

# GENERAL ENGLISH

## NOUNS

### Kinds of Nouns:

**Common Nouns** – They are names of people (e.g. man), things (e.g. books), animals (e.g. monkey) and places (church).

**Proper Nouns** – They are special names of people (e.g. George), things (e.g. Financial Times), animals (e.g. King Kong) and places (e.g. Paris). A proper noun begins with a Capital Letter.

**Abstract Nouns** – An abstract noun is the name of something that we can only think of or feel but cannot see (e.g. friendship).

**Collective Nouns** – They are names used for a number of people, things or animals together and treated as one. For example: a group of friends, a bunch of bananas, a litter of puppies.

**Countable and Uncountable Nouns** – Countable nouns are nouns which can be counted (e.g. trees). Uncountable nouns are nouns which cannot be counted. (e.g. smoke).

### Nouns have four genders:

1. **Masculine Gender** – The masculine gender is used for all males. Example: boy, man
2. **Feminine Gender** – The feminine gender is used for all females. Example: girl, woman
3. **Common Gender** – The common gender is used where the noun can be both male and female. Example: cousin, friend, person, child, student
4. **Neuter Gender** – The neuter gender is used for things which have no life or sex. Example: table, chair.

**Singular and Plural Nouns** – A noun that shows only one person (e.g. a girl), thing (e.g. pencil), animal (e.g. tiger) or place (e.g. market) is called a singular noun.

A noun that shows more than one person (e.g. girls), thing (e.g. pencils), animal (e.g. tigers) or place (e.g. markets) is called a plural noun.

### **Plural nouns are formed.**

#### By adding –s. ‘es’ to nouns ending in –ch, –s, –sh and –x.

beach	beaches	peach	peaches
branch	branches	speech	speeches
ditch	ditches	watch	watches
boss	bosses	glass	glasses
bus	buses	lens	lenses
chorus	choruses	pass	passes
brush	brushes	fish	fishes
bush	bushes	lash	lashes

dish	dishes	wish	wishes
box	boxes	hoax	hoaxes
fax	faxes	six	sixes
fox	foxes	tax	taxes

#### By adding ‘es’ to nouns ending in –o.

buffalo	buffaloes	potato	potatoes
cargo	cargoes	mosquito	mosquitoes
echo	echoes	tomato	tomatoes

#### By adding ‘s’ to nouns ending in –o.

banjo	banjos	patio	patios
bamboo	bamboos	photo	photos
radio	radios	video	videos

#### By replacing ‘y’ with –ies.

baby	babies	lorry	lorries
fly	flies	navy	navies
hobby	hobbies	puppy	puppies

#### By adding ‘s’ to nouns ending in –y.

boy	boys	key	keys
day	days	toy	toys
donkey	donkeys	turkey	turkeys

#### By replacing ‘f’ or ‘fe’ with –ves.

calf	calves	loaf	loaves
half	halves	self	selves
life	lives	wife	wives

#### By adding ‘s’ to nouns ending in –f or –fe.

chief	chiefs	hoof	hoofs
dwarf	dwarfs	reef	reef
gulf	gulfs	roof	roofs

#### By changing vowels.

foot	feet	louse	lice
goose	geese	tooth	teeth
mouse	mice	woman	women

#### Some nouns have same words for plural and singular.

aircraft	aircraft	music	music
crossroads	crossroads	series	series
furniture	furniture	sheep	sheep

#### Exceptional plural.

child	children	ox	oxen
crisis	crises	passer-by	passers-by
mouse	mice	radius	radii

## VERB

Verbs are words that show action. Every sentence must have a verb. A verb is not always one word. It may be made up of more than one word.

### Auxiliary verbs

The words: *am, is, are, was, and were* are *verbs*. They are forms of the verb 'to be'. They are *helping verbs* called *auxiliary verbs*.

If the *subject* of a sentence is *singular*, the *verb* must be *singular*. If the *subject* of a sentence is *plural*, the *verb* must be *plural*. The *verb* must agree with the *subject in number*.

Examples of '*subjects*' and '*verbs*' being *singular*:

The *man is* sleeping.  
*She goes* to the market.  
The *student does* his homework every day.  
The *train has* arrived.

'*Man*', '*she*', '*student*' and '*train*' are known as *subjects*. The *subjects* are all *singular*. The *verbs* '*is*', '*goes*', '*does*' and '*has*' are all *singular* too.

Examples of '*subjects*' and '*verbs*' being *plural*:

The *men are* sleeping.  
*They go* to the market.  
The *students do* their homework every day.  
The *trains have* arrived.

'*Men*', '*they*', '*students*' and '*trains*' are known as *subjects*. The *subjects* are all *plural*. The *verbs* '*are*', '*go*', '*do*' and '*have*' are all *plural* too.

Other singular and plural subjects that take on singular and plural verbs:

Subjects with words like 'each', 'every', 'any', 'no', 'none' and 'nobody' take on the *singular* verbs.

Examples: *Each student is* given a pen.

*Every child is* happy watching the show.  
*Nobody is* allowed to walk on the grass.

*Uncountable nouns* always take *singular* verbs.

Examples: *Rice is* eaten in many countries.

There *is* oil on the floor.  
*Salt is* added to make the food taste better.

Subjects with words like 'both', 'all', 'many', 'some', 'several' and 'a number of' take on a *plural* verb.

Examples: *Both of you have* to come home early.

*All of us want* to be happy.  
*Some of my friends are* female.

Two or more subjects joined by '*and*' always take a *plural* verb.

Examples:

My brother *and* his friends *like* to play football.  
His father *and* mother *are* watching television.

### Transitive and intransitive verbs

The verb which needs an object to make its meaning clear or complete is called a *transitive verb*.

Example: He feeds a cat.

The word '*cat*' is called the *object* of the verb '*feeds*'.

The object can be a *noun* or a *pronoun*.

The *intransitive verb* does not need an object but the meaning is clear or complete.

Example:

He ran.

The verb 'ran' does not need an object.

She reads every day. (No object)

He eats quickly. (No object)

### The Finite verb

The finite verb changes with the subject. The subject is the person, thing, animal or place we refer to. When the subject is in the first or second person or is plural, the verb does not change. When the subject is in the third person or is singular, the verb changes from, say, '*eat*' to '*eats*'. The verb '*eat*' is a *finite verb*. *Every sentence must have a finite verb*.

### Other usage of verbs to remember:

1. When "*and*" is used to join *two nouns* or *pronouns* together, the *verb* is usually in the *plural*.

**Examples:** *Beef and mutton are meat.*  
*He and I were classmates.*

2. When we use *two nouns* for the *same person* or *thing*, the *verb* should be in the *singular*.

**Examples:** My friend and classmate *is* very helpful.

Bread and butter *is* his only food.

3. When we use *two nouns* for the *same person*, we use *the article* 'the' *only once* and the *verb* should be in the *singular*.

Example: The shopkeeper and owner of the shop *is* my uncle.

4. When we refer to two *different persons*, we use *the article twice* and the *verb* must be in the *plural*.

Example: *The* shopkeeper and the owner of the shop *are* my good friends.

5. When we join *two nouns* and treat them *as a whole*, the *verb* is in the *singular*.

Example: Bread and butter *is* his usual breakfast.

6. When a *noun* is a *quantity* or an *amount*, it is treated *as a whole* and the *verb* is in the *singular*.

Examples: Ten kilometers *is* not a long way to travel.  
Nowadays, fifty dollars *is* not a lot of money.

*A verb is used in different forms as follow:*

Simple Present Tense	eat
Simple Past Tense	ate
Present Participle	is eating
Past Participle	has eaten
Future Tense	will eat

## THE PRESENT TENSE

### 1. The Present Simple

Used for a habitual or repeated action, that is, for something that we do always, every day, often, usually, etc.

Example: He plays football on Sundays.

- a. Used for a general truth or a fact, that is, for something that is true.  
Example: Night follows day.
- b. Used for something or an action happening now.  
Example: See how she walks.
- c. Used instead of the future tense.  
Example: He arrives tomorrow.
- d. Used instead of the past tense, to make something look more real.  
Example: The tiger comes; it catches the boy.
- e. Used instead of the present perfect tense.  
Example: We hear that the king is dead.
- f. Used to introduce a quotation, that is, to repeat words spoken or written by someone else.  
Example: Shakespeare says: "Neither a borrower nor a lender be."

### 2. The Present Continuous Tense

Used to show that something is still happening, that is, an action is still going on at the time of speaking. It shows that the action is not yet complete.

Example: He is writing a letter.

- a. Used instead of the future tense. We usually say the time when this future action will take place.  
Example: He is going to Japan next week.
- b. Used to use the phrase 'is going' which means 'about to'.  
Example: It is going to rain.
- c. Used to show an action which happens many times. We often use 'always' with this expression.  
Example: He is always getting into trouble.

### 3. The Present Perfect Tense

Used to show an action which has just been completed or a past action when the time is not mentioned. The action may be a recent one or it may be one which happened a long time ago.

Example: I have finished reading the book.  
There have been many changes in this country.

- a. Used for an action that has been going on from the past until now, that is, something that happened in the past but is going on still.  
Example: I have lived here for ten years.
- b. Used often with 'just', 'already', 'recently', 'never', 'yet' and (in questions) with 'ever'.

Example: I have already told them about the plan

She has never replied to my letter.

Have you ever been to London?

- c. Used often to answer questions which contain a verb in the Present Perfect tense.

Example: Where have you been? I have been to London to see the Queen.

What have you lost? I have lost all my money.

### 4. The Past Perfect Continuous Tense

Used for an action that had been going on in the past before another action occurred in the past.

Example: She had been cooking when we visited her.

## THE FUTURE TENSE

The Future Tense is used to show some action or happening in the future. Future Simple + 'Going To'

1. **Simple Future Tense** is used to show future action or that something will happen in the future.  
Example: We will complete the work tomorrow.
2. **'Going to'** is used to express a future action that has been planned in advance.  
Example: We are going to Japan next week.
3. **Future Continuous Tense** is used to show continuous action at some future time.

Example: I shall be seeing both of you tomorrow.

4. **Future Perfect Tense** is used for an action which will have finished by some future time or date which is mentioned or before another action has begun.

Example: I shall have finished this job by seven o'clock.

I shall have finished this job by the time you arrive.

### 5. Future Perfect Continuous Tense.

This continuous tense is formed with 'shall/will have been' + a present participle.

Example: I shall have been married for exactly ten years next Saturday.

### Exercise

Write the correct form of the verb in the brackets:

- 1) I ----to the cinema yesterday.( to go)
- 2) Peter ----- 13 tomorrow. ( to be)
- 3) My friend----- to music every evening.( to listen)
- 4) They ----- their car. It looks new again.( to clean)
- 5) Listen! Mr Jones----- the piano.( to play)
- 6) She ----- her left arm two weeks ago. (to break)
- 7) We ----- a test now. ( to write)
- 8) Danny ----- a book this evening. ( to read)
- 9) Ken and Emily often----- lunch at school. ( to have)

10) He ----- his money. So he can't buy this  
hamburger. (to lose)

**Answers**

- |                 |                     |            |
|-----------------|---------------------|------------|
| 1. went         | 2. will be          | 3. listens |
| 4. have cleaned | 5. is playing       | 6. broke   |
| 7. are writing  | 8. is going to read | 9. have    |
| 10. has lost    |                     |            |

## ADJECTIVES

An adjective is a word that tells us something about a noun, that is, about a person, an animal, a thing or a place.

For example:

She is a *pretty* girl.

A giraffe has a *long* neck.

The table is *round*.

That is an *old* temple.

**There are various kinds of adjectives:**

1. An adjective which tells us about the quality of the noun.

Example: the *blue* sky, a *big* house, a *square* table, a *cold* morning.

2. An adjective which tells us about the quantity of the noun.

Example: The zoo has *many* animals.  
The pen has not *much* ink left.

3. An adjective which tells us about the ownership of the noun.

Example: That is *my* dog.  
Those are *their* bicycles.

4. An adjective which poses question in an 'interrogative' manner.

Example: *Which* school do you go to?  
*Whose* car is this?

5. An adjective which specifies a noun.

Example: *This* boy is a member of the club.  
*That* girl is my sister.

**Adjectives which end in '-ing',**

e.g. an interesting film, an amazing player, an annoying habit,

**Adjectives which end in '-ed,**

e.g. the damaged goods, the escaped prisoners, improved version,

### Comparison of adjectives

We use the *Positive degree* to compare *two equal nouns*.

For example: His house is *as big as* my house.

We use the *Comparative degree* to compare *two unequal nouns*.

For example: His house is *bigger than* my house.

We use the *Superlative degree* to compare *three or more Nouns*.

For example: His house is *the biggest* in the neighbourhood

Positive	Comparative	Superlative
bold	bolder	boldest
deep	deeper	deepest
near	nearer	nearest
rich	richer	richest
tall	taller	tallest
careful	more careful	most careful
enjoyable	more enjoyable	most enjoyable
forgetful	more forgetful	most forgetful
useful	more useful	most useful

wonderful	more wonderful	most wonderful
bad	worse	worst
good	better	best
little	less	least

### Exercise

**Pick the correct words in the brackets.**

1. My father is as (strong, stronger, strongest) as his father.
2. She is (pretty, prettier, prettiest) than her sister.
3. You are not as (tall, taller, tallest) as your brother.
4. That pond is the (shallow, shallower, shallowest) in this area.
5. That has to be the (interesting, more interesting, most interesting) film I have seen.
6. Which university offers (the good, the better, the best) degree courses?.
7. This clown is not as (funny, funnier, funniest) as the other one.
8. He is easily the (bad, worse, worst) player in the team.
9. The second half of the play was (little, less, the least) interesting.

# ADVERBS

An adverb adds more to the meaning of a verb, an adjective or another adverb.

I called you *last night*. (called=verb; last night=adverb)

Your dress is *very* beautiful.

(beautiful=adjective; very=adverb)

The rain stopped *quite suddenly*.

(suddenly=adverb; quite=adverb)

## Types of Adverbs

**Adverb of Time** – This shows *when* an action or something is done or happens. It answers the question “*When?*” It is either placed at the beginning or at the end of a sentence.

Example: I phoned you *yesterday*.

I saw her walking along the river  
*last week*.

**Adverb of Place** – This shows *where* an action or something is done or happens. It answers the question “*Where?*” It is placed after the verb.

Example: I live *here*.

He fell *down*.

**Adverb of Manner** – This shows *how* an action or something is done. It answers the question “*How?*” It is usually placed just after the verb.

Example: She sleeps *soundly*.

He drives *quickly*.

**Adverb of Degree or Quantity** – This answers the questions, “*To what degree?*” or “*How much?*” It is usually placed before the adjective and the adverb.

Example: It is *too* dark for us to see anything.

Last night it rained *very* heavily..

**Adverb of Frequency** – This answers the question “*How often?*”

Example: He will *never* have finished in time.

We *always* go to school by bus.

## Affirmative Adverb (yes) and Adverb of negation (No)

Example: *yes, surely, certainly, indeed, by all means, no, not at all, by no means.*

## Interrogative Adverb (Question)

Example: *When? Where? How? Why? How much/often?*

**Relative Adverb:** *when, where, how, why*

These words are the same in form as Interrogative Adverbs; but they are *not questions*.

Example: The time *when* he arrived.

The scene *where* the accident occurred.

He knows *how* to do it.

The reason *why* he left.

## Comparison of Adverbs

Similar to the comparison of adjectives, adverbs have three degrees of comparison – the *Positive*, the *Comparative* and the *Superlative*. Most adverbs which end in ‘-ly’ form the Comparative with ‘*more*’ and the Superlative with ‘*most*’.

### Positive

comfortably

happily

kindly

loudly

noisily

### Comparative

more comfortably

more happily

more kindly

more loudly

more noisily

### Superlative

most comfortably

most happily

most kindly

most loudly

most noisily

## Exercise

**Choose the most suitable adverb to fill each blank:**

(*angrily, enough, never, outside, yesterday, down, last week, often, quickly, rarely, always, just, nearly, online, unusually*)

1. She left \_\_\_\_\_ for the university where she is doing a degree course.
2. We are standing \_\_\_\_\_ his house waiting for him.
3. He told us \_\_\_\_\_ not to walk on the grass.
4. I am not strong \_\_\_\_\_ to help him carry that box.
5. She will \_\_\_\_\_ be happy in that job.
6. \_\_\_\_\_, I saw him walking to the church.
7. My father is \_\_\_\_\_ late for work.
8. He drove \_\_\_\_\_ to avoid being late.
9. I \_\_\_\_\_ play badminton with my sister.
10. This is the place where he fell \_\_\_\_\_.
11. It took \_\_\_\_\_ two hours to get here.
12. They were \_\_\_\_\_ very friendly.
13. He has \_\_\_\_\_ strong hands.
14. She has \_\_\_\_\_ completed her degree course.
15. This dictionary went \_\_\_\_\_ in 2003.

## Answers

- |              |             |           |           |       |
|--------------|-------------|-----------|-----------|-------|
| 1.yesterday  | 2.outside   | 3.angrily | 4.enough  |       |
| 5.never      | 6.Last week | 7.rarely  | 8.quickly | 9.of- |
| ten          | 10.down.    | 11.nearly | 12.always |       |
| 13.unusually | 14.just     | 15.online |           |       |



## Direct Speech / Quoted Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks (“...”) and should be word for word.

*For example:* She said, “Today’s lesson is on presentations.” or

“Today’s lesson is on presentations,” she said.

### Indirect Speech / Reported Speech

Indirect speech (sometimes called reported speech), doesn’t use quotation marks to enclose what the person said and it doesn’t have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

*For example:*

#### Direct speech

“I’m going to the cinema”, he said.

#### Indirect speech

He said he was going to the cinema.

#### Tense change

As a rule when you report something someone has said you go back a tense: (the tense on the left changes to the tense on the right):

#### Direct speech

##### Present simple

She said, “It’s cold.”

##### Present continuous

She said, “I’m teaching English online.”

##### Present perfect simple

She said, “I’ve been on the web since 1999.”

##### Present perfect continuous

She said, “I’ve been teaching English for seven years.”

##### Past simple

She said, “I taught online yesterday.”

##### Past continuous

She said, “I was teaching earlier.”

##### Past perfect

She said, “The lesson had already started when he arrived.”

##### Past perfect continuous

She said, “I’d already been teaching for five minutes.”

*Modal verb forms also sometimes change:*

#### Direct speech

##### will

She said, “I’ll teach English online tomorrow.”

##### can

She said, “I can teach English online.”

##### must

She said, “I must have a computer to teach English online.”

##### shall

She said, “What shall we learn today?”

##### may

She said, “May I open a new browser?”

#### Indirect speech

##### Past simple

She said it was cold.

##### Past continuous

She said she was teaching English online.

##### Past perfect simple

She said she had been on the web since 1999.

##### Past perfect continuous

She said she had been teaching English for seven years.

##### Past perfect

She said she had taught online yesterday.

##### Past perfect continuous

She said she had been teaching earlier.

##### Past perfect

NO CHANGE - She said the lesson had already started when he when arrived.

##### Past perfect continuous

NO CHANGE - She said she’d already been teaching for five minutes.

#### Indirect speech

##### would

> She said she would teach English online tomorrow.

##### could

> She said she could teach English online.

##### had to

> She said she had to have a computer to teach English online.

##### should

> She asked what we should learn today.

##### might

> She asked if she might open a new browser.

Note - There is no change to; **could, would, should, might and ought to.**



**Direct speech**

“I might go to the cinema”, he said.

You can use the present tense in reported speech if you want to say that something is still true i.e. my name has always been and will always be Leela so:-

**Direct speech**

“My name is Leela”, she said.

You can also use the present tense if you are talking about a future event.

**Direct speech (exact quote)**

“Next week’s lesson is on reported speech “, she said.

**Indirect speech**

He said he might go to the cinema.

**Indirect speech**

*She said her name was Leela. or She said her name is Leela*

**Indirect speech (not exact)**

*She said next week’s lesson is on reported speech.*

**Time change**

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

**Today**

“Today’s lesson is on presentations.”

**Indirect speech**

She said yesterday’s lesson was on presentations.

**Expressions of time if reported on a different day**

this (evening)	>	that (evening)
today	>	yesterday
these (days)	>	those (days)
now	>	then
(a week) ago	>	(a week) before
last weekend	>	the weekend before last / the previous weekend
here	>	there
next (week)	>	the following (week)
tomorrow	>	the next/following day

In addition if you report something that someone said in a different place to where you heard it you must change the place (here) to the place (there).

For example:-

**At work**

“How long have you worked here?”

**At home**

She asked me how long I’d worked there.

**Pronoun change**

In reported speech, the pronoun often changes.

For example:

“I teach English online.”

*She said she teaches English online.*

**Reporting Verbs**

*Said, told* and *asked* are the most common verbs used in indirect speech.

We use *asked* to report questions:-

For example: *I asked Prema what time the lesson started.*

We use *told* with an object.

For example: *Sasikala told me she felt tired.*

**Note** - Here *me* is the object.

We usually use *said* without an object.

For example: *Sophy said she was going to teach online.*

If *said* is used with an object we must include *to* ;

For example: *Romy said to me that she’d never been to China.*

**Note** - We usually use *told*.

For example: *Aruna told me that she’d never been to China.*

There are many other verbs we can use apart from *said, told* and *asked*.

These include:-

*accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.*

Using them properly can make what you say much more interesting and informative.

For example:

*He asked me to come to the party:-*

*He invited me to the party.*

*He begged me to come to the party.*

*He ordered me to come to the party.*

*He advised me to come to the party.*

*He suggested I should come to the party.*

### **Use of 'That' in reported speech**

In reported speech, the word *that* is often used.

*For example: He told me that he lived in Germany*

However, *that* is optional.

*For example: He told me he lived in Germany*

**!Note** - That is never used in questions, instead we often use *if*.

*For example: He asked me if I would come to the party.*

### **Exercise**

#### **Rewrite the following in the Reported Speech.**

1. He said, "I have eaten my lunch."
2. She said, "I am doing a degree at the university"
3. The teacher said to the class, "Pay attention."
4. My mother said to me, "Buy some bananas for me."
5. My father said to me, "Don't waste your money."
6. She said to me, "Where is the hospital?."
7. My friend said to me. "Don't be late tomorrow."
8. He asked me, "When will the train arrive?"
9. His teacher said to him, "Try to do it by your self."
10. She asked me, "What are your favorite online games?"

### **Answers**

1. He said that he had eaten his lunch.
2. She said that she was doing a degree at the university.
3. The teacher told the class to pay attention.
4. My mother told/asked me to buy some bananas.
5. My father told me not to waste my money. .
6. She asked me where the hospital is.
7. My friend asked me not to be late tomorrow.
8. He asked me when the train will arrive.
9. His teacher told him to try to do it by himself. .
10. She asked me what my favorite online games are.

## Auxiliary verbs

Auxiliary verbs are sometimes called *helping verbs* because they are needed to form many of the tenses. The most used auxiliary verbs are the verbs *to be*, *to do* and *to have*. For example: the auxiliary *to do* is needed to ask questions in the present and past simple tenses. **To be** is needed for the present and past continuous, and all the passive forms. The auxiliary *to have* is used in the present and past perfect tenses. Here are some examples of the common auxiliary verbs in action:

Do you like German food?  
Does your mother speak English?  
Did you come to school yesterday?  
Why are you talking?  
You should *be* listening to me!  
I *was* having a bath when you called!  
A new road *is being* built behind the school.  
Have you done your homework?  
My father *has* never visited the USA.  
How long *have* you *been* living in Germany?  
By this time next year I *will have been* learning English for 35 years!

**Auxiliary Verbs** are the verbs *be*, *do*, *have*, *will* when they are followed by another verb (the *full verb*) in order to form a question, a negative sentence, a compound tense or the passive.

### The verb “be”

The verb *be* can be used as an auxiliary and a full verb. As an auxiliary we use this verb for compound tenses and the passive voice. Note that *be* is an irregular verb:

#### Simple Present:

I *am*, he/she/it *is*, we/you/they *are*

#### Simple Past:

I/he/she/it *was*, we/you/they *were*

#### Past Participle:

*been*

You can tell that in the following sentences *be* is an auxiliary because it is followed by another verb (the *full verb*). (For progressive forms use the “-ing” form of the full verb; for passive voice, use the past participle of the full verb.)

#### Progressive Forms

##### Present Progressive:

He *is playing* football.

##### Past Progressive:

He *was playing* football.

##### Present Perfect Progressive:

He *has been playing* football.

##### Past Perfect Progressive:

He *had been playing* football.

#### Passive

##### Simple Present/Past:

The house *is/was* built.

##### Present/Past Perfect:

The house *has/had* *been* built.

##### Future I:

The house *will* *be* built.

##### “be” as a full verb

The verb *be* can also be a full verb. In this case, it's not followed by another verb. If *be* is used as a full verb, we do not need an auxiliary in negative sentences or questions.

**positive sentence:** They are fifteen years old.

**negative sentence:** They are not fifteen years old.

**question:** Are they fifteen years old?

##### The verb “have”

The verb *have*, too, can be used both as an auxiliary and as a full verb. As an auxiliary we use this verb to form compound tenses in active and passive voice. (Use the past participle of the full verb.)

#### Compound Tenses - Active Voice

**Present Perfect Simple:** He *has* played football.

**Past Perfect Simple:** He *had* played football.

##### Present Perfect Progressive:

He *has been* playing football.

##### Past Perfect Progressive:

He *had been* playing football.

#### Compound Tenses - Passive Voice

##### Present/Past Perfect:

The house *has/had* *been* built.

Note that *have* is an irregular verb, too:

**Simple Present:** I/we/you/they *have*, he/she/it *has*

**Simple Past:** I/he/she/it/we/you/they *had*

**Past Participle:** *had*

##### “have” in positive sentences

As a full verb *have* indicates possession. In British English, however, we usually use *have got* (*have* being the auxiliary, *got* the full verb).

##### full verb:

I have a car.

##### auxiliary verb:

I *have* got a car.

##### “have” in negative sentences and questions

When we use *have* as a full verb, we must use the auxiliary *do* in negative sentences and questions. If we use *have got*, however, we do not need another auxiliary.

##### have as a full verb:

I *do not* have a car.

*Do* I have a car?

##### have as an auxiliary verb:

I *have* not got a car.

*Have* I got a car?

##### The verb “will”

The verb *will* can only be used as an auxiliary. We use it to form the future tenses.

##### The auxiliary verb “will”

##### Future I:

He *will* not play football.

##### Future II:

He *will* have played football.

The verb *will* remains the same for all forms (no “s” for 3rd person singular). The short form for negative sentences is

The

won't.

eg; I will, he will  
I will not = I won't

**The verb "do"**

The verb *do* can be both an auxiliary and a full verb. As an auxiliary we use *do* in negative sentences and questions for most verbs (except not for *be, will, have got* and modal verbs) in Simple Present and Simple Past. (Use the infinitive of the full verb.)

**The auxiliary "do" in negative sentences**

**Simple Present:** He *does* not play football.

**Past:** He *did* not play football.

**The auxiliary "do" in questions**

**Simple Present:** *Does* he play football?

**Simple Past:** *Did* he play football?

The verb *do* is irregular:

**Simple Present:** I/we/you/they *do*, he/she/it *does*

**Simple Past:** I/he/she/it/we/you/they *did*

**The full verb "do"**

As a full verb we use *do* in certain expressions. If we want to form negative sentences or questions using *do* as a full verb, we need another *do* as an auxiliary.

**positive sentence:** She does her homework every day.

**negative sentence:** She *doesn't do* her homework every day.

**question:** *Does* she do her homework every day?

**Sentences without the auxiliary "do"**

In the following cases, the auxiliary *do* is not used in negative sentences/questions:

**the full verb is "be"**

eg; *I am* not angry. / *Are* you okay?

**the sentence already contains another auxiliary (e.g. have, be, will)**

eg; They *are* not sleeping. / *Have* you heard that?

**the sentence contains a modal verb (can, may, must, need, ought to, shall, should)**

eg; We *need* not wait. / *Can* you repeat that, please?

**the question asks for the subject of the sentence**

eg; Who sings that song?

Other common auxiliary verbs are: will, should, would, can, must, might, may, could (These verbs are often called *modal verbs*).

**Modal verbs**

The modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	to express ability	I <i>can</i> speak a little Russian.
can	to request permission	<i>Can</i> I open the window?
may	to express possibility	I <i>may</i> be home late.
may	to request permission	<i>May</i> I sit down, please?
must	to express obligation	I <i>must</i> go now.
must	to express strong belief	She <i>must</i> be over 90 years old.
should	to give advice	You <i>should</i> stop smoking.
would	to request or offer	<i>Would</i> you like a cup of tea?

would in *if-sentences* If I were you, I *would* say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals *must* and *can* need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

*Past simple* Sorry I'm late. I had to finish my math test.

*Present perfect* She's had to return to Korea at short notice.

*Future* You'll have to work hard if you want to pass the exams.

*Infinitive* I don't want to have to go.

*Past simple* I couldn't/wasn't able to walk until I was 3 years old.

*Present perfect* I haven't been able to solve this problem. Can you help?

*Future* I'm not sure if I will be able to come to your party.

*Infinitive* I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions.

For example:  
*Must I come?* , or: *He shouldn't smoke*

**Contracted auxiliaries**  
The auxiliary verbs are very often contracted. For example, you can say *I'm playing tennis tomorrow*, instead of *I am playing tennis tomorrow*. The contracted form (which needs an apostrophe) is more likely to be used in spoken language.

The short form itself often has two alternatives, which are equally usual and correct.

For example:  
She's not going to the dance.  
She isn't going to the dance.  
I haven't seen him for ages.  
I've not seen him for ages.

\* The full form is common in spoken language when the speaker wants to emphasize what she is saying. For example:

Why don't you call him?  
I *have* called him.  
I *do not* want to see him again.

## Conditional Clauses

### Zero conditional

When we talk about things that are generally or always true, we can use:

If/When/Unless plus a present form PLUS present simple or imperative

Eg. If he gets there before me, ask him to wait.  
When you fly budget airline, you have to pay for your drinks and snacks.  
Unless you need more space, a small car is big enough for one person.

Note that we are not talking about a specific event but something which is generally true.

In the condition clause, we can use a variety of present forms. In the result clause, there can only be the present simple or imperative.

Eg. If you visit London, go on the London Eye.  
If unemployment is rising, people tend to stay in their present jobs.  
If you've done that, go and have a coffee.  
When you go on holiday, take plenty of sun cream. It'll be very hot.  
When I'm concentrating, please don't make so much noise.  
When I've finished an article, I always ask Kate to read it through.

Notice that 'unless' means the same as 'if not'.

Eg. Unless he asks you politely, refuse to do any more work on the project.  
Unless prices are rising, it's not a good investment.  
Unless you've been there yourself, you don't really understand how fantastic it is.

### The first conditional

We use the First Conditional to talk about future events that are likely to happen.

Eg. If we take John, he'll be really pleased.  
If you give me some money, I'll pay you back tomorrow.  
If they tell us they want it, we'll have to give it to them.  
If Mary comes, she'll want to drive.

The 'if' clause can be used with different present forms.

Eg. If I go to New York again, I'll buy you a souvenir from the Empire State Building.  
If she hasn't heard the bad news yet, I'll tell her.

The "future clause" can contain 'going to' or the future perfect as well as 'will'.

Eg. If I see him, I'm going to tell him exactly how angry I am.  
If we don't get the contract, we'll have wasted a lot of time and money.

The "future clause" can also contain other modal verbs such as 'can' and 'must'.

Eg. If you go to New York, you must have the cheesecake in Lindy's.

If he comes, you can get a lift home with him.

### Second conditional

The Second Conditional is used to talk about 'impossible' situations.

Eg. If we were in London today, we would be able to go to the concert Hyde Park.  
If I had millions dollars, I'd give a lot to charity.  
If there were no hungry people in this world, it would be a much better place.  
If everyone had clean water to drink, there would be a lot less disease.

Note that after I / he/ she /it we often use the subjunctive form 'were' and not 'was'. (Some people think that 'were' is the only 'correct' form but other people think 'was' is equally 'correct' .)

Eg. If she were happy in her job, she wouldn't be looking for another one.  
If I lived in Japan, I'd have sushi every day.  
If they were to enter our market, we'd have big problems.

Note the form 'If I were you' which is often used to give advice.

Eg. If I were you, I'd look for a new place to live.  
If I were you, I'd go back to school and get more qualifications.

The Second Conditional is also used to talk about 'unlikely' situations.

Eg. If I went to China, I'd visit the Great Wall.  
If I was the President, I'd reduce taxes.  
If you were in my position, you'd understand.

Note that the choice between the first and the second conditional is often a question of the speaker's attitude rather than of facts.

Compare these examples.

Joy thinks these things are possible, Peter doesn't.

Joy – If I win the lottery, I'll buy a big house.

Peter – If I won the lottery, I'd buy a big house.

Joy – If I get promoted, I'll throw a big party.

Peter – If I got promoted, I'd throw a big party.

Joy – If my team win the Cup, I'll buy champagne for everybody.

Peter – If my team won the Cup, I'd buy champagne for everybody.

Note that the 'If clause' can contain the past simple or the past continuous.

Eg. If I was still working in Delhi, I would commute by train.  
If she were coming, she would be here by now.

If they were thinking of selling, I would want to buy.

Note that the main clause can contain 'would' 'could' or 'might'.

Eg. If I had the chance to do it again, I would do it differently.

If we met up for lunch, we could go to that new restaurant.

If I spoke to him directly, I might be able to persuade him.

Also note that sometimes the 'if clause' is implied rather than spoken.

Eg. What would I do without you? ("if you weren't here")

Where would I get one at this time of night? ("if I wanted one")

He wouldn't agree. ("if I asked him")

### Third conditional

We can use the Third Conditional to talk about 'impossible' conditions, impossible because they are in the past and we cannot change what has happened.

Eg. If I had worked harder at school, I would have got better grades.

If I had had time, I would have gone to see him. But I didn't have time.

If we had bought that house, we would have had to rebuild the kitchen.

If we had caught the earlier train, we would have got there on time but we were late.

Notice that the main clause can contain 'would', 'could' or 'might'.

Eg. If I had seen him at the meeting, I would have asked him. (But he hasn't there so I didn't.)

If I had seen him at the meeting, I could have asked him. ( But he wasn't there so it wasn't possible.)

If I had seen him at the meeting, I might have asked him. (But I'm not sure. Perhaps if the opportunity had arisen.)

If I had paid more attention in class, I would have understood the lesson.

### Exercise

#### Give suitable words to fill in:

- 1) If you like, you ----- for two days.
- 2) If I ----- the film in the cinema, I wouldn't have watched it on TV again.
- 3) If the parents bought the cat, their children ----- very happy.
- 4) Metal ----- if you heat it.
- 5) He ----- my e-mail if he'd been online yesterday evening.
- 6) They'd have been able to return the bottle if they----- the labels.
- 7) If she ----- up her room, she must find the receipt.
- 8) What ----- if you had a million dollars.
- 9) Where would you live if you----- younger.
- 10) If you ----- for a little moment, I'll tell the doctor you are here.

#### Answers

- |                    |                         |                 |
|--------------------|-------------------------|-----------------|
| 1. can stay        | 2. had seen             | 3. would be     |
| 4. expands         | 5. should have received |                 |
| 6. hadn't torn off | 7. tidies up            | 8. would you do |
| 9. were            | 10. will wait           |                 |

# PRONOUNS

A Pronoun is a word that takes the place of a noun. It refers to a person or thing without giving the name.

There are two types of Personal Pronouns:

- (1) those used as subjects; and
- (2) those used as objects.

## Personal Pronouns

	Singular		Plural	
	Subject	Object	Subject	Object
I <sup>st</sup> Person	I	Me	We	Us
II <sup>nd</sup> Person	You	You	You	You
III <sup>rd</sup> Person	He	Him	They	Them
	She	Her	They	Them
	It	It	They	Them

## Reflexive Pronouns

We use the **Reflexive Pronoun** when the action of the doer goes back to himself so that the **Subject** of the sentence is the **same person** as the **object**.

Example: He has hurt **himself**.

Pronouns like 'himself' are called Reflexive Pronouns. They always end in 'self'.

## Reflexive Pronouns

	Singular	Plural
I <sup>st</sup> Person	Myself	Ourselves
I <sup>st</sup> Person	Yourself	Yourselves
Third Person	Himself	Themselves
	Herself	Themselves
	Itself	Themselves

## Relative Pronouns

The Relative Pronouns *take the place of Nouns or Pronouns*; and they are used to *join two sentences* about the same person or thing.

Examples of relative pronouns: *who, which, that, whom* and *whose*.

In most cases, we use *who, whose* and *whom* to make statements *about people*.

“ We use *who* to join two sentences.

Example: “The man is an artist. He drew that picture.”  
“The man is an artist *who* drew that picture.”

“ We use *whose* to show possession or relationship.

Example: “That is my uncle whose son is my cousin.”

We use *which* or *that* in almost the same way as we use *who* but it refers to *things*, not human beings. There is one other difference in the way we use *who* and *which*.

After *who* we put a *verb*. After *which* we can put a *verb*, a *pronoun* or a *noun*.

Example: That is the camera *which costs* fifty dollars.  
That is the camera *which he* bought. That is the camera *which John* likes.

“ We use *whom* to make a statement about human beings. It is used in place of *who* (a) when it is the object of a verb or (b) when it comes after a preposition.

Example: (a) The man *whom they caught* was sent to prison. (b) The man *to whom* you should speak is my uncle.

## Exercise

Fill in the blanks with 'which', 'who', 'whom' and 'whose'.

1. The boy, \_\_\_\_\_ father is a doctor, is my best friend.
2. This is not something \_\_\_\_\_ we like to do.
3. That man, \_\_\_\_\_ left leg was amputated, suffers from diabetes.
4. The thief, \_\_\_\_\_ they caught, was sent to the prison.
5. Our friends, \_\_\_\_\_ we invited to the party, arrived rather early.
6. The girl, \_\_\_\_\_ broke the mirror, was scolded by her mother.
7. That is my uncle, \_\_\_\_\_ car was stolen.
8. That woman, \_\_\_\_\_ you saw, was my auntie.
9. Kangaroos, \_\_\_\_\_ use their pouch to carry their babies, are found in Australia.
10. The policeman, \_\_\_\_\_ caught the thief, is a very brave man.

## Answer

1. whose
2. which
3. whose
4. whom
5. whom
6. who
7. whose
8. whom
9. which
10. who

## PREPOSITIONS

Prepositions are words placed before Nouns and Pronouns. They are used to show time, position and direction.

Examples of Prepositions showing time:

My birthday falls *in* September.

Most shops are closed *on* Sunday.

I have an appointment *at* 9 o'clock.

Examples of Prepositions showing position:

He is standing *at* the door.

The glass is *on* the table.

The cat is sleeping *under* the chair.

Examples of Prepositions showing direction:

She got *into* the taxi.

The girl is walking *towards* her mother.

I have to go *to* town.

**Other examples of expressions using prepositions:**

The picture was drawn *by* his brother.

She likes to go out *with* her friends.

They say I walk *like* my father.

Her parents give her a box *of* sweets.

**Expressions using Prepositions:**

good at	get up	fall off	interested in
clever at	wake up	get off	involved in
bad at	look up	set off	send in
point at	clean up	break off	work in
stare at	add up	finish off	fill in
fight against	get into	turn on	made of
speak against	cash into	switch on	built of
vote against	jump into	get on	a box of
hit against	turn into	carry on	half of
lean against	dive into	put it on	many of

**Exercise**

**Fill in the blanks with these words: against, at, by, for, from, in, like, near, of, on, to, up, with.**

1. She is doing a degree course \_\_\_\_\_ a university.
2. His trousers were washed \_\_\_\_\_ the washing machine.
3. We had to climb slowly \_\_\_\_\_ the hill.
4. His house looks \_\_\_\_\_ a temple.
5. How many \_\_\_\_\_ the members will join the trip?
6. Don't lean that ladder \_\_\_\_\_ the wall.
7. I don't usually feel tired \_\_\_\_\_ the morning.
8. Have you heard anything \_\_\_\_\_ him yet?
9. My house is quite \_\_\_\_\_ to your school.
10. Put this \_\_\_\_\_ your drawer and do not let anyone see it.

**Answer**

- 1.at    2.by    3.up    4.like    5.of    6.against  
7.in    8.from    9.near    10.in