

BASIC ENGLISH GRAMMAR FOR STUDENTS

Compiled By

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PREFACE

The purpose of writing this book is to provide readers, especially students, with much carefully controlled and integrated understanding on basic English grammar.

This book will focus on *parts of speech*. It is quite important to recognize *parts of speech* because there are thousands of words in any language. But not all words have the same job. For example, some words express "actions". Other words express "things". Other words "join" one word to another word. These are the "building blocks" of the language. Think of them like the parts of a house. When you want to build a house, you use concrete to make the foundations or bases. You use bricks to make the walls. You use window frames to make the windows, and door frames to make the doorways. And you use cement to join them all together. Each part of the house has its own job. And when you want to build a sentence, you use the different types of word. Each type of word has its own job. You can categorize English words into 8 basic types or classes. These classes are called *parts of speech*.

Learning about the *parts of speech* is the first step in grammar study just as learning the letters of the alphabet as the first step to do to be able to read and write. From learning the *parts of speech*, you begin to understand the use or function of words and how words are joined together to make meaningful communication. To understand what a *part of speech* is, you must understand the idea of putting similar things together into groups or *categories*. Let's look at some examples of *categories*.

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CHAPTER ONE

INTRODUCTION TO PARTS OF SPEECH

Parts of speech are the basic types of words that English has. Most grammar books say that there are eight parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions* and *interjections*.

It is important to be able to recognize and identify the different types of words in English, so that grammar explanations can be understood and used correctly. This is a summary of the 8 *parts of speech*.

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub.com is a web site. I like EnglishClub.com.
Noun	Thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is big . I like big dogs.

part of speech	function or "job"	example words	example sentences
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

Learning about the *parts of speech* is the first step in grammar study just as learning the letters of the alphabet is the first step to being able to read and write. From learning the *parts of speech*, we begin to understand the use or function of words and how words are joined together to make meaningful communication.

When we look up a word in a dictionary, we will find not only the meaning of the word but also what *part of speech* it is. This information is very helpful in understanding the full meaning of the word and knowing how to use it.

Here is an example of how it can be helpful to know about the *parts of speech*. Look at the sentence: The man surreptitiously entered the room. We probably don't know the meaning of the word surreptitiously, but if we know about *parts of speech*, we will recognize that it is an adverb and that it tells you something about how the man entered the room. We may still not understand the exact meaning of the word, but we can understand the whole sentence better than if we did not know about *parts of speech*.

CHAPTER TWO

NOUN

A. DEFINITION

The simple definition of noun is a word that describes a person, place, thing, idea or feeling. Here are some examples of it:

- **Person** : man, woman, teacher, John, Mary
- **place** : home, office, town, countryside, Indonesia
- **thing** : table, car, banana, money, music, love, dog, monkey
- **idea** or **feeling**: happiness, anxiety, decision, inspiration.

Notice the underlined words in the following sentences. What do you call those words?

John is reading a book in the park

John is a noun because it is a **person**'s name.

Book is a noun because it is a **thing**.

Park is a noun because it is a **place**.

B. FUNCTION

Nouns have certain functions (jobs) in a sentence: as **subject of verb**, as **object of verb**, as **object of preposition** and as **subjective complement**. The examples below will clarify those functions:

1. Subject of verb

e.g : **Doctors** work hard.

Doctors is the subject of the verb **work**

2. Object of verb (direct object)

e.g : He likes **coffee**.

Coffee is the direct object of **likes**

3. Object of verb (indirect object)

e.g : The customer sent the **store** a letter

Store is the indirect object of the verb **sent**.
Indirect objects are used after verbs like **bring, buy, give, make, owe, pay, sell, send, teach, and write**.

4. Object of preposition

e.g : The price of that **book** is very high.

Book is the object of preposition **of**.

Some common prepositions are **in, of, at, on, by, for, about, from, to, after, before, between, among**.

5. Subjective complement

e.g : My uncle is the richest man **man** in town.

Man is the head word of subjective complement

the richest man in town.

Subjective complements appear after verbs like **be, seem, appear, remain, become.**

Exercise

Read the sentences below. Circle the nouns in the sentences. Remember that a noun names a person, a place, a thing, an idea or feeling.

1. My family likes to go to the zoo.
2. Grandfather is coming to dinner.
3. That is a beautiful flower.
4. The purple grapes are delicious.
5. The fireman went to the house to put out the fire.
6. My friend likes to get books from the library.
7. The little girl was on the swing in the park.
8. Mom and dad are going to the movies.
9. The teacher gave us five worksheets to complete.
10. Your sock has a hole in it

C. TYPES

There are four types of noun. They are countable noun, uncountable noun, common noun, and proper noun. Each of the types will be discussed one by one.

1. Countable Noun

Countable nouns are easy to recognize. They are **things that you can count**. For example: "pen". You can

count pens. You can have one, two, three or more pens. Here are some more countable nouns:

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

Countable nouns can be singular or plural. See the following sentences and then focus your attention to the bolded words.

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

You can use the indefinite article **a/an**, with countable nouns when it is **singular**. Article **a** is used for the nouns which begin with **consonant sound**, while article **an** is followed by nouns with initial letter has **vowel sound**. See the following examples:

- **A** dog is **an** animal.
- I want **an** orange.

You can also use possessive adjective (my, your, his, her, their, our)

- Where is **my** bottle? (*not* Where is bottle?)

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

- I like **oranges**.
- **Bottles** can break.

You can use **some** and **any** with countable nouns:

- I've got **some** dollars.

- Have you got **any** pens?

You can also use **a few, several, many, and a lot of** with countable nouns:

- I've got **a few** dollars.
- I haven't got **many** pens.

2. Uncountable Noun

Uncountable nouns are **substances, concepts** etc that you cannot divide into separate elements. You cannot "count" them. For example, you cannot count "milk". You just can count "**bottles** of milk" or "**litres** of milk", but you cannot count "milk" itself. Here are some more uncountable nouns:

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

Uncountable nouns are usually treated as **singular**, so you can use a singular verb. For example:

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

The indefinite article **a/an** are not usually used with uncountable nouns. You cannot say "an information" or "a music". But you can say **a something of**. Look at the examples below:

- **a piece of** news
- **a bottle of** water
- **a grain of** rice

Some, any, a little, much, and a lot of can also be used with uncountable nouns. For examples:

- I've got **some** money.
- Have you got **any** rice?
- I've got **a little** money.
- I haven't got **much** rice.
- I've got **a lot of** money.

3. Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable *and* uncountable, often with a change of meaning.

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (= newspaper)	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party.	time	Have you got time for a coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work!

In the sentence *There are two hairs in my coffee*, two hairs means dua helai rambut, while in sentence *I don't have much hair*, much hair means banyak rambut.

4. Common Noun

A common noun names **a general person, a place, a thing, or an idea**. It does not refer to something specific. It is not capitalized, such as *basketball, video, wizard, coin, house, woman, and coach*. For example:

- a. I went to the city.
- b. The man was kind

Exercise

Directions: Underline the common nouns found in sentences below

1. The house is on Main Street.
2. Karen played with her sister.
3. Fran went to Friendly's Pet Shop.
4. The car stopped quickly.
5. Morgan Boulevard is a busy street.
6. Michael and his friend chased the kitten.
7. Did you see Kevin at the party?
8. Laura looked at the stars through her telescope.
9. There were no yellow markers in the box.

4. Proper Noun

A proper noun is the special word (or name) that is used for **a person, place or organization**, like **John**,

Marie, London, France or Sony. A name is a noun, but a **very special noun - a proper noun.** A proper noun is almost always capitalized.

common noun	Proper noun
man, boy	John
woman, girl	Mary
country, town	England, London
company	Ford, Sony
shop, restaurant	Maceys, McDonalds
month, day of the week	January, Sunday
book, film	<i>War & Peace, Titanic</i>

Proper nouns have special rules.

a. Proper Nouns without **the**

* **The** is not used with **names of people.** For example:

first names	Bill (<i>not the Bill</i>)
	Hilary
Surnames	Clinton
	Gates
full names	Hilary Gates

The is not normally used with **names of companies.** For examples:

- Renault, Ford, Sony, EnglishClub.com, *not* the Renault, the Ford, The Sony

- General Motors, Air France, British Airways, *not* the General Motors, etc.
- Warner Brothers, Brown & Son Ltd, not the Warner Brothers, etc.

The is not normally used for **shops, banks, hotels etc named after a founder or other person (with -'s or -s)**.

For example:

Shops	<i>not</i> the Harrods, the Marks & Spencer, the Maceys
Banks	Barclays Bank
hotels, restaurants	Steve's Hotel, Joe's Cafe, McDonalds
churches, cathedrals	St John's Church, St Peter's Cathedral

The is not normally used with **names of places**.
For examples:

Towns	Washington (<i>not</i> the Washington), Paris, Tokyo
states, regions	Texas, Kent, Eastern Europe
countries	England, Italy, Brazil
continents	Asia, Europe, North America
islands	Corsica
mountains	Everest

The is not normally used **with** "**President/Doctor/Mr etc + Name**":

the president, the king	President Bush (<i>not</i> *the President Bush)
the captain, the detective	Captain Kirk, Detective Colombo
the doctor, the professor	Doctor Well, Dr Well, Professor Dolittle
my uncle, your aunt	Uncle Jack, Aunt Jill
	Mr Gates (<i>not</i> *the Mr Gates), Mrs Clinton, Miss Black

Look at the following sentences for better understanding of the:

- I wanted to speak to **the doctor**.
- I wanted to speak to **Doctor Brown**.
- Who was **the president** before **President Kennedy**?

The is not normally used with "**Lake/Mount + Name**":

the lake	Lake Victoria
the mount	Mount Everest

Look at these example sentences:

- We live beside **Lake Victoria**. We have a fantastic view across **the lake**.

The is not normally used with **roads, streets, squares, parks etc:**

Streets etc	Oxford Street, Trenholme Road, Fifth Avenue
squares etc	Trafalgar Square, Oundle Place, Piccadilly Circus
parks etc	Central Park, Kew Gardens

Many big, important buildings have names made of two words (for example, Kennedy Airport). If the first word is the name of a person or place, the is not normally used the names:

people	Kennedy Airport, Alexander Palace, St Paul's Cathedral
places	Heathrow Airport, Waterloo Station, Edinburgh Castle

Exception!

If a country name includes "**States**", "**Kingdom**", "**Republic**" etc, **the** is normally used. For example:

States	the United States, the US, the United States of America, the USA
kingdom	the United Kingdom, the UK
republic	the French Republic

b. Proper Nouns with the

The is normally used with **country names** that include "**States**", "**Kingdom**", "**Republic**" etc:

States	the United States of America/the USA
Kingdom	the United Kingdom/the UK
Republic	the French Republic

The is normally used with **names of canals, rivers, seas and oceans**:

canals	The Suez Canal
rivers	the River Nile, the Nile
seas	the Mediterranean Sea, the Mediterranean
oceans	the Pacific Ocean, the Pacific

The is normally used with **plural names of people and places**:

people (families, for example)	The Clintons
countries	the Philippines, the United States
island groups	the Virgin Islands, the British Isles
mountain ranges	the Himalayas, the Alps

Look at these sentences:

- I saw **the Clintons** today. It was Bill's birthday.
- Trinidad is the largest island in **the West Indies**.
- Mount Everest is in **the Himalayas**.

The is normally used with the following sorts of names:

hotels, restaurants	the Ritz Hotel, the Peking Restaurant
banks	the National Westminster Bank
cinemas, theatres	the Royal Theatre, the ABC Cinema
museums	the British Museum, the National Gallery
buildings	the White House, the Crystal Palace
newspapers	the Daily Telegraph, the Sunday Post
organisations	the United Nations, the BBC, the European Union

The is normally used with **names** made with "of":

- the Tower of London
- the Gulf of Siam
- the Tropic of Cancer
- the London School of Economics
- the Bank of France
- the Statue of Liberty

Exercise 1

Determine whether each noun is a common noun or a proper noun. If the noun is common, write "common noun" on the line. If the noun is proper, re-write the noun on the line using correct capitalization.

E.g.: waterfall : **common noun**
niagara falls : **Niagara Falls**

1. march : _____
2. month : _____
3. day : _____

4. Tuesday : _____
5. holiday : _____
6. Christmas : _____
7. cereal : _____
8. cocoa puffs : _____
9. dr. cube : _____
10. doctor : _____
11. city : _____
2. jakarta : _____
13. street : _____
14. main street : _____
15. burger king : _____
16. restaurant : _____
17. slate creek : _____
18. creek : _____
19. dog : _____
20. snoopy : _____

Exercise 2

Underline the common nouns found in the following sentences. Then, give letter CN for common noun and PN for proper noun.

1. The house is on Main Street.
2. Karen played with her sister.
3. Fran went to Friendly's Pet Shop.
4. The car stopped quickly.
5. Morgan Boulevard is a busy street.
6. Michael and his friend chased the kitten.
7. Did you see Kevin at the party?

8. Laura looked at the stars through her telescope.
9. There were no yellow markers in the box.
10. Have you ever eaten a cheeseburger at Burger Planet?
11. A young boy found a dollar on the sidewalk.
12. Mary sat by the fire and roasted a marshmallow.

D. DETERMINERS

Determiners are words like **the**, **an**, **my**, **some**. They are grammatically similar. They all come at the beginning of noun phrases, and usually **you cannot use more than one determiner in the same noun phrase**.

a. Articles: a, an, the

When do we say "**the** dog" and when do we say "**a** dog"? (On this page we talk only about singular, countable nouns.) **The** and **a/an** are called "articles". They are divided into "**definite**" and "**indefinite**" articles, like this:

Articles	
Definite	Indefinite
the	a, an

Definite article **the** is used to mean **sure**, **certain**. Definite is particular. On the other hand, indefinite articles **a** and **an** are used to mean **not sure**, **not certain**. Indefinite is general.

When you are talking about one thing in particular, you use **the**. When you are talking about one thing in general, you use **a** or **an**.

Think of the sky at night. In the sky we see one moon and millions of stars. So normally we would say:

- I saw **the** moon last night.
- I saw **a** star last night.

Look at these examples:

The	a, an
<ul style="list-style-type: none"> • The capital of France is Paris. • I have found the book that I lost. • Have you cleaned the car? • There are six eggs in the fridge. • Please switch off the TV when you finish. 	<ul style="list-style-type: none"> • I was born in a town. • John had an omelette for lunch. • James Bond ordered a drink. • We want to buy an umbrella. • Have you got a pen?

Of course, often can we use **the** or **a/an** for the same word. It depends on the situation, not the word. Look at these examples:

- We want to buy **an** umbrella. (Any umbrella, not a particular umbrella.)
- Where is **the** umbrella? (We already have an umbrella. We are looking for our umbrella, a particular umbrella.)

This little story should help you understand the difference between **the** and **a/an**:

* **A** man and **a** woman were walking in Oxford Street.
The woman saw **a** dress that she liked in **a** shop. She

asked **the** man if he could buy **the** dress for her. He said: "Do you think **the** shop will accept **a** cheque? I don't have **a** credit card."

b. Possessive Adjective

Possessive adjectives are used to show **who owns** or **possesses** something. The possessive adjectives are:

- my, your, his, her, its, our, their
- whose (interrogative)

Number	person	gender	possessive adjective	example sentence
Singular	1 st	male/female	my	This is my book.
	2 nd	male/female	your	I like your hair.
	3 rd	male	his	His name is "John".
		female	her	Her name is "Mary".
		neuter	its	The dog is licking its paw.
Plural	1 st	male/female	our	We have sold our house.
	2 nd	male/female	your	Your children are lovely.
	3 rd	male/female/neuter	their	The students thanked their teacher.
singular/plural	1st/2nd/3 rd	male/female (not neuter)	whose	Whose phone did you use?

Compare:

your = possessive adjective
you're = you are *OR* you were

its = possessive adjective
it's = it is *OR* it was *OR* it has

their = possessive adjective
they're = they are *OR* they were
there = adverb (I'm not going there / look over there

/ there is a car outside)

Whose = possessive adjective
who's = who is *OR* who was *OR* who has

Be careful! There is no apostrophe (') in the possessive adjective "**its**". We use an apostrophe to write the short form of "it is", "it was" or "it has".

For example:

It's raining = It is raining

It's finished = It has finished

I'm taking my dog to the vet. It's broken **its** leg.

c. Each, Every, Some, and Any

Each and **every** have similar but not always identical meanings.

Each = every one separately

Every = each, all

Sometimes, **each** and **every** have the same meaning:

- Prices go up **each** year.

- Prices go up **every** year.

But often they are not exactly the same.

Each expresses the idea of '**one by one**'. It emphasizes **individuality**.

Every is half-way between each and all. It sees things or people as **singular, but in a group or in general**.

Consider the following:

- **Every** artist is sensitive.
- **Each** artist sees things differently.
- **Every** soldier saluted as the President arrived.
- The President gave **each** soldier a medal.

Each can be used in front of a verb:

- The soldiers **each** received a medal.

Each can be followed by 'of':

- The President spoke to **each** of the soldiers.
- He gave a medal to **each** of them.

Every cannot be used for two things. For two things, **each** can be used:

- He was carrying a suitcase in **each** hand.

Every is used to say how often something happens:

- There is a plane to Bangkok **every** day.
- The bus leaves **every** hour.

Verbs with **each** and **every** are always conjugated in the singular.

Some = a little, a few or a small number or amount

Any = one, some or all

Usually, **some** is used in positive (+) sentences and **any** in negative (-) and question (?) sentences.

	Some	any	example situation
+	I have some money.		I have \$10.
-		I don't have any money.	I don't have \$1 and I don't have \$10 and I don't have \$1,000,000. I have \$0.
?		Do you have any money?	Do you have \$1 or \$10 or \$1,000,000?

In general, **something/anything** and **somebody/anybody** are used in the same way as **some/any**.

Look at these examples:

- He needs **some** stamps.
- I must go. I have **some** homework to do.
- I'm thirsty. I want **something** to drink.
- I can see **somebody** coming.
- He doesn't need **any** stamps.
- I can stay. I don't have **any** homework to do.
- I'm not thirsty. I don't want **anything** to drink.
- I can't see **anybody** coming.
- Does he need **any** stamps?
- Do you have **any** homework to do?
- Do you want **anything** to drink?
- Can you see **anybody** coming?

Any is used in a positive sentence when the real sense is negative.

- I refused to give them **any** money. (I did **not** give them any money)
- She finished the test without **any** difficulty. (she did **not** have any difficulty)

Sometimes, **some** is used in a question, when we expect a positive YES answer. (We could say that it is not a real question, because we think we know the answer already.)





- Would you like **some** more tea?
- Could I have **some** sugar, please?

d. Possessive 's

When you want to show that something belongs to somebody or something, you usually add 's to a singular noun and an apostrophe ' to a plural noun. For examples:

- **the boy's ball** (one boy)
- **the boys' ball** (two or more boys)

Notice that the number of balls does not matter. The structure is influenced by **the possessor** and **not the possessed**.

	one ball	more than one ball
One boy	 the boy's ball	 the boy's balls
More than one boy	 the boys' ball	 the boys' balls

The structure can be used for a whole phrase:

- **the man next door's** mother (the mother of *the man next door*)
- **the Queen of England's** poodles (the poodles of *the Queen of England*)

Note:

Although you can use **of** to show possession, it is more usual to use possessive **'s**.

e. Proper Nouns (Names)

Possessive **'s** with names is very often used as in the following examples:

- This is Mary's car.
- Where is Ram's telephone?
- Who took Anthony's pen?
- I like Tara's hair.

When a name ends in **s**, we usually treat it like any other singular noun, and add **'s**:

- This is Charles's chair.

But it is possible (especially with older, classical names) to just add the apostrophe **'**:

- Who is Jesus' father?

Irregular Plurals

Some nouns have irregular plural forms without **s**

E.g. A man (singular) > men (plural)

A child (singular) > children (plural)

An ox (singular) > oxen (plural)

A person (singular) > people (plural)

A mouse (singular) > mice (plural)

To show possession, we usually add 's to the plural form of these nouns:

singular noun	plural noun
my child's dog	my children's dog
the man's work	the men's work
the mouse's cage	the mice's cage
A person's clothes	people's clothes

Exercise 1

Read the sentences below and underline the nouns.

1. The bird flew up into the tree.
2. The car stopped at the garage for petrol.
3. His older brother won the first prize in a competition.
4. Mr. Smart is staying at The Hilton in Birmingham next Friday.
5. Carl went to Disneyland in Paris for two days at half-term.

Exercise 2

Underline the common nouns. Then, give letter CN for common noun and PN for proper noun.

1. The house is on Main Street.
2. Karen played with her sister.
3. Fran went to Friendly's Pet Shop.

4. The car stopped quickly.
5. Morgan Boulevard is a busy street.
6. Michael and his friend chased the kitten.
7. Did you see Kevin at the party?
8. Laura looked at the stars through her telescope.
9. There were no yellow markers in the box.
10. Have you ever eaten a cheeseburger at Burger Planet?

CHAPTER THREE

PRONOUNS

A. DEFINITION

Pronouns are small words that take the place of a noun. The word or phrase replaced by a pronoun is called an **antecedent**. For example:

When **Robert** was fixing the car, **he** cut his hand.

(**Robert** is a noun. **He** is a pronoun that refers to the antecedent, *Robert*)

We can use a pronoun instead of a noun. Pronouns are words like: **he, you, ours, themselves, some, each, etc.** If we didn't have pronouns, we would have to repeat a lot of nouns. We would have to say things like:

- Do you like the president? I don't like the president. The president is too pompous.

With pronouns, we can say:

- Do you like the president? I don't like **him**. **He** is too pompous.

B. FUNCTION

Pronouns are used to:

- ▮ Refer to a noun (called its antecedent) that usually comes before the pronoun
- ▮ Make your writing clearer, smoother, and less awkward

Pay attention to the examples below. Decide which ones the antecedents are and which ones the pronouns are:

1. Roberto feels that he can win the race.
2. Terry and Jim know that they are best friends

You are right. In the first sentence, the noun antecedent is *Roberto* and *he* is the pronoun. In the second sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

Exercise 1

Read each pair of sentences. Underline the pronoun in the second sentence. Then, underline the words from the first sentence that the pronoun replaces (the antecedents).

E,g. The students are reading a story. It is about a dragon.

1. James and I went to the movie theater. We bought some popcorn.
2. The magician cut a woman in half. Then, she pulled a rabbit from a hat.
3. Marcia and Jan played with the puppies. Marcia tossed the ball to them.
4. Mitchell went swimming with Greg. He and Greg dove under the water.
5. Joelle listened to music on her iPod. After an hour, it ran out of batteries.
6. Dark storm clouds rolled in over the town. They blocked the sunlight.
7. Grandma and Grandpa went on a trip to Mexico. They will be back next week.

8. The carpenter's hammer is in the truck. His screwdriver is next to it.
9. Have you seen Kelly's doll? It has been missing all day.
10. That is the Smith's house. Their car is in the driveway.

Exercise 2

Rewrite each sentence. Replace the underlined words with a pronoun.

- 1.) Martha and I had to leave early for school.
- 2.) Dan and Joe helped the teacher clean.
- 3.) Where did Jen go?
- 4.) Was that Mary's phone ringing?
- 5.) I wonder if Dad knows the phone number.
- 6.) Let's go for a ride in my brother's car.
- 7.) Jane, Lisa, and Susan went to the game together.

C. KINDS

1. Personal Pronoun

Personal pronouns represent specific people or things. They are used depending on:

- number: singular (e.g.: **I**) or plural (e.g.: **we**)
- person: 1st person (eg: **I**), 2nd person (eg: **you**) or 3rd person (eg: **he**)
- gender: male (eg: **he**), female (eg: **she**) or neuter (eg: **it**)

- case: subject (eg: **we**) or object (eg: **us**)

There are two cases of personal pronoun. They are subject pronoun and object pronoun. Subject pronouns are the subject of a verb. They generally appear BEFORE the verb or after linking verb. For examples:

She went to the store.

The winner is he

Object pronouns are the receiver of the action of the verb or for whom after action was performed. They generally appear AFTER the verb or after preposition. For examples:

Joko bought her roses

Rahmat gave the ball to him.

Here are the personal pronouns, followed by some example sentences:

number	person	gender	personal pronouns	
			subject	object
singular	1 st	male/female	I	Me
	2 nd	male/female	you	You
	3 rd	Male	he	Him
		Female	she	Her
	Neuter	it	It	
plural	1 st	male/female	we	Us
	2 nd	male/female	you	You
	3 rd	male/female/neuter	they	Them

Examples (in each case, the first example shows a **subject pronoun**, the second an **object pronoun**):

- **I** like coffee.
- John helped **me**.
- Do **you** like coffee?
- John loves **you**.
- **He** runs fast.
- Did Ram beat **him**?
- **She** is clever.
- Does Mary know **her**?
- **It** doesn't work.
- Can the engineer repair **it**?
- **We** went home.
- Anthony drove **us**.
- Do **you** need a table for three?
- Did John and Mary beat **you** at doubles?
- **They** played doubles.
- John and Mary beat **them**.

When you are talking about a single thing, you almost always use **it**. However, there are a few exceptions. You may sometimes refer to an animal as **he/him** or **she/her**, especially if the animal is **domesticated** or a **pet**. Ships (and some other **vessels** or **vehicles**) as well as some **countries** are often treated as **female** and referred to as **she/her**. Here are some examples:

- This is our dog Rusty. **He's** an Alsation.
- The *Titanic* was a great ship but **she** sank on her first voyage.
- My first car was a Mini and I treated **her** like my wife.
- Thailand has now opened **her** border with Cambodia.

For a single person, sometimes you don't know whether to use **he** or **she**. There are several solutions to this:

- If a teacher needs help, **he or she** should see the principal.
- If a teacher needs help, **he** should see the principal.
- If a teacher needs help, **she** should see the principal.

To introduce a remark, **it** is often used. See the examples below:

- **It** is nice to have a holiday sometimes.
- **It** is important to dress well.
- **It's** difficult to find a job.
- Is **it** normal to see them together?
- **It** didn't take long to walk here.

It is also often used to talk about the **weather**, **temperature**, **time** and **distance**:

- **It's** raining.
- **It** will probably be hot tomorrow.
- **Is** it nine o'clock yet?
- **It's** 50 kilometres from here to Bukittinggi.

Exercise 1

Read the following sentences and underline the pronouns in each one. Then find the word that it describes.

1. Sally went to the store and she bought fruit.
2. Tom wanted to see if his friends could go.
3. The dish looked like it was broken.
4. The girls took candy with them to the movies.

Exercise 2

Read the sentences below and find the correct personal pronouns

1. Between (you and me, you and I), this is easy stuff!
2. After class, Rini gave (she, her) a note
3. The book delighted (us, we) readers
4. The teacher assigned (they, them) homework for Thursday

2. Demonstrative Pronouns

A demonstrative pronoun represents a thing or things:

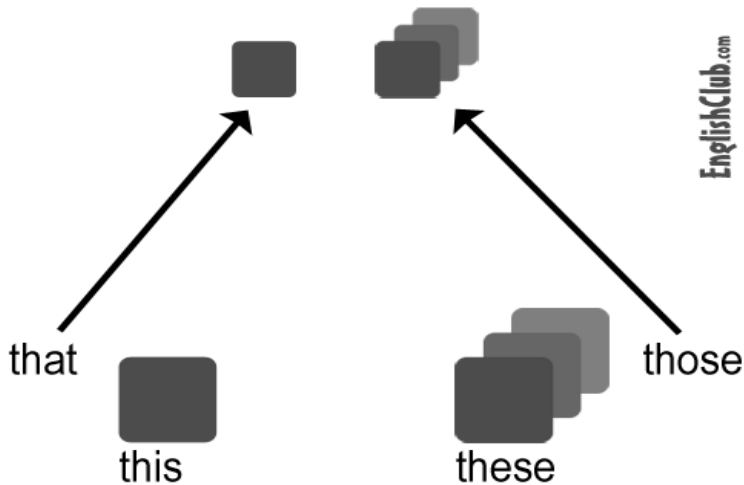
- near in distance or time (**this, these**)
- far in distance or time (**that, those**)

	near	far
singular	this	that
plural	these	those

Here are some examples with demonstrative pronouns, followed by an illustration:

- **This** tastes good.
- Have you seen **this**?
- **These** are bad times.
- Do you like **these**?

- **That** is beautiful.
- Look at **that**!
- **Those** were the days!
- Can you see **those**?
- **This** is heavier than **that**.
- **These** are bigger than **those**.



Do not confuse demonstrative pronouns with demonstrative adjectives. They are identical, but a demonstrative pronoun stands alone, while a demonstrative adjective qualifies a noun.

- **That** smells. (demonstrative pronoun)
- **That book** is good. (demonstrative adjective + noun)

Normally demonstrative pronouns are used for **things** only. But they can be used for **people** when the person is identified. Look at these examples:

- **This** is Ali speaking. Is **that** Umar?
- **That** sounds like Ridwan.

Exercise

Find the demonstrative pronouns and the antecedent the sentences below.

1. This is a funny story.
2. Those are the stamps my cousin needs.
3. Will this be the last snow storm?
4. Thanks, that was a good pie.
5. Nicole, these are my papers.

3. Possessive Pronouns

Possessive pronouns are used to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things).

We use possessive pronouns depending on:

- number: singular (eg: **mine**) or plural (eg: **ours**)
- person: 1st person (eg: **mine**), 2nd person (eg: **yours**) or 3rd person (eg: **his**)
- gender: male (**his**), female (**hers**)

Below are the possessive pronouns, followed by some example sentences.

number	person	gender (of "owner")	possessive pronouns
singular	1st	male/female	Mine
	2nd	male/female	Yours
	3rd	male	His
		female	Hers
plural	1st	male/female	Ours
	2nd	male/female	Yours
	3rd	male/female/neuter	Theirs

Examples:

- Look at these pictures. **Mine** is the big one. (subject = My picture)
- I like your flowers. Do you like **mine**? (object = my flowers)
- I looked everywhere for your key. I found John's key but I couldn't find **yours**. (object = your key)
- My flowers are dying. **Yours** are lovely. (subject = Your flowers)
- All the essays were good but **his** was the best. (subject = his essay)
- John found his passport but Mary couldn't find **hers**. (object = her passport)

- John found his clothes but Mary couldn't find **hers**. (object = her clothes)
- Here is your car. **Ours** is over there, where we left it. (subject = Our car)
- Your photos are good. **Ours** are terrible. (subject = Our photos)
- Each couple's books are colour-coded. **Yours** are red. (subject = Your books)
- I don't like this family's garden but I like **yours**. (subject = your garden)
- These aren't John and Mary's children. **Theirs** have black hair. (subject = Their children)
- John and Mary don't like your car. Do you like **theirs**? (object = their car)

Notice that the following (with apostrophe ['']) do NOT exist: ~~her's, your's, their's~~

Notice that the interrogative pronoun **whose** can also be a possessive pronoun (an interrogative possessive pronoun). Look at these examples:

- There was \$100 on the table and Tara wondered **whose** it was.
- This car hasn't moved for two months. **Whose** is it?

4. Interrogative Pronouns

Interrogative pronouns are used to ask questions. The interrogative pronoun represents the thing no known (what we are asking the question about). There are four main interrogative pronouns: **who**, **whom**, **what**, **which**. Notice

that the possessive pronoun **whose** can also be an interrogative pronoun (an interrogative possessive pronoun).

	subject	object	
person	who	whom	
	subject	object	
thing	What		
person/thing	which		
person	whose		(possessive)

Notice that **whom** is the correct form when the pronoun is the object of the verb, as in "**Whom** did you see?" ("I saw **John**.") However, in normal, spoken English **whom** is rarely used. Most native speakers would say (or even write): "**Who** did you see?"

Look at these example questions. In the sample answers, the noun phrase that the interrogative pronoun represents is shown **in bold**.

Question	Answer	
Who told you?	John told me.	subject
Whom did you tell?	I told Mary .	object
What's happened?	An accident's happened.	subject
What do you want?	I want coffee .	object
Which came first?	The Porsche 911 came first.	subject

Question	Answer	
Which will the doctor see first?	The doctor will see the patient in blue first.	object
There's one car missing. Whose hasn't arrived?	John's (car) hasn't arrived.	subject
We've found everyone's keys. Whose did you find?	I found John's (keys) .	object

Note that the suffix "-ever" is sometimes used to make compounds from some of these pronouns (mainly **whoever, whatever, whichever**). When "-ever" is added, it is used for emphasis, often to show confusion or surprise. Look at these examples:

- **Whoever** would want to do such a nasty thing?
- **Whatever** did he say to make her cry like that?
- They're all fantastic! **Whichever** will you choose?

5. Reflexive Pronoun

A reflexive pronoun is used when one wants to refer back to the subject of the sentence or clause. Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

There are eight reflexive pronouns:

	reflexive pronoun
singular	Myself yourself himself, herself, itself
plural	Ourselves yourselves themselves

Look at these examples:

Personal pronoun	Reflexive pronoun
<i>The <u>underlined</u> words are NOT the same person/thing</i>	<i>The <u>underlined</u> words are the SAME person/thing</i>
Personal pronoun	Reflexive pronouns
<u>John</u> saw <u>me</u> .	<u>I</u> saw myself in the mirror.
Why does <u>he</u> blame <u>you</u> ?	Why do <u>you</u> blame yourself ?
<u>David</u> sent <u>him</u> a copy.	<u>John</u> sent himself a copy.
<u>David</u> sent <u>her</u> a copy.	<u>Mary</u> sent herself a copy.
<u>My</u> dog hurt <u>the</u> cat.	<u>My</u> dog hurt itself .
<u>We</u> blame <u>you</u> .	<u>We</u> blame ourselves .
Can <u>you</u> help <u>my</u> children?	Can <u>you</u> help yourselves ?
<u>They</u> cannot look after <u>the</u> babies.	<u>They</u> cannot look after themselves .

Notice that all the above reflexive pronouns can also act as **intensive pronouns**, but the function and usage are different. An intensive pronoun emphasizes its antecedent. Look at these examples:

- I made it **myself**. *OR* I **myself** made it.
- Have you **yourself** seen it? *OR* Have you seen it **yourself**?
- The President **himself** promised to stop the war.
- She spoke to me **herself**. *OR* She **herself** spoke to me.
- The exam **itself** wasn't difficult, but exam room was horrible.
- Never mind. We'll do it **ourselves**.
- You **yourselves** asked us to do it.
- They recommend this book even though they **themselves** have never read it. *OR* They recommend this book even though they have never read it **themselves**.

Exercise

Use the reflexive pronouns (**myself, yourself, herself, himself, itself, ourselves, yourselves, themselves**) below to complete the sentences. Then underline the person, people, or noun to which the pronoun is referring.

1. George and Mary did the project all by _____.
2. I wondered about that _____.
3. Adam hurt _____ playing hockey.
4. The calculator will turn _____ off when it is not being used.
5. Make sure you clean _____ up before the party starts.

6. Julie dusted _____ off before she got back on the horse.
7. You and I have to ask _____ that question.
8. Do you boys think you can handle this _____?

6. Reciprocal Pronoun

Reciprocal pronoun is used when each of two or more subjects is acting in the same way towards the other. For example, A is talking to B, and B is talking to A. Therefore the two sentences can be combined as follows:

* A and B are talking to **each other**.

or

* A and B are talking to **one another**

The action is "reciprocated". John talks to Mary and Mary talks to John. I give you a present and you give me a present. The dog bites the cat and the cat bites the dog.

There are only two reciprocal pronouns, and they are both two words:

- **each other**
- **one another**

When these reciprocal pronouns are used:

- there must be **two or more** people, things or groups involved (so we cannot use reciprocal pronouns with I, you [singular], he/she/it), and
- they must be **doing the same thing**

Look at other examples below:

- John and Mary love **each other**.
- Peter and David hate **each other**.
- The ten prisoners were all blaming **one another**.
- Both teams played hard against **each other**.
- We gave **each other** gifts.
- Why don't you believe **each other**?
- They can't see **each other**.
- The gangsters were fighting **one another**.
- The boats were bumping against **each other** in the storm.

You probably notice that **each other** is used in more examples above than **one another**. That's because in general we use **each other** more often than **one another**, which sounds a little formal. Also, some people say that **one another** should only be used for three or more people or things, but there is no real justification for this

7. Indefinite Pronoun

An indefinite pronoun does not refer to any specific person, thing or amount. It is vague and "not definite". Some typical indefinite pronouns are:

- all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone

Note that many indefinite pronouns also function as other parts of speech. Look at "another" in the following sentences:

- He has one job in the day and another at night. (pronoun)
- I'd like another drink, please. (adjective)

Most indefinite pronouns are either singular or plural. However, some of them can be singular in one context and plural in another. The most common indefinite pronouns are listed below, with examples, as singular, plural or singular/plural.

Notice that a singular **pronoun** takes a singular *verb* AND that any personal pronoun should also *agree* (in number and gender). Look at these examples:

- **Each** of the players *has* a doctor.
- I met two girls. **One** *has* given me *her* phone number.

Similarly, plural **pronouns** need plural *agreement*:

- **Many** *have* expressed *their* views.

pronoun	Meaning	example
Singular		
another	an additional or different person or thing	That ice-cream was good. Can I have another?
anybody/anyone	no matter what person	Can anyone answer this question?
anything	no matter what thing	The doctor needs to know if you have eaten anything in the last two hours.
each	every one of two or more people or things, seen separately	Each has his own thoughts.
Either	one or the other of two people or things	Do you want tea or coffee? / I don't mind. Either is good for me.
pronoun	Meaning	example

enough	as much or as many as needed	Enough is enough.
everybody/ everyone	all people	We can start the meeting because everybody has arrived.
everything	all things	They have no house or possessions. They lost everything in the earthquake.
less	a smaller amount	"Less is more" (Mies van der Rohe)
little	a small amount	Little is know about his early life.
much	a large amount	Much has happend since we met.
neither	not one and not the other of two people or things	I keep telling Jack and Jill but neither believes me.
nobody/no-one	no person	I phoned many times but nobody answered.
nothing	no single thing, not anything	If you don't know the answer it's best to say nothing.
one	an unidentified person	Can one smoke here? All the students arrived but now one is missing.
Either	one or the other of two people or things	Do you want tea or coffee? / I don't mind. Either is good for me.
pronoun	Meaning	example
Other	a different person or thing	One was tall and the

	from one already mentioned	other was short.
somebody/ someone	an unspecified or unknown person	Clearly somebody murdered him. It was not suicide.
something	an unspecified or unknown thing	Listen! I just heard something! What could it be?
pronoun	Meaning	example
you	an unidentified person (informal)	And you can see why.
both	two people or things, seen together	John likes coffee but not tea. I think both are good.
few	a small number of people or things	Few have ever disobeyed him and lived.
fewer	a reduced number of people or things	Fewer are smoking these days.
many	a large number of people or things	Many have come already.
others	other people; not us	I'm sure that others have tried before us.
several	more than two but not many	They all complained and several left the meeting.
Either pronoun	one or the other of two people or things Meaning	Do you want tea or coffee? / I don't mind. Either is good for me. example

They	people in general (informal)	They say that vegetables are good for you.
all	the whole quantity of something or of some things or people	All is forgiven. All have arrived.
any	no matter how much or how many	Is any left? Are any coming?
more	a greater quantity of something; a greater number of people or things	There is more over there. More are coming.
most	the majority; nearly all	Most is lost. Most have refused.
none	not any; no person or persons	They fixed the water so why is none coming out of the tap? I invited five friends but none have come.*
some	an unspecified quantity of something; an unspecified number of people or things	Here is some. Some have arrived.
such	of the type already mentioned	He was a foreigner and he felt that he was treated as such.

Some people say that "none" should always take a singular verb, even when talking about countable nouns (e.g. five friends). They argue that "none" means "no one", and "one" is obviously singular. They say that "I invited five friends but none **has** come" is correct and "I invited five friends but none **have** come" is incorrect. Historically and grammatically there is little to support this view. "None" has

been used for hundreds of years with both a singular and a plural verb, according to the context and the emphasis required.

8. Relative Pronoun

A relative pronoun is a pronoun that introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that it modifies. Here is an example:

- The person **who** phoned me last night is my teacher.

In the above example, "who" relates to "person", which it modifies and introduces the relative clause "who phoned me last night"

There are five relative pronouns: **who**, **whom**, **whose**, **which**, **that**. **Who** (subject) and **whom** (object) are generally only for people. **Whose** is for possession (for people or things). **Which** is for things. **That** can be used for people** and things and as subject and object in defining relative clauses (clauses that are essential to the sentence and do not simply add extra information). Relative pronouns can refer to singular or plural, and there is no difference between male and female. Look at these examples showing defining and non-defining relative clauses:

		example sentences S=subject, O=object, P=possessive	Notes
defining	S	- The person who phoned me last night is my teacher. - The person that phoned me last night is my teacher.	That is preferable
		- The car which hit me was yellow. - The cars that hit me were yellow.	That is preferable
		example sentences	Notes

		S=subject, O=object, P=possessive	
	O	<ul style="list-style-type: none"> - The person whom I phoned last night is my teacher. - The people who I phoned last night are my teachers. - The person that I phoned last night is my teacher. - The person I phoned last night is my teacher. 	Whom is correct but very formal. The relative pronoun is optional.
		<ul style="list-style-type: none"> - The car which I drive is old. - The car that I drive is old. - The car I drive is old. 	That is preferable to which . The relative pronoun is optional.
	P	<ul style="list-style-type: none"> - The student whose phone just rang should stand up. - Students whose parents are wealthy pay extra. 	
		<ul style="list-style-type: none"> - The police are looking for the car whose driver was masked. - The police are looking for the car of which the driver was masked. 	Of which is usual for things, but whose is sometimes possible
non-defining	S	- Mrs Pratt, who is very kind, is my teacher.	
		<ul style="list-style-type: none"> - The car, which was a taxi, exploded. - The cars, which were taxis, exploded. <p style="text-align: center;">example sentences</p>	Notes

	S=subject, O=object, P=possessive	
O	- Mrs Pratt, whom I like very much, is my teacher. - Mr and Mrs Pratt, who I like very much, are my teachers.	Whom is correct but very formal. Who is normal.
	- The car, which I was driving at the time, suddenly caught fire.	
P	- My brother, whose phone you just heard, is a doctor.	
	- The car, whose driver jumped out just before the accident, was completely destroyed. - The car, the driver of which jumped out just before the accident, was completely destroyed.	Of which is usual for things, but whose is sometimes possible

*Not all grammar sources count "that" as a relative pronoun.

**Some people claim that we cannot use "that" for people but must use "who/whom"; there is no good reason for such a claim

9. Pronoun Case

Pronouns (and nouns) in English display "case" according to their function in the sentence. Their function can be:

- subjective (they act as the **subject**)
- objective (they act as the **object**)
- possessive (they show **possession** of something else)

The following table shows the different forms for pronouns depending on case.

			subjective case	objective case	possessive case
personal pronouns	<i>singular</i>	<i>1st</i>	I	me	mine
		<i>2nd</i>	You	you	yours
		<i>3rd</i>	he she it	him her it	his hers its
	<i>plural</i>	<i>1st</i>	We	us	ours
		<i>2nd</i>	You	you	yours
		<i>3rd</i>	They	them	theirs
relative/interrogative pronouns			Who	whom	whose
			Whoever	whomever	
			which/that/ what	which/that/ what	
indefinite pronouns			Everybody	everybody	everybody's

A problem of case: Mary and I OR Mary and me?

1. **Mary and I** are delighted to be here today. (NOT Mary and me)
2. The letter was addressed to **Mary and me**. (NOT Mary and I)

In 1, Mary and I are subjects, which is why the pronoun takes the **subjective** case ("I"). In 2, Mary and I are objects, which is why the pronoun takes the **objective** case ("me"). An easy way to check the correct case is to try the sentence without Mary. Would you say "I am delighted to be

here" or "Me am delighted to be here"? Would you say "The letter was addressed to me" or "The letter was addressed to I"?

Exercise 1

Underline the two pronouns found in each sentence. Above each pronoun label its type using these abbreviations: personal (PER), reflexive (REF), demonstrative (DEM), interrogative (INT), or indefinite (IND) pronoun.

1. This is the way to do it.
2. He hurt himself during gym class.
3. Can you and they finish the cleaning by three o'clock?
4. Who is the person with her?
5. I held the door for them.
6. Please tell him that we said hello.
7. Ours is older than theirs.
8. Neither of them is the clear winner of the race as of now.
9. Will she watch someone while Sarah goes shopping?
10. Those are the best ones to buy.
11. Please bring yours to us.
12. After Jerry spotted the giraffe, he photographed it.
13. Everything has gone well for us.
14. Will they be able to move the belongings by themselves?
15. All of the students know both.

Exercise 2

Identify the pronoun(s) in each example. Specify if the pronoun/s are *possessive*, *interrogative* or *demonstrative*.

1. Those were the best chocolate chip cookies I have ever eaten!

2. The suitcase that was stolen in the airport was mine.

3. To whom did you address the package?

4. This chair has been in her family since before the Civil War.

5. Which card was given to that family?

Exercise 3

Correct the following sentences so the pronouns agree with their antecedents.

E.g. No one put their jacket on the coat rack (incorrect).

No one put his or her jacket on the coat rack (correct)

1. The child played with their toy in the playpen.
2. All the dogs ran to his cages.
3. Neither Tom nor Kevin could find their math book.
4. The candies were covered in its proper wrapping.
5. Anyone is allowed to type their paper in the computer lab.

CHAPTER FOUR

VERBS

A. DEFINITION

The verb is king in English. The shortest sentence contains a verb. You can make a one-word sentence with a verb, for example: "**Stop!**" You cannot make a one-word sentence with any other type of word.

Verbs are sometimes described as "**action words**". This is partly true. Many verbs give the idea of action, of "doing" something. For example, words like *run*, *fight*, *do* and *work* all convey action. But **some verbs** do not give the idea of action; they give **the idea of existence, of state, or of "being"**. For example, verbs like *be*, *exist*, *seem* and *belong* all convey state.

A verb always has a subject. (In the sentence "John speaks English", *John* is the subject and *speaks* is the verb.) In simple terms, therefore, it can be said that verbs are words that tell us what a subject **does** or **is**.

B. FUNCTION

Verbs usually describe:

- **action** (Ram plays football.)
- **state** (Anthony seems kind.)

There is something very special about verbs in English. **Most other words (adjectives, adverbs, prepositions etc) do not change in form (although nouns can have singular and plural forms).** But **almost all verbs change in form.** For example, the verb *to work* has five forms:

- *to work, work, works, worked, working*

C. KINDS

Verbs are divided into two broad classifications:

1. Helping Verb

Helping verbs have no meaning on their own. Helping verbs are also called "**auxiliary verbs**". They are **necessary for the grammatical structure** of a sentence, but they do not tell us very much alone. We usually use helping verbs with main verbs. They "help" the main verb (which has the real meaning).

Imagine that a stranger walks into your room and says:

- **I can.**
- People **must.**
- The Earth **will.**

Do you understand anything? Has this person communicated anything to you? Probably not! That's because these verbs are **helping verbs** and have no meaning on their own. They are necessary for the grammatical structure of the sentence, but they do not tell us very much alone. The sentences in the above examples are therefore incomplete. They need at least a main verb to complete them (like *read, study, end, etc.*). Therefore the sentences will be meaningful as follow:

- **I can** *read*
- People **must** *study.*
- The Earth **will** *end.*

Helping verbs can be divided into two basic groups:

a. Primary Helping Verbs (3 verbs)

These are the verbs *be*, *do*, and *have*. Note that these three verbs can be used as helping verbs **or** as main verbs. On this page we talk about them as helping verbs. We use them in the following cases:

- **be**

- to make continuous tenses (He **is** watching TV.)
- to make the passive (Small fish **are** eaten by big fish.)

- **have**

- to make perfect tenses (I **have** finished my homework.)

- **do**

- to make negatives (I **do** not like you.)
- to ask questions (**Do** you want some coffee?)
- to show emphasis (I **do** want you to pass your exam.)
- to stand for a main verb in some constructions (He speaks faster than she **does**.)

b. Modal Helping Verbs (10 verbs)

Modal helping verbs are used to "**modify**" the meaning of the main verb in some way. A modal helping verb expresses necessity or possibility, and changes the main verb in that sense. These are the modal verbs:

- can, could
- may, might
- will, would,
- shall, should
- must
- ought to

Here are examples using modal helping verbs:

- I **can't** speak Chinese.
- John **may** arrive late.
- **Would** you like a cup of coffee?
- You **should** see a doctor.
- I really **must** go now.

2. Main Verbs

Now imagine that the same stranger walks into your room and says:

- I **teach**.
- People **eat**.
- The Earth **rotates**.

Do you understand something? Has this person communicated something to you? Probably yes! Not a lot, but something. That's because these verbs are **main verbs** and have meaning on their own. They tell us something. Of course, there are thousands of main verbs.

In the following table, you can see example sentences with **helping verbs** and **main verbs**. Notice that all of these sentences have a main verb. Only some of them have a helping verb.

	helping verb		main verb	
John			likes	coffee.
You			lied	to me.
They			are	happy.
The children	Are		playing.	
We	Must		go	now.
I	Do	not	want	any.

Main verbs have meaning on their own (unlike **helping verbs**). There are thousands of main verbs, and they can be classified in several ways:

a. Transitive and Intransitive Verbs

A transitive verb takes a **direct object**: *Somebody killed the President* (the President is the **direct object**). An intransitive verb does not have a direct object: *He died*. Many verbs, like *speak*, can be transitive or intransitive. Look at these examples of transitive verbs:

- I **saw** an elephant.
- We are **watching** TV.
- He **speaks** English.

Now, notice the intransitive verbs in the following sentences:

- He has **arrived**.
- John **goes** to school.
- She **speaks** fast.

b. Linking verbs

A linking verb does not have much meaning in itself. It "links" the subject to what is said about the subject. Usually, a linking verb shows equality (=) or a change to a different state or place (>). Linking verbs are always intransitive (but not all intransitive verbs are linking verbs).

- Mary **is** a teacher. (Mary = teacher)
- Tara **is** beautiful. (Tara = beautiful)
- That **sounds** interesting. (That = interesting)
- The sky **became** dark. (The sky > dark)
- The bread **has gone** bad. (The bread > bad)

c. Dynamic and static verbs

Some verbs describe action. They are called "dynamic", and can be used with continuous tenses. Other verbs describe state (non-action, a situation). They are called "static", and cannot normally be used with continuous tenses (though some of them can be used with continuous tenses with a change in meaning).

The examples of dynamic verbs are as follow:

- hit, explode, fight, run, go

The examples of stative verbs:

- be
- like, love, prefer, wish
- impress, please, surprise
- hear, see, sound
- belong to, consist of, contain, include, need
- appear, resemble, seem

d. Regular and irregular verbs

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different endings for their past tense and past participle forms. For regular verbs, the past tense ending and past participle ending is always the same: -ed. For irregular verbs, the past tense ending and the past participle ending is variable, so it is necessary to learn them by heart.

Examples of regular verbs:

	base	past tense	past participle
•	look	looked	looked
•	work	worked	worked

Examples of irregular verbs:

Base	past tense	past participle
• buy	bought	bought
• cut	cut	cut
• do	did	done

Exercise 1

Draw a line under the predicate of each sentence. Then, write the action verb on the line.

1. The baby crawls across the floor.

2. The big, black bear growled. _____
3. The rocket blasts into the sky. _____
4. The picture hung on the wall. _____
5. I searched for my missing sock.

6. Carlita's brother grilled a steak. _____
7. Ken clicked the computer mouse.

8. Dr. Kip examines his patient. _____
9. My red shirt shrunk in the wash.

10. Mother hides the cookies. _____

Exercise 2

Circle the linking verb in each sentence.

1. The old window is very creaky.
2. Those kids across the street were mean.
3. The book is on the top shelf.
4. There are twelve bagels in a dozen.
5. The copier is out of paper.
6. I was late for work today.
7. The cakes were delicious.
8. That shirt is too small for her.
9. Those dresses are very pretty.
10. My legs were sore after all that walking.
11. Danny has been a good boy all day long.
12. The clothes in this stack are clean.

D. FORM

1. Forms of Main Verbs

Main verbs (except the verb "be") have only 4, 5 or 6 forms. "Be" has 9 forms.

		V1	V2	V3		
	infinitive	base	past simple	past participle	present participle	present simple, 3rd person singular
regular	(to) work	work	worked	worked	working	works
Irregular	(to) sing	sing	sang	sung	singing	sings
	(to) make	make	made	made	making	makes
	(to) cut	cut	cut	cut	cutting	cuts
		V1	V2	V3		
	(to) do*	do	did	done	doing	does

	(to) have*	have	had	had	having	has
	infinitive	base	past simple	past participle	present participle	present simple
	(to) be*	be	was, were	been	being	am, are, is

In the above examples:

- **to cut** has **4** forms: to cut, cut, cutting, cuts
- **to work** has **5** forms: to work, work, worked, working, works
- **to sing** has **6** forms: to sing, sing, sang, sung, singing, sings
- **to be** has **9** forms: to be, be, being, am, is, are, was, were, been

At school, students usually learn by heart the **base**, **past simple** and **past participle** (sometimes called Verb 1, Verb 2, Verb 3) for the irregular verbs. They may spend many hours chanting: sing, sang, sung; go, went, gone; have, had, had; etc. They do not learn these for the regular verbs because the past simple and past participle are always the same: they are formed by adding "-ed" to the base. They do not learn the **present participle** and **3rd person singular present simple** by heart - for another very simple reason: they never change.

The present participle is always made by adding "-ing" to the base, and the 3rd person singular present simple is always made by adding "s" to the base (though there are some variations in spelling).

- * Note that "do", "have" and "be" also function as helping or auxiliary verbs, with exactly the same forms (except that as helping verbs they are never in infinitive form).

Example Sentences

These example sentences use main verbs in different forms.

Infinitive

- I want **to work**
- He has **to sing**.
- This exercise is easy **to do**.
- Let him **have** one.
- **To be**, or not **to be**, that is the question:

Base - Imperative

- **Work** well!
- **Make** this.
- **Have** a nice day.
- **Be** quiet!

Base-Present Simple (except 3rd person singular)

- I **work** in London.
- You **sing** well.
- They **have** a lot of money.

Base - After modal auxiliary verbs

- I can **work** tomorrow.
- You must **sing** louder.
- They might **do** it.
- You could **be** right.

Past simple

- I **worked** yesterday.
- She **cut** his hair last week.
- They **had** a good time.

- They **were** surprised, but I **was** not.

Past participle

- I have **worked** here for five years.
- He needs a folder **made** of plastic.
- It is **done** like this.
- I have never **been** so happy.

Present participle

- I am **working**.
- **Singing** well is not easy.
- **Having** finished, he went home.
- You are **being** silly!

3rd person singular, present simple

- He **works** in London.
- She **sings** well.
- She **has** a lot of money.
- It **is** Vietnamese.

2. Forms of Helping Verbs

All helping verbs are used with a main verb (either expressed or understood). Helping verbs are also called "auxiliary verbs". There are 2 groups of helping verbs:

- **Primary helping verbs**, used mainly to change the tense or voice of the main verb, and in making questions and negatives.
- **Modal helping verbs**, used to change the "mood" of the main verb.

Study the table below. It shows the principle forms and uses of helping verbs, and explains the differences between primary and modal helping verbs.

Helping Verbs			
Primary		Modal	
do	(to make simple tenses, and questions and negatives)	can	could
be	(to make continuous tenses, and the passive voice)	may	might
have	(to make perfect tenses)	will	would
Helping Verbs			
Primary		Modal	
		shall	should
		must	
		ought (to)	
"Do", "be" and "have" as helping verbs have exactly the same forms as when they are main verbs (except that as helping verbs they are never used in infinitive forms).		Modal helping verbs are invariable. They always have the same form.	
Primary helping verbs are followed by the main verb in a particular form: <ul style="list-style-type: none"> • do + V1 (base verb) • be + -ing (present participle) • have + V3 (past participle) 		"Ought" is followed by the main verb in infinitive form. Other modal helping verbs are followed by the main verb in its base form (V1). <ul style="list-style-type: none"> • ought + to... (infinitive) • other modals + V1 (base verb) 	
"Do", "be" and "have" can also function as main verbs.		Modal helping verbs cannot function as main verbs	

Sometimes we make a sentence that has a helping verb and seems to have no main verb. In fact, the main verb is "understood". Look at the following examples:

- Question: **Can** you **speak** English? (The main verb **speak** is "expressed".)
- Answer: Yes, I **can**. (The main verb **speak** is not expressed. It is "understood" from the context. We understand: Yes, I **can speak** English.

But if somebody walked into the room and said "Hello. I can", we would understand **nothing!**

Exercise

Find the action verb in each sentence. Then tell whether the verb is past tense, present test, or future tense.

Examples:

Daniel played baseball yesterday. past tense

He plays baseball everyday. present tense

We will go to Daniel's baseball game. future tense

1. Daniel will choose a baseball bat.

2. He steps up to the plate. _____
3. The pitcher tossed the ball. _____
4. Daniel will swing hard. _____
5. The ball struck the bat. _____
6. The ball flies through the air. _____
7. It landed over the fence. _____
8. Daniel will run around the bases. _____
9. The crowd screams loudly. _____

10. He will slide into home plate. _____
11. Daniel's teammates cheered. _____
12. Daniel smiled proudly. _____

Exercise 2

Read each sentence and find the verbs. Then determine if the verb is a linking verb or an action verb.

1. The strong winds blew down the old tree.
2. Aaron is an avid reader. _____
3. Jessica's friends were very polite. _____
4. The boxes are in the back of my truck.
5. The movie ended very late. _____
6. There will be snow on the ground tomorrow.
7. Lisa paints pictures of animals. _____
8. Robert ate the crust of the pizza first. _____
9. I am one of the tallest kids in school. _____
10. Betty is afraid of the dark.

CHAPTER FIVE

ADJECTIVE

A. DEFINITION

Adjectives are words that describe or modify persons or things in a sentence. They answer the questions: *What kind? Which one(s)? How many? How much?*

Here are some examples:

1. Carrie is reading an **interesting** story. (*What kind of story?*)
2. The **recent** article has that information. (*Which article?*)
3. Kent owns **those** surfboards. (*Which surfboards?*)
4. Wendy paid **fifty** dollars for the jacket. (*How many dollars?*)
5. **Much** space was devoted to her artwork. (*How much space?*)

B. POSITION

Most adjectives can go in two main positions in a sentence: a) before a noun (attributive position) or after b) after *be*, *seem*, *look* and other copular verbs (predicative position)

1. Before a noun (attributive position)
 - Our **new** principal is an **old** lady.
 - He is a clever boy.
2. After **be**, **seem**, **look** and other copular verbs (predicative position)
 - I **am** glad to meet you.

- You don't **look** happy to see me.
- The milk **turned** sour.
- She **felt** bad.

C. KINDS

1. Possessive Adjective

A possessive adjective modifies a noun by telling whom it belongs to. It answers the question "Whose?". The examples are: **his, her, its, my, our, their,** and **your.**

- You can share **my** rice.
- Have you seen **their** house?
- This is **his** room.
- They are **our** friends.

Exercise

Determine whether the boldfaced word is a possessive adjective or a possessive pronoun in the following sentences.

1. **His** flying lesson was scheduled for Friday, July 6.
2. Kyle was relieved that the weekend would be **his** to do what he wanted.
3. **My** unusual way of playing the guitar fascinated **my** instructor.
4. **Her** memo said that the account would remain **theirs** until further notice.
5. **Ours** floated effortlessly down the stream, a good 50 yards from **his**.
6. Get **your** feet wet first and it'll be downhill from there.
7. This one is **mine**, that one's **yours**.
8. How do you know **its** wing is injured?

2. Demonstrative Adjectives

The **demonstrative** adjectives that, these, this, those, and what answer the question "Which?". The examples are:

- I'm going to open **that** present.
- Whose is **this** bag?
- **These** mangoes are very sweet.

A **demonstrative adjective** may look like a demonstrative pronoun, but it is used differently in the sentence: it is **an adjective**, used to modify a noun or pronoun.

Exercise

Determine whether the boldfaced word is a demonstrative adjective or a demonstrative pronoun in the following sentences.

1. **This** is really over the top!
2. I haven't had **this** kind of chili before. It's delicious.
3. Please don't touch **these**, as they are very fragile.
4. **These** figures seem a bit high, but I'll concede.
5. **That** didn't make any sense to me; did it to you?
6. I'll have **that** one on the right, please.
7. What's **that**? I've never seen **that** species before.
8. **That** umbrella is sturdier than **this** one. We should take a couple of **those** instead.

3. Interrogative Adjectives

The **interrogative adjectives** are used with nouns to ask questions. Examples are **what**, **which** and **whose**.

- **What** movie do you want to see?
- **Which** leaves turn color first?
- **Whose** son is he?

An interrogative adjective may look like an interrogative pronoun, but it is used differently in the sentence: it is an adjective, used to modify a noun or pronoun.

4. Indefinite Adjective

An indefinite adjective gives indefinite, or general, information. Often, it answers the question "**How much?**" Some common indefinite adjectives are **all**, **any**, **each**, **every**, **few**, **many**, and **some**.

- **Many** children like dinosaurs.
- Did you want **some** bananas?
- Is there **any** water in the bottle?

An indefinite adjective may look like an indefinite pronoun, but it is used differently in the sentence: it is an adjective, used to modify a noun or pronoun.

5. Common Adjective

Common adjective are used to describe nouns or pronouns. For examples:

Intelligent man
Red rose
Awesome view

Exercise

Identify the common adjectives in the following sentences.

1. Carl used his new cell phone to call his younger brother, Mike.
2. The library is a good place to study because it is quiet.

3. Mrs. Franklin was enthusiastic about going to the gym.
4. My fishing pole was shorter than his.
5. A warm wind filled the white sails, and the makeshift raft glided out to sea.
6. After skating on the frozen pond for hours, I was happy to have a steaming cup of hot cocoa.
7. I bought the perfect dress to wear to my cousin's outdoor wedding next month.

6. Proper adjectives

Proper adjectives are adjectives formed from proper nouns. The examples are:

Mexican vegetables (from the noun “Mexico”)

New York food (from the noun “New York”)

Exercise 1

Determine whether the boldfaced word is a proper noun or a proper adjective in the following sentences.

1. The **Italian** flag is red, white, and green.
2. Her father visits **Italy** often.
3. While in **France**, we visited the Louvre.
4. The **French** Louvre is a world-famous art museum.
5. The **Hollywood** director had unparalleled talent.
6. **Hollywood** is part of the city of Los Angeles.

7. Indefinite adjectives

Indefinite adjectives are adjectives that don't specify the specific amount of something being mentioned. They include **all, another, any, both, each, either, few, many, more, most, neither, other, several, some.**

Exercise

1. She has only (a few, a little) nuts to feed the monkeys.
2. I don't like answering so (much, many) stupid questions.
3. The stray dog has (little, few) food to eat.
4. (Few, Some) of the students had any knowledge of classical music.
5. We need (many, much) ice cubes for these drinks.
6. Anybody would be happy to get (a few, some) money.
7. Which of the (some, two) roads lead to the station?
8. There are (several, little) big cows on the small farm.
9. He bought (much, many) meat from the butcher.
10. We didn't buy (any, much) vegetables from the market.

D. NOUNS AS ADJECTIVE

As stated before, a noun is a person, place or thing, and an adjective is a word that describes a noun:

adjective	noun
Clever	teacher
Small	office
Black	horse

Sometimes a noun is used to describe another noun. In that case, the first noun "acts as" an adjective.

noun as adjective	noun
History	teacher
Ticket	office
Race	horse

Remember!

1. The "noun as adjective" always comes first

If you remember this it will help you to understand what is being talked about:

- a **race horse** is a **horse** that runs in races
- a **horse race** is a **race** for horses
- a **boat race** is a **race** for boats
- a **love story** is a **story** about love
- a **war story** is a **story** about war
- a **tennis ball** is a **ball** for playing tennis
- **tennis shoes** are **shoes** for playing tennis
- a **computer exhibition** is an **exhibition** of computers
- a **bicycle shop** is a **shop** that sells bicycles

2. The "noun as adjective" is singular

Just like a real adjective, the "noun as adjective" is invariable. It is usually in the singular form.

Right		Wrong
Boat race	boat races	NOT boats race, boats races
Toothbrush	toothbrushes	NOT toothbrush, toothbrushes
Shoe-lace	shoe-laces	NOT shoes-lace, shoes-laces
cigarette packet	cigarette packets	NOT cigarettes packet, cigarettes packets

In other words, if there is a plural it is on the real noun only.

A few nouns look plural but we usually treat them as singular (for example news, billiards, athletics). When we use these nouns "as adjectives" they are unchanged:

- a news reporter, three news reporters
- one billiards table, four billiards tables
- an athletics trainer, fifty athletics trainers

Exceptions:

When we use certain nouns "as adjectives" (clothes, sports, customs, accounts, arms), we use them in the plural form:

- clothes shop, clothes shops
- sports club, sports clubs
- customs duty, customs duties
- accounts department, accounts departments
- arms production

How do we write the "noun as adjective"?

We write the "noun as adjective" and the real noun in several different ways:

- two separate words (car door)
- two hyphenated words (book-case)
- one word (bathroom)

There are no easy rules for this. We even write some combinations in two or all three different ways: (head master, head-master, headmaster)

How do we say the "noun as adjective"?

For pronunciation, we usually stress the first word:

- **shoe** shop
- **boat**-race
- **bathroom**

Can we have more than one "noun as adjective"?

Yes. Just like adjectives, we often use more than one "noun as adjective" together. Look at this example: **car production costs** (the costs of producing cars)

noun as adjective	noun as adjective	noun
		costs
	production	costs
car	production	costs

The next phrase is **England football team coach** that means **the coach who trains the team that plays football for England**

noun as adjective	noun as adjective	noun as adjective	noun
			coach
		team	coach
	football	team	coach
England	football	team	coach

Note:

In **England football team coach** can you see a "hidden" "noun as adjective"? Look at the word "football" (foot+ball). These two nouns (foot+ball) have developed into a single noun (football). This is one way that words evolve. Many word combinations that use a "noun as adjective" are regarded as nouns in their own right, with their own dictionary definition. But not all dictionaries agree with each other. For example, some dictionaries list "tennis ball" as a noun and other dictionaries do not.

Another example is **government road accident research centre**. It means a **centre that researches into accidents on the road for the government**.

noun as adjective	noun as adjective	noun as adjective	noun as adjective	Noun
				centre
			Research	centre
		accident	Research	centre
	road	accident	Research	centre
government	road	accident	Research	centre

Newspapers often use many nouns together in headlines to save space. Look at this example:

BIRD HEALTH RESEARCH CENTRE MURDER MYSTERY

To understand the headline like this, try to read it backwards. The above headline is about a MYSTERY concerning a MURDER in a CENTRE for RESEARCH into the HEALTH of BIRDS.

Note, too, that we can still use a real *adjective* to qualify a "noun as adjective" structure:

- *empty* coffee jar
- *honest* car salesman
- *delicious* dog food
- *rising* car production costs
- *famous* England football team coach

E. ADJECTIVE COMPARISON

1. Comparative Adjective

When we talk about two things, they can be compared. We can see if they are the same or different. Perhaps they are the same in some ways and different in other ways. Comparative adjectives can be used to describe the differences.

a. Formation of Comparative Adjectives

There are two ways to make or form a comparative adjective:

- **short** adjectives: add "-er"
- **long** adjectives: use "more"

Short adjectives	
• 1-syllable adjectives	old, fast
• 2-syllable adjectives ending in -y	happy, easy
Normal rule: add "-er"	old → older
Variation: if the adjective ends in -e, just add -r	late → later
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant	big → bigger
Variation: if the adjective ends in -y, change the y to i	happy → happier
Long adjectives	
• 2-syllable adjectives not ending in -y	modern, pleasant
• all adjectives of 3 or more syllables	expensive, intellectual
Normal rule: use "more"	modern → more modern expensive → more expensive

With some 2-syllable adjectives, we can use '-er' or 'more':

- quiet → quieter/more quiet
- clever → cleverer/more clever
- narrow → narrower/more narrow
- simple → simpler/more simple

Exception

The following adjectives have irregular forms:

<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>far</i>	<i>further</i>	<i>the furthest</i>
<i>much/many</i>	<i>more</i>	<i>the most</i>

b. Use of Comparative Adjectives

Comparative adjectives are used when talking about 2 things (not 3 or 10 or 1,000,000 things, only 2 things). Often, the comparative adjective is followed by "than". Look at these examples:

- John is 1m80. He is tall. But Chris is 1m85. He is **taller** than John.
- America is big. But Russia is **bigger**.
- I want to have a **more powerful** computer.
- Is French **more difficult** than English?

If you want to compare two planets Earth and Mars, you can compare them as shown in the table below:

	Earth	Mars	
Diameter (km)	12,760	6,790	Mars is smaller than Earth.
Distance from Sun (million km)	150	228	Mars is more distant from the Sun.
Length of day (hours)	Earth	Mars	A day on Mars is slightly longer than a day on Earth.

	Earth	Mars	
Moons	1	2	Mars has more moons than Earth.
Surface temperature (degrees Celcius)	22	-23	Mars is colder than Earth.

Although comparative adjectives are used when talking about **two** things (not three or more things), in fact one or both of the things may be a group of things.

- Mt Everest is higher than all other mountains.

Here, we are talking about hundreds of mountains, but we are still comparing one thing (Mt Everest) to one other thing (all other mountains).

2. Superlative Adjectives

A superlative adjective expresses the extreme or highest degree of a quality. A superlative adjective is used to describe the extreme quality of one thing in a group of things. In the example below, "biggest" is the superlative form of the adjective "big":

A **B** C

B is the **biggest**.

In this lesson we will look first at how to make superlative adjectives, and then at how to use them:

a. Formation of Superlative Adjectives

As with comparative adjectives, there are two ways to form a **superlative adjective**:

- **short** adjectives: add **"-est"**
- **long** adjectives: use **"most"**

'**The**' is also usually added at the beginning.

Short adjectives	
1-syllable adjectives	old, fast
2-syllable adjectives ending in -y	happy, easy
Normal rule: add "-est"	old → the oldest
Variation: if the adjective ends in -e, just add -st	late → the latest
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant	big → the biggest
Variation: if the adjective ends in -y, change the y to i	happy → the happiest
Long adjectives	
2-syllable adjectives not ending in -y	modern, pleasant
All adjectives of 3 or more syllables	expensive, intellectual
Normal rule: use "most"	modern → the most modern expensive → the most expensive

With some 2-syllable adjectives, you can use the '-est' or 'most':

- quiet → the quietest/most quiet
- clever → the cleverest/most clever
- narrow → the narrowest/most narrow
- simple → the simplest/most simple

b. Use of Superlative Adjectives

A superlative adjective is used to describe one thing in a group of three or more things. Look at these examples:

- John is 1m75. David is 1m80. Chris is 1m85. Chris is **the tallest**.
- Canada, China and Russia are big countries. But Russia is **the biggest**.
- Mount Everest is **the highest** mountain in the world.

If you talk about the three planets Earth, Mars and Jupiter, you can use superlative adjectives as shown in the table below:

	Earth	Mars	Jupiter	
Dia- meter (km)	12,760	6,790	142,800	Jupiter is the biggest .
Dis- tance from Sun (million km)	150	228	778	Jupiter is the most distant from the Sun.
Length of day (hours)	24	25	10	Jupiter has the shortest day.
Moons	1	2	16	Jupiter has the most moons.
Surface temp. (degrees Celcius)	22	-23	-150	Jupiter is the coldest .

When you **compare one thing with itself, do not use "the"**:

- England is **coldest** in winter. (*not* the coldest)
- My boss is **most generous** when we get a big order. (*not* the most generous)

Exercise 1

An adjective is a word that describes a person, place, or thing. Read the story below and underline the adjective(s) in each sentence. Then answer the questions about the adjectives in the story.

Today was the first day of school. Dave put on his new clothes, washed his face, and brushed his teeth. He grabbed one notebook for each of his four classes.

He rode his red bike. He was happy with his schedule because his teachers were nice. Gym class was always fun for Dave. They served delicious food at lunchtime, too! By the end of the day Dave was still energetic. He walked his bike home to look at the colorful flowers. The other kids walking home were noisy, but Dave was silent. He was thinking about how exciting the school year was going to be!

1. What day of school was it? _____
2. Describe Dave's clothes. _____
3. How many notebooks did Dave need for class?

4. What color was his bike? _____
5. Dave was _____ about his classes.

6. Describe his teachers.

7. Gym class was _____

8. Dave felt _____ at the end of the day.

9. Describe the flowers Dave saw.

10. The school year was going to be _____

Exercise 2

Pick the two best “adjective choices” to complete each sentence. Make sure each sentence makes sense!

1. Adjective choices: wet, green, floppy, many

The dog had a _____ nose and _____ ears.

2. Adjective choices: tall, cold, dry, yellow

The sunflowers in my backyard are _____ and _____.

3. Adjective choices: five, delicious, shiny, busy

I found a _____ quarter lying outside on the _____ sidewalk!

4. Adjective choices: blue, striped, sharp, frozen

The _____ tiger had _____ teeth.

5. Adjective choices: dull, salty, hot, cheesy

We all ate the _____, _____ pizza.

7. (healthy, beautiful, toasty, many) The refrigerator was packed with _____ foods.

Exercise 3

To complete each sentence, add -er, -est, more or most to the adjective in parenthesis.

Examples: Henry was taller than Francis. (tall)

Today was more pleasant than yesterday.

(pleasant)

1. A steak knife is _____ than a butter knife. (sharp)
2. David is the _____ player on the team. (fast)
3. My drawing is _____ than yours. (colorful)
4. I think the book we read today is _____ than the one we read yesterday. (interesting)
5. Katie's _____ brother colored on the walls. (young)
6. This week's temperatures are _____ than last week's. (warm)
7. That was the _____ test I've ever taken. (difficult)
8. Isn't he the _____ little boy you've ever met? (nice)
9. That was a much _____ homework assignment. (challenging)
10. Do you think a snake is _____ than an owl? (slow)
11. Robert's arms are _____ than John's. (long)

12. Joe has the _____ feet of anyone in his family. (big)

Exercise 4

Directions: Tell whether the underlined adjective is positive, comparative, or superlative.

1. Monica is happier than Michael. _____
2. That is the heaviest rock in the garden.
3. Math is easier for her than Science. _____
4. The ice cream is cold. _____
5. I am drinking a large soda. _____

CHAPTER SIX

ADVERB

A. DEFINITION

An **adverb** is a word that tells us more about a verb. An adverb "qualifies" or "modifies" a *verb* (The man *ran quickly*). But adverbs can also modify *adjectives* (Tara is **really beautiful**), or even other *adverbs* (It works **very well**). Adverbs often tell when, where, why, or under what conditions something happens or happened. See the examples below :

- He drove slowly. — How did he drive?
- He drove a very fast car. — How fast was his car?
- She moved quite slowly down the aisle. — How slowly did she move?

B. FUNCTION

The principal job of an adverb is to modify (give more information about) verbs, adjectives and other adverbs. In the following examples, the adverb is in **bold** and the word that it modifies is in *italics*.

- **Modify a verb:**
 - John *speaks* **loudly**. (How does John speak?)
 - Mary *lives* **locally**. (Where does Mary live?)
 - She **never** *smokes*. (When does she smoke?)
- **Modify an adjective:**
 - He is **really** *handsome*.
- **Modify another adverb:**
 - She drives **incredibly** *slowly*.

Yet, adverbs have other functions, too. They can:

- **Modify a whole sentence:**
 - **Obviously**, *I can't know everything.*
- **Modify a prepositional phrase:**
 - It's **immediately** *inside the do.*

C. FORM

Many adverbs end in -ly. We form such adverbs by adding -ly to the adjective. Here are some examples:

- quickly, softly, strongly, honestly, interestingly

Nevertheless, **not all** words that **end in -ly** are adverbs. "**Friendly**", for example, is **an adjective**.

Some adverbs have no particular form, for example:

- well, fast, very, never, always, often, still

D. POSITION

Adverbs have three main positions in the sentence:

- Front (before the subject):
 - **Now** we will study adverbs.
- Middle (between the subject and the main verb):
 - We **often** study adverbs.
- End (after the verb or object):
 - We study adverbs **carefully**

E. KINDS

1. Adverbs of Manner

E.g. She moved slowly and spoke quietly.

2. Adverbs of Place

E.g. She has lived on the island all her life.

She still lives there now.

3. Adverbs of Frequency

E.g. She takes the boat to the mainland every day.

She often goes by herself.

4. Adverbs of Time

E.g. She tries to get back before dark.

It's starting to get dark now.

She finished her tea first.

She left early.

5. Adverbs of Purpose

E.g. She drives her boat slowly to avoid hitting the rocks.

She shops in several stores to get the best buys.

F. ORDER

There is a basic order in which adverbs will appear when there is more than one.

THE ROYAL ORDER OF ADVERBS					
Verb	Manner	Place	Frequency	Time	Purpose
Beth swims	enthusiastically	in the pool	every morning	before dawn	to keep in shape.
Dad walks	impatiently	into town	every afternoon	before supper	to get a newspaper.
Tashonda naps		in her room	every morning	before lunch.	

Some Special Cases

The adverbs *enough* and *not enough* usually take a post modifier position:

- Is that music loud enough?
- These shoes are not big enough.
- In a roomful of elderly people, you must remember to speak loudly enough.

Notice: **Though *enough* functions as an adjective, it can come before the noun.** See the example below:

- Did she give us enough time?

The adverb *enough* is often followed by an infinitive:

- She didn't run fast enough to win.

The adverb *too* comes before adjectives and other adverbs:

- She ran too fast.
- She works too quickly.

If *too* comes after the adverb it is probably a disjunct (meaning *also*) and is usually set off with a comma:

- Yasmin works hard. She works quickly, too.

The adverb *too* is often followed by an infinitive:

- She runs too slowly to enter this race.

Another common construction with the adverb *too* is ***too* followed by a prepositional phrase — *for* + the object of the preposition — followed by an infinitive:**

- This milk is too hot for a baby to drink.

Exercise 1

Find the adverbs in each sentence!

1. I carefully glued the last piece onto the model.
2. Francis played on the beach yesterday.
3. I will visit my friend tomorrow.
4. George, will you come here?
5. They swam lazily in the pool.
6. Neil slowly placed a card on the card house.
7. They cheerfully sing songs.
8. Nathan stamped his feet angrily.
9. My father snored loudly on the couch.
10. Sam accidentally slipped on the ice.
11. Yesterday, they played a game.
12. The truck grumbled loudly.
13. We will go to the concert soon.
14. The boy waited patiently for the computer to load.
15. Kayla finally arrived at the park.
16. My mother nicely reminded me to do my homework.
17. The kitten walked there.
18. I usually lock the car door.
19. My dog always barks.
20. Peter neatly wrote a shopping list.

Exercise 2

Read each sentence. Find the adverbs and decide whether the adverb is describing when, where, or how an action happens. Write *how*, *when*, or *where* on each line.

1. Jeremy quickly ate his lunch. _____
2. Kaylee often reads books about vampires. _____

3. Olivia immediately came to the rescue. _____
4. When will you come here to visit us? _____
5. Marcus slowly walked to the barber shop. _____
6. Sometimes Martin goes to the museum. _____
7. Please speak clearly. _____

Exercise 3

Fill in the blank lines with the adverb that best fits each sentence. Use the following adverbs.

playfully carefully sincerely slowly happily
quickly patiently loudly quietly safely

1. Sarah skipped _____ down the street to see her friend.
2. The team ran _____ towards the finish line to win the race.
3. The librarian told the kids to read their books _____.
4. The cat chased the ball around _____.
5. Rahmat waited _____ for his turn to hit the puck.
6. The turtle walked _____ and couldn't keep up with the rabbit.
7. Rani chose the answers for her test _____ so she would pass.
8. Jono saw there were no cars coming so he could cross the street _____.

9. The kids shouted _____ as they played in gym class.
10. We say the pledge of allegiance _____ because we love our country.

Exercise 4

On the line next to the sentence number, tell whether the underlined adverb modifies a verb, an adjective, or another adverb by writing the correct answer's corresponding letter. Then fill in the spaces within the three sentences after sentence 15. If your answers are correct, you will understand this activity's title.

1. Patricia slept peacefully. **(b)** verb **(c)** adjective **(d)** adverb
2. Our teachers are very happy with the results. **(t)** verb **(s)** adjective **(l)** adverb
3. Larry's unusually good cooking skills came in handy last weekend. **(b)** verb **(h)** adjective **(o)** adverb
4. He ran swiftly away from the tackler. **(e)** verb **(a)** adjective **(i)** adverb
5. She danced so gracefully in the competition. **(d)** verb **(m)** adjective **(p)** adverb
6. They sang beautifully during the entire winter concert. **(l)** verb **(n)** adjective **(p)** adverb
7. My aunt was extremely hungry after we completed the three-hour hike. **(r)** verb **(o)** adjective **(d)** adverb
8. We had met somewhat earlier than you think. **(v)** verb **(n)** adjective **(a)** adverb
9. Are they going away ? **(t)** verb **(e)** adjective **(r)** adverb

10. His rather clever remarks were not appreciated. **(g)** verb
(e) adjective **(u)** adverb
11. These stories seem strangely familiar to me. **(x)** verb **(s)**
adjective **(o)** adverb
12. They will hardly try to win. **(n)** verb **(r)** adjective **(s)**
adverb
13. Francine earns high grades quite often. **(t)** verb **(e)**
adjective **(t)** adverb
14. Do not walk alone in the forest. **(s)** verb **(u)** adjective **(f)**
adverb
15. We met only recently. **(g)** verb **(h)** adjective **(s)** adverb

CHAPTER SEVEN

PREPOSITION

A. DEFINITION

Preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence. Here are some examples :

1. The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge*.)
2. She walked *down* the aisle. (*Down* connects *walked* and *aisle*.)
3. Julie walked *around* the campus and *toward* town. (*Around* connects *walked* and *campus*. *Toward* connects *walked* and *town*.)

Here are **the most commonly used prepositions**:

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

B. RULE

There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions.

Rule:

A preposition is followed by a "noun". It is **never** followed by **a verb**. By "noun" we include:

- **noun** (dog, money, love)
- **proper noun (name)** (Bangkok, Mary)
- **pronoun** (you, him, us)
- **noun group** (my first job)
- **gerund** (swimming)

A preposition cannot be followed by a verb. If you want to follow a preposition by a verb, you must use the "-ing" form which is really a gerund or verb in noun form. Here are some examples:

Subject + verb	preposition	"noun"
The food is	on	the table.
She lives	in	Japan.
Tara is looking	for	you.
The letter is	under	your blue book.
Pascal is used	to	English people.
She isn't used	to	working.
I ate	before	coming.

C. KINDS

1. Prepositions of Place: at, in, on

In general, you can use:

- **at** for a POINT
- **in** for an ENCLOSED SPACE

- **on** for a SURFACE

at	in	on
POINT	ENCLOSED SPACE	SURFACE
at the corner	in the garden	on the wall
at the bus stop	in London	on the ceiling
at the door	in France	on the door
at the top of the page	In a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet
at the crossroads	in a building	on the menu
at the front desk	In a car	on a page

Look at these examples:

- Jane is waiting for you **at** the bus stop.
- The shop is **at** the end of the street.
- My plane stopped **at** Dubai and Hanoi and arrived **in** Bangkok two hours late.
- When will you arrive **at** the office?
- Do you work **in** an office?
- I have a meeting **in** New York.
- Do you live **in** Japan?
- Jupiter is **in** the Solar System.
- The author's name is **on** the cover of the book.
- There are no prices **on** this menu.
- You are standing **on** my foot.
- There was a "no smoking" sign **on** the wall.
- I live **on** the 7th floor **at** 21 Oxford Street **in** London.

Notice the use of the prepositions of place **at**, **in** and **on** in these standard expressions below:

at	in	on
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

2. Prepositions of Time: at, in, on

- **at** for a PRECISE TIME
- **in** for MONTHS, YEARS, CENTURIES and LONG PERIODS
- **on** for DAYS and DATES

at	in	on
PRECISE TIME	MONTHS, YEARS, CENTURIES & LONG PERIODS	DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	In the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	In the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

Look at these examples:

- I have a meeting **at** 9am.
- The shop closes **at** midnight.
- Jane went home **at** lunchtime.
- In England, it often snows **in** December.
- Do you think we will go to Jupiter **in** the future?
- There should be a lot of progress **in** the next century.
- Do you work **on** Mondays?
- Her birthday is **on** 20 November.
- Where will you be **on** New Year's Day?

Notice the use of the preposition of time **at** in the following standard expressions:

Expression	Example
at night	The stars shine at night .
at the weekend	I don't usually work at the weekend .
at Christmas/Easter	I stay with my family at Christmas .
at the same time	We finished the test at the same time .
At present	He's not home at present . Try later.

Notice the use of the prepositions of time **in** and **on** in these common expressions:

in	on
in the morning	on Tuesday morning
in the mornings	on Saturday mornings
In the afternoon(s)	on Sunday afternoons
in the evening(s)	on Monday evening

When you say **last, next, every, this**, do not also use **at, in, on**.

- I went to London **last** June. (*not in last* June)
- He's coming back **next** Tuesday. (*not on next* Tuesday)
- I go home **every** Easter. (*not at every* Easter)
- We'll call you **this** evening. (*not in this* evening)

3. Compound preposition.

Another type of preposition is the **compound preposition**. It does the same as a common preposition but is composed of two or more words. Here are the most common compound prepositions:

according to	ahead of	apart from	as of
aside from	because of	by means of	in addition to
in back of	in front of	in place of	in spite of
instead of	in view of	next to	on account of
out of	prior to		

Adverb or Preposition?

The difference between a preposition and an adverb is that an adverb answers the questions, *Where? When? How? To what extent?* by itself. Notice the following examples:

1. **He fell *down*** . (*Down* is an *adverb* because it takes only one word to tell where he fell.)
2. **He fell *down* the stairs**. (*Down* is a *preposition* because it takes more than a single word to tell where he fell.)
3. **Trey walked *aboard*** . (*Aboard* is an *adverb* because it takes only one word needed to tell where Trey walked.)
4. **Trey walked *aboard* the ship**. (*Aboard* is a *preposition* because it takes more than one word to tell where Trey walked.)

Exercise 1

Underline the preposition in each sentence and draw an arrow pointing to its object.

1. Valentine's Day is in February.
2. I have a new puppy at home.
3. There are two pairs of shoes under the bed.
4. My sister lives in Ohio.
5. The store opens at ten o'clock.
6. The cow jumped over the moon.
7. The children dove into the pool.
8. I put the leaf between the pages of a book.
9. Beautiful flowers were growing in the garden.
10. We were sitting near the stage.

Exercise 2

Underline all the prepositions in the following sentences:

1. My little brother likes to hide in his toy box.
2. The ball rolled under the table.
3. Our new puppy likes to run beside me.
4. You have to wash your hands before you eat.
5. We went over the bridge in our new car.
6. The temperature yesterday was below zero!
7. I ran down the hill and rolled on the grass.
8. My sister ran past me to catch the school bus.
9. I always seem to daydream during class.

10. Tomorrow I get to eat dinner at my friend's house.
11. I've loved animals since I was small.
12. I like my sandwiches with the crust cut off

CHAPTER EIGHT

CONJUNCTION

A. DEFINITION

A conjunction is a word joins two parts of a sentence. Here are some examples of conjunction:

1. The boys *and* girls worked at the fair. (*And* joins the names *boys* and *girls*.)
2. Paula *or* Jeannine can go with you tonight. (*Or* joins the names *Paula* and *Jeannine*.)
3. I would like to help you, *but* I will be busy tonight. (*But* joins two sentences or complete ideas.)
4. We must leave early *so* we can get to the wedding reception on time. (*So* joins two sentences or two complete ideas.)

B. FORM

Conjunctions have three basic forms:

1. **Single Word**
for example: **and, but, because, although**
2. **Compound** (often ending with *as* or *that*)
for example: **provided that, as long as, in order that**
3. **Correlative** (surrounding an adverb or adjective)
for example: **so...that**

C. FUNCTION

Conjunctions have two basic functions or "jobs":

1. **Coordinating conjunctions** are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses. For example:
 - *Jack **and** Jill* went up the hill.
 - *The water was warm, **but** I didn't go swimming.*
2. **Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause. See the examples below:
 - *I went swimming **although** it was cold.*

D. KINDS

1. Coordinating Conjunctions

The short, simple conjunctions are called "coordinating conjunctions". A coordinating conjunction joins parts of a sentence (for example words or independent clauses) that are grammatically **equal** or **similar**. A coordinating conjunction shows that the elements it joins are **similar in importance and structure**. Example of coordinating conjunctions are **for, and, nor, but, or, yet** and **so**.

When you want to join words or phrases together, use the conjunction **and**. For example:

- Lisa **and** Miguel are coming with us.
- She went to the store **and** bought some new shoes.
- I did my homework, **and** I cleaned my room.

When a sentence has two things that are **in conflict** or that are opposites, use the conjunction **but**. For example :

-We have a lot in common, **but** we do not like the same kind of music.

-I looked everywhere, **but** I could not find my pink sweater.

When one thing is a result of another, use the conjunction **so**. For example:

-Uncle Amin is coming to visit, **so** I have to get me early.

-Hadi lives across the street, **so** we go to the same school.

When there is a choice between two or more options, use the conjunction **or**. For example:

-We can go to the movies **or** to the mall.

-Mrs. Smith **or** Mrs. Jones will go with the class.

Coordinating conjunctions always come **between** the words or clauses that they join. When a coordinating conjunction joins **independent clauses**, it is always correct to place **a comma before the conjunction**:

E.g. I want to work as an interpreter in the future, **so** I am studying Russian at university.

However, if the **independent clauses** are **short** and **well-balanced**, a **comma** is **not** really essential:

E,g, She is kind **so** she helps people.

When "**and**" is used with the last word of a list, a comma is optional. For example:

He drinks beer, whisky, wine, **and** rum.

He drinks beer, whisky, wine **and** rum.

Note:

Remember the made-up word FANBOYS when you memorize the coordinating conjunctions. Each letter in this word (**F** or, **A** nd, **N** or, **B** ut, **O** r, **Y** et, **S** o) stands for a coordinating conjunction.\

2. Subordinating Conjunction

The majority of conjunctions are "subordinating conjunctions". Common subordinating conjunctions are:

after although as because before
how if once since than
that though till until when
where whether while

A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause:

Look at this example:

main or independent clause	subordinate or dependent clause	
Ram went swimming	although	it was raining.
	subordinating conjunction	

Note:

A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. Imagine that somebody says to you: "**Hello! Although it was**

raining." What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: "**Hello! Ram went swimming.**"

A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can sometimes come after and sometimes before a main clause. Thus, two structures are possible:

Ram went swimming **although it was raining.**

Although it was raining, Ram went swimming

3. Correlative Conjunction

Correlative conjunctions are pairs of connecting words. These five pairs of words are *both....and*, *either....or*, *neither....nor*, *not only.....but also*, and *whether.....or*. Here are some examples:

- a. *Both* Henry *and* Henrietta are leaving the dance now. (The correlative conjunctions join two names.)
- b. *Not only* will they leave now, *but* they will *also* not be here to help clean up. (The correlative conjunctions join two sentences or complete ideas.)
- c. *Either* go with them *or* stay here and help. (The correlative conjunctions illustrate a choice.)
- d. He went *neither* to the stadium *nor* to the concert hall during this vacation. (The correlative conjunctions join two prepositional phrases.)

E. POSITION

- **Coordinating conjunctions** always come between the words or clauses that they join.
- **Subordinating conjunctions** usually come at the beginning of the subordinate clause.

Exercise 1

Choose the coordinating conjunction that best completes each sentence.

1. Mary _____ Joanne are my sisters.
 - a. and
 - b. or
 - c. but
 - d. so
2. I will study every night _____ I can pass the test.
 - a. and
 - b. or
 - c. but
 - d. so
3. The forecast is for rain, _____ we will go to the game anyway.
 - a. and
 - b. or
 - c. but
 - d. so
4. We can drive into the city, _____ we can take the bus.
 - a. and
 - b. or
 - c. but
 - d. so

5. He did not have enough money for a soda and chips, _____ he just bought a soda.
- a. and
 - b. or
 - c. but
 - d. so
6. I wanted to call you last night, _____ my brother was on the phone.
- a. and
 - b. or
 - c. but
 - d. so
7. Tim _____ Matt went to a basketball game with grandpa.
- a. and
 - b. or
 - c. but
 - d. so
8. I can pick you up after school, _____ you can walk home.
- a. and
 - b. or
 - c. but
 - d. so
9. There was no food in the refrigerator, _____ we ordered pizza.
- a. and
 - b. or
 - c. but
 - d. so
10. I didn't do all my chores, _____ I did do my homework.

- a. and
- b. or
- c. but
- d. so

Exercise 2

Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle chose both steak and salad for his dinner.
2. I chose neither steak nor salad for my dinner.
3. Either you or he can drive Dad to the train station tomorrow morning.
4. The panda wanted to eat, for he was hungry.
5. Peanut butter and jelly is Rex's favorite sandwich.
6. Not only the girls but also the boys will be invited to the assembly.
7. Sara did not know whether to swing at the ball or take the pitch.
8. Mark would like to go, but he cannot.
9. Rich likes the food at this restaurant, yet he seldom eats here.
10. Run with him or her.

CHAPTER NINE

INTERJECTION

A. DEFINITION

Interjection is a word that expresses **strong feeling** or **emotion**. Interjections are short exclamations like **Oh!**, **Um** or **Ah!** They have no real grammatical value but we use them quite often, usually more in speaking than in writing.

B. POSITION

1. An interjection usually comes at the beginning of the sentence.
2. An interjection is often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.
3. Do not overuse interjections. Include one when you want to make your point. If you use too many interjections, your writing loses its power and effectiveness.

The table below shows some interjections with examples.

interjection	meaning	example
Ah	expressing pleasure	"Ah, that feels good."
	expressing realization	"Ah, now I understand."
	expressing resignation	"Ah well, it can't be hoped."
	expressing surprise	"Ah! I've won!"
Alas	expressing grief or pity	"Alas, she's dead now."
Dear	expressing pity	"Oh dear! Does it hurt?"
	expressing surprise	"Dear me! That's a surprise!"
Eh	asking for repetition	"It's hot today." "Eh?" "I

interjection	meaning	said it's hot today."
	expressing enquiry	"What do you think of that, eh?"
	expressing surprise	"Eh! Really?"
	inviting agreement	"Let's go, eh?"
Er	expressing hesitation	"Lima is the capital of...er...Peru."
hello, hullo	expressing greeting	"Hello John. How are you today?"
	expressing surprise	"Hello! My car's gone!"
interjection	meaning	example
Hey	calling attention	"Hey! look at that!"
	expressing surprise, joy etc	"Hey! What a good idea!"
Hi	expressing greeting	"Hi! What's new?"
Hmm	expressing hesitation, doubt or disagreement	"Hmm. I'm not so sure."
oh, o	expressing surprise	"Oh! You're here!"
	expressing pain	"Oh! I've got a toothache."
	expressing pleading	"Oh, please say 'yes!'"
Ouch	expressing pain	"Ouch! That hurts!"
Uh	expressing hesitation	"Uh...I don't know the answer to that."
uh-huh	expressing agreement	"Shall we go?" "Uh-huh."
um, umm	expressing hesitation	"85 divided by 5 is...um...17."
Well	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"

Exercise 1

Underline the interjection.

1. Yeah! We won!
2. Well, this is a surprise.
3. Yes, I'd like some more.
4. Ouch! That hurt!
5. Hi, my name is Jason.
6. I...umm...forgot.
7. Alright, I'll go.
8. This soup is really good, yum!
9. Darn! I wanted to get the part!
10. Hurry! You'll miss the bus!
11. Stop! You can't come in here!
12. Sorry, I didn't mean to step on your toe.

Exercise 2

Write an appropriate interjection for each of the following sentences in the space provided. There may be more than one answer for each space.

1.! I smashed my finger with the hammer.
- 2..... , all right, Nick.
- 3..... ! We have finally beaten that team!
- 4..... take it easy, Reggie!

- 5....., I think we better look over this paper immediately.
6. I forgot to take out the garbage this morning.
- 7..... ! The tickets for his concert are incredibly expensive!
- 8..... ! You did so well in tonight's school play!
- 9..... ! You have no right to say that to him!
10., now I see what you are trying to say.
11. I am not very keen on that idea.
12., what did Mike say about his tryout?
- 13..... ! Does your hand still hurt from the accident?
- 14..... ! Get away from my new car, kid!
15. ,..... this food is absolutely delicious!

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RIWAYAT HIDUP

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