

ENGLISH GRAMMAR
WITH PLEASURE

УДК 811.111'36 (075.8)

Друкується згідно з рішенням протоколу ради з науково-методичної роботи і збереження якості вищої освіти факультету іноземної філології іноземної філології Кам'янець-Подільського національного університету імені Івана Огієнка (№5 від 10.04.2024 року)

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English Grammar with Pleasure: навчально-методичний посібник для самостійної роботи студентів з граматики англійської мови. Вид. 2-е, доповнене. Кам'янець-Подільський: ТОВ «Апостроф», 2024. 72 с.

Посібник містить основи граматики англійської мови і має на меті сформулювати необхідні знання, уміння та навички у студентів молодших курсів факультету іноземної філології. Матеріал представлено у вигляді таблиць або коротких пояснень з вправами.


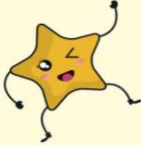

The Article

The article is a word which syntactic function is to determine a noun. There are two main articles in English – the definite article “the” and the indefinite article having two forms “a”, “an”. The indefinite article originates from the cardinal numeral “one” and is used only before singular countable nouns. The form “a” occurs before nouns beginning with a consonant sound (not letter) while the form “an” before nouns beginning with a vowel sound.

The definite article developed from a demonstrative pronoun and may be used before singular countable and uncountable nouns as well as before plural nouns. It also has two variants of pronunciation [ðə] before nouns beginning with a consonant sound and [ði:] before nouns beginning with a vowel sound:

the cat [ðə 'kæt] the unit [ðə 'ju:nɪt] the apple [ði 'æpl] the X-ray [ði 'eks'reɪ]

ARTICLES: A / AN / THE

 <div style="background-color: #ccc; padding: 5px; display: inline-block;">A / AN</div> 	<div style="background-color: #ccc; padding: 5px; display: inline-block;">THE</div> 
<ul style="list-style-type: none">• Used for objects that are not specific or one of several things of a similar type <p>E.g. I need a phone.</p> <ul style="list-style-type: none">• Used the first time we introduce an object <p>E.g. I saw a movie last night.</p> <ul style="list-style-type: none">• Used as synonyms for the number one <p>E.g. They bought a computer.</p> <ul style="list-style-type: none">• Used to indicate one of a group <p>E.g. She is a singer.</p>	<ul style="list-style-type: none">• Use for specific objects or objects that both the speaker and listener know <p>E.g. Can you give me the books on the table?</p> <ul style="list-style-type: none">• Used when we mention the object again <p>E.g. The movie is based on a real-life incident.</p> <ul style="list-style-type: none">• Used before plural countries or other plural regions and bodies of water <p>E.g. The Netherlands</p> <ul style="list-style-type: none">• Used before certain adjectives to give a plural meaning <p>E.g. The rich</p>



HOW TO USE A-AN

Usage

Examples

- Used before words beginning with a consonant sound



a man



a lamp



a cat

- Used before words that begin with a vowel sound.



an apple



an eraser



an umbrella

- A(an) should agree with the first sound in the adjectives or the adverb-adjective combination which stands before a noun.



an 80-year-old man



a golden necklace



a pretty girl

- Use A before words, letters, numbers which sound like they begin with consonant even if the first letter is a vowel



a euro



a university



a "1"

- Use AN before words, letters, numbers which sound like they start with a vowel even if the first letter is a consonant



an hour



an F



an 8

1. Use the correct article "a" or "an" with the following nouns:

elephant, university, umbrella, VIP, honest woman, half-hour meeting, one-hour lesson, useful book, SOS, European, hand, underpass, CD, exam, school, busy life, answer, MP, person.

2. Pronounce correctly [ðə] or [ði:]:

apple, red apple, year, horse, accident, hour, situation, European city, engineer, auto, honest answer, yacht, airplane, opera, hot evening.

RULES FOR USING ARTICLES A-AN

1

'A' must be used before words which begin with a vowel symbol pronounced with the same sound as the 'y' or a 'w'-like sound

E.g. a euro, a unicycle, a university, etc.

2

Sometimes, 'an' is found before words beginning with the letter 'h'

E.g. an hour, an honor, an heir, etc.

3

We use 'an' before abbreviations that begin with a vowel sound.

E.g. an M.A., an M.Sc., an M.B.B.S., etc.

4

'A' or 'an' must be used before a singular noun standing for things that can be counted.

E.g. a chair, a bottle, an umbrella, etc.

5

'A' or 'an' must be used before the names of professions.

E.g. a director, an editor, a teacher, etc.

6

When you mean "a typical example", use "a" or "an."

E.g. A cat drinks milk.

7

Such + a/an + noun (or)
Such + a/an + adjective + noun (rare)

E.g. Such a policy, such a long trip, such a great teacher, etc.

8

The following word has an indefinite article.
so + adjective + a/an + noun.

E.g. So boring a book, So beautiful an actress, etc.

9

'Few' and 'Little' are negative in meaning. 'A few' and 'a little' are positive and mean 'some'.

E.g. He is young and has little experience of life.

10

In its original numerical sense of one.

E.g.

- Not a word was said.
- Twelve inches make a foot.

11

A, an = one thing or person.

E.g.

- She works in a hospital.
- I've got a puppy.

12


We use a/an when we say what a thing or a person is.

E.g.

- "Coca Cola" is a beverage.
- A dog is a domestic animal.

The Definite Article '**THE**' generally specifies and identifies. It answers the question: 'Which one?' It specifies a person, place, or thing already mentioned. The definite article '**the**' means this, that. It answers the question which one?. It can be used with both singular and plural nouns. A noun is **first introduced** with the indefinite article and the definite article is used to **refer to it again**.

THE ARTICLE "THE" IN GEOGRAPHICAL NAMES

<p>DIRECTION REGIONS</p>  <p>The North, the South, the East, and the West</p>	<p>UNIONS OF COUNTRIES, STATES</p>  <p>The United States of America, the United Kingdom, etc.</p>	<p>GROUPS OF ISLANDS</p>  <p>The Philippines, the Caribbean, the Canaries, etc.</p>	<p>SEAS</p>  <p>The Mediterranean, the Black, the Red, the Nile, etc.</p>
<p>GULFS</p>  <p>The Gulf Stream, the Persian Gulf, the Finland Gulf, etc.</p>	<p>GROUPS OF LAKES</p>  <p>The Great lakes, the Shats Lakes, the Vlahini Lakes, etc.</p>	<p>RIVERS</p>  <p>The Danube, the Dniro, the Amazon, etc.</p>	<p>CANALS & CHANNELS</p>  <p>The English channel, the Panama canal, the Suez canal, etc.</p>
<p>POLES</p>  <p>The North Pole and the South Pole</p>	<p>REPUBLICS</p>  <p>The Czech Republic, the Republic of Cuba, the Congo, etc.</p>	<p>POLAR REGIONS</p>  <p>The Arctic and the Antarctic, etc.</p>	<p>GROUPS OF MOUNTAINS</p>  <p>The Rocky Mountains, the Caucasus, the Carparpathians, etc.</p>
<p>OCEANS</p>  <p>The Pacific, the Indian, the Atlantic and the Arctic, etc.</p>	<p>REGIONS OF COUNTRIES</p>  <p>"The American Midwest, the Mekong Delta, etc.</p>	<p>DESERT</p>  <p>The Sahara, the Gobi, the Kara Kum, etc.</p>	

WHEN TO USE NO ARTICLE

1

- To talk about things in general
e.g. **Milk** is good for you.

2

- To talk about sports and games
e.g. Let's go and play **basketball**.



3

- Before the names of countries
e.g. Japan, France, Italy, etc. Except: the UK, the US, etc.

4

- Before the name of a language
e.g. We are learning **English**.



5

- Before the names of railway stations when they are also place names

6

- Before the names of meals
e.g. They invited some friends to **dinner**.

7

- Before NOUN + NUMBER
e.g. The laboratory is in **room 6** on the third floor.



Do not use article before the names of countries unless the name suggests that the country is made up of smaller units or constituent parts.

Use the – the UK (*UnitedKingdom*), the USA (*UnitedStatesof America*), the *IrishRepublic*... (Kingdom, state, republic and union are nouns, so they need an article.)

Articles with Countable and Uncountable Nouns

- Countable nouns are individual objects, people, places, etc. which can be counted.
- Examples: *an apple, a school, 1 picture, 2 pictures, 3 pictures, 2 men, 4 men, 8 men.*
- Uncountable nouns are materials, concepts, information, etc. which are not individual objects and can not be counted.
- Examples: *information, water, understanding, wood, cheese.*

Articles with Uncountable Nouns

1. We do not say **a/an** with an uncountable noun.

For example:

- *water* (NOT a water)
- *weather* (NOT a weather)
- *music* (NOT a music)

2. A number can not be put in front of an uncountable noun.

For example:

- *a piece of news* (NOT 1 news)
- *two bottle of water* (NOT 2 water)
- *a grain of rice* (NOT 1 rice)

3. An uncountable noun is used with no article if we mean that thing *in general*.

For example:

- *He put **sugar** in his tea and stirred it.*
- *He taught **music** at a school in Edinburgh.*

4. The is used with an uncountable noun when we are talking about a particular thing.

For example:

- *immerse my clothes in **the water**.*
- *She dissolved **the sugar** in the tea.*
- *Did you like **the music** they played at the dance?*

Articles with Countable Nouns

1. We put a number in front of a countable noun.

For example:

- *two cats*
- *three pens*
- *five students*

2. We put both **a/an** and **the** in front of a countable noun.

For example:

- *a book*
- *an apple*
- *the lions*

3. A plural countable noun is used with no article if we mean all or any of that thing.

For example:

- *She's always out with her **friends**.*
- *He likes **cats** but dislikes dogs.*
- *I like **books** about sport.*

4. We usually use **a/an** with a countable noun the first time we say or write that noun.

For example:

- *John has **a dog** and **a cat**. The dog is called Rover, and the cat is called Fluffy.*

5. We use **the** with countable nouns when the second and subsequent times we use the noun or when the listener already knows.

For example:

- *I like **the book** you bought last night.*
- *I found **the puppy** whimpering next to the front door.*
- *Please open **the window**!*
- *I think I've broken **the washing machine**.*

Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like his, my, our, its, her, and their. Articles should not be used with pronouns. Consider the examples below.

Wrong: Why are you reading the mybook?

The and *my* should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

Why are you reading the book?

Why are you reading my book?

Ex.1. *Fill in the gaps with the correct article where necessary.* 1. ... English book we are reading now in class will be translated into Russian ...next year. 2. What are you reading now in class? – ... interesting book by Mark Twain. 3. Where is ... credit card? I can't pay for ... CD. 4. I have got ... elder sister living in Canterbury. 5. I'm afraid I can't answer ... question. 6. My father is ... children's doctor. 7. Open ... magazine at ... Page 17 and look at ... photo. 8. She is ... kind and gentle woman. 9. ... cell phone is ... telephone you can take with you to any place. 10. Let's go to ... country and have ... picnic. 11. Yesterday I bought oranges for 30 rubles ... kilo. 12. ... man is mortal. 13. ... tiger belongs to ... cat family. 14. Do you know where ... oldest university in Europe is? 15. I am to make ... speech tomorrow at ... meeting. 16. He is not ... experienced driver. He doesn't drive faster than 90 km ... hour. 17. ... former President of Poland was ... great tennis fan.

Ex.2. *Fill in the gaps with the correct articles in the following quotations. Comment on some of them:*

1. ... best time to plan ... book is while you're doing ... dishes (Agatha Christie). 2. My best friend is ... man who in wishing me well wishes it for my

sake (Aristotle). 3. You can put wings on ... pig, but you don't make it ... eagle (Bill Clinton). 4. ... man can't be too careful in the choice of his enemies (Oscar Wilde). 5. ... hero is born among ... hundred, ... wise man is found among ... thousand, but an accomplished one might not be found even among ... hundred thousand men 6. It is ... wise father that knows his own child (William Shakespeare). 7. ... enemy is anyone who tells the truth about you (Elbert Hubbard). 8. ... cynic is ... person who knows the prize of everything and the value of nothing (Oscar Wilde). 9. Better three hours too soon than ... minute too late (William Shakespeare). 10. ... chicken is ... egg's way of making ... other egg (Samuel Butler). 11. ... wise men speak because they have something to say, ... fools because they have to say something (Plato). 12. Even if you're on ... right track, you'll get run over if you just sit there (Will Rogers). 14. ... good people do not need ... laws to tell them to act responsibly, while bad people will find ... way around ... laws (Plato). 15. It is easier to forgive ... enemy than to forgive ... friend (William Blake). 16. Look at ... day when you are supremely satisfied at ... end. It's not ... day when you lounge around doing nothing; it's when you've had everything to do, and you've done it (Margaret Thatcher).

Ex.3. *Fill in the gaps with the correct article:*

1. Last Sunday before ... baseball game, we had ... tail-gate party in ... parking lot. 2. Is there ... good-looking man in your club? 3. There was ... standing ovation when Pavarotti sang. 4. Robbie Williams brought down ... house when he sang "Feel". 5. My father said ... toast and everyone clinked ... glasses. 6. She stood there with ... armful of flowers and rather ... happy smile on ... pretty face. 7. What is ... cover charge at that club? 8. We took ... ferry boat from Britain to France. 9. This is ... postcard. 10. Mark is ... real gambler. 11. I looked up and was amazed: there was ... book I had been looking for in vain for ... week. 12. Jeff hit ... jack pot at ... casino – he won £9000. 13. These are ... magazines. 14. ... final game in American football is called ... Superbowl. 15. You can pay

that bill at ... bank. 16. Italy won ... 2006 World Cup. 17. She looked at ... newspaper on her lap without really seeing it.

Ex.4. *Explain the use or the absence of the definite article in the following sentences:* Model: "The dog was domesticated many centuries ago". The definite article in this sentence is used before the noun in a generic sense.

1. Where is the DVD I gave you yesterday? 2. This man works in the same shop as I do. 3. Who is the boy playing the piano? 4. The best things in life are free. 5. The first step is the hardest. 6. The last straw breaks the camel's back. 7. You should go to the dentist twice a year. 9 8. I'm sorry I don't remember the exact title of the book. 9. He was much given to quoting that wonderful phrase to describe the endless battle between man and nature. 10. He promised to help me last night but he didn't. 11. Louis Braille invented a system of reading and writing for the blind. 12. Paul is wearing the green and yellow sweater we bought two weeks ago at Harrods.

Ex.5. *Fill in the gaps with the correct article:*

1. Last Sunday before ... baseball game, we had ... tail-gate party in ... parking lot. 2. Is there ... good-looking man in your club? 3. There was ... standing ovation when Pavarotti sang. 4. Robbie Williams brought down ... house when he sang "Feel". 5. My father said ... toast and everyone clinked ... glasses. 6. She stood there with ... armful of flowers and rather ... happy smile on ... pretty face. 7. What is ... cover charge at that club? 8. We took ... ferry boat from Britain to France. 9. This is ... postcard. 10. Mark is ... real gambler.

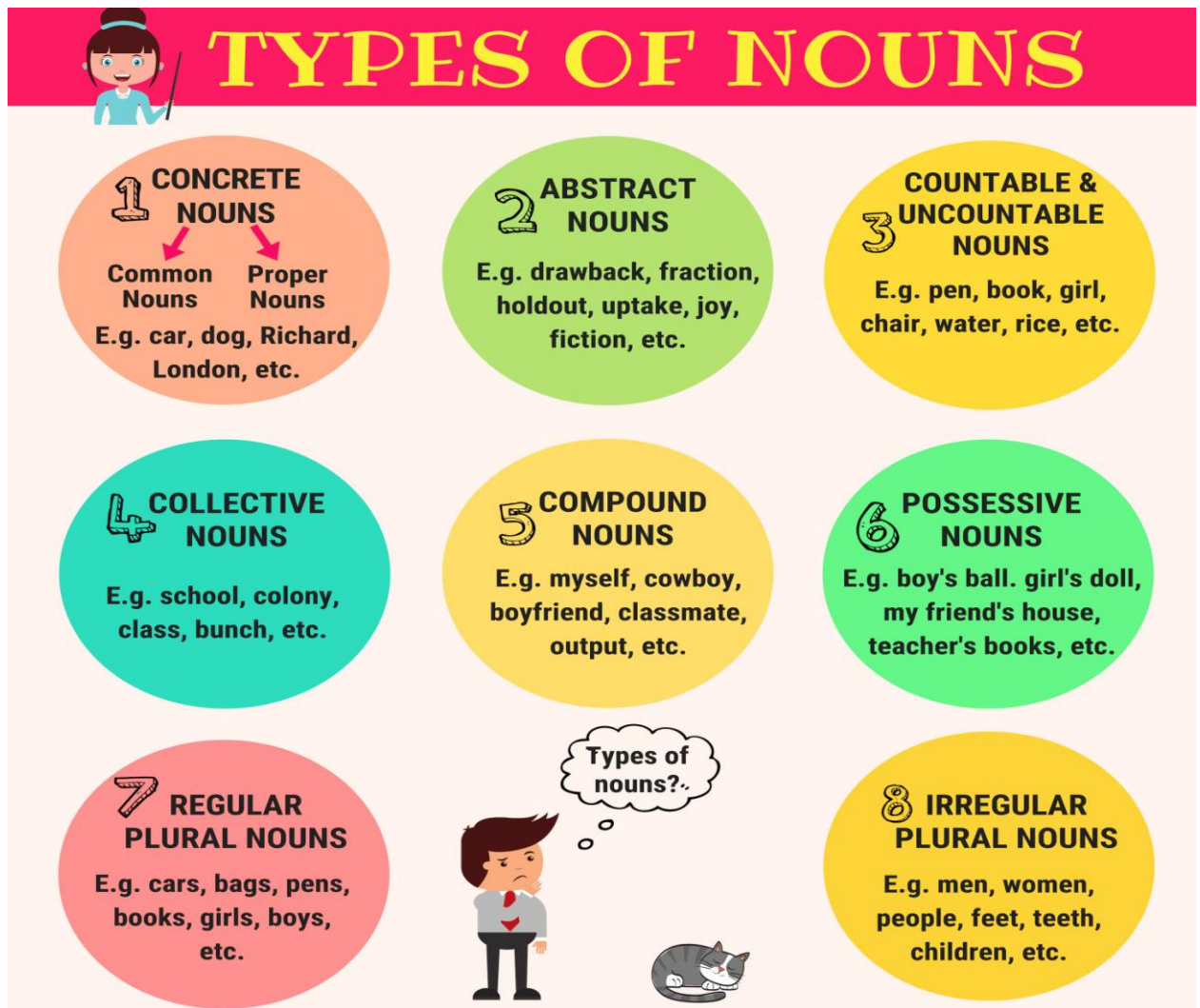
Ex.6. *Fill in an article where necessary:*

1. We go to ____ concert to listen to _____ music.
2. You write _____ letter on _____ paper.
3. Put ____ jam on _____ piece of ____ bread.
4. We drink more _____ water in _____ summer than in _____ winter.
5. I have _____ hour and _____ half for lunch.
6. It was the first country to send a man into _____ space.

Noun

What is a noun? Noun is described as words that refer to a person, place, thing, event, substance, quality, quantity, etc.

Noun is a part of speech typically denoting a person, place, thing, animal or idea. There are many different types of nouns in English, each designed to serve a different purpose in an English sentence.



Common Nouns

Common nouns are used to name a GENERAL type of person, place or thing. Common nouns can be divided into smaller classes such as countable and uncountable nouns, concrete and abstract nouns and collective nouns.

Examples of common nouns: girl, city, animal, friend, house, food

Proper Nouns

Proper nouns are used to name a SPECIFIC person, place or thing. In English, proper nouns begin with a capital letter. Proper nouns do not normally have a determiner before them (e.g. the London, the Mary etc.) though there are some exceptions (e.g. Is she the Mary that we met at the conference?).

Examples of proper nouns: John, London, Pluto, Monday, France

Compound Nouns

Compound nouns are two or more words that create a noun. Compound nouns are sometimes one word (haircut), words joined by a hyphen (son-in-law) or as separate words (bus stop). The main stress is normally on the first part of the compound word (sunglasses, swimming pool).

Examples: toothbrush, rainfall, sailboat, mother-in-law, well-being, alarm clock, credit card

Countable Nouns

Countable nouns are nouns that CAN be counted. They have a singular and a plural form and can be used with a number. Sometimes countable nouns are called count nouns.

Examples of countable nouns: car, desk, cup, house, bike, eye, butterfly

Uncountable Nouns

Uncountable nouns are nouns that CANNOT be counted. These are sometimes called Mass Nouns. Uncountable nouns often refer to:

substances: paper, wood, plastic

liquids: milk, oil, juice

gases: air, oxygen

abstract ideas: happiness, time, information

Examples: water, coffee, cheese, sand, furniture, skin, wool, gold, fur

Collective Nouns

Collective nouns are words that refer to a set or group of people, animals or things.

Examples of collective nouns: staff, team, crew, herd, flock, bunch

Concrete Nouns

Concrete nouns are nouns which refer to people and things that exist physically and that at least one of the senses can detect (can be seen, felt, heard, smelled/smelt, or tasted).

Examples: dog, tree, apple, moon, coin, sock, ball, water

Abstract Nouns

Abstract nouns are nouns that have no physical existence and are not concrete. They refer to ideas, emotions or concepts so you CANNOT see, touch, hear, smell or taste something that is an abstract noun. Many abstract nouns are uncountable.

Examples of abstract nouns: love, time, happiness, bravery, creativity, justice, freedom, speed.

Rules for the plurals of regular nouns		
General rule	add -s	book → books car → cars
Nouns ending in...	How to pluralize	Examples
s, x, z, ch, sh	add -es	bus → buses box → boxes
consonant+y	change y to i and add -es	city → cities party → parties
consonant+o	add -es	hero → heroes echo → echoes
f	change f to v and add -es	wife → wives knife → knives
Irregular nouns		
Nouns that don't follow these rules		man → men woman → women child → children tooth → teeth
Nouns that remain the same in the plural		aircraft → aircraft sheep → sheep deer → deer

Ex.1. Choose the best word to fit into each of the following sentences:

1. The men sharpened their _____ before throwing them at the targets.

A – knife B – knives C – knives

2. Please eat the rest of your _____.

A – pease B – Peas C – Peies

3. I'd like you to stop leaving your _____ on the floor.

A – Socks B – Sockses C – Sox

4. We saw a lot of _____ at the park.

A – Deers B – Deeries C – Deer

5. This recipe calls for a lot of _____.

A – Tomatos B – Tomatoes C – Tomaties

Ex.2. Write down the plurals of the following nouns and check their pronunciation in a dictionary where necessary:

Ray, street, bacillus, bell, corpus, lily of the valley, diagnosis, warf, antenna, tomato, field-mouse, radius, ad-ress, nerve, criterion, opinion, series, nebula, bacterium, doing, growth, Roman, Frenchman, appendix, bridge, compass, story, storey, formula, looker-on, bureau, brother-in-law, ox, fish, symposium, thesis, passer-by, datum, sheep, fountain pen, breakdown, woman-hater, trousseau, assistant director.

Ex.3. Translate into English:

1.Я хочу купити хліба та масла. 2.Попрасуй свої штати, але не забудь виключити праску. 3.Я хочу зупинитись у домі своєї тітки. 4.Моя сестра обожнює кроликів та собак. 5.Це книга моєї свахи. 6.Принесіть мені чашку кави, будь ласка. 7.Мені потрібна твоя порада. 8.Це дуже приємна новина.

Possessive Case

The Possessive case expresses possession in the broadest sense of the word: *a man's coat, a man's hand, a man's life, a dog's bowl, a dog's tail*, etc.

Grammatically the Possessive case is indicated either by **a)** adding to nouns 's (apostrophe and 's) or by **b)** adding -' (apostrophe only). The apostrophe followed by 's is added to:

- 1) nouns in the singular: *a man's coat, the actress's voice, a dog's bowl,*
- 2) nouns in the plural which form their plural number by the non-productive means, i.e. without the suffix — (e)s: *women's dresses, children's toys,*
- 3) nouns in the plural which in singular have the final -s: *actresses' voices,* The apostrophe without -s is added to nouns in the plural: *teachers' advice, the students' books, dogs' bowls.*

Some proper names ending in -s admit of both - 's and -': *Burns's poems — Burns' poems, Dickens's novels — Dickens' novels.*

Irrespective of the given types of spelling both 's and ' are pronounced in the same way as the mark of the plural number, i.e. **a)** [z] after vowels and voiced consonants: *teacher's, dog's,* **b)** [ɪz] after voiceless consonants: *student's,* **c)** [ɪz] after sibilants: *actress's, actresses', fox's, foxes', Burns', Dickens's.*

However, the Possessive case form of plural nouns tends to be pronounced [ɪz] to differentiate it from that of singular nouns. Compare: **the politician's wife** [z] — **the politicians' wives** [ɪz].

The grammatical form in question is chiefly expressed by animate nouns — human or more rarely by non-human both common and proper nouns. Besides, a few groups of inanimate nouns which are able to take the form of the Possessive case may be singled out. They are:

a) inanimate abstract nouns denoting a certain period of time such as *moment, minute, hour, day, night, morning, evening, week, year, month* (names of months including), season (names of seasons including), *century* and so on;

b) personified nouns used in spoken language or in fiction, mainly in poetry:
1) *sun, moon, earth, river, water, ocean, world, wind,* 2) *ship, boat, vessel, etc.;*
3) *country, city, town* (names of towns and countries including); 4) abstract nouns like *duty, music, death.* For example: *a week's holiday, year's absence, a winter's*

day, night's rest, wind's rustle, river's brink, ship's crew, town's busy streets, duty's call, music's voice.

The possessive 's can be used with no following noun: *Whose is that? — Mary's.*

The 's possessive is also used without a following noun in several other cases.

Shops are usually referred to in this way: *a baker's, a butcher's, the barber's, the hairdress's, i.e. a baker's, a butcher's,* etc. shop.

People's places of living can be referred to in this way when the host-guest relationship is meant: *at my brother's (i.e. at my brother's place).*

Ex.1. *Transform the following sentences using possessive case of nouns where possible.*

1. I'm a great lover of the music of Mozart and Chopin.
2. The house of my Aunt Mary was surrounded by a beautiful old garden.
3. Manchester United Club spends millions of pounds on the wages of its players.
4. What do you think of the recent article on the problems of education?
5. The bedroom of Paul and Helen was spacious and comfortably furnished.
6. The favorite opera of my father was the Marriage of Figaro by Mozart.
7. I asked her for a glass of juice.
8. We were celebrating the victory of our football team.
9. I'll always remember the apple-pies of my mother-in-law.
10. According to the recipe you must add a spoonful of honey to the dough.
11. The essays of Kate and Ann were the best in the class.
12. He gave me a bar of chocolate for a snack.
13. Isn't it strange that he enjoys spending money of other people?
14. When burglars broke into Simon's house, they stole all the jewellery of his mother.
15. The house you are looking for is at the end of the road.

Ex.2. *Translate into English:*

1. a minute's silence
2. a day's work

3. a hour's delay
4. tomorrow's match
5. a day's wait
6. city's central street

Ex.3. Correct the sentences:

The house' gate is closed. That's Mirandas sister. The Cyclopedia's of New Zealand was published in six volumes. The chair's legs are broken. The mices tails are long and ugly. We will consider Charles'es offer about our new schedule. Don't move it, it's the managers chair. Take Sue'es umbrella, it is raining. There is something wrong in the paper. You must check Linda story details. My husband's toolkits are very useful. Where is the WTOs headquarter? (WTO = World Trade Organization) Climate of Italies varies considerably from the north to the south of the country. The Earth rotation's leads to day and night. The Employees's Retirement System was established in 1945. You can find a lot of makeup idea's for Halloween in our free tutorials.

Noun Functions

It is good to know a little bit about how nouns can be used in sentences. Nouns are one of the eight parts of speech in English and in any sentence they can do different jobs. Nouns can be:

Subjects: A noun can be the subject of a sentence or clause, describing whom or what the sentence is about.

Examples: Pizza is delicious. The boy ran through the park.

Predicate nominative: A noun can rename the subject by completing a linking verb.

Example: Jessica is my best friend. (Answers the question who is Jessica?)

Direct objects: A noun can receive the action of a verb.

Example: I threw the football.

Indirect objects: Nouns can receive the direct object.

Example: I threw John the football.

Object of the preposition: In a prepositional phrase, a noun can follow a preposition and complete its meaning.

I threw the football to John.


Object complement: here a noun directly follows and describes the direct object.

Our coach named me team captain.

Pronoun

In English grammar, pronoun is a word that substitutes for *a noun* or noun phrase.

A pronoun is used instead of a noun or noun phrase in a sentence. A pronoun may take place of the name of a person, place or thing.

ENGLISH PRONOUNS					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

Pronouns can be divided into numerous categories including:

Indefinite pronoun– those referring to one or more unspecified objects, beings, or places, such as someone, anybody, nothing. Notice in the examples below that there is no set position for where an indefinite pronoun will appear in a sentence.

Indefinite pronoun examples:

1. Anyone

2. Somebody
3. Whichever
4. Whoever
5. Other
6. Something
7. Nobody

Would anyone like a coffee?

Take whatever you like. Jamie took one cookie and Ben took the other.

Whoever owns this is in big trouble! I want someone to move this now.

Indefinite pronouns can also be used to create sentences that are almost abstract. Examples could include: this, all, such and something.

All was not lost.

Such is life.

Something tells me this won't end well.

Personal pronouns– those associated with a certain person, thing, or group; all except you have distinct forms that indicate singular or plural number. Personal pronouns are always specific and are often used to replace a proper noun (someone's name) or a collective group of people or things. Personal pronouns have two main groups, one referring to the subject of the sentence and one to the object.

The first is used to replace the subject of the sentence: I, you, he, she, it, we, you and they. Notice that you is repeated as you can be singular, addressing one person, or plural, addressing a group of people.

Jack and David are friends. They play basketball together.

I have more money than he

We will be late if you don't hurry up.

The second group of pronouns replaces the object of the sentence: me, you, him, her, it, us, you, them. Consider the sentence again:

We will be late if you don't hurry up.

In the above example, *we* is the subject of the sentence, but *you* is the object. Other examples of pronouns replacing the object:

Peter sang the song to me.

Missing the train will cause us to be late.

She packed them tightly in the suitcase.

Reflexive pronouns— those preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in *–self* or *–selves*. Reflexive pronouns are used to refer back to the subject or clause of a sentence. The list of reflexive pronouns includes: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Count yourselves

Annie only had herself to blame.

Peter and Paul had baked themselves cakes.

Demonstrative pronouns— those used to point to something specific within a sentence. There are only four demonstrative pronouns – *this, that, these, those*— but the usage can be a bit tricky at times. *This* and *that* are singular, whereas *these* and *those* are plural. As you may have noticed, there can be some crossover with indefinite pronouns when using *this* and *that*.

I prefer this.

These are beautiful, but those belong to Danny.

Did you see that?

While it can be confusing, *this, that, these* and *those* can sometimes be used as demonstrative adjectives. The difference between the two is that a demonstrative pronoun replaces the noun and a demonstrative adjective qualifies the noun.

I prefer this photo. These flowers are beautiful, but those vases belong to Danny.

Did you see that rainbow?

This, that, these and *those* in the example above are not pronouns because they are being used to qualify the noun, but not replace it. A good trick for

remembering the difference is that a demonstrative pronoun would still make sense if the word one or ones followed it in the sentence.

I prefer this (one). These(ones) are beautiful. Did you see that (one)? Those(ones) belong to Danny.

Possessive pronouns– those designating possession or ownership. Examples include:*mine, its, hers, his, yours, ours, theirs, whose*. Consider the example:
This cat is mine.

Mine is indicating possession, that the cat belongs to me. Incidentally, this in the sentence is not a pronoun but demonstrative adjective as it qualifies the noun cat. You will find that possessive pronouns often follow phrases that contain demonstrative adjectives.

Are these bananas yours?

This money is ours.

Is the fault theirs or yours?

Relative pronouns–those which refer to nouns mentioned previously, acting to introduce an adjective (relative) clause. They will usually appear after a noun to help clarify the sentence or give extra information. Examples include:*who, which, that, whom, whose*. Consider the following sentence:

The man who stole the car went to jail.

The relative pronoun who acts to refer back to the noun man. It acts to open a clause by identifying the man as not just any man, but the one who stole the car.

The table, which sits in the hallway, is used for correspondence.

The car that crashed into the wall was blue.

This is the woman, whose key you found.

Interrogative pronouns–Those which introduce a question:*who, whom, whose, what, which*. We can usually identify an interrogative pronoun by the fact that they often appear at the beginning of a question.

Who will come to the party?

Which do you prefer?

What do you need?

Whose clothes are on the floor?

Whom did you tell?

Whom and who are often confused, and even native speakers will use them incorrectly. Who will replace the subject of a sentence, whereas whom will replace the direct or indirect object. A good tip for deciding which to use is that you can replace who in the sentence with a personal pronoun and it will still make sense. Who will come to the party? I will come to the party. The same system would not work for Whom did you tell? I did you tell.

Reciprocal pronouns—Those expressing mutual actions or relationship; i.e. one another.

There are just two reciprocal pronouns in English: **one another** and **each other**. They are mainly used to stop unnecessary repetition in a sentence, but also to reinforce the idea that collective and reciprocal actions are happening to more than one person or thing. John and Mary gave *each other* gifts. Using *each other* allows the sentence to be more efficient than: John gave Mary a gift and Mary gave a gift to John. The countries worked with *one another* on national security. In this example, *one another* works to suggest that the action of working is being reciprocated back and forth by more than one country.

The boxers punched *each other*.

The couple love *one another* deeply.

Intensive pronouns— those ending in *-self* or *-selves* and that serve to emphasize their antecedents. These are almost identical to reflexive pronouns, but rather than just referring back to the subject of the sentence they work to reinforce the action. In many cases, the sentence would still make sense without the intensive pronoun.

I will do it *myself*.

We made this pie *ourselves*.

A nation speaks for *itself* through elections.

Pronoun Rules

Subject pronouns may be used to begin sentences. For example: We did a great job.

Subject pronouns may also be used to rename the subject. For example: It was she who decided we should go to Hawaii.

Indefinite pronouns don't have antecedents. They are capable of standing on their own. For example: No one likes the sound of fingernails on a chalkboard.

Object pronouns are used as direct objects, indirect objects, and objects of prepositions. These include: you, me, him, her, us, them, and it. For example: David talked to her about the mistake.

Possessive pronouns show ownership. They do not need apostrophes.

Ex.1. *Type in the correct relative pronoun:*

1. The man ___ came first in the 100-metre race broke the world record.
2. At the zoo, there is a parrot ___ can talk to the people.
3. Do you know the woman ___ son is a famous actor?
4. I really like the suit ___ you bought for the wedding!
5. It was my brother ___ I entrusted with looking after my baby.

Ex.2. *Type in the correct reflexive pronoun:*

1. I don't need any help. I can do it _____.
2. Edwin fixed his bike all by _____.
3. Beth and Chris got a little lost one day on their way back from school. But they found the right way home all by _____.
4. Olivia got a very good mark on her English test. She was very pleased with _____.
5. We had to ask _____ if this was the right thing to do.

Ex.3. *Type in the correct reflexive pronoun:*

1. The teacher said to the class: "I would like you to do the exercises _____".
2. There's no need to shut the garage gate. It does that all by _____.
3. Catherine and Abby are sisters. Yesterday, they made their lunchboxes _____.

4. Tim's mum said to him: "I won't help you to clean your room this time. You have to do it _____.
5. At the wedding reception, there was a buffet where we could just help _____.

Ex.4. Write the correct demonstrative pronoun.

1. I really like _____ restaurant!
2. I prefer _____ glasses to _____ ones over there.
3. _____ chair is a lot more comfortable than _____ one.
4. Would you rather have _____ strawberries or _____ peaches?
5. For the price of _____ video game you can buy three of _____ classic boardgames.

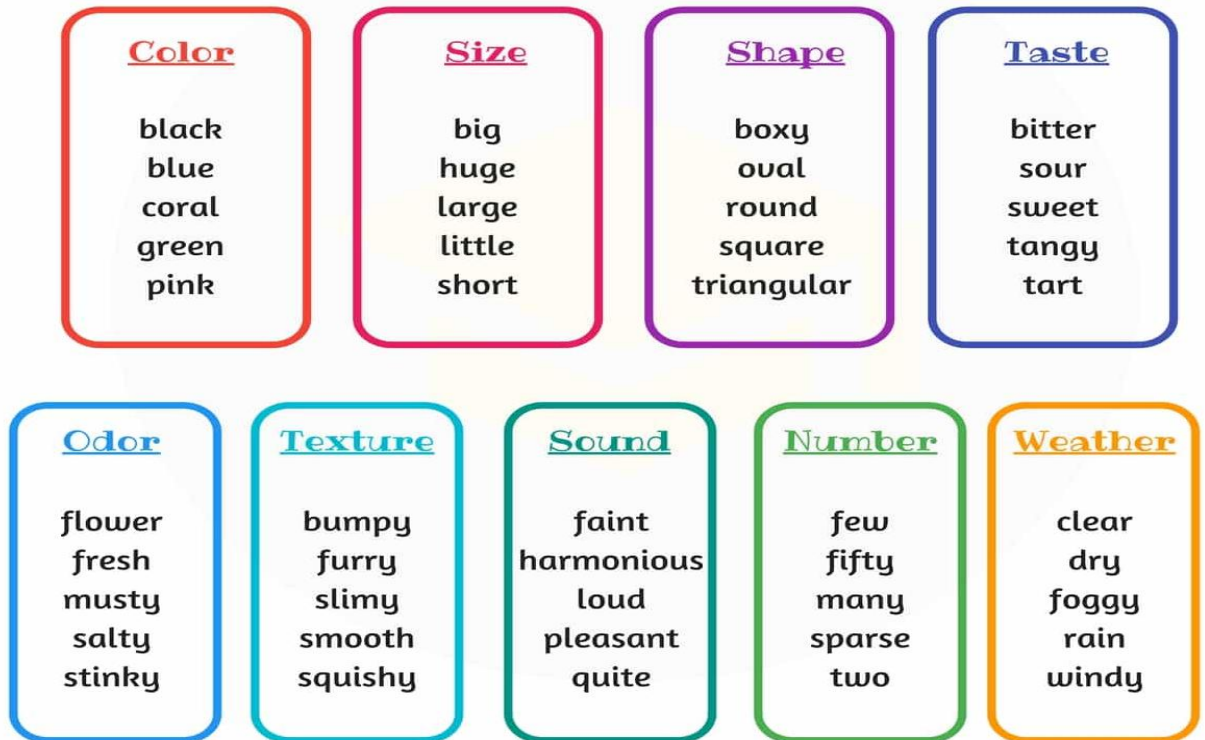
Ex.5. Write the correct personal pronoun. Decide if the sentence needs a subject-pronoun or an object-pronoun:

1. Josh likes to play football, so his parents gave _____ a brand new football for his birthday.
2. Tim lives next door to Josh. Often _____ play football together.
3. Charlotte loves her grandmother very much. She wants to visit _____ tomorrow.
4. My family and I like to swim. In the summer _____ go to the beach most weekends.
5. Last night I watched a scary film alone. It really scared _____ .

Adjective

An **adjective** is a word that describes a noun or pronoun such as person, place, thing, or idea.

An adjective can tell...



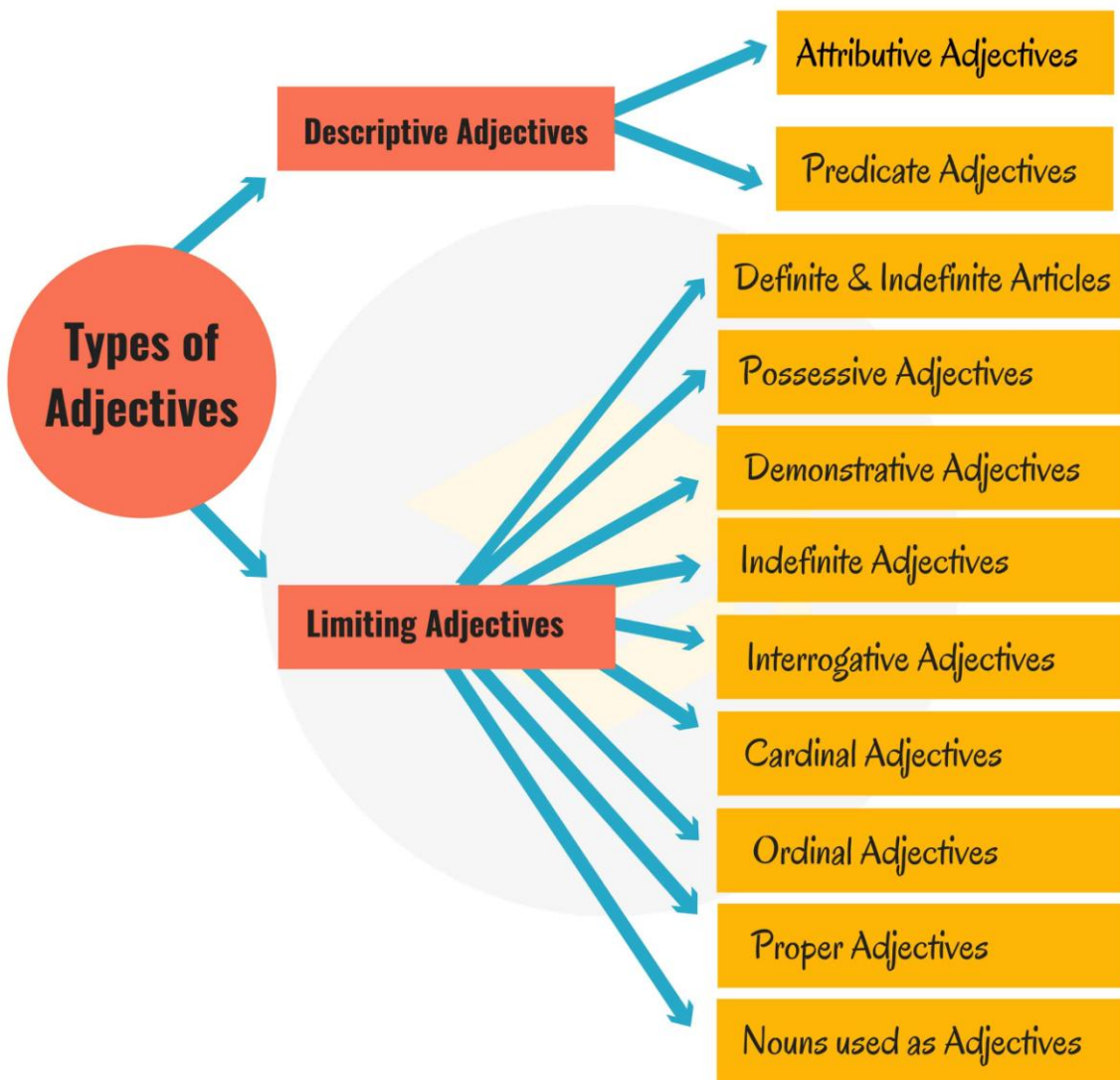
English Adjectives can be identified by their suffixes. Common Adjective suffixes are as follows:

- **-able/-ible**: credible, achievable, gullible, capable, illegible, sensible, remarkable, horrible
- **-al**: annual, functional, individual, logical, essential
- **-ful**: awful, cheerful, doubtful, faithful, forceful
- **-ic**: terrific, cubic, manic, rustic
- **-ive**: intensive, adaptive, attractive, dismissive, inventive, persuasive
- **-less**: doubtless, endless, fearless, helpless, homeless, breathless, careless, groundless, restless
- **-ous**: adventurous, famous, generous, courageous, dangerous, tremendous, fabulous

Though, a large number of adjectives are different, some of them:

- Hot, dark, smart, cool, common, complete, large, deep, thin, far, etc.

TYPES OF ADJECTIVES



Possessive adjectives are used to show ownership or possession.

- Possessive adjectives are **my, your, his, her, its, our, their**. Possessive adjectives occur before a noun (*her hair*) or a an adjective + noun (*her new hair*).
- Possessive adjectives have no singular or plural. They are used with both singular and plural nouns (*his ball, his balls*).

Here is a list of subject pronouns and their possessive adjectives:

- *I – my*
- *You – your*
- *He – his*

- *She – her*
- *It – its*
- *We – our*
- *They – their*

In English grammar, this, that, these, and those are **demonstrative adjectives**.

For example:

- ***This** school is infinitely better than the last one I went to.*
- *I think **that** book is mine.*
- ***These** plants are particularly useful for brightening up shady areas.*
- *Let me give you a hand with **those** bags.*




· **Order of Adjectives**

In general, the adjective order in English is:

- *Determiner*
- *Observation (Opinion)*
- *Size and Shape*
- *Age*
- *Color*
- *Origin*
- *Material*
- *Qualifier (Purpose)*
- a noun

Three forms of comparison of adjectives in English

- **Positive:** it is an ordinary form of adjectives
- **Comparative:** shows when two persons or objects being compared
- **Superlative:** indicates that the quality or quantity is at its highest or is most intense

Positive	Comparative	Superlative	
 big	 bigger	 biggest	(Note: Put THE before a superlative)
One syllable	-er	-est	
	clear dark	clearer darker	clearest darkest
One syllable ending with -e	-r	-st	
	wise simple	wiser simpler	wisest simplest
Adjectives ending with one vowel and one consonant	-er	-est	
	thin fat	thinner fatter	thinnest fattest
Two syllables ending in -y	-er	-est	
	busy merry	busier merrier	busiest merriest
Three or more syllables	more +	most +	
	creative popular	more creative more popular	most creative most popular
Irregular Adjectives	good	better	best
	bad	worse	worst
	little	less	least
	much	more	most

Compound Adjectives

Compound adjectives are adjectives that are made up of two or more words usually with hyphens(-) between them.

Generally, compound adjectives can be formed as follows:

Adjective + <u>Past participle</u>	Adverb + Present Participle
<u>Adverb</u> + Past Participle	Noun + Adjective
Noun + Past Participle	Adjective + <u>Noun</u>
Noun + <u>Present Participle</u>	Noun + Noun
Adjective + Present Participle	Adjective + Adjective

Adjective	+	Past Participle
<i>Narrow-minded, high-spirited, old-fashioned, short-haired, absent-minded, strong-willed, quick-witted</i>		
Adverb	+	Past Participle
<i>Well-behaved, well-educated, densely-populated, widely-recognized, highly-respected, brightly-lit, deeply-rooted</i>		
Noun	+	Past Participle
<i>Sun-baked, child-wanted, middle-aged</i>		
Noun	+	Present Participle
<i>English-speaking, time-saving, record-breaking, mouth-watering, thought-provoking</i>		
Adjective	+	Present Participle
<i>Good-looking, long-lasting, slow-moving, far-reaching</i>		
Adverb	+	Present Participle
<i>Never-ending, forward-thinking</i>		
Noun	+	Adjective
<i>World-famous, ice-cold, smoke-free, sugar-free</i>		
Adjective	+	Noun
<i>Full-length, last-minute, long-distance</i>		
Noun	+	Noun
<i>Part-time, north-west, bullet-proof</i>		
Adjective	+	Adjective
<i>Fat-free, big-blue</i>		

Adjectives Ending in -ED and -ING

Some adjectives have the characteristic of ending in **-ed** and **-ing**.

In general, adjectives that end in **-ing** are used to describe things and situations. They have an active meaning. They describe someone that is doing something (acting) or something that is causing something to us, making us feel in a certain way.

Adjectives that end in **-ed** are used to describe how people feel. They have a passive meaning. They describe someone 'receiving' some kind of action, made to feel in a certain way.

Examples

Space science is very interesting to her.

She is interested in space science.

The **-ing** adjective tells you about something (space science). The **-ed** adjective tells you how somebody feels about something (She is interested in space science because it is very interesting).

Other examples:

I was disappointed with the movie. I expected it to be much better. (I felt disappointed.)

The movie was disappointing. I expected it to be much better. (It was a disappointing movie.)

We were very shocked when we heard the news. (We felt shocked.)

The news was shocking. (It was a shocking news.)

Coordinate Adjectives

Coordinate adjectives are separated with commas or the word *and*, and appear one after another to modify the same noun. The adjectives in the phrase *bright, sunny day* and *long and dark night* are coordinate adjectives. In phrases with more than two coordinate adjectives, the word *and* always appears before the last one; for example: The sign had big, bold, *and* bright letters.

Some adjectives that appear in a series are not coordinate. In the phrase *greendeliverytruck*, the words *green* and *delivery* are not separated by a comma because *green* modifies the phrase *delivery truck*. To eliminate confusion when determining whether a pair or group of adjectives is coordinate, just insert the word *and* between them. If *and* works, then the adjectives are coordinate and need to be separated with a comma.

Numbers Adjectives

When they're used in sentences, numbers are almost always adjectives. You can tell that a number is an adjective when it answers the question "How many?"

The stagecoach was pulled by a team of six

He ate 23 hotdogs during the contest, and was sick afterwards.

Interrogative Adjectives

There are three interrogative adjectives: *which*, *what*, and *whose*. Like all other types of adjectives, interrogative adjectives modify nouns. As you probably know, all three of these words are used to ask questions.

Which option sounds best to you?

What time should we go?

Whose socks are those?

Indefinite Adjectives

Like the articles *a* and *an*, indefinite adjectives are used to discuss non-specific things. You might recognize them, since they're formed from indefinite pronouns. The most common indefinite adjectives are *any*, *many*, *no*, *several*, and *few*.

Do we have any peanut butter?

Grandfather has been retired for many years.

There are no bananas in the fruit bowl.

I usually read the first few pages of a book before I buy it.

We looked at several cars before deciding on the best one for our family.

Attributive Adjectives

Attributive adjectives talk about specific traits, qualities, or features – in other words, they are used to discuss attributes. There are different kinds of attributive adjectives:

Observation adjectives such as real, perfect, best, interesting, beautiful or cheapest can indicate value or talk about subjective measures.

Size and shape adjectives talk about measurable, objective qualities including specific physical properties. Some examples include small, large, square, round, poor, wealthy, slow.

Age adjectives denote specific ages in numbers, as well as general ages. Examples are old, young, new, five-year-old,

Color adjectives are exactly what they sound like – they're adjectives that indicate color. Examples include pink, yellow, blue,

Origin adjectives indicate the source of the noun, whether it's a person, place, animal or thing. Examples include American, Canadian, Mexican, French.

Material adjectives denote what something is made of. Some examples include cotton, gold, wool,

Qualifier adjectives are often regarded as part of a noun. They make nouns more specific; examples include log cabin, luxury car, and pillow cover.

Ex.1. *Fill in the gaps with the comparative or superlative forms of the adjectives in brackets:*

1. Our ____ research should prove it. (**far**)
2. It will be ____ to remove it now. (**easy**)
3. The weather today is _____ than it was yesterday. (**bad**)
4. My _____ brother is a lawyer. (**old**)
5. Hit it _____ (**hard**)
6. It stank _____ than you could imagine. (**badly**) Who is a _____ driver: you or your wife? (**good**)
7. Here is a _____ map. (**detailed**)
8. Neptune is _____ away from the Sun than Jupiter. (**far**)

9. Mary cooks _____ than I do. (**well**)

Ex.2. Fill in the gaps with the comparative or superlative forms of the adjectives in brackets:

1. This river is not long but it is _____ one in the country. (**wide**)

2. Your car is _____ than mine. (**fast**)

3. Which is _____ actress in the theatre? (**slim**)

4. This end is _____ than that one. (**clean**)

5. This building is _____ in the street. (**big**)

6. The Atlantic is _____ than the Arctic Ocean. (**large**)

7. This is _____ day in my life. (**happy**)

Ex.3. Give comparative and superlative forms of the adjectives:

cold, good, interesting, beautiful, old, little, important, far, able, disagreeable, red, true, pretty.

Ex.4. Write the opposites of the adjectives provided:

absent, ancient, beautiful, black, blunt, bold, bright, clean, contemporary.

Ex.5. Choose the right adjectives with endings **-ed** or **-ing** to complete the following sentences in English:

1. He looked at them in an _____ way. (amusing/ amused)

2. We were _____ by his talk. (stimulated/ stimulating)

3. Sometimes I find this conversation very _____. (boring/ bored)

4. He is very _____ when he starts telling anecdotes everybody knows. (tired/ tiring)

5. I was _____ at the concert, I am not interested in music. (bored/ boring)

6. He was _____ in all we told him. (interesting/ interested)

Ex.6. Present and Past Participle Adjectives Exercise. Choose the right adjectives:

1. Trees _____ apples are called apple trees. (producing/ produced)

2. We were _____ by what he told us. (thrilled/ thrilling)

3. The sight of the child and the big dog was really _____. (touching/ touched)

4. Father was greatly _____ when John broke the vase. (annoyed/ annoying)

5. The story was _____. (exciting/ excited)
6. I was _____ by the sight of the child and the dog. (touched/ touching)
7. When his peace is _____ father is very severe. (disturbing/ disturbed)

Ex.7. Present Participle Adjectives Exercise. Choose the right adjectives:

1. The _____ saucers are often seen over England. (flying/ flied)
2. _____ they turned away. (Disgusting/ Disgusted)
3. He was _____ as a king. (treated/ treating)
4. Buy two pounds of cooking apples and two of eating apples. (cooking / eating/ cooked / eaten)
5. _____ the woman left the room. (Satisfying/ Satisfied)
6. It was a _____ woman. (fascinating/ fascinated)
7. The audience was completely _____. (fascinating/ fascinated)

Ex.8. Adjectives adverbs exercise. Choose the right words or expressions:

1. The lunch menu is very short. It's _____ than the dinner menu. (the least varied/ more varied/ varied/ less varied)
2. The film was so _____ that we couldn't sleep last night. (excited/ exciting/ excite/ excitingly)
3. Thank you! That's _____ I've ever received. (nicest gift/ a nice gift/ the nicest gift/ the nicer gift)
4. This cake smells _____.! (wonderfully/ more wonderfully/ wonderful/ the most wonderfully)
5. The faster Tom walks, _____. (more tired/ the more tired he gets/ he gets more tired/ he gets tired)
6. Could you talk _____? I'm trying to work. (more quietly/ quieter than/ quiet/ more quiet)

Ex.9. Correct the sentences:

1. Cats are popularer than snakes as pets.
2. Pigs are more intelligent as other animals.
3. Turtles are slow than crocodiles.

4. Elephants are heavier than pigs.
5. Bears are more rare than snakes.

Adjective or Adverb in English

Adjectives modify nouns and pronouns, whereas, adverbs modify verbs, adjectives and other adverbs.

Adjectives describe nouns (how someone or something is?)

Theresa is *happy* that she can overtake them.

How is Theresa? – *happy*

We also use adjectives after the following verbs: *be, become, get, grow, keep, remain, seem, sound, stay, turn*.

They are not as *quick* as Theresa.

They feel *good* when they run.

Adverbs describe adjectives, verbs or other adverbs. (How does someone do something? How good/bad/... is someone/something?)

Orla runs as *fast* as Lucy.

Orla and Lucy are running along *happily*.

How does Orla run? – as *fast* as Lucy

How do Orla and Lucy run? – *happily*

Some words have the same form for the adverb as for the adjective. The most important of these are:

daily, enough, early, far, fast, hourly, little, long, low, monthly, much, straight, weekly, yearly.

A daily run → They go running daily.

Some adjectives can be turned into two different adverbs. The adverb can either have the same form as the adjective, or it can have *-ly* added to the end. The meaning of the adverb changes correspondingly. If we want to use the adverb with its original meaning, we have to take the adjective form.

hard Life is hard.	hard She works hard.	hardly She hardly ever works.
late Don't be late.	late He is working late today.	lately Have you seen her lately?
most Most people like ice-cream.	most Which kind of ice-cream do you like most?	mostly It is mostly snowy in winter.
near He is a near relative.	near Do you live somewhere near?	nearly He nearly fell off his chair.
pretty She has a pretty face.	pretty She is pretty nervous.	prettily She sings prettily.
short He has got short hair.	short We had to cut our holiday short.	shortly I will be with you shortly.

Adverb

Adverbs are describing words. We use them to modify verbs, adjectives and other adverbs. They give us more information about the word they modify such as how, when, where, how often and to what degree.

Different types of adverbs include adverbs of manner (*slowly*), time (*yesterday*), frequency (*often*) and degree (*very*). Adverbs can often be identified by their *-ly* ending, although this is not always the case (*yesterday/always*).

Adverbs also have comparative and superlative forms.

HOW?	WHERE?	WHEN?	HOW MUCH?	HOW OFTEN?
quietly peacefully carefully slowly badly closely easily well fast quickly cheerfully efficiently painfully secretly	above abroad far away back here outside backwards behind below down indoors downstairs inside nearby there towards	now yesterday soon later tomorrow yet already tonight today then last month last year	quite fairly too enormously entirely very extremely rather almost absolutely just barely completely enough deeply enormously fully	always sometimes often frequently normally generally usually occasionally seldom rarely hardly ever never

Types of Adverbs

Adverbs of Manner

An adverb of manner will explain how an action is carried out. Very often adverbs of manner are adjectives with *-ly* added to the end, but this is certainly not always the case. In fact, some adverbs of manner will have the same spelling as the adjective form.

slowly, rapidly, clumsily, badly, diligently, sweetly, warmly, sadly

She passed the exam *easily*.

They walk *quickly* to catch the train.

The dinner party went *badly*.

John answered the question *correctly*.

Some adverbs of manner take the same spelling as the adjective and never add an *-ly* to the end:

The boys had worked *hard*.

Julia dances *well*.

Adverbs of place

An adverb of place, sometimes called spatial adverbs, will help explain where an action happens. Adverbs of place will be associated with the action of the verb in a sentence, providing context for direction, distance and position: *southeast, everywhere, up, left, close by, back, inside, around*. These terms don't usually end in -ly.

Directions

New York is located *north of* Philadelphia.

They traveled *down* the mountainside.

First, I looked *here*, and then I looked *there*, but I can't find them *anywhere*.

Notice that *here* and *there* are often used at the beginning of a sentence to express emphasis or in exclamation.

Here comes the sun.

There is love in the air.

Here you are!

! Adverbs of place can be used as prepositions as well. The difference is, when the phrase is used as an adverb, it is modifying a verb; when it is used as a preposition, it is always followed by a noun.

New York is located *north of* Philadelphia -> New York is *on* the map.

They travelled *down* river -> They travelled *in* the first compartment.

That puppy was walking *around* by itself -> We put a collar *around* its neck.

Distance

Jane is moving *far away*.

Carly is sitting *close to* me.

Position

The treasure lies *underneath* the box.

The cat is sleeping *on* the bed.

Why are you standing *in the middle* of the dance floor?

Some adverbs of position will refer to a direction of movement. These often end in **-ward** or **-wards**.

Oscar travelled *onward* to Los Angeles.

Hannah looked *upward* to the heavens.

Molly, move *forward* to the front of the queue, please.

Adverbs of Frequency

Adverbs of frequency are used to express time or how often something occurs and they have two main groups. The first, adverbs of indefinite frequency, are terms that have an unclear meaning as to how long, how often something occurs: *usually, always, normally*. These adverbs will usually be placed after the main verb or between the auxiliary verb and infinitive.

Adverbs of frequency examples in the following sentences are in bold for easy identification.

The adverb is usually placed before the main verb.

I can *normally* make the shot.

I will *always* love you.

Adverbs of definite frequency will usually be placed at the end of the sentence.

We get paid *hourly*.

The situation seems to change *monthly*.

The newspaper is bought *daily*.

Adverbs of Time

Adverbs of time, while seemingly similar to adverbs of frequency, tell us when something happens. Adverbs of time are usually placed at the end of a sentence.

Harvey forgot his lunch yesterday and again *today*.

I have to go *now*.

We first met Julie *last year*.

While it's almost always correct to have the adverb of time at the end of the sentence, you can place it at the start of the sentence to put a different emphasis on the time if it is important to the context.

Last year was the worst year of my life.

Tomorrow our fate will be sealed.

Yesterday my troubles seemed so far away.

Adverbs of Purpose

Adverbs of purpose, sometimes called adverbs of reason, help to describe why something happened. They can come in the form of individual words – *so*, *since*, *thus*, *because* – but also clauses – *so that*, *in order to*. Notice in the examples that the adverbs of purpose are used to connect sentences that wouldn't make sense if they were formed alone.

I was sick, *thus* didn't go to work today.

I started jogging *so that* I wouldn't be late.

Because I was late, I jogged a little faster.

Since it's your birthday, I will buy you a gift.

Positions of Adverbs

The positions of adverbs are not a fixed or set thing. Adverbs can appear in different positions in a sentence. However, there are some rules that help us decide where an adverb should be positioned. The rules will be different depending on whether the adverb is acting to modify an adjective or another adverb, a verb or what type of adverb it is.

Adverb position with adjectives and other adverbs

These adverbs will usually be placed before the adjective or adverb being modified:

We gave them a *really* tough match. The adverb *really* modifies the adjective *tough*.

It was *quite* windy that night. The adverb *quite* modifies the adjective *windy*.

We don't go to the movies *terribly* often. The adverb *terribly* modifies the adverb often.

Adverb position with verbs

This can be a bit trickier because, it will depend on the type of adverb – place, position, time etc. – and there are many exceptions to the rules. However, a basic set of guidelines is shown below:

!Adverbs of manner or place are usually positioned at the end of the sentence:

She laughed *timidly*.

I stroked the cat *gently*.

Janine lived *here*.

There is money *everywhere*.

If the adverb is of definite time it will be placed at the end of the sentence.

I did it *yesterday*.

We can discuss it *tomorrow*.

Let's go to Paris next week.

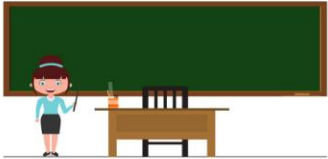

If it is an indefinite period of time, it will go between the subject and main verb.

We *often* go to Paris in the springtime.

Debbie *regularly* swims *here*.

Bobby and Audrey *always* loved fishing by the lake.

So in short:

Front Position	Mid Position	End Position
Adverb of Frequency Sometimes I see him at the supermarket.	Adverb of Frequency He always has sandwiches for his lunch.	Adverb of Frequency He visits me occasionally .
Adverbs of Manner Suddenly , the eagle opened its wings.	Adverbs of Manner He slowly backed his car into the garage.	Adverbs of Manner The horse whisked its tail angrily .
Adverbs of Time, Place Tomorrow I'm going to Dublin. Next to her I felt like a fraud.	Adverbs of Time We've already eaten dinner.	Adverbs of Time Journalists will be able to preview the exhibition tomorrow .
Adverbs of Certainty Perhaps he's not coming in the end.	Adverbs of Certainty We're obviously going to need more help.	Adverbs of Place Bring the boxes here .
	Adverbs of Degree I can hardly believe you said that.	

Order of Adverbs

The order of adverbs, sometimes also called the royal order of adverbs, can help us determine sentence structure too. In short, the adverbs get preference (are placed first) in the following order:

- Adverbs of manner.
- Adverbs of place.
- Adverbs of frequency.
- Adverbs of time.
- Adverbs of purpose.

Consider this sentence:

I run (verb) **quickly**(manner)**down** the **road**(place)**every morning**(frequency)**before school**(time)**because**(purpose) I might miss the bus.

While it is good to remember the order of adverbs, there is always flexibility with language. 😊

Ex.1. *Fill in the gaps with the appropriate adverb:*

1. Vasya drives ___ (quick).
2. Sonya walks ___ (slow).
3. Katya speaks English ___ (perfect).
4. Our teacher shouted ___ (angry).
5. My neighbor speaks really ___ (loud).
6. This author writes ___ (bad).
7. Vera plays the guitar ___ (beautiful).
8. Valera paints pictures ___ (outstanding).
9. Tanya does her job ___ (good).
10. You can do this exercise ___ (easy).

Ex.2. *Choose the best option:*

1. Lift the box slow / slowly or you might hurt your back again.
2. We didn't buy the tickets because we arrived late / lately.
3. Vasya is a really good artist. He can paint very well / good.
4. They have been happy / happily married for 2 years.
5. If you want to reach the next level, you need to work hard / hardly.
6. I woke up quite early / early today.
7. She does it silly / in a silly way, you know.
8. They travelled there very long / longly.
9. They live nearly / near here.
10. Please, don't drive so fast / fastly. It's dangerous.

Ex.3. *Put the adverb of frequency on the right place:*

1. Vasya listens to the radio. (often)1
2. Lilya read a book. (sometimes)
3. Kirill gets angry. (never)
4. Anton is very friendly. (usually)
5. Nikita takes sugar in my coffee. (sometimes)

6. My dog is hungry. (often)
7. My grandmother goes for a walk in the morning. (always)
8. Andrey helps his mother in the garden. (usually)
9. You know, we watch TV in the afternoon. (never)
10. You should speak during the meetings. (never)

Ex.4. *Put the adverb of manner on the right place:*

1. This animal moved. (slowly and silently)
2. Kirill drives. (fast)
3. Did the meeting go? (well)
4. Katya speaks German. (fluently)
5. They have damaged their car. (badly)
6. Trust me, you can finish the task in an hour. (easily)
7. He does all things. (quickly)
8. You should take this matter. (seriously)
9. He drew the picture. (outstandingly / well)
10. He did his home work. (well)

Ex.5. *Fill in the gaps with the correct form of the words in brackets:*

1. Kirill can run ___ (fast) than Sonya.
2. You speak English ___ (fluent) now than half a year ago.
3. She did the work ___ (diligent) of all.
4. She felt ___ (happy) than before.
5. This man danced ___ (graceful) of all the other.
6. Could you write ___ (clear), please?
7. Planes can fly ___ (high) than they used to.
8. Vasya had an accident last year. Now, he drives a lot ___ (careful) than anybody else I know.
9. Their team played ___ (bad) of all in the tournament.
10. Now, he is working ___ (hard) than ever before.

Ex.6. Choose the right words: adverb *well* or adjective *good*:

1. Henry and I are _____ friends. (good/ well)
2. She speaks French _____.(well/ good)
3. I like your idea very _____.(well/ good)
4. He knows the town _____.(good/ well)
5. The trip was _____ organized.(well/ good)
6. He knows the town _____.(well/ good)
7. I know Henry very _____.(well/ good)

Ex.7. Put the words in the right order to make the correct sentence in English:

1. good marks gets normally He in exams.
2. bad tempered usually isn't She.
3. hardly I ever unkind to would someone be.
4. junk eat occasionally food I.

Ex.8. Fill in the gaps with the words in CAPITAL LETTERS at the end of the sentences. Remember about the correct position of adverbs of frequency in English:

1. Bob and Helen _____ in London. BOTH / WERE / BORN
2. Chris is a good guitarist. He _____ very well. SING / ALSO / CAN
3. Our laptop _____ down. OFTEN / BREAKS
4. I _____ his name. REMEMBER / NEVER / CAN
5. I _____ sugar in my tea. TAKE / USUALLY
6. 'Where is Helen?' 'She _____ shopping'. GONE / HAS / PROBABLY
7. Betty _____ very cheerful. IS / ALWAYS

Verb

A verb is a word or group of words that describes an action, experience or expresses a state of being.

Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as Maria sings, have one. Actually, a verb can be a sentence by itself, with the subject, in most cases you, implied, such as, Sing! And Drive! Verbs take different forms depending on how or where they appear in a sentence.

- § Mark **eats** his dinner quickly.
- § I don't know how to **spell** the word.
- § She **studies** hard.

Irregular Verbs

Irregular verbs are common verbs in English that do not follow the simple system of adding “d” or “ed” to the end of the word to form the past tense (the past simple and/or the past participle).

THE 50 MOST COMMON IRREGULAR VERBS								
Base Form	Past Simple	Participle	Base Form	Past Simple	Participle	Base Form	Past Simple	Participle
awake	awoke	awoken	hide	hid	hidden	shake	shook	shaken
be	was/were	been	hold	held	held	shine	shone	shone
blow	blew	blown	know	knew	known	sing	sang	sung
build	built	built	lay	laid	laid	sink	sank	sunk
buy	bought	bought	leave	left	left	sit	sat	sat
catch	caught	caught	lend	lent	lent	sleep	slept	slept
choose	chose	chosen	lose	lost	lost	spend	spent	spent
dream	dreamt	dreamt	pay	paid	paid	spread	spread	spread
drink	drank	drunk	quit	quit	quit	stand	stood	stood
eat	ate	eaten	read	read	read	steal	stole	stolen
fall	fell	fallen	ride	rode	ridden	swear	swore	sworn
fight	fought	fought	run	ran	run	swim	swam	swum
fly	flew	flown	say	said	said	teach	taught	taught
freeze	froze	frozen	seek	sought	sought	tell	told	told
grow	grew	grown	sell	sold	sold	think	thought	thought
hear	heard	heard	send	sent	sent	wear	wore	worn
						write	wrote	written

Modal Verbs

Modal verbs are a small class of auxiliary verbs used to express possibility, obligation, advice, permission, ability, ...

Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none"> ✿ David can speak three languages. ✿ He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none"> ✿ Can I sit in that chair please? ✿ Could I open the window? ✿ May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none"> ✿ You should visit your dentist at least twice a year. ✿ You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none"> ✿ I must memorize all of these rules about tenses. ✿ You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	<ul style="list-style-type: none"> ✿ It looks nice, but it might be very expensive. ✿ Richard may be coming to see us tomorrow.

Modal Verbs To Express Ability

- √ Be able to
- √ Can/Can't
- √ Be able to
- √ Could/Couldn't

- √ Managed to
- √ Be able to
- √ Can/can't

MODAL	USAGE	PRESENT	EXAMPLE
CAN	General or specific ability	CAN/CAN'T	Richard can speak French fluently.
BE ABLE TO	General or specific ability	AM/ARE/IS (NOT) ABLE TO	Max was able to swim.

MODAL	USAGE	PAST	EXAMPLE
COULD	Could - general ability	COULD	My sister could swim when I was six.
	Couldn't - general or specific	COULDN'T	I couldn't play the piano when she was five.
BE ABLE TO	General or specific ability	WAS/WERE (NOT) ABLE TO	Jennifer was not able to dance when she was eight.
MANAGED TO	Specific ability	MANAGED TO	Police finally managed to catch the culprit.

MODAL	USAGE	FUTURE	EXAMPLE
CAN	General or specific ability	CAN/CAN'T	I can help you tomorrow.
BE ABLE TO	General ability.	WILL/WON'T BE ABLE TO	Journalists will be able to preview the exhibition tomorrow.

Modals for Asking Permissions

Can, could, may, would

Informal – *Can*: Can I borrow your pen for a minute?

Can I speak to John Wilson?

Informal – *May*: May I ask a question please?

May we go home now?

Polite – *Could*: Could I have some more juice?

Could I bring a friend to the party?

Polite – *Would*: Would you mind if I asked you something?

Would you mind if took this?

Perfect Infinitive with Modals

Must have + past participle

Express a deduction about something that has happened. We feel quite sure about it.



I didn't hear her voice . She **must have gone** out.

Can't have + past participle

Express a deduction about something that didn't happen in the past based on present evidence.

She **can't have passed** such a difficult exam.



Should have + past participle

Express the idea that something was desirable or needed but didn't take place.

She **should have asked** you before borrowing your pen.



Shouldn't have + past participle

Something took place but it wasn't desirable.

She **shouldn't have taken** the matter too seriously.



Needn't have + past participle

Indicates that something was done but it wasn't necessary. The person who did it thought it was necessary.

When the party was over, I realized that you **needn't have cooked** so much food as most of it was untouched.



Ought to have + past participle

Express an unfulfilled duty or obligation.

Paul **ought to have waited** until the lights were green before he crossed the street. (But he didn't wait.)



May have + past participle

Express the possibility that an action took place in the past

The little girl **may have lost** her keys. (It is possible that she lost her keys.)



Might have + past participle

Express a past possibility.

Our neighbors **might have heard** some noises when our car was stolen.



Could have + past participle

Express past reference about something that was not carried out

She **could have called** the doctor early in the morning. (She didn't call the doctor)



Would have + past participle

Used in the Third Conditional.

I **would have gone** to university if my parents had had more money. (The speaker didn't go to university.)



Physical Verbs

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb. For example, Joe sat in

his chair, the dog breathes quickly after she chases her ball, and should we vote in the election? Even when the action isn't very active, if the action is done by the body or a tool, consider it a physical verb.

Let's *run* to the corner and back.

I *hear* the train coming.

Call me when you're finished with class.

Mental Verb

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

I *know* the answer.

She *recognized* me from across the room.

Do you *believe* everything people tell you?

States of Being Verbs

Also known as linking verbs, state of being verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs, forms of to be, such as am, is, are, are usually complemented by adjectives.

I *am* a student.

We *are* circus performers.

Action Verbs

Action verbs express specific actions and are used any time you want to show action or discuss someone doing something. It's important to remember that the action does not have to be physical:

Run, dance, slide, jump, think, do, go, stand, smile, listen.

I *run* faster than David.

He *does* it well.

She *thinks* about poetry all day long

Transitive Verbs

Transitive verbs are action verbs that always express doable activities that relate or affect someone or something else. These other things are generally *direct objects, nouns or pronouns* that are affected by the verb, though some verbs can also take an indirect object, such as *show, take, and make*. In a sentence with a transitive verb, someone or something receives the action of the verb.

Love, respect, tolerate, believe, maintain.

Gary *ate* the cookies.

The transitive verb is *ate*, Gary is the subject, because it is Gary who is doing the eating, and the cookies are the direct object, because it is the cookies that are being eaten:

He *kicked* John.

John *punched* him.

They *sold* the tickets.

They *sell* him the tickets (the tickets are the direct object while him is the indirect object).

Mary baked her mother a pie (a pie is the direct object while her mother is the indirect object).

Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. They are different from transitive verbs because there is no direct object following an intransitive verb:

Walk, laugh, cough, play, run

We *travelled* to London.

The intransitive verb is *travelled*, the subject is we, because we are doing the travelling, but London is not a direct object because London is not receiving the action of the verb. Other examples:

I *sneeze* in the morning.

He *arrived* with moments to spare.

Kathryn *sataway* from the others.

John *eats* before leaving for school (the verb *eats* can be both transitive and intransitive depending on whether there is a direct object or not). If the sentence read: John *eats* the cookies before leaving for school, *eats* would be transitive as there is a direct object – the cookies.

By the way, some verbs can be both transitive and intransitive. These verbs include: start, leave, change, live, stop.

Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. The best way to think about stative verbs is that they are verbs that describe things that are not actions. The stative verbs are all expressing a state: A state of doubting, a state of believing, a state of wanting. These states of being are often temporary.

The doctor *disagrees* with your analysis.

Disagree is a stative verb here, as it describes the doctor's state of being – disagreement.

John *doubts* the doctor's opinion.

I *believe* the doctor is right.

She *wanted* another opinion.

Auxiliary Verbs

Auxiliary verbs “help” other verbs form different tenses and moods; they are used to define when actions take place, or to emphasize other actions or objects in a sentence. For this reason, auxiliary verbs are also called *helping verbs*. The word that the auxiliary verb is “helping” is called the main verb or full verb.

The most common auxiliary verbs are forms of *be*, *do*, and *have*.

All three of these verbs can also be used as main verbs that stand alone. When they are used as auxiliary verbs, they team up with other verbs to form a complete idea:

Mike *is* very tall.

In this example, the verb “is” (a form of be) is the only verb in the sentence. This tells us that in this case, “is” is the main verb.

Mike *is planning* to play in the NBA someday.

This example also uses the verb “is” (a form of be). However, in this case “is” teams up with the verb “planning.”

We know that in this sentence, “is” serves as an auxiliary verb that is helping the main verb.

Examples of Auxiliary Verbs

Example 1: Melissa *is watching* her favorite movie.

In this example, the auxiliary verb “is” (a form of “be”) is followed by the present participle “watching.”

These verbs work together to form the **present progressive tense**.

The use of present progressive shows us that the action (watching a movie) is happening right now.

The auxiliary verb “is” helps the main verb “watching” show exactly when the described action is happening.

Example 2: Justin *will have started* high school by this time next month.

This sentence used the word “will,” the auxiliary verb “have,” and the past participle “started.”

Together, these words form the **future perfect tense**.

This tense is used to show that an action (starting high school) will be completed in the future.

The auxiliary verb “have” helps the main verb “started” indicate exactly when this action will take place.

Example 3: **Do** you go to school with your sister?

This question uses the auxiliary verb “do” with a subject(you) and a main verb (go).

This combination of words creates the **emphatic tense**.

In this case, the emphatic tense is used to form a question.

The auxiliary verb “do” helps the main verb “go” ask a question.

How to use the auxiliary verbs *be*, *have*, and *do*:

	Past		Present		Future	
Be	I	was	I	am	I	will be
	You	were	You	are	You	will be
	He/She/It	was	He/She/It	is	He/She/It	will be
	We	were	We	are	We	will be
	You	were	You	are	You	will be
	They	were	They	are	They	will be
Do	I	did	I	do	I	will do
	You	did	You	do	You	will do
	He/She/It	did	He/She/It	does	He/She/It	will do
	We	did	We	do	We	will do
	You	did	You	do	You	will do
	They	did	They	do	They	will do
Have	I	had	I	have	I	will have
	You	had	You	have	You	will have
	He/She/It	had	He/She/It	has	He/She/It	will have
	We	had	We	have	We	will have
	You	had	You	have	You	will have
	They	had	They	have	They	will have

Phrasal Verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verb. There are many examples of phrasal verbs, some of which have colloquial meanings, such as *make up*, *hand in*, *bring up*, *point out*, *look forward to*. Each time the verb takes the extra word(s) it takes on a new meaning. Ex., *make* without the *up* expresses that something is being created, whereas with *make up*, the suggestion is that there are some lies or a fantastical element to the story and *make out* can mean either to grasp or see something difficult, or to kiss passionately.

Phrasal verb examples: run out, go all out, make out, hand out, bring out, face up, think through

Mary *looked forward* to her high school reunion.

The verb *looked* has taken on *forward* to become a phrasal verb meaning to be excited about or eagerly await something.

He brought up the same points again and again.

Leroy handed in the wallet to the police.

I make up stories all the time.

She pointed out Donald's mistake.

Causative Verbs




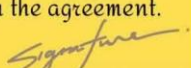
Causative verbs are verbs that show the reason that something happened. They do not indicate something the subject did for themselves, but something the subject got someone or something else to do for them.

Have: I had the mechanic check the brakes.

Get: I couldn't get the engine to start.

Make: I like him because he makes me laugh.

Let: If you accept, please let me know.

<p>LET</p> <p>Subject + LET + Person + Verb</p> <p>Meaning to allow someone to do something</p> <p>Example Henry let me drive his new car.</p> 	<p>HAVE</p> <p>Subject + HAVE + Person + Verb</p> <p>Meaning to authorize someone to do something</p> <p>Example I had the mechanic check the brakes.</p> 
<p>MAKE</p> <p>Subject + MAKE + Person + Verb</p> <p>Meaning to force someone to do something</p> <p>Example She made her son clean his room.</p> 	<p>GET</p> <p>Subject + GET + Person + TO + Verb</p> <p>Meaning to convince someone to do something / to trick someone into doing something</p> <p>Example - The students got the teacher to dismiss class early. - We couldn't get him to sign the agreement.</p> 

Subject Verb Agreement Rules in English

1 The subject and verb must agree in number.

He **goes** to work by bus.

They **visit** us every other week.



7 The verb is singular if the subject is a singular indefinite pronoun such as each, either, no one, every one, etc.

Nobody **gets** rich from writing nowadays.



The verb is plural if the subject is a plural indefinite pronoun such as several, few, both, many.

Several **villages have been isolated** by the heavy snowfall.



2 The words and phrases "with", "as well as", "together with", "along with" are not part of the subject and the verb agrees with the subject.

The **politician**, along with the newsmen, **is** expected shortly.



3 Two subjects joined by "and" are plural.

Exceptions:

Mary and Joan **are** quite different. Bacon and eggs **is** my favourite dish.



4 With collective nouns, the verb might be singular or plural (UK), depending on meaning.

The **audience was** clearly enchanted by her performance.

The **audience are** strangely subdued, clapping politely after each song.



Some indefinite pronouns may be either singular or plural, depending upon their use in a sentence.

Some of the **books are** out of place. Please put them in the right order. (Books are countable.)

Some of the **music was** weird. (Music is uncountable.)

8 Use a singular verb for expressions of measurement, time, money and weight when the amount is considered one unit.

Fifty dollars **seems** a reasonable price.

But: Five dollars **were** scattered on the ground.

5 2 subjects joined by "or/not", "either...or/neither...nor", "not only...but also" take the verb that agrees with the subject closest to it.

Neither my mother **nor my father goes** to university.



6 In sentences beginning with "here" or "there", the true subject follows the verb.

There **is a bush** near the school playground.



9 Plural form subjects with a singular meaning take a singular verb such as mumps, measles, calisthenics, statistics, civics, etc..

Gymnastics **is** his favourite sport.

10 Titles of single entities (books, organizations, countries, etc.) are always singular.

Harry Potter **is** an interesting novel.



Tenses

Everyday we speak about things we did in the past, things we are doing now, and things we are going to do in the future. We do so by using verb tenses that indicate time—the past tense, the present tense, and the future tense. With each tense, we change the form of the verb (called “conjugating” the verb) to express the timeline of the sentence:

Verbs themselves only change form between past and present tense, so we need other words to help show the time or situation. When changing verb tenses we use “helping verbs” (auxiliary and modal auxiliary verbs), which go alongside the main verb. They help the main verb make sense in a sentence.

Within each tense are further types that help us share what we want to say more accurately: simple, continuous, perfect, and perfectcontinuous.

	Past	Present	Future
Simple	I wrote an email yesterday	I write an email every day.	I will write an email tomorrow
Continuous	I was writing an email yesterday at 5 p.m.	I am writing an email right now.	I will be writing an email tomorrow
Perfect	I had written an email before you arrived.	I have written an email.	I will have written an email tomorrow by 5 p.m.
Perfect Continuous	I had been writing emails for one hour when you arrived.	I have been writing emails for one hour.	I will have been writing emails for one hour tomorrow by 5 p.m.

Simple Present Tense

The simple present describes actions that take place in the present, happen once or repeatedly, happen one after the other, are fact, or are predetermined.

She often *goes* to the cinema.

1. **Positive:** Most kids like milk.
2. **Negative:** I do not like milk unless it's chocolate.
3. **Yes/No Questions:** Do you like milk?
4. **Wh-Questions:** When do we board the train for Paris?
5. **Tag Questions:** You like scuba diving, don't you?

Present Progressive (Continuous)

The present progressive describes actions that are taking place at the moment or speaking, temporary conditions or future arrangements.

We are standing in front of the cinema.

Positive: You are learning to use perfect English.

Negative: You are not sleeping now.

Yes/No Questions: Are you eating?

Wh-Questions: What are you watching?

Tag Questions: You aren't eating liverwurst, are you?

Past Simple

We use the simple past to describe actions that started and ended in the past.

We went to the cinema yesterday.

Positive: I visited my grandmother yesterday.

Negative: We didn't watch the movie on Saturday.

Yes/No Questions: Did you have spaghetti for dinner last night?

Wh-Questions: Why didn't you wash the car yesterday?

Tag Questions: You went to Paris last year, didn't you?

Past Progressive (Continuous)

Use the English past progressive tense say exactly what was happening at a specific time in the past, or to express two actions happening at the same time.

They were waiting in front of the cinema.

Positive: We were watching TV when the power went out.

Negative: You were not listening to the teacher's instructions yesterday.

Yes/No Questions: Were you skateboarding when you broke your leg?

Wh-Questions: What were you doing when you heard the news?

Future

Future Simple

I will go to the cinema tonight.

Be Going To: We are going to the movies tonight.

The English future tense with *going to* expresses a logical conclusion or a future action that is already prepared or planned.

Shall: You *will* help your grandmother later.

The English future tense with *will* expresses a spontaneous decision, a prediction, or a future event that can't be influenced.

Future Progressive(Continuous)

With the future progressive, we emphasise the progress or length of an action that will take place in the future.

At 9 pm, we *will be watching* the film.

In an hour she *will be sitting* at her table with her friends. They *will be talking*.

They *will be playing* bingo.

Present Simple and Present Progressive with Future Meaning: Sam will be coming home any minute.

Perfect Tenses

The perfect tenses describe actions that have already been completed or that began in the past and are relevant to the present or that will have happened at a particular time in the future. They are also referred to as the perfective aspect.

Present Perfect Simple

The present perfect indicates that an action has just taken place and is still influencing the present. The result of the action is emphasized.

She has bought the tickets.

Positive: They have been to Paris.

Negative: You haven't gone overseas.

Yes/No Questions: Have you been to London?

Wh-Questions: Why are we here?

Tag Questions: You haven't been to Zurich, have you?

Present Perfect Progressive (Continuous)

The present perfect progressive indicates that an action has lasted until the present moment, with emphasis on the process or passing of time.

We have been queuing for the tickets for half an hour.

Positive: They have been swimming for more than an hour.

Negative: You haven't waited thirty minutes yet.

Yes/No Questions: Have you been waiting long?

Wh-Questions: What time did you begin waiting?

Tag Questions: You haven't been waiting long, have you?

Past Perfect Simple

The past perfect is used for actions that took place before a certain point in the past.

Before they went to the cinema, they *had booked* their tickets.

Positive: He had studied French before traveling to Paris.

Negative: She hadn't studied French before last semester.

Yes/No Questions: Had you studied French before you traveled to Paris?

Wh-Questions: Why hadn't you studied French when you knew you'd be traveling to Paris soon?

Tag Questions: You hadn't visited the U.S. before your trip in 2010, had you?

Past Perfect Progressive (Continuous)

We use the past perfect progressive for actions that were in progress just before or leading up to a certain time in the past.

Before they got their tickets, they *had been queuing* for half an hour.

Positive:We had been waiting for more than three hours when the train finally arrived.

Negative:We had not been waiting for more than thirty minutes when her plane landed.

Yes/No Questions:Had you been waiting for longer than three hours?

Wh-Questions:Why had you been waiting for the last two hours?

Future Perfect Simple / Future Perfect Progressive

Future Perfect Simple:We use to indicate that an action will have been completed by a certain point in the future.

They *will have returned* from the cinema by 11 pm.

You *will have perfected* your French by the time you come back from Paris.

Future Perfect Progressive:With the future perfect progressive,we emphasise the process or length of an action up to a certain point in the future.

In two more minutes, we *will have been queuing* for half an hour.

We *will have been waiting* for him when his plan arrives tonight.

Ex.1.Put the verbs in brackets into the Present Simple or the Present Continuous.

1. A: ... *Do you know*... (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2. A: Are you doing anything tomorrow evening?

B: Yes. I(see) Jack at nine o'clock.

3. A: I(see) you're feeling better.

B: Yes, I am, thank you.

4. A: What's that noise?

B: The people next door(have)a party.

5. A: Graham(have) a new computer.

B: I know. I've already seen it.

6. A: This dress(not/fit) me any more.

B: Why don't you buy a new one?

7. A: Your perfume(smell) nice.What is it?
 B: It's a new perfume called Sunshine.
8. A: What is Jane doing?
 B: She(smell) the flowers inthe garden.
9. A: What.....(you/look) at?
 B: Some photos I took during my holidays. Theyaren't very good, though.
10. A: You(look) very pretty today.
 B: Thank you. I've just had my hair cut.
11. A: I(think) we're being followed.
 B: Don't be silly! It's just your imagination.
12. A: Is anything wrong?
 B: No. I(just/think) about theparty tonight.
13. A: This fabric(feel) like silk.
 B: It is silk, and it was very expensive.
14. A: What are you doing?
 B: I(feel) the radiator to see ifit's getting warm.
15. A: She(be) generous, isn't she?
 B: Yes, she has never been a mean person.
16. A: He(be) very quiet today, isn't he?
 B: Yes, I think he has some problems.
17. A: Would you like some cherries?
 B: Yes, please. I (love) cherries. They're my favourite fruit.
18. A: I'm sorry, but I(not understand) what you mean.
 B: Shall I explain it again?
19. A: The children are making lots of noise today.
 B: I know, but they.....(have) fun.
20. A: This cake..... (taste) awful.
 B: I think I forgot to put the sugar in it!

Ex.2.Complete the sentences. Put in the Present Continuous or the Present Simple of the verbs.

I am writing(I / write) to my parents. I *write*(I / write) to them every weekend.

1.(it / snow) outside.....(it / come) downquite hard, look.

2. Normally.....(I / start) work at eight o'clock, but.....(I / start) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so.....(I / go) to work on the bus this week. Usually.....(I / drive) to work.
4. The sun.....(rise) in the east, remember. It's behind us so.....(we / travel) west.
5. I'm afraid I have no time to help just now.....(I / write) a report. But.....(I / promise) I'll give you some help later.
6. (I / want) a new car.....(I / save) up to buy one.

Ex.3. Use the Present Perfect / the Present Perfect Continuous. Fill in the gaps with *recent, how long, yet, for, always, ever, already, since, so far* or *just*. Sometimes more than one answer is possible.

- 1 A: Has Tom finished his exams *yet*? B: No. He finishes next Thursday.
2. A:has Janet been working at the hospital?
B: She has been working thereshe left school.
3. A: How are you finding your new job?
B: Great. I haven't had any problems
4. A: Is John at home, please?
B: No, I'm afraid he'sgone out.
5. A: Have you been waiting long?
B: Yes, I've been heretwo hours.
6. A: Has Martinbeen to Spain?
B: No, I don't think so.
7. A: Have you spoken to Matthew.....?
B: Yes. I phoned him last night.
8. A: Can you do the washing-up for me, please?
B: Don't worry. Mike hasdone it.
9. A: Lucy hasbeen musical, hasn't she?
B: Yes, she started playing the piano when she was five years old.
10. A: Shall we go to that new restaurant tonight?
B: Yes. I havebeen there. It's really nice.
11. A: Your dog's been barkingthree hours!
B: I'm sorry. I'll take him inside.

12. A: Have you finished reading that book yet?

B: No, I'vestarted it.

Ex.4. Underline the correct word in bold.

1. I always/already do the housework on Saturdays.

2. We haven't booked our summer holiday just/yet.

3. My brother has just/ever joined the football club.

4. Linda has already/ever bought a new dress for the party.

5. Have you so far/ever tasted Japanese food?

6. Joe has been in Paris since/for two weeks.

7. I have never/just seen this film before.

8. The secretary has typed twenty letters yet/so far this morning.

9. I have been working here since/still July.

10. The Taylors have moved house recently/so far.

11. They still/already haven't employed a new supervisor.

Ex.5. Fill in the gaps with have / has *been (to)* or *have I has gone (to)*.

1. A: Hello, Jim! Have you seen Mum?

B: Yes. She..*has gone to*... the shops. She'll be back soon.

2. A: Where.....you.....today?

B: Ithe cinema.

3. A: Shall we go on a picnic this weekend?

B: Oh, yes! I not.....on a picnic forages.

4. A: I'm going to India this year.

B: I.....never.....India.

A: Really? Ithere twice before.

5. A: Where are the children?

B: Theythe park to play football.

A:Dad.....with them?

B: Of course. Don't worry!

Ex.6. What could you say in these situations? Write sentences with the Present Perfect Continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*

A video is on. It began two hours ago, and it hasn't finished yet.

...*The video has been playing for two hours*...

1. Matthew went into the water an hour ago. He doesn't want to come out yet.
.....
2. Your friends started their journey around the world three months ago. They've gone about halfway now.
.....
3. Mark got to the office early this morning. Ten hours later he's still there.
.....
4. Melanie rang Rita forty minutes ago, and they're still on the phone.
.....
5. Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.
.....

Ex.7. Underline the correct tense.

1. Liz and I are good friends. We *know/have known* each other for four years.
2. Sarah is very tired. She *has been working/is working* hard all day.
3. 'Where is John?' 'He's upstairs. He *does/is doing* his homework.'
4. I can't go to the party on Saturday. I *am leaving/have been leaving* for Spain on Friday night.
5. Jane *has finished/is finishing* cleaning her room, and now she is going out with her friends.
6. I didn't recognize Tom. He *looks/is looking* so different in a suit.
7. I don't need to wash my car. Jim *washes/has washed* it for me already.
8. Ian *has been talking/is talking* to his boss for an hour now.
9. Claire's train *arrives/has arrived* at 3 o'clock. I must go and meet her at the station.
10. 'Would you like to borrow this book?' 'No, thanks. I have *read/have been reading* it before.'
11. 'Where *are you going/do you go?*' To the cinema. Would you like to come with me?'
12. Have you seen my bag? I *am searching/have been searching* for it all morning.
13. 'Is Colin here?' 'I don't know. I *haven't seen/haven't been seeing* him all day.'
14. Sophie is very clever. She *is speaking/speaks* seven different languages.

Ex.8. Correct the mistakes.

1. They have been to the shops. They'll be home soon.
2. Joe plays in the garden at the moment.
3. I am going to work by car every day.
4. The builders finish the block of flats already.
5. He has been breaking his arm.
6. Sam have just finished reading a very interesting book.
7. Water is boiling at 100°C.
8. John is living here since 1986.
9. I study this subject for five years. 10 Who has use my scissors?

Ex.9. Use the verbs in the Past Simple or the Past Perfect.

1. By two o'clock the teacher (to examine) all the students.
2. On my way to school I (to remember) that I (to leave) my report at home.
3. All my friends (to be) glad to hear that I (to pass) all the exams successfully.
4. Poor boy (to open) his eyes, (to look) around and (to try) what to remember (to happen) to him.
5. All the passengers (to see) at once that the old man (to travel) a lot in his life.
6. By the time we (to come) to see him, he (to leave) home.
7. During the holidays my friend (to visit) the village where he (to live) in his childhood.
8. When they (to enter) the hall, the performance already (to begin).
9. When I (to come) home, my mother (to go) shopping.
10. He (to study) French before he (to enter) the university.

Ex.10. Use the verbs in the Past Simple, the Past Continuous or the Past Perfect.

1. By eight o'clock yesterday I (to finish) my work and at eight I (to play) the piano.
2. By six o'clock father (to come) home and at six he (to have) dinner.
3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV.
4. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street.
5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood.
6. When I (to see) Ann, she (to look) at the flowers which she (to pick) in the field.

7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play with its pieces).
8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and a student (to write) a test.
9. When I (to come) home my sister (to read) a book which she (to bring) from the library.
10. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning.
11. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school.
12. When I (to look) out of the window, the children (to play with a ball which Pete (to bring) from home.

Ex.11. Put the verbs in the Past Simple, the Past Continuous or the Past Perfect.

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) overcrowded as many people (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to St. Petersburg the day before and (to wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that just two boys (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Tony. He (to show) us to our seats and (to ask) me if I (to play) football in my childhood. We (to agree) to meet in the snack bar during the interval.

Ex.12. Put the verbs in the Past Simple, the Past Continuous or the Past Perfect.

1. There (to be) two men in the room. One of them (to write) something while the other (to read) a newspaper.
2. He (not to tell) me that he (to receive) a telegram from her.
3. She (to say) that he (to give) her the wrong address.
5. I (to ask) him where he (to put) my hat.
6. He (to tell) us that they (to spend) all the money.

7. I (to sit) in an armchair and (to think) of my coming trip across the North Sea when the door suddenly (to open) and an old friend of mine whom I (not to see) for a very long time (to enter) the room.
8. She (to come) to see us just at the time when we (to have) dinner. It (to be) the first time I (to see) her.
9. I (to see) him when he (to leave) the hotel.
10. He (to leave) the house before I (to have) time to ask him anything.
11. I (to find) the old man in the garden. He (to talk) to some children who (to stand) around listening to him.
12. He (to tell) me that he (to learn) it from the newspaper.
13. He (to enter) the room, (to take) something from the desk and (to go) out.

Ex.13. Choose the right tense form in brackets.

1. By the time Teddy comes home Pamela ... (will eat/will have eaten/will be eating) all the apple jam.
2. It's still not clear if the weather ... (will change/will have changed/changes) for the better.
3. When Sandra enters a Design College she ... (will study/will be studying/will have been studying) for Drawing 5 years there.
4. We ... (will travel/will have travelled/will have been travelling) to lake Baikal in 2 months.
5. She ... (will be playing/will have played/will have been playing) tennis tomorrow afternoon.
6. My dear granny ... (will become/will be becoming/will have become) a pensioner by 2018.
7. When you come to the station I ... (will wait/will be waiting/will have waited) for you by the central entrance.
8. By the time he returns, we ... (will starve/will have starved/will have been starving) here for 3 days!

Ex.14. Use the Future Simple, the Future Continuous, the Future Perfect or the Future Perfect Continuous.

1. I ... in Brazil at this time next year.
2. Dad ... in the garden next Sunday.
3. By next Monday she ... here for one month already.

4. In May our Ukrainian teacher ... at our school for 30 years!
to read.

5. He ... the report by that time.

6. We ... the letters when you come.

7. Pearson ... the contract tomorrow.

8. Ann ... this book for two weeks the day after tomorrow.

Ex.15. Put the verbs in the Present Simple, the Past Simple or the Future Simple.

1. He (to watch) cartoons every morning. He (to watch) cartoons yesterday morning. He (to watch) cartoons tomorrow morning.

2. I always (to go) to the theatre once a month. The price for the tickets (to go) up last month. I (not to go) there next month because the tickets (to cost) a lot of money.

3. They (to enjoy) the film at the cinema yesterday evening. Who they (to take) with them to the cinema yesterday?

4. How often you (to visit) your relatives?

5. We (not to have) much money but we (to spend a good time in London last month.

6. She always (to do) all the shopping in the family.

7. Two years ago they (to be) rich, but now they (to be) poor.

8. You (to be) happy in your new flat?

9. When the soup (to be) ready?

10. I (to like) my parents, so I often (to do) what they (to want).

11. When (to be) your birthday?

12. You (to buy) this book next week?

Ex.16. Put the verbs in brackets into the Future Perfect or the Future Perfect Continuous.

1. By 3 o'clock, she ... *will have been studying* ... (study) for six hours.

2. By the end of next month, Sam _____ (finish) the project.

3. He _____ (not/start) painting the kitchen before Tuesday.

4. By the time she arrives in Paris, she _____ (travel) for four hours.

5. I hope I _____ (buy) my own house by the time I'm thirty-five.

6. By Saturday, Lisa _____ (diet) for two weeks.
7. Hopefully, they _____ (learn) everything by the time they sit the exam.
8. By 4 o'clock, I _____ (sit) in the hairdresser's for three hours.
9. By Christmas, I _____ (work) for this company for eighteen months.
10. By next weekend, Brian _____ (move) house.
11. Hopefully, the builders _____ (finish) building the house by next month.
12. By Tuesday, Alan _____ (sail) for twelve days.
13. By tomorrow morning, she _____ (sleep) for twelve hours.

Ex.17. Put the verbs in brackets into the correct *future* tense.

1. My grandmother is very old. She ...*will be*... (be) ninety next month.
2. I'm afraid I _____ (fail) my exams this year.
3. This time next week, they _____ (lie) on a sandy beach.
4. The team _____ (leave) the office by 9 o'clock tomorrow.
5. By 10 o'clock, Sue _____ (drive) for twelve hours.
6. Jenny _____ (see) Paul at work, so she can give him the letter.
7. The film _____ (start) by the time they get to the cinema.
8. Tom expects he _____ (get) a pay rise soon.
9. By 6 o'clock, the secretary _____ (type) for three hours.
10. I hope I _____ (buy) my own car by the time I'm thirty.
11. By next week, they _____ (live) in this town for two years.
12. I _____ (help) you carry your shopping.
13. Martin _____ (do) the work by Sunday evening.
14. Mother _____ (go) to the supermarket tonight. She has already made her shopping list.
15. The play _____ (start) at 6 o'clock.

Навчально-методичне видання

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ENGLISH GRAMMAR WITH PLEASURE

Підписано до друку 06.05.2024 р.

Формат 60x84/16

Папір офсетний. Друк офсетний.

Ум. друк. арк. 4,185. Авт. арк. 2,09

Наклад 50 прим. Зам. 2418.

Віддруковано згідно з наданим оригінал-макетом

ТОВ “Апостроф”,

вул. Симона Петлюри, 4, м. Кам’янець-Подільський, Україна, 32302