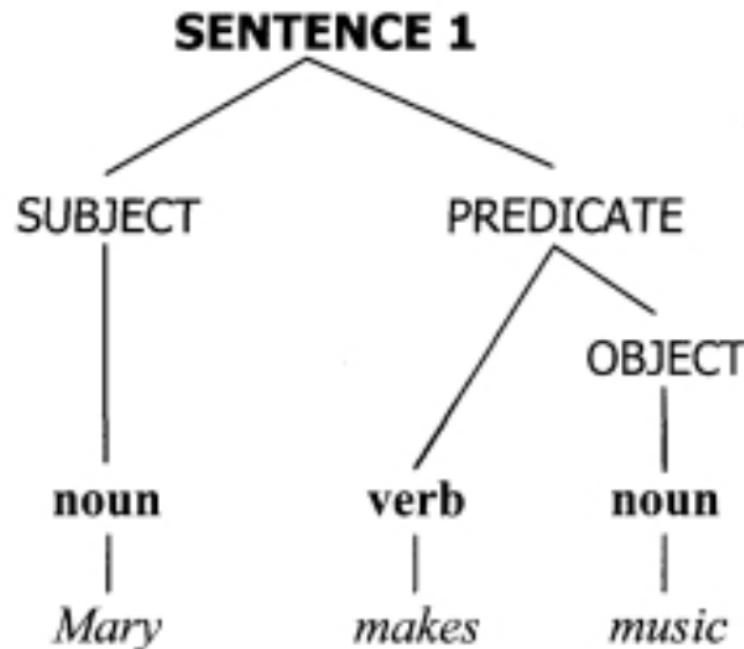


1.1 Subject, verb, object

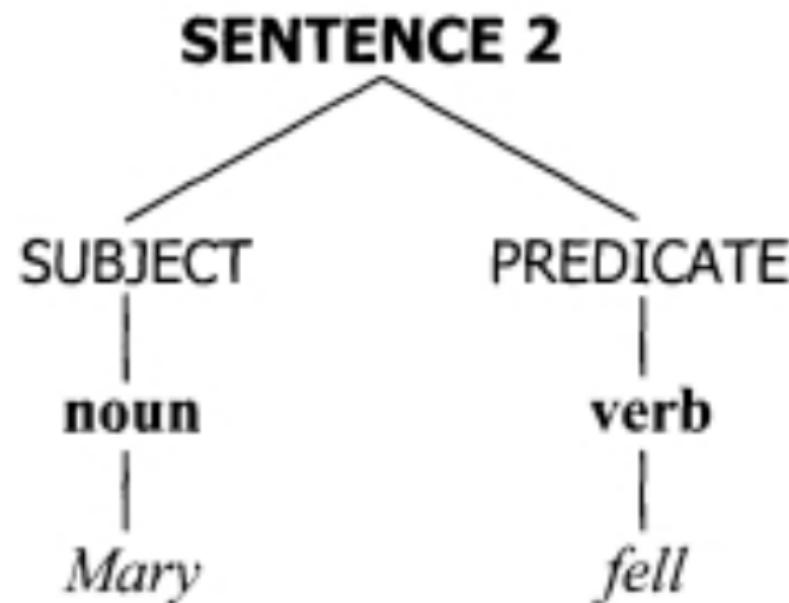
A tree diagram (branching downwards) serves well to show the constituents of a sentence:



- SUBJECT:** the ‘doer’, or where there’s no action, the person/thing considered.
- PREDICATE:** the rest of the sentence after the subject.
- verb:** conveys an action or state, e.g. *to carry, to be*.
- OBJECT:** the person/thing at the receiving end of the action.
- noun:** a person, place or thing, e.g. *Mary, Beijing, door*.
- finite verb:** a verb with a tense.

pronoun: a word standing for (pro) a noun, e.g. *he*, *they*.

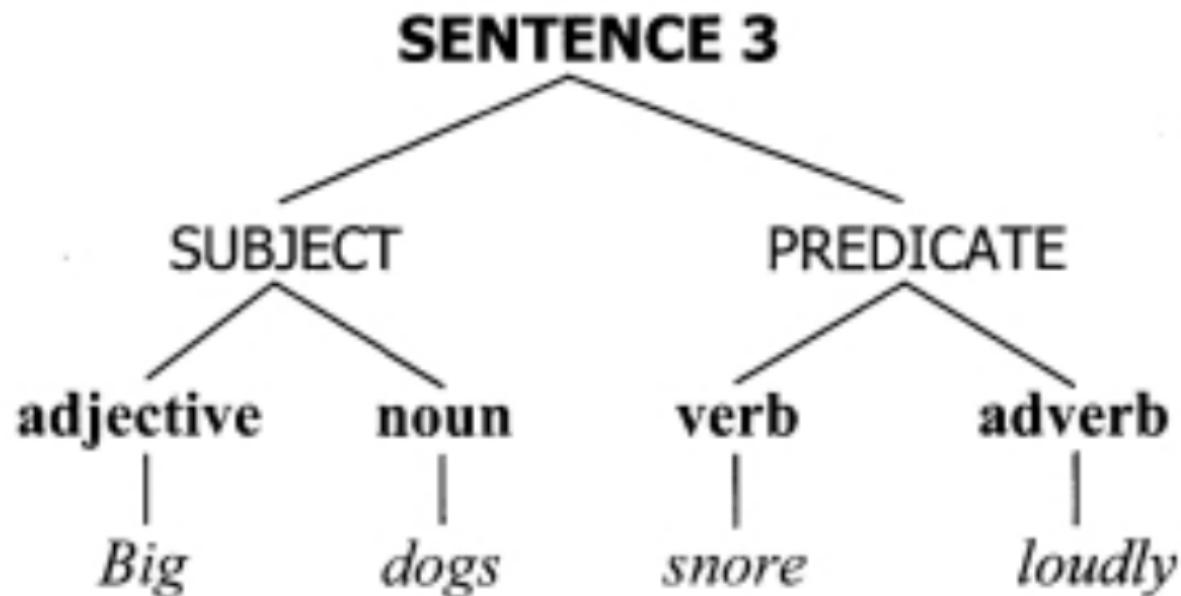
1.2 Subject, verb



transitive verb: a verb that must take an object.

intransitive verb: a verb that cannot take an object.

1.3 Adjective, adverb



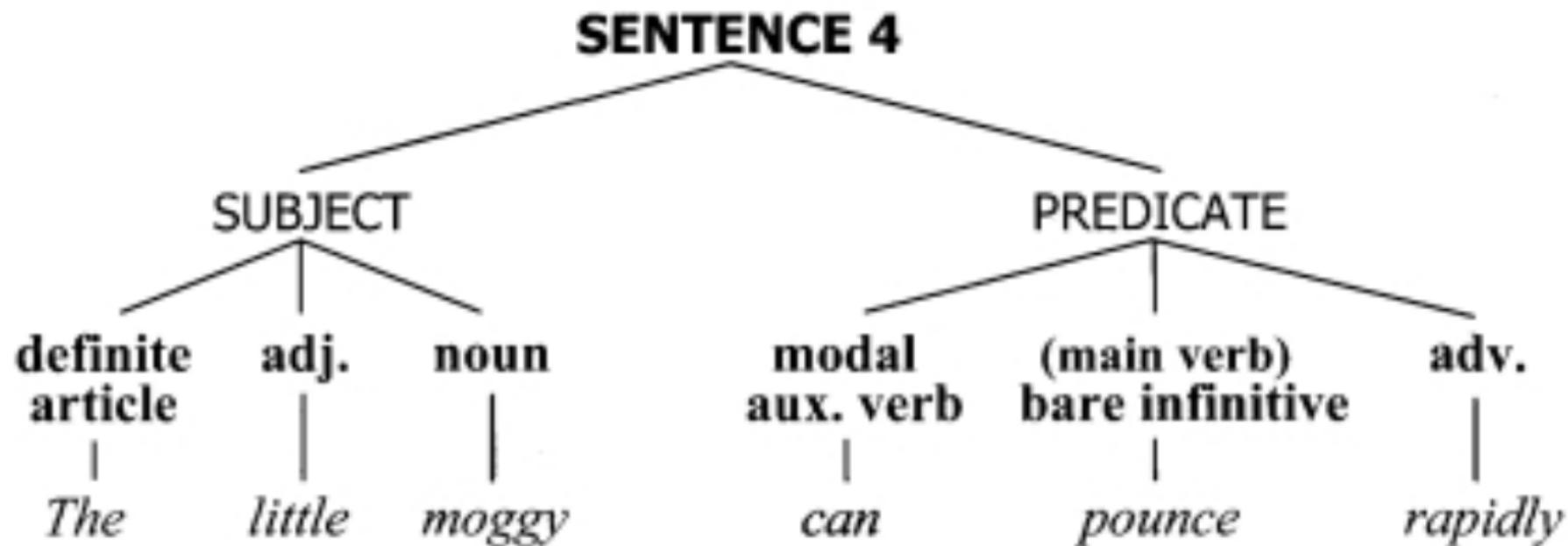
adjective:

a word that gives information about (modifies) a noun.

adverb of manner:

a word that gives information about (modifies) a verb.

1.4 The articles, modals, infinitive



definite article: *the*, indicating the known or unique.

indefinite article: *a, an*, indicating the not known/the not unique/any one.

modal aux. verb: *can, could, may, might, will, would, shall, should, must, ought to.*

Modals indicate ability, possibility, permission, advice, deduction, etc.

They are **followed by the bare infinitive.**

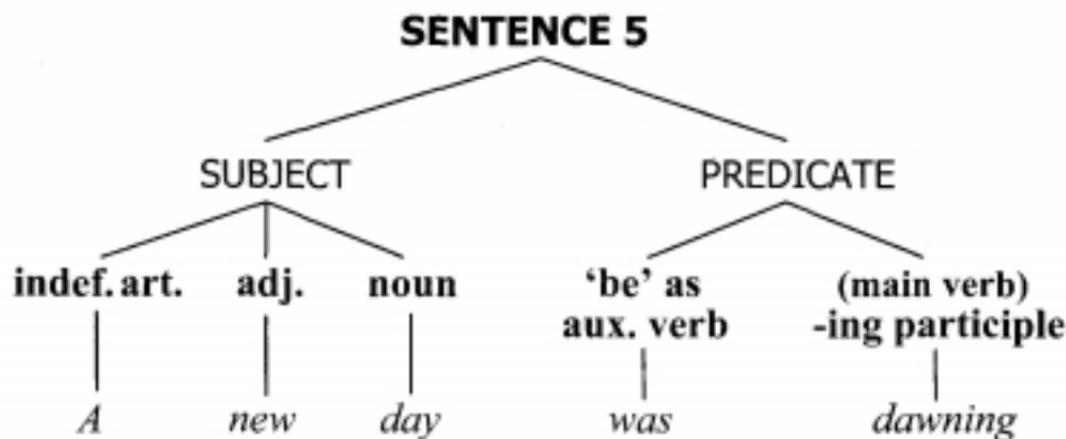
infinitive: base form of the verb, usually with *to*. It has no tense.

main verb: a verb which can occur on its own, or after one or more auxiliary verbs, whereupon it carries the most ‘sense’. Sometimes called lexical verb.

finite verb (revised): a verb with a tense, including modal aux. verbs, which although they carry the tense don’t show tense marking (inflection).

1.5 'Be' as auxiliary verb, + -ing participle

In sentence 5 below we can see the indefinite article *a*, and the verb *be* (in the form of *was*) in its function of **primary auxiliary verb** (relax, there are only two types of aux. verb: modal and primary). In this instance the main verb takes the *-ing* form (pronounced 'ing' or I-N-G) and may be called the **-ing participle**. It used to be called the **present participle**, but this term is not user-friendly, having nothing to do with the present tense. Tenses are covered in the next three chapters.



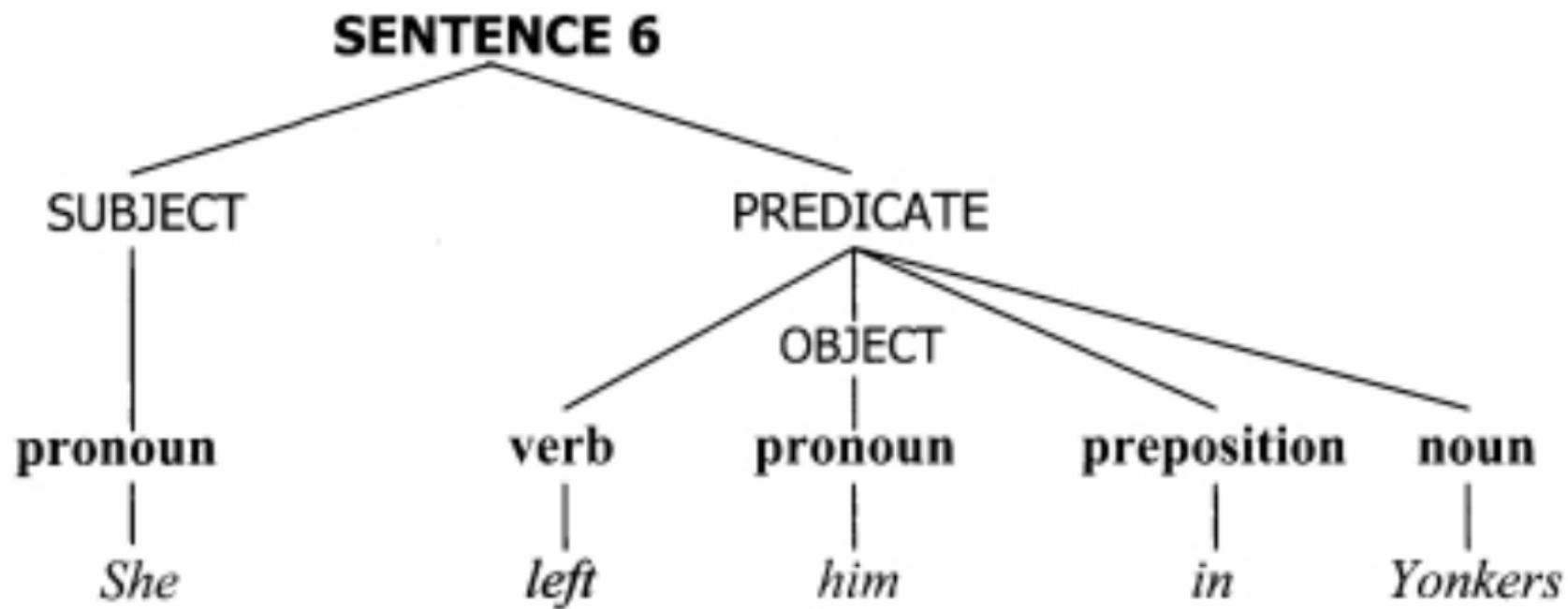
primary aux. verb: *be, have*, and *do*. *Be* and *have* are not followed by the bare infinitive.

Primary aux. verbs can also act as main verbs.

Forms of *be* are: *am, are, is, were, was, being* and *been*.

-ing participle: form of main verb occurring after *be* to form continuous aspect of tenses (see chapter 2).

1.6 Pronoun, preposition



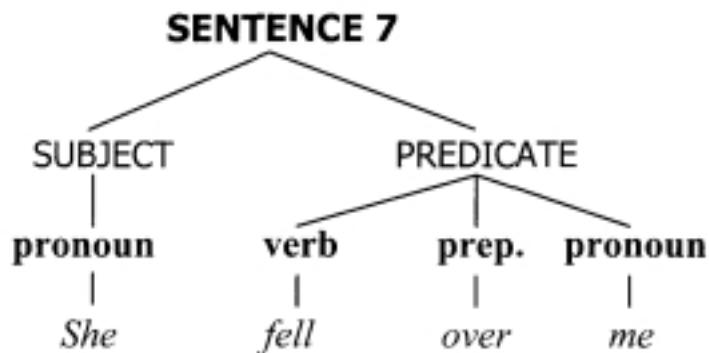
PERSONAL PRONOUNS

SUBJECT		OBJECT		
	singular	plural	singular	plural
1st person	<i>I</i>	<i>we</i>	<i>me</i>	<i>us</i>
2nd person	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3rd person	<i>he/she/it</i>	<i>they</i>	<i>him/her/it</i>	<i>them</i>

pronoun (revised): a word which stands for a noun or noun phrase (see sentence 8)
e.g. *he, it, them*, also indicating the communicators, *I, you, we*.

preposition: Many prepositions indicate location or direction, e.g. *over the moon, to the Louvre*; many others indicate time, e.g. *in July, after eight*; the rest are ‘miscellaneous’, e.g. *for me, to my surprise, because of him, regarding the divorce*, etc.
Areas of difficulty include their collocations with nouns (e.g. *picture of*), adjectives (e.g. *sorry about/for*), and verbs (e.g. *listen to, charge him with*).

1.7 Object case after preposition



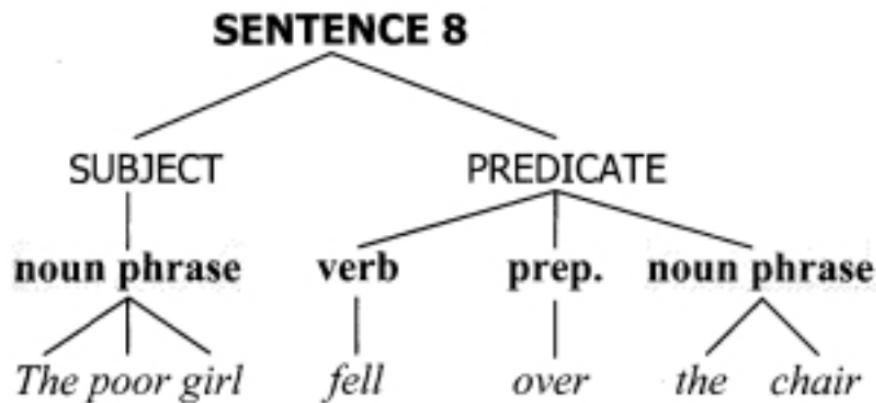
Why is sentence 7 not **She fell over I*? Because as you can see **prepositions take the object case**. *Me* can't be the object of *fell*, because we know that *fall* is an intransitive verb. In a sentence such as *She sent him to me*, *him* is the object of the verb *send*, and *me* is the object of the preposition *to*.

a preposition(prep.) is always followed by a noun, noun phrase (see 1.8) or pronoun in the object case (unless this has been moved out of normal position, e.g. *It was me she fell over*).

case: English has three cases: subject, object, and genitive (possessive). Case is usually defined as how a noun or pronoun changes depending on its position in a sentence. English nouns don't change their form for subject or object case.

1.8 Noun phrase

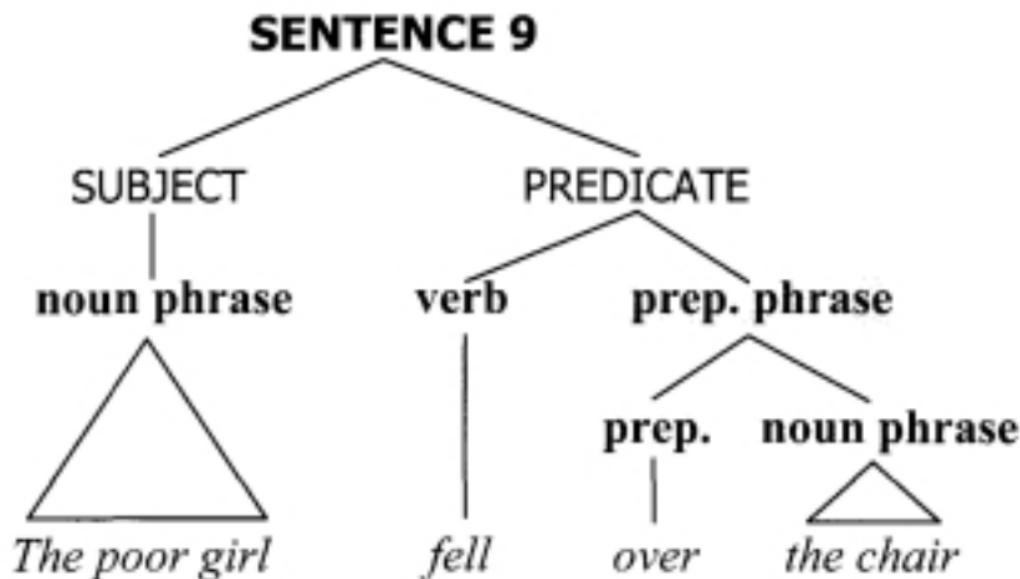
Words cluster into phrases. Our next sentence shows two noun phrases.



- | | |
|----------------------|--|
| noun phrase: | a group of words made up of a noun and one or more words modifying or specifying it. |
| noun/-phrase: | a noun or noun phrase (convention used in this book). |

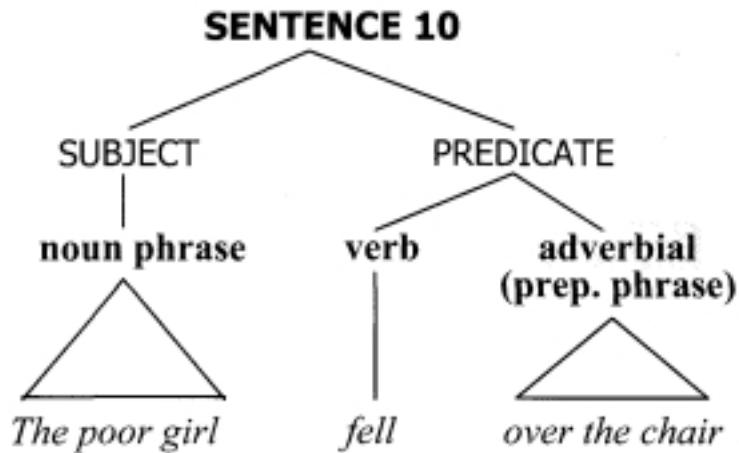
1.9 Preposition phrase

This construction shows a preposition phrase. As you can see, phrases may be represented by triangles.



1.10 Adverbial

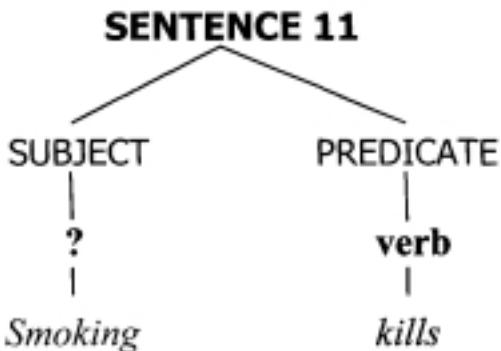
A preposition phrase usually functions as an adverb (in sentence 10, an adverb of place) and so is called an **adverbial** (see chapter 9, also for adverb phrase).



preposition phrase: a group of words made up of a preposition and a following noun/phrase or pronoun. A type of **adverbial**.

1.11 Gerund (-ing form)

And now, what is the subject of the next sentence?



The word *smoking* is in subject position. We know that the subject of a sentence must contain a noun (or pronoun) so *smoking* here must be a noun of some sort.

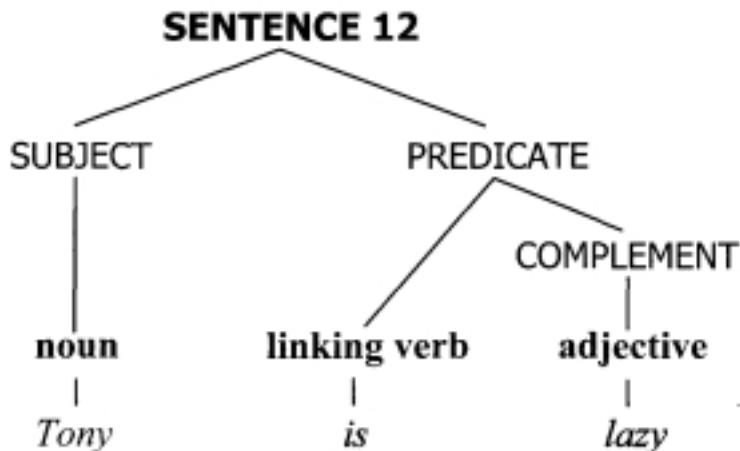
Besides being the subject in a sentence, the word *smoking* can occupy other noun positions, e.g.
it can be the object of a verb: *She likes smoking*;
it can follow a preposition: *We put it down to smoking*;
it can be preceded by a definite article: *It's the smoking that does it*.

This noun that comes from a verb has long been called a **gerund**, sometimes **verbal noun**. Some modern grammars advocate the use of a more user-friendly term, e.g. **-ing form (used as a noun)**. However, *gerund* seems to hold its ground for various reasons.

gerund: a word ending in *-ing*, derived from a verb and taking the place of a noun. Also known as **-ing form (used as a noun)**.

1.12 Linking verb

So far we have dealt only with verbs which convey or imply some activity. There is another type of verb worthy of attention:



In sentence 12 the verb *be* is used as a main verb (its other role is an aux. verb – see 1.5).

As we can see, this verb does not describe any activity; it just links a person or thing with a descriptor. It is therefore given the functional title **linking verb** (or *copula*) and is followed by the **subject complement**.

An **object complement** would occur after the object:

They elected him (OBJECT) *president* (COMPLEMENT).

linking verb: a verb that simply links the subject with what is being said about it. Linking verbs comprise *be* and verbs of appearance, sense, etc, e.g. *seem, feel, sound, become*. Also called *complement verb* or *copula*.

subject complement: an adjective, noun/-phrase, pronoun or adverbial linked to the subject by a linking verb.

1.13 Indirect object

Many verbs can or must take two objects. The indirect object is usually a person, and when it follows the direct object it is preceded by the preposition *to* or *for*:

	SUBJECT	VERB	DIRECT OBJECT	INDIRECT OBJECT		SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
1a	Eve	gave	the apple	to Adam	≈ 1b	Eve	gave	Adam	the apple
2a	David	bought	a poodle	for you	≈ 2b	David	bought	you	a poodle
3a	David	bought	one/it	for you	≈ 3b	David	bought	you	one/(?it)

1.14 Verb + object + preposition phrase

This is another type of ditransitive verb. It merits mention here because students invariably have difficulty in remembering the correct following preposition:

accuse sbdy of

charge sbdy with

congratulate sbdy on

deprive sbdy of

prevent sbdy from

sentence sbdy to

TENSE	EXAMPLE	USE
present simple	<i>She takes photos.</i>	regular/habitual event; fact; job
present continuous	<i>She is taking a course.</i>	happening now (temporary)
past simple	<i>Her tripod broke.</i>	completed past event
past continuous	<i>She was taking a photo.</i>	'simultaneous' past event
future simple	<i>She will sail through her test.</i>	prediction of completed event
future continuous	<i>She will be presenting a lesson.</i>	prediction of 'simultaneous' event / happening as a matter of course.

2.2 Tense and time

Tense does not mean time. There often is a correspondence, but look at these:

<i>Sanchez scores the winning goal.</i>	present simple for past time	headline/caption
<i>And this guy walks over and says ...</i>	present simple for past time	popular narrative style
<i>Water boils at 100 degrees.</i>	present simple for all time	scientific fact
<i>Our coach leaves at 9 tomorrow.</i>	present simple for future time	timetable
<i>They are meeting us after the show.</i>	present continuous for future time	future arrangement
<i>I was wondering if I might ...</i>	past continuous for present time	informal request/query

2.4.1 Form of the continuous aspect

The **tense** is contained in the aux. verb.

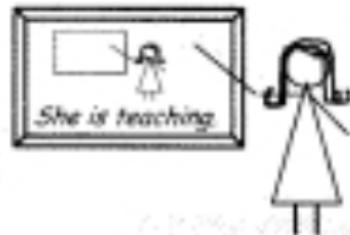
PRESENT	<i>is</i>	
---------	-----------	--

Aux. *be* + -ing participle make up the **continuous** aspect.

PRESENT CONTINUOUS	<i>is</i>	<i>working</i>
--------------------	-----------	----------------

PAST CONTINUOUS	<i>was</i>	<i>working</i>
FUTURE CONTINUOUS	<i>will be</i>	

TENSE SITUATIONS – PART I ABRIDGED



Sue takes (**PRESENT SIMPLE**) photos of famous people.

At the moment she is taking (**PRESENT CONTINUOUS**) a course in ELT.

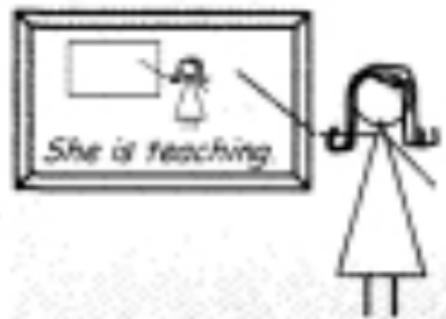
In 2003 her tripod broke (**PAST SIMPLE**).

She was taking (**PAST CONTINUOUS**) a photo of the Sultan.

Her colleagues say she will sail (**FUTURE SIMPLE**) through her test.

She will be presenting (**FUTURE CONTINUOUS**) a lesson on the past tense.

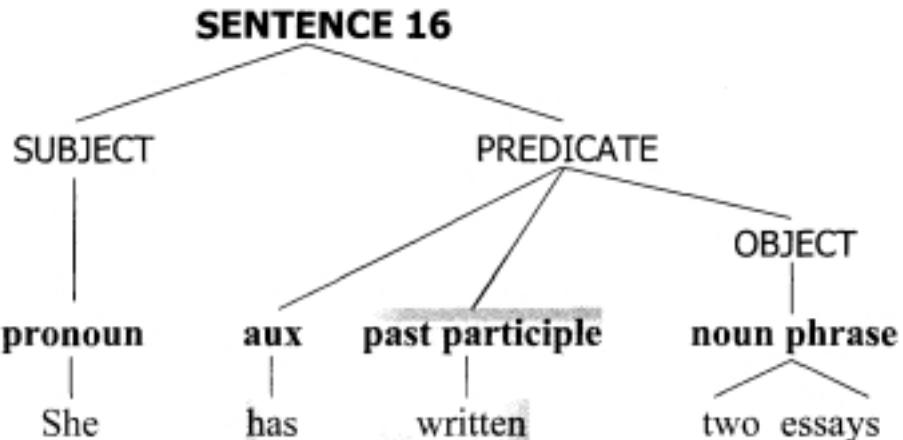
TENSE SITUATIONS – PART II



So far Sue **has written** (PRESENT PERFECT SIMPLE) two essays and four lesson plans.

She **has been working** (PRESENT PERFECT CONTINUOUS) hard for the last few weeks, studying, preparing lessons, surfing the job market.

3.1.1 Form of the present perfect simple



Please don't be distracted by the word *past* in *past participle*. The past participle can be used with any tense. The aux. verb here (*have/has*) is a primary auxiliary verb, not a modal.

past participle: the third form of the verb, e.g.

broken as in *break - broke - broken*, or
loved as in *love - loved - loved*.

(See chapter 12.)

3.1.3 Form of the present perfect continuous

In the example *she has been working hard*, the first auxiliary, *has*, as usual, shows the tense. It is followed by the past participle of the second auxiliary *be*, then the main verb *work* in the *-ing* participle form

	The tense is contained in the aux. verb.	
PRESENT	<i>has</i>	

	Aux. <i>have</i> + past participle make up the perfect aspect.	
PRESENT PERFECT	<i>has</i>	<i>been</i>
PRESENT PERFECT	<i>has</i>	<i>worked</i>

PRESENT PERFECT CONTINUOUS	<i>has</i>	<i>been</i>	<i>working</i>
	Aux. <i>be</i> + <i>-ing</i> participle make up the continuous aspect.		

Compare and preview:

	The tense is contained in the aux. verb.	
PAST PERFECT CONTINUOUS	 <i>had</i>	<i>been</i>
FUTURE PERFECT CONTINUOUS	 <i>will have</i>	<i>been</i>

3.1.4 Uses of the present perfect continuous

The present perfect continuous refers to an activity (or state) continuous up to now. In the time line above, the wavy line is continued with dots to imply that the activity is not yet completed.

That use, however, refers mainly to when a time (e.g. *for the past three hours*) is highlighted. In another context the activity indeed may have stopped, e.g. the famous *Someone's been eating my porridge* (don't neglect storytime when teaching children) or *What have you been doing?* The activity itself and not its completion is the focus, hence the continuous aspect; the consequence is on the present, hence the present perfect. We shan't adjust the use 'continuous up to now' in our tense tables, however, in order to retain brevity.

Always have good examples ready when explaining. This one consisting of a doctor's questions would help in showing how the focus can be on either completion or continuity:

- [1] *Have you taken the medicine?*
- [2] *Have you been taking the medicine?*

And now to update our list of tenses to include the present perfect, simple (s.) and continuous (c.):

TENSE	EXAMPLE	USE
present simple	<i>She takes photos.</i>	regular/habitual event; fact; job
present continuous	<i>She is taking a course.</i>	happening now (temporary)
past simple	<i>Her tripod broke.</i>	completed past event
past continuous	<i>She was taking a photo.</i>	'simultaneous' past event
future simple	<i>She will sail through her test.</i>	prediction of completed event
future continuous	<i>She will be presenting a lesson.</i>	prediction of 'simultaneous' event / happening as a matter of course.
present perfect s.	<i>She has written an essay.</i>	recent event/ life experience
present perfect c.	<i>She has been working hard.</i>	continuous up to now

3.2 Past perfect tense

TENSE SITUATIONS – PART III



Before enrolling on her course Sue **had considered** (PAST PERFECT SIMPLE) other career options but none of them really appealed to her.

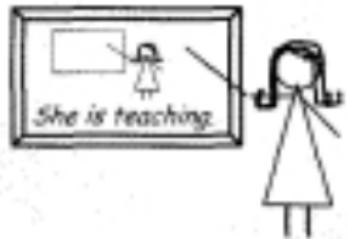
She **had been browsing** (PAST PERFECT CONTINUOUS) the internet for some time before she clicked on an ELT banner.

She'd always had the feeling she'd like teaching, but hadn't known how to go about realizing her wish.

3.3 Future perfect tense

TENSE SITUATIONS – PART IV (FINAL)

Sue is doing well on her course. By the end of next week she **will have mastered** (FUTURE PERFECT SIMPLE) how to teach relative clauses, the conditionals and other points without 'teaching grammar'. Her course leader, Alan, will also have reason for celebration soon: by the end of this course he **will have been training** (FUTURE PERFECT CONTINUOUS) at the same school for 25 years!



Time now to see all the perfect tenses in our list. A highlighter or two would help if you are having difficulty recognising the tenses, for example highlight 'past perfect' and the aux. *had* in one colour; highlight 'continuous' and the aux. *be* plus the -ing participle in another colour).

TENSE	EXAMPLE	USE
present perfect simple	<i>She has written two essays.</i>	recent event / life experience
present perfect cont.	<i>She has been working hard.</i>	continuous up to now
past perfect simple	<i>She had considered other options before choosing ELT.</i>	completed event before main past reference
past perfect cont.	<i>She had been browsing the internet.</i>	continuous before main past reference
future perfect simple	<i>She will have mastered relatives by the end of next week.</i>	predicted to have happened by a future time
future perfect cont.	<i>Alan will have been training there for 25 years.</i>	continuous action up to a future time (duration stated)

4.1 Four future markers

English doesn't have a future tense in the strict sense of inflecting the verb itself. We have met *will*, a modal auxiliary verb, and the present continuous for future arrangement (2.5), but there are four markers generally used to indicate future time shown below (for *shall* see 4.1.2). Note that with some speakers, especially AmE, *going to* is used instead of *will* in 3 and 5.

MARKER	EXAMPLE	USE
will (usually as 'll after pronouns)	1. <i>We'll play, we'll play, don't worry.</i>	promise, threat
	2. <i>I'll get it. Will I open it?</i>	offer
	3. <i>Rain will fall in the west. They'll need more time.</i>	prediction (fact)
	4. <i>No buses? I'll get a taxi, then.</i>	spontaneous decision
	5. <i>I think I'll go for a coffee.*</i>	tentative decision
going to + verb (be going + infinitive)	6. <i>We're going to play our hearts out.</i>	plan (already decided)
	7. <i>Look out! It's going to fall!</i>	'obvious' future event
present continuous	8. <i>They're playing here on Saturday. We're going to the zoo tomorrow.</i>	arrangement ('diary' future), usually mentioning time
present simple	9. <i>Our train leaves at nine tomorrow.</i>	timetable

4.1.1 Forms and uses of *going to*

I'm going to play consists of the present continuous of *go* followed by the infinitive *to play*. This indicates a future **plan** (we call this **the ‘going to’ future**).

I'm going to the zoo consists of the present continuous form of *go* followed by the preposition phrase *to the zoo*. The present continuous may indicate present activity or future arrangement.

We're going to go to the zoo is the present continuous of *go* followed by the infinitive *to go*. Because both verbs are the same we sometimes avoid this phrase, but it does have its uses, mainly emphasising the plan/intention/decision itself, for example [1] explaining altered plans, or [2] replying emphatically to the question *What are you going to do?*:

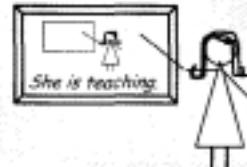
4.1.2 Uses of *shall*

The use of *shall* for the future is heard mainly in parts of Britain. Coursebooks exclude it, except in the functions of suggestions and offers. A synopsis of its uses is fashioned into the table below.

As a rule of thumb *shall* is only used in the 1st person for predictions, sometimes promises (and suggestions and offers), and has restricted applications in the other persons. *Will*, for those who make the distinction, conveys volition, a willingness (*I won't open it* = it is not my will to open it).

	EXAMPLE	USE
1st person	<i>We shall be back after the break.</i>	prediction (/promise)
	<i>I shan't get much sleep tonight.</i>	
	<i>Shall we eat Sichuan tonight?</i>	suggestion
	<i>Shall I open it for you?</i>	offer
2nd person	<i>You <u>shall</u> have it.</i>	emphatic promise/order/threat
3rd person	<i>He shall die!</i>	
all persons	<i>The management shall not be responsible for any loss or ...</i>	officialse

TENSE SITUATIONS – CONDENSED



Sue **takes** (PRESENT SIMPLE) photos of famous people.

At the moment she **is taking** (PRESENT CONTINUOUS) a course in ELT.

On her first assignment her tripod **broke** (PAST SIMPLE).

She **was taking** (PAST CONTINUOUS) a photo of the Sultan.

She **had considered** (PAST PERFECT SIMPLE) other career options before enrolling.

She **had been browsing** (PAST PERFECT CONTINUOUS) the net.

Her colleagues say she **will sail** (FUTURE SIMPLE) through her grammar test.

She **will be presenting** (FUTURE CONTINUOUS) a lesson on the past tense.

Sue **has written** (PRESENT PERFECT SIMPLE) two essays and four lesson plans.

She **has been working** (PRESENT PERFECT CONT.) hard since starting the course.

By the end of next week she **will have mastered** (FUTURE PERFECT SIMPLE) relative clauses, etc.

Soon Alan **will have been training** (FUTURE PERFECT CONTINUOUS) at the same school for 25 years.

A TABLE OF ENGLISH VERB TENSES, WITH SOME EXAMPLES AND USES

TENSE	EXAMPLE	USE
present simple	<i>She walks to work.</i> <i>We leave for the airport at nine.</i>	regular event, job, fact timetable
present continuous	<i>She is playing well at the moment.</i> <i>We are playing tennis tomorrow.</i>	happening now (temporary) future arrangement
past simple	<i>Neil stepped onto the moon and said the immortal words.</i>	completed past event (a past time is mentioned)
past continuous	<i>I was stepping into the bath when the phone rang.</i>	'background' past event
future simple	<i>Rain will fall in the west.</i> <i>I'll wash them later.</i>	prediction of completed event promise/instant decision
future continuous	<i>Karl will be doing his homework when you call.</i>	prediction of 'simultaneous' event / happening as a matter of course
'going to' future	<i>She's going to burn it again.</i>	plan/'obvious' future
present perfect simple	<i>He has eaten the whole pizza.</i> <i>He has written twenty novels.</i>	recent event with present relevance (a past time is not mentioned) life experience
present perfect cont.	<i>I have been wearing glasses since my 21st birthday.</i>	continuous up to now
past perfect simple	<i>When we came home we saw that the cat had eaten the fish.</i>	completed event before main past reference
past perfect cont.	<i>She had been looking forward to meeting John but now this news turned desire to dread.</i>	continuous action before main past reference
future perfect simple	<i>They will have destroyed half the rainforests by 2020.</i>	predicted to have happened by a future time
future perfect cont.	<i>They will have been talking for ten hours by midnight.</i>	continuous action up to a future time (duration stated)

6.1 Definition

Quantifiers come under the heading of **determiners**. Determiners are words in the noun phrase that can come before an adjective (and noun). See 7.2, 8.1 and 21.1.



6.2 How many? and How much?

+ countable noun	+ uncountable noun
How much knives? How many knives?	How much cheese? How many cheese?
A little dogs. A few dogs.	A little sand. A few sand.
<i>a lot of/ lots of dogs</i>	<i>a lot of/ lots of sand</i>

A pronoun ‘stands for’ a noun/phrase. Sometimes it can stand for a clause or sentence.

There are several types of pronoun:

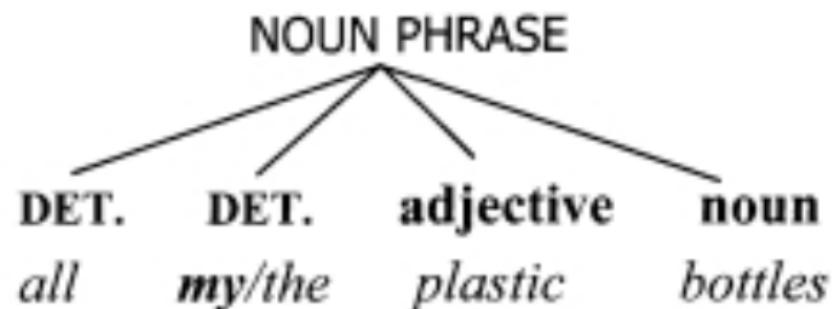
1. personal pronouns	<i>I, you, he, she, it, we, they</i>
2. possessive determiner pronouns (possessive adjectives)	<i>my, your, his, her, its, our, their</i>
3. possessive independent pronouns	<i>mine, yours, his, hers, ours, theirs</i>
4. demonstrative pronouns	<i>this, that, these, those</i>
5. reflexive pronouns	<i>myself, yourself, herself, themselves, etc.</i>
6. indefinite pronouns	a. compound <i>somebody, anyone, no one, anything, etc.</i>
	b. generic <i>one/you</i> <i>e.g. One/you never know(s) these things.</i>
7. <i>one</i> as count noun substitute	<i>e.g. The one(s) in the window, please.</i>
8. reciprocal pronouns	<i>each other, one another, each/one ... the other, one ... another</i>
9. interrogative pronouns	<i>who, whose, what, which</i>
10. quantifier pronouns	<i>many, few, all, some, etc.</i>
11. gender-neutral pronoun	<i>they</i>
12. pro-forms	<i>so, neither/nor, not, then, there</i>
13. relative pronouns (see chapter 16)	<i>that, who, which, whose</i>

7.1 Personal pronouns

	SUBJECT		OBJECT	
	singular	plural	singular	plural
1st person	<i>I</i>	<i>we</i>	<i>me</i>	<i>us</i>
2nd person	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3rd person	<i>he/she/it</i>	<i>they</i>	<i>him/her/it</i>	<i>them</i>

7.2 Possessive determiner pronouns (possessive adjectives)

	singular	plural
1st person	<i>my</i>	<i>our</i>
2nd person	<i>your</i>	<i>your</i>
3rd person	<i>his/her/its</i>	<i>their</i>



7.3 Possessive independent pronouns

	singular	plural
1st person	<i>mine</i>	<i>ours</i>
2nd person	<i>yours</i>	<i>yours</i>
3rd person	<i>his/hers</i>	<i>theirs</i>

7.5 Reflexive pronouns

	singular	plural
1st person	<i>myself</i>	<i>ourselves</i>
2nd person	<i>yourself</i>	<i>yourselves</i>
3rd person	<i>himself/herself/itself</i>	<i>themselves</i>

7.13.1 Pro-predicate

Agree pos + pos	Agree neg + neg	Disagree pos-to-neg	Disagree neg-to-pos
A: <i>I like grammar.</i> + B: <i>So do I.</i> + <i>(I do too.)</i>	A: <i>I don't like grammar.</i> - B: <i>Neither/Nor do I.</i> - <i>(I don't either.)</i>	A: <i>I like grammar.</i> + B: <u><i>I don't.</i></u> -	A: <i>I don't like grammar.</i> - B: <u><i>Well, I do.</i></u> +

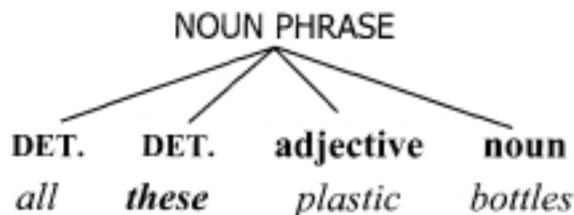
7.13.2 Pro-clause

The pro-clauses are *so* (substitute) for affirmative and *not* (additive) for negative, e.g.

<i>hope, suppose</i>	<i>why, if</i>	<i>why, suppose (neg + neg)</i>
A: <i>Is she going to give a speech?</i> B: <i>I hope/expect so/not.</i> B: <i>I suppose so/not.</i>	A: <i>She might give a speech.</i> B: <i>Why so?</i> B: <i>And why not?</i> B: <i>And if so? B: But if not?</i>	A: <i>She mightn't give a speech.</i> B: <i>Why not?</i> B: <i>I suppose not.</i>

8.1 Definition

Adjectives are words that modify nouns. Words that can come before modifiers of nouns are grouped as **determiners**, but teachers prefer the title *adjective* for most of these also, for example we call the first determiner below a quantitative adjective or quantifier (sometimes a quantifying determiner), and we call the second determiner a demonstrative adjective (sometimes a demonstrative determiner). Only a few quantifiers can go before a second determiner.



8.2 Types of adjective – functional

TYPE OF SET	TYPE OF ADJ.	EXAMPLES/SET
CLOSED	demonstrative	(i) <i>this, that, these and those.</i>
	quantitative	(ii) <i>all, any, another, both, each, few/a few, many ...</i> (total approximately 20, not counting numerals or <i>of+ types</i>).
OPEN	classifying	(iii) <i>electric, Korean, medical, oak, metal, pregnant ...</i>
	qualitative	(iv) <i>dark, efficient, friendly, fast, hard, funny, musical ...</i>

9.1 Terminology, functions, formation

An **adverb** is a word giving us information about how, where, when or to what degree something is done, e.g. *do it quickly, go out/home, leave today, completely destroyed*.

An **adverbial** is an adverb or any group of words, not necessarily containing an adverb, which functions as an adverb, e.g. *as fast as possible, under the clock, after eight, unfortunately*. Please note that in this book *adverb = adverbial* where convenience allows.

Adverbs do a lot of work. An adverb can modify a verb, an adjective, another adverb, a whole sentence, even post-modify a noun (e.g. *kids today*).

Some adverbs like *hard, fast*, are called irregular adverbs because they do not add the *-ly* on to the adjective form. Sometimes *quick, slow, tight*, etc, which are normally adjectives, can be adverbs, e.g. *Get rich quick; drive slow* (informal AmE); *shut it tight*.

9.2 Types of adverb

In the table below some adverbs will occur in more than one category. This is a result of some categories not being mutually exclusive (e.g. 4 and 5), but also because some adverbs have a range of meanings.

TYPE OF ADVERB		EXAMPLES		
1. manner		<i>slowly, quickly, peacefully, coolly, well, fast, hard</i>		
2. time		<i>then, soon, yesterday, at two o'clock, all night, presently</i>		
3. place and direction		<i>here, there, home, northward, below, abroad</i>		
4. frequency		<i>always, often, sometimes, seldom, rarely, hardly ever, never</i>		
5. broad negative		<i>hardly, barely, scarcely, seldom, rarely, never</i>		
6. degree	a. quantity	<i>extensively, completely, partially, hardly</i>	<i>much</i>	<i>too, enough, so</i>
	b. intensifier downtoner	<i>very, extremely, really, so (colloquial)</i> <i>fairly, sort of, quite</i>		
	c. 'maximizer'	<i>absolutely, totally, quite, utterly, really, so (coll.)</i>		
7. focusing		<i>only, just, (e)specially, mainly, also, too, neither, either</i>		
8. 'completion aspect'		<i>still, yet, already</i>		
9. dummy subject		<i>there</i>		
10. discourse marker		Discourse markers are adverbials that modify the whole sentence, e.g. <i>suddenly, frankly</i> . See chapter 22.		

10.1 Comparison of adjectives

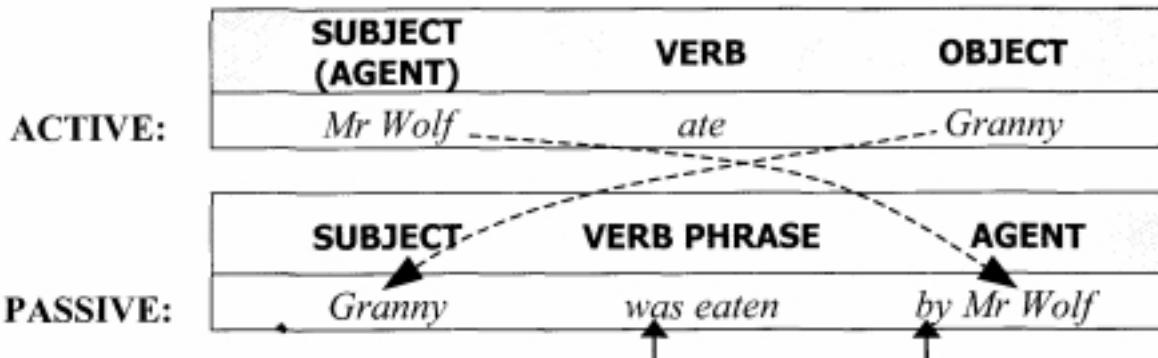
POSITIVE	COMPARATIVE	SUPERLATIVE
1. <i>fast</i> <i>happy</i>	<i>faster</i> <i>happier</i>	(<i>the</i>) <i>fastest</i> (<i>the</i>) <i>happiest</i>
2. <i>clever</i>	<i>cleverer/more clever</i>	(<i>the</i>) <i>cleverest/most clever</i>
3. <i>tragic</i> <i>intelligent</i>	<i>more tragic</i> <i>more intelligent</i>	(<i>the</i>) <i>most tragic</i> (<i>the</i>) <i>most intelligent</i>
4. <i>good</i> <i>bad</i> <i>much/many – little</i>	<i>better</i> <i>worse</i> <i>more – less</i>	(<i>the</i>) <i>best</i> (<i>the</i>) <i>worst</i> (<i>the</i>) <i>most – least</i>

10.2 Comparison of adverbs

POSITIVE	COMPARATIVE	SUPERLATIVE
1. <i>hard</i> <i>fast</i>	<i>harder</i> <i>faster</i>	(the) <i>hardest</i> (the) <i>fastest</i>
2. <i>quickly/quick</i> <i>slowly/slow</i>	<i>more quickly/quicker</i> <i>more slowly/slower</i>	(the) <i>most quickly/quickest</i> (the) <i>most slowly/slowest</i>
3. <i>intelligently</i> <i>often</i>	<i>more intelligently</i> <i>more often</i>	(the) <i>most intelligently</i> (the) <i>most often</i>
4. <i>well</i> <i>badly</i> <i>much – little</i>	<i>better</i> <i>worse</i> <i>more – less</i>	(the) <i>best</i> (the) <i>worst</i> (the) <i>most – least</i>

11.1 Definition and form

The passive is a particular sentence construction:



To change a sentence from active to passive: a) move the object (*Granny*) to the position of grammatical subject (before the verb); b) insert the verb *be* as an auxiliary verb in the tense required (*was*); c) follow with the **past participle** of the main verb (*eaten*), which must be a transitive verb of course, and, often optionally; d) end with *by* and the agent (*Mr Wolf*). Sometimes an instrument might (also) be mentioned, e.g *with a fork*.

The verb/-phrase changes from the active form (*ate*) to the **passive form** (*was eaten*).

the past participle has two main contexts:

1. after the auxiliary *have* in perfect tenses;
2. after the verb *be* in passive sentences (transitive verbs only).

11.3 Uses of the passive

There are three major uses of the passive:

USE	EXAMPLE
1. To say what has happened to someone/something.	<i>Did you hear? Fido was hit by a car.</i> <i>All the crops have been destroyed (by locusts).</i>
2. To avoid mentioning the agent (the person doing the action), who is not required to be or cannot be made known.	<i>The matter is being attended to.</i> <i>The bridge will be repaired.</i>
3. To conform with normal English discourse, keeping the ‘topic’ (the ‘old’, the subject of the previous sentence, here <i>they</i>) at the front of the sentence, and the new information in the predicate.	<i>United played a lousy game ... in the end they were crucified (by Rovers).</i> (Compare: <i>Rovers wanted revenge ... in short, they crucified United.</i>)

11.7 Direct and indirect object

Not until they reach upper-intermediate or advanced level would students be able to produce confidently passive structures with verbs that take two objects. A section of 1.13 is reproduced here as a reminder of these:

SUBJECT	VERB	DIRECT OBJECT	INDIRECT OBJECT
Eve	gave	<i>the apple</i>	<i>to Adam</i>

≈

SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
Eve	gave	Adam	<i>the apple</i>

Depending on ‘topic fronting’ (see 11.3) the passive form of the above could be either

The apple was given to Adam (by Eve).

or

Adam was given the apple (by Eve).

Regular verbs form their past tense and past participle by adding *-d* or *-ed*. Verbs which form their past tense and/or past participle in other ways, e.g. with a vowel change, as in *sing, sang, sung*, or even with no change, as in *cat, cat, cat*, are irregular. A reasonably full list follows (*AmerE* = American English alternative).

12.1 List of irregular verbs (page 1 of 2)

INFINITIVE	PAST TENSE	PAST PARTICIPLE
arise	arose	arisen
awake	awoke/AmE awaked	awoken/AmE awaked
be	was, were	been
bear	bore	borne
begin	began	begun (passive only)
beat	beat	beaten
become	became	become
begot	begot/begat	begotten/begot
begin	began	begun
bend	bent	bent
beseech	beseeched/besought	beseeched/besought
bet	bet/bettled	bet/bettled
bid (request)	hade/bid	bidden/bid
bid (auction)	bid	bid
bind	bound	bound
bite	bitten	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast/AmE -ed	broadcast/AmE -ed
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
bust	bust/busted	bust/busted
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cleave (split)	cleaved/cleft	cleaved/cleft/cloven
cleave (adhere)	cleaved/clove	cleaved/clove
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/AmE dove	dived/AmE dove
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
dwell	dwellt/AmE dwelled	dwellt/AmE dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fitted/fit	fitted/fit
flee	fled	fled
fling	flung	flung
fly	forbid	forbad/AmE forbade
forecast	forecast	forecast/-ed
forgave	forgot	forgot
foresook	foresake	foresake
froze	froze	froze
got/ AmE gotten	got	got
given	gave	went
gone	gone	ground
grown	grew	grown
hung	hung	hung
hanged	hanged	hanged
had	had	had
heard	heard	heard
heaved	heaved	heaved
have	have	have
hidden	hid	hidden
hit	hit	hit
held	held	held
hurt	hurt	hurt
kept	kept	kept
kneel	kneel	kneel
knit/knitted	knit/gammons)	knit/knitted
knit	knit (pref. bones)	knit
known	knew	knew
laid	laid	laid

12.1 List of irregular verbs (page 2 of 2)

INFINITIVE	PAST TENSE	PAST PARTICIPLE
lead	led	shear
lean	leaned/leaned	shed
leap	leapt/leaped	shone
learn	learnt/learned	shined
leave	left	shirted/ ^a ted/shat
lend	lent	shot
let	let	hot
lie (down)	lay	showed
light	lit/lighted	shrank/shrunk
lose	lost	shut
make	made	sang
mean	meant	sank
meet	met	sat
mistake	mistook	slaw
mow	mowed	sleep
pay	paid	slide
plead	pleaded/ <i>AmE</i> pled	slim
prove	proved/proven	slimk
put	put	slit
quit/quitted	quit/quitted	smelt/smelled
read	read	smote
rid	rid	sowed
ride	ridden	speak
ring	rung	sped/spedded
rise	risen	spelt/spelled
run	run	spent
sew	sawed	spilt/spilled
say	said	spin
see	saw	spit
seek	sought	split
sell	sold	spoilt/spoiled
send	sent	spread
set	set	sprang
sew	sewed	stood
		stolen
		stuck
		stung
		stank/stunk
		strode
		struck
		strong
		strove, survived
		sworn
		swept
		swollen/swelled
		swum
		swung
		taken
		tarn
		told
		thought
		thriven/ <i>AmE</i> thrivin
		thrown
		thrust
		trodden/trod
		woken/ <i>AmE</i> waked
		waked
		worm
		woven
		weaved
		webed/weid
		wept
		web/wetted
		won
		wound/ <i>AmE</i> winded
		wring
		written

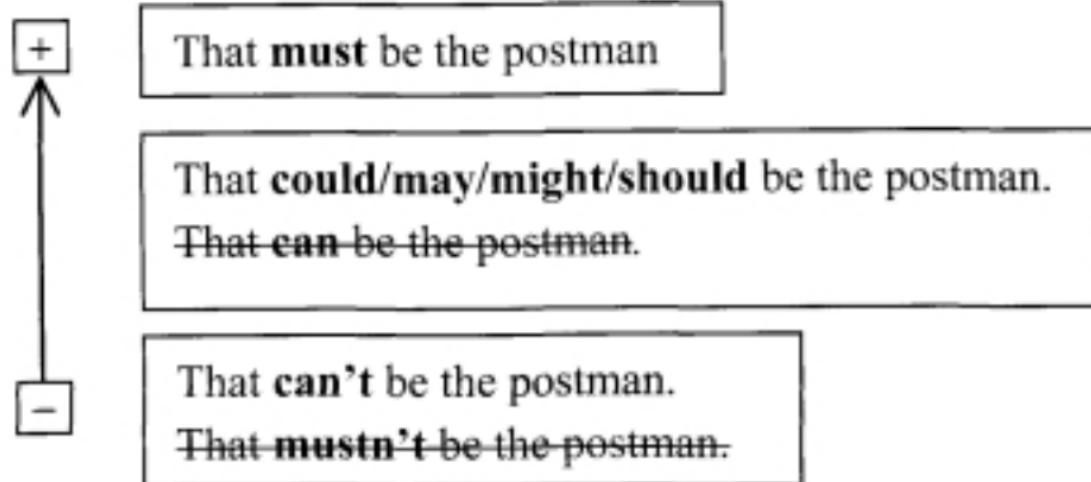
13.3 List of modals

The following list is of my own construction. Among grammarians there is not full agreement on the terminology/categorization.

MODALS (SIMPLE MODALS)	<i>can</i> <i>could</i>	<i>may</i> <i>might</i>	<i>will</i> <i>would</i>	<i>shall</i> <i>should</i>	<i>ought to</i>	<i>must</i>
SEMI-MODALS	<i>need</i>	<i>dare</i>	<i>used to</i>		<i>have (got) to</i>	
PHRASAL MODALS	<i>had better</i> <i>may as well</i> <i>might as well</i> <i>would rather</i>	<i>be +</i> <i>able to, about to, allowed to, apt to,</i> <i>bound to, certain to, due to,</i> <i>going to, liable to, likely to,</i> <i>meant to, supposed to, sure to</i>			<i>be to</i>	

13.6 'Deduction' modals

Almost all of the functions of modals have been shown in task 13.1. But because the function of 'deduction/probability' is the basis of many coursebook lessons we include a reminder of it below in diagrammatic form. When we express our assessment of the possibility/probability of a situation/event we usually use these modals (for *will* see 4.1):



13.7 Semi-modals

SEMI-MODALS

need

dare

used to

have (got) to

14.1 Definition

A **phrasal verb** (or **multi-word verb**) is usually made up of a verb + adverb (e.g. *take off*).

It can also be made up of a verb + preposition (e.g. *look into*...). These may also be called **prepositional verbs**.

The adverb or preposition is often called a **particle**.

A **three-word phrasal verb** is a verb + adverb + preposition (e.g. *run out of*...).

What mainly distinguishes phrasal verbs from other verb + adverb/prep. phrases is that to varying extents their meaning is idiomatic, i.e. it cannot be deciphered from the separate parts. Some may have almost literal meaning (e.g. **turn up** your collar) but all would have semantic cohesion and many a one-word synonym. Semantic cohesion is shown by *look into* (=investigate) *the matter*, unlike *look into the room*, where *into the room* has more semantic cohesion. See type 3 below.

14.2 Types of phrasal verb

Most coursebooks present 4 types as shown below. Type 4a has been added here.

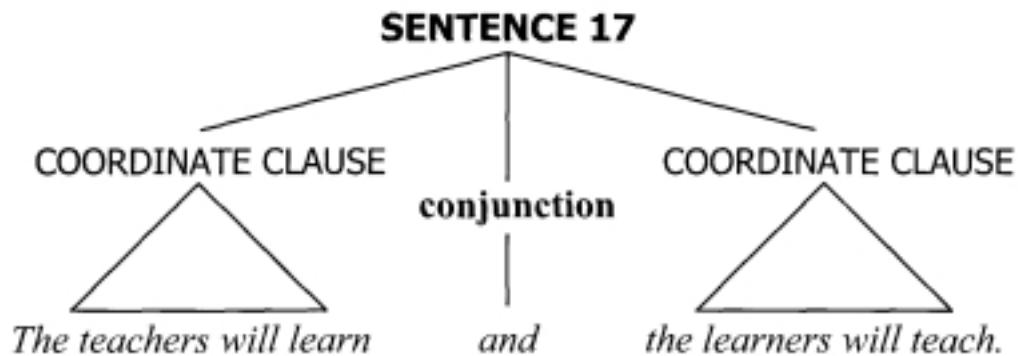
<i>He didn't turn up.</i>	TYPE 1: verb + adverb, intransitive
<i>He didn't turn up the radio / He didn't turn the radio/it up.</i>	TYPE 2: verb + adverb + object (transitive) (the verb and adverb are separable , allowing the object to come between them)
<i>He didn't look into the matter.</i>	TYPE 3: verb + preposition + object*
<i>(He didn't look into the room.)</i>	(verb + preposition + object* (not phrasal))
<i>He didn't get away with it.</i>	TYPE 4: verb + adv. + prep. + object*
<i>He didn't let me in on the secret.</i>	TYPE 4a: verb + obj. + adv. + prep. + object*

16.1 Definition

When a sentence is itself made up of two or more sentences these sentences are called **clauses**. Clauses are identifiable by their having a verb (**non-finite clauses** contain a non-finite verb, i.e. an infinitive or participle, even a gerund, which is technically a noun of course).

16.2 Coordinate clauses

When the clauses in a sentence are of equal importance, each having a subject and predicate, they are called **coordinate clauses**. Coordinate clauses are joined by **coordinating conjunctions**, these being mainly *and*, *or* and *but*:



16.2.1 Ellipsis

Ellipsis (leaving out a word/words) commonly occurs across coordinate clauses:

*The teachers will learn and the learners (will) teach ;
I can surf but she can't (surf).*

Dave told the teachers but (Dave) forgot to inform the office staff.

The office staff were irked by (his oversight) and reported his oversight.

Colloquially, at the start of a sentence the subject (and aux. or *be* in questions) are often ellipted:

"Been to the show yet?" "No, can't get tickets."

16.3 Subordinate clauses

When there is a clause which could function as a noun, adjective or adverbial with or within a **main clause**, thus carrying information subordinate to that in the main clause, this clause is called a **subordinate clause**. A **complex sentence** is one composed of a main clause and one or more subordinate clauses.

A subordinate clause often starts with a **subordinating conjunction**, e.g.

MAIN CLAUSE	SUBORDINATE CLAUSE
[1] <i>There'll be trouble</i>	<u>conjunction</u> `when' <i>I get home.</i>
[2] <i>John asked Horatio</i>	whether <i>he had seen the signal.</i>

DIRECT STATEMENT	REPORTED STATEMENT
[1] " <i>I'll be there at eight.</i> "	She said (that) she'd/she'll be here at eight.
[2] " <i>I've seen better.</i> "	She remarked that she had/has seen better.
[3] " <i>I saw Nessie last year.</i> "	He told me (that) he had seen/saw the monster the previous year.

17.3.1 Reported wh- questions

DIRECT WH- QUESTION	REPORTED WH- QUESTION
<i>"Where have all the flowers gone?"</i>	She wants to know where all the flowers have gone.
<i>"Where have all the flowers gone?"</i>	She asked me/wondered/wanted to know where all the flowers had gone.

19.2 Table of the three conditionals, with the zero conditional

	IF CLAUSE	RESULT (MAIN) CLAUSE
Zero conditional	PRESENT (/PAST) TENSE <i>If (= when(ever)) we have the money</i> FUNCTION: fact, circumstance, logic	PRESENT (/PAST) TENSE <i>we go to the movies.</i>
1 st conditional	PRESENT TENSE <i>If he studies this book</i> FUNCTION: future probable	FUTURE <i>he will pass.</i>
2 nd conditional	PAST TENSE <i>If you smoked less</i> FUNCTION: unreal for the present/future	<i>WOULD</i> <i>you would feel better.</i>
3 rd conditional	PAST PERFECT TENSE <i>If I had known you were coming</i> FUNCTION: unreal for the past	<i>WOULD HAVE</i> <i>I would have baked a cake.</i>

19.6 3rd Conditional

	IF CLAUSE	RESULT (MAIN) CLAUSE
3 rd Conditional	PAST PERFECT TENSE <i>If I had known you were coming</i> FUNCTION: unreal for the past	<i>WOULD HAVE</i> <i>I would have baked a cake.</i>

20.2 Verb + infinitive or -ing form

When two verbs come together (without a pause/comma) the second is either an infinitive or an -ing form. Most of the difficulties that students have to contend with regarding choice and meaning are shown below. More examples are contained in course/resource books:

- | | |
|--|--|
| [1] * <i>He enjoys to go to the zoo.</i> | <i>He enjoys going to the zoo.</i> |
| [2] <i>They like to play.</i> | <i>They like playing.</i> |
| [3] ? <i>Start to walk.</i> | <i>Start walking.</i> |
| [4] <i>Are they starting to play?</i> | * <i>Are they starting playing?</i> |
| [5] <i>We stopped to rest.</i> | <i>We stopped resting.</i> |
| [6] <i>We tried to push it.</i> | <i>We tried pushing it.</i> |
| [7] <i>I won't forget to write.</i> | <i>I'll never forget writing that.</i> |

21.1 Reference

Articles come under the heading Determiner (see 7.2).

The articles (*a/an*, *the* and *zero*) have 4 areas of reference in English:

1. Specific
2. Unspecific
3. Generic
4. Unique

21.2 Specific reference

Specific here means an actual example of the referent (referent = the thing/person referred to by the word), e.g. in *A dog approached me* I am referring to an actual, specific dog (indefinite but specific). When I continue with *I petted the dog* I am still referring to a specific dog, this time the **previously mentioned** (definite and specific) dog. Terms marked ^{UF} below are more user-friendly for TESOL.

For plural and uncountable nouns the indefinite specific marker is zero or unstressed *some*:

REFERENCE/USE	SINGULAR (countable)	PLURAL/UNCOUNTABLE
FIRST MENTIONING ^{UF} (indefinite specific)	<i>A dog approached me.</i>	<i>She had (some) hedgehogs in her garden.</i> <i>There was (some) wine on the table.</i>
PREVIOUSLY MENTIONED ^{UF} (definite specific)	<i>I petted the dog.</i>	<i>She fed the hedgehogs.</i> <i>She poured the wine.</i>
SHARED EXPERIENCE/ GENERAL KNOWLEDGE/ SITUATION/CONTEXT (definite specific)	<i>We took the TV with us on holiday.</i> <i>When we arrived she set the table.</i>	<i>The people are fine here but the buses never come on time.</i> <i>Her garden was nice but the grass was too long.</i>

Forward reference can also apply:

How much is the doggy in the window?

21.3 Unspecific reference

Unspecific means 'any one(s) of that kind':

My kingdom for a horse! ; A child could do that. ; I need (some) hedgehogs for this scene.