



UNIVERSIDAD NACIONAL DE CÓRDOBA  
FACULTAD DE LENGUAS



# Grammar Practice: Theory and Practice

2020

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## **Grammar practice : theory and practice**

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Primera edición: abril de 2017

Impreso en Argentina  
Printed in Argentina

Hecho el depósito que previene la Ley 11.723

**ISBN: 978- 987-3614-23-1**

Grammar practice : theory and practice : 2017 / Patricia Meehan ... [et al.]. - 1a edición para el alumno - Córdoba : Asociación Cooperadora Facultad de Lenguas - UNC, 2017.

309 p. ; 30 x 21 cm.

ISBN 978-987-3614-23-1

1. Gramática. 2. Ejercicio. 3. Enseñanza de Lenguas Extranjeras. I. Meehan, Patricia  
CDD 415

Fecha de catalogación: 11 de abril de 2017.

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Se terminó de imprimir en Córdoba, Argentina a quince días del mes de abril de 2017.

Tirada de esta edición: 300 ejemplares

## FOREWORD

Our main objective when writing this handbook has been to design some kind of material that would provide the first-year university student at Facultad de Lenguas with the basic foundations of English grammar. Although this handout could be used as a self-study grammar guide, the student should bear in mind it is meant to be used as a complement of class work. Therefore, the material included in the present publication has not been organized according to the level of difficulty, but rather in accordance with the syllabus of the subject. Each chapter brings along graded exercises which have been carefully designed to improve and consolidate the grammar topics included in the syllabus of the subject. Finally, we would like to point out that to round off each unit, we have decided to include texts (often authentic ones) in an attempt to offer the student a new perspective on the subject: one which relates grammatical structure systematically to meaning and use.

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## **ACKNOWLEDGEMENTS**

We would like to thank Prof. Natalia Gómez Calvillo for her invaluable contribution and suggestions that have helped us improve this publication.

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# THE VERB PHRASE

Voice Stative Time  
 Finite Passive Aspect  
 Subjunctive Future  
 Dynamic Tenses Modal  
 Classification Verb  
 Non-Finite Auxiliary  
 Mood Forms

## THE VERB PHRASE

### Overview

1. Classification of verbs in English
2. Auxiliary verbs
3. Formation of tag questions
4. Finite and non-finite forms of the verbs in English
5. Verbal categories
6. Lexical aspect of verbs: Stative vs. Dynamic Verbs
7. Verb tenses
8. Uses of the Subjunctive Mood in English
9. Passive voice

### CLASSIFICATION OF VERBS IN ENGLISH

There are three major types of verbs:

- a. FULL or LEXICAL VERBS: e.g. want, say, like, seek. (any verb with content meaning)

- b. PRIMARY AUXILIARY VERBS
- |   |      |
|---|------|
| { | BE   |
|   | DO   |
|   | HAVE |

- c. SECONDARY or MODAL AUXILIARY VERBS
- |   |                |
|---|----------------|
| { | WILL-WOULD     |
|   | MAY – MIGHT    |
|   | SHALL – SHOULD |
|   | CAN – COULD    |
|   | MUST           |
|   | OUGHT TO       |
|   | DARE           |
|   | NEED           |

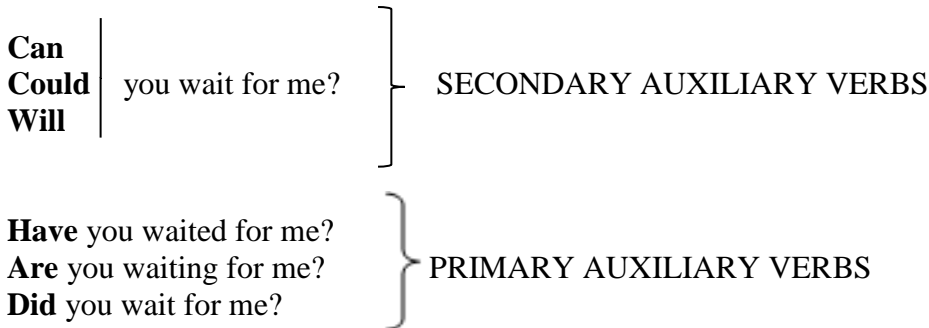
### Warning

There is a group of verbs that are considered “semi modals” because they share some of the features of modal auxiliaries and lexical verbs. We can mention, for example, “be going to”, “have to”, “be about to”, among others.

## AUXILIARY VERBS

Both PRIMARY and SECONDARY auxiliary verbs are used mainly:

- a. In the formation of **questions** (notice the word order)



- b. In the formation of **negative** statements

You **cannot** (can't) wait for me.  
 You **are not** (aren't) waiting for me.

- c. In short **replies\***

A: Who likes strawberries?    B: I **do**/Gerry **does**.  
 A: Have you finished your homework?                    B: I **have**.

- d. In short replies either to **agree** or **disagree**:

A: I hate strawberries.                    B: I **don't**  
 B: I can't swim, I've never learnt.    B: I **can**

- e. In **emphatic** statements

A: You can't tell whether the film is good or not 'cause you haven't seen it.  
 B: I **have** seen it!  
 A: She never gets up early.    B: She **does** get up early, every single morning!

- f. In **tag questions**

You've waited for me, **haven't you**?  
 You waited for me, **didn't you**?

**\*Short replies** illustrate the grammatical process of ELLIPSIS, whereby elements of a sentence which are predictable by the context can be omitted. Check the difference in the following responses:

*ARE THEY PAYING YOU FOR THE WORK?*

*Yes, they are paying me for the work. (unreduced answer)*

*are. (ellipsis)*

## 1.1. DO- BE- HAVE as primary auxiliary verbs and lexical verbs

“Be”, “Have” and “Do” are called primary auxiliary verbs. They can function as both lexical verbs and auxiliary verbs.

- **DO**

### **Do as an Auxiliary Verb**

“Do” functions as an auxiliary verb when lexical main verbs are made negative or used in interrogatives. It is also used in emphatic constructions.

He **doesn't** smoke or drink.

**Do** you like scallops?

So what **did** you bring for us this time?

I **did** have a protractor, but it broke.

I really **did** go to see him.

### **Do as a Lexical / Full / Main Verb**

-It is a main verb when it means perform, carry out an activity or task. In this case, we use it as any other verb in all tenses, including the Progressive aspect.

Can you **do** me a favour?

Fred was **doing** his homework.

Claire never **does** her duties.

I **did** my best.

### SUBSTITUTION

-As a main verb, “DO” can function as a pro-form, substituting for a main verb (and its complements):

She didn't earn as much as she might have **done**. <esp BrE>

I didn't want to eat so much, but my brother **did**.

-The pro verb “DO” can also function in combination with “SO”/ “THAT” to avoid repeating a main verb.

A: I'm throwing these books away.

B: Why are you **doing that**?

She hoped her kids would clean the house before her arrival, but they didn't **do so**.

The washing machine often stops suddenly. I don't know why it **does so**.

-The main verb “DO” has a wide range of uses as a general purpose transitive verb, especially in informal speech:

Let's **do** the dishes.

Who **does** your car?

-We often use do + ing (i.e. a gerund, a noun equivalent for “named tasks”)

eg: To do the ironing / shopping / cooking, etc.

-DO can be both an AUXILIARY and a FULL VERB in:

What **do** you **do**? I'm a doctor.

What **did** you **do** yesterday? I wrote letters.

### Remember

Do not confuse **DO** and **MAKE**. DO means “be engaged in an activity” and MAKE has the connotation of “creation”.

Compare:     What are you doing? I'm making a cake.  
                  What are you making? A cake.

We often use DO and MAKE in fixed phrases:

DO---a favour – damage – good – harm – the housework – a lesson – one's teeth (clean one's teeth) one's hair (have it combed), etc.

MAKE---An accusation – a demand – an agreement – a mess – a mistake – a noise – a promise, etc

## • BE

### **Be as an Auxiliary Verb**

As an auxiliary verb, “be” has two distinct grammatical functions:

It is used in the formation of the progressive aspect (be + ing-participle).

“The last light **was fading** by the time he entered the town.”

It is also used in the formation of passive voice (be + ed-participle).

“This system of intergovernmental transfers **is called** fiscal federalism.”

### **Be as a Lexical / Full / Main Verb**

-It is a main verb when it has a copular function, i.e. when it functions as a LINKING VERB.

That building **is / was** a five-star hotel.

**Is / was** that building a five-star hotel?

It **isn't / wasn't** a five star hotel.

Note: THERE + BE: We use “there + is / are” (not “it is” or “it has” ) when we are talking about the existence of people, things, etc. It is more idiomatic to say:

“There is a man at the door”, than to say: “A man is at the door”.

We can also use the combination there + be in different tenses:

- b. Simple Tenses: There **IS / ARE / WERE**
- c. Perfect Tenses: There **HAVE / HAS / HAD BEEN**
- d. Future Tenses: There **WILL BE / THERE WILL HAVE BEEN**

## • HAVE

### **Have as an Auxiliary Verb**

When “have” is an auxiliary verb, it combines with an –ed participle in the formation of perfect tenses (past and present perfect), causative use of have, or complex verb phrases.

Twenty years before, Charlie **had** already learnt the truth about his mother.

No one **has** ever seen anything like that before.

It **must have** been eaten.

I **have** changed my mind.

**Has** he been there?

They **had** their washing machine fixed yesterday.

### Have as a Lexical / Full / Main Verb

-“Have” as a main verb may mean “possess”, “have got” or “obtain”

In BrE., we often use “have / have got” to mean possess / own. When “have” means possess, it is a stative verb, and consequently it cannot be used in the Progressive aspect.

I **have** some new furniture.

I **have** got some new furniture.

-In BrE and in AmE **have got** can mean obtain.

(BrE) I’ve just **got** a letter from Paris.

(AmE) I’ve just **gotten** a letter from Paris.

-HAVE can be both an AUXILIARY and a FULL VERB in:

I **have had** my lunch.

He said he **had had** his lunch.

### Warning

We often use “have got” in place of “have” in the present. In other tenses “have got” only means obtain.

E.g: When I saw him he had just got a new bike.

By May I will have got my degree.

“Have” can also mean “eat”, “enjoy”, “drink”, etc.

In this case, we can use “have” like any other main verb, in all tenses, including the Progressive.

E.g: I’m having a drink (I’m drinking something)

## 2.2 MODAL AUXILIARY VERBS<sup>1</sup>

**CAN/ COULD/ MAY/ MIGHT/ MUST/ SHOULD/ WILL/ WOULD/ SHALL/ OUGHT TO\***  
**NEED\*/ DARE\***

- They act as an auxiliary verb in verb phrases.

---

<sup>1</sup> Some basic concepts outlined by Biber, Conrad and Leech in chapter 6 of The Longman Student Grammar of Spoken and Written English, 2002.

- They are followed by a bare/ perfect infinitive (can go/ must have gone) as the main verb in the verb phrase.
- They are ALWAYS finite. (Anomalous finites)
- They are traditionally called “DEFECTIVE” because they have only one form each:
  - ✓ They do not take inflections to show agreement or tense.
  - ✓ They have NO inflexion even when the subject is 3rd person singular: e.g. \*He cans go.
  - ✓ They have NO imperative. eg. \*Must stay here.
  - ✓ They have NO non- finite forms. eg. \*She canning.
- They express stance meanings, related to possibility, necessity, obligation, etc.

\*Note: Some grammar books, for example *A Communicative Grammar of English*, 1991, speak of twelve modal auxiliary verbs and include ‘ought to’, ‘need’ and ‘dare’ as in the list above, while other grammars don’t, for example *A Student’s Grammar of the English Language*, 1990.

## SEMI-MODALS

(periphrastic modals, quasi-modals, modal idioms)

<p><b>(HAD) BETTER   HAVE TO   (HAVE) GOT TO   BE SUPPOSED TO   BE ABLE TO</b>  <b>BE GOING TO   BE SUPPOSED TO   USED TO   BE TO</b></p>
---

- They are multi-word constructions that function like modal verbs.
- They express meanings which can usually be paraphrased with a central modal verb.
- Some are fixed expressions, which cannot be inflected for tense or person.
- However, some others can be marked for tense and person.

### Some interesting points to bear in mind:

- If you consider the pairs of central modals, the tentative/past time member is usually less frequent than its partner. (Except for ‘shall’ and ‘should’, because ‘should’ is more common).
- Modals and semi-modals are more common in conversation and least common in news and academic prose.
- The modal ‘can’ usually expresses ability, but it may also express possibility.

E.g: Well you can get cigarettes from here, can’t you?

## 2.2.1. LOGICAL AND PERSONAL MEANINGS OF MODAL VERBS

<b>Modal</b>	<b>Logical (Extrinsic / Epistemic) Meaning</b>	<b>Personal (Intrinsic / Non epistemic) Meaning</b>
	<p>It refers to the logical status of states or events.</p> <p>It usually refers to levels of certainty or likelihood.</p>	<p>It refers to the control of actions and events by human and other agents.</p> <p>These meanings are personal permission, obligation, and volition (or intention).</p> <p>The subject of the verb usually refers to a human being, and the main verb is usually a dynamic verb that describes an activity or event that can be controlled.</p>
<p>CAN</p> <p>COULD</p> <p>MAY</p> <p>MIGHT</p>	<p><b>Probability / Likelihood</b></p> <ul style="list-style-type: none"> <li>• <i>What he said can't be true.</i></li> <li>• <i>The two processes could well be independent.</i></li> <li>• <i>You may be late if you don't leave now.</i></li> <li>• <i>Of course, it might be the case.</i></li> </ul>	<p><b>Permission / Ability</b></p> <ul style="list-style-type: none"> <li>• <i>I can hear what he's saying to somebody.</i></li> <li>• <i>We could leave at 9 yesterday.</i></li> <li>• <i>You may work in pairs.</i></li> </ul>
<p>MUST</p> <p>SHOULD</p>	<p><b>Deduction</b></p> <ul style="list-style-type: none"> <li>• <i>Today must be your birthday.</i></li> <li>• <i>If we start the report now, we should be finished by 5.</i></li> </ul>	<p><b>Obligation / Requirement</b></p> <ul style="list-style-type: none"> <li>• <i>You must brush your teeth.</i></li> <li>• <i>You shouldn't smoke so much!</i></li> </ul>
<p>WILL</p> <p>WOULD</p> <p>SHALL</p>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• <i>It will be sunny tomorrow.</i></li> <li>• <i>She thought she would feel better.</i></li> </ul>	<p><b>Volition / Intention / Inclination</b></p> <ul style="list-style-type: none"> <li>• <i>Susan won't tell me the truth.</i></li> <li>• <i>Shall I open the door for you?</i></li> <li>• <i>Shall we wait for them?</i></li> </ul>

### FORMATION OF TAG QUESTIONS

- A positive tag question normally follows a negative statement:



<b>Negative sentence</b>	+	<b>Positive tag</b>
Tom won't be late,		will he ?
They don't like us,		do they?

- A negative tag question normally follows an affirmative statement:

<b>Positive sentence</b>	+	<b>Negative tag</b>
Tom should pass his exam,		shouldn't he?
They were very angry,		weren't they?

- Notice the meaning of “yes” and “no” in answers to tag questions:

A: You're not going to work today, are you?

B: Yes. (= I am going to work today) or B:No. (= I'm not going to work today)

- After “Let's ...” the tag question is “shall we?” :

Let's go out for a walk, **shall** we?

- After the imperative (do/don't do something) the tag is “will you?” :

Open the door, **will** you?

- A statement containing words such as none, nobody, hardly/hardly any etc. is treated as a negative statement:

He **hardly ever** makes a mistake, **does** he?

- When the subject is nobody/anybody/everybody etc., the pronoun “they” is used in the tag:

Everybody liked the play, didn't **they**?

- Notice that we say aren't I?

I'm late, **aren't I**? ('am I not' is acceptable only in formal contexts)

## FINITE AND NON-FINITE FORMS OF THE ENGLISH VERB

Every verb (except modal verbs and “used to”) can be used with three simple finite forms and three simple non-finite forms.

### FINITE FORMS

- **THE BASE** (e.g., go / write)

Indicative Mood: It is used in the Simple Present Tense with all persons, except for 3rd person singular.

They **go** to school by bus every day.

I usually **train** hard during the season.

Imperative Mood: It is used with all persons to refer to commands, orders, requests, etc.

**Be** quiet!

**Go** and **tell** her I’m here, please.

Subjunctive Mood (Present Subjunctive)

The judge demands that the prisoner **be** released.

It is necessary that the prisoner not **stay** unattended.

Long **live** the King.

- **THE 3<sup>RD</sup> PERSON SINGULAR** (e.g. goes / writes / studies)

Indicative Mood: It is used in the Simple Present Tense with the 3rd person singular.

Peter **goes** to the theatre whenever he **finds** some free time.

It is used in subordinate clauses of time with future time reference.

Tell me when she **comes**.

- **THE PAST FORM** (e.g. went / wrote / studied)

Indicative Mood: It is used in the Past Simple Tense with all persons to:

1. Refer to past actions.

The students **went** on a trip last month.

2. Refer to hypothetical situations in the present or future.

I wish I **lived** in a bigger house. (I don’t live in a big house)

If she **told** me she is sorry, I would invite her to the party. (She may tell me she is sorry)

Subjunctive Mood (past subjunctive): It is used only with the form ‘were’ of the verb to be. It is also called the ‘were’ subjunctive.

If only he **were** more patient.

If I **were** in your shoes, I would tell her the truth.

## NON-FINITE FORMS

### 1) THE INFINITIVE

The “to” infinitive (to go / to write)

The bare infinitive (go / write)

The perfect infinitive (have gone / have written)

-It can have nominal function (i.e. it is a noun equivalent)

**To err** is human; to forgive is divine. (Head of the Subject)

I need **to leave**. (Direct Object)

It was nice **to have met** you. (Head of the Postponed Subject)

-It can have adjectival function.

The students **to punish** are waiting outside. (Head of the Post modifier)

-It can have adverbial function.

I bought a car **to go** to work. (Head of an adverbial clause of purpose)

**To arrive** on time, you'll have to take a taxi.. (Head of an adverbial clause of purpose)

### 2) THE ING FORM (e.g. going / writing / stopping)

#### The Gerund

-It has nominal function (i.e. it is a noun equivalent)

**Going** to the beach is fantastic. (Head of the Subject)

They like **going** to the cinema. (Direct Object)

My granny is afraid of **going** blind. (Object of the Preposition)

#### The Present Participle

-It can be part of a finite verb phrase when it is used to form progressive tenses.

My parents are **going** away. (part of a progressive tense)

-It can have adjectival function.

The students **going** fast should wait for the rest to reach you. (Head of the post modifier)

-It can have adverbial function.

While **going** away, I heard someone screaming. (Head of an adverbial clause of time)

### 3) THE “ED” OR PAST PARTICIPLE (e.g. gone / written / studied)

-It can be part of a finite verb phrase when it is used in perfect tenses.

My best friend isn't here. She has **gone** to Australia. (Present Perfect)

-It can be part of a finite verb phrase when it is used in the passive voice.

This poem was **written** by a nine-year-old boy. (Passive Voice)

-It can have adjectival function

You must give me all the **written** sheets of paper. (Pre modifier)

-It can have adverbial function



## VERBAL CATEGORIES

A finite verb has four verbal categories:

**Tense                  Mood                  Voice                  Aspect (grammatical)**

E.g.: She's been attending classes.

1.      Tense: Present Perfect Progressive
2.      Mood: Indicative
3.      Voice: Active
4.      Grammatical aspect: Perfect progressive

1. **TENSE:** It is a linguistic expression or category. It depends on the particular language. It refers to the form of the verb that expresses a time-relation. Tenses vary from language to language.

Tense is a grammatical category that is realized by verb inflexion. Since English has no future inflected form of the verb, there are two main tenses: present tense and past tense.

She studies English at University. (Present Tense)

She worked as a secretary in her youth. (Past tense)

### TIME AND TENSE:

Time is a universal concept, common to all mankind independent of language. According to Jespersen, the grammarian, it has only one dimension and can be represented by one straight line and divided into three parts: past, present and future; or rather into two periods, the present being a point of time in constant motion.

BEFORE

NOW

AFTER

(PAST)

(PRESENT)

(FUTURE)

In English, future meaning is conveyed by various means including the present progressive, the present simple, the present perfect, and the modal WILL among other forms. Thus the same tense may have different time references.

E.g.: I'm teaching verbs now. (Present Progressive TENSE, Present TIME reference)

I'm teaching verbs on Monday. (Present Progressive TENSE – Future TIME reference)

He came late. (Past Simple TENSE – Past TIME reference)

I wish he came late. (Past Simple TENSE – Future TIME reference)

**Warning:**

In Spanish there is no distinction between these two terms. We have only one word (TIEMPO) for the two English terms. “Tense” is thus often referred to as “tiempo verbal” to break the ambiguity.

**3. MOOD**

a. **Indicative:** mood of “facts” and “reality”.

E.g.: I love hunting. He had plenty of money.

b. **Imperative:** mood of orders, commands, etc...

E.g.: Don't bother! / Come forward! / Be careful! / Do come here! / Wait a minute, please.

c. **Subjunctive:** It is often called the mood of “dreams” and “hypotheses. This mood is not so frequently used as it is in Spanish. It generally expresses meanings related to orders and requirements (mandative subjunctive). This use is usually found in formal registers (e.g., legal documents). It is also found in some fixed expressions (formulaic subjunctive). Another frequent use of the subjunctive mood is in hypothetical situations in the past with the verb “were”.

E.g.: It is mandatory that he **leave/ not leave** now. / God **bless** you. / If it **weren't** raining, we would be able to give the party. (It is raining now).

**4. VOICE**

It can be active or passive.

E.g.: A lot of women read “The Evening Standard” (Active Voice)

“The Evening Standard” is read by a lot of women. (Passive Voice)

**5. ASPECT**

Greenbaum and Quirk (1990) in *A Student's Grammar of the English Language* define aspect as “the grammatical category that reflects the way in which the meaning of a verb is viewed with respect to time.”(p.51). These authors speak of two grammatical aspects in English: the *perfect* and the *progressive* aspect<sup>2</sup>, which may combine in a complex verb phrase:

Present perfect	}	Perfect grammatical aspect
Past perfect		
Present progressive	}	Progressive grammatical aspect
Past progressive		

---

<sup>2</sup> The word 'simple' is used to describe a verb phrase totally unmarked for aspect (simple present, simple past).

Present perfect progressive }  
 Past perfect progressive } Perfect progressive grammatical aspect

So the finite verb phrases in sentences like “She has just left” or “we have all seen them” or “by that time, Fred had died” have **Perfect Grammatical Aspect**, while those in “He was cooking” or “We are working hard”, illustrate instances of **Progressive Grammatical Aspect**. The combination of both, **Perfect Progressive Grammatical Aspect**, can also occur in sentences like “We have been working hard” or “He had been studying a lot.” Simple tenses (Simple Present and Simple Past tense) as in “They live abroad” or “He sold his old house” have **simple** or **non-progressive grammatical aspect**).

However, aspect is the verbal category that poses more difficulty for students learning English (especially for students whose mother tongue is Spanish), since the realization of grammatical aspect in English and in Spanish is quite different.

We will start by providing some examples of aspectual distinctions between Spanish and English. Spanish students become more or less familiar with the distinction between Perfective and Imperfective aspectual meaning when they study the system of tenses. Compare:

1. Shakespeare **escribía** sonetos en aquellos tiempos. (Pretérito imperfecto. Modo Indicativo)
2. Shakespeare **escribió** 154 sonetos (Pretérito perfecto simple. Modo Indicativo)

In both cases the translation into English is done by means of the same tense- Simple Past Tense:

3. Shakespeare **wrote** sonnets in those days. (Shakespeare **used to write** sonnets, also possible) → Simple grammatical aspect – Imperfective aspectual meaning
4. Shakespeare **wrote** 154 sonnets. → Simple grammatical aspect – Perfective aspectual meaning

The difference between the pairs of sentences above is not one about the time reference conveyed, for both situations are prior to the moment of speaking. The difference is one of aspect: in 1 and 3 the situation is presented as a process, viewed as incomplete, not finished; while in 2 and 4 the situation is presented as an event, viewed as complete, finished.

Let us analyse another example:

5. I was driving my car when I saw the accident.

In this case, the first verb presents the background to some event (the action of driving), while the second verb presents the totality of the situation referred to (seeing the accident). The former is said to have imperfective aspectual **meaning** while the latter, perfective aspectual **meaning**.

Why do we speak of imperfective/perfective *meaning* and not aspect? Because in English, unlike Spanish, there is not a special verbal form, an inflection, to distinguish perfective aspect from

imperfective aspect. While Spanish has a grammatical category that expresses aspect (by means of the inflection “aba”/“ía”), English does not. The opposition perfective/imperfective is often shown in English by means of adverbials:

6. My eldest brother played rugby every Sunday while he was at school. (**Non-progressive/simple grammatical aspect**- Imperfective aspectual meaning)
7. My eldest brother played rugby for two years. (**Non-Progressive/simple grammatical aspect**-Perfective aspectual meaning)

So we see that while the opposition Perfective/Imperfective aspectual meaning has not been grammaticalized in English, the opposition Progressive/Non-progressive aspect has, precisely, by means of progressive tenses. Let’s go back to example number 5 above:

*I was driving* my car when I *saw* the accident.

In this case, “was driving” is in the Past Progressive Tense, therefore, it has progressive grammatical aspect and imperfective aspectual meaning; while “saw” is in the Simple Past Tense and has non-progressive aspect and it denotes perfective meaning.

So when we speak of PERFECTIVE and IMPERFECTIVE aspectual meaning in English, the former refers to a situation that is viewed or presented as complete (an event), whereas the latter refers to a situation that is viewed, presented as incomplete and in progress (a process).

Progressive forms usually denote imperfective aspectual meaning (except for the use of Present Progressive Tense with future time reference, for instance); while simple or non-progressive forms usually denote perfective aspectual meaning (except for cases like number (3) above, in which the Simple Past Tense has non progressive aspect but imperfective aspectual meaning)

The notion of imperfectiveness is associated with the concepts of DURATION, TEMPORARINESS and/or INCOMPLETENESS.

E.g. People **have been eating** less meat recently because of the crisis. (Temporary situation. Perfect progressive grammatical aspect- Imperfective aspectual meaning)

-Please, stop talking! Messi **is speaking** on the radio right now! (Incomplete action. Progressive grammatical aspect- Imperfective aspectual meaning)

-**I’ve been working** hard for the last three days (Focus on the duration of the action. Perfect progressive grammatical aspect- Imperfective aspectual meaning)

**To round off: Imagine that a friend of yours asks you:**

“Did you hear about that terrible accident on Dover Street?”

You might answer:

A) “Yes, I read about it in the newspaper.”

Or else,

B) “Yes, I was reading about it in the newspaper.”

Would choosing progressive or non-progressive aspect imply any difference in meaning?

What aspect of the situation is the speaker focusing on? Explain.



Complete the following chart that summarizes the concepts dealt with above

Verbal Categories	Classification	Examples
<b>Tense</b>	<i>The Simple Present</i>	
	<i>The Present Progressive</i>	
	<i>The Past Progressive</i>	
	<i>The Present Perfect Progressive</i>	
	<i>The Past Perfect</i>	
<b>Mood</b>		
		<i>The committee gave her the 1<sup>st</sup> prize.</i>
		<i>She was given the 1<sup>st</sup> prize.</i>
<b>Aspect (grammatical)</b>	<i>Progressive</i>	
	<i>Simple (Non-progressive)</i>	
	<i>Perfect</i>	
	<i>Perfect progressive</i>	

#### *Related Semantic Categories*

<b>Time reference</b>	<i>Past</i>	
	<i>Future</i>	
<b>Aspectual meaning</b>		

## **LEXICAL ASPECT OF VERBS - STATIVE AND DYNAMIC VERBS**

In order to understand the nature and meaning of a Stative (State) verb and a Dynamic (Action) verb, we should first review the concepts of two key verbal features: TENSE and ASPECT.

According to G. Leech in a *Communicative Grammar of English*, TENSE is the correspondence between the form of the verb and our concept of time (Past, Present or Future); while ASPECT concerns the manner in which a verbal action is experienced or regarded, as either complete or in progress (1994).

Verbs may either refer to an EVENT (a happening thought of as a single occurrence, with a definite beginning and end) or to a STATE (a state of affairs which continues over a period and need not have a well-defined beginning and end). The former are often referred to as DYNAMIC or ACTION verbs and the latter as STATIVE or STATE verbs.

There's another group of verbs that are used to describe position. They are called "stance verbs". They are intermediate between stative and dynamic verbs. Lie, stand, sit and live are examples of stance verbs.

### **DYNAMIC or ACTION VERBS**

Most verbs in English are Dynamic or Action verbs because they express actions we perform. Actions we can start or stop at will and as such they have a clear beginning and end. Therefore, dynamic verbs can be used (or not) in the progressive grammatical aspect. It is worth clarifying, though, that dynamic verbs can also be (and often are) used in the perfect grammatical aspect:

I've been working very little lately. (Dynamic verb)

I've worked very little lately. (Dynamic verb)

### **STATIVE or STATE VERBS**

STATIVE verbs express states or relationships that cannot be started or stopped at will. These verbs do not refer to actions that we perform but to states or experiences we have to undergo, and as such they are beyond our control. These verbs do not normally occur in the progressive or durative aspect since there can be no conception of progression in states of affairs. The stative verb per excellence is the verb to be.

German is similar to English.

She was proud of herself.

Stative verbs can be subdivided into five classes:

1. STATES OF BEING and HAVING: be, appear, seem, contain, depend, have (possess), belong, own, resemble, apply.  
The new assistant seems efficient. (NOT is seeming)  
Each box contains 20 cigars. (NOT is containing)
2. INTELLECTUAL STATES: believe, disagree, know, realize, think, understand, remember, forget, see (understand), expect (think).  
You know her name. (NOT are knowing)  
Pagans believed in idols. (NOT were believing)
3. STATES OF EMOTION (feelings) or ATTITUDE: love, hate, like, want, wish, prefer.  
Boys prefer war movies to romantic ones. (NOT are preferring)  
I want a cup of strong tea! (NOT am wanting)
4. STATES OF BODILY SENSATION: Ache, hurt, itch, tickle.  
My head aches! (NOT is aching)
5. STATES OF PERCEPTION (senses): feel, hear, see, smell, taste.  
I saw the accident, that's why I have to testify. (NOT I was seeing)

Depending on the aspect a verb usually has, we can speak of four classes of verbs:

**A. Dynamic verbs which can usually be used in simple or progressive forms:**

I often cook at weekends.

I'm cooking right now, I can't answer the phone.

**B. Verbs which are always Stative:**

Now the country house belongs to my youngest sister. (NOT is belonging)

In those days, he believed in God. (NOT was believing)

**C. Verbs that have Stative or Dynamic uses/meanings:**

The doctor is weighing the baby. (a deliberate action-dynamic sense)

The baby weighs 5 kilos now! (a state or condition that is beyond control)

We have a brand new bike now. (We own, possess a new bike now)

We are having some brandy now. (We are drinking some brandy now)

In the times of the colonies, people thought black people were inferior. (That was their opinion, they believed so)

You look very thoughtful. What are you thinking about? (What are you considering?)

**D. Stative verbs used Dynamically with little or no change in meaning.**

I forgot my glasses at home. /I'm forgetting my German!

He's dishonest. (It's a state, a "quality" in him)/He's being dishonest. What a pity! ( He's behaving in a dishonest way)

Smoking is forbidden. This rule applies to everyone. (This rule is for everyone)/ He has always applied pressure to get what he wants.

Some other times, the meaning does not change at all, but there is an explicit focus on the process leading to a certain state:

I understand the difference between stative and dynamic verbs. (I do not need any further explanation)

I'm understanding the difference between stative and dynamic... (I'm beginning to understand, but I need some more explanation)

My granddad forgot our names during his illness. (Completely)

My granddad was forgetting our names... (He was beginning to, he remembered some but not others)

In the case of verbs of the senses like “see” and “hear”, they express involuntary actions. In contrast, voluntary actions that concern the same senses are expressed through dynamic verbs, which in some cases are different verbs such as “look” and “listen to”.

I hear shouting (Not I'm hearing shouting)

My granny listened to classical music every evening

While in some other times such voluntary meanings are expressed by the same verbs. Such is the case of “feel”, “taste” and “smell”.

The food tastes delicious! (It has a delicious flavour!)

The cook is tasting her sauce to see if it's well-seasoned. ('s testing the flavour of)

The baby's hair feels like silk. (has the texture of)

The nurse is feeling the baby's forehead. (is touching)

This cake smells nice. (has a nice smell)

He's always smelling his milk before drinking it! (is sniffing)

Notice: When “feel”, “smell” and “taste” are used with dynamic meanings, these verbs are transitive; in contrast, they are linking verbs when used with stative meanings:

The cook is tasting her sauce. (S+Vt+Od)

The nurse is feeling the baby's forehead. (S+Vt+Od)

He's always smelling his milk. (S+Vt+Od)

The food tastes delicious! (S +VL+SC (adj))

The baby's hair feels like silk (S+VL+Oblig adv)

This cake smells nice. (S +VL+SC (adj))

## VERB TENSES

### THE PRESENT PROGRESSIVE TENSE

It usually refers to an action which continues to happen before and after a particular time. It indicates DURATION and CHANGE.

Uses:

1. To refer to something happening at the moment of speaking.

E.g.: I can't answer the door. I am washing the dishes.

2. To refer to something happening around the moment of speaking. It generally refers to temporary situations or habits that take place over an extended period of time.

E.g.: I'm on a diet. I am having my coffee without sugar these days.

3. To refer to changing situation, states developing into other states. We use verbs that indicate increase/decrease in the activity, usually with comparative adjectives and adverbs. (little and little, more and more, etc.)

E.g.: The climate in this area is getting drier and drier. It's growing dark.

4. To show annoyance on the part of the speaker, especially when referring to habits that upset him/her. In this case, the use of frequency adverbs is compulsory.

E.g.: She's always yawning in class.

5. To refer to a series of momentary, short, continuous acts.

E.g.: The gardener is pulling out weeds/ I am jumping.

#### **Future Time Reference**

6. To refer to a previous arrangement. The use of adverbials is compulsory.

E.g.: Madonna is performing on June, 3rd. at 10pm.

7. Future refusal / Volition.

E.g.: I am not doing that!

Note:

In A Student's Grammar of the English Language, Quirk (1990) subdivides the progressive aspect into EVENT PROGRESSIVE and HABITUAL PROGRESSIVE. The former, EVENT PROGRESSIVE, is used with dynamic verb senses to refer to an event that has duration and is not complete:

Pete was watching a movie yesterday evening.

She was drowning but somehow managed to reach the coast!

The latter, HABITUAL PROGRESSIVE, is used with dynamic verb senses to refer to events that repeatedly occur, usually implying that these actions take place over a limited period of time- temporary habits. A non-progressive form would imply permanence, rather than temporariness, as a result, the meaning conveyed by a dynamic verb used in a simple tense would be that of permanent habit:

Aunt Alice is working as a secretary./ Aunt Alice works as a secretary.

I'm training every day./ I train every day.

## **THE SIMPLE PRESENT TENSE**

Uses:

1. To express meanings related to something that happens all the time or that is true and general. That is, we use this tense to refer to general or eternal truths, natural or physical laws, geographic features, etc.

E.g.: The Earth goes round the sun.

If you heat water, it becomes steam.

The Nile crosses the Sahara desert.

NOTE: This tense is also used in PROVERBS, which have universal validity.

E.g.: The hand that rocks the cradle governs the world.

2. To denote habitual actions.

E.g.: Millie seldom tells the truth. / Sam sometimes does the cooking.

3. To denote permanent actions or situations.

E.g.: George works for the BBC. / Children love eating sweets.

4. With performative verbs, such as “declare, forgive, curse, bless, promise, swear, agree, apologize, deny”. In order for a verb to be used as a performative verb, the subject must be the first person singular or plural (“I” or “We”).

E.g.: I name you “Christine Louise”. / We forgive you.

### **5. Instantaneous present**

5.a. To report a series of actions that have little duration (For example, a game reported on the radio or on TV)

E.g.: “Smith runs forward with the ball. Scott hurries towards him...”

5.b. In demonstrations made by a teacher, a cooking expert, a conjurer and also in stage directions.

E.g.: “I pour some milk in the bowl and mix it with the flour...”

A door opens and a beggar goes on to the stage. (stage directions)

6. With stative verbs (see stative verbs Section). E.g.: I m an architect. (\*I'm being an architect) – He is at school right now. – I have 3 children.

7. In exclamatory sentences with “here” and “there”:

E.g.: Here comes the bride! / There goes Malcom as if nothing had happened!

8. **Past time reference:**

a. Historic or Dramatic Present: It is used to add vividness to a statement. It is very often used in narratives. It is frequently used in newspaper headlines to create a sense of immediacy.

E.g.: I was quietly looking at the shop windows of Harrod's when, all of a sudden, a young girl standing next to me turns and slaps me on the face!

*Prime Minister Says Traffic Must Be Curved./ Tidal Wave Hits Papua New Guinea.*

b. It is used instead of the Present Perfect (with verbs of communication: hear, bring, send, tell, write, etc.)

E.g.: I hear you are getting married. (Instead of “I've heard”)

What brings you here (Instead of “has brought”)

Mother sends me to give you this. (Instead of “has sent me”).

9. **Future Time Reference.**

a. To refer to an action regarded as part of a timetable. It is a very categorical statement.

E.g.: Do hurry up Pat! The train leaves in 10 minutes!

b. Future of the Calendar: E.g.: My birthday falls on a Thursday this year.

c. In Subordinate Adverbial Clauses of time or condition. After conjunctions such as *when, as soon as, before, after, as, while, if*, etc., the simple present tense has future time reference. We cannot use “will” or forms with “going to” after such conjunctions.

Eg. He will write the report as soon as he reads the book. / We'll leave when we are ready.

## **THE PRESENT PERFECT TENSE**

### I) HOW DO WE FORM THE PRESENT PERFECT?

With the primary auxiliary HAVE or HAS+ past participle of the main verb

I		you
she		
he	has written	we have written
it		they

#### Affirmative Statements:

I've never heard that before.

He's finished everything.

#### Negative Statements: (have/has + not)

We haven't decided on the place of the ceremony.

She hasn't typed it yet.

#### Interrogative Form:

Have you ever been to Perito Moreno?

Has the cashier left?

Notice the use of contracted forms in informal English (conversational English, informal letters to friends and the like). However, the use of full forms is typical of formal written English or in spoken language as a device to denote emphasis.

e.g.

A: You can't know what England is like, because you've never been there!

B: I have been there! or But I have!

### **WHEN DO WE USE THE PRESENT PERFECT TENSE?**

In general we can say that the present perfect tense relates the past and the present. We can speak of Finished and Unfinished Uses of the Present Perfect.

#### **UNFINISHED USE:**

The action began in the past but it is still going on. It is incomplete, i.e., its meaning is imperfective.

The adverbials used in this case generally begin with 'since and 'for'.

e.g.: He's been the headmaster since 1988/since he was 32/since he got married/since twelve years ago / for twelve years/ for a long time.



Notice the difference in meaning when the choice is the Simple Past Tense:

He was the headmaster for twelve years / for a long time.

The preposition 'for' introduces an adverbial that denotes period of time rather than a definite point in the past, in which case the adverbial is introduced by 'since'.

### **FINISHED USE:<sup>3</sup>**

a) **Resultative Past.** The action took place in the past but the consequences are present. The action, activity or experience took place in the past but we are interested in the present results. The chief interest is not in the action itself or in the time (that is why no indication of when exactly the action took place is given) but in the present consequences of that action.

e.g.: I ve left my wallet behind so I can't pay the bill now.

She can speak French very well because she's spent many years in France.

We ve bought a car. We needn't take buses any longer!

Who has eaten the cherries? There are no more left and I'm hungry! (Have this example in mind to contrast it with "Who has been eating the cherries?" when we see the use of the present perfect progressive)

Other adverbs / adverbials commonly used with the Finished Use of the Present Perfect are "just, already, yet, never, ever, before, once, twice, three/several times".

b) The Present Perfect Tense is used when we are interested in the action itself, rather than in when the action occurred.

Have your parents ever been to Ireland?

I have read "The Little Prince" three times.

The present perfect can be used when we want to refer to events that have been experienced once or more times in a person's life or in history up to the present.

I ve only been to London once.

It's the first time I ve heard about this actor.

Mark has lived in Spain. He has lived in Argentina. Now he's living in the US.

They have travelled to Mexico several times.

I have already seen that film.

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<sup>3</sup> If you have studied or been in contact with English for quite some time, you must have noticed that many of the uses of the present perfect-especially those listed under the heading "FINISHED USE"- are expressed by verbs in the simple past tense in American English. For instance, Americans tend to say:

Did you ever climb Aconcagua?

Whereas the British will say:

Have you ever climbed Aconcagua?

For the sake of practical matters, we will ask you to study and use the British variety in our classes. However, if in "real" life you prefer American English, make sure you are consistent, that is, choose one variety and just stick to it.

Now, if the speaker is interested in when the action actually happened, in the exact time, he will have to use the simple past tense.

A: Have your parents ever been to Ireland?

B: Yes, they have.

A: When did they go? / When were they there?

B: In 1980/thirty years ago.

c) We can use the present perfect for actions that have been completed very recently:

He has just had breakfast.

They have just left.

This game has recently become available on some mobile devices.

We use “yet” in questions and negative statements, whereas already is used in affirmative statements and questions.

A: Have the kids gone to the fun-fair?

B: No, they haven't left yet. /Yes, they've already left.

Note: Do not confuse this use of “just” with the use of “just” meaning “barely” or “merely”, in which case this adverb can be accompanied by verbs in various tenses:

“I just wanted to know...” “We were just looking” “You'll just catch the bus if you hurry”

Do not confuse this use of “yet” with the use that means “but”: It was strange yet true.

Or when it means “still, even”: Our plan could yet succeed.

d) The Present Perfect can be used to refer to activities that have been completed during a period of time that has still not finished at the moment of speaking. These adverbials refer to a period of time not yet completed. In a way, they are partly past ,partly present and partly future: *today, in the past few months, this morning, this afternoon, this term, etc.*

We've done very little today. (We still have time to do something else)

I haven't seen the headmaster this week. (Maybe I see him before the week finishes)

### **Present Perfect with future time reference:**

The present perfect can also convey future time reference, especially in clauses of time or in conditional clauses. Study the example below:

Don't leave the table until everybody has finished!

We'll start at five if it has stopped raining.

In both cases there is emphasis on the completion of the action, i.e., the meaning of the verb is perfective, the action is seen as complete in the future.

## **THE PRESENT PERFECT PROGRESSIVE TENSE**

### I) HOW DO WE FORM THE PRESENT PERFECT PROGRESSIVE TENSE?

The present perfect progressive is formed with the primary auxiliary HAVE/ HAS +past part. “Be” + present participle of the main verb.

I		he
You	have been writing	she has been writing
We		it
They		

The gardener has been pulling out weeds for hours!

### II) WHEN DO WE USE THE PRESENT PERFECT PROGRESSIVE TENSE?

The uses of the present perfect progressive could be equated to the main uses of the present perfect. The main difference is that the imperfective aspectual meaning is emphasized. In other words, the incompleteness of the action and/or the duration of the action are given importance. Again, the present perfect progressive may have an unfinished use (an activity or state that extends over a period of time that began in the past and includes the present and may extend into the future) and a finished use (an action that finished in the past; very often the uninterrupted nature of the activity is emphasized as an explanation of, or excuse for something).

The baby has been crying for hours and he’s likely to go on. (Unfinished Use, emphasis on duration and incompleteness of the action.)

What have you been doing, Mark? You look exhausted!

I have been playing soccer and baseball! (Finished Use, emphasis on duration)

Compare:

- I ’ve been reading David Copperfield.
- I ’ve read David Copperfield.
- I read David Copperfield a long time ago/before you did.

In a) the Present Perfect Progressive has been used to emphasize the incompleteness of the action and thus sentence a) conveys Imperfective aspectual meaning. It is implied that the speaker is still reading the book.

In b) we understand that the speaker has finished. Therefore, sentence b conveys perfective aspectual meaning and there’s emphasis on the completeness of the action. Sentence c) also conveys perfective aspectual meaning but the simple past is the preferred choice when the speaker is more interested in “when” than in “what”.

The present perfect progressive is likely to be used more frequently with those verbs denoting a passive rather than an active state. E.g.: “rest”, “sleep”, “lie” (down). It’s possible to say:

Your books have lain on your bed for days!!

Your books have been lying on your bed for days!!

(The second option is preferred to the first one)

It is also used with stative verbs in an attempt (again) to emphasize the incompleteness of the action:

I’ve been wanting to give up smoking for months.

Ever since the accident, she’s been hoping for the best.

## **THE SIMPLE PAST TENSE**

### I) HOW DO WE FORM THE SIMPLE PAST TENSE?

In affirmative sentences we use the past form of the verb.

### II) WHEN DO WE USE THE SIMPLE PAST TENSE?

On the whole, we can say that the Simple Past Tense is used to indicate activities or states (facts, abilities, habits and permanent actions) in the past, without indicating any connection with the present. There is often an adverbial of past time which may refer to:

#### a. a point of time

My granny was born in 1906. (fact)

World War I began in 1914.

Harriet came to see me yesterday.

I heard the news one hour ago.

#### b. a period of time

The Greens lived in Ireland during the war.

She studied music while she was in Paris.

Most of our cathedrals were built during the Middle Ages.

#### c. Sometimes the time is implied or inferred either from context or shared knowledge:

I bought this garment in Dublin. (I know you visited that city 5 years ago).

Did you have a nice time? (At the party you told me about)

Napoleon marched his army to Moscow. (Everybody knows Napoleon is a historical figure who died long ago)

## **DIFFERENT USES OF THE SIMPLE PAST TENSE:**

1. To denote facts in the past.

E.g. I met her yesterday.  
San Martin died on August 17th.

2. To denote states in the past.

E.g. My baby was plump and healthy when he was born.

3. To indicate ability in the past.

E.g. I walked steadily when I was one. (i.e., I could walk steadily when I was one)

4. To express habits in the past.

E.g. Marcia usually gave parties during the summer.  
My family always had turkey for Christmas.

5. To denote permanent actions or situations in the past.

E.g. When my father was alive, he worked for a car factory.  
He liked playing the violin.

6. Future or present time reference: It is used to indicate future time reference, especially when the past form has hypothetical meaning (unreal past).

E.g. I wish I had a brother. (I don't have one.)  
If it was not raining now, I would walk. (I want that now.)  
If only you told me the truth now.  
It's time the kids went to bed.  
I'd rather you shouted less.

7. Future in the past.

E.g. He told me to stay until his father arrived.

## REGULAR PAST FORMS

They end in “-ed”. These past forms may be pronounced /t/ /d/ or /Id/ depending on the ending of the verb in the infinitive form.

If the verb ends in voiced sounds other than /d/, such as /z/, /l/, /r/, including vowels, the final sound is /d/.

E.g. buzz – buzzed /-d/	mow – mowed /-d/
call – called /-d/	judge – judged /-d/
remember – remembered /-d/	

If the verb ends in voiceless sounds other than /t/, the final sound is /t/.

E.g. pass – passed /-t/	wash – washed /-t/
stop – stopped /-t/	pack – packed /-t/

Exception: ask – asked /-t/

Finally, if the base ends in /t/ or /d/, we pronounce an extra syllable /-Id/:

E.g.	/t/	/d/
	pat – patted /-Id/	need – needed /-Id/
	fit – fitted /-Id/	scold – scolded /-Id/
	want – wanted /-Id/	depend – depended /-Id/
	invite – invited /-Id/	decide – decided /-Id/

For questions and negative statements we make use of the auxiliary DID or DIDN'T + the BARE INFINITIVE.

E.g. The child **drew** a map.  
**Did** he **draw** a map?  
 No, he **didn't** **draw** a map.

## THE PAST PROGRESSIVE TENSE

### I) HOW DO WE FORM THE PAST PROGRESSIVE?

We form it with the primary auxiliary “be” in the Past tense: “was” and “were” + the Present Participle of the main verb.

I		you
he		we were writing
she	was writing	they
it		

### II) WHEN DO WE USE THE PAST PROGRESSIVE?

1- To denote events in progress at a point in the past. It may highlight the temporary nature of events:

E.g.: Fourteen hours later, we were entering Kingston Harbour.

(Compare: Fourteen hours later we entered Kingston Harbour. The past simple emphasizes the whole event, from beginning to end; the past progressive emphasizes the event as being in progress but unfinished at the time referred to.)

2-To indicate that an activity or state was in progress at the time when another activity occurred (as a background event). It is used in complex sentences, in the main clause or in the subordinate clause.

E.g.: My great grandparents were living in Paris when the war broke out.

The sun was just setting when we reached the shore.

3- To denote two simultaneous actions in the past.

E.g.: While George was working hard, his sister was listening to some music.

4- To describe the atmosphere, setting in an introduction to a story or narrative.

E.g.: Night was falling over the city...

5- To express a series of repeated events in the past.

E.g.: She was knocking at the door for an hour.

6- To describe repeated unplanned (or undesired) events, in combination with frequency adverbs/adverbials such as “always”, “constantly” and the like.

E.g.: People were always warning me that my success wouldn't last.

She was constantly complaining about everything.

Sarah was biting her nails all the time.

7- To denote temporary repeated actions in the past. To indicate that an action or activity was repeated over a limited period of time, but it is not to be considered as habitual or permanent.

E.g. He was visiting his children much more often those days.

That summer he was living in the country because his flat was being enlarged.

8- **Future Arrangement in the past.**

E.g. She left at 5 because she was seeing the doctor at 5.15.

## **THE PAST PERFECT TENSE**

1) HOW DO WE FORM THE PAST PERFECT TENSE?

By means of the past form of the primary auxiliary verb have-has (i.e. had) followed by the past participle form of the main verb.

I  
 You  
 He /she / it had written  
 We  
 They

E.g. When I started working here, I had already met Tracy.

## II) WHEN DO WE USE THE PAST PERFECT TENSE?

**a) Earlier Past.** According to R.A. Close in A Reference Grammar for Students of English “the Past Perfect is used to make it clear which event or state in a sequence preceded which. It can be regarded as a transference either of the Present Perfect to the past or of the past to a previous past.” (p. 253, 1975) Such cases are often found in instances of reported speech:

Pete: Hi, at long last I’ve been here for almost half an hour!!

Pete said/complained that he had been there for almost half an hour.

**b) Resultative Past in the Past.** The Past Perfect Tense is used to denote an action which had a result in the past.

E.g.: When I saw him, he seemed overwhelmed. He had had a bad day. (result: he seemed overwhelmed)

Note: Very often two sentences in the Simple Past convey the idea of two consecutive events (the first one taking place before the second one)

E.g. I rang the bell. The door opened. (What we mean is that after we had rung the bell, the door opened; we see that we can convey that meaning through word order.)

However, we must point out that the action in the first sentence does not always take place before the second one; it sometimes occurs afterwards.

E.g. I looked out for her; she vanished from sight.  
 She had vanished...

Thus, if the action in the second sentence is prior to the action in the first one, it is advisable to break any possible ambiguity by using the Past Perfect.

E.g. I woke up; my husband left. There are two possible interpretations:



- a) First I woke up, then my husband left. (I had woken up when he left.)  
 b) First he left, then I woke up. (He had left when I woke up)

The use of adverbials of time, especially the subordinating conjunctions “after / before” make the use of the Past Perfect tense optional.

E.g. Before I woke up, my husband (had) left.  
 I woke up before he (had) left.

## **THE PAST PERFECT PROGRESSIVE**

### I) HOW DO WE FORM THE PAST PERFECT PROGRESSIVE TENSE?

By means of the past form of the primary auxiliary verb have (i.e. HAD) + past participle form of the verb be (i.e. BEEN) + present participle form of the main verb.

I  
 You  
 He /she / it had been writing  
 We  
 They

### II) WHEN DO WE USE THE PAST PERFECT PROGRESSIVE?

- To indicate that an activity was still going on at a given point or period in the past. The aspectual meaning is most of the times imperfective.

E.g. When we got to the meeting, the lecturer had already been speaking for ten minutes.

- **Resultative Past in the Past.** The Past Perfect Tense is used to denote an action which had a result in the past.

When I saw him, he had a black eye. He had been fighting with his friends. (result: he had a black eye)

## **FORMS OF EXPRESSING FUTURE TIME IN ENGLISH**

As we have seen at the beginning of this course, there are very few verbal inflections in English. In fact, only two: the –ed for the Simple Past form and the final “s” for the third person singular of the Simple Present. However, the fact that there is no inflectional tense to express future time in English does not mean that the English language cannot express future time.

Future time can therefore be expressed by means of modal auxiliaries (will, can, may), modal idioms (be able to – be bound to - be going to – be about to – be due to – be likely to) and, as we have already seen, by the Simple Present tense and the Present Progressive tense.

### **THE SIMPLE FUTURE (WILL / SHALL + INFINITIVE)**

One of the most common ways of expressing futurity in English is by means of the modal “will” (in formal British English “shall” is sometimes used with the 1st person subject, either plural or singular) or the contracted form ‘ll + the bare infinitive of the main verb.

The Simple Future is often referred to as colourless future / neutral future, yet, when studying modals more in detail, the student will see that the construction also covers a wide variety of modal meanings, many of which sometimes do not even have future time reference.

E.g. Harold will bang the door whenever he’s upset. (Insistence – idea or annoyance, disapproval on the part of the speaker)

E.g. Sorry, but I won’t eat that meal! (refusal)

E.g. I promise I will be more punctual next term! (promise)

In everyday language “shall” is generally used in questions containing I-we. In such cases “shall” consults the wishes of the addressee.

E.g. “Shall I?” (for offers) / “Shall we?” (for suggestions)

#### MAIN USES

- a) We use the simple future to talk about events/states which are certain to happen in the future.  
E.g.: One day I will die.
- b) We use the simple future to express predictions that are based on the speaker’s belief.  
E.g.: Surely, he will pass the exam.
- c) We use the simple future to express “on the spot decisions”.  
E.g.: A: Teacher, I don’t understand. B: I will explain it again.
- d) We use simple future to express promises, threats, warnings, requests, and hopes.  
E.g.: I swear I will come to your birthday party.

## **FUTURE PROGRESSIVE (WILL + BE + -ING)**

### I) WHEN DO WE USE IT?

1) To denote an action that will be in progress (Imperfective aspectual meaning) at a point or period of future time.

E.g. His children will be waiting at the airport to greet him.  
In a few days' time I'll/will/shall (Br.E fml) be enjoying the sunshine of East Africa.

2) a- To denote something that has been arranged, planned or decided upon. In certain contexts there is no difference between the use of the Present Progressive and the use of the Future Progressive.

E.g.: Will you be getting / Are you getting home late this evening? If so, it may be necessary to keep supper back)

I am seeing / will be seeing your daughter this evening. Is there anything you'd like me to tell her?

We are having / 'll be having dinner in ten minutes. So please don't go out

The new disco is opening / will be opening on the 20th of June.

I'm flying / 'll be flying to Glasgow this coming weekend.

b- To indicate that an activity or state will extend over the whole of a future period of time. The future activity is part of a plan or arrangement.

E.g. He says he will be working late every evening next week.

## **FUTURE PERFECT – FUTURE PERFECT PROGRESSIVE**

### **(WILL + HAVE + PAST PART. / WILL + HAVE BEEN+ -ING)**

1) Before–future time: To refer to activities that by a particular point in the future will be regarded as complete, finished (see example a below). The grammatical aspect of this tense is perfect and the aspectual meaning is perfective (future perfect), therefore it puts emphasis on the completion of the activity and on its consequences. This future form is also used to indicate that an action or activity will extend and include a point or period of time in the future (see b).

(a) E.g. I'll have left when you read this letter.

(b) E.g. In the year 2025 I will have taught English for 15 years.

2) The Future Perfect Progressive always has imperfective aspectual meaning:

E.g. They will have been living abroad for two years next August. (The action is seen as incomplete in the future)

## **BE GOING TO + INFINITIVE**

a) Future fulfillment of a present intention, e.g.:

I'm going to marry him some day.

Stella is going to dismiss her new secretary.

b) Future result of a present cause, e.g.:

You're going to get soaked if you do not wear your raincoat.

She is pregnant. She is going to have a baby in a few months.

### **MODAL IDIOMS: BE ABOUT TO, BE DUE TO ...**

Other forms such as modal idioms “be about to” and “be due to” can be used to refer to future events. E.g.:

Helga is bound to arrive any moment now. (She's going to arrive...)

When is the baby due? (When is the baby going to be born?)

## 2. USES OF THE SUBJUNCTIVE MOOD IN ENGLISH

### 1) THE PRESENT SUBJUNCTIVE

We distinguish two main uses of the PRESENT SUBJUNCTIVE:

- a) **THE MANDATIVE SUBJUNCTIVE** is used in a that-clause after an expression of such notions as demand, recommendation, proposal, intention. (e.g.: We insist, prefer, request; It is necessary, vital, desirable, imperative; the decision, requirement, resolution). This subjunctive takes the base form of the verb- (with no-s form, and no changes for the past tense )

They suggested	that he <b>leave</b> immediately.
The suggestion was	
It was essential	

This use is more characteristic of AmE than BrE, but seems to be increasing in BrE. In BrE the alternatives are putative should and the indicative.

The employees demanded that he	<b>resign.</b> (esp AmE) SUBJUNCTIVE MOOD should resign. (esp BrE: putative should). resigns. (Indicative mood).

Notice the **negative** subjunctive: e.g. They ordered that he **not leave**.

A common alternative is a verb phrase with should: e.g. They ordered that he should not leave.

- b) **THE FORMULAIC SUBJUNCTIVE** (or “optative subjunctive”) is used in certain set expressions:

God <b>save</b> the Queen.	Heaven <b>forbid</b> that...
Long <b>live</b> the King.	<b>Be</b> that as it may, ...
God <b>bless</b> you.	Peace <b>be</b> with you.
Heaven <b>help</b> us!	God <b>forgive</b> you!

- 2) **THE PAST SUBJUNCTIVE** is hypothetical in meaning. It is used in conditional and concessive clauses and in subordinate clauses after “wish” and “suppose”:

If I **were** a rich man, I would...  
 If only he **were** more confident.  
 I wish the journey **were**<sup>4</sup> over.  
 She always behaves as if she **were** the boss.  
 Just suppose everyone **were** to act like you.

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<sup>4</sup> Subjunctive “were” is often replaced in non-formal style by indicative ‘was’.

### 3. PASSIVE VOICE

A passive construction occurs when you make the object of a transitive verb the subject of a sentence. That is, whoever or whatever is performing the role of subject is not the doer of the action. Take a look at this passive rephrasing of a familiar joke: Why was the road crossed by the chicken? Who is doing the action in this sentence? The chicken is the one doing the action in this sentence, but the chicken is not in the spot where you would expect the subject to be. Instead, the road is the syntactic subject. The more familiar phrasing (why did the chicken cross the road?) puts the doer of the action in the subject position,—the chicken (the actor/doer) crosses the road (the object).

Once you know what to look for, passive constructions are easy to spot. Look for a form of "to be" (is, are, am, was, were, has been, have been, had been, will be, will have been, is being, etc) followed by a past participle.

form of "to be" + past participle = passive voice

For example:

The metropolis has been scorched by the dragon's fiery breath.

When her house was invaded, Penelope had to think of ways to delay her remarriage.

#### Task

**Read the following selection from the article “Portable Computers” and underline the verbs in the passive voice.**

The first digital computer was built in 1946 at the University of Pennsylvania. It weighed 30 tons and filled a large room. It was called ENIAC. In its early days it required 18,500 vacuum tubes to store information. Obviously, a 30-ton computer had its limitations. Scientists and engineers worked to make it better. The use of transistors as small amplifiers in place of the large vacuum tubes reduced the size and cost of computers. Smaller was better.

In the early 1960's, the first microcomputers were made commercially. They were the size of a two-drawer file cabinet. The revolution was on. Less than a decade later, the microcomputer was invented...

One of the latest developments is bubble memory. In bubble memory, the information is stored in tiny magnetic spots or islands that look like bubbles floating on the chip. One great advantage of bubble memory is that it does not lose stored information when the power is turned off.

Portable computers, ranging from briefcase size down to hand-helds, are the latest innovation. In the smallest of the portables, the cathode ray tube has been replaced by a flat electroluminescent display and the disk drives by bubble memory chips. In these computers, information is stored on the road, at conferences, at the library, or elsewhere, and then transferred to print or conventional disk drive memory later.

The verb phrase in the first sentence (was built) consists of a form of the verb be followed by the participle form of the main verb. Underline the eight other complete verbs in the passage that also use a form of be with a participle form. Note that the last sentence contains an auxiliary with two main verbs: is stored....and is transferred.

With passive verbs, if we want to know who or what performed the action of the verb, we won't find it in the subject of the sentence. We have to look elsewhere in the sentence or assume that the performer of the action (the agent) is not the focus of information. Rewrite each of the sentences in which you have underlined verbs so that you specify the agent (the person or thing responsible for the action of the verb).

Example

Someone (some engineers) built the first digital computer in 1946 at the University of Pennsylvania.

For how many of the sentences could you find the agent actually specified in the sentence?

## FORMS OF THE PASSIVE

Only some transitive verbs<sup>5</sup> (verbs that can be followed by an object) can have a passive voice form.

Mary wrote a letter. (active voice)

The letter was written by Mary. (passive voice)

The future progressive and the perfect progressive forms are not commonly used in the passive because they are considered awkward.

Note that **the participle form of the main verb is always used to form the passive voice**, whatever the tense and aspect of the “be” auxiliary (See the chart below. “Redecorated” remains the same in all tenses).

When a passive is possible with transitive verbs – verbs such as “paint, throw, eat, write, take, put off, attend to, and take care of” – tense and aspect in the passive are shown by the form of the verb “be” + the participle in the main verb. The forms corresponding to the active forms are shown in Table 1 using the regular verb “redecorate”.

### Active and Passive Forms

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<sup>5</sup> Some transitive verbs like *have* cannot be used in the passive voice.  
He has a big house. But not \*A big house is had by him

Reference	Active	Passive
<b>SIMPLE</b>		
<b>Past</b>	He <b>redecorated</b> the house last year.	The house <b>was</b> <u>redecorated</u> last year.
<b>Present</b>	He <b>redecorates</b> the house every five years.	The house <b>is</b> <u>redecorated</u> every five years.
<b>Future</b>	He <b>will redecorate</b> the house next year.	The house <b>will be</b> <u>redecorated</u> next year.
<b>PERFECT</b>		
<b>Past</b>	The house looked good because he <b>had just redecorated</b> it.	The house looked good because it <b>had just been</b> <u>redecorated</u> .
<b>Present</b>	He <b>has just redecorated</b> the house.	The house <b>has just been</b> <u>redecorated</u> .
<b>Future</b>	He <b>will have redecorated</b> the house by the end of next month.	The house <b>will have been</b> <u>redecorated</u> by the end of next month.
<b>PROGRESSIVE</b>		
<b>Past</b>	He <b>was redecorating</b> the house all last week.	The house <b>was being</b> <u>redecorated</u> all last week.
<b>Present</b>	He <b>is redecorating</b> the house right now.	The house <b>is being</b> <u>redecorated</u> right now.
<b>QUESTION</b>	<b>Did he redecorate</b> the house last year?	<b>Was the house</b> <u>redecorated</u> last year?
<b>NEGATIVE</b>	He <b>wasn't redecorating</b> the house all last week.	The house <b>wasn't being</b> <u>redecorated</u> all last week.

## USES OF THE PASSIVE

According to Downing and Locke (2006), there are three main reasons for the use of passive voice:

1. We use the passive for discursive purposes when we want **to place an element which is not the doer of the action in subject position, theme and topic** of the sentence. Often, old or given information precedes new information in a sentence. The following extract was taken from a text about the Olympic rings in Encyclopedia Britannica and, as the writer wants to talk about this topic, he/she places it in subject position.

The Olympic Games were founded on a love of sport, unity, and competition and an ancient tradition of physical fitness. The Olympic rings is perhaps the most iconic symbol of the



Games. The logo was designed in 1912 by Baron Pierre de Coubertin, a cofounder of the modern Games.

2. We also use the passive for discursive purposes when the structure of the sentence or the relationship between two sentences determines that **the new and/or long information should come last**. For example, in the following sentences the agent introduced by the preposition “by” is the new information and it is placed at the end so as to focus on it:

The vice-president wrote a report. That report is being studied by all the company officers who were involved in the project.

The senator lost the elections, but he was invited by the president to join the White House staff.

He picked up the wallet. It had been dropped by the gangster.

3. We use the passive because it allows us **to omit the doer of the action**. The emphasis is on the action itself or on the receiver of the action. For example:

The first digital computer was built in 1946.

A large sum of money has been donated to the NGO Manos Abiertas.

## OMISSION OF THE AGENT

The agent is omitted in the following cases:

a) We use the agentless passive when the doer/agent (the person or thing doing the action) is obvious (1), not known, not important (2) or generalised, vague (3).

(1) The family of a girl seriously hurt in a car crash in Glasgow has been warned her recovery will be a "long, slow process". (BBC)

(2) Nine fire engines were sent to tackle the blaze at a business in the east of Glasgow.

(3) The jack-o'-lantern has a long history with Halloween, although our favorite demonic faces haven't always been carved out of pumpkins. (Encyclopedia Britannica)

b) The “agentless passive” occurs frequently in journalistic and in scientific writing because omitting the doer of the action gives the text an objective and impersonal tone. For examples:

In all early attempts at biological classification, living things were separated into two major groups: the plant kingdom and the animal kingdom. These two groups were then subdivided in a variety of ways.

Jewelry worth \$500,000 was stolen from the Sheraton Hotel late last night. The police are searching for the suspects.

c) We also omit the agent when you purposely want to avoid blame or responsibility.

For example:

I was told to come to this office.

An error was made in our sales forecast for the coming year.

Most clauses with a passive verb (about 85% of them) do not mention the agent. There are, however, cases where disclosing the agent is necessary.

### **RETENTION OF THE AGENT**

When do we retain the agent?

a) When we need to focus on the doer of the action and thus we place the agent in end position (in the active it would have been in initial position).

Macbeth was written by Shakespeare.

b) When the agent is an inanimate being.

The house was blown by a hurricane.

## **The passive with direct and indirect objects**

Options are available to you when you use a passive with a direct and indirect object:

1. A long report has been given to the president.
2. The president has been given a long report.

In sentence 1, the president is given prominence by being placed last. In sentence 2, the report is given prominence by being placed last. To help you decide, you will have to consider the whole context, including what comes before and afterwards.

## **Passive forms with get**

Sometimes the passive can be formed with GET. A passive formed with get is more common in informal, spoken English than in formal, written English. For example:

She got fired last week. (She was fired by her boss)

## **Personal and impersonal passive constructions**

(extracted and adapted from Greenbaum & Quirk, 1990; Quirk et al. , 1985)

When the direct object of a sentence in the active voice is a clause, the change to a passive construction becomes restricted.

- 1) They thought that he was brilliant.

There are two possible passive alternatives for the sentence above.

1a) **It** was thought that he was brilliant. (Impersonal passive construction)

1b) **He** was thought to be brilliant. (Personal passive construction)

**IMPERSONAL PASSIVE CONSTRUCTION:** the object clause (mostly a finite one) can be postponed and replaced by an anticipatory it construction.

AV: The police believe that the thief left the country a few days ago.

PV: It is believed that the thief left the country a few days ago.

**PERSONAL PASSIVE CONSTRUCTION:** the subject of the object clause can become the subject of an alternative passive construction.

AV: The police believe that the thief left the country a few days ago.

PV: The thief is believed to have left the country a few days ago.

AV: The police said that they had run away to Mexico.

PV: They were said to have run away to Mexico.

AV: The police think that the suspects will surrender soon.

PV: The suspects are thought to surrender soon.

## Special cases

### 1) LET

Susan let me have a look at her notes.

I was allowed to take a look at her notes.

### 2) MAKE

The mother made the children clean the bedroom.

They were made to clean the bedroom.

### 3) SEE / HEAR

She saw the man leave the room.

He was seen to leave the room.

I heard him shout.

He was heard to shout.

### 4) STEAL

The thief stole her purse.

Her purse was stolen.

She was robbed of her purse.

#### 4. Some Irregular Verbs

Base Form	Past Form	Past Participle
awake	awoke	awoken
beat	beat	beaten
be	was, were	been
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drink	drank	drunk
dwell	dwelled/dwelt	dwelled/dwelt
drive	drove	driven

Base Form	Past Form	Past Participle
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	showed/shown
shut	shut	shut

fall	fell	fallen
feel	felt	felt
awake	awoke	awoken
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
eat	ate	eaten
give	gave	given

sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## PRACTICE

### CLASSIFICATION OF VERBS IN ENGLISH

**1- Read the following section from the reading 'Vincent van Gogh'.**

**Circle all the verbal forms you find and classify them into auxiliary or lexical verbs.**

Van Gogh was born in Holland in 1853, the son of a vicar. He was a deeply religious man who had worked as a lay preacher in England and among Belgian miners. He had been deeply impressed by the art of Millet and its social message, and decided to become a painter himself. A younger brother, Theo, who worked in an art-dealer's shop, introduced him to Impressionist painters. This brother was a remarkable man. Though he was poor himself, he always gave ungrudgingly to the older Vincent and even financed his journey to Arles in southern France. Vincent hoped that if he could work there undisturbed for a number of years he might be able one day to sell his pictures and repay his generous brother. In his self-chosen solitude in Arles, Vincent set down all his ideas and hopes in his letters to Theo, which read like a continuous diary. These letters, by a humble and almost self-taught artist who had no idea of the fame he was to achieve, are among the most moving and exciting in all literature. In them we can feel the artist's sense of mission, his struggle and triumphs, his desperate loneliness and longing for companionship, and we become aware of the immense strain under which he worked with feverish energy.




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## AUXILIARY VERBS

2- Using the appropriate auxiliary verb, add a tag at the end of each sentence. For example:

Tom won't be late, *will he?*

They were very angry, *weren't they?*

- a. Ann's on vacation, \_\_\_\_\_?
- b. You weren't listening, \_\_\_\_\_?
- c. Sue doesn't like onions, \_\_\_\_\_?
- d. Jack applied for the job, \_\_\_\_\_?
- e. You have a camera, \_\_\_\_\_?
- f. You can type, \_\_\_\_\_?
- g. He won't mind if I leave early, \_\_\_\_\_?
- h. Tom could help you, \_\_\_\_\_?
- i. There are a lot of people here, \_\_\_\_\_?
- j. Stop talking, \_\_\_\_\_?
- k. Let's have dinner, \_\_\_\_\_?
- l. This isn't very interesting, \_\_\_\_\_?
- m. I'm too fat, \_\_\_\_\_?
- n. Nobody has seen her today, \_\_\_\_\_?
- o. You wouldn't tell anyone, \_\_\_\_\_?
- p. Don't speak to me like that, \_\_\_\_\_?
- q. I shouldn't have gotten angry, \_\_\_\_\_?
- r. They had to go home, \_\_\_\_\_?
- s. He'd never seen you before, \_\_\_\_\_?
- t. Somebody has told you the truth, \_\_\_\_\_?

## FINITE / NON FINITE FORMS

3-Analyze the verbal forms in bold type. Determine:

**i. Auxiliary or Lexical**

**1. if auxiliary: primary aux., secondary aux., semi modal**

**ii. Finite or non- finite form**

**1. if finite: base, 3rd person singular, past form**

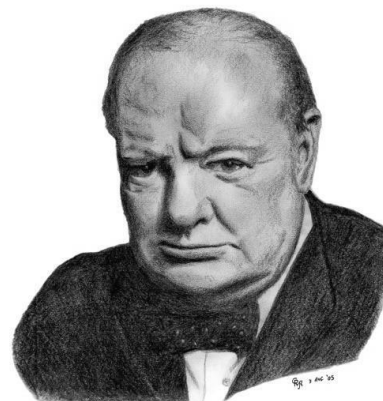
**2. if non- finite:     -ing form: gerund or present participle**  
**infinitive: bare, "to" or perfect infinitive**  
**past participle**

## A DROP OF GOOD ADVICE FOR MPs By John Ezard

Mr Hugh Gaitskell and Sir Winston Churchill **were cited** yesterday as among “plenty of examples” of political leaders whose drinking habits **must have impaired** their intellectual capacity and judgment.

In an attack on alcohol consumption by MPs the Liberal peer Lord Avebury **said** that records showed that at the height of the Second World War Sir Winston **was** “paralytically drunk” while **occupying** the highest office in the land.

And “after a visit to a collective farm in Russia in 1959, Hugh Gaitskell was said to have drunk 19 tumblers of vodka and then capped it with a tumbler of brandy. It is hardly surprising that he then became unconscious and **had to** be carried to his car by Denis Healey and David Ennals. He then slept it off on the journey back to Moscow”.



Lord Avebury who entered Parliament as Liberal MP for Orpington in 1962, made these charges in a speech to an international conference in Liverpool on alcohol-related problems. He said that MPs and peers **were “forced”** to drink much more than was good for them because of the extraordinary and shocking bar opening hours at Westminster.

The bars stayed open the whole time that Parliament was sitting, including late-night **sittings**. “It is unthinkable that Fords of Dagenham should have a night bar, so if workers felt thirsty they could slip away for a few pints”.

After his speech Lord Avebury – a teetotaler for eight years – added: “I knew contemporaries when I was an MP who died through drink. There was one MP who drank himself to death. He was always in the bar at the Commons”.

**Addressing** the same conference, the junior Health Minister, Sir George Young, called for public debate leading to a consensus of opinion on how much freedom individuals should have to choose to damage their own health, as well as risking the health and safety of others.

As a Royal Palace, Westminster is exempt from licensing hours. Its 12 bars range from Annie’s for MPs and lobby correspondents in the Commons’ to the Bishops’ Bar in the Lords.

Mr Gaitskell’s biographer, Mr Philip Williams said that the story of the Russian **drinking** session was basically true but its details were not right.

“It was one of those enormous Russian occasions when everyone is given too much to drink. He didn’t have to be carried to his car but he was hopelessly asleep when he reached Moscow.”

“It is the only occasion in his life when a story of that sort is told of him. To report it as in any way characteristic is quite unjustified.”

## TENSE AND TIME REFERENCE

### 4- Decide if the underlined verb has Present, Past or Future time reference.

- a. Let me know as soon as he is ready. \_\_\_\_\_
- b. Put away the laptop when you have finished. \_\_\_\_\_
- c. I want to see you again. \_\_\_\_\_
- d. Man reaches the Moon in 1969. \_\_\_\_\_



**5- Refer to the tense, time reference and mood of the underlined verbs.**

	Tense	Time Reference	Mood
a. Kids! It's time you <u>went</u> to bed!	_____	_____	_____
b. When you <u>get</u> to school, please go to the Headmaster's room.	_____	_____	_____
c. We <u>are moving</u> into a new bigger house any moment.	_____	_____	_____
d. The plane <u>was taking off</u> in a few minutes. That's why she hurried up.	_____	_____	_____

**SUBJUNCTIVE MOOD**

**6- Rewrite the following, using the subjunctive where appropriate. Make any other necessary changes**

Example: The governor directed that all prisoners be closely supervised...

The governor directed that all prisoners should be closely supervised at all times. He ordered that all prison officers should strictly observe the regulations. He insisted that they should not let any visitors smuggle in weapons or drugs. It was vital, he said, that all visitors should be searched. The prison officers stated that this has always been done. But the fact is that three prisoners escaped on Saturday.

The new regulations state that it is essential that all sections of the prison should be searched more frequently and more thoroughly. They also recommended that extra staff are recruited so that no matter how skilful the prisoners are, they will not be able to escape. As if it was only a simple question of staffing!

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**7- In the following material providing advice to travelers, incorporate each sentence in parentheses into the next sentence as a noun clause.**

Example: (A driver must keep to the right-hand side of the road).

In the United States and many European countries, it is essential that a driver keep to the right-hand side of the road.

a. (He or she has to drive on the left).

In Japan or England, however, it is mandatory \_\_\_\_\_

b. (A man should remove his shoes before going inside a house).

In some places, such as Japan and Saudi Arabia, it is important \_\_\_\_\_

c. (A man should keep his shoes on).

In other places, it is expected \_\_\_\_\_

d. (A sick person should take vitamin C).

In some places, doctors recommend \_\_\_\_\_

e. (A sick person should have a lot of homemade chicken soup.)

In other places, they advise \_\_\_\_\_

f. (A waiter should be summoned by whistling.)

In some places, it is suggested \_\_\_\_\_

g. (A waiter must not be summoned by whistling.)

In other places, it is recommended \_\_\_\_\_ because this would be considered exceedingly rude.

## STATIC AND DYNAMIC VERBS

**8-The text below is taken from a Science book. Read it and classify the underlined verb phrases. Classify them into stative or dynamic and fill in the chart below.**

### Minerals and Vitamins

Minerals are essential to your health in many ways. Some minerals are building materials. Your bones and teeth contain large amounts of two minerals, calcium and phosphorus. Iron, another mineral, is an important part of your red blood cells. Other minerals help regulating your body's activities.

Vitamins are a group of substances your body needs in small amounts. Although vitamins do not supply energy, they do have important functions in your body. For instance, they promote growth, help to release energy from food, and assure proper development of new cells. (From Life Science, 1990)



Stative Verbs	Dynamic Verbs

**9- The following verbs can have both a dynamic and a stative sense. Complete the following pairs of sentences by using either the Simple Present or the Present Progressive tense of the verbs in brackets. Justify your choice.**

- a. (think) I \_\_\_\_\_ he is a kind man.  
I \_\_\_\_\_ about this problem.
- b. (weigh) A piano is heavy. It \_\_\_\_\_ a lot.  
The grocer \_\_\_\_\_ the potatoes.
- c. (have) They \_\_\_\_\_ a very old car.  
She \_\_\_\_\_ trouble with her studies.
- d. (feel) He \_\_\_\_\_ his way because he is blind.  
The cat's fur \_\_\_\_\_ soft.
- e. (appear) The actor \_\_\_\_\_ on the stage.  
He \_\_\_\_\_ to be asleep.
- f. (be) She \_\_\_\_\_ really responsible and intelligent.  
Don't do that. You \_\_\_\_\_ rather foolish.

**10- The following verbs can be used as both stative and dynamic verbs. Look them up in the dictionary and copy a suitable meaning and example to illustrate each case. Do not use prepositional or phrasal verbs.**

**Note: Remember there must be a special grammar code that shows that a verb cannot be used in the progressive aspect. (E.g. not in progressive, no cont, no continuous, etc)**

Verb	Stative (S)/ Dynamic (D)	Meaning	Example
Mind	Stative		
	Dynamic		
Apply	Stative		
	Dynamic		

<b>Taste</b>	Stative		
	Dynamic		
<b>See</b>	Stative		
	Dynamic		
<b>Expect</b>	Stative		
	Dynamic		

## VERB TENSES IN CONTEXT

**11-Using the words in parentheses, complete the text below with the appropriate present tenses (Present simple or present progressive).**

### A Trekking Journal

November 12, 1997

Today \_\_\_\_\_ (be) the second day of my trek around Mount Annapurna. I am exhausted and my legs \_\_\_\_\_ (shake); I just hope I am able to complete the trek. My feet \_\_\_\_\_ (kill, really) me and my toes \_\_\_\_\_ (bleed), but I \_\_\_\_\_ (want, still) to continue.

Nepal is a fascinating country, but I have a great deal to learn.

Everything \_\_\_\_\_ (be) so different, and I \_\_\_\_\_

(try) to adapt to the new way of life here. I \_\_\_\_\_ (learn)

a little bit of the language to make communication easier;

unfortunately, I \_\_\_\_\_ (learn, not) foreign languages quickly. Although I \_\_\_\_\_

(understand, not) much yet, I believe that I \_\_\_\_\_ (improve, gradually).



I \_\_\_\_\_ (travel, currently) with Liam, a student from Leeds University in England. He \_\_\_\_\_ (be) a nice guy, but impatient. He \_\_\_\_\_ (walk, always) ahead of me and \_\_\_\_\_ (complain) that I am too slow. I \_\_\_\_\_ (do) my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old.

Right now, Liam \_\_\_\_\_ (sit) with the owner of the inn. They \_\_\_\_\_ (discuss) the differences between life in England and life in Nepal. I \_\_\_\_\_ (know, not) the real name of the owner, but everybody \_\_\_\_\_ (call, just) him Tam. Tam \_\_\_\_\_ (speak) English very well and he \_\_\_\_\_ (try) to teach Liam some words in Nepali. Every time Tam \_\_\_\_\_ (say) a new word, Liam \_\_\_\_\_ (try) to repeat it. Unfortunately, Liam \_\_\_\_\_ (seem, also) to have difficulty learning foreign languages. I just hope we don't get lost and have to ask for directions.

**12- Put each verb in brackets into the most suitable tense: present simple or progressive:**

I work in a large office with about thirty other people, most of whom I \_\_\_\_\_ (know) quite well. We \_\_\_\_\_ (spend) most of the day together, so we have all become friends. In fact, most of my colleagues are so interesting, that I \_\_\_\_\_ (think) of writing a book about them!

Take Helen Watson, for example. Helen \_\_\_\_\_ (work) in the accounts department. At the moment, she \_\_\_\_\_ (go out) with Keith Ballantine, one of the sales representatives, and they \_\_\_\_\_ (be) very happy together. But everyone (except Helen apparently) \_\_\_\_\_ (know) that Keith \_\_\_\_\_ (always make) eyes at Susan Porter. But I \_\_\_\_\_ (happen) to know that Susan \_\_\_\_\_ (dislike) Keith. 'I can't stand people who \_\_\_\_\_ (apologise) all the time!' she told me. 'And besides, I \_\_\_\_\_ (know) he \_\_\_\_\_ (deceive) poor Helen. He \_\_\_\_\_ (see) Betty Wills from the overseas department.'

**13- Using the verbs in brackets, complete the texts below with the appropriate tenses: present perfect simple or present perfect progressive.**

**Robin:** I think the waiter \_\_\_\_\_ (forget) about us. We \_\_\_\_\_ (wait) here for over half an hour and nobody \_\_\_\_\_ (take) our order yet.

**Michele:** I think you're right. He \_\_\_\_\_ (walk) by us at least twenty times. He probably thinks we \_\_\_\_\_ (order, already).

**Robin:** Look at that couple over there, they \_\_\_\_\_ (be, only) here for five or ten minutes and they already have their food.

**Michele:** He must realize we \_\_\_\_\_ (order, not) yet! We \_\_\_\_\_ (sit) here for over half an hour staring at him.

**Robin:** I don't know if he \_\_\_\_\_ (notice, even) us. He \_\_\_\_\_ (run) from table to table taking orders and serving food.

**Michele:** That's true, and he \_\_\_\_\_ (look, not) in our direction once.

**14- Using the verbs in brackets, complete the texts below with the appropriate present tenses: present perfect simple or progressive.**

a. Judy: How long \_\_\_\_\_ (be) in Canada?

Claude: I \_\_\_\_\_ (study) here for more than three years.

b. I \_\_\_\_\_ (have) the same car for more than ten years. I'm thinking about buying a new one.

c. I \_\_\_\_\_ (love) chocolate since I was a child. You might even call me a "chocoholic."

d. Matt and Sarah \_\_\_\_\_ (have) some difficulties in their relationship lately, so they \_\_\_\_\_ (go) to a marriage counselor. I hope they work everything out.

e. John \_\_\_\_\_ (work) for the government since he graduated from Harvard University.

Until recently, he \_\_\_\_\_ (enjoy) his work, but now he is talking about retiring.

f. Lately, I \_\_\_\_\_ (think) about changing my career because I \_\_\_\_\_ (become) dissatisfied with the conditions at my company.

g. I \_\_\_\_\_ (see) Judy for more than five years and during that time I \_\_\_\_\_ (see) many changes in her personality.

**15- Read the situations and write sentences using the verbs below in present perfect simple:**

**arrive**

**break**

**go up**

**grow**

**improve**

**lose**

a. Mike is looking for his key. He can't find it. *He has lost his key.*

b. Margaret can't walk. Her leg is in a plaster.

She \_\_\_\_\_

c. María's English wasn't very good. Now she's much better.

She \_\_\_\_\_

d. Tim didn't have a beard last month. Now he has one.

Tim \_\_\_\_\_

e. This morning I was expecting a letter. Now I have it.

It \_\_\_\_\_

f. Last week the bus fare was 80 pence. Now it is 90.

It \_\_\_\_\_

### 16- Present Perfect or Simple Past?

- a) I did German at school but I \_\_\_\_\_ (forget) most of it.  
 b) I meant to phone you last night, but I clean \_\_\_\_\_ (forget)  
 c) I \_\_\_\_\_ (have) a headache earlier. But I feel much better now.  
 d) Look! There's an ambulance! There \_\_\_\_\_ (be) an accident.  
 e) The police \_\_\_\_\_ (catch) three people but later \_\_\_\_\_ (free) them.  
 f) Ann \_\_\_\_\_ (give) me her address but I'm afraid I \_\_\_\_\_ (lose) it!

### 17- The actions in the following sentences are in the order in which they happened. Complete each group of sentences using the actions in the past simple or past perfect tense.

a. Somebody broke into the office during the night.  
 We arrived at work in the morning.  
 We called the police.  
 We arrived at work in the morning and saw that somebody \_\_\_\_\_ into the office during the night. So we \_\_\_\_\_.

b. Ann went out.  
 I tried to phone her this morning.  
 There was no answer.  
 I tried to phone Ann this morning but \_\_\_\_\_ no answer because she \_\_\_\_\_.

c. Jim came back from holiday a few days ago.  
 I met him the same day.  
 He looked very well.  
 I met Jim a few days ago. He \_\_\_\_\_ just \_\_\_\_\_. He \_\_\_\_\_.

d. Kevin wrote to Sally many times.  
 She never replied to his letters.  
 Yesterday he had a phone call from her.  
 He was very surprised.

Yesterday Kevin \_\_\_\_\_ . He \_\_\_\_\_ very surprised. He \_\_\_\_\_ many times but she \_\_\_\_\_

**18- Put the verb into the correct tense, past perfect (I had done) or past simple (I did)**

- a. 'Was Tom at the party when you arrived?' 'No, he \_\_\_\_\_ (go) home.'
- b. I felt very tired when I got home, so I \_\_\_\_\_ (go) straight to bed.
- c. The house was very quiet when I got home. Everybody \_\_\_\_\_ (go) to bed.
- d. Sorry I'm late. The car \_\_\_\_\_ (break) down on my way here.
- e. We were driving along the road when we \_\_\_\_\_ (see) a car which \_\_\_\_\_ (break) down, so we \_\_\_\_\_ (stop) to see if we could help.

**19- Read the situations and with the words in brackets write sentences to illustrate the resultative past perfect.**

- a. You went to Jill's house but she wasn't there.  
(go out) She had gone out.
- b. You went back to your home town after many years. It wasn't the same as before.  
(change / a lot)  
\_\_\_\_\_
- c. I invited Rachel to the party but she couldn't come.  
(arrange / to do something else)  
\_\_\_\_\_
- d. You went to the cinema last night. You arrived at the cinema late.  
(already / begin)  
\_\_\_\_\_
- e. I was very pleased to see Tim again after such a long time.  
(not / see / him for five years)  
\_\_\_\_\_
- f. I offered Susan something to eat but she wasn't hungry.  
(just / have / breakfast)  
\_\_\_\_\_



**20- Read the situations and write sentences ending with “before”. Use the verb given in brackets in the past perfect tense.**

- a. The man sitting next to me on the plane was very nervous. It was his first flight.  
(fly) \_\_\_\_\_
- b. A woman walked into the room. She was a complete stranger to me.  
(see) \_\_\_\_\_
- c. Simon played tennis yesterday. He wasn't very good at it because it was his first game.  
(play) \_\_\_\_\_
- d. Last year we went to Denmark. It was our first time there.  
(be) \_\_\_\_\_

**21- Read the situations and make sentences with the words in brackets to illustrate the resultative past perfect progressive.**

- a. I was very tired when I arrived home.  
(I/work/ hard all day) I had been working hard all day.
- b. The two boys came into the house. They had a football match and they were both very tired.  
(they/play/football) \_\_\_\_\_
- c. There was nobody in the room but there was a smell of cigarettes.  
(somebody/smoke/in the room) \_\_\_\_\_
- d. Ann woke up in the middle of the night. She was frightened and didn't know where she was.  
(she/dream) \_\_\_\_\_
- e. When I got home, Mike was sitting in front of the TV. He had just turned it off.  
(he/watch/TV) \_\_\_\_\_

**22- Read the situations and complete the sentences with past tenses.**

- a. We played tennis yesterday. Half an hour after we began playing, it started to rain.  
We had been playing for half an hour when it started to rain.

b. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 20 minutes I suddenly realized that I was in the wrong restaurant.

I \_\_\_\_\_ for 20 minutes when I

c. Sarah got a job in a factory. Five years later the factory closed down.

At the time the factory \_\_\_\_\_

Sara \_\_\_\_\_ there for five years.

d. I went to a concert last week. The orchestra began playing. After about ten minutes a man in the audience suddenly began shouting.

The orchestra \_\_\_\_\_

when \_\_\_\_\_

**23- Put the verb into the most suitable form, past continuous (I was doing), past perfect (I had done) or past perfect continuous (I had been doing).**

a. It was very noisy next door. Our neighbours were having (have) a party.

b. We were good friends. We had known (know) each other for a long time.

c. John and I went for a walk. I had difficulty keeping up with him because he \_\_\_\_\_ (walk) really fast.

d. Mary was sitting on the ground. She was out of breath.

She \_\_\_\_\_ (run).

e. When I arrived, everybody was sitting round the table with their mouths full. They \_\_\_\_\_ (eat).

f. When I arrived, everybody was sitting round the table and talking. Their mouths were empty but their stomachs were full. They \_\_\_\_\_ (eat).

g. Jim was on his hands and knees on the floor. He \_\_\_\_\_ (look) for his contact lens.

h. When I arrived, Kate \_\_\_\_\_ (wait) for me. She was rather annoyed with me because I was late and she \_\_\_\_\_ (wait) for a very long time.

i. I was sad when I sold my car. I \_\_\_\_\_ (have) it for a very long time.

j. We were extremely tired at the end of the journey. We \_\_\_\_\_ (travel) for more than 24 hours.

**24- Complete these sentences using the appropriate structure to denote future time reference.**

- a. I \_\_\_\_\_ (not watch) that documentary about seals; I know it \_\_\_\_\_ (give) me nightmares.
- b. Don't disturb Dr. Paul when you come in; he \_\_\_\_\_ (listen) to a radio talk on infestation.
- c. We \_\_\_\_\_ (hold) a protest meeting about Clean Air outside the Town Hall next Thursday and hope there \_\_\_\_\_ (be) plenty of supporters there.
- d. Does Professor Smith usually come to the meeting? Yes, but he \_\_\_\_\_ (not come) this week, as he \_\_\_\_\_ (be) in Edinburgh.
- e. By the end of next week I think we \_\_\_\_\_ (raise) \$500 for the Wildlife Fund.
- f. If I see Dr Morris next week, I \_\_\_\_\_ (tell) him you \_\_\_\_\_ (give) a talk on River Pollution at the Educational Institute next month.
- g. Scientists predict that by the year 2050, world population \_\_\_\_\_ (increase) to almost double its present size.
- h. If they dispose of all that chemical waste into the river, the water \_\_\_\_\_ (not be) fit to fish in less than a week, and all the fish \_\_\_\_\_ (die) by the end of the month.
- i. Do you think they \_\_\_\_\_ (really exterminate) those cockroaches with that insecticide?
- j. If you continue to pollute the atmosphere, the Earth \_\_\_\_\_ (not be able) to support life as we know it.
- k. The Pest Control Committee would like to know if Dr White \_\_\_\_\_ (arrive) on the 6 o'clock train or the 7.15 train.
- l. How long \_\_\_\_\_ (it - be) before we realise that our grandchildren \_\_\_\_\_ (probably never see) a tiger or a gorilla except in a picture?

**25- Explain the use and meaning of tenses in the following sentences.**

- a. The President is holding meetings in Olivos all the time.

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- b. The President is holding a meeting in Olivos on Tuesday.

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c. The President is holding his meetings in Olivos this winter. (It's July now)

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d. The President will be holding a meeting in Olivos next Friday at 3.30.

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e. The President is holding his meetings in Olivos this winter. (It's January now)

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**26- Explain the meaning of the future forms in the following sentences. Mention tense or form, time reference, grammatical aspect and aspectual meaning.**

a. This time tomorrow everyone will have read of your success, and all sorts of people will ring you up.

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b. The weather report says that it will be very cold.

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c. A: I would like to redecorate the kitchen. B: All right, I'm going to get some paint on Saturday morning and we will be doing it this weekend.

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d. Jack usually returns back home by car, but he will be coming home by train tomorrow because his car is being repaired.

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e. I think the pop concert will finish before midnight.

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f. He is going to play in the concert at the King's Hall.

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g. I hope that by next week I will have moved into another house.

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h. On May 5th, they will have been working in this firm for seven years.

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**27- Complete the following letter with the correct form of the verb in brackets. Explain the numbered cases.**

Dear William,

Thank you for your last letter. I \_\_\_\_\_ (be) sorry I \_\_\_\_\_ (not write) for so long, but as you can probably imagine, I \_\_\_\_\_ (be) pretty busy with the new job.

Anyway, the reason I \_\_\_\_\_ (write) is that I \_\_\_\_\_ (see) Stuart the other day and he \_\_\_\_\_ (ask) after you. He \_\_\_\_\_ (just /get) back from Nairobi, and he \_\_\_\_\_ (stay) here for the next few months. He \_\_\_\_\_ (think -1) about getting in touch with everyone again, so \_\_\_\_\_ (drop) him a line if you \_\_\_\_\_ (feel) like it. His address \_\_\_\_\_ (be) 6, Mardsen Crescent, London NE10. Apparently, he \_\_\_\_\_ (have - 2) a really good time out there but no doubt he'll tell you about it.

By the way, I \_\_\_\_\_ (have -3) a drinks party here on the 25th. I \_\_\_\_\_ (not be) sure yet who \_\_\_\_\_ (come), but there'll be some people from the office plus a few others. Please \_\_\_\_\_ (let) me know if you can make it.  
I'm looking forward to seeing you again.

Yours,

James

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**28- Fill in the blanks with the correct form of the verbs in brackets. Explain the meaning/use of the items identified with a letter.**

Margaret Allen \_\_\_\_\_ (practise) hard for an audition she \_\_\_\_\_ (have - A) next week. She plays the flute and wants to join one of Britain's major symphony orchestras. If she gets the post, her burning ambition \_\_\_\_\_ (fulfill). It won't be easy, though, since she \_\_\_\_\_ (compete - B) against many promising young artists from various parts of the world. But if she wins the contest, she \_\_\_\_\_ (reach -C) a significant turning point in her musical career.

A-

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B-

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C-

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**29- Complete the following sentences using a suitable verb tense. Then refer to the tense, time reference and meaning of the verb chosen in each case.**

- a. Give us a ring when Sarah \_\_\_\_\_ (arrive).
- b. He opened the envelope and wished he \_\_\_\_\_ (win).
- c. Frank, why \_\_\_\_\_ (eat) Molly's candies? Now she has only three left.
- d. If the weather in Mar del Plata \_\_\_\_\_ (be) so cold and windy, I'd go more often.
- e. Most probably, grandma \_\_\_\_\_ (die) by the time her little town becomes a real city.

**30- Read the texts below and fill in the blanks with the correct form of the verbs in brackets. When you decide on the appropriate tense choice, pay special attention to the DATE when this piece of news was published.**

## Argentine Farmers Vow to Press Strike Over Tax

Taken and adapted from the New York Times  
March 27, 2008

PERGAMINO, Argentina (Reuters) — Farmers in Argentina who \_\_\_\_\_ (be) on strike for two weeks to protest a tax increase on the export of grains \_\_\_\_\_ (say) Wednesday that they \_\_\_\_\_ (continue) their protests until the government \_\_\_\_\_ (give in).



The strike \_\_\_\_\_ (lead) to shortages of meat and dairy products, \_\_\_\_\_ (paralyze) local grain and livestock trade and \_\_\_\_\_ (force) major exporters of Argentine soy products to renege on some contracts. Thousands of people \_\_\_\_\_ (rally) nationwide on Tuesday evening in support of the farmers. The protesters \_\_\_\_\_ (bang) on pots outside the presidential palace after the center-left president, Cristina Fernández de Kirchner, \_\_\_\_\_ (say) she \_\_\_\_\_ (not give in) to “extortion.”

Hector Boldrini, a farmer, said, “The government tried to put out the fire with gasoline.” “There’s no way we \_\_\_\_\_ (cede) ground,” he said at a roadside protest in Pergamino, in the fertile northern region of Buenos Aires Province.

Elsewhere in Argentina, farmers blockaded highways to keep trucks from transporting agricultural goods. The government said it would clear the roads by force if necessary to get food to market. Several suppliers of Argentine soy and soy oil declared force majeure to back off from sending cargoes to China as a result of the protest, following a similar move on soy meal shipments to Europe, traders and industry officials said.

The strike \_\_\_\_\_ (slash) foreign currency inflows from agricultural exports, sending the local peso currency to its weakest level against the dollar in five months.

Argentina \_\_\_\_\_ (be) one of the world’s main beneficiaries of a global surge in commodity prices. But farmers abhor government measures like export bans and price controls, which are being put into effect to stem inflation and to increase revenue. The farmers say they intend to continue the strike as long as necessary, demanding that the government repeal a new sliding-scale export tax regime that raises levies on soy and sunflower products at current prices. Ms. Kirchner has said the taxes \_\_\_\_\_ (help) redistribute wealth in a country where nearly a quarter of people \_\_\_\_\_ (be) poor.

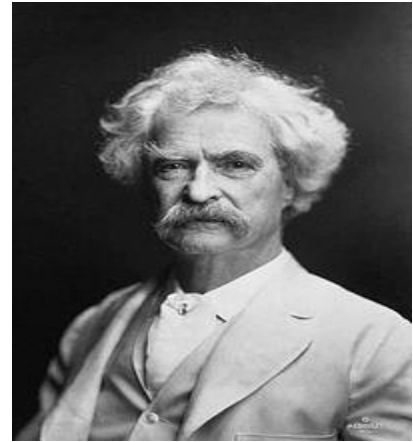
**Compare your answers in the text to the following sentences:**

- a) Farmers in Argentina were on strike for two weeks to protest a tax increase on the export of grains.
- b) The strike is leading to shortages of meat and dairy products.

31- Fill in the blanks with a suitable verb tense. Explain your choice in 2, 6, 12,15 and 19.

## Mark Twain's Sense of Humour

1 \_\_\_\_\_ (you -ever-read) anything about the private lives of well-known novelists? There is an amusing travel anecdote concerning the famous American writer, Mark Twain, who 2 \_\_\_\_\_ (have) a mischievous sense of humour and 3 \_\_\_\_\_ (enjoy) playing practical jokes. One day he and his friend George 4 \_\_\_\_\_ (be about) to set off on a journey, when George 5 \_\_\_\_\_ (realise) that he 6 \_\_\_\_\_ (leave) his wallet at home, and 7 \_\_\_\_\_ (not have) enough money to pay for his train ticket. However, when he 8 \_\_\_\_\_ (ask) Twain for a loan, he 9 \_\_\_\_\_ (feel) surprised by his friend's response. "I haven't got enough money to pay for two tickets, but don't worry", he 10 \_\_\_\_\_



(say), "We 11 \_\_\_\_\_ (get) on the train, and before the conductor 12 \_\_\_\_\_ (come) to collect the tickets, you 13 \_\_\_\_\_ (modal/hide) under the seat." Realising that he had no other choice, George 14 \_\_\_\_\_ (take up) his rather uncomfortable position beneath the seat. Then, while they 15 \_\_\_\_\_ (wait) for the conductor, he 16 \_\_\_\_\_ (fall) asleep. When the conductor finally 17 \_\_\_\_\_ (come) round, Twain 18 \_\_\_\_\_ (give) him two tickets, "One for me, and one for my friend, who 19 \_\_\_\_\_ (just-hide) under the seat!" And he told the conductor, "Don't worry, he 20 \_\_\_\_\_ (love) travelling this way!"

2- In this case, the \_\_\_\_\_ tense has been used with \_\_\_\_\_ time reference and \_\_\_\_\_ grammatical aspect. It expresses

\_\_\_\_\_ (meaning). It denotes \_\_\_\_\_ aspectual meaning because the \_\_\_\_\_ is seen/ regarded as

6- In this case, the \_\_\_\_\_ tense has been used with \_\_\_\_\_ time reference and \_\_\_\_\_ grammatical aspect. It denotes \_\_\_\_\_ aspectual meaning because the \_\_\_\_\_ is seen/ regarded as \_\_\_\_\_. It expresses \_\_\_\_\_

\_\_\_\_\_ (meaning and use of adverbials).



12- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## CONSOLIDATION

**32- Write sentences using the information given. Make sure you do not alter the meaning of the original sentences. Use the verbs provided and explain the tenses used in cases b, c, e and h.**

a. David is in his consulting room with Mr. Fanshawe, a patient. An examination is in progress.

Mr. Fanshawe \_\_\_\_\_ (examine)

b. Susan's father takes the dirty crockery to the kitchen on a tray. Susan and her mother hear a tremendous crash.

\_\_\_\_\_ (drop)

c. "The job will take half an hour", the mechanic said. Mr. Parker went away and came back in half an hour. The car was working properly.

When \_\_\_\_\_ (come back) the car \_\_\_\_\_ (repair)

d. Paul's mother is telling Paul to go to bed. He's been watching TV since five o'clock. If he sees this program, which ends at ten o'clock \_\_\_\_\_

\_\_\_\_\_ for five hours. (watch)

e. I had a full packet of twenty cigarettes this morning. Now it contains two cigarettes.

Ask and answer (use the verb smoke) Explain this case.

How many \_\_\_\_\_ today?

---

f. Wendy took the dog for a walk at three o'clock and came home at half past three. At quarter past three she met an old school-friend. (use while)

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g. Betty has decided to leave her job at the end of the month. She tells Sam: (use leave)

---

h. Sam started teaching mathematics nine years ago.(use teach) Explain this case.

By next year \_\_\_\_\_

### Answers and sample analyses of cases b, c, e, and h.

- a) Mr. Fanshawe is being examined at the moment.
- b) Susan's father has dropped the crockery.
- c) When Mr. Parker came back the car had been repaired.
- d) He will have been watching T.V for five hours.
- e) How many cigarettes have you smoked today? I have smoked 18 cigarettes.
- f) Wendy met an old friend while she was taking the dog for a walk.
- g) I'm leaving the job next month.
- h) By next year Sam will have been teaching Mathematics for 10 years.

b) "has dropped": The tense used with this verb is the Present Perfect (finished use). The time reference is past because it refers to an action that started and finished in the past. The action happened at an unstated point in the past. The action is more relevant than the time when it happened. "Has dropped" has perfect grammatical aspect and denotes perfective aspectual meaning.

c) "had been repaired": The verb tense used is the Past Perfect. The time reference is past in the past. We use this tense to emphasize that an action was completed before another past action, or that an action is seen as finished before the other action took place ("came back"). This tense has perfect grammatical aspect and it denotes perfective aspectual meaning because the verb conveys the idea of completeness.

- e) “have smoked”: The tense used with this verb is the Present Perfect (finished use). The time reference is past because it refers to an action that started and finished in the past. We use the Present Perfect because the action is more relevant than the time when it occurred and because the adverbial “today” indicates a period of time that has not finished yet and most probably the speaker plans to continue smoking more. This use denotes perfective aspectual meaning because the number of cigarettes is mentioned and so the action is seen as complete. It has perfect grammatical aspect.
- h) “will have been teaching”: We use the Future Perfect Progressive tense to mean that an action will be in progress or taking place in the future. This action will have started before the future time mentioned (next year) and will be in progress at that point, too. The period of time during which the action will have been taking place is emphasized by the progressive grammatical aspect. This tense denotes imperfective aspectual meaning since the emphasis is on the continuity and duration of the action.

## EXPLAINING THE USE OF TENSES

**33- Read the following excerpt from the novel “Harry Potter and The Prisoner of Azkaban” and analyze the verbs in bold type.**

*Harry Potter and the Prisoner of Azkaban (By J.K Rowling)*

[...] The Dursley family of Number Four, Privet Drive, was the reason that Harry never 1) **enjoyed** his summer holidays. Uncle Vernon, Aunt Petunia, and their son, Dudley, were Harry's only living relatives. They were Muggles, and they hated magic. Harry's dead parents, who had been a witch and wizard themselves, were never mentioned under the Dursleys' roof. Harry had promised to himself he 2) **would escape** from that house one day.

[...] Those days they 3) **lived** in terror of anyone finding out that Harry 4) **had spent** most of the last two years at Hogwarts School of Witchcraft and Wizardry. The most they could do, however, was to lock away Harry's spell books, wand, cauldron, and broomstick at the start of the summer break, and forbid him to talk to the neighbors.

**34- Circle the most appropriate choice and explain why. There is one case in which both options are possible. Then fill in the blanks in the explanation provided for you below.**

[...] Harry was particularly keen to avoid trouble with his aunt and uncle at the moment, as they

were already in an especially bad mood with him, all because he 5) **was constantly receiving/has been constantly receiving** telephone calls from his fellow wizards during the school vacations. Ron Weasley, who was one of Harry's best friends at Hogwarts, came from a whole family of wizards. This 6) **meant/had meant** that he knew a lot of things Harry didn't, but 7) **had never used/never used** a telephone before.

**35- Fill in with the most appropriate choice. Explain the last choice.**

[...] Harry \_\_\_\_\_ (**suspect**) that Ron \_\_\_\_\_ (**warn**) Hermione not to call, which was a pity, because Hermione, who had Muggle parents, \_\_\_\_\_ (**know**) perfectly well how to use a telephone, and \_\_\_\_\_ (**not -make**) any inconvenient comment.

**1. Enjoyed:** In this case, the Simple Past tense has past time reference and it denotes a permanent experience in the past (summer holidays). This is an instance of State Past (Greenbaum & Quirk, 1990). “Enjoy” is a stative verb that expresses an experience we undergo rather than an action. It expresses a single unbroken state of affairs. It has simple/ non-progressive grammatical aspect and it has imperfective meaning.

**2. Would escape:** The modal verb “would”, together with the bare infinitive “escape”, is used to express volition since Harry made a promise in the past. The time reference is future in the past.

**3. Lived:** In this case, the Simple Past tense expresses a permanent situation in the past as “lived” is a stative verb. It denotes a single unbroken state of affairs. The adverbial of time “those days” provides the past time frame. It has simple grammatical aspect but imperfective meaning.

**4. Had spent:** The tense used is Past Perfect Tense. The past situation is seen as extending over a particular period of time (the last two years). Therefore, it denotes imperfective meaning. It has perfect grammatical aspect. This use expresses a retrospective point of view with respect to another past event or moment (*these days they lived in terror*).

**5. Was constantly receiving:** The \_\_\_\_\_ Tense is used to refer to a repeated undesired event. The time reference is past. The adverbial “\_\_\_\_\_” is used with this tense to describe the irritation of Harry’s uncle and aunt. This instance has progressive grammatical aspect and \_\_\_\_\_ meaning.

**6. Meant:** In this case, the \_\_\_\_\_ tense is used to refer to a permanent situation in the past. “Meant” is a stative verb that expresses a permanent state of being rather than an action. It refers to a single unbroken state of affairs. Therefore, it has imperfective meaning. Its grammatical aspect is \_\_\_\_\_.

**7. had (never) used / also never used:** The \_\_\_\_\_ tense is used to indicate that a past action took place before another past action (Ron called Harry). This use expresses a retrospective point of view with respect to another past event or moment. The past action/situation is seen as taking place over a particular period of time (before calling for the first time). It has \_\_\_\_\_ grammatical aspect and perfective meaning. The simple past tense is also possible because of the use of the adverbial of time “before”.

**36- Circle the most appropriate choice and explain the numbered cases.**

There is no doubt that the books **have been / were** a publishing sensation. Since the first one, “Harry Potter and the Sorcerer’s Stone,” was published, the series **1) sold / has sold** 325 million copies worldwide. Before Harry Potter, it **has been / was** virtually unheard of for kids to queue up for a mere book. Children who **2) had previously read / have previously read** short chapter books were suddenly reading 700 page books in a matter of days. But the truth about Harry Potter and reading is not quite so straightforward a success story. Statistics show that the number of youngsters who **3) read / reads** for fun continues to drop significantly as children get older, at the same rate as before Harry Potter came along. Experts are convinced teenagers **would never be / will never be** fond of reading as they were before the age of technology.

1)

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2)

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3)

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## PASSIVE VOICE

**37- In the following sentences, insert either *been* or *being*.**

- a) Her computer's \_\_\_\_\_ repaired right now.
- b) It's \_\_\_\_\_ fixed many times before.
- c) New types of computers are constantly \_\_\_\_\_ developed.
- d) The old models should have \_\_\_\_\_ replaced.
- e) While the first computers were \_\_\_\_\_ made, the world was changing in other ways.
- f) Space travel has \_\_\_\_\_ assisted a great deal by the development of microelectronics.

**38- Write sentences in the PASSIVE VOICE with these clues. Make all the necessary additions.**

- a) The pupils/never/teach/to do that exercise. (Present Perfect)

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- b) Sharon/send/a big bunch of flowers/her new boss yesterday. (Simple Past)

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- c) Spielberg's new film/show/everywhere/the world. (Present Progressive)

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- d) Some advice/give/the new workers/the general manager of Philips Ltd. (Going to)

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- e) Some important information/give/the new students/school principal. (Present Perfect)

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- f) These magazines/sell/everywhere/the city. (Simple Present)

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g) The audience/give/recommendations on /how to leave the room in case of fire. (Will)

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h) Some alterations/make/have a better chance. (Present Progressive)

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**39- Turn the following sentences into the PASSIVE VOICE.**

1. The teacher will make the student concerned write the paper again.

The student concerned \_\_\_\_\_

2. What should we do if the Headmaster enters?

What \_\_\_\_\_

3. They don't let us write in pencil in tests.

We \_\_\_\_\_

4. In general, parents make their children clean their bedrooms on Sunday.

Children \_\_\_\_\_

5. They have built a great number of skyscrapers lately.

A great \_\_\_\_\_

6. They are investigating the participation of the suspects in the crime.

The participation \_\_\_\_\_

7. Can the teachers give the students the marks?

Can \_\_\_\_\_ ?

**40- Make two different agentless passive sentences from each active sentence.**

**EXAMPLE**

1) Someone sent telegrams to the employees.

1a) The employees were sent telegrams.

1b) Telegrams were sent to the employees.

2) Someone sent the stockholders copies of the takeover bid.

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3) Someone handed her a set of instructions.

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4) Someone told the boss the whole story of the takeover attempt.

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5) Someone gave the reporters the information.

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6) Someone paid the chief executive a huge amount of money.

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**41- Rewrite the following sentences using *impersonal passive and personal passive construction*.**

a) They report that the warplanes attacked a city, about 50km south of the capital, early on Tuesday, when many people were asleep.

.....  
.....

b) People expect that the new regulations will affect over 700 hotels in the tourist areas of Haridwar and Rishikesh alone.

.....  
.....

c) Some people say that the candidate paid hundreds of thousands of euros to his family for work they did not do.

.....  
.....

d) Some people claimed that a Singaporean firm became the first company to offer driverless rides to the public via its taxi app in August 2016.

.....  
.....

The sentences were taken from [www.bbc.com](http://www.bbc.com)



**42- Rewrite the following passage in the passive when appropriate.**

Yesterday afternoon, the school held a sports day. John's teacher entered him for the 100m race because people thought John was the fastest runner in the school. John's teacher blew the whistle and the race started. Loud cheers filled the air as John's friends cheered him on. John overtook all the other runners and, as people had expected, John won the race. The headmaster gave him a trophy.

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**43- Rewrite the text below turning the underlined verbs into the passive voice.****HUNTERS IN THE SKY**

In the vast grasslands of Kazakhstan in Central Asia, nomadic huntsmen still follow their passion for hunting with golden eagles. For many centuries, hunters have trained these eagles to protect sheep from wolves and foxes. They say that a trained eagle is worth ten horses. But how do hunters train them? They take a young female from the nest just after it has learnt to fly and they keep it in a special cage. They believe they must teach the eagle to hunt only the prey which its master has identified.

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**44- ANALYSIS OF PASSIVE VOICE IN CONTEXT**

- **Read these texts below and underline the verbal forms in the passive voice.**
- **Try to explain why the passive voice has been chosen in each case.**
- **Refer to the reason for omission of the agent when it corresponds.**

**DAMAGE ON CASTLE ROOF**

The roof of Mockham Castle had been repaired after the storms of the previous winter. However, high quality material had not been used and the bad summer weather caused more damage. The roof area is going to be replaced completely next year if the necessary funds can be raised.\*

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**HEALEY BACK ON WHEELS**

Chris Healey, the Formula One driver, has won several minor races. This year, he has changed racing teams and has achieved greater success. He was disqualified from the Monaco Grand Prix when he was leading the race. However, he has recovered his confidence and has won the Driver of the Month award.\*

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**LOCAL HOSPITAL FALLING TO PIECES**

Yesterday morning, Dr. A. Williams was interviewed on his first year as Head of the Local Hospital. When asked about the appalling conditions of the premises and the poor medical service this is what he said: “Little has been done due to the fact that the government never sent the funds they had promised. Therefore, patients are not being treated the way we would like to treat them.

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**45- Read the texts below and decide why they are faulty. Rewrite them.**

### **VANDALISM IN COLLEGE**

The college football cup was stolen last night. In addition, a lot of furniture was broken. The thieves also burnt important documents and slogans were painted on the headmaster's office wall. The police are investigating the incident. \*

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### **CUTE'S FILM IN SCOTLAND**

Phoebe Cute has made several films in the USA but now she has decided to make a film in Britain. She will play the role of a seventeenth century princess. A famous director chose her for the role. The film will be shot in Scotland. They are already choosing extras.\*

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\*Adapted from Grammar Goals (Black Cat Publishing, 2002), 28

**46- Choose the best sentence from each pair to build up a continuous text.**

#### **How books are made**

1. First of all the printers print big sheets of paper. / First of all, big sheets of paper are printed.
2. Each sheet contains the text of a number of pages. / The text of a number of pages is contained in each sheet.
3. People fold and cut the sheets to produce sections of the book. / The sheets are folded and cut to produce sections of the book.
4. These sections are called signatures. / We call these sections signatures
5. The printers put all the signatures together in the correct order. / All the signatures are put together in the correct order.
6. Then they are bound together. / Then they bind them together.
7. Finally, the cover is attached. / Finally they attach the cover.
8. Now the publishers can publish the book. / Now the book can be published.

**47- INTEGRATION EXERCISE: Rewrite the text below turning the active sentences into the passive when more appropriate.**

### **BICYCLE FOUND**

A few days ago, somebody stole Keith Dunn's motorbike. Keith had left his motorbike outside his house. Keith reported the theft to the police. The police told him they would try to find his motorbike. This morning, the police called Keith and asked him to go to the police station. They had found his motorbike. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside the police station. The police arrested the thieves.

Taken from Grammarway 3 (Express Publishing, 1999), 80.

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# THE NOUN PHRASE

**Nouns**  
Plural  
Form  
Plurals  
Singular  
Collective  
Compound  
Uncountable  
Latin  
Forms  
Countable  
Classification  
Gender  
Always  
Irregular  
Greek  
Phrase  
Genitive  
Noun



# THE NOUN PHRASE

## OVERVIEW

1. Word formation
2. Classification of nouns
  - 2.1. Countable and uncountable nouns
  - 2.2. Collective nouns
3. Number
4. The genitive
5. Gender

## 1. WORD FORMATION

According to Biber et al. (2002), nouns can be formed from other words by means of derivation and compounding. Derivation is a process which involves the addition of a prefix or suffix to a base (e.g. arrive + -al = arrival; sub- + group = subgroup). One type of derivation is zero derivation or conversion, in which the base is converted into a different part of speech without adding suffixes (e.g. *butter* n. → *to butter* v.). Compounding involves combining two words to create a new one (e.g. screwdriver).

### 1.1. DERIVATION: SOME COMMON NOUN SUFFIXES

In English there are some typical noun endings that help students identify a word as a noun. Some of these are:

Suffix	Example	Suffix	Example
-er	<i>teacher, trainer, runner</i>	-th	<i>truth</i>
-age	<i>drainage, wastage, postage, mileage</i>	-al	<i>approval, withdrawal</i>
-ar	<i>beggar</i>	-ity	<i>practicality, identity</i>
-tion	<i>addition, caption, education</i>	-dom	<i>kingdom, wisdom</i>
-or	<i>editor, actor, vendor</i>	-ship	<i>ownership, studentship</i>
-ment	<i>arrangement, amazement, containment</i>	-hood	<i>childhood, girlhood</i>
-ant	<i>assistant, deodorant, disinfectant, itinerant</i>	-tude	<i>altitude, multitude</i>
-ance	<i>Importance</i>	-ing	<i>building, fencing</i>
-ist,	<i>typist, artist, realist, pessimist</i>	-y	<i>entry, discovery</i>
-ness	<i>laziness, fitness, toughness</i>	-ism	<i>socialism, idealism</i>
-sion	<i>Extension</i>	-ee	<i>trainee, referee, tutee</i>

## 1.2. ZERO DERIVATION: SAME / SIMILAR SPELLING, DIFFERENT PRONUNCIATION

In some cases we find that the spelling of a noun is the same as the spelling of the corresponding verb, “(to) smile”, “a smile”. In this case the stress and thus the pronunciation of the two words is the same. However, there are some nouns that keep the same spelling of the corresponding verb but the stress falls on a different syllable.

e.g.: I don't like the contrast (noun) of these two colours. Why don't you con`trast (verb) the green of the walls with a lighter yellow?

In other words, the accent falls on the first syllable of the noun and we stress the second syllable of the corresponding verb.

More examples of this type:

abstract	conduct	decrease	escort	increase	project	suspect
accent	conflict	desert	essay	insult	prospect	torment
addict	conscript	dictate	exploit	object	protest	transfer
ally	contest	digest	export	perfume	rebel	transport
attribute	contract	discount	extract	permit	record	
combine	converse	discourse	import	present	retail	
compress	convert	entrance	impress	produce	subject	
concert	convict	envelope	incense	progress	survey	

There are also other pairs of words that are spelt the same way but the verb of this pair has a voiced final sound and the noun has a voiceless final sound.

E.g.: (to) house /z/            a house /s/  
 (to) use /z/                the use /s/

More examples of this type:

Abuse

Excuse

In other cases, the noun and the verb are spelt in a similar way. As in the group above, the verb of this pair has a voiced final sound and the noun has a voiceless final sound.

(to) advise /z/            some advice /s/  
 (to) breathe /ð/        my breath /θ/  
 (to) live /v/              a life /f/



More examples of this type:

belief – believe	half – halve	teeth – teethe
choice – choose	proof – prove	wreath – wreathe
cloth – clothe	relief – relieve	
device – devise	shelf – shelve	

### 1.3. COMPOUND NOUNS

Compound nouns are two or more words combined to form a single noun. Compound nouns are written as separate words (grapefruit juice, flower pot), as words linked by a hyphen (sister-in-law, tooth-brush), or as one word (schoolteacher, headache).

- The compound nouns whose final element is a mass/ uncountable noun have no plural forms.  
e.g.: moonlight, housework.
- In general the first element in compound nouns is singular; the plural is added to the second element.

e.g.: bookcase → bookcases

Note: when the first element is “man” or “woman” both elements adopt the plural forms. Women drivers. (Exception: man-holes, woman-haters.)

- In compounds: count noun + preposition / prepositional phrase = the count noun takes the plural form, e.g.: brothers-in-law, lookers-on, passers-by.
- In compounds: verb / adjective + preposition = the plural form comes at the end because adjectives and verbs cannot be pluralized in English, e.g.: grown-ups, close-ups, sit-ins.
- Compounds ending in –ful (mouthful, spoonful, cupful) tend to form the plural by adding “s” at the end (“mouthfuls”, “spoonfuls”, “cupfuls”) although it is possible to find the plural “s” in the first element of the compound, e.g. “mouthsful” or “cupsful.”

## 2. CLASSIFICATION OF NOUNS

				Example
NOUNS	Common	Count	Concrete	
			Abstract	
		Noncount	Concrete	
			Abstract	
	Proper			

Noun determiners that can accompany nouns.	PROPER	COMMON			
		COUNT		NONCOUNT	NONCOUNT/ COUNT
		SING	PLURAL		
Ø	Freda	<del>Book</del>	Books	Music	brick/bricks
The	<u>The Freda</u>	the book	the books	the music	the brick/the bricks
A / An	<del>a Freda</del>	a book	<del>a books</del>	<del>a music</del>	a brick
Some	* <u>some Freda</u>	* <u>some book</u>	some books	some music	some brick/ some bricks
Plural	<del>Fredas</del>	---	Books	<del>Musics</del>	Bricks

Taken and adapted from *A University Grammar of English* by Randolph Quirk (1990).

## 2.1. COUNTABLE AND UNCOUNTABLE NOUNS

### (COUNT AND MASS/NON-COUNT NOUNS)

Count nouns are those that can be counted. In this category we find examples of people, animals, plants, objects, units of measurements, society, a few abstractions, etc.

E.g.: cat, friend, tree, pencil, kilogram, family, syllable, idea, scheme.

Mass nouns cannot take a/an or a numeral (“two”, “five”, etc.) before the noun. In general, they refer to solid substances, materials, liquids, gases, languages, many abstractions, etc.

E.g.: bread, smoke, French, honesty, safety, cooking.

### 2.1.1.MASS NOUNS

The following words, whose equivalent in other languages may be count nouns, are always mass nouns in English.

accommodation	damage*	Information	money*	Progress
advice	equipment	laughter	mud	rubbish
behaviour	fun	leisure	music	soap
cash	furniture	lightning	news	weather*
china	harm	luck	permission	
conduct	influenza	luggage	poetry	

\*These nouns have a plural form with special meanings, e.g.:

He was sued for damages. (daños y perjuicios)

A statement of all the moneys paid into and out of the account.

There are homeless people sleeping on the streets in all weathers.

## 2.1.2.PARTITIVES

As mentioned above, mass nouns cannot be counted or preceded by “a”, “an” or “one”. For this reason, when we need to name one example of a mass noun, we generally use partitives. Partitive expressions collocate strongly with particular non-count nouns:

a bit of chalk / fun	a ball of string
a dash of soy sauce / soda	a bar of chocolate/soap
a drop of liquid/water/oil/blood etc.	a blade of grass
a heap of earth	a block of ice
a loaf of bread	a chunk of meat
a lock of hair	a clap of thunder
a lump of coal / sugar	a mass of evidence / metal
a piece of advice/paper/string/furniture	a roll of cloth
a portion of our income	a sheet of paper or metal
a slice of toast/bread/cake/cheese/meat	a spell of bad weather
a sliver of glass / light / cheese	a spot of rain
a stick of chalk or dynamite	a strip of land
a stroke of luck	a touch of irony / genius / vinegar
an article of clothing/furniture	a trace of blood / anxiety
	an item of news

E.g. We had a spell of very mild weather in January.

Shall I get six slices of cheese, or is that not enough?

He always adds a nice touch of humour to the commentary.

They say we might just get a spot of rain in the late afternoon.

Note: If we want to indicate more than one example we pluralize the partitive:

E.g. bits of paper; drops of water, etc.

## 2.1.3.NOUNS WITH DUAL CLASS MEMBERSHIP

- There are some nouns that can be used either as mass nouns when they refer to a substance, material or phenomenon or as count nouns when they refer to **a separate unit** composed of that substance or to one occurrence of that phenomenon.

E.g.: That chimney is made of stone. (mass)

Put two stones on that piece of plastic so that it doesn't move. (count)

- There are other cases in which the same noun can be used both as count or mass noun **but the meaning is completely different.** *Cloth, glass, iron, paper, wood, business, trade, traffic* are mass nouns that refer to substances materials or activities in general. When these nouns are used as count nouns they have the following meanings:

A cloth: a piece of cloth to cover a table or for cleaning.

A glass: a drinking vessel or a mirror.

An iron: an object for pressing clothes (also, irons: golf clubs, a metal object for tying prisoners).

A paper: a newspaper, a memorandum or a set of examination questions.

A wood: a group of trees.

A business: a small shop.

A traffic: e.g.: Mr. Black is known to be conducting an illegal traffic in drugs.

A trade: a task; a way of earning a living.

Note: We can also normally find in informal English mass nouns used in the plural or as count nouns when they refer to a portion of a substance.

e.g.: I'd like to order two coffees and one tea, please.

- Certain abstract nouns like “education”, “importance” and “knowledge” can be preceded by “a/an” (not “one” nor used in the plural) + an adjective when they refer to a kind.

E.g.: Schools in the Middle Ages gave students a strict and demanding education.

#### 2.1.4. UNCOUNTABLE NOUNS ENDING IN –S

There are some words that are plural in form because they end in –s but in fact they are singular/uncountable in meaning and therefore they take a singular verb.

- a) The word NEWS

What you are telling me right now is not good news. (uncountable)

- b) NAME OF SOME ILLNESSES: shingles, measles, mumps

Measles is a very dangerous disease.

This type of mumps is very common.

Shingles lays you low for anything up to six months, doesn't it?

- c) NAMES OF SCIENCES/SCHOOL SUBJECTS civics, classics, economics, ergonomics, ethics, linguistics, maths/mathematics, mechanics, physics, politics, pragmatics

Linguistics is the most difficult subject in the course of studies.

Note: In general, when these words are not used to refer directly to a science they take a plural verb and they can be preceded by these.

E.g.: These statistics show me the truth.

But: Statistics is a branch of Mathematics.

The same rule applies to: mathematics, politics, physics, statistics, acoustics, economics, morals.

d) PHYSICAL ACTIVITIES: athletics, aerobics, gymnastics

Aerobics is really popular these days, particularly with older people.

e) GAMES: bowls, billiards, darts, dominoes, draughts, skittles

Bowls is played by many younger people these days.

## 2.2. COLLECTIVE NOUNS

(Nouns that in the singular refer to a group of entities)

In general collective nouns such as committee, family, gang, class, team, staff, government, jury, crew, take either a plural or a singular verb.

The committee gave its unanimous approval to the plans.

The committee enjoyed biscuits with their tea. (That is “the members of the committee”)

## 3. NUMBER

### 3.1. IRREGULAR PLURAL FORMS

- There are some nouns whose ending is –o that add –es to form their plurals.

Echoes, embargoes, heroes, mottoes, Negroes, potatoes, tomatoes, torpedoes, vetoes.

- The following words end in –f or –fe and drop these letters to form their plurals with –ves.

e.g.: loaf → loaves

Like loaves: calf, elf, half, leaf, self, sheaf, shelf, thief, wolf.

- Gerunds: These are non-finite verbs which are called noun equivalents; therefore, they do the work of a noun. In general, gerunds are uncountable abstract nouns that cannot be pluralized.

E.g.: Swimming, dancing and reading are my favourite hobbies.

However, there are some gerunds that have become common count nouns because of the usage of the language, and for this reason, they are treated as count nouns that can be pluralized perfectly well.

E.g.: “After these two listenings we are going to continue reading an article,” the teacher said.

Those old buildings are four hundred years old.

But: The building of the castle took ages. (verbal noun)

- Old plural forms that have survived:

Man → men (+ compounds with man: gentlemen, policemen etc.)

Woman → women

Child → children; ox → oxen

Tooth → teeth; goose → geese; foot → feet.

Mouse → mice; louse → lice.

Brother → brethren (only in a religious context; otherwise the plural is brothers)

### 3.2. LATIN AND GREEK PLURALS

Some nouns retain foreign plurals. Note that some of these have adapted a regular English plural form as well.

<b>Singular -a</b>	<b>Foreign plural -ae</b>	<b>English plural in use -as</b>
amoeba	amoebae	amoebas
antenna	antennae	antennas
formula	formulae	formulas
larva	larvae	
vertebra	vertebrae	

- Nouns ending in -us with plural -a (only in technical use):

<b>Singular -us</b>	<b>Plural -ora</b>
corpus	corpora

- Nouns ending in -us with plural -i:

<b>Singular -us</b>	<b>Foreign plural -i</b>	<b>English plural in use -uses</b>
alumnus	alumni	
cactus	cacti	cactuses
focus	foci	
fungus	fungi	funguses
nucleus	nuclei	
octopus	octopi	octopuses
radius	radii	
stimulus	stimuli	
syllabus	syllabi	syllabuses

- Nouns ending in -um with plural -a:

<b>Singular -um</b>	<b>Foreign plural -a</b>	<b>English plural in use -ums</b>
bacterium	bacteria	
curriculum	curricula	curriculum
datum	data	
medium	media	
memorandum	memoranda	memorandums
symposium	symposia	symposiums

- Nouns ending in -ex, -ix with plural -ices:

<b>Singular</b>	<b>Foreign plural</b>	<b>English plural in use</b>
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<b>-ix/-ex</b>	<b>-ices</b>	<b>-ixes/-exes</b>
appendix	appendices	appendixes
cervix	cervices	Cervixes
index	Indices	Indexes
matrix	matrices	Matrixes

- Nouns ending in -is with plural -es:

<b>Singular -is</b>	<b>Plural -es</b>
analysis	analyses
basis	bases
crisis	crises
diagnosis	diagnoses
emphasis	emphases
hypothesis	hypotheses
oasis	oases
parenthesis	parentheses
synopsis	synopses
thesis	theses

- Nouns ending in -on with plural -a:

<b>Singular -on</b>	<b>Plural -a</b>
criterion	criteria
phenomenon	phenomena

Note: Nowadays, media, agenda and data are also commonly used with a singular and a plural verb.

E.g.: The media is/are working hard on the notorious thief's case.

### 3.3. NOUNS WITH THE SAME FORM FOR SINGULAR AND PLURAL

The following words have the same form for the singular and the plural.

- Some living creatures: deer, grouse, mackerel, plaice, salmon<sup>6</sup>, sheep, cod<sup>5</sup>, offspring, trout<sup>5</sup>.

E.g.: There is a sheep..; there are two / many sheep...

Note: The noun fish as a countable noun accepts two plural forms: fish and fishes, though the former is more frequently used than the latter.

E.g., Ronny caught three huge fish this afternoon.

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<sup>6</sup> These are names of fish. Many (but not all!) fish have irregular plural forms. Salmon, pike, halibut and tuna are further examples, but one shark becomes two sharks.

Over 1,500 different species of fish inhabit the waters around the reef.

The stonefish is the most deadly of all fishes.

- f) craft (meaning boat), aircraft.
- g) The nouns that describe people's nationalities that end in the voiceless sound /s/ or the voiced sound /z/.

E.g.: There are 1000 Vietnamese, Chinese, Japanese, Portuguese, Swiss.

- Nouns that refer to definite numbers and measurements: hundred, thousand, million, dozen, head (of cattle), etc.

E.g.: How many students have enrolled? I think more than two hundred enrolled.

They have sold twenty head of cattle.

Note: With indefinite numbers we find the regular plural.

There were dozens of people in the party last night.

- The words *means*, *series* and *species*

E.g.: The Panda Bear is a species in extinction.

Many bird species are in danger because of careless hunters.

- The following words end in -s and have the same form for the singular and the plural: barracks, bellows, gallows, gasworks, golf-links, innings, kennels.

### 3.4. ALWAYS PLURAL NOUNS

(also called **Pluralia Tantum**)

- Nouns, such as “*cattle*”, “*people*”, “*police*”, “*vermin*”, “*gentry*”, “*folk*” always take a plural verb and the noun determiners we can use in these cases are always plural too.

E.g.: The police are searching for two teenage criminals.

Many people have been invited to the party.

Those cattle are not ready to be sacrificed

The noun “folk” can also occur in the plural. In either case, it takes a plural verb.

I'm sure there are some folk who would rather they weren't here.

Thanks to the folks at NBC.

- The following words are always plural but they cannot be preceded by any numeral. That is why Biber et al. (2002) classify them as uncountable nouns.

E.g.: Your belongings are over there.

But: I have ~~two~~ belongings.

I have ~~one~~ belonging.



Similarly:

arms (weapons)	goods	Remains
ashes	likes	savings (money)
belongings	looks (appearance)	shortcomings
clothes	manners (behaviour)	stairs
congratulations	odds	surroundings
damages (compensation)	outskirts	thanks
earnings	premises (=buildings)	the Middle Ages
	proceedings	whereabouts

Note: The singular form may occur in some cases but the meaning changes:

E.g.: May I have a look at your bedroom?

The car accident has spoilt my nice looks.

They took their arms and went to fight for their country.

My arm aches when I move it violently.

- Names of some instruments, garments and tools which are composed of two similar parts are always plural. Some of the most frequently ones are:

binoculars	knickers	Shorts
briefs	overalls	spectacles
glasses	pants	tongs
goggles	pincers	trousers
headphones	pliers	tweezers
jeans	pyjamas	underpants
	scissors	

E.g.: These trousers are too tight for me. Or: This pair of trousers is too tight for me.

## 4. THE GENITIVE

Historically, English had case endings for nouns like the nominative and accusative cases of pronouns (e.g. he-him). However, the only case ending that survives in modern English nouns is the genitive ending 's.

In English there are two forms to indicate the genitive case: The Apostrophe s ('s), or inflected genitive (pre-modifying genitive), and the "of" construction, or periphrastic genitive (post-modifying genitive).

### Inflected genitive

Jim's pen

the boys' hats

### Periphrastic genitive

the windows of the house

the cost of living

the children's toys

The apostrophe s or inflected genitive is used with personal nouns and with domestic animals or with animals that are credited with some intelligence.

e.g.: Jane's body, a dog's leg, a lion's tail.

## 4.1. THE FORM OF THE GENITIVE

- singular noun + 's :           the boy's hat
- irregular plural noun + 's:   children's toys
- regular plural noun + ' :     the boys' hats
- compound nouns:             my father-in-law's house  
  my sisters-in-law's house
- proper nouns ending in "-s": St. James's Hospital
- words of Greek or Latin origin and names of famous philosophers ending in s form the genitive without an extra syllable:   Socrates' speech.

### Genitive Plurals

Genitive singular	Ordinary plural	Genitive plural
The student's book	Students	Students' book
Mr. Jones's relative	The Joneses	The Joneses' car
A child's coloring book	Children	Children's coloring books
My sister-in-law's party	Sisters-in-law	My sisters-in-law's home
The king of Spain's son	The kings of Spain	The sons of the Kings of Spain

Explanation: In **the student's book** we are talking about one book that belongs to one particular student whereas in **students' book** we are referring to a book meant for students in general. In **my sister-in-law's party** we are mentioning the party that my only sister-in-law has given whereas in **my sisters-in-law's home** we give the idea that we have more than one sister-in-law and that they all own the same house.

- The words that end in –s form their genitive applying the regular rule.

e.g.: St. James's Hospital

But: Keats' poetry, Pepys' Diary.

**Pronunciation:**

- Add /IZ/ after /s, z, ʃ, ʒ, tʃ, dʒ /  
Charles's, Liz's, George's, Cox's
- Add /s/ after voiceless consonants except /s,ʃ,tʃ/  
cat's, Kack's, Philip's, Smith's, staff's
- Add /z/ after vowels and voiced consonants except /z, d, dʒ /  
boy's, daddy's, girl's, women's, dog's
- With regular plural nouns ending in -s, e.g. girls', the genitive is not pronounced.

We see that in cases like “St. James’s ...” we pronounce the ‘s as an extra syllable /iz/. But we sometimes find only an apostrophe without the extra syllable as in “Keats’ poetry” /kits/. There are some cases in which we spell the genitive only with an apostrophe but still we pronounce the extra syllable as in “Dickens’ novels” /dikɒnziz/ (also Dickens’s pronounced with the extra syllable).

**4.2. The group genitive and the coordinated genitive**

- When two or more entities (nouns) possess the same object, only the last noun takes the inflected genitive. This construction is called *the group genitive*.

John and Helen's house (The house belongs to both of them)

- When two or more entities (nouns) possess different objects of the same kind, each of the nouns takes the inflected genitive. This construction is called *the coordinated genitive*.

Mary's and Diana's bags. (Each girl has her own bag)

**4.3. TYPICAL MEANINGS OF THE GENITIVE**

The inflected genitive may express possession or not. See the chart below to have a clear idea of the different meanings conveyed by the Genitive case.

		Example
INFLECTED GENITIVE (‘s)	<b>Attribute</b>	The <u>victim's courage</u> was pointed out. <u>Jen's honesty and integrity</u> are clear just from knowing her and her attitude towards academics and social justice.
	<b>Possession</b>	<u>Martha's hair</u> used to be blonde. <u>The family's car</u> was found abandoned at Andersonstown Crescent.

	<b>Description</b>	<u>A girls' school</u> (= a school for girls) Most of the first floor in this library is devoted to <u>its children's section</u> .
	<b>Origin</b>	<u>England's kilts</u> are famous around the world. Foreigners are wading into <u>Argentina's wine industry</u> .
	<b>Relationships</b>	Parker is <u>Tom and Lynette's youngest son</u> . Have you met <u>your daughter's boyfriend</u> yet?

#### 4.4. THE GENITIVE IN TIME AND MEASURE EXPRESSIONS

The genitive is often used to specify **time**:

These reports appeared in this week's issue of Science magazine.

The genitive is also used to express duration, distance, length, or value:

- **duration:** a minute's hesitation, a month's holiday, a two hours' sleep, a five minutes' break, a month's time, two months' time, a year's work. E.g.:

The director of the company has taken a month's leave.

- **distance/length:** I held the telephone at arm's length and stared at it, a two miles' walk
- **monetary value:** She had to buy fifty pounds' worth.

Note: Another possible option to refer to the length or duration of an event is the singular form (an adjectival construction) before the head in a nominal group. The noun is in the singular because this word which is a measurement is doing the work of an adjective; therefore, it cannot be pluralized.

e.g.: a two mile walk; a six pound note; a five minute break...

#### 4.5. THE GENITIVE IN FIXED EXPRESSIONS

life's work

for God's sake

nature's way

for goodness' sake

the ship's company

have something at one's fingers' ends

be only at a stone's throw away

E.g.: For God's sake, don't scare me like that!

## 4.6. THE GENITIVE WITH GEOGRAPHICAL NAMES

Spain's inflation

Brazil's market

E.g.: Argentina's inflation raises questions, too.

## 4.7. GENITIVE AS A DETERMINER: SPECIFYING GENITIVES

Genitives usually specify the reference of the head noun. In other words, they precede the head filling the determiner slot in a noun phrase. In this case, they have the same function as the possessive determiner.

Compare:     the girl's face / her face  
                   his parents' home / their home

These examples answer the question '**Whose** \_\_\_\_?'. The genitive acts as the head of its own noun phrase, which acts as a determiner for the whole noun phrase. In the following,

[the girl's] face  
 [his parents'] home  
 [decent people's] feelings

Notice that the determiner or modifier at the beginning of the three examples belongs to the genitive noun, and not to the following noun. It is often possible to use an of-phrase as an alternative to the genitive.

Compare:     [decent people's] feelings / the feelings [of decent people]

This example underlines the need to see the genitive construction as a phrase, even though the genitive very frequently consists of one word, as in [Jack's] voice.

## 4.8. GENITIVE AS MODIFIER: CLASSIFYING GENITIVES

In contrast to specifying genitives, other genitives have the role of classifying the reference of the head noun: the question answered here is '**What kind of** \_\_\_\_?'.  
 Compare these pairs of specifying and classifying genitives:

- a- Several hours later [the bird's relieved owner] arrived at the station. (determiner)
- b- His hair felt like [a bird's nest]. He was a mess. (modifier)
- c- Even [her two children's clothes] disappeared. (determiner)

- d- Hoppity in Hartlepool is one of the few nearly new shops specializing just in [children's clothing]. (modifier)

In each pair of sentences, the reference of the first example is to the owner of a specific bird and the clothes belonging to some specific children. In the second examples, the genitives serve to classify the types of nest and clothes.

In many cases, a classifying genitive is equivalent to an adjective or a noun modifier (noun working as an adjective), whereas this is not true of the specifying genitive. Compare the genitives in the following examples with the non-genitive modifiers which could replace them:

the women's movement	children's literature	a summer's day
(the feminist movement)	(adult literature)	(a summer day)

## 4.9. THE INDEPENDENT GENITIVE

Independent genitives are genitive phrases standing alone as a noun phrase.

- Many independent genitives involve ellipsis, as their main noun head can be recovered from the preceding text. The omitted noun is shown in [] below:
  - a- This isn't my [handwriting]. It's Selina's. <i.e. Selina's handwriting>
  - b- All the Turner girls preferred girls' [toys] to boys'. <i.e. boys' toys>
- Other independent genitives have become conventional, so that they need no supporting noun head in the context. They generally refer to people's homes (c), to other places such as businesses and clubs (d - e), and to commercial products and firms (f):
  - c- She's going to a friend's. <i.e. a friend's house>
  - d- We'll meet at Macy's on Saturday morning. <i.e. Macy's is a department store>
  - e- I'll have to go to the dentist's soon.
  - f- An open bottle of Jack Daniel's is on the candle table. <Jack Daniel's is a type of whiskey>

## 4.10. THE DOUBLE GENITIVE

The double genitive is a special construction in which either the independent genitive or a possessive pronoun occurs in an of-phrase. It is called "double genitive" because we use both the "of" construction and the apostrophe s. We can also use a possessive pronoun instead of the noun in the genitive case. Then, we will have sentences like: a friend of mine/hers/his/yours/ours/theirs.

Notice **no** apostrophe is used with possessive pronouns.

- a- This was a good idea of Johnny's.

- b- There's a talk by this lady from Boulder who's a student of Sandy's.
- c- The woman who owns this restaurant is a friend of ours.
- d- He's a friend of Jack's.
- e- That friend of yours is so kind.

Constituents in the double genitive construction:

indefinite reference	definite reference
<u>a few</u> friends	of <u>ours</u>
<u>a</u> colleague	of <u>my sister's</u>
<u>a</u> poem	of <u>Shakespeare's</u>
<u>some</u> cousins	of <u>Paul's</u>

As these examples show, the main noun phrase typically begins with the indefinite article. In fact, the definite article does not normally combine with the double genitive:

\* “the good idea of Johnny's” is unlikely to occur.

The meaning of the double genitive can sometimes be alternatively expressed by other constructions. Thus, “a friend of ours” could alternatively be expressed as “one of our friends”.

- f- Susan is a friend of my sister's.
- g- An aunt of Brenda's is here.
- h- He's a brother of Jack's.
- i- The woman who owns the shop is a friend of Tim's.

With this construction we refer to one of the friends/aunts that my sister/Brenda has. If we otherwise say: my sister's friend or Brenda's aunt we mean that my sister has one friend and Brenda one aunt, or we are referring to a person that has already been mentioned.

Sometimes the Double Genitive is used with the demonstrative determiners *this*, *that*, *these* and *those*. This use often shows arrogance /contempt.

- j- That car of yours never works.
- k- This idea of his is totally wrong.
- l- Go and clean those dirty hands of yours before eating.

## 4.11. THE “OF” CONSTRUCTION

We generally use this construction with **inanimate nouns**, e.g.:

the leg of a table

The windows of the house

The cost of living

We use the “of construction” in a nominal group when the head is postmodified, e.g.:

The name of the teacher who punished the student is Mary Jane.

The address of the person who stole the car is still not known.

We use the “of construction” to refer to something different or unusual about a person, e.g.:

Sarah has the voice of an angel.

Greg has the hands of an artist.

## TO SUM UP...

- We show possession in English with the genitive form of a noun. This means we normally use ‘s and s’ for people and some living creatures. We put the possessive before the noun it refers to: Frank’s car. (Not \*the car of Frank/ the car of Frank’s)
- The simplest rule to remember is: Add ’s to any personal noun unless it is in the form of a plural ending in –s, - in which case, just add an apostrophe (’). This means:
  - add ’s to singular nouns and names not ending in –s: a boy’s tie, Tom’s hat.
  - add ’s to singular nouns ending in –s: an actress’s career, a waitress’s job.
  - add ’s to irregular plural nouns: children’s games, the men’s club, sheep’s wool.
  - add an apostrophe (’) after the –s of regular plurals: the girls’ uniform.
  - add ’s to names ending in –s: Charles’s address, Doris’s party, St James’s park
  - Famous names ending in –s just add (’): Yeats’ poetry. This is pronounced /s/ or /iz/.
- When we want to show possession with things, we can use of: the leg of the table. However, we often prefer to use a compound noun instead of “of”: the table-leg. We must use “of” when we can’t form a compound noun:
 

The book of the film (Not the film’s book); the top of the box (not the box’s top).

You can only learn these from experience. If you are in doubt, use “of”.
- We use ’s and s’ with some non-living things:
  - fixed phrases: the earth’s surface, journey’s end, the ship’s company
  - time phrases ( singular): an hour’s journey, a day’s work, a month’s salary
  - time phrases (plural): two hours’ journey, two days’ work, two months’ salary
- We generally omit the noun after ‘s when referring to work-places, shops, and houses: “the doctor’s”, rather than “the doctor’s surgery”, “my mother’s” rather than “my mother’s house”.



## 5. GENDER

Like many languages, the English language distinguishes living (animate) from non-living (inanimate) things. However, most English nouns have no grammatical gender, i.e., they are neither masculine nor feminine (except for nouns ending with, for example, the suffix “ess”). Only pronouns and possessive determiners are marked for gender (e.g. he, she, it, his, hers).

			Example
<b>Animate</b>	<b>Personal</b>	<b>Male</b>	<i>boy, master, widower, actor, man...</i> (WHO- HE)
		<b>Female</b>	<i>girl, actress, women...</i> (WHO- SHE)
		<b>Dual</b>	<i>doctor, secretary, boss, singer, pianist, journalist...</i>
	<b>Non-personal</b>	<b>Male</b>	<i>drake, bull, stallion, tiger, lion...</i>
		<b>Female</b>	<i>duck, cow, hen, tigress, lioness, mare...</i>
		<b>Dual</b>	<i>cat, rabbit, bird, zebra, elephant...</i>
<b>Inanimate</b>	<b>Neutral</b>	<i>window, apartment, country, pencil...</i> (WHICH- IT) no grammatical gender.	

### 5.1. PERSONAL ANIMATE NOUNS

Animate nouns can refer either to people (personal) or animals (non-personal). Personal animate nouns can be used to refer to both males and females. There are different forms for a small number of personal animate nouns:

<b>Masculine</b>	<b>Feminine</b>
actor	actress
host	hostess
policeman	policewoman
steward	stewardess
waiter	waitress

Some female forms of nouns are no longer used (e.g. poetess, murderess, authoress), and in some cases the (formerly) male noun is now used to refer to both sexes (e.g. actor, host). Usually, gender-neutral nouns are preferred (e.g. police officer, firefighter, chairperson, flight attendant).

Sometimes male and female terms are used as premodifiers to distinguish the gender-reference of the head noun. Examples are male model, male nurse, female plumber, boy soprano, women novelists. These terms are all socially sensitive and should be used carefully.

In some contexts, the word person is preferred to man or woman:

- a- She was elected chairperson of the committee.

b- He was the best spokesperson we've had in a long time.

When used with human reference, the pronoun "it" normally only applies to babies or to small children and is used both for general reference and for occasions when the gender may not be known.

a- Every child misses its mother./ That baby upstairs. It's always crying.

b- [said to a mother about a forthcoming birth] Are you going to have it at home or in hospital?

## 5.2. NON-PERSONAL ANIMATE NOUNS

Most non-personal animate nouns refer to animals. Animals which have a special place in human society can be referred to by the pronouns "he", "she" and "who", especially in spoken language. A degree of subjectivity in labelling the gender of an animal is usually present.

a- There's a black dog in the street. He looks lost.

b- Is she a big eater, your cat?

Some animals are given separate male and female words. These words are mainly used in specific contexts, for example by breeders or vets, or other experts and people working in the field.

Common examples are listed below, with the common general name for the animal given alongside.

Male	Female	Common Name
lion	lioness	lion
fox	vixen	fox
dog	bitch	dog
tiger	tigress	tiger
bull	cow	cow
drake	duck	duck
boar / hog	sow	pig

## 5.3. INANIMATE NOUNS

Inanimate nouns have neutral gender. However, there are some nouns which are referred to by means of pronouns or determiners that show feminine or masculine gender. These words include ships (e.g., Titanic), countries (e.g., France) and certain abstract nouns (e.g., death).

a- France is increasing her exports.

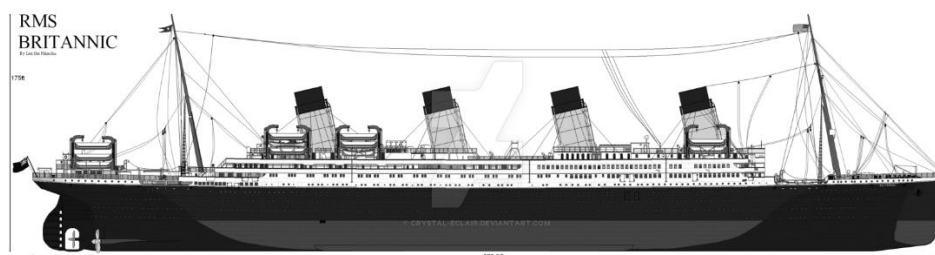
b- The Titanic sank four hours after she struck an iceberg.

c- Death was upset because he could not take the brothers for his own.

### RMS Britannic

RMS Britannic was the third White Star Line ship to bear the name. The ship was built by Harland & Wolf in Belfast. She was launched on 6th August 1929. Like her nearly-identical sister RMS Georgic, Britannic was a motorship powered by diesel engines. She measured 26,943 gross tons and was 712 feet (217 m) long. At the time of her launch she was the largest British-built motor liner in the world.

Britannic made her maiden voyage (Liverpool-Belfast-Glasgow-New York) on 28th June 1930, and generally spent her summers on the North Atlantic and her winters cruising touring the Caribbean out of New York.



## 6. TIPS FOR SPANISH SPEAKING LEARNERS OF ENGLISH

Foreign students, mainly from Spanish speaking countries, tend to make mistakes with some nouns because of the association of these particular nouns with their own language.

Let's have a closer look at some common errors.

- I. In Spanish people speak of “un consejo”, “muchos muebles”, “una información”, but in English these nouns are uncountable; for this reason we speak of “some advice”, “pieces of furniture”, “a bit of information”. The same problem appears in “work” which is a mass noun and cannot be pluralized. In case we need to speak of “trabajos”, we have to use the count noun job(s). NOTE: [C] Works of art, literary works.
- II. We also have to remember that the following nouns have the same form for the singular and the plural. Among the most commonly mistaken ones we find: “sheep”, “fish”, “deer” and “trout”. That is to say that when we want to express the idea of: “muchas ovejas”, “dos ciervos” or “esas truchas” we have to keep the same form of the singular; i.e. “many sheep”, “two deer”, “those trout”.
- III. “Species” and “series” are very often taken only as plural nouns. However, the same form is kept for the singular. E.g.: I have to tell you about a series of events. (In Spanish we drop the “s” and we say: “una serie de eventos”).
- IV. Another common error is to use “news” as a count plural noun. In fact, this noun is uncountable, and therefore, always singular. It is wrong to say e.g.: \*I have two good

news to tell you. In Spanish we speak of “dos noticias” but in English the same idea would be expressed with the partitive: “two items of news”.

- V. On the other hand, “trousers”, “shorts” etc. are always plural and to convey the idea of one item we must use the construction: “a pair of (trousers)”.
- VI. As regards “people” and “police”, students have to remember that they are always plural and that the words that surround them must be plural too. E.g.: *There are many people that keep their dogs tied up during the day.* With respect to “police”, it is advisable not to associate the term with the Spanish translation “la policía” because the latter is singular and, that is why we speak of *la policía está buscando a los responsables* and the translation into English is: *the police are (not “is”) looking for the responsible ones.*
- NOTE: A police officer / policeman was talking to my mom yesterday.

## PRACTICE

1) **Noun suffixes: Give the nouns which describe people who do things or who come from places. Use the endings: -an, -ant, -ar, -er, -ian, -ist, -or. Some are used more than once.**

- a. He acts very well. He's a fine actor.
- b. Don't beg. You're not a \_\_\_\_\_.
- c. I can't play the piano. I'm not a \_\_\_\_\_.
- d. She drives well. She's a good \_\_\_\_\_.
- e. I'm from Berlin. I'm a \_\_\_\_\_.
- f. She's from Athens. She's an \_\_\_\_\_.
- g. Manuel assists me. He's my \_\_\_\_\_.
- h. He's from Texas. He's a \_\_\_\_\_.
- i. Anna is studying history. She's a fine \_\_\_\_\_.

2) **Fill in the blanks with the correct form of the word in brackets.**

- a. Her father`s \_\_\_\_\_ of her boyfriend depressed Mary. (disapprove)
- b. The \_\_\_\_\_ of the economic plan brought about chaos. (fail)
- c. Nobody knew the exact \_\_\_\_\_ of the road. (long)
- d. He is a \_\_\_\_\_, he is constantly lying. (lie)
- e. The \_\_\_\_\_ made up a new formula. (science)

3) **Give the nouns derived from the words in bold type.**

- a. I **decided** this. It was my decision.
- b. Don't be so **anxious**. Control your \_\_\_\_\_
- c. Ann's a **socialist**. She believes in \_\_\_\_\_
- d. We all want to be **happy**. We all seek \_\_\_\_\_
- e. We all **agree**. We're all in \_\_\_\_\_
- f. Who **discovered** this? Who made this \_\_\_\_\_
- g. We'll all **arrive**. We'll be met on \_\_\_\_\_
- h. I was a **child** then. That was in my \_\_\_\_\_
- i. She is **absent**. Can you explain her \_\_\_\_\_?
- j. I'll **post** this. What's the \_\_\_\_\_?
- k. **Try** again. Have another \_\_\_\_\_
- l. Be more **efficient**. Improve your \_\_\_\_\_
- m. Don't be so **curious**. Control your \_\_\_\_\_
- n. **Address** this envelope. I'll give the \_\_\_\_\_
- o. I **refused** their offer. My \_\_\_\_\_ is final.
- p. I **warned** you. I gave you enough \_\_\_\_\_
- q. Put it in your **mouth**. Take one \_\_\_\_\_
- r. Can you **explain** it? Is there an \_\_\_\_\_?
- s. They **tried** him. I was at the \_\_\_\_\_
- t. Don't **argue**. I don't want an \_\_\_\_\_

4) **Underline the stressed syllable in the words in bold type.**

- a) Please **accent** every syllable.
- b) Our **exports** have been better this year.
- c) The Secretary **discounts** the possibility of a devaluation of the pound.
- d) The passing of the University law is the students' main **object** of criticism.
- e) She would not enter the nuclear-power station without **permit**.
- f) The doctor will not **permit** him to smoke more than two cigarettes a day.
- g) I'll **escort** you to your new office.
- h) I'm looking for an **increase** in salary.
- i) You'll need an **escort**.
- j) Our **imports** are a lot more this year.
- k) We've had complaints about your **conduct**.
- l) I'll **conduct** you to your seat.
- m) Gloria will **entrance** you.
- n) Let me **record** your voice.
- o) The proposal didn't go without **protest**.

5) **Read the following extract taken from the Elle Décor website. Choose from the nouns in bold to complete the table below.**

THE PROBLEM WITH DARK **PAINT** THAT NO ONE TALKS ABOUT

Sure, it's trendy, but there's one thing holding many **people** back from painting their **rooms** navy or black. It's a dramatic design **decision**. Deeper colours can have the unwanted effect of making a room feel small. **Sunlight** can cause fast fading. Plus, they're pretty unforgiving when it comes to imperfections. The good **news** is there are plenty of positives to using bold hues in your home. In this article, the first of a **series** on the **trends** for 2017, we provide the best **advice** for overcoming the problems. **Hannah Yeo**, an expert on colour and design, shares her best tips:

1. Don't let the size of a room stop you from using rich colours. Deep colours create an **illusion** of an endless and expansive room. Stick to dark colours on the walls and lighter **furniture** and linens to balance the room.
2. Put a painted chair or a colourful pillow in a dark room to make the room look larger. Avoid coffee tables made of **glass**. In the dining room, try with a brightly coloured **tablecloth** to contrast your fine **china**.
3. Place a **mirror** against the wall to add an illusion of depth.

Taken and adapted from <http://www.elledecor.com/>

				Examples
Nouns	Common	Count	Concrete	
			Abstract	
		Noncount	Concrete	
			Abstract	
	Proper			

## COUNTABLE AND UNCOUNTABLE NOUNS

6) **Underline the noun in each sentence and write “C” or “U” to show whether the noun is countable or uncountable.**

- |   |  |
|---|--|
| a. This is an excellent painting. _____   | k. Add more onion. _____                   |
| b. I don't like milk. _____               | l. Would you like some fish? _____         |
| c. How many photos did he take? _____     | m. I eat two eggs every day. _____         |
| d. Add a little more oil. _____           | n. Too much cake isn't good for you. _____ |
| e. His drawings really interest me. _____ | o. They've built a new motorway. _____     |
| f. Hope keeps me going. _____             | p. Would you like an ice? _____            |
| g. He hasn't got a hope. _____            | q. I need two clean glasses. _____         |
| h. How much flour did you buy? _____      | r. Don't throw stones. _____               |
| i. Where are my two new shirts? _____     | s. A lot of paper is wasted. _____         |
| j. We've got plenty of coal. _____        | t. We bought a new iron yesterday. _____   |

7) **Put in any suitable word which means ‘one item’**

- Are you giving away all this clothing / all these clothes? – No, I'm giving away a coat.
- There's a lot of laughter from next door. I just heard a very loud \_\_\_\_\_
- My luggage is getting old and worn. I really need a new \_\_\_\_\_
- There are a lot of people looking for work. I need a \_\_\_\_\_ myself.
- I'm looking for accommodation. I'd like a \_\_\_\_\_ for the night.

8) **Circle the most appropriate word for each sentence.**

- After lunch, they decided to go for a walk in the wood / woods.
- Could you please buy papers / paper on your way back from work?
- You don't have much times / time. Hurry up!
- You can hold the party here. We have plenty of rooms / room in the living room.
- I'm going to have my hairs / hair cut.
- The windows are made of coloured glass / glasses.
- Mark bought iron / an iron in the sale at the appliances store.

9) **Write sentences of your own with the following nouns illustrating whether they are countable or uncountable.**

gentry \_\_\_\_\_

lice \_\_\_\_\_

scales \_\_\_\_\_

mumps \_\_\_\_\_

advice \_\_\_\_\_

**10) Write original meaningful sentences of your own using the following nouns as countable or uncountable; if possible (more than 10 words).**

**lightning - lighting - police - wood - news - accommodation - iron - mice**

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**PARTITIVES**

**11) Match A and B.**

<ol style="list-style-type: none"> <li>1. I'd like some ice.</li> <li>2. Have you got any chocolate?</li> <li>3. Can I have some bread, please?</li> <li>4. We need some paper.</li> <li>5. Buy me some soap, please.</li> <li>6. Buy me some milk, please.</li> <li>7. We need some jam.</li> <li>8. Have you got any matches?</li> <li>9. I've made some tea.</li> <li>10. Buy some toothpaste.</li> <li>11. Add a little water.</li> <li>12. Add a little salt.</li> <li>13. I've drunk a little tea.</li> <li>14. Add a little soda.</li> <li>15. I can see a little smoke.</li> </ol>	<ol style="list-style-type: none"> <li>a) a wisp of _____</li> <li>b) a cube of _____</li> <li>c) a splash of _____</li> <li>d) a box of _____</li> <li>e) a sip of _____</li> <li>f) a tube of _____</li> <li>g) a drop of _____</li> <li>h) a bar of _____</li> <li>i) a slice of _____</li> <li>j) a pinch of _____</li> <li>k) a sheet of _____</li> <li>l) a jar of _____</li> <li>m) a bar of _____</li> <li>n) a bottle of _____</li> <li>o) a pot of _____</li> </ol>
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12) Complete the following sentences with the correct partitive. Choose from the ones below.

pot - sliver – slices - dash – drops – loaf

- a) He cut the \_\_\_\_\_ of bread and toasted it. He served the \_\_\_\_\_ of toast with some jam and a \_\_\_\_\_ of tea.
- b) He started yelling in a fit of rage when he saw the \_\_\_\_\_ of paint on his brand new car.
- c) You can add a \_\_\_\_\_ of soy sauce to the vegetables.
- d) The boy cut his finger with a \_\_\_\_\_ of broken glass.

13) Look up the following words in a dictionary and collocations dictionary such as Ozdic.com. Write down examples.

- lump \_\_\_\_\_
- spell \_\_\_\_\_
- stroke \_\_\_\_\_
- heap \_\_\_\_\_
- chunk \_\_\_\_\_

**NUMBER (SINGULAR AND PLURAL)**

14) Write the plurals of these nouns in the columns below to show their pronunciation.

address, beach, bottle, cinema, clock, guitar, hotel, island, lake, light,

month, office, park, piece, smile, space, tape, village

/s/	/z/	/iz/
clocks	bottles	addresses
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

15) Rewrite these sentences in the plural making necessary changes.

a. This cherry is very sweet.

These cherries are very sweet.

b. I've lost my key.

\_\_\_\_\_

c. This knife is blunt.

\_\_\_\_\_

d. The leaf is turning yellow.

---

e. The roof has been damaged.

---

f. We have a Henry in our family.

We have three \_\_\_\_\_

g. Which video do you like best?

---

h. Which volcano is erupting?

---

i. This is John's pet mouse.

---

j. This tooth is giving me trouble.

---

k. Can you see that goose?

---

l. A postman is busy all the time.

---

m. We're going to sell that sheep.

---

n. I can see a salmon in the water.

---

o. Which aircraft has just landed?

---

p. A Swiss is used to mountains.

---

**16) Using a dictionary if necessary, complete the definitions below with the words provided. Then circle is / are as appropriate and justify your choice.**

shingles - skittles – overalls - pliers - odds - vermin - species - hypotheses
--

a) \_\_\_\_\_ is / are small animals or insects that cause damage or disease.

b) \_\_\_\_\_ is / are the chances of something happening.

c) A \_\_\_\_\_ is / are a plant or animal group whose members all have similar general features and are able to produce young plants or animals together.

- d) \_\_\_\_\_ is / are ideas or explanations for something that are based on known facts but have not yet been proved.
- e) \_\_\_\_\_ is / are a game in which you roll a wooden ball at nine standing objects.
- f) \_\_\_\_\_ is / are a metal tool that looks like a strong pair of scissors, used for holding small objects or for bending or cutting wire.
- g) \_\_\_\_\_ is / are a single piece of clothing with trousers and long sleeves, worn over your clothes to protect them when you are working.
- h) \_\_\_\_\_ is / are an infectious disease that affects mainly adults, in which red sore spots cover a particular part of the body.

**17) Pluralize all possible elements in the following sentences**

1. A train is much quicker than a bus.

Trains are much quicker than buses.

2. Some advice is always important for a young wife.

---

3. That farmer's goose looks ill.

---

4. A grown-up has to help a child in need

---

5. How much homework does your teacher generally give you?

---

6. The fax is essential for office work.

---

7. A comma is used to enumerate a series of things.

---

8. A policeman's wife always sees her husband as a hero.

---

9. I can't understand the criterion in this thesis.

---

10. An airhostess's piece of baggage was found in a lorry.

---

11. This is a common belief.

---

12. That policeman caught the thief red-handed.

---

13. There was a mouse in the kitchen sink.

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14. Good knowledge of a foreign language is important.

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15. A man nurse is less common to see in a hospital.

---

16. Fish is plentiful in our rivers.

---

17. There was an ox in the lorry.

---

18. My sister-in-law has that analysis.

---

19. This goose has its nest near the pond.

---

20. There is a green oasis in the Sahara desert.

---

21. There is a special lay-by on the main road.

---

22. During the demonstration a passer-by was shot.

---

23. The sheep was kept in a pen.

---

24. A lion is a dangerous animal.

---

25. A lawyer generally earns more than a teacher.

---

26. A computer is an expensive piece of equipment.

---

27. A student has to work hard.

---

28. A policeman only does what he is told.

---

29. A cat is supposed to have nine lives.

---

30. A bus is the best way of getting into town.

---

31. A woman tends to live longer than a man.

---

32. A good book helps to pass the time.

---

### COLLECTIVE NOUNS

#### 18) Supply *is, are, has* or *have* taking into account the context.

- a. The government is bringing in a new bill. (seen as a unit)
- b. The company \_\_\_ going to employ six staff.
- c. All governments \_\_\_ trying to control crime.
- d. The jury \_\_\_ trying to decide now. They are discussing their different perspectives.
- e. The youth of today \_\_\_ many advantages.
- f. There \_\_\_ vermin in this restaurant so it has been closed down.
- g. The military \_\_\_ occupied a few houses in the area.
- h. The military \_\_\_ opposed any cuts in defence spending.
- i. The public \_\_\_ concerned about the tax increase.
- j. How many people \_\_\_ coming tonight?
- k. The committee \_\_\_ meeting now.
- l. A lot of people \_\_\_ signed the petition.
- m. The police \_\_\_ interested in this case.

#### 19) Use the collective nouns in the box below to complete the following sentences

audience crew enemy family gang government media public staff team

- a. Take over. The enemy are attacking.
- b. Do you think Liverpool is the best \_\_\_\_\_ in Europe?
- c. Dad is out but the rest of the \_\_\_\_\_ are at home.
- d. The \_\_\_\_\_ has decided to increase taxes.
- e. The ship sank but the \_\_\_\_\_ are safe.
- f. The office is closed. The \_\_\_\_\_ are on strike.
- g. The house was surrounded and the \_\_\_\_\_ were arrested.

- h. The \_\_\_\_\_ is much bigger than at last night's performance.
- i. The railways should provide a better service for the travelling \_\_\_\_\_.
- j. Some sports stars are very badly treated by the newspaper and other \_\_\_\_\_.

### COMPOUND NOUNS

#### 20) Put a tick if the second word is part of a compound noun.

- a. You need a pair of running shoes. \_\_\_\_\_
- b. We sat beside a running stream. \_\_\_\_\_
- c. Put it in the frying pan. \_\_\_\_\_
- d. I like the smell of frying sausages. \_\_\_\_\_
- e. This water is near boiling point. \_\_\_\_\_
- f. I need some boiling water. \_\_\_\_\_
- g. Where are my walking shoes? \_\_\_\_\_
- h. Vera is a walking dictionary. \_\_\_\_\_

#### 21) Make compound nouns or adjectival forms.

- a. a raincoat made of plastic a plastic raincoat
- b. a shirt made of silk \_\_\_\_\_
- c. hair like silk \_\_\_\_\_
- d. a table-top made of glass \_\_\_\_\_
- e. eyes like glass \_\_\_\_\_
- f. a wallet made of leather \_\_\_\_\_
- g. a spoon made of stainless steel \_\_\_\_\_
- h. nerves like steel \_\_\_\_\_
- i. a pullover made of wool \_\_\_\_\_
- j. a blouse made of cotton \_\_\_\_\_
- k. a teapot made of silver \_\_\_\_\_
- l. a voice like silver \_\_\_\_\_
- m. a wall made of stone \_\_\_\_\_
- n. silence like stone \_\_\_\_\_
- o. a tile made of ceramic \_\_\_\_\_
- p. a nailbrush made of nylon \_\_\_\_\_
- q. a tongue like leather \_\_\_\_\_
- r. a spoon made of wood \_\_\_\_\_

## GENDER

22) Read the following text and classify the underlined nouns according to the gender they have.

### Sacred Animals of Ancient Egypt

Ancient Egyptians worshipped several animals for thousands of years. They were special in the daily lives of craftsmen, farmers, priests and rulers. Cats were considered the most special. In addition to protecting food stores from rats, mice and snakes, cats were believed to be magical creatures bringing good luck to the people who housed them. To honour these cherished pets, wealthy families dressed them in jewels and fed them on fine food. When the cats died, they were mummified. Many works of art from ancient Egypt show statues and paintings of felines. According to Egyptian mythology, gods and goddesses had the power to transform themselves into different animals. Only one deity, the goddess named Bastet, had the power to become a cat. Sheep were also important to Egyptians. They were kept for their meat, milk, skins and wool, and flocks of sheep were used to keep the ground. Rams, seen as a symbol of fertility, were identified with various gods. Ram-headed sphinxes flank the entrance to the temple of Amun at Thebes. The bodies of some rams were mummified and equipped with jewellery. Cattle were reared in great numbers in Egypt, and they were also imported. They were a valued possession, providing meat, milk and leather. Their leather was used to make sandals, chair seats and shields. Tomb scenes often show the tomb owners inspecting their herds of cattle.

Sources [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com) and [www.bbc.co.uk](http://www.bbc.co.uk)

23) Supply the correct pronouns or determiners in these sentences.

1. When I saw the doctor, \_\_\_\_\_ told me to go back and see her again next week.
2. Jennifer is a fine musician. \_\_\_\_\_ plays in the Philharmonic.
3. Your visitor left \_\_\_\_\_ glasses behind when he came here yesterday.
4. Professor Myers is a brilliant scientist. \_\_\_\_\_ will be given the Nobel Prize for her work.
5. The artist, Rembrandt, painted several pictures of \_\_\_\_\_ life.
6. What do you call your dog? - \_\_\_\_\_'s called Mary.
7. The Titanic may be at the bottom of the sea, but \_\_\_\_\_'s never been forgotten.
8. I run a car in London, But I really don't need \_\_\_\_\_.
9. '\_\_\_\_\_ 's a cunning fox,' the monkey said to the hen. 'Be careful!'
10. In the 19th century America welcomed the European. \_\_\_\_\_ opened her arms to them.

**24) Supply the missing words. Refer to this list as little as possible.**

actress, aunt, bachelor, bridegroom, cows, daughter, female, goddess, hens, heroine, heiress, lionesses, mares, nephew, nieces, nuns, prince, queens, ram, saleswoman, sister, sow, spinster, uncle, waitress, widower

1. John's brother is a bank clerk and his sister is a nurse.
2. My aunt is very nice and my \_\_\_\_\_ has a wonderful sense of humour.
3. My \_\_\_\_\_ is a little boy of four; my niece is a little girl of two.
4. My father's brother and sister have never married. He's still a \_\_\_\_\_ and she's a \_\_\_\_\_.
5. These days, few men become monks and few women become \_\_\_\_\_.
6. There is only one bull in the field, but there are dozens of \_\_\_\_\_.
7. The cock crows at dawn and wakes up all the \_\_\_\_\_.
8. The stallion is in a separate stable from the \_\_\_\_\_.
9. We call the boar Henry and we call the \_\_\_\_\_ Jemina.
10. The ewes look quiet enough, but I don't like the look of that \_\_\_\_\_.
11. Tony is an actor and his wife is an \_\_\_\_\_.
12. John and Jane work in a restaurant; he is a waiter and she is a \_\_\_\_\_.
13. In fairy tales the handsome \_\_\_\_\_ usually marries the beautiful princess.
14. We went to a wildlife park and saw a lot of lions and \_\_\_\_\_.
15. In mythology, Mars is the god of war; Diana is the \_\_\_\_\_ of hunting.
16. Katerina is the \_\_\_\_\_ to her father's fortune.
17. Why does everyone expect the hero of the story to marry the \_\_\_\_\_?
18. A widow can often manage much better on her own than a \_\_\_\_\_.
19. A \_\_\_\_\_ won the award for most sales this month; a salesman came second.
20. When you look at fish; it's often difficult to distinguish between male and \_\_\_\_\_.
21. Very few people know the names of the kings and \_\_\_\_\_ of England.
22. I took a photo of the bride and \_\_\_\_\_ at the wedding.
23. The Smiths have a son called Robert and a \_\_\_\_\_ called Jill.
24. I enjoy being an uncle. I have two \_\_\_\_\_ and three nephews.
25. My uncle and \_\_\_\_\_ are over here from Canada.



25) State whether the following words are feminine or masculine and give the opposite noun.

NOUN	GENDER	OPPOSITE NOUN
widow	_____	_____
stallion	_____	_____
spinster	_____	_____
heir	_____	_____
niece	_____	_____
bride	_____	_____
hero	_____	_____
lion	_____	_____
god	_____	_____
steward	_____	_____
author	_____	_____

### THE GENITIVE

26) Match the sentences below to the meaning expressed by the genitive.

Examples	Genitive Meanings
Cathy's eyes stared in horror as the man fell to the floor. Give the envelope to Michael's assistant. Greg's dog has been barking all night. Kate's neighbour is moving to a new house. People's happiness is more important than wealth. Why don't you all come over to my parents' house for coffee?	POSSESSION  RELATIONSHIPS  ATTRIBUTES

27) Choose a noun from the box and write three different sentences illustrating the meanings dealt with above.

The actress

Jane

My cousins

Possession \_\_\_\_\_

Relationships \_\_\_\_\_

Attributes \_\_\_\_\_

**28) Read the following sentences and classify the genitives into DETERMINER or MODIFIER.**

- a. **My uncle's new car** is really amazing. \_\_\_\_\_
- b. **That old man's son** has worked with Susan for three years now. \_\_\_\_\_
- c. My job involves reading lots of **children's literature**. \_\_\_\_\_
- d. Even **her two children's clothes** disappeared. \_\_\_\_\_
- e. His hair felt like **a bird's nest**. \_\_\_\_\_
- f. Helen and Betty attend **a women's university** in New Zealand. \_\_\_\_\_

**29) Rewrite these sentences or phrases using the inflected genitive whenever possible.**

1. This bicycle is for a child. *This is a child's bicycle.*

2. This pen belongs to the teacher.

---

3. He described the career of the actress.

---

4. That's a job for a stewardess.

---

5. These toys belong to the children.

---

6. This is a club for women.

---

7. It's a school for girls.

---

8. This is the lounge for residents.

---

9. This umbrella belongs to James.

---

10. That hat belongs to Doris.

---

11. I borrowed the car of George and Martha.

---

12. The birthday of the twins is April 20th.

---

13. The room of the children is quite large.

---

14. He stole the girlfriend of his best friend.

---

15. a delay of an hour \_\_\_\_\_

16. the price of success \_\_\_\_\_

17. work of seven years \_\_\_\_\_

18. a journey of two days \_\_\_\_\_

19. at the door of death \_\_\_\_\_

20. an absence of a year \_\_\_\_\_

21. They left on a trip that lasted ten days.

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22. We had a course that lasted one week.

---

23. Please, send my letters to the office of Smith and Black in London.

---

24. The weddings of Dorothy and Margaret both take place today.

---

25. The arguments of Socrates are very interesting.

---

26. That is the house of Uncle David and Aunt Margaret.

---

27. My boss has a holiday of two months.

---

28. The car of Mr. Adams is a very expensive one.

---

29. The car of the Adamses has been run into by a huge truck.

---

30. I visited the birthplace of Charles Darwin.

---

**30) Explain the difference in meaning between these two sentences**

a. An aunt of Helen's has died.

b. Helen's aunt has died.

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**31) THE INDEPENDENT GENITIVE. What could we use in place of the words in brackets?**

- a. Your mother has gone to (the shop owned by the hairdresser) *the hairdresser's*
- b. I'll meet you at (the shop owned by the chemist) \_\_\_\_\_
- c. I'm going to spend the night at (the house owned by my aunt) \_\_\_\_\_
- d. We were married in (the church dedicated to St Andrew) \_\_\_\_\_
- e. I bought this at (the department store owned by Marks and Spencer) \_\_\_\_\_

**32) In the following pairs of sentences, there is one sentence which sounds more natural or is better. Choose the most appropriate sentence. Justify your choice.**

- a. The family's car was found abandoned.  
The car of the family was found abandoned.
- b. On occasions, the courage of Martha didn't help her.  
On occasions, Martha's courage didn't help her.
- c. I was so ill that I was at death's door for three days.  
I was so ill that I was at the door of death for three days.
- d. The table's leg is broken.  
The leg of the table is broken.
- e. Do you want to have lunch together sometime, just for old times' sake?  
Do you want to have lunch together sometime, just for the sake of old times?
- f. That lady is the sister of the man that is holding the party.  
That lady is the man that is holding the party's sister.

**33) Write sentences that contain the words given in a double genitive construction.**

- a. Teacher / my mother

The old lady over there was a teacher of my mother's.

- b. Classmate / my brothers
- 

- c. Students / Mary
- 

- d. Books / the children
-

# PRONOUNS AND NOUN DETERMINERS

object noun  
pronoun personal  
determiner reciprocal  
article cataphoric  
reference anaphoric  
subject emphatic  
reflexive



# PRONOUNS

## OVERVIEW

1. **Definition and classification**
2. **Reflexive pronouns**
3. **Reciprocal pronouns**
4. **Interrogative and relative pronouns**
5. **Indefinite pronouns**
6. **Pronouns and pronoun reference**

## 1. DEFINITION AND CLASSIFICATION

Pronouns can be defined as special kinds of nouns that fill the position of a noun or a whole noun phrase. They can be classified as:

1. **Personal Pronouns:** a) Subject pronouns: I, you, he/she/it, we, you, they.  
b) Object Pronouns: me, you, him/her/it, us, you, them.
2. **Possessive Pronouns:** mine, yours, his/hers/its, ours, yours, theirs.
3. **Reflexive Pronouns:** myself, yourself, himself/herself/itself, ourselves, yourselves, themselves, oneself.
4. **Reciprocal Pronouns:** each other, one another.
5. **Interrogative Pronouns:** who, which, what, whose, whom.
6. **Relative pronouns:** who, that, which, whom
7. **Indefinite Pronouns:** nobody, somebody, anybody, no one, everybody, one, ones.
8. **Demonstrative pronouns:** this, these, that, those, the former, the latter, such, the same.

The first three types (i.e. personal, possessive and reflexive pronouns) are the only pronouns that are marked for person (first, second, third), number (singular, plural) and gender (masculine, feminine and non-personal). The masculine and feminine genders apply to human beings and sometimes, to other beings that are treated as persons, such as animals of higher intelligence (pets, for instance). Some inanimate beings such as ships or even personifications such as Death are also often assigned gender. Otherwise, the non-personal pronoun “it” is used.

## 2. REFLEXIVE PRONOUNS

Reflexive pronouns indicate that the action expressed by the verb passes from the object back to the subject and not to any other person or thing. In other words, the subject and the object of the sentence stand for the same person.

They are used as objects (direct or indirect), complements and often prepositional complements

e.g. *The soldiers tried to defend themselves.* (Od)

*We have to find ourselves a new home.* (Oi)

*The children are not being themselves today* (Cs)

*I'm not worried **about** myself.* (C prep)

The indefinite pronoun “one” has its own reflexive as in: One mustn't fool oneself. But other indefinite pronouns use “himself/ herself” (academic English) or “themselves” (conversational English):

*Nobody must fool himself/herself /themselves.*

Note: in cases when a prepositional phrase is used to denote place, the objective pronoun is used:

e.g. *He turned around and looked about **him**.*

*Have you got any money on **you**?*

### 2.1 REFLEXIVE EMPHATIC PRONOUNS

Reflexive emphatic pronouns reinforce the meaning of either a noun, noun phrase or another pronoun.

e.g. *She's getting divorced. She herself told me.*

It is worth pointing out that while reflexive pronouns cannot be removed from the sentence without affecting its meaning, reflexive emphatic pronouns can:

e.g. *I know because I spoke to the manager (myself).*

*She's getting divorced. She (herself) told me.*

Other important features of reflexive emphatic pronouns are that (i) they have mobility in the sentence and they do not have a syntactic function.

*I know because I (myself) spoke to the manager.*

*She's getting divorced. She told me (herself).*



### 3. RECIPROCAL PRONOUNS

As to reciprocal pronouns, there are only two forms and, though they are not marked for person or gender, they do have **genitive case** (each other's). "Each other" is often used when referring to two persons or entities while "one another" is preferred when there are more than two.

e.g. *My brother and I borrowed each other's ties.*

*Romeo and Juliet really loved each other.*

*Jesus Christ said we should love one another.*

### 4. INTERROGATIVE AND RELATIVE PRONOUNS

4.1 Interrogative pronouns (who, whom, whose, what, which) are used in forming questions and they always precede the verb.

e.g. *Whose is that folder?*

"**Who**", "**whom**" are used to refer to people. It is normal to use "who" for both the subjective and the objective cases, and to reserve "whom" for formal style.

e.g. *Who is your favourite singer?*

*Who (or whom) have they appointed?*

"**Which**" is selective; it can be used for persons or things when one or more out of a number is referred to. It presents a choice from a limited number.

e.g. *Which of the drinks do you prefer?*

4.2 Relative pronouns refer to an **antecedent** and join the clause they introduce to some other clause. The most common relative pronouns are: "who", "whom", "which" and "that". They have the same forms for singular or plural, masculine or feminine.

As with interrogative pronouns, "**who**" is the normal form for the subjective and objective cases, whereas "**whom**" is used only in formal style.:

e.g. *The person **who** is sitting at the back is my husband.*

*The person **whom** they have appointed is very responsible.*

"**That**" may be used to refer to persons, animals and things:

e.g. *The man **that** is sitting next to you is my brother.*

*This is the book **that** I told you about.*

"**Which**" is used when the antecedent is a thing, an idea or an animal:

e.g. Houses **which** overlook the lake cost more.

She didn't answer the question, **which** surprised me.

## 5. INDEFINITE PRONOUNS

These pronouns constitute the largest group of pronouns, many of them can be postmodified, especially by *of*-constructions:

*Somebody else*

*Neither of us*

*Some of them*

As regards agreement, compound indefinite pronouns have singular agreement.

*Everybody **has** left.*

*Nobody **knows**.*

***Is there anybody in?***

However, in longer contexts when there is a need to refer back to the indefinite pronoun by means of another pronoun, this one is generally plural:

*Everybody has left, **haven't they?***

*Everybody has left **their** belongings inside.*

Finally, two uses of indefinite “one” deserve special mention:

- a. “One” has the meaning of people in general, it is the formal alternative to “you”. When used with this meaning, “one” can have genitive case:

*One should love one's family first.*

- b. “One” is a substitute for a noun. When “one” has this type of function it can be marked for plurality:

*Which watermelon do you want? That one.*

*Which apples do you prefer: green ones or red ones?*

Pronouns can perform referential functions, i.e. they either refer to something that has already been mentioned or that is going to be mentioned. This topic will be dealt with in the next section.

## 6. PRONOUN and PRONOUN REFERENCE

Read the text below and do the following tasks:

I cannot remember which of my books described sibling rivalry thus: Imagine that one night your husband comes home and tells you that he has decided to have a second wife. She will be younger than you, cuter than you and will demand much more of his time and attention. That doesn't mean, however, that he will love you any less. ...

My son loves his brother, who is immensely lovable; at the same time, he dislikes his brother intensely. He wants him to be around, but only sometimes, and only on his terms. He is no different from a lot of us who have fantasies about the things we want and who are surprised by the realities when we get them. ...

At some point, his fantasy of a brother may dovetail with the reality; mine did when my younger brother... turned into a good-looking teenage boy.

Excerpt from Anna Quindlen's "Siblings".

1. Underline all the pronouns, possessive and demonstrative determiners (reference forms) in text. Then, draw lines in the text to connect the reference forms with their referents (i.e. the noun phrases they refer to).
2. Determine whether each case is an instance of anaphoric (= the referent comes before the reference form) or cataphoric reference (= the referent comes after the reference form).

## NOUN DETERMINERS

### OVERVIEW

1. Definition and classification
2. The articles and reference (generic vs. specific)
3. Different meanings and uses of the definite, indefinite and zero article
4. Quantifiers

### 1. DEFINITION AND CLASSIFICATION

1. Determiners are function words used to specify the kind of reference a noun has (definite or indefinite) or to indicate quantity or amount. They can be classified as:

#### A. POSSESSIVE DETERMINERS (my, our, your, his, her, its, their) + NOUN

Possessive determiners are definite in meaning. They specify the noun phrase by relating it to the speaker / writer or other entities.

e.g. *Mr. Culver was driving a tractor across a field on his farm.*

*This is a great day for me, my wife and my two children.*

*Never hit your younger sister.*

#### B. DEMONSTRATIVE DETERMINERS (this/these, that/those)+ NOUN

Demonstrative determiners specify whether the referent is singular or plural (“this” vs. “these”) and whether it is near or distant in relation to the speaker (“this / these” vs. “that / those”).

e.g. *Is this dictionary yours? Can I take it?*

*These exams are quite good; the others are not so good.*

*Could you give me that book? I cannot reach it.*

## C. WH-DETERMINERS (which, what, whose) + NOUN

Wh-determiners can be used to introduce interrogative clauses (which, what, whose) and relative clauses (whose).

e.g. **Which** way are we going?

*“It’s the best news I’ve had for a long time” said Mr. Culver, **whose** wife burst into tears when he told her the good news.*

## “what” vs. “which”

While “**what**” asks for a choice from the whole range or class of things, “**which**” asks for a choice to be made from a known group of things.

e.g. A. What time shall I come?

B: I can make you an appointment for 9:00, 11:00 or 11:30. Which time suits you best?

A: What arrangements have been made for transporting guests to the reception?

B: None so far – It’s a choice between a coach and a fleet of taxis. Which form of transport is more suitable for the occasion, do you think?

## D. ARTICLES (a/an, the, Ø) + NOUN

## E. QUANTIFIERS (some, any, several, a lot of, enough, etc) + NOUN

### Task A

**Read the following text and indicate whether the underlined determiners are articles, demonstratives, possessives, quantifiers or wh- determiners.**

A farmer, Mr. Richard Culver, has found a cup worth \$ 25,000. He found the cup three weeks ago when he was driving a tractor across a field on his farm. It is a gold cup at least 150 years old, experts say. Now the Government is going to pay Mr. Culver \$ 20,000 and the cup will go to a museum. “It’s the best news I’ve had for a long time,” said Mr. Culver, whose wife burst into tears when he told her the good news. “This is a great day for me, my wife and my two children. We’re going to spend part of the money on a holiday this summer and I’m going to give a bonus to all my employees”

Adapted from *Oxford Practice Grammar* (Yule, 2006)

## 2. THE ARTICLES AND REFERENCE

Another important classification of determiners is that given or shown by the reference they indicate together with the noun they accompany. If the determiner and the noun refer to classes of people, things, etc. we say that they have **GENERIC** reference. If they do not refer to a class, they have **NON-GENERIC** reference.

<b>Generic Reference</b>	They refer to the <b>whole class</b> of people, animals, members of a group, etc. e.g. <i>Pets give you love.</i>	Determiners used	<i>∅ Cats are independent creatures.</i>
			<i>A cat has 7 lives. (when "a" can be replaced by "all" the use is generic).</i>
			<i><b>The</b> computer is a wonderful tool. (for inventions)</i> <i><b>The</b> lion is the king of the jungle.</i> <i><b>The</b> unemployed need some kind of help.</i> <i>They provided food and shelter for <b>the</b> poor.</i>
<b>Non-generic Reference</b>	They refer to a <b>limited group or one of the members</b> , not the whole class. e.g. <i>Peter is <b>a</b> good friend of mine. Sarah doesn't have <b>many</b> friends.</i>	<b>Definite</b> reference	<i><b>The</b> cinema I went to was...</i> <i>I need <b>the</b> <u>red pen you are using</u></i>
		<b>Indefinite</b> reference	<i>Is there <b>a</b> cinema near here?</i> <i>I need <b>a</b> red pen.</i>

In other words, reference is **GENERIC** when we refer to the whole class of an object or thing rather than just one member of the class, when we generalize what we are saying. In English, the definite article, the indefinite article and the zero article ( $\emptyset$ ) can convey generic meaning:

*$\emptyset$  Museums are buildings where one can see  $\emptyset$  works of art.*

*A museum is a building where one can see works of art.*

***The** giraffe is the tallest of all animals. (types of animals, machines, inventions, nominalized adjectives)*

In the case of determiners with **NON-GENERIC** reference, we can speak of two subtypes: **Definite** (e.g. *the*) and **Indefinite** (e.g. *a, an, Ø*).

**Read the following sentences and pay attention to the explanation concerning non-generic type of reference, that is, whether the reference is (i) non-generic definite or (ii) non-generic indefinite.**

*A farmer, Mr. Richard Culver, has found a cup worth \$ 25,000. He found the cup two weeks ago.*

The first time a participant has been introduced in a text (*a farmer, a cup*), we use the indefinite article “a/an” since it is the first time we have mentioned it. It is new, unknown information, i.e. we don’t know which cup or farmer we are referring to.

When referring back to the same entity, however, we use the definite article “the” because we know which cup we are talking about. In the second sentence, then, the reference is definite (*the cup*) and the information is contained at an earlier part of the text.

**Compare:**

- a. *Ann is looking for **a** job.*
- b. *Did Ann get **the** job she applied for?*

In the first sentence we use “a” because we are not referring to any particular job. In the second sentence, we use “the” because we are referring to a particular job, i.e. the one Ann applied for. We can see that in this case, the phrase or clause that follows (*she applied for*) makes the reference definite.

**Read the following sentences and pay attention to the explanation concerning reference that is non-generic and definite:**

- Now the government is going to pay Mr. Culver \$20,000
- Can you turn off the light, please?
- I’d like to speak to the manager.
- I must go to the bank to get some money.
- Carol isn’t very well. She’s gone to the doctor’s.

In the previous sentences, we use “*the*” because the thing or person we are referring to is clear from the situation. Therefore, we assume the reader is thinking about *the government of his country, the light in the room, the manager of the shop, a particular bank and Carol’s usual doctor*. In other words, the reader’s own familiarity with the context makes the reference definite rather than the information contained in the written text as in the previous examples.

### Task B

**State whether the reference is generic or non-generic in the following sentences:**

- a. The cup will go to a museum.
- b. Bicycles provide inexpensive transportation.
- c. The bicycle is a popular method of transportation in China.
- d. Mr. Culver was driving a tractor across a field on his farm.
- e. The tractor was quite old.
- f. Tractors are useful tools in farming.

## 3. DIFFERENT MEANINGS AND USES OF THE ARTICLES

### 3.1 THE INDEFINITE ARTICLE “A/AN”

As illustrated in the text about the farmer, the indefinite article “a/an” can only be used with singular countable nouns (*a farmer, a cup, a tractor*).

We use “**a / an**”:

- a. to introduce a new specific entity into the discourse:  
e.g. A farmer has found a cup.
- b. to say what someone’s job or profession is:  
e.g. Mr. Culver is a farmer.
- c. **to** mean “per”:  
e.g. She works eight hours a day.  
The potatoes are \$12 a kilo.



### 3.2 THE DEFINITE ARTICLE “THE”

“The” is called the definite article and it is used with count and noncount(able) nouns. We use “the” before a noun phrase to show that it has **definite meaning**. This means that the speaker and the hearer share knowledge of what they are talking about.

We use “**the**”:

- a. when an entity is known because it has been mentioned before

e.g. The cup will go to a museum. (We know which cup we are talking about).

b. when the entity is known from the situation; either the immediate situation in which the speech takes place, or the wider situation (the national situation, the world).

e.g. I think there’s somebody at the door now. (= the door of the room)

I’d like to speak to the manager, please. (= the manager of this shop)

The film wasn’t very good but I liked the music. (= the music in this film)

Can you pass me the sugar, please? (= the sugar on the table)

The Government is going to pay Mr. Culver \$ 20,000. (wider situation)

We must do more to protect the environment. (wider situation)

Also: *the sky, the sea, the coast, the weather.*

- c. with identifiable nouns which are postmodified.

e.g. The effect of an earthquake can be felt for miles.

Whose is the car parked outside? (“Parked outside” tells us which car).

d. before nominalized adjectives, that is, before adjectives which represent groups of people (e.g. *the young, the old, the rich, the poor, the sick, the disabled, the elderly, the unemployed, the homeless, the dead, the injured*).

e.g. The homeless need more help from the government. (plural agreement)

- e. to mean “the people of that country”.

e.g. The French are famous for their food. (= the people of France)

The Chinese invented printing.

- f. with musical instruments, and with the country(side), cinema, theatre, Internet and radio .

e.g. Can you play the guitar?

I love the countryside in autumn.

Do you ever go to the theatre?

We listen to the radio a lot. (But: We watch television).

g. before superlatives:

e.g. It's the best news I've had for a long time.

h. with dignified objects:

e.g. The sun, the moon, etc.

i. with the names of:

- rivers **the** River Nile; **the** Thames; **the** Rhine
- oceans and seas **the** Atlantic; **the** Black Sea; **the** Red Sea
- canals **the** Suez Canal; **the** Panama Canal
- deserts **the** Sahara; **the** Gobi, **the** Sahel
- island groups **the** West Indies; **the** Canaries
- Most hotels, cinemas **the** Odeon Cinema; **the** Ritz; **the** Hard Rock Café
- restaurants, pubs **the** Ritz Hotel. *But notice* ØSt. Martin's (Theatre),  
at ØDurrant's (Hotel), near ØLincoln Center
- museums **the** Louvre Museum; **the** Prado Museum
- mountain ranges **the** Alps, **the** Himalayas; **the** Rockies
- most geographical regions **the** Far East; **the** Midwest
- important / famous buildings **the** Eiffel tower; **the** Taj Mahal

i. We use "the" + *school, park, hospital, prison, church* when we mean a specific building or place. However, "the" is dropped when these nouns refer to the activity usually performed in that place. Let's compare:

(Ø)	<b>THE</b>
<i>School</i> is over at four o' clock. (School = school activities)	<i>The school</i> is near the park.
The injured man is in <i>hospital</i> . (as a patient)	There are 200 beds <i>in the hospital</i> .
The gang are <i>in prison</i> now. (as prisoners)	The visitors are <i>in the prison</i> now.
You cannot shout <i>at church</i> .	We went to <i>the church</i> but we couldn't get in.
Mariano Moreno died <i>at sea</i> (i.e. sailing)	The fish live <i>in the sea</i> .
This morning I had breakfast <i>in bed</i> .	I sat down on <i>the bed</i> . (piece of furniture)

### 3.3. THE ZERO ARTICLE (Ø)

We use Ø:

- a. with the names of meals as institutions  
e.g. What did you have for Ø breakfast?

However, we use “a” if there is an adjective before breakfast, lunch etc:

e.g. We had a very nice lunch.

- b. with means of transport and communication  
e.g. Travel by Ø car / air.

Send a telegram by mail / post / e-mail.

- c. with headlines: abbreviated language used in newspaper headlines, labels, lists, notices.  
(Journalistic register)

e.g. Fire kills Ø teenager after hoax.

- d. with the names of:

- continents: Europe, Asia, America
- countries: France, Brazil
- cities: Paris; Madrid,
- lakes: Lake Geneva
- individual mountains: Mount Everest, Mount Etna
- streets: Oxford Street
- most stations and airports: Waterloo Station, Orly Airport

But we use “**the**” with these words when they include a countable noun:

e.g. **the** Soviet Union / **the** United States / **the** United Kingdom

We also use “the” with plural place-names:

e.g. **the** Alps / **the** Netherlands

## 4. QUANTIFIERS

As mentioned before, some determiners specify nouns in terms of quantity or amount and are therefore called quantifiers or quantifying determiners.

Meanings and uses of “all”, “both”, “each”, “every”:

“All” refers to the whole of a group or mass; “both” refers to two entities and has plural agreement.

e.g. All cars have wheels.

Both restaurants are very expensive.

“Each” and “every” are similar in meaning, but they are not exactly the same. “Each” stresses the separate individual; “every” emphasizes single units within a group. “Each” can denote two or more, while “every” denotes three or more. They have singular agreement.

e.g. We asked every politician the same question. (i.e. all of them in general, as a group)  
Each politician gave a different answer. (i.e. separately, one by one).

Note that we also use “every” (not “each”) to say how often something happens:

e.g. There’s a bus every ten minutes.

Meanings and uses of “most”, “many”, “much” and multi-word units, like “a lot of”, “lots of”, “plenty of”, “a good/large number of”, “a great /good deal/ amount of”.

e.g. I don’t go out very often. I’m at home most days.

“A great / good deal / amount of” are used only with noncount nouns and therefore have singular agreement:

e.g. A great deal of effort has been put into this project.

“A lot of / lots of / plenty of” are used with uncountable and plural countable nouns:

e.g. There’s no need to hurry. We’ve got plenty of time. (plenty of = more than enough)

I’ve got a lot of / lots of time. (lots of is more informal than a lot of)

We use “much” with uncountable nouns and “many” with plural countable nouns. They are used especially with negatives and interrogatives. “A lot of” is also possible:

e.g. There weren’t many people there.

The girl wasn’t paying much attention.

Do you know many / a lot of people?

Is there much / a lot of milk?

In positive or affirmative sentences “a lot (of)” is more usual than “many” and “much”.

e.g. We spent a lot of money on our holidays. (not: “We spent much money.”)

A lot of people drive too fast. (better than: “Many people drive too fast.”)

Note that we use “too much” and “so much” in positive sentences:

e.g. We produce far too much rubbish.

Meanings and uses of “few” and “a few”, “little” and “a little”
---

Quantity	Plural countable	Uncountable
A small number/amount	a few	a little
Less than expected	few	little

“Few” and “a few” are used with plural countable nouns and they have different meanings.

Compare:

She is lonely. She has few friends. (i.e. “She doesn’t have many friends”.)

I have a few friends and we meet quite often. (= some friends)

Note: In everyday speech, we prefer “many”.

“Little” and “a little” work the same way with uncountable nouns. Compare:

A: Let’s have a coffee.

B: Sorry, I can’t. I have little time. (= not much, not enough)

Let’s have a drink. We’ve got a little time before the train leaves. (= some time, enough time to have a drink)

Meanings and uses of “either”, “neither”, “no”
--

“**Either**” and “**neither**” are used in sentences concerning a possible choice between two items and occur only with singular countable nouns

“Either” means one or the other, it doesn’t matter which.

e.g. We can go to either restaurant. (It doesn’t matter which of the two.)

“**Neither**” means not this one nor the other of two people or things involved.

e.g. Neither boy wants to go to bed.

“**No**” also has a negative meaning:

e.g. I can’t talk to you now. I’ve got no time.

No computer is safe from this virus.

No students attended the lecture.

Compare: I have no money.

I don’t have any money.

“No” refers to a noun and is more emphatic and formal than “any”.

“No” never functions as a pronoun.

Meanings and uses of “some” and “any”

We use **SOME**:

- a. in affirmative sentences:

We bought some flowers.

He’s got some work to do.

- b. in interrogative sentences when you expect a positive answer:

Would you like some coffee?

Could you get me some rice when you go shopping?

Can I have some hot water for my flask, please?

However, if you ask for hot water in a bar you never go to, you would say:

Can I have any water for my flask, please? (this is a real question because you cannot assume that the answer will be positive.)

- c. when it means “certain”:

Some people believe in UFOs.

- d. when it means “approximately”:

There were some 150 guests at the party.

- e. for indefinite reference:

Some John came to visit you.

We use **ANY**:

- a. in negative sentences:

We didn’t buy any flowers.

He’s lazy. He never does any work.

There’s hardly any milk.

- b. in most questions:

Have you got any luggage?

- c. in affirmative sentences when it means “it doesn’t matter which”:

You can catch any bus to go to the city centre.

Come and see me any time you want.

What ice-cream flavour would you like? Any flavour, I just like ice cream.

- d. In “if-clauses” when there is a degree of uncertainty

I'm sorry for any trouble I may have caused. (= if I have caused any trouble)

If there are any letters for me, can you send them to this address? (you don't think there'll be any letters for you)

## 4.1 NUMERALS

Cardinal numerals are used for counting (one, two) while ordinal numerals (second, third) are used for putting things in a sequence of order. When the two types occur together in one noun phrase, ordinal numerals normally precede cardinal numerals:

e.g. They took their seats in the first three rows.

## 5. SEMI-DETERMINERS (Biber et al., 2002)

Words like *same*, *other*, *another*, *last*, and *such* have some adjective characteristics (descriptive meaning) and some determiner characteristics.

I know a lot of people who've had the same problem.

There is no other work available at the moment.

We will have to wait another three weeks for the results.

We can fit another person in my car.

At the last moment he changed his mind.

A college is offering a degree in pop music composition. It is the only such course in the country. (the only course of that kind)

We had such an awful meal at that restaurant!

## PRACTICE

### 1. Read the following text and underline the noun determiners. Then classify them

Excuses, excuses!

You may be trying to buy a pair of shoes and there are too many in your size and you can't choose, or there are too few. All shop assistants are good at inventing excuses. A few days ago, I was trying to buy some birthday cards for three five-year-old children. There were plenty of cards for children, but hardly any for five-year-olds. "Five is a popular age this year," the assistant said. "We can't get enough cards for this age group." Then I went to a Do It Yourself shop to buy some orange paint. There was no paint in the shop, but in the end I found very little. Then I asked for two small paint brushes. "We don't have any", the shop assistant explained. "There's very little demand for them."

Adapted from Longman English Grammar Practice

### 2. Fill in the blanks with "a/ an" or "the" and justify your choice theoretically:

1. This house is very nice. Has it got \_\_\_\_\_ garden?
2. It's a beautiful day. Let's sit in \_\_\_\_\_ garden.
3. I like living in this house but it's a pity that \_\_\_\_\_ garden is so small.
4. Can you recommend \_\_\_\_\_ good restaurant?
5. We had dinner in \_\_\_\_\_ most expensive restaurant in town.
6. She has \_\_\_\_\_ French name but in fact she's English, not French.
7. What's \_\_\_\_\_ name of that man we met yesterday?
8. Our plane was delayed. We had to wait at \_\_\_\_\_ airport for three hours.
9. George has a part-time job. He works three mornings \_\_\_\_\_ week.
10. Could you close \_\_\_\_\_ door, please?
11. Have you finished with \_\_\_\_\_ book I lent you?
12. My sister has just got \_\_\_\_\_ job in \_\_\_\_\_ bank in Manchester.

### 3. Complete the sentences with the word given. Use "the" where necessary.

(school)

- a. Every term parents are invited to the school to meet the teachers.
- b. Why aren't your children at school today? Are they ill?
- c. What time does \_\_\_\_\_ start in the mornings in your country?
- d. What sort of job does Jenny want to do when she leaves \_\_\_\_\_?
- e. There were some people waiting outside \_\_\_\_\_ to meet their children.



**(university)**

- a. In your country, do many people go to \_\_\_\_\_?
- b. If you want to get a degree, you normally have to study at \_\_\_\_\_.
- c. This is only a small town but \_\_\_\_\_ is the biggest in the country.

**(hospital)**

- a. Nora works as a cleaner at \_\_\_\_\_.
- b. When Ann was ill, we all went to \_\_\_\_\_ to visit her.
- c. Peter was injured in an accident and was kept in \_\_\_\_\_ for a few days.

**(church)**

- a. John's mother is a regular churchgoer. She goes to \_\_\_\_\_ every Sunday.
- b. John himself doesn't go to \_\_\_\_\_.
- c. John went to \_\_\_\_\_ to take some photographs of the building.

**(prison)**

- a. In many places people are in \_\_\_\_\_ because of their political opinions.
- b. The other day the fire brigade were called to \_\_\_\_\_ to put out a fire.
- c. The judge decided to fine the man \$50,000 instead of sending him to \_\_\_\_\_.

**4. Underline the correct form.**

1. *The Everest/ Everest* was first climbed in 1953.
2. *South of England/ the south of England* is warmer than *north/ the north*.
3. France and Britain are separated by *the Channel/ Channel*.
4. Chicago is on *Lake Michigan/ the Lake Michigan*.
5. The highest mountain in Africa is *Kilimanjaro/ the Kilimanjaro* (5,895mts).
6. Next year we are going skiing in *Swiss Alps/ the Swiss Alps*.
7. *The United Kingdom/ United Kingdom* consists of Great Britain and Northern Ireland.
8. *Seychelles/ The Seychelles* are a group of islands in the Indian Ocean.
9. *The River Volga/ River Volga* flows into *Caspian Sea/ the Caspian Sea*.
10. *French/ The French* are very friendly people, aren't they?

**5. Fill in the blanks with "some" or "any" and justify your choice theoretically:**

1. We didn't buy \_\_\_\_\_ flowers.
2. This evening I'm going out with \_\_\_\_\_ friends of mine.
3. Have you seen \_\_\_\_\_ good films recently? No, I haven't been to the cinema for ages.
4. I didn't have \_\_\_\_\_ money, so I had to borrow \_\_\_\_\_.
5. Can I have \_\_\_\_\_ milk in my coffee, please?

6. I was too tired to do \_\_\_\_\_ work.
7. You can cash these traveller's cheques at \_\_\_\_\_ bank.
8. Can you give me \_\_\_\_\_ information about places of interest in the town?
9. With the special tourist train ticket, you can travel on \_\_\_\_\_ train you like.
10. If there are \_\_\_\_\_ words you don't understand, use a dictionary.

**6. Fill in the blanks with “much”, “many”, “few” or “little” and justify your choice theoretically:**

1. He isn't very popular. He has \_\_\_\_\_ friends.
2. Ann is very busy these days. She has \_\_\_\_\_ free time.
3. Did you take \_\_\_\_\_ photographs when you were on holiday?
4. I'm not very busy today. I haven't got \_\_\_\_\_ to do.
5. The museum was very crowded. There were too \_\_\_\_\_ people.
6. Most of the town is modern. There are \_\_\_\_\_ old buildings.
7. The weather has been very dry recently. We've had \_\_\_\_\_ rain.

**7. Fill in the blanks with “little”, “a little”, “few” or “a few” and justify your choice theoretically:**

1. We must be quick. We have \_\_\_\_\_ time.
2. Listen carefully. I'm going to give you \_\_\_\_\_ advice.
3. Do you mind if I ask you \_\_\_\_\_ questions?
4. This town is not a very interesting place to visit, so \_\_\_\_\_ tourists come here.
5. I don't think Jill would be a good teacher. She's got \_\_\_\_\_ patience.
6. Would you like milk in your coffee? “Yes, please. \_\_\_\_\_”
7. This is a very boring place to live. There's \_\_\_\_\_ to do.
8. Have you ever been to Paris? “Yes, I've been there \_\_\_\_\_ times”.

**8. Write sentences using these words as noun determiners and/ or pronouns if possible.**

<b>ANOTHER / EVERY / ALL / OTHERS / EACH / NONE / LITTLE / EITHER</b>
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**9. Complete the following sentences using the correct subject, object, possessive, indefinite, reflexive or emphatic PRONOUN.**

1. The Belgrano was an Argentinian ship. \_\_\_\_\_ was sunk during the “Malvinas” war.
2. Are there any customers outside? – Yes, \_\_\_\_\_ are still waiting to be charged.
3. Have you bought the tickets for tonight? – Yes, I’ve bought \_\_\_\_\_ .
4. Have you bought a ticket for tonight? – No, I haven’t got \_\_\_\_\_ .
5. Since Uncle George bought that old scooter, he has not stopped spending money on \_\_\_\_\_
6. One must think of \_\_\_\_\_ own family first.
7. The large silver tray does not belong to the new waiter. \_\_\_\_\_ is the small \_\_\_\_\_
8. Boys! You should have introduced \_\_\_\_\_ as soon as you entered the place.
9. Has he got any dollars on \_\_\_\_\_ ?
10. The hostel \_\_\_\_\_ is not nice, but the landlady is great!!

**10. Cross out the determiner that does not correspond**

The dentist gave his patient \_\_\_\_\_ advice.

**a couple of / a great deal of / much / an / a lot of / a few / a little / a piece of / no**

**11. Give two examples of your own and of no less than 10 words each, illustrating the difference between a *Reflexive pronoun* and a *Reflexive emphatic pronoun*. (State which case is which)**

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**12. Fill in the blanks using an appropriate determiner or pronoun from the list. Use each word only once:**

themselves / anyone / none / some / herself / any / everybody / neither / both / every / each

1. The witnesses were \_\_\_\_\_ perfectly certain of what they said.
2. \_\_\_\_\_ of the proposals put forward by various members of the committee was adopted unanimously.
3. \_\_\_\_\_ of the twins was arrested, I saw them \_\_\_\_\_ at the party last night.
4. \_\_\_\_\_ that promises to do that must be an idiot.
5. I go to Paris \_\_\_\_\_ two weeks or so.
6. She was so impressed by the meal that she decided to cook the same thing \_\_\_\_\_ the next time she had guests.
7. \_\_\_\_\_ did their best but the team didn't break the record.
8. Aren't there \_\_\_\_\_ vegetables in the larder?
9. After helping \_\_\_\_\_ to some sandwiches, they left in a hurry.
10. He denied \_\_\_\_\_ share in the conspiracy.

**13. Explain the difference in meaning between these pair of sentences**

- a. She *made herself* a cup of coffee.  
She *herself made* a cup of coffee.
- b. *Few people* live in this region as *little* will grow here.  
*A few people* live in this region as *a little* will grow here.
- c. *Those men in the office* are planning to rescue the lost party.  
*Those men in office* are planning to rescue the lost party.

**14. Fill in the blanks with a suitable determiner or pronoun. State what kind of pronoun you have used**

1. When everybody else forgot her birthday, Julia decided to give \_\_\_\_\_ a birthday present. She bought a new blouse for \_\_\_\_\_
2. There was complete silence in the room. \_\_\_\_\_ said \_\_\_\_\_

- 3. You won't believe it! I phoned the White House and president Obama \_\_\_\_\_ answered the phone.
- 4. They went on holidays with two friends of \_\_\_\_\_
- 5. I \_\_\_\_\_ went to Europe.
- 6. All of you who are successful Olympic athletes should be very proud of \_\_\_\_\_  
Your achievements inspire people all over the world
- 7. The secretary \_\_\_\_\_ I talked to didn't know where the meeting was.
- 8. Where are the twins? I can't see \_\_\_\_\_ of them here.
- 9. So you've had a baby! Is \_\_\_\_\_ a boy or a girl?
- 10. \_\_\_\_\_ keys are \_\_\_\_\_ ?

**15. Write meaningful, accurate and appropriate sentences of about TEN words each using the following nouns as indicated:**

- 1 building (specific definite reference)  
.....
- 2. spider (generic reference)  
.....
- 3. book ( specific definite reference)  
.....
- 4. life (generic reference)  
.....
- 5. restaurant (specific indefinite reference)  
.....
- 6. unemployed (generic reference)  
.....
- 7. friend (specific indefinite reference)  
.....
- 8. computer (specific indefinite reference)  
.....
- 9. patience (generic reference)  
.....
- 10. exam (specific definite reference)  
.....



# SUBJECT- VERB AGREEMENT

verb none neither  
subject  
agreement  
every  
either





## SUBJECT VERB AGREEMENT

### OVERVIEW

1. Subject-verb agreement
2. Tricky singular and plural subjects
3. Agreement with quantifiers and pronouns
4. Long subjects
5. Collective nouns
6. Agreement with fractions and percentages
7. Proximity and ellipsis
8. *A number of vs the number of*
9. Existential *there*
10. *One of*
11. Singular and plural verb forms
12. Exceptions to traditional agreement rules

Read the following sections of the article “Siblings” by Anna Quindlen.

In the back room the boys are playing, a study in brotherly love. The younger one has the fire engine and the older one has the tow truck and although entire minutes have passed, neither has made a grab for the other’s toy. The younger one is babbling to himself in pidgin English and the older one is singing ceaselessly, tonelessly, as though chanting a mantra. It is not until I move closer to the two of them, toe to toe on the tile floor, that I catch the lyrics to the melody: “Get out of here. Get out of here. Get out of here.”...



My son loves his brother, who is immensely lovable; at the same time he dislikes his brother intensely. He wants him to be around, but only sometimes, and only in his terms. He is no different from a lot of us who have fantasies about the things we want and who are surprised by the realities when we get them.

1. In those two paragraphs, underline all the complete verb forms that occur in independent and dependent clauses. Then circle the subjects of the verbs.
2. Make two lists of these subjects + verbs: one list containing subjects that are or could be replaced with I, you, we, or they, the other list containing subjects that are or could be replaced with he, she or it.

<b>I, YOU, WE, THEY</b>	<b>HE, SHE, IT</b>
The boys are playing	the younger one has

## THE –S SUFFIX:

The –s suffix is used for different signals:

- Noun + -s = plural (one student, two students)
- Verb + -s = singular (third person singular: he/she buys)

## 1. SUBJECT – VERB AGREEMENT

<i>Subject</i>	<i>Present tense verb</i>	<i>Example</i>
I, you, we, they	Simple Form	Students (=they) buy a lot of books.
He, she, it	-s	A student (=he/she) buys a lot of books

The third person singular form, which is a finite form, is never used on a main verb after a first auxiliary, which is always followed by a non-finite form. In the examples below, “like”, “buy” and “have” are non-finite forms (bare infinitives). The third person singular form is only used with present tense verbs.

- He **doesn't like** ice cream.
- She **will buy** her son a present.
- She **might have** another child.

### 1.1. SUBJECTS AND VERBS

The subjects and verbs from the passage at the beginning of this chapter are listed in the following chart. For the first one, the corresponding singular form has been added. Add the corresponding singular or plural form for the other entries.

<b>I, you, we, they</b>	<b>he, she, it</b>
The boys are playing	The boy is playing My son loves his brother

Entire minutes have passed	He dislikes his brother Neither has made a grab
----------------------------	--

Note that all the verb forms in the “he”, “she”, “it” column include a third person singular form: is, loves, dislikes, has. The subject of each one is a third person singular (he, she, it) subject.

Grammatical concord means that a singular verb is used with a singular subject.

**VERBS IN A SEQUENCE:** The –s ending is needed on all the third person present tense verbs that appear in a sequence, not just on the first verb of the sequence.

- d) He picks up the toy, throws it across the room, and screams.

## 2. TRICKY SINGULAR AND PLURAL SUBJECTS

Some nouns may **look plural in form** but are always used with the **singular** (he, she, it) form of the verb:

- a) The news was bad yesterday.
- b) The United States has a large budget deficit.
- c) Economics is an important field of study for politicians.
- d) The lecture series sounds interesting.

Other nouns might **look singular in form** but need a **plural** verb:

- e) The people in the park look happy.
- f) The police have captured the criminal.
- g) In the evening, the cattle are herded from the field to the pen.
- h) The local clergy support the decision.

When there are two subjects, the verb form must reflect the plural form:

- i) My brother and my sister want to stay home. (= they)

## 3. AGREEMENT WITH QUANTIFIERS AND PRONOUNS

Some pronouns and determiners that express the idea of quantity cause problems for language learners. The box shows some of these problematic quantifiers and pronouns. It indicates whether they are regarded as singular (S) or plural (P). Some of them, you will see, take a plural verb when used with a countable plural noun and a singular verb when used with an uncountable noun.

**Look at the chart below and decide whether the following determiners/pronouns have singular and/or plural agreement. Tick the correct option/s.**

<i>Subject</i>	<i>Verb S</i>	<i>Verb P</i>	<i>Example</i>
Every			Every child <i>likes</i> toys.
Each			Each child <i>has</i> a teddy bear.
Each of			Each of the toys <i>needs</i> to be repaired.
Everyone/everybody			Everyone <i>wants</i> to travel.
Someone/somebody			Somebody <i>wants</i> to see you.
No one/nobody			No one <i>has</i> any time.
One			One of the boys <i>wants</i> to leave.
Either (of)			Either girl <i>is</i> suitable. Either of the girls <i>works</i> well.
Neither (of)			Neither boy <i>wants</i> to leave. Neither of the boys <i>wants</i> to leave.
Both (of)			Both boys <i>want</i> to leave Both of the boys <i>want</i> to leave.
All (of)			All American boys <i>play</i> baseball. All of the furniture <i>looks</i> old.
A lot of / lots of			A lot of girls <i>play</i> soccer. A lot of the furniture <i>looks</i> uncomfortable.
Some (of)			Some parents <i>are</i> strict. Some of the furniture <i>looks</i> shabby.
No			No children <i>dislike</i> ice cream. No child <i>dislikes</i> ice cream. (fml) No furniture <i>costs</i> that much!
None of			None of the boys <i>is</i> playing. None of the furniture <i>is</i> old.
-ing form			Choosing furniture <i>is</i> difficult.
Infinitive			To furnish a room <i>takes</i> time.
Clause			Why we never use the room <i>is</i> a mystery. BUT What I say and do are none of your business.

#### 4. LONG SUBJECTS

When the subject head noun and the verb are separated from each other, it is harder to check for agreement. It can be especially troublesome when the head noun is singular but nouns in a modifying phrase are plural or vice versa. In these cases, it is not enough to be able to identify the complete subject. Sometimes you need to be able to identify the head word (the word that carries the weight of the meaning) of the subject to determine whether the whole subject can be replaced by a 'he', 'she', 'it' subject or not.

- a) The boy with the trucks **is having** fun.
- b) That novel about alien invasion in several southwestern states **has** recently **been** made into a TV movie.
- c) This documentary film about the team that ran early American space missions combines interviews and archive footage.

In the first example, the complete subject is “the boy with the trucks”. The head word of the subject is “boy” (Who is having fun? The boy is). The fact that the word “trucks” in the prepositional phrase is plural does not affect the form of the verb at all.

**The following tips may help you to decide what form the verb takes when the subject is long:**

If the subject has a **prepositional phrase**, the head noun is to the left of the first preposition or compound preposition.

- d) Another poll of Americans’ reading attitudes was taken in 1990.
- e) Diabetes, together with its serious complications, ranks as the nation's third leading cause of death.
- f) The library, along with bookstores, provides reading materials.
- g) The President, as well as most ministers, is travelling to area this afternoon to oversee the rescue operation.

If there is a “**not**” + a noun phrase in the subject, the head noun comes before not.

- h) The child, not her parents, was an avid reader.

If there is a relative clause in the subject (starting with who, which, that or whose, among other elements), the head noun comes before the relative clause.

- i) A child who likes to read books and whose parents encourage reading does better in school.

## 5. COLLECTIVE NOUNS

Collective nouns (such as *jury, family, team, group, crew, crowd, class, audience, committee, council, army, club, press, government, company*) define groups of people or animals. If the group is considered as a whole, we use a singular verb. In most cases, collective nouns take singular verbs. However, if the group is considered as individual members, we use a plural verb. This is an example of notional concord because the form of the verb depends on the meaning conveyed by the subject rather than a grammatical marker,

- a) The **jury** is ready to give the verdict.
- b) The **jury** are all staying at the Park Hotel.

- c) The **class** is going on a field trip.
- d) The **class** have disagreed among themselves about where they should go on their field trip.
- e) The **team** has been practising all week.
- f) The soccer **team** have differing opinions about strategies for the next game.

## 6. AGREEMENT WITH FRACTIONS AND PERCENTAGES

We use a singular verb if the percentage or fraction refers to a singular noun, a noun clause or a noncount noun.

- a) Fifty percent of the book is about poetry.
- b) Half of what he says is not true.
- c) All (of) our information is up-to-date.

We use a plural verb with plural nouns.

- d) One-fourth of the students have computers.
- e) All (of) the computers need to be checked.

## 7. PROXIMITY AND ELLIPSIS

When the subject is formed with the **correlative pairs** “**either . . . or...**” or “**neither . . . nor...**”, the verb agrees with the noun phrase nearest to it. This is called the principle of proximity.

- a) **Either** the boss **or** my colleagues deserve the blame.
- b) **Neither** my boss **nor** my colleagues deserve the blame.
- c) **Either** my colleagues **or** my boss deserves the blame.
- d) **Neither** my colleagues **nor** my boss deserves the blame.

A word omitted from the subject but understood from a previous reference (ellipsis) will determine the form of the present tense verb:

- e) Western ferrets are cuter, but the eastern make better pets.

The omitted word also determines the form of the verb if a possessive pronoun is used:

- f) Her parents are Chinese, but mine are Korean.
- g) Her father is Chinese, but mine is Korean.

## 8. A NUMBER OF ... / THE NUMBER OF...

With “a number of”, we use a plural verb since the phrase is a noun determiner, and the noun head it determines is always plural. “The number of”, however, takes a singular verb. This is so because the noun number is the head and the phrase “of ...” is a postmodifier.

A number of	students	<u>are</u> absent today.	The	number	of students taking the exam	is 175.
<b>determiner</b>	<b>head</b>		<b>det.</b>	<b>head</b>	<b>Postmodifier</b>	
subject			Subject			

## 9. EXISTENTIAL THERE

When we use existential “*There*” (*there is, there are, there was or there were*) the form of the verb is determined by the head noun of the notional subject.

a) There	is	some <u>rivalry</u> between the brothers.
<b>Existential</b>		<b>Head</b>
<b>“There”</b>		<b>Notional subject</b>

- b) There are no closets near the living room.
- c) There is no furniture in the room.
- d) There are some toys on the couch.
- e) There are two pencils, a book and a ruler.

However, “there is” is used with a list that starts with a singular noun.

- f) There is a book, two pencils and a ruler.

## 10. ONE OF...

“One of” causes difficulties because it is used with the third person singular (he, she, it) verb form, agreeing with one, yet it has to be directly followed by a plural noun:

- a) One of the boys is playing with a truck.
- b) One of the parents works at home.

## 11. SINGULAR / PLURAL VERB FORM

We use **SINGULAR** verb forms with:

- ✓ nouns which refer to school subjects: economics, statistics, acoustics, morals, physics, mathematics (maths), politics, etc.

- a) I think physics is a very interesting subject.

But compare the following examples. While in b statistics refers to the subject, in c and d it refers to the figures and thus requires a plural verb.

- b) Statistics is one of the most popular minors.
- c) The statistics **show** that there are challenges concerning job prospects for young people.
- d) When these statistics **are** split for gender, significant differences arise.
- ✓ nouns which refer to sports: gymnastics, athletics, bowls, etc.
- e) Athletics helps many students access higher education.
- ✓ nouns which refer to games: billiards, dominoes, darts, draughts, etc.
- ✓ nouns which refer to illnesses: measles, arthritis, mumps, etc.
- f) Measles is no fun to have!
- ✓ the word “news”.
- g) The news isn’t very encouraging, I’m afraid.
- ✓ plural nouns when we talk about an amount of money, a time period, weight, distance, etc.
- h) Five hundred thousand pounds was donated to build a new hospital wing.
- i) Two weeks goes fast when you are on holiday.
- j) Six hundred miles is too far to drive in one day.
- ✓ Place names:
- k) Leeds is where my aunt was born.
- l) The United States is in North America.
- ✓ Book and film titles:
- m) Dance with Wolves was awarded an Oscar for the best movie.
- ✓ Arithmetical operations (addition, subtraction, multiplication, division)
- n) Three plus seven equals ten.
- o) Four times five equals twenty.

**We use PLURAL verb forms with:**

- ✓ nouns such as *clothes, people, police, stairs, (good) looks, surroundings, outskirts, premises, earnings, wages, earnings, cattle, poultry*, etc.
- a) Designer clothes are rather expensive.
- ✓ nouns which refer to objects that consist of two parts, such as *trousers, binoculars, shorts, shoes, gloves, pyjamas, tights, glasses, socks, scissors*, etc. We do not use *a / an* or a number with these words. We use the phrase “pair of...” instead.
- b) Where are your gloves?
- c) That pair of gloves is very colourful.



✓ two nouns connected by “*both...and...*”.

d) **Both** F. Scott Fitzgerald **and** Charles Dickens were named as favourite authors in the 1990 reading poll.

✓ Nominalized adjectives:

e) The young want to grow up fast and the old wish to be younger.

f) Is it true that the rich are getting richer and the poor are getting poorer?

NOTE: With abstractions or attributes, nominalized adjectives take a singular verb.

g) The unknown is always frightening.

h) The best is to come.

## 12. EXCEPTIONS TO TRADITIONAL AGREEMENT RULES

Some of the agreement rules presented in the unit are observed mainly in formal English contexts, especially in formal written English. The following are cases where native speakers of English frequently do not follow the formal rules, especially in spoken and informal written English.

FORMAL RULE	INFORMAL /SPOKEN ENGLISH
<b>EITHER / NEITHER OF + NOUN PHRASE</b>	
The verb has singular agreement. Either of the outfits <u>is</u> appropriate. Neither of the choices <u>is</u> desirable.	BUT Either of the outfits <u>are</u> appropriate. Neither of the choices <u>are</u> desirable.
<b>EITHER ... OR / NEITHER ... NOR</b>	
The verb agrees with the closest subject noun. Either my parents or John <u>has</u> the car. Neither you nor I <u>am</u> convinced.	BUT Either my parents or John <u>have</u> the car. Neither you nor I <u>are</u> convinced.
<b>None of + Noun Phrase</b>	
The verb has singular agreement. None of the students <u>is</u> here.	BUT None of the students <u>are</u> here.
<b>There + be + plural noun</b>	
If the noun following the verb is plural, the verb takes plural agreement. There <u>are</u> three books you might like.	BUT There' <u>s</u> three books you might like. There' <u>s</u> a lot of unanswered questions about that issue.

## PRACTICE

### 1) Which word or phrase best completes each sentence? Explain your choice.

1. \_\_\_\_\_ people in the room have applied for the job.
  - a. One of the
  - b. All of the
  - c. Neither of the
  - d. Every
2. The problem that some business executives are facing \_\_\_\_\_ their profits.
  - a. threaten
  - b. are threatening
  - c. threatens
  - d. have threatened
3. She has no interest in any of the things that \_\_\_\_\_ her boss.
  - a. interest
  - b. interests
  - c. interesting
  - d. is interesting
4. The woman carrying two large green bags \_\_\_\_\_ history.
  - a. teach
  - b. have taught
  - c. has taught
  - d. were taught
5. The drum and the guitar \_\_\_\_\_ good together.
  - a. sound
  - b. sounds
  - c. is sounding
  - d. sounding
6. Everybody \_\_\_\_\_ to earn a lot of money.
  - a. is wanting
  - b. are wanting
  - c. have wanted
  - d. wants

### 2) Circle the correct answer.

1. Here (come, comes) the general and his aide.
2. Here (come, comes) the general with his aide.
3. There (was, were) several hundred people in the room.
4. There (is, are) still much to be learned about sunspots.
5. There (has, have) been many recent discoveries about sunspots.
6. I see there (is, are) too many customers ahead of me.
7. (Do, Does) either of you want a ride?
8. Neither of you (has, have) the facts.
9. Neither you nor Mary (has, have) the facts.
10. Neither girl (has, have) the facts.
11. Neither Mary nor her parents (has, have) the facts.
12. A napkin as well as a spoon (was, were) included.

13. A pair of new glasses (cost, costs) money.
14. Either you or he (has, have) heard wrong.
15. A mother bird, together with her flock, (is, are) searching for food.
16. Neither the director nor his assistant (was, were) there.
17. There (go, goes) Jane and her gang.
18. A great many records and valuable information (has, have) been obtained.
19. Everybody (have, has) given something now.
20. The most important people (is, are) the captain and the other officers.
21. There (was, were) only about six or seven of us in the class.
22. Not one of his treaties (is, are) worth anything.
23. The one thing to bear in mind (is, are) the exceptions.
24. A deck of cards (cost, costs) twenty-five cents.
25. Neither you nor I (am, is, are) invited.
26. Neither you nor he (am, is, are) invited.
27. One of his finest qualities (is, are) his generosity.
28. Ten thousand dollars (was, were) paid as ransom.
29. Each of you (is, are) to report separately.
30. The family (takes, take) their places about the table.
31. The family (is, are) proud of its ancient name.
32. Fifty dollars (was, were) deduced from the cost.
33. Neither the pilot nor the mechanic (seem, seems) to be worried.
34. Two meters of rope (is, are) not enough.
35. (Do / Does) the police in your city wear a uniform?
36. Fortunately the news (wasn't / weren't) as bad as we expected.
37. Three days (isn't / aren't) enough for a good holiday.
38. Many people (have / has) given up smoking.
39. Not one of his colleagues (have / has) helped him.
40. Neither the twins nor Sue (is / are) ready.
41. Forty five minutes (were / was) not enough for a charity concert.
42. The deaf-mute (is / are) able to communicate.

43. Statistics about unemployment (reveals / reveal) a great deal about the economy of our country.
44. The audience (is / are) listening to Beethoven's 9th symphony.
45. The class (is / are) taking notes, (Its / Their) (pen / pens) (is / are) scribbling quickly over (its / their) exercise books.
46. Can you see that huge flock of birds in the distance? (It / They) (is / are) coming this way.
47. A pack of cards (is / are) scattered over the table. (It / They) (has / have) just been opened.
48. The beautiful (is / are) not always the good. These people might be mean at times.
49. Why (is / are) the police standing over there?
50. One of my classmates (speak / speaks) Arabic.

**3) Read the following text and circle the best option.**

**White House finance disclosure: Five things we learned**

Documents released by the White House **have / has** shed light on the wealth of senior members of Donald Trump's team. Neither President Donald Trump, Vice-President Mike Pence nor cabinet appointees **were / was** part of the release.

According to White House officials, these are not the current holdings that everyone **has / have** today but what employees held before joining government. Staff **are / is** required to eliminate potential conflicts of interest when they enter office.

Here **is / are** three key points found in the documents.

- Ivanka Trump is rich. Very rich. President Trump's daughter, together with her husband, **have / has** assets valued between \$240m and \$740m.
- Boris Epshteyn, who worked in the press office but left last week, own / owns a restaurant. One of the specialities of this restaurant **is / are** broccoli and Cheetos crisps.
- Omarosa Manigault rose to fame as a contestant on Mr Trump's reality TV show "The Apprentice", and **are / is** now a senior White House communications official. She received a wedding dress with an estimated value of \$25,000 as part of her appearance on a reality TV show, Say Yes to the Dress.

...

**Adapted from [www.bbc.com](http://www.bbc.com)**

# ADJECTIVES AND ADVERBS

gradual  
qualitative classifier  
attributive Adjectives  
postpositive superlative  
predicative proportional  
Form emphatic gradable  
non-gradable Comparison  
Adverbs Same



## ADJECTIVES

### OVERVIEW

1. Adjectives from the point of view of meaning
2. Adjectives from the point of view of form
3. Positions and functions of adjectives in the sentence
4. Emphasizing or intensifying adjectives
5. Gradable vs. non-gradable adjectives
6. Qualitative vs. classifying adjectives
7. Adjectives functioning as noun-heads
8. Order of adjectives in premodification
9. Complementation of Adjectives

### 1. ADJECTIVES FROM THE POINT OF VIEW OF MEANING

From the point of view of meaning, adjectives can be defined as a word class which is used to define, qualify or characterize a noun.

E.g: Robert is a very capable worker.

She's finally found an interesting advanced English textbook to use with her class.

Adjectives enable us to give more information about the people, animals, or things denoted by nouns; in other words, we make the meaning of the noun more specific, richer and clearer by identifying or describing it in more detail.

Adjectives are content words since they have a lexical meaning. They belong to an open class because we can continue expanding this class. Notice also that adjectives are invariable, e.g. “interesting” (NOT “interestings”) and “useful” (NOT “usefuls”) bits of information are often heard in informal conversation.

### 2. ADJECTIVES FROM THE POINT OF VIEW OF FORM

As regards form, most adjectives can express comparative or superlative degree by means of the suffixes –er or –est, respectively, or by being preceded by the words more or most. Besides, typical adjective endings are –ed (I'm very pleased with your progress), -ing (She finds opera boring), -ous

(The situation is highly dangerous) –able (He described the meeting as being a very disagreeable experience), and –ful (What a wonderful idea!).

## 2.1. THE FORMATION OF ADJECTIVES

According to the process through which adjectives are formed, they can be divided into **simple**, **complex (derivational or participial)** and **compound**.

**A) Simple** adjectives do not derive from another word.

fast	white
big	thin
mere	black

### B) Complex

**B1) Derivational** adjectives are formed by adding a suffix to a noun or a verb. The table below shows the most typical suffixes that occur with adjectives.

Suffix	Examples
-able, -ible	<i>acceptable, usable, inedible</i>
-al, -ial	<i>normal, comical, radial</i>
-ed	<i>timbered, aged</i>
-ful	<i>masterful, wishful</i>
-ic	<i>frantic, heroic</i>
-ical	<i>hysterical, political</i>
-ish	<i>amateurish, childish</i>
-ive, -ative	<i>active, attractive, talkative</i>
-less	<i>endless, priceless</i>
-eous, -ious, -ous	<i>erroneous, anxious, famous</i>
-y	<i>angry, busy, windy, wealthy</i>
-ly	<i>Friendly, cowardly, weekly</i>

**B2) Participial** adjectives are derivational adjectives which are derived from verbs. They can resemble either the ing participle or the ed participle.



Examples of **-ing** participial adjectives:

Amazing	Exciting	Promising
boring	increasing	willing
corresponding	interesting	leading
encouraging	outstanding	working

Examples of common **-ed** participial adjectives:

advanced	confused	Pleased
ashamed	depressed	surprised
bored	excited	unemployed
complicated	frightened	worried

**NOTE** : We sometimes confuse participles with participial adjectives.

Compare:

Julie is calculating but her husband is frank. ---- adjective

Julie is calculating, so don't disturb her. ----- pres. participle

The children were relaxed by the news of the passing marks. – past part.

The children were relaxed, so we could take a nap after lunch. --adjective

**C) Compound** adjectives are made from a combination of more than one word, resulting in a compact expression of information. They typically occur in written registers, especially news.

Often, alternative expressions would require a full clause, usually a relative clause.

greyish-blue	newly-restored	wishy-washy
full-time	slow-moving	classroom-based
life-long	highly-sensitive	law-abiding
so-called		

### 3. POSITIONS AND FUNCTIONS OF ADJECTIVES IN THE SENTENCE

Most adjectives can occur both before and after a noun:

the <u>blue</u> sea	~ the sea is <u>blue</u>
the <u>old</u> man	~ the man is <u>old</u>
<u>happy</u> children	~ the children are <u>happy</u>

Adjectives in the first position - before the noun - are called **ATTRIBUTIVE** adjectives.

Those in the second position - after the noun - are called **PREDICATIVE** adjectives. Notice that predicative adjectives do not occur immediately after the noun. Instead, they follow a linking verb, performing the function of subject complement (e.g. the children are happy), or with a complex transitive verb, after the direct object, with the function of object complement (I saw the children very happy).

Sometimes an adjective does occur immediately after a noun, especially in certain institutionalized expressions:

Attorney General	the Governor General	Asia Minor
the Princess Royal	the president elect	notary public
Secretary General	heir presumptive	heir apparent
Pope Emerit		

We refer to these as **POSTPOSITIVE** or **POSTPOSED** adjectives. Postposition is obligatory when the adjective modifies an indefinite pronoun or an adverb ending in -where:

something useful	everyone present
those responsible	Did you go anywhere interesting?

**Postpositive** adjectives are commonly found together with superlative, attributive adjectives:

the shortest route possible    the worst conditions imaginable    the best hotel available

Most adjectives can freely occur in both the attributive and the predicative positions. However, a small number of adjectives are restricted to one position only. For example, the adjective “main” (the main reason) can only occur in the attributive position (predicative: \*the reason is main). These are called **attributive-only** adjectives. Conversely, the adjective “afraid” (the child was afraid) can only occur predicatively (attributive: \*an afraid child). These are called **predicative-only** adjectives and many of them contain the prefix a- (ablaze, afloat, afraid, aghast, alert, alike, alive, alone, aloof, ashamed, asleep, averse, awake, aware).

Occasionally, however, you will find an a-adjective before the word it modifies: “the alert patient”, “the aloof physician”. Most of them, when found before the word they modify, are themselves

modified: “the nearly awake student”, “the terribly alone scholar”, “a somewhat afraid soldier”, “the fast-asleep children”. A-adjectives are sometimes modified by “very much”: “very much afraid”, “very much alone”, “very much ashamed”, etc.

## Attributive-only Adjectives

to seek medical advice

a neighbouring village

the sleeping child

the eventual outcome

It was pure nonsense.

This is sheer heaven.

In 1816 he married Charlotte, daughter of the future George IV of England, and lived in England after her death in 1817.

You know, the main reason for being in business at all is profit and that’s what you ought to be judging.

He published major works on logic and political theory.

## Predicative-only Adjectives

He is alive.

The baby was sound asleep.

Jan feels ill.

The children were ashamed.

The professor remained aloof.

She was unable to hide her excitement.

The building was ablaze, and we were trapped.

You’re looking well.

### NOTE

a- Very rarely “well” and “ill” may occur attributively with non-specific nouns such as “man”, “woman”, “child”, “patient”, etc., and “health” may occur with “ill”.

Dad hadn’t been a well man for years.

Whatever feelings a wife may have, she must not add to her ill husband’s problems.

Two critically ill patients were admitted by the hospital late last night.

He retired because of ill health.

b- Adjectives with similar meanings can be substituted in the attributive function for some of the predicative-only adjectives. For example, “live” (attributive) can substitute for “alive” (predicative); “lone” can substitute for “alone”; “sick” can substitute for “ill” and “unwell”; “sleeping” can substitute for “asleep”:

It’s better for digestion if the yoghurts are made with live cultures. (alive)

It’s very much a book for the lone traveler. (alone)

Her sick child keeps stopping her from working. (ill)

Let sleeping dogs lie. (asleep)

## Adjectives whose meaning changes according to their position

Certain adjectives change their meanings depending on their position; for example, “The present students” does not mean the same as “The students present”. Other adjectives of the same type are “proper”, “late”, “involved”, “concerned”, “old”, etc.

I was asked for my present address.

All the people present approved of the decision.

The party was excellent. I want to thank the people concerned.

Some concerned teachers complained to the police about careless drivers.

The story has an involved plot. (also *involved explanation, story, question, response, exercise*)

The people involved in the accident have been taken to the police station.

This is an old friend of mine.

That man is very old.

## 4. EMPHASIZING OR INTENSIFYING ADJECTIVES

This is a rather small group comprising adjectives such as:

She made him feel like a complete idiot.

a close friend

total irresponsibility

plain nonsense

There’s absolute rubbish on television tonight.

To my utter amazement she agreed.

A true scholar

A clear failure

A perfect stranger

His entire salary

## 5. GRADABLE VS. NON-GRADABLE ADJECTIVES

Many adjectives describe qualities that can be measured in degrees, such as size, beauty, age, etc. These adjectives are often called gradable adjectives because they can be used in comparative or superlative forms, or with grading adverbs such as *very* or *extremely*, to show that a person or thing has more or less of a particular quality. The following are some examples of common gradable adjectives used with grading adverbs:

*Don't talk to Jenny; she's **very** angry.*

*Sorry, I can't stop; I'm **extremely** busy.*

*I'm worried about Tom; he's **dreadfully** unhappy.*

*This is a **very** important matter.*

*That slice of cake is **rather** big.*

Some adjectives describe qualities that are “completely” present or “completely” absent. They do not occur in comparative and superlative forms, and cannot be used with adverbs such as “very” or “extremely” because we don’t usually imagine degrees of more or less of the quality being described. They are referred to as non-gradable adjectives. Within non-gradable adjectives, there is a group of adjectives that refer to the extremes of the scale, for example, *freezing* on the “cold scale” or *enormous* on the “big scale.”

Non-gradable adjectives do sometimes occur with non-grading adverbs such as *absolutely*, *completely*, *quite* (with a similar meaning to completely), *most*, *totally*, *utterly*, etc. which emphasize the extent of the quality, e.g.:

*The questions were **completely** impossible.*

*Entrance to the museum is **absolutely** free.*

*The food was **absolutely** superb.*

*Hillary has a **most** amazing hairstyle.*

## 6. QUALITATIVE VS. CLASSIFYING ADJECTIVES

(descriptors vs. classifiers)

**Qualitative** adjectives or **descriptors** are those that name a quality that someone or something has. They are generally gradable adjectives though there might be some qualitative adjectives (like "round") that are non-gradable, e.g. I have bought a round wooden kitchen table.

*Edgar's car has a (very) powerful engine.*

Adjectives which identify something as belonging to a particular type, are sometimes referred to as **classifying** adjectives; they are also non-gradable.

*a chemical reaction.*

*an indoor pool*

#### **NOTE**

Sometimes, confusion arises because some adjectives can be both qualitative (and gradable) or classifying (and non-gradable), depending on its meaning in a given context.

*She sounded slightly foreign.*

*He's advising on foreign policy.*

*She was conscious that the boy was looking at her.*

*Tell me anything that is in your conscious memory.*

In the first and third examples, “foreign” and “conscious” are qualitative and gradable because they refer to a measurable quality whereas in the second and fourth examples, “foreign” and “conscious” are classifying and non-gradable because they refer to a particular type of policy and memory, respectively.

## **7. ADJECTIVES FUNCTIONING AS NOUN-HEADS**

Some adjectives can be used like nouns, acting as subject, object, prepositional complement, etc. Unlike nouns, they do not inflect for number or for the genitive case. Notice that these adjectives usually require the definite determiner ‘the’. Besides, a verb after them should be plural since they denote groups. However, when they have abstract reference, they have singular agreement.

*The wise look to the wiser for advice.*

*He's joined the ranks of the unemployed.*

*The homeless need help.*

*There is lack of communication between the young and the old.*

*The industrious Dutch are admired by the British.*

*The unknown is really frightening.*

*The best is yet to come.*

## 8. ORDER OF ADJECTIVES IN PREMODIFICATION

It would take a linguistic philosopher to explain why we say "little brown house" and not "brown little house" or why we say "red Italian sports car" and not "Italian red sports car." The order in which adjectives in a series sort themselves out is perplexing for people learning English as a second language. Most other languages dictate a similar order, but not necessarily the same order. It takes a lot of practice with a language before this order becomes instinctive, because the order often seems quite arbitrary. There is, however, a pattern. You will find many exceptions to the pattern in the table below, but it is definitely important to learn the pattern of adjective order if it is not part of what you naturally bring to the language.

The categories in the following table can be described as follows:

**Determiners** — articles and other limiters.

**Observation or opinion**— postdeterminers and limiter adjectives (e.g., a real hero, a perfect idiot) and adjectives subject to subjective measure (e.g., beautiful, interesting)

**Size and Shape** — adjectives subject to objective measure (e.g., wealthy, large, round)

**Age** — adjectives denoting age (e.g., young, old, new, ancient)

**Color** — adjectives denoting color (e.g., red, black, pale)

**Origin** — denominal adjectives denoting source of noun (e.g., French, American, Canadian)

**Material** — denominal adjectives denoting what something is made of (e.g., woolen, metallic, wooden)

**Qualifier / purpose or use**— final limiter, often regarded as part of the noun (e.g., rocking chair, hunting cabin, passenger car, book cover)

It would be folly, of course, to run more than two or three (at the most) adjectives together. Furthermore, when adjectives belong to the same class, they become what we call coordinated adjectives, and you will want to put a comma between them: the inexpensive, comfortable shoes. E.g. a popular, respected, and good looking student.

Determiner	Observation	Physical Description				Origin	Material	Qualifier	Noun
		Size	Shape	Age	Colour				
a	beautiful			old		Italian	touring	car	
an	expensive			antique			silver	mirror	
four					red		silk	roses	
her	gorgeous		short		black			hair	
our		big		old		English		sheepdog	
those		little	square				wooden	boxes	
that	dilapidated	enormous		young			hunting	cabin	
several						American	basketball	players	
some	delicious					Thai		food	



## 9. COMPLEMENTATION OF ADJECTIVES:

### INFINITIVE PHRASES

### ADJECTIVES + THAT CLAUSES

### PREPOSITIONS

When adjectives occur in the predicative position, after be or other link verbs, they are sometimes followed by a complement. This can be a prepositional phrase, an infinitive phrase or a that clause, among other structures. The chart below summarizes some typical examples:

PATTERN		TYPICAL ADJECTIVES	EXAMPLE
Adjective + <i>to-infinitive</i>		difficult, easy, ready	<i>The book was <b>easy</b> <u>to read</u>.</i>
Adjective + <i>that-clause</i>		worried, confident, sure	<i>I'm <b>confident</b> <u>that she'll succeed</u>.</i>
Adjectives + <i>Prepositional phrases</i>	of	aware, proud, capable	<i>She was <b>proud</b> <u>of her son</u>.</i>
	to	kind, sensitive, similar, equal	<i>Her house is <b>similar</b> <u>to mine</u>.</i>
	with	angry, impatient, honest	<i>I felt <b>angry</b> <u>with him</u>.</i>
	on	keen, gentle, dependent	<i>He's totally <b>dependent</b> <u>on his parents</u>.</i>
	in	interested, disappointed	<i>We're not <b>interested</b> <u>in selling our house</u>.</i>
	about	pleased, glad, anxious	<i>She was <b>anxious</b> <u>about the results</u>.</i>

## ADVERBS

### OVERVIEW

1. General myths about adverbs
2. Adverbs from the point of view of form
3. Functions of adverbs in the sentence
  - 3.1 Adverbs functioning as modifiers
  - 3.2 Adverbials
4. Frequent positions of adverbials in the sentence
5. Adverbs with similar forms but different meanings

### 1. GENERAL MYTHS ABOUT ADVERBS

There are two common misconceptions about adverbs among students of English:

- The belief that all words ending in -ly are adverbs or that all adverbs end in -ly.
- The belief that sentence word order is always S+V+O+M+P+T.

### 2. ADVERBS FROM THE POINT OF VIEW OF FORM

According to their form, adverbs can be classified into three major categories:

1. Simple adverbs
2. Compound adverbs
3. Derivational adverbs

#### 2.1 Simple adverbs

These are adverbs that are not derived from another word.

E.g: well      rather      quite      too      soon      here

Some simple adverbs originated as compounds, but the independent meaning of the two parts has been lost.

E.g. “Already”, from all + ready

#### 2.2 Compound adverbs

They are formed by combining two or more elements into a single word.

E.g.: anyway (any + way)

nowhere ( no + where)

## 2.3 Derivational Adverbs

These adverbs are derived from nouns, adjectives or prepositions.

Suffix	Example
<i>-ly</i>	<i>Seventeen magazine comes <u>weekly</u>.</i> <i>Oh yes, it went very <u>jollily</u>.</i>
<i>-wise</i>	<i>clockwise, likewise, otherwise.</i>
<i>-ward(s)</i>	<i>Homewards, forward, backwards, onwards, afterwards</i> <i>We drove <u>homewards</u> in silence.</i> <i>We drove <u>onwards</u> towards the coast.</i> <i>Let's go to the theatre first and eat <u>afterwards</u>.</i>

## 3. FUNCTIONS OF ADVERBS IN THE SENTENCE

1) Modifier	2) Adverbial
They are integrated into an element of the clause. They usually modify an adjective or another adverb. Eg: <i>almost <u>positive</u></i> Eg: <i>reasonably <u>accurately</u></i>	They themselves can be an element of the clause. These adverbs serve typical adverbial functions. Eg: <i>I think she'll be married <u>shortly</u></i>

### 3.1. Adverbs Functioning as MODIFIERS

#### a) Adverbs modifying adjectives

E.g.: I was utterly, hopelessly, horribly glad (Fict)

Usually an adverb precedes the adjective they modify, but “enough” and “ago” are postponed.

E.g.: That seems so long ago. (Fict)

Down came the dry flakes, fat enough and heavy enough to crash like nickels on stone. (Fict).

#### b) Adverbs modifying other adverbs

They'll figure it out really fast. (Really fast= adverb phrase)

E.g.: very heavily, surprisingly well, extremely quickly, so clearly

Adverbs modifying other adverbs can only be intensifiers.

A few intensifying adverbs, particularly “right” and “well”, pre-modify prepositions.

Eg: The nail went right through the wall.

It cost well over \$100.

### c) Special cases

According to Randolph Quirk (1973) in *A University Grammar of English*, adverbs can also **modify**:

- **Noun phrases** (or parts of NP) E.g. “It came as quite a surprise”, said one
- **Prepositional phrases** E.g. But there’s a hell of a lot –well into their 70’s.
- **Particles** E.g. It’s really filled the room right up.
- **Numerals** E.g. Over two hundred deaths were reported.
- **Measurements**. E.g. Almost twice the average.

Adverbs can also function as:

- **Complements of prepositions.**

Before long, he met a pretty cowgirl from Texas who went by the name of Dale Evans (News).

Its importance has always often been recognized since then (Acad).

But I’m seeing all these things from above (Fict).

## 3.2. ADVERBIALS

Adverbials can be realized by adverb phrases (*right now*), prepositional phrases (*in 2015*), noun phrases (*last night*) and adverbial clauses (*when she arrived*).

There are three major types of adverbials, namely, circumstance adverbials, stance adverbials and linking adverbials.

### A) Circumstance Adverbials or Adjuncts

They add information about the action or state that is described in the clause.

They give details about factors such as:

#### TIME

**Frequency:** She always eats the onion. (how often) (CONV)

**Duration:** She will remain a happy memory with us always. (= for ever) (news)

**Relationship:** When they took the old one out it was already in seven separate pieces. (conv)

**Time Position:** I bought a wonderful ring yesterday.

**PLACE**

**Distance:** 'Don't worry, he can't have gone far.' (Fict)

**Direction:** It hopped backward among its companions. (fict)

**Place/Position:** He loves it there. (conv)

**MANNER**

They express information about how an action is performed. Many of them have -ly suffixes, taking their meanings from the adjectives that they are derived from. Others are not -ly adverbs.

But sentiment recovered quickly.

You can run fast but not here.

He took it in slowly but uncomprehendingly. (Fict)

**MEANS/ INSTRUMENT/AGENT**

They describe the means by which an activity or state is carried out, the element used to perform a certain task and who or what caused the action, respectively.

We should send the material by air if we want it to arrive in time.

Chop the onions with a sharp knife and scatter them on a tray.

Tales of Mystery and Imagination was written by E.A. Poe. (always in passive constructions)

**DEGREE**

They describe the extent of a characteristic. They can be used to emphasize that a characteristic is either greater or less than some typical level.

They thoroughly deserved a draw last night. (news)

Others are “slightly”, “almost”, “rather”...

**CAUSE-REASON/ PURPOSE**

They answer the question “why?” Purpose adverbials can be paraphrased by “in order to”.

The poor man was walking down the street when he dropped dead on the floor. He died of a heart attack.

Every Christmas Eve, on December 24<sup>th</sup>, Christians around the world get together to commemorate the birth of Jesus of Nazareth.

## B) Stance Adverbials or Disjuncts

These adverbials convey the speaker/writer's assessment of the proposition in the clause. They express the speaker's or writer's opinion about a particular situation.

E.g.: His book undoubtedly fills a need.

That sort of gossip should certainly be condemned.

Maybe it's true, maybe it isn't.

Women were actually superior to men in some respects.

Evidently, the president will not support that party in the elections.

Other stance adverbials are “probably”, “perhaps”, “definitely”, “really”, “truly”, “apparently”, etc.

## C) Linking Adverbials or Conjuncts

These adverbials serve to connect stretches of text.

E.g.: Most of our rural people do not have radio or television and a large proportion are illiterate.

Therefore, we had to use approaches that do not depend on the mass media.

Other linking adverbials are “lastly”, “also”, “furthermore”, “moreover”, “overall”, “secondly”, “consequently”, “thus”, “namely”, “anyway”, “alternatively”, etc.

## 4. Frequent Positions of Adverbials in the Sentence

<p><b>Circumstance Adverbials</b></p>	<p><b>Initial</b> position is commonly used to maintain given / new information structure or when the adverbial has scope/influence over a series of clauses. E.g.: <u>At the moment</u>, a servant entered the library</p> <p><b>Medial</b> position is common for addition / restriction and degree adverbs that have limited scope, and for short adverbials of time. E.g.: I was <u>only</u> asking.</p> <p><b>Final</b> position is the most common position for circumstance adverbials in general, because many complete the meaning of the verb. E.g.: It was just flowing along <u>smoothly</u>.</p>
<p><b>Stance Adverbials</b></p>	<p>They are the most <b>mobile</b> of the three classes of adverbials. They typically have scope over the entire clause, and the meaning is not changed if the adverbial is placed in a different position: (1) in <b>initial</b> position, (2) in <b>medial</b></p>

	<p>position immediately following the subject or (3) immediately following the operator, (4) and in <b>final</b> position. Despite this mobility, half of stance adverbials occur in medial position.</p> <p>1) <i>Well <u>apparently</u> she said it stands her in good stead.</i> (CONV)</p> <p>2) <i>These illnesses <u>apparently</u> were much more abundant in the wet summer of 1990.</i></p> <p>3) <i>The throne is <u>apparently</u> in no danger at all.</i> (NEWS)</p> <p>4) <i>Words helped them, <u>apparently</u>.</i> (FICT)</p>
<p><b>Linking Adverbials</b></p>	<p><b>Initial</b> position is the typical position for this class of adverbials.</p> <p>The connection between two clauses is clearly signaled as the reader or hearer is guided from the first clause to the second.</p> <p>E.g.: <i>She knew they weren't suited to each other, really; she didn't love him, but she couldn't give him up just yet. <u>Besides</u>, he wasn't the sort it was easy to give up.</i> (FICT)</p>

## 5. ADVERBS WITH SIMILAR FORMS BUT DIFFERENT MEANINGS

He came late.

The team played fair.

My grandparents live quite near.

We had to work hard.

The boy climbed high up the tree.

He studied deep into the night.

The car stopped short at the gate.

Please be back at 6 o'clock sharp.

You guessed wrong.

She sat close to the conductor on the bus.

How do you feel? Fine.

She walked right up to him and demanded to see the manager.

I haven't seen him lately.

He did fairly well in his examination.

I nearly made a mistake.

They could hardly find their way.

She is highly interested in history.

He is deeply grateful for our support.

He will come shortly.

The father spoke sharply to the boy.

He was wrongly accused of the crime.

I listened closely to what he said.

Finely chop the tomatoes.

He rightly thought that he was going to lose his job.

## ADJECTIVES AND ADVERBS

### OVERVIEW

1. Adjectives and adverbs with the same form
2. Comparison of adjectives and adverbs

### 1. ADVERBS AND ADJECTIVES WITH THE SAME FORM<sup>7</sup>

There are some words that can function either as adjectives or adverbs depending on the words they modify:

Jack is a very fast runner. (adj)

Jack can run very fast. (adv)

In the early days, the railways mainly carried goods. (adj)

They must have come home early. (adv)

Her mother had been dead for ten years. (adj)

That idea sounded dead boring. (adv)

The apartment had spacious rooms with high ceilings. (adj)

He kicked the ball high into the air. (adv)

### 2. COMPARISON OF ADJECTIVES AND ADVERBS

The degrees of comparison are known as the positive, the comparative, and the superlative.

Positive	Comparative	Superlative
rich	richer	richest
lovely	lovelier	loveliest
beautiful	more beautiful	most beautiful

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<sup>7</sup> In conversation, adjectives are often used as adverbs. They have the function of adverbials.

The big one went so slow. (conv)

Well it was hot but it didn't come out quick. (conv)

They go good with baggy jeans. (conv)

Related forms that occur as modifiers.

Real instead of really. E.g.: It came out real good. (conv)

She's a real (nice) girl (Am E conv)



Adjectives and adverbs are compared at three different degrees: superiority, inferiority and equality.

### 2.1 At the superiority degree.

For comparatives we use either the ending “-er” or the word “more” before the adjective. One-syllable adjectives, and two-syllable adjectives that end in “-y”, take the suffix “-er”. We use “more” for adverbs that end in “-ly” (more quickly).

For superlatives we use the ending “-est” or the word “most” before the adjective. The same rule for comparatives is applied in this case.

**Examples:** The Sheraton Hotel is higher than the Cordoba Park Hotel.

Bariloche is more picturesque than San Martin de los Andes.

Mirtha Legrand is the most elegant lady in Argentina.

Washington is the cleanest city I’ve ever been to.

Diane works more quickly than Thelma.

Ferguson drives faster than Ryan.

Martin came the soonest he could.

Jill is the student who speaks the most fluently of all.

We will have to walk more quickly to get there on time.

In the qualifying session he was two seconds quicker than his teammate.

She is the loveliest person I’ve ever met.

### 2.2. At the inferiority degree

For comparatives we use “less +(adj/adv)+ than”. For superlatives we use “the least” + (adj/adv).

Examples: There aren’t any cheap fruits at the moment, but apples are less expensive than kiwis.

Statistics was the least interesting course I took last term.

I speak English less accurately than I used to when I was in England.

Who is the one who works the least actively in your class?

### 2.3. At the equality degree

We use “as +(adj/adv) + as” or “so +(adj/adv)+ as” (negative statements) when both parts are (or are not) equally the same.

Examples: *My Best Friend’s Wedding* is as gripping as *As Good as It Gets*.

Jim doesn’t drive so/as carefully as his father.

## Spelling rules

- We double the consonant before “-er” or “-est” if a one-syllable adjective/adverb ends in a single vowel letter followed by a single consonant letter. Eg: hot, hotter, hottest; big, bigger, biggest.
- However, you do not do this with two-syllable adjectives. Eg: common, commoner, commonest; stupid, stupider, stupidest.
- If an adjective ends in “-e”, you remove the “e” when adding “-er” or “-est”.

Eg: wide- wider- widest

- If an adjective ends in a consonant followed by “y”, you replace “y” for “i” when adding “-er” or “-est”. E.g.: dry- drier- driest (Exceptions: shy, sly and spry).

- “Common”, “quiet”, “clever”, “narrow”, “shallow”, “simple” can take either form.

E.g.: That is the simplest /most simple exercise we have done so far.

- Participial adjectives form their comparatives and superlatives with “more” and “most”. Eg: “more bored”, “most tired”.

- “Faster”, “harder” and “earlier” keep the same form as adjectives and adverbs.

E.g. Let’s continue a bit faster. Cars are faster than buses.

You came earlier than yesterday. Let’s take an earlier train.

- Older/ elder - oldest/eldest

We can use either “elder” or “older” when we refer to family relationships. In this case “elder” and “older” are not true comparatives because they are not followed by “than”.

Eg. My elder/ older brother is in the USA.

My eldest/ oldest son is an architect.

Cf. Loren is older than I am. (not \* elder than).

- The adjectives such as “well-educated”, “well-known”, etc. form their comparatives as follows: “better-educated”, “better-known”.

## MODIFYING COMPARISONS

We can use an **intensifier** (“much”, “a lot”, “far”) before the comparative or the superlative form.

Eg: a bit easier, far more interesting, much thinner. “By far” is used before superlative adjectives while “far” is used with comparative adjectives.

We were **a lot** more careful this time.

He works **a lot** less carefully than the other jeweler in town.

We like his work **so much** better.

You'll get your watch back all the faster.

His new film is **far** more exciting than the last one.

The Petrona Towers are **by far** the tallest buildings in the world.

The same process can be used to **downplay** the degree using “slightly”, “a bit”, “somewhat”, “a little”:

The weather this week has been **somewhat** better.

He approaches his schoolwork **a little** less industriously than his brother does.

- **Irregular adjectives and adverbs**

Irregular Comparative and Superlative Forms		
good/well	better	best
bad/badly	worse	worst
little	less	least
much many	more	most
far	further/farther	furthest/farther

E.g.: Tony is better at Maths than Louise. (adjective)

Mel plays tennis better than me. (adverb)

Living in the country is the best way of living. (adjective)

The one who writes (the) best will get a prize. (adverb)

## PROPORTIONAL COMPARISON/ PARALLEL INCREASE

Two comparatives preceded by “the”, each at the beginning of a clause, are used to express proportional increase/decrease. This construction is commonly used to denote two parallel processes on a proportional increase.

E.g: The older I get, the happier I am.

The better you drive, the fewer fines you will get.

## GRADUAL INCREASE

We can describe how something increases or decreases in intensity by repeating more or the same comparative adjective or adverb, with *and* between the forms. In contrast with "proportional comparison", this structure is usually used to denote one process that is on a continual increase/decrease.

E.g: The car was running faster and faster.

His health is getting better and better.

My daughter is becoming more and more beautiful.

# PRACTICE

## ADJECTIVES

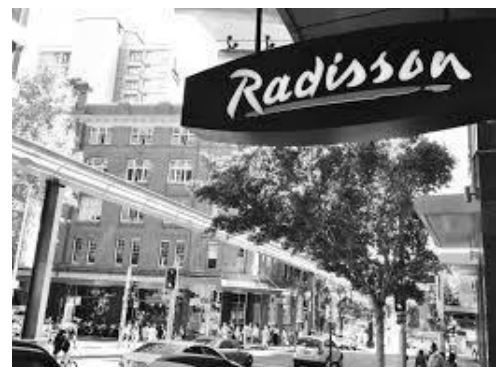
1. Read the following description of a hotel in Manchester
  - a. Classify the adjectives in bold type into simple, derivational, compound or participial. The first one has been done for you.
  - b. State whether they are used in attributive, predicative or postpositive position.

### Radisson Edwardian Manchester

#### About the hotel

Built on the **famous** Free Trade Hall site and preserving the listed **Italianate** frontage, the **luxurious** Radisson Edwardian Manchester Hotel is in the heart of the city, directly opposite the GMEX, **International** Convention Centre (MICC) and

Bridgewater Hall. The hotel offers 263 luxurious and **comfortable** bedrooms, which have been designed for relaxation and work, with its **rich** décor and marble bathrooms.



The Radisson Edwardian Manchester Hotel is home to two restaurants. Alto Terrace housed in the magnificent atrium serves breakfast only, whilst Opus One is **open** for lunch and dinner, serving **modern British** Cuisine in glamorous and **sophisticated** surroundings.

Every bedroom is **king-sized** and comes with bespoke furniture, Bang & Olufsen televisions, high speed and **wireless** internet access, original art and percale cotton linen as standard. On the 14th floor are four luxurious Penthouse Suites - Fitzgerald, Valentino, Bassey and Dylan - each with its own sitting room and offering spectacular views of the city and the **surrounding** countryside.

*Famous: attributive position - / derivational adjective*

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**2- DICTIONARY WORK - Using the dictionary, copy examples with adjectives derived from the following nouns. In some cases, you should provide two adjectives.**

NOUN	ADJECTIVE	EXAMPLE
society		
economy		
skill		
attention		
influence		
despair		



4. Read the following text about Feng Shui. Pay special attention to the adjectives in bold type.

### What is Feng Shui? by Lanette Higham

What is Feng Shui? Feng shui is the **ancient Chinese** art of space arrangement that uses **universal** principles and the laws of nature in order to create or restore the balance of **fundamental** energies in the environment. Also known as the chi, the energy flow brings **good** health, great fortune and changes the lives of those who respect it. Feng Shui means wind and water as the two elements that symbolize harmony according to **Chinese** beliefs. However, the question “what is feng shui”? remains very **challenging** to answer.

What is feng shui according to the **modern** perception? Many people have taken up the practice of feng shui because it appears **exotic**. Some get to redecorate their **enormous** houses and **comfortable** offices by following **simple** directions from Internet guides without investigating the feng shui core of learning. In other words, feng shui is perceived and understood in a very **shallow** manner for the **sole** purpose of attracting abundance or having a **better** life.

The truth is that if you finally come to find and fully understand the answer to “what is feng shui?” then you are **ready** to change your life in the **real** sense of the word.

(Adapted from : <http://www.thenewageblog.com/what-is-feng-shui/>)



#### Go back to the text and find ...

- |    |  |       |
|----|--|-------|
| a) | an adjective used in attributive position  | _____ |
| b) | an adjective used in predicative position  | _____ |
| c) | a classifying adjective                    | _____ |
| d) | a qualitative adjective                    | _____ |
| e) | an emphasizing adjective                   | _____ |
| f) | a gradable adjective                       | _____ |
| g) | a non-gradable adjective                   | _____ |
| h) | an adjective premodified by an intensifier | _____ |
| i) | an adjective in the comparative degree     | _____ |

**5- Match the gradable adjectives on the left with their non-gradable equivalents on the right.**

- |             |             |
|-------------|-------------|
| clean       | delicious   |
| clever      | ancient     |
| cold        | spotless    |
| dirty       | filthy      |
| tasty       | excellent   |
| good        | adorable    |
| lovable     | freezing    |
| old         | certain     |
| sure        | brilliant   |
| long        | furious     |
| interesting | fascinating |
| angry       | endless     |

**6- Fill in the blanks with an intensifier. You cannot use “very”, “rather” or “quite”. Use a collocations dictionary.**

- a) Your prediction was accurate. You were \_\_\_\_\_ right.
- b) It’s \_\_\_\_\_ cold outside. In fact, it’s \_\_\_\_\_ freezing.
- c) Is it \_\_\_\_\_ essential that I go out tonight? I’m \_\_\_\_\_ tired.
- d) Carol was \_\_\_\_\_ furious with him for leaving the baby \_\_\_\_\_ alone.
- e) If you follow the instructions, it’s \_\_\_\_\_ simple to assemble the bookcase.
- f) Are you \_\_\_\_\_ certain that the information is accurate?
- g) You should go and see the exhibition in the museum. It’s \_\_\_\_\_ interesting.

(Adapted from Powel, D. 2008:35)

**7- DICTIONARY WORK – Look up the following adjectives in the dictionary and state whether they are normally used in attributive or predicative positions.**

- |        |         |         |              |        |              |
|--------|---------|---------|--------------|--------|--------------|
| active | adoring | anxious | asleep       | aware  | introductory |
|        | brief   | eastern | ready        | safe   | terrible     |
| glad   | indoor  | likely  | neighbouring | unable | pleasant     |

Used in ATTRIBUTIVE and PREDICATIVE positions	ATTRIBUTIVE ONLY	PREDICATIVE ONLY



**8- Read this excerpt of a brochure about South Africa and state whether they are classifiers (C) or descriptors (D).**

### **PARKS & RESERVES IN THE NORTH WEST PROVINCE**

The North West C Province offers an escape route to the real Africa... a land of peace and tranquility where nature's **wild** \_\_\_\_\_ creatures roam **vast** \_\_\_\_\_ plains of scenic African bushveld...

A visit to the North West Province is hardly **complete** \_\_\_\_\_ without a visit to one or more of its game or nature reserves.

Each of the parks and reserves offer a **unique** \_\_\_\_\_ nature experience.

Home to the fantastic Pilanesberg and Madikwe game reserves,

North West has the **big** \_\_\_\_\_ five, **fantastic** \_\_\_\_\_ bird-life and wide-open **African** \_\_\_\_\_ skies.

Known as the “Heritage Province”, the North West is a **rewarding** \_\_\_\_\_ holiday destination that offers **exciting** \_\_\_\_\_ wildlife and adventure encounters as well as the opportunity to participate in a **rich** \_\_\_\_\_ cultural and **historical** \_\_\_\_\_ heritage.

Accommodation in the **numerous** \_\_\_\_\_ reserves and parks maintain a **rustic** \_\_\_\_\_ ambiance, albeit a **luxurious** \_\_\_\_\_ lodge, a chalet or a tented camp.



**9. Complete the text adding adjectives from the box.**

amazed – amazing – annoyed – annoying – bored – boring – interested – interesting

Monday was a school holiday and, unfortunately, it rained all day, so the children kept telling me they were \_\_\_\_\_ and there was nothing \_\_\_\_\_ to do at home. I was trying to write up some of my reports, but they kept interrupting me every five minutes and just became very \_\_\_\_\_. I'm \_\_\_\_\_ that their teachers can keep them busy and \_\_\_\_\_ in their lessons every day. After only one morning with them, I was extremely \_\_\_\_\_ because of the constant noise and squabbling. I was ready to throw them out in the rain. Instead, I decided to take them to the cinema. It's really \_\_\_\_\_ to see how calm they can become in a dark cinema. The film seemed rather \_\_\_\_\_ but at least it kept them quiet.

**10. Write meaningful and grammatical sentences of your own to illustrate the difference in meaning between the following adjectives:**

disappointed / disappointing

---



---

tired / tiring

---



---

embarrassed / embarrassing

---



---

frightened / frightening

---



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**ADVERBS**

**11- Read the sentences and underline the adverbs you find. Classify them into simple, compound or derivational. Add 2 more adverbs to each category and provide your own examples.**

- a We're travelling northwards.
- b Screw the lid on clockwise.
- c You can buy clothes like these anywhere.
- d It all happened so fast I didn't even notice I was bleeding.
- e She's been behaving oddly this week.
- f Cut the carrots lengthwise.
- g They ate Indian-fashion, using their fingers.
- h David bent down to tie his shoelace.
- i Don't worry. We'll get the money somehow.
- j A strong gust of wind blew the car sideways into the ditch.

SIMPLE ADVERBS	DERIVATIONAL ADVERBS	COMPOUND ADVERBS
	Northwards	

**12- Read the following sentences and classify the adverbs in bold into modifiers or adverbials.**

- A. He noticed she was acting **strangely**. \_\_\_\_\_
- B. The hut suddenly seemed **strangely** silent. \_\_\_\_\_
- C. **Strangely**, the race didn't start until 8.15 pm. \_\_\_\_\_
- D. The outcome so far has been **surprisingly** effective. \_\_\_\_\_
- E. **Surprisingly**, quite a few said they don't intend to vote at all. \_\_\_\_\_
- F. She is **normally** very reserved around men. \_\_\_\_\_
- G. After he left, we attempted to behave **normally** but it was useless. \_\_\_\_\_
- H. I've **just** bought a new house. \_\_\_\_\_
- I. It's not **just** a financial matter. \_\_\_\_\_

(from Collins Cobuild English Dictionary, 2003)

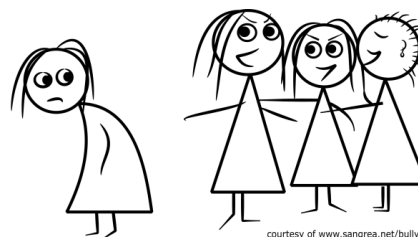
**13- Add the adverbs in brackets to the sentences in the correct (normal) order.**

- a) I forgot my brother's birthday. (unluckily / clean / yesterday )
- b) The couple is getting married. (tomorrow / happily / fortunately / here )
- c) Some people work. (hard / apparently / never)
- d) Those students are walking. (quickly / backwards / now)
- e) My baby brother is asleep. (fast / surprisingly)

**14- Read the text, analyze the adverbs in it and complete the chart below.**

Finally Lucy decided that she could not stand another day of it. She went upstairs, swallowed almost every aspirin she could find, and then rushed downstairs to have dinner with her family. She didn't tell anyone what she had just done. There was no point. Her life was definitely not worth living. Though her family loved her, they could do nothing to help. Fortunately, her sister recognizing the signs of drug overdose, called an ambulance quickly. Lucy lived.

Perhaps, the thing that makes Lucy's story so frightening is its very ordinariness. She is an attractive, intelligent fifteen-year-old from a concerned and affectionate family. There is nothing about her which singles her out, nothing obvious which might make her a target. And yet her whole school life has been spoiled by bullying.



(Adapted from Morris, S and A. Stanton, 1996:95)

Adverb	Morphological Structure	Syntactic Function
<b>Finally</b>		
<b>Upstairs</b>		
<b>Almost</b>		
<b>Then</b>		
<b>Downstairs</b>		
<b>Just</b>		
<b>Definitely</b>		
<b>Fortunately</b>		
<b>Quickly</b>		
<b>Perhaps</b>		
<b>So</b>		

**15- Write meaningful sentences using the following adverbs.**

hard \_\_\_\_\_

hardly \_\_\_\_\_

late \_\_\_\_\_

lately \_\_\_\_\_

high \_\_\_\_\_

highly \_\_\_\_\_

free \_\_\_\_\_

freely \_\_\_\_\_

**ADJECTIVES AND ADVERBS WITH THE SAME FORM**

**16- Read the following sets of sentences and identify the part of speech of the words in bold.**

**Justify your answer orally.**

Tom is in his **late** 20s. \_\_\_\_\_

It's been a **hard** day for Peter. \_\_\_\_\_

I can **highly** recommend the book. <sup>1</sup> \_\_\_\_\_

You can eat **free** in my restaurant whenever you like. \_\_\_\_\_

I haven't been to the theatre much **lately**. <sup>1</sup> \_\_\_\_\_

She looked at him **sharply**. <sup>1</sup> \_\_\_\_\_

They looked down from the **high** window. \_\_\_\_\_

<sup>1</sup>You can speak **freely** – I won't tell anyone what you say. \_\_\_\_\_

Her autobiography was written **late** in her life. \_\_\_\_\_

I've **hardly** got any clean clothes left. <sup>1</sup> \_\_\_\_\_

The government will be **free** to pursue its economic policies. \_\_\_\_\_

His nose was thin and **sharp**. \_\_\_\_\_

Throw the ball as **high** as you can. <sup>1</sup> \_\_\_\_\_

I trained really **hard** for the marathon. <sup>1</sup> \_\_\_\_\_

Can you be there at six o'clock **sharp**? <sup>1</sup> \_\_\_\_\_

1 (from Swan, M. 2005:24-27)

**17- Read the following sets of sentences. State whether the words in bold are adjectives or adverbs. Refer to their syntactic function and position.**

	Part of speech	Position of the adjective	Syntactic function
Sorry I didn't turn up – I <b>clean</b> forgot.			
Anne loved Rome, with its open spaces and long <b>straight</b> avenues.			
<b>Early</b> detection of cancer improves the chances of survival.			
They ran off as <b>fast</b> as their legs would carry them.			
I keep the clock five minutes <b>fast</b> , so I won't be late.			
If you look <b>straight</b> ahead, you'll see the church in the distance.			
I'll be seeing him <b>early</b> next week.			
<b>Clean</b> air and water is a necessity of life.			

(from Longman Dictionary of Contemporary English, 2003)

**18- DICTIONARY WORK – Look up the following words in the dictionary. Copy one sentence in which the word has been used as an adjective and another one in which it has been used as an adverb.**

	Adjective	Adverb
alike		
full-time		

pretty		
well		
weekly		
free		
sharp		
close		

**19- Complete the sentences, using one of the adjectives from the list to show gradual increase.**

hot	heavy	tired	cold	tall	pretty	good	bad
-----	-------	-------	------	------	--------	------	-----

- As I ran, my legs got \_\_\_\_\_
- Over the years the trees grew \_\_\_\_\_
- As we lay on the beach, we got \_\_\_\_\_
- Emma's pronunciation is getting \_\_\_\_\_ because she is studying hard.
- While I was walking in the snow, I got \_\_\_\_\_
- As she did her shopping, her bags got \_\_\_\_\_
- As Jane grows up, she just gets \_\_\_\_\_
- Study more! Your marks are getting \_\_\_\_\_

**20- Rewrite the sentences using the adjectives or adverbs to illustrate proportional comparison.**

a. The children were noisy. The teacher got angry.

---

b. If you eat lots of chocolate, you'll get fat.

---

c. If a car is new, it is valuable.

---

d. It grew dark. I became scared.

---

e. I ran fast. I got tired.

---

f. She ate little. She became slim.

---

g. If the food is good, it is expensive.

---

**21- Complete the following sentences using an adjective or adverb in the comparative or superlative degree. State which case is which.**

a) The maid worked very little. The landlady got angry.

The less the maid worked \_\_\_\_\_

b) Women in general find Tom Cruise good-looking, but teenage girls think Brad Pitt is

\_\_\_\_\_ than him.

c) He shouted at me a lot. I felt bad.

The more he shouted at me, \_\_\_\_\_

d) My office is far from home, but my husband's is much \_\_\_\_\_

e) You'll get to the post office \_\_\_\_\_ (early) if you go along the main street than if you turn here.

f) Madonna doesn't look \_\_\_\_\_ (old) she really is, imagine she seems to be thirty and she is almost sixty.

**22- Write meaningful and grammatical sentences using the following adverbs as indicated.**

1. early (comparison of superiority – premodified by an intensifier)

---

2. easily (comparison of equality)

---

3. carefully (superlative degree of superiority – premodified by an intensifier)

---

4. often (ever-increasing degree)

---

5. hard / fast (proportional comparison)

---

**23- Write sentences of your own using the adjectives as indicated.**

1. Good (in the comparative degree - superiority)

---

2. Utter (as an emphasizing adjective)

---

3. Dry (showing gradual increase)

---

4. Cowardly (illustrating comparison of equality)

---

5. Concerned (in attributive and/or postpositive position if possible)

---

---

6. Elderly (as head of the subject)

---

7. Scientific (as a gradable and as a non gradable adjective)

---

---

8. Happy (in the superlative degree / premodified by an intensifier)

---

9. Unknown (as head of the subject)

---

10. Honest (in the comparative degree - superiority / premodified by an intensifier)

---

11. Late (in attributive and/or predicative position if possible)

---

---

12. Difficult / Tired (showing proportional comparison)

---



13. Modern (as a qualitative and as a classifying adjective)

---

---

**24- Choose the correct answer:**

- a) The woman was carrying a \_\_\_\_\_ bag.  
1- black small plastic  
2- small black plastic  
3- plastic small black
- b) The Pope's Spanish is perfect. He speaks \_\_\_\_\_.  
1- perfectly Spanish  
2- Spanish perfect  
3- Perfect Spanish
- c) Poor Nelson, he \_\_\_\_\_ to find a job but he had no luck.  
1- tried hard  
2- tried hardly  
3- hardly tried
- d) The kids seemed \_\_\_\_\_ at the puppet show.  
1- excited  
2- exciting  
3- excitedly
- e) Just by seeing him you could tell he was \_\_\_\_\_.  
1- good-brought up  
2- well-brought up  
3- well-bring up
- f) Whenever Cinderella saw her stepmother she got \_\_\_\_\_.  
1- terrible scared  
2- terribly scared  
3- terrible scare



# CLAUSE ELEMENTS

## The Subject and the Predicate

VERB OBJECT  
 PREDICATE  
 EXISTENTIAL  
 ADVERBIAL  
 CLAUSE  
 ELEMENTS  
 MODIFIER  
 ANTICIPATORY  
 COMPLEMENT  
 SUBJECT  
 DUMMY



## CLAUSE ELEMENTS

### OVERVIEW

1. **Subject and predicate**
2. **Distinctive features the clause elements**
3. **Forms of the subject**
4. **Grammatical subjects**

Words group together into larger units: phrases, clauses and/or sentences. The Glossary of terms in Longman *Student Grammar of Spoken and Written English* (2002) defines these larger grammatical units as follows:

**PHRASE:** A structural unit built from words, consisting of a head plus (optionally) modifiers.

**CLAUSE:** A key structural unit of grammar, normally consisting of a verb phrase plus other elements: subject, object, predicative<sup>8</sup>, adverbial.

**SENTENCE:** A complete structure found in written texts, bounded by sentence punctuation such as “.”, “!”, “?”<sup>9</sup>

To sum up, words pattern or group together to form phrases, which in turn pattern together to form clauses (simple sentences), which in turn combine to form compound sentences (sentences made up of two or more main clauses of equal value) and/or complex sentences (sentences containing a main clause and at least one subordinate clause)

## 1. SUBJECT AND PREDICATE

### 1.1 THE SUBJECT

We will now concentrate on the clause as the key unit of syntax capable of occurring independently and on the arrangement of the elements that constitute it. This is vital if we want to construct well-formed, grammatical sentences. Traditionally, a clause in English consists of two main constituents or elements: subject and predicate. The Subject is usually realized by a Noun Phrase and the Predicate contains at least a Verb Phrase. The former is the person or thing that the clause is about, while the latter tells you about either the identity or attributes of the subject or about what it does, undergoes or experiences.

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<sup>8</sup> We are going to refer to predicatives as complements. (Subject or object complements)

<sup>9</sup> Some grammarians object to this type of definition because (among other reasons) it only takes into account the orthographic sentence. Spoken sentences, of course, do not have capital letters or closing punctuation marks.

SUBJECT	PREDICATE
1. The swine flu	<b>has spread.</b>
2. The swine flu	<b>has spread</b> rapidly all over the country.
3. The swine flu	<b>killed</b> many pregnant women.
4. The swine flu	<b>has caused</b> the World Health Organization (WHO) a lot of problems.
5. The swine flu	<b>makes</b> patients weak and irritable.
6. The swine flu	<b>has put</b> the government in a difficult situation.
7. The swine flu	<b>is</b> a pandemic disease
8. The swine flu	<b>is</b> fatal.
9. The swine flu	<b>will be beaten</b>

Chart 1: Subject and Predicate

**Focus on meaning****Answer:**

- a) Which predicate(s) tells us something about the identity of the subject? **The predicate in number 7**
- b) Which predicate(s) tells us something about an attribute of the subject? \_\_\_\_\_
- c) Which predicate tells us something about what the subject does? \_\_\_\_\_
- d) Which predicate(s) tells us something about what the subject experiences or undergoes? \_\_\_\_\_

**1.2 CLAUSE ELEMENTS OTHER THAN THE SUBJECT**

It is worth remembering that the most important constituent in the predicate is the Verb Phrase. In fact, it is the most important constituent of the clause, for without a finite verb there would be no clause or sentence. It is present in all clauses, including imperative clauses, where the subject is often elliptical. The elements (other than the subject) that make up the structure of a clause will vary in type and number depending on the type of verb head (see basic sentence patterns). The following is an overview of the main verb classes:

**INTRANSITIVE VERBS** followed by no Obligatory Adverbial.

**INTRANSITIVE VERBS** followed by an Obligatory Adverbial.

**MONOTRANSITIVE VERBS** followed by an Object.

**DITRANSITIVE VERBS** followed by two Objects each representing a different entity.

**COMPLEX-TRANSITIVE VERBS** followed by an Object and a Complement.

**COMPLEX-TRANSITIVE VERBS** followed by an Object and an Obligatory Adverbial.

**LINKING VERBS** followed by a Complement.

## 2. SOME DISTINCTIVE FEATURES OF THE CLAUSE ELEMENTS

### The Subject

- a) It is realized by a Noun Phrase which may consist of one or more than one word.
- b) It is usually fronted. (Unmarked Word Order) S + V

### The Verb Phrase

- a) It must always be present.
- b) It must be a finite form of the verb
- c) The same verb (sometimes in somewhat different senses) may enter into different clause types.

### The Object

- a) It is realized by a noun phrase or noun equivalent.
- b) It is usually placed after the subject and the verb and if both objects are present, the indirect object generally precedes the direct object.

### The Complement

- a) It is realized by a noun phrase or by an adjective phrase.
- b) It is usually placed after the subject and verb if it is a subject complement and after the direct object if it is an object complement.
- c) The subject complement predicates about the subject, and the object complement, about the direct object.

### The Adverbial

- a) It can be realized by an adverb phrase, a prepositional phrase, a clause or even by a noun phrase.
- b) It can be placed in different positions in the clause, but this will depend on its type and form.
- c) It may be optional or obligatory.

CLAUSE ELEMENTS / SYNTACTIC FUNCTION	STRUCTURES / PHRASES
<ul style="list-style-type: none"> <li>• <b>MAJOR</b></li> </ul> Verb Phrase Subject Object (Direct, Indirect or Prepositional) Complement (Subject or Object) Adverbial (Obligatory or Optional)	Verb Phrase Noun Phrase Adjective Phrase Adverb Phrase Prepositional Phrase
<ul style="list-style-type: none"> <li>• <b>MINOR</b></li> </ul> Modifier (Pre-modifier or Post-modifier) Head Determinative Complement (Adjectival or Prepositional)	Infinitive Clause Gerundial Clause Participial Clause

Go back to Chart 1 and try to identify the clause elements in the predicate of each of the sentences. Clause elements are sometimes hard to mark off and label. However, a simple but effective method you can apply is asking specific questions. For example:

**Who** did the swine flu kill? \_\_\_\_\_

**Where** has the swine flu spread rapidly? \_\_\_\_\_

**How** has the swine flu spread over the country? \_\_\_\_\_

Another method could be by substituting a constituent by one word. For example,

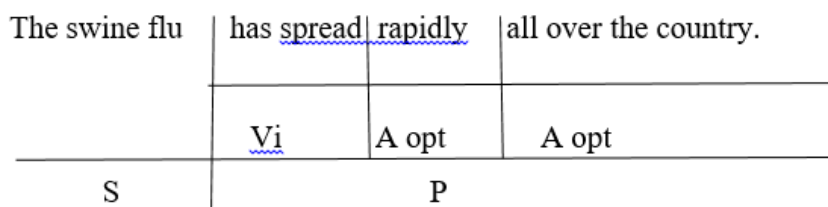
The swine flu killed **them**.

The swine flu is **that**.

**SAMPLE IDENTIFICATION OF CLAUSE ELEMENTS**

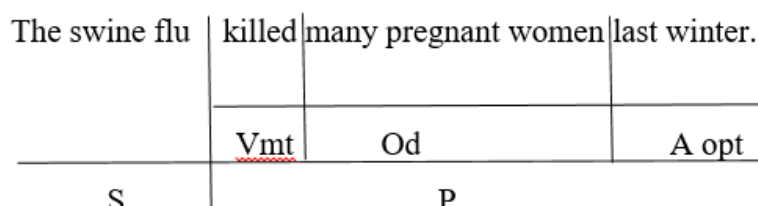
**INTRANSITIVE VERBS (Vi)**

SUBJECT	PREDICATE	
	Intransitive Verb	Adverbial
The swine flu	<b>has spread</b>	(rapidly all over the country).
The swine flu	<b>has spread</b>	-----
Patients	<b>must stay</b>	<i>in bed.</i>



**MONOTRANSITIVE VERBS (Vmt)**

SUBJECT	PREDICATE		
	Monotransitive Verb	Direct Object	Adverbial
The swine flu	<b>killed</b>	many pregnant women	(last winter.)
The Swine flu	<b>has killed</b>	many pregnant women	-----





**DITRANSITIVE VERBS (Vdt)**

SUBJECT	PREDICATE			
	Ditransitive Verb	Indirect Object	Direct Object	Adverbial
The swine flu	<b>has caused</b>	the World Health Organization	a lot of problems	(lately).

The swine flu	has caused	the World Health Organization	a lot of problems	lately.
	<u>Vdt</u>	Oi	Od	<u>Aopt</u>
S	P			

**COMPLEX TRANSITIVE VERBS (Vct)**

SUBJECT	PREDICATE			
	Complex transitive Verb	Direct Object	Object Complement	Adverbial
The swine flu	<b>Makes</b>	patients	weak and irritable.	-----
The World Health Organization	<b>will declare</b>	the swine flu	the worst pandemic	(ever)
The swine flu	<b>has put</b>	the government		<i>in a difficult situation.</i>

The World Health Organization	will declare	the swine flu	the worst pandemic	ever.
	Vct	Od	Co	Aopt
S	P			

**LINKING VERBS (VL)**

SUBJECT	PREDICATE		
	Linking Verb	Subject Complement	Adverbial
The swine flu	Is	a pandemic disease	-----
The Swine flu	Is	Fatal	-----

The swine flu	is	a pandemic disease
	VI	Cs
S		P

**3. FORMS OF THE SUBJECT**

The subject of a sentence is always a noun or a noun equivalent. That is a noun phrase whose head or nucleus is a noun or noun equivalent.

(Note: noun equivalents are grammatical categories other than nouns that can work as nouns. e.g. gerunds, pronouns, nominal adjectives.)

**REMEMBER**

Even if the subject is made up of one word (noun), it is considered an NP; i.e. a Noun Phrase.

**3.1 CATEGORIES FUNCTIONING AS HEADS OF THE SUBJECT****3.1.1. NOUNS**

This chewing-gum is good!

Girls love clothes.

Nick went to Paris last week.

**Locative subject** (proper nouns denoting places)

Washington D.C. is the Capital of the USA.

**Temporal subject** (nouns denoting time)

Monday is my favourite day.

### 3.1.2. NOMINAL ADJECTIVES (adjectives working as the head of a noun phrase)

Adjectives used as nouns usually refer to the whole class and have plural agreement. However, when they have abstract reference, they have singular agreement.

The **retired** in Argentina suffer a lot.

The **disabled** should have benefits.

The **young** are generally energetic.

The **poor** in India starve to death.

The **unknown** makes people feel scared. (unknown: abstract noun)

### 3.1.3 PRONOUNS

I ll consider the offer.

One cannot accept such invitation.

Someone is singing.

Mine was much better.

Everybody is welcome.

### 3.1.4. PRONOUNS IN PRONOMINAL GROUPS

It is typical of the indefinites which have both a PRONOUN and a DETERMINER role to fuse these roles in “of- expressions” where the final part is a personal pronoun or a noun preceded by a definite determiner. This construction often receives the name of PRONOMINAL GROUP or PHRASE.

Some of us will stay for the weekend.

One of them has already left.

Some of the waiters were quite rude.

One of the waiters was quite rude.

Most of the time was used for practical work.

### 3.1.5. GERUNDS

Smoking is bad for your lungs.

Sunbathing on the beach is my favourite pastime.

### 3.1.6. INDEPENDENT GENITIVE CONSTRUCTIONS

Sometimes the Head of the Subject can be omitted. Such is the case of the Independent Genitive. However, the Head which has been omitted is generally inferred by the context.

**Jenny's** was the most accurate.

Possible heads: test – article – result – explanation – answer

### 3.1. 7. NOUN CLAUSES

**What he said** / was bad.

**Where he is now** / is what I'd like to know.

### 3.1.8. INFINITIVE FORMS

**To err** is human, **to forgive** is divine.

**To smoke more than ten cigarettes a day** is really bad.

(Note: Here, an anticipatory “it” would sound much more natural. It is bad to smoke...)

### 3.1.9. SUBJECT UNDERSTOOD

(Generally in the imperative mood)

Have a look! (**you**)

Keep still! (**you**)

Please, do take a seat! (**you**)

### 3.1.10 GRAMMATICAL SUBJECTS: dummy “it”, anticipatory “it”, and existential “there”

This particular type of subject will be dealt with in the next section.

## 4. GRAMMATICAL SUBJECTS

### 4.1 DUMMY or EMPTY or PROP “IT”

Read this extract from an encyclopedia and identify the function and reference (if any) of the “it” forms in bold type:

#### Japan

JAPAN is situated in eastern Asia in the north Pacific Ocean. (1)**It** is made up of a chain of more than 1,000 islands. The main ones are Hokkaido, Honshu, Shikoku and Kyushu. The capital, Tokyo

is in Honshu. Japan's nearest neighbour, Korea, is separated from (2)**it** by the Sea of Japan, therefore, (3) **it**'s not a long way from one country to the other.

About 85% of Japan is mountainous. (4)**It** is a long country, so the weather and climate vary widely. In the northern island of Hokkaido, (5)**it** snows heavily in winter but (6)**it**'s pleasantly warm during the summer; while in the southern island of Okinawa (7)**it** is as hot and as humid as the tropics most of the year. (8)**It** rains so heavily during June and July that this period is known as the rainy season. (Adapted from First Certificate Avenues by Fall and Kelly)

**Answers:** 1)..... 2)..... 3)..... 4).....  
5)..... 6)..... 7)..... 8).....

As we can see, numbers 1, 2 and 4, illustrate instances of "it" as a central pronoun (personal pronoun) having a specific reference (in all three cases anaphoric to "Japan"). In contrast, numbers 3, 5, 6, 7 and 8 neither have any kind of reference nor do they substitute for any noun or noun phrase in the text.

### COMPARE:

*It is made up of a chain of more than 1,000 islands*

✓ (**Japan** is made up of a chain of more than 1,000 islands)

**It**'s not a long way from one country to the other.

✗ (**Japan?** is not a long way from one country to the other)

**It** is a long country

✓ (**Japan** is a long country)

**It** snows heavily in winter

✗(**The weather/The sky/Japan?** snows heavily in winter)

If we analyze the syntactic function of the "it" forms in the text about Japan, we will see that in all cases, except for one, the "it" form fills in the position of the subject. However, as illustrated above, there are cases in which no participant is required to assume the subject function. In such cases this function is taken over by the "**Prop it**", which has little or no meaning and whose only role is that of a "place filler", for it fills in the subject slot. "Prop it" mainly occurs in clauses to signify (a)**Time**, (b)**Weather conditions** and (c) **Distance**. In such cases "it" conveys an impersonal meaning. This form is also known as Empty, Dummy, Grammatical and or Impersonal It or Subject.

IMPORTANT! While Spanish allows the omission of the subject (SUJETO TÁCITO) or the complete absence of an explicit subject (SUJETO IMPERSONAL), English does not. On the contrary, sentences with no explicit subject in English are considered ungrammatical.

### COMPARE:

- ✓ Cuando *volvimos* de Europa. (nosotros)
- ✓ Cuando *volví* de Europa.(yo)
- ✓ Cuando *volvieron* de Europa. (ellos/ellas)
- ✗ When *returned* from Europe.(I?,you?,he?,she?,We?)

Spanish	English
✓ Es tarde.	● *Is late.
	✓ <b>It</b> ( <i>empty/prop/dummy</i> )is late.
✓ Está llovisnando.	● *Is drizzling/drizzles
	✓ <b>It</b> ( <i>empty/prop/dummy</i> ) is drizzling
✓ Era primavera.	● *Was spring.
	✓ <b>It</b> ( <i>empty/prop/dummy</i> )was spring.
✓ Es la una en punto.	● *Is one o'clock sharp.
	✓ <b>It</b> ( <i>empty/prop/dummy</i> )is one o'clock sharp.

## 4.2 ANTICIPATORY IT

**Read the text below paying special attention to the sentences underlined, once you have finished try to answer the questions that follow:**

### A Kind of Sermon

(1)It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.

(2)It may not seem much consolation to point out that teachers also become frustrated. They find that students who were easy to teach, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. The language they thought they knew now appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts. As a consequence, (3)it can be hard to convince them that they are still making progress and that their English is certain to improve.

In such circumstances, (4) it is hardly surprising that some give up in disgust, while others still wait hopefully for their teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part, may think: “(5) it’s no use trying to explain the inexplicable” and, as a consequence, take refuge in quoting proverbs to his colleagues such as: “You can lead a horse to water but you can’t make him drink.” The students might feel inclined to counter this with “The more I learn, the less I know.” (Adapted from *Longman Advanced English Coursebook*)

1. What is probably easier for teachers than for students? \_\_\_\_\_
2. What does not seem to be much consolation? \_\_\_\_\_
3. Paraphrase sentence number 3 beginning with “Convincing”. Identify the subject of the sentence you have just paraphrased \_\_\_\_\_
4. “That some give up in disgust is hardly surprising”. This could be a possible paraphrase of sentence number 4. Which of the two versions sounds more natural to you? Why do you think this is so? \_\_\_\_\_
5. According to teachers, what is no use? \_\_\_\_\_
6. Would you say the “it” forms in these five sentences have any meaning, do they stand for any noun in order to avoid repetition? What is their function? \_\_\_\_\_

The usual position of the subject in English is at the beginning of a sentence (*theme position*), that is to say, that **S+V+O** or **S+V+A** is what is known as *unmarked(standard)* word order. But when speakers build messages, they have different communicative purposes in mind. Sometimes, esp. for the sake of emphasis, *unmarked* word order can be altered by either fronting an adverbial “*Here comes the bride*” **A+V+S** or even an object “*A car I don’t have*” **O+S+V** (*marked* word order)

Some other times, speakers may decide to alter the usual word order by postponing the subject. This may be done if the subject is long, for example a clause, or if the speaker/writer wants to focus on the subject by placing it towards the end of the sentence. But as in an English affirmative sentence a verb can never fill in the position of the subject, the “empty slot” left at the beginning is generally filled in by the “anticipatory it”, which has no meaning and merely performs a grammatical function. The resulting syntactic construction has two subjects: the “anticipatory subject” and the “postponed” subject. Since the latter is the actual carrier of meaning, it is also known as notional / real / logical subject.

**TYPES OF SUBJECTS CLAUSES THAT CAN BE ANTICIPATED BY “IT”**

**a. An Infinitive Clause:**

<i>It</i>	can be hard	<b>to convince them....</b>
S <sub>1</sub> (anticipatory S)	P	S <sub>2</sub> (postponed S)

**b. A “that” Clause:**

<i>It</i>	is hardly surprising	<b>that some give up in disgust.</b>
S <sub>1</sub> (anticipatory S.)	P	S <sub>2</sub> (postponed S.)

**c. A Gerundial Clause:**

<i>It</i>	's no use	<b>trying to explain the inexplicable.</b>
S <sub>1</sub> (anticipatory S.)	P	S <sub>2</sub> (postponed S.)

**d. A *Wh*- Clause:**

<i>It</i>	doesn't matter	<b>what she looks like.</b>
S <sub>1</sub> (anticipatory S.)	P	S <sub>2</sub> (postponed S.)

**Note**

“Anticipatory it” is not only confined to subject function, it often anticipates an object

I	find	<i>it</i>	difficult	<b>to tell her the truth.</b>
		<b>O<sub>1</sub>(anticipatory O.)</b>		<b>O<sub>2</sub> (postponed O.)</b>
S			P	



### 4.3 EXISTENTIAL “THERE”

Read the sentences below and tick the choice that best suits your answer:

Correct ( C ) Incorrect ( I ) or Not Sure ( N S )

	C	I	NS
1. A light is in the distance.			
2. There’s a light in the distance.			
3. Some ladies were waiting for you.			
4. There were some ladies waiting for you.			
5. There is a chair there.			
6. There is the chair.			
7. There exist social conventions that govern human behaviour.			
8. There followed dead silence.			

**Meaning and use:** A sentence like ‘A light is in the distance’ is possible in English but not common. The natural way of putting it is to begin with an unstressed there and then postpone the indefinite subject, in this case, ‘a light’. This use of there is known as “existential” or “introductory” there. In Longman English Grammar of Spoken and Written English (2002), we read that “Existential there is a device used to state the existence or occurrence of something.”(p 412) The noun phrase following the verb is called notional or real subject.

**Syntactic Analysis:** Depending on the author, when there is a clause or phrase following the notional subject, this will be considered either part of the notional subject as a postmodifier or part of the predicate as an adverbial.

#### COMPARE:

There	is	a light	in the distance.
Existential “there” S <sub>1</sub>	Vi P	Notional S. S <sub>2</sub>	Adjunct P

There	is	a light   in the distance. postmodifier
Existential “there” S <sub>1</sub>	Vi P	Notional S. S <sub>2</sub>

**Agreement:** The filler subject *there* merely postpones the notional subject so the noun phrase that follows the verb determines whether the agreement is singular or plural<sup>10</sup>.

There was a lady waiting for you.

There were some ladies waiting for you.

There's a cake, two eggs and a bottle of milk.

There are two eggs, a cake and a bottle of milk.

**“There” as Adverb:** “Introductory” *there* is not the only *there* that can be fronted. Introductory “*there*” differs from “*there*” as a front-placed adverb in that it is not stressed, it is empty of meaning (it merely indicates position or existence) and it behaves as a grammatical subject in the sentence.

### COMPARE AND COMPLETE:

There's a chair in the classroom. \_\_\_\_\_

There's the chair. \_\_\_\_\_

There are some parents in your office. \_\_\_\_\_

There are my parents. \_\_\_\_\_

**Verbs other than BE:** The majority of existential “*there*” clauses have as their main verb a form of “*be*”. However, other verbs, usually intransitive verbs indicating existence or occurrence, can also be used. Though such cases are rare in everyday conversation, they are quite frequent in academic prose, newspaper language and fiction. Combinations/Constructions with verbs such as “**exist**”, “**appear**”, “**seem**” are quite typical of academic and journalistic register while literary register abounds in combinations with “**come**”, “**arise**”, “**ascend**”, “**follow**”, “**break out**” among other intransitive verbs.

There seems no likelihood of a settlement. (NEWS)

There now exists an extensive literature on the construction and use of social....(ACAD)

Somewhere deep inside her there arose a desperate hope that... (FICT)

There came a faint stirring in his entrails.(FICT)

(Longman English Grammar of Spoken and Written English 2002, p 414)

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<sup>10</sup> However, in informal English the verb might be singular even when the postponed subject is plural; e.g., *There's two guys outside*.

## COMPLEMENTATION OF VERBS

### BASIC SENTENCE PATTERNS

#### OVERVIEW

- 1 **Intransitive verbs**
- 2 **Transitive verbs (Vmt, Vdt, Vct)**
- 3 **Linking verbs**

One of the first things the student of English Grammar must learn is the typical word order of the English sentence, or **Unmarked Word Order**.

- a) Subject + Verb + (Object) S + V + (O)
- b) Subject + Verb + (Adjunct) S + V + (A)

There are three things worth pointing out:

- 1) 90% of the times the Subject is in front position.
- 2) The verbs in A and B are complemented by an Object and an Adjunct (or Adverbial) respectively.
- 3) The Object and the Adjunct are between brackets due to the fact that some verbs need a complement whereas others do not.

This word order may vary (**Marked Word Order**). Any alternation in word order will generally depend on the piece of information the speaker or writer wants to emphasize. Thus, we may have:

- 1) Here is another possibility. (A + V + S)
- 2) Bikes he sells. (O + V + S)

Probably example 2 would be a response to a statement that the speaker considers incorrect (He sells motorbikes). Although, an even more usual and natural response would be the following cleft sentence:

- A: He sells motorbikes.  
 B: No, it's bikes that he sells.

Now, what kind of verbs needs to be complemented by an Object; which by an Adjunct; which needs no complementation and can stand by itself in the Predicate?

We can speak of three main types of verbs:

COPULAS or LINKING / TRANSITIVE / INTRANSITIVE verbs.

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

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

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

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

But these definitions are too simple; there is much more to it. Some authors such as R.A Close speak about five main verb patterns:

1. **Intransitive Verb** (Vi)
2. **Linking Verb** + Subject Complement (VL + Cs)
3. **Monotransitive Verb** + Direct Object. (Vmt + Od)
4. **Ditransitive Verb** + Indirect Object + Direct Object (Vdt + Oi + Od)  
Direct Object + to / for Indirect Object (Vdt + Od + to/for Oi)
5. **Complex Transitive Verb** + Direct Object + Object Complement (Vct + Od + Co)  
Obligatory Adverbial (Vct + Od + Ao)

## 1. INTRANSITIVE VERBS

If an action or event involves only one person or thing, you mention only the performer of the action (the subject) and the action (the verb)

The girl screamed.  
Vi

Her whole body ached.  
Vi

Such people still exist.  
Vi

Many intransitive verbs describe physical behaviour, movement or the making of sounds.

Bob coughed.

The gate squeaked.

## 1.1 INTRANSITIVE VERBS OF COMPLETE PREDICATION

### S + Vi + (Aopt)

The coach left (early, soon, at 6:30, from the station)

The lady vanished (from sight, a minute later...)

Verbs normally used in intransitive clauses and which usually or often have no adjunct after them:

ache	erupt	moan	snore
arise	evaporate	rise	sparkle
arrive	exist	roar	swim
bleed	expire	scream	vanish
blush	faint	shine	vary
collapse	fall	shiver	vibrate
cough	gleam	sigh	wait
cry	happen	sleep	work
die	hesitate	slip	yawn
dine	itch	smile	
disappear	laugh	sneeze	

## 1.2 INTRANSITIVE VERBS OF INCOMPLETE PREDICATION (Intransitive Verbs

Followed by Adjuncts)

### S + Vi + Aobl

*“Star Trek” lasts more than two hours.*

Obligatory adverbial

You cannot say: *“Star Trek” lasts.* (The predicate would be incomplete).

The conductor remained in the auditorium after the audience left.

Obligatory adverbial

Some groups of intransitive verbs always or typically are followed by an obligatory adjunct:

a) **Verbs of movement** are usually followed by adjuncts of direction.

*He went back to his own room.*

Vi                      Obligatory Adverbial

*I travelled south.*

Vi                      Oblig. Adverbial

Here is a list of verbs of movement:

come	gallop	plunge	travel
crawl	glide	run	walk
flow	go	stroll	

b) **Stance verbs** are usually followed by adjuncts of position.

*Donald was lying on the bed.*

Vi      Oblig. Adverbial

*She lives in Paris*

Vi      Oblig. Adverbial

Here is a list of stance verbs:

live	Lie	sit	stand
hang	stay		

c) Verbs such as ‘**extend**’ or ‘**stretch**’ are followed by adjuncts indicating extent.

The storm we’re in now extends all the way from here to Newfoundland.

Vi                      Oblig. Adverbial

d) There are few verbs which are always followed by adjuncts of other sorts.

It behaves rather like a squirrel.

Vi                      Oblig. Adverbial

I hoped that the absorption of the poison hadn’t progressed too far.

Vi                      Oblig. Adverbial

e) ‘**Look**’, ‘**gaze**’ and ‘**stare**’ are also followed by adjuncts of direction (this adjunct generally begins with the preposition “at”).

## 2. TRANSITIVE VERBS

(Involving someone or something other than the subject)

**2.1. Monotransitive Verbs** Vmt + Od

**2.2 Ditransitive Verbs** Vdt + Oi + Od/ Vdt + Od + to/for Oi

**2.3 Complex transitive Verbs** Vct + Od + Co / Vct + Od + Aobl

### 2.1.1 MONOTRANSITIVE VERBS

#### Transitive verb (Vmt) + Direct Object (Od)

Many verbs describe events that must, in addition to the subject, involve someone or something else. Some of these verbs can only be used in transitive clauses. This means that they are followed by a direct object.

*The extra profit justifies the investment.*  
Vmt Od

*He has committed a disgraceful action.*  
Vmt Od

*I saw that play.*  
Vmt Od

*Herman buys the newspaper every day.*  
Vmt Od

*Dogs don't eat vegetables.*  
Vmt Od

*I heard a noise.*  
Vmt Od

Here is a list of verbs which are generally transitive and take one object:

address	damage	handle	plant	reveal
affect	demand	hate	prefer	see
avoid	describe	have	prevent	sell
bear	design	hear	produce	specify
blame	destroy	include	raise	spot
build	discuss	influence	reach	test
calm	exchange	justify	receive	trust
claim	expect	kill	recommend	welcome
commit	favour	like	remove	
complete	fill	mention	rent	
convince	free	need	report	

## Human Objects

When you are talking about something that affects a person rather than a thing, it is normal in English to say who that person is. Therefore, verbs such as ‘anger’, ‘thank’, and ‘warn’, which involve affecting people, usually occur in transitive clauses.

My question angered the crowd.

Vmt Od

Money did not interest him very much.

Vmt Od

Here is a list of verbs which usually have a human object:

anger	contact	suit	thank
brief	frighten	surprise	trouble
confort	interest	tease	warn

### 2.1.2 TRANSITIVE VERBS FOLLOWED BY REFLEXIVE PRONOUNS

(Verbs where the object refers back to the subject)

If an action usually involves two different people but you want to talk about a case where the same person is involved twice, you can use a reflexive pronoun as the object of the clause. For example, it is usual to blame someone else if something goes wrong, but you can say ‘I blame myself for what happened’ if you are the only person involved in the blaming.

After the meeting, he introduced himself to me.

Vdt Od Oi

Don't deceive yourself.

Vmt Od

We must ask ourselves several questions.

Vmt Oi Od

### 2.1.3 TRANSITIVE VERBS FOLLOWED BY A COGNATE OBJECT

(Intransitive Verbs which are occasionally transitive)

There are a small number of verbs which are usually intransitive, but which can be transitive when used with one particular object. The object is usually directly related to the verb. The focus is on the type of object rather than on the action.

Steve smiled a thin, cruel smile.

Vmt Od



He appears to have lived the life of any other rich gentleman.

Vmt

Od

Here is a list of verbs which can only be used transitively when the object is directly related to the verb:

dance	dream	live	smile
die	laugh	sigh	

## 2.2 DITRANSITIVE VERBS

Transitive verbs always involve someone or something (a participant) 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 (two other participants other than the subject) 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.

*(Alice bought a theatre ticket)*

Vmt      Od (NP)

*Alice bought her mother a theatre ticket.*

S      Vdt      Oi(NP)      Od(NP)

*Alice bought a theatre ticket for her mother.*

S      Vdt      Od(NP)      Oi(Prep. ph)

*Alice will give her mother the ticket.*

S      Vdt      Oi (NP)      Od (NP)

*Alice will give the ticket to her mother.*

S      Vdt      Od(NP)      Oi(Prep. ph)

*The ticket cost Alice \$500.*

S      Vdt      Oi(NP)      Od(NP)

As it is illustrated in the examples above, 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 **when it is more appropriate to place the indirect object in end position**. In Collins Cobuild, we read that this structure is particularly used when:

- 1) The indirect object is significantly *longer* than the direct object.

The police will give a reward to any citizen who can give information about this case.

Od

Oi

2) The direct object is a *pronoun*.

Stanley was carrying a bunch of flowers. He had bought them for Edna.

Od

Od

Oi

3) Some other times the choice does not depend on formal aspects of the language, but on the speaker's *communicative purpose*. For instance, when the speaker wants to focus on the indirect object:

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

Od

Oi

## GROUPS

Depending on the position of the direct and indirect objects allowed by the verb, we can distinguish five main groups or patterns for ditransitive verbs:

### 1) Vdt + Oi + Od or Vdt + Od + to Oi

Bring	leave	owe	post	send	take
feed	lend	pass	read	serve	teach
give	mail	pay	rent	show	tell
hand	offer	play	sell	sing	write

Pass me the salt, will you?

Oi

Od

We owe our parents a lot.

Oi

Od

Pass the salt to me, will you?

Od

Oi

We owe a lot to our parents.

Od

Oi

### 2) Vdt + Oi + Od or Vdt + Od + for Oi

bake	fetch	mix	set
bring	find	order	sing
build	fix	paint	spare
buy	get	play	take
cash	keep	pour	win
cook	leave	prepare	write
cut	make	save	

*Build Timmy a sand castle.*

Oi + Od

*We can only spare you one room.*

Oi + Od

*Build a sand castle for Timmy.*

Od + Oi

*We can only spare one room for you.*

Od + Oi

### 3) Vdt + Od + to Oi

explain	announce	introduce
suggest	pronounce	mention

*He suggested a bright solution to us.*

Od Oi

*I'll introduce my parents to my fiancé*

Od Oi

*I'll introduce my fiancé to my parents.*

Od Oi

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

### 4) Vdt + Od+ for Oi

Open
collect
change
design

*The florist has opened his shop for us.*

Od Oi

**NEVER:** (\*The florist opened us his shop)

### 5) Vdt + Oi + Od

Ask
cost
charge

*How do you dare ask me such a thing!*

Oi Od

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

**Dictionary work**

**Look up the following verbs in the dictionary to see which complements they usually take.**

deny - book - close – bet – keep – throw – promise - bequeath - hire

**SOME IMPORTANT POINTS TO BEAR IN MIND WHEN BUILDING UP SENTENCES:**

**1.** A reflexive pronoun is required when the direct or indirect objects are co-referential with the subject:

*Iris made herself a cup of tea. Iris made a cup of tea for herself.*

Oi (Iris) Od

Od Oi (Iris)

**BUT:**

*Iris made her a cup of tea.*

Oi Od

(another woman)

*Iris made a cup of tea for her.*

Od Oi

(another woman)

**2.** Active sentences whose main verb is a ditransitive one can often be turned into the passive voice by making either of the objects the subject of the corresponding passive sentence:

*We'll send you a copy of the document.*

Oi Od

*A copy of the document will be sent to you.*

S

*You will be sent a copy of the document.*

S

**3.** The indirect object can generally be omitted without affecting the semantic relations between the other elements.

*We'll send a copy of the document.*

Od

**4.** If there is only one object present, it is generally the direct object<sup>11</sup>.

*I saw your brother yesterday.*

Od

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<sup>11</sup> There is disagreement on this issue. Authors like Quirk (1990) and Biber (2002) argue that the indirect object may be retained with verbs that are normally ditransitive. While for Huddleston (2002) and other grammarians following a more traditional approach the indirect object can only be found in combination with the direct object, therefore, in sentences containing a single object this is always direct, even if it corresponds semantically to the indirect object.

## SEMANTIC ROLES OF THE INDIRECT OBJECT

As it has been fully illustrated in the previous section, there are a few verbs which can be complemented by means of an indirect object introduced by either ‘to’ or ‘for’, depending on whether the indirect object is the **recipient or beneficiary** of the process described by the verb. ‘To’ is chosen when the direct object is something transferred from one participant (Od) to another (Oi): the recipient. ‘For’, on the other hand, is often used when the action described involves one participant (S) doing something that will benefit another participant (Oi), in such cases the indirect object is the beneficiary of the action. According to Huddleston and Pullum (2002) in *The Cambridge Grammar of the English Language*, we can distinguish, though not always sharply, between beneficiaries of goods and beneficiaries of services<sup>12</sup>.

### ANALYZE AND COMPARE:

1. Eileen wrote me a letter!  
Oi Od

I’ll write you a receipt.  
Oi Od

1a. Eileen wrote a letter (to) me!  
Od Oi (recipient)

I’ll write a receipt (for) you.  
Od Oi (beneficiary)

1b. Eileen wrote a letter (for) me!  
Od Oi (beneficiary)

Other verbs which can be complemented by indirect objects introduced by ‘to’ or ‘for’ depending on the meaning the speaker/writer wants to express.

bring	leave	play (music)	sing
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## 2.3 COMPLEX TRANSITIVE VERBS:

### A) Vct + Od + Obligatory Adjunct of place or Adverbial

The following verbs require an adjunct after the object.

put	place	stand	keep	lay	set
-----	-------	-------	------	-----	-----

What would you feel if you heard the following sentences?

*They put the ladder.*  
Vt Od

*Tim kept his hands.*  
Vt Od

*The paramedics laid the injured man.*  
Vt Od

<sup>12</sup> In SFG sentences where the main verb is a ditransitive one, there are three participants: the subject, the direct object and the indirect object. The three participants can perform semantic roles. Depending on the nature and meaning of the verb, the subject and direct object will be classified as either: actor/goal, actor/range, possessor/ possessed.

Most likely you would feel that something is missing; and you would be absolutely right. You would like to know where they put the ladder or laid the man. Thus the sentences below would give you a clearer picture:

<i>They</i>	<i>put</i>	<i>the ladder</i>	<i>against the wall.</i>
	Vct	Od	Obligatory Adverbial

<i>Tim</i>	<i>kept</i>	<i>his hands</i>	<i>in his pocket.</i>
	Vct	Od	Obligatory Adverbial

<i>The paramedics</i>	<i>laid</i>	<i>the injured man</i>	<i>on the stretcher.</i>
	Vct	Od	Obligatory Adverbial

## B) Vct + Od + Object Complement

Some transitive verbs can have a complement after their object. This complement describes the object, and it is often called the object complement. It can be a noun phrase or an adjective phrase.

### B1) Vct + Od + Co = Noun Phrase

<i>They</i>	<i>will elect</i>	<i>her</i>	<i>president of the board.</i>
	Vct	Od	Co (Noun Phrase)

<i>We</i>	<i>found</i>	<i>the house</i>	<i>a ruin.</i>
	Vct	Od	Co =(Noun Phrase)

### B2) Vct + Od + Co = Adjective Phrase

<i>We</i>	<i>found</i>	<i>the house</i>	<i>empty.</i>
	Vct	Od	Co (Adjective Phrase)

<i>I'll</i>	<i>paint</i>	<i>the office</i>	<i>white.</i>
	Vct	Od	Co (Adjective Phrase)

<i>They</i>	<i>have always</i>	<i>considered</i>	<i>him</i>	<i>stupid.</i>
		Vct	Od	Co ( Adjective Phrase)

<i>Willie's jokes</i>	<i>made</i>	<i>her</i>	<i>uneasy.</i>
	Vct	Od	Co (Adj. P.)

<i>I</i>	<i>find</i>	<i>the British legal system</i>	<i>extremely complicated.</i>
	Vct	Od	Co (Adj. P.)

## MEANINGS TYPICALLY CONVEYED BY VCT

Some of these verbs are used to say that someone or something is changed or given a new job. Others are used to indicate a person's opinion of someone or something.

### • Verbs of causing

If you want to say that someone or something causes a person or thing to have a particular quality, you can use one of a group of transitive verbs, with an adjective as the complement.

*They're driving me crazy.*  
Vct Od Co (Adj. P.)

*She Painted her eyelids deep blue.*  
Vct Od Co (Adj. P.)

Here is a list of verbs which can be used in this way:

cut	drive	get	knock	make	paint	pat
pick	plane	render rub	send	shoot	sweep	
turn	wipe					

You can also use 'keep', 'hold', and 'leave' transitively with an adjective as complement, to say that someone or something is caused **to remain** in a particular state.

*The light through the thin curtains kept her awake.*  
Vct Od Co (Adj. P.)

*Leave the door open.*

*Hold it straight.*

### • Verbs of appointing

If you want to say that someone is given an important job, you can use 'make', 'appoint', 'crown', or 'elect' with a noun group referring to the job as object complement.

*In 1910 Asquith made him a junior minister.*  
Vct Od Co (Noun P.)

### • Verbs of opinion

Some transitive verbs with the general meaning 'consider' can be used with an adjective or noun group as complement to say what someone's opinion of a person or thing is.

*They consider him an embarrassment.*  
Vct Od Co (Noun P.)

*Do you find his view of America interesting?*  
Vct Od Co (Adj. P.)

Here is a list of these verbs

account	consider	hold	presume	think
believe	find	judge	reckon	

‘Prove’ can also have an adjective or a noun group as a complement, although it means ‘show’ not ‘consider’.

*He proved them all wrong.*  
Vct Od Co (Adj. P.)

### • Describing and naming

If you want to say that people use a particular word, word group, or name to describe or refer to someone or something, you can use the word, word group, or name as the complement of one of a group of transitive verbs.

*People who did not like him called him dull.*  
Vct Od Co (Adj. P.)

*Everyone called her Molly*  
Vct Od Co (Noun P.)

Here is a list of verbs which can be used in this way:

brand	christen	dub	nickname	pronounce
call	declare	label	proclaim	term
certify	designate	name		

### • Titles

The passive verbs ‘be entitled’, ‘be headed’, and ‘be inscribed’ are used with a title or inscription as their complement.

*Her pamphlets were bolded / headed ‘Hungry Relief Fund’.*

### • Describing states

A few transitive verbs can be used with an adjective as their complement to say that someone or something is in a particular state when something happens to them, or is preferred to be in that state.

*I left her all alone.*  
Vct Od Co (Adj. P.)

*They found her dead.*  
Vct Od Co (Adj. P.)

*She prefers the soup cold.*  
Vct Od Co (Adj. P.)

Here is a list of verbs which can be used in this way:

burn	eat	find	leave	like	prefer	serve
show	want					



### 3. LINKING VERBS

(Describing and identifying things)

#### Linking verbs or Copula (VL) + Subject Complement

If you want to describe someone or something, for example to say who or what they are or what qualities they have, you use one of a special set of verbs. These verbs are called linking verbs or copulas.

*Cigarette smoking **is** dangerous to your health.*

*The station **seemed** a very small one.*

*He **looked** English.*

*I **became** enormously fond of her.*

A linking verb links a subject and a complement. The subject complement describes or identifies the subject; it is a structure built around either an adjective or a noun. Thus, we can distinguish two different sub-patterns with two kinds of Subject Complements.

VI + Subject Complement = noun phrase

VI + Subject Complement = adjective phrase

#### Examples:

Lisa	is	my	personal	assistant.
				H (Noun)
S	VI	Cs (Noun Phrase)		

Lisa	is	really	gorgeous
			H (Adjective)
S	VI	Cs (Adjective Phrase)	

I felt	<u>a fool.</u>	= Cs ⇒ Noun Phrase
	<u>foolish</u>	= Cs ⇒ Adjective Phrase

Other verbs in this pattern: **feel, look, prove, remain, resemble, seem, sound, stay, become, grow, turn\***, **turn into\*** (\*notice the difference in meaning)

*The kid looked miserable.*  
Cs (Adj. P)

*This pear tastes good.*  
Cs (Adj. P)

*Keep quiet, will you!*  
Cs (Adj.P)

Other verbs that may fit in this pattern are those verbs which refer to a **change of state**. In a way they are synonyms of “BECOME”: **get, come, grow, go, run, fall**.

*The baby **fell** ill / asleep.*  
*The scared lady **went** white /nervous /hysterical*  
*Meat / milk **goes** sour / bad if not refrigerated.*  
*She **grew** a beautiful woman.*  
*The bus driver **ran** wild.*  
*Supplies **ran** low.*  
*Leaves **turn** yellow in autumn.*

According to the type phrase that realizes the subject complement, we can distinguish two subgroups which either describe or identify the subject:

### A) Describing Things: Adjectives as Complements of Linking Verbs

Many adjectives can be used as complements. They can be modified in various ways or have various structures after them.

e.g. *I am **proud** of these people.*

*Their hall was **larger** than his whole flat.*

Here is a list of verbs which can be used as link verbs with an adjective as the complement:

turn	appear	feel	look	prove	seem
smell	sound	taste	become	come	fall
get	go	grow	keep	remain	stay

### B) Identifying Things: Noun Groups as Complements of Linking Verbs

Noun groups can be used as complements after the following link verbs:

be	become	remain	feel	look	prove	
seem	sound	constitute	make	represent	comprise	form

### NOTE

When the verb “to be” is followed by an adverbial, some grammarians speak of the following pattern: Linking Verb + Obligatory Adverbial.

E.g.: *Everything is in the air.*

*Your fax was here!*

*Katmandu is in Arabia.*

However, there’s disagreement as to how to classify this verb. Some other grammarians consider it as an Intransitive Verb followed by an Obligatory Adverbial.

## PHRASES

### OVERVIEW

1. Definition and classification
2. The noun phrase
3. The adjective phrase
4. The adverb phrase
5. The prepositional phrase
6. The verb phrase
7. Non-finite clauses

### 1. DEFINITION AND CLASSIFICATION

Typically a grammatical unit consists of one or more elements on the level below. For example, a **sentence** consists of one or more clauses; a **clause** consists of one or more phrases; a **phrase** consists of one or more words.

Phrases have different functions like individual parts of speech such as nouns, verbs, adjectives, adverbs and prepositions. Each of these parts of speech can act as the head of a major phrase type. Therefore, we can speak of five types of phrases in English.

**Task 1: Look at the following examples. Classify each of the underlined phrases and identify its head.**

[1] I don't think Tom is behaving entirely rationally.

[2] Even though he lives in a tiny house, Bill has quite surprisingly big dogs.

[3] Are you coming with us to visit his dogs?

[4] Tom's dogs are really huge. He is very fond of animals.

The underlined phrases in the previous examples illustrate the five different phrase types:

- noun phrase (NP)
- adjective phrase (AdjP)
- adverb phrase (AdvP)
- prepositional phrase (PP)
- verb phrase (VP)

Other phrase types may consist of just one word as head, for example:

1. the noun phrase “Classes” in “Classes are worth attending”.
2. the adjective phrase “dark” in “It’s getting dark”.
3. the adverb phrase “well” in “I’ve always sung well”.

## 2. THE NOUN PHRASE

A noun phrase has as its head a **noun** (common, proper or abstract noun) or a **noun equivalent** (pronoun, gerund, nominal adjective).

**Task 2: Read the following text and underline instances of noun phrases in which the head is a noun (N), a pronoun (P) or nominal adjective (A) or a gerund (G).**

The homeless need more help from the government. They not only need food and shelter but also a decent job. Living on the streets as tramps must be humiliating.

The head can be preceded by determiners and can be accompanied by modifiers as in the following examples:

“a	decent	job”
det.	pre-mod	head
[ind.art.]	[adj]	[noun]

“The	government”
det.	head
[def.art.]	[noun]

### 2.1 SYNTACTIC ROLES OF THE NOUN PHRASE

A Noun Phrase can be the **subject (S)**, **direct object (Od)**, **indirect object (Oi)**, **subject complement (Cs)**, **object complement (Co)**, **complement of the preposition (C prep)** and **Adverbial (Adv)**. For example:

*Those workers were really efficient.*

S [NP]

*Sheila told us the truth.*

Od [NP]

*The cashier charged the elderly man two dollars.*

Oi [NP]

Od [NP]

*They have always been good companions.*

Cs [NP]

*The school committee appointed my neighbour headmaster of the school.*

Od [NP]

Co [NP]

*Parrots abound in Córdoba.*

Prep. Comp [NP]

*There's little agreement over this issue.*

Prep. Comp [NP]

*Last week, we visited the museum.*

Adv [NP]

Let's review the concept of Noun Equivalents:

## 2.2 NOUN EQUIVALENTS

A noun equivalent is a word that is not a noun but is performing the functions of a noun such as the SUBJECT, the DIRECT OBJECT, the INDIRECT OBJECT of a sentence.

- **GERUNDS**

Reading is a receptive skill.  
S [NP]

The young hate reading novels.  
Od [NP]

His favourite hobby is reading in the open air.  
Cs [NP]

- **NOMINAL ADJECTIVES**

The deaf-mute must learn lip-reading.  
S [NP]

There are fewer job opportunities for the disabled.

Prep. Comp [NP]

- **PRONOUNS**

Everybody should hand in tomorrow.  
S [NP]

I gave one of your assistants the final version of my thesis dissertation.  
Oi [NP]

## 3. THE ADJECTIVE PHRASE

Adjective phrases have an **adjective** as head, and optional modifiers and complements that can precede or follow the adjective head.

very proud of him.  
mod (Adverb) Head Cadj [PrepP]

**Adjective phrases are underlined and their heads are in bold type in the following text :**

He was a totally normal teenager and a happy child as well, but on many occasions, his parents considered his behaviour completely unacceptable. His lazy attitude was typically evidenced in his poor performance at exams. For any project he was given, he never did an in-depth survey and most of the information he included in his reports was not up-to-date. His parents could not be very proud of him.

### 3.1 SYNTACTIC ROLES OF THE ADJECTIVE PHRASE

The AdjP can function as **MODIFIERS** and as **SUBJECT** or **OBJECT COMPLEMENT**

He was a totally normal teenager.  
Pre mod [AdjP]

His parents could not be very proud of him.  
Cs [AdjP]

His parents considered his behaviour completely unacceptable  
Co [AdjP]

## 4. THE ADVERB PHRASE

Adverb phrases are similar to adjective phrases in structure; the difference lies in the fact that the head of these phrases is an **adverb**.

Even if I don't know her quite well, just by looking at her I know that she's doing fine.

### 4.1 SYNTACTIC ROLES OF THE ADVERB PHRASE

The AdvP can function as an **ADVERBIAL** at clause level and as a **MODIFIER** in adjective or adverb phrases

#### ADVERBIAL:

- a. The traffic is moving terribly slowly.
- b. We will leave pretty soon.
- c. I know too well the consequences of drug abuse.

#### MODIFIER:

- d. I must admit that it was a terribly difficult exam.  
[AdjP]
- e. I so often feel that no-one is listening to me.  
[AdvP]

The intensifier “terribly” is a modifier of the adjective “difficult” in (d) and the intensifier “so” is a modifier of the adverb “often” in “e”.

## 5. THE PREPOSITIONAL PHRASE

Prepositional phrases consist of a preposition followed by a noun phrase known as the prepositional complement. In many cases, prepositional phrases are embedded in larger phrases.

### SYNTACTIC ROLES OF THE PREPOSITIONAL PHRASE

1 A PP can function as an **ADVERBIAL** at clause level

*My son plays rugby with great enthusiasm.*

*It rarely snows in Buenos Aires in winter.*

*She was expelled due to / because of misbehaviour.*

*They greeted us with screams of delight.*

2. A PP can function as a **MODIFIER** or complement following a noun

*The road to Bordeaux is famous.*

*I need a book on Mathematics.*

*The spectators at the front could see well.*

*Teachers along with students should come to the meeting. (prep cluster)*

3 A PP can function as the **COMPLEMENT of an ADJECTIVE**.

*She is fond of playing volleyball.*

*It was kind of you to come.*

*She is interested in music.*

*They are good at cooking.*

## 6. THE VERB PHRASE

Verb phrases have a **lexical verb** as their head. This lexical verb can stand alone or be preceded by one or more auxiliary verbs. Verb phrases are the essential part of a clause. The main verb determines the other clause elements that can occur in the clause.

Verb phrases are often split into two parts in questions [a] or they can be interrupted by adverbs or other adverbials [a].

- a. *What was he doing there?*
- b. *Our relationship has definitely started well.*

## 7. NON-FINITE CLAUSES

As we have seen before, a clause is a key structural unit of grammar, normally consisting of a finite verb phrase plus other elements: subject, object, complement, adverbial. However, we can also speak of non-finite clauses:

1. **“ING” PARTICIPLE CLAUSES,**
2. **“ED” PARTICIPLE CLAUSES,**
3. **INFINITIVE CLAUSES,**
4. **GERUNDIAL CLAUSES**

According to *the Cambridge Grammar of English* (2008), the head of a non-finite clause is a lexical verb which does not indicate tense or mood.

### 7.1 ING PARTICIPLE CLAUSES: SYNTACTIC ROLES

An –ing participle clause can function as a **MODIFIER** (a) or as an **ADVERBIAL** (b and c).

a. *The boy reading at the back is our best student.*

(i.e. The boy who is reading at the back is our best student.)

b. *Reading an old book, he came across a photograph of his grandmother.*

(i.e. While he was reading an old book, he came across a photograph of his grandmother.)

- c. *Reading sonnets, he became a poet.*  
 (i.e. By reading sonnets, he became a poet.)

## 7.2 ED PARTICIPLE CLAUSES: SYNTACTIC ROLES

An –ed participle clause can function as a **MODIFIER** (a, b) or as an **ADVERBIAL** (c)

- a. *The only exam corrected in blue is Tina's.*  
 (i.e. The only exam that will be / is / was corrected in blue is Tina's.)
- b. *All personal belongings left behind will be kept in this locker.*  
 (i.e. All personal belongings that are/ were / may be left behind will be kept in this locker.)
- c. *Helped by her children's schoolteacher, Sue managed to pass the exam.*  
 (i.e. Because she was helped by her children's schoolteacher, Sue managed to pass the exam)

## 7.3 INFINITIVE CLAUSES: SYNTACTIC ROLES

1. An infinitive clause can function as a **MODIFIER**.

*The last person to leave was the suspect.*  
 (i.e. The last person that left was the suspect.)

*The woman to see is Dr. Freiser.*  
 (i.e. The woman that you / we'll see is Dr. Freiser.)

2. An infinitive clause can function as an **ADVERBIAL**.

*We shouted to warn everybody of the danger.*  
 (i.e., We shouted so that we could warn everybody of the danger.)

3. An infinitive clause can function as a **COMPLEMENT of an ADJECTIVE**.

*I'd be very interested to hear your opinion.*  
*John will be so happy to see you.*

4. An infinitive clause can function as the **SUBJECT**.

*To give is much more rewarding than to receive.*

5. An infinitive clause can function as the **POSTPONED SUBJECT**.

*It's very useful to read before coming to class.*



## 7.4 GERUNDIAL CLAUSES: SYNTACTIC ROLES

A gerundial clause can function as a **nominal**:

Reading historical novels is my grandma's favourite hobby. ( **Subject** )

My grandma loves reading historical novels. ( **Od** )

I consider it a compliment getting such a positive response from him. ( **Postponed Od** )

My grandma's favourite hobby is reading historical novels. ( **Cs** )

The police arrested Mike for speeding and resisting arrest on Wednesday. ( **C prep.** )

It is no trouble meeting them at the station. ( **Postponed Subject** )

## PRACTICE

**1. Mark off the subjects from the predicates. Identify the head of the subject and analyse the rest of the elements of the subject in detail.**

1. The United States of America is one of the most powerful countries in the world.
2. Georgina has always been a coward.
3. The blind have to be helped.
4. Understanding the psychology of a person takes quite a long time.
5. Sitting in the last row of the theatre was pretty uncomfortable.
6. Mine has always been weaker.
7. In winter people like skiing.
8. At the beginning I hated her.
9. Volcanoes and deltas are geographical features.
10. There was a notice in the garden.
11. Paula's has improved a lot.
12. To be fit you have to do a lot of gym.
13. Someone must have done it.
14. Having the party outside was not a good idea.
15. Forgive me!
16. Barking dogs seldom bite.
17. Barking helps my dog to let out his energies.
18. Riding horses in inhospitable areas is a challenge.
19. Some of the women have already begun.
20. One of the women has begun.
21. The guy leaning against the wall looks suspicious.

22. The young have always been passionate.
23. It's unbelievable!
24. It was chilly outside.
25. It's sad to see them.
26. It's too windy to have the party outside.
27. It's surprising that she's here.
28. There was nobody at the door.
29. It's been impossible to find her.
30. There's my boss!

**2. Read the texts below and analyze the underlined sentences in full. You should also refer to the function and reference of the two "it" in bold type.**



### **Is winter a disease?**

Few people in northern countries enjoy the long, dark nights and freezing temperatures. According to scientists, wintery conditions may be making some people ill. Sufferers become depressed as winter approaches and get even more depressed as the days turn shorter. Nowadays there are many people suffering from this strange disease. **It (1)** is one of the main causes of absenteeism during winter time. Take the case of Janet Blake, a 30-year old public relations officer. **It (2)** was almost unbearable for her to get up and go to work in a cold morning .

Few people in northern countries enjoy the long, dark nights and freezing temperatures.

wintery conditions may be making some people ill.

Sufferers become depressed

Nowadays there are many people suffering from this strange disease.

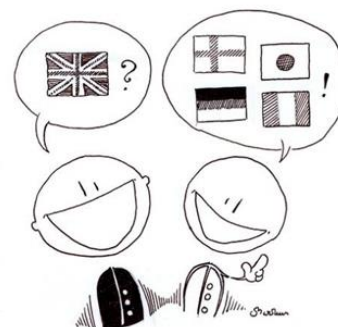
Take the case

It (1):

It (2):

### **Sprechen sie franglais?**

**It's (1)** amazing to see how the English language is changing. **It's (2)** mixing and marrying other languages in the world. For instance, the young in Germany consider English snobbish so they very often use English expressions and words when they speak German. One can very often hear things like "Das interview, eine talkshow" Doesn't it (3) sound awkward?



It's mixing and marrying other languages in the world

the young in Germany consider English snobbish

Doesn't it sound awkward?

It (1):

It (2):

It (3):

**Visiting Yosemite National Park can prove an exciting experience**

What is Yosemite? Is **it** (1) the ice-carved, rocky world of the high Sierra? Is it Bridalveil fall pouring in early June? It is all that and much more! **It's** (2) really invigorating to walk in the park among some of the largest trees in the world on a warm summer day. And if **it's** (3) freezing cold, don't worry, you can always go ice-skating or stay at your hotel enjoying a delicious cup of tea. Roaring waterfalls fascinate even the most bored traveler. Yosemite's natural features make this national park unique.



www.shutterstock.com - 135038897

Visiting Yosemite National Park can prove an exciting experience

It's really invigorating to walk in the park

don't worry

stay at your hotel enjoying a delicious cup of tea

Roaring waterfalls fascinate even the most bored traveler.

Yosemite's natural features make this national park unique.

It (1):

It (2):

It (3):

While smoking among adults is on the decline, the latest US Surgeon General's report indicates that increasing numbers of youngsters are taking up the habit. According to specialists, there exist many reasons for this alarming fact. One of them is the seductive advertising campaigns launched worldwide, another is that the young often consider smoking a sign of sophisticated maturity. Specialists are convinced it (1) will not prove easy to revert this tendency, on the contrary, it (2) will get worse.



Increasing numbers of youngsters are taking up the habit

there exist many reasons for this alarming fact.

the young often consider smoking a sign of sophisticated maturity

**it** will not prove easy to revert this tendency

**it** will get worse.

It (1):

It (2):

THE  
BEATLES



In the '60s The Beatles were the most famous pop group in the world. Since then, there have been many groups, but none has achieved their fame. It's (1) difficult to imagine their amazing popularity. Listening to their music makes anybody cheerful, for it's (2) just superb!!

In the '60s The Beatles were the most famous pop group in the world.

Since then, there have been many groups

none has achieved their fame

It's difficult to imagine their amazing popularity

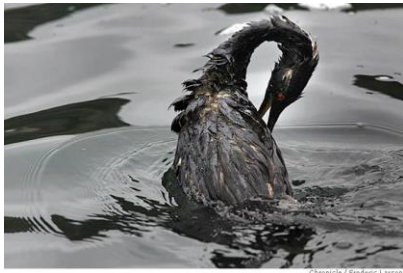
Listening to their music makes anybody cheerful

It (1):

It (2):

**3. Read the piece of news carefully and then do the exercises below:**

- a. Analyze the sentences and / or phrases in italics.**
- b. Refer to the function and reference of the two “it” numbered in the text.**
- c. Rewrite the piece of news using the passive voice whenever possible. (Write 5 sentences, begin each sentence with the noun phrases underlined). Then state which of the two versions would sound more natural and explain why.**



**30-mile oil slicks threaten river wildlife**

Oil slicks escaped from U.K. pipe line are threatening wildlife in the river Mersey.

*Authorities have declared the spill a major disaster* and a group of Greenpeace has called emergency services to clean up the beaches.

They think most of the migrating birds have died *because of the leak* but they will not know the full impact of it (1) until later in the year. *It* (2) *will really take long to make up for the damage.*

*Authorities have declared the spill a major disaster*

*most of the migrating birds have died because of the leak*

*It will really take long to make up for the damage.*

It (1)

It (2):



## APPENDIX

### MULTI-WORD VERBS

(Greenbaum, 1991: 59-61)

Multi-word verbs are combinations of a verb and one or more other words. They are called multi-word verbs because in certain respects they behave as a single verb. The most frequent types of multi-word verbs consist of a verb followed by one or more particles (words that do not change their form) such as at, away, by, and for, which combine with the verb to form a single syntactic and semantic unit. In all respects, multi-word verbs behave in the same way as single-word verbs and are lexical verbs in their own right.

Multi-word verbs fall into three main classes:

#### 1. Phrasal verbs

They consist of a lexical verb and a particle. Phrasal verbs may be transitive or intransitive. In the case of transitive phrasal verbs, the position of the object may vary:

*You are not going to sort out your problems in a month.*

*You are not going to sort your problems out in a month.*

A number of phrasal verbs are intransitive, i.e. they do not require an object:

*The radio alarm went off at the same time as usual.*

*The noise died away as we went further into the forest.*

Some verbs can be used both transitively and intransitively. In such cases, there may be a difference in meaning between the transitive and the intransitive use:

*You'll have to get her back if you want her to forgive you.*

Transitive use = regain her; repossess her.

*Oh, better get back to reality now I suppose!*

Intransitive use = return

*As soon as he moves, he's going to set the alarm off.*

Transitive use = cause it to ring

*I have to set off at 6 o'clock.*

Intransitive use = begin a journey

When the direct object is a personal pronoun, the pronoun always comes before the particle:

*Give it away.*

*Leave me out.*

*We couldn't wake her up.*

If a pronoun object is coordinated with a full noun phrase or another pronoun, the objects may occur before or after the particle:

*The noise woke me and my wife up.*

*The noise woke up me and my wife.*

*He didn't phone her or me up.*

*He didn't phone up her or me.*

*I'll have to look that word and its derivation up in a monolingual dictionary.*

*I'll have to look up that word and its derivation in a monolingual dictionary.*

Longer objects tend to come after the particle:

*Yesterday we were just finishing off looking at the structure and the land use of city and town.*

Some examples of intransitive phrasal verbs:

*It was a disastrous day because the coach broke down.*

*Hang on a minute. Let me write all this down.*

*We have to set off at the crack of dawn.*

## 2. Prepositional verbs

Prepositional verbs consist of a verb and a preposition which are closely syntactically linked with each other.

*It depends on the quality of the material.*

*I don't approve of his views on abortion.*

*The book consists of six chapters.*

Prepositional verbs follow different rules from phrasal verbs. The object of the preposition must follow the preposition, even if it is a pronoun:

*I couldn't sell my car. I just couldn't do without it.*

*Whenever you come across a mistake, correct it.*

Some prepositional verbs take an object after the verb as well as an object of the preposition:

*deprive somebody of something*  
*thank somebody for something*  
*accuse somebody of something*  
*protect somebody against something*  
*provide somebody with something*  
*rob somebody of something*  
*remind somebody of something*

### 3. Phrasal prepositional verbs

Phrasal prepositional verbs consist of an adverb particle and a preposition. They normally occur in informal contexts. Some common phrasal prepositional verbs include:

catch up on	get along with	look out for
catch up with	get on with	look up to
come up against	listen out for	put up with
do away with	look forward to	watch out for
face up to	look down on	
get away with	look in on	

*I'll catch up with you in a minute.*

*Let her get on with it.*

*I'm looking forward to the weekend.*

A small number of such verbs also take a direct object after the verb as well as an object of the preposition:

fix somebody up with something  
 let somebody in on something  
 put somebody down to something  
 put somebody / something up to something  
 take somebody / something out on something

*She's going to try and fix me up with a bit of part-time work.*

*Do you put that down to luck or judgment?*

*He was just taking his frustration out on me.*

## EXAM TRAINING

### TRAINING IN TENSES

1) **Fill in the blanks with the correct form of the verbs in brackets. Explain the meaning/use of the items identified with a letter.**

a) Edith is an art teacher who [1 dream/always - A] \_\_\_\_\_ of going abroad to see the most important art museums in the world. Until recently it [2 look] \_\_\_\_\_ as if her dream [3 come/never] \_\_\_\_\_ true, for obvious reasons: lack of money. But then, last month, through a wonderful stroke of luck, Edith unexpectedly inherited a small fortune from a ninety-year-old lady she [4 take] \_\_\_\_\_ care of as she had no one else to do so. At present, Edith [5 plan excitedly - B] \_\_\_\_\_ her dream summer holiday down to the last detail. For a month and a half she [6 visit - C] \_\_\_\_\_ the world's greatest museums and art galleries. By the time her tour [7 be] \_\_\_\_\_ over, she [8 broaden - D] \_\_\_\_\_ her artistic experience and [9 gather] \_\_\_\_\_ a wealth of material for her teaching.

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b) An old Italian medieval castle [10 believe - E] \_\_\_\_\_ to be the venue for the forthcoming wedding of Tom Cruise and his actress fiancée Katie Holmes. It \_\_\_\_\_ [11 dub (=call – a regular verb)] the wedding of the year. Even the towels in the bedrooms [12 select/carefully] \_\_\_\_\_. For 7,000 dollars they [13 make] \_\_\_\_\_ in the colours of the wedding day outfits and [14 carry] \_\_\_\_\_ the couple's initials.

venue: a place where an organized meeting, concert etc. takes place  
to dub: to call (regular verb)

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c) England's education secretary is said to be exploring ways to raise the school leaving age to 18. Alan Johnson said it was unacceptable for a 16-year-old to be in employment without getting help with continued schooling or training for qualifications. A source close to Mr. Johnson later confirmed that the issue [15 give - F] \_\_\_\_\_ active consideration within the education department. It [16 say] \_\_\_\_\_ to be at an early stage, and legally complex. On a visit to Canada in September, Mr. Johnson [17 impress] \_\_\_\_\_ by the way a similar change [18 effect] \_\_\_\_\_ in Ontario by a threat to stop youngsters having driving licenses if they do not stay in school.

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**2) Fill in the blanks with the correct form of the verbs in brackets (in the ACTIVE or PASSIVE voice as appropriate). Explain the meaning / use of the verb “begins” in bold type.**

### **Bob Dylan finally breaks silence over Nobel Prize win**

The Swedish Academy said Dylan acknowledged the prize for the first time this week in a phone conversation. Earlier this month, he ..... (criticise) as ‘arrogant’ for not responding to his award.

Bob Dylan has said he ..... (leave) “speechless” after learning he ..... (become) the first musician to be awarded the Nobel Prize in Literature.

In his first remarks about the award almost two weeks after being notified about his win Dylan said he appreciated the accolade. However it ..... (decide) yet if he will be attending the ceremony to collect it.

The 75-year-old ..... (choose) for the prestigious prize earlier this month for “having created new poetic expressions within the great American song tradition”.

After failing to comment on the award immediately after it was announced, Dylan was called “impolite and arrogant” by an official from the Academy.

Dylan became the first American to win the literature prize since the author Toni Morrison in 1993. The decision was not received well by everyone, with the author Irvine Welsh labelling it an “ill conceived nostalgia award”.

Since 1901, the Nobel Prize in literature ..... (give) to 113 recipients.

According to the Nobel Prize's website, Alfred Nobel specified that the prize could be awarded to any "writings which possess literary value by virtue of their form and style."

The official programme of the Nobel Week in Stockholm **begins** on December 6 with an informal get-together for the 2016 Nobel Laureates at the Nobel Museum. During the following days, the Laureates will give press conferences and hold their Nobel Lectures. The Nobel Prize Award Ceremony and Banquet ..... (hold) on 10 December.

Adapted from [www.independent.co.uk](http://www.independent.co.uk)

## TRAINING IN MISCELLANEOUS EXERCISES

Deal with the following items as instructed.

1. Give two examples of *think* used as  
a) a dynamic verb:

---

- b) a stative verb:

---

2. Mention three different types of uncountable nouns and illustrate with an example of each.

---

3. Give the plural of the following words:

Diagnosis: \_\_\_\_\_

Ph. D. \_\_\_\_\_

Proof \_\_\_\_\_

Mouse \_\_\_\_\_

Photo \_\_\_\_\_

4. Make a meaningful sentence using *paint* indicating an action not yet finished which began two days ago. Include a suitable Adverbial.

---

5. Write two unambiguous sentences contrasting the use of *see* in these two tenses:  
a) past simple:

---

- b) present perfect:

---

6. Two examples showing the difference between *have gone to* and *have been to*. State the specific meaning of each.

---

7. 'spend' (activity in progress in the future)

---

8. 'seem' (VL + impossible + Cadj)

---

9. 'dance' (gerund - Object)

---

10. Two unambiguous sentences using 'wood' as

C: \_\_\_\_\_

U: \_\_\_\_\_

11. 'describe'(Vdt)

\_\_\_\_\_

12. 'both' (predeterminer, that is, determiner before another determiner)

\_\_\_\_\_

13. 'Japanese' (adjective working as noun | generic reference | s. pres.)

\_\_\_\_\_

14. 'exciting' (proportional comparison)

\_\_\_\_\_

15. 'film' (indefinite reference)

\_\_\_\_\_

16. 'extraordinary' (pre-modified, intensified superlative)

\_\_\_\_\_

17. 'find'(Co = adj)

\_\_\_\_\_

18. Make a comparison with these ideas: Tom | not | half |capable | his father

\_\_\_\_\_

19. Two unambiguous examples + Explain the difference in meaning:

little = \_\_\_\_\_

a little = \_\_\_\_\_

20. A sentence illustrating the use of an elliptical/independent genitive

\_\_\_\_\_

21. Two unambiguous examples + Explain the difference in meaning:

few = \_\_\_\_\_

a few = \_\_\_\_\_

22. 'fast' (adjective/ proportional comparison)

\_\_\_\_\_

23. 'buy' (Vdt + long Od)

\_\_\_\_\_

24. 'consider' (Co = NP)

---

25. 'tired' (=Cs + Cadj)

---

26. Write two unambiguous sentences using 'glass' as a countable and as an uncountable noun. Explain any difference in meaning.

C: \_\_\_\_\_

U: \_\_\_\_\_

27. 'look' (VL)

---

28. 'jog' (recent activity with effects visible at the moment of speaking)

---

29. 'send' (Vdt with long Oi)

---

30. 'fellow student' (double genitive)

---

31. 'convenient' (comparative of inferiority)

---

32. 'hard' (adverb/ gradual increase)

---

33. Write two unambiguous sentences using 'paper' as a countable and as an uncountable noun. Explain any difference in meaning.

C: \_\_\_\_\_

U: \_\_\_\_\_

34. 'find' (Vct)

---

35. 'bad' (adjective, premodified, intensified comparative)

---

36. 'suggest' (Vdt)

---

37. 'badly' (premodified, intensified comparative)

---



38. 'live' (Vmt/ cognate object)

---

39. 'smoke' (disapproval | annoying habit in the present)

---

40. appoint (Vct)

---

41. 'get' (Vdt with long Oi)

---

42. 'expensive' (proportional comparison)

---

43. 'comfortable' (premodified superlative)

---

44. 'interested' (= Cs + Cadj)

---

45. A sentence illustrating a special use of the 's genitive. Identify this use

---

46. 'work' (recent activity with effects visible at the moment of speaking)

---

47. Write two unambiguous sentences using 'iron' as a countable and as an uncountable noun. Explain any difference in meaning.

C: \_\_\_\_\_

U: \_\_\_\_\_

48. You wish to know about somebody's plans for Saturday evening, but you don't want to sound too inquisitive. Ask a polite tentative question.

---

49. When do we use *going to* make predictions? Give a suitable example.

---

50. Use the noun *advice* with a suitable verb to show that somebody is unwilling or refuses to do something. Provide a clear context.

---

51. Using the simple present tense, write two unambiguous sentences using 'statistics' as [U]: \_\_\_\_\_

[P]: \_\_\_\_\_

52. Give the plurals of the following nouns:

Criterion: \_\_\_\_\_

Deer: \_\_\_\_\_

Half: \_\_\_\_\_

Japanese: \_\_\_\_\_

Passer-by: \_\_\_\_\_

Spacecraft: \_\_\_\_\_

53. 'lose' (past event with a present result)

\_\_\_\_\_

54. 'colleague' (double genitive construction)

\_\_\_\_\_

55. 'afraid' (= Cs + Cadj)

\_\_\_\_\_

56. 'common' (comparison of equality)

\_\_\_\_\_

57. 'warm' (gradual increase)

\_\_\_\_\_

58. 'important' (in a construction with anticipatory 'it')

\_\_\_\_\_

59. 'explain' (Vdt with long Od)

\_\_\_\_\_

60. Write two unambiguous sentences using 'work' as a countable and as an uncountable noun.

Explain any difference in meaning.

C: \_\_\_\_\_

U: \_\_\_\_\_

61. Mention-typical NPs used to quantify the following U nouns:

ice: \_\_\_\_\_

meat: \_\_\_\_\_

lettuce: \_\_\_\_\_

thunder: \_\_\_\_\_

garlic: \_\_\_\_\_

truth: \_\_\_\_\_

62. Give the corresponding C nouns for the following uncountable nouns:

money: \_\_\_\_\_

luggage: \_\_\_\_\_

work: \_\_\_\_\_

pay: \_\_\_\_\_

clothing: \_\_\_\_\_

permission: \_\_\_\_\_

**63. Write meaningful sentences using the following verbs as indicated.**

1. make (Vdt-long indirect object)

\_\_\_\_\_

2. answer (Vdt + Oi introduced by for)

\_\_\_\_\_

3. buy (Vdt + Oi (reflexive pronoun))

\_\_\_\_\_

4. suggest (Vdt + Oi (objective pronoun))

\_\_\_\_\_

5. weigh (Vmt + Od)

\_\_\_\_\_

6. weigh (VI + Cs)

\_\_\_\_\_

7. weight (Vmt + Od)

\_\_\_\_\_

8. sound (Vmt + Od)

\_\_\_\_\_

9. sound (VI + Cs)

\_\_\_\_\_

10. feel (Vmt + Od)

\_\_\_\_\_

11. feel (VI + Cs)

\_\_\_\_\_

12. taste (Vmt + Od)

\_\_\_\_\_

13. taste (VI + Cs)

\_\_\_\_\_

**64- Write meaningful sentences using the words given and following the instructions between brackets if possible.**

1. *Pure* as an emphasizing adjective

\_\_\_\_\_

*Pure* as a qualifying adjective

\_\_\_\_\_

- 2. Curiously  
stance adverbial

---

adverbial of manner

---

- 3. Electric  
classifying adjective

---

qualifying adjective

---

- 4. Sharp  
adjective

---

adverb

---

- 5. Clean  
adjective

---

adverb

---

- 6. Sharply  
adjective

---

adverb

---



Universidad Nacional de Córdoba

Facultad de Lenguas

Práctica Gramatical del Inglés.

Examen Final – 09 de marzo de 2017.

Designed by Fabián Negrelli



Nombre y Apellido: \_\_\_\_\_ D.N.I.: \_\_\_\_\_

Profesor/a: \_\_\_\_\_ Comisión: \_\_\_\_\_

Condición: **Regular / Libre** (Please, underline it, as appropriate)

**SECTION 1 (Disqualifying Section. Total: 57%. Passing score: 34%)**

**I. Read the following text and fill in the blanks with the correct form of the verbs in brackets (in the active or passive voice as appropriate). Explain the meaning and the use of the tenses in the numbered cases. In such cases, you should also make reference to grammatical aspect and aspectual meaning. (23%)**

Statistics ..... (say) that a large number of new words  
 ..... (add) to dictionaries this year, which shows how the effects of the  
 Internet and globalisation ..... (currently/change) the English language.  
 Some dictionaries, for example, are updated four times a year, every March, June, September and  
 December. This quarter a famous international company (1) has published a list which (2) includes  
 many new words as well as some which ..... (know) for many years but  
 which ..... (use) more and more on Internet blogs and in chat rooms. The  
 same company has promised that they ..... (enter) more words as soon as  
 they ..... (collect) them. It ..... (expect) that  
 more than 1,000 words ..... (include) in that list by the end of the year. In  
 fact, *blog* and *chat room* are two expressions which ..... (see) increasingly  
 frequently in the media in the past few years.

**II. Turn the following sentences into the Passive Voice. (8%)**

1. We won't let the children come inside with their shoes on because they will get the carpet dirty.

.....

2. The painter drew these pictures with a pencil.

.....

- III. Write meaningful, accurate and appropriate sentences of about TEN words using the verb RUN in four different basic sentence patterns. In each case, analyse the constitutive elements.(12%)**

---



---



---



---

- III. Circle the correct option. (10%)**

1. Breaking and entering a house IS /ARE against the law.
2. The staff IS / ARE deciding how they want to vote.
3. Excitement, as well as nervousness, usually CAUSES / CAUSE her shaking.
4. Ten dollars WAS / WERE scattered on the floor.
5. Two thirds of the country IS / ARE unemployed.

- SECTION 2 (Disqualifying Section. Total: 43%. Passing mark: 26%)**

- I. Fill in the blanks with an appropriate determiner from the list. Each determiner can be used only once. (6%)**

*a number of - many – a good deal of - enough – each –all –  
every – some – no – much – any – several -*

For (1) ..... decades, the idea of “thinking machines” has been something (2) ..... people accept as part of modern life. Work on intelligent machines began in the 1950s when the mathematician Alan Turing suggested that (3) ..... computers could be programmed to think “intelligently”. The term “artificial intelligence” (AI) was first used by a group of American scientists, led by John Mccarthy. (4) ..... scientist in that group has played an important role in the development of AI since then. Although (5) ..... progress has been made, (6) ..... work is needed before AI will equal human intelligence. (7) ..... scientists think that (8) ..... computer that can think like us would cost too much money to make. .... others believe there is (10) ..... reason why computers need to be more powerful than they are already. Instead the problem is how to program them. The challenge for (11) ..... scientist is that they don't have (12) ..... knowledge of how people learn.

**II. Fill in the blanks with the correct plural form of the nouns in brackets. (6%)**

1. Some ..... (larva) such as tadpoles live almost exclusively in aquatic environments.
2. The collective noun for a group of ..... (goose) is *gaggle*.
3. Our institution is a membership-based organisation for Latino executives who are ..... (alumnus) of the most competitive universities and colleges.
4. There are several ..... (hypothesis) about the natural origin of life on Earth.
5. The Greensboro ..... (sit-in) were a series of nonviolent movement protests in Greensboro, California, in 1960.
6. Some people say that there were a lot of ..... (passer-by) who saw that the injured boy had been lying unattended for half an hour before the ambulance came and took him to hospital.

**III. Write meaningful, grammatical and appropriate sentences of about TEN words using the following lexical items as required: (14%)**

1. *badly* (in the superlative degree premodified by an intensifier)

.....

2. *late* (as a n adjective and adverb)

Adjective: .....

Adverb: .....

3. *themselves* (as a reflexive pronoun, object of a preposition)

.....

4. *little* (as an adverb and as a pronoun)

Adverb: .....

Pronoun: .....

**II. Analyse the underlined parts of the sentences in the following text. You should analyse the basic clause elements and the phrases, as appropriate; that is, label the clause constituents and their respective syntactic functions, as appropriate. Then, refer to the function and reference, if appropriate, of the pronoun in bold type. (17%)**

Throughout his early life, John Glenn constantly faced new challenges.(1) In 1972, he proved himself his courage when (2) he became the first American to orbit the earth and the fifth person in space. At that time **it** was a major technological breakthrough and (3) his achievement made him world famous. After that spectacular trip into space, **it** could have been difficult for him to settle back into the routine of normal life, but it was not, as in 1974, (5) he became a well-respected and popular senator.

## EXTERNAL STUDENTS ONLY

State whether the following statements are TRUE or FALSE. In all the cases, justify your answer theoretically and provide suitable examples to illustrate.

1. In the sentence that follows, the highlighted pronoun is a reflexive one. (25%)

The soldiers tried to defend *themselves*.

2. In the following sentence, all the underlined verbs are finite, auxiliary verbs. (25%)

I didn't know what to do, so, in the end, I did nothing.

3. There are some determiners that cannot be used as pronouns. (25%)
4. Nominalized adjectives always take a singular verb when they are used as head of the subject. (25%)

## KEY

### Section 1

#### I. Tenses

- |                           |                             |
|---------------------------|-----------------------------|
| 1) Say                    | 6) will enter               |
| 2) have been added        | 7) collect / have collected |
| 3) are currently changing | 8) is expected              |
| 4) have been known        | 9) will have been included  |
| 5) are being used         | 10) have been seen          |

#### II. Passive voice

- 1) The children won't be allowed to come inside the house with their shoes on because they will get the carpet dirty.
- 2) These pictures were drawn with a pencil.

#### III. RUN in four different sentence patterns

**Vmt + Od:** His wife has been running her own catering business since the family moved to this neighbourhood.

**Vdt + Od + Oi:** The mother ran a hot bath for the kid.

**Vct + Od + Obl Adv.:** Don't worry. We will run you to the campus. We have to go there.

**VL+ Cs:** Most rivers in the province are running dry because it hasn't rained for weeks.

**Vint+Opt Adverbial:** She looks exhausted. She's been running.



**Vint + Obl Adverbial:** I will run to the corner shop and buy some flour.

**IV. Agreement**

- 1) is                      2) are                      3) causes                      4) were                      5) is

**Section 2**

**I. Determiners**

- |                |                   |            |
|----------------|-------------------|------------|
| 1) several     | 5) a good deal of | 9) many    |
| 2) a number of | 6) much           | 10) no     |
| 3) all         | 7) some           | 11) every  |
| 4) each        | 8) any            | 12) enough |

**II. Plurals**

- |           |               |               |
|-----------|---------------|---------------|
| 1) larvae | 3) alumni     | 5) sit-ins    |
| 2) geese  | 4) hypotheses | 6) passers-by |

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**ISBN 978-987-3614-23-1**



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