

CICLO DE NIVELACIÓN

AN INTRODUCTION TO ENGLISH GRAMMAR

Natalia Ríos / María Belén Oliva

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EN LENGUAS



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Angélica Gaido

Coordinación

M. Montserrat Herrera

Revisión técnica

Carolina Massimino

Diseño y diagramación

Ivana Myszkoroski

Ríos, Natalia

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PREFACE

This material has been designed for the grammar lessons taught at the Introductory Course of the English programs at Facultad de Lenguas, Universidad Nacional de Córdoba. Its purpose 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 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 an exhaustive review of English grammar but an impressionistic 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, UNC, and which will, naturally, be given a more detailed treatment during the year.

The organisation 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, translator and/or licentiate should master.

We hope this material will be a valuable resource for your academic journey, foster a passion for the English language and promote continual learning and self-improvement.

The Authors

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CHAPTER 1

PARTS OF SPEECH

OVERVIEW

- Lexical/content words: lexical verbs, nouns, adjectives, adverbs
- Function/structure words: auxiliary verbs, determiners, pronouns, prepositions and conjunctions.
- Practice

CHAPTER 1

PARTS OF SPEECH

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 lexical verbs, nouns, adjectives, adverbs (called *content* or *lexical* words) and auxiliary verbs, determiners, pronouns, prepositions and conjunctions (called *structure* or *function* words).

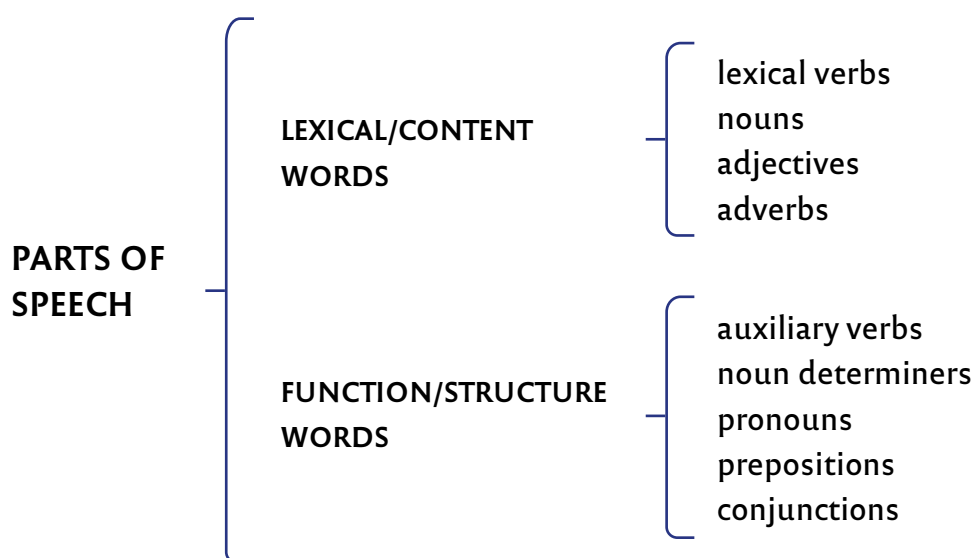


Figure 1: Parts of Speech

LEXICAL OR CONTENT WORDS

Lexical or content words are the main carriers of information in a text. They include lexical verbs, nouns, adjectives, and adverbs, and tend to be 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.

Examples:

My sister in law is an architect.

(*My sister*: Subject, *an architect*: Subject Complement)

I have bought a laptop

(*a laptop*: Od)

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

Adjectives

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

Examples:

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.

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

Examples:

- The new secretary **works** quickly and well.

The adverbs *quickly* and *well* **complete the meaning of the verb**: they add information about the way in which the new secretary works.

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

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

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

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

- 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. These words include **auxiliary verbs**, **determiners**, **pronouns**, **prepositions** and **conjunctions**. They 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.

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.

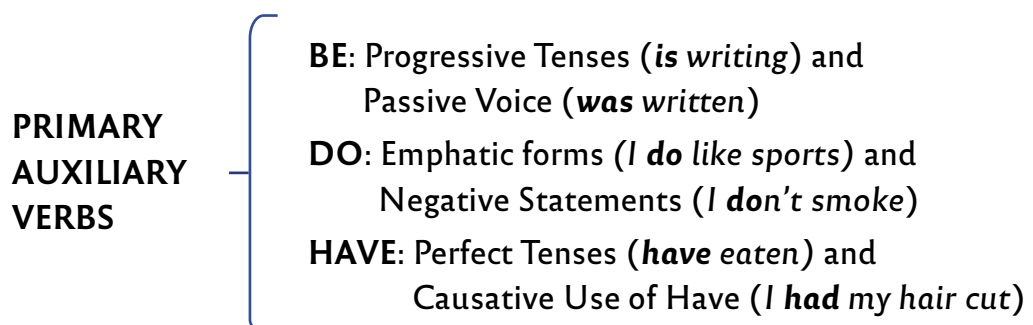


Figure 2. Primary auxiliary verbs

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.

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

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

Figure 3. Be/Do/Have as lexical and auxiliary verbs

Determiners

A 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 determiners are **articles**, **possessives**, **demonstratives** and **quantifiers**.

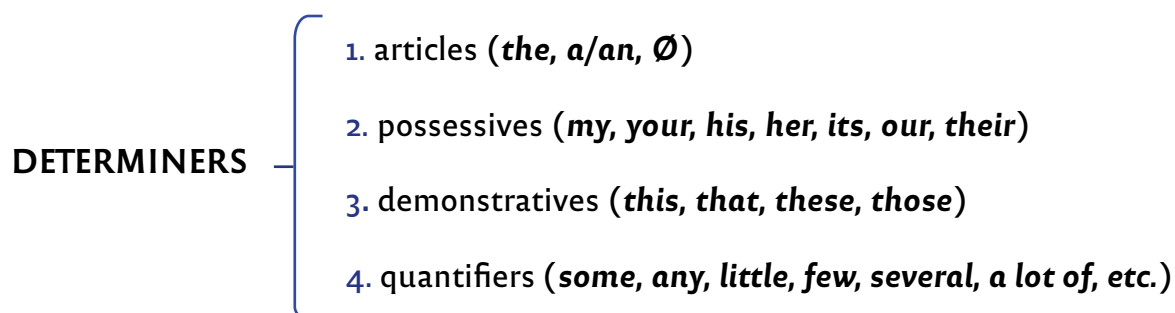


Figure 4. Determiners

Articles

Definite Article (**THE**) e.g. **The** girls are chatting in the garden.

Indefinite Article (**A/AN**) e.g. I have bought **a** ticket for the concert.

Possessive determiners

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

Examples:

This book is **my** favourite.

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.

Examples:

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.

Examples:

I would like **some** water, please. (quantifier+uncountable noun)

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

Few people attended the meeting. (quantifier+countable noun)

I have read **several** books this month. (quantifier+countable noun)

Most students prefer online learning. (quantifier+countable noun)

All the cookies were delicious. (quantifier+countable noun)

Do you have **any** questions? (quantifier+countable noun)

Each student will receive a certificate. (quantifier+countable noun)

Every house on the street has a garden. (quantifier+countable noun)

I've got **(a) few** tickets. (quantifier+countable noun)

They have **two** cars. (two: quantifier, numeral +countable noun)

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 et al. (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).

Note: Many words can function both as determiners or pronouns depending on whether they accompany a noun or not; for instance, *I need **some** (determiner) good advice; I hope you can give me **some** (pronoun).*

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.

Examples:

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 often travels **by** train.

The event has been 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 or coordinators (and, or, but) link two or more units of equal importance or rank.

Examples:

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 or subordinators link two clauses, one of which depends on the other.

Examples:

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 words in bold according to the part of speech they belong to.

EXAMPLE

a. Our boss has been giving us a **hard** time at **work**. *hard (adjective), work (common noun)*

b. It has been raining **hard** most of the afternoon. *hard (adverb)*

1a. Nobody was **in** when we called.

b. I have read about it **in** the paper.

2a. Both my parents **work**.

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

3a. The car in the garage is **his**.

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

4a. He's probably in his **late** twenties.

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

5a. Do you speak **English**?

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

- 6a. She paints very **well**.
- b. My dog fell down a **well** yesterday. Luckily, he was rescued.
- c. They are finally **well** now, after weeks of illness.
- 7a. **Police** work is mainly routine.
- b. Contact the **police** if you see something suspicious.
- c. These types of regulations are very difficult to **police**.
- 8a. I have nothing else to say on the **subject**.
- b. The researchers decided to **subject** the participants to a series of tests to gather data.
- c. Flights are **subject** to delay because of the bad weather conditions.
- 9a. **That** ruler is too short.....
- b. **That's** a lovely dress!
- c. This exercise is not **that** easy.

2. Classify each word in the following sentences according to the part of speech they belong to.

EXAMPLE

Vitamins and minerals are essential nutrients.

common noun + coordinator + common noun + lexical verb + adjective + common noun

1. They boost your immune system.
.....
2. They also convert food into energy, and repair cellular damage.
.....
3. Our bodies need thirteen different types of vitamins daily to function properly.
.....
4. Each vitamin plays a key role in body functions.
.....

5. They help your body work the way it should.

.....

6. Some can prevent infections; others give you energy from food.

.....

7. Each organism has different vitamin requirements.

.....

3. Read the text below and classify the words in bold according to the part of speech they belong to.

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>

1. can: *modal verb or secondary auxiliary verb*

7. than:

2. hugely:

8. or:

3. these:

9. yourself:

4. with:

10. it:

5. when:

11. your:

6. social:

12. to reassess:

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

EXAMPLE

little (as an adjective, determiner and pronoun)

She has adopted a little puppy from the shelter. (little: adjective)

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

.....

2. **all** (as a pronoun and as a determiner)

.....

3. **look** (as a lexical verb and as a noun)

.....

4. **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 continuous
- Practice: simple present and present continuous
- Practice: simple present, present continuous, present perfect and present perfect continuous
- Past tenses: the simple past, the past continuous
- Practice: simple past and past continuous
- Ways of expressing future time in English (the modal auxiliary will, the modal expression be going to, the present continuous and the simple present tense)
- Practice: ways to denote future time reference in English
- Consolidation: chapters 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**. As the following examples show, there is no correspondence between them; that is, a past tense does not necessarily express past time and a present tense does not always indicate present time.

Examples:

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).

PRESENT TENSES

Simple Present Tense

FORM

I/you/we/they **sleep** – She/he/it **sleeps**.

I/you/we/they **do not (don't)** study – She/he **does not (doesn't)** study.

Do I/you/we/they **study**? Yes, I/you/we/they **do**.

No, I/you/we/they **do not (don't)**.

Does she/he **study**? Yes, she/he **does**.

No, she/he **doesn't**.

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.
- 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
it

} **is ('s)** eating

you
we
they

} **are ('re)** studying

I **am ('m)** not reading - She/he/it **is not (isn't)** eating - You/We/They **are not (aren't)** studying.

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

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

Are we/they eating? Yes, we/they **are**.
No, we/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.
- 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.

- 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.

- express 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.

- talk about future arrangements, especially when the time and/or the place have been settled.

e.g. I'm **moving** into a new house next month.

PRACTICE: SIMPLE PRESENT AND PRESENT CONTINUOUS

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

EXAMPLE

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

1. 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

2. Every week we **are experiencing** more and more problems with insecurity.

a. a changing or developing situation

b. an action in progress at the moment of speaking

- c. a repeated situation over a limited period of time
- d. a repeated action which annoys the speaker

3. The sun **rises** in the east.

- a. a changing situation developing into another state
- b. a habitual or repeated action over a limited period of time
- c. a timeless situation, eternal truth
- d. an action in progress around the time of speaking

4. The next bus to Mendoza **leaves** at 9.30.

- a. an eternal truth
- b. a habitual or repeated action over a limited period of time
- c. a changing situation developing into another state
- d. a scheduled event in the near future

5. Mary **is** always **asking** silly questions in class.

- a. a repeated action that causes annoyance on the part of the speaker
- b. an action in progress at the moment of speaking
- c. a changing situation developing into another state
- d. an action in progress around the moment of speaking

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

EXAMPLE

My sister never gets up before 12. *The simple present tense has been used to refer to a habit or daily routine.*

1. Sheila is having lunch at this moment.
2. David works in a bank.
3. I'm forgetting my French little by little.
4. The moon goes round the Earth.
5. I'm taking driving lessons this month.
6. Two and two makes four.
7. You're always borrowing my books!

3. Put the verbs in brackets in the correct form of the present simple tense or present continuous tense. Explain orally to a classmate the meaning of the verb tense in each case.

Emma: Hey, what *are you doing* (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!

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

EXAMPLE

a general truth or law of nature

Water boils at one hundred degrees Celsius.

1. a scheduled event in the near future

.....

2. a habitual action

.....

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

.....

4. an action in progress around the moment of speaking

.....

Present Perfect Tense

Present Perfect Continuous or Progressive Tense

FORM

Present Perfect	Present Perfect Progressive
I/You/We/They have ('ve) arrived.	I/You/We/They have ('ve) been reading.
She/ he/It has ('s) arrived.	She/He/It has ('s) been reading.
I/You/We/They have not (haven't) arrived.	I/You/We/They have not (haven't) been reading.
She/He/It has not (hasn't) arrived.	She/He/It has not (hasn't) been reading.
Have I/you/we/they arrived? Yes, I/you/we/they have. No, I/you/we/they have not (haven't).	Have I/you/we/they been reading? Yes, I/you/we/they have. No, I/you/we/they have not (haven't).
Has she/he/it arrived? Yes, she/he/it has. No, she/he/it has not (hasn't).	Has she/he/it been reading? Yes, she/he/it has. No, she/he/it has not (hasn't).

Both the present perfect and the present perfect continuous tenses connect the past and the present time. That is, they can describe actions, states, events or situations 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, states, events or situations 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

Unfinished use of the Present Perfect Tense

The present perfect tense is used to express:

- an action/situation 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. We've **been** friends since 2018/since we were in high school.

Liam **has worked** here for ten years/since he got married.

Finished use of the Present Perfect Tense⁴

Main uses

The **present perfect tense** is used to express:

- actions, states, events or situations that finished in the recent past.

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

Have you been to the cinema recently/lately?

- actions, states, events or situations 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/state/event/situation itself.

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.

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.
 A: I've **seen** Emma Stone's last movie.
 B: Really? When did you see it?
 A: Last night.

- past actions, states, events or situations 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 actions, states, events or situations 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.

e.g. We've **studied** very little today. (the day has not finished yet).
 I **have read** two books this month. (the month has not finished yet).

Present Perfect Continuous or Progressive Tense

FORM

I You We They	}	have ('ve) been waiting for an hour.	he she it	}	have ('ve) been waiting for an hour.
------------------------	---	-------------------------------------------------------	-----------------	---	-------------------------------------------------------

I/You/We/They **have not (haven't) been waiting** for an hour.

She/He/It **has not (hasn't) been waiting** for an hour.

Have I/you/we/they **been studying**? Yes, I/you/we/they **have**.

No, I/you/we/they **have not (haven't)**.

Has she/he/it **been waiting** long? Yes, she/he/it **has**.

No, she/he/it **has not (hasn't)**.

Main uses

The **present perfect continuous** is used to:

- put emphasis on the duration of an action, state or situation 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 two years now. (I'm still learning to play chess)
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.
(He's still working here)
- refer to action, state or situation that continued up to the recent past (**finished use**). The progressive form emphasises the **duration** of the action, event 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 PRESENT, PRESENT CONTINUOUS, PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

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

EXAMPLE

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 past and has no connection with the present

1. 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.

2. 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

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

- a. an action which happened at an unstated time in the past
- b. a past action which has no connection with 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

4. 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

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

EXAMPLE

I have studied English for fifteen years. *The present perfect tense has been used to refer to an activity which started in the past and continues up to the present.*

1. Somebody has broken the little girl's doll. She is crying now.
2. I have been correcting exams the whole morning.
3. I have just finished my homework.
4. I have already had lunch.
5. It has been raining heavily. The city is flooded now.

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

1. A: I am thinking (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 one right now.

Adapted from <https://znanija.com/task/19606851>

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

EXAMPLE

an action that has occurred at an indefinite time in the past

I'm sure I have seen that movie!

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

.....

2. a past action with a present result

.....

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

.....

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

.....

PAST TENSES

Simple Past Tense⁵

FORM

I/you/he/she/it/we/they **arrived/left** early yesterday.

I/you/he/she/it/we/they **did not (didn't) arrive/leave** early yesterday.

Did I/you/he/she/it/we/they **arrive/leave** early yesterday?

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **did not (didn't)**.

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

The time is stated, already known or can be 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.

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

- 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.
- 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.

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*)

FORM

I
he
she
it

} **was reading**

you
we
they

} **were reading**

I/She/He **was not (wasn't) reading**. You/We/They **were not (weren't) studying**.

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

Were you/we/they **studying**? Yes, you/we/they **were**.
No, you/we/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.

- 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.

- refer to two or more simultaneous past actions.

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

- 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.

- 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 CONTINUOUS

1. Underline the verb phrase(s) in the following sentences, indicate the verb tense(s) used and refer to its/their meaning in each case.

EXAMPLE

I moved to Córdoba last year. *The simple past tense has been used to refer to a fact in the past.*

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

.....

2. Martin was doing his homework yesterday afternoon.

.....

3. It was raining heavily when we left Rome.

.....

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

.....

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

Last summer, my friends and I decided (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!

3. Put the verbs in brackets into the correct form of the simple past or the past continuous tense.

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

it all (8. happen) really fast, my sister (9. take) note of the motorbike's license plate and (10. call) the police to report the theft. The people who (11. be) with us also provided descriptions of the thief and the motorbike. Luckily, no one (12. be) hurt.

4. Complete the following biography with the correct form of the verbs in brackets. Who was Anne Frank?

Anne Frank was (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, Anne's family (4. hide) 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) Anne 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. The diary (15. touch) the hearts of millions of people worldwide, serving as a powerful reminder of the horrors of war and the resilience of the human spirit.

5. Complete the following sentences using the simple past, the present perfect and/or the present perfect continuous tense.

EXAMPLE

John has a passion for cooking. Yesterday, he tried (try) a new recipe. Since the beginning of the year, he has been experimenting (experiment) with different ingredients.

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

2. Sarah is fond of photography. Last year, she (buy) a professional camera. Since then, she (capture) many beautiful moments.
3. Two days ago, Sam (borrow) a stack of books from the library. Since then, he (devote) his free time to reading.
4. Rachel is passionate about fitness. Last spring, she (join) a gym. Since then, she (work out) regularly to be in shape.
5. Alex has always been fascinated by history. Last month, he (visit) a historical site. Since then, he (read) three books on the subject.
6. Lisa is a music enthusiast. Last year, she (learn) to play the guitar. Since then, she (practise) regularly to improve her skills.
7. Last summer, Mark (enrol) in a Spanish course. Since then, he (study) every day to become fluent.
8. Mary (always/ love) animals. Last month, she (adopt) a puppy. Since then, she (spend) most of her time with the animal.
9. Three days ago, Eileen (attend) a painting workshop. Since then, she (paint) for hours every day.

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

EXAMPLE

two or more simultaneous past actions

I was watching a movie while my brother was sleeping last night.

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

.....

2. a past habit

.....

3. 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

FORM

I/She/He/We/You/They **will ('ll)** call.

I/She/He/We/You/They **will not (won't)** call.

Will I/she/he/we/you/they **call**? Yes, I/she/he/we/you/they **will**.

No, I/she/he/we/you/they **will not (won't)**.

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.

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

- on the spot decisions and offers.
e.g. It's cold. I'll **close** the window.
I'll **help** you carry those books.
- actions/events/situations which will definitely happen in the future and which we cannot control.
e.g. My daughter **will turn** fifteen next month.
- 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

FORM

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

I **am not ('m not)**/She/He/It **is not (isn't)**/We/You/They **are not (aren't)** **going to** stay.

Am I going to stay? Yes, I **am**.

No, I **am ('m)** **not**.

Are we/you/they going to stay? Yes, we/you/they **are**.

No, we/you/they **are not (aren't)**.

Is she/he/it going to stay? Yes, she/he/it **is**.

No, she/he/it **is not (isn't)**.

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.
She's **going to** travel around Europe after she graduates.
- 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.
The company has been losing money for months. It's **going to** go bankrupt.

The present progressive/continuous

The **present progressive** is used to talk about future arrangements, especially when the time and the place have been settled.

- e.g. I'm **flying** to B.A. tomorrow morning. (I have the plane ticket)
We're **getting** married next July. (We have already saved the date)

The simple present

The **present simple** is used with a future meaning to refer to programmes or timetables (trains, buses, etc.).

- e.g. The restaurant **opens** at 8.30 pm.
The plane **leaves** in ten minutes.
My yoga class **starts** at 9 am every Monday.

PRACTICE: WAYS TO DENOTE FUTURE TIME REFERENCE IN ENGLISH

1a. Fill in the gaps using an appropriate structure to denote future time reference.

EXAMPLE

I am going to buy (buy) a car with my savings.

1. Do you want me to give you a lift? No thanks, I (walk).
2. It's raining heavily. I (take) a taxi.
3. Look out! You (spill) the milk.
4. I talked to Simon yesterday. We (have) lunch tomorrow.
5. I (travel) to Spain next year, if I have enough money.
6. The plane (leave) at 5, so I need to be at the airport by 3.
7. Look at the time! We (arrive) late.
8. I'm sure you (enjoy) this course.

1b. Which of the previous sentences express/es:

EXAMPLE

a future plan or intention? I am going to buy (buy) a car with my savings.

a fixed arrangement in the near future?

a prediction based on the speaker's beliefs?

an on-the-spot decision?

a prediction based on evidence?

a scheduled future event?

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

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

Paul: No, why?

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

Paul: Ok, I (2. go) 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. see) Tina later this evening. I think I
(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

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

EXAMPLE

a threat *If you continue with this behavior, I will report you to the authorities.*

1. an intention for next year

.....

2. an offer

.....

3. an arrangement for this evening

.....

4. a plan

.....

5. a prediction about the future based on the speaker's beliefs

.....

6. an on-the-spot decision

.....

7. a prediction about the future based on present evidence

.....

CONSOLIDATION: CHAPTERS 1 & 2

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

EXAMPLE

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

1. 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

2. She **is always leaving** dirty cups on the table!

- a. an action which started in the past and continues up to the present
- b. a repeated action which shows the speaker's annoyance
- c. a finished action which happened within a time period which is not over at the moment of speaking

3. He **has been studying** all morning; he looks exhausted.

- a. an action that started in the past and continues up to the 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.

4. 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

5. 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

6. We've **been living** here for more than twenty years.
 - a. a situation that started in the past and continues 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.

7. 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

8. 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

9. I **am going to** give up smoking.
 - a. a threat
 - b. an intention
 - c. an arrangement

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

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

Mark: Sorry, Mary. I (2. forget) to wash them last night. I (3. wash) 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 of the verb tense(s) in each case.

EXAMPLE

When Susan called (call), Peter was cooking dinner (cook) dinner.

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

4a. 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** know (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.

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

- | | |
|-----------------------|----------------------|
| 1. all <u>pronoun</u> | 5. fortunately |
| 2. and | 6. many |
| 3. for | 7. must |
| 4. because | 8. too |

5a. 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, is (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.

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

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

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

6a. 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** lives (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

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

- | | |
|--------------------------------|-----------------|
| 1. who <i>relative pronoun</i> | 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.

EXAMPLE

cut (expressing a finished past action with no connection with the present)

When his friend slipped down in the snow, he cut the rope and looked for help.

1. **break** (expressing an action that started and finished in the past, and shows present results)

2. **consult** (expressing an action that has been arranged beforehand)

3. **have** (expressing a temporary action over a limited period of time)

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

5. sing (expressing a habit in the past)
.....

6. begin (expressing a scheduled future event)
.....

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

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

9. study (expressing an intention)
.....

CHAPTER 3

THE NOUN PHRASE

OVERVIEW

- Classification of nouns: proper, common, countable, uncountable, concrete, abstract, collective and compound
- Practice: classification of nouns
- Plural formation
- Practice: plural formation
- Determiners: articles and quantifiers
- Subject-Verb Concord
- Practice: agreement and quantifiers

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. Proper vs. Common 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 (e.g. *desk, laptop, dictionary, plant, chair, table*) or uncountable (e.g. *news, luggage, information*).

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	The milk is sour.
many types of food	spaghetti, flour, meat, cheese, butter	I never eat meat .
materials	silver, porcelain, brick, wood, concrete	This house is made of wood .
sports and games	darts, chess, golf, dominoes, billiards	Golf is an expensive sport.
fields of study	physics, linguistics, mathematics, astronomy	Physics is fun and so is linguistics.
diseases	mumps, measles, shingles	Measles is an infectious viral disease.
natural forces	wind, snow, cold, weather	We've had nice weather this week.
other items	news, fun, information, accommodation, work, furniture, luggage, hair, equipment, behaviour, rubbish	What's the latest news about the election? Climbing equipment is quite expensive.

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, 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 (e.g. My family is large/ European families usually have dinner at around 6 pm).

On the other hand, a collective noun takes a **plural verb** when the speaker is thinking of the **individual members of the group** (e.g. The audience were enjoying every minute of the show/My family are all tall). A collective noun takes a singular verb when the speaker is thinking of **the group as a unit** (e.g. The audience was enormous/The government never makes up its mind in a hurry.)

5. Compound Nouns

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

The categories mentioned above 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, uncountable and concrete, and *music* as common, uncountable 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 organise campaigns to redress social **injustice**. (the general phenomenon/ **U**)
 You do him **a terrible injustice** if you do not allow him to file a complaint.
 (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 so 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)

I always have **coffee** for breakfast. (U)

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

PRACTICE: CLASSIFICATION OF NOUNS

1. Circle the correct option

EXAMPLE

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.

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

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

2. 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.

3. 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.

4. In the sentence 'She read three books last month, the noun **books** is...
- a. a common countable noun, concrete.
 - b. a compound noun.
 - c. a common countable noun, abstract.
5. 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.
6. In the sentence 'There was heavy traffic on the roads this morning', the noun **traffic** is...
- a. a proper noun.
 - b. a collective noun.
 - c. a common uncountable noun, abstract.
7. In the sentence 'The Red Cross is supplying medicine to the earthquake victims', the noun **Red Cross** is...
- a. a proper noun.
 - b. a collective noun.
 - c. a compound noun.
8. In the sentence 'The committee of experts has met to discuss the issue', the noun **committee** is....
- a. a proper noun.
 - b. a common countable noun, concrete.
 - c. a collective noun.
9. In the sentence 'The stark structure is built from concrete, brick, and glass', the nouns **concrete**, **brick** and **glass** are...
- a. common uncountable nouns, abstract.
 - b. common countable nouns, concrete.
 - c. common uncountable nouns, concrete.

10. In the sentence 'She squeezed some toothpaste onto her toothbrush before brushing her teeth', the noun **toothpaste** is...

- a. a proper noun.
- b. a collective noun.
- c. a compound noun.

11. In the sentence 'The aircraft carries a crew of seven', the noun **crew** is....

- a. a proper noun.
- b. a collective noun.
- c. a common uncountable noun, abstract.

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

EXAMPLE

I have added some pepper to the soup. (U)

1. Vegetables and meat are foods.
2. I 've heard some funny noises in the kitchen.
3. I have some work to do tonight.
4. How many times have you been to B.A.?
5. I don't have enough space in my apartment for a piano.
6. I had many interesting experiences on my trip.
7. That painting is a work of art.
8. You can get a good education at that school.
9. Children need a lot of love.
10. I have invited ten people to my party.
11. During the holidays the children enjoyed their freedom.
12. She made a witty remark during the meeting.
13. Bad news travels fast.
14. My luggage is in the car.
15. I need some paper to write a note on.
16. The assistant hasn't given much information.
17. Health is perhaps more important than wealth.
18. Tea is a popular drink in China.
19. How much time do you need to finish your work?

20. Lucy can't cook very well. She hasn't had much experience in the kitchen.
.....

21. I like to read poetry.

22. Modern planes fly faster than sound.

23. I have some homework to finish.

24. He's engaged in scientific research.

3. Underline the noun(s) in the following sentences and specify whether each noun is countable (C) or uncountable (U).

EXAMPLE

She has bought some fresh bread. (U)

1. There are five apples in the fruit bowl.

2. He enjoys listening to classical music.

3. The children were playing happily in the park.

4. We need to buy a dozen eggs for the recipe.

5. She has poured some milk in her coffee.

6. The teacher handed out worksheets to the students.

7. He always carries a lot of luggage when he travels.

8. The team celebrated their victory with champagne.

9. I saw a beautiful butterfly in the garden yesterday.

4. Read the following text, underline the nouns and classify them into common countable nouns or common uncountable nouns.

EXAMPLE: *cities: common, countable noun*

In many cities around the world, travellers 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 travellers looking to meet new people. Bed-and-breakfasts offer a more intimate experience, with cosy rooms and homemade breakfast served by the hosts.

Additionally, vacation rentals, such as apartments and houses, provide travellers with the opportunity to stay in a home-like environment, often in residential neighbourhoods, offering more space and privacy.

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

EXAMPLE

The team **were wearing** (wear) their new uniforms yesterday morning.

1. The family (always/celebrate) holidays together.
2. Look! The flock (fly) in different directions.
3. The jury (usually/ disagree) among themselves.
4. The jury (just/reach) a unanimous decision.
5. The committee (already/ submit) their reports.
6. The government (discuss) various issues at the moment.
7. 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** to form their plurals, for example, *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 the **-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 has baked several **loaves** of bread.
The **shelves** are full of books.

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

child → children

ox → oxen

louse → lice

mouse → mice

man → men

woman → women

foot → feet

tooth → teeth

goose → geese

cactus → cacti

e.g. There is a **louse** in her hair.
There are many **lice** in her hair.
There is a **cactus** on the windowsill.
There are several **cacti** on the windowsill.

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

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.

5. 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.

PRACTICE: PLURAL FORMATION

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

EXAMPLE: *days*

.....

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

EXAMPLE

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

1. Not many (woman) are interested in doing housework.
2. Active (volcano) can erupt at any time.
3. Three (calf) were born at dawn.
4. We've already given her many (scarf). Let's get her something different!
5. She is the only one in her family who has strong religious (belief).
6. (kangaroo) have long been regarded as strange animals.
7. 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.
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.

EXAMPLE

The child lost his tooth while eating candy yesterday.

The children lost their teeth while eating candies yesterday.

1. She saw a deer in the forest.
2. He has bought a new pair of trousers.
3. The woman caught a mouse in the kitchen sink last weekend.
4. She owns a fleet of aircraft.
5. I need to buy a loaf of bread.
6. The fox chased the rabbit through the forest.
7. Tom caught a fish while fishing in the river.

8. We watched a movie at the cinema last night.
9. The man saw a goose flying yesterday afternoon.....
10. The farm had an ox pulling a cart.
11. We spotted a tall cactus in the desert.

9. DICTIONARY WORK: Look up the following words in a monolingual dictionary and write sentences using them as countable and uncountable nouns.

EXAMPLE

time

Countable noun: *The last time we went to Paris, it rained every day.*

Uncountable noun: *He wants to spend more time with his family.*

1. sound

.....

.....

2. noise

.....

.....

3. iron

.....

.....

4. hair

.....

.....

5. glass

.....

.....

6. work

.....

.....

7. talk

.....
.....

8. cake

.....
.....

9. room

.....
.....

10. light

.....
.....

11. education

.....
.....

12. difficulty

.....
.....

13. chicken

.....
.....

14. coffee

.....
.....

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** (\emptyset)⁷.

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.

Examples:

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

⁷ The zero article will not be studied in this Introductory Course.

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.

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*

- with countable noun: **All** the candidates were interviewed.
- with uncountable noun: **All** the music was instrumental.

2. *Most*

- with countable noun: **Most** people prefer coffee over tea.
- with uncountable noun: **Most** tap water is drinkable.

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

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

Note that *lots of* or *a lot of* are preferred in informal styles. *Lots of* is more informal than *a lot of*.

4. **Some**

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

5. **Enough**

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

6. **No**

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

7. **Any**

- with countable noun: Have you seen **any** good movies lately? / We don't have **any** children.
- with 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.

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

Both my parents are doctors.

(*Both* is used to refer to two people or things together.)

6. Either/neither

There are two food options; **either** option can work perfectly.

Neither side of the brain is dominant. (not this one nor the other one)

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

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 has 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 indefinite pronouns like *everyone*, *everybody*, *everything*, *anyone*, *anybody*, *anything*, *no one*, *nobody*, *nothing* are used, the verb is singular:

e.g. Everyone **wants** to succeed.

Somebody **is knocking** at the door.

Nobody **has received** the certificate yet.

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

e.g. The team **is practising** for the match. (a singular verb is used as the team is considered as a single group)

The team **are arguing** over their strategy. (a plural verb is used 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 countable and uncountable 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

1. Circle the correct quantifier in the following sentences.

EXAMPLE

She drank a lot of / *much* water after her workout.

1. They don't have **much/many** information about the new policy.
2. **Little/several** students participated in the science fair.
3. We've had **a great deal of/few** time to finish our thesis project.
4. There are **a few/a little** olives in the fridge, in case you want some.
5. I have **little/few** homework assignments this week.
6. He didn't get **some/enough** sleep last night and feels tired today.
7. **A great number/amount of** people attended the concert last night.
8. **A few/few** students understood the lecture so the professor decided to schedule additional review sessions.

9. 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.
10. Please let me know if you have **a lot of/any** doubt.
11. Unfortunately, he hasn't passed the exam. He's made **a little/little** progress lately.
12. How **much/many** water should I add to the recipe?
13. We have **few/little** apples left; we should buy some more soon.
14. **Neither/Either** parent is coming to Sam's performance; **both parents/all of them** are ill.

2. Read these conversations and complete them with the correct quantifier (determiner or pronoun).

Use *much, many, a few, a little*

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

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

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

Use *little, a little, few, a few*

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

B: That's because only people have expressed their dissatisfaction.

A: If only we had thought about it a bit more.

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

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

EXAMPLE

We haven't got *much/any* bread. I'd better go to the shop.

1. Would you like cheese and biscuits?
2. Apparently there aren't seats left. They are sold out.
3. I don't think I can lift this box on my own. I need help.
4. tourists visit Ukraine due to the Russian military invasion.
5. There are hardly any of the modern facilities visitors expect. There are shops and there is entertainment. What a bore!
- 6.—Would you like sugar in your coffee? —Just, please.
7. The snow was quite deep. There seemed to be hope of completing our journey.
8. There are really fascinating exhibits at the new museum. We must go!
9. We get of rain here. I'm really tired of wet weather.
10. Oh! We don't get storms here.
11. I can speak words of Swedish, but I'm not very fluent.
12. Vicky has made only progress and so is quite disappointed.
13. There isn't news in the paper today.
14. You shouldn't eat too sugar.
15. I'm still hungry, I think I'll have more chicken.
- 16.—Are you going to buy that jacket you saw last week? —No, I've only got
money left so I can't afford it.
- 17.—Is there butter in the fridge? —Well, there's some but not

4. Complete the following sentences with **is, are, was or were**.

EXAMPLE

These trousers are too big for me.

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

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

EXAMPLE

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

Countable noun: *A large number of students attended the seminar yesterday.*

Uncountable noun: *not possible*

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

.....

2. a few (as a pronoun)

.....

3. enough (with an uncountable noun)

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

9. little/a little (as quantifiers - show the difference between them clearly)

.....
.....

10. accommodation (as the head of the Subject)

.....
.....

11. paper (as a countable noun)

.....
.....

12. sheep (followed by a plural verb)

.....
.....

13. work (as an uncountable noun)

.....
.....

CHAPTER 4

ADJECTIVES

OVERVIEW

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

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.

- a. Do adjectives change their form depending on whether the noun they modify is in the singular or in the plural?
- b. 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 in **postpositive**⁸ function, i.e. immediately after the noun they modify.

e.g. This is the quickest journey **possible**.

I'd like to wear something **new** for the party.

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. She is 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).

⁸ Postpositive adjectives will not be studied in depth in this introductory course.

TYPES OF ADJECTIVES		EXAMPLES
OPINION ADJECTIVES		wonderful, nice, great, awful, terrible, horrible, comfortable, etc.
FACT ADJECTIVES	size	large, small, long, short, tall, etc.
	age	new, old, etc.
	shape	round, square, etc.
	colour	red, blue, dark, black, etc.
	origin	American, British, French, etc.
	material	stone, plastic, steel, paper, etc. (most of them are nouns functioning as adjectives)
	purpose ⁹	a bread knife, a bath 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.

EXAMPLE: *luxurious: attributive 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

⁹ We refer to these adjectives as “nouns working as adjectives” in this course.

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.

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

NOT A DOG'S DINNER!! 1. *Expensive handmade Italian leather* (leather/Italian/expensive/handmade) shoes: 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/1905509/page:38/>

3. Rewrite the sentences putting the adjectives into the correct place.

EXAMPLE

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

I love tasty Italian banana ice-cream.

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

9. I spent my holidays in a hotel. (Belgian, beautiful, little, warm)

.....

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

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

EXAMPLE

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

There is unequivocal evidence that the Earth is getting warmer.

1. fast (as an attributive adjective)

.....

2. hard (as a predicative adjective)

.....

3. late (as an attributive adjective)

.....

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

.....

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

.....

6. sensitive (in predicative 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
- Practice

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*).

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 primary 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		VERB	OBJECT	ADVERBIAL		
	FREQUENCY ADVERBIAL (how often?)			MANNER (how?)	PLACE (where?)	TIME (when?)
Sam	--	was studying	--	hard	in his room	last night.
We	sometimes	read	magazines		at school.	

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, people, entities, etc.) 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 than her sister (**comparative degree**) 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 (Greenbaum & Quirk, 1990)

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. (bigger: adjective)

For longer adjectives/adverbs (two syllables or more), we use **more** before the adjective/ adverb (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** (or sometimes **so**) + **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. (**as** + adjective + **as**)

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

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

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

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 yesterday.

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 travelled **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.

- *badly*¹⁰ (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 comparative degree of superiority (*worse than*) and in the superlative degree of superiority (*the worst*).

ADJECTIVE/ADVERB		COMPARATIVE DEGREE	SUPERLATIVE DEGREE
ONE-SYLLABLE adjective/ adverb	big, small fast, late, hard	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	careful(adjective) carefully(adverb)	more careful(ly) than (SUPERIORITY)	(the) most careful(ly)
		as careful(ly) as (EQUALITY =)	--
		less careful(ly) than (INFERIORITY)	(the) least careful(ly)
IRREGULAR FORMS	good bad far well badly little ¹¹ much/ many/a lot	better than worse than farther/ further than better than worse than less than more than	the best the worst the farthest/ furthest the best the worst the least the most

Figure 9. Comparison of adjectives and adverbs

¹⁰ *Badly* is only an adverb.

¹¹ *Little, much, many, a lot of* are not adjectives; they can function either as determiners or pronouns.

PRACTICE

1. Circle the correct option

EXAMPLE

In the sentence 'Sadly, he has left the country for good.', **sadly** is functioning as a:

- a. circumstance Adverbial of manner.
- b. linking Adverbial.
- ☒ c. stance Adverbial.

1. In the sentence 'She has bought a new dress to look glamorous at the party.', **to look glamorous at the party** is functioning as a(n):

- a. circumstance Adverbial of purpose.
- b. linking Adverbial of purpose.
- c. adverb of purpose.

2. In the sentence 'As it was raining heavily, the picnic was cancelled.', **as it was raining heavily**, is functioning as a:

- a. circumstance adverb of cause.
- b. circumstance Adverbial of cause.
- c. circumstance Adverbial of result.

3. In the sentence 'They walked to the theatre', **to the theatre** is functioning as a(n):

- a. circumstance Adverbial of purpose.
- b. circumstance Adverbial of place.
- c. adverb of place.

4. In the sentence 'We were unable to get funding; therefore, we had to abandon the project', **therefore** is functioning as a:

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

5. In the sentence 'Undoubtedly, he is the best candidate for the job.', **undoubtedly** is functioning as a:
 - a. circumstance Adverbial.
 - b. linking Adverbial.
 - c. stance Adverbial.

6. In the sentence 'She has arrived very late', **very late** is functioning as a(n):
 - a. linking Adverbial.
 - a. adverb of time.
 - a. Adverbial of time.

7. In the sentence 'I usually exercise in the morning', **usually** is functioning as a:
 - a. circumstance Adverbial of time.
 - b. circumstance Adverbial of frequency.
 - c. circumstance adverb of frequency.

8. In the sentence 'The restaurant was too expensive. Besides, the food wasn't that great', **besides** is functioning as a:
 - a. stance Adverbial.
 - b. linking Adverbial
 - c. circumstance Adverbial.

9. In the sentence 'Possibly, she didn't receive the invitation.', **possibly** is functioning as a:
 - a. linking Adverbial.
 - b. stance Adverbial.
 - c. circumstance Adverbial.

10. In the sentence 'She travelled to Mendoza by bus', **to Mendoza** is functioning as a:
 - a. circumstance Adverbial of direction.
 - b. linking Adverbial.
 - c. circumstance Adverbial of purpose.

11. In the sentence 'I'm going to handle this my way', **my way** is functioning as a(n):
- linking Adverbial.
 - adverb of manner.
 - circumstance Adverbial of manner.

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

EXAMPLE

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

They have been waiting patiently outside the cinema for several hours.

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

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

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

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

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

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

19. 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

EXAMPLE

*I feel sorry for the kids, too - they've had a **hard** time. (adjective)*

*It has been raining **hard** most of the afternoon. (adverb)*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Read the sentences below and indicate the type of comparison used in each case.

EXAMPLE

My dog is as friendly as yours. *as friendly as - comparison of equality*

1. This book is more interesting than the other one.
2. This route is the least dangerous of all the options.
3. His car isn't as new as mine.
4. This is the most beautiful painting in the gallery.
5. This puzzle is easier than the one we did yesterday.
6. The test wasn't as difficult as we had expected.
7. She is the smartest student in the class.

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

EXAMPLE

The countryside is quieter than (quiet) the city.

1. This is the (interesting) book I've ever read.
2. She works (hard) anyone else in the office.
3. It was the (bad) storm in decades.
4. She is (happy) now than she was last year.
5. He drives (carefully) his brother.

6. The weather this summer is (bad) last year. It hasn't stopped raining for weeks.
7. He is (fast) runner in the team.
8. This exam is (easy) the previous one.
9. She is the (famous) singer in the country.
10. Mary sings (well) of all the girls in the choir.
11. Unfortunately, my secretary isn't (efficient) as yours.
12. The book is much (good) the film.
13. She drives (badly) I on the highway.
14. He has arrived (late) usual.

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

EXAMPLE

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

*If you arrive **earlier** than the rest, you will have more time to arrange your stall.*

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

(adjective):

(adverb):.....

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

.....

.....

3. childish (in the comparative degree of inferiority)

.....

.....

4. quickly (in the comparative degree of equality)

.....

.....

5. foolish (in the superlative degree)

.....

.....

6. well (in the comparative degree of superiority)

.....
.....

7. appealing (in the comparative degree of inferiority)

.....
.....

8. lively (in the comparative degree of equality)

.....
.....

9. hopeless (in the superlative degree of inferiority)

.....
.....

10. scruffy (in the comparative degree of inferiority)

.....
.....

11. badly (in the superlative degree)

.....
.....

CHAPTER 6

BASIC SENTENCE PATTERNS

OVERVIEW

- Intransitive verbs
- Transitive verbs: monotransitive and ditransitive
- Linking verbs
- Practice

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 organised in the sentence will depend primarily on the **nature** of the **verb** that constitutes the head of the predicate. This organisation 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. Mary is studying Mathematics.
2. Subject + Verb + Complement e.g. Mary is my sister.
3. Subject + Verb + (Adjunct or Adverbial) e.g. Mary is studying in her bedroom.

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: **intransitive**, **transitive**, **copular** or **linking**.

The *Longman Dictionary of Contemporary English* defines these verbs as follows:
Intransitive verb: [...] A verb that has 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 (Vi)

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* (1990), 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.

eg. The National Museum stands by the river.
 All roads lead to Rome.

TRANSITIVE VERBS

Transitive verbs always involve someone or something other than the Subject; therefore, they must always be followed by an Object. When transitive verbs take a single Direct Object, they are called **monotransitive verbs** (Vmt); however, if they take two Objects (an Indirect and a Direct Object) they are called **ditransitive verbs** (Vdt). Ditransitive complementation in its basic form involves two Object noun phrases: an Indirect Object (Oi), which is normally animate and comes first, and a Direct Object (Od), 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 placing the Indirect Object before the Direct Object (S + Vdt + Oi + Od), we can place it after the Direct Object, preceded by the preposition *to* or *for* (S + Vdt + Od + (to/for) Oi). 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.

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

2. When the Indirect Object is significantly **longer** than the Direct Object.

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

- ### 3. When the Direct Object is a **pronoun**.

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

4. When the **new information** is contained in the Indirect Object.

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

O.d. O.i.

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 (Vdt)

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:

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

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:

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

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 ditransitive 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** are:

explain, say, speak, suggest, introduce

Can you explain the exercise **to me**, please? *Can you explain ~~me~~ this exercise?

Od Oi

GROUP 6: $S + Vdt + Od + (\text{for}) Oi$

Verbs whose Indirect Objects can only be introduced by **for** are:

cash, close, open, change, pronounce, prepare

Can you pronounce this word for me, please?

LINKING VERBS (VL)

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.

Examples:

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.

Examples:

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
S+ Vi + (ADVERBIAL or ADJUNCT)	INTRANSITIVE	<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 (optional Adverbial of time)</p>
		<p>They have gone <u>to the supermarket</u>. S Vi obligatory adverbial of place</p>
S + VL + SUBJECT COMPLEMENT	LINKING (COPULAR)	<p>Lucy has become a teacher. S VL Cs (noun phrase)</p> <p>She looks happy. S VL Cs (adjective phrase)</p>
S+ V (to be) + OBLIGATORY ADVERBIAL		<p>Your glasses are¹² on the table. S VL obligatory Adverbial of place</p>
S + Vt + OBJECT (Direct (+ Indirect))	TRANSITIVE	<p>Susan never eats chocolate. S opt. A Vmt Od</p> <p>Tom gave me flowers yesterday. S Vdt Oi Od (optional adverbial of time)</p>

Figure 10. Basic sentence patterns

¹² The verb to be can also be classified as intransitive in this case.

PRACTICE

1. Circle the correct option.

EXAMPLE

In the sentence 'The water of the lake froze solid last year.', the verb **froze** is...

- ☒ a. *linking*.
- b. monotransitive.
- c. intransitive.
- d. ditransitive.

1. In the sentence 'Please, freeze the pizzas.', the verb **freeze** is ...

- a. linking.
- b. monotransitive.
- c. intransitive.
- d. ditransitive.

2. In the sentence 'Our coats usually hang on the hooks.', the verb **hang** is...

- a. linking.
- b. monotransitive.
- c. intransitive.
- d. ditransitive.

3. In the sentence 'Please, hang your coat.', the verb **hang** is ...

- a. linking.
- b. monotransitive.
- c. intransitive.
- d. ditransitive.

4. In the sentence 'The sky grew really dark last night.', the verb **grew** is ...

- a. linking.
- b. monotransitive.
- c. intransitive.
- d. ditransitive.

5. In the sentence 'My father has grown a beard.', the verb phrase **has grown** is ...

- a. linking.
 - b. monotransitive.
 - c. intransitive.
 - d. ditransitive.
6. In the sentence 'I'll give the dictionary to my daughter.', the verb **give** is ...
- a. linking.
 - b. monotransitive.
 - c. intransitive.
 - d. ditransitive.
7. In the sentence 'My parents are always giving parties!', the verb phrase **are giving** is ...
- a. linking.
 - b. monotransitive.
 - c. intransitive.
 - d. ditransitive.
8. In the sentence 'We have designed a new logo for the company.', the verb phrase **have designed** is ...
- a. linking.
 - b. monotransitive.
 - c. intransitive.
 - d. ditransitive.
9. In the sentence 'In 1975, Steve Wozniak designed the first Apple computer.', the verb '**designed**' is ...
- a. linking.
 - b. monotransitive.
 - c. intransitive.
 - d. ditransitive.

2. Circle the correct option and then complete the following sentences.

EXAMPLE

The teacher **has explained**

- ☒ a. *the topic to the students.*
- b. the students the topic.
- c. the topic for the students.

1. Please pass

- a. the ball for me.
- b. the ball to me.
- c. to me the ball.

2. Can you prepare

- a. dinner to me?
- b. me dinner?
- c. dinner for me?

3. 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.

4. Can I say

- a. something important to the headmaster, please?
- b. to the headmaster something important, please?
- c. something important for the headmaster?

5. She has suggested

- a. us an Italian restaurant
- b. an Italian restaurant to us.
- c. an Italian restaurant for us.

6. I guess this trip **will cost**
 a. a fortune to you.
 b. for you a fortune.
 c. you a fortune.
7. Can you please **cash**.....
 a. this check to me?
 b. this check for me?
 c. me this check?
8. 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.
9. 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.
10. Could you please **open**
 a. the drawer for me?
 b. me the drawer?
 c. the drawer to me?
11. 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.
12. 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.

EXAMPLE

The house /stood /empty/ for years. *S + VL + Cs + Adverbial*

1. They are standing on the platform.
2. Stand the bottles on the table.
3. I can't stand her voice.
4. My dad shook his head.
5. The student was shaking before the test.
6. She could feel her warm breath on her cheek.
7. My eyes feel really sore.
8. I am making a cake right now.
9. Two and two makes four.
10. Turn the page.
11. The leaves turn yellow in Autumn.
12. We turned right and headed for home.
13. The teacher looks really tired.
14. The chef cooked a delicious meal yesterday.
15. My mother is cooking right now.
16. Anne Frank was a German Jewish girl.
17. The family moved to Amsterdam in 1933.
18. Anne received a diary for her birthday.
19. The Nazi Gestapo arrested Ann and her family.
20. Anne died in a concentration camp in 1945.
21. Otto Frank found Ann's diary after her death.
22. Her father received the diary in 1946.
23. It has sold millions of copies around the world.
24. The diary has won important prizes.
25. 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

EXAMPLE

grow

Vi: Children grow so quickly.

Vmt: We grow organic fruit and vegetables.

VL: He grew bored of the countryside.

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.

EXAMPLE

get (linking verb/expressing a developing situation)

It gets dark very early in winter.

1. cost (ditransitive verb/expressing a past action with no connection with the present)

.....

2. **grow** (monotransitive verb/expressing a past action with present results)

.....

3. **fly** (intransitive verb/expressing a future arrangement)

.....

4. **smoke** (intransitive verb/expressing a repeated action that annoys the speaker)

.....

5. **remain** (linking verb/expressing a state in the past without any connection with the present)

.....

6. **bark** (intransitive verb/expressing an action in progress in the past)

.....

7. **charge** (ditransitive verb/expressing a past event with present results)

.....

8. **smell** (linking verb/expressing a permanent state)

.....

9. **work** (intransitive verb/expressing an action that started in the past and continues in the present with emphasis on duration)

.....

10. **introduce** (ditransitive verb/expressing an action that started and finished in the recent, immediate past)

.....

11. **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 words in bold type. 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, head of 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 words in bold type. Provide as much information as you can about them (except for the syntactic function they fulfil). (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).

1. either (as a determiner and a pronoun)

Determiner:

Pronoun:

2. experience (as an uncountable and countable noun)

Uncountable:

Countable:

3. deer (as a singular and as a plural countable noun)

Singular:

Plural:

4. give (as a monotransitive and as a ditransitive verb)

Monotransitive:

Ditransitive:

4. 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	Ringling
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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About the authors

Natalia Ríos is a Professor of English and a Public Translator and holds a Master's degree in English with orientation in Applied Linguistics from Facultad de Lenguas, Universidad Nacional de Córdoba. She is currently a lecturer in the English Grammar II and English Grammar Practice courses. Her areas of interest are related to discourse analysis, grammar, and genre pedagogy in Systemic Functional Linguistics.

María Belén Oliva is a Professor of English and holds a Master's degree in English with orientation in Applied Linguistics from Facultad de Lenguas, Universidad Nacional de Córdoba. She is currently developing her doctoral thesis in Language Sciences with a focus on Applied Linguistics (FL - UNC). At that institution, she is the coordinator of the Introductory Course, English section, and a lecturer in the English Grammar II and English Grammar Practice courses. She co-directs a research team, and her areas of interest are related to discourse analysis, grammar, and genre pedagogy in Systemic Functional Linguistics.

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