**COMPLEMENTS ON THE FIRST LEVEL**

1. **INTRODUCTION**

* **Letters and words**

English has an alphabet of 5 vowel letters

a, e, i, o, u

And 21 consonant letters

b, c, d, f, g, h, j, k, l, m, n p, q, r, s, t, v, w, x, y, z

Each word in one example of a port of speech in general

**Nouns:** name people, places and things

eg: nurse, town, books

**Pronouns:** are substitutes for nouns

eg: I, you, he, she, it, we, they, us, him, her, them, what, who, ourselves,…

**Adjectives:** describes nouns

eg: pretty, tall, new, red

**Verbs:** define states of being or action

eg: is, are, sing, have, went, buying, gone

**Preposition**: relate words to additional information

eg: for, of, with, by, to, in, out

**Adverbs**: tell where, when and how the action or state occurs

eg: here, today, fast, happily

**Conjunction**: connect and relate various elements of a sentence

eg: and, but, so, however

* **Abbreviations**

An abbreviation is a shortened form of a word. Abbreviation are often used in informal writing.

Eg : Mon. for Monday

Sept: for September

Ch: for chapter

In formal writing, it is better not to abbreviate most words. The above words for example:

* Monday, September and chapter
* Should be written out completely

The following words however, are always abbreviated:

A.D : anno domint - the years counted for present time

B.C: before Christ - the years counted backword from present time

AM: ante meridiem - before 12 o’clock noon 12:30 A.M = 12:30 in the morning

PM: post meridiem - after 12o’clock noon 12:30PM = 12:30 on the afternoon

**Personal titles**

MR: the title for a man

Eg: Mr John Jackson Mr. Gaston

Mrs: the title for a married woman

Eg: Mrs Margaret Barnes Mrs Barnes

Ms : the business title for a married or an married woman

Eg: Ms, Jonice Best Ms. Best

Dr: the title for a man or woman who has earned a doctorate degree

Rev: the title for a member of the clergy

Eg: Rev. Parfait, Rev. Thurston

Sr: senior, used after a man’s name when his son has the some names

Eg: Mr. Solomon, Thomas, Sr.

Mr Kabila, Sr

Jr. Junior, used after a man’s name when his father has the same name

Eg: Mr Solomon Thomas, Jr

Mr. Kabila, Jr

**Credentials**

Ph. D. Doctor of philosophy

MD: Doctor of medicine

DDS: doctor of dental surgery (dentist)

LLD: doctor of laws

(These credentials are used after the name of a person who has earned the degree in question)

**Latin abbreviation**

Cf: confer-compare

Eg: exempli gratia-for example

Et al. et alu – and others

Etc. et cetera – and so forth

i. e. id est – that is

NB: notabene – note well

**Capitalization**

Each alphabet letter has two forms:

* Lower case or small letter: a, b, c, d, e
* Upper case or capital letter: A, B, C, D, E

Capital letters are used for:

* The first letter of the first word of a sentence

Eg: That is our house

* Proper nouns and their abbreviations

Eg: We live in the United States of America

We live in the USA

* Major words in titles

Eg: Master the Free grammar: English

* The pronouns I.

**PUNCTUATION**

Punctuation symbols are writer marks that help make meaning clear

The period (**.**) is used at the end of most sentences

Eg: it is raining.

In many abbreviations

Eg: etc. Mr. Dr.

In numbers, and is called a decimal point.

Eg: 3.50, 4.5, 9.99

The question mark (?) at the end of a question

Eg: where is Deborah?

The exclamation point (!): is used at the end of an exclamation and at the end of some commands

Eg: here he is!

Come here now!

The comma (,) : is used to separate, elements of a sentence to avoid confusions

Eg: if you leave, sam can rest

* Between items in a series

Eg: I like ice cream, cake, pre, and all other rech desserts.

* With dates

Eg: October 2, 1977

* With titles

Marta, Ruiz, LLD

* With numbers

Eg: 4, 978 5, 325, 000

The semi-colon (;): is used: to separate closely related independent clauses.

Eg: he is my son; I love him

* Between items in a series, when commas haves already been used.

Eg: I like ice cream with chocolate, cherries, and whipped cream; cookies, cake, and pie; and all other rich desserts

The colon (:) is used: to call attention to an explanation or lost

Eg: they need the following:

Bread, milk, sugar, flour and salt.

The dash (-) is used: to emphasize information within a sentence

Eg: everything, they need – bread, milk, sugar, flour and salt – is at the corner store.

Quotation marks (“ ”) are used: to indicate exactly what someone said or wrote

Eg: light said “you must be crazy!”

Parentheses ( )are used: to give another form of the some expression

Eg: new generation English school (N. GES) the York town dance team (YDT)

The apostrophe (‘) is used: to indicate possession

Eg: Mary’s book

To form a contraction

Eg: I’m, don’t, haven’t

The hyphen (-) is used: to connect the parts of a compound word

Eg: seventy-eight make-up

To connect certain prefixes with words

Eg: re-use, pre-approve

* **Sentences**

The basic unit of written and spoken English is the sentence. A sentence is a meaning feel combination of word. The first word of a sentence begins with a capital letter, and the last word is followed by a period, a question mark, or an exclamation point.

A sentence is an independent clause it:

* has a subject – a noun and its modifiers
* has a predicate – a verb and its modifiers
* expresses a complete idea

the subject: the subject is the person, place, or thing we are talking or writing about it can be singular or plural plural object

Claudia and Alvera they

My house and my car swimming and diving

Singular subjects

Claudia

He

My house

Swimming

It is the subject for certain common expressions

1. with the weather

it is windy

it is snowing

it is hot

1. with time

it is ten o’clock

it is lake

1. with distance

it is a long way

1. with adjectives or nouns followed by infinitives

it is nice to see you

it is sad to say good-bye

it is a shame, to lose it

**The predicate**

The predicate is a verb that tells what the subject is or does. The form of the verb must be appropriate for the subject.

The verb can be:

* linking: a linking verb connects the subject to a complement – a word that describes the subjects. The complement can be a noun or an adjective. Common linking verbs are be, become, get (when it means become) appear, seem, feel, smell, sound, and taste. As you can notice these verbs are in a way or another similar on meaning to “be”

Examples: subject predicate complement

John is my brother

My house seems empty

Swimming sounded good

**Transitive**: a transitive verb must have a direct object – a noun or pronoun tells whom or what the verb points to examples:

Subject Predicate Direct object

John likes sugar

My house needed an air conditioner

* transitive with an indirect object

an indirect object is the person who is the receiver of the direct object.

Common verbs that can have indirect objects are: give, show, tell, teach, by end send

Example:

Subject predicate indirect object direct object

John gave Susan a ring

She is telling her mother the secret

We will send them presents

**Intransitive**

An intransitive verb does not have an object

Example: subject predicate

John travels

My car runs

**TYPES OF SENTENCES**

Sentences are subdivided into many types here at N.GES, we judge better to classify them some four types according to their purposes.

1. **Declarative**

A declarative sentence is a statement that gives information or ideas. It ends with a period. In the first level, we talked about how to form the negative form of a sentence from its affirmative form. Those two forms of sentences constitute what we call statement. This means, a statement is a sentence which is either affirmative or negative.

Eg: Mary helps sick people

Mary doesn’t help sick people

NGES trains people very well

NGES doesn’t teach people childish materials

The earth goes around the sun.

1. **Interrogative**

An interrogative sentence asks a question. It ends with question mark.

Level. Let’s remind that, there are three kinds of questions:

**WH – Question:** these ones are introduced by question words like: who, whom, whose, what, which, when, where, why, what, for, how,…

**Tag question:** are short questions put at the end of a sentence to ask for confirmation of the listener.

* Question tags are put only after statements, it means, there is no tag question for questions.
* A negative sentence has a positive tag, a positive sentence has a negative tag
* Statements which have indefinite subjects, their tag questions use “they” as subject

Eg: someone is outside. Are they?

* Imperative sentence have particular tag questions like “would you”, “will you”, “shall you”, “can you”,…
* Sentences which contain negative words have positive tags. Here are some negative words: no, any… not, nobody, no one,

Eg: nobody is perfect – are they?

No one can say. I am able – can they?

* For other rules, consult – froe English grammar

Of NGES first level

**“Yes” or “No” questions**

These questions always ask for a yes or no answer. They are often

Introduced by an auxiliary. In this case, we call them: simple questions.

Eg: are you sick ? yes I am

No I am not

Do they like ice cream? Yes they do

No they don’t

1. **Exclamatory**

An exclamatory sentence expresses surprise or another emotion. It ends with an exclamation point.

Exclamatory sentences often begin with what or how example:

What a beautiful dress!

How nice of you to say that!

An exclamatory sentence may be a statement spoken with special emphasis

Examples: I am hungry!

She is a wonderful teacher!

You didn’t call me!

1. **Imperative**

An imperative sentence is a command. It tells someone what to do or not to do. An imperative sentence may end with a period or an exclamation point.

The subject may be “you” (either singular or plural), but it is not expressed.

Example

Turn right on washa moto street

Open the boxes

Come here!

Drive carefully!

Don’t touch that wine!

The subject could also be “we” or “you” and “I” (also not expressed.) example

Let’s go to the moves

Let’s not waste time

1. **THE PARTS OF THE SPEECH**
2. **NOUNS**

A noun is a word that names one or more people, animals, things, places, or abstractions. Abstractions are things we cannot touch.

1. **Countable nouns**

Nouns that can be counted have two forms singular and plural.

* **Singular nouns**

A singular noun names one person, animal, place, thing, or abstraction.

Eg: girl, boy, doctor, town, airport, area, house, radio, idea, problem, book,…

* **Collective nouns**

A collective nous is a singular noun that names a group of people with a common interest.

Example: team – a group of players working together.

Class – a group of student studying together

Family – a group of people related by blood

Office – a group of people who work for the same boss.

* **To use a singular noun**

1. Always use a noun determiner (a/an, the, one, this, that, any, each, every, another, either, neither, my, your, his, her, our, their, or a possessive noun)
2. Use a singular verb (he/she/it form)

Example

Noun determiner singular noun singular verb

a book is

the book has

my book weighs

my team wins

a family has

the class is

**Plural nouns**

A plural noun names two or more people, animals, places, things, or abstractions.

* To make plurals, we add “s” to most nouns
* To use plural nouns

1. A noun determiner is optimal. You can use the, zero, all numbers except one these, those, any, no, either, neither, other, some, both, few, enough, plenty, of, a lot of, lots of, many, all, my, your, his, her,, its, our, their, or a possessive noun.
2. When there is no noun determiner, the meaning “all” is implied

Examples:

Her flowers are beautiful. (Only her flowers)

Flowers are beautiful (all flowers)

These exercises are fun. (Only these exercises)

Exercises are fun (all exercises)

1. Use a plural verb (we/you/they form)

Examples:

**Noun determiner plural noun plural verb object**

the girls are here

my friends have jobs

these exercises help

her flowers are beautiful

exercises help

flowers are beautiful

1. **Non-count nouns**

* Common examples

A non-count noun names:

1. A group or collection of diverse things

Furniture, Jewelry mail, equipment, machinery, hardware, makeup, money, changes.

1. An item made up of parts that are too small to count

Hour, sugar, rice, salt, sand, coffee, tea, corn, dirt, dust, flour, grass

1. An activity or abstraction made up of variable parts

Work, housework, advice, information, news, music

1. Liquids:

Water, milk, soup, juice, coffee, tea

1. Food and other useful commodities

Bread, meat, chicken, fish, cheese, cotton, wool, copper, glass, rubber, soap.

1. Environmental phenomena

Air, land, oxygen, smoke, steam, wind, heat,

1. Human qualities

Honesty, beauty, intelligence, patience, kindness, generosity, courage, independence, pride, selfishness

1. Condition

Health, sickness, wealth, poverty, education, anger, luck

1. Subjects of study

Psychology, biology, medicine, law, science, religion, English

* **To use non-count nouns**

1. A noun determiner is optimal
2. When there is no noun determiner, the meaning “all” is implied

Eg: this coffee is delicious (only this coffee)

Coffee is delicious (all coffee)

1. Use a singular verb (he/she/it form)

Eg: our homework is difficult

A lot of medicine make me sick

1. **Nouns that can be count or non-count**

A few nouns can be count in certain situations, and non-count in others.

Count: one coffee - one cup of coffee

Non-count: coffee - the beans or granules used

for making a cup of coffee

Count: one chicken – an animal

Non-count: chicken - the meat of a chicken

Count: one glass – a container that holds liquids

Glasser – lenses for improring sight

Non-count: glass – the material a glass in made of

Count: one iron -an appliance used for pressing clothes

Non-count: iron –a metal

Count: one paper -the material a report is written on

Count: one time -one occasion

Non-count: time -the present, past, and future

1. **Proper nouns**

Proper nouns are specific names of individual people, groups of people, places and things. They are written with capital letters. The article “the” is used with certain proper nouns, but not with others.

Eg: Mary smith, utiye perfect, new york, gauss Gaston, Congolese, November, Saturday, English, the united states, the Arlington library,…

1. **Appositives**

An appositive is a noun that follows a noun and renames it. Put a comma before the appositive, and a comma or a period after the appositive.

Example:

Light, my sister, is a doctor

Gaston, my teacher, is physicist

Fortune likes his teacher, Mr Lucien

Our neighbors, the cordovas, are delightful

Rice, her favorite food, is good for her

1. **Possessive nouns**

A possessive noun tells who “has” something it answers the question, “whose?”

* **To make a noun possessive**

1. Add ‘s to a singular noun:

Eg: The book that Mary owns Whose book? Mary’s

The friend that Mary has Whose friend? Mary’s

The car that my friend has whose car? My friend’s

The dog that Charles Adams owns whose dog? Charles Adams’s

The basketball that the boy has whose basketball The boy’s

1. Add is to a plural noun that does not end

Eg: the money that people have whose money? The people’s

The boys that the children have whose toys? The children’s

The shirts that the men own whose shirts? The men’s

1. Add (apostrophy) to a plural noun that ends in s

Eg: the party that the ladies have whose party? The ladies

The room where the teachers relax whose room? The teachers

The car that belong to the perezes whose car? The perezes

1. Use a + (noun) + of + the possessive noun to indicate that the item owned is only one of several:

Eg: a book that Mary has whose book? A book of Mary’s

A friend that my sister has whose friend? A friend of my sister’s

* Use the possessive form to show ownership by people do not of the with people

Eg: john’s book

Wise’s wife

Claudia’s glasses

Use either the possessive form or the prepositional phase of the with other living or natural things.

Eg: the dog’s leg or the leg of the dog

The tiger’s tail or the tail of the tiger

The plant’s leaves or the leaves of the plant

The sun’s mays or the mays of the sun

The river’s mouth or the mouth of the rever

Use either the possessive form or the prepositional phase of the with collective nouns.

Eg: the company’s president or the president of the company

The team’s captain or the captain of the team

The committee’s agenda or the agenda of the committee

A family’s celebration or the celebration of a family

Use the possessive form (or a prepositional phase) with certain time expression

Eg: today’s date the date of today

The year’s end or the end of the year

The day’s work or the work of the day

Tomorrow’s agenda or the agenda for tomorrow

Do not use the possessive form for other non-long things. Show possessive with of the

Eg: the door of the car

The legs of the table

The color of her dress

The rooms of the house

The name of that street

1. **Comparing nouns**

* Comparing nouns by number or amount

To make a positive comparison of plural or non-count noun, use:

or

More +noun + than + noun + subject + (verb)

More +noun + than + noun

the verb in optimal

eg: I have more pencils than pens

I have more pencils than you do

I have more sugar than flour

I have more sugar than she does

* To make a negative comparison of plural nouns, use:

Fewer + noun + than

Eg: I have fewer pens than pencils

I have fewer pens than she does

* To make a negative comparison of non-count, nouns, use:

Less + noun + then

Eg: I have less flow than sugar

I have less flour than she does

* To show equality with plural nouns, use:

As many + noun + as

Eg: I have as money notebooks as books

I have as many notebooks as she does

* You can also use

The some number of + noun + as

Eg: I have the same number of notebooks as books

I have the same number of notebooks as he does

* To show equality with non-count noun, use: as much + noun + as

Eg: I have as much vinegar as oil

I have as much vinegar as you do

* You can also use:

The same amount of + noun + as

Eg: I have the same amount of vinegar as oil

I have the same amount of vinegar as you do

* **Expressing equality of size, weight, shape and color.**

For singular, plural and non-count nouns, use:

The same + noun + as

Eg: My dress is the same size as you dress

* my shoes are the same size as your shoes

our shoes are the same size

* your baby is the same weight as her baby

he is the same height as his father

* they are the sale height

her skirt is the same length as the model’s

* their skirts are the same length

this pond is the same depth as that one

* they are the same depth

this tree is the same shape as that tree

* the trees are the same shape

their uniforms are the same color as ours

they are the same color

* **expressing absolute equality**

to show that two nouns are equal in every way, use: exactly like + noun or exactly alike

the same as noun or the same

example:

your dress is exactly like my dress

our dresses are exactly alike

your dress is the same as my dress

our dresses are the same

her earrings are exactly alike

her earrings are exactly like yours

your earrings are the same as yours

your earrings are the same

his furniture is exatly like hers

their furniture is the same

the same + noun

the same + noun = the actual noun previously thought about or spoken about

example: I saw some beautiful shoes in the window

you did? I saw the same shoes.

There is a young lady waiting for you

She is the same lady who was here before

I lost my suitcase

Now I have to wear the same clothes for a week

1. **PRONOUNS**

A pronoun is a substitute for a noun use the pronoun when the noun has already been named, to avoid repeating et.

In the first level, we talk about

* Personal pronoun’s
* Reciprocal pronouns
* Intensive and reflexive pronouns
* Possessive pronouns
* Relative pronouns
* Demonstrative pronouns
* Indefinite pronouns

At our level, we are going to talk about same further more information about pronouns.

Note about some pronouns

1. We all remember that a personal pronoun can be either subject or object

I, you, he, she, we, you, they, it are subjects

Me, you, him, her, it, us and them are objects the object pronouns can be

* **Direct object pronouns**

Eg: john called me

John called you

John called her (him)

John called us

John called me and you

John called you (you and her)

John called Patricia and David

John called them

John called her and him

John got the check

John got it

John got the checks

John got them

Who(m) did you see?

I saw betty

When did you see her?

I saw her yesterday

Did you see Sam?

- Yes, I saw him, too.

- I saw him and her yesterday

- I saw betty and him

- I saw her and Sam

I saw them yesterday

Did they see you and your friend?

* No. they didn’t see us
* They didn’t see meand him
* They didn’t see him and me

* **Object – of – preposition pronoun**

Eg: to the teacher = to me

For light = for you

From Claudia = from her

With prince = with him

About N.G.E.S = about us

Without Micheline and Elijah = without you

Of keren and Benedict = of them

Are you going with Natasha and perfect?

* Yes I am going with her and him
* I am going with them

Did faithful leave without you and fortune?

* Yes. He left without me and him
* He left without us.

Who (m) is that present for?

* It’s for my mother and prisca
* It’s for her and prisca
* It’s for them
* **Indirect object pronouns**

Eg: Lucien gave the book to Mary - Lucien gave me the book

Lucien gave the book to Susane - Lucien gave you the book

Lucien gave the book to Faida - Lucien gave her the book

Lucien gave the book to wise - Lucien gave him the book

Lucien gave the book to wise and Mary - Lucien gave us the book

Lucien gave wise and me the book

Lucien gave the book to Susane and Faida

* Lucien gave you the book
* Lucien gave you and her the book
* Lucien gave the book to Faida and wise
* Lucien gave them the book
* Lucien gave her and him the book

Did you send it to him and his sister?

* No, I didn’t send her the letter
* I didn’t send them the letter

Who wrote you the answer?

* She wrote me and my brother the answer
* She wrote me and him the answer
* She wrote us the answer.

**Note: using two object pronouns together**

* When there is an indirect object pronoun before the direct object, the direct object must be in noun (not pronoun) form.

Examples

He gave me the book

We told them the story

I’ll show you my new dresses

To use the direct object pronoun with an indirect object pronoun, use a preposition

Examples

he gave me the book - he gave it to me

we told them the story - we told it to them

I’ll show you my new addresses - I’ll show them to you

1. The reciprocal pronoun: each other refers to a relationship between two people or groups

The reciprocal pronoun: one another is used to refer to a relationship among three or more people

1. An intensive pronoun restates a subject noun or pronoun to emphasize it. This is why they are often called

Emphatic pronoun

Eg: I vote “no” myself

You know that yourself

Micheline went to the store herself

Joshua did it himself

Emily and I made this cake ourselves

Did you and Florence bruld the house yourselves

The robbers themselves called the police

Did wanny do it herself?

1. Reflexive pronouns are object pronouns that

Refers back to the subject

The subject and the object are the same person or thing

1. A possessive pronoun replaces a possessive noun, it answers the question “whose?”
2. A demonstrative pronoun indicates a specific noun
3. An indefinite pronoun refers to a noun that is not specific
4. A relative pronoun replaces a noun in an adjective clause

More about adjective clauses

There are some sentences that don’t make complete sense by themselves. They contain a finite verb, but they make sense only when they are used with another sentence.

Eg: - which I want

* That he was tired
* When he saw the policeman

If we put another sentence, then they do make sense.

* That is the book which I want
* John said that he was tired
* The thief ran way when he saw the policeman

Sentences which cannot stand alone are called clauses

We distinguish

* Relative clauses (adjectives clauses)
* Noun clauses (direct & indirect speeches)
* Adverb clauses

In a complex sentence, we have one principal clause and one or more subordinate clauses. This means we have main clauses and subordinate clauses after introduced by subordinating conjunction.

This is the case for adverb clauses

In this paragraph, we are going to talk about relative clauses, noun clauses and adverb clauses will be developed later.

An adjective clause (relative clause) is a dependent clause that modifies a noun or a pronoun. It describes, defines, identifies, and gives frither information about the noun or pronoun.

* A relative clause uses a pronoun to be connected
* The relative pronouns are: who, that, which, whom, whose,…
* Relative clauses can be connected to their main clauses with relative pronoun that function as subjects.

Eg: the girl who lives opposite my house is very pretty

The flowers which are in my garden are still fresh

* The girl that lives opposite my house is very pretty
* The flowers that are in my garden are still fresh
* Who refers to people, which refers to things and animals, that refers to both people and things
* Relative pronouns used as objects of the sentence

Eg: the girl was not beautiful

I saw the girl last week

1. The girl who I saw last week was ugly
2. The girl that I saw last week was ugly
3. The girl I saw last week was ugly

* the movie was liked by girls
* we attended it yesterday

1. the movie which we attended yesterday was liked by girls
2. the movie that we attended yesterday was liked by girls

* whom refers to people, which refers to things and animals, that refers to both people and things
* The symbol (omission) show us that when the relative pronouns are used as objects of the sentence.
* Their use is optimal, to mean, we can use a relative pronoun or not for connecting a relative clause when the function of the pronoun is object.

Exercises: combine these simple sentences :

1. Julius Caesar came to Britain in 55 B.C

* He was a Roman powerful general

1. The great fire of London destroyed a large part of the city

* It broke out in 1666

1. Those dead flowers smell awful

* You put them in the vase ten days ago

1. The youngest sister has just got married

* You met her in my house last week

Relative pronoun used as object – of – preposition

Eg: the stepmother is very kind to me

I am living with her

1. The stepmother whom I am living with is very kind to me
2. The stepmother that I am living with is very kind to me
3. The stepmother I am living with is very kind to me
4. The stepmother with whom I am living is very kind to me

* The matter has been settled
* You were arguing about it last year

1. The matter that you were arguing about last year has been settled
2. The matter which you were arguing about last year has been settled
3. The matter you were arguing about last year has been settled
4. The matter about which you were arguing last year has been settled

In very formal English, the preposition comes at the beginning of the relative clause as in example. (d)

In informal English the preposition comes at the end of the relative clause an in other examples.

If the preposition comes at the beginning only whom and which are used.

1. Usual: the man who is outside is abnormal

Unusual: the man that is outside is abnormal

1. Usual: the dog that is brown belongs to the boss

Unusual: the dog which is brown belongs to the boss

1. Usual: the boy I saw yesterday was fool

Usual: the table we reparred last time was for N.G.E.S

**The pronouns whose & where**

Eg:

1. the police man is at the door

you knocked his helmet off

* the police man whose helmet you knocked off at the door

1. the girl has left the room

* I was talking to her mother
* The girl whose mother was talking to me has left room

1. A woman is more designate than a male

Her mind is made up

* A woman whose mind is made up is more destinate than a male

1. The teacher made a lot of noise

I can’t remember his name

* The teacher whose name I can’t remember made a lot of noise

1. The building is very old

My father leved there (in that building)

1. The building where my father leved is very old
2. The building in which my father leved lived s very old
3. The building which my father leved in is very old
4. The building that my father lived on is very old

**Non-defining relative clauses**

Eg:

1. The man wants to speak to you

The man is outside

* The man who is outside wants to speak to you (non-defining)

1. Bulambo wants to speak to you

Bulambo is outside

* Bulambo, who is outside, wants to speak to you

1. The man is coming to tea

I always forget his name

* The man whose name I always forget is coming to tea

1. Sinjebiturutseho is coming to tea

* Sinjebiturutsebo, whose name I forget is coming to tea

**Let’s revise**

|  |  |  |  |
| --- | --- | --- | --- |
| **DEFINING Relative pronouns** | | | |
| For people | Subjects | Objects | Possessives |
| Who (that) | Whom (that) | Whose |
| For animals and things | That (which) | That (which) | Whose |
| NON-DEFINING Relative pronouns | | | |
| For people | Subject | Objects | Possessives |
| Who | Whom | Whose |
| For animals and things | Which | Which | Whose |

1. **ADJECTIVES**

Adjectives give information about nouns:

There are two kinds of adjectives: noun determiners and descriptive adjectives.

Noun determiners identify and limit nouns. They have specific relationship with singular nouns plural noun, and noun-count nouns.

Descriptive adjectives have the same form for singular, plural and noun-count nouns. Their use is optional.

* More about comparing descriptive adjectives

As + adjective + as

* To express equality use:

Eg: your bag is as heavy as mine

Her shoes are not as big as yours.

* Similar to – equal to in some ways

Eg: your bag is similar to mine

* Different from – not the same as:

Eg: your dress is different from mine

* To describe a gradual process, use the same comparative adjective two times, with and.

Eg: the old car went slower and slower

The balloon got bigger and bigger

The weather is getting colder and colder

N.G.E.S is better and better

The girl is more and more beautiful every day

If you don’t study, 2nd level material will be harder and harder.

* The comparison above is one form of double comparison indeed, we have these forms:
* To get in “ing” form + adjective + er

Eg: it is getting hotter and hotter

She is getting fatter and fatter

* The more ….. the more .....

The more ….. the less ….

The less…… the less …..

The less…… the more ……

Eg: the more he eats the more fat he becomes

The less he eats the more thin he becomes

The more you learn the more nature you become

**ORDER OF ADJECTIVES**

1. To describe a noun with several adjectives, use the following order. It is better not to use more than three descriptive together.

First, a noun determiner: a, the, my, this, etc.

Next, a subjective descriptive wonderful crazy

Adjective (the speaker’s beautiful, etc

Opinion, general adjectives)

Then, factual descriptive adjectives:

Size big, small, huge, ect

Shape round, square, ect

Age young, new, old, etc

Color red, blue, yellow, etc

Participle beared, broken, unmarried, etc

Origin American, foreign, etc

Material wood, silk, glass, etc

Finally, the noun chair, furniture, turn, etc

Examples: three valuable old Chinese vases

Some beautiful old Mexican doors

A cheap tittle blue dress

A few wrinkled old black – and – white photography

A strong young African boxer

All the friendly new neighbor

A lot of pretty yellow sick robbons

My favorite pink silk blouse

A cheap small ancient black tooled American leather boots.

Exercices: Arrange each group of adjectives in ║in the right order.

1. Customer

* I’d like a (yellow/automatic/camera/small) on a (green/plastic/small/case) with a (leather/photography/yellow) album too

Shop-assistant : yes, madam. You want a (large/automatic/red/camera) in a (leather/sheng/yellow) case with a (plastic/green/cheap/strap) and you also want a (photograph/green/small) album is that right?

Customer: No! No! No!

Get me a piece of paper and a (new/paint/large/brush) of block point and I’ll write it down for you in (capital/large/block) letters.

1. Car – big – American – a
2. Young – strong – boxer – African – a
3. A – tall – farmer – cattle – northern
4. Colossal – (black – and –white) – imported – bull – a
5. Strong – a – plastic – white – bag
6. A – small – round – pearl – earings
7. Huge – concrete – building – modern – a
8. Smart – these – leather – red – shoes
9. Happy – a – guitar – young – player
10. Adjective order exceptions:
11. The adjective else, which means “another” or “different” is placed after certain indefinite pronouns. It answers the questions, “who else?” “what else?” and “where else?”

Eg: who else is here?

* I don’t see anybody else
* Nobody else is here
* I think somebody else is here

What else do you want?

* I don’t want anything else
* Bring me something else
* I need little else

Where else did he go?

* He didn’t go anywhere else
* I think he went somewhere else

1. Descriptive adjectives can also follow the indefinite pronoun

Anybody, anyone, anything, anywhere, nobody, no one, nothing, somebody, someone, something, somewhere, little, not much.

When they answer the question “what kind of?”

Eg: what kind of typist do you need?

* I need somebody good.

What kind of things did they do?

* They did nothing interesting

What kind of car does he need?

* He needs something cheap

What kind of place is she going to for her vacation?

* She is going somewhere warm

1. Enough can precede or follow a noun.

Eg: I have enough plates for twenty people

I have plates enough for twenty people

I have enough food for all guests

I have food enough for all guests

He doesn’t have enough money to buy a car

He has money enough to buy a car

Note when enough is an adverb, it comes after a descriptive adjective

Eg: she is nature enough

Gaston is good enough at mathematics

Alvera is pretty enough

Divine is talkative enough

Do not say:

She is enough nature

Gaston is enough good at mathematics

Alvera is enough pretty

Divine is enough talkative

1. **VERBS**

A verb tells the state or action of a subject

Verbs have three moods:

* The indicative, for most statements and questions
* The imperative, for commands
* The subjective, for expressing wishes and certain untrue situations.

Verbs have two voices:

* The active, for most statements and questions

in active voice sentence, the subject is the performer of the action of the verb.

An active voice sentence emphasizes the subject of the sentence

* The passive, for emphasizing the object in a passive voice sentence, the subject is the receiver of the action of the verb.

Verbs have a number of tenses, times and aspects which we developed in the first level.

In English we have two main tenses

* The present tenses
* The post tenses

1. **More about future times**

The future tenses express expectation of action.

Use an adverb of time before the subject or after the verb

There are several ways to express future time

* **Present progressive used for the future**

Use the present progressive tense with a future time expression to express a plan in the future (future planned)

Eg: I am studying tomorrow

She is flying to San Antonio next week

We are wearing blue jeans tonight

* **Be going to…**

Use a form of be + going to + a basic verb to express a near future. In addition, we can use be about to for expressing the near future. However be about to is used when there remain few minutes for the action to be done.

Eg: I am going to study tomorrow

She is going to fly to san Antonio

We are going to wear blue jeans

It is getting dark, we are about to go in beds

N.G.E.S is about to travel to London

* **Will and other modal auxiliary**

Use a modal auxiliary: may, might, should or will + a basic verb to express possibility, probability, promises or predictions.

The forms are the same for all persons.

1. Use may, might, or maybe when there is a 50 percent possibility of the action

Eg: what are you doing tomorrow?

I may work - I may not work

I might work - I might not work

Maybe I will work - Maybe I won’t work

Are they going to work tomorrow ?

* They may - they may not?
* They might - they might not
* Maybe - Maybe not

1. Use should to express expectation (99 percent possibility)

Eg: we should get there around eight o’clock

I should know the answer tomorrow morning

1. Use will probably when there is a 90 percent possibility of the action

Eg: I will probably work

He will probably work

1. Use probably won’t when there is a 10 percent possibility of the action.

Eg: I probably won’t work

He probably won’t work

1. Use will + you to request action

Eg: Will you please work tomorrow?

Will you help me next week?

1. Use will to make a promise or commitment

Will you please work tomorrow?

* I will work – yes, I will

Will your son help?

* My son will help, too – yes, he will

1. Use won’t to refuse to act

Eg: will you mark for me?

* I won’t work for you - No, I won’t

1. Use will to predict the future

Eg: what will happen in the twenty-first century?

* We will travel to the moon for a vocation
* My baby will be a doctor

Note: when the modal will (shall) is used to express the future, we talk about future simple. However, shall is mostly used for the first persons of singular and plural and express more precisions than will.

In fact, will expresses a promise, an expectation and a prediction

Consequently, it is right to say that the future simple expresses a promise, an expectation and a prediction.

1. Other modal in the future are

**Meaning Present Future Future Negative**

Ability can will be able to won’t be able to

Permission may will be allowed to won’t be able to

Assistance can will be able to won’t be able to

Necessity must will have to won’t have to

Have to will have to won’t have to

Desire would like will want to won’t want to

Examples:

I can’t sleep. After I take my medicine, i will be, able to sleep

He can’t play the piano, and the won’t be able to play unless he practices

You may not leave the room during the test. You will be allowed to leave when the test is over

She doesn’t have to take the test now, but she will have to take it before next semester

I wouldn’t like to eat now, but I will want to eat before I go to bed

* Present tense used for the future

1. Use the present tense for a scheduled

Future event.

Eg: the party is tomorrow

The movie starts at seven o’clock

They leave next week

1. Use a present tense verb after before, after, as soon as, and when. To express future time.

**Future tense Time expression Present tense**

I am going to leave before he gets here

He is speaking after the chairman speaks

She will come as soon as she finishes

They should be here when you arrive

I might cry when I say goodbye

* **Future progressive tense**

The future progressive tense expresses action that will be in progress in the future.

To make the future progressive tense, use will be + a present participle

Future progressive action may or may not have already begun ; it will not be finished at the indicated future time.

Eg: I will be studying

She will be taking an exam

They will be relating

* **Future perfect tense**

The future perfect tense is used to express action that will be finished at a specific time in the future.

Use will have + past participle + by + a specific date

a specific time

a specific event

Examples: I will have finished my exams by june 1st we will have read the report by o’clock wanny will have going ten million dollars by her wedding day.

Use by the time or when + subject + present tense

Verb + subject + will have + past participle

Example:

* By the time I see you, I will have graduated
* When I get home, I will have finished my exams
* By the time you read, I will have left
* Future perfect progressive tense

The future perfect progressive expresses action that will have been in progress for a certain length of time at a specific time in the future.

Use subject + will have been + present participle

Examples:

I am going to cook from 8 A.M until 8 P.M

You are going to come home at 6 PM

At 9:00 AM, I will be cooking

At noon, I will still be cooking

I will have been cooking for four hours

At 3:00 PM, I will have been cooking for seven hours

When, you come home at 6:00 PM, I will have been cooking for ten hours

By the time, I go to bed, I will have been cooking for 12 hours. After his party, I don’t think I will ever want to cook again.

1. **VERBS – ADDITIONAL PATTERNS**

* **VERBS USED AS NOUNS**

1. **The gerund form**

Gerunds in English correspond to progressive participle. Both derive from

VERB + ING forms. They are then called VERBALS

Gerund are nouns. From verbs. They are verbal nouns, in French they are translated into INFINITIVES. Present participles are adjectives. They are verbal adjectives when they are alone, we put nouns after them.

* **Use of gerund**

1. The gerund is used as a subject or a direct object of a sentence, or as an object of a proposition
2. As a subject

Eg: swimming helps to become strong

1. As an object

Eg: they prefer escaping

Costant enjoys reading the bible

1. After preposition

Eg: they went to school before eating

1. Use the gerund form after the preposition “to” in expressions like:

Be used to, be accustomed to, in addition to, prior to, look forward to, devoted to, contribute to, be opposed to, resign oneself to, resort to, commit, oneself to, be reduced to, resist to, algect to,

1. Use the gerund on short prohibition

Eg: No smoking here,

No parking here

1. Certain verbs are followed by gerund objects: admit, appreciate, avoid, consider, deng, discuss, enjoy, finish, imagine, keep, mind, miss, postpone, quit, recall, resist, rest, suggest, tolerate, detest,

Examples: He, is considering taking the train

Did you discus visiting Canada?

It has stopped snowing.

1. Use the gerund after expressions like

It is no use, can’t stand, can’t risk,

Can’t resist, it’s not good, it’s no worth

Can’t help,…

1. Use go + gerund for certain activities

Go boating, bowling, camping, dancing, fishing, hiking, skunk, swimming

Example: please go bowling with us

We are going to go camping

They went fishing last week

He has never gone sailing before

They have to go shopping

1. Use feel like + gerund to express deserve to do something now

Eg: I feel like dancing

He feels like taking a nap

1. Use would you mind + gerund to make a very polite request

Eg: would you mind morning over?

Would you mind helping me?

Would you mind closing the window?

1. Use a gerund after a preposition

Eg: thank you helong

I did it by working quickly

She is tired of living there

I want to keep on studying

He is thinking about quitting

1. Use a gerund after a possessive noun or pronoun

Eg: I love Carolyn’s singing

He appreciates my being here

We appreciated his helping us

They regret you’re moving far away

Note: same verbs can be followed be a gerund or the infinitive with different meanings

Eg:- I forget telling youth story means

I should do something, but because of

Telling you the story I forget to do it

* I forget to tell you the story means

That I had to tell you the story, but

I forget. (it wasn’t possible)