## English Grammar

 All You Need to Know $2^{\text {nd }}$ Edition
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Grammar - All you need to know.
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Published by

## Preface

The following book is divided into three sections. Section 1 is a self-guided study programme, of 27 distinct units, that allows you to study and to test yourself at your own pace. This section covers the basics of grammar and it reviews Words, Sentences and Tenses. Each Unit includes a mini quiz that allows you to test your newly acquired knowledge. The answers to each quiz can be found at the end of the section.

Section 2 is a series of self-evaluation tests that are comprehensive and can be used to recheck your knowledge following completion of section one. Alternatively, if you believe you already have a good grasp of English grammar or you want to assess your current understanding of English grammar, you can take this evaluation test prior to completing section one and use the results to guide and focus your further reading.

Section 3 is a reference guide and contains a comprehensive grammar glossary and word lists (appendices).

The book is for anyone who desires to understand the structure of English grammar. L2 English users and students, EFL/ESL teachers, professionals that use English and anyone else who wishes to consolidate their knowledge of English grammar will find this study guide and reference book an invaluable tool for furthering their personal development.

It should be stressed that studying English grammar will help you understand how the English language is structured but if you are learning English as a second language, learning grammar alone is absolutely no substitute for listening to English as much as you can and extensive reading of English text at levels appropriate to your current ability. When you are reading stories, reports, essays, news articles etc., you are repeatedly seeing and learning grammar in context, which is by far the best way for you to improve your writing skills. Remember to enjoy your reading and do not get unduly concerned with structural analysis. After you have completed this book, you will see the structures reviewed jump out at you as you read. Do not be overly distracted by this, as it will diminish your indulgent emersion of reading for pleasure. In time, you will be able to visualise the content of the text you read and will learn to use the rules of grammar without thinking.

Caution!
When the correct pronunciation of letters is known, it is often possible to spell words phonetically. The word sit", for example, is easy to spell because each of the letters can be sounded out; each letter in "sit" makes its most usual sound. This does not always work, however, because spelling (like pronunciation) can be problematic in English. In other languages, such as Thai - a phonetic language, the words are always spelled the way they sound. This does not happen all the time in English - a stressed language, since the sounds can be spelled in different ways, or the same spelling can be pronounced in different ways as in 'read' (present tense) and 'read' (past tense). As a stressed language, the pronunciation of English words will often be changed to reflect emotion!

Learning English by reading will really help, but must be balanced by listening to native English speakers as much as possible. This is especially important, as English is a 'stressed' language. Phonetic reading alone will often mislead an ESL/EFI learner into faulty pronunciation. The following poem captures many of the sound variations of English spelling:

```
Tough Enough
    I take it you already know
    Of tough and bough and cough and dough?
    Others may stumble but not you,
    On hiccough, thorough, thought and through.
    Beware of meat and great and threat,
    They rhyme with suite and straight and debt.
    And dead: it's said like bed not bead -
    For goodness sake, don't call it "deed"!
    A moth is not the one in mother
    Nor both in bother, broth in brother.
    And here is not a match for there,
    Nor dear and fear for bear and pear.
    Then there's cork and work, card and ward,
    Font and front, word and sword,
    Thwart and part, does and goes,
    Good and brood and lose and rose.
    A dreadful read? Heavens nea!
    I will master it if I live to eighty-five.
```

Ok, so it is time to begin.

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## ENGLISH GRAMMAR

## What is Grammar?

Grammar is the study of how words fit together to form meaningful sentences. There are two ways to define grammar. First, native speakers of any language learn grammar naturally, as they absorb speech patterns during their early years. The structures children learn through observation and their own trial-and-error efforts at communication are called descriptive grammar rules. Second, people then standardise and simplify the patterns of a living language into rulebooks, defining their language's prescriptive grammar.

Linguists, the scientists who study language, are usually concerned with the descriptive rules. These are the rules that a speaker of a language must know about in defining the total picture of a language: sentence structure, word order or syntax, pronunciation and word formation. It is estimated that there are approximately 500,000 such rules for any language. Native speakers acquire these rules naturally by imitation and by experimentation.

In contrast, prescriptive grammar consists of the patterns and rules that you learn in English classes and reference books. It helps to define and produce Standard English in our speaking and writing. It is helpful to remember that standards vary in different decades, countries, settings, and communication forms. Often we consider one form standard grammar for formal written communication and another standard for casual conversation. For example, which of these sentences is correct?

## The person to whom I would send your request would be Victoria.

## The person I'd send it to is Victoria.

Most people would agree that the first sentence is Standard English, but wouldn't the second one be more appropriate for many conversations? We make frequent judgments about our communication that do not always follow the rules of prescriptive grammar.

In this book, the concept of language awareness is stressed. Native speakers already know how to form correct sentences, but may not know how to explain them to others.

## SECTION ONE

## UNIT 1, Start at the beginning.

English grammar is not words in isolation. It is the patterns and structures of English language. It includes forms, meanings, and functions of how we communicate. However, it is useful to begin small and grow. Think of it as the botanist studying seeds before starting to plant them, adding fertilisers and watching them grow. Let us take a look at the seeds of English: morphemes and words

## Morphemes

People usually think of words as the smallest unit of language, but there are even smaller pieces of words called morphemes. Morphemes are the smallest parts of words that convey meaning. Many words contain more than one morpheme.

Let us use an example word, uneventful, to analyse the meaning of the term morpheme. Un-event-ful has three component morphemes: the first one, un, gives the negative meaning; the last one, ful, explains there is plenty and indicates the word is in the form of an adjective. The middle morpheme, event, gives the primary meaning of the word. In this example, $\boldsymbol{u n}$ is a prefix, a type of morpheme that must be affixed before another unit. Suffixes such as ful, must be after another unit. Event is the root morpheme. It carries the basic meaning of our word uneventful.

Word meaning can also be changed by inflectional morphemes. Consider how meaning changes when $\boldsymbol{s}$ is added to cat. It becomes plural: cats. How does meaning change when we add 's to cat? It shows possession: the cat's nose. How does meaning change when $\boldsymbol{s}$ is added to ask? It becomes asks and is used to form the third person singular in the present tense: The student asks an important question. These changes are examples of how inflectional morphemes contribute meaning. It is also an indication of why the correct pronunciation of is so important.

| Inflectional Morphemes |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Nouns | s | boy > | boys | The boys are playing football. |
|  | 's | girl > | girl's | The girl's dress is yellow. |
| Verbs | S | ask > | asks | The man asks a question. |
|  | ed | ask > | asked | The woman asked a question. |
|  | en | eat> | eaten | The cat has eaten its dinner. |
|  | ing | eat > | eating | The cat is eating its dinner. |
| Adjectives | er | tall > | taller | The athlete is taller than Joe. |
|  | est | tall > | tallest | The tallest athlete is Mike. |

There is no set number of morphemes in a word. While uneventful has three, many words have just one (play, drama) or two (actor, react) or several (unreasonableness). Remember, these word divisions are not related to sound, like phonemes, syllables or letters.

Morphemes are chunks of meaning.

## Words

A word seems as if it should be easy to define, but it is trickier than you may think. The simple answers - the things you find in a dictionary or the things you put spaces before and after when you write - are inadequate. Perhaps the best definition is that a word is a unit of meaning that cannot be interrupted. For example, in a sample sentence The sunsets have been beautiful this week, "I think" can be interjected in several places. I think the sunsets have been beautiful this week, or The sunsets have, I think, been beautiful this week. Yet, if we try The sun, I think, sets have been beautiful, the sentence and its meaning are destroyed. Sunsets needs to stay together. It is a word and cannot be interrupted.

## Why it is Important

The importance of morphemes and words to an EFL/ESL learner is great. The small changes of morphemes are central to many basic structures and functions in English. One example (of many) is the comparative structure in The English Language. Gaby has two furry cats. The grey cat is furrier than the tabby one. The change of form from furry to furrier reflects the change in meaning and function: comparing one cat to the other on the quality and/or quantity of furriness.

For intermediate and advanced learners, knowledge of the meaning of prefixes and suffixes builds vocabularies quickly. It also helps clarify the correct word order in a sentence since suffixes often communicate word form. For example, the words amaze, amazement, amazing, and amazingly are the verb, noun, adjective and adverb forms from the same root morpheme: amaze. Even if a student did not know the meaning of the word amaze, he/she could understand that amazement was a noun simply because it ends with ment. Parts of speech and sentence structure are subjects that are reviewed later in the section. For now, just be aware of the small units of meaning permeating throughout English speech. They are the unexamined but omnipresent 'seeds' of language.

## QUIZ 1 Morphemes

Morphemes
Tick the correct answer

1. How many morphemes are in the word unintentional?
a) five
b) six
c) four

## 2. The prefix in unintentional is

a) un
b) ion
c) al
3. tion is an example of
a) suffix
b) root morpheme
c) inflectional morpheme
4. intent is an example of a
a) suffix
b) root morpheme
c) inflectional morpheme
5. In the word crazier, $\underline{e r}$ is an example of a
a) prefix
b) root morpheme
c) inflectional morpheme
6. A morpheme is a
a) type of letter
b) letters of symbols
c) unit of meaning
7. A word
a) is the smallest unit of meaning
b) cannot be interrupted
c) must have three morphemes
8. A good EFL/ESL learner should
a) concentrate on form changes and spelling of morphemes.
b) concentrate on functions and meaning of morphemes.
c) blend all aspects of morphemes into their learning.

## MAJOR PARTS OF SPEECH: CONTENT WORDS

Clear terminology: To have a discussion about the structure of oral and written English language, it is important to use the correct labels. The biologist can say "watch how that pink stuff changes to greenish stuff when exposed to air". Yet, it is clearer and simpler when she says, "examine how the cells become infected". Similarly, naming the elements and processes, parts of speech and tenses, enables the description of forms, meaning and the use of English grammar to be clearer.

## UNIT 2, Nouns

## Types of nouns

What is more basic to language than nouns? A one-year-old looks around, points at something she wants or admires and shouts: Biscuit! Cat! Milk! She names the things in her world and begins the use of English. She uses nouns: "people, place, and thing" words.

Nouns can be categorized in different ways. That toddler is naming things she points at; these are concrete nouns such as biscuit, cat, and milk. Many years later she will drink coffee in the university cafeteria while discussing the nature of beauty, envy, and belief. She will not be able to point to these things, but she will be able to describe these abstract nouns. Some concrete nouns are the names of specific people, places, or things. Our university professor might be Victoria Windsor who is discussing the concepts of Plato in relation to World War II in Oxford Hall at the West London University. All these specific naming nouns are called proper nouns and are capitalized.

One way to see if a word is a noun is to place a word in front of it that should go in front of a noun (an article and/or adjective) and check the sound. For example, try saying "the amazing" before any on the nouns previously used: the amazing cat, the amazing milk, the amazing beauty, the amazing belief, the amazing Victoria Windsor, the amazing West London University. Contrast the correct sound of this pattern (article-adjective-noun) with the incorrect sound made by the amazing speaks (verb) or the amazing quickly (adverb). The words that sound right and familiar in this pattern are nouns, so the pattern, article-adjective-noun, can help in labelling.

Another way to determine if a word is a noun is to notice the ending. Many, but not all, nouns end with a suffix that indicates its form, such as tion in remediation, sublimation, and fabrication. These suffixes are called derivational suffixes because they form a noun that is derived from a different word form. For example, the verb salivate becomes the noun salivation when tion is added. There are a few common noun suffixes listed below.

|  | Noun Suffixes |  |  |
| ---: | :--- | ---: | ---: |
| acy, cy | >illiteracy | ism | >Humanism |
| hood | >adulthood | ment | >government |
| ance, ence | >deviance | ity | $>$ reality |
| age | $>$ coinage | ment | $>$ repayment |
| er, or | >teacher | ness | >boldness |

Another way to test a noun is to see if it has a plural form. The great majority of nouns become plural by adding 's'. For example, cats is a correct plural word, so cat is a noun.

| Singular |  |
| :--- | :--- |
| boat | boats |
| hat | hats |
| house | houses |
| river | rivers |

However, some nouns do not form plurals with $\mathbf{s}$. A noun ending in $\boldsymbol{- \boldsymbol { y }}$ preceded by a consonant makes the plural with -ies.

| Singular | Plural |
| :--- | :--- |
| cry | cries |
| fly | flies |
| nappy | nappies |
| city | cities |
| lady | ladies |
| baby | babies |

Some plurals are irregular, such as child/children, or follow plural forms in Greek, such as medium and media.

| Singular | Plural |
| :--- | :--- |
| women | women |
| man | men |
| tooth | teeth |
| foot | feet |
| person | people |
| leaf | wolves |
| wolf | halves |
| half | knives |
| knife | wives |
| wife | loaves |
| loaf | nuclei |
| nucleus | syllabi |
| syllabus | analyses |
| analysis | diagnoses |
| diagnosis | theses |
| thesis | criteria |
| criterion | data |
| datum |  |

Some nouns have the same form in the singular and the plural and include sheep, fish, species, and aircraft.

Some nouns have a plural form but take a singular verb.
The news is on at $6.30 \mathrm{p} . \mathrm{m}$.
Athletics is good for young people.
Linguistics is the study of language.
Darts is a popular English pub game.
Billiards is played all over the world.

Some nouns have a plural form and take a plural verb and include savings, thanks, steps, stair, customs, congratulations, tropics, wages, spectacles, outskirts, goods and wits

My trousers are too loose.
His jeans are navy blue.

Other nouns do not become plural. These are called non-count nouns. The differing treatment given to count and non-count nouns is so natural to native and fluent English speakers that it is sometimes hard for them to understand the great problems it gives EFL/ESL learners.

Count and non-count nouns change everything: The distinction between count and non-count nouns affects many aspects of English grammar. For example, Victoria ordered a taco and rice for lunch. If she doubles her order, she gets two tacos but not two 'rices'. 区 The tacos are good but the rice is good. During the month, she eats many tacos but not much rice. In the previous sentences, we are comparing a count noun (taco) with a noncount noun (rice). Not only are the words treated differently when doubled, the verb are/is and the modifying words many/much differ.


#### Abstract

A brief glimpse at this language issue! Non-count nouns are treated as masses - not discrete, individual units. We can imagine a big tub of ice cream (or sugar or rice or flour), and the amount that is served is only a portion of the whole. We cannot use a/an with these nouns. To express a quantity of one of these nouns, use a word or expression like: some, a lot of, a piece of, a bit of, a great deal of...


Some categories and a few examples are listed below.

| Non-Count Categories and Examples |  |  |  |
| :--- | :--- | :---: | :---: |
| Food and Drink | tea, coffee, flour, lettuce, meat, milk, rice, sugar, bread, ice <br> cream, |  |  |
| Non-foods Substances | air, cement, petrol, wood, soap, snow, rain, baggage, <br> luggage, traffic |  |  |
| Abstract Nouns | advice, anger, fun, poverty, love, information, knowledge, <br> beauty, fear, behaviour, work, accommodation, news, <br> progress. travel, trouble, weather |  |  |
| Category Nouns | equipment, jewellery, poetry, housework, clothing, furniture |  |  |
| Other | money, mail, news, scenery, biology (and other fields of <br> study), research |  |  |

BE CAREFUL with the noun 'hair' which is normally uncountable in English:

He has short brown hair.

It can also be countable when referring to individual hairs:

My wife has a few grey hairs now.
Collective nouns differ from non-count nouns. They are the words that represent groups. In England, collective nouns (such as staff, crew, and family) are almost always treated as plural while in the USA, they are treated as singular. For example, in England the jury are seated in the courtroom. In the United States, the jury is seated. There could be two juries ( 24 people) waiting in the hall to be seated because collective nouns can be plural, but each group we treat as one:

## The staff are overworked. UK

The staff is overworked.. US

## Compound Nouns

Words can be combined to form compound nouns. These are very common, and new combinations are invented frequently. They normally have two parts. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question: e.g.

```
What type or What or who
    purpose
                                    police man
                                    girl friend
                                    water tank
                                    dining table
                            sitting room
```

The two parts may be written in a number of ways:

1. as one word.

Example: policeman, girlfriend
2. as two words joined with a hyphen.

Example: dining-table
3. as two separate words.

Example: fish tank.

There are no clear rules about this - so write the common compounds that you know well as one word, and the others as two words.

| The two parts may be: | Examples |
| :--- | :--- |
| noun + noun | bedroom, water tank <br> motorcycle, printer cartridge |
| noun + verb | rainfall, haircut, train-spotting |
| noun + adverb | hanger-on, passer-by |
| verb + noun | washing machine <br> driving licence <br> swimming pool |
| verb + adverb | lookout, take-off, drawback |
| adjective + noun | greenhouse, software, <br> redhead |
| adjective + verb | dry-cleaning, public speaker |
| adverb + noun | onlooker, bystander |
| adverb + verb | output, overthrow, upturn, <br> input |

Compound nouns often have a meaning that is different from the two separate words.

Stress is important in pronunciation, as it distinguishes between a compound noun (e.g.greenhouse) and an adjective with a noun (e.g. green house). In compound nouns, the stress usually falls on the first syllable:
a greenhouse = place where we grow plants (compound noun)
a green house = house painted green (adjective and noun)
a bluebird = type of bird (compound noun)
a blue bird = any bird with blue feathers (adjective and noun)
Many common compound nouns are formed from phrasal verbs (verb + adverb or adverb + verb). e.g. breakdown, outbreak, outcome, cutback, drive-in, dropout, feedback, flyover, hold-up, hangover, outlay, outlet, inlet, makeup, output, set-back, stand-in, takeaway, walkover.

## QUIZ 2 Nouns

Read the following passage in order to answer the questions below.
Tick the correct answer
The laboratory assigned to Dr. Windsor and her staff is a rectangular room filled with bulky equipment for research. One machine is composed of a series of glass and plastic tubes with gauges at one end and a hood covering the top.

1. How many nouns are there in the sentences above?
a) seven
b) thirteen
c) seventeen
2. An example of a count noun in this passage is
a) assigned
b) room
c) equipment
3. An example of a non-count noun in this passage is
a) assigned
b) room
c) equipment
4. An example of a proper noun in this passage is
a) Windsor
b) staff
c) tubes
d)
5. An example of a plural noun in this passage is
a) Windsor
b) staff
c) tubes
6. An example of a collective noun in this passage is
a) Windsor
b) staff
c) tubes
7. An example of a noun with a derivational suffix in this passage is
a) equipment
b) glass
c) bulky
8. An example of a concrete noun in this passage is
a) laboratory
b) rectangular
c) research
9. An example of an abstract noun in this passage is
a) laboratory
b) rectangular
c) research
10.Count versus non-count nouns present a challenge to learners of English because
a) at times they are difficult to distinguish (suitcases/luggage).
b) at times they are modified by different articles and adjective (a few biscuits/a little milk).

## UNIT 3, Verbs

Analysis of verbs (action and state-of-being words) is closely linked to using verbs in sentences in various tenses, voices, and moods. However, in this section, verbs are described and labelled without discussing their functions in sentences. First, the verb is discuss, what it is and what the different forms and parts of verbs are called. The verb, is analysed here before it is reviewed more closely in the following units on sentences and tense.

## Action Verbs and State-of-Being Verbs

Not all verbs show action. To distinguish between action and state-of-being verbs, read the following passage:

> The botanist tests the soil samples in the lab. She weighs, measures, and performs experiments. She has minimal equipment but enjoys her work, which involves interesting problems. She knows this project is worthwhile.

Nine verbs occur in this passage; all of them are actions or states of being. Let's begin with the action words: tests, weighs, measures, and performs. Action verbs can represent activities like these or processes (The samples dry) or bodily feelings (Her headaches.) The five state-of-being verbs (or stative verbs) in the above passage indicate emotional or intellectual states (enjoys and knows), possession (has) or relation (involves, is).

## Main Verbs and Auxiliary Verbs

Another way to categorize verbs is as main or auxiliary (helping) verbs. In the previous passage, all the verbs are main verbs: ones that can occur alone in a sentence. However, English uses auxiliaries in many tenses and forms. Read the following dialog:

Gary: "Did you hear a noise?"
Paul: "No, I was listening to my iPod."
Gary: "I've heard strange noises from
Dr. Windsor's lab all morning."

This dialog contains verbs that carry meaning (main verbs), and others (auxiliary verbs) that must be combined with a main verb to make certain forms and tenses. In the sentence, Did you hear a noise? Hear is the main verb and did is an auxiliary. In other words, hear contains the information about the specific activity. The verb did does not tell us about the activity; did indicates the past tense, and its position at the beginning of the sentence makes the form of a question.

The auxiliary verbs used in English are be, do, and have.

Beware! Some verbs can be either main or auxiliary verbs: Forms of these words are auxiliary verbs in some sentences; they can be main verbs in others. Notice the difference in meaning and function of the three words in the following sentences. The ones in the first group are auxiliary verbs. In the second group of sentences, the same words are main verbs.

## Did you hear a noise?

No, I was listening to my iPod.
I have heard strange noises from Dr. Windsor's lab
all morning.

## You did your exercises.

I was tired.
We have lots of work to do.

Verbs function as auxiliaries when they come before a second verb that actually carries the meaning, the activity. For example, in the second sentence of the dialog (I was listening to my iPod) there are two verbs was and listening. If was is removed (I listening to my iPod), the meaning is there, but the form is wrong. If the second verb is removed, ( $\boldsymbol{I}$ was to $\boldsymbol{m y}$ iPod), the meaning is lost. Through this analysis, was is an auxiliary and listening is the main verb.

## Verb Forms

> Gary: "Did you hear a noise?"
> Paul: "No, I was listening to my iPod"
> Gary: "I've heard strange noises from Dr, Windsor's lab all morning."

Another important thing to notice in this dialog is the various forms a main verb can take. The first sentence uses hear. the base form of the verb. This form is also called the "stem" because we add to it, or the "dictionary form" because it is the form found in dictionaries. The second sentence uses listening. The base form of a verb plus ing is called a present participle when it is functioning as part of a verb. The third sentence uses the past participle heard. The fourth form is the past: Gary ate cornflakes donuts for breakfast this morning. As seen in the chart below, sometimes the past participle is the same form as the past; other times it is not.

| Base Form | Present Participle | Past Form | Past Participle |
| :---: | :---: | :---: | :---: | :---: |
| eat | eating | ate | eaten |
| hear | hearing | heard | heard |
| know | knowing | knew | known |
| listen | listening | listened | listened |
| weigh | weighing | weighed | weighed |

These four forms are the elements that in combination with auxiliaries form all the tenses in English.

## Verb Suffixes

Just as certain suffixes can indicate nouns (as discussed in the previous unit) other suffixes indicate verbs. Like nouns, not all verbs have a verb suffix. To illustrate, let's invent a word (neologism) with a verb suffix: ziplinkify or squirifize. These are not real words, but if they were, they would be verbs due to the characteristic verb suffixes found at the end. This indicates how knowledge of prefixes and suffixes can be used to take meaning from unknown words.

|  | Verb Suffixes |  |  |
| ---: | :--- | :--- | :--- | :--- |
| ate | $>$ donate | ify | $>$ qualify |
| en | $>$ darken | ing | $>$ listening |
| ed | $>$ weighed | ize | $>$ realize |
|  |  |  |  |

## Why it is Important

Verbs present great challenges to learners of English. Many of the most common ones are irregular, almost unrecognizable, when they move from form to form. Consider the following verbs:

| Base Form | Present Participle | Past Form | Past Participle |
| :---: | :---: | :---: | :---: | :---: |
| fly | flying | flew | flown |
| drink | drinking | drank | drunk |
| wind | winding | wound | wound |
| be | being | was/were | been |

Watch out for adjectives that look like verbs: Another major difficulty is that both present and past participles can be used as adjectives, which can lead to confusion about the form and position of the verb. Analyse the following sentences. Which one is correct?

Dr. Windsor has mixed the chemicals in the container.
Dr. Windsor has the chemicals in the mixing container.

Both sentences above are correct. The verb in the first sentence is has mixed, an auxiliary verb plus main verb in the past participle form. The verb in the second is has while mixing is an adjective describing the container. Helping to clarify these differences is one of the purposes of this book.

## QUIZ 3 Verbs

Read the following passage in order to answer the questions below. Tick the correct answer

While Anthony Rowley was opening the small boxes from the chemical supplier, his mobile phone rang. He didn't stop to answer it but unpacked and refrigerated the materials methodically. He had known what the call was about anyway.

1. In the passage above, the word opening is
a) an auxiliary verb
b) an action verb
c) a state-of-being verb
2. In the passage above, the word known is
a) an auxiliary verb
b) an action verb
c) a state-of-being verb
3. In the passage above, the word had is
a) an auxiliary verb
b) an action verb
c) a state-of-being verb
4. In the passage above, an example of a verb in the base form is
a) opening
b) stop
c) known
5. In the above passage, an example of a verb in the present participle form is
a) opening
b) stop
c) rang
6. In the passage above, an example of a verb in the past form is
a) rang
b) stop
c) known
7. In the passage above, an example of a verb in the past participle form is
a) opening
b) rang
c) known
8. An example of a verb with a characteristic verb suffix is
a) refrigerate
b) stop
c) call
9. English verbs are challenging for L2 English users and learners because
a) they are frequently irregular
b) identical words can function as main verbs or auxiliaries
c) identical words can
d) all of a), b) and c)

## UNIT 4, Adjectives

Adjectives are words that describe nouns; they answer questions about nouns.

> What kind of cat? A brown cat, a big cat, a vicious cat. Which cat? The old cat, the limping cat, the furry cat. How many cats? Six cats, several cats, no cats.

In each of these phrases, the word that describes the noun, cat, is an adjective. Thus, the main way to define an adjective is through its function - what it does.

## Positive Degree, Comparative and Superlative Adjectives

Another way to locate and classify adjectives is by their use in comparative and superlative forms. For example,

> Dr. Windsor is younger than the department chairman but more experienced than her research assistant, Anthony Rowley.

The comparative adjectives in this sentence are younger and more experienced. Because young and experienced function correctly in this comparative form, they are adjectives. The basic form of an adjective can be called the positive degree.

Dr. Windsor, age thirty-three, is a young professor.

In the sentence above, the adjective young is in its basic form, the positive degree, because it is not used in a comparison.

While the comparative form is used with two things (or groups), the superlative is used with more than two.

## These chemicals are the most dangerous in the laboratory because they are the quickest to ignite.

Usually, one syllable adjectives in the positive degree use er and est to form the comparative and superlative forms (younger, quickest), and adjectives with more than one
syllable use more plus the positive and most plus the positive (more experienced, most dangerous). However, two syllable words ending in $\boldsymbol{y}$ (pretty, sexy, crazy) use the er and est forms. There are some irregular adjectives too.

| Positive Degree | Comparative | Superlative |
| :---: | :---: | :---: |
| young | younger | youngest |
| experienced | more experienced | most experienced |
| dangerous | more dangerous | most dangerous |
| quick | quicker | quickest |
| crazy | crazier | craziest |
| good | better | best |
| bad | worse | worst |

Find adjectives by their positions: Another way to find adjectives is by their position near the noun they describe. The most common position for an adjective is immediately before the noun it describes.

$$
\begin{array}{ll}
\text { Mat says, } & \text { "That boring class put me to sleep." } \\
\text { Gary says, } & \text { "I had to drink two cups of black coffee to } \\
& \text { stay awake." }
\end{array}
$$

In this dialogue the adjectives are found directly in front of the nouns they describe. "Which class?" "That boring class." "How much coffee?" "Two cups of coffee" "What kind of coffee?" "Black coffee"

Another common position for adjectives is after a linking verb.

Linking verbs are verbs that connect nouns and adjectives; the most common are be, become and seem.

Marianne is forgetful. Anthony seems tired. The cat became vicious.

In these cases the adjectives (forgetful, tired and vicious) clearly describe the nouns (Marianne, Anthony and cat) even though the adjective questions (Which Anthony?) seem less appropriate. These adjectives that follow the linking verbs are called
subject predicates or predicate adjectives. The position of a word, in front of a noun or after a linking verb, frequently gives a strong clue that it is an adjective.

## Adjective Suffixes

There are suffixes that indicate a word may be an adjective. Often, the root morpheme of the word is a verb (to manage, to persuade, to fascinate) and the suffix changes the word to adjective form: a manageable procedure, the persuasive salesperson, a fascinating movie.

|  | Adjective Suffixes |  |  |
| ---: | :--- | ---: | ---: |
| able | $>$ washable |  |  |
| al | $>$ physical | ish | $>$ bullish |
| ed | $>$ >experienced | ive | $>$ active |
| ful | $>$ careful | less | $>$ odourless |
| ic | $>$ >conomic | ous | $>$ dangerous |
| ing | $>$ >interesting | some | $>$ fearsome |
|  |  | $y$ | $>$ crazy |

## Why it is Important

There are several problems that adjectives present L2 English users and learners. One is word order. Are you wearing blue jeans or jeans blue? Other languages use different word order with their adjectives. Another difficulty is distinguishing an adjective by its function and position when its form could belong to a verb or a noun.

Dr. Windsor has a furnished flat next to a brick storehouse.

Furnished and brick are adjectives in this sentence because they describe flat and storehouse. In another sentence, the same words can change function and become a verb (furnished) and a noun (brick).

She furnished the flat with shelves made of boards and bricks.

Word form and placement are easily confused when there are so many variables. A third area of challenge is the correct use of participial adjectives. As mentioned previously, many adjectives end with the suffixes ing and ed. These are called participial adjectives because they are the present and past participial forms of verbs.

Watch out! L2 English learners and users often confuse participial adjectives: It is often difficult to select the correct form when using one of these adjectives. Is Dr Windsor an interesting or an interested professor? The difference depends on meaning. If she creates interest then she in an interesting professor if something interest her, she is not the creator but the receiver of interest, an interested professor.

> The learners enjoyed Dr. Windsor' classes because she was an interesting lecturer.

Her success attracted interested professors throughout the department.

There are many participial adjectives and a few common ones are listed below. How would you demonstrate the difference in the following examples?

|  | Participial Adjectives |  |  |
| ---: | :--- | ---: | :--- | :--- |
| alarming | alarmed | amusing | amused |
| boring | bored | breaking | broken |
| confusing | confused | damaging | damaged |
| depressing | depressed | embarrassing | embarrassed |
| exciting | excited | exhausting | exhausted |
| fascinating | fascinated | frightening | frightened |
| frustrating | frustrated | interesting | interested |
| overwhelming | overwhelmed | relaxing | relaxed |
| satisfying | satisfied | shocking | shocked |
| surprising | surprised | terrifying | terrified |
| tiring | tired | thrilling | thrilled |
|  |  |  |  |

## QUIZ 4 Adjectives

Tick the correct answer

1. A question that some adjectives answer is
a) Where?
b) Which?
c) Who?
2. An example of an adjective in its positive degree is
a) tricky
b) trickier
c) trickiest
3. An example of an adjective in its comparative form is
a) tricky
b) trickier
c) trickiest
4. An example of an adjective in its superlative form is
a) tricky
b) trickier
c) trickiest

Read the following passage in order to answer the questions below. Tick the correct answer. After stacking the multi-coloured boxes in the new refrigerator, Anthony found the packing slip hidden under the greyish filler. He checked the invoice and then set it on the metal counter.
5. In the passage above, multi-coloured is an example of a
a) comparative
b) superlative adjective
c) participial adjective adjective
6. In the passage above, which word is an adjective?
a) stacking
b) found
c) metal
7. In the passage above, an example of an adjective with a typical adjective suffix is
a) greyish
b) filler
c) strange
8. How many adjectives are in the passage above?
a) five
b) twelve
c) eighteen
9. An adjective's position is
a) always before the noun it describes
b) often before the noun it describes
c) the same in all languages

## 10.Linking verbs connect

a) an adjective to
another adjective
b) an adjective to a
c) a noun to an adjective

## UNIT 5, Adverbs

Adverb errors are sometimes hard to hear: Adverbs can present some difficulties for native speakers of English because we frequently hear and absorb mistakes with adverbs in casual speech. When a football manager discusses a player, does he say "Gary played good" or "Gary played well" In typical casual speech the manager may say either one. Is the adjective good or the adverb well correct? To answer this question ask yourself "if the person (noun) is described, or the action (verb). In this case, the manager is describing how Gary played, so the adverb form (well) is correct. Native English users are not finely tuned to adverb use, due to the many errors heard that have numbed their perceptions. However when learning English as a second language it is important to use adverbs correctly.

## Uses of Adverbs

While an adjective can only describe a noun, adverbs can describe several things but never nouns. For this reason, an adverb's position in a sentence can vary widely but can never be in the place an adjective belongs. Compare the following sentences.

> Anthony carefully labelled the containers.
> Carefully, Anthony labelled the containers.
> Anthony labelled the containers carefully.
> Anthony labelled the carefully containers. $\mathbf{x}$

In the first sentence, carefully describes the activity labelled and is placed right before the verb. In the second and third sentences, carefully describes how Anthony labelled the containers - the whole clause - and is placed before it or after it. In the fourth sentence, carefully is placed between an article and a noun, a place that is reserved for adjectives; the fourth sentence is incorrect.

The following is an example of an adverb describing an adjective.

## Anthony couldn't write on the highly reflective surface of the box.

The adjective reflective describes the noun, surface. The adverb, highly, does not describe the surface; it describes the adjective reflective and is placed immediately before
it. An example of an adverb describing another adverb occurs when an additional word is inserted.

## Anthony couldn't write on the absurdly highly reflective surface of the box.

The position of this adverb is directly before the adverb it describes.

## Adverb Questions

The question that is answered by all the adverbs in the previous section is how. How did Anthony label? Carefully. How reflective was the surface of the container? High/y reflective. While how may be the most common adverb question, they can answer other questions as well.

Anthony rarely unpacks the boxes.

How often does he unpack them? Rarely. Therefore, frequency words are adverbs.

Anthony will finish and go to lunch soon.

When will he go to lunch? Soon. Time words, like soon, now and then, are adverbs. All these questions can be helpful when it is unclear if an adjective or adverb form should be used.

In the following examples, which sentence needs the adjective, pleasant, and which the adverb, pleasant/y?

Paul $\qquad$ requested extra time for his lab write-up. His $\qquad$ personality made bending the rules easy.

How did he request? Pleasant/y. What kind of personality? Pleasant.
Paul pleasantly requested extra time for his lab write-up.
His pleasant personality made bending the rules easy.

## Adverb Suffixes

There are characteristic suffixes for adverbs: $\boldsymbol{I}$, wise and ward.

## A tip on /y suffixes:

Every word that ends in $\boldsymbol{/} \boldsymbol{y}$ is not an adverb. Many are adjectives, as in, the 'weekly' meeting and the 'friendly' student. It is very common to form an adverb by adding $/ \boldsymbol{y}$ to the end of an adjective, such as careful becoming carefully.
Notice that the above adjectives ending in $\boldsymbol{y}$, weekly and friendly, are formed from nouns, week and friend. A few adverbs such as fast and hard use the same form as adjectives.

> Paul drives a fast car.
> Gary completes a hard assignment.
> Paul drives his car fast.
> Gary works hard.

In the first pair of sentences fast and hard function as adjectives. (What kind of car? What kind of assignment?) In the second pair, they are adverbs. (How did he drive? How did he work?)

## Adverb Suffixes

ly >quickly >adversely
>rarely
$>$ thoroughly
ward >backward
>northward
wise >clockwise

## Positive Degree, Comparative and Superlative Adverbs

Like adjectives, we can compare with adverbs. The rules of meaning and form are much the same as with adjectives except because there are few one syllable adverbs, most
adverbs use more and most. Some are irregular. The following sentences show examples of comparative and superlative adverbs.

> Gary works harder in his English class than Paul does, but Paul works more efficiently. For this reason, Paul is doing better than his friend in class.

> Because he is working the hardest he has ever worked in his life, Anthony Rowley is progressing the most rapidly of any of the doctoral learners.

| Positive Degree | Comparative | Superlative |
| :---: | :---: | :---: | :---: |
| carefully | more carefully | most carefully |
| efficiently | more efficiently | most efficiently |
| fast | faster | fastest |
| often | more often | most often |
| rapidly | more rapidly | most rapidly |
| soon | sooner | soonest |
| well | better | best |

## QUIZ 5 Adverbs

Read the following passage in order to answer the questions below.
Tick the correct answer.

Dr. Windsor regularly attends monthly meetings of her department's faculty. Most of the professors are reasonably friendly, but often try to decrease their workload by adding to hers. She speaks more quietly than the others and is sometimes not heard.

1. In the passage above, how many adverbs are there?
a) four
b) five
c) $\operatorname{six}$
2. In the passage above, an example of an adverb with an /ysuffix is
a) regularly
b) monthly
c) friendly
3. In the passage above, an example of an adjective with an $/ \boldsymbol{y}$ suffix is
a) regularly
b) monthly
c) reasonably
4. In the passage above, an example of an adverb expressing frequency is
a) sometimes
b) reasonably
c) friendly
5. In the passage above, an example of an adverb used in a comparison is
a) regularly
b) monthly
c) quietly

6-9. In the following three sentences, some word choices are shown. Select the correct form (adjective or adverb).

When Anthony innocent / innocently (6) missed a department meeting during his first term at Portsmouth University, he found he had been assigned to a financial / financially (7) committee. What a complete / completely (8) waste of time! He relates good / well (9) to students and colleagues but not to budgets.

## MINOR PARTS OF SPEECH: FUNCTION WORDS

Content words contrasted with function words: Nouns, verbs, adjectives, and adverbs are the major parts of speech. They are called content words because they carry the meaning in our communication. It is for this reason that they are stressed when spoken. Imagine you receive a text message reading "sorry, ten mins late, traffic" This message is easy to interpret because its content words carry all the meaning that is needed. The full text message is 'I am sorry but I will be ten minutes late due to traffic'. The words that are left out of the text message, 'but', 'due to', and 'will' are necessary for form but not meaning. They are called function words. In this sentence the will is an example of an auxiliary verb. Other minor parts of speech are pronouns, wh words, articles, prepositions and conjunctions.

## UNIT 6, Pronouns

## Types of Pronouns

A pronoun is a word used in place of a noun. Usually, it substitutes for a specific previously mentioned noun called the antecedent. Consider the following example.

## Anthony unpacked the boxes. They contained supplies.

Here the pronoun they represents the noun boxes. 'Boxes' is the antecedent. Notice that the pronoun they is plural because the word it refers to is plural. Take a look at some other pronouns.

The department secretary asked Anthony for a copy of the letter, so he gave it to her.

This sentence contains three personal pronouns, he, it and her. Personal pronouns can be masculine, feminine, or neuter. They also change form depending on whether they represent a subject or object in the sentence. In the previous example, the object form, her, is needed rather than the subject form, she, whereas the subject form, $\boldsymbol{h e}$, is needed rather than the object form, his. So it is always:

| Subject | verb | Object |
| :---: | :---: | :---: |
| He | gave it to | her |
| She | gave it to | him |
| He | gave it to | him |
| She | gave it to | her |
|  |  |  |

Consider another example.

The yellow copy of the invoice is his copy and the pink copy is hers.

In this example, hers represents the one that belongs to the secretary. Hers is an example of a possessive pronoun. His describes the copy and indicates possession; it is usually called a possessive adjective. We use another form of pronoun:

## Since he was walking by the secretary's desk on his way to lunch, Anthony gave the invoice to her himself.

This sentence uses the reflexive or intensive pronoun, himself. When you examine the chart below, consider all the potential mistakes in selection of the right form, number or gender of pronouns with which L2 English users and learners struggle.

| Personal, Possessive and Reflexive Pronouns |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I | me | mine | my | myself |  |
| you | you | yours | your | yourself |  |
| he | him | his | his | himself |  |
| she | her | hers | her | herself |  |
| it | if | its | its | itself |  |
| they | them | theirs | their | themselves |  |
| we | us | ours | our | ourselves |  |

Demonstrative pronouns are the verbal equivalent of pointing. The demonstrative pronouns are this, that, these, and those. They indicate position (close or far) and number.

> The secretary said, "Put the invoice with those papers, Anthony. No, not these, those."

The demonstrative words can describe a noun, those papers, or replace one, not these, those.

All of the pronouns listed above represent a specific antecedent (specific previously mentioned noun). In fact, if the antecedent is not clear, the pronoun should not be used.

## Paul is taking a class with him.

From whom is Paul taking the class? It is not clear in this sentence. The noun that a personal or possessive pronoun represents needs to be understood, so this sentence should be changed to:

## Paul is taking a class with Anthony Rowley.

Equally, the possessive or personal pronoun must be clear if indicating an antecedent from a previous sentence.

Paul is taking a class with Anthony who is the teacher.
He needs to prepare.

The use of the personal pronoun 'he' in the second sentence is confusing as it is unclear who 'he' is. Is 'he' Paul or Anthony? In this case, the antecedent needs to be restated.

Tip: Remember, if the antecedent is not clear, a possessive or personal pronoun should not be used.

However, there are pronouns that are meant to be slightly unclear. Some of the indefinite pronouns listed below can be used as adjectives, but at other times, they replace the noun.

```
A few projects are fully funded, but several are waiting for funding.
```

In the first sentence several is an adjective describing projects, in the second, it is a pronoun, which replaces several projects. Several is indefinite because the number it represents is indefinite; Are there three unfunded projects or six? Other pronouns are indefinite because they represent something unknown.

## One grant application was returned because someone failed to use the updated form.

In this sentence, a person, who is unknown or at least unnamed, used the wrong form. The indefinite pronoun someone represents that person.

|  | Indefinite Pronouns |  |
| :---: | :---: | :---: |
| all | everyone | other |
| another | most | others |
| any | neither | several |
| anybody | nobody | some |
| both | none | somebody |
| each | no one | someone |
| either | one | such |
| everybody |  |  |

A tip for using any and some:
Indefinite pronouns offer challenges beyond the ways they slip from noun forms to the adjectives. There are, any versus some questions. Gary says "do you have any money with you?" Mat says "no I haven't got any but I know where we can get some. As shown in this dialogue any words, any, anyone, anything and anybody are typically used in negative statements. "I haven't got any" "there isn't anybody there" and questions "do you have any?" or "have you got any". Positive sentences use some. "We can get some" "somebody will come with us."

## Question Words or "WH" Words

"Wh" words are a special type of pronoun, but they actually fulfil three different functions.

First, they can form questions: Why didn't Gary go tubing on the river? Second, they can introduce adjective clauses: He had two papers which he wanted to prepare. Third, they can begin noun clauses: Gary doesn't understand how Paul is passing his classes. Many of these words can also be viewed as adverbs and begin adverb clauses: When Paul studies, his grades are excellent. Noun, adjective, and adverb clauses will be reviewed in the next section. At that time, you will also work on the "who versus whom" dilemma.

| "Wh" Words |  |  |  |
| :---: | :---: | :---: | :---: |
| who | whom | what |  |
| when | where | which |  |
| whether | whose | why |  |
| how |  |  |  |

## QUIZ 6 Pronouns

In the following passage, there are six pronoun choices. Find the right selections and underline the right answer.

Anthony asked Dr. Windsor if she would review the revised grant application herself/itself before his/he submitted them/it. "I don't have any confidence that I've done them/it correctly," him/he said. "Some questions are clear, but other/others are confusing."

## UNIT 7, Articles

## Types of Articles

We use two articles to mark nouns in English: a and the. $\boldsymbol{A}$ and its variation an are called indefinite articles, and the is the definite article. Notice the difference between the following two sentences.

Paul went to a class this afternoon.
Paul went to the class this afternoon.

In the second sentence, the reader seems to know the specific class to which Paul went, but in the first sentence the reader does not. Information is often introduced with the article $\boldsymbol{a}$ (because the reader does not know about it yet) which changes to the after its introduction because then it is known.

## Paul went to $\underline{a}$ biology class in Oxford Hall. It is the class that meets on Tuesday and Thursday.

The article $\boldsymbol{a}$ is only used with singular nouns, while the is used with singular or plural ones. An indefinite plural doesn't use an article. Review these examples of singular and plural nouns with indefinite and definite articles:

| $\underline{A}$ class at 8:00 is unpopular with learners. | Here the indefinite article is used with a <br> singular, countable noun that is not <br> specific. |
| :--- | :--- |
| Classes at 8:00 are unpopular with | No article is used with a plural countable <br> noun that is not specific. |
| learners. | The definite article is used with a singular <br> countable noun that is specific. |
| The English class that is offered at 8:00 is |  |
| unpopular with learners. | The definite article is used with a plural <br> countable noun that is specific. |
| The English classes that are offered at 8:00 |  |
| are unpopular with learners. |  |

Non-count nouns are singular but do not use the indefinite article, $\boldsymbol{a}$. The can be used with most non-count nouns but not in generalizations.


#### Abstract

A biology is a difficult subject. $\mathbf{X}$ The biology is a difficult subject. $\mathbf{x}$ Chemistry is a difficult subject. The biology taught in Paul's class is difficult.


The first sentence uses the article $\boldsymbol{a}$ with a non-count noun, biology - an error. The next uses the article the in a generalization - another mistake. The third sentence uses no article in the generalization about biology, so it is correct. However, the fourth sentence is also correct because biology in this sentence is the specific biology taught in Paul's class.

## Why it is Important

Articles present severe difficulties to ESL learners. Many languages do not use articles at all while others follow a different logic (rule). English rules for using these two small words, 'the' and 'a/an' are very complex. Examples of how to explain their use seem almost infinite. Here are a few:

1- $\quad \boldsymbol{A}$ versus $\boldsymbol{A} \boldsymbol{n}$.
Some articles rely on correct pronunciation: A versus An. The generality is that an is used before a word that starts with a vowel. However, it is an umbrella but a uniform, a handsome man but an honest man. The use of a and an is not governed by spelling. It is governed by sound. When a word begins with a vowel sound, it uses the indefinite article an. Therefore, it is important that you know how to pronounce a noun correctly otherwise the article may be hard to determine.

2- Gerunds (words that contain a verb + ing and are used as nouns) usually do not use articles.

## The skiing is a winter sport. $\mathbf{X}$

Skiing is a winter sport.

3- The is used in superlative statements and when describing the only one of something.

Paul is the most persuasive student in the class.
He was the third student to request extra time for his assignment.

4- Possessive adjectives often replace the in many sentences, and this is usually preferred in English.

## Paul got a motorcycle for the birthday. X Paul got a motorcycle for his birthday.

## QUIZ 7 Articles

Read the sentences below, find the article errors, think about the reason the article is wrong, and then rewrite the correct sentence and provide an explanation for your answer.
(1) Paul thumbed through a catalogue to find the black or brown motorcycle jacket.
$\qquad$
$\qquad$
$\qquad$
(2) He located the one that resembled an uniform for a R.A.F. pilot.
$\qquad$
$\qquad$
$\qquad$
(3) He needed a money from his parents to buy it.
$\qquad$
$\qquad$
$\qquad$
(4) He decided to call them now before they received an final tuition statement.
$\qquad$
$\qquad$
$\qquad$

## UNIT 8, Prepositions

## Types of Prepositions

Prepositions are words that show the relationship between nouns. For example, when we say, The book is in the out tray on the table under the other books, the propositions in, on and under describe the location of the book. One way to recognize prepositions is that they are followed by a noun phrase: in the out tray, on the table, under the other books. The name "preposition" (pre + position) means "place before". Prepositions usually come before another word, usually a noun or noun phrase:

```
noun
pronoun
noun phrase
gerund (verb in -ing form)
```

Many prepositions can also be adverbs:

They are in the kitchen, preposition
Please come in, adverb

A few prepositions can also be conjunctions:

Everyone came but Tara. preposition
I asked her but she didn't answer. conjunction

It is not possible to produce a definitive list of English prepositions. That means that nobody can create a list of prepositions and say: "Here are all the prepositions in the English language - no more and no fewer." Why? Because complex prepositions can theoretically be added to the language at any time. The list in the appendices includes all 94 one-word prepositions (which are unlikely to change or be added to) and 56 complex prepositions (which may possibly be added to as the language evolves). This total of 150 prepositions represents all the prepositions currently found in a good English dictionary such as the Concise Oxford Dictionary. The most common prepositions are listed below.

|  | Prepositions |  |  |
| :---: | :---: | :---: | :---: |
| About | Below | Into | To |
| Above | Beneath | Like | Toward |
| Across | Beside | Near | Under |
| After | Between | Of | Until |
| Against | Beyond | Off | Up |
| Along | By | On | Upon |
| Among | Down | Out | Via |
| Around | During | Over | With |
| At | For | Since | Within |
| Before | From | Through | Without |
| Behind | In | Throughout | Worth |

In looking at this list, it is clear that location is only one type of relationship that prepositions can show. They can show time: Anthony unpacked the boxes before his lunch. They can show the relationship of people and actions: Anthony completed the assignment for Dr. Windsor and gave it to the department secretary. In other examples, they can show manner, accompaniment or method. With great enthusiasm, Anthony worked with the undergraduates by supervising their thesis work. Sometimes prepositions contain more than one word. A few of these are in the following table:

| Compound (or Multiword) Prepositions |  |  |  |
| :---: | :---: | :---: | :---: |
| according to | in addition to | next to |  |
| ahead of | in case of | out of |  |
| along with | in regard to | prior to |  |
| because of | in spite of | regardless of |  |
| except for | instead of | together with |  |

## Why it is Important

There are two confusing aspects forL2 English users and learners learning prepositions. One is confusion between a verb plus a preposition and a phrasal (or multi-word) verb. Phrasal verbs are composed of verbs and words that can be prepositions, but in these cases
the "preposition" is just part of the verb. Examples include take off, give up, and come in. Compare the meaning of put on in the following sentences:

## Anthony picked up his lumpy sheepskin jacket, put it on, and left the office. <br> When he arrived at the Greek restaurant, Anthony put his jacket on the chair.

The difference is that in the first sentence put on is really a two-word verb meaning to dress oneself. In the second sentence, the verb put (place) is used with a preposition of location, on. Did you notice the second phrasal verb, pick up?

A tip on identifying phrasal verbs:
The key to distinguishing a phrasal verb from a verb plus preposition is to notice if the meaning of the action changes when the preposition is added. To pick (select) is very different than to pick up (lift), so 'pick up' is a phrasal verb in the first sentence above. Another indication of a phrasal verb is when a preposition is not followed by a noun phrase. When this occurs, the preposition is not functioning as a preposition. Therefore, it is probably part of a phrasal verb.

When Dr Windsor saw Paul waiting outside her office door, she asked him to come in.
'Come in' is a phrasal verb that means enter. It is not necessary to use a noun phrase after come in. While distinguishing the meaning of 'put' versus 'put on' 'pick' versus 'pick up' or 'come' versus 'come in' is easy for the native but can be very confusing for L2 English users.

Another area of confusion is that some other, very similar words function differently than prepositions and need different structures. Think about the difference between because, a subordinator (grammar acting as a modifying noun, adjective, or adverb within a sentence), and because of, a compound preposition:

# Because he had a 45-minute lunch break, Anthony went to a nearby restaurant for lunch. Because of his 45-minute minute lunch break, Anthony went to a nearby restaurant for lunch. 

In the first sentence, because he had a 45-minute lunch break is a subordinate clause with its own subject, he, and verb, had.

In the second sentence, because of is a compound preposition and can only be followed by a noun phrase, his 45-minute lunch break.

## QUIZ 8 Prepositions

Read the following passage in order to answer the questions below then tick the correct answer

Thomas gave up reading and started watching the other customers in the restaurant. In the corner sat an attractive woman with a briefcase and a laptop on her table. With his current budget, Thomas felt it was impossible to date women who had started their careers. In spite of his age he was living like a monk.

1. How many prepositions are included in the second sentence?
a) one
b) two
c) three
2. In this passage, an example of a phrasal verb is
a) gave up
b) sat with
c) was living
3. In this passage, which sentence contains a compound preposition?
a) the second
b) the third
c) the fourth

## UNIT 9, Conjunctions

## Types of Conjunctions

Conjunctions work as their name indicates; they put language together. We can divide conjunctions into four categories: coordinating conjunctions, correlative (multiword) conjunctions, subordinating conjunctions, and conjunctive adverbs. To review these categories, first read the following passage in which some conjunctions are underlined:

> While she was eating a pot of yogurt at her desk, Julie reviewed her budget for the coming year. Either she needed to find an additional source of funding, or she would have to ask the university to increase her budget. Maintenance, supplies, and new equipment costs had been about seven percent over forecast. As a result, several software purchases would need to be postponed. Julie was concerned but confident. She'd beg, borrow, or steal to complete her projects. She decided to follow up the grant application by sending a copy of her most recent publication and contacting an old acquaintance who was on the grant committee. She had important work to complete, so she would find a way.

In the previous passage four different coordinating conjunctions are used to connect words with words, phrases with phrases, or main clauses with main clauses: and, or, but and so. (A fifth coordinating conjunction is yet.) In the above passage, and connects a list of three nouns: maintenance, supplies and equipment. The words connected by conjunctions do not have to be nouns. Here are examples with adjectives and verbs:

Julie was concerned but confident.
She'd beg, borrow, or steal to complete her projects.

Coordinating conjunctions can also connect phrases.

She decided to follow up the grant application by sending a copy of her most recent publication and contacting an old acquaintance who was on the grant committee.

In the following example, two main clauses are joined with a coordinating conjunction and a comma to form what is called a compound sentence.

## She had important work to complete, so she would find a way.

Correlative conjunctions are multiword coordinating conjunctions. They also connect words, phrases or clauses. The only difference is that they have two parts.

Either she needed to find an additional source of funding, or she would have to ask the department to increase her budget.

In this sentence the correlative conjunction is either...or. Here is a list of the most common ones:

|  | Correlative Conjunctions |  |  |
| :---: | :---: | :---: | :---: |
| both...and | not only...but also | either....or |  |
| neither...nor | not...but | whether... or |  |

Subordinating conjunctions (or subordinators) join two clauses by making one subordinate to the other.

While she was eating a pot of yogurt at her desk, Julie reviewed her budget for the coming year.

This sentence has two ideas: Julie was eating, and Julie reviewed her budget. It is possible to use two separate sentences for our two ideas: Julie was eating. Dr. Julie reviewed her budget. However, it is also possible to add a word like while, a subordinating conjunction. When this is done, one part of the sentence becomes the main (or independent) clause: Julie reviewed her budget. The other part (While she was eating) is no longer a stand-alone sentence; it is a subordinate (or dependent) clause because it begins with that subordinator, while. We will review the many forms and functions of these subordinating conjunctions when clauses are discussed in the next section.

Conjunctive adverbs connect two sentences or two main clauses and show the relationship between them. Perhaps you have heard the writing advice: "Don't begin a sentence with and. Use also. Don't begin a sentence with but, use however." If so, that writing teacher was explaining that coordinating conjunctions (such as and and but) do not connect separate sentences. For that purpose we use conjunctive adverbs, such as also, however, or in the sentences below, as a result.

Maintenance, supplies, and new equipment costs had been about seven percent over forecast. As a result, several software purchases would need to be postponed.

The conjunctive adverb, as a result, shows that the first sentence caused the second: the cost overrun caused the purchasing delay. Common conjunctive adverbs are listed in the chart below.

|  | Conjunctive Adverbs |  |
| :---: | :---: | :---: |
| also | however | as a result |
| besides | instead | consequently |
| furthermore | nevertheless | therefore |
| in addition | still | thus |
| moreover | on the contrary |  |
|  |  |  |

## Why it is Important

Using conjunctions correctly is a matter of learning the meaning of many different forms and the structures those forms require.

Using conjunctions correctly is trickier than you may think: As an example consider not only....but also. Gary not only ate lunch at the dorm but also picked up a sandwich on his way to class. To construct this sentence we need to know the meaning of the conjunction. Not only but also is a way of saying two things are true. A conjunction that shows addition. He ate and he picked up. With words like not and but this meaning is not immediately obvious, especially for L2 English learners. Next, we need to use the negatives correctly. Not all languages have the same rules against double negative that English has.

Third, we need to balance the two phrases joined by our conjunction quite exactly. In the sample sentence above the verb ate comes after the first part of the conjunction not only. For this reason a verb must come after the second part of the conjunction. This is called parallel construction, an important aspect of using conjunctions correctly. What's wrong with the following examples?

> Gary not only ate lunch at the dorm but also a sandwich on the way to class. x Gary not only ate lunch at the dorm but also he picked up a sandwich on the way to class.

The phrases after but also are slightly out-of-balance with the ones after not only. Instead of a verb following but also, a different type of word follows the second half of the correlative conjunction. To correct the sentence, use a second verb.

## Gary not only ate lunch at the dorm but also picked up a sandwich on the way to class.

When making a list or using a correlative conjunction, whichever part of speech is used for the first item on the list must be followed throughout the list.

> Gary enjoyed playing football, watching action movies, and the mountains. x
> Gary enjoyed playing football, watching action movies, and walking in the mountains.

## QUIZ 9 Conjunctions

Read the following passage and look for the conjunctions. When you find a conjunction, underline the word to identify it as a coordinating conjunction, correlative conjunction, subordinating conjunction, or a conjunctive adverb. (Hint: There are five conjunctions in the dialog including one with two parts.)

Paul: Do you want to drive to the river this afternoon?
Gary: I can't. Both my biology class and Intro to Psych have assignments due next week. Besides, I didn't get much sleep last night.

Paul: Okay, man. While you're studying away, I'm going to be floating down the river with Sarah and some of our friends. I'II be back late, so I'II catch you tomorrow.

Words: This section has introduced you into four major parts of speech; nouns, verbs, adjectives and adverbs. Five minor elements have also been discussed; pronouns, wh words, articles, prepositions and conjunctions. Figuratively, the shelves are stocked the workspace is cleared, the seeds have been clearly labelled and the growth of language is ready to begin.

Remember, to consolidate your learning you need to read English text daily.

## SENTENCES

## UNIT 10, Simple Sentences

Communication starts with a child pointing at things in the environment and naming them. "Milk", "dog", "doll". Yet sometimes when the child shouts "doll" and you hand her the doll, she throws it onto the floor crying. "Doll" did not mean "I want the doll". Perhaps it meant "the doll is frightening me" or "the doll has scary eyes". To really communicate, complete thoughts are needed, words that show meaning, a combination that fits together in a small but complete unit, a sentence.

## Subject + Verb

Every clause has a subject and verb. A sentence is a clause that can stand alone: an independent clause. What's a subject? The most typical definition is that it is the topic of the sentence, the thing that the sentence describes. Most commonly, a noun (person, place or thing) acts as a subject.

> Paul rode his motorcycle through the hot afternoon heading for the river. The uneventful trip to Littlehampton, a town on the river, took a little more than an hour. Littlehampton had a few dusty shops that sold food and rented rafting equipment.

At times, the simple subject is distinguished from the complete subject, which is the simple subject plus any associated modifiers and articles. For example, in the second sentence above, trip is the simple subject while the uneventful trip is the complete subject.

## What's a verbal? :

A verbal is more often called 'Infinitives endurance' and can also act as subjects. 'Infinitives' (the word 'to' followed by a verb e.g. 'to ride', 'to study' 'to be'), 'endurance', (verb + ing, e.g. riding, studying, being). They are called verbals to indicate that they are related to verbs; however, they function in different ways.

In these sentences, an infinitive and a gerund are the subjects:

## To float (infinitive) down the river was a great way to spend the afternoon. <br> Studying (gerund) on such a beautiful day seemed ridiculous.

Noun clauses can also function as subjects.

## That the future would take care of itself was Paul's philosophy.

Another indicator of the subject in a sentence is its position before the verb. Almost always, the subject is before the verb in a statement. Find the verbs in the six blue sentences above. They are rode, took, had, was, seemed, and was again. In each case the subject (Paul, trip, Littlehampton, to float, studying, and that the future would take care of itself) precedes the verb.

The word order in questions is different. In a question, the verb or a part of the verb comes before the subject. This change in word order is a major part of what indicates a question. For example, examine the following question:

## Would Sarah use her credit card to rent the tubes?

In this sentence, Sarah is the subject and would use is the verb. Notice that part of the verb, would, is before the subject, Sarah.

Sometimes a subject is defined as the 'doer' in a sentence, the thing that acts. This definition works well in sentences with action verbs, but not as well with state-of-being verbs. (See the previous section on verbs to refresh your memory)

Paul rode his motorcycle through the hot afternoon heading for the river.

In this sentence, it can be asked: Who rode? The answer, Paul rode, gives us the subject. In the above sentence, the subject, Paul, is the doer, but what about the following sentence?

## Studying on such a beautiful day seemed impossible.

Seemed is a state-of-being verb, not an action verb, so to say studying is performing the verb does not make sense. It is, however, possible to ask, "what seemed impossible?" "Studying seemed impossible," so studying is the subject of the sentence.

## Subject + Predicate

Every sentence must have a subject and verb, but the form of the verb must work in the sentence. (For this discussion, set aside the issue of forming correct tenses for work in the future.) Some verb forms can begin a predicate, while others cannot. A predicate is the verb in a sentence and all the objects, modifiers, and complements that go with it. Analyze the following sentence:

## The tubes cost $£ 35$ to rent.

In this sentence, the subject can be determined by asking "what cost $£ 35$ ?" The subject is tubes. The rest of the sentence is a predicate: cost $£ \mathbf{£ 3 5}$ to rent. The verb beginning the predicate is cost. Notice that analyzing the sentence in this way permits no confusion about that infinitive to rent: there is no way that to rent could be the verb in this sentence. What is wrong in the following sentences?

> Sarah to rent(infinitive)the tubes even though she had spent her allowance. $\mathbf{x}$

> Sarah renting (gerund) the tubes even though she had spent her allowance. X

These sentences use an infinitive and a gerund when an active verb is required. See the revised correct examples below.

## Sarah had to rent the tubes even though she had spent her allowance. <br> Sarah is renting the tubes even though she had spent her allowance.

To rent is now the active verb in both sentences.

What are the predicates and verbs in the following sentences?

> When Paul arrived, Sarah had already rented the tubes.
> Sarah could have used her credit card to rent the tubes.

The first sentence has two clauses, but the independent or main clause (the one that could stand alone) is Sarah had already rented the tubes. Its predicate is had already rented the tubes. The verb is had rented. Notice an auxiliary verb, had, is used with the main verb, rented. The second sentence's subject is also Sarah. The predicate is could have used her credit card. The verb is could have used. Included in this verb head is a modal verb could.

## Modal Auxiliaries

Modals are a type of auxiliary verb because they always work with another verb. Unlike the auxiliary verbs be, have and do, they do more than convey time and form; they alter meaning, generally showing the writer's or speaker's attitude. For example, compare these sentences:

Sarah used her credit card to rent the tubes.
Sarah could have used her credit card to rent the tubes.

What is different? In the first sentence, the speaker knows what happened; in the second, the speaker is not sure what happened. Inserting could in this sentence conveys the speaker's attitude of uncertainty. There are many modals in English. They can each convey more than one meaning and are compatible with specific tenses.

| Modal Verbs |  |  |  |
| :---: | :---: | :---: | :---: |
| can | could | may |  |
| might | must | shall |  |
| should | will | would |  |

Notice that unlike other auxiliary verbs, these modals never change with ed or s endings to match the subject.

## Sarah is working in the Music Department to help pay her expenses, auxiliary verb <br> Sarah and her friend, Melanie, are working in the Music Department to help pay their expenses. auxiliary verb

Sarah must work in the Music Department to help pay her expenses, modal auxiliary verb

Sarah and her friend, Melanie, should work in the Music Department to help pay their expenses. modal auxiliary verb

| Phrasal Verbs |  |  |  |
| :---: | :---: | :---: | :---: |
| be able to | be going to | be supposed to |  |
| had better | have to | shall |  |
| ought to | used to | have got to |  |

Other similar multi-word combinations are modals because they are also used with other verbs and affect the meaning of the verb. Many of these phrasal modals change to agree with the subject.

Sarah has to work in the Music Department to help pay her expenses.

Sarah and her friend, Melanie, have to work in the Music Department to help pay their expenses.

In the following sentences, notice the different meanings of the main verb have, the auxiliary have, and the modal have to:

Paul has a new motorcycle, Verb
Sarah has waited for twenty minutes. auxiliary verb
Sarah has to work in the Music Department to help pay her expenses, modal auxiliary verb

Tip: Beware, one verb can have many uses and meanings: In the first sentence the verb 'has' describes possession. In the second sample sentence, 'has' is only an auxiliary which shows the tense if the main verb 'wait' (The
present perfect). In the third sentence the modal 'has to' gives information about the main verb 'work'. The speaker or writer's opinion is the 'word' is necessary, 'she has to work'. Now, consider how mistaking one of these uses of 'have' for another, would influence the meaning of these sentences.

## Why it is Important

This section has discussed subjects, verbs, and modal verbs in sentences. The following list highlights difficulties that the typical L2 English user or learner has in these areas of English grammar?

Let's start the list with subjects.
(1) In many languages the subject of a sentence is understood but not stated. In English, it is almost always required. For this reason, L2 English learners may omit the subject and say:

## Very sunny, is a beautiful day.

The fluent English speaker would say:

It is very sunny. It is a beautiful day.

It is also a common error to restate the subject:

## The weather, it is beautiful. $\mathbf{x}$

The fluent English speaker would say:

## The weather is beautiful.

It is very important to remember that each clause needs a subject, but it can only be stated once in each clause.
(2) Gerunds are frequently used as subjects in English but not in other languages. Other words or forms are often inserted by L2 English learners to make a more familiar pattern:

## To swimming is nice X or $I$ swimming is nice X .

The fluent English speaker would say:

## Swimming is nice.

Care must be taken when using gerunds (verb+ing used as a noun).
(3) Subject/verb agreement is based on correctly identifying the subject. This may be difficult in sentences where another noun is closer to the verb as in the following sentences.

## Six bottles of water were purchased. <br> One bag of chips was enough food.

In both sentences, the subject is not the noun that immediately precedes the verb. Now consider verbs:
(4) Modal verbs affect meaning in many different ways. How are these sentences different?

Gary can play county rugby this spring.
Gary may play county rugby this spring.
In the first can play means he has the ability to play rugby. In the second, may, indicates there is a less than $50 \%$ certainty that it will happen. The meaning of the sentence is changed by changing only the modal. Now consider another meaning of may:

Sarah may schedule her own work hours in the music department.

In this sentence the modal may indicates that Sarah has permission to schedule her own hours. The meaning of the modal may is quite different from the previous example; it has nothing to do with certainty or probability. The enormous variety of nuance offered by modals is a real challenge to L2 English users and learners. It is important to read English as much as you can as this will help when deciding how to correctly use modal verbs. Often the very clear differences in meaning in the sentences above are simply missed.

## QUIZ 10 Simple Sentences

Match the sentences at the top of the quiz with the descriptions below. Indicate the match by ticking the sentence identification letter.
A. Anthony went to the post office after lunch.
B. He needed to pick up a package.
C. He had to wait in line for about 20 minutes.
D. Waiting is a waste of time.
E. To wait more than 20 minutes is very annoying.

1. In this sentence, a gerund is used as a subject.
A
B
C
D
E
2. In this sentence, a phrasal modal auxiliary is part of the verb.
A
B
C
D
E
3. In this sentence, the complete subject is Anthony.
A
B
C
D
E
4. In this sentence, an infinitive is used as a subject.
A
B
C
D
E
5. In this sentence, the predicate contains six words.
A
B
C
D
E

## UNIT 11, Building Sentences

## Subject + Verb + Object

Introducing Objects: A child is shouting, "I want, I want". You pass him a toy car but he throws it onto the floor. You pass him a biscuit but she throws it down as well. "What do you want, little one?" A subject + a verb such as 'I want' is often enough but more frequently an object is needed to complete a thought. "I want the cat," "I want milk."

So, Subject + Verb + Object. Now it should be getting clearer.

A direct object is the word or word group that receives the action of the verb. Like a subject, an object is a noun or a gerund, infinitive, or noun phrase functioning as a noun.

Dr. Windsor closed the financial spreadsheet.

In this sentence, the thing that was closed (received the action of the verb) is the financial spreadsheet. This can be called the complete direct object. In this sentence, spreadsheet is the simple direct object. Notice that the complete direct object contains all the modifiers associated with the noun. The simple direct object is the noun alone.

She needed to enter last month's figures before she could complete the task.

In the independent clause she needed to enter last month's figures, the complete direct object begins with an infinitive: to enter last month's figures.

She put off finishing the forecast until Monday.

Here the complete direct object uses a gerund: finishing the forecast. A noun clause can also function as a direct object.

She couldn't remember whether Anthony was going to return this afternoon.

In this case, the complete direct object is whether Anthony was going to return this afternoon because this whole phrase answers the question: what couldn't she remember?

An indirect object is the noun or pronoun that says to whom or for whom the action of the verb is done.

## Dr. Windsor told Anthony to finish entering the data as quickly as possible.

Dr. Windsor is the subject of the sentence. The verb is told. Whom did she tell? She told Anthony, so Anthony is the indirect object. What did she tell him? She told him to finish entering the data. That is the direct object. An indirect object always comes before a direct object.

Not all verbs function with indirect objects. Some verbs that are commonly used with indirect objects are listed below.

| Verbs Often Used with Indirect Objects |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| allow | ask | bring | buy | throw |
| hand | leave | lend | make | owe |
| pay | refund | refuse | sell | send |
| show | sing | teach | tell | write |

Three sentences with direct and indirect objects are written below. (indirect, direct)

> Anthony paid the clerk $£ 7.50$ for postage due on the package.
> He handed Sarah the receipt for reimbursement.
> He asked Dr. Windsor a question about the new data.

Tip: Some verbs do not use direct or indirect objects: Verbs that do not work with direct objects also cannot use indirect objects. That is logical because an indirect object always accompanies a direct object.

## Transitive and Intransitive Verbs

When direct objects are discussed, the question of transitive versus intransitive verbs quickly rises. In English, some verbs require an object: those verbs are called transitive. Other verbs do not function with objects: those verbs are called intransitive.

Let's look at an example of two common verbs: raise and rise. Raise is a transitive verb. In other words, both a subject and object are needed to make a sentence using raise.

The grant application raised the need for prompt data entry.

In this example, what raised the need? The grant application is the complete subject. What was raised? The need is the direct object. Is the sentence correct if the intransitive verb rise is substituted?

## The grant application rose the need for prompt data entry. $\mathbf{x}$

This sentence is incorrect because rise (or its past tense rose) does not function with a direct object. Examine a sentence that correctly uses rise

Prices rose by 10\% last year.

This sentence has a subject, prices, and a verb, rose, but no object. If the sentence is simply prices rose, it is complete because a subject and an intransitive verb is enough. If the sentence is prices raised, it is incomplete. The transitive verb raise requires an object:

## Costs raised funding requirements.

With only certain verbs accepting indirect objects and other verbs accepting no objects it is nearly impossible for L2 English users and learners to use verbs and objects correctly The problems associated with transitive and intransitive verb use is more one of discerning patterns than rote learning lists or categories.

Tip: It is not about memorisation: You need to read and you need practice. The more you practice the easier it is to write. The more you read the easier it is to write correctly!

## Prepositional Phrases

The previous sample sentences contain more than just subjects, verbs, and objects. There are also prepositional phrases.

> The grant application raised the need for prompt data entry. Costs rose by $\mathbf{1 0 \%}$ last year.

A phrase is a word group that functions together but does not contain a subject or a verb. The structure of a prepositional phrase is straightforward. A prepositional phrase begins with a preposition and ends with a noun or a noun equivalent such as a gerund. In the first sample sentence above, the preposition is for, and the object of the preposition is the noun entry. The noun phrase, a noun and all its modifiers, is prompt data entry, the prepositional phrase is for prompt data entry: preposition, adjective, adjective, and noun. An infinitive can never be the object of a preposition, as it is in the incorrect sentence below.

## Anthony waited in the only line at the post office for to pick up packages. $\mathbf{x}$ <br> Anthony waited in the only line at the post office for picking up packages.

The function of a prepositional phrase is to add information to a sentence. They never function as subjects, verbs or objects even though they can appear in places where a subject or object might be expected: before or after the verb. Find the three prepositional phrases in the sentence below by locating the prepositions and following them to their objects. Click on the preposition to reveal the prepositional phrase. (If necessary, refer to the section on prepositions to review the lists of single and multi-word prepositions.)

Despite the ten-minute delay at the post office, Anthony returned at 1:30.

The information in the first prepositional phrase, despite the ten-minute delay, shows a contrast between the time of Anthony's return and the delay. The second phrase, at the post office, provides location, and the third, at 1:30, adds the time. Clearly,
prepositional phrases are quite versatile. Also, notice that they can frequently change position in the sentence without changing meaning.

> At 1:30 Anthony returned despite a ten-minute delay at the post office.
> Anthony returned at the post office at 1:30 despite a tenminute delay.

Tip: Word Order Matters: Unlike prepositional phrases, subjects and objects cannot change meaning. "The cat with the man" is quite different from "the man with the cat", as is "the man standing on the elephant" is very different from "the elephant standing on the man!"

## Why it is Important

What difficulties can prepositional phrases present L2 English users and learners?

The choice of a preposition is in itself a difficulty. There are many prepositions with rather precise uses such as between which is used to show the middle location of something on a straight line with two other things, and among which is used to show location with more than two other things.

Paul lost his biology notes somewhere between the university and Littlehampton.

He couldn't find them among the other papers in his backpack.

Other differences in meaning are just as real but more subtle:

> Sarah gave the money to the shop assistant for Paul.
> Sarah gave the money for the shop assistant to Paul.

1. What is the difference between these sentences? To shows who received the money. For tells the purpose of the giving. Distinguishing the verbs that accept direct or
indirect objects from the ones that require to or some other preposition is a source of confusion best resolved by reading and listening to English frequently,
2. Frequently L2 English learners resolve this problem by inserting to where it is not required. You may consider using: I asked to him to bring my book. X However, a fluent English speaker would always use: I asked him to bring my book.
3. Another common difficulty is distinguishing the infinitive ('to'plus the base verb such as 'to eat') from the preposition 'to' which must be followed by a noun. For example, L2 English learners may say I look forward to see you X rather than I look forward to seeing you. The 'to' in this sentence is the preposition to, which must be followed by a noun, I look forward to the party, or a gerund: I look forward to seeing you.

## QUIZ 11 Building Sentences

Match the sentences at the top of the quiz with the descriptions below. Indicate your choice by selecting the sentence's letter. Each sentence will be used more than once.

Hint: Remember that transitive verbs take direct objects and intransitive verbs do not.

A Sarah didn't give Anthony his money when he brought her the postage receipt

B Anthony responded with a shrug.

1. This sentence contains an intransitive verb.

A B
2. This sentence contains a transitive verb.

A
3. This sentence contains a direct object.

A
4. This sentence contains a prepositional phrase.

A
5. This sentence contains an indirect object.

A
B

## UNIT 12, Sentence Structures

## Review of Introduced Patterns

Previously, several sentence structures were discussed. The most simple sentence form is subject + verb: Costs rise. This basic form is the same if the complete subject is expanded or the verb is modified with a modal or an adverb, or a prepositional phrase is added. In the three sample sentences below, the structure is 'subject + verb'.

The gradually spiralling costs rise.
The costs may unexpectedly rise.
In the biology department, costs rose by 10\%.

The second basic sentence pattern is 'subject + verb + direct object':

## Gary studied biology.

Again, adding modifiers to any part of the sentence or adding prepositional phrases does not change this basic pattern.

> After dinner in the main cafeteria, hard-working Gary diligently studied general biology for two hours.

The basic pattern of this much longer sentence is still 'subject + verb + direct object'. Two other common forms are 'subject + verb + predicate adjective' and 'subject + verb + subject complement'. The verbs in these two forms are always linking verbs.

Gary is hard-working.
Paul seems charming.

The adjectives hard-working and charming describe Gary and Paul, so the two sentences above are examples of the 'subject + verb + adjective' structure. A subject complement is a noun which is equivalent to the subject, a restatement of the subject.

Gary is a university senior.

In this sentence, the subject and subject complement are the same person, Gary, a university senior. Notice what happens if a verb that is not a linking verb is used.

## Gary knows a university senior.

Now the structure is subject + verb+ direct object. There are two different people: Gary and a university senior.

Another form that has been analysed is `subject + verb + indirect object + direct object'.

Gary wrote his girlfriend, Leah, a long e-mail.

## QUIZ 12 Sentence Structures

Match the sentences at the top of the quiz with the descriptions below. Indicate the match by selecting the correct sentence's letter.
A. Leah is an honour student with a million activities.
B. She seems happy but busy.
C. Gary sent her an e-card with a funny picture of a puppy.

1. This sentence contains a linking verb and predicate adjectives.
A
B
C
2. This sentence contains a linking verb and subject complement.
A
B
C
3. This sentence contains a direct object
A
B
C

## UNIT 13, Passive Voice

Passive or Active? : Passive voice is not a true sentence pattern. It is a manipulation of subject and objects and requires some special attention. In a sentence in the passive voice, the subject receives the action. In the active voice the subject performs the action.

All sentences used previously have been in the active voice.
Passive tenses and active equivalents

Notice that the tense of the verb to be in the passive voice is the same as the tense of the main verb in the active voice. to keep

| TENSE / VERB FORM | ACTIVE VOICE | PASSIVE VOICE |
| :--- | :--- | :--- |
| Simple present | keeps | is kept |
| Present continuous | is keeping | is being kept |
| Simple past | kept | was kept |
| Past continuous | was keeping | was being kept |
| Present perfect | have kept | have been kept |
| Past perfect | had kept | will be kept |
| Future | will keep | would be kept |
| Conditional Present | would keep | would have been kept |
| Conditional Past | would have kept | to be kept |
| Present Infinitive | to keep | to have been kept |
| Perfect Infinitive | to have kept | being kept |
| Present Participle/Gerund | keeping | having been kept |
| Perfect Participle | having kept |  |

I keep the ice cream in the freezer. active
The ice cream is kept in the freezer. passive

They stole the money, active
The was was stolen, passive

> They are mending the road, active
> The road is being mended. passive

> Anthony wrote Grammar - All You Need. active
> Grammar - Al/ You Need was written by Anthony, passive

> A cat scratched him, active
> He was scratched by a cat. passive

Try analysing the following sentence:

## Anthony opened an e-mail from Dr Windsor:

Anthony is the subject. Anthony opened the e-mail. The subject performed the action, so this is a sentence in the active voice. What did Anthony open? He opened an email. E-mail is the direct object. However, the same information can be presented in the passive voice. In the sentence below, there is no doubt that the subject receives the action. The verb form clearly differentiates the passive voice. All forms of verbs in the passive voice include some form of to be and a past participle.

## An e-mail from Dr Windsor was opened by Anthony.

Notice that the past tense verb changed from an active verb form, opened, to a passive form, was opened. Most tenses have both forms. The object in the earlier sample sentence, e-mail, became the subject in the next. The subject of the first sentence, Anthony, became part of a prepositional phrase, by Anthony. It is also possible to write sentences in the passive voice in which the doer is completely absent.

## The e-mail was answered immediately.

This sentence has a subject and a verb but does not say who answered the e-mail. It is also possible for the indirect object of an active sentence to be the subject in the parallel passive sentence.

## Anthony sent Dr. Windsor an immediate response. Active voice (indirect and direct objects) <br> An immediate response was sent to Dr. Windsor. Passive voice <br> Dr. Windsor was sent an immediate response. Passive voice

Some sentences in the active voice can't be changed: A sentence that uses an intransitive verb cannot be rewritten in the passive voice since there is no object to become the new subject. 'Costs rose' has no parallel sentence in the passive voice.

The passive voice has three purposes. First, it is used when the receiver of the action is more important than the doer.

## The grant application and other mail were picked up at 2:15.

It is understood that the mail carrier picked up the mail, but the carrier seems less important than the true topics of the sentence: the mail and the time. Another case in which the passive voice is used is when the doer is unknown.

## Some of the incoming mail has been left on the table by the door.

Sarah or someone else? The sentence does not say because the one who left it is unknown. A third reason to use the passive voice is to obscure the doer.
"The department's monthly petty cash allowance was spent on a farewell gift for Dr. Jenkins," said Sarah.

Who spent the petty cash allowance? This sentence does not tell us even though we imagine that Sarah knew who made this decision. (Perhaps, she was the one who spent it!) Sarah obscured the doer by using the passive voice. This third purpose for the passive voice is the one that demonstrates why there is an aversion to its use. Passive voice can be unclear and sound secretive or bureaucratic because, under normal circumstances, listeners want to know who performed the action.

The use of passive voice can cause some difficulty for L2 English users and learners. One problem is simply learning the passive forms of all the appropriate tenses. This will be covered in the next chapter. However, simply recognizing that a sentence uses the passive voice can be tricky. Examine the following sentences.

> Anthony had given classes to three groups of learners this term, active voice

> Anthony had been giving classes to three groups of learners this term, active voice

> Anthony had been given three groups of learners to teach this term, passive voice

In the first two sentences, Anthony gives classes; the subject performs the verb, so they are in the active voice. In the third sentence, an unstated someone gives classes to Anthony, so this one is in the passive voice.

Recognising passive voice can be a challenge for L2 English users and is especially so for L2 users and learners: Notice how similar the verbs are. 'had given', 'had been giving' and 'had been given'. Yet, the third verb form conveys a reverse structure. Did you recognise the difference?

## QUIZ 13 Passive Voice

Read the sentences below and decide whether they are in the active or passive voice.
Leah is an honour student with a million activities. She seems happy but busy. Gary sent her an e-card.

1. Gary didn't get a reply to his e-mail to Leah.

Active Voice Passive Voice
2. His last e-mail was sent on Sunday.

Active Voice Passive Voice
3. He wondered if she had received it.

Active Voice
Passive Voice

## UNIT 14, Combining Thoughts and Ideas with Compound and Complex Sentences

Admiring complexity as well as simplicity: Not every substance is sand. Not every idea is 'I want the dog. Simplicity is beautiful but complexity can also be beautiful. One way English grammar allows complexity is through sentences with multiple clauses. Think of language as a pond full of fish representing simple thoughts. Sometimes the fisherman catches one fish at a time. Other times he uses a net and catches a few in a net. The variation makes us interested in what is coming. Complex sentence structures may complicate communication but they can also make it flexible, nuanced and even beautiful.

## Compound Sentences

In the earlier section that discussed conjunctions, it was noted that coordinating conjunctions can join equivalent parts of speech: single words, phrases, or clauses. Examine the following uses of coordinating conjunctions.

## The financial data looked complete and accurate.

## Victoria Windsor left the office a little early and stopped at the gym. <br> The financial data looked complete and accurate, so Victoria Windsor left the office a little early and stopped at the gym.

In the first sentence, a coordinating conjunction, and, joins two adjectives, complete and accurate. In the second sentence, two predicates are joined with a conjunction: left the office alittle early and stopped at the gym. Notice there is only one subject for the two predicates: Victoria Windsor. The third sentence is made of two independent clauses joined with a comma and a conjunction. These clauses are called independent clauses because they are both structurally complete and could be separate sentences. Here, however, they are joined to make a compound sentence.

Here is the formula for compound sentences: Any two closely related independent clauses can be joined in this way. Independent clause + comma + coordinating conjunction + independent clause.

Another way to make a compound sentence is to use a semicolon and no conjunction.

Her gym was between the nail salon and the vegetable shop; she parked in a well-lit car park.

Often, a conjunctive adverb begins the second independent clause in this structure:

Her gym was between the nail salon and the vegetable shop; therefore, she parked in a well-lit car park.

## QUIZ 14 Compound Sentences

Listed below are several compound sentences. Some are correct, and others are not. Mark them. Hint: Both the punctuation and the use of conjunction must be correct to have a correct sentence.

1. Martial arts were Anthony's hobby, and he belonged to an Aikido club.

Correct
Incorrect
2. The exercise burned off negative energy; sweating can be purifying.

Correct Incorrect
3. They were a nice group of people, however there were very few women.

Correct Incorrect
4. Athletic women were great but Anthony rarely seemed to meet them.

Correct Incorrect

## UNIT 15, Complex Sentences

There are other ways to combine two thoughts into one sentence. Review the following examples.


#### Abstract

Although associate professors don't make a lot of money, Victoria was considering upgrading her gym membership. She wasn't interested in a glamorous place that had fresh fruit juice bars and hot stone massages. On second thoughts, she wondered how much a hot stone massage would cost.


These three sentences are called complex sentences because each has a main or independent clause and a dependent or subordinate clause. In other words, one part of the sentence can stand alone, but the other part depends on the main clause. We will look at these sentences one-by-one because they provide examples of three types of subordinate clauses: adverb, adjective, and noun clauses.

## Adverb Clauses

An adverb clause modifies the verb in the main clauses or the main clause itself.

> Although associate professors don't make a lot of money, Victoria was considering upgrading her gym membership.

In this case, the subordinate clause contrasts with the information in the main clause. Another way of analyzing this sentence is to observe that two thoughts are expressed:

1) Associate professors don't make a lot of money.
2) Victoria was considering upgrading her gym.

The two thoughts are combined by adding the subordinating conjunction or subordinator although to one of the clauses. That clause is then no longer an independent clause; it becomes a subordinate clause: Although associate professors don't make a lot of money. Although indicates that the relationship between the two ideas is one of contrast. Here are some common subordinators for adverb clauses:

| Some Subordinators in Adverb Clauses |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Time: | after <br> since | as until | as long as when | as soon as whenever | before while |
| Cause: | because | since | so that |  |  |
| Contrast: | although though | even if <br> while | even though | despite the | that |
| Manner: | as | as though | like | as if |  |
| Condition: | as long as | if | unless | whether or n |  |

Every adverb clause has a subordinator, subject, and verb. In the sample sentence, after the subordinator, although, the subject of the clause is associate professors, and the verb is don't make. Analyze the following sentence.

## She put her name on the sign-up sheet for the treadmills since they were all in use.

What is the main clause?
What is the subordinate clause?

> She put her name on the sign-up sheet for the treadmills since they were all in use. (main clause / subordinate adverb clause)

Did you notice that there was no comma separating the clauses? That is because the subordinate clause, since they were all in use, follows the main clause. The order of adverb clauses can be reversed with no change in meaning.

Since the treadmills were all in use, she put her name on the sign-up sheet.

At times adverb clauses can be simplified into adverb phrases. This is possible if both the main clause and the subordinate clause have the same subject and the subordinator is after, before, since, when or while.

## While she was waiting for the treadmill, Victoria used the rowing machine, adverb clause

While waiting for the treadmill, Victoria used the rowing machine. adverb phrase

In this reduction, the subject and auxiliary verbs are omitted, and the main verb of the subordinate clause changes to the present participle form. Sentences in the passive voice use the past participle instead of the present participle in an adverb phrase.

> When the rowing machine is correctly adjusted, it doesn't strain her back. adverb clause

When correctly adjusted, the rowing machine doesn't strain her back. adverb phrase

## Why it is Important

Adverb clauses and phrases present challenges to L2 English users and learners. Some subordinators have very precise meanings and demand correct verb tenses to reflect those meanings. For example, all the subordinators that describe conditions must be used with appropriate conditional verb forms. These challenging forms are discussed in the next chapter. Other subordinators represent a particular time order. Analyze the following sentence.

## By the time a treadmill was free, Victoria had gone home.

Which event came first in time? Did she go first? Was a treadmill available first? Native speakers recognize that even though the treadmill clause is first in the sentence, it is second in time.

Another difficulty is that some subordinators can also be used as prepositions, although most cannot. A prepositional phrase does not have a subject and a verb, but an adverb clause must have a subject and a verb. What is wrong with the following sentences?

During she exercised, she watched the BBC on the overhead television. $\mathbf{X}$

While her exercise, she watched the BBC on the overhead television. $\mathbf{X}$

In these sentences, the preposition during and the subordinator while are confused. A correct adverb clause needs a subordinator (not a preposition) + subject + verb.

During her exercise, she watched the BBC on the overhead television.

While she exercised, she watched the BBC on the overhead television.

Caution: Some subordinator have more than one meaning: Other confusions can result from the multiple meanings of subordinators. For example, in the sentence above 'while' indicated two things happening at the same time, watching and exercising. What does 'while' mean in the following sentence?
"While some gyms have quiet places for yoga classes, this gym conducts them on mats in front of the treadmills".

In this sentence 'while' shows contrast and is similar in meaning to though.

Other examples of multiple meanings are seen in the subordinators since, as, if, and as long as.

## QUIZ 15 Adverb Clauses

Read the sentence, and then answer a question about it. Tick the correct answer. After waiting for 20 minutes, Victoria decided to use the stair machine instead of the treadmill.

1. In the sentence above, which is a subordinator?
a) After
b) Instead of
c) Mary

## She used the stair machine for 25 minutes before she decided to leave

2. In the sentence above, which is the main clause?
a) She used the stair machine for 25 minutes

## If she has time tomorrow, she'll swim some laps.

3. What is underlined in the sentence above?
a) Main clause
b) Adverb clause
c) Adverb phrase

## 4. How many ideas are expressed in a complex sentence that contains an adverb clause?

a) One
b) At least two

## UNIT 16, Adjective Clause

Mary wasn't interested in a glamorous place that had a milk bar and hot stone massages.

Like adverb clauses, using an adjective clause in a complex sentence is a way of combining two ideas. In the above sample sentence, what are the two ideas?

1) Victoria wasn't interested in a glamorous place.
2) A glamorous place had a milk bar and hot stone massages.
he second idea describes a noun, place; it tells us what a glamorous place has. Because one idea describes a noun, these two sentences can be combined into a main clause and an adjective clause. Victoria wasn't interested in a glamorous place that had a milk bar and hot stone massages.

Another name for adjective clause is relative clause, and the words that begin adjective clauses are called relative pronoun rather than subordinators. Like other clauses, each adjective clause must have a subject and a verb. The relative pronoun in the sentence above is that. Some other relative pronouns are listed below.

| Relative Pronouns |  |  |  |
| :--- | :--- | :--- | :---: |
|  | People | Things |  |
| Subject | who, that | which, that |  |
| Object | whom, that | which, that |  |
| Possessive | whose | whose |  |
| Also | when, where, why |  |  |

Remember that clauses have subjects and verbs. When discussing relative pronouns, the distinction between objects and subject can be confusing. It does not refer to the main clause; it describes the structure within the adjective clause.

Let's look at some sample sentences.

## After class, Anthony waited at the bus stop with a woman who worked in the maintenance department.

In this sentence, there are two ideas.

1) Anthony waited at the bus stop with a woman. That is the main clause.
2) A woman worked in the maintenance department.

Who worked in the maintenance department is the adjective clause. The pronoun who represents a woman. If this clause were a separate sentence, a woman would be the subject of that sentence. As it is, who is the relative pronoun and the subject of the adjective clause. Now, look at another example.

## After class, Anthony waited at the bus stop with a woman

 whom he recognized.The first idea in this sentence is the same.

1) Anthony waited at the bus stop with a woman.
2) He recognized a woman.
$\boldsymbol{A}$ woman is the object (not the subject) in the second idea and in the adjective clause. Because it is an object, the correct relative pronoun in formal English is whom. The subject of the adjective clause, whom he recognized, is he. Here is a third variation.

## After class, Anthony waited at the bus stop with a woman with whom he often rode home.

The first idea in this sentence is the same.

1) Anthony waited at the bus stop with a woman.
2) He often rode home with a woman.

The second idea here is that Anthony often rode home with a woman. A woman is an object of the preposition with. To make an adjective clause, the preposition is moved to the beginning of the clause, and the pronoun whom is used.

Below are sample sentences with adjective clauses using the other relative pronouns.

Lydia, whose oversized coat covered her sturdy body, was a friendly person. She told Anthony about the time when she knocked over
> some equipment in Dr. Windsor's lab. "The machine was on a table where it was really hard to clean, "Lydia explained. "You tell me the reason why she had it set up like that. That woman wrote up a letter that is still in my file." Anthony had seen the letter in which Dr. Windsor completely berated Lydia. The equipment she had damaged had been very delicate.

Notice that each adjective clause comes directly after the noun it describes. Also, notice that the relative pronoun which is used with the preposition in. Only which and whom can begin adjective clauses that are the objects of prepositions. In the last sentence, the relative pronoun that is omitted. If it is not the subject of the adjective clause, that may be stated or unstated.

Like adverb clauses, there is a shortened form of adjective clauses called adjective phrases. If the relative pronoun is who, which, or that, and it is the subject of the clause, an adjective phrase is made by dropping the relative pronoun and any auxiliary verbs and changing the verb to a present participle.

> Anthony, who enjoyed Lydia's stories, rode the bus downtown. adjective clause

> Anthony, enjoying Lydia's stories, rode the bus downtown. adjective phrase

If the phrase is in the passive voice, a past participle is needed.

```
The equipment, which had been damaged by Lydia, was
obsolete anyway, adjective clause
The equipment, damaged by Lydia, was obsolete
anyway. adjective phrase
```

At times, an even shorter form is used to describe nouns. Appositives are noun phrases that are placed after, or occasionally before, a noun. They are set apart by commas. Appositives define or explain a noun. They do not include verbs.

> Anthony's apartment, which is the third floor of an old house, has a nice view of city lights, adjective clause

> Anthony's apartment, the third floor of an old house, has a nice view of city lights. Appositive

> His downstairs neighbours, who are John and Kate, didn't seem to be at home. adjective clause

> His downstairs neighbours, John and Kate, didn't seem to be at home. Appositive

## QUIZ 16 Adjective Clauses

Listed below are complex sentences with adjective clauses, adjective phrases, or appositives. Some are correct, and others are not. Mark them.

1. Anthony, chopping vegetables for a stir-fry dinner, listened to the Beatles.

Correct Incorrect
2. The music reminded him of a vacation taking last winter to the islands.

Correct Incorrect
3. On the counter was a rice steamer that Anthony had bought in his neighbourhood.

Correct Incorrect
4. Anthony was lucky because there was a nearby Thai market sold exotic fruits and vegetables.

Correct Incorrect
5. Papaya, especially the large Asian variety, was his favourite fruit.

Incorrect

## UNIT 17, Noun Clauses

## On second thought, Victoria wondered how much a hot stone massage would cost.

A noun clause is a subordinate clause that functions like a noun: it can work as a subject, subject complement, direct object, or object of a preposition. In the sample sentence above, Victoria is the subject, and wondered is the verb. What did she wonder? The answer, the direct object, is not massage or cost. It is the whole phrase: how much a hot stone massage would cost. In this sentence, the noun clause is the direct object.

Like adjective and adverb clauses, a noun clause needs a subordinator, subject and verb. Many of the subordinators in noun clauses sound like question words. Notice, however, that the word order in our sample sentence is not the same as the question: How much would a hot stone massage cost? Instead it follows the pattern of subordinator + subject + verb: how much a hot stone massage would cost.

Some common subordinators are listed below.

| Some Subordinators in Noun Clauses |  |  |  |
| :--- | :--- | :--- | :--- |
| how | if | where | whom |
| how long | that | wherever | whomever |
| how many | what | whether | whose |
| how much | whatever | which | why |
| how often | when | who |  |
| how soon | whenever | whoever |  |

The sample sentences below show a noun clause functioning as a subject, subject complement and an object of a preposition. Can you identify the subordinator, subject, and verb of each noun clause? Analyze the sentences and then review the answers below.

When Paul and his friends would arrive back at school was anybody's guess. The question was whether Paul would get there in time for the biology lab. Gary was concerned about how many classes Paul was missing.

```
When Paul and his friends would arrive back at school was
anybody's guess.
The question was whether Paul would get there in time for the
biology lab.
Gary was concerned about how many classes Paul was
missing.
(Subordinator / subject / verb)
```

Notice the main verb in the first sentence: In the first example, notice that the verb in the main clause 'was' is singular, even though several people are mentioned, Paul and his friends. That is because the whole 'noun clause' is seen as one thing and thus is treated as singular.

Sometimes, as in the following example, the subordinator is also the subject of the noun clause.

## Paul didn't notice who returned the tubes.

When that is the subordinator for a noun clause functioning as a direct object, it can be omitted without changing the meaning of the sentence.

> Paul thought that it was better to camp at the river than to drive back so late.

> Paul thought it was better to camp at the river than to drive back so late.

However, if the noun clause is the subject of the sentence, that cannot be dropped.

He would get back in time for the biology lab was not a sure thing. $\mathbf{X}$

That he would get back in time for the biology lab was not a sure thing.

There is another form that differs from a noun clause but can also function as a noun equivalent. This form, infinitive phrase, has a noun clause subordinator and an infinitive. There is no subject or verb in an infinitive phrase.

> Paul worried about what to do with the motorcycle overnight.

He wasn't sure how to secure it.
In the first sentence, what is the object of the preposition about ? It is the infinitive phrase what to do. What is the function of the infinitive phrase in the second sentence? It is a direct object.

## Why it is Important

The main issue when learning noun clauses is word order.

> Please tell me when leaves the train. x
> Please tell me when the train leaves.

Which sentence is correct? The second is right because it follows the pattern of subordinator + subject + verb: when the train leaves. However, learners see the word when and use question word order.

## QUIZ 17 Noun Clauses

Match the sentences at the top of the quiz with the descriptions below. Indicate the match by selecting the correct sentence's letter.
A. When Paul needed to leave the campground was around 7:00 a.m.
B. When packing, he remembered where he put his biology notes.
C. Where to buy gas was a problem so early in the morning.
D. He wondered about whether he'd be on time for the biology lab.

1. This sentence has a noun clause as its subject.
A
B
C
D
2. This sentence has an infinitive phrase as its subject.
A
B
C
D
3. This sentence has a noun clause as the object of a preposition.
A
B
C
D
4. This sentence has a noun clause as a direct object.
A
B
C
D

## SENTENCE STRUCTURE

Sentences are ideas in perfect little, self contained structures. Their structures can be as simple as subject + verb as in 'Paul left' or overflowing, expressing multiple connected ideas. They can express a single thought, 'I want milk', or a generous handful of ideas. Yet, every sentence has a topic (subject). Every sentence has an action (verb / predicate). Every sentence shows the relationship between subject and action, active or passive. Correct sentences are solid structures but incorrect sentences are unstable. Learning these structures is the basis for communicating in English.

## UNIT 18, Overview of Tense

When you study a English as a second language it may feel as if grammar equals verb tenses. Memorise those irregular past participles, take a test and see if grammar is mastered! In this section and the book as a whole, grammar is viewed more broadly as the structure of language. Learning forms is simply a part of the picture. What is the form? What does it communicate? How is it used? These are three equally important questions. A verb chart only shows form in isolation, and a form in isolation is not communication. Therefore, learn the form and verb tenses. Learn their labels and names. Yet, always ask yourself, what does it mean? And when do I use it?

## Tense and Time Context

Communication happens in time. Without a time context, we only guess at meaning. Imagine the following conversation:
> "How long have you been in our city?" "I am here two weeks." $\mathbf{x}$
> "When did you arrive?" "I am here two weeks." X
> "When will you leave?" "I am here two weeks." X
> "How long will you be staying?" "I am here two weeks. " X

Without time in English sentences, very little is clear!
A verb can be expressed in three tenses: past, present and future. A verb can be expressed in three forms: simple, continuous, and perfect. A verb can be used in three
statement forms: positive, negative, and questions. Perfect tenses can be combined with continuous tenses to make another three. Modals have their own forms of past, present, and future, statements and questions. Don't forget special forms for passive voice, conditional statements and subjunctive mood. The total number of tenses needed to speak fluent English is vast. Reading is the best way to learn tense form selection in context, as trying to analyse gives too many choices.

In general, tenses are presented in a logical order, each one building on the last. As you review them, think about their meanings and uses.

## Simple Present and Present Continuous

Start with the simple present of the verb to be.

|  | Singular | Plural |
| ---: | :---: | :---: |
| First person | I am | We are |
| Second person | You are | You are |
| Third person | He, She, It is | They are |

Notice the way the chart above is organized. The column on the left is called singular. The column on the right is plural. $\boldsymbol{I}$ and we are the first-person singular and the first-person plural. You is the second person. In English, the second-person plural and singular use the same verb forms. (In other words, Dr. Windsor can speak to one student and say: You are capable; she can speak to 100 learners and say: You are all capable.) He, she, or it is the third-person singular, and they is the third-person plural. Any noun working as a subject in a sentence (any person, place, thing, or noun equivalent) determines the verb according to the place it fits in this structure: first, second, third-person, singular or plural. The present tense of the verb to be is sometimes introduced to L2 English learners with names, pictures, gestures, and basic adjectives.

I am the teacher, I am a man. You are the student. You are a man. Paul is a student. Sarah is happy. The cat is brown. You and I are at school. Sarah and Paul are at school.

These sentences use the linking verb to be in the structures that are logical and natural: subject + verb+ adjective, subject + verb + subject complement and subject + verb + prepositional phrase. Question form changes the pattern of the sentence.

Am I a teacher?<br>Are you a student?<br>Is the cat brown?<br>Are we at school?<br>Are Sarah and Paul at school?

Negative statements use not.

## I am not a man.

You are not at home.
Sarah is not sad.
You and $I$ are not Chinese.
Paul and Sarah are not teachers.

Contractions are taught after the full form is learned.

## Paul and Sarah aren't teachers.

## Present Continuous

The present continuous is used to express activities that are happening now. It has two parts: the auxiliary verb to be plus a present participle. Here is an example with the verb to eat.

| I | $>$ am eating | We | $>$ are eating |
| ---: | :--- | ---: | ---: |
| You | $>$ are eating | You | $>$ are eating |
| He, She, It | $>$ is eating | They | $>$ are eating |

Think about the sentence: Sarah is eating an apple. We imagine she is eating at this moment, but did she just begin? No, her eating began in the past, continues now, and will continue into the future. Contrast this meaning with another use of the present
continuous: Gary is trying to get an A in biology. Gary's efforts began in the past and continue this week or this term. However, the statement is true even if Gary is eating breakfast right now and not thinking about biology. In this sentence, the present continuous describes a general activity rather than a specific one, such as eating an apple. The question form and negative form resemble those of to be: Are you eating an apple? No, I am not eating an apple. I am eating a biscuit.

Tip. These tenses can be called continuous or progressive. The meaning is the same.

## Simple Present

The simple present uses the base form of the verb except in the third-person singular where an $\boldsymbol{s}$ is added.

| I | $\Rightarrow$ drink | We | $\Rightarrow$ drink |
| ---: | ---: | ---: | ---: |
| You | $\Rightarrow$ drink | You | $\Rightarrow$ drink |
| He, She, It | $\Rightarrow$ drinks | They | $\Rightarrow$ drink |

Consider for a moment the difference between these two questions:
Is Anthony drinking coffee? present continuous
Does Anthony drink coffee? simple present

If the present continuous question is concerned with a current activity, what is the meaning of the question in the simple present? This question is not about what is happening; it is about habit. The simple present is used to express habitual activities. Anthony doesn't drink coffee in the morning. He drinks hot chocolate. A second use of the simple present is to state general facts. Money influences politics. Warm air rises. A third use of the simple present involves state-of-being (or stative) verbs. Stative verbs describe conditions or situations that exist. These verbs do not normally use a continuous form. Instead, they use the simple forms. For example, to have is a stative verb showing possession. Anthony has a black cat called Monk. Although Anthony got the cat in the past, has it now, and will have it for some time in the future, Anthony is having a cat is not a correct sentence.

To construct negative statements and questions in the simple present, the auxiliary verb to do is needed.

## Do I enjoy winter?

No, you do not enjoy winter.

Do you remember Lydia?
No, I do not remember Lydia.

Does Victoria exercise every day?
No, she does not exercise every day.

Do Gary and Paul take calculus?
No, they do not take calculus.

Do we play golf together?
No, we do not play golf together.

Tip. Simple present tense isn't simple: The insertion of do and does and the insertion of 's' in the third person singular - Gary likes pizza - make the simple present a much more challenging construction than the present continuous.

## Timelines

One way to express the meaning of tenses nonverbally is to draw a timeline. Showing is often simpler and clearer than long explanations.

## Present Continuous



Gary is trying to get an "A" in biology.


## Simple present

The cat is brown.


Anthony drinks hot chocolate in the morning.


Anthony has a black cat called Noire.


## QUIZ 18 Simple Present and Present Continuous

Select the correct tense to replace the infinitive verb in each sentence.

1. Sarah (to have) a roommate named Melissa.
simple present tense
present continuous tense
2. Gary can't come to the phone now because he (to study).
simple present tense
present continuous tense
3. Spring break is a nice time for a vacation to Cancun because it doesn't (to snow) there.
simple present tense
present continuous tense
4. Dr. Windsor applied for a grant, and now she (to wait) for a response.
simple present tense
present continuous tense

## UNIT 19, SIMPLE PAST AND PAST CONTINUOUS

## Simple Past

The simple past describes an action or situation that began and ended in the past.

| I | $\rightarrow$ called | We | $\Rightarrow$ called |
| ---: | :--- | ---: | ---: |
| You | $\Rightarrow$ called | You | $\Rightarrow$ called |
| He, She, It | $\rightarrow$ called | They | $\Rightarrow$ called |

For regular verbs, 'simple past' is written by adding ed. Sarah called Paul yesterday. The question and negative forms use the auxiliary to do in its past form did.

```
Did Sarah call Anthony yesterday?
No, Sarah did not call Anthony, Sarah called Paul
yesterday.
```

Notice that when call is used with did, it does not use ed.

Sarah did not called Sarah. X<br>Sarah did not call Sarah.

Because stative verbs do not normally use progressive tenses, past meanings of these verbs are formed with the simple or perfect tenses.

## Sarah was knowing Melissa before they became roommates. X

## Sarah knew Melissa before they became roommates.

So many verbs are irregular in the past tense! The main problem presented by the simple past is the large number of irregular verbs. At least 100 irregular verbs must be remembered for normal conversation in the past tense. Irregular verbs are sprinkled throughout the English language and follow no pattern.

Notice the variety of forms that these irregular verbs take in the sample below:

Paul rode his motorcycle to Littlehampton yesterday while Sarah drove her truck. They met the rest of their

## friends at the river, and swam until evening. Then, the friends bought some food and had fried chicken and iced tea for dinner. They slept in a campground and came back the following morning.

## Past Continuous

The past continuous uses two words: the past form of to be and a present participle.

| I | $\Rightarrow$ was eating | We | $\Rightarrow$ were eating |
| ---: | :--- | ---: | ---: |
| You | $\Rightarrow$ were eating | You | $\Rightarrow$ were eating |
| He, She, It | $\Rightarrow$ was eating | They | $\Rightarrow$ were eating |

The negative form simply adds not, the question form moves the auxiliary before the subject.

Was Gary studying calculus when Sarah called?
No, he was not studying calculus when Sarah called.
Like the simple past, the past continuous describes an activity that began and ended in the past. Notice the differences in the following sentences to determine the meaning and usage of the two tenses.

## Sarah called Paul, simple past <br> When Sarah called Paul, he was eating lunch. simple past <br> + past continuous <br> Paul was eating lunch while Gary was studying biology. past continuous + past continuous

In the second sentence, two things happened in the past, a call and a lunch, but Paul's lunch began first and was in progress when Sarah called. Providing this time context is the most common use of the past continuous. The third sample sentence above describes two things that happened simultaneously in the past, eating and studying. What is the difference in meaning between the third sample sentence and Paul ate lunch while Gary studied biology? Truthfully, there is not a huge difference, just a slight emphasis on the length of time taken when the past continuous is used.

## Sarah called Pau/.



When Sarah called Paul, he was eating lunch.


Paul was eating lunch while Gary was studying biology.


## QUIZ 19 Simple Past and Past Continuous

Select the correct tense to replace the infinitive verb in each sentence.

1. While Gary (to study), the phone rang.
simple past tense
past continuous tense
2. Sarah (to want) to go to the river because it was a beautiful day.
simple past tense
past continuous tense
3. When Paul and Sarah arrived at the river, the sun (to shine).
simple past tense
past continuous tense
4. They (to need) to buy food before the shop closed.
simple past tense
past continuous tense

## Unit 20, The Future

## Forms of the Simple Future

The simple future expresses a prediction about something that will happen in the future. It is constructed two ways, and the two forms are often interchangeable. One form uses the modal will and the base form of a verb:

## Marianne will visit her mother.

This form is the same for all persons singular and plural.

| I | $\Rightarrow$ will visit | We | $\Rightarrow$ will visit |
| ---: | :--- | ---: | ---: |
| You | $\Rightarrow$ will visit | You | $\Rightarrow$ will visit |
| He, She, It | $\Rightarrow$ will visit | They | $\Rightarrow$ will visit |

The other form of the simple future uses to be and going and an infinitive verb form:

## Marianne is going to visit her mother.

| I | $\rightarrow$ am going to visit | We | $\Rightarrow$ are going to visit |
| ---: | ---: | ---: | ---: |
| You | $\Rightarrow$ are going to visit | You | $\Rightarrow$ are going to visit |
| He, She, It | $\rightarrow$ is going to visit | They | $\Rightarrow$ are going to visit |

In some grammar books, this form is called the immediate future. Do you hear a difference in the meaning of these two sentences?
$\rightarrow$ She's going to fly to Bangkok next month
$\Rightarrow$ She'll fly to Bangkok next month.

In current usage, these sentences are interchangeable. They both express a prediction about the future. However, it may be true that a prior plan is more often expressed with the "going to form" than the "will form" of the simple future.

She bought a ticket because she is going to fly to
London next month.

She bought a ticket because she'll fly to London next month.

In the above pair of sample sentences about a plan, the second sentence which uses will is correct, but choosing going to is more common.

Beware! 'Will has another meaning! There is one situation when these two forms are not interchangeable. In this case the meaning is not a prediction of the future, it is a statement of a willingness to do something. Let's say, Anthony usually takes the bus but today it is raining. "Will you give me a lift home Barbra?" When Allan makes this request he is asking Sarah if she is willing to take him home. "Yes, I'll give you a lift home" or "No, I can't give you a lift home, it is out of my way". Neither person in this conversation will use the going to form because it cannot communicate willingness.

Contrast the meaning of the questions and answers below to clarify the difference.

> Anthony: "Will it rain tomorrow?"
> Sarah: "Yes, I think it is going to rain."
> Prediction - either form

Anthony: "Are you going to drive to work tomorrow?"
Sarah: "Yes, I_m going to drive."
Plan - either form but "going to" form is more common

Anthony: "Will you give me a ride to work?"
Sarah: "Sure, I will."
Willingness - "will" form only

## Present Continuous Used as a Future Tense

To express future plans, the present continuous is often used. Remember the previous example sentence with the present continuous: Sarah is eating an apple. This sentence describes a present activity. What about the following sentence?

## Sarah is eating dinner with her older brother tomorrow.

The addition of that time word, tomorrow, makes it clear that this is Sarah's future plan. The meaning is the same as the other forms of the future.

## Sarah is eating dinner with her older brother tomorrow.



Sarah is going to eat dinner with her older brother tomorrow.


## Sarah will eat dinner with her older brother tomorrow.



The present continuous as a future tense does not work when a prediction is made that does not express a plan.

## The sun is shining tomorrow. X <br> The sun is going to shine tomorrow. <br> The sun will shine tomorrow.

You can predict the weather, but you cannot plan it, so the present continuous cannot be used as a future tense with this sentence.

## QUIZ 20 Future

All the following sentences use the "will" form of the simple future. Some are predictions. Others express willingness. Decide which meaning will has in each sentence. Hint: If "to be going to" can be substituted for "will" without changing the meaning of the sentence, it is a prediction or a plan.

## 1. "Can you help me with this homework?" "Sure. I'll help you."

willingness
prediction
2. "Do you think the biology test will be hard?" "I hope not."
willingness
prediction
3. "Who wants to buy the ice cream for dessert?" "I'll get it. I have to go to the shop anyway."
willingness
prediction
4. "What are you doing after dinner? "I'll study in the library."
willingness
prediction

## PERFECT TENSES

## UNIT 21, Present Perfect

The present perfect is constructed with the auxiliary verb have and a past participle. Questions are formed by placing the auxiliary before the subject; negative statements add not after the auxiliary: Has Paul prepared for biology lab? No, he hasn't prepared for it.

| I | $\rightarrow$ have walked | We | $\rightarrow$ have walked |
| ---: | ---: | ---: | ---: |
| You | $\rightarrow$ have walked | You | $\rightarrow$ have walked |
| He, She, It | $\rightarrow$ has walked | They | $\rightarrow$ have walked |

This is a challenge: the tense that provides the greatest challenge is usually the present perfect. One reason is there are so many irregular past participles that need to be remembered in order to form this tense. As indicated in the box above, a regular past participle is simple the base form and ed. Irregular past participles follow no pattern.

Notice the frequency and variety of spellings of irregular past participles in the passage below.

Gary has met many girls in his three years at London University. He has spent time with some and made a few good friends. However, he has never forgotten his hometown girlfriend, Gemma. Gary and Gemma have written to each other every week and spoken on the phone frequently while Gary has been at University.

Another reason that the present perfect is difficult for L2 English users and students is its meaning. The present perfect is a present tense even though it may contain an ed and it may refer to occurrences in the past. That is because it stresses continuation (or possible continuation) into the present. Take a look at a few examples.

Gary has attended London University for three years.

When did Gary enter the university? Does he still attend? This is the most basic use of the present perfect to describe an event which began in the past and continues now. Words such as ever, never, already, yet, and so far often accompany the present perfect.

He has never forgotten Gemma.

The meaning is that from an unspecified time in the past right up through the present moment, this never happened. Words such as for and since are used with the present perfect. Analyse the first sentence of the previous passage.

Gary has met many girls in his three years at London University.

Gary met these girls repeatedly at unspecified times in the past. Notice that if a time is specified, the tense must switch to the simple past.

Gary has met a Swedish exchange student last week. X

Gary met a Swedish exchange student last week. Simple past


Gary has met many girls in his three years at River City University. Present perfect


The timelines show the contrast in meaning communicated by the simple past and the present perfect.

## QUIZ 21 Present Perfect

Select the correct tense to replace the infinitive verb in each sentence.

1. Anthony (to arrive) at the department at $8: 10$.
simple past tense
present perfect tense
2. He (to work) for two hours so far.
simple past tense
present perfect tense
3. Sarah (to have) a cup of coffee and a bran muffin at 10:00.
simple past tense
present perfect tense
4. She (to be) here since 7:30.
simple past tense
present perfect tense

## UNIT 22, Present Perfect Continuous

The present perfect continuous uses have or has + been + a present participle. Questions are made by moving the auxiliary before the subject; negative statements are made by adding notafter the auxiliary: How long has Anthony been working? He hasn't been working that long.

| I | $\rightarrow$ have been walking | We | $\rightarrow$ have been walking |
| ---: | :--- | ---: | ---: |
| You | $\Rightarrow$ have been walking | You | $\rightarrow$ have been walking |
| He, She, It | $\rightarrow$ has been walking | They | $\rightarrow$ have been walking |

Anthony has worked for five hours, Present perfect Anthony has been working for five hours, Present perfect continuous

In the two sample sentences above, and in many cases, the meaning of the present perfect and present perfect continuous are very similar. The present perfect continuous just stresses the duration of the activity. However, there are situations when the present perfect continuous cannot be used.

Anthony has already been calling Dr. Windsor twice this morning. X<br>Anthony has already called Dr. Windsor twice this morning. Present perfect<br>Sarah has been calling Dr. Windsor all morning. Present perfect continuous

The first sentence in the group above is an error because calling twice is not a continuous action. In the third sentence, the calling lasts through the indicated time, so present perfect continuous is correct. This tense does not work with stative verbs. The present perfect is needed.

Anthony has been knowing Sarah since he entered graduate school. $\mathbf{X}$

## Anthony has known Sarah since he entered graduate school. Present perfect

The present perfect is unavoidable: Some of you may overuse the present perfect continuous as a method of avoiding the memorisation of irregular past participles. This is a mistake. Not only because sometimes it is simply the incorrect form, but more importantly, the present perfect is much more common in English than the present perfect continuous.

## Past Perfect

| I | $\rightarrow$ had started | We | $\rightarrow$ had started |
| ---: | :--- | ---: | ---: |
| You | $\rightarrow$ had started | You | $\rightarrow$ had started |
| He, She, It | $\rightarrow$ had started | They | $\rightarrow$ had started |

The past perfect is formed with the auxiliary had and a past participle. It indicates the time order of two past occurrences, so it is usually combined with the simple past.

## By the time Paul arrived on campus, the biology lab had started.

Two things happened. Paul arrived, and the lab started. Which event happened first? The class started first, and that clause uses the past perfect, had started. The second event is in the simple past: Paul arrived. Sometimes, instead of a second clause in the simple past, the second event is indicated with a prepositional phrase.

## By 10:05 a.m. the biology lab had started.

When did the lab start? It started sometime before 10:05 a.m.; that time is the second event. Often time order is clear without using the past perfect. Then the simple past can be used in both clauses.

## Past Perfect Continuous

| I | $\rightarrow$ had been waiting | We | $\rightarrow$ had been waiting |
| ---: | ---: | ---: | ---: |
| You | $\rightarrow$ had been waiting | You | $\rightarrow$ had been waiting |
| He, She, It | $\rightarrow$ had been waiting | They | $\rightarrow$ had been waiting |

If it is important to stress the duration of the first of two activities, use the past perfect continuous. This tense is made with had + been + present participle.

> Dr. Windsor had been waiting for a response to the grant proposal for two weeks when it was returned for more information.

In the above sentence, the waiting continued until the proposal was returned. At other times, the past perfect continuous indicates only that first event happened shortly before the second.

## The crumbs on her keypad showed that Sarah had been eating something at her desk.

## Timelines

The present perfect, present perfect continuous, past perfect, and past perfect continuous are multiword verb tenses that all use the auxiliary have. The two present tenses are most often used to describe an action that began in the past and still continues or something that happened in an unspecified past and perhaps may continue to occur. The two past tenses, the past perfect and the past perfect continuous, show the time order of past occurrences.

Gary has attended River City University for three years. Present perfect


Sarah has been calling Dr. Windsor all morning. Past perfect continuous


## By the time Paul arrived on campus, the biology lab had started. Past perfect



By 10:05 a.m. the biology lab had started. Past perfect


Dr. Windsor had been waiting for a response to the grant proposal for two weeks when it was returned for more information. Past perfect continuous


## QUIZ 22 Present/Past/Perfect/Continuous

Select the best verb for the blank in each sentence. Indicate the match with the letter that represents that verb. Hint: Verb tenses are indicated.
A. had been working (past perfect continuous)
B. has lived (present perfect)
C. had finished (past perfect)
D. has been living (present perfect continuous)

1. Anthony $\qquad$ in two apartments since he moved to London.
A B

C
D
2. Gary $\qquad$ in the dorms for over three years.
A
B
C
D
3. Sarah $\qquad$ her coffee break before Dr. Windsor arrived.
A
B
C
D
4. Dr. Windsor $\qquad$ for several hours at home before she came to the department.

A
B
C
D

## MORE FUTURE TENSES

## UNIT 23, Future Continuous

The future continuous usually describes an event that will be in progress when a second future event occurs. It is constructed by will + be + a present participle.

| I | $\Rightarrow$ will be conducting | We | $\Rightarrow$ will be conducting |
| :--- | :--- | ---: | ---: |
| You | $\Rightarrow$ will be conducting | You | $\Rightarrow$ will be conducting |
| He, She, It | $\rightarrow$ will be conducting | They | $\Rightarrow$ will be conducting |

Anthony will be conducting the biology lab when Dr Windsor arrives on campus.

At the time in the future that Dr Windsor arrives, Anthony's class will be in progress. Notice that the subordinate clause, when Dr Windsor arrives on campus, is written in the present tense even though it clearly has a future meaning. It is also correct to use to be going to in place of will: Anthony is going to be conducting the biology lab when Dr Windsor arrives on campus.

Take a look at another pair of sentences. One is in the simple future, and the other uses the future continuous. What is the difference in meaning?

## Students will gather at the park for a special activity this afternoon. Simple future <br> Students will be gathering at the park for a special activity this afternoon. Future continuous

This statement describes only one event (the gathering at the park) and can use the simple future or the future continuous with no significant change in meaning.
The future continuous merely places more emphasis on duration.
The future continuous is often used in financial transactions, in hotels, restaurants and shops. "How long will you be staying?" "How will you be paying?" "Will anyone be joining you?" For this reason, you need to know this tense.

## Future Perfect

| I | $\rightarrow$ will have finished | We | $\Rightarrow$ will have finished |
| ---: | :--- | ---: | ---: |
| You | $\Rightarrow$ will have finished | You | $\Rightarrow$ will have finished |
| He, She, It | $\Rightarrow$ will have finished | They | $\rightarrow$ will have finished |

The future perfect describes the first of two future events. It is constructed by will + have + a past participle.

## The English class will have finished before the Student Union's party begins.

Which will happen first, the conclusion of the class or the beginning of the party? The lab will finish first, and the future perfect tense indicates this time order. It is also possible to name a future time in a prepositional phrase and use the future perfect.

By 9:00 this evening, the learners will have left the party.

## Future Perfect Continuous

| I | $\rightarrow$ will have been working | We | $\rightarrow$ will have been working |
| ---: | :--- | ---: | ---: |
| You | $\rightarrow$ will have been working | You | $\Rightarrow$ will have been working |
| He, She, It | $\rightarrow$ will have been working | They | $\rightarrow$ will have been working |

If it is necessary to stress the duration of the first future event, there is a future perfect continuous tense. It is constructed with will + have + been + present participle.

## Anthony will have been working for six hours by the time he takes a lunch break.

## Summary and Timelines

All three of these future tenses usually compare two future occurrences, but their time order is different. The perfect tenses describe an event which happens before a second future event. The future continuous often describes an event which will be in progress when a second event happens.

Anthony will be conducting the biology lab when Dr. Windsor arrives on campus.
Future continuous


The biology lab will have concluded before the Student Union's party begins.
Future perfect


By 5:00 this evening, the learners will have left the party area.
Future perfect


Anthony will have been working for six hours by the time he takes a lunch break. Future perfect continuous


## QUIZ 23 Future

Read the sentences below. Each sentence refers to two future events or times. Decide if the two events happen one after the other (in sequence) or one event happens during the other one. Hint: All perfect tenses indicate a time sequence, but the future continuous indicates two things will be in progress at the same time.

1. A rock band will be playing while the learners eat and play Frisbee.
at the same time
in sequence
2. The band will have been playing for two hours before a theatre group takes the stage.
at the same time
in sequence
3. By $2: 00$ most of the learners will have eaten.
at the same time
in sequence
4. The cleaning staff will be working while the learners are back at the dormitory. at the same time
in sequence

## UNIT 24, Tenses in the Passive Voice

The passive voice indicates that the receiver of the action rather than the doer is the subject of a sentence. There must be a clear signal to the listener (or reader) of this unexpected shift in the role of the subject. This signal is given by the alternative verb tenses of the passive voice which always include a form of to be and a past participle. The meaning and timelines of tenses previously given for the active voice are unchanged in the passive voice. Only the verb forms and function of the subject change.

| Simple Present | The Student Union party is held in the central plaza area. |
| :--- | :--- |
| Present Continuous | The party tables and some chairs are being set up right <br> now. |
| Present Perfect | The party has been catered by a local barbeque kitchen. |
| Simple Past | The party was planned by the Student Activities <br> Association. |
| Past Continuous | The food and drinks were being unloaded from a white <br> van as Paul walked through the car park. |
| Past Perfect | The fountain in the plaza had been filled with bubbles. |
| Simple Future | Food will be served in about two hours. |
| Infinitive | The ribs need to be heated before they are served. |

## QUIZ 24 Tenses and Passive Voice

Read the sentences below. These sentences are in the active voice. Rewrite each sentence in the passive voice using the parallel tense. (In other words, a sentence in the simple past and the active voice will change to a sentence in the simple past and the passive voice.)

1. The Student Activities Association will pay the band $£ 100$.
$\qquad$
$\qquad$

## 2. Student volunteers served the food.

$\qquad$
$\qquad$
3. The Activities Committee had planned the party for weeks before the event.
$\qquad$
$\qquad$
4. The volunteers were offering baked beans to the vegetarian learners.
$\qquad$
$\qquad$
5. The Student Activities Association always schedules a party in late April.
$\qquad$
$\qquad$

## UNIT 25, Verb Tenses with Modals

Modals change the way a tense is constructed along with changing the meaning of a sentence.

We can review the modal should as an example.

## Learners should attend class.

The idea of this sentence is to state a general principle: it is a good idea that learners attend class. For this reason, the sentence is in the present tense.
Learners should attend class before tomorrow
afternoon's test.

Now the statement is a recommendation about the future even though the verb, should attend, is the same as in the statement in the present tense. When using a modal, the present and future forms are the same. The future must be indicated by context or a time word. To change the meaning to the past, have + a past participle is added.

## Learners should have attended class yesterday.

It is also possible to use continuous forms with a modal.

Paul should have been studying last night. Past He should be studying on a regular basis, Present He should be studying all next weekend. Future

The passive voice can be expressed with a modal.

The ice cream should have been refrigerated. Past
Ice cream should be refrigerated. Present
The leftover ice cream should be refrigerated when the party is over. Future

## QUIZ 25

Read the sentences below. Change the meaning of the sentence by using the indicated modal () with the correct form of the underlined verb. Then check on the answers and the tenses used.

## 1. Anthony is going to work over the weekend. (may)

$\qquad$
$\qquad$

## 2. He enters the data monthly. (has to)

$\qquad$
$\qquad$
3. The current data is important to the project's results. (might)
$\qquad$
$\qquad$
4. If all goes well, his work is going to be finished by noon on Saturday. (should)
$\qquad$
$\qquad$
5. Dr. Windsor wasn't in the office this morning; she was working at home. (must)

## TENSES OUTSIDE OF TIME

When we formulate a verb tense we communicate time in a variety of complex ways. Not only past, present and future, we express length of time in chronological order with these flexible constructions. Yet, have you considered that tense can tell us more than time? It can also express reality.

## UNIT 26, Tense and Reality?

All the tenses explored in this chapter to this point have been ways to fix a statement in time. Consider this example:

## "How long have you been in our city?" <br> "I've been here for one week."

The person asking the question wants to know when the current situation began. The listener hears the present perfect and understands the timing. He answers with a response that conveys his understanding of time and tense. At other times, the tenses in English do not reflect time but meaning. Take a look at this example.

## Anthony wishes that he had an Aston Martin car.

The verb in the main clause is wishes. It is in the present tense and third-person singular just as expected. What about the verb in the noun clause, had? Why do we use the past tense? Did he have the car last year? No, this use of the past tense conveys something other than time. In this case, it tells us that Anthony has a desire, a wish, that things were different than they really are. A verb that follows wish is used in the past tense to indicate it is not reality. Anthony wishes that he had an Aston Martin car means he wants one and he does not have one. This use of the past tense is like a blinking signal light saying: This part of the sentence isn't true.

This use of the past tense with the verb that follows wish is one example of the special situations in English that require certain tenses that are not related to time. All of them are challenging L2 English users and learners.

## Conditionals, First Conditional

Conditional sentences contain a special type of adverb clause. The subordinate clause in conditional sentences can be called the "if clause". Take a look at a sample sentence.

> If there is free food, university students will come to the party.

This form of the conditional is called the future real or first conditional. It communicates the idea that there is a good chance that when the condition is met, the result will happen. The sentence contains two clauses: if there is free food and university students will come to the party. The subordinate clause uses the simple present tense verb, is. The main clause uses a future verb: will come. There are many possible variations on this form. The order of the clauses can switch with no change in meaning.

## University students will come to the party if there is free food.

Any present tense that makes sense can be used in place of the simple present in the subordinate clause: present continuous, present perfect, or present perfect continuous. In addition to will, the modals can, may, might, should, be going to and have to can be used in the main clause.

## If it is raining at noon, they might move the party into the cafeteria.

This sample sentence in the first conditional uses the present continuous in the "if clause" and the modal might in place of will in the main clause. All conditional sentences convey a double meaning to a fluent speaker of English. They give information, and they give an estimated probability. In the last sample sentence for example, rain is not a certainty, but it is a possibility, and so is moving the party to the cafeteria.

## Second Conditional

Other forms of the conditional use different tenses and communicate different meanings. Examine this sentence.

## If Anthony had time, he would enjoy taking a break at the party.

Is Anthony going to go to the party? No, Anthony does not have time to go to the party, but we imagine he would enjoy it if it were possible. This form of the conditional is called the present unreal or second conditional. It tells us that the condition will not be met, but imagines how things would be if it were. In this form, the "if clause" uses the simple past tense or the past continuous, and the main clause must use one of the following modals: would, should, could or might plus the base form of a verb. In the sample sentence above, for example, the simple past tense, had, in the subordinate clause is used with would enjoy in the main clause.

Consider the double meanings of these two sentences in the second conditional.

> If Anthony were an undergraduate, he'd have time to attend the party.

> If Anthony had time, he would enjoy taking a break at the party.

What is the probability that Anthony is an undergraduate? Zero - that is just not true. So he definitely will not have time to go to the party. In second sample sentence, what is the probability Anthony has extra time? Perhaps there is a very small chance, 100 to 1 , but the use of the second conditional tells us the speaker thinks it will not happen. Did you notice the were? A peculiar adaptation of the second conditional is that, in formal English, when the verb to be is used in an if clause, its form is always were.

> If Anthony were an undergraduate, he'd have time to attend the party.

## Third Conditional

The third conditional or past unreal conditional describes a condition that cannot be met because the opportunity is past.

## If Paul had studied last term, he would have done better in today's English exam.

Did Paul study last term? No, he didn't study last term, and nothing done today can change that. However, we can imagine the outcome would have been different if the past were different. This is the purpose of the third conditional: to imagine a different past and its result. To construct this form the past perfect or past perfect continuous is used in the "if clause" and would, could, should, or might is combined with have and a past participle in the main clause. In the sample sentence had studied is used in the subordinate clause and would have done in the main clause.

## Why it is Important

Consider the difference between these two sentences in the first and second conditional forms:

> If Anthony has time, he'll enjoy taking a break at the party. If Anthony had time, he'd enjoy taking a break at the party.

How close are the meanings of these two sentences? They are really quite different. In the first one, there is a good chance Anthony will go to the party; in the second, he is not going. How close are the forms of these two sentences? They are very close in form. Only a few letters separate them. When L2 English users and learners hear or see these two sentences, will they understand that their meanings are almost opposites?

The third conditional uses many auxiliaries, and that can be confusing.

> Gary would have joined his friends at the river if he hadn't needed to study.

Step back a moment from the intricacies of the form and construction when you read the sample sentence above. To a native speaker of English, this sentence in the third conditional clearly communicates four things: the opportunity to take the trip is over, Gary wanted to go, Gary didn't go, and the reason was his need to study. All that meaning is packed into that particular combination of verbs. English is great isn`t it.

## QUIZ 26 Conditionals

Read the four sentences below to determine if they are correct sentences in the first conditional. Then mark each sentence.

1. If Dr Windsor has time, she would swim laps before dinner.
correct
incorrect
2. If she is too busy to cook, she'll pick up a sandwich. correct incorrect
3. If her brother calls her back before she leaves the office, she might eat dinner with him. correct incorrect
4. She is going to skip dinner if she ate a muffin in the afternoon. correct incorrect

Read the four sentences below to determine if they are correct sentences in the second conditional.
5. If Dr. Windsor wanted to go to movie, she can leave the office by 6:00.
correct
incorrect
6. If she drove 30 minutes, she'll go to an excellent Thai restaurant.
correct
incorrect
7. If she were a better swimmer, she might enjoy swimming laps. correct
incorrect
8. She could bike to work if she lived closer to campus.
correct incorrect

Read the four sentences below to determine if they are correct sentences in the third conditional.
9. If Victoria had bought groceries yesterday, she wouldn't have needed to stop at the shop on the way home.
correct incorrect
10. If she had called her brother on Tuesday, they could have made plans for the weekend.
correct incorrect
11. She might have picked up a movie if her DVD player had been working.
correct
incorrect
12. If it was basketball season, she will have stayed on campus to watch a game.
correct
incorrect

Match the main clauses at the top of the quiz with the "if clauses" below. Indicate the match by selecting the letter of the correct main clause. Hint: There are sentences in all three conditional forms.
A. they will all do well.
B. it will begin next term.
C. he might be more serious about his studies.
D. they wouldn't have needed to rewrite it.
E. she would give up her job in the music department.
13. If Sarah had a scholarship,
A
B
C
D
E
14. If the original grant application had been correct,
A
B
C
D
E
15. If the learners have prepared for the biology test,
A
B
C
D
E
16. If Paul were older,
A
B
C
D
E
17. If Dr Windsor' new project gets funding,
A
B
C
D
E

## UNIT 27, Mood

In this book on grammar, we have discussed tense: all those pasts, presents, and futures, perfects, and simples. We have discussed voice: active or passive. However, there is a third way to classify the structure of language that is closely related to conditionals: mood.

There are three moods (or cases) in English: indicative, imperative, and subjunctive.

The indicative mood is used for fact, opinions and questions and is the form we use over $90 \%$ of time. Let's review the two other moods.

## Imperative

The imperative mood is used for orders and advice. Take a look at two imperative statements.

## Put the soft drink cans in the recycling bin.

Don't mix the glass and cans, please.

What is the subject of these sentences? It is an unstated subject, but the subject in the imperative is always you. Is the speaker in the above sample sentences talking to one person or several? It is unclear because you can be singular or plural in English. The form is the same either way. What is the tense? The present tense is always used in the imperative mood.

Because there is little variation in the imperative mood, its easy for fluent English users to understand. Perhaps the only confusion is that the imperative mood is used more frequently in English than in other languages. It does not sound rude or harsh to native speakers especially when accompanied with please. It is just direct. Please should be used frequently to soften the demand and makes it a firm request.

## Subjunctive

The subjunctive mood is used for wishes and the "if clauses" in conditionals that are contrary to fact. You have already learned these two forms of the subjunctive mood. You analyzed the way the subjunctive uses the past tense to signal the lack of reality rather than a past time. You noticed that were is always used if the verb in the subjunctive mood is to be, even if the subject is singular.

## Anthony wishes that he had an Aston Martin car. <br> If Anthony had time, he'd enjoy taking a break at the party. <br> If Anthony were an undergraduate, he'd have time to attend the party.

There is a third use of the subjunctive mood. (This form is not always followed by native speakers, but L2 English users and learners who are taking advanced language tests need to know it, however it is less important for conversation.) Use the subjunctive mood for "that clauses" that follow verbs such as request, recommend, and insist. The subjunctive mood for the "that clause" verb is the base (or dictionary) form.

> Dr Windsor requested that Anthony finish the report before Monday.
> Sarah will insist that Anthony fill out an expense report.

In these sample sentences the main verbs, request and insist, indicate time. They are indicative. The "that clauses" in red, also have verbs: finish and fill out. These verbs are not in the future, present, or past. They are simply the base form because these clauses are in the subjunctive mood.

| Verbs that prompt the subjunctive in a following "that clause" |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| insist | propose | demand | request | suggest |
| prefer | recommend | ask | required | urge |

It is also possible to have a subjunctive mood in the passive voice.

> Sarah recommended that the expense report be submitted within 7 days.

## QUIZ 27 Mood

Read the three sentences below. Make a statement in the imperative mood.
Example: Sarah wants Paul to call her this afternoon. She says: "Please call me this afternoon, Paul."

1. Sarah doesn't want Michelle to leave the party now. She says:'
$\qquad$
$\qquad$
2. Sarah wants everyone to pick up their trash. She shouts:
$\qquad$
$\qquad$
3. Sarah advises Michelle that she should take biology next term. She says:
$\qquad$
$\qquad$

Read the three sentences below. Change the sentence to include a "that clause" in the subjunctive mood.
$\begin{array}{ll}\text { Example: } \quad \text { Gary requested, "Carry the chairs inside, Paul." } \\ & \text { Gary requested that Paul carry the chairs inside. }\end{array}$

1. "Stay home and study tonight, Paul, " urged Gary.
$\qquad$
$\qquad$
2. Paul insisted, "Let's go out tonight, Gary!"

## 3. Gary asked Paul, "Will you promise to study tomorrow?"

Remember that effective communication is the goal: The past three sections have reviewed words, sentences and tenses. The structures of language have been analysed. It is important to step back and remember that the goal is to improve your communication skills. You need to practice these new grammar skills. It is always beneficial to communicate directly, as much as possible, with native English speakers. Listening to how they phrase and structure their use of English. However, you need to remember that although they may not be able to explain English grammar rules to you, they have learnt them and incorporated them into their full use of English. That is, they will know when you have made a grammatical error, they will be able to help and guide you but they may not be able to explain the grammar rule to describe your error. Therefore, knowing grammar is useful in understanding the structure of English but it is no substitute to reading English and engaging in meaningful English verbal communication as often as possible. The rules of grammar are there to guide you and to aid your analysis of the structure of English. However, you will not be able to communicate in English, verbally or in writing, by studying grammar alone.

## SECTION ONE Answer Guide

## Quiz 1 Morphemes

1. How many morphemes are in the word unintentional?
2. The prefix in unintentional is
3. tion is an example of
4. intent is an example of a
5. In the word crazier, er is an example of a
6. A morpheme is a
7. A word
8. A good EFL learner should

## four

## un

suffix
root morpheme
inflectional morpheme
unit of meaning cannot be interrupted blend all aspects of morphemes into their learning.

## thirteen

room
equipment
Windsor
tubes
staff
equipment
laboratory
research
both of the above reasons
and more.

## Quiz 3 Verbs

1. In the passage above, the word opening is
2. In the passage above, the word known is
3. In the passage above, the word had is
4. In the passage above, an example of a verb in the base form is
5. In the above passage, an example of a verb in the present participle form is
6. In the passage above, an example of a verb in the past form is
7. In the passage above, an example of a verb in the past participle form is
8. An example of a verb with a characteristic verb suffix is
9. English verbs are challenging for EFL students because

## Quiz 4 Adjectives

1. A question that some adjectives answer is
2. An example of an adjective in its positive degree is
3. An example of an adjective in its comparative form is
4. An example of an adjective in its superlative form is
5. In the passage above, multi-coloured is an example of a
6. In the passage above, which word is a adjective?
7. In the passage above, an example of an adjective with a typical adjective suffix is
8. How many adjectives are in the passage above?
9. An adjective's position is
10. Linking verbs connect
an action verb
a state-of-being verb
an auxiliary verb
stop

## opening

rang
known
refrigerate
all of the above reasons
Which?
tricky
trickier
trickiest
participial adjective
metal
greyish
five
often before the noun it
describes
a noun to an adjective

## QUIZ 5 Adverbs

1. In the passage above, how many adverbs are there?
2. In the passage above, an example of an adverb with an $/ y$ suffix is
3. In the passage above, an example of an adjective with an /y suffix is
4. In the passage above, an example of an adverb expressing frequency is
5. In the passage above, an example of an adverb used in a comparison is

## six

regularly
monthly
sometimes
quietly

When Anthony innocently (6) missed a department meeting during his first term at Portsmouth University, he found he had been assigned to a financial (7) committee. What a complete (8) waste of time! He relates well (9) to students and colleagues but not to budgets.

## Quiz 6 Pronouns

Anthony asked Dr. Windsor if she (1) would review the revised grant application herself (2) before he submitted it (3). "I don't have any confidence that I've done it (4) correctly," he (5) said. "Some questions are clear, but others (6) are confusing."

## Quiz 7 Articles

1. Paul thumbed through a catalogue to find $\boldsymbol{a}$ black or brown motorcycle jacket. (The indefinite article is needed because the jacket is not specific at this time).
2. He located one that resembled $\boldsymbol{a}$ uniform for an R.A.F. pilot. (Uniform begins with a consonant sound - YU - and uses a as its indefinite article, R.A.F is spoken as 3 separate letters and the letter R begins with a consonant sound - AR and uses an as its indefinite article.-).
3. He needed the money from his parents to buy it. (Money is a non-count noun).
4. He decided to call them now before they received the last tuition statement. (Statement is a specific, countable noun.)

## QUIZ 8 Prepositions

1. How many prepositions are included in the second sentence?
2. In this passage, an example of a phrasal verb is
3. In this passage, which sentence contains a compound
three gave up preposition?
the fourth

## Quiz 9 Conjunctions

Paul: Do you want to drive to the river this afternoon?
Gary: I can't. Both my biology class and Intro to Psych have papers due next week (both ... and'is a correlative conjunction). Besides (conjunctive adverb), I didn't get much sleep last night.

Paul: Okay, man. While (subordinating conjunction) you're studying away, I'm going to be floating down the river with Sarah and (coordination conjunction) some of our friends. I'll be back late, so (coordination conjunction) I'll catch you tomorrow.

## QUIZ 10 Simple Sentences

1. In this sentence, a gerund is used as a subject Waiting is a waste of time. D.
2. In this sentence, a phrasal modal auxiliary is part of the verb He had to wait in line for about 20 minutes. C.
3. In this sentence, the complete subject is Anthony. Anthony went to the post office after lunch. $A$
4. In this sentence, an infinitive is used as a subject. To wait more than $\mathbf{2 0}$ minutes is very annoying. $E$.
5. In this sentence, the predicate contains six words He needed to pick up a package. B

## QUIZ 11 Building Sentences

1. This sentence contains an intransitive verb. B
2. This sentence contains a transitive verb. A
3. This sentence contains a direct object. A
4. This sentence contains a prepositional phrase. B
5. This sentence contains an indirect object. A

## QUIZ 12 Sentence Structures

1. This sentence contains a linking verb and predicate B adjectives.
2. This sentence contains a linking verb and subject

A complement.
3. This sentence contains a direct object
C

## QUIZ 13 Passive Voice

1. .Gary didn't get a reply to his e-mail to Leah.

Active Voice
2. His last e-mail was sent on Sunday.

Passive Voice
3. He wondered if she had received it. Active Voice

## QUIZ 14 Compound Sentences

1. Martial arts were Anthony's hobby, and he belonged to an Aikido club.
2. The exercise burned off negative energy; sweating can be purifying.
3. They were a nice group of people, however there were very few women.

## Correct

## Correct

## Incorrect

4. Athletic women were great but Anthony rarely seemed to meet them.

## QUIZ 15 Adverb Clauses

1. In the sentence above, which is a subordinator?
2. In the sentence above, which is the main clause?
3. What is underlined in the sentence above?
4. How many ideas are expressed in a complex sentence that contains an adverb clause?

Incorrect

## After <br> She used the stair machine <br> for 25 minutes <br> Adverb clause

At least two

## QUIZ 16 Adjective Clauses

1. Anthony, chopping vegetables for a stir-fry dinner, listened to the Beatles.
2. The music reminded him of a vacation taking last winter to the islands.
3. On the counter was a rice steamer that Anthony had bought in his neighbourhood.
4. Anthony was lucky because there was a nearby Vietnamese market sold exotic fruits and vegetables.

## Correct

Incorrect

## Correct

Incorrect
Correct
5. Papaya, especially the large Asian variety, was his favourite fruit.

## QUIZ 17 Noun Clauses

1. This sentence has a noun clause as its subject. A
2. This sentence has an infinitive phrase as its subject. C
3. This sentence has a noun clause as the object of a D preposition.
4. This sentence has a noun clause as a direct object.

A
C

B

## QUIZ 18 Simple Present and Present Continuous

1. Sarah (to have) a roommate named Melissa.
2. Gary can't come to the phone now because he (to study).
3. Spring break is a nice time for a vacation to Cancun because it doesn't (to snow) there.
4. Dr. Windsor applied for a grant, and now she (to wait) for a response.

## QUIZ 19 Simple Past/Past Continuous

1. While Gary (to study), the phone rang.
2. Sarah (to want) to go to the river because it was a beautiful day.
3. When Paul and Sarah arrived at the river, the sun (to shine).
4. They (to need) to buy food before the shop closed.

## QUIZ 20 Future

1. "Can you help me with this homework?" "Sure. I'll help you."
2. "Do you think the biology test will be hard?" "I hope not."
3. "Who wants to buy the ice cream for dessert?" "I'll get it. I have to go to the shop anyway."
4. "What are you doing after dinner? "I'll study in the library."

## QUIZ 21 Present Perfect

1. Anthony (to arrive) at the department at $8: 10$.
2. He (to work) for two hours so far.
3. Sarah (to have) a cup of coffee and a bran muffin at 10:00.
4. She (to be) here since $7: 30$.
simple present tense present continuous tense

## simple present tense

 present continuous tensepast continuous tense simple past tense
past continuous tense simple past tense
willingness
prediction
willingness
prediction
simple past tense
present perfect tense
simple past tense
present perfect tense

## QUIZ 22 Present/Past/Perfect/Continuous

1. Anthony $\qquad$ in two apartments since he moved to London.
2. Gary ___ in the dorms for over three years.

B
3. Sarah___her coffee break before Dr. Windsor arrived.

D
4. Dr. Windsor for several hours at home before she came to the department.

A

## Quiz 23 Future

1. A rock band will be playing while the learners eat and play Frisbee.
2. The band will have been playing for two hours before a theatre group takes the stage.
3. By $2: 00$ most of the learners will have eaten.
4. The cleaning staff will be working while the learners are back at the dormitory.
at the same time
in sequence
sequence
at the same time

## Quiz 24 Tenses and Passive Voice

## 1. The Student Activities Association will pay the band $£ 100$.

The band will be paid $£ 100$ by the Student Activities Association. simple future

## 2. Student volunteers served the food.

The food was served by student volunteers. simple past

## 3. The Activities Committee had planned the picnic for weeks before the event.

The picnic had been planned by the Activities Committee for weeks before the event. past perfect

## 4. The volunteers were offering baked beans to the vegetarian learners.

Baked beans were being offered to the vegetarian learners by the volunteers. or, The vegetarian learners were being offered baked beans by the volunteers. past continuous

## 5. The Student Activities Association always schedules a picnic in late April.

A picnic is always scheduled in late April by the Student Activities Association. simple present

## Quiz 25 Verb Tenses with Modals

1. Anthony is going to work over the weekend. (may)

Anthony may work over the weekend. future

## 2. He enters the data monthly. (has to)

He has to enter the data monthly. present
3. The current data is important to the project's results. (might)

The current data might be important to the project's results. present
4. If all goes well, his work is going to be finished by noon on Saturday. (should)

If all goes well, his work should be finished by noon on Saturday. future/passive voice
5. Dr. Windsor wasn't in the office this morning; she was working at home. (must)

Dr. Windsor wasn't in her office this morning. She must have been working at home. past continuous

## Quiz 26 Conditionals

1. If Dr. Windsor has time, she would swim laps before dinner.
2. If she is too busy to cook, she'll pick up a sandwich.
3. If her brother calls her back before she leaves the office, she might eat dinner with him.
4. She is going to skip dinner if she ate a muffin in the afternoon.
5. If Dr. Windsor wanted to go to movie, she can leave the office by $6: 00$.
6. If she drove 30 minutes, she'll go to an excellent Thai restaurant.
7. If she were a better swimmer, she might enjoy swimming laps.
8. She could bike to work if she lived closer to campus.
9. If Victoria had bought groceries yesterday, she wouldn't have needed to stop at the shop on the way home.
incorrect
correct
correct
incorrect
incorrect
incorrect
correct
correct
correct
10. If she had called her brother on Tuesday, they could have made plans for the weekend.
correct
11. She might have picked up a movie if her DVD player had been working.
12. If it was basketball season, she will have stayed on campus to watch a game.
incorrect
13. If Sarah had a scholarship, she would give up her job in the music department. (E)
14. If the original grant application had been correct, they wouldn't have needed to rewrite it. (D)
15. If the learners have prepared for the biology test, they will all do well. (A)
16. If Paul were older, he might be more serious about his studies. (C)
17. If Dr. Windsor' new project gets funding, it will begin next term. (B)

## Quiz 27 Mood

1. Sarah doesn't want Michelle to leave the party now. She says: "Please don't leave the party now."
2. Sarah wants everyone to pick up their rubbish. She shouts: "Pick up your rubbish!"
3. Sarah advises Michelle that she should take biology next term. She says: "Take biology next term please."
4. "Stay home and study tonight, Paul, " urged Gary. Gary urged that Paul stay home and study tonight.
5. Paul insisted, "Let's go out tonight, Gary!" Paul insisted that he and Gary go out tonight.
6. Gary asked Paul, "Will you promise to study tomorrow?" Gary asked that Paul promise to study tomorrow.

## SECTION TWO

## Self Evaluation

The following English Grammar Self-Evaluation will help you examine what you already know and what you need to review. If you find this test and the following ones challenging, don't worry. Simply review the relevant text in section one to refresh your memory and understanding.

Quiz 1 General Quiz

Look at the sentences below and identify the word in bold.

1. He is an excellent actor.
a. Pronoun as direct object
b. Pronoun as subject
c. Verb
2. Give me the ball.
a. Noun as direct object
b. Noun as subject
c. Noun as indirect object
3. The President spoke for an hour.
a. Verb
b. Subject
c. Direct object
4. Did you get Joan a napkin?
a. Indirect object
b. Direct object
c. Pronoun
5. Skiing is a lot of fun.
a. Gerund as subject
b. Infinitive as subject
c. Adverb
6. This is a lovely house!
a. Adverb
b. Adjective
c. Noun
7. He runs fast.
a. Adverb
b. Adjective
c. Noun
8. Look at that bird! What kind is it?
a. Adverb
b. Noun
c. Pronoun
9. Did they do it themselves?
a. Adverb
b. Noun
c. Pronoun
10. Whose book is this? It is mine.
a. Adverb
b. Noun
c. Pronoun
11. Neither the man nor his wife agreed.
a. Article
b. Conjunction
c. Demonstrative adjective
12. He wanted to go with us.
a. Gerund
b. Infinitive
c. Adverb
13. This is the best party ever!
a. Adverb
b. Demonstrative pronoun
c. Conjunction
14. Could I ask for a glass of water, please?
a. Adverb
b. Conjunction
c. Article
15. Look at that!
a. Article
b. Preposition
c. Participial Adjective
16. Feeling a little frustrated, I spoke to the manager.
a. Noun
b. Preposition
c. Participial Adjective
17. .Jon told me his parents were from England
a. Proper noun
b. Adjective
c. Common noun

Identify the following verbs. Identify what tense the verb is and what the meaning is.
18. You can count on me. I won't fail.

| Tense: | 1. simple future <br> 2. future continuous <br> 3. future perfect |
| :--- | :--- |
| Meaning: | A. future prediction <br> B. willingness to do something <br> C. determination/promise |

19. We're going to the school party Saturday night.

Tense: 1. present continuous
2. simple future
3. future continuous

Meaning: A.future prediction
B. future plan
C. willingness to do something
20. She is eating dinner with friends at her apartment.
Tense: 1. simple present
2. present continuous
3. simple present
Meaning: A.future prediction
B. action is taking place now
C. habitual action
21. Tom works out every Thursday after he gets off from work.

| Tense: | 1. simple present <br> 2. present continuous <br> 3. future continuous |
| :--- | :--- |
| Meaning: | A. action is taking place now <br> B. habitual action <br> C. future plan |

22. Victoria is much better now.

Tense: 1. simple present
2. present continuous
3. future continuous

Meaning: A. habitual action
B. present condition
C. action is taking place now
23. The Browns saw that film last week and didn't like it.
Tense:

| 1. simple present |
| :--- | :--- |
| 2. simple past |
| 3. past continuous |

Meaning:

| A. habitual past action |
| :--- |
| B. definite past completed action |
| C. indefinite past action |

24. We were working on the report throughout the night.

Tense: 1. simple past
2. present continuous
3. past continuous

Meaning: A. past action that took place over a period of time
B. indefinite past action
C. action is taking place now
25. Mike was sleeping while Maria was washing the dishes.

Tense: 1. both verbs simple past
2. both verbs present continuous
3. both verbs past continuous

Meaning: A. 1st. past action took place before the 2 nd past action
B. 2nd past action took place before the 1st past action
C. both actions took place simultaneously over a period of time
26. We were eating when the phone rang.

Tense: $\quad 1$. both verbs simple past
2. verb simple past, past continuous
3. 1 st verb past continuous, 2 nd verb simple past

Meaning: A. 1st past action began before the 2 nd action
B. 2nd past action took place before the 1st action
C. both past actions took place simultaneously over a period of time
27. The school has completed its plans for the new building.

Tense: 1. simple past
2. past perfect
3. present perfect

Meaning: A. The action finished at a specific time in the past.
B. The action finished at an undefined past time.
C. The action will be done at a specific time in the future.

## 28. He has been working here since 1955.

| Tense: | 1. present perfect <br> 2. present perfect continuous <br> 3. past perfect continuous |
| :--- | :--- |
| Meaning: | A. The man retired. <br> B. The man is still working there. <br> C. The man will retire. |
| 29. Shirley's been to Paris. |  |
| Tense: | 1. present perfect <br> 2. present perfect continuous <br> 3. past perfect continuous |
| Meaning: | A. Shirley was in Paris sometime in the past. <br> B. Shirley is in Paris now. <br> C. Shirley went to Paris many times. |

30. We'll have arrived in Paris by the time you finish work in New York today.

Tense: $\quad 1.1$ st verb future, 2 nd verb simple present.
2. 1st verb future perfect, 2 nd verb simple present.
3. 1st verb future, 2 nd verb simple future.

Meaning: A. two events taking place simultaneously
B. one event will be completed at a specific time in the future
C. both events have been completed
31. Yuki had studied English so it wasn't a problem by the time she got here.

Tense: 1.1st verb past perfect, 2nd verb simple past.
2. 1st verb simple past, 2 nd verb past perfect.
3. both verbs are past perfect

Meaning: A. Yuki's study took place before she arrived.
B. both happened at the same time.
C. Yuki arrived and then she studied English.
32. Our class had been studying Shakespeare when the teacher decided to include some of Milton's work to the program.
Tense: $\quad$ 1. both verbs are simple past
2. 1st verb past perfect continuous, 2 nd verb simple past.
3. 1st verb past perfect, 2nd verb past continuous.

Meaning: A. both actions took place over the same periods of time
B. 1st action took place over a period of time, then the 2 nd action occurred.
C. both times are indefinite

In the next exercise, decide whether the sentence is in the active or passive voice. Then identify the tense.

Hint: Tenses in the active voice and passive voice use different forms. All passive voice tenses use some form of the verb to be and a past participle. Notice the differences in these two sentences in the past continuous tense:
Gabe was waiting for an important letter. (active voice)
The letter was being forwarded to him from his previous address. (passive voice)
33. James drew the picture for Emily.

Type: 1. Active.
2. Passive.

Opposite: A. The picture was drawn for Emily by James.
B. The picture has been drawn by James for Emily.
C. James has drawn the picture for Emily.
34. Janet raised the flag before school began.

Type: 1. Active.

Opposite: A. The flag has risen.
B. The flag has been raised by Janet.
C. The flag was raised by Janet.
35. Hasn't this topic already been discussed in our meeting?
$\begin{array}{ll}\text { Type: } & \text { 1. Active. } \\ & \text { 2. Passive. }\end{array}$

Opposite: A. Didn't we already talk about this topic?
B. Haven't we already discussed this topic?
C. Hadn't we already discussed this topic?
36. Where will this be manufactured?

Type: 1. Active.
2. Passive.

Opposite: A. Where will Sony manufacture this?
B. Where will Sony be manufacturing this?
C. Where will this have been manufactured by Sony?

## 37. It could be announced as soon as next week.

Type: 1. Active.
2. Passive.

Opposite: A. Someone could announce it as soon as next week.
B. Someone could be making the announcement as soon as next week.
38. A lot of people have seen this movie already.

| Type: | 1. Active. <br> 2. Passive. |
| :--- | :--- |
| Opposite: | A. This movie was seen by a lot of people. <br> B. This movie has seen a lot of people. <br> C. This movie has been seen by a lot of people. |.

39. Has this letter been answered yet?
Type: 1. Active.
40. Passive.
Opposite: A. Has anyone answered this letter yet?
B. Did anyone answer this letter?
C. Have you already answered this letter?
41. Someone reviewed this, didn't they?
Type: 1. Active.
42. Passive.
Opposite: A. This has been reviewed, hasn't it?
B. This was being reviewed, wasn't it?
C. This was reviewed, wasn't it?
In the next exercise, identify the form of the conditional for each sentence, $1^{\text {st }}, 2^{\text {nd }}$ or $3^{\text {rd }}$ and then identify the meaning of the sentence.
43. He'll come to the party if you invite him.
Conditional: $1^{\text {st }}$
$2^{\text {nd }}$
$3^{\text {rd }}$
Meaning: A. Just invite him and he's sure to come.
B. It is doubtful he's coming.
C. He'll come with some persuasion.
44. I wish he were here now.
Conditional: $\quad 1^{\text {st }}$
$2^{\text {nd }}$
$3^{\text {rd }}$
Meaning: A. He'll be here.
B. He was here.
C. He isn't here now.
45. Had I known Tom was here, I would have invited him to dinner.

Conditional: | $1^{\text {st }}$ |
| :--- | :--- |
| $2^{\text {nd }}$ |

$3^{\text {rd }}$ Meaning: | A. I didn't invite Tom. |
| :--- |
| B. I invited Tom. |
| C. I will invite Tom. |

44. George would drive you to the airport if he were free.
\(\left.$$
\begin{array}{ll}\text { Conditional: } & \begin{array}{l}1^{\text {st }} \\
2^{\text {nd }}\end{array}
$$ <br>

\& 3^{rd}\end{array}\right]\)\begin{tabular}{l}
A. George will take you. <br>
Meaning: <br>
<br>

 

B. George is too busy to take you. <br>
C. George doesn't want to take you.
\end{tabular}

45. If I were there, I'd take the job offer.

Conditional: $\quad 1^{\text {st }}$
$2^{\text {nd }}$
$3^{\text {rd }}$

Meaning: $\quad$ A. The speaker is there.
B. The speaker isn't there.
C. The speaker was there.
46. If I didn't have plans, Jim, I'd be happy to accept your offer.

Conditional: $1^{\text {st }}$
$2^{\text {nd }}$
$3^{\text {rd }}$

Meaning: A. The speaker doesn't have plans.
B. The speaker has plans.
C. The speaker will accept the offer.
47. I'd have learned to speak Chinese if I'd been born in China. Conditional: $1^{\text {st }}$
$2^{\text {nd }}$
$3^{\text {rd }}$
$\begin{array}{ll}\text { Meaning: } & \text { A. This person speaks Chinese. } \\ \text { B. This person was born in China. } \\ \text { C. This person wasn't born in China and doesn't } \\ \text { speak Chinese. }\end{array}$

In the next exercise look at the following clauses in bold. Decide what kind each is. Adverb, Adjective or Noun.
48. That he is from another country is completely irrelevant to the issue.
A. Adverb clause
B. Adjective clause
C. Noun clause
49. The new teacher that has so much experience in Japan will be the new student advisor.
A. Adverb clause
B. Adjective clause
C. Noun clause
50. Whenever I see her, I say hello.
A. Adverb clause
B. Adjective clause
C. Noun clause
51.l know what they want.
A. Adverb clause
B. Adjective clause
C. Noun clause
52. The person to whom you were speaking is our senior most staff member.
A. Adverb clause
B. Adjective clause
C. Noun clause
53. We'll have to find out what they want in order to negotiate the best deal.
A. Adverb clause
B. Adjective clause
C. Noun clause

In the next test, look at the modals with their verbs in the sentences below and choose the modal's meaning in each sentence.
54. Could you please pass the salt?
A. Describes possibility.
B. A polite request.
C. Asks permission.
55. It must have rained last night.
A. Expresses obligation.
B. Expresses uncertainty.
C. Expresses certainty about the past.
56. You must reconsider!
A. Expresses a demand.
B. Expresses obligation.
C. Expresses certainty.
57. You don't have to do it.
A. Expresses obligation.
B. Expresses ability.
C. Expresses lack of necessity.
58. Martha really ought to take the job offer.
A. Expresses obligation.
B. Expresses lack of necessity.
C. Expresses advice.
59. We might help out if we have time.
A. Expresses certainty.
B. Expresses ability.
C. Expresses willingness.
60. He could ride a horse when he was younger.
A. A polite request.
B. Expresses past ability.
C. A suggestion.

## General Quiz Answers

Answers 1-b, 2-a, 3-a, 4-a, 5-a, 6-b, 7-a, 8-b, 9-c, 10-c, 11-b, 12-b, 13-b, 14-c, 15-b, 16-c, 17-a,

Answers: 18-1-C, 19-1-B, 20-2-B, 21-1-B, 22-1-B, 23-2-B, 24-3-A, 25-3-C, 26-3-A,
27-3-B, 28-2-B, 29-1-A, 30-2-B, 31-1-A, 32-2-B,
Answers: 33-1-C, 34-1-C, 35-2-B, 36-2-A, 37-2-A, 38-1-C, 39-2-A, 40-1-C,
Answers: 41-1st $A, 42-2^{\text {nd }}-C, 43-3^{\text {rd }}-A, 44-2^{r d}-B, 45-2^{\text {nd }}-B, 46-2^{\text {nd }}-B, 47-3^{R D}-C$,
Answers 48-C, 49-B, 50-A, 51-C, 52-B, 53-C,
Answers: 64-B, 65-C, 66-A, 67-C. 68-C, 69-C, 60-B

## Section Three

## Grammar Glossary

## A

Active When a verb is in the active voice, the subject of the sentence performs the action: Anthony Voice and eats a sandwich. In the passive voice, the subject receives the action: The sandwich is eaten Passive by Anthony. Sometimes the one who performs the action is not included in a passive sentence: Voice The sandwich is eaten.

Adjectives These are words that describe (modify) nouns such as "beautiful", "small" or "happy": a small sandwich, a delicious sandwich, three sandwiches. They take different forms when we compare things as in "more beautiful", "the most beautiful", "smaller", "smallest" and "happier" and "the happiest". Adjectives usually answer the one of these questions: Which? What kind? How many?

Adjective, Possessive adjectives say to whom the modified noun belongs. His sandwich looks delicious. Possessive Possessive adjectives are my, his, her, its, your, their, and our.

Adjective, See Clause, Adjective.

## Clause

Adjectives, Many adjectives use the same form as present and past participles: verb plus ing (exciting) and Participial verb plus ed (excited). A present participial adjective conveys an active meaning: Steve told an exciting story. In other words, the story created excitement. A past participle conveys a passive meaning; the modified noun receives the action: The excited boy wanted to eat with his mum. In other words, the mother excited the boy.

Adjectives, Adjectives can be used to compare two things: Paul's sandwich is smaller than my sandwich. Positive, Paul's sandwich is more delicious than mine. In these sentences smaller and more delicious Comparati are adjectives in the comparative form. Adjectives can compare more than two things: Of the ve, and Superlative Degrees comparison. Paul's sandwich is small and delicious.

Adjective, An adjective that follows the subject is called a predicate adjective: The sandwich tastes Predicate delicious. Most adjectives use the same form whether they are before the noun they modify (The delicious sandwich costs three pounds) or after a linking verb, but there are exceptions.


#### Abstract

Adverbs These are similar to adjectives but they modify verbs, adjectives and other adverbs as in "quickly", "excitedly", beautifully": Mick quickly chews his sandwich; Mick eats a fairly small sandwich; Mick eats his sandwich fairly quickly. As you can see, they usually end with "ly" but there are some exceptions as in "quick" and "fast". The former is correct with the "ly" or without and the latter is always used without an "ly" ending. An adverb often answers one of these questions: How? Where? When? How often?

Adverb, These adverbs connect independent clauses. The most common are however, moreover, and Conjunctiv then. Tony finished his lunch quickly; then, he immediately returned to work. e


Agreement When there's a plural subject, the verb has to reflect this as in "People work" or if the subject is singular, the verb must be singular as in "A person works".

Anteceden An antecedent is the noun to which a later pronoun refers. The dog chased the ball and found t it in the bushes. In this sentence the pronoun it refers to the noun ball, so ball is the antecedent.

Appositive This is a noun or noun phrase that renames or defines a noun. It is located directly after (or occasionally before) the noun it describes. The Australian shepherd, a herding dog, actually originated in Europe.

Articles We have just three in English: "a", meaning "one of many" before words starting with consonants sounds, "an" with the same meaning before words beginning with vowel sounds, and "the" usually meaning a "specific one". $\boldsymbol{A}$ and an are called indefinite articles. The is the definite article. These are especially difficult to master for many Asian language speakers: Japanese, Koreans and Thais for example, and speakers of the Turkic and Slavic, languages for which articles do not exist.
There are also many special cases and exceptions as in "The U.S.A." but "France", "The Great Lakes" but "Lake Michigan" and "The University of Sussex" but "Brighton University" among many, many others!

Auxiliary See - Verb, Auxiliary.

## Verb

B

## Base Form See - Verb Forms

## Case See-Mood.

Causatives There are just three with the verbs "have", "get" and "make" in the following meanings and forms:
Request: "I had him paint my house." Or, "I had my house painted."
Persuasion: "I got him to paint my house." Or, "I got my house painted.
Force or threat: "The policeman made me pull over."
Clauses This is a word group that contains a subject, verb, and any objects, complements or modifiers. A clause resembles a sentence, especially when it's classified as an independent clause because it can stand alone and be understood. The other type of clause, the dependent or subordinate clause has a subject and verb but doesn't make sense without the independent clause as in this example:
The new building that we'll buy isn't ready for occupation yet.
... "that we'll buy" is the dependent clause
... "The new building isn't ready for occupation yet" is the independent clause.
There are three kinds of clauses: adjective clauses, noun clauses and adverb clauses, and their functions are just like their names. Adjective clauses modify nouns (as in the example above), adverb clauses modify verbs, and noun clauses act as subjects or objects.

Clause, This type of subordinate clause begins with a relative pronoun and follows the noun it modifies. Adjective In the following sentence, the relative pronoun is that: The dog found the ball that rolled into the bushes. This adjective clause modifies the ball. Which ball? The ball that rolled into the bushes. An adjective clause is sometimes called a relative clause.

Clause, This type of subordinate clause begins with a subordinating conjunction (subordinator) and can Adverb come before or after the main clause. In the following sentence the subordinating conjunction is when: When it isn't too hot, the dog enjoys playing with the ball.

| Clause, Independe nt | A clause that stands alone as a sentence or can stand-alone is an independent clause: The dog enjoys playing ball. When it isn't too hot, the dog enjoys playing ball. Because there are two clauses in the second sentence, the independent clause can also be called the main clause. |
| :---: | :---: |
| Clause. <br> Main | See - Clause, Independent. |
| Clause, Noun | This type of subordinate clause begins with a subordinating conjunction (subordinator) and functions as a noun (noun equivalent) in a sentence. A noun clause can be the subject, subject complement, or object of a sentence. In the following sentences the subordinators are where and what: The dog saw where the ball rolled. What the dog really enjoys is catching the ball in the air. |
| Clause, Relative | See - Clause, Adjective. |
| Collective Nouns | In the U.K., collective nouns are usually considered plural as in "Parliament are in session" whereas in the U.S., they are usually considered singular as in "Congress is in session". However, in American English, these could be considered plural, too, if there's any indication of plurality someplace in the sentence as in "The team are in their rooms" (rooms indicate plurality) versus "The team is here". |
| Comparati ve Degree | See - Adjectives, Positive, Comparative and Superlative Degrees and/or Adverbs Positive, Comparative, and Superlative Degrees. |
| Compleme nt | Generally speaking it's what follows a verb and describes the subject. It also functions as an object of the verb or completes the verb in some way, so in all cases, the complement follows the verb. Look at these examples: <br> Mark is sad. (sad is the complement) <br> Tom is a policeman. (policeman is the complement) <br> I want a drink. (drink is the complement as it completes the verb, "want") |
| Complex <br> Sentence | See - Sentence, Complex. |
| Compound Nouns and Adjectives | English is a tremendously flexible language in many ways. One of the ways in which this flexibility can be seen is in its use of compound nouns and adjectives which are freely created to describe new ideas as in "fast-track", "high roller", "upwardly mobile" and "offshore", for example. Compounds are two words either joined as in the word "blackboard", used together but not joined as in "class work" or hyphenated as in "ski-boots". Compounds can be complex since knowing exactly how to spell them can be very confusing. In the example above, "skiboots", two other spellings for this word are found: "ski-boots" and "ski boots" The best advice is to check in a dictionary. |
| Compound Sentence | See - Sentence, Compound. |
| Concrete Noun | See - Noun, Concrete. |

Conditiona When we want to show possibility or talk about something that's not really a real fact, we use
Is the conditional in English. There are three basic forms of these that are sometimes labelled 1st, 2nd and 3rd as in the following:
1st conditional is used to describe things that are possible in a present/future sense. This form is also called the future (or present) real conditional. It expresses a result which has a significant chance, but not a certainty, of occurring:
If the dog finds the ball, I'll throw it again.
If you hurry, we'll catch the bus. (It's possible to catch the bus, but we'll have to hurry.)
If the weather is nice, we'll have a party. (We'll probably have the party.)
You'll understand what I mean if you talk to her. (You'll understand when you talk to her.)
2nd conditional is used to describe things that are contrary-to-fact or opposite of reality in a
present/future sense. This form is also called the present unreal conditional. It expresses a condition and result which have no chance or an insignificant chance of occurring:
If the dog had wings, he could fly home.
If today were Saturday, I'd be lying on the beach. (It's not Saturday)
You'd lose that extra weight if you worked out more. (You won't work out more).
She would get better grade if she studied harder. (She won't study harder).
3rd conditional is used to describe something that's contrary-to-fact or opposite of reality in the past; thus, this is often described as the impossible condition (you can't change the past) This form is also called the past unreal conditional. It expresses a condition and result which have no chance of occurring because the opportunity is past:
If we had come to the park yesterday, we would have met John.
If I had known, I would have called. (I didn't know so I didn't call).
He would have bought tulips if it had been the season. (It wasn't the season so he didn't buy tulips).
He wouldn't have died if he had gotten to the hospital in time. (He died because he was late in getting to the hospital).
Conditiona A conditional sentence is a complex sentence in which the subordinate clause (if clause) I Sentences expresses a condition which will or may lead to the result given in the main clause: If the dog finds the ball, I'll throw it again. There are three common forms of the conditional. Each follows a specific pattern of construction and communicates not only the condition and result but also the probability of the result.

Compound See - Verbs, Transitive and Intransitive
Sentence
Conjunctio These are the words that connect things together like "and" "or" and "but" and join two clauses ns together into one sentence. It shows the relationship between the words it joins: addition (and), contrast (but), or result (so).

Conjunctio These conjunctions join words, phases, or clauses. The common coordinating conjunctions are
n,
Coordinat and, but, or, so, and yet: John studies chemistry and physics. He studies at night but sleeps in
ng
Conjunctio These are two-part coordinating conjunctions: either...or, neither...nor, both...and, not
n, only...but also, not...but, and whether...or. Each night John either works or studies.
Correlative
Conjunctio
n,
Subordinat
ing
When a subordinating conjunction (subordinator) is added to an independent clause, it becomes a subordinate clause. Then, it must be combined with a main clause to form a complete sentence. These are two independents clauses: The dog likes to play ball. We play ball every day. Adding the subordinating conjunction because to one clause combines two


| Determine <br> rs and <br> Qualifiers | Determiners are words which come at the beginning of the noun phrase. <br> They tell us whether the noun phrase is specific or general. <br> Determiners are either specific or general |
| :--- | :--- |
| The specific determiners are: |  |
| the definite article: the |  |
| possessives: my, your, his, her, its; our, their, whose |  |
| demonstratives: this, that, these, those |  |
| interrogatives: which |  |


| Direct and Indirect Speech | This is either the exact language (direct) we actually hear imagine the language in the balloons |
| :---: | :---: |
|  | above cartoon characters or the language as it is reported (indirectly) by others. Look at the |
|  | following: |
|  | "I know all about your plans for the weekend," said Mary. (direct language) |
|  | Mary said that she knew all about our plans for the weekend. (indirect) |
|  | Notice how the pronouns and tense change when changing from one form to the other. |
| Direct | See - Object Direct |
| Object |  |

## E

Emphasis There are many was to show emphasis in English. Word order can be changed: "Seldom does she come late." An exclamation mark can be used at the end of the sentence! Intonation can be changed to show emphasis: "Oh, you mean John Smith, not John White." Also, the auxiliary can be inserted: "Oh, but I do understand."

F

| Formal | It's often very important to let your students know the difference, especially in vocabulary, |
| :--- | :--- |
| Versus | between a formal word and a casual word as in "stylish" and "cool", "ignorant" and "clueless", |
| Informal | "function" and "job". |
| Language |  |
| (register) |  |
| Future | See - Conditional, First. |
| Real |  |
| Conditiona |  |
| I |  |

G
Gerund $\quad$ This is the verb plus "ing" serving as a noun and functioning as either a subject or an object:
"Working is his life". Some verbs are always followed by either a gerund as in "Please consider
going". Most verbs, if preceded by a preposition, take the gerund form as in "He's interested in
learning" or "We're afraid of leaving you alone"

H
Helping See-Verb, Auxiliary.
Verb
I
Imperative The imperative is how we give instructions or commands in English. It's a very easy form to master since it's just the base verb in all forms as in "Be quiet" "Turn left
Indirect The noun or pronoun that receives the effect of the action of the object. "John kicked the ball object to me." "Me", in this case, is the indirect object.

Indefinite See - Article
Article
Indefinite
Pronoun
Independe See-Clause, Independent.
nt Clause
Infinitive
The name of the verb in English is always "to" plus the base verb: "to go", "to do", etc. It can also be considered, like the gerund, to be a noun and thus function as either a subject or an object as in the following:
To ski free on the slopes is my idea of paradise. I love to ski.
Some verbs are always followed by infinitives such as the verbs "want" and "demand".

| Infinitive |
| :--- |
| Phrase | | An infinitive phrase is constructed around to plus the base form of a verb. The function |
| :--- |
| described here is only one of the ways infinitive phrases are used in English: The dog |
| knew where to find the ball. |


| Intransitive |
| :--- |
| Verbs |


| See-Verbs, Transitive and Intransitive. |
| :--- |


| Linking |
| :--- |$\quad$| Also called copulative verbs, these join subjects and adjectives or noun complements as in the |
| :--- |
| following: |
| He is the leader of the class. |
| She seems tired. |
| Tom feels more confident today. |
| The soup tastes delicious. |
| He became a lawyer after many years of hard work. |


| Linking |
| :--- |
| Verbs |$\quad$| See - Verbs, Linking. |
| :--- |

## M

Metaphor A figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in "A mighty fortress is our God."
Something used, or regarded as being used, to represent something else; emblem; symbol.

| Modals, Modal Auxiliary | Modals are words like "can", "could", "may", "might", etc. These can present a major challenge, not so much in grammatical usage but in meaning that can be quite complex. In terms of grammar, for a present-future idea, modals are always followed by the base verb. |
| :---: | :---: |
| Mood | There are three moods (or cases) in English: imperative, indicative and subjunctive. |
| Mood, Imperative | The imperative mood is used for orders and advice: Eat your vegetables. |
| Mood, Indicative | The indicative mood is used for facts, questions, and opinions. It is the "normal" mood of English: John likes pizza. |
| Mood, Subjunctiv e | The subjunctive mood is used for wishes and in the subordinate clause of conditional sentences that are contrary to fact. The subjunctive in these sentences is shown by the use of the past tense of the verb: John wishes he had a scholarship. If he had a scholarship, he wouldn't need to work so many hours. If the verb is be, were is always used in the subjunctive mood: If John were rich, he wouldn't need a job or a scholarship. The subjunctive mood is also used in clauses following the word that when they occur after verbs such as ask, insist, and recommend. In these cases, the subjunctive mood is indicated by the use of the base form of the verb: His boss insists that John work at least 20 hours each week. |

Morpheme A morpheme is the smallest part of a word that conveys meaning. Many words contain more than one morpheme. For example, the verb dislike has two morphemes: one is like, the root morpheme, and the other is dis, a prefix that also has meaning. It means opposite.

Morpheme Inflectional morphemes add information about the root morpheme. They can show plurals, verb tense, possession, or that a comparison is being made. Inflectional morpheme include $s$, ed, en, ing, 's, er, and est. The dog chased the ball. The word chased has the root morpheme chase and the inflectional morpheme ed which conveys the meaning that the action was in the past.

Morpheme The central meaning of a word is its root morpheme. If a word is reduced to only one , Root
morpheme, that is the root morpheme. The root morpheme of the word dislike is like because while dis has meaning it cannot function as an independent word.

## N

| Nouns | This is the name of a person, place or thing. There are proper nouns like "France", "John" and |
| :--- | :--- |
| "Mount Everest" and common nouns like "table", "student", "person" and "apple". English |  |
| common nouns are classified as either count nouns or non-count nouns. In other words, some |  |
| nouns can be counted like "one apple", "ten apples" and others cannot like "water", "air" and |  |
| "sand". These words require a quantifier to make them countable, i.e., "a glass of water" and |  |
| "a grain of sand". This can become quite complicated when we alter these as when we say, "I'd |  |
| like a Coke, please. Nouns can be classified in a number of ways as shown in the following |  |
| listings. |  |

Noun, Concrete nouns are people, places, and tangible things: child, lake, frame. Abstract nouns may Abstract be real things but they are intangible. Emotions (anger), ideals (beauty), and philosophies (socialism) are examples of abstract nouns.

A collective noun represents a group and is almost always treated as a singular in English: His Collective family lives in Portland.

Noun, Some things cannot be counted. These include liquids (water), some foods (butter), substances Count and (dirt), abstract nouns (anger), categories (jewellery), and some others. These non-count nouns Non-count follow different patterns than the nouns that designate something that can be counted: boats, cans, elephants. Differences include plural forms, articles, and modifiers.

Noun, A proper noun represents a name. Proper nouns are capitalized: John played with his dog, Proper Snatch, in Hyde Park.

```
Noun See-Clause, Noun.
```


## Clause

Noun Equivalent

This is a word or word group that functions like a noun: a pronoun, a noun and its modifiers, a gerund, a gerund phrase, some infinitives and infinitive phrases, and noun clauses. When to change jobs can be a difficult decision. The infinitive phrase when to change jobs functions as the subject of this sentence; it is a noun equivalent.

## 0

Object, This is the noun or noun phrase that receives the action of the verb; John studies the complex Direct physics of tidal movements. In this sentence, physics is the simple direct object and the complex physics of tidal movements is the complete direct object.

Object, An indirect object is the noun or pronoun that tells to whom or for whom the action is done.
Indirect The indirect object always precedes the direct object: I gave the dog the ball. In this sentence, the ball is the direct object, and the dog is the indirect object.

Object of a See-Phrase, Prepositional.

## Prepositio

n

Object of a The noun or pronoun in a sentence that receives the action of the verb, i.e., John shut the door. sentence "door", in this case is the object.

| Passive Voice | English is an amazingly flexible language. In our syntax, the usual form of subject + verb + object (or compliment) tells us that the subject does the action and the object receives the action: <br> The boy kicked the ball. <br> The "boy" is the subject and also the doer of the action while the "ball" is the receiver of the action. In this case, the verb, "kick" is a transitive verb that transmits the action of the doer to the receiver. <br> However, in the passive voice, this syntactic order can be reversed so that the receiver of the action becomes the subject of the sentence. The doer then can be inserted into a "by phrase" as in the following: <br> The ball was kicked by the boy. <br> Passive voice is formed with this syntax and a form of "to be" plus the past participial form of the verb. If the information about the doer is considered important, it's included in the "by phrase", as in the example above. If the information is not considered important, it's dropped as in the example below. <br> This shirt was made in China. <br> We don't include the information about who made the shirt because it's not important to the meaning of the sentence. If it were important, the sentence might read: <br> This shirt was made in China by the Bright Shirt Company. |
| :---: | :---: |

Past Tense There are three pronunciations for the ending-ED:/t/, /d/, and /.d/.

## Pronunciat

 ion1) Final -ED is pronounced / $t /$ after voiceless sounds. Examples of voiceless sounds are " $k$ ", " p ", and " s ". Thus, examples of -ED with a/t/ pronunciation are looked, zipped, and kissed.
2) Final -ED is pronounced /d/ after voiced sounds. Examples of voiced sounds are "I", " $n$ ", and " $v$ " and all vowel sounds. Thus, examples of -ED with a/d/pronunciation are called, cleaned, and played.
3) Final -ED is pronounced /. $d$ / after " t " and " d ". In these cases, the ending adds a whole syllable to the word. Thus, examples of -ED with an /.d / pronunciation are wanted and needed.
Phrasal Modals are a type of auxiliary verb and always work with a base verb. Unlike other auxiliary Modals verbs, modals convey meaning, such as the speaker's attitude, rather than only tense. The modal auxiliaries are can, could, may, might, must, shall, should, will, and would: John must take a day off work, or he can not finish his physics report. There are also some phrasal modals: be able to, be going to, be supposed to, had better, have to, have got to, ought to, used to. John had better call in sick.

Phrasal These are verbs that include a preposition, such as "to look up" something in the dictionary. Verbs

Phrase, This phrase contains a present or past participle, describes a noun, and immediately follows Adjective the noun it describes. We saw a squirrel climbing a tree. Notice that the noun (squirrel) which is described by the adjective phrase performs the action (climb) of the adjective phrase. If a past participle is used, the modified noun is the receiver of the action: The squirrel, thrown a peanut, was chattering happily.

Phrase, This phrase, which answers when, how, and where questions like an adverb, contains a Adverb subordinating conjunction and a present or past participle. While playing in the park, we met John. Notice that the subject of the main clause (we) is understood to represent the ones who were playing. When given a treat, the dog wags its tail. When the past participle given is used, it is understood that the subject of the main clause (the dog) receives rather than performs the action. Occasionally, the subordinating conjunction can be dropped, and the meaning of the sentence remains clear: Given a treat, the dog wags its tail.

Predicate This is a verb and any objects and modifiers that go with it: Mary ground the coffee beans in a small grinding machine.

Prepositio This is a word placed before a noun to form a modifying phrase. A preposition shows the
ns

## repositio nal Phrase

 relationship between its object and the part of the sentence which is modified. The dog found the ball under the thorny bush. The preposition under describes the relationship between its object bush and the word that is modified ball.One of the small words like "in", "on", "under", etc. which frequently show place, location and direction but which also have other functions as in phrasal verbs.

A prepositional phrase begins with a preposition and ends with a noun or noun equivalent, the object of the preposition. In the very early morning, Mary is sometimes disturbed by delivery trucks. Then, she gets up and makes a pot of coffee. Notice that a prepositional phrase can contain modifiers between the preposition and noun (in the very early morning) or just two words (of coffee). Prepositional phrases modify sentences by providing additional information.

Pronoun, A relative pronoun begins an adjective clause: who, whom, which, whose, that, when, where. Relative She gave them some cookies that had chocolate sprinkles.

Pronouns These are words like "he", "her", "mine", and "themselves". "My" and "your" are actually classified as possessive adjectives because they cannot stand-alone but are always taught with pronouns.

R

Relative Who, whom, which and that are relative pronouns as they are used to begin a relative clause Clauses as in the following:
and $\quad$ This is the man who will help you with the application.
Relative The chair that I want is too expensive.
Pronouns The person to whom you were speaking is the president.
The room, in which we are sitting, is original to the house.
Relative clauses can also be introduced by the question words when, where and why. Relative clauses by definition are adjective clauses because they modify or give additional information about the noun they follow.

Simile A figure of speech in which two unlike things are explicitly compared, as in "she is like a rose." An instance of such a figure of speech or a use of words exemplifying it.

Sentence This is a word group that consists of at least one independent clause. It must contain at least a subject and a verb.

Sentence, This type of sentence contains one independent clause and one or more subordinate clauses. Complex The following complex sentence has an adverb clause, an independent clause, and an adjective clause. When the weather is nice, they eat lunch in the garden that Mary planted in the spring.

Simple See-Object, Direct.
Direct
Object
Singular and Plural

Seemingly easy enough, the concept of singular and plural in English can become quite confusing. We change final "y" to "ies" as in "baby" and "babies" (except in proper nouns: the Kennedys); final "ch", etc. takes "es" and not "s"; words with final "o" take "es", but not "Eskimo" or "kilo", some take both as in "volcanos" or "volcanoes"; irregular plurals like "calf" and "calves", "child" and "children"; words that are singular and end in "s" like "series" do not change; and foreign words, especially from Latin and Greek have special forms: "analysis" and "analyses", "stimulus" and "stimuli".

Stative See - Verb, Action and State-of Being.

## Verb

Subject of The subject of the sentence is the word or word group that tells what the sentence is about. It a sentence is usually before the verb. The coffee bar where John works stays open late. In this example, bar is the simple subject, and the coffee bar where John works is the complete subject. A subordinate clause also needs a subject. The subject of the adjective clause where John works is John.

Subject A subject complement follows a linking verb and renames the subject: John's dog is an Compleme Australian shepherd.
nt
Subjunctiv e

This is a special form that uses the base form of a verb when it is used after some verbs and the following examples:
It is imperative that he go.
I demanded that she finish the job before noon.
We knew it was necessary that we arrive as soon as possible.
or
Suffix A suffix is a morpheme that occurs after the root morpheme:
colourless, generation. Suffixes often indicate the word form: verb, noun, adjective or adverb. If a suffix indicates a change from one word form to another (such as the change from the verb generate to the noun generation with the addition of the suffix ion) it is called a derivational suffix.

## T

Tag One way to ask questions in English is with a question at the end of a statement: "You're going, Questions aren't you?" or "You aren't going, are you?" The former question assumes that the answer will be in the affirmative. The latter question assumes the answer will be in the negative.

Tenses in One of the most complex issues for ESL users and learners is to master the tenses in the English English language. A basic outline of the tenses of English is contained in the chart below.

| Simple Tenses | Simple Continuous <br> Tenses | Perfect Tenses | Perfect Continuous Tenses |
| :---: | :---: | :---: | :---: |
| Simple Present: <br> I go. | Present Continuous <br> I am going. | Present Perfect <br> I have gone. | Present Perfect Continuous: <br> I have been going. |
| Simple Past: <br> I went. | Past Continuous: <br> I was going. | Past Perfect: <br> I had gone | Past Perfect Continuous: <br> I had been going. |
| Simple Future: <br> I will go. | Future Continuous: <br> I will be going. | Future Perfect: <br> I will have gone. | Future Perfect Continuous: <br> I will have been going. |

Transitive/ Some verbs require an object to follow them like "raise" as in, "She raised her hand". Others, Intransitive like "rise" do not. "The sun rises." "Raise" is transitive and "rise" is intransitive Verbs

V
Verbs These are words that describe actions (run, climb, cook) and conditions, relationships or perceptions (is, appear, become, smell, taste). It may be one word or may contain one or more auxiliary verbs. The dog caught the ball in the air. He has caught over half the balls so far.
$\left.\begin{array}{ll}\begin{array}{l}\text { Verb, } \\ \text { Action and } \\ \text { State-of- } \\ \text { Being }\end{array} & \begin{array}{l}\text { Action verbs communicate activities, processes, and bodily feelings. State-of being verbs } \\ \text { indicate emotion or intellectual states, possession, and relationship. State-of-being verbs, often } \\ \text { called stative verbs, are not commonly used in continuous tenses: John knows Mary not John } \\ \text { is knowing Mary. }\end{array} \\ \text { Verb, }\end{array} \quad \begin{array}{l}\text { Some tenses (simple present and simple past) use one-word verbs. Most tenses use multi-word } \\ \text { Auxiliary } \\ \text { and Main } \\ \text { verbs. In these tenses, the verb that conveys the meaning is called the main verb, and the verb } \\ \text { that completes the form is the auxiliary (or helping) verb: The ball was flying through the air } \\ \text { when the dog turned to look. There are two clauses in this sentence. The verb in the main } \\ \text { clause is was flying. The word fly (used in its present participle form flying) conveys the action; } \\ \text { it is the main verb. The word was combines with the present participle to form the past }\end{array}\right\}$

## Appendices

## Appendix A Prepositions

|  | Single Word Prepositions |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| aboard | about | above | across | after |
| against | along | along | amid | amidst (poetic) |
| among/amongst | anti | around | as | astride |
| at | atop (poetic) | bar | barring | before |
| behind | below | beneath | beside | besides |
| between | beyond | but (also conjunction) | by | circa |
| concerning | considering | cum | despite | down |
| during | except | excepting | excluding | following |
| for (also conjunction) | from | given | gone (UK) | in |
| including | inside | into | less | like |
| minus | near | notwithstanding | of | off |
| on | onto | pending | per | outside |
| past | regarding | respecting | plus |  |
| re | round | pro |  |  |
| saving (formal) | since (also <br> conjunction) | than (also conjunction) | through | save (formal) |
| throughout | till (also conjunction) | to touching | toward (US) | towards (UK) |
| under | underneath | unlike | until (also conjunction) | up |
| upon | versus | via | with |  |
| without | worth |  |  | within |


| Compound (Complex) Prepositions |  |  |  |
| :--- | :--- | :--- | :--- |
| according to | ahead of | à la |  |
| along with | apart from | as for |  |
| aside from | as per | as to |  |
| as well as | away from | because of |  |
| but for | by means of | due to |  |
| contrary to | depending on | further to |  |
| except for | forward of | in case of |  |
| in addition to | in between | in front of |  |
| in face of | in spite of | instead of |  |
| in lieu of | irrespective of | near to |  |
| in view of | on account of | on behalf of |  |
| next to | on to (UK) | on top of |  |
| on board | other than | out of |  |
| opposite to | owing to | preparatory to |  |
| outside of | regardless of | save for |  |
| prior to | together with | up against |  |
| thanks to | up until | vis-à-vis |  |
| up to | with regard to |  |  |
| with reference to |  |  |  |

## Appendix B Irregular Verbs

| Base Form | Past Form | Past Participle |
| :---: | :---: | :---: |
| abide | abode | abode |
| arise | arose | arisen |
| awake | awoke | awoken |
| be | was/were | been |
| bear | bore | born |
| beat | beat | beaten |
| become | became | become |
| beget | begot | begotten |
| begin | began | begun |
| bend | bent | bent |
| bereave | bereft | bereft |
| beseech | besought | besought |
| bespeak | bespoke | bespoken |
| bestride | bestrode | bestridden |
| bet | bet | bet |
| bid | bade/bid | bidden/bid |
| bind | bound | bound |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| breed | bred | bred |
| bring | brought | brought |
| broadcast | broadcast | broadcast |
| build | built | built |
| burn | burnt | burnt |
| burst | burst | burst |
| buy | bought | bought |
| can | could | could |
| cast | cast | cast |
| catch | caught | caught |
| choose | chose | chosen |
| cling | clung | clung |
| come | came | come |
| cost | cost | cost |
| creep | crept | crept |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |


| Base Form | Past Form | Past Participle |
| :---: | :---: | :---: |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt | dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| dwell | dwelt | dwelt |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| flee | fled | fled |
| fly | flew | flown |
| forbid | forbad(e) | forbidden |
| forecast | forecast | forecast |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| forsake | forsook | forsaken |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grind | ground | ground |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| kneel | knelt | knelt |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lean | leant | leant |
| leap | leapt | leapt |
| learn | learnt | learnt |
| leave | left | left |
| lend | lent | lent |


| Base Form | Past Form | Past Participle |
| :---: | :---: | :---: |
| let | let | let |
| lie | lay | lain |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| rend | rent | rent |
| rid | rid | rid |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| seek | sought | sought |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shed | shed | shed |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shrink | shrank | shrunk |
| shrive | shrove | shriven |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| slay | slew | slain |
| sleep | slept | slept |
| slide | slid | slid |
| sling | slung | slung |
| slink | slunk | slunk |
| slit | slit | slit |
| smell | smelt | smelt |
| smite | smote | smitten |
| speak | spoke | spoken |
| speed | sped | sped |


| Base Form | Past Form | Past Participle |
| :---: | :---: | :---: |
| spend | spent | spent |
| spin | spun | spun |
| spit | spat | spat |
| split | split | split |
| spoil | spoilt | spoitl |
| spread | spread | spread |
| spring | sprang | sprung |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| stink | stank | stunk |
| strike | struck | struck |
| string | strung | strung |
| strive | strove | striven |
| swear | swore | sworn |
| sweep | swept | swept |
| swim | swam | swum |
| swing | swung | swung |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| thrust | thrust | thrust |
| tread | trod | trodden |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| weave | wove | woven |
| weep | wept | wept |
| win | won | won |
| wind | wound | wound |
| wring | wrung | wrung |
| write | wrote | written |

## Appendix C Phrasal Verb List

| Phrasal Verb | Meaning | Example |
| :---: | :---: | :---: |
| abide by | Respect or obey (the law, a decision, a rule) | If you want to stay at this school, you must abide by the rules. |
| account for | Explain; give a reason | I hope you can account for the money you spent! |
| act on | Take action as a result of something | The police acted on the call they received. |
| act up | Cause pain or annoyance by functioning badly | Dad's poor knee is acting up again. |
| add up | Make sense; seem reasonable | Her story just doesn't add up. |
| adhere to | Support; follow; act in accordance with | All contestants must adhere to the rules. |
| advise against | Recommend not doing something | The doctor advised him against carrying heavy loads. |
| agree with | Have the same opinion as someone else | I agree with you. I think she deserves the award too. |
| aim at | Direct towards a target | The policeman aimed his gun at the hijacker. |
| allow for | Take into consideration; Include in a calculation | You'd better leave early to allow for heavy traffic. |
| angle at | Show from a particular point of view. | The documentary was angled at young viewers. |
| angle for | Try to obtain something by hinting. | I suspect Tom's angling for a free ticket. |
| answer back | Reply rudely | Don't answer back to your mother! |
| answer for | 1) Be responsible for something. <br> 2) Speak on behalf of someone. | 1) Normally, parents have to answer for their children's behaviour. <br> 2) I agree, but I can't answer for my associate. |
| answer to | Be responsible to/be controlled by (someone) | Whom do you answer to in your job? |
| appeal to | 1) Plead or make an earnest request. <br> 2) Be attractive or interesting. | 1) The organizers appealed to the crowd to stay calm. <br> 2) Camping doesn't appeal to me. |
| apply for | Make a formal request for something (job, permit, loan) | He applied for the job advertised. |
| arrive at | Reach (an agreement, a decision, a conclusion) | It is hoped that they will arrive at an agreement at the end of the meeting. |
| ask after | Enquire about someone's well-being | My mother is always asking after you. |
| ask around | Mention it to people you see or meet. | I'll ask around and see if anyone has seen your cat. |
| ask out | Invite someone to lunch, dinner, the cinema ... | John has asked Mary out several times. |
| avail (oneself) of | Take advantage of something (an opportunity) | You should avail yourself of the opportunity to make money and buy some shares. |
| back away | Move backwards, in fear or dislike | When he saw the dog, he backed away. |


| Phrasal Verb | Meaning | Example |
| :---: | :---: | :---: |
| back down | Withdraw; concede defeat. | Local authorities backed down on their plans to demolish the house. |
| back off | Retreat, abandon an intention. | The thugs backed off when they saw the police. |
| back up | 1) Give support or encouragement 2) make a copy of (file, program...) | 1) If I tell the boss we have too much work, will you back me up? <br> 2) I recommend you back up all files. |
| bail out | 1) Pay money to secure someone's release <br> 2) Rescue from financial difficulties | 1) When he was arrested, his family refused to bail him out. <br> 2) The government bailed out the bank. |
| band together | Unite in a group | Consumers banded together to protest against the measures. |
| bank on | Base your hopes/rely on something/someone. | Don't forget the date. I'm banking on your help. |
| bargain for | Expect; be prepared for | The interview was more difficult than he had bargained for. |
| bear out | Confirm | The other witnesses will bear out my testimony. |
| beef up | Improve or make more substantial | He beefed up his presentation with diagrams and statistics. |
| black out | Faint; lose consciousness | When he fell off the horse, he blacked out. |
| block off | Separate using a barrier. | The area was blocked off during the demonstration. |
| blow up | 1) Explode. <br> 2) Be destroyed by an explosion. <br> 3) Become suddenly angry | 1) The terrorists said the bomb would blow up at 9 o'clock. <br> 2) The car blew up but luckily there was nobody in it. <br> 3) I told her I didn't want to see her again and she blew up at me!! |
| boil down to | Be summarized as | The problem boils down to a lack of money. |
| boot up | Start a computer by loading an operating system or program. | Just give me a few minutes to boot up the computer. |
| break away | Escape from captivity. | A few horses broke away from the paddock. |
| break down | 1) Go out of order, cease to function. <br> 2) Lose control of one's emotions. | 1) John's car broke down on the way to the airport. <br> 2) The parents broke down when they heard the bad news. |
| break into | Enter by force. | The burglars broke into the house around midnight |
| break off | 1) Stop, discontinue <br> 2) Stop speaking | 1) It was decided to break off diplomatic relations with that country. <br> 2) She broke off in the middle of a sentence. |
| break out | Start suddenly. | Rioting broke out as a result of the strike. |
| break out of | Escape from a place by force. | Three prisoners broke out of prison. |
| break up | Come to an end (marriage, relationship...) | After her marriage broke up, Emma went to live in London. |
| bring up | Raise (a child) | She stopped working in order to bring up her children. |


| Phrasal Verb | Meaning | Example |
| :---: | :---: | :---: |
| brush up on | Improve, refresh one's knowledge of something | Mary decided to brush up on her Spanish before going to South-America. |
| bump into | Meet by accident or unexpectedly. | Ratchaneekorn bumped into her English teacher at the supermarket. |
| burn out | 1) Stop (something) working <br> 2) Become exhausted from overworking | 1) The fuse has burnt out. <br> 2) Tom will burn himself out if he doesn't slow down. |
| butt in (on) | Interrupt impolitely. | It's rude to butt in on a conversation. |
| call back | Return a phone call | I'll call you back as soon as possible. |
| call off | Cancel | The meeting was called off because of the strike. |
| call on/upon | Formally invite or request. | I now call upon the President to address the assembly. |
| calm down | Become more relaxed or less angry/upset | He was angry at first, but he eventually calmed down. |
| carry on | Continue. | He carried on gardening in spite of the rain. |
| carry out | 1) Do something as specified | 1) The plan was carried out to perfection. |
| carry over | Postpone until later. | As regards holidays, can we carry over days from one year to the next? |
| catch up on | Acquire information you have missed. | I must call by mother to catch up on the latest family events |
| catch up with | Reach the same stage as someone else. | I've missed some classes so I'll have to work hard to catch up with the others. |
| check in | Register at a hotel or airport. | For security reasons, you have to check in two hours before your flight. |
| check out | 1) Pay one's bill and leave (a hotel) <br> 2) Investigate or verify. | 1) Is Mr Bush still at the hotel? No, he checked out this morning. <br> 2) I don't know if the address is still valid. I'll check it out. |
| cheer up | Put someone in a better mood | I told her a joke to try and cheer her up. |
| clam up | Refuse to speak. | When the teacher arrived, she clammed up. |
| clamp down on | Act strictly to prevent something | The government decided to clamp down on smoking in public areas. |
| close down | Stop operating (company, restaurant, cinema ...) | When the factory closed down, the employees lost their jobs. |
| come across | 1) Find by chance. <br> 2) Appear, seem, make an impression. | 1) Julie came across some photographs of her grandparents in the attic. <br> 2) The candidate came across as a dynamic person during the interview. |
| come forward | Present oneself. | The police have asked any witnesses to come forward |
| come up against | Be faced with or opposed by | The project came up against a lot of criticism |
| come up with | Produce an idea or plan | Sacha came up with a great idea for the party. |
| conk out | 1) Stop working. <br> 2) Stop or fall asleep (from exhaustion). | 1) The car conked out on the motorway. <br> 2) He was so exhausted, he conked out in front of the $T V$. |
| count on | Rely or depend on. | I'm counting on the taxi driver to find the theatre. |


| Phrasal Verb | Meaning | Example |
| :--- | :--- | :--- |
| cross out | Remove by drawing a line <br> through. | In some exercises, you are asked to cross <br> out the incorrect word. |
| cut down on | Reduce in number or size. | The doctor told him to cut down on cigarettes. |
| cut out | 1) Remove using scissors. <br> 2) Stop doing something. | 1) She cut out a picture in a magazine. <br> 2) I'm going to cut out eating sweet food. |
| deal with | Handle, take care of <br> (problem, situation) | The manager is good at dealing with difficult <br> customers. |
| die down | Calm down, become less <br> strong. | When the applause died down, she started to <br> sing. |
| dig into | 1) Try to find deep inside <br> something. | 1) He dug into his pocket and found a coin. <br> 2) It was time to dig into the work that had |
| 2) Start to do something. | accumulated on her desk. <br> 3) Dad had to dig into his savings to repair the <br> roof. |  |
| dig up from something. | 1) Break up the <br> soil/remove by digging. | 1) He tried to dig up the tree by its roots. |
| 2) Discover or reveal | 2) Some newspapers often try to dig up <br> information. |  |
| drandalous information. |  |  |


| Phrasal Ver | Meaning |
| :---: | :---: |
| drop off | 1) Deliver someone or something. <br> 2) Fall asleep. |
| drop out | Leave school without finishing |
| drown out | Be louder in order to cover another sound. |
| ease off/up | Reduce, become less severe or slow down (pain, traffic, work ...) |
| egg on | Encourage |
| embark on/upon | Start or engage in |
| end in | Finish in a certain way / result in |
| end up | Finally reach a state, place or action |
| even out | 1) Eliminate differences of opinion. <br> 2) Become level or regular |
| explain away | Find an excuse or plausible explanation |
| face up (to) | Accept ad deal with something unpleasant. |
| fall behind | Fail to maintain a certain level |
| fall through | Fail / does not happen |
| figure out | Understand / find the answer |
| fill out | Complete (a form/application) |
| find out | Discover or obtain information |
| fit in (with) | Feel comfortable or be in harmony with |
| fizzle out | Gradually end |
| focus on | Concentrate on something |
| fold in | Mix one ingredient with another. |
| freak out | Panic or go crazy |
| frown on/upon | Disapprove |
| fuss over | Pay excessive attention to |
| get <br> about/around | 1) Move from place to place <br> 2) Spread, circulate |
| get along (with) | Be on good terms / work well with. |

## Example

1) I'll drop you off at the bus stop if you like.
2) Granddad often drops off in front of the TV. She decided to go to art school, then dropped out after the first term.
She turned up the music to drown out the noise of the children outside.

After Christmas, the workload generally eases off.

Egged on by his friends, the boy climbed over the wall.
She embarked on a career that lead her to fame.

Their marriage ended in divorce.
If he continues his misconduct, he'll end up in prison.

1) After a long discussion they managed to even out their differences.
2) The road was evened out to make it safer. How are you going to explain away the missing money?
Sam will have to face up to the fact that Jenny is not in love with him.
She fell behind at school and had to study harder.
Our planned boat trip fell through because of the storm.
I'm trying to figure out how to assemble the wardrobe.
Please fill out the enclosed form and send it back as soon as possible.
I'm going to call the cinema to find out what time the film starts.

He just doesn't fit in with the others.
Over the years their friendship fizzled out. The advertising campaign will focus on the quality of the product.
Fold in the eggs with the sugar.
She nearly freaked out when she saw the colour of her hair. It was a disaster!

My parents always frowned on smoking.
She's always fussing over her grandson.

1) It's not easy to get around the city without a map.
2) News of their separation soon got about.

I get along (well) with my mother-in-law.

| Phrasal Verb | Meaning |
| :---: | :---: |
| get at | Imply |
| get away | Escape |
| get by (on) | Manage to cope or to survive. |
| get down to | Start to actually do something |
| get in | Enter |
| get into (+ noun) | 1) Enter <br> 2) To start enjoying <br> 30 Starting something |
| get off | 1) Leave (bus, train, plane). <br> 2) Remove from something. |
| get on | Board (bus, train, plane) |
| get on with | Continue to do something / make progress |
| get on (well) with | Have a good relationship with |
| get out | Leave |
| get out of (+noun) | Leave |
| get out of (+verb) | Avoid doing something |
| get over | Recover from (illness, disappointment) |
| get rid of | Eliminate |
| get round (to) | Find the necessary time to do something. |
| get together | Meet each other |
| get up | Rise / leave bed |
| give away | 1) Give something free of charge. <br> 2) Reveal something. |
| give back | Return something to its owner |
| give up | Stopping something. |
| gloss over | Treat something briefly so as to avoid embarrassing details. |
| go along (with) | Agree with; accept. |
| go back | Return |
| go away | 1) Leave a place <br> 2) Disappear / fade |
| go in | Enter |
| go into (+ noun) | 1) Go inside <br> 2) Join or enter a profession or organization. |

## Example

What exactly are you trying to get at? The robbers got away in a black car.

It's difficult to get by on a low salary.
It's time to get down to some serious work!
How did the burglar get in?

1) How did the burglar get into the house?
2) I am getting into this book.
3) He gets into fights too often.
4) Get off the bus at Trafalgar Square.
5) She's trying to get off the stain.

You can pay when you get on the bus. Be quiet and get on with your homework.

I get on very well with my colleagues.

## How did he get out?

How did he get out of the house?
Some husbands manage to get out of doing any housework.

Charlie had the 'flu but he got over it.
It's difficult to get rid of old habits.
I finally got round to making the list that I promised.
Let's get together for lunch one day. I usually get up at 7 o'clock.

1) He gave away most of his paintings.
2) The names of the witnesses will not be given away.
He promised to give back the money he borrowed.
Sarah gave up smoking five years ago.
The director glossed over the recent drop in sales.

Alex tends to go along with anything his wife says.
Children go back to school after the holidays.

1) We decided to go away for a few days.
2) The stain still hasn't gone away.

There's a bakery. Let's go in and buy some bread.

1) Go into the bakery and see if they sell croissants.
2) He decided to go into the army when he left school.

| Phrasal Verb | Meaning |
| :---: | :---: |
| go in for | Have something as an interest or hobby. |
| go out | Leave one's home to attend a social event. |
| go (out) with | Have someone as a boyfriend/girlfriend. |
| go through | Experience. |
| go with/together | Match; harmonize (with) |
| grow up | Spend one's childhood / become an adult |
| hand back | Return |
| hand down | Pass on (by tradition, inheritance...) |
| hand in | Submit (report, homework) |
| hand out | Distribute |
| hand over | Give to someone in authority. |
| hang back | Be reluctant to do something |
| hang on | Wait |
| hang on (to) | Keep a hold on something |
| hang out | Spend time in a particular place or with a group of friends |
| hang up | End a telephone conversation |
| head off | Start to go somewhere. |
| head for | Go/move in a certain direction |
| hit at | Aim a blow at something |
| hit back | Retaliate / reply to an attack |
| hit on/upon | Find unexpectedly or by inspiration |
| hold on | 1) Wait <br> 2) Grip tightly |
| hold up | Show as a example |
| hook up | Fasten (a garment) |
| hook up (with) | Link broadcasting facilities |
| hurry up | Be quick / act speedily |
| idle away | Waste time doing nothing much. |
| iron out | Resolve by discussion/ eliminate differences |

## Example

She doesn't really go in for sports.
Many young people go out a lot.
Is Julie going (out) with Tom?
Pete went through a lot of pain after the accident.
The curtains don't go with the carpet.
The curtains and carpet go together well.
He grew up in a small village in the mountains.
She read the article and then handed it back.
My older sister handed down my clothes to me.
All application forms must be handed in before the end of the month.
Samples will be handed out at the end of the demonstration.
The boy was forced to hand over the mobile phone he had stolen.
All the children rushed towards the clown except one boy who hung back.
Hang on a minute. I'm early ready.
Hang on to that rope and you'll be ok.
Where does he hang out these days?
Who does he hang out with?
Don't hang up. I haven't finished yet.
He headed off to the train station.
The boat was heading for the rocks.
He hit at the wasp with a newspaper.
When he was attacked, the boy hit back.
She hit upon an idea for her new collection.

1) Hold on please. I'll put you through to Mr. Brown.
2) She held on to the railing as she crossed the bridge.
She held up the diagram for all to see. I need help to hook up my dress.

Many networks are hooked up by satellite.
Hurry up! We'll miss the bus!
He idles away hours every day watching television.
The meeting tomorrow will be an opportunity to iron out difficulties.

| Phrasal Verb | Meaning | Example |
| :---: | :---: | :---: |
| impose on/upon | Ask too much of someone. | Is it alright if I stay? <br> I don't want to impose upon your hospitability. |
| improve on/upon | Make better | The runner improved on his previous performance. |
| indulge in | Allow yourself to enjoy something | I've been dieting all week but today I'm going to indulge in a dessert. |
| insure against | Guarantee compensation for damage etc. | The house is insured against fire. |
| invite out | Ask someone to join you for lunch, dinner, etc. | Harry invited her out for dinner. |
| join in | Participate | She was too shy to join in the game. |
| join up | 1) Engage in, become a member of <br> 2) Meet and unite with | 1) John was in the army and Tom joined up as soon as he left school. <br> 2) The two groups of tourists joined up at the hotel. |
| jot down | Take quick notes | I jotted down the address while watching the programme on TV . |
| keep back | Retain / force to stay back | A barrier was installed to keep back the fans. |
| keep on | Continue doing something | I told him to be quiet but he kept on making noise. |
| keep up with | Stay at the same level as someone or something | Bill walks so fast it's difficult to keep up with him. |
| kneel down | Go down on your knees | Most people kneel down to pray. |
| kick off | Begin, start | The football match kicked off at 3 p.m. |
| knock back | Drink quickly (usually alcohol) | He knocked back a pint of beer and left. |
| knock down | Strike someone or something to the ground. | The child was knocked down by a car. The tree was knocked down during the storm. |
| knock out | Cause someone to fall unconscious. | The boxer was knocked out in the first round. |
| know of | have heard of / have knowledge about | Do you know of anyone else attending the conference? |
| laugh off | Make light of something / minimize | He laughed off the unflattering review of his latest book. |
| lay off | Fire, dismiss, let go | Many factories have had to lay off workers. |
| leaf through | Turn over pages quickly | She leafed through a magazine in the waiting room. |
| leak out | Become known (information) | News of the planned merger leaked out. |
| leave out | Omit / not mention | Tom's name was left out of the report. |
| let d own | Disappoint | You promised to come to the party, so don't let me down! |
| light up | Illuminate | 1) 1 watched the floodlights light up the castle. <br> 2) Her face always lights up when she sees her grandson. <br> 3) The screen lights up when you turn on a computer. |
| line up | Stand in a row. | The books were lined up neatly on the shelves. |
| live through | Experience something and survive | My grandparents lived through two wars. |
| liven up | Make something livelier or more attractive. | We need to liven up the presentation somehow. |


| Phrasal Verb | Meaning |
| :---: | :---: |
| log in/on | Access a program or database using a password. |
| log off | End access to a database. |
| look after | Take care of |
| look ahead | Think of the future |
| look down on | Consider as inferior |
| look into | Examine or investigate. |
| look on | Be a spectator at an event |
| look for | Try to find something |
| look forward to | Await or anticipate with pleasure |
| look up to | Admire |
| lose out on/to | Be unsuccessful / suffer a loss |
| make fun of | Laugh at / make jokes about |
| make off with | Steal and hurry away |
| make up | Invent (excuse, story) |
| make up (with) | End a quarrel |
| make up for | Compensate for |
| miss out (on) | Lose an opportunity to do something. |
| mix up | Mistake one thing or person for another |
| move in | Arrive in a new home or office |
| move out | Leave your home/office for another one. |
| nail down | Make someone say something precisely |
| name after | Give the same name as another person |
| narrow down | Reduce a list or a number of options. |
| nod off | Fall asleep |
| nose about/around | Try to discover by searching. |
| note down | Write something down |
| opt out | Leave a system or decide not to participate |

## Example

You need to log in to your account before you use the services.

Log off the system and then turn off the computer.
A baby sitter looks after the children when their parents go out.
It's time to forget the past and look ahead. He tends to look down on anyone who is not successful.
I'll look into the matter and call you back.
Billy didn't take part in the fight. He just looked on.
Jane went shopping to look for a pair of shoes.
I look forward to seeing you soon.
He was a wonderful teacher and many students looked up to him.
I'm the one who'll lose out if our plan goes wrong.
The old lady dresses so strangely that the children make fun of her.
He made off with my briefcase while I was checking the timetable.
Some employees make up excuses when they arrive late for work.

It's time to shake hands and make up.
With hard work I can make up for the days I was absent.
If you leave before Saturday you'll miss out on the party.
I don't know the members' names yet.
I tend to mix them up.
You've bought a new house? When are you moving in?
My neighbour is leaving. He's moving out next Saturday.
He promised to come but we'll have to nail him down to a date.

William was named after his grandfather.
The list of suspects has been narrowed down to three people.
My grandfather often nods off in front of the television.

I don't like people nosing around my desk.
I'll call the station and note down the departure times.
I enjoy tennis but I'm so busy I had to opt out of the tournament.

| Phrasal Verb | Meaning |
| :---: | :---: |
| own up | Admit or confess something |
| pass away | Die |
| pass on | Transmit |
| pass out | Faint / lose consciousness |
| pay back | Reimburse |
| pick on | Choose someone to blame, punish, bully, etc. |
| pick out | Select; choose |
| pick up | Learn |
| pick up | Collect; give someone a lift |
| play up | Cause pain or discomfort. |
| play up | Emphasize or make something seem more important. |
| play down | Minimize or make something appear less important |
| pop across/over/ down/out | Come or go quickly in the direction specified |
| pop in | Make a brief visit |
| pop up | Arise, occur |
| pull through | Overcome difficulties or illness |
| put away | Return something to its normal place after using it. |
| put off | Postpone / arrange a later date |
| put on | Turn on / switch on |
| put on | Wear a garment or piece of clothing. |
| put out | Extinguish |
| put (yourself) out | Go to a lot of trouble / be inconvenienced. |
| put (something) out | Leave/place something outside the house. |
| put through | Connect two people (on the telephone) |
| put up | Accommodate / give someone a bed |
| put up with | Tolerate |
| pick up | Collect somebody |
| point out | Indicate / direct attention to something |
| reel off | Recite without effort or pause |

## Example

The boy owned up. He said he kicked the ball through the window.
The old lady passed away peacefully.
Don't forget to pass on the information.
She passed out when she heard the bad news.
I will lend you 20€ provided you pay me
back before the end of the week.
The other children were always picking
on Charlie because of his red hair.
Will you help me pick out a handbag to go with my outfit?
Children are quick to pick up a new language. James is coming to pick me up at 8 o'clock. My stomach is starting to play up again after all that heavy food.

He always plays up his achievements.

The government played down the gravity of the situation.

She popped over to visit her mother after lunch.
He has just popped across the road.
I am just popping down the street
He sometimes pops in for a cup of coffee.
The question popped up during the meeting.
My grandmother caught pneumonia but she pulled through.
Please put away the dictionary when you've finished using it.

The meeting was put off because of the strike.
Could you put on the light please?
Put on your coat - it's getting cold.
It took a long time to put out the fire.
Please don't put yourself out for us.

Don't forget to put out the dustbin.

I'll put you through to Mr. Brown.
We can put you up if you'd like to come for the week-end.
I don't know how you can put up with all the noise.
I'll pick you up at the station.
The teacher pointed out the mistake.
She amazed everyone by reeling off all the phrasal verbs she had learned.

| Phrasal V | Meaning | Example |
| :---: | :---: | :---: |
| rely on | Count on / depend on / trust | Don't worry. You can rely on me. I can keep a secret. |
| rub out | Erase | Write it in pencil so that you can rub it out. |
| rule out | Eliminate | The police ruled out political motives. |
| run away | Escape from a place or suddenly leave | He ran away from home at the age of fourteen. |
| run/bump into | Meet by accident or unexpectedly | Sophie ran into Maria at the shopping centre. I bumped into Anthony last night. |
| run out of | Have no more of something | What a nuisance! I've run out of coffee. |
| set off | Start a journey | Early Saturday morning we set off for the ski slopes. |
| set up | Start a business | She set up her own company 10 years ago. |
| settle for | Accept something not quite satisfactory. | I was hoping for a better proposal but I'll settle for the amount you offer. |
| shop around | Compare prices | It's always wise to shop around before buying anything. |
| show off | Brag or want to be admired | There's David showing off in his new sports car! |
| show up | Appear / arrive | We expected William to come but he didn't show up. |
| shut up (impolite) | Be silent, stop talking | Please shut up and sit down! |
| sign away | Give up one's rights or ownership | He signed away his property and joined a religious community. |
| sign in | Register (e.g. at a hotel) | Let's go and eat as soon as we've signed in. |
| sign out | Pay your bill and leave (e.g. a hotel) | He signed out and left for the airport. |
| sign over (to) | Transfer ownership of something | He signed over the house to his two children. |
| sign up (for) | Enrol in an activity | Emma signed up for a computer course. |
| sign up (with) | Sign an agreement to work for somebody | Paul has signed up with a news agency. |
| single out | Select for special attention | Two boys were singled out for extra coaching. |
| sink in | To be fully understood | It took a while for the scale of the disaster to sink in. |
| sit down | Take a seat | Please come in and sit down. |
| sleep in | Sleep later than usual | Tomorrow's Saturday, so I can sleep in! |
| sober up | Get rid of the effects of too much alcohol | Jack went for a long walk to sober up. |
| stand up | Rise from a sitting position | The pupils stood up when the headmaster arrived. |
| stick up for | Defend | It's important to stick up for one's principles. |
| take after | Resemble in appearance or character | Jamie really takes after his dad. |
| take apart | Dismantle or separate the components | The technician has to take the machine apart in order to repair it. |
| take away | 1) Buy food at a restaurant and carry it elsewhere to eat it. <br> 2) Cause something to disappear | 1) Two beef curries to take away please. <br> 2) The doctor gave me tablets to take away the pain. |


| Phrasal Verb | Meaning |
| :---: | :---: |
| take back | Agree to receive back/ be returned. |
| take back | Retract or withdraw something said |
| take care of | Look after |
| take in | 1) Allow to stay in one's home <br> 2) Note with your eyes and register. <br> 3) Understand what one sees, hears or reads / realize what is happening. |
| take off | Leave the ground |
| take on | Hire or engage staff |
| take out | 1) Remove / extract <br> 2) Invite someone to dinner, the theatre, cinema, etc. |
| talk into | Persuade someone to do something |
| talk out of | Persuade someone not to do something |
| tell off | Reprimand / criticize severely |
| test out | Carry out an experiment |
| think over | Consider |
| throw away | Discard as useless or unwanted. |
| throw up | Vomit / be sick |
| tire out | Exhaust completely |
| touch down | Land on the runway |
| toy with | Think about, without serious intent |
| track down | Find by searching |
| trade in | Give as part payment for a new article. |
| try on | Put on or wear something to see if it suits or fits |
| turn away | Refuse entrance to someone |
| turn down | 1)Lower the volume. 2)Refuse |
| turn off | 1) Stop by turning a switch, tap or knob. <br> 2) Stop sexual attraction. |
| turn up | 1) Arrive, appear <br> 2) Raise the volume |

## Example

We will take back goods only if you can produce the receipt.

I take back what I said about cheating.
I'll take care of your plants while you're away.

1) She's always taking in stray cats and dogs!
2) She took in every detail of her rival's outfit.
3) The man immediately took in the scene and called the police.

The plane took off at 7 o'clock.
Business is good so the company is taking on extra staff.

1) She took out a pen to note the address.
2) He took her out for a meal on her birthday.

I talked John into buying a new car.
I tried to talk Amy out of leaving her job.
The teacher told her off for not doing her homework.
The theory hasn't been tested out yet.
I'll have to think over the proposal before I decide.
You can throw away that book - it's a load of rubbish!
I nearly threw up when I saw the injured passengers.
The children tired out their grandmother. The plane touched down exactly on time. I've been toying with the idea of starting to walk to work.
The police finally tracked down the main suspect.

I traded in my car for a new model.

I'm not sure about the size. Can I try it on?
Hundreds of fans were turned away from the football stadium.

1) Please turn down the music; it's too loud.
2) I couldn't turn down an offer like that!
3) Turn off the lights please before you leave.
4) He turns me off!
5) She turned up an hour late.
6) Could you turn up the radio please?

| Phrasal Verb | Meaning | Example |
| :---: | :---: | :---: |
| use up | Finish a product ( so that there's none left) | The kids have used up all the toothpaste. |
| vie with | Compete or rival with someone | The athletes vied with each other for first place. |
| vouch for | Express confidence in, or guarantee something | You can give the keys to Andy. I can vouch for him. |
| ward off | Keep away or repel (something dangerous or unpleasant). | I take plenty of vitamin C to ward off colds. |
| warm up | 1) Reheat something. <br> 2) Make livelier or more relaxed. | 1) She warmed up some leftover soup. <br> 2) He told a few jokes to warm up the atmosphere. |
| wash up | Wash the dishes after a meal. | Who's going to help me wash up? |
| watch out | Be careful | Watch out! There's a car coming. |
| water down | 1) Dilute or make weaker by adding water <br> 2) Make less severe | 1) If you water down the medicine it will be easier to take. <br> 2) He watered down his remarks so as not to offend anyone. |
| wear out | 1) Become unusable <br> 2) Become very tired | 1) Julie wore out her shoes sightseeing. <br> 2) At the end of the day, Julie was worn out. |
| whip up | Prepare quickly. | I can whip up something to eat if you're hungry. |
| wolf down | Eat greedily and quickly. | The boys wolfed down the whole cake in no time! |
| work out | 1) Do physical exercise <br> 2) Find a solution or calculate something | 1) I work out twice a week at the gym club. <br> 2) It's expensive but I haven't worked out the exact cost yet. |
| wind up | 1) Finish or put an end to something <br> 2) To cause aggravation <br> 3) Arrive finally in a place. | 1) He decided to wind up his business and retire. <br> 2) Don't get upset. He is trying to wind you up. <br> 3) We finally wound up in a village with a spectacular view. |
| wipe off | Clean (board, table) | The teacher asked Lee to wipe off the board. |

## Appendix D Common Regular Verbs

| accept | add | admire | admit | advise |
| :---: | :---: | :---: | :---: | :---: |
| afford | agree | alert | allow | amuse |
| analyse | announce | annoy | answer | apologise |
| appear | applaud | appreciate | approve | argue |
| arrange | arrest | arrive | ask | attach |
| attack | attempt | attend | attract | avoid |
| back | bake | balance | ban | bang |
| bare | bat | bathe | battle | beam |
| beg | behave | belong | bleach | bless |
| blind | blink | blot | blush | boast |
| boil | bolt | bomb | book | bore |
| borrow | bounce | bow | box | brake |
| branch | breathe | bruise | brush | bubble |
| bump | burn | bury | buzz | calculate |
| call | camp | care | carry | carve |
| cause | challenge | change | charge | chase |
| cheat | check | cheer | chew | choke |
| chop | claim | clap | clean | clear |
| clip | close | coach | coil | collect |
| colour | comb | command | communicate | compare |
| compete | complain | complete | concentrate | concern |
| confess | confuse | connect | consider | consist |
| contain | continue | copy | correct | cough |
| count | cover | crack | crash | crawl |
| cross | crush | cry | cure | curl |
| curve | cycle | dam | damage | dance |
| dare | decay | deceive | decide | decorate |
| delay | delight | deliver | depend | describe |
| desert | deserve | destroy | detect | develop |
| disagree | disappear | disapprove | disarm | discover |
| dislike | divide | double | doubt | drag |
| drain | dream | dress | drip | drop |
| drown | drum | dry | dust | earn |
| educate | embarrass | employ | empty | encourage |
| end | enjoy | enter | entertain | escape |
| examine | excite | excuse | exercise | exist |
| expand | expect | explain | explode | extend |
| face | fade | fail | fancy | fasten |
| fax | fear | fence | fetch | file |
| fill | film | fire | fit | fix |
| flap | flash | float | flood | flow |
| flower | fold | follow | fool | force |


| form | found | frame | frighten | fry |
| :---: | :---: | :---: | :---: | :---: |
| gather | gaze | glow | glue | grab |
| grate | grease | greet | grin | grip |
| groan | guarantee | guard | guess | guide |
| hammer | hand | handle | hang | happen |
| harass | harm | hate | haunt | head |
| heal | heap | heat | help | hook |
| hop | hope | hover | hug | hum |
| hunt | hurry | identify | ignore | imagine |
| impress | improve | include | increase | influence |
| inform | inject | injure | instruct | intend |
| interest | interfere | interrupt | introduce | invent |
| invite | irritate | itch | jail | jam |
| jog | join | joke | judge | juggle |
| jump | kick | kill | kiss | kneel |
| knit | knock | knot | label | land |
| last | laugh | launch | learn | level |
| license | lick | lie | lighten | like |
| list | listen | live | load | lock |
| long | look | love | man | manage |
| march | mark | marry | match | mate |
| matter | measure | meddle | melt | memorise |
| mend | milk | mine | miss | mix |
| moan | model | moor | mourn | move |
| muddle | mug | multiply | murder | nail |
| name | need | nest | nod | note |
| notice | number | obey | object | observe |
| obtain | occur | offend | offer | open |
| order | overflow | owe | own | pack |
| paddle | paint | park | part | pass |
| paste | pat | pause | peck | pedal |
| peel | peep | perform | permit | phone |
| pick | pinch | pine | place | plan |
| plant | play | please | plug | point |
| poke | polish | pop | possess | post |
| pour | practise | pray | preach | precede |
| prefer | prepare | present | preserve | press |
| pretend | prevent | prick | print | produce |
| program | promise | protect | provide | pull |
| pump | punch | puncture | punish | push |
| question | queue | race | radiate | rain |
| raise | reach | realise | receive | recognise |
| record | reduce | reflect | refuse | regret |


| reign | reject | rejoice | relax | release |
| :---: | :---: | :---: | :---: | :---: |
| rely | remain | remember | remind | remove |
| repair | repeat | replace | reply | report |
| reproduce | request | rescue | retire | return |
| rhyme | rinse | risk | rob | rock |
| roll | rot | rub | ruin | rule |
| rush | sack | sail | satisfy | save |
| saw | scare | scatter | scold | scorch |
| scrape | scratch | scream | screw | scribble |
| scrub | seal | search | separate | serve |
| settle | shade | share | shave | shelter |
| shiver | shock | shop | shrug | sigh |
| sign | signal | sin | sip | ski |
| skip | slap | slip | slow | smash |
| smell | smile | smoke | snatch | sneeze |
| sniff | snore | snow | soak | soothe |
| sound | spare | spark | sparkle | spell |
| spill | spoil | spot | spray | sprout |
| squash | squeak | squeal | squeeze | stain |
| stamp | stare | start | stay | steer |
| step | stir | stitch | stop | store |
| strap | strengthen | stretch | strip | stroke |
| stuff | subtract | succeed | suck | suffer |
| suggest | suit | supply | support | suppose |
| surprise | surround | suspect | suspend | switch |
| talk | tame | tap | taste | tease |
| telephone | tempt | terrify | test | thank |
| thaw | tick | tickle | tie | time |
| tip | tire | touch | tour | tow |
| trace | trade | train | transport | trap |
| travel | treat | tremble | trick | trip |
| trot | trouble | trust | try | tug |
| tumble | turn | twist | type | undress |
| unfasten | unite | unlock | unpack | untidy |
| use | vanish | visit | wail | wait |
| walk | wander | want | warm | warn |
| wash | waste | watch | water | wave |
| weigh | welcome | whine | whip | whirl |
| whisper | whistle | wink | wipe | wish |
| wobble | wonder | work | worry | wrap |
| wreck | wrestle | wriggle | x-ray | yawn |
| yell | zip | zoom |  |  |

## References

Whilst no direct quotes have been made in the writing of this book, it is important to acknowledge sources of information. The following list is the reference material that I have used. The information presented in this book is in no way exhaustive. It provides a brief introduction to the main components of English grammar. There are vast amounts of free information about English grammar on-line as well as in the myriad of textbooks on grammar. If you wish to learn more about English grammar, I would encourage you to do personal research. However, again I stress, learning English by trying to assimilate all the rules of grammar is going to detract you from developing and practicing the skills of 1) listening, 2) speaking, 3) reading, and 4) writing English, with understanding, at a level that matches your current ability, as frequently as possible.

The book source materials are listed in alphabetic order.

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