

Practicing English in Computer Science  
Bachelor Level

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# Course Overview and objectives

This course is designed for computer science bachelor students to improve their English language skills, focusing on grammar, vocabulary, and writing. It aims to enhance both spoken and written English proficiency, enabling students to communicate effectively in various professional settings.

## Course Objectives

By the end of this course, students should be able to:

1. Understand and apply essential English grammar rules.
2. Expand their English vocabulary relevant to computer science and technology.
3. Communicate fluently and accurately in English, both orally and in writing.
4. Write clear and concise technical documents in English.

# Chapter 1

## Sentence Structure

### 1.1 Grammar

Verb tenses serve as crucial tools for conveying when an action occurred, whether it happened in the past, is happening in the present, or will occur in the future. Additionally, the term "verb tense" extends to encompass grammatical aspects, which provide further insights into the duration and timing of actions. By intertwining these four grammatical aspects with the temporal distinctions of past, present, and future, English encompasses a total of twelve primary verb tenses.

While mastering verb tenses is essential for accurate English communication, the many forms and functions they encompass can be perplexing. In this comprehensive guide, we offer a concise overview of English tenses, elucidating when and how to apply them and bolstering comprehension through an abundance of illustrative verb tense examples.

#### 1.1.1 What is a Verb Tense?

A verb tense is a grammatical feature in language that indicates when an action or event occurred and often provides information about the duration or timing of that action. The primary verb tenses in English are categorized into three main temporal distinctions: past, present, and future. These tenses help us understand when an action occurred in relation to the current moment.

However, in addition to these basic tenses, there are also grammatical aspects that add extra layers of detail to the timing and duration of actions. These aspects include:

1. **Simple Tense:** This indicates actions that happened in the past, present, or future without specifying their duration or completion status.
2. **Perfect Tense:** It shows actions that were completed at a specific point in the past or that have a connection to the present.
3. **Continuous Tense:** This describes actions that were ongoing or in progress at a particular time or over a certain period.
4. **Perfect Continuous Tense:** It combines the perfect and continuous aspects to convey that an action started in the past, continued over time, and has relevance to the present or a specific point in the past.

Verb tenses play a crucial role in language by allowing us to express when an action took place and, in some cases, how long it lasted or its relationship to other actions. These tenses, combined with grammatical aspects, provide a rich framework for conveying precise temporal information in communication, see Table 1.1

## Verb tenses list

English verb tenses are essential for expressing when an action occurs and provide insights into its duration and timing. The standard tense in English is the present tense, which usually takes the root form of the verb. However, the past and future tenses often require modifications, such as adding the suffix '-ed' for the past tense or using the modal verb 'will' for the future tense. Within each of the past, present, and future tenses, there are four distinct aspects that add depth and specificity to the expressions:

### Continuous Tense

The continuous tense conveys that an action is ongoing. It can be applied in the present (e.g., "She is sleeping"), past (e.g., "She was sleeping"), or future (e.g., "She will be sleeping").

### Simple Tense

The simple tense encompasses the standard forms of the past, present, and future tenses. As its name suggests, it's straightforward and doesn't introduce additional information. Simple tenses are the easiest to form and involve the fewest rules.

### Perfect Tense

The perfect tense is used for actions related to other points in time, whether completed or ongoing. For instance, in the sentence "I have played soccer since I was a child," the perfect tense signifies continuous past action extending into the present. In contrast, "I played soccer when I was a child" uses the simple past tense, denoting an action solely in the past, unrelated to the present. Perfect tenses involve a combination of the auxiliary verb 'have' with the past participle of the main verb.

### Perfect Continuous Tense

Combining the perfect and continuous tenses results in the perfect continuous tense. This tense describes ongoing actions that transpire over a period of time. The construction of the perfect continuous tense involves a combination of the auxiliary verb 'have,' the auxiliary verb 'been' (the past participle of 'be'), and the present participle of the main verb.

## Temporal Divisions: Past, Present, and Future

English categorizes time into three central divisions:

- **Past:** Represents actions that occurred earlier.
- **Present:** Denotes actions happening now.
- **Future:** Describes actions that will occur later.

Understanding these temporal divisions is fundamental to effectively utilizing verb tenses and aspects in English.

Please note that while the continuous tenses are suitable for ongoing actions, they are generally not used with stative verbs such as 'want,' 'love,' 'have,' and 'need.' These verbs are typically expressed using simple tenses.

### 1.1.2 Past Tenses

#### Simple Past

The simple past tense indicates actions completed in the past without additional emphasis.

For regular verbs, the simple past tense is formed by adding the suffix '-ed' to the end of the verb (or just '-d' if the past tense verb already ends in an 'e').

	Past	Present	Future
Simple	I helped my neighbor yesterday.	I help my neighbor every day.	I will help my neighbor tomorrow.
Perfect	I had helped my neighbor clean his attic before I fixed his car.	I have helped my neighbor a hundred too much this week.	I will have helped my neighbor times by the end of the month.
Continuous	I was helping my neighbor when he brought me iced tea.	I am helping my neighbor while he fixes up his house.	I will be helping my neighbor next month when he moves.

Table 1.1: **Verb tenses chart**

However, irregular past tense verbs do not follow these rules and have unique forms. For instance, the past tense of the irregular verb 'go' is 'went'.

**Regular verbs:** I picked up the glass, but it dropped from my hand.

**Irregular verbs:** This morning I went to the store, but I forgot the milk.

### Past Perfect

The past perfect tense is formed by using 'had' followed by the past participle. It is used to indicate that one past action occurred earlier than another.

**Examples:**

- She had arrived at the office before she realized it was Sunday.
- I ran to my car when I noticed my wife had left already.

### Past Continuous

The past continuous tense is formed with 'was' (for singular subjects) or 'were' (for plural subjects) followed by the present participle. It is used to denote ongoing actions in the past, especially when interrupted by another action, or habitual actions that occurred in the past but not in the present.

**Examples:**

- My dog was whimpering in his sleep when the TV woke him up.
- As kids, my friends and I were always getting into trouble.

### Past Perfect Continuous

The past perfect continuous tense combines 'had,' 'been,' and the present participle to describe ongoing actions in the past. It emphasizes actions that happened over a period of time and is often used with words like 'when,' 'until,' and 'before' to connect to other past actions.

**Examples:**

- Before he got his first job as a writer, he had been working as a proofreader.
- I had been living on my friend's couch for a year until they kicked me out.

## 1.1.3 Present Tenses

### Simple Present

The simple present tense is used for individual actions or habitual actions in the present. In most cases, it involves the root verb with no changes or additions. However, for third-person singular subjects, '-s' is added to the verb. If the verb ends in certain consonants or 'y,' specific rules apply.

**Examples:**

- Today I feel like a million bucks!
- My brother carries the groceries while my sister stays on the couch.

## Present Perfect

The present perfect tense is challenging and used to describe various types of actions, including ongoing actions started in the past, actions completed multiple times, recent actions (with 'just' or 'now'), or un-completed actions with an expectation of completion.

### Examples:

- We have tricked him every April Fool's Day since we were kids.
- My niece has grown so much this year!

## Present Continuous

The present continuous tense, formed with 'am,' 'is,' or 'are' and the present participle, indicates actions happening right now or in the near future.

### Examples:

- I am reading The Hitchhiker's Guide to the Galaxy for the fifth time!
- We are eating pizza tonight.

## Present Perfect Continuous

The present perfect continuous tense, formed with 'have'/'has,' 'been,' and the present participle, portrays ongoing actions in the present that started in the past and emphasizes their duration.

### Examples:

- We have been waiting for over an hour!
- The team has been practicing nonstop for the tournament.

## 1.1.4 Future Tenses

### Simple Future

Use the simple future tense for actions that have not yet happened but will in the future. Form it by placing the modal verb 'will' before the root verb.

### Examples:

- She will be president one day.
- I will not go to the wedding without a date!

### Future Perfect

The future perfect tense, constructed with 'will,' 'have,' and the past participle, signifies actions to be completed by a specified time in the future. It often pairs with words like 'by,' 'before,' 'at,' or 'when.'

### Examples:

- By the time you read this, I will have already left.
- She will have eaten lunch before her sister even wakes up.

### Future Continuous

The future continuous tense, formed with 'will,' 'be,' and the present participle, is used for actions happening over a period in the future, especially when a specific time is mentioned. It implies more certainty than the simple future.

### Examples:

- By this time tomorrow, I will be drinking margaritas on the beach.
- We will be attending a meeting from noon until 3 p.m.

## Future Perfect Continuous

The future perfect continuous tense, utilizing 'will,' 'have,' 'been,' and the present participle depicts ongoing future actions up to a specific point. Like other future tenses, it is used with a specified time.

### Examples:

- In ten minutes, my parents will have been waiting in traffic for four hours.
- I will have been eating healthy for a whole year by September.

## 1.1.5 Verb Conjugation Exercises with Solutions

### Exercise 1: Present Tense

Conjugate the verb "to eat" in the present tense for the following subjects:

1. I \_\_\_\_\_ (eat)
2. You \_\_\_\_\_ (eat)
3. He/She/It \_\_\_\_\_ (eats)
4. We \_\_\_\_\_ (eat)
5. They \_\_\_\_\_ (eat)

### Solution 1:

1. I \_\_\_\_\_ eat.
2. You \_\_\_\_\_ eat.
3. He/She/It \_\_\_\_\_ eats.
4. We \_\_\_\_\_ eat.
5. They \_\_\_\_\_ eat.

### Exercise 2: Past Tense

Conjugate the verb "to study" in the past tense for the following subjects:

1. I \_\_\_\_\_ (study)
2. You \_\_\_\_\_ (study)
3. He/She/It \_\_\_\_\_ (study)
4. We \_\_\_\_\_ (study)
5. They \_\_\_\_\_ (study)

### Solution 2:

1. I \_\_\_\_\_ studied.
2. You \_\_\_\_\_ studied.
3. He/She/It \_\_\_\_\_ studied.
4. We \_\_\_\_\_ studied.
5. They \_\_\_\_\_ studied.



**Exercise 3: Future Tense**

Conjugate the verb "to travel" in the future tense for the following subjects:

1. I \_\_\_\_\_ (travel)
2. You \_\_\_\_\_ (travel)
3. He/She/It \_\_\_\_\_ (travel)
4. We \_\_\_\_\_ (travel)
5. They \_\_\_\_\_ (travel)

**Solution 3:**

1. I \_\_\_\_\_ will travel.
2. You \_\_\_\_\_ will travel.
3. He/She/It \_\_\_\_\_ will travel.
4. We \_\_\_\_\_ will travel.
5. They \_\_\_\_\_ will travel.

**Exercise 4: Verb Tenses**

Rewrite the following sentence in the past tense:

1. She goes to the park every Sunday.

**Solution 4:**

1. She went to the park every Sunday.

**Exercise 5: Past Continuous Tense**

Conjugate the verb "to play" in the past continuous tense for the following subjects:

1. I \_\_\_\_\_ (play)
2. You \_\_\_\_\_ (play)
3. He/She/It \_\_\_\_\_ (play)
4. We \_\_\_\_\_ (play)
5. They \_\_\_\_\_ (play)

**Solution 5:**

1. I \_\_\_\_\_ was playing.
2. You \_\_\_\_\_ were playing.
3. He/She/It \_\_\_\_\_ was playing.
4. We \_\_\_\_\_ were playing.
5. They \_\_\_\_\_ were playing.

### Exercise 6: Future Continuous Tense

Conjugate the verb "to dance" in the future continuous tense for the following subjects:

1. I \_\_\_\_\_ (dance)
2. You \_\_\_\_\_ (dance)
3. He/She/It \_\_\_\_\_ (dance)
4. We \_\_\_\_\_ (dance)
5. They \_\_\_\_\_ (dance)

### Solution 6:

1. I \_\_\_\_\_ will be dancing.
2. You \_\_\_\_\_ will be dancing.
3. He/She/It \_\_\_\_\_ will be dancing.
4. We \_\_\_\_\_ will be dancing.
5. They \_\_\_\_\_ will be dancing.

## 1.2 Nouns, Pronouns, and Articles

In the realm of grammar, three fundamental elements play pivotal roles in shaping the structure and meaning of sentences: **nouns**, **pronouns**, and **articles**.

**Nouns** are the words that bestow names upon people, places, objects, and ideas. They serve as the building blocks of sentences, assuming various roles within them.

**Pronouns**, on the other hand, are versatile substitutes for nouns. They alleviate redundancy by replacing specific nouns, making sentences more concise and fluid.

**Articles**, comprising "a," "an," and "the," are small but influential words that provide specificity and context to nouns. They help distinguish between the general and the specific, guiding the reader's understanding.

In this section, we delve into the definitions and usage of these linguistic components, illuminating their significance in constructing coherent and expressive language.

### 1.2.1 Nouns

Nouns are ubiquitous in written language, encompassing a wide array of entities. But what exactly are the various types of nouns that you encounter, and how should you employ them effectively?

A **noun** is a linguistic unit that assigns a name to something, be it a person, place, thing, or abstract concept. Within a sentence, nouns serve diverse grammatical functions, assuming roles such as the subject, direct object, indirect object, subject complement, object complement, appositive, or modifier.

Here are some illustrative examples of nouns:

- *cat*
- *bicycle*
- *Taylor Swift*
- *Kuala Lumpur*

Nouns are the cornerstone of effective communication in writing, allowing us to convey a multitude of ideas and concepts through the naming of elements within our discourse.

## Types of Nouns

Nouns constitute a significant portion of the English vocabulary and encompass a wide array of categories.

**Nouns That Name People** Nouns can represent individuals:

- *Albert Einstein*
- *the president*
- *my mother*
- *a girl*

**Nouns That Name Places** Nouns are used to identify locations:

- *Mount Vesuvius*
- *Disneyland*
- *my bedroom*

**Nouns That Name Things** Nouns extend to encompass various objects and concepts, including intangible and hypothetical ones:

- *shoe*
- *faucet*
- *freedom*
- *The Elder Wand*
- *basketball*

**Proper Nouns vs. Common Nouns** An essential distinction lies in whether a noun is a proper noun or a common noun. A **proper noun** is the specific name of a person, place, or thing, and it is always capitalized:

*Does Tina have much homework to do this evening?*

Here, *Tina* is a specific person's name.

Conversely, a **common noun**, also known as a generic noun, represents the general name of an item within a category or group and is not capitalized unless it begins a sentence or appears in a title:

*The girl crossed the river.*

In this example, *girl* and *river* are common nouns.

## Types of Common Nouns

Common nouns can be categorized into three subtypes:

- **Concrete Nouns:** Represent tangible, physical entities that can be perceived by the senses (e.g., *doorbell*, *keyboard*).
- **Abstract Nouns:** Denote intangible concepts or qualities that cannot be sensed (e.g., *courage*).
- **Collective Nouns:** Identify groups or collections of people or things (e.g., *pack*, *pride*).

## Nouns and Number

Nouns are categorized as either singular or plural in number. A **singular noun** refers to a single entity and requires a singular verb, while a **plural noun** denotes multiple entities and necessitates a plural verb.

## Forming Plural Nouns

Many plural nouns can be formed by adding *-s* or *-es* to the singular form, although exceptions exist:

*cat* → *cats*

*tax* → *taxes*

*house* → *houses*

## Countable Nouns vs. Uncountable Nouns

Common nouns can further be classified as **countable nouns** or **uncountable nouns**. Countable nouns can be counted, while uncountable nouns cannot be counted individually:

*Here is a cat.*

*Here are a few cats.*

*Here are eight cats.*

**Uncountable nouns**, also known as mass nouns, refer to intangible concepts, collections, or homogeneous physical substances. They are never used with the singular indefinite article "a" or "an":

*They'd love to rent some property around here.*

*Students don't seem to have much homework these days.*

*Could you help me move the furniture into the other room?*

## Nouns and the Possessive Case

The possessive case indicates a noun's relationship to other words in a sentence. It can signify ownership, possession, or other associations. The possessive of a singular noun is formed by adding an apostrophe and the letter "s":

*The cat's toy was missing.*

For plural nouns ending in "-s" or "-es," only an apostrophe is added:

*My nieces' prom outfits were exquisite.*

The rules for singular nouns ending in "s" or "z" can vary by style guide:

*Ms. Sanchez's coat is still hanging on the back of her chair.*

*Brussels' cathedrals attract hundreds of thousands of visitors every year.*

## Functions of Nouns

Nouns take on various roles based on their relationships within sentences:

### Nouns as Subjects

A subject noun is the entity performing or experiencing an action:

*Maria played the piece beautifully.*

### Nouns as Objects

Nouns can serve as objects, either as direct objects that receive the action of the verb or as indirect objects that receive the direct object:

*Cleo passed the salt.*

*Cleo passed Otto the salt.*

### Nouns as Subject and Object Complements

Nouns function as subject complements to provide additional information about the subject. They can also act as object complements to elaborate on the direct object:

*Mary is a teacher.*

*I now pronounce you husbands.*

## Nouns as Appositives

Appositive nouns immediately follow another noun to further define or identify it:

*My brother, Michael, is six years old.*

## Nouns as Modifiers

Nouns can modify other nouns, often referred to as attributive nouns:

*He is a speed demon.*

## 1.2.2 Pronouns

Pronouns are an integral part of your daily language usage, even if you aren't consciously aware of them. In fact, within the span of this single sentence, we've employed pronouns four times.

Pronouns are linguistic tools, either single words or phrases, that you employ as substitutes for nouns when your audience already understands the noun you are referring to. This linguistic shorthand allows you to enhance the flow and clarity of your communication by avoiding unnecessary repetition.

For instance, consider the following sentence: "I have a dog. She's brown and white." In this example, the pronoun "she's" effortlessly replaces the noun "dog" from the previous sentence. By using pronouns judiciously, you can eliminate redundant phrasing and maintain a smooth and concise narrative.

## Understanding Pronouns

Pronouns are a fundamental component of English grammar, serving as versatile substitutes for other nouns. Their primary purpose is to facilitate efficient and concise communication by eliminating the need for repetitive use of the same word. Pronouns come in various forms, each with specific functions. Here are some examples:

- *I*
- *me*
- *us*
- *you*
- *themselves*
- *who*
- *that*

## Pronouns as a Part of Speech

Pronouns are one of the traditional eight parts of speech, and they also constitute a distinct subcategory within nouns. What sets pronouns apart is their remarkable ability to replace nouns seamlessly. To illustrate, consider a narrative about your sister, Sarah. Repeatedly using "Sarah" can make the text monotonous:

*Sarah has always loved fashion. Sarah announced that Sarah wants to go to fashion school.*

While you could occasionally refer to Sarah as "my sister" to vary the wording, this might imply two different individuals:

*Sarah has always loved fashion. My sister announced that Sarah wants to go to fashion school.*

The elegant solution is to introduce the pronoun "she" after Sarah's initial mention:

*Sarah has always loved fashion. She announced that she wants to go to fashion school.*

Pronouns possess the unique capability to replace both proper and common nouns. Certain pronouns have specific usage rules, such as the prohibition of using "it" to refer to a human being. We delve into the various types and their associated rules in the sections below. It's worth noting that some pronouns, such as "which" and "whose," can serve multiple functions depending on their context within a sentence.

## Personal Pronouns

When discussing pronouns, personal pronouns are often the first to come to mind. Personal pronouns are a distinct category of pronouns that vary in form depending on their grammatical person, indicating whether they refer to the person speaking or writing (the first person), the person or entity being addressed (the second person), or the person or entity being discussed (the third person). Here is a comprehensive list of the primary personal pronouns:

- **First Person Singular:** *I/me*
- **Third Person Singular - Feminine:** *she/her*
- **Third Person Singular - Masculine:** *he/him*
- **Third Person Plural:** *they/them*
- **Third Person Neuter:** *It*
- **First Person Plural:** *we/us*
- **Second Person:** *you*

Here are a couple of illustrative sentences featuring personal pronouns, with the pronouns bolded and their antecedents underlined:

- The new student will arrive today. **They** will need a seating assignment and a name tag.
- My family loves nachos. **We** make them every Friday for movie night.

## Relative Pronouns

Relative pronouns constitute another category of pronouns, serving the purpose of connecting relative clauses to independent clauses. These clauses often provide additional information about something mentioned within the sentence. Common relative pronouns include the following words:

- *that*
- *what*
- *which*
- *who*
- *whom*

Traditionally, "who" refers to people, while "which" and "that" are used for animals or objects. Below are examples demonstrating the use of relative pronouns:

- The woman **who** called earlier didn't leave a message.
- All the dogs **that** got adopted today will be loved.
- My car, **which** is nearly twenty years old, still runs well.

## Distinguishing "Who" and "Whom"

Determining when to use "who" versus "whom" can be a common source of confusion. However, the distinction is straightforward: "who" is employed as a subject pronoun, while "whom" functions as an object pronoun, typically following a verb or preposition. Consider the following examples:

- *Who* mailed this package?
- To *whom* was this package sent?

Do you notice the difference? "Who" is a subject pronoun, belonging to the subjective case (similar to "I," "he," "she," "they," and "we"). On the other hand, "whom" is an object pronoun, falling under the objective case (like "me," "him," "her," "them," and "us"). An easy method to determine whether to use "who" or "whom" in a sentence is to substitute another pronoun affected by case while answering the sentence's question. With the new pronoun in place, assess whether the sentence still maintains its meaning. For example:

- He mailed this package.
- The package was sent to him.

Recognizing when to use "whom" can be more challenging than determining when to use "who." This is because "whom" often appears before the sentence's verb in a question, necessitating a more substantial structural change compared to its counterpart "who."

## Demonstrative Pronouns

Demonstrative pronouns, namely "that," "this," "these," and "those," serve as words that can directly point to an antecedent or replace one that has been previously mentioned or is evident within the context.

### Proximity and Usage

- **This** is utilized for singular items that are in close proximity.
- **These** is employed for multiple items that are in close proximity. The proximity can be either physical or metaphorical. Here are some illustrative examples:
  - This letter has no return address.
  - What a fantastic idea! This is the best thing I've heard all day.
  - If you think gardenias smell nice, try smelling these.
- **That** is employed for singular items that are more distant.
- **Those** is used for multiple items that are more distant. Similar to the previous case, the distance can be either physical or metaphorical. Here are a few examples showcasing the use of these pronouns:
  - That house would be a nice place to live.
  - Some new flavors of soda arrived last week. Why don't you try some of those?
  - Those aren't swans; they're geese.

Demonstrative pronouns play a crucial role in indicating the proximity and number of items being referred to, contributing to the clarity and precision of language.

## Indefinite Pronouns

Indefinite pronouns serve the purpose of referring in a general manner to a person or thing that does not require specific identification or has previously been mentioned. Common indefinite pronouns include:

- **one**
- **other**
- **none**
- **some**
- **anybody**
- **everybody**
- **no one**

Here are several examples of indefinite pronouns used in sentences:

- *Everybody* was late to work because of the traffic jam.
- It matters more to *some* than to *others*.
- *Nobody* knows the trouble I've seen.

When an indefinite pronoun functions as the subject of a sentence or clause, it typically takes singular verbs.

## Reflexive Pronouns

Reflexive pronouns are a category of personal pronouns that are characterized by ending in either -self or -selves. These pronouns are used to reflect or refer back to the subject of the sentence or clause. Here is a list of common reflexive pronouns:

- **myself**
- **yourself**
- **himself**
- **herself**
- **itself**
- **oneself**
- **ourselves**
- **yourselves**
- **themselves**

Reflexive pronouns are employed as the object of a verb or preposition, allowing them to refer back to the subject of the sentence or clause. Here are a few examples illustrating the usage of reflexive pronouns:

- She checked *herself* out of the hotel thirty minutes before checkout time.
- Lola made *herself* a smoothie to bring to class.
- Take care of *yourselves*.



In the third example above, the antecedent is the implied "you," which serves as the subject of an imperative sentence.

It's important to note that using "myself" when you mean "me" is a common mistake made by writers and speakers. Reflexive pronouns are correct only when the subject and object of a verb are the same. If you're using a pronoun as an object but it refers to an antecedent that is not the subject of the sentence or clause, you should use an object pronoun instead:

- He asked *me* to go for a bike ride.
- I had promised *myself* I would accept more invitations.

This distinction is crucial for precise and accurate communication.

## Intensive Pronouns

Intensive pronouns resemble reflexive pronouns in appearance, but they serve a different purpose. Intensive pronouns are used to add emphasis to a sentence by repeating their antecedent noun or pronoun. Distinguishing between intensive pronouns and reflexive pronouns can be challenging because the emphasis they provide isn't always immediately apparent. Let's explore examples of intensive pronouns and examine how they differ from reflexive pronouns:

- I told them I could do it *myself*.
- It was the idea *itself* that posed a problem, not the way it was executed.

In these examples, the intensive pronouns (*myself* and *itself*) emphasize their antecedent nouns or pronouns. It's essential to note that removing an intensive pronoun from a sentence may result in reduced emphasis, but the overall meaning remains the same. Let's compare two sentences to illustrate this concept:

- I built this house.
- I built this house *myself*.

Notice how the second sentence emphasizes that the speaker constructed the house without assistance. Intensive pronouns allow you to convey various emotions, such as pride, shock, disbelief, or incredulity, by adding emphasis. Here are more examples:

- They hiked the entire Appalachian Trail *themselves*?
- Did you *yourself* witness Loretta spill the coffee?

In these sentences, intensive pronouns enhance the emphasis on the subjects, conveying the speaker's surprise or curiosity.

## Possessive Pronouns

Possessive pronouns, often referred to as independent possessive pronouns or absolute possessive pronouns, indicate ownership by replacing the noun they possess. They are as follows:

- mine
- yours
- ours
- his
- hers
- theirs

- its

When using independent possessive pronouns, you omit the noun to which the pronoun refers, as shown in the following examples:

- She had forgotten her jacket, so I gave her *mine*.
- I had no idea whose bid had won the auction, but then my cousins told me that *theirs* had.

Possessive adjectives, on the other hand, also indicate ownership but are placed before nouns to modify them. They include:

- my
- your
- our
- his
- her
- their
- its

Here are examples of possessive adjectives in use:

- I crashed *my* bike into a telephone pole.
- *Your* house is always decorated so nicely.

Each possessive pronoun also has an independent possessive form, which mirrors the list mentioned earlier:

- mine
- yours
- ours
- his
- hers
- theirs
- its

When employing an independent possessive pronoun, you eliminate the noun it relates to, as demonstrated in the following examples:

- She had forgotten her jacket, so I gave her *mine*.
- I had no idea whose bid had won the auction, but then my cousins told me that *theirs* had.

These pronouns and adjectives help clarify ownership in sentences, making them essential elements of English grammar.

## Interrogative Pronouns

Interrogative pronouns are essential in constructing questions. These pronouns are specifically designed for inquiring about people or things. The primary interrogative pronouns include:

- **who**
- **whose**
- **whom**
- **what**
- **which**

Let's explore their usage with some examples:

- **Who** wants a bag of jelly beans?
- **What** is your name?
- **Which** movie do you want to watch?
- **Whose** jacket is this?

Interrogative pronouns play a crucial role in forming questions and seeking information about people or objects.

### 1.2.3 Articles

Articles are essential components of language that help identify the specificity of nouns in sentences. There are two primary articles in English: **definite** (the) and **indefinite** (a/an). Let's explore their usage with some examples:

**Definite Article (the):** The definite article "the" is used when referring to a specific noun or something previously mentioned. For example,

- After the long day, *the* cup of tea tasted particularly good.

In this case, "the" specifies that it was a particular day and a particular cup of tea.

**Indefinite Articles (a/an):** The indefinite articles "a" and "an" are used when referring to non-specific nouns or something not previously mentioned. For example,

- After *a* long day, *a* cup of tea tastes particularly good.

In this case, "a" and "a" indicate that any long day and any cup of tea would suffice.

Articles play a fundamental role in English grammar by indicating whether a noun is specific or unspecific, helping to clarify the context in which it is used.

## Definite and Indefinite Articles

### The Definite Article

The definite article in English is represented by the word *the*. It serves the purpose of specifying and limiting the meaning of a noun to a particular and previously known entity. For instance, if your friend asks, "Are you going to *the* party this weekend?" The use of *the* indicates that both you and your friend are referring to a specific party that you both are aware of. The definite article can be employed with singular, plural, or uncountable nouns. Here are some contextual examples:

- Please give me *the* hammer.

- Please give me *the* red hammer; *the* blue one is too small.
- Please give me *the* nails.
- Please give me *the* large nail; it's the only one strong enough to hold this painting.
- Please give me *the* hammer and *the* nails.

### The Indefinite Article

The indefinite article exists in two forms: *a* and *an*. "A" is used before words that begin with consonants, while "an" is used before words that start with vowels. The indefinite article signifies that a noun refers to a general concept or category, rather than a specific instance. For example, when you ask your friend, "Should I bring *a* gift to the party?" you are not referring to a particular type of gift or a specific item. Your friend might respond with, "I am going to bring *an* apple pie," indicating that she is not talking about a particular apple pie but rather a general category of dessert. The indefinite article is used exclusively with singular nouns. Here are examples:

- Please hand me *a* book; any book will do.
- Please hand me *an* autobiography; any autobiography will do.

### Exceptions: Using *a* or *an*

There are exceptions to the general rule of using "a" before words that start with consonants and "an" before words that begin with vowels. When the first letter of a word is a vowel but is pronounced with a consonant sound, "a" is used. For instance:

- *Incorrect:* My mother is *a honest* woman.
- *Correct:* My mother is *an honest* woman.

Similarly, if the first letter of a word is a vowel but it is pronounced with a consonant sound, "a" is used, as shown in this example:

- *Incorrect:* She is *an United States* senator.
- *Correct:* She is *a United States* senator.

This rule applies to acronyms and initialisms as well. For example, "an LCD display," "a UK-based company," "an HR department," and "a URL."

### An Article Before an Adjective

In some cases, an article may modify a noun that is also modified by an adjective. The typical word order is article + adjective + noun. If the article is indefinite, choose between "a" or "an" based on the initial sound of the word immediately following it. For instance:

- Eliza will bring *a small* gift to Sophie's party.
- I heard *an interesting* story yesterday.

## Indefinite Articles with Uncountable Nouns

Uncountable nouns are those that cannot be counted, whether because they represent intangible concepts, collections, or homogeneous substances. While most uncountable nouns are singular in form, they should never be used with the indefinite articles "a" or "an." Instead, uncountable nouns can be modified by indefinite adjectives like "some." For example:

- *Incorrect:* Please give me *a water*.
- *Correct:* Please give me *some water*.

If you describe the uncountable noun in terms of a countable unit (e.g., a bottle of water), you can then use the indefinite article to modify the unit.

## 1.3 Adjectives and Adverbs

## 1.4 Sentence Structure and Punctuation

## Chapter 2

# Vocabulary

## Chapter 3

# Writing

## Chapter 4

# Assessment



# References