

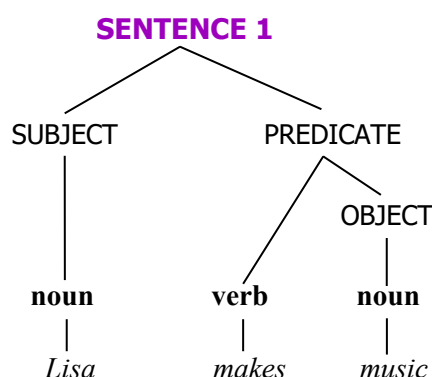
## Contents

Acknowledgements	2
Thanks, abbreviations	3
Introduction	4
1 The simple sentence and its parts	6
2 Present, past and future	18
3 Present, past and future perfect	28
4 Future markers	41
5 Review all tenses	45
6 Stative and dynamic verbs	49
7 Nouns	53
8 Prepositions	55
9 Quantifiers	60
10 Pronouns	66
11 Adjectives	75
12 Adverbs	79
13 Comparatives and superlatives	87
14 The passive	91
15 Modal auxiliary verbs	99
16 Irregular verbs	108
17 <i>Used to</i> and <i>would</i>	111
18 Phrasal verbs (multiword verbs)	115
19 Questions	121
20 Clauses	124
21 Reported speech	128
22 Relative clauses	132
23 Conditionals	136
24 The infinitive and <i>-ing</i> form	147
25 The articles	151
26 Discourse markers	154
27 Negation	156
28 Concord (agreement)	157
29 Possessive forms	158
30 Recognition test	160
31 Error analysis	161
Appendix – level guidelines	165
The English Phonemes	166
Key to tasks	168
Index	182

# 1 The simple sentence and its parts

## 1.1 Subject, verb, object

A tree diagram serves well to show the constituents of a sentence:



Sentence 1 shows us that a sentence must have two main branches: the **SUBJECT** and the **PREDICATE**. The subject is usually the ‘doer’, or the person/thing described. The predicate means ‘the rest of the sentence’ to put it simply.

The **verb** conveys an action or state. The **OBJECT** is the person/thing at the receiving end of the action. **SUBJECT** and **OBJECT** are known as **cases**.

**Noun, verb**, etc, are called **word classes** or **parts of speech**.

In every sentence there must be a **finite verb**, i.e. a verb with a tense. The verb in sentence 1 is in the present tense. Tenses are covered in later chapters.

<b>SUBJECT:</b>	the ‘doer’, or where there’s no action, the person/thing considered.
<b>PREDICATE:</b>	the rest of the sentence after the subject.
<b>verb:</b>	conveys an action or state, e.g. <i>to carry, to be</i> .
<b>OBJECT:</b>	the person/thing at the receiving end of the action.
<b>noun:</b>	a person, place or thing, e.g. <i>Lisa, Beijing, door, communication</i> .
<b>finite verb:</b>	a verb with a tense.
<b>case:</b>	<b>SUBJECT, OBJECT</b> (also <b>GENITIVE/POSSESSIVE</b> – see chapter 29).

In sentence 1 the subject and object are **nouns**. They could be **pronouns**: *She makes it*. Pronouns are met again at 1.6 and in chapter 10.

**pronoun:** a word standing for (pro) a noun, e.g. *he, they*.

Some sentences consist of only one word, e.g. the imperative (command) *Stop!*, but then the missing part is understood, in this case something like *You (must) stop!*



**Teaching  
note  
1.1**

**Syntax across L1s**

All learners, but especially those whose L1s have a different word order from English, need time to formulate a reply when asked a question. Have patience, never hurry to fill the silence. But if no answer is forthcoming, your question was too difficult for the class or should have been put to a stronger student first.

**Task 1.1**

It is often declared that some of the best native speaker writers wouldn't know the difference between a noun and a verb, yet can write flawlessly. Learning an L2, however, may demand more word class knowledge. The table below is representative of part of a lesson on word formation and pronunciation.

Fill in the missing words in A-D, and mark the primary stress in all the words in A-F.

- 1 Which of the trios, A-D, has the primary stress on the same syllable for verb, noun and adjective?
- 2 Are the word pairs in E and F homophones or homographs?

	VERB	NOUN	ADJECTIVE
A		prosperity	
B			paralytic
C	interact		
D		coincidence	
E	convict	convict	----
F	reject	reject	----

For an explanation of stress types and placement see *Essential Phonetics for English Language Teachers* by the author.



**Teaching  
note  
1.2**

**Dictionaries and phones**

Teachers and schools differ regarding use of online dictionaries. Rules regarding use of phones in class are now flexible, due to the convenience of having quiz and reading questions in digital format, not to mention how AI can be exploited. For project work the phone is, of course, almost indispensable.

With a class of students lacking in motivation the use of phones should be monitored well; indeed, the phones should be put out of reach when not required. Admittedly, without phones there's no access to online dictionaries, thus obliging the teacher to ensure all new lexis is understood in good time. In a monolingual L1 class this is easy – translation of new words is not the 'no-no' it used to be; however, with multilingual classes context must be prioritized (see teaching note 1.3).

During online classes the learner can access a dictionary on their main or other device, and there may be a 'click on the word' translating function within the reading texts. This actually has strengths (speed of understanding) and weaknesses (some translations can be wrong, attention wavers). As usual, good monitoring is advised.

Online bilingual dictionaries generally serve well. Monolingual dictionaries, digital and in book form, such as the Oxford Advanced Learner's Dictionary, should be encouraged at higher levels. They have example sentences, idioms, phrasal verbs, notes on problem words, etc.

# COPYRIGHTED MATERIAL

## Task 1.5

Explain the error in

*\*I look forward to see you.*

Use the terms *preposition*, *-ing form* and *infinitive*.

### Activity 1.1 Vocabulary revision

#### X's and O's (or 'noughts and crosses', or 'tic-tac-toe')

**Preparation:** Look over a past lesson or two and choose some words that would benefit from revision. On your lesson plan, put the first letter of each word, with the word underneath, in each square/cell of a grid.

**Play:** On the WB, draw the grid and write the first letter of the words you want to revise in the cells, leaving room for the word underneath. Divide the class into two teams, the X's and the O's. Toss a coin for the first team to call a letter. When the player calls a letter, give a clue. Anyone can answer. When you get a correct answer, write the word under the letter and overwrite an X or O as shown below. The person to answer correctly calls the next letter. Again, anyone can answer.

Note how articles, plurals etc, can help distinguish the parts of speech.

C (to crown)	S <sub>1</sub> (soil)	<del>T</del> toes
E (easily)	<del>M</del> I might	<del>L</del> a loaf
<del>S<sub>2</sub></del> to shave	B (between)	<del>D</del> deadly

The 'O' team has won above (the words in brackets are not shown yet, but are on the teacher's notes).

If Ss are shouting the answers too loudly, change to 'first hand up' for answers.

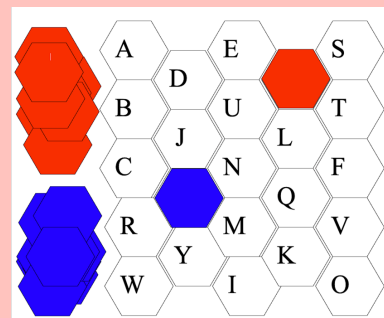
If one team is powering ahead because of a stronger student, introduce the rule: 'When you answer correctly, you have to skip answering the next question'.

When there is a winner and there are some squares left over, you should go through those, and instead of writing X or O on each square write the name of the student who answered correctly.

For compound words and phrases see Activity 18.1.

For a similar game but with sixteen cells in a square for quick drawing see p24 of *A History of Ireland for Learners of English* by the author.

For an adaptation of the Blockbusters TV quiz see <https://tefllessons.com/product/blockbusters-vocabulary-game/> or <https://www.tes.com/teaching-resource/blockbusters-word-template-11389801>



www.tes.com

## 2.5 Uses of the past continuous

EXAMPLE	USE (IN PAST TIME)
1 <i>At eight thirty? I was watching the soap on the telly. I'm innocent.</i>	in progress before and usually continuing after a specified point in time
2 <i>The sun was setting as I rode out of town.</i>	simultaneous events, or a 'background' event for the main one
3 <i>We were discussing consumerism all morning.</i>	in progress over a specified length of time
4 <i>I was stirring the mixture and it just solidified.</i>	a durative action interrupted by an instant one
5 <i>She was wearing a football shirt.</i>	with this verb, more a state than an action; corresponds to AmE <i>had on</i>

### Activity 2.3 Past simple Write and share a story

Brainstorm about 10 verbs and put them on the WB. Substitute or add some irregular ones.

Have Ss write a short story using at least 7 of the verbs. They can do this in pairs if that suits. Monitor and assist.

After writing, Ss in groups of three or four tell their stories to each other. If desirable, have a S from each group move to another group (rotate) for further sharing.

Mount stories on the wall, or if the writing has been done on devices, all share.

Award a prize for the best story (Ss vote). Project the winning story and some others, and comment on the writing and the language.

Listen out for pronunciation of the regular verbs, e.g. *walkT, robbD, but wantID and landID* (-id after 't' and 'd' only).

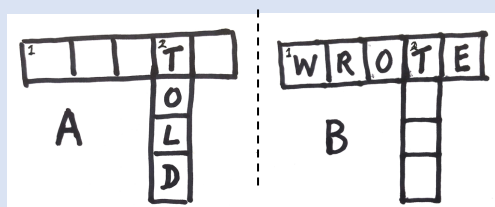
### Activity 2.4 Past simple, irregular verbs

#### Half-a-crossword

#### RESOURCE MATERIAL

Half-a-crossword (in pairs) activities are quite popular and effective. Find one that practises irregular verbs. Check that Ss know the words involved; this may entail teaching them at some time before this activity so as not to 'give the game away'. Include a short demo by putting two incomplete words on the WB and giving clues, as Ss may not understand the questioning.

If pairs are seated closely, tell some to start on different clue numbers so as not to disturb others or tempt eavesdropping.



A brief demo of half-a-crossword, on the WB

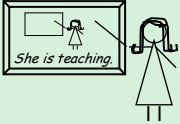
T: (pointing to the blank line on A's part) "Student A asks 'What's 1 across?' and student B could say 'It's the past tense of *make a message, an email, or on paper* (gestures writing)." If Ss don't come up with *wrote*, then T: "Ok, it's the past tense of *write* (gestures)." T waits for *wrote*, then writes this in.

Similarly for student B (student A to give the clue 'the past tense of *give information... like say*'), etc.

## 2.7 Review present, past and future tenses

Now read the abridged version of part 1 of *Tense Situations*, and check your awareness of the verb forms and their matching tense titles.

**TENSE SITUATIONS – PART I ABRIDGED**



Sue **takes** (PRESENT SIMPLE) photos of famous people.  
 At the moment, she **is taking** (PRESENT CONTINUOUS) a course in ELT.

In 2023 her tripod **broke** (PAST SIMPLE).  
 She **was taking** (PAST CONTINUOUS) a photo of the Sultan.

Her colleagues say she **will sail** (FUTURE SIMPLE) through her test.  
 She **will be presenting** (FUTURE CONTINUOUS) a lesson on the past tense.

**Task 2.1** Fill in the tenses in the right-hand column below, following the example.

	TENSE
0 <i>It went okay.</i>	<i>past simple</i>
1 <i>She'll be coming round the mountain.</i>	
2 <i>I'm leaving tomorrow.</i>	
3 <i>I left my wig in San Francisco.</i>	
4 <i>We all have a social responsibility.</i>	
5 <i>She was thinking of going next week.</i>	
6 <i>You'll never walk alone.</i>	

## 2.8 The timeline (for past simple and continuous)

You may wish to use what is called a *timeline* to illustrate problem tenses:

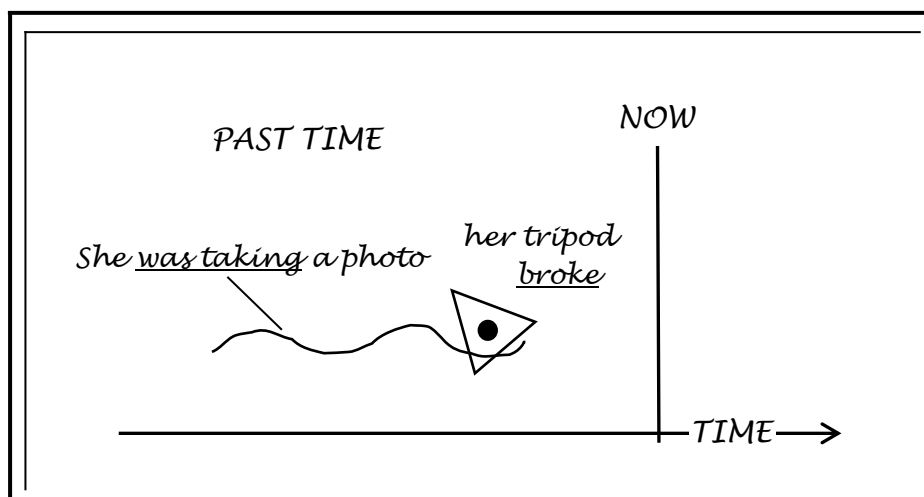


Figure 1 Timeline for past continuous and past simple

### 3.1.3 The past simple contrasted with the present perfect simple and continuous

The timeline below is slightly overloaded for economy of space – normally only two, sometimes three, examples are shown:

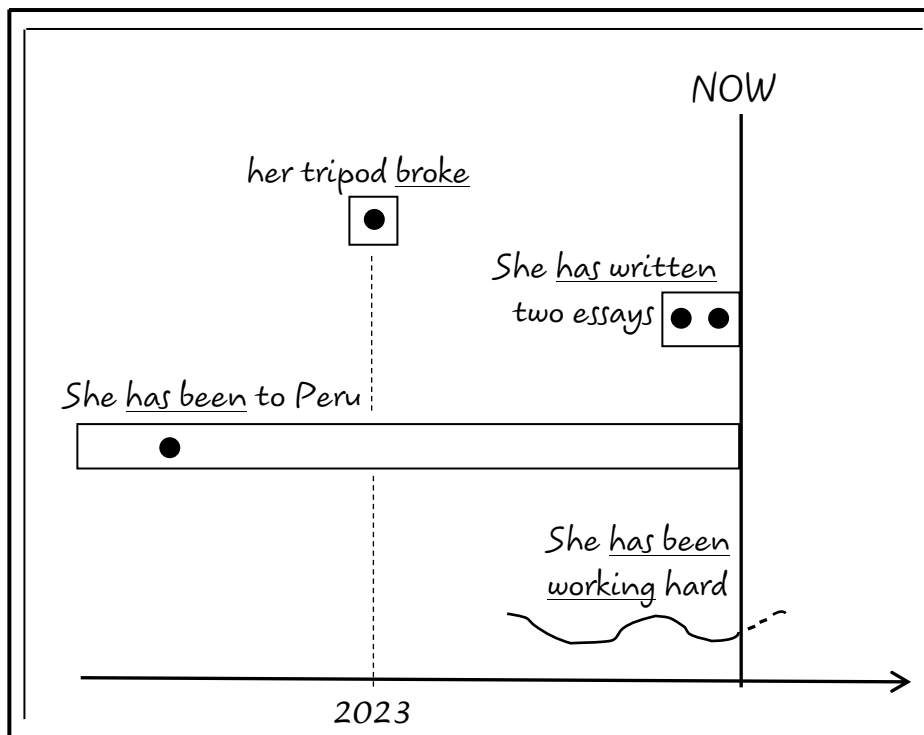


Figure 3 Timeline for past simple and present perfect simple and continuous

### 3.1.4 Form of the present perfect continuous

In the example *she has been working hard*, the first auxiliary, *has*, as usual, shows the tense. It is followed by the past participle of the second auxiliary *be*, then the main verb *work* in the *-ing* participle form.

	The <b>tense</b> is contained in the aux. verb.			
PRESENT	<i>has</i>			
	Aux. <i>have</i> + past participle make up the <b>perfect</b> aspect.			
PRESENT PERFECT (SIMPLE)	<i>has</i>	<i>been</i>		<i>everywhere</i>
	<i>has</i>	<i>worked</i>		
	Aux. <i>be</i> + <i>-ing</i> participle make up the <b>continuous</b> aspect.			
PRESENT PERFECT CONTINUOUS	<i>has</i>	<i>been</i>	<i>working</i>	

Compare and preview:

	The <b>tense</b> is contained in the aux. verb.			
<b>PAST PERFECT CONTINUOUS</b>	▶ <i>had</i>	<i>been</i>	<i>working</i>	
<b>FUTURE PERFECT CONTINUOUS</b>	▶ <i>will have</i>	<i>been</i>	<i>working</i>	

## Activity 3.4 *For* and *since* with present perfect simple of stative verb *have* and present perfect continuous of other verbs

### Presentation 1

Say, as you write on the WB (asking for guesses to complete):

*I have been working as a teacher for ... [X years].\**

*I have been working as a teacher since ... [X].*

*We have had Felix for ...* (explain that Felix is a cat)

*I have been singing since ...* (explain 'in a choir', or ...)

*I have been playing volleyball since I started high school.*

*We've been living in KL for the past 10 years.\**

*I've been trying to stop biting my nails for many years.*

\*Excluding the optional *have worked/lived*, to retain the continuous pattern here. See 6.2.

### Demo

Ask a S: *Do you have a pet?* If yes, chat and lead to *How long have you had (pet's name)?* If no, ask *Do you play any sport?* or *What do you do in your free time?* And eventually: *How long have you been playing (sport)?*

Scaffold each reply with either a *since* or a *for*. Then have the S ask you similar questions. Ditto with one more student.

### Spoken practice 1

Ss in pairs follow the demo, first asking about their classmate's sport/pet, etc, then (using the models on the WB for assistance) asking how long they have been doing their activities (or had a pet/scooter, etc.). Groups of three may also work.

### Presentation 2

Elicit the names of 2 world leaders (none that have just come to power), 2 famous film actors and 2 famous sports people, and write them on the WB (or have a student write for you).

### Written practice

All phones out of reach. Ask Ss, in pairs, to guess and write the answers to these questions (put on WB):

*How long has X been President/King, etc?*

*How long has X been acting in films?*

*How long has X been playing [sport]?*

*(Use 'since' + year and 'for' + years in various answers.)*

Monitor and check the grammar.

### Spoken practice 2

Now, Ss use the internet to check their answers. There may be some shouting of answers among the students to save time, some of it in their L1, but that's generally unavoidable. You can write the answers on the WB as they are given to you.

If you want to award a prize it might be best for pairs to pass their answers to another pair for marking. Then ask for and ascertain the highest mark.



### Teaching note 3.3

#### Learner training

Learning strategies and learner autonomy are popular topics in ELT. Related to these is student knowledge and confidence in exploiting spoken practice activities. For instance, in Practice 1 in Activity 3.4 above, the flat answer *no* to the question *Do you have a pet?* could be expanded to: *but my neighbour has a rabbit*, etc. Such otherwise natural learning knowledge may need to be taught. It's important for acquisition, and for promoting a good class atmosphere.



## 4 Future markers

### 4.1 Four future markers

English doesn't have a future tense in the strict sense of inflecting the verb itself. We have met *will*, a modal auxiliary verb, and the present continuous for future arrangement (2.5), but there are four markers generally used to indicate future time, as shown below (for *shall* see 4.3). Note that with some speakers, especially AmE, *going to* is used instead of *will* in 3 and 11 in the table.

MARKER	EXAMPLE	USE
<p>These four uses are prominent in ELT</p> <p><b>will</b> (usually as 'll after pronouns)</p>	1 <i>We'll play, and we'll beat you.</i>	promise, threat
	2 <i>I'll get it. Will I open it for you?</i>	offer
	3 <i>Rain will fall in the west. They'll need more time. You'll pass next time, don't worry.</i>	prediction
	4 <i>No buses? I'll get a taxi, then.</i>	instant decision
	5 <i>The car won't start.</i>	refusal
	6 <i>Will you do me a favour?</i>	request
	7 <i>He will smoke where he shouldn't.</i>	annoyance at sb's obstinacy
	8 <i>I'll have the miso soup.</i>	choice (decision)
	9 <i>The PM will meet the press later. Forms will be available online.</i>	announcement of schedule/arrangement
	10 <i>That'll be Sue, I'm expecting her.</i>	supposition
	11 <i>I think I'll hang on here.*</i>	tentative/polite/dismissive/humorous statement
<p><b>going to + verb</b> (present continuous of <i>going + infinitive</i>)</p>	1 <i>We're going to play our hearts out.</i>	plan (already decided)
	2 <i>Look out! It's going to fall!</i>	imminent event
<p><b>present continuous</b> + prep. phrase/participle/adverbial/noun/-phrase</p>	<p><i>We're going to the zoo tomorrow. We're going fishing this weekend. They're playing here on Saturday. I'm meeting Jina tonight.</i></p>	arrangement, normally mentioning time ('diary' future)
<p><b>present simple</b></p>	<p><i>Our train leaves at nine tomorrow. Ramadan is in March next year.</i></p>	timetable calendar fact

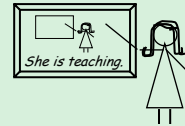
\* The preceding *I think* is instrumental here, hence the extended bold font. It may carry a nuance of politeness, implying that the decision is not final, also signifying that the speaker may be persuaded to change their mind. It can also convey humour via understatement, or even dismissal, which can also be seen with other tenses, e.g. *Thanks, but I think you can leave this one to me.*

## 5 Review all tenses

### 5.1 All tenses in a story

Here is the condensed version of our story, with the past perfect in a more natural position. Try to match a mental picture with each tense.

#### TENSE SITUATIONS – CONDENSED



Sue **takes** (PRESENT SIMPLE) photos of famous people.  
At the moment, she **is taking** (PRESENT CONTINUOUS) a course in ELT.

On her first assignment, her tripod **broke** (PAST SIMPLE).  
She **was taking** (PAST CONTINUOUS) a photo of the Sultan of Brunei.

She **had considered** (PAST PERFECT SIMPLE) other career options before enrolling.  
She **had been surfing** (PAST PERFECT CONTINUOUS) the net.

Her colleagues say she **will sail** (FUTURE SIMPLE) through her grammar test.  
She **will be presenting** (FUTURE CONTINUOUS) a lesson on the past tense.

Sue **has written** (PRESENT PERFECT SIMPLE) two essays and four lesson plans.  
She **has been working** (PRESENT PERFECT CONT.) hard since starting the course.

By the end of next week she **will have mastered** (FUTURE PERFECT SIMPLE) relative clauses, etc.  
Soon, Alan **will have been lecturing** (FUTURE PERFECT CONTINUOUS) at the same school for 25 years.

**Task 5.1** Fill in the tenses in the right-hand column below, following the example.

	TENSE
0 <i>It went okay.</i>	<i>past simple</i>
1 <i>What will your Ma say?</i>	
2 <i>She'd waited as long as possible.</i>	
3 <i>Have you been clubbing in the caves?</i>	
4 <i>They'll have taken everything by then.</i>	
5 <i>I did everything I could.</i>	
6 <i>They'd been preparing to leave.</i>	
7 <i>I was looking to see if she was looking.</i>	
8 <i>Sally's gone back to her roots.</i>	
9 <i>How's it going?</i>	
10 <i>How long will they have been driving?</i>	

# 7 Nouns

In this chapter we will look at three categories of noun:

- 1) Countable/uncountable 2) Irregular 3) Collective

## 7.1 Countable and uncountable nouns

### 7.1.1 Definition and examples

Countable nouns can be counted (*a/an* means *one*), and used in the singular or plural. Uncountable nouns cannot be counted and normally take only singular verbs.

COUNTABLE	UNCOUNTABLE
<i>a cake/two cakes</i> <i>a yoghurt/two yoghurts</i> <i>a sheep/two sheep</i> <i>(one person)/two people*</i> <i>a child/two children</i> <i>a life/two lives</i> <i>a suggestion/two suggestions</i> <i>a phenomenon/phenomena</i> <i>a hobby/two hobbies</i> <i>a dart/three darts</i> <i>a syllabus/three syllabi/-abuses</i>	<i>Cake is fattening.</i> <i>Yoghurt is good for you.</i> <i>Sand is grand for kids.</i> <i>Cashmere is a type of wool.</i> <hr/> <i>Life is a box of chocolates.</i> <i>Advice is easy to give.</i> <i>Love is over-defined.</i> <i>Jogging has me jinxed.</i> <i>Darts is played with three darts.</i> <i>Physics is my worst subject.</i>
	<p>foods liquids materials</p> <p><b>MASS</b></p> <hr/> <p>concepts emotions activities</p> <p><b>ABSTRACT</b></p>

\*The plural of *person* can be *persons*, in a formal context, e.g. *MAXIMUM 6 PERSONS IN ELEVATOR*.

Among the countables are abstract entities, e.g. *suggestion*, *phenomenon*.

Some nouns which are uncountable in English are countable/plural in other languages, e.g. translated from Spanish, *advices*; from French, *the pasta(s) are good*; from German, *her hairs are well styled*. So, the learner should work on problem words by memorizing short sentences such as those in the second column above. Chinese nouns are not marked for plural, which adds to the learning journey for Chinese L1 learners.

The uncountable *accommodation* can be pluralized, commonly in AmE and especially in relation to conceived units, e.g. *accommodations for all the delegates*.

### 7.1.2 Alternative countable and uncountable interpretations

**a) units**

**vs. mass**

*some/three cakes, cabbages, lambs*

*Have less CAKE, more CABBAGE, some LAMB.*

**b) not units**

**but measures**

*three teas/sugars/yoghurts*

*cups of TEA, lumps of SUGAR, tubs of YOGHURT*

**c) types**

**vs. mass**

*the wines of Provence a low-fat cheese*  
*"The sugars go on this shelf."*

*I like WINE, CHEESE and SUGAR, in moderation.*

**d) artistic/literary product**

**vs. activity**

*some/four works of Goya a work of art*

*Do some WORK, HOMEWORK or HOUSEWORK.*

**e) situation(s)**

**vs. state**

*faced with such a difficulty*  
*got into difficulties*

*We had such DIFFICULTY we almost gave up.*  
*We had little DIFFICULTY (in) getting approved.*

## 8.8 Adjectives + dependent prepositions

- 1 I used to **be mad** [ ] football. Then my local club got bought by a foreign billionaire. I really **got mad** [ ] that!
- 2 Are you **fed up** [ ] people sending you silly videos? Send them a video message saying you have no interest in video messages.
- 3 My aunt is **obsessed** [ ] her Cavachon. That dog has more coats than her children.
- 4 Matthew wanted me to swim the English Channel in winter. I must say, I wasn't **keen** [ ] the idea.
- 5 Are you **aware** [ ] the importance of fungi in our lives?
- 6 I'm **sick** [ ] people saying Valentine's Day is just 'Buy Something Day'. What's the harm in a little romance? I'm a florist, btw.
- 7 I was very **suspicious** [ ] a message I got yesterday. It said: "This is a message from your bank – we want to give you money."
- 8 It's easy to become **addicted** [ ] social media. Is that phone glued to your hand?!
- 9 Any film with violence is not **suitable** [ ] showing to children.
- 10 Being **accustomed** [ ] living in gated accommodation, Serena was surprised to find a stranger at her door.
- 11 The flowers I ordered arrived late – and at the wrong address! Yes, you could say I was a little **dissatisfied** [ ] the service.
- 12 **Aside** [ ] a little deafness, I felt no ill effects of the kids screaming behind me on the 10-hour flight.
- 13 Are you **fed up** [ ] all those ads popping up while you scroll down?
- 14 Many poor countries are **dependent** [ ] foreign aid.
- 15 He's always **open** [ ] new ideas – as long as they don't involve work.
- 16 Teachers' aims are **different** [ ] students' ones.



Obsessed **with** her Cavachon



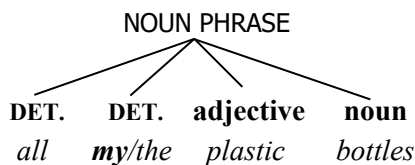
Accustomed **to** living in gated accommodation

A typical gap-fill exercise with **adjectives + dependent prepositions**. Note the difference with *be* and *get mad about* in 1. *Be/get mad at sb/sth*, is another collocation. In 12, *aside from* is a two-word preposition itself. Answers below.

- Answers to gap-fill exercise above:
- 1 mad *about* ... mad *about/(at)*
  - 2 fed up *with*
  - 3 obsessed *with*
  - 4 keen *on*
  - 5 aware *of*
  - 6 sick *of*
  - 7 suspicious *of*
  - 8 addicted *to*
  - 9 suitable *for*
  - 10 accustomed *to*
  - 11 dissatisfied *with*
  - 12 aside *from*
  - 13 fed up *with*
  - 14 dependent *on*
  - 15 open *to*
  - 16 different *from/to/than* (*Different from* has the highest frequency in both BrE and AmE. *Different than* has the second highest in AmE, but for BrE it's *different to*.)

## 10.2 Possessive adjectives (determiners)

	singular	plural
1st person	<i>my</i>	<i>our</i>
2nd person	<i>your</i>	<i>your</i>
3rd person	<i>his/her/its</i>	<i>their</i>



The term *possessive adjective* is commonly used for this constituent, but *possessive determiner* is more accurate, even *possessive determiner pronoun*. In the phrase *her car*, the word *her* goes before the noun *car* and to that extent behaves like an adjective, but in *\*the her car* (~ *the old car*) it shows itself not to be an adjective but a determiner, a word that can go before an adjective (or noun) but does not modify (describe) the noun. Then again, *her* can stand for a noun, e.g. *Miriam's*, thereby performing as a pronoun. But the term *possessive pronoun* is already in use for *mine*, *yours*, *hers*, etc. Therefore, the remaining choice is between (*possessive*) *determiner* and *possessive adjective*, and the latter at least has the advantage of saving students from having to learn yet another term (determiner).

### 10.2.1 Its or it's

Be careful with the spelling of *its*. The apostrophe indicates the shortened form of *it is* or *it has*, not possessive:

PRONOUN	VERB	ADJ. + INFINITIVE	POSSESSIVE ADJ.	NOUN
<i>It</i>	<i>is</i>	<i>necessary to learn</i>	<i>its</i>	<i>shape</i>

*It's*

PRONOUN	AUX.	PAST PARTICIPLE	ADJECTIVE	ADVERBIAL
<i>It</i>	<i>has</i>	<i>been</i>	<i>problematic</i>	<i>for so long</i>

*It's*

### 10.2.2 Possessive adjective or definite article

*A pigeon landed on **my** head. That bloody pigeon got me on **the** head.*

*He has a pain in **his** hand. She took him by **the** hand.*

Note how we can use either the possessive adjective or the definite article before a part of the body. With the definite article, however, usage is restricted to a preposition phrase (e.g. *on the head*) following an object pronoun (*me, him*), the context usually being an injury, touch, etc.

These restrictions need not apply in medical/scientific reports:

*The patient presented with lesions on **the** face and neck.*

### 10.2.3 Object pronoun or possessive adjective

[1] *I didn't like **them/their** winning the cup.*

[2] ***Them/Their** winning the cup floored me.*

The use of a possessive before an *-ing* form lends formality.

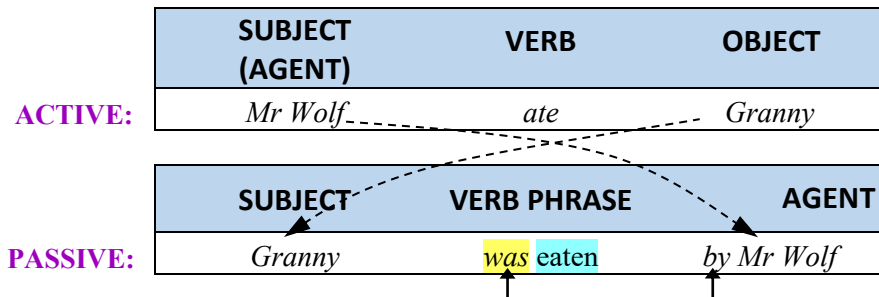
Of course, there is a semantic distinction between, for example, *I didn't like **them** singing* and *I didn't like **their** singing*, the former referring to the fact and the latter to the quality, so the choice is not always simply a matter of register\*.

\*Register is similar in meaning to formality or style. Register is often an indication of the relationship between speaker and listener (or writer and reader).

# 14 The passive

## 14.1 Definition and form

The passive is a particular sentence construction:



To change a sentence from active to passive: 1) move the object (*Granny*) to the position of grammatical subject (before the verb), 2) insert the verb *be* as an auxiliary verb in the tense required, 3) follow with the **past participle** of the main verb (*eaten*), which must be a transitive verb of course, and, often optionally, 4) end with *by* and the agent, the ‘doer’. Sometimes an instrument may be included, e.g. *with a fork*.

**the past participle** has two main contexts:

- 1 after the auxiliary *have* in perfect tenses;
- 2 after the verb *be* in passive sentences.

The past participle can also act as an adjective (see 11.3).

## 14.2 Uses of the passive

There are three major uses of the passive:

USE	EXAMPLE
1 To say what has happened to someone/something.	<i>Did you hear? Fido <b>was hit</b> by a car.</i> <i>All the crops <b>have been destroyed</b> (by locusts).</i>
2 To avoid mentioning the agent (the person doing the action), who is not required to be or cannot be made known.	<i>The matter <b>is being attended to</b>.</i> <i>The bridge <b>will be repaired</b>.</i>
3 To conform with normal English discourse, keeping the ‘topic’ – the ‘old’, the subject of the previous sentence, here <i>they</i> – at the front of a closely following sentence.	<i><u>United</u> played a lousy game ... in the end <b>they were trounced</b> (by Rovers).</i> (Compare: <i>Rovers wanted revenge ... in short, <u>they</u> trounced United.</i> )

Manufacturing processes, and crimes, are popular for practising the present and past passive:

*The barley **is roasted** ... the hops **are added** ...*  
*Maurizio Gucci and Gianni Versace **were murdered**.*

And mind, this is not mathematics. Some verbs, mostly stative, just don’t ‘work’ in the passive:

(\*)*You are fitted by that suit.* (\*)*The competition was entered by Joan.*

# 15 Modal auxiliary verbs

## 15.1 Auxiliary verbs

There are two types of auxiliary verb: **primary auxiliary verbs**, which comprise *be* (1.5), *have* (3.1.1), and *do* (for questions, negatives and emphasis); and the **modal auxiliary verbs** (*can*, *may*, *will*, *should*, etc.). Modal auxiliary verbs are also called modal auxiliaries, modal verbs or modals.

## 15.2 Definition/function of modals

Modal auxiliaries are followed by (one or more primary aux. verbs and) a main verb (except in the case of inversion, etc.). Unlike the primary auxiliaries (*be*, *have* and *do*) which mainly have a grammatical function, the modal auxiliaries carry meaning. Although it is an overly strong definition of function you may as a mnemonic interpret *modal* as ‘conveying the *mood* or opinion of the speaker’, e.g. expressing ability, obligation, advice, possibility.

Remember: the auxiliary verb always carries the tense, even though with most modals it is not visible. A common error is:

*\*He can cleans his room.*

## 15.3 List of modals

The following list is of my own construction. Among grammarians there is not full agreement on the terminology/categorization.

<b>MODALS (PURE MODALS)</b>	<i>can</i> <i>could</i>	<i>may</i> <i>might</i>	<i>will</i> <i>would</i>	<i>shall</i> <i>should</i>	<i>ought to</i> <i>must</i>
<b>SEMI-MODALS</b>	<i>need</i>	<i>dare</i>	<i>used to</i>	<i>have (got) to</i>	
<b>PHRASAL MODALS</b>	<i>had better</i> <i>may as well</i> <i>might as well</i> <i>would rather</i>	<i>be +</i> { <i>able to, about to, allowed to, apt to,</i> <i>bound to, certain to, due to,</i> <i>going to, liable to, likely to,</i> <i>meant to, supposed to, sure to</i>			<i>be to</i>

## 15.4 Structure of (pure) modals

Modals are not inflected, i.e. there is no *-ed* for past tense, no *-s* for third person singular present and no preceding *do*. The optional contraction of the negative, e.g. *might not* > *mightn't* (which doesn't apply to *may*) is common in informal registers.




Modals are followed by the bare infinitive (infinitive without *to*), so the modal itself carries the tense, although it is not inflected. *Ought* is usually followed by *to*, then justifying relegation to semi-modal status, but in ELT *ought to* is treated equally with *should*, etc, as a modal.

## 15.5 Uses of (pure) modals

Modals are quite versatile in the meanings they convey. For example, *could* has the functions of asking permission, making requests, expressing ability in the past, expressing possibility, making suggestions, and more (see Task 15.1). There are also some synonyms, e.g. *can* = *may* = *could* in the function of requesting permission, the choice of modal decided mainly by register.

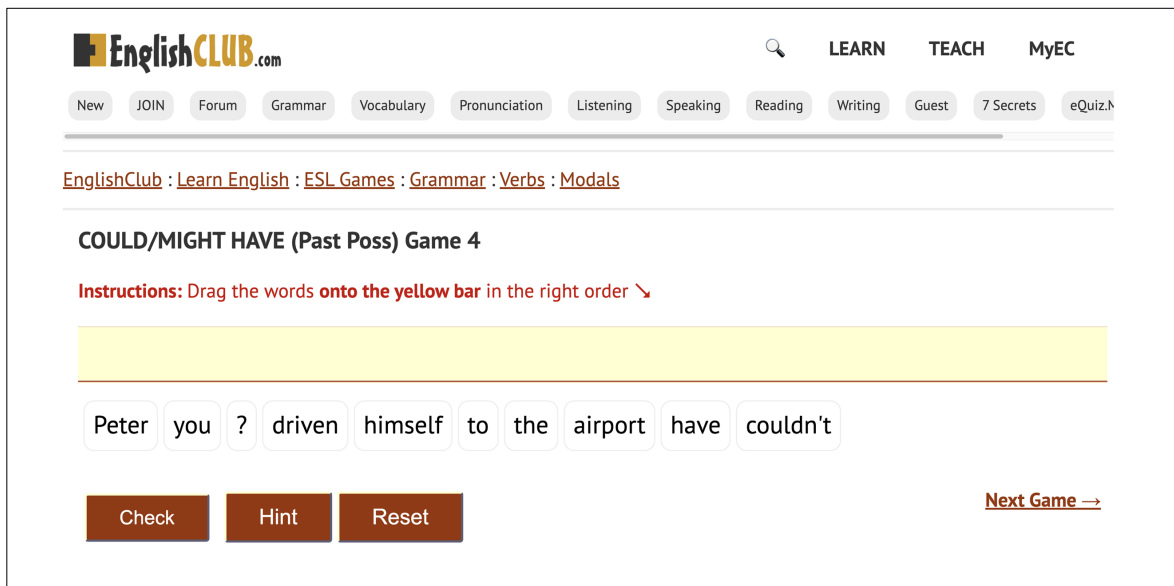
Complete the responses in these dialogues by using *must* or *must've*.

- A: I cycle about 50 kilometres every day.  
B: Oh really? .....
- A: I went for a walk by the sea, just as the sun was coming up.  
B: Wow! .....
- A: My uncle has two Lamborghinis.  
B: Two! .....
- A: Our flight was delayed by 7 hours, and we had the kids with us!  
B: 7 hours! .....
- A: I have to work a six-day week every week!  
B: Every week! .....
- A: Tom Crean walked for 18 hours in the snow to rescue his friends (in 1912).  
B: Wow, 18 hours! .....
- A: The Indian Ocean tsunami wrecked thousands of homes.  
B: Yes, .....
- A: It was 40 degrees and the AC in our hotel wasn't working.  
B: Oh dear, .....

Scott Polar Research Inst., CU

Typical practice exercise for *must* as modal of deduction



The screenshot shows the EnglishClub.com website interface. At the top, there is a search bar and navigation links for LEARN, TEACH, and MyEC. Below the navigation, there are several menu items: New, JOIN, Forum, Grammar, Vocabulary, Pronunciation, Listening, Speaking, Reading, Writing, Guest, 7 Secrets, and eQuiz.N. The main content area displays the breadcrumb trail: EnglishClub : Learn English : ESL Games : Grammar : Verbs : Modals. The exercise title is "COULD/MIGHT HAVE (Past Poss) Game 4". The instructions are: "Instructions: Drag the words onto the yellow bar in the right order". Below the instructions is a long yellow bar for the answer. Underneath the bar are several buttons containing the words: Peter, you, ?, driven, himself, to, the, airport, have, couldn't. At the bottom of the exercise area, there are three buttons: Check, Hint, and Reset. To the right of these buttons is a link for "Next Game ->".

From EnglishClub.com. Online sentence construction, modal perfect with *could* & *might*.

### 15.11.1 Possible confusion with causative *have*

There may well be difficulty in differentiating between e.g. *must have* + past participle (deduction) and *must* (command) + *have/get* (causative) + object + past participle. Compare:

[1] *You must have (/must've) washed the car, it's so clean.* (deduction; *have* pronounced with reduced vowel)

[2] *You must have/get the car washed, it's filthy.* (command + causative; *have* pronounced with unreduced vowel)

Obviously, *get* seems the better option in [2] for a clearer difference, but we must remember that *get* is no friend of the learner's (2½ pages of entries in the Oxford Advanced Learner's Dictionary).

Do not try to teach this causative until students are at the appropriate level. (See 14.7 and 24.4.1 for more on causatives.)



## 17 Used to and would

### 17.1 Word class, meaning and use

*Used to* is a semi-modal auxiliary verb (see 15.3). *Used to* and *would* describe past habitual actions or states, strongly implying that these have ceased. Further detail follows.

#### 17.1.1 Introducing a topic, and following on

*Used to* often introduces a topic, and *would* often follows it on. Of course, *would* can also operate in an introductory context, but less so.

TOPIC: Sue **used to** live in Torquay. She **used to** take family photos in people's homes.  
 FOLLOW ON: Every day she **would** drive to a house and set up her equipment.

#### 17.1.2 Some constraints

Aside from the introductory and follow on contexts above, there are differences in and constraints on use which are revealed on carrying out the task below.

**Task 17.1** Part 1. Complete the table below by writing the numbers corresponding to the following uses in the correct cells.

- 1 **habitual action in the past**
- 2 **permanent/durative state in the past**
- 3 **habitual behaviour (/pastimes) in the past**
- 4 **temporary/repeated state in the past**

EXAMPLE	USE
<p><i>She <b>used to</b> ask for part payment in advance.</i></p> <p><i>She <b>would</b> always ask for part payment in advance.</i></p>	a) ....
<p><i>The restaurant <b>used to</b> be a blacksmith's.</i></p> <p><i>The restaurant <del>would be a blacksmith's</del>.</i></p> <p><i>She <b>used to</b> live in Torquay. I don't know where she moved to.</i></p> <p><i>She <del>would live in Torquay</del>. I don't know where she moved to.</i></p>	b) ....
<p><i>She <b>would</b> live in Torquay for 6 months, London for another 6 and back to Torquay again. That went on for a number of years.</i></p> <p><i>The milk <b>wouldn't</b> be pasteurised, but we loved it.</i></p>	c) ....
<p><i>She <b>used to</b> paint, but has no time now.</i></p> <p><i>She <del>would paint</del>, but has no time now.</i></p>	d) ....

Part 2. Fill in the blanks, choosing from the uses 1 – 4 above the table:

*Would* may not be used in the context of i) \_\_\_\_\_ in the past, or  
 ii) \_\_\_\_\_ in the past.

# COPYRIGHTED MATERIAL

X's and O's grids for Activity 18.1:

take over	cut down on	turn up
carry on	come up with	break up
call off	get over	put up with

Grid as in lesson plan

— —	— — —	t _ u
— —	— — —	— —
— —	— —	— — —

Grid on the WB when a cell (top right) has been nominated, letters written in and the first clue given

<u>take over</u>	<del>cut down on</del>	<del>turn up</del>
— —	<u>come up with</u>	— —
— —	— —	p _ u _ w

Grid when four answers have been filled in. Also, a fifth square has been nominated, letters have been written in and the clue given.

## 20.4 Subordinate clauses

The list of clause types below is reasonably complete for ELT purposes. All are adverbial, except for those marked otherwise (in parentheses). All are finite (they have a verb with a tense) except for 3-7. Those requiring fuller treatment are dealt with in later chapters.

TYPE	EXAMPLE	SUBORDINATING CONJUNCTION
<b>1 conditional</b>	<i>If I sang out of tune you would walk out on me.</i>	} <i>if, unless, as long as, supposing</i>
<b>2 contrast</b>	<i>Although I had a satnav, I still managed to get lost.</i>	} <i>although, though, despite the fact that</i>
<b>3 infinitive</b> (infinitive with <i>to</i> )	<i>To ignore them now would be a shame.</i>	} $\emptyset$
<b>4 -ing form/gerund</b> (noun clause)	<i>Some can learn without looking at a book.</i>	} $\emptyset$
<b>5 -ing participle</b> – reason	<i>Knowing the lie of the land, Robin volunteered for the patrol.</i>	} $\emptyset$
<b>6 -ing participle</b> – time	<i>Stepping onto the moon, Neil began to utter the famous words.</i>	} $\emptyset$
<b>7 past participle</b>	<i>Ellen clung to the helm, driven by a desire to win.</i>	} $\emptyset$
<b>8 manner/ comparative</b>	<i>She sang as she had never sung before.</i>	} <i>as, as if/though, like, than</i>
<b>9 purpose</b>	<i>I put up a good fence in order to prove I was a good neighbour.</i>	} <i>to, in order to, so, so that, so as to</i>
<b>10 relative</b> (postmodifying adjective clause)	<i>The hand that rocks the cradle rules the world.</i>	} <i>who, that, which, whose, where, when</i>
<b>11 reported speech</b> (noun clause)	<i>They said (that) they wanted peace.</i>	} <i>(that), if, whether</i>
<b>12 time</b>	<i>I haven't seen him since he blew three grand at Epsom.</i>	} <i>since, when, before, after, while, as, until</i>
<b>13 place</b>	<i>You can put your pet snake wherever you like, except here.</i>	} <i>where, wherever</i>
<b>14 reason</b>	<i>Well, since you didn't even send her a Valentine card I'm not surprised.</i>	} <i>because, since, as</i>

### 20.4.1 Perfect -ing participle clause

*Having burnt his bridges, Lee had no choice but to swim.*

These non-finite clauses, all starting with the word *having*, have the time reference 'previous to the main clause', and as with 5 and 6 in the list above, indicate reason or time, but more often the former.

### 20.4.2 Dangling participle

(\*) *Standing by the barrier, a loose wheel killed one of the stewards.*

In the above sentence, the participle *standing* is said to be left 'dangling', looking for its subject, *one of the stewards*, which should have followed the clause. Look out for such errors in your students' written work.

## 21.3 Reported questions

In forming most direct questions, **subject-operator inversion** occurs (*operator* = the first or only auxiliary verb or *be*), i.e. the operator is moved from post-subject to pre-subject position. When the question is reported, however, regular word order is restored.

### 21.3.1 Reported wh- questions

STATEMENT	DIRECT WH- QUESTION	REPORTED WH- QUESTION
subject aux/be <i>Don has gone.</i>	aux/be subject “Where <i>has Don gone?</i> ”	subject aux/be <i>She asked where Don had gone.</i>
<i>Don is going.</i>	“Where <i>is Don going?</i> ”	<i>She asked where Don was going.</i>
		(/She's asking where Don has gone / is going.) (asked/wondered/wanted to know, etc.)

### 21.3.2 Retaining the direct question form

There is a growing tendency to accept the direct question form in spoken reported questions, especially wh- questions. However, it may not be wise to teach these as yet:

Direct question form: *She asked me where was the fire.* (informal, colloquial)

Reported question form: *She asked me where the fire was.* (regular, written)

### 21.3.3 Reported yes/no questions

To report a yes/no question, *if* or *whether* is used. *Whether* seems preferable when there is more of an aspect of choice. *Or not* may be inserted immediately after *whether* or at the end of the clause beginning with *if* or *whether*. It emphasises the options or adds a ‘make up your mind’ tone.

DIRECT YES/NO QUESTION	REPORTED YES/NO QUESTION
“ <i>Is Don here/going?</i> ”	<i>She asked if Don was here/going.</i>
?”	<i>I was wondering whether (or not)<sup>o</sup> you would take the bait (or not)<sup>o</sup>.</i>
“ <i>Are you hanging up your stockings (or not)?</i> ”	<i>Roy asked (me) if I was hanging up my stockings (or not).</i>

The ‘choice’ property of *whether* is revealed in other contexts:

*Whether it sells or not is up to the market.*

*I didn't know whether to laugh or cry.*

A benefit of using *whether* is that it may prepare the reader/listener for another option:

*It tells you if she shops online.*

*It tells you whether she shops online or in-store.*

## 21.4 Reported commands, advice, requests

Reported commands, advice, requests, etc, generally use the infinitive:

DIRECT COMMAND	REPORTED COMMAND
“ <i>Play the piano.</i> ”	She ordered/told/advised/persuaded/asked us <u>to play</u> the piano.
“ <i>Don't play the sax.</i> ”	She ” ” ” ” <u>not to play</u> the sax.

There is often difficulty in forming the negative infinitive, resulting in a type of ‘split infinitive’:

\**She told me to not play the accordion.*

## 22 Relative clauses

### 22.1 Types; terminology

There are mainly two types of relative clause, **defining** and **non-defining** (or *identifying* and *non-identifying*, or *restrictive* and *non-restrictive*).

In this chapter we also look at reduced relative clauses and cleft sentences.

### 22.2 Defining relative clause

We can put an adjective before a noun to modify/identify it, e.g. *The **early** boat carries the mail.* We may also postmodify the noun, usually with a relative clause, e.g. *The boat **that leaves early** carries the mail.* This modification is necessary to identify the boat that the speaker mentions, and this type of clause is called a **defining** (/identifying) relative clause. Become acquainted with the usage of the relative pronoun (*that, who, which*), possessive relative determiner (*whose*) and relative adverb (*where, when*) by carrying out the task below (don't worry, all these 'relatives' are generally called *relative pronouns* for simplicity).

THINGS	1 <i>The piano <b>that went for a song</b> has woodworm in A flat.</i>	
	2 <i>The piano <b>which was owned by Elton</b> is still standing.</i>	.....
	3 <i>The boat <b>whose sails are ripped</b> will keel over.</i>	.....
	4 <i>The boat <b>Laura used</b> was built by her dad.</i>	.....
	5 <i>That's the tower <b>where Anne lost her head</b>.</i>	.....
PEOPLE	6 <i>The woman <b>who works with the knife thrower</b> is very thin.</i>	
	7 <i>There's the undertaker <b>that let her down</b>.</i>	.....
	8 <i>The woman <b>whose son is a lexicographer</b> would like a word.</i>	.....
	9 <i>The chiropodist <b>you hired</b> hasn't put a foot wrong.</i>	.....

**Task 22.1** Put the letters of the rules below into the correct cells in the right hand column of the table above. Some letters will go in more than one cell.

a) The relative pronoun <i>that</i> or <i>which</i> can refer back to things ( <i>which</i> sounds more formal).
b) The relative pronoun <i>who</i> or <i>that</i> can refer back to people ( <i>that</i> may sound a little less respectful).
c) The possessive relative determiner can refer back to people or things.
d) The relative adverbs <i>where</i> and <i>when</i> are often preferred over <i>in which</i> , <i>on which</i> , where applicable.
e) If the relative pronoun is the object of the verb in the relative clause, it may be omitted. (See also 22.4.)

## 23.7 Mixed conditionals

When a sentence has one clause showing a 3<sup>rd</sup> conditional structure and another showing a 2<sup>nd</sup> conditional, this sentence is said to be a ‘mixed conditional’.

The *if* clause would refer to a past time (3<sup>rd</sup> conditional) and the result clause to the present time (2<sup>nd</sup> conditional):

	IF CLAUSE	RESULT (MAIN) CLAUSE
<b>Mixed conditional:</b> 3 <sup>rd</sup> to 2 <sup>nd</sup>	PAST PERFECT TENSE <i>If I had stayed in the jeep</i> FUNCTION: unreal for the past, with present result	WOULD <i>I wouldn't be up this tree now.</i>



Less commonly, the order may be reversed, i.e. the *if* clause would refer to the present time (2<sup>nd</sup> conditional) and the result clause to a past time (3<sup>rd</sup> conditional):

	IF CLAUSE	RESULT (MAIN) CLAUSE
<b>Mixed conditional:</b> 2 <sup>nd</sup> to 3 <sup>rd</sup>	PAST TENSE <i>If he wanted to go</i> FUNCTION: unreal for the present, with assumption for the past	WOULD HAVE <i>he would have booked it before now.</i>

## 23.8 The hypothetical past / past subjunctive

The *were* in *If I were you* is said to be a relic of the **past subjunctive** in English, and for all other verbs in similar structures the **hypothetical past** is used:

*If I won a million quid. If only I had a million quid. It's time we went home. As if I cared. I'd rather you didn't. I wish you didn't/wouldn't smoke so much (would is the past of will here).*

This hypothetical past is sometimes also called the past subjunctive. This would require the invention of ‘past perfect subjunctive’ for 3<sup>rd</sup> conditional and *I wish I hadn't smoked then*, etc, but such argument is not for here.

## 23.9 The present subjunctive

The **present subjunctive** has the form of the bare infinitive and is used in *that*-clauses after ‘suggest/recommend’ type verbs. There is an optional *should*:

*The board recommends/ed that the accounts (should) be checked.*  
*She insists/ed that I (should) call the cops.*

Another option is to use the past tense in the subordinate noun clause:

*The board recommended that the accounts were checked.*  
*She insisted that I called the cops.*

but the potential ambiguity of the past tense in the subordinate clause (is it real or hypothetical?) makes the present subjunctive a better choice.

The present subjunctive is also to be found in some formulaic expressions:

*Be that as it may... Suffice (it) to say...*

# COPYRIGHTED MATERIAL

*Role play 4 (bad purchase). First, read the information and fill in the lines below. Then start by telling your friend the whole story.*

You bought a second-hand motorbike/car/musical instrument/skateboard/mobile phone last night, and now it is broken down/it plays badly. Say *exactly what is wrong with it*. Tell your friend why you had to buy it in such a hurry. Where did you examine the item? Did you pay in cash? Tell your friend about any other mistakes you made.

I wish I hadn't .....

I wish I had .....

If only I had had the sense not to .....

I know I should have .....

I really shouldn't have .....

Now, start by saying, "Well, I bought a second-hand \_\_\_\_\_ last night."

Your friend will also say what you should or shouldn't have done.



From *Using Drills in English Language Teaching* by T. Penston. TP Publications 2021. *Wish + hypothetical past*, shown on Zoom WB.

**1** Read Cris's story. Then match each sentence 1–8 to one of his wishes a)–h) below.

1 I think I'm in love with Eleanor. *h)*

2 She's going out with Carlo.

3 He's the captain of the basketball team.

4 He's very rich and he drives a silver BMW.

5 Eleanor's eyes light up when she sees him driving it.

6 I heard there was a big party yesterday for the basketball team and Eleanor was there.

7 They say Carlo drove another girl home from the party and Eleanor was crying.

8 But I know she'll never leave Carlo, even though he'll never make her happy.

a) I wish she would look at **me** like that.

b) I wish I'd been invited.

c) I wish I'd had a clean tissue to dry her tears.

d) I wish I had lots of money and a big car.

e) I wish she was going out with me instead.

f) I wish I could get picked for the team too.

g) I wish she'd never met him. I could make her much happier.

h) I wish I wasn't – I don't have a chance with her.

From *FCE Gold Plus* by J. Newbrook et al © Pearson Education Ltd 2008. *Wish + hypothetical past*.

## 24 The infinitive and *-ing* form

### 24.1 Terminology

This chapter looks at verb patterns involving the infinitive or *-ing* form (gerund).

We have met the infinitive before (1.4, 20.4, 21.4). In this chapter, unless otherwise stated the infinitive is the full infinitive, i.e. the infinitive with *to*. Also, the term *-ing form* is used instead of *gerund* to reflect popular usage.

A quick reminder: the *-ing* form can take the place of a noun/-phrase (see 1.11). This means of course that it can be the object of a verb, as seen in 24.2 below.\*

### 24.2 Verb + infinitive or *-ing* form

When two verbs come together (without a pause/comma) the second is either an infinitive or an *-ing* form. Typical difficulties that learners have to contend with regarding choice and meaning are shown below. More examples are contained in course material and grammar books:

- |  |  |
|--|--|
| [1] *He enjoys <b>to go</b> to the zoo.    | He enjoys <b>going</b> to the zoo.                                       |
| [2] They like <b>to play</b> Uno.          | They like <b>playing</b> Uno. (They <del>dislike to play</del> playing.) |
| [3] (*) <b>Start to walk</b> .             | Start <b>walking</b> .   |
| [4] Are they starting <b>to play</b> ?     | *Are they starting <b>playing</b> ?                                      |
| [5] We stopped <b>to rest/to play</b> .    | We stopped <b>resting/playing</b> .                                      |
| [6] We tried <b>to push</b> it.            | We tried <b>pushing</b> it.  |
| [7] Did you remember <b>to say</b> thanks? | I don't remember <b>saying</b> that.                                     |
| [8] We tried <b>not to laugh</b> .         | *We tried <b>not laughing</b> .  |

**Task 24.1** Fill in the blanks. The numbers refer to the examples above.

- In [1] there is no free choice. The verb *enjoy* may not be followed by the (a) \_\_\_\_\_.
- In [2], if there is any difference in meaning (and there isn't in AmE) it is that the (b) \_\_\_\_\_ suggests the activity is more occasional (compare *they would like to play*, where the infinitive is compulsory). In any case, the infinitive is used more frequently. Similarly with *prefer*.
- In [3] we see that the 'fulfilment' or 'durative' semantic property of the (c) \_\_\_\_\_ makes it a better prospect for the imperative.
- In [4] we see that English prefers not to run an *-ing* participle and (d) \_\_\_\_\_ together.
- In [5] we understand that the object of the verb *stop* can be hidden (e.g. *we stopped [working] to see what was wrong*) and followed by a reason/purpose clause, here in the form of the (e) \_\_\_\_\_. When the object is not hidden (and derives from a verb) it is in the form of the (f) \_\_\_\_\_.
- In [6] we see that after the verb *try*, the (g) \_\_\_\_\_ indicates 'effort' and the (h) \_\_\_\_\_ indicates 'experiment'.
- In [7] (and [6]) we witness a classic case of how the (i) \_\_\_\_\_ may indicate 'future' or 'probability', whereas the (j) \_\_\_\_\_ indicates 'fulfilment'.
- In [8] we see that when the second verb is negated it must take the form of the (k) \_\_\_\_\_.

\* Not all grammars agree that an *-ing* form (or infinitive) can be the object of a verb. Further, there is cause for argument as to whether these types of objects could also function as clauses (see chapter 20). In any case, these matters rarely arise in class; typical lesson discourse is 'verb + infinitive or *-ing* form', without further metalanguage.



## 25.2 Generic reference

This is the term covering reference to a class/species rather than a particular member(s) of that class. Note the choice of markers, depending on totality of characteristics or typical example. There may also be an aspect of register, ranging from formal/academic *the* to the most common zero ( $\emptyset$ ) + plural:

<i>The lion is the king of the jungle.</i>	<i>A lion can be dangerous.</i>	$\emptyset$ <i>Lions can be dangerous.</i>
<i>The pen is mightier than the sword.</i>	<i>A pen can be dangerous.</i>	$\emptyset$ <i>Pens can be dangerous.</i>

Note: generic reference seems to prefer a sentence with a linking verb, as above. With a lexical verb the referent tends to lose its generic sense, especially as in [2] below. In fact, any context deviating from the characteristics/typicality of the referent will produce the same result:

- [1] *I've chosen the lion for tonight's topic.*
- [2] *I've chosen a lion for tonight's topic.*
- [3] *I've chosen lions for tonight's topic.*

Uncountable nouns, such as *honesty*, *milk*, with zero article, have generic reference:

$\emptyset$  *Honesty is the best policy.*    $\emptyset$  *Milk is good for your calves.*

### 25.2.1 Non-specific (/generic) use of the indefinite article (zero with plurals)

*My kingdom for **a horse**!   A **child** could do that.   I need (some) **foxes** for this scene.*  
*You'll need **a bag** for Kim's game.*

The term *non-specific* or *generic* is applied to the above examples by various grammarians. Here there is no actual, specific referent, as in *a dog approached me*, in 25.1 above. And yet, we are not concerned with the class or characteristics of the entity, just any reasonable representative.

The word *any* can replace *a/an* here, and this, plus the oft-used *generally*, helps in the explaining.

You may be aware that *a/an* derives from *one* in Old English. These can alternate, for example, between *a year and a half* and *one and a half years*, also in some negative contexts, *one* providing emphasis, e.g. *not a bit* and *not one bit*.

Some Ss use *one* instead of *a* in their early learning, likely revealing something about their L1.

## 25.3 Other uses of the definite article

A type of generic use suits the following:

- 1 musical instruments:\*      *Can you play the oboe?*
- 2 media and places of entertainment:      *the radio, the theatre, the cinema*
- 3 metonymy (part for the whole):      *the Crown, the screen, the boards*
- 4 inventions:      *the microchip, the TV, the pen*

\*the definite article may be omitted here in AmE, but still has higher frequency (COCA).

Other fixed expressions and uniques are

- 5 comparatives and superlatives:      *the faster of the two ... the fastest of them all*
- 6 adjectives as nouns (for groups):      *the rich, the handicapped*
- 7 geographical/country names:      *the Nile, the Himalayas, the Philippines, the UK*
- 8 most newspapers:      *The Wall Street Journal, The Moscow Times*
- 9 body parts (see 10.2.2)      *He grabbed me by the arm.*

## 25.4 Zero or *the* with institutions and everyday locations/activities

- [1] *in hospital/prison   in the hospital/prison*
- [2] *to/at work, church   to/in bed   at home*

The zero article in [1] connotes a stay while the definite article purely identifies the location (AmE prefers the definite article for both uses). The zero article in [2] seems again to focus more on the state or activity rather than the precise location (*at play* is pure state/activity). *Work* meaning place of work always takes the zero article and is preceded by a preposition or *leave*, etc. *Home* is an adverb in *I went ~~to~~ home [homeward]*, but here, following a preposition it is a noun.

# 30 Recognition test

**Task 30.1** Match the bold parts of the sentences in the left column with their grammatical labels in the right column. Be careful – there are two redundant labels.

1 <i>He <b>took over</b> when John was ill.</i>	a) past participle	1 ___
2 <i>She couldn't stop <b>worrying</b>.</i>	b) infinitive	2 ___
3 <i>I'd think twice <b>if I were you</b>.</i>	c) -ing participle	3 ___
4 <i>Where has she <b>gone</b>?</i>	d) adverbial (preposition phrase)	4 ___
5 <i>You can drive, <b>can't you</b>?</i>	e) phrasal verb	5 ___
6 <i>Would you like <b>to dance</b>?</i>	f) tag question	6 ___
7 <i>Mine is still trotting <b>after yours</b>.</i>	g) -ing form (gerund)	7 ___
8 <i>I don't know <b>if I do</b>.</i>	h) first conditional	8 ___
9 <i>The meeting's <b>been postponed</b>.</i>	i) second conditional	9 ___
10 <i>He played his hand <b>like a pro</b>.</i>	j) possessive pronoun	10 ___
11 <i>The dog was chasing <b>its</b> tail.</i>	k) possessive adjective/determiner	11 ___
12 <i>Are you <b>talking to me</b>?</i>	l) primary auxiliary verb	12 ___
	m) modal auxiliary verb	
	n) present perfect, passive	

**Task 30.2** Instructions as for task 30.1 above.

13 <i>The cat was licking <b>itself</b>.</i>	a) -ing participle clause (reason)	13 ___
14 <i>It <b>had been done</b> before.</i>	b) adverb particle	14 ___
15 <i><b>If I'd known that, I might've stayed</b>.</i>	c) reported wh- question	15 ___
16 <i><b>Having come so far, we won't stop now</b>.</i>	d) definite article	16 ___
17 <i>The show was <b>poorly</b> attended.</i>	e) non-gradable adjective	17 ___
18 <i>Don't go <b>unless you're sure</b>.</i>	f) adverb of frequency	18 ___
19 <i>Demand just <b>dropped off</b>.</i>	g) defining relative clause	19 ___
20 <i>Leona <b>teed off after the rain stopped</b>.</i>	h) third conditional	20 ___
21 <i>That's my eldest sister, <b>who lives in Goa</b>.</i>	i) time clause	21 ___
22 <i>Did Ngọc wonder <b>what you did</b>?</i>	j) non-defining relative clause	22 ___
23 <i>The bike <b>he had wanted</b> was a Harley.</i>	k) past perfect, passive	23 ___
24 <i>The concert was <b>absolutely brilliant</b>.</i>	l) subordinator/conjunction	24 ___
	m) reflexive pronoun	
	n) adverb of degree – quantity	

**Task 30.3** Instructions as for task 30.1 above.

25 <i>She <b>must have known</b> all along.</i>	a) superlative adjective	25 ___
26 <i>We're <b>home</b>.</i>	b) noun in genitive (possessive) case	26 ___
27 <i>There's <b>somebody</b> prowling around.</i>	c) adverb of place	27 ___
28 <i><b>In all honesty, I wouldn't have minded</b>.</i>	d) present continuous tense	28 ___
29 <i><b>They'll be closing</b> now.</i>	e) discourse marker	29 ___
30 <i>Not enough <b>fruit</b> is being eaten.</i>	f) subject complement (adjective)	30 ___
31 <i>It was <b>the most sensible</b> thing to do.</i>	g) future continuous tense	31 ___
32 <i>They didn't have <b>enough</b> savvy.</i>	h) quantifier (quantitative adjective)	32 ___
33 <i>So, <b>we're leaving</b> tomorrow.</i>	i) indefinite pronoun – compound	33 ___
34 <i>She crashed her <b>father's</b> car.</i>	j) reported yes/no question	34 ___
35 <i>James is <b>unwell</b>.</i>	k) modal perfect of deduction	35 ___
36 <i><b>You can never find one when you need one</b>.</i>	l) uncountable noun	36 ___
	m) collective noun	
	n) indefinite pronoun – generic you	