

CICLO DE NIVELACIÓN

AN INTRODUCTION TO ENGLISH GRAMMAR

Natalia Ríos

María Belén Oliva



Lenguas



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Facultad de Lenguas, UNC.

Preface

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

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

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

The Authors

Index

Chapter 1: Parts of Speech	1
Practice	7
Chapter 2: The English Verb Phrase	11
Practice: Simple Present and Present Continuous.	14
Practice: Simple Past, Present Perfect and Present Perfect Continuous.	19
Practice: Simple Past and Past Progressive.	24
Practice: Ways to denote future time reference in English.	28
Consolidation: Units 1 & 2	30
Chapter 3: The Noun Phrase	37
Practice: Nouns	40
Practice: Agreement and Quantifiers	54
Chapter 4: Adjectives	59
Practice	61
Chapter 5: Adverbs and Adverbials	65
Comparison of Adjectives and Adverbs	68
Practice	72
Chapter 6: Basic Sentence Patterns	79
Practice	86
Exam Training	95
List of Irregular Verbs	99
Consulted Bibliography	103

Chapter 1: Parts of Speech

Overview

- Lexical/Content Words: nouns, lexical verbs, adjectives, adverbs
- Function/Structure Words: Auxiliary verbs, noun determiners, pronouns, prepositions and conjunctions.
- Practice

Traditional grammar classifies words into parts of speech. Parts of speech are **the basic building blocks of the English language**. The main parts of speech are nouns, lexical verbs, adjectives, adverbs (called *content* or *lexical* words) and auxiliary verbs, noun determiners, pronouns, prepositions and conjunctions (called *structure* or *function* words).

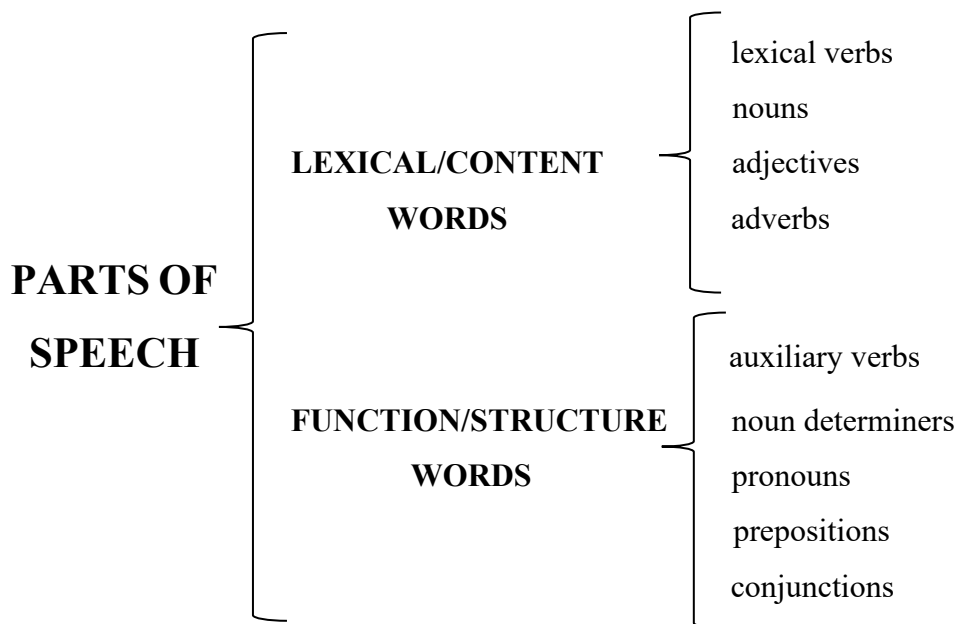


Figure 1: Parts of Speech

Lexical or content words

Lexical or content words are the main carriers of information in a text. They include nouns, lexical verbs, adjectives, and adverbs, and are stressed most in speech to help the listener grasp the main content. These words are considered open-class items as new words can frequently be added to this class to reflect cultural changes in society.

Lexical Verbs

Lexical verbs, also known as main verbs¹, are members of an open class of verbs that excludes auxiliary verbs. The most distinctive feature of lexical verbs is that they carry meaning. They express meanings related to actions or physical activity (e.g. *cook, paint, walk*), mental or intellectual activities (e.g. *think, believe*), states and feelings (e.g. *be, seem, like, love*).

Nouns

A noun is a lexical word that names a person (*teacher*), a thing (*pencil*), an animal (*cat*), a place (*Paris*) or an abstract idea (*love*). Nouns can function as the subject, complement or the object of a verb; they can be modified by an adjective and can take a determiner.

Egs: My sister in law is an architect. (My sister: subject, an architect: subject complement)

I have bought a laptop (a laptop: Od)

Adjectives

Adjectives are lexical words which describe or modify a noun or pronoun, providing information about the noun's qualities, such as color, size, material or opinion.

Egs: The **blue** car

A **large** pizza

An **interesting** book

His **new** house

The **Italian** restaurant

A **wooden** table

Adverbs

Adverbs are content words which add information about the circumstances of a situation or an event. They often provide information regarding **how, when, where, why, how often** or **to what extent** something happens.

¹ **NOTE:** When the elements that accompany a verb are considered, verbs can be classified into linking, intransitive, or transitive. (see chapter 6)

Adverbs can complete the meaning of a verb or a whole sentence, and they can modify an adjective or another adverb.

Egs: a. The new secretary **works** quickly and well.

The adverbs *quickly* and *well* add information about the way in which the new secretary *works*.

b. The new secretary is very **responsible**.

The adverb *very* **modifies the adjective** *responsible*, providing more information about her degree of responsibility.

c. The new secretary works really **quickly**.

The adverb *really* **modifies the adverb** *quickly*.

d. Fortunately, the new secretary works **well**.

The adverb *fortunately* expresses the **speaker's or writer's opinion** towards the content of the rest of the sentence, that is, towards the fact that the new secretary works well.

Function or structure words

Function words, also known as grammatical or structure words, are a category of words that serve a grammatical function instead of conveying specific meaning. They indicate meaning relationships between lexical words, by showing how these units are related to each other. They do not convey clear lexical meanings and are generally invariable in form. They include *auxiliary verbs*, *noun determiners*, *pronouns*, *prepositions* and *conjunctions*. These words belong to a closed system as they consist of a limited number of fixed items.

Auxiliary Verbs

Auxiliary verbs lack meaning and are added to a main or lexical verb to serve various functions. They can be subdivided into **primary auxiliary verbs** (*be*, *have*, *do*)² and **secondary -or modal auxiliary verbs** (*will/would*, *can/could*, *shall/should*, *may /might*, *must*, *need*, *dare*)³. These verbs are also called *defective* verbs because they have only one verbal form each.

² Primary auxiliary verbs can also work as lexical verbs and as such they carry meaning.

³ *Dare* and *need* can be used either as modal auxiliaries or as main verbs.

Both primary and secondary auxiliary verbs are used mainly in the formation of questions (e.g. **Do** you smoke?) and in the formation of negative statements (e.g. I **don't** smoke). Auxiliary verbs -especially 'do'- can also be used to create emphasis. Finally, only primary auxiliary verbs are used in the formation of tenses and other grammatical constructions.

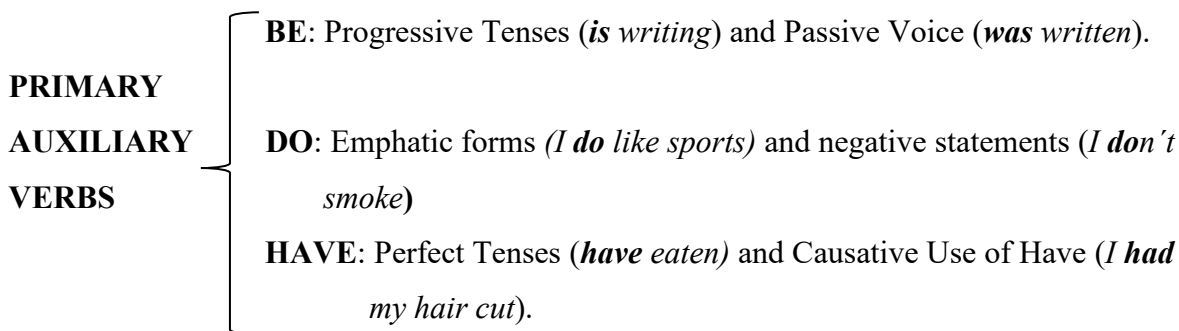


Figure 2: Primary Auxiliary verbs

Notice that *be*, *do* and *have* can function as both lexical and primary auxiliary verbs in English.

Lexical Verb	Auxiliary Verb
<i>I am a teacher.</i>	<i>I am waiting for the bus.</i>
<i>I did my homework yesterday.</i>	<i>Does Alice like water sports?</i>
<i>Gloria has green eyes.</i>	<i>Gloria has finished the exercise.</i>

Figure 3: Lexical and Auxiliary verbs

Noun Determiners

A noun determiner is a type of function word that restricts the meaning of a noun by limiting its reference. It provides information about the noun's definiteness, possession, proximity and quantity. The principal noun determiners are articles, possessives, demonstratives and quantifiers.

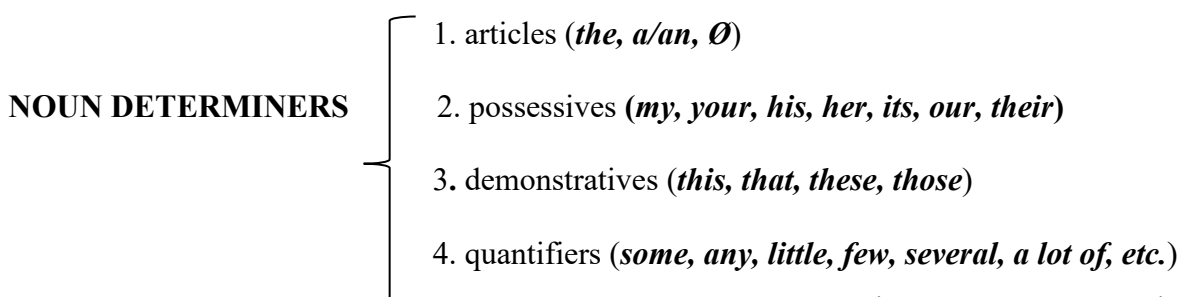


Figure 4: Noun Determiners

Articles

- Definite Article (**THE**) e.g. ***The** girls are chatting in the garden.*
- Indefinite Articles (**A / AN**) e.g. *I have bought **a** ticket for the concert.*
- Zero Article (**Ø**) e.g. (**Ø**) *Dogs are naturally loving and affectionate.*
(**Ø**) *Happiness is a choice.*

Possessive determiners

Possessive determiners (**my, your, his, her, its, our, their**) precede nouns and show possession or ownership.

Egs: ***This** book is **my** favorite.*

*Is this **your** pen?*

***His** car is parked outside.*

*Have you seen **her** keys anywhere?*

*The dog wagged **its** tail happily.*

*We need to finish **our** project by tomorrow.*

***Their** house is just down the street.*

***Whose** bag is this? ('Whose' is an interrogative possessive determiner in this case)*

Demonstrative determiners

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

Egs. ***This** book is very interesting.*

*I remember **that** day vividly.*

***These** apples are ripe.*

*I remember **those** days fondly.*

Quantifiers

Quantifiers express the quantity or amount of something. They can be used with countable and uncountable nouns. If the quantity is definite, the quantifier may be referred to as a numeral.

Egs: *I would like **some** water, please. (determiner+uncountable noun)*

*There are **many** books on the shelf. (determiner+countable noun)*

***Few** people attended the meeting.*

*I have read **several** books this month.*
***Most** students prefer online learning.*
***All** the cookies were delicious.*
*Do you have **any** questions?*
***Each** student will receive a certificate.*
***Every** house on the street has a garden.*
*I've got **(a) few** tickets*
*They have **two** cars. (two: quantifier, numeral)*

Pronouns

Pronouns fill the position of a noun or a whole noun phrase. They can refer to people, places, things, or ideas and play various roles in sentences. Biber, Conrad and Leech (2002, pp. 26-27) distinguish eight major classes of pronouns:

- Personal pronouns:** *I, you, he/she/it, we, you and they* (subject pronouns). (e.g. **She** is going to the store.) *me, you, him/her/it, us, you, them* (object pronouns). (e.g. He gave it to **me**.)
- Possessive Pronouns:** Mine, yours, his/hers/its, ours, yours, theirs. (e.g. That book is **mine**.)
- Demonstrative pronouns:** This, these, that, those (e.g. **This** is my car.)
- Reflexive Pronouns:** Myself, yourself, himself/herself/itself, ourselves, yourselves, themselves. (e.g. She injured **herself** while skiing.)
- Indefinite Pronouns:** Nobody, somebody, anybody, no one, everybody... (e.g. **Everyone** enjoyed the party last night.)
- Reciprocal Pronouns:** Each other, one another. (e.g. They love **each other**.)
- Interrogative Pronouns:** Who, which. (e.g. **Who** is at the door?)
- Relative Pronouns:** who, whom, whose, which, that (e.g. The person **who** called is my daughter).

Prepositions

Prepositions are function words which connect two units in a sentence and specify a relationship between them (Greenbaum & Quirk, 1990). They typically precede a noun or pronoun and express a relationship between that noun/pronoun and other elements in a sentence. They may be simple (e.g. *about, after, by, down, from, into, towards, around, without*) or complex (e.g. *because of, due to, apart from, on top of*) and in either case their complements are noun phrases or noun equivalents, such as a gerund.

Egs: Peter works **with** his father.

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

The book is **in** the drawer.

She is waiting **at** the bus stop.

She travelled **by** train.

The event was cancelled **because of** the bad weather.

Conjunctions

Conjunctions are function words that connect words, phrases, or clauses. There are two types of conjunctions: coordinating and subordinating.

Coordinating conjunctions (and, or, but) link two or more units of equal importance or rank.

Egs: *I went to the gym in the morning **and** I played paddle in the evening.*

*I like coffee **but** I don't like tea.*

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

Egs: *I stayed at home because it was raining.*

Although she was tired, she stayed up to finish her work.

If you study hard, you will pass the exam.

I listened to music while I was working.

As you are here, we can start the meeting.

Practice

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

1a. Our boss has been giving us a **hard** time at **work**. _____

1b. It has been raining **hard** most of the afternoon. _____

2a. Nobody was **in** when we called. _____

2b. I read about it **in** the paper. _____

3a. Both my parents **work**. _____

3b. I was late for **work** again. _____

4a. The car in the garage is **his**. _____

4b. **His** car is in the garage. _____

5a. He's probably in his **late** twenties. _____

5b. He arrived **late** because of the traffic jam. _____

6a. Do you speak **English**?

6b. **English** tea is considered a symbol of British culture.

7a. She paints very **well**. _____

7b. My dog fell down a **well** yesterday. Luckily, he was rescued. _____

7c. They are finally **well** now, after weeks of illness. _____

8a. **Police** work is mainly routine. _____

8b. Contact the **police** if you see something suspicious. _____

8c. These types of regulations are very difficult to **police**. _____

9a. I have nothing else to say on the **subject**. _____

9b. The police **subjected** him to hours of questioning. _____

9c. Flights are **subject** to delay because of the bad weather conditions. _____

10a. **That** ruler is too short. _____

10b. **That's** a nice dress! _____

10c. This exercise is not **that** easy. _____

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

1. Vitamins and minerals are essential nutrients.

2. They help build and preserve bones, heal wounds, and bolster your immune system.

3. They also convert food into energy, and repair cellular damage.

4. Our bodies need thirteen different types of vitamins daily to function properly.

5. Each vitamin plays a key role in body functions.

6. They help your body grow and work the way it should.

7. Some help prevent infections; others give you energy from food.

8. Each organism has different vitamin requirements.

3. Read the text below and classify the part of speech in bold (give as many details as possible).

Smartphone addiction

While a smartphone, tablet, or computer **can** be a **hugely** productive tool, compulsive use of **these** devices can interfere **with** work, school, and relationships. **When** you spend more time on **social** media or playing games **than** you do interacting with real people, **or** you can't stop **yourself** from repeatedly checking texts, emails, or apps—even when **it** has negative consequences in **your** life—it may be time **to** reassess your technology use.

Adapted from <https://www.helpguide.org/articles/addictions/smartphone-addiction>

a) can:

f) than:

b) hugely:

g) or:

c) these:

h) yourself:

d) with:

i) it:

e) when:

j) your:

f) social:

k) to (reassess):

4. Write meaningful and grammatical sentences of about eight words using the following lexical items as indicated:

a. little (as an adjective, determiner and pronoun).

b. flower (as a lexical verb and as a noun working as an adjective).

c. all (as a pronoun and as a noun determiner).

d. look (as a lexical verb and as a noun).

e. have (as a lexical verb and as a primary auxiliary verb).

Chapter 2: The English Verb Phrase

Overview

- Difference between time and tense.
- PRESENT TENSES: The simple present, the present progressive, the present perfect and the present perfect progressive.
- PAST TENSES: the simple past, the past progressive.
- Ways of expressing FUTURE TIME in English (the modal auxiliary will, be going to, the present progressive and the simple present tense).
- CONSOLIDATION: Units 1 & 2.

Time and Tense

Time and tense are related concepts in grammar. The **time** of an action refers to the specific point or period during which an action or event takes place. This can be past, present or future. It is a *universal* concept and, therefore, it does not vary across languages. The time when an event takes place can be indicated by adverbs or adverbials such as: yesterday, tomorrow, five years ago, in 2020, now, etc.

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

Egs: *I wish you **were** more patient.* (simple past tense, present time reference)

*We **are leaving** early tomorrow.* (present progressive tense, future time reference)

*Christopher Columbus **discovers** America in 1492.* (simple present tense, past time reference).

As shown in the preceding examples, a past tense does not necessarily express past time and a present tense does not always indicate present time.

Simple Present Tense

FORM

I / You **study** – He / She / It **studies**.

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

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

Main uses

The simple present tense is used to:

- express repeated and permanent actions or situations, states and verbs that refer to feelings.

*e.g. She **lives** in Paris and **works** in an office. (permanent situation)*

*We **enjoy** spending time together. (feeling)*

- refer to habits and daily routines.

*e.g. She **goes** to the gym every morning/ twice a week/ on Tuesdays.*

*He always/ sometimes/ usually/ never **takes** a walk after dinner.*

*I often **bite** my nails when I am anxious.*

- express general truths, laws of nature.

*e.g. Water **boils** at 100 degrees Celsius.*

*The Earth **revolves** around the Sun.*

- refer to scheduled events in the near future:

*e.g. The plane **leaves** at 4 so I need to be at the airport by 2.30.*

- give instructions or directions, particularly in recipes, manuals, or other procedural texts.

*e.g. First, you **turn on** the computer. Then, you **open** the application.*

- report a series of actions that have little duration (e.g. a game reported on the radio or on TV) *e.g. Álvarez **passes** the ball to Garnacho.*

Present Continuous / Present Progressive Tense

FORM

I } **am ('m) reading**
he }
she } **is eating**
it }

you }
we } **are reading**
they }

I **am ('m) not reading**

Are you eating? Yes, I **am**/ **No, I am not.**

Is he reading? Yes, he **is**/ **No, he is not (isn't).**

They **are not (aren't)** studying.

Are they eating? Yes, they **are.**

No, they are not (aren't).

Main Uses

The present continuous tense is used:

- to refer to actions happening **at** the moment of speaking.

e.g. *She **is walking** to the store right now.*

*I'm **waiting** for the bus.*

- to express temporary actions happening **around** now, but not necessarily at the very moment of speaking.

e.g. *He **is working** on a project for his company.*

*I **am having** coffee without sugar this week.*

*I'm quite busy these days. I'm **doing** a course at college.*

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

e.g. *She's always/all the time **interrupting** me when I'm speaking.*

*He's permanently/constantly/continually **checking** his phone during meetings.*

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

e.g. *She **is getting** better and better at playing the piano.*

*Her financial situation **is getting** worse and worse each month.*

*The children **are** gradually **becoming** more independent as they grow older.*

Practice: Simple Present and Present Continuous.

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

Emma: Hey, what _____ (1. you do) this weekend?

Mark: I _____ (2. visit) my parents. They _____ (3. live) in the countryside.

Emma: That _____ (4. sound) nice! _____ (5. you visit) them often?

Mark: Yes, I _____ (6. visit) them almost every weekend.

Emma: That's sweet. I _____ (7. work) on a project for my art class.

Mark: Oh, what kind of project?

Emma: I _____ (8. paint) a landscape. It's due next week.

Mark: Good luck with that!

Emma: Thank you! Anyway, I'm almost done so I _____ (9. play) tennis with my sister at 3 pm.

Mark: Really? I _____ (10. play) tennis with my sister every Wednesday.

We _____ (11. have) a lot of fun together.

Emma: Great! Have a great time with your parents too.

Mark: Thanks, I will!

2. What type of activity / state / event / situation do the highlighted verbs describe? Choose the best option in each case.

1. My brother and his friends **play** football at the club every Saturday morning.

- a. a future action that is very certain to happen.
- b. a habitual or repeated action.
- c. an action in progress around the time of speaking.
- d. a changing situation developing into another state.

2. I'm **exercising** a lot these days.

- a. an action in progress at the moment of speaking.
- b. a repeated action showing annoyance on the part of the speaker.
- c. a habitual action.

- d. an activity taking place over a limited period of time.
3. Every week we **are experiencing** more and more problems with insecurity.
- a changing or developing situation.
 - an action in progress at the moment of speaking.
 - a repeated situation over a limited period of time.
 - a repeated action which annoys the speaker.
4. The sun **rises** in the east.
- a changing situation developing into another state.
 - a habitual or repeated action over a limited period of time.
 - a timeless situation, eternal truth.
 - an action in progress at around the time of speaking.
5. The next bus to Mendoza **leaves** at 9.30.
- an eternal truth.
 - a habitual or repeated action over a limited period of time.
 - a changing situation developing into another state.
 - a scheduled event in the near future.
6. Mary **is always asking** silly questions in class.
- a repeated action that causes annoyance on the part of the speaker.
 - an action in progress at the moment of speaking.
 - a changing situation developing into another state.
 - an action in progress around the moment of speaking.

3. Read the following sentences, underline the verb phrase and refer to the meaning and /or use of the verb tense in each case.

- My sister never gets up before 12. _____
- Sheila is having lunch at this moment. _____
- David works in a bank. _____
- I'm forgetting my French little by little. _____

- e. The moon goes round the Earth. _____
- f. I'm taking driving lessons this month. _____
- g. Two and two makes four _____
- h. You're always borrowing my books! _____

4. Write meaningful and grammatical sentences of about eight words to express the following:

a. a general truth or law of nature.

b. scheduled event in the near future.

c. a habitual action

d. a repeated action showing annoyance on the part of the speaker.

e. an action in progress around the moment of speaking.

Present Perfect Tense

Present Perfect Continuous or Progressive Tense

FORM

Present Perfect

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

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

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

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

Have you arrived?

Has he/she/it arrived?

Present Perfect Progressive

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

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

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

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

Have you been reading?

Has he/she/it been reading?

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

*They **have known** each other since childhood.*

*I **have worked/ have been working** here for ten years.*

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

Unfinished

Use

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

A: Why do you look so dirty?

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

Finished

Use

Finished use of the Present Perfect Tense ⁴

Main Uses:

The present perfect tense is used to express:

- actions that finished **in the recent past**

*e.g. Mary **has just arrived**.*

***Have you been** to the cinema recently / lately?*

- actions which happened at an **unstated time in the past**. The exact time is not important, so it is not mentioned. The emphasis is placed on the action itself.

*e.g. They **have eaten** sushi before.*

*He **has already read** that book.*

***Have you ever been** to Africa?*

*She **has travelled** to many countries.*

*He **has cooked** dinner for us.*

⁴ Students should be made aware of the fact that there are differences between British and American English as regards the finished use of the present perfect tense. In this course we will follow the British approach.

A: *I've seen Emma Stone's last movie.*

B: *Really? When did you see it?*

A: *Last night.*

- **past actions** which have caused a **present result** or consequence.

e.g. *He **has forgotten** his password. He cannot access his email account now.*

*We **have washed** the dishes. (They are clean now.)*

*The plane **has landed**. (It is on the ground now.)*

- a **finished action** which happened within a specific **time period which is not over** at the moment of speaking, such as *today, this morning/ afternoon/ week/ month/ year*, etc. (finished use).

e.g. *We've **studied** very little today. (the day hasn't finished yet)*

*I **have read** two books this month.*

Unfinished use of the Present Perfect Tense

The present perfect tense is used to express:

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

e.g. *It **has been raining** all day. (It is still raining)*

*He's **been working** here for ten years/since 2020/ since he was 26 / since he got married.*

Present Perfect Continuous or Progressive Tense

FORM

I }
You } **have been waiting** for an hour.
We }

he }
she } **has been waiting** for an hour.
it }

Main uses

The present perfect continuous is used:

- to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/day/week, etc.*
(unfinished use).

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

*It **has been raining** all morning. (It is still raining)*

*He's **been working** here since 2023/ since he was 26 / since he got married.*

- to refer to actions that continued up to the recent past (**finished use**). The progressive form emphasizes the **DURATION** of the action or state.

e.g. ***Have you been playing** with mud? Your clothes are all dirty.*

***Have you been cooking?** The kitchen smells delicious!*

Note that the present perfect and the present perfect continuous can be used with no difference in meaning with the verbs *feel, live, work, and teach*.

e.g. *My grandma **has been feeling** / **has felt** unusually sad lately.*

*We **have been living** / **have lived** in this house for over ten years.*

Practice: Simple Past, Present Perfect and Present Perfect Continuous.

5. Complete the following conversations using the simple present, the present continuous and the present perfect tense.

1) A: I(think) of buying a new computer.

B: But computers (cost) so much money. What
(be) wrong with your computer?

A: It (get) out of date now.

2) A: What(you / do)?

B: I (weigh) this parcel. I (need) to know
how much it (weigh).

A: But I(already / weigh) it.

3) A: I(think) this road is really dangerous. Look how fast that lorry (go).

B: I (agree). People shouldn't go so fast.

4) A: You (always / fall) asleep when we (watch) movies! I (hate) that.

B: I am sorry, but I(get up) very early every morning.

5) A: My sister (just /graduate) from college. She (look for) a job now.

B: Really? What kind of job(she / look for)?

6) A:(you / study) for the test?

B: In fact, I (just / start). I (review) unit 1 right now.

Adapted from <https://znanija.com/task>

6. Complete the following conversations using the simple past, the present perfect and the present perfect continuous tense.

1. John has a passion for cooking. Yesterday, he _____ (try) a new recipe. Since then, he _____ (experiment) with different ingredients.

2. Last month David _____ (buy) a new laptop. Since then, he _____ (learn) how to code online.

3. Sarah is fond of photography. Last year, she _____ (learn) a professional camera. Since then, she _____ (capture) many beautiful moments.

4. Two days ago Sam _____ (borrow) a stack of books from the library. Since then, he _____ (devote) his free time to reading.

5. Rachel is passionate about fitness. Last spring, she _____ (join) a gym. Since then, she _____ (work out) regularly be in shape.

6. Alex has always been fascinated by history. Last month, he _____ (visit) a historical site. Since then, he _____ (read) three books on the subject.

7. Lisa is a music enthusiast. Last year, she _____ (learn) to play the guitar. Since then, she _____ (practise) regularly to improve her skills.

8. Last summer Mark _____ (enrol) in a Spanish course. Since then, he _____ (study) every day to become fluent.

9. Mary _____ (always/ love) animals. Last month, she _____ (adopt)

a puppy. Since then, she _____ (spend) most of her time with the animal.

10. Three days ago Eileen _____ (attend) a painting workshop. Since then, she _____ (paint) for hours every day.

7. What type of activity / state / event / situation do the highlighted verbs describe?

Choose the best option in each case.

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

- a. a past action whose result is visible in the present time.
- b. an action which started in the past and continues up to the present.
- c. a finished action which happened within a time period which is not over at the moment of speaking.
- d. an action that finished in the recent past.

2. **I've** already **done** my homework.

- a. an action that was completed in the recent past.
- b. a past action whose result is visible in the present time.
- c. an action which started in the past and continues up to the present.
- d. an action which happened at an unstated time in the past. The emphasis is placed on the action.

3. **I've had** two cups of coffee this morning.

- a. a past action with present results.
- b. an action which started in the past and continues up to the present.
- c. a finished action which happened within a time period which is not over at the moment of speaking
- d. an action that was completed in the recent past.

4. The construction workers **have been building** the new bridge for several months.

- a. an indefinite happening in the past.
- b. an action which started in the past and continues up to the present.
- c. an action that was completed in the recent past.
- d. an action which started in the past and continues up to the present; there is emphasis on

duration.

5. It **has been raining** for 2 hours.

- a. a finished action which happened within a time period which is not over at the moment of speaking.
- b. an action which started in the past and continues up to the present; there is emphasis on the duration of the activity.
- c. an action that continued up to the recent past with emphasis on duration.
- d. an action that was completed in the recent past.

8. Underline the verb phrase in the following sentences; identify the verb tense used and refer to its meaning/use in each case.

- a. I have studied English for fifteen years. _____
- b. Somebody has broken the little girl's doll. She is crying now. _____
- c. I have been correcting exams the whole morning. _____
- d. I have just finished my homework. _____
- e. I have already had lunch. _____
- f. It has been raining heavily. The city is flooded now. _____

9. Write meaningful and grammatical sentences of about eight words to express the following:

a. an indefinite happening in the past.

b. an action which started in the past and continues up to the present.

c. a past action with a present result.

d. an activity completed during a present incomplete period of time.

e. an action which started in the past and continues up to the present with emphasis on duration.

Simple Past Tense⁵

I/he/she/we **arrived/left** early yesterday.

Did he **arrive/leave** early yesterday? Yes, he did. / No, he didn't.

He **did not (didn't)** **arrive/leave** early yesterday.

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

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

e.g. He **graduated** from college in 2020.

They **watched** a movie yesterday.

I **visited** Paris last summer.

Christopher Columbus **discovered** America.

Main Uses

The simple past tense is used:

-to refer to **facts in the past**.

e.g. I **went** to the theatre last Friday.

Lady Di **died** in 1997.

- to refer to **habits, states, permanent actions or situations in the past**.

e.g. My family always **had** turkey for Christmas.

She **was** very shy when she was a child.

He **smoked** cigarettes when he was younger.

He **visited** his grandparents every holiday in his childhood.

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

e.g. She **packed** her bags, **said** goodbye to her friends, and **left** for the airport.

He **woke up**, **brushed** his teeth, and **had** breakfast before leaving for work.

⁵ See list of irregular verbs at the end of the book.

Past Continuous/Progressive Tense

The past progressive tense is formed with the auxiliary *be* in the past tense (*was/were*) and the present participle of the main verb (*...ing*)

I	} was reading	you	} were reading
he		we	
she		they	
it			

He **was not (wasn't)** reading.

Was he reading? Yes, he **was**/ No, he **wasn't**.

You **were not (weren't)** studying.

Were they studying? Yes, they **were**

No, they **were not (weren't)**.

Main Uses

The past progressive tense is used:

- to refer to an **action that was in progress at a point in the past.**

e.g. *What **were** you **doing** at 7 yesterday?*

*I **was studying** for the exam.*

- to refer to an **action that was in progress in the past when another activity occurred or interrupted it.**

e.g. *While Laura **was waiting** for the bus, it suddenly began to rain.*

*I **was studying** when the power went out.*

- to refer to **two or more simultaneous past actions.**

e.g. *While Tom **was studying**, his sister **was listening** to music.*

- to refer to **habitual past actions that annoyed the speaker.** Frequency adverbs/adverbials such as *always, permanently, continually, constantly, all the time* are compulsory to indicate **repetition**. This use parallels the present progressive.

e.g. *My sister **was always wearing** my clothes when I lived at my parents' house.*

- to describe the setting in the introduction to a story

e.g. *I had a wonderful dream last night. I was sitting in a park. The sun was shining and the birds were singing.*

Practice: Simple Past and Past Progressive.

10. Complete the following text with the correct form of the simple past tense.

Last summer, my friends and I _____ (1. decide) to go on a camping trip which we had been planning for weeks. We _____ (2. pack) our bags with tents, sleeping bags, food, and other essentials. We _____ (3. set off) early in the morning, excited for the adventure ahead.

When we _____ (4. arrive) at the campsite, we _____ (5. find) a perfect spot near the lake. We _____ (6. put out) our tents and _____ (7. start) a campfire. As the sun _____ (8. set), we _____ (9. cook) hot dogs and marshmallows over the fire. We _____ (10. eat) and then _____ (11. sit) around the fire, telling stories and singing songs.

The next day, we _____ (12. decide) to go hiking in the nearby mountains. We _____ (13. climb) steep paths and _____ (14. enjoy) the breathtaking views. After a few hours, we _____ (15. reach) the summit and _____ (16. take) photos to remember the moment.

In the evening, we _____ (17. return) to our campsite exhausted but happy. We _____ (18. share) a meal and then _____ (19. fall) asleep. Definitely, our camping trip was an unforgettable experience!

11. Put the verbs in brackets into the correct form of the simple past or the past progressive tense.

Yesterday, while my sister and I _____ (1. stand) at the bus stop _____ (2. wait) for the bus to arrive, we _____ (3. have) an unpleasant experience. We _____ (4. talk) about our plans for the weekend when, all of a sudden, a motorbike rider _____ (5. stop) besides me; _____ (6. get off) the motorbike; _____ (7. grab) my bag and _____ (8. leave). Even though it all

_____ (9. happen) really fast, my sister _____ (10. take) note of the motorbike's license plate and _____ (11. call) the police to report the theft. The people who _____ (12. be) with us also provided descriptions of the thief and the motorbike. Luckily, no one _____ (13. be) hurt.

12. Complete the following biography with the correct form of the verbs in brackets.

Who was Ann Frank?

Anne Frank _____ (1. be) a German Jewish girl. She was born on June 12, 1929 in Frankfurt. After Hitler _____ (2. come) to power in 1933, her family _____ (3. move) to Amsterdam, Netherlands. As persecutions of the Jewish population increased in July 1942, Ann's family _____ (4. go) into hiding in a secret annex to avoid deportation to concentration camps. During that time, Anne _____ (5. keep) a diary where she _____ (6. write) about her thoughts and experiences. Sadly, in 1944, the Nazi Gestapo _____ (7. discover) their hiding place and _____ (8. arrest) Ann and her family.

Anne _____ (9. die) in a concentration camp in 1945 at the age of 15. Her father, Otto Frank, _____ (10. survive) the Holocaust and upon his return, he _____ (11. find) Anne's diary and _____ (12. work) to have it published. "The Diary of a Young Girl," also known as "The Diary of Anne Frank," _____ (13. provide) insight into the life of a young girl during the Holocaust. It _____ (14. become) one of the most widely read and studied accounts of the Holocaust. It _____ (15. touch) the hearts of millions of people worldwide, serving as a powerful reminder of the horrors of war, the resilience of the human spirit, and the importance of empathy and understanding.

13. Underline the verb phrase in the following sentences, indicate the verb tense used and refer to its meaning/use in each case.

a. I moved to Córdoba last year.

b. When I got home, my son gave me a kiss.

c. Martin was doing his homework last night.

d. It was raining heavily when we left Rome.

e. Susan was preparing breakfast while I was having a shower.

14. Write meaningful and grammatical sentence of about eight words to express the following:

a. two or more simultaneous past actions.

b. an action that was in progress in the past when another activity occurred.

c. a past habit.

d. an action that started and finished in the past and has no connection with the present.

Ways of expressing future time in English

In English, there is **no future tense as such**. Future time, then, can be expressed by means of the modal auxiliary *will*, modal expressions (*be going to*, *be about to*), the present progressive and the simple present tense.

*Will*⁶

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

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

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

⁶ Some grammarians refer to this use as the simple future tense

Main Uses

The *modal auxiliary will* is used:

- for predictions based on the speaker's beliefs or expectations, often with verbs such as *think, believe, expect*, as well as expressions like *be sure, be afraid*, and adverbs like *perhaps, certainly, probably*.

e.g. I think he'll never forgive me.

I am sure she'll be here any moment.

I'm afraid it will be too late to catch the train.

Perhaps it will snow next week.

He will probably call you later.

One day people will travel to Mars.

-for on the spot decisions and offers.

e.g. It's cold. I'll close the window.

I'll help you carry those books.

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

e.g. My daughter will turn fifteen next month.

- for promises, threats, warnings, requests, and hopes. In these cases, 'will' is seldom contracted.

e.g. Don't worry. I promise I will pay you back.

If you don't study, you will fail the exam.

Will you please pass me the salt?

We hope the weather will be nice for our trip.

Be going to

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

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

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

Main Uses

Be going to is used:

- for premeditated **plans, intentions** or ambitions for the future.

e.g. I'm going to visit my cousins in Australia next summer if I have enough money.

She's going to travel around Europe after she graduates.

- **for predictions** when there is **evidence** that something will happen in the near future:

e.g. She is pregnant. She is going to have a baby.

I got so nervous that I answered very few questions in the test. I'm going to fail.

The traffic is terrible today. We're going to be late for the meeting.

I can hear thunder in the distance. There's going to be a storm.

The company has been losing money for months. It's going to go bankrupt.

Practice: Ways to denote future time reference in English.

15a. Fill in the gaps using an appropriate structure to denote future time reference.

- a. I (buy) a car with my savings.
- b. Do you want me to give you a lift? No thanks, I(walk).
- c. It's raining heavily. I(take) a taxi
- d. Look out! You(spill) the milk.
- e. I talked to Simon yesterday. We(have) lunch tomorrow.
- f. I(visit) my cousins in Spain next summer, if I have enough money.
- g. The plane (leave) at 5, so I need to be at the airport by 3.
- h. Look at the time! We (be) late.
- i. I'm sure you (enjoy) this course.

15b. Which of the previous sentences express/es:

- a scheduled future event? _____
- a future plan or intention? _____
- a fixed arrangement in the near future? _____
- a prediction based on the speaker's beliefs? _____

- an on-the-spot decision? _____

16. Complete the following conversations with an appropriate future form.

Mary: _____ (1. you/ do) anything tomorrow evening?

Paul: No, why?

Mary: Do you fancy going to the cinema? There's a new super thriller on. I want to see it, but I don't want to go alone.

Paul: Ok, I _____ (2. come) with you. What time _____ (3. we/meet)?

Mary: Well, the film _____ (4. begin) at 8.45 so I _____ (5. meet /you) about 8.30 outside the cinema. Is it ok?

Paul: Fine. I _____ (6. I/see) Tina later this evening. I think _____ (7. ask) her if she wants to come too.

Mary: Great! See you tomorrow!

Later the same day...

Paul: Hi Tina! Mary and I _____ (8. go) to the cinema tomorrow night to see a thriller. Why don't you come with us?

Tina: Great idea! What time _____ (9. the film/begin)?

Paul: At 8.45.

Tina: _____ (10. you/ meet) outside the cinema?

Paul: Yes, at 8.30. Is that ok for you?

Tina: Yes, _____ (11. I/be) there at 8.30.

Adapted from Murphy, 2005

17. Write meaningful and grammatical sentences using future forms to express the following:

a. A threat _____

b. An intention for next year _____

c. An offer _____

d. An arrangement for this evening _____

e. A plan _____

f. A prediction about the future _____

g. An on-the-spot decision _____

h. A prediction based on evidence that something will happen in the near future.

Consolidation: Units 1 & 2

1. What type of action state / event / situation do the highlighted verbs describe? Choose the best option in each case.

1. The exam **starts** at 10 on Monday.
 - a. A future plan or intention
 - b. A fixed arrangement in the near future
 - c. A scheduled future event.

2. My daughter **is learning** to drive this year.
 - a. A temporary action which is repeated over a limited period of time.
 - b. A developing situation.
 - c. A repeated action which shows the speaker's annoyance.

3. She will only relax when her daughter **appears**.
 - a. An action that conveys future time reference.
 - b. An action that conveys present time reference.
 - c. An action that conveys past time reference.

4. He **has been studying** all morning; he looks exhausted.
 - a. An action that started in the past and has continued up to the present moment of speaking.
 - b. An action that was in progress for some time in the past and whose results are visible in the present.
 - c. An action that started and finished in the past; there is no connection with the present.

5. I **have worked** the night shift this week.
 - a. An action taking place over a limited period of time.
 - b. An action that started in the past and continues up to the present.
 - c. An action taking place at the moment of speaking.

6. It's too noisy. I **'ll close** the window.
 - a. A fixed arrangement in the near future
 - b. A prediction based on the speaker's beliefs?

c. An on-the-spot decision.

7. We **ve been living** here for more than twenty years.

a. A situation that started in the past and has continued up to the moment of speaking.

b. A situation that started and finished in the past.

c. A situation that started in the past and continues so far; there is emphasis on duration.

8. While I **was cooking** dinner, my kids **were setting** the table.

a. An action that took place in the past before another past action.

b. An action that was in progress in the past when another activity occurred or interrupted it.

c. Two simultaneous past actions.

9. We **ate** dinner at that restaurant two weeks ago.

a. An action that started and finished in the past and has no connection with the present.

b. A state in the past

c. A habit in the past.

10. I **am going to give up** smoking.

a. A threat

b. An intention

c. An arrangement

2. Complete the following text with the correct form of the verbs in brackets.

Mary: _____ (1. always / leave) your dirty dishes in the sink Mark! It's disgusting!

Mark: Sorry, Mary. I _____ (2. forget) to clean them last night. I _____ (3. clean) them up right away.

Mary: ok and once you _____ (4. finish), could you take out the trash, please?

Mark: Fine, I promise _____ (5. do) it.

Mary: Thank you!

3. Fill in the gaps with the correct form of the verb in parentheses. Discuss the meaning and/or use of the verb tense(s) in each case.

1. When Susan _____ (phone), Peter _____ (cook) dinner.
2. Where will you go when he _____ (arrive)?
3. _____ (he/phone) his mother last week?
4. Tom Robbins is the most amusing author I _____ (ever/read).
5. He _____ (study) for three hours, and he still _____ (not/finish) the first chapter.
6. It _____ (just/ start) to rain. I _____ (take) a taxi.
7. Sam _____ (begin) his business in Spain three months ago.
8. Mary _____ (not, call) me since she (leave) _____ the city last week.
9. Be quiet! The boss _____ (come).
10. You _____ (always/ lose) your pencils!
11. It (snow) _____ all day. I hope it stops by noon.
12. Your English _____ (improve) little by little. You _____ (watch) series and _____ (study) grammar since you arrived in London.
13. When David _____ (arrive) home last night, he discovered that Hillary _____ (prepare) a delicious dinner.
14. She _____ (walk) to school when it _____ (start) to rain.
15. I _____ (travel) to Mexico next Monday:

4. Read the following text and fill in the blanks with the suitable tense of the verbs in brackets:

Are you aware of the damage being done to our planet?

We **all** _____ (1. know) that trees _____ (2. provide) oxygen **and** homes **for** animals. However, trees _____ (3. disappear) **because** of forest fires and logging. **Fortunately, many** governments _____ (4. start) to plant new trees. We **must** stop the destruction now, before it _____ (5. be) **too** late.

4a. Read the text again and identify the part of speech in bold type.

- | | |
|------------------|----------------------|
| 1. all | 5. fortunately |
| 2. and | 6. many |
| 3. for..... | 7. must |
| 4. because | 8. too |

5. Read the following text and fill in the blanks with the suitable tense of the verbs in brackets:

Catherine, Princess of Wales

Kate Middleton, Princess of Wales, _____ (1. be) the **eldest** of three children of Michael and Carole Middleton. She _____ (2. grow up) in Berkshire, England. **Her** parents _____ (3. meet) **while** they _____ (4. work) as **flight** attendants at British Airways. In 1987 they _____ (5. found) a mail-order business selling supplies **for** children's parties. The success of **that** venture, allowed them to send Catherine to **the** prestigious University of St. Andrews in Scotland, where she _____ (6. meet) Prince William. The two _____ (7. begin) dating, though their relationship **was** not made public **until** they were photographed together in Switzerland in 2004. The couple _____ (8. become) engaged in November 2010 and the royal wedding _____ (9. take) place on April 29, 2011, at Westminster Abbey in London. Kate and William _____ (10. have) **three** children: Prince George Alexander Louis, Princess Charlotte Elizabeth Diana and Prince Louis Arthur Charles. The family's official residence _____ (11. be) Kensington Palace. As well as undertaking royal duties in support of The King, both in the UK and overseas, Her Royal Highness _____ (12. devote) her time to supporting a number of charitable causes and organisations. Last March, the princess _____ (13. announce) she had been diagnosed with an unspecified form of cancer. She _____ (14. begin) chemotherapy treatment and _____ (get) stronger day after day.

Adapted from http://www.biographyonline.net/women/kate_middleton.

5a. Read the text again and identify the part of speech in bold type.

- | | |
|-----------------|-----------------|
| 1. eldest | 6. that |
| 2. her | 7. the |
| 3. while | 8. was |
| 4. flight | 9. until |
| 5. for | 10. three |

6. Read the following text and fill in the blanks with the suitable tense of the verbs in brackets:

Milton Jackson

Milton Jackson is a Jamaican **who** 1) _____ (live) in Manchester. He 2) _____ (leave) **his** home in Kingston when he was eighteen years old. He **had** worked in a bar there for four years **when** he 3) _____ (decide) to go **to** England to look for a **better** job. So he 4) _____ (buy) a one-way **boat** ticket to Liverpool. While he 5) _____ (sunbathe) on the deck he 6) _____ (meet) an Englishwoman called Kate who 7) _____ (be) on holiday in Jamaica. “You **must** come and visit me in Manchester,” she 8) _____ (say). “I 9) _____ (introduce) you to my brother. He’s a footballer.” “Who 10) _____ (he/play) for?”, 11) _____ (ask) Milton. “Manchester United. He 12) _____ (play) for them for two years **now**.” Milton was **very** excited. He 13) _____ (neg. play) football at that moment but he loved it. As soon as they 14) _____ (arrive) in England, Milton 15) _____ (go) to Manchester with his new friend and met her brother, who 16) _____ (introduce) him to the team manager. Now, he 17) _____ (play) for Manchester United every week and at the moment he 18) _____ (have) the time of his life. He 19) _____ (already/travel) all over Europe and he 20) _____ (make) lots of friends. He 21) _____ (own) a big house in Cheshire and 22) _____ (drive) a Porsche. What about Kate? Well, she and Milton 23) _____ (get) married sometime next August.

SOURCE: Round Up 4

6a. Read the text again and identify the part of speech in bold type.

- | | |
|---------------|-----------------|
| 1. who | 6. better |
| 2. his | 7. boat |
| 3. had | 8. must |
| 4. when | 9. now |
| 5. to | 10. very |

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

1. CUT (expressing a finished past action with no connection with the present)

2. BREAK (expressing an action that started and finished in the past, and shows present results)

3. CONSULT (expressing an action that has been arranged beforehand)

4. HAVE (expressing a temporary action over a limited period of time)

5. VISIT (expressing an action that was in progress when it was interrupted by another past action)

6. SING (expressing a habit in the past)

7. BEGIN (expressing a scheduled future event)

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

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

10. STUDY (expressing an intention)

Chapter 3: The Noun Phrase

Overview

CLASSIFICATION OF NOUNS: proper, common, countable, uncountable, concrete, abstract, collective and compound.

Nouns that can be countable and uncountable

PLURAL FORMATION

NOUN DETERMINERS: articles

NOUN DETERMINERS: QUANTIFIERS with countable and uncountable nouns

SUBJECT-VERB CONCORD

A **noun** is a part of speech (different from an adjective, adverb or verb) which is typically used to identify a thing, a place, a person, an animal or an abstract idea. (e.g. *pencil, school, Peter, dog, happiness*).

Classification of nouns

Nouns can be classified into proper, common, countable, uncountable, concrete, abstract collective and compound.

1. Common vs. Proper Nouns:

- **Proper nouns** refer to specific names of individuals, places, institutions, days of the week and months. They are capitalized and do not normally have plural forms (e.g. *David, Mary, London, Dubai, Wall Street, The Times, United Nations, Apple, Nike, Monday, February*).

- **Common nouns** are used to name people, places, things, or ideas. They can be countable or uncountable. Examples of common countable nouns include *desk, laptops, dictionary, plants, chairs, and table*.

2. Countable vs. Uncountable Nouns:

- **Countable nouns** can be counted and have both singular and plural forms (e.g. *rabbit, book, chair, suitcase, bill, sweater*).

- **Uncountable nouns**, also called **mass nouns**, are singular nouns that refer to substances, liquids, types of food, sports and games, fields of study, diseases, natural forces or concepts or

other items that we cannot count (see the table below). These nouns are not used with ‘a’/’an’ or numbers and never take a plural form.

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

Figure 5: Uncountable nouns

3. Concrete vs. Abstract Nouns:

- Concrete nouns refer to tangible objects that can be perceived by the senses (e.g. *table, window, flower, gold*).
- Abstract nouns refer to feelings, ideas, qualities, emotions, or states that are intangible, that is, that cannot be touched, tasted, seen, heard, smelt or felt. (e.g. *laziness, love, happiness, freedom, remark, violence, culture, taste, culture, hatred, intelligence, peace, satisfaction, and sympathy*).

4. Collective Nouns:

Collective nouns refer to groups of people, animals or things as a single entity (e.g. *team, flock, fleet, group, committee, herd, family, class, team, crew*). In other words, they are nouns that in the singular refer to a group. They can also take a plural form to refer to various groups.

Examples:

*My family **is** large. European families usually **have** dinner at around 6 pm.*

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

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

5. Compound Nouns:

Compound nouns are formed by combining two or more words to create a new noun (e.g. *toothpaste, basketball, software*).

These categories are not mutually exclusive, and a noun can fall into more than one classification (e.g. “difficulty” is classified as a common, countable, abstract noun, “computer” as common, countable and concrete, “butter” as common, noncountable and concrete, and “music” as common, noncountable and abstract).

Nouns that can be countable and uncountable

Sometimes, the same noun can function as countable or uncountable, often with a change of meaning. For example, ‘experience’ as an **uncountable** noun refers to the process of getting knowledge or skill from doing, seeing, or feeling things (e.g. *The best way to learn is by **experience***) whereas ‘experience’ as a **countable** noun refers to the way that something happens and how it makes you feel (e.g. *I had **an unpleasant experience** at the dentist’s*). Leech and Svartvik (1975) state that abstract nouns are usually used as count nouns when they refer to events and occasions. (p. 47).

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

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

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

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

Countable		Uncountable
There is a hair in my soup!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shh! I think I've heard a noise.	noise	It's difficult to work when there is too much noise.
I read an interesting article about eating habits in the paper last night.	paper	I want to draw a picture. Have you got some paper?
Our house has six rooms.	room	Is there room for me to sit here?
We had a great time at the party yesterday.	time	Have you got time for a coffee?
The museum has many works by Picasso.	work	I've got so much work to do.

Figure 6: Nouns that can be countable and uncountable.

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

Examples:

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

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

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

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

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

Practice: Nouns

1. Circle the correct option

1. In the sentence 'I have toast and jam for breakfast every morning', the noun '*toast*' is...

- a. a common countable noun, concrete
- b. a collective noun
- c. a common uncountable noun, concrete

2. In the sentence 'We saw a herd of elephants at the zoo', the noun '*herd*' is...

- a. a common countable noun, concrete
- b. a common uncountable noun, concrete
- c. a collective noun

3. In the sentence 'Love is a wonderful emotion', the noun "*love*" is...

- a. a common uncountable countable noun, concrete
- b. a common countable noun, concrete
- c. a common uncountable noun, abstract

4. In the sentence 'We need to buy some milk from the store', the noun "*milk*" is...

- a. a common uncountable noun, concrete
- b. a common countable noun, concrete
- c. a common uncountable noun, abstract

5. In the sentence 'She read three books' last week, the noun "*books*" is...

- a. a common countable noun, concrete
- b. a compound noun
- c. a common countable noun, abstract

6. In the sentence 'The red team has won the championship', the noun "*team*" is...

- a. a common countable noun
- b. a collective noun
- c. a common uncountable noun

7. In the sentence ‘There was heavy traffic on the roads this morning’, the noun “*traffic*” is...
- a proper noun
 - a collective noun
 - a common uncountable noun, abstract
8. In the sentence ‘The Red Cross is supplying medicine to the earthquake victims’, the noun “*Red Cross*” is...
- a proper noun
 - a collective noun
 - a compound noun
9. In the sentence ‘The committee of experts has met to discuss the issue’, the noun “*committee*” is....
- a proper noun
 - a common countable noun, concrete
 - a collective noun
10. In the sentence ‘The stark structure is built from concrete, brick, and glass’, the nouns “*concrete*”, “*bricks*” and “*glass*” are...
- common uncountable nouns, abstract
 - common countable nouns, concrete
 - common uncountable nouns, concrete
11. In the sentence ‘She squeezed some toothpaste onto her toothbrush before brushing her teeth’, the noun “*toothpaste*” is...
- a proper noun
 - a collective noun
 - a compound noun
12. In the sentence ‘The aircraft carries a crew of seven’, the noun “*aircraft*” is....
- a proper noun
 - a collective noun
 - a common uncountable noun, abstract

2. Indicate if the underlined nouns are used as count (C) or uncountable nouns (U).

1. I added some pepper to the soup. e.g. (U)
2. Vegetables and meat are foods.
3. I 've heard some funny noises in the kitchen.
4. I have some work to do tonight.
5. How many times have you been to B.A.?
6. I don't have enough space in my apartment for a piano.
7. I had many interesting experiences on my trip.
8. That painting is a work of art.
9. You can get a good education at that school.
10. Children need a lot of love.
11. I invited ten people to my party.
12. During the holidays the children enjoyed their freedom.
13. She made a witty remark during the meeting.
14. Bad news travels fast.
15. My luggage is in the car already.
16. I need some paper to write a note on.
17. The assistant did not give much information.
18. Health is perhaps more important than wealth.
19. Tea is a popular drink in China.
20. How much time do you need to finish your work?
21. Lucy can't cook very well. She hasn't had much experience in the kitchen.
22. I like to read poetry.
23. Modern planes fly faster than sound.
24. I have some homework to finish.
25. He's engaged in scientific research.

3. Underline the nouns in each sentence and specify whether the noun is countable (C) or uncountable (U).

- a. She has bought some fresh bread. _____
- b. There are five apples in the fruit bowl. _____
- c. He enjoys listening to classical music. _____
- d. The children were playing happily in the park. _____

- e. We need to buy a dozen eggs for the recipe. _____
- f. She poured some milk in her coffee. _____
- g. The teacher handed out worksheets to the students. _____
- h. He always carries a lot of luggage when he travels. _____
- i. The team celebrated their victory with champagne. _____
- j. I saw a beautiful butterfly in the garden. _____

4. Read the following text, underline the nouns and classify them into common count nouns (abstract or concrete) and / or common noncount nouns (abstract or concrete).

e.g. *cities: common, count noun*

In many cities around the world, travelers have a variety of accommodation options to choose from. Hotels, hostels, and bed-and-breakfasts are popular choices for those seeking comfort and convenience. Hotels range from luxurious five-star establishments to budget-friendly options, offering amenities such as swimming pools, restaurants, and room service. Hostels, on the other hand, provide affordable dormitory-style rooms, ideal for budget-conscious travelers looking to meet new people. Bed-and-breakfasts offer a more intimate experience, with cozy rooms and homemade breakfast served by the hosts. Additionally, vacation rentals, such as apartments and houses, provide travelers with the opportunity to stay in a home-like environment, often in residential neighborhoods, offering more space and privacy.

5. Complete the sentences with the correct form of the verbs in brackets.

- a. The team _____ (wear) their new uniforms yesterday morning.
- b. The family _____ (always/celebrate) holidays together.
- c. Look! The flock _____ (fly) in different directions.
- d. The jury _____ (usually/ disagree) among themselves.
- e. The jury _____ (just/reach) a unanimous decision.
- f. The committee _____ (already/ submit) their reports.
- g. The government _____ (discuss) various issues at the moment.
- h. The company _____ (announce) its annual earnings in a few minutes.

Plural formation

The majority of nouns in English form their plural by adding *-s* to the base, like *spoon-*

spoons, *pen-pens* and *student-students*. However, you should remember these special cases:

- Nouns ending in **-s**, **-ss**, **-sh**, **-ch**, **-x**, **-z** add **-es**, forming another syllable, such as *bus-buses*, *church-churches*, *box-boxes*, *buzz-buzzes*.

- Nouns ending in **-y** have two different endings in the plural form. If **-y** is preceded by a vowel, only **-s** is added, like *boy-boys*. If **-y** is preceded by a consonant, then **-y** is dropped and **-ies** is added, such as *city-cities*.

- There are some nouns whose ending is **-o** and add **-es** to form their plurals, for example, *echo-echoes*, *embargo-embargoes*, *hero-heroes*, *potato-potatoes* and *tomato-tomatoes*. However, some nouns ending in **-o** take either **-s** or **-es**: *mosquitoes/mosquitos*, *volcanoes /volcanos*, *zeroes/zeros*, *tornadoes/tornados*.

- Nouns ending in **-f**, add **-s**, like *cliff-cliffs*, *proof-proofs*, *belief-beliefs*, *roof-roofs*

Irregular plurals

1. Some nouns ending in **-f** or **-fe** (*calf*, *elf*, *half*, *leaf*, *loaf*, *self*, *sheaf*, *shelf*, *thief*, *wolf*) drop these letters to form their plurals with **-ves** (e.g. *loaf /loaves*).

e.g. *She baked several **loaves** of bread.*

*The **shelves** are full of books.*

2. Some nouns have irregular plural forms that do not follow standard patterns.

e.g. child → children

ox → oxen

louse → lice

mouse → mice

man → men

woman → women

foot → feet

tooth → teeth

goose → geese

cactus → cacti

e.g. *The **oxen** are pulling the cart.*

*There is a **louse** in her hair.*

*There are **lice** in her hair.*

*The **geese** are swimming in the pond.*

*There is a **cactus** on the windowsill.*

*There are several **cacti** on the windowsill.*

3. Some nouns have the same singular and plural form:

e.g. deer → deer
moose → moose
sheep → sheep
swine → swine
series → series
species → species
means → means

e.g. *There is **a sheep** grazing in the field.*

*There are **many sheep** grazing in the field.*

***This series** of books **is** very popular.*

*The author has written **several series** of books.*

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

e.g. *The **cattle look** strange. They are lying down on the grass.*

*The **police are** investigating the burglary.*

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

e.g. *He cleaned his **glasses** before reading the newspaper.*

*He used the **tongs** to pick up the hot coals.*

*Her **savings** allowed her to travel around the world.*

6. Write the plural forms of the following nouns:

day - tooth – fox – baby – brush – woman - boy – photo – country – tomato - child – bus – ox-
goose - holiday - foot – sheep - mouse – church – story – desk - radio

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

1. Three(thief) were caught by the police last night.
2. Not many(woman) are interested in doing housework.
3. Active(volcano) can erupt at any time.
4. Three(calf) were born at dawn.
5. We've already given her many (scarf). Let's get her something different!
6. She is the only one in her family who has strong religious (belief).
7. (kangaroo) have long been regarded as strange animals.
Early explorers described them as creatures that had heads like
.....(deer), stood upright like(man), and hopped like
.....(frog).
8. They are going to give three further(series) of concerts.
..... (sheep) are quite intelligent creatures.
9. Have you got any extra(match)?
10. I'm putting up some new kitchen(shelf).
11. Could you buy some(tomato) and(potato), please?
12. We need some (battery) for the radio.

8. Pluralize the underlined items in the following sentences.

1. The child lost his tooth while eating candy yesterday.
e.g. *The children* _____
2. She saw a deer in the forest. _____
3. He has bought a new pair of trousers. _____
4. The woman caught a mouse in the kitchen sink last weekend.

5. She owns a fleet of aircraft. _____
6. I need to buy a loaf of bread. _____
7. The fox chased the rabbit through the forest. _____
8. Tom caught a fish while fishing in the river. _____
9. We watched a movie at the cinema last night. _____
10. The man saw a goose flying yesterday afternoon. _____
11. The farm had an ox pulling a cart. _____
12. We spotted a tall cactus in the desert. _____

9. DICTIONARY WORK: Write sentences using the following nouns as countable and uncountable nouns.

1. Time

2. Noise

3. Iron

4. Hair

5. Glass

6. Work

7. Talk

8. Cake

9. Room

10. Light

11. Education

12. Difficulty

13. Sound

14. Chicken

15. Coffee

Noun Determiners (1): Articles

Articles are a class of determiners that limit the scope of nouns. They always accompany a noun. There are three types of articles in English: the definite article (the), the indefinite article (a/an) and the zero article (Ø).

- *Definite article: the*

The definite article ‘*the*’ is used before singular and plural countable nouns, and before uncountable nouns. It is used to refer to a *specific person, place, thing, or idea* that both the speaker and the listener are aware of or have previously mentioned, for example:

‘*The neighbour who lives next door is a respected lawyer.*’ Here, the definite article ‘the’ specifies which neighbor is being talked about (the one who lives next door) distinguishing he/she from other neighbors.

'*The policeman arrested the suspect for stealing a car.*' Here, we are talking about a *particular* policeman. Even though we may not know the policeman's name; both listener and speaker know of his existence.

- *Indefinite article 'a/an'*

The indefinite article 'a/n' is used to refer to a *non-specific* or *non-particular* member of a group. For example, in the sentence 'I would like to see a movie', the indefinite article 'a' refers to any movie; we do not know which movie in particular because we do not have a specific one in mind.

- *Zero article (Ø)*

The zero article (Ø) is the best choice to make generalizations with countable nouns in the plural or with abstractions (e.g. Ø *Dogs are social creatures by nature. Ø Happiness is a state of well-being and contentment*). It is also used with a categorial meaning (e.g. *Would you like Ø tea or coffee?*).

Definite vs indefinite reference

The first time a participant is introduced in a text, the indefinite article 'a/ an' is the most appropriate choice. However, when that participant is mentioned again, the definite article 'the' is the best choice, for example:

Taylor Swift released a new album last year. The album received critical acclaim for its introspective lyrics and catchy melodies.

In the first sentence, the indefinite article 'a' implies that Taylor Swift released one of her albums last year but doesn't specify which one. In the second sentence, the definite article 'the' indicates that the hearer knows which album is being talked about; that is, the album that was mentioned in the previous sentence and which has received critical acclaim.

Noun Determiners (2): Quantifiers

Quantifiers with countable and uncountable nouns

Quantifiers indicate how much or how many there is of something. The following quantifiers can be used with **both countable and uncountable** nouns:

all – most – a lot of/lots of/plenty of – some – enough – no – any

Examples:

1. All:

- *Countable noun: **All** the candidates were interviewed.*
- *Uncountable noun: **All** the music was instrumental.*

2. Most:

- *Countable noun: **Most** people prefer coffee over tea.*
- *Uncountable noun: **Most** tap water is drinkable.*

3. A lot of/ plenty of /lots of:

- *Countable noun: There are **a lot of/ plenty of/ lots of** books on the shelf.*
- *Uncountable noun: There is **a lot of/ plenty of/ lots of** snow on the road.*

Lots of or a lot of are preferred in informal styles. Lots of is more informal than a lot of.

4. Some

- *Countable noun: **Some** people enjoy spicy food. / I want some apples, please.*
- *Uncountable noun: Would you like **some** water?*

5. Enough

- *Countable noun: Do we have **enough** pencils for the students?*
- *Uncountable noun: I don't have **enough** time to finish the assignment.*

6. No

- *Countable noun: There was a lot of food but **no** drinks.*
- *Uncountable noun: I can't go out. I have **no** money.*

7. Any:

- *Countable noun: Have you seen **any** good movies lately? /We don't have **any** children.*
- *Uncountable noun: Is there **any** juice in the bowl?/ I'd appreciate **any** advice.*

Quantifiers with countable nouns

The following quantifiers can be used **only with countable nouns**:

- *a great number of / a large number of*
- *several*
- *many*
- *few / a few*
- *both*
- *either / neither*

Examples:

1. A great number of/ a large number of

- *A **great number of** people attended the concert last night.*
- *A **large number of** students have volunteered for the project.*

Note that nouns with *both* take a **plural verb** whereas nouns with *either* and *neither* take a **singular verb**.

2. Several

- *It took **several** days for the package to arrive.*
- *We build on previous research in **several** ways.*

3. Many

- *Do you think **many** people will come?*
- ***Many** students attended the seminar last week.*

4. Few/ a few

- *Unfortunately, **few** people attended the meeting. (*few=not many, almost none*).*
- *There were **a few** guests at the party. We enjoyed ourselves (*a few= a sufficient number*).*

5. Both

- *We used **both** flour and sugar to bake the cake.*
- ***Both** my parents are doctors.*

'Both' is used to refer to two people or things together.

6. *Either/ neither*

- You can have **either** tea or coffee with your breakfast.
- **Neither** side of the brain is dominant. (not this one nor the other)

Quantifiers with uncountable nouns

The following quantifiers can be used **only with uncountable nouns**:

Much - a great deal of/a good deal of/a great amount of – little/a little

Examples:

1. **Much**

*I don't have **much** time; hurry up please.*

*How **much** time do we have left?*

2. **A great deal of/ a good deal of/ a great amount of**

*It will probably cost **a great deal of** money.*

*He spent **a good deal of** time watching television.*

*There is **a great amount of** information to complete the report.*

3. **Little/ a little**

*Would you like **a little** wine? (a little = some, a small amount)*

*There is **little** hope of finding a solution to the problem at this point. (little = hardly any at all, an insufficient amount)*

Subject and verb concord

Subject-verb agreement, also known as concord, refers to the grammatical principle that the subject of a sentence must agree in number with the verb that it governs. In other words, singular subjects must be paired with singular verbs, and plural subjects must be paired with plural verbs. Here are some examples illustrating subject-verb agreement:

1. **Singular subject with singular verb**

e.g. *The cat is sleeping on the sofa.*

He runs five miles every morning.

2. Plural subject with plural verb:

e.g. *The kids are playing outside.*

They enjoy going to the beach.

3. Special cases:

- When using indefinite pronouns like *everyone, everybody, everything, anyone, anybody, anything, no one, nobody, nothing*, the verb is singular:

e.g. *Everyone wants to succeed.*

Somebody is knocking on the door.

Nobody has received the certificate.

- Collective nouns may be followed by a singular or plural verb depending on the context:

e.g. *The team is practising for the match.* (Singular verb as the team is considered as a single unit)

The team are arguing over their strategy. (Plural verb as the team members are considered individually).

- *Either, neither* and *none* can be used as heads of noun phrases and they usually take a singular verb.

e.g. *Either of the options is suitable for me. (2 options)*

Neither of the students was interviewed. (2 students)

None of the information was accurate.

None of the students was absent. (more than 2 students)

Note that a plural verb can follow *either, neither, none* in informal conversation (e.g.

Neither of the shoes fit/ Hundreds were examined but none were accepted).

- *All, enough* and *most* can be used with both count and non-count nouns, so the verb agrees with the noun used as the head of the subject.

e.g. *All the people in the photo **are** smiling.*

*All water in the reservoir **is tested** for purity.*

*There **aren't** enough chairs for all the guests.*

*There **isn't** enough space in the car for all the luggage.*

Most children *like* ice cream.

Most of the furniture in the house *is* antique.

Practice: Agreement and Quantifiers

10. Circle the correct quantifier in the following sentences.

1. She drank **a lot of/ much** water after her workout.
2. They don't have **much/ many** information about the new policy.
3. **Little /several** students participated in the science fair.
4. We've had **a great deal of/ few** time to finish our thesis project.
5. There are **a few/a little** olives in the fridge if you'd like some.
6. I have **little/few** homework assignments this week.
7. He didn't get **some/ enough** sleep last night and feels tired today.
8. **A great number/ amount of** people attended the concert last night.
9. **A few/ few** students understood the lecture so the professor decided to schedule additional review sessions.
10. I've met him so **many/much** times and I still can't remember his name. *Well, probably you haven't spent **much/ little** time with him.*
11. Please let me know if you have **a lot of/ any** doubt.
12. Unfortunately, he hasn't passed the exam. He's made **a little/ little** progress lately.
13. How **much/many** water should I add to the recipe?
14. We have **few/ little** apples left; we should buy some more soon."
15. **Neither/ Either** parent is coming to Sam's performance; **both/all** of them are ill.

11. Read these conversations and complete them with the correct quantifier.

much, many, a few, a little

A: Hi Liz. Has the storm caused material damage over there?

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

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

little, a little, few, a few

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

B: That's because onlyhave expressed their dissatisfaction.

A: If we only had thought about it more.

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

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

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

2. Would you likecheese and biscuits?

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

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

5.tourists visit Ukraine due to the Russian military invasion.

6. There are hardly any of the modern facilities visitors expect. There areshops and there isentertainment. What a bore!

7. Would you like sugar in your coffee? *-Just, please.*

8. The snow was quite deep. There seemedhope of completing our journey.

9. There arereally fascinating exhibits at the new museum. *-We must go!*

10. We getof rain here. I'm really tired of wet weather.

11. Oh! We don't getstorms here.

12. I can speakwords of Swedish, but I'm not very fluent.

13. Vicky has made onlyprogress and so is quite disappointed.

14. There isn'tnews in the paper today.

15. You shouldn't eat toosugar.

16. I'm still hungry, I think I'll havemore chicken.

17. Are you going to buy that jacket you saw last week? *-No, I've only gotmoney left so I can't afford it.*

18. Is therebutter in the fridge? *-Well, there's some but not*

13. Complete the following sentences with IS/ ARE or WAS/WERE.

1. These trousers too big for me.
2. The goods in the warehouse.
3. The jeans the right size.
4. All the people here for the meeting.
5. This pair of tights mine.
6. Paper made from trees.
7. My hair a mess today.
8. The police still looking for the criminal.
9. I couldn't see Mary at the party yesterday. There..... too many people there.
10. My pair of shoes very similar to yours.
11. My shorts too dirty.
12. The stairs in the cathedral very steep. I was exhausted when I reached the top.
13. There a great deal of traffic in the street yesterday.
14. There a lot of people at the concert last Saturday.
15. There a lot of traffic during rush hour.
16. All knowledge valuable and should be shared.

14. Use the words given in meaningful grammatical sentences of your own of about eight words each.

a. a large number of (with a countable and an uncountable noun, if possible)

b. a great deal of (with a countable and an uncountable noun, if possible)

c. a few (as a pronoun)

d. enough (used with an uncountable noun)

e. both (as head of the subject; expressing a permanent situation)

f. deer (as head of the subject, followed by a plural verb)

g. police (as head of the subject, expressing an action in progress in the past)

h. series (followed by a singular and plural verb, if possible)

i. advice (as head of the subject, expressing a past action with a present result)

j. little and a little (as quantifiers - show the difference between them clearly)

k. accommodation (as the head of the subject)

l. paper (countable noun)

m. sheep (plural form)

n. work (uncountable noun)

Chapter 4: Adjectives

Overview

- Main characteristics.
- Position in the sentence: attributive and predicative.
- Order of adjectives.

Read the following description about Canada and underline all the adjectives you find. Then answer the questions below.

Canada, located in North America, is known for its vast landscapes, diverse cultures, and progressive society. It is one of the largest countries in the world by territory and boasts stunning natural beauty. People in Canada are polite, friendly, and welcoming.

- Do adjectives change their form in the singular and plural? _____
- Do they always come before the noun they modify? _____

Main Characteristics of Adjectives

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

e.g. *a **diverse** culture – **diverse** cultures / a **polite** person- **polite** people*

Position of Adjectives in a sentence

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

e.g. *its **vast** landscapes – **progressive** society - one of the **largest** countries*

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

e.g. *People in Canada are **polite**. (Cs)*

*I find Canada extremely **beautiful**. (Co)*

Adjectives can also occur ⁷**POSTPOSITIVE** function, i.e. they occur immediately after the noun.

Compare:

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

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

Order of Adjectives

Adjectives can be categorized into two main types based on the nature of the information they convey: **opinion** adjectives and **fact** adjectives. Opinion adjectives such as *beautiful, delicious, comfortable, exciting, nice*, etc. reflect the speaker's or writer's opinion, feelings, or attitudes about somebody or something. Fact or descriptive adjectives such as *short, big, old, heavy, round, wooden* etc. convey objective characteristics or attributes that can be verified and measured. They give us factual information about age, size, colour, material, etc.

Opinion adjectives go before fact adjectives.

*e.g. a **beautiful young** woman*

When more than two adjectives in English are used to describe a noun, the adjectives are ordered following a specific sequence. This order is known as the 'OSASCOMP' rule, which stands for opinion, size, age, shape, colour, origin, material and purpose. (e.g. a beautiful small antique round black French wooden dining table.)

⁷ Postpositive adjectives will not be studied in depth in this Introductory Course.

TYPES OF ADJECTIVES		EXAMPLES
OPINION ADJECTIVES		<i>wonderful, nice, great, awful, terrible, horrible, comfortable, etc.</i>
FACT ADJECTIVES	SIZE	<i>large, small, long, short, tall, etc.</i>
	AGE	<i>new, old, etc.</i>
	SHAPE	<i>round, square</i>
	COLOUR	<i>red, blue, dark, black, etc.</i>
	ORIGIN	<i>American, British, French, etc.</i>
	MATERIAL	<i>stone, plastic, steel, paper, etc. (most of them are nouns functioning as adjectives)</i>
	PURPOSE	a <i>bread</i> knife, a <i>bath</i> towel, rocking chair, etc.

Figure 7: Order of adjectives in a noun phrase

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

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

a small green insect (size, colour)

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

Japanese industrial designers (origin, type)

Practice

1. Read the following description of a hotel, underline all the adjectives and say whether they are in attributive or predicative position.

The Grand Hotel is known for its luxurious rooms and excellent service. When guests arrive, they are greeted by the friendly staff at the elegant reception area. The lobby is spacious and well-decorated, with comfortable seats and beautiful artworks on the walls.

Each room in the hotel is designed to provide maximum comfort. The beds are soft and the linens are high-quality. Guests often comment that the rooms are quiet and peaceful, allowing for a relaxing stay.

e.g. *luxurious*: *attributive position*

2. Rewrite the sentences using the adjectives in the correct order:

a. She has adopted a (small / cute / brown) puppy.

b. They have an (Italian / old / wonderful) painting.

c. I found a (leather / black / stylish) jacket yesterday.

d. He has bought a (big / square / wooden) table.

e. She had a (silk / beautiful / red) dress at the party.

f. She is wearing a (red / beautiful / big) dress.

g. They live in a (old / stone / lovely) house.

h. He gave me a (round / small / blue) gift box for my birthday.

i. We need a (metal / sturdy / long) ladder.

j. She has a (German / new / amazing) car.

3. Put the words in brackets in the right word order.

NOT A DOG'S DINNER!! 1. Expensive handmade Italian leather shoes (shoes / leather / Italian / expensive / handmade): these are my pride and joy. I own a (old / beautiful / pair)

2 _____ - or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my (doorstep / back)

3 _____ to do some gardening. My neighbour has a (dog / friendly / black) 4 _____ called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaved badly. He just behaved like a dog. Leather looks good and tastes good! I unwillingly gave Sam the (remaining / Italian / shoe) 5 _____ and then followed him. I not only found one (Italian / unchewed / shoe)

6 _____ but also a pile of things Sam had been borrowing, including my wife's (slippers / fur-lined / red)

7....., which Sam had tried to have for dinner!

Source: <https://studfile.net/preview>

4. Rewrite the sentences putting the adjectives into the correct place:

e.g. I love ice-cream (banana/Italian/ tasty). I love tasty Italian banana ice-cream.

1. I used to have a (strict, old, American, tall) teacher

2. Charles has just met a (beautiful, short, Japanese, young) girl

3. She bought a dress yesterday (red, spectacular, Italian)

4. Last night I watched a (French, boring, black and white, old) film

5. The house has a (modern, comfortable, white, large) dining room.

6. I have bought a (red, plastic, cheap) raincoat.

7. This is a pair of (leather, old, riding, red) boots

8. On my birthday, I was given a (beer, German, cold)

9. She was wearing a pair of (long, grey, funny, cotton, brown) trousers.

10. I spend my holidays in a (Belgian, beautiful, little, warm) hotel.

Source: <https://brainly.lat/tarea/24121977>

5. Write meaningful grammatical sentences using the adjectives given below as indicated.

1. warm (as a predicative adjective to talk about a developing situation)

2. fast (as an attributive adjective)

3. hard (as a predicative adjective)

4. late (as an attributive adjective)

5. wooden (in attributive and predicative position, if possible)

6. lovely (in attributive and predicative position, if possible)

7. sensitive (in attributive position)

Chapter 5: Adverbs and Adverbials

Overview

- Adverbs vs. Adverbials
- Types of adverbials: circumstance, stance and linking adverbials
- Position of circumstance adverbials
- Comparison of adjectives and adverbs

Adverbs vs. Adverbials

An **adverb** is a part of speech (a word class) like a noun, an adjective or a lexical verb, which typically functions as a modifier of an adjective, or another adverb as shown in the following examples:

a. *This exercise is **rather** difficult.*

ADVERB ADJECTIVE

b. *Sheila swims **really** well.*

ADVERB ADVERB

In sentence (a) the adverb ‘rather’ functions as a modifier of the adjective ‘difficult’. In sentence (b) the adverb ‘really’ functions as a modifier of ‘well’, which is also an adverb.

An **adverbial** is an element of the sentence which performs a syntactic function like the subject or the object. Adverbials generally give us additional information about the time, place, or manner of the action or state described in the sentence.

c. *My dog is sleeping **in the garden**.*

Adverbial

In sentence (c), the prepositional phrase ‘in the garden’ functions as an adverbial of place, which adds information about the place where the dog is sleeping.

In sentence (b), the adverb phrase *'really well'* functions as an adverbial of manner which adds information about the way in which Sheila swims. This adverbial of manner is made up of two adverbs (*really* and *well*). In sentence (c), however, the adverbial of place *in the garden* is made up of the preposition 'in', the noun determiner, definite article 'the' and the common noun 'garden'.

From the point of view of **structure**, an adverbial can be formed in different ways:

an adverb (e.g. *peacefully, lately, well, here*)

a phrase (e.g. *in the garden, with great enthusiasm, at home, in a hurry, last night*)

a clause (e.g. *when she left, because he was tired, after the meeting ended*)

Types of Adverbials

From the **semantic** point of view, adverbials can be classified into three major classes: **circumstance adverbials or adjuncts**, **stance adverbials** and **linking adverbials**.

A. CIRCUMSTANCE ADVERBIALS or **ADJUNCTS** provide **additional information** about the *time, place, manner, cause, frequency* etc. of the action or state described in the sentence. They answer questions such as *when?, where?, how?, why?, how often?, etc.*

e.g. He is waiting outside. (*Where is he waiting?*)

She left because she was tired. (*Why did she leave?*)

They meet every week. (*How often do they meet?*)

I've bought a bike to keep fit. (*Why have you bought a bike?*)

B. STANCE ADVERBIALS add the **speaker's opinion** about what they are saying.

e.g. Personally, I think the show was great.

Unfortunately, I couldn't contact her.

C. LINKING ADVERBIALS show **semantic relationships** between ideas in a text.

e.g. I enjoy going to concerts; however, I can rarely afford tickets.

She missed the bus. As a result, she was late for work.

Position of Circumstance Adverbials or Adjuncts:

The most common position for circumstance adverbials is **end position** (normal or unmarked word order). Typically, *manner* adverbials come before *place* adverbials, which are usually followed by *time* adverbials

e.g. I have been working *enthusiastically* (*manner*) *in this company* (*place*) *since 2020* (*time*).

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

e.g. She graduated *in 2021*. *Two years later*, she started her own business.

Adverbials of time can have an initial position to show a contrast with a previous reference to time.

e.g. *Last year*, he was unemployed. *Now*, he is the CEO of an international company.

When **two adverbials of the same type are placed together** in a sentence, the more specific or precise adverbial typically comes first.

e.g. The first term exam is *at 8 o'clock on June 23rd*.

We live *in a small apartment in the heart of the city*.

Adverbials of **frequency** such as *always, sometimes, often, usually, never*, etc. typically come before the main verb when they are made up of only one word.

e.g. My boss *often* **travels** to China.

Note that when auxiliary verbs are used, **frequency adverbials** normally go between the auxiliary verb and the lexical verb:

e.g. He **has** *always* **enjoyed** playing the piano.

Verbs denoting movement (e.g. *travel, go, drive, fly, sail*) are followed by adverbials of place/direction. This helps to specify the destination or direction of the action.

e.g. She drove *down the highway*.

The birds flew *over the mountains*.

I travelled/ went *to Brazil* last summer holiday.

The ship sailed *across the ocean*.

Typical position of Circumstance Adverbials / Adjuncts

SUBJECT	FREQUENCY ADVERBIAL (how often?)	VERB	OBJECT	ADVERBIAL		
				MANNER (how?)	PLACE (where?)	TIME (when?)
<i>Sam</i>	--	<i>was studying</i>	--	<i>hard</i>	<i>in his room</i>	<i>last night.</i>
<i>We</i>	<i>sometimes</i>	<i>read</i>	<i>Magazines</i>		<i>at school.</i>	

Figure 8: Typical position of Circumstance Adverbials

Comparison of Adjectives and Adverbs

Adjectives and adverbs can be used in the comparative degree (when comparing two elements) or the superlative degree (when comparing more than two). If the adjective or adverb is not used to compare elements, we say that it is used in the POSITIVE degree. E.g. Meg is beautiful (positive degree) and intelligent (positive degree). She is shier (**comparative degree**) than her sister and the smartest (**superlative degree**) in her class.

Here are some key points about using comparative adjectives and adverbs:

The Comparative Degree: superiority, equality and inferiority.

a. **Comparison of SUPERIORITY:** Comparatives of superiority are expressed by means of *-er* and *more*. We typically use ‘than’ after a comparative adjective/ adverb.

Forming comparative adjectives/ adverbs:

For short adjectives/ adverbs (one syllable), we add ‘-er’ to the end of the adjective/ adverb (e.g. ‘wide’ → ‘wider’, ‘narrow’ → ‘narrower’, ‘early’ → ‘earlier’)

e.g. *His car is faster than mine. (faster: adjective).*

*They arrived **earlier than** expected. (earlier: adverb)*

For adjectives/ adverbs ending in 'e', we just add '-r' (e.g. 'safe' → 'safer', 'late' → 'later').

e.g. *Using a seatbelt is **safer than** not using one. (safer: adjective).*

*She finished her homework **later than** usual. (later: adverb)*

For adjectives/ adverbs with a consonant-vowel-consonant pattern, we double the final consonant and add '-er' (e.g. 'big' → 'bigger', 'hot' → 'hotter').

e.g. *Her house is **bigger than** mine. (safer: adjective).*

For longer adjectives/ adverbs (two syllables or more), use 'more' before the adjective (e.g. 'beautiful' → 'more beautiful', 'clearly' → 'more clearly').

e.g. *This route is **more convenient than** the other one. (convenient: adjective)*

*She speaks **more clearly than** her colleague. (clearly: adverb)*

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

e.g. *This cake is **as delicious as** the one you made last time.*

*He runs **as fast as** a professional athlete. (fast: adverb)*

*Eileen isn't **as/so polite as** Cynthia. (negative + so/as + adjective+as)*

*He doesn't run **as/so fast as** a professional athlete. (fast: adverb)*

c. Comparison of INFERIORITY is used to express the opposite of *more...than*.

LESS + ADJECTIVE/ ADVERB + THAN

e.g. *This film is **less exciting than** the other one we saw.*

*Adam drives **less carefully than** his sister.*

THE SUPERLATIVE DEGREE: superiority and inferiority

Forming superlative adjectives/ adverbs:

a. The superlative degree: superiority

For short adjectives/ adverbs (one syllable) we add '-est' to the end of the adjective/ adverb. (e.g. tall → tallest, fast → fastest).

e.g. *Mount Everest is **the tallest** mountain in the world.*

*She runs **the fastest** in her class.*

For adjectives/ adverbs ending in 'e', we add '-st' (e.g. large → largest, late → latest).

e.g. *She is **the nicest** person I have ever known.*

*He arrived **the latest** of all.*

For adjectives/ adverbs with a consonant-vowel-consonant pattern, we double the final consonant and add '-est'. (e.g. big → biggest, sad → saddest)

e.g. *The Sahara Desert is **the hottest** desert on Earth.*

For longer adjectives/ adverbs (two syllables or more), we add 'most' before the adjective/ adverb. (e.g. beautiful → most beautiful, clearly → most clearly).

e.g. *This is **the most interesting** book I have ever read.*

*She spoke **the most clearly** during the presentation.*

b. The superlative degree: inferiority

The superlative degree of inferiority is used to indicate that something has the least amount of a particular quality among three or more things. In English, this is usually formed by using "least" before the adjective or adverb.

e.g. *This is **the least interesting** book I have ever read.*

*She works **the least carefully** in her class.*

Special cases

We use either **-er** and **-est** or **more** and **most** if the adjective ends in **-ly** (e.g. *friendly*), **-ow** (*narrow*, *shallow*), **-er** (e.g. *clever*), and with some other adjectives such as *polite*, *quiet*, *common*.

e.g. *The minute you become anxious your breathing becomes **shallower** / **more shallow** and **rapid**.*

*The dining room is **quieter**/ **more quiet** than the kitchen.*

*Which is the **politest** / **most polite** way of making an offer?*

Irregular comparatives and superlatives:

- good (adjective) → better → the best

e.g. *She is a good singer. She is **better than** anyone else in the choir. She is **the best** singer in the choir.*

- bad (adjective) → worse → the worst

e.g. *His grades are **worse than** mine. He has **the worst** grades in the class.*

- far (adjective/adverb) → farther/further → farthest/furthest

e.g. *We travelled **farther/further than** we expected. We traveled **the farthest/furthest** of all the groups.*

- well (adverb) → better → the best

e.g. *She performed **better than** her peers. She performed **the best** of all in her group.*

- badly⁸ (adverb) → worse → the worst

e.g. *My uncle drives **worse than** my sister, He drives **the worst** in my family.* In the previous sentence, the adverb *badly* has been used in the superlative degree of superiority.

ADJECTIVE/ ADVERB		COMPARATIVE DEGREE	SUPERLATIVE DEGREE
ONE-SYLLABLE ADJECTIVE/ ADVERB	<i>big, small fast/ late/ hard</i>	faster than (SUPERIORITY)	(the) fastest (SUPERIORITY)
		as/so fast as (EQUALITY)	-
		less fast than (INFERIORITY)	(the) least fast (INFERIORITY)
TWO OR MORE SYLLABLE ADJECTIVES/ ADVERBS	<i>careful(adjective) carefully(adverb)</i>	more careful(ly) than (SUPERIORITY)	(the) most careful(ly)
		as careful(ly) as (EQUALITY =)	--
		less careful(ly) than (INFERIORITY)	(the) least careful(ly)

⁸ Note: 'badly' is only an adverb

IRREGULAR FORMS	<i>Good</i>	better than	the best
	<i>bad</i>	worse than	the worst
	<i>far</i>	far ther /fur ther than	the farthest/ furthest
	<i>well</i>	better than	the best
	<i>badly</i>	worse than	the worst
	⁹ <i>little</i>	less than	the least
	<i>much/ many/a lot</i>	more than	the most

Figure 9: Comparison of adjectives and adverbs

Practice

1. Circle the correct option

- In the sentence "**Sadly**, he has left the country for good", "sadly" is functioning as a(n):
 - circumstance adverbial of manner.
 - linking adverbial.
 - stance adverbial.
- In the sentence "She has bought a new dress **to wear for the party.**", "to wear for the party" is functioning as a(n):
 - circumstance adverbial of purpose.
 - linking adverbial of purpose.
 - an adverb of purpose.
- In the sentence "**As it was raining heavily**, the picnic was cancelled", "As it was raining heavily," is functioning as a(n):
 - circumstance adverb of cause.
 - circumstance adverbial of cause.

⁹ 'little', 'much', 'many', 'a lot of' are not adjectives; they can function either as determiners or pronouns.

- c. circumstance adverbial of result.
4. In the sentence "They walked **to the theatre**", "to the theatre" is functioning as a(n):
- circumstance adverbial of purpose.
 - circumstance adverbial of place.
 - adverb of place.
5. In the sentence "We were unable to get funding; **therefore**, we had to abandon the project", "therefore" is functioning as a(n):
- linking adverbial.
 - stance adverbial
 - circumstance adverbial.
6. In the sentence "**Undoubtedly**, he is the best candidate for the job.", "undoubtedly" is functioning as a(n):
- circumstance adverbial.
 - linking adverbial.
 - stance adverbial.
7. In the sentence "She has arrived **very late**", "very late" is functioning as a(n):
- linking adverbial.
 - adverb of time.
 - adverbial of time.
8. In the sentence "I **usually** exercise in the morning", "usually" is functioning as a(n):
- circumstance adverbial of time.
 - circumstance adverbial of frequency.
 - circumstance adverb of frequency.
9. In the sentence "The restaurant was too expensive. **Besides**, the food wasn't that great", "besides" is functioning as a(n):
- stance adverbial.
 - linking adverbial
 - circumstance adverbial.

10. In the sentence "**Possibly**, she didn't receive the invitation.", "possibly" is functioning as a(n):

- a. linking adverbial.
- b. stance adverbial.
- c. circumstance adverbial.

11. In the sentence "She travelled **to Mendoza** by bus", "to Mendoza" is functioning as a(n):

- a. circumstance adverbial of direction.
- b. linking adverbial.
- c. circumstance adverbial of purpose.

12. In the sentence "I'm going to handle this **my way**", "my way" is functioning as a(n):

- a. linking adverbial.
- b. adverb of manner.
- c. circumstance adverbial of manner.

2. Rewrite the sentences placing the adverbials in brackets in a suitable order.

a. They have been waiting (patiently/for several hours/outside the cinema)

b. I like to get (by five o'clock/generally/home).

c. She sleeps (badly/when it rains/always).

d. He spends a long time (in the park/in the evening/usually).

e. I go (by car/never/to work).

f. She cut the bread (carefully/into slices /with a sharp knife).

g. He has done (in History/well/ really/ this term).

h. We go out (at night/in London/ seldom)

i. I used to work (always/before lunch/much better).

j. The children were playing football (in the morning/at 10/outside).

k. She was reading (by the television/ silently/at night).

l. They will go (after lunch/ by car/to the circus).

m. I'm meeting him (tomorrow/at 7/again/in the morning/at the station).

n. He was born (in 1943/ in Switzerland/ at 2.45/ October 26th/ in the morning).

o. They are leaving (next week/on Thursday/in the afternoon/for Italy).

p. I said goodbye to them (regretfully/yesterday/at the station).

q. She is coming back (next Saturday/ from New York/ at 6.30/by plane)

r. We arrived (at 4/ September 11th/ in London/ in the afternoon).

s. They left the place (yesterday/ hurriedly/ at night/ the place).

t. The children watch TV (quietly/ in the living room/ usually/ in the evening/at home).

3. Use the following words as adjectives and adverbs, if possible, to make meaningful sentences. Use your monolingual dictionary.

Hard	High	Deadly	Late	Lively
Friendly	Badly	Early	Motherly	Fast

5. Fill in the blanks with the comparative or superlative form of the adjectives and adverbs in brackets.

1. The countryside is _____ (quiet) the city.
2. This is the _____ (interesting) book I've ever read.
3. She works _____ (hard) anyone else in the office.
4. It was the _____ (bad) storm in decades.
5. She is _____ (happy) now than she was last year.
6. He drives _____ (carefully) his brother.
7. This is the _____ (beautiful) painting in the gallery.
8. He is _____ (fast) runner in the team.
9. This exam is _____ (easy) the previous one.
10. She is the _____ (famous) singer in the country.
11. Mary sings _____ (well) of all the girls in the choir.
12. Unfortunately, my secretary isn't _____ (efficient) as yours.
13. The book is much _____ (good) the film.
14. She drives _____ (badly) I on the highway.
15. He has arrived _____ (late) usual.

6. Write meaningful grammatical sentences using the following words as indicated. The sentences must have at least 8 words.

1. early (as an adverb in the comparative degree of superiority)

2. hard (in the comparative degree of superiority, as both an adjective and an adverb, if possible)

(adjective): _____

(adverb): _____

3. late (as an adverb in the superlative degree)

4. childish (in the comparative degree of inferiority)

5. quickly (in the comparative degree of equality)

6. foolish (in the superlative degree)

7. lovely (comparison of superiority)

8. well (comparative degree: superiority)

9. appealing (comparative degree: inferiority)

10. lively (comparative degree: equality)

11. hopeless (superlative degree)

12. scruffy (comparative degree: inferiority)

13. foggy (comparative degree: equality)

14. annoyed (comparative degree: inferiority)

15. badly (superlative degree)

Chapter 6: Basic Sentence Patterns

A simple sentence in English must always be made up of a subject and a finite verb.

e.g. *The kids are playing.* (Subject+ verb)

Mary is reading. (Subject+ verb)

However, these are not the only elements of a simple sentence. Other elements of the sentence structure are objects, complements and adverbials/ adjuncts.

e.g. *The kids are playing outside.* (Subject+verb+adverbial)

The children are exhausted. (Subject+verb+subject complement)

Mary is reading the paper in the dining room. (Subject+ verb+object+adverbial)

As shown in the previous examples, sentences differ as to what type and how many elements they include. The *type* of elements and the *order* in which they are organized in the sentence will depend primarily on the *nature* of the verb that constitutes the head of the predicate. This organization of the elements of a sentence is what is often referred to as SENTENCE PATTERNS.

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

1. Subject + Verb + (Object) e.g. <i>Mary is studying Mathematics.</i>
2. Subject+ Verb + Complement e.g. <i>Mary is my sister.</i>
3. Subject + Verb + (Adjunct or Adverbial) e.g. <i>Mary is studying in her bedroom.</i>

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

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

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

TRANSITIVE VERB: [...] A verb that has a Subject and must take an object.

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

Intransitive verbs

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

e.g. Eileen is sweating/ The dog is barking/ The phone's ringing.

S + Vi S + Vi S + Vi

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

e.g. The ground shook/ The sun is rising/ I'll walk.

S + Vi S + Vi S + Vi

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

e.g. Eileen is sweating profusely. / The dog is barking outside.

S + Vi + Adv. Manner S + Vi + Adv. Place

The ground shook violently/ The sun is rising at this moment

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

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

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

All roads lead to Rome.

Transitive verbs

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

e.g. *The shelf / **holds** / three books and a vase of flowers/ (S+Vmt + Od)*

*The committee / has **named** / a new chairperson/. (S+Vmt + Od)*

*The teacher /**has given** / his students /the marks/. (S+Vdt + Oi + Od)*

*The teacher /**has given** / the marks / to his students. (S+Vdt + Od + (prep) Oi)*

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

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

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

O.d.

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

Sam sent flowers **to her sister who had just graduated from medical school** .

O.d.

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

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

O.d.

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

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

O.d.

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

Ditransitive Verbs

GROUP 1: S+ Vdt + Oi + Od

S+ Vdt + Od + (to) Oi:

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

<p>give, hand, lend, offer, pass, pay, rent, sell, send, show, teach, tell.</p>
--

e.g. *I can give you my seat*

Oi Od

I can give my seat to you.

Od Oi

GROUP 2: S+ Vdt + Oi + Od

S+ Vdt + Od + (for) Oi

Some verbs can be complemented by means of an indirect object introduced by ‘for’ when in final position:

<p>book, build, buy, cook, cut, fetch, find, get, keep, make, order, paint, pour, save, set.</p>

e.g. *He cooked Mary a delicious dinner*

Oi Od

He cooked a delicious dinner for Mary.

Od Oi

GROUP 3: S+ Vdt + Oi + Od

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

There are a few verbs which can be complemented by means of an indirect object (in final position) introduced by either 'to' or 'for', depending on the meaning you want to express:

bring, leave, play, sing, take, write

e.g. *She has brought Lucy a present.*

Oi Od

She has brought a present to/for Lucy.

Od Oi

GROUP 4: S + Vdt+ Oi+ Od:

Some ditransitive verbs have indirect objects which **cannot** be introduced by preposition nor can they be postponed: some of them are:

ask, cost, charge.

Can I ask you a question? * ~~*Can I ask a question to you?*~~

Oi Od

The trip will cost you a fortune. * ~~*The trip will cost a fortune to you.*~~

Oi Od

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

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

Verbs whose indirect objects can only be introduced by "to":

explain, say, speak, suggest, introduce.

Can you explain the exercise to me, please? * ~~*Can you explain me this exercise?*~~

Od Oi

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

Verbs whose indirect objects can only be introduced by ‘for’:

cash, close, cook, open, change, pronounce, prepare.

Can you pronounce this word **for me**, please?

Od Oi

Linking Verbs

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

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

Egs. *Those professors are very enthusiastic. (S +VL+Cs)*

This room smells bad. (S +VL+Cs)

I feel great. (S +VL+Cs)

A victory today seems unlikely. (S +VL+Cs)

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

Egs. *Cigarette smoking is a bad habit. (S +VL+Cs)*

The Ferreyra Palace is a magnificent building. (S +VL+Cs)

My cousin has become a lawyer. (S +VL+Cs)

They make a nice couple. (S +VL+Cs)

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

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

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

e.g. The meeting is at 3 PM.

The keys are on the table.

SENTENCE ELEMENTS	TYPE OF VERB	EXAMPLES
<p>S+ Vi + (ADVERBIAL or ADJUNCT)</p>	<p>INTRANSITIVE</p>	<p>The phone is ringing. (verb of ‘sounds’) S Vi</p> <p>The sun is rising. (verb of movement) S Vi</p> <p>The sun is rising <u>at this moment</u>. S Vi <i>Optional adverbial of time</i></p> <hr/> <p>They have gone <u>to the supermarket</u>. S Vi <i>Obligatory adverbial of place</i></p>
<p>S + VL + SUBJECT COMPLEMENT</p> <p>S+ V (to “be”) + OBLIGATORY ADVERBIAL</p>	<p>LINKING (COPULAR)</p>	<p>Lucy has become a teacher. S VL Cs (noun phrase)</p> <p>She looks happy. S VL Cs (adjective phrase)</p> <hr/> <p>Your glasses are¹⁰ on the table. S VL <i>Obligatory adverbial of place</i></p>
<p>S + Vt + OBJECT (Direct (+ Indirect))</p>	<p>TRANSITIVE</p>	<p>Susan never eats chocolate. S opt. A Vmt Od</p> <p>Tom gave me flowers yesterday. S Vdt Oi Od <i>Optional adverbial time</i></p>

Figure 10: Basic sentence patterns

¹⁰ The verb ‘to be’ can also be classified as intransitive in this case.

Practice

1. Circle the correct option.

1. In the sentence “The water of the lake froze solid last year.”, the verb “*froze*” is...

- a. linking
- b. monotransitive
- c. intransitive
- d. ditransitive

2. In the sentence “Please, freeze the pizzas”, the verb “*freeze*” is ...

- a. linking
- b. monotransitive
- c. intransitive
- d. ditransitive

3. In the sentence “Our coats usually hang on the hooks”, the verb “*hang*” is...

- a. linking
- b. monotransitive
- c. intransitive
- d. ditransitive

4. In the sentence “Please, hang your coats”, the verb “*hang*” is ...

- a. linking
- b. monotransitive
- c. intransitive
- d. ditransitive

5. In the sentence “The sky grew really dark last night”, the verb “*grew*” is ...

- a. linking
- b. monotransitive
- c. intransitive
- d. ditransitive

6. In the sentence “My father has grown a beard, the verb phrase “*has grown*” is ...
- linking
 - monotransitive
 - intransitive
 - ditransitive
7. In the sentence “I’ll give the dictionary to my daughter”, the verb “*give*” is ...
- linking
 - monotransitive
 - intransitive
 - ditransitive
8. In the sentence “My parents are always giving parties!”, the verb phrase “*are giving*” is ...
- linking
 - monotransitive
 - intransitive
 - ditransitive
9. In the sentence “We have designed a new logo for the company”, the verb phrase “*have designed*” is ...
- linking
 - monotransitive
 - intransitive
 - ditransitive
10. In the sentence “In 1975, Steve Wozniak designed the first Apple computer”, the verb “*designed*” is ...
- linking
 - monotransitive
 - intransitive
 - ditransitive

2. Circle the correct option and then complete the following sentences.

1. The teacher **has explained**

- a. the topic to the students.
- b. the students the topic.
- c. the topic for the students.

2. Please **pass**.....

- a. the ball for me.
- b. the ball to me.
- c. to me the ball.

3. Can you **prepare**

- a. dinner to me?
- b. me dinner?
- c. dinner for me?

4. They **charge**.....

- a. you \$200 to become a member of the club.
- b. \$200 for you to become a member of the club.
- c. \$200 to you to become a member of the club.

5. Can I **say**.....

- a. something important to the headmaster, please?
- b. to the headmaster something important, please?
- c. something

6. She **has suggested**...:.....

- a. us an Italian restaurant
- b. an Italian restaurant to us.
- c. an Italian restaurant for us.

7. I guess this trip will cost.....

- a. a fortune to you.

- b. a fortune to you
 - c. you a fortune.
8. Can you please cash.....
- a. this cheque to me?
 - b. this cheque for me?
 - c. me this cheque?
9. The course introduces
- a. students to the basics of English Grammar.
 - b. the basics of English Grammar for the students.
 - c. the basics of English Grammar to the students.
10. The students have asked.....
- a. several questions to me about this topic.
 - b. several questions about this topic to me.
 - c. me several questions about this topic.
11. Could you please open
- a. the drawer for me?
 - b. me the drawer?
 - c. the drawer to me?
12. He's so sympathetic! He always gets
- a. for those on the street milk and bread.
 - b. milk and bread for those on the street.
 - c. milk and bread to those on the street.
13. I'm sorry but I can't give ...
- a. so many candies for the children. They are bad for their health.
 - b. so many candies to the children. They are bad for their health.
 - c. to the children so many candies. They are bad for their health.

3. Identify the sentence pattern for each of the following sentences.

1. The house /stood /empty/ for years. ___ e.g. *S+VL+Cs+Adverbial*
2. They are standing on the platform. _____
3. Stand the bottles on the table _____
4. I can't stand her voice. _____
5. My dad shook his head. _____
6. The student was shaking before the test. _____
7. She could feel her warm breath on her cheek. _____
8. My eyes feel really sore. _____
9. I am making a cake right now. _____
10. Two and two makes four. _____
11. Turn the page. _____
12. The leaves turn yellow in Autumn. _____
13. We turned right and headed for home. _____
14. The teacher looks really tired. _____
15. The chef cooked a delicious meal yesterday. _____
16. My mother is cooking right now. _____
17. Anne Frank was a German Jewish girl. _____
18. She was born on June 12, 1929 in Frankfurt. _____
19. Anne received a diary for her birthday. _____
20. The Nazi Gestapo arrested Ann and her family. _____
21. Anne died in a concentration camp in 1945. _____
22. Otto Frank found Ann's diary after her death. _____
23. The diary was published in 1947. _____
24. It has sold millions of copies around the world. _____
25. The diary has won important prizes. _____
26. It has become one of the best-selling books in history. _____

4. DICTIONARY WORK. Copy sentences from any monolingual dictionary using the following verbs in as many patterns as possible.

grow - go- keep - get - smell- die - describe - sound - become- seem - leave

GROW

GO

KEEP

GET

SMELL

DIE

DESCRIBE

SOUND

BECOME

SEEM

LEAVE

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

1. get (linking verb / expressing a developing situation).

2. cost (ditransitive verb / expressing a past action with no connection with the present).

3. grow (monotransitive verb / expressing a past action with present results).

4. fly (intransitive verb/ expressing a future arrangement).

5. smoke (intransitive verb/ expressing a repeated action that annoys the speaker).

6. remain (linking verb/ expressing a state in the past without any connection with the present).

7. bark (intransitive verb / expressing an action in progress in the past).

8. charge (ditransitive verb / expressing a past event with present results).

9. smell (linking verb / expressing a permanent state).

10. work (intransitive verb/ expressing an action that started in the past and continues in the present with emphasis on duration).

11. introduce (ditransitive verb / expressing an action that started and finished in the recent, immediate past)

12. arrive (intransitive verb / expressing a scheduled future event)

Exam Training

Mock Test 1

1. Read the following article and fill in the blanks with a suitable tense for the verbs in brackets. (15x2=30)

Couple celebrate 81st wedding anniversary

6 December 2023

Dorothy Walter, 103, and Tim Walter, 102, (1-be) married for 81 years. They (2-meet) as 18-year-olds in Southampton during World War Two, while they (3-make) planes in a factory. On their first date, Tim (4-take) Dorothy to the cinema. When **THEY** started dating, Tim (5-get) on his bike every evening to see Dorothy.

The couple married when they were 21. **AFTER** the war, the pair moved to a rural **VILLAGE** called Elmstone in Kent, where they (6-buy) a fruit farm and bred pigs. They spent 32 years there as farmers. They also owned a boat and (7-travel) around Europe on it. They said the secret to their long and successful marriage was the fact they **NEVER** argue. "We agree; we discuss; we (8-not row)," they say. Mr Walter said they were always happy together. She added: "We **CAN** not believe it's been 81 years."

They (9-live) in their own home **UNTIL** they were 101-years-old. Now, they (10-live) together in a care home in Kent. The couple still (11-attend) weekly exercise classes at their nursing home. Its manager Nikki Cross says **STAFF** feel privileged to care for the couple and enjoy listening to **THEIR** stories.

The couple (12-have) two daughters, two grandchildren and three great grandchildren. The couple's youngest daughter Sue Willis, 76, (13-believe) her parents (14-have) such a long relationship because her father is the **BOSSY** one and her mother is **VERY** easy-going. She added "They (15-spend) a wonderful life together."

Adapted from BBC.com

2. Re-read the article and identify the parts of speech of the underlined words in capital letters. Provide as much information as you can about them. (10x2=20)

1. THEY:	6. UNTIL:
2. AFTER:.....	7. STAFF:
3. VILLAGE:.....	8. THEIR:
4. NEVER.....	9. BOSSY:
5. CAN:.....	10.VERY:

3. Write meaningful grammatical sentences with at least 8 words each, using the following words as instructed. If any of the instructions are not possible, INDICATE “Not possible”. (5x10=50)

1. DO (as a primary auxiliary verb referring to a past situation with no connection to the present)

.....

2. COST (as a ditransitive verb in a prediction based on the speaker’s beliefs)

.....

3. TIME (as a countable and uncountable noun)

C:

U:

4. NEWS (as a countable noun in the subject)

.....

5. MUCH (as a pronoun)

.....

6. CARELESS (as an adjective in predicative position)

.....

7. NARROW (as an adjective in the comparative degree of equality)

.....

8. QUICKLY (in the superlative degree of superiority)

.....

9. REMAIN (as a linking verb showing a situation that started in the past and continues in the present, with an adverbial of time)

.....

Mock Test 2

1. Read the following article and fill in the blanks with a suitable tense for the verbs in brackets. (15x2=30)

MUSIC IS MEDICINE, MUSIC IS SANITY

Even though **some** believe that **money** is as important as health, many people

1).....(choose) health over wealth. For **someone** like violinist Robert Gupta, **who**

2) (be) on his way to becoming a physician **before** joining the Los Angeles Philharmonic, music, health and wealth are all part of the same package.

In addition **to** music, Gupta is **deeply** interested in neurobiology. Because of **these** two

interests, he 3) (work) with another talented musician, Nathaniel

Ayers. Ayers 4) (study) at **the** Juilliard School in New York in 1968

and then 5) (move) to Los Angeles.

In 2005, a journalist for the Los Angeles Times, Steve Lopez, 6)

(hear) Ayers playing on the street and 7) (become) his friend. Since

then, Lopez and Ayers 8) (be) friends. In 2009, a movie about their

friendship was released. The movie 9) (be) called The Soloist: A Lost

Dream, an Unlikely Friendship, and the Redemptive Power of Music. Because of this, Ayers

now 10) (have) the opportunity of performing his music in some of the

most famous concert halls in the world.

When Gupta and Ayers 11) (meet), Ayers 12)

(feel) agitated and nervous. But after they started playing the violin, everything 13)

..... (fall) into place. While they 14) (play) some

violin pieces, Ayers started to feel more calm.

Gupta expressed: "I will always make music with Nathaniel. Through our creativity, we can

15).....(shape) our emotions and feelings into something new."

Adapted from: World English 2nd Edition. Cengage Learning. 2016

2. Re-read the article and identify the parts of speech of the underlined words bold.

Provide as much information as you can about them (except for the syntactic function they fulfill). (10x2=20)

1. SOME:	6. TO:
2. MONEY:.....	7. DEEPLY:
3. SOMEONE:.....	8. THESE:
4. WHO.....	9. THE:
5. BEFORE:.....	10. VIOLIN:

3. Write meaningful grammatical sentences with at least 8 words each, using the following words as instructed. If any of the instructions are not possible, INDICATE “Not possible.” (5x10=50).

a. EITHER (as pronoun and determiner)

Determiner:.....

Pronoun:.....

b. EXPERIENCE (as an uncountable and countable noun)

Uncountable:.....

Countable:.....

c. DEER (as a singular and as a plural countable noun)

Singular:.....

Plural:

d. GIVE (as a montransitive and as a ditransitive verb)

Montransitive:.....

Ditransitive:.....

e. KNOWLEDGE (as a countable, plural noun and as an uncountable noun)

Countable, plural noun:.....

Uncountable noun:

List of Irregular Verbs

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

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

Pay	Paid	Paid	Pays	Paying
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Read	Read	Read	Reads	Reading
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringing
Rise	Rose	Risen	Rises	Rising
Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Shake	Shook	Shaken	Shakes	Shaking
Shine	Shone	Shone	Shines	Shining
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Sleep	Slept	Slept	Sleeps	Sleeping
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading
Spring	Sprang	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stride	Strode/Strided	Stridden	Strides	Striding
Strike	Struck	Struck/Stricken	Strikes	Striking

Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweaped	Swept/Sweaped	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling
Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understanding
Upset	Upset	Upset	Upsets	Upsetting
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing

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