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ENGLISH GRAMMAR BASICS

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PREFACE

The main objective of *An Introductory Course: English Grammar* is to introduce the first-year university student into the world of English grammar. Most of the students doing this introductory course have had some previous contact with English grammar in one form or another. But here we intend to offer them a new perspective on the subject: one which relates grammatical structure systematically to meaning and use.

An Introductory Course: English Grammar does not intend to be a complete review of English grammar but an impressive survey of some of the main study areas of this subject. One that supplies basic information about the different grammatical forms and structures included in the first year syllabus of *Práctica Gramatical del Inglés* at Facultad de Lenguas (U.N.C) and which will, naturally, be given a more detailed treatment during the year.

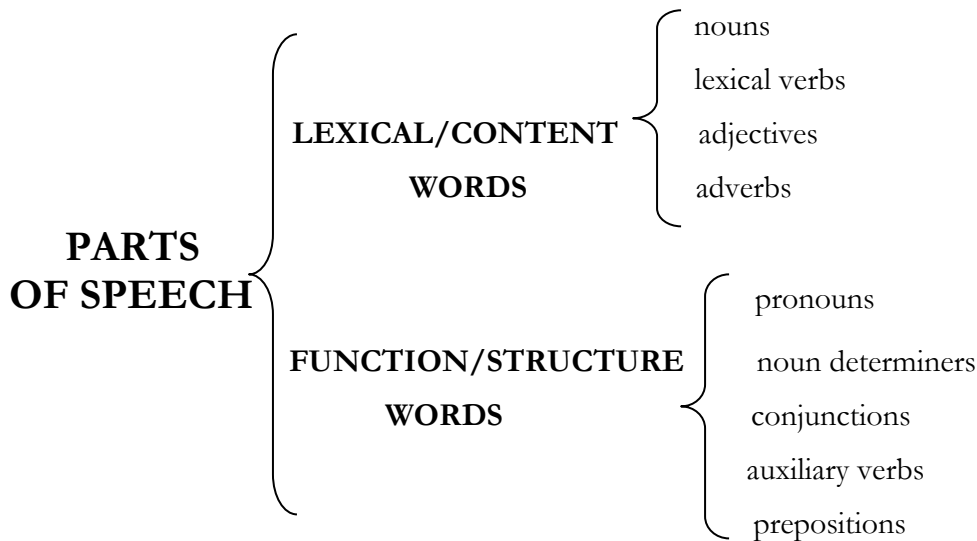
The organization of the present work goes from a description of the main grammatical features of isolated words through to sentences and simple texts. Though we have attempted to simplify grammatical terminology and classifications as far as possible, we have introduced and explained the metalanguage essential to describe the grammar of the English language. The treatment of such terminology goes from simple terms like *noun* and *adjective* to more complex ones like *time and tense* and *ditransitive complementation*, notions we consider the future English teacher and/or translator should master.

The Authors

CHAPTER 1

PARTS OF SPEECH

_____ There are different categories of *parts of speech*. Each part of speech explains not what the word is, but how the word is used. The main parts of speech are verbs, nouns, adjectives, adverbs, determiners, conjunctions, prepositions and pronouns.



Lexical words and function words

Parts of speech can be grouped into two major families, depending on their function and on their grammatical behaviour: Lexical words (or content words) and Function words (or structure words).

LEXICAL WORDS

Lexical words are the main carriers of information in a text. They can be subdivided into the following word classes (or parts of speech): nouns, verbs, adjectives, and adverbs. Of all the word families, lexical words are the most numerous, and their number is growing all the time, they are members of open classes. They often have a complex internal structure and can be composed of several parts: e.g. *unfriendliness* = *un* + *friend* + *li* + *ness*. They are generally the words that are stressed most in speech.

1. Lexical Verbs

The most distinctive feature of lexical Verbs (also called main verbs) is that they carry meaning. Some verbs express meanings related to actions or physical activity (**do, break, walk**), others to mental or intellectual activities (**think, believe**). Finally, some lexical verbs express meanings related to states and feelings (**be, seem, like, love**).

*Eg: I'm sure you **did** the right thing.*

*I **believe** it's the right thing to do.*

*You **seem** very quiet today.*

2. Nouns

A **noun** is a word used to refer to people, animals, objects, substances, states, events, ideas and feelings. Nouns can be the subject or the object of a verb; they can be modified by an adjective and can take a determiner.

Nouns may be divided into basic categories: **Countable** nouns, **uncountable** nouns, **proper** nouns, and **collective** nouns.

*They live in a **house**.*

*The **family** is watching TV.*

*How much **water** do you need?*

*The **family** are quarrelling a lot*

***Tom** is very good at **Maths**.*

3. Adjectives

The main function of **adjectives** is to modify nouns or pronouns. They describe the qualities of people, things and abstractions.

*I'm carrying a **heavy** box.*

*The situation is **serious**.*

*I think he is **guilty**.*

*We consider her **intelligent**.*

Adjectives in English cannot take **plural** or **singular** form.

*He is a **tall** man. / She is a **tall** girl.*

*The student looked **interested**. / The students looked **interested**.*

They can come before nouns (**attributive use**). They can come after verbs such as be, become, seem, look and other linking verbs (**predicative use**). Some adjectives can be found after the noun they modify (**postpositive use**).

*I bought a **new** car. (attributive use)*

*That car is/ looks/ seems **fast**. (predicative use)*

*The students **present** will have to wait. (postpositive use)*

4. Adverbs

Adverbs **add information about the circumstances** of a situation or an event¹. They complete the meaning of verbs stating **how, when, where, how often** something happens.

*I learned German **quickly**.*

*She was **here** **earlier** **today**.*

*Leave **straightaway**!*

They can also **modify adjectives or other adverbs**, often expressing different shades of meaning related to degree and intensity.

*You are **totally** wrong. It was **slightly** damaged.*

*Do it **right** now. / She can run **very/really** fast/quickly.*

FUNCTION WORDS

Function words can be categorized in terms of word classes such as prepositions, pronouns, determiners, conjunctions and auxiliary verbs. They usually indicate meaning relationships and help us to interpret units containing lexical words,

¹ There are some other roles that adverbs perform; however, at this level we will just consider only some.

by showing how the units are related to each other. Function words belong to closed classes, which have a limited and fixed membership.

1. Auxiliary Verbs

Auxiliary verbs lack meaning and are added to a main or lexical verb to serve various functions. Auxiliary verbs can be subdivided into **primary auxiliary verbs** (be, have, do) and **secondary -or modal auxiliary verbs** (will/would, can/could, shall/should, may /might, must, need, dare). Modal auxiliary verbs are also called *defective* verbs because they have only one verbal form each. For example, they cannot take the final 's' inflexion for the third person singular; they cannot be used in the progressive aspect or in the imperative mood. Some multiword constructions can function like modal verbs (ought to, have to, used to, be going to, (had) better, among others). Such constructions are called **semi-modals or modal idioms**.

Both Primary and Secondary auxiliary verbs are used mainly in the formation of questions (tag questions, echo answers) and in the formation of negative statements. Auxiliary verbs -especially 'do'- can also be used to create emphasis. Finally, only primary auxiliary verbs are used in the formation of tenses and other grammatical constructions.

PRIMARY AUXILIARY VERBS	{	BE: Progressive Tenses and Passive Voice.
		HAVE: Perfect Tenses and Causative Use of Have.
		DO: Simple Tenses and in Emphatic forms.

Eg: He **is** working hard these days.
Aux. lexical

Can you drive?
modal aux. lexical v.

He **has been** working hard lately.
Aux. aux lexical

You'**d better** study more.
semi-modal

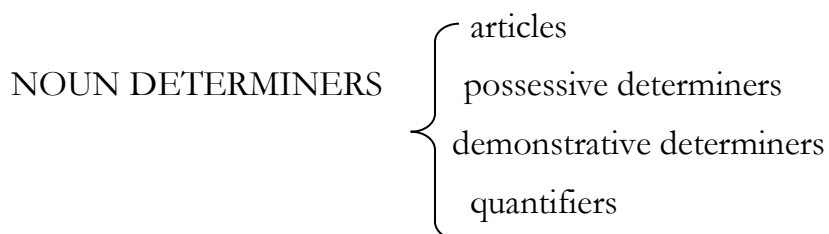
Does he like water sports?
Aux. lexical

Note that **primary auxiliary verbs** can also work as lexical verbs and as such they carry meaning:

LEXICAL VERB	AUXILIARY VERB
<i>I am a teacher.</i>	<i>I am waiting for the bus.</i>
<i>Gloria has green eyes.</i>	<i>Gloria has just finished the exercise.</i>
<i>I did my homework last night.</i>	<i>Does Alice like water sports?</i>

2. Noun Determiners

A determiner restricts the meaning of a noun by limiting its reference.



2a. Articles

Definite Article (**THE**)

Indefinite Articles (**A / AN**)

Zero Article (**Ø**)

*I saw **a** boy. **The** boy was wearing a cap.*

***The** girls are chatting in the garden.*

*(**Ø**) Girls love clothes and (**Ø**) boys love football. / (**Ø**) Life is hard nowadays.*

The first time a participant is introduced in a text, the indefinite article is the most appropriate choice because neither the speaker nor the hearer knows exactly what boy they are referring to. However, when referring back to the same boy already mentioned before, the definite article is the best choice. In “the girls are chatting...” the speaker assumes the hearer knows what girls he/she is talking about, i.e. there is previous shared knowledge. Finally, Zero Article is the best choice used mainly in

generalizations and to refer to abstractions. Girls in general love clothes, not just the ones I know.

2b. Possessive Determiners

My, your, his, her, its, our, and their are possessive determiners used with **nouns** to show possession or ownership.

*I love **my** job.*

***Their** friends are coming this way.*

*That's **my** folder.*

2c. Demonstrative Determiners

Demonstrative determiners (**this, that, these, those**) show whether the **noun** they refer to is singular or plural and whether it is located near to or far from the speaker or writer.

*Have a look at **this** tape*

*I need **those** books.*

2d. Quantifiers

A quantifier, as its name implies, expresses quantity. Quantifiers can be a single word or a phrase and are used with nouns. They can be used with both a countable or an uncountable noun to express quantity or amount. If the quantity is definite the quantifier may be referred to as a numeral.

Some, much, many, (a) few, (a) little, a lot, half, three, second, are some of the most frequently used quantifiers.

*I need **some** coffee*

*I've got **(a) few** tickets*

*They have **two**³ cars.*

*The **first**² day I went to school I felt terrible.*

3. Conjunctions

When you combine two clauses in a sentence, you may use a conjunction to link them and to indicate the relationship between them. There are two kinds of conjunctions. They indicate the different kinds of relationship between clauses in a sentence.³

Coordinating conjunctions link two or more clauses of equal importance.

These are: *and, but, or*.

*The boys shouted **and** rushed forward.*

*I asked if I could borrow her bicycle **but** she refused.*

Subordinating conjunctions link two clauses, one of which depends on the other.

***When** he stopped, no one said anything.*

*They were going by car **because** it was more comfortable.*

***Although** the wound was healing, he could never be able to speak again.*

4. Prepositions

Prepositions are linking words that introduce prepositional phrases, i.e., a preposition + noun/noun phrase. E.g. *about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite*.

² Examples of numerals

³ **Connectors** also link clauses, sentences or paragraphs in a text. When they are just one word they are adverbs as a part of speech. *The bellboy answered gently. **However**, he was punished by his superior for maltreatment.*

*He'll go **with** one of the kids.*

*You can't rely **on** any of that information.*

*He left **without** saying good-bye.*

It's important that the learner be aware of the fact that a preposition is always complemented by a noun or noun equivalent, for example, an -ing form (gerund).

*I'm looking forward **to my holidays**. / I'm looking forward **to going** on holidays.*

*I'm fond **of music**. / I'm fond **of playing** music.*

Compare: *I was used to (accustomed to) red wine/drinking red wine. ('to' – preposition)*

I used to drink wine. ('to' – part of the to infinitive)

5. Pronouns

Pronouns fill the position of a noun or a whole noun phrase. They can be classified as:

Subject pronouns: I, you, he/she/it, we, you and they.

Object Pronouns: Me, you, him/her/it, us, you, them.

Possessive Pronouns: Mine, yours, his/hers/its, ours, yours, theirs.

Reflexive Pronouns: Myself, yourself, himself/herself/itself, ourselves, yourselves, themselves.

Indefinite Pronouns: Nobody, somebody, anybody, no one, everybody...

Reciprocal Pronouns: Each other, one another.

Interrogative Pronouns: Who, which...

*I won't tell **you** how **it** ended.*

*She never introduced **herself**.*

***Ours** is better than **theirs**.*

***He** introduced **himself**.*

***Nobody** knows the answer.*

***They** loved **each other**.*

***Who's** **that**?*

It is worth pointing out that some determiners can work as pronouns. For example, *that, this, those* and *these*. When these determiners function as pronouns they are called **demonstrative pronouns**.

E.g. *I don't like **these** apples. Give me **those**.*

*n. det + **NOUN** dem. pronoun*

Pronouns can perform referential functions, i.e., they either refer to something that has already been mentioned or that is going to be mentioned. The reference of a pronoun is usually made clear by its context.

*My brother and I attended a boarding school. **We** had a hard time because **it** was a very strict **one**. Mr. Fox, the headmaster, was a cruel guy. **He** would beat **us** whenever.*

We / us: my brother and I

He: Mr. Fox

It / one: the school

ACTIVITIES

1. Read the following sets of sentences and identify the part of speech of the words in bold.

1. He was **in** his car. _____
2. They shook hands and went **in**. _____
3. A few years ago jogging was the **in** thing. _____
4. These are the **ins** and outs of the situation. _____
5. Each individual **flower** is tiny. _____
6. Several trees will **flower** this year for the first time. _____
7. I love this **flower** pot. _____
8. She has moved to a smaller **house**. _____
9. We had to drink the restaurant's **house** wine. _____
10. Local authorities will **house** homeless people. _____
11. She told me **that** you were here. _____
12. What is **that**? _____
13. **That** shirt is too expensive. _____
14. The show was not **that** bad. _____
15. I have a different view on the **subject**. _____
16. He is not **subject** to the normal police discipline code. _____
17. He **subjected** her to four years of beatings and abuse. _____

2. Identify the part of speech of each word in the following sentences.

1. The garden industry is booming.

2. We advise everyone to ring before they leave.

3. We believed we were fighting for a good cause.

4. Advances have continued, though actual productivity has fallen.

5. Howard has been working hard over the recess.

6. My receptionist will help you choose the frames.

7. Prices have been rising faster than incomes.

8. Old people work the hardest.

9. Football has become international.

3. Read the text and fill in the chart by grouping the same parts of speech.

Charlie Tait and Willie Tait are identical twin brothers. Charlie is married to Lisa, and Willie is married to Dawn. Surprisingly, Lisa and Dawn are sisters. Both couples have got three children. Charlie and Lisa have got one son and two daughters: Kevin, Kylie, and Claire. Willie and Dawn have got two sons and one daughter: Michael, Scott, and Becky. They all live in Newcastle. Both have a very large house next to a park.

Nouns	Adjectives	Adverbs	Verbs	Prepositions	Determiners	Pronouns	Conjunctions

4. Read the text below and look for one example of:

countable noun	_____	preposition	_____
proper noun	_____	coordinating conjunction	_____
auxiliary verb	_____	subordinating conjunction	_____
lexical verb	_____	possessive determiner	_____
adjective	_____	article	_____
adverb	_____	quantifier	_____
pronoun	_____		

Humphrey Bogart was born on Christmas Day in 1899. He grew up in New York City and started studying to be a doctor; but in 1918 he left college and joined the US Navy. He fought in the First World War and when he returned to the US he decided to become an actor. He got a job in the theatre in New York. But in the 1930s he moved to Hollywood and started working in some films. There he met and fell in love with Lauren Bacall. They got married very soon after they met. She was his fourth wife. Although he won an Oscar for best actor for his role in *The African Queen* in 1951, his most famous role was as Rick in *Casablanca*, which is probably the greatest love story ever on film.

5. Determine the part of speech of the words in bold.

Pets

A pet or companion animal **is** an animal kept **primarily** for a person's company or **protection**, as opposed to working animals, **sport** animals, livestock, and **laboratory** animals, **which** are kept primarily for performance, **agricultural** value, or research. **The most** popular pets are noted for their **attractive** appearances and **their** loyal or playful personalities.

Extracted from Wikipedia <https://en.wikipedia.org/wiki/Pet>

CHAPTER 2

THE ENGLISH VERB PHRASE

TIME AND TENSE

As everyone knows, the **time** of an action is the particular point when it happens. This can be past, present or future. It is a *universal* concept and, therefore, it does not vary across languages. The time when an event takes place can be indicated by adverbs or adverbials such as: yesterday, tomorrow, five years ago, in 1983, now, etc.

On the other hand, **tense** can be defined as the form a verb adopts to indicate time. It is a grammatical concept, and as such it varies across languages. It is fundamental for the learner of English grammar to understand the difference between **time** and **tense**. A past tense in English does not always refer to a past time.

Examples:

- ❖ the simple past tense does not necessarily express past time. E.g. *I wish you were here.* (Tense: simple past. Time: present)
- ❖ the present progressive tense does not always indicate present time. E.g. *We are leaving early tomorrow.* (Tense: present progressive. Time: future)

PRESENT SIMPLE TENSE

FORM

I / You **work** – He / She / It **works**.

Do you **work**? - **Does** he **work**? Yes, I do. / No, he doesn't.

I **do not (don't) work**. - He **does not (doesn't) work**.

MAIN USES

- For repeated and permanent actions or situations; states and verbs that refer to feelings.

*Ken **enjoys** hospital dramas.* (verb that refers to a feeling)

*British people **drink** a lot of tea, while Americans **drink** more coffee.*

(permanent action)

*A colony of Antarctic penguins **lives** in Marwell Zoo.* (permanent situation)

- For habits and daily routines.

*Ken **watches** "ER" every week.*

- For general truths, laws of nature.

*Ice **melts** in the sun.*

- For short actions that have little or no duration. For example, sports commentaries and demonstrations of different kinds (teachers, cooks, conjurors).

*Black **passes** the ball to Myers, Myers **stops** it, **kicks** it and it's a goal!!!*

*First, I **mix** sugar and butter and then I **add** the milk.*

The present simple tense (when it refers to habits) is frequently used with the following time expressions: *always, usually, often, seldom, never, every day/week/month/year, on Mondays/Tuesdays, in the morning/afternoon/evening, at night/the weekend ...*

PRESENT CONTINUOUS / PROGRESSIVE TENSE

FORM

I **am** ('m) / You **are** ('re) / He **is** ('s) working.

Are you / **Is** he working? Yes, I **am**. / No, he **isn't**.

I **am** ('m) **not** / He **is** **not** (**isn't**) / They **are** **not** (**aren't**) working.

MAIN USES

- For actions taking place now, at the moment of speaking.

*I'll be with you in a minute. I'm just **finishing** something in the kitchen.*

- For temporary actions; that is, actions that are going on around now, but not at the very moment of speaking.

*I'm **reading** "Harry Potter and the Goblet of Fire" now. When I finish, I'll start "The Lord of the Rings".*

*I'm **taking** the bus this week. My car has broken down.*

*She **is staying** in the Waldorf Astoria on this visit to New York.*

(compare: She always stays in the Waldorf Astoria on her visits to New York.)

- For activities that seem unreasonable to the speaker. To express irritation at actions which, in the speaker's view, happen too often. The adverbial is obligatory.

*My daughter's boyfriend **is always phoning** her at lunchtime.*

*The neighbours **are always/constantly/continually slamming** doors and shouting during the night.*

- For changing or developing situations (in general with a comparative construction).

*British summers **are getting** hotter and winters **are getting** warmer.*

The present continuous is frequently used with the following time expressions: <i>now, at the moment, these days, at present, nowadays ...</i>
--

PRESENT PERFECT SIMPLE TENSE

PRESENT PERFECT CONTINUOUS/PROGRESSIVE TENSE

Present Perfect Simple

FORM

I/You **have ('ve)** arrived.

He/She/It **has ('s)** arrived.

Have you arrived?

You **have not (haven't)** arrived.

He/She/It **has not (hasn't)**
arrived.

Present Perfect Progressive

FORM

I/You **have ('ve) been** reading.

He/She/It **has ('s) been** reading.

Have you **been** reading?

Has he/she/it **been** reading?

You **have not (haven't) been** reading.

He/She/It **has not (hasn't) been**
reading.

Both the present perfect and the present perfect continuous tenses **connect the past and the present time**. That is, they can describe actions/states which started in the past and continue up to the present. In this case, we often use *for* and *since* (**unfinished use**). In addition, these two verb tenses describe actions which were completed in the past but whose results affect the present or are visible in the present time (**finished use**)¹.

*The manor house **has stood** on this spot for over two hundred years.*

*We **have all been studying** for the maths test since 8 in the morning.*

} **Unfinished**
Use

*The power surge **has broken** my computer. Now I can't keep on working.*

A: Why do you look so dirty?

*B: I've **been doing** the garden the whole afternoon!!*

} **Finished**
Use

¹ Students should be made aware of the fact that there are differences between British and American English as regards the finished use of the Present Perfect Simple. In this course we will follow the British approach.

MAIN USES

Both the present perfect and the present perfect progressive/continuous have finished and unfinished uses with the same meanings. The main difference lies in the fact that the progressive /continuous form emphasizes the **DURATION** of the action or state.

UNFINISHED USE

- The present perfect and the present perfect continuous are used to refer to an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/ day/ week, etc.*

*I've **been learning** to play chess for three years now.*

*I've **worked** in this company since 1990.*

FINISHED USE

- The present perfect and the present perfect continuous are used to refer to actions which happened at an **unstated** time in the past. The exact time is not important, so it is not mentioned. The emphasis is placed on the action.

A: Why do you say Match Point has an unexpected ending?

*B: Because I've **seen** it!*

A: When did you see it?

B: Last night.

*What novels **have you been reading**?*

- The present perfect and the present perfect continuous are used to refer to past actions which have caused a **present result or consequence**.

*What **have you been doing**? Look at yourself, you're all dirty!!!*

***Have you seen** a ghost? You're absolutely pale!!*

- The present perfect and the present perfect continuous are also used to refer to actions that are finished or completed at a **recent** past, not up to the present.

*You've **been fighting**!* (I can see that you have a black eye and torn clothes)

*Someone **has just been reading** my business papers.*

*I **have just received** an email from my old friend who lives in Switzerland.*

- The present perfect and the present perfect continuous are used to refer to a finished action which happened within a **specific time period which is not over** at the moment of speaking, such as *today, this morning/ afternoon/ week/ month/ year*, etc.

*This channel **has shown** four wildlife documentaries this week. (The week has not finished yet)*

*I've **had** three cups of tea today.*

*I've **been working** very hard this week.*

Summary of Present Perfect

A) Unfinished use: an unfinished action.

For + period of time

Since + specific time

Until now / up to now / so far

"They have worked in this office ever since they moved here."

B) Finished use

B.1. Indefinite happening in the past.

Before / ever / never / yet / already

"I have already done my homework."

B. 2. Present results.

"Someone has broken her doll."

B.3. Recent completed activity.

Just / recently / lately

"Have you been to the cinema lately?"

B.4. Activity completed during a present incomplete period of time.

Today / this month, week, etc.

"She has received three e-mails this morning."

PAST SIMPLE TENSE

FORM

I/He/She/We **returned/left**.

Did he **return/leave**? Yes, he did. / No, he didn't.

He **did not (didn't)** **return/leave**.

The Simple is used to refer to actions which happened at a definite time in the past.

The time is stated, already known or identified by the preceding language context.

*The rebels **took** most of the province three months ago.*

*Christopher Columbus **discovered** America.*

MAIN USES

- For actions/events which happened immediately one after the other in a sequence in the past.

*Claire **jumped out** of her chair, **ran** to the balcony and **grabbed** the screaming child.*

- For past habits or states.

*We often/always/never **went** to church together when I was a child.*

*I **was** fat when I was a teenager.*

- For permanent actions or situations in the past.

*The Incas **made use of** an advanced agricultural system. They also **knew** a lot about mathematics and astrology.*

The past simple is used with the following time expressions: yesterday, last night/week/month/year/Monday, etc. two days/weeks/months, etc. ago, then, when, How long ago...?, in 1993,1845, etc.

(See list of irregular verbs at the end of the book.)

PAST CONTINUOUS / PROGRESSIVE TENSE

FORM

I/He/She **was** / We/They **were watching**.

Was he / **Were** they **watching**? Yes, he was. / No, they weren't.

He **was not (wasn't)** / They **were not (weren't) watching**.

MAIN USES

- For an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*We didn't hear him come in because we **were sleeping** on the top floor that night.*

- For an action which was in progress when another action happened or interrupted it.

*They **were crossing** the bridge when the earthquake struck.*

- For two or more simultaneous past actions.

*It was a lovely scene; mummy **was knitting** while her babies **were playing** on the floor.*

- To describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events.

*Night **was falling** over the beleaguered city.*

- For habitual past actions that annoyed the speaker. (Like in the simple present tense, the use of the frequency adverb is obligatory)

*My daughter's boyfriend **was always phoning** her at lunchtime.*

*The neighbours **were always/constantly shouting** during the night.*

The past continuous is used with the following time expressions: *when, while, as, all day/ night/ morning*, etc.

WAYS TO REFER TO THE FUTURE

Since in English there is no future tense as such, futurity is expressed in various ways. Some of them are the modal *will*², the modal expression *be going to*, *the present continuous tense*, *the present simple tense*.

WILL (FUTURE SIMPLE)

FORM

He/They **will ('ll)** call.

Will he/they **call**? Yes, he will. / No, they won't.

He/They **will not (won't)** call.

MAIN USES: The *future simple* is used:

- In predictions based on the speaker's beliefs about the future usually with the verbs think, believe, expect, etc. the expressions be sure, be afraid, etc. and the adverbs perhaps, certainly, probably, etc.

*I think he 'll never **forgive** me.*

- For on-the-spot decisions and offers.

*Oh, our guests are here. I'll **go** and **sort out** some drinks for them.*

- For actions/events/situations which will definitely happen in the future and which we cannot control.

*James **will turn** fifteen next month.*

- For promises (usually with the verbs promise, swear, guarantee, etc.), for threats, for warnings, for requests, for hopes. In this case 'will' is seldom contracted.

*Don't worry. I promise I **will be** there with you.*

*The priest says "**Will** you take this woman as your lawfully wedded wife?" and the groom says "I **will**".*

² Some grammarians refer to this use as "Simple Future Tense"

BE GOING TO

FORM

I **am ('m)** / You **are ('re)** / She **is ('s)** going to stay.

Are you / **Is** she going to stay? Yes, I am. / No, she isn't.

You **are not (aren't)** / She **is not (isn't)** going to stay.

MAIN USES: *Be going to* is used:

- For premeditated plans, intentions or ambitions we have for the future.
I'm going to give up smoking!
- In predictions when there is evidence that something will happen in the near future.
Look at those black clouds. It's going to rain.

NOTE: We use “will” when we make a prediction based on what we think, believe or imagine. We use “be going to” when we make a prediction based on what we can see (evidence) or know.

PRESENT PROGRESSIVE

- The present continuous is used for actions that we have already arranged to do in the FUTURE, especially when the time and place have been settled.
*As we are very tired, we **are taking** a month off next summer.*
*We **are christening** the baby on Sunday 14th at 9:30.*

PRESENT SIMPLE

- The present simple is used with a future meaning when we refer to programmes or timetables (trains, buses, etc.).
*The tour **departs** on October 11th for 15 days and costs \$495.*

All future forms are used with the following expressions: *tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.*

Activities

1. Put the verbs in brackets in the correct form of the present simple tense or present continuous tense. Discuss the meaning of the verb tense in each case.

Luke: Who are the Cobras?

Bella: We are. It's the name of our basketball team.

Jason: Are you any good?

Sam: We _____ (get) better. We _____ (practise) most evenings. And normally we _____ (play) one match a week.

Lisa: There's a league for all the local under -15 teams.

Jason: Really? I _____ (love) basketball.

Bella: Well, we _____ (look) for an extra player. How old are you?

Jason: I'm 14.

Lisa: Welcome to the Cobras, Jason!

Jason: I _____ (not believe) it! This is fantastic!

Luke: Hey! What about me?

Jason: Luke, you _____ (be) too young. You're only 12.

Luke: You _____ (say/always) I'm too young. It's not fair!

Jason: Too bad!

2.a. Complete the following text with the correct form of the Simple Past tense

A BIG MISTAKE

Mr and Mrs Paik are from South Korea. They _____ (get) married last year. They _____ (decide) to have their honeymoon in Europe, and they _____ (choose) to visit Stockholm and Venice. They _____ (enjoy) their visit to Stockholm, and they _____ (be) excited about Venice. They _____ (leave) the Swedish capital on an overnight train.

The next morning, the Paiks _____ (look out) of the train window. They _____ (realise) there _____ (be) a problem. Instead of the gondolas of Venice, they _____ (see) fields full of snow.

Mr Paik _____ (ask) the guard, 'Are we in Venice?'

The guard _____ (reply), 'We're in Vännäs.'

'Venice in the north of Italy?', _____ (repeat) Mr Paik.

'No,' _____ (explain) the guard, 'that's *Venedig*. This is Vännäs – V-a-n-n-a-s.'

The train _____ (be) in a small village in the north of Sweden.

The Paiks _____ (tell) the guard their story. 'We _____ (want) to go to Venice in the north of Italy. We _____ (not/know) the Swedish name _____ (be) Venedig. When we _____ (buy) our tickets in the railway station in Stockholm, the clerk _____ (think) we said Vännäs in Sweden.'

The guard _____ (repay) the Paiks their ticket money, and _____ (put) them on the next train to Stockholm. He _____ (write) 'Can I have two tickets to Venice?' in Swedish on a piece of paper and _____ (give) it to them.

b. Complete the table below with the past tense form in the article.

<i>REGULAR VERBS</i>	<i>IRREGULAR VERBS</i>

c. Add 10 verbs to each column.

3. Put the verbs in brackets into the correct form of the Simple Past or the Past Progressive tense.

While Sue Barnes, a reporter for the New Musical Express, _____ (travel) round the USA last year, she _____ (have) an unpleasant experience. She had interviewed a jazz singer and had recorded the interview on a cassette which _____ (be) on the front seat of her car together with other personal belongings.

She _____ (drive) back to her motel after a party in Hollywood on her last night when she realised she _____ (run out) of petrol. She _____ (stop) at an all-night garage just off the highway. She _____ (fill) the petrol tank, _____ (take) 20 dollars from her wallet and _____ (go) to the kiosk to pay. While she

_____ (pay), a boy suddenly _____ (appear) from the shadows, _____ (open) her car and _____ (take) her wallet, passport and return air ticket – and her cassette!

4. Complete the following text with the correct form of the Simple Past or Past Progressive tense.

Lorna Bright is a long-distance walker. This is a part of her diary describing a morning's walk along the coast.

It _____ (be) a fine day when I _____ (start) out on the last part of my walk around the coast of Britain. The sun _____ (shine), and a light wind _____ (blow) from the south-west. I _____ (be) pleased that it _____ (not/rain). I _____ (know) by then that I _____ (not/like) rain. In fact I _____ (hate) it.

I _____ (walk) along the cliff top and then down into the lovely fishing village of Wellburn, past a café where people _____ (have) morning coffee. Three miles past Wellburn I _____ (sit) down for five minutes and _____ (have) a drink. Now it _____ (get) warmer, so I _____ (take) off my sweater. I _____ (not/stop) for long because I _____ (have) to reach Seabury by lunch-time. When I finally _____ (get) there, it _____ (be) just after half past twelve.

5. Fill in the blanks with the correct form of the verbs in brackets (simple present tense, present progressive tense, simple past tense, past progressive tense). Discuss the meaning and/or use of the verb tense(s) in each case.

1. I _____ (watch) television every day.
2. Water _____ (consist) of hydrogen and oxygen.
3. I _____ (study) for two hours every night.

4. I need an umbrella because it _____ (rain).
5. The sun _____ (rise) in the East, and _____ (set) in the West.
6. He _____ (sleep) when I _____ (arrive).
7. Most animals _____ (kill) only for food.
8. You can make the tea because the water _____ (boil).
9. Mary _____ (leave / always) her dirty socks on the floor for me to pick up!
10. Don't you think you _____ (be) rather foolish?
11. John _____ (sleep) right now.
12. I thought she looked thinner. Apparently, she _____ (slim).
13. He _____ (live) in Paris for ten years but now he _____ (live) in Rome.
14. The climate in this area _____ (get) drier and drier.

6. Read the situations below. Complete the questions using the Present Perfect Simple or Continuous.

- a. Your friend is wearing glasses. You've never seen him with glasses on before.
How long _____
- b. Nick is playing computer games.
How many _____
- c. You meet a group of people walking across country.
How many miles _____
- d. Some workmen are digging up the road outside Sarah's house.
How long _____
- e. Laura is taking lots of photographs of you and your friends.
How many _____
- f. You have just woken up from an afternoon sleep and seen that it's raining.
How long _____

7. Complete the sentences using the verbs in brackets in the Present Perfect or the Simple Past tense.

1. I _____ (have) those shoes since my eighteenth birthday.
2. I _____ (tidy) my desk, but now it's in a mess again.
3. The last time I _____ (go) to Brighton was in August.
4. I'd like to meet a ghost, but I _____ (never/see) one.
5. I _____ (finish) my homework. I _____ (do) it before tea.
6. And the race is over! Mick Simpson _____ (win) in a record time!
7. I _____ (work) in a computer company for a year. That _____ (be) after college.
8. What time _____ (you/get) to work this morning?
9. Martin _____ (be) to Greece five times. He loves the place.
10. The President _____ (come) out the building and is going to give a speech.
11. You won't believe this, but I've got some tickets for the concert – Oh, well done. How _____ (you/get) them?
12. Of course I can ride a bike. The problem is I _____ (not/ride) one for years.
13. Marilyn Monroe _____ (work) in about thirty films.
14. _____ (you/ever/bake) your own bread?
15. Janet _____ (be) very ill three years ago.
16. Rupert has left a message for you. He _____ (ring) last night.
17. _____ (you/see) the news today?
18. We _____ (move) here in 1993. We _____ (be) here for a long time now.

8. Complete the following sentences using the verbs in brackets in the Present Perfect Simple or Continuous.

- a. I _____ (write) the letter. Would you post it for me?
- b. For the last two years he _____ (write) a history of the Civil War.
- c. What _____ (you/do) for the last half hour? – I _____ (sit) here working at this problem.
- d. We _____ (live/always) in a bungalow, so it will seem strange when we move into a house.
- e. You look very upset. What _____ (happen)?
- f. He shouldn't drive this evening. He _____ (drink).
- g. I'd better not drive. I _____ (drink) quite a lot.
- h. The meat must be nearly ready. It _____ (cook) for nearly an hour.
- i. You _____ (not/finish) that book yet? You _____ (read) it for more than a week.
- j. I wonder if John _____ (forget) my number. I _____ (wait) for his phone call for the past two hours.

9. Choose the correct alternative.

- a. I'd like to borrow this book. Has Anna read it _____ ?
1) *done* 2) *for* 3) *just* 4) *yet*
- b. Ben writes very quickly. He's _____ finished his essay.
1) *already* 2) *been* 3) *for* 4) *yet*
- c. What are you going to do? – I don't know. I haven't decided _____.
1) *just* 2) *long* 3) *since* 4) *yet*
- d. I've _____ to London. I went there in June.
1) *been* 2) *gone* 3) *just* 4) *yet*
- e. Have you _____ done any skiing?
1) *ever* 2) *for* 3) *just* 4) *long*
- f. My boyfriend hasn't rung _____ week.
1) *last* 2) *for* 3) *since* 4) *this*

g. I haven't seen that coat before. How _____ have you had it?

1) *already*

2) *for*

3) *long*

4) *since*

h. The girls have _____ to the cinema. They won't be back until ten o'clock.

1) *already*

2) *been*

3) *gone*

4) *just*

10. Write the meaning of the tense used in each sentence. Choose from the list in the box.

*Repeated action showing annoyance

*Developing situation

*Future action that is very certain to happen

*Eternal truth

*Permanent situation or state

*Fixed arrangement

*Activity happenenig at the moment of speaking

*Habitual action

*Temporary action over a limited period of time

a. I'm going to school by bus this week.

b. Peter lives in a big house on the outskirts of Paris.

c. You're always smoking in the room.

d. Lentils are rich in iron.

e. A woman is waiting for you in the office.

f. She rarely uses public transport.

g. The exam is at 8 next Monday.

h. Summers are getting hotter and hotter.

- i. Sorry, I can't meet you tomorrow because I'm going shopping in the morning.
-

11. Read the conversation below. Choose the most appropriate option.

Nancy is engaged to be married. She and her fiancé, Tim, are trying to make their wedding plans, but Nancy's mother doesn't agree with them.

Nancy's mother: Now, I have it all planned, honey. We will / are going to go shopping for your wedding dress this weekend. Oh, you'll / you're going to look so beautiful in a long, white dress!

Nancy: Mom, I'm not spending / going to spend hundreds of dollars on a dress that I'll not / I'm not going to wear again.

Nancy's mother: Don't worry about that. Your father and I pay / will pay for it!

Nancy: No, Mother. I'm not going to / I'm not wearing wear an expensive dress. In fact, I've already bought a plain one and I'll pick / I'm picking it up tomorrow afternoon.

Nancy's mother: OK. We're going to / We'll see... Now, what about the reception? We're going to have / We're having a big party with music and dancing, aren't we?

Nancy: No, Mom. The plane to Hawaii leaves / will leave at 9. We won't have enough time. Will you and daddy / Are you and daddy going to have a small reception at home?

Nancy's mother: Well, it's a tradition that the bride's parents give the reception... I'm sure it's going to / it'll be OK with your father. I'll ask / I'm asking him tonight.

Nancy: Thanks, mom.

12. What is the difference in meaning between these sentences?

- a. We're going to visit Rome next summer holidays.
 We're visiting Rome next summer holidays.

- b. _ She will have many babies.
 _ She is going to have a baby.

- c. _ I'm helping him at the party.
 _ I'm going to help him at the party.

- d. _ I'll take a taxi.
 _ I'm going to take a taxi.

- e. _ Paul is leaving at 6 tomorrow.
 _ Paul leaves at 6 tomorrow.

13. Underline the verb phrases in the following sentences. Identify the verb tense used in each case and refer to its meaning and/or use.

- a. Oh! He's always asking the same silly things.

- b. Have you ever read Charles Dickens?

- c. I'm sure you'll get over.

- d. He's living with a friend this week.

- e. She's getting thinner and thinner.

- f. Look out! That tree is going to fall!

- g. Ice melts in the sun.

- h. Who has drunk my milkshake?

- i. Who has been drinking my milkshake?

- j. I'm travelling to Spain next July.

- k. Mozart died very young.

- l. I haven't seen Julia this week.

- m. Classes start in April.

n. I've just prepared some coffee. Would you like some?

o. While I was talking to him he was reading the paper.

14. Complete the following sentences using an appropriate form of the verbs in brackets to indicate future time. There may be more than one possibility.

a. You want to meet a friend for lunch. You phone her and say: "What

_____ (do) on Wednesday at one o'clock?"

b. You look at the dark clouds in the sky. "It _____." (rain)

c. You have decided to go to Italy for your holidays next year. "We

_____ (go) to Italy next summer."

d. Your friend has a two-month-old baby and is going out to a party. You ask, "Who

_____ (look after) the baby?"

e. You want to find out about trains to Manchester. At the enquiries desk you ask,

"When _____ the train _____?" (leave)

f. Your friend is driving very fast. Suddenly a lorry appears on your side of the road.

"Be careful! We _____!" (crash)

g. You pack your bags and go angrily to the door. It's all over. You say, "That's it! I

_____!" (leave)

h. You see someone carrying a lot of parcels trying to get into the lift. "Wait a minute,

I _____ (open) the door for you."

15. Write sentences of your own (at least 8 words) that could possibly appear in these contexts.

a. A weather forecast

b. A school timetable

c. A politician's campaign speech

d. A dialogue with a fortune-teller

e. New Year's Resolution

f. A conversation among friends organizing a farewell party.

g. A trip schedule

16. Match the sentences with the meaning of the tense used in each of them.

Example	Use
1. It's getting cold. Let's go inside.	a.____ Habitual action.
2. What were you doing when the car crashed?	b.____ Future situation part of a timetable.
3. Patricia has never been to the beach.	c.____ Action taking place at the moment of speaking.
4. She has sold three insurance policies this month.	d.____ Repeated action showing annoyance.
5. I'm meeting Susan tomorrow morning.	e.____ Fixed Arrangement.
6. The Earth revolves around the Sun.	f.____ Two consecutive past actions.
7. There's football on TV tonight. Let's watch it.	g.____ Past action in progress interrupted by another past action.
8. I'll take a mango juice, please.	h.____ Action that started in the past and continues up to the present.
9. I'm on a diet. I'm having tea without sugar this week.	i.____ Finished past action with present results.
10. He often visits grandma.	j.____ Past action that finished in the recent past.
11. He worked in a bank all his life before dying.	k.____ On-the-spot decision.
12. It's nearly nine now. We're going to be late.	l.____ Scheduled future event.
13. You're always losing your pencils.	m.____ Permanent state.
14. She picked up the phone and answered it.	n.____ Law of nature.
15. No, thanks. I've already had lunch.	o.____ Temporary situation.
16. While my husband was preparing dinner, I was telephoning Martha.	p.____ Developing situation.
17. I prefer European to American films.	q.____ Finished past action having no connection with the present.
18. Exams are in April.	r.____ Past action in progress when another past action took place.
19. I've lived in Dublin for ten years now.	s.____ Two simultaneous past actions.
20. While I was having a shower, the hot water broke.	t.____ Indefinite happening in the past.
21. The plane's just landed.	v.____ An action completed during an incomplete period of time.
22. Ann can't come to the phone now because she's feeding the baby.	w.____ Prediction based on present evidence.

17. Write sentences of your own of at least 8 words using an appropriate verb tense and the words in brackets. Do not change the given words.

a. twice a week_____

b. ever_____

c. better and better_____

d. contains_____

e. while_____

f. these days_____

g. recently_____

h. continuously_____

i. two weeks ago_____

j. at this moment_____

18. Write meaningful grammatical sentences of about eight words each using the following verbs as indicated.

a. sing (expressing a permanent ability)

b. leave (expressing a scheduled future event)

c. see (expressing a fixed arrangement)

d. study (expressing a completed past action with no connection to the present)

e. have (expressing an action that was in progress at a stated time in the past)

f. wear (expressing an action that started in the past and continues up to the present)

g. wait (expressing an action that started in the past and continues up to the moment of speaking; there is emphasis on duration)

h. read (expressing an action completed during an incomplete period of time)

i. tell (expressing a promise about the speaker's future behaviour)

j. quit (expressing a future intention or plan)

19. Explain the uses of the verb tenses in each of the following sentences.

- a) Two and two makes four.
- b) She speaks several languages.
- c) We often visit our parents.
- d) Classes begin next week.
- e) She is always breaking things.
- f) I'm meeting a friend of mine after lunch.
- g) Mum's cooking right now.
- h) We're getting up earlier these days.
- i) She sat for her last exam two days ago.
- j) Martin was sleeping when I phoned him.
- k) Jane has lived in Scotland for ten years now.
- l) Sue has lost her key.
- m) I have recently had lunch.
- n) I haven't seen John this week.
- o) He's been studying French for two years.
- p) You'll feel better after this medicine.
- q) It's late. I'll take a taxi.
- r) My birthday is tomorrow.
- s) I'm going to study psychology next year.
- t) I feel dizzy. I think I'm going to faint.
- u) I'm seeing the dentist tomorrow morning.

CHAPTER 3

THE NOUN PHRASE

A **noun** is a word that is used to identify a thing, a place, a person, an animal or an abstract idea. We reserve the term noun for single words. When a noun is used in a phrase, i.e. preceded by an article, any other noun determiner, an adjective, we speak of **noun phrases**.

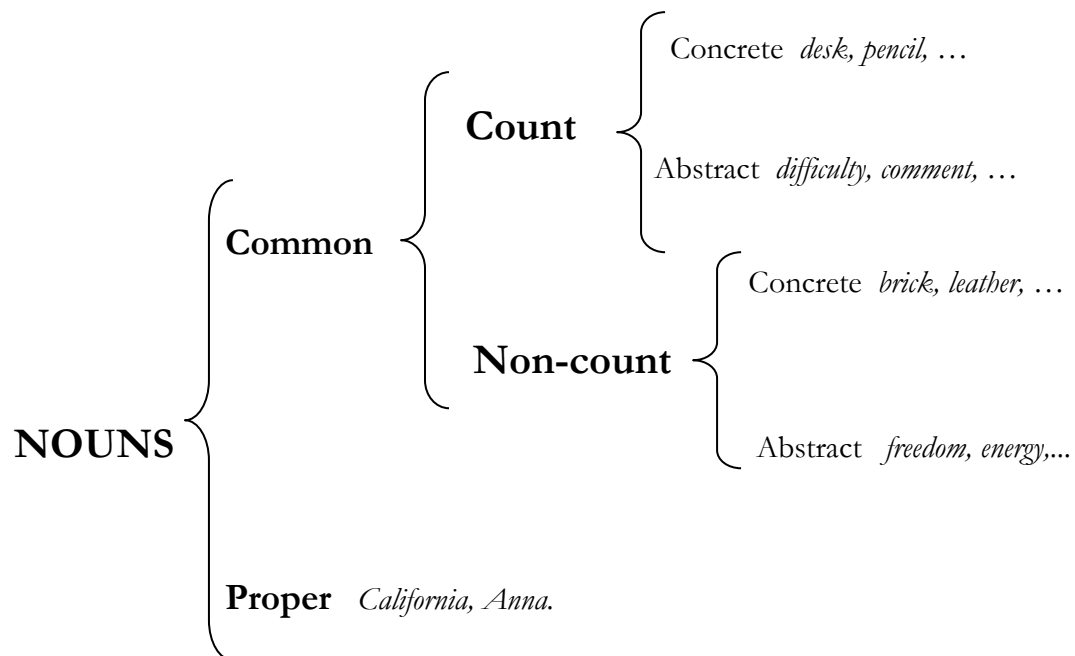
house (noun)

Argentina (noun)

my house (noun phrase)

a fragrant flower (noun phrase)

Classification of nouns (Quirk and Sidney Greenbaum, 1990):



Read this article about Thor Heyerdahl. Circle all the proper nouns. Underline once all the common count nouns. Underline twice the common non-count nouns.

Was Columbus really the first explorer to discover the Americas? Thor Heyerdahl didn't think so. He believed that ancient people were able to build boats that could cross oceans. To test his ideas, he decided to build a copy of the reed boats that were pictured in ancient paintings and sailed across the Atlantic from North Africa to Barbados. Heyerdahl's team also copied ancient Middle Eastern pots and filled them with food for their journey -dried fish, honey, oil, eggs, nuts and fresh fruit. Ra, the expedition's boat, carried an international group including a Norwegian, an Egyptian, an Italian, a Mexican and a Chadian.

The first trip failed but everyone survived and wanted to try again. Departing on 17 May 1970, under the flag of the United Nations, Ra II crossed the Atlantic in 57 days. The expedition proved that ancient civilizations had the skill to reach the Americas long before Columbus.

Taken from: Fuchs, M. & M, Bonner.2003. *Grammar Express*.

Countable Nouns

Countable nouns are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:

dog, cat, animal, man, person, bottle, box, litre, coin, note, dollar, cup, plate,
fork, table, chair, suitcase, bag

Countable nouns can be singular or plural:

My **dog** **is** playing.

My **dogs** **are** hungry.

We can use the indefinite article **a/an** with countable nouns:

A dog **is** **an** animal.

When a countable noun is singular, we must use a noun determiner like

a/the/my/this with it:

I want **an** orange. (*not* I want orange.)

Where is **my** bottle? (*not* Where is bottle?)

When a countable noun is plural, we can use it alone:

I like oranges.

Bottles can break.

Uncountable Nouns

Uncountable nouns (also called "mass nouns") are substances, liquids, types of food, sports and games, fields of study, diseases, natural forces, concepts, etc. that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself. Here are some more uncountable nouns:

<i>music, art, love, happiness</i>	<i>rice, sugar, butter, water</i>
<i>electricity, gas, power</i>	<i>advice, information, news</i>
<i>money, currency</i>	<i>furniture, luggage</i>

We usually treat uncountable nouns as singular. We use a singular verb. For example:

This news **is** very important.

Your luggage **looks** heavy.

We do not usually use the indefinite article **a/an** with uncountable nouns. We CANNOT say "an information" or "a music". But we can say:

a piece of *news*

a bottle of *water*

a grain of *rice*

Uncountable Nouns (also called non-count / mass nouns)

CATEGORY	NOUNS	EXAMPLE SENTENCES
Liquids	Tea, beer, soup, orange juice, milk.	The milk is sour.
Many types of food	Spaghetti, flour, meat, cheese, butter.	I never eat meat.
Materials	Silver, porcelain, brick, wood, concrete.	This house is made of wood.
Sports and games	Darts, chess, golf, dominoes, billiards.	Golf is an expensive sport.
Fields of study	Physics, linguistics, mathematics, astronomy.	Physics is fun and so is linguistics.
Diseases	Mumps, measles, shingles.	The news is that measles isn't fun at all.
Natural forces	Wind, snow, cold, weather.	We had nice weather all week.
Other items	News, fun, information, accommodation, work, furniture, luggage, hair, equipment, behaviour, rubbish.	What's the latest news about the election? Climbing equipment is quite expensive.

Abstract nouns

Abstract nouns are nouns that refer to entities that cannot be touched, tasted, seen, heard or smelt or felt. They usually represent a feeling, ideas and qualities. They can be singular nouns and plural nouns. They can be countable or uncountable (though often uncountable). Examples of abstract nouns are *love, hate, violence, culture, taste*.

*The doctors don't hold much **hope** for her.*

*They've made little **progress** in solving the problems of air pollution.*

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable *and* uncountable, often with a change of meaning.

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (= newspaper)	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party.	time	Have you got time for a coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work!

Some nouns can be used as countable or uncountable depending on how substances and abstractions are perceived. If they are perceived as **single individual instances** or as **separate entities**, they are used as **countable nouns**. If they are perceived as **mass substances** or as the **general phenomenon**, they are used as **uncountable nouns**.

*I never eat **fruit** for lunch.* → (U)

*When I'm on a diet I eat three **fruits** a day.* → (C)

*This wall is made of **stone**.* → (U)

*I can't walk; there's a **stone** in my shoe.* → (C)

*(In a restaurant, to the waiter) - Two **teas** and one **coffee** please.* → (C)

Leech and Svartvik state that abstract nouns are usually used as count nouns when they refer to events and occasions. (Leech, G. & J, Svartvik: 47).

*I had **a talk** with Jim. (a particular instance)* → (C)

*I dislike idle **talk**. (the general phenomenon)* → (U)

*They usually organize campaigns to redress social **injustice**. (the general phenomenon)* → (U)

*You do him **an injustice** if you think he is unwilling to help. (an instance of the general phenomenon) → (C)*

Look at the following nouns and decide whether they are typically used as count, non- count nouns, both or neither.

Cash	equipment	gang	government
Garbage	paper	pen	ticket
Steel	fun	patience	England
enemy	iron	glass	rubber

Proper nouns

A proper noun is a specific name of a place, a person, or a thing. The first letter of a proper noun is always represented by a capital letter. Proper nouns do not normally have plural forms and they are not used with determiners.

Proper Nouns in English	
1.Name of the Month and Day	January, February, April etc.
2. Names of Companies	Microsoft, Amazon, Nike, etc.
3. Names of People	John, Mary, Bill, Mr. Brown, Mr. Lee, Mr. Tom Jones
4. Names of Places	Greentown Hospital, Town House Hotel, City Park etc.
5. Titles of People	Dr. Kenny White, President Jimmy Ayusso, Ms. Miri Thomas etc.
6. Names's of Books, Newspapers, Plays etc.	The New York Times, War and Peace, Midnight Summer Dream

Collective nouns

Collective nouns are nouns that refer to things or people as a unit. They can be used in both the singular form and the plural form. Examples: family, class, team, crew etc.

With these nouns, there is a choice of whether to use a singular or plural verb. A **singular verb** is used if the group is perceived as a single undivided body, the group is viewed as a unit (Leech, G. & J, Svartvik: 44):

- *The audience **was** enormous.*

- *The government never **makes** up its mind in a hurry.*

A plural verb is used if the group is perceived as the sum of its members, a collection of individuals:

- *The audience **were** enjoying every minute of the show.*

- *My family **are** all tall.*

Plural formation

Task: Write the plural forms of the following nouns.

1. glass

7. library

13. hero

2. problem

8. monkey

14. radio

3. church

9. family

15. zero

4. bush

10. wife

16. foot

5. animal

11. shelf

17. mouse

6. sex

12. roof

18. sheep

Taken from Azar (1985). *Fundamentals of English Grammar*.

-With most nouns, we simply add *-s* to the singular: chair - chairs

-With nouns that end with: *-s, -ss, -sh, -ch, -x, -z*, we add *-es*: match - matches

-With nouns that end with a vowel + *-y*, we add *-s*: key - keys

-With nouns that end with a consonant + -y, we change the -y to -i and add -es:

baby - **babies**

-With nouns that end with -o, the plural is usually regular, i.e. we add -s:

video - **videos**

-Some nouns ending with -o take -es to form the plural: **tomato** - **tomatoes**,
potato - **potatoes**, **hero** - **heroes**, **echo** - **echoes**, **embargo** - **embargoes**.

In some cases both endings are possible: **cargo** - **cargo(e)s**, **halo** - **halo(e)s**, **buffalo** - **buffalo(e)s**, **volcano** - **volcano(e)s**

-With nouns that end with -f, we add -s: **cliff** - **cliffs**, **proof** - **proofs**, **belief** - **beliefs**, **roof** - **roofs**

Irregular plurals

-Some other nouns ending with -f drop -f and add -ves to form the plural:

wife - wives

Some others are: *calf, loaf, wolf, self, shelf, thief, knife, leaf, half*.

- There are some nouns that form the plurals differently. They change their vowels in the middle of the singular form when forming the plural or form the plural by adding the suffix *en*.

one goose - two geese

foot - feet

louse - lice

man - men

mouse - mice

tooth - teeth

woman - women

child - children

ox - oxen

-There are a number of nouns that have the same singular and plural form:

one bison – two bison
deer - deer
moose - moose
sheep - sheep
swine – swine
series – series
species – species
means - means

-There are some nouns that are **always plural**, even if they look like singular in form.

E.g. *People, cattle, police.*

*The **police are** looking for the notorious rapist everywhere.*

-Some other plural-only nouns refer to entities which comprise two parts, eg. *Scissors, trousers, shorts, glasses, binoculars, jeans, pyjamas*, or they refer to entities which comprise an indefinite number of parts, eg. *goods, belongings, outskirts, arms (weapons), clothes, surroundings, premises, media, remains, headquarters..*

Determiners (1): Articles

Articles are a class of determiners that limit the scope of nouns. They always accompany a noun. English has three articles: *the*, *a/an* and the zero article (\emptyset). *The* is used to refer to **specific** or particular nouns; *a/an* is used to modify **non-specific** or non-particular nouns. We call *the* the **definite** article and *a/an* the **indefinite** article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.

In other words, *the* is used to refer to a *specific* or *particular* member of a group, for example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use *the*.

"*A/an*" is used to refer to a *non-specific* or *non-particular* member of the group, for example, "I would like to go see a movie." Here, we are not talking about a *specific* movie. We are talking about *any* movie. There are many movies, and I want to see *any* movie. I do not have a specific one in mind.

Indefinite Articles: *a* and *an*

"*A*" and "*an*" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My daughter really wants a dog for Christmas." The article refers to *any* dog. We do not know which dog because we have not found the dog yet.
- "Somebody, please, call a policeman!" This refers to *any* policeman. We do not need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw an elephant!" In his example we are talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about in this case.

Remember! Using *a* or *an* depends on the sound with which the next word begins. So...

- a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*
- a + singular noun beginning with a consonant sound: a user (sounds like 'ju-zer,' i.e. begins with a consonant 'ju' sound, so 'a' is used); a university; a unicycle

Remember that this rule also applies when you use acronyms:

Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between *a* and *an* depends on the initial sound of the adjective that immediately follows the article:

- a broken egg
- an unusual problem
- a European country

In English, the indefinite article is used to indicate membership in a group:

- I am a teacher. (I am a member of a large group known as teachers.)
- Brian is an Irishman. (Brian is a member of the people known as Irish.)
- Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: *the*

The definite article is used before singular and plural countable nouns and before uncountable nouns when the noun is specific or particular. *The* signals that the noun is definite, that it refers to a particular member of a group, for example:

"The dog that bit me ran away." Here, we are talking about a *specific* dog, the dog that bit me.

"I was happy to see the policeman who saved my cat!" Here, we are talking about a *particular* policeman. Even if we do not know the policeman's name, he is still a particular policeman because he is the one who saved the cat.

"I saw the elephant at the zoo." Here, we are talking about a *specific* noun. Probably there is only one elephant at the zoo.

Articles with Count and Noncount Nouns

The can be used with noncount nouns, or the article can be omitted entirely when we want to generalize.

- "I love to sail over the water" (some specific body of water) or "I love to sail over water" (water in general).
- "He spilled the milk all over the floor" (some specific milk; perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (milk in general).

"*A/an*" can be used only with **count** nouns.

- "I need a bottle of water."
- "I need a new glass of milk."

In general, you cannot say, "She wants a water," unless you imply, say, a bottle of water.

Geographical use of *the*

There are some specific rules for using *the* with geographical nouns.

Do **not** use *the* before:

- names of most countries/territories: *Italy, Mexico, Bolivia*, but, *the Netherlands, the Dominican Republic, the Philippines, the United States*
- names of cities, towns, or states: *Seoul, Manitoba, Miami*
- names of streets: *Washington Blvd., Main St.*
- names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*
- names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*
- names of continents (Asia, Europe)
- names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

Do use *the* before:

- names of rivers, oceans and seas: *the Nile, the Pacific*
- points on the globe: *the Equator, the North Pole*
- geographical areas: *the Middle East, the West*
- deserts, forests, gulfs, and peninsulas: *the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula*

Omission of Articles

Some common types of nouns that do not take an article are:

- Names of languages and nationalities: *Chinese, English, Spanish, Russian*
(unless you are referring to the population of the nation: "**The** Spanish are known for their warm hospitality.")
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

(Adapted from: Lynch, P. and A. Brizee (2010) *The Writing Lab*)

Determiners (2): Quantifiers

Read this article about getting prepared for natural disasters. Underline the quantifiers + countable nouns. Circle the quantifiers + uncountable nouns and write them under the correct heading below:

BE PREPARED

Are you ready? Many people don't realize that some natural disasters such as earthquakes can strike with little warning. It may take many days for assistance to reach you. Prepare your disaster kit in advance. Here are a few tips.

Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.

You will also need food for several days. It's a good idea to store a lot of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, Such as peanut butter and raisins. And don't forget some 'comfort food' like biscuits and chocolate!

If you haven't got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags, and extra clothes for everyone.

Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.

The cash machines might not be working. Have you got any cash? You shouldn't keep much money in the house but you should have a lot of small notes and a few larger notes, too.

Adapted from Fuchs, M. & M, Bonner. 2003. *Grammar Express*

Quantifiers + count nouns

Quantifiers + non- count nouns

Count and non-count expressions of quantity.

COUNT NOUN QUANTIFIERS	NON-COUNT NOUN QUANTIFIERS	EXPLANATIONS
<ul style="list-style-type: none"> Some pencils A lot of toys - lots of toys Several Plenty of books 	<ul style="list-style-type: none"> Some information A lot of rain –lots of rain Plenty of traffic 	<ul style="list-style-type: none"> <i>Some, a lot of (Lots of), several, plenty of</i> can be used with both count and non-count nouns. <i>Some</i> means “a certain amount or number

		of, but not all”; it is generally used in affirmative statements and in questions when a positive answer is expected. <i>Would you like some fresh water?</i>
<ul style="list-style-type: none"> • Many pencils • (A) few toys • (Very) few books 	<ul style="list-style-type: none"> • (not)much info • (A) little rain • (Very) little traffic 	<ul style="list-style-type: none"> • <i>Much</i> is used in questions and negative statements. • <i>A few</i> means "a small number or a sufficient number". • <i>Few</i> means “not many, almost none”. • <i>A Little</i> means “a small amount”. • <i>Little</i> means “hardly any at all, an insufficient amount”
<ul style="list-style-type: none"> • Any rolls 	<ul style="list-style-type: none"> • Any bread 	<ul style="list-style-type: none"> • <i>Any</i> can be used with both countable and uncountable nouns. It’s usually used in interrogative and negative statements. <i>Any</i> can also be used in affirmative sentences to mean “it doesn’t matter

		which/who/ what...”
<ul style="list-style-type: none"> • A great number of candidates • A large number of candidates 	<ul style="list-style-type: none"> • A great amount of petrol • A great deal of petrol 	<ul style="list-style-type: none"> • A great deal/amount of is used only with non-count nouns. • A great/ large number of is used only with count nouns.

Subject-Verb Concord

“The most important type of concord in English is concord of 3rd person number between subject and verb. A singular subject requires a singular verb:

My daughter *watches* television after supper.

A plural subject requires a plural verb:

My daughters *watch* television after supper.

- The number of a noun phrase depends on the number of its *head*:

The *change* in male attitudes *is* most obvious in industries.”

The *changes* in male attitudes *are* most obvious in industries. (Quirk, R. & S. Greenbaum: 214)

- *Everyone, everybody, everything, anyone, anybody, anything, no one, nobody, nothing* (indefinite pronouns), *each, neither, none* take singular verb concord.

Everyone *was* listening carefully.

Nobody *is* allowed to smoke here.

- *Either* (“the one or the other”), *neither* (“not the one nor the other”), and *none* can be used as heads of pronominal groups (they work as pronouns here, not as determiners) and they usually take a singular verb.

Either	}	of the students <i>was</i> interviewed.
Neither		
None		

A plural verb can follow *either*, *neither*, *none* in a pronominal group in informal conversations:

Neither of the shoes *fit*.

Hundreds were examined but none *were* accepted.

- *All*, *enough* and *most* can be used with both count and non-count nouns, so the noun agrees in number with the verb.

All our supporters were interviewed.

All the music was instrumental.

There aren't enough chairs for all the guests.

There isn't enough information to make a decision now.

Most people take their holidays in the summer.

Most⁴ of his time was devoted to traveling.

⁴ *Most* is a pronoun here, not a determiner

Activities

1. Indicate if the underlined nouns are used as count or non- count nouns.

1. I bought some food at the grocery store.
2. I had some peas for dinner.
3. Vegetables are good for you.
4. I bought some chairs.
5. I added some pepper to the soup.
6. Vegetables and meat are foods.
7. I heard some funny noises in the kitchen.
8. Jane has brown hair.
9. I have some work to do tonight.
10. How many times have you been in Mexico?
11. I don't have enough space in my apartment for a piano.
12. I had many interesting experiences on my trip.
13. That painting is a work of art.
14. You can get a good education at that school.
15. Children need a lot of love.
16. I invited ten people to my party.
17. Brazil exports a lot of coffee.
18. They gave me a book for my birthday.
19. During the holidays the children enjoyed their freedom.
20. I've left my keys inside the car.
21. She made a witty remark during the meeting.
22. Bad news travels fast.
23. There was a lot of food on the table.
24. A fruit I particularly enjoy is the peach.
25. My luggage is in the car already.
26. I need some paper to write a note on.
27. The assistant did not give much information.
28. Health is perhaps more important than wealth.
29. Tea is a popular drink in China.

30. We could see a ship in the distance.
31. I've got a problem with the car.
32. Would you like some butter?
33. Shall we sit on the grass?
34. How much time do you need to finish your work?
35. Lucy can't cook very well. She hasn't had much experience in the kitchen.
36. I like to read poetry.
37. He's having financial difficulties.
38. Modern planes fly faster than sound.
39. I have some homework to finish.
40. He's engaged in scientific research.

2. Use the following nouns as count and non-count nouns. The sentences must be of at least 8 words.

1. Paper

2. Wood

3. Iron

4. Hair

5. Glass

6. Work

7. **Time**

8. **Cake**

9. **Room**

10. **Light**

11. **Noise**

12. **Sound**

13. **Chicken**

1. **Coffee**

Provide the plural of the following nouns, if possible.

Woman _____

Linguistics _____

Child _____

News _____

Foot _____

Leaf _____

Mouse _____

Billiards	_____
Man	_____
Goose	_____
Person	_____
Half	_____
Deer	_____
Knife	_____
Wife	_____
Sheep	_____
Fish	_____
Tooth	_____
Species	_____
Athletics	_____
Aircraft	_____
Darts	_____

4. Read the following text and correct the mistakes in the use of nouns and determiners

Don't leave your belonging unattended in a public spaces

This is so obvious that I am embarrassed to mention it, but persons do it all the times. Most notably, traveller leave their bags at their foot or hanging from the back of chair when they're at a cafes or a restaurants. Either keep them on your laps or wrap its strap around your leg.

Adapted from <http://www.lonelyplanet.com/travel-tips-and-articles/76192#ixzz3jxFOFQPi>

5. Complete the sentences with the correct form, *singular or plural*, of the given nouns. When necessary, choose the correct word in parentheses in some of the sentences.

1. *Chair* I bought some

2. *Furniture* I bought some
3. *Vegetables* There (is/ are) a lot of on the table.
4. *Clothing* I have a lot ofin my closet.
5. *Dress* Mary has a lot ofin her closet.
6. *Information* There (is/ are) plenty of in an encyclopedia.
7. *Traffic* There (is/ are) a great deal of in the street.
8. *Assignment* The teacher gave us a lot of
9. *Penny* Tommy had only four in his pocket.
10. *Jewelry* Mary wears a lot of
11. *Chemistry* I want to learn about
12. *Hair* Bob brushed a couple of off the shoulder of his blue suit coat.
13. *Progress* Irene's English is really improving. She's making a lot of
14. *Mouse* Many..... were found in the abandoned house.
15. *Gold* My earrings are made of

Taken from: Schramper Azar, B. 1985. *Fundamentals of English Grammar*.

6. Fill in the blanks with the plural form of the nouns in brackets.

1. Three(thief) were caught by the police last night.
2. Not many(woman) are interested in doing housework.
3. She has her(foot) firmly on the ground.
4. The(child) were playing joyfully.
5. We'll need some more(loaf) of bread if your cousins are coming over for dinner.
6. My granny always read bed(story) to me and my siblings.
7. Active(volcano) can erupt at any time.

8. Three(calf) were born at dawn.
9. We've already given her many (scarf).Let's get her something different!
10. She is the only one in her family who has strong religious (belief).
11. There are white, pink, yellow, orange, red and blue(poppy); some have a dark centre.
.....
12. (kangaroo) have long been regarded as strange animals. Early explorers described them as creatures that had heads like(deer) (without antlers), stood upright like(man), and hopped like(frog).
13. They are going to give three further(series) of concerts.
.....
14. (sheep) are quite intelligent creatures and have more brainpower than people are willing to give them credit for.
15. We haven't got any blank (video), have we?
16. We took lots of(photo) at Christmas.
17. Have you got any extra(match)?
18. I'm putting up some new kitchen(shelf).
19. Could you buy some(tomato) and(potato), please?
20. We need some (battery) for the radio.

6a. Circle the correct word.

1. How many biscuits **was/were** there in the tin?
2. These trousers **is/are** too long.

3. My hair **is/ are** a mess today.
4. There **is/are** a new pair of socks in that bag for you.
5. The police **is/are** still looking for the escaped criminal.
6. I couldn't see Steve at the party. There **was/were** too many people there.
7. My shoes **is/are** very similar to yours.
8. I can't stand people who never **do/does** anything for themselves.
9. My shorts **is/are** too dirty.
10. The stairs in the cathedral **was/were** very steep. I was exhausted when I reached the top.

Adapted from Dooley, J & V, Evans. 1999. *Grammarway 3*.

6.b. Complete this letter Rachel has received from her sister. Circle the correct forms.

Thank/thanks for your letter. Your news **was/were** interesting. We must talk soon. What about us? Well, we're living on the **outskirt/outskirts** of town, not far from the company **headquarter/headquarters**, where Jeremy **work/works**. The house is nice actually but the surroundings **isn't/aren't** very pleasant. I'm doing the course I told you about. Statistics **is/are** an easy subject, I find, but economics **give/gives** me problems!

Taken from Eastwood, J. 1999 (2nd ed). *Oxford Practice Grammar*.

7. Fill in *is* or *are*, *was* or *were*.

1. Be careful! Those scissorsvery sharp.
2. MathsJohn's favourite subject at school.
3. The police investigating the crime.
4. These trouserstoo big for me.
5. The stairs in my housemade of wood.
6. His new furniturevery modern.
7. The weathergoing to be bad this weekend.

8. My advicethat you get a job.
9. His new clothesvery fashionable.
10. The teamall training hard for Saturday's match.
11. The money in the jarfor the week's shopping.
12. My pyjamasnot on my bed. Wherethey?
13. Mumpsa childhood disease.
14. My luggagein the car already.
15. Your hairvery long again.
16. Tom's glovesmade of soft leather.
17. Athleticsmy favourite sport.
18. The television newsat ten o'clock.
19. The troopsinvolved in a training exercise.
20. Dartsoften played in pubs in England.
21. The remains of the mealthrown in the bin.
22. Be careful with Jim's binoculars. Theyvery expensive.
23.the equipment ready? We should go through the list.
24. Therestill a lot of work to do.
24. Theresome really good ideas in this book about camping.
25. All her belongingsstolen.
26. Nobodyallowed to use cell phones inside the cinema.
27. The crowdall enjoying the game.
28. The ship's crewall very tired after a long sea voyage.
29. The staffworried about their jobs and want a meeting with management as soon as possible.
30. All the parentsinvited to the school fair.
31. Therea lot of sheep on my father's farm.
32. Each studentgiven a warm welcome but noneable to say thanks.

33. His clothes dirty after the match.
34. Some of the moneymissing from the safe.
35. Only some of the childrengiven a present.
36. The jewellery she wearsextremely expensive.
37. Each of the knivestried but none
.....sharp.
38. Everything she saysconsidered offensive.

Taken from Eastwood, J. 1999 (2nd ed). *Oxford Practice Grammar* and Dooley, J. & Evans, V.1999. *Grammarway 3*.

8. Circle the correct quantifier in the following sentences.

1. **A lot of people/ much** people disagree with the current administration's foreign affairs policy.
2. She didn't derive **much/some** benefit from school.
3. **Little /several** students are learning French at language Schools in Montreal.
4. We've had **a great deal of/ few** time to finish our thesis project.
5. There are **a few/a little** pears in the fridge if you'd like some.
6. I have **little/few** homework assignments this week.
7. We have **enough/a great deal of** volunteers to finish decorating the ballroom.
8. **A great number/ amount of** passengers complained about British Airways flight cancellations.
9. I know **a few/ few** people who have had the same problem with those cars. They are the least reliable cars I've ever heard of.
10. I've met him so **many/much** times and I still can't remember his name. *Well, probably you haven't spent **much/ little** time with him.*
11. Check if you are in **a lot of/ any** doubt.
12. Unfortunately, he hasn't passed the exam. He's made **a little/ little** progress.
13. How **much/many** pasta do you need?
14. We have very **few/ little** apples left, I'm afraid.
15. There aren't **some/any** green peppers left. We must buy some.

9. Each of the sentences below has mistakes in the use of subject-verb agreement, plurals, quantifiers, capital letters. Find them and correct them.

1. "What is a mountaineer?" I asked myself last friday june 10 while I was speaking to my friend kirk from england about his everest summit.
2. After a half hour of asking questions, I had to interrupt kirk to tell him that I had had few for one day and I would call back later with a great deal of questions.
3. Much expedition teams have been attracted by lower permit costs within tibet.
4. I think the Weather is getting worse. I heard thunders today but there weren't any rain.
5. I had heard so few about this american guy that I decided to 'test drive' his guiding ability and traveled to bolivia in june of 2005 to climb a little mountains including sajama (21,500 feet) with him.

10. Read these conversations. Complete them with the correct quantifier (determiner or pronoun).

a. *much, many, a few, a little.*

A: Hi Liz. Did the storm cause material damage over there?

B: We losttrees and plants but the house is OK. We only lostwindows. How about you?

A: We didn't haveproblems either. We didn't havetime to shop before the storm but we always have our disaster kit ready. So we hadcandles andfood on hand.

b. *little, a little, few, a few.*

A: There's use in complaining. The manager won't do anything about it.

B: That's because onlyhave expressed their dissatisfaction.

A: If we only had thought about it more.

B: Well, we have more days to come and I believe we can still do something to improve this unfair situation.

11. Fill in the blanks with *any, some, much, many, a lot of, (a) few, (a) little, plenty of*.

1. We haven't gotbread. I'd better go to the shop.

2. Would you likecheese and biscuits?

3. There areathletes taking part in the International Games in London. –*Yes, there are more than last year.*

4. Our runners haven't wonmedals, have they?

5. No, not asas last time but there'stime.

6. There are stillevents to come.

7. I'd like to go and seeof the track events, but I haven't gottime at the moment.

8. Apparently there aren'tseats left. They are sold out.

9. I don't think I can lift this box on my own. I needhelp.

10.tourists visited Northern Ireland in the 1980s because of the terrorism there.

11. The main town on the island is very small and does not have important buildings. –*None at all, I think!*

12. The islanders do not havemoney and they havecontact with the outside world.

13. There is notchance of the place attracting a large number of tourists. The roads are not very good.

14. There are a lot of bicycles but notcars.
15. There are hardly any of the modern facilities visitors expect. There areshopsandthereisentertainment. What a bore!
16. Would you like sugar in your coffee? *-Just, please.*
17. The snow was quite deep. There seemedhope of completing our journey.
18. There arereally fascinating exhibits at the new museum. *-We must go!*
19. We getof rain here. I'm really tired of wet weather.
20. Oh! We don't getstorms here.
21. I can speakwords of Swedish, but I'm not very fluent.
22. Vicky has made onlyprogress and so is not very happy.
23. There isn'tnews in the paper today.
24. You shouldn't eat toosugar.
25. I'm still hungry, I think I'll havemore chicken.
26. The postman doesn't often come here. We receiveletters.
27. Are you going to buy that jacket you saw last week? *-No, I've only gotmoney left so I can't afford it.*
28. Onlypeople now that Karen used to be a famous ballet dancer. *-Really? I had no idea.*
29. What about onions? We haven't gotleft.
30. Is theremilk in the fridge? *-Well, there's some but not*
31. Howflour shall I buy?

32. The police foundglass from the broken window on the ground.

12. Fill in the gaps with *some*, the definite article (*the*), the indefinite article (*a/an*) or the zero article (\emptyset).

1. My wife is _____ doctor.
2. My brother is _____ artist.
3. I'm staying with _____ friends.
4. She's a writer. She writes _____ books.
5. I've got _____ car waiting outside.
6. I've got _____ more questions to ask you, if you don't mind.
7. My cousin is married to _____ actor.
8. What _____ wonderful presentation! You were excellent.
9. I've got _____ idea.
10. _____ people would like to talk to you, if you have the time.
11. I love _____ Coke.
12. I lived in Tahiti when I was _____ child.
13. I've seen _____ good films recently. "The Insider" was great.
14. I need to buy _____ new trousers. I'm getting fat!
15. Sue and Vaughan are _____ good writers.
16. They have written _____ new book called "Inside Out".
17. I like all animals but _____ cats are my favourites.
18. However I like _____ cats better than others!
19. You have got _____ really nice eyes.
20. It's the last question. What _____ relief!

13. Fill in the gaps with the definite article (the), the indefinite article (a/an) or the zero article (Ø).

1. This coat was designed by ____ famous New York artist.
2. Can you tell me how to get to _____ bank from here?
3. _____ city museum is closed today.
4. He is one of _____ smartest people I know.
5. I recommend you eat _____ apple pie at this restaurant.
6. _____ milk is good for you.
7. Would you like to see _____ movie?
8. _____ apple a day keeps _____ doctor away.
9. I can't believe I failed _____ yesterday's test!
10. Do you have _____ dictionary that I can borrow?
11. I love living in _____ city.
12. Generally speaking, _____ boys are physically stronger than girls.
13. Bill enjoys reading _____ mystery novels.
14. _____ girl that I told you about is standing over there.
15. Where did you go last night? We went to _____ restaurant that you recommended.
16. He is _____ really good person.
17. My brother is _____ expert at fixing cars.
18. _____ Paris is a beautiful city.
19. My _____ teacher's name is William.
20. We got our son _____ dog for Christmas.

14. Write meaningful grammatical sentences of about eight words each using the following words as indicated.

- a) Work (as a countable noun)

- b) Little (as a determiner)
- c) news (as a countable and uncountable noun, if possible)
- d) Fruit (as an uncountable noun)
- e) Neither (as a pronoun)
- f) Police (as head of the subject)
- g) Sheep (in the plural)

CHAPTER 4

ADJECTIVES

Read this description of a hotel and underline all the adjectives you find. Then answer the questions below.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

Do adjectives change their form in the singular and plural?

Do they always come before the noun they modify?

MAIN CHARACTERISTICS OF ADJECTIVES

The main function of adjectives is to describe/qualify nouns. In English, adjectives cannot be pluralized.

e.g. a **cheap** watch – **cheap** watches / an **important** decision-many **important** decisions.

Adjectives can occur in **ATTRIBUTIVE** function, i.e. they can premodify a noun, appearing between the determiner and the head of the noun phrase:

an **ugly** painting – the **round** table – an **atomic** scientist

Adjectives can also occur in **PREDICATIVE** function, i.e. they can function as subject complement or as object complement. They come after the verbs: be, look, smell, sound, seem, feel, taste, appear, become, get, stay, etc.

He seems **careless**. (Cs)

I find him **careless**. (Co)

Adjectives can also occur in **POSTPOSITIVE** function, i.e. they can postmodify a noun coming right after it.¹

Compare:

She asked a **proper** question. (Attributive)

The question **proper** was not answered. (Postpositive)

¹ This topic will not be dealt with in the Introductory Course.

There are **opinion** adjectives and **fact** adjectives. Opinion adjectives such as *smart, bad, nice*, etc. show what a person thinks of somebody or something. Fact or descriptive adjectives such as *short, big, old*, etc. give us factual information about age, size, colour, material, etc. Opinion adjectives go before fact adjectives.

e.g. a **handsome young** man

When there are two or more adjectives in a sentence, they usually go in the following order:

GROUP		EXAMPLES
OPINION ADJECTIVES		wonderful, nice, great, awful, terrible, horrible, comfortable, etc.
FACT ADJECTIVES	SIZE (how big?)	large, small, long, short, tall, etc.
	AGE (how old?)	new, old, etc.
	SHAPE/STYLE	Round, rectangular, etc.
	COLOUR	red, blue, dark, black, etc.
	ORIGIN (where from?)	American, British, French
	MATERIAL (made of?)	Stone, plastic, steel, paper, etc. Some of these are nouns.
	TYPE/CLASSIFYING (what kind?)	an electric kettle, political matters, road transport
	PURPOSE (what for?)	a bread knife, a bath towel

We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Here are some examples.

*an **expensive Italian leather** bag* (opinion, origin, material)

*a **small green** insect* (size, colour)

*a **beautiful wooden picture** frame* (opinion, material, purpose)

***Japanese industrial** designers* (origin, type)

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

We use comparative adjectives to compare one person or thing with another or with the same person or thing at another time. After a comparative adjective, you often use 'than'.

e.g. *She was **much older than** me.*

*I am **happier than** I have ever been.*

You use a superlative to say that one person or thing has more of a quality than others in a group or others of that kind.

e.g. *Tokyo is Japan's **largest** city.*

*He was **the tallest** person there.*

TYPES OF COMPARISONS

1. COMPARATIVE DEGREE

SUPERIORITY is expressed by means of **er** and **more**

e.g. *Anna is **more elegant than** her sister.*

EQUALITY. We use **as + adjective + as** to show that two people or things are similar in some way.

e.g. *Paul is **as old as** Richard.*

*Alison isn't **as/so** clever **as** Cynthia.* (negative + so/as + adjective+as)

INFERIORITY is used to express the opposite of more...than.

LESS + ADJECTIVE + THAN

e.g. *This film is **less exciting than** the other one we saw. (The other one we saw was more exciting than this one.)*

2. SUPERLATIVE DEGREE

SUPERIORITY

We use **THE + SUPERLATIVE FORM + OF/IN** to compare one person or thing with more than one person or thing in the same group.

We use **IN** when we talk about places.

e.g. Alec is **the tallest** of all.

New York is **the most exciting** city in the USA.

INFERIORITY is used to express the opposite of “the most...”.

THE LEAST + ADJECTIVE

e.g. *Physics is **the least interesting** course I've ever studied at high school.*

Prepositions after superlatives (from Swan, M., 1995)

After superlatives, we do not usually use **of** with a singular word referring to a place or group.

*I'm the **happiest** man **in** the world* (NOT **of** the world)

*She's the **fastest** player **in** the team* (NOT **of** the team) [But it could also be "on the team"]

But **of** can be used before plurals, and before singular quantifiers like *lot* and *bunch*.

*She's the **fastest** player **of** them all.*

*He's the **best of the lot.***

RULES

ONE-SYLLABLE ADJECTIVES			
They usually have the er, est ending	small warm	smaller warmer	the smallest the warmest
Adjectives ending in e add only r and st	nice Also: brave, fine, safe, large, pure.	nicer	the nicest
Words ending in a single vowel letter + a single consonant letter double the consonant	hot Also: fit, sad, thin, wet, etc.	hotter	the hottest
TWO-SYLLABLE ADJECTIVES			
Adjectives ending in consonant + y change to ier and est	angry Also: busy, dirty, easy, funny, heavy, lovely, pretty, silly, tidy, etc.	angrier	the angriest
Some words have er and est OR more and most	narrow Also: clever, common, cruel, gentle, polite, quiet, friendly, lovely.	narrower more narrow	the narrowest the most narrow
Adjectives ending in ful or less, ing or ed take more and most	useful Also: careful, helpful, hopeless, bored /boring, willing, annoyed/annoying, surprised/surprising	more useful	the most useful
Many other two-syllable adjectives have more and most	serious Also: afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent	more serious	the most serious
THREE-SYLLABLE ADJECTIVES AND LONGER ONES			
We use more and most	exciting Also: interesting, elegant, reliable, expensive	more exciting	the most exciting

IRREGULAR COMPARATIVES AND SUPERLATIVES

good	better	best
bad	worse	worst
much/many/a lot of*	more	most
little*	less	least
far	further/farther	furthest/farthest

*these are determiners or pronouns but not adjectives

Activities

1- Fill in the gaps with the correct adjective from the list. Then say whether the adjectives are in attributive or predicative function.

loud, warm, narrow, dark, hot, strong, tired, old, comfortable, bright, long

It was a cold, 1) _____ night. There was a 2) _____ wind blowing and it was starting to rain. James was driving home after a 3) _____ day at work and he was very 4) _____. The road he was driving along was 5) _____ and winding, but it was the quickest way home. Suddenly, there was a 6) _____ flash of lightning and a 7) _____ crash of thunder as the storm broke. James' car was 8) _____ but he put his foot down because he wanted to get home quickly. He wanted to sit in his 9) _____ chair by the 10) _____ fire and drink a cup of 11) _____ coffee.

3- Use the following adjectives attributively and predicatively. The sentences must be of at least 8 words.

Dark

Lively

Sensitive

Boring

Significant

Incredible

Arrogant

Gorgeous

Magnificent

Amazing

Sensible

4- Are the adjectives in these phrases in the normal order?

- 1- a long hot day ...YES...
- 2- a large black dog
- 3- a tall handsome young man
- 4- a political serious force.....
- 5- a long difficult journey.....
- 6- the worst British air disaster.....
- 7- a personal great triumph.....
- 8- a weekly cash payment
- 9- the French film industry

5- Put the words in brackets in the right word order.

NOT A DOG'S DINNER!! 1....Expensive Italian leather handmade shoes (shoes / leather / Italian / expensive / handmade): these are my pride and joy. I own a/an (old / beautiful / pair)
2_____ - or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my (doorstep / back)
3_____ to do some gardening. My neighbour has a (dog / friendly / black)
4_____ called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaved badly. He just behaved like a dog. Leather looks good and tastes good! I unwillingly gave Sam the (remaining / Italian / shoe) 5_____ and then followed him. I not only found one (Italian / unchewed / shoe)
6_____ but also a pile of things Sam had been borrowing, including my wife's (slippers / fur-lined / red)
7....., which Sam had tried to have for dinner!

6- Arrange the modifiers in the correct order.

1. high/ a-an / old/ wall/ brick/ derelict.

2. rugs/ wool/ a / few/ square.

3. black/ several/ floors/ tile.

4. low/ windows/ glass/ many.

5. Japanese/ a / set/ porcelain.

6. cheap/ beds/ four/ metal.

7. old/ rubber/ a lot of/ tyres.

8. table/ strong/ a /wooden.

9. some/ young/ students/ Italian.

10. stone/ funny/ a(n)/ old/ house.

11. red/ many/ big/ apples/ Argentinian.

12. Chinese/ lovely/ airhostess/ a-an.

13. noisy/ a-an /city/ grey/ enormous.

14. cosy/ well- ordered/ a / house.

15. old/ Tudor/ a(n)/ house/ farm.

16. fine/ lady/ old/ a(n).

17. garden/ French/ small/ a/ magnificent.

18. gold/ a(n)/ unusual/ ring.

19. leather/ several/ of/ gloves/ black/ pairs.

20. European/ sad/ old/ film/ a(n).

7- Read the sentences below and say which type of comparison is being used in each case.

- 1- John is as handsome as his father. ...*Comparison of equality*.....
- 2- Neil's brother isn't as mischievous as Neil.....
- 3- Granny's home is more comfortable than mine
- 4- The bus wasn't as fast as the train.....
- 5- That was the best film I have ever seen.
- 6- Shopping at a supermarket is cheaper than going to local shops
- 7- Jean's mother is as generous as Jean.
- 8- Henry was the biggest of the group.

8- Give the comparative form of the adjectives in these phrases and use the phrases in the sentences below.

<i>a good idea</i>	<i>a big house</i>	<i>a healthy climate</i>
<i>a young man</i>		<i>a good job</i>

- 1- California certainly has_____ New York.
- 2- I'm getting too old. This is a job for _____
- 3- When the children get a bit older we'll really
need_____
- 4- I'm sure it won't work. Can't you come up with
_____ ?
- 5- Perhaps we could afford it if I could
get_____

9- Complete these sentences using an adjective in the superlative degree in each one.

1- I've never heard a more ridiculous story.

That's _____ I've ever heard.

2- We had never stayed in a more expensive hotel.

It was _____ we had ever stayed in.

3- I had never had such a tiring journey before.

It was _____ I had ever had.

4- I've never had nearly such a tasty meal before.

That was _____ I have ever had.

5- It's been years since I saw a game as good as that.

That's _____ I've seen for years.

10- Fill in the blanks with the comparative or superlative form of the adjectives in brackets.

1. He was _____ (bad) referee we've ever had.

2. I think swimming is _____ (relaxing) jogging.

3. The new sports centre is much _____ (good) the old one.

4. It was _____ (big) crowd of the season.

5. I'm much _____ (fit) I used to be.

6. One of _____ (easy) sports to do is cycling.

7. Cross- country skiing is _____ (tiring)
normal skiing.
8. It was _____ (exciting) match we've
ever seen.
9. I'm not _____ (tall) as Kerry.
10. The University of Salamanca is _____
(old) university in Spain.
11. The film was definitely _____ (exciting) I
thought it would be.
12. You look terrible and your cough sounds
_____ (bad) yesterday.
13. Tina's test was _____ (good) her sister's.
14. My schooldays were certainly not _____
(happy) days of my life.
15. This new armchair is a lot _____
(comfortable) our old one.
16. The book certainly isn't _____ (good) as the
film.
17. Is Paul _____ (thin) he was before the
holidays?
18. There's nothing _____ (boring) doing
homework on a sunny evening.

***11- Write meaningful grammatical sentences using the key ideas
given in each case.***

- 1- Meg / intelligent / her sister
- 2- The countryside / quiet / the city
- 3- A CD / expensive / a DVD

- 4- Swimming / good for your health / running
- 5- Tom's essay / good / in his class
- 6- Today / foggy / day of the year
- 7- My secretary / efficient / yours. They are both good at organising things.
- 8- Children nowadays / noisy / they used to be.
- 9- Our new house / big / the one we used to live in. We are not comfortable now.
- 10- John's father / handsome / John.

12- Write meaningful grammatical sentences using the adjectives given below as indicated. The sentences must be of at least 8 words.

1. **funny** (comparative degree: superiority)

2. **interesting** (superlative degree)

3. **old** (comparative degree: superiority)

4. **lively** (comparative degree: equality)

5. **hopeless** (superlative degree)

6. **narrow** (comparative degree: inferiority)

7. **humble** (superlative degree)

8. **scruffy** (comparative degree: inferiority)

9. **famous** (superlative degree)

10. **simple** (comparative degree: inferiority)

11. **clever** (comparative degree: superiority)

12. **secure** (comparative degree: equality)

13. **childish** (comparative degree: inferiority)

14. **good** (comparative degree: equality)

15. **quiet** (comparative degree: superiority)

16. **intelligent** (superlative degree)

17. **appealing** (comparative degree: inferiority)

18. **foggy** (comparative degree: superiority)

19. **annoyed** (comparative degree: inferiority)

20. **bad** (superlative degree)

CHAPTER 5

ADVERBS AND ADVERBIALS

ADVERBS

In order to understand the nature of adverbials, there are some concepts about adverbs that should be considered. Adverbs are single words that generally add information about the circumstances of an event or situation. Adverbs have two major roles. They can be modifiers or adverbials.

An adverb can modify an adjective or another adverb.

*This is **slightly** larger than the calculated value.*

*I really couldn't keep him in my apartment **right now**.*

An adverb can also function as an adverbial. In this case, it completes the meaning of verbs providing information about the time, place, manner, among other type of information.

*He nodded and smiled **warmly**.*

ADVERBIALS

From the point of view of structure, an adverbial can be formed by the following elements:

STRUCTURE	EXAMPLE
An adverb	<i>He seldom talks to me.</i>
An adverb phrase	<i>The children acted very calmly.</i>
A prepositional phrase	<i>Large cushions lay on the floor.</i>
A noun phrase	<i>I'm going to handle this my way.</i>
An adverbial clause	<i>I first visited this place when I was a child.</i>

From a semantic point of view, we can divide adverbials into three major classes: **Circumstance adverbials**, **Stance adverbials** and **Linking adverbials**. Circumstance adverbials generally give us additional information about the time, place, or manner of the action or state described in the clause. Stance adverbials add speakers' comments or opinions about what they are saying. Linking adverbials show logico-semantic relationships between ideas in a text.

*We had a party **at home**.*

***Fortunately**, the game was cancelled. **Surprisingly**, no one turned up!*

*She was a great person. **However**, few people were aware of this.*

Circumstance adverbials⁵ are the most common adverbials. They generally answer questions such as: **Where? When? How? How much? How long? How often?**

-**Where** did you arrange to meet him?

*-I arranged to meet him **outside the bank**.*

How long did you wait for him?

*I waited **for half an hour** but he didn't arrive.*

When did you first meet him?

*I first met him **last Saturday**.*

How often do you visit your parents?

Once a week, usually.

⁵ At this level we will focus on the use of circumstance adverbials primarily.

POSITION OF CIRCUMSTANCE ADVERBIALS

There are **three possible positions** for adverbials in a sentence:

- **Initial position** (before the subject)
- **Mid position** (between the subject and the verb or immediately after **be** as a main verb)
- **End position** (at the end of the clause).

*We have been living **here in this house for over twenty years**.*

*We were sleeping **peacefully in our beds when the earthquake struck**.*

*They played **happily together in the garden the whole afternoon**.*

❖ From the examples above, we can see that the most common position for circumstance adverbials is at the end of the sentence. **Place** adverbials (here in this house) come before **time** adverbials (for over twenty years). **Manner** adverbials (peacefully) come before **place** adverbials (in our **beds**).

*How long have you been **here**? Not long. We arrived **about five minutes ago**.*

*I chewed the food **slowly** because it hadn't been cooked **very well**.*

*She was standing **at her window**, looking out at her children who were playing **in the garden**.*

❖ This order can be altered for the sake of emphasis or cohesion, though.

*He **enthusiastically** sang in class yesterday.*

*She moved to London in 1994. **Three years later**, she wrote her first novel.*

- ❖ Adverbials of **time** can have initial position when we want to show a contrast with a previous reference to time.

*The weather will stay fine today, but **tomorrow** it will rain.*

***Initially**, his condition remained stable, but **over the last few weeks** it has deteriorated.*

- ❖ Adverbials of **indefinite frequency** (often one-word adverbs) are usually placed in mid-position in the sentence. Placing them before the subject is sometimes also possible. Adverbials of **definite frequency** (often prepositional phrases) are placed in end-position and before adverbials of **time**.

*I **always** call on my younger sister **every time** I go to London.*

*I **never** see my elder sister, but **occasionally** I call my younger sister.*

*Yes, I see her **from time to time**. We get together **once in a blue moon**.*

*Paul goes to the cinema **on Mondays after work**.*

- ❖ Note that when auxiliary verbs are used, **frequency** adverbs normally go between the auxiliary verb and the main verb:

*My boss **often** travels to Malaysia and Singapore but I've **never** been there.*

- ❖ Adverbials of **place/direction** usually come immediately after verbs denoting movement.

*Helen travelled **to Spain** by plane last year.*

- ❖ When **two** adverbials of the same type are placed together, the smallest (the shortest, the most specific, the most exact) comes first.

*Andrew sat for that exam **at 8 o'clock, on November 23rd** last year.*

*We live **in a beautiful house on the outskirts** of the city.*

COMPARISON OF ADVERBS

The rules used for the comparison of adjectives apply to the comparison of adverbs too.

Some generalities are:

- We form the comparative and superlative of most adverbs with more and most.

Carefully	more carefully	(the) most carefully
Quickly	more quickly	(the) most quickly
Quietly	more quietly	(the) most quietly

*They drive **more carefully** when they have children in the car.*

- We form the comparative and superlative (superiority) of some adverbs adding -er or -est.

fast	faster	(the) fastest
soon	sooner	(the) soonest
high	higher	(the) highest

Also: near, long, late, early, hard

*I got up **the earliest** this morning.*

- There are some irregular adverbs:

Well	better	(the) best
Far	farther/further	(the) farthest/furthest
Badly	worse	(the) worst

*Susan works **better** than Paul.*

Activities

1- Rewrite the sentences placing the words in brackets in a suitable order.

1. Kathy answered the question in the test (yesterday/ correctly)

2. She enjoys (very much/ with her friends/ dancing)

3. I believe they will come (firmly/ on time)

4. He was born (in Santa Fe/ in the morning/ at two/ last Monday)

5. They walked (last night/ quickly/ to the theatre)

6. I go (to the bank/ in the morning/ usually)

7. He won the game (at the party/ easily)

8. Ken plays football (every weekend/ enthusiastically/ in the mornings)

9. Why did you come (yesterday/ home/ so late)?

10. I've been walking (all morning/ round the park)

11. I'm going (for a few days/ next week/ to London)

12. I'll meet you (outside the town-hall/ at 7 PM/ tomorrow afternoon/
on the steps)

13. Put it (at 6 o'clock/ in the dining room/ silently)

14. We see her (at church/ sometimes/ at weekends)

15. They drove (quickly/ home/ last night)

16. The ship was sailing (without problems/ North/ on June 24th)

17. Hand it to me (with your right hand/ carefully)

18. She sat down (calmly/ late that night/ in the gallery)

2- Fill in the blanks with the comparative or superlative form of the adverbs in brackets.

1. Could you come a little _____ (early)?
2. He arrived _____ (late) than his boss.
3. Instead of slowing down, he drove _____ (fast).
4. He did his test _____ (easily) the one before.
5. She drives _____ (badly) I on the motorway.
6. Try and come _____ (early) tomorrow.
7. He ran _____ (quickly) all the others.
8. Peter works _____ (hard) of all his colleagues.
9. _____ (early) I can come is 10 o'clock.
10. He did _____ (badly) in the examination.
11. Some animals need _____ (highly) developed sense cells than human beings to survive.
12. Lucy runs _____ (fast) in the team.
13. We travelled _____ (comfortably) by plane as we did by train.
14. Susan dances _____ (well) of all the girls in the ballet.

3- Write meaningful grammatical sentences using the adverbs as indicated. The sentences must be of at least 8 words.

1. **often** (comparative degree: superiority)

2. **clearly** (superlative degree)

3. **well** (superlative degree)

4. **respectfully** (comparative degree: equality)

5. **fluently** (comparative degree: inferiority)

6. **hard** (comparative degree: superiority)

7. **quickly** (comparative degree: superiority)

8. **enthusiastically** (superlative degree)

9. **early** (superlative degree)

10. **efficiently** (comparative degree: inferiority)

CHAPTER 6

BASIC SENTENCE PATTERNS

In order to understand what type of complements accompany each verb and which position they take in the sentence, it is important to review what a simple sentence is. According to L.G. Alexander a sentence is a complete unit of meaning that contains a finite verb (i.e a verb that has a subject and that denotes tense). A sentence can take one of the following forms:

- o A *statement* (aff. or neg.) “Banks / open Mondays through Fridays.”
Subject⁶ Predicate

A question: “Do/banks/ open on Saturdays?”
 Pred. Subject Predicate

A *command*: (subject understood = “ You”) “leave her alone!”
 Predicate

An *exclamation*: “What a silly comment/ you’ve made!”
 Predicate Subject Predicate

As we can see a simple sentence in English must always be made up of subject and finite verb⁷. Although the subject and the finite verb are the most widely familiar constituents of any simple sentence, they are not the only ones. Objects⁸ and adverbials are often referred to as “elements” of the sentence structure⁹. Sentences differ widely as to what type and how many elements they include. It is very important for the learner to notice that **the *type* of elements and the *order* in which**

⁶ The *subject* refers to the element that performs the action or state indicated by the finite verb.

⁷ The *finite verb* refers to the action or state performed by the subject. It is the central and obligatory element. A clause must contain at least one verb phrase, which may be a single verb: The choice of verb will largely determine what other elements are in the clause.

⁸ The *object* is the element that is affected by the verb.

⁹ Do not confuse “clause elements” with “parts of speech”. The clause element is the syntactic function that a word or phrase has in a given sentence. The part of speech is the category that a single word has in a given context (noun, adjective, adverb, etc.). In *Marks plays the drums wonderfully*, “wonderfully” is an adverb as a part of speech, and an adverbial as a clause element. In *Mark plays the drums at night*, “at night” is an adverbial but not an adverb.

they are organized in the sentence will depend primarily on the *nature* of the verb that constitutes the head of the predicate. This organization of the elements of a sentence is what is often referred to as SENTENCE PATTERN.

Sentence patterns will vary depending on whether the presence of one or more elements in addition to the subject and finite verb is compulsory or not. The **typical word order** (order of the sentence elements) of the English sentence is the following:

1. Subject + Verb + (Object)
2. Subject + Verb + Complement
3. Subject + Verb + (Adjunct or Adverbial)

Verb types will vary depending on whether they need to be complemented by an object, by a subject complement, by an adjunct, or even, when they need no complementation at all, (i.e. they can stand by themselves in the Predicate). Thus, we can speak of three main types of verbs: TRANSITIVE / INTRANSITIVE / COPULAR or LINKING.

The Longman Dictionary of Contemporary English defines these verbs as follows:

INTRANSITIVE VERB: [...] A verb having a *Subject* but no *Object*.

TRANSITIVE VERB: [...] A verb that has a subject and must take an *Object* or a phrase acting like an *Object*.

COPULAR (Linking verb): [...] A special type of verb that connects the *Subject* of a sentence with its *complement*.

1. **S+ Vi** : Nothing / happened.
2. **S+Vmt+Od**: The company / sells/ mobile phones.

3. **S+Vd+Oi+Od:** Sarah / has sent / me / a message.
4. **S+VL+Cs:** The old cinema / became / a nightclub.

INTRANSITIVE VERBS

Intransitive verbs can occur with no obligatory element following them. This type of verbs refer to events which involve *only* the subject. In Collins Cobuild English Grammar, we read that intransitive verbs usually **describe physical behaviour or the making of sounds:**

Eg: Ben sneezed/ The dog barked/ The phone's ringing.
 S + Vi S + Vi S + Vi

Intransitive verbs often **indicate movement** as in:

Eg: The Earth shook/ The sun is rising/ I 'll walk.
 S + Vi S + Vi S + Vi

However, it is also possible to complement their meaning by means of **optional adverbials.**

Eg: Ben sneezed a minute ago/ The phone's ringing loudly.
 S + Vi + Adv. Time S + Vi + Adv. Manner

The Earth shook violently/ The sun is rising at this very moment
 S + Vi + Manner S + Vi + Adv. Time

There are a number of intransitive verbs that **express movement or position** such as “go”, “lead”, “hang”, “live”, “stand”, which usually require an **obligatory adverbial** that names the direction or destination of the action.

Egs: *The National Museum stands by the river.*

All roads lead to Rome.

TRANSITIVE VERBS

Transitive verbs always involve someone or something other than the subject; therefore, they must always be followed by an object. When transitive verbs take a single direct object, they are called *monotransitive verbs*; however, if they take two object phrases (an indirect and a direct object) they are called *ditransitive verbs*. Ditransitive complementation in its basic form involves two object noun phrases: an indirect object, which is normally animate and comes first, and a direct object, which is usually inanimate and comes last.

- o Alice found a cheap flat.
S + V_{mt} + O.d.
- o Alice found her mother a cheap flat.
S + V_{dt} + O.i. + O.d.
- o Alice found a cheap flat for her mother.
S + V_{dt} + O.d. + (prep) O.i.

As it is illustrated in the last two examples the order of the direct and indirect objects can sometimes be altered. Instead of putting the indirect object in front of the direct object, it is possible to put it in a prepositional phrase after the direct object. However, it is very important for the learner of English to know that this choice is not made at random; on the contrary, it largely depends on the communicative purpose of each speaker. In Collins Cobuild, we read that this structure is particularly used in four cases:

1. When the speaker wants to *focus* on the indirect object.

Book the seat **for me**. (Not for him, he already has a seat!)

O.d.

2. When the indirect object is significantly *longer* than the direct object.

The police will give a reward **to any citizen who can provide information to solve tis case** O.d.

3. When the direct object is a *pronoun*.

Stanley arrived carrying a bunch of flowers. He had bought them **for Edna**. O.d.

4. When the *new information* is contained in the indirect object.

All of a sudden, Jack stopped and gave his ring **to Peter**.

O.d.

As it can be noticed, the indirect object is sometimes introduced by the preposition **TO** and sometimes by the preposition **FOR**. The former is chosen when the direct object is something *transferred* from one person to another. The latter, on the other hand, is often used when the action described involves one person doing something that will *benefit* another person.

GROUP 1: S+ Vdt + Oi + Od

S+Vdt + Od + (to)Oi:

Some verbs can be complemented by means of an indirect object introduced by “to”:

give, hand, lend, offer, pass, pay,
rent, sell, send, show, teach, tell

Pass me the salt, will you?

Oi+ Od

*Pass the salt **to me**, will you?*

Od + Oi

GROUP 2: S+ Vdt + Oi + Od

S+Vdt + Od + (for) Oi:

Some verbs can be complemented by means of an indirect object introduced by “for”:

book, build, buy, cook, cut, fetch, find,
get, keep, make, order, paint, pour, save, set

Build Timmy a sand castle.

Oi + Od

*Build a sand castle **for** Timmy.*

Od + Oi

GROUP 3: S+ Vdt + Oi + Od

S+Vdt + Od + (to/for) Oi:

There are a few verbs which can be complemented by means of an indirect object introduced by either “to” or “for”, depending on the meaning you want to express:

bring, leave, play, sing, take, write.

Eileen wrote me a letter!

Oi + Od

Eileen wrote a letter to/for me!

Od + Oi

GROUP 4: S + Vdt+ Oi+ Od:

Some ditransitive verbs have indirect objects which can neither be introduced by preposition nor can they be postponed, some of them are:

ask, cost, charge

How do you dare ask me such a thing!

Financial worries cost her many sleepless nights.

Oi + Od

NEVER: (*How do you dare ask such a thing to me!)

GROUP 5: S + Vdt+ Od+ (to)Oi:

In the case of some other transitive verbs the only possible position of the indirect object is after the direct object and introduced by a preposition.

Verbs whose indirect objects can only be introduced by “to”:

explain, say, speak, suggest, introduce
--

He suggested a bright solution to us.

Od + Oi

Can you explain the exercise to me, please?

Od + Oi

NEVER: (*He suggested me a bright solution.)

GROUP 6: S + Vdt+ Od+ (for) Oi:

Verbs whose indirect objects can only be introduced by “for”:

cash, close, open, change, pronounce, prepare

The florist has opened his shop (specially) for us.

Od + (Adv.) +Oi

Would you please cash a cheque for me?

Od + Oi

LINKING VERBS

GROUP 1

Linking verbs –also known as copular verbs, or copulas- are used either to *describe* someone or something or to *identify* who or what someone or something is.

When linking verbs describe, they associate an attribute (or quality) with the subject. This attribute, or quality is expressed by means of a subject complement which is an adjective or an adjectival phrase.

Babies are always cute.

VL+ (Adv.) +SC= Adjective

On the other hand, when linking verbs identify the subject, they do so by means of a subject complement which is a noun or a noun phrase.

Madonna is a pop star.

VL+ SC = Noun Phrase

The verb TO BE is the linking verb per excellence. However, there are quite a few verbs that fit in the same pattern. Some of them have been listed below:

**appear, look, seem, smell, taste,
become, get, grow, keep, remain, stay, make, turn**

Miranda looked ridiculous (in those tight trousers).

VL + SC = Adjective

Hilda has become an excellent teacher.

VL + SC = Noun Phrase

GROUP 2

The linking verb “be” can also be followed by an obligatory adverbial or adjunct.

Martin is in Europe.

VL +Apl Obligatory

Activities

1-Identify the pattern of the underlined verbs and analyse the clause elements that are present.

1. Then we'll bring our friends.
2. Later, after dark, a boy brought him a plate of food.
3. Martin Wood's course begins on 1 November.
4. I can't promise you that.
5. I've already promised Carey.
6. Yes, I will. I promise.
7. If you don't ask, you don't get.
8. Your dog's got brown teeth.
9. Why don't you go and get us both a pie?
10. The mug of coffee is getting hotter.
11. He grew restless and ordered the band to play.
12. Why have you grown a beard?
13. It'll probably stay warm in the winter time then.
14. The whole colour scheme looked nice.
15. If you look out of the window, you can see lots of trees.
16. Your dog smells.
17. It's not nice to smell the food.
18. I went to Everett High School in Lansing, Michigan.
19. The audience went wild?
20. I don't need to say anything unless you ask.
21. Can I ask you a question?
22. May I ask who's calling?

2- Write sentences of your own using each verb as required. The sentences must be of at least 8 words.

1. Pay (ditransitive verb. Completed past action having no connection with the present)

2. Make (monotransitive verb. Future arrangement.)

3. Lend (ditransitive verb. Repeated action showing annoyance on the part of the speaker)

4. Order (ditransitive verb. Action that started in the past and finished in the immediate past)

5. Sing (intransitive verb. Past action that lasted a period of time. There is emphasis on duration)

6. Prepare (ditransitive verb. Decision taken at the moment of speaking)

7. Get (linking verb. Developing situation)

8. Remain (linking verb. Past action no connection with the present)

9. Remain (intransitive verb. Future prediction)

10. Teach (monotransitive verb. An action that started in the past and goes on in the present)

3- DICTIONARY WORK - Write sentences using the following verbs in as many patterns as possible. The sentences must be of at least 8 words.

feel

prove

stand

die

leave

[illegible]

4. Some of the following sentences have a mistake in the verb pattern.

Spot it and write the correct version/s where necessary.

1. Peter sent Mary some flowers for their wedding anniversary.

2. Can you give this book for Susan?

3. She used to write his boyfriend a letter every single day.

4. I wished him good luck.

5. The History teacher asked several questions to the new students.

6. The doctor prescribed Mike some medicines.

7. My parents couldn't find me an apartment.

8. You have to show your tickets to the guard at the entrance door.

9. Luis sold his granddad's old guitar to one of his school classmates.

10. Annette owes a lot of money to the bank.

11. The Biology book you lent me is saving me a lot of trouble.

12. The old lady booked a luxurious room for the just married couple.

13. Tom cooked a delicious dessert to his girlfriend.

14. Can you choose a pair of jeans for me?

15. The lawyer charged \$3,000 to us.

16. Armani designed Martina Klein many party dresses.

17. The little boy pronounced the word out loud for his French friend.

18. Susan has already suggested that trip to Milan to us.

19. The newly appointed president announced the break down of relations
to the attentive audience.

20. The Maths teacher repeated you the solution to the problem a thousand
times.

21. Can you please bring me the paper when you go to the newsagent's?

22. I heard Katie will introduce Mike to her parents at the Christmas
dinner.

23. Will you finally say what you really think?

24. The tourist guide described the church's dome to the bored students.

25. Paul asked Susan if she could explain him the poem.

26. The doctor confessed to the lawyer his guilt.

27. The joke practically cost his post to him.

28. I know the woman offered the kidnappers her house to pay for her son's ransom.

29. We will buy a mattress for the couple.

30. Can you, please, hand Susan this letter?

5. Determine the verb pattern in each underlined sentence/part and name the clause elements that come next.

The keeping of pets can cause concerns with regard to animal rights and welfare. Pets have commonly been considered private property, owned by individual persons. However, many legal protections have existed to safeguard pets' well-being. Since the year 2000, a small but increasing number of jurisdictions in North America have enacted laws redefining pet's *owners* as *guardians*. Intentions have been characterized as simply changing attitudes and perceptions to working toward legal personhood for pets themselves. Some veterinarians and breeders have opposed these moves. Environmental groups have always asked people questions related to pets' well-being and protection.

Example:

The keeping of pets can cause concerns

Subject **Vmt** **Od**

IRREGULAR VERBS

FORM	PAST SIMPLE	PAST PARTICIPLE	3RD PERSON SINGULAR	PRESENT PARTICIPLE / GERUND
Arise	Arose	Arisen	Arises	Arising
Awake	Awoke	Awoken	Awakes	Awaking
Be	Was/Were	Been	Is	Being
Bear	Bore	Born/Borne	Bears	Bearing
Beat	Beat	Beaten	Beats	Beating
Become	Became	Become	Becomes	Becoming
Begin	Began	Begun	Begins	Beginning
Bend	Bent	Bent	Bends	Bending
Bet	Bet	Bet	Bets	Betting
Bind	Bound	Bound	Binds	Binding
Bite	Bit	Bitten	Bites	Biting
Bleed	Bled	Bled	Bleeds	Bleeding
Blow	Blew	Blown	Blows	Blowing
Break	Broke	Broken	Breaks	Breaking
Breed	Bred	Bred	Breeds	Breeding
Bring	Brought	Brought	Brings	Bringing
Build	Built	Built	Builds	Building
Burn	Burnt/Burned	Burnt/Burned	Burns	Burning
Burst	Burst	Burst	Bursts	Bursting
Buy	Bought	Bought	Buys	Buying
Cast	Cast	Cast	Casts	Casting
Catch	Caught	Caught	Catches	Catching
Choose	Chose	Chosen	Chooses	Choosing
Cling	Clung	Clung	Clings	Clinging
Come	Came	Come	Comes	Coming
Cost	Cost	Cost	Costs	Costing
Creep	Crept	Crept	Creeps	Creeping
Cut	Cut	Cut	Cuts	Cutting
Deal	Dealt	Dealt	Deals	Dealing
Dig	Dug	Dug	Digs	Digging
Dive	Dived/Dove	Dived	Dives	Diving
Do	Did	Done	Does	Doing
Draw	Drew	Drawn	Draws	Drawing
Dream	Dreamt/Dreamed	Dreamt/Dreamed	Dreams	Dreaming
Drink	Drank	Drunk	Drinks	Drinking
Drive	Drove	Driven	Drives	Driving

Dwell	Dwelt	Dwelt	Dwells	Dwelling
Eat	Ate	Eaten	Eats	Eating
Fall	Fell	Fallen	Falls	Falling
Feed	Fed	Fed	Feeds	Feeding
Feel	Felt	Felt	Feels	Feeling
Fight	Fought	Fought	Fights	Fighting
Find	Found	Found	Finds	Finding
Fit	Fit/Fitted	Fit/Fitted	Fits	Fitting
Flee	Fled	Fled	Flees	Fleeing
Fly	Flew	Flown	Flies	Flying
Forbid	Forbade/Forbad	Forbidden	Forbids	Forbidding
Forecast	Forecast/Forecasted	Forecast/Forecasted	Forecasts	Forecasting
Forget	Forgot	Forgotten	Forgets	Forgetting
Forgive	Forgave	Forgiven	Forgives	Forgiving
Freeze	Froze	Frozen	Freezes	Freezing
Get	Got	Got/Gotten	Gets	Getting
Give	Gave	Given	Gives	Giving
Go	Went	Gone/Been	Goes	Going
Grow	Grew	Grown	Grows	Growing
Hang	Hung/Hanged	Hung/Hanged	Hangs	Hanging
Have	Had	Had	Has	Having
Hear	Heard	Heard	Hears	Hearing
Hide	Hid	Hidden	Hides	Hiding
Hit	Hit	Hit	Hits	Hitting
Hold	Held	Held	Holds	Holding
Hurt	Hurt	Hurt	Hurts	Hurting
Keep	Kept	Kept	Keeps	Keeping
Kneel	Knelt/Kneeled	Knelt/Kneeled	Kneels	Kneeling
Knit	Knit/Knitted	Knit/Knitted	Knits	Knitting
Know	Knew	Known	Knows	Knowing
Lay	Laid	Laid	Lays	laying
Lead	Led	Led	Leads	Leading
Lean	Leant/Leaned	Leant/Leaned	Leans	Leaning
Learn	Learnt/Learned	Learnt/Learned	Learns	Learning
Leave	Left	Left	Leaves	Leaving
Lend	Lent	Lent	Lends	Lending
Let	Let	Let	Lets	Letting
Lie	Lay	Lain	Lies	Lying
Lose	Lost	Lost	Loses	Losing
Make	Made	Made	Makes	Making

Mean	Meant	Meant	Means	Meaning
Meet	Met	Met	Meets	Meeting
Melt	Melted	Molten/Melted	Melts	Melting
Mistake	Mistook	Mistaken	Mistake	Mistaking
Pay	Paid	Paid	Pays	Paying
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Read	Read	Read	Reads	Reading
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringing
Rise	Rose	Risen	Rises	Rising
Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Shake	Shook	Shaken	Shakes	Shaking
Shine	Shone	Shone	Shines	Shining
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Sleep	Slept	Slept	Sleeps	Sleeping
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading

Spring	Sprang	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stride	Strode/Strided	Stridden	Strides	Striding
Strike	Struck	Struck/Stricken	Strikes	Striking
Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweepled	Swept/Sweepled	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling
Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understanding
Upset	Upset	Upset	Upsets	Upsetting
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing

APPENDIX

MOCK TEST 1

a. Fill in the blanks with the suitable tense of the verbs in brackets. (16 x 2= 32)

My cousin's name is Sylvie Dupont. She _____ (1. live) in Paris and _____ (2. work) in a café in the centre of the city. She _____ (3. work) there for three years. At the moment, her best friend from England _____ (4. stay) with her. They _____ (5. already/visit) many museums together and they _____ (6. be) to the theatre three times. Next Saturday evening, they _____ (7. see) a film and they _____ (8. have) dinner at an expensive restaurant. Last Tuesday, they _____ (9. go) to a disco with some friends. They _____ (10. not/come) home until very late. Sylvie _____ (11. be) so tired at work the following day that she _____ (12. spill) coffee all over the customer. She doesn't think she _____ (13. see) him at the café again! After all this she _____ (14. make) a decision: in the future she _____ (15. not stay) out so late and she _____ (16. be) more careful while she is serving the customers.

b. Read the following text and identify the part of speech in bold type. (9 x 2 =18)

Are you **aware** of the damage being done to **our** planet? We all know that trees provide oxygen and homes for animals. **However**, trees are disappearing because of **forest** fires **and** logging. **Fortunately**, many governments have **started** to plant new trees. We must stop the destruction **now**, before it is **too** late.

c. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words. (10 x 5 = 50)

- SEND (ditransitive verb / finished past action with no connection with the pres.)
- IRON (as countable noun)
- RELIABLE (comparative degree: inferiority)
- A FEW (as a determiner)
- WORK (intransitive verb / past action that lasted for a period of time. Connection with the present and present consequence)
- HEAVY (comparative degree: equality)
- GET (linking verb. Developing situation)
- FAST (adverb, comparative degree: superiority)
- NEITHER(as a pronoun)

INTRODUCE (ditransitive verb / a past action in progress interrupted by another past action)

MOCK TEST 2

1. Fill in the blanks with the suitable tense of the verbs in brackets.

28 January 2013

Queen Beatrix of the Netherlands to abdicate for son

Queen Beatrix of the Netherlands _____ (1. announce) she _____ (2. abdicate) in favour of ^a **her** son, Prince Willem-Alexander next 30 April.

The queen _____ (3. say): "I _____ (4. think) about ^b **this** moment for several years and now _____ (5. be) the moment ^c **to** *lay down my crown". Queen Beatrix _____ (6. be) head of state since 1980, ^d **when** her mother _____ (7. abdicate).

Prince Willem-Alexander, 45, is married to Maxima Zorreguieta, a former investment banker from Argentina, and _____ (8. have) ^e **three** young children. He _____ (9. become) the Netherlands' first king since Willem III, who _____ (10. die) in 1890.

Queen Beatrix _____ (11. be) the sixth monarch from the House of Orange-Nassau, which _____ (12. rule) the Netherlands since the early 19th Century. She _____ (13. remain) active in recent years, ^f **but** her reign _____ (14. also see) traumatic events. In February last year her second son, Prince Friso, ^g **was** struck by an avalanche in Austria and ^h **still** _____ (15. remain) in a coma

Adapted from www.bbc.co.uk/search/news

*(to) lay down my crown: stop being the queen.

2. Read the text again and identify the part of speech in bold type.

- | | |
|----------------------|-----------------|
| a. her | e. three |
| b. this | f. but |
| c. to | g. was |
| d. when | h. still |

3. Find the mistakes and correct them

If you get your timing right, you can to visit some of the most populars museums and monuments in Paris for free. This museums include tourist magnets such as the Louvre and Musee d'Orsay, as well as more smaller spots such as the Musée de l'Assistance Publique, which celebrate the history of Paris hospitals. Surely, you haven't consider those possibilitys.

4. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words.

1. grow (as an intransitive verb/ past event with present results)
2. police (as head of the subject/ action in progress)
3. make (as a linking verb)
4. careless (used predicatively)
5. neither(as a pronoun)
6. good (as an adverb in the comparative degree: superiority)
7. a great deal of (as a quantifier)
8. have (as a monotransitive verb/ a state that started in the past and continues up to the present)
9. begin (as an intransitive verb / a future scheduled event)
10. time (as a countable noun)

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PREFACE

The main objective of *An Introductory Course: English Grammar* is to introduce the first-year university student into the world of English grammar. Most of the students doing this introductory course have had some previous contact with English grammar in one form or another. But here we intend to offer them a new perspective on the subject: one which relates grammatical structure systematically to meaning and use.

An Introductory Course: English Grammar does not intend to be a complete review of English grammar but an impressive survey of some of the main study areas of this subject. One that supplies basic information about the different grammatical forms and structures included in the first year syllabus of *Práctica Gramatical del Inglés* at Facultad de Lenguas (U.N.C) and which will, naturally, be given a more detailed treatment during the year.

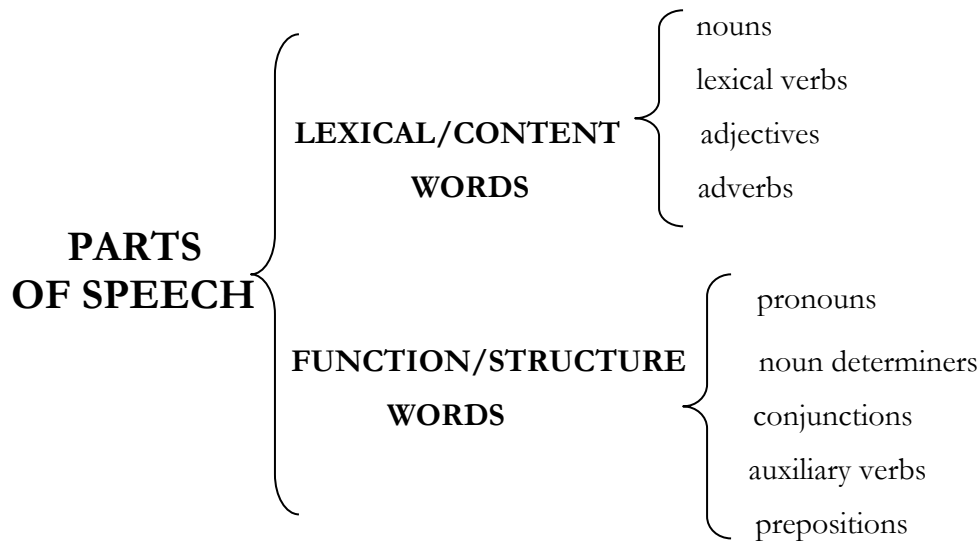
The organization of the present work goes from a description of the main grammatical features of isolated words through to sentences and simple texts. Though we have attempted to simplify grammatical terminology and classifications as far as possible, we have introduced and explained the metalanguage essential to describe the grammar of the English language. The treatment of such terminology goes from simple terms like *noun* and *adjective* to more complex ones like *time and tense* and *ditransitive complementation*, notions we consider the future English teacher and/or translator should master.

The Authors

CHAPTER 1

PARTS OF SPEECH

_____ There are different categories of *parts of speech*. Each part of speech explains not what the word is, but how the word is used. The main parts of speech are verbs, nouns, adjectives, adverbs, determiners, conjunctions, prepositions and pronouns.



Lexical words and function words

Parts of speech can be grouped into two major families, depending on their function and on their grammatical behaviour: Lexical words (or content words) and Function words (or structure words).

LEXICAL WORDS

Lexical words are the main carriers of information in a text. They can be subdivided into the following word classes (or parts of speech): nouns, verbs, adjectives, and adverbs. Of all the word families, lexical words are the most numerous, and their number is growing all the time, they are members of open classes. They often have a complex internal structure and can be composed of several parts: e.g. *unfriendliness* = *un* + *friend* + *li* + *ness*. They are generally the words that are stressed most in speech.

1. Lexical Verbs

The most distinctive feature of lexical Verbs (also called main verbs) is that they carry meaning. Some verbs express meanings related to actions or physical activity (**do, break, walk**), others to mental or intellectual activities (**think, believe**). Finally, some lexical verbs express meanings related to states and feelings (**be, seem, like, love**).

*Eg: I'm sure you **did** the right thing.*

*I **believe** it's the right thing to do.*

*You **seem** very quiet today.*

2. Nouns

A **noun** is a word used to refer to people, animals, objects, substances, states, events, ideas and feelings. Nouns can be the subject or the object of a verb; they can be modified by an adjective and can take a determiner.

Nouns may be divided into basic categories: **Countable** nouns, **uncountable** nouns, **proper** nouns, and **collective** nouns.

*They live in a **house**.*

*The **family** is watching TV.*

*How much **water** do you need?*

*The **family** are quarrelling a lot*

***Tom** is very good at **Maths**.*

3. Adjectives

The main function of **adjectives** is to modify nouns or pronouns. They describe the qualities of people, things and abstractions.

*I'm carrying a **heavy** box.*

*The situation is **serious**.*

*I think he is **guilty**.*

*We consider her **intelligent**.*

Adjectives in English cannot take **plural** or **singular** form.

*He is a **tall** man. / She is a **tall** girl.*

*The student looked **interested**. / The students looked **interested**.*

They can come before nouns (**attributive use**). They can come after verbs such as be, become, seem, look and other linking verbs (**predicative use**). Some adjectives can be found after the noun they modify (**postpositive use**).

*I bought a **new** car. (attributive use)*

*That car is/ looks/ seems **fast**. (predicative use)*

*The students **present** will have to wait. (postpositive use)*

4. **Adverbs**

Adverbs **add information about the circumstances** of a situation or an event¹. They complete the meaning of verbs stating **how, when, where, how often** something happens.

*I learned German **quickly**.*

*She was **here** earlier today.*

*Leave **straightaway**!*

They can also **modify adjectives or other adverbs**, often expressing different shades of meaning related to degree and intensity.

*You are **totally** wrong. It was **slightly** damaged.*

*Do it **right** now. / She can run **very/really** fast/quickly.*

FUNCTION WORDS

Function words can be categorized in terms of word classes such as prepositions, pronouns, determiners, conjunctions and auxiliary verbs. They usually indicate meaning relationships and help us to interpret units containing lexical words,

¹ There are some other roles that adverbs perform; however, at this level we will just consider only some.

by showing how the units are related to each other. Function words belong to closed classes, which have a limited and fixed membership.

1. Auxiliary Verbs

Auxiliary verbs lack meaning and are added to a main or lexical verb to serve various functions. Auxiliary verbs can be subdivided into **primary auxiliary verbs** (be, have, do) and **secondary -or modal auxiliary verbs** (will/would, can/could, shall/should, may /might, must, need, dare). Modal auxiliary verbs are also called *defective* verbs because they have only one verbal form each. For example, they cannot take the final 's' inflexion for the third person singular; they cannot be used in the progressive aspect or in the imperative mood. Some multiword constructions can function like modal verbs (ought to, have to, used to, be going to, (had) better, among others). Such constructions are called **semi-modals or modal idioms**.

Both Primary and Secondary auxiliary verbs are used mainly in the formation of questions (tag questions, echo answers) and in the formation of negative statements. Auxiliary verbs -especially 'do'- can also be used to create emphasis. Finally, only primary auxiliary verbs are used in the formation of tenses and other grammatical constructions.

PRIMARY AUXILIARY VERBS	{	BE: Progressive Tenses and Passive Voice.
		HAVE: Perfect Tenses and Causative Use of Have.
		DO: Simple Tenses and in Emphatic forms.

Eg: He **is** working hard these days.
Aux. lexical

Can you drive?
modal aux. lexical v.

He **has been** working hard lately.
Aux. aux lexical

You'd **better** study more.
semi-modal

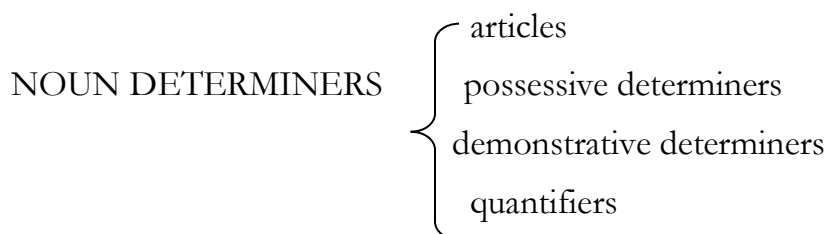
Does he like water sports?
Aux. lexical

Note that *primary auxiliary verbs* can also work as lexical verbs and as such they carry meaning:

LEXICAL VERB	AUXILIARY VERB
<i>I am a teacher.</i>	<i>I am waiting for the bus.</i>
<i>Gloria has green eyes.</i>	<i>Gloria has just finished the exercise.</i>
<i>I did my homework last night.</i>	<i>Does Alice like water sports?</i>

2. Noun Determiners

A determiner restricts the meaning of a noun by limiting its reference.



2a. Articles

Definite Article (**THE**)

Indefinite Articles (**A / AN**)

Zero Article (**Ø**)

*I saw **a** boy. **The** boy was wearing a cap.*

***The** girls are chatting in the garden.*

*(**Ø**) Girls love clothes and (**Ø**) boys love football. / (**Ø**) Life is hard nowadays.*

The first time a participant is introduced in a text, the indefinite article is the most appropriate choice because neither the speaker nor the hearer knows exactly what boy they are referring to. However, when referring back to the same boy already mentioned before, the definite article is the best choice. In “the girls are chatting...” the speaker assumes the hearer knows what girls he/she is talking about, i.e. there is previous shared knowledge. Finally, Zero Article is the best choice used mainly in

generalizations and to refer to abstractions. Girls in general love clothes, not just the ones I know.

2b. Possessive Determiners

My, your, his, her, its, our, and their are possessive determiners used with **nouns** to show possession or ownership.

*I love **my** job.*

***Their** friends are coming this way.*

*That's **my** folder.*

2c. Demonstrative Determiners

Demonstrative determiners (**this, that, these, those**) show whether the **noun** they refer to is singular or plural and whether it is located near to or far from the speaker or writer.

*Have a look at **this** tape*

*I need **those** books.*

2d. Quantifiers

A quantifier, as its name implies, expresses quantity. Quantifiers can be a single word or a phrase and are used with nouns. They can be used with both a countable or an uncountable noun to express quantity or amount. If the quantity is definite the quantifier may be referred to as a numeral.

Some, much, many, (a) few, (a) little, a lot, half, three, second, are some of the most frequently used quantifiers.

*I need **some** coffee*

*I've got **(a) few** tickets*

*They have **two**³ cars.*

*The **first**² day I went to school I felt terrible.*

3. Conjunctions

When you combine two clauses in a sentence, you may use a conjunction to link them and to indicate the relationship between them. There are two kinds of conjunctions. They indicate the different kinds of relationship between clauses in a sentence.³

Coordinating conjunctions link two or more clauses of equal importance.

These are: *and, but, or.*

*The boys shouted **and** rushed forward.*

*I asked if I could borrow her bicycle **but** she refused.*

Subordinating conjunctions link two clauses, one of which depends on the other.

***When** he stopped, no one said anything.*

*They were going by car **because** it was more comfortable.*

***Although** the wound was healing, he could never be able to speak again.*

4. Prepositions

² Examples of numerals

³ **Connectors** also link clauses, sentences or paragraphs in a text. When they are just one word they are adverbs as a part of speech. *The bellboy answered gently. **However**, he was punished by his superior for maltreatment.*

Prepositions are linking words that introduce prepositional phrases, i.e., a preposition + noun/noun phrase. E.g. *about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite.*

*He'll go **with** one of the kids.*

*You can't rely **on** any of that information.*

*He left **without** saying good-bye.*

It's important that the learner be aware of the fact that a preposition is always complemented by a noun or noun equivalent, for example, an –ing form (gerund).

*I'm looking forward **to my holidays**. / I'm looking forward **to going** on holidays.*

*I'm fond **of music**. / I'm fond **of playing music**.*

Compare: *I was used to (accustomed to) red wine/ drinking red wine.* ('to' – preposition)

I used to drink wine. ('to' – part of the to infinitive)

5. Pronouns

Pronouns fill the position of a noun or a whole noun phrase. They can be classified as:

Subject pronouns: I, you, he/she/it, we, you and they.

Object Pronouns: Me, you, him/her/it, us, you, them.

Possessive Pronouns: Mine, yours, his/hers/its, ours, yours, theirs.

Reflexive Pronouns: Myself, yourself, himself/herself/itself, ourselves, yourselves, themselves.

Indefinite Pronouns: Nobody, somebody, anybody, no one, everybody...

Reciprocal Pronouns: Each other, one another.

Interrogative Pronouns: Who, which...

*I won't tell **you** how **it** ended.*

***Ours** is better than **theirs**.*

*She never introduced **herself**.*

***He** introduced **himself**.*

Nobody knows the answer.

Who's that?

They loved each other.

It is worth pointing out that some determiners can work as pronouns. For example, *that, this, those* and *these*. When these determiners function as pronouns they are called **demonstrative pronouns**.

E.g. *I don't like **these** apples. Give me **those**.*

n. det + NOUN dem. pronoun

Pronouns can perform referential functions, i.e., they either refer to something that has already been mentioned or that is going to be mentioned. The reference of a pronoun is usually made clear by its context.

*My brother and I attended a boarding school. **We** had a hard time because **it** was a very strict **one**. Mr. Fox, the headmaster, was a cruel guy. **He** would beat **us** whenever.*

We / us: my brother and I

He: Mr. Fox

It / one: the school

ACTIVITIES

1. *Read the following sets of sentences and identify the part of speech of the words in bold.*

1. He was **in** his car. _____
2. They shook hands and went **in**. _____
3. A few years ago jogging was the **in** thing. _____
4. These are the **ins** and outs of the situation. _____
5. Each individual **flower** is tiny. _____
6. Several trees will **flower** this year for the first time. _____
7. I love this **flower** pot. _____
8. She has moved to a smaller **house**. _____
9. We had to drink the restaurant's **house** wine. _____
10. Local authorities will **house** homeless people. _____
11. She told me **that** you were here. _____
12. What is **that**? _____
13. **That** shirt is too expensive. _____
14. The show was not **that** bad. _____
15. I have a different view on the **subject**. _____
16. He is not **subject** to the normal police discipline code. _____
17. He **subjected** her to four years of beatings and abuse. _____

2. *Identify the part of speech of each word in the following sentences.*

1. The garden industry is booming.

2. We advise everyone to ring before they leave.

3. We believed we were fighting for a good cause.

4. Advances have continued, though actual productivity has fallen.

5. Howard has been working hard over the recess.

6. My receptionist will help you choose the frames.

7. Prices have been rising faster than incomes.

8. Old people work the hardest.

9. Football has become international.

3. Read the text and fill in the chart by grouping the same parts of speech.

Charlie Tait and Willie Tait are identical twin brothers. Charlie is married to Lisa, and Willie is married to Dawn. Surprisingly, Lisa and Dawn are sisters. Both couples have got three children. Charlie and Lisa have got one son and two daughters: Kevin, Kylie, and Claire. Willie and Dawn have got two sons and one daughter: Michael, Scott, and Becky. They all live in Newcastle. Both have a very large house next to a park.

Nouns	Adjectives	Adverbs	Verbs	Prepositions	Determiners	Pronouns	Conjunctions

4. Read the text below and look for one example of:

countable noun	_____	preposition	_____
proper noun	_____	coordinating conjunction	_____
auxiliary verb	_____	subordinating conjunction	_____
lexical verb	_____	possessive determiner	_____
adjective	_____	article	_____
adverb	_____	quantifier	_____
pronoun	_____		

Humphrey Bogart was born on Christmas Day in 1899. He grew up in New York City and started studying to be a doctor; but in 1918 he left college and joined the US Navy. He fought in the First World War and when he returned to the US he decided to become an actor. He got a job in the theatre in New York. But in the 1930s he moved to Hollywood and started working in some films. There he met and fell in love with Lauren Bacall. They got married very soon after they met. She was his fourth wife. Although he won an Oscar for best actor for his role in *The African Queen* in 1951, his most famous role was as Rick in *Casablanca*, which is probably the greatest love story ever on film.

5. Determine the part of speech of the words in bold.

Pets

A pet or companion animal **is** an animal kept **primarily** for a person's company or **protection**, as opposed to working animals, **sport** animals, livestock, and **laboratory** animals, which **are** kept primarily for performance, **agricultural** value, or research. **The most** popular pets are noted for their **attractive** appearances and **their** loyal or playful personalities.

Extracted from Wikipedia <https://en.wikipedia.org/wiki/Pet>

CHAPTER 2

THE ENGLISH VERB PHRASE

TIME AND TENSE

As everyone knows, the **time** of an action is the particular point when it happens. This can be past, present or future. It is a *universal* concept and, therefore, it does not vary across languages. The time when an event takes place can be indicated by adverbs or adverbials such as: yesterday, tomorrow, five years ago, in 1983, now, etc.

On the other hand, **tense** can be defined as the form a verb adopts to indicate time. It is a grammatical concept, and as such it varies across languages. It is fundamental for the learner of English grammar to understand the difference between **time** and **tense**. A past tense in English does not always refer to a past time.

Examples:

- ❖ the simple past tense does not necessarily express past time. E.g. *I wish you were here.* (Tense: simple past. Time: present)
- ❖ the present progressive tense does not always indicate present time. E.g. *We are leaving early tomorrow.* (Tense: present progressive. Time: future)

PRESENT SIMPLE TENSE

FORM

I / You **work** – He / She / It **works**.

Do you **work**? - **Does** he **work**? Yes, I do. / No, he doesn't.

I **do not (don't) work**. - He **does not (doesn't) work**.

MAIN USES

- For repeated and permanent actions or situations; states and verbs that refer to feelings.

*Ken **enjoys** hospital dramas.* (verb that refers to a feeling)

*British people **drink** a lot of tea, while Americans **drink** more coffee.*

(permanent action)

*A colony of Antarctic penguins **lives** in Marwell Zoo.* (permanent situation)

- For habits and daily routines.

*Ken **watches** "ER" every week.*

- For general truths, laws of nature.

*Ice **melts** in the sun.*

- For short actions that have little or no duration. For example, sports commentaries and demonstrations of different kinds (teachers, cooks, conjurors).

*Black **passes** the ball to Myers, Myers **stops** it, **kicks** it and it's a goal!!!*

*First, I **mix** sugar and butter and then I **add** the milk.*

The present simple tense (when it refers to habits) is frequently used with the following time expressions: *always, usually, often, seldom, never, every day/week/month/year, on Mondays/Tuesdays, in the morning/afternoon/evening, at night/the weekend ...*

PRESENT CONTINUOUS / PROGRESSIVE TENSE

FORM

I **am** ('m) / You **are** ('re) / He **is** ('s) working.

Are you / **Is** he working? Yes, I **am**. / No, he **isn't**.

I **am** ('m) **not** / He **is** **not** (**isn't**) / They **are** **not** (**aren't**) working.

MAIN USES

- For actions taking place now, at the moment of speaking.

*I'll be with you in a minute. I'm just **finishing** something in the kitchen.*

- For temporary actions; that is, actions that are going on around now, but not at the very moment of speaking.

*I'm **reading** "Harry Potter and the Goblet of Fire" now. When I finish, I'll start "The Lord of the Rings".*

*I'm **taking** the bus this week. My car has broken down.*

*She **is staying** in the Waldorf Astoria on this visit to New York.*

(compare: She always stays in the Waldorf Astoria on her visits to New York.)

- For activities that seem unreasonable to the speaker. To express irritation at actions which, in the speaker's view, happen too often. The adverbial is obligatory.

*My daughter's boyfriend **is** always **phoning** her at lunchtime.*

*The neighbours **are** always/constantly/continually **slamming** doors and shouting during the night.*

- For changing or developing situations (in general with a comparative construction).

*British summers **are getting** hotter and winters **are getting** warmer.*

The present continuous is frequently used with the following time expressions: *now, at the moment, these days, at present, nowadays ...*

PRESENT PERFECT SIMPLE TENSE

PRESENT PERFECT CONTINUOUS/PROGRESSIVE TENSE

Present Perfect Simple

FORM

I/You **have ('ve)** arrived.

He/She/It **has ('s)** arrived.

Have you arrived?

You **have not (haven't)** arrived.

He/She/It **has not (hasn't)**
arrived.

Present Perfect Progressive

FORM

I/You **have ('ve) been** reading.

He/She/It **has ('s) been** reading.

Have you **been** reading?

Has he/she/it **been** reading?

You **have not (haven't)** been reading.

He/She/It **has not (hasn't)** been
reading.

Both the present perfect and the present perfect continuous tenses **connect the past and the present time**. That is, they can describe actions/states which started in the past and continue up to the present. In this case, we often use *for* and *since* (**unfinished use**). In addition, these two verb tenses describe actions which were completed in the past but whose results affect the present or are visible in the present time (**finished use**)¹.

*The manor house **has stood** on this spot for over two hundred years.*

*We **have all been studying** for the maths test since 8 in the morning.*

} Unfinished
Use

*The power surge **has broken** my computer. Now I can't keep on working.*

A: Why do you look so dirty?

*B: I've **been doing** the garden the whole afternoon!!*

} Finished
Use

¹ Students should be made aware of the fact that there are differences between British and American English as regards the finished use of the Present Perfect Simple. In this course we will follow the British approach.

MAIN USES

Both the present perfect and the present perfect progressive/continuous have finished and unfinished uses with the same meanings. The main difference lies in the fact that the progressive /continuous form emphasizes the **DURATION** of the action or state.

UNFINISHED USE

- The present perfect and the present perfect continuous are used to refer to an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/ day/ week, etc.*

I've been learning to play chess for three years now.

I've worked in this company since 1990.

FINISHED USE

- The present perfect and the present perfect continuous are used to refer to actions which happened at an **unstated** time in the past. The exact time is not important, so it is not mentioned. The emphasis is placed on the action.

A: Why do you say Match Point has an unexpected ending?

B: Because I've seen it!

A: When did you see it?

B: Last night.

*What novels **have** you **been** reading?*

- The present perfect and the present perfect continuous are used to refer to past actions which have caused a **present result or consequence**.

*What **have** you **been doing**? Look at yourself, you're all dirty!!!*

***Have** you **seen** a ghost? You're absolutely pale!!*

- The present perfect and the present perfect continuous are also used to refer to actions that are finished or completed at a **recent** past, not up to the present.

*You've **been fighting**! (I can see that you have a black eye and torn clothes)*

*Someone **has** just **been reading** my business papers.*

*I **have** just **received** an email from my old friend who lives in Switzerland.*

- The present perfect and the present perfect continuous are used to refer to a finished action which happened within a **specific time period which is not over** at the moment of speaking, such as *today, this morning/ afternoon/ week/ month/ year*, etc.

*This channel **has shown** four wildlife documentaries this week. (The week has not finished yet)*

*I've **had** three cups of tea today.*

*I've **been working** very hard this week.*

Summary of Present Perfect

A) Unfinished use: an unfinished action.

For + period of time

Since + specific time

Until now / up to now / so far

"They have worked in this office ever since they moved here."

B) Finished use

B.1. Indefinite happening in the past.

Before / ever / never / yet / already

"I have already done my homework."

B. 2. Present results.

"Someone has broken her doll."

B.3. Recent completed activity.

Just / recently / lately

"Have you been to the cinema lately?"

B.4. Activity completed during a present incomplete period of time.

Today / this month, week, etc.

"She has received three e-mails this morning."

PAST SIMPLE TENSE

FORM

I/He/She/We **returned/left**.

Did he **return/leave**? Yes, he did. / No, he didn't.

He **did not (didn't)** **return/leave**.

The Simple is used to refer to actions which happened at a definite time in the past.

The time is stated, already known or identified by the preceding language context.

*The rebels **took** most of the province three months ago.*

*Christopher Columbus **discovered** America.*

MAIN USES

- For actions/events which happened immediately one after the other in a sequence in the past.

*Claire **jumped out** of her chair, **ran** to the balcony and **grabbed** the screaming child.*

- For past habits or states.

*We often/always/never **went** to church together when I was a child.*

*I **was** fat when I was a teenager.*

- For permanent actions or situations in the past.

*The Incas **made use of** an advanced agricultural system. They also **knew** a lot about mathematics and astrology.*

The past simple is used with the following time expressions: yesterday, last night/week/month/year/Monday, etc. two days/weeks/months, etc. ago, then, when, How long ago...?, in 1993,1845, etc.

(See list of irregular verbs at the end of the book.)

PAST CONTINUOUS / PROGRESSIVE TENSE

FORM

I/He/She **was** / We/They **were watching**.

Was he / **Were** they **watching**? Yes, he was. / No, they weren't.

He **was not (wasn't)** / They **were not (weren't) watching**.

MAIN USES

- For an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*We didn't hear him come in because we **were sleeping** on the top floor that night.*

- For an action which was in progress when another action happened or interrupted it.

*They **were crossing** the bridge when the earthquake struck.*

- For two or more simultaneous past actions.

*It was a lovely scene; mummy **was knitting** while her babies **were playing** on the floor.*

- To describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events.

*Night **was falling** over the beleaguered city.*

- For habitual past actions that annoyed the speaker. (Like in the simple present tense, the use of the frequency adverb is obligatory)

*My daughter's boyfriend **was always phoning** her at lunchtime.*

The neighbours **were** *always/constantly* **shouting** during the night.

The past continuous is used with the following time expressions: *when, while, as, all day/night/morning*, etc.

WAYS TO REFER TO THE FUTURE

Since in English there is no future tense as such, futurity is expressed in various ways. Some of them are the modal *will*², the modal expression *be going to*, *the present continuous tense*, *the present simple tense*.

WILL (FUTURE SIMPLE)

FORM

He/They **will ('ll)** call.

Will he/they call? Yes, he will. / No, they won't.

He/They **will not (won't)** call.

MAIN USES: The *future simple* is used:

- In predictions based on the speaker's beliefs about the future usually with the verbs think, believe, expect, etc. the expressions be sure, be afraid, etc. and the adverbs perhaps, certainly, probably, etc.

*I think he'll never **forgive** me.*

- For on-the-spot decisions and offers.

*Oh, our guests are here. I'll **go** and **sort out** some drinks for them.*

- For actions/events/situations which will definitely happen in the future and which we cannot control.

*James **will turn** fifteen next month.*

² Some grammarians refer to this use as "Simple Future Tense"

- For promises (usually with the verbs promise, swear, guarantee, etc.), for threats, for warnings, for requests, for hopes. In this case ‘will’ is seldom contracted.

*Don't worry. I promise I **will be** there with you.*

*The priest says “**Will** you take this woman as your lawfully wedded wife?” and the groom says “I **will**”.*

BE GOING TO

FORM

I **am** (‘m) / You **are** (‘re) / She **is** (‘s) **going to stay**.

Are you / **Is** she **going to stay**? Yes, I am. / No, she isn’t.

You **are not** (aren’t) / She **is not** (isn’t) **going to stay**.

MAIN USES: *Be going to* is used:

- For premeditated plans, intentions or ambitions we have for the future.

*I’m **going to** give up smoking!*

- In predictions when there is evidence that something will happen in the near future.

*Look at those black clouds. It’s **going to** rain.*

NOTE: We use “will” when we make a prediction based on what we think, believe or imagine. We use “be going to” when we make a prediction based on what we can see (evidence) or know.

PRESENT PROGRESSIVE

- The present continuous is used for actions that we have already arranged to do in the FUTURE, especially when the time and place have been settled.

*As we are very tired, we **are taking** a month off next summer.*

*We **are christening** the baby on Sunday 14th at 9:30.*

PRESENT SIMPLE

- The present simple is used with a future meaning when we refer to programmes or timetables (trains, buses, etc.).

*The tour **departs** on October 11th for 15 days and costs \$495.*

All future forms are used with the following expressions: <i>tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.</i>
--

Activities

1. Put the verbs in brackets in the correct form of the present simple tense or present continuous tense. Discuss the meaning of the verb tense in each case.

Luke: Who are the Cobras?

Bella: We are. It's the name of our basketball team.

Jason: Are you any good?

Sam: We _____ (get) better. We _____ (practise) most evenings. And normally we _____ (play) one match a week.

Lisa: There's a league for all the local under -15 teams.

Jason: Really? I _____ (love) basketball.

Bella: Well, we _____ (look) for an extra player. How old are you?

Jason: I'm 14.

Lisa: Welcome to the Cobras, Jason!

Jason: I _____ (not believe) it! This is fantastic!

Luke: Hey! What about me?

Jason: Luke, you _____ (be) too young. You're only 12.

Luke: You _____ (say/always) I'm too young. It's not fair!

Jason: Too bad!

2.a. Complete the following text with the correct form of the Simple Past tense

A BIG MISTAKE

Mr and Mrs Paik are from South Korea. They _____ (get) married last year. They _____ (decide) to have their honeymoon in Europe, and they _____ (choose) to visit Stockholm and Venice. They _____ (enjoy) their visit to Stockholm, and they _____ (be) excited about Venice. They _____ (leave) the Swedish capital on an overnight train.

The next morning, the Paiks _____ (look out) of the train window. They _____ (realise) there _____ (be) a problem. Instead of the gondolas of Venice, they _____ (see) fields full of snow.

Mr Paik _____ (ask) the guard, 'Are we in Venice?'

The guard _____ (reply), 'We're in Vännäs.'

'Venice in the north of Italy?', _____ (repeat) Mr Paik.

'No,' _____ (explain) the guard, 'that's *Venedig*. This is Vännäs – V-a-n-n-a-s.'

The train _____ (be) in a small village in the north of Sweden.

The Paiks _____ (tell) the guard their story. 'We _____ (want) to go to Venice in the north of Italy. We _____ (not/know) the Swedish name _____ (be) Venedig. When we _____ (buy) our tickets in the railway station in Stockholm, the clerk _____ (think) we said Vännäs in Sweden.'

The guard _____ (repay) the Paiks their ticket money, and _____ (put) them on the next train to Stockholm. He _____ (write) 'Can I have two tickets to Venice?' in Swedish on a piece of paper and _____ (give) it to them.

b. Complete the table below with the past tense form in the article.

REGULAR VERBS	IRREGULAR VERBS

c. Add 10 verbs to each column.

3. Put the verbs in brackets into the correct form of the Simple Past or the Past Progressive tense.

While Sue Barnes, a reporter for the New Musical Express, _____ (travel) round the USA last year, she _____ (have) an unpleasant experience. She had interviewed a jazz singer and had recorded the interview on a cassette which _____ (be) on the front seat of her car together with other personal belongings.

She _____ (drive) back to her motel after a party in Hollywood on her last night when she realised she _____ (run out) of petrol. She _____ (stop) at an all-night garage just off the highway. She _____ (fill) the petrol tank, _____ (take) 20 dollars from her wallet and _____ (go) to the kiosk to pay. While she

_____ (pay), a boy suddenly _____ (appear) from the shadows, _____ (open) her car and _____ (take) her wallet, passport and return air ticket – and her cassette!

4. Complete the following text with the correct form of the Simple Past or Past Progressive tense.

Lorna Bright is a long-distance walker. This is a part of her diary describing a morning's walk along the coast.

It _____ (be) a fine day when I _____ (start) out on the last part of my walk around the coast of Britain. The sun _____ (shine), and a light wind _____ (blow) from the south-west. I _____ (be) pleased that it _____ (not/rain). I _____ (know) by then that I _____ (not/like) rain. In fact I _____ (hate) it.

I _____ (walk) along the cliff top and then down into the lovely fishing village of Wellburn, past a café where people _____ (have) morning coffee. Three miles past Wellburn I _____ (sit) down for five minutes and _____ (have) a drink. Now it _____ (get) warmer, so I _____ (take) off my sweater. I _____ (not/stop) for long because I _____ (have) to reach Seabury by lunch-time. When I finally _____ (get) there, it _____ (be) just after half past twelve.

5. Fill in the blanks with the correct form of the verbs in brackets (simple present tense, present progressive tense, simple past tense, past progressive tense). Discuss the meaning and/or use of the verb tense(s) in each case.

1. I _____ (watch) television every day.
2. Water _____ (consist) of hydrogen and oxygen.
3. I _____ (study) for two hours every night.

4. I need an umbrella because it _____ (rain).
5. The sun _____ (rise) in the East, and _____ (set) in the West.
6. He _____ (sleep) when I _____ (arrive).
7. Most animals _____ (kill) only for food.
8. You can make the tea because the water _____ (boil).
9. Mary _____ (leave / always) her dirty socks on the floor for me to pick up!
10. Don't you think you _____ (be) rather foolish?
11. John _____ (sleep) right now.
12. I thought she looked thinner. Apparently, she _____ (slim).
13. He _____ (live) in Paris for ten years but now he _____ (live) in Rome.
14. The climate in this area _____ (get) drier and drier.

6. Read the situations below. Complete the questions using the Present Perfect Simple or Continuous.

- a. Your friend is wearing glasses. You've never seen him with glasses on before.
How long _____
- b. Nick is playing computer games.
How many _____
- c. You meet a group of people walking across country.
How many miles _____
- d. Some workmen are digging up the road outside Sarah's house.
How long _____
- e. Laura is taking lots of photographs of you and your friends.
How many _____
- f. You have just woken up from an afternoon sleep and seen that it's raining.
How long _____

7. Complete the sentences using the verbs in brackets in the Present Perfect or the Simple Past tense.

1. I _____ (have) those shoes since my eighteenth birthday.
2. I _____ (tidy) my desk, but now it's in a mess again.
3. The last time I _____ (go) to Brighton was in August.
4. I'd like to meet a ghost, but I _____ (never/see) one.
5. I _____ (finish) my homework. I _____ (do) it before tea.
6. And the race is over! Mick Simpson _____ (win) in a record time!
7. I _____ (work) in a computer company for a year. That _____ (be) after college.
8. What time _____ (you/get) to work this morning?
9. Martin _____ (be) to Greece five times. He loves the place.
10. The President _____ (come) out the building and is going to give a speech.
11. You won't believe this, but I've got some tickets for the concert – Oh, well done. How _____ (you/get) them?
12. Of course I can ride a bike. The problem is I _____ (not/ride) one for years.
13. Marilyn Monroe _____ (work) in about thirty films.
14. _____ (you/ever/bake) your own bread?
15. Janet _____ (be) very ill three years ago.
16. Rupert has left a message for you. He _____ (ring) last night.
17. _____ (you/see) the news today?
18. We _____ (move) here in 1993. We _____ (be) here for a long time now.

8. Complete the following sentences using the verbs in brackets in the Present Perfect Simple or Continuous.

- a. I _____ (write) the letter. Would you post it for me?
- b. For the last two years he _____ (write) a history of the Civil War.
- c. What _____ (you/do) for the last half hour? – I _____
(sit) here working at this problem.
- d. We _____ (live/always) in a bungalow, so it will seem strange when we move into a house.
- e. You look very upset. What _____ (happen)?
- f. He shouldn't drive this evening. He _____ (drink).
- g. I'd better not drive. I _____ (drink) quite a lot.
- h. The meat must be nearly ready. It _____ (cook) for nearly an hour.
- i. You _____ (not/finish) that book yet? You _____
(read) it for more than a week.
- j. I wonder if John _____ (forget) my number. I _____
(wait) for his phone call for the past two hours.

9. Choose the correct alternative.

- a. I'd like to borrow this book. Has Anna read it _____ ?
1) *done* 2) *for* 3) *just* 4) *yet*
- b. Ben writes very quickly. He's _____ finished his essay.
1) *already* 2) *been* 3) *for* 4) *yet*
- c. What are you going to do? – I don't know. I haven't decided _____.
1) *just* 2) *long* 3) *since* 4) *yet*
- d. I've _____ to London. I went there in June.
1) *been* 2) *gone* 3) *just* 4) *yet*
- e. Have you _____ done any skiing?
1) *ever* 2) *for* 3) *just* 4) *long*
- f. My boyfriend hasn't rung _____ week.
1) *last* 2) *for* 3) *since* 4) *this*

g. I haven't seen that coat before. How _____ have you had it?

1) *already*

2) *for*

3) *long*

4) *since*

h. The girls have _____ to the cinema. They won't be back until ten o'clock.

1) *already*

2) *been*

3) *gone*

4) *just*

10. Write the meaning of the tense used in each sentence. Choose from the list in the box.

*Repeated action showing annoyance

*Future action that is very certain to happen

*Permanent situation or state

*Activity happening at the moment of speaking

*Temporary action over a limited period of time

*Developing situation

*Eternal truth

*Fixed arrangement

*Habitual action

a. I'm going to school by bus this week.

b. Peter lives in a big house on the outskirts of Paris.

c. You're always smoking in the room.

d. Lentils are rich in iron.

e. A woman is waiting for you in the office.

f. She rarely uses public transport.

g. The exam is at 8 next Monday.

h. Summers are getting hotter and hotter.

- i. Sorry, I can't meet you tomorrow because I'm going shopping in the morning.
-

11. Read the conversation below. Choose the most appropriate option.

Nancy is engaged to be married. She and her fiancé, Tim, are trying to make their wedding plans, but Nancy's mother doesn't agree with them.

Nancy's mother: Now, I have it all planned, honey. We will / are going to go shopping for your wedding dress this weekend. Oh, you'll / you're going to look so beautiful in a long, white dress!

Nancy: Mom, I'm not spending / going to spend hundreds of dollars on a dress that I'll not / I'm not going to wear again.

Nancy's mother: Don't worry about that. Your father and I pay / will pay for it!

Nancy: No, Mother. I'm not going to / I'm not wearing wear an expensive dress. In fact, I've already bought a plain one and I'll pick / I'm picking it up tomorrow afternoon.

Nancy's mother: OK. We're going to / We'll see... Now, what about the reception? We're going to have / We're having a big party with music and dancing, aren't we?

Nancy: No, Mom. The plane to Hawaii leaves / will leave at 9. We won't have enough time. Will you and daddy / Are you and daddy going to have a small reception at home?

Nancy's mother: Well, it's a tradition that the bride's parents give the reception... I'm sure it's going to / it'll be OK with your father. I'll ask / I'm asking him tonight.

Nancy: Thanks, mom.

12. What is the difference in meaning between these sentences?

- a. We're going to visit Rome next summer holidays.
 We're visiting Rome next summer holidays.

- b. _ She will have many babies.
 _ She is going to have a baby.

- c. _ I'm helping him at the party.
 _ I'm going to help him at the party.

- d. _ I'll take a taxi.
 _ I'm going to take a taxi.

- e. _ Paul is leaving at 6 tomorrow.
 _ Paul leaves at 6 tomorrow.

13. Underline the verb phrases in the following sentences. Identify the verb tense used in each case and refer to its meaning and/or use.

a. Oh! He's always asking the same silly things.

b. Have you ever read Charles Dickens?

c. I'm sure you'll get over.

d. He's living with a friend this week.

e. She's getting thinner and thinner.

f. Look out! That tree is going to fall!

g. Ice melts in the sun.

h. Who has drunk my milkshake?

i. Who has been drinking my milkshake?

j. I'm travelling to Spain next July.

k. Mozart died very young.

l. I haven't seen Julia this week.

m. Classes start in April.

n. I've just prepared some coffee. Would you like some?

o. While I was talking to him he was reading the paper.

14. Complete the following sentences using an appropriate form of the verbs in brackets to indicate future time. There may be more than one possibility.

a. You want to meet a friend for lunch. You phone her and say: "What _____ (do) on Wednesday at one o'clock?"

b. You look at the dark clouds in the sky. "It _____." (rain)

c. You have decided to go to Italy for your holidays next year. "We _____ (go) to Italy next summer."

d. Your friend has a two-month-old baby and is going out to a party. You ask, "Who _____ (look after) the baby?"

e. You want to find out about trains to Manchester. At the enquiries desk you ask, "When _____ the train _____?" (leave)

f. Your friend is driving very fast. Suddenly a lorry appears on your side of the road. "Be careful! We _____!" (crash)

g. You pack your bags and go angrily to the door. It's all over. You say, "That's it! I _____!" (leave)

h. You see someone carrying a lot of parcels trying to get into the lift. "Wait a minute, I _____ (open) the door for you."

15. Write sentences of your own (at least 8 words) that could possibly appear in these contexts.

a. A weather forecast

b. A school timetable

c. A politician's campaign speech

d. A dialogue with a fortune-teller

e. New Year's Resolution

f. A conversation among friends organizing a farewell party.

g. A trip schedule

16. Match the sentences with the meaning of the tense used in each of them.

Example	Use
1. It's getting cold. Let's go inside.	a. ____ Habitual action.
2. What were you doing when the car crashed?	b. ____ Future situation part of a timetable.
3. Patricia has never been to the beach.	c. ____ Action taking place at the moment of speaking.
4. She has sold three insurance policies this month.	d. ____ Repeated action showing annoyance.
5. I'm meeting Susan tomorrow morning.	e. ____ Fixed Arrangement.
6. The Earth revolves around the Sun.	f. ____ Two consecutive past actions.
7. There's football on TV tonight. Let's watch it.	g. ____ Past action in progress interrupted by another past action.
8. I'll take a mango juice, please.	h. ____ Action that started in the past and continues up to the present.
9. I'm on a diet. I'm having tea without sugar this week.	i. ____ Finished past action with present results.
10. He often visits grandma.	j. ____ Past action that finished in the recent past.
11. He worked in a bank all his life before dying.	k. ____ On-the-spot decision.
12. It's nearly nine now. We're going to be late.	l. ____ Scheduled future event.
13. You're always losing your pencils.	m. ____ Permanent state.
14. She picked up the phone and answered it.	n. ____ Law of nature.
15. No, thanks. I've already had lunch.	o. ____ Temporary situation.
16. While my husband was preparing dinner, I was telephoning Martha.	p. ____ Developing situation.
17. I prefer European to American films.	q. ____ Finished past action having no connection with the present.
18. Exams are in April.	r. ____ Past action in progress when another past action took place.
19. I've lived in Dublin for ten years now.	s. ____ Two simultaneous past actions.
20. While I was having a shower, the hot water broke.	t. ____ Indefinite happening in the past.
21. The plane's just landed.	v. ____ An action completed during an incomplete period of time.
22. Ann can't come to the phone now because she's feeding the baby.	w. ____ Prediction based on present evidence.

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17. Write sentences of your own of at least 8 words using an appropriate verb tense and the words in brackets. Do not change the given words.

a. twice a week_____

b. ever_____

c. better and better_____

d. contains_____

e. while_____

f. these days_____

g. recently_____

h. continuously_____

i. two weeks ago_____

j. at this moment_____

18. Write meaningful grammatical sentences of about eight words each using the following verbs as indicated.

a. sing (expressing a permanent ability)

b. leave (expressing a scheduled future event)

c. see (expressing a fixed arrangement)

d. study (expressing a completed past action with no connection to the present)

e. have (expressing an action that was in progress at a stated time in the past)

f. wear (expressing an action that started in the past and continues up to the present)

g. wait (expressing an action that started in the past and continues up to the moment of speaking; there is emphasis on duration)

h. read (expressing an action completed during an incomplete period of time)

i. tell (expressing a promise about the speaker's future behaviour)

j. quit (expressing a future intention or plan)

19. Explain the uses of the verb tenses in each of the following sentences.

- a) Two and two makes four.
- b) She speaks several languages.
- c) We often visit our parents.
- d) Classes begin next week.
- e) She is always breaking things.
- f) I'm meeting a friend of mine after lunch.
- g) Mum's cooking right now.
- h) We're getting up earlier these days.
- i) She sat for her last exam two days ago.
- j) Martin was sleeping when I phoned him.
- k) Jane has lived in Scotland for ten years now.
- l) Sue has lost her key.
- m) I have recently had lunch.
- n) I haven't seen John this week.
- o) He's been studying French for two years.
- p) You'll feel better after this medicine.
- q) It's late. I'll take a taxi.
- r) My birthday is tomorrow.
- s) I'm going to study psychology next year.
- t) I feel dizzy. I think I'm going to faint.
- u) I'm seeing the dentist tomorrow morning.

CHAPTER 3

THE NOUN PHRASE

A **noun** is a word that is used to identify a thing, a place, a person, an animal or an abstract idea. We reserve the term noun for single words. When a noun is used in a phrase, i.e. preceded by an article, any other noun determiner, an adjective, we speak of **noun phrases**.

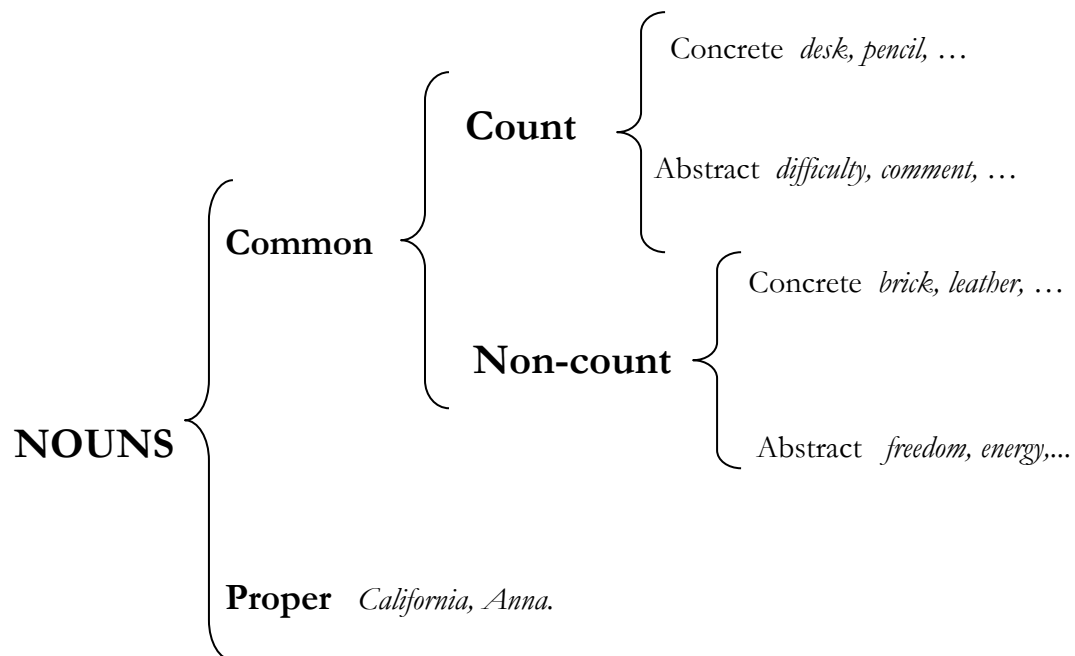
house (noun)

Argentina (noun)

my house (noun phrase)

a fragrant flower (noun phrase)

Classification of nouns (Quirk and Sidney Greenbaum, 1990):



Read this article about Thor Heyerdahl. Circle all the proper nouns. Underline once all the common count nouns. Underline twice the common non-count nouns.

Was Columbus really the first explorer to discover the Americas? Thor Heyerdahl didn't think so. He believed that ancient people were able to build boats that could cross oceans. To test his ideas, he decided to build a copy of the reed boats that were pictured in ancient paintings and sailed across the Atlantic from North Africa to Barbados. Heyerdahl's team also copied ancient Middle Eastern pots and filled them with food for their journey -dried fish, honey, oil, eggs, nuts and fresh fruit. Ra, the expedition's boat, carried an international group including a Norwegian, an Egyptian, an Italian, a Mexican and a Chadian.

The first trip failed but everyone survived and wanted to try again. Departing on 17 May 1970, under the flag of the United Nations, Ra II crossed the Atlantic in 57 days. The expedition proved that ancient civilizations had the skill to reach the Americas long before Columbus.

Taken from: Fuchs, M. & M, Bonner.2003. *Grammar Express*.

Countable Nouns

Countable nouns are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:

dog, cat, animal, man, person, bottle, box, litre, coin, note, dollar, cup, plate,
fork, table, chair, suitcase, bag

Countable nouns can be singular or plural:

My **dog** **is** playing.

My **dogs** **are** hungry.

We can use the indefinite article **a/an** with countable nouns:

A dog **is** **an** animal.

When a countable noun is singular, we must use a noun determiner like

a/the/my/this with it:

I want **an** orange. (*not* I want orange.)

Where is **my** bottle? (*not* Where is bottle?)

When a countable noun is plural, we can use it alone:

I like oranges.

Bottles can break.

Uncountable Nouns

Uncountable nouns (also called "mass nouns") are substances, liquids, types of food, sports and games, fields of study, diseases, natural forces, concepts, etc. that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself. Here are some more uncountable nouns:

<i>music, art, love, happiness</i>	<i>rice, sugar, butter, water</i>
<i>electricity, gas, power</i>	<i>advice, information, news</i>
<i>money, currency</i>	<i>furniture, luggage</i>

We usually treat uncountable nouns as singular. We use a singular verb. For example:

This news **is** very important.

Your luggage **looks** heavy.

We do not usually use the indefinite article **a/an** with uncountable nouns. We CANNOT say "an information" or "a music". But we can say:

a piece of news

a bottle of water

a grain of rice

Uncountable Nouns (also called non-count / mass nouns)

CATEGORY	NOUNS	EXAMPLE SENTENCES
Liquids	Tea, beer, soup, orange juice, milk.	The milk is sour.
Many types of food	Spaghetti, flour, meat, cheese, butter.	I never eat meat.
Materials	Silver, porcelain, brick, wood, concrete.	This house is made of wood.
Sports and games	Darts, chess, golf, dominoes, billiards.	Golf is an expensive sport.
Fields of study	Physics, linguistics, mathematics, astronomy.	Physics is fun and so is linguistics.
Diseases	Mumps, measles, shingles.	The news is that measles isn't fun at all.
Natural forces	Wind, snow, cold, weather.	We had nice weather all week.
Other items	News, fun, information, accommodation, work, furniture, luggage, hair, equipment, behaviour, rubbish.	What's the latest news about the election? Climbing equipment is quite expensive.

Abstract nouns

Abstract nouns are nouns that refer to entities that cannot be touched, tasted, seen, heard or smelt or felt. They usually represent a feeling, ideas and qualities. They can be singular nouns and plural nouns. They can be countable or uncountable (though often uncountable). Examples of abstract nouns are *love, hate, violence, culture, taste*.

*The doctors don't hold much **hope** for her.*

*They've made little **progress** in solving the problems of air pollution.*

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable *and* uncountable, often with a change of meaning.

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (= newspaper)	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party.	time	Have you got time for a coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work!

Some nouns can be used as countable or uncountable depending on how substances and abstractions are perceived. If they are perceived as **single individual instances** or as **separate entities**, they are used as **countable nouns**. If they are perceived as **mass substances** or as the **general phenomenon**, they are used as **uncountable nouns**.

*I never eat **fruit** for lunch.* → (U)

*When I'm on a diet I eat three **fruits** a day.* → (C)

*This wall is made of **stone**.* → (U)

*I can't walk; there's a **stone** in my shoe.* → (C)

*(In a restaurant, to the waiter) - Two **teas** and one **coffee** please.* → (C)

Leech and Svartvik state that abstract nouns are usually used as count nouns when they refer to events and occasions. (Leech, G. & J, Svartvik: 47).

*I had **a talk** with Jim. (a particular instance)* → (C)

*I dislike idle **talk**. (the general phenomenon)* → (U)

*They usually organize campaigns to redress social **injustice**. (the general phenomenon)* → (U)

*You do him **an injustice** if you think he is unwilling to help. (an instance of the general phenomenon) → (C)*

Look at the following nouns and decide whether they are typically used as count, non- count nouns, both or neither.

Cash	equipment	gang	government
Garbage	paper	pen	ticket
Steel	fun	patience	England
enemy	iron	glass	rubber

Proper nouns

A proper noun is a specific name of a place, a person, or a thing. The first letter of a proper noun is always represented by a capital letter. Proper nouns do not normally have plural forms and they are not used with determiners.

Proper Nouns in English	
1.Name of the Month and Day	January, February, April etc.
2. Names of Companies	Microsoft, Amazon, Nike, etc.
3. Names of People	John, Mary, Bill, Mr. Brown, Mr. Lee, Mr. Tom Jones
4. Names of Places	Greentown Hospital, Town House Hotel, City Park etc.
5. Titles of People	Dr. Kenny White, President Jimmy Ayusso, Ms. Miri Thomas etc.
6. Names's of Books, Newspapers, Plays etc.	The New York Times, War and Peace, Midnight Summer Dream

Collective nouns

Collective nouns are nouns that refer to things or people as a unit. They can be used in both the singular form and the plural form. Examples: family, class, team, crew etc.

With these nouns, there is a choice of whether to use a singular or plural verb. A **singular verb** is used if the group is perceived as a single undivided body, the group is viewed as a unit (Leech, G. & J, Svartvik: 44):

- *The audience **was** enormous.*
- *The government never **makes** up its mind in a hurry.*

A plural verb is used if the group is perceived as the sum of its members, a collection of individuals:

- *The audience **were** enjoying every minute of the show.*
- *My family **are** all tall.*

Plural formation

Task: Write the plural forms of the following nouns.

- | | | |
|------------|------------|-----------|
| 1. glass | 7. library | 13. hero |
| 2. problem | 8. monkey | 14. radio |
| 3. church | 9. family | 15. zero |
| 4. bush | 10. wife | 16. foot |
| 5. animal | 11. shelf | 17. mouse |
| 6. sex | 12. roof | 18. sheep |

Taken from Azar (1985). *Fundamentals of English Grammar*.

-With most nouns, we simply add **-s** to the singular: chair - chairs

-With nouns that end with: -s, -ss, -sh, -ch, -x, -z, we add **-es**: match - matches

-With nouns that end with a vowel + -y, we add **-s**: key - keys

-With nouns that end with a consonant + -y, we change the -y to -i and add -es:

baby - **babies**

-With nouns that end with -o, the plural is usually regular, i.e. we add -s:

video - **videos**

-Some nouns ending with -o take -es to form the plural: **tomato** - **tomatoes**,
potato - **potatoes**, **hero** - **heroes**, **echo** - **echoes**, **embargo** - **embargoes**.

In some cases both endings are possible: **cargo** - **cargo(e)s**, **halo** - **halo(e)s**, **buffalo** - **buffalo(e)s**, **volcano** - **volcano(e)s**

-With nouns that end with -f, we add -s: **cliff** - **cliffs**, **proof** - **proofs**, **belief** - **beliefs**, **roof** - **roofs**

Irregular plurals

-Some other nouns ending with -f drop -f and add -ves to form the plural:

wife - wives

Some others are: *calf, loaf, wolf, self, shelf, thief, knife, leaf, half.*

- There are some nouns that form the plurals differently. They change their vowels in the middle of the singular form when forming the plural or form the plural by adding the suffix *en*.

one goose - two geese

foot - feet

louse - lice

man - men

mouse - mice

tooth - teeth

woman - women

child - children

ox - oxen

-There are a number of nouns that have the same singular and plural form:

one bison – two bison
deer - deer
moose - moose
sheep - sheep
swine – swine
series – series
species – species
means - means

-There are some nouns that are **always plural**, even if they look like singular in form.

E.g. *People, cattle, police.*

*The **police are** looking for the notorious rapist everywhere.*

-Some other plural-only nouns refer to entities which comprise two parts, eg. *Scissors, trousers, shorts, glasses, binoculars, jeans, pyjamas*, or they refer to entities which comprise an indefinite number of parts, eg. *goods, belongings, outskirts, arms (weapons), clothes, surroundings, premises, media, remains, headquarters..*

Determiners (1): Articles

Articles are a class of determiners that limit the scope of nouns. They always accompany a noun. English has three articles: *the*, *a/an* and the zero article (\emptyset). *The* is used to refer to **specific** or particular nouns; *a/an* is used to modify **non-specific** or non-particular nouns. We call *the* the **definite** article and *a/an* the **indefinite** article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.

In other words, *the* is used to refer to a *specific* or *particular* member of a group, for example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use *the*.

"*A/an*" is used to refer to a *non-specific* or *non-particular* member of the group, for example, "I would like to go see a movie." Here, we are not talking about a *specific* movie. We are talking about *any* movie. There are many movies, and I want to see *any* movie. I do not have a specific one in mind.

Indefinite Articles: *a* and *an*

"*A*" and "*an*" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My daughter really wants a dog for Christmas." The article refers to *any* dog. We do not know which dog because we have not found the dog yet.
- "Somebody, please, call a policeman!" This refers to *any* policeman. We do not need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw an elephant!" In this example we are talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about in this case.

Remember! Using *a* or *an* depends on the sound with which the next word begins. So...

- a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*
- a + singular noun beginning with a consonant sound: a user (sounds like 'ju-zer,' i.e. begins with a consonant 'ju' sound, so 'a' is used); a university; a unicycle

Remember that this rule also applies when you use acronyms:

Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between *a* and *an* depends on the initial sound of the adjective that immediately follows the article:

- a broken egg
- an unusual problem
- a European country

In English, the indefinite article is used to indicate membership in a group:

- I am a teacher. (I am a member of a large group known as teachers.)
- Brian is an Irishman. (Brian is a member of the people known as Irish.)
- Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: *the*

The definite article is used before singular and plural countable nouns and before uncountable nouns when the noun is specific or particular. *The* signals that the noun is definite, that it refers to a particular member of a group, for example:

"The dog that bit me ran away." Here, we are talking about a *specific* dog, the dog that bit me.

"I was happy to see the policeman who saved my cat!" Here, we are talking about a *particular* policeman. Even if we do not know the policeman's name, he is still a particular policeman because he is the one who saved the cat.

"I saw the elephant at the zoo." Here, we are talking about a *specific* noun. Probably there is only one elephant at the zoo.

Articles with Count and Noncount Nouns

The can be used with noncount nouns, or the article can be omitted entirely when we want to generalize.

- "I love to sail over the water" (some specific body of water) or "I love to sail over water" (water in general).
- "He spilled the milk all over the floor" (some specific milk; perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (milk in general).

"*A/an*" can be used only with **count** nouns.

- "I need a bottle of water."
- "I need a new glass of milk."

In general, you cannot say, "She wants a water," unless you imply, say, a bottle of water.

Geographical use of *the*

There are some specific rules for using *the* with geographical nouns.

Do **not** use *the* before:

- names of most countries/territories: *Italy, Mexico, Bolivia*, but, *the Netherlands, the Dominican Republic, the Philippines, the United States*
- names of cities, towns, or states: *Seoul, Manitoba, Miami*
- names of streets: *Washington Blvd., Main St.*
- names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*
- names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*
- names of continents (Asia, Europe)
- names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

Do use *the* before:

- names of rivers, oceans and seas: *the Nile, the Pacific*
- points on the globe: *the Equator, the North Pole*
- geographical areas: *the Middle East, the West*
- deserts, forests, gulfs, and peninsulas: *the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula*

Omission of Articles

Some common types of nouns that do not take an article are:

- Names of languages and nationalities: *Chinese, English, Spanish, Russian*
(unless you are referring to the population of the nation: "**The** Spanish are known for their warm hospitality.")
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

(Adapted from: Lynch, P. and A. Brizee (2010) *The Writing Lab*)

Determiners (2): Quantifiers

Read this article about getting prepared for natural disasters. Underline the quantifiers + countable nouns. Circle the quantifiers + uncountable nouns and write them under the correct heading below:

BE PREPARED

Are you ready? Many people don't realize that some natural disasters such as earthquakes can strike with little warning. It may take many days for assistance to reach you. Prepare your disaster kit in advance. Here are a few tips.

Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.

You will also need food for several days. It's a good idea to store a lot of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, Such as peanut butter and raisins. And don't forget some 'comfort food' like biscuits and chocolate!

If you haven't got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags, and extra clothes for everyone.

Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.

The cash machines might not be working. Have you got any cash? You shouldn't keep much money in the house but you should have a lot of small notes and a few larger notes, too.

Adapted from Fuchs, M. & M, Bonner. 2003. *Grammar Express*

Quantifiers + count nouns

Quantifiers + non- count nouns

Count and non-count expressions of quantity.

COUNT NOUN QUANTIFIERS	NON-COUNT NOUN QUANTIFIERS	EXPLANATIONS
<ul style="list-style-type: none"> Some pencils A lot of toys - lots of toys Several Plenty of books 	<ul style="list-style-type: none"> Some information A lot of rain –lots of rain Plenty of traffic 	<ul style="list-style-type: none"> <i>Some, a lot of (Lots of), plenty of</i> can be used with both count and non-count nouns. <i>Some</i> means “a certain amount or number of, but not all”;

		<p>it is generally used in affirmative statements and in questions when a positive answer is expected. <i>Would you like some fresh water?</i></p>
<ul style="list-style-type: none"> • Many pencils • (A) few toys • (Very) few books 	<ul style="list-style-type: none"> • (not)much info • (A) little rain • (Very) little traffic 	<ul style="list-style-type: none"> • <i>Much</i> is used in questions and negative statements. • <i>A few</i> means "a small number or a sufficient number". • <i>Few</i> means "not many, almost none". • <i>A Little</i> means "a small amount". • <i>Little</i> means "hardly any at all, an insufficient amount"
<ul style="list-style-type: none"> • Any rolls 	<ul style="list-style-type: none"> • Any bread 	<ul style="list-style-type: none"> • <i>Any</i> can be used with both countable and uncountable nouns. It's usually used in interrogative and negative statements. <i>Any</i> can also be used in affirmative sentences to mean "it doesn't matter which/who/ what..."

<ul style="list-style-type: none"> • A great number of candidates • A large number of candidates 	<ul style="list-style-type: none"> • A great amount of petrol • A great deal of petrol 	<ul style="list-style-type: none"> • A great deal/amount of is used only with non-count nouns. • A great/ large number of is used only with count nouns.
--	--	--

Subject-Verb Concord

“The most important type of concord in English is concord of 3rd person number between subject and verb. A singular subject requires a singular verb:

My daughter *watches* television after supper.

A plural subject requires a plural verb:

My daughters *watch* television after supper.

- The number of a noun phrase depends on the number of its *head*:

The *change* in male attitudes *is* most obvious in industries.”

The *changes* in male attitudes *are* most obvious in industries. (Quirk, R. & S. Greenbaum: 214)

- *Everyone, everybody, everything, anyone, anybody, anything, no one, nobody, nothing (indefinite pronouns), each, neither, none* take singular verb concord.

Everyone *was* listening carefully.

Nobody *is* allowed to smoke here.

- *Either* (“the one or the other”), *neither* (“not the one nor the other), and *none* can be used as heads of pronominal groups (they work as pronouns here, not as determiners) and they usually take a singular verb.

Either	}	of the students <i>was</i> interviewed.
Neither		
None		

A plural verb can follow *either*, *neither*, *none* in a pronominal group in informal conversations:

Neither of the shoes *fit*.

Hundreds were examined but none *were* accepted.

- *All*, *enough* and *most* can be used with both count and non-count nouns, so the noun agrees in number with the verb.

All our supporters were interviewed.

All the music was instrumental.

There aren't enough chairs for all the guests.

There isn't enough information to make a decision now.

Most people take their holidays in the summer.

Most⁴ of his time was devoted to traveling.

⁴ *Most* is a pronoun here, not a determiner

Activities

1. Indicate if the underlined nouns are used as count or non- count nouns.

1. I bought some food at the grocery store.
2. I had some peas for dinner.
3. Vegetables are good for you.
4. I bought some chairs.
5. I added some pepper to the soup.
6. Vegetables and meat are foods.
7. I heard some funny noises in the kitchen.
8. Jane has brown hair.
9. I have some work to do tonight.
10. How many times have you been in Mexico?
11. I don't have enough space in my apartment for a piano.
12. I had many interesting experiences on my trip.
13. That painting is a work of art.
14. You can get a good education at that school.
15. Children need a lot of love.
16. I invited ten people to my party.
17. Brazil exports a lot of coffee.
18. They gave me a book for my birthday.
19. During the holidays the children enjoyed their freedom.
20. I've left my keys inside the car.
21. She made a witty remark during the meeting.
22. Bad news travels fast.
23. There was a lot of food on the table.
24. A fruit I particularly enjoy is the peach.
25. My luggage is in the car already.
26. I need some paper to write a note on.
27. The assistant did not give much information.
28. Health is perhaps more important than wealth.
29. Tea is a popular drink in China.

30. We could see a ship in the distance.
31. I've got a problem with the car.
32. Would you like some butter?
33. Shall we sit on the grass?
34. How much time do you need to finish your work?
35. Lucy can't cook very well. She hasn't had much experience in the kitchen.
36. I like to read poetry.
37. He's having financial difficulties.
38. Modern planes fly faster than sound.
39. I have some homework to finish.
40. He's engaged in scientific research.

2. Use the following nouns as count and non-count nouns. The sentences must be of at least 8 words.

1. Paper

2. Wood

3. Iron

4. Hair

5. Glass

6. Work

7. **Time**

8. **Cake**

9. **Room**

10. **Light**

11. **Noise**

12. **Sound**

13. **Chicken**

1. **Coffee**

Provide the plural of the following nouns, if possible.

Woman _____

Linguistics _____

Child _____

News _____

Foot _____

Leaf _____

Mouse _____

Billiards	_____
Man	_____
Goose	_____
Person	_____
Half	_____
Deer	_____
Knife	_____
Wife	_____
Sheep	_____
Fish	_____
Tooth	_____
Species	_____
Athletics	_____
Aircraft	_____
Darts	_____

4. Read the following text and correct the mistakes in the use of nouns and determiners

Don't leave your belonging unattended in a public spaces

This is so obvious that I am embarrassed to mention it, but persons do it all the times. Most notably, traveller leave their bags at their foot or hanging from the back of chair when they're at a cafes or a restaurants. Either keep them on your laps or wrap its strap around your leg.

Adapted from <http://www.lonelyplanet.com/travel-tips-and-articles/76192#ixzz3jxFOFQPi>

5. Complete the sentences with the correct form, *singular or plural*, of the given nouns. When necessary, choose the correct word in parentheses in some of the sentences.

1. *Chair* I bought some

2. *Furniture* I bought some
3. *Vegetables* There (is/ are) a lot of on the table.
4. *Clothing* I have a lot ofin my closet.
5. *Dress* Mary has a lot ofin her closet.
6. *Information* There (is/ are) plenty of in an encyclopedia.
7. *Traffic* There (is/ are) a great deal of in the street.
8. *Assignment* The teacher gave us a lot of
9. *Penny* Tommy had only four in his pocket.
10. *Jewelry* Mary wears a lot of
11. *Chemistry* I want to learn about
12. *Hair* Bob brushed a couple of off the shoulder of his blue suit coat.
13. *Progress* Irene's English is really improving. She's making a lot of
14. *Mouse* Many..... were found in the abandoned house.
15. *Gold* My earrings are made of

Taken from: Schramper Azar, B. 1985. *Fundamentals of English Grammar*.

6. Fill in the blanks with the plural form of the nouns in brackets.

1. Three(thief) were caught by the police last night.
2. Not many(woman) are interested in doing housework.
3. She has her(foot) firmly on the ground.
4. The(child) were playing joyfully.
5. We'll need some more(loaf) of bread if your cousins are coming over for dinner.
6. My granny always read bed(story) to me and my siblings.
7. Active(volcano) can erupt at any time.

8. Three(calf) were born at dawn.
9. We've already given her many (scarf).Let's get her something different!
10. She is the only one in her family who has strong religious (belief).
11. There are white, pink, yellow, orange, red and blue(poppy); some have a dark centre.
.....
12. (kangaroo) have long been regarded as strange animals. Early explorers described them as creatures that had heads like(deer) (without antlers), stood upright like(man), and hopped like(frog).
13. They are going to give three further(series) of concerts.
.....
14. (sheep) are quite intelligent creatures and have more brainpower than people are willing to give them credit for.
15. We haven't got any blank (video), have we?
16. We took lots of(photo) at Christmas.
17. Have you got any extra(match)?
18. I'm putting up some new kitchen(shelf).
19. Could you buy some(tomato) and(potato), please?
20. We need some (battery) for the radio.

6a. Circle the correct word.

1. How many biscuits *was/were* there in the tin?
2. These trousers *is/are* too long.

3. My hair *is/ are* a mess today.
4. There *is/are* a new pair of socks in that bag for you.
5. The police *is/are* still looking for the escaped criminal.
6. I couldn't see Steve at the party. There *was/were* too many people there.
7. My shoes *is/are* very similar to yours.
8. I can't stand people who never *do/does* anything for themselves.
9. My shorts *is/are* too dirty.
10. The stairs in the cathedral *was/were* very steep. I was exhausted when I reached the top.

Adapted from Dooley, J & V, Evans. 1999. *Grammarway 3*.

6.b. Complete this letter Rachel has received from her sister. Circle the correct forms.

Thank/thanks for your letter. Your news *was/were* interesting. We must talk soon. What about us? Well, we're living on the *outskirt/outskirts* of town, not far from the company *headquarter/headquarters*, where Jeremy *work/works*. The house is nice actually but the surroundings *isn't/aren't* very pleasant. I'm doing the course I told you about. Statistics *is/are* an easy subject, I find, but economics *give/gives* me problems!

Taken from Eastwood, J. 1999 (2nd ed). *Oxford Practice Grammar*.

7. Fill in *is* or *are*, *was* or *were*.

1. Be careful! Those scissorsvery sharp.
2. MathsJohn's favourite subject at school.
3. The police investigating the crime.
4. These trouserstoo big for me.
5. The stairs in my housemade of wood.
6. His new furniturevery modern.

7. The weathergoing to be bad this weekend.
8. My advicethat you get a job.
9. His new clothesvery fashionable.
10. The teamall training hard for Saturday's match.
11. The money in the jarfor the week's shopping.
12. My pyjamasnot on my bed. Where
.....they?
13. Mumpsa childhood disease.
14. My luggagein the car already.
15. Your hairvery long again.
16. Tom's glovesmade of soft leather.
17. Athleticsmy favourite sport.
18. The television newsat ten o'clock.
19. The troopsinvolved in a training exercise.
20. Dartsoften played in pubs in England.
21. The remains of the mealthrown in the bin.
22. Be careful with Jim's binoculars. Theyvery expensive.
23.the equipment ready? We should go through the list.
24. Therestill a lot of work to do.
24. Theresome really good ideas in this book about
camping.
25. All her belongingsstolen.
26. Nobodyallowed to use cell phones inside the cinema.
27. The crowdall enjoying the game.
28. The ship's crewall very tired after a long sea voyage.
29. The staffworried about their jobs and want a meeting
with management as soon as possible.
30. All the parentsinvited to the school fair.
31. Therea lot of sheep on my father's farm.

32. Each studentgiven a warm welcome but noneable to say thanks.
33. His clothes dirty after the match.
34. Some of the moneymissing from the safe.
35. Only some of the childrengiven a present.
36. The jewellery she wearsextremely expensive.
37. Each of the knivestried but nonesharp.
38. Everything she saysconsidered offensive.

Taken from Eastwood, J. 1999 (2nd ed). *Oxford Practice Grammar* and Dooley, J. & Evans, V.1999. *Grammarway 3*.

8. Circle the correct quantifier in the following sentences.

1. **A lot of people/ much** people disagree with the current administration's foreign affairs policy.
2. She didn't derive **much/some** benefit from school.
3. **Little /several** students are learning French at language Schools in Montreal.
4. We've had **a great deal of/ few** time to finish our thesis project.
5. There are **a few/a little** pears in the fridge if you'd like some.
6. I have **little/few** homework assignments this week.
7. We have **enough/a great deal of** volunteers to finish decorating the ballroom.
8. **A great number/ amount of** passengers complained about British Airways flight cancellations.
9. I know **a few/ few** people who have had the same problem with those cars. They are the least reliable cars I've ever heard of.
10. I've met him so **many/much** times and I still can't remember his name. *Well, probably you haven't spent **much/ little** time with him.*
11. Check if you are in **a lot of/ any** doubt.
12. Unfortunately, he hasn't passed the exam. He's made **a little/ little** progress.
13. How **much/many** pasta do you need?

14. We have very **few/ little** apples left, I'm afraid.
15. There aren't **some/any** green peppers left. We must buy some.

9. Each of the sentences below has mistakes in the use of subject-verb agreement, plurals, quantifiers, capital letters. Find them and correct them.

1. "What is a mountaineer?" I asked myself last friday june 10 while I was speaking to my friend kirk from england about his everest summit.
2. After a half hour of asking questions, I had to interrupt kirk to tell him that I had had few for one day and I would call back later with a great deal of questions.
3. Much expedition teams have been attracted by lower permit costs within tibet.
4. I think the Weather is getting worse. I heard thunders today but there weren't any rain.
5. I had heard so few about this american guy that I decided to 'test drive' his guiding ability and traveled to bolivia in june of 2005 to climb a little mountains including sajama (21,500 feet) with him.

10. Read these conversations. Complete them with the correct quantifier (determiner or pronoun).

a. *much, many, a few, a little.*

A: Hi Liz. Did the storm cause material damage over there?

B: We losttrees and plants but the house is OK. We only lostwindows. How about you?

A: We didn't haveproblems either. We didn't havetime to shop before the storm but we always have our disaster kit ready. So we hadcandles andfood on hand.

b. *little, a little, few, a few.*

A: There's use in complaining. The manager won't do anything about it.

B: That's because onlyhave expressed their dissatisfaction.

A: If we only had thought about it more.

B: Well, we have more days to come and I believe we can still do something to improve this unfair situation.

11. Fill in the blanks with *any, some, much, many, a lot of, (a) few, (a) little, plenty of*.

1. We haven't gotbread. I'd better go to the shop.

2. Would you likecheese and biscuits?

3. There areathletes taking part in the International Games in London. –*Yes, there are more than last year.*

4. Our runners haven't wonmedals, have they?

5. No, not asas last time but there'stime.

6. There are stillevents to come.

7. I'd like to go and seeof the track events, but I haven't gottime at the moment.

8. Apparently there aren'tseats left. They are sold out.

9. I don't think I can lift this box on my own. I needhelp.

10.tourists visited Northern Ireland in the 1980s because of the terrorism there.

11. The main town on the island is very small and does not have important buildings. –*None at all, I think!*

12. The islanders do not havemoney and they havecontact with the outside world.

13. There is notchance of the place attracting a large number of tourists. The roads are not very good.
14. There are a lot of bicycles but notcars.
15. There are hardly any of the modern facilities visitors expect. There areshops and there isentertainment. What a bore!
16. Would you like sugar in your coffee? -*Just, please.*
17. The snow was quite deep. There seemedhope of completing our journey.
18. There arereally fascinating exhibits at the new museum. -*We must go!*
19. We getof rain here. I'm really tired of wet weather.
20. Oh! We don't getstorms here.
21. I can speakwords of Swedish, but I'm not very fluent.
22. Vicky has made onlyprogress and so is not very happy.
23. There isn'tnews in the paper today.
24. You shouldn't eat toosugar.
25. I'm still hungry, I think I'll havemore chicken.
26. The postman doesn't often come here. We receiveletters.
27. Are you going to buy that jacket you saw last week? -*No, I've only gotmoney left so I can't afford it.*
28. Onlypeople now that Karen used to be a famous ballet dancer. -*Really? I had no idea.*
29. What about onions? We haven't gotleft.
30. Is theremilk in the fridge? -*Well, there's some but not*

31. Howflour shall I buy?
32. The police foundglass from the broken window on the ground.

12. Fill in the gaps with *some*, the definite article (*the*), the indefinite article (*a/an*) or the zero article (\emptyset).

1. My wife is _____ doctor.
2. My brother is _____ artist.
3. I'm staying with _____ friends.
4. She's a writer. She writes _____ books.
5. I've got _____ car waiting outside.
6. I've got _____ more questions to ask you, if you don't mind.
7. My cousin is married to _____ actor.
8. What _____ wonderful presentation! You were excellent.
9. I've got _____ idea.
10. _____ people would like to talk to you, if you have the time.
11. I love _____ Coke.
12. I lived in Tahiti when I was _____ child.
13. I've seen _____ good films recently. "The Insider" was great.
14. I need to buy _____ new trousers. I'm getting fat!
15. Sue and Vaughan are _____ good writers.
16. They have written _____ new book called "Inside Out".
17. I like all animals but _____ cats are my favourites.
18. However I like _____ cats better than others!
19. You have got _____ really nice eyes.

20. It's the last question. What _____ relief!

13. Fill in the gaps with the definite article (the), the indefinite article (a/an) or the zero article (Ø).

1. This coat was designed by ____ famous New York artist.
2. Can you tell me how to get to _____ bank from here?
3. _____ city museum is closed today.
4. He is one of _____ smartest people I know.
5. I recommend you eat _____ apple pie at this restaurant.
6. _____ milk is good for you.
7. Would you like to see _____ movie?
8. _____ apple a day keeps _____ doctor away.
9. I can't believe I failed _____ yesterday's test!
10. Do you have _____ dictionary that I can borrow?
11. I love living in _____ city.
12. Generally speaking, _____ boys are physically stronger than girls.
13. Bill enjoys reading _____ mystery novels.
14. _____ girl that I told you about is standing over there.
15. Where did you go last night? We went to _____ restaurant that you recommended.
16. He is _____ really good person.
17. My brother is _____ expert at fixing cars.
18. _____ Paris is a beautiful city.
19. My _____ teacher's name is William.
20. We got our son _____ dog for Christmas.

14. Write meaningful grammatical sentences of about eight words each using the following words as indicated.

- a) Work (as a countable noun)
- b) Little (as a determiner)
- c) news (as a countable and uncountable noun, if possible)
- d) Fruit (as an uncountable noun)
- e) Neither (as a pronoun)
- f) Police (as head of the subject)
- g) Sheep (in the plural)

CHAPTER 4

ADJECTIVES

Read this description of a hotel and underline all the adjectives you find. Then answer the questions below.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

Do adjectives change their form in the singular and plural?

Do they always come before the noun they modify?

MAIN CHARACTERISTICS OF ADJECTIVES

The main function of adjectives is to describe/qualify nouns. In English, adjectives cannot be pluralized.

e.g. a **cheap** watch – **cheap** watches / an **important** decision-many **important** decisions.

Adjectives can occur in **ATTRIBUTIVE** function, i.e. they can premodify a noun, appearing between the determiner and the head of the noun phrase:

an **ugly** painting – the **round** table – an **atomic** scientist

Adjectives can also occur in **PREDICATIVE** function, i.e. they can function as subject complement or as object complement. They come after the verbs: be, look, smell, sound, seem, feel, taste, appear, become, get, stay, etc.

He seems **careless**. (Cs)

I find him **careless**. (Co)

Adjectives can also occur in **POSTPOSITIVE** function, i.e. they can postmodify a noun coming right after it.¹

Compare:

She asked a **proper** question. (Attributive)

¹ This topic will not be dealt with in the Introductory Course.

The question **proper** was not answered. (Postpositive)

There are **opinion** adjectives and **fact** adjectives. Opinion adjectives such as *smart, bad, nice*, etc. show what a person thinks of somebody or something. Fact or descriptive adjectives such as *short, big, old*, etc. give us factual information about age, size, colour, material, etc. Opinion adjectives go before fact adjectives.

e.g. a **handsome young** man

When there are two or more adjectives in a sentence, they usually go in the following order:

GROUP		EXAMPLES
OPINION ADJECTIVES		wonderful, nice, great, awful, terrible, horrible, comfortable, etc.
FACT ADJECTIVES	SIZE (how big?)	large, small, long, short, tall, etc.
	AGE (how old?)	new, old, etc.
	SHAPE/STYLE	Round, rectangular, etc.
	COLOUR	red, blue, dark, black, etc.
	ORIGIN (where from?)	American, British, French
	MATERIAL (made of?)	Stone, plastic, steel, paper, etc. Some of these are nouns.
	TYPE/CLASSIFYING (what kind?)	an <i>electric</i> kettle, <i>political</i> matters, <i>road</i> transport
	PURPOSE (what for?)	a <i>bread</i> knife, a <i>bath</i> towel

We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Here are some examples.

an expensive Italian leather bag (opinion, origin, material)

a small green insect (size, colour)

a beautiful wooden picture frame (opinion, material, purpose)

Japanese industrial designers (origin, type)

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

We use comparative adjectives to compare one person or thing with another or with the same person or thing at another time. After a comparative adjective, you often use 'than'.

e.g. *She was much older than me.*

I am happier than I have ever been.

You use a superlative to say that one person or thing has more of a quality than others in a group or others of that kind.

e.g. *Tokyo is Japan's largest city.*

He was the tallest person there.

TYPES OF COMPARISONS

1. COMPARATIVE DEGREE

SUPERIORITY is expressed by means of **er** and **more**

e.g. *Anna is more elegant than her sister.*

EQUALITY. We use **as + adjective + as** to show that two people or things are similar in some way.

e.g. *Paul is **as old as** Richard.*

*Alison isn't **as/so** clever **as** Cynthia.* (negative + so/as + adjective+as)

INFERIORITY is used to express the opposite of more...than.

LESS + ADJECTIVE + THAN

e.g. *This film is **less exciting than** the other one we saw. (The other one we saw was more exciting than this one.)*

2. SUPERLATIVE DEGREE

SUPERIORITY

We use **THE + SUPERLATIVE FORM + OF/IN** to compare one person or thing with more than one person or thing in the same group.

We use **IN** when we talk about places.

e.g. Alec is **the tallest** of all.

New York is **the most exciting** city in the USA.

INFERIORITY is used to express the opposite of “the most...”.

THE LEAST + ADJECTIVE

e.g. *Physics is **the least interesting** course I've ever studied at high school.*

Prepositions after superlatives (from Swan, M., 1995)

After superlatives, we do not usually use **of** with a singular word referring to a place or group.

*I'm the **happiest** man **in** the world* (NOT **of** the world)

*She's the **fastest** player **in** the team* (NOT **of** the team) [But it could also be "on the team"]

But **of** can be used before plurals, and before singular quantifiers like *lot* and *bunch*.

*She's the **fastest** player **of** them all.*

*He's the **best of the lot**.*

RULES

ONE-SYLLABLE ADJECTIVES			
They usually have the er, est ending	small warm	smaller warmer	the smallest the warmest
Adjectives ending in e add only r and st	nice Also: brave, fine, safe, large, pure.	nicer	the nicest
Words ending in a single vowel letter + a single consonant letter double the consonant	hot Also: fit, sad, thin, wet, etc.	hotter	the hottest
TWO-SYLLABLE ADJECTIVES			
Adjectives ending in consonant + y change to ier and est	angry Also: busy, dirty, easy, funny, heavy, lovely, pretty, silly, tidy, etc.	angrier	the angriest
Some words have er and est OR more and most	narrow Also: clever, common, cruel, gentle, polite, quiet, friendly, lovely.	narrower more narrow	the narrowest the most narrow
Adjectives ending in ful or less, ing or ed take more and most	useful Also: careful, helpful, hopeless, bored /boring, willing, annoyed/annoying, surprised/surprising	more useful	the most useful
Many other two-syllable adjectives have more and most	serious Also: afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent	more serious	the most serious
THREE-SYLLABLE ADJECTIVES AND LONGER ONES			
We use more and most	exciting Also: interesting, elegant, reliable, expensive	more exciting	the most exciting

IRREGULAR COMPARATIVES AND SUPERLATIVES

good	better	best
bad	worse	worst
much/many/a lot of*	more	most
little*	less	least
far	further/farther	furthest/farthest

*these are determiners or pronouns but not adjectives

Activities

1- Fill in the gaps with the correct adjective from the list. Then say whether the adjectives are in attributive or predicative function.

loud, warm, narrow, dark, hot, strong, tired, old, comfortable, bright, long

It was a cold, 1) _____ night. There was a 2) _____ wind blowing and it was starting to rain. James was driving home after a 3) _____ day at work and he was very 4) _____. The road he was driving along was 5) _____ and winding, but it was the quickest way home. Suddenly, there was a 6) _____ flash of lightning and a 7) _____ crash of thunder as the storm broke. James' car was 8) _____ but he put his foot down because he wanted to get home quickly. He wanted to sit in his 9) _____ chair by the 10) _____ fire and drink a cup of 11) _____ coffee.

3- Use the following adjectives attributively and predicatively. The sentences must be of at least 8 words.

Dark

Lively

Sensitive

Boring

Significant

Incredible

Arrogant

Gorgeous

Magnificent

Amazing

Sensible

4- Are the adjectives in these phrases in the normal order?

- 1- a long hot day ...YES...
- 2- a large black dog
- 3- a tall handsome young man
- 4- a political serious force.....
- 5- a long difficult journey.....
- 6- the worst British air disaster.....
- 7- a personal great triumph.....
- 8- a weekly cash payment
- 9- the French film industry

5- Put the words in brackets in the right word order.

NOT A DOG'S DINNER!! 1....Expensive Italian leather handmade shoes (shoes / leather / Italian / expensive / handmade): these are my pride and joy. I own a/an (old / beautiful / pair) 2_____ - or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my (doorstep / back) 3_____ to do some gardening. My neighbour has a (dog / friendly / black) 4_____ called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaved badly. He just behaved like a dog. Leather looks good and tastes good! I unwillingly gave Sam the (remaining / Italian / shoe) 5_____ and then followed him. I not only found one (Italian / unchewed / shoe) 6_____ but also a pile of things Sam had been borrowing, including my wife's (slippers / fur-lined / red) 7....., which Sam had tried to have for dinner!

6- Arrange the modifiers in the correct order.

1. high/ a-an / old/ wall/ brick/ derelict.

2. rugs/ wool/ a / few/ square.

3. black/ several/ floors/ tile.

4. low/ windows/ glass/ many.

5. Japanese/ a / set/ porcelain.

6. cheap/ beds/ four/ metal.

7. old/ rubber/ a lot of/ tyres.

8. table/ strong/ a /wooden.

9. some/ young/ students/ Italian.

10. stone/ funny/ a(n)/ old/ house.

11. red/ many/ big/ apples/ Argentinian.

12. Chinese/ lovely/ airhostess/ a-an.

13. noisy/ a-an /city/ grey/ enormous.

14. cosy/ well- ordered/ a / house.

15. old/ Tudor/ a(n)/ house/ farm.

16. fine/ lady/ old/ a(n).

17. garden/ French/ small/ a/ magnificent.

18. gold/ a(n)/ unusual/ ring.

19. leather/ several/ of/ gloves/ black/ pairs.

20. European/ sad/ old/ film/ a(n).

7- Read the sentences below and say which type of comparison is being used in each case.

- 1- John is as handsome as his father. ... *Comparison of equality*.....
- 2- Neil's brother isn't as mischievous as Neil.....
- 3- Granny's home is more comfortable than mine
- 4- The bus wasn't as fast as the train.....
- 5- That was the best film I have ever seen.
- 6- Shopping at a supermarket is cheaper than going to local shops
- 7- Jean's mother is as generous as Jean.
- 8- Henry was the biggest of the group.

8- Give the comparative form of the adjectives in these phrases and use the phrases in the sentences below.

<i>a good idea</i>	<i>a big house</i>	<i>a healthy climate</i>
<i>a young man</i>		<i>a good job</i>

- 1- California certainly has_____ New York.
- 2- I'm getting too old. This is a job for _____
- 3- When the children get a bit older we'll really
need_____
- 4- I'm sure it won't work. Can't you come up with
_____ ?
- 5- Perhaps we could afford it if I could
get_____

9- Complete these sentences using an adjective in the superlative degree in each one.

1- I've never heard a more ridiculous story.

That's _____ I've ever heard.

2- We had never stayed in a more expensive hotel.

It was _____ we had ever stayed in.

3- I had never had such a tiring journey before.

It was _____ I had ever had.

4- I've never had nearly such a tasty meal before.

That was _____ I have ever had.

5- It's been years since I saw a game as good as that.

That's _____ I've seen for years.

10- Fill in the blanks with the comparative or superlative form of the adjectives in brackets.

1. He was _____ (bad) referee we've ever had.

2. I think swimming is _____ (relaxing) jogging.

3. The new sports centre is much _____ (good) the old one.

4. It was _____ (big) crowd of the season.

5. I'm much _____ (fit) I used to be.

6. One of _____ (easy) sports to do is cycling.

7. Cross- country skiing is _____ (tiring)
normal skiing.
8. It was _____ (exciting) match we've
ever seen.
9. I'm not _____ (tall) as Kerry.
10. The University of Salamanca is _____
(old) university in Spain.
11. The film was definitely _____ (exciting) I
thought it would be.
12. You look terrible and your cough sounds
_____ (bad) yesterday.
13. Tina's test was _____ (good) her sister's.
14. My schooldays were certainly not _____
(happy) days of my life.
15. This new armchair is a lot _____
(comfortable) our old one.
16. The book certainly isn't _____ (good) as the
film.
17. Is Paul _____ (thin) he was before the
holidays?
18. There's nothing _____ (boring) doing
homework on a sunny evening.

***11- Write meaningful grammatical sentences using the key ideas
given in each case.***

- 1- Meg / intelligent / her sister
2- The countryside / quiet / the city
3- A CD / expensive / a DVD

- 4- Swimming / good for your health / running
- 5- Tom's essay / good / in his class
- 6- Today / foggy / day of the year
- 7- My secretary / efficient / yours. They are both good at organising things.
- 8- Children nowadays / noisy / they used to be.
- 9- Our new house / big / the one we used to live in. We are not comfortable now.
- 10- John's father / handsome / John.

12- Write meaningful grammatical sentences using the adjectives given below as indicated. The sentences must be of at least 8 words.

1. **funny** (comparative degree: superiority)

2. **interesting** (superlative degree)

3. **old** (comparative degree: superiority)

4. **lively** (comparative degree: equality)

5. **hopeless** (superlative degree)

6. **narrow** (comparative degree: inferiority)

7. **humble** (superlative degree)

8. **scruffy** (comparative degree: inferiority)

9. **famous** (superlative degree)

10. **simple** (comparative degree: inferiority)

11. **clever** (comparative degree: superiority)

12. **secure** (comparative degree: equality)

13. **childish** (comparative degree: inferiority)

14. **good** (comparative degree: equality)

15. **quiet** (comparative degree: superiority)

16. **intelligent** (superlative degree)

17. **appealing** (comparative degree: inferiority)

18. **foggy** (comparative degree: superiority)

19. **annoyed** (comparative degree: inferiority)

20. **bad** (superlative degree)

CHAPTER 5

ADVERBS AND ADVERBIALS

ADVERBS

In order to understand the nature of adverbials, there are some concepts about adverbs that should be considered. Adverbs are single words that generally add information about the circumstances of an event or situation. Adverbs have two major roles. They can be modifiers or adverbials.

An adverb can modify an adjective or another adverb.

*This is **slightly** larger than the calculated value.*

*I really couldn't keep him in my apartment **right** now.*

An adverb can also function as an adverbial. In this case, it completes the meaning of verbs providing information about the time, place, manner, among other type of information.

*He nodded and smiled **warmly**.*

ADVERBIALS

From the point of view of structure, an adverbial can be formed by the following elements:

STRUCTURE	EXAMPLE
An adverb	<i>He seldom talks to me.</i>
An adverb phrase	<i>The children acted very calmly.</i>
A prepositional phrase	<i>Large cushions lay on the floor.</i>
A noun phrase	<i>I'm going to handle this my way.</i>
An adverbial clause	<i>I first visited this place when I was a child.</i>

From a semantic point of view, we can divide adverbials into three major classes: **Circumstance adverbials**, **Stance adverbials** and **Linking adverbials**. Circumstance adverbials generally give us additional information about the time, place, or manner of the action or state described in the clause. Stance adverbials add speakers' comments or opinions about what they are saying. Linking adverbials show logico-semantic relationships between ideas in a text.

*We had a party **at home**.*

***Fortunately**, the game was cancelled. **Surprisingly**, no one turned up!*

*She was a great person. **However**, few people were aware of this.*

Circumstance adverbials⁵ are the most common adverbials. They generally answer questions such as: **Where? When? How? How much? How long? How often?**

-**Where** did you arrange to meet him?

*-I arranged to meet him **outside the bank**.*

How long did you wait for him?

*I waited **for half an hour** but he didn't arrive.*

When did you first meet him?

*I first met him **last Saturday**.*

How often do you visit your parents?

***Once a week, usually**.*

⁵ At this level we will focus on the use of circumstance adverbials primarily.

POSITION OF CIRCUMSTANCE ADVERBIALS

There are **three possible positions** for adverbials in a sentence:

- **Initial position** (before the subject)
- **Mid position** (between the subject and the verb or immediately after **be** as a main verb)
- **End position** (at the end of the clause).

*We have been living **here in this house** for over twenty years.*

*We were sleeping **peacefully in our beds** when the earthquake struck.*

*They played **happily together in the garden** the whole afternoon.*

❖ From the examples above, we can see that the most common position for circumstance adverbials is at the end of the sentence. **Place** adverbials (*here in this house*) come before **time** adverbials (*for over twenty years*). **Manner** adverbials (*peacefully*) come before **place** adverbials (*in our beds*).

*How long have you been **here**? Not long. We arrived **about five minutes ago**.*

*I chewed the food **slowly** because it hadn't been cooked **very well**.*

*She was standing **at her window**, looking out at her children who were playing **in the garden**.*

❖ This order can be altered for the sake of emphasis or cohesion, though.

*He **enthusiastically** sang in class yesterday.*

*She moved to London in 1994. **Three years later**, she wrote her first novel.*

- ❖ Adverbials of **time** can have initial position when we want to show a contrast with a previous reference to time.

*The weather will stay fine today, but **tomorrow** it will rain.*

***Initially**, his condition remained stable, but **over the last few weeks** it has deteriorated.*

- ❖ Adverbials of **indefinite frequency** (often one-word adverbs) are usually placed in mid-position in the sentence. Placing them before the subject is sometimes also possible. Adverbials of **definite frequency** (often prepositional phrases) are placed in end-position and before adverbials of **time**.

*I **always** call on my younger sister **every time** I go to London.*

*I **never** see my elder sister, but **occasionally** I call my younger sister.*

*Yes, I see her **from time to time**. We get together **once in a blue moon**.*

*Paul goes to the cinema **on Mondays after work**.*

- ❖ Note that when auxiliary verbs are used, **frequency** adverbs normally go between the auxiliary verb and the main verb:

*My boss **often** travels to Malaysia and Singapore but I've **never** been there.*

- ❖ Adverbials of **place/direction** usually come immediately after verbs denoting movement.

*Helen travelled **to Spain** by plane last year.*

- ❖ When **two** adverbials of the same type are placed together, the smallest (the shortest, the most specific, the most exact) comes first.

*Andrew sat for that exam **at 8 o'clock, on November 23rd** last year.*

*We live **in a beautiful house on the outskirts of the city.***

COMPARISON OF ADVERBS

The rules used for the comparison of adjectives apply to the comparison of adverbs too.

Some generalities are:

- We form the comparative and superlative of most adverbs with more and most.

Carefully	more carefully	(the) most carefully
-----------	----------------	----------------------

Quickly	more quickly	(the) most quickly
---------	--------------	--------------------

Quietly	more quietly	(the) most quietly
---------	--------------	--------------------

*They drive **more carefully** when they have children in the car.*

- We form the comparative and superlative (superiority) of some adverbs adding –er or -est.

fast	faster	(the) fastest
------	--------	---------------

soon	sooner	(the) soonest
------	--------	---------------

high	higher	(the) highest
------	--------	---------------

Also: near, long, late, early, hard

*I got up **the earliest** this morning.*

- There are some irregular adverbs:

Well	better	(the) best
------	--------	------------

Far	farther/further	(the) farthest/furthest
-----	-----------------	-------------------------

Badly	worse	(the) worst
-------	-------	-------------

*Susan works **better** than Paul.*

Activities

1- *Rewrite the sentences placing the words in brackets in a suitable order.*

1. Kathy answered the question in the test (yesterday/ correctly)

2. She enjoys (very much/ with her friends/ dancing)

3. I believe they will come (firmly/ on time)

4. He was born (in Santa Fe/ in the morning/ at two/ last Monday)

5. They walked (last night/ quickly/ to the theatre)

6. I go (to the bank/ in the morning/ usually)

7. He won the game (at the party/ easily)

8. Ken plays football (every weekend/ enthusiastically/ in the mornings)

9. Why did you come (yesterday/ home/ so late)?

10. I've been walking (all morning/ round the park)

11. I'm going (for a few days/ next week/ to London)

12. I'll meet you (outside the town-hall/ at 7 PM/ tomorrow afternoon/
on the steps)

13. Put it (at 6 o'clock/ in the dining room/ silently)

14. We see her (at church/ sometimes/ at weekends)

15. They drove (quickly/ home/ last night)

16. The ship was sailing (without problems/ North/ on June 24th)

17. Hand it to me (with your right hand/ carefully)

18. She sat down (calmly/ late that night/ in the gallery)

2- Fill in the blanks with the comparative or superlative form of the adverbs in brackets.

1. Could you come a little _____ (early)?
2. He arrived _____ (late) than his boss.
3. Instead of slowing down, he drove _____ (fast).
4. He did his test _____ (easily) the one before.
5. She drives _____ (badly) I on the motorway.
6. Try and come _____ (early) tomorrow.
7. He ran _____ (quickly) all the others.
8. Peter works _____ (hard) of all his colleagues.
9. _____ (early) I can come is 10 o'clock.
10. He did _____ (badly) in the examination.
11. Some animals need _____ (highly) developed sense cells than human beings to survive.
12. Lucy runs _____ (fast) in the team.
13. We travelled _____ (comfortably) by plane as we did by train.
14. Susan dances _____ (well) of all the girls in the ballet.

3- *Write meaningful grammatical sentences using the adverbs as indicated. The sentences must be of at least 8 words.*

1. **often** (comparative degree: superiority)

2. **clearly** (superlative degree)

3. **well** (superlative degree)

4. **respectfully** (comparative degree: equality)

5. **fluently** (comparative degree: inferiority)

6. **hard** (comparative degree: superiority)

7. **quickly** (comparative degree: superiority)

8. **enthusiastically** (superlative degree)

9. **early** (superlative degree)

10. **efficiently** (comparative degree: inferiority)

CHAPTER 6

BASIC SENTENCE PATTERNS

In order to understand what type of complements accompany each verb and which position they take in the sentence, it is important to review what a simple sentence is. According to L.G. Alexander a sentence is a complete unit of meaning that contains a finite verb (i.e a verb that has a subject and that denotes tense). A sentence can take one of the following forms:

- o A *statement* (aff. or neg.) “Banks / open Mondays through Fridays.”
 Subject⁶ **Predicate**

A question: “Do/banks/ open on Saturdays?”
 Pred. Subject Predicate

A *command*: (subject understood = “ You”) “leave her alone!”
 Predicate

An *exclamation*: “What a silly comment/ you’ve made!”
 Predicate Subject Predicate

As we can see, a simple sentence in English must always be made up of subject and finite verb⁷. Although the subject and the finite verb are the most widely familiar constituents of any simple sentence, they are not the only ones. Objects⁸ and adverbials are often referred to as “elements” of the sentence structure⁹. Sentences differ widely as to what type and how many elements they include. It is very important for the learner to notice that **the *type* of elements and the *order* in which**

⁶ The *subject* refers to the element that performs the action or state indicated by the finite verb.

⁷ The *finite verb* refers to the action or state performed by the subject. It is the central and obligatory element. A clause must contain at least one verb phrase, which may be a single verb: The choice of verb will largely determine what other elements are in the clause.

⁸ The *object* is the element that is affected by the verb.

⁹ Do not confuse “clause elements” with “parts of speech”. The clause element is the syntactic function that a word or phrase has in a given sentence. The part of speech is the category that a single word has in a given context (noun, adjective, adverb, etc.). In *Marks plays the drums wonderfully*, “wonderfully” is an adverb as a part of speech, and an adverbial as a clause element. In *Mark plays the drums at night*, “at night” is an adverbial but not an adverb.

they are organized in the sentence will depend primarily on the *nature* of the verb that constitutes the head of the predicate. This organization of the elements of a sentence is what is often referred to as SENTENCE PATTERN.

Sentence patterns will vary depending on whether the presence of one or more elements in addition to the subject and finite verb is compulsory or not. The **typical word order** (order of the sentence elements) of the English sentence is the following:

1. Subject + Verb + (Object)
2. Subject + Verb + Complement
3. Subject + Verb + (Adjunct or Adverbial)

Verb types will vary depending on whether they need to be complemented by an object, by a subject complement, by an adjunct, or even, when they need no complementation at all, (i.e. they can stand by themselves in the Predicate). Thus, we can speak of three main types of verbs: TRANSITIVE / INTRANSITIVE / COPULAR or LINKING.

The Longman Dictionary of Contemporary English defines these verbs as follows:

INTRANSITIVE VERB: [...] A verb having a *Subject* but no *Object*.

TRANSITIVE VERB: [...] A verb that has a subject and must take an *Object* or a phrase acting like an *Object*.

COPULAR (Linking verb): [...] A special type of verb that connects the *Subject* of a sentence with its *complement*.

1. **S+ Vi**: Nothing / happened.
2. **S+Vmt+Od**: The company / sells/ mobile phones.

3. **S+Vd+Oi+Od:** Sarah / has sent / me / a message.
4. **S+VL+Cs:** The old cinema / became / a nightclub.

INTRANSITIVE VERBS

Intransitive verbs can occur with no obligatory element following them. This type of verbs refer to events which involve *only* the subject. In Collins Cobuild English Grammar, we read that intransitive verbs usually **describe physical behaviour or the making of sounds:**

Eg: Ben sneezed/ The dog barked/ The phone's ringing.
 S + Vi S + Vi S + Vi

Intransitive verbs often **indicate movement** as in:

Eg: The Earth shook/ The sun is rising/ I 'll walk.
 S + Vi S + Vi S + Vi

However, it is also possible to complement their meaning by means of **optional adverbials**.

Eg: Ben sneezed a minute ago/ The phone's ringing loudly.
 S + Vi + Adv. Time S + Vi + Adv. Manner

The Earth shook violently/ The sun is rising at this very moment
 S + Vi + Manner S + Vi + Adv. Time

There are a number of intransitive verbs that **express movement or position** such as “go”, “lead”, “hang”, “live”, “stand”, which usually require an **obligatory adverbial** that names the direction or destination of the action.

Egs: *The National Museum stands by the river.*

All roads lead to Rome.

TRANSITIVE VERBS

Transitive verbs always involve someone or something other than the subject; therefore, they must always be followed by an object. When transitive verbs take a single direct object, they are called *monotransitive verbs*; however, if they take two object phrases (an indirect and a direct object) they are called *ditransitive verbs*. Ditransitive complementation in its basic form involves two object noun phrases: an indirect object, which is normally animate and comes first, and a direct object, which is usually inanimate and comes last.

- o Alice found a cheap flat.
S + V_{mt} + O.d.
- o Alice found her mother a cheap flat.
S + V_{dt} + O.i. + O.d.
- o Alice found a cheap flat for her mother.
S + V_{dt} + O.d. + (prep) O.i.

As it is illustrated in the last two examples the order of the direct and indirect objects can sometimes be altered. Instead of putting the indirect object in front of the direct object, it is possible to put it in a prepositional phrase after the direct object. However, it is very important for the learner of English to know that this choice is not made at random; on the contrary, it largely depends on the communicative purpose of each speaker. In Collins Cobuild, we read that this structure is particularly used in four cases:

1. When the speaker wants to *focus* on the indirect object.

Book the seat **for** *me*. (Not for him, he already has a seat!)

O.d.

2. When the indirect object is significantly *longer* than the direct object.

The police will give a reward **to** *any citizen who can provide information to solve this case* O.d.

3. When the direct object is a *pronoun*.

Stanley arrived carrying a bunch of flowers. He had bought them **for** *Edna*. O.d.

4. When the *new information* is contained in the indirect object.

All of a sudden, Jack stopped and gave his ring **to** *Peter*.

O.d.

As it can be noticed, the indirect object is sometimes introduced by the preposition **TO** and sometimes by the preposition **FOR**. The former is chosen when the direct object is something *transferred* from one person to another. The latter, on the other hand, is often used when the action described involves one person doing something that will *benefit* another person.

GROUP 1: S+ Vdt + Oi + Od

S+Vdt + Od + (to)Oi:

Some verbs can be complemented by means of an indirect object introduced by “to”:

give, hand, lend, offer, pass, pay,
rent, sell, send, show, teach, tell

Pass me the salt, will you?

Oi+ Od

Pass the salt to me, will you?

Od + Oi

GROUP 2: S+ Vdt + Oi + Od

S+Vdt + Od + (for) Oi:

Some verbs can be complemented by means of an indirect object introduced by “for”:

book, build, buy, cook, cut, fetch, find,
get, keep, make, order, paint, pour, save, set

Build Timmy a sand castle.

Oi + Od

Build a sand castle for Timmy.

Od + Oi

GROUP 3: S+ Vdt + Oi + Od

S+Vdt + Od + (to/for) Oi:

There are a few verbs which can be complemented by means of an indirect object introduced by either “to” or “for”, depending on the meaning you want to express:

bring, leave, play, sing, take, write.

Eileen wrote me a letter!

O_i + O_d

Eileen wrote a letter to/for me!

O_d + O_i

GROUP 4: S + V_{dt} + O_i + O_d:

Some ditransitive verbs have indirect objects which can neither be introduced by preposition nor can they be postponed, some of them are:

ask, cost, charge

How do you dare ask me such a thing!

Financial worries cost her many sleepless nights.

O_i + O_d

NEVER: (*How do you dare ask such a thing to me!)

GROUP 5: S + V_{dt} + O_d + (to)O_i:

In the case of some other transitive verbs the only possible position of the indirect object is after the direct object and introduced by a preposition.

Verbs whose indirect objects can only be introduced by “to”:

explain, say, speak, suggest, introduce

He suggested a bright solution to us.

O_d + O_i

Can you explain the exercise to me, please?

O_d + O_i

NEVER: (*He suggested me a bright solution.)

GROUP 6: S + Vdt+ Od+ (for) Oi:

Verbs whose indirect objects can only be introduced by “for”:

cash, close, open, change, pronounce, prepare

The florist has opened his shop (specially) for us.

Od + (Adv.) +Oi

Would you please cash a cheque for me?

Od + Oi

LINKING VERBS

GROUP 1

Linking verbs –also known as copular verbs, or copulas- are used either to *describe* someone or something or to *identify* who or what someone or something is.

When linking verbs describe, they associate an attribute (or quality) with the subject. This attribute, or quality is expressed by means of a subject complement which is an adjective or an adjectival phrase.

Babies are always cute.

VL+ (Adv.) +SC= Adjective

On the other hand, when linking verbs identify the subject, they do so by means of a subject complement which is a noun or a noun phrase.

Madonna is a pop star.

VL+ SC = Noun Phrase

The verb TO BE is the linking verb per excellence. However, there are quite a few verbs that fit in the same pattern. Some of them have been listed below:

**appear, look, seem, smell, taste,
become, get, grow, keep, remain, stay, make, turn**

Miranda looked ridiculous (in those tight trousers).

VL + SC = Adjective

Hilda has become an excellent teacher.

VL + SC = Noun Phrase

GROUP 2

The linking verb “be” can also be followed by an obligatory adverbial or adjunct.

Martin is in Europe.

VL +Apl Obligatory

Activities

1-Identify the pattern of the underlined verbs and analyse the clause elements that are present.

1. Then we'll bring our friends.
2. Later, after dark, a boy brought him a plate of food.
3. Martin Wood's course begins on 1 November.
4. I can't promise you that.
5. I've already promised Carey.
6. Yes, I will. I promise.
7. If you don't ask, you don't get.
8. Your dog's got brown teeth.
9. Why don't you go and get us both a pie?
10. The mug of coffee is getting hotter.
11. He grew restless and ordered the band to play.
12. Why have you grown a beard?
13. It'll probably stay warm in the winter time then.
14. The whole colour scheme looked nice.
15. If you look out of the window, you can see lots of trees.
16. Your dog smells.
17. It's not nice to smell the food.
18. I went to Everett High School in Lansing, Michigan.
19. The audience went wild?
20. I don't need to say anything unless you ask.
21. Can I ask you a question?
22. May I ask who's calling?

2- Write sentences of your own using each verb as required. The sentences must be of at least 8 words.

1. Pay (ditransitive verb. Completed past action having no connection with the present)

2. Make (monotransitive verb. Future arrangement.)

3. Lend (ditransitive verb. Repeated action showing annoyance on the part of the speaker)

4. Order (ditransitive verb. Action that started in the past and finished in the immediate past)

5. Sing (intransitive verb. Action that started in the past and continues in the present. There is emphasis on duration)

6. Prepare (ditransitive verb. Decision taken at the moment of speaking)

7. Get (linking verb. Developing situation)

8. Remain (linking verb. Past action no connection with the present)

9. Remain (intransitive verb. Future prediction)

10. Teach (monotransitive verb. An action that started in the past and goes on in the present)

3- DICTIONARY WORK - Write sentences using the following verbs in as many patterns as possible. The sentences must be of at least 8 words.

feel

prove

stand

die

leave

[illegible]

4. Some of the following sentences have a mistake in the verb pattern.

Spot it and write the correct version/s where necessary.

1. Peter sent Mary some flowers for their wedding anniversary.

2. Can you give this book for Susan?

3. She used to write her boyfriend a letter every single day.

4. I wished him good luck.

5. The History teacher asked several questions to the new students.

6. The doctor prescribed Mike some medicines.

7. My parents couldn't find me an apartment.

8. You have to show your tickets to the guard at the entrance door.

9. Luis sold his granddad's old guitar to one of his school classmates.

10. Annette owes a lot of money to the bank.

11. The Biology book you lent me is saving me a lot of trouble.

12. The old lady booked a luxurious room for the just married couple.

13. Tom cooked a delicious dessert to his girlfriend.

14. Can you choose a pair of jeans for me?

15. The lawyer charged \$3,000 to us.

16. Armani designed Martina Klein many party dresses.

17. The little boy pronounced the word out loud for his French friend.

18. Susan has already suggested that trip to Milan to us.

19. The newly appointed president announced the break down of relations
to the attentive audience.

20. The Maths teacher repeated you the solution to the problem a thousand
times.

21. Can you please bring me the paper when you go to the newsagent's?

22. I heard Katie will introduce Mike to her parents at the Christmas
dinner.

23. Will you finally say what you really think?

24. The tourist guide described the church's dome to the bored students.

25. Paul asked Susan if she could explain him the poem.

26. The doctor confessed to the lawyer his guilt.

27. The joke practically cost his post to him.

28. I know the woman offered the kidnappers her house to pay for her son's ransom.

29. We will buy a mattress for the couple.

30. Can you, please, hand Susan this letter?

5. Determine the verb pattern in each underlined sentence/part and name the clause elements that come next.

The keeping of pets can cause concerns with regard to animal rights and welfare. Pets have commonly been considered private property, owned by individual persons. However, many legal protections have existed to safeguard pets' well-being. Since the year 2000, a small but increasing number of jurisdictions in North America have enacted laws redefining pet's *owners* as *guardians*. Intentions have been characterized as simply changing attitudes and perceptions to working toward legal personhood for pets themselves. Some veterinarians and breeders have opposed these moves. Environmental groups have always asked people questions related to pets' well-being and protection.

Example:

The keeping of pets can cause concerns

Subject **Vmt** **Od**

IRREGULAR VERBS

FORM	PAST SIMPLE	PAST PARTICIPLE	3RD PERSON SINGULAR	PRESENT PARTICIPLE / GERUND
Arise	Arose	Arisen	Arises	Arising
Awake	Awoke	Awoken	Awakes	Awaking
Be	Was/Were	Been	Is	Being
Bear	Bore	Born/Borne	Bears	Bearing
Beat	Beat	Beaten	Beats	Beating
Become	Became	Become	Becomes	Becoming
Begin	Began	Begun	Begins	Beginning
Bend	Bent	Bent	Bends	Bending
Bet	Bet	Bet	Bets	Betting
Bind	Bound	Bound	Binds	Binding
Bite	Bit	Bitten	Bites	Biting
Bleed	Bled	Bled	Bleeds	Bleeding
Blow	Blew	Blown	Blows	Blowing
Break	Broke	Broken	Breaks	Breaking
Breed	Bred	Bred	Breeds	Breeding
Bring	Brought	Brought	Brings	Bringing
Build	Built	Built	Builds	Building
Burn	Burnt/Burned	Burnt/Burned	Burns	Burning
Burst	Burst	Burst	Bursts	Bursting
Buy	Bought	Bought	Buys	Buying
Cast	Cast	Cast	Casts	Casting
Catch	Caught	Caught	Catches	Catching
Choose	Chose	Chosen	Chooses	Choosing
Cling	Clung	Clung	Clings	Clinging
Come	Came	Come	Comes	Coming
Cost	Cost	Cost	Costs	Costing
Creep	Crept	Crept	Creeps	Creeping
Cut	Cut	Cut	Cuts	Cutting
Deal	Dealt	Dealt	Deals	Dealing
Dig	Dug	Dug	Digs	Digging
Dive	Dived/Dove	Dived	Dives	Diving
Do	Did	Done	Does	Doing
Draw	Drew	Drawn	Draws	Drawing
Dream	Dreamt/Dreamed	Dreamt/Dreamed	Dreams	Dreaming
Drink	Drank	Drunk	Drinks	Drinking
Drive	Drove	Driven	Drives	Driving

Dwell	Dwelt	Dwelt	Dwells	Dwelling
Eat	Ate	Eaten	Eats	Eating
Fall	Fell	Fallen	Falls	Falling
Feed	Fed	Fed	Feeds	Feeding
Feel	Felt	Felt	Feels	Feeling
Fight	Fought	Fought	Fights	Fighting
Find	Found	Found	Finds	Finding
Fit	Fit/Fitted	Fit/Fitted	Fits	Fitting
Flee	Fled	Fled	Flees	Fleeing
Fly	Flew	Flown	Flies	Flying
Forbid	Forbade/Forbad	Forbidden	Forbids	Forbidding
Forecast	Forecast/Forecasted	Forecast/Forecasted	Forecasts	Forecasting
Forget	Forgot	Forgotten	Forgets	Forgetting
Forgive	Forgave	Forgiven	Forgives	Forgiving
Freeze	Froze	Frozen	Freezes	Freezing
Get	Got	Got/Gotten	Gets	Getting
Give	Gave	Given	Gives	Giving
Go	Went	Gone/Been	Goes	Going
Grow	Grew	Grown	Grows	Growing
Hang	Hung/Hanged	Hung/Hanged	Hangs	Hanging
Have	Had	Had	Has	Having
Hear	Heard	Heard	Hears	Hearing
Hide	Hid	Hidden	Hides	Hiding
Hit	Hit	Hit	Hits	Hitting
Hold	Held	Held	Holds	Holding
Hurt	Hurt	Hurt	Hurts	Hurting
Keep	Kept	Kept	Keeps	Keeping
Kneel	Knelt/Kneeled	Knelt/Kneeled	Kneels	Kneeling
Knit	Knit/Knitted	Knit/Knitted	Knits	Knitting
Know	Knew	Known	Knows	Knowing
Lay	Laid	Laid	Lays	laying
Lead	Led	Led	Leads	Leading
Lean	Leant/Leaned	Leant/Leaned	Leans	Leaning
Learn	Learnt/Learned	Learnt/Learned	Learns	Learning
Leave	Left	Left	Leaves	Leaving
Lend	Lent	Lent	Lends	Lending
Let	Let	Let	Lets	Letting
Lie	Lay	Lain	Lies	Lying
Lose	Lost	Lost	Loses	Losing
Make	Made	Made	Makes	Making

Mean	Meant	Meant	Means	Meaning
Meet	Met	Met	Meets	Meeting
Melt	Melted	Molten/Melted	Melts	Melting
Mistake	Mistook	Mistaken	Mistake	Mistaking
Pay	Paid	Paid	Pays	Paying
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Read	Read	Read	Reads	Reading
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringing
Rise	Rose	Risen	Rises	Rising
Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Shake	Shook	Shaken	Shakes	Shaking
Shine	Shone	Shone	Shines	Shining
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Sleep	Slept	Slept	Sleeps	Sleeping
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading

Spring	Sprang	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stride	Strode/Strided	Stridden	Strides	Striding
Strike	Struck	Struck/Stricken	Strikes	Striking
Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweepled	Swept/Sweepled	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling
Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understanding
Upset	Upset	Upset	Upsets	Upsetting
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing

APPENDIX

MOCK TEST 1

a. Fill in the blanks with the suitable tense of the verbs in brackets. (16 x 2= 32)

My cousin's name is Sylvie Dupont. She _____ (1. live) in Paris and _____ (2. work) in a café in the centre of the city. She _____ (3. work) there for three years. At the moment, her best friend from England _____ (4. stay) with her. They _____ (5. already/visit) many museums together and they _____ (6. be) to the theatre three times. Next Saturday evening, they _____ (7. see) a film and they _____ (8. have) dinner at an expensive restaurant. Last Tuesday, they _____ (9. go) to a disco with some friends. They _____ (10. not/come) home until very late. Sylvie _____ (11. be) so tired at work the following day that she _____ (12. spill) coffee all over the customer. She doesn't think she _____ (13. see) him at the café again! After all this she _____ (14. make) a decision: in the future she _____ (15. not stay) out so late and she _____ (16. be) more careful while she is serving the customers.

b. Read the following text and identify the part of speech in bold type. (9 x 2 =18)

Are you **aware** of the damage being done to **our** planet? We all know that trees provide oxygen and homes for animals. **However**, trees are disappearing because of **forest** fires **and** logging. **Fortunately**, many governments have **started** to plant new trees. We must stop the destruction **now**, before it is **too** late.

c. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words. (10 x 5 = 50)

- SEND (ditransitive verb / finished past action with no connection with the pres.)
- IRON (as countable noun)
- RELIABLE (comparative degree: inferiority)
- A FEW (as a determiner)
- WORK (intransitive verb / past action that lasted for a period of time. Connection with the present and present consequence)
- HEAVY (comparative degree: equality)
- GET (linking verb. Developing situation)
- FAST (adverb, comparative degree: superiority)
- NEITHER(as a pronoun)

INTRODUCE (ditransitive verb / a past action in progress interrupted by another past action)

MOCK TEST 2

1. Fill in the blanks with the suitable tense of the verbs in brackets.

28 January 2013

Queen Beatrix of the Netherlands to abdicate for son

Queen Beatrix of the Netherlands _____ (1. announce) she _____ (2. abdicate) in favour of ^a **her** son, Prince Willem-Alexander next 30 April.

The queen _____ (3. say): "I _____ (4. think) about ^b **this** moment for several years and now _____ (5. be) the moment ^c **to** *lay down my crown". Queen Beatrix _____ (6. be) head of state since 1980, ^d **when** her mother _____ (7. abdicate).

Prince Willem-Alexander, 45, is married to Maxima Zorreguieta, a former investment banker from Argentina, and _____ (8. have) ^e **three** young children. He _____ (9. become) the Netherlands' first king since Willem III, who _____ (10. die) in 1890.

Queen Beatrix _____ (11. be) the sixth monarch from the House of Orange-Nassau, which _____ (12. rule) the Netherlands since the early 19th Century. She _____ (13. remain) active in recent years, ^f **but** her reign _____ (14. also see) traumatic events. In February last year her second son, Prince Friso, ^g **was** struck by an avalanche in Austria and ^h **still** _____ (15. remain) in a coma

Adapted from www.bbc.co.uk/search/news

*(to) lay down my crown: stop being the queen.

2. Read the text again and identify the part of speech in bold type.

- | | |
|----------------------|-----------------|
| a. her | e. three |
| b. this | f. but |
| c. to | g. was |
| d. when | h. still |

3. Find the mistakes and correct them

If you get your timing right, you can to visit some of the most populars museums and monuments in Paris for free. This museums include tourist magnets such as the Louvre and Musee d'Orsay, as well as more smaller spots such as the Musée de l'Assistance Publique, which celebrate the history of Paris hospitals. Surely, you haven't consider those possibilitys.

4. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words.

1. grow (as an intransitive verb/ past event with present results)
2. police (as head of the subject/ action in progress)
3. make (as a linking verb)
4. careless (used predicatively)
5. neither(as a pronoun)
6. good (as an adverb in the comparative degree: superiority)
7. a great deal of (as a quantifier)
8. have (as a monotransitive verb/ a state that started in the past and continues up to the present)
9. begin (as an intransitive verb / a future scheduled event)
10. time (as a countable noun)

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