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PREFACE

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

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

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

The Authors
CHAPTER 1
PARTS OF SPEECH

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

**Lexical words and function words**

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

**LEXICAL WORDS**

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

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

Eg: I'm sure you did the right thing.
I believe it's the right thing to do.
You seem very quiet today.

2. Nouns

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

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

They live in a house. The family is watching TV.
How much water do you need? The family are quarrelling a lot

Tom is very good at Maths.

3. Adjectives

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

I'm carrying a heavy box. The situation is serious.
I think he is guilty. We consider her intelligent.
Adjectives in English cannot take **plural** or **singular** form.

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

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

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

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

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

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

### 4. Adverbs

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

*I learned **German** **quickly**.*

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

*Leave **straightaway**!*  

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

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

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

### FUNCTION WORDS

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

---

1 There are some other roles that adverbs perform; however, at this level we will just consider only some.
by showing how the units are related to each other. Function words belong to closed classes, which have a limited and fixed membership.

1. **Auxiliary Verbs**

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

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

**PRIMARY**


**AUXILIARY**

HAVE: Perfect Tenses and Causative Use of Have.

**VERBS**

DO: Simple Tenses and in Emphatic forms.

---

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

 Aux. lexical

**Can** you drive?

modal aux. lexical v.

He **has** been working hard lately.

Aux. aux lexical

You’d better **study** more.

semi-modal

**Does** he **like** water sports?

Aux. lexical

---

6
Note that **primary auxiliary verbs** can also work as lexical verbs and as such they carry meaning:

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

### 2. Noun Determiners

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

**NOUN DETERMINERS**

- articles
- possessive determiners
- demonstrative determiners
- quantifiers

#### 2a. Articles

**Definite Article** *(THE)*

**Indefinite Articles** *(A / AN)*

**Zero Article** *(Ø)*

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

*The girls are chatting in the garden.*

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

The first time a participant is introduced in a text, the indefinite article is the most appropriate choice because neither the speaker nor the hearer knows exactly what boy they are referring to. However, when referring back to the same boy already mentioned before, the definite article is the best choice. In “the girls are chatting…” the speaker assumes the hearer knows what girls he/she is talking about, i.e. there is previous shared knowledge. Finally, Zero Article is the best choice used mainly in
generalizations and to refer to abstractions. Girls in general love clothes, not just the ones I know.

2b. Possessive Determiners

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

> I love *my* job.
> 
> *Their* friends are coming this way.
> 
> That's *my* folder.

2c. Demonstrative Determiners

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

> Have a look at *this* tape
> 
> *I need* those books.

2d. Quantifiers

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

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

> *I need some* coffee
I’ve got (a) few tickets

They have two cars.

The first day I went to school I felt terrible.

3. Conjunctions

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

**Coordinating conjunctions** link two or more clauses of equal importance. These are: and, but, or.

- The boys shouted and rushed forward.
- I asked if I could borrow her bicycle but she refused.

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

- When he stopped, no one said anything.
- They were going by car because it was more comfortable.
- Although the wound was healing, he could never be able to speak again.

4. Prepositions

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

---

2 Examples of numerals

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

You can’t rely on any of that information.

He left without saying good-bye.

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

I’m looking forward to my holidays. / I’m looking forward to going on holidays.

I’m fond of music. / I’m fond of playing music.

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

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

5. Pronouns

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

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

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

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

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

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

Reciprocal Pronouns: Each other, one another.

Interrogative Pronouns: Who, which...

I won’t tell you how it ended. Nobody knows the answer.

She never introduced herself. They loved each other.

Ours is better than theirs. Who’s that?

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

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

\[ n. \text{ det} + \text{NOUN} \quad \text{dem. pronoun} \]

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

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

- **We / us**: my brother and I  
- **He**: Mr. Fox  
- **It / one**: the school
ACTIVITIES

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

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

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

1. The garden industry is booming. ____________________________________________
2. We advise everyone to ring before they leave. __________________________________
3. We believed we were fighting for a good cause. ________________________________
4. Advances have continued, though actual productivity has fallen. ____________________
5. Howard has been working hard over the recess.

6. My receptionist will help you choose the frames.

7. Prices have been rising faster than incomes.

8. Old people work the hardest.

9. Football has become international.

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

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Verbs</th>
<th>Prepositions</th>
<th>Determiners</th>
<th>Pronouns</th>
<th>Conjunctions</th>
</tr>
</thead>
</table>

13
Humphrey Bogart was born on Christmas Day in 1899. He grew up in New York City and started studying to be a doctor; but in 1918 he left college and joined the US Navy. He fought in the First World War and when he returned to the US he decided to become an actor. He got a job in the theatre in New York. But in the 1930s he moved to Hollywood and started working in some films. There he met and fell in love with Lauren Bacall. They got married very soon after they met. She was his fourth wife. Although he won an Oscar for best actor for his role in The African Queen in 1951, his most famous role was as Rick in Casablanca, which is probably the greatest love story ever on film.

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

Pets

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

Extracted from Wikipedia https://en.wikipedia.org/wiki/Pet
CHAPTER 2
THE ENGLISH VERB PHRASE

TIME AND TENSE

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

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

Examples:

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

PRESENT SIMPLE TENSE

FORM

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

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

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

- For repeated and permanent actions or situations; states and verbs that refer to feelings.
  
  Ken enjoys hospital dramas. (verb that refers to a feeling)
  
  British people drink a lot of tea, while Americans drink more coffee. (permanent action)
  
  A colony of Antarctic penguins lives in Marwell Zoo. (permanent situation)

- For habits and daily routines.
  
  Ken watches “ER” every week.

- For general truths, laws of nature.
  
  Ice melts in the sun.

- For short actions that have little or no duration. For example, sports commentaries and demonstrations of different kinds (teachers, cooks, conjurors).
  
  Black passes the ball to Myers, Myers stops it, kicks it and it’s a goal!!!
  
  First, I mix sugar and butter and then I add the milk.

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

PRESENT CONTINUOUS / PROGRESSIVE TENSE

FORM

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

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

I am (‘m) not / He is not (isn’t) / They are not (aren’t) working.
MAIN USES

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

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

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

  "I'm reading "Harry Potter and the Goblet of Fire" now. When I finish, I'll start "The Lord of the Rings"."
  "I'm taking the bus this week. My car has broken down."
  "She is staying in the Waldorf Astoria on this visit to New York."
  (compare: She always stays in the Waldorf Astoria on her visits to New York.)

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

  "My daughter's boyfriend is always phoning her at lunchtime."
  "The neighbours are always/constantly/continually slamming doors and shouting during the night."

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

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

The present continuous is frequently used with the following time expressions: now, at the moment, these days, at present, nowadays ...
PRESENT PERFECT SIMPLE TENSE
PRESENT PERFECT CONTINUOUS/PROGRESSIVE TENSE

<table>
<thead>
<tr>
<th>Present Perfect Simple</th>
<th>Present Perfect Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORM</strong></td>
<td><strong>FORM</strong></td>
</tr>
<tr>
<td>I/You <em>have</em> (‘ve) <em>arrived.</em></td>
<td>I/You <em>have</em> (‘ve) <em>been reading.</em></td>
</tr>
<tr>
<td>He/She/It <em>has</em> (‘s) <em>arrived.</em></td>
<td>He/She/It <em>has</em> (‘s) <em>been reading.</em></td>
</tr>
<tr>
<td>Have you <em>arrived?</em></td>
<td>Have you <em>been reading?</em></td>
</tr>
<tr>
<td>You have <em>not</em> (haven’t) <em>arrived.</em></td>
<td>Has he/she/it <em>been reading?</em></td>
</tr>
<tr>
<td>He/She/It <em>has</em> not (hasn’t) <em>arrived.</em></td>
<td>You have <em>not</em> (haven’t) <em>been reading.</em></td>
</tr>
</tbody>
</table>

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

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

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

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

**Finished**

*A: Why do you look so dirty?*

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

Use

---

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

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

### UNFINISHED USE

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

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

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

### FINISHED USE

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

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

  *B: Because I’ve seen it!*

  *A: When did you see it?*

  *B: Last night.*

  *What novels have you been reading?*

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

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

  *Have you seen a ghost? You’re absolutely pale!!*
The present perfect and the present perfect continuous are also used to refer to actions that are finished or completed at a recent past, not up to the present.

You've been fighting! (I can see that you have a black eye and torn clothes)
Someone has just been reading my business papers.
I have just received an email from my old friend who lives in Switzerland.

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

This channel has shown four wildlife documentaries this week. (The week has not finished yet)
I've had three cups of tea today.
I've been working very hard this week.

Summary of Present Perfect

A) Unfinished use: an unfinished action.
For + period of time
Since + specific time
Until now / up to now / so far
“They have worked in this office ever since they moved here.”

B) Finished use
B.1. Indefinite happening in the past.
Before / ever / never / yet / already
“I have already done my homework.”

B.2. Present results.
“Someone has broken her doll.”

B.3. Recent completed activity.
Just / recently / lately
“Have you been to the cinema lately?”

B.4. Activity completed during a present incomplete period of time.
Today / this month, week, etc.
“She has received three e-mails this morning.”
PAST SIMPLE TENSE

FORM
I/He/She/We returned/leaves.
Did he return/leave? Yes, he did. / No, he didn’t.
He did not (didn’t) return/leave.

The Simple is used to refer to actions which happened at a definite time in the past. The time is stated, already known or identified by the preceding language context.

The rebels took most of the province three months ago.
Christopher Columbus discovered America.

MAIN USES

• For actions/events which happened immediately one after the other in a sequence in the past.
  Claire jumped out of her chair, ran to the balcony and grabbed the screaming child.

• For past habits or states.
  We often/always/never went to church together when I was a child.
  I was fat when I was a teenager.

• For permanent actions or situations in the past.
  The Incas made use of an advanced agricultural system. They also knew a lot about mathematics and astrology.

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

(See list of irregular verbs at the end of the book.)
PAST CONTINUOUS / PROGRESSIVE TENSE

FORM
I/He/She was / We/They were watching.
Was he / Were they watching? Yes, he was. / No, they weren’t.
He was not (wasn’t) / They were not (weren’t) watching.

MAIN USES
• For an action which was in progress at a stated time in the past. We do not mention when the action started or finished.
  We didn’t hear him come in because we were sleeping on the top floor that night.

• For an action which was in progress when another action happened or interrupted it.
  They were crossing the bridge when the earthquake struck.

• For two or more simultaneous past actions.
  It was a lovely scene; mummy was knitting while her babies were playing on the floor.

• To describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events.
  Night was falling over the beleaguered city.

• For habitual past actions that annoyed the speaker. (Like in the simple present tense, the use of the frequency adverb is obligatory)
  My daughter’s boyfriend was always phoning her at lunchtime.
  The neighbours were always/constantly shouting during the night.

The past continuous is used with the following time expressions: when, while, as, all day/night/morning, etc.
WAYS TO REFER TO THE FUTURE

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

WILL (FUTURE SIMPLE)

**FORM**
He/They will (‘ll) call.
Will he/they call? Yes, he will. / No, they won’t.
He/They will not (won’t) call.

**MAIN USES:** The future simple is used:
- In predictions based on the speaker's beliefs about the future usually with the verbs think, believe, expect, etc. the expressions be sure, be afraid, etc. and the adverbs perhaps, certainly, probably, etc.
  
  *I think he’ll never forgive me.*

- For on-the-spot decisions and offers.
  
  *Oh, our guests are here. I’ll go and sort out some drinks for them.*

- For actions/events/situations which will definitely happen in the future and which we cannot control.
  
  *James will turn fifteen next month.*

- For promises (usually with the verbs promise, swear, guarantee, etc.), for threats, for warnings, for requests, for hopes. In this case ‘will’ is seldom contracted.
  
  *Don’t worry. I promise I will be there with you.*
  
  *The priest says *“Will you take this woman as your lawfully wedded wife?”* and the groom says “I will”.*

---

\(^2\) Some grammarians refer to this use as “Simple Future Tense”
BE GOING TO

FORM
I am (‘m) / You are (‘re) / She is (‘s) going to stay.
Are you / Is she going to stay? Yes, I am. / No, she isn’t.
You are not (aren’t) / She is not (isn’t) going to stay.

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

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

PRESENT PROGRESSIVE

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

PRESENT SIMPLE

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

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

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

Luke: Who are the Cobras?
Bella: We are. It’s the name of our basketball team.
Jason: Are you any good?
Sam: We ___________________ (get) better. We ___________________ (practise) most evenings. And normally we ___________________ (play) one match a week.
Lisa: There’s a league for all the local under –15 teams.
Jason: Really? I ___________________ (love) basketball.
Bella: Well, we ___________________ (look) for an extra player. How old are you?
Jason: I’m 14.
Lisa: Welcome to the Cobras, Jason!
Jason: I ___________________ (not believe) it! This is fantastic!
Luke: Hey! What about me?
Luke: You ___________________ (say/always) I’m too young. It’s not fair!
Jason: Too bad!

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

A BIG MISTAKE

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

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

Mr Paik ___________ (ask) the guard, ‘Are we in Venice?’

The guard ___________ (reply), ‘We’re in Vännäs.’

‘Venice in the north of Italy?’, ___________ (repeat) Mr Paik.

‘No,’ ___________ (explain) the guard, ‘that’s Venedig. This is Vännäs – V-a-n-n-a-s.’
The train_______________ (be) in a small village in the north of Sweden.
The Paiks _______________ (tell) the guard their story. 'We ________________ (want) to go to Venice in
the north of Italy. We _______________ (not/know) the Swedish name _______________ (be) Venedig.
When we _______________ (buy) our tickets in the railway station in Stockholm, the clerk
_______________ (think) we said Vännäs in Sweden.'
The guard _______________ (repay) the Paiks their ticket money, and _______________ (put) them on the
next train to Stockholm. He _______________ (write) ‘Can I have two tickets to Venice?’ in Swedish on a
piece of paper and _______________ (give) it to them.

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

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>IRREGULAR VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Add 10 verbs to each column.

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

While Sue Barnes, a reporter for the New Musical Express, ________________
(travel) round the USA last year, she ________________ (have) an unpleasant
experience. She had interviewed a jazz singer and had recorded the interview on a
cassette which ________________ (be) on the front seat of her car together with
other personal belongings.
She ________________ (drive) back to her motel after a party in Hollywood on her
last night when she realised she ________________ (run out) of petrol.
She ________________ (stop) at an all-night garage just off the highway. She
_______________ (fill) the petrol tank, ________________ (take) 20 dollars from
her wallet and ________________ (go) to the kiosk to pay. While she
__________ (pay), a boy suddenly _____________ (appear) from the shadows, ________________ (open) her car and ________________ (take) her wallet, passport and return air ticket – and her cassette!

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

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

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

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

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

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

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

   a. Your friend is wearing glasses. You’ve never seen him with glasses on before.
   How long ______________________________________________________________________

   b. Nick is playing computer games.
   How many ______________________________________________________________________

   c. You meet a group of people walking across country.
   How many miles_____________________________________________________

   d. Some workmen are digging up the road outside Sarah’s house.
   How long ___________________________________________________________

   e. Laura is taking lots of photographs of you and your friends.
   How many __________________________________________________________

   f. You have just woken up from an afternoon sleep and seen that it’s raining.
   How long __________________________________________________________
7. Complete the sentences using the verbs in brackets in the Present Perfect or the Simple Past tense.

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

a. I _______________ (write) the letter. Would you post it for me?

b. For the last two years he _______________ (write) a history of the Civil War.

c. What _______________ (you/do) for the last half hour? – I _______________ (sit)here working at this problem.

d. We _______________ (live/always) in a bungalow, so it will seem strange when we move into a house.

e. You look very upset. What _______________ (happen)?

f. He shouldn’t drive this evening. He _______________ (drink).

g. I’d better not drive. I _______________ (drink) quite a lot.

h. The meat must be nearly ready. It _______________ (cook) for nearly an hour.

i. You _______________ (not/finish) that book yet? You _______________ (read) it for more than a week.

j. I wonder if John _______________ (forget) my number. I _______________ (wait) for his phone call for the past two hours.

9. Choose the correct alternative.

a. I’d like to borrow this book. Has Anna read it __________?
   1)done  2)for  3)just  4)yet

b. Ben writes very quickly. He’s __________ finished his essay.
   1)already  2)been  3)for  4)yet

c. What are you going to do? – I don’t know. I haven’t decided __________.
   1)just  2)long  3)since  4)yet

d. I’ve __________ to London. I went there in June.
   1)been  2)gone  3)just  4)yet

e. Have you __________ done any skiing?
   1)ever  2)for  3)just  4)long

f. My boyfriend hasn’t rung __________ week.
   1)last  2)for  3)since  4)this
g. I haven’t seen that coat before. How _________ have you had it?
1) already  2) for  3) long  4) since

h. The girls have _________ to the cinema. They won’t be back until ten o’clock.
1) already  2) been  3) gone  4) just

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

<table>
<thead>
<tr>
<th>Repeated action showing annoyance</th>
<th>Developing situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future action that is very certain to happen</td>
<td>Eternal truth</td>
</tr>
<tr>
<td>Permanent situation or state</td>
<td>Fixed arrangement</td>
</tr>
<tr>
<td>Activity happening at the moment of speaking</td>
<td>Habitual action</td>
</tr>
<tr>
<td>Temporary action over a limited period of time</td>
<td></td>
</tr>
</tbody>
</table>

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

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

c. You’re always smoking in the room.

d. Lentils are rich in iron.

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

f. She rarely uses public transport.

g. The exam is at 8 next Monday.

h. Summers are getting hotter and hotter.
i. Sorry, I can’t meet you tomorrow because I’m going shopping in the morning.

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

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

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

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

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

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

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

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

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

**Nancy:** Thanks, mom.

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

a. _We’re going to visit Rome next summer holidays._
   _We’re visiting Rome next summer holidays._
b. _ She will have many babies.
   _ She is going to have a baby.

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

d. _ I’ll take a taxi.
   _ I’m going to take a taxi.

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

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

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

b. Have you ever read Charles Dickens?

c. I’m sure you’ll get over.

d. He’s living with a friend this week.

e. She’s getting thinner and thinner.

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

g. Ice melts in the sun.

h. Who has drunk my milkshake?

i. Who has been drinking my milkshake?

j. I’m travelling to Spain next July.

k. Mozart died very young.

l. I haven’t seen Julia this week.

m. Classes start in April.
n. I’ve just prepared some coffee. Would you like some?

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

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

a. You want to meet a friend for lunch. You phone her and say: “What ________________________ (do) on Wednesday at one o’clock?”

b. You look at the dark clouds in the sky. “It ______________________.” (rain)

c. You have decided to go to Italy for your holidays next year. “We ________________________ (go) to Italy next summer.”

d. Your friend has a two-month-old baby and is going out to a party. You ask, “Who ______________________ (look after) the baby?”

e. You want to find out about trains to Manchester. At the enquiries desk you ask, “When __________the train____________?” (leave)

f. Your friend is driving very fast. Suddenly a lorry appears on your side of the road. “Be careful! We ______________________!” (crash)

g. You pack your bags and go angrily to the door. It’s all over. You say, “That’s it! I ______________________!” (leave)

h. You see someone carrying a lot of parcels trying to get into the lift. “Wait a minute, I ______________________ (open) the door for you.”

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

a. A weather forecast

____________________________________________________

____________________________________________________

b. A school timetable

____________________________________________________

____________________________________________________
c. A politician’s campaign speech


d. A dialogue with a fortune-teller


e. New Year’s Resolution


f. A conversation among friends organizing a farewell party.


g. A trip schedule


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

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

a. twice a week_______________________________________________

b. ever_____________________________________________________

c. better and better___________________________________________

d. contains__________________________________________________

e. while____________________________________________________

f. these days_________________________________________________

g. recently___________________________________________________

h. continuously______________________________________________

i. two weeks ago_____________________________________________

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

a. sing (expressing a permanent ability)

________________________________________________________________________

b. leave (expressing a scheduled future event)

________________________________________________________________________

c. see (expressing a fixed arrangement)

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________

j. quit (expressing a future intention or plan)

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

a) Two and two makes four.
b) She speaks several languages.
c) We often visit our parents.
d) Classes begin next week.
e) She is always breaking things.
f) I’m meeting a friend of mine after lunch.
g) Mum’s cooking right now.
h) We’re getting up earlier these days.
i) She sat for her last exam two days ago.
j) Martin was sleeping when I phoned him.
k) Jane has lived in Scotland for ten years now.
l) Sue has lost her key.
m) I have recently had lunch.
n) I haven’t seen John this week.
o) He’s been studying French for two years.
p) You’ll feel better after this medicine.
q) It’s late. I’ll take a taxi.
r) My birthday is tomorrow.
s) I’m going to study psychology next year.
t) I feel dizzy. I think I’m going to faint.
u) I’m seeing the dentist tomorrow morning.
CHAPTER 3
THE NOUN PHRASE

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

- house (noun)
- Argentina (noun)
- my house (noun phrase)
- a fragrant flower (noun phrase)

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

- **Count**
  - Concrete *desk, pencil, …*
  - Abstract *difficulty, comment, …*

- **Non-count**
  - Concrete *brick, leather, …*
  - Abstract *freedom, energy,…*

- **Common**
- **Concrete**
- **Non-count**
- **Proper** *California, Anna.*
Read this article about Thor Heyerdahl. Circle all the proper nouns. Underline once all the common count nouns. Underline twice the common non-count nouns.

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

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


Countable Nouns

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

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

Countable nouns can be singular or plural:

  My **dog** is playing.
  My **dogs** are hungry.

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

  A dog is **an** animal.
When a countable noun is singular, we must use a noun determiner like 
**a/the/my/this** with it:

- I want an orange. (*not I want orange.*)
- Where is my bottle? (*not Where is bottle?)

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

- I like oranges.
- Bottles can break.

**Uncountable Nouns**

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

- music, art, love, happiness
- rice, sugar, butter, water
- electricity, gas, power
- advice, information, news
- money, currency
- furniture, luggage

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

- This news is very important.
- Your luggage looks heavy.

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

- a piece of news
- a bottle of water
- a grain of rice
Uncountable Nouns (also called non-count / mass nouns)

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

Abstract nouns

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

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

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

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable and uncountable, often with a change of meaning.
<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two hairs in my coffee!</td>
<td>hair</td>
</tr>
<tr>
<td>There are two lights in our bedroom.</td>
<td>light</td>
</tr>
<tr>
<td>Shh! I thought I heard a noise.</td>
<td>noise</td>
</tr>
<tr>
<td>Have you got a paper to read? (= newspaper)</td>
<td>paper</td>
</tr>
<tr>
<td>Our house has seven rooms.</td>
<td>room</td>
</tr>
<tr>
<td>We had a great time at the party.</td>
<td>time</td>
</tr>
<tr>
<td><em>Macbeth</em> is one of Shakespeare's greatest works.</td>
<td>work</td>
</tr>
</tbody>
</table>

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

*I* never eat **fruit** for lunch.  \(\rightarrow\) (U)

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

*This* wall is made of **stone**.  \(\rightarrow\) (U)

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

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

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

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

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

They usually organize campaigns to redress social **injustice**. *(the general phenomenon)* \(\rightarrow\)(U)
You do him an injustice if you think he is unwilling to help. (an instance of the general phenomenon) → (C)

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

<table>
<thead>
<tr>
<th>Cash</th>
<th>equipment</th>
<th>gang</th>
<th>government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garbage</td>
<td>paper</td>
<td>pen</td>
<td>ticket</td>
</tr>
<tr>
<td>Steel</td>
<td>fun</td>
<td>patience</td>
<td>England</td>
</tr>
<tr>
<td>enemy</td>
<td>iron</td>
<td>glass</td>
<td>rubber</td>
</tr>
</tbody>
</table>

Proper nouns

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

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

Collective nouns are nouns that refer to things or people as a unit. They can be used in both the singular form and the plural form. Examples: family, class, team, crew etc. With these nouns, there is a choice of whether to use a singular or plural verb. A singular verb is used if the group is perceived as a single undivided body, the group is viewed as a unit (Leech, G. & J, Svartvik: 44):

- The audience was enormous.
- The government never makes up its mind in a hurry.

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

- The audience were enjoying every minute of the show.
- My family are all tall.

Plural formation

Task: Write the plural forms of the following nouns.

1. glass
2. problem
3. church
4. bush
5. animal
6. sex
7. library
8. monkey
9. family
10. wife
11. shelf
12. roof
13. hero
14. radio
15. zero
16. foot
17. mouse
18. sheep


- With most nouns, we simply add \(-s\) to the singular: chair - chairs

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

- With nouns that end with a vowel + \(-y\), we add \(-s\): key - keys
-With nouns that end with a consonant + -y, we change the –y to –i and add –es:
  baby - babies

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

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

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

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

**Irregular plurals**

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

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

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

  one goose - two geese
  foot - feet
  louse - lice
  man - men
  mouse - mice
  tooth - teeth
  woman - women
  child - children
  ox – oxen
-There are a number of nouns that have the same singular and plural form:

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

-There are some nouns that are **always plural**, even if they look like singular in form.
E.g. People, cattle, police.

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

-Some other plural-only nouns refer to entities which comprise two parts, eg. *Scissors, trousers, shorts, glasses, binoculars, jeans, pyjamas*, or they refer to entities which comprise an indefinite number of parts, eg. *goods, belongings, outskirts, arms (weapons), clothes, surroundings, premises, media, remains, headquarters..*
Determiners (1): Articles

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

the = definite article
a/an = indefinite article


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

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

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

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

Remember! Using a or an depends on the sound with which the next word begins. So...
• a + singular noun beginning with a consonant: a boy; a car; a bike; a zoo; a dog
• an + singular noun beginning with a vowel: an elephant; an egg; an apple; an idiot; an orphan
• a + singular noun beginning with a consonant sound: a user (sounds like 'ju-zer,' i.e. begins with a consonant 'ju' sound, so 'a' is used); a university; a unicycle

Remember that this rule also applies when you use acronyms:
Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.
Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:
An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

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

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

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

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

Definite Article: the

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

"The dog that bit me ran away." Here, we are talking about a specific dog, the dog that bit me.
"I was happy to see the policeman who saved my cat!" Here, we are talking about a particular policeman. Even if we do not know the policeman's name, he is still a particular policeman because he is the one who saved the cat.

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

**Articles with Count and Noncount Nouns**

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

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

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

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

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

**Geographical use of the**

There are some specific rules for using *the* with geographical nouns. Do **not** use *the* before:

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

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

**Omission of Articles**

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

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

(Adapted from: Lynch, P. and A. Brizee (2010) *The Writing Lab*)
Determiners (2): Quantifiers

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>COUNT NOUN QUANTIFIERS</th>
<th>NON-COUNT NOUN QUANTIFIERS</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some pencils</td>
<td>Some information</td>
<td><em>Some, a lot of (Lots of), several, plenty of</em> can be used with both count and non-count nouns. <em>Some</em> means “a certain amount or number</td>
</tr>
<tr>
<td>A lot of toys - lots of toys</td>
<td>A lot of rain – lots of rain</td>
<td></td>
</tr>
<tr>
<td>Several</td>
<td>Plenty of traffic</td>
<td></td>
</tr>
<tr>
<td>Plenty of books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quantifiers + count nouns Quantifiers + non-count nouns

Count and non-count expressions of quantity.
of, but not all”; it is generally used in affirmative statements and in questions when a positive answer is expected. *Would you like some fresh water?*

| Many pencils | (not)much info | **Much** is used in questions and negative statements. |
| (A) few toys | (A) little rain | *A few* means "a small number or a sufficient number". |
| (Very) few books | (Very) little traffic | *Few* means “not many, almost none”. |
| **A Little** means “a small amount”. |
| **Little** means “hardly any at all, an insufficient amount” |
| Any rolls | Any bread | **Any** can be used with both countable and uncountable nouns. It’s usually used in interrogative and negative statements. **Any** can also be used in affirmative sentences to mean “it doesn’t matter..." |
Subject-Verb Concord

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

My daughter watches television after supper.

A plural subject requires a plural verb:

My daughters watch television after supper.

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

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

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

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

Nobody is allowed to smoke here.

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

\[
\begin{align*}
\text{Either} & \\
\text{Neither} & \\
\text{None} & \\
\end{align*}
\]

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

- *Neither of the students was interviewed.*

- *Both of the shoes fit.*

- *Hundreds were examined but none were accepted.*

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

\[
\begin{align*}
\text{All our supporters were interviewed.} \\
\text{All the music was instrumental.} \\
\text{There aren’t enough chairs for all the guests.} \\
\text{There isn’t enough information to make a decision now.} \\
\text{Most people take their holidays in the summer.} \\
\text{Most of his time was devoted to traveling.}
\end{align*}
\]

\[4 \text{ Most is a pronoun here, not a determiner}\]
Activities

1. Indicate if the underlined nouns are used as count or non-count nouns.
   1. I bought some **food** at the grocery store.
   2. I had some **peas** for dinner.
   3. **Vegetables** are good for you.
   4. I bought some **chairs**.
   5. I added some **pepper** to the soup.
   6. **Vegetables** and **meat** are **foods**.
   7. I heard some funny **noises** in the kitchen.
   8. Jane has brown **hair**.
   9. I have some **work** to do tonight.
   10. How many **times** have you been in Mexico?
   11. I don’t have enough **space** in my **apartment** for a **piano**.
   12. I had many interesting **experiences** on my **trip**.
   13. That painting is a **work** of art.
   14. You can get a good **education** at that school.
   15. Children need a lot of **love**.
   16. I invited ten **people** to my **party**.
   17. Brazil exports a lot of **coffee**.
   18. They gave me a **book** for my birthday.
   19. During the holidays the **children** enjoyed their **freedom**.
   20. I’ve left my **keys** inside the **car**.
   21. She made a witty **remark** during the meeting.
   22. Bad **news** travels fast.
   23. There was a lot of **food** on the **table**.
   24. A **fruit** I particularly enjoy is the peach.
   25. My **luggage** is in the car already.
   26. I need some **paper** to write a **note** on.
   27. The assistant did not give much **information**.
   28. Health **is** perhaps more important than **wealth**.
   29. **Tea** is a popular drink in China.
30. We could see a ship in the distance.
31. I’ve got a problem with the car.
32. Would you like some butter?
33. Shall we sit on the grass?
34. How much time do you need to finish your work?
35. Lucy can’t cook very well. She hasn’t had much experience in the kitchen.
36. I like to read poetry.
37. He’s having financial difficulties.
38. Modern planes fly faster than sound.
39. I have some homework to finish.
40. He’s engaged in scientific research.

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

1. Paper

2. Wood

3. Iron

4. Hair

5. Glass

6. Work
7. Time

_________________________________________________________________

_________________________________________________________________

8. Cake

_________________________________________________________________

_________________________________________________________________

9. Room

_________________________________________________________________

_________________________________________________________________

10. Light

_________________________________________________________________

_________________________________________________________________

11. Noise

_________________________________________________________________

_________________________________________________________________

12. Sound

_________________________________________________________________

_________________________________________________________________

13. Chicken

_________________________________________________________________

_________________________________________________________________

1. Coffee

_________________________________________________________________

_________________________________________________________________

Provide the plural of the following nouns, if possible.

Woman ____________
Linguistics ____________
Child ____________
News ____________
Foot ____________
Leaf ____________
Mouse ____________
4. Read the following text and correct the mistakes in the use of nouns and determiners

Don’t leave your belonging unattended in a public spaces
This is so obvious that I am embarrassed to mention it, but persons do it all the times. Most notably, traveller leave their bags at their foot or hanging from the back of chair when they’re at a cafes or a restaurants. Either keep them on your laps or wrap its strap around your leg.

Adapted from http://www.lonelyplanet.com/travel-tips-and-articles/76192#ixzz3jxFOFQP

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

1. Chair I bought some .................................................................
2. **Furniture** I bought some ..................................................

3. **Vegetables** There (is/ are) a lot of ......................... on the table.

4. **Clothing** I have a lot of ..............................................in my closet.

5. **Dress** Mary has a lot of .............................................in her closet.

6. **Information** There (is/ are) plenty of ......................... in an encyclopedia.

7. **Traffic** There (is/ are) a great deal of ......................... in the street.

8. **Assignment** The teacher gave us a lot of .........................

9. **Penny** Tommy had only four ................................. in his pocket.

10. **Jewelry** Mary wears a lot of ........................................

11. **Chemistry** I want to learn about .............................

12. **Hair** Bob brushed a couple of ................................. off the shoulder of his blue suit coat.

13. **Progress** Irene’s English is really improving. She’s making a lot of ..............

14. **Mouse** Many................................. were found in the abandoned house.

15. **Gold** My earrings are made of ..............................

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

---

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

   1. Three ............................(thief) were caught by the police last night.

   2. Not many ............................(woman) are interested in doing housework.

   3. She has her ............................(foot) firmly on the ground.

   4. The ............................(child) were playing joyfully.

   5. We'll need some more ............................(loaf) of bread if your cousins are coming over for dinner.

   6. My granny always read bed ............................(story) to me and my siblings.

   7. Active ............................(volcano) can erupt at any time.
8. Three …………………………………(calf) were born at dawn.
9. We’ve already given her many ……………………………… (scarf). Let’s get her something different!
10. She is the only one in her family who has strong religious ………………………………… (belief).
11. There are white, pink, yellow, orange, red and blue ……………………………………(poppy); some have a dark centre.

12. (kangaroo) have long been regarded as strange animals. Early explorers described them as creatures that had heads like …………………………………(deer) (without antlers), stood upright like ………………………………. (man), and hopped like ………………………………………. (frog).
13. They are going to give three further ………………………………………(series) of concerts.

14. (sheep) are quite intelligent creatures and have more brainpower than people are willing to give them credit for.
15. We haven't got any blank ……………………………. (video), have we?
16. We took lots of …………………………………(photo) at Christmas.
17. Have you got any extra ………………………………… (match)?
18. I’m putting up some new kitchen …………………………………………(shelf).
19. Could you buy some …………………………………(tomato) and ……………………………………….(potato), please?
20. We need some …………………… (battery) for the radio.

6a. Circle the correct word.
1. How many biscuits was/were there in the tin?
2. These trousers is/are too long.
3. My hair is/are a mess today.

4. There is/are a new pair of socks in that bag for you.

5. The police is/are still looking for the escaped criminal.

6. I couldn’t see Steve at the party. There was/were too many people there.

7. My shoes is/are very similar to yours.

8. I can’t stand people who never do/does anything for themselves.

9. My shorts is/are too dirty.

10. The stairs in the cathedral was/were very steep. I was exhausted when I reached the top.


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

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

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

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

1. Be careful! Those scissors ...............very sharp.

2. Maths .................John’s favourite subject at school.

3. The police ..................... investigating the crime.

4. These trousers .................too big for me.

5. The stairs in my house ..................made of wood.

6. His new furniture ..................very modern.

7. The weather ..................going to be bad this weekend.
8. My advice that you get a job.
9. His new clothes very fashionable.
10. The team all training hard for Saturday’s match.
11. The money in the jar for the week’s shopping.
12. My pyjamas not on my bed. Where they?
14. My luggage in the car already.
15. Your hair very long again.
16. Tom’s gloves made of soft leather.
17. Athletics my favourite sport.
18. The television news at ten o’clock.
19. The troops involved in a training exercise.
21. The remains of the meal thrown in the bin.
22. Be careful with Jim’s binoculars. They very expensive.
23. the equipment ready? We should go through the list.
24. There still a lot of work to do.
24. There some really good ideas in this book about camping.
25. All her belongings stolen.
26. Nobody allowed to use cell phones inside the cinema.
27. The crowd all enjoying the game.
28. The ship’s crew all very tired after a long sea voyage.
29. The staff worried about their jobs and want a meeting with management as soon as possible.
30. All the parents invited to the school fair.
31. There a lot of sheep on my father’s farm.
32. Each student given a warm welcome but none able to say thanks.
33. His clothes .................... dirty after the match.
34. Some of the money .................. missing from the safe.
35. Only some of the children ................. given a present.
36. The jewellery she wears ................ extremely expensive.
37. Each of the knives ...................... tried but none .................. sharp.
38. Everything she says ....................... considered offensive.


8. Circle the correct quantifier in the following sentences.

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

1. “What is a mountaineer?” I asked myself last Friday June 10 while I was speaking to my friend Kirk from England about his Everest summit.

2. After a half hour of asking questions, I had to interrupt Kirk to tell him that I had had few for one day and I would call back later with a great deal of questions.

3. Much expedition teams have been attracted by lower permit costs within Tibet.

4. I think the weather is getting worse. I heard thunders today but there weren’t any rain.

5. I had heard so few about this American guy that I decided to 'test drive' his guiding ability and traveled to Bolivia in June of 2005 to climb a little mountains including Sajama (21,500 feet) with him.

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

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

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

   B: We lost …………………………….trees and plants but the house is OK. We only lost …………………………….windows. How about you?

   A: We didn’t have ……………………………problems either. We didn’t have …………………………….time to shop before the storm but we always have our disaster kit ready. So we had ……………………………candles and ……………………………food on hand.

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

   A: There’s ……………………………. use in complaining. The manager won’t do anything about it.
B: That's because only ……………………have expressed their dissatisfaction.
A: If we only had thought about it …………………………… more.
B: Well, we have …………………………… more days to come and I believe we can still do something to improve this unfair situation.

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

1. We haven’t got …………………………bread. I’d better go to the shop.
2. Would you like …………………………cheese and biscuits?
3. There are ……………………………athletes taking part in the International Games in London. –Yes, there are more than last year.
4. Our runners haven’t won …………………………medals, have they?
5. No, not as …………………..as last time but there’s ……………………………time.
6. There are still …………………………events to come.
7. I’d like to go and see …………………………of the track events, but I haven’t got …………………………time at the moment.
8. Apparently there aren’t …………………………seats left. They are sold out.
9. I don’t think I can lift this box on my own. I need ……………………………help.
10. …………………………tourists visited Northern Ireland in the 1980s because of the terrorism there.
11. The main town on the island is very small and does not have ……………………………important buildings. –None at all, I think!
12. The islanders do not have …………………………money and they have ……………………………contact with the outside world.
13. There is not ……………………………chance of the place attracting a large number of tourists. The roads are not very good.
14. There are a lot of bicycles but not cars.

15. There are hardly any of the modern facilities visitors expect. There are shops and there is entertainment. What a bore!


17. The snow was quite deep. There seemed hope of completing our journey.

18. There are really fascinating exhibits at the new museum. We must go!

19. We get of rain here. I’m really tired of wet weather.

20. Oh! We don’t get storms here.

21. I can speak words of Swedish, but I’m not very fluent.

22. Vicky has made only progress and so is not very happy.

23. There isn’t news in the paper today.

24. You shouldn’t eat too sugar.

25. I’m still hungry, I think I’ll have more chicken.

26. The postman doesn’t often come here. We receive letters.

27. Are you going to buy that jacket you saw last week? No, I’ve only got money left so I can’t afford it.

28. Only people now that Karen used to be a famous ballet dancer. Really? I had no idea.

29. What about onions? We haven’t got left.

30. Is there milk in the fridge? Well, there’s some but not

31. How flour shall I buy?
32. The police found ……………………….glass from the broken window on the ground.

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

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

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

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

a) Work (as a countable noun)
b) Little (as a determiner)

c) news (as a countable and uncountable noun, if possible)

d) Fruit (as an uncountable noun)

e) Neither (as a pronoun)

f) Police (as head of the subject)

g) Sheep (in the plural)
CHAPTER 4
ADJECTIVES

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

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

Do adjectives change their form in the singular and plural?

Do they always come before the noun they modify?

MAIN CHARACTERISTICS OF ADJECTIVES

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

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

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

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

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

*He seems careless. (Cs) I find him careless. (Co)*

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

Compare:

*She asked a proper question. (Attributive)*

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

¹ This topic will not be dealt with in the Introductory Course.
There are **opinion** adjectives and **fact** adjectives. Opinion adjectives such as *smart, bad, nice*, etc. show what a person thinks of somebody or something. Fact or descriptive adjectives such as *short, big, old*, etc. give us factual information about age, size, colour, material, etc. Opinion adjectives go before fact adjectives.

*e.g. a handsome young man*

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

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

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

*an expensive Italian leather* bag (opinion, origin, material)
*a small green* insect (size, colour)
*a beautiful wooden picture frame* (opinion, material, purpose)
*Japanese industrial designers* (origin, type)

### COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

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

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

*I am happier than I have ever been.*

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

e.g. *Tokyo is Japan’s largest city.*

*He was the tallest person there.*

### TYPES OF COMPARISONS

1. **COMPARATIVE DEGREE**

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

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

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

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

*Alison isn’t as/so clever as Cynthia.* (negative + so/as +adjective+as)
**INFERIORITY** is used to express the opposite of more…than.

**LESS + ADJECTIVE + THAN**

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

---

**2. SUPERLATIVE DEGREE**

**SUPERIORITY**

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

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

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

---

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

**THE LEAST + ADJECTIVE**

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

---

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>ONE-SYLLABLE ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>They usually have the <strong>er</strong>, <strong>est</strong> ending</td>
</tr>
<tr>
<td>small</td>
</tr>
<tr>
<td>warm</td>
</tr>
<tr>
<td>Adjectives ending in e add only r and st</td>
</tr>
<tr>
<td>nice</td>
</tr>
<tr>
<td>Also: brave, fine, safe, large, pure.</td>
</tr>
<tr>
<td>Words ending in a single vowel letter + a single consonant letter double the consonant</td>
</tr>
<tr>
<td>hot</td>
</tr>
<tr>
<td>Also: fit, sad, thin, wet, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TWO-SYLLABLE ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives ending in <strong>consonant + y</strong> change to <strong>ier</strong> and <strong>est</strong></td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>Also: busy, dirty, easy, funny, heavy, lovely, pretty, silly, tidy, etc.</td>
</tr>
<tr>
<td>Some words have <strong>er</strong> and <strong>est</strong> OR more and most</td>
</tr>
<tr>
<td>narrow</td>
</tr>
<tr>
<td>Also: clever, common, cruel, gentle, polite, quiet, friendly, lovely.</td>
</tr>
<tr>
<td>Adjectives ending in <strong>ful</strong> or <strong>less</strong>, <strong>ing</strong> or <strong>ed</strong> take more and most</td>
</tr>
<tr>
<td>useful</td>
</tr>
<tr>
<td>Also: careful, helpful, hopeless, bored /boring, willing, annoyed/annoying, surprised/surprising</td>
</tr>
<tr>
<td>Many other two-syllable adjectives have more and most</td>
</tr>
<tr>
<td>serious</td>
</tr>
<tr>
<td>Also: afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THREE-SYLLABLE ADJECTIVES AND LONGER ONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use more and most</td>
</tr>
<tr>
<td>exciting</td>
</tr>
<tr>
<td>Also: interesting, elegant, reliable, expensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRREGULAR COMPARATIVES AND SUPERLATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
</tr>
<tr>
<td>bad</td>
</tr>
<tr>
<td>much/many/a lot of*</td>
</tr>
<tr>
<td>little*</td>
</tr>
<tr>
<td>far</td>
</tr>
</tbody>
</table>
*these are determiners or pronouns but not adjectives
Activities

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

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

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

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

Dark

________________________________________________________

________________________________________________________

Lively

________________________________________________________

________________________________________________________

Sensitive

________________________________________________________

________________________________________________________
Boring

Significant

Incredible

Arrogant

Gorgeous

Magnificent

Amazing

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

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

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

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

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

3. black/ several/ floors/ tile.

4. low/ windows/ glass/ many.


6. cheap/ beds/ four/ metal.

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

8. table/ strong/ a /wooden.

9. some/ young/ students/ Italian.

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

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


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

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

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

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

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

18. gold/ a(n)/ unusual/ ring.
19. leather/ several/ of/ gloves/ black/ pairs.

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

7- Read the sentences below and say which type of comparison is being used in each case.
1- John is as handsome as his father. ...Comparison of equality........
2- Neil’s brother isn’t as mischievous as Neil.................................
3- Granny’s home is more comfortable than mine .........................
4- The bus wasn’t as fast as the train............................................
5- That was the best film I have ever seen. .................................
6- Shopping at a supermarket is cheaper than going to local shops ..........
7- Jean’s mother is as generous as Jean. .................................
8- Henry was the biggest of the group. .................................

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

<table>
<thead>
<tr>
<th>a good idea</th>
<th>a big house</th>
<th>a healthy climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a young man</td>
<td>a good job</td>
<td></td>
</tr>
</tbody>
</table>

1- California certainly has_______________________ New York.
2- I’m getting too old. This is a job for ______________________
3- When the children get a bit older we’ll really
   need_______________________
4- I’m sure it won’t work. Can’t you come up with
   ________________________ ?
5- Perhaps we could afford it if I could
   get_______________________
9- Complete these sentences using an adjective in the superlative
degree in each one.

1- I’ve never heard a more ridiculous story.
That’s ________________________________ I’ve ever heard.
2- We had never stayed in a more expensive hotel.
It was ________________________________ we had ever
stayed in.
3- I had never had such a tiring journey before.
It was ________________________________ I had ever had.
4- I’ve never had nearly such a tasty meal before.
That was ________________________________ I have ever had.
5- It’s been years since I saw a game as good as that.
That’s ________________________________ I’ve seen for years.

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

1. He was __________________________ (bad) referee we’ve ever
had.
2. I think swimming is __________________________ (relaxing)
   jogging.
3. The new sports centre is much __________________________
   (good) the old one.
4. It was __________________________ (big) crowd of the season.
5. I’m much __________________________ (fit) I used to be.
6. One of __________________________ (easy) sports to do is
   cycling.
7. Cross-country skiing is ____________________ (tiring) normal skiing.

8. It was ____________________ (exciting) match we’ve ever seen.

9. I’m not ____________________ (tall) as Kerry.

10. The University of Salamanca is ____________________ (old) university in Spain.

11. The film was definitely ____________________ (exciting) I thought it would be.

12. You look terrible and your cough sounds ____________________ (bad) yesterday.

13. Tina’s test was ____________________ (good) her sister’s.

14. My schooldays were certainly not ____________________ (happy) days of my life.

15. This new armchair is a lot ____________________ (comfortable) our old one.

16. The book certainly isn’t ____________________ (good) as the film.

17. Is Paul ____________________ (thin) he was before the holidays?

18. There’s nothing ____________________ (boring) doing homework on a sunny evening.

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

1- Meg / intelligent / her sister

2- The countryside / quiet / the city

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

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

1. funny (comparative degree: superiority)

2. interesting (superlative degree)

3. old (comparative degree: superiority)

4. lively (comparative degree: equality)

5. hopeless (superlative degree)

6. narrow (comparative degree: inferiority)

7. humble (superlative degree)

8. scruffy (comparative degree: inferiority)
9. **famous** (superlative degree)

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

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

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

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

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

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

16. **intelligent** (superlative degree)

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

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

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

20. **bad** (superlative degree)
CHAPTER 5
ADVERBS AND ADVERBIALS

ADVERBS

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

An adverb can modify an adjective or another adverb.

This is slightly larger than the calculated value.

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

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

He nodded and smiled warmly.

ADVERBIALS

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

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adverb</td>
<td>He seldom talks to me.</td>
</tr>
<tr>
<td>An adverb phrase</td>
<td>The children acted very calmly.</td>
</tr>
<tr>
<td>A prepositional phrase</td>
<td>Large cushions lay on the floor.</td>
</tr>
<tr>
<td>A noun phrase</td>
<td>I’m going to handle this my way.</td>
</tr>
<tr>
<td>An adverbial clause</td>
<td>I first visited this place when I was a child.</td>
</tr>
</tbody>
</table>
From a semantic point of view, we can divide adverbials into three major classes: **Circumstance adverbials**, **Stance adverbials** and **Linking adverbials**. Circumstance adverbials generally give us additional information about the time, place, or manner of the action or state described in the clause. Stance adverbials add speakers’ comments or opinions about what they are saying. Linking adverbials show logico-semantic relationships between ideas in a text.

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

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

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

Circumstance adverbials\(^5\) are the most common adverbials. They generally answer questions such as: *Where? When? How? How much? How long? How often?*

-**Where** did you arrange to meet him?
- *I arranged to meet him* **outside the bank**.

-**How long** did you wait for him?
  *I waited* **for half an hour** but he didn't arrive.

-**When** did you first meet him?
  *I first met him* **last Saturday**.

-**How often** do you visit your parents?
  *Once a week, usually.*

\(^5\) At this level we will focus on the use of circumstance adverbials primarily.
POSITION OF CIRCUMSTANCE ADVERBIALS

There are three possible positions for adverbials in a sentence:

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

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

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

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

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

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

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

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

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

*He enthusiastically sang in class yesterday.*

*She moved to London in 1994. Three years later, she wrote her first novel.*
Adverbials of time can have initial position when we want to show a contrast with a previous reference to time.

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

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

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

I always call on my younger sister every time I go to London.
I never see my elder sister, but occasionally I call my younger sister.
Yes, I see her from time to time. We get together once in a blue moon.
Paul goes to the cinema on Mondays after work.

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

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

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

Helen travelled to Spain by plane last year.

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

Andrew sat for that exam at 8 o’clock, on November 23rd last year.
We live in a beautiful house on the outskirts of the city.
COMPARISON OF ADVERBS

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

Some generalities are:

- We form the comparative and superlative of most adverbs with more and most.
  Carefully more carefully (the) most carefully
  Quickly more quickly (the) most quickly
  Quietly more quietly (the) most quietly

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

- We form the comparative and superlative (superiority) of some adverbs adding –er or -est.
  fast faster (the) fastest
  soon sooner (the) soonest
  high higher (the) highest
  Also: near, long, late, early, hard

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

- There are some irregular adverbs:
  Well better (the) best
  Far farther/further (the) farthest/furthest
  Badly worse (the) worst

*Susan works better than Paul.*
Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Put it (at 6 o’clock/in the dining room/silently)
14. We see her (at church/ sometimes/ at weekends)

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

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

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

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

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

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

1. often (comparative degree: superiority)

2. clearly (superlative degree)

3. well (superlative degree)

4. respectfully (comparative degree: equality)

5. fluently (comparative degree: inferiority)

6. hard (comparative degree: superiority)

7. quickly (comparative degree: superiority)

8. enthusiastically (superlative degree)

9. early (superlative degree)

10. efficiently (comparative degree: inferiority)
CHAPTER 6
BASIC SENTENCE PATTERNS

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

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

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

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

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

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

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

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

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

9 Do not confuse “clause elements” with “parts of speech”. The clause element is the syntactic function that a word or phrase has in a given sentence. The part of speech is the category that a single word has in a given context (noun, adjective, adverb, etc.). In Marks plays the drums wonderfully, “wonderfully” is an adverb as a part of speech, and an adverbial as a clause element. In Mark plays the drums at night, “at night” is an adverbial but not an adverb.
they are organized in the sentence will depend primarily on the
*nature* of the verb that constitutes the head of the predicate. This
organization of the elements of a sentence is what is often referred to as
SENTENCE PATTERN.

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

<table>
<thead>
<tr>
<th>1. Subject + Verb + (Object)</th>
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<tbody>
<tr>
<td>2. Subject + Verb + Complement</td>
</tr>
<tr>
<td>3. Subject + Verb + (Adjunct or Adverbial)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

1. **S+ Vi**: Nothing / happened.
2. **S+Vmt+Od**: The company / sells/ mobile phones.
3. **S+Vd+Oi+Od**: Sarah / has sent / me / a message.

4. **S+VL+Cs**: The old cinema / became / a nightclub.

**INTRANSITIVE VERBS**

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

Eg: Ben sneezed/ The dog barked/ The phone’s ringing.

S + Vi  
S + Vi  
S + Vi

Intransitive verbs often indicate movement as in:

Eg: The Earth shook/ The sun is rising/ I’ll walk.

S + Vi  
S + Vi  
S + Vi

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

Eg: Ben sneezed a minute ago/ The phone’s ringing loudly.

S + Vi + Adv. Time  
S + Vi + Adv. Manner

The Earth shook violently/ The sun is rising at this very moment

S + Vi + Manner  
S + Vi + Adv. Time

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

Eg: The National Museum stands by the river.

*All roads lead to Rome.*
TRANSITIVE VERBS

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

o Alice found a cheap flat.
   S + Vmt + O.d.

o Alice found her mother a cheap flat.
   S + Vdt + O.i. + O.d.

o Alice found a cheap flat for her mother.
   S + Vdt + O.d. + (prep) O.i.

As it is illustrated in the last two examples the order of the direct and indirect objects can sometimes be altered. Instead of putting the indirect object in front of the direct object, it is possible to put it in a prepositional phrase after the direct object. However, it is very important for the learner of English to know that this choice is not made at random; on the contrary, it largely depends on the communicative purpose of each speaker. In Collins Cobuild, we read that this structure is particularly used in four cases:
1. When the speaker wants to focus on the indirect object.
   Book the seat for me. (Not for him, he already has a seat!)  
   O.d.

2. When the indirect object is significantly longer than the direct object.
   The police will give a reward to any citizen who can provide information to solve this case  O.d.

3. When the direct object is a pronoun.
   Stanley arrived carrying a bunch of flowers. He had bought them for Edna.  O.d.

4. When the new information is contained in the indirect object.
   All of a sudden, Jack stopped and gave his ring to Peter.  O.d.

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

**GROUP 1: S+ Vdt + Oi + Od**

S+Vdt + Od + (to)Oi:
Some verbs can be complemented by means of an indirect object introduced by “to”: 
give, hand, lend, offer, pass, pay, rent, sell, send, show, teach, tell

Pass me the salt, will you?

Oi + Od

Pass the salt to me, will you?

Od + Oi

GROUP 2: S+ Vdt + Oi + Od

S+Vdt + Od + (for) Oi:

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

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

Build Timmy a sand castle.

Oi + Od

Build a sand castle for Timmy.

Od + Oi

GROUP 3: S+ Vdt + Oi + Od

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

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

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

Eileen wrote me a letter!
Oi + Od

_Eileen wrote a letter to/for me!

Od + Oi

**GROUP 4: S + Vdt+ Oi+ Od:**

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

| ask, cost, charge |

_How do you dare ask me such a thing!_

_Financial worries cost her many sleepless nights._

Oi + Od

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

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

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

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

| explain, say, speak, suggest, introduce |

_He suggested a bright solution to us._

Od + Oi

_Can you explain the exercise to me, please?_

Od + Oi

**NEVER:** (*He suggested me a bright solution.*)
GROUP 6: S + Vdt+ Od+ (for) Oi:
Verbs whose indirect objects can only be introduced by “for”:

- cash, close, open, change, pronounce, prepare

The florist has opened his shop (specially) for us.
Od + (Adv.) +Oi

Would you please cash a cheque for me?
Od + Oi

LINKING VERBS

GROUP 1

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

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

Babies are always cute.
VL+ (Adv.) +SC= Adjective

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

Madonna is a pop star.
VL+ SC = Noun Phrase
The verb TO BE is the linking verb per excellence. However, there are quite a few verbs that fit in the same pattern. Some of them have been listed below:

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

*Miranda* looked *ridiculous* (in those tight trousers).

**VL + SC = Adjective**

*Hilda has become* *an excellent teacher.*

**VL + SC = Noun Phrase**

**GROUP 2**
The linking verb “be” can also be followed by an obligatory adverbial or adjunct.

*Martin is in Europe.*

**VL + Apl Obligatory**
Activities

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

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

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

2. Make (monotransitive verb. Future arrangement.)

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

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

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

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

7. Get (linking verb. Developing situation)

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

9. Remain (intransitive verb. Future prediction)

10. Teach (monotransitive verb. An action that started in the past and goes on in the present)
3- DICTIONARY WORK - Write sentences using the following verbs in as many patterns as possible. The sentences must be of at least 8 words.

- feel
- prove
- stand
- die
- leave
4. Some of the following sentences have a mistake in the verb pattern. Spot it and write the correct version/s where necessary.

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

2. Can you give this book for Susan?

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

4. I wished him good luck.

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

6. The doctor prescribed Mike some medicines.

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

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

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

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

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

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

13. Tom cooked a delicious dessert to his girlfriend.
14. Can you choose a pair of jeans for me?

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

16. Armani designed Martina Klein many party dresses.

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

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

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

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

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

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

23. Will you finally say what you really think?

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

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

26. The doctor confessed to the lawyer his guilt.
27. The joke practically cost his post to him.

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

29. We will buy a mattress for the couple.

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

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

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

Example:
The keeping of pets can cause concerns

<table>
<thead>
<tr>
<th>Subject</th>
<th>Vmt</th>
<th>Od</th>
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## IRREGULAR VERBS

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<th>PAST PARTICIPLE</th>
<th>3RD PERSON SINGULAR</th>
<th>PRESENT PARTICIPLE / GERUND</th>
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**APPENDIX**

**MOCK TEST 1**

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

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

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

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

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

- SEND (ditransitive verb / finished past action with no connection with the pres.)
- IRON (as countable noun)
- RELIABLE (comparative degree: inferiority)
- A FEW (as a determiner)
- WORK (intransitive verb / past action that lasted for a period of time. Connection with the present and present consequence)
- HEAVY (comparative degree: equality)
- GET (linking verb. Developing situation)
- FAST (adverb, comparative degree: superiority)
- NEITHER (as a pronoun)
- INTRODUCE (ditransitive verb / a past action in progress interrupted by another past action)
MOCK TEST 2

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

28 January 2013

Queen Beatrix of the Netherlands to abdicate for son

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

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

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

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

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

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

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

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

3. Find the mistakes and correct them

If you get your timing right, you can **to** visit some of the most popular museums and monuments in Paris for free. This museums include tourist magnets such as the Louvre and Musée d'Orsay, as well as more smaller spots such as the Musée de l'Assistance Publique, which celebrate the history of Paris hospitals. Surely, you haven't consider those possibilities.
4. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words.

1. grow (as an intransitive verb/past event with present results)
2. police (as head of the subject/action in progress)
3. make (as a linking verb)
4. careless (used predicatively)
5. neither (as a pronoun)
6. good (as an adverb in the comparative degree: superiority)
7. a great deal of (as a quantifier)
8. have (as a monotransitive verb/a state that started in the past and continues up to the present)
9. begin (as an intransitive verb/a future scheduled event)
10. time (as a countable noun)
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PREFACE

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

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

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

The Authors
CHAPTER 1
PARTS OF SPEECH

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

**Lexical words and function words**

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

**LEXICAL WORDS**

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

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

*Eg:* I’m sure you did the right thing.
*I believe* it’s the right thing to do.
*You seem* very quiet today.

2. Nouns

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

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

*They live in a house.*

*The family* is watching TV.

*How much water do you need?*

*The family* are quarrelling a lot

*Tom* is very good at *Maths*.

3. Adjectives

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

*I’m carrying a heavy box.*

*The situation is serious.*

*I think he is guilty.*

*We consider her intelligent.*
Adjectives in English cannot take plural or singular form.

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

The student looked interested. / The students looked interested.

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

I bought a new car. (attributive use)

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

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

4. Adverbs

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

I learned German quickly.

She was here earlier today.

Leave straightaway!

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

You are totally wrong. It was slightly damaged.

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

FUNCTION WORDS

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

1 There are some other roles that adverbs perform; however, at this level we will just consider only some.
by showing how the units are related to each other. Function words belong to closed classes, which have a limited and fixed membership.

1. **Auxiliary Verbs**

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

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

**PRIMARY**

- **BE**: Progressive Tenses and Passive Voice.

**AUXILIARY**

- **HAVE**: Perfect Tenses and Causative Use of Have.

**VERBS**

- **DO**: Simple Tenses and in Emphatic forms.

---

*Eg: He is working hard these days.*

*Aux. lexical*

*Can you drive?*

*modal aux. lexical v.*

*He has been working hard lately.*

*Aux. aux lexical*

*You’d better study more.*

*semi-modal*

*Does he like water sports?*

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

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

## 2. Noun Determiners

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

**NOUN DETERMINERS**

- articles
- possessive determiners
- demonstrative determiners
- quantifiers

### 2a. Articles

**Definite Article** *(THE)*

**Indefinite Articles** *(A / AN)*

**Zero Article** *(Ø)*

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

*The girls are chatting in the garden.*

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

The first time a participant is introduced in a text, the indefinite article is the most appropriate choice because neither the speaker nor the hearer knows exactly what boy they are referring to. However, when referring back to the same boy already mentioned before, the definite article is the best choice. In “the girls are chatting…” the speaker assumes the hearer knows what girls he/she is talking about, i.e. there is previous shared knowledge. Finally, Zero Article is the best choice used mainly in
generalizations and to refer to abstractions. Girls in general love clothes, not just the ones I know.

2b. Possessive Determiners

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

> I love my job.

> Their *friends* are coming this way.

> That’s *my* folder.

2c. Demonstrative Determiners

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

> Have a look at *this* tape.

> I need *those* books.

2d. Quantifiers

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

*Some, much, many, (a) few, (a) little, a lot, half, three, second,* are some of the most frequently used quantifiers.
I need some coffee
I’ve got (a) few tickets
They have two cars.
The first day I went to school I felt terrible.

3. Conjunctions

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

Coordinating conjunctions link two or more clauses of equal importance.
These are: and, but, or.

The boys shouted and rushed forward.

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

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

When he stopped, no one said anything.

They were going by car because it was more comfortable.

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

4. Prepositions

2 Examples of numerals
3 Connectors also link clauses, sentences or paragraphs in a text. When they are just one word they are adverbs as a part of speech. The bellboy answered gently. However, he was punished by his superior for maltreatment.
Prepositions are linking words that introduce prepositional phrases, i.e., a preposition + noun/noun phrase. E.g. about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite.

He’ll go **with** one of the kids.

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

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

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

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

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

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

*I used to drink wine. (‘to’ – part of the to infinitive)*

5. **Pronouns**

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

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

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

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

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

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

**Reciprocal Pronouns:** Each other, one another.

**Interrogative Pronouns:** Who, which...

*I won’t tell you how it ended.  Ours is better than theirs.*

*She never introduced herself.  He introduced himself.*
Nobody knows the answer. Who’s that?

They loved each other.

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

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

n. det + NOUN     dem. pronoun

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

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

We / us: my brother and I

He: Mr. Fox

It / one: the school
ACTIVITIES

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

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

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

1. The garden industry is booming. _____________________________________________
2. We advise everyone to ring before they leave. ______________________________________
3. We believed we were fighting for a good cause. ______________________________________
4. Advances have continued, though actual productivity has fallen. ___________________________
5. Howard has been working hard over the recess.

6. My receptionist will help you choose the frames.

7. Prices have been rising faster than incomes.

8. Old people work the hardest.

9. Football has become international.

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

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Verbs</th>
<th>Prepositions</th>
<th>Determiners</th>
<th>Pronouns</th>
<th>Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Read the text below and look for one example of:

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

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

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

Pets

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

Extracted from Wikipedia https://en.wikipedia.org/wiki/Pet
CHAPTER 2
THE ENGLISH VERB PHRASE

TIME AND TENSE

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

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

Examples:

- the simple past tense does not necessarily express past time. E.g. I wish you were here. (Tense: simple past. Time: present)

- the present progressive tense does not always indicate present time. E.g. We are leaving early tomorrow. (Tense: present progressive. Time: future)

PRESENT SIMPLE TENSE

FORM

I / You work – He / She / It works.

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

I do not (don’t) work. - He does not (doesn't) work.
MAIN USES

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

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

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

  (permanent action)

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

- For habits and daily routines.

  Ken **watches** “ER” **every week**.

- For general truths, laws of nature.

  Ice **melts** in the sun.

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

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

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

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

---

**PRESENT CONTINUOUS / PROGRESSIVE TENSE**

**FORM**

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

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

I **am** (‘m) **not** / He is **not** (isn’t) / They are **not** (aren’t) working.
MAIN USES

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

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

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

  I’m reading “Harry Potter and the Goblet of Fire” now. When I finish, I’ll start “The Lord of the Rings”.

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

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

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

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

  My daughter’s boyfriend is always phoning her at lunchtime.

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

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

  British summers are getting hotter and winters are getting warmer.

The present continuous is frequently used with the following time expressions: now, at the moment, these days, at present, nowadays ...
### PRESENT PERFECT SIMPLE TENSE
### PRESENT PERFECT CONTINUOUS/PROGRESSIVE TENSE

<table>
<thead>
<tr>
<th>Present Perfect Simple</th>
<th>Present Perfect Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORM</strong></td>
<td><strong>FORM</strong></td>
</tr>
<tr>
<td>I/You  have ('ve) arrived.</td>
<td>I/You  have ('ve) been reading.</td>
</tr>
<tr>
<td>He/ShelIt  has ('s) arrived.</td>
<td>He/ShelIt  has ('s) been reading.</td>
</tr>
<tr>
<td><strong>Have</strong> you  arrived?</td>
<td><strong>Have</strong> you  been reading?</td>
</tr>
<tr>
<td>You  have not (haven’t) arrived.</td>
<td>You  have not (haven’t) been reading.</td>
</tr>
<tr>
<td>He/ShelIt  has not (hasn’t) arrived.</td>
<td>He/ShelIt  has not (hasn’t) been reading.</td>
</tr>
</tbody>
</table>

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

\[\text{The manor house has stood on this spot for over two hundred years.}\]
\[\text{We have all been studying for the maths test since 8 in the morning.}\]
\[\text{The power surge has broken my computer. Now I can’t keep on working.}\]
\[\text{A: Why do you look so dirty?}\]
\[\text{B: I’ve been doing the garden the whole afternoon!}\]

---

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

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

UNFINISHED USE

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

  *I’ve been learning to play chess for three years now.*
  *I’ve worked in this company since 1990.*

FINISHED USE

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

  *A: Why do you say Match Point has an unexpected ending?*
  *B: Because I’ve seen it!*
  *A: When did you see it?*
  *B: Last night.*

  *What novels have you been reading?*

- The present perfect and the present perfect continuous are used to refer to past actions which have caused a present result or consequence.
What **have** you **been doing**? Look at yourself, you’re all dirty!!

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

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

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

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

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

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

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

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

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

### Summary of Present Perfect

<table>
<thead>
<tr>
<th>A) Unfinished use: an unfinished action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For + period of time</td>
</tr>
<tr>
<td>Since + specific time</td>
</tr>
<tr>
<td>Until now / up to now / so far</td>
</tr>
<tr>
<td>“They have worked in this office ever since they moved here.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B) Finished use</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1. Indefinite happening in the past.</td>
</tr>
<tr>
<td>Before / ever / never / yet / already</td>
</tr>
<tr>
<td>“I have already done my homework.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. 2. Present results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Someone has broken her doll.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.3. Recent completed activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just / recently / lately</td>
</tr>
<tr>
<td>“Have you been to the cinema lately?”</td>
</tr>
</tbody>
</table>
B.4. Activity completed during a present incomplete period of time.

Today / this month, week, etc.

“She has received three e-mails this morning.”

PAST SIMPLE TENSE

FORM

I/He/She/We returned/ left.

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

He did not (didn’t) return/leave.

The Simple is used to refer to actions which happened at a definite time in the past. The time is stated, already known or identified by the preceding language context.

The rebels took most of the province three months ago.

Christopher Columbus discovered America.

MAIN USES

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

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

• For past habits or states.

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

I was fat when I was a teenager.

• For permanent actions or situations in the past.

The Incas made use of an advanced agricultural system. They also knew a lot about mathematics and astrology.
The past simple is used with the following time expressions: yesterday, last night/week/month/year/Monday, etc. two days/weeks/months, etc. ago, then, when, How long ago...?, in 1993, 1845, etc.

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

PAST CONTINUOUS / PROGRESSIVE TENSE

FORM

I/He/She was / We/They were watching.
Was he / Were they watching? Yes, he was. / No, they weren’t.
He was not (wasn’t) / They were not (weren’t) watching.

MAIN USES

- For an action which was in progress at a stated time in the past. We do not mention when the action started or finished.
  
  *We didn’t hear him come in because we were sleeping on the top floor that night.*

- For an action which was in progress when another action happened or interrupted it.
  
  *They were crossing the bridge when the earthquake struck.*

- For two or more simultaneous past actions.
  
  *It was a lovely scene; mummy was knitting while her babies were playing on the floor.*

- To describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events.
  
  *Night was falling over the beleaguered city.*

- For habitual past actions that annoyed the speaker. (Like in the simple present tense, the use of the frequency adverb is obligatory)
  
  *My daughter’s boyfriend was always phoning her at lunchtime.*
The neighbours were always/constantly shouting during the night.

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

WAYS TO REFER TO THE FUTURE

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

WILL (FUTURE SIMPLE)

FORM
He/They will (‘ll) call.
Will he/they call? Yes, he will. / No, they won’t.
He/They will not (won’t) call.

MAIN USES: The future simple is used:

- In predictions based on the speaker’s beliefs about the future usually with the verbs think, believe, expect, etc. the expressions be sure, be afraid, etc. and the adverbs perhaps, certainly, probably, etc.
  *I think he’ll never forgive me.*

- For on-the-spot decisions and offers.
  *Oh, our guests are here. I’ll go and sort out some drinks for them.*

- For actions/events/situations which will definitely happen in the future and which we cannot control.
  *James will turn fifteen next month.*

---

2 Some grammarians refer to this use as “Simple Future Tense”
For promises (usually with the verbs promise, swear, guarantee, etc.), for threats, for warnings, for requests, for hopes. In this case ‘will’ is seldom contracted.

Don’t worry. I promise I will be there with you.

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

BE GOING TO

FORM

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

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

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

MAIN USES: Be going to is used:

- For premeditated plans, intentions or ambitions we have for the future.
  I’m going to give up smoking!

- In predictions when there is evidence that something will happen in the near future.
  Look at those black clouds. It’s going to rain.

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

PRESENT PROGRESSIVE

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

- The present simple is used with a future meaning when we refer to programmes or timetables (trains, buses, etc.).

  *The tour departs on October 11th for 15 days and costs $495.*

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

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

Luke: Who are the Cobras?
Bella: We are. It’s the name of our basketball team.
Jason: Are you any good?
Sam: We ____________ (get) better. We ____________ (practise) most evenings. And normally we ____________ (play) one match a week.
Lisa: There’s a league for all the local under –15 teams.
Jason: Really? I ____________ (love) basketball.
Bella: Well, we ____________ (look) for an extra player. How old are you?
Jason: I’m 14.
Lisa: Welcome to the Cobras, Jason!
Jason: I ____________ (not believe) it! This is fantastic!
Luke: Hey! What about me?
Luke: You ____________ (say/always) I’m too young. It’s not fair!
Jason: Too bad!

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

A BIG MISTAKE

Mr and Mrs Paik are from South Korea. They ____________ (get) married last year. They ____________ (decide) to have their honeymoon in Europe, and they ____________ (choose) to visit Stockholm and Venice. They ____________ (enjoy) their visit to Stockholm, and they ____________ (be) excited about Venice. They ____________ (leave) the Swedish capital on an overnight train.
The next morning, the Paiks ____________ (look out) of the train window. They ____________ (realise) there ____________ (be) a problem. Instead of the gondolas of Venice, they ____________ (see) fields full of snow.
Mr Paik ____________ (ask) the guard, ‘Are we in Venice?’
The guard ____________ (reply), ‘We’re in Vännäs.’
‘Venice in the north of Italy?’, ____________ (repeat) Mr Paik.
‘No,’ ____________ (explain) the guard, ‘that’s Venedig. This is Vännäs – V-a-n-n-a-s.’
The train_______________ (be) in a small village in the north of Sweden.
The Paiks _______________ (tell) the guard their story. ‘We _______________ (want) to go to Venice in
the north of Italy. We _______________ (not/know) the Swedish name _______________ (be) Venedig.
When we _______________ (buy) our tickets in the railway station in Stockholm, the clerk
_______________ (think) we said Vännäs in Sweden.’
The guard _______________ (repay) the Paiks their ticket money, and _______________ (put) them on the
next train to Stockholm. He _______________ (write) ‘Can I have two tickets to Venice?’ in Swedish on a
piece of paper and _______________ (give) it to them.

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

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>IRREGULAR VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Add 10 verbs to each column.

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

While Sue Barnes, a reporter for the New Musical Express, ________________
(travel) round the USA last year, she ________________ (have) an unpleasant
experience. She had interviewed a jazz singer and had recorded the interview on a
cassette which ________________ (be) on the front seat of her car together with
other personal belongings.
She ________________ (drive) back to her motel after a party in Hollywood on her
last night when she realised she ________________ (run out) of petrol.
She________________ (stop) at an all-night garage just off the highway. She
________________ (fill) the petrol tank, ________________ (take) 20 dollars from
her wallet and ________________ (go) to the kiosk to pay. While she
__________ (pay), a boy suddenly _____________ (appear) from the shadows, _____________ (open) her car and _____________ (take) her wallet, passport and return air ticket – and her cassette!

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

Lorna Bright is a long-distance walker. This is a part of her diary describing a morning’s walk along the coast.
It _____________ (be) a fine day when I _____________ (start) out on the last part of my walk around the coast of Britain. The sun _____________ (shine), and a light wind _____________ (blow) from the south-west. I _____________ (be) pleased that it _____________ (not/rain). I _____________ (know) by then that I _____________ (not/like) rain. In fact I _____________ (hate) it.
I _____________ (walk) along the cliff top and then down into the lovely fishing village of Wellburn, past a café where people _____________ (have) morning coffee. Three miles past Wellburn I _____________ (sit) down for five minutes and _____________ (have) a drink. Now it _____________ (get) warmer, so I _____________ (take) off my sweater. I _____________ (not/stop) for long because I _____________ (have) to reach Seabury by lunch-time. When I finally _____________ (get) there, it _____________ (be) just after half past twelve.

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

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

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

a. Your friend is wearing glasses. You’ve never seen him with glasses on before.
   How long ______________

b. Nick is playing computer games.
   How many ______________

c. You meet a group of people walking across country.
   How many miles ______________

d. Some workmen are digging up the road outside Sarah’s house.
   How long ______________

e. Laura is taking lots of photographs of you and your friends.
   How many ______________

f. You have just woken up from an afternoon sleep and seen that it’s raining.
   How long ______________
7. Complete the sentences using the verbs in brackets in the Present Perfect or the Simple Past tense.

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

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

9. Choose the correct alternative.

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

h. The girls have __________ to the cinema. They won’t be back until ten o’clock.
1) already  2) been  3) gone  4) just

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

* Repeated action showing annoyance
* Future action that is very certain to happen
* Permanent situation or state
* Activity happening at the moment of speaking
* Temporary action over a limited period of time

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

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

c. You’re always smoking in the room.

d. Lentils are rich in iron.

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

f. She rarely uses public transport.

g. The exam is at 8 next Monday.

h. Summers are getting hotter and hotter.
i. Sorry, I can’t meet you tomorrow because I’m going shopping in the morning.

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

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

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

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

_Nancy’s mother_: Don’t worry about that. Your father and I pay / will pay for it!

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

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

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

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

_Nancy_: Thanks, mom.

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

a.  _We’re going to visit Rome next summer holidays._
    _We're visiting Rome next summer holidays._
b.  _ She will have many babies.  
    _ She is going to have a baby.

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

d.  _ I’ll take a taxi.  
    _ I’m going to take a taxi.

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

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

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

  b.  Have you ever read Charles Dickens?

  c.  I’m sure you’ll get over.

  d.  He’s living with a friend this week.

  e.  She’s getting thinner and thinner.

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

  g.  Ice melts in the sun.

  h.  Who has drunk my milkshake?

  i.  Who has been drinking my milkshake?

  j.  I’m travelling to Spain next July.

  k.  Mozart died very young.

  l.  I haven’t seen Julia this week.

  m.  Classes start in April.
n. I’ve just prepared some coffee. Would you like some?
____________________________________________________________
o. While I was talking to him he was reading the paper.
_________________________________________________________

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

a. You want to meet a friend for lunch. You phone her and say: “What ____________________________ (do) on Wednesday at one o’clock?”
b. You look at the dark clouds in the sky. “It ___________________.” (rain)
c. You have decided to go to Italy for your holidays next year. “We ____________________________ (go) to Italy next summer.”
d. Your friend has a two-month-old baby and is going out to a party. You ask, “Who ____________________________ (look after) the baby?”
e. You want to find out about trains to Manchester. At the enquiries desk you ask, “When __________the train____________?” (leave)
f. Your friend is driving very fast. Suddenly a lorry appears on your side of the road. “Be careful! We ____________________________!” (crash)
g. You pack your bags and go angrily to the door. It’s all over. You say, “That’s it! I ____________________________!” (leave)
h. You see someone carrying a lot of parcels trying to get into the lift. “Wait a minute, I ____________________________ (open) the door for you.”

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

a. A weather forecast
____________________________________________________________
_________________________________________________________

b. A school timetable
____________________________________________________________
c. A politician’s campaign speech

______________________________

______________________________

d. A dialogue with a fortune-teller

______________________________

______________________________

e. New Year’s Resolution

______________________________

______________________________

f. A conversation among friends organizing a farewell party.

______________________________

______________________________

g. A trip schedule

______________________________

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

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

a. twice a week_______________________________________________

b. ever_____________________________________________________

c. better and better__________________________________________

d. contains__________________________________________________

e. while_____________________________________________________

f. these days________________________________________________

g. recently__________________________________________________

h. continuously______________________________________________

i. two weeks ago_____________________________________________

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

a. sing (expressing a permanent ability)
   __________________________________________________________

b. leave (expressing a scheduled future event)
   __________________________________________________________

c. see (expressing a fixed arrangement)
   __________________________________________________________

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

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

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

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

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

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

j. quit (expressing a future intention or plan)
   __________________________________________________________
19. Explain the uses of the verb tenses in each of the following sentences.

a) Two and two makes four.
b) She speaks several languages.
c) We often visit our parents.
d) Classes begin next week.
e) She is always breaking things.
f) I’m meeting a friend of mine after lunch.
g) Mum’s cooking right now.
h) We’re getting up earlier these days.
i) She sat for her last exam two days ago.
j) Martin was sleeping when I phoned him.
k) Jane has lived in Scotland for ten years now.
l) Sue has lost her key.
m) I have recently had lunch.
n) I haven’t seen John this week.
o) He’s been studying French for two years.
p) You’ll feel better after this medicine.
q) It’s late. I’ll take a taxi.
r) My birthday is tomorrow.
s) I’m going to study psychology next year.
t) I feel dizzy. I think I’m going to faint.
u) I’m seeing the dentist tomorrow morning.
CHAPTER 3
THE NOUN PHRASE

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

- house (noun)
- Argentina (noun)
- my house (noun phrase)
- a fragrant flower (noun phrase)

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

- **Concrete**: desk, pencil, ...
- **Count**: difficulty, comment, ...
- **Non-count**: brick, leather, ...
- **Abstract**: freedom, energy, ...
- **Common**
- **Proper**: California, Anna.
Read this article about Thor Heyerdahl. Circle all the proper nouns. Underline once all the common count nouns. Underline twice the common non-count nouns.

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

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


Countable Nouns

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

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

Countable nouns can be singular or plural:

- My dog is playing.
- My dogs are hungry.

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

- A dog is an animal.
When a countable noun is singular, we must use a noun determiner like *a/the/my/this* with it:

- I want **an** orange. (*not* I want orange.)
- Where is **my** bottle? (*not* Where is bottle?)

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

- I like oranges.
- Bottles can break.

### Uncountable Nouns

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

- music, art, love, happiness
- rice, sugar, butter, water
- electricity, gas, power
- advice, information, news
- money, currency
- furniture, luggage

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

- **This** news **is** very important.
- Your luggage **looks** heavy.

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

- a piece of **news**
- a bottle of **water**
- a grain of **rice**
Uncountable Nouns (also called non-count / mass nouns)

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

Abstract nouns

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

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

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

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable and uncountable, often with a change of meaning.
<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two hairs in my coffee!</td>
<td>hair I don't have much hair.</td>
</tr>
<tr>
<td>There are two lights in our bedroom.</td>
<td>light Close the curtain. There's too much light!</td>
</tr>
<tr>
<td>Shhhhh! I thought I heard a noise.</td>
<td>noise It's difficult to work when there is too much noise.</td>
</tr>
<tr>
<td>Have you got a paper to read? (= newspaper)</td>
<td>paper I want to draw a picture. Have you got some paper?</td>
</tr>
<tr>
<td>Our house has seven rooms.</td>
<td>room Is there room for me to sit here?</td>
</tr>
<tr>
<td>We had a great time at the party.</td>
<td>time Have you got time for a coffee?</td>
</tr>
<tr>
<td><em>Macbeth</em> is one of Shakespeare's greatest works.</td>
<td>work I have no money. I need work!</td>
</tr>
</tbody>
</table>

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

- I never eat **fruit** for lunch. → (U)
- When I’m on a diet I eat three **fruits** a day. → (C)
- This wall is made of **stone**. → (U)
- I can’t walk; there’s a **stone** in my shoe. → (C)
  
  *(In a restaurant, to the waiter) - Two **teas** and one **coffee** please.* → (C)

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

- I had a **talk** with Jim. *(a particular instance)* → (C)
- I dislike idle **talk**. *(the general phenomenon)* → (U)
- They usually organize campaigns to redress social **injustice**. *(the general phenomenon)*→(U)
You do him an injustice if you think he is unwilling to help. (an instance of the general phenomenon) → (C)

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

<table>
<thead>
<tr>
<th>Cash</th>
<th>equipment</th>
<th>gang</th>
<th>government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garbage</td>
<td>paper</td>
<td>pen</td>
<td>ticket</td>
</tr>
<tr>
<td>Steel</td>
<td>fun</td>
<td>patience</td>
<td>England</td>
</tr>
<tr>
<td>enemy</td>
<td>iron</td>
<td>glass</td>
<td>rubber</td>
</tr>
</tbody>
</table>

**Proper nouns**

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

<table>
<thead>
<tr>
<th>Proper Nouns in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of the Month and Day</td>
</tr>
<tr>
<td>2. Names of Companies</td>
</tr>
<tr>
<td>3. Names of People</td>
</tr>
<tr>
<td>4. Names of Places</td>
</tr>
<tr>
<td>5. Titles of People</td>
</tr>
</tbody>
</table>
Collective nouns

Collective nouns are nouns that refer to things or people as a unit. They can be used in both the singular form and the plural form. Examples: family, class, team, crew etc. With these nouns, there is a choice of whether to use a singular or plural verb. A singular verb is used if the group is perceived as a single undivided body, the group is viewed as a unit (Leech, G. & J, Svartvik: 44):

- The audience was enormous.
- The government never makes up its mind in a hurry.

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

- The audience were enjoying every minute of the show.
- My family are all tall.

Plural formation

Task: Write the plural forms of the following nouns.

1. glass 7. library 13. hero
2. problem 8. monkey 14. radio
3. church 9. family 15. zero
4. bush 10. wife 16. foot
5. animal 11. shelf 17. mouse
6. sex 12. roof 18. sheep


- With most nouns, we simply add -s to the singular: chair - chairs
- With nouns that end with: -s, -ss, -sh, -ch, -x, -z, we add -es: match - matches
- With nouns that end with a vowel + -y, we add -s: key - keys
- With nouns that end with a consonant + -y, we change the -y to -i and add -es:
  baby - babies

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

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

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

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

**Irregular plurals**

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

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

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

  one goose - two geese
  foot - feet
  louse - lice
  man - men
  mouse - mice
  tooth - teeth
  woman - women
  child - children
  ox – oxen
There are a number of nouns that have the same singular and plural form:

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

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

E.g. People, cattle, police.

The police are looking for the notorious rapist everywhere.

Some other plural-only nouns refer to entities which comprise two parts, eg. Scissors, trousers, shorts, glasses, binoculars, jeans, pyjamas, or they refer to entities which comprise an indefinite number of parts, eg. goods, belongings, outskirts, arms (weapons), clothes, surroundings, premises, media, remains, headquarters.
Determiners (1): Articles

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

<table>
<thead>
<tr>
<th>the</th>
<th>definite article</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/an</td>
<td>indefinite article</td>
</tr>
</tbody>
</table>


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

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

**Indefinite Articles: a and an**

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

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

Remember! Using a or an depends on the sound with which the next word begins. So...
• a + singular noun beginning with a consonant: a boy; a car; a bike; a zoo; a dog
• an + singular noun beginning with a vowel: an elephant; an egg; an apple; an idiot; an orphan
• a + singular noun beginning with a consonant sound: a user (sounds like 'ju-zer,' i.e. begins with a consonant 'jʊ' sound, so 'a' is used); a university; a unicycle

Remember that this rule also applies when you use acronyms:
Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.
Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:
An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

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

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

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

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

Definite Article: the

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

"The dog that bit me ran away." Here, we are talking about a specific dog, the dog that bit me.
"I was happy to see the policeman who saved my cat!" Here, we are talking about a particular policeman. Even if we do not know the policeman's name, he is still a particular policeman because he is the one who saved the cat. "I saw the elephant at the zoo." Here, we are talking about a specific noun. Probably there is only one elephant at the zoo.

**Articles with Count and Noncount Nouns**

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

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

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

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

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

**Geographical use of the**

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

Do not use *the* before:

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

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

### Omission of Articles

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

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

(Adapted from: Lynch, P. and A. Brizee (2010) *The Writing Lab*)
Determiners (2): Quantifiers

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

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

- Water may be unsafe to drink. Store enough water for several days. Each person needs five litres per day for cooking and washing.
- You will also need food for several days. It’s a good idea to store a lot of tinned meat, fruit, vegetables and milk. However, also include several kinds of high-energy food, such as peanut butter and raisins. And don’t forget some ‘comfort food’ like biscuits and chocolate!
- If you haven’t got any electricity, you might not have any heat, either. Keep some blankets, sleeping bags, and extra clothes for everyone.
- Prepare a first aid kit with some pain killers, several sizes of plaster and an antiseptic.
- The cash machines might not be working. Have you got any cash? You shouldn’t keep much money in the house but you should have a lot of small notes and a few larger notes, too.

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

<table>
<thead>
<tr>
<th>COUNT NOUN QUANTIFIERS</th>
<th>NON-COUNT NOUN QUANTIFIERS</th>
<th>EXPLANATIONS</th>
</tr>
</thead>
</table>
| • Some pencils          | • Some information          | • **Some, a lot of** *(Lots of), plenty of* can be used with both count and non-count nouns. **Some** means “a certain amount or number of, but not all”;
| • A lot of toys - lots of toys | • A lot of rain –lots of rain | |
| • Several              | • Plenty of traffic         | |
| • Plenty of books      |                             | |

Quantifiers + count nouns  Quantifiers + non-count nouns

Count and non-count expressions of quantity.
it is generally used in affirmative statements and in questions when a positive answer is expected. *Would you like some fresh water?*

| Many pencils | (not)much info | *Much* is used in questions and negative statements. |
| (A) few toys | (A) little rain | *A few* means "a small number or a sufficient number". |
| (Very) few books | (Very) little traffic | *Few* means “not many, almost none”. |

- *A Little* means “a small amount”.
- *Little* means “hardly any at all, an insufficient amount”

| Any rolls | Any bread | *Any* can be used with both countable and uncountable nouns. It’s usually used in interrogative and negative statements. *Any* can also be used in affirmative sentences to mean “it doesn’t matter which/who/what…” |
| Any | |
| A great number of candidates | A great amount of petrol | A great deal/amount of is used only with non-count nouns. |
| A large number of candidates | A great deal of petrol | A great/ large number of is used only with count nouns. |

Subject-Verb Concord

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

- My daughter watches television after supper.

A plural subject requires a plural verb:

- My daughters watch television after supper.

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

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

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

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

  Everyone was listening carefully.
  Nobody is allowed to smoke here.

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

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

Neither of the shoes *fit.*
Hundreds were examined but none *were* accepted.

- *All, enough* and *most* can be used with both count and non-count nouns, so the noun agrees in number with the verb.
- All our supporters were interviewed.
- All the music was instrumental.
- There aren’t enough chairs for all the guests.
- There isn’t enough information to make a decision now.
- Most people take their holidays in the summer.
- Most⁴ of his time was devoted to traveling.

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

1. Indicate if the underlined nouns are used as count or non-count nouns.
   1. I bought some **food** at the grocery store.
   2. I had some **peas** for dinner.
   3. **Vegetables** are good for you.
   4. I bought some **chairs**.
   5. I added some **pepper** to the soup.
   6. **Vegetables and meat** are **foods**.
   7. I heard some funny **noises** in the kitchen.
   8. Jane has brown **hair**.
   9. I have some **work** to do tonight.
   10. How many **times** have you been in Mexico?
   11. I don’t have enough **space** in my **apartment** for a **piano**.
   12. I had many interesting **experiences** on my **trip**.
   13. That painting is a **work** of art.
   14. You can get a good **education** at that school.
   15. Children need a lot of **love**.
   16. I invited ten **people** to my **party**.
   17. Brazil exports a lot of **coffee**.
   18. They gave me a **book** for my birthday.
   19. During the holidays the **children** enjoyed their **freedom**.
   20. I’ve left my **keys** inside the **car**.
   21. She made a witty **remark** during the meeting.
   22. Bad **news** travels fast.
   23. There was a lot of **food** on the **table**.
   24. A **fruit** I particularly enjoy is the peach.
   25. My **luggage** is in the car already.
   26. I need some **paper** to write a **note** on.
   27. The assistant did not give much **information**.
   28. **Health** is perhaps more important than **wealth**.
   29. Tea is a popular drink in China.
30. We could see a ship in the distance.
31. I’ve got a problem with the car.
32. Would you like some butter?
33. Shall we sit on the grass?
34. How much time do you need to finish your work?
35. Lucy can’t cook very well. She hasn’t had much experience in the kitchen.
36. I like to read poetry.
37. He’s having financial difficulties.
38. Modern planes fly faster than sound.
39. I have some homework to finish.
40. He’s engaged in scientific research.

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

1. Paper
_________________________________________________________________
_________________________________________________________________

2. Wood
_________________________________________________________________
_________________________________________________________________

3. Iron
_________________________________________________________________
_________________________________________________________________

4. Hair
_________________________________________________________________
_________________________________________________________________

5. Glass
_________________________________________________________________
_________________________________________________________________

6. Work
_________________________________________________________________
7. Time
_________________________________________________________________

8. Cake
_________________________________________________________________

9. Room
_________________________________________________________________

10. Light
_________________________________________________________________

11. Noise
_________________________________________________________________

12. Sound
_________________________________________________________________

13. Chicken
_________________________________________________________________

1. Coffee
_________________________________________________________________

Provide the plural of the following nouns, if possible.

Woman
Linguistics
Child
News
Foot
Leaf
Mouse
4. Read the following text and correct the mistakes in the use of nouns and determiners

Don’t leave your belonging unattended in a public spaces
This is so obvious that I am embarrassed to mention it, but persons do it all the times. Most notably, traveller leave their bags at their foot or hanging from the back of chair when they're at a cafes or a restaurants. Either keep them on your laps or wrap its strap around your leg.

Adapted from http://www.lonelyplanet.com/travel-tips-and-articles/76192#ixzz3jxFOFQP

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

1. *Chair* I bought some ………………………………………………………………………….

Billiards
Man
Goose
Person
Half
Deer
Knife
Wife
Sheep
Fish
Tooth
Species
Athletics
Aircraft
Darts
2. Furniture I bought some ..............................................................

3. Vegetables There (is/ are) a lot of ......................................... on the table.

4. Clothing I have a lot of ...............................................................in my closet.

5. Dress Mary has a lot of .............................................................in her closet.

6. Information There (is/ are) plenty of ................................. in an encyclopedia.

7. Traffic There (is/ are) a great deal of ......................... in the street.

8. Assignment The teacher gave us a lot of ...............................

9. Penny Tommy had only four .............................. in his pocket.

10. Jewelry Mary wears a lot of .................................................. 

11. Chemistry I want to learn about .................................

12. Hair Bob brushed a couple of .............................. off the shoulder of his blue suit coat.

13. Progress Irene’s English is really improving. She’s making a lot of .................

14. Mouse Many............................... were found in the abandoned house.

15. Gold My earrings are made of ............................... 


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

1. Three ...........................................(thief) were caught by the police last night.

2. Not many ...........................................(woman) are interested in doing housework.

3. She has her ...........................................(foot) firmly on the ground.

4. The ...........................................(child) were playing joyfully.

5. We'll need some more ...........................................(loaf) of bread if your cousins are coming over for dinner.

6. My granny always read bed ...........................................(story) to me and my siblings.

7. Active ...........................................(volcano) can erupt at any time.
8. Three ...........................................(calf) were born at dawn.
9. We’ve already given her many ............................. (scarf). Let’s get her something different!
10. She is the only one in her family who has strong religious ................................. (belief).
11. There are white, pink, yellow, orange, red and blue ........................................(poppy); some have a dark centre.

12. (kangaroo) have long been regarded as strange animals. Early explorers described them as creatures that had heads like ...........................................(deer) (without antlers), stood upright like .................................(man), and hopped like ...........................................(frog).
13. They are going to give three further .................................(series) of concerts.

14. (sheep) are quite intelligent creatures and have more brainpower than people are willing to give them credit for.
15. We haven't got any blank ...............................(video), have we?
16. We took lots of .................................(photo) at Christmas.
17. Have you got any extra .................................(match)?
18. I’m putting up some new kitchen ...............................(shelf).
19. Could you buy some .................................(tomato) and .................................(potato), please?
20. We need some ................................. (battery) for the radio.

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


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

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

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

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

1. Be careful! Those scissors .......................very sharp.
2. Maths .......................John’s favourite subject at school.
3. The police ....................... investigating the crime.
4. These trousers .......................too big for me.
5. The stairs in my house .......................made of wood.
6. His new furniture .......................very modern.
7. The weather ……………………going to be bad this weekend.
8. My advice ……………………that you get a job.
9. His new clothes ……………………very fashionable.
10. The team ……………………all training hard for Saturday’s match.
11. The money in the jar ……………………for the week’s shopping.
12. My pyjamas ……………………not on my bed. Where ……………………they?
14. My luggage ……………………in the car already.
15. Your hair ……………………very long again.
16. Tom’s gloves ……………………made of soft leather.
17. Athletics ……………………my favourite sport.
18. The television news ……………………at ten o’clock.
19. The troops ……………………involved in a training exercise.
21. The remains of the meal ……………………thrown in the bin.
22. Be careful with Jim’s binoculars. They ……………………very expensive.
23. ……………………the equipment ready? We should go through the list.
24. There ……………………still a lot of work to do.
25. There ……………………some really good ideas in this book about camping.
26. All her belongings ……………………stolen.
27. Nobody ……………………allowed to use cell phones inside the cinema.
28. The crowd ……………………all enjoying the game.
29. The ship’s crew ……………………all very tired after a long sea voyage.
30. The staff ……………………worried about their jobs and want a meeting with management as soon as possible.
31. All the parents ……………………invited to the school fair.
32. There ……………………a lot of sheep on my father’s farm.
32. Each student ................... given a warm welcome but none ................... able to say thanks.

33. His clothes ....................... dirty after the match.

34. Some of the money .................. missing from the safe.

35. Only some of the children ................. given a present.

36. The jewellery she wears ................ extremely expensive.

37. Each of the knives .................... tried but none ..................... sharp.

38. Everything she says ...................... considered offensive.


8. Circle the correct quantifier in the following sentences.

1. A lot of people/ much people disagree with the current administration’s foreign affairs policy.

2. She didn’t derive much/some benefit from school.

3. Little/ several students are learning French at language Schools in Montreal.

4. We’ve had a great deal of/ few time to finish our thesis project.

5. There are a few/a little pears in the fridge if you’d like some.

6. I have little/few homework assignments this week.

7. We have enough/a great deal of volunteers to finish decorating the ballroom.

8. A great number/ amount of passengers complained about British Airways flight cancellations.

9. I know a few/few people who have had the same problem with those cars. They are the least reliable cars I’ve ever heard of.

10. I’ve met him so many/much times and I still can’t remember his name. Well, probably you haven’t spent much/ little time with him.

11. Check if you are in a lot of/ any doubt.

12. Unfortunately, he hasn’t passed the exam. He’s made a little/ little progress.

13. How much/many pasta do you need?
14. We have very few/little apples left, I’m afraid.
15. There aren't some/any green peppers left. We must buy some.

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

1. “What is a mountaineer?” I asked myself last Friday June 10 while I was speaking to my friend Kirk from England about his Everest summit.
2. After a half hour of asking questions, I had to interrupt Kirk to tell him that I had had few for one day and I would call back later with a great deal of questions.
3. Much expedition teams have been attracted by lower permit costs within Tibet.
4. I think the weather is getting worse. I heard thunders today but there wasn’t any rain.
5. I had heard so few about this American guy that I decided to ‘test drive’ his guiding ability and traveled to Bolivia in June of 2005 to climb a little mountains including Sajama (21,500 feet) with him.

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

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

   A: Hi Liz. Did the storm cause ……………………. material damage over there?
   B: We lost ……………………………. trees and plants but the house is OK.
     We only lost ……………………………. windows. How about you?
   A: We didn’t have …………………………… problems either. We didn’t have …………………………… time to shop before the storm but we always have our disaster kit ready. So we had …………………………… candles and …………………………… food on hand.

   b. little, a little, few, a few.
A: There’s ……………………… use in complaining. The manager won’t do anything about it.
B: That's because only …………………have expressed their dissatisfaction.
A: If we only had thought about it ……………………… more.
B: Well, we have ……………………… more days to come and I believe we can still do something to improve this unfair situation.

11. Fill in the blanks with any, some, much, many, a lot of, (a) few, (a) little, plenty of.
1. We haven’t got ……………………… bread. I’d better go to the shop.
2. Would you like ……………………… cheese and biscuits?
3. There are ……………………… athletes taking part in the International Games in London. —Yes, there are more than last year.
4. Our runners haven’t won ……………………… medals, have they?
5. No, not as ……………………as last time but there’s ……………………… time.
6. There are still ……………………… events to come.
7. I’d like to go and see ……………………… of the track events, but I haven’t got ……………………… time at the moment.
8. Apparently there aren’t ……………………… seats left. They are sold out.
9. I don’t think I can lift this box on my own. I need ……………………… help.
10. ……………………… tourists visited Northern Ireland in the 1980s because of the terrorism there.
11. The main town on the island is very small and does not have ……………………… important buildings. —None at all, I think!
12. The islanders do not have ……………………… money and they have ……………………… contact with the outside world.
13. There is not …………………..chance of the place attracting a large number of tourists. The roads are not very good.

14. There are a lot of bicycles but not ……………………..cars.

15. There are hardly any of the modern facilities visitors expect. There are …………………..shops and there is …………………..entertainment. What a bore!


17. The snow was quite deep. There seemed ……………………..hope of completing our journey.

18. There are ……………………..really fascinating exhibits at the new museum. -We must go!

19. We get ……………………..of rain here. I’m really tired of wet weather.

20. Oh! We don’t get ……………………..storms here.

21. I can speak ……………………..words of Swedish, but I’m not very fluent.

22. Vicky has made only ……………………..progress and so is not very happy.

23. There isn’t ……………………..news in the paper today.

24. You shouldn’t eat too ……………………..sugar.

25. I’m still hungry, I think I’ll have ……………………..more chicken.

26. The postman doesn’t often come here. We receive ……………………..letters.

27. Are you going to buy that jacket you saw last week? -No, I’ve only got ……………………..money left so I can’t afford it.

28. Only ……………………..people now that Karen used to be a famous ballet dancer. –Really? I had no idea.

29. What about onions? We haven’t got ……………………..left.

30. Is there ……………………..milk in the fridge? -Well, there’s some but not ……………………..
31. How …………………flour shall I buy?
32. The police found ………………….glass from the broken window on the ground.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My wife is ______ doctor.</td>
<td></td>
</tr>
<tr>
<td>2. My brother is ______ artist.</td>
<td></td>
</tr>
<tr>
<td>3. I'm staying with ______ friends.</td>
<td></td>
</tr>
<tr>
<td>4. She's a writer. She writes ______ books.</td>
<td></td>
</tr>
<tr>
<td>5. I've got ______ car waiting outside.</td>
<td></td>
</tr>
<tr>
<td>6. I've got ______ more questions to ask you, if you don't mind.</td>
<td></td>
</tr>
<tr>
<td>7. My cousin is married to ______ actor.</td>
<td></td>
</tr>
<tr>
<td>8. What ______ wonderful presentation! You were excellent.</td>
<td></td>
</tr>
<tr>
<td>9. I've got ______ idea.</td>
<td></td>
</tr>
<tr>
<td>10. ______ people would like to talk to you, if you have the time.</td>
<td></td>
</tr>
<tr>
<td>11. I love ______ Coke.</td>
<td></td>
</tr>
<tr>
<td>12. I lived in Tahiti when I was ______ child.</td>
<td></td>
</tr>
<tr>
<td>13. I've seen ______ good films recently. &quot;The Insider&quot; was great.</td>
<td></td>
</tr>
<tr>
<td>14. I need to buy ______ new trousers. I'm getting fat!</td>
<td></td>
</tr>
<tr>
<td>15. Sue and Vaughan are ______ good writers.</td>
<td></td>
</tr>
<tr>
<td>16. They have written ______ new book called &quot;Inside Out&quot;.</td>
<td></td>
</tr>
<tr>
<td>17. I like all animals but ______ cats are my favourites.</td>
<td></td>
</tr>
<tr>
<td>18. However I like ______ cats better than others!</td>
<td></td>
</tr>
<tr>
<td>19. You have got ______ really nice eyes.</td>
<td></td>
</tr>
</tbody>
</table>
13. Fill in the gaps with the definite article (the), the indefinite article (a/an) or the zero article (Ø).

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

14. Write meaningful grammatical sentences of about eight words each using the following words as indicated.
a) Work (as a countable noun)
b) Little (as a determiner)
c) news (as a countable and uncountable noun, if possible)
d) Fruit (as an uncountable noun)
e) Neither (as a pronoun)
f) Police (as head of the subject)
g) Sheep (in the plural)
Read this description of a hotel and underline all the adjectives you find.
Then answer the questions below.

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

Do adjectives change their form in the singular and plural?
Do they always come before the noun they modify?

**MAIN CHARACTERISTICS OF ADJECTIVES**

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

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

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

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

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

*He seems careless. (Cs) I find him careless. (Co)*

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

Compare:

*She asked a proper question. (Attributive)*

¹ This topic will not be dealt with in the Introductory Course.
The question proper was not answered. (Postpositive)

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

e.g. a handsome young man

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

<table>
<thead>
<tr>
<th>GROUP</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPINION ADJECTIVES</td>
<td>wonderful, nice, great, awful, terrible, horrible, comfortable, etc.</td>
</tr>
<tr>
<td>SIZE</td>
<td>large, small, long, short, tall, etc.</td>
</tr>
<tr>
<td>AGE</td>
<td>new, old, etc.</td>
</tr>
<tr>
<td>SHAPE/STYLE</td>
<td>Round, rectangular, etc.</td>
</tr>
<tr>
<td>COLOUR</td>
<td>red, blue, dark, black, etc.</td>
</tr>
<tr>
<td>ORIGIN</td>
<td>American, British, French</td>
</tr>
<tr>
<td>MATERIAL</td>
<td>Stone, plastic, steel, paper, etc. Some of these are nouns.</td>
</tr>
<tr>
<td>TYPE/CLASSIFYING</td>
<td>an electric kettle, political matters, road transport</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>a bread knife, a bath towel</td>
</tr>
</tbody>
</table>
We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Here are some examples.

*an expensive Italian leather bag* (opinion, origin, material)
*a small green insect* (size, colour)
*a beautiful wooden picture frame* (opinion, material, purpose)
*Japanese industrial designers* (origin, type)

**COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES**

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

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

*I am happier than I have ever been.*

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

e.g. *Tokyo is Japan’s largest city.*

*He was the tallest person there.*

**TYPES OF COMPARISONS**

1. **COMPARATIVE DEGREE**

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

e.g. *Anna is more elegant than her sister.*
EQUALITY. We use as + adjective + as to show that two people or things are similar in some way.

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

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

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

LESS + ADJECTIVE + THAN

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

2. SUPERLATIVE DEGREE

SUPERIORITY

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

We use IN when we talk about places.

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

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

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

THE LEAST + ADJECTIVE

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

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

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

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

*She’s the fastest player in the team* (NOT of the team) [But it could also be "on the team"]
But *of* can be used before plurals, and before singular quantifiers like *lot* and *bunch*.

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

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

#### ONE-SYLLABLE ADJECTIVES

<table>
<thead>
<tr>
<th>They usually have the <strong>er, est</strong> ending</th>
<th>small</th>
<th>smaller</th>
<th>the smallest</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>warmer</td>
<td>the warmest</td>
<td></td>
</tr>
<tr>
<td>Adjectives ending in e add only <strong>r</strong> and <strong>st</strong></td>
<td>nice</td>
<td>nicer</td>
<td>the nicest</td>
</tr>
<tr>
<td>Also: brave, fine, safe, large, pure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words ending in a single vowel letter + a single consonant letter double the consonant</td>
<td>hot</td>
<td>hotter</td>
<td>the hottest</td>
</tr>
<tr>
<td>Also: fit, sad, thin, wet, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TWO-SYLLABLE ADJECTIVES

<table>
<thead>
<tr>
<th>Adjectives ending in consonant + <strong>y</strong> change to <strong>ier</strong> and <strong>est</strong></th>
<th>angry</th>
<th>angrier</th>
<th>the angriest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also: busy, dirty, easy, funny, heavy, lovely, pretty, silly, tidy, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some words have <strong>er</strong> and <strong>est</strong> OR <strong>more</strong> and <strong>most</strong></td>
<td>narrow</td>
<td>narrower</td>
<td>the narrowest</td>
</tr>
<tr>
<td>Also: clever, common, cruel, gentle, polite, quiet, friendly, lovely.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectives ending in <strong>ful</strong> or <strong>less, ing or ed</strong> take <strong>more</strong> and <strong>most</strong></td>
<td>useful</td>
<td>more useful</td>
<td>the most useful</td>
</tr>
<tr>
<td>Also: careful, helpful, hopeless, bored /boring, willing, annoyed/annoying, surprised/surprising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many other two-syllable adjectives have <strong>more</strong> and <strong>most</strong></td>
<td>serious</td>
<td>more serious</td>
<td>the most serious</td>
</tr>
<tr>
<td>Also: afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### THREE-SYLLABLE ADJECTIVES AND LONGER ONES

<table>
<thead>
<tr>
<th>We use <strong>more</strong> and <strong>most</strong></th>
<th>exciting</th>
<th>more exciting</th>
<th>the most exciting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also: interesting, elegant, reliable, expensive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### IRREGULAR COMPARATIVES AND SUPERLATIVES

<table>
<thead>
<tr>
<th>good</th>
<th>better</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>much/many/a lot of*</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>little*</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>far</td>
<td>further/farther</td>
<td>furthest/farthest</td>
</tr>
</tbody>
</table>

*these are determiners or pronouns but not adjectives
Activities

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

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

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

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

Dark

____________________________________________________________

____________________________________________________________

Lively

____________________________________________________________

____________________________________________________________

Sensitive

____________________________________________________________
Boring

Significant

Incredible

Arrogant

Gorgeous

Magnificent

Amazing

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

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

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

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

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

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

3. black/ several/ floors/ tile.

4. low/ windows/ glass/ many.


6. cheap/ beds/ four/ metal.

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

8. table/ strong/ a /wooden.

9. some/ young/ students/ Italian.

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

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


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

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

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

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

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

18. gold/ a(n)/ unusual/ ring.
7. Read the sentences below and say which type of comparison is
being used in each case.

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

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

<table>
<thead>
<tr>
<th>a good idea</th>
<th>a big house</th>
<th>a healthy climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a young man</td>
<td>a good job</td>
<td></td>
</tr>
</tbody>
</table>

1. California certainly has________________________ New York.
2. I’m getting too old. This is a job for ______________________
3. When the children get a bit older we’ll really
   need________________________
4. I’m sure it won’t work. Can’t you come up with
   ________________________?
5. Perhaps we could afford it if I could
   get________________________
9- Complete these sentences using an adjective in the superlative degree in each one.

1- I’ve never heard a more ridiculous story.
That’s ___________________________ I’ve ever heard.
2- We had never stayed in a more expensive hotel.
It was____________________________ we had ever stayed in.
3- I had never had such a tiring journey before.
It was____________________________ I had ever had.
4- I’ve never had nearly such a tasty meal before.
That was____________________________ I have ever had.
5- It’s been years since I saw a game as good as that.
That’s____________________________ I’ve seen for years.

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

1. He was _______________________ (bad) referee we’ve ever had.
2. I think swimming is _______________________ (relaxing) jogging.
3. The new sports centre is much _______________________ (good) the old one.
4. It was _______________________ (big) crowd of the season.
5. I’m much _______________________ (fit) I used to be.
6. One of _______________________ (easy) sports to do is cycling.
7. Cross-country skiing is _________________________ (tiring) normal skiing.
8. It was _________________________ (exciting) match we’ve ever seen.
9. I’m not _________________________ (tall) as Kerry.
10. The University of Salamanca is _________________________ (old) university in Spain.
11. The film was definitely _________________________ (exciting) I thought it would be.
12. You look terrible and your cough sounds _________________________ (bad) yesterday.
13. Tina’s test was _________________________ (good) her sister’s.
14. My schooldays were certainly not _________________________ (happy) days of my life.
15. This new armchair is a lot _________________________ (comfortable) our old one.
16. The book certainly isn’t _________________________ (good) as the film.
17. Is Paul _________________________ (thin) he was before the holidays?
18. There’s nothing _________________________ (boring) doing homework on a sunny evening.

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

1- Meg / intelligent / her sister
2- The countryside / quiet / the city
3- A CD / expensive / a DVD
4- Swimming / good for your health / running
5- Tom’s essay / good / in his class
6- Today / foggy / day of the year
7- My secretary / efficient / yours. They are both good at organising things.
8- Children nowadays / noisy / they used to be.
9- Our new house / big / the one we used to live in. We are not comfortable now.
10- John’s father / handsome / John.

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

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

2. **interesting** (superlative degree)

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

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

5. **hopeless** (superlative degree)

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

7. **humble** (superlative degree)

8. **scruffy** (comparative degree: inferiority)
9. **famous** (superlative degree)

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

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

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

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

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

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

16. **intelligent** (superlative degree)

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

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

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

20. **bad** (superlative degree)
CHAPTER 5
ADVERBS AND ADVERBIALS

ADVERBS

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

An adverb can modify an adjective or another adverb.

*This is slightly larger than the calculated value.*

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

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

*He nodded and smiled warmly.*

ADVERBIALS

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

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adverb</td>
<td>He <em>seldom</em> talks to me.</td>
</tr>
<tr>
<td>An adverb phrase</td>
<td>The children acted <em>very calmly</em>.</td>
</tr>
<tr>
<td>A prepositional phrase</td>
<td>Large cushions lay <em>on the floor</em>.</td>
</tr>
<tr>
<td>A noun phrase</td>
<td>I’m going to handle this <em>my way</em>.</td>
</tr>
<tr>
<td>An adverbial clause</td>
<td>I first visited this place <em>when I was a child</em>.</td>
</tr>
</tbody>
</table>
From a semantic point of view, we can divide adverbials into three major classes: Circumstance adverbials, Stance adverbials and Linking adverbials. Circumstance adverbials generally give us additional information about the time, place, or manner of the action or state described in the clause. Stance adverbials add speakers’ comments or opinions about what they are saying. Linking adverbials show logico-semantic relationships between ideas in a text.

_We had a party at home._

_Fortunately, the game was cancelled. Surprisingly, no one turned up!_

_She was a great person. However, few people were aware of this._

Circumstance adverbials\(^5\) are the most common adverbials. They generally answer questions such as: **Where? When? How? How much? How long? How often?**

- _Where_ did you arrange to meet him?
  - _I arranged to meet him outside the bank._

- _How long_ did you wait for him?
  - _I waited for half an hour but he didn’t arrive._

- _When_ did you first meet him?
  - _I first met him last Saturday._

- _How often_ do you visit your parents?
  - _Once a week, usually._

---

\(^5\) At this level we will focus on the use of circumstance adverbials primarily.
POSITION OF CIRCUMSTANCE ADVERBIALS

There are three possible positions for adverbials in a sentence:

- **Initial position** (before the subject)

- **Mid position** (between the subject and the verb or immediately after **be** as a main verb)

- **End position** (at the end of the clause).

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

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

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

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

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

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

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

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

*He enthusiastically sang in class yesterday.*

*She moved to London in 1994. Three years later, she wrote her first novel.*
Adverbials of **time** can have initial position when we want to show a contrast with a previous reference to time.

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

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

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

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

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

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

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

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

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

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

*Helen travelled to Spain by plane last year.*

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

*Andrew sat for that exam at 8 o’clock, on November 23rd last year.*
We live in a beautiful house on the outskirts of the city.

**COMPARISON OF ADVERBS**

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

Some generalities are:

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

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully</td>
<td>more carefully</td>
<td>(the) most carefully</td>
</tr>
<tr>
<td>Quickly</td>
<td>more quickly</td>
<td>(the) most quickly</td>
</tr>
<tr>
<td>Quietly</td>
<td>more quietly</td>
<td>(the) most quietly</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>faster</td>
<td>(the) fastest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>(the) soonest</td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
<td>(the) highest</td>
</tr>
</tbody>
</table>

Also: near, long, late, early, hard

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

- There are some irregular adverbs:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well</td>
<td>better</td>
<td>(the) best</td>
</tr>
<tr>
<td>Far</td>
<td>farther/further</td>
<td>(the) farthest/furthest</td>
</tr>
<tr>
<td>Badly</td>
<td>worse</td>
<td>(the) worst</td>
</tr>
</tbody>
</table>

*Susan works better than Paul.*
Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Put it (at 6 o'clock/ in the dining room/ silently)
14. We see her (at church/ sometimes/ at weekends)

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

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

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

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

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

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

1. often (comparative degree: superiority)

2. clearly (superlative degree)

3. well (superlative degree)

4. respectfully (comparative degree: equality)

5. fluently (comparative degree: inferiority)

6. hard (comparative degree: superiority)

7. quickly (comparative degree: superiority)

8. enthusiastically (superlative degree)

9. early (superlative degree)

10. efficiently (comparative degree: inferiority)
CHAPTER 6
BASIC SENTENCE PATTERNS

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

- A statement (aff. or neg.) “Banks open Mondays through Fridays.”
  Subject Predicate

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

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

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

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

---

6 The subject refers to the element that performs the action or state indicated by the finite verb.
7 The finite verb refers to the action or state performed by the subject. It is the central and obligatory element. A clause must contain at least one verb phrase, which may be a single verb. The choice of verb will largely determine what other elements are in the clause.
8 The object is the element that is affected by the verb.
9 Do not confuse “clause elements” with “parts of speech”. The clause element is the syntactic function that a word or phrase has in a given sentence. The part of speech is the category that a single word has in a given context (noun, adjective, adverb, etc.). In Marks plays the drums wonderfully, “wonderfully” is an adverb as a part of speech, and an adverbial as a clause element. In Mark plays the drums at night, “at night” is an adverbial but not an adverb.
they are organized in the sentence will depend primarily on the *nature* of the verb that constitutes the head of the predicate. This organization of the elements of a sentence is what is often referred to as SENTENCE PATTERN.

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

<table>
<thead>
<tr>
<th>1. Subject + Verb + (Object)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Subject + Verb + Complement</td>
</tr>
<tr>
<td>3. Subject + Verb + (Adjunct or Adverbial)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

1. **S+ Vi:** Nothing / happened.
2. **S+Vmt+Od:** The company / sells/ mobile phones.
3. \textbf{S+Vd+Oi+Od}: Sarah / has sent / me / a message.

4. \textbf{S+VL+Cs}: The old cinema / became / a nightclub.

\section*{INTRANSITIVE VERBS}

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

Eg: Ben sneezed/ The dog barked/ The phone’s ringing.
\begin{align*}
S &+ Vi \quad S &+ Vi \quad S &+ Vi
\end{align*}

\textit{Intransitive verbs} often indicate movement as in:

Eg: The Earth shook/ The sun is rising/ I’ll walk.
\begin{align*}
S &+ Vi \quad S &+ Vi \quad S &+ Vi
\end{align*}

However, it is also possible to complement their meaning by means of \textbf{optional adverbials}.

Eg: Ben sneezed a minute ago/ The phone’s ringing loudly.
\begin{align*}
S &+ Vi \quad S &+ Vi \quad S &+ Vi
\end{align*}

The Earth shook violently/ The sun is rising at this very moment.
\begin{align*}
S &+ Vi \quad S &+ Vi \quad S &+ Vi
\end{align*}

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

Egs: \textit{The National Museum stands by the river.}
\textit{All roads lead to Rome.}
TRANSITIVE VERBS

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

- Alice found a cheap flat.
  \[S + V_{mt} + O_{d} \]

- Alice found her mother a cheap flat.
  \[S + V_{dt} + O_{i} + O_{d} \]

- Alice found a cheap flat for her mother.
  \[S + V_{dt} + O_{d} + (\text{prep}) O_{i} \]

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

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

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

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

3. When the direct object is a pronoun.

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

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

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

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

**GROUP 1: S+ Vdt + Oi + Od**

S+Vdt + Od + (to)Oi:

Some verbs can be complemented by means of an indirect object introduced by “to”: 
give, hand, lend, offer, pass, pay, 
rent, sell, send, show, teach, tell

Pass me the salt, will you?
Oi + Od

Pass the salt to me, will you?
Od + Oi

GROUP 2: S+ Vdt + Oi + Od
S+Vdt + Od + (for) Oi:
Some verbs can be complemented by means of an indirect object introduced by “for”:

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

Build Timmy a sand castle.
Oi + Od

Build a sand castle for Timmy.
Od + Oi

GROUP 3: S+ Vdt + Oi + Od
S+Vdt + Od + (to/for) Oi:
There are a few verbs which can be complemented by means of an indirect object introduced by either “to” or “for”, depending on the meaning you want to express:

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

Eileen wrote me a letter!
Oi + Od

*Eileen wrote a letter to/for me!*

Od + Oi

**GROUP 4: S + Vdt+ Oi+ Od:**

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

- ask, cost, charge

_How do you dare ask _me_ such a thing!_

_Financial worries cost her many sleepless nights._

Oi + Od

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

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

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

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

- explain, say, speak, suggest, introduce

*He suggested a bright solution to us.*

Od + Oi

*Can you explain the exercise to me, please?*

Od + Oi

**NEVER:** (*He suggested me a bright solution.*)
GROUP 6: S + Vdt+ Od+ (for) Oi:
Verbs whose indirect objects can only be introduced by “for”:

| cash, close, open, change, pronounce, prepare |

The florist has opened his shop (specially) for us.
Od + (Adv.) +Oi

Would you please cash a cheque for me?
Od + Oi

LINKING VERBS

GROUP 1

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

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

Babies are always cute.
VL+ (Adv.) +SC= Adjective

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

Madonna is a pop star.
VL+ SC = Noun Phrase
The verb TO BE is the linking verb per excellence. However, there are quite a few verbs that fit in the same pattern. Some of them have been listed below:

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

Miranda looked ridiculous (in those tight trousers).

\[ VL + SC = \text{Adjective} \]

Hilda has become an excellent teacher.

\[ VL + SC = \text{Noun Phrase} \]

GROUP 2

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

Martin is in Europe.

\[ VL + \text{Apl Obligatory} \]
Activities

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

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

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

2. Make (monotransitive verb. Future arrangement.)

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

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

5. Sing (intransitive verb. Action that started in the past and continues in the present. There is emphasis on duration)

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

7. Get (linking verb. Developing situation)

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

9. Remain (intransitive verb. Future prediction)

10. Teach (monotransitive verb. An action that started in the past and goes on in the present)
3- DICTIONARY WORK - Write sentences using the following verbs in as many patterns as possible. The sentences must be of at least 8 words.

feel  prove  stand

die  leave
4. Some of the following sentences have a mistake in the verb pattern. Spot it and write the correct version/s where necessary.

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

2. Can you give this book for Susan?

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

4. I wished him good luck.

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

6. The doctor prescribed Mike some medicines.

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

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

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

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

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

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

13. Tom cooked a delicious dessert to his girlfriend.
14. Can you choose a pair of jeans for me?

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

16. Armani designed Martina Klein many party dresses.

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

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

19. The newly appointed president announced the break down of relations to the attentive audience.

20. The Maths teacher repeated you the solution to the problem a thousand times.

21. Can you please bring me the paper when you go to the newsagent’s?

22. I heard Katie will introduce Mike to her parents at the Christmas dinner.

23. Will you finally say what you really think?

24. The tourist guide described the church’s dome to the bored students.

25. Paul asked Susan if she could explain him the poem.

26. The doctor confessed to the lawyer his guilt.
27. The joke practically cost his post to him.

28. I know the woman offered the kidnappers her house to pay for her son’s ransom.

29. We will buy a mattress for the couple.

30. Can you, please, hand Susan this letter?

5. Determine the verb pattern in each underlined sentence/part and name the clause elements that come next.

The keeping of pets can cause concerns with regard to animal rights and welfare. Pets have commonly been considered private property, owned by individual persons. However, many legal protections have existed to safeguard pets’ well-being. Since the year 2000, a small but increasing number of jurisdictions in North America have enacted laws redefining pet’s owners as guardians. Intentions have been characterized as simply changing attitudes and perceptions to working toward legal personhood for pets themselves. Some veterinarians and breeders have opposed these moves. Environmental groups have always asked people questions related to pets’ well-being and protection.

Example:
The keeping of pets can cause concerns

<table>
<thead>
<tr>
<th>Subject</th>
<th>Vmt</th>
<th>Od</th>
</tr>
</thead>
</table>
## IRREGULAR VERBS

<table>
<thead>
<tr>
<th>FORM</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
<th>3RD PERSON SINGULAR</th>
<th>PRESENT PARTICIPLE / GERUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>Arose</td>
<td>Arisen</td>
<td>Arises</td>
<td>Arising</td>
</tr>
<tr>
<td>Awake</td>
<td>Awoke</td>
<td>Awoken</td>
<td>Awakes</td>
<td>Awaking</td>
</tr>
<tr>
<td>Be</td>
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APPENDIX

MOCK TEST 1

a. Fill in the blanks with the suitable tense of the verbs in brackets. (16 x 2 = 32)

My cousin’s name is Sylvie Dupont. She ____________ (1. live) in Paris and ____________ (2. work) in a café in the centre of the city. She ____________ (3. work) there for three years. At the moment, her best friend from England ____________ (4. stay) with her. They ____________ (5. already/visit) many museums together and they ____________ (6. be) to the theatre three times. Next Saturday evening, they ____________ (7. see) a film and they ____________ (8. have) dinner at an expensive restaurant. Last Tuesday, they ____________ (9. go) to a disco with some friends. They ____________ (10. not/come) home until very late. Sylvie ____________ (11. be) so tired at work the following day that she ____________ (12. spill) coffee all over the customer. She doesn’t think she ____________ (13. see) him at the café again! After all this she ____________ (14. make) a decision: in the future she ____________ (15. not stay) out so late and she ____________ (16. be) more careful while she is serving the customers.

b. Read the following text and identify the part of speech in bold type. (9 x 2 =18)

Are you aware of the damage being done to our planet? We all know that trees provide oxygen and homes for animals. However, trees are disappearing because of forest fires and logging. Fortunately, many governments have started to plant new trees. We must stop the destruction now, before it is too late.

c. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words. (10 x 5 = 50)

- SEND (ditransitive verb / finished past action with no connection with the pres.)
- IRON (as countable noun)
- RELIABLE (comparative degree: inferiority)
- A FEW (as a determiner)
- WORK (intransitive verb / past action that lasted for a period of time. Connection with the present and present consequence)
- HEAVY (comparative degree: equality)
- GET (linking verb. Developing situation)
- FAST (adverb, comparative degree: superiority)
- NEITHER (as a pronoun)
- INTRODUCE (ditransitive verb / a past action in progress interrupted by another past action)
MOCK TEST 2

1. Fill in the blanks with the suitable tense of the verbs in brackets.

28 January 2013
Queen Beatrix of the Netherlands to abdicate for son

Queen Beatrix of the Netherlands _______________ (1. announce) she ______________ (2. abdicate) in favour of a her son, Prince Willem-Alexander next 30 April.
The queen ____________ (3. say): “I ______________ (4. think) about b this moment for several years and now ___________ (5. be) the moment c to "lay down my crown". Queen Beatrix ____________ (6. be) head of state since 1980, d when her mother ________________ (7. abdicate).
Prince Willem-Alexander, 45, is married to Maxima Zorreguieta, a former investment banker from Argentina, and ____________ (8. have) e three young children. He ________________ (9.become) the Netherlands' first king since Willem III, who ____________ (10. die) in 1890.
Queen Beatrix ________________ (11.be) the sixth monarch from the House of Orange-Nassau, which ________________ (12. rule) the Netherlands since the early 19th Century. She ________________ (13.remain) active in recent years, f but her reign ________________ (14.also see) traumatic events. In February last year her second son, Prince Friso, g was struck by an avalanche in Austria and h still ________________ (15. remain) in a coma

*(to) lay down my crown: stop being the queen.

2. Read the text again and identify the part of speech in bold type.

a. her ........................................ b. this ...................................... c. to...........................................
d. when ..................................... e. three ......................................... f. but ......................................
g. was ........................................ h. still ........................................

3. Find the mistakes and correct them

If you get your timing right, you can to visit some of the most populars museums and monuments in Paris for free. This museums include tourist magnets such as the Louvre and Musee d'Orsay, as well as more smaller spots such as the Musée de l'Assistance Publique, which celebrate the history of Paris hospitals. Surely, you haven't consider those possibiltys.
4. Write a coherent and meaningful sentence for each word given below. Use the word as it is instructed. Each sentence must have at least 8 words.

1. grow (as an intransitive verb/ past event with present results)
2. police (as head of the subject/ action in progress)
3. make (as a linking verb)
4. careless (used predicatively)
5. neither (as a pronoun)
6. good (as an adverb in the comparative degree: superiority)
7. a great deal of (as a quantifier)
8. have (as a monotransitive verb/ a state that started in the past and continues up to the present)
9. begin (as an intransitive verb / a future scheduled event)
10. time (as a countable noun)
CONSULTED BIBLIOGRAPHY


