

Частное учреждение образования
«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный
Кафедра межкультурной коммуникации

СОГЛАСОВАНО
Заведующий кафедрой
Сидорович Л. Н.

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Декан факультета
Пуйман С. А.

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ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК. КОММУНИКАТИВНАЯ ГРАММАТИКА

*Электронный учебно-методический комплекс
для студентов специальности 1-23 01 02 Лингвистическое обеспечение
межкультурных коммуникаций (по направлениям)*

Составитель

Колесник Т. В., старший преподаватель кафедры межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А. М. Широкова»

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Могиленских Н. П., завкафедрой межкультурной экономической коммуникации Учреждения образования «Белорусский государственный экономический университет» кандидат филологических наук, доцент.

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Систем. требования (миним.) : Intel Pentium (или аналогичный процессор других производителей) 1 ГГц ; 512 Мб оперативной памяти ; 500 Мб свободного дискового пространства ; привод DVD ; операционная система Microsoft Windows 2000 SP 4 / XP SP 2 / Vista (32 бит) или более поздние версии ; Adobe Reader 7.0 (или аналогичный продукт для чтения файлов формата pdf).

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Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Первый иностранный язык. Коммуникативная грамматика».

Для студентов вузов.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Настоящий электронный учебно-методический комплекс составлен в соответствии с учебной программой по дисциплине «Первый иностранный язык. Коммуникативная грамматика» и требованиями образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Учебно-методический комплекс предназначен для преподавателей и студентов 3 курса гуманитарного факультета Частного учреждения образования «Институт современных знаний имени А.М. Широкова», обучающихся по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Цель данного учебно-методического комплекса – создать условия для наиболее эффективной реализации требований образовательной программы по изучаемой дисциплине и образовательного стандарта высшего образования.

Цель учебной дисциплины «Первый иностранный язык. Коммуникативная грамматика» – формирование и совершенствование навыков и развитие умений адекватного употребления грамматических средств в устной и письменной речи в соответствии с коммуникативно-прагматическими особенностями ситуации общения.

Практическая цель заключается в формировании у студентов академических и профессиональных компетенций.

Требования к *академическим* компетенциям:

– специалист должен обладать навыками устной и письменной коммуникации.

Требования к *профессиональным* компетенциям:

– специалист должен быть способен проводить анализ содержания и осуществлять интерпретацию текстов различной направленности;

– специалист должен уметь использовать интерактивные методики взаимодействия.

В результате изучения дисциплины студенты должны

знать:

- современные тенденции в употреблении артикля, видовременных форм глагола;
- способы выражения предикации и атрибуции в различных сферах коммуникации, в устной и письменной речи;
- способы организации текста и технику его создания.

уметь:

- дифференцированно употреблять грамматические средства языка в различных стилях, устной и письменной речи;
- адекватно использовать грамматические единицы при создании текстов СМИ, рекламы и др.;
- адекватно использовать эмфатические грамматические средства, средства обеспечения связности и целостности текста;
- правильно композиционно организовывать текст;

владеть:

- приемами определения ситуации и функционального стиля по грамматической структуре;
- методами создания синтаксической структуры текста различной стилевой направленности.

Учебно-методический комплекс включает:

- пояснительную записку;
- практический раздел (тематика практических занятий, практикум);
- раздел контроля знаний (задания для самостоятельной работы студентов, примерный перечень вопросов к зачету и дифференцированному зачету, тестовые задания для текущего контроля знаний студентов);
- вспомогательный раздел (учебная программа дисциплины, перечень основной и дополнительной литературы).

Практикум, входящий в состав ЭУМК, содержит подробное описание функционирования основных элементов грамматического строя английского

языка, а также комплекс упражнений и заданий, направленных на совершенствование навыков и умений употребления грамматических явлений в соответствии с их коммуникативными возможностями. Особое внимание уделяется понятию вариативности языка и проблеме социолингвистической и стилистической дифференциации грамматических средств языка.

Учебно-методический комплекс может быть использован при подготовке и проведении практических занятий, при индивидуальном освоении изучаемого материала студентами, а также при организации самостоятельной работы студентов.

1. ПРАКТИЧЕСКИЙ РАЗДЕЛ

1.1. Тематика практических занятий

5 семестр

Тема 1. Понятие коммуникативной грамматики

Предмет, цель и задачи курса.

Литературный язык, стандартный вариант, разговорная речь. Функциональные стили английского языка и их особенности. Ситуативная адекватность.

Тема 2. Имя существительное

Дифференциация существительных по значению. Категория числа. Исчисляемые и неисчисляемые существительные. Проблема согласования. Номинализация.

Притяжательный падеж. Семантические отношения, передаваемые притяжательным падежом. Употребление «*group genitive*». Употребление «*double genitive*». Разница в употреблении притяжательного падежа и словосочетания с предлогом «*of*». Сложные существительные.

Тема 3. Современные тенденции употребления артикля

Основные значения и функции артиклей. Особенности употребления артикля с именами собственными. Употребление артикля с некоторыми семантическими группами существительных. Устойчивые словосочетания с неопределенным, определенным и нулевым артиклями. Артикль в СМИ и рекламе. Стилистический потенциал артикля.

Тема 4. Современные тенденции в использовании видовременных форм глагола

Особенности употребления перфектных времен. Употребление длительных форм глагола. Способы выражения будущего действия. Видовременные формы глагола в СМИ.

6 семестр

Тема 5. Имя прилагательное и наречие

Ситуативное употребление. Степени сравнения прилагательных и наречий и типовые модели сравнения. Средства интенсификации прилагательных и наречий. Идиомы и клише.

Тема 6. Выражение проблематичных (предполагаемых) и нереальных действий

Сослагательное наклонение (*The Subjunctive*). Нереальное прошедшее (*The “Unreal” Past*). Предложения с придаточными условия (*Conditionals*).

Тема 7. Синтаксис предложения и его семантика

Семантическая и структурная типология предложения. Тема и рема. Предикация как логический и лингвистический феномен. Способы выражения предикации и атрибутивности в различных сферах коммуникации. Структура предложения в устной и письменной речи. Грамматический, семантический и стилистический аспекты порядка слов. Типовые синтаксические модели. Абсолютные конструкции. Эмфатические средства. Инверсия.

Тема 8. Техника создания текста

Сверхфразовое единство – абзац – текст. Принципы построения текста. Целостность, связность, композиция. Субституция и эллипсис. Связующие слова. Параллельные конструкции. Устный и письменный текст. Стилистика текста.

1.2. Практикум

1.2.1. NOUNS AND NOUN PHRASES

Semantics

Nouns differ in their types of meaning, for example **common nouns** (e.g. *table*, *boy* and most nouns) versus **proper names** (e.g. *Joanna*, *New York*), or **concrete nouns** (*cup*, *bus*) versus **abstract nouns** (*love*, *beauty*). Proper nouns give names to people and things. Nouns which are not proper nouns are common nouns. Concrete nouns refer to physical entities that can be observed and measured. Abstract nouns refer to abstractions that cannot be observed and measured. There are also **collective nouns**. This is a type of noun referring to a group of people, animals or things (*family*, *gang*, *committee*, *crowd*, *cattle*, *fleet*).

The major grammatical distinction in English nouns is between **count nouns** and **non-count nouns**. Count nouns are the largest group of nouns. They denote entities which are treated as units. They refer to objects, people, abstract entities, etc. which are seen as easily counted (e.g. *leaves*, *cups*, *footballers*, *cousins*, *results*, *ideas*). Count nouns are also known as countable nouns. Non-count nouns denote things treated as indivisible wholes (e.g. *cheese*, *music*, *sand*, *water*, *love*, *advice*, *air*, *progress*, *homework*, *ice*, *coffee*). They show no contrast in number between singular and plural. Non-count nouns are also known as uncountable nouns.

Count and non-count are not mutually exclusive terms. Many nouns have both count and non-count uses.

Proper Names

Proper names are nouns which give names to people and things. For example, *Mary* or *March* are proper names. These nouns are typically used without determiners and do not vary in number. They are written with a capital letter. Proper names may consist of more than one word: *The Straits Times* (name of an Asian newspaper), *Princess Diana*, *The Hague*, *Kai Tak Airport*, *The Lord of the Rings*, *Mount Kilimanjaro*, *the Nile*, *Shannon International Airport*. When proper names consist of more than one word, the words work together as a single unit.

In some contexts proper names can be treated as count nouns:

*I'm meeting **the Grays** at nine this evening.* (*Gray* is a family name, and therefore a proper name; *the Grays* refers to the family as a whole, or to specific members of the Gray family)

*There were **three Sues** in my class at school.* (three single instances of the same name – three girls called Sue)

*Do you have **my Jane Austen**?* (my copy of a novel by Jane Austen)

*He has **Picassos** in his gallery.* (paintings by Picasso)

*You don't need to be **an Einstein** to work that out.* (Einstein was a scientist)

*I remember **the New Year's Eves** we spent together.*

[looking at a baby and commenting on its facial features]

*She's **a real O'Donnell**, isn't she?*

Some proper names are singular non-count nouns, e.g. *Marmite* (a food product), *Dulux* (a brand of paint):

*Would you like **some Marmite** on your toast?*

Some proper names are plural non-count nouns, e.g. *Levis*® (a brand of jeans), *Ray-Bans* (a brand of sunglasses):

***Those Ray-Bans** were on sale at the duty free at the airport.*

In most cases the proper name is capitalised but some common everyday product names are not capitalised (e.g. *brie*, *cheddar*, *sellotape*).

Gender

Nouns do not have grammatical gender in English. Some have a 'natural' gender, e.g. *woman* = female, *father* = male. Most nouns for jobs do not imply a gender. To specify gender, we have to say, e.g. *a woman doctor*. However, some nouns for jobs and roles do refer to males or females, often by their suffix, e.g. *businessman* (male), *manageress* (female). It used to be common to use the *-man* suffix to refer to people of both sexes:

*That's the view of Sheila Davison, **chairman** of the Institute of Public Relations.*

A lot of people avoid this now, especially if referring to a woman, and prefer a form with no implicit gender, e.g. *chair, police officer, flight attendant, etc.* or to match the suffix to the person, e.g. *chairwoman*:

*That's the view of Sheila Davison, **chair(woman)** of the Institute of Public Relations.*

Some domestic animals and wild animals are given separate male and female words. These words are mainly used in specific contexts, for example by breeders or vets, or other experts and people working in the field: *bull - cow, cock - hen, dog - bitch, drake - duck, gander - goose, lion - lioness, ram - ewe, stag - doe, stallion - mare, tiger - tigress.*

Animals which have a special place in human society can be referred to by the pronouns *he, she* and *who*, especially in spoken language:

*There's a black dog in the street. **He** looks lost.*

*Is **she** a big eater, your cat?*

Count Nouns

Count Nouns and Determiners

Count nouns denote people and things which are treated as units. They refer to objects, people, abstract entities, etc. which are perceived as easily counted. Count nouns have both a singular and a plural form. The indefinite article *a/an* can be used with count nouns in the singular. Numerals can also be used in front of count nouns:

*I'd prefer **a dog** to **a cat**.*

***Cats** are interesting.*

***Three cars** were involved in the accident.*

Singular count nouns cannot stand without a determiner:

*Would you pass **the teapot** please? (~~Would you pass teapot please?~~)*

*Have you ever worked in **a hotel**?*

***This book** is interesting.*

Plural count nouns are used with determiners when a specific meaning is indicated, but without determiners when a general meaning is indicated:

***These hotels** offer you every comfort. (specific)*

Your books have arrived. (specific)

Rats terrify me. (general: all members of that class)

Hotels in the area of the Conference Centre are usually booked well in advance. (general: the number of hotels in the area or which hotels in the area is not specified)

Some determiners change according to whether the noun is countable or not:

*For good health we should eat **a few vegetables** every day, as well as **a little fruit**.*

*It is also advisable to drink **less alcohol** and eat **fewer sweet things**.*

A couple of, several, (a) few, many, a (good, large, great) number of, both are used with **count** nouns.

(Too) much, (a) little, a great/good deal of, a small/large amount/quantity of are used with **non-count** nouns.

A lot of, lots of, (hardly) any, some, no, plenty of are used with **count and non-count** nouns.

In informal English it is possible to use *less* rather than *fewer* with countable nouns, although many people consider this to be incorrect.

Less is always correct if it refers to a 'whole', e.g. a period of time:

*The flight takes **less than three hours**.* (three hours = a period of time)

Regular Plurals

In writing, most English nouns form the plural with *-s*. This is true of nouns which end in most consonants (e.g. *road* → *roads*, *bag* → *bags*, *town* → *towns*) and the vowels *a* and *e* (e.g. *area* → *areas*, *rope* → *ropes*). But note these variations:

noun	plural form	examples
ending in consonant + y: BUT vowel + y:	+ <i>ies</i> + <i>s</i>	<i>family</i> → <i>families</i> , <i>party</i> → <i>parties</i> <i>tray</i> → <i>trays</i> , <i>monkey</i> → <i>monkeys</i>
ending in <i>-ch</i> ¹ , <i>-s</i> , <i>-sh</i> , <i>-x</i> , <i>-z</i> :	+ <i>es</i>	<i>watch</i> → <i>watches</i> , <i>boss</i> → <i>bosses</i> , <i>fox</i> → <i>foxes</i> , <i>waltz</i> → <i>waltzes</i> ²

ending in consonant + <i>o</i> :	+ <i>es</i>	<i>potato</i> → <i>potatoes</i> , <i>hero</i> → <i>heroes</i> ³
BUT vowel + <i>o</i> :	+ <i>s</i>	<i>radio</i> → <i>radios</i> , <i>video</i> → <i>videos</i>

¹ If the pronunciation of *ch* is /k/, add -s only: *patriarch* - *patriarchs*.

² Note these exceptions of vowel + z: *quiz* → *quizzes*, *fez* → *fezzes*.

³ Some words ending in -o, especially words from other languages, take -s only *piano* - *pianos*, *photo* - *photos*, *kilo* - *kilos*, *adagio* - *adagios*.

Irregular Plurals

English does not have very many irregular plurals. Here are some examples:

noun	plural form	examples
ending in - <i>f</i> or - <i>fe</i>	usually + <i>ves</i> ¹	<i>leaf</i> → <i>leaves</i> , <i>loaf</i> → <i>loaves</i>
foreign nouns	varies according to origin of word:	Latin origin: <i>terminus</i> → <i>termini</i> , <i>datum</i> → <i>data</i> , <i>vertebra</i> → <i>vertebrae</i> Greek origin: <i>crisis</i> → <i>crises</i> , <i>phenomenon</i> → <i>phenomena</i> , <i>appendix</i> → <i>appendices</i>
other irregulars	+ (<i>r</i>) <i>en</i> : change of vowel: no change in plural:	<i>child</i> → <i>children</i> , <i>ox</i> → <i>oxen</i> <i>woman</i> → <i>women</i> , <i>foot</i> → <i>feet</i> <i>sheep</i> → <i>sheep</i> , <i>salmon</i> → <i>salmon</i> , <i>aircraft</i> → <i>aircraft</i> , <i>series</i> → <i>series</i> , <i>species</i> → <i>species</i> , <i>means</i> → <i>means</i>

¹ Several words ending in -*f* and all those ending in -*ff* just take -*s*: *chief*-*chiefs*, *belief*-*beliefs*, *cliff*-*cliffs*. Some words ending in -*f* take either plural ending: *scarf*-*scarfs* /*scarves*. You can check irregular plurals in a dictionary.

You may sometimes see plurals formed with an apostrophe, especially with dates and abbreviations: *1960's*, *some GP's*. This is quite common and may be considered correct in informal writing, but it is considered incorrect in formal written English.

Plural of Compound Nouns

Compound nouns form their plural by adding *-s/-es*:

- to the second noun if the compound consists of two nouns (e.g. *schoolboy* → *schoolboys*);
- to the noun if the compound consists of an adjective and a noun (e.g. *frying pan* → *frying pans*);
- to the first noun if the compound consists of two nouns connected with a preposition or to the noun if the compound has only one noun (e.g. *looker on* → *lookers on*, *mother-in-law* → *mothers-in-law*);
- at the end of the compound if this is not made up of any nouns (e.g. *runaway* → *runaways*).

Non-Count Nouns

Non-count nouns show no contrast in number between singular and plural. They refer to things treated as indivisible entities, not as separate units. They typically refer to things such as materials and liquids, states of mind, conditions, topics, processes and substances. There are two types of non-count nouns: singular and plural.

Singular Non-Count Nouns

Singular non-count nouns are not used with the indefinite article *a/an* or in the plural:

*I can hear **music**.* (~~I can hear a music.~~)

***The furniture** was very old.* (~~The furnitures were very old.~~)

*They got good **advice** from the student counsellor.* (~~They got a good advice from the student counsellor.~~) (~~They got good advices from the student counsellor.~~)

Some common examples of singular non-count nouns are:

advice, baggage, equipment, evidence, fun, furniture, information, jewellery, luggage, machinery, money, news, permission, progress, research, rubbish, weather, work.

Singular non-count nouns may have concrete meanings (*cheese, furniture, luggage, sand*) or more abstract meanings (*advice, knowledge, patience, progress*). When concrete nouns are singular non-count, it is usually because they are seen as an undifferentiated mass. The names of many common items of food and drink are treated as singular non-count nouns, as are the names of materials:

bread, cake, coffee, fruit, jam, juice, pasta, spaghetti, spinach, yoghurt, air, concrete, fog, fuel, petrol, sand, wool.

Other languages divide masses and entities differently from English. For example, in some languages *hair, spaghetti* and *money* are treated as plural units rather than a singular mass.

The following examples of **singular non-count nouns** are count nouns in many other languages:

accommodation, advice, applause, assistance, baggage, camping, cash, chaos, clothing, cutlery, equipment, evidence, furniture, hair, harm, health, homework, housework, housing, information, knowledge, leisure, luck, luggage, money, music, news, progress, publicity, research*, rubbish, safety, shopping, spaghetti, spinach, traffic, transport, travel, underwear, violence, weather, work.*

* may occur as count nouns in non-British varieties of English

Non-Count Nouns Ending in -s

Some non-count nouns end in *-s* but are grammatically singular. They include names of some school/university subjects, physical activities, diseases, and games:

school/university subjects	physical activities	diseases	games
<i>civics</i>	<i>athletics</i>	<i>shingles</i>	<i>bowls</i>
<i>classics</i>	<i>aerobics</i>	<i>measles</i>	<i>billiards</i>
<i>economics</i>	<i>callisthenics</i>	<i>mumps</i>	<i>darts</i>
<i>ergonomics</i>	<i>gymnastics</i>		<i>dominoes</i>
<i>ethics</i>	<i>draughts</i>		
<i>linguistics</i>	<i>skittles</i>		

<i>maths/mathematics</i>			
<i>mechanics</i>			
<i>physics</i>			
<i>politics</i>			
<i>pragmatics</i>			
<i>acoustics</i>			
Another very common word that is singular but ends in -s is <i>news</i> .			

Aerobics is really popular these days, particularly with older people.

Shingles lays you low for anything up to six months, doesn't it?

Bowls is played by many younger people these days.

This news is not so good. (These news are not so good.)

Exceptionally, **plural verbs** may occur with such nouns when the noun phrase has a **more specific reference**:

David's politics keep getting him into trouble. (political views)

They've been running the country for two years now but their economics are all wrong. (economic beliefs/policies)

Plural Non-Count Nouns

The following commonly occurring non-count nouns are always grammatically plural:

belongings, congratulations, earnings, goods, likes, pictures (cinema), premises (buildings), proceedings, outskirts, remains, riches, savings (money), stairs, surroundings, thanks.

The outskirts of the city are rather drab and uninteresting.

Some nouns with plural forms have different meanings. For example:

pictures = cinema (now becoming outdated)

pictures = plural of picture

premises = a building or buildings

premises = plural of premise (meaning 'ideas or theory on which an argument is based')

Some plural non-count nouns refer to things perceived as having two parts. Bipartite nouns include some clothes and tools:

trousers, pyjamas, tights, shorts, scissors, pliers, tweezers, scales, glasses (=spectacles), etc.

This group of nouns is productive in that new nouns (including the names of manufacturers) which fit into these categories generally take on the same syntactic features. Recent examples include: *combats, chinos, Levis* (types of trousers); *boxers* (underwear shorts); *shades, Ray-bans* (types of sunglasses).

Bipartite nouns take a plural verb. To refer to a single item we usually use **a pair of**:

These scissors are broken. This pair of scissors is broken.

When we use the expression *a pair of* with a plural noun, the verb that follows is singular if it is in the same clause and plural if it is in a relative clause:

This pair of jeans is new. I bought a pair of jeans which were much cheaper.

Certain nouns can be used in the singular and plural with a different meaning:

On a scale of 1-20 I'd give that joke a 5. Use these scales to weigh that - they are more accurate.

It is not a custom to kiss your friends in Japan. We had nothing to declare at customs.

Take a compass in case you get lost. Use the compasses to make a perfect circle.

Some nouns are commonly singular, but we use them as plurals in common phrases:

with <i>the</i>	<i>I'm sorry, I'll have to report you to the authorities. He looked at the mess and raised his eyes to the heavens.</i>
with possessives, such as <i>my, his</i>, etc	<i>We'll need to keep a close eye on their activities. What do you know about their likes and dislikes?</i>
without an article	<i>She puts on ridiculous airs and graces. Do you need to claim travel expenses?</i>

Partitive Expressions (a bit of, a pair of)

Sometimes it is necessary to be able to count the things denoted by singular and plural non-count nouns, and especially to count concrete things. Partitive expressions allow this. Examples of partitive expressions are: ***bit of, item of, pair of, piece of***. Of these, the most neutral and widely used expressions involve *bit, piece* and *item*:

*I gave her two **bits of** advice.*

*Some **items of** furniture were destroyed.*

*Would you like this **piece of** cheese?*

Partitive expressions collocate strongly with particular non-count nouns:

a loaf of bread, two slices of bread/cake/cheese/chicken breast, a bar of chocolate/soap, a bit of fun, a piece of furniture, an item of news/furniture/clothing; a lump of sugar/coal, a stroke of luck, a spell of bad weather.

Examples of informal everyday partitive expressions commonly occurring with non-count nouns, both concrete and abstract, are:

bit of, chunk of, dash of, drop of, lump of, mass of, pile of, portion of, sheet of, slice of, sliver of, spell of, spot of, touch of, trace of.

*There are **two piles of** dirty washing over there. Whose are they?*

*He always adds **a nice touch of** humour to the commentary.*

*They say we might just get **a spot of** rain in the late afternoon.*

*We had **a spell of** very mild weather in January.*

*Shall I get six **slices of** cheese, or is that not enough?*

Non-Count Nouns Used Countably

Masses and Units

A number of singular non-count nouns can refer both to masses and to units. These nouns can be used with the indefinite article or in the plural when they refer to a particular unit or to units of something, or to different types and qualities of something. Nouns in this class include those referring to food and drink and other materials and substances. The class also includes some abstract nouns such as *difficulty, ex-*

perience, failure, injustice, success. They are often referred to as ‘dual class’ nouns, because of their ability to operate in two different ways:

*Do you drink **tea**?* (general, non-count use)

*Three **teas** and **a coffee** please.* (particular instance(s): a cup/cups of tea/coffee)

*‘Dazzle’ is **an** excellent **washing powder**.* (a particular type or quality)

*Do you want some **cake**?* (general, non-count use; a piece of a big cake)

*Do you want **a cake** with your coffee?* (an individual item)

*These **cakes** are delicious.* (a number of individual items)

***Experience** must count for something in such situations.* (a person’s accumulated life experience or work experience)

*It was **a great experience**.* (an individual event as lived through by someone)

*She’s had some very odd **experiences**, I must say.* (odd events have happened to her)

Mental States

Some of these dual-class nouns referring to mental states can be used with *a/an* but cannot be used in the plural. These include *anger, bitterness, courage, determination, hatred, knowledge, patience, pride, resistance*, etc. When used with *a/an*, such nouns must be modified or used with a complement:

Count/non-count nouns with and without *a/an*

used without <i>a/an</i>	used with <i>a/an</i>
<i>...and many members of the middle class still harboured deep anger over the economic losses that they had suffered during the great inflation.</i>	[literary critic describing a book] <i>There is wit and candour as well as sorrow, and a good, controlled anger, which never displays itself in censure or rancour.</i>
<i>They had extensive knowledge of ‘best buy’ food and food shops within their areas.</i>	<i>And she acquired an in-depth knowledge of the hotel business.</i>
<i>Jealousy is an enormously destructive emotion.</i>	<i>She felt an incomprehensible jealousy when she saw him with her daughter.</i>

Different Meanings

A small number of singular non-count nouns are also used as count nouns but with a change in meaning:

*I've got loads of **work** I could be doing.* (non-count: tasks, jobs, things to do)

*The announced aim is to display modern **works** of art to a vast new audience.* (count: creative products by artists, e.g. books, paintings, music)

*This will involve extensive engineering **works** on public roads.* (count: large-scale engineering activities, e.g. road-works [building and repairing roads])

*Strangely, she disliked **travel**.* *She said she had always wanted to be 'home alone'.* (non-count: the activity or process of moving over longer distances from one place to another)

*It has been my privilege to travel, to see a lot of country, and in those **travels** I have learned of several ways to become intimate with the land, ways I try to practise.* (count: often refers to major expeditions and journeys of exploration, for example, the famous English novel *Gulliver's Travels*)

Count Nouns Used as Non-Count Nouns

Count nouns can be used as if they were non-countable. This often applies to countable food items such as *potatoes*, *onions*, *eggs*, and to any other count nouns which can be seen as a whole:

*Do you use **egg** when you make your own pasta?*

*After the storm, there were bits of **tree** all over the garden.*

Sometimes there is a shift in meaning when a count noun is used non-countably:

*When we lived in the US, wild **turkeys** used to come into our garden.*

*Do you always have **turkey** for lunch?* (reference to the meat rather than to the bird)

Agreement

In English the verb usually agrees with the subject even if the verb is separated from its subject by prepositional phrases, relative clauses, brackets or commas:

***The petrol station** across the road from the new shops **has** just cut its prices.*

However, if the verb is a long way from the subject but is closer to a complement, it is possible to agree the verb with the complement. Compare:

***The most exciting event** was the rowing finals.*

***The most exciting event** in the Sydney Olympics for most British viewers **was/were** the rowing finals.*

The same can apply after **what** used to introduce a relative:

***What** the Board needs to address now **is/are** the terms of the redundancies.*

We usually use a plural verb with two subjects linked by **and** or **both ... and**:

***Mum and Dad** were hoping that you'd join them this evening.*

***Both the doctor and the surgeon** have advised me to have my gall bladder out.*

However, we use a singular verb if we consider the two items as **one concept**:

X ~~Fish and chips~~ are one of the most common English dishes.

*✓ **Fish and chips** is one of the most common English dishes.*

Titles of books, films, etc. take a singular verb, even if they are plural nouns:

***Hitchcock's film 'The Birds'** is based on a story by Daphne du Maurier.*

When we link two items by **or**, **either ... or**, **neither ... nor**, the verb usually agrees with the second of the items:

***Either my brother or my parents** are going to bring the sleeping bags.*

A plural subject describing a **single entity**, e.g. measurement, can take a singular verb:

X ~~Two metres~~ aren't particularly tall these days.

*✓ **Two metres** isn't particularly tall these days.*

***Twenty-four hours** is a long time in politics.*

We can use either a singular or a plural verb with most **collective (group)** nouns, i.e. nouns referring to a group of people, animals or things, e.g. *family*, *gov-*

ernment, group, staff, team, band, class, jury. A **singular** verb presents the collective noun as a **‘whole’ entity**:

The family has agreed that the funeral should be held in Ireland.

A **plural** verb presents the noun as a **group of individuals**, e.g. family members:

The family are all gathering here for Christmas.

A large number of proper nouns fall into this category, e.g. *the United Nations*:

The United Nations has agreed to deploy a peacekeeping force.

The United Nations are in disagreement on this issue.

Unlike British English, US English prefers a singular verb in these cases.

In English we prefer to use a **singular** verb after a collective noun if we use *a/an* rather than *the*:

A team of inspectors is visiting the prison tomorrow afternoon.

A few collective nouns always take a **plural** verb, e.g. *cattle, police, people*:

The police are investigating his accusation of fraud.

An **adjective** used as a collective noun always takes a **plural** verb:

The middle-aged have a lot to offer employers, if only they would see it.

It is common to use a **plural** verb after nouns such as *the majority, a number, a couple* when these are followed by *of* + a **plural noun**:

The majority of the people were pleased to see the government fall.

Noun Formation

We often make nouns from other words by adding different suffixes and sometimes making other small changes.

To describe people we add **-ar, -er, -ee, -or** to the end of verbs, or **-ian, -ist** to the end of nouns or verbs making any necessary spelling changes: *beg* → *beggar*, *train* → *trainer/trainee*, *invent* → *inventor*, *magic* → *magician*, *type* → *typist*.

Suffixes used to form nouns from verbs:

-age	<i>break</i> → <i>breakage</i>	-ment	<i>commit</i> → <i>commitment</i>
-al	<i>remove</i> → <i>removal</i>	-sion	<i>revise</i> → <i>revision</i>
-ance	<i>attend</i> → <i>attendance</i>	-sis	<i>hypnotise</i> → <i>hypnosis</i>

-ation	<i>deprive → deprivation</i>	-tion	<i>abolish → abolition</i>
-ence	<i>neglect → negligence</i>	-y	<i>injure → injury</i>
-ion	<i>inspect → inspection</i>		

Suffixes used to form nouns from adjectives:

-ance	<i>tolerant → tolerance</i>	-ity	<i>pure → purity</i>
-cy	<i>pregnant → pregnancy</i>	-ment	<i>content → contentment</i>
-ence	<i>independent → independence</i>	-ty	<i>anxious → anxiety</i>
-ion	<i>desperate → desperation</i>	-y	<i>honest → honesty</i>
-ness	<i>happy → happiness</i>		

With some words, when the stress is on the first syllable, the word is a noun. When the stress is on the second syllable, it is a verb. The meanings are related: *We have finished Book 1. We have made good 'progress. (noun) – We are now ready to pro'gress to Book 2. (verb)* The meanings can also be quite different: *My son's 'conduct at school hasn't been very good. (noun) – Mahler used to con'duct the Vienna Philharmonic. (verb)*

Nominalisation

Verb → Noun

It is possible to use many verbs as nouns, especially in informal English:

*Can't you open that? Shall I give it **a try**?*

*I'll take you to the station if you give me **a shout** when you're ready.*

This does not apply to every verb. It is best to check in a good dictionary.

It is also possible to make nouns from multi-word verbs. The particle often (but not always) precedes the verb in the noun form:

*The epidemic first **broke out** in Zaire. → The first **outbreak** of the epidemic*

...

*The plane **took off** very smoothly. → The **takeoff** was smooth.*

*The car **broke down** five kilometres from home. →The **breakdown** happened ...*

Verb Phrase → Noun Phrase

It is sometimes more concise and elegant, especially in written English, to use noun phrases rather than verb phrases to express an idea:

Verb phrase: ***The committee decided** to open the playground to all children. This was welcomed by the local schools.*

Noun phrase: ***The committee's decision/The decision of the committee** to open the playground to all children was welcomed by the local schools.*

The noun phrase is often made up of two nouns linked by a preposition:

VERB PHRASE

They released the video in 1998.

The law was amended last week.

*The war drained the country's re-
sources.*

NOUN PHRASE

*The release **of** the video in 1998 ...*

*The amendment **to** the law last week ...*

*The war was a drain **on** the country's re-
sources.*

An adverb in a verb phrase changes to an adjective if the verb is nominalised:

*The girl shouted **loudly** and attracted the attention she wanted.*

*The girl's **loud** shouts attracted the attention she wanted.*

Adjective → Noun

Adjectives As Personal Nouns

We can use **the** + **adjective** to refer to a group or class of people:

the rich, the penniless, the dead, the well educated, the famous, the very healthy, the chronically sick, the terminally ill.

***The unemployed** are calling for more government spending.*

***The wounded** were taken to the nearest hospital*

*I live next to a nursing home for **the very old.***

*The **young** don't seem interested in politics these days.*

*He gave all his money to **the poor.***

We use the same pattern for some nationalities:

the Swiss, the British, the French, the Japanese.

Adjectives as personal nouns take a **plural verb**.

Adjectives As Abstract Nouns

There are a few adjectives we can use as abstract nouns:

*Out with **the old**; bring in **the new**!*

*I believe in **the supernatural**.*

*You're asking me to do **the impossible**.*

*This is **the ultimate** in chocolate cake.*

*Computer technology is moving into **the unknown**.*

*Of the two, **the former** is my preference.*

*In that case, **the latter** is fine for me.*

*The survival of **the fittest**. (= a saying)*

*Moving from **the sublime** to **the ridiculous**. (= a saying)*

Some examples are common phrases:

***into the open; for the common good; out of the ordinary; in the extreme;
on the loose; to the full.***

Adjectives as abstract nouns take a **singular verb**.

PRACTICE

1. Read the text. Underline all the nouns in the text. What do they denote? What semantic classes of nouns do you know? Find examples of nouns belonging to different semantic classes.

North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers School set the boys free. An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground. The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces.

The former tenant of our house, a priest, had died in the back drawing-room. Air, musty from having been long enclosed, hung in all the rooms, and the waste room behind the kitchen was littered with old useless papers. Among these I found a

few paper-covered books, the pages of which were curled and damp: *The Abbott*, By Walter Scott, *The Devout Communicant* and *The Memoirs of Vidocq*. I liked the last best because its leaves were yellow. The wild garden behind the house contained a central apple-tree and a few straggling bushes under one of which I found the late tenant's rusty bicycle-pump. He had been a very charitable priest; in his will he had left all his money to institutions and the furniture of his house to his sister.

(after James Joyce)

2. Write the plural of the following words. Choose ten words and make up sentences with their plural forms.

1 day	10 loaf	19 corkscrew	28 spoonful
2 thief	11 fly	20 aircraft	29 piano
3 kilo	12 tooth	21 foot	30 child
4 tomato	13 criterion	22 life	31 cliff
5 knife	14 shelf	23 passer-by	32 lady
6 donkey	15 photo	24 country	33 wife
7 son-in-law	16 baby	25 steering wheel	34 kiss
8 church	17 salmon	26 species	35 crisis
9 phenomenon	18 series	27 roof	36 trout

3. Comment on the nouns in bold type. Translate the sentences into Russian.

I had **a hard time** getting to work the other day. **The police** were blocking off the main road after an accident. On the radio, the local traffic **news** was talking about complete **chaos** on the roads everywhere. I calmly sat in my car with **a patience** I never knew I had. After all, the experience of sitting in a car going nowhere is, I reflected, starting to play an increasing part in all our **lives**.

4. Write *a* before the nouns which are being used as countable nouns and explain the difference in meaning.

1. Beauty is subjective.
2. She's ... real beauty.
3. I am fortunate to have had ... very good education.

4. ... Education does not just take place at school.
5. My eyes are very sensitive to ... light.
6. Is there ... light in here?
7. You've been ... great help to me.
8. I'm sorry to ask you but I desperately need ... help.
9. I don't usually drink ... coffee.
10. I'll have two teas and ... coffee, please.
11. He has ... great love of music.
12. Sometimes ... love can be very painful.
13. You'll get better at the job as you gain ... experience
14. I'm so glad I did it: it was ... wonderful experience.
15. The house is built of ... stone.
16. This is ... beautiful stone.
17. ... Fear is a perfectly natural human feeling.
18. He has ... terrible fear of heights.
19. He was so hungry that he ate ... whole chicken.
20. I don't like red meat but I do eat... chicken.
21. I think that's ... really ugly painting.
22. ... Painting can be a very relaxing activity.
23. I usually eat ... fruit for breakfast.
24. That's ... very unusual fruit. What is it?
25. Has this soup got ... potato in it?
26. Would you like ... baked potato?
27. You shouldn't drink ... wine on an empty stomach
28. This is ... very nice wine.

5. Make up exclamatory sentences with the following noun phrases. Use *What (a/an)* or *such (a/an)*.

sensible advice; clever idea; tremendous news; strange call; great progress;
huge success; fashionable furniture; big freezer; modern equipment; sophisticated

tool; big money; enormous fortune; beautiful music; lively tune; heavy traffic; busy line; miserable weather; nasty day; extensive knowledge; excellent certificate; challenging work; tough job; luxuriant foliage; beautiful leaf.

6. *History never repeats itself*

Uncountable nouns

Work in pairs or groups. Choose some of the words below and think of or make up proverbs, sayings or slogans using them, like this:

History never repeats itself. All you need is love. Justice for the poor.

Words: *age, anger, childhood, courage, death, education, evil, experience, failure, fashion, freedom, happiness, health, history, justice, loneliness, love, luck, music, power, truth, violence, work, youth.*

7. Fill in each space in the following sentences with an appropriate form of a countable or uncountable noun.

- 1 I need some about buying a house. I've never bought one before.
- 2 This type of bear has been declared an endangered
- 3 You should eat fresh such as oranges every day.
- 4..... which is used by dentists should be kept clean.
- 5 *House, M.D.* is an American TV about an unconventional medical genius who heads a team of diagnosticians at a fictional hospital in New Jersey.
- 6 She got to leave class early because she wasn't feeling well.
- 7 Jane has long blond that comes down to her shoulders.
- 8 Kids can use for games but they also have access to the Internet.
- 9 You'll find all the you need in the shed.

8. Read the following joke. Comment on the word *fish*.

After reading many books and articles on the subject, a man decided to go ice fishing. Checking his list, he prepared all the tools needed. Upon reaching the ice, he found a quaint little area, positioned his comfy footstool, and started to make a cut in the ice. All of a sudden, from the sky, comes a booming voice, saying, “THERE ARE NO FISH UNDER THE ICE!” Startled, the man moved further down the ice, poured a cappuccino from his thermos, and began to cut a hole in the ice. Again, from the heavens, the voice bellowed, “THERE ARE NO FISH UNDER THE ICE!” The man, now quite worried, moved way down to the opposite end of the ice, set up his stool, and tried yet again to cut his hole. The voice came once more, “THERE ARE NO FISH UNDER THE ICE!” He stopped, looked skyward, and said, “Is that you, Lord?” The voice replied, “NO, THIS IS THE MANAGER OF THE ICERINK!”

9. *The police are on the way*

Singular and plural nouns

1. Which of the nouns below are followed by a singular verb and which are followed by a plural verb?

Nouns: *police, news, people, politics, clothes, pyjamas, shoes, economics, trousers, glasses, scissors, mathematics, goods, savings, premises*

2. Work in pairs. Write five sentences. Each sentence must include one of the nouns from above and each must be six words long. Examples: *My glasses are on the table. The news is all bad today.*

3. Imagine that the sentences are in the same conversation. Find the shortest way of linking them so they make sense together. Example: *My glasses are on the table. No, on second thoughts don't pass them to me. I won't read the paper after all because the news is all bad today.*

10. Put one of the nouns in each of the sentences.

heavens sights feelings authorities arms terms talks expenses odds dislikes

1. The shoplifter was arrested and handed over to the

2. The opened and we had to run for cover to avoid getting wet.
3. United think they can win but I suspect the are heavily against them.
4. ‘What are you going to do in Paris?’ ‘Oh, just see the..... .’
5. I think we need to negotiate the of this agreement.
6. I’m sorry I didn't mean to hurt your
7. The right to bear is written into the US constitution.
8. The peace have broken down again.
9. Do you need to claim for the trip?
10. As far as food is concerned, do you have any particular likes or ?

11. Read the text. Analyse the nouns in bold type.

*I felt really rotten at work the other day so I went into the stockroom for a nap -I thought I'd feel better after **a good sleep**. Unfortunately my boss, who has **a deep distrust** of most of his employees as well as **a history** of suddenly firing his workers, decided there was some work he needed me to do urgently. My colleagues told him I'd been called out - lying is sometimes **a necessary evil** - but he had **a better knowledge** of the situation than they realised, and I was summoned to his office. I thought he would give me **a hard time** but he showed **a tolerance** that surprised me. Even so, it was **an experience** I wouldn't want to repeat.*

12. Can you recall an experience you wouldn't want to repeat? Tell the other people in the class about it.

13. Underline the correct words or phrases in italics, to complete this article.

Cookery Corner

In today's Cookery Corner I'd like to address a request from Mrs Parkinson of Suffolk for (1) *an information/information* about which type of (2) *chocolate/chocolates* to use in cooking. Well, Mrs P, my (3) *advice is/ advices are* always to use the best possible chocolate you can find. It's the same principle as with (4)

wines/wine: in cooking always use (5) *an equivalent quality/equivalent quality* to what you eat or drink. With chocolate, the reason for this is that higher quality chocolate will always give your cakes and sweets (6) *better/a better* taste. To judge the quality of chocolate look at the amount of cocoa in the chocolate. Good quality chocolate has more cocoa solids and (7) *less sugar/fewer sugars*. For the best taste choose chocolate with a high cocoa (8) *contents/content* - never (9) *fewer than/less than* 70 per cent cocoa solids and as much as 80 per cent if possible. It goes without saying that you should also use other (10) *ingredient/ingredients* of the highest quality, too. If, for example, you're using coffee in your chocolate recipe, always use (11) *a strong, fresh coffee/strong, fresh coffee*. If you're making (12) *a cake/cake*, use the right kind of (13) *flours/flour*, and always weigh the ingredients on your kitchen (14) *scale/scales*. Believe me, if you follow, these simple rules, the next time you bake a chocolate cake, there won't be (15) *a lump/a slice* left over!

14. Fill in the gaps with an appropriate noun + *of* to indicate quantity.

Make up sentences with some of these noun phrases.

1. a *carton/glass/jug of* orange juice
2. acheese
3. abread
4. acoffee
5. awater
6. awine
7. achocolate
8. acrisps
9. ahoney
10. ameat
11. aspaghetti
12. aflour

15. Cross out the expressions which cannot be used with the nouns.

1. There are **several, many, much, plenty of, too little** things you can do to help.
2. He has met **a couple of, a few, very little, plenty of, too much** interesting people.
3. She earns **few, hardly any, plenty of, several, a great deal of** money.
4. We have got **no, many, lots of, a great deal of, a few** work to do.
5. Don't worry, there's **a little, plenty of, a couple of, many, a lot of** time.
6. **Both, Several, A large quantity of, Plenty of, Too much** students applied for the course.
7. He's got **no, hardly any, a little, some, a small amount of** qualifications.
8. She's got **hardly any, several, a little, a few, a lot of** experience in dealing with customers.
9. There is **too much, a lot of, hardly any, few, several** salt in this soup.
10. There is **a little, many, too much, a great number of, some** traffic on the roads today.

16. Work in groups. Ask your partners these questions:

1. How many different kinds of desserts and cakes can you think of?
2. What's your favourite fruit?
3. What are the two typical desserts or cakes which are most popular in your country?
4. Have you got a sweet tooth?

17. Work in groups. Describe a dish you can cook for a special occasion. Explain why you have chosen this dish and how the dish is prepared.

18. Read the conversation. Underline the words which show quantity.

Alex: How much lemonade have we got? Enough?

Nick: Well, we haven't got much. Only two bottles. I'd better buy some. And bread, too? How many loaves have we got?

Alex: Only three. That's not much bread for ten people when it's cut up, is it?

Nick: No. So how many loaves shall I get? Three more?

Alex: Yes. And we'll need butter, too. There isn't any in the fridge.

Nick: All right. By the way, how much cheese do you think we need? And how many different kinds?

Alex: Oh, we've got plenty. But we do need salad things. Just have a look in the fridge. How much lettuce is there? And how many tomatoes have we got?

Nick: Oh, there's plenty of both.

19. You are holding a party tomorrow evening. Discuss with your partner what you have and what you need to buy.

20. Fill the gaps in these sentences with *a*, *an*, nothing (-) or the correct form of a suitable verb. If there are two possible answers, put both possibilities.

1. Have you put.....pepper in this dish? I like plenty of seasoning.

2. What he'd really like us to buy him for his birthday.....some new Nike trainers.

3. Rickets.....a disease caused by a deficiency of vitamin D.

4. I first felt the desire to visit Venice when looking at.....painting by Canaletto.

5. You can't hold a classical concert in the village hall; the acoustics.....terrible!

6. A large number of police officers.....present at the demonstration last week in case of trouble.

7. At present 10,000 kilometres.....the longest walking competition held in the Olympics.

8. 'What have we got for supper?' 'Salmon. I got.....huge fish at the fishmonger's for only five pounds.'

9. Either the twins or John, the eldest brother,.....going to make a speech at the Golden Wedding party.

10. My brother thinks that economics.....really interesting. I disagree.

11. Saudi Arabia, along with most of the oil-producing nations,.....voted to raise the price of crude oil again.

12. That band.....always had a reputation for performing better in the studio than live.

13. Both my brother and sister.....lived in this town all their lives.

14. We developed.....passion for Baroque music at university.

15. Roast beef and Yorkshire pudding.....definitely still the favourite of many British people!

21. Correct any mistakes in these sentences. Tick the sentences that are correct.

1. Can you explain why my best trousers have a hole in them?

2. The scissors in the sewing box needs sharpening.

3. This pair of binoculars have been in this drawer for as long as I can remember.

4. Half the audience were asleep by the interval.

5. Twenty kilometres are too far to travel to school.

6. There're one potato and two onions in the recipe.

7. Where has those kitchen scales that we used to have gone?

8. After interesting travel to Los Angeles, he wanted to live in the USA.

9. Her face shone with an unearthly beauty.

10. Did Mozart have an unhappy childhood?

11. An undiagnosed illness in his twenties has left him with virtually no hairs.

12. I have three sister-in-laws.

22. Fill in the correct noun.

To be a good teacher, a teaching *qualifica-
tion* (0) is not all you need. Your (1)
plays a big part in the (2) of your
work, so it's best to make a thorough
(3) of your character before taking the
(4) to take up this challenging (5).
Apart from (6), you also need the
..... (7) to accept others' ideas and a
..... (8) to learn from your own mistakes.
..... (9) to the needs of your students is also
important. (10) is not enough - who you
are is much more important.

qualify
person
effective
examine
decide
occupy
patient
able
willing
sensitive
know

23. Think of the jobs which involve intercultural communication. Say what you need to be a good interpreter or tourist guide.

24. Underline the syllable that you would stress when speaking.

1. I need a *permit* to work in this country.
2. I've brought you a *present*.
3. Joy *objects* to your proposal.
4. We *export* everything we make.
5. I can't *permit* you to park here.
6. I've got an Australian *accent*.
7. Gloria will *entrance* you.
8. We've had complaints about your *conduct*.
9. Our *exports* have increased this year.
10. Will they *increase* my salary next year?

11. Don't treat me as if I were an *object*.
12. I'll *escort* you to your new office.
13. I must *protest* at your proposal.
14. Please *present* my compliments to him.
15. Please *accent* every syllable.
16. I'm looking for an *increase* in salary.
17. I'll *conduct* you to your seat.
18. This is the *entrance* to the building.
19. The proposal didn't go without *protest*.
20. You'll need an *escort*.

25. Read the text. Comment on the nouns in bold type.

The reasoning behind high levels of taxation is the redistribution of wealth from **the rich** to **the poor**, for **the common good**. However, to do this in a way which satisfies everybody is to ask **the impossible**.

26. Underline the adjectives functioning as nouns in these sentences.

1. As a zoologist, he has always been interested in the unusual in the animal world.
2. Never speak ill of the dead.
3. As far as my musical tastes are concerned, I've always been attracted to the exotic.
4. Bernstein conducted both Mozart and Haydn but seemed to show a preference for the latter.

27. Fill each of the numbered blanks in the passage with one suitable word.

Political correctness has made and continues to make a significant impact on our language as we are all encouraged, for the common (1), to make increasing use of euphemistic paraphrase. We should turn our backs on expressions like 'the

..... (2)' and embrace '..... (3) economically disadvantaged'. 'The visually challenged' is recommended in place of 'the (4)'; 'the chronically hard of hearing' is suggested as a substitute for 'the (5)'. This is all very well and not asking the (6) of us. It is rather when the trend is taken to the (7) and 'the (8)' find themselves referred to as 'the follically challenged' that there is a risk of things getting out of hand. 'Out with the (9) and in with the new' may have its virtue as a saying, but so does 'Let sleeping dogs lie'.

28. What do you know about political correctness? Do you always use the terms which are 'politically correct'? Which of the following would you use?

1. Mrs or Ms
2. mankind or humanity
3. a fireman or a firefighter
4. a policeman (woman) or a police officer
5. the disabled or the differently abled
6. a congressman or a member of Congress
7. a chairman or a chairperson

Can you give more examples of 'politically correct' words?

29. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it. The exercise begins with an example (0).

0. The drama school is always looking out for new talent.
 The drama school is always on the *look out for the new talent*.

1. I heard some fascinating news on the radio this morning.
 I heard a fascinating

2. The police used handcuffs to restrain the aggressive young man.
 Handcuffs

3. A few roads in the Brighton area have been affected by the recent floods.
 A small number

4. OK. I'll call the bank tomorrow and check our balance.

OK. I'll give

5. The medical profession considers that children eat too many sweet and fatty things today.

The medical profession considers that children should

6. It didn't take us ten minutes to get here from the station.

It took us

7. A lot of people have taken up our new offer, which has delighted us.

We have been delighted by the

8. We've got quite a lot of unwanted furniture since we moved to the smaller house.

We've got several

9. The management expects all staff to attend the meeting tomorrow afternoon.

All staff

10. They should now address the questions of VAT and fuel tax.

What

11. A lot of the older men sit in cafes and play dominoes.

Dominoes

12. We launched the new women's magazine in April and it was a great success.

The

13. In a democracy the government is elected by the people.

In a democracy the people

14. The teachers were boosted by the fact that the parents agreed to help fund the playground.

The teachers were boosted by the parents'

30. Read the following mottoes. Do you find them funny? Can you explain what they mean? Comment on the nouns used in the sentences. Do you have a motto?

If at first you don't succeed, destroy all evidence that you tried.

Experience is something you don't get until just after you need it.

Success always occurs in private, and failure in full view.

A clear conscience is usually the sign of a bad memory.

He who loses money, loses much; he who loses a friend, loses much more; he who loses faith, loses all.

Beautiful young people are accidents of nature, but beautiful old people are works of art.

Money can't buy love. But it *can* rent a very close imitation.

Great minds discuss ideas; average minds discuss events; small minds discuss people.

Accept that some days you're the pigeon, and some days you're the statue.

To steal ideas from one person is plagiarism; to steal from many is research.

31. There are twelve mistakes, or places where the style could be improved, in this text. Underline the mistakes and correct them.

Snow Falling on Cedars

by David Guterson

Snow Falling on Cedars opens in the courthouse of San Piedro, a small sleepy island off the Pacific coast of the north-west United States. Underneath the courtroom windows, four tall narrow archs of a leaded glass, a drama which will divide the island's communitys is unfolding. The defendant stands erect in the dock; the local press and the jurors — farmers, grocers, builders, fisher wives - await the start of this trial, Kabuo Miyamoto is accused of the murder of Carl Heine, a young fisherman. The alleged crime by a young man of Japanese descent stirs up the emotions of the islanders and questions their believes and their politic. It takes place in the 1950's, and not many years has passed since the Japanese bombing of Pearl Harbour and the horrors of World War II. Although the Japanese on San Piedro was eager to defend their adopted country against the country of their ancestors, some people in the community were unable to forgive Japan its role in the War, and the trial causes their deeply-held prejudices to surface.

Snow Falling on Cedars is not only one of the best mysteries of recent years, but it raises issues which affects us all. However, it ends with a great optimism. David Guterson has succeeded in combining the best from both classic and populist American literature into a spellbinding art. Buy and read this beautiful novel.

**32. Write a short review of a film you have seen recently. You should include:
title, actors, director, plot, your opinion.**

1.2.2. POSSESSIVES AND COMPOUND NOUNS

We can show the relationship between two nouns by using **possessive forms** or **compound nouns**. There are two basic possessive forms: **the genitive** ('s - e.g. *the company's shareholders*) and **the of structure** (e.g. *the shareholders of the company*).

Form and Meaning

Possessive Forms

We can indicate the possessive form of a noun by adding 's (**the genitive form**) or we can use **the of structure** (noun + *of* + noun):

There was a scratch on my car's paintwork.

There was a scratch on the paintwork of my car.

We usually use the definite article before an **of structure** (except with the double possessive):

... on the paintwork of my car. (... on a paintwork of my car.)
(... on paintwork of my car.)

There are possessive forms of pronouns and also possessive adjectives:

You can't use that card, it's mine.

Oh sorry. I didn't realise it was your personal photocopy card.

The Genitive ('s) – Basic Rules

These are the key rules about which form of the genitive ('s/ ') to use:

noun	genitive form	examples
singular noun	+ 's	<i>boy → boy's bus → bus's</i>
singular proper noun ending in -s	+ 's or an apostrophe (') only	<i>Mr James → Mr James's house / Mr James' house</i>
regular plural noun	+ an apostrophe (') only	<i>boys → boys' buses → buses'</i>
irregular plural noun (not ending in -s)	+ 's	<i>men → men's children → children's</i>
<i>one, somebody, everyone, each other, etc.</i>	+ 's	<i>one's house somebody's house nobody's house everyone's rights each other's houses</i>

The Genitive ('s) – Special Rules

We can have two genitives together:

*We were beginning to get fed up with our **neighbour's tenant's** loud music.*

If the meaning is clear from the context, we can use the genitive without a following noun:

*That isn't my handwriting. It's **Selina's**.* (= Selina's handwriting)

If the possessive form consists of a compound noun or two or more nouns which form a single team or group we put the 's on the last noun only:

*Are you coming to my **brother-in-law's** party?* (compound noun)

*I'm a great fan of **Lerner and Loewe's** musicals.* (They wrote as a single team.)

When the nouns do not form a single group we must use 's with both nouns:

***Schrodinger's and Heisenberg's** versions of quantum mechanics had seemed different.* (two versions of the theory)

If the possessive noun is part of a short phrase (without a verb in it), we usually put the 's at the end of the phrase:

***The man in the corner's** dog began to bark.* (= The dog belonging to the man in the corner ...) (~~*The man's in the corner dog began to bark.*~~)

The Double Possessive (The Of Structure + Genitive)

We can use **the genitive form** and **the of structure** in the same phrase (**the double possessive**) when we want to make the first noun specific, but at the same time show that it is one of several. We usually use the indefinite article with this pattern:

*I heard the story from **a friend of my brother's**.* (= from one of my brother's friends)

We do not always include the genitive ('s) on the second noun:

*They got a tip off from **a friend of the owner**.*

The double possessive is common with pronouns. We always use the possessive pronoun:

She's a friend of ours. (= We have several friends. She is one of them.)
 (~~*She's a friend of us.*~~) (~~*She's a friend of our.*~~)

The Genitive ('s) Or The *Of* Structure

The Genitive

We usually use **the genitive ('s)** (and not the *of* structure) to express the following ideas:

use	example
referring to general ownership, or possession of somebody's home	<i>Have you seen Sheila's new car?</i> <i>We'll be at Mum's soon.</i> (=Mum's house)
referring to people and animals (especially with proper nouns), and to personal/professional relationships and human qualities	<i>Sheila is Harold's youngest daughter.</i> <i>Do you like Snap's new collar? Have you met the boss's new secretary?</i> <i>John's intransigence is a pain.</i>
referring to location in time (but not with dates)	<i>Have you seen the poem in today's 'Observer'?</i>
referring to the origin of something, for example where it comes from or who made it	<i>Oil is Saudi Arabia's biggest export.</i> <i>The 'St Matthew Passion' is Bach's most profound work.</i>
referring to a quantity or measure, for example of duration, distance or value (We can also use compound nouns)	<i>There will be an hour's delay.</i> <i>The hotel was ten minutes' drive from the beach.</i>
in expressions for value/quantity with <i>worth</i>	<i>Could you give me a pound's worth of chips?</i>
with the names of shops, companies and people/places that provide a service	<i>I'm getting the Thanksgiving shopping at Macy's.</i> (= Macy's department store) <i>Was there anything nice at the butcher's this morning?</i> (= the butcher's shop)

in certain fixed expressions

*Our hotel was **within a stone's throw of the sea.** (=a short distance)*

*I am **at my wits' end** with this problem. (=very confused about what to do; not know how to deal with a difficulty)*

*She **kept him at arm's length** during the first week. (= she tried not to become too friendly with him)*

*Come to sunny Spain and eat and drink **to your heart's content.** (=as long as or as much as one wants)*

*Put that vase **out of harm's way** so the children can't break it. (=in a safe place)*

*She was **at death's door.** (=about to die; near death)*

For God's / goodness' / Heaven's sake!

The Of Structure (Noun + Of + Noun)

We usually use **the of structure** (and not the genitive 's) in the following situations:

use	example
with abstract nouns (e.g. <i>science</i>) and when we are referring to inanimate things	<i>I've been studying the philosophy of science. We set up our base camp at the bottom of the mountain.</i>
when the noun is followed by a verb phrase or clause which defines it	<i>The players ignored the jeers of the women standing in the front row.</i>
when we refer to a specific date	<i>It was destroyed in the fire of 1666.</i>
with long or complex phrases, even when we are referring to people	<i>A man was sentenced to death for the murder of an English tourist, Monica Cantwell.</i>
certain fixed expressions and titles	<i>He's the President of the United States. The Prince of Wales is to visit Iceland.</i>

Either Pattern

We can usually use **the genitive ('s)** or **the of structure** to express the following ideas:

use	example
referring to a quality that something possesses or displays (but we prefer to use the genitive with human qualities)	<i>We were amazed by the ship's sheer size. We were amazed by the sheer size of the ship.</i>
referring to the subject of something, its topic or theme	<i>The Queen's portrait has caused dismay. The portrait of the Queen has caused dismay.</i>
with human creations such as countries, organisations, cities, institutions, machines, vehicles, buildings, etc. (The genitive is more common.)	<i>Radio City Music Hall is one of New York's most famous theatres. Plane trees are a common sight on the streets of London.</i>
expressing a reason or purpose with <i>sake</i>	<i>We agreed to make a go of it for the sake of the children / for the children's sake.</i>

The Genitive + The Of Structure

The genitive and the *of* structure can describe different types of relationship such as **ownership**, **origin** and **subject**. To avoid confusion when we are describing more than one relationship between nouns in a phrase, we prefer to use **the 's genitive** for the **origin**, **owner** or **creator**, and **the of structure** for the **subject** or **topic**:

*I wasn't convinced by **the witness's** description of the quarrel.*

~~*(I wasn't convinced by **the quarrel's** description of the witness.)*~~

(the witness = the person who made the description; the quarrel = the topic of the description)

*One of our most popular exhibits is **Van Dyck's** portrait of King Charles.*

(Van Dyck = the creator of the portrait; King Charles = the subject of the portrait)

We can also combine possessive forms with prepositions to describe a number of different relationships:

*Have you seen **the National Gallery's** portrait **of King Charles** by Van Dyck?*

↑	↑	↑
ownership ('s)	subject (<i>of</i> structure)	creator (preposition)

New Information with the Of Structure

We can use **the of structure** to put new information at the end of a sentence.

Compare:

American presidential candidate Robert Kennedy was assassinated in 1968.

~~*(He was former president John F Kennedy's younger brother.)*~~

*He was **the younger brother of** former president John F Kennedy.* (The new information is the reference to John F Kennedy.)

Specifying and Classifying Possessives

Possessive forms of nouns can describe two types of relationship. In most cases we use possessive nouns as '**specifying**' words, showing a relationship with something specific, such as a person or place (underlining = stressed word):

*Marion washed the **children's clothes** every Thursday.* (= the clothes belonging to Marion's children)

In other cases, possessive nouns can describe a '**classifying**' relationship, describing the type of thing something is (underlining = stressed word):

*Janice decided to open a shop specialising in **children's clothes**.*
(= clothes designed for any children to wear)

We use adjectives in a different way depending on which type of relationship the possessive form is describing. **With specifying possessives the adjective only describes the noun following it:**

*She was suspicious of her **wealthy brother's girlfriend**.* (= Her brother is wealthy.)

*She didn't like her **brother's wealthy girlfriend**.* (= His girlfriend is wealthy.)

But when we use adjectives in front of a possessive noun with a 'classifying' meaning, the adjective describes the whole phrase, not just the possessive noun which follows it:

*Janice's shop had a large selection of **hand-made children's clothes**.* (= The children's clothes are hand-made, not the children.)

We use *of* and other **prepositions** to describe classifying relationships such as **type of content, subject, source and purpose**:

*I've got a marvellous book **of short stories** by Somerset Maugham.* (content)

*The kids have been watching a film **about rollerblading**.* (subject)

*I'm hoping to buy a sofa **from that Swedish store**.* (source)

*Our uncle's company manufactures lubricants **for ball-bearings**.* (use/purpose)

We do not use a possessive if there is a compound noun with the same meaning:

*I bought a new racquet at the **sports shop**.* (*sports shop* is a compound noun)

~~*I bought a new racquet at the **sport's shop**.*~~

Compound Nouns

Compound nouns are words which have been created by **combining two nouns** which are related to each other. They are similar to classifying possessives because the first noun '**classifies**' the second noun, it describes it or tells us its purpose:

dressmaker (= maker of dresses)

fashion magazine (= magazine about fashion)

Compound nouns can be written as a single word (*dressmaker*), two separate words (*fashion magazine*) or two words joined by a hyphen (*waste-bin*). There are no rules for this and it is best to check in an up-to-date dictionary.

Compound nouns can also be formed by combining nouns with verbs or adjectives:

noun + verb:	<i>windsurfing</i>	<i>fire-eater</i>	<i>Thanksgiving</i>	<i>screwdriver</i>
verb + noun:	<i>cookbook</i>	<i>rocking chair</i>	<i>filing cabinet</i>	<i>swimsuit</i>
adjective + noun:	<i>highway</i>	<i>blackbird</i>	<i>real estate</i>	<i>easy chair</i>

Some compound nouns are formed from **multi-word verbs**. The particle may follow or precede the verb in the noun form:

turn out → *turnout* *spill over* → *overspill* *turn down* → *downturn*

We can also make compound nouns from **time expressions**:

a three-week holiday *a four-hour delay* *a ten-minute drive*

Be careful with compound nouns describing containers. The compound form only describes the container itself, not its contents. Compare these examples:

In a shop: *I'd like a dozen Royal Doulton **tea cups**.* (compound noun = cups designed to hold tea)

In a cafe: *I'd like a **cup of tea** and a Mars bar, please.* (= tea in a cup)

PRACTICE

1. Rewrite the sentences using genitive forms. The exercise begins with an example (0).

0 The stories Steve told and the stories Jane told were completely different.

.....*Steve's and Jane's stories were completely different.*

1 I'm sure this bag belongs to somebody.

2 Let's go to the shop the girls own.

3 That is the hotel belonging to Mr Hollis.

4 I love the operettas of Gilbert and Sullivan.

5 It's the fault of nobody.

- 6 They had respect for the opinions of each other.
- 7 The dog belonging to my next-door neighbour never stops barking.
.....
- 8 I'm fed up with the hopeless inefficiency of the secretary of my boss.
.....
- 9 The personality of my mother and the personality of my father are very alike.
.....
- 10 These aren't my keys, they are the keys belonging to my flatmate.
.....
- 11 The new Act of Parliament will protect the right of everyone to privacy.
.....
- 12 The toilet for men is over there on the right.
- 13 I've just inherited the house belonging to the brother of my grandmother.
.....
- 14 The opinions of residents of sink estates are rarely taken into consideration.
.....
- 15 The dance routines of Fred Astaire and Ginger Rogers are legendary.
.....

2. Eight of these sentences contain mistakes. Tick the correct sentences, then find and correct the mistakes.

- 1 Elizabeth is a good friend of him.
- 2 I'm really fed up with my landlord's wife's endless complaints about noise.
- 3 As the English say, ones' home is ones' castle.
- 4 You should pay attention to what he says; he's a close associate of the managing director.
- 5 Don't blame him; it was mine own fault.
- 6 She's been put in charge of childrens' activities at the summer camp in Maine.
- 7 Since they got married they've only been interested in each other.
- 8 My brother's-in-law's parents have decided to emigrate.

9 We don't know him very well; he's just an acquaintance of us from our university days.

10 There's something wrong with that buses' brake lights.

3. Choose the correct alternative, A or B. In some cases both options are correct.

- | | |
|---|---|
| 1 What did you do ... | A at the course's end?
B at the end of the course? |
| 2 Have you met ... | A Sam's new girlfriend?
B the new girlfriend of Sam? |
| 3 ... is a constant source of inspiration. | A Barcelona's architecture
B The architecture of Barcelona |
| 4 I need to visit ... | A the doctor's surgery.
B the surgery of the doctor. |
| 5 Some debris got caught under ... | A the conveyor belt's wheels.
B the wheels of the conveyor belt. |
| 6 Our organisation strives towards ... | A poverty's elimination.
B the elimination of poverty. |
| 7 The Ninth Symphony is arguably ... | A Beethoven's greatest work.
B the greatest work of Beethoven. |
| 8 ... is the search for personal fulfilment in a hostile world. | A The novel's theme
B The theme of the novel |
| 9 He's taking ... from his job at the university. | A a year's sabbatical
B a sabbatical of a year |
| 10 ... sometimes drives me up the wall. | A My husband's impatience
B The impatience of my husband |
| 11 Throughout the flight we had to put up with ... | A the children sitting in the back row's antics.
B the antics of the children sitting in the back row. |
| 12 The most senior clergyman in the Church of England is ... | A Canterbury's Archbishop.
B the Archbishop of Canterbury. |
| 13 We're going to hold the party at ... | A Michael's place.
B the place of Michael. |
| 14 ... was an important turning point in French history. | A 1789's revolution
B The revolution of 1789 |

- 15 Researchers have been amazed by the ... A virus's ability
to mutate when attacked. B ability of the virus
- 16 The vet wasn't very pleased with ... A Fido's progress.
B the progress of Fido.
- 17 Her doctoral thesis investigates ... in me- A Confucianism's spread
dieval China. B the spread of Confucianism
- 18 The blessing will take place at ... A the Twelve Apostle's church.
B the church of the Twelve Apostles.
- 19 Why can't you just hand in your notice, ... A for heaven's sake!
B for the sake of heaven!
- 20 ... are generating a lot of excitement at the A Galliano's latest designs
Paris fashion shows. B The latest designs of Galliano

4. Which explanation is correct, A or B?

- 1 Stephanie loved her beautiful daughter's sports car.
A Stephanie's daughter was beautiful.
B The car belonging to Stephanie's daughter was beautiful.
- 2 There's a new doctor's surgery on the corner of Creenford Street.
A The doctor has recently qualified.
B The surgery has recently opened.
- 3 She inherited a wonderful wooden doll's house.
A The doll is made of wood.
B The house is made of wood.
- 4 The company manufactures low-cost nurses' uniforms.
A The nurses earn low wages.
B The uniforms aren't expensive.
- 5 Gary didn't think much of his new boss's management techniques.
A Gary has a new boss.
B Gary's boss has some new management techniques.
- 6 Bill and Suzy found hiring a well-educated children's nanny was worth every penny.
A Their nanny was well-educated.
B Their children were well-educated.

7 I managed to find a place in the 24-hour supermarket's parking lot.

A The supermarket is open 24 hours.

B The parking lot is open 24 hours.

8 Dave was often embarrassed by his aggressive flatmate's comments.

A Dave's flatmate was aggressive.

B His flatmate's comments were aggressive.

9 My uncle is restoring a redundant tax-inspector's office in Newcastle.

A Some tax inspectors have been made redundant in Newcastle.

B The office in Newcastle is no longer required by the tax inspectors.

10 Who's going to look after our sick neighbour's puppy?

A Our neighbour is sick.

B Our neighbour's puppy is sick.

5. Use the words (1-15) in the box to form compound nouns that fit in the same numbered gaps in the text. You will need to add the second part of the compound yourself. The exercise begins with two examples (0) and (00).

Today's consumer guide looks at (0)*laptop*.... computers. The range of these portable computers on the market can be daunting, but a good place to start is computer magazines. These often contain useful (00)....*buyer's guides*.... and reviews of models currently on the market. Suppliers of the leading (1).....often sell their products at cut prices through these magazines. If you decide to buy by (2).....you will find the advertisements a good source of bargains. And if you pay by (3).....you will automatically be insured. But if you need help in choosing a model, it might be better to shop in the (4)....., where you can ask a (5).....for impartial guidance and advice.

You should make a (6).....of the features and facilities you require, and these will depend to a large extent on the way you plan to use your machine. If you use a lot of graphics (7).....you'll need a fast processor, a large (8).....and a high-definition screen. If you are only going to be using the machine for (9)....., processor speed will not be so important, but you will want a comfortable and sturdy (10)..... .

Almost everyone these days needs to access the Internet in order to use e-mail and cruise the (11)....., so look for a high-speed modem. Be aware of the input and (12).....devices you want; CD and floppy disk drives usually come as standard, but you may want a DVD drive or a PC-card slot.

Once you have checked all these features you can compile a (13).....of models you are interested in. Check that your chosen models include comprehensive (14).....and ask your supplier about warranties and (15).....service.

0 lap	1 brand	5 shop	9 word	13 short
00 buyer's	2 mail	6 check	10 key	14 instruction
	3 credit	7 soft	11 world	15 after
	4 high	8 hard	12 out	

6. Use compound nouns to complete the sentences. The compound nouns you need can be formed by combining words from each of the boxes below. Then rewrite these sentences using appropriate possessive forms to replace the phrases in brackets. In three sentences the phrase in brackets does not need to be changed.

land	down	horse	news	bank	jam	fit	cabinet	robber	stick	
traffic	data	out	rail	filing	wind	turn	agent	surfer	racing	walk
five-minute	walking					lord	ways	bases		

0 The only thing missing from (the office belonging to my boss) is a..... .

.....*The only thing missing from my boss's office is a filing cabinet*

1 Could you pop down to the.....and pick up (the evening paper that Charles orders).

2 That silver-topped.....belongs to (one of the friends that I have).
.....

3 The (private beach of the hotel) is only a.....from here.
.....

4 The (privatisation organised by the government) of the..... is going ahead next year.

- 5 The.....wouldn't allow (the girlfriend of his tenant) to move in.
.....
- 6 (The pension fund of my father) has been badly affected by the.....in the value of blue-chip stocks.
- 7 Clare bought a beautiful new.....for (the wedding of the sister of her brother-in-law).
- 8 The..... managed to ignore (the screams of the crowd) lining the beach.
.....
- 9 Whenever we are over at (the house belonging to Dad) we seem to spend the entire time watchingon the television.
.....
- 10 The..... refused to accept (the jurisdiction of the legal system) over him.
.....
- 11 (The firm my wife works for) specialises in setting up.....for insurance companies.
- 12 The.....was caused by the volume of cars setting out for the south coast at (the start of the bank holiday).

1.2.3. ARTICLES

Basic Rules

Articles are **noun determiners** (i.e. words that precede nouns). Other determiners are **demonstratives**, **quantifiers** and **possessive adjectives**.

Articles (*a/an*, *the*) precede nouns and some other words in a noun phrase, e.g. *few*, *little*, adjectives. The article is usually the first word in a noun phrase, but note:

all/both/half + *the*: *all the information*, *both the twins*

quite/rather/such/what/half + *a/an*: *quite a difficult problem*

We use the indefinite article (*a/an*) with singular countable nouns: *a garage*, *an opinion*. We use the definite article (*the*) with singular countable nouns (*the garage*), with plural nouns (*the latest computers*) and uncountable nouns (*the purest water*). We use no article with uncountable and plural nouns.

The indefinite article introduces a new item of information, i.e. a new element of the sentence which is important and attracts attention. The definite article presents the object as something already known or unique.

Naming, Describing and Classifying

We use *a/an* when we **name** or **describe** something:

That's a scarab beetle. 'What's that?' 'It's an enormous anthill.'

There are three ways of talking about **the characteristics of a group or class of things**:

- **Plural Noun without an Article**

This is the most common way of **referring generally to a whole group**:

Seagulls are found close to the coast. (= seagulls generally)

- **Singular Noun with A/An**

We use a singular noun with *a/an* to **give a definition**, for example answering the question *What is ...?*:

What's a seagull? A seagull is a large white and grey bird. (= all seagulls are ...)

The meaning of the indefinite article here is close to **any/every/all**.

We can't use a singular noun with *a/an* in phrases that refer to the whole group:

~~*X A tiger is in danger of becoming extinct.*~~

✓ *Tigers are in danger of becoming extinct.*

✓ *The tiger is in danger of becoming extinct.*

The singular noun with *a/an* loses its general meaning when it isn't the subject of the sentence:

I've been studying a seagull. (= one particular bird)

I've been studying seagulls. (= seagulls as a group)

- **Singular Noun with *The***

We use ***the*** with singular nouns in academic or formal language, mainly **to describe typical characteristics**. We refer to **the whole class or species**:

The seagull is a scavenging bird.

Ruthless poachers hunt the elephant for the valuable ivory of its tusks.

The olive grows only in warm countries.

We use ***the*** with some **scientific inventions** to denote **a thing taken as a type**:

It would be difficult to imagine life without the telephone.

The compass was invented in ancient China.

We can also use ***the*** with **an adjective** to refer to **a class of people**:

The homeless will be removed from the streets and placed in hostels.

They don't charge them under school age but they charge people who work and they charge the unemployed.

The elderly are the ones that suffer the most. (Note the plural verb form)

The can also be used with adjectives such as *abnormal, paranormal, supernatural, bizarre, unknown, unexpected*, etc to refer to a general state:

*It was the fear of **the unknown** that stopped me from doing it.*

*She was not a great believer in **the supernatural**. She had never seen a ghost.*

Known or Unknown Topics

We use *a/an* when **the topic (noun) is not known to our listener/reader**; we use *the* **when it is known**. Therefore, we usually use *a/an* for the first reference to a topic in a text, but then use *the* for subsequent references:

A new travel guide has advised would-be tourists to Morecambe that it is a place to avoid.

***The** guide paints a bleak - if not third-world - picture.*

We do not always have to mention something for it to be known to the listener.

We consider that it is known in the following situations:

situation	example
something is unique	<i>We are in danger of permanently damaging the Earth.</i>
superlatives	<i>Muhammad Ali is the greatest heavyweight boxer ever.</i>
ordinal numerals	<i>I will return to these questions in the ninth chapter.</i>
<i>last, next, only, main, same, right, wrong</i>	<i>Try not to get into the wrong train again.</i>
the context (situation) makes it 'known'	<i>'Has Edward arrived yet?' 'Yes, he's in the dining-room.'</i> (= the dining-room of the house we are in)
a defining clause makes it 'known'	<i>Oasis is the Manchester band that shot to fame in the early 1990s.</i>
a prepositional phrase makes it 'known'	<i>Meet me in the cafe next to the underground station near my house.</i>

General and Specific

With **plural nouns** we use either *the* or no article. We don't use an article when we want to refer to a group or class in general. Compare:

***Tourists** are often blamed for changing the character of a place. (= all tourists)*

*Did you notice what **the tourists** in the cathedral were doing? (= specific tourists)*

When **uncountable nouns** have general reference, they are used with no article. We only use the definite article before an abstract noun or a material noun if we wish to make it **more specific**:

~~*X It is impossible to live in a world without **the hope**.*~~

*✓ It is impossible to live in a world without **hope**. (hope in general)*

***The hope of finding a cure for cancer** drives a lot of medical research.*

*It is commonly accepted today that brown **bread** is good for you.*

*Did you remember to get **the bread** out of the freezer?*

Nouns such as **church, hospital, school, college, prison** do not take an article if we think of their purpose, i.e. *church* as a place of worship, or *school* as a place of learning:

*Fewer people attend **church** regularly now than twenty years ago.*

*Can children leave **school** at fourteen in your country?*

If we think of the physical place or building, we use an article:

*The collection for restoring **the church** has almost reached its target.*

*Is there **a school** in the village or do the children have to go to the town?*

Other Common Uses of Articles

Names of Geographical/Topographical Features

The English names of **rivers** always **have *the*** before them:

the Thames (or *the River Thames*) *the Nile* *the Amazon* *the Danube*

*I've got photographs of those fishing boats on **the Nile**.*

*I've been on **the River Seine**, in one of those boats, 'Bateaux Mouches'.*

The names of **mountains** and **lakes** **do not have *the*** before them:

Lake Geneva *Lake Ontario* *Mont Blanc* *Mount Fuji* *Popocatepetl*

Vesuvius

Exceptions are: the Matterhorn, the Eiger.

*It was the story of **Krakatoa**, the volcano.*

A: Is there one event that you can recollect that's given you quite a lot of pleasure?

*B: Mm. **Lake Garda** in Italy. It was absolutely beautiful, the scenery and the weather.*

*With my bad knee, going up and down stairs is like climbing **Mount Everest**.*

The names of **mountain ranges** **have *the*** before them:

the Rocky Mountains ***the Alps*** ***the Himalayas***

The names of **deserts, seas, oceans, groups of islands, major geographical areas and regions** usually **have *the*** before them:

the Sahara ***the Mojave Desert*** ***the Pacific*** ***the Black Sea***

the Prairies

the Lake District ***the Florida Keys***

*The programme was about a man that got lost in **the Sahara Desert**.*

[holiday advertisement] *'In the Saddle' offers a 15-day itinerary of riding in **the Mongolian Steppes** with yak herdsman.*

Countries

Names of **countries do not** normally **have *the*** before them, **except for** a small number of countries which should be learnt separately. These often have a word such as ***republic, kingdom*** or ***islands*** in their name:

the Czech Republic the United Kingdom the United States
the Netherlands

Streets and Roads

We **do not** normally **use *the*** with the name of the **street** or **road**, except when *the* is already part of its name:

I think she was born in Helen Street and then they moved to Nora Street.

The address is 75 Trent Road.

*Kings College is in **the Strand**. (The name of the road is 'the Strand'.)*

the High Street, the Strand, the Mall

Road numbers are normally preceded by ***the***:

*We were heading down **the M56**.*

*Have they finished the roadworks on **the A1** yet?*

Places and Buildings in Towns and Cities

Hotels, cinemas, theatres, museums normally **have *the*** before them, but other buildings, such as **cathedrals, stations, airports, sports grounds**, etc. normally **do not**:

the Holiday Inn the Russell Hotel Saint Peter's Cathedral

Grand Central Station Narita Airport Shea Stadium

*He's working at **the Moat House Hotel**.*

*I went to many glorious services in **Canterbury Cathedral**.*

*It was foggy from **Gatwick Airport** all the way to Derby.*

Pubs, restaurants, shops, banks and hotels which have the name of their **founder and end in -s or -'s** do not have ***the*** before them:

Harrods Baring's Bank Lloyds Bank

We do not use *the* with two-word names whose first word is the name of a person or place:

Edinburgh Castle Buckingham Palace Oxford University

Newspapers and Magazines

Newspapers, but not magazines, normally have *the* as part of their name:

the South China Morning Post the New York Times the Independent

Hello! Cosmopolitan

Did you get the Guardian today? (British newspaper)

I read about it in Time magazine. (American news magazine)

Weights, Measures, Times

The indefinite article *a* is used when linking one type of measurement to another:

It would cost you more than a pound a day to stay at home and eat.

I play rugby and so I train three times a week.

It is also possible to say *a pound per day* and *three times per week*.

Parts of the Body

Do not forget that normally **parts of a person's body** are referred to with **possessive pronouns** rather than the definite article:

I took my hand down and it was absolutely covered in blood.

But with **prepositional phrases relating to the recipient of an action**, *the* is used:

He punched him right in the stomach.

References to body measurements or impersonal references to anatomy often use *the*:

She's very big around the hips.

The eye is a very complex organ.

Media and Entertainment Forms

In general, **television** or **TV** is used **without *the*** when we refer to the medium itself or programmes:

*One of the people I hate most on **television** is Brian Morsley.*

But if we are referring to **the TV set** itself, then ***the*** can be used:

*We turned **the TV** on the morning after the general election to see what had happened.*

Very informal spoken language is different: *the* is used much more often:

We hear it on the television and read it in the newspapers. Things happen all the time.

With **radio**, **cinema**, **theatre**, **web** and **Internet** it is normal to use ***the*** in most situations:

*I buy all my airline tickets on **the Internet** these days.*

*It's got a cinema as well, so people go to **the cinema** there instead of into town.*

Note ***into town***, which has no article. ***In/into town*** usually refers to the centre of a town, where all the main shops and public buildings are.

Television, **radio**, **cinema** and **theatre** are used without *the* when we refer to them in very general terms as art forms or as professions:

*A lot of actors prefer **radio** to **television**.*

*With the support of her husband, Gertrude left for London and fulfilled the improbable dream of stepping from amateur **theatre** directly into a leading West End role.*

Exclamations

The indefinite article ***a*** is used with **countable** nouns in the **singular** in **exclamations** beginning with ***what***:

*What **a** lovely room!*

A is not used in exclamations with *what* when the noun is uncountable:

What awful weather!

Political or Business Roles

As a rule **no article** is used before nouns which denote **a post held by one person at a time** after the verbs *be, become, act/work as, make, appoint, elect*:

Lagos became President of Chile in 2000.

When talking about **a person** rather than describing someone's role you need *the*:

The Queen is strongly against the project.

The is omitted before **titles or ranks with proper names**:

Queen Elizabeth President Lincoln Colonel Brown

PRACTICE

THE

1 General or Specific

Look at the following. Extracts (a) and (b) are short film reviews taken from an Australian magazine while (c) is part of a conversation between a doctor and a pregnant patient.

Put *the* in the brackets where you think it is needed, or leave a blank if you think no article is needed.

a) () Tensions between () three middle-aged couples after a blonde stranger arrives are explored in a 1984 Greek film.

b) A hideous comic-book monster comes to () life and terrifies a creepy house where a student lives. () monster is scary but () film is not.

c) Stella: I've only seen (...) midwife once.

Doctor: Right. Right. Okay. Did she explain to you what (...) 'case-load midwifery' involves?

Stella: That I would actually see her right from (...) beginning. [Doctor: Mm] when she books me in, to (...) end, basically (...) delivery. She would hopefully deliver (...) baby if I wanted her to deliver it.

Doctor: Mm.

Observations

- You probably found *tensions* and *three middle-aged couples* in 1(a) easiest to decide on. These do not need *the* because they are ‘new’ plural things in the text; they have not been mentioned before.

- In 1(b), *the monster* and *the film* are both already part of the text, they are already mentioned, so they take *the*.

- In 1(b) we have the expression *come to life*. This expression never has *the* before *life*, and can be learnt as a fixed form. The reason it never has *the* is that *life* is being used in a very general sense to refer to something abstract. Compare *music*, *love*, *death*, which are also often used in this way (e.g. ‘I’m not afraid of death’, ‘Life without music would be nothing’).

- In 1(c) *the* is used to refer to single, specific things in relation to the situation: *the midwife*, *the delivery*, *the baby* and so on. When the reference is more general, countable nouns are put into the plural: ‘Young babies need a lot of sleep.’

2 Modified Noun Phrases

These sentences, taken from a women's magazine, contain noun phrases with *the*. The noun phrases are in bold and the main nouns are underlined.

What do the noun phrases have in common?

a) **The state of women's health** in the 1990s reflects **the price of progress**.

b) **The role of women** in today's society has been achieved through centuries of major cultural changes.

c) In this special health report we look into **the causes and cures of your six most common health complaints**.

Why do the next examples of noun phrases with prepositions not have *the*?

d) What makes us different from **women of past decades** is our range of choices.

e) Only in America ... psychologists for pets! In California, **owners of mentally disturbed dogs** are now paying for pet psychologists to help them.

Observations

- All the nouns in 2(a), (b) and (c) are followed by a phrase starting with a preposition (*of* in these examples). You may have learnt this rule: when a noun has a phrase with a preposition after it (e.g. '*of women in today's society*'), use *the* before the noun. But this is not always so.

- In 2(d) and (e) there is a prepositional phrase, but the meaning of '*women*' and '*owners*' is still general and open-ended. Compare this with:

'The women of the other team all came from Cairo.'

'The owners of the three dangerous dogs had to pay a fine.'

Here *the team* and *the three dangerous dogs* limit the meaning of *women* and *owners* to a definite, specific group of people which you, the reader, are already familiar with, so we need *the*.

- The same is true with sentences with relative clauses:

'People who drink and drive should go to prison.' (**any** people, it does not matter who)

'The people who made this mess should be ashamed of themselves.'
(that **specific** group who made the mess)

- It is not the presence of a prepositional phrase or relative clause which decides whether *the* is needed or not. What is important is whether we are referring to someone or something unlimited, open-ended, unpredictable (we do not use *the*), or someone or something limited to a specific person, thing or group that the listener or reader can be assumed to be familiar with or to understand the reference to (we use *the*).

3 *The* in Specific Contexts

Some uses of *the* are best observed in real contexts, because the use of articles is strongly affected by context. Here is the beginning of a story which Peter is telling about a funny incident involving ice-cream.

Underline each time he uses *the* and make notes as to why he does so in each case.

Peter could have said ‘a little sweetshop’. What difference would that have made to the meaning?

Why does Peter use *the* with ‘door’ and ‘deep-freeze’ even though he has not mentioned them before?

Peter: We went into the little sweetshop just up the road here, and we walked straight in the door, and the shopkeeper was on the phone, and we walked straight in, and just turned to the right, and there was the ice-cream deep-freeze, and we noted that it was a 'Walls' deep-freeze and we knew exactly what we were looking for, the ice-cream called Magnum ...

Observations

- Once Peter mentions a sweetshop, he can assume that everyone will know that it has a door and a deep-freeze for ice-cream. We could also talk about other things always associated with shops, and would naturally use *the*:

‘the shop window,’ ‘the shelves’

- Peter also knows, when he says ‘*the phone*’, that no-one will ask ‘which phone?’ because we all know that he means the telephone in the shop. Other examples are:

*‘When I came in she was listening to **the** radio.’*

*‘The post was late this morning. I wonder if **the** postwoman is ill?’*

*‘It was in **the** newspaper, so it must be true.’* (understood as ‘the newspaper I, or you and I read’, or ‘one of the well-known ones that people read’)

4 Choosing to Use *The*

The word *the* has been taken out of the following examples of conversation.

Where would you insert *the* in the following examples?

a) He said his name was Paul McCartney. I knew he wasn't Paul McCartney, but he was a good singer anyway.

b) The last time I saw her was three weeks ago. She was in England for one week. She phoned me on Wednesday and we met on Friday.

Observations

- Particularly in speaking, *the* can be used to highlight the specific nature of something for emphasis. One common use is *the* + proper noun when referring to a famous person or place:

'I live in Rome, not the (/ði:/) Rome, but a little village in Wales.'

'I knew he wasn't the (/ði:/) Paul McCartney.'

- When *the* is used in front of days of the week (or months of the year), it shows that there was a clearly specified week (or year) being referred to:

'She rang on the Wednesday and we met on the Friday.'

5 *The* in Proverbs

English proverbs often contain *the*. What do these common proverbs mean?

a) The early bird catches the worm.

b) When the cat's away, the mice will play.

c) The grass is always greener on the other side of the fence.

Which of the proverbs above could you use about someone who ...?

i) always says their friends have more interesting jobs than them.

ii) plays around with the boss's computer when the boss is on holiday.

iii) always queues for hours outside shops where there is going to be a sale.

Summary

- Most uses of *the* show that ‘I (the writer/speaker) can assume that you (the listener/reader) know who/what I am referring to’.
- When a noun is ‘new’ in a text or conversation, or when the reference is very general, *the* is not normally used.
- Once a topic has been introduced, a speaker/writer can use *the* to refer to people/things that are normally present in that situation. For example, if someone is telling a story about a flight they were on, they can refer to ‘the pilot’, ‘the plane’, ‘the airport’, ‘the food’, etc., without having to be more explicit. Some uses of *the* are more idiomatic.

A / THE/ NO ARTICLE

1 A/The/No Article with Countable Nouns

Look at these examples of the use of the word *book(s)*, taken from real spoken situations. In (a) there is *a* (the indefinite article), in (b) there is *the* (the definite article) and in (c) there is no article.

Read these three rules for the use of articles. They are unfinished. Match them to (a), (b) and (c), and complete the rules.

Rules for the use of articles:

- 1 If the speaker limits something or specifies a particular set, then...
- 2 If the speaker is referring to one example of a general class of things, then...
- 3 If the speaker is referring to all and any examples of a general class of things, then...

a) [customer in a bookshop]

Customer: I'm looking for **a book** by Charles Handy, *Schools as Organisations*.

Assistant: *Schools as Organisations*, it might be in Educational.

b) [Another bookshop; this time the customer is unhappy. The shop does not have the book he is looking for.]

Customer: You don't have it? You never have **the books** I need.

c) [A small child is trying to tear a book. Her mother gets angry.]

Mother: No, no, that's horrible! You don't do that to **books!**

Observations

- In general, the three rules above are very useful for a wide range of uses of *a*, *the* and no article.
 - *A* refers to one member of a class of things (e.g. 'She has a dog and a cat.'). *The* refers to a thing or things that are assumed to be familiar to speaker and listener because they are limited or restricted in some way. In (b) above, the things referred to are only those specific books that a particular customer is likely to want.
 - No article is used for open-ended reference to any or all members of a class (in the case of (c), all books the child might ever touch).

2 No Article and *A* with Uncountable Nouns

a) Uncountable nouns are usually not used with *a*. However, *a* is used with uncountables for particular types of meanings.

Look at these examples of uncountables:

- i) **A washing powder** I've found to be extremely good is 'Snow'.
- ii) This seems to be **an excellent oil**; the engine's running very smoothly.

Complete this rule.

A/an can be used with uncountables if the speaker or writer ...

b) Some uncountable words have different meanings when used with *a/an*.

What is the difference between:

- i) *chocolate* and *a chocolate* ?
- ii) *iron* and *an iron*?
- iii) *glass* and *a glass*?

Fill the gaps with *a* if you think it is necessary, or leave the space blank.

- a) I've spilt some wine; get cloth.
- b) When you're in town, can you get paper? The printer has run out.
- c) Is there chicken in this hamburger? It tastes as if there is.

- d) When you're in town can you get paper? I want to get the football results.
- e) After walking for about an hour we came to wood.
- f) cloth has to be imported. That's why clothes are expensive.
- g) If you want to make a fire you'll need wood.
- h) I ran over chicken near a farm today. It had obviously escaped.

3 *A/The/No* Article with Particular Classes of Noun

Read the following text. What rules can you make for the use of *a*, *the*, and no article?

Fact File

- Arnold Schwarzenegger grew up in Austria. His father was a policeman and his mother a housewife. Home didn't have a flush toilet or a refrigerator until Arnie was 14.
- He arrived in the US a penniless 21-year-old.
- His wife, Maria Shriver, is an anchor woman on US TV news and niece of assassinated President John F Kennedy.
- Andy Warhol and Grace Jones were among the 500 guests at their wedding. Others invited who were unable to attend included the Pope and the Reagans.
- His hobbies include reading, collecting art and attending classical music festivals.

4 *A* versus *One*

a) In these extracts from real texts and conversations some words are missing. What do you think the people actually said?

Fill the gaps with *a(n)* or *one*.

1 [Trevor is talking about the town where he lives.]

Trevor: It's not a very big town anyway, it's only hundred thousand people.

2 [Doris is talking about an exotic food experience she and her husband, David had.]

Doris: It was full of garlic. David took mouthful and shot out of the room!

3 [A customer in a film-processing shop asks how long his enlargements will take.]

Customer: When will they be ready?

Assistant: They take week.

Customer: week, right, thanks very much.

4 [Francis is telling Nell how to make a cake.]

Francis: A hundred grams of flour to egg, yeah, mixed up in the bowl.

Nell: Right.

b) Look at these two further examples of *one*. Why do you think *one* is used instead of *a*?

1 [Sian is talking about restaurants she goes to in London with her best friend.]

Sian: There's **one** place we go to which is a Mexican restaurant, and they have a happy hour between 5.30 and 7.30.

2 [Martyn is remembering horrible tricks he and his schoolmates used to play on other boys when they were kids.]

Martyn: There was **one** lad they used to terrify, they used to tie dead birds on the inside of his desk!

Observations

- *A* is the ordinary, neutral word to refer to an example of something.
- *One* is only used in special cases where we are thinking in terms of numbers, or really stressing that it was no more than one, not two or three.
- People telling stories or reporting experiences often use *one* to emphasise the person or thing as an important topic which they are going to talk about. In (b) (1) and (2), the speakers could have said *a*, but it would not have singled out or highlighted the restaurant or the lad in the same way. You are probably familiar with expressions like '*One day*' and '*One morning*' as openings to im-

portant events in stories. These operate in the same way as the examples we have looked at.

Summary

- *A*, the indefinite article, is the normal, neutral and most typical way of referring to a single example of something.

- We only use *one*:

- when we want to be particularly emphatic or dramatic, meaning ‘no more than one’.

- when we are explicitly contrasting numbers, e.g. *two kilos of flour and one litre of water*, or in technical mathematical contexts.

- when we want to highlight something/someone in a report or story, and make them our topic.

- No article is used for general, open-ended reference to classes of things.

No article is normal with uncountable nouns, but *a* is used when the meaning is ‘a type/kind of.’

- Some uncountable nouns have quite a distinct meaning when used with *a*.

Further exercises

1 Which nouns would you put *the* before in these sentences?

- I'll meet you at university at three o'clock, outside room 26.
- Dog needs to go to vet. Can you take him?
- When I got up, I noticed car windscreen was covered in ice.

2 Fill in the nouns which fit the topics that these people are talking about, as in the example.

Example:

He owned a huge *estate*. The land and the buildings were worth millions.

a) What did you think of that ? I thought the atmosphere was good, but the service was slow.

b) I think for me, when it comes to choosing a , the conditions and the prospects are more important than the salary.

c) I don't think I'll ever use that ; the ingredients are impossible to get hold of and the instructions are too complicated anyway.

d) What did you think of his latest ? I thought the plot was tedious and the characters were unrealistic.

e) It was a most dreadful ; the survivors had to spend the night on a cold mountainside.

3 Put *the* or leave a blank in the brackets in these sentences.

a) I think ordinary people in Vietnam must have suffered terribly during () years of their war with America.

b) I feel very sorry for () people who have to live in () cities which they absolutely hate because they have no choice.

c) () role of () computers in () society will only be truly understood when () historians look back on () end of the twentieth century.

d) () humans can never really understand what () animals think and feel, or whether they experience () pain and () suffering in the same way that () people do.

e) () children of () single-parent families often suffer () discrimination in () countries where () marriage is still considered essential.

4 Where could you put *the* in the following?

a) Nora: It was a terrible week, wasn't it, d'you remember?

Marco: Yes, we had snow on Monday and floods on Thursday!

c) More you study English, harder it seems to get.

5 Here are some lists of things connected with the same topic. Which ones of them would normally have *the* in front of them when you refer to them?

(things to do with space) sun moon Mars universe

(things to do with media and communications) Internet e-mail phone
press

(things to do with sport) tennis Olympic Games crowd world record

(things to do with food and drink) chef menu kitchen breakfast

(things to do with politics) Prime Minister democracy economy
state

6 Here are some quotations from famous people. Decide whether it is necessary to put *the* / *a* / no article in the gaps.

‘All good books are alike in that they are truer than if they had really happened.’ (Ernest Hemingway, 20th century American novelist)

‘ worker is slave of the capitalist society; female worker is slave of slave.’ (James Connolly, Irish 19th century political thinker)

‘ happiest women, like happiest nations, have no history.’ (George Eliot, real name: Mary Ann Evans, English 19th century novelist)

‘ non-violence is first article of my faith.’ (Mahatma Gandhi, 1869-1948, Indian statesman)

‘ success is counted sweetest by those who never succeed.’ (Emily Dickinson, 19th century American poet)

7 Complete the following sentences with *a/an*, *the* or no article.

1 audience clapped and cheered.

2 People say British are not very friendly but I disagree.

3 If we do not protect nature, our environment will get worse and worse.

4 I pick up kids from school and take them home when Mary is at work.

5 Take these letters to post office, will you?

6 Are we going round to Wilsons for supper on Saturday?

7 Where do you work during day?

8 What will you do you if they cut electricity off?

9 She kissed him on cheek.

10 The Government should tax rich more and poor less.

11 power doesn't interest him but money does.

12 We arrived at Heathrow and got taxi which took us to Oxford Street.

8 Fill in: *a, an, the, any* or *some* where necessary.

1 "Have you got smoked ham?" "I ordered last week, but supplier had run out so it'll be a while before I have" "Oh, okay. How much is boiled ham?"

2 When I opened door this morning man was standing there with flowers in his hand. When I asked him if I could be of help he blushed, said, "I've got wrong house," and ran away.

3 He's been in country for six months but he can't speak English yet. Give him help with learning language, please.

9 Read this story and fill in the gaps with the correct article: *a/an, the* or - (no article). For one gap you will need a possessive adjective.

I first experienced terror when I was seven. My mother lived in London, but after a brief liaison with (1) soldier from the United States she became pregnant and fled to (2) country. (At that time, fifty years ago, it was considered shameful to be a single parent.) A great aunt of hers lived in (3)

.....cottage in (4) North Wales, and there she was able to bring me up in (5) peace, pretending that she was a widow. (6) locals were all very friendly to us and accepted us without question, and I had (7).....blissful childhood.

One day I arrived home from (8)school to find my mother clutching (9)telegram, in floods of tears. (10)telegram informed her that her father - my grandfather - had died. His funeral would be in three days and we had to go to London. I had never been outside (11)village and I was really excited at the thought of going to (12)capital city. So, two days later, we boarded a train to London. It was (13)first time I had been on a train and I could barely contain (14)excitement of such an adventure. Several hours later we arrived. I clutched my mother's hand as we stepped down from the train. (15) station was full of people rushing home from (16)work and it was quite dark. Now (17)fear was starting to creep into my mind. Then, suddenly, we were in (18)street outside the station. I had never seen so many people, buses and cars, nor heard so much noise. I was terrified. I opened (19) mouth and the wail that I let escape was one of (20) sheer terror.

10 What are your childhood memories? Are they pleasant or unpleasant?

Describe an event that gave you great happiness or sadness.

11 Complete these short sentences with an appropriate article: *a/an, the* or - (no article).

- 1 He's got asthma.
- 2 The ring is just a band of gold.
- 3 It prints seven pages minute.
- 4 Let's have a weekend in mountains.
- 5 She's at work.
- 6 It's in Tasman Sea.

- 7 Sorry - it's wrong answer.
- 8 It appeared in *New York Times*.
- 9 She's always been Catholic.
- 10 What's for dinner?
- 11 We're going on a day trip by coach.
- 12 They're flying to Seychelles.
- 13 It's best solution.
- 14 Can you ski on Mont Blanc?
- 15 It's quite warm there in winter.
- 16 We all need oxygen.
- 17 We've had over dozen applicants.
- 18 She works in television.
- 19 It's all better if you can come early.
- 20 He was crowned king.

12 Match one of the sentences or beginnings of sentences in each pair (1-8) with a continuation of the sentence or conversation from the list below (A-I).

- A I don't know him. Do you?
- B Could I have a closer look at it, please?
- C It's a basic human right.
- D You just have to shop around.
- E It's the tallest type of tree in the world.
- F She took journalism and media studies.
- G ~~You know, the one where Chris works.~~
- H You know, the one that we couldn't get last week.
- I I've never come across one so talkative before!

- 0 a Let's meet in a wine bar.
- b Let's meet in the wine bar.

b + G

- 1 a My sister went to university.
b My sister went to the university ...
- 2 a The cat communicates a lot of desires and emotions.
b This cat communicates a lot of desires and emotions.
- 3 a Dr Richards called to speak to you.
b A Dr Richards called to speak to you.
- 4 a People shouldn't be denied freedom.
b People shouldn't be denied the freedom ...
- 5 a A giant redwood once grew to over 70 metres.
b The giant redwood can grow to more than 70 metres.
- 6 a Let's get a video out this evening.
b Let's get that video out this evening.
- 7 a You can pay a lot less for a car these days.
b You could pay a lot less for a car in those days.
- 8 a This is an interesting specimen.
b That's an interesting specimen.

13 Articles have been removed from the following passage. Write it again including 18 missing articles.

London Bridge is falling down

Romans invaded Britain in AD43 and, chasing ancient Britons along Thames, they came to first place where it was easy to cross. They built garrison there - and London was born. They also erected bridge over river. Garrison became major trading post. Later, bridge suffered neglect and whole area was raided by Vikings.

In AD886 Alfred Great drove out raiders, bridge was repaired and city prospered again. Hundred years later, Vikings returned but King Ethelred sailed up Thames, attached ropes to London Bridge, headed downriver and pulled it down.

14 Rewrite these headlines as normal written sentences, adding *the* as appropriate, and making any other suitable changes.

Example:

TV corrupts young says Minister of Education

The Minister of Education has said that television corrupts the young.

- a) death of President leaves country in chaos
- b) big business hit by inflation
- c) *United manager faces sack after latest defeat*
- d) COMPUTERS BLAMED FOR RECORD NUMBER OF JOB LOSSES
- e) water people drink not fit for animals say environmentalists
- f) *level of unemployment highest since mid nineteen nineties*

15 Tick the underlined alternative that best fits the meaning of each sentence.

- 1 Accidents / The accident will happen, I'm afraid.
- 2 A tortoise is a / the sort of reptile.
- 3 My dog has hurt the / his leg.
- 4 Look me in the / my eye and tell me what you're saying is true.
- 5 A / The liver is used to help purify the blood.
- 6 Can't you think of anything else? You've got food on the / your brain.
- 7 Have you ever considered taking up a / the musical instrument?
- 8 What on earth is a / the CD Rom?
- 9 I used to play a / the trumpet when I was younger.
- 10 Frank Wittle invented a / the jet engine.

16 Report a news event you have just heard on the radio to a friend who hasn't heard it. Here are some events to help you. Add articles as appropriate and make any other suitable changes.

You begin: 'Have you heard? ...'

- a) Woman in Madrid wins five million dollars. Only buys one ticket. Loses ticket. Finds it in rubbish bin. Claims prize.
- b) President has heart attack. Collapses during debate in Parliament. Rushed to hospital.
- c) Canadian woman becomes first person to cross Pacific Ocean solo on raft. Only one small sail. Built it herself. Journey six months.

Think of more events to report.

1.2.4. ADJECTIVES AND ADJECTIVE PHRASES

Adjectives

Formation

Adjectives describe properties, qualities or states attributed to a noun or a pronoun. Adjectives cannot necessarily be identified by their form. However, some suffixes are associated with adjective formation, and many adjectives can be seen to be derived from nouns and verbs:

suffix	adjectives related to nouns	suffix	adjectives related to verbs
<i>-al</i>	<i>accidental, professional</i>	<i>-able</i>	<i>drinkable, understandable</i>
<i>-ful</i>	<i>beautiful, useful</i>	<i>-ive</i>	<i>attractive, explosive</i>
<i>-ic</i>	<i>heroic, optimistic</i>		
<i>-less</i>	<i>hopeless, harmless</i>		
<i>-ly</i>	<i>brotherly, friendly</i>		
<i>-ous</i>	<i>virtuous, courteous</i>		
<i>-ish</i>	<i>foolish, boyish</i>		
<i>-y</i>	<i>sandy, watery</i>		

Adjectives may also be derived from other adjectives, through the use of suffixes or, more commonly, prefixes:

greenish

shortish

impossible

disrespectful

irresponsible

unfortunate

A group of adjectives with the prefix *a-* are derived from verbs:

afloat

asleep

awash

ablaze

awake

The **-ing** and **-ed** forms of verbs may also function as adjectives:

[cooking instructions on food packet] *Just add **boiling** water.*

*They only want to travel to **English-speaking** countries.*

*It's not **smoked** salmon, it's **smoked** trout.*

*Even supermarkets now sell **home-made** jams.*

Compound Adjectives

Most compound adjectives end in an adjective (e.g. *air-sick*), or in an **-ing** or **-ed** adjective form (e.g. *heart-breaking*, *short-sighted*, *white-washed*). The main relationships between the parts of compound adjectives are as follows:

object + -ing/-ed:	English-speaking (speaks English), confidence-boosting (boosts confidence), heart-broken (the heart is broken by somebody)
verb complement + -ing/-ed:	far-reaching (reaches far), home-made (made at home)
subject + predicative complement:	top-heavy (the top is heavy) (A is B)
comparative:	paper-thin (as thin as paper) (as B as A)
adjective + complement:	fat-free (free of fat), user-friendly (friendly to the user)
adjective + adjective head:	royal-blue , light-green , bitter-sweet

Note also that some adjective compounds are formed by adding an **-ed** inflection to an existing **adjective + noun**: **right-angled** (formed from *right-angle*), **left-handed** (formed from *left hand*).

Compound adjectives can be formed with **badly**, **ill**, **poorly**, **well** + **past participle**: *a **badly-treated** animal*, *a **well-established** firm*.

Compound adjectives are also formed with **cardinal numbers + nouns**: *an **eighteen-year-old** girl*, *a **twenty-ton** truck*, *a **twenty-four-hour** flight*.

In numerically modified adjectives, all modifying elements are **hyphenated**. Note that these forms are only used attributively.

Adjectives: Gradability

Adjectives are either **gradable** or **non-gradable (ungradable)**. Most adjectives have a meaning which can be made stronger or weaker; these are called gradable adjectives. For example, it is possible to say that something is *a bit dangerous* or *extremely dangerous*. *Dangerous* is a gradable adjective. Gradable adjectives tend to have an antonym (opposite), for example, *hot–cold*, *high–low*, *strong–weak*. Non-gradable adjectives have a meaning which is extreme or absolute and cannot be modified on a scale. A person is either *married* or not, *female* or not, *dead* or not, and one cannot be *very married* or *rather female*.

An inflectional property of gradable adjectives is that they can occur in a comparative or superlative form.

Adjective Phrases

Adjective Phrases: Forms

An adjective phrase can consist of a single adjective or an adjective which is modified or complemented. Adjectives are typically modified by **adverb phrases** (in bold):

*That's **really** interesting.*

*He's a **very** tall man.*

*That's not good **enough**.*

*It's **too** expensive.*

*They were only **very slightly** injured.*

Occasionally, modification may be by **a noun phrase** (in bold):

*She's only **seven years** old.*

*His farm is **300 acres** bigger than his brother's.*

Adjectives can be followed by complements, most commonly in the form of **a prepositional phrase** (in bold), or also by **a that-clause** (in bold). Different adjectives require different complementation patterns:

*Lucy is proud **of you**.*

*Lucy is good **with children**.*

*Lucy is keen **on** golf.*

*Lucy is safe **from** criticism from her family.*

*Lucy is clever **at** avoiding work.*

*Lucy is sure **that** she saw someone.*

Adjective Phrases: Attributive and Predicative

Two main syntactic functions of adjective phrases are **attributive** and **predicative**.

An adjective phrase is **attributive** when **it modifies a noun or pronoun**:

*the **tall, grey** building*

*an **interesting** idea*

***poor** you!*

*a court **martial***

Most typically, an attributive adjective phrase occurs as a **premodifier** in the noun phrase, coming between any determiners and the head noun:

determiner adjective phrase head

*And so you're not sure what | **the** | **really important** | things are.*

*Elsie's got | **her** | **best** | hat on.*

If the head of the noun phrase is one of the pronouns *someone, somebody, something, somewhere; no one, nobody, nothing, nowhere; anyone, anybody, anything, anywhere; everyone, everybody, everything, everywhere*, the attributive adjective phrase occurs as a **postmodifier**:

*There's nothing **good** about being poor.*

*There wasn't really anyone **famous** at Lordsborough [University].*

*There's something **definitely wrong** here.*

If an attributive adjective has a complement, the whole adjective phrase or just its complement must follow the head noun:

*Hardin reached under the counter and brought out a badge **similar to the one he was already wearing on his waistcoat**.*

*Helsinki has a character **quite different from the Scandinavian capitals**.*

*It's a **very different** room **from** the old one.*

For a number of adjectives, the whole adjective phrase must follow the noun when a complement of the adjective is used. These include *closed, eager, full, happy, keen, open, ready, responsible, (un)willing, worth*:

*Fans **keen to get their hands on the new book** had queued all night.*

*By the time we got there, the person **responsible for giving refunds** had gone home.*

*It's a film **worth seeing**.*

Some fixed expressions include postmodifying adjectives, for example *chair-person **designate**, court **martial**, President **Elect***.

An adjective phrase has a **predicative function** when it occurs in a clause as **the complement of a copular (linking) verb** such as *appear, be, become, feel, get, look, remain, seem, smell, sound, taste*:

*They were always **popular** with the rest of the team.*

*The daily rates for the hotel **seem a bit high**, don't they?*

*That chicken **tastes very odd**.*

Adjective phrases may also occur as **object complements**:

*It made me **really nervous**.*

*We've made the room **tidy** so they can move in when they like.*

Most adjectives can be used in either way, but some adjectives have only an attributive or only a predicative function.

ADJECTIVES USUALLY USED IN ATTRIBUTIVE POSITION:

chemical, chief, criminal, elder, entire, eventual, former, industrial, local, lone, main, major, maximum, medical, national, nuclear, only, outdoor/indoor, principal, social, sole, underlying, whole

mere, sheer, utter

*It was **pure** nonsense.*

*You know, the **main** reason for being in business at all is profit and that's what you ought to be judging.*

*He published **major** works on logic and political theory.*

ADJECTIVES USUALLY USED IN PREDICATIVE POSITION:

ablaze, afloat, afraid, alight, alike, alive, alone, aloof, ashamed, askew, asleep, awake, aware

content, fine, glad, ill, pleased, poorly, ready, sorry, sure, upset, (un)well

*I was **asleep** in bed when she came to tell me.*

*His younger brother was **ill**.*

Some predicative adjectives have equivalent words which can be used before a noun.

predicative	<i>alive</i>	<i>afraid</i>	<i>alike</i>	<i>asleep</i>	<i>ill</i>
attributive	<i>live/living</i>	<i>frightened</i>	<i>similar</i>	<i>sleeping</i>	<i>sick</i>

*They are doing experiments on **live** animals / animals which are **alive**.*

Order of Attributive Adjective Phrases

Lists of Adjectives

When a noun phrase is premodified by more than one adjective, there is a preferred order for the adjectives. For example, colour normally precedes material:

*A **yellow plastic** container was found at the scene of the crime.*

Shape normally precedes material and material normally precedes purpose:

*You need one of those **round wooden bathing** tubs.*

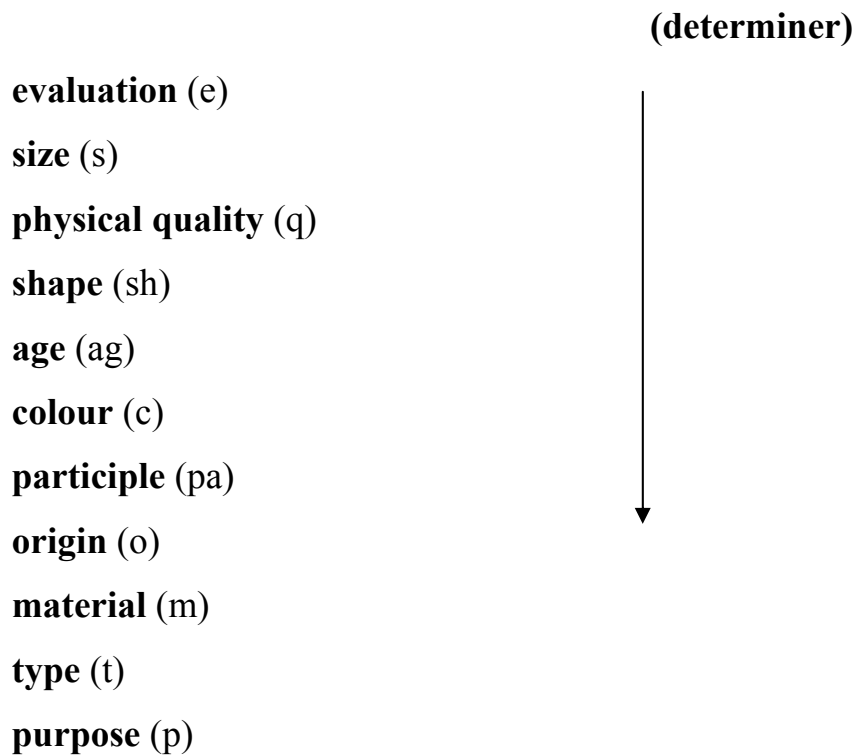
References to place or origin usually come after colour or shape and before material:

*You need one of those **round Swedish wooden bathing** tubs.*

Evaluative adjectives which describe opinions or attitudes often come before more neutrally descriptive ones:

*She's a **remarkable old** woman. She's just got such a **fantastic, long** memory.*

The most neutral sequence of adjective types may be summarised as:



An example including a number of these types would be:

(e) (s) (q) (ag) (c) (o) (p)

These wonderful, monumental, strong, old, grey, Indian, log-carrying elephants of Northern Thailand...

(an invented example to illustrate the possibilities)

A noun phrase which included all these types would be extremely rare.

Examples of multiple attributive adjectives involving *beautiful*:

(e) (sh)

You can also sit in the beautiful semicircular courthouse and listen to the trial of a farmer accused of fraud.

(e) (pa)

... the beautiful walled city of Avila, birthplace of Saint Teresa;

(e) (s) (ag)

It was a beautiful little old church.

(e) (c) (pa)

*Where was that **just most beautiful black-and-white timbered** house?*

Nouns of material, purpose or type can be used as adjectives. (*a summer suit, a television series*)

Certain adjectives can be used metaphorically: *silky skin* (soft and smooth, like silk), but *a silk dress* (a dress made of silk); *stony look* (disapproving look), but *a stone wall* (a wall made of stone); *feathery snowflakes* (soft and delicate like feathers), but *a feather pillow* (a pillow containing feathers); *a leaden sky* (dark sky, the colour of lead), but *lead pipes* (pipes made of lead).

Adjectives Joined by and

Some lists of adjectives are joined by **and**. When a list of adjectives occurs predicatively, the penultimate and final adjectives are normally joined by **and**:

*It was **wet, wild and windy**. How can anyone forget a night like that?*

And occurs less commonly when the list of adjectives is in an attributive position:

*A **tall, dark, mysterious** stranger entered the room.*

And can occur when two or more adjectives of the same category are used, or when the adjectives refer to different parts of the same thing:

*He drives a **red and black** Ferrari.*

PRACTICE

1 Use the word in the box to form an adjective that fits in the numbered space in the sentence. The exercise begins with an example (0).

- | | |
|---|------------|
| 0 I have absolutely no interest in <i>political</i>debates. | 0 politics |
| 1 Entry to the single currency zone is.....on meeting several financial criteria. | 1 depend |
| 2 Most public car parks now have special parking bays for the..... | 2 able |
| 3 John F Kennedy enjoyed a.....rise to fame in the 1960s. | 3 meteor |
| 4 Our lives are ruled by.....bureaucrats who seem to be answerable to no one. | 4 face |

5 It was more than funny, it was absolutely.....!	5 hysteria
6 People claim the rise of popular culture has had a.....effect on national identity.	6 destroy
7 There are few things more..... than people who shout at waiters.	7 disagree
8 They say the.....love their pets more than their children.	8 Britain
9 I've made my mind up and any attempt to change it is..... .	9 point
10 The soil in this valley is particularly..... .	10 fertility
11 As a teenager I went through a very.....phase.	11 argue
12 Unfortunately, a sense of moral duty seems to be becoming increasingly.....these days.	12 fashion
13 Orange and lemon trees are.....in this part of Spain.	13 plenty
14 Two weeks in the Bahamas for less than a hundred dollars? That's.....!	14 believe
15 There's no point carrying on, the situation is..... .	15 hope
16 The compass will only work when laid on a.....surface.	16 horizon
17 That documentary on drug smuggling was a fine example of.....journalism.	17 investigation
18 Dry cleaning is often the only.....way to deal with stubborn stains.	18 effect
19 Some of his pathetic excuses were downright..... .	19 laugh
20 According to recent statistics the..... have Europe's highest per capita income.	20 Holland

2 Look at these pairs of sentences. Tick those which are grammatically correct and cross those which are incorrect. In some cases both sentences are correct.

- | | |
|--|---------------------------------------|
| 1 A Cost is the chief factor. | B The cost factor is chief. |
| 2 A This is the principal argument. | B This argument is principal. |
| 3 A He had an ashamed feeling. | B He felt ashamed. |
| 4 A That's a ridiculous idea. | B That idea is ridiculous. |
| 5 A The village has a local post office. | B The village post office is local. |
| 6 A It was sheer madness. | B The madness was sheer. |
| 7 A You have a ready dinner. | B Your dinner is ready. |
| 8 A He had an alone sensation. | B He sensed he was alone. |
| 9 A We're building an indoor pool. | B The pool we are building is indoor. |
| 10 A You have very alike children. | B Your children are very alike. |

- | | |
|-------------------------------------|---------------------------------|
| 11 A That was a silly comment. | B That comment was silly. |
| 12 A She's a mere beginner. | B That beginner is mere. |
| 13 A They are afraid people. | B Those people are afraid. |
| 14 A We have maximum security here. | B Here the security is maximum. |
| 15 A He's my ill brother. | B My brother is ill. |

3 Underline the correct adjective. Explain the difference between the words.

- 1 A *gold/golden* eagle glided gracefully across the sky.
- 2 She ruined her *silk/silky* suit by washing it.
- 3 We had to climb over a low *stone/stony* wall.
- 4 He approached the task with *steel/steely* determination.
- 5 This soap will leave your skin feeling *silk/silky* and soft.
- 6 *Leathery/Leather* coats never seem to go out of fashion.
- 7 This plant has soft *feather/feathery* leaves.
- 8 We spotted the *metal/metallic* blue car speeding into the tunnel ahead.
- 9 The manager's *stone/stony* expression showed that all was not well.
- 10 She was given an expensive *gold/golden* watch for her twenty-first birthday.

4 Make compound adjectives to describe the following.

- 1 A student who has been taught well. ...*a well-taught student*....
- 2 A letter that you have been waiting for for a long time.
- 3 A person who loves having fun.
- 4 A garden which is tended perfectly.
- 5 A life that is free of trouble.
- 6 A visit that was not timed well.
- 7 An action that is not advisable.
- 8 A journey of seven days.
- 9 An office which has good lighting.
- 10 A report which has ten pages.

5 Improve these sentences by rewriting them using compound participle adjectives to replace the underlined phrases. Use suitable forms of one word from each box to form the compound adjectives and make any changes necessary to grammar and word order.

brilliant	car	digital	home	film	fast	rare	rapid	slow
technology	well							

colour	drive	know	manufacture	visit	enhance	expand	go
grow	make	move					

0 Sao Paulo is a city which is getting bigger very quickly.

Sao Paulo is a rapidly-expanding city.

1 Northumberland is a part of England which people don't go to very often.

.....

2 They were soon engulfed by the water which was flowing very quickly.

.....

3 In recent times changes which are caused by technical developments have had a profound impact on working practices.

.....

4 The oak is a tree which doesn't get bigger very quickly.

.....

5 Australian parrots have plumage which is a mixture of bright red, yellow and green.

.....

6 The Midlands is Britain's main region that produces automobiles.

.....

7 The Hubble space telescope has produced pictures which are improved by electronic means that have amazed the public.

.....

8 There is a segment of the public that visits cinemas that will always want to see corny adventure movies.

.....

9 The new wing will be opened by a TV personality whom many people have heard of.

.....

10 The desserts which are produced by ourselves are the main feature of our restaurant.

.....

6 Rewrite these jumbled sentences with the words in the correct order. As a clue the first word of the sentence has a capital letter.

1 terraced/in/Victorian/They/a/live/house/wonderful

.....

2 wine/It's/ancient/jar/a/Greek/priceless/ceramic

.....

3 new/a/centre/Our/has/fantastic/school/state-of-the-art/computer

.....

4 superb/textured/the/She/ten/sales/found/metres/dark/blue/of/velvet/in

.....

5 Italian/It/upholstery/luxurious/features/leather

.....

6 orange/for/study/We've/a/lovely/chosen/inexpensive/and/wallpaper/green/the

.....

7 Put the adjectives in the correct order.

Rent our house in Italy

It's a 1)..... (stone, beautiful, large) villa on the coast, with spectacular views of the sea. You will love the 2)..... (old, huge, marble) swimming pool we have in our

3)..... (mountainside, terraced, colourful) garden. There is a 4)..... (sunny, stone, rectangular) patio at the front with many 5)..... (terracotta, flower-filled, circular) pots. The house has five 6)..... (elegant, white, medium-sized) bed rooms and three marble bathrooms - each with its own 7)..... (antique, little, wonderful) wall-painting. The living room has a 8)..... (cool, lovely, marble) floor with 9)..... (expensive, Persian, antique) rugs and comfortable sofas. You can eat in the many 10)..... (Italian, excellent, traditional) restaurants nearby and enjoy using the facilities in the new sports centre.

8 Write a short article for a magazine advertising a tourist destination.

9 Below are some humorous quotations. If you agree or disagree give your reasons. Start with 'I think', 'I don't think', 'I personally believe', 'I can't agree that...' , etc.

1. Light travels faster than sound. This is why some people appear bright until you hear them speak.
2. The best way to convince a fool that he is wrong is to let him have his own way.
3. Women are never stronger than when they arm themselves with their weakness.
4. Work is the greatest thing in the world, so we should always save some of it for tomorrow.
5. It takes a lot of things to prove that you are smart, but only one thing to prove that you are ignorant.
6. Love may be blind, but marriage is a real eye-opener.
7. Be not simply good, be good for something.
8. The 50-50-90 rule: Any time you have a 50-50 chance of getting something right, there's a 90% probability you'll get it wrong.

1.2.5. COMPARISON

Comparative and Superlative Forms

Comparative forms compare one entity or process with another. The most common comparative forms are adjectives and adverbs used with the suffix **-er** or premodified by **more**. The object of the comparison is most commonly introduced with **than**.

Comparison involves both morphological patterns in the form of endings, and syntax in the form of comparative clauses.

Comparatives often say that two things are different in quality or quantity or that something becomes different by changing over time:

*Your dog might be fat but our dog is **lazier**, I'm sure.*

*In fact, I think that this school has a **brighter** future **than** the private school has.*

*It's getting **hotter** and **hotter**.*

Comparatives also say that two things are of the same quality and quantity. A common structure used to indicate this function is **as ... as**:

*Geoff is **as** overweight **as** his wife.*

*Leeds has almost **as** many coffee bars **as** London.*

Comparison can indicate choices and preferences:

*Bob'll have salad **rather than** chips. He's trying to lose weight.*

Superlative forms involve comparison by singling out one thing as having a unique quality. A superlative defines a specific member of a set. An adjective or adverb with an **-est** ending or which is premodified by **most** is a common marker of a superlative form:

*Taipei has the **tallest** building in the world.*

(Taipei has the building which is taller than all the other buildings in the world)

*Tiger Woods is definitely the **most improved** golfer in the year 2000.*

Comparative and Superlative Adjectives

One-Syllable Adjectives

One-syllable adjectives normally form comparatives and superlatives with **-er** and **-est**.

Examples of the comparative and superlative of one-syllable adjectives

adjective	comparative	superlative
<i>cold</i>	<i>colder</i>	<i>coldest</i>
<i>strong</i>	<i>stronger</i>	<i>strongest</i>
<i>fine</i>	<i>finer</i>	<i>finest</i>
<i>dry</i>	<i>drier</i>	<i>driest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>thin</i>	<i>thinner</i>	<i>thinnest</i>

More and *most* are not normally used before one-syllable adjectives:

*She is two years **older** than her sister.*

*That's the **fattest** pigeon I've ever seen.*

In **informal** contexts, **more** and **most** can be used with some short adjectives, often when followed by **than**. When spoken, the stress normally falls on the word *more*:

*It's **more** cold in the North **than** it is in the South.*

*She looked **more** thin today **than** I've ever seen her.*

More and **most** have to be used with the single-syllable adjectives **apt**, **real**, **right** and **wrong**:

*He made what he was teaching seem **more real**, didn't he?*

*You couldn't be **more wrong**.*

Two-Syllable Adjectives

Two-syllable adjectives which end in **-er**, **-le** or **-ow** can have comparatives and superlatives either with **-er** and **-est** or with **more** and **most**. Such adjectives include **able**, **clever**, **hollow**, **narrow**, **simple**:

*Peter is the **cleverer** brother.* (or: Peter is the more clever brother.)

*The **simplest** approach is often the best approach.*

(or: The most simple approach is often the best approach.)

The comparative and superlative forms of two-syllable adjectives ending in **-y** are spelled **-ier**, **-iest**. Among the most frequent are: **angry**, **busy**, **clumsy**, **easy**, **friendly**, **funny**, **happy**, **lovely**, **lucky**, **pretty**, **silly**, **windy**.

Examples of the comparative and superlative of two-syllable adjectives ending in **-y**

adjective	comparative	superlative
<i>friendly</i>	<i>friendlier</i>	<i>friendliest</i>
<i>lucky</i>	<i>luckier</i>	<i>luckiest</i>
<i>angry</i>	<i>angrier</i>	<i>angriest</i>

*Be careful! He's **clumsier** than you think.*

*It's been one of the **windiest** days on record, with gusts reaching 100 miles per hour.*

Multi-Syllable Adjectives

Multi-syllable adjectives form their comparative and superlative with **more** and **most**:

*He is **more interesting** than his brother.*

*The **most intelligent** solution would be to do nothing.*

Some negatively prefixed forms are exceptions. They can take either **more** and **most** or **-er** and **-est**:

*She's one of the **untidier** guests.* (or: She's one of the more untidy guests.)

*Yesterday was the **unpleasantest** day of my life.*

(or: Yesterday was the most unpleasant day of my life.)

Irregular Adjectives (Bad, Good, Ill, Well)

Some very frequent adjectives have irregular comparative and superlative forms.

Examples of the comparative and superlative of irregular adjectives

adjective	comparative	superlative
<i>good</i>	<i>better</i>	<i>best</i>
<i>well</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>ill</i>	<i>worse</i>	<i>worst</i>
<i>old</i>	<i>older/elder</i>	<i>oldest/eldest</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
<i>little</i>	<i>smaller</i>	<i>smallest/littlest</i>

*The weather in Scotland was **better** than we thought.*

*Compared with the other teams in the division, they have had the **worst** results.*

*He was *ill* last week; this week he is **worse**.*

The same applies to the use of these words in compound adjectives:

*It's always advisable to book with the **best-known** company.*

*Don't you think she is **better-looking** than her sister?*

*That was one of the **worst-organised** trips I've ever been on.*

Older/Elder, Farther/Further

Note that when talking about members of a family, **elder/eldest** may be used.

In other contexts **older/oldest** are used:

*Janet is my **elder** sister but Mary is the **eldest**.*

*Their **eldest** daughter has just won a swimming scholarship to an American university. (preferred to: Their oldest daughter ...)*

*The cathedral is the **oldest** in Northern Europe.*

Elder may not be used with *than*:

*My sister's **older** than me.*

There is no difference in meaning between **farther** and **further** when both refer to **distances**. However, only **further** is used when the meaning is 'extra' or 'additional':

*I just can't walk any **farther**.*

*The **furthest** road is sometimes the best road to take.*

*For **further** information, see your Weekend magazine supplement this Saturday. (~~For farther information see...~~)*

Comparative and Superlative Adverbs

Short adverbs normally have comparative and superlative forms with **-er** and **-est**. The most common examples are: **early, fast, hard, high, late, long, loud, low, near, soon**:

*Isn't it possible for them to come **earlier**?*

*Who jumped **highest** in last year's Olympics?*

*They said they couldn't finish the job **sooner** than midday.*

Adverbs with **two** or **more syllables** form the comparative and superlative with **more** and **most**:

*This book explains things a bit **more comprehensively** than the other one.*

*The new hotel is the **most elegantly** designed building in the city.*

The adverbs **well** and **badly** have the same comparative and superlative forms as the adjectives **good** (**better, best**) and **bad** (**worse, worst**):

*The whole team excelled themselves but Jane performed **better** than I expected.*

*We all sang badly but I sang **worst** of all.*

Comparison and Other Word Classes

The determiners (and their pronoun equivalents) **little**, **many** and **much** are used in their comparative and superlative forms to make comparisons. They have irregular comparative and superlative forms.

Comparative and superlative forms of determiners/pronouns

determiner/pronoun	comparative	superlative
<i>little</i>	<i>less</i>	<i>least</i>
<i>many, much</i>	<i>more</i>	<i>most</i>

*It's **less exciting** than the first book.*

*That's the margarine that has **the least fat content**.*

*They haven't got **much** but I'm afraid they can't offer you **more**.*

*There's **more milk** in the fridge.*

*Which of you could come and help us? Who's got **the most spare time**?*

Comparatives

Than

Than is used to introduce the second element in a comparative structure:

*London is **less crowded than** Paris.*

*Don't you think the painting looks **better** in the kitchen **than** it does in the front room?*

*In the winter, I think hot drinks are **better** for you **than** cold drinks.*

*It was **warmer** yesterday **than** today.*

*He is much **more intelligent than** he looks.*

*She goes there **more often than** I used to.*

*These days Jim buys **more things** for Anna **than** Bill buys for his daughter.*

When *than* is followed by a personal pronoun acting as the head of a noun phrase, **the object forms** (**me**, **him**, **her**, **us**, etc.) are used:

*My sister is prettier **than me**. (or: My sister is prettier than I am.)*

(~~My sister is prettier than I.~~)

Rather than stresses one element of a comparison to the exclusion of the other:

*I'd say he was incompetent **rather than** ignorant.*

(I'd say he was incompetent, not ignorant.)

*They should buy experience **rather than** youth and energy if they want to progress as a team. (They should buy experience, not youth and energy ...)*

Comparative Meanings

Traditional grammar books indicate that when two entities are compared, only the comparative form (*-er* or *more*) can be used. However, in informal spoken contexts the comparative and the superlative form are both used, with a general preference for the superlative:

*Both brothers are very bright but Paul is **the brightest**.*

(or, more formal: Both brothers are very bright but Paul is the brighter.)

*Which of these two photos do you think is **the best**? I need one for the passport form.*

(preferred to: Which of these two photos do you think is the better?)

In more formal contexts, **the + comparative + of** may be used:

***The more relaxed of** the candidates didn't in fact get the job.*

(less formal: The more relaxed candidate didn't in fact get the job.)

Promotional texts often use comparatives rather than superlatives to evaluate products. The comparison is often implicit with other members of the class of entities:

[review of a new car model; *toss in* means 'add in']

*The Shelta is a **more refined, keener-handling** car that's a **more restful** motorway mile-eater. And you can *toss in* the bonus of **greater** exclusivity.*

Premodification of Comparatives

A LOT, FAR, MUCH

To indicate a **much greater degree** on the scale of comparison, premodifying adverbs such as *a lot*, *far*, *much* and *even* are used. The most informal and commonly used in speech is *a lot*:

*Joan's been **a lot happier** since she moved to London, hasn't she?*

*The film was actually **far more entertaining** than the review suggested.*

*No one mentioned that I would get **much less money** and would have to work harder.*

A BIT, RATHER, SLIGHTLY

To indicate a **small degree** on the scale of comparison, items like *a bit*, *rather*, *slightly* and *somewhat* (formal) are used. The most informal of these is *a bit*, which is very common in conversation:

*I think the coast is probably **a bit cooler** at this time of the year.*

*I think we're **rather more broadminded** nowadays, certainly in comparison to the last generation.*

*It's only **slightly less humid** here than in Sri Lanka.*

*She's **somewhat more confident** than she used to be.*

NO, NOT ANY

No + comparative and *not any + comparative* can be used to indicate a **limit** to the scale of a comparison:

*Some of the roses in the garden were **no bigger** than small coins.*

*Three of the children were **not any older** than six or seven. (an equivalent alternative is: Three of the children were as young as six or seven.)*

FIXED PHRASES

A number of fixed phrases are used to indicate the extent (or otherwise) of the difference between the degrees being compared. These include:

all the better

any the wiser

any the worse

all the more

none the wiser

no worse

none the worse

*She is **all the better** for seeing him again.*

*The film was **all the more impressive** because the ending left the mystery unexplained.*

*There's no point telling him. He won't be **any the wiser** even if he knew the truth.*

*They seem to be **none the worse** for having been interviewed by the police.*

Comparisons of Similarity

As ... As

When comparisons of degree are made between things which are **similar** or **the same**, then the comparative clause structure **as + adjective/adverb + as + phrase** or **clause** is frequently used:

*Is the Sultan of Brunei **as rich as** the Queen of England?*

*They are **as keen to join in as** we are.*

WE MAKE THIS COMPARISON **MORE EMPHATIC** WITH **just**:

We really shouldn't have gone; it's **just as bad as** I predicted it would be!

TO SAY THAT THINGS ARE **ALMOST EQUAL** WE USE **just about, about, almost** OR **nearly**:

I've had just **about as much as** I can take.

She's **nearly as old as** I was when I got married.

We use **as ... as** with *twice/ three times, etc/ half*.

*She puts **four times as much sugar** in her tea **as** me.*

*If he was **half as lucky as** you, he'd be extremely rich.*

The **negative** of *as ... as* may be ***not as ... as***, or ***not so ... as***. The form ***not as ... as*** is by far the more frequent:

*This new dentist is **not as good as** my old one.*

*It's **not as cold as** it was yesterday.*

*The second quiz was **not so easy as** the first.*

WE CAN MODIFY THIS COMPARISON WITH **nearly** OR **quite**:

*It **isn't nearly as cold as** it was yesterday... (= IT IS MUCH WARMER.)*

*It **isn't quite as cold as** it was yesterday... (= IT IS SLIGHTLY WARMER.)*

IN INFORMAL SPOKEN ENGLISH WE CAN USE **not anything like**, **nothing like** OR **nowhere near** + **as** + ADJECTIVE:

*It **isn't anything like as cold as** it was yesterday.*

When used with **attributive** adjectives in a noun phrase introduced by the indefinite article *a/an*, the word order is ***as / not as / not so*** + **adjective** + *a/an* + **noun** + ***as***:

*It was **as happy a marriage as** anyone could ever dream of.*

*It's **not as difficult a task as** I thought.*

*It turned out to be **not so big a room as** they said it was.*

THE SAME, SIMILAR

The same as or ***the same*** + **noun phrase** + ***as*** are used to say whether things are **identical**:

*Most shopping malls are not **the same as** the ones back home in Chicago.*

*That woman over there has just bought **the same** video recorder **as** ours.*

*They're both wearing **the same** jacket **as** my husband.*

Similar means 'sharing many characteristics but not identical'. It is followed by ***to***:

*Your garden is **similar to** ours, long and narrow.*

*What he's done is **similar to** what we're trying to do.*

Same may be intensified using the following adverbs:

<i>almost</i>	<i>more or less</i>	<i>precisely</i>
<i>exactly</i>	<i>much</i>	<i>roughly</i>
<i>just</i>	<i>nearly</i>	

*Your jacket's **exactly the same** as mine.*

*We did **more or less the same** as we always do, just toured round and stayed in bed-and-breakfast places.*

Very and **exact** may also intensify **same**, but they are used after **the**:

*They bought **the very same** DVD player as we did without realising it.*

(or: They bought the exact same DVD player ...)

LIKE

Like is used as a preposition and as a conjunction to indicate **similarity**:

*Your dog's **like** mine. He'll eat anything.*

*Are you going to France again, **like** you did last year?*

The following adverbs are commonly used to modify **like**:

<i>a bit</i>	<i>just</i>	<i>somewhat</i>
<i>a little</i>	<i>quite</i> (meaning 'somewhat')	<i>very</i>
<i>exactly</i>		

*Your ideas sound just **a little like** our ideas.*

*It feels **just like** a new car.*

*His nature is **quite like** my father's.*

Note that sentences with **look**, **seem** and **sound** may sometimes not be true comparisons but may be hedged modal forms:

[identifying a coat among a pile of coats]

*That looks **like** mine.*

(could mean either: 'It appears similar to mine.' or 'It probably is mine.')

*That sounds **like** Steve's car.*

(could mean either: ‘That car sounds similar to Steve’s car.’ or ‘That probably is Steve’s car.’)

Superlatives

Superlative adjectives are used to compare an entity with a whole group of which they are assumed to be a part:

*Nepal has the world’s **highest** mountain.*

*Japan is the second **richest** country in the world.*

*In the 1980s Jack Nicklaus was the **best** golfer in the world.*

When a superlative is used with **the** to refer to something or somebody in a group, a prepositional phrase is often used to identify the group:

*Henry was **the tallest of them all**.*

*She was **the fastest worker on the staff**.*

Note the use of **in**, not *of*, when **places** are mentioned:

*Ben Nevis is the **highest** mountain **in** Scotland.*

~~(Ben Nevis is the highest mountain of Scotland.)~~

Superlative forms also occur in a range of common prepositional phrases:

*She’s not been **in the best of health** this winter.*

*The storm was **at its worst** at 2 a.m.*

*Valencia were not **at their best** in the first half but things improved later in the game.*

Note the **non-superlative** use of **most**, meaning ‘**very**’/ ‘**extremely**’, which may occur with the indefinite article **a**:

*That really is **most** kind of you. ~~(That really is kindest of you.)~~*

*The group has completed the exercise **most** imaginatively and above all **most** accurately.*

*It was **a most interesting** lecture.*

Use of The

The is obligatory before superlative adjectives used **attributively**:

*It's **the most interesting** novel I've read in a long time.*

*She's not **the most approachable** person, first thing in the morning.*

When a superlative adjective is used predicatively in expressions which define an entity, **the** is obligatory:

*His brother is quite tall but Henry is **the tallest** of them all.*

The is optional before predicative adjectives in a **wh-clause** or in **adverbial uses** of the superlative:

*Let's see who's **(the) quickest** at answering these questions.*

*It depends on what's **(the) best** for you personally.*

*Patsy arrived **(the) earliest**.*

The + superlative adjective + of is also used, particularly before indefinite nouns. The structure is rather formal:

***The best of ideas** happen when you are not thinking.*

*In New York even **the cheapest of apartments** is not affordable.*

The is optional with superlative adverbs modifying verb phrases:

*A lot of students work hard but mature students generally work **(the) hardest**.*

The is used with superlative adverbs if the adverb modifies an adjective:

*It is one of **the most beautifully structured** pieces of music.*

Intensifying Superlatives

Imaginable, Possible, Etc.

In more formal contexts, superlatives can be complemented by adjectives such as *conceivable, imaginable, possible, thinkable*, etc., in the structure **superlative adjective + noun head + complement**:

*It's **the most beautiful** landscape **imaginable**.*

Superlative adjective complements of this kind can alternatively precede the noun head:

*The travelling conditions were designed to inflict the **greatest possible** suffering.*

By Far, Easily, Etc.

The emphatic expressions *by far*, *easily* and *simply* may premodify expressions with *the* + **superlative**:

*By far the **biggest** island in Scilly is St Mary's.*

*They were **easily the best** vegetables in the competition.*

Very

Very is used to emphasise superlatives with *best*, *worst*, *first* and *last*:

*This is the **very best** choice you will ever have.*

*We had to wait for ages. We were the **very last** in the queue.*

Other Types Of Comparison

PROGRESSIVE COMPARISON

WE CAN DESCRIBE HOW SOMETHING **INCREASES** OR **DECREASES** BY **REPEATING** THE SAME COMPARATIVE TWO OR SOMETIMES THREE TIMES, PUTTING **and** BETWEEN THE FORMS:

Her visits to the country to see her son became **rarer and rarer**.

(= INCREASINGLY RARE)

As the illness progressed the patients grew **more and more detached** from reality.

Marching into the sunset, the figures became **smaller and smaller and smaller**.

COMBINED COMPARISON

TO DESCRIBE HOW A CHANGE IN ONE THING CAUSES A CHANGE IN ANOTHER, WE CAN USE **TWO COMPARATIVE FORMS WITH *the***. NOTE THE USE OF THE COMMA AFTER THE FIRST CLAUSE:

The sooner we finish, **the earlier** we can go home.

The more important she became, **the less** we saw each other.

The less effort they put in, **the more** money they earned. It was very unfair, really.

The more I swim, **the more** energetic I feel.

The less I work, **the less** I feel like working.

The more I read it, **the less** impressed I am.

Clauses with So, Too, Enough

Comparative clauses with ***so* + adjective/adverb + *as***, ***too* + adjective/adverb**, and **adjective + *enough*** are followed by non-finite clauses with the ***to*-infinitive**:

Would anyone be so irresponsible as to drink and drive after a party like that?

They are just too upset to speak about it.

He was driving too slowly to have had any chance of getting there before us.

If anyone is stupid enough to withdraw now, they'll lose all their money.

When ***too*** is used with an **attributive adjective** in a noun phrase introduced by the indefinite article ***a/an***, the word order is ***too* + adjective + *a/an* + noun**:

It's too big a job to finish in one day.

PRACTICE

1 Compare a hot dog, a hamburger, a fishburger and a cheeseburger. Use the information below.

Hot Dog €1.50	Hamburger €2.75
Fishburger €2.75	Cheeseburger €3.95

2 Fill the gaps with appropriate comparative and superlative forms of the adjectives in the box. Add *than* and *the* if necessary.

DRY KEEN FAT BORED GOOD LOOSE REAL safe TIDY BAD BIG PRETTY WET SCARED WRONG FAR
--

- 0 I'm rather worried about the side effects of aspirin. Can you recommend a*safer*.... alternative?
- 1 And now we come to the award for actor in a leading role.
- 2 It's been raining non-stop. I wouldn't be surprised if this turns out to be
July on record!
- 3 The authenticity of dialogue and setting often makes low-budget films seem the somewhat artificial version of reality in Hollywood movies.
- 4 In medieval times people rarely travelled long distances. For most peasants they would ever travel would be to the local market town.
- 5 In our study children on a diet high in dairy products tended to be considerably average.
- 6 Now that I'm employing a cleaner the house has become a lot it ever used to be!
- 7 This skirt's much too tight on the hips. I need something with a fit.
- 8 DiCaprio was awful! I think that's performance I've ever seen him give.

- 9 I don't mind the Mediterranean summer because it's a heat than you find in the tropics.
- 10 They say the great pyramid at Giza is structure to survive from the ancient world.
- 11 I like all Mozart's operas but I think DON GIOVANNI is the one I am..... on.
- 12 We inherited two paintings from my grandmother. Of the two, I'd say the landscape is
- 13 I know all murder is wrong, but don't you agree that it's to murder a child than to murder an adult?
- 14 I've ever felt was when Joe and I were flying over the Himalayas and we hit a storm; it was absolutely petrifying.
- 15 That play was so tedious. I was watching that than I was when I spent three hours trapped in that lift last year!

3 Tick the best explanation, A or B.

- 1 The prices on the menu aren't nearly as expensive as I expected.
A Prices are a little cheaper than I expected.
B Prices are much cheaper than I expected.
- 2 It looks as if your new car isn't any more reliable than the old one!
A Both cars are equally unreliable.
B The new car is slightly less reliable than the old one.
- 3 Of all the teams in the league, theirs is the least successful.
A Their team is the most unsuccessful.
B Their team is less successful than some of the others.
- 4 They said it was one of the most powerful earthquakes ever.
A No other earthquake was as powerful.
B There may have been more powerful earthquakes.
- 5 The new tax regulations are somewhat more rigorous than last year's.
A The new regulations are much more rigorous than last year's.
B Last year's regulations were slightly less rigorous.

- 6 I have to say that the hotel wasn't quite as luxurious as the brochure claimed.
 A The hotel was much less luxurious than the brochure claimed.
 B The hotel was slightly less luxurious than the brochure claimed.
- 7 This is by far the best seat in the plane. There's loads of legroom.
 A No seat in the plane is better.
 B Other seats may be equally good.
- 8 She isn't anything like as snobbish as you said.
 A She is less snobbish than you said.
 B She isn't snobbish.
- 9 I'm afraid your figures are no more accurate than the ones Rachel gave me.
 A Your figures are less accurate than Rachel's.
 B Your figures and Rachel's figures are equally inaccurate.
- 10 As far as Daniel's job is concerned, things are about as bad as they can be.
 A Daniel's job could get worse.
 B Daniel's job couldn't be any worse than it is.

4 Complete the sentences.

1. The sooner 2. The older I get, 3. The harder you work, 4. The less you know, 5. The later one gets up, 6. The better the idea is, 7. The colder it gets, 8. The more I study, 9. The younger you are, ... 10. The more kids you have, 11. The faster you drive, 12. The closer students get to their exams,

5 Compare.

1. a dolphin and a chimpanzee 2. painting and golf 3. staying in a hotel and staying in self-catering accommodation 4. riding a bicycle and riding a horse 5. living in the country and living in the town 6. being single and being married 7. life now with what it was like ten years ago 8. theatre and cinema 9. parachuting and bungee jumping.

6 *DINNER WITH THE FAMOUS*

1 WORK ON YOUR OWN. YOU HAVE DECIDED TO INVITE A LOT OF FAMOUS PEOPLE TO A PARTY. WRITE DOWN THE NAMES OF THE FIVE FAMOUS PEOPLE YOU WOULD MOST LIKE TO INVITE.

2 WORK IN PAIRS OR SMALL GROUPS. PERSUADE YOUR PARTNER OR THE PEOPLE IN YOUR GROUP TO INVITE THE PEOPLE ON YOUR LIST, NOT THE PEOPLE ON HIS/HER/THEIR LISTS, BY COMPARING THE PEOPLE ON THE TWO LISTS. USE AS MANY COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS AS YOU NATURALLY CAN. USE MODIFIERS (*FAR, MUCH, ETC*) FOR EMPHASIS.

7 Complete the following article. Use only one word for each space (1-20). Read through the whole text before you begin writing. The exercise begins with an example (0).

CONSUMER REPORT

HAIR CONDITIONERS

FOR THIS WEEK'S CONSUMER TEST WE'VE BEEN LOOKING AT THE (0)... *most* ...POPULAR CHOICES OF COMPETING HAIR CONDITIONER. WE CHOSE THE THREE (1)- SELLING BRANDS: *SUPREMESOFT*, *VITABALM* AND *ACTIVESHINE*, AND GAVE THEM TO OUR PANEL OF ORDINARY CONSUMERS TO TRY FOR A MONTH.

Supremesoft ★★

AT \$2.99 FOR 250ML *SUPREMESOFT* IS THE (2) EXPENSIVE OF THE THREE BRANDS. BUT, SURPRISINGLY, PRICE IS NO GUIDE TO QUALITY AS THIS BRAND WAS (3) MORE EFFECTIVE (4) THE CHEAPER BRANDS. ON THE OTHER HAND, THE PANEL FELT THE PACKAGING WAS (5) UPSCALE THAN THE COMPETITORS, AND THE CONDITIONER ITSELF HAD AN ATTRACTIVE COLOUR AND SCENT. BUT THESE ADVANTAGES WEREN'T SIGNIFICANT (6) TO COMPENSATE FOR THE EXTRA COST.

Vitabalm ★

VITABALM IS THE (7) OF THE TESTED BRANDS (\$1.99 FOR 250ML). OUR CONSUMERS THOUGHT THE PACKAGING WASN'T (8) ATTRACTIVE (9) THE OTHERS AND THE CONDITIONER HAD WHAT ONE TESTER DESCRIBED AS 'A RATHER CHEM-

ICAL SMELL'. IT WAS (10) AS EFFECTIVE AS THE OTHERS IN DEALING WITH TANGLED HAIR, BUT TESTERS WITH DRY HAIR FOUND THAT IT WASN'T RICH ENOUGH (11) GIVE THEIR HAIR ANY EXTRA BODY. AND EVERYONE AGREED THAT IT WAS (12) HARSH TO BE USEABLE ON A DAILY BASIS.

ActiveShine ★★★

THIS BRAND EMERGED AS THE (13) ALL-ROUND VALUE FOR MONEY. IT HAD A STRONG SMELL, RATHER (14) AN ANTISEPTIC CREAM, BUT THE SMELL WAS NOT (15) STRONG AS TO BE OFF-PUTTING. TESTERS FOUND THAT IT WAS JUST AS EFFECTIVE WITH GREASY HAIR AS WITH DRY HAIR AND IT WAS (16) FAR THE MOST SUCCESSFUL WITH FLYAWAY HAIR. *ACTIVESHINE* DOESN'T HAVE (17) A RICH COMPOSITION AS *SUPREMESOFT*, BUT OUR TESTERS FOUND THAT (18) MORE THEY USED IT, THE (19) NOTICEABLE THE EFFECT ON THEIR HAIR, SO IT WAS CONSIDERED TO BE JUST AS EFFECTIVE (20) THE OTHERS IN THE LONG TERM.

SO, AT AROUND \$2.50 FOR 250ML *ACTIVESHINE* RECEIVES THIS MONTH'S THREE-STAR RATING.

8 Write a report for a consumer guide comparing three well-known brands of any product.

9 Write an article for a travel magazine comparing three popular tourist resorts or destinations.

LIKE - AS

***Like* is used:**

- a) for similarities: *She works like a slave.* (she isn't a slave)
- b) after **feel, look, smell, taste, sound** + **noun**: *It feels like velvet.*
- c) with nouns, pronouns or the *-ing* form to express similarity: *It's like walking on a tightrope.*

***As* is used:**

- a) to say what somebody or something really is (jobs/roles): *She works as a clerk.* (she's a clerk)
- b) after **accept, be known, class, describe, refer to, regard, use**: *He's known as an expert on antiques.*
- c) in the expressions: **as usual, as ...as, as much, such as, the same as**: *Certain items such as scissors, knives, etc should be kept out of reach of children.*
- d) in clauses of manner to mean 'in the way that': *Do it as I showed you.*

10 Fill in 'as' or 'like'.

- 1 Although it lives in the sea, the whale is classed a mammal. It may look a dangerous beast, but it is really gentle a lamb.
- 2 My friend George describes himself a great singer. He thinks he has a voice an angel, but when he sings it sounds a cat wailing! He works a taxi driver and everybody keeps telling him not to give up his job!
- 3 If you want to go on a diet, do your doctor tells you. There are some foods such vegetables which you can eat much of you want. Why not try soya meat? It tastes just real meat and can be used in the same way mince, but is a low-fat food.
- 4 Fred was known an unpunctual person and usual, he was late again. After standing in the rain an idiot for half an hour, gradually getting wetter and wetter, I decided to go home before I began to look a drowned rat.
- 5 For long I live, I'll never forget my first holiday in Hawaii. It was paradise. I intend to return there soon I can afford the air fare.

11 Complete the sentences using the words in bold. Use two to five words.

- 1 As he gets older, he seems to become more sensible.
the The older he becomes, he seems.
- 2 I spent half as much money as my brother.
twice My brother spent I did.
- 3 Riding a bike is easier than riding a horse.
as Riding a horse is a bike.
- 4 I didn't think it would be so difficult.
more It was I thought.
- 5 This building is older than the church.
so The church this building.
- 6 His job is getting more hectic all the time.
and His job is all the time.
- 7 David and I have sent the same number of Christmas cards.

many I have sent David.

8 If you work hard, the exam will be easy.

the The harder you work, will be.

9 The party will be better if many people come.

more The, the better the party will be.

10 Today I feel happier than ever.

as I've never felt today.

11 That dress is a third of the cost of the blue one.

much The blue dress costs that one.

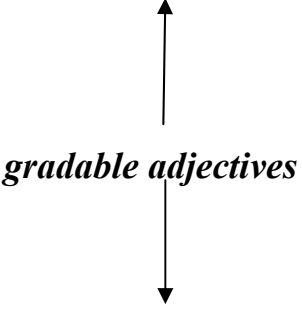
12 I'm sorry but this is the fastest I can go.

any I'm sorry but I than this.

1.2.6. MODIFICATION OF ADJECTIVES

Modifying Gradable Adjectives

Gradable adjectives represent a point on a scale. For example, CHEAP and EXPENSIVE are adjectives on the scale of ‘how much something costs’. Ungradable adjectives represent the limits of a scale.

<i>ungradable adjectives</i> (limit of the scale)	free	freezing	vast/enormous
	(very cheap) cheap (not very cheap) (a bit expensive) expensive (very expensive)	cold hot	large small
<i>ungradable adjectives</i> (limit of the scale)	priceless	boiling	minute/tiny

We can make comparative and superlative forms from all gradable adjectives.

Strengthening the Adjective

We can make gradable adjectives stronger with **very**, but not with the adverb **absolutely**:

~~That new jacket looks absolutely expensive.~~

That new jacket looks very expensive.

There are several other modifiers which we use to strengthen the meaning of these adjectives: **so**, **rather**, **really**, **extremely**, **terribly**, **most** (FORMAL), **pretty** (INFORMAL):

Last night's match was *terribly exciting*.

I felt *pretty upset* after the accident. (INFORMAL)

The chapter on the early sonnets was *most instructive*. (FORMAL)

We often use less common adverbs to modify certain gradable adjectives. Although VERY is commonly used to strengthen any adjective, your English will sound

more fluent and natural if you learn to use other combinations of adverb and adjective:

I was *bitterly disappointed* at my exam results.

My brother is *painfully shy*.

The students in this school are *highly intelligent*.

Note that we can often only use certain adverbs with certain adjectives.

Weakening the Adjective

Gradable adjectives can usually be made weaker by the words **fairly**, **slightly**, **a (little) bit** (INFORMAL) AND **somewhat** (FORMAL):

I've been feeling *slightly dizzy* all morning.

My friend was *a bit drunk*. (INFORMAL)

The police reported that the man was *somewhat inebriated*. (FORMAL)

In conversation, **a bit** is a useful way to make a critical remark more polite:

You're *a bit overdressed*, aren't you?

We can use **not very** and **not at all** to weaken gradable adjectives after the verb **be**:

The end of term test *wasn't very long* and it *wasn't at all difficult*.

Quite

With gradable adjectives **quite** usually means 'fairly' but can have other meanings. The different meanings are only apparent in spoken English as they are dependent on stress and intonation:

The lecture was *quite interesting*. (UNMARKED = FAIRLY INTERESTING)

quite *interesting* (stress on adjective = more interesting than the speaker expected)

quite interesting (stress on adverb = less interesting than the speaker expected)

Modifying Ungradable Adjectives

UNGRADABLE ADJECTIVES (E.G. enormous, vast, tiny, priceless, free) HAVE A MEANING WHICH REPRESENTS THE LIMIT OF A SCALE. FOR EXAMPLE THE LIMITS OF THE SCALE OF 'HOW MUCH SOMETHING COSTS' ARE free (= IT COSTS NOTHING) AND priceless (= ITS COST IS TOO GREAT TO BE COUNTED). UNGRADABLE ADJECTIVES ARE NOT USUALLY USED IN COMPARATIVES AND SUPERLATIVES, AND WE DO NOT USE *very* TO MAKE THEM STRONGER:

~~The Ming vases are *more priceless* than the Egyptian mummies.~~

The Ming vases are *more valuable* than the Egyptian mummies.

~~Entrance to the museum is *very free*.~~

Entrance to the museum is *absolutely free*.

A COMMON WAY TO INTENSIFY THE MEANING OF UNGRADABLE ADJECTIVES IS WITH THE ADVERB **absolutely**. WE USE THIS DEVICE TO ADD EMPHASIS IN SPOKEN AND INFORMAL ENGLISH; IT IS NOT COMMON IN WRITING:

I couldn't swim in the sea; the water was *absolutely freezing*.

The show was *absolutely fabulous*.

WHEN WE USE **quite** WITH UNGRADABLE ADJECTIVES, IT HAS A SIMILAR MEANING TO 'COMPLETELY', EMPHASISING THE STRENGTH OF THE ADJECTIVE:

The tenor's performance was *quite amazing*.

You're *quite correct*.

ALTHOUGH WE USE **absolutely** WITH MANY UNGRADABLE ADJECTIVES, THERE ARE SOME ADJECTIVES WHICH ARE NEVER INTENSIFIED WITH **absolutely** AND SOME WHERE WE PREFER TO USE OTHER INTENSIFYING ADVERBS SUCH AS **completely**, **totally** AND **utterly**. THERE ARE NO GRAMMAR RULES WHICH EXPLAIN THESE COMBINATIONS SO IT IS BEST TO LEARN THEM AS VOCABULARY ITEMS.

COMPLETELY	ALONE, DIFFERENT, EMPTY/FULL, INCOMPREHENSIBLE, LOST, NEGATIVE, NEW, WRONG
TOTALLY	ABANDONED, DEAF, DESTROYED, DIFFERENT, HOMOGENEOUS, INADEQUATE, UNACCEPTABLE, UNBELIEVABLE, WASTED
UTTERLY	APPALLED, DESTROYED, UNACCEPTABLE, USELESS

I'm afraid your answer is *completely wrong*.

Since the accident Henry has been *totally deaf* in one ear.

Susan was *utterly appalled* by her husband's dishonesty.

WE CAN ALSO USE **a most** BEFORE UNGRADABLE ADJECTIVES USED BEFORE A NOUN:

Hilary has *a most amazing* hairstyle.

WE USE **almost, nearly, practically** OR **virtually** TO INDICATE A POINT CLOSE TO THE ABSOLUTE MEANING OF UNGRADABLE ADJECTIVES:

He never turns the heating on - it's *practically freezing* in there.

The battery in my calculator is *almost dead*.

After six months with the disease he was *nearly deaf* and *virtually blind*.

BECAUSE UNGRADABLE ADJECTIVES REPRESENT THE LIMIT OF A SCALE, THEY ARE NOT USUALLY USED IN COMPARATIVES AND SUPERLATIVES. HOWEVER, IN SPOKEN ENGLISH MANY UNGRADABLE ADJECTIVES CAN BE USED GRADABLY WHEN WE ARE COMPARING SIMILAR THINGS AT ONE END OF A SCALE AND CAN THEN BE USED IN COMPARISONS:

I've never been *more exhausted* than I was after the New York marathon.

WITH COMPARATIVES OF THIS TYPE WE OFTEN USE **still more** OR **even more**:

Their house is *even more enormous* than Richard's!

Modifying Adjectives in Informal English

THERE ARE SEVERAL MODIFIERS WHICH WE USE WITH BOTH GRADABLE AND UNGRADABLE ADJECTIVES TO MAKE THEIR MEANING STRONGER. THE MOST COMMON IN INFORMAL ENGLISH IS **really**:

That film was *really exciting*.

It's *really freezing* in here!

IN INFORMAL US ENGLISH **real** CAN BE USED INSTEAD OF **really**:

That watch looks *real expensive*.

EXPRESSIONS SUCH AS **nice and** AND **good and** CAN BE USED TO INTENSIFY MANY ADJECTIVES:

The hotel was *nice and clean*. I'll come when I'm *good and ready*.

IN VERY INFORMAL ENGLISH, **dead** AND A NUMBER OF SLANG WORDS (E.G. bleeding) CAN BE USED AS INTENSIFIERS:

The rollercoaster ride was *dead scary*.

WE USUALLY DO NOT USE THESE COLLOQUIAL MODIFIERS IN FORMAL ENGLISH:

[Her Majesty was *dead interested* in the traditional Maori dancing.]

[The bank is *really sorry* about having to refuse your application for a loan.]

Fixed Modifiers

Modifier + Adjective Collocations (Bone Dry)

There are a large number of idiomatic expressions for indicating maximum degree which consist of **fixed modifier + adjective** collocations. These are very common in informal spoken language. They include:

<i>bone dry</i>	<i>pure white</i>	<i>stone deaf</i>
<i>brand new</i>	<i>rock hard</i>	<i>wide awake</i>
<i>fast asleep/sound asleep</i>	<i>soaking wet/sopping wet</i>	
<i>pitch black/pitch dark</i>	<i>stark naked</i>	

*Her throat was **bone dry**.*

*Very soon he was **fast asleep**.*

*The flat was **pitch dark**, with all the blinds shut, blocking out the street-lights and the moon.*

Comparative Expressions (as Dry as a Bone)

Similarly, there are a number of idiomatic comparative expressions, which include:

<i>as blind as a bat</i>	<i>as dry as a bone</i>	<i>as white as snow/as white as a sheet</i>
<i>as deaf as a post</i>	<i>as heavy as lead</i>	

*You desperately fight to stay on your feet, but you feel weak and dizzy from your ordeal, and your legs are **as heavy as lead**.*

They were clutching each other in shock, and the woman particularly was as white as a sheet.

In informal spoken language, the first *as* is often omitted in these constructions:

*She went **white as a sheet** when they told her.*

Adverbs

ADVERBS ARE WORDS WHICH MODIFY OR GIVE EXTRA INFORMATION ABOUT VERBS, ADJECTIVES, OTHER ADVERBS OR WHOLE CLAUSES.

SOME ADVERBS ARE NOT DERIVED FROM OTHER WORDS, WHILE OTHERS ARE FORMED BY ADDING SUFFIXES (E.G. *-ly*) TO OTHER WORDS, OR ARE FORMED FROM GROUPS OF WORDS. THESE ARE SOME COMMON EXAMPLES OF ADVERBS (NOTE SPELLING):

NOT FORMED FROM OTHER WORDS

just, well, soon, too, quite, still

FIXED PHRASES

kind of, of course, at last

FORMED FROM OTHER WORDS

ADJECTIVE + *-ly*

tragic → *tragically*, excitable → *excitably*, easy → *easily*, real → *really*,
true → *truly*, **public** → *publicly*

NOUN/PREPOSITION + *-ward(s)/-wise*

home → *homeward*, after → *afterwards*, health → *healthwise*, price
→ *pricewise*

COMPOUNDS

some + times → *sometimes*

IN SOME CASES ADVERBS HAVE THE SAME FORMS AS ADJECTIVES; IN OTHER CASES TWO DIFFERENT ADVERBS ARE DERIVED FROM THE SAME ADJECTIVE:

ADVERBS WHICH HAVE THE SAME FORM AS ADJECTIVES:

best, better, close, daily, dead, early, far, fast, fine, hourly, long, loud, low, monthly, pretty, short, slow, straight, weekly, wide, wrong, yearly, etc.

COMMON ADVERBS FROM THE SAME BASE, WITH DIFFERENT MEANINGS:

direct (= WITHOUT STOPPING) We flew <i>direct</i> from La Guardia to Houston.	directly (= IMMEDIATELY/VERY SOON) Don't go. I'll be with you <i>directly</i> .
late (= NOT ON TIME/NOT EARLY) The plane arrived <i>late</i> due to bad weather.	lately (= RECENTLY) She's been rather ill <i>lately</i> .
high (= TO A GREAT HEIGHT) He lifted it <i>high</i> over his head.	highly (= EXTREMELY) Arsenic is <i>highly</i> toxic.
hard (= WITH A LOT OF EFFORT/SEVERELY) He braked <i>hard</i> when he saw the cat.	hardly (= SCARCELY, ALMOST NOT) We <i>hardly</i> know our neighbours.
right (= DIRECTION/CORRECTLY) Turn <i>right</i> at the crossroads. Try to do it <i>right</i> this time!	rightly (= CORRECTLY IN MY OPINION) The tribunal <i>rightly</i> condemned the war criminals.
free (= WITHOUT PAYING) <i>WE GOT INTO THE CONCERT FREE!</i>	freely (= WITHOUT LIMITATION OR CONTROL) Sheep roam <i>freely</i> over the hills.
deep (= TO A GREAT DEPTH/DISTANCE) We explored <i>deep</i> into the jungle.	deeply (= THOROUGHLY) I'm <i>deeply</i> ashamed of my behaviour.
wide (= <i>completely</i>) Open your mouth wide .	widely (= <i>to a large extent</i>) She has travelled widely .
near (= <i>close</i>) I live near the school.	nearly (= <i>almost</i>) I have nearly finished.

THERE ARE A FEW ADJECTIVES WHICH LOOK LIKE ADVERBS, E.G. **friendly, lonely, cowardly, manly, kingly, fatherly, brotherly, lively, lovely, sickly, silly.** WE CANNOT MAKE THESE ADJECTIVES INTO ADVERBS IN THE USUAL WAY. WE USE ALTERNATIVE WORDS OR PHRASES, OR THE ADJECTIVE WITH **manner** OR **way**:

He left ~~*cowardly*~~, ~~sneaking out the back door.~~

He left *like a coward* ... He left *in a cowardly way* ...

WE USE SOME COMMON ADJECTIVES AS ADVERBS IN INFORMAL CONVERSATIONAL ENGLISH, ALTHOUGH SOME SPEAKERS CONSIDER THIS INCORRECT:

[They sell things very *cheap* in that market.]

IN INFORMAL US ENGLISH *real* AND *good* CAN BE USED INSTEAD *of* *really* AND *well*:

She's a *real* nice girl. The team's running *good* this season.

PRACTICE

1 USE THE WORDS IN THE BOX BELOW TO REWRITE EACH SENTENCE, MAKING IT EITHER STRONGER OR WEAKER ACCORDING TO THE INSTRUCTIONS. USE EACH WORD ONCE ONLY. THE EXERCISE BEGINS WITH AN EXAMPLE (0).

VIRTUALLY VERY SOMEWHAT A BIT HIGHLY ABSOLUTELY slightly FABULOUSLY FAIRLY
--

MAKE THESE SENTENCES WEAKER:

0 THE DRESS I BOUGHT YESTERDAY IS DAMAGED. *The dress I bought yesterday is slightly damaged.*

1 THESE DAYS MOBILE PHONES ARE INEXPENSIVE.

2 BE CAREFUL CHANGING GEAR; THE GEARSTICK'S STIFF.

3 THE INSCRIPTION ON THE TOMB WAS INDECIPHERABLE.

4 MANY OF THE INCA RELIGIOUS CEREMONIES WERE BLOODTHIRSTY.

MAKE THESE SENTENCES STRONGER:

5 JANE'S FLAT WAS FREEZING LAST NIGHT.

6 THIS NEW COMPUTER GAME SOUNDS INTERESTING.

7 HILARY'S NEW BOYFRIEND IS RICH.

8 VICTORY IN OUR NEXT GAME SEEMS UNLIKELY.

2 MATCH THE LABELS (A-D) WITH THE SENTENCES (1-6). SOME LABELS MAY BE USED MORE THAN ONCE.

A US ENGLISH B FORMAL C INFORMAL D VERY INFORMAL

1 WE WERE WEARING THE SAME OUTFIT! IT WAS DEAD EMBARRASSING.

2 THE CAVE PAINTINGS WERE REAL IMPRESSIVE.

3 I THOUGHT DAVE'S BEHAVIOUR WAS A BIT BIZARRE LAST NIGHT.

- 4 THE PROFESSOR'S LECTURE WAS MOST ILLUMINATING.
- 5 FRANCIS BACON'S LATER WORKS WERE SOMEWHAT DISTURBING.
- 6 THESE NEW ENGINES ARE PRETTY RELIABLE.

3 Complete the sentences below with a suitable word or words from the box, then explain the idioms.

a brush	brass	a bat	a feather	a church mouse
life	gold	a fiddle	clockwork	two peas in a pod

- 1 Old Mr Higgins is as fit as ...*a fiddle*... He still jogs ten miles every morning.
- 2 She gets up at six every morning as regular as
- 3 My suitcase feels as light as I must have forgotten to pack something.
- 4 I wouldn't take any notice of anything he says. He's as daft as
- 5 My dad is as blind as without his glasses.
- 6 I thought John was abroad, but he turned up at the meeting as large as
- 7 The twins are as alike as Nobody can tell them apart.
- 8 She marched to the front of the queue as bold as and demanded to be served at once.
- 9 The children were as good as I didn't hear a peep out of them all night.
- 10 Even though Mrs Kelly is as poor as she still gives money to charity regularly.

4 UNDERLINE THE CORRECT OPTION IN *italics*.

- 1 HE SLAPPED HIM friendly/in a friendly way ON THE BACK.
- 2 DOES THAT FLIGHT GO direct/directly OR IS THERE A STOPOVER?
- 3 MANY OF THE SENIOR STAFF ARE right/rightly CONCERNED ABOUT THEIR PENSIONS.
- 4 THERE'S BEEN A LOT OF TALK ABOUT EUROPEAN INTEGRATION late/lately.
- 5 OUR NEW CELLPHONE FITS easy/easily INTO THE AVERAGE-SIZED POCKET.
- 6 THE PATH LEADS straight/straightly TO THE FRONT DOOR.
- 7 Healthy/Healthwise, STRESS IS PROBABLY THE MOST SERIOUS PROBLEM FACING PEOPLE TODAY.
- 8 ANIMALS ARE NOW ABLE TO WANDER free/freely THROUGHOUT THE GAME RESERVE.

- 9 IN LATE SPRING THE GULLS NEST **high/highly** ON THE CLIFF FACE.
- 10 THE REMAINS OF THE SPANISH GALLEON LIE **deep/deeply** UNDER THE OCEAN.
- 11 THE MINISTER WILL BEGIN BY GIVING A STATEMENT. **After/Afterwards**, YOU WILL BE ABLE TO PUT YOUR QUESTIONS TO HIM DIRECTLY.
- 12 JACKSON CAME PRETTY **close/closely** TO WINNING THAT LAST RACE.
- 13 YOU'LL NEVER GET BETTER IF YOU DON'T EAT - YOU'VE **hard/hardly** TOUCHED YOUR DINNER!
- 14 IN THE DENVER PLAY-OFFS THE MIAMI TEAM DID **real/good** WELL.
- 15 SOME OF THESE KIDS DRIVE THEIR CARS FAR TOO **fast/fastly**.

5 Fill in each space with an appropriate adjective or adverb.

- 1 If she tries , she may succeed in breaking the world record.
- 2 I was so shocked I could speak.
- 3 The teacher gave us a very task to do but we managed it quite well.
- 4 The road isn't enough for the lorry to get through.
- 5 The dentist asked her to open her mouth
- 6 The name of the suspect is known in town - nearly everyone knows who it is.
- 7 She did very in the test.
- 8 Her results were so that she got into Cambridge University.
- 9 Don't drive so , slow down !
- 10 He drove in the lane on the motorway because he was in a hurry.
- 11 If you answer , cross it out and write it again.
- 12 She gave me the address and I got lost.
- 13 They sat very to each other to keep warm.
- 14 He had a very voice which you could hear a mile away.
- 15 Feel to ask me any questions you like.
- 16 It hasn't rained much ; the last time was two months ago.

6 Complete the sentences using the words in bold. Use two to five words.

- 1 Samantha is prettier than Julia.

- as** Julia Samantha.
- 2 He's the most amusing person I've ever met.
- than** He is I've ever met.
- 3 John can be a very good cook when he is in the right mood.
- well** John..... when he is in the right mood.
- 4 As I get older, I become happier.
- the** The I become.
- 5 Why didn't you find a cheaper restaurant?
- cheapest** Is this you could find.
- 6 Laura has been a professional dancer for five years.
- professionally** Laura for five years.
- 7 Caroline is the meanest woman I've ever met.
- never** I've woman as Caroline.
- 8 We have got the same number of brothers.
- many** I've got you.
- 9 Charlotte and Elizabeth look very much alike.
- similar** Charlotte Elizabeth.
- 10 Doctor Doyle is caring to all her patients.
- way** Doctor Doyle to all her patients.
- 11 We've never had such a wonderful holiday.
- most** This is we've ever had.
- 12 He plays snooker very well.
- good** He snooker player.
- 13 Tracy eats more cheese than I do.
- less** I Tracy does.
- 14 Jane is more artistic than I am.
- so** I Jane.

7 Write a short article for a magazine about your worst holiday experience. Use as many adjective modifiers as you naturally can.

1.2.7. CONDITIONALS

Conditional sentences usually consist of two clauses: a **conditional clause** (or *if* clause) and a **main clause** (or result clause). The result in the main clause is dependent on the condition in the conditional clause.

Sentence Structures and Patterns

We usually form conditional sentences in one of these basic structures:

<i>if</i> clause	main clause	OR	main clause	<i>if</i> clause
↓	↓		↓	↓
<i>If I had a car,</i>	<i>I would take you.</i>		<i>I would take you</i>	<i>if I had a car.</i>

If we put the *if* clause first, we usually separate the clauses with a comma:

If the bill is passed by both parliamentary houses, it becomes law.

We can use *then* in the main clause to emphasise that the result depends on the condition being achieved:

*If the bill is passed by both parliamentary houses, **then** it becomes law.*

We can put the *if* clause in the middle of the main clause, but this is rare:

*It may be possible, **if both parties desire it**, to reduce the time scale.*

In conversation we often use only the main clause; the *if* clause is implied:

Actually, it would be pretty difficult. (if we did as you asked)

There are four basic conditional sentence patterns where our choice of tense depends on the time of the condition (past, present or future) and how possible or impossible we think the event is:

zero conditional	Possible at any time, but most commonly in the present: <i>If your dog is depressed, he probably needs more exercise.</i>
first conditional	Possible in the future: <i>If the single flops, they'll sack their manager.</i>
second conditional	Impossible in the present / possible (but improbable) in the future: <i>If you were a bit nicer, he wouldn't get so cross.</i>

third conditional	Impossible in the past: <i>If you had answered the door, she wouldn't have gone away again.</i>
--------------------------	--

Zero Conditional

Patterns

This is also known as the general conditional.

if + present simple

present simple

*If you **don't look after** tomato plants, they **die** very quickly.*

We can use other present tenses in both clauses, e.g. present perfect or present continuous:

*Prawns **are** very risky to eat if they **haven't been kept** at the right temperature.*

*If she's **travelling** abroad on business, she always **phones** me every evening.*

We can use modal verbs in either clause, especially **can** and **may**.

*Prawns **can** be very risky to eat if they **haven't been kept** at the right temperature.*

*If you **can** read this, you're driving too close to me!*

Use

We use the zero conditional to talk about events or situations that can occur at any time, and often occur more than once, and their results:

If I eat dairy products, I get red spots on my skin.

If can be replaced by *when* in this type of conditional sentence:

If/When you press this key, the game starts, and when you click here, it stops.

We also use the zero conditional to talk about actions which always have the same result:

If you use a very hot iron on nylon, it melts.

Use

We use the first conditional to describe **possible** future events or situations and their results:

If the result of the test is negative, you'll receive notification through the post.

The bank will be starting a recruitment drive if it receives head office approval.

We can use the first conditional to express a variety of functions:

Commands: *If you get home late, **don't wake us up!***

Don't forget to close the windows if you go out, will you?

Offers: *I'll call the hotel if you **don't have time.***

Suggestions: ***Shall we go out tomorrow if the weather's good?***

Warnings: *I'll call the police if you **don't leave right now!***

Note that we use an imperative in the main clause for commands.

To make this conditional pattern more formal, we can **omit if** and use **should** before the subject:

Should you be less than delighted with our product, we will re-fund your money immediately.

Second Conditional

Patterns

This is also known as the unlikely or improbable conditional.

if + past simple

would/wouldn't + infinitive

*If they **wanted** to make an offer, she **would listen** and **think it over.***

We can also use the past continuous or *was going to* in the *if* clause:

*If a celebrity **were staying** in the hotel, security arrangements **would be tightened.***

We often use a modal in the main clause, especially **might** or **could**:

*More funding for AIDS research **could** be secured if people were more aware of the dire situation in Africa.*

With *be* in the *if* clause, we usually use the subjunctive *were* for all persons. You may hear English speakers using *was*. It is becoming accepted today, but you should not use it in formal situations.

*[If the programmer **was** familiar with this language, it would be an easy job.]*

*If the programmer **were** familiar with this language, it would be an easy job.*

It is possible to use *would* in both clauses in US English but not in British English:

US: *The blockades **wouldn't happen** if the police **would be firmer** with the strikers.*

Br: *The blockades **wouldn't happen** if the police **were firmer** with the strikers.*

Use

The second conditional has two main meanings.

1 It can describe **an improbable future event** or **situation**. The condition is unlikely to be fulfilled because the future event is unlikely to happen:

If the result of the test were positive, we would call you within two days.

2 It can also describe **a hypothetical current situation** or **event**, i.e. one which is contrary to known facts. It is therefore impossible to fulfill the condition:

If the police were confident of their case against Sykes, surely they wouldn't hesitate to take him into custody? (= The police aren't confident of their case.)

The choice between the first conditional and Use 1 of the second conditional often depends on how possible the speaker believes an event to be:

*If Mike **rings** the travel agent tomorrow, he might get a cancellation.* (The speaker thinks that it is likely that Mike will ring the travel agent.)

*If Mike **rang** the travel agent tomorrow, he might get a cancellation.* (The speaker thinks it is unlikely that Mike will ring the travel agent.)

We use the second conditional to express a variety of functions:

Giving advice (with *were*): *If I **were** you, I **would take** her out of that school.*

Polite requests: *If you **could deal** with this matter, I'd **be** very grateful.*

Desires/regrets: *If we **didn't have to work** so hard, we **could spend** more time together.*

We can use *should* + **infinitive** or *were to* + **infinitive** in the second conditional to emphasise that the condition is **unlikely** to happen:

*If the printer **should break down** within the first year, we would repair it at our expense.*

*If you **were to listen** more carefully, you might understand a little more.*

We can put *was/were (to)* before the subject in order to sound more formal:

***Were you to accept** our offer, we could avoid the costs of a court case.*

We do not put *do* or the main verb in front of the subject:

~~*Did the builders finish the work to schedule, they would receive a bonus.*~~

*If the builders **finished** the work to schedule, they would receive a bonus.*

***Were the builders to finish** the work to schedule, they would receive a bonus.*

We can make this condition more formal by placing **should** before the subject :

***Should** the tickets **fail** to arrive before the departure date, we would arrange to have duplicates waiting at the airport.*

Third Conditional

Patterns

This is also known as the past or impossible conditional.

if + past perfect **would/wouldn't have + past participle**

*If we **had paid** our cleaner more, she **wouldn't have left** us.*

We can use continuous forms in either or both clauses of this conditional:

*If someone **had been teasing** your child so nastily, you would have behaved in the same way.*

We can use a modal in the main clause, usually **might** or **could**:

*It **might have been** easier to break the news if I had known her a bit better.*

*If the spy had intercepted the message, he **could have averted** the crisis.*

In US English, it is possible to use *would have* in the *if* clause. This is becoming more common in British English, although many people consider it incorrect:

US: *If the play **would have finished** on time, we wouldn't have missed the train.*

Br: *If the play **had finished** on time, we wouldn't have missed the train.*

Use

The third conditional describes **a hypothetical situation or event in the past**.

The past situation or event is contrary to known facts, i.e. it is an unreal or impossible situation:

I would have used your builder if I had managed to contact him. (but I didn't manage to contact him)

We can use the third conditional to express **criticism**:

*If you'd **been driving** more slowly, you **could have stopped** in time.*

We can put the auxiliary **had** before the subject to create a more literary style:

***Had** the film **been** released in the summer, it would not have been so successful.*

Mixed Conditionals

Mixed conditionals include the verb forms from two different conditional patterns. These are the two most common mixed patterns.

Mixed Second / Third Conditional

This conditional describes a hypothetical situation or event in the present, which is contrary to known facts. The result in the main clause refers to the past:

*If the island **were** still a tourist attraction, last week's earthquake **would have caused** far more deaths. (= The island is no longer a tourist attraction so the earthquake didn't cause a huge number of deaths.)*

Mixed Third / Second Conditional

This conditional describes a hypothetical situation or event in the past, which is contrary to known facts. The result in the main clause refers to the present:

*If Fleming **hadn't discovered** penicillin, there **would be** far more fatalities every year than there actually are. (= Fleming did discover penicillin so there are fewer fatalities now.)*

Alternatives to *If*

Negative Conditions

We often use **unless** to express a negative condition. It is similar to **if ... not** or **only if**:

Unless you've got a doctor's note to say you've passed the medical, they won't allow you to go on the activity holiday. (= If you don't have a doctor's note ..., they won't allow you ...)

*I wouldn't be willing to help you out again **unless** you paid me. (= I would help again only if you paid me.)*

Unless is not always an alternative to *if not*, especially when the negative condition after *if* is contrary to known facts, and in most questions:

~~*You'd be happier **unless** you had such high expectations.*~~

*You'd be happier **if** you **didn't** have such high expectations.*

~~*What time shall we leave for the theatre **unless** he turns up?*~~

*What time shall we leave for the theatre **if** he **doesn't** turn up?*

We can use *unless* with *not*:

*The college will offer you a place on next year's course, **unless** your school-leaving grade is **not** as predicted. (= if your school grade is as predicted)*

*'Are they going to sell?' **Not unless** they receive an exceptional offer.'* (= They won't if they don't receive ...)

Necessary Conditions

We use the conjunctions **provided/providing (that)**, **so/as long as** and **on (the) condition (that)** to emphasise that the condition is necessary to the result. They all mean **only if**:

*The system will not have to be drained **provided that** antifreeze has been added.*

*Expenses will be reimbursed **on the condition that** all receipts are submitted.*

We do not use these conjunctions with the third conditional, as they can only refer to present or future conditions:

~~*We would have had the party there **so long as** they had arranged the catering:*~~

*We'll have the party here, **so long as** you also arrange the catering.*

To express a necessary condition for something to have happened in the past, we use **but for + noun phrase**:

*They would have all perished, **but for** the quick thinking of the driver. (= ... if it had not been for the quick thinking of the driver)*

Imaginary Conditions

We use **Suppose/Supposing (that) ...** and **What if ...** to talk about imaginary conditions.

***Suppose** he asked you to go to the cinema with him, would you go?*

We often omit the result clause with these conjunctions :

***What if** the money doesn't arrive on time?*

We use **in case** to imagine a future situation. **It is not the same as if:**

*I'll pop round later **in case** you're there. (= I don't know if you'll be there.)*

*I'll pop round later **if** you're there. (= I'll only come if you're there.)*

We often use in case to imagine a precaution necessary for a situation:

*She gave me the key to get in the house **in case** you were out.*

In case of (+ noun) is more formal, and is often used in instructions:

***In case of** (an) emergency, pull the cord above the bath.*

Unexpected Conditions

We use *even if* to express a condition that is unexpected in the circumstances:

Even if they do go down with flu after they've had the vaccination, it's likely to be less serious.

Alternative Conditions

We use *whether ... or not* to express alternative conditions (for all conditional patterns):

*They'll deliver the furniture **whether** there's someone to receive it **or not**.*

PRACTICE

1 Write the correct form of the verbs in brackets to complete the conditional sentences in this article. Use modal verbs if you think they are appropriate.

No pain, no gain?

It's January 1st. You're on the bathroom scales, groaning. If you (1)..... (eat) that last piece of Christmas pud, perhaps you wouldn't have put on that extra kilo. Never mind, you can lose it and get fit at the gym!

Or is that the right thing to do? If you're unfit, you (2)..... (stand) a huge chance of injuring yourself in the gym or on the squash court. You must take care before launching yourself into a vigorous exercise routine: if you don't treat your body with respect, it (3)..... (not/function) as you want it to. The knee, in particular, can cause untold problems. We (4)..... (not/have) problems with our knees if we still (5).....(walk) on all fours, but they're not up to a vertical pounding on the treadmill for an hour a day. All of our joints can cause problems; if you (6)..... (want) to play football safely, make sure you wear the right boots to protect your ankles. Decent coaching (7)..... (be) essential if you're going to take up a racket sport: something as simple as a wrong-size grip can cause tennis elbow.

Many sports injuries are caused by insufficient warm-ups. If everyone spent a few minutes stretching their muscles before exercising, they (8)..... (experience) much less pain during exercise itself. But people can be stubborn about pain when exercising. The phrase 'no pain, no gain' is rubbish. Should you feel pain when you're exercising, you (9)..... (stop) at once!

Sport has so many other hazards, though. Golf, you would think, is relatively harmless. Not so for Anthony Phua, a Malaysian golfer who was killed by getting in the way of his partner's swing. Now, if he hadn't taken up that particular form of exercise in the first place, it (10)..... (happen).

What can you do if you (11)..... (not/want) to risk sport, but you still want to lose weight? Well, it's not all bad news for couch potatoes. If you're happy to lose calories steadily but slowly, just (12)..... (stay) at home: sleeping burns 60 calories an hour, ironing 132 and cooking 190. Just don't eat what you cook!

What do you personally do to keep fit?

Do you agree that doing sports can be harmful?

2 Read the following joke. Make up as many conditional sentences based on the story as you can.

Skip-A-Day Diet Plan

Mr. Lee was terribly overweight, so his doctor put him on a diet. "I want you to eat regularly for 2 days, then skip a day, and repeat this procedure for 2 weeks. The next time I see you, you'll have lost at least 5 pounds."

When Mr. Lee returned, he shocked the doctor by losing nearly 20 pounds. "Why, that's amazing!" the doctor said. "Did you follow my instructions?"

Mr. Lee nodded. "I'll tell you though, I thought I was going to drop dead that 3rd day."

"From hunger, you mean?"

"No, from skipping."

3 Here are some lines from songs. Each line is a conditional. Match the two halves of the conditional sentence to make the complete line. Be careful - one of the conditionals is incorrect. Can you identify which one?

- | | |
|---|---|
| 1 If I could read your mind, love, ... | A would you marry me anyway? |
| 2 If I had a hammer, ... | B they probably will, in games without frontiers. |
| 3 If I need love, ... | C we're gonna lose it. |
| 4 If I ruled the world, ... | D be sure to wear some flowers in your hair. |
| 5 If I were a carpenter, and you were a lady, ... | E every day would be the first day of spring. |
| 6 If I were a rich man, ... | F what a tale your thoughts would tell. |
| 7 If looks could kill, ... | G I hold out my hand and I touch love. |
| 8 If you're going to San Francisco, ... | H I'd hammer out reason. |
| 9 If I can't have you, ... | I I wouldn't have to work hard. |
| 10 If we don't try to save the love we got, | J I don't want nobody, baby. |

4 Match each *if* clause (1-5) with two possible main clauses (A-L). Then complete the main clauses using the words in brackets. Use modal verbs if appropriate.

- | | |
|--|------------------------|
| 0 If Bill Gates hadn't been in the right place at the right time, | <i>B, E</i> |
| 1 If athletes today didn't take their training so seriously, | |
| 2 If John Lennon and Paul McCartney hadn't met, | |
| 3 If Oppenheimer hadn't discovered how to build an atomic bomb, | |
| 4 If it weren't possible for scientists to isolate individual genes, | |
| 5 If the printing press had not been invented, | |
| A a cure for cancer.....imminent. (not/be) | |
| B he..... <i>wouldn't be</i>the richest man in the world now. (not/be) | |
| C Hiroshima and Nagasaki..... (not/be/destroyed) | |
| D it.....possible to extend education to most people. (not/be) | |
| E Microsoft .. <i>wouldn't have become</i> ... a household name. (not/become) | |
| F much of our history..... unknown to us. (be) | |
| G sport.....so exciting to watch. (not/be) | |
| H the Beatles..... (never/be/formed) | |

- I the ethical debate around cloning.....an issue. **(not/be)**
J the pop music of today.....very different. **(be)**
K the world.....a more secure and peaceful place. **(be)**
L they.....so many records in recent years. **(not/break)**

5 Read each short text and the conditional sentences that follow it. Tick the correct conditional sentences. (One or two may be correct in each case.) Put a cross by the incorrect ones. Think about the meaning as well as the grammar.

- 1 Thanks for looking after the house while I'm away. The only difficulty might be the burglar alarm, which occasionally goes off for no reason. The police always follow up an alarm, but just tell them that it's a bit temperamental.
- A If the alarm goes off, the police will come.
 - B If the alarm were to go off, the police can come.
 - C If the alarm should sound, the police will come.
- 2 The crash of the Air France Concorde has now been attributed to a piece of metal on the runway, apparently from a Continental Airlines DC 10 which had taken off minutes before. The metal caused one of Concorde's tyres to burst, which in turn ruptured the fuel tank on the left-hand side of the plane.
- A If the runway were swept after each take-off, the disaster might have been averted.
 - B If the runway had been swept after the DC 10 take-off, the disaster could have been averted.
 - C If the runway hadn't been swept after the DC 10 take-off, the disaster might have been averted.
- 3 The government urges that all children and teenagers are vaccinated against meningitis C.
- A If your child had not yet been vaccinated, please make an appointment with the nurse.
 - B If your child has not yet been vaccinated, please make an appointment with the nurse.

- C If your child was not yet vaccinated, please make an appointment with the nurse.
- 4 I haven't seen the result, but Rusedski must have finished his second round match against Pioline by now.
- A If he gets through this one, he'll be delighted.
- B If he's got through this one, he'll be delighted.
- C If he got through this one, he'd be delighted.
- 5 Try to engage the potential client in conversation as soon as possible, to make it more difficult for him to put the phone down.
- A If the client won't engage, politely thank him for listening and hang up.
- B If the client doesn't engage, politely thank him for listening and hang up.
- C If the client wouldn't engage, you should thank him for listening and hang up.
- 6 Over ninety-five per cent of people who successfully complete our course find that they recover the course fees within a few months through income from having their work published.
- A Should you not recover the fees within a year of completing the course, we will give you a full refund.
- B Did you not recover the fees within a year of completing the course, we would give you a full refund.
- C If you hadn't recovered the fees within a year of completing the course, we would give you a full refund.
- 7 In last week's peaceful demonstrations in Burma, one demonstrator was seriously injured when she fell and was trampled by the crowd trying to flee from the water cannons. She is still in hospital in a critical condition.
- A If the demonstrator didn't fall, she might not be in hospital now.
- B If the demonstrator hadn't fallen, she might not be in hospital now.
- C If the demonstrator hadn't fallen, she might not have been seriously injured.

6 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given. These words must not be altered in any way.

0 It would be nice to go to the beach tomorrow.

suppose*Suppose we went to the beach tomorrow. That would be nice.*.....

1 Perhaps Sophie doesn't like her parents-in-law, but she keeps it to herself.

even if

2 After her husband's death, Mrs Jenkins sold the house to her son but insisted that he lived in it himself.

on the condition that

3 If you don't request next-day delivery, we will send the goods by normal first-class post.

unless

4 Use a power breaker when you mow the lawn as you might cut the electric lead.

in case

5 The library computer can tell you about the books you have out on loan, if any.

whether ... or not

6 I can't imagine the consequences if the police found out!

what if

7 We will only achieve the deadline if you provide all the resources we have requested.

not ... unless

8 You will be awarded marks for trying to answer all the questions; not all the answers have to be correct.

whether ... or not

9 You're welcome to bring Lucinda, but I don't want her to moan about her work all day.

as long as

10 If you hadn't been so stupid in the TV studio, our team would have won the quiz!

but for

7 You are starting a fitness club. Write your introductory speech about the importance of keeping fit and the activities to be offered there or write an article for a women's magazine advertising your fitness club. Use conditionals of different types.

8 Read this article and decide which word or words below best fits each space. Circle the letter you choose for each question. The exercise begins with an example (0).

Good news for dog owners!

If you often travel abroad for your holidays, what (0).C.. with your beloved pet dog? Do you put him in a kennel or leave him with friends? One thing is certain, you're extremely unlikely to take him with you, because if you (1) ..., he (2) ... six months in quarantine when you return. A bit of a stiff penalty for two weeks' romping in the Dordogne! But this is set to change soon. From April your dog will be able to travel with you (3)... he (4)... a rabies vaccination and is wearing an identification chip. Cara Lewis, spokesperson for the Animal Welfare Society, said, 'This is very good news for all British animal lovers. I know many people who (5).... take their dogs on holiday with them if only they (6)... . Indeed, I used to travel to northern France regularly and I (7)... my dog Wolfie with me every time (8)... the quarantine regulations.' But Cara also has words of warning: 'Pet owners should remember that there are other considerations when taking animals abroad. (9)... your animal become disorientated, he (10)... so ensure that he is wearing a collar with your holiday address at all times.'

It isn't all good news, however. If you (11)... to a country outside Western Europe this year, you (12)... your pet with you - it will be some time before regulations for other destinations are relaxed, if ever.

- | | | |
|-----------------|----------------|-------------|
| 0 A will you do | B would you do | C do you do |
| 1 A had done | B did | C do |

- | | | |
|------------------|--------------------|-------------------------|
| 2 A will spend | B has to spend | C would have to spend |
| 3 A providing | B unless | C in case |
| 4 A had | B had had | C has had |
| 5 A could | B will | C would |
| 6 A can | B could | C should be able to |
| 7 A have taken | B will have taken | C would have taken |
| 8 A unless | B but for | C so long as |
| 9 A Should | B Did | C Had |
| 10 A runs away | B should run away | C might run away |
| 11 A will travel | B are travelling | C would travel |
| 12 A don't take | B can't have taken | C won't be able to take |

1.2.8. THE SUBJUNCTIVE AND ‘UNREAL’ USES OF PAST FORMS

We use the subjunctive form in certain fixed expressions and after some verbs and adjectives which express the idea of necessity, importance, etc. The subjunctive form can be used to refer to events and situations in the past, present or future. We use it mostly in formal and literary language.

After certain expressions we can also use past tenses to refer to the past, present or future, to describe things which are seen as ‘unreal’ or unlikely. This is similar to the use of past tenses in conditionals.

The Subjunctive

Form and Use

The subjunctive form is the same as the infinitive (without *to*). It does not show any marking for tense and can be used to refer to events in the past, present or future. We use it most often in **that clauses** after certain **verbs** (e.g. *advise, ask, demand, insist, propose, recommend, request, suggest*), **adjectives** (e.g. *advisable, anxious, desirable, eager, essential, important, necessary, preferable, vital, willing*), and **nouns** (e.g. *decision, insistence, demand, requirement*) **to express the idea that something is necessary or important:**

*At yesterday’s hearing the judge **insisted** (that) Mr Grant **give** evidence despite his relationship to the accused.*

*In future cases it will be **vital** that each party **give** full disclosure prior to trial.*

We can use passive and negative forms of the subjunctive:

*Members of the committee suggested England **be excluded** from future international tournaments.*

*Regulations require that officers **not enter** the crime scene without protective clothing.*

Informal Alternatives

The subjunctive is used in **reported speech**, **very formal language** (e.g. regulations, legal documents) and in **poetry**:

*She insisted that she **pay** her own way.*

*We require that all receipts **be submitted** to the committee for approval.*

*I know not whether laws **be** right,*

*Or whether laws **be** wrong. (Oscar Wilde)*

As the use of the subjunctive is rather formal or literary in British English (it is less formal and more common in US English), British English speakers prefer to use **should + infinitive** or the forms listed below in most situations:

*It is vital that every applicant **complete** the form in triplicate.*

(subjunctive)

*It is vital that every applicant **should complete** the form in triplicate.*

(should + infinitive)

*It is vital that every applicant **completes** the form in triplicate.*

(present simple)

*It is vital **for every applicant to complete** the form in triplicate.*

(for + subject + to + infinitive)

Fixed Expressions

There are some fixed expressions which use subjunctive forms:

*If he doesn't want to see us, then **so be it**. (= then let it happen)*

***Bless** you!*

*Long **live** the republic!*

*'There's very little chance of winning this case.' '**Be that as it may**, I'm not going to give up fighting.' (= Whether that is true or not, I'm not ...)*

*I'll take it all the way to the Supreme Court **if need be**.* (= if this is necessary)

The 'Unreal' Past

Form And Use

After a number of expressions we use **past tenses** (active and passive) to describe things in the present, past or future which are **imagined** or **unreal**. We sometimes refer to this use of past tenses as **the 'unreal' past**.

*If only I **was** thin.* (= I am not thin but I would like to be thin.)

We use **the 'unreal' past** after:

*It's time ... **What if** ..., **Suppose/Supposing** ..., **would rather, would sooner, as if, as though, wish, if only***

We can use **the past simple** or **the past continuous** after these expressions to talk about **the imaginary present and future**:

Present: *It's time they **were forced** to clear up the mess.* (They aren't being forced to clear up at the moment.)

*These kids act as if they **owned** the place.* (They don't own it.)

Future: *I wish I **were coming** with you tomorrow.* (I am not coming with you tomorrow.)

We use **the past perfect** to refer to something **unreal in the past**:

Past: *Suppose the gun **had been fired** at me?* (The gun wasn't fired at me.)

*I wish I'd **never started** this course.* (I have started it.)

Was or Were

Many speakers prefer to use **were** for all persons when talking about the imagined present or future, especially in more formal situations and in US English. This

form is sometimes called **the past subjunctive** and is also used in second conditional sentences:

*Suppose I **were** to announce my candidacy at the next council meeting.*

*If only he **were** a little more convincing on the economic issues.*

*If I **were** you, I'd think twice before refusing that offer.*

In the above examples we can also use **was** but this is more **informal**.

It's (High/About) Time (That)

We use **it's time** ... to say that something is not happening and it should be:

It's time we left. (= We aren't leaving and we should.)

It's about time you paid a visit to your grandparents. (= You should visit them.)

It's high time that the voice of the people was heard in this House. (= Their voice isn't being heard and it should be.)

We cannot use a negative after *it's time* ...:

~~*It's time we didn't stay.*~~

Note that we can also use *it's time to* + infinitive or *it's time for* + object + *to* + infinitive:

I'm afraid it's time to put your books away now, children.

Come on everybody. It's time for us to get on the coach.

What If, Suppose/Supposing (That)

We use **what if, suppose/supposing (that)** with the past simple or continuous **to ask questions** about an imaginary situation in the present or future and its possible consequences. These questions have similar form and meaning to those in second conditional sentences:

***Suppose he asked** you to marry him, what would you say? (= If he asked you to marry him, what would you say?)*

Sentences with these expressions describing an imaginary situation in the past (with the past perfect or continuous) have a similar meaning to third conditional sentences:

Supposing your parents had refused, how would you have felt?

(= If your parents had refused, how would you have felt?)

And what if he had been thrown out by the landlord? Where would he have gone?

We often use *what if*, *suppose* and *supposing* to make **suggestions**:

Suppose you paid the bill for once?

We use a present tense after these expressions to ask about an imaginary situation in the future that we think is likely or probable, or if we want to suggest that it is:

What if the plan doesn't work?

Supposing he gets caught at customs? You know how vigilant they can be.

Would Rather/Would Sooner

We use *would rather/sooner* with the past simple or the past perfect to describe **preferences**:

I'd sooner you gave me a cash refund. A credit note's no use to me. (= I would prefer a refund/I wish you would give me a refund.)

I'd rather you hadn't spoken so rudely to him.

They are often used as a **polite way to give/refuse permission**, or **make suggestions**:

I'd rather you didn't smoke in here.

I'm not keen on the idea of staying in. I'd sooner we went out clubbing or something.

If the person expressing a preference and the subject of the preference are the same we use an infinitive instead of the past tense. Compare:

We'd sooner you spent your bonus on something useful. (past tense: speaker and subject are not the same)

*I'd rather **spend** it on something frivolous.* (**infinitive**: speaker and subject are the same)

As If/ As Though

We use the past simple after ***as if*** or ***as though*** to say that how something appears now does not match with reality:

*He talks to the children **as though they were** imbeciles.* (The speaker knows they aren't imbeciles.)

*They are acting **as if nothing had happened**.* (The speaker knows something has happened.)

But we use a present tense (including the present perfect) after ***as if*** or ***as though*** to describe how things seem or appear when there is a possibility that the appearance reflects something real:

*He sounds **as if he knows** what he's talking about.* (= Perhaps he does know.)

*You look **as though you haven't eaten** for days.* (= You may not have eaten.)

We can use these expressions to be critical, ironic or sarcastic:

*It isn't **as if he's** in any position to pass judgement!* (= He probably isn't in a position to do this.)

Wish/If Only

Wish/If Only + Past Simple

We use ***wish/if only*** + **past simple** to express a desire for something to be different **in the present**:

*I **wish I had** more free time.* (= I don't have much free time, but I would like some.)

The desire can be for something which is actually impossible:

***If only I were** young again.*

Wish/If Only + Past Perfect

We use **wish/if only + past perfect** to express **a regret about the past**, a wish that something different had happened:

I wish that you'd told me about this before I booked the tickets.

(= I regret the fact that you didn't tell me about this.)

If only he hadn't been driving so fast! (= Unfortunately he was driving very fast.)

Wish/If Only + Would

Wish/if only + would usually expresses **a desire for someone to change their deliberate behaviour in the present or future**:

I wish you'd stop looking at me like that. It's terribly distracting. (= You keep looking at me and I want you to stop.)

We often use this form **to criticise or complain** about something:

I wish you'd stop shouting. I'm not deaf you know.

We can also use the form with inanimate subjects because although we know they have no conscious control over their actions (they are not human), we give them human characteristics for emphatic effect:

If only the sun would come out so we could get on with the filming. (= The sun 'refuses' to come out. I want it to come out.)

The change we desire **must be possible**, even if unlikely. We cannot use *would* for an impossible change, e.g. one which the subject has no control over or a change to the past:

~~*I wish sports cars wouldn't be so expensive.*~~ (Cars have no control over their price.)

I wish sports cars weren't so expensive. (+ past simple)

~~*If only nuclear bombs wouldn't have been invented.*~~ (a change to the past)

If only nuclear bombs hadn't been invented. (+ past perfect)

We can't use *would* when the subject of the wish and the subject of the change are the same. Instead we use a past tense, or *could*:

~~*I wish I would be more energetic.*~~ (Subject of *wish* and *would* are the same.)

If only I were more energetic. I wish I could be more energetic.

Wish/If Only + Could (Have)

We use *wish/if only + could* to describe a desire we know is **impossible to achieve**:

If only we could see the situation through his eyes. (We can't.)

We often use the form when we are expressing an impossible desire about ourselves:

I wish I could dance but I'm afraid I've got two left feet.

We can use *could have* for a **regret about the past**. It means 'It would have been nice if ...':

I wish your father could have been there to see it all. (= Unfortunately, he wasn't able to be there.)

Differences between Wish and If Only

***If only* is often more emphatic than *wish*.** Compare these examples:

If only we'd seen you coming. We might have braked in time. (a regret)

I wish we'd seen you coming. We would have put out the red carpet! (a wish)

For greater emphasis we can put a subject between *if* and *only* in informal English:

If you only knew how much trouble you've caused.

Wish can be followed by *that*, but *if only* cannot:

~~*If only that you'd told me about it earlier.*~~

I wish that you'd told me about it earlier.

PRACTICE

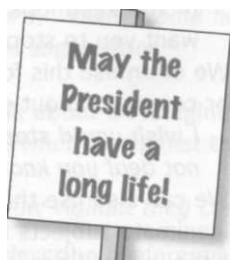
1 Study the following extracts. Two of them use appropriate language but four of them use forms which have an incorrect degree of formality. Tick the two correct extracts and rewrite the remaining four using subjunctives (note you may need to use passive forms).

1 It is vital that claims are submitted to the committee with full supporting documentation.

2 *and then, can you imagine, the boss insisted that I took little James to lunch. I mean, it's not my job to look after the boss's children, is it?*

3 Clause 25.6 of the Treatment of Offenders Act suggests that each offender receives a monthly visit from a probation officer.

4



5 **7.30 BBC1. Trudy Trouble.** In tonight's hilarious episode Sam suggests that Trudy visits the doctor, with predictably comical results!

6 It is imperative that ear protectors are worn at all times when operating the machine lathes.

2 Add one of these common phrases to each of the sentences.

*come what may suffice it to say be that as it may God forbid so be it
far be it from me*

1 If,, you were to die, who'd run the business?

2 I don't want to explain. Aunt Sarah is coming to stay after all.

3 If you really want to drop out of college, then

4, I'm determined to finish decorating my room this weekend.

5 to tell you what to do, but you'd be mad to marry him.

6 'This medicine tastes horrible!' '....., it will cure your cough.'

3 Rewrite these sentences using a suitable phrase from the box. Use each phrase only once.

as if she as though I'd rather it's time it's about time you suppose I
~~I'd sooner~~ they'd rather what if

- 0 Taking the later flight would be preferable for me. *I'd sooner take the later flight.*
- 1 You look awful. Have you been unwell?
- 2 Please don't wipe your feet on the carpets.
- 3 What on earth will happen if they don't accept your explanation?.....
- 4 We really ought to pay the bill now.
- 5 If I complained to the police, how would they react?
- 6 If they had the choice, I think they'd prefer us to go with them.
- 7 She isn't a member of the club, but she acts like someone who is.
- 8 You should give your parents a call, they must be getting worried by now.

4 Read the information in the box then match each statement (1-15) below with one of the speakers Alan (A), Mary (M) or Teresa (T). You can match five statements to each speaker.

A - Alan loves swimming but he doesn't have a pool in his house.
 M - Mary has a swimming pool in her house.
 T - Teresa used to own a house with a swimming pool.

- 1 I wish we had a house with a pool.
- 2 Supposing we got rid of the pool?
- 3 It's high time we changed the water in the pool.
- 4 If only the pool hadn't been so expensive to maintain.
- 5 Suppose we hadn't had a pool for all those years?
- 6 I'd rather we had our own pool.
- 7 People say I sometimes talk as if I had my own swimming pool.
- 8 What if we'd never had a pool?
- 9 If only the children would use our pool more often.

- 10 I wish I could go back to the days when we had our own pool.
- 11 If only we didn't have that great big pool in the back garden.
- 12 I'd sooner we used solar power to heat our pool.
- 13 I wish we could have used our pool more.
- 14 It's about time we built a pool.
- 15 What if we installed a pool in the basement?

5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence. Use the words given in bold letters. The words must not be altered in any way. There is an example (0) at the beginning.

0 I regret the fact that we didn't see the band play.
could*I wish we could have seen the band play.*

1 It's a pity that you didn't tell us that you were leaving.
wish

2 What would have happened if they hadn't got a receipt?
suppose

3 We really should go now.
went

4 Unfortunately, I'm not as agile as I used to be.
only

5 I'd love to be able to play the piano.
could

6 Her constant criticism of me really gets on my nerves.
stop

7 Treat my home in the same way that you would treat your own.
though

8 I regret not going to university when I was younger.
gone

9 She would love to have more friends.
had

10 Please don't let the dog sit in the front of the car.

I'd

6 Some of these sentences contain mistakes. Tick the correct sentences; then underline and correct the mistakes.

1 I had rather you didn't take the car; it's just been cleaned.

2 It's high time our employer listens to our grievances.

3 Supposing I took out my own insurance cover, what did you do about it?

4 If we only knew where he was getting the information from.

5 I wish I would be a child again.

6 He's only a student but sometimes he acts as if he is the teacher.

7 I'd sooner die than go out with that creep.

8 What if you'll see him at the party?

9 It's about time I didn't stay at home; I am twenty-five after all!

10 What a mess; you look as though you've been in a fight!

7 Think of some things you regret having done. Write an e-mail to a friend of yours, explaining the situation and what would have happened if you had acted differently. Use conditionals and *wish/if only*.

8 Complete the letter with appropriate forms of the words in brackets.

Dear Mrs Grenfell,

I am writing to you in your position as secretary of Cliveden Mansions Residents' Association in connection with the problem of residents leaving bicycles in the common entrance hallway.

My wife and I have yet again been having a lot of trouble with Steve and David Brown, the tenants of flat 16 on the first floor, and we feel it is high time this persistent source of dispute (1) (finally/resolve). These tenants own two bicycles which they insist on leaving in the entrance corridor. No doubt you are aware that the

leases of all the flats in our building require that the entrance (2) (keep clear) of obstruction at all times. The local fire officer has also pointed out to me that under the building regulations the common entrance corridors to flats must be treated as if they (3) (be) exits of a public building, and are therefore subject to the same restrictions as those in force in theatres, cinemas, etc. Supposing the corridor (4) (block) with bicycles and there was a serious fire? We might all be trapped in our flats.

Apparently last month you told the Browns that they could keep their bicycles there for a temporary period. Well, I certainly wish you (5) (not/agree) to that, because they continually use this as an excuse when we ask them to remove the bikes. I have pointed out to them that there is space to store bicycles in the back yard, although I would sooner they (6) (keep) the bikes in their own flat as the presence of two mountain bikes might attract thieves. They say that there isn't any space in their flat and I wish I (7) (able to) offer them somewhere else. But, as you know, all the space in the bicycle shed is now allocated. Unfortunately they still seem unwilling to move their bikes, and their intransigence is beginning to seem deliberate. It isn't as though we (8) (not/tell) them about this on numerous occasions. In fact it has now reached a stage where I feel I must insist that the chairman of the residents' association (9) (demand) they remove the bicycles forthwith.

We would rather (10) (not/have to/refer) this matter to our solicitors but we feel that if the residents' association is unable to resolve the matter, we will have no alternative.

Yours sincerely,

Howard Blenkinsop

1.2.9. WORD ORDER AND VERB PATTERNS

Word order in English is very important in signalling the relationships between the different elements within a sentence. Although the subject usually precedes the verb in English, there are many different ways of ordering the other elements in the sentence.

Sentence Word Order

Word order shows us which element of the sentence is the subject and which is the object. In declarative sentences, the subject is usually first, followed by the verb:

Sarah really enjoys a hot dog (for tea occasionally).
↑ ↑ ↑
subject verb object

This is not the same as:

A hot dog really enjoys Sarah (for tea occasionally).

The main part of the example above (i.e. outside the brackets) shows subject-verb-object word order (SVO). There are, however, occasions when we change this word order. In questions, we usually place a verb (auxiliary or modal) before the subject:

Is the Prime Minister discussing the issue of debt with the Cabinet?
↑ ↑ ↑ ↑
auxiliary verb subject main verb object

We also change the order when we place adverbs such as *never, seldom, rarely* at the beginning of the sentence for stylistic reasons:

'Never in the field of human conflict was so much owed by so many to so few.'

Apart from the variations mentioned, a number of patterns can follow verbs in English. Note that even verbs with similar meanings can take different patterns:

I said that you could go. (verb + clause)

I told you that you could go. (verb + indirect object + clause)

She told me a lie. (verb + indirect object + direct object)

The indirect object is often a person who receives something and it is often introduced by a preposition (either *to* or *for*).

Verb Patterns

Intransitive Verbs

Some verbs do not have an object. These are **intransitive** verbs:

They've arrived! The cup shattered.

We can use **adverbs** or **prepositional phrases** with these verbs:

*They've arrived **there!***

*The cup shattered **into hundreds of tiny shards of glass.***

*After admitting the charge, the politician apologised **to all his constituents.***

Some common intransitive verbs are:

come, fall, go, happen, lie, sleep, swim, wait.

Some verbs can be **intransitive** or **transitive** (used with an object):

*The door **opened.** (intransitive) He **opened the door.** (transitive)*

*The meat **burnt.** (intransitive) The cook **burnt the meat.** (transitive)*

Some common verbs that can be transitive or intransitive are:

begin, break, change, close, continue, dry, finish, hang, hurt, move, separate, stand, start, stop, tear, turn.

Sometimes the two uses of a verb can have very different meanings:

*He **ran** to catch the bus. (intransitive = moved quickly)*

*He **ran the new software** to show us how it worked. (transitive = operated)*

In modern usage, some transitive verbs are used as intransitive verbs:

I don't know why you're bothering with those boots - they won't sell.

And some intransitive verbs are used as transitive verbs:

*In order to survive we need to **grow the business** by 100 per cent within two years.*

Verb + Complement

Some verbs are followed by **complements** (not objects). A complement is usually a noun phrase or an adjective that **identifies, describes** or **gives information** about the subject:

*George Carey has become **the new Archbishop of Canterbury**.*

*My grandmother has become **very forgetful** recently.*

↑	↑	↑
subject	verb	complement

Some common verbs which introduce complements are:

be, become, appear, keep** (+ adjective), **remain, taste, make.

*You don't want to **remain a shop assistant** all your life, do you?*

*A quiet afternoon at home would **make a nice change**.*

*Chris was very good - he **kept quiet** all through the boring sermon.*

After *seem, appear, look, feel* and *sound* we can use an adjective or a noun phrase to describe the subject:

*The whole group **seemed very keen**.*

*Marie's new outfit **looked fantastic!***

*That **sounds a wonderful idea!***

*Your suggestion **seems the best solution***

However, when we use **a noun phrase** after *seem* or *appear* to identify (rather than describe) **the subject**, we have to use **to be** to introduce the noun phrase:

~~*Surprisingly, the young fresh-faced boy **seemed the boss.***~~

*Surprisingly, the young fresh-faced boy **seemed to be the boss.***

A complement can also describe **the object** of a verb. In this case, the object comes before the complement:

*The committee named Frances **President**.*

*The journey made the children **fractious**.*

↑

↑

↑

↑

subject

verb

object

complement

We often use **verbs of naming**, e.g. *name, call, elect*, with this pattern:

*The President finally decided to call his new dog **Buddy***

We can use **a noun** or **an adjective** as the complement after verbs such as *think, keep, consider, prove, call, find*:

*Although he was twenty, Katherine still **considered** him **a child/childish**.*

*Many critics **call** Kevin Costner's 'The Postman' **his worst movie yet**.*

We can use **an adjective** as a complement in the same pattern in a number of idiomatic phrases after verbs such as *drive, send* and *turn*:

*The noise of the planes flying over us at night **drives me crazy!***

*The new aftershave from Givenchy is guaranteed to **send women wild**.*

*Did you see his expression? It could **turn milk sour!***

Verb + Object(S)

Transitive verbs have a **direct object**, which can be a noun or a pronoun:

*We discussed **the problem/it** at great length.*

↑

↑

↑

subject verb

object

The object can also be an *-ing* form (with or without a prepositional phrase):

*The instructor suggested **practising (on the nursery slopes first)**.*

We can omit the object after some transitive verbs where the context is clear:

*Geoff was mortified to find that he **had failed** (the test) again.*

Some common transitive verbs which can omit the object are:

answer, ask, drink, eat, enter, fail, leave, pass, play, practise, sing, study, wash, win, write.

In English a number of verbs **can take two objects**, e.g. *give, bring, buy, show*. These verbs take **a direct object** and **an indirect object** and there are two possible patterns:

The judges gave the enormous marrow/it first prize.

↑ ↑ ↑ ↑
subject verb indirect object direct object

The judges gave first prize to the enormous marrow.

↑ ↑ ↑ ↑
subject verb direct object indirect object

~~*The judges gave to the enormous marrow first prize.*~~

If we put the direct object first, we introduce the indirect object with a preposition (either *to* or *for*). We do not vary from this.

If the indirect object is **a pronoun**, we prefer to put it **before** the direct object:

[*The Shakespearean actor brought a certain amount of class to us.*]

The Shakespearean actor brought us a certain amount of class.

Which pattern we use often depends on what information in the sentence is new. We prefer to put new information at the end of the sentence.

Verb + Prepositional Phrase

We can use a prepositional phrase after intransitive verbs:

The train departed from platform 9 - but we were waiting on platform 5!

↑ ↑ ↑
subject verb prepositional phrase

We can also use prepositional phrases after transitive verbs:

*He carefully removed the egg **from the nest**.*

↑ ↑ ↑ ↑
subject verb object prepositional phrase

We do not usually change the order of **object + prepositional phrase** in this pattern, **unless the object is very long**:

~~*He carefully removed from the nest the egg.*~~

*He carefully removed from the nest **the three fragile blue-speckled eggs and the one chick that had already hatched**.*

Verb + Infinitive

Many verbs can be followed by **to-infinitive**:

The consultant refused to take responsibility for the decision.

↑ ↑ ↑
subject verb to-infinitive

We can use a direct object between the verb and the infinitive:

We require all students to attend the pre-sessional English course.

↑ ↑ ↑ ↑
subject verb direct object to-infinitive

With some verbs we do not need *to*, for example, modal verbs, auxiliary verbs, semi-modals (*need* and *dare*), and *make* and *let*:

*He **daren't** leave early without my permission.*

***Let** the dish **stand** for at least a minute after removing it from the microwave.*

We can use the verb *help* with or without *to*:

*The volunteers **helped (to) provide** support and comfort to the refugees.*

Verb + Clause

Verbs can be followed by **that clauses** or **wh- clauses** (those which start with a question word). We often use *that* clauses after verbs of speaking and thinking:

*The staff agreed **that redundancies were the only course of action.***

↑	↑	↑
subject	verb	clause

We can omit *that* after the verbs mentioned above:

The warden told the visitors (that) the prisoner did not want to see them.

Examples of *wh-* clauses are indirect questions:

*I couldn't meet you. You didn't tell me **when you were arriving.***

↑	↑	↑	↑
subject	verb	object	clause

Wh- words can be followed by *to* + infinitive after verbs such as **show, explain, teach**:

*Is it common for people to teach their children **how to drive here?***

Linking Clauses

The Sentence And The Clause

The sentence is normally considered to be **the largest unit of grammar**. Longer stretches of text, such as **paragraphs** and **segments of conversations**, are usually regarded as **units of discourse**. The sentence is principally a unit of written grammar and is normally easily identified by an initial capital letter on the first word and a full stop after the last word.

Sentences are composed of **clauses**. The clause is the core unit of grammar. A sentence must include at least one main clause. A clause consists of two parts: **a subject** and **a predicate**. The subject is a noun phrase or its equivalent which indicates the doer or agent of an action, state or event, and the predicate is a verb phrase and any other accompanying elements (e.g. an object or complement).

The subject can be seen as representing a **topic** (who/what the clause is about) and the predicate can be seen as representing a **comment** (what is said about the topic). The topic and comment together constitute a **proposition**. Clauses combined together as sentences express various types of relation between propositions.

The clause centres around a verb phrase, since it is the verb phrase **which largely determines what else must or may occur in the clause**. A clause most typically consists of a **subject** (which is a noun phrase), a **verb**, and other elements which may or may not be necessary, such as an **object** (which is a noun phrase), a **predicative complement** (most typically an adjective or noun phrase), or an **adjunct** (which is typically an adverb phrase or a prepositional phrase).

The two main types of clause which can combine to form sentences are **main clauses** and **subordinate clauses**. Main clauses are not dependent on any other clause in the sentence, and a sentence must have at least one main clause.

A sentence with one main clause is called a **simple sentence**. A sentence with two or more main clauses is called a **compound sentence**. A sentence with a main clause and one or more subordinate clauses is called a **complex sentence**.

Coordination

We can link clauses of **equal value** (i.e. both can stand on their own) with **and, but** or **or**.

With these conjunctions we can often put either of the clauses first:

*We can pay in one lump sum **or** we can pay in instalments.*

*We can pay in instalments **or** we can pay in one lump sum.*

If the subject is the same in both clauses, we can omit it in the second clause:

***He** rang the doorbell and knocked on the door.*

We can also use the 'two-part' conjunctions **both ... and, either ... or, neither ... nor** and **not only ... but (also)**:

*At the French Open Hewitt **both** proved his return to form **and** won the only Grand Slam title to have evaded him.*

Subordination

When we link a main clause with a subordinate clause (i.e. dependent on the main clause), we use **conjunctions** (*when, if, although*). With subordinate clauses we cannot usually change the order of the events in the clauses without changing the meaning:

1 *The flowers were delivered **just after** she left.* (she left = first event)

 ↑ ↑
main clause subordinate clause

2 *She left **just after** the flowers were delivered.* (flower delivery = first event)

 ↑ ↑
main clause subordinate clause

It is, however, usually possible to change the order of the clauses themselves:

*Just **after** she left the flowers were delivered.* (= same as 1 above)

*Just **after** the flowers were delivered, she left.* (= same as 2 above)

Common types of subordination are:

Nominal clauses (*that* or *wh-* clauses functioning as nouns):

*Didn't the notice say **when the water was going to be cut off**?*

Adverbial clauses (clauses of time, place, manner, comparison, condition, contrast, purpose, reason, result):

*There may well be more accidents in future **if air traffic continues to grow.***

***Although** the Aztecs were rich and powerful, the Spanish conquistadors overpowered them.*

Relative clauses (introduced by pronouns, e.g. *who, which, that*):

*Erm there's Portugal, there's Las Palmas, **which is one of the Canary Islands**, and there's Rhodes.*

PRACTICE

1 Choose the correct sentence, A or B, for each cartoon. In some cases both sentences are correct.

1 A The dog chased the cat down the garden.

B The cat chased the dog down the garden.



2 A John thought Harriet was wonderful.

B Harriet thought John was wonderful.



3 A Mary said Kevin was an idiot.

B 'Kevin,' said Mary, 'was an idiot.'



4 A Our priceless Ming vase broke the picture of Uncle Albert when it fell on it.

B The picture of Uncle Albert broke our priceless Ming vase when it fell on it.



- 5 A Jerry has become a real little devil.
 B A real little devil has become Jerry.



2 Each sentence below contains one mistake with word order. Rewrite the sentence correctly.

- 0 The military regime denied to the world's press access.
*The military regime denied access to the world's press.*
- 1 When he made out his will, Mr Smithson refused to leave anything his estranged son.
- 2 Geoff originally believed Susan when he told her he was having long business meetings after work.
- 3 Please leave by the door your shoes before entering the temple.
- 4 The Management recommends that you keep safe your valuables by handing them in at Reception.
- 5 The invitation doesn't tell what we should wear at the reception us.
- 6 The new President of the United States has been elected George W Bush.
- 7 It is said that our thinking power really improves studying philosophy.
- 8 She carefully placed the 24-carat gold, diamond-encrusted engagement ring that her fiancé had just bought her onto her finger.
- 9 The course director insists on attending at least 80 per cent of classes the first-year students.
- 10 Prizes can be claimed by sending the form and proof of purchase us, at the address below.

3 Read the newspaper article and then choose the best phrase (A-P) to complete each space. Write the letter of the chosen phrase in the space. Some of the answers do not fit at all. The exercise begins with an example (0).

CHILDREN AT RISK FROM MENTAL ILLNESS

A recent study has shown that levels of mental illness (0) ..G.. The study claims that mental problems such as depression and anxiety (1)... . One of the reasons given for this is the current obsessive preoccupation of parents with their children's safety. Parents today consider the streets (2)... , so children are taken from home to school and back, and their parents rarely let them (3)... . This preoccupation has two causes: fear of traffic accidents and anxiety about child molesters and murderers on the streets. Parents' fears make (4)... about the outside world and children in turn miss the normal adventures of everyday life. In addition, they don't learn (5)... with other children. Over-anxious children often become (6)... and their fears are therefore realised and even increased. It is a vicious circle. It is a fact, however, that children could be experiencing (7)... . While parents may think a child molester lurks (8)..., this is not supported by statistics: very few children are attacked by people they don't know. The fear of traffic accidents is certainly more real but is something that needs to be addressed by society in general. Some cities in The Netherlands, for example, have created (9)... and pedestrian-friendly zones, where cars, if allowed at all, must give priority to people and bicycles. Children can therefore play (10)

There are, however, critics of this study. Many child psychologists believe that (11)... enough to cause mental problems. They consider the problems more likely (12) ... family breakdown in modern society.

- A their children anxious
- B are affecting one in five youngsters
- C this lack of independence not to be
- D traffic-free zones
- E how to form relationships

F this lack of independence is not

G ~~in children are rising~~

H these fears unnecessarily

I to be a result of

J more safely in these areas

K go out on their own

L their children to be anxious

M too dangerous for their children

N victims of bullies

O round every corner

P being too dangerous for children

4 Rewrite the jumbled phrases to make sentences with the correct word order.

1 named/Samantha/their first daughter/the couple

2 to stand/when he arrives/visitors/expects/His Excellency

3 to stay/a legal assistant/I wouldn't like/for long

4 brought/to the team/Amanda/all her expertise

5 brought/the team/Amanda/all her expertise

6 has become/a very inexperienced salesman/the Sales Manager

7 into the box/sparkling, diamond encrusted/he placed/18-carat gold ring/carefully wrapped/the

8 provided/all rubbish/please/in the bins/put

9 let/to/your parents/all-night parties/do/go/you/?

10 the grenade/removed/the paratrooper/the pin/from/carefully

11 so her daughter/the bracelet/bought/for her/Susan liked/it

12 all day long/their resistance/stand/the prisoners/they/to/made/reduce

13 of destruction/all sick/the scenes/us/made/in the film

14 an easy programme/trying/first/recommended/the trainer

5 Match the clauses in A and B to make sentences, using a linking word from the box to join them. Decide if each sentence contains coordinated clauses or a subordinate clause, and write C or S.

after	and	even though	if	or	so	than	that
-------	-----	-------------	----	----	----	------	------

A

- 1 It was the finest portrait
- 2 Some of the passengers were causing trouble
- 3 The holiday will be automatically cancelled
- 4 The policeman was rushed to hospital
- 5 We can either go camping
- 6 Maurice Greene won the gold medal
- 7 Our car broke down last week
- 8 The whole class would rather go to the cinema

B

- a the pilot diverted the plane to the nearest airport.
- b stay in a cheap hotel.
- c we only bought it two months ago.
- d he smashed the World and Olympic Records.
- e he had been stabbed in the park.
- f the artist had ever painted.
- g see a play at the theatre.
- h we don't receive the balance on the due date.

6 Nine of these sentences contain mistakes. Tick the correct sentences and correct the mistakes.

- 1 The wind knocked the vase off the table and it broke thousands of pieces.
- 2 The attitude of some shopkeepers today makes me absolutely furious!
- 3 The children seemed content to remain to be tenants in their parents' house.
- 4 I can't understand what's happened. There appears some mistake.
- 5 The whole teaching staff found the new head teacher very inefficient and positively offensive.
- 6 No wonder you can't get a table for tonight - we recommended book the restaurant at least a week in advance.
- 7 The winning team proudly showed to their gathered fans their trophy.
- 8 The voice over the loudspeaker explained us the problem.
- 9 I don't know the way to the library. Can you tell me to go?

10 The young boy looked around and gingerly placed back in its correct position the gold watch. He wouldn't steal it after all.

11 The neighbours very kindly helped us move our furniture into the new house.

12 The smell of fish cooking drives absolutely wild my cats!

7 Fill each gap in this text with no more than three words.

Few things are more detested by drivers than the 'Denver Boot' - the wheel clamp. Motorists in many countries consider (1).....one of the most odious inventions ever. Everyone dreads the consequences of finding one of these on their car - phoning the clamping company, waiting (2).....to arrive, paying the fine for removing the clamp, and then, on top of that, paying the original parking fine!

One inventive motorist recently found an ingenious way of releasing his car, however, (3).....cause any damage at all to the clamp or his car. A local shopkeeper takes up the tale: 'This motorist came back to his car and found a clamp on the wheel. He seemed (4).....a mild-mannered man, but this had obviously made him really (5).....as he started muttering and swearing under his breath. Then he calmed down. He took out a mobile and phoned the clamping company and they told him (6)..... would be there in 45 minutes, which obviously didn't please him. Then he had an idea. He took a match and started fiddling with the car tyre. I realised that he was (7).....the air escape from the tyre. Then he got the jack out of the car boot and jacked up the car - the clamp then slid off the wheel with no problems! (8).....he had carefully placed (9).....on the pavement, he pumped his tyre back up, smiled at me, got in the car and drove off. Five minutes later the clampers arrived to find no car and an undamaged clamp. I explained to them (10).....he had done it and they were absolutely furious! It was hilarious!'

1.2.10. EMPHATIC STRUCTURES AND INVERSION

We often emphasise a particular part of a sentence, perhaps to contradict what someone else has said or for dramatic effect. In speech we can do this with stress and intonation alone, but we can also do this by changing the position of elements in a sentence in speech and in writing.

Cleft Sentences

Form and Use

‘Cleft’ means divided. In a cleft sentence, information which could be given in one clause is divided into two parts, each with its own verb:

Vanessa has made the greatest impact. (normal sentence: single clause, one verb)

[It is Vanessa] [who has made the greatest impact]. (cleft sentence: two clauses, two verbs)

This gives extra emphasis to part of the sentence. We often use this pattern to emphasise some piece of new information, to give explanations or to make a contrast with a previous statement (the emphasised information is in bold):

*All of the Redgrave family are gifted actors. But it is **Vanessa** who has made the greatest impact in the world of feature films.*

*‘I remember your uncle taking us to the fair.’ ‘No, it was **my father** that took us there.’*

It Cleft Sentences

It cleft sentences have this structure:

it + a form of be (+ not and/or adverb) + emphasised word/phrase + that/which/who clause

*It isn't just **his outlandish sense of humour** that I'm complaining about.*

We can use this pattern to emphasise **the subject** or **the object** of a simple sentence, or **an adverbial phrase**, or **a prepositional phrase**:

<i>Mike took Sally to the party on Saturday.</i>	
emphasising the subject	<i>It was Mike who took Sally to the party on Saturday.</i>
emphasising the object	<i>It was Sally (that) Mike took to the party on Saturday.</i>
emphasising the adverbial	<i>It was on Saturday (that) Mike took Sally to the party.</i>
emphasising the prepositional phrase	<i>It was to the party (that) Mike took Sally on Saturday.</i>

We cannot use *it* clefts to highlight the action or a verb complement in a sentence. We use *wh-* clefts to do this:

*What Mike did was **take Sally to the party**.*

*What they are is **unscrupulous**.*

***Wh-* Cleft Sentences**

We can use this pattern to **highlight the action in a sentence**. For example, if we want to highlight Mike's action of taking Sally to the party:

***wh-* clause + a form of *be* + emphasised word or phrase**

*What Mike did was **take Sally to the party**.*

In these sentences *what* means *the thing(s) that*. **The *wh-* clause must contain a verb**. To highlight the action we use **a form of *do*** in the *wh-* clause. The highlighted phrase usually contains **a bare infinitive** (example above) **or *to* + infinitive**:

*What Mike did was **to take Sally to the party**.*

If the highlighted verb is in the continuous or perfect, **the form of *do* matches it**:

The boys aren't leaving Sandy at home. They are taking him to the match.

*What the boys are doing is **taking Sandy to the match**.*

Old members are absent but the new members have taken their seats in the assembly.

*What the new members have done is **taken their seats in the assembly.***

We can also use *wh*- clefts to **highlight a verb complement**. For example, if we want to highlight the complement *stingy* in the sentence *Jean and Bob are stingy*, we can say: ***wh*- clause + *is* + emphasised complement**

*What Jean and Bob are is **stingy!***

We use this pattern most often when we want to express our opinion of something or somebody using an adjective:

'Do you think Jean and Bob are a bit cautious with their money?'

*'Cautious? What they are is downright **stingy!***

Other Types of Cleft Sentence

We can use *wh*- clauses with ***when***, ***where***, ***why*** and ***who*** to highlight a person, a place, a time and a reason, but we usually use an introductory noun phrase (underlined below). The *wh*- clause acts like an ordinary relative clause:

~~*Who we forgot to invite was Ian.*~~

*The one (who) we forgot to invite was **Ian.***

person	<i>The guy who told me about the new club was Jack.</i>
place	<i>The house where I used to live is near here.</i>
time	<i>The day (when) we left was the saddest day of my life.</i>
reason	<i>The reason (why) they never told me is they don't trust me.</i>

We can emphasise an item (described by a noun phrase or a verb phrase) with ***the (only/last) thing*** or ***all***:

*The thing I most disliked about the movie was **the scene in the graveyard.***

*The only thing we want is **a chance to air our grievances.***

The last thing we did was pack the kettle.

All we're asking for is to be given a chance.

We can also use **the (only) thing** with a negative verb:

The thing we won't do is repair goods bought in other shops.

The only thing we didn't find was the key to the cellar.

Reversed Cleft Sentences

We can reverse the order of the parts in *wh*- cleft sentences and put the emphasised part at the beginning:

Taking Sandy to the match is what the boys are doing.

Jack was the guy who told me about the new club.

There is a form in spoken English similar to a reversed cleft using **this** and **that**:

We have to get off here. → This is where we have to get off.

They told me the same thing. → That's what they told me.

We only use **reversed it clefts** in a formal literary style. We put the emphasised part before *it*:

And thus Cezanne it was that took the first steps on the road to Impressionism.

Fronting

Fronting Objects and Complements

In **spoken** English we sometimes want to make a strong contrast with something in a previous statement. We can do this with **objects** and **complements** by 'fronting' them (moving them to the front of the clause), which makes them more emphatic:

'She's such a lovely person; so friendly and reliable.'

[*'She may be friendly but she isn't reliable.'*] → *'Friendly she may be, but reliable she isn't!'*

We can also front **demonstrative pronouns** for emphasis:

*I disagree with **that**. → **That** I disagree with.*

We can use fronting to help the flow of spoken or written information by putting the known information at the beginning of the sentence.

*The house was large and sprawling, with two wings and a dark attic. Hilary spent most of her time in the drawing room or the garden. **The attic** she rarely visited.*

Fronting Adjective Phrases; Also and Such

When we want to start a sentence with known information or we want to make an emphatic comparison with information in a previous sentence, we can use a **comparative or superlative phrase** at the beginning. **We use a form of the verb *be* followed by the subject:**

*The first band was dire. **Much more exciting** was Red Heat, the second group to play.*

*Many of the monuments are truly awesome. **Best of all is** the Colosseum.*

*The actors were a mixed bunch. **Least inspiring** of the lot was Pacino.*

We can use a similar pattern with ***also*** and ***such***:

*Members of the royal family attended the funeral. **Also** at the service **were** several ambassadors.*

*They led a life of abject poverty. **Such is** the fate of most illegitimate children in this province.*

We can emphasise an adjective by using ***so*** + **adjective** + **a form of *be*** + **subject** + **a *that* clause:**

***So intense** was the heat (that) the firefighters were unable to enter the building for two hours.*

Fronting Adverbials and Infinitives; As and Though

We can put known information at the beginning of a sentence by putting **adverbial phrases describing position or place** (e.g. *At the back of the house*), **verbs of position and movement** (e.g. *stand, attach, lie*) and **to + infinitive forms in the front position, with inversion of the subject and verb *be***:

At the back of the house was an untidy garden, much of which was taken up by a large and unkempt lawn. Standing in the corner of the garden was a massively overgrown silver birch tree which towered over the roof of the garage. Attached to the roof was an unsightly FM aerial.

For years I have been writing to the President in the White House. To meet him is my most fervent wish.

We can also front an infinitive form when it ‘echoes’ an earlier verb:

He said he would arrive on time.

*And he did (arrive on time). → And **arrive on time** he did.*

We can front verbs and adjectives using ***as*** and ***though***:

***Battered though** he was, he never lost his will to succeed.*

***Try as** she might, she simply couldn't open the jam jar.*

Inversion

Subject-Verb Inversion

We sometimes put a verb or verb phrase in front of the subject after **adverbs of place** (e.g. *on, in, here, there, outside, opposite*) and **adverbs of time** (e.g. *next, then, first, now, finally*). We can use **a form of *be*** or **verbs of place and movement** (e.g. *stand, sit, lie, come, go, climb, run, sail, fly*) **before the subject**.

We often use this pattern to form a link with the information in the previous sentence, and it is common in formal English:

place adverbs + <i>be</i> or verbs of place/movement	<i>Here lies the body of our late lamented sovereign.</i> <i>On one wall there was a beautiful rambling rose. Opposite stood an ancient oak tree over a charming wishing well.</i>
time adverbs + <i>be</i> or verbs of place/movement	<i>For the first hour the teams seemed evenly matched.</i> <i>Then came the turning point in the game as Ed scored.</i> <i>That was the final instalment. Next is the news.</i>

We don't use inversion if the subject of the clause is a pronoun:

*Here comes the bus. ~~Here comes it.~~ Here **it** comes.*

We can also use inversion in *as* and *than* clauses in formal English:

*Mr Slater is expecting a pay rise, **as are** several other salesmen in the team.*

*I'm afraid her proposals are no more feasible **than are** those James presented.*

Subject-Auxiliary Inversion

We sometimes put an **auxiliary** (*do, have, should, can, etc.*) **before the subject in statements**; the rest of the verb phrase follows the subject. We use this pattern of inversion **for emphasis** in the following cases:

after adverbs with 'restrictive'/ negative meaning (e.g. <i>never, little, seldom, rarely, nowhere, hardly, scarcely</i>)	<i>Little did we realise the true extent of his involvement.</i> <i>Never have I seen such a disturbing sight.</i>
after <i>only</i> + time expression or prepositional phrase	<i>Only later did he manage to get permission.</i> <i>Only with a great deal of effort was he able to escape.</i>

after <i>(in) no way, at no time, under no circumstances, on no account</i>	<i>No way am I going to wear that!</i> (informal) <i>Under no circumstances can refunds be given.</i>
after <i>not + only / time expression / person or thing</i>	<i>Not only is he late, he hasn't even brought a present.</i> <i>Not since the sixties has a pop group won such acclaim.</i> <i>Not a single stone was left unturned in the search.</i>
after <i>no sooner ... than, hardly/barely ... when</i>	<i>No sooner had we set out than the skies opened.</i> <i>Hardly had I arrived when Suzy collared me.</i>
in clauses beginning with <i>neither or nor</i>	<i>They have no intention of paying and neither have we.</i> <i>We couldn't face the customers and nor could the boss.</i>
after fronted comparisons, <i>also, such and so</i>	<i>The captain is refusing to play under these conditions and so is the rest of the team.</i>
in clauses beginning with <i>may</i> which describe a strong wish	<i>May he live to regret this decision!</i>

Expressions with *no, not*, etc. not listed above (e.g. *no doubt*) cannot be inverted:

No doubt he will give us a key.

We do not invert the subject and auxiliary after *only* if there is no time expression or prepositional phrase immediately after it:

Only members can park there.

Only on Sundays can members park there

When the expressions *only after, only by, only if, only when, not until/till* come at the beginning of a sentence, the inversion is **in the main clause**:

Only after she started working was she able to save some money.

Only if you follow my advice will you succeed.

PRACTICE

1 Read the information in the box then complete the replies. Each reply must contain a cleft sentence. The exercise begins with an example (0).

Nick turned up late for work on Monday because he got stuck in a traffic jam on the ring road. Luckily Nick has a mobile phone so he was able to phone his boss and warn her that he would be late. She was furious but managed to reschedule an important meeting for the afternoon.

0 ‘Didn't the boss turn up late on Monday?’

‘No, it.....*was Nick who turned up*.....late on Monday.’

1 ‘Nick was late because he overslept, wasn't he?’

‘No, it.....that he was late.’

2 ‘How on earth did Nick let the boss know he'd be late?’

‘Well, what.....call her from his mobile phone.’

3 ‘Wasn't Nick late on Wednesday?’

‘No.....that he was late.’

4 ‘Nick's boss had to start the meeting without him, didn't she?’

‘No, what she.....the afternoon.’

5 ‘Didn't Nick get stuck in a traffic jam in the town centre?’

‘No, not the town centre; it.....got stuck.’

6 ‘Didn't the boss have to reschedule that meeting because the client didn't turn up?’

‘No, it.....had to reschedule the meeting.’

7 ‘Nick rang the boss to give her the sales figures, didn't he?’

‘No, it.....that he rang her.’

8 'I heard the boss was a little annoyed with Nick for being late.'

'No, she wasn't 'a little annoyed'. What.....!'

2 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.

0 Sebastian left the job because of the long working hours.

why *The reason why Sebastian left the job was the long working hours.*

1 We have to wait here.

this

2 We just need five minutes to fix it.

all

3 Jennifer started the strike.

person

4 I'm not questioning his dedication.

isn't

5 These men are totally ruthless.

what

6 I used to live around the corner.

the place

7 It was your next door neighbour who complained.

the one

8 We inherited everything except the house.

only thing

9 You know the sales assistant told me exactly the same thing.

that's

10 I want you to copy this down in your notebooks.

to do

11 First of all we checked the insurance details.

first thing

12 The climbers reached the peak at six o'clock.

was

13 We're taking the au-pair with us.

doing

14 Before leaving we switched off the power supply.

last thing

15 They moved to Andalusia because of the climate.

reason

16 The company has imposed a ban on private e-mails.

has done

17 The only thing we want is our money back.

all

18 Our boss told us the news.

it

19 I want you to appreciate that it's not my fault.

what

20 The introduction of stamp duties led to the loss of the American colonies.

that

3 Make these sentences more emphatic by 'fronting' part of them. Do not use any additional words.

0 I can't stand hypocrisy.*Hypocrisy I can't stand!*

1 Though he was exhausted, he managed to reach the finishing line.

2 My life's ambition is to make the pilgrimage to Mecca.

3 The ninth symphony is his most sublime work.

4 I really can't accept that proposal.

5 An enormous gold Buddha was placed on the altar.

6 The Cresta Run is much more challenging for the dedicated skier.

7 Several sharp criticisms of ministerial conduct were also included in the report.

8 An old man was lying in the shop doorway.

9 It proved impossible to get to the bottom of the mystery.

10 The pilot couldn't regain control because the damage was so severe.

4 In eleven of the following sentences there are mistakes with word order and missing auxiliaries. Tick the correct sentences and then find the mistakes and correct them.

1 They're going to complain about this and so are we.

2 Little we knew the full extent of his involvement in the fraud.

3 The sales director is resigning and so most of the marketing team are.

4 I tried to get there by nine, only was there a traffic jam on the motorway.

5 Over there stood the three-metre tall statue of Lenin.

6 The embassy refuses to intervene. Well, so it be.

7 Tomorrow the first day is of the rest of your life.

8 Long live the glorious republic!

9 No way is the boss treating me like that and getting away with it!

10 Under no circumstances latecomers will be admitted to the auditorium.

11 Armando and Josepha are quite destitute and such the condition is of many of the refugees.

12 Now the time is for wise investors to think seriously about buying Treasury Bonds.

13 Rarely had we encountered such friendly and positive attitudes.

14 Oh look - here comes the procession at last.

15 Not since Kubrick's *2001* a director has made such an intellectually challenging sci-fi movie.

16 The government's proposals are unrealistic, as those are of the opposition.

17 Opposite this house ran the old city walls.

18 Only with the greatest of luck he managed to escape from the rising flood waters.

19 May John and Carol have a long and happy life together.

20 No doubt he didn't realise the consequences of his actions.

5 Rewrite the replies in these mini-dialogues to make them more emphatic by using suitable structures (cleft sentences, fronting or inversion) to emphasise the underlined items. The exercise begins with two examples (0) and (00).

0 ‘That dress looks expensive.’

‘No, the shoes were expensive, not the dress.’

‘No, it’s the shoes that were expensive, not the dress.’

00 ‘Did Darren help you with the decorating?’

‘No, he did the wallpapering, nothing else.’

‘No, the only thing he did was the wallpapering.’

1 ‘Jerry says Liz is going to quit her job at the bank.’

‘I find that really hard to believe.’

2 ‘You look as though you’re destroying that rose bush.’

‘No, I’m just cutting off the dead flower heads.’

3 ‘Are you sure you brought everything with you?’

‘We left the personal stereo behind, that’s all.’

4 ‘Didn’t you own a Volkswagen Golf once?’

‘No. my brother owned one.’

5 ‘He said the speech would shake them up a bit.’

‘And it certainly did shake them up.’

6 ‘I thought the car chase and the scene in the airport were brilliant.’

‘But the explosion on the jumbo jet was best of all.’

7 ‘I think we should try to give them first aid.’

‘No, we should wait for the ambulance to arrive.’

8 ‘So what was so awful about the view from your hotel room?’

‘Well, a huge electricity pylon was standing right outside the bedroom window.’

9 ‘You’ve always wanted to buy a cottage in the country, haven’t you?’

‘Yes, my greatest ambition has always been to own a cottage.’

10 ‘You’re all leaving on Saturday, aren’t you?’

‘No, we’re going on Friday.’

6 In the following magazine article ten emphatic sentences have been changed and underlined. Rewrite the sentences in their original emphatic form using the clues in brackets. The first one has been done as an example (0).

RAP JUMPING? NO WAY, JOSÉ!

I'm quite sporty and I love a new challenge, especially if it's a little bit risky. I often try out new things with my friends Tony and Bruce. (0) In fact Bruce told me about his new hobby – rap jumping. (1) I've done bungee jumping before – that's the sport where you jump off a crane or bridge with your feet attached to a long length of elastic – so I had some idea what he was talking about. Bruce promised me that (2) rap jumping was more exciting and a lot more dangerous than bungee jumping, and (3) he didn't tell me too much about it to keep me in suspense. So of course I was dying to give it a go.

(4) But Tony actually took me for my first rap jump. (5) He's the real daredevil. We went to the top of this tall building which had a sort of gantry overhanging the edge. (6) I could see a rope and a harness hanging from the gantry.

'Oh, I understand,' I said to Tony, 'I get into the harness and then lean back over the edge and lower myself down – it's like abseiling.'

'No, no,' said Tony, '(7) You lean forward and walk down.'

I began to feel a little sick. I don't normally suffer from a fear of heights because I avoid it by looking up or sideways. (8) I can't cope with seeing the ground. The idea of going over the edge facing downwards was just too much for me. '(9) I'm not doing that.' I announced. Well, would you have done it?

- 0 (*it*) *In fact it was Bruce who told me about his new hobby*
- 1 (*fronting*)
- 2 (*not only*)
- 3 (*fronting*)
- 4 (*it*)
- 5 (*the one*)

6 (*all*)

7 (*What*)

8 (*It's*)

9 (*No way*)

What do you think of extreme sports?

2. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1. Задания для самостоятельной работы студентов

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма выполнения	Цель или задача СРС
1	Понятие коммуникативной грамматики	2	Анализ функциональных стилей английского языка и их особенностей	Изучение учебной литературы	Первичное овладение знаниями
2	Имя существительное	14	Составление глоссария полнокорректных терминов. Написание аннотации к фильму или книге	Работа с интернет-ресурсами и словарями. Подготовка к практическим занятиям	Закрепление и систематизация знаний. Формирование умений и навыков
3	Современные тенденции употребления артикля	12	Составление таблицы употребления артикля с именами собственными. Написание рекламной статьи	Изучение учебной литературы. Подготовка к практическим занятиям	Закрепление и систематизация знаний. Формирование умений и навыков
4	Современные тенденции в использовании видовременных форм глагола	6	Подготовка доклада / презентации	Изучение учебной литературы. Подготовка к зачету	Развитие умений и совершенствование навыков
5	Имя прилагательное и наречие	8	Составление рекомендаций для покупателей. Составление списка идиоматических сравнительных выражений.	Подготовка к практическим занятиям. Работа со словарями.	Закрепление и систематизация знаний. Формирование умений и навыков

6	Выражение проблематичных (предполагаемых) и нереальных действий	8	Написание рекламной статьи для женского журнала	Подготовка к практическим занятиям	Формирование умений и навыков
7	Синтаксис предложения и его семантика	10	Написание статьи об экстремальных видах спорта. Написание электронного письма.	Подготовка к практическим занятиям	Формирование умений и навыков
8	Техника создания текста	8	Подготовка к дифференцированному зачету	Подготовка к дифференцированному зачету	Формирование умений и навыков

2.2. Примерный перечень вопросов к зачету

1. Semantic classes of nouns.
2. Proper names used as count nouns.
3. The difference between count nouns and non-count nouns. The use of determiners with them.
4. Types of non-count nouns.
5. Non-count nouns used countably.
6. Agreement.
7. Nominalisation.
8. Possessive forms (form, meaning and use).
9. Specifying and classifying possessives.
10. Functions of articles: naming, describing and classifying.
11. Known and unknown topics.
12. The use of articles with proper names (personal names, geographical names, other proper names).

2.3. Примерный перечень вопросов к дифференцированному зачету

1. The Adjective. Order of Adjectives. Compound Adjectives.
2. Functions of Adjective Phrases.
3. Adjectives used as Nouns.
4. The Adverb. Formation of Adverbs.
5. The Degrees of Comparison.
6. Intensifiers (Adjective and Adverb Modifying).
7. Types/Patterns of Comparisons. *Like* and *As*.
8. Conditionals.
9. The Subjunctive.
10. The 'Unreal' Past.
11. Sentence Word Order.
12. Verb Patterns.
13. Linking Clauses.
14. Cleft Sentences.
15. Fronting.
16. Inversion.

2.4. Тестовые задания для текущего контроля знаний студентов

Тест 1

Nouns

1. Put the verbs in brackets into the correct form.

1. All of his belongings ... (be) in one small suitcase.
2. Maths ... (not/interest) me very much.
3. Fish ... (be) easy to look after as pets.
4. All of our furniture ... (be) brand new.

5. The news they brought us ... (be) good.
6. The staff ... (be) all happy with the pay-rise.
7. Where ... (be) the kitchen scales? I want to weigh some flour.
8. £2000 ... (be) far too expensive for that stereo.
9. The police ... (be) coming to the rescue.
10. The team ... (discuss) strategy before every game.

2. Rewrite the following in the correct possessive form.

- | | |
|----------------------------------|---------------------------------|
| 1. the women – the clothes | 6. Brian and Jack – the father |
| 2. the cats – the kittens | 7. Katy and Sarah – the cars |
| 3. the fridge – the door | 8. a flight – eight hours |
| 4. my father-in-law – the garden | 9. the old woman – the umbrella |
| 5. the train – the windows | 10. a walk – two miles |

3. Underline the correct items.

1. We've had *a great deal of, many, a few, plenty of, a little* rain this year.
2. She drinks *too much, several, a lot of, too many, a little* cups of tea every day.
3. The proposal got *a lot of, a few, some, several, a good deal of* support from the public.
4. We spend *a number of, several, a lot of, plenty of, many* time at our country house.
5. There is *many, hardly any, no, little, several* milk left – could you buy some?
6. He wastes *many, lots of, few, a great deal of, too much* money.
7. They couldn't give us *hardly any, a few, much, a lot of, a large number of* evidence so we had to release the suspect.
8. She left *many, plenty of, a large quantity of, a few, some* jewellery to her grandchildren.

9. There were *several, a little, a lot of, a small quantity of* people at the meeting.

10. She bought *a few, several, some, plenty of, lots of* new cutlery.

4. Twelve of these sentences contain mistakes. Tick the correct sentences, then find the mistakes and correct them.

1. Rickets are a disease caused by a deficiency of vitamin D.

2. Do you know where all this money come from?

3. Can you explain why my best trousers have a hole in them?

4. The scissors in the sewing box needs sharpening.

5. For really good electric pianos, have a look in Marston's.

6. He was hit on the head by stone and had to go to hospital.

7. You can't hold a classical concert in the village hall; the acoustics are terrible!

8. Recent events prove the saying that twenty-four hours is a long time in politics.

9. There're one potato and two onions in the recipe.

10. Elizabeth's the youngest daughter of Mr Granger.

11. These gloves look familiar; I think they're Joe's.

12. Everyone's been admiring my expensive wife's car.

13. My brother's-in-law's parents have decided to emigrate.

14. He's doing some research for his dissertation on anthropology's history.

15. Jem saw a fantastic article in the local paper of today.

16. I don't know him very well; he's just an acquaintance of me from our university days.

17. Is that the new car of Hilary?

18. It's in a great location, only five minutes' walk from the supermarket.

5. Translate into English.

1. Как ты думаешь, смогу ли я сейчас взять двухнедельный отпуск?
2. Ваши успехи в шведском языке просто удивительны.
3. Морковь богата витаминами.
4. Вы знаете содержание этого документа?
5. Моя квартира находится недалеко от университета, где я учусь, - в десяти минутах ходьбы.
6. Ты не помнишь, как зовут ту леди, с которой мы вчера разговаривали?
7. Экспорт Британии в США значительно снизился.
8. Статистика стала частью нашей жизни, хотя не всегда статистические данные вселяют оптимизм (be optimistic).
9. Я ему все детально объяснил.
10. Вы не сможете купить "Бентли" по цене "Форда".

Тест 2

Nouns and Articles

1 Choose the word or phrase that best completes each sentence.

- 1 A demonstration is an act of showing by giving proof or _____ evidence.
a a b an c the d -
- 2 What's in this book? Look at the _____ page.
a content b contents c content's d contents'
- 3 Dessert is any sweet food eaten at _____ end of a meal.
a a b an c the d -
- 4 She worked here for a while then _____ afternoon she just quit and left.
a an b one c the d -
- 5 The police have a new _____ in their search for the bank robbers.
a assistance b clue c progress d information

2 Identify the one underlined expression (A, B, C or D) that must be changed in order to correct the sentence.

1 Two metres are about the size of most doorways.

A B C D

2 I take the bus to the university and meet Tom at the sports complex so we can play the tennis.

A B C D

3 In one class we had to do a research on the language used in business.

A B C D

4 He took one pair of shoes, two shirts and two trousers, but he forgot to take socks.

A B C D

5 Teenagers with credit cards like to buy CD's and clothing.

A B C D

3 Complete this news report with *a, an, one, the* or no article (-).

John Millar, who lives near (1) _____ Stirling in (2) _____ central Scotland, thought he had found (3) _____ bargain when he bought (4) _____ Volkswagen for just (5) _____ thousand, (6) _____ hundred and sixty-five pounds at (7) _____ auction in (8) _____ April this year. Everything was fine for about (9) _____ month, then (10) _____ day, (11) _____ car just stopped. John took it to (12) _____ local garage where (13) _____ mechanic thought there was (14) _____ problem with (15) _____ petrol supply. He was really surprised when he discovered (16) _____ source of (17) _____ problem. He had to remove (18) _____ large, tightly-sealed plastic bag from (19) _____ petrol tank. Inside (20) _____ bag was (21) _____ wad of (22) _____ hundred pound notes. It amounted to fifteen thousand pounds. Suddenly, (23) _____ Volkswagen was (24) _____ even bigger bargain than John had imagined. But John is (25) _____ honest Scot and he reported his discovery to (26) _____ police. They are now trying to find (27) _____ car's previous owner because they want to know where (28) _____ money came from and why it was hidden. John is waiting patiently

and hoping that it will eventually be his. When that happens, he won't have to worry about (29) _____ money for (30) _____ petrol for quite some time.

4 Rewrite these headlines as sentences with appropriate articles and other necessary changes.

Masked Man Robs Woman Outside Post Office

1 Yesterday, _____

Bank of England Raising Interest Rates by 1 ½ %

2 In business news, _____

Murder of Priest in Kent Shocks Community

3 Yesterday's news of _____

New Account of Scottish History by English Writer Criticized

4 Reviewers have criticized _____

5 Use *the* where necessary.

British Museum, St. Pancras Station, Kew Gardens, Red Lion Square, Dutch Language, King George VI, East River, High Street, Andes, Lake Windermere, Macy's, Harrods, Red Sea, Duchess of Devonshire, Regents Street, Virgin Islands, Mount Etna, Charles de Gaulle Airport, Malta, Atlantic.

Text 3

Adjectives and Adverbs

1. Complete each sentence so that it means the same as the preceding one(s) using the word in brackets.

1. I thought this film would be better. (as) This film ...
2. Is this the best price you can offer? (a) Can't you offer ...
3. All other pubs are farther away. (the) This pub ...
4. When you eat a lot, you get fat. (more) The ...
5. The lecture was very boring. As a result I fell asleep. (so) The lecture ...

6. My son can't get a place at kindergarten because he's too young. (enough)
My son isn't ...
7. Riding a bike is easier than riding a horse. (as) Riding a horse ...
8. David and I have sent the same number of Christmas cards. (many) I have sent ...
9. Doctor Doyle is friendly to all her patients. (behaves) Doctor Doyle ...
10. Jan and Lucy are equally good at tennis. (no) Jan is ...

2. Choose the correct intensifier for each sentence.

most	no	that	far too	by far	far
------	----	------	---------	--------	-----

1. The chapter on the early sonnets was ... instructive.
2. I don't think it is ... urgent. You simply exaggerate things.
3. The journey was ... long for me to bear my passengers.
4. There are thousands of other places ... nicer.
5. It's 35 degrees today! It must be ... the hottest day this year.
6. With the years going by, Phillip grew ... better.

3. Fill the gaps with a suitable adverb form from the words in the box adding -ly if necessary.

short	wrong	deep	free	near	high
-------	-------	------	------	------	------

1. She lives very ... to the school.
2. Jack ... crashed his car yesterday.
3. They divorced ... after their marriage.
4. I think you act ... towards your younger sister. You should be more tolerant of her behaviour.
5. He thinks very ... of you.
6. The clouds drifted ... above our heads.
7. You can eat ... in my restaurant whenever you like.
8. You can speak ... in front of George – he knows everything.

9. I think she was ... offended by what I'd said.
10. The remains of the Spanish galleon lie ... under the ocean.

4. All these sentences contain mistakes. Find the mistakes and rewrite the sentences correctly. In some cases you may need to add, remove or change words; in others, you may need to change the word order.

1. Try not to disturb the asleep children.
2. The involved people will be caught and severely punished.
3. They've just bought a little Persian beautiful cat.
4. The report into the rail crash was rather worried.
5. You are asking me to do impossible.
6. She's always saying she's better looking than I.
7. We felt the male character was realer than the female, who seemed very artificial.
8. Things are almost as worse as they can get.
9. As usual he bought me something absolutely cheap.
10. The show was very amazing.
11. He ran as the wind.
12. I got there more earlier than everyone else.
13. The manager's stone expression showed that all was not well.
14. That was fairly an interesting speech Jane gave. I was quite impressed.

5. Translate into English.

1. Он сказал мне, что чувствует себя достаточно хорошо, чтобы продолжить путешествие.
2. Этой машине нужно в два раза больше бензина, чем вашей.
3. На этот раз у вас меньше ошибок.
4. Она искренне полагала, что всё, что ни делается – к лучшему.
5. Если твой старший брат собирается провести двухнедельный отпуск у родителей, им следует купить побольше еды. Он ест как лев.

6. Мне жарко. Открой окно немного шире. – Легче сказать, чем сделать.
7. Он упрямый как осел и никогда не поступает так, как ему говорят.
8. Она крепко спала и совсем не выглядела бледной.

Тест 4

Oblique Moods

1. *Put each verb in brackets into an appropriate form.*

1. Now we're lost! If you ... (write down) Mary's directions, this ... (not happen).
2. I'm sorry I can't lend you any money. You know that if I ... (have) it, I ... (lend) it to you.
3. Don't be afraid. If you ... (touch) the dog, it ... (not bite).
4. What a terrible thing to happen! Just think, if we ... (not miss) the plane, we ... (kill) in the crash.
5. It's always the same! If I ... (decide) to leave the office early, my boss ... (call) me after I've left!
6. I'd rather you ... (not watch) television while I'm reading.
7. Suppose a complete stranger ... (leave) you a lot of money in their will!
8. I wish I ... (go) to your party after all.
9. If John Lennon and Paul McCartney ... (not meet), the Beatles ... (never be formed) and the pop music of today ... (be) very different.
10. The government demanded that the ambassador ... (be) recalled.

2. *For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence. Use the words given in bold letters.*

1. I didn't have the money so I didn't buy a new suit.
would
2. If you don't request next-day delivery, we will send the goods by normal first-class post.
Unless

3. If Sally hadn't saved Jim, he would have drowned.

But for

4. I regret the fact that we didn't see the band play.

could

5. It's a pity that you didn't tell us that you were leaving.

wish

6. What would have happened if they hadn't got a receipt?

Suppose

7. We really should go now.

went

8. Her constant criticism of me really gets on my nerves.

stop

9. Treat my home in the same way that you would treat your own.

though

10. Please don't let the dog sit in the front of the car.

I'd

3. Correct the mistakes in these sentences.

1. I wish I bought that old house.

2. I'd rather you don't eat all the bread.

3. It's time I go.

4. I wish I own a motorbike.

5. He's only a student but sometimes he acts as if he is the teacher.

6. What if you'll see him at the party?

7. Come what comes, I'll be on your side.

8. If you didn't lend us the money, we would have gone to the bank.

9. Long lives the Queen!

10. The King of Belgium didn't attend the royal wedding. If he hadn't been there, he would have witnessed a marvelous spectacle.

4. *Translate into English.*

1. Если бы я была так же молода, как вы, я бы поехала учиться в Оксфордский университет. Жаль, что у меня не было такой возможности 20 лет назад.
2. Если бы не ты, мы бы уже давно переехали в новый дом.
3. Хотелось бы, чтобы вы впредь были более внимательны.
4. Случись тебе оказаться в Вене (Vienna), обязательно сходи в оперу. – Жаль, что я не люблю оперу.
5. Пора бы детям вернуться домой.
6. Я настаиваю, чтобы вы взяли эти деньги.
7. У меня и в мыслях не было навязывать вам свои взгляды.
8. Действительно ли необходимо, чтобы вы сделали все это сами?

5. *Fill each of the numbered blanks in the passage with one word.*

“A cat? ... All right,” I said, “on ... (1) that you look after it, ... (2) that you feed it and as ... (3) as you don’t expect me to clear up after it.” If ... (4) I had been more firm! The animal is never fed ... (5) I do it; ... (6) for me, it would have starved to death months ago. ... (7) I know that the children’s interest in the beast would wane as soon as it arrived, I would have answered differently. The poor thing is ignored by them ... (8) if it springs into their laps. ... (9) I to kidnap the thing, I don’t think they would notice. ... (10) they ask for a dog, I think I’ve got my answer ready.

Тест 5

Emphatic Structures and Inversion

Make the sentences more emphatic by rewriting them, beginning with the word(s) in brackets.

1. The shellfish made Jasmine sick. (**It was**)
2. Greg lost the office keys. (**It**)
3. He’s approaching the problem from an entirely new angle. (**What**)
4. They’ve done something unforgivable. (**What**)

5. I came by bus because my car has broken down. (**The reason**)
6. A second chance is the only thing I want. (**All**)
7. The guy who told me about the new club was Zack. (**Zack**)
8. We have to leave our bags and coats here. (**This**)
9. They told me the same thing. (**That's**)
10. He's very unlucky in love! (**Lucky**)
11. The interactive displays were much more interesting. (**Much**)
12. The Lord Chancellor was also at the ceremony. (**Also**)
13. The firefighters were unable to enter the building because the heat was so intense. (**So**)
14. A parking ticket was stuck to my windscreen. (**Stuck**)
15. Although they were defeated they managed to keep smiling. (**Defeated**)
16. A gnarled old oak tree stands beside the river bank. (**Beside**)
17. The midnight movie is after this. (**Next**)
18. The government has hardly ever suffered such an overwhelming defeat. (**Seldom**)
19. As soon as we arrived they announced that the show was cancelled. (**No sooner**)
20. Refunds cannot be given under any circumstances. (**Under**)

3. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

3.1. Учебная программа дисциплины

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»

УТВЕРЖДАЮ

Ректор Института современных знаний имени А.М.Широкова

_____ А.Л.Капилов

_____ /у.
Регистрационный № УД- _____ /уч.

ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК. КОММУНИКАТИВНАЯ ГРАММАТИКА

**Учебная программа учреждения высшего образования
по учебной дисциплине для специальности:**

1-23 01 02 Лингвистическое обеспечение межкультурных
коммуникаций (по направлениям)

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 «Высшее образование. Первая ступень» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» и учебного плана Частного учреждения образования «Институт современных знаний имени А.М.Широкова» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)», регистрационный № 1-23 01 02-068-2015/д.

СОСТАВИТЕЛЬ:

Т.В.Колесник, старший преподаватель кафедры межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А.М.Широкова»

Рецензенты:

М.М.Лойша, кандидат филологических наук, доцент кафедры лексикологии и английского языка МГЛУ

Е.В.Макуца, кандидат филологических наук, доцент кафедры истории и грамматики английского языка МГЛУ

РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой межкультурной коммуникации (протокол № ____ от _____);

Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А.М.Широкова» (протокол № ____ от _____)

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Цель учебной дисциплины – формирование навыков и развитие умений адекватного употребления грамматических средств в устной и письменной речи в зависимости от коммуникативно-прагматических особенностей ситуации общения.

Практическая цель заключается в формировании у студентов академических и профессиональных компетенций.

Требования к *академическим* компетенциям:

- специалист должен обладать навыками устной и письменной коммуникации.

Требования к *профессиональным* компетенциям:

- специалист должен быть способен проводить анализ содержания и осуществлять интерпретацию текстов различной направленности;

- специалист должен уметь использовать интерактивные методики взаимодействия.

В результате изучения дисциплины студенты должны

знать:

- современные тенденции в употреблении артикля, видовременных форм глагола;

- способы выражения предикации и атрибуции в различных сферах коммуникации, в устной и письменной речи;

- способы организации текста и технику его создания.

уметь:

- дифференцированно употреблять грамматические средства языка в различных стилях, устной и письменной речи;

- адекватно использовать грамматические единицы при создании текстов СМИ, рекламы и др.;

- адекватно использовать эмфатические грамматические средства, средства обеспечения связности и целостности текста;

- правильно композиционно организовывать текст.

владеть:

- приемами определения ситуации и функционального стиля по грамматической структуре;

- методами создания синтаксической структуры текста различной стилевой направленности.

Курс рассчитан на 70 часов аудиторных практических занятий (5 семестр – 36 часов, 6 семестр – 34 часа). 68 часов отводится на самостоятельную работу.

Текущий контроль – работа на практических занятиях, тесты, письменные контрольные работы, устный опрос во время занятий. Итоговый контроль – зачет (5 семестр), дифференцированный зачет (6 семестр).

В ходе обучения применяются ролевые игры, работа в парах и группах, дискуссии и дебаты, творческие задания.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Тема 1. Понятие коммуникативной грамматики

Предмет, цель и задачи курса.

Литературный язык, стандартный вариант, разговорная речь. Функциональные стили английского языка и их особенности. Ситуативная адекватность.

Тема 2. Имя существительное

Дифференциация существительных по значению. Категория числа. Исчисляемые и неисчисляемые существительные. Проблема согласования. Номинализация.

Притяжательный падеж. Семантические отношения, передаваемые притяжательным падежом. Употребление «*group genitive*». Употребление «*double genitive*». Разница в употреблении притяжательного падежа и словосочетания с предлогом «*of*». Сложные существительные.

Тема 3. Современные тенденции употребления артикля

Основные значения и функции артиклей. Особенности употребления артикля с именами собственными. Употребление артикля с некоторыми семантическими группами существительных. Устойчивые словосочетания с неопределенным, определенным и нулевым артиклями. Артикль в СМИ и рекламе. Стилистический потенциал артикля.

Тема 4. Современные тенденции в использовании видовременных форм глагола

Особенности употребления перфектных времен. Употребление длительных форм глагола. Способы выражения будущего действия. Видовременные формы глагола в СМИ.

Тема 5. Имя прилагательное и наречие

Ситуативное употребление. Степени сравнения прилагательных и наречий и типовые модели сравнения. Средства интенсификации прилагательных и наречий. Идиомы и клише.

Тема 6. Выражение проблематичных (предполагаемых) и нереальных действий

Сослагательное наклонение (*The Subjunctive*). Нереальное прошедшее (*The “Unreal” Past*). Предложения с придаточными условия (*Conditionals*).

Тема 7. Синтаксис предложения и его семантика

Семантическая и структурная типология предложения. Тема и рема. Предикация как логический и лингвистический феномен. Способы выражения предикации и атрибутивности в различных сферах коммуникации. Структура предложения в устной и письменной речи. Грамматический, семантический и стилистический аспекты порядка слов. Типовые синтаксические модели. Абсолютные конструкции. Эмфатические средства. Инверсия.

Тема 8. Техника создания текста

Сверхфразовое единство – абзац – текст. Принципы построения текста. Целостность, связность, композиция. Субституция и эллипсис. Связующие слова. Параллельные конструкции. Устный и письменный текст. Стилистика текста.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				самостоятельная работа студента	Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы Контроля знаний
		лекции	семинарские занятия	практические занятия	лабораторные занятия				
1	2	3	4	5	6	7	8	9	10
1	Понятие коммуникативной грамматики.	-	-	2	-	2			
	1. Предмет, цель и задачи курса. 2. Литературный язык, стандартный вариант, разговорная речь. 3. Функциональные стили английского языка и их особенности. 4. Ситуативная адекватность.			2		2		Осн.: [1] Доп.: [2]	Устный опрос
2	Имя существительное.			20		14			
2.1	1. Дифференциация существительных по значению. 2. Категория числа. Исчисляемые и неисчисляемые существительные. 3. Проблема согласования. 4. Номинализация.			2 4 4 2		2 2 2 2		Осн.: [1], [3], [4] Доп.: [1], [4], [5], [8], [9], [11]	Устный опрос Тест
2.2	Притяжательный падеж. 1. Семантические отношения, передаваемые притяжательным падежом. 2. Употребление « <i>group genitive</i> », употребление « <i>double genitive</i> ».			2 2		2			

	3. Разница в употреблении притяжательного падежа и словосочетания с предлогом «of».			2		2			
	4. Сложные существительные.			2		2			
3	Современные тенденции употребления артикля.			12		12			
3.1	Основные значения и функции артиклей.			4		2		Осн.: [1], [2], [3], [4] Доп.: [2], [4], [5], [8], [9], [11]	Устный опрос Тест
3.2	Особенности употребления артикля с именами собственными.			2		4			
3.3	Употребление артикля с некоторыми семантическими группами существительных. Устойчивые словосочетания с неопределенным, определенным и нулевым артиклями.			4		2			
3.4	Артикль в СМИ и рекламе. Стилистический потенциал артикля.			2		4			
4	Современные тенденции в использовании видовременных форм глагола.			2		6			
4.1	1. Особенности употребления перфектных времен. 2. Употребление длительных форм глагола. 3. Способы выражения будущего действия.			2		2		Осн.: [1], [2], [3] Доп.: [2]	
4.2	Видовременные формы глагола в СМИ.					4			
5	Имя прилагательное и наречие.			14		8			
5.1	1. Ситуативное употребление. 2. Степени сравнения прилагательных и наречий. 3. Типовые модели сравнения.			2 4 4		2 2 2		Осн.: [1], [3], [4] Доп.: [4], [5], [8], [11]	Устный опрос Тест
5.2	Средства интенсификации прилагательных и наречий. Идиомы и клише.			4		2			
6	Выражение проблематичных (предполагаемых) и нереальных действий.			8		8			
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