



**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**University of Mohamed Lamine Debaghine Setif 2**  
**Faculty of Letters and Languages**  
**Department of English Language and Literature**

**Licence**

**Level: First Year**

**Semester: One**

**Module: Grammar**

**Dr. AIT AISSA Mouloud**

**Grammar**



## Contents

<b>Preface.....</b>	<b>1</b>
<b>General Objectives of the Document .....</b>	<b>1</b>
<b>Lecture 1: English Parts of Speech: Nouns and Pronouns... ..</b>	<b>3</b>
Description of the Lecture .....	3
Objectives of the Lecture .....	3
Introduction .....	3
1. Parts of Speech .....	4
2. Nouns = “Name” = “Nouns and Noun-Related Parts of Speech”.....	6
2. 1. Definition .....	6
2. 2. Types of Nouns .....	7
2. 2. 1. Proper Nouns .....	7
2. 2. 2. Common Nouns .....	7
2. 2. 3. Collective Nouns .....	7
2. 2. 4. Abstract Nouns .....	7
2. 2. 5. Compound Nouns .....	7
2. 2. 6. Appositive Nouns .....	8
2. 2. 7. Countable Nouns .....	8
2. 2. 8. Uncountable Nouns.....	8
3. Pronouns = Pro-name “Two at a Time” = Noun Equivalent.....	9
3. 1. Definition.....	9
3. 1. Types of Pronouns.....	9
3. 1. 1. Personal Pronouns.....	9
3. 1. 2. Indefinite Pronouns.....	10
3. 1. 3. Interrogative Pronouns.....	10
3. 1. 4. Demonstrative Pronouns.....	11
3. 1. 5. Reflexive Pronouns.....	11
3. 1. 6. Relative Pronouns.....	11



3. 1. 7. Possessive Pronouns.....	11
Exercises .....	11
<b>Lecture Two: Parts of speech: Verbs.....</b>	<b>15</b>
Description of the Lecture.....	15
Objectives of the Lecture.....	15
1. Definition of a Verb.....	15
2. Groups of Verbs.....	15
2. 1. Action Verbs.....	16
2. 2. State Verbs.....	16
3. Verb Classes .....	16
4. Verbs' Basic Forms.....	16
5. The Main Uses of the Verbs' Forms.....	17
5. 1. Summary of the Verb's Basic Forms .....	17
6. Finite and Infinitive "Non-Finite" Verbs.....	18
7. Subject and Predicate.....	18
7. 1. Rules Governing the Use of Subject and Predicate .....	19
8. Functions of the Verb Word.....	19
9. Tense and their Stages .....	19
Exercises.....	20
<b>Lecture Three: Parts of Speech: Adjectives and Adverbs.....</b>	<b>23</b>
Description of the Lecture.....	23
Objectives of the Lecture.....	23
1. Adjectives.....	23
1. 1. Types of Adjectives.....	24
1. 1. 1. Proper Adjectives.....	24
1. 1. 2. Attributive Adjectives.....	24
1. 1. 3. Predicate Adjectives.....	25
1. 1. 4. Adjectival Phrases and Clauses.....	25



1. 1. 5. Participles used as Adjectives.....	25
2. Adverbs.....	26
2. 1. Kinds of Adverbs.....	27
2. 1. 1. Adverbs of Manner.....	27
2. 1. 2. Adverbs of Place.....	27
2. 1. 3. Adverbs of Frequency.....	27
2. 1. 4. Adverbs of Degree.....	28
2. 1. 5. Adverbs of Certainty.....	28
2. 1. 6. Adverbs of Time.....	28
Exercises.....	28
<b>Lecture Four: Parts of Speech: Prepositions, Conjunctions and Interjections.....</b>	<b>35</b>
Description of the Lecture.....	35
Objectives of the Lecture.....	35
1. Prepositions.....	35
1. 1. Definition.....	35
1. 2. Common Prepositions.....	36
1. 3. Compound Prepositions.....	37
2. Conjunctions.....	39
2. 1. Definition.....	39
2. 2. Types of Conjunctions.....	39
2. 2. 1. Coordinating Conjunction "equal rank items".....	39
2. 2. 2. Correlative Conjunctions "item pairs".....	39
2. 2. 3. Subordinating conjunctions "dependent clauses".....	40
3. Interjections.....	40
3. 1. Definition.....	40
3. 2. The Most Common Interjections.....	40
Exercises.....	42
<b>Lecture Five: English Articles: Introduction of English Articles.....</b>	<b>45</b>



Description of the Lecture.....	45
Objectives of the Lecture.....	45
Introduction.....	45
1. English Nouns.....	46
1. 1. Countable Nouns.....	47
1. 2. Uncountable Nouns "Mass Noun".....	47
1. 3. Singular Nouns.....	48
1. 4. Plural Nouns.....	49
1. 5. Collective Nouns.....	49
1. 6. Proper Nouns.....	49
2. The Meanings of Definiteness and Specificity.....	50
2. 1. Definiteness /Indefiniteness.....	50
2. 2. Important Table: The Relationship between the Speaker and the Listener.....	52
3. Definition of Articles.....	52
4. The Basic Usage of English Articles.....	55
Exercises .....	56
<b>Lecture Five: English Articles: Indefinite Articles.....</b>	<b>60</b>
Description of the Lecture.....	60
Objectives of the Lecture.....	66
1. The Indefinite Article "a / an".....	60
1. 1. Form.....	60
1. 2. The Main Uses of the Indefinite Article "a" / "an".....	62
1. 3. Omissions of the Indefinite Article "a / an".....	64
1. 3. 1. Before Plural Nouns.....	64
1. 3. 2. Before Uncountable Nouns.....	65
1. 3. 3. Before Names of Meals.....	65
1. 4. "A" or "An" and "One".....	65
Exercises.....	66



<b>Lecture Seven: English Articles: The Definite Article.....</b>	<b>69</b>
Description of the Lecture.....	69
Objectives of the Lecture.....	69
1. The Definite Article "The".....	69
1. 1. Form.....	69
1. 2. The Main Uses of the Definite Article "The".....	70
1. 3. Omissions of the Definite Article "The".....	74
Exercises... ..	75
<b>Lecture Eight: English Articles: Zero and mixed Article.....</b>	<b>78</b>
Description of the Lecture.....	78
Objectives of the Lecture.....	78
1. The Zero Article "0".....	78
1. 1. The Main Uses of the Zero "0"Article.....	78
2. Common and Basic Mistakes to Avoid.....	79
3. Final Summary: The Use and Non-Use of Articles.....	79
4. Final Note.....	81
Exercises.....	82
<b>Lecture Nine: The Auxiliary Verb “To be”: Forms and Uses .....</b>	<b>87</b>
Description of the Lecture.....	87
Objectives of the Lecture.....	87
Introduction.....	87
1. Verb Word as a Precursor to English Auxiliaries.....	87
1. Definition of Auxiliary Verbs.....	88
2. The List of Auxiliary Verbs.....	89
2. 1. The Auxiliary Verb “To be”: Forms, Meanings and Uses .....	89
2. 1. Form.....	89
2. 2. Uses: the auxiliary verb “to be” is used in the following ways:.....	90
2. 2. 1. It is used to form tenses.....	90



2. 2. 2. It is used to form the voice of the verb.....	90
2. 2. 3. “Be + infinitive”.....	90
2. 2. 4. To convey order or instructions.....	91
2. 2. 5. To convey a Plan.....	91
2. 2. 6. The Construction “was /were + Infinitive”.....	92
2. 2. 7. The Construction “Be about + Infinitive”.....	92
2. 2. 8. Be as an Ordinary Verb.....	92
Exercises.....	93
<b>Lecture Ten: The Auxiliary Verb “To have”: Forms and Uses.....</b>	<b>96</b>
Description of the Lecture.....	96
Objectives of the Lecture.....	96
1. “To have”: Forms and Uses.....	96
1. Form.....	96
2. Uses.....	97
2. 1. It is used to form tenses.....	97
2. 2. The Construction Have + Object + Past Participle.....	97
2. 3. Had Better + Bare Infinitive.....	98
2. 4. Have + Object + Present Participle.....	98
3. Have as an Ordinary Verb .....	99
3. 1. Form .....	99
3. 2. Uses of Have as an Ordinary Verb .....	99
3. 2. 1. Have Meaning Take and Give .....	100
Exercises.....	100
<b>Lecture Eleven: The Auxiliary Verb “To do”: Forms and Uses .....</b>	<b>104</b>
Description of the Lecture.....	104
Objectives of the Lecture.....	104
1. Form .....	104
2. Uses of to Do .....	105



2. 2. In Questions .....	105
2. 2. With <i>not</i> for Negative Constructions .....	106
2. 3. Negative Inversion .....	107
2. 4. Further Uses .....	107
2. 4. 1. For Emphasis .....	108
2. 5. Further Notes about to do .....	108
2. 4. 2. In Elliptical Sentences .....	109
3. Use of <i>do</i> as Main Verb .....	110
3. 1. Meaning Contribution .....	110
3. 2. Origins .....	110
Exercises.....	111
<b>Lecture Twelve: English Modals.....</b>	<b>114</b>
Description of the Lecture.....	114
Objectives of the Lecture .....	114
Introduction.....	114
1. Definition of Mood and Modality.....	114
2. Definition of Model Verbs.....	115
3. Principal Features of Modal Auxiliaries.....	115
4. May and Can for Permission and Possibility.....	116
4. 1. Permission.....	116
4. 2. Form.....	116
4. 3. May and Can Used for Permission in the Present or Future.....	116
4. 3. 1. A: First Person.....	116
4. 3. 2. B: Second Person.....	117
4. 3. 3. C: Third Person.....	117
4. 4. Possibility.....	118
4. 4. 1. May /Might for Possibility .....	118





4. 4. 1. 1. A. May /Might + Present Infinitive .....	118
4. 4. 1. 2. B. May /Might for Present or Future Possibility.....	118
4. 4. 1. 3. C. May /Might not + Perfect Infinitive.....	118
4. 4. 1. 4. D. May /Might .....	118
Exercices.....	119
<b>Lecture 13: English Models Ought, Should, Must, Have to, and Need for Obligation .....</b>	<b>124</b>
Description of the Lecture.....	124
Objectives of the Lecture.....	124
1. Form of the Ought and Should.....	124
2. Ought /should compared to must and have to .....	125
2. 1. Differences in use.....	125
2. 1. 1. Ought /should is used to express the subject obligation or duty.....	125
2. 1. 2. They are used also to indicate a correct or sensible action.....	125
2. 1. 3. With must and have to for the obligation to be fulfilled.....	125
2. 2. Similarities in Use.....	126
2. 2. 1. Should but not ought are Used in Formal Notices and on Information Sheets.....	126
2. 2. 2. Ought and should express Advice.....	126
2. 2. 3. Ought /Should with the Continuous Infinitive.....	126
2. 2. 4. Ought /Should with the Perfect Infinitive.....	126
3. Must and Have to.....	127
3. 1. Form.....	127
3. 1. 2. Differences between must and have in the Affirmative.....	127
3. 2. Affirmative Obligation in the Past: Had to.....	128
Exercises.....	128
<b>Lecture Fourteen: English models: Need and its forms for absence of obligation.....</b>	<b>132</b>
Description of the Lecture.....	132
Objectives of the Lecture.....	132
1. Need and its forms for absence of obligation.....	132



1. 1. Internal authority versus external authority.....	132
1. 2. Need not and Must not in the Present and Future.....	133
2. Must is used for Deduction.....	134
2. 2. Must for Deduction Compared to May / Might.....	134
Exercices.....	135
<b>Evaluation section.....</b>	<b>138</b>
Description of the Lecture.....	138
Objectives of the Lecture.....	198
Exams.....	138
<b>List of References.....</b>	<b>150</b>

## **Preface**

This material is designed as handouts about introductory courses in English Grammar for first year students at Mohamed Lamine Debaghine at Setif 2 University. This document, specifically, has come into existence in the light of the need for a reference in Grammar that suits the level and needs of EFL first year university students. Of course, this document could potentially be adapted for use in parallel with other similar documents. In fact, it includes the lectures that have been developed by the author over a number of three years of professional experience in teaching English Grammar at Setif 2 University, in conjunction with other courses, articles, books, references, and textbooks which are all acknowledged and cited. In this respect, this document has come to its current state through compiling a number of dispersed and individual files and lectures into this one exhaustive document where all its materials are intended primarily for educational and pedagogical purposes.

This pedagogical document is designed to focus on the basics of English language Grammar. Bearing in mind that Grammar is so wide field of science of language, I have restricted almost this document to the English Foreign Language first year grammar syllabus. This document, in fourteen lectures, has discussed the following main topics, introduction into English language parts of speech, definite and indefinite articles, English auxiliaries, and models. The document has also integrated a number of tables and figures to illustrate and clarify particular topics and sections which need illustrations. It is worth to mention that this document included at the end a section for final recapitulation, assessment and evaluation.

The current document includes also a number of techniques that help to make this material feasible and practical. Some of them are as follows: the general outline of the document, a table of contents, a list of tables, general aims of the document, procedures and activities of the document. More specifically, it includes at the beginning of each lecture a brief description of the lecture and a number of key objectives of every stage in the lecture.

## **General Objectives of the Document**

The main aim of is to provide English Foreign Language students with a basic knowledge of the English Grammar in order to make them able to use English grammar appropriately. Furthermore, the systematic incorporation of the lectures from basic matters into advanced ones will help students, at the end, to master well English Grammar. So the lectures aim to equip students with the necessary knowledge and skills which make them be able to use and to address issues through the medium of English Grammar in areas related to language forms, functions and skills. To conclude, the current document will help students to achieve the following general aims:

1. To get a general overview of how Grammar functions in the whole language.
2. To be familiar with the different related matters about parts of speech.
3. To be able to deal successfully with forms, meanings and uses of the eight parts of speech.
4. To be able to deal successfully with forms, meanings and uses of the indefinite article.
5. To be able to deal successfully with forms, meanings and uses of the definite article.
6. To be able to deal successfully with forms, meanings and uses of the zero article.
7. To be able to deal successfully with forms, meanings and uses of the auxiliary to be.
8. To be able to deal successfully with forms, meanings and uses of the auxiliary to do
9. To be able to deal successfully with forms, meanings and uses of the auxiliary to have
10. To be able to distinguish successfully between the three auxiliaries in terms of forms, meanings and uses altogether.
11. To be able to deal successfully with forms, meanings and uses of the English models.
12. To gain a thorough understanding of the forms, meanings and uses of the must.
13. To understand the importance of each lecture, topic and task in the evaluation process.
14. To relate each lecture and task in the process of using grammar appropriately in real life.

## Lecture One

### Parts of Speech: Introduction, Nouns and Pronouns

#### Description of the Lecture

This lecture is concerned with the part of speech. Through the lecture students will become familiar with many aspects of the nouns and pronouns as primary part of speech. The emphasis is put on the meanings, types, and role of nouns and pronouns. The current lecture is made up of two main sections; theory and practice about nouns and pronouns. The multiple lectures of parts of speech intend to show the kind of relationship of the different part of speech among each other in a sentence.

#### Objectives of the Lecture

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

- Define the term grammar.
- List the main aspects of grammar.
- Define the eight parts of speech.
- Recognize how parts of speech function in sentences.
- Show the relationship of each word in sentence with all the other words in a sentence.
- Compare and contrast the eight parts of speech.
- Define the term noun as the first part of speech.
- List the types of nouns.
- Define the pronoun as the second part of speech.
- List the main types of pronouns.
- Compose sentences through different types of nouns and pronouns.
- Compose sentences showing words playing more one grammatical role.

#### Introduction

Grammar can be defined as “the rules by which words change their forms and are combined into sentences, and the study and use of these rules”. According to this definition, there are two basic elements;

- the rules of the language,
- The study and practice “use” of the rules.



The rules of grammar, as the above definition suggest, are about how words change and how they are put or arranged together into sentences. **Grammar**, then, is the way in which words group together in order to make correct sentences. Grammar of any language is about how words change or modify their forms in order to construct a correct use of them in terms of both form and meaning.

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

- the affirmative form: “subject + verb + object”
- the negative form: “subject + do + not + verb + object”
- the plural meaning: “noun + s”
- the making of questions: verb+ subject + object + question mark”
- the particular word order of joining two clauses to make one sentence: “first clause + connector + second clause”
- the description of dead actions: “subject + verb in the simple past + object + time adverb”
- the description of completed actions: “subject + verb in the perfect form + object”
- The making of negative questions...
- the description of the states, action, and so on
- the use of passive and active voice,
- the description of definite and indefinite objects,
- the direct and indirect speech,
- the expression of advice,
- the expression of ability, possibility,
- The descriptions of obligation, absence of obligation,
- .....and so on

## 1. Parts of Speech

Learning the eight parts of speech helps you develop the working vocabulary necessary to discuss and study the language. You especially need to recognize the parts of speech in the context of sentences. That’s because many words function in more than one role. Only by analyzing the sentence at hand can you see how a given word functions. It’s unlikely that your boss will ask you to identify the parts of speech in a business document. Being able to do so, however, will help you punctuate correctly and choose precise words for clear, powerful writing. In addition, understanding the roles different parts of speech play in written and oral communication will be helpful if you learn another language.



Parts of speech are different types of words like noun, verbs, and adjectives and so on. Parts of speech are sentence elements that work together to make up a sentence. Just as a car is not a functioning car without all of its synchronized parts working together, a sentence is similar to car, is not a functioning sentence without the correct usage and combination of its essential parts of speech. The only difference between the car and the sentence is that not all basic sentence parts –or parts of speech– have to be included all of the time to actually make up a complete and functioning sentence, but its parts do have to work together accurately for a writer or a speaker to convey his or her intended ideas. So the speaker must be selective when he or she intends to produce a correct and meaningful sentence.

Learning the different parts of speech helps the learners to develop the working vocabulary necessary to study and use the language. The learners especially need to recognize the parts of speech in the context of the sentences “not in a separate way”. That’s because many words function in more than one role. Only by analyzing the sentence in relation to its context you can see how a given word functions. In short, the eight parts of speech are recognized and used to classify thousands of English language words. The challenge is that many words can be used for more than one part of speech. See the examples below:

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

The basic division of all the parts of speech includes two broad sections; the content “lexical words” and functional “grammatical words” while the detailed division of all parts of speech includes the following eight different parts: **nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections**. See the table below for more details.

▪ Content –Lexical or Open- Words	▪ Functional –Grammatical or close - Words
<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adverbs</li> <li>• adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Propositions</li> <li>• Conjunctions</li> <li>• Interjections</li> </ul>



- **Note 1:**

- All English words are classed into eight categories according to their uses in a sentence in different contexts.
- In developing a working notion of what a particular part of speech is, it is crucial to realize that a particular word is not a noun, or adjective. In a very real sense, a word only has a part of speech when it is used in a sentence or phrase. If one were to ask what part of speech the word “**fast**” is, it is impossible to answer without knowing how it is used. See the examples below
  - In the **fast** runner. “It is an adjective.”
  - He runs **fast**. “It is an adverb.”
  - I **fast** during Ramadan. “It is a verb word.”
- A complete sentence is a group of words that expresses a complete thought. In case the idea is not complete, this piece of writing is called a clause instead of a sentence.

## 2. Nouns = “Name” = “Nouns and Noun-Related Parts of Speech”

### 2. 1. Definition

A noun is a word describing **who** “subject” or “**what** “object” in a sentence. In elementary school learners probably learned that a word noun refers only to a person, place or thing. Remember, that the term “thing” can be anything-an animal, a device, a point, an object, an event, and so on. In addition, nouns represent qualities, feelings, concepts, activities and measures. See the example words below:

- **Persons:** Stephanie, Dr. Edelstein, teacher, accountant .....
- **Places:** Chicago, island, Italy, college.....
- **Things:** novel, surfboard, bicycle, horse.....
- **Qualities:** patience, honesty, enthusiasm.....
- **Feelings:** happiness, anger, confusion, sadness.....
- **Concepts:** knowledge, freedom, friendship, travel.....
- **Activities:** snowboarding, dancing, management, eating.....
- **Measures:** day, week, inch, kilometer, million.....

Nouns are important words in English language. Sentences revolve around nouns because nouns function both as subjects and as objects of verbs. To determine whether a word is really a noun, try using it with the verb “is” or “are”. You should notice that all word nouns would make sense if used in this way. See the examples below.





- **Larry** smiled.
- **Larry** smiled at **Isabel, Kevin**, and their two **dogs, Trevor** and **Lance**.
- **Trevor** and **Lance** were watching a **show** on **Animal Planet**.
- That plain red wooden **chair** in the **corner** is a priceless **antique**.
- The **iceberg** was massive underneath **water**.
- **Austin, Texas** is known as the “**Live Music Capital of the World**”.
- But the New York Times created controversy when it referred to it as the ““**Live Music Capital of the South**””.

## 2. 2. Types of Nouns

According to the above examples, nouns can be grouped into the following categories:

### 2. 2. 1. Proper Nouns

They name a particular person, place, or thing, and the first letter of a proper noun is always capitalized. From the examples above, **Larry, Isabel, Kevin, Animal Planet, Alaska Austin, Texas,** and **Live Music Capital of the World** “**Live Music Capital of the World**” are all proper nouns. They are all specific and formal.

### 2. 2. 2. Common Nouns

They are not specific and do not require capitalization. From the examples listed above, **dogs, show, home, chair, corner, antique, iceberg, water** are all common nouns. They are all represents general things.

### 2. 2. 3. Collective Nouns

They are used to name a group of something. See the examples below.

- A herd of cows.
- A flock of sheep.

### 2. 2. 4. Abstract Nouns

They are used to refer to things that we cannot see or touch. Example words like love, freedom, courage, democracy, decision, poverty,

### 2. 2. 5. Compound Nouns

They are made of two or more words such as ice water, brother – in- law, and notebook



## 2. 2. 6. Appositive Nouns

They are **noun** or noun phrase that identifies a nearby noun or pronoun.

- My son **Bill** is happy.
- My husband **John** is very busy by now.

## 2. 2. 7. Countable Nouns

A countable noun is an individual object that can, as the name suggest, be counted. If you can have one, two, three, etc. of the noun, it is countable. These nouns can appear in the singular and plural form, and can be used with indefinite articles in the singular form.

- Table = it is a countable nouns since we can say one table, two tables, three tables, and so on “there is a possibility to make the plural form”.
- A letter, letters, a book, books

## 2. 2. 8. Uncountable Nouns

A non-countable noun refers to items that are not individual and therefore cannot be counted. Because they cannot be counted, they do not have a plural form. These nouns take only the singular form and include:

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

**Note 2:** some nouns can be countable in one meaning, and uncountable in another, it depends to their use in the sentence. Students should always remember and relate the word with its context. See the following examples:

• Countable Nouns	• Uncountable "on-countable" Nouns
Three coffees, please.	A jar of coffee.
A loaf of bread.	The bread.
A piece of news.	The news.
Will you turn on the lights	The light of the sun.



### 3. Pronouns = Pro-name “Two at a Time” = Noun Equivalent

#### 3. 1. Definition

**Pro** means “for” and **pronoun** means “for a noun”

Pronouns can be used in place of nouns “when appropriate”, and a pronoun operates just like a noun in a sentence. So pronouns are words that substitute for nouns in a sentence. The pronoun is substitute word, and the antecedent is the noun that it is substituting. It is important to remember, however, to use pronouns carefully. Often times, speakers and writers make the mistake of referring to a noun with a pronoun is replacing. This creates confusion for readers since it’s then not clear **who** or **what** a pronoun word is referring to. So pronouns are words used in place of nouns or phrases treated like nouns. As noun substitutes, pronouns provide variety and efficiency. Compare these two versions of the same sentences;

➤ **Without pronouns;**

- Scott gave the book to Kelli so that **Kelli** could use the book to study.
- The **teacher** explained the lectures.
- **Ann** joined the army forces last year.

➤ **With pronouns;**

- Scott gave the book to Kelli so that **she** could use the book to study.
- **He** explained the lecture.
- **She** joined the army forces last year.

**Note 3:** The noun or noun phrase a word pronoun refers to is called **antecedent**. “**ante** + **cede**”. Ante means “before”. Cede means “to go”. An antecedent in a sense “goes before” or existed before the pronoun, it can occur either before or after the noun words it describes in a sentence. See the two examples below:

- **John** made **his** bed.
- **It** was John's **bed**.

#### 3. 1. Types of Pronouns

##### 3. 1. 1. Personal Pronouns

They tend to come in mind first when we think about pronouns. It's because most people use them a lot in the speaking and writing. The main thing to remember about personal pronouns usage is



that it is based on **number** "singular versus plural", **gender**" masculine versus feminine" and **person** "human versus non-human".

Another thing to remember) about pronouns is that when speakers or writers use certain statements or commands such as "stop!" or "listen to me" the personal pronoun is always implied. See the table for more details.

Person	Number	
	Singular	Plural
• <b>First</b> Person	I (my, me)	We (our, us)
• <b>Second</b> Person	You (your, you)	You (your, you)
• <b>Third</b> Person	He (his, him, She (her), It (its, it)	They (their, them)

**Note 4:** students must always remember that there are the subjective case and the objective case with the personal pronouns.

- The use of the subjective case is when each pronoun can be used as the subject of the verb.
- Example: **she** is a teacher.
- The use of the objective case is when each pronoun can be used as the object of the verb.
- Example: we saw **him** last night.

### 3. 1. 2. Indefinite Pronouns

They are not specific. In other words, they refer to a person, place, or thing that may or may not be specifically named. They usually do not have a definite or specific antecedent as a personal pronoun. Some of them are as follows: "all, any, anyone, both, each, either, everyone, few, many ..."See the example below.

- **Everybody** will select **another** to help with **everything**. "The three words written in bold type are all indefinite pronouns since they all take the place and do not refer to a specific or definite person or thing.

### 3. 1. 3. Interrogative Pronouns

They are used to initiate interrogative statements such as what? Which? Who? Where? When?



### 3. 1. 4. Demonstrative Pronouns

They are used to point out something more particular like person, place, thing or idea such as this, that, these, those .....

### 3. 1. 5. Reflexive Pronouns

They are used to reflect something back such as myself, yourself, himself, herself, themselves,

### 3. 1. 6. Relative Pronouns

They are used to link the dependent clauses such as that, which, who, whoever, whom, whose

### 3. 1. 7. Possessive Pronouns

These pronouns can be used independently. Some of them are: mine, yours, his, hers, its, ours, yours, and theirs. The following table summarizes the different cases of pronouns.

Subjective Case	Objective Case	Possessive Pronouns	Reflexive Pronouns
• I	• Me	• Mine	• Myself
• You	• You	• Yours	• Yourself
• She	• Her	• Hers	• Herself
• He	• Him	• His	• Himself
• It	• It	• Its	• Itself
• They	• Them	• Theirs	• Themselves
• We	• us	• Ours	• Ourselves

## Practice

### Exercise 1

Explain the following terms precisely and concisely as much as possible. Provide three example words for each term.

1. Parts of speech: .....
2. Non-countable nouns:.....
3. Predicative adjective:.....
4. Action verbs:.....
5. Lexical words:.....
6. Verbs' basic forms:.....



- 7. Noun word:.....
- 8. Reflexive pronoun:.....
- 9. Abstract nouns:.....
- 10. Adverbs of time:.....
- 11. Grammatical words:.....
- 12. Countable nouns:.....
- 13. The subjective case of pronouns.....
- 14. Functional words:.....
- 15. Location references:.....
- 16. Present participle as adjectives:.....
- 17. Conjunctions:.....
- 18. Attributive adjective:.....
- 19. Common propositions:.....
- 20. The objective case of pronouns.....
- 21. Stative verbs:.....
- 22. Adjective word:.....
- 23. Common nouns:.....
- 24. The relationship between nouns and pronouns.....
- 25. Interjection:.....
- 26. Content words:.....

**Exercise 2**

**In the sentences below, underline the common nouns once and the proper nouns twice.**

- **Example 1.** The new course he is taking will be taught by Juanita Martinez.
  - 1. Have you ever read *The Crucible* or any other plays by Arthur Miller?
  - 2. Call Miss Sacks if you are on her committee.
  - 3. The Louvre, a famous museum in Paris, was once a palace.
  - 4. Dr. John will visit Civics I tomorrow to discuss the history behind Memorial Day.
  - 5. The beach was littered with driftwood that had been blown there by Hurricane Hugo.
  - 6. Al’s Garage and Towing Service employs the best team of mechanics in town.
  - 7. Address all suggestions to the Human Resources Department in Building Two.
  - 8. How much of these vitamins does a person need every day?
  - 9. We enjoyed our vacation at the coast but want to see the Smoky Mountains this year.



### Exercise 3

In the following sentences, underline the collective nouns once and the compound nouns twice.

- **Example 1.** My father-in-law helped the brigade fight the fire at the feed mill.
  1. The vice-president introduced her family to the committee.
  2. Edith, who is my partner on the debate team, uses push buttons to control her wheelchair.
  3. Agaggle of Canada geese landed in the courtyard in front of city hall.
  4. Congress is considering a bill to lower income taxes.
  5. That crowd of people has lined up to buy season tickets.
  6. My stepbrother is a systems engineer.
  7. Mom asked how much the bushel of corn cost.
  8. The reporter announced that the secretary of state had just arrived at the press conference.
  9. The pack of wolves descended from the rocky hill.
  10. Jim and Peter have just built a barn in the backyard.

### Exercise 4

In the sentences below, identify each underlined pronoun by writing above the pronoun *P* for personal, *R* for reflexive, or *I* for intensive.

- **Example 1.** The Service Dogs Charity Walk was a success for the dog-training center; a side benefit was how much we enjoyed ourselves.
  1. Have you ever participated in one of these benefits yourself?
  2. This year our club helped the trainers raise money for their work.
  3. Some city officials and business owners donated their time to help us with publicity.
  4. The dogs and owners representing the center are themselves the stars at any of its events.
  5. Her dogs learn to open doors by themselves and to respond to sounds.
  6. In addition, she makes sure that they learn to retrieve objects as part of their skills training.
  7. She and her staff try to teach the dogs basic skills within the first year, and later they teach specific jobs when dogs are matched with owners.
  8. The training itself is expensive, so fund-raisers like ours are important.
  9. My friends and I will continue to commit ourselves to helping this organization.

### Exercise 5

Make one sentence from two. Use WHO / THAT / and WHICH:

1. A girl is now in hospital. She was injured in the accident.
  - *A girl who was injured in the accident is now in hospital.....*
2. The taxi driver was friendly. He took me to the airport.

3. The woman was polite. She answered the phone.
4. The man has a good voice. He sang at the concert.
5. We enjoyed the actors. They played the leading roles.
6. The girl is hurt. She fell down the stairs.
7. The student is in my class. He is walking with Ann.
8. The police caught the thief. He stole the money.
9. The man is at the bus stop. He fixed our refrigerator.
10. Who are those students? They are talking to Mrs. Hinton.

### Exercise 6

**Underline the pronoun words in the following statement then indicate the pronoun antecedent.**

1. The doctor told the boys that they could use his boat.
2. Bob, your father wants you to call him.
3. Helen and Karen finished the test first; they found it very easy.
4. The long run brought the crowd to its feet.
5. Jane has her own ideas, but her family does not agree with him.
6. On the third try, the Nutilus made her way under the North Pole.
7. The boys cooked their meal in the oven.
8. The Jin's power mower broke; the neighbors let him use theirs.
9. Betty has a driver License, but she does not have it with her.
10. The police found the car, but they couldn't move it.

### Exercise 7

**Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:**

1. I am a driver? This is ..... school.
2. She is my friend. .... name is Meltem.
3. These are Mr. and Mrs. Brown. That's ..... house.
4. Look at that cat. .... eyes are green.
5. Your friend and you are sad today. What's ..... problem?
6. That's Mr. Green. He is driving ..... car.
7. Ali's and Can's bags are heavy. .... bags are full.
8. Are you and your sister ready? ..... friend is waiting for you in the car.
9. A: What's ..... job? B: I'm a mechanic.
10. Madonna is a famous singer. .... new records are great.
11. Robert has got a dog. .... name is Bingo.



## Lecture Two

### Parts of speech: Verbs

#### Description of the Lecture

This lecture is concerned with English verbs. It explores key concepts related to verbs definition, classes of verbs, all sub-groups of verbs, basic forms of verbs, subject and predicate agreement, time and tense. Through the developments of the lecture students will become familiar with the types and uses of verbs in tenses and sentences. In this respect, the emphasis is put on the basic forms of verbs and the ways of modifications. Key content of the lecture includes two sections; theory and practice about verbs.

#### Objectives of the Lecture

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

- Introduce a general overview of the verbs of English language.
- List the different classes, types and sub-groups of verbs.
- Enable learners to reflect more on the specific basic forms of verbs.
- Enable learners to identify the possible modification of verbs in a sentence.
- Raise learners' awareness about the subject and predicate agreement.
- Understand the concept of time, tense in relationship with verbs.

#### 1. Definition of a Verb

A verb is a word or a phrase with which we can make an assertion. What is asserted is either an action or state of being. Every sentence must have a verb. Example;

- I hit the ball. (It refers to an action.)
- He is asleep. (It refers to a state.)
- The teacher wrote the lecture. (It refers to an action.)

#### 2. Groups of Verbs

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



## 2. 1. Action Verbs

They are also called “Dynamic Verbs”. Most action verbs refer to physical actions and describe events which happen in limited period of time, and have a definite beginning and end. Action verbs have both simple and progressive forms.

## 2. 2. State Verbs

They are also called “Non-conclusive Verbs”. Most state verbs describe states which continue over a period of time and need not to have well defined beginning and end. State verbs cannot usually have a progressive form and they express meanings such as being, having, opinions, thinking, perception, wants and feelings.

## 3. Verb Classes

There are two classes of English verbs: ordinary verbs and auxiliary verbs. The following table presents the classes as well as all the sub-groups of verbs.

▪ Verbs Classes			
• Ordinary Verbs		• Auxiliary Verbs	
They can stand alone in a sentence.		They are also called “Helping Verbs”. They are added to another verb to make the meaning and the form clear.	
Regular Verbs	Irregular Verbs	Ordinary Auxiliary Verbs	Modal Auxiliary Verbs
They are all conjugated in the same way.	They are different in their simple past and past participle form. (See the list.)	There are three ordinary auxiliary verbs; “be, have, do”.	They are as follows: “Can, may, must, will, shall, ought, need, dare, used...”

## 4. Verbs’ Basic Forms

All verbs have **five** parts, except the modal auxiliary verbs. These five forms are as follows; **infinitives, past simple, present simple, past participle** and **present participle**. The following table presents them in more details.

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

## 5. The Main Uses of the Verbs’ Forms

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

### 5.1. Summary of the Verb’s Basic Forms

All verbs have the following forms:

- **Base form:** look
- **Infinitive:** to look
- **present form:** look/looks
- **past form:** looked
- **past participle form:** looked
- **present participle form:** looking

Verb Form	Domain of Use	Examples
<b>Base form</b>	<ul style="list-style-type: none"> <li>• Imperative</li> <li>• Present tense</li> <li>• infinitive</li> </ul>	<b>Play</b> tennis with me. You <b>play</b> very well. I'd like <b>to play</b> .
<b>“s” or “es” form</b>	<ul style="list-style-type: none"> <li>• Present tense “third person singular”</li> </ul>	Simon <b>plays</b> very well.
<b>Past form</b>	<ul style="list-style-type: none"> <li>• Past tense</li> </ul>	They <b>played</b> back the film.
<b>“Ing” form</b>	<ul style="list-style-type: none"> <li>• Active participle</li> <li>• gerund</li> </ul>	You <b>are playing</b> very well. <b>Playing</b> tennis is fun.
<b>“ed” form</b>	<ul style="list-style-type: none"> <li>• Past participle</li> <li>• Passive participle</li> </ul>	They <b>have played</b> back. The film <b>was played</b> back.

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

The finite forms of verbs are those which have been changed “conjugated” to take their correct form for the particular function they have in a sentence. In other words, a finite verb is one that can be the main verb of a sentence. A non-finite verb is an infinitive, gerund or participle. See the following sentences in the table below;

Number	• Finite	• Non-finite
1	You <b>leave</b> the home.	Kept <b>disappearing</b>
2	It <b>is</b> right.	Anxious <b>to stop</b>
3	You <b>are playing</b> .	See the thief <b>filmed</b>
4	The police <b>were informed</b> ...	-
5	Someone <b>will steal</b> ...	-

## 7. Subject and Predicate

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

Number	Subject	Predicate
1	The clouds	moved across the sky.
2	Nelson	was a great sailor.
3	You	open the door.
4	They	wrote the letter.



Number	Pronoun	Singular	Plural
1	First person	I	We
2	Second person	You	You
3	Third person	He, she, it	They

## 7. 1. Rules Governing the Use of Subject and Predicate

1. There is only one form of “**you**” pronoun in English, which is the same in singular and plural forms.
2. Concord “agreement” of subject and verb: the verb agrees with its subject in number and person.
3. Two or more subjects connected by “and” take a plural verb. The dog and the man are here.
4. But if the second noun is merely part of a phrase qualifying the first singular noun the verb is singular. The boy with his dog is here.
5. Singular subject joined by “**neither .....nor**” take a singular verb. Neither the child nor you have come.
6. Singular subject joined by “or” take a singular verb. A cigar or a cigarette is harmful.
7. Collective nouns take a singular verb when the sense is singular and a plural verb when the sense is plural.

## 8. Functions of the Verb Word

Verbs convey information through changes in their form. Here are the **five** different things we find out from a verb.

1. **Tense:** when the action takes place: past, present, or future.
2. **Person:** who or what experiences the action.
3. **Number:** how many subjects actor receive the action.
4. **Mood:** the attitude expressed toward the action.
5. **Voice:** whether the subject acts or is acted upon: the active or passive.

## 9. Tense and their Stages

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



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

- The “Past”, which refers to an event that has already happened,
- The “Present”, which refers to an event which is happening now,
- The future which refers to some event that will happen at some later time.

When we come to study English Grammar, we realize that the “tense” of verbs means exactly the same thing. The “tense” of verbs is divided into the same main three parts: the past tense, the present tense and the future tense. Tense is merely an inflection in verbs to distinguish the time of the verb. So we must use the verb in its right tense to tell us when the action takes place, i.e. in the past, present or in the future.

In short, the tense of a verb is the form used to denote the time of the action and its completeness or incompleteness. There are three times at which an action can take place, viz, present, past and future, and in each of these there are three stages of completeness or incompleteness. The following table introduces and summarizes the time concept with its stages of completeness or incompleteness.

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

## **Practice**

### **Exercise 1**

**Underline the verbs in the following sentences.**

1. The band uniforms finally arrived just before Christmas.
2. The trainer stepped into the cage of the wounded lion.
3. The sophomore class has a very good attendance record.
4. Jack walked unsteadily to the stage and swallowed hard.
5. The author tells of his childhood in a Wyoming ranch.
6. Our team played over its head in the first half.
7. Once, a circus horse literally stuck his right hind foot into his mouth.
8. Helen enjoys responsibility.



9. The murderer appears in the second act
10. . All new cars have safety belts as standard equipment.

## Exercise 2

**Decide whether the verbs in the following sentences are finite or non-finite with justification.**

1. They filmed the actors.
2. The police took action.
3. We wanted the police to take action.
4. The saw the thief filmed in the act.
5. We were pleased when the police took action.
6. We approved of the action taken by the police.
7. We approved of the police taking action.
8. The police wanted to take action.
9. Things kept disappearing from the changing room.

## Exercise 3

**Underline the complete verb.**

1. The lighthouse keeper had never seen such a storm.
2. When will the next moon probe be launched?
3. The truck driver was completely blinded by the sudden flash of oncoming lights.
4. Our people have always had enough to eat.
5. The new school will almost surely be ready by fall.
6. The new law had been poorly enforced.
7. Do you and your brother have enough blankets?
8. The Norwegian freighter had apparently run aground in the fog.
9. The park bench had been freshly painted.
10. The fog was now rapidly lifting from the field.

## Exercise 4

**Are the verbs in the following sentences correct? If not, correct them. An example is given.**

1. The man and his brother is at home. (False) the verb is becomes are in the sense that it must agree with the subject in both in person and number.
2. Either this book or that are easy to read.
3. A red wine or a white are supplied for dinner.
4. Neither he nor his brother speak English well.



5. A football team consist of eleven players.
6. There is six or seven people waiting to see the doctor.
7. The older boys in the family makes the younger one do the work.
8. The students in this class has no money.
9. The playing of musical instruments give him much pleasure.
10. All at once, up the street comes the men.
11. The cattle had all gone out to graze.

## **Exercise 5**

**Indicate in the following sentences which words form the predicate?**

1. Go home at once.
2. He often borrows my books.
3. Churchill was a great leader during the war.
4. You must do your homework regularly.
5. Foreign students often do not like English food.



## Lecture Three

### Parts of Speech: Adjectives and Adverbs

#### Description of the Lecture

This lecture is about adjectives and adverbs as parts of speech. It provides the conceptual as well as technical frameworks of both adjectives and adverbs to identify their classification and role within English sentence. The lecture intends to develop the critical thinking skills of students as essential for the language classroom use and life-long learning process. The lecture emphasis is put on the relevant definitions, types and distinctive roles of adjectives and adverbs. The pedagogical procedures count on both the theory and practice about adjectives and adverbs.

#### Objectives of the Lecture

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

- Define the part of speech adjective.
- Define the part of speech adverb.
- List the main types of adjectives and adverbs.
- List the most common adjectives and adverbs.
- Recognize how adjectives and adverbs function in sentences.
- Show the relationship of each word in sentence with all the other words in a sentence.
- Compare and contrast the adjectives with adverbs.
- Compose sentences through adjectives and adverbs.
- Compose sentences showing words playing more one grammatical role as far as adjectives and adverb are concerned.

#### 1. Adjectives

<b>Adjectives = Advertises "advertises details about a noun or pronoun by telling what kind, which one, how many....."</b>
--

Adjectives are words that are used to describe **"modifies, qualifies, identifies, quantifies; restrict or limits the meaning of"** nouns or pronouns or they restrict the application of the noun or noun equivalent. In other words, they fulfill this role by describing, identifying or quantifying noun and pronoun words. They present details about a noun or pronoun often by telling and answering the questions:



- What kind?
- How many?
- How much?
- And which one?

See the following examples and notice that all adjective words answer questions about the nouns they describe.

- **Small, independent** businesses are becoming numerous. (What kind of businesses?)
- We have **six** franchises in four states. (How many franchises?) (How many states?)
- That chain of **health** clubs started as a **small** operation. (Which chain?) (What kind of operation?)
- He is **energetic** and **forceful**, while she is **personal** and **deliberate**.

Adjective words usually precede nouns. They may, however, follow the words they describe, especially when used with linking verbs, as shown in the first and the last preceding examples.

**Note 1:** the following three words "**a, an, and the**" form a special group of adjectives called articles. They are called also determiners "articles or noun determiners", which are words that modify nouns and pronouns. They are the **most used** adjectives. Although some grammar books name them indefinite "definite articles" and others called them adjectives. Either is correct because they change the meaning of the noun.

## 1. 1. Types of Adjectives

### 1. 1. 1. Proper Adjectives

Proper adjectives are adjectives derived from proper nouns. In English, proper adjectives must begin with a capital letter.

- The **French** town has an interesting history.
- Many of my friends are **Americans**.
- This house is a fine example of **Victorian** architecture.

### 1. 1. 2. Attributive Adjectives

Adjectives which precede the noun they modify are usually referred to as attributive adjectives. See the examples below:

- **Heavy** rain is expected.



- We saw **white** swans in the river.
- **Two large red cardboard** milk cartoons.

### 1. 1. 3. Predicate Adjectives

An adjective which is separated from the noun or pronoun it modifies by a verb is often referred to as a predicate adjective. You should note that attributive adjectives can be used as predicate adjectives.

- The horse is **black**.
- The streets are **long** and **narrow**.
- It is **heavy**, **large** and **awkward**.

### 1. 1. 4. Adjectival Phrases and Clauses

Nouns and adjectives can be modified not only by adjectives, but also by adjectival phrases and clauses. See the examples below for more details:

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

### 1. 1. 5. Participles used as Adjectives

As has already mentioned with the use of verbs, present and past participles of verbs can be used as adjectives. **Present participles** used as adjectives when they refer to actions being performed by the things being described, **while past participles** used as adjectives when they refer to actions which have been performed on "over" the things being described.

- The **falling** star
- The **barking** dog
- The **scattered** leaves
- The **broken** heart

#### **Notes 2:**

- Adjectives in English are invariable; they have the same form for singular and plural, feminine and masculine nouns.
  - A good boy = good boys
  - A good girl = good girls

- The only exceptions are the demonstrative adjectives **this** and **that**, which change to these and those before plural nouns.
  - This cat = these cats
  - That man = those men
- Adjectives are normally placed in front of the noun word they describe.
  - It is an **interesting job**.
  - Constantine is a **big town**.
  - She does not speak any **foreign languages**.
  - There are some **beautiful yellow flowers** in my garden.
- However, adjectives of quality can be placed after the verbs as. "Be, look, seem, appear, smell, taste, sound, "
  - I am hungry. Can I have something to eat? It **smells good**.
- Many adjectives and participles can be followed by prepositions,
  - Good at,
  - tired of,
- Adjectives can have both attributive and predicative use.
  - **This** book, **which** boy, **my** dog = attributive use
  - He made her **happy**, Tom felt **cold** = predicative use
- Within the predicative use of adjectives, verbs used in this way are called link verbs or copulas
  - This idea **sounds** **interesting**.
  - He **made** her **happy**.

## 2. Adverbs

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

Adverbs are words that are used **to modify "describe, qualify, restrict or limit" verbs, adjectives or other adverbs**. They are used to qualify any part of speech except a noun or pronoun. Adverbs add to the meaning of a verb "or an adjective or another adverb" often by telling or answering the questions such as:

- when?
- How?
- Where?
- And To what extent?



See the examples below.

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

**Note 3:**

Many, but not all, words ending in "ly" are adverbs. Some exceptions are friendly, ugly, and costly, all of which are adjectives.

## 2. 1. Kinds of Adverbs

### 2. 1. 1. Adverbs of Manner

These adverbs answer the question how. They usually occupy the end position of a clause, but they may come at the beginning of the clause in order to emphasize the idea or in the middle position of a clause when the clause contains no adverb of frequency. The following are "example words of adverbs of manner "quickly, slowly, kindly, bravely, happily, badly, fast, hard ....."

- We waited **patiently** for the play to begin.
- **Quickly**, I sold the strawberries.

### 2. 1. 2. Adverbs of Place

They are also called adverbs of location "adverb phrases and clauses of location". They answer the question where? They tell us where something happens. They most often occupy the end position of a clause, where they precede adverbs of time and adverbs of purpose.

- I am going there **tomorrow**.
- He left his bicycle in the **driveway** last night.
- I know the office **where she works**.

### 2. 1. 3. Adverbs of Frequency

They tell us for how often something happens. Some of them are: "usually, often, always, seldom, occasionally, rarely, never, ever, twice, and sometimes..... etc.

- They **sometimes** stay up all night.



- He can **never** understand.
- Have you **ever** ridden a camel?

#### 2. 1. 4. Adverbs of Degree

They tell us about the intensity or degree of an action, an adjective, or another adverb. Some of them are: "almost, just, nearly, very, fairly, too, quite, enough, hardly....."

- You are **absolutely** right.
- This solution is **much** the best.
- I am **just** going.

#### 2. 1. 5. Adverbs of Certainty

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

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

#### 2. 1. 6. Adverbs of Time

They tell us when something happens, and for how long. Some of them are: "today, yesterday, tomorrow, still, now, soon, yet, then, later, all day, and point in time,"

- I worked **all day** for the exam.
- **Yesterday**, i finished the last test.
- **Now**, i am looking for a new job.

### Practice

#### Exercise 1

**Underline the adjectives and identify the word it modifies.**

1. The old house had been empty for several years.
2. The second team played during the last quarter.
3. The new coach seems pleasant and competent.
4. The old elephant was suffering from a bad toothache. The enormous jet cannot land at the regular airport.
5. A magnetic field surrounds the entire earth.



6. The new atomic submarines are spacious and comfortable.
7. The water in the lake tastes salty.
8. Many young Americans are making important scientific discoveries.
9. The two men in the other car seemed angry.
10. Most European students can speak the English language.
11. This little book contains some big ideas.
12. A cold wind drove the deep snow into the huge drifts.
13. Some small economy cars are neither small nor economical.
14. This new arrangement is good for all of us.

## Exercise 2

Identify each underlined word by writing above it *ADJ* for *adjective* or *PRON* for *pronoun*.

- **Example 1.** Will these ballots be distributed to all of us?
  1. Several of those subjects are easy for me: Algebra II, Spanish III, and American history.
  2. Hakim, please explain why both of these formulas are correct.
  3. I didn't know whether one topic would be more fun to research than the other.
  4. Whose were those gym clothes left lying in a heap on the bench?
  5. For much of our vacation, Dad had found another route for us to follow.
  6. May we have a little more time to finish both parts of the application for admissions?
  7. Neither of us knows which the more difficult job, gardening or baby-sitting is.
  8. Each runner may pick up a sweatband and a water bottle in either color.
  9. What did Salma do with each item?
  10. The nature of this chemical is such that neither combination will be successful.

## Exercise 3

Identify each underlined word by writing *ADJ* for *adjective* or *N* for *noun* above the word.

- **Example 1.** The Blackfeet Indians consisted of three tribes living on the Great Plains of the United States and Canada.
  1. The Blackfeet hunted buffalo on foot until they acquired horses from European American settlers.
  2. These Plains people lived in tepees made of buffalo hide.
  3. In the early part of the nineteenth, beaver trappers entered the Blackfoot hunting ground.
  4. After an initial conflict, the European Americans began to trade goods such as tools, metal knives, and glass beads with the Blackfeet in exchange for beavers.
  5. Some Blackfeet refused to trade because they considered the beaver a sacred animal.



## Exercise 4

On the lines provided, write the proper adjectives for the proper nouns given. You may consult a dictionary. **Example 1.** California                      Californian

Proper noun	Proper adjective	Proper noun	Proper adjective
Sweden	.....	Iraq	.....
San Francisco	.....	Homer	.....
Egypt	.....	Java	.....
Labor Day	.....	Italy	.....
Socrates	.....	Mars	.....

## Exercise 5

In the following sentences, underline all common adjectives once. Do not include articles. Underline all proper adjectives twice.

- **Example 1.** Examples of Etruscan art, greatly influenced by the Greeks, can still be found in ancient tombs.
  1. The Bensons just installed Mexican tiles throughout their new home.
  2. Explain five differences between the Turkish and Ottoman empires.
  3. Do you think the Japanese culture encourages a stoic attitude toward difficult situations?
  4. Next Thursday will mark the last annual meeting of Spanish-American War veterans.
  5. After twenty laps, Jack threw himself with a Herculean effort into the finish-line tape.

## Exercise 6

Complete the sentences. Use adjectives formed by adding *-ING* or *-ED* to the words in brackets.

1. I find it quite ..... to talk in front of a group of people. (embarrass)
2. I think reading newspapers is ..... . (depress)
3. I'm ..... in all kinds of sport. (interest)
4. I find walking in the countryside very ..... . (relax)
5. I think learning a language is very ..... . (interest)
6. I get ..... when people smoke in restaurants. (annoy)
7. I don't normally get ..... when I watch horror films. (frighten)
8. I don't get ..... very easily. (embarrass)

## Exercise 7

Choose the correct word:

1. I was *disappointing* / *disappointed* with the film. I had expected it to be better.





2. Are you *interesting* / *interested* in football?
3. The football match was quite *exciting* / *excited*. I enjoyed it.
4. It's sometimes *embarrassing* / *embarrassed* when you have to ask people for money.
5. Do you easily get *embarrassing* / *embarrassed*?
6. I had never expected to get the job. I was really *amazing* / *amazed* when I was offered it.
7. She has really learnt very fast. She has made *astonishing* / *astonished* progress.
8. I didn't find the situation funny. I was not *amusing* / *amused*.
9. Why do you always look so *boring* / *bored*? Is your life really so *boring* / *bored*?
10. He's one of the most *boring* / *bored* people I've ever met. He never stops talking and he never says anything *interesting* / *interested*.

## Exercise 8

**Underline the adverbs and identify the words they modify.**

1. The bus almost always arrives late.
2. The class worked hard and successfully on the project.
3. The car usually starts on cold mornings.
4. The streets have become crowded recently.
5. The auditorium was soon filled.
6. The building was slowly deteriorating.
7. The doctor gave orders quietly and confidently.
8. Polio is sometimes rather difficult to diagnose.
9. Lately, the summers have been extremely hot.
10. There goes Mr. Garrison now.

## Exercise 9

**In the sentences below, underline each adverb once and the word or words it modifies twice.**

**Then, draw an arrow from each adverb to the word or words it modifies.**

- **Example 1.** I could have danced forever, but I was very tired.
  1. Small children certainly do need careful supervision.
  2. Hector proudly showed his parents his excellent report card.
  3. Josh worked on the project enthusiastically.
  4. Surely we are meeting at my house?
  5. I will not eat at that outrageously expensive restaurant.
  6. Kuni carefully felt his way through the totally dark hall.
  7. The neighbors suddenly seemed too ready to leave for their summer vacation.



8. The defendant responded quite sarcastically to the prosecuting attorney.
9. You can eat inexpensively in this restaurant.
10. Odessa ran rather quickly to get her purse and jacket.

### Exercise 10

Write what the underlined word is; adjective or adverb:

1. **Fast** runners win races. .... *adjective* .....
2. Mathematics is **difficult**. .....
3. She's a **good** typist. ....
4. She behaved **rudely** to her boss. ....
5. You've done **well** in your test. ....
6. The clowns are very **funny**. ....
7. She's a **pretty** girl. ....
8. He runs **fast**. ....
9. Ann is very **sad**. ....
10. She plays the piano **beautifully**. ....
11. Father is very **busy** in his office. ....
12. The doctor arrived **immediately**. ....

### Exercise 11

Complete the sentence with the correct word from the brackets:

- **Example:** Mice move ..... *quietly* ..... (quiet / quietly)
1. This exercise is ..... (easy / easily)
  2. These people are speaking ..... (quiet / quietly)
  3. Mr. Brown can speak English ..... (good / well)
  4. Tigers are ..... animals. (brave / bravely)
  5. The footballer is ..... (tired / tiredly)
  6. Cheetahs run ..... (quick / quickly)
  7. She is lifting the weight ..... (easy / easily)
  8. The children are playing ..... (happy / happily)
  9. Tony is a ..... skier. (good / well)

### Exercise 12

Supply the proper form, ADJECTIVE or ADVERB:

1. Come ..... (quick). We need your help.
2. You should drive more ..... (slow) along this road.



3. The old man walks very ..... (slow).
4. Helen is a very ..... (slow) student.
5. Her brother, on the other hand, learns ..... (rapid).
6. He hopes to remain in this country ..... (permanent).
7. This is an ..... (easy) exercise.
8. I can do all of these exercises ..... (easy).
9. You walk very ..... (fast).
10. They are both ..... (serious) students.
11. They both study English very ..... (serious).
12. Her sister plays the violin ..... (beautiful).

### Exercise 13

In each of the following sentences, there is one word which is used as an adjective, as a noun, and as a verb. For each sentence indicate the part of speech for the word written in bold type. "The first three sentences are discussed." Justify your answers.

1. We have little **time** in which to make a decision. "**Noun**" because it refers to a concept.
  2. Officials will **time** the runners in the marathon. "**verb**" because it describe an action
  3. Factory workers must punch a **time** clock. "**adjectives**" because it describes the noun word "clock"
- 
1. He had to **dress** quickly for the awards ceremony. ....
  2. Does your company have a **dress** code? .....
  3. She decided to wear a suit instead of a **dress** to the interview. ....
- 
1. Doug prefers a casual **work** environment. ....
  2. Susan arrives early at **work** each morning. ....
  3. The departments **work** over time to finish the project. ....
- 
1. Advertisements promised instruction from a master teacher. ....
  2. Few students can master web design in a short course. ....
  3. Warren buffet is a master in the field of investing. ....
- 
1. This pile of **mail** must be derived today.....
  2. **Mail** the letter today.....
  3. Your voice **mail** box is full. ....



1. The **cook** a delicious cake.....
2. This **cook** is very famous.....
3. I bought a new **cook** machine.....

1. She has a **sweet** dress.....
2. The **sweet** is on the table.....
3. **Sweet** your meal.....

1. Peter had a missed **call** from his mother.....
2. Peter could not **call** his mother this morning.....
3. Peter missed the important phone **call** again.....

1. My **work** is easy.....
2. I **work** in a very hard way.....
3. I prefer a favorable **work** in my life.....

1. It won't the first **round**.....
2. They **round** the bank at 1 whole kilometer.....
3. She took a **round** table. ....

1. The **race** started two days before.....
2. My friends **race** in this marathon.....
3. This is a **race** marathon.....

1. I got a **call** from my mother. ....
2. **Call** the coach to start the session.....
3. Check you **call** list in your mobile phone.....

**Question: Think of some example words then use the same word in more than three contexts and role in a form of complete sentences. See the following example. The word "contract"**

- As a noun. ....
- As a verb. ....
- As an adjective. ....

## Lecture Four

### Parts of Speech: Prepositions, Conjunctions and Interjections

#### Description of the Lecture

This lecture is about prepositions, conjunctions and interjections as parts of speech. It provides the conceptual as well as technical frameworks of prepositions, conjunctions and interjections to identify their classification and role within English sentence. The lecture counts on the definitions, types and roles of prepositions, conjunctions and interjections. The pedagogical procedures of the lecture count on the theory and practice.

#### Objectives of the Lecture

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

- Define the part of speech preposition.
- Define the part of speech conjunctions.
- Define the part of speech interjections.
- List the main types of prepositions and conjunctions.
- List the most common prepositions, conjunctions and interjections.
- Recognize how prepositions, conjunctions and interjections function in sentences.
- Show the relationship of each word in sentence with all the other words in a sentence.
- Compare and contrast the prepositions with conjunctions.
- Compose sentences through prepositions and conjunctions.
- Compose sentences showing words playing more one grammatical role as far as prepositions, conjunctions and interjections are concerned.

### 1. Prepositions

#### 1. 1. Definition

**Prepositions = pre + position "connectives" = "they precede a phrase that act a as a modifier or a noun by indicating a position in time, location or manner"**

Prepositions are words that are used to join nouns, gerund, and pronouns to other words in a sentence. As the word itself suggests (pre meaning "before"), a preposition is a word in a position before its object "a noun or pronoun". Prepositions are used in phrases to show a relationship between the object of the preposition and another word in a sentence. It is worth to mention that prepositions

may tell us about the position, movement or both. In short, prepositions are positional words in the sense that they precede a phrase that acts as a modifier or noun by indicating a position in time, place, manner, and so on. They mainly used to show in what relation the person or thing stands to something else. In short, a preposition is a word placed before a noun or pronoun to define its relationship with another word in the sentence. In the following sentence notice how the word preposition changes the relation of the object (Ms. Tokuyama) to the (talked).

- Brian often talked **with** Ms. Tokuyama. "The meaning is....."
- Brian often talked **about** Ms. Tokuyama. "The meaning is ....."

See again the following example and consider how it shows the relationship between the girl walked and the building.

- The girl walked **through** the building.
- The girl walked **into** the building.
- The girl walked **behind** the building.
- The girl walked **to** the building.
- The girl walked **besides** the building.
- The girl walked **near** the building.

## 1. 2. Common Prepositions

These are the most commonly used prepositions.

Aboard	about	above	across
After	against	along	among
Around	as	at	before
Behind	below	beneath	beside
Besides	between	beyond	but
By	concerning	despite	down
During	except	for	from
In	inside	into	like
Near	of	off	on
Onto	opposite	out	outside
Over	past	since	through
Throughout	till	to	toward
Under	underneath	until	up

Upon	with	within	without
------	------	--------	---------

See the examples below for more details.

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

### 1. 3. Compound Prepositions

They do the same as common prepositions but they are composed of two or more words. Here are the most common compound prepositions.

• According to	ahead of	apart from	as of
• Aside from	because of	by means	in addition to
• In back of	in front of	in place of	in spite of
• Instead of	in view of	next to on	account of
• Out of	Prior to		










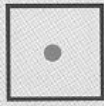


See the examples below for more details.

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

#### Note 1

Have a look at the figure below to check the meanings of some common prepositions.

## PREPOSITIONAL MEANINGS

destination	position	destination	position	
to 	at 	(away) from 	away from 	referring to a point
on (to) 	on 	off 	off 	referring to a line or surface
in (to) 	in 	out of 	out of 	referring to an area or volume
POSITIVE		NEGATIVE		

**M**ost prepositions can be used in several different ways. *Over*, for example, is found in the sense of position (*The picture was over the door*), movement across (*They climbed over the wall*), accompanying circumstances (*We'll talk over dinner*), orientation to the speaker (*They live over the road*), and other meanings. Other types of meaning include time (e.g. *during the*

*night*), cause (e.g. *because of the fog*), method (e.g. *with a spoon*), and possession (*a pianist of talent*). In addition, there are many figurative uses involving prepositions: *He's in a hole* may literally mean what it says, or it may not. The diagram shows the chief prepositions which express spatial meanings (after R. Quirk, *et al.*, 1985).

**Note 2:** It is imperative for students to check the meanings and uses of each preposition in other grammar references and dictionaries.





## 2. Conjunctions

### 2. 1. Definition

**Conjunctions = conjoins = "connects words, phrases or clauses –at the hip- like conjoined twins**

As the term its self suggests, "con + junction" the first part "con" which is a Spanish word means "with" while the second part refers to the place where two or more elements or lines meet. Conjunctions are words that are used to connect other words or groups of words. Conjunctions, like prepositions, are also joining words or connectives but they are different from them in their scope in a sentence because conjunctions do exactly the same job like marriage. The most common conjunctions are "and, but, or, and nor". These are called coordination conjunctions because they join "coordinate" equal parts of sentences.

- **John, Dan, and Krisit** are all looking for jobs. "joins equal words proper nouns together-
- You may be interviewed by a **human resources officer or** by a supervising manager.
- Slow **but** sure
- Right **or** wrong

### 2. 2. Types of Conjunctions

#### 2. 2. 1. Coordinating Conjunction "Equal Rank Items"

It is a single word. See the examples below:

- The boys **and** girls worked at fair.
- John **or** Stephan can go with you tonight.
- I would like to help you, **but** I will be busy tonight. "but joins two sentences or two complete ideas "

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

They are pairs of connecting words. Some of them are as follows: "both/and, either/or, neither/nor, not only; but also, and weather /or". See the examples below:

- Both Henry and Bob are leaving the dance now.
- Not only will they leave now, but also they will not be able to help us.
- Either you go with them or stay here and help.



### 2. 2. 3. Subordinating conjunctions" dependent clauses"

They introduce a dependent clause and indicate the nature of the relationship among the dependent clause and the independent clause. The most common subordinating conjunctions are:" after, although, as, because, before, how, if, once, since, than, that, though, until, when, where, weather, and while".

- Though you are intelligent, you still need more effort.
- I have got good marks because of the hard exam.
- If you try again and again, you will make great success.

**Note 3:** the group of words beginning with a subordinating conjunction would be a sentence fragment by itself. See the examples below:

- When I came, he left.                   **Fragment:** when I came.
- He left because he was late.       **Fragment:** because he was late.

## 3. Interjections

### 3. 1. Definition

**Interjections = Ignites = "Ignites the message with an exclamation of emotions"**

Interjections are words used to express strong feelings and emotions. They are words or sounds thrown into sentences to express some feeling of the mind. Interjections standing alone are followed by exclamation marks. When woven into a sentence they are usually followed by commas. In other words, they are usually come at the beginning of a sentence and often followed by an exclamation mark when the emotion is strong or with a comma when the emotion is mild. See the following examples.

- **Wow!** did you see that she wrote in her e-mail message
- **Oops!** I forgot to send the attachment.

### 3. 2. The Most Common Interjections

The table below lists some of the most common interjections.

Aw	Bravo	Darn	Dear me
Goodness	gracious	Gosh	Hey
Oh	Oh on	Oops	Ouch
Rats	Really	Ugh	Well

Whoops

Wow

Yeh

Yes

- **Note 4**

- Interjection is a message of emotion with an exclamation or comma mark.
- Interjections do not have any particularly well-defined relationship with the rest of the sentences. In fact, when diagramming sentences the interjections are best ignored. However, they are not difficult to spot. In writing interjections are often separated from the rest of the sentence by the punctuation mark.
- Interjections can be an actual word, or merely a sound.
- Interjections are not used in the academic language. They are used only in the personal and private language forms.

In short, the following sentence illustrates all eight parts of speech.

- **Well, I certainly will submit a resume and application letter to them.**

- The word "**well**" is an **interjection**
- The word "**I**" is a **pronoun** –personal pronoun-
- The word "**certainly**" is an **adverb**
- The word "**will**" is an **auxiliary verb** –helping verb-
- The word "**submit**" is an **main verb** –ordinary verb-
- The word "**will + submit**" is a **verb**
- The word "**a**" is an **article** -indefinite article-
- The word "**resume**" is **noun** –countable noun-
- The word "**and**" is a **conjunction**
- The word "**application**" is an **adjective**
- The word "**letter**" is a **noun**
- The word "**to**" is a **preposition**
- The word "**them**" is a **pronoun** –objective case-

- **Important Note 5:**

**You should always remember that English is a wonderfully flexible language. As noted earlier, many words serve as more than one part of speech.**

## Practice

### Exercise 1

**Fill in the blanks using correct prepositions:**

1. Peter goes to school ..... Monday ..... Friday.
2. Students haven't got any lessons ..... the weekends.
3. Sheila gets up ..... 6.30 every morning.
4. Mike and his family go for a walk ..... the evenings.
5. Michael has got a lot of posters and pictures ..... cars ..... the wall ..... his room.
6. I go to school ..... bus, not ..... foot.
7. I went to bed ..... midnight and got up ..... 10.00 ..... the morning.
8. Mozart was born ..... Salzburg ..... 1756.
9. There is a car in ..... our house.
10. Who is sitting ..... to you?
11. There is a light ..... the table.
12. Hurry up! We are going to the cinema ..... five minutes.
13. I haven't seen Ann for a few days. I last saw her ..... Tuesday.
14. Jack's brother is an engineer but he's out of work ..... the moment.

### Exercise 2

**Find the prepositions and their objects.**

1. The truck was stopped at the border and searched for arms.
2. During the centuries, the continents have been drifting apart.
3. Booth jumped to the stage and screamed at the astonished audience.
4. For many years, there have been bad feelings between the towns.
5. After the game, the crowd rushed for the goal posts.
6. According to the morning paper, there will be no school on Friday.
7. Everyone but John had seen the car approaching.
8. Beyond the city limits there is no rule against fireworks.
9. All but one of the trees died during the winter.
10. To whom is the announcement addressed?

### Exercise 3

**In the following sentences, underline the coordinating conjunctions once and the correlative conjunctions twice. Circle the subordinating conjunctions.**

- **Example 1.** Why does this acreage have fewer trees and shrubs than that one does?



1. Not only did I feel foolish, but I also looked ridiculous.
2. You may not believe me, yet I'm telling the truth!
3. We plan to travel through Europe by train, for there is much we want to see.
4. Would you like to join the computer club since you enjoy creating computer programs?
5. I can't find my other shoe, and my bus is here!
6. The coach had tried to guide the team so that they could succeed.
7. Both Jules and Tess have passed the preliminary college entrance exams.
8. Though the sky is filled with many constellations, my favorite is still the Big Dipper.
9. Neither Ken nor Uni had seen the movie.
10. I hopped on one foot while I pulled off the wet sock.

#### **Exercise 4**

**Identify the part of speech for each word in the sentences below then explain its relationship with the words of the sentence.**

1. Hunter made a sandwich of brown lettuce, old mayonnaise, and state bread.
2. The fat frog snatched flies from the air with its long tongue.
3. They attended the concert last week.
4. Several cats run into Rob's garage.
5. The truck driver delivered the packages quickly.
6. Fast runners won all the awards at the track meet.
7. My friends and I walked home after school.
8. I wanted a peanut butter and jelly sandwich for lunch yesterday.
9. She was counting the ballots during social studies class.
10. Will the students be able to find the answers by themselves?
11. The troop had been scattered throughout the woods.
12. Hurry! Our team has finally scored a touchdown.

#### **Exercise 5**

**Underline the conjunctions (coordinating, correlative, subordinating) and conjunctive verbs.**

1. Neither the speeches nor the music was very exciting.
2. Both the Japanese and the Italian delegates opposed the attack.
3. The search party worked quickly and carefully.
4. The policeman beckoned us forward, but we could not move.
5. Although the odds were against him, Washing drove forward.
6. We were not at home when the package arrived.



7. The dictionary is a valuable tool; however we must know how to use it.
8. The outfielders wear glasses so that the sun will not blind them.
9. We will go to Mexico and Peru.
10. The burglars went down the alley, into the basement, and up the stair

## Exercise 6

**Underline the interjections in the following sentences.**

- **Example 1.** Why, I'm amazed to see so many fans here today!
  1. Grace thinks that we will be, oh, only fifteen or twenty minutes late.
  2. Yay! Construction has begun for the National Museum of the American Indian.
  3. Wow! October 1, 1999, was the fiftieth anniversary of the People's Republic of China.
  4. "After trimming trees and planting shrubs all day, am I tired! Whew!" Onita said.
  5. Ouch! I stubbed my toe on the curb!
  6. Say, I enjoyed visiting the birthplace of Margaret Mitchell, who wrote *Gone With the Wind*.
  7. Ah! That swim in the pool was quite refreshing.
  8. Oops! I didn't mean to type an *l* instead of an *I*.
  9. Yikes! The lid on that antique ceramic jar is very delicate.
  10. Sh. The baby is sleeping in the other room, and I don't want to wake her.
  11. My, what a beautiful apartment you have!

## Exercise 7

**Identify the part of speech of each underlined word.**

1. The admiral himself gave the order.
2. Everyone except Eve had a smile for Jack.
3. The governor underwent a successful operation.
4. Dad is using his power saw.
5. Hot water is a good reviver of cut flowers.
6. The duck coats its feathers with oil.
7. Each year the firemen stage a water duel.
8. The crew rowed hard at the finish.
9. The suspect was wearing a tan jacket.
10. Leave your boats outside.
11. Before the telecast, we were all nervous.
12. Before you leave, let me have your address.
13. Few comic strips are really comical.

## Lecture Five

### Articles: Introduction

#### Description of the Lecture

This introductory lecture provides the conceptual frameworks of English articles to identify their classification and role within English sentence. The emphasis is put on the relevant definitions, nouns, concepts and meanings of English articles. This lecture is essential to understand the subsequent lectures. The pedagogical procedures count on both the theory and pertinent exercises.

#### Objectives of the Lecture

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

- Define the term English articles.
- List the main aspects of English articles.
- Introduce again English nouns for their relationship with English articles.
- Be familiar with the concepts of definiteness and indefiniteness.
- Show the relationship of English articles in sentence with all the other words in a sentence especially adjectives.
- Show the relationship between the speaker and the listener as far as articles is concerned.
- Compare and contrast the definiteness and indefiniteness concepts to each other.
- Compose sentences showing English articles playing more one grammatical role.

#### Introduction

Articles are small words that are often used at the beginning “precede” of a noun word or a noun phrases. In English language, it is widely agreed that there are at least two kinds of articles. The multiple article words in English are as follows:

- “**The**” is known as the **Definite Article**
- “**A**” and “**An**” are called the **Indefinite Article**
- “**0**” or “**no article**” is sometimes referred to as **Zero Article**

However, sometimes there is no article before a noun word and then the term zero“0” article is emerged. Consequently, these words "articles" belong to a group words called determiners and this whole lecture is concerned with these small words “a”, “an”, “the”, and “zero article”.

Articles are used to show whether we are talking about things that are known both to the speaker/writer and the listener /reader “definite”, or that are not known to them both “indefinite”. So they modify the noun word or phrasal words acting as nouns.

The correct use of articles does matter to a great extent in English. The correct use of articles is one of the most difficult points in English grammar. Fortunately, most article mistakes do not matter too much. Even if we leave all the articles out of a sentence, the latter can usually be understood. See the example below:

- Please can you lend me pound of butter till ..... end of week?
- His car struck ..... tree; you can still see .....mark on .....tree.
- Is there .....post office near hear?

However, it is better to use articles correctly as much as possible "even the meaning is clearly understood".

Both the definite and indefinite articles are difficult for many non-native speakers of English to learn and use properly and correctly. So the question of article may present a challenge for non-native speakers of English. A number of explanations and rules have been designed to allow students of English to familiarize themselves with the notion of articles, and their correct usage. However, some of the rules that govern articles usage are very subtle; only heavy practice and experience with the language, topic as well as other related areas will enable students to understand and apply these rules. However, the subsequent details will help students to eliminate many errors in article usage.

In order to use articles properly and correctly, students have to understand the meanings of the following two concepts **English nouns** and **definiteness versus indefiniteness** or "specificity". The next sections present more details about them.

## 1. English Nouns

Students' knowledge about English nouns is imperative when the topic is about articles. This imperativeness case lies behind the fact that articles are words which are used as determiners to describe and modify more the quality of the noun words in sentences. It is worth to mention that English articles are closely related to two things, **nouns** and **types of reference** of the whole **noun phrase**. Therefore, it is essential to know the classification and the **nature of English nouns**. This paves the way for discussing whether the nature of the noun word has an effect or not on using the English articles or whether the nature of the noun really requires an article or not.



English nouns can be classified into six main types. They are classified according to a number of criteria. Some of them are about whether they have a plural form or not, whether they need a determiner in front of them or not, and whether they occur with a singular verb when they are the object of the verb or not. The main types of nouns and their meanings are introduced below.

## 1. 1. Countable Nouns

They refer to people, places, or things that can be counted. In other words; a countable noun is an individual object "nouns are words for separate things" that can, as the name suggest, be described by numbers. If you can have one, two, three, etc. of the noun, it is countable. These nouns can appear in the singular and plural form, and can be used with indefinite articles in the singular form in front of them. They can always be made plural. This type of nouns is the most common type of noun. It is worth to mention some hints about the ordinary and variations forms about the plural endings. Normally the plural form of the most English nouns is usually made by adding "s" at the end of the singular nouns. Students must have a look at the possible variations of the plural forms. It is worth to mention that countable nouns make up the largest group of nouns in English.

**Note 1:** if a word noun has **two parts** "a descriptor and a noun", such as "mountain range" only the **main word**" but not the descriptor **"receives the 's'"** form for plural. See the examples below:

- Commander in chief = commanders in chief
- Soccer ball = soccer balls

## 1. 2. Uncountable Nouns "Mass Noun"

They are also called non-countable nouns. They refer to things and items that are not individual, are not separate singular, are not plural and thought of as quantity or mass, and therefore, cannot be counted. Because they cannot be associated with numbers, they do not have a plural form. It is worth to mention that countable nouns usually refer to general things, most of which are abstract concepts. They are also rarely used with the determiners. With uncountable nouns such as "**furniture, information and equipment**", as with many other uncountable nouns, you can talk about amount of the thing or separate parts of the thing by using phrases like a piece of, three items of, some bits of. Nouns such as piece, item and bit are called **partitives** when used in this way. See the examples below:

- I picked up **some information** that might interest you.
- I picked up **two pieces of information** that might interest you.
- I found this **bit of knowledge** of great interest.



This type of nouns takes only the singular form and includes the sample nouns in the table below. The following table summarizes some common uncountable English nouns.

- **Food and drink:** bacon, beef, bread, broccoli, butter, cabbage, candy, cauliflower, celery, cereal, cheese, chicken, chocolate, coffee, corn, cream, fish, floor, fruit, ice cream, meat, milk, oil, sugar, tea, water, .....etc.
- **Nonfood substances" blocks of things "**air, cement, coal, dirt, gasoline, gold, leather, paper, petroleum, plastic, rain, rubber, silver, snow, soap, wool, wood, .....etc.
- **Abstract nouns "human attributes":** advice, anger, beauty, confidence, courage, employment, fun, happiness, health, information, love, poverty, wealth, satisfaction ...
- **others:** biology and other areas of study, clothing, equipment, pollution, homework, luggage, lumber, news, mail, money, traffic, research, violence, weather, work, poetry, .....etc.

**Note 2:**

Unfortunately, there is no clear-cut distinction between **countable** and **uncountable** nouns. Some nouns can be both countable and uncountable even without adding frames "**some uncountable nouns –but not the abstract ones- can be made countable by adding a count frame in front of them –two gallons of milk**". For example, as an uncountable noun, "experience" refers to abstract knowledge or skill that can be gained by observing or participating in events. As a singular or plural countable noun (experience/experiences), it refers to a particular instance "or instances" of participation in events. Consequently, there are some nouns in English that you might expect to be countable but which are not. For example, "**furniture, information, and equipment**" are all uncountable nouns in English, although they are countable in some other languages and seem to be countable in English language.

**Note 3:** A **partitive noun** is "a word or phrase that shows a part or quantity of something". They are like quantifiers which are used to signify an amount, which is then followed by the preposition "**of**" prior to the uncountable noun.

### 1. 3. Singular Nouns

This type of nouns refers to the things which are unique in the world or the things which are always talked about one at a time. The singular nouns are always used together with a determiner. See the example words below:

- the sun



- the moon
- the future
- have a try

## 1. 4. Plural Nouns

Plural nouns refer to the noun word which is supposed to refer to more than one thing. Plural nouns only have a plural form "have no singular forms" and should be used together with a plural form of the verb when they are the subjects in the sentences. However, some plural nouns are most commonly used with the definite article (the rains, the fruits) and some with "my" or "his" (my feelings), other without a determiner (spirits, looks). In addition, some plural nouns can be used either with or without a determiner. See the example words below:

- Police = the police
- Papers = the papers

## 1. 5. Collective Nouns

Collective nouns refer to group of people or things, and they have only one form, but they can be used together with a singular verb or a plural verb.

- The enemy was moving.
- The enemy are moving.

## 1. 6. Proper Nouns

Proper nouns are used to refer to people, places or things that are formal and specific by name and they can sometimes have determiners before them. If the first letter of the names of people or things is spelled in capital, there are usually no determiners in front of them (....."Micheal Hall....." ".....Jerry....."). If there is a title which shows the social states of the people, the title will be spelled with a capital letter and without a determiner (Doctor Lee). In addition, the proper names of the organizations, institutions, books and other unique things are also proper nouns and their first letter should be in capital (Birmingham University) and sometimes used with "the" (the United Nations). To conclude, there are so many other rules of using nouns, however, since this lecture is concerned only on the correct use of articles, the other details of the use of nouns will not be all included here. The table below summarizes the main types of nouns with some related comments and examples.

Type	Quality	Example
<b>Countable Noun</b>	<ul style="list-style-type: none"> <li>• Have plural</li> <li>• Must have a determiner in singular</li> <li>• In plural, it is with or without a determiner</li> </ul>	<ul style="list-style-type: none"> <li>• bird, birds</li> <li>• abird</li> <li>• birds, the birds</li> </ul>
<b>Uncountable Noun</b>	<ul style="list-style-type: none"> <li>• No plural</li> <li>• usually no determiner</li> </ul>	<ul style="list-style-type: none"> <li>• Happiness</li> <li>• equipment</li> </ul>
<b>Singular Noun</b>	<ul style="list-style-type: none"> <li>• No plural</li> <li>• needdeterminer</li> </ul>	<ul style="list-style-type: none"> <li>• The moon</li> <li>• aday</li> </ul>
<b>Plural N</b>	<ul style="list-style-type: none"> <li>• No singular</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes, scissors</li> </ul>
<b>Collective Noun</b>	<ul style="list-style-type: none"> <li>• Either singular or plural verb</li> </ul>	<ul style="list-style-type: none"> <li>• The public,</li> </ul>
<b>Proper Noun</b>	<ul style="list-style-type: none"> <li>• Start with capital letter</li> <li>• Specific and particular</li> </ul>	<ul style="list-style-type: none"> <li>• London, John</li> </ul>

## 2. The Meanings of Definiteness and Specificity

### 2. 1. Definiteness /Indefiniteness

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

Definiteness is associated with the knowledge shared by the speaker /writer and the listener / hearer, So English articles, which can determine the features of noun phrases, are seen as the prototypes of definiteness and indefiniteness. In addition, specificity is associated with the speaker's knowledge only. That is to say features + definite + specificity altogether are associated with the knowledge state of the speaker and the hearer in the discourse. The relationship between these terms can be explained as follows:

- The feature (definiteness) refers to whether the knowledge is both shared with the speaker / writer and the hearer / reader.
- Whereas the feature (specificity) refers to whether the knowledge is specified and identified by the speaker /writer for the hearer / reader.

- (+ Definite) and (+ specific) context is a context that has satisfied the conditions on definiteness or on the conditions of specificity respectively.
- When we say that a context is (- "in" definite) or (- "un" specific), we mean that these conditions have not been satisfied.

In conclusion, in English language, the definite article "the" encode (+ definite) features, while the indefinite article "a" or "an" indicates (- definite) features regardless of whether the contexts are specific or nonspecific. The following examples are given to explain what is meant by (+ definite) and (+ specific).

- I left **a notebook** ("-definite", "+specific") behind this morning, so I returned home to get **the notebook** ("+ definite", and "+ specific").

#### **Explanation**

In the first part of the example, when **notebook** is first mentioned, there is no presupposition of the unique notebook "uniqueness quality" between the speaker and listener, and only the speaker knows which is the notebook, thus it is (- definite, + specific) in condition, and henceforth, the indefinite article "a" is used in front of the singular form of the countable noun "notebook". However, in the second part of the same example, the notebook is mentioned again, so the listener is assumed to know the existence of a unique notebook "uniqueness quality". In addition, the speaker identifies the specific notebook that he got from home, thus this is a (+ definite, and + specific) condition, and the definite article is used.

- I have bought **a book** ("+ definite", and "+ specific") online, but i have not received it yet so i asked **the seller** ("+definite", and "-specific") for my money back.

#### **Explanation**

In the first part of the example, when a book seems similar to notebook, that the listener does not presuppose the existence of a unique book, and only the speaker knows which the book is, so the condition is (-definite, and + specific) which requires the indefinite article. However, the definite article in "the" seller is different from "the" in the first example. Both the speaker and the listener know "the seller" is the online book seller who sells the book to the speaker, but the speaker does not identify a specific person for the seller. Due to this, the condition is (+ definite, and – specific), and the definite article is applied here.

From the illustrations above, it is clear to see that when **both the speaker and the listener share the same mutual knowledge and the condition of unique individual or uniqueness quality has been established**. This means that when feature of context is (+ definite), and the definite article is

used. Otherwise, in the (- definite) context, the indefinite article is used. In addition, in these two examples, we could find:

- Both "a" and "the" can be used in (- specific) and (+ specific) contexts.
- But the definite article "the" can only be used in (+ definite) contexts.
- And the indefinite article "a" or "an" can only be used in (- definite) contexts.

## 2. 2. Important Table: The Relationship between the Speaker and the Listener

The table below illustrates that there are four possible conditions involved for the term definiteness and indefiniteness in this discussion.

<b>Matrix of Definiteness and Indefiniteness</b>			
<b>Knows specifically what is being referred to?</b>			
		<b>Speaker /Writer</b>	<b>Listener /Reader</b>
• <b><u>Definite:</u></b>	can I use <b>the car</b> ?	<b>Yes</b>	<b>Yes</b>
• <b><u>Indefinite:</u></b>	I saw <b>a</b> funny looking <b>dog</b> today.	<b>Yes</b>	<b>No</b>
• <b><u>Indefinite:</u></b>	I heard that you once Wrote <b>a book</b> about ecology.	<b>No</b>	<b>Yes</b>
• <b><u>Indefinite:</u></b>	I need to buy <b>a</b> new <b>belt</b> .	<b>No</b>	<b>No</b>

## 3. Definition of Articles

Before introducing the definition of English articles, two areas must be introduced at first. Firstly, **noun phrase** or noun groups are matters, places or people talked about in the discourse. In short, a noun phrase consists of an article and a noun word. Speakers use the noun phrases in their discourse in two main ways:

- One way is called **specific reference**: the speaker refers to someone or something, knowing that the hearer understands what is talked about.
- The other way is called **general reference**: the speaker refers to something or something of a kind but without specifying a certain person or thing.

Secondly, the English article is one kind of **determiners**. Determiners are words which specify the range of reference of a noun in the following ways:

- By making the noun word definite "the book",

- By making the noun word indefinite "a book",

That is to say, determiners words which are used to identify what people are talked about in the discourse. They tell if the reference is specific or non-specific. They indicate how much or how many, whose, which one, and similar information about noun that follows. They include:

- Articles "a, an, the" and "zero article",
- Demonstrative determiners "this, that, these, and those",
- Quantifiers "a few, a little...",
- Possessive pronouns "my, our, your, his, her, its, their"
- Relative pronouns "whose, which, whichever, whatever ..."
- Cardinal number "one, two, three, four,"
- Ordinal numbers "first, second, third, fourth,"
- Possessive pro-pronoun "Bob's, Sarah's, America's,"

In such a context there must be one point which should be noticed: speakers cannot use more than one specific determiner in front of a noun word in English. Speakers must choose only one determiner. See the examples below for more details.

- The you mother is cooking. "It is incorrect".
- This a nice day is funny. "Incorrect"
- These an article is correct. "Incorrect"

So knowing about what is meant by specific reference, general reference, and determiners, the definition as well as the use of of articles is much easier to understand. In short, an article is a determiner that may indicate the specificity of reference of a noun phrase. In short, the English article is one kind of determiners which is used to specify the **type of reference** of a noun. Consequently, these two definitions are using two different ways to explain the same things:

- first, the English article should be used together with a noun or noun phrase;
- Second, article can indicate the type of reference for the noun.

As mentioned before, there are two types of references, specific reference and general reference. Therefore, the effect of noun words and what type of reference speakers want to make is concerned with both determine in terms on what kind of articles they should use in a certain context. This will be explained in a more detailed way in the section of categories of English articles.

#### Note 4:

**English Article** is a word which **points out a person, place or thing spoken of**. In other words:

- The **Definite "Specific" Article "the"** points out **some particular person, place or thing** being referred to. Or it "identifies" modifies a specific noun or a noun that the reader / listener is already familiar with.
- The **Indefinite "Non-Specific" Article "a" and "an"** points out **any person, place or thing** being referred to. Or it modifies a general noun or a noun that the reader / listener is not already familiar with.

Thus articles refer to a noun word in a sentence. They are determiners that may or may not precede a noun. Articles can be also tricky because some languages use them and others do not. So they have the same function as adjectives. As it was mentioned before, there are two types of articles. But, in some case, as we will see ahead in this lecture nouns may be referred to without any article and this type of articles is referred to as "zero article".

#### Note 05:

**A Noun Phrase** is a word or group of words in a sentence that behaves in the same way as a noun, that is as a subject, an object, a complement, or as the object of the preposition and relates to the rest of the overall sentence. See the example below.

- I spoke to **the driver of the car**. "The driver of the car" is a noun phrase.
- I write the **lectures of grammar**. "The lectures of grammar" is a noun phrase.

#### Note 06:

From the above definition to articles it is worth to mention that articles are:

- **Words:** they are sentence elements which are used to construct correct sentences and affect the meaning of some related words in sentences.
- **Small or Little words:** they are among the smallest words in English language either in spelling or sound forms.
- **Grammatical words:** they play more the grammatical function in sentences more than the semantic one. The state that the correct use of articles does not matter too much because articles are words which belong to "close, functional, and grammatical words". So this type of words including articles has only grammatical function and nothing to do with the meaning of the sentence. That is why they do not affect meaning.
- **Adjectives:** they have the same role as adjectives in sentences in the sense that they modify the



meaning of the noun or pronoun words. So they classify, characterize, or in some way tell more about a noun. That is to say, they **restrict the application of a noun** by adding something to its meaning.

- **Determiners:** are words used to identify what people are talked about in the discourse. So they are words which specify the range of reference of a noun in the following ways: by making the noun either definite or indefinite.

#### 4. The Basic Usage of English Articles

The basic use of English article depends completely on the **noun word** and **types of reference of the noun phrase**" see the important note in the next table". In fact, most of time, the use of articles is determined by both the nature of the noun word which the article is attached to and the type of reference of the noun phrase in contexts. In other words, the use of articles is governed by the semantic function of the noun phrase in discourse in the sense that the semantic space for articles is more important. The following table summarizes the range of the use for all the articles "a, an, the, zero article" and display the relationship between types of reference and articles.

<ul style="list-style-type: none"> <li>• <b><u>Specific Reference</u></b> ✓ Indefinite Form "article"</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Generic "not specific" Reference</u></b> ✓ Indefinite, zero, and definite Form "article"</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Specific Reference</u></b> ✓ Definite Form" article"</li> </ul>	

#### • **Important Note 07:**

The following are two main parameters for the choice of articles.

- **Noun word itself:** this depends on the type of the noun word whether it is plural singular countable, uncountable, and collective and so on.
- **The types of reference of the noun phrase:** this depends on the meaning of the noun word which is the most important parameter. The type of reference could be specific or general. See the examples below.
  - European Union = general
  - European citizen = specific

#### • **Note 08:**

Both the articles "**the**" or "**a**" and "**an**" are used before a **noun word** or an **adjective + noun**" they are not used only before every noun". Basically speaking, an article is an adjective. Like adjectives,

articles are used to modify nouns in certain situations.

- A feather"article + noun"
- A gray feather "article + adjective + noun"
- The moon"article + noun"
- The round moon "article + adjective + noun"

## Practice

### Exercise 1 General Overview of the Lecture

**Explain the following terms precisely and concisely as much as possible. Give some example words for each term.**

1. Articles: .....
2. Determiners:.....
3. Countable versus uncountable noun:.....
4. The indefinite article:.....
5. Singular nouns:.....
6. Specific reference:.....
7. Noun phrase:.....
8. Definite article:.....
9. General reference:.....
10. Articles as adjectives:.....
11. Article as determiners:.....
12. Definiteness versus indefiniteness:.....
13. Specificity:.....
14. Partitives nouns:.....
15. Proper nouns with a title expression.....
16. A count frame to a noun word.....
17. Abstract nouns:.....
18. Articles as modifiers:.....

### Exercise 2

**Indicate whether the following statements are TRUE or FALSE, if false; say what the correct statement should be. Explain more the true statements.**

1. English language shares the same quality with many other languages in terms of articles.....

2. English language has only two types of articles.....
3. The English zero article is considered as an equal article exactly like the definite and indefinite article.....
4. English language articles are considered as post modifiers.....
5. The definite and indefinite articles are used as modifiers to adjectives and adverbs in sentences.....
6. English articles and determiners are two distinctive word classes and they do not share any quality among them.....
7. English articles are used to modify the noun word or phrasal words acting as nouns.....
8. English articles pose a great contradiction in the sense that the correct use of them is one of the most difficult points in English grammar, but most article mistakes do not matter too much.....
9. The knowledge of English nouns and their types is of less importance to the question of article usage.....
10. The term "definiteness" is dis-associated with the knowledge shared by the speaker /writer and the listener / hearer.....
11. The term "indefiniteness" is associated with the knowledge shared by the speaker /writer and the listener / hearer.....
12. The definite article is mainly used when both the speaker and the listener share the same mutual knowledge and the condition uniqueness quality has been established in both minds.....
13. When both the speaker and the listener have a full compromise and agreement about the noun or noun phrase being referred to they must use the definite article "the".....
14. When both the speaker and the listener have a full compromise and agreement about the noun or noun phrase being referred to they must use the indefinite article "a" and "an".....
15. The correct use of either the definite, indefinite or zero article always require knowledge about the articles themselves as determiners and the noun word or noun phrase. ....
16. English nouns accept two determiners in front of them in order to modify and restrict their meaning.....
17. English indefinite article can be defined as that word which points out some particular person, place or thing being referred to.....
18. English definite article can be defined as that word which points out any person, place or thing being referred to. ....

19. English indefinite article has nothing to do with the idea of identification or modification of a specific noun or a noun that the reader / listener is already familiar with.....
20. English definite article has nothing to do with the idea of modifying a general noun or a noun that the reader / listener is not already familiar with.....
21. English articles could be described only as words, small words, grammatical words, adjectives, or determiners.....
22. The choice between the "a" or "an" as indefinite article depends to some extent to the first letter of the word just after the article.....
23. The indefinite article is the strong form of the word one because they do share exactly the same meaning in all contexts.....
24. It is possible to use the indefinite article before singular as well as plural nouns.....
25. The indefinite article is used in front of nouns that are used in sentences with their primary purpose.....
26. The definite article is used in front of nouns that are used in sentences with their secondary purposes.....
27. The definite article is used in front of nouns that are not specific and not particular.....
28. The definite article "the" has the same pronunciation form for all sounds of the word that follows it in a sentence.....
29. The speaker or writer must use the definite article when the noun being referred to is mentioned for the first time.....
30. The speaker or writer must use the definite article when the noun word referred to is a form of superlative, ranking adjective and ordinal number.....
31. In some case, articles are not necessary to use in sentences. These cases belong to what is called zero article.....
32. To sum up, the knowledge about noun word qualities is the first and foremost step to the correct use of English articles in parallel with the type of the reference of the noun word referred to.....

### Exercise 3

**Identify the incorrect noun form in the following sentences the correct them with justification.**

1. She was extremely fond of cats, especially Siamese and Bunrmese.
2. When making those cookies, you should use two cups of butters.
3. Electricities is expensive these days.
4. The populations of that town is very diverse.
5. She was concerned about delivery of her furnitures.
6. The interviewer was not impressed with Maria's honesties on her applications.



7. The American court system is known for its concept of blind justices.
8. The recipe called for one part of flour to two parts of sugar.
9. The city museum houses examples of works by artist of many different schools of painting.
10. Drinking two glasses of milks every day will satisfy your need for calcium.

#### Exercise 4: General and Specific Uses of Nouns

For the sentences below, decide if the bold underlined noun word is general or specific. Write "G" for general and "C" for specific. The articles have been left out to make it more challenging. So, some of these sentences have article errors. Justify your answers. Say at the end your conclusion about the article usage.

1. ....Money in his wallet is from Italy.
2. ....Money is important in our society and time.
3. ....Second picture she took at the party is great.
4. ....Picture is needed in a passport.
5. ....Her mother told her to eat **apple** every day after school.
6. ....I took apple to school. I put **apple** on the teacher's desk.
7. .... Students always need pens and paper.
8. ....Pen she gave me in pink in color.

#### Exercise 5 Singular versus Plural Uses of Nouns with Articles

Read the sentences below then answer the following questions.

- a. For each of the bold and underlined noun words, write "1" or "S" for singular and "2" or "P" for plural.
- b. Some other free nouns "all nouns which are not underlined" have no article in front of them. Say whether these nouns are singular or plural.
- c. Which singular nouns have no article in front of them?
- d. What do you conclude in terms of the articles use?
  1. I saw a cat under a tree.
  2. Children usually love to eat candies.
  3. The table in the kitchen is a better place to study than the table in the dining room.
  4. In Vancouver, you'll need to have an umbrella.
  5. She bought a loaf of bread and a kilo of potatoes.
  6. A dog has ears.
  7. The price of a textbook for this course went up this term.

## Lecture Six

### Articles: The Indefinite Article

#### Description of the Lecture

This lecture is about the English indefinite articles. It provides the conceptual as well as technical frameworks of English indefinite articles to identify their classification and role within English sentence. The lecture provides the relevant definitions, rules, conventions, uses and non-use situations of the English indefinite articles. The current pedagogical procedures of the lecture count on the theory and practice.

#### Objectives of the Lecture

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

- Define the term English indefinite article.
- List the main aspects of English indefinite article.
- Be familiar with the basic use of the English indefinite article.
- List the multiple rules and conventions of English indefinite articles.
- List the multiple rules and conventions of the non-use of the English indefinite articles.
- Show the relationship of English indefinite articles in sentence with the word one.
- Show the relationship of English indefinite articles in sentence with the all the other words in a sentence especially adjectives.
- Compose sentences through English indefinite articles.
- Compose sentences showing English indefinite articles playing more one grammatical role.

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

#### 1. 1. Form

- The form "**a**" as an article word is used before a word beginning with a consonant, or a vowel with a consonant sound. See the examples below:
  - a **m**an
  - a **E**uropean citizen "but not a European Union"
  - a **u**niversity
  - a **o**ne-way street



- The form "**an**" as an article word is used before words beginning with a vowel sound like "a, e, o, and **u**" or words beginning with a mute "**h**" sound. See the examples below:
  - an **a**pple
  - an **i**sland
  - an **o**nion
  - an **h**our, an honor
- The form "**an**" is also used with individual letters spoken with a vowel sound. See the examples below:
  - an **L**-plate
  - an **MP**
  - an **SOS**
  - an "**X**"
- Both of the forms "**a**" and "**an**" are the same for all Genders "masculine and feminine" .See the examples below:
  - a man
  - a woman
  - an actor
  - an actress

#### Note 9

#### "A" Versus "An"

- The difference between "**a**" and "**an**" is undoubtedly the easiest, because most non-native speakers know about the differences between them in relation to the form.
- Both "**a**" and "**an**" are simply two variations of the indefinite article. They are exactly similar in meaning; the only difference is about the way they are used.
- However, students must note that the choice of either "**a**" or "**an**" depends completely on pronunciation, not spelling "sounds versus letters". So using either of them depends on the sound that begins the next word.
- Many words that begin with the vowel "u" are preceded by "a" instead of "an" because the "u" spelling is often pronounced "yu", as in the following words:
  - Useful = a useful idea
  - Uranium = a uranium isotope
  - European citizen = a European citizen

### Note 10

If the noun word is modified by an adjective, the choice between "a"/"an" depends on the initial sound of the adjective word that immediately follows the article. Remember that exactly similar rules mentioned before in "Note 9" apply to this case.

- **A** broken heart "a + consonant"
- **An** unusual problem "an + vowel"
- **A** European country "a + consonant"

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

"A" and "an" as the indefinite articles do not add too much to the meaning of a noun word they are referring to. They are like a weak form of the word "**one**". The basic idea for the indefinite article is that they are used when the speaker is talking about a non-specific noun that could be any member of the group. They also **can only modify a singular countable noun**. However, they have several common uses. The most common uses of them are as follows:

- "A" and "an" as article word is used **only** before a **singular noun** which is **countable**. The idea of singular and countable noun means that there is more than one item, person, place or thing of their kinds and it refers to any one among these groups of items and things. The noun being referred to through indefinite article represents no particular person or thing in the sense that this noun is used just as an example of a class of things "any one member of a class". See the examples below:
  - My brother's married to **a doctor**. "any doctor"
  - They live in **a flat**. "Any flat, what is important here is that they live in a kind of house which is a flat and not a big house".
  - He bought **an ice-cream**. "The ice-cream is not specific in terms of color, quantity, quality".
  - **A car** must be insured. "All cars / any car must be insured".
  - **A child** needs love and support. "All children or any child needs this love and support".
- "A" and "an" as article word is used to refers to the case when **the singular countable noun is mentioned for the first time** when the listener does not have any particular or specific image of the noun. It is worth to mention here that when "a" or "an" has been used with a noun when it is first mentioned, the article changes to "the" when the same noun word is mentioned later on the second, third, ... time. See the examples below:
  - **A simple computer** serves many purposes. The simple computer is used to do calculations, drawings and son on. "first reference"
  - **A penguin** is a small black and white bird. The penguin can fly along distant places.



- The local newspaper printed **an article** about pet health yesterday. **The article** discussed how to protect dogs from sick. "The speaker refers to the same article".
- In relationship with the previous situation, the indefinite article is used to refer to **a non-specific or non-particular** member of the group. In other words, this means that they refer to a general statement about the noun being referred to "for making generalization".
  - I would like to go to see **a movie**. "Here we are not talking about a specific movie. We are talking about any movie. There are so many movies, and me as a speaker i want to see any movie. I do not have a specific one movie in my mind. So it could be about drama, actions, documentary, politics, business... The speaker is ready to spend some time watching any movie.
  - My daughter really wants **a dog** for Christmas. "This refers to any dog. Up to now we do not know which dog because we have not found the dog. So we are looking for a dog without any specific or particular color, size, race ... but when we find the dog and we mention it again we must change the article and use the definite one".
  - Somebody calls **a policeman**." This refers to any policeman. We do not need a specific policeman; we just need any policeman who is available. In short, we are looking for a person who can represent all the policemen.
  - A dog is **a common household pet**. "This is a general statement about any and all dogs".
- "A" and "an" is used when we **classify or define people and things**. When we say what they are, what job they do, what they are used for and to indicate membership in a group. They are used with a **noun complement**. This includes **names of professions, nationality status, religion** and names that are used in **descriptions**.
  - He is **an actor**. "profession"
  - I am **an English language student**. "I am a member of a large group known as students".
  - It is **an extremely hot day**. "description"
  - I'm looking forward to being **a grandmother**.
  - A glider is **a plane** without an engine.
- "A" and "an" is used with certain **expressions of quantity**.
  - A lot of
  - A great deal of
  - A great many
  - A couple, a dozen
- "A" and "an" is used with certain **expressions of numbers**. Also before the expression "**half**" when it follows a whole number. So the expression "**a+ half + noun**" is sometimes possible.
  - A hundred

- A kilo and a half kilo
  - A half holiday, a half-portion
- "A" and "an" is used with **expressions of price, speed, ratio** etc. Here, "a" and "an" have an idea of a percentage.
- Four times **a day** "ratio"
  - Sixty kilometers **an hour** "speed"
  - 10 pounds **a dozen** "price"
  - 5 euros **a kilo**
- "A" and "an" is used in exclamations **before singular, countable nouns**. But with the plural form of exclamations expressions no article is used.
- Such a long queue! **Not** such a long queues! "incorrect"
  - What a pretty girl!
  - What a pretty girls! "incorrect"
- "A" alone can be placed before **title expressions** such as Mr. / Mrs. / Miss + surname. The indefinite article is used in the sense that the name of a person being referred to means any person called with the name and implies that he or she is a stranger to the speaker. But this title word without "a" article, implies that the speaker knows the person being referred to or at least knows about his or her existence.
- A Mr. Smith
  - A Mrs. Smith
  - A Miss. Smith

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

The indefinite article "a" or "an" is not used in the before the following nouns:

#### 1. 3. 1. before Plural Nouns

"A" or "an" as indefinite article has no plural form. This kind of article does not have a plural form because the meaning of the article itself refers to one and the latter one is singular. As it was mentioned before that the indefinite article is the weak form of word "**one**". So the plural form and singular or "a" or "an" are two opposite terms and could not be used altogether at all. So the plural form of the following words is made as follows:

- A dog = dogs
- An egg = egges
- An example = examples

### 1. 3. 2. before Uncountable Nouns

These nouns do not take indefinite article at all because they basically refer to things and items that are not individual, are not separate singular, are not plural and thought of as quantity or mass, and therefore, cannot be counted. Because they cannot be associated with numbers, they do not have a plural form. It is worth to mention that since they could be described with numbers are in total contradiction with the basic meaning of the indefinite article which means "**one**" even they are singular in nature.

- I do not want **advice** or help.
- I want information.
- He has had no experience in this sort of work.

But these nouns are often preceded by some, any, no, a little, or by nouns such as bit, piece, slice, couple + of. When they take these forms they could be expressed in the plural form.

- I want a bit of news.
- I used a cake of soap to clean the room.
- I took a grain of sand.
- I wrote in a sheet of paper.

### 1. 3. 3. before Names of Meals

Generally names of meals do not take the indefinite articles, **except** when these names are preceded by an adjective or when the meal is special to was given to celebrate something or in some someone honor. See the following examples:

- We have **breakfast** at eight. "Only name of a meal"
- He gave us **a good breakfast**. "Adjective followed by name of a meal"
- I was invited to **dinner**. "The ordinary invitation at their house"
- I was invited to **a dinner** given to welcome the new ambassador. "Special and one dinner"

### 1. 4. "A" or "An" and "One"

#### Note 11: "A" or "An" and "One"

- We can use either "**a /an**" or "**one**" when counting or measuring time, distance, weight etc. so we can use either for the singular. See the examples below:
- 1 euro = a or one hundred dinars

- 1 kilometer = a or one thousand meters
- 1 copybook = a or one hundred pages
- But there are some cases where "a" and "one" are not replaceable. See the examples below:
  - The rent is 100 euros a week. "The article "a" before the noun **week** is not replaceable by one.
  - One shotgun is no good. "I need two or three".
- One can be used before "day / week / month etc." or before the name of the day or month to denote a particular time when something happened:
  - One night there was a terrible storm.
  - One winter the snow fell early.
  - One day a telegram arrived. "at some past time"
  - One day you'll be sorry you treated him so badly. "at some future date"
- "A" or "an" and "one" as pronoun. One is the pronoun equivalent of "a" and "an". The plural of "one" is "some". See the examples below:
  - Did you get **a ticket**? Yes, I managed to get **one**.
  - Did you get **tickets**? Yes, I managed to get **some**.

## Practice

### Exercise 1 The Indefinite Article "a" and "an"

Complete the following exercise using either "a" or "an" in the space provided to you whenever it is necessary. Justify your choice.

1. We'd better go by ..... Taxi. If we cannot get .....taxi at such .....hour as 2 a.m.
2. ....person who suffers from .....claustrophobia has .....dread of being confined in .....small space, and would always prefer .....stairs to .....lift.
3. Do you take .....sugar in .....coffee? I used to, but now I'm on .....diet. I'm trying to lose .....weight.
4. ....man suffering from .....shock should not be given anything to drink.
5. You will get .....shock if you touch .....lives wire with that screwdriver. Why don't you get .....screwdriver with .....insulated handle?
6. It costs fifty-five and ....half pence and I've only got ....fifty pence peice. You can pay by .....cheque here. But can I write .....cheque for .....fifty-five and .....half pence?
7. ....Mr. Smith is .....old customer and ..... Honest man. Why do you say that? Has he been accused of .....dis-honesty?

8. I'm not.....wage-earner; I'm.....self-employed man. I have .....business of my own. Then you are not .....worker; you are .....capitalist!
9. When he was charged with .....murder he said he had .....alibi.
10. ....friend of mine is expecting .....baby. If it is a.....girl she is going to be called Etheldreda. What .....name to give .....girl!
11. I had .....hour and .....half for lunch. I only have .....half .....hour. Barely .....time for .....smoke and .....cup of coffee.
12. I hope you have .....lovely time and ..... Good weather. But I am not going for .....holiday; I am going on .....business.
13. He looked at me with .....horror when I explained that I was .....double agent.
14. I would climb.....mountain for 1000 dollars! I have.....horror of .....heights.
15. I have .....headache and .....sore throat. I think I've got .....cold. I think you are getting .....flu.
16. ....Mr. Jones called while you were out "neither of us knows this man". He wants to make.....complaint about.....article in the paper. He was in .....very bad temper.
17. If you go by .....train you can have quite .....comfortable journey, but make sure you get .....express, not ..... train that stops at all the stations.
18. ....few people know "hardly anyone knows" that there is ..... secret passage from this house to .....old smugglers' cave in the cliffs.
19. I am having .....few friends in to .....coffee tomorrow evening. Would you like to come? I'd love to, but I'm afraid I'm going to .....concert.
20. It's time you had.....holidayed. You haven't had .....day off for .....month.

## Exercise 2 "a /an" or the "one"

Complete the following exercise using the indefinite article "a /an" or the word "one" in the space provided to you whenever it is necessary. Justify your choice.

1. ....of my friends advised me to take .....taxi; another said that there was quite .....good bus service
2. ....friend of mine lent me.....book by Meredith. I've only ..... More chapters to read. Would you like .....loan of it afterwards? No, thanks. I read .....of his books.....few years ago and did not like it. Besides I have .....library book to finish. If you don't take it back tomorrow I'll have to pay .....fine.
3. ....man i met on the train told me ..... rather unusual story.
4. Most people like .....rest after .....hard day's work, but Tom seemed to have .....inexhaustible supply of energy.

5. I've told you.....hundred times not to come into .....room with .....hat on.
6. It's unlucky to light there cigarettes with .....match. - That's only ..... superstition. Only .....idiot believes in superstitions.
7. He says ..... caravan is no good; he needs .....cottage.
8. ....plate is no good; we need .....dozen.
9. Last time there was .....fog here .....plane crash-landed in .....field near the airport. The crew had .....lucky escapes .....man broke his leg; the rest were unhurt.
10. You've been .....great help to me, .....day i will repay you.
11. My car broke down near .....bus stop. There was .....man waiting for .....bus so I asked him for .....advice.
12. He took .....quickly look at my car and said, "buy .....new ....."
13. There was .....woman there. The rest were men. -there shouldn't have been even .....woman. It was meant to be .....stag party.
14. Do not tell .....soul! Not even your wife!- of course not! I'd never tell .....secret to .....woman.
15. Most of the staff had been there for only .....very short time, but .....man had been there .....year and .....half, so he knew .....little more than the rest.
16. Could you lend me .....dictionary, please? I'm trying to do .....crossword puzzle.-I'm afraid I've only got .....dictionary and Tom borrowed it.
17. ....chop won't be enough for Tom; he 'll want two; he's .....small man but he's got .....big appetite.
18. "I want .....volunteers for ..... Dangerous job," said the captain. There was .....long silence. Isn't there even .....man who will take .....risk?" he asked. -.....voice called out from the back, "will there be .....reward?"
19. I have ..... Flat on the top floor. You get .....lovely view from there.
20. ....day a new director arrived. He was .....ambitious, bad tempered man, and the staff took .....instant dislike to him.
21. Suddenly .....bullet struck .....street lamp .....little to Bill's left. He looked up and saw .....man with .....gun standing at .....open window.
22. Bill fired back twice .....bullet hit the wall, the other broke .....pane of .....glass. He heard .....angry shout.
23. ....day-it was .....dry and with .....good visibility-Tom was driving along .....country road in .....borrowed car.

## Lecture Seven

### Articles: The Definite Article

#### Description of the Lecture

This lecture is concerned with the English definite article. It provides the conceptual as well as technical frameworks of English definite article to identify its classification and role within English sentence. The emphasis puts on the relevant definitions, rules, conventions, uses, and non-use situations of the English definite article. The pedagogical procedures count on both the theory and exercises related to the definite articles.

#### Objectives of the Lecture

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

- Define the term English definite article.
- List the main aspects of English definite article.
- Be familiar with the basic use of the English definite article.
- List the multiple rules and conventions of English definite article.
- List the multiple rules and conventions of the non-use of the English definite article.
- Show the relationship of English definite article in sentence with the all the other words in a sentence especially adjectives.
- Compose sentences through English definite article.
- Compose sentences showing English definite article playing more one grammatical role.

### 1. The Definite Article "The"

#### 1.1. Form

- "The" as definite article is the same for the singular and plural forms.
  - The boy = the boys
  - The house = the houses
  - The situation = the situations
  - The case = the cases
- "The" as definite article is the same for genders. See the examples words below.
  - The boy
  - The girl



- The days

➤ "The" is normally pronounced /ði: /before a vowel sound and /ðə/ before a consonant sound. See the examples words below.

- The ice = /ði: ...../
- The snow = /ðə ...../
- The case= /ðə ...../
- The island = /ði: ...../

**Note 11:**

➤ The choice between /ði: / and /ðə/ depends completely on pronunciation, not spelling. We pronounce /ði: /before a vowel sound, even if it is written as a consonant. See the example words below.

- The **h**our of = /ði: **auə**...../
- The **MP** of= /ði:**em pi**: ...../

➤ And we pronounce /ðə/ before a consonant sound, even if it is written as a vowel. See the example words below.

- The **u**niversity = /ðəju:...../
- The **o**ne-pound coin = /ðəwʌn...../
- The **E**uropean Union = /ðəju ...../

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

"**The**" as a definite article "the commonest article" usually means something like "you know which i mean" in the sense that it describe something specific that is known to the writer / speaker and the reader / listener. For example, if John needs to drive the car of his father somewhere, he might as his father, "may I use **the** car?" he uses the definite article "the" because both he himself and his father know which car John is referring to "the father car". So the definite article is used before a noun "singular, plural, and uncountable" when our listener / reader knows or can easily see which particular person, place or thing the speaker / writer is talking about article. In short, the definite is used in the sense that it means the thing or people that is talked about presumed known to the listener. Consequently, there are a number of principal ways in which a reader or listener can know specifically what a noun word is referring to "that is, a number of reasons a noun might be considered definite, and henceforth, it must take the definite article –the". In conclusion, "**the**" is called the definite article because it identifies a specific noun. This section presents the multiple parameters and contexts in which the definite article "the" is used or must be used.



- When the object or group of objects is **unique** or considered **to be unique in a given setting** in which both the speaker and the listener know it. So it is used before a noun describing a person, place or thing **unique of their kinds" common facts"**. Uniqueness quality refers to the state of being of the person, place or thing to be the only one of its kind. The definite article is used in this sense because the noun being referred to is the **only one around us**. So the listener may know which one we mean because there is no choice or there is only one in our part of the world. So this reference to an item is understood by all speakers in the same way. See the examples below.
- **The earth** planet revolves around the **sun** once every 365 days. "There is only one earth and only one sun in our solar system, that is-."
  - People used to think **the earth** was flat.
  - Do you trust **the government**?
  - I saw **the lion** at the zoo of Setif. "Here, we are talking about a specific noun –lion-. Probably there is only one lion of its kind in this particular zoo".
- It is used also before a noun which has become **definite as a result of being mentioned a second time**. When the noun word is mentioned for the first time it could be indefinite for the listener but when we refer back to the noun which has been mentioned before the listener may know which one we mean because we have mentioned it again to them before. So here **"the"** as a definite article is used with count nouns the second and subsequent references to an item. This item could be explicitly referred to, or implied. See the examples below.
- She is got **two children**: a boy and a girl. The **boy** is fourteen and the **girl** is eight.
  - So what did you do then? They gave the **money** straight back to the **policemen**. "We could suppose that the listener has already heard about the money and the policemen."
  - A man knocked on my door, the man was bleeding.
- The definite article is used before **singular and plural nouns when the noun word is specific or particular**. The signals that the noun is definite, that it refers to a particular member of a group which are both known by speaker and listener. Sometimes, speakers may put modifiers, qualifiers, and quantifiers to indicate precisely who or what the speaker is referring to. In short, it is used before **a noun made definite by the addition of a phrase or clause**. This idea refers to a modifying word, phrase, or clause follows the noun and makes it clear with specific, place or thing you are referring to. But not every noun that is modified in this way is definite; it depends largely on the situation and on what you can reasonably expect you listener to know about. See the examples below.
- **The man** you met **yesterday**. "The modifier word –yesterday- made the noun word –man- more specific and particular".

- **The dog** that bit me ran away. "Here, we are talking about a specific dog. Not any dog but only the dog that bits me".
  - I was happy to see **the policeman** who saved my cat. "Here, we are talking about a specific policeman. Even if we do not know the policeman, it is still a particular because it is the one who saved the cat. So I sorted out this policeman out of the all".
  - The boy that I met yesterday.
  - Would you pass me the sugar?
  - The place where I met him.
- It is used before **a superlative, ranking adjectives or ordinal** "ordinal numbers and forms to show order or number" which make the noun word identity specific. We usually use "the" with superlatives because there is **normally only one best, biggest, individual or group of things** in such a context. So it is clear which one we are talking about according to both the speaker and listener. For the same reason, we usually use "**the**" with first, second, next, last, same and only used as adjectives and pronouns. See the examples below.
- I just saw **the most** popular movie of the year. "There are many movies, but only one particular is the most popular among the group of movies. Therefore, we use the".
  - **The day** I got my BAC is **the best** day in my life. "There is only one day which is the best".
  - **The first** week of the 2018 year. "Ordinal number"
  - I am **the oldest** one among my brothers and sisters in my family.
  - We went to the same school.
  - Can I have the next pancake?
- It is used before a noun which **by reason of locality can represent only one particular thing**. Or when it is understood and **clear from the situation which one we mean**. Here the definite article is used in the sense that the context or situation makes the noun's identity clear in the mind of the speaker and listener. See the examples below.
- Ann is in **the garden**. "The garden of the house"
  - Please pass me **the wine**. "The wine on the table"
  - **The postman** gave me the letter. "The postman of our village"
  - **The teacher** asked the student to close **the door**. "You would use the definite article because it would undoubtedly be clear to both of you which door you were referring to".

**Note 12:**

Again, you have to be sure that your reader or listener has exactly the same context or situation in mind that you are thinking or referring to; otherwise, he or she will be confused by your use of the definite article.

- This magazine helps women analyze **the problematic** situation and offers possible remedies.

But this was the first time she had mentioned a problematic situation. Her readers were therefore confused, because her use of the word "the" implied that they were already supposed to know which problematic situation she was referring to.

➤ The definite article "the" is used before some proper nouns of **geographical "place" names**. It is worth to mention here that there are some specific rules **for using or not using** the definite article.

Consequently, this article is used before:

- Names of **rivers, oceans and seas**: the Nile, the Pacific Ocean, the Red sea
- When we describe or refer to the **points on the globe**: the equator, the North Pole  
.....
- When we describe or refer to **the geographical areas**: the Middle East, the West, the Farthest East .....
- When we describe or refer to **deserts, forests, gulfs, and peninsulas**: the Sahara, the Persian Gulf, the black forest, the Amazon Green Rainforest, the Iberian Peninsula, the  
.....
- When we describe or refer **to groups of islands**: the Azores
- When we describe or refer chains of mountains: the Alps
- When we describe or refer **to names consisting of "noun + of + noun"**: the Gulf of Minco, the Cape of Good Hope
- When we describe or refer **to most hotels** "the Grand Hotel"
- When we describe or refer **to most cinemas and theatres** "the Play House"
- When we describe or refer **to most museums and art galleries** "the British Museum"

➤ It is used before the **names of countries that look plural**, including countries that end in "s" or have some of the following words: united, union, republic, kingdom and son on.

- The Philippines
- The United States of America
- The Republic of Algeria
- The United Kingdom

- It is used also before **names of musical instruments**, used with the verb "to play". In addition, to refer to names of **choirs, orchestras, pop groups** etc. as well as names of newspapers and magazines.
  - I play **the guitar** every day.
  - She plays very well **the chess set**.
  - He used to play **the piano** when he was at school.
  - **The Philadelphia Orchestra**
  - **The Times** declares the decision of the president.
- It is used with the meaning "**the well-known**". After a name, an identifying expression with "the" is often used to make it clear that a person, thing, place referred to is "the well-known one".
  - She married Richard Burton, **the actor**.
  - I would like you to meet Cathy Parker, **the novelist**.
  - They attended the first meeting with Donald Trump, **the president**.

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

The definite article is not used before some names of places or names of people. The situations where this article is not used are as follows:

- It is omitted before abstract nouns except when they are used in a particular sense. See the examples below:
  - Men fear **death**. "Death is an abstract noun used in general way"
  - The death of the Prime Minister left his party without a leader. "Here the noun death is an abstract noun used in a particular way".
  - People nowadays like democracy.
- It is omitted after a noun in the possessive case, or a possessive adjective. See the examples below:
  - The boy's uncle = the uncle of **the boy**
  - It is my blue book = the blue book is mine
  - The teachers' notebook = the notebook of the teacher
  - It is their point of view = **the point of view** is theirs
- Before **names of games and sports**. See the examples below:
  - Football is my favorite game.
  - I played basketball yesterday.
  - He plays gulf.
- It is also omitted before **names of meals**. See the examples below:
  - The scots have porridge for breakfast.



- I have a nice dinner every week.
- It is omitted before **parts of the body and articles of clothing**, as these normally prefer a possessive adjectives. See the examples below:
  - Raise your right hand.
  - He took off his coat.
- It is also omitted before the following names "**home, church, bed, court, school, college, university, hospital, prison, school, work, and town**". See the examples below:
  - He is at home. "When the word home is used alone"
  - He went home. "When home is treated as an adverb"
  - I go to hospital to be cured. "No definite article because the noun hospital is used for its primary purpose".
  - I went to university yesterday to study. "Primary purpose"
  - My friend was in prison because he did not pay a fine. "Primary purpose"
  - He is on his way to **work**. "Work as a place of work –primary purpose-"
  - We go to **town** sometimes to buy clothes. "It means the town of the speaker"

**But**, when we use the previous listed nouns for their secondary purpose, they take the definite article. See the examples below:

- I went to **the church** to see the stained glass. "Secondary purpose"
- He goes to **the prison** sometimes to give lectures.
- They visited **the court** to discover the splendid architecture.

## Practice

### Exercise 1 the Definite Article "The"

**Complete the following exercise using the definite article "the" in the space provided to you whenever it is necessary. Justify your choice.**

1. ....youngest boy has just started going to .....school. ....the eldest boy is at .....college.
2. She lives on.....top floor of an old house. When.....wind blows, all .....windows rattle.
3. ....darkness does not worry.....cats; .....cats can see in .....dark.
4. My little boys say that they want to be .....spacemen, but most of them will probably end up in .....less dramatic jobs.



5. Do you know .....time? Yes..... clock in .....hall just struck nine. Then it is not .....time to go yet.
6. He was sent to ..... Prison for .....six months for .....shop-lifting. When .....six months are over he'll be released; .....difficulty then will be to find .....work.do you go to .....to visit him?
7. I went to .....school to talk to .....headmistress. i persuaded her to let Ann give up .....gymnastics and take .....ballet lessons instead.
8. ....ballet is not much use for .....girls; it is much better to be able to play .....piano.
9. I am on .....night duty. When you go to .....bed, I go to .....work.
10. Peter's at .....office but you could get him on .....phone. There is a telephone box just round .....corner.
11. He got .....bronchitis and was taken to .....hospital. I expect they will send him home at.....end of.....week. Have you rung .....hospital to ask how he is?
12. Ann's habit of riding a motorcycle up and down .....road early in .....morning annoyed .....neighbors and in .....end they took her to .....court.
13. He first went to .....sea in a Swedish ship, so as well as learning .....navigation he had to learn .....Swedish.
14. ....family hotels are..... hotels which welcome .....parents and .....children.
15. On .....Sundays my father stays in .....bed till ten o'clock, reading .....Sunday papers.
16. Then he gets up, puts on.....old clothes, has.....breakfast and starts .....work in .....garden.
17. My mother goes to.....church in.....morning, and in .....afternoon goes to visit .....friends.
18. Like many women, she loves .....tea parties and .....gossip.
19. My parents have ...cold meat and.....salad for.....supper, winter and .....summer.
20. During .....meal he talks about.....garden and she tells him.....village gossip.

## Exercise 2

Write the definite article where necessary then justify your answer.

1. Did you get married after leaving ..... university?
2. I was at ..... train station when you called me.
3. I left .....work at six o'clock pm.
4. They are opening .....new shops here.
5. She was returning from .....school when I met her.



6. She has a strong alibi. She was at .....cinema at the moment the crime was committed.
7. Are you going to .....beach this afternoon?
8. He went to .....prison for domestic violence.
9. The kids are sitting at .....table eating cereals.
10. Are you at .....home?

### Exercise 3

Fill in the gaps with the correct answer in the brackets.

1. We need to be at .....in an hour. (the airport/airport)
2. Blast. I forget to .....(go the bank/go to bank)
3. I am tired. I am going to .....now. (go to bed/ go to the bed)
4. We always .....before we leave for work. ( make bed/make the bed)
5. What time do you ..... ( have breakfast/have the breakfast)
6. I love ..... ( the cheese/cheese )
7. Have you seen .....in the new street. ( cheese, the cheese)
8. Holistic medicine is practiced by ..... (Chinese/the Chinese )
9. Sadly, my girlfriend does not like .....food ( Chinese/the Chinese )
10. I hate going to .....do not you. (church/the church )
11. We met for the drinks in the Lamb and flag near .....garden. (the Convent/Covent)
12. I am nervous because I have got to go to ..... ( dentist/the dentist)
13. I am having .....at the main street tonight. (dinner/the dinner)
14. Why do not some tell me he was in ..... ( hospital/the hospital)
15. Suzan works at ..... (hospital/the hospital)
16. An is the street .....( oxford/the oxford )
17. All politicians should be sent to .....(prison/the prison)
18. I listen to .....in the morning. (radio/the radio)
19. That bub is somewhere in .....of the city. (south/the south)
20. He lives somewhere in .....Germany. (southern/the southern)
21. I normally watch .....after dinner. (the TV/TV)
22. I love being at .....(university/the university)
23. Her husband got home early from .....(work/the work)

## Lecture Eight

### Articles: Null Article

#### Description of the Lecture

This lecture is about English null article. It provides the conceptual as well as technical frameworks of English zero article to identify its classification and role within English sentence. The lecture brings together the relevant definitions, rules, conventions, and use situations of the English indefinite articles. The pedagogical procedures of the lecture count on the theory and practice of English null article.

#### Objectives of the Lecture

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

- Define the term English zero article.
- Be familiar with the basic use of the English zero article.
- List the multiple rules and conventions of English zero article.
- List the multiple rules and conventions of the non-use of the English zero article.
- Show the relationship of English zero article in sentence with the all the other words in a sentence especially adjectives.
- Be familiar with the four mistakes that students should pay attentions as far as English articles are concerned.
- Provide a summary of the main paradigms of English articles use.
- Compose sentences through English zero article.
- Compose sentences showing English null article playing more one grammatical role.

#### 1. The Zero Article "0"

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

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

- The "0" article is used when we first mention a plural noun or uncountable noun. So when we want to talk about a category or group in general, we use no article. See the examples below:
  - Cats can be great pets. "The word –cats- is used in a plural and general way".





- The cats in the pet store are expensive. "The same word –cats- is used in a plural form but specific".
- We also use no article before abstract nouns such as feelings or ideas. See the examples below:
- A person's future success depends on **education**. "The word education is an abstract noun which does not take any article".
  - Patience is virtue." Not patience is a virtue".
  - The long absence makes the heart grow fonder.

**Note 13:**

The zero "0" article is used with plural countable nouns and with uncountable nouns to refer to a representative of the class of things. So this article has something in common with the indefinite article. Or we can consider that this form is the weak form of the indefinite article. See the example below:

- Mobile phone has revolutionized communications.

## 2. Common and Basic Mistakes to Avoid

While some nouns combine with one article or the other based on the type of the noun word being referred to, others simply never take either article. It should be kept in mind that there are some common types of nouns that do not take any article. Some of them are as follows:

- 1. Names of Nationalities and Languages:** Chinese, English, Spanish, Algerian, French,.....
- 2. Names of Academic Subjects:** mathematics, biology, history, computer science...
- 3. Names of Sports:** football, volleyball, basketball...
- 4. Do not use "a" singular countable noun without an article.**
  - Wrong: job, apple, reason, best choice...
  - Correct: a job, an apple, the reason, the best choice...
- 5. Do not use "the" with abstract nouns or ideas.**
  - Wrong: the education is the most important thing in my life.
  - Correct: Education is the most important thing in my life.

## 3. Final Summary: The Use and Non-Use of Articles

The use of articles "a", "an", and "the" can depend on the four paired noun qualities. These four qualities are as follows: Countable vs. non-countable, definite vs. indefinite, first vs. subsequent mention, and general vs. specific. The following table summarizes the multiple and guiding principles and rules altogether in regard to the use of articles.



• **The Definite Article versus Indefinite Article**

**Countable versus Uncountable Nouns**

- The indefinite article "a" / "an" are used if the noun word being referred to **can be counted** while the definite article "the" when the noun word **cannot be counted**. So the definite article always refers to something which is general while the indefinite article refers to something which is individual.
- This gives an idea about the two main parameters for the choice of articles which are first, the "**Noun word itself**": this depends on the type of the noun word whether it is plural singular countable, uncountable, and collective and so on. Second, "**the types of reference of the noun phrase**": this depends on the meaning of the noun word which is the most important parameter. The type of reference could be specific or general.
- Compare the indefinite and definite articles in the following pairs of sentences.

• <b>The Indefinite Article</b>	• <b>The Definite Article</b>
<p><b>1.</b> I ran into a <b>post</b>. "How many posts did you run into? Just one. Therefore, use, a" because this article it is individual in nature.</p> <p><b>2.</b> I ate a <b>piece of cake</b>. " One piece"</p> <p><b>3.</b> I saw an <b>eagle</b>." One eagle"</p>	<p><b>1.</b> I ran into the water. "How many waters did you run into? The question does not make any sense because water is non-countable. Therefore, use, the"</p> <p><b>2.</b> I ate the <b>rice</b>." Non-count noun"</p> <p><b>3.</b> I saw the <b>milk</b> spill. "no count noun"</p>

- **Definiteness versus Indefiniteness Nouns**
- **The Indefinite Article** "a"/"an" signals that the noun word modified is indefinite, referring to any member of a group. These article is used with singular nouns when the noun is general, the corresponding indefinite quantity word some is sued for plural general nouns. Note that this article is used to indicate membership in profession and so on. In short, it is used in the sense that the speaker and listener do not share a mutual or idea about the modified noun.
- **The Definite Article** "the" is used before singular and plural nouns when the noun word being referred to is particular and specific. The as a definite article signals that the noun is definite, it refers to a particular member of a group. In short, it is used in the sense that the speaker and listener do share a mutual image or idea about the noun being referred. Compare the indefinite and definite articles in the following pairs of sentences.

• <b>The Indefinite Article</b>	• <b>The Definite Article</b>
<p><b>1.</b> I am a teacher of English.</p> <p><b>2.</b> A dog "any dog, there is no specific dog or no particular dog is concerned".</p>	<p><b>1.</b>I am the teacher of English.</p> <p><b>2.</b> The dog of my uncle. "It refers to that specific dog".</p>

		<p><b>3.</b> The coffee in my cup is too hot to drink. "The coffee is a non-countable noun which is made more specific by a limiting modifying phrase".</p>
<p>• <b><u>First versus Sub-sequent Mention</u></b></p>		
<p>The Indefinite Article "a"/ "an" is used to introduce a noun word when it is mentioned for the first time in a piece of writing or speaking while the definite article is used afterward each time you mention that same noun. Compare the indefinite and definite articles used in the following sentences.</p>		
<p>• <b>The Indefinite Article</b></p>	<p>• <b>The Definite Article</b></p>	
<p><b>1.</b> An interesting offer of business was made to a young man. <b>The</b> interesting offer was greatly attracted <b>the</b> young man.</p>	<p><b>1.</b> An interesting offer of business was made to a young man. <b>The</b> interesting offer was greatly attracted <b>the</b> young man.</p>	
<p>• <b><u>General versus Specific</u></b></p>		
<p><b>The</b> "a", "an", and" the" can <b>all be used</b> to indicate that a noun being referred to refers to the whole class to which individual countable nouns belong. This use of articles is called generic, from the Latin word meaning "class". Compare the indefinite and definite articles in the following pairs of sentences.</p>		
<p>• <b>The Indefinite Article</b></p>	<p>• <b>The Definite Article</b></p>	
<p><b>1.</b> A tiger is a dangerous animal. "Any individual tiger"</p> <p><b>2.</b> A mobile phone is a prime example of how technology has changed our lives. - Here, it refers to any one member of a class. Or it means a representation of the class of things <b>.So only one tiger as one individual from all tigers is concerned with this quality.</b></p>	<p><b>1.</b> The tiger is a dangerous animal. "All tigers, tiger as a generic category"</p> <p><b>2.</b> The mobile phone has revolutionized communications of today. - Here, it refers to all the members of a class. Or it means the entire class of things. <b>So all the tigers as one group are concerned with this quality without any exception.</b></p>	

#### 4. Final Note

Before putting the article students must follow the following steps:

1. Identify the noun word that the article word modifies.
2. Identify the type of the target noun word.
3. Identify the meaning of the target noun word whether it is general or specific.
4. Join this identification with the uses mentioned in the lectures.



## Practice

### Exercise 1

Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. There was ..... waiter standing at ..... entrance of ..... restaurant. I ordered him ..... glass of ..... vodka with some juice in it.
2. There was ..... question I wanted to ask ..... biology teacher about ..... kangaroo. She had said ..... kangaroo carried her baby in ..... kind of bag in ..... front part of ..... her body. I wanted to know how many baby kangaroos it could carry at ..... time.
3. "Is that your wife?" "No, my wife's ..... woman in ..... red dress."
4. I work with ..... man and two women. .... man is quite nice, but ..... women are not very friendly.
5. What's in ..... newspaper?
6. Can you show me ..... that book, please?
7. What's ..... name of ..... woman in ..... blue dress?
8. .... water turns into ..... ice at 0 degree C.
9. I like ..... steak, but I don't like ..... eggs.
10. She lives in ..... nice flat on ..... fifth floor of ..... old house.
11. It's terrible - ..... eggs are \$ 2 ..... dozen.
12. There was ..... boy and ..... girl in the room. .... boy was Japanese but ..... girl looked foreign. She was wearing ..... fur coat.
13. This morning I bought ..... newspaper and ..... magazine. .... newspaper is in my bag but I don't know where ..... magazine is.
14. "Have you got ..... car?" "No, I've never had ..... car in my life."
15. We don't go to ..... cinema very much these days. In fact, in ..... town where we live there isn't ..... cinema.

### Exercise 2

Complete with "a", "an", "the" or "-if no article is needed.

1. Paris is .....capital of France. I'd like to visit it one day.
2. Bruce is the only boy at school who can speak ..... Chinese.
3. My grandmother has been playing .....tennis since she was 12.
4. Alice loves walking in .....rain. She likes rainy days rather than sunny ones.
5. Ted is listening to .....news on .....radio. He looks worried.
6. Peter is blind and has got .....guide dog that goes with him everywhere. ....dog is a collie. He couldn't live without it.



7. When we were in Madrid we stayed at .....Ritz, which is .....very expensive hotel.
8. Stella drove .....children to .....town Centre last Monday.
9. It's very hot today and Ben has turned on .....fan to get some fresh air.
10. Granny always makes .....dinner on Thanksgiving Day. She is .....Excellent cook.
11. Anna's cat is sitting on .....window ledge looking at .....moon.
12. Yesterday John and Larry went to .....zoo.
13. Kent goes to .....bed late when he has ..... Exam.
14. David always has .....breakfast in .....kitchen.
15. .... Little boy fell off..... bicycle.
16. .... Children like..... Sweets.
17. I have lost..... book I took out of..... Library.
18. . .... Cats love..... Fish.
19. Smoking..... cigarettes is unhealthy.
20. Mr. and Mrs. Jones go to..... church on..... Sunday.

### Exercise 3

**Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.**

1. John Callaway is ..... bank manager. He works in ..... bank in ..... center of ..... London. Every morning he gets up at seven o'clock, has ..... breakfast and ..... cup of ..... coffee and reads .....” Times”. Then he goes to ..... work by ..... bus. In ..... morning, he usually makes ..... telephone calls, sees ..... customers and ..... dictates ..... letters. He has ..... lunch at ..... restaurant near ..... bank. In ..... afternoon he works until five or five-thirty, and then goes ..... home. He doesn't work on ..... Saturdays or Sundays; he goes to ..... cinema or reads. He likes ..... novels and ..... history. He is not married. He has ..... sister in ..... Oxford and ..... brother in ..... London.
2. Have you got ..... camera
3. ? You need ..... visa to visit ..... foreign countries, but not all of them.
4. When we reached the city center, ..... shops were still open but most of them were already closed.
5. Jack has got ..... very long legs, so he's ..... fast runner.
6. I'm looking for ..... job. And did Ann get ..... job she applied for?
7. Did ..... police find ..... person who stole your bicycle?
8. We went out for ..... meal last night. .... restaurant we went to was excellent.



9. This morning I had ..... boiled egg and toast for breakfast.
10. Tom always gives Ann ..... flowers on her birthday.
11. I went into the shop and asked to speak to ..... manager.
12. There's no need to buy any milk. .... milkman brings it every morning.
13. It was warm and sunny, so we decided to sit in ..... garden.
14. Jane is ..... teacher. Her parents were ..... teachers too.
15. Bill's got ..... big feet.
16. Would you like to be ..... actor?

#### Exercise 4

Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. Tobacco is one of ..... most important products of ..... South.
2. .... fresh air is needed by all people.
3. .... cotton which comes from ..... Alabama is better than ..... cotton which comes from ..... Oklahoma.
4. .... air in this room is fresh.
5. .... important products which we buy from ..... India are ..... tea, ..... cotton, and ..... rice.
6. .... telephone seldom rings in our home.
7. .... silver is ..... conductor of ..... electricity.
8. I get on ..... train at ..... same place every day.
9. .... rain and ..... sun are needed for ..... raising of..... vegetables.
10. Mary is waving to us from across ..... street.
11. .... sun is shining but part of ..... sky is still covered with clouds.
12. .... women use much make-up.
13. Sometimes everyone must take ..... medicine.
14. .... coffee will keep you awake all night.
15. .... medicine which ..... Doctor prescribed helped me.
16. .... tea seems to keep some people awake.
17. He likes to study ..... French.
18. .... coffee is very strong.
19. In that course, we study ..... history of all ..... important countries of Asia.
20. .... coffee which comes from Brazil is ..... best.



## Exercise 5

Complete the following exercise using the indefinite article "a /an" or the definite article "the" in the space provided to you whenever it is necessary. Justify your choice.

1. There was .....knock on .....door. I opened it and found .....small dark man in .....blue overcoat and .....woollen cap.
2. He said he was .....employer of .....gas company and had come to read .....meter.
3. But i had .....suspicion that he was not speaking .....truth because meters readers usually wear .....peaked caps.
4. However, I took him to .....meter, which is in .....dark corner under .....stairs (.....meters are usually in.....dark corners under .....stairs).
5. I asked if he had .....torch; he said he disliked torches and always read .....meters by .....light of .....match.
6. I remembered that if there was .....leak in .....gas pipe there might be .....explosion while he was reading .....meter.
7. He said , "As ..... matter of .....fact, there was .....explosion in .....last house I visited; and Mr. Smith, .....owner of .....house, was burnt in .....face".
8. "Mr. Smith was holding .....lighted match at .....time of .....explosion".
9. To prevent .....possible repetition of this accident, I lend him .....torch.
10. He switched on .....torch, read .....meter and wrote .....reading down on .....back of .....envelope.
11. I said in .....surprise that .....meter readers usually put .....readings down in .....book.
12. He said that he had had .....book but that it had been burnt in .....fire in ..... Mr. Smith's house.
13. By this time I had come to .....conclusion that he was not .....genuine meter reader; and .....moment he left .....house I rang police.
14. Are john and Mary .....cousins? No, they aren't .....cousins; they are ..... brother and .....sister.
15. ....fog was so thick that we could not see .....side of .....road. We followed .....car in front of us and hoped that we were going .....right way.
16. I can't remember .....exact date of .....storm, but I know it was .....Sunday because everybody was at.....church. on .....Monday .....post did not come because .....roads were blocked by .....fallen trees.



## Exercise 6

**Fill in the gaps with the correct article (a, an, the, 0) when necessary.**

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

## Exercise 7

**Complete the following exercise using the indefinite article "a /an", the definite article "the" and the Null Article leave space in the space provided to you whenever it is necessary. Justify your choice.**

1. I have just had .....great idea.
2. Columbus was one of .....first people to cross.....Atlantic Ocean.
3. ....British people drink too much tea.
4. ....Thames flows into .....North Sea.
5. Judith earns 1000 dollars .....month.
6. Dancing .....is more interesting activity than reading.
7. As .....captain of .....ship I have .....complete authority.
8. ....people we met on .....holiday in .....north of England came from .....USA.
9. What is on .....TV today.
10. He was doing eighty miles ..... Hour on .....motorway.
11. How many hours do you work on .....average?
12. You are .....first to reach the top.
13. The people who live in .....Netherlands are called .....Dutch.
14. ....burglar hit me on .....back of my neck.
15. ....football is his whole life.
16. I try to go for .....run four times .....week.
17. Did you read .....book I gave you?
18. Sally went to .....prison to visit her husband.





## Lecture Nine

### The Auxiliary “To be”: Forms and Uses

#### Description of the Lecture

This lecture is about the English auxiliary verb “To be”. It provides the conceptual as well as technical frameworks of the English auxiliary verb “To be” to identify its classification and role within English sentence. The current lecture refers to the relevant definitions, forms, rules, and variations of the English auxiliary verb “To be”. The pedagogical procedures of the lecture count on the related theory and practice.

#### Objectives of the Lecture

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

- Define the term English auxiliaries.
- Show the relationship between English auxiliaries and verbs.
- List the main English auxiliaries as one of the prominent aspects of language.
- Define the first English auxiliary “To be”.
- Introduce the basic rules and forms of the English auxiliary “To be”.
- List the meanings of English auxiliary “To be”.
- Introduce the basic conventions and uses of the English auxiliary “To be”.
- Compose sentences through English auxiliary “To be” showing its different grammatical roles.

#### Introduction

The word verb is among the prominent part of speech. It is among the most wide used words in all English statement. It is not possible to construct or find any English sentence without presence of the verb word. So due to this great importance of the verb the whole content of the second semester turns around English verbs in terms of form, meanings, functions, uses and so on. Before going to present some details of English verbs it is worth to introduce a brief and a macro picture of English verbs.

#### 1. Verb Introduction as a Precursor to English Auxiliaries

**Note:** See the lecture three “English verbs” for more details about verbs. This lecture is concerned only with one class of verbs which is auxiliary verbs. So the whole lecture revolves around this class in terms of two main sections: **ordinary auxiliary verbs** and **modal auxiliary verbs**.

## 1. Definition of Auxiliary Verbs

Basically speaking, auxiliary verbs are function words, a type of closed class which is constituted of words that have a grammatical function as opposed to content words, which are an open class of lexical words. An auxiliary verb is used to add functional or grammatical content to the information expressed by another verb, considered to be the main verb. Auxiliary verbs are also called helping verbs. See the examples below:

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

- **Note 1:**

➤ The distinction between auxiliary verbs and ordinary verbs is quite easy job, you can make the following test:

- If the verb word

1. Allows subject-verb inversion

2. And can take not in the negative form

- Then it is an auxiliary verb. See the examples below for more clarifications:

- **You are** going to travel to London.
- **Are you** going to travel to London?
- You **are not** going to travel to London.

➤ The verb word “**are**” is an auxiliary verb because all the sentences above are grammatical, meaningful and correct.

- You see what I mean.
- See you what I mean?
- You see not what I mean.

➤ The verb word “**see**” is not an auxiliary verb because all the sentences above are not grammatical, meaningful and correct.

## 2. The List of Auxiliary Verbs

All English auxiliary verbs can be divided into **two** main categories. The first category is concerned with the ordinary or “main” auxiliary verbs which is composed of three verbs “to be, to have, and to do” while the second category is about the modal auxiliary verbs which includes the following list of verbs like can, could, may, might, must, ought to, should, will and would.

In English sentences, a lot of important meanings are expressed by the verb phrase –for example questioning, negation, time, completion, continuation, repetition, willingness, possibility, and obligation and so on. So auxiliaries are important part of verbs.

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

#### 2. 1. Form

- **Principal parts:** be, was, been
- **Gerund / present participle:** being
- **Present tense:**

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I am</li> <li>• You are</li> <li>• He is</li> <li>• She is</li> <li>• It is</li> <li>• We are</li> <li>• You are</li> <li>• They are</li> </ul>	<ul style="list-style-type: none"> <li>• I am not</li> <li>• You are not</li> <li>• He is not</li> <li>• She is not</li> <li>• It is not</li> <li>• We are not</li> <li>• You are not</li> <li>• They are not</li> </ul>	<ul style="list-style-type: none"> <li>• Am I?</li> <li>• Are you?</li> <li>• Is he?</li> <li>• Is she?</li> <li>• Is it?</li> <li>• Are we?</li> <li>• Are you?</li> <li>• Are they?</li> </ul>

- **Past tense:**

Affirmative	Negative	Interrogative
<ul style="list-style-type: none"> <li>• I was</li> <li>• You were</li> <li>• He was</li> <li>• She was</li> <li>• It was</li> <li>• We were</li> </ul>	<ul style="list-style-type: none"> <li>• I was not</li> <li>• You were not</li> <li>• He was not</li> <li>• She was not</li> <li>• It was not</li> <li>• We were not</li> </ul>	<ul style="list-style-type: none"> <li>• Was I?</li> <li>• Were you?</li> <li>• Was he?</li> <li>• Was she?</li> <li>• Was it?</li> <li>• Were we?</li> </ul>

<ul style="list-style-type: none"><li>• You were</li><li>• They were</li></ul>	<ul style="list-style-type: none"><li>• You were not</li><li>• They were not</li></ul>	<ul style="list-style-type: none"><li>• Were you?</li><li>• Were they?</li></ul>
--	--	--

## 2. 2. Uses: the auxiliary Verb “to be” is used in the following ways:

### 2. 2. 1. It is used to form tenses

The auxiliary to be is used in form continuous active tenses like present continuous tense, past continuous tense, present perfect continuous tense, past perfect continuous tense, future continuous tense. So thanks to the auxiliary “to be” the speaker and the listener could recognize that the action is in progress, or ongoing as opposed to state. In such a case, progressive be is always followed by the gerund participle form of the verb. See the examples below:

- He **is** working at the university.
- They will **be** satisfied by the answer.
- She **was** carrying out her umbrella.
- The pupils have **been** walking along the river.

### 2. 2. 2. It is used to form the voice of the verb

In addition, it is used to construct all the passive forms in all tenses. To “be” is inserted before the main verb, which then appears in the past participle. So to be has great contribution to distinguish the voice of the verb whether it is active or passive, and henceforth, it expresses clearly the relationship between the subject and the object of the verb. See the examples below:

- They were travelled over the country.
- He **was** followed by the car.
- He is **being** followed.
- He was caught by the police.

- **Note 2:**

You should note that “**be**” can be used also in the continuous forms in the passive voice. See the examples below:

- **Active:** they are carrying him.
- **Passive:** he is being carried.

### 2. 2. 3. “Be + infinitive”

The construction “to be + infinitive” is extremely used and can be used in the following ways:

## 2. 2. 4. To convey order or instructions

This is rather **impersonal** way of giving instructions and is chiefly used with the third person. When used with **you** it often implies that the speaker is passing on instructions issued by someone else see the examples below:

- No one **is to leave** this building without the permission of the police. “This construction indicates that no one must leave the building so it is an order”.
- He **is to stay** here till the return. “He must stay”.
- She **is to find** their way to the station. “They must find their way”.
- Stay here, Tom. The speaker himself is ordering Tom to stay.
- You are to stay here. The speaker may be merely conveying to Tom the wishes of another person

### • Note 3

The distinction **disappears** of course in **indirect speech**, and the construction be + infinitive is an extremely useful way of expressing indirect commands, particularly when the introductory is in the present tense:

- He says, “Wait till I come“. = he says that we **are to wait** till he comes.

**Or** when there is a clause in front of the imperative“:

- He said, “If I fall asleep at the wheel wake up me“. = he said that if he fell asleep at the wheel stage **was to wake** him up“.

It is used also in reporting requests for instructions“

- “Where shall I put it sir? “ He asked = he asked where he **was to put** it.

## 2. 2. 5. To convey a plan: see the examples below:

- She **is to be** married next week.
- The first semester exam **is to take place** one week later.
- The president **is to visit** this town as soon as possible.
- This construction is very much used in newspapers and in newspapers headlines the verb be is often omitted to save space since the latter is important in newspapers. See the examples below:
  - The prime minister **is to make** a statement tomorrow.
  - The director **is to sign** the contract next month.

**Or**

- The prime minister **to make** a statement tomorrow.

- The director **to sign** the contract next month.

- It is worth to mention that the construction could take the present form as well as the past form.

See the examples below:

- He was to go. “Present infinitive”
- He was to have gone. “Perfect infinitive”

• **Note 4:** **Important**

The first of these does not tell whether the plan was carried out or not. The second is used for an unfulfilled plan, for example a plan which was not cored out. See the examples below:

- The Lord Mayor **was to have laid** the foundation stone but he was taken ill last night so the Lady Mayors is doing it instead. “Unfulfilled plan by the Lord Mayor”
- The lecturer was **to have delivered** the lecture but he was absent due to some factors last week so the substitute teacher is going to present it instead. “Unfulfilled lecture by the lecturer”

## 2. 2. 6. The construction “was /were + infinitive”

It can be used to express an idea of destiny. See the examples below:

- He received a blow on the head. It did not worry him at the time but it **was to be** very troublesome later. “Through time it turned out to be or proved troublesome”
- He made great efforts to succeed in the final exam. At the time of the exam he **was to fell** ill and could not go to pass the exam.
- They said goodbye to each, little knowing that they **were never to meet** again.

## 2. 2. 7. The Construction “Be about + Infinitive”

It is used to express the immediate future. The word “**just**” can be added to this construction to make the immediate future event more immediate and precise. The “**past form**” is also possible in such a meaning as well as the expression “**be on the point of + gerund**”. See the examples below:

- They are about to start. They are just going to start or they are on the point of starting
- They are just about to leave.
- He was just about to dive when he saw the shark. Past form

## 2. 2. 8. Be as an Ordinary Verb

- **Be** is the verb normally used to denote the existence of, or to give information about, a person or thing. See the examples below:



- Tom is a carpenter.
- Malta is an island.
- The dog is in the garden.
- The roads were rough and narrow.
- **Be** is used also to express physical or mental conditions. See the examples below:
  - I am cold. Physical condition
  - They will **be** happy. Mental condition
  - Tom **is being** foolish. The speaker is showing this quality
  - You are being stupid. The subject is deliberately acting in this way.
- **Be** is used also for **age, size, weight, and price**. See the examples below:
  - How old **are** you? = I am ten years old.
  - What **is** your weight? = I am 65 kilos or I weigh 65 kilos
  - How much **is** this melon? = It is one dollar.

## Practice

### Exercise 1

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

**Note.** The verb, in the passive, be can be used in the continuous tenses.

1. ....late once is excusable but ..... late every day is not.
2. He ordered that all lights .....**“extinguish”**
3. How long you .....here
4. My flat was full of dust because the old house just opposite. **“pull down”**
5. He asked where he .....it. **“Put”** I could told him to put it on the mantelpiece.
6. It .....difficult to read a newspaper upside down use negative
7. You ..... here till I return. That is an order. **“stay”**
8. He suggests that prominent people .....to contribute. **“ask”**
9. Even if you .....to go on your knees to him I do not think that it would make him change his mind.
10. I .....on a catering course when I leave school. My parents have arranged it. **“Go”**
11. What is happening now? The injured man .....out of the arena. **“carry”**
12. It is better .....too than too late.
13. I wish you .....here. I miss you very much.



14. Why did you leave him behind? You .....him with you. Those were your instructions. **“Take”**
15. She is learning Italian. She .....by a professor from Milan. **“Teach”**
16. I know I .....half an hour late yesterday but I .....half an hour early tomorrow. I would rather you .....punctual every day.
17. It is impossible .....right every time.
18. He .....here by seven but now it is nine and there is no sign of him. **“Be”**
19. They decided that voting papers .....to all members. **“Send”**
20. There .....eggs for breakfast tomorrow?
21. If only I .....there but I was not
22. The Queen .....the new hospital next week. **“Open”**
23. I could not see the man who was guiding us and I did not know where we ..... **“take”**
24. It .....a trilogy but in the end the author found that he had only enough material for two volumes. **“be”**

### Exercise 3

**Insert it is/there is in the spaces. In some sentences, contracted plural, negative and interrogative forms, or the past or future tense are required.**

1. Why don't you go for a walk? . . . . . a pity to stay in when . . . . . so nice outside.
2. .. not any shadows because ..... not any sun.
3. .... going to be a bus strike tomorrow. ~ .....all right if ..... a fine day; but if ..... wet ... long queues on the Underground.
4. .... not any glass in the windows; that is why . . . . . so cold in the room.
5. .... very wet yesterday; ..... impossible to go out.
6. ... a lot of rain last week. .... floods everywhere.
7. .... a thick fog last night. ... several accidents on the motorway.
8. ... foolish to drive fast when ... foggy.
9. .... difficult to find your way round this town. . . . . so many streets all looking exactly alike.
10. Come on, children! ..... time to get up! ..... nearly breakfast time.
11. . . . . lunch time when we get to York, so let's have lunch there.~ No, ..... not be time for lunch because our train to Edinburgh leaves York at 13.15.
12. .... a funny smell here. .... turpentine?
13. .... all sorts of stories about Robin Hood, but ... not known exactly who he was or what he did.
14. .... said that if you break a mirror you'll be unlucky for seven years.





15. As he had very bad sight ... ..... difficult for him to recognize people.
16. 'Can I have a *Telegraph*, please?' said the customer. I'm afraid ... ..... not any left,' said the newsagent. 'But . . . . . a *Guardian* on the rack beside you. Why not take that? ..... just as good.'
17. .... not necessary to carry your passport everywhere with you but ... ..... advisable to carry some document of identity.
18. ....a guard outside the door and ..... bars on the windows. .... impossible to escape.
19. ....a garage behind the hotel? ~ Yes, but ... ..... rather full. I don't think ... ..... room for your car.
20. One night . . . . . a heavy fall of snow which blocked all the roads. Luckily ... ..... plenty of food in the house.



## Lecture Ten

### The Auxiliary “To have”: Forms and Uses

#### Description of the Lecture

This lecture is about the English auxiliary verb “To have”. It provides the conceptual as well as technical frameworks of the English auxiliary verb “To have” to identify its classification and role within English sentence. The lecture refers to the relevant definitions, forms, rules, and variations of the English auxiliary verb “To have”. The pedagogical procedures of the lecture count on the relevant theory and exercise of the English auxiliary verb “To have”.

#### Objectives of the Lecture

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

- Define the first English auxiliary “to have”.
- Introduce the basic rules and forms of the English auxiliary “to have”.
- List the meanings of English auxiliary “to have”.
- Introduce the basic conventions and uses of the English auxiliary “to have”.
- Compose sentences through English auxiliary “to have” with its different grammatical roles.

#### 1. “To have”: Forms, Meanings and Uses

##### 1. Form

- **Principle parts:** have, had, had
- **Gerund / present participle:** having
- **Present tense:**

Affirmative	Negative	Interrogative
• I have	• I have not	• Have I?
• You have	• You have not	• Have you?
• He has	• He has not	• Has he?
• She has	• She has not	• Has she?
• It has	• It has not	• Has it?
• We have	• We has not	• Have we?
• You have	• You has not	• Have you?
• They have	• They has not	• Have they?

- **Past tense:** had for all persons in affirmative, negative and interrogative forms

## 2. Uses

The auxiliary verb “to have” is used in the following ways:

### 2. 1. It is used to form tenses

Have is used with the past participle of the main verb to form perfect tenses like present perfect, past perfect, future perfect and perfect conditional. The main idea of have within these tenses is or describes completed action. See the examples below:

- I **have done** my job.
- She **has revised** all the lessons.
- They **had found** the answer before the young boy.

### 2. 2. The Construction Have + Object + Past Participle

This construction can be used to express more neatly sentences of the type **I employed someone to do something for me**. In order to preserve the meaning so we must keep this order of words otherwise the meaning will be changed. This idea is understood through the examples below:

- I employed some to clean my car. We can say instead: = I **had my car cleaned**.
- I got a man to sweep my chimneys. We can say: = I **had my chimneys swept**.
- I hired your car to travel to the city. We can say: = I **had your car travelled** to the city.
- I found someone to cut my hair. We can say: =I **had my hair cut**.

#### Note 4

When **have** is used in this way the negative and interrogative of its present and past tenses are formed with do. See the examples below:

- Do you have your windows cleaned every month? = I do not have them cleaned.
- He was talking about having central heating put in. = did he have it put in the end?

#### Note 5

This construction can also be used colloquially to replace a passive voice verb, usually one concerning some accident or misfortune. See the examples below:

- His fruit was stolen before he had a chance to pick it. This can be replaced by = he had his fruit stolen before he had a chance to pick it.

## 2. 3. Had Better + Bare Infinitive

Had here is an unreal past, the meaning is present or future. It is worth to mention that the negative form is formed with not after better. This construction is usually contracted after pronouns and after in speech is sometimes so unstressed as to be almost inaudible. In addition this construction is not normally used in the ordinary interrogative form, but is sometimes used in the negative interrogative as an advice form. The construction you had better is a very useful advice form. It is worth to mention also that this construction is unchanged with the first or third person in indirect speech while it can be changed or remain unchanged with the second person. See the examples below:

- I **had better ring** him at once / tomorrow.
- I **had better tell** him the truth.
- I **had better pass** the exam.
- You had better not miss the last bus. It would be unwise to miss it or I advise /warn you not to miss the bus.
- Had not you better ask him first? Negative interrogative
- You had better fly. It would be best for you to fly, or I advise you to fly

## 2. 4. Have + Object + Present Participle

A. This expression is often used with a period of future time:

- I will have you driving in three days. = as a result of my efforts, you will be driving in three days.

It can also be used in the past of present:

- He had them all dancing. = he ought /persuaded them all to dance.
- I have them all talking to each other. = I encourage/persuaded them all to talk to each other.

It can be used in the interrogative:

- Will you really have her driving in three days

But not often used in the negative.

B. If you give all-night parties you will have the neighbors complaining. = the neighbors will complain/will be complaining.

- If film stars put their numbers in telephone books they would have everyone ringing them up. = everyone would ring/would be ringing them up.



**You will have** in the first example conveys the idea –this will happen to you-. **Similarly they would have**, in the second example conveys the idea -\*this would happen to them-.

- If you do not put a fence round your garden you will have people walking in and stealing your fruits. =people will walk and steal /will be walking in and stealing in the sense that this will happen to you.

The construction can be used in the interrogative and negative:

- When they move that bus stop, you will not have people sitting in your steps waiting for the bus anymore.

This structure is chiefly used for actions which would be displeasing to the subject of have, as in the above example, but it can be used for an action which is not displeasing.

- When he became famous m he had people stopping him in the street and asking for his autographs=
- When he became famous, people stopped him in the street and asked for his autograph.

### 3. Have as an Ordinary Verb

#### 3. 1. Form

Affirmative	Negative	Interrogative
• I have	• I have not	• Have I?
• You have	• You have not	• Have you?
• He has	• He has not	• Has he?
• She has	• She has not	• Has she?
• It has	• It has not	• Has it?
• We have	• We has not	• Have we?
• You have	• You has not	• Have you?
• They have	• They has not	• Have they?

#### 3. 2. Uses of Have as an Ordinary Verb

- Have is conjugated with do for habitual actions.
  - Do you often have headache

When there is not this idea of habit, they have not –got- /have you –got- forma are more usual in Britain, whereas other English-speaking countries use to do forms here also.



- Can you help me now
- Do you have time

Where an Englishman would probably say,

- Can you help me now = have you got time

### 3. 2. 1. Have Meaning Take and Give

- Have can also be used to mean
  - Take a meal/food/drink/bath/lesson .....
  - Give a party/entertain
  - Encounter. Difficulties/troubles .....
  - Experience, enjoy
- Have when used as above obeys the rules for ordinary verbs
  - It is never followed by got.
  - Its negative and interrogative are made with do/did
  - It can be used in the continuous tenses
    - We are having breakfast early tomorrow = near future
    - She is having twenty people to dinner next Monday = near future
    - I cannot answer the telephone. I am having a bath. = present
    - How many English lessons do you have a week = I have six
    - You have coffee at eleven, do not you = habit
    - Ann has breakfast in bed, but Mary does not = habit
    - Will you have some tea= this is an invitation. We can omit will you and say have some tea
    - Did you have a good time at the theatre = did you enjoy yourself
    - Have a good time = enjoy yourself
    - I am having a wonderful holiday.
    - I did not have a very good journey.
    - Do you have earthquakes in your country =yes, but we do not have them very often.

## Practice

### Exercise 1

**Part 1: fill in the spaces by inserting the correct form of have. Use am, is, are having as a future form. Get can be used instead of have.**

1. I .....my house painted. That is why there is all this mess.



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

## Exercise 2

**Part 2: fill in the spaces by inserting the correct form of have, the past participle of the verb in brackets and, where necessary, a pronoun.**

13. Your ankle is very swollen. You would better .....it .....x “ray”
14. Your roof is leaking, you should .....it ..... “repair”
15. The trousers are too long, I must ..... “shorten”
16. No one will be able to read your notes. I know, I .....them ..... “type”
17. That is a good piano but you should .....it ..... “tune”
18. Why do not you.....the document .....? “photocopy”
19. He did not like the color of the curtains so he ..... “dye”
20. He went to a garage to .....the puncture. “mend”
21. His arm was broken so he had to go to hospital to ..... “set”
22. The battery is all right now. I .....just .....it. “recharge”
23. It is a beautiful photo. I am going to ..... “enlarge”
24. Be careful of those knives. I .....just ..... “sharpen”

## Exercise 3

**Part 3: rewrite the sentences using a have + object + past participle construction and omitting the words in bold type.**

**Example:** I employed a plumber to examine my boiler. = We say I had my boiler examined.



25. **I pay a garage** to service my car.
26. The tap keeps dripping so I must **send for a number** to see to it.
27. **I paid a watchmaker** to clean my watch.
28. **An artist** is painting her portrait. She .....
29. The **arranged for the police** to arrest the man.
30. **He paid a lorry driver** to tow the car to a garage.
31. They are **employing builders** to build a garage.
32. **I pay a window cleaner** to clean my windows every month.
33. **I went to an oculist and** he tested my eyes for me.
34. **The old gypsy** is telling Tom fortune. Tom .....
35. **I asked the fish monger** to open the oysters **for me**.
36. **I went to a jeweler and he** pierced my ears **for me**.

#### Exercise 4

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

1. We ..... Some friends in for dinner tomorrow night.
2. You .....a good journey yesterday?
3. Do not disturb him, he .....a rest.
4. We .....lunch early tomorrow.
5. How many lessons he .....a week? He usually .....four.
6. You .....earthquakes in your country?
7. What time do you .....breakfast? We usually .....it at 8.00.
8. What you .....for breakfast? We .....toast and coffee.
9. Why you .....a cooked breakfast? It is too much trouble. **Negative**
10. Why were they making such a noise? They ..... an argument.
11. You .....a thunder some yesterday?
12. Come in, we .....a debate.
13. You .....a cup of coffee? Yes, please.
14. We .....a meeting tomorrow to discuss safety precautions.
15. The tree just missed the roof, we .....a very lucky escape.
16. How did you damage your car? You .....an accident?
17. I .....a look at that house tomorrow. If I like it I will buy it.
18. We .....very bad weather just now.





19. I ..... a very interesting conversation with the milkman when my neighbor interrupted me.
20. English people always .....roast beef for lunch on Sundays?

### Exercise 5

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

1. We ..... some friends in for dinner tomorrow night.
2. You ..... a good journey yesterday?
3. Don't disturb him; he ..... a rest.
4. We ..... lunch early tomorrow.
5. How many lessons he ..... a week? ~ He usually ..... four.
6. You ..... earthquakes in your country?
7. What time you ..... breakfast? ~ We usually ..... it at 8.00.
8. What you ..... for breakfast? ~ We ..... toast and coffee.
9. Why you ..... a cooked breakfast? (*negative*) ~ It's too much trouble.
10. Why were they making such a noise? - They ..... an argument.
11. You ..... a thunderstorm yesterday?
12. Come in, we ..... a debate.
13. You ..... a cup of coffee? ~ Yes, please.
14. We ..... a meeting tomorrow to discuss safety precautions.
15. The tree just missed the roof, we ..... a very lucky escape.
16. How did you damage your car? You ..... an accident?
17. I ..... a look at that house tomorrow. If I like it I'll buy it.
18. We ..... very bad weather just now.
19. I ..... a very interesting conversation with the milkman when my neighbor interrupted me.
20. English people always ..... roast beef for lunch on Sundays?



## Lecture Eleven

### The Auxiliary “To do”: Forms and Uses

#### Description of the Lecture

This lecture is about the English auxiliary verb “To do” of English grammar. It provides the conceptual as well as technical frameworks of the English auxiliary verb “To do” to identify its classification and role within English sentence. The lecture refers to the relevant definitions, forms, rules, and variations of the English auxiliary verb “To do”. The pedagogical procedures of the lecture count on the theory and exercises.

#### Objectives of the Lecture

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

- Define the first English auxiliary “to do”.
- Introduce the basic rules and forms of the English auxiliary “to do”.
- List the meanings of English auxiliary “to do”.
- Introduce the basic conventions and uses of the English auxiliary “to do”.
- Compose sentences through English auxiliary “to do” with its different grammatical roles.

#### 1. Form

- **Principle parts:** do, does, did
- **Gerund / present participle:** doing
- **Past participle:** done
- **Present tense:**

Affirmative	Negative	Interrogative
• I do	• I do not	• Do I?
• You do	• You do not	• Do you?
• He does	• He does not	• Does he?
• She does	• She does not	• Does she?
• It does	• It does not	• Does it?
• We do	• We does not	• Do we?
• You do	• You does not	• Do you?
• They do	• They does not	• Do they?

## 2. Uses of to Do

### 2. 2. In Questions

The presence of an auxiliary (or copular) verb allows subject–auxiliary inversion to take place<sup>1</sup> as is required in most interrogative sentences in English. If there is already an auxiliary or copula present, *do*-support is not required when forming questions:

- **He will** laugh. → **Will he** laugh? (the auxiliary *will* inverts with the subject *he*)
- **She is** at home. → **Is she** at home? (the copula *is* inverts with the subject *she*)

This applies not only in yes–no questions but also in questions formed using interrogative words:

- When **will he** laugh?

However, if there is no auxiliary or copula present, inversion requires the introduction of an auxiliary in the form of *do*-support:

- I know. → **Do I** know? (Compare: \*Know I?)
- He laughs. → **Does he** laugh? (Compare: \*Laughs he?)
- She came home. → **Did she come** home? (Compare: \*Came she home?)

The finite (inflected) verb is now the auxiliary *do*; the following verb is a bare infinitive which does not inflect: *does he laugh?* (Not *laughs*); *did she come?* (Not *came*).

In negated questions, the negating word *not* may appear either following the subject, or attached to the auxiliary in the contracted form *n't*. That applies both to *do*-support and to other auxiliaries:

- Why **are you not** playing? / Why **aren't you** playing?
- **Do you not** want to try? / **Don't you** want to try?

The above principles do not apply to *wh*-questions if the interrogative word is the subject or part of the subject. Then, there is no inversion and so there is no need for *do*-support: *Who lives here?*, *Whose dog bit you?*

The verb *have*, in the sense of possession, is sometimes used without *do*-support as if it were an auxiliary, but this is considered dated. The version with *do*-support is also correct:

- Have you any idea what is going on here?

- **Do you have** any idea what is going on here?
- (Have you got any idea what is going on here? – the order is similar to the first example, but have is an auxiliary verb here)

## 2. 2. With *not* for Negative Constructions

In the same way that the presence of an auxiliary allows question formation, the appearance of the negating word *not* is allowed as well. Then too, if no other auxiliary or copular verb is present, *do*-support is required

- He **will** laugh. → He **will not** laugh. (*not* attaches to the auxiliary *will*)
- She laughs. → She **does not** laugh. (*not* attaches to the added auxiliary *does*)

In the second sentence, *do*-support is required because Modern Idiomatic English does not allow forms like *\*She laughs not*. The verb *have*, in the sense of possession, is sometimes negated thus:

- I **haven't** the foggiest idea.

Most combinations of auxiliary/copula plus *not* have a contracted form ending in *-n't*, such as *isn't*, *won't*, etc. The relevant contractions for negations formed using *do*-support are *don't*, *doesn't* and *didn't*. Such forms are used very frequently in informal English.

*Do*-support is required for negated imperatives even when the verb is the copula *be*:

- **Do not** do that.
- **Don't be** silly.

However, there is no *do*-support with non-finite, as they are negated by a preceding *not*:

- It would be a crime **not to help** him (the infinitive *to help* is negated)
- **Not knowing** what else to do, I stood my ground (the present participle *knowing* is negated)
- **Not eating vegetables** can harm your health (the gerund *eating* is negated)

With subjunctive verb forms, as a present subjunctive, *do* is infrequently used for negation, which is frequently considered ambiguous or incorrect because it resembles the indicative. The usual method to negate the present subjunctive is to precede the verb with a *not*, especially if the verb is *be* (as *do*-support with it, whether it be indicative or subjunctive, is ungrammatical):

- I suggest that he **not receive** any more funding (the present subjunctive *receive* is negated)



- It is important that he **not be** there (the present subjunctive *be* is negated)

As a past subjunctive, however, *did* is needed for negation (unless the verb is *be*, whose past subjunctive is *were*):

- I wish that he **did not know** it.
- I wish that he **were not** here.

The negation in the examples negates the non-finite predicate. Compare the following competing formulations:

- I **did not** try to laugh. vs. I tried **not to laugh**.
- They **do not** want to go. vs. They want to **not go**.

There are two predicates in each of the verb chains in the sentences. *Do*-support is needed when the higher of the two is negated; it is not needed to negate the lower nonfinite predicate.

For negated questions, see the questions section above. For negated elliptical sentences, see the elliptical sentences section below.

### 2. 3. Negative Inversion

The same principles as for question formation apply to other clauses in which subject–auxiliary inversion is required, particularly after negative expressions and expressions involving *only* (negative inversion):

- Never **did he** run that fast again. (wrong: \*Never he did run that fast again. \*Never ran he that fast again.)
- Only here **do I** feel at home. (wrong: \*Only here feel I at home.)

### 2. 4. Further Uses

In addition to providing *do*-support in questions and negated clauses as described above, the auxiliary verb *do* can also be used in clauses that do not require *do*-support. In such cases, *do*-support may appear for pragmatic reasons.

## 2. 4. 1. for Emphasis

The auxiliary generally appears for purposes of emphasis, for instance to establish a contrast or to express a correction:

- Did Bill eat his breakfast? Yes, he **did** eat his breakfast (did emphasizes the positive answer, which may be unexpected).
- Bill doesn't sing, then. No, he **does** sing (does emphasizes the correction of the previous statement).

As before, the main verb following the auxiliary becomes a bare infinitive, which is not inflected (one cannot say *\*did ate* or *\*does sings* in the above examples).

As with typical *do*-support, that usage of *do* does not occur with other auxiliaries or a copular verb. Then, emphasis can be obtained by adding stress to the auxiliary or copular:

- Would you take the risk? Yes, I **would** take the risk.
- Bill isn't singing, then. No, he **is** singing.

(Some auxiliaries, such as *can*, change their pronunciation when stressed; see Weak and strong forms in English.)

In negative sentences, emphasis can be obtained by adding stress either to the negating word (if used in full) or to the contracted form ending in *n't*. That applies whether or not *do*-support is used:

- I **wouldn't** (or would **not**) take the risk.
- They **don't** (or do **not**) appear on the list.

Emphatic *do* can also be used with imperatives, including with the copula *be*:

- Do take care! Do be careful!

## 2. 5. Further Notes about to do

The so-called *emphatic do* has many uses in English.

- a. To add emphasis to an entire sentence: "He does like spinach. He really does!"
- b. To add emphasis to an imperative: "Do come in." (actually softens the command)

- c. To add emphasis to a frequency adverb: "He never did understand his father." "She always does manage to hurt her mother's feelings."
- d. To contradict a negative statement: "You didn't do your homework, did you?" "Oh, but I did finish it."
- e. To ask a clarifying question about a previous negative statement: "Ridwell didn't take the tools." "Then who did take the tools?"
- f. To indicate a strong concession: "Although the Clintons denied any wrong-doing, they did return some of the gifts."

## 2. 4. 2. in Elliptical Sentences

The auxiliary *do* is also used in various types of elliptical sentences, where the main verb is omitted (it can be said to be "understood", usually because it would be the same verb as was used in a preceding sentence or clause). That includes the following types:

- Tag questions:
  - He plays well, **doesn't he?**
  - You don't like Sara, **do you?**
- Elliptical questions:
  - I like pasta. **Do you?**
  - I went to the party. Why **didn't you?**
- Elliptical statements:
  - They swam, but **I didn't.**
  - He looks smart, and so **do you.**
  - You fell asleep, and **I did,** too.

Such uses include cases that *do*-support would have been used in a complete clause (questions, negatives, inversion) but also cases that (as in the last example) the complete clause would normally have been constructed without *do* (*I fell asleep too*). In such instances *do* may be said to be acting as a pro-verb since it effectively takes the place of a verb or verb phrase: *did* substitutes for *fell asleep*.

As in the principal cases of *do*-support, *do* does not normally occur when there is already an auxiliary or copula present; the auxiliary or copula is retained in the elliptical sentence:

- He **is** playing well, **isn't** he?
- I **can** cook pasta. **Can** you?
- You **should** get some sleep, and I **should** too.

However, it is possible to use *do* as a pro-verb even after auxiliaries in some dialects:

- Have you put the shelf up yet? I haven't done (or I haven't), but I will do (or I will).

(However it is not normally used in this way as a *to*-infinitive: *Have you put the shelf up? I plan to*, rather than *\*I plan to do*; or as a passive participle: *Was it built? Yes, it was*, not *\*Yes, it was done*.)

Pro-verbal uses of *do* are also found in the imperative: *Please do. Don't!*

### 3. Use of *do* as Main Verb

Apart from its uses as an auxiliary, the verb *do* (with its inflected forms *does, did, done, doing*) can be used as an ordinary lexical verb (main verb):

- **Do** your homework!
- What are you **doing**?

Like other non-auxiliary verbs, *do* cannot be directly negated with *not* and cannot participate in inversion so it may itself require *do*-support, with both auxiliary and lexical instances of *do* appearing together:

- They **didn't do** the laundry on Sunday. (*did* is the auxiliary, *do* is the main verb)
- Why **do** you **do** karate? (the first *do* is the auxiliary, the second is the main verb)
- How **do** you **do**? (a set phrase used as a polite greeting)

#### 3. 1. Meaning Contribution

In the various cases seen above that require *do*-support, the auxiliary verb *do* makes no apparent contribution to the meaning of the sentence so it is sometimes called a **dummy auxiliary**. Historically, however, in Middle English, auxiliary *do* apparently had a meaning contribution, serving as a marker of aspect (probably perfective aspect, but in some cases, the meaning may have been imperfective). In Early Modern English, the semantic value was lost, and the usage of forms with *do* began to approximate that found today.

#### 3. 2. Origins

Some form of auxiliary "do" occurs in all West Germanic languages except Afrikaans. It is generally accepted that the past tense of Germanic weak verbs (in English, -ed) was formed from a





combination of the infinitive with a past tense form of "do", as exemplified in Gothic.<sup>12</sup> The origins of the construction in English are debated: some scholars argue it was already present in Old English, but not written due to stigmatization.<sup>13</sup> Scholars disagree whether the construction arose from the use of "do" as a lexical verb in its own right, or whether periphrastic "do" arose from a causative meaning of the verb or vice versa.<sup>23</sup> Examples of auxiliary "do" in Old English writing appear to be limited to its use in a causative sense, which is parallel to the earliest uses in other West Germanic languages. Others argue that the construction arose either via the influence of Celtic speakers<sup>1</sup> or that the construction arose as a form of colorization when native speakers addressed foreigners and children.

## Practice

### Exercise 1

**Some auxiliaries when used in certain ways make their negative and interrogative according to the rule for ordinary verbs, i.e. with do. Sometimes either form is possible. Make the sentences (a) negative and (b) interrogative, using do/does/did.**

1. She does the housework.
2. He needs more money.
3. He had a row with his boss.
4. She had a heart attack.
5. Her hair needed cutting.
6. He does his homework after supper.
7. She has a singing lesson every week.
8. She had to make a speech.
9. He does his best.
10. He has to get up at six every day.
11. The children have dinner at school.
12. She dared him to climb it.
13. You did it on purpose.
14. He has his piano tuned regularly.
15. He dares to say that!
16. They had a good time.
17. The drink did him good.
18. My watch needs cleaning.
19. He had an accident.
20. You had your house painted.



10. I've come without any money. . . . . you possibly lend me J5?
11. Ann: . . . . . we meet at Piccadilly Circus?
12. Tom: It . . . . . be better to meet at the theatre. We . . . . . miss one another at Piccadilly.
13. . . . . you like to come canoeing with me next weekend?
14. Mary: I . . . . . to pay 20p. for this little chap on the bus yesterday.
15. Ann: My little boy's under three so I . . . . . (*No obligation. Use present tense.*) to pay for him.
16. The plane . . . . . landed (*unfulfilled plan*) at Heathrow, but it has been diverted to Gatwick.
17. You've spelt it wrong. There . . . . . be another 's'.
18. You . . . . . told me! (*I'm disappointed that you didn't tell me.*)
19. We . . . . . to take a taxi. Otherwise we'll be late.
20. At the holiday camp we . . . . . to get up at six and bathe in the river. Then we . . . . . come back and cook an enormous breakfast, (*routine actions*)
21. Tom . . . . . know the address. (*Tom probably knows.*)
22. Tom . . . . . know the address. (*I'm sure that Tom knows.*)
23. I've lost my umbrella! I . . . . . left it on the bus! (*deduction*)
24. Theatre regulations: At the end of the performance the public . . . . . (*are permitted to*) leave by all exit doors.
25. If I . . . . . you I'd get a taxi.
26. Did you paint it yourself or did you . . . . . it painted?
27. You . . . . . (*negative*) to be driving so fast. There's a speed limit here.
28. You . . . . . (*request*) get me some aspirin when you're at the chemist's.

## Lecture Twelve: English Modals

### Description of the Lecture

This lecture is concerned with the English modals as parts of English grammar. It provides the conceptual as well as technical frameworks of English modals to identify their classification and role within English sentence. The lecture refers to the relevant definitions, meanings and uses English modals. The pedagogical procedures of the lecture count on both the related theory and exercises.

### Objectives of the Lecture

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

- Define the terms modality and mood and English modals.
- List the main aspects of English modals as one of the prominent aspects of language and grammar.
- Introduce the basic principles of English modals.
- Recognize how English modals function in sentences.
- Introduce the English modals “may and can”.
- Be familiar the basic forms of “May and can”.
- Be familiar the different meanings and uses of “may and can”.
- Compose sentences through the English modals “may and can” showing their relations with sentence.

### Introduction

In English grammar, modal verbs are a special group of verbs that help to give a special meaning to a full verb and help to express the accurate mood of the information hidden within the utterance. They have many specific features that differentiate them from full verbs. Thanks to them the full verb indicates the right type of modality that is: ability, duty, obligation, possibility, suggestion, feeling, opinion, advisability or arrangement and the speaker is able to express a large scale of various smaller or bigger changes in temper as well differentiate one's state of mind.

#### 1. Definition of Mood and Modality

Before we approach the term modal verbs, it is worth to mention the meaning of the mood and modality. The latter term is a kind of mood that the modal helps to create with the main verb in order to change the communicative function. To be linguistically precise, modality covers the functions of

modal verbs, and can be defined as the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgment of the likelihood of the proposition it expresses.

## 2. Definition of Modal Verbs

A modal verb is a special type of verb functioning as an essential linguistic device when the insertion of which into a non-modal environment helps to create a different understanding of the whole utterance. The modal verb is alternatively called "modal auxiliary", "helping verb", or "secondary auxiliary". The main idea of modals is that we do not normally use them to say that situations definitely exist or that particular events have definitely happened. We use them, for example, to talk about things which we expect, which are or are not possible, which we think are necessary, which we want to happen, which we are not sure about, which tend to happen, or which have not happened. See the examples below:

- He may arrive at any time.
- She could be in London or Paris.
- I think you ought to see a lawyer.
- You may have told me Frances was ill.

- **Note 1:**

Most of the meanings of the modal verbs can be divided into two groups. One is to do with **degrees of certainty**: modal verbs can be used to say for instance that a situation is certain, probable, possible, or impossible. The other is to do with **obligation, freedom to act and similar ideas**: modal verbs can be used to say that somebody is obliged to do something, that she or he is able to do something, that there is nothing to stop something happening, that it would be better if something happened or did not, or that something is permitted or forbidden.

This type of verbs has certain principal features in which it significantly differs from the full verb and also from its relative, the primary auxiliary verb. Those features are listed in the table below.

## 3. Principal Features of Modal Auxiliaries

- Modal verbs have no "s" in the third person singular. See the examples below:
  - She **may** know his address.
  - He **must** learn the lesson.
- Questions, negatives, tags and short answers are made without do. See the examples below:
  - Can you swim? Yes, I can.
  - He should not be doing that, should he?



- After modal auxiliary verbs, we use the infinitive without "to" of other verbs. Ought is an exception. See the examples below:
  - I must water the flowers.
  - I may not be working tomorrow.
- Modal verbs do not have infinitives or participles, and they do not normally have past forms "though would, could, should and might can sometimes be used as past tenses of will, can, shall and may". Other expressions are used when necessary. See the examples below:
  - I would like to be able to skate. "Not to can skate"
  - People really had to work hard in those days.
- However, certain past ideas can be expressed by a modal verb followed by a perfect infinitive "have + past participle". See the examples below:
  - You **should have told** me you were coming.
  - I think I **may have annoyed** you.

#### 4. May and Can for Permission and Possibility

##### 4. 1. Permission

##### 4. 2. Form

• May	• Can
<ul style="list-style-type: none"> <li>• <b>May</b> for all persons in the present and future</li> <li>• <b>Might</b> in the conditional and after verbs in a past tense</li> <li>• <b>Negative:</b> may not / might not</li> <li>• <b>Interrogative:</b> may I? / might I?</li> <li>• <b>May</b> is followed by the bare infinitive.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can</b> for all persons in the present and future.</li> <li>• <b>Could</b> for past and conditional</li> <li>• <b>Negative:</b> cannot / could not</li> <li>• <b>Interrogative:</b> can I? / could I?</li> <li>• <b>Can</b> is followed by the bare infinitive.</li> </ul>

#### 4. 3. May and Can Used for Permission in the Present or Future

##### 4. 3. 1. A: First Person

- **I / we can** is the most usual form: see the example below:
  - I can take a day off whenever I want.
- **I / we may** meaning "I or we have permission to ....." is possible:
  - I may leave the office as I have finished.

- **I / we may or might** is a little more usual in indirect speech:
  - You may leave when you have finished.

#### 4. 3. 2. B: Second Person

**Here may is chiefly used when the speaker is giving permission. See the example below:**

- You may park here. It means that I give you permission to park. It does not normally mean the police or someone else allows you to park or you have a right to park.
- **Can in this case**, can be used as an informal alternative to may here. But it can also be used to express the idea of having permission. So to say: you can park here can mean. I, the police, or somebody also allow or you have a right to park here. Similarly
  - You can take two books home with you can mean I allow it, the library allow it.

#### 4. 3. 3. C: Third Person

**May** in this case, can be used as in B above when the speaker is giving permission:

- He may take my car. It means that I give him permission to take it.
- They may phone the office and reverse the charges. It means I give them permission. It is worth to mention here that this construction is chiefly used in **impersonal** statements concerning authority and permission. See the examples below:
  - In certain circumstances a police officer may = has the right to ask a driver to take a breath test.
  - You cannot eat here in the library. It means that I do not allow, the library does not allow or it is not the proper thing to do.

#### Note 2

- **Could or was / were allowed to** for permission in the past. See the example below:
  - On Sundays we could –were allowed to – stay up late.
- When a particular action was permitted and performed we use was or were allowed to instead of could. See the example below:
  - I had a visa so I was allowed to cross the frontier.
- **Could not-** however can be used a little more widely used than could. See the example below:
  - We could not bring our dog into the restaurant. While the opposite of this would be: we were allowed to bring etc.

## 4. 4. Possibility

### 4. 4. 1. May /Might for Possibility

#### 4. 4. 1. 1. A. May /Might + Present Infinitive

It can express possibility in the present or future. See the examples below:

- He may / might tell his wife. Perhaps he tells or will tell his wife.
- He may / might emigrate.

#### 4. 4. 1. 2. B. May /Might for Present or Future Possibility

Normally either forms can be used, might slightly increase the doubt. You should note that in speech we can also indicate increased doubt by stressing may /might. See the examples below:

- Tom may lend you the money. This construction with a strong stress on **May** implies that this is not very likely.
- Tom might lend you the money. This construction with a strong stress on might implies this meaning –I do not think this is at all likely /I think it is unlikely.

#### 4. 4. 1. 3. C. May /Might not + Perfect Infinitive

This construction is used in speculations about past actions. The word "**might**" must be used when the main verb is in a past tense. In addition, it is worth to mention that might, not may, must be used when the uncertainty no longer exist. Another idea, might not may, is also used when the matter was never put to the test. See the examples below:

- He may /might have gone. "It means that it is possible that he went or perhaps he went".
- He said that she might have missed the plane. "After the main verb in the past"
- He came home alone. "You should not have let him do that, he might have lost. But he did not get lost; the uncertainty here does no longer exist".
- Perhaps we should have taken the other road. It might have been quicker. "this road has not yet tested"
- It is a good thing you did not lend him the money. You might never have got it back.

#### 4. 4. 1. 4. D. May /Might

**Can** be used in conditional sentences instead of will /would to indicate a possible instead of a certain result. See the examples below:





- If he sees you he will stop. ""Certain"
- If he sees you he may stop. "possible"

### Note 3

- **Can used to express possibility "general" and "occasional" possibility**

The construction "subject + can" can mean it is possible. That is to say, circumstances permit" this is quite different form the kind of possibility expressed by may". See the examples below:

- You can ski on the hills. It means there is enough snow.
- We cannot bathe here on account of the sharks. It means that it is not safe.

- Can also express occasional possibility. See the examples below:

- Measles can be quite dangerous. It means that it is possible for them to be quite dangerous but sometimes are not.

## Practice

### Exercise 1

**Fill in the blanks with CAN / CAN'T or MUST / MUSTN'T:**

1. She is ill, so she ..... see the doctor.
2. It's raining heavily. You ..... take your umbrella.
3. We ..... (not / pick) the flowers in the park.
4. Mike is nine months old. He ..... (not / eat) nuts.
5. I am very tall. So I ..... play basketball.
6. I'm sorry but we ..... (not / come) to your party tomorrow.
7. You are speaking very quietly. I ..... (not / understand) you.
8. .... I use your phone?
9. We ..... go to the bank today. We haven't got any money.
10. My hands are dirty. I ..... wash them.
11. It's late. I ..... go now.
12. You ..... stop at a red traffic light.
13. You ..... (not / speed) in the city.
14. Tourists ..... take their passports when they go abroad.
15. Footballers ..... (not / touch) the ball with their hands.



## Exercise 2

Use **MUST / MUSTN'T / HAVE TO** or **(NOT) HAVE TO**:

1. I can stay in bed tomorrow morning because I .....work.
2. Whatever you do, you ..... touch that switch. It's very dangerous.
3. You ..... forget what I told you. It's very important.
4. We ..... leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She ..... leave the party early.
6. I ..... go to the bank yesterday to get some money.
7. The windows are very dirty. I ..... clean them.
8. The windows aren't dirty. You ..... clean them.
9. We arrived home very late last night. We ..... wait half an hour for a taxi.
10. These cakes are very nice. You ..... have one.
11. We ..... take an umbrella. It's not going to rain.
12. This is a secret. You ..... tell anybody.
13. You ..... buy a newspaper. You can have mine.
14. This train doesn't go to London. You ..... change at Bristol.
15. In many countries men ..... do military service.
16. Sarah is a nurse. Sometimes she ..... work at weekends.

## Exercise 3

Match the two columns to identify the use of each modal verb.

Statement	Meaning
• Abe should call Lyla soon after their first date.	obligation
• Lyla should be happy to get his call	possibility
• Abe calls but she doesn't pick up, she must be working.	low probability
• No problem, he can call her back later.	rational probability
• Later he tells her they could go out to dinner again.	certainty
• She says she may be available Friday.	polite request
• Abe asks if he can call her back Friday morning.	permission
• She says she could be in a meeting, the afternoon is better.	advice
• Friday afternoon, Abe asks: May I pick you up at 6 pm?	capacity
• He must be on time to make a good impression.	suggestion

## Exercise 4

Insert the correct form of **may/might** where **to be allowed form** is possible with justification.

1. It .....rain, you would better take a coat.
2. He said that it .....rain.
3. We .....as well stay here till the weather improves.
4. ....I borrow your umbrella?
5. You .....tell me. I think I have a right to know.
6. Candidates .....not bring textbooks into the examination room.
7. People convicted of an offence .....-have a right- appeal.
8. If he know our address he .....come and see us.
9. ....i come in? Please do.
10. When he was a child he .....-they let him- do exactly as he liked.
11. I think I left my glasses in your office. You .....ask your secretary look for them for me. -request-
12. He ..... be my brother – I admit that he is-but I do not trust him.
13. I .....never see you again.
14. He .....be on the next train. We .....as well wait.
15. If we got there early we .....get a good seat.
16. The police .....-have a right to- ask a driver to take a breath test.
17. You ought to buy now, prices .....go up.
18. I will wait a week so that he .....have time to think it over.
19. He is not going to eat it, I .....as well give it to the dog.
20. You .....at least read the letter. -I think you should-

## Exercise 5

Insert the correct form of **may/might** except in 10 and 36, where **be allowed form** is necessary.

1. .... I borrow your umbrella?
2. You ..... tell me! (*I think I have a right to know.*)
3. Candidates ..... not bring textbooks into the examination room.
4. People convicted of an offence ..... (*have a right to*) appeal.
5. If he knew our address he ..... come and see us.
6. .... I come in? ~ Please do.
7. When he was a child he ..... (*they let him*) do exactly as he liked.



8. I think I left my glasses in your office. You . . . . . ask your secretary to look for them for me. (*request*)
9. He . . . . . be my brother (*I admit that he is*) but I don't trust him.
10. I . . . . . never see you again.
11. He . . . . . be on the next train. We . . . . . as well wait.
12. If we got there early we . . . . . get a good seat.
13. The police . . . . . (*have a right to*) ask a driver to take a breath test.
14. You ought to buy now; prices . . . . . go up.
15. I'll wait a week so that he . . . . . have time to think it over.
16. He isn't going to eat it; I . . . . . as well give it to the dog.
17. You . . . . . at least read the letter. (*I think you should.*)
18. You . . . . . have written, (*I am annoyed/disappointed that you didn 't.*)
19. We'd better be early; there . . . . . be a crowd.
20. Nobody knows how people first came to these islands. They . . . . . have sailed from South America on rafts.
21. You . . . . . (*have permission to*) use my office.

## Exercise 6

Use a suitable present or past MODAL AUXILIARY:

1. He . . . . . play chess when he was young.
2. You . . . . . drive a car when you are 18.
3. . . . . I ask you a question?
4. She . . . . . be 25. She looks older than that.
5. His telephone doesn't answer. He . . . . . (go) to the club.
6. She entered the room carrying a wet umbrella. She . . . . .(walk) in the rain.
7. My car didn't work this morning. So I . . . . . walk to the office.
8. He . . . . . (be) home, but we didn't telephone him.
9. She . . . . . (help) me a lot by giving me a little of his time, but she preferred to go out.
10. He doesn't know the answer. He . . . . . (study).
11. I can't find the house. I . . . . . (write) down the address.
12. She is very sleepy. She . . . . . (stay) up very late last night.
13. I . . . . . go for a walk later. It depends on the weather.

## Exercise 7

### Fill in the blanks with suitable MODAL AUXILIARY VERBS:

1. At the end of the month the Post Office will send him an enormous bill which he ..... pay.
2. When I was a child, I ..... understand adults, and now that I am an adult I ..... understand children.
3. When I first went to England I ..... read English but I ..... understand it.
4. .... I see your passport, please?
5. He sees very badly, he ..... wear glasses all the time.
6. Pedestrians ..... either use the crosswalk or cross the street at the traffic lights.
7. The buses were all full; I ..... take a taxi.
8. You ..... drive fast; there is a speed limit here.
9. .... we all go to the football match tonight?
10. I know she was in because I heard her radio, but she didn't open the door. She .....  
..... (hear) the bell.
11. A: I bought two bottles of milk. B: You ..... (buy) milk;  
we have heaps in the house.
12. I ..... carry this heavy pack myself. I think I will ask for help.

## Lecture Thirteen

### English Models: Ought, Should, Must, Have to, and Need for Obligation

#### Description of the Lecture

This lecture is about the English modals “Ought, Should, Must, Have to, and Need”. It provides the conceptual as well as technical frameworks of the English modals “Ought, Should, Must, Have to, and Need” to identify its classification and role within English sentence. The lecture refers to the relevant definitions, forms, rules, and variations of the English modals “Ought, Should, Must, Have to, and Need”. The pedagogical procedures of the lecture count on the related theory and practice.

#### Objectives of the Lecture

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

- Introduce the English modals “ought and should, Must, Have to, and Need”.
- Be familiar the basic forms of “ought and should, Must, Have to, and Need”.
- Be familiar the different meanings and uses of “ought and should, Must, Have to, and Need”.
- Recognize how English modals “ought and should, Must, Have to, and Need” function in sentences.
- Compose sentences through the English modals “ought and should, Must, Have to, and Need” showing their relations with sentence.

#### 1. Form of the Ought and Should

• Ought	• Should
<ul style="list-style-type: none"> <li>• Ought is a modal verb.</li> <li>• The same form can be used for present and future and for the past when preceded by a verb in a past tense or followed by a perfect infinitive. Ex               <ul style="list-style-type: none"> <li>➤ I ought to write to him today or yesterday.</li> <li>➤ She said I ought to write.</li> <li>➤ I knew that I ought to have written</li> </ul> </li> <li>• Negative: ought not</li> <li>• Interrogative: ought I?</li> <li>• Ought takes the full infinitive ought to</li> </ul>	<ul style="list-style-type: none"> <li>• Should is a modal verb.</li> <li>• The same form can be used for present and future and for the past when preceded by a verb in a past tense. The model could replace ought to in the next examples.</li> <li>• Negative: should not</li> <li>• Interrogative: should I?</li> <li>• Should is followed by the bare infinitive</li> <li>• Should and ought to are used for obligation, normally have the same meaning but should is the more usual form.</li> </ul>

## **2. Ought /should compared to must and have to**

### **2. 1. Differences in use**

#### **2. 1. 1. Ought /should is used to express the subject obligation or duty**

See the example below:

- You should send in accurate income tax returns.
- You should pass the final exam.

#### **2. 1. 2. They are used also to indicate a correct or sensible action**

Here, there is neither the speaker authority, as with must, nor external authority, as with have to. It is more a matter of conscience or good sense. See the examples below:

- They should not allow parking here, the street is too narrow.
- This word is spelt wrongly; there should be another -s-.

#### **2. 1. 3. With must and have to, we normally have the impression that the obligation is being or will be fulfilled**

This is particularly the case with the first person but quite often applies to the other persons too. With ought /should we do not necessarily feel that the obligation is being or will be fulfilled. Quite often, especially in the first person, the reverse is the case.

- If a driver says, I ought to/should go slowly here; it is a built up area he usually implies that he is not going to go slowly. If he really intended to go slowly he would say, I must go / I have to go slowly here.
- Similarly, if someone says, we must have a party to celebrate your engagement, his friends are reasonably confident that there will be a party. But if he says, we should have a party.... It is not so certain that the party will take place. His tone or expression might indicate that it will not be possible.

## **2. 2. Similarities in Use**

### **2. 2. 1. Should but not Ought are Used in Formal Notices and on Information Sheets**

Here, -must- could be used without change of meaning, but should express the obligation more gently. See the examples below:

- Candidates should be prepared to answer questions on .....
- On hearing the alarm, hotel guests should leave their rooms.

### **2. 2. 2. Ought and Should express Advice**

But for more emphatic advice must is better. See the examples below:

- You ought to /should read this. It is very good.
- You must read. It is marvelous.

### **2. 2. 3. Ought /Should with the Continuous Infinitive**

Ought /should with the continuous infinitive expresses the idea that the subject is not fulfilling his obligation or that he is acting foolishly, rashly, or not acting sensibly and prudently. See the example below:

- He ought to be studying for his exam. He should not be spending all his time on the beach.

### **2. 2. 4. Ought /Should with the Perfect Infinitive**

This construction is used to express unfulfilled obligation or a sensible action that was neglected. In the negative, it expresses a wrong or foolish action in the past. See the example below:

- You ought to have told him that the paint on that seat was wet.
- You should have turned his omelet, he likes it turned.
- They ought to have stopped at the traffic light.



### 3. Must and Have to

#### 3. 1. Form

• Must	• Have to
<ul style="list-style-type: none"> <li>• Must is a modal</li> <li>• Negative: must not</li> <li>• Interrogative: must I?</li> <li>• The past tense is supplied by had to</li> <li>• Must takes the bare infinitive</li> <li>• Must expresses obligation and emphatic advice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Did not have to</b> for habitual and single actions in the past and is more generally used</li> <li>• <b>Had not –got- to</b> for single actions</li> <li>• <b>Have to</b> in the affirmative expresses obligation</li> <li>• Have to in the negative expresses absence of obligation. Also by <b>need not</b> and <b>do not need</b></li> </ul>

#### 3. 1. 2. Differences between must and have in the Affirmative

Must	Have to
<ul style="list-style-type: none"> <li>• <b>A.</b> Must expresses obligation imposed by the speaker: <ul style="list-style-type: none"> <li>✓ Mother: you must wipe your feet when you come in.</li> </ul> </li> <li>• <b><u>Speaker Authority: second person</u></b> <ul style="list-style-type: none"> <li>✓ Mother: you must wear a dress.</li> <li>✓ Employer: you must use a dictionary.</li> </ul> </li> <li>• <b><u>Third Person:</u></b> Here must is chiefly used I written orders or instructions: <ul style="list-style-type: none"> <li>✓ Passengers must cross the line.</li> <li>✓ Staff must be at their desks by 9.00.</li> </ul> </li> <li>• <b><u>First Person</u></b> In the first person the difference between must and have to is less important and very often either form is possible. But <b>must</b> is better for urgent <b>obligation</b>. <ul style="list-style-type: none"> <li>✓ Typist: I must /will have to buy a dictionary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have to expresses external obligation: <ul style="list-style-type: none"> <li>✓ <b>Small boy:</b> I have to wipe my feet every time I come in.</li> </ul> </li> <li>• <b><u>External Authority: second person</u></b> <ul style="list-style-type: none"> <li>✓ You have to wear uniform, do not you?</li> <li>✓ You have to work very hard, I suppose.</li> </ul> </li> <li>• <b><u>Third Person:</u></b> When we are merely stating or commenting on another person obligations we use have to: <ul style="list-style-type: none"> <li>✓ In this staff even the senior staffs have to be at their office by 9.00.</li> </ul> </li> <li>• <b><u>First Person</u></b> In the first person the difference between must and have to is less important and very often either form is possible. But <b>have to</b> is better for <b>habits</b>. <ul style="list-style-type: none"> <li>✓ Typist: I must /will have to buy a dictionary.</li> </ul> </li> </ul>



### 3. 2. Affirmative Obligation in the Past: Had to

Here the distinction between the speaker authority and external authority cannot be expressed and there is only one form, had to.

- You had to pay duty on that, I suppose. External authority
- I ran out of money and had to borrow from Tom. Speaker authority

## Practice

### Exercise 1

Use **MUST / MUSTN'T / HAVE TO** or **(NOT) HAVE TO**:

1. I can stay in bed tomorrow morning because I .....work.
2. Whatever you do, you ..... touch that switch. It's very dangerous.
3. You ..... forget what I told you. It's very important.
4. We ..... leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She ..... leave the party early.
6. I ..... go to the bank yesterday to get some money.
7. The windows are very dirty. I ..... clean them.
8. The windows aren't dirty. You ..... clean them.
9. We arrived home very late last night. We ..... wait half an hour for a taxi.
10. These cakes are very nice. You ..... have one.
11. We ..... take an umbrella. It's not going to rain.
12. This is a secret. You ..... tell anybody.
13. You ..... buy a newspaper. You can have mine.
14. This train doesn't go to London. You ..... change at Bristol.
15. In many countries men ..... do military service.
16. Sarah is a nurse. Sometimes she ..... work at weekends.

### Exercise 2

Complete the sentences with one of the two choices.

1. You really \_\_\_\_\_ watch TV this much. (shall / shouldn't)
2. She \_\_\_\_\_ be at work, she always works at this time. (Must / could)
3. Speak up, I \_\_\_\_\_ hear you! (can't / couldn't)
4. I \_\_\_\_\_ hear a word he said. (can't / couldn't)
5. Andrew \_\_\_\_\_ call his wife urgently. (must / shouldn't)

6. Thank you for calling Zee Company, how \_\_\_\_\_ I help you? (can't / may)
7. If I go to New York, I \_\_\_\_\_ see the Statue of Liberty. (Will / would)
8. If I went to New York, I \_\_\_\_\_ see the Statue of Liberty. (will / would)
9. It \_\_\_\_\_ happen, but it is very unlikely. (Shall / could)
10. Emma \_\_\_\_\_ go out tonight, her parents said no. (can't / may)

### Exercise 3

Fill in the spaces in the following sentences by inserting **must** or the present, future, or past form of **have to**.

1. She .....leaves home at eight every morning at present.
2. I .....do all the typing at my office.
3. You .....read this book. It is really excellent.
4. The children .....play in the streets till their mothers get home from work.
5. She left ill and .....leave early.
6. Mr. Pitt .....cooks his own meals. His wife is away.
7. I had not enough money and I .....pay in bank.
8. I never remember his address; I always .....look it up.
9. Employer, you .....come to work in time.
10. If you go to a dentist with a private practice you .....pay him quite a lot of money.
11. Father to small son, you .....do what mummy says.
12. My neighbor child .....practices the piano for three hours a day.
13. Doctor, I cannot come now. Caller, you .....come, he is terribly ill.
14. English children .....stay at school till the age of 16.
15. In my district there is no gas laid on. People .....use electricity for everything.
16. Notice above petrol pump, all engines .....is switched off.
17. Mother to daughter, you .....come in earlier at night.
18. The shops here do not deliver. We .....carry everything home ourselves.
19. The buses were all full, I .....get a taxi.
20. Notice beside escalators, dogs and push chairs .....be carried.
21. When a tyre is punctured the driver .....changes the wheel.
22. Park notice, all dogs .....be kept on leads.

## Exercise 4

Use **Must not** or **need not** to fill the spaces in the following sentences with justification.

1. You .....ring the bell, I have a key.
2. Notice in cinema: Exit doors .....are locked during performances.
3. You .....drink this: it is a poison.
4. We .....drive fast: we have plenty of time.
5. You .....drive fast: there is a speed limit here.
6. Candidates .....bring books into the examination room.
7. You .....write to him for he will be here tomorrow.
8. We .....make noise or we will wake the baby.
9. You .....bring an umbrella. It is not going to rain.
10. You ..... do all the exercises. Ten sentences will be enough.
11. We .....reheat the pie. We can eat it cold.
12. Mother to child: you .....tell lies.
13. You .....turn on the light, I can see quite well.
14. You .....strike a match; the room is full of gas.
15. You .....to other candidates during the exam.
16. We .....make any more sandwiches, we have plenty now.
17. You .....put salt in any of his dishes. Salt is very bad for him.
18. You .....take anything out of a shop without paying for it.
19. You .....carry that parcel home yourself, the shop will send it.
20. You .....clean the windows. The window-cleaner is coming tomorrow.
21. Mother to child: you .....play with matches.
22. Church notice: visitors .....walk about the church during a service.
23. I .....go to the shops today. There is plenty of food in the house.
24. You .....smoke in a non-smoking compartment.
25. Police notice: cars .....be parked here.

## Exercise 5

Fill in the blanks using (NOT) HAVE TO / MUST (NOT) / CAN / COULD:

1. George has traveled a lot. He ..... speak four languages.
2. I can't sing now but I ..... sing very well when I was a child.
3. She will stay in bed till 10 o'clock this morning. Because she ..... go to work.
4. Many students in Turkey ..... wear uniform when they go to school.

5. I'm sorry I couldn't come yesterday. I ..... work late.
6. You've been coughing a lot recently. You ..... smoke so much.
7. You have a bad headache. So you ..... go to bed early.
8. I can't swim very far these days but ten years ago I ..... swim from one side of the lake to the other.
9. You ..... see the sea from our bedroom window.
10. It isn't permitted to speak Turkish during the lessons. So you ..... speak Turkish.

## Exercise 6

Use a suitable present or past MODAL AUXILIARY:

1. I can't find my book. I ..... (leave) it on the bus.
2. They don't answer their phone; they ..... (go) away on their vacation.
3. John went to the movies last night, but he ..... (stay) at home and ..... (prepare) his lessons.
4. The lights have gone out. A fuse ..... (blow).
5. She ..... (go) to school. It's Saturday.
6. You were stupid to go skiing here. You ..... (break) your leg.
7. She ..... (sing) like an angel when she was a kid.
8. .... I make a suggestion?
9. You ..... go and see "Batman". It's a great film.
10. He came home alone. You ..... (let) him do that; he ..... (get) lost.
11. He read the message but he ..... (not) understand.
12. I ..... (lend) you the money. Why didn't you ask me?
13. A: Can I have some sweets? I am hungry. B: You ..... hungry. You have just had dinner.
14. Tom ..... (write) this, because it is in French and he doesn't know French.
15. He looked so tired. He ..... (work) very hard.
16. He ..... be a very clever boy. He has entered the university very easily.

## Lecture Fourteen

### English models: Need and its forms for absence of obligation

#### Description of the Lecture

This lecture is about the English modal “need and its forms”. It provides the conceptual as well as technical frameworks of the English modal “need and its forms” to identify its classification and role within English sentence. The lecture refers to the relevant definitions, forms, rules, and variations of the English modal “need and its forms”. The pedagogical procedures of the lecture count on the related theory and exercises.

#### Objectives of the Lecture

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

- Introduce the English modals “need and its forms”.
- Be familiar the basic forms of “need and its forms”.
- Be familiar the different meanings and uses of “need and its forms”.
- Recognize how English modals “need and its forms” function in sentences.
- Compose sentences through the English modals “need and its forms” showing its relations with sentence.

#### 1. Need and its forms for absence of obligation

The modal need can be both an auxiliary and an ordinary verb. As an auxiliary it is a semi modal since it has both modal and ordinary verb forms. As a modal, its forms are need or need not for all persons in the present and future and in indirect speech.

##### 1. 1. Internal authority versus external authority

• Internal Authority	• External Authority
<b><u>Need not</u></b>	<b><u>Does not have</u></b>
<ul style="list-style-type: none"> <li>• This construction is used to express the speaker authority or advice. See the examples below:               <ul style="list-style-type: none"> <li>➤ You need not write me another bank. Just change the date and initial it.</li> <li>➤ You need not do it by hand. I will lend</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Tom does have to wear uniform at school.</li> <li>➤ We do not have to type our essays but we have to write legibly.</li> <li>➤ When I am an old age pensioner I will not have to pay any more bus fares.</li> <li>➤ Ann has not got to go to this lecture.</li> </ul>

you my machine. You need not call me by my family name. We all use first name here.	Attendance is optional.
---	-------------------------

## 1. 2. Need not and Must not in the Present and Future

- **Need not-** can be used for present and future. It has the same form for all persons.
- **Need not** expresses absence of obligation. The speaker gives permission for an action not to be performed or sometimes merely states that an action is not necessary. See the examples below:
  - Employer: you need not make two copies. One will do.
  - Give them this bank paper: they need not send me e receipt.
  - You need not change your clothes. Just come as you are.
- **Must not** expresses a negative obligation imposed by the speaker or very emphatic advice. See the examples below:
  - You must not repeat this t any one.
  - Notice in shop: staff must not smoke when serving customers.
  - You must not leave your car unlocked.

• <b>Need not + Perfect Infinitive</b>	• <b>Did not have /Need to do</b>
<ul style="list-style-type: none"> <li>• The construction need not + perfect infinitive is used to express an <b>unnecessary</b> action which was nevertheless <b>performed</b>. In other words it refers to the state of no obligation but action performed. So it is a waste of time. See the examples below:           <ul style="list-style-type: none"> <li>✓ I <b>need not have written</b> to him because he phoned shortly afterwards. But I had written, thus wasting my time.</li> <li>✓ You <b>need not have brought</b> your umbrella for we are going by car. You brought your umbrella unnecessarily.</li> <li>✓ He <b>need not have left</b> home at six 6.00, the train does not start till 8.00.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The constructions did not have or need to do normally are used to express the state of no obligation, and normally no action. See the examples below:           <ul style="list-style-type: none"> <li>✓ I <b>did not have</b> to translate it for him for he understands English. I am not obliged to translate because he understands and at the same time he does not need me to translate.</li> <li>✓ I <b>did not have</b> to cut the grass myself. My brother did it. It implies no obligation and no action at the same time.</li> </ul> </li> </ul>

## 2. Must is used for Deduction

The idea of deduction could be understood better with the following examples.

- He has a house in London and another in Paris, so he **must be** rich.
- I have had no sleep for 48 hours. You **must be exhausted**.
- He develops his own films. That **must save** a lot of money.
- I keep meeting him on the bus. He **must live** nearby.
- The police are stopping all cars. They **must be looking** for the escaped prisoner.
- He **must have taken sleeping** pills last night. He did not wake up till lunch time.
- I waited under the clock. So did I, but I did not see you. We **must have been waiting** under different clock.
- It was a head collision, but the drivers were not hurt. They **must have been wearing** their seat belts.

### 2. 2. Must for Deduction Compared to May / Might

The difference is best seen by these examples:

- Imagine that we have three keys on a ring and we know that one of the three keys opens the cellar door. We might begin by picking one key and say:
  - This may or might be the key. We use may or might because perhaps this is the key.
- But after trying two keys unsuccessfully, we will pick up the third key and say:
  - This must be the key. = We use must because no other choice remains.
- I wonder why Tom has not answered my letter. He may or might be ill. Here we use may /might perhaps Tom is ill. But there are still other possibilities such as:
  - He is away.
  - He is too busy.
  - His phone does not function.
- But imagine that Bill has never any visitors. If an ambulance stops at this door the neighbors will say:
  - Bill must be ill. Here they use must because this is the only possible explanation of the arrival of the ambulance.
- Similarly, when considering a past action: we say
  - He may have come by train. Perhaps he came by train. But there are other possibilities:
    - He might have come by taxi.
    - By bus





- By plane
- By feet and so on
- But when we say:
  - He must have come by taxi implies that he had no choice. There was no other way of making this journey.

## Practice

### Exercise 1

#### Draw conclusions using CAN'T / MUST / MIGHT:

1. He drives a very expensive car and owns a private plane. (rich)
  - .....
2. He spends all day walking round the town. (job)
  - .....
3. They are asking the way to the city center. (tourist)
  - .....
4. She works for a daily newspaper. She goes to the big football matches. (sports reporter)
  - .....
5. I thought he studied medicine, but she's going to an outdoor job now. (doctor)
  - .....
6. She teaches math at the university. (stupid)
  - .....
7. A: What happened to your leg? B: I slipped badly on the ice and broke it.
  - A: Oh! That ..... hurt a lot. B: It does.
8. A: Listen! Do you hear a noise like someone shouting?
  - B: Yes, I do. The new neighbors upstairs ..... quarrel again.
9. A: I ..... get a rise in my salary soon.
  - B: What makes you think so?
  - A: The boss seemed very pleased with my last project.
10. A: That man over there looks like our district manager.
  - B: No, he ..... be him. He went to the USA three days ago and hasn't returned yet.



## Exercise 2

### Fill in **MUST** or **MUSTN'T**:

1. It's cold. You ..... leave without your jacket.
2. You ..... eat fruit and vegetables to stay healthy.
3. I ..... go to the post office. I have a letter to send.
4. You ..... speak rudely to your parents.
5. You ..... park here – it's illegal.
6. We ..... hurry or we'll miss the bus.

## Exercise 3

- **Must** + perfect infinitive is used for affirmative deductions.
- **Can't/couldn't** + infinitive is used for negative deductions.
- **Needn't** + perfect infinitive is used for a past action which was unnecessary but was performed.

**Fill the spaces in the following sentences by using one of these forms + the perfect infinitive of the verbs in brackets.**

1. I had my umbrella when I came out but I haven't got it now. ~ You . . . (leave) it on the bus.
2. He . . . (escape) by this window because it is barred.
3. I . . . (give) J10. J5 would have been enough.
4. I saw a rattlesnake near the river yesterday. ~ You . . . (see) a rattlesnake. There aren't any rattlesnakes in this country.
5. He is back already. ~ He . . . (start) very early.
6. He returned home with a tiger cub. ~ His wife (be) very pleased about that.
7. I bought two bottles of milk. ~ You . . . (buy) milk; we have heaps in the house.
8. I phoned you at nine this morning but got no answer. ~ I'm sorry. I . . . (be) in the garden.
9. I left my bicycle here and now it's gone. ~ Someone . . . (borrow) it.
10. When she woke up her watch had vanished. ~ Someone . . . (steal) it while she slept.
11. I've opened another bottle. ~ You . . . (do) that. We've only just started this one.
12. The machine said, 'You weigh 65 kilos,' and I said, 'Thank you.' ~ You . . . (say) anything.
13. I told him to turn left and he immediately turned right! ~ He . . . (understand) you.
14. Perhaps he swam across. ~ No, he . . . (do) that; he can't swim.
15. Do you remember reading about it in the newspapers? ~ No, I . . . (be) abroad at the time.
16. He . . . (walk) from here to London in two hours. It isn't possible.
17. He was very sick last night. ~ The meat we had for supper . . . (be) good.
18. There was a dock strike and the liner couldn't leave port. ~ The passengers . . . (be) furious.



19. We went to a restaurant and had a very good dinner for J3. ~ You . . . (have) a very good dinner if you only paid J3.
20. I have just watered the roses. ~ You . . . (water) them. Look, it's raining now!

### Exercise 4

Match each sentence to a sentence with the same meaning.

Statement 1	Statement 2
<ul style="list-style-type: none"> <li>• Jack must write a report tomorrow.</li> <li>• Jack must write a report tomorrow.</li> <li>• Jack must write a report tomorrow.</li> <li>• She has to help him, or the report will not be finished on time.</li> <li>• Jennifer's boss says she may help Jack.</li> </ul>	<ul style="list-style-type: none"> <li>• She needs to help him, or the report will not be finished on time.</li> <li>• Jennifer's boss says she is allowed to help Jack.</li> <li>• Jack will have to write a report tomorrow.</li> <li>• Jennifer says she will be able to help him tomorrow.</li> <li>• Jack wasn't able to write it yesterday.</li> </ul>

### Exercise 5

Fill in the blanks with **MUST (NOT) / CAN (NOT) / (NOT) HAVE TO / NEEDN'T**:

1. You ..... park in that street. It is not permitted.
2. Look at George. He is working very well. He ..... be ill.
3. There's someone at the door. I'm expecting Paul. It ..... be Paul.
4. Ali's car is here. He ..... be here.
5. The baby is asleep. You ..... shout.
6. You've got plenty of time. You ..... hurry.
7. A: "Do you want me to wait for you?" B: "No, it's OK. You ..... wait."
8. I can't get any answer from my telephone. It ..... be out of order.
9. Ann stayed in bed this morning because she ..... go to work.
10. Tom has just given me a letter to post. I ..... forget to post it.



## Evaluation section: Sample Exams

### Description of the Lecture

This section is about sample exams. It brings together different exercises; instructions and assessments to identify the effectiveness of the teaching and learning methods and procedures. The contents of the exams intends to develop, recall and assess the critical thinking skills of the target students about the different topics and lectures as essential for their language classroom learning, use and real life -long term learning process as well as communication.

### Objectives of the Evaluation Section

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

- Recall the information of each lecture.
- Measure the effectiveness of the lectures.
- End the syllabus program with the summative assessment.
- Discover the different macro questions and instructions for each lecture.
- Discover the type and content of the quizzes.
- Discover the type and content of the exam.
- Discover the type and content of the makeup exam.

### Exam 1

**Exercise 01: Identify the Part of Speech for each Underlined Word in the Passage Below then Justify your Answer. “05 points” Use the table below to write your answers.**

The faith in equality leads Americans to be informal in behavior and relationships. Store clerks may introduce themselves by their first names in a casual, friendly manner. Slang is heavily used in most conversations. Americans of nearly any station in life appear in public in jeans or other informal attire; they slouch in chairs on walls and furniture. For instance, an advertising brochure for a highly regarded college includes a photograph of the college’s president in an old T-shirt, jogging on the campus. Americans feel comfortable with a college president who is just like everyone else, who doesn’t think he is too good for others.

N	Word	Part of Speech	Justification
1	clerks	.....	.....
2	may	.....	.....

3	themselves	.....	.....
4	friendly	.....	.....
5	slouch	.....	.....
6	an	.....	.....
7	advertising	.....	.....
8	highly	.....	.....
9	comfortable	.....	.....
10	who	.....	.....

**Exercise 02:** Insert either the Indefinite Article "a" and "an" or Zero article "0" in the Space provided whenever it is Necessary with Justification. "05 points" Use the table below to write your answers.

- ...1.. Friend of mine is waiting...2.gift, If is a sort of clothes he will give it back to his brother.
- .....3..... Specialist scientist would give to the public as well as the press  
.....4.....information about .....5..... Diseases that threat the public health.
- ...6.....Mr. John who was your neighbor called you where you were out. He is .....7.....old teacher and.....8.....honest man. Why do you say that speech? Has he been accused of .....9.....dishonesty?
- My brother is .....10.....travel agent. We can ask him about .....hotels of the city.

N	Article	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 03:** Insert either the Definite Article "the" or Zero Article "0" in the Space provided whenever it is Necessary with Justification. "05 points" Use the table below to write your answers.



1. My sister lives in .....**1**.....fourth floor of a big house. When the storm hits the building, all ...**2**.....doors of the flat open and close at a time.
2. The young boys go to .....**3**.....school every day to study. One of the parents went to convince .....**4**.....headmaster of the school to permit his daughter give up ...**5**..... football and take .....**6**.....piano lessons instead. So the parent went to .....**7**.....school to ask about his child instead of taking courses as his child.
3. Each night.....**8**.....moon of the earth planet shines and send light to the earth.
4. ....**9**.....football is not a suitable sport for girls, it looks much better and safe to play .....**10**...piano.

N	Article	Justification
<b>01</b>	.....	.....
<b>02</b>	.....	.....
<b>03</b>	.....	.....
<b>04</b>	.....	.....
<b>05</b>	.....	.....
<b>06</b>	.....	.....
<b>07</b>	.....	.....
<b>08</b>	.....	.....
<b>09</b>	.....	.....
<b>10</b>	.....	.....

**Exercise 04:** Insert either the Indefinite Article "a" and "an" or the Definite Article "the" or Zero article "0" in the Space provided whenever it is Necessary with Justification. "05 points"  
 Use the table below to write your answers.

1. My aunt worked on .....**1**.....ground floor of .....**2**.....old building in front of .....**3**....  
 River Thames. She was always afraid of .....**4**.....burglars and always locked up  
 .....**5**.....house very carefully every night.
2. Expert John, .....**6**.....man who discovered .....**7**.....the new drug that everyone in the  
 country is talking about, refused to release .....**8**.....press conference.
3. Would you like to hear .....**9**.....story about an Englishman, an Irishman and a Scotsman?  
 No. I have heard .....**10**.....stories about Englishmen, Irishmen and Scotsmen before they are  
 all the same.

N	Article	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

## Exam 2

**Exercise 01:** Identify the Part of Speech for each Underlined Word in the Passage Below then Justify your Answer. “05 points” Use the table below to write your answers.

Americans consider the ideal person to be individualistic. Heroes are those individuals who stand out by doing something first or best. They separate religion from other parts of their personal lives. The doctrine of separation of church and state is one of their principles of life. They generally take pride in their religious freedom. However, many people who attend church only on special holidays consider themselves as the most pure Christians. Most Americans are likely to turn to a religious official to perform ceremonies of marriage.

Word	Part of Speech	Justification
Americans	.....	.....
ideal	.....	.....
best	.....	.....
and	.....	.....
generally	.....	.....
religious	.....	.....
who	.....	.....
attend	.....	.....
the	.....	.....
To perform	.....	.....



**Exercise 02:** Insert either the Indefinite Article "a" and "an" or Zero article "0" in the Space provided whenever it is Necessary with Justification. "05 points" Use the table below to write your answers.

1. The father of my friend is .....1.....teacher; I think it is .....2..... good opportunity to ask him for .....3.....advice about the suitable methods for revision since he is a well-known teacher.
2. I arranged .....4..... meeting with my respective friends in the most famous restaurant of the city. Around the table the waiter asked for .....5..... sugar in .....6.....coffee. All of us said yes but one of my friends said that he used to, but now he is on a diet and he is trying to lose .....7.....weight.
3. ....8..... Friend of mine is expecting .....9.....visit. If he is .....10.....uncle he must prepare dinner.

N	Article	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 03:** Insert either the Definite Article "the" or Zero Article "0" in the Space provided whenever it is Necessary with Justification. "05 points" Use the table below to write your answers.

1. ....1.....eldest brother in my little family has just started going to .....2.....school to study.
2. The man who killed the president was sent to .....3.....jail for six years. When .....4.....six years are over he will be released and set free.
3. On .....5..... Fridays my father stays in bed till five o'clock reading .....6.....Fridays newspapers.
4. Like many other young boys, he loves .....7.....football and .....8.....all other games.





5. My neighbor lives on .....**9**.....top floor of the old huge building. Every early morning .....**10**.....sun covers it immediately.

N	Article	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 04:** Insert either the Indefinite Article "a" and "an" or the Definite Article "the" or Zero article "0" in the Space provided whenever it is Necessary with Justification. "05 points"  
Use the table below to write your answers.

1. My cousin used to live on .....**1**.....ground floor of .....**2**.....old big house on .....**3**.....River of Nile. Even he has a small flat in the main street but he refused to quit this old house. He was very much anxious of .....**4**.....burglars and always closed up .....**5**.....house very carefully before she went to .....**6**.....bed at night.
2. Doctor Pasteur, .....**7**.....man who discovered .....**8**.....new drug that everyone is recognizing and talking about, refused to give .....**9**.....press conference.
3. ....**10**.....cats can be considered as great pets since they live only with human beings beside other animals like dogs.

N	Article	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....

08	.....	.....
09	.....	.....
10	.....	.....

### Exam 3

**Exercise 01:** Fill in the spaces with the right modal in the following sentences by inserting either must or have to with justification. “05 points” Use the table below to write your answers.

- Mother to daughter: you .....1.....come back in earlier at night and her sister explains the daughter immediately that you .....2.....respect the house regulation.
- I do not know the road to the school so I.....3.....ask about it but my colleague .....4.....help me.
- Notice in a university wall: students .....5.....respect the rules of the university. They comment about the notice and speak about themselves and say that we .....6.....respond always positively to these rules.
- The post office is full: I .....7.....send the parcel while a notice says that people .....8.....use the blue lane.
- All students .....9.....spend three years and the teachers tells me that you .....10.....make efforts.

N	Modal	Justification
1	Must	Second person for an idea of the speaker authority over her daughter
2	Have to	Second person for an idea of external authority since the sister could not impose this order
3	must	First person describes an urgent obligation
4	Have to	Third person indicating an idea of describing someone else obligation
5	Must	Third person for an idea of formal and written obligation
6	Have to	First person for an idea of routine and habit.
7	Must	First person for an idea of urgent obligation
8	Must	Third person for an idea of written and formal order
9	Have to	Third person for an idea of describing someone else obligation
10	must	Second person for an idea of speakers authority

**Exercise 02:** Fill in the spaces with the right modal in the following sentences by inserting either must not or need not with justification. “05 points” Use the table below to write your answers.



1. Wall notice: students .....1.....be late at the exam time so they .....2.....wait to hear again these order.
2. Drivers .....3.....forget about their driving license and they .....4.....bring their identity card while driving.
3. You .....5.....travel by the sea road since the plane is available and you .....6.....take the first class.
4. Teacher to students: you.....7....be late in the exam and you.....8.....answer all since three are enough.
5. There are speed limits. You .....9.....exceed the limits. You also .....10.....drive fast even without limits.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 03:** Fill in the spaces with the right modal in the following sentences by inserting either must or may with justification. “05 points” Use the table below to write your answers.

1. I want to visit a near new town which has only one main road. I try the first long one which .....1.....be the right road while the second short .....2.....be the right one.
2. It is long time I have not met my student. He.....3.....be ill but it is the period of exam so he ...4...be revising.
3. My uncle has a big house in Paris and another palace in New York. All the people think that he .....5.....be very rich since it is very hard to have such precious possession.
4. I always go to school by either car or bus. As usual I .....6.....travel by car but since it is broken so I .....7.....use the bus instead.
5. Tom has not answered my call. He .....8.....be right now very busy suddenly I see an ambulance in his house so he .....9.....very ill.



6. He develops his own films by his own means and equipment so this ....**10**.....make him save a lot of money.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 04:** Fill in the spaces with the right modal in the following sentences by inserting either need not + perfect infinitive or did not have to with justification. “05 points” Use the table below to write your answers.

- We have called for a doctor to give you drugs. You .....**1**..... “send” for him. I am perfectly well.
- I .....**2**..... “Explain” in Chinese since he could understand and at the same he never asks me.
- I bought two pieces of bread. You .....**3**..... “buy” bread; we eat our meal without bread.
- My father has just watered the flowers. You .....**4**..... “Water” them. Look, it is raining.
- There is no electricity right now. My guests ..... **5**..... “Ring” me as I kept the door open.
- I .....**6**..... “answer” this question. It is not for me and my table mate took the initiation to answer it.
- You .....**7**..... “lend” him your map. He has one of his own so he will not use it since they are the same.
- I spoke in English, very slowly. You .....**8**..... “Speak” slowly. He speaks English very fluently.



9. I have opened another bottle. You .....9.....“Do” that. We have only just started this new one.
10. I was absent in this exam. I .....8.....“ enter” the second term exam for I got the average last year.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

#### Exam 4

**Exercise 01:** Fill in the spaces with the right modal in the following sentences by inserting either must or have to with justification. “05 points” Use the table below to write your answers.

- Housewives who have a family and children usually .....1.....do quite a lot of house work and say every morning to their children: you .....2.....take your school bag before you leave home.
- Teacher to his student: you .....3.....attend the TDs session otherwise you fail in the exam. Students speak about themselves and say that we .....4.....attend lectures regularly.
- All the buses are full; I .....5.....take a train but a station notice says that passengers .....6.....wait till 8.00.
- Algerian children .....7..... stay at school 16 and you as a student you .....8.....respect the order.
- I never remember his house so .....9.....look it up and my friend feel tired and .....10.....stop looking.

Space	Modal	Justification
1	Have to	Describe the housewives obligation to do house works
2	must	It is about the authority of the speaker. Here it is about mothers over their
3	must	Teachers authority to impose presence over their children
4	Have to	It is used with the first person to indicate an idea of routine and habit.
5	must	It is used with the first person to indicate an idea of urgent obligation.
6	must	It is used with the third person to indicate an idea of written instruction.
7	have to	It is used with the third person to indicate an idea of describing children obligation.
8	must	It is used with the second person to indicate an idea of speakers authority.
9	Have to	It is used with the first person to indicate an idea of routine and habit.
10	Have to	It is used with the third person to describe my friend obligation.

**Exercise 02:** Fill in the spaces with the right modal in the following sentences by inserting either must not or need not with justification. “05 points” Use the table below to write your answers.

- Mother to child: you .....1.....play with the fire but you .....2.....wait me to go outside home.
- Teacher to students: you .....3.....revise the last exercises and you .....4.....start revising the first one.
- Road notice: drivers .....5.....park their cars here so they .....6.....wait for the police instruction.
- You .....7.....take the bus. I have a car. Even we are very late you .....8.....drive very fast.
- You .....9.....drive fast, there is a speed limit here. You .....10.....drive fast even without speed limit.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....



**Exercise 03:** Fill in the spaces with the right modal in the following sentences by inserting either must or may with justification. “05 points” Use the table below to write your answers.

1. I want to open my house door with these two keys. The first one .....1.....open it but the second one .....2.....be the right one.
2. It is long time I have not seen my friend. He .....3.....be ill but it is the period of exam so he ...4...is revising.
3. My mother asks me about father who is a teacher. I answered that my father .....5.....be at the market. But the market is closed today so I expect that he .....6..... be doing some sports. Suddenly I remembered that my father is not a sportsman so he .....7..... be at school right now since it is the time for teaching.
4. This person has a lot of houses and cars. I think that he .....8.....be rich.
5. We always use either cars or buses to travel. Our visitors .....9.....take the taxi but when I informed them about its price so they .....10..... use the bus.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

**Exercise 04:** Fill in the spaces with the right modal in the following sentences by inserting either need not + perfect infinitive or need not + infinitive with justification. “05 pts” Use the table below to write your answers.

1. I .....1.....“write” to him because he phoned shortly. But the call is too late since I wrote it.
2. I .....2..... “Translate” since he could understand and at the same he never asks me.
3. You .....3.....“Bring” your umbrella for we are going by car. We do not need it.
4. I .....4..... “Cut” the grass. It is not my job and my brother cut it instead of me.



5. He .....5.....“leave” at 6.00 because the car does not move till 10.00. It is a waste of time.
6. I bought two bottles of milk. You .....6.....“buy” milk; we have heaps in the house.
7. I have just watered the roses. You ...7.... “Water” them. Look, it is raining right now.
8. I .....8..... “Enter” the second term exam I got the average last year.
9. We have sent for a doctor. You .....9.....“send” for him. I am perfectly well.
10. I have made two copies. You ...10.... “Make” two. One copy would have been enough.

N	Modal	Justification
01	.....	.....
02	.....	.....
03	.....	.....
04	.....	.....
05	.....	.....
06	.....	.....
07	.....	.....
08	.....	.....
09	.....	.....
10	.....	.....

## List of References

- Kaplan, Jeffrey P. (1989), English Grammar: Principles and Facts, Englewood Cliffs, New Jersey: Prentice-Hall
- Huddleston, Rodney D.; Geoffrey K. Pullum (2005). A Student's Introduction To English Grammar. Cambridge U Press.
- DeCapua, Andrea (2008). Grammar for Teachers. Springer.
- Heidinger, Virginia (1984). Analyzing Syntax and Semantics. Gallaudet U Press.
- Traugott, Elizabeth Closs; Pratt, Mary Louise (1980), Linguistics for Students of Literature, San Diego: Harcourt Brace Jovanovich
- I.G. Roberts, Verbs and Diachronic Syntax: A Comparative History of English and French, Springer 1993, p. 282ff.
- Langer, Nils (2001). Linguistic Purism in Action: How auxiliary tun was stigmatized in Early New High German. de Gruyter.



- David, F. (2009). *English Tenses: Grammar and Exercises*. Luzern Switzerland.
- Micheal, S. (2014). *Practical English Usage*. New International Students' Edition. Oxford. Oxford University Press.
- Sally, W et al. (2010). *Oxford Advanced Learners' Dictionary*. International Students' Edition. Oxford. Oxford University Press.
- Thomson, A. J. and Martinet, A. V. (2011). *A Practical English Grammar "Lecture"*. Fourth Edition. Oxford. Oxford University Press.
- Thomson, A. J. and Martinet, A. V. (2011). *A Practical English Grammar "Exercises 1"*. Second Edition. Oxford. Oxford University Press.
- Thomson, A. J. and Martinet, A. V. (2012). *A Practical English Grammar "Exercises 2"*. Third Edition. Oxford. Oxford University Press.
- *High School English Grammar and Composition* by P. C. Wren, H. Martin (Edited by N.D.V. Prasada Rao)
- *Speaking English Effectively* by Mohan Krishna and Singh N.
- *English in Context - Idioms* by Betty Kirk Partrick
- *Longman Grammar of Spoken and Written English* -Douglab Biber, Stig
- Johansson, Geoffrey Leech, Susan conrad, Edward Finegan