skyscraper.
- The smallest room is located **to the left of the** internal garden.
- The entrance to room number three is **opposite** the entrance to room number two.

VIII. Verbs & tenses

1. Main verbs are also called "lexical verbs"

Main verbs have meaning on their own (unlike **helping verbs**). There are thousands of main verbs, and we can classify them in several ways:

a. Transitive and intransitive verbs

A transitive verb takes a direct object: *Somebody killed the President*. An intransitive verb does not have a direct object: *He died*. Many verbs, like *speak*, can be transitive or intransitive. Look at these examples

transitive:

- I **saw** an elephant.
- We are **watching** TV.
- He **speaks** English.

intransitive:

- He has **arrived**.
- John **goes** to school.
- She **speaks** fast.

b. Linking verbs

A linking verb does not have much meaning in itself. It "links" the subject to what is said about the subject. Usually, a linking verb shows equality (=) or a change to a different state or place (>). Linking verbs are always intransitive (but not all intransitive verbs are linking verbs).

-
- Mary **is** a teacher. (Mary = teacher)
 - Tara **is** beautiful. (Tara = beautiful)
 - That **sounds** interesting. (that = interesting)
 - The sky **became** dark. (the sky > dark)
 - The bread **has gone** bad. (bread > bad)

c. Dynamic and stative verbs

Some verbs describe action. They are called "dynamic", and can be used with continuous tenses. Other verbs describe state (non-action, a situation). They are called "stative", and cannot normally be used with continuous tenses (though some of them can be used with continuous tenses with a change in meaning).

Dynamic verbs (examples):

- hit, explode, fight, run, go

Stative verbs (examples):

- be
- like, love, prefer, wish
- impress, please, surprise
- hear, see, sound
- belong to, consist of, contain, include, need
- appear, resemble, seem

d. Regular and irregular verbs

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different endings for their past tense and past participle forms.

regular verbs: base, past tense, past participle

- look, looked, looked
- work, worked, worked

irregular verbs: base, past tense, past participle

- buy, bought, bought
- cut, cut, cut
- do, did, done

2. Helping Verbs

All helping verbs are used with a main verb (either expressed or understood*). There are 2 groups of helping verbs:

- **Primary helping verbs**, used mainly to change the tense or **voice** of the main verb, and in making questions and negatives.
- **Modal helping verbs**, used to change the "**mood**" of the main verb.

Helping Verbs			
Primary		Modal	
Do	(to make simple tenses, and questions and negatives)	Can	Could
Be	(to make continuous tenses, and the passive voice)	May	Might
Have	(to make perfect tenses)	Will	Would
		Shall	Should
		Must	
		ought (to)	
<p>"Do", "be" and "have" as helping verbs have exactly the same forms as when they are <u>main verbs</u> (except that as helping verbs they are never used in infinitive forms).</p>		<p>Modal helping verbs are invariable. They always have the same form.</p>	
<p>Primary helping verbs are followed by the main verb in a particular <u>form</u>:</p> <p>do + V1 (base verb)</p> <p>be + -ing (present participle)</p> <p>have + V3 (past participle)</p>		<p>"Ought" is followed by the main verb in infinitive form. Other modal helping verbs are followed by the main verb in its base form (V1).</p> <p>ought + to... (infinitive)</p> <p>other modals + V1 (base verb)</p>	
<p>"Do", "be" and "have" can also function as <u>main verbs</u>.</p>		<p>Modal helping verbs cannot function as main verbs.</p>	

Exercise (29) : In each sentence, underline the helping verb with a single line and the main verb with two lines.

EXAMPLE: I am reading about the Junior Olympics.

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

Exercise (30) : Complete the following sentences by writing suitable helping verbs on the lines provided. Then, underline the entire verb phrase.

EXAMPLE 1. Did the teacher explain?

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

2. Tenses

	Past	Present	Future
Tenses	<p>The past tense form of the verb</p> <p>*****</p> <p>*****</p> <p>*</p>	<p>The present tense form of the verb</p> <p>*****</p> <p>*****</p> <p>adds '-ed' or has an irregular form</p> <p>Walked/</p> <p>thought/ forgot</p>	<p>1. will + the simple form of the verb</p> <p>Examples:</p> <p>I <u>will</u> clean up my room. I promise!</p> <p>The telephone is ringing. I <u>will</u> pick it up!</p> <p>I think it <u>will</u> rain.</p> <p>He <u>will</u> stay there for hours, doing nothing.</p>
Simple	<p>adds the suffix 's/es' in the 3rd person singular</p> <p>walk/</p> <p>walks/ think/</p> <p>thinks/</p> <p>forget/ forgets</p> <p>Examples:</p> <p>I walk to school.</p> <p>She thinks a lot.</p> <p>He forgets everything.</p>	<p>thought/ forgot</p> <p>Examples:</p> <p>He walked to school.</p> <p>She thought a lot.</p> <p>He forgot everything.</p>	<p>2. BE + going to + the simple form of the verb</p> <p>Examples:</p> <p>The Government is not going to lower the taxes.</p> <p>"Record is not going to change me," says Mark.</p> <p>I'm not going to take my driving test this year</p>

	<p>an action or situation that began and ended in the past e.g. The teacher assigned two problems last week.</p> <p>an action or situation that existed usually, always, or habitually in the past e.g. The teacher assigned problems regularly.</p> <p>in complex sentences: an untrue condition (subordinate clause),</p> <p>combined with a 'would' result (main clause) e.g. If you did the work, you would understand more.</p>	<p>a future scheduled event (with a future time expression) e.g. An assignment is due next Thursday.</p> <p>an action or situation that exists usually, always, or habitually. e.g. The teacher assigns problems every day.</p> <p>A truth or fact e.g. There are twenty-four hours in a day.</p> <p>In complex sentences: a condition or timerelated action (subordinate clause), combined with a future time result (main clause) e.g. If/After I finish the problems, I will hand them in.</p>	<p>an action or condition that is expected to occur at some time or over a period of time in the future e.g. The teacher will assign more problems next week.</p> <p>an event or situation that is expected to exist usually, always, or habitually in the future e.g. This class is going to be challenging.</p> <p>in complex sentences: the result (main clause), combined with a condition or time related action (subordinate clause) e.g. If/before I hand in my work, I will check it</p>	<p>Uses</p>
	<p>a past tense form of BE (was/were) + a present participle3</p>	<p>a present tense form of BE (is/are) + a present participle</p>	<p>1. will be + a present participle 2. BE (is/are) going to + a present participle</p>	<p>Form</p>

	<p>1. an action/condition already in progress at a certain time or occurrence in the past 2. a repeated action in the past 1. The teacher was assigning problems when the bell rang. 2. I was studying all last week.</p>	<p>1. an action/condition that is in progress now 2. an action in the extended present that will eventually end 3. a temporary situation 4. a repeated action 1. The teacher is assigning problems right now. 2. I am studying physics this semester. 3. I am struggling with the homework problems. 4. My physics teacher is assigning difficult problems</p>	<p>1. an action/condition that will be in progress at a certain point in time or when another event occurs in the future 2. an action that will continue for a length of time in the future 1. The teacher will be assigning problems at the end of class. 2. The teacher is going to be assigning work all semester.</p>	<p>Uses</p>
	<p>had + a past participle 4</p>	<p>have/has + a past participle</p>	<p>1. will have + a past participle 2. BE (is/are)+ going to have + past participle</p>	<p>Form</p>

	<p>1. an event or condition that occurred before another event or time in the past</p> <p>2. in complex sentences, an untrue condition (subordinate clause)</p> <p>1. She had assigned several problems before the class ended.</p> <p>2. If I had studied more, I would have earned an A</p>	<p>1. an event or situation that began before now and continues into the present</p> <p>2. a prior action that has current relevance</p> <p>3. a very recently completed action</p> <p>4. an action that occurred over a prior time period and is completed at the moment of speaking.</p> <p>5. in complex sentences: a time related event or condition (subordinate clause)</p> <p>1. I have been in this class for two weeks.</p> <p>2. The teacher has assigned this chapter already.</p> <p>3. I have just finished tomorrow's homework.</p> <p>4. I have studied the course material for three hours.</p> <p>5. When I have finished today's problems, I will be able to relax.</p>	<p>1. a future action or condition that will be completed before another event or time in the future</p> <p>1. I will have been studying Academic Writing for three years by the time I graduate next spring.</p>	<p>Uses</p>
--	---	---	---	-------------

Perfect progressive	had + been + a present participle	have/has + been + a present participle	1. will have + been + a present participle 2. BE (is/are)+ going to have + been + present participle	Form
	<p>1. an action or habitual action taking place over a period of time in the past, prior to some other event or time.</p> <p>2. in complex sentences: a past action in progress (main clause) that was interrupted by a more recent past action</p> <p>1. The teacher had been assigning five problems a day prior to midterms.</p> <p>2. The teacher had been planning to have an inclass exam, but she had a take-home exam instead.</p>	<p>1. a situation, habit or action that began in the past and continues up to the present (and possibly into the future)</p> <p>1. The teacher has been meeting with students in her office every day</p>	<p>1. By the time you get here, I will have been studying for The final for eight hours.</p> <p>1. By the time you get here, I will have been studying for The final for eight hours.</p>	Uses

Exercise (31) : Fill in the spaces with the correct form of the verb in any aspect of the past tense.

Eric and Ilsa are brother and sister. They (grow) _____
 (1) up together in the city that used to be known as West Berlin, in the former West Germany. Eric (move) _____
 _____ (2) to the United States decades ago, before the

eastern and western parts of both Berlin and Germany were reunited in 1990.

Ilsa and her family (visit) _____ (3) Eric and his family last year. Ilsa's Family (fly) _____ (4) from Berlin to Detroit for the visit. Although the children (never, meet) _____ (5) before, except through e-mail, the families (have) _____ (6) a great time together.

Every day for a week, the adults and the children (play) _____ (7), talking, and eating together. One day, they (cook) _____ (8) some German recipes that (be) _____ (9) in the family for generations. For years, Ilsa (save) _____ (10) them and treasuring them in a box their mother (give) _____ (11) her just before she (die) _____ (12). One of their mother's favorites (be) _____ (13) a dessert called Apple Kuchen.

One night after everyone else (already, go) _____ (14) to bed, Eric and Ilsa (quietly, sit) _____ (15) and talking. "What have you (miss) _____ (16) most about Berlin?" Ilsa wanted to know.

Eric (pause) _____ (17), then answered, "Mostly, I miss living in a city with such wonderful landmarks. The kids and I (look) _____ (18) at some books about Berlin and Germany for a while before you and your family (arrive) _____ (19). We (discuss) _____ (20) the Brandenburg Gate when Franz interrupted to ask why its image (use) _____ (21) as a design on some of the coins back when Germany had converted its money to euros."

"What (do) _____ (22) you tell him?" Ilsa asked. "I (say) _____ (23) that I (not, be) _____ (24) sure," answered Eric, "but that I (think) _____ (25) it was because the gate (become) _____ (26) a symbol for Germany, like the Statue of Liberty had emerged as a symbol for the United States."

Exercise (32) : Fill in the spaces with the correct form of the verb in any aspect of the present tense.

Ring! Ring!

Beto: Hello.

Justin: May I please speak to Beto?

Beto: Yes, this is he.

Justin: Beto! How (be) _____ (1) you? This is Justin.

Beto: Ahhh...Justin! I (be) _____ (2) fine. How are you?

Justin: I'm great, thanks.

Beto: That (be) _____ (3) good. So, what's up?

Justin: Well, I (have) _____ (4) a question for you.

Beto: Sure.

Justin: My motorcycle (be) _____ (5) broken. I (try)
_____ _____ (6) to repair it for days. I (no,
know) _____

_____ (7) what is wrong with it. I (no, can,
fix) _____ (8) it.

Justin: Have you tried to start it?

Beto: Yes, I (try) _____ _____ (9) to start it many times,
but it just won't work. The motorcycle is pretty new. I just
got it

last November.

Beto: Hmm. Well, what (happen) _____ (10) when you try
to start it? What kind of noise does it make?

Justin: It (make) _____ (11) a strange sound. Then the
engine (die) _____ (12).

Beto: Okay. (You, stand) _____ _____ _____ (13)
beside it right now?

Justin: Yes.

Beto: Okay. There are some things that you need to check.
First, you need to inspect the spark plugs.

Justin: Hold on. Okay, I (inspect) _____ _____ (14)
them under a light now. They look clean. Beto: Okay, that's
good.

Now, you need to check the oil. It's possible that you
don't have enough.

Justin: Hold on. Okay, I (check) _____ _____ (15) the
oil right now. It (look) _____ (16) clean, and the tank is full.

I

_____ just filled it up last week, so I didn't think that would
be the problem.

Beto: Okay, that's good. Now you need to test the battery.
(You, have) _____ _____ (17) a battery tester?

Justin: Yes, I do. My brother got me one for my birthday.
Let's see...okay, I (use) _____ _____ (18) it right now.
The

battery (appear) _____(19) to be full of life.
 Beto: Hmm. That is strange. I (wonder) _____(20) what the problem could be!
 Justin: Yes...very strange. I (not, understand) _____
 _____(21) it. My brother thinks the motorcycle is trash. He
 (not, think) _____(22) it will ever start again. He (say) _____(23) I need to take it to the junkyard.
 Beto: That's too bad. Well, there (be) _____(24) one more thing you can check.
 Justin: Really?
 Beto: Yes, but I am sure you (check) _____(25) it already. It's probably the first thing you thought of.
 Justin: Well, what is it?
 Beto: The gas level.
 Justin: Wait! I (not, check) _____(26) that yet! Hold on! I (check) _____(27) the gas level now.
 Beto: Well, what (do) _____(28) it look like?
 Justin: It (look) _____(29) empty! Wow, that (be) _____(30) the problem. How embarrassing. I am sorry that I bothered
 you about this! Beto: That's okay. The same thing (happen) _____(31) to me before. You had better go
 get some gas! Talk you to you later!
 Justin: Okay, thanks!

Exercise (33) : Choose the correct form of the verb in any aspect of the future tense.

Carrie has been training her dog, Jack, for competition for the past six months. Carrie is Jack's "handler," and together they are a team. If Jack is ready, Carrie (take) _____(1) him to a rally in a nearby city this coming September. Carrie imagines the upcoming rally. She has many questions about it. She decides to ask one of her friends, Jessica, about it. "What _____(2) I (do) _____(3) at the rally, exactly?" she asks. "You (compete) _____(4) against other teams as they complete a course of challenging exercises," Jessica tells her. "The exercises at the rally (involve) _____(5) giving commands, jumping, pivoting, spiraling, side stepping, and dropping.

Each exercise (be) _____ (6) numbered. As they are doing the exercises together, the handlers (talk) _____ (7) to their dogs.” “Before beginning the course,” Jessica continues, “Each team (receive) _____ (8) 200 points. Each time a team makes a mistake, a point is deducted by the judge. At the end of the course, the handlers (probably, praise) _____ (9) their dogs and give them food as rewards. The teams (do) _____ (10) their best together, and therefore will deserve a rest. By the time the dogs finish eating, the judge (tally) _____ (11) each team’s final score.” “The dogs at the rally will not only be purebred. Lots of mixed-breed dogs (surely, participate) _____ (12) in the rally, too. There is no age limit for the dogs, either, and it has been decided that all future rallies (include) _____ (13) a division for handlers ages 8 to 18. This way, kids can get more involved.” Carrie is 19 years old, and Jack is 10. He is a Labrador mix. If they go to the rally, they (enter) _____ (14) the Level 1 competition, because it (be) _____ (15) their first rally. Rallies also include Levels 2 and 3. 3 is the highest level. Carrie has a plan. She says that she (decide) _____ (16) by July 4th whether Jack is ready to compete. By then, she (train) _____ (17) him for eight months. She hopes they (win) _____ (18) a blue ribbon!

IX. ACTIVE/PASIVE VOICE

Active: My grandfather planted this tree.

Passive: This tree was planted by my grandfather.

PASSIVE VERB TENSES ACTIVE VOICE	PASSIVE VOICE	
Present Simple	He delivers the letters.	The letters are delivered .
Past Simple	He delivered the letters.	The letters were delivered .
Future Simple	He will deliver the letters.	The letters will be delivered .
Present Continuous	He is delivering the letters.	The letters are being delivered .
Past Continuous	He was delivering the letters.	The letters were being delivered .
Going to	He is going to deliver the letters.	The letters are going to be delivered .
Present Perfect	He has delivered the letters.	The letters have been delivered .
Past Perfect	He had delivered the letters.	The letters had been delivered .
Infinitive	He has to deliver the letters.	The letters have to be delivered .
Modals	He must deliver the letters.	The letters must be delivered .

Exercise (34) : Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- English _____ (speak) in many countries.
- The post _____ (deliver) at about 7 o'clock every morning.
- _____ (the building/use) any more?
- How often _____ (the Olympic Games(hold))?
- How _____ (your name/spell)?
- My salary _____ (pay) every month.
- These cars _____ (not make) in Japan.

USE

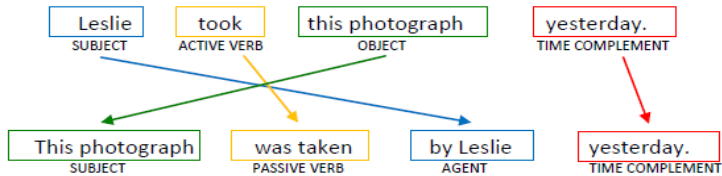
<p>The Passive is used:</p> <p>When the agent (=the person who does the action) is unknown, unimportant or obvious from the context. e.g. Jane was shot. (We don't know who shot her.) This church was built in 1815. (Unimportant agent) He has been arrested. (Obviously by the police)</p>
<p>To make more polite or formal statements. e.g. The car hasn't been cleaned. (more polite) (You haven't cleaned the car. – less polite)</p>
<p>When the action is more important than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements. e.g. 30 people were killed in the earthquake.</p>
<p>To put emphasis on the agent. e.g. The new library will be opened by the Queen.</p>

Exercise (35): Choose the correct form of the verbs in brackets.

FIAT

Fiat *was started* (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat, ¹ _____ (produced/was produced) 132 cars. Some of these cars ² _____ (exported/were exported) by the company to the United States and Britain. In 1920, Fiat ³ _____ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars ⁴ _____ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car ⁵ _____ (called/was called) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat ⁶ _____ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars ⁷ _____ (sold/are sold) all over the world.

Active to Passive



Agatha Christie wrote this book.

This book was written **by Agatha Christie.**

Exercise (36) : Rewrite these sentences in the passive voice

1. Someone built this house 200 years ago.

2. A thief stole my purse.

3. The police will arrest the robbers.

4. They produce cars in this factory.

5. They serve breakfast at eight o'clock every day.

6. People throw away tones of rubbish every day.

7. They make coffee in Brazil.

8. Someone stole Jim's bike lat night.

When use BY OR WITH?

In the passive voice, we use:

- a. **by** with the **agent** to refer to **by whom** the action is being done.
*The door was opened **by Mr Black.** (Mr Blak = agent)*
- b. **with** to refer to the instrument, object or material that was used for something to be done.
*The door was opened **with a key.** (a key = the object that was used)*

The omelette was made **with eggs, cheese and peppers**.
 (eggs, cheese and peppers = the material that was used)

Exercise (37) : rewrite the following sentences in the passive voice using By or With + agent

- Ms Sullivan teaches us grammar. _____
- The teacher praised him. _____
- The firemen took the injured to the hospital. _____
- An earthquake destroyed the town. _____
- The boy's work pleased the teacher. _____
- The fire damaged the building. _____
- Who taught you French? _____
- The manager will give you a ticket. _____

DOUBLE OBJECT VERBS

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways: by making the **indirect (animate) object** the subject of the passive voice sentence, which is also the way that we usually prefer.

By making the **direct (inanimate) object** the subject of the passive voice.

e.g. Rick gave me (indirect object) this book (direct object).

I was given this book by Rick.

This book was given to me by Rick.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**, etc.

When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**.

If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

<i>SUBJECT</i>		<i>OBJECT</i>
I	←→	me
You	←→	you
He	←→	him
She	←→	her
It	←→	it
We	←→	us
You	←→	you
They	←→	them

Exercise (38) : Rewrite these sentences in the passive voice.

1. They sell oysters in the shop next door.
.....
2. They haven't delivered the food yet.
.....
3. Shakespeare wrote *King Lear*.
.....
4. They have to answer the questions on this sheet.
.....
5. Has anybody put the cases upstairs?
.....

X. Reported Speech

1. Reporting Statements

- a. If the introductory sentence starts **in the present** (Susan **says**), there is **no backshift of tenses** in Reported speech.

Example: **Direct speech:** Susan says: "I **work** in an office."

Reported speech: Susan **says that she works** in an office.

- b. If the introductory sentence starts **in the past** (Susan **said**), there is often **backshift of tenses** in Reported speech. (see: Note)

Example: Susan said: "I **work** in an office."

Susan **said that she worked** in an office.

Backshift of tenses	
from	to
Peter: "I work in the garden."	Peter said that he worked in the garden.
Peter: "I worked in the garden."	
Peter: "I have worked in the garden."	Peter said that he had worked in the garden.
Peter: "I had worked in the garden."	
Peter: "I will work in the garden."	Peter said that he would work in the garden.
Peter: "I can work in the garden."	Peter said that he could work in the garden.
Peter: "I may work in the garden."	Peter said that he might work in the garden.
Peter: "I would work in the garden." (could, might, should, ought to)	Peter said that he would work in the garden. (could, might, should, ought to)
Progressive forms	
Peter: "I'm working in the garden."	Peter said that he was working in the garden.
Peter: "I was working in the garden."	
Peter: "I have been working in the garden."	Peter said that he had been working in the garden.
Peter: "I had been working in the garden."	

➤ **Shifting of expressions of time**

this (evening)	that (evening)
today/this day	that day
these (days)	those (days)
now	Then
(a week) ago	(a week) before
last weekend	the weekend before / the previous weekend
here	There
next (week)	the following (week)
tomorrow	the next/following day

Note:

In some cases the backshift of tenses is not necessary, e.g. when statements are still true.

John: "My brother is at Leipzig university."

John said that his brother was at Leipzig university. **or**

John said that his brother is at Leipzig university.

or

Mandy: "The sun rises in the East."

Mandy said that the sun rose in the East. **or**

Mandy said that the sun rises in the East.

Exercise (39) : These people are saying these things. Report them, using *says that*.

- Paul: "Atlanta is a wonderful city." _____
- Ruth: "I go jogging every morning." _____
- Anna: "Jenny isn't studying for her exams." _____
- Andrew: "I used to be very fat." _____
- Jim: "I can't swim." _____

2. Reported questions

- If you put a question into Reported speech there are some steps which are the same like in **statements**: (changing of the person, backshift of tenses, changing of expressions of time).

- In Reported speech there is no question anymore, the sentence becomes a statement.

That's why the word order is: **subject - verb**

Question without question words (yes/no questions):

Peter: "**Do** you **play** football?"

- Peter asked me **whether (if)** I **played** football.

Question with question words:

Peter: "**When** do you **play** football?"

- Peter asked me **when** I **played** football.

3. Reported commands

If you put a command into Reported speech there are some steps which are the same like in **statements**: (changing of the person, backshift of tenses, changing of expressions of time).

The form is mostly: form of **to tell + to + infinitive**.

Affirmative commands	Negative commands
Father: " Do your homework. "	Teacher. " Don't talk to your neighbour. "
Father told me to do my homework.	The teacher told me not to talk to my neighbour.

Exercise 40 : Rewrite these sentences in reported speech.

- "Make some coffee, Bob", Carol said.(ask)

- "You must do the homework soon, Jane", she said.(tell)

- "Remember to buy a map, Ann" he said.(remind)

- "You should see a doctor, Mrs Clark", he said.(advise)

- "Keep all the windows closed, Bill" they said.(warn)

- "Go home, Paul", Francis said.(tell)

- "Please stay for supper, Bob", he said.(try to persuade)

4. For suggestions: suggest

“Let’s stop now” He suggested stopping then
 He suggested that they should stop

Exercise (41) Rewrite the sentences with the gerund or the infinitive and the in reported speech.

“I’ll bring my CDs to the party.” He promised *to bring his CDs to the party.*

- “Let’s go to the cinema tonight, shall we? She suggested

_____” He admitted

- “Be careful! The water is boiling.” She warned us

- “You must apologise to your teacher.” My father insisted
 (on) _____

- “All right! I’ll share the expenses with you.” My friend
 agreed _____

5. For exclamatory sentences:

He said, “Thank you” He thanked me

He said, “Curse the wind” He cursed the wind

He said, “Welcome” He welcomed me

He said, “Happy birthday” He wished me a happy
 birthday

He said, “Congratulations” He congratulated me

He said, “Liar” He called me a liar.

XI. Conditional

If people eat too much they get fat.
If I have time I will visit you.
If I had more time I would travel the world.
 If I had had time I would have gone to the football match.

Definition and types of conditionals

To talk about things that are possible, you often use if in a sentence. A sentence with if is called a **conditional sentence**.

- If it rains tomorrow, we shall not go to the beach.
- If there's no rice in the cupboard, we'll buy some more.
- If we don't work hard, we'll never learn.
- If we leave now, we'll arrive on time.
- We'll play indoors if it rains.
- You'll get sick if you don't eat good food.
- Sam will do well in his piano recital if he practices regularly.

TYPE	IF-CLAUSE	MAIN CLAUSE	USE	EXAMPLES
0	- PRESENT SIMPLE	- PRESENT SIMPLE	Pure fact	Water turns into ice if it gets cold.
1 PROBABLE CONDITION	if + PRESENT SIMPLE	- FUTURE SIMPLE - IMPERATIVE - MODAL VERB + INFINITIVE	real present real or very probable situation in the present or future.	If he comes late, we'll miss the train. If you don't have enough money, don't buy it.
2 IMPROBABLE CONDITION	if + PAST SIMPLE	- WOULD + BARE INFINITIVE - COULD + BARE INFINITIVE - MIGHT + BARE INFINITIVE - SHOULD + BARE INFINITIVE	unreal present improbable situation in the present or future also used to give advice	If I had money, I would buy a new car (but I don't have enough money) If I were you, I would see a doctor. Would you run away if you saw a ghost?

<p>3 IMPOSSIBLE CONDITION</p>	<p>if + PAST PERFECT</p>	<p>- WOULD HAVE + P. PARTICIPLE - COULD HAVE + P. PARTICIPLE - MIGHT HAVE + P. PARTICIPLE - SHOULD HAVE +P PARTICIPLE</p>	<p>unreal past unreal or improbable situation in the past also used to express regret and criticism</p>	<p>If you hadn't been rude, your boss wouldn't have fired you (but you were rude and he fired you). She would have passed the exam if she had studied.</p>
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Exercise (42): Rewrite these sentences without changing the meaning of the original one

1. I think it will rain tomorrow. We'll have to stay indoors.
If.....
2. David must practise more to be a really good pianist.
If.....
3. If anyone complains, refer them to the manager.
Should.....
4. you have to have a visa to enter China.
Unless.....
5. I need a grant in order to study at university.
I won't
6. I cannot afford to buy a PSP.
If
7. I couldn't finish the crossword because it was too difficult.
I.....
8. He may go to prison. He refuses to pay the fine.
Unless

Mixed Conditionals

Unreal conditionals (type II + III) sometimes can be mixed, that is, the time of the if clause is different from the one of the main clause.

<p style="text-align: center;">Past --> Present</p> <p>If I had taken an aspirin, I wouldn't have a headache now.</p>
<p style="text-align: center;">Past --> Future</p> <p>If I had known that you are going to come by tomorrow, I would be in then.</p>
<p style="text-align: center;">Present --> Past</p> <p>If she had enough money, she could have done this trip to Hawaii.</p>
<p style="text-align: center;">Present --> Future</p> <p>If I were you, I would be spending my vacation in Seattle.</p>
<p style="text-align: center;">Future --> Past</p>

If I weren't flying to Detroit, I would have planned a trip to Vancouver.
Future --> Present
If I were taking this exam next week, I would be high-strung.

Exercise (43): Use mixed tenses in these sentences

1. If I (be) you, I (check) my facts before I wrote that letter.
2. If you (be) so hungry, you (not miss) breakfast.
3. If he (not/catch) the 5.30 train, he (not arrive) for another two hours.
4. He (feel) very tired today if he (play) rugby yesterday.
5. If the snake bite (be) poisonous, you (feel) very ill now.
6. If I (be) in your position, I (answer) his letter by now.

NOTES

1. We put a comma after the IF-CLAUSE when it comes first.

If we go by plane, it will be more expensive.
It will be more expensive if we go by plane.

2. After IF, we can use WERE instead of WAS in all persons
If I were you, I wouldn't spend so much time watching TV.

3. We do not usually use WILL, WOULD or SHOULD in an IF-CLAUSE

If we take a taxi, we won't be late.
However, we use SHOULD after IF when we are less sure about a possibility
If I should see him, I'll give it to him. (Perhaps I'll see him but I'm less sure)

4. OTHER LINKING WORDS

UNLESS. IF NOT: We'll go for a picnic unless it rains.
PROVIDED (THAT): 'SIEMPRE Y CUANDO'

- Children are allowed to go for a ride on the roller coaster provided that they go with an adult.
- AS LONG AS: As long as he's on time, we won't be late for the meeting.

Exercise (44): Rewrite these sentences using UNLESS.

We won't buy any fish today if it isn't cheaper than yesterday.

We won't buy any fish today unless it is cheaper than yesterday.

- If you don't go to the party, they'll be disappointed.

- I can't help her if she doesn't want to talk to me.

- If it doesn't stop raining, we'll stay at home.

- If he doesn't go to the post office, he won't buy the stamps.

- George won't come out of hospital if he doesn't feel better.

Exercise (45): Complete with the Second Conditional.

- If he _____ (exercise), he would be healthier.
- If I _____ (be) you, I would call the police.
- I _____ (buy) a new jacket if I had some money.
- I _____ (help) him if I were you.
- I would travel round the world if I _____ (win) the lottery.
- If she had time, she _____ (go) to the gym.
- If I _____ (meet) an alien, I wouldn't be scared.
- If I _____ (go) to New York, I would visit the Empire State building.

XII. Subjunctive

I suggest that he study.
 is it essential that web e there ?
 Don recommended that you join the committee.

Use the simple form of the verb. The simple for mis the infinitive without the « to ». The simple form of the verb « to go». The subjunctive is only noticeable in certain forms and tenses. The subjunctive is used to emphasize urgency or importance. It is used after certain expressions

N.B. the subjunctive is only noticeable in certain forms and tenses. In the examples below, the subjunctive is not noticeable in the you-form of the verb.

- You **try** to study often. *YOU-FORM OF TRY*
- It is important that you **try** to study often. *SUBJUNCTIVE FORM OF « TRY » LOOKS THE SAME.*
- He **tries** to study often. *HE-FORM OF « TRY »*
- It is important that he **try** to study often. *SUBJUNCTIVE FORM OF « TRY » IS NOTICEABLE HERE.*

1. Verbs followed by the subjunctive
 The subjunctive is used after the following verbs

To advise (that)
To ask (that)
To command (that)
To demand (that)

To desire (that)
To insist (that)
To propose (that)
To recommend (that)

To request (that)
To suggest (that)
To urge (that)

e.g. Dr. Smith asked that Mark **submit** his research paper before the end of the month.

Donna requested Frank **come** to the party.

The teacher insists that her students **be** on time.

2. Expressions followed by the subjunctive
 The subjunctive is used after the following expressions.

It is best (that)	It is recommended (that)
It is crucial (that)	It is urgent (that)
It is desirable (that)	It is vital (that)
It is essential (that)	It is a good idea (that)
It is imperative (that)	It is a bad idea (that)

e.g. it is crucial that you **be** there before tom arrives.

It is important she **attend** the meeting.

It is recommended that he **take** a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

3. Negative, Continous and Passive Forms of Subjunctive

The subjunctive can be used in negative, continous and passive forms

- **Negative examples :**

Jake insisted that Sam not be at the meeting.
The company asked that employees not accept personal phone calls during business hours
I suggest that you not take the job without renegotiating the salary.

- **Passive examples :**

Jake recommended that susan be hired immediately.
Christine demanded that I be allowed to take part in the negotiations.
We suggested that you be admitted to the negotiations.

- **Continous examples :**

It is important that you be standing there when he gets off the plane.
It is crucial that a car be waiting for the boss when the meeting is over.
I propose that we all be waiting in Tim's apartment when he gets home.

- **Should as subjunctive**

After many of the above expressions, the word « should » is sometimes used to express the idea of subjunctiveness. This form is used more frequently in British English and is common after the verbs « suggest », « recommend » and « insist »

e.g. the doctor recommended that she should see a specialist about the problem.
Professor William suggested that Wilma should study harder for the final exam.

Exercise (46): Choose the most appropriate answer.

1. I demand that he immediately.
 - a. Apologize
 - b. shall apologize
 - c. will apologize
 - d. has apologized
2. I suggested that she her lawyer before signing the contract.
 - a. Consults
 - b. shall consult
 - c. will consult
 - d. should consult
3. It is necessary that everything..... ready by two o'clock tomorrow.
 - a. Be
 - b. Was
 - c. were
 - d. would have been
4. They recommend that she to a ski resort in Spain.
 - a. will go
 - b. would have gone

XIII Imperative

⇒ Imperatives are verbs used to give orders, commands, warning or instructions, and (if you use "please") to make a request. It is one of the three moods of an English verb (indicative, imperative and subjunctive).

For example: Give me that tape, please.

⇒ To make the imperative, use the infinitive of the verb without "to"

For example: Come here!
Sit down!

⇒ We can use the imperative to give a direct order.

For example: Take that chewing gum out of your mouth.

Stand up straight. Give me the details.

⇒ We can use the imperative to give instructions.

For example: Open your book.
Take two tablets every evening. Take a left and then a right.

⇒ We can use the imperative to make an invitation.

For example: Come in and sit down.
Make yourself at home. Please start without me. I'll be there shortly.
Have a piece of this cake. It's delicious.

⇒ We can use the imperative on signs and notices.

For example: Push.
Do not use. Insert one dollar.

⇒ We can use the imperative to give friendly informal advice.

For example: Speak to him.
Tell him how you feel.
Have a quiet word with her about it.
Stay at home and rest up.
Get some sleep and recover.

⇒ We can make the imperative 'more polite' by adding 'do'.

For example: Do be quiet.
Do come. Do sit down.

XIV. Negatives

I **do not** smoke. He **did not** come.
 They **are not** expected to come. They **have not been** invited.
 She **has not** come. I **cannot** go.
 I opened the door, but I saw **nothing**. OR I opened the door, but I **didn't** see **anything**. (NOT I opened the door, but I saw anything.)
Nothing happened. (NOT Not anything happened.)
Nobody came. (NOT Not anybody came.)

Negation can be expressed as follow:

No vs. not**No:**

Use the word no to answer a question

- A: Did you call John?
- B: **No**, I didn't call him.
- **Use no (or not any) with nouns or pronouns. Do not use not alone.**
- There is **no** food in the refrigerator. Or there is **not any** food in the refrigerator.
- I have **no** classes this morning. Or I do **not have any** classes this morning.
- **No** one came to my party.

Not:

Use it to make a verb negative. Do not use no.

- My father ~~no is~~ here. (*is not*)
- He ~~no has~~ a job. (*does not have*)
- **Use not with adjectives and adverbs. Do not use no.**
- He's **not** old enough to go to school. Or he is **n't** old enough to go to school.
- You're **not** always right. Or You are **n't** always right

Double negatives

English allows only one negative word in a sentence. Therefore, you can't use a negative word like **never** or **no one** in the same sentence with **not**.

- She doesn't ~~never~~ admit that she is wrong. Or she ~~doesn't~~ never admits that she is wrong.
- The words like **seldom**, **rarely**, **hardly**, **scarcely**, and **barely** are negative words. Don't use them in the same sentence with another negative such as **not** or **no one**.
- He ~~doesn't~~ seldom sees his old friends.

- The children were so tired that they couldn't hardly keep their eyes open.

Beginning with negative words

We can begin a sentence with a negative word or word to emphasise it. Put the verb before the subject, and use *do*, *does*, and *did* if necessary. In the following sentences, notice how putting *never* first gives it special emphasis.

- She has *never* seemed so upset.
- *Never* has she seemed so upset.
- New parents *seldom* get eight hours to sleep.
- *Seldom* do new parents get eight hours to sleep.

Exercise (47): Edit the following sentences for errors in the use of negative words. One sentence is correct.

- When I first moved here, I had not friends.

- My new sister-in-law no is a good cook.

- In fact, she cannot hardly pour milk and cereal in a bowl and serve it.

- Since she and my brother returned from their honeymoon, she can't she hasn't cooked nothing.

- She says she has not time to learn.

- My brother doesn't mind because he likes to cook.

Exercise (48): Rewrite each sentence to avoid double negatives.

- There wasn't no one else around when the spaceship landed.

- I discovered that I understood the alien even though it wasn't making no sound.

- I hadn't never seen a creature so strange before.

- I don't think I can hardly describe the inside of the spaceship.

- The glowing metal control panel wasn't like nothing I'd ever seen on Earth.

XV. Questions

is she your sister ?
who is she ?
 she has met his parents, hasn't ?

1. Yes/no questions

They are questions that can be answered by yes/no. They begin with a verb.

- Is she your sister ?
- Are you coming ?
- Were they at home ?
- Does he know the answer ?
- Have you finished your homework ?
- Can your children swim ?

Exercise (49) : form questions from the following statements

- You're late.....
- This is the london train.
.....
- Your photos are ready.
.....
- John is working in the garden.
.....
- Jane gives piano lessons.
.....
- The children are studying.
.....
- Tony was enjoying himself.
.....
- They live in the south.
.....

2. Information questions

They ask for information and begin with a question word such as who, what, where, when and how. Information questions are sometimes called wh-questions

- How long have they been gone ?
- How well can your children ?
- Where were they ?
- Which movie did they see ?
- Who is she ?
- When are you coming ?

Exercise (50): supply suitable subject question-words on the left and suitable answers on the right .

-can play chess ?.....
- wants to have a day off ?.....
-broke the big glass vase ?.....
- will make you happy?.....

3. Tag questions

They are statement with a tag added at the end. We use tag questions in informal conversation. When we ask a tag question, we expect the other person to agree with us . we almost never use tag questions in informal writing.

Positive statement	Negative tag	Negative statement	Positive tag
It's a nice day	Isn't it ?	It isn't too	Is it ?
You work downtown	Don't you ?	windy ?	Does it ?
We finished the lesson	Didn't you ?	He doesn't like his job.	Did we ?
Your children can swim	Can't you ?	We didn't miss anything.	Can they ?
She has met his parents	Hasn't you ?	Your children can't swim	Have they ?
You are going to work	Aren't you ?	They haven't met before.	Are you ?
He will graduate	Won't you ?	You aren't going to quit.	Will he ?
		He won't go to law school.	

Exercise (51): Put the following question tags in to the correct gaps.

- She didn't watch the film last night, _____
- It's great to see each other again, _____
- He comes every Friday, _____
- You're married, _____
- You went to Tom's last weekend, _____
- He hasn't lived here long, _____

Exercise (52) : Choose the correct question tags:

1. You wanted that, ?
 - a. would you
 - b. didn't you
 - c. wouldn't you
 - d. do you
2. He saw that ?
 - a. is he
 - b. won't he
 - c. didn't he
 - d. doesn't he
3. You know that's right ?
 - a. would you
 - b. wouldn't you
 - c. didn't you
 - d. don't you
4. He will be coming ?
 - a. is he
 - b. did he
 - c. doesn't he
 - d. won't he
5. After all this time you'd think he'd have forgotten ?
 - a. didn't you
 - b. wouldn't you
 - c. don't you
 - d. do you
6. The amount he is suffering from hay fever he needs to see a doctor ?
 - a. doesn't he
 - b. did he
 - c. won't he
 - d. is he

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Key answers

I. NOUN

Exercise 01 :

- | | |
|-------------|-----------|
| 1. Turns | |
| 2. Advice | 5. A rest |
| 3. Homework | 6. Grass |
| 4. Luggage | |

Exercise 02 :

- | | |
|-----------|-----------|
| 1. Chairs | 6. rocks |
| 2. Stars | 7. owners |
| 3. farms | 8. papers |
| 4. storms | 9. cups |
| 5. doors | 10. bears |

Exercise 03 :

- | | |
|-------------|------------|
| 1. Dresses | 5. bushes |
| 2. brushes | 6. axes |
| 3. hexes | 7. grasses |
| 4. benches | 8. glasses |
| 9. wishes | |
| 10. classes | |
| 11. foxes | |
| 12. crosses | |

Exercise 04:

Theories /Days /Essays /Cherries/ Beauties/ Chimneys /Joys /Duties/ Valleys/Alleys/ Volleys /Flies/ Babies/ Toys/ Injuries/ Stories/ Turkeys/ Histories/ Plays/ Berries/ Studies

Exercise 05:

- | | |
|------------|-----------|
| 1. Gulfs | 5. turfs |
| 2. sheaves | 6. proofs |
| 3. selves | 7. wolves |
| 4. halves | |

Exercise 06:

- | | |
|----------------------------|-------------------------|
| 1. The children's cheering | 6. The choirs 'singing |
| 2. The men's laughter | 7. The women's handbags |
| 3. The oxen's horn | 8. The mice's cheese |
| 4. The girls' jump rope | |
| 5. The dogs' howling | |

II. <u>Determiners</u>

Exercise 07:

- | | |
|---|---|
| 1. An owl
2. A rocket

3. An apron

4. The sun
5. A page
6. A computer | 7. The moon
8. The Missouri River

9. The mango
10. An animal
11. An eagle
12. A baby |
|---|---|

Exercise 08:

1. Come and look at **these** insects.
2. Stop **that** man!
3. I was in fifth grade last year. I am in sixth grade **this** year.
4. Bring **those** chairs here.
5. **This** ice cream is delicious.
6. Can you see **those** stars in the sky?

Exercise 09:

1. **WHAT** kind of animal is that?
2. **WHICH** runner is the winner?
3. **WHAT** is the matter?
4. **WHOSE** desk is this?
5. **WHICH** handphone is ringing?
6. **WHAT** is your name?
7. **WHICH** twin is taller?
8. **WHOSE** hand is holding the pebble?

Exercise 10:

1. Is this Jane's dog? Yes, this is **her** dog.
2. The dog is chasing **its** own tail.
3. Peter, is your father at home?
4. Rudy is showing **his** stamps to Ali.
5. I am going to **my** aunt's house this evening.
6. We always keep our classroom clean.
7. Children, have you all finished your homework?
8. The children are proud of **their** school

III. <u>Adjectives</u>

Exercise 11:

1. Today is cloudy, hot, and humid.
2. The man wearing a blue suit is young.

3. The runner is very fast.
4. He is a good basketball player.
5. Alamanca Community College is a great place to learn.
6. The blue bus is late.
7. The rusty truck has an oversized trailer.
8. Jane is so smart!

Exercise 12:

windy	childish	forgetful
	rotten	l
foolish	peaceful	dusty
golden	stormy	spottable
charming	muddy	e
g	national	playful
friendly		

Exercise 13:

1. The light shines as **bright** as the sun.
2. The runner moves as **fast** as the wind.
3. The apple is as **red** as a fire truck.
4. The giraffe is as **tall** as the tree.
5. That clock is as **old** as my grandfather.

Exercise 14:

1. Chile is **longer than** Peru _____
2. The winter is **worse than** the fall _____
3. A cheetah is **faster than** a lion _____
4. Brazil is **bigger than** Argentina _____

Exercise 15:

1. Yuki was at school **earlier** than I was.
2. Rice is **stickier** than salad.
3. This exercise is **trickier** than the last one.
4. My little brother is **sillier** than I am.

Exercise 16:

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

Exercise 17:

1. c)
the funniest
2. d) most popular

3. c) more expensive than
4. b) the most intelligent
5. d) better than
6. a) the hottest
7. c) worst
8. a) the highest
9. b) the coldest
10. b) more painful than
11. d) most polluted
12. b) farthest
13. d) faster than
14. d) the tallest
15. c) easier than

Exercise 18:

- | | |
|------|-------|
| 1. b | 8. b |
| 2. a | 9. c |
| 3. a | 10. b |
| 4. b | 11. b |
| 5. b | 12. b |
| 6. a | 13. a |
| 7. a | 14. d |

IV. Adverbs**Exercise 19:**

- | | |
|--------|---------|
| 10. a) | 15. c). |
| 11. a) | 16. c) |
| 12. c) | 17. b) |
| 13. c) | 18. b) |
| 14. a) | |

Exercise 20:

- | | | | |
|-----------------------|----------------------|----------------|--------------------|
| 1 always | 2 usually | 3 often | 4 sometimes |
| 5 occasionally | 6 hardly ever | never | |

Exercise 21:

- | | |
|----------------|-------------|
| 1. slowly | 7. tidily |
| 2. coolly | 8. quietly |
| 3. beautifully | 9. bravely |
| 4. comfortably | 10. merrily |
| 5. strongly | 11. softly |
| 6. wisely | 12. busily |

Exercise 22:

- | | |
|-----------------------|---------------------------|
| 1. <i>earlier</i> | 6. <i>further</i> |
| 2. <i>more slowly</i> | 7. <i>better</i> |
| 3. <i>lately</i> | 8. <i>more badly</i> |
| 4. <i>harder</i> | 9. <i>More thoroughly</i> |
| 5. <i>faster</i> | |

V. Pronouns**Exercise 23:**

- It. (third /singular/objective)
- It (third /singular/objective).. her (third /singular/objective)
- Whom (third /unknown/objective)
- They (third /plural/subjective)

Exercise 24:

- | | |
|---------------|---------------|
| 1. Ourselves | 5. Yourself |
| 2. Herself | 6. Yourselves |
| 3. Themselves | 7. Himself |
| 4. Myself | 8. Itself |

VI. CONJUNCTIONS**Exercise 25:**

- The boys **and** the girls sang in the hall.
- I was sick, **so** I did not attend the football practice.
- Please do not take part in the competition **until** you are well-prepared for it.
- I was afraid of the dark, **so** I did not go into the kitchen.
- Larry **and** Mary do not like coffee.
- We stood and waited for the bus **until** our legs ache.
- I was angry with my father **because** he was late.
- Although** she is late, she is not worried about it.

Exercise 26:

- Judy will go to the dance **either** with Don **or** with Bob.
- The boys want **neither** to study tonight **nor** to work tonight.
- I bought **both** a new pen **and** a new pencil yesterday.
- Mrs. Jones didn't see the movie, and **neither** did Mrs. Smith.
- Both** Tom **and** Steve went to the party late.
- Both** The cats **and** the dog don't like the food.

VII. prepositions**Exercise 27:**

- | | |
|-------|-------|
| 1. In | 3. At |
| 2. To | 4. On |

- | | |
|-----------|-----------|
| 5. Over | 8. in |
| 6. across | 9. into |
| 7. on | 10. above |

Exercise 28:

1. There was a loud noise which woke us up at midnight.
2. Do you usually eat chocolate eggs at Easter?
3. What are you doing in the weekend?
4. / last week, I worked until 9pm / every night.
5. My father always reads the paper in breakfast time.
6. She plays tennis on Fridays.
7. The trees here are really beautiful in the spring.
8. I'll see you on Tuesday afternoon, then.
9. Shakespeare died in 1616.
10. She studies / every day.

VIII. verbs & tenses**Exercise 29:**

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

Exercise 30:

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

Exercise 31:

(1)Grew (2)has moved (3)visited (4)flied (5)have never met (6)had (7) were playing, talking and eating together (8) cooked (9) have been (10) was savin (11) had (12) died (13) is (14) has already gone (15) were quietly sitting (16) missed (17) paused (18) were looking (19) arrived (20) were discussing (21) has been used (22) did (23) said (24) was not (25) thought (26) had become

Exercise 32:

(1) Are (2) am (3) is (4) have (5) is broken (6)am trying (7)do not know (8)cannot fix it (9) am trying (10) happens (11) makes (12) dies (13) are you standing (14) am inspecting (15) am checking (16)looks (17)have you..? (18) use (19) appears (20) wonder (21) do not understand (22) does not think (23) says (24)is (25) have checked (26)have not checked (27) am checking (28) does it look like.. (29) looks (30) is (31) happens

Exercise 33:

(1) will take "What (2) shall I (3) do. "You (4) are competing (5) will involve (6) will have been numbered. (7) will be talking (8) will receive (9) would probably praise (10) will do (11)will have tallied (12) will surely participateally, too. There is no age limit for the dogs, either, and it has been decided that all future rallies (13) will include (14)will enter (15)will be (16) will have decided by July 4th (17) will train (18) will win

IX. Active/Passive voice**Exercise 34:**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Is spoken 2. Is delivered 3. Is the building used.... 4. Are the Olympic Games held.... | <ol style="list-style-type: none"> 5. How is your name spelled? 6. Is paid 7. Are made |
|---|---|

Exercise 35:

- | | |
|------------------|---------------|
| 1. Produced | 5. Was called |
| 2. Were exported | 6. Exported |
| 3. Started | 7. Are sold |
| 4. Were tested | |

Exercise 36:

- | | |
|--|--|
| 1. This house was built 200 years ago. | 5. Breakfast is served at eight o'clock every day. |
| 2. My purse was stolen. | 6. Tons of rubbish are thrown away every day. |
| 3. The robbers will be arrested by the police. | 7. Coffee is made in Brazil. |
| 4. Cars are produced in this factory. | 8. Jim's bike was stolen last night. |

Exercise 37:

1. Was the telephone invented by Mr Bell?
2. Was this picture painted by Peter?
3. Will the thieves be arrested by the police?
4. Will the letters be sent next week?
5. Are the animals fed three times a day?
6. Was this article written by Stanley?

Exercise 38:

1. Oysters are sold in the shop next door.
2. The food hasn't been delivered yet.
3. *King Lear* was written by Shakespeare.
4. The questions have to be answered on this sheet.
5. Has the cases been put upstairs?

X. Reported speech**Exercise 39:**

1. Paul says that Atlanta is a wonderful city.
 2. Ruth says that he goes jogging every morning.
 3. Anna says that Jenny isn't studying for my exams.
 4. Andrew says that he used to be very fat.
 5. Jim says that he can't swim.
 6. My father asked why I hadn't telephoned.
-

Exercise 40:

1. Carol asked Bob to Make some coffee.
2. She told Jane to do the homework soon
3. He reminded Ann to buy a map
4. He advised Mrs. Clark to see a doctor.
5. They warned Bill to Keep all the windows closed
6. Francis told Paul to go home.
7. He tried to persuade Bob to stay for supper

Exercise 41:

1. She suggested to go to the cinema tonight
2. He admitted that he had stolen the wallet.
3. She warned us to be careful! The water was boiling.
4. My father insisted on apologising to my teacher.
5. My friend agreed to share the expenses with me.

XI. Conditional**Exercise 42:**

1. If it rains tomorrow, we'll have to stay indoors.
2. If David practises more, he will be a really good pianist.
3. If anyone complains, you should refer them to the manager.
4. Unless you have a visa, you cannot enter China.
5. If I do not have a grant, I won't study at university.
6. I cannot afford to buy a PSP, if I do not have money.
7. I couldn't finish the crossword if it was too difficult.
8. He may go to prison unless he pays the fine.

Exercise 43:

1. If I were you, I would check my facts before I wrote that letter.
2. If you are so hungry, you must not miss breakfast.
3. If he had not caught the 5.30 train, he would not arrive for another two hours.
4. He feels very tired today if he had played rugby yesterday.
5. If the snake bite was poisonous, you feel very ill now.
6. If I were in your position, I answer his letter by now.

Exercise 44:

1. Unless you go to the party, they'll be disappointed.
2. I can't help her unless she wants to talk to me.
3. Unless it stops raining, we'll stay at home.

4. Unless he goes to the post office, he won't buy the stamps.
5. George won't come out of hospital unless he feels better.

Exercise 45:

- 1) If he exercised, he would be healthier.
- 2) If I were you, I would call the police.
- 3) I would buy a new jacket if I had some money.
- 4) I would help him if I were you.
- 5) I would travel round the world if I won the lottery.
- 6) If she had time, she would go to the gym.
- 7) If I met an alien, I wouldn't be scared.
- 8) If I went to New York, I would visit the Empire State building.

XII. Subjunctive

Exercise 46:

1. I demand that he (a) apologize immediately.
2. I suggested that she (d) should consult her lawyer before signing the contract.
3. It is necessary that everything (a) be ready by two o'clock tomorrow.
4. They recommend that she (c) should go to a ski resort in Spain.
5. It is advisable that you (a) submit your application as soon as possible.
6. He decided to go inside the haunted house, (a) come what may.
7. It is strange that he (c) should be so upset about such a trifle, isn't it?
8. Far (a) be it from me to criticize your plan, but I think you should change a few things in it.

XIV. Negatives

Exercise 47:

1. When I first moved here, I had **no** friends.
2. My new sister-in-law is **not** a good cook.
3. In fact, she **can hardly** pour milk and cereal in a bowl and serve it.
4. Since she and my brother returned from their honeymoon, she **has** cooked nothing.
5. She says she has **no** time to learn.
6. My brother doesn't mind because he likes to cook. (**correct**)

Exercise 48:

1. There wasn't **anyone** else around when the space ship landed.
2. I discovered that I understood the alien even though it wasn't making **any** sound.
3. I **had** never seen a creature so strange before.
4. I **think** I can hardly describe the inside of the space ship.
5. The glowing metal control panel wasn't like **anything** I'd ever seen on Earth.

XV. Questions**Exercise 49:**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Are you late ? 2. Is the London train? 3. Are your photos ready ? 4. Is John working in the garden? 5. Does Jane give piano lessons ? | <ol style="list-style-type: none"> 6. Are The children studying ? 7. Was Tony enjoying himself ? 8. Do they live in the south? |
|--|---|

Exercise 50:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who can play chess ? 2. Who wants to have a day off? all of us | <ol style="list-style-type: none"> 3. Who broke the big glass vase? The children 4. What will make you happy? a new car |
|---|---|

Exercise 51:

1. She didn't watch the film last night, *did she?*
2. It's great to see each other again, *isn't it?*
3. He comes every Friday, *doesn't he?*
4. You're married, *aren't you?*
5. You went to Tom's last weekend, *didn't you?*
6. He hasn't lived here long, *has he?*

Exercise 52:

1. **You wanted that**, ? b. didn't you
2. **He saw that** ? c. didn't he
3. **You know that's right** ? d. don't you
4. **He will be coming** ? d. won't he
5. **After all this time you'd think he'd have forgotten** ? b. wouldn't you
6. **The amount he is suffering from high fever he needs to see a doctor** ? a. doesn't he

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Author's note

Every effort through this work has been made to ensure that the information contained in this collection of grammar lessons is accurate before printing. Yet, this collection was being presented along four years. Students in grammar classes responded positively to this collections of lessons.



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