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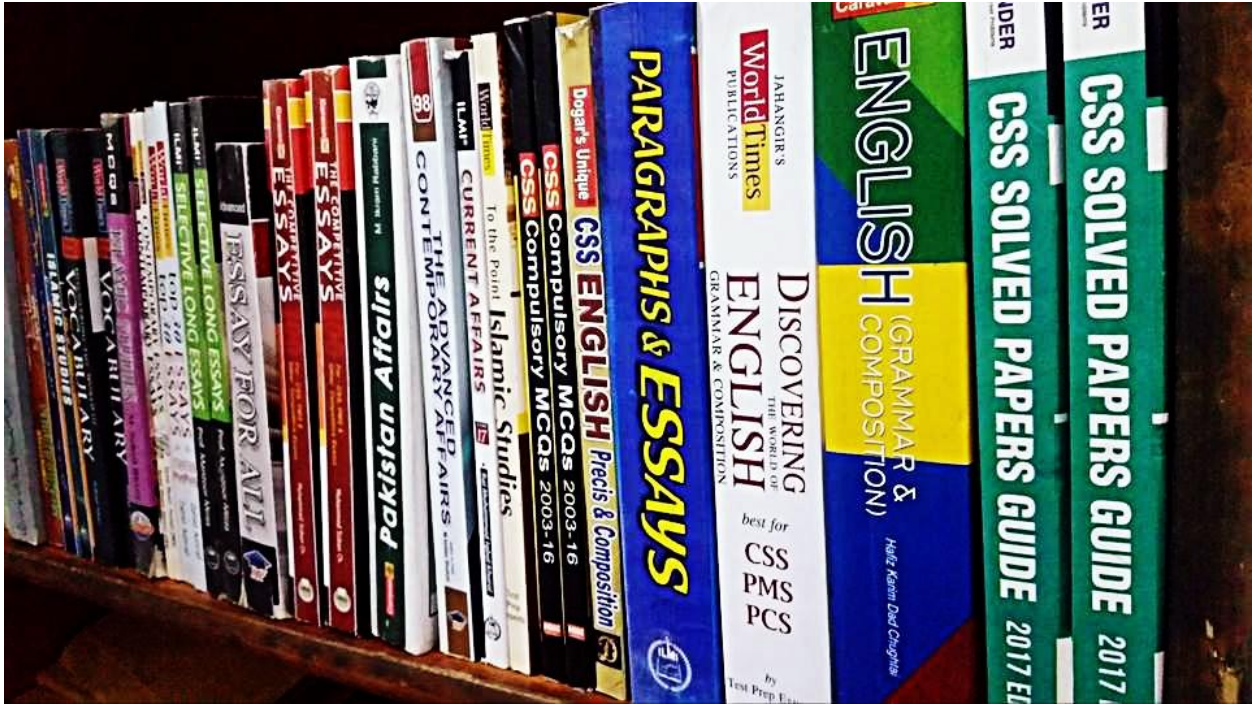
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# ENGLISH PRECIS & COMPOSITION HAFIZ KARIM DAD CHUGTAI

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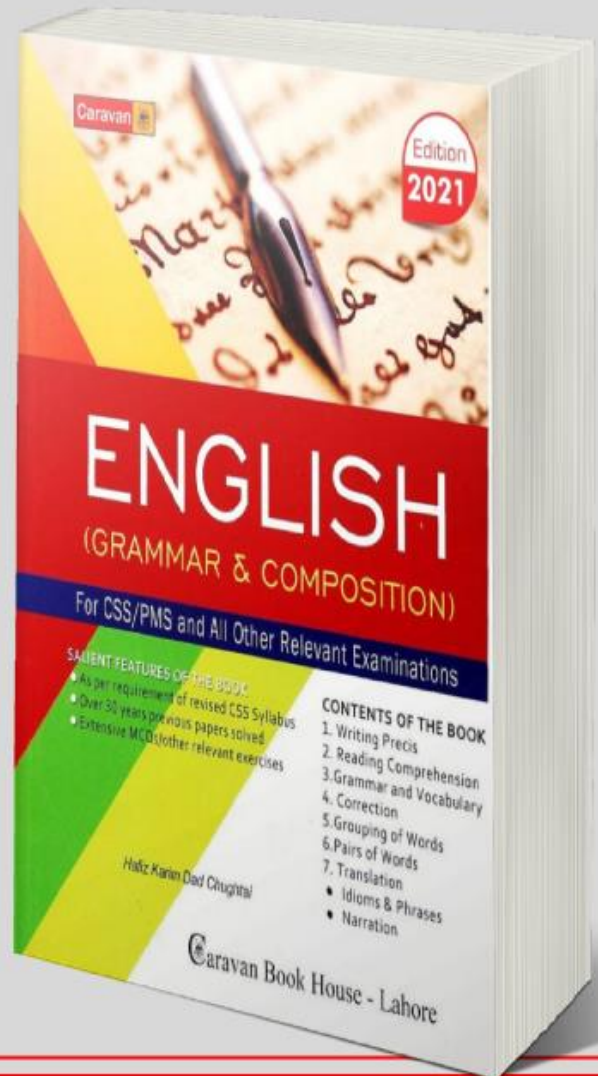
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**Academic English Grammar:  
For Intermediate and Advanced Learners**

Ahmad Sharifzadeh  
2019

**To**

My most beloved, Fatemeh

**About the book**

When we are talking about a language, we are talking about the four skills -- listening or better to say watching, reading, writing, and speaking -- the first two of which are receptive skills and the second two are productive skills along with the two language components (i.e., grammar and vocabulary). This book, dedicated to language components (lexicon & grammar), has a different look at grammar.

Although theoretically grammar and lexicon are distinct components of languages, they are in practice interwoven to a great extent so that applying grammatical rules depends on the type of words used in a sentence and in a broader context. Their inextricable dependency on each other forced the author to take account of them both in this single volume.

In the author's view, grammar is the same as a map (plan) in carpet weaving, which makes it possible to put the linguistic knots (i.e., words) at the intersection of the weft (syntagmatic axis) and the wrap (paradigmatic axis) syntagmatically and paradigmatically so that the intended meaning is conveyed verbally or in a written form. Grammar (or better to say, syntax) lets us both produce and understand an unlimited number of sentences which are correct syntactically using a limited number of grammatical (syntactic) rules. Keep in mind that although sentences might be correct grammatically, they might be semantically or pragmatically incorrect.

Any language is the interface between syntax <sup>[1]</sup>, semantics <sup>[2]</sup>, and pragmatics <sup>[3]</sup>. Taking into account the fact that the readers of the book are familiar with the rudimentary concepts, this book aimed at familiarizing them with the more complicated aspects, especially those confronted in the academic and advanced texts and contexts.

In the first chapter of this book, with a slightly different view to language, the lexicon including word formation, word classification, parts of speech, affixes, and the like are in detail dealt with. In the second chapter, syntactic structures (grammatical rules) are clarified using examples.

**What else is planned?**

After the outstanding response to our release of the “ **Academic English Grammar: For Intermediate and Advanced Learners** ” as an eBook, I am developing a new English book dealing with tests driven from different international exams to help both students and teachers with their English language requirements. The test book will be published as soon as possible.

You can access regular updates to the book now that you have purchased this copy. All that is required is that you supply your username and password to begin the download. You will receive regular emails when new updates are available. The update subscription is valid for one year from the date you purchased the item from us.

## To the readers

Since the audience of this book are intermediate and advanced academicians, the provided examples were collected based on some criteria: each sentence has at least one point to consider, some of them are very simple and straightforward but others very difficult, they were collected throughout years selectively, all the examples were selected to present a clear picture of syntax (and semantics), and the examples provided in the book were collected from different authentic academic texts (books and articles), the sources of which were credited to the extent possible. The author did his best to stick to his new view regarding teaching grammar in order to make it easily understandable by shying away from the traditional approach to teaching grammar.

The book is organized in a cross-linked way so that you can find the relevant information in different sections easily. The order of presentation of materials in the book does not necessarily connote their being pre-requisite or post-requisite.

*Italic* shows descriptions, **bold** shows rules, hanging indentation shows example sentences for grammatical rules, □ shows wrong sentences, □ shows correct sentences, bold words or phrases show the focus of grammatical points, bullets show grammatical formulas, and red words/phrases/clauses show the discussed grammatical rules/structures. Only proper nouns, headings, and the first letter of sentences were capitalized, otherwise words (both open-set words and close-set words) were written in lower-case letters.

Sometimes, footnotes and endnotes are more important than the text itself. Most of the footnotes are very essential so that skipping them might result in your confusion.

There are some practices in the book (either as footnotes or throughout the text) in order to make learners attentive.

Any corrective comments and suggestions will be welcomed at [ahmadsharifzadeh11@gmail.com](mailto:ahmadsharifzadeh11@gmail.com)

## Who can use the book?

The book can be useful for all the English language learners, especially for those planning to take the international language exams including IELTS, TOEFL, SAT, PTE, CAE, CPE, FCE, TOEIC, OPI, OPIC, and GRE, as well as MA applicants and students, and Ph.D. candidates.

I am preparing another book, which will deal with sample tests accompanied by illustrative explanations based on the descriptions provided in this book. The new book would clarify how users can make the most of *Academic English Grammar: For Intermediate and Advanced Learners* .

## Acknowledgements

I am grateful to all who helped me prepare the book, especially those MA students and Ph.D. candidates whose constructive feedbacks added to the clarity of the book. I am also greatly in debt to my family, especially my mother who sacrificed her today for my tomorrow. I am honored to appreciate those authors whose writings were in one way or the other used throughout the book.

Ahmad Sharifzadeh

February 2019

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## LIST OF ABBREVIATIONS

A verbs in class A

adj. adjective

ADV adverbial clause

adv. adverb

Aux auxiliary, modal

B verbs in class B

C verbs in class C

conj. conjunctions

D verbs in class D

N noun

Nc countable noun

NP noun phrase

NP1 subject

NP2 first object

NP3 second object

Ns singular noun

Nu uncountable noun

P.P. past participle

PLN plural noun

Post-M1 post-modifier 1

Post-M2 post-modifier 2

pred. predicate

Pre-M1 pre-modifier 1

Pre-M2 pre-modifier 2

prep. preposition

prep.p prepositional phrase

PRN pronoun

pV <sup>1</sup> passive verb with one NP

pV <sup>2</sup> passive verb with two NPs

R relative pronoun

RC relative clause

RT reduction transformation

S sentence

to V infinitive

V verb

V(es) present tense verb

- V<sup>1</sup> verb with one valancy
- V<sup>2</sup> verb with two valancies
- V<sup>3</sup> verb with three valancies
- Vd ditransitive verb (two objects)
- Ved past tense verb
- Vi intransitive verb (no object)
- Ving gerund (present participle)
- VP verb phrase
- Vt transitive verb (one object)

## VOCABULARY

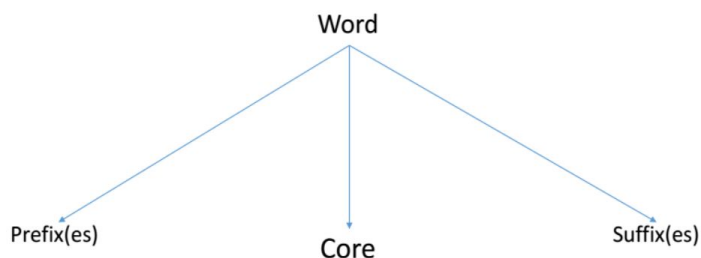
Actually, vocabulary (lexis) is the main building block or raw material in order for erecting the building of any language, whether it be oral or written. Maybe, you can in some cases be able to convey meaning without sticking to the grammatical (syntactic) rules, but it is impossible to convey any meaning without words or lexis. Hence, we first touch upon it, its classification, affixes, the word formation, place, function of each part of speech, some exceptions, etc.

### Why to learn the lexicon

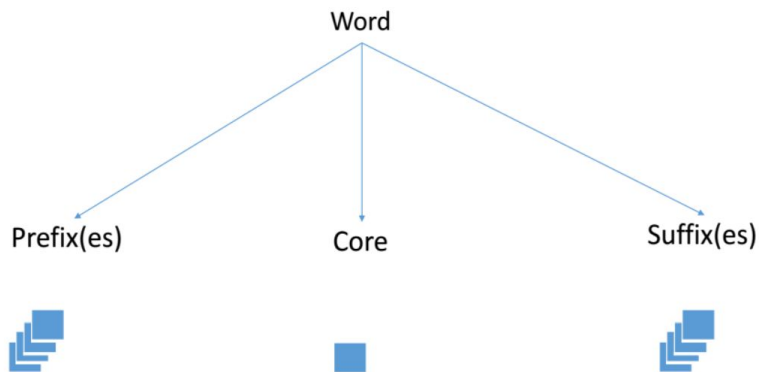
- Without lexicon, no sentence can be made.
- In the close set, the lexicon is limited in number, and the words in this category are among the most frequent words both in spoken and written texts.
- In the open set, the lexicon is unlimited and increasing gradually. Each sentence has at least one word out of the open set (i.e., every sentence has at least one verb).

### Affixes

In the English language, there are a large number of affixes including prefixes, infixes (in rare cases), and suffixes. This forces us to learn the affixes. Affixes give birth to words. And words, in turn, bring phrases, clauses, and sentences into existence. Each word functions as one and only one part of speech (verb, noun, adjective, preposition, adverb, conjunction, determiner, pronoun, interjection) in a sentence unless the sentence is ambiguous. But outside a sentence (i.e., as a single word), a word might function as more than one part of speech (fast as a noun, verb, adjective, and adverb). There are a large number of these words in the English language, the most frequent of which were listed in this book. Prefixes are the morphemes that precede core, while suffixes are the morphemes that follow the core.



The above figure shows that each word in the English language can be made of three components, the two of which are optional (i.e., prefixes and suffixes) depending on the word.

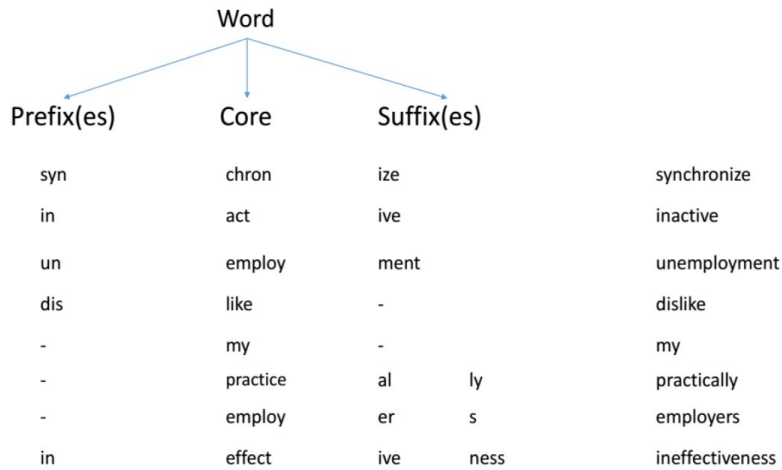


The above figure shows that any one word can have more than one prefix or suffix.

Prefixes	Suffixes			
V	Verb	Adjective	Noun	Adverb
en-	-en	-ive	-ment	-ly
em-	-ize	-ic	-tion	-ward
	-ise	-ical	-sion	-wise
	-ate	-al	-ance	
	-ify	-y	-ence	
		-able	-...	
		-ible	-...	

The above figure shows some examples. Note that prefix and suffix are optional, that some words do not have one or both, that some words have more than one suffix/prefix, that prefixes and suffixes add meaning and change

meaning of the core, that normally words in the close set do not have affixes, and that usually the last suffix determines the part of speech (that is, the last suffix shows to which part of speech the word belongs).



### Noun affixes

The following affixes change words from different parts of speech into a noun.

Suffix	Example
-ence	difference
-ent	student
-er	researcher
-ics <sup>[4]</sup>	politics
-ing	writing
-ion	collaboration
-ism	conservatism
-ist	specialist
-ity	diversity
-ment	assignment
-ness	consciousness
-ology <sup>[5]</sup>	ideology
-onomy <sup>[6]</sup>	economy
-or	instructor
-s	professionals
-ship	scholarship
-sis	emphasis
-tion	composition

-tude	lassitude
-ture	structure

### Adjective affixes

The following affixes change words from different parts of speech into an adjective.

Prefix <sup>[7]</sup>	Example	Suffix	Example
a-	apolitical	-able	comfortable
dis-	disappointing	-al	pedagogical
il-	illegal	-ant	dominant
im-	impolite	-ary	disciplinary
in-	inactive	-cious	suspicious
ir-	irregular	-ed	embedded
non-	nonpolitical	-ic	pragmatic
un-	unable	-ical	philosophical
		-ing	increasing
		-ious	various
		-ive	productive
		-lar	curricular
		-ly	friendly
		-ous	famous

### Verb affixes

The following affixes change words from different parts of speech into a verb.

Suffix	Example	Prefix	Example
-ate	generate	be-	belittle
-en	fasten	co-	co-exist
-ify	signify	de-	deselect
-ine	examine	dis-	disappear
-ise	recognise	em-	empower
-ize	recognize	en-	enable
		fore-	foresee
		inter-	interact
		mis-	mislead
		out-	outperform
		over-	overbook
		pre-	pre-expose
		re-	restructure
		sub-	subcontract
		trans-	transform
		un-	unbend
		under-	underfund

### Adverb affixes

Suffix	Example
-ly	slowly, completely, easily,
-ward(s) <sup>[8]</sup>	outwards, backwards, forwards
-wise	likewise, clockwise, otherwise

The above tables show some examples of affixes which change part of speech.

List of prefixes with their meanings <sup>[9]</sup>

Prefix	Meaning	Examples
a-, an-	not, without, (having) no	abysmal, atypical
ab-, abs-	from, away from	abnormal, abduct, absent, abhor
ad-	to, notion toward, addition to, at, very	adapt, addict, adhere, admit
aero-	air	aerobic, aerobiology, aerospace

<b>amphi-</b>	both, around	amphibian, amphitheater
<b>an-, ana-</b>	not	anarchy, anesthesia, anonymous
<b>ante-</b>	before	antebellum, antecede, antedate
<b>anti-</b>	against, opposite, reverse	antiaircraft, antifreeze, antibiotics
<b>ap-</b>	to, nearness to	approximate, appoint, approach
<b>auto-</b>	self	automatic, autograph, autobiography
<b>be-</b>	thoroughly, to make, cause, seem, to provide with, on all sides	beguile, beleaguer, belittle
<b>bene-</b>	good	benediction, benefactor, benevolent
<b>bi-</b>	two	bifacial, bifocal, biennial, bilingual, bicycle, biannual, bimonthly, binary,
<b>cat-, cata-</b>	down, against, very, bad(ly), completely	catastrophe, cataclysmic, catabiotic, catatonic
<b>circum-</b>	around	circumnavigate, circumference
<b>co-, con-</b>	together	coauthor, cooperate, confront, confound
<b>co-, con-, com-</b>	together, with, completely	coauthor, cooperate, confront, confound
<b>contra-</b>	against	contradict, contradistinguish, contrary
<b>crypto-</b>	hidden	crypto-communist, crypto-coalition
<b>de-</b>	opposite of, away from, undo	deactivate, deform, degrade, deplete, descend
<b>dis-, di-</b>	opposite, lack of, apart	disagree, disarm, discontinue, dishonest
<b>dys-</b>	bad, disordered, difficult	dysfunctional, dystopian, dysphonia
<b>e-, ex-</b>	out, beyond, away from, former	excel, exclude, exhale, exile
<b>en-, em-</b>	in, on, into, near	entrust, empower, encourage
<b>endo-, ent-</b>	within	endocrine, endoderm, endocrine
<b>epi-</b>	upon, over	epilogue, epidemic, epitome, epicurean
<b>eu-</b>	good, well	euphony, eulogy, euphemism
<b>ex-</b>	out, beyond, away from, former	excel, exclude, exhale, exile
<b>exo-, ecto-</b>	outside, external	exoskeleton, ectoderm, exocardial
<b>extra-</b>	outside, beyond, besides	extraordinary, extracurricular
<b>extro-</b>	outward	extrovert, extroitive, extroversion
<b>for-</b>	not	forbid, forget, forgo
<b>fore-</b>	before	forecast, foreword, forestall, forethought
<b>hyp-, hypo-</b>	below, less than normal	hypalgia, hyparterial, hypochondria
<b>hyper-</b>	more than normal, too much, over	hyperactive, hypercritical, hypertension
<b>il-</b>	not	illegal, illegitimate, illicit, illiterate
<b>im-</b>	not	imbalance, immature, immobilize
<b>im-</b>	into	immediate, immerse, immigrate, import
<b>in-</b>	not, go into	inaccurate, inactive, inhabit
<b>inter-</b>	among, between	interaction, intercede, interchange
<b>intra-</b>	within	intramural, intrastate, intravenous
<b>ir-</b>	not	irredeemable, irregular, irresponsible
<b>mal-</b>	wrong, bad	maladjusted, malfunction, malice
<b>meta-</b>	after, different, beyond	metabolism, metahuman, metacarpal
<b>mid-</b>	in the middle	midterm, midnight, midsummer
<b>mis-</b>	wrong, bad, no, not	misfire, misbehave, misconduct
<b>mono-</b>	one, alone	monotheism, monocle, monomaniacal
<b>multi-</b>	many, multi	multifarious, multitude, multiple, multilingual
<b>non-</b>	not, opposite of	noncommittal, nonconductor, nonpartisan
<b>ob-</b>	against	obstacle, obstinate, obstruct, object
<b>palin-</b>	backwards, again	palindrome, palinode
<b>para-</b>	beside, related to, sideways, different from	paraphrase, paradox, paragenesis, paragraph
<b>per-</b>	through	percolate, perceive
<b>peri-</b>	around, near	perimeter, periscope, peripatetic
<b>post-</b>	after	postglacial, postgraduate, posterior
<b>pre-</b>	before	preamble, prearrange, precaution
<b>pro-</b>	before, for, in support of	prognosis, program, prologue, prophet
<b>pro-</b>	forward	proceed, produce, proficient, progress
<b>pros-</b>	toward, in addition to	proscript, proscribe
<b>re-</b>	back, again	recall, recede, reflect, repay
<b>retro-</b>	backward	retroactive, retrospect, retrocede
<b>retro-</b>	backward	retroactive, retrospect, retrocede
<b>se-</b>	apart	secure, secede, secession
<b>self-</b>	of the self	self-taught, self-worth, self-respect, selfish
<b>semi-</b>	half, partly	semicircle, semiformal, semitrailer
<b>sub-</b>	under, beneath	subcontract, subject, submarine, submerge



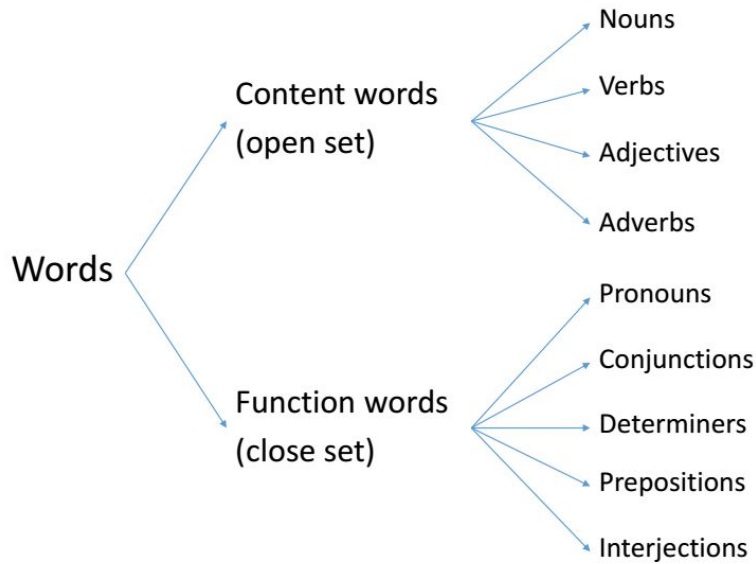
<b>super-</b>	over, above, beyond	superabound, superabundant, superhuman
<b>sur-</b>	over, above	surcharge, surface, surmount, surpass
<b>syn-, sym-</b>	with, together, same	symmetry, synchronize, syndicate
<b>trans-</b>	across, over	transatlantic, transcend, transcribe, transfer
<b>ultra-</b>	extremely	ultraliberal, ultramodern, ultrasonic
<b>un-</b>	not	unable, uncomfortable, uncertain, unhappy
<b>under-</b>	below, beneath, too little	underdog, undermine, underrated

### List of suffixes with their meanings <sup>[10]</sup>

Suffix	Meaning	Example
<b>-able</b>	capable of, susceptible of, fit for, tending to, given to	drinkable, countable, avoidable,
<b>-age</b>	collection of N	baggage, plumage
<b>-age</b>	action/result of V	breakage, wastage, package
<b>-al</b>	of the kind of, pertaining to, having the form or character of	central, political, national, optional, professional
<b>-al</b>	action/result of V	denial, proposal, refusal, dismissal
<b>-ant</b> <b>-ent</b>	person who V-s	assistant, consultant student
<b>-ate</b> <sup>[11]</sup>	Possessing or having the appearance of, the product of a process	differentiate, liquidate, pollinate, duplicate, fabricate
<b>-cy</b>	state or quality of being A	urgency, efficiency, frequency
<b>-en</b>	made of, of the nature of,	awaken, fasten, shorten, moisten
<b>-ence</b> <b>-ance</b>	action/result of V	preference, dependence, interference attendance, acceptance, endurance
<b>-ent</b>	causing or performing an action or existing in a certain condition	different, dependent, excellent
<b>-er</b>	person concerned with N	astronomer, geographer
<b>-er</b>	person who V-s something used for Ving	advertiser, driver computer, silencer
<b>-ery/-ry</b>	action/instance of Ving place of Ving	bribery, robbery, misery refinery, bakery
<b>-ful</b>	full of or having a quantity	beautiful, peaceful, careful
<b>-ify</b>	to make, cause to be, render; to become, be made	classify, exemplify, simplify, justify
<b>-ise</b> <sup>[12]</sup>	indicating quality, condition, or function;	stabilise, characterise, symbolise, visualise, specialise
<b>-ism</b>	doctrine of N	Marxism, Maoism, Thatcherism
<b>-ity</b>	state or quality of being	ability, similarity, responsibility, curiosity
<b>-ive</b>	expressing tendency, disposition, function, connection, etc.	attractive, effective, imaginative, repetitive
<b>-less</b>	without	endless, homeless, careless, thoughtless
<b>-ment</b>	action/instance of Ving	development, punishment, unemployment
<b>-ness</b>	state or quality of being	darkness, preparedness, consciousness
<b>-ous</b>	possessing, full of	continuous, dangerous, famous
<b>-ship</b>	state of being N	friendship, citizenship, leadership
<b>-tion</b> <b>-sion</b>	action/instance of Ving	alteration, demonstration expansion, inclusion, admission

### Open set vs. Close set

The below figure shows the nine major parts of speech, which can be categorized into the open set (content words) and the close set (function words).



- Words in the close set (function words) do not have similar suffixes, but words in the open set (content words) like adjectives, adverbs, verbs, and nouns have similar suffixes, and most words with similar suffixes do belong to the one category. But all that glitters is not gold. Keep in mind that suffixes can be misleading in some cases.
- Suffixes change the meaning and part of speech in most cases, while prefixes change the meaning but not always the part of speech (except for *en-*, *em-*, *be-*, etc. in words like *empower*, *enable*, *belittle*, ...).
- The last suffix determines the part of speech if the word has more than one suffix.
- An affix is a morpheme, and each morpheme has its own meaning.
- The number of infixes in the English language is limited, while the Arabic language abounds with infixes.

### Classification of lexicon

In the following sections, each part of speech will be discussed in detail.

## NOUNS

### Function

Nouns are words used to refer to a person, place, thing, event, substance, or quality. Nouns can be classified with respect to different features.

Concrete vs. abstract nouns

A concrete noun is one which refers to physical objects that can be observed by the senses, while an abstract noun is used to refer to a state or quality.

Concrete noun	pen, book, computer, glass, refrigerator
Abstract noun	love, pain, sympathy, loyalty

Proper vs. common nouns

A proper noun <sup>[13]</sup> is the name of a particular place, person, or thing, while a common noun is a name used for any person or thing that belongs to a particular kind or class.

Proper noun	Jack, Sydney, Australia, Nile River, ...
Common noun	Lamp, chair, couch, pillow, candle, ...

Gerunds

Gerunds are verbs that function as nouns. <sup>[14]</sup>

**To test for correct usage, substitute the noun in place of the gerund.**

**When a noun or pronoun precedes a gerund, use the possessive case of the noun or pronoun.**

Because of **his being so pushy**, people didn't like him.

Despite **her loving her dog very much**, the dog can't sleep on her bed.

Driving scares me. **His driving** scares me.

He enjoys singing. He enjoys **her singing**.

I don't like being late. I don't like **your being late**.

**Jana's sleeping** was sometimes an escape from studying.

Amenity is something, such as a **swimming** pool or shopping center, which is intended to make life more pleasant or comfortable for the people in a town, hotel or other place.

Do you know a way that you can earn money without **working**? <sup>[15]</sup>

During the holidays, I'm going to do some **walking** and a lot of **reading**.

For me, **dieting** is futile.

I do a lot of **walking**, which keeps me fit. <sup>[16]</sup>

I will briefly discuss the role of questions in classroom interaction and will then examine how they shape and influence the **talking** students do as questioners and as respondents.

**Nursing** in an intensive care unit is rewarding.

Overnight **camping** can be frustrating if you are a novice.

**Running** shoes/shorts are much more expensive.

She likes **swimming**.

The doctor recommended **swimming** as the best exercise.

The worst distance between two people is **misunderstanding**.

There is pile of **washing** -up that I just don't know how I'm going to do. <sup>[17]</sup>

They plan to do a lot of **shopping**.

We felt we had a fresh way to approach the traditional way of teaching **writing**.

We have seen that SLA is a subset of general human **learning**, is interwoven with second culture **learning**, and the **learning** of discourse and communicative functions of language.

Due to the centrality of the Process Movement to the **teaching** of **writing**, studies of **writing** <sup>[18]</sup> processes are still important to research, as well.

Further, we suggest that the processes by which these narratives are applied in people's lives follow the principles of analogical retrieval and **mapping**.

In sum, our chief prediction is that, for Turks, moral reasoning should abide by the key constraints of analogical **processing**.

Moreover, she argues that the way in which cultural narratives about morality are interpreted and reinterpreted at every **telling** is instrumental in the complex nature of moral reasoning.

Compound nouns

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A *compound noun* is a noun that is formed out of two or more words that join together to make a single noun. Compound nouns can be two words written as one (closed form) such as *softball* and *toothpaste*, words that are hyphenated (hyphenated form) such as *six-pack* and *son-in-law*, or separate words (open form) such as *post office* and *upper class* that go together by meaning.

washing machine, driving license, swimming pool, water tank, printer cartridge, ...

#### Possessive nouns

*Possessive nouns demonstrate ownership over something else. The best way to spot them is to look for an apostrophe.* [19] *They function the same way as the possessive adjectives.*

The frequency of meteors in the Earth's atmosphere increases when the Earth passes through a swarm of particles generated by the break-up of a comet.

The dramatic first-floor gallery of the New Britain Museum of American Art is devoted to Thomas Benton's series of five oversized murals.

The most important parameters affecting a rocket's maximum flight velocity is the relationship between the vehicle's mass and the amount of propellant it can carry.

Clouds perform a very important function in modifying the distribution of solar heat over Earth's surface and within the atmosphere.

In 1916, United States suffragist Alice Paul founded the National Woman's Party, a political party dedicated to establishing equal rights for women.

In his book *Roots*, Alex Haley combines fact and fiction as he describes his family's history begins in the mid-1700's [20] in Africa.

The elbows are joints that connected people's up arms with their forearms.

An activist for women's rights, Leonora O'Reilly promoted women's vocational training besides fought for increased wages for garment workers.

The wild carrot, knew as Queen Anne's lace, gave rise to the cultivated carrot in its domesticated form.

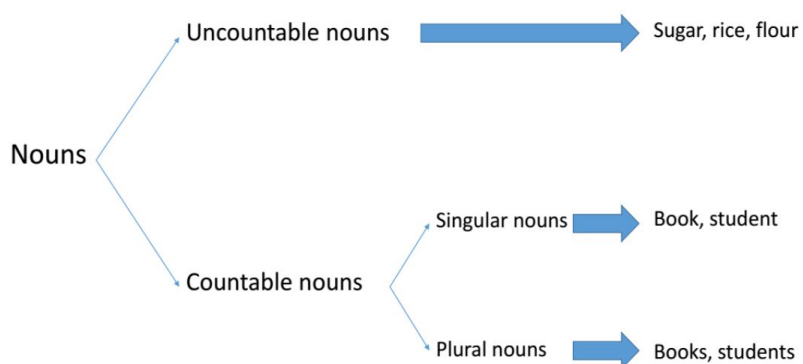
Choreographer Martha Graham's pioneering technique, designed to express inner emotion through dance forms, representative the first real alternative to classical ballet.

A lightning flash produces electromagnetic waves that may travels along the Earth's magnetic field for long distances.

By 1850, immigration from distant shores, as well as migration from the countryside, had caused New York City's population to swell.

#### Collective noun

*A collective noun is used when referring to a group of people or things: team, audience, group, army, colony, herd, nest, troop, family, ...*

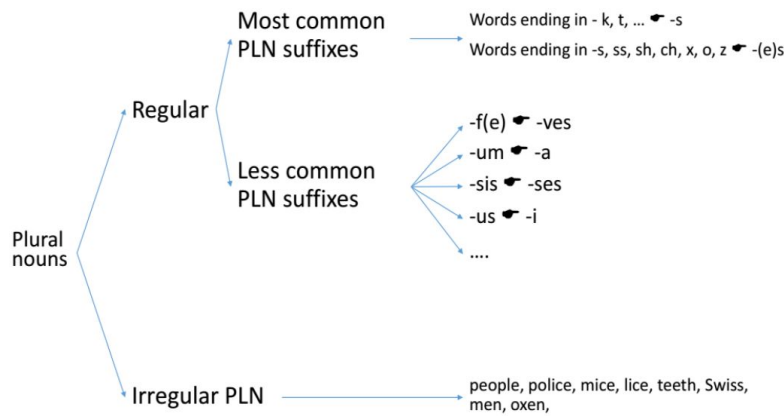


As the above figure shows, all nouns are divided into countable and uncountable nouns. Countable nouns are preceded by counting quantifiers like many, few, each, etc., while uncountable nouns are preceded by non-counting quantifiers like much, little, etc. The following figure shows some suffixes of plural nouns.

### Countable nouns and uncountable nouns <sup>[24]</sup>

#### Countable nouns

Countable (count) nouns are words like car, book, and chair. They are the names of things that you can count: you can say ‘one car,’ ‘two books,’ ‘three chairs.’ They can be either singular (a cat, one book) or plural (two chairs, two cats, three cars).



## NOUNS ENDING IN “K, T, E, ...” NOUNS

Add ‘s’

- book → books
- student → students
- kettle → kettles
- convertible → convertibles
- bottle → bottles

## NOUNS ENDING IN “S, SS, SH, CH, X, O, Z” NOUNS

Add ‘es’

- bus → busses
- kiss → kisses
- church → churches

## NOUNS ENDING IN CONSONANT LETTER + Y

Remove “y” and add ‘ies’

- study → studies
- energy → energies
- lady → ladies

## NOUNS ENDING IN VOWEL LETTER + Y

Add ‘s’

- play → plays
- boy → boys
- key → keys

## NOUNS ENDING IN -UM

Remove “um” and add ‘a’

Singular	Plural
-um	-a
addendum	addenda
colloquium	colloquia
denotatum	denotata
designatum	designata
erratum	errata
flagellum	flagella
ileum	ilea
ilium	ilia
ovum	ova
phylum	phyla
quantum	quanta
significatum	significata
stratum	strata

## NOUNS ENDING IN -SIS

Remove “sis” and add ‘ses’

Singular	Plural
-sis	-ses
analysis	analyses
antithesis	antitheses
basis	bases <sup>[22]</sup>
crisis	crises
ellipsis	ellipses
emphasis	emphases
hypothesis	hypotheses
metamorphosis	metamorphoses
neurosis	neuroses
oasis	oases
paralysis	paralyses
parenthesis	parentheses
prognosis	prognoses
prosthesis	prostheses
synopsis	synopses
synthesis	syntheses

thesis	theses
thrombosis	thromboses

## NOUNS ENDING IN -US

Remove “us” and add ‘i’

Singular	Plural
-us	-i
alumnus	alumni
alveolus	alveoli
bacillus	bacilli
locus	loci
nucleus	nuclei
radius	radii
stimulus	stimuli

## NOUNS ENDING IN -F OR -FE

Remove “-f or -fe” and add ‘-ves’

Singular	Plural
-f or -fe	-ves
calf	calves
half	halves
knife	knives
leaf	leaves <sup>[23]</sup>
life	lives <sup>[24]</sup>
loaf	loaves
self	selves
shelf	shelves
thief	thieves
wharf	wharves
wife	wives
wolf	wolves

## NOUNS ENDING IN -O

Add ‘es’

Singular	Plural
-o	-oes
echo	echoes
embargo	embargoes
hero	heroes
potato	potatoes
tomato	tomatoes
torpedo	torpedoes
veto	vetoos
volcano	volcanoes

## NOUNS ENDING IN “MAN OR WOMAN”

Remove “man or woman” and add ‘men or women’

Singular	Plural
-a-	-e-
airman	airmen
layman	laymen
man	men
policeman	policemen
woman	women
workman	workmen

## NOUNS ENDING IN “-A”

Add ‘e’

--	--

Singular	Plural
-a	-ae
alumna	alumnae
larva	larvae
vertebra	vertebrae
vita	vitae

## NOUNS WITH TWO PLURAL FORMS

Singular	Plural	Plural
alkali	alkalis	alkalies
ameba	amebas	amebae
antenna	antennas	antennae
apex	apexes	apices
apparatus	apparatuses	apparatus
appendix	appendixes	appendices
aquarium	aquariums	aquaria
atheroma	atheromas	atheromata
auditorium	auditoriums	auditoria
auditorium	auditoriums	auditoria
beau	beaus	beaux
beaver	beavers	beaver
bison	bisons	bison
buffalo	buffaloes	buffalo
bureau	bureaus	bureaux
cactus	cactuses	cacti
caribou	caribous	caribou
cervix	cervixes	cervices
cherub	cherubs	cherubim
citrus	citruses	citrus
coccyx	coccyxes	coccyges
cochlea	cochleas	cochleae
colossus	colossuses	colossi
colossus	colossuses	colossi
concerto	concertos	concerti
consortium	consortiums	consortia
continuum	continuums	continua
corona	coronas	coronae
corpus	corpuses	corpora
crayfish	crayfishes	crayfish
curriculum	curriculums	curricula
dessertspoonful	dessertspoonfuls	dessertspoonful
dictum	dictums	dicta
die	dies	dice
dwarf	dwarfs	dwarves
elk	elks	elk
fauna	faunas	faunae
femur	femurs	femora
fish	fishes	fish
flounder	flounders	flounder
focus	focuses	foci
formula	formulas	formulae
fresco	frescoes	frescos
fungus	funguses	fungi
giraffe	giraffes	giraffe
goldfish	goldfishes	goldfish
grapefruit	grapefruits	grapefruit
hippopotamus	hippopotamuses	hippopotami
hobo	hobos	hoboes
hoof	hoofs	hooves
index	indexes	indices
inuit	inuits	inuit
larynx	larynxes	larynges
mallard	mallards	mallard



<b>manifesto</b>	manifestos	manifestoes
<b>matrix</b>	matrixes	matrices
<b>maximum</b>	maximums	maxima
<b>medium</b>	mediums	media
<b>memorandum</b>	memorandums	memoranda
<b>milieu</b>	milieus	milieux
<b>millennium</b>	millenniums	millennia
<b>minimum</b>	minimums	minima
<b>nebula</b>	nebuals	nebulae
<b>novella</b>	novellas	novelle
<b>octopus</b>	octopuses	octopi
<b>opus</b>	opuses	opera
<b>person</b>	persons	people
<b>placenta</b>	placentas	placentae
<b>podium</b>	podiums	podia
<b>protozoan</b>	protozoans	protozoa
<b>quail</b>	quails	quail
<b>referendum</b>	referendums	referenda
<b>rhinoceros</b>	rhinoceroses	rhinoceros
<b>samurai</b>	samurais	samurai
<b>scarf</b>	scarfs	scarves
<b>serum</b>	serums	sera
<b>shrimp</b>	shrimps	shrimp
<b>simulacrum</b>	simulacrums	simulacra
<b>solarium</b>	solariums	solaria
<b>spectrum</b>	spectrums	spectra
<b>staff</b>	staves	staffs
<b>stamen</b>	stamens	stamina
<b>supernova</b>	supernovas	supernovae
<b>swine</b>	swines	swine
<b>syllabus</b>	syllabuses	syllabi
<b>symposium</b>	symposiums	symposia
<b>tableau</b>	tableaus	tableaux
<b>terminus</b>	terminuses	termini
<b>thesaurus</b>	thesauruses	thesauri
<b>thorax</b>	thoraxes	thoraces
<b>tornado</b>	tornados	tornadoes
<b>trolley</b>	trolleys	trolleys
<b>trout</b>	trouts	trout
<b>tuna</b>	tunas	tuna
<b>turtle</b>	turtles	turtle
<b>ultimatum</b>	ultimatums	ultimata
<b>urethra</b>	urethras	urethrae
<b>virtuoso</b>	virtuosos	virtuosi
<b>vortex</b>	vortexes	vortices
<b>walrus</b>	walruses	walrus
<b>zero</b>	zeros	zeroes

## NOUNS WITH UNUSUAL PLN FORM

Singular	Plural
bon vivant	bons vivants
chateau	chateaux
coat of arms	coats of arms
codex	codices
fez	fezzes
genus	genera
quiz	quizzes
schema	schemata
taxon	taxa

## HYPHENATED WORDS

### Add 's' to the main word

- brother-in-law → brothers-in-law
- step-father → step-fathers
- passer-by → passers-by

## SOME ADJECTIVES (REFERRING TO HUMAN FEATURES)

### Add definite article 'the' <sup>[25]</sup>

- the dead
- the departed
- the disabled
- the famous
- the needy
- the old
- the poor
- the powerful
- the public
- the rich
- the sick
- the unemployed
- the visually and physically handicapped
- the wealthy
- the young
- the homeless

## COUNTABLE NOUNS WITH THE SAME PLURAL AND SINGULAR FORMS

Singular	Plural
aircraft	aircraft
chassis	chassis
cod	cod
corps	corps
deer	deer
faux pas	faux pas
gallows	gallows
grouse	grouse
jellyfish	jellyfish
moose	moose
offspring	offspring
salmon	salmon
scissors	scissors
series	series
sheep	sheep
spacecraft	spacecraft
species	species
squid	squid
Swiss	Swiss

## IRREGULAR INFLECTED PLN

Singular	Plural
child	children
foot	feet
goose	geese
louse	lice
mouse	mice
ox	oxen

tooth

teeth

## NOUNS WITHOUT SINGULAR FORM

ONLY Plural	ONLY Plural	ONLY Plural
accoutrements	fumes	the minutiae
algae	goggles	the soviets
annals	graffiti	townsfolk
antics	graffiti	townspeople
antics	jeans	trousers
binoculars	livestock	tweezers
bona fides	manacles	vicissitudes
cattle	means	vicissitudes
clergy	necessaries	wildfowl
clothes	odds	wiles
demographics	pants	
dentures	paparazzi	
entrails	pinking shears	
exotica	poultry	
flora and fauna	shorts	

## NOUNS ENDING IN -ON

Remove “-on” and add ‘-a’

Singular	Plural
-on	-a
phenomenon	phenomena
criterion	criteria

### Uncountable nouns

Uncountable (non-count or mass) nouns are words like smoke, rice, water, petrol, etc. These are things that you can't count. <sup>[26]</sup> They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.).

To count or quantify an uncountable noun a unit of measurement – a measure word – is usually used. For example, we cannot usually say ‘one smoke,’ ‘two rices,’ or ‘three waters’ because ‘smoke,’ ‘rice,’ and ‘water’ are uncountable. Therefore, if we want to specify a quantity of bread we use a measure word such as ‘glass,’ ‘loaf,’ or ‘slice’ in a structure like “two glasses of water” or “two slices of bread”. This structure is called a partitive structure. Uncountable nouns are categorized in the following major groups. <sup>[27]</sup>

Fluids	blood, water, oil, coffee, tea, gasoline
Food	rice, sugar, fruit, milk, bread, butter, cheese
Raw materials	wood, paper, glass, wool
Chemical elements and compounds	silver, gold, iron, citric acid
Gases	oxygen, hydrogen, nitrogen, air, pollution, steam
Academic subjects	chemistry, mathematics, physics, psychology, linguistics
Languages	English, Chinese, Turkish, Japanese, Spanish
Abstract things	education, music, health, beauty, intelligence, knowledge, sleep, hope, time
General	furniture, equipment, mail, money, traffic

### Nouns that can be both countable and uncountable

Sometimes, the same noun can be both countable and uncountable, often with different meanings. <sup>[28]</sup>

Countable		Uncountable
There were three hairs in my coffee!	<b>hair</b>	She doesn't have much hair.
There exist four lights in our guest room.	<b>light</b>	Open the curtain. There's too little light!

Shhhhh! I thought I heard a noise. There are so many different noises in the street.	<b>noise</b>	It's not easy to work when and where there is so much noise.
Have you got a paper to read? (newspaper) Give me those student papers.	<b>paper</b>	I want to draw a picture. Have you got some paper?
The new house has 8 rooms.	<b>room</b>	Is there room for me to sit here?
I told you many times not to do so.	<b>time</b>	Have you got time for a cup of coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	<b>work</b>	I have no money. I need work!

## VERBS

A word (word cluster) which are used to describe an action, condition or experience, <sup>[29]</sup> that is, a verb is a part of speech that conveys an action (bring, read, walk, run, learn, look for, carry out, etc.), an occurrence (happen, become, take place, etc.), or a state of being (be, exist, stand, etc.). In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as Fire! Stand up! , have one.

### Functions of the verb

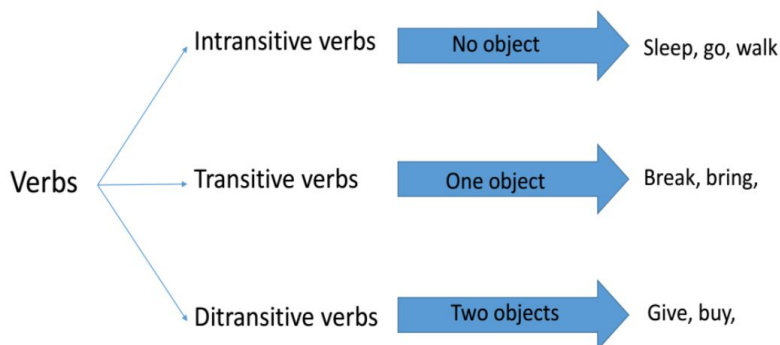
- It conveys meaning.
- It shows tense (whether present, past, future, or conditional).
- It shows aspect (whether progressive or not, whether perfect or not).
- It shows voice (whether passive or active).
- It shows mood (indicative, stative, and imperative).
- In some cases, it shows the person (the third person singular in the simple present tense is an example).

<sup>[30]</sup>

The above five functions are carried out by all verbs (i.e., main verbs of a sentence). In case of one-word verbs, all functions are on the shoulders of that one verb. But, in case of more than one-word verbs, these functions are distributed among them. For example, in case of verbs like 'goes, wished, like, etc.' all functions are carried out by that single word (meaning, tense, voice, aspect, and person), but in case of verbs like 'will go, had wished, would like, would have been published, will be distributed, etc.' all functions are distributed among those words (meaning, tense, voice, aspect, and person).

### Classification based on transitivity

As is seen in the below figure, verbs are divided into intransitive, transitive, and ditransitive verbs. Intransitive verbs have only one subject (NP1), the transitive verbs have a subject (NP1) and only one object (NP2), and ditransitive verbs have a subject (NP1) and two objects <sup>[31]</sup> (NP2 NP3) (the number of the last category is very limited). <sup>[32]</sup>



## Verb affixes

### Verb prefixes

Verb prefixes  
Prefix + Adjective

En + adjective  
enlarge, enable, enrich,

Be + adjective  
belittle,

Prefix + Noun

Im + noun  
imprison,

En + noun  
endanger, encourage,

Be + noun  
beguile,

### Verb suffixes

Verb suffixes  
Adjective + suffix

Adj. + (e)n  
redden, darken, flatten, widen, weaken, loosen,

Noun + suffix

Noun + e  
breathe, sheathe,

Noun + en  
strengthen, hearten, lengthen, heighten,

Noun + ate  
formulate,

-ify  
magnify, signify, clarify,

-ize\* <sup>[33]</sup>  
penalize, memorize, ostracize,

-ise\* <sup>[34]</sup>

## Verb types <sup>[35]</sup>

A	B	C	D <sup>[36]</sup>
will, shall, might, must, can, could, would, may, should, need <sup>[37]</sup> , ought to, dare	am, is, are, was, were, be, have, has, had, do, does, did,	been, being,	V(es), Ving, Ved, P.P.,

Verbs, in my opinion, are divided into four groups which appear as shown in the above table. Use of alphabetic letters shows their order (A comes first, then B, then C, and finally D). That is, we cannot use B verbs before A verbs, and never C verbs precede A or B verbs. In addition, A verbs cannot stand alone nor C verbs. If D is Ving, it should come along with B (and maybe others). <sup>[38]</sup> The following table shows some features based on which the verbs were grouped this way.

Features	A	B <sup>[39]</sup>	C <sup>[40]</sup>	D <sup>[41]</sup>
Have Ving form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have to V form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conjugation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fixed number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed by To V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change its form <sup>[42]</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## A verbs <sup>[43]</sup>

A verbs are auxiliary verbs to show if we believe something is certain, probable, or possible (or not), or talking about ability, asking permission, making requests and offers, and so on. English modal verbs include must, shall, will, should, would, can, could, may, dare, need, and might, ought to,....

A verbs help other verbs to form the following:

- The tenses (separating present and past tenses, especially progressives)
- The mood (indicative - imperative - subjunctive)
- The interrogation (forming questions by inverting NP1 and A/B verbs)
- The negation (not or n't after A/B verbs)

	possibility	probability	permission	ability	necessity	requests	obligation	Offers & invitation	suggestion	uncertainty	certainty
can			*	*		*		*			
could	*		*	*		*		*	*		
dare											
may	*		*								
might	*		*						*	*	
must		*					*	*			
need											
ought to											
shall								*			
should		*							*		
will		*				*		*	*		*
would						*			*		

## WILL

Use 'will' when talking about something with absolute certainty. (Certainty)

Use 'will' to talk about the future – to say what you believe will happen. (Probability)

We'll be late.

We will have to take the train.

Use 'will' to talk about what people want to do or are willing to do. (Future plans)

We'll see you tomorrow.

Perhaps dad will lend me the car.

Use 'will' to make promises and offers. (Promises and offers)

We will come and see you next week.

Use 'will' in conditionals with 'if' and 'unless' to say what you think will happen in the future or present . (Hypothetical)

I'll give her a call if I can find her number.

You won't get in unless you have a ticket.

### will have to

Use 'will have to' more than 'must' to express future obligation, especially when talking about obligations at a particular point in the future.

He'll have to wait five weeks for his eye operation. Then he'll have to have both eyes operated on.

## SHALL

The traditional rule is that 'shall' is used with first-person pronouns (i.e., I and we ) to form the future tense, while 'will' is used with second and third person forms (i.e., you , he , she , it , they ).

I shall be late.

They will not have enough food.

**However, when it comes to expressing a strong determination to do something, the roles are reversed: 'will' is used with the first person, and 'shall' with the second and third.**

I will not tolerate such behavior.  
You shall go to the ball!

**In practice, though, the two words are used more or less interchangeably, and this is now an acceptable part of standard British and American English; however, 'shall' is now seldom used in any normal context in American English.**

## **MIGHT**

**Use 'might' especially when reporting what someone has said, thought, asked, etc.**

I brought him some sandwiches because I thought he might be hungry.

**Use 'might' to express the possibility that something will happen or be done, or that something is true although not very likely. (Possibility)**

I might come and visit you next year, if I can save enough money.

**Use 'might' as a more polite form of 'may' when asking for permission . (Permission)**

Might I ask a question?

**Use 'might' to make a suggestion or suggest a possibility in a polite way. (Suggestion)**

You might try a little more basil in the sauce next time.

**Use 'might' to suggest, especially angrily, what someone should do to be pleasant, correct, polite, etc.**

You might at least try to look like you're enjoying yourself!

**Use 'might' to introduce a statement that is very different from the statement you really want to make, in order to compare the two . (Introduction)**

The amount you save might be small, but it's still worth doing.

**Use 'might' in reported speech, to express possibility or permission.**

He said he might be late.

**Use 'might' while expressing a possibility based on an unfulfilled condition. (Possibility)**

We might have won if we'd played better.

**Use 'might' while expressing annoyance about something that someone has not done.**

You might have told me!

**Use 'might' while expressing purpose.**

He avoided social engagements so that he might work.

**Use 'might' tentatively to ask permission or to express a polite request. (Permission & request)**

Might I just ask one question?

You might just call me Jane if you don't mind.

**Use 'might' while asking for information, especially condescendingly.**

And who might you be?

**Use 'might' to express possibility or to make a suggestion. (Possibility & suggestion)**

This might be true.

You might try pain relievers.

**might as well** <sup>[44]</sup>

**Use 'might as well' to make an unenthusiastic suggestion.**

So I might as well stop trying to write novels in which real people move.

**Use 'might as well' to indicate that a situation is the same as if the hypothetical thing stated were true.**

If they're going to make you fight, you might as well do the job properly.

***might have known (or guessed)***

Use 'might have known (or guessed)' to express one's lack of surprise about something.

I might have known it was you.

This day, as you might have guessed, is called a 'B' day.

As you might have guessed, it's no ordinary film.

***might have***

Use 'might have' to show that something has possibly happened now or happened at some time in the past.

It's ten o'clock. They might have arrived now. [= Perhaps they have arrived]

## MUST

Use 'must' to express deductions and conclusions when you think carefully about facts. (Deductions and conclusions) <sup>[45]</sup>

[fact]He's so small. [deduction/conclusion]He must be no more than four years old.

[Two teachers talking about a student]

A: He falls asleep in class every morning. (fact)

B: He must be out late every night or maybe he works at night. (Deduction & conclusion)

Use 'must' to express a strong obligation and necessity. (Obligation & necessity) <sup>[46]</sup>

I must talk to you about the new project.

Seat belts must be worn even in the back of the car.

There must be a minimum of two members of the company at the meeting.

Use 'must' to talk about the future in the past when you report speech or people's thoughts in formal contexts.

The pain was back in full force, but she knew she must not give in to it. She must go on day by day. <sup>[47]</sup>

Use 'must' with more general references to the future, particularly when talking about obligations that come from the speaker. <sup>[48]</sup>

The Prime Minister must decide in the next month.

I must try harder next time.

I must pop round one evening next week.

Use 'must not' to talk about what is not permitted. <sup>[49]</sup>

You must not park outside the entrance.

You must not make noise after 9 o'clock.

Use 'must' to express polite invitations or encouragement. (Invitations & encouragement)

You must come and see us soon.

You must try some of this chocolate cake. It's delicious.

You must go and see that film.

Use the question form of *must* in criticisms. (Criticisms)

Must you keep playing that terrible music?

Why must you mispronounce my name every time?

Use 'must' to talk about obligations which come from the speaker. <sup>[50]</sup>

I must buy some new clothes. Mine look so old. (The obligation is from me to buy new clothes.)

Use 'must' and 'must not' often in public signs and notices indicating laws, rules, and prohibitions.

All passengers must present valid photo identification at check-in for all flights. <sup>[51]</sup>

Tickets must be retained for inspection and must be produced for inspection on request by any authorized official of Bus Éireann. (Bus Éireann is the name of the Irish national bus company) <sup>[52]</sup>

Don't use 'must' to express obligation and necessity in the past. Use 'had to' instead.

---



<input type="checkbox"/>	When she got home, she had to cook dinner before everyone arrived.
<input type="checkbox"/>	When she got home, she must cook dinner before ...

**Don't use 'must' to make predictions about the future. Use 'will' instead.**

<input type="checkbox"/>	Don't worry about our accommodation because I found a nice hotel which will be suitable for us.
<input type="checkbox"/>	Don't worry about our accommodation because I found a nice hotel which must be suitable for us.

**must have + P.P.**

**Use 'must have + P.P.' to talk about deductions in the past. They always refer to a deduction not an obligation.**

[A wanted to talk to B so she phoned him but he didn't answer the phone. She phoned again the next day]

A: I called you yesterday around three o'clock but you must have been out.

B: We must have been in the garden. That's a pity.

**NP1 and 'must' change position to form questions. Don't use 'do/does/did.'**

<input type="checkbox"/>	Must you make that noise?
<input type="checkbox"/>	Do you must make that noise?

## CAN

**Use 'can' to talk about possibility and ability, that is, use *can* to talk about what is possible, what you are able or free to do. (Possibility & ability)**

She can drive a car.

John can speak Spanish.

I cannot hear you. (I can't hear you.)

Can you hear me?

**Use 'can' when you make present decisions about future ability.** <sup>[53]</sup>

A. Can you help me with my homework? (present)

B. Sorry. I'm busy today. But I can help you tomorrow. (future)

**Use 'can' to make requests, that is, use *can* in a question to ask somebody to do something. This is not a real question - you do not really want to know if the person is able to do something, you want them to do it!** <sup>[54]</sup>  
**(Requests)**

Can you make a cup of coffee, please?

Can you put the TV on?

Can you come here a minute?

Can you be quiet!

**Use 'can' to ask for or give permission, that is, use *can* to ask or give permission for something.** <sup>[55]</sup>  
**(Permission)**

A. Can I smoke in this room?

B. You can't smoke here, but you can smoke in the garden.

**can't have + P.P.**

**Use 'can't have + P.P.' to talk about deductions in the past. They always refer to a deduction, not an obligation.**

[A is telling B about his illness]

A: I spent a month in hospital before I was able to walk.

B: That can't have been easy for you.

## COULD

**Use 'could' to suggest a possibility.**

Whose journal is this? It could be Nelly's journal.

Could 'A' be the answer? It's definitely not 'B' or 'D.'

**Use 'could' to make a polite request.**

Could you please move this box?  
Could you please pass that paper?

**Using the word 'could' to respond to the requests would suggest that you *could* do it, but you might not really want to. If you agree to the request, then you use the word 'can.'**

Could you please move this box? I could, but I am really busy right now.  
Could you please pass that paper? Sure, I can.

**Use 'could' to express an idea or an option without imposing one's judgment of what is "right" to do. Could is often used for offering ideas as possible solutions.**

You could go back to where you last opened your bag and look around.

**Use 'could' to offer ideas to someone else who will be the decision maker, especially to someone of higher rank (a boss) in the decision making process.**

We could wait a few minutes to see if the power comes back on. Or we could go outside and work.

## **WOULD** <sup>[56]</sup>

**Use 'would' to refer to future time from the point of view of the past. (Future)**

He said he would see his brother tomorrow.

**Use 'would' to refer to an intention from the point of view of the past. (Intention)**

He said he would always love her.  
She said she would come. = She said she was planning to come.

**Use 'would' to express doubt.**

The answer would seem to be correct. = The answer is probably correct.

**Use 'would' to refer to a situation that you can imagine happening. (Possibility) <sup>[57]</sup>**

I would hate to miss the show.

**Use 'would' to talk about things in the past that happened often or always. (Frequency)**

He would always turn and wave at the end of the street.

**Use 'would' to suggest that what happens is expected because it is typical, especially of a person's behavior. (Frequency)**

Madeleine called to say she's too busy to come. She would - she always has an excuse.

**Use 'would' to express an opinion in a polite way without being forceful. (Opinion)**

I would think we need to speak to the head teacher about this first.

**Use 'would' to refer to what is very likely, that is, to show future likelihoods relative to a past action. (Probability)**

The guy on the phone had a Southern accent. That would be Tom.

He calculated that he would get to the camp around 6 p.m. The men would have dinner ready for him. (The first sentence means he believed his camp arrival time was going to be about 6:00 p.m. The "calculating" (or believing) happened in the past, yet the arrival is going to occur later. The second sentence predicts that, at that future time, dinner will be ready for him.)

**Use 'would' to ask questions .**

Would you like some coleslaw? = Do you want some coleslaw?  
Would you turn in your assignment now? = Please turn in your assignment now.

**Use 'would' to show a different response if the past had been different. <sup>[58]</sup>**

I would have helped you if I had known you were stranded. (I didn't know that you were stranded. This "not knowing" occurred before my not helping you.)

John would've missed the trail if Mary hadn't waited for him at the stream. (First Mary waited for him. If her response had been to not wait, then next John would have been on the wrong trail.)

**Use 'would' to tone down strong, controversial statements-not recommended in formal essays .**

*I would have to say that you're acting a bit immature.* (Here, 'would' has a similar meaning to 'do' but less emphatic.)

**Use 'would' to explain an outcome to a hypothetical situation.**

*Should I win a million dollars, I would fix up my house.* (Think of 'should' as 'if,' and 'would' as 'will.')

**Use 'would' to show habitual past action .**

Helen would sob whenever John would leave home. (Think of 'would' as 'did.')

**Use 'would' to show repetitive past action .**

For a moment the plane would be airborne, then it would bump back down along the hard earth. (The plane was in the air and then back on the ground several times.)

**Use 'would' after "I" when giving advice:**

I wouldn't (= I advise you not to) worry about it, if I were you.

**Use 'would' after "why" when giving or asking the reason for something. (Reason)**

Why would anyone want to eat something so horrible?

**Use 'would' in polite requests and offers. (Request)**

Would you mind sharing a room?

**Use 'would' to talk about what someone was willing to do or what something was able to do. (Willingness)**

The car wouldn't start this morning.

**Would have**

**Use 'would have' to refer back to a time in the past from a point of view in the future.**

We thought they would have got home by five o'clock, but there was no reply when we phoned.

**would rather/sooner**

**Use 'would rather/sooner' to show that you prefer to have or do one thing more than another.**

I'd rather have a beer.

Which would you sooner do - go swimming or play tennis?

**would that <sup>[59]</sup>**

**Use 'would that' to express a strong wish or desire.**

Would that (= if only) she could see her famous son now.

**would you... , would you mind (not) -ing**

**Use 'would you..., would you mind (not) -ing,' for requests.**

Would you carry this for me, please?

Would you mind carrying this?

Would you mind not telling him that?

**would you like ... ; would you like to ...**

**Use 'would you like ...; would you like to ...,' for offers and invitations.**

Would you like to come round tomorrow?

Would you like another drink?

**I would like ... ; I'd like ... (you)(to) ...**

**Use 'I would like ...; I'd like ... (you)(to) ...,' to say what you want or what you want to do.**

I'd like that one, please.

I'd like to go home now.

**I'd rather...**

**Use 'I'd rather...' (I would rather) to say what you prefer.**

I'd rather have that one.

I'd rather go home now.

*I would think , I would imagine , I'd guess ...*

**Use 'I would think, I would imagine, I'd guess,' to give an opinion when you are not sure or when you want to be polite.**

It's very difficult I would imagine.

I would think that's the right answer.

## **MAY**

**Use 'may' when you are not sure about something.**

Jack may be coming to see us tomorrow.

Oh dear! It's half past ten. We may be late for the meeting.

There may not be very many people there.

**Use 'may' to make polite requests.**

May I borrow the car tomorrow?

May we come a bit later?

**Use may not for a refusal when it is emphatic.**

You may not!

You may not borrow the car until you can be more careful with it.

*may have*

**Use 'may have' to show that something has possibly happened now or happened at some time in the past.**

They may have arrived hours ago. [= *Perhaps they arrived hours ago.*]

**Make questions by putting NP1 after 'may.'**

**May** we drop you at your hotel?

**May** I use your telephone?

**May** I ...?

## **SHOULD**

**Use 'should' to express something that is probable.**

John should be here by 2:00 PM.

He should be bringing Jennifer with him.

**Use 'should' to ask questions .**

Should we turn left on/at this street?

Shouldn't you be getting ready for work?

Should you have erased the disk? = Were you supposed to have erased it?

Should I turn in my assignment now? = Am I supposed to turn in my assignment now?

**Use 'should' to show an obligation, give a recommendation, or even an opinion.**

You should stop eating fast food.

You should go for walks more often.

We should go to the park tomorrow.

He should go to the pharmacy first thing in the morning.

You should floss and brush your teeth after every meal.

**Use 'should' to express one's opinion on an action to take: advice, a strong suggestion. It is more commonly used for peer to peer (same rank or authority) advice or with family.**

You should check the places you have been today.

**Use 'should' to show a possible future event.**

If I should find your coat, I will be sure to call you. (Think of 'should' as 'do'; furthermore, 'should' could be left out of the above sentence, leaving, "If I find your coat, I will be sure to call you." Alternately, it could be left out of the sentence: "Should I find your coat, I will be sure to call you.")

**Use 'should' to express a hypothetical situation.**

Should you wish to do so, you may have hot tea and biscuits. = If you wish to do so, you may have hot tea and biscuits.

**Use 'should' to politely express a request or direct statement.**

*I should like to go home now. [= I want to go home now. I should think that a healthy forest program is essential to any presidential victory. = I think that a healthy forest program is essential to any presidential victory.]*

**Use 'should' to express what the speaker feels is morally right or most expedient for the situation. Should is used by the person who is the decision maker in a particular situation.**

We should keep working. Let's go outside for a while. Do we still have Internet access?

**NEED** [\[60\]](#)

*The semi-modal need is most common in the negative.*

**Use 'need' to show that there is no obligation. (No obligation ( needn't ))**

We needn't spend much time on this topic. It's not going to be in the exam.  
Cans of soup needn't be kept in the fridge.  
You needn't do it if you don't want to. It's not necessary to do it if you don't want to.

**As an A verb, it is mainly found in its interrogative form.**

Need I come? = Is it necessary for me to come? = Must I come?

**Use 'didn't need to' or 'didn't have to' when you express no obligation in the past. The semi-modal need has no past simple form. (No obligation in the past)**

<input type="checkbox"/>	I didn't need to buy any books. They were all in the library. (main verb need + to) (or I didn't have to buy any books. They were all in the library.)
<input type="checkbox"/>	I didn't need buy any books. They were all in the library.

**Use 'needn't have + P.P.' form to refer to events which happened but which the speaker considers were unnecessary. (Unnecessary events)**

You needn't have waited for me. (You waited for me but it wasn't necessary.)  
You needn't have bought so much food. There are only three of us staying for the weekend. (You bought a lot of food but it wasn't necessary.)

**The question form of the semi-modal need is not very common. It is rather formal. The NP1 and 'need' change position to form questions. We don't use do/does/did.**

<input type="checkbox"/>	Need we write this down?
<input type="checkbox"/>	Do we need write this down?

**Don't use the past form 'needed' as an A verb.**

Questions formed with need are often set expressions such as Need I/you ask?, and Need I/we say more? ...

**As an A verb, 'need' has forms as follows.**

Need I go?	I need not go.
Need he go?	He need not go.
Needn't he go?	He needn't go.

**DARE**

Less commonly, 'dare' can be used as a semi-modal verb followed by an infinitive without to .

'dared' is occasionally used as an A verb. The modal uses of 'dare' are all negatives or questions.

Dare I suggest that we have a B system?

I daren't tell him the truth; he'll go crazy.

**Questions formed with dare are often set expressions such as Dare I suggest...?**

**When 'dare' is used as an A verb in a positive statement, there must be a word of negative meaning in the same clause. This word can be outside the verb phrase and may be a word with a negative sense, such as only, never, hardly.**

He need only ask and I will tell him.

No sensible driver dare risk that chance.

I dared not go.

I dare not go.

He dare not go.

He dared not go.

Dare I do it?

Dare he do it?

Daren't he do it?

## OUGHT TO

*'Ought to' is a semi-modal verb because it is in some ways like an A verb and in some ways like a D verb. For example, unlike modal verbs, it is followed by V, but like modal verbs, it does not change for a person.*

I ought to phone my parents.

It ought to be easy now.

**Use 'ought to' when talking about things which are desired or ideal. (What is desired or ideal)**

They ought to have more parks in the city center.

We ought to eat lots of fruit and vegetables every day.

**Use 'ought to have + P.P.' to talk about things that were desired or ideal in the past but which didn't happen. It can express regret. (What is desired or ideal)**

We ought to have locked the gate. Then the dog wouldn't have got out. (The ideal or desired thing was that we locked the gate, but we didn't.)

I often think that I ought to have studied medicine, not pharmacy. (I would be happier now if I had studied medicine.)

**Use 'ought to' when you talk about what is likely or probable . (What is likely)**

The concert ought to only take about two hours so we'll be home by 12 pm.

There ought to be some good films at the cinema this weekend.

**'Ought to' and 'should' are similar in meaning. Should is more common than ought to. 'Ought to' is more formal than 'should.'**

There ought to be more street lights here. (= There should be more street lights here.)

I really ought to walk my dog more. He's so fat. (= I really should walk my dog more. He's so fat.)

**To form questions, <sup>[61]</sup> change the position of NP1 and 'ought.'** <sup>[62]</sup>

<input type="checkbox"/>	Ought she to call the police?
<input type="checkbox"/>	Does she ought to call the police?
<input type="checkbox"/>	Ought we to be more worried about the environment?
<input type="checkbox"/>	Do we ought to be more worried about the environment?

B verbs

B verbs help other verbs to form the following:

- The tenses (separating present and past tenses, especially progressives)
- The mood (indicative - imperative - subjunctive)
- The voice (active - passive)
- The interrogation (forming questions by inverting NP1 and A/B verbs)
- The negation (not or n't after A/B verbs)

□ The emphasis (do, does, did in emphatic statements)

## BE

Use	Example sentence
Be + P.P. □ passive voice	It was broken by Ali.
Be + Ving □ continuous tense	She is washing the dishes.
Be + predicative adjective □ predicate	She is beautiful.
Be + NP □ pred.	She is a student.
Be + pp □ pred.	She is at home.
Be + to V □ prep.p	She is to go out.

## HAVE

Use	Example sentence
Have + P.P. □ present perfect	I have been there for one month.
Has + P.P. □ present perfect	She has been there for one month.
Had + P.P. □ past perfect	Jane had gone there before he came England.

## DO <sup>[63]</sup>

'do' and 'does' <sup>[64]</sup> are used in interrogative and negative sentences in the simple present tense. 'did' is used in questions and negative sentences in the simple past tense. <sup>[65]</sup>

C verbs

## BEEN

'been' is used in passive perfect progressive tenses and passive perfect tenses. <sup>[66]</sup>

## BEING

'being' is used in active progressive tenses. <sup>[67]</sup>

D verbs <sup>[68]</sup>

## HAVE TO

Use 'have to + V.' <sup>[69]</sup>

I 'll **have to** take a few exams at the end of the year.

## BE GOING TO

Use 'be going to + V.' <sup>[70]</sup>

I 'm **going to** take a few exams at the end of the year.

Use 'be going to' commonly in informal styles. <sup>[71]</sup>

Use 'be going to' to talk about future plans and intentions. Usually, the decision about the future plans has already been made.

She' s **going to** be a professional dancer when she grows up.

David said that he **was going to** bring his camera with him, but he forgot.

Use 'be going to' to predict something that you think is certain to happen or which you have evidence for now.

It's **going to** snow again soon. (The speaker can probably see dark snow clouds.)  
I had a feeling that it *was going to be* a disaster.

**Use 'be going to' when you give commands or state that something is obligatory.**

[The parent to a child]

You' **re going to** pick up all of those toys right now. This room is a mess!

**Use 'be going to' when you want to emphasize your decision or the evidence in the present.**

[An 'A' road is a main road. A 'B' road is a smaller road.]

We are now very late so we **'re going to** take the 'B' road. (The speaker refers to the present and emphasizes the decision.)

I know the 'B' road **will** be quicker at this time of day. (The speaker states a fact.)

**Use 'be going to' when something is about to happen.**

Get back! The bomb **is going to** explode.

**The verb 'be' in 'be going to' is conjugated in different tenses and forms the intended tense.** <sup>[72]</sup>

**When forming questions, only put NP1 between 'be' and 'going to' if 'be going to' is not preceded by A or B verbs.**

Are you going to kill him?

**When forming questions, if 'be going to' is preceded by A or B verbs, put NP1 between A/B verb and 'be going to.'** <sup>[73]</sup>

Where are you going to spend your holiday?

What is he going to eat for dinner?

Is she going to read a book over the weekend?

Are you *going to* watch TV tonight?

Will they be going to kill him?

**Unlike other D verbs, when negating, put 'not' after 'be' in 'be going to.'** <sup>[74]</sup>

You are not going to kill him.

## DARE

'dare' is both a D verb <sup>[75]</sup> and a semi-modal <sup>[76]</sup> verb.

**As a D verb, use 'to-V' form after 'dare.'** <sup>[77]</sup>

Go on, I **dare** you.

Some snakes can bite but I **dare** you to hold this big snake.

'dare' also means 'to be brave enough or rude enough to do something.' With this meaning, it can be used as a D verb which can be followed by a to-V or an infinitive without to.

**'dare' sometimes behaves like D verbs with -s inflection. In this case, they are followed by 'to V,' and they can also use the auxiliary 'do' and have the whole range of tenses appropriate to the main verb.**

I dare to do it.

He dares to do it.

He does not dare to do it.

He doesn't dare to do it.

She doesn't need to know.

Does she need to go now?

He needs to go.

Dare to be different!

They don't dare to mention it to him.

I do not dare to do it.

He did not dare to do it.

Does he dare to do it?



Doesn't he dare to do it?

## NEED

'Need' <sup>[28]</sup> is a semi-modal verb because in some ways it is like a modal verb and in other ways like a main verb.

As a D verb, 'need' has the following forms.

Does he need to go?

He does not need to go.

He needs it.

He needs to do it.

I do not need to do it.

I do not need to go.

I need it.

I need to do it.

For which of the following tests the examinee does not need to have prior knowledge of the subject being tested?

Simple past tense of to be, to have, to do

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

List of the most commonly used verbs in English

D verb	Other functions	D verb	Other functions
is	B verb	set	N, adj.
are	B verb	body	N
be	B verb	market	N
have	B verb	provide	
has	B verb	guide	N
was	B verb	change	N
like	prep., conj.	interest	N
use	N	say	interjection, N
make	N	create	
get		state	N
even	adj., adv.	radio	N
film	N	course	N
see		add	
water	N, adj.	company	N
been	P.P.	price	N
need		size	N, adj.
well	adv., N	understand	
know		card	N
were	B verb	list	N
did	B verb	mind	N
find		trade	N
take		consider	
want		line	N
example	N	care	N
look	N, interjection	group	N
help	N, interjection	risk	N
go	N, adj.	word	N, interjection
own	adj.	force	N
had	B verb	light	N, adj.
study	N	name	N, adj.

think	adj., N	school	N
do	B verb	amount	N
does	B verb	order	N
learn		practice	N
form	N	research	N
air	N	sense	N
place	N	service	N
become		cut	N
read	N	show	N
number	N	try	N
keep	N	piece	N
start	N	choose	
part	N, adv.	develop	
field	N, adj.	check	N, interjection
give	N	web	N
fish	N	boss	N, adj.
come		call	N
process	N	move	N
heat	N	pay	N
hand	N	sport	N
include		remember	
experience	N	let	N
job	N	page	N
thank		term	N
book	N	test	N
end	N	increase	N
play	N	answer	N
feel	N	sound	N, adj.
point	N	turn	N
type	N	focus	N
put	N	matter	N
value	N	soil	N

List of verb clusters in different tenses

	<b>Present</b>	
	Active	Passive
<b>Simple</b>	(A)D <sup>[79]</sup>	(A)BD
<b>Progressive</b>	BD	BCD
<b>Perfect</b>	BD	BCD
<b>Perfect progressive</b>	BCD	-
	<b>Past</b>	
	Active	Passive
<b>Simple</b>	(A)D <sup>[80]</sup>	(A)BD
<b>Progressive</b>	BD	BCD
<b>Perfect</b>	BD	BCD
<b>Perfect progressive</b>	BCD	-
	<b>Future</b>	
	Active	Passive
<b>Simple</b>	AD	ABD
<b>Progressive</b>	ABD	ABCD
<b>Perfect</b>	ABD	ABCD
<b>Perfect progressive</b>	ABCD	-
	<b>Conditional <sup>[81]</sup></b>	
	Active	Passive
<b>Simple</b>	AD	ABD
<b>Progressive</b>	ABD	ABCD
<b>Perfect</b>	ABD	ABCD
<b>Perfect progressive</b>	ABCD	-

Finite vs. non-finite verbs

Verbs can be classified as finite or non-finite. <sup>[82]</sup>

Non-finite verbs

*Non-finite verbs (also called verbals) cannot be main verbs. There are mainly three types of non-finite verbs: infinitives and participles.*

## INFINITIVES

*The infinitive is the basic form of a verb that usually follows 'to.' As the infinitive has no tense, it does not in itself indicate the time of the action that it refers to. However, it can have an aspect, which shows the temporal relationship between the action expressed by the infinitive and the time of the preceding verb. There are four types of the infinitive, each of which has an active and passive form. The 'to' is a part of the verb. It is not acting as a preposition in this case. And the verb is always just the verb. It's not conjugated in anyway - no -ed, no -ing, no -s on the end.*

### Split infinitives: Right or wrong?

The general rule is that no word should separate the 'to' of an infinitive from the simple form of the verb that follows (V). If a word does come between these two components, a split infinitive results. <sup>[83]</sup>

**There are several possible ways to use infinitive verbs.**

Use them as NP1 of a sentence. <sup>[84]</sup>

Use them like an adjective or adverb phrase that expresses purpose or intent. <sup>[85]</sup>

Use them following an indirect object. <sup>[86]</sup>

Use them following certain other verbs. <sup>[87]</sup>

	Active	Passive
<b>Simple infinitive</b> <sup>[88]</sup>	to write	to be written
<b>Continuous infinitive</b>	to be writing	to be being written
<b>Perfect infinitive</b>	to have written	to have been written
<b>Perfect continuous infinitive</b>	to have been writing	to have been being written

### Simple Infinitive

The simple infinitive refers to the same time as that of the preceding verb .

I was glad **to see** her.

**The verbs ask, decide, explain, forget, know, show, tell, & understand can be followed by a question word such as where, how, what, who, & when + 'to V.'**

If you know **how to spell** the start of a word! If you need a lot of help with spelling, you might consider getting a specialist dictionary.

He's trying to figure out **how to earn** enough money to go on the trip to Spain.

He **asked me how to use** the washing machine.

**Use 'to V' to indicate what something can or will be used for. In this pattern, 'to V' follows a noun or a pronoun.**

The people need a place to work in.

I need any bread to eat.

We do not have any clothing to wear.

**There is a common pattern using 'to V' with an adjective.**

- NP1 + to be + adjective + (for/of someone) + 'to V' + (rest of sentence)

It is good to write.

It is great of you to help me.

It is important not to be late.

It is very essential for John to be patient with his little sister.

**Use 'to V' when making a comment or judgement about a noun.**

- **Subject + to be + noun phrase + to-infinitive**

It was a bad place to camp.

That is a foolish way to behave.

It is the right thing to do.

**‘to V’ is frequently used with the adverbs ‘too’ and ‘enough’ to express the reasoning behind our satisfaction or dissatisfaction. The pattern is that *too* and *enough* are placed before or after the adjective, adverb, or noun that they modify in the same way they would be without the ‘to V.’ We then follow them by the ‘to V’ to explain the reason why the quantity is excessive, sufficient, or insufficient. Normally the ‘to V’ and everything that follows can be removed, leaving a sentence that still functions grammatically.**

He arrived **too late to see** the actors.

He was **too tired to work** .

He's **old enough to make up** his own mind.

I had **too many books to carry** .

The soup is **too hot to eat** .

There **doesn't exist enough snow to ski** on.

There's **too much sugar to put** in this bowl.

They are **not old enough to have** grand-children!

You have had **enough food to eat** .

### ***Continuous Infinitive***

The continuous infinitive refers to the same time as that of the preceding verb and expresses an action in progress or happening over a period of time.

I am glad **to be sitting** here.

### ***Perfect Infinitive***

The perfect infinitive refers to a time before that of the preceding verb.

### **Structure**

**to have + past participle**

### **Use**

Use the perfect infinitive after verbs such as *claim, expect, hate, hope, like, love, prefer, pretend*.

The analysis also attempts to show what the speaker **may** reasonably **be expected to have had** in mind in relating spans of the text.

**The perfect infinitive often refers to things that might have happened in the past.**

They claim **to have visited** a number of famous footballers, but I don't believe them.

**The perfect infinitive can refer to something that will be completed at a point in the future.**

We hope **to have finished** the term project by the end of the week.

**The perfect infinitive can be used in a clause with a verb that has no subject (a non-finite clause). It can refer to events which did happen in the past or to events that might have happened (but did not happen).**

**Perfect infinitives can have the same kind of meaning as perfect or past tenses.**

**The perfect infinitive is often used after verbs like mean, be, would like, etc., to talk about unreal past situations.**

They were to **have returned** last week, but they fell ill.

They meant to **have written** the letter, but they forgot. (They did not write the letter.)

**Use the perfect infinitive to express an action that takes place before the action expressed by the finite verb**

I'm sorry to **have spoilt** your mood.

I am glad to **have spoken** with you.

She seems to **have read** a lot.

### ***Perfect Continuous Infinitive***

The perfect continuous infinitive refers to a time before that of the preceding verb and expresses an action in progress or happening over a period of time.

I 'm glad **to have been living** in Britain for the last 13 years.

## PARTICIPLES

A *participle* is a word having the characteristics of both verb and adjective, that is, an English verbal form that has the function of an adjective and at the same time shows such verbal features as tense and voice and capacity to take (an) object(s).

### Present Participle

*Gerund* (also called present participle) is a word that ends in '-ing' which is made from a verb, and which is used like a noun. Gerund has four functions in different places in a sentence.

**(Pre-M1/Pre-M2) + Ving + (Pre-M2) + N → as Pre-M2 in an NP** <sup>[90]</sup>

The present participle can function as an adjective and modify nouns in sentences.

**be + Ving → progressive tense (V)** <sup>[91]</sup>

Present participles appear in progressive (or continuous) verb tenses, which show when a verb or action was/is in the process of happening (or in progress).

**Ving → Noun** <sup>[92]</sup>

In (compound) nouns using the gerund, it is clear that the meaning is that of a noun, not of a continuous verb. For example, with the word "swimming pool" it is a pool for swimming in, it is not a pool that is swimming.

**Flying** makes me nervous.

I am giving Sally a **driving lesson** .

I bought some new **running shoes** .

**Smoking** causes lung cancer.

They have a **swimming pool** in their back yard.

**Ving as a VP** <sup>[93]</sup>

**Brushing** your teeth is important.

**Hunting** tigers is dangerous.

**Eating** people is wrong.

### Past Participle

Past participle has four functions in different places in a sentence .

**(Pre-M1/Pre-M2) + P.P. + (Pre-M2) + N → as Pre-M2 in an NP** <sup>[94]</sup>

Past participles can also function as adjectives that modify nouns.

**be + P.P. → Passive voice** <sup>[95]</sup>

Past participles can also combine with the verb to be to create the passive forms of verbs.

**have, has, had + P.P. → Perfect tenses** <sup>[96]</sup>

Present and past perfect are formed using a P.P. preceded by have/has and had, respectively.

**P.P. → Simple past** <sup>[97]</sup>

When the third form and P.P. are the same (in case of some irregular verbs like cut, told, etc. and all regular verbs), you may mistake P.P. for simple past or vice versa.

He **cut** his hand yesterday.

They **punished** the criminals.

Ali **ground** down the sharp metal edges to make them smooth.

They **published** the names of the winners of the competition in June.

I **worked** hard yesterday.

He **called** me.

The horse **galloped** through the woods.

He **told** us of his extraordinary childhood.

One day, the Princess **decided** to leave the city.

## Perfect Participles

Combining the word *having* with the past participle (P.P.) creates the perfect participle. Perfect participles demonstrate that an action was completed in the past. Examples of perfect participles include *having watched*, *having arrived*, and *having slept*.

Finite verbs

A finite verb <sup>[98]</sup> can be the main verb of the sentence. Its form is partly determined by the number and person of the subject (NP1). Use finite verbs in complete sentences (independent clauses, dependent clauses [ADV], relative clauses [RC]).

## Tenses

Verbs come in three tenses: *past, present, and future*.

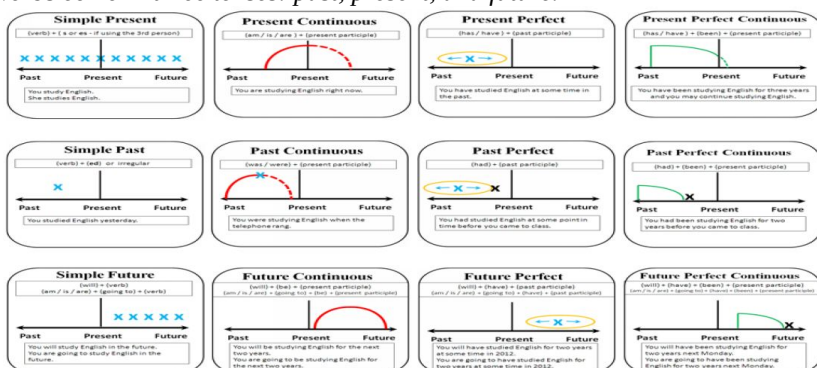


Figure. Tenses.

Present tenses

The present tense is used to describe things that are happening right now or things that are continuous.

## SIMPLE PRESENT TENSE

**Form**

Just use the base form (V): (I take, you take, we take, and they take). The 3<sup>rd</sup> person singular takes an -(e)s at the end (he takes, she takes). <sup>[99]</sup> Add -es to verbs ending in: -ss, -x, -sh, -ch : such as he pass **es**, she catch **es**, he fix **es**, and it push **es**.

The third person changes -y to -ies in verbs ending in -y. But if there is a vowel before the -y, it does not change .

**Consonant + y:** fly --> fl **ies** , cry --> cr **ies**

**Vowel + y:** play --> play **s** , pray --> pray **s**

**Negative and question forms use DOES (= the third person of the auxiliary 'DO') + V.**

He want s ice cream.

**Does** he want a strawberry?

He **does** not want vanilla.

<b>Affirmative</b>		
NP1		+ V(es)
She		goes.
<b>Negative</b>		
NP1	+ do/does + not	+ V(es)
She	does not (doesn't)	go.
<b>Interrogative</b>		
<b>Do/does</b>	+ NP1	+ V
Does	she	go?
<b>Negative Interrogative</b>		
<b>Don't/doesn't</b>	+ NP1	+ V
Doesn't	she	go?

**Affirmative**

I walk down the street/talk/go to the garden/write a letter/wash the dishes.

You walk down the street/talk/go to the garden/write a letter/wash the dishes.

She/He/It/Jim/Marry walks down the street/talk/go to the garden/write a letter/wash the dishes.

We/Jim and I walk down the street/talk/go to the garden/write a letter/wash the dishes.

You walk down the street/talk/go to the garden/write a letter/wash the dishes.

They/Students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes.

**Negative**

I don't/do not walk down the street/talk/go to the garden/write a letter/wash the dishes.

You don't/do not walk down the street/talk/go to the garden/write a letter/wash the dishes.

She/He/It/Jim/Marry doesn't/does not walk down the street/talk/go to the garden/write a letter/wash the dishes.

We don't/do not walk down the street/talk/go to the garden/write a letter/wash the dishes.

You don't/do not walk down the street/talk/go to the garden/write a letter/wash the dishes.

They/Students/Jim and Marry don't/do not walk down the street/talk/go to the garden/write a letter/wash the dishes.

**Interrogative**

Do I walk down the street/talk/go to the garden/write a letter/wash the dishes?

Do you walk down the street/talk/go to the garden/write a letter/wash the dishes?

Does she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes?

Do we walk down the street/talk/go to the garden/write a letter/wash the dishes?

Do you walk down the street/talk/go to the garden/write a letter/wash the dishes?

Do they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes?

**Negative interrogative** <sup>[100]</sup>

Don't I walk down the street/talk/go to the garden/write a letter/wash the dishes?

Don't you walk down the street/talk/go to the garden/write a letter/wash the dishes?

Doesn't she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes?

Don't we walk down the street/talk/go to the garden/write a letter/wash the dishes?

Don't you walk down the street/talk/go to the garden/write a letter/wash the dishes?

Don't they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes?

**Common Uses of This Tense** <sup>[101]</sup>

**To express habits, general truths, repeated actions, or unchanging situations, emotions and wishes**

I smoke. I drink coffee at breakfast. (Habit)

I work in Paris. (Unchanging situation)

I go to school every day by bus. They drive to work all days. (Repeated actions)

Berlin is a large city. Water boils at 100 degrees Celsius. (General truth)

**To give instructions or directions (in imperative sentences)**

Open the door and turn off TV.  
 You walk for two hundred meters, then you turn left.

**To express fixed arrangements, present or future**

Your exam **starts** at 09.00.  
 She arrives tomorrow morning.

**To express future time, after some conjunctions: after, when, before, as soon as, until**

He'll give it to you when you come next Saturday.  
 She will visit doctor before he lives.

**Adverbs Commonly Used With This Tense**

The simple present tense is commonly used with the adverbs *always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, once, twice, thrice, etc.*

**PRESENT CONTINUOUS**

*When someone uses the present continuous, they are thinking about something that is unfinished or incomplete, that is, the present continuous tense is used to talk about actions and situations that are in progress at the moment of speaking.*

**Form**

The present continuous of any verb is composed of two parts (BD) - *the present tense of the verb to be (am/is/are)* + *the present participle of the main verb (Ving)* <sup>(102)</sup>.

<b>Affirmative</b>		
NP1	+ <i>to be</i>	+ <b>Ving</b>
She	is	talking.
<b>Negative</b>		
NP1	+ <i>to be + not</i>	+ <b>Ving</b>
She	is not (isn't)	talking.
<b>Interrogative</b>		
<i>to be</i>	+ <b>NP1</b>	+ <b>Ving</b>
Is	she	talking?
<b>Negative Interrogative</b>		
Is/aren't OR is/are not	+ <b>NP1</b>	+ <b>Ving</b>
Aren't	they	talking?

**Affirmative**

I am going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 You are going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 He, she, it is going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 We are going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 You are going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 They are going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.

**Negative**

I'm not/am not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.  
 You are not/aren't going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.



He, she, it is not/isn't going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.

We are not/aren't going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.

You are not/aren't going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.

They are not/aren't going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present.

### **Interrogative**

Am I going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are you going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Is he, she, it going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are we going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are you going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are they going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

### **Negative interrogative <sup>[103]</sup>**

Am I not/Aren't I going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are you not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Is he, she, it not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are we not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are you not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

Are they not going/talking/washing the dishes/writing a letter/reading a newspaper now/right now/at the moment/at the present?

### ***Common Uses of This Tense***

#### **To describe an action that is going on at this moment**

You are using the Internet .

We are studying English grammar.

#### **To describe an action that is going on during this period of time or a trend**

Are you still working for the same company?

More and more people are becoming vegetarian.

#### **To describe an action or event in the future, which has already been planned or prepared**

We're going on holiday tomorrow .

I'm meeting my boyfriend tonight .

Are they visiting you next winter?

#### **To describe a temporary event or situation**

He usually plays the drums, but *he's playing* bass guitar tonight .

The weather forecast was good, but *it's raining* at the moment.

#### **To describe and emphasize a continuing series of repeated actions with 'always, forever, constantly'**

Harry and Sally are always arguing !  
 You're constantly complaining about your mother-in-law!

### **Adverbs Commonly Used With This Tense**

The following time expressions are commonly used with the present continuous tense: today, at present, at the moment, still, now, etc.

## **PRESENT PERFECT**

The present perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified** , and we are often more interested in the **result** than in the action itself.

### **Form**

The present perfect of any verb is composed of two elements (BD): the appropriate form of the B verb 'have' (present tense: have/has), plus the past participle of the main verb (P.P.) <sup>(104)</sup> .

Affirmative		
NP1	have/has	P.P.
She	has	visited.
Negative		
NP1	Hasn't/haven't OR have/has + not	P.P.
She	has not (hasn't)	visited.
Interrogative		
Have/has	NP1	P.P.
Has	she	visited?
Negative interrogative		
Have/has + not	NP1	P.P.
Hasn't	she	visited?

### **Affirmative**

I have walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.  
 You have walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.  
 She/He/It/Jim/Marry has walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.  
 We/Jim and I have walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.  
 You have walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.  
 They/Students/Jim and Marry have walked down the street/talked/gone to the garden/written a letter/washed the dishes so far.

### **Negative**

I haven't/have not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.  
 You haven't/have not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.  
 She/He/It/Jim/Marry hasn't/has not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.  
 We/Jim and I haven't/have not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.  
 You haven't/have not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.  
 They/Students/Jim and Marry haven't/have not walked down the street/talked/gone to the garden/written a letter/washed the dishes yet.

### **Interrogative**

Have I already walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Have you already walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Has she/he/it/Jim/Marry already walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Have we/Jim and I already walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Have you already walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Have they/students/Jim and Marry already walked down the street/talked/gone to the garden/written a letter/washed the dishes?

### Negative interrogative <sup>[105]</sup>

Haven't I walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?  
Haven't you walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?  
Hasn't she/he/it/Jim/Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?  
Haven't we/Jim and I walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?  
Haven't you walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?  
Haven't they/students/Jim and Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes yet?

### Common Uses of This Tense

#### To describe an action or situation that started in the past and continues in the present

Have you played the piano since you were a child?  
I have lived in Bristol since 1984 (= and I still do.)  
She has worked in the bank for five years.  
They haven't lived here for years.  
We have had the same car for ten years.

#### To describe an action performed during a period that has not yet finished

I have worked hard this week.  
It has rained a lot this year.  
She has been to the cinema twice this week (= and the week isn't over yet.)  
We haven't seen her today.

#### To describe a repeated action in an unspecified period between the past and now

We **have visited** Portugal several times.  
They **have seen** that film six times  
It **has happened** several times already.  
She **has visited** them frequently.  
We **have eaten** at that restaurant many times.

#### To describe an action that was completed in the very recent past, expressed by 'just'

Has he just left?  
Have you just finished work?  
I have just eaten.  
I have just finished my work.  
We have just seen her.

#### To describe an action when the time is not important or not known

Have you seen 'Gone with the Wind'?  
He has read 'War and Peace.' (= the result of his reading is important)  
She's studied Japanese, Russian, and English.  
Someone has eaten my soup !

### Adverbs Commonly Used With This Tense

*The present perfect tense is commonly used with the time expressions just, yet, already, since, for, and so far.*

## PRESENT PERFECT CONTINUOUS

*The present perfect continuous is used to refer to an **unspecified time** between 'before now' and 'now.' The speaker is thinking about something that started but perhaps did not finish in that period of time. S/he is interested in the **process as well as the result**, and this process may still be going on or may have just finished.*

### Form

*The present perfect continuous <sup>[106]</sup> is made up of three elements (BCD): have/has + the present perfect of the verb 'be' (been) + the present participle of the main verb (Ving).*

---

Affirmative			
NP1	have/has	been	Ving
She	has	been	walking.
Negative			
NP1	hasn't/haven't OR have/has + not	been	Ving
She	has not (hasn't)	been	walking.
Interrogative			
Have/has	NP1	been	Ving
Has	she	been	walking?
Negative interrogative			
Have/has + not	NP1	been	Ving
Hasn't	she	been	walking?

### Affirmative

I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

She/He/It/Jim/Marry has been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

We/Jim and I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

They/Students/Jim and Marry have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

### Negative

I have not/haven't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You have not/haven't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

She/He/It/Jim/Marry has not/hasn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

We/Jim and I have not/haven't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You have not/haven't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

They/Students/Jim and Marry have not/haven't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

### Interrogative

Have I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Have you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Has she/he/it/Jim/Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Have we/Jim and I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Have you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Have they/students/Jim and Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### Negative interrogative <sup>[107]</sup>

Haven't I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Haven't you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hasn't she/he/it/Jim/Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Haven't we/Jim and I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Haven't you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Haven't they/students/Jim and Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### Common Uses of This Tense

**Actions that started in the past and continue in the present.**

She **has been waiting** for you all day (= and she's still waiting now).

**I've been working** on this report since eight o'clock this morning (= and I still haven't finished it).

**They have been traveling** since last October (= and they're not home yet).

**Actions that have just finished, but we are interested in the results.**

**She has been cooking** since last night (= and the food on the table looks delicious).

**It's been raining** (= and the streets are still wet).

**Someone's been eating** my chips (= half of them have gone).

### **Adverbs Commonly Used With This Tense**

*recently, lately, for + a period of time, since + a starting point, always, only, never, ever, still, just, etc.*

Past tenses

*The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago). ...*

## **SIMPLE PAST TENSE**

*The simple past tense (sometimes called the preterite) is used to talk about a **completed action** in a time **before now**. The time of the action can be in the recent past or the distant past, and action duration is not important.*

### **Form**

*The simple past is made up of one element (D): the simple past of the main verb (Ved). [11081](#).*

<b>Affirmative</b>		
NP1		Ved
I		skipped.
<b>Negative</b>		
NP1	didn't/did not	V
They	didn't/did not	go.
<b>Interrogative</b>		
Did	NP1	V
Did	s/he	arrive?
<b>Interrogative negative</b>		
Didn't/Did not	NP1	V
Didn't/Did not	you	play?

### **Affirmative**

I walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

You walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

She/He/It/Jim/Marry walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

We/Jim and I walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

You walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

They/Students/Jim and Marry walked down the street/talked/went to the garden/wrote a letter/washed the dishes yesterday/last week/two years ago/the other day.

### **Negative**

I didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

You didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

She/He/It/Jim/Marry didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

We didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

You didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

They/Students/Jim and Marry didn't/did not walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day.

### Interrogative

Did I walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Did you walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Did she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Did we/ Jim and I walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Did you walk down the street/talk/go to the garden/write a letter/wash the dishes?

Did they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

### Negative interrogative <sup>[109]</sup>

Didn't I walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Didn't you walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Didn't she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Didn't we/ Jim and I walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Didn't you walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

Didn't they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes yesterday/last week/two years ago/the other day?

### Common Uses of This Tense

Use the simple past when you want to give or ask details about when, where, who.

#### Adverbs Commonly Used With This Tense

Always use the simple past when you say **when** something happened, so it is associated with certain past time expressions. <sup>[110]</sup>

**Frequency** : often, sometimes, always

**A definite point in time** : last week, when I was a child, yesterday, six weeks ago, in 2005

**An indefinite point in time** : the other day, ages ago, a long time ago

## PAST CONTINUOUS

The past continuous describes actions or events in a time **before now** , which began in the past and is **still going on** at the time of speaking. In other words, it expresses an **unfinished or incomplete action** in the past.

### Form

The past continuous of any verb is composed of two parts (BD): the past tense of the verb 'to be' (was/were), and the base of the main verb+ing (Ving).

Affirmative		
NP1	was/were	Ving
She	was	reading.
Negative		
NP1	was/were not OR wasn't/weren't	Ving
She	was not/wasn't	reading.
Interrogative		

<b>Was/were</b>	<b>NP1</b>	<b>Ving</b>
Was	she	reading?
<b>Interrogative negative</b>		
<b>Wasn't/weren't</b>	<b>NP1</b>	<b>Ving</b>
Wasn't	she	reading?

### Affirmative

I was going/talking/washing the dishes/writing a letter/reading a newspaper.  
 You were going/talking/washing the dishes/writing a letter/reading a newspaper.  
 She/He/It/Jim/Marry was going/talking/washing the dishes/writing a letter/reading a newspaper.  
 We/Jim and I were going/talking/washing the dishes/writing a letter/reading a newspaper.  
 They/Students/Jim and Marry were going/talking/washing the dishes/writing a letter/reading a newspaper.

### Negative

I wasn't/was not going/talking/washing the dishes/writing a letter/reading a newspaper.  
 You weren't/were not going/talking/washing the dishes/writing a letter/reading a newspaper.  
 She/He/It/Jim/Marry wasn't/was not going/talking/washing the dishes/writing a letter/reading a newspaper.  
 We/Jim and I wasn't/was not going/talking/washing the dishes/writing a letter/reading a newspaper.  
 They/Students/Jim and Marry weren't/were not going/talking/washing the dishes/writing a letter/reading a newspaper.

### Interrogative

Was I going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Were you going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Was she/he/it/Jim/Marry going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Were we/Jim and I going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Were they/students/Jim and Marry going/talking/washing the dishes/writing a letter/reading a newspaper?

### Negative interrogative <sup>[111]</sup>

Wasn't I going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Weren't you going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Wasn't she/he/it/Jim/Marry going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Weren't we/Jim and I going/talking/washing the dishes/writing a letter/reading a newspaper?  
 Weren't they/students/Jim and Marry going/talking/washing the dishes/writing a letter/reading a newspaper?

### Common Uses of This Tense

#### Often, to describe the background in a story written in the past tense

The sun **was shining** and the birds **were singing** as the elephant came out of the jungle.  
 The other animals **were relaxing** in the shade of the trees, but the elephant moved very quickly.  
 She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars.  
 When the shot rang out, she **was running** towards the river...

#### To describe an unfinished action that was interrupted by another event or action

I **was having** a beautiful dream when the alarm clock rang.

#### To express a change of mind

I **was going** to spend the day at the beach but I've decided to get my homework done instead.

#### To make a very polite request with 'wonder'

I **was wondering** if you could babysit for me tonight.

### Adverbs Commonly Used With This Tense

always, constantly, when, while, <sup>[112]</sup>

## PAST PERFECT

The past perfect refers to a time **earlier than before now** . It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first. In these examples, Event A is the event that happened first and Event B is the second or more recent event.

<b>Event A</b>	<b>Event B</b>
John <b>had gone</b> out	when I arrived in the office.
<b>Event A</b>	<b>Event B</b>
I <b>had saved</b> my document	before the computer crashed.
<b>Event B</b>	<b>Event A</b>
When they arrived	we <b>had already started</b> cooking.
<b>Event B</b>	<b>Event A</b>
He was very tired	because he <b>hadn't slept</b> well.

### Form

The Past Perfect tense in English is composed of two parts (BD): the past tense of the verb 'have' (had) + the past participle of the main verb (P.P.) [\[13\]](#).

<b>Affirmative</b>		
<b>NP1</b>	<b>had</b>	<b>P.P.</b>
She	had	given.
<b>Negative</b>		
<b>NP1</b>	<b>hadn't</b>	<b>P.P.</b>
She	hadn't	asked.
<b>Interrogative</b>		
<b>Had</b>	<b>NP1</b>	<b>P.P.</b>
Had	they	arrived?
<b>Interrogative Negative</b>		
<b>Hadn't</b>	<b>NP1</b>	<b>P.P.</b>
Hadn't	you	finished?

### Affirmative

I had walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You had walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 She/He/It/Jim/Marry had walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 We/Jim and I had walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You had walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 They/Students/Jim and Marry had walked down the street/talked/gone to the garden/written a letter/washed the dishes.

### Negative

I hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 She/He/It/Jim/Marry hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 We/Jim and I hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 They/Students/Jim and Marry hadn't/had not walked down the street/talked/gone to the garden/written a letter/washed the dishes.

### Interrogative

Had I walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Had you walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Had she/he/it/Jim/Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Had we/Jim and I walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Had you walked down the street/talked/gone to the garden/written a letter/washed the dishes?



Had they/students/Jim and Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes?

**Negative interrogative** <sup>[114]</sup>

Hadn't I walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Hadn't you walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Hadn't she/he/it/Jim/Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Hadn't we/Jim and I walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Hadn't you walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Hadn't they/students/Jim and Marry walked down the street/talked/gone to the garden/written a letter/washed the dishes?

**Common Uses of This Tense**

Use the past perfect when the intended action happened *before* another action in the past.

**Adverbs Commonly Used With This Tense**

'Just' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.

The train **had just left** when I arrived at the station.  
 She **had just left** the room when the police arrived.  
 I **had just put** the washing out when it started to rain.

**PAST PERFECT CONTINUOUS**

The past perfect continuous corresponds to the present perfect continuous, but with reference to a time earlier than 'before now.' As with the present perfect continuous, we are more interested in the **process** . This form is also used in **reported speech** . It is the equivalent of the past continuous and the present perfect continuous in direct speech .

**Form**

The past perfect continuous is composed of three elements: had + the past perfect of the verb 'be' (been) + the present participle (Ving) .

<b>Affirmative</b>			
<b>NP1</b>	<b>had</b>	<b>been</b>	<b>Ving</b>
She	had	been	trying.
<b>Negative</b>			
<b>NP1</b>	<b>hadn't</b>	<b>been</b>	<b>Ving</b>
She	hadn't	been	sleeping.
<b>Interrogative</b>			
<b>Had</b>	<b>NP1</b>	<b>been</b>	<b>Ving</b>
Had	you	been	eating?
<b>Interrogative negative</b>			
<b>Hadn't</b>	<b>NP1</b>	<b>been</b>	<b>Ving</b>
Hadn't	they	been	living?

**Affirmative**

I had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 You had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 She/He/It/Jim/Marry had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 We/Jim and I had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 You had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 They/Students/Jim and Marry had been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

**Negative**

I had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 You had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

She/He/It/Jim/Marry had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

We/Jim and I had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

They/Students/Jim and Marry had not/hadn't been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

### Interrogative

Had I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Had you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Had she/he/it/Jim/Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Had we/Jim and I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Had you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Had they/students/Jim and Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### Negative interrogative <sup>[115]</sup>

Hadn't I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hadn't you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hadn't she/he/it/Jim/Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hadn't we/Jim and I been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hadn't you been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Hadn't they/students/Jim and Marry been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### Common Uses of This Tense

Use the **past perfect continuous** to show that an action started in the past and continued up to another point in the past (the duration does not continue until now, it stops before something else in the past).

They **had been talking** for over an hour before Tony arrived.

Use the **past perfect continuous** before another action in the past as a good way to show cause and effect.

Jim was tired because he **had been walking** .

### Adverbs Commonly Used With This Tense

Use adverbs such as always, only, never, ever, still, just, etc. after 'had.'

Future tenses

The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now* ).

## SIMPLE FUTURE TENSE

The *simple future* refers to a time later than now and expresses facts or certainty. In this case, there is no 'attitude.'

### Form

The *simple future tense* is composed of two parts: will/shall <sup>[116]</sup> + the infinitive without to (V).

<b>Affirmative</b> <sup>[117]</sup>		
<b>NP1</b>	<b>will/shall</b>	<b>V</b>
I	will/shall	go.
<b>Negative</b>		
<b>NP1</b>	<b>will/shall not OR won't/shan't</b>	<b>V</b>
They	won't	see.
<b>Interrogative</b>		

<b>Will/shall</b>	<b>NP1</b>	<b>V</b>
Will/shall	she	ask?
<b>Interrogative negative</b>		
<b>Won't/shan't</b>	<b>NP1</b>	<b>V</b>
Won't/shan't	they	try?

### Affirmative

I will/shall walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

You will walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

She/He/It/Jim/Marry will walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

We/Jim and I will/shall walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

You will walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

They/Students/Jim and Marry will walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

### Negative

I won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

You won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

She/He/It/Jim/Marry won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

We/Jim and I won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

You won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

They/Students/Jim and Marry won't walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later.

### Interrogative

Will/Shall I walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Will you walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Will she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Will/Shall we/Jim and I walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Will you walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Will they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

### Negative interrogative <sup>[118]</sup>

Won't I walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Won't you walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Won't she/he/it/Jim/Marry walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Won't we/Jim and I walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Won't you walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

Won't they/students/Jim and Marry walk down the street/talk/go to the garden/write a letter/wash the dishes tomorrow/next year/next month/next Friday/two years later?

### **Common Uses of This Tense**

#### **To predict a future event**

It **will rain** tomorrow.

#### **With 'I' or 'We', to express a spontaneous decision**

I'll **pay** for the tickets by credit card.

#### **To express willingness**

I'll **do** the washing-up.

He'll **carry** your bag for you.

#### **In the negative form, to express unwillingness**

The baby **won't eat** his soup.

I **won't leave** until I've seen the manager!

#### **With 'I' in the interrogative form using 'shall,' to make an offer**

**Shall I open** the window?

#### **With 'we' in the interrogative form using 'shall,' to make a suggestion**

**Shall we go** to the cinema tonight?

#### **With I in the interrogative form using 'shall,' to ask for advice or instructions**

What **shall I tell** the boss about this money?

#### **With you, to give orders**

You **will do** exactly as I say.

#### **With 'you' in the interrogative form, to give an invitation**

**Will you come** to the dance with me?

**Will you marry** me?

### **Adverbs Commonly Used With This Tense**

*tomorrow, next Sunday, a week from now, later, next year,*

## **FUTURE CONTINUOUS**

*The future continuous tense, sometimes also called the future progressive tense, is a verb tense which indicates that something will occur in the future and continue for an expected length of time (i.e., an action is expected to occur in the future and be completed).*

### **Form**

*The future continuous is made up of three elements: will + the simple present of the verb 'be' (be) + the present participle (Ving).*

<b>Affirmative</b> <sup>[119]</sup>			
<b>NP1</b>	<b>will/shall</b>	<b>be</b>	<b>Ving</b>
I	will/shall	be	going.
<b>Negative</b>			
<b>NP1</b>	<b>will/shall not OR won't/shan't</b>	<b>be</b>	<b>Ving</b>
They	won't	be	going.
<b>Interrogative</b>			
<b>Will/shall</b>	<b>NP1</b>	<b>be</b>	<b>Ving</b>
Will/shall	she	be	going?
<b>Interrogative negative</b>			



Won't they be walking down the street/talking/going to the garden/writing a letter/washing the dishes this time tomorrow/this time next week/in the afternoon/next month/next week/next year ?

### **Common Uses of This Tense**

**We often use this structure to make a contrast between a present event and a future event.**

This time tomorrow I **will be lying** on the beach.  
 This time tomorrow I **will be celebrating** my birthday.

**Use the future continuous tense to talk about not-so-exciting moments too.**

This time next week I **will be taking** my exam.  
 This time tomorrow I **will be waiting** at the doctor's office.

**Use the future continuous tense to make predictions about the present.**

Mother **will be cooking** dinner now. (Here we are talking about something that might be happening at the moment although the structure used is the future continuous.)  
 She **will be getting** ready for school.  
 Don't call them now. They **will be having** dinner.

### **Adverbs Commonly Used With This Tense**

The future continuous tense is commonly used with the following time expressions: while, when, <sup>[121]</sup> \_this time tomorrow, this time next week, in the afternoon, next month, next week, next year, etc.

## **FUTURE PERFECT**

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression. Actually, the future perfect focuses on the completion time of an activity rather than the activity.

### **Form**

The future perfect is composed of three elements: will + have + the past participle of the main verb (P.P.).

<b>Affirmative</b>			
<b>NP1</b>	<b>will</b>	<b>have</b>	<b>P.P.</b>
She	will	have	gone.
<b>Negative</b>			
<b>NP1</b>	<b>won't/will not</b>	<b>have</b>	<b>P.P.</b>
She	won't/will not	have	gone.
<b>Interrogative</b>			
<b>Will</b>	<b>NP1</b>	<b>have</b>	<b>P.P.</b>
Will	you	have	gone?
<b>Interrogative negative</b>			
<b>Won't</b>	<b>NP1</b>	<b>have</b>	<b>P.P.</b>
Won't	they	have	gone?

### **Affirmative**

I will have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You will have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 She/He/It/Jim/Marry will have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 We/Jim and I will have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 They/Students/Jim and Marry will have walked down the street/talked/gone to the garden/written a letter/washed the dishes.

### **Negative**

I won't have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 You won't have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 She/He/It/Jim/Marry won't have walked down the street/talked/gone to the garden/written a letter/washed the dishes.

We/Jim and I won't have walked down the street/talked/gone to the garden/written a letter/washed the dishes.  
 They/Students/Jim and Marry won't have walked down the street/talked/gone to the garden/written a letter/washed the dishes.

**Interrogative**

Will I have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Will you have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Will she/he/it/Jim/Marry have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Will we/Jim and I have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Will they/students/Jim and Marry have walked down the street/talked/gone to the garden/written a letter/washed the dishes?

**Negative interrogative** <sup>[122]</sup>

Won't I have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Won't you have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Won't she/he/it/Jim/Marry have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Won't we/Jim and I have walked down the street/talked/gone to the garden/written a letter/washed the dishes?  
 Won't they/students/Jim and Marry have walked down the street/talked/gone to the garden/written a letter/washed the dishes?

**Common Uses of This Tense**

To express a prediction about an activity whose completion is relative to another future activity or time

**Adverbs Commonly Used With This Tense**

The prepositional phrase 'by X' or 'by the time' marks the relative time. By the time indicates the relative time (before and up to the end-point) of one activity.

**FUTURE PERFECT CONTINUOUS**

The future perfect continuous, also called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future. The activity will have begun sometime in the past, present, or future, and is expected to continue in the future.

Like the future perfect simple, this form is used to project ourselves forward in time and to look back at the duration of that activity. It refers to events or actions that are currently unfinished but will be finished at some future time. It is most often used with a time expression.

**Form**

The future perfect continuous is composed of four elements: will + have + the perfect of the verb 'be' (been) + the present participle of the main verb (Ving).

<b>Affirmative</b>				
<b>NP1</b>	<b>will</b>	<b>have</b>	<b>been</b>	<b>Ving</b>
She	will	have	been	going.
<b>Negative</b>				
<b>NP1</b>	<b>won't/will not</b>	<b>have</b>	<b>been</b>	<b>Ving</b>
She	won't/will not	have	been	going.
<b>Interrogative</b>				
<b>Will</b>	<b>NP1</b>	<b>have</b>	<b>been</b>	<b>Ving</b>
Will	you	have	been	going.
<b>Interrogative negative</b>				
<b>Won't</b>	<b>NP1</b>	<b>have</b>	<b>been</b>	<b>Ving</b>
Won't	they	have	been	going?

**Affirmative**

I will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.  
 You will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

She/He/It/Jim/Marry will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

We/Jim and I will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

They/Students/Jim and Marry will have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

### **Negative**

I will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

She/He/It/Jim/Marry will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

We/Jim and I will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

You will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

They/Students/Jim and Marry will not/won't have been walking down the street/talking/going to the garden/writing a letter/washing the dishes.

### **Interrogative**

Will I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Will you have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Will she/he/it/Jim/Marry have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Will we/Jim and I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Will you have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Will they/students/Jim and Marry have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### **Negative interrogative <sup>[123]</sup>**

Won't I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Won't you have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Won't she/he/it/Jim/Marry have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Won't we/Jim and I have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Won't you have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

Won't they/students/Jim and Marry have been walking down the street/talking/going to the garden/writing a letter/washing the dishes?

### ***Common Uses of This Tense***

**To describe an ongoing action that will complete in future, that is, to say 'how long' for an action that continues up to another point in the future**

In April, she will have been teaching for twelve years.

On Tuesday, I will have been working here for one year.

**Like the other perfect continuous tenses, to talk about something that finishes just before another time or action (in this case, in the future). It's often used because there will be a result at the second point in the future**

When I see you, I'll have been studying, so I'll be tired.

### ***Adverbs Commonly Used With This Tense***

By + this year/ month/ week



Next year/ month/ week  
For + an hour, for 5 years  
By then  
Since morning, since 1995  
By tomorrow

COULD/SHOULD/WOULD HAVE + P.P.

These past modal verbs are all used hypothetically, to talk about things that didn't really happen in the past.

## **COULD HAVE + P.P.**

**Could have P.P. means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it.**

I could have stayed up late, but I decided to go to bed early.  
They could have won the race, but they didn't try hard enough.  
Julie could have bought the book, but she borrowed it from the library instead.  
He could have studied harder, but he was too lazy and that's why he failed the exam.

**Couldn't have P.P. means that something wasn't possible in the past, even if you had wanted to do it.**

I couldn't have arrived any earlier. There was a terrible traffic jam (= it was impossible for me to have arrived any earlier).

He couldn't have passed the exam, even if he had studied harder. It's a really, really difficult exam.

**Use could have P.P. when to make a guess about something that happened in the past. In this case, we don't know if what we're saying is true or not true. We're just talking about our opinion of what maybe happened.**

Why is John late?

He could have got stuck in traffic.  
He could have forgotten that we were meeting today.  
He could have overslept.

**We can also choose to use might have P.P. to mean the same thing.**

He might have got stuck in traffic.  
He might have forgotten that we were meeting today.  
He might have overslept.

## **SHOULD HAVE P.P.**

**Should have P.P. can mean something that would have been a good idea, but that you didn't do it. It's like giving advice about the past when you say it to someone else, or regretting what you did or didn't do when you're talking about yourself.**

**Shouldn't have P.P. means that something wasn't a good idea, but you did it anyway.**

I should have studied harder! (= I didn't study very hard and so I failed the exam. I'm sorry about this now.)  
I should have gone to bed early (= I didn't go to bed early and now I'm tired).  
I shouldn't have eaten so much cake! (= I did eat a lot of cake and now I don't feel good.)  
You should have called me when you arrived (= you didn't call me and I was worried. I wish that you had called me).  
John should have left early, then he wouldn't have missed the plane (= but he didn't leave early and so he did miss the plane).

**We can also use should have P.P. to talk about something that, if everything is normal and okay, we think has already happened. But we're not certain that everything is fine, so we use 'should have' and not the present perfect or past simple. It's often used with 'by now.'**

His plane should have arrived by now (= if everything is fine, the plane has arrived).  
John should have finished work by now (= if everything is normal, John has finished work).

**We can also use should have P.P. to talk about something that would have happened if everything was fine, but hasn't happened.**

Lucy should have arrived by now, but she hasn't.

## **WOULD HAVE P.P.**

**Would have P.P. can be used as a part of the third conditional.**

If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).

**Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use would have P.P. to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause.'**

I would have gone to the party, but I was really busy.

(= I wanted to go to the party, but I didn't because I was busy. If I hadn't been so busy, I would have gone to the party.)

I would have called you, but I didn't know your number.

(= I wanted to call you but I didn't know your number, so I didn't call you.)

A: Nobody volunteered to help us with the fair

B: I would have helped you. I didn't know you needed help.

(= If I had known that you needed help, I would have helped you.)

## Tenses

Simple tenses

(A)V(es) <sup>[124]</sup>, (A)(Ved) <sup>[125]</sup>, or AD <sup>[126]</sup>

Apart from a slight moan about the waiter, he **seemed** to enjoy the meal.

He **decided** to leave the roof and **look for** his company commander to report.

He **gave** Mary a rose in the park last Friday.

He **seems** to find it difficult to form meaningful relationships.

I **gave** her the eleven rubles.

Implication means when you **seem** to suggest something without saying it directly.

In other places, they **gave** me nothing.

It seems paradoxical to me, but if you drink a cup of very hot tea it **seems** to cool you down.

Linguistic literature **seems** to lack research on metaphorical competence and on teaching/learning metaphor as bountiful as other areas in applied linguistics.

Mary waved at the man, but he **didn't seem** to notice.

People can see the differences but **will not give** them a name unless there is a good reason to do so.

She **gave** me a bitter little smile.

She **gave** the cat a saucer of milk.

The activities of everyday life seldom **give** us the chance to learn our own peculiarities.

The motive for this shocking attack **seems** to be racial hatred.

There **seem** to be more researchers and publications on figurative language and metaphor.

We agreed to **give** you 30 rubles a month.

We will **decide** to go to Hawaii.

You are going to **give** yourself a rupture if you lift that.

Perfect tenses

BD <sup>[127]</sup>, ABD <sup>[128]</sup>

Her husband **has given** her carte blanche to redecorate the living room.

She **'s decided** to leave the Health Service and join a private practice.

The Treasury **has decided** to raise interest rates as a pre-emptive measure against inflation.

They **have broken** the law.

I **have read** your letter.

She **has lost** her memory.

I told him that I **had** never **heard** of the place.

We **will have finished** by tomorrow afternoon.  
 I'm sorry to **have disturbed** you. (Perfect infinitive)

Progressive tenses  
 BD [\[129\]](#), ABD [\[130\]](#)

I **am studying** physics.  
 Ali **is swimming** in the pool.  
 He **was waiting** for the shops to open.  
 Your suit **is being cleaned** .  
 She phoned while they **were cooking** .  
 I didn't know how long she **had been sitting** there.  
**Will** you **be going** out this evening?  
 I'd like **to be lying** on the beach now.  
 I **'ve been reading** a lot of thrillers recently.  
 Why **are** you **jumping** up and down?  
 The doors **were banging** in the wind.

Perfect progressive tenses  
 ABD [\[131\]](#), ABCD [\[132\]](#)

By next summer, I will **have been running** for almost a year, and I will be fit and healthy.  
 By the time of the concert, she **will have been practicing** the piano for several months, and she will be much better.  
 By tonight, it **will have been raining** several hours, and the street will be very wet.  
 I **had been running** for an hour.  
 I **had been running** , and I was still tired.  
 I **have been running** for an hour.  
 I **have been running** , and I am still tired.  
 I **will have been running** for an hour.  
 It **had been raining** , and the street was still wet.  
 It **has been raining** , and the street is still wet.  
 She **had been practicing** the piano, and she had gotten much better.  
 She **has been practicing** the piano, and she is much better now.

### Appearance

*Based on the number of words, they can be considered one-word (simple) verbs vs. more-than-one-word (phrasal) verbs. Like simple verbs (i.e., the one-word verbs like go, break, see, etc.), phrasal verbs are either intransitive, transitive, or ditransitive. That is, they can either take an NP2 (and NP3 in some cases) or not.*

### One-word (simple) verbs

*These are verbs like go, do, break, write, is, etc. These verbs do all the functions a phrasal verb does.*

### More-than-one-word (phrasal) verbs

*Phrasal verbs usually have only one particle, but there are some phrasal verbs which have more than one particle. Phrasal verbs are either intransitive, transitive, or ditransitive.*

### List of intransitive phrasal verbs

Verb	Example
break down	That old Jeep had a tendency to <u>break down</u> just when I needed it the most.
catch on	Popular songs seem to <u>catch on</u> in California first and then spread eastward.
come back	Father promised that we would never <u>come back</u> to this horrible place.
come in	They tried to <u>come in</u> through the back door, but it was locked.
come to	He was hit on the head very hard, but after several minutes, he started to <u>come to</u> again.
come over	The children promised to <u>come over</u> , but they never do.
drop by	We used to just <u>drop by</u> , but they were never home, so we stopped doing that.

eat out	When we visited Paris, we loved <u>eating out</u> in the sidewalk cafes.
get by	Uncle Heine didn't have much money, but he always seemed to <u>get by</u> , without borrowing money from relatives.
get up	Grandmother tried to <u>get up</u> , but the couch was too low, and she couldn't make it on her own.
go back	It's hard to imagine that we will ever <u>go back</u> to Lithuania.
go on	He would finish one Dickens novel and then just <u>go on</u> to the next.
go on	The cops heard all the noise and stopped to see what was <u>going on</u> .
grow up	Charles <u>grew up</u> to be a lot like his father.
keep away	The judge warned the stalker to <u>keep away</u> from his victim's home.
keep on (with gerund)	He tried to <u>keep on singing</u> long after his voice was ruined.
pass out	He had drunk too much; he <u>passed out</u> on the sidewalk outside the bar.
show off	Whenever he sat down at the piano, we knew he was going to <u>show off</u> .
show up	Day after day, Efrain <u>showed up</u> for class twenty minutes late.
wake up	I <u>woke up</u> when the rooster crowed.

### Separable vs. inseparable phrasal verbs

Separable Phrasal Verbs

**NP2 MAY COME AFTER THE FOLLOWING PHRASAL VERBS OR IT MAY SEPARATE THE TWO PARTS.**

You have to do this paint job over .

You have to do over this paint job.

**When NP2 of the following phrasal verbs is a pronoun, the two parts of the phrasal verb must be separated.**

You have to do it over .

Verb	Meaning
ask out	ask someone to go out on a date.
blow up	explode
bring about	make something happen
bring on	make something happen
bring up	mention a topic
bring up	raise children
bring up	to raise children, to raise a topic
call back	return someone's telephone call
call in	ask someone into an official place or office
call off	cancel
call up	call someone on the telephone
cheer up	make someone happy
clean up	tidy, make clean
cross out	eliminate
cut out	remove something or stop doing something annoying
do over	repeat a job
drop off	leave something somewhere
figure out	understand
fill in	complete spaces on a form
fill out	complete a form
fill up	fill to capacity
find out	discover
give away	give something to someone else for free
give back	return an object
give up	stop trying
hand in	submit something (assignment)
hang up	put something on hook or receiver
have on	wear
hold up	delay OR rob
keep out	not enter
kick out	ask to leave
leave out	omit
look over	examine, check

look up	search in a list
make out	hear, understand
make up	invent a story or lie
pick out	choose
pick up	lift something off something else
point out	call attention to
put away	save or store
put away	put in the proper place
put back	return
put off	postpone
put on	put clothing on the body
put out	extinguish
read over	peruse
set up	arrange, begin
show off	demonstrate something of envy
shut off	stop something from running
take down	make a written note
take off	remove clothing
take out	remove OR go on a date with someone
take over	take control
talk over	discuss
tear down	demolish or destroy
tear up	rip into pieces
think over	consider, ponder
throw away	discard
throw out	discard
try on	put clothing on to see if it fits
try on	test
try out	test
turn down	lower volume OR reject
turn in	go to bed
turn off	switch off electricity OR repulse
turn on	switch on the electricity
turn out	put out a light
turn up	raise the volume
use up	exhaust, use completely

The terrorists tried to blow up the railroad station.  
My mother brought up that little matter of my prison record again.  
It isn't easy to bring up children nowadays.  
They called off this afternoon's meeting  
Do this homework over .  
Fill out this application form and mail it in.  
She filled up the grocery cart with free food.  
My sister found out that her husband had been planning a surprise party for her.  
The filling station was giving away free gas.  
My brother borrowed my car. I have a feeling he's not about to give it back .  
The students handed in their papers and left the room.  
She hung up the phone before she hung up her clothes.  
I hate to hold up the meeting, but I have to go to the bathroom.  
Three masked gunmen held up the Security Bank this afternoon.  
You left out the part about the police chase down Asylum Avenue.  
The lawyers looked over the papers carefully before questioning the witness. (They looked them over carefully.)  
You've misspelled this word again. You'd better look it up .  
He was so far away, we really couldn't make out what he was saying.  
She knew she was in trouble, so she made up a story about going to the movies with her friends.  
There were three men in the line-up. She picked out the guy she thought had stolen her purse.  
The crane picked up the entire house. (Watch them pick it up .)  
As we drove through Paris, Françoise pointed out the major historical sites.  
We put away money for our retirement. She put away the cereal boxes.  
We asked the boss to put off the meeting until tomorrow. (Please put it off for another day.)

I put on a sweater and a jacket. (I put them on quickly.)  
 The firefighters put out the house fire before it could spread. (They put it out quickly.)  
 I read over the homework, but couldn't make any sense of it.  
 My wife set up the living room exactly the way she wanted it. She set it up .  
 These are your instructions. Write them down before you forget.  
 It was so hot that I had to take off my shirt.  
 We have serious problems here. Let's talk them over like adults.  
 That's a lot of money! Don't just throw it away .  
 She tried on fifteen dresses before she found one she liked.  
 I tried out four cars before I could find one that pleased me.  
 Your radio is driving me crazy! Please turn it down .  
 He applied for a promotion twice this year, but he was turned down both times.  
 We turned off the lights before anyone could see us.  
 It was a disgusting movie. It really turned me off .  
Turn on the CD player so we can dance.  
 Grandpa couldn't hear, so he turned up his hearing aid.  
 The gang members used up all the money and went out to rob some more banks.

**Inseparable phrasal verbs**

*With the following phrasal verbs, the lexical part of the verb (the part of the phrasal verb that carries the "verb-meaning") cannot be separated from the particle that accompanies it: "Who will look after my estate when I'm gone?"*

Verb	Meaning
call on	ask to recite in class OR visit
catch up	become equal or reach the same level
check in, check into	register at a hotel or travel counter
check out	leave a hotel
check out of	leave a hotel
come across	find
drop by	visit unexpectedly
drop in	visit unexpectedly
drop out	stop attending a class
get along with	have a good relationship with
get in	enter
get off	leave a bus, train, airplane
get on	enter a bus, train, airplane
get out of	leave a car
get over	recover from sickness or disappointment
get through	survive
get up	stand up
go over	review
go through	use up; consume
grow up	become an adult
keep up with	stay at the same level
look after	take care of
look into	investigate
look out for	watch for
pass away	die
put up with	tolerate
run across	find by chance
run into	find or meet
run out of	come to the end of something
show up	appear
take after	resemble
take up	begin
throw up	vomit
wait on	serve

The teacher called on students in the back row.  
 The old minister continued to call on his sick parishioners.

I got over the flu, but I don't know if I'll ever get over my broken heart.  
 The students went over the material before the exam. They should have *gone over* it twice.  
 They country went through most of its coal reserves in one year. Did he go through all his money already?  
 My mother promised to look after my dog while I was gone.  
 The police will look into the possibilities of embezzlement.  
 I ran across my old roommate at the college reunion.  
 Carlos ran into his English professor in the hallway.  
 My second son seems to take after his mother.  
 It seemed strange to see my old boss wait on tables.

Particle vs. preposition

*Although the appearance is the same in most cases, I believe that as its name implies a particle is a part of a verb, but a preposition is not; that a particle can either be followed by an NP or not, but a preposition should be followed by an NP; and that a particle changes the meaning of verb (look differs from look for), but a preposition does not change the meaning of the verb.*

## PREPOSITION

*In grammar, a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.* <sup>[133]</sup>

## PARTICLE

*A particle is a word that has a grammatical function but does not fit into the main parts of speech (i.e., noun, verb, adverb). Particles do not change.* <sup>[134]</sup>

*Particle + preposition*

Include in the Introduction, a statement which summarizes what has been going on in <sup>[135]</sup> the classroom.

One-particle vs. two-particle phrasal verbs <sup>[136]</sup>

*There are a large number of phrasal verbs with one particle, but the space limitation does not let me include all of them here. A list of phrasal verbs with two particles is included.*

List of phrasal verbs with one particle

Phrasal Verb	Meaning
<b>abide by</b>	respect or obey a decision, a law or a rule
<b>account for</b>	explain, give a reason
<b>add up</b>	make sense, seem reasonable
<b>advise against</b>	recommend not doing something
<b>agree with</b>	have the same opinion as someone else
<b>allow for</b>	take into consideration
<b>appeal to</b>	plead or make a request be attractive or interesting
<b>apply for</b>	make a formal request for something (job, permit, loan etc.)
<b>back away</b>	move backwards, in fear or dislike
<b>back down</b>	withdraw, concede defeat
<b>back up</b>	give support or encouragement make a copy of (file, program, etc.)
<b>bank on</b>	base your hopes on something/someone
<b>black out</b>	faint, lose consciousness
<b>block off</b>	separate using a barrier.
<b>blow up</b>	explode get angry
<b>boot up</b>	start a computer by loading an operating system or program
<b>break away</b>	separate from a crowd
<b>break down</b>	go out of order, cease to function lose control of one's emotions
<b>break into</b>	enter by force
<b>break out</b>	start suddenly
<b>break up</b>	come to an end (marriage, relationship)
<b>bring up</b>	raise (a child)
<b>bump into</b>	meet by chance or unexpectedly
<b>burn out</b>	stop (something) working become exhausted from over-working

<b>call back</b>	return a phone call
<b>call off</b>	cancel
<b>calm down</b>	become more relaxed, less angry or upset
<b>carry on</b>	continue
<b>carry out</b>	do something as specified (a plan, an order, a threat) perform or conduct (test, experiment)
<b>check in</b>	register at a hotel or airport
<b>check out</b>	pay one's bill and leave (a hotel) investigate
<b>clam up</b>	refuse to speak
<b>come across</b>	find by chance appear, seem, make an impression
<b>come forward</b>	present oneself
<b>count on</b>	rely or depend on (for help)
<b>cut out</b>	remove using scissors stop doing something
<b>deal with</b>	handle, take care of (problem, situation)
<b>die down</b>	calm down, become less strong
<b>do without</b>	manage without
<b>drag on</b>	last longer than expected
<b>draw up</b>	write (contract, agreement, document)
<b>dress up</b>	wear elegant clothes
<b>drop in</b>	visit, usually on the way somewhere
<b>drop off</b>	deliver someone or something fall asleep
<b>drop out</b>	leave school without finishing
<b>ease off</b>	reduce, become less severe or slow down (pain, traffic, work)
<b>end in</b>	finish in a certain way; result in
<b>end up</b>	finally reach a state, place or action
<b>fall through</b>	fail; doesn't happen
<b>figure out</b>	understand, find the answer
<b>fill out</b>	complete (a form/an application)
<b>find out</b>	discover or obtain information
<b>focus on</b>	concentrate on something
<b>get along (with)</b>	be on good terms; work well with
<b>get at</b>	imply
<b>get away</b>	escape
<b>get by</b>	manage to cope or to survive
<b>get in</b>	enter
<b>get into (+noun)</b>	enter
<b>get off</b>	leave (bus, train, plane) remove
<b>get on</b>	board (bus, train, plane)
<b>get out</b>	leave
<b>get over</b>	recover from (illness, disappointment)
<b>get together</b>	meet each other
<b>get up</b>	rise, leave bed
<b>give in</b>	cease opposition; yield hand in; submit
<b>give up</b>	stop doing something
<b>go through</b>	experience
<b>grow up</b>	spend one's childhood; develop; become an adult
<b>hand in</b>	submit (report, homework)
<b>hand out</b>	distribute
<b>hang out</b>	spend time in a particular place or with a group of friends
<b>hang up</b>	end a phone conversation
<b>hold on</b>	wait grip tightly
<b>hurry up</b>	be quick, act speedily
<b>iron out</b>	resolve by discussion, eliminate differences
<b>join in</b>	participate
<b>join up</b>	engage in, become a member of meet and unite with
<b>keep on</b>	continue doing something
<b>kick off</b>	begin, start
<b>leave out</b>	omit, not mention



let down	disappoint
look after	take care of
look on	be a spectator at an event
look for	try to find something
look up to	admire
make up	invent (excuse, story)
mix up	mistake one thing or person for another
move in	arrive in a new home or office
move out	leave your home/office for another one
nod off	fall asleep
own up	admit or confess something
pass away	die
pass out	faint
pay back	reimburse
put off	postpone, arrange a later date
put on	turn on, switch on
put out	extinguish
put up	accommodate, give somebody a bed
pick up	collect somebody
point out	indicate/direct attention to something
rely on	count on, depend on, trust
rule out	eliminate
run away	escape from a place or suddenly leave
run into	meet by accident or unexpectedly (also: bump into)
set off	start a journey;
set up	start a business
shop around	compare prices
show off	brag or want to be admired
show up	appear/arrive
shut up (impolite)	be silent, stop talking
sit down	take a seat
stand up	rise from a sitting position
take after	resemble, in appearance or character
take off	leave the ground
take on	hire or engage staff
take out	remove; extract
tell off	reprimand/criticize severely
think over	consider
try on	wear something to see if it suits or fits
turn down	refuse
use up	finish a product (so that there's none left)
watch out	be careful
wear out	become unusable become very tired
work out	do physical exercise find a solution or calculate something

If you want to keep your job here, you must **abide by** our rules.  
I hope you can **account for** the time you were out!  
The facts in the case just don't **add up** .  
I **advise against** walking alone in this neighborhood.  
I **agree with** you. I think you should go as well.  
We need to **allow for** unexpected charges along the way.  
He **appealed to** the court to change its decision.  
A vacation of sunbathing doesn't **appeal to** me.  
He **applied for** a scholarship for next semester.  
When he saw the bear, he **backed away** in fright.  
Local authorities **backed down** on their threats to build on that part of the beach.  
I'm going to be very strict with him. I hope you'll **back me up** on this?  
You should **back up** all your computer files in a secure location.  
I'm **banking on** you to help with the charity event.  
Jenna fell in the parking lot and **blacked out** .

The police **blocked off** the street after the explosion.  
Tommy **blew up** the red balloon.  
Don't **blow up** at me. It's not my fault.  
It all **boils down to** who has more power.  
You need to **boot up** your computer before you begin to work.  
One of the wolves **broke away** from his pack.  
The washing machine **broke down** so we had to call in the repair technician.  
John **broke down** when he heard the news.  
Burglars **broke into** my car last night.  
Rioting **broke out** after the government raised the fuel prices again.  
Several prisoners **broke out** of jail.  
She **broke up** with Daniel after dating him for five years.  
Sara is **bringing up** her children by herself.  
I must **brush up on** my French before going to Paris next month.  
I **bumped into** Adam at the bank. He says "hello".  
The light bulb **burnt out** . Please change it.  
She needs to work fewer hours. Otherwise she will **burn out** .  
Could please call back in ten minutes?  
The game was **called off** because of bad weather.  
It took Kylie several hours **to calm down** after she saw the accident.  
The soldiers **carried on** walking in order to get to their post before dark.  
His orders were **carried out** to the letter.  
That company does not **carry out** tests on animals.  
They said I must **check in** at least three hours before my flight.  
Donna **checked out** of the hotel this morning.  
I don't know if this price is correct. I'll **check it out** online.  
When the police started asking questions, the suspect **clammed up** .  
The local authorities have decided to **clamp down on** illegal parking in handicapped parking places.  
I was cleaning up and **came across** some old photos of you.  
The politician **came across** as a complete fool during the TV interview.  
Has the owner of the winning lotto ticket **come forward** ?  
You can **count on** me to keep your secret.  
I've decided to **cut down** on the amount of sweets I eat.  
She **cut out** a coupon from the newspaper.  
You need to **cut out** all red meat from your diet.  
Catherine is not good at **dealing with** stress.  
After the storm **died down** , we went outside to see the damage it had caused.  
She didn't get a salary this month, so she'll have to **do without** extra treats.  
The suspect's trial **dragged on** longer than we had expected!  
They **drew up** a contract and had me sign it.  
Their wedding gave us a chance to **dress up** and get out of the house.  
Why don't you **drop in** to see us on your way home?  
I'll **drop off** the papers later today.  
I often **drop off** in front of the TV.  
Zack **dropped out** of college and joined the army.  
Traffic usually **eases off** about 7pm  
Her marriage **ended in** divorce.  
If you don't improve your work habits, you'll **end up** being fired.  
His plans to trek through South America **fell through** when he got sick.  
I'm going to **find out** who's responsible for the power cut.  
Tom had difficulty **focusing on** work the day before his holiday started.  
It's important to **get along** with your team supervisor.  
What are **you getting at** ? Do you think I'm to blame?  
I think we should **get away** for the weekend.  
Students without jobs have a hard time **getting by** .  
When did you **get in** last night?

How did you **get into** your car without the keys?  
You should **get off** the train in Kings Heath.  
I can't **get** the ink stain **off** my shirt.  
I'm trying to **get on** the flight to Brussels.  
After they split up, she had a hard time **getting on with** her life.  
He doesn't **get on** very well **with** the other members of the committee.  
He had a hard time **getting out** of Newark because of the snow?  
Edna's trying to **get out of** working the night shift.  
Has she **gotten over** the flu?  
Mary had the chickenpox last week but she **got over** it.  
Please **get rid of** that old t-shirt. It's so ragged.  
Let's **get together** for your birthday on Saturday.  
Will you please **get up** ? You've got a class in 20 minutes.  
We will never **give in** to the terrorists' demands.  
I'll **give in** my paper tomorrow.  
Morris **gave up** drinking 10 years ago.  
Andy **went through** a lot of pain after his mother died.  
He's like Peter Pan. He never really **grew up** at all.  
Please **hand in** your papers before Friday.  
Susan volunteered at the shelter where she **handed out** warm clothes.  
Which pub does the team **hang out** at after the game?  
If you **hang up** now, I'll never speak to you again.  
Please **hold on** and a representative will answer your call.  
She was so scared on the rollercoaster ride that she **held on** for dear life.  
**Hurry up** and finish your lunch or we'll miss the train.  
The two countries met at the conference to **iron out** their differences.  
Yes David, you can **join in** the discussion any time you like.  
There was a war on, so some kids were only sixteen when they **joined up** .  
Let's separate now and **join up** later at the restaurant.  
If you **keep on** making that noise I will get annoyed.  
I read the paper every day to **keep up with** the news.  
The rugby match **kicked off** at 3 o'clock.  
Please check your form again and make sure nothing is **left out** .  
I feel so **let down** because they promised me a puppy but all I got was a doll.  
Andy can you **look after** your sister until I get back?  
She's such a snob. She always **looks down on** anyone who is poor.  
If you don't want to take part in the game you can **look on** for now.  
Harry went to the shop to **look for** a new computer.  
I'm **looking forward to** my birthday. It's in two days time.  
I always **looked up to** my father. He was a great man.  
It's not nice to **make fun of** people in wheelchairs.  
That's a good excuse. Did you **make up** it up yourself?  
She had so many cats that she kept **mixing up** their names.  
Did you hear? Our new neighbors are **moving in** this afternoon.  
When are you **moving out** ? We need your office for the new guy.  
You were so tired after the game that you **nodded off** on the couch.  
Come on. **Own up** . We know you did it!  
Your grandfather **passed away** peacefully in his sleep last night.  
He didn't drink enough water so he **passed out** at the end of the race.  
Don't **put off** until tomorrow, what you can do today.  
It's very dark in here. Please **put on** the light on.  
The fire fighters were able to **put out** fire in ten minutes.  
I can **put you up** until the weekend but then I'm going away.  
I'll **pick you up** at around 7:00 to take you to the airport.  
As I already **pointed out** , there was a mistake in your calculation.  
You can **rely on** me. I always arrive on time.

Since he had a sound alibi, the police **ruled him out** as a suspect.  
 He **ran away** from home and joined the circus.  
 I'm so glad I **ran into** you. I need to ask you something.  
 We've **run out of** milk. I'll just pop next door to borrow some.  
 Let's **set off** early to miss the rush hour traffic.  
 They **set up** their own company when they were still in high school.  
 Don't buy that. Let's **shop around** and see if we can find something cheaper.  
 He's such a **show off** . He has to tell everybody about his new computer.  
 I don't think she'll **show up** tonight. Her daughter is sick.  
**Shut up** , you're spoiling the movie!  
 I think you should **sit down** . It's bad news.  
 The whole stadium **stood up** for the national anthem.  
 My big brother always **stuck up for** me when I got into a fight.  
 Angie really **takes after** her grandmother.  
 Please **take care of** my cat when I'm away.  
 I hear they're **taking on** extra staff for this event.  
 Please **take out** your mobile phones and turn them off.  
 The coach **told her off** for not trying hard enough.  
 Take your time and **think it over** before you decide.  
 Go ahead, **try it on** and see if it fits?  
 I asked her out but she **turned me down** flat.  
 Your parents **used up** all the coffee!  
**Watch out** ! There's a dog in the road.  
 Julie **wore out** her shoes running the marathons.  
 Julie was **worn out** after all that running.  
 You should **work out** twice a week at the gym.  
 Can you **work this out** ? I'm no good at math.

#### List of phrasal verbs with more than one particle

Phrasal Verb	Meaning
<b>add up to</b>	result in a total of
<b>boil down to</b>	be summarized as
<b>break in on</b>	interrupt (a conversation)
<b>break out of</b>	escape from a place by force
<b>brush up on</b>	improve, refresh one's knowledge of something
<b>catch up with</b>	keep abreast, to get to the same level
<b>check up on</b>	examine, investigate
<b>chip away at</b>	gradually and relentlessly make something smaller or weaker
<b>clamp down on</b>	act strictly to prevent something
<b>come forward with</b>	give ideas or information
<b>come up with</b>	contribute (suggestion, money)
<b>cut down on</b>	reduce in number or size
<b>cut down on</b>	curtail (expenses)
<b>drop out of</b>	leave school
<b>feel up to</b>	feel capable to do something
<b>fix up with</b>	arrange for someone to have
<b>get along (with)</b>	be on good terms; work well with
<b>get along with</b>	have a good relationship with
<b>get away with</b>	escape blame
<b>get on (well) with (somebody)</b>	have a good relationship with
<b>get on with</b>	have a good relationship
<b>get on with (something)</b>	continue to do; make progress
<b>get out of</b>	avoid doing something
<b>get rid of</b>	eliminate
<b>get through with</b>	finish
<b>keep up with</b>	stay at the same level as someone or something
<b>look down on</b>	despise
<b>look forward to</b>	anticipate with pleasure
<b>look in on</b>	visit (somebody)
<b>look out for</b>	be careful, anticipate

<b>look out for sth/sb</b>	try to notice someone or something
<b>look up to sb</b>	respect
<b>make fun of</b>	laugh at/ make jokes about
<b>make sure of</b>	verify
<b>move in on sth/sb</b>	If you move in on a person or place, you come close or closer to them in order to attack or take control of them.
<b>move on to</b>	change to a different subject
<b>pick up on sth</b>	start talking again about something that someone said previously notice something that other people have not noticed
<b>pull out of</b>	decide not to continue
<b>put up with</b>	tolerate
<b>reach out to sb</b>	try to communicate with a person or a group of people, usually in order to help or involve them offer help and support to someone
<b>run out of</b>	exhaust supply
<b>shy away from</b>	avoid
<b>stand up to</b>	defend yourself against a powerful person or organization when they treat you unfairly not be changed or damaged by something
<b>stick up for</b>	defend
<b>take care of</b>	be responsible for
<b>take out on</b>	make someone suffer because a person is angry
<b>talk back to</b>	answer impolitely
<b>think back on</b>	recall
<b>walk out on</b>	abandon
<b>watch out for</b>	be careful because of a danger

The various building programs add up to several thousand new homes  
I was talking to Mom on the phone when the operator broke in on our call.  
After our month-long trip, it was time to catch up with the neighbors and the news around town.  
The boys promised to check up on the condition of the summer house from time to time.  
After years of giving nothing, the old parishioner was able to come up with a thousand-dollar donation.  
We tried to cut down on the money we were spending on entertainment.  
I hope none of my students drop out of school this semester.  
I found it very hard to get along with my brother when we were young.  
Janik cheated on the exam and then tried to get away with it.  
The citizens tried to get rid of their corrupt mayor in the recent election.  
When will you ever get through with that program?  
It's hard to keep up with the Joneses when you lose your job!  
It's typical of a jingoistic country that the citizens look down on their geographical neighbors.  
I always look forward to the beginning of a new semester.  
We were going to look in on my brother-in-law, but he wasn't home.  
Good instructors will look out for early signs of failure in their students  
First-graders really look up to their teachers.  
Make sure of the student's identity before you let him into the classroom.  
The teacher had to put up with a great deal of nonsense from the new students.  
The runners ran out of energy before the end of the race.  
My oldest sister took care of us younger children after Mom died.  
The star player talked back to the coach and was thrown off the team.  
I often think back on my childhood with great pleasure.  
Her husband walked out on her and their three children.

### **PRACTICE**

Find more and learn them.

### Verbs clusters

*Most often, verbs in the simple present and simple past are one word (D), that is, in the simple present V(es) and in simple past Ved is used. But, in simple future, use AD and in present progressive use BD. The following table shows the full list of verb clusters in different tenses. Note that all verb clusters have a D verb, but some of them have a B, C, and/or D verb.*

Tenses <sup>[137]</sup>

		Present				Passive			
		Active				Passive			
Simple	[138]			Yes		am/is/are			P.P.
Progressive		am/is/are		Ving		am/is/are	being		P.P.
Perfect		have/has		P.P.		have/has	been		P.P.
Perfect progressive		have/has	been	Ving	-	-	-		-
		Past				Passive			
		Active				Passive			
Simple	[139]			Yes		was/were			P.P.
Progressive		was/were		Ving		was/were	being		P.P.
Perfect		had		P.P.		had	been		P.P.
Perfect progressive		had	been	Ving	-	-	-		-
		Future				Passive			
		Active				Passive			
Simple	will [140]			V		be			P.P.
Progressive	will	be		Ving		be	being		P.P.
Perfect	will	have		P.P.		have	been		P.P.
Perfect progressive	will	have	been	Ving	-	-	-		-
		Conditional				Passive			
		Active				Passive			
Simple	would [141]			V		would	be		P.P.
Progressive	would	be		Ving		would	be	being	P.P.
Perfect	would	have		P.P.		would	have	been	P.P.
Perfect progressive	would	have	been	Ving	-	-	-		-

### Facts about verb clusters

- At least 1 seat and at most 4 seats are full.
- Passive verbs fill at least 2 seats and at most 4 seats.
- Passive verbs always end in P.P.
- Passive verbs always have a form of 'be' verb.
- Active progressive verbs end in Ving.
- Progressive verbs fill at least 2 seats and at most 4 seats.
- Progressive verbs always have a form of 'be' verb.
- Progressive passive verbs have 2 'be's.
- Usually, the first seats are unchanged while the last seat changed.

V

## D

In the early nineteenth century, the Cherokee nation of American Indians **adopted** a written constitution based on that of the United States.

She **wrote** a letter yesterday morning.

Jim **goes** to school by bus.

In Excerpt 3, Marc **analyzed** the method section of a research article.

The various peoples who **developed** North America **made** it a world leader economic.

He then **went on** [142] to criticize the use of this prepositional phrase as the authors' attempt to unjustifiably rush the description of the method.

I **looked for** [143] a kind of research tools.

**Look out for** [144] Anna while you're there.

She thinks they **look down on** [145] her because she didn't go to university.

**Watch out for** [146] his latest movie, which comes out next month.

The invention of reinforced concrete, plate glass, and steel in the mid-1800's **enabled** architects to design and build extremely tall constructions, or "skyscrapers."

The prince has two bodyguards **watching over** [147] him every hour of the day.

VV

## AD

A good exercise program helps teach people avoid the habits that **might shorten** the lives.

A lightning flash produces electromagnetic waves that may travel along the Earth's magnetic field for long distances.

A liquid that **might be** a poor conductor when pure is often used to make solutions that readily transmit electricity.

A person or business with more debts than assets for meeting debt payment **may declare** legal bankruptcy.

Altitude, climate, temperature, and the length of the growing season determine where plants will grow.

At first, the scientific method **may appear** to be a narrow and restrictive way of gaining understanding.

Fog and mist, like clouds, **can form** only in the presence of dust particles.

I **will** just **scribble** Dad a note to say we are going out.

If atoms are pushed together by high pressure or subjected to high temperature, they **can rearrange** themselves within minerals without changing their overall composition.

If you provoke the dog, it **will bite** you.

In the genre-analysis tasks prior to this one, Fengchen had pointed out a series of language features that he believed **could** overtly **criticize** others' work.

On the huge Ferris wheel that was constructed for a world exhibition in Chicago in 1893, each of the thirty-six cabs **could hold** sixty people.

Researchers have found many ways of treating paper so that it **will be** strong, fireproof, and resistant to liquids and acids.

Some claim that vegetarian diets **may be** more healthful than a diet that includes meat, since they generally contain less fat and more fiber.

The development of the submarine was hindered by the lack of a power source that **could propel** an underwater vessel.

The entire population participating in this study **will be** 100 individuals.

These fighting lions **may be** dangerous.

Today, it is generally recognized as the primary function of the Federal Reserve System to foster the flow of credit and money that will eventually facilitate a balance in international payments.

## BD

In this excerpt, Re'my **was commenting** on a paragraph that appeared near the end of the introduction section in an article.

He **did read** <sup>[148]</sup> academic articles occasionally, especially if they **were assigned** in disciplinary courses.

Several researchers **have studied** the influence of home ownership on environmental conditions of neighborhoods (e.g., Arblaster & Hawtin, 1993), and there **has** also **been** work on the influence of the urban versus rural dichotomy on a range of matters pertaining to the environment (e.g., Jones et al., 1999; Van Liere & Dunlap, 1980).

In other words, he argued that the use of this prepositional phrase, which he incorrectly considered to be a device for describing a fast method, **had led** to the omission of the proper justification for choosing this method. The omission **had**, in turn, **resulted in** the method as being perceived by him as too fast.

In the genre-analysis tasks prior to this one, Fengchen **had pointed out** a series of language features that he believed could overtly criticize others' work.

For example, in Table 9.1, we present a sample frequency table from Storch and Tapper (1996), who provided the frequencies of different types of annotations that second language writers made on their own texts, indicating the areas in which they felt they **were having** difficulty.

Paleontologists **have examined** fossil embryos and hatchlings from three types of duck-billed dinosaurs to figure out how they matured.

Native to South America and cultivated there for thousands of years, the peanut **is said** to have been introduced to North America by early explorers.

A colostomy bag, normally used in cases of colon failure, **has** also **found** utility for those suffering from extreme blockage of the urethra.

Introducing two presidents, various cabinet heads, and numerous judges, the Adams family **has been** the preeminent political family of 19<sup>th</sup> century in America.

The migration route of the first humans to occupy North America took them across a land bridge that once **was connecting** Asia with what is now Alaska.

Many folk songs **were originated** to accompany manual work or to mark a specific ceremony.

The fact that mothers in some species of animals react immediately if they **are missing** one or more of their litter demonstrates a sense of number.

VVV

## BCD

In other words, unlike "although" and "remained poorly understood" in Excerpt 1, these non-prototypical features may not indicate what the rhetorical organization of a section of a text is, at least not in a way that **has been** extensively **recorded** in the analyses of academic genres by expert genre analysts or highlighted in published pedagogical materials.

Recently in the automobile industry, multinational companies **have been developed** to the point where such few cars can be described as **having been made** entirely in one country.

We included the standard set of four demographic variables: Age, sex, education, and income. Each of these demographic variables **has been shown** to be a predictor of environmental behaviors, but the findings are mixed across studies.

The study of 'environmental racism' is an ever-expanding line of research (e.g., Camacho, 1998), and special attention **has been given** to the plight of African-Americans and the lack of environmental pollution controls in the inner-city areas they often inhabit.

These features included negative or quasi-negative statements, such as "While considerable effort **has** recently **been focused** on development of networked sensors for operation in air [1–9], sensor network technology **has** not **been developed** ..."

This commitment **has** now **been** clearly **defined** in the World Zoo Conservation Strategy (WZGS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry.

The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has Occasionally had members that **have been** roundly **censured** in the national press.

Employees who **had been putting** in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then finally to eight hours, five days a week.

At 1939, television programs **were being broadcasted** in the United States, and the World's Fair of that year had featured demonstrations of this advance in technology.

Light electrical stimulation of certain lobes of the brain **has been known** to affect great mood swings in the behavior of the recipients.

Cameras of one type or another **have been used** for more than a hundred years.

It **has been estimated** that during every second of our life, 10,000,000 red blood cells die and are replaced by new ones.

Many museums **have been founded** by private benefactors, and a few have received endowments that help to support their routine operations.

For most of its history, especially since the 1860's, New York City **has been undergoing** major ethnic population changes.

## ABD

That brought about the widespread extinction of the dinosaurs is unknown; it **must**, however, **have involved** major changes in the environment.

This concept of a "non-prototypical" features is, admittedly, vague at this stage and **will thus be fleshed out in** <sup>[149]</sup> this section with four examples of these non-prototypical features that the students identified in their genre-analysis tasks.

However, the author **could have added** a link word to make easier the reading between these two different parts, such as 'Empirically,' or 'concretely.'

He suggested that an adverb (or "link word") such as 'empirically' or 'concretely' **could have helped** make such an intention clearer.

In other words, it is not a phrase that one can use to figure out what rhetorical function the author **may be trying** to achieve in a particular place in the article.

Although he called it a 'generic noun,' his overall comment here suggests that he **may have ascribed** certain genre-specific significance to this phrase and **may be using** it as a vehicle to make sense of some rhetorical issues in academic writing.

Fengchen's attention to them suggests that he **may have recognized** them as textualizing the RA authors' attempt to enact what he perceived to be the disciplinarily preferred practice of simultaneously avoiding "direct criticism" and suggesting one's opinion.

His possible awareness of the expectations of the targeted discourse community **may have** also **helped** him foreground the phrase "polarized society" as noticeable.

Specifically, he **may have learned** that "connecting theory to its empiric environment" is a practicable mode of research in his field. This likely knowledge **may have helped** him to register "polarized society" as helping to index the research article authors' intention to engage in this kind of research. Similarly, Marc and Fengchen **may have been** aware that carving a research space out of the perceived weaknesses in others' works was an



intrinsic part of the research process. Such an understanding **may have played** a role in their attention to the ways the RA authors described their “variables” and use “cue words” for criticizing others’ studies (in Fengchen’s case). Varnesh **may have** also **known** the importance of describing one’s research method carefully and fully, which is an expectation of many discourse communities (e.g., Smagorinsky, 2008). In a word, the phrase “we included” **may not be** prototypically **related** to research methodology.

VVVV

## ABCD

They have become textually conventionalized and institutionalized to such an extent that their appearance almost immediately signals to RA readers – especially experienced readers familiar with the goals of their discourse communities and the communicative purposes of RAs – that a research gap **may be being opened** at this point. One would assume that the caliber of these institutions **would have been** carefully **examined**, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association.

Type I errors occur when a null hypothesis is rejected when it **should not have been rejected**; Type II errors occur when a null hypothesis is accepted when it **should not have been accepted**.

### Verbs that are not usually used in the continuous form

The verbs in the list below are normally used in the simple form because they refer to **states**, rather than actions or processes. <sup>[150]</sup>

Senses/ Perception	Opinion	Mental states	Emotions/ desires	Measurement	Others
feel hear see smell taste	assume believe consider doubt feel (think) find (consider) suppose think	forget imagine know mean notice recognize remember understand	envy fear dislike hate hope like love mind prefer regret want wish	contain cost hold measure weigh	look (resemble) seem be ( <i>in most cases</i> ) have ( <i>when it means possess</i> )

### Valancy

Valency of a verb is the number of possible seats it has. It means the number of NPs the verb can take. <sup>[151]</sup> Based on valency, verbs are divided into three categories.

V<sup>1</sup>

V<sup>1</sup> are verbs that have only subject (NP1). <sup>[152]</sup>

Ali **went** to the cinema yesterday. <sup>[153]</sup>

She **sleeps** early in the weekends.

We **assembled** in the meeting room after lunch.

A sample of water **was taken** from the place where the river bifurcates. <sup>[154]</sup>

I **know** I’ve got to deal with the problem at some point, but I’m just procrastinating.

By the late seventies, the band’s popularity **was beginning** to wane.

Her hair **had whitened** over the years.

The boys **strutted** around trying to get the attention of a group of girls who were nearby.

As the brakes failed, the car **careened** down the hill and the driver lost the control of the car.

V<sup>2</sup>

V<sup>2</sup> are verbs which have the subject (NP1) and one object (NP2). <sup>[155]</sup>

Mark **saw** Mary in the park last week. <sup>[156]</sup>

He **washed** the dishes last night.

They **assassinated** the PM last year.

Ali **biffed** her girlfriend in the jaw.

The film producers **censored** it when the film was first broadcast(ed).

The government recently **nationalized** the railways .  
You **had** not **foreseen** any difficulties until you got into trouble.  
There **are** many ways of tackling this problem.  
The ostrich **swiveled** its head in our direction.  
UN troops **were assigned** the task of rebuilding the hospital. [157]

V<sup>3</sup>

V<sup>3</sup> are verbs which have a subject (NP1) and two objects (NP2 and NP3). [158] Here is a list of V<sup>3</sup> verbs: write, send, assign, wish, email, afford, scribble, consider, lose, permit, teach, pay, buy, call, turn, cause, show, provide, serve, tell, keep, give, bequeath, deem, allot, allocate, think, name, fine, leave, put, render, set, ...

#### **Write**

I **wrote** my sister a letter last week. [159]

#### **Send**

I **'ll send** her a postcard next week.

Chris **sent** me a lovely bouquet when I was ill.

If the company **sent** me more items than I paid for, I would inform the sales manager.

#### **Deny**

Too often the practices of contemporary schooling **deny** students the chance to engage the relevant domain culture, because that culture is not in evidence.

#### **Assign**

For a challenge, **assign** pairs the remaining items not included in the audio track. [160]

Today your boss **assigned** you the task of responding to a request.

#### **Wish**

No one **wished** me a happy birthday .

#### **Email**

In October 2008, I **emailed** all MA students in the Department of Education at the University a "Letter of Consent for Students" in English.

#### **Afford**

Furthermore, classrooms **afford** students the opportunity to ask questions on confusing topics and get immediate clarification from the teacher.

#### **Scribble**

I will just **scribble** Dad a note to say we are going out.

#### **Consider**

Other scholars also **consider** the study of address terms a fruitful field for sociolinguistics due to the fact that it shows how interpersonal relationships can be socially and strategically constructed

#### **Lose**

Another sloppy pass like that **might lose** them the whole match .

#### **Permit**

Nature, having done very well by the child to this point, **having permitted** it the luxury of thinking for itself for 18 months, now abandons it to the arbitrary conventions and beliefs of the society.

#### **Teach**

Is it safe to **teach** American children the Italian and Russian languages since Fascists and Communists are no longer in control in Italy and Russia? On the other hand, is it dangerous to teach British children Chinese and Vietnamese because Communists control China and Vietnam?

Apprentices were considered part of the family, and masters were responsible not only for **teaching their apprentices a trade** but also **providing them some education** and for supervising their moral behavior.

### Pay

To compensate means to **pay someone money** in exchange for something that has been lost or damaged or for some problem.

### Buy

He **bought his mother some flowers** .

She offered to **buy me a drink** .

Why don't you **buy her some plants** for her birthday? She's got green fingers and can make anything grow well!

### Call

The advocates of this school of thought **called themselves Transformationalists** .

They used to **call it <sup>[161]</sup> a draw** , when two horses finished neck and neck.

Columbus turned out to have been quite mistaken in **calling <sup>[162]</sup> the new world India** .

### Cause

Knowing the cost of Ali's college education, we realized that his failure notice **caused his parents untold anguish** .

I hope the children **haven't caused you too much trouble** .

Mastery of the language system is inherently related to discourse competence since listeners' deficiencies in any of these linguistic-related aspects **may cause them problems** when trying to understand the meaning of a spoken text at the discourse level.

### Show

The rest of this chapter shows you how to write a good topic sentence.

The breeder **showed us the dog's pedigree** .

### Provide

The vocabulary of a language might **provide us the reflection of culture of the people who speak it** .

Apprentices were considered part of the family, and masters were responsible not only for **teaching their apprentices a trade** but also **providing them some education** and for supervising their moral behavior.

### Serve

Trying to conceal his curiosity and surprise, the rich man **offered his visitor the very best chair** and **served him hot, perfumed tea** .

### Tell

Can you **tell me the way** to the station?

Do you dare (to) **tell him the news** ?

He **told her the sad truth** in a few blunt words.

The police **told me the truth** .

The fact that a discussion of testing appears in this context **tells us a great deal** about Foucault's views.

To pass something on means to **tell someone something <sup>[163]</sup>** that another person has told you.

The percentile score will **tell us how good a testee is relative to the group who took the test** .

I could have **told my neighbor that whose ball broke his kitchen window** , but I thought it best to hold my tongue.

### Keep

I would appreciate your **keeping it a secret** .

### Remind

Happy Birthday to a person that is charming, talented, and witty and **reminds me a lot of myself** .

### Give

The novels of Charles Dickens **give us a very clear picture of life** in Britain in the nineteenth century.

Experience has shown that a well-made test **would give the students t he impression that their efforts are being rewarded** .

The vaccination **gives you immunity** against the disease for up to six months.  
The hospital **gives mothers no quiet private time** in which to bond with their babies.  
You must **give the bank a written notification** if you wish to close your account.  
To pass something on means to **give someone something** <sup>[164]</sup> that another person has given you.  
Sherlock Holmes **gave him a piercing glance** .

### Procure

She **had procured us seats** in the front row.

### Offer

The service **offers young people practical advice** on finding a job.

This journal **offers authors a choice** in publishing their research.

She ushered us into her office and **offered us a coffee** .

Trying to conceal his curiosity and surprise, the rich man **offered his visitor the very best chair** and **served him hot, perfumed tea** .

One person who does **offer us another view** is John Stuart Mill.

### Hand

I **handed her my letter** of registration without ceremony.

### Find

The jury **found it an easy decision** to make - in fact there was only one dissenting voice.

### Make

Ten years of marriage to him **have made her life a misery** .

Problem-solving, decision-making, analyzing, synthesizing, and evaluating are some of the mental processes that **make us better thinkers** .

### Grant

They **granted her an entry visa** .

### Award

The university **has awarded her a 500-dollar travel grant** .

### Lend

I told my sister I **'d lend her my new shirt** if she let me borrow her jacket, but she didn't take the bait.

Bond is an official paper given by the government or a company to show that you **have lent them money**, that they will pay back to you at an interest rate that does not change.

### Take

When I started my new job, it **took me a while** to get used to the set-up.

### Declare

The market naturally manipulates the labels, making sure we keep purchasing what will most quickly **declare us excellent consumers** .

### Win

Mary Austin's first book, *The Land of Little Rain*, a description of desert life in the western United States, **won her immediate fame** in 1903.

### Spare

Could you **spare me £10** ?

### Sell

I **sold him my car** for £600.

## ACTIVE VOICE VS. PASSIVE VOICE

### Active voice

The active voice describes a sentence where the subject performs the action stated by the verb, that is, active verbs are the verbs which clearly have the subject, or 'the doer,' of the verb. That is, NP1 is the doer of the action.

- NP1 + V<sup>1</sup>
- NP1 + V<sup>2</sup> + NP2
- NP1 + V<sup>3</sup> + NP2 + NP3

### Passive voice

With passive voice, the subject is acted upon by the verb, that is, active verbs are those with a subject, but passive verbs are those without a subject. When the verb is passive, the subject undergoes the action rather than doing it. That is, in passive sentences, NP1 is substituted for the actual NP2 or NP3. <sup>[165]</sup>

- Any passive verb has at least one seat less than its active counterpart (because NP1 is deleted in passive sentences or turned into a prepositional phrase).
- Verbs with expletive pronouns (there, it) cannot be passivized.
- In passive verbs, before P.P. a form of 'be' exists.
- Be + P.P. → pV
- In all passive verbs, the actual NP1 is replaced with NP2 or NP3.
- In passive sentences, the passive verb can be followed by NP1 which is preceded by the words 'via, by, or through' in some cases.
- NP2 + pV + by, via, or through + NP1 <sup>[166]</sup>

V	Active voice	Passive voice
Vi	NP1 + V <sup>1</sup>	No passive counterpart <sup>[167]</sup>
Vt	NP1 + V <sup>2</sup> + NP2	NP2 + pV <sup>1</sup> + (by <sup>[168]</sup> + NP1)
Vd	NP1 + V <sup>3</sup> + NP2 + NP3 <sup>[169]</sup>	NP2 + pV <sup>2</sup> + NP3 + (by + NP1) NP3 + pV <sup>1</sup> + prep. + NP2 + (by + NP1)

## VERBS WHICH ARE ALWAYS PASSIVE

Some verbs very frequently used in the passive are followed by to V:

be supposed to	be expected to	be asked to
be scheduled to	be allowed to	be told to

Some verbs are used almost exclusively in the passive voice.

Verb	Example
was born	He was born into a wealthy family.
is shipped	When your order is shipped, we will send you a confirmation e-mail.
were hospitalized	The victims were hospitalized immediately.
was strewn	The room was strewn with books and magazines.
is populated	The area is mainly populated by families with small children.
blacklist <sup>[170]</sup>	

### PRACTICE

Find more, and fill in the table.

### Vt or Vd never passive

Transitive and ditransitive verbs which are never passivized.

<b>Vt or Vd never passive</b>	
abut	flee

### **PRACTICE**

Find more, and fill in the table.

#### Verb classes

Main verbs <sup>[171]</sup>

Auxiliary Verbs

*Auxiliary verbs are also known as helping verbs and are used together with a main verb (D verb) to show the verb's tense or to form a question <sup>[172]</sup> or negative <sup>[173]</sup>. Auxiliary verbs <sup>[174]</sup> give some context to the main verb, for example, letting the reader know when the action took place.*

Linking verbs

*Linking verbs (often called copular verbs or copulas) do not express action. Instead, they connect NP1 of the verb to additional information about the NP1. A linking verb is a verb that describes a state of being or a sensory experience. Verbs related to the five senses are also considered as linking verbs: look, feel, sound, taste, smell. Some stative verbs are also considered as copular verbs: appear, seem, become, grow, turn, prove and remain. Note that a linking verb can't be followed by an adverb or end a sentence, but instead should be followed by a noun phrase or an adjective. Linking verbs include be, stay, get, become, seem, ...*

- All the children **seem** satisfied with the bouncy castle.
- All the kittens **were** playful.
- Bob **felt** sleepy after eating the whole pizza.
- Building the house **proves** difficult for them.
- Dreams **come** true when we believe in them.
- He **became** suspicious when he saw the safe was open.
- He **went** red after tripping on the rug.
- Mary **waxed** nostalgic on her 50th birthday.
- She **appears** upset about the announcement.
- Some couples are lucky enough to **grow** old together.
- Sometimes, kids **act** foolish.
- The audience **fell** silent when the conductor walked on stage.
- The cinnamon rolls **taste** heavenly.
- The crowd **stayed** calm in spite of the imminent threat.
- The eggs **smell** rotten.
- The embers **turn** ashy as they cool.
- The spectators **remained** silent after the injury on the field.
- The tests **indicate** that your child is gifted.
- The theater **gets** dark when the show is about to begin.
- The vegetables in the bin **looked** disgusting and spoiled.
- Tom **acted** nervous when the teacher found the note.
- William **is** excited about his promotion.
- You **look** exhausted after studying all night.
- Your plans for the wedding **sound** nice.

#### List of verbs

Verbs followed by verbs

*The following table shows a number of the most frequent verbs followed by other verbs (either as a Ving, to V, or ...). Find some more, and complete the list.*

V + to V	V + NP2 <sup>[175]</sup> + to V	v + ving
<sup>[176]</sup>	<sup>[177]</sup> <sup>[178]</sup>	
agree	advise	admit
appear	allow	avoid
arrange	ask	begin

ask	catch	can't bear/help
attempt	choose	can't stand
begin	enable	cease
can't bear	encourage	consider
can't stand	expect	continue
care	find	deny
cease	force	detest
choose	get	dislike
claim	hear	don't mind <a href="#">[179]</a>
continue	imagine	dread
decide	intend	enjoy
demand	invite	fancy
deserve	leave	finish
dread	listen to	forget
expect	need	hate
fail	order	imagine
forget	persuade	it's no use <a href="#">[180]</a>
get (be allowed to)	prefer	keep
happen	prepare	like
hate	prevent	love
help	promise	miss
hesitate	remind	need
hope	see	neglect
intend	smell	practise
learn	stop	prefer
like	teach	propose
love	tell	regret
manage	threaten	remember
mean	want	risk
need	warn <a href="#">[181]</a>	start
neglect	watch	stop
offer	wish	suggest
plan	would	to be worth
prefer	would like <a href="#">[182]</a>	try
prepare		would you mind <a href="#">[183]</a>
pretend		wouldn't mind <a href="#">[184]</a>
promise		
propose		
refuse		
regret		
remember		
seem		
start		
swear		
tend		
threaten		
try		
vow		
wait		
want		
wish		
would like (meaning "wish" or "want")		
would love		
yearn		

---

## PRACTICE

Complete the list.

## PRACTICE

Is there any verb followed by + NP2 + Ving? Prepare a list with example sentences.

### V + V

#### Need

Use 'need' mostly in the negative form to indicate that there is no obligation or necessity to do something.

You needn't take off your shoes.

**Affirmatives with the semi-modal need are not common and they are used in formal contexts. There is almost always a negative word (e.g., no one, nobody, nothing) or phrase in the clause, even if the verb phrase is affirmative.**

No one needs think that we are doing this every week. (We are not doing this every week)

Nobody needs know the name of the person who made the complaint.

Not a thing need change on this page.

Need comes first in the verb phrase (after the subject and before another verb):

Let's forget about it. No one needs know about it.

We can't use another modal verb with need:

No one needs read this.

### V (to) V

Had better/best

She **had better {to} wash** the dishes.

You **had best tell** her that you won't be able to come to her party.

We **had best be going** now.

I **had better leave** a note so they'll know I'll be late.

Help

This medicine **will help speed** her recovery.

This drug **helps depress** hormone levels.

More police were sent **to help contain** the violence.

The ice that forms keeps the cave cool, and that **helps build up** still more ice.

Dare <sup>[185]</sup>

Everyone in the office complains that he smells awful, but nobody **dares (to) mention** it to him.

Do you **dare (to) tell** him the news?

I **would n't dare (to) have** a party in my flat in case the neighbors complained.

I **'d never dare (to) talk** to my mother the way Ben talks to his.

He was under attack for **daring (to) criticize** the Prime Minister.

### V to V

*Note that the first verb (i.e., verb before 'to') was inflected to show the tense in all the sentences. Many of these verbs are sometimes followed by a passive infinitive (to be + past participle) <sup>[186]</sup>.*

Need <sup>[187]</sup>

Although it will usually be possible to display data using one of the basic procedures ..., you should always remain alive to the possibility that rather special situations may arise where you **may need to modify or extend** one of those methods.

We **need to increase** our company's profile in Asia.

The insurers **will need to assess** the flood damage.

I **need to study** hard for the next exams.

I **need to get** those films processed.



That is due to the fact that the students **need to have** a good understanding of English grammar to pass the university entrance exam.

Remember that you **may need to change** the form or in some cases the grammatical class of the word.

A correlation of 0.85 indicates that we know only 72% of what we **need to know** <sup>[188]</sup> to make a perfect prediction.

Your research proposal **doesn't need to be** too detailed: keep it simple and concentrate on the main points.

We **need to improve** our throughput because demand is high at present.

You **need to demonstrate** to examiners that you have more than a literal understanding of the text.

Seek

To this end, we **sought to provide** a study context that would be similar to a real-world scenario.

Go on

He **goes on** <sup>[189]</sup> **to explore** the ways in which humans gather the evidence they **need to** 'dispel' doubt.'

Shavelson **went on** <sup>[190]</sup> **to say** that "often in behavioral research ... the consequences are not so dire".

Stendhal **went on** <sup>[191]</sup> **to attach** certain observable behaviors to each 'type' of love.

Aim

Psychoanalysts **aimed to explore** the deepest/innermost recesses of the mind.

Love

We **love to scuba dive** .

Persuade

The President's speech was so articulate that many people **were persuaded to accept** the need for change.

Purport

A new drug developed by a leading company **purports to slow down** the ageing process.

Neglect

Further, he **neglected to use** the range of evaluative devices to enhance the role.

As ruler of the playground, Mario, **neglected to point out** that his rules and the rules of playground in the world outside the school are ones that any rational person would adopt.

She **neglected to tell** me the date of the meeting.

Decide

He **decided to forsake** politics for journalism.

A significant number of students **decide to study** for a Master's degree to boost their knowledge.

The government **has decided to initiate** an investigation into the increase in deaths from drugs.

Following unification, the German government **decided to move** the capital from Bonn and placed it once more in Berlin.

Because hundreds of people were dying, the United Nations **decided to intervene and provide** emergency food supplies.

Force

They **are forced to live** in deplorable conditions.

There were mass deportations in the 1920s, when thousands of people **were forced to leave** the country.

Swear

She **swore to tell** the truth.

Tend

Steel **tends to corrode** faster in a salty atmosphere, especially by the sea.

I **tend to wear** clothes that are practical rather than fashionable.

When speaking, we **tend to use** colloquial language, but in academic writing we **need to be** much more formal.

Subsequent events **tended to verify** our initial fears.

He **tends to be** a little shy.

L2 learners also **tend to transfer** L1 conventional forms for requesting.

In societies with strong family bonds, people **tend to live** longer.  
Until the 19<sup>th</sup> century, governments **tended to view** the problem of aged and poor people with callous indifference.

Seem

However hungry I am, I never **seem to be** able to finish off a whole pizza.

I'm only a few kilos overweight, but I just **can't seem to lose** them.

Specifically, nonspatial fields **seem to borrow** much of their organization from the conceptualization of objects and motions in space.

She **seems to thrive** on stress.

They also **seem to accept** variation in classification of address terms to represent cultural and social differences of the users.

The Socialist Worker's Party **seemed to split** into several splinter groups.

Wherever I go, I always **seem to bump into** <sup>(192)</sup>him.

Sometimes, university life just **seems to be** an endless cycle of assignment after assignment.

Since L2 methodology and syllabus **seem to be** hard up for metaphor and the ability to metaphorize, developing conceptual fluency and metaphorical competence elude them.

She clasped her hands, and glancing upward, **seemed to implore** divine assistance.

It **seemed to happen** all of a sudden, I felt dizzy and I just collapsed.

Recent research **seems to corroborate** his theory.

Nancy **seemed to be** disappointed.

Hate

He **hates to clean** dishes.

Vow

He **vowed to get** revenge.

Wait

She **waited to buy** a movie ticket.

Hesitate

She **hesitated to tell** me the problem.

Happen

She **happened to be** at the bank when it was robbed.

Like

I just **like to emphasize** how important it is for people to learn foreign languages.

A controversialist is a person who **likes to disagree** with other people and say things that make people angry or think about a subject.

I **'d like to make** some introductory remarks before beginning the lecture properly.

I **'d like to make** a collect call.

I **'d like to kick off** the discussions with a few statistics.

I **don't like to use** artificial flavor enhancers in my cooking.

Samantha **likes to read** the book.

Want

Don't be so absurd. Of course, I **want you to come** .

I **want to study** Spanish.

Spread your visit to the museum over two days if you **want to avoid** information overload.

In this lecture, I just **want to give** you a brief sketch rather than speak in great detail about this new topic.

If one breaks down topics into subtopics, there comes a point at which one meets what one **might want to call** sentences.

**Do you want to exchange** this toaster for another or do you want your money back?

Your measurements are the sizes of various parts of your body, especially your chest, waist, and hips, which you refer to when you **want to buy** clothes.

We **want to do** things differently.

Start

If you develop an illness or problem, or if it develops, you **start to suffer** from it.

The children **started to kick off** so I could not stay.

Marge **started to talk** really fast.

After he had moved to Australia, he **started to acquire** a marked Australian accent.

I burnt my shoulders over the weekend and they **are starting to blister** .

The storm/wind/rain **has started to abate** .

I suddenly **started to notice him looking** at me.

His voice **started to tremble** and I thought he **was going to cry** .

The dogs **started to snarl** at each other so I **had to separate** them.

He **started to laugh** in spite of herself.

We spent a blissful year together before things **started to go wrong** .

Begin

Large cracks **began to develop** in the wall.

When the interest in the company declined, the value of its shares **began to fall** .

Her orthodoxy **began to be** seriously **questioned** by his parish priest.

The Enlightenment is the period in the 18<sup>th</sup> century in Europe, when many people **began to emphasize** the importance of science and reason, rather than religion and tradition.

We've spent a lot of money on advertising and we **are beginning to see** the results.

Can't bear

He **can't bear to be** alone.

Can't stand

Nancy **can't stand** to work the late shift.

Plan

They **are planning to develop** the whole site into a shopping complex.

Continue

She **continued to talk** .

To **continue to obey** a rule or have a belief.

If we **continue to deplete** the Earth's natural resources, we will cause serious damage to the environment.

If an unpleasant feeling or situation persists, it **continues to exist** .

The gold medal **continues to elude** her.

We **cannot continue to present** separate linguistic topics in our classrooms because, as Graddol (2004, pp. 1329-1331) points out, the human brain does not store this information in separate places

Practice makes perfect is an idiom which is said **to encourage someone to continue to do** something many times, so that they **will learn to do** it very well.

Forget

I **forgot to lock** the door when I left.

Get (be allowed to)

Debbie **gets to go** to the concert next week! Why can't I?

Learn

I **learned to speak** Japanese when I was a kid.

Fail

The court heard how the driver **had failed to apply** his brakes in time.

He **failed to get** enough money to pay for the new project.

Not being one of the cognoscenti, I **failed to understand** the ballet's subtler points.

I **fail to see** the logic behind his argument.  
I **failed to grasp** the film's central concept.  
Mr. Speaker, my honorable friend, **has failed to consider** the consequences of his proposal.  
They **failed to adhere** to the terms of the agreement/treaty.

#### Manage

However **did** you **manage to get him to agree** that?  
The United Nations representative **managed to secure** agreement between the two sides who had been fighting over an area of land rich in oil.  
He **managed to eat** a big lunch despite having eaten an enormous breakfast.  
I **managed to sneak** in through the back door while she wasn't looking.  
By the grace of God, the pilot **managed to land** the damaged plane.  
She **'s managed somehow to procure** his telephone number.  
He **managed to open** the door without the key.

#### Threaten

He **threatened to leave** forever.

#### Try

Cognitive therapy is a treatment for people suffering from mental illnesses that **tries to change** the way they think.  
Mary **tried to lift** the table, but it was too heavy.  
When writing a summary, **try to condense** <sup>[193]</sup> the main ideas into just a few short sentences.  
Most animals will attack other animals which **try to enter** their territory.  
Many companies in the developed world **are trying to provide** for older customers as the proportion of young people decreases.  
Before the election, all the main political parties **tried to explain** their main policy/line to the voters through television broadcasts and newspaper advertisements.

#### Would like <sup>[194]</sup>

We **would like to start** now.

#### Yearn

Melanie **yearns to travel** somewhere exotic.

#### Intend

We **intend to visit** you next spring.  
Rhetoric is speech or writing which **is intended to be** effective and influence people.  
Language games **are usually intended to encourage** student interaction.  
In so doing, the study **intended to extract** and **categorize** the range of address terms which Turkish-speaking interlocutors use in different circumstances.  
If two people who have a loving relationship are serious about each other, they **intend to stay** with each other for a long time and possibly marry.  
Professional foul is an intentional foul in football especially one which **is intended to prevent** the other team from scoring a goal.

#### Expect

They **expect to arrive** early.  
Senior pupils **are expected to set** an example to the younger children.  
We **were expecting to win**, so a draw was a disappointing result for us.  
The government **is expected to issue** a statement about the investigation to the press.  
The president **is not expected to concede** these reforms.

#### Attempt

The new law course **attempts to cover** all aspects of international law.  
In line with the above-mentioned theoretical and research-based views, this paper **attempts to present** and, to some extent, **explain** the linguistic resources available to Turkish addressers.

Demand

He **demanded to speak** to Mr. Harris.

Regret

I **regret to inform** you that your application was rejected.

Remember

Did you **remember to lock** the door when you left?

Deserve

He **deserves to go** to jail.

Dread

I **dread to think** what might happen.

Care

He **doesn't care to participate** in the activity.

Cease

The government **ceased to provide** free healthcare.

Choose

I **chose to help** .

Claim

She **claimed to be** a princess.

Agree

The company **agreed to conduct** a feasibility study for a hydroelectric plant in Tehran.

We **agreed to give** you 30 rubles a month.

The headmistress **agreed to recommend** the teachers' proposals to the school governors.

Tom **agreed to help** me.

Make

Deportation order is an official document stating that someone **must be made to leave** a country.

If a system, machine, or plan is inoperable, it **can't be done** or **made to work** .

Detention is a form of punishment in which school children **are made to stay** at school for a short time after classes have ended.

Appear

One child's behavior **appears to be** unlike the others in that no feedback is ever provided.

Both of these examples are based on data that **appeared to be** unlike the rest of the dataset.

His health **appeared to be** better.

Have to/has to/had to

You **have to pay** for excessive pleasures.

The runners **had to battle** against a stiff/strong headwind.

In politics, one **has to form** alliances with all kinds of people, even with those one doesn't like.

Put something out of its misery means to kill an animal because it is in great pain, so that it **does not have to suffer** any more.

Be going to

We need tangible evidence if we **are going to take** legal action.

I reckon it **is going to rain** .

### Serve

The new policy only **serves to accentuate** the inadequacy of provision for the homeless.  
The first round of interviews only really **serves to weed out** the very weakest of the applicants.

### Help

Besides his contributions to the field of science, Franklin **helped** the people of Philadelphia **to found** an insurance company, a hospital, a public library, and a city militia.  
Fertilizers **help to enrich** the soil.

### Allow

There was some debate as to whether the benefit scheme **should be** withdrawn or simply **allowed to wither** on the vine.  
Examination candidates **are not allowed to eat, drink, smoke, or talk** for the duration of the examination.  
During examinations, students **are not allowed to talk to or help** other students in any way.  
People **should be allowed to determine** their own future.  
The number of staff we can take on will be determined by how much money we **are allowed to spend** .

### Refuse

She **refused to accept** that she was wrong and stalked furiously out of the room.  
The witness was so nervous that he **refused to give** evidence when the case came to court.  
He **refused to say** anything on the ground that he might incriminate himself.  
Although one of the prisoners **refused to answer** to any questions, each of the others made a full confession.

### Prefer

He **prefers to eat** at 7 PM.

### Prepare

They **prepared to take** the test.

### Pretend

The child **pretended to be** a monster.

### Promise

She **promised to stop smoking** .

### Propose

Drew **proposed to pay** for the trip.

### Offer

Frank **offered to drive** us to the supermarket.

### Plan

The council **plans to ban** circuses with performing animals.  
Objective is something which you **plan to do or achieve** .  
The council **plans to build** a model town on the site.  
Bump into somebody means to meet someone you know when you **have not planned to meet** them.  
We **plan to go** to Europe this summer.  
The text that results as the speaker develops plans to meet goals can be described in terms of its script form. [\[195\]](#)

### Be

Several scientists **are to give** evidence on the subject.  
The festival **is to encompass** everything from music, theater, and ballet to literature, cinema, and the visual arts.

### Seek

They **sought to reassure** the public.

Arrange

Naomi **arranged to stay** with her cousin in Miami.

Ought to

It sounds like a good idea, but you **ought to consider** its practicality before you put it into action.

Used to

They **used to argue** all the time and now they've practically (almost or very nearly) **stopped talking** to each other.

He **used to be** very overweight.

London **used to be** the financial capital of the world.

Hope

Look forward to something is used at the end of a formal letter to say you **hope to hear from or see** someone soon, or that you expect something for them.

I **hope to begin** college this year.

Ask

She **asked to leave** .

Wish

If you **wish to travel or work** before studying, it is possible to postpone your entry to university by one year.

I **wish to stay** .

Honorifics are used when a speaker **wishes to show** respect to the addressees.

You must give the bank a written notification if you **wish to close** your account.

For example, I **may wish to predict** from scores on a test of second-language academic reading ability whether individuals can cope with first-semester undergraduate business studies texts in an English-medium university.

More than one V to V

You **are going to have to learn to control** your temper.

Consent means to **agree to do something, or to allow someone to do** something.

Recently empirical assessments of language learning situations **have commenced to manifest** themselves , meanwhile, it is hoped that the outcomes of these, allied to good descriptions of how metaphor is used in the real-world contexts in which learners **need to operate , are starting to base** an evidence for teaching and learning figurative language in general and metaphorical expressions in particular.

Although one cause may be their unclear and non-rule-governed nature to treat, second/foreign language learners' faculty in producing and comprehending metaphors superficially **seem to be** peripheral, and it is being increasingly patent that the more EFL learners appreciate language, thought, and cognition, the more they find themselves faced with arduous task of **trying to define, explain, and understand** metaphors.

Researcher **is going to attest** that metaphor is, in some direct or indirect way, involved in almost every area that language learners **need to use, understand, or learn** and that it may even help their learning in cases where native speakers may not actively process metaphorically.

He has some information I want, so I' **m going to try to coax** it out of him.

## **V to have P.P.**

Her luck **seems to have taken** an upturn.

She **seems to have spent** all her life in educational establishments.

The analysis also attempts to show what the speaker **may reasonably be expected to have had** in mind in relating spans of the text.

Of 120 minerals known **to have been used** as gemstones, only about 25 are in common use in today jewelry.

A majority of the reports received from people claiming **to have seen** the legendary Loch Ness Monster have proven to be mistakes, misconceptions, or tricks.

The modern detective story in which a detective solves a crime by discovering and interpretation evidence is considered **to have been originated** with Edgar Allan Poe's "The Murders in the Rue Morgue".

## **V to be P.P.**

I **expected to be met** when I arrived at the station.  
They **wanted to be told** if anything happened.  
I don't like driving myself. I **prefer to be driven** .  
Therefore, further research **seems to be required** to explore the conditions under which different categories are used.  
The system **seems to be designed** to punish the transgressor rather than help the victim.  
Bilingualism used **to be seen** as occurring in clearly-defined areas of the world, but now it is said that bilingualism is restricted to indigenous groups.  
Virtually all moving parts of an automobile need **to be lubricated** because, without lubrication, friction would increase power consumption and damage the parts.  
Reading has come **to be regarded** as an integrated part of language study rather than an isolated skill **to be practiced** out of context.  
I expected **to be met** when I arrived at the station.  
They wanted **to be told** if anything happened.  
I don't like driving myself. I prefer **to be driven** .

## V NP2 to V

Require

Doctors have a code of ethics which **requires them to act** in the best interest of their patients.

Want

If something happens willy-nilly, it happens whether the people who are involved **want it to happen** or not.  
He **wants the government to impose** strict controls on dog ownership.  
I have an image in my mind of how I **want the garden to be** .

Prompt

The government's refusal to accept the result of the election **prompted thousands of people to come out** on to the streets and protest.

Allow

One big advantage of a word processor is that it **allows you to check and then edit** your work easily.  
Besides a narrow focus, you will need a clearly stated, answerable research question, and a study design that will **allow you to answer** the question.  
Humanistic approach is sensitive toward the learners' emotional states and it **allows the learners to express** their feelings, beliefs, values, and viewpoints.

Force

The defection of so many leading humanists to work for religious reform **forces Ali to take** a decisive stand regarding Mohammad.  
Misfortune **may force us to befriend** people we would otherwise avoid.  
To haul somebody up means to **force someone to go** somewhere **or see** someone in order to be punished or to answer questions about their behavior.

Enable

Cohesion can be regarded as a textual quality attained through the use of grammatical and lexical elements that **enable readers to perceive or understand** semantic relationships existing both within and between sentences (McDonough, Shaw & Masuhara, 2013).  
But, cohesion by itself could not be sufficient to **enable us to make sense of** connections between sentences.  
We recommend that you take a pre-sessional study skills course, which **will enable you to practice** the language skills you will need later.

Lead

This **led Smith to conclude** that bilingualism caused retardation in language development.

Help



It is vital for them to know the principles of writing, that is, the framework which **can help them to enhance** structure of their writings.

Grammatical information **helps learners to decode** sentences.

Mechanism is a part of your behavior which **helps you to deal with** a difficult situation.

Urge

Following the decision to pass legislation to **urge employers to improve** safety standards at work, the number of deaths from accidents has fallen sharply.

Cause

Conceive means to become pregnant, or to **cause a baby to begin to form** .

If someone or something is instrumental in a process, plan, or system, they are one of the most important influences in **causing it to happen** .

Affect means to have an influence on someone or something, or to **cause them to change** .

The vacuum inside the tube **caused it to implode** when the external air pressure was increased.

Encourage

Practice makes perfect is an idiom which is said to **encourage someone to continue** to do something many times, so that they will learn to do it very well.

Companies often give employees inducements such as bonuses and pay rises to **encourage them to work** harder.

He **encourages his patients to eat** healthy foods.

Expect

I **didn't expect the bill to come** to this amount.

She **expected him to act** like a star, but she was surprised at his very ordinariness.

Get

I had to use all my charms to **get them to lend** us the hall.

Allow

Each time the star rotates, it sends out a radio signal which we can detect on Earth, **allowing us to calculate** the speed of rotation.

The index at the back of a book **allows the reader to find** specific information.

Hatchback is a car with an extra door at the back which can be lifted up **to allow things to be put** in.

The spell-check facility on a computer **allows students to check** the text of their assignments for basic errors.

The first two weeks of the course **are designed to orientate** new students and **to allow them to settle into** university life.

Advise

His doctor **advised him to give up** fatty foods and to take some form of physical exercise such as golf.

Tim will quit smoking if his doctor **advises him to stop** .

I **advised them to see** a doctor.

Expect

You **cannot expect me to pack** my bags and **jump** on a flight to New York at a moment's notice.

Teach

Fifteen years' confinement **had taught him to sit** motionless.

Lead

Some tribes perceive the world differently from other tribes because their languages **lead them to see** the world from different angles.

Require

Recent legislation and public concern **require agencies to provide** detailed statements of the significant environmental impacts of the proposed actions that can affect the quality of the environment.

The certificate **requires students to complete** two courses.

Enable

A multiple regression prediction formula **enables us to do** this.  
Financial aid **enabled the students to pay** such expensive tuition fees.

Allow

Ireland **doesn't allow people to smoke** in bars.  
We **don't allow/permit people to smoke** in the kitchen.

Cause

He **caused her to make** a mistake.

Convince

Ned **convinced me to quit** my job.

Force

The commander **forced the soldiers to march** in the rain.

Get (cause to)

Isabelle **got Mike to wash** her car.

Hire

Mr. Donnelly **hired Sarah to work** as a receptionist.

Invite

We **invited them to join** us.

Order

The police **ordered him to put** his hands in the air.

Permit

California **doesn't permit people to fish** without a fishing license.  
The security system **will not permit you to enter** without the correct password.

Remind

They **reminded me to pay** the bills before the end of the month.  
Please **remind me to post** this letter.

Tell

He **told me to shut up** .

I **told her to go** home.

Urge

They **urge citizens to recycle** bottles and paper.  
Lawyers **will urge the parents to take** further legal action.

Warn

She **warned him not to be** late.  
We **warned them not to eat** the fish which might give us a slight stomach upset.

## **V NP2 V**

*The NP between the two verbs is objective (NP2).*

Let

If you butter her up, maybe she **will let you go** .

**Let me buy** you a drink.

The program **lets you work** through a text interactively, correcting as you go along.

### Help

The mastery of linguistic competence is crucial to the efficacy of writing a text since it **helps writers construct** grammatically well-formed sentences accurately.

Descriptive statistics can help to provide a simple summary or overview of the data, thus allowing researchers to gain a better overall understanding of the data set.

Also, frequencies and measures of central tendency **can help researchers determine** which sorts of statistical analyses are appropriate for the data.

When she asked me to postpone my trip to **help her move** house, I just snapped.

Metacognitive strategies also **help us select** different approaches for learning and remembering.

Contextualization which **helps learners make** meaningful associations is an aspect of meaningful learning and is a very important factor in learning a second language.

There is a tradition that a falling apple **helped Newton develop** his theory about the force of gravity.

Psychology **can help the police understand** how criminals think.

Serotonin is a neurotransmitter (a chemical in the body which carries messages from the brain) which **helps you feel** relaxed and happy.

### Make

Charm means a quality which **makes you like or feel** attracted to someone or something.

Charm the pants off somebody means to **make someone like** you very much, especially when they meet you for the first time.

Bait is something said or offered to people to **make them react** in a particular way.

Corset is a piece of underwear worn on the middle part of a woman's body to **make her waist appear** smaller, especially in the past.

Shepherd means to **make a group of people move** to where you want them to go, especially in a kind, helpful, and careful way.

To bait means to **make dogs attack** an animal for cruel entertainment.

Public awareness of the problem **will make politicians take** it seriously.

Belittle means to **make an action or a person seem** like they are not important.

## to Ving

**If 'to' is part of a phrasal verb OR a verb + preposition combination: 'look forward to,' 'confess to,' etc. In this case, the "to" is part of the verb itself and is followed by Ving.**

**If 'to' is part of an adjective + preposition combination: 'to be used/accustomed to,' 'to be opposed to,' 'to be addicted to,' 'to be devoted to,' 'to be given to,' 'to be used to,' ...**

**If the 'to' is part of a noun + preposition combination: 'addiction to,' 'dedication to,' ...**

**Finally, if you have the slightest doubt, try to think quickly and to replace Ving construction by an equivalent noun. If the sentence makes sense, Ving is the right solution; if not, you need 'to V.'**

### Adjust

I can't **adjust to living** on my own.

### Devote

Mother Teresa devoted her life **to helping** the poor.

Instead, I am devoting the remainder of this chapter to speculation, **to considering** what might be the principal influences upon future research and teaching in L2 writing.

The charter states that the press shall be devoted **to printing** and publishing in the furtherance and dissemination of knowledge.

From then on, Beach **devoted** himself **to publishing** and did not live to see New York achieve his dream.

### Contribute

The purpose of feedback provided to students at that point in the writing process should ideally be not only to offer a judgment on the totality of the written product but also to provide the writers advice or guidance that can contribute **to continuing** growth in their writing proficiency as they move on to create new texts.

Although many students initially resist the idea that, as novices, they can contribute **to improving** the quality of texts other novices produce, peer work can contribute *indirectly to writing* improvement through providing students an opportunity to re-consider their own work through the eyes of others.

Look forward to

I **look forward to hearing** from you.

I **look forward to hearing** from you soon.

They **are looking forward to meeting** you at the party.

Some of the activities should carry over to the next class so that the children **look forward to continuing** them.

The activities should be fun so that the children **look forward to doing** them for their own sake.

Get around to

When will you **get around to mowing** the grass?

Be used to

He is used to getting up early.

I am used *to waiting* for buses .

Get used to

Students have to get used **to learning** language as an academic subject.

Take to

She didn't really take **to studying** English.

Be/become accustomed to

According to the passage, how long would it take a person who knows sign language to **become accustomed to using** the new device?

Dedicate

Statistics had a mother who was dedicated **to keeping** orderly records of governmental units (state and statistics come from the same Latin root *status*) and a gentlemanly gambling father who relied on mathematics to increase his skill at playing the odds in games of chance.

Allot

The time **allotted to completing** each writing task was 105 minutes (essentially a full class period).

Commit

We are **committed to promoting and increasing** the visibility of your article and have provided guidance on how you can help.

Object

I **object to being** treated like this.

Revert

When they divorced, she **reverted to using** her maiden name.

Allocate

Gardner and his colleagues explain the effects of language anxiety by surmising that it consumes attention and cognitive resources that could otherwise be **allocated to developing** L2 knowledge/ability.

**N + ... + Ving**

The following is only a sample list of the most commonly used noun + preposition combinations that can be followed by gerunds.

addiction to	His addiction to surfing the Internet is a problem.
advantage of	He has the advantage of speaking English fluently.
anxiety about	Her anxiety about speaking in public caused her to lose the job.
belief in	His belief in not harming animals was something he learned from his mother.
credit for	She took credit for improving the filing system.
dedication to	His dedication to teaching was impressive.
delay in	The delay in processing the visa caused problems.
devotion to	His devotion to biking allowed him to win the competition.
disadvantage of	The disadvantage of flying is that you can't see the scenery along the way.
experience in	She has a great deal of experience in introducing new products to international markets. <i>With the noun "experience," sometimes a gerund is added without the preposition "in." "Experience introducing new products" would also be acceptable.</i>
fear of	His fear of flying made travel difficult.
fondness for	Her fondness for traveling led to her career in the travel industry.
habit of	His habit of smoking in restaurants caused many problems in California.
interest in	Her career as a pilot evolved out of her interest in flying.
knowledge of	Her knowledge of climbing helped her during the competition.
love of	His love of singing developed when he was a child.
memory of	Their memories of traveling in Africa will stay with them forever.
preference for	I think his preference for speaking his native language is natural.
process of	The process of painting such a large mural is more complicated than you might think.
reaction to	His reaction to winning the prize was quite funny.
reason for	The main reason for taking the course is to improve your language skills.
regret for	The criminal's regret for committing the crime did not convince the judge.
report on	The magazine's report on choosing the right car was not well researched.
reputation for	Her reputation for lying is well known.
responsibility for	His responsibility for completing the project on time was acknowledged by the company.
story about	I don't know if I believe his story about seeing a UFO.
talent for	His talent for learning languages was impressive.

### Approach + Ving

An important characteristic of humanistic approach to teaching is an emphasis on learners.

Experimental approaches are well-suited to assessing the effects of other quantitative features on L2 comprehension.

Applying them in judicious combination is probably the best approach to finding out how individuals listen and how they deal with comprehension problems.

My editors tell me that they will be able to tailor a WriteSpace component to interact with my textbook, to use the Internet for a variety of approaches to understanding the complexity of genre and context.

The Humbelt network is just one approach to addressing validity questions.

The results have implications for incorporating a lexico-grammatical approach to writing instruction for L2 writers.

Drawing on these works and others, Swales (1990) developed a more robust theory of genre and further elaborated an approach to teaching writing through a genre-based pedagogy which utilized awareness-raising activities as a way to sensitize L2 writers to the relationships between a text's form, rhetorical functions, and community of users.

A few years later, in her book Text, Role, and Context (1997), Ann Johns outlined an approach to writing instruction which also focused on genre and awareness-raising but emphasized socioliterate activity to an even greater extent than previous work had.

The authors conclude by calling for a richly integrated approach to such research, grounded in SFL and incorporating an ethnographic approach to studying context.

### Alternative + Ving

The committee could see no alternative to following the plan in its original form. <sup>[196]</sup>

In this case, the alternative to using intact classes would have been to randomly assign individuals to one of the three groups (2 experimental and 1 control).

### Attention + Ving

The monitoring and assessment part of the inner circle represents the need to give attention **to observing** learning, testing the results of learning, and providing feedback to the learners about their progress. On the other hand, universities should also pay attention **to helping** students to prepare for their work in the future. In remarking on the dearth of longitudinal ethnographic studies of L2 learning, Ortega and Ibarra-Shea (2005) call for greater attention **to analyzing** L2 language development over time as a way of addressing this gap in the literature.

#### Other N + Ving

For this reason, some evaluations involve a respected outsider who makes gaining the agreement and cooperation of the staff a prerequisite **to doing** the evaluation.

There are several advantages **to having** a set format for lessons.

As it is often up to the English test-taker to decide which of these two (or three as IELTS has two versions) exams, here is a guide **to making** the decision.

More recently there has been a trend **to performing** an operation to achieve the same result.

One of these areas which has been favored in recent years is related **to answering** questions like ‘what variables are related to the choice and the use of learner strategies?’

The literature on ELT has highlighted the important role of peer collaboration as a means **to promoting** critical reflective practice amongst colleagues.

If the ability to use language for a particular purpose is critical to successfully performing a job, it is appropriate that individuals are tested to see if they have reached the ‘standard’ <sup>[197]</sup> necessary.

With such a rule, the learner is on the way **to being** able to use and understand increasingly complicated structures involving pronominalization.

Thus, while younger children will be more likely to accept learning a new language and the culture it involves, older children may strive to maintain their own identity and cultural beliefs by avoiding situations that would expose them **to using** a language and culture that might challenge their view of themselves.

If this is not the case, you have even more to choose from and may want to review this guide **to choosing** an English test before you decide on the IELTS or TOEFL.

Apply these tips to practice tests and you’ll be on your way **to acing** the GRE and getting that masters!

Therefore, I agree wholeheartedly with her assertion that we should apply ourselves **to disseminating** our research and **to educating** our institutional colleagues.

From an SFL perspective, teaching academic literacies involves apprenticing ELLs **to using** school-based genres and registers.

This project introduced mainstream and ESL secondary teachers **to using** SFL tools to deconstruct the meaning of history textbook passages and primary source documents.

In response, we argue that the purposes of L2 literacy studies should not be narrowed **to only researching** teaching and learning, especially given the multiplicity of purposes and audiences for NLS scholarship, which extend beyond the field of language teaching and learning, and into the disciplines of cultural studies, anthropology, and sociology.

However, we suggest that exploring these questions alone will not provide teachers with the pedagogical tools necessary for critically apprenticing students to knowing how to read and write disciplinary texts, including texts that are designed to draw on non-dominant students’ linguistic and cultural funds of knowledge (e.g., the critical use of multicultural children’s and adolescent literature in K-12 contexts, Botelho & Rudman, 2009).

#### prep. + Ving <sup>[198]</sup>

In addition, there were performers, and since considerable importance was attached **to avoiding** mistakes in the enactment of rites, religious leaders usually assumed that task.

#### Prior to + Ving

We might be interested in discovering the relationship between students’ scores on our test **prior to starting** academic studies and the judgments of the tutors once the students have started their program.

#### In addition to + Ving <sup>[199]</sup>

**In addition to performing** with her troupe, the Lucinda Childs Dance Company, Childs has appeared in the avant-garde opera *Einstein on the Beach*, in two off-Broadway plays, and in the films *Jeonne d’ Iman* by Marie Jimenez and *21:12 Piano Bor*.

So **in addition to understanding** of language systems that corpus linguistics offers, our students must also have a top-down and context-driven view of text.

**In addition to owning** genre, it has acquired some specific lexis.

## VERBS FOLLOWED BY A PREPOSITION AND A GERUND

admit to	feel like
approve of	forget about
argue about	insist on
believe in	object to
care about	plan on
complain about	prevent (someone) from
concentrate on	refrain from
confess to	succeed in
depend on	talk about
disapprove of	think about
discourage from	worry about
dream about	

## VERBS WHICH FOLLOW THAT-CLAUSE

v + that clause
<u>after verbs of thinking</u>
Believe, decide, expect, feel, forget, guess, hope, imagine, know, remember, suppose, think, understand, ...
I hope that you will enjoy your holiday. She didn't really think that it would happen. I knew that I had seen her somewhere before.
<u>after verbs of saying</u>
admit, agree, answer, argue, claim, complain, deny, explain, mention, promise, reply, say, suggest, ...
They admitted that they had made a mistake. She argued that they should invest more in the business. The children complained that they had nothing to do.
Note: <i>tell</i> and some other verbs of saying almost always have an indirect object (see clauses, sentences, and phrases). <sup>[200]</sup> There are also some fixed expressions with <i>tell</i> such as tell the truth, tell a lie, tell a story, tell it like it is.
convince, inform, persuade, remind, tell,
We tried to tell <u>them</u> that they should stop what they were doing. The police informed <u>everybody</u> that the danger was over.

### PRACTICE

Find more words of this type.

## ADJECTIVES

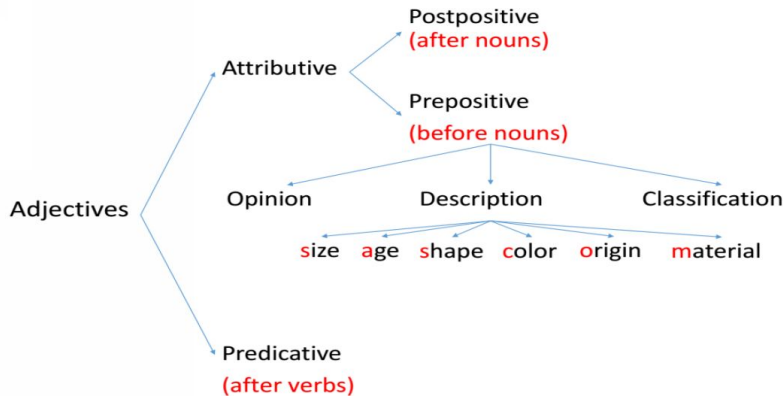
*In linguistics, adjectives are words that describe the qualities or states of being of nouns, <sup>[201]</sup> that is, adjectives are words used to describe attributes of nouns. <sup>[202]</sup>*

### Function

Adjectives describe

- feelings or qualities
- nationality or origin
- a thing's characteristics
- age
- size and measurement
- color
- what something is made of
- shape
- a judgment or a value

### Place of adjectives



This above figure shows that adjectives are in two main categories: attributive and predicative. Attributive adjectives are those which come along with nouns, whereas predicative adjectives are those which appear after linking verbs on their own, not along with nouns.

Attributive adjectives can be stacked, but predicative adjectives cannot be stacked.

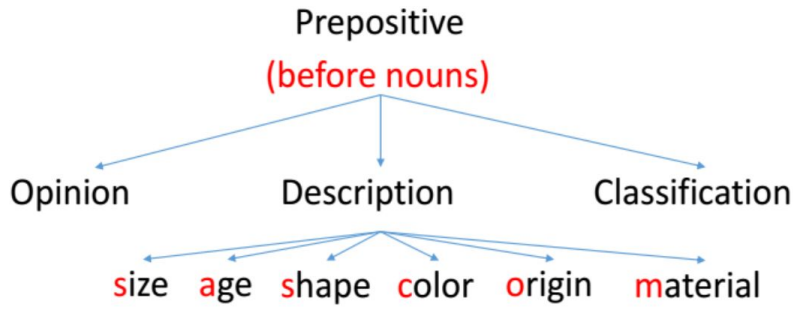
#### Attributive

Attributive adjectives are divided into two classes: prepositive adjectives which precede nouns and postpositive adjectives which follow nouns.

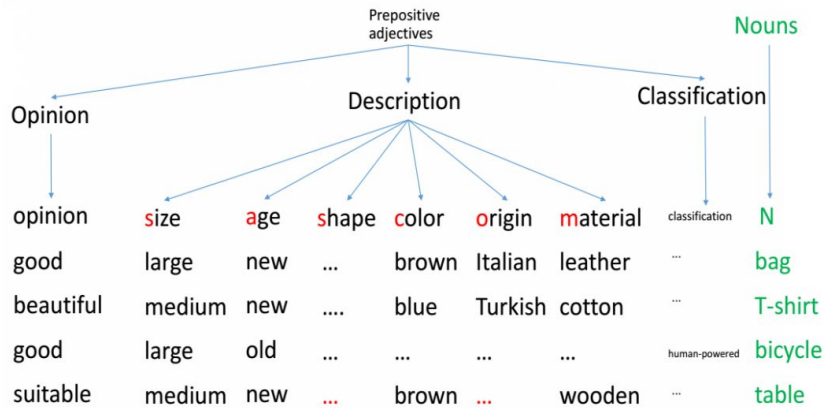
#### Prepositive

Prepositive adjectives follow the order: opinion, description (sas.com), and classification adjectives. The red initials can be used as an acronym (sas.com) to internalize the order of description adjectives before nouns.

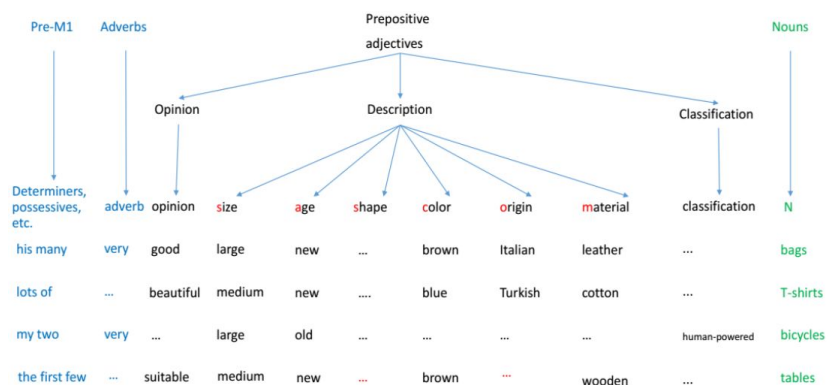




*Prepositive adjectives are the most frequently used class of adjectives, but the other two classes (postpositive and predicative) are more misleading. The following figure shows the order of adjectives.*



nice (opinion) little (size) old (age) round (shape) white (color) brick (material) house



The below figure shows prepositive adjectives (Pre-M2), which are probably <sup>[203]</sup> preceded by determiners (Pre-M1) and adverbs and followed by a noun (or a noun cluster).

Opinion adjectives come first. Description adjectives follow a somewhat fixed order (sas.com). <sup>[204]</sup> Classification adjectives follow description adjectives. <sup>[205]</sup>

An old political idea  
The latest educational reform

In addition to classification adjectives, some nouns (as a modifier) also modify (or classify) the following noun. <sup>[206]</sup>

A wine bottle  
A money purse  
A big new car factory

### Postpositive

Adjectives which follow nouns are postpositive adjectives. These adjectives can be considered as Pre-M2, and they are different from Post-M1, both appear after the noun, though.

After noun <sup>[207]</sup>		
alone	going	regent
designate	incorporated	

### In some fixed phrases:

a love <u>supreme</u>	matters <u>unknown</u>
accounts <u>payable</u>	mission <u>accomplished</u> <sup>[211]</sup>
aces <u>high</u>	mission <u>impossible</u>
agent <u>provocateur</u>	mother- <u>to-be</u> <sup>[212]</sup>
arms [or legs] <u>akimbo</u>	notary <u>public</u>
arms [or legs] wide <u>open</u>	Paradise <u>Lost</u> ( <u>Found</u> , <u>Regained</u> )
Attorney <u>General</u>	parts <u>unknown</u> <sup>[213]</sup>
battle <u>royal</u>	Pax <u>Romana</u>
blood <u>royal</u>	poet laureate
body <u>electric</u>	

body <u>politic</u>	Poet <u>Laureate</u>
consulate <u>general</u>	postmaster <u>general</u>
court martial	Postmaster <u>General</u>
court- <u>martial</u>	Pound <u>Sterling</u>
deuces <u>wild</u>	president- <u>elect</u> (this is also a compound noun)
eyes <u>shut</u>	professor <u>emeritus</u>
eyes wide <u>open</u>	proof <u>positive</u>
fee <u>simple</u>	queen <u>consort</u>
forest <u>primeval</u>	Secretary <u>General</u>
girl <u>interrupted</u> <sup>[208]</sup>	Surgeon <u>General</u>
God almighty	the Governor <u>General</u>
God <u>Almighty</u> , God <u>Omnipotent</u>	the Princess <u>Royal</u>
heaven- <u>sent</u> <sup>[209]</sup>	the river <u>wild</u>
heir <u>apparent</u>	things <u>innumerable</u>
heir <u>apparent</u>	time <u>immemorial</u>
heir <u>presumptive</u>	times <u>past</u>
hell <u>bent</u> <sup>[210]</sup>	town <u>proper</u>
Johnny- <u>come-lately</u> .	wizard <u>deluxe</u>
king <u>consort</u>	woman <u>scorned</u> <sup>[214]</sup>
knight <u>errant</u>	words unspoken
Knight <u>Templar</u>	
land <u>pristine</u>	
light <u>fantastic</u>	
man <u>alive</u>	

**In heraldic attitudes (the position of the creature or animal on the crest):**

- a serpent rampant
- a lion dormant
- a pelican, her wings displayed <sup>[215]</sup>

**In titles of leadership and honorary titles:**

- [position] apparent
- [position] elect
- [position] emeritus <sup>[216]</sup>
- [position] General
- [position] presumptive

**In last names (surnames):**

*Family names are, on rare occasions, presented as post-positive adjectives after common nouns. What makes these different from any titles of respect ('Professor Sherlock,' for example) is that the definite article 'the' comes before them.*

- The Brothers Grimm
- The Brothers Gibb
- The Emperor Jones
- The Sisters Sledge
- Sly and the Family Stone

**In lux cuisine:**

*Restaurant menus are a good place to find post-positive adjectives because they give food dishes an air of lux cuisine.*

- beef Wellington
- beef Carpaccio
- cherries jubilee
- chicken Tetrzzini
- eggs Benedict

- oysters Rockefeller
- pears flambé

Some adjectives ending in **-able/-ible** can also be used after nouns. <sup>[217]</sup>

- It is the only solution **possible**.
- Book all the tickets **available**.

**Postpositive adjectives are commonly found together with superlative, attributive adjectives:**

- the *shortest* route *possible*
- the *worst* conditions *imaginable*
- the *best* hotel *available*

**Adjectives come after words <sup>[218]</sup> like something, everything, anything, nothing, somebody, anywhere, etc. <sup>[219]</sup>**

- I would like to go **somewhere quiet**. (NOT I would like to go quiet somewhere.)
- I heard **something interesting** today. (NOT I heard interesting something today.)

**In most expressions of measurement adjectives come after the measurement noun.**

- ten years **older** (NOT Older ten years) (NOT ten older years)
- six feet **deep**
- two miles **long**

#### V NP2 Pre-M2

**Adjectives can be placed after the object.**

*List of verbs which have an NP2 and Pre-M2 after it: keep, make, turn, leave, get, find, consider, render=make,*

Refrigerators **keep the food cold** .

Mina **made her house beautiful** with some flowers.

Ali found **that novel interesting** for its comic tone.

Sunshine **turns the leaves of the trees red** in fall.

She **left me alone** .

If you visit the National Park and **keep your eyes open** , you will likely see some of these wild animals.

The adherents of war **left many millions of people homeless and penniless** .

You **make me happy** .

Can you **get the children ready** for school?

Close the door to **keep the room warm** .

The noise from their party **kept me awake** half the night.

#### Predicative

*Predicative adjectives <sup>[220]</sup> usually stand alone after verbs. The following list shows some (linking) verbs followed by predicative adjectives.*

V + adjectives

appear, be, become, come, feel, get, go, grow, keep, lie, look, prove, remain, run, seem, smell, sound, stay, taste, turn, ...

According to Jane, A Tale of Two Cities is an **excellent** book.

After my workout, I feel **powerful** and **energized** .

After some time, this work becomes **tedious** and **boring** .

All the artifacts in the museum are **ancient** .

All the kittens are **asleep** .

Andy's sports car is **Italian** .

Apples taste **sweet** and **delicious** .

Aspen leaves turn **yellow** in the fall.

Bosses can be **demanding** .

Children grow **older** every day.

Everybody remained **silent** for a few minutes.

Everybody stayed calm when the fire alarm went off.

Finally, all the laundry is **washed** , **dried** and **folded** .  
For eons, these mountains have remained **majestic** and **impressive** .  
He seems **afraid** of the dog.  
Her costume is **strange** .  
Her lasagna smells **scrumptious** .  
Her writing is **introspective** and **illuminating** .  
His assignment proves **difficult** for him.  
His horses appear **well-groomed** .  
His stand-up routine proved **funny** and **thought-provoking** .  
I think the house is **well-built** and **affordable** .  
If anything goes **wrong** , you can call our emergency hotline free of charge.  
John appeared **happy** when the company promoted him.  
Jupiter is **massive** and **gaseous** .  
Mario is always **punctual** and **prepared** .  
Mary would be **perfect** for him.  
Mount Rushmore looks **amazing** .  
My doctor seems **confident** about my recovery.  
My first impression was **wrong** .  
My friend's mood stayed **relaxed** and **calm** all evening.  
My neighbors are **Japanese** .  
Our music sounds **uplifting** .  
Our sun is **fiery** , **explosive** and **life-giving** .  
She felt really **happy** with the new baby.  
She got **upset** with her students.  
She sounded very **surprised** when she heard the news.  
Some football players are **large** , **strong** and **agile** .  
Thank goodness you are **alive** and **well** .  
That perfume **smelled** so **fresh** .  
The baby remains **happy** during her bath.  
The ballerina is **lithe** and **graceful** .  
The blanket feels **soft** and **warm** .  
The children ran **wild** .  
The climate here appears **idyllic** and **temperate** .  
The crime is **puzzling** and **strange** .  
The director remains **hopeful** , in spite of bad reviews.  
The disease is **wide-spread** .  
The flag is **red** , **white** and **blue** .  
The flowers were **beautiful** and **fragrant** .  
The lumber is **large** and **heavy** .  
The milk turned **sour** .  
The mountain air smells **piney** and **clean** .  
The new secretary proved (to be) very **friendly** .  
The ocean was **aglow** from the setting sun.  
The paintings are **intricate** and **vivid** .  
The pieces lay **scattered** over the floor.  
The professor grew **unhappy** because the students were not listening well.  
The purchase of the black opal ring is **extravagant** .  
The raft was **afloat** on the river.  
The road trip became **horrifying** .  
The senator was **long-winded** .  
The speaker is **convincing** and **intelligent** .  
The squid that washed ashore was **enormous** .  
The two instruments look **similar** in size and color.  
The weather for tomorrow will be **hot** and **windy** .  
This dish tastes **spicy** , **hot** and **delicious** .  
This grapefruit tastes very **bitter** .

This lemonade tastes **sweet** and **refreshing** .  
 This person looks really **tired** .  
 This secretary seems (to be) very **efficient** .  
 Tornadoes appear **menacing** .  
 Traffic becomes **congested** after work.  
 When her car broke down, she felt **alone** and **forlorn** .  
 You look **healthy** and **fit** .  
 Your team was **muddy** , **victorious** and **jubilant** .

List of adjectives which only follow verbs

After verb <sup>[221]</sup>	
abuzz	askew
afloat	beset
aflutter	handy
afoot	off-putting
afraid	overjoyed
afresh	possessed
aground	smitten
akin	underway/ under way
alight	well-off
alone	wrecked <sup>[222]</sup>

## Adjectives classification

### Simple adjectives

*Simple adjectives are one or more syllable adjectives without suffixes.*

**List of simple adjectives:** sad, hard, easy, yellow, red, cold, hot, brown, green, only, nice, good, clear, strong, faint, modern, calm, narrow, happy, high, low, great, large, small, simple, dead, alive, clever, quick, rapid, fast, tall, short, new, close, loose, long, novel, right, wrong, true, false, correct, difficult, old, dry, tiny, late, etc.

cold day	novel novel <sup>[223]</sup>
easy question	right hand
hot tea	wrong answer
cheap furniture	difficult task
my best equipment	dry climate
clear water	old dog
calm manner	quick reply
close friend	high class
loose pants	green shirt
long story	large space
major sin	small creature

### Derivational adjectives

*Derivational adjectives are adjectives having (at least) one suffix. Derivational adjectives are either derived from nouns, verbs, or other adjectives.*

### Noun-derived

*All noun-derived adjectives have a suffix (compulsory suffix), but some may have a prefix (optional prefix) as well. Suffixes which make adjectives out of nouns include: -mental, -tional, -tural, -sional, -ic, -ical, -al, -ous, -ful, -like, -ible, -able, -less, -poor, -rich, -ory, -ary, -ive, -ish, -some, -free, -proof, etc.*

-like → manlike, owl-like
-poor → oxygen-poor, sulphur-poor, nutrient-poor
-rich → carbon-rich, fat-rich
-free → crime-free, debt-free, accident-free
-tural → structural
-mental → developmental
-tional → national, emotional
-ary* → complimentary, complementary, honorary,
-ic → economic
-ical → technological
-able → portable, honorable

-ible → accessible
-ful → colorful, powerful, handfull
-y → hairy, rainy, cloudy
-ous → famous, dangerous, hazardous
-less → jobless, homeless, useless, wireless, cordless
-some → awesome, troublesome, lonesome, handsome,
-ive →
N + -ive → adjective: expensive, objective*
N + -ive → N: objective*
V + -ive → N: alternative <sup>[224]</sup> _*
V + -ive → adjective: active, creative, alternative* <sup>[225]</sup>
-ish → adjective
N + -ish → feverish
Adjective + -ish → yellowish green, darkish, reddish brown <sup>[226]</sup>
-al → N or Adjective
N + -al → adjective: educational, accidental, emotional,
V + -al → N: removal, arrival, approval, proposal <sup>[227]</sup>

Verb-derived  
Subjective adjectives  
Ving

- (Pre-M1/Pre-M2) + Ving + (Pre-M2) + N → as Pre-M2 in an NP

an interesting history book the emerging postmodern methods that challenging task big destroying machines	a running man the moving chair every living thing
--------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------

Developing countries are a vital role in this issue.

Fighting lions are dangerous.

Those smoking cigars are dangerous.

Some developing countries have a vital role in this issue.

Developing countries have a vital role in this issue. (NP)

These fighting lions may be dangerous.

These smoking cigars can be dangerous.

The developing countries can have a vital role in this issue.

For this paper, I have selected several issues that are destined to be an integral part of teacher education and academic literacy study in the coming years .

Objective adjectives

P.P. <sup>[228]</sup>

- (Pre-M1/Pre-M2) + P.P. + (Pre-M2) + N → as Pre-M2 in an NP <sup>[229]</sup>

randomly assigned	imposed war
participants	widely used texts
better written books	coke-fed stove
less informed interviewers	home-cooked food two
feather-stuffed chairs	written papers
the broken arrow	13 published articles
huge destroyed buildings	
the punished boy	

At the national level, perceived failure in comparison with other countries could result in the wholesale reform of educational systems as politicians try to avoid the **implied** impending economic catastrophe.

Today's farmers have increased milk production greatly through **improved** methods of breeding, feeding, and managing dairy cattle.

**Applied** research aims at some specific objectives, such as the development of a new product, process, or material.

Missouri is a heavily **industrialized** state whose leading products are transportation equipment, processed food, and chemicals.

Adjective-derived

These are adjectives derived from other adjectives.

yellowish greenish bluish tallish	fattish longish darkish flattish
--------------------------------------------	-------------------------------------------

### Compound adjectives

A compound adjective <sup>[230]</sup> is formed when two or more words are joined together to modify the same noun. These terms should be hyphenated to avoid confusion or ambiguity, that is, a compound adjective is an adjective that comprises more than one word. Usually, a hyphen (or hyphens) is used to link the words together to show that it is one adjective.

### N-verb derived adjective

These adjectives are formed when a noun is followed either by a Ving or a P.P.

#### N-Ving

These adjectives are formed when a noun is followed by a Ving.

the hair-removing spray two role-playing techniques an anxiety-arousing condition
-----------------------------------------------------------------------------------------

#### N-P.P.

These adjectives are formed when a noun is followed by a P.P.

water-deprived animals air-cooled systems	verb-derived adjectives hand-made tools
----------------------------------------------	--------------------------------------------

### Adverb-verb derived adjective

These adjectives are formed when an adverb is followed either by a Ving or a P.P.

#### Adverb-Ving

These adjectives are formed when an adverb is followed by a Ving.

quickly-moving vehicles rapidly-changing technology in his best-selling book
------------------------------------------------------------------------------------

#### Adverb-P.P.

These adjectives are formed when an adverb is followed by a P.P.

well-known procedures well-cooked beans fully-fledged company oft-quoted statement	oft-stated objective language as a well-organized and well-crafted instrument
---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

### Number-unit-adjective

These adjectives are formed when a number <sup>[231]</sup> is followed by both a unit and an adjective. <sup>[232]</sup>

a six/6-pound chicken two two-person tents ten two-hour meetings two 5-chapter books a ten-meter-tall mast the 16-year-old girls these thirteen 85-year-old professors 20-dollar notes ( <u>worth</u> omitted) the 8-storey building ( <u>high</u> omitted)	a 20-page paper a five-liter can a three-mile walk a six-foot-tall man a 4-foot-deep hole 3-meter-wide holes 16-second interval 12 <sup>th</sup> -grade students six 4-hour lessons
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Adjective-N+ed

These adjectives are formed when an adjective is followed by a N+ed.

two <b>good-hearted</b> teachers	a <b>red-bearded</b> man
----------------------------------	--------------------------



these **stone-hearted** policemen  
old **cold-blooded** women  
my **left-handed** students  
a **medium-sized** road vehicle

three **blue-eyed** ladies  
**yellow-seeded** plants  
the **hard-headed** people  
those **bad-tempered** girls

Compound adjectives with quotation marks and italics

*Although less common, it is also possible to group the words in a compound adjective using quotation marks, italics, or a combination of the two.* <sup>[233]</sup>

It is an *ab initio* course (i.e., for beginners).

Amber looked at the stick in the water, looked me in the eye and then turned away, giving me a "get it yourself" look.

For more than ten years, Jack claimed to be part of the "Mary Celeste" crew before admitting to his cousin at a party that he was not.

Compound Adjectives from Proper Nouns

*Sometimes, adjectives are formed from proper nouns (i.e., the names of things), which should be capitalized. In these circumstances, there is no need to group the words together using hyphens.*

Did you manage to get the Billy Elliot tickets?

Base, comparative, and superlative adjectives

*Adjectives come in three forms: absolute, comparative, and superlative .*

Base adjectives

*Usually, adjectives precede nouns in their base form, but sometimes they are used to compare the quality with others (comparative adjective to compare two nouns and superlative adjective to compare more than two nouns). Adjectives are divided into two groups: gradable adjectives and non-gradable adjectives.*

Qualitative vs. classifying adjectives

*Not all adjectives have a comparative and superlative form, because there are two types of adjective, known as qualitative and classifying.*

Qualitative

*Qualitative adjectives describe the qualities of a person or thing – whether they are large or small, happy or sad, etc. These adjectives are gradable.*

Classifying

*Classifying adjectives place people and things into categories or classes. These adjectives are non-gradable, that is, classifying adjectives don't generally have comparative and superlative forms. Here are some examples of classifying adjectives.*

a <b>daily</b> newspaper	an <b>electric</b> oven
a <b>nuclear</b> weapon	the <b>external</b> walls
an <b>annual</b> event	the <b>western</b> hemisphere

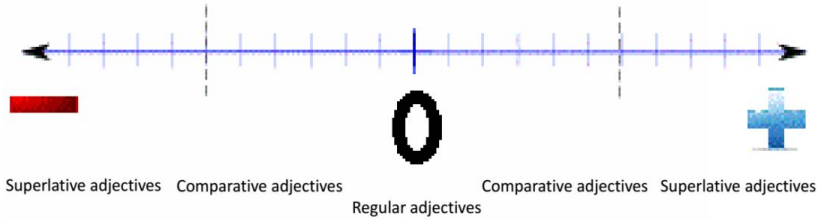
Gradable adjectives

*Many adjectives describe qualities that can be measured in degrees, such as size, beauty, age, etc. These adjectives, called gradable adjectives, can be used in comparative or superlative forms, or with degree adverbs such as 'very' or 'extremely,' in order to show that a person or thing has more or less of a particular quality.*

**Here is a list** : tall, young, happy, short, beautiful, sad, shallow, narrow, simple, bad, good, powerful, large, big, expensive, ...

*The figure shows that gradable adjectives can range from –infinity to +infinity. Adjectives can be downgraded (less + adjective or the least + adjective) and upgraded (more + adjective or adjective+er and Pre-M1 + most + adjective or Pre-M1 + adjective+est).*

pre-modifier + least + adj. less + adj. one-syllable adj. adj. + er pre-modifier + adj. + est  
 pre-modifier + least + adj. less + adj. more than one-syllable adj. more + adj. pre-modifier + most + adj.



Regular adjectives  
 One-syllable adjectives

Pre-M1 + least + tall	less + tall	tall	taller	Pre-M1 + tallest
Pre-M1 + least + short	less + short	short	shorter	Pre-M1 + shortest
Pre-M1 + least + big	less + big	big	bigger	Pre-M1 + biggest
Pre-M1 + least + sad	less + sad	sad	sadder	Pre-M1 + saddest
Pre-M1 + least + large	less + large	large	larger	Pre-M1 + largest
Pre-M1 + least + adj.	less + adj.	adj.	adj. + er	Pre-M1 + adj. + est
Superlative adjectives	Comparative adjectives	One-syllable regular adjectives	Comparative adjectives	Superlative adjectives

More than one-syllable adjectives regular adjectives ending in -ing, -ed, -ful, -less, -ive, -ous, -al, ...

Pre-M1 + least + useful	less + useful	useful	more + useful	Pre-M1 + most + useful
Pre-M1 + least + boring	less + boring	boring	more + boring	Pre-M1 + most + boring
Pre-M1 + least + tiring	less + tiring	tiring	more + tiring	Pre-M1 + most + tiring
Pre-M1 + least + bored	less + bored	bored	more + bored	Pre-M1 + most + bored
Pre-M1 + least + caring	less + caring	caring	more + caring	Pre-M1 + most + caring
Pre-M1 + least + famous	less + famous	famous	more + famous	Pre-M1 + most + famous
Pre-M1 + least + important	less + important	important	more + important	Pre-M1 + most + important
Pre-M1 + least + expensive	less + expensive	expensive	more + expensive	Pre-M1 + most + expensive
Pre-M1 + least + beautiful	less + beautiful	beautiful	more + beautiful	Pre-M1 + most + beautiful
Pre-M1 + least + powerful	less + powerful	powerful	more + powerful	Pre-M1 + most + powerful
Pre-M1 + least + destructive	less + destructive	destructive	more + destructive	Pre-M1 + most + destructive
Pre-M1 + least + adj.	less + adj.	adj.	more + adj.	Pre-M1 + most + adj.
Superlative adjectives	Comparative adjectives	More than one syllable regular adjectives ending in -ing, -ed, -ful, -less, -ive, -ous, -al, ...	Comparative adjectives	Superlative adjectives

Irregular adjectives  
 Irregular adjectives with one form

Pre-M1 + least + good	less + good	good	better	Pre-M1 + best
Pre-M1 + least + bad	less + bad	bad	worse	Pre-M1 + worst
Pre-M1 + least + little	less + little	little	-	-
Pre-M1 + least +	less +	much	more	Pre-M1 + most +

Pre-M1 + least +	less +	many	more	Pre-M1 + most +
Pre-M1 + least + adj.	less + adj.	adj.	more + adj.	Pre-M1 + most + adj.
Superlative adjectives	Comparative adjectives	Irregular adjectives with one form	Comparative adjectives	Superlative adjectives

### One-syllable irregular adjectives with two forms

Pre-M1 + least + far	less + far	far	farther further	Pre-M1 + farthest Pre-M1 + furthest
Pre-M1 + least + old	less + old	old	elder older	Pre-M1 + eldest Pre-M1 + oldest
Pre-M1 + least +	less +	few	fewer	Pre-M1 + fewest
Pre-M1 + least +	less +		less	Pre-M1 + lease
Pre-M1 + least + adj.	less + adj.	adj.	-	-
Superlative adjectives	Comparative adjectives	One-syllable irregular adjectives with two forms	Comparative adjectives	Superlative adjectives

### Two-syllable adjectives with two forms (ending in -le, -er, -ow, -y)

Pre-M1 + least + happy	less + happy	happy	more + happy happier	Pre-M1 + most + happy Pre-M1 + happiest
Pre-M1 + least + narrow	less + narrow	narrow	more + narrow narrower	Pre-M1 + most + narrow Pre-M1 + narrowest
Pre-M1 + least + simple	less + simple	simple	more + simple simpler	Pre-M1 + most + simple Pre-M1 + simplest
Pre-M1 + least + clever	less + clever	clever	more + clever cleverer	Pre-M1 + most + clever Pre-M1 + cleverest
Pre-M1 + least + gentle	less + gentle	gentle	more + gentle gentler	Pre-M1 + most + gentle Pre-M1 + gentlest
Pre-M1 + least + humble	less + humble	humble	more + humble humbler	Pre-M1 + most + humble Pre-M1 + humblest
Pre-M1 + least + untidy	less + untidy	untidy	more + untidy untidier	Pre-M1 + most + untidy Pre-M1 + untidiest
Pre-M1 + least + unhappy	less + unhappy	unhappy	more + unhappy unhappier	Pre-M1 + most + unhappy Pre-M1 + unhappiest
Pre-M1 + least + adj.	less + adj.	adj.	more + adj. adj. + er	pre-modifier + most + adj. pre-modifier + adj. + est
Superlative adjectives	Comparative adjectives	Two-syllable adjectives with two forms (ending in -le, -er, -ow, -y)	Comparative adjectives	Superlative adjectives

### Two-syllable adjectives with two forms (not ending in -le, -er, -ow, -y)

Pre-M1 + least + quiet	less + quiet	quiet	more + quiet quieter	Pre-M1 + most + quiet Pre-M1 + quietest
Pre-M1 + least + polite	less + polite	polite	more + polite politer	Pre-M1 + most + polite Pre-M1 + politest
Pre-M1 + least + common	less + common	common	more + common commoner	Pre-M1 + most + common Pre-M1 + commonest
Pre-M1 + least + well-known	less + well-known	well-known	more + well-known better-known	Pre-M1 + most + well-known Pre-M1 + best-known
Pre-M1 + least + good-looking	less + good-looking	good-looking	more + good-looking better-looking	Pre-M1 + most + good-looking Pre-M1 + best-looking
Pre-M1 + least + adj.	less + adj.	adj.	more + adj. adj. + er	pre-modifier + most + adj. pre-modifier + adj. + est
Superlative adjectives	Comparative adjectives	Two-syllable adjectives with two forms (not ending in -le, -er, -ow, -y)	Comparative adjectives	Superlative adjectives

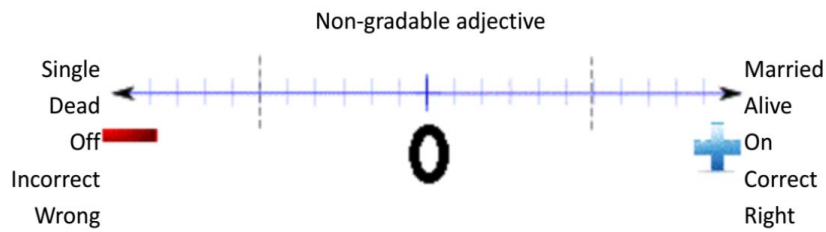
**List of adjectives with both forms:** funny, frothy, crazy, bumpy, tidy, icy, ugly, heavy, shiny, dirty, easy, pretty, costly, friendly, easy, hollow, shallow, ...

### No-gradable adjectives

Some adjectives describe qualities that are completely present or completely absent. They cannot be used in comparative and superlative forms, and cannot be used with adverbs such as *very* or *extremely* because we don't usually imagine degrees of more or less of the quality being described. Non-gradable adjectives do sometimes occur with non-grading adverbs such as 'completely' which emphasize the extent of the quality.

Non-gradable adjectives are adjectives like 'married' or 'wooden.' You cannot be *very married* or *a bit married*. Non-gradable adjectives do not have different degrees. They are either at the very positive or negative end of the continuum.

## ADJECTIVES



Although we do not recommend that you learn lists of non-gradable adjectives, here are some for reference. You can decide for yourself whether they are extreme, absolute, or classifying.

List of non-gradable adjectives [\[234\]](#)

<i>absolutes</i>	<i>dead, alive, impossible, unique,</i>
<i>extremes</i>	<i>on, off, married, single, freezing, awful, excellent, terrified, correct, incorrect, right, wrong, black, white,</i>
<i>classifying</i>	<i>nuclear, chemical, digital, domestic, liquid, gas, solid,</i>

Comparative adjectives [\[235\]](#)

Comparative adjectives make a comparison between two things. Comparative adjectives are made either with 'more' with more than one syllable adjectives or suffix '-er' with one-syllable adjectives. [\[236\]](#)

Because of their size, dachshunds are **less expensive** to feed, **easier** to train, and **more congenial** than Great Danes. Contact lenses made of acrylics are **more transparent** and **less fragile** than lenses made of glass.

The pear tree has simple, oval leaves that are **smoother** and **shinier** than those of the apple.

Cartography, the science and art of designing, drafting, and creating maps and charts, is **older** than the art of writing.

A goose's neck is a tiny **longer** than that of a duck and not so gracefully curved as a swan's.

Fossil remains revealed that the farther back in time an animal lived, the **smaller** than was its brain in proportion to the size of its skull.

To cause something to grow into a **more advanced**, **larger**, or **stronger** form.

**Often use 'than' with comparative adjectives.** [\[237\]](#)

**Comparative adjectives can be intensified by adverbs.**

Superlative adjectives [\[238\]](#)

Superlative adjectives indicate that something has the highest degree of the quality in question. Superlative adjectives are made either with 'most' with more than one syllable adjectives or suffix '-est' with one-syllable adjectives. [\[239\]](#)

Evaluating potential Supreme Court justices is one of **the most important prerogatives** of the House and Senate Judiciary Committees.

A major Canadian city, Montreal is second only to Paris as **the largest** French-speaking city in the world.

Quebec, **the oldest** city in Canada, lies on the north bank of the St. Lawrence River.

**The most important** parameter affecting a rocket's maximum flight velocity is the relationship between the vehicle's mass and the amount of propellant it can carry.

Perhaps **the most widely discussed issue** is accountability through high-stakes testing.

This guide will give you 50 of **the most useful academic collocations** as well as definitions and some examples taken from genuine academic papers.

Computer email is replacing the postal service as **the most reliable** mode of document transfer.

Two-word adjectives

*There are a number of two-word adjectives in English.* <sup>[240]</sup>.

List of two-word adjectives

Two-word adjectives <sup>[241]</sup>	
a priori	part time
bona fide	step by step
de facto	to and fro
de jure	upside down

### PRACTICE

Find more words of this type, and complete the list.

#### Coordinate vs. noncoordinate adjectives

*In order to describe a noun fully, you might need to use two or more adjectives. Sometimes, a series of adjectives requires commas, but sometimes it doesn't. If the adjectives are coordinate, you must use commas between them. If, on the other hand, the adjectives are noncoordinate, no commas are necessary.*

Coordinate adjectives

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

*Be careful, because some adjectives that appear in a series are not coordinate. In the phrase green delivery <sup>[242]</sup> truck, the words green and delivery are not separated by a comma because green modifies the phrase delivery truck. Coordinate adjectives can pass one of two tests: 1) reorder the series or 2) insert and between them, they still make sense. To eliminate confusion when determining whether a pair or group of adjectives is coordinate, just insert the word and between them. If and works, then the adjectives are coordinate and need to be separated with a comma.*

They are bound by **intricate**, **socially constructed** webs of belief, which are essential to understanding what they do (Geertz, 1983).

Teaching methods often try to impart abstracted concepts as **fixed**, **well-defined**, **independent** entities that can be explored in prototypical examples and textbook exercises.

Noncoordinate adjectives

*Noncoordinate adjectives do not make sense when you reorder the series or when you insert 'and' between them.*

#### Adjectives comparing features

*Adjectives can be used to compare equal and unequal features.*

Adjectives comparing equal features

**To compare two things that are equal, use the pattern:**

- as + adjective + (noun) + as

The participants were encouraged to maintain **as normal a routine as** possible.

He's **as tall as his father now**. (adj. + noun phrase)

The team is still **as good as it was five years ago**. (adj. + clause)

The second game didn't go **as well as the first one**. (adv. + noun phrase)

The company is not performing **as successfully as it did when Arthur Carling was the President**. (adv. + clause)

It isn't (It's not) **as big as** the old one.  
 It's **as good as** you can get for the price.

- first item + verb + as + adverb + as + second item

It doesn't work **as well as** we'd hoped.

We finished **as quickly as** we could.

- first item + verb + as + quantity expression + as + second item

He doesn't earn **as much money as** his brother.

There **aren't as many people as** there were last year.

Adjectives comparing unequal features

**To compare two things that are unequal, use the pattern:**

- not + as + adjective + as

When this structure is used, the first thing mentioned is 'less' than the second thing. The order of the things you are comparing is opposite to that used in comparisons with comparative adjectives.

This one **isn't as big as** the old one. (The old one is bigger than this one.)

Jenny's new flat **isn't as nice as** her old one.

(Jenny's old flat is nicer than her new one.)

Paris **isn't as big as** Tokyo (Tokyo is bigger than Paris.)

- adjective + (noun) + than <sup>[243]</sup>

In cloze tests, the length of the text depends on the number of blanks you plan to have, but most are **no longer** <sup>[244]</sup> than 300 to 400 words.

John is **thinner** than Bob.

It's **more expensive** to travel by train than by bus.

My house is **smaller** than my friend's house.

## ADVERBS

*Adverbs are words which describe or give more information about a verb, adjective, adverb, or phrase.*

### Function

- Modify verbs
- Modify adjectives (Pre-M2s)
- Modify other adverbs <sup>[245]</sup>
- Modify Pre-M1s
- Modify clauses
- Modify even complete sentences <sup>[246]</sup>

### Appearance of adverbs

Type	Examples
Adverbs ending in -ly	Clearly, frequently, ... <sup>[247]</sup>
Adverbs ending in -wise	clockwise, lengthwise, likewise
Adverbs ending in -ward(s)	inward, eastwards, upwards, downwards
Adverbs without apparent suffix (without -ly)	often, never, (now, tomorrow, yesterday, today, ... ), here, there, seldom, (yet, still, however, nevertheless, nonetheless ), (somehow, somewhat), already, always, almost, also, so, then, hence, more, best, better, once, twice, too
Adverbs which are adjectives as well.	Fast, hard, long, just, late, ...
Prepositional phrases which function as adverbs.	On a cold day, in the morning, in the garden,
Prepositional phrases with an omitted preposition which function as an	<del>At</del> last night, <del>in</del> next year, <del>in</del> this year, <del>for</del> two times, <del>in</del> the same way, <del>in</del> this way, <del>in</del> these days

adverb. <a href="#">[248]</a>	
Subordinating conj. + S = ADV <a href="#">[249]</a>	
<input type="checkbox"/> ADV, S.	When he left, I entered the home.
<input type="checkbox"/> S ADV.	I entered the home when he left.

### List of adverbs ending in -ly

abnormally	gradually	questioningly
absentmindedly	gratefully	quickly
absolutely	greatly	quietly
abundantly	greedily	quirkily
accidentally	grimly	quizzically
accordingly	grudgingly habitually	randomly
actively	half-heartedly	rapidly
actually	handily	rarely
acutely	handsomely	readily
admiringly	haphazardly	really
affectionately	happily	reasonably
affirmatively	hastily	reassuringly recently
agreeably	harmoniously	recklessly regularly
amazingly	harshly	reliably
angrily	hastily	reluctantly
annoyingly	hatefully	remarkably
annually	hauntingly	repeatedly
anxiously	healthily	reproachfully
appreciably	heartily	responsibly
appropriately	heavily	resentfully
arrogantly	helpfully	respectably
assuredly	highly	respectfully
astonishingly	honestly	restfully
awfully	hopelessly	richly
awkwardly	horizontally	ridiculously
badly	hourly	righteously
barely	hugely	rightfully
bashfully	humorously	rightly
beautifully	hungrily	rigidly
begudgingly	hurriedly	roughly
beguilingly	hysterically	routinely
believably	icily	rudely
bewilderedly	identifiably	ruthlessly
bewilderingly	idiotically	sadly
bitterly	imaginatively	safely
bleakly	immeasurably	scarcely
blindly	immediately	scarily
blissfully	immensely	scientifically
boastfully	impatiently	searchingly
boldly	impressively	secretively
boyishly	inappropriately	securely
bravely	incessantly	sedately
briefly	incorrectly	seemingly
brightly	independently	selfishly
brilliantly	indubitably	selflessly
briskly	inevitably	separately
brutally	infinitely	seriously
busily	informally	shakily
calmly	infrequently	shamelessly
candidly	innocently	sharply
carefully	inquisitively	sheepishly
carelessly	instantly	shoddily
casually	intelligently	shortly
cautiously	intensely	shrilly
certainly	intently	shyly
charmingly	interestingly	significantly
cheerfully	intermittently	silently
chiefly	internally	simply
childishly	invariably	sincerely
cleanly	invisibly	singularly
clearly	inwardly	skillfully
cleverly	ironically	sleepily
closely	irrefutably	slightly
cloudily	irritably	slowly
clumsily	jaggedly	slyly
coaxingly	jauntily	smoothly
coincidentally	jealously	softly

coldly  
colorfully  
commonly  
comfortably  
compactly  
compassionately  
completely  
confusedly  
consequently  
considerably  
considerately  
consistently  
constantly  
continually  
continuously  
coolly  
correctly  
courageously  
covertly  
cowardly  
crazily  
crossly  
cruelly  
cunningly  
curiously  
currently  
customarily  
cutely  
daily  
daintily  
dangerously  
daringly  
darkly  
dastardly  
dearly  
decently  
deeply  
defiantly  
deftly  
deliberately  
delicately  
delightfully  
densely  
diagonally  
differently  
diligently  
dimly  
directly  
disorderly  
divisively  
docilely  
dopily  
doubtfully  
dramatically  
dreamily  
eagerly  
early  
earnestly  
easily  
efficiently  
effortlessly  
elaborately  
eloquently  
elegantly  
emotionally  
endlessly  
energetically  
enjoyably  
enormously  
enthusiastically  
entirely  
equally  
especially  
essentially  
eternally  
ethically

jovially  
joyfully  
joylessly  
joyously  
jubilantly  
judgmentally  
justly  
keenly  
kiddingly  
kindheartedly  
kindly  
knavishly  
knottily  
knowingly  
knowledgeably  
kookily  
lastly  
lately  
lazily  
lightly  
likely  
limply  
lithely  
lively  
loftily  
longingly  
loosely  
loudly  
lovingly  
loyally  
luckily  
luxuriously  
madly  
magically  
mainly  
majestically  
markedly  
materially  
meaningfully  
meanly  
measurably  
mechanically  
medically  
menacingly  
merely  
merrily  
methodically  
mightily  
miserably  
mockingly  
monthly  
morally  
mortally  
mostly  
mysteriously  
nastily  
naturally  
naughtily  
nearly  
neatly  
needily  
negatively  
nervously  
nicely  
nightly  
noisily  
normally  
noisily  
numbly  
obediently  
obligingly  
obnoxiously  
obviously  
occasionally  
oddly  
offensively

solely  
solemnly  
solicitously  
solidly  
spasmodically  
specially  
specifically  
spectacularly  
speedily  
spiritually  
splendidly  
sporadically  
startlingly  
steadily  
stealthily  
sternly  
strenuously  
stressfully  
strictly  
structurally  
studiously  
stupidly  
stylishly  
subsequently  
substantially  
subtly  
successfully  
suddenly  
sufficiently  
suitably  
superficially  
supremely  
surely  
surprisingly  
suspiciously  
sweetly  
swiftly  
sympathetically  
systematically  
temporarily  
tenderly  
tensely  
tepidly  
terribly  
thankfully  
thoroughly  
thoughtfully  
tightly  
totally  
touchingly  
tremendously  
truly  
truthfully  
ultimately  
unabashedly  
unanimously  
unbearably  
unbelievably  
unemotionally  
unethically  
unexpectedly  
unfailingly  
unfavorably  
unfortunately  
uniformly  
unilaterally  
unimpressively  
universally  
unnaturally  
unnecessarily  
unquestionably  
unwillingly  
unkindly  
upliftingly  
unselfishly  
unskillfully



evenly	officially	upwardly
eventually	ominously	urgently
evidently	only	usefully
evocatively	openly	uselessly
exactly	optimistically	usually
exceedingly	orderly	utterly
exceptionally	ordinarily	vacantly
excitedly	outrageously	vaguely
exclusively	outwardly	vainly
explicitly	overconfidently	valiantly
expressly	painfully	vastly
extensively	painlessly	verbally
externally	paradoxically	vertically
extraordinarily	partially	viciously
extremely	particularly	victoriously
fairly	passionately	vigilantly
faithfully	patiently	vigorously
famously	perfectly	violently
fashionably	periodically	visibly
fatally	perpetually	visually
favorably	persistently	vivaciously
ferociously	personally	voluntarily
fervently	persuasively	warmly
fiercely	physically	weakly
finally	plainly	wearily
financially	playfully	weekly
finitely	poetically	wetly
fluently	poignantly	whole-heartedly
fondly	politely	wholly
foolishly	poorly	wickedly
formally	positively	widely
formerly	possibly	wiggly
fortunately	potentially	wildly
frankly	powerfully	willfully
frantically	presently	willingly
freely	presumably	wisely
frequently	prettily	woefully
frenetically	previously	wonderfully
fully	primly	worriedly
furiously	principally	worthily
generally	probably	wrongly
generously	promptly	yearly
genuinely	properly	yearningly
gently	proudly	youthfully
genuinely	punctually	zanily
girlishly	puzzlingly	zealously
gladly	quaintly	zestfully
gleefully	queasily	zestily
gracefully	questionably	
graciously		

List of adverbs not ending in -ly

Adverbs not ending in -ly		
A.D.	happen	so far
a.m.	hard	solo
aboard	hence	someday
about	here	somehow
abroad	hitherto	sometimes
afoul	how	somewhat
afresh	however	somewhere
after	in vitro	soon
afternoons	indeed	south
afterwards	indoors	spanking
ago	inland	stark
alas	inside	steady
alike	just	still
all but	late	then
almost	later	there
alone	less	thereabouts
already	likewise	<u>thereafter</u>
also	long	thereby

always	meantime	third
anew	meanwhile	though
anyhow	more	thus
anyplace	more and more	today
anytime	more or less	together
anyway	moreover	tomorrow
anywhere	most	too
around	much	twice
ashore	nearby	up
aside	never	upbeat
away	nevertheless	upright
b.c.	next	upside down
backwards	north	upward
before/ beforehand	not	upwards
beneath	notwithstanding	very
besides	now	well
best	nowadays	west
better	nowhere	westward
counter	often	when
direct	once	where
down	onstage	while
during	outdoors	why
east	outright	without
elsewhere	outside	worldwide
elsewhere	outwards	yep
en route or enroute	over	yesterday
enough	overall	yet
even	overseas	
ever	P.C.M.	
evermore	p.m.	
every	part time	
everywhere	PCM	
extra	perhaps	
far	quicker	
fast	quite	
fiery	rather	
first	regardless	
forever	right	
forward	second	
freehand	seldom	
further	since	
furthermore	so	

### List of two-or-more-word adverbs

List of two-or-more-word adverbs	
a priori	in vitro
again and again	more and more
as well <a href="#">[250]</a>	more or less
de facto	part time
de jure	so far
early on	step by step
en route or enroute	to and fro
every day	upside down
for ever	

### List of adverbs with two adverbial forms

Some adverbs have two adverbial forms, one of which ends in -ly while the other one doesn't end in -ly. The two have different meanings.

List of adverbs with two adverbial forms			
cheap	cheaply	low	lowly
close	closely	near	nearly
deep	deeply	real	really

direct	directly	right	rightly
free	freely	sharp	sharply
hard	hardly	short	shortly
high	highly	strong	strongly
last	lastly	tight	tightly
late	lately	wide	widely
loud	loudly	wrong	wrongly

He freely admitted to his mother that he had escaped from the prison.  
 My barber friend let me have a haircut for free.  
 The son is nearly as skinny as his father.  
 Don't go too near to the tree; it could be struck by lightning.  
 They had a real fight shortly before their marriage.  
 We had to cut short the boat trip when everyone complained of feelings of seasickness.

Both as an adverb and an adjective

Each of the words listed in the table can be both an adverb and an adjective.

Both adverb and adjective			
alone	fair	left	right
back	far	likely	sharp
better	fast	little	short
cheap	hard	long	still
close	high	loud	straight
deep	ill	low	tight
direct	just	near	together
double	kindly	only	well
early	last	overseas	worse
even	late	pretty	wrong

He seemed to think there's no **better** way of getting money than stealing it. (Adjective)  
 You cannot possibly speak **better** with your mouth full. (Adverb)  
 She was born with an unnaturally **loud** voice. (Adjective)  
 A voice in the crowd cried out **loud** that her little daughter was missing. (Adverb)  
 The driver was the **only** person on the bus that passed by. (Adjective)  
 This bus is for female passengers **only**. (Adverb)  
 For example, if a person learns information when she is in a specific physical context, she is **better** able to recall that information later when in that same context. (Adverb)  
 We developed this language learning system to explore how ubiquitous technology may enable users to chip away at a larger learning task in a non time-intensive way and during periods when they are **better** able and more motivated to do so. (Adverb)

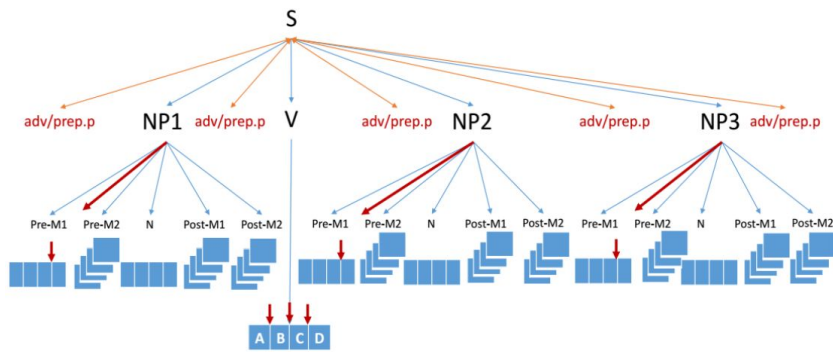
Prepositional phrases with an omitted preposition which function as an adverb

People **these days** gain attention by losing respect.

Revise it and be prepared to do this **several times** until you feel it is not possible to improve it further.

#### Place of adverbs

1. Adverbs which modify verbs precede or follow the four major constituents (\*NP1\*V\*NP2\*NP3\*) <sup>[251]</sup> and sometimes between parts of a verb, to V, and Verb and its particle in phrasal verbs.
2. Adverbs which modify Pre-M1s usually come immediately before the target Pre-M1.
3. Adverbs which modify Pre-M2s come before the Pre-M2. <sup>[252]</sup> Intensifiers, exaggeration adverbs, more, less, and most are among these adverbs.
4. Adverbs which modify other adverbs precede the target adverb (stacked adverbs are an example).



Red arrows show places adverbs can occupy.

adv Pre-M2 (inside NP)  
The **once** docile population has risen up against the ruthless regime.

adv NP1  
**Today** the city is the main industrial center in the West.

NP1 adv  
People **these days** gain attention by losing respect.  
Our case **so far** rests on an undefined distinction between authentic and school activity.

to adv V  
For instance, one of our earlier projects can be used to **reliably** classify discourse passages of varying lengths as being “science” or “not science” by finding instances of propositional hedging; the move to adjust claims to match the strength of available evidence that is so characteristic of scientific reasoning.  
But first, I want to **quickly** clarify some terms you might equate with a back book blurb.  
To **effectively** understand and articulate in a second language, a learner needs to build a strong understanding of the language’s vocabulary.

adv Pre-M1 (inside NP)  
Slum districts, prevalent in **almost** all large cities, are nearly nonexistent in Stockholm.  
Travis McGee, the main character in many adventure novels by John D. MacDonald, is more than **just** a tough guy.

adv adj.  
Looking is **a lot quicker** than reading.  
These cultural practices are **often recondite** and **extremely complex** .  
Test scores were **not significantly** different in a delayed post-test.

prep adv NP  
But not only is nitinol capable of remembering, it also has the ability to learn. If the heating-cooling-crumpling-reheating process is carried out sufficiently often and the metal is always crumpled **in exactly the same way** , the nitinol will not only remember its original shape, but gradually it learns to remember its crumpled form as well and will begin to return to the same crumpled shape every time it is cooled.

With a literary history that goes back as far as the seventeenth century, Florida has long been a major haunt for writers **from all over the United States** .

In **perhaps** the most important article on validity, Messick (1989, p. 20) wrote.....

In this section, we have shown various ways of **visually** representing data (e.g., line graphs, bar graphs); these and other visual means of representation are useful in order to provide an impression of the data.

He commented that like DA, FA is not interested <sup>[253]</sup> in just assessing learners' existent performance abilities but tend directly to regulate the teaching/learning process.

prep adv VP <sup>[254]</sup>

Thus, instead of <sup>[255]</sup> **simply** ordering the scores of the test, we could present the actual scores in a table.

Pre-M1 adv VP as NP

This was accomplished by Helen's directly <sup>[256]</sup> touching the speech articulators around the face (mouth, lips, vocal cords, throat, etc.) of Sullivan Macy and others. <sup>[257]</sup>

Between parts of a verb

V adv V

We would **first of all** acknowledge the effort of other people involved in the eight years' long daily work required to produce the experimental results reported in this monograph .

The schemata that reflect typical sequences of actions are **often** referred to as scripts.

The position and number of control joints must be **carefully** planned.

More food will **then** be grown on this sunny land.

Death is the universal theme because every person who lives will **one day** die. <sup>[258]</sup>

You write better when you know someone will **soon** be reading what you've written.

These proportions are **best** measured by weight.

Evaporation retardants are **not** curing compounds: Their effect is temporary, therefore, once the concrete is finished, normal curing techniques should **still** be used immediately.

Control joints may **also** be sawn, but timing is very important.

Climbing Everest has **always** been an extraordinarily dangerous undertaking and doubtless always will be.

For example, testing and assessment has **long** been used as a method of implementing all kinds of policies by the state and other bureaucracies.

To facilitate this endeavor, the need to teach this ability within a communicative competence framework has **also** been pointed out, since writing is a discourse manifestation as well as a way of manifesting the linguistic, pragmatic, intercultural and strategic components.

European countries have **long** been determined not to recognize the qualifications issued by their European partners.

As we saw in Chapters 2 and 3, the reliability or dependability of a test affects the probability that a score has occurred by chance, and scores within a certain region around the cut score could **easily** have fallen into another category.

In my humble opinion, we should **never** have bought the car in the first place.

After his title fight last week, he has **now** decided to call it a day.

Each of these objections will **now** be discussed in turn.

It must **therefore** be concluded that persons without the ability to speak *can think* .

There may **therefore** be a significant gap between linguistic meaning and a speaker's implicature.' Effective ways of teaching technical communication skills to engineering students have been **much** discussed.

Although the output per hour of work has **more than** doubled since 1945, leisure seems reserved largely for the unemployed and underemployed.

No two <sup>[259]</sup> tests can **ever** be exactly the same.

If your instructor agrees, make this a team project. You and your partner will each <sup>[260]</sup> write a Stage II paragraph. <sup>[261]</sup>

The schemas can each <sup>[262]</sup> lead to a number of abstract uses, with as many as 27 groupings of abstract uses deriving from a particular schema.

According to these accounts, figures in ground and figures on ground will both <sup>[263]</sup> be controlled by the ground, but the degree of ground control will be greater for figures in ground than for figures on ground.

V adv adv V

There is the concern that bilingualism might somehow retard first- or even second-language development with the result that, for example, a child raised with two languages might **never really** learn either language as well as would monolingual speakers of those languages.

By publishing an eBook, you can **more easily** share your remarkable knowledge and ideas with readers all over the world.

It does **not currently** offer distribution to Amazon.

We will see throughout this chapter that the kind of questions researchers are asking today are **for the most part firmly** rooted in earlier developments in linguistics, psychology, sociology, and pedagogy.

This had a huge impact on psycholinguistics in the 1970s, and we will see that its influence is **still very much** felt today.

We will **then briefly** consider the period from the 1980s onwards, which has witnessed the development of second language acquisition theorizing as a relatively autonomous field of inquiry.

Research strands initiated in the 1980s will **then systematically** be reviewed and evaluated in the rest of the book, as well as some newer trends that made their appearance in the 1990s, such as connectionism or socio-cultural theory.

More researchers are now becoming aware that there should **not necessarily** be a conflict between the two approaches.

Through a reflective dialogue on the authors' genre-based writing assignment in their first-year composition classroom, Hyon and Costino illustrate how disciplinary tensions can be eased through such collaboration, ultimately leading to pedagogical approaches that can **even better** serve students.

He had **not yet** had an academic supervisor nor been in any research project.

Similar to the other three students, he had **never carefully** analyzed the rhetorical organization and the contextual dimensions of research articles in any systematic and careful manner before this class.

"Non-prototypical features" is used here as a cover term for words, phrases, sentence patterns, and other language features that may **not overtly** index the rhetorical organization in the targeted genre.

The 'implicating' 'cues' words he highlighted in Excerpt 8 may **not** be **readily** perceived as devices for academic criticism, at least not by disciplinary outsiders; they are non-prototypical features of academic criticism at best.

He is a frightful snob – if you haven't been to right school, he probably wo **n't even** speak to you. <sup>[264]</sup>

Yet, in spite of the fact that coal has long been a source of electricity and may remain one for many years (coal represents about 80 percent of United States fossil-fuel reserves), it has **actually never** been the most desirable fossil fuel for power plants.

But if you do **n't fully** understand the one-paragraph essay yet, don't worry.

Supplying tractor to Third World farmers may seem an excellent idea, but in practice these machines are **often not** suited to local conditions and so tend to break down.

Even though I have **never really** lived there, going to my grandmother's farm always seems like coming home.

The predominance of right-handedness among humans today had **apparently already** been established.

This fact was established by the ancient Greeks but had **long before** been exploited by honeybees in building their honeycombs.

Indeed, the current economic recovery has gained a certain amount of notoriety for its "jobless" nature: increased production has been **almost entirely** decoupled from employment.

However, animal studies show no such damage (although it is readily admitted by researchers that animal studies are far from conclusive since humans react in different ways than rats and monkeys to the drug), and cases of human liver or kidney damage have **so far only** been reported in Britain.

The first thing to know when talking about dashes is that they are **almost never** required by the laws of grammar and punctuation.

Hyphens are **most often** used to show connections between words that are working as a unit (well-intentioned) or to spell certain words (like "e-mail").

Unfortunately, students are **too often** asked to use the tools of a discipline without being able to adopt its culture.

They do **not necessarily** add significantly to the difficulty of understanding a proposition in which they occur,

And in some circumstances, the indexical term can **not simply** be replaced (Perry, 1979).

He was , **more fundamentally** , building with his class a mathematical belief system around his own and the class's intuitive responses to the problem.

Students are **not usually** allowed to indulge in real-life speculation.

Researchers **do not** usually take advantage of the most important feature of augmented reality.

Ubiquitous technology can **be usefully** applied for micro-learning.

Finally, students' preferences may **not necessarily** be consistent with their performance.

V adv adv adv V

To them, botany, as such, has no name and is **probably not even** recognized as a special branch of knowledge at all.

His critique of the "by applying ..." prepositional phrase is , **thus, not just** attending to this language feature on its own, but also seems to be part of his overall effort to evaluate whether the method had been described carefully, which is an important rhetorical dimension specific to the method section in an research articles.

It was assumed that the lessons learned from this could **then** be **fairly easily** applied to higher-order human learning.

It is well known that analogy plays an important role in the process of decision making. However, this role has **not yet** been **systematically** examined in the domain of moral decision making.

The source of such support is **often only tacitly** recognized by practitioners, or even by teachers or designers of simulations.

Users may **then** be **more mentally** prepared to take advantage of richer learning opportunities, such as those that occur in classrooms and in natural domain interaction contexts.

V adv particle

The way <sup>[265]</sup> these smaller goals are detailed will depend **partly** on the unit of progression for the course.

How we perceive language tests depends **partly** upon our own experiences.

The explanations deal **mainly** with standard modern everyday English.

For one thing, the apparent ease with which metaphors were interpreted in many of the previously mentioned studies relied **heavily** on the presence of prior contexts that primed their figurative meanings.

The way in which these smaller goals are detailed will depend **partly** on the unit of progression for the course.

Adverbs before adverbs (stacked adverbs)

Supplying tractor to Third World farmers may seem an excellent idea, but in practice these machines are **often not** suited to local conditions and so tend to break down.

Even though I have **never really** lived there, going to my grandmother's farm always seems like coming home.

Although the sample paragraphs in the first two or three chapters of this book are good, they are **intentionally fairly** simple so you can easily see their basic organization.

This can be **more easily** understood if we look at the two types of reader.

Climbing Everest has always been an extraordinarily dangerous undertaking and **doubtless always** will be.

Perhaps the most interesting way to alter a photo is by actually moving part of it **someplace else** on the photo.

Later studies (e.g., Donato & Adair-Hauck, 1992; Doughty, 1991; Lightbown, 1992; Pica, 1987; Spada, 1987; Van Patten & Cadierno, 1993) have not only sought to rectify some of the conceptual and methodological flaws found in the early attempts but have also started focusing on the impact of specific teaching strategies on learning-specified language items. Most of these studies , **however, still** suffered from the earlier drawback of dealing narrowly with grammatical instruction.

The hypothesis was substantiated **soon afterward** by the discovery that periodic reversals of the Earth's magnetic field are recorded in the oceanic crust.

Many of the activities students undertake are **simply not** the activities of practitioners and would not make sense or be endorsed by the cultures to which they are attributed.

This caterpillar is quite common and can be found **almost anywhere in North America** . <sup>[266]</sup>

He's **usually fairly** cheerful.

The sales team are **usually fairly snappily** dressed. <sup>[267]</sup>

If we take learning to be a process of enculturation, it is possible to clarify this distinction and to explain why much school work is inauthentic and **thus not fully** productive of useful learning.

But even when such peer interaction is superficially intended to provide direct feedback, it can often accomplish indirect feedback **just as if not even more effectively** . <sup>[268]</sup>

I forget things **much more often nowadays** . <sup>[269]</sup>

School activity **too often** tends to be hybrid, implicitly framed by one culture, and explicitly attributed to another.

One of the key points of the concept of indexicality is that it indicates that knowledge, and **not just** learning, is situated. A corollary of this is that learning methods that are embedded in authentic situations are **not merely** useful

His approach goes **well beyond simply** giving students problem-solving strategies. **Much more importantly**, it provides students with the opportunity to enter the culture of mathematical practice. Groups are **not just** a convenient way to accumulate the individual knowledge of their members.

adv PRN

Although some of it appears to come from her own direct observations, her dreams, and her fears, **much more** is clearly from the experiences of others.

Since the First World War, coal-fired power plants have accounted for **about half** of the electricity produced in the United States each year.

In a period characterized by the abandonment of **so much** of the realistic tradition by authors such as John Barth, Donald Barthelme, and Thomas Pynchon, Joyce Carol Oates has seemed at times determinedly old-fashioned in her insistence on the essentially mimetic quality of her fiction.

Miscellaneous adv

Doroodi and Hashemian (2011) believed that idioms are conventionalized multiword expressions **often**, but **not always**, nonliteral.

**Not** many studies have been carried out to enlighten different aspects of the figurative competence in L2.

Cured concrete has a surface that wears **better**, lasts longer, and **better** protects the steel reinforcement.

Many laws and regulations **now** reflect this concern and require the consideration of environmental factors in planning.

The enhancement of existing resources and the complete avoidance of adverse environmental effects are **not always** possible.

### Classification of adverbs based on their function

Conjunctive adverbs

*When the job of an adverb is to connect ideas, we call it a conjunctive adverb. [270]. Their presence provides smooth transition from one sentence to the next, and they connect two or more sentences logically. [271]. If we take a paragraph as a building and words as the building blocks, sentences are like a row of bricks, and conjunctive adverbs are like cement between the rows of bricks. The cement keeps them glued together. They'll spice up your writing and sew each section together smoothly. You can see how transition words are the thread to the sewer's needle. Instead of having disjointed and clunky sentences, you can smooth out rough edges with cohesive conjunctive adverbs. Conjunctive adverbs do a similar function in paragraphs.*

List of conjunctive adverbs [272]

Simple	Compound
however, nevertheless, nonetheless, then, consequently, finally, next, notwithstanding, yet, still, but, moreover, besides, furthermore, subsequently, meanwhile, And (at the very beginning of the sentence), also, additionally, thus, therefore, so, hence, anyway, anyhow, namely, e.g., say, correspondingly, likewise, similarly, partly, actually, really, indeed, otherwise, basically, historically, conventionally, traditionally, respectively, somehow, somewhat, conversely, instead, accordingly, again, contrarily, equally, eventually, further, henceforth, comparatively, incidentally, now, rather, undoubtedly, thereafter, hereafter, elsewhere, certainly, thereby	in addition, in any case, that is, i.e., that is to say, so to speak, in other words, for example, for instance (UK), by the way (BTW, btw), of course, in the sense that, to a great extent/degree, in part, in/to some extent, in/to some degree, to a small extent/little degree, on the other hand, on the one hand, in fact, as a matter of fact, no more, no longer, in the long time, in time, in comparison, in turn, in return, the former, the latter, any longer, any more, generally speaking, scientifically speaking, practically speaking, frankly speaking (truth be told), theoretically speaking, in contrast, in turn, on the contrary, so called, as a result, as such, in response, and therefore,

*A conjunctive adverb can join two main clauses. In this situation, the conjunctive adverb behaves like a coordinating conjunction, connecting two complete ideas. Notice, however, that you need a semicolon, not a comma, to connect the two clauses:*

- Main Clause ; Conjunctive Adverb , Main Clause.

I like you a lot ; **in fact** , I think we should be best friends.

Jeremy kept talking in class ; **therefore** , he got in trouble.

Leon's apartment complex does not allow dogs over thirty pounds ; **otherwise** , he would have bought the gangly Great Dane puppy playing in the pet store window.

My car payments are high ; **on the other hand** , I really enjoy driving such a nice vehicle.

She went into the store ; **however** , she didn't find anything she wanted to buy.

The cat ate a bowlful of tuna ; **then** , to the squirrels' delight, the fat feline fell asleep in the rocking chair.



The dark skies and distant thunder dissuaded Clarice from her afternoon run ; **moreover** , she had thirty calculus problems to solve for her morning class.

You're my friend ; **nonetheless** , I feel like you're taking advantage of me.

Your dog got into my yard ; **in addition** , he dug up my petunias.

The due date for the final paper has passed ; **therefore** , I could not submit mine on time.

There are many history books ; **however** , none of them may be accurate.

It rained hard ; **moreover** , lightning flashed and thunder boomed.

The baby fell asleep ; **then** , the doorbell rang.

The law does not permit drinking and driving anytime ; **otherwise** , there would be many more accidents.

Tuition increases, say officials, are driven by the universities' costs ; **consequently** , tuition income typically covers less than 50% of college budgets.

**A conjunctive adverb will also introduce, interrupt, or conclude a single main clause. In this situation, you will often need commas to separate the conjunctive adverb from the rest of the sentence.** <sup>[273]</sup>

After mowing the yard in the hot sun, Pedro was too hungry to shower. He did wash his dusty hands , **however** .

At 10 a.m., Paul was supposed to be taking his biology midterm . **Instead** , he was flirting with the pretty waitress at the coffee house.

I woke up very late this morning . **Nevertheless** , I wasn't late to school.

Jack wants a toy car for his birthday . **Meanwhile** , Jill wants a dollhouse for her birthday.

She didn't take a bus to work today . **Instead** , she drove her car.

They returned home . **Likewise** , I went home.

Adverbs are easy to spot because they typically end in -ly . **Of course** , that's not universally true and conjunctive adverbs are a popular exception to the -ly commonality.

I prepared you with a list of conjunctions . **Now** , let's look at conjunctive adverbs.

**Nonetheless** , some colleges are making efforts to trim budgets and pass along the savings.

**Like other adverbs, conjunctive adverbs may be moved around in the sentence or clause in which they appear.**

**Always use a period or semicolon before the conjunctive adverb when separating two independent clauses. Conjunctive adverbs are not strong enough to join independent clauses without supporting punctuation.**

**Use a comma if a conjunction such as *and*, *but*, *or*, or *so* appears between the conjunctive adverb and the first clause.**

**Use a comma behind conjunctive adverbs when they appear at the beginning of a sentence's second clause. The only exception to this rule is that no comma is necessary if the adverb is a single syllable.**

**If a conjunctive adverb appears in the middle of a clause, it should be enclosed in commas most of the time. This is not an absolute rule and does not normally apply to short clauses.**

Maria declined Jeff's third invitation to go out. This young man is determined , **nevertheless**, to take her to dinner one night soon.

Secretary Bennett , **however**, maintains that more federal aid would only encourage universities to count on the government to meet any increases they might impose.

Simple conjunctive adverbs

Thereby

This interaction makes an explicit connection between the Spanish content and the objects found in the learner's environment, **thereby** promoting situated cognition.

Diets that are high in saturated fat and cholesterol tend to clog up our arteries, **thereby** reducing the blood flow to our hearts and brains.

We imagine this feature to trigger unintended rehearsal of the vocabulary, **thereby** improving learning.

And,

The Chomskyan thought about these and other "logical problems of language acquisition" is essentially premised upon mentalism, which states that much of human behavior is biologically determined. **And**, language behavior is no exception.

Compound conjunctive adverbs

and therefore

They pointed out that readers draw on their conventionalized knowledge of text patterns to infer the recognizable connectedness of text , **and therefore**, they emphasized the cognitive approach to writing.

Effect size is not dependent on sample size , **and therefore**, can allow comparisons (meta-analyses) across a range of different studies with different sample sizes.

He had forgotten his running shoes , **and therefore**, he could not participate in the race.

The former, the latter <sup>[274]</sup>

Proficiency tests differ from achievement tests in that **the former** are not based on a particular course of instruction but **the latter** are syllabus-based.

If I had to choose between fish and chicken, I'd prefer **the former** .

Thus, for example, Pakistanis learning English in a classroom in London will have beneficial language experiences outside the classroom that Pakistanis learning English in a classroom in Karachi will not. **The former** (learning English in London) is an English as a Second Language (ESL) context while **the latter** (learning English in Karachi) is an English as a Foreign Language (EFL) context.

by the way

One of these is the subtraction of water from the ocean by means of evaporation, conversion of liquid water to water vapor. In this manner, the salinity is increased since the salts stay behind. If this is carried to the extreme, **of course** , white crystals of salt would be left behind: this, **by the way** , is how much <sup>[275]</sup> of the table salt we use is actually obtained.

Intensive (emphatic) adverbs

*Almost identical (in spelling) to a reflexive pronoun ending in self or selves, an intensive (also called emphatic) adverb places emphasis on its antecedent by referring back to another noun or pronoun used earlier in the sentence. These emphatic adverbs most often immediately follow the pronoun on which they put the emphasis.*

*Myself*

I **myself** saw him in the bank yesterday afternoon.

I **myself** was talking to Jim .

I **myself** saw the car in the mirror.

I **myself** saw him in the party yesterday.

*Yourself*

You **yourself** can easily transform your body: All it takes is a proper diet and plenty of exercise.

*Himself*

Jesse wondered aloud whether he **himself** was the only one seeing what was happening.

*Herself*

Maria knew that she **herself** could make a positive impact on the world, if only she put her mind to it.

*Itself*

The company **itself** fired John.

*Ourselves*

We **ourselves** are the ones who make the greatest impact upon the world we live in.

*Yourselves*

You **yourself** saw him in the party yesterday.

*Themselves*

The team knew that they **themselves** were responsible for playing their best.

Degree adverbs

Adverbs of degree tell us about the intensity of something. Adverbs of degree are usually placed before the adjective, adverb, or verb that they modify. <sup>[276]</sup> Degree adverbs are not gradable. <sup>[277]</sup>

List of degree adverbs

absolutely	awfully	extremely	pretty	somewhat
a (little)	barely	fairly	quite	terribly
bit	completely	highly	rather	too
a lot	enough	lots	remarkably	totally
almost	entirely	perfectly	slightly	utterly
				very

Adverbs of comparison

Less

Less as a preposition <sup>[278]</sup>

Less as a pronoun <sup>[279]</sup>

Less + any adjective <sup>[280]</sup> + Nu → both as a Pre-M1 & comparative adverb <sup>[281]</sup>

less pure gold	less contact time and concentration
less hot water	less salient, literal interpretation
less polluted air	less contaminated water
less muscle mass	less soluble and less stable
less interference	

Less + any adjective + Ns □ as a comparative adverb

less complicated rule	less satisfactory achievement
less important issue	less appropriate model
less populated area	less enjoyable hobby
less exciting film	Less enjoyable picnic
less convincing reason	

Less + any adjective + PLN □ as a comparative adverb

less complicated rules	less knowledgeable learners
less strong columns	less proficient seniors
less big apples	less familiar actors
less important problems	less common legends
less heavy instruments	less familiar idioms
less narrow rods	less numerous proposals
less complex ways	

Less + any adjective (+ than) □ as a comparative adverb

We will attempt to explain the terminology, and provide examples that will help to make the subject look a little **less** daunting than is usually the case.

Someone may refuse to recognize the seriousness of an emotionally threatening situation and perceive as less threatening.

Because of their size, dachshunds are less expensive to feed, more easy to train, and more **congenial** than Great Danes.

More

More as a pronoun <sup>[282]</sup>

More as a quantifier (Pre-M1) <sup>[283]</sup>

More + PLN

More + Nu

More + one syllable adjective + PLN

More + one syllable adjective + Nu

More with both functions (both as a comparative adverb and a quantifier) <sup>[284]</sup>

More + more than one syllable adjective + PLN

More + more than one syllable adjective + Nu

More in comparative adjectives

More + more than one syllable adjective + Ns □ as a comparative adverb

a more complex way	more influential force
more tangible result	more frequent exposure
more powerful athlete	more focused research
	more homogeneous group

more concrete sign	more difficult question
more immediate reply	more flexible and diversified approach
more famous person	a more immediate picture
more obvious fact	more complicated rule
more arduous task	the more important issue
more influential figure	more convincing reason a more satisfactory achievement
<u>more alive person</u>	
more populated area	
my more exciting film	

More + more than one syllable adjective + than □ as a comparative adverb

more powerful than	more modern than
more frequent than	more crowded than
more homogeneous than	more preferred than
more salient than	more desirable than
more serious than	more elegant than

Most

Most as a pronoun <sup>[285]</sup>

Most as a quantifier <sup>[286]</sup>

Pre-M1 + most + (one syllable adjective) + PLN/Nu

Most + any adjective + PLN/Nu

Most + PLN

Most + Nu

Most with both (quantifier and superlative adverb) functions <sup>[287]</sup>

Pre-M1 + most + more than one syllable adjective + PLN

Pre-M1 + most + more than one syllable adjective + Nu

Most in superlative adjectives <sup>[288]</sup>

Pre-M1 + most + more than one syllable adjective + Ns □ superlative

the most accurate recommendation	the most important rule
my most difficult undertaking	its most general sense
his most serious responsibility	the most common type
one of the most alluring cities	the most effective use
the most important person or thing	the most important key
the most appropriate analgesic	
the most common type of error	
the most potent and effective germicide	
the most commonly used technique	
the most valuable feedback	
the most meticulous result	
the most difficult exercise	

Adverbs of completeness

Here is a list of adverbs of completeness: *completely, practically, nearly, almost, partly, rather, quite, kind of, sort of, scarcely, hardly, more or less, ...*

More or less

We will not consider them by particular dialects, but as a common Romani phenomenon, since they occur in **more or less** all dialects in a similar way.

People simply think and act **more or less** automatically along certain lines in innumerable minor things they usually perform.

Accrediting this point hints that usual way of thinking, experiences, and activities are all matter of metaphor which is **more or less** dealt with in ordinary life.

Simpson and Mendis (2003, p. 423) define an idiom as “a group of words that occur in a **more or less** fixed phrase whose overall meaning cannot be predicted by analyzing the meaning of its constituent parts.”

That is, they **more or less** might have treated these rules as sacred values and as they were inclined not to violate their principles regardless of the consequences.

absolutely

I'm absolutely convinced that we will meet the deadline.

almost

I'm almost finished creating the presentation.

completely

I am completely finished designing the database. Can I input the data now?

enough/not enough

Have you researched the topic enough, or do you need some more time?

entirely

I entirely agree with you. You are 100 percent right.

fully

Are you fully aware of all the components of this project?

hardly

I have hardly spent enough time on the project to understand it completely.

partly

Her answer is partly correct, but she is missing some important details.

rather

I rather like this laptop. It's very portable.

really

I really like your new webcam.

too

This monitor is too small. I can't see the entire image.

too much/too little

I have spent too much time waiting for the software to download.

totally

I totally agree with you. Everything you say is accurate.

very/not very

I'm very pleased with the performance of my new hard drive.

*Adverbs of certainty*

*Adverbs of certainty express how certain we feel about an action or event, that is, adverbs of certainty are used to say how sure we are of something. Here is a list of adverbs of certainty: probably, certainly, definitely, clearly, obviously, surely, undoubtedly, ...*

Anthropologists agree that our primitive ancestors who inhabited the tropics **probably** had natural protection against the sun.

**Probably** not speaking of so few words has ever been as celebrated as Lincoln's Gettysburg Address.

The relationship of Latin American music to Black music in the United States is **clearly** evident in the unaccented beats that are common to either.

*Frequency adverbs*

*Adverbs of indefinite frequency*

*Here is a list of adverbs of indefinite frequency: usually, never, always, occasionally, often, frequently, normally, ever, rarely, seldom, sometimes, ...*

Members of religious or racial groups that happen to be in the minority **usually** develop excessive feelings of animosity toward members of other groups.

Words with different meaning but the same spelling and **sometimes** different pronunciation are called homographs like lead/lead – wind/wind – read/read.

Cliché is an expression that has been used so often that it has become trite and **sometimes** boring, or an expression whose effectiveness has been worn out through overuse and excessive familiarity.

When one uses metaphors, one should exercise extreme caution to eliminate any risk of misunderstanding because application of metaphors **sometimes** ends up demolishing its beauty.

Some words may be shared with different languages but **sometimes** may not.

Mary and her husband get on really well even if **sometimes** they seem to fight like cat and dog.

My students really annoy me **sometimes**, particularly when they never do their homework. Chomsky argued that there are many aspects of grammar common to many and **sometimes** to all languages.

**Sometimes**, the same test is designed to serve two or more purposes.

Although expressions **sometimes** elucidate just literal or explicit meanings, they may connote deeper or implicit meanings hidden under the superficial meanings.

These hidden meanings are **sometimes** byzantine for nonnative learners to apprehend and articulate.

#### Adverbs of definite frequency

*Here is a list of adverbs of definite frequency: weekly, daily, yearly, monthly, annually, biannually, biennially, ...*

Your starting salary is £13 000 per annum and will be reviewed annually.

Interest is paid yearly.

Take the tablets twice daily.

The fire alarm is tested weekly.

Most of these people are paid monthly.

#### Adverb of manner

*Adverbs of manner describe how something happens. Here is a list of adverbs of manner: carefully, correctly, eagerly, easily, fast, loudly, patiently, quickly, quietly, slowly, well, softly, noisily, suddenly, happily, angrily, ...*

A principle of the manager is to ensure that every action or decision achieves a carefully planned goal.

Because its pitch cannot easily be altered, the **oboe** serves as the standard by which the symphony orchestra is tuned.

Having happened the first Airbus crash, the Air France chief instructor was grounded because investigators did not believe his story that the computers on board did not respond quickly enough.

Cement is produced commercially by heating a mixture of limestone and clay in a large, slowly rotating cylindrical furnace.

Muscles which are given proper exercise react to stimuli quickly and powerfully and are said to be "in tone."

#### Adverbs of place

*Adverbs of place describe where something happens. Some commonly used adverbs of place include the following: abroad, anywhere, downstairs, here, home, in, nowhere, out, outside, somewhere, there, underground, upstairs, up, down, around, away, north, southeast, Nearby, far away, miles apart, Below, between, above, behind, through, around, toward, forward, backward, homeward, westward, eastwards, onwards*

#### Adverbs of time

*Adverbs of time describe when something happens, including after, already, during, finally, just, last, later, next, now, recently, soon, then, tomorrow, when, yesterday, ...*

#### Focusing adverbs

*Focusing adverbs point to something.*

especially	just	mainly	particularly
generally	largely	only	simply

I **just** wanted to ask you what you thought.

I wouldn't **particularly** like to move to a modern house.

### Adverbs of purpose

Adverbs of purpose describe why something happens. Here are some common examples: so, so that, to, in order to, because, since, accidentally, intentionally, and purposely.

### Adverbs of emphasis

Adverbs of emphasis (also called an *emphasizer* and an *emphasizing adverb*) are used to give added force or a greater degree of certainty to another word in a sentence or to the sentence as a whole. Common adverbs of emphasis include *absolutely*, *certainly*, *clearly*, *definitely*, *naturally*, *obviously*, *positively*, *really*, *simply*, and *undoubtedly*, *extremely*, *very*, *terribly*, *just*, *right*, *almost*, ...

### 16+ adverbs

	-where	-how	-what	-times	-way	-place	-more
Some	somewhere	somehow	somewhat	sometimes	someway(s)	someplace	
No	nowhere						
Any	anywhere	anyhow			anyway(s)	anyplace	anymore
Every	everywhere					everyplace	

Sometimes <sup>[289]</sup> .

### Somewhere

He was last heard to live **somewhere** on the south coast.

You must have put their letter **somewhere** .

Can we go **somewhere** else to talk, it is too noisy here.

I keep on thinking I've seen her before **somewhere** .

He was here a moment ago but he wandered off **somewhere** .

They're holidaying **somewhere** in the Caribbean.

To bundle means to put or push something or someone **somewhere** quickly and roughly.

### Anymore

She sent a letter to her husband telling him that she doesn't love him **anymore** .

I **don't** understand why Tom and Mary are ignoring us. Do you get the message that they **don't** like us **anymore** ?

### Anywhere

"Where is this cottage you are renting in Portugal?" "Oh, it's miles from **anywhere** in the middle of nowhere."

Miles from **anywhere** ! Blistering sun! And you run out of petrol! We really are up the creek!

Has anyone seen my glasses **anywhere** ?

Is there **anywhere** to eat around here?

I can't find my keys **anywhere** .

Go **anywhere** in the world and you'll find some sort of hamburger restaurant.

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### Anyway

The road got worse, but they kept going **anyway** .

I didn't expect her to say "yes," but I asked her **anyway** .

It makes no difference what we say. She's going to do what she wants **anyway** .

He's far from perfect, but she loves him **anyway** .

### Everywhere

This study further argued that hostility toward America is apparent **everywhere** in the textbooks.

For instance, English is considered to be a foreign language in Iran and it would be only used either in schools or in private institutes which aim at teaching it, while in Pakistan, English is regarded as a second language and as a formal language it is spoken in organizations, media, and **everywhere** outside the house.

Internal-combustion engines are now used **everywhere** except on sites where electricity is available.

### Comment adverbs

*Some adverbs and adverbial expressions tell us about the speaker's viewpoint or opinion about an action or make some comment on the action. These adverbs are different from other adverbs because they do not tell us how an action occurred. Commenting and viewpoint adverbs modify entire clauses rather than single verbs, adverbs, or adjectives. There is no real distinction between commenting adverbs and viewpoint adverbs, except in their sentence placement. Many adverbs that can be used as viewpoint adverbs can also be used as commenting adverbs. However, in some cases, an adverb is far more common as one or the other.*

*Viewpoint adverbs are placed at the beginning, or more rarely, at the end of the sentence, usually separated from the rest of the sentence by a comma. Commenting adverbs are placed before the main verb unless the verb "to be" is used, in which case placement can be either before or after the verb. In some cases, commenting adverbs placed before the main verb will also be separated from the rest of the sentence by commas, although in most cases they will not be. In the examples below, viewpoint and commenting adverbs are shown in the correct sentence placements. Some commenting adverbs are: clearly, obviously, personally, presumably, seriously, surely, technically, undoubtedly, bravely, carelessly, certainly, cleverly, definitely, foolishly, generously, stupidly, obviously, kindly, luckily, fortunately, naturally, wisely, confidentially, theoretically, truthfully, disappointingly, thoughtfully, simply, stupidly, unbelievably, unfortunately, ...*

**Bravely** , I kept on walking.

**Carelessly** , she threw her book into the pond.

**Certainly** They should be there.

**Clearly** , Marry doesn't know what Marry is doing.

**Cleverly** , Sally hid the jellybeans.

**Confidentially** , I never gave him the envelope.

**Disappointingly** , she got fourth place.

**Foolishly** , they cried out.

**Fortunately** , Jim and I found the boat.

**Fortunately** , Jim and I got home before it started to rain.

**Generously** y, Marry donated the money.

He **clearly** doesn't know what Marry is doing.

He didn't have time to go to the post office, **presumably** .

He doesn't know what Marry is doing, **clearly** .

He **generously** donated the money.

He has a good reason not to come, **undoubtedly** .

He **presumably** didn't have time to go to the post office.

He **undoubtedly** has a good reason not to come.

I **bravely** kept on walking.

I can't give this speech, **seriously** .

I don't like chocolate much, **truthfully** .

I never gave him the envelope, **confidentially** .

I **seriously** can't give this speech.

I **simply** don't want to come.

I **thoughtfully** turned away.



I **truthfully** don't like chocolate much.  
I turned away, **thoughtfully** .  
I'd **personally** rather go by train.  
I'd rather go by train, **personally** .  
Jim and I are lost, **obviously** .  
Jim and I are **obviously** lost.  
Jim and I cannot fly to Mars and back, **technically** .  
Jim and I could send astronauts to Mars, **theoretically** .  
Jim and I could **theoretically** send astronauts to Mars.  
Jim and I **fortunately** found the boat.  
Jim and I found the boat, **fortunately** .  
Jim and I **technically** cannot fly to Mars and back.  
Jim and I **theoretically** could send astronauts to Mars.  
**Kindly** , she fed the cat first.  
**Luckily** , they got here on time.  
**Naturally** , they cannot be in the circus now.  
**Obviously** , Jim and I are lost.  
**Obviously** , they are acting silly.  
**Personally** , I'd rather go by train.  
**Presumably** , Marry didn't have time to go to the post office.  
Sally **cleverly** hid the jellybeans.  
**Seriously** , I can't give this speech.  
She **carelessly** threw her book into the pond.  
She **disappointingly** got fourth place.  
She fed the cat first, **kindly** .  
She got fourth place, **disappointingly** .  
She **kindly** fed the cat first.  
She stayed home to take a nap, **wisely** .  
She **wisely** stayed home to take a nap.  
Sorry, I **stupidly** forgot to bring my copy of the report.  
**Stupidly** , they played in the street.  
**Surely** They tried to get here on time.  
**Technically** , Jim and I cannot fly to Mars and back.  
**Theoretically** , Jim and I could send astronauts to Mars.  
There is no more room, **unfortunately** .  
There is **unfortunately** no more room.  
There **unfortunately** is no more room.  
They are acting silly, **obviously** .  
They are **definitely** smart.  
They are **obviously** acting silly  
They cannot be in the circus now, **naturally** .  
They **certainly** should be there.  
They cried out, **foolishly** .  
They **definitely** are smart.  
They **foolishly** cried out.  
They got here on time, **luckily** .  
They **luckily** got here on time.  
They **naturally** cannot be in the circus now.  
They should be there, **certainly** .  
They should **certainly** be there.  
They **stupidly** played in the street.  
They **surely** tried to get here on time.  
They tried to get here on time, **surely** .  
**Thoughtfully** , I turned away.  
**Truthfully** , I don't like chocolate much.  
**Unbelievably** , we woke up late again.

**Undoubtedly** , Marry has a good reason not to come.  
**Unfortunately** , I didn't have my credit card with me or I'd certainly have bought it.  
**Unfortunately** , there is no more room.  
**Wisely** , she stayed home to take a nap.

**Adverbs of reason**

*They express the reason and make a conclusion.*

*Therefore, hence, thence, thus, so, so that, accidentally, purposely, consequently, lest, etc.*

**Adverbs of affirmation and negation**

*Adverb of affirmation or negation is a word which declares that something is true or some equivalent expression or negative statement, judgment, or a logical proposition.*

List of Affirmative Words	List of Negation Words
absolutely, affirmatively, assuredly, avowedly, clearly, truly, definitely, doubtlessly, exactly, alright, obviously, positively, really, sure, surely, undoubtedly, yes, certainly, by all means, verily, yeah, assertedly, etc.	nothing, nowhere, not at all, contradictorily, almost, invalidly, never, no, not or words ending n't such as haven't, rarely, scarcely, nope, no more, etc.

After the Principal's resignation the students can **hardly** be controlled.  
 Eager to know his son's progress, he will **definitely** attend the parent's teacher meeting.  
 I had **hardly** gone for few miles, when the car broke down.  
 On all my visits to the forests, I **rarely** spotted a tiger.  
 She is **certainly** going through hard time.  
 Teachers should **never** agree to the illogical demands of the students.  
 The generator I have is **scarcely** ever used.  
 The moon is very **clearly** visible from the terrace of my house.  
 There was **no** visibility during the rains.  
 With the kind of dedication he has, he will **surely** be rewarded at work.

**Intensifiers**

*Intensifiers are 7 adverbs (too, very, so, far, quite, much, pretty) which intensify the adjectives and adverbs.*

Much as a quantifier (Pre-M1) <sup>[290]</sup>

Much + Nu

Much as an intensifier

Much + any adjective <sup>[291]</sup> + Ns

- Much + any adjective + Ns → much as an intensifier

the much old technique the much beautiful girl a much smart boy a much deep ocean a much easy question a much surprising answer	a much active pupil a much shallow ditch a much rude person a much longer period the much better deal
------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

Much + any adjective + PLN

- Much + any adjective + PLN → much as an intensifier

much narrow rulers much tall structures much close friends much humble people much recent discoveries	much experienced teachers much meticulous processes much knowledgeable scientists much accurate descriptions
-------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

Much with both functions (both Pre-M1 & intensifier)

Much + any adjective + Nu

very gradual increase to state something very concisely to choose very carefully so advanced technology	quite effective a very vital skill a very good chance be far too large
------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------

pretty beautiful flower  
 very destructive weapons  
 in a very gentle way  
 a much larger potential compartment  
 Protozoan cysts are much more resistant.  
 far more resistant to ozone disinfection  
 the process is automated and very reliable  
 a very diverse patient population  
 very informal word or expression  
 a very short written context  
 very good and wise advice  
 to work hard or very effectively  
 a much greater distribution

far fast reaction  
 too hot tea  
 quite delicious  
 too difficult  
 much higher  
 a much slower rate  
 at a much lower level  
 too rapidly  
 quite fatal disease  
 quite unpredictable  
 a very stern manner

## Far

There were **far** too many people for such a small room.

The older bilinguals (ages 60 to 88) did **far** better than their monolingual counterparts of the same age.

A communication system with duality is **far** more flexible than one without it.

Using *whether* is **far** more common.

## Very

Idioms are **very** widely used in spoken discourse, and many people do not usually notice when they use them.

**Intensifiers can precede not only adjectives and adverbs, but they also precede simple quantifiers.**

too much coarse aggregate too much and too little water	too much steel
------------------------------------------------------------	----------------

Nothing really changes here. One day is **pretty much** like the next.

There are too many people chasing too few jobs.

There aren't **very many** weekends between now and Xmas.

I've met him **so many** times but I can't still remember his name.

**Very few** individuals are fortunate enough to have a highly developed natural writing style and few of us receive help with writing in a work context.

Although Zachary is **much too inexperienced** for the managerial position, he is a willful young man and *obdurately* refuses to withdraw his application.

## Other adverbs

### Long

In narratives, symbols are what readers hold onto long after the story is over.

### A lot

He doesn't like to talk about himself a lot.

Chewy is a word used to describe food that needs to be chewed a lot before it is swallowed.

In Korea, we eat kim chee a lot.

The way that you communicate with your teachers is very important and shows a lot about the kind of student you are.

A go skiing a lot and have to carry my skis and other equipment.

If someone or something is head and shoulders above other people or things, they are a lot better than them. <sup>[292]</sup>

Both, either, and neither □ as adverbs

You can't see my brother **either** .

I don't eat meat and my husband doesn't **either** .

I couldn't clear all the hurdles my rival couldn't **either** .

They do really good food at the restaurant and it isn't very expensive **either** .

Although readers have no reasons to doubt him, they are not obliged to believe him **either** .

These structures are not possible **either** . <sup>[293]</sup>

Everything in life is temporary. So, if things are going good, enjoy it because it won't last forever. And if things are going bad, don't worry. It can't last forever **either** .

If the grammar does not change, then the culture and world view should not change **either** .

Enough <sup>[294]</sup>

In some cases, screeding leaves a **good enough** finish, especially if floor coverings are to be used over the concrete. Table 3.3 can be used to check that a **wide enough** range of information-gathering methods is being used.

If there is no check being made, it may happen that learners are not meeting items that are important for their later use of the language. It may also happen that items are not being met **often enough** to establish them.

By the end of the primary school, children are **competent enough** to produce grammatical expressions.

When second language readers are **competent enough** to understand the meaning of the printed words, they are assumed to possess proper vocabulary knowledge.

Working memory means focusing on words **long enough** to perform operations on them.

The paragraph is a unit **large enough** for students to demonstrate their understanding of the fundamentals and **small enough** for them to work toward mastery.

Both participants liked the diversity of phrases, even though they felt there were many that they didn't hear **frequently enough** to learn.

First, second, third

During the process of **first** language <sup>[295]</sup> acquisition, children **first** learn how to speak.

Only through tackling the most difficult topic **first** does everything else fall into place much more easily.

The second set of questions and predictions concern inference. Assuming that the core narrative is accessed, in order to draw inferences, it must **first** be aligned with the target story (Clement & Gentner, 1991; Gentner, 1983).

No longer

One significant consequence of this recognition is that the choice of a teaching method is **no longer** the primary concern.

The matter has been settled – it is **no longer** in contention.

Now aged 42, he is **no longer** considered a serious contender for the title.

Thus, as Kern (2000, p. 181) points out, “writing was **no longer** seen simply as a way of recording thoughts, feelings, and ideas after the fact, but also as a key means of generating and exploring new thoughts and ideas.”

The written text therefore, was **no longer** viewed as a vehicle for practicing the language but rather as a vehicle for generating thoughts and ideas.

Once

*As an adverb, ‘once’ has two meanings: ‘in the past, but not now’ and ‘one time.’ As a subordinating conjunction, ‘once’ means ‘as soon as, or from the moment when.’*

Time (a period in the history)

There was **once** a very rich man whose house was immense with treasures.

The fruit can be eaten **once** the prickles have been removed.

The **once** docile population has risen up against the ruthless regime.

**Once** in court, he withdrew the statement he'd made to the police (claimed it was false).

**Once** one child in the school has the infection, it spreads like wildfire.

This option is made available **once** an article has been accepted in peer review.

Frequency adverb (like once in a week)

This distinction which was of great importance to modern linguistics **once** again drew the attention of linguists to spoken language.

Human languages have a limited number of rules which can be applied more than **once** in generating structures.

A regular affix which does not usually change the part of speech and may occur only, **once** at the end of a word is called inflectional morpheme.

The Democrats **once** again triumphed in recent election.

Else

Beware that the spray must be a very fine mist **or else** it will damage the surface of the concrete.

If you want to remember a word forever, you need to use it often. You need to repeat it **or else** you forget the word very soon.

More meaning other/extra

Before we end the discussion, two **more** terms need elaborations on.

Here, below, there

*In sentences beginning with here or below, the true subject often follows the verb.* [296]

**Here** are the keys .

**Here** are a few hints to help you to use body language to improve your communication with others.

**Here** are the changes we've made.

**Below** are some examples of reinforcement use.

**Here** is a list of words and phrases used as cohesive devices.

An important point to remember **here** is that a written text also provides important clues to meaning and that mastery of how these clues is essential for writers if their ultimate goal is to make readers achieve a full understanding of a given written text.

**There** he won his case, with the court overturning his Nebraska convictions.

See below for a table of transitional words. **There** you'll find lists of words such as *however, therefore, in addition, also, but, moreover* , etc.

Who would not like to be able to travel around the world, to Paris, Moscow, Helsinki, Shanghai, or Tokyo, and be able to talk with the people **there** in their own language?

### Absolute, comparative, and superlative adverbs

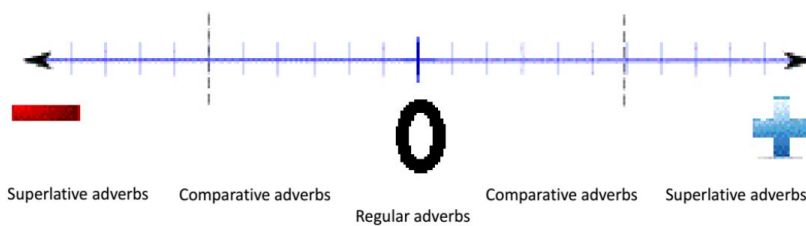
Absolute adverbs

*Like adjectives, adverbs are either one-syllable or more-than-one-syllable. All adverbs in their base form (absolute adverbs) are divided into gradable and non-gradable adverbs.*

Gradable adverbs

*Gradable adverbs are adverbs the comparative and superlative of which can be formed. In addition, they can be preceded by degree adverbs like too, as, so, enough, extremely, almost, barely, entirely, highly, slightly, totally, utterly, very, rather, pretty, quite, fairly, a little, a bit, etc. They are called degree adverbs because they specify the degree to which an adjective or another adverb applies.*

least + adv.	less + adv.	one-syllable adv.	adv. + er	adv. + est
least + adv.	less + adv.	more than one-syllable adv.	more + adv.	most + adv.



The figure shows that gradable adverbs can range from –infinity to +infinity. Adverbs can be downgraded (less + adverb or least + adverb) and upgraded (more + adverb or adverb+er and most + adverb or adverb+est).

### Regular adverbs

#### One-syllable regular adverbs

These form their comparatives and superlatives by adding the endings -er and -est . If the adverb ends in -y , then you change the y into an i before adding -er or - est ; if the adverb has one syllable and ends in -e , then you just add the ending - r or - st .

One-syllable regular adverbs <sup>[297]</sup>				
Superlative	Comparative	One-syllable regular adverbs	Comparative	Superlative
least fast	less fast	fast	faster	fastest
least late	less late	late	later	latest
least hard	less hard	hard	harder	hardest
least early	less early	early <sup>[298]</sup>	earlier	earliest
least high	less high	high	higher	highest
least long	less long	long	longer	longest
least low	less low	low	lower	lowest
least near	less near	near	nearer	nearest
least soon	less soon	soon	sooner	soonest

#### More than one-syllable regular adverbs

More than one-syllable regular adverbs <sup>[299]</sup>				
Superlative adverbs	Comparative adverbs	More-than-one-syllable regular adverbs	Comparative adverbs	Superlative adverbs
least recently	less recently	recently	more recently	most recently
least effectively	less effectively	effectively	more effectively	most effectively
least frequently	less frequently	frequently	more frequently	most frequently
least often	less often	often	more often	most often

### Irregular adverbs

With regard to the formation of comparatives and superlatives, some adverbs are irregular.

#### Irregular adverbs with one form

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little	less	least
much	more	most

The major aim of this chapter is therefore to explore developments in writing to **better** justify current teaching practices.

Certain elements of moral reasoning can be **best** learned and transferred in narratives as they are not common situations encountered in daily life.

If you were enrolled in a writing course in which you were required to prepare essays in a second or foreign language (L2/FL), what kinds of topics would you **most** like to be writing about?

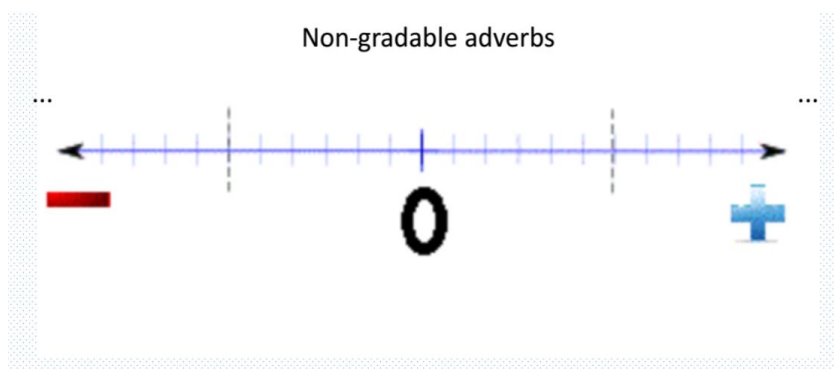
Rank these three from the factor which will **most** determine what you should do to the one which has the least influence of the three.

### Irregular adverbs with two forms

		far	farther further	farthest furthest
Superlative adverbs	Comparative adverbs	Irregular adverbs with two forms	Comparative adverbs	Superlative adverbs

### No-gradable adverbs

*Non-gradable adverbs can neither be modified by degree adverbs nor the comparative and superlative of which be formed.*



*Non-gradable adverbs are either at the very positive or negative end of the continuum.*

### Comparative vs. superlative

*Some (one syllable) base adverbs can take comparative and superlative forms, with -er and -est. However, the majority of adverbs (more than one syllable adverbs) do not take these endings. Instead, they form the comparative using 'more' or 'less' and the superlative using 'most' or 'least.'*

### Comparative adverbs

*Like comparative adjectives, comparative adverbs, are used to describe differences and similarities between two things. While comparative adjectives describe similarities and differences between two nouns (people, places, or objects), comparative adverbs make comparisons between two verbs (adverbs or adjectives)—that is, they describe how, when, how often, or to what degree an action is done. Comparative adverbs are made either with 'more' or 'less' with more than one syllable adverbs or suffix '-er' with one-syllable adverbs. <sup>[300]</sup> We often use than with comparative adverbs.*

A subway train can get you through the city **more quickly** than a bus.

A laptop computer allows her to do her work **more efficiently**.

Barack Obama campaigned **more skillfully** than his opponents, and that's one reason why he won his election.

He is **less easily** disturbed by her behavior than he was in the past.

If you fast-forward a recording, or if it fast-forwards, you make it play at very high speed so that you get to the end or a later part **more quickly**.

**These words and phrases can be used as intensifiers with these patterns before comparative adverbs: *much - far - a lot - quite a lot - a great deal - a good deal - a good bit - a fair bit***

I forget things **much more often** nowadays.

Adjectives are words that describe or modify other words, making your writing and speaking **much more specific** .

**These words and phrases can be used as mitigators before comparative adverbs: *a bit - just a bit - a little - a little bit - just a little bit - slightly***

She began to speak **a bit** more quickly.

Let's talk **a little bit** more about this form of speech before flushing out a complete list.

Superlative adverbs

*A superlative adverb is used to compare three or more people, places, or things. It's used to state that the action performed is to the highest degree within a group or of its kind. They are sometimes preceded by the word 'the' but not always. Superlative adverbs are made either with 'most or least' with more than one syllable adverbs or suffix '-est' with one-syllable adverbs.* <sup>[301]</sup>

Ben moved **most quietly** as the boys walked down the darkened ally.

He rides his bike **most frequently** in the morning.

I work at school and at home during the week, but I work **most comfortably** at my desk on the weekend.

Karen accepted the award **most graciously** .

Our rotary telephone is the **least frequently** used device in our house.

She is **most likely** to become a doctor after she finishes med school.

The last remark was the **least clearly** stated.

## PRONOUNS

*Pronouns are words which replace nouns or noun phrases.*

Jack is my brother.

<input type="checkbox"/>	<b>He</b> is my brother.
--------------------------	--------------------------

Teachers are awaiting students.

<input type="checkbox"/>	<b>They</b> are awaiting <b>them</b> .
--------------------------	----------------------------------------

**Adverbs preceding Pre-M1 are a part of an NP in some cases.**

**Almost** all slum districts are nearly nonexistent in Stockholm.

<input type="checkbox"/>	<b>Almost</b> they are nearly nonexistent in Stockholm.
<input type="checkbox"/>	<b>They</b> are nearly nonexistent in Stockholm.

**Appositives which modify NPs are a part of an NP.**

All slum districts, prevalent in large cities, are nearly nonexistent in Stockholm.

<input type="checkbox"/>	<b>They</b> , prevalent in large cities, are nearly nonexistent in Stockholm.
<input type="checkbox"/>	<b>They</b> are nearly nonexistent in Stockholm.

**Prepositional phrases which are as a complement of NPs are part of an NP.**

The book on the table is mine.

<input type="checkbox"/>	<b>It</b> on the table is mine.
<input type="checkbox"/>	<b>It</b> is mine.

### Functions

Anaphoric reference

*Anaphoric reference means that a word in the text refers back to other ideas in the text for its meaning.* <sup>[302]</sup>



I went out with July on Sunday. She looked awful.

#### Cataphoric reference

*Cataphoric reference means that a word in the text refers to another later in the text and you need to look forward to understanding.*

In **their** analysis of sentence structure, **the structuralists** record the different number of elements that sentences could possibly contain and the sequence in which those elements could occur.

They used to call it <sup>[303]</sup> a draw, when two horses finished neck and neck.

Instead of executing **him**, the court banished **Napoleon** to Elba.

By **its** very nature, then, **corpus linguistics** changes the classroom dynamic and establishes the learner as researcher. In **his** *Government and Binding* theory, **Chomsky** (1981, 1986a, 1986b) argues that the core of human language must comprise these two components.

More recently, in **his** Minimalist Program, **Chomsky** (1995, 2000) argues that the core of human language is the lexicon (the word store).

**Before** they <sup>[304]</sup> take their <sup>[305]</sup> examinations, students should revise thoroughly and try to assimilate what they have been studying.

#### Exophoric reference

*Exophoric reference occurs when a word or phrase refers to something outside the discourse. The use of exophoric reference requires some shared knowledge between two speakers, or between writer and reader(s).*

They <sup>[306]</sup> are late again, can you believe it?

I know! Well, they'd better get here soon or it <sup>[307]</sup> will get cold.

#### Mixed

To incorporate new material into **their** <sup>[308]</sup> knowledge system, **learners** must have related information in **their** <sup>[309]</sup> mind.

#### Place

*Normally, pronouns are substituted for NPs. Therefore, they appear the places where NPs appear. But some are exceptional.*

#### Classification of pronouns

##### Personal pronouns

	Subjective	Objective	Possessive	Reflexive
First person singular	I	me	mine	myself
Second person singular	you	you	yours	yourself
Third person singular	he she it	him her it	his hers its	himself herself itself
First person plural	we	us	ours	ourselves
Second person plural	you	you	yours	yourselves
Third person plural	they	them	theirs	themselves

*The main category of pronouns is personal (subjective, objective, possessive, and reflexive) pronouns. There are other pronouns like interrogative, relative, expletive, demonstrative, reflexive, reciprocal, pronouns. The functions which each class of pronouns plays in this new grammar are as shown in the following figure.*

		NP1	NP2, NP3, after prep	NP1, NP3, after prep, NP2?	NP2, NP3?
	Person	Subjective	Objective	Possessive	Reflexive
Singular	First	I	me	mine	myself
	Second	you	you	yours	yourself
	Third	she he it	her him it	hers his its	herself himself itself
Plural	First	we	us	ours	ourselves
	Second	you	you	yours	yourselves
	Third	they	them	theirs	themselves

### Expletive pronouns

A *dummy pronoun* (also called an *expletive* or *pleonastic pronoun*) is a pronoun used to fulfill the syntactical requirements without providing explicit meaning (a word that contributes nothing to the semantic meaning of a sentence). A dummy pronoun is used when a particular verb argument (or preposition) is nonexistent (it could also be unknown, irrelevant, already understood, or otherwise ‘not to be spoken of directly’) but when a reference to the argument (a pronoun) is nevertheless syntactically required. For example, in the phrase ‘It is obvious that the violence will continue,’ ‘it’ is a dummy pronoun, not referring to any agent. Unlike a regular pronoun of English, it cannot be replaced by any noun phrase. The term dummy pronoun refers to the function of a word in a particular sentence, not a property of individual words. For example, it in the example from the previous paragraph is a dummy pronoun, but ‘it’ in the sentence ‘I bought a sandwich and ate it’ is a referential pronoun (referring to the sandwich).

It <sup>[310]</sup>

#### ‘it’ instead of ‘to V + ...’

It is important to be eclectic, selecting parts of what is on offer when it is useful, and devising our own standards when they are not.

Most students find it difficult to write even in their mother tongue.

Bailyn adds that many corporate managers find it <sup>[311]</sup> difficult to measure the contribution of their underlings to a firm’s well-being.

It is important not to allow these institutions to try to make us think and talk in only one way about language and standards; it drains creativity and is a disservice to learners and our profession.

It is so unusual to find a site with everything needed for a dam that whenever a civil engineer notices any such site, s/he tells her/his chiefs and they consider whether to work out a power scheme for it.

It is the job of a planning team to develop plans that result in impacts that are more positive than negative.

In relatively small rivers and streams, it is often possible to create habitat conditions that increase fish populations.

It just makes my blood boil to think of the amount of food that gets wasted around here.

In one paragraph I talk about the short term, this makes it easy to move onto the long term in the next paragraph.

Notice that the clear structure of the five-paragraph essay makes it easy to follow.

In order to understand language teaching, and its slow transition from method to post-method, I considered it necessary to take a historical perspective to the development of major language teaching methods.

Furthermore, the availability of the internet has added another flavor to the world of telecommunication making it possible for people to access information.

## 'it' instead of clauses

In fact, he maintained that **it** is this communicative purpose that influences the textual choices of the writer . <sup>[312]</sup>

**It** is people who "make sense" of what they read or hear .

The idea that **it** is the learner who selects what s/he wants to learn is a principle related to humanistic psychology that places the experiences and feelings of the learners at the center of the learning process. <sup>[313]</sup>

Therefore, though valued genres and discourse communities may, in fact, be highly salient to disciplinary faculty, **it** is the specific situation in which a genre appears that determines how it will be successfully written and interpreted.

**It** is the learner that <sup>[314]</sup> controls learning not the teacher .

**It** is the dog who <sup>[315]</sup> is eating the bone .

Perhaps **it** is those individuals who strive hard to improve should be given the better education.

Although **it** is true that there is a relationship , the source of each variable is different. <sup>[316]</sup>

**It** is his fervent hope that a peaceful solution will soon be found .

From this perspective, **it** is social-communicative malfunctioning, then, that prompts atypical linguistic behaviors .

**It** was the Republican Party's third election triumph in a row.

It may be necessary to repeat this process again within a day or so to remove any deeply ingrained oil or grease.

More than anybody else in the modern era, **it** is Chomsky who has persuasively demonstrated that language as system is amenable to scientific analysis and, in doing so, he has elevated our ability to deal with language as system to a higher level of sophistication .

**It** is generally believed that the age at which learners begin to learn a second language influences their ultimate attainment in language knowledge/ability .

There

'*there*' introduces an inverted order, but there must still be an agreement between the verb and the subject following it (NP2). <sup>[317]</sup>

Historically **there** have been only two major factions in the Republican Party – the liberals and the conservatives.

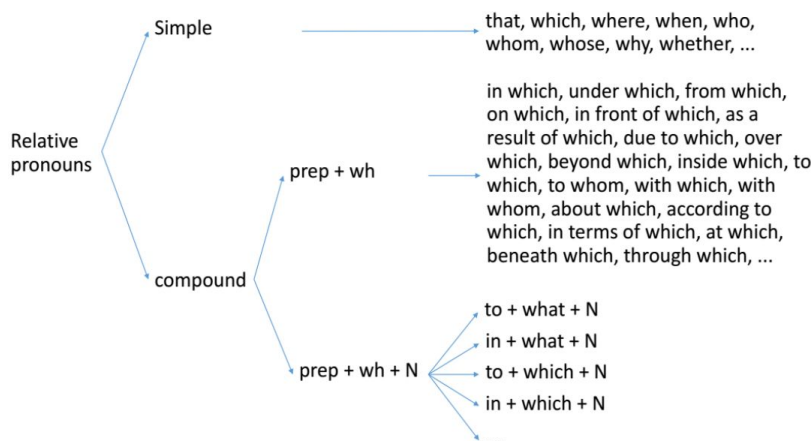
**There** are four hurdles to jump.

**There** is a high hurdle to jump.

**There** are times when researchers may **decide not to include** outlier data in the final analysis, but if this is the case **there needs to be** a principled reason for not including them beyond the fact that they "don't fit right."

## Relative pronouns

*Relative pronouns are another group of words that sometimes introduce dependent clauses. Although they look and act very similar to subordinating conjunctions, they're quite different. They differ from subordinating conjunctions because they act as NP1 of a dependent clause, while subordinating conjunctions do not. Subordinating conjunctions are followed by NP1 of their clause.*



I believe that relative pronouns can be classified as simple (one word) and compound (more than one word) relative pronouns.

### Relative pronouns

Simple		that, which, where, when, who, whom, whose, why, whether,
Compound	prep + wh	in which, under which, from which, on which, in front of which, as a result of which, due to which, over which, beyond which, inside which, to which, to whom, with which, with whom, about which, according to which, in terms of which, at which, beneath which, through which, ...
	prep + what/which + N	to what + N, in what + N, ...
	Wh/how + adjective + ...	how big ...

### RC as Post-M2

<b>That, which, whom, who, whose</b>	<b>If an RC beginning with these Rs comes after a noun, it is Post-M2, otherwise it is an NP.</b>
<b>Noun related to a place + where</b>	If an RC beginning with 'where' comes after a noun related to a place, it is Post-M2, otherwise it is an NP.
<b>Noun related to a time + when</b>	If an RC beginning with 'when' comes after a noun related to a time, it is Post-M2, otherwise it is an NP.
<b>The reason + why</b>	If an RC beginning with 'why' comes after 'the reason,' it is Post-M2, otherwise it is an NP.

### Demonstrative pronouns

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural.  
*this, that, these, those*

### Reflexive pronouns

A reflexive pronoun is a type of pronoun that is preceded by the adverb, adjective, pronoun, or noun to which it refers, so long as that antecedent is located within the same clause.

**Use a reflexive pronoun as a direct object when the object is the same as the subject of the verb.**

**Use a reflexive pronoun as direct object with most transitive verbs, but these are the most common: *amuse, blame, cut, dry, enjoy, help, hurt, introduce, kill, prepare, satisfy, teach* .**

**Do not use a reflexive pronoun after verbs which describe things people usually do for themselves, such as *wash, shave, dress* .**

The posture is the way in which a person holds **himself or herself** <sup>[318]</sup> when standing, walking, or sitting.

She took too much on and made **herself** <sup>[319]</sup> ill.

The ticking of the clock began to bring **itself** into notice.

Of the 600 million people who call **themselves** <sup>[320]</sup> Chinese, all but a very small number speak Chinese. He disguised **himself** <sup>[321]</sup> by shaving his head and wearing a false beard.

#### Reciprocal pronouns

*A reciprocal pronoun is a pronoun which is used to indicate that two or more people are carrying out or have carried out an action of some type, with both receiving the benefits or consequences of that action simultaneously. Any time something is done or given in return, reciprocal pronouns are used.*

#### Each other

Recrimination is argument between people who are blaming **each other** .  
 Strand means a thin thread of something, often one of a few twisted around **each other** to make a string or rope.  
 They kept looking at each other and smiling.  
 They are always wearing each other's clothes.  
 You are always arguing with each other.  
 They are so happy together – it seems they were made for each other (= are perfectly matched).

#### One another

They are parallel processing systems that require **one another** for optimal functioning of the organism.  
 One important issue in studying communication is to learn how individuals manage to open conversations or how people may address **one another** in a given language.  
 Any complex system is an open synthesis of many small parts interacting with **one another** and the larger context <sup>[322]</sup> it is situated in.

#### Every other

From almost every unit of the book, one item was devised and assigned to the pretest so that **every other** unit has one production item and one comprehension item, respectively.  
 Read and translate **every other** line in the text.  
**Every other** item in the test was a multiple-choice question.

#### Interrogative pronouns

*An interrogative pronoun is a pronoun used to make asking questions easy. There are just five interrogative pronouns (what, which, who, whom, and whose). Each one is used to ask a very specific question or indirect question. 'who' and 'whom' refer only to people. Others can be used to refer either to objects or people. Interrogative pronouns can also be used as relative pronouns <sup>[323]</sup>, which may be found in questions or indirect questions. A pronoun is classified as an interrogative when it's used in an inquiring way because interrogative pronouns are found only in question and indirect questions. In some cases, interrogative pronouns take on the suffix -ever (whatever, whichever, whoever, whomever, whosever, ...). A few can also take on the old-fashioned suffix -soever (whosoever, whomsoever, whatsoever,), which is rarely seen in writing these days.*

who, whom, which, whose, what, whatsoever, whosoever, whomsoever, whoever, whosever, whomever, whichever, whatever,

- Whoever told you that?
- Whoever could that be phoning at this time?
- Whatever is he doing with that rod?
- Whatever's that yellow thing on your plate?
- Whatever did you say that for?
- Whatever does she see in him - he's revolting!
- Whatever made him buy that jacket?

#### 19 nouns (so-called pronouns)

	Every-	No-	Some-	Any-
-one	Everyone	No one <sup>[324]</sup>	Someone	Anyone
-body	Everybody	Nobody	Somebody	Anybody
-thing	Everything	Nothing	Something	Anything

+  
 one, ones, other, others  
 +

Each other, one another

+

none

*The first 12 words are made of every, any, no, some (4)\* followed by thing, one, body (3). I believe that these 19 words are not only pronouns, but they also are nouns. The reason for this claim is that pronouns are rarely followed by RCs, but nouns are (and most of these 19 words are followed) followed, that pronouns are never preceded by Pre-M1 and Pre-M2, but most of these 19 words are preceded the same way as nouns, that pronouns never take apostrophe 's, but most of these 19 words take apostrophe 's, that pronouns are not usually substituted by other pronouns, but nouns (and most of these 19 words) can be substituted by pronouns. Although the name 'indefinite pronouns' used for these words can to some extent justify this, I believe that pronouns are either singular or plural (e.g., 'she' is always singular), but so-called indefinite pronouns can be both singular and plural (someone can be considered as a singular entity in one sentence while as a plural in another).*

Everyone

**Everyone has made** a sterling effort.

When prime minister talks about reducing unemployment by fifty percent within months, **everyone knows** that it is only pie in the sky.

**Everyone** has his/her own knowledge schemata considering the way he/she looks at the world around him/her based on Sapir-Whorf hypothesis.

**Everyone** considers the body as a container, physically and/or mentally, and tends to view objects in the body, for example, vessels, lungs, belly as containers, too.

**Everyone** in my office is terrified of the caretaker, Mr. Smikins, but I get on with him like a house on fire.

Although the old man was deeply moved, he nevertheless managed to get out a short speech in which he thanked **everyone** for his retirement present.

When prime minister talks about reducing unemployment by fifty percent within months, everyone knows that it is only pie in the sky.

**Everyone** has made a sterling effort.

Everybody

**Everybody** knows that Andy is the wrong person for the new post, but **nobody** is prepared to say so to his face.

**Everybody** involved in the accident has been questioned by the police.

**Everybody** has their own idea about the best way to bring up children.

**Everybody** knows who stole it, but they are all afraid to tell anyone.

Everything

**Everything's** gone wrong today, hasn't it?

People everywhere organize their domestic lives (cooking, eating, sleeping, procreation, and child care) through the family.

You will find **everything** easily. You will find **everything** easy. <sup>[325]</sup>

**Everything** is really excellent.

Hope **everything** is fine for you.

Watch **someone** carefully to make sure **everything** is all right.

My dad's new luxury car is great, it has **everything** but the kitchen sink.

In addition, the order of some questions or items was changed to be assured that **everything** would work better.

No one

Hyperbole is an outrageous exaggeration that emphasizes a point, can be ridiculous or funny, and may be so dramatic that **no one** would believe to be true.

If you slip somewhere, you go quickly and you hope that **no one** sees you.

**No one** in my family had been sick for many years, but every one caught the flu last month at the same time.

**No one** discipline can provide all the tools and resources needed to address real-world problems.

Nobody

He is such a liar that **nobody** believes him. <sup>[326]</sup>

**Nobody** knows where Jim came from. We don't know if he's got children. He's a bit of an unknown quantity.

**Everybody** knows that Andy is the wrong person for the new post, but **nobody** is prepared to say so to his face. This is a policy with a very short shelf life. By next month, **nobody** will be interested in it any more. **Nobody's** <sup>[327]</sup> disagreed with the latest proposals, did he/has he/have they?

#### Nothing

The media have obviously been gagged because **nothing has** been reported. As Danesi (2003) expressed, the only reason why L2 learners suffer from a lack of grammatical competence is that there is **nothing** in syllabus that takes this issue into account. He is as cool as a cucumber. **Nothing** upsets him. The investigator should not waste effort on checks of components or regions of the construction that have **nothing** to do with the failure. An area of land without hills or many buildings can be accurately surveyed with **nothing** but a good steel tape, but this is hard work when the land has many more sides than four, or when its sides are longer than 1000 meters.

#### Someone

However, in other formal situations, people tend to address **someone** else by their titles like Mr., Mrs., Professor, and other names which refer to the profession they have. Deport means to force **someone** to leave a country, especially **someone** who has no legal right to be there or who has broken the law. **Someone's** <sup>[328]</sup> forgotten to switch off the gas. Once you discover **someone's** <sup>[329]</sup> weaknesses, it's up to you whether you take advantage of them or not. Misfit means **someone** who is not suited to a situation or who is not accepted by other people because their behavior is strange or unusual. When **someone** is married, s/he cannot be single. To settle an account means to harm **someone** because they have harmed you in the past.

#### Somebody

There is a lot of contention about that issue -- for every person firmly in favor, there is **somebody** fiercely against it. I wish I knew **somebody** who would give my old music center a good home. To put **somebody** out of their misery means to stop **someone** worrying by giving them information that they have been waiting for. Haul **somebody** up means to force **somebody** to go somewhere or see **somebody** in order to be punished or to answer questions about their behavior. Revenge is the harm done to **somebody** as a punishment for the harm they have done to **someone** else.

#### Something

To put **something** out of its misery means to kill an animal because it is in great pain, so that it doesn't have to suffer any more. Analogy or analogical reasoning is useful in understanding and/or explaining **something** by contrasting it to **something** similar and is applied in teaching/learning **something** new. Winning successive final is **something** that is not/was not/has not been achieved again until Brazil managed them/these/it in 1958 and 1962. Susan says she is happy with Martin but reading in the lines **something's** not quite right. They never seem to go out together. To take **something** over means to start doing a job or being responsible for **something** that another person did or had responsibility for before.

#### Anyone

"I don't have the qualifications. I'm probably too young. But I know I can do the job better than **anyone** . Do you think I should apply or am I wasting my time?" When I left school, I got no help from **anyone** . You just had to sink or swim in those days. Was there **anyone** you knew at the meeting? **Anyone** wishing to dissent from the motion should now raise their hand. **Anyone** wishing to dissent form the motion should now raise **their** hand.

#### Anybody

At the end of this month we have lived/we have been living/we'll have been living together for a year and a half.

It's the first time I live/I'm living/I've lived with **anybody** before, but I should guess/I might have guessed/I'd have guessed what would happen.

"He's good-looking. He's got a big house. He's powerful." "Yes, he is quite a catch by **anybody's** standards."

Anything

To date, there have been a few commercial EFL courses which teach metaphor as **anything** other than the basis of colorful idiomatic phrases.

Others decide they would just rather/prefer/better not have **anything** to do with computers.

The trouble with some politicians is, after a while, power goes to their heads and they think that they can do **anything** .

Was there **anything** else you wanted to say or is that it?

Let me know if **anything** happens, won't you?

He is the sort of person you can ask to do almost any job. He can turn his hand to **anything** .

**Someone** said there was thunder last night, but I didn't hear **anything** . I was dead to the world.

One <sup>[330]</sup>

However, before doing so, we would like to begin in an indirect way – by recounting a court case, **one that exemplifies the issues that we will consider.** <sup>[331]</sup>

The person who introduced this topic was Anna, and she was **the one** <sup>[332]</sup> who was largely responsible for its development.

If **one** breaks down topics into subtopics, there comes a point at which **one** meets what one might want to call sentences.

Headwind is a wind blowing in the opposite direction to **the one** <sup>[333]</sup> you are moving in.

The lexical relationship between furniture and chair is similar to **the one** <sup>[334]</sup> between fruit and banana.

Will learning a second language affect one's intelligence?

According to a behaviorist view of learning, the German structure would be much easier and quicker to learn, and the French **one** <sup>[335]</sup> would be more difficult, the English structure acting as a facilitator in one instance, and an inhibitor in the other.

Communicative purpose is both a privileged criterion and **one** <sup>[336]</sup> which operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action.

Ones <sup>[337]</sup>

Walter wears those same old treasures day in day out. It's time he bought **some new ones** .

The reduction of long words to **shorter ones** is carried out in the process of clipping.

The SLL process therefore involves replacing those habits by a set of new **ones** .

Other

Hold the racquet in one hand and the ball in **the** other.

Otehrs

The **ability** of writers to precisely record observations made **about** others enables them to include in their work a **great** deal of material outside their **own** experience.

Another

Cameras of one type or **another** have been used for more than a hundred years.

Climate is the primary force that distinguishes one biome, or major terrestrial region, from **another** .

Bell's palsy is a paralytic condition that usually occurs in one side of the face but not **another** .

Each other

It seems that much of what we have expected of grammars can be **better** explained by focusing on words and the complex way they keep each other's company.

None

However given our analysis to this point, **none of these seem** right.

**None of these three showed** any deficits in their mental faculties.



Exhaustible supplies are supplies of something which can be used completely so there **are none** left.  
Functionalists argued that **none of the previous theories of language had taken into account** the social and situational context in which language was being used.  
**None** of the evidence adduced in court **was** conclusive.  
They are called traditional methods because **none** of them **is practiced** widely any longer.  
However, **none** of these seem right.

Other pronouns

More

- More as a pronoun

I wish I could do more to help.

- more of the + PLN = as a pronoun

I'm not going to listen to any more of your lies.

- more of the + Nu = as a pronoun

I'm not wasting any more of my money on lottery tickets.

- more of the + Ns = as a pronoun

He ate more of the cake.

Most

- Most of the + PLN

Most of the politicians are ...

Most of the books are ...

Most of the conclusions are ...

Most of them start ...

- Most of the + Nu

Most of the air is ...

Most of the information is ...

Most of the pollution is ...

Most of my money is .....

- Most of the + Ns

Most of the book is ...

Most of the paper is ...

- Most + of NP = Most as PRN

Most of these facilities ....

Most of the electrical energy ...

Most of my books were ....

Most of their loads ...

Most of the buildings ...

Most of the principles ...

Most of them ...

Most of the digging ...

Most of the engineers have to write ...

Mixed examples

Most of the energy used in learning is wasted.

Proteins form most of the structure of the body and also act as enzymes.

Jupiter is a gaseous planet with an atmosphere composed most of hydrogen and helium.

A glance through prominent L2 publications such as *Journal of Second Language Writing* or *TESOL Quarterly* might cause one to conclude that **most** of the recent research **has** dealt with writers' processes.

Polio (2003: 50) notes that **most** of the teacher-centered studies **have** been qualitative, focusing on issues such as their views and practices in writing, how their views change over time or as they encountered new student populations, and teacher responses to student texts.

A few

I need to get a few in town.

Is there any problem? We've been having a few with the new computer.

If you can't fit all the cases in your car, I can take a few in mine.

How many potatoes do you want? Oh, just a few, please.

A few can afford to pay those prices.

Many museums have been founded by private benefactors, and a few have received endowments that help to support their routine operations.

Light of the Sun can penetrate only a few hundred meters below surface of the ocean.

A few are subdivided.

Here are a few of the most common characteristics of scholarly writing.

Few

There are few left over from the party.

Do you know a person with the same problem? I know few who've had the same problem <sup>[338]</sup>.

The Victorian constructions of Haight-Ashbury were among few in 1906 .

He is among few I can trust.

Fewer

Fewer smoke these days than used to.

The benefits of this scheme are fewer than those I mentioned.

Fewer could read or write five centuries ago.

Each <sup>[339]</sup>

**Use 'each of' before other determiners + PLN and before the plural object pronouns 'us,' 'you,' and 'them.'**

**Use a singular verb when 'each of' + a plural noun is the subject.** <sup>[340]</sup>

**For emphasis, use 'each one of' + determiners + PLN or 'each one of' + pronouns. When the phrase 'each one of' is NP1, the verb is singular.**

Use 'each' with plural pronouns and possessives, especially when we don't want to say *he/she, women/men* , etc. in order to avoid sexist language. <sup>[341]</sup>

This chapter presents a historical view of the different schools of linguistics and specifies how **each has** defined and studied language.

The two boys, four years apart in age, **each** learned all of these languages simultaneously from birth.

How, that, and wh- words

*The following table shows wh-words and the roles each can play.*

R	RC ▶ NP	RC ▶ Post-M2	Interrogative pronoun	Subordinating conj.	Pre-M1
what	*		*		
where	*	*	*	*	
when	*	*	*	*	
how	*		*		
that	*	*			*
whether	*				
who	*	*	*		
whom	*	*			

while				*	
which	*	*	*		
whose	*	*	*		
why	*	*	*		
whenever					
whoever			*		
whomever					
whichever					
wherever					
whatever			*		

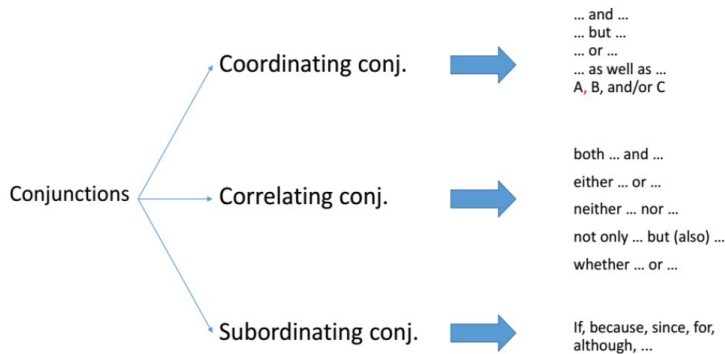
## CONJUNCTIONS

### Function

Conjunction is a word such as 'and,' 'but,' 'while,' 'both/and,' or 'although' that connects two or more words, phrases, clauses, and sentences together. <sup>[342]</sup> When using *coordinating, correlative and subordinating conjunctions* in a sentence, parallelism should be the goal. It means that the words following coordinating conjunctions <sup>[343]</sup>, both parts of these correlative conjunctions (i.e., *not only* and *but also*), and subordinating conjunctions <sup>[344]</sup> should belong to the same parts of speech and the same tense. For example, if a verb follows *not only*, then a verb should also follow *but also*. Using different parts of speech after each part of *not only . . . but also* makes the sentence imbalanced and, frankly, just awkward.

### Classification

*Conjunctions are divided into three groups: coordinating, correlating, and subordinating conjunctions, each of which will be discussed in the following sections.*



## Fronting

Fronting is a property of some connectors which allow the placement of the connector and its clause before the main clause. <sup>[345]</sup>

<input type="checkbox"/> supports fronting	After he finished, he went home.
<input type="checkbox"/> does not support fronting	And he worked at home, she took a walk.

## Coordinating conjunctions

This class of conjunctions stands alone and connects two equal constituents to each other like ‘and,’ ‘or,’ ‘but,’ etc. <sup>[346]</sup>. One of the two main properties of coordinating conjunctions is that they can connect words or phrases of the same category to create a larger phrase of that same category. The other is that the coordinator has to come between the words or phrases it connects. <sup>[347]</sup>

The following table shows the equal constituents coordinating (and correlative) conjunctions connect.

VP	Crudely expressed, the analysis used involved <u>breaking the language system into small bits</u> and <u>describing the ways in which these bits could be put back together again to make stretches of speech</u> . <sup>[348]</sup> They <u>went to work</u> , <u>had visitors over</u> , <u>cooked meals</u> , <u>attended to sleep and personal needs</u> , and <u>worked on projects and leisure activities according to their own preferences</u> .
Ving	Crane is a tall metal structure with a long horizontal part which is used for <u>lifting and moving</u> heavy objects.
N	He wants the job purely for reasons of <u>vanity and ambition</u> . The manuscript is bound in <u>gold and silver</u> and encrusted with jewels.
prep.p	Having a clear statement of goals is important for determining the content of the course, for deciding on the focus in presentation, and in guiding assessment. Chomsky argued that there are many aspects of grammar common to many and sometimes to <sup>[349]</sup> all languages.
prep	I make it a point to highlight the underlying links <u>within and between</u> the parts in order to bring out the pattern which connects. Simplified input is the grammatically and lexically simplified language that teachers, textbook writers, and other competent speakers use <u>in and outside</u> the classroom while addressing language learners.
Pre-M2	Specifically, chapter 4 aims at guiding the reader through a maze of constituents and categories of methods, and at explaining the rationale behind grouping the major language teaching methods into three broad categories: <u>language-centered, learner-centered, and learning-centered</u> methods. Their meaning and purpose are socially constructed through negotiations among <u>present</u> and <u>past</u> members.
R	It should help them to understand also <u>why and how</u> their teaching may or may not lead to worthwhile learning.
Pred.	When a pidgin <u>develops beyond its role as a trade language</u> <sup>[350]</sup> and <u>becomes the first language of a social community</u> , it is described as a creole. He <u>always makes snap decisions and never thinks about their consequences</u> . She <u>ushered us into her office and offered us a coffee</u> .
NP1 <sup>[351]</sup>	<u>Jack and Jimmy</u> buy two books.
D	The extralinguistic props that would <u>structure</u> , <u>constrain</u> , and ultimately <u>allow</u> interpretation in normal communication are ignored.
adv.	However, it was determined that the extended quizzing was <u>logistically</u> and <u>mentally</u> taxing, so the quiz was broken into two sessions.

## X and X <sup>[352]</sup>

Climbing Everest has always been an extraordinarily dangerous undertaking and doubtless always will be.

Different approaches to writing have come and gone.

Suppose you work in an office and have a five-page report to read and comment on for your boss.

When you have limited the subject and have decided precisely about it, you have formed the two basic parts of the topic sentence.

The idea that diversity benefits a company and makes it better prepared to compete in marketplace most closely mirrors this reasoning.

According to the author, one of the main benefits of affirmative action is diversity in the classroom and he states that this diversity has been *a boon to my experience as a teacher*.

Scholars like Catford, Nida, Taber, and Toury are the theorists of this category.

According to Baker (1988), in terms of grammar, technical texts include five controversial- specific areas. They are verb and tense, voice, modals, articles and nominalization. Modals like may, might, could, and would are used very much in technical texts.

, and

*If ‘, and’ is not preceded by any comma, it means that ‘, and’ does not join two successive constituents but does connect something else.*

Set goals , and choose and sequence content. (, and does not connect ‘goals’ and ‘choose’ but connect ‘Set goals’ and ‘choose and sequence content’)

Another way to look at needs is to make a major division between present knowledge and required knowledge , and objective needs and subjective needs. (, and does not connect ‘knowledge’ and ‘objective’ but connect ‘present knowledge and required knowledge’ and ‘objective needs and subjective needs’).

**There is neither a comma before it nor ‘x, and/but/or x’ after it. Therefore, this is almost always a conjunction which conjoins two predicates or two sentences.**

The school principal punished Marry, and her sister broke the window.

□ NP1 {P (NP) and (NP)} V

The jewelry {in (the boxes) and (the antique bags)} was stolen.

□ {(NPa P NPb), and (NPc)} V

The jewelries {in (the boxes) and (the antique bags)} were stolen.

**There is neither a sentence nor a predicate before it. Therefore, this is not a conjunction which conjoins two predicates or two sentences.**

{(The jewelries in the boxes), and (the antique bags)} were stolen.

{(The jewelry in the boxes), and (the antique bags)} were stolen.

X or X <sup>[353]</sup>

Great cultural narratives, such as those contained in most religious texts or in folk stories, can deeply imprint our long term memory, whether or not we ever encounter these situations in real life.

In all variations, we tried to leave the choice of action unchanged, and only vary the intention of the agents or the information provided in the scenario.

With respect to retrieval, the question is whether Turks will show the typical pattern (that is, surface similarity as the main predictor of retrieval), or whether they will show the pattern characteristic of experts (of structural similarity also as a strong predictor of retrieval).

He has two choices, he can either win the match and keep his status as the best wrestler in the world or he could lose the match and make the old mother happy.

These participants were either students at University of Tehran or enrolled in the college preparation course (the 4<sup>th</sup> year of high school).

Additionally, writers’ knowledge of the mechanics is essential in writing since faulty punctuation or <sup>[354]</sup> spelling mistakes may result in an illegible written text (Olshtain, 2001).

The viewpoint taken in this book is that even though the units of progression in a course might be tasks, topics or themes, it is important for the curriculum designer to keep some check on vocabulary, grammar and discourse to make sure that important items are being covered and repeated.

X but X <sup>[355]</sup>

Haidt et al. (1993) have identified domains of moral decision making that are present in one cultural group but not in another.

Domains such as respect for authority and the saliency of the distinction between purity and impurity are some that have been identified in helping people to characterize certain situations as morally tinged within one cultural group but not another.

That is, we argue that by using analogy we apply a moral theme, a certain relational structure from one domain (that of the cultural narrative) to a novel, but structurally similar domain.

The chief asset which many companies have today is not the property they own but rather the creativity and skills of their employees.

The supervisor was not highly concerned about the student asking for a week's extension to finish his essay **but** warned him that there would be no more extensions after that.

Car crashes are almost always accidental , **but** on rare occasions they may be deliberate.

Studying is important , **but** playing sports and joining clubs will help to enrich a student's time at university.

At first, students were hostile to the idea of being videoed during their presentations , **but** they soon realized that this would help them to improve their technique.

In some cases, the patients did not make any improvement , **but** generally the treatment was a huge success.

But meaning except for <sup>[356]</sup>

The basic property of the two words that are antonyms is that they share all **but** one semantic feature.

Two words that share all **but** one of their semantic features in common are called antonyms.

This report is nonsense and nothing **but** a waste of time.

There is **but** one seat left. <sup>[357]</sup>

A negatively skewed distribution shows that the test is so easy that most, **but** a few, students have done well on the test.

X as well as X <sup>[358]</sup>

'as well as' is one of the most frequent, still most misused, conjunctions in academic texts. There are three mistakes commonly made regarding its use. The first one relates to its meaning — 'as well as' is often used as a synonym for and , which it is wrong. The second problem concerns the form of the verb following 'as well as.' The third problem is that while 'and' can join several items, the conjunction 'as well as' by itself cannot connect more than two.

<input type="checkbox"/>	Swedish is spoken in Sweden, as well as in parts of Finland.
<input type="checkbox"/>	John, as well as Mary, want to drop the course.
<input type="checkbox"/>	Running is healthy as well as it makes you feel good.
<input type="checkbox"/>	Sarah draws as well as designs clothes.

### The first problem: 'As well as' is not a synonym for 'and.'

'as well as' cannot be used to mean and. The expression 'X as well as Y' means 'not only Y but also X' (note that X and Y are reversed). While and simply conjoins two (or more) expressions, as well as places unequal emphasis on the two expressions — the expression preceding as well as carries a stronger emphasis than the expression following it.

John, as well as Mary, came to the party. [Not only Mary but also John; emphasis on John]

The program aims to recruit Sami students as well as students from other countries. [Not only students from other countries but also Sami students; emphasis on Sami students]

### Now you see that the sentence:

Swedish is spoken in Sweden, as well as in parts of Finland. [Incorrect]

means:

Swedish is spoken not only in parts of Finland, but also in Sweden. [Imagine! What a surprise!]

It is, therefore, wrong to use *as well as* simply in order to avoid a repetition of *and* , as in the sentence below.

The university focuses on education, research, and development, as well as dissemination. [Incorrect if all three areas are equally important and none is to be emphasized]

### The second problem: 'as well as' does not make NP1 plural. 'as well as' doesn't create a compound NP1.

In the sentence, the verb 'want' must agree with the noun preceding 'as well as' in this case. In other words, when 'as well as' is part of the subject, the verb must agree with the noun before 'as well as.'

<input type="checkbox"/>	John, as well as Mary, want to drop the course.
<input type="checkbox"/>	John, as well as Mary, want s to drop the course .

### The third problem: 'as well as' by itself cannot connect more than two.

While ‘ and’ can join several items, ‘ as well as’ by itself cannot connect more than two. If we add a third item to the series, we have to use the conjunction and to join at least two of the items. We can do this in either of the ways shown below.

1. The easiest method is simply to use *and* by itself to join the whole series, putting an equal emphasis on all three or more items.

The service was prompt, courteous and efficient.

2. Another method is to use *and* in combination with *as well as* , putting less emphasis on the item(s) that appear after *as well as* :

The service was prompt and courteous, as well as efficient. [The emphasis is on *prompt* and *courteous* .]

The service was prompt, as well as courteous and efficient. [The emphasis is on *prompt* .]

**Do not use *as well as* in place of the conjunction *and* in a series of three or more items.**

The service was prompt, courteous and efficient. [ *not* prompt, courteous as well as efficient]

**Verbs after ‘*as well as*’ come in *Ving* form .**

(This might sound really strange to a nonnative speaker, but the grammar books agree on this.)

She manages the budget as well as **ordering** the equipment.

Running is healthy as well as **making** you feel good.

He broke the window as well as **destroying** the wall.

She draws as well as **designing** clothes.

**You can also use ‘*as well as*’ to make a simple comparison.** <sup>[359]</sup> **When you’re making a simple comparison, you should never include the comma.**

She draws as well as she designs clothes. [Her drawing is as good as her designing]

I don’t sing as well as Adele does.

I don’t sing, as well as Adele does. [Incorrect]

**When using ‘such as’ and ‘as well as,’ generally they don’t require commas unless they are part of a nonrestrictive clause. Using commas with them might change the meaning of the whole sentence. As a general rule, don’t use a comma before ‘*as well as*.’**

restrictive	The packaging as well as the new concept is going to be on your desk by tomorrow.
nonrestrictive	The packaging, as well as the new concept, is going to be on your desk by tomorrow.

An unexpected rise in the cost of living **as well as** a decline in employment opportunities has resulted in the rapid creation by Congress of new government programs for the unemployed.

Please proofread for spelling mistakes as well as grammatical errors.

In order to produce a competently written discourse within a particular culture, writers need to understand and adhere to the rules and norms of behavior that exist in a target language community, **as well as** to develop cross-cultural awareness, since each particular culture has different “do’s and don’ts”.

However, in league tables there are some schools that will appear towards the bottom of the table, **as well as** schools that appear towards the top.

At a relatively lower level, I was also faced with the challenge of determining the directions to take with regard to focus **as well as** audience.

That is because language permeates every aspect of human experience, and creates **as well as** reflecting images of that experience.

Following Kern (2000, pp. 70-71), these written clues to meaning include: text layout and graphic devices (such as punctuation and italics, among many other means), syntactic devices (cleft constructions), and linguistic devices (such as the choice of verbs or adverbs), **as well as** awareness of the physical location in which the text is to appear or appears.

In conclusion, it is argued that the potential of collaborative revision and rewriting, **as well as** the need for writer tutoring through guides which monitor the process and encourage reflection, should be highlighted.

Comma

Figures display important trends and procedures , simplify detailed data , and show basic methodologies.

Drawing from seminal, <sup>[360]</sup> foundational texts and from critical commentaries made by various scholars, I narrate the profession's slow and steady march from method to post-method, and in the process, elucidate the relationship between theory, research, and practice.

Part Two, which contains chapters 4 through 7, offers a brief history, description, and assessment of language teaching methods from the vantage point of the concepts and precepts identified in Part One.

### Correlative conjunctions

*On the other hand, there are some correlative conjunctions. As suggested by their name, they come in pairs, both of which used in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one constituent to another. Correlative conjunctions include pairs such as "both/and," "either/or," "neither/nor," "not/but," and "not only/but also." Correlative conjunctions are more similar to coordinating conjunctions than to subordinating conjunctions because the sentence fragments they connect are usually equal (carry equal importance within a sentence). Subordinating conjunctions connect dependent clauses and independent clauses, which have very different functions. Coordinating conjunctions and correlative conjunctions, on the other hand, connect words and phrases that carry equal weight in the sentence.*

**Generally speaking, a comma should not be used to separate pairs of conjunctions in a correlative conjunction. But if you really want to show special emphasis, you can add a comma.**

<input type="checkbox"/> without emphasis	When writing, Ann considers not only her topic but also her audience.
<input type="checkbox"/> with emphasis	When writing, Ann considers not only her topic, but also her audience.

**When using correlative conjunctions, ensure verbs agree so your sentences make sense.** <sup>[361]</sup>

It contradicts the fact that **neither** receptor **nor** neurons are necessarily located in the brain.

Therefore, **neither** teachers **nor** learner pays much attention to long-term goals of the course. <sup>[362]</sup>

**When using a correlative conjunction, you must be sure that pronouns agree.**

Neither Debra nor Sally expressed her annoyance when the cat broke the antique lamp.

Neither the teacher nor the students like their new textbooks. [This sentence has two antecedents: the teacher and the students. The second antecedent, students, is the antecedent that must agree with the pronoun. Therefore, the sentence uses "their" and not "his" or "her."]

Neither the students nor the teacher likes her new textbooks. [This sentence has two antecedents: the students and the teacher. The second antecedent, teacher, is the antecedent that must agree with the pronoun. Therefore, the sentence uses "her" and not "their."]

**'neither' and 'nor' are simply a negative form of 'either' and 'or.' Since neither and nor are themselves negative constructions, it is important to not create a double negative when using them.**

<input type="checkbox"/>	Neither my friends nor my parents will not join me at the movies.
<input type="checkbox"/>	Neither my friends nor my parents will join me at the movies.

**When using correlative conjunctions, be sure to keep the parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence.**

NP1	<b>Both</b> Jon <b>and</b> Lauren enjoyed the movie. <b>Neither</b> his mother <b>nor</b> his father went to university.
NP2	Jon enjoyed <b>both</b> the movie <b>and</b> the company. Their understandings of landscapes, peoples, and resources formed <b>both</b> a contrast <b>and</b> counterpoint to those of Jefferson's travelers.
VP	Then, when you find them, you can <b>either</b> answer the question right away <b>or</b> mark the area to return to later. I'm <b>not only</b> going to the concert, <b>but also</b> meeting the band backstage!
Adj.	An item in an objective test is <b>either</b> right <b>or</b> wrong. The author's tone toward Leopold is <i>mild</i> — <b>neither</b> strongly approving <b>nor</b> disapproving.
prep.p	On this account, abstract uses of in and on can derive <b>either</b> from the basic spatial schemas (support or enclosure) <b>or</b> from one of the more specific schemas (topology, force-dynamics, function). The similarity is apparent <b>not only</b> in structure of the family and in the regulations by which its distinct members are governed <b>but also</b> in the terminology.
adv.	Call it a day means to decide or agree to stop doing something, <b>either</b> temporarily <b>or</b> permanently.



Either X or X

**Either... or ... connects two choices.** <sup>[363]</sup>

Use **either... or ...** to connect items which are the same grammatical type (e.g., words, phrases, clauses, etc.).

The opposite of **either... or ...** is **neither... nor ...**. Use it to make negative statements connecting items

**When using either/or and neither/nor, if both elements are singular, then the verb is singular too.**

**Either** the father **or** the mother has to attend the meeting.

**When using either/or and neither/nor in NP1, if one of the elements is plural, then use a plural verb.**

**Either** Sue **or** the girls are going to prepare dinner tonight.

#### Mixed examples

Farmers often wake at sunrise and find that their animals do not adjust to the changing of time until weeks after the clock is moved **either** forward **or** backward.

The light from the laser follows the spiral track of pits, and is then reflected off **either** the pit **or** the aluminum layer.

The scientific method usually refers to **either** a series **or** a collection of processes that are considered characteristic of scientific investigation and of the acquisition of new scientific knowledge.

The author's genuine concern rules out choices a and d, and there is nothing in the passage to suggest that the author is **either** secretly angry, choice c, **or** in a state of panic, choice e.

Imagine that you are working in an institute and you have your choice of teaching **either** class A or (class) B.

**Either** milk **or** coffee is available.

For the seven preposition sentence pairs, the predicted answers were located on the left-hand side of the page **either** three **or** four times (out of seven) and were associated with the figure in ground **either** three **or** four times.

He has two choices, **either** he can win the match and keep his status as the best wrestler in the world **or** he could lose the match and make the old mother happy.

These subjects were **either** students at University of Tehran **or** those in the college preparation course.

He has two choices, **either** he can win the match and keep his status as the best wrestler in the world **or** he could lose the match and make the old mother happy.

Neither X nor X <sup>[364]</sup>

**When using either/or and neither/nor in NP1, if both elements are singular, then the verb is singular too.**

**Neither** the teacher **nor** the students were in the classroom this morning.

**When using either/or and neither/nor in NP1, if one of the elements is plural, then use a plural verb.**

**Neither** Leila **nor** her sisters are going to write the report.

#### Mixed examples

The style is **neither** formal **nor** informal but an easy-going in between to make the material easily understood and interesting to a lay audience.

In addition, the passage contrasts the *we's* with the *respectable boys* and the *rich ones* (lines 2–3), so the *we's* are **neither** wealthy **nor** respected.

He is **neither** dispassionate **nor** passionate, in that he expresses some emotion but not much.

They speak **neither** French **nor** German.

I **neither** know **nor** care what happened to her.

The newcomer was **neither** a mathematician **nor** a chemist.

**Neither** the mathematics department **nor** the biology department at Oxford University requires that the students write a thesis in order to graduate with a master's degree.

Both X and X <sup>[365]</sup>

**Both** men **and** women commented on the issue.

This room serves as **both** a study **and** a dining room.

He further asserts that the differential usage of address terms has been institutionalized as a means of defining and affirming **both identity and status** of the speaker and the addressee.

The purpose of these sites, as with the shopping mall, is **both economic and social**.

**Both** the marketplace **and** its descendant mall might also contain restaurants, banks, theaters, and professional offices.

It had **both** retail stores **and** restaurants, and offered areas for community programs.

**Both** soldiers **and** civilians had complex gradations of rank to define who gave orders and who obeyed.

The Reaction level monitors the current state of **both** the organism **and** the environment through fast detectors that require a minimum of processing.

Not only X but also X <sup>[366]</sup>

**Use *not only X but also Y* in formal contexts.**

The war caused **not only** destruction and death **but also** generations of hatred between the two communities.

The car **not only** is economical **but also** feels good to drive.

This investigation is **not only** one that is continuing and worldwide **but also** one that we expect to continue for quite some time.

**We can sometimes leave out *also*.**

I identified with Denzel Washington **not only** as an actor **but** as a person.

**To add emphasis, we can use *not only* at the beginning of a clause. When we do this, we invert the subject and the verb. And a comma is needed to set off the introductory element.** <sup>[367]</sup> **When there is no auxiliary verb or main verb *be*, *use do, does, or did.*** <sup>[368]</sup>

**Not only** was it raining all day at the wedding, **but also** the band was late.

**Not only** will they paint the outside of the house **but also** the inside.

**Not only** did she forget my birthday, **but** she **also** didn't even apologize for forgetting it.

**'Only' can be substituted for 'merely' or 'just.'**

Suppose that in learning about words and the world, people draw **not just** on perceptual data **but also** on an inventory of innate concepts.

Ethnoscience studies do **not merely** identify terms in a semantic field **but also** address the problem of how they are related to each other.

Researchers demonstrated that the classification of kin reflects **not just** social facts, **but also** cognitive and linguistic principles.

Address terms serve **not merely** as a bridge between the individuals **but also** as a kind of emotional capital which can be invested and manipulated in order to achieve a specific result.

Furthermore, they helped to gain a better understanding of the fact that writing is **not just** an individual process **but also** a social one (Kern 2000; Hyland 2002).

Hymes (1971, 1972) pointed out that what was needed was **not just** an understanding of how language is structured internally **but also** a better understanding of language behavior for a given communicative goal.

### **Other examples**

This usage applies **not only** to people of nearly the same age **but also** of different ages.

**Not only** Jack **but also** Jim will attend the seminar.

Genre-approaches to writing therefore enhanced the interactive view of writing that was emerging from textual analyses by incorporating **not only** the context of situation of writing **but also** the context of culture.

One major problem with some early insecticides was that they tended to kill **not only** harmful pests **but also** those insects which actually helped the farmer.

**Not only** social characteristics of the speakers **but also** the social context in which the speaker finds herself/himself will affect language use.

The distinction between two levels of language is **not only** interesting in its own right, **but also** potentially important for investigating cognitive universals.

Whether X or X

**Use *whether ... or ...* to introduce a clause giving two options or alternatives.**

I can't decide **whether** to paint the wall green **or** blue. (or to paint the wall blue)

She didn't know **whether** he was laughing **or** crying.

**When NP1 of the main clause is the same as NP1 of the *whether* -clause(s), we can use *whether* + to V or *whether* + a finite clause.**

We're not sure **whether** to stay here for dinner **or** go somewhere else. (*whether* + to V)

We're not sure **whether** we'll stay here for dinner **or** go somewhere else. (*whether* + a finite clause)

**When NP1 of the main clause is different from NP1 of the subordinate clause, we have to use a finite clause.**

We're not sure **whether** he'll stay here for dinner **or** go somewhere else. (*whether* + finite clause)

### Other examples

In criterion-referenced testing, it is not important **whether** all the students pass **or** all of them fail.

Nielsen is the company that gathers TV ratings, but high ratings have nothing to do with **whether** they like a show **or** not.

When the two groups met— **whether** for trade **or** diplomacy—each tried to reshape the other in their own image.

**Whether** our intentions are good **or** bad is irrelevant; what matters is **whether** the *result* of our actions is good **or** bad.

One question often debated in public art forums is **whether** public art should be created *with* or *by* the public rather than *for* the public.

That it is not always clear what the consequences of an action will be ( **whether** they will bring short- **or** long-term happiness and to what degree), and that sometimes we must sacrifice the happiness of others.

Still others fear that Americans, hungry to find a weight-loss regimen, may embrace a diet that has no long-term data about **whether** it works **or** is safe.

**Whether** commercials for food in restaurants **or** for food to take home, these television advertisements represent cruel punishment for the dieter.

People have different views about **whether** universities and colleges should concentrate on offering students academic skills **or** students should be provided with something more useful for their career paths in the future.

One of the highly controversial issues today is **whether** genetic technology will be helpful **or** harmful to people's lives.

### Not X but X

I see you're in the mood **not** for desserts **but** appetizers. I'll help you with those, too.

In such classrooms the target language is **not** in the role of "subject" **but** it is the "medium of instruction" for some other subject, and the need to talk about whatever is the subject of the lesson provides learners with an authentic purpose for speaking.

### Subordinating conjunctions

*Subordinating conjunctions (sometimes referred to as subordinators or subordinate conjunctions) always precede a dependent clause and join two clauses to each other (one dependent clause and one independent clause). Subordinating conjunctions connect independent clauses and dependent clauses, which have very different functions (unequal constituents).*

*The subordinate conjunction has two jobs. First, it provides a necessary transition between the two ideas in the sentence. This transition will indicate time, place, or cause and effect relationship. The second job of the subordinate conjunction is to reduce the importance of one clause so that a reader understands which of the two ideas is more important. The more important idea belongs in the main clause, the less important in the clause introduced by the subordinate conjunction.*

### List of subordinating conjunctions and examples

*Here is a list of subordinating conjunctions: if, unless, although, though, even though, even if, when, where, while, whilst, whereas, whenever, wherever, as, as far as, as long as, as soon as, no sooner than, in so far as, in as much as, because, so that, such that, as if, as though, lest, for, since, after, before, only, till, until, than, suppose, cause, rather than, in order that, once, provided that, cos, in case, ...*

### Otherwise

Make a habit of finding valuable keywords quickly and underline those keywords with a pen (If the rules permit, **otherwise** use a dark pencil).

I'd better write it down, **otherwise** I'll forget it.

Phone home, **otherwise** your parents will start to worry.

Whenever

**Whenever** we speak, we make unconscious assumptions about the knowledge that we share with listeners.

I blush **whenever** I think about it.

**Whenever** I go there they seem to be in bed.

I try to use olive oil **whenever** possible.

The male participant was asked to carry the phone with him **whenever** he was at home.

He was instructed to turn off the application and plug the phone into a charger near the door **whenever** he left.

Than

Car theft remains higher in Britain **than** in any other European country.

The learners knew that they could communicate more easily with each other in Japanese **than** in English.

I convinced myself that, of all the related aspects of ELT, I know more about methods **than** about anything else.

I have always felt that these distinctions are based more on proprietorial rights **than** on pedagogical reasoning.

In the United States, more land is assigned to car use **than** to housing.

Consequently, the effects of passive smoking are far greater on non-smokers **than** on smokers.

The learners knew that they could communicate more easily with each other in Japanese **than** in English.

Until

Ali didn't buy a new car till- **until** his wife crashed the old car into wall.

Mix materials together **until** there is no visible sand in the mix.

Mix the materials together **until** they are even.

Any roots or grass must be dug out **until** there is firm soil to place on.

No final finishing can begin **until** the bleed water has dried up.

Lest

*The subordinating conjunction 'lest' means (a) for fear that , or (b) in order to avoid. It is followed by something the speaker thinks should be avoided. The conjunction **lest** is not very common in modern English. This word has a negative meaning. Therefore, it should not be used with **not**.*

We're going to proofread this twice lest we make errors that hurt our credibility.

**'should' is the only auxiliary verb that can follow lest.**

Work hard **lest** you **should** fail. OR Work hard **lest** you fail. <sup>[369]</sup>

**The dependent clause introduced by *lest* is usually in the subjunctive mood, but this is not required for writers who aren't comfortable with subjunctive constructions.**

He spent whole days in his room, wearing headphones lest he disturb anyone.

She sat up late worrying lest he be murdered on the way home.

**The same idea can be expressed using the expression 'or else.'** <sup>[370]</sup>

Work hard, **or else** you will fail.

Leave on time, **or else** you will miss the train.

Before

There must be enough time to place and compact one load **before** the next arrives.

Given the context, the phrase 'brain curtain' made perfect sense, even though I had never **before** encountered it in English.

Ali bought a new car **before** his wife crashed the old car into wall.

These must be in place **before** any concrete is poured.

The position, type, and number of joints should be planned well **before** the concrete is placed.

Check that all labor, tools, and containers are ready and that all preparations for placing have been done **before** the concrete is delivered.

Criterion-referenced tests are devised **before** the instruction itself is designed.

We will need accurate costings **before** we can agree to fund the scheme.

You'd better wipe up that coffee you spilled on the carpet **before** it sinks in.

It was several minutes **before** the applause died down.  
One driver stopped for him but **before** Tub could wave the man on he saw the rifle on Tub's back and hit the gas.

After

Ali bought a new car **after** his wife crashed the old car into wall.  
Mary was furious about the matter at that time, but her anger soon died down **after** she had had more time to think about it.

**After** the band stopped playing, people drifted away in twos and threes. <sup>[371]</sup>

**After** the politician was convicted of taking bribes, the voters looked on him with disdain.

This structured approach also will be useful **after** you graduate.

Nor <sup>[372]</sup>

**Reverse the order of NP1 and the auxiliary (A or B) verb in the second clause.** <sup>[373]</sup>

<input type="checkbox"/>	Nor <b>did he check</b> his answers ....
<input type="checkbox"/>	Nor he checked his answers before he turned it in

**The first clause has to be a negative clause.**

He doesn't like to do his homework. Nor does he check his answers when he does do it.

**The negation can also be implied. Now the verb in the first clause is positive: *turned in his math worksheet two days late*. Even so, there's an implied negation: "not on time."**

He turned in his math worksheet two days late. Nor did he check his answers before turning it in.

For

It is significant of the general conception of kin that a distinction has to be drawn, almost at the outset, between biological and sociological parenthood; **for** in many societies the actual begetter of a child is not necessarily the individual treated by him as his father.

Jack bought a new car **for** his wife crashed the old car into wall.

The English language is remarkably versatile, **for** it allows us to make up words and expressions that don't otherwise appear in the dictionary.

Whether the classroom is in a school that is in a community where the second language is spoken is a matter of some importance, **for** this will allow students to benefit from both a natural situation outside the class and their classroom learning.

His land was so extensive that cranes fly over it with outstretched wings, **for** cranes only do so for very long distances.

Vietnamese children are very fond of him, **for** he looks so harassed and so funny.

The generalizations that account for words formed by means of inflectional affixes are quite clear, **for** inflectional affixes are highly productive.

It is possible that corpus linguistics will finally bury the notion of the "ideal speaker/hearer," **for** there is none, and the fully absurd notion of "general English" or a general version of any language?

Each rhetorical situation is highly complex, of course, **for** it embodies the values and genres of the discourse community and their interactions, writer purposes, the physical attributes of the context, and other factors.

Nevertheless, I caution against abandoning the "rhetorical pattern" approach altogether, **for** there is evidence that many academic writing tasks outside of English departments or ESL/EFL classes *do* ask students to prepare papers which follow a particular format and the ability of L2 writers to prepare papers that meet reader expectations has a definite value within an academic environment.

This is how governments use the data generated by PISA literacy tests. International comparisons can feed into national economic strategies that include educational policy. Language teachers and educational policy makers are most likely to find themselves in disagreement, **for** it implies a managerial view of language education that measures success for both teachers and learners in financial terms.

Since

You haven't done anything but complain **since** we got here.

It is not uncommon to hear the term *cousin sister* or *cousin brother*, a common mistake that Indian speakers of English make **since** they are unable to say just 'cousin,' which would be too vague **since** it does not distinguish gender.

**Since** the recent improvements to the service, the buses are running like clockwork.

Car manufacturers are keen to develop other sources of fuel – such as solar power – **since** oil will not last forever. Japan's greatest resource is its people, **since** it has very few sources of raw materials or energy.

**Since** we wrote the first edition of this book, we have done a great deal of work with business and government writers.

Ali bought a new car **since** his wife crashed the old car into wall.

When

I don't know **when** she hid the stolen jewelers.

She told me **when** she suffocated her husband.

To jump in means to interrupt **when** someone else is speaking.

Associative (connotative) meaning is the total of all meanings a person thinks **when** they hear the word.

**When** someone is married, s/he cannot be single.

**When** the time came to approve the proposal, there were one or two voices of dissent.

Wherein <sup>[324]</sup>

Acculturation is a process **wherein** the members of one culture adopt the customs of another.

For example, they implemented a feature **wherein** voice-overs of Spanish words or phrases are triggered when users touch specific objects.

Whereby

Generally speaking, language can be considered as the principal means **whereby** people conduct their social lives.

Cultural transmission is the process **whereby** the language is passed on from one generation to the next.

Assimilation is a common phonological process **whereby** one phoneme is affected by the property of another.

It is a geometric figure **whereby** PHI is the ratio of any diagonal to any side.

We see this not a linear sequence of events but as a dynamic process **whereby** those with more knowledge, known as mediators, influence and are influenced by those with less knowledge, as occurs in parent-child or teacher-learner relationships.

Than

She is more beautiful **than** I thought.

However, we view this paper as only setting the stage for further research, realizing full well that it raises many more questions **than** it answers.

Many people buy larger cars **than** they need for daily purposes or waste fuel by driving aggressively.

Unfortunately, the public knows and desires more information about movie stars and singers **than** they do about political developments.

Life now is better **than** it was 100 years ago.

It is often argued that the world is more convenient to live in **than** it was a century ago.

More complex behavior patterns, such as crawling, standing, and walking, come much later in the developmental sequence **than** head movements do.

As

Index of reason <sup>[325]</sup> meaning 'because'

**As** people can now make purchases on impulse with credit cards, buying habits have changed.

**As** the test data involves numbers, it is given the appearance of 'scientific truth' that is rarely questioned, and the objectification of the individual as a case within a system is complete.

Index of simultaneousness meaning 'at the same time'

There was a slight tremble in her voice, **as** she recalled her husband.

Neurological research indicates that **as** the human brain matures, certain functions are assigned to the left hemisphere and certain others to the right.

Genre researchers often refer to the socially-constructed processes that writers undergo **as** they attempt to produce texts within a complex context.

As meaning 'according to'

**As** Lado put it at the time: We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language .

**As** Pecorari and Shaw (2012) documented, faculty attitudes vary about what constitutes inappropriate source use.

As used to describe the purpose or quality of someone or something

The writings of language teaching experts in the 1950s and 1960s include serious considerations of learning theory, **as** preliminaries to their practical recommendations .

Language systems consisted of a finite set of 'patterns' or 'structures' which acted **as** models for the production of an infinite number of similarly constructed sentences .

**As** teachers in an EAP program, we approached this study with an interest in how our multilingual students negotiate the demands of their written assignments within particular disciplinary communities.

As soon as

Please fill out the enclosed form and return it **as soon as** possible.

I'll pay you back **as soon as** I get the loan.

The plane will take off **as soon as** the fog lifts.

We need to send that letter off **as soon as** possible.

I would appreciate your letting me know **as soon as** possible.

While

Some psychologists think our language ability is intrinsic , **while** others think that we know nothing about language at birth.

Most international students choose to live in university accommodation , **while** others may stay with a host family as a temporary measure before renting their own houses.

Whereas

Until very recently, most people lived and worked in rural areas **whereas** today most of us live in cities.

Some years ago, the shapes of cars were very angular **whereas** today they are much more rounded.

English verbs appear in a number of distinct forms, **whereas** modals have a single, invariant form.

If <sup>[326]</sup>

**If** disease is allowed to spread, it will cause widespread devastation.

**If** metal corrodes, or **if** something corrodes it, it is slowly damaged by something such as rain or water.

**If** a liquid drips, it falls in drops or you make it fall in drops.

Try to sing in unison **if** you can.

**If** one thing hinges on another, the first thing depends on the second or is very influenced by it.

**If** you look after your clothes, they last a lot longer.

**If** something reddens, it becomes red or is made redder than it was.

**If** you say that you tremble to think about a possible future event, you are worried or frightened about it.

A game is no fun **if** the winner does not win anything and the loser does not lose anything.

For <sup>[327]</sup>

There are searing ghosts blazing at 100,000 degrees Fahrenheit and almost too hot to be seen, **for** the great part of their radiation is in the invisible ultraviolet range.

At the same time, workers were required to discard old habits, **for** industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, **since** work was specialized, disrupted the regular factory routine.

Indeed, it has been exceedingly useful, **for** it has helped me to discover some of the criteria for rejecting what appear to be minimally adequate componential models.

**For** items to be maintained in short-term memory <sup>[328]</sup>, rehearsal is needed.

As though <sup>[329]</sup>

He was shivering, his face was white, and he walked slowly **as though** it ached to move.

As if <sup>[380]</sup>

Dressed in clothes that looked **as if** they had been mended hundreds of times, and wearing broken straw sandals, the stranger appeared to be anything but a wealthy man.  
Moreover, his face was gaunt and pale **as if** he had not had a good meal in days.  
Holding the shell between his thumb and his forefinger and looking **as if** he had never seen such an object before, the rich man interrupted her speech.  
He looks **as if** he had/has not slept for a week.

Because <sup>[381]</sup>

Aluminum is a very suitable substance for aircraft **because** it is light and strong.  
He lost a great deal of political support **because** his speeches were so full of uncertainty and anomalies.  
France's road and rail networks converge on Paris **because** it is the capital.  
**Because** they increase the availability of information, leading exponents of computer technology argue that computers help protect our freedom. <sup>[382]</sup>  
A group of students decided to complain **because** one tutor cancelled all tutorials for a week.

Since <sup>[383]</sup>

Car manufacturers are keen to develop other sources of fuel – such as solar power – **since** oil will not last forever.  
Japan's greatest resource is its people, **since** it has very few sources of raw materials or energy.  
**Since** the recent improvements to the service, the buses are running like clockwork.

Unless

In a depressed market, it is difficult to sell goods **unless** you lower prices.  
Books are usually electronically protected so that they cannot be removed from the library **unless** they have been issued in the proper way.  
**Unless** students can store, retain, and recall information, they have not really learnt it.  
The cultural life of the country will sink into atrophy **unless** more writers and artists emerge.  
Some words cannot be interpreted at all **unless** the physical context especially that of the speaker is known.  
If you pick up a newspaper and it reads 'tomorrow, there is a big sale,' the word tomorrow is almost uninterpretable **unless** you know the date to which it belongs.  
But remember excuses don't bring you success. Success won't be available **unless** you confront your fears and weaknesses.

Although <sup>[384]</sup>

**In formal situations, we can use *although* and *though* to introduce an -ing clause.** <sup>[385]</sup>

He, **although working** harder this term, still needs to put more work into mathematics. <sup>[386]</sup>  
The patient, **though getting** stronger, is still not well enough to come off his medication.

**In the formal speaking or writing, we can use *although*, *though*, and *even though* to introduce a clause without a verb (a reduced clause).** <sup>[387]</sup>

Raymond, **although very interested**, didn't show any emotion when she invited him to go for a walk.  
**Though more expensive**, the new model is safer and more efficient.

**When the *although/though* clause comes after the main clause, it can also mean 'but it is also true that ...'**

Karen is coming to stay next week **although** I'm not sure what day she is coming.  
We didn't make any profit **though** nobody knows why.

**Especially in speaking, we can use *though* (but not *although* or *even though*) with a meaning similar to *however* or *nevertheless*. In these cases, we usually put it at the end of a clause.**

**Other examples**

**Although** he pleaded not guilty, the court sentenced him to three years in prison.  
**Although** there has been some success, the discussions are still only in the intermediate stages.  
**Although** the research team are all somewhat odd people, they work very well together and produce some very good ideas.  
**Although** many drugs are illegal, it appears to be increasingly easy for teenagers to procure drugs if they want them.



**Although** it was particularly radical and ingenious , the design for the Concorde was just too expensive to produce commercially.

**Although** the lecturer's explanation was very cogent , some students still could not understand the solution to the problem.

**Although** we now believe this to be impossible , early scientists tried to produce non-stopping machines, that is, machines which would never stop.

**Although** it means that people live longer , the equipment used in modern hospitals has increased the cost of health care.

**Although** the new equipment performed well under laboratory conditions , it was simply not robust enough for everyday use.

**Although** affect and cognition are conceptually and to some degree neuroanatomically distinct systems , from a functional perspective they are normally deeply intertwined.

Though <sup>[388]</sup>

**Though** we cannot easily attend to more than seven discrete items at a given time, a process called chunking dramatically increases the capacity of short-term memory.

**Even though** you know that your paper will go only to people from your field who understand the terminology, you should still pay attention to the vocabulary you are using.

In case <sup>[389]</sup>

A precaution for a particular condition

Take a map **in case** we get lost.

**In case** we get hungry, let's take some snacks.

Leave the light on in the front room **in case** he gets home after you fall asleep.

Check the condition of the spare tire **in the event** a flat tire occurs.

**In case he gets (or 'In the event that he gets')** overwhelmed, let's give him an assistant.

**'in case' can be substituted for 'should + NP1 + V' to convey the meaning of an action to take under a particular condition.**

Give him my cell phone number **should he need to** call me.

**Should we need** to recharge our cell phones, bring a power adapter for the car?

**Should we have to sleep** in the car, pack some sleeping bags?

Now that

I can get more sleep now that I'm not so busy.

Now that the weekend is almost here, what are your plans?

Now that we're ready to start, why don't we start!

Now that you've gotten a promotion, what are you going to do first?

Now that you've learned many new sentences, what do you want to talk about?

She's ready to start cooking, now that she's prepared all the food.

What are your plans, now that a new year has come? (If it has just come!)

What will you do next, now that today's lesson is almost finished?

## PLACE

Very important to know:

*ADV (adverbial clauses) most often function as an adverb, and therefore we can substitute them for adverbs. For example, in 'When he arrived, I left home.' imagine that he arrived yesterday, so we can substitute ADV (when he arrived) for 'yesterday' and bring about a new sentence with the same meaning 'Yesterday, I left home.' And this is the reason why we can use ADV almost everywhere in the sentence. Therefore, we can say the same sentence this way: I left home yesterday. The following table shows the possible places an ADV can occupy.*

V	Active voice
Vi	* NP1 + * V <sup>1</sup> * <sup>[390]</sup>
Vt	* NP1 + * V <sup>2</sup> + * NP2 *
Vd	* NP1 + * V <sup>3</sup> + * NP2 + * NP3 *

## Structure

More common structures

### Punctuate correctly.

- ADV = subordinating conjunction + dependent clause <sup>[391]</sup>

ADV, <sup>[392]</sup> S.	Subordinating conjunction + dependent clause + , + independent (main) clause
S ADV.	Independent (main) clause + subordinating conjunction + dependent clause

S ADV.

The totality of Graham's theatrical idiom, its control of costumes, lights, and every impulse of the dance makes the reference seem a mirage, **when an audience thinks it discerns traces of influence from other dance styles** . Staggering tasks confronted the people of the United States, North and South, **when the Civil war ended** .

ADV, S.

**Where private enterprise lagged** , the government set up its own factories or arsenals.

### Less common structures <sup>[393]</sup>

#### Punctuate correctly.

When used in the middle of a sentence, enclose ADV using commas (or parentheses and the like) from both sides, when necessary. Look at the following examples.

#### NP1 V ADV...

The stones do not return, **when the ice thaws** , to their original positions because during thawing particles of soil seep into the cavity beneath, partially preventing the stones from dropping.

#### NP1 ADV V...

The signs that the teacher should look for **when monitoring the activity** are an involvement in communicating with a partner, a reasonably high speed of speaking with a small number of hesitations, and some signs of comprehension by the listener.

The analytic possibilities open to us **when we treat the text this way** include calculating word frequencies and adjacencies.

Can learning a second language at an early age , **while the child is still in the process of learning the native or first language**, have a negative effect on the learning of the native language?

Does learning a second language at an early age , **while the child is still in the process of acquiring some aspects of the native or first language**, have a positive or negative effect on a child's intelligence, thinking ability, creativity, or cognitive functions such as mathematics?

Secondly, the test is likely to be *low-stakes* . This means that any decisions made **after the testing is complete** will not have serious consequences for the person who has taken the test, for the teacher or for the school.

Plans , **as Suchman argues (1987)**, are distinct from situated actions.

#### ADV inside NP

Treadle is a part of a machine which , **when operated by the foot**, gives the power to turn a wheel in the machine.

#### ADV NP1 V...

**As recent immigrants became more educated** , they were less dependent on party workers.

**As time passed** , some rituals were abandoned, but the stories, later called myths, persisted and provided material for art and drama.

#### prep.p ADV NP1 V

In an experiment designed to study the effect of majority opinion, **when it is contrary to fact** , small groups of subjects observed a standard straight line, and then judged which of three other lines equaled it in length.

In the past, **as this text puts it** , we may have learned a second language to travel and widen our horizons, appreciate other cultures, their ways of life and their literatures.

### NP1 V NP2 ADV ....

In general, the child begins to use them, **as soon as the newborn child's muscles, sense organs, and nerves are fully formed** .

### Multiple ADVs

If , as we propose <sup>[394]</sup> , **learning is a process of enculturating that is supported in part through social interaction and the circulation of narrative** , groups of practitioners are particularly important, **for it is only within groups that social interaction and conversation can take place** .

### Subordinating conjunctions vs. coordinating and correlative conjunctions

*Subordinating conjunctions only join two unequal (dependent vs. independent) clauses to each other, but coordinating and correlative conjunctions join two or more equal words (adjective, noun, preposition, adverb, etc.), two or more equal phrases (noun phrases, verb phrases, etc.), two or more equal clauses (relative clause, etc.), and two or more sentences together.*

## DETERMINERS

*Determiners are words which come at the beginning of NPs. Determiners generally do this by indicating definiteness (as in a vs. the), quantity (as in one vs. some vs. many), or another such property. In another classification, they can be divided into two main categories: either specific or general.*

### Specific vs. general determiners

*Specific determiners are used when we believe the listener/reader knows exactly what we are referring to. The specific determiners are:*

- the definite article: **the**
- possessives: **my , your , his , her , its ; our , their , whose**
- demonstratives: **this , that , these , those**
- interrogatives: **which**

*General determiners are used when talking about things in general, and when the listener/reader does **not** know exactly what is referred to. The general determiners are:*

- **a; an; any; another; other; what**

A **noncount noun** or a **plural noun** can be used with **no determiner** , but **singular nouns** should be preceded by a determiner.

### Function

Determiners function as a Pre-M1 in the formula.

### Classification

#### ARTICLES

Indefinite Articles

Definite Article

#### DEMONSTRATIVE ADJECTIVES

#### QUANTIFIERS

Simple Quantifiers

Compound Quantifiers

Numerals (Numbers)

Cardinal numbers

Whole numbers

Fractions

Percentages

Ordinal numbers

#### POSSESSIVE ADJECTIVES

### Articles

*Articles are words that define a noun as specific or unspecific.*

## INDEFINITE ARTICLES (a, an)

A/an shows that we are talking about one person or thing.

We often use a/an in descriptions.

### a/an + Ns ----- Singular verb

a unit	a return ticket
a universe	a civil engineer
a unique llama	a person
a unicorn	an hour
a UFO	an honorary doctorate
an unidentified flying object	an honest person
an MP3 player	a university
an MA graduate	a European academy
a universal role	a uniform law
an orange	a unanimous decision
an opera	an umbrella
an office	an onion
a one-pound stamp	a unicycle
a one-way ticket	an heir
an old friend	an hourly job
a friend	a usual practice
an address	an apple
a new address	a big apple
an early train	an unhappy child
a train	a child
a useful book	

This is a **r**eturn ticket.

I'm an **e**ngineer.

She is an **i**nteresting person.

He has got a **l**oud voice.

### (A/one) + hundred/thousand/million/billion + (...) + PLN ----- Plural verb

A hundred books

A thousand journals

A million students and teachers

**Nouns used without articles often have a special meaning.**

I dislike **cats**. (This means 'all cats.')

**To use a/an, the immediate word following the article in a Noun Phrase should be considered.**

An old friend, a friend, an address, a new address, an apple, a big apple, an unhappy child, a child, an early train, a train.

**Use 'a' before a consonant sound. (Choose a/an with respect to pronunciation, not spelling.)**

Consonant sounds are 21 in number: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

A house, a hand, a head, **but an hour, honor, honorary doctorate, heirloom, honorific title, honest person, herb** <sup>[395]</sup>

The cup costs more than that – it was **an heirloom** – but we won't bother about it.

Apparently, the sessions are **an hour** long.

An honorific title

**Use 'an' before a vowel sound. (Choose 'a/an' with respect to pronunciation, not spelling.)** <sup>[396]</sup>

Vowel sounds are 5 in number: a, e, i, o, u.

**U** : An uncle, an umbrella, **but a university, a European academy, a uniform, a useful book, a unit, unique llama** .

**O** : An orange, an opera, an office, **but a one-pound stamp, one-way ticket** .

Unless students are randomly placed in sections, it might be the case that there is a different profile for students who opt to take **an 8:00 A.M.** class when compared with those who opt to take **a 5.00 P.M.** class.

The judgment exercise was repeated at **a 1-week interval** with sentences of the same grammatical structure.

**Use 'a/an' only before singular countable nouns. A/an is a bit like one.**

**Often use an uncountable noun (without a/an) to say what something is made of.**

The walls in the house were all made of glass.

This sweater is made of silk.

**Use 'one' instead of 'a/an' when the exact number is important.**

Can I have **a** cheese sandwich? (NOT can I have one cheese sandwich?)

No, I asked for **one** sandwich, **not two** .

I only want **one** sandwich.

## **DEFINITE ARTICLE (*the*)**

***the* + Nu ----- Singular verb**

***the* + PLN ----- Plural verb**

***the* + Ns ----- Singular verb**

*Use the definite article 'the'*

- to refer to something which has already been mentioned
- when you assume there is just one of something in that place, even if it has not been mentioned before
- in sentences or clauses where you define or identify a particular person or object
- to refer to people or objects that are unique
- before superlatives and ordinal numbers
- with adjectives, to refer to a whole group of people
- with decades
- with clauses introduced by *only*
- with names of geographical areas, rivers, mountain ranges, groups of islands, canals, and oceans
- with countries that have plural names
- with countries that include the words "republic," "kingdom," or "states" in their names
- with newspaper names
- with the names of famous buildings, works of art, museums, or monuments
- with the names of hotels and restaurants, unless these are named after a person
- with the names of families, but not with the names of individuals
- with the names of planets, ...

*When not to use "the"*

- names of countries (except for the special cases above)
- the names of languages
- the names of meals
- people's names
- titles when combined with names
- after the 's possessive case
- professions
- names of shops
- years
- uncountable nouns
- the names of individual mountains, lakes, and islands
- most names of towns, streets, stations, and airports

the Grand Hotel the Playhouse the Volta River the Soviet Union the Niagara Falls the earth (Earth) the Pacific Ocean the Netherlands the Atlantic (sea) the British Museum	the Himalayas (mountain groups) the Indian Ocean the United States the United Kingdom the United Arab Emirates the West Indies (island groups) the People's Republic of China the Republic Islamic of Iran the Galaxy the moon
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the Sahara (deserts) the Vietnam war the guitar the heart the Rhine the Nile	the Alps the Suez Canal the Taj Mahal the Caribbean the Milky Way the sun
---------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

### Demonstrative Adjectives

Demonstrative adj.	Following noun	Following verb
This	Ns	Singular verb
That	Ns	Singular verb
These	PLN	Plural verb
Those	PLN	Plural verb

### this + Ns (near, here) ----- Singular verb

this coat this test	this long hair this beauty
------------------------	-------------------------------

### that + Ns (far, there) ----- Singular verb

that story that shirt	that house that article
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### these + PLN (near, here) ----- Plural verb

these churches these crashes these buses these boxes these concepts these two potatoes these heroes	these buzzes these boys these photos these young cats these books these qualifications these eyes
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### those + PLN (far, there) ----- Plural verb

those intact cakes those leather-made shoes those issues those very high grades <sup>[397]</sup> those plates	those cars those guidelines those parties those relations those babies
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**This** fact pointed the researcher in the direction of doing such a research on metaphor in education.

Could you pass me **those** papers?

The following sections discuss some statistical procedures that can help us address **these** questions.

**This** chapter presents introductory information about statistics to enable the reader to begin to understand basic concepts.

The numerous Cro-Magnon burial sites that were found reveal that **these** early humans, like the preceding Neanderthals, engaged in various ritual activities.

Periodic fires commonly spread across grasslands and play an important role in the maintenance and character of **these** ecosystems.

In mathematical terms, modern algebra is a set of objects with rules for connecting or relating **those** objects.

In 1939, television programs were being broadcast in the United States, and the World's Fair of **that** year featured demonstrations of **this** advance in technology.

## Quantifiers

Quantifiers are used when giving someone information about the number/amount of something: how much or how many. Here is a list of simple and compound quantifiers along with the type of nouns which follow each. [\[398\]](#)

### List of simple and compound quantifiers

Simple	Nu	Ns	PLN	Compound	Nu	Ns	PLN
some	*	*	*	a lot of	*		*
any	*	*	*	lots of	*		*
many			*	plenty of	*	*	*
several			*	all the	*	*	*
each		*		the entire	*	*	*
every		*		a <b>great</b> deal of	*		
either		*		a <b>large</b> amount of	*		
neither		*		a <b>large</b> quantity of			*
both			*	a <b>large</b> sum of	*		*
no	*	*	*	a <b>good</b> many of			*
half	*	*	*	a number of			*
enough	*	*	*	a <b>large</b> number of			*
all	*	*	*	a little	*		
another		*		a few			*
more	*	*	* *	a couple of			*
less	*	*	*	a pair of			*
much	*	*	*	the number of		*	*
most	*	*	* *	the whole	*	*	*
few			*	a host of			*
fewer			*	many a/an		*	
little	*			quite a few			*
umpteen			*	quite a little	*		
such	*		*	a wealth of			
				such a/an		*	

## SIMPLE QUANTIFIERS

Simple quantifiers include some, any, many, several, each, every, either, neither, both, no, all, more, less, most, few, much, fewer, enough, half, ...

### Some

**some + Nu ----- Singular verb**

**some + PLN ----- Plural verb**

some calves some lives some leaves some direct or indirect way in some cases some loaves	some wives some knives some wolves some examples some famous thieves some shelves
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**some + Ns ----- Singular verb** [\[399\]](#)

### Any

'Any' is not only used in negative statements but it is also used in positive ones and interrogatives.

**any + Nu ----- Singular verb**

**any + Ns ----- Singular verb**

**any + PLN ----- Plural verb**

Parts of Australia don't have **any** rain for long periods.

There aren't **any** shortcuts to becoming proficient – everyone needs training and practice.

He is the sort of person you can ask to do almost **any** job.

I love almost **any** sport, but I draw the line at boxing. I **don't** think that is really a sport at all.

One of the major supermarket chains has broken ranks with the others and agreed that UK food prices are higher than **any** other country in Europe.

First, he told me he wanted to end the relationship, then, to add insult to injury he said he had **not** got **any** money to pay for the meal, and asked if I could lend him enough for a taxi **home** .

**Many** <sup>[400]</sup>

**Many + PLN ----- Plural verb**

many people many Americans many tourists many countries many songs many films many bases	many times many critics many analyses many appendices many bacteria many fungi/funguses
------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

**Many successful business figures** want to enter government in order to satisfy **their** political ambitions.

**Many folk songs** were originated to accompany manual work or to mark a specific ceremony.

Because genetic researchers have already found the blueprint of the human genome, **many scientists** believe that cures to most of the major diseases will soon be found.

Amelia Earhart, famed for her ill-fated attempt to be the first woman to fly around the world, established **many intercontinental flight records** during her lifetime.

**Several** <sup>[401]</sup>

**Several + PLN ----- Plural verb**

several glands several adversities several propositions several applications several cargo vessels several hypotheses	several cacti/cactuses several crises several criteria several diagnoses several formulae/formulas
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**Each** <sup>[402]</sup>

**Each + Ns ----- Singular verb**

Use 'each' to refer to the individual things or persons in a group of two or more.

'Each' is usually followed by a singular noun or by 'one.' <sup>[403]</sup>

in each culture an explanation of each category each of these teachers in each separate group each sub-field each section of the pretest and posttest each correct answer each diagnosis	each item each one each stimulus each criterion each nucleus each fungus each formula
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**Each** idiom in this book is embedded in a sentence along with an illustration to help L2 learners understand the exact meaning of each idiom.

It should be mentioned that **each** section of the pretest and posttest was statistically analyzed.

In the posttest, the time allocated for **each** item was the same as that for the pretest items.

**Each** lesson was taught in a two-hour period once a week with a ten-minute break in the middle.

**Every** <sup>[404]</sup>

**Every + Ns ----- Singular verb**

--



every aspect of human behavior	every weak point
in almost every area	every language
every unit of the book	every basis
every fill-in-the-blank item	every appendix
every sub-field, ethnicity group, and university	every bacterium
every multiple-choice item	every cactus
	every corpus

It is apparent that idioms play a vital role in learning **every language** .

Then the whole score of **every subject** was calculated by adding up the number of correct responses to the items in the pretest and posttest.

I **can't** understand people who go on holiday to the same place year after year. I go somewhere different **every year**

**Every language** has a set of lexemes or deictic forms which can be interpreted only with reference to the speaker's position in space or time.

### **Either** <sup>[405]</sup>

#### **Either + Ns ----- Singular verb**

You can wear **either** shirt.

She should have eaten **either** apple.

**Either** candidate is ideal for the job.

Unfortunately, at **either** side of my table sat addicts.

We usually prefer the median to the mean when there exist extreme scores <sup>[406]</sup> at **either** end of the distribution.

People of all ages loudly drop soda cups and popcorn tubs, cough and burp, and elbow you out of the armrest on **either** side of your seat.

### **Neither** <sup>[407]</sup>

#### **Neither + Ns ----- Singular verb**

neither teacher	neither approach
neither purpose	neither external ear
neither mathematics department	neither series
neither phenomenon	neither barracks
neither facility	neither headquarters
neither crossroads	neither means
neither species	

You can go **neither way** .

**Neither parent** of mine likes my boyfriend.

We bought two cars, but **neither car** works properly.

### **Both** <sup>[408]</sup>

#### **Both + PLN ----- Plural verb**

both oxen	both mice
both pence	both syllabi
both teeth	both phenomena
both women	both geese
both men	both hypotheses
both theses	

### **No**

#### **No + Nu ----- Singular verb**

#### **No + Ns ----- Singular verb**

#### **No + PLN ----- Plural verb**

no experiential similarity	no effect
no participant	no difference
no American English Translation senior	no parts
no resources and opportunities	no ideas
no framework	no children
no examination	

This test has **no** discriminatory power to distinguish these students.

The rater's own judgment had no effect on the score.

There were **no** problems when the first World Cup Finals of the 21<sup>st</sup> century took place in Japan and South Korea in 2002.

When I left school, I got **no** help from anyone .

There are **no** underground nuclear detonations.

It should be mentioned that during the research process **no** participant was discarded from among those who participated in the CG.

It's **no** use in trying/to try/trying to become an expert just by reading books. <sup>[409]</sup>

### **Such (a/an)** <sup>[410]</sup>

#### **Such + PLN ----- Plural verb**

such 12 learners	such words
such functions	such rock-like qualities
such things	such prominent scholars
such languages	such textbooks
such references	

#### **Such + NU ----- Singular verb**

such metaphorical structuring

### **All** <sup>[411]</sup>

#### **All + Nu ----- Singular verb**

#### **All + Ns ----- Singular verb**

#### **All + PLN ----- Plural verb**

all points	all universities
all other languages	all paper-and-pencil tests
all forms	all items
all tales	all kinds
all ESL learners	all entries
all other aspects	

So, genetics and reproduction are the same in all cultures everywhere in the world.

All people have relatives.

In spite of the advancement gained, all these attempts have not succeeded because some problems still persist.

This chapter consists of four main parts, which depicts all points relevant to this area of language in detail.

There are a variety of plural forms in English, as in all other languages worldwide.

Both of them can be used to express all kinds of methods.

Low (1988) endorsed that all English learners are to develop some skills related to metaphor.

All of the items were derived from the book which was instructed during the course.

In criterion-referenced testing, it is not important whether **all** the students pass or **all** of them fail.

Headings, bulleted paragraphs, and numbered paragraphs are **all** easy techniques to let the reader see the steps in the process you're describing.

### **More**

#### **As a Pre-M1**

#### **More + PLN ----- Plural verb**

more researchers	more criteria
more publications	more media
more analyses	more crises
more stimuli	more wives
more syllabi	more knives
more phenomena	more learners

#### **More + Nu ----- Singular verb**

more iron	more attention
more sodium	more space
more furniture	more force
more sodium carbonate	more copper
more alcohol	more mercury
more gas	more concentration
more energy	

More + one syllable adjective + PLN ----- Plural verb

more strong columns more broad domains more old people more young students more wise learners more fast trains	more clear symptoms more firm decisions more cheap instruments more smart children more rough surfaces more cruel actions
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More + one syllable adjective + Nu ----- Singular verb

more cold water more hot bread more cheap equipment more soft furniture	more fast attention more clean space more pure gold more clear water
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**As both a Pre-M1 & Comparative Adverb** [412]

More + more than one syllable adj. + PLN □ Pre-M1 & Comparative Adverb [413]

more corrugated pins the more purified gold the more complicated rules more homogeneous samples more obvious symptoms more difficult questions some more generalizable facts	more familiar persons more educated peoples more literate persons more proficient learners more reliable data more repeated tests more beautiful girls
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**Most**

**As a Pre-M1**

Pre-M1 + most + (one syllable adjective) + PLN → Pre-M1

the most bright colors the most clear reasons the most quick runners the most tall structures	the most new skyscrapers my most close friends the city's most old workers
--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

Most + any adjective + PLN → Pre-M1

most clever students most frequently used terms most important idioms most fundamental steps most common techniques most naughty children most developed countries most fast cars	most rapid trains most shallow wells most dirty places most popular actors most firm reasons most small systems most raw waters most crucial decisions
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Most + Nu → Pre-M1

**Most money** was spent on salaries, with the remainder used for new equipment.

**Most furniture** is made of wood.

Most + PLN → Pre-M1

most theories most people's lives most English speakers most language users most dose calculations most clinicians most children and adults most language learners most memorization techniques	most scholars most variables most forms most strategies most natives most techniques most doses most drugs most cases
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By the age of three, most children are able to talk with an adult in a limited fashion.

Because of unhappy childhood experiences, he is disposed to believe that most people are basically very selfish.

Most universities have a special fund for students who have run out of money and need help.

Until very recently, **most people** lived and worked in rural areas, whereas today most of us live in cities.

In this way, you are using three senses to learn a word: sight, hearing and movement - the method **most experts** agree.

**Most people** score an average of 12 out of the possible 20.

In **most situations**, it is best to keep your body as open as possible to ensure clear and engaged communication with someone.

Writing, for **most people**, is often a struggle.

**Most universities** have a special fund for students who have run out of money and need help.

**As both a Pre-M1 and superlative adverb** <sup>[414]</sup>

Pre-M1 + most + more than one syllable adjective + Nu → Pre-M1 & superlative adverb <sup>[415]</sup>

the most luxurious furniture the restaurants' most watery soup my most useful equipment	the most delicious meat the most valid information
--------------------------------------------------------------------------------------------	-------------------------------------------------------

Pre-M1 + most + more than one syllable adjective + PLN □ Pre-M1 & superlative adverb <sup>[416]</sup>

the most radical authorities the most interesting novels the most excellent students the most selfish people the most relevant aspects the most difficult questions the most basic and frequent figurative uses the most important elements the simplest or most elaborate comparisons the most important idioms the most frequent words the most appropriate equivalents the most frequently used functions the most significant differences the most effective methods the most challenging and rewarding aspects the most pediatric references the most reactive oxidizing agents the most sensitive types of bacteria the most resistant forms of bacteria the most effective disinfectants the most efficient chemical disinfectants the 5 most common hurdles
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**Another** <sup>[417]</sup>

The words 'another' and 'other' mean the same thing, but 'another' is used with a singular noun, and 'other' is used with uncountable (Nu) and plural nouns (PLN).

**Another + Ns ----- Singular verb**

another approach another loop another location another residential complex	another element another resource another design in another case
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**Another** contribution of Lakoff (1981) to metaphor study is the proposition of the category of conceptual metaphor.

I've fallen in love with her and now she's been offered **another** job 200 miles away and is going to move. I don't know what to do.

It is very difficult to decide whether a multiword item is actually an idiom or **another** type of expression, such as a proverb or a collocation.

Itard decided to abandon attempts to teach Victor language by speech imitation and moved on to **another** of his goals, to sharpen the boy's perceptual abilities.

The Atlantic cable, which began to operate in 1866, linked the United States to London and to **another** cable stretching eastward to India and beyond.

These examples clarify the fact that language users can transfer a range of literal expressions from a concrete domain and use them to describe abstract experiences of **another** domain.

With regard to antonyms, complementarity is **another term** for non-gradable antonyms.

With regard to native language, it is needed to be reminded that less than half of them knew at least one language other than English and Turkish, that is, they know **another** language as their mother tongue.

**Other** <sup>[418]</sup>

The words 'another' and 'other' mean the same thing, but 'another' is used with a singular noun, and 'other' is used with uncountable (Nu) and plural nouns (PLN).

When talking about one of two things of the same type, use 'other' with the article 'the' or a possessive adjective (my, you, his, her, etc.) before a singular noun (Nu).

**Other + Ns ----- Singular verb**

**Other + PLN ----- Plural verb**

Air, which is a mixture of elements, oxygen and nitrogen, and compounds, water and carbon dioxide, also contains small quantities of many **other** substances.

As the central control organ of the body, the brain governs the functioning of the body's **other** organs.

Because the study of chemistry encompasses the entire material universe, it is central to the understanding of **other** sciences.

If cancer cells metastasize, they spread to **other** parts of the body and cause tumors (a mass of cells) to grow there.

In 1889, Jane Addams founded Hull House, the institution in Chicago where she and **other** social reformers lived and worked to improve urban living conditions.

Joining a newsgroup allows computer users to make contact with **other** people who share a similar interest.

Knowledge of another language enables people to communicate with members of **other** cultures in their own language.

Mad cow disease was probably caused by allowing cows to eat nerve flesh from sheep and **other** cows.

Rain is slightly acidic even in unpolluted air because carbon dioxide in the atmosphere and **other** natural acid-forming gases dissolve in the water.

The ability of a clarinet to blend and contrast with **other** instruments makes it popular for chamber music and as a solo instrument.

The degree of physical fitness that anyone can develop is governed by sex, physique, and **other** natural factors.

Through intensive efforts to make its hiring policies more equitably, the Coca-Cola Company has set the standard for **other** beverage companies.

**Less**

**Less in comparative adjectives** <sup>[419]</sup>

Less + any adjective + Ns ----- Singular verb

Less + any adjective + PLN ----- Plural verb

**Less as quantifier**

Less + Nu ----- Singular verb

Slow growth in the early 1900's, liked with rising unemployment, **less** spending, and meager business investments led many experts to declare a recession.

Some claim that vegetarian diets may be more healthful than a diet that includes meat, since they generally contain **less** fat and more fiber.

**Less with both functions** <sup>[420]</sup>

Less + any adjective + Nu <sup>[421]</sup>

**Few**

**Few + PLN ----- Plural verb**

very few parts	our first few years
the first few lines	the next few weeks
very few people	

Only **few** persons of the nation get the chance to enter in universities for their higher studies that is much important and for the growth and better development of the country.

Since there are **few** studies which have examined expressions of thanking by Turkish EFL learners, the present study aimed at investigating the expressions of thanking which are produced by males & females university students and learners in private language institutes.

**Fewer**

**Fewer + PLN ----- Plural verb**

fewer novels	fewer stations
fewer discoveries	fewer novel sentences
fewer skyscrapers	fewer wet diapers
fewer airplanes	fewer applications
fewer studies	fewer recommendations
fewer scientists	fewer countries
fewer compounds	fewer researchers
fewer arguments	

**Much**

**As Pre-M1**

*Much + Nu ----- Singular verb*

much water	much nitric acid
much rice	much acid rain
much sugar	much attention
much air	much debate
much copper	much time
much carbohydrate	

**As both Pre-M1 & intensifier <sup>[422]</sup>**

*Much + any adjective + Nu ----- Singular verb <sup>[423]</sup>*

much poisonous vapor	much pure gold
much expensive furniture	much hot water
much polluted air	much dense fog
much contaminated water	much watery snow

Much of this work has been done in psychology.

The sounds of languages were described and much emphasis was put on pronunciation.

**Enough <sup>[424]</sup>**

**enough + Ns ----- Singular verb**

**enough + Nu ----- Singular verb**

**enough + PLN ----- Plural verb**

enough research	enough workmen
enough bread	enough fine aggregate
enough sources	enough concrete
enough cement	enough experience

Is there enough cake for everyone?

Are there enough cakes for everyone?

Have you got enough milk?

There aren't enough glasses.

You didn't buy enough cards.

This study would fill the gap of such a research in Iran because, to the best of the researcher's knowledge, enough research in this field has not been done yet.

"How can someone like Bob earn enough to own a Porsche?"

**Little**

**little + Nu ----- Singular verb**

little effect	little difference
---------------	-------------------

Little attention, however, has been paid to how "thank you expressions" are used and responded to.

**Half <sup>[425]</sup>**

**half (of) (the) + all nouns**

*half + (of) (the) + Ns ----- Singular verb*

*half + (of) (the) + Nu ----- Singular verb*

*half + (of) (the) + PLN ----- Plural verb*

the latter half of the 19 <sup>th</sup> century	half a dozen
one and a half meters	half a second
half the bridge weight	half of the whole

a pound and a half of butter over half of his speech more than half the city's traffic engineers	half of ninety-six half of the students
--------------------------------------------------------------------------------------------------------	--------------------------------------------

Half of the book was translated into Turkish.

Roughly half of the class are Spanish and the others are a mixture of nationalities.

Half of my friends live abroad.

Due to a slight technical hitch the concert will be starting half an hour late.

Out of 142 subjects, more than half of them were in the Experimental Group.

It is needed to be reminded that less than half of them know at least one language other than English and Turkish.

### Umpteen <sup>[426]</sup>

We've been there **umpteen** times and she still can't remember the way.

You need **umpteen** pieces of identification to cash a check.

## COMPOUND QUANTIFIERS

*Compound quantifiers include a lot of, lots of, plenty of, the whole, all the, the entire, a great deal of, a good deal of, a large amount of, a small amount of, a great amount of, a huge amount of, a good amount of, a large quantity of, a small quantity of, a large sum of, a great many of, a number of, a little, a few, quite a few, quite a little, a couple of, a pair of, ... of, ...*

a series of, a swarm of, a pool of, one of NP (PLN), a huge + Nu, the whole, **The number of + PLN/Ns/Nu**, A (.....) minority/majority of, A (large, great, etc. ) sum of + Nu, Various kinds of + PLN, A wide variety of + PLN/Ns/Nu, *none of, the number of, ...* <sup>[427]</sup>

### a lot of

Fear is present **a lot of** times because of a lack of confidence in one's own abilities.

Most language learners spend **a lot of** time studying.

In the Arctic and Antarctic, it is/there is/it has **a lot of** snow.

In the future we'll need/we are needing/we can need to get **a lot of** power from the sun and the wind.

If our new office in Japan works, we could make **a lot of** money.

He is under **a lot of** pressure at work.

The second one is DCT test which is a questionnaire containing **a lot of** very brief situations which aim to provoke a particular speech act.

### lots of

In this book, there are **lots of** common expressions for learners to practice and the huge area of their usage.

Hard work, long hours, and **lots of** worry. When you are trying to build up a business, I'm afraid there is no shortcut to the success.

*Cydonia oblonga* Miller (quince, hereafter) contains **lots of** flavonoids with high levels of polyphenols which have antioxidant effects.

Although many people are interested in psychological books, and there are **lots of** enthusiasts in this field in our country, few studies have been carried out in the quality of translation of these books.

### all the <sup>[428]</sup>

all the ozone all the Gram-negative bacilli all the variations of a word all the time in winter with all the details in all the wrong places all the information all the findings	all the idioms all the learners all the items all the data was all the questions all your friends <sup>[429]</sup> all these old files <sup>[430]</sup>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Though language is not ordinarily thought of as essential interest to the students of social science, it powerfully conditions all our <sup>[431]</sup> thinking about social problems and processes.

### the entire

the entire phrase	the entire beam
-------------------	-----------------

the entire project	the entire facility
--------------------	---------------------

The entire report must present a convincing and logical argument.

A variant on spread footings is to have the entire structure bear on a single slab of concrete underlying the entire area of the structure.

The meditational strategies are detected after the analysis of the teacher's interactions with the entire class.

The entire population participating in this study will be 100 individuals.

The entire weight of the building is supported by a beam.

**Such a/an + Ns ----- Singular verb**

such a research	such a large factory
such a way	such a lovely girl

**Such an** approach also provides a practical way of constructing semantic lexicons, which in turn, can be used for annotating semantic information in corpora.

This study would fill the gap of **such a** research in Iran because, to the best of the researcher's knowledge, enough research in this field has not been done yet.

The late sign of **such a** belief can be traced back to Richards (1936).

As social interaction (learning environment) is **such a** key component of linguistic knowledge, perhaps EFL learners with different language and culture behave differently from ESL learners.

John is **such an** introvert. He doesn't like to talk about himself.

**A (great/ ...) deal of [432]**

a great deal of pain a great deal of time a great deal of effort	a great deal of money a great deal of attention
------------------------------------------------------------------------	----------------------------------------------------

To date, a great deal of knowledge has been gained, and a large number of studies have been done in the area.

A great deal of necessary quantitative and qualitative theoretical and experimental survey was conducted.

By the end of the 20<sup>th</sup> century, he had received a great many/number/deal of awards.

**A large (great/good/huge/small/minimal) amount of ...**

a significant amount of anger the large amount of vocabulary a certain amount of frequency a good amount of vocabulary	a huge amount of time a large amount of force
---------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------

This view received a great deal of attention, and it has given a large amount of influence on this issue ever since.

The other reason might be the minimal amount of knowledge in which such structures are used.

The advantages of this test are that it requires a limited number of cells, small amount of material, and short time period, that it is sensitive to low levels of damage, and that it is flexible, economical, and easy.

It guides the teacher in making instructional decisions by analyzing the student, text, and type and amount of mediation s/he needs to provide.

**a (large/small/vast/massive/...) quantity of ...**

a large quantity of water supply a large/small quantity of drugs vast quantities of food and drink a large quantity of software & hardware a small quantity of materials	a large quantity of poison a large quantity of lasagna vast quantities of chips massive quantities of dust
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

**a great many of ...**

**A great many of** expressions have been interpreted.

The primary reason is that there are **a great many of** such discrepancies in English, and EFL students may not have the opportunities to learn them.

**A great many of** studies about cohesion and coherence in ESL/EFL writing and even in English itself have been done.



### ***a large/small/limited/significant/total number of ...***

- a large number of countries .....
- a limited number of items .....
- A total number of 60 French learners .....
- A small number of health care providers .....

Another limitation is the limited number of the studies reviewed by the researcher judging about the cohesion quality of the sample writings.

Iran has 52 state universities and 28 medical universities as well as a significant number of government research institutes.

### ***a number of ...***

a number of mathematics students	a number of methods
a number of recent studies	a number of posts
a number of governmental programs	a number of figures
a number of associated meanings	a number of researchers
a number of different techniques	a number of limitations
a number of possibilities	a number of assumptions

There have been a number of other studies addressing terminological variation in a variety of cultures and domains.

A number of important processes are involved in capturing a sensory impression and maintaining it in immediate awareness or transferring it to long-term memory from which it can be retrieved later.

Although no one knows how forgetting takes place, there are a number of theories that have tried to explain the process of forgetting.

### ***a little***

□ A little + Nu

a little change	a little research
-----------------	-------------------

### ***a few***

□ A few + PLN

Without article 'a,' 'few' & 'little' usually have rather negative meanings. 'Little' or 'few' means 'not a lot,' but 'a little' and 'a few' mean 'some.'

a few seconds	a few suggestions
a few keys	a few hints

A few recent investigations proved the fact.

There were a few expressions that give emotional information.

At the higher education level, there are a few private teacher-training colleges.

### ***quite a few*** <sup>[433]</sup>

You have to study quite a few books to pass your exam.

### ***quite a little*** <sup>[434]</sup>

You should pour quite a little acid.

### ***a couple (of)*** <sup>[435]</sup> + PLN

A couple of wires are ... A couple of pipes are ...	A couple of students were ... Wait a couple of minutes ...
--------------------------------------------------------	---------------------------------------------------------------

You may like to leave the country, but there are a couple of problems .

But there are a couple of ways you can test them.

I could use a couple more tomatoes for the salad.

### **a pair of** <sup>[436]</sup> + PLN + singular/plural verb

a pair of sneakers	a pair of cutoffs
a pair of glasses	a pair of spectacles
a pair of binoculars	a pair of shorts
a pair of scissors	a pair of hands
a pair of pants <sup>[437]</sup>	a pair of sandals
a pair of gloves	a pair of socks
a pair of trousers <sup>[438]</sup>	a pair of skis

When you talk about just one pair, use ‘a pair of’ followed by the noun in the plural. This is because there are two objects that comprise a pair (connected together like pants or disconnected like earrings). But the verb following ‘a pair of ...’ is always singular as you are talking about one pair.

This pair of shoes is smart.

Your pair of glasses is broken.

The pair of diamond earrings is expensive.

### **Article + (adjective) + pair(s) of + PLN**

When you talk about more than one pair, use ‘pairs.’ The verb that follows ‘pairs of ...’ is always plural as you are talking about multiple pairs of something (talking about many pairs of something.).

Five pairs of earrings cost a lot of money.

From the pairs of antonyms such as high/low and tall/short, the one which is used in questions (of degree) (i.e., ‘how high is it? and how tall is she?’), is referred to as the marked member.

Several pairs of shoes are missing.

Two pairs of spectacles are in the drawer.

What is the lexical relation between the following pairs of words ?

Which <sup>[439]</sup> of the following pairs represents an example of gradable antonyms?

Which of the given pairs of words is identical to the pair ‘single-married’ in terms of the lexical relation between them?

### **(huge/small/great/....) amount (s) of + Nu**

Great amounts of energy are required for the massive movements of the air in the atmosphere.

### **a bulk of + Nu**

Sensory memory refers to the raw material of all learning experiences (i.e., a bulk of information that is available to us through our senses of vision, hearing, taste, touch, and smell).

### **a host of + PLN + Singular verb**

There is a host of evaluation checklists based on different criteria that can be employed by teachers and researchers.

There is a whole host of reasons why he did not get the job.

Yet a host of factors pushes employers to hire fewer workers for more hours and at the same time compels workers to spend more time on the job.

### **Huge numbers of**

We can make machines which can compute huge numbers of mathematical problems, but it is still too early to claim that machines can actually think for themselves.

### **The majority of**

Sometimes articles are synonymous but in the majority of cases the name of the author appears with the article.

### **A significant number of**

A significant number of students decide to study for a Master's degree to boost their knowledge.

### **A kind of**

The outline is a kind of draft which gives in general terms the basic structure and content of a piece of work.

### ***A great deal of + Nu***

A **great deal of sensory input** is discarded or forgotten and only that part which is attended to is transferred from sensory memory to short term memory.

### ***Great number(s)***

**Great numbers** of people are smuggled into the country in hidden in remote and distant settlements where they stand less chance of being detected.

### ***The type of***

If a questionnaire is badly written, it will not elicit **the type of** information required from the people completing it.

### ***Thousands of + PLN***

During the 1980's, **thousands of people** starved in Sudan and Ethiopia because there was no food. In Egypt, water from the River Nile has been used for **thousands of years** to irrigate the dry desert land so that crops may be grown.

### ***A whole (catalogue) of + PLN***

The government lost the election because of **a whole catalogue of** scandals and political errors.

### ***A wealth of + Nu***

Holmes has mentioned that examining the way people use language in different social contexts provides **a wealth of** information about the way language works, as well as about the social relationships in a community.

### ***Good numbers of + PLN***

Since then **good numbers of studies** , with much broader scope and depth, have emerged.

### ***Many a/an*** <sup>[440]</sup>

Pronouncing the names for such creatures is not an easy task, as many a parent will testify!

### ***A good deal of + Nu***

In fact, **a good deal of information** regarding the social structure and psychological make-up of the addressing dyad can be inferred from an examination of these verbal art forms in their two indispensable and interrelated dimensions - linguistic and sociolinguistic.

The earliest stages of child language acquisition may manifest **a good deal of surface imitation** since the baby may not possess the necessary semantic categories to assign meaning to utterances.

Inference is crucial to interpretation because **a good deal of meaning** is implied rather than explicitly stated.

### ***A good number of + PLN***

**A good number of Turkish address terms** indicate the family relationships among individuals.

In order to put more formality into speech, Turkish speakers enjoy **a good number of address terms** .

Imagine that the new semester is about to begin and **a good number of candidates** have enrolled.

## **NOT A COMPOUND QUANTIFIER BUT THIS COMBINATION IS USED AS A COMPOUND DETERMINER**

### ***A swarm of + PLN*** <sup>[441]</sup>

The frequency of meteors in the Earth's atmosphere increases when the Earth passes through a swarm of particles generated by the break-up of a comet.

The dead sheep was covered with a swarm of flies.

### ***A series of + PLN***

'Series' is both a singular and a plural form. When it has the singular sense of 'one set,' it takes a singular verb, even when series is followed by 'of' and a plural noun. When it has the plural sense of 'two or more sets,' it takes a plural verb.

In the genre-analysis tasks prior to this one, Fengchen had pointed out a series of language features that he believed **could** overtly **criticize** others' work.

### **a pool of**

As unemployment rises, a pool of cheap labor increases.

### **one of NP (PLN)**

**One of the biggest problems** with malaria is that the disease can recur and give the patient serious medical complications again and again throughout his or her life.

### **a huge + Nu**

His study showed that there is **a huge lexical gap** between Chinese family terms of address and honorifics in translating into English.

### **the whole**

the whole room the whole time the whole thing the whole score	about one fifth of the whole subjects A detailed description of the whole study the whole word cluster the whole population
------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

### **the number of ...** <sup>[442]</sup>

#### **The number of + Ns**

#### **The number of + PLN**

The number of the book is .... <sup>[443]</sup> The numbers of the book are ... The numbers of the books are ... The number of the books is .... <sup>[444]</sup> the number of clinical trials ... the number of hours ... the number of purposefully designed items ... the number of subjects and their gender ...
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**The number of** females volunteering to take part was higher than males, and also **the number of** female seniors was higher than **the number of** male seniors in these universities.

**The number of** students in each sub-field was 20.

Limit **the number of** phone calls.

**The number of** stages can vary.

**The number of** English Linguistics and Literature seniors in the EG was equal.

**The number of** correct responses to the items in the pretest and posttest was counted.

**The number of** nonnative seniors was 112.

**The number of** Turkish monolinguals (37) was more than **the number of** Turkish bilinguals (35).

Another way of establishing agency is to count **the number of** times the major and minor protagonists are mentioned and whether they have agent or patient status.

**The number of** metaphorical items answered with regard to Turkish EFL seniors' competence is 12.

**The number of reasonably adequate analyses** published is very small.

**The number and characteristics of generic level** classifications in ethnobiological classifications has been extensively examined.

**The number of generic level taxa** in ethnobotanical classifications of plants ranges from 137 to 956 in the 24 systems.

**As the number of** score **s is** even, the median is the average of the two adjacent middle scores.

KR-21 is employed to estimate reliability when **the number of** items, mean, and variance **are known**.

When we consider all the factors, which are many, **the number of school dropouts** is quite disturbing. <sup>[445]</sup>

### **A (.....) minority/majority of**

A minority of people feel drowsy almost all the time and are alert for only brief intervals.  
 A large majority of the population is demanding the restoration of the former government. <sup>[446]</sup>

**A (large, great, etc.) sum of + Nu**

Stately homes in that country need a massive sum of money for their upkeep.

**Various kinds of + PLN**

Once the baby has mastered the idea that space is three-dimensional, it reaches out and begins grasping various kinds of objects .

**A wide variety of + PLN/Ns/Nu**

The nature of the categories or classes found in classification systems has been extensively studied across a wide variety of disciplines .

**NUMERALS (NUMBERS)**

**Ordinal Numbers**

The first (the 1<sup>st</sup>), the second (the 2<sup>nd</sup>), the third (the 3<sup>rd</sup>), the fourth (the 4<sup>th</sup>), the fifth (the 5<sup>th</sup>), the sixth (the 6<sup>th</sup>), ..., the last

the last edition the fifth year	the 3 <sup>rd</sup> anniversary the 15 <sup>th</sup> project
------------------------------------	-----------------------------------------------------------------

Therefore, I recommend we buy a second <sup>[447]</sup> copying machine.

**Ordinal numbers are singular on their own, but if more than one ordinal number is connected by conjunctions (and, both/and, ...), they are considered plural.**

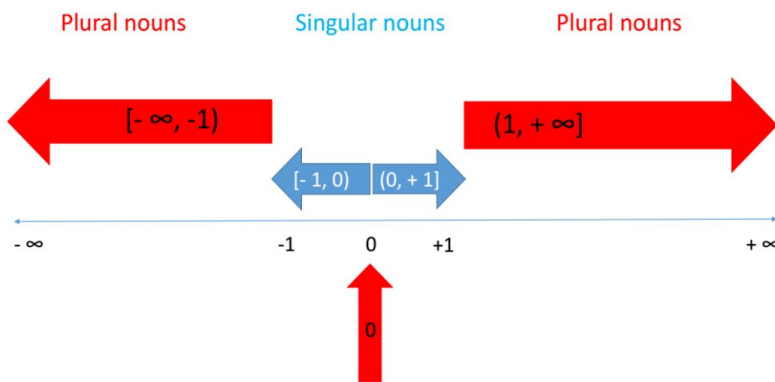
I must reacknowledge my debts to those who helped with the preparation of the first and second editions .

**Cardinal Numbers**

**Whole numbers**

Singular: 1, one

Plural: two, 3, four, 5, six, 7, eight, 9, ..., infinity



Red shows the numbers in the continuum which precede plural nouns, and blue shows the numbers in the continuum which precede singular nouns.

**Fractions/decimals** ( $\frac{1}{2}$ ,  $7\frac{1}{2}$ ,  $8\frac{1}{2}$ , **one and a half**, **0.5**). <sup>[448]</sup>

*Singular (Numerator is less than denominator.)*

*Plural (Numerator is more than denominator.)*

$\frac{1}{4}$ (one/a quarter), $\frac{1}{8}$ (one/an eighth), $\frac{1}{2}$ (one/a second), $\frac{3}{4}$ (three quarters), $\frac{6}{8}$ , $\frac{9}{13}$ 2 $\frac{15}{20}$ , 5 $\frac{3}{4}$ (five and three quarters), 8 $\frac{9}{11}$ (eight and nine elevenths) 25%, %12, 39.9%, 56.13% 296/673 (two hundred and ninety-six over six hundred and seventy-three) 0.25 (naught point two five), 4.15 (four point one five), 0.937 (naught point nine three seven) One and a half (1 $\frac{1}{2}$ ) hours/an hour and a half are a third of the way two thirds of the book one fifth= a fifth of the population three fifths ..... two sevenths ..... one third ..... One fifth ....
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Percentage**

Singular

Plural

*Percent % vs. percentage*

The word *percent* (or the symbol %) accompanies a specific number, whereas the more general word *percentage* is used without a number. *percent* (adverb, noun): of each hundred; *percentage* (noun): part of a whole that can be expressed in hundredths

- A large percentage of the population has been exposed to rotavirus.
- The percentage of the population exposed to rotavirus is between 70% and 75%.
- Forty percent of the chocolate was missing. What percentage of the chocolate was missing?
- Percent vs per cent: in American English, when you write out the word percent, it's one word. It's more common to see the two-word version (per cent) in British English, but the one-word version is becoming more common in Britain too.

Always write out the number and the word *percent* at the beginning of a sentence (e.g., "Ten percent...").

The noun *percentage* requires an adjective to describe its size (e.g., "a large percentage") when it does not refer to specific numbers in the sentence. Some recommend a numeral and the symbol % rather than the word *percent*, even if the number is less than 10 (e.g., "A total of 5%...").

*A percentage vs. the percentage*

When you are talking about a percentage of something: singular something, singular verb; plural something, plural verb. But when you are talking about the percentage of something, then it is always singular.

- A percentage of the chocolate chips were missing.
- The percentage of chocolate chips missing was shocking.

Also, for percentage, the order of the sentence matters. If the percentage phrase comes later in the sentence, you need a singular verb.

- A percentage of the chocolate chips were missing.
- There is a large percentage of chocolate chips missing.

*% or the abbreviation "pct"*

Write out the word "percent" when you refer to a percent or percentage in formal writing. Do not use the percent symbol (%) in formal writing.

Use numerals to express numbers 10 and above. "The probability of an earthquake in this region is approximately 15 percent" or "Roughly 50 percent of fossils found were from the cretaceous period."

Express numbers under 10 with words. "The success rate is only seven percent" or "Only one percent of the population falls into this category."

Start sentences with words—never numbers. If a sentence begins with a number percentage, express the number in words or rewrite the sentence so that the number does not start the sentence. "Four percent of students failed the class" or "Sixty percent of the dogs ran away."

- For example, 45% (read as "forty-five percent") is equal to  $\frac{45}{100}$ , or **0.45**.

Percentages are usually used to express values between zero and one. However, it is possible to express any ratio as a percentage; for example, 111% is 1.11 and -35% is -0.35.

When an -of phrase follows a percentage, the verb agrees with the noun closest to the verb. (NP of NP)

- 21% of the population is poor.
- 21% of the books are paperback.

With percentages, a singular verb is used when they are not followed by an 'of phrase.'

With words that indicate portions (e.g., *percent*, *fraction*), If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

- Fifty percent of the pie has disappeared .
- Fifty percent of the pies have disappeared .

Per cent or %

20%	1% of Chinese people? verb
59%	25% of Americans ? Verb
129%	

Fifteen percent of the control group responded to treatment with Drug A.

More than 95% of the participants who responded to the survey reported positive results.

Forty percent of the chocolate chips are missing.

Of the 231 teachers, 66.2% were males and 33.8% were females.

Approximately four percent of human body weight is made up of fat in the organs, skeletal muscles, and central nervous system.

Water constitutes almost 96 percent of the body weight of a jellyfish, so if a jellyfish were to dry out in the sun, it would virtually disappear.

Approximately 92 percent of the world's trading goods are transported by ships.

Before pioneers cleared the land for farms, cities, and roads, forests covered about 40 percent of what is now the state of Illinois.

The proportion of United States households owning television receivers rose from 0.4 percent in 1948 to 23.5 percent in 1951.

### Functions of cardinal numbers

Cardinal numbers as quantifiers (Pre-M1)

one apple
one million people
313 newspapers
nine hundred and fifty-three square meters
124,000 journal papers
one thousand, three hundred and ninety-five tools

Cardinal numbers as Post-M1

Student 15 answered the question.	apple five (5)
The book 12 was chosen as a reference.	See entries 61 – 70.

### Possessive Adjectives

*Possessive adjectives modify the following noun in order to show possession. Since they can be substituted for possessive adjectives, I believe that possessive nouns (nouns with apostrophes) are a kind of possessive adjective.*

<sup>[449]</sup> *Singular possessive nouns can be substituted for 'his, her, its,' and plural possessive nouns can be substituted for 'their.' Possessive adjectives and possessive nouns do not denote singularity or plurality, but the noun following them determines whether the NP is plural or singular.*

my, your, her, his, its, one's, Ali's , our, your, the Smiths, ones' <sup>[450]</sup> , their

- My + all nouns + singular/plural verb
- Your + all nouns + singular/plural verb
- His, her, its, Ali's, cat's, Dr. Hosseini's, mother-in-law's + all nouns + singular/plural verb
- Our + all nouns + singular/plural verb
- Your + all nouns + singular/plural verb
- Their, girls', students', the Jacksons' <sup>[451]</sup> + all nouns + singular/plural verb

**Almost always, use the possessive form of a noun or pronoun before a gerund.**

I'm worried about Joe's/his running in the park after dark.

## N'S AS POSSESSIVE ADJECTIVE

**Add the apostrophe after the s if the noun is plural.**

The **gases'** odors mixed and became nauseating.

The **lions'** usual source of water has dried up.

The **witches'** brooms were hidden in the corner.

These may be subject teachers, or language teachers who have **many years' experience** <sup>[452]</sup> in teaching business English.

**Put the apostrophe after the s if the noun is singular and ends in s .** <sup>[453]</sup>

**Charles's car** is luxurious, expensive and hand-crafted.

**Add the apostrophe before the s if the noun is singular and doesn't end in an s .**

Let us assume that in this case 'ability to cope' is defined as **a subject tutor's judgment** <sup>[454]</sup> of whether students can adequately read set texts to understand lectures and write assignments.

From what we can observe, we then make an inference about how 'fluent' or how 'accurate' **a student's use** of the second language is.

English systematically labels each parent's sibling's child <sup>[455]</sup> a cousin, but in Turkish and also in Persian there are distinct words for each.

The female participant reported that she became more aware of some of **her husband's** <sup>[456]</sup> routines that normally she did not observe first hand.

**Holidays Showing Possession: A number of American Holidays have possessive forms, and are peculiarly inconsistent.**

Mother's Day

Father's Day

Parents' Day

Presidents' Day

All Souls' Day (Halloween)

Veterans Day

Martin Luther King Jr. Day

New Year's Day

St. Valentine's Day

St. Patrick's Day

April Fool's Day

Season's Greetings

Daylight Saving Time

**When you are showing possession with compounded nouns, the apostrophe's placement depends on whether the nouns are acting separately or together.**

Jim's and July's new cars are in the parking lot. <sup>[457]</sup>

Jim and July's new cars are in the parking lot. <sup>[458]</sup>

**Possessives & Compound Constructions: with compound constructions such as daughter-in-law and friend of mine, the apostrophe -s is simply added to the end of the compound structure.**

my daughter-in-law's car

a friend of mine's car

**If this sounds clumsy, use the 'NP of NP' construction to avoid the apostrophe.**

the car of a friend of mine

**This is especially useful in pluralized compound structures: the daughters-in-law's car sounds quite strange, but it's correct.**

the car of the daughters-in-law

**When a possessive noun is followed by a Post-M1 <sup>[459]</sup>, the apostrophe + s is added to the appositive, not to the noun. When this happens, drop the comma that would normally follow the appositive phrase.**



We must get Joe Bidwell, the family attorney's signature.

**Create such constructions with caution, however, as you might end up writing something that looks silly:**

I wrecked my best friend, Bob's car.

**You'd better off using the 'NP of NP' form.**

We must get the signature of Joe Bidwell, the family attorney.

I wrecked the car of my best friend, Bob.

**With nouns whose plurals are irregular <sup>[460]</sup>, add an apostrophe followed by an s to create the possessive form.**

Children's programming is not a high priority.

She plans on opening a women's clothing boutique.

The geese's food supply was endangered.

## **VIOLATION OF MODIFIERS' ORDER <sup>[461]</sup>**

*In case of possessive nouns, the order of NP can be violated, and a Pre-M1 or Pre-M2 or both can appear immediately after a Noun. NP of NP solves the problem and prevents violation of the order.*

The door's large handle □ the large handle of the door

- Pre-M1 + N's + Pre-M2 + N □ Pre-M1 + Pre-M2 + N of Pre-M1 + N

Those two mechanical engineers' five new techniques → Five new techniques of those two mechanical engineers

- Pre-M1 + Pre-M1 + Pre-M2 + Ns' + Pre-M1 + Pre-M2 + N → Pre-M1 + Pre-M2 + N of Pre-M1 + Pre-M1 + Pre-M2 + N

Each family member's behavior □ behavior of each family member

- Pre-M1 + N + N's + N → N + of Pre-M1 + N + N

The assessment may be the learners' first <sup>[462]</sup> meeting with the teachers and course and could affect their attitudes to the course.

## **PREPOSITIONS**

*There are two classes of prepositions: one-word (simple) prepositions and more-than-one-word (compound) prepositions. The number of prepositions is limited. The e-book written by Josef Essberger 'English Prepositions List' lists all 94 simple prepositions (which are unlikely to change or be added to) and 56 compound prepositions (which may possibly be added to as the language evolves). <sup>[463]</sup>*

### **Classification**

Simple prepositions <sup>[464]</sup>

*Simple prepositions include: aboard, about, above, across, after <sup>[465]</sup>, against, along, alongside, amid, amidst, among, amongst <sup>[466]</sup>, anti, around, as <sup>[467]</sup>, astride, at, atop, bar, barring, before <sup>[468]</sup>, behind, below, beneath, beside, besides, between, beyond, but <sup>[469]</sup>, by, circa <sup>[470]</sup>, concerning, considering, counting, -cum-, despite, down, during, except, excepting, excluding, following, for <sup>[471]</sup>, from, given, gone <sup>[472]</sup>, in, including, inside, into, less, like, minus, near, notwithstanding, of, off, on, onto <sup>[473]</sup>, opposite, outside, over, past, pending, per, plus, pro, re, regarding, respecting, round, save, saving, since <sup>[474]</sup>, than <sup>[475]</sup>, through, throughout, thru <sup>[476]</sup>, till <sup>[477]</sup>, to, touching, toward <sup>[478]</sup>, towards <sup>[479]</sup>, under, underneath, unlike, until <sup>[480]</sup>, up, upon, via, vs. <sup>[481]</sup>, versus, with, within, without, worth, ...*

### **ON**

John was seriously displeased to find that someone had copied his paper **on** the advantages of philosophy.

To grudge means to not want to spend money or time **on** someone or something, or to not want to give something to someone.

By political rights, we understand the suffrage, eligibility to office, and a condition of things that admits of no distinction between men, unless **on** principles that are common to all.

## UNLIKE

*Like & unlike meaning similar & dissimilar can be used at the beginning of a noun phrase.*

**Unlike** behaviorism that focused on operant conditioning and cognitive psychology that studied mainly mental processes, humanistic approach (psychology) puts much emphasis on feeling and thinking.  
Bimodal distributions, **unlike** monomodal distributions, have two modes.

**Unlike** normal distribution, in a skewed distribution, mean, mode, and median do not coincide.

## BETWEEN

Police think that the killings were the result of accounts being settled **between two local gangs** .

There was a furious struggle going on **between the two presidential candidates** .

According to witnesses, the altercation **between the two men** started inside the restaurant.

Let us illustrate the difference **between the two approaches** .

The gap **between the two parties** has narrowed considerably.

Which of the given statements is a correct characterization of the following interaction **between two passengers** who are traveling in a train compartment and who have never met before?

If the number of scores is even, use the midpoint **between the two middle scores** as the median.

Range is the difference **between the largest score and the smallest score** in a distribution.

The degree of relationship **between the two sets** of scores is determined by correlation coefficient.

All trade **between the two countries** was suspended pending negotiation of a new government.

## FOR <sup>[482]</sup>

I don't feel like standing round and talking **for** three hours.

Revenge is the harm done to someone as a punishment **for** the harm they have done to someone else.

There is a lot of contention about that issue - **for** every person firmly in favor, there is someone fiercely against it.

## REGARDING

The results have been mixed **regarding** how to effectively present annotations to help students achieve their best performance in both areas.

## DESPITE

**Despite** a great deal of evidence to the contrary, tobacco companies assured the public for years that smoking was not a direct cause of cancer.

**Despite** the efforts of the doctors, it was not possible to notice any real improvement in the condition of the patient.

We walked briskly along the cliffs and soon became warm **despite the cold wind** .

**Despite its many** <sup>[483]</sup> **drawbacks** , the plan has much to commend it.

**Despite our worries**, everything turned out well in the end.

**Despite what many people think** , aversion therapy is no longer used by professional psychologists in this country.

## THAN

Visual material like pictures, graphs, and tables has a stronger impact on memory **than** other types of material.

Furthermore, some studies have found that metaphors consistently take longer to comprehend **than** literal statements, regardless of the presence of a supporting context.

University students should pay in full for their own education instead of the society funding their studies. The reason is that individuals tend to benefit after graduation more **than** the society.

## BEFORE

With equality of civil rights, all men are equal **before** the law.

He will appear **before** the magistrate tomorrow.

Compound prepositions

## Compound prepositions

Compound prepositions include:

according to, a la, along with, apart from, as for, aside from, as per, as to, as well as <sup>[484]</sup>, away from, because of, but for, by means of, close to, contrary to, depending on, due to, except for, forward of, further to, in addition to, in between, in case of, in face of, in favor of, in front of, in lieu of, in spite of, instead of, in view of, irrespective of, next to, near to, on account of, on behalf of, on board, onto, on top of, opposite to, other than, out of, outside of, owing to, preparatory to, prior to, regardless of, save for, thanks to, together with, up against, up to, except (for), rather than <sup>[485]</sup>, up until, as far as <sup>[486]</sup>, vis a vis, with reference to, with regard to, ... <sup>[487]</sup>.

These also act the same as compound prepositions: such as, as long as, in order to, as a result of, courtesy of, in response to, with respect to, in respect of, in comparison with, in contrast to/with, ...

## OUT OF

Paragliding is the sport of jumping **out of** an aircraft with a special parachute that allows you to travel a long horizontal distance before you land.

## IN FRONT OF

Most adjectives can be used **in front of** a noun.

## ON BEHALF OF

Increasingly, universities are being asked to undertake research in order to develop new products **on behalf of** large companies.

## SUCH AS

When using ‘such as’ and ‘as well as,’ generally they don’t require commas unless they are part of a nonrestrictive clause. Using commas with them might change the meaning of the whole sentence.

restrictive	GDP in developing countries such as Vietnam will continue growing at a high rate.
nonrestrictive	GDP in developing countries, such as Vietnam, will continue growing at a high rate.

Psycholinguistics concerns with mental processes **such as** <sup>[488]</sup> **how** linguistic knowledge is acquired and **how** it is put to use in comprehending and producing language.

## BECAUSE OF <sup>[489]</sup>

**Because of** unhappy childhood experiences , he is disposed to believe that most people are basically very selfish.

**Because of** the rise in the number of prisoners , the whole penal system will have to be changed.

**Because of** the special apparatus required , higher fees are charged for science and technology courses.

**Because of** their high price , some students are not averse to stealing books from the library.

**Because of** reports that the meat was not safe , all sales were halted until more tests could be carried out.

The university has docked off lecturer’s pay by 20% **because of** their refusal to mark examination papers .

## Place

Before NP

*Prepositions usually come before another word, usually a noun or noun phrase or any constituent substituting for a noun phrase (VP, PRN, the + Pre-M2, RC, etc.).*

Without NP <sup>[490]</sup>

**To whom** did you talk? = **Who** did you talk **to** ?

## INTERJECTIONS

*Interjections are one of the parts of speech. Since interjections are rarely used in academic or formal writing but are common in fiction or artistic writing, some grammarians believe that interjections are the least important part*

of speech. An interjection shows the emotion or feeling of the author. These words or phrases can stand alone or be placed before or after a sentence. They are usually, but not always, offset by an exclamation point (which is also used to show emotion). It expresses meaning or feeling. It does not:

- relate grammatically to the other parts of the sentence
- help the reader understand the relationship between words and phrases in the sentence

Instead, it simply conveys the way the author/speaker is feeling. There are literally hundreds, if not thousands, of interjections in the English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion, or unhappiness. Some interjections can express either a mild emotion or can be expressions such as "Excuse me."

Interjections are not commonly used in formal or academic writing. Because of the function that interjections serve, there is virtually no place for them in an academic paper or book that is designed to convey facts. By definition, facts should be devoid of emotion or opinion such as the emotions conveyed by interjections, but interjections are used most often in speech. This is even more true when you consider the fact that common words used in pauses, such as "uh," and "um" are interjections. They can find their way into fictional pieces, most often in the form of dialogue. They can also be used in informal written communication between two people, such as letters or emails.

### Place

#### Beginning of sentences

Interjections can and do appear at the beginning of sentences. For example:

"Yikes, I didn't realize that there was a test on grammar today!"

"Oh no, I can't believe that it is snowing here again!"

In both sentences, the interjection - "yikes" and "oh no" appear at the beginning of the sentence. In addition, in both, the emotion is a strong emotion, and the sentence itself ends with an exclamation point.

#### Middle or end of sentences

Interjections can appear in the middle, at the end, or anyplace else where the author/speaker wants to interject a bit of feeling and emotion. For example, in the sentence "So, it's snowing again, huh?" the interjection is found at the end. Here, the interjection is designed to express confusion (or perhaps dismay) at the continued snow falling. In this sentence, the emotion wasn't an emotion that necessitated an exclamation point--instead, the interjection 'huh' turned the sentence into a question.

The sentence "In my opinion, my gosh, this is just the smartest thing you have ever said" the interjection is found in the middle. It designed to express or convey the author's emphasis on his opinion that the statement was smart. Again, no exclamation point is required.

#### Stand-alone Sentences

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: "Oh gosh! I can't believe how late it is." The interjection "oh gosh" is a stand-alone sentence. This is grammatically correct, although "Oh Gosh" does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection--or the emotion felt--is the entire point of the sentence.

#### List of interjections

Absolutely	Brrr	Hello	Rats
Achoo	Bye	Hey	Right-o
Ack	Cheers	Hi	Scat
Adios	Ciao	Holy cow	Shh
Agreed	Cripes	Holy	Shoo
Aha	Crud	smokes	Shoot
Ahoy	Dang	Hotdog	Shucks
Alack	Darn	Huh	So
All hail	Dear	Hurray	So long
Alleluia	Doh	Hush	Thanks
Aloha	Drat	Indeed	There
Alright	Eek	Jeepers	Touché
Alrighty	Eew	creepers	Ugh
Alrighty-roo	Encore	Lo and	Uh-huh
Amen	Eureka	behold	Uh-oh
Anyhoo	Fiddlesticks	Man	Viva
Anyhow	Fie	My word	Voila
Anytime	Gadzooks	Nah	Waa
Argh	Gee	No	Wahoo

As if	Gee Whiz	Now	Well
Attaboy	Geepers	Oh	Whoopee
Attagirl	Golly	Oh my	Whoops
Awful	Goodbye	Oh no	Whoosh
Awww	Goodness	Oh well	Wow
Ay	Goodness	Ooh	Yay
Bah hambug	Gracious	Oops	Yea
Bam	Gosh	Ouch	Yes
Begorra	Great	Ow	Yikes
Behold	Ha	Phooey	Yippee
Bingo	Ha-ha	Please	Yo
Blah	Hail	Pooh	Yuck
Boo	Hallelujah	Pow	Yummy
Bravo	Heigh-ho	Presto	Zap
		Pshaw	

This is by no means an exhaustive list but is representative of the types of interjections you may use on a daily basis.

## GRAMMAR

Different constituents which are put together to make a sentence is discussed in the following sections. Constituents are as follows: NP, prep.p, VP, RC, Appositive, ADV, ...

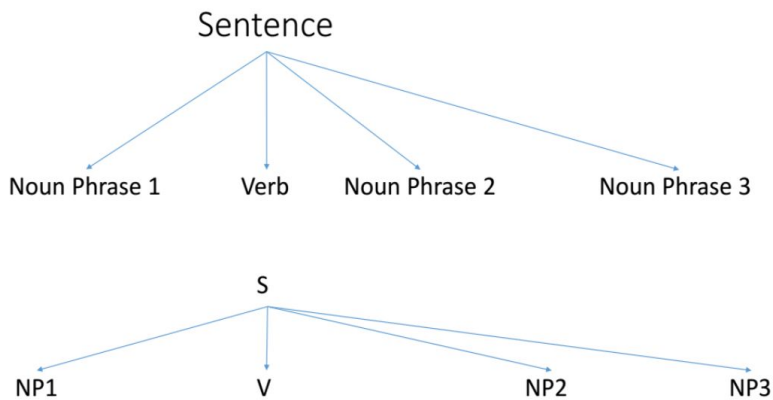


Figure. Schematic structure of a sentence (only main constituents).

Based on figures 1 and 2, it can be understood that there are four main constituents in all sentences. In a sentence, only the verb is compulsory, and the existence of the other three main constituents (NP1, NP2, and NP3) depends on the verb. The number of NPs depends on the valency of verbs (the number of seats each verb potentially has). In addition, in imperative sentences NP1 is optional. Actually, the verb is the core of the sentence. Figure 2 resembles the periodic table of chemical elements proposed by Russian chemist Dmitri Mendeleev. In his table, he dedicated some cells (boxes) to not-yet-discovered elements the characteristics of which were similar to the above

rows (to existing elements). The figure also shows the possible vacant places (seats) which can be taken by linguistic elements (constituents) having similar features (part of speech, function, ...).

S

NP1	V	NP2	NP3
You	should have studied	the whole book	
Ali	washed	the dishes	
	Give	me	the book
	Open	the door	
Mary and I	saw	them	
She	slept		
Zahra	had broken	the plate	
I	will buy	my elder brother	a gift
They	are playing	football	
He	was being given	a rose	
I	wrote	my sister	a letter
I	'll send	her	a postcard
No one	wished	me	a happy birthday
The project	was inspected		
The buildings	are being damaged		
	Sit down		
Your boss	assigned	you	the task
The students	were writing	an essay	

Figure. Schematic structure of a sentence (only main constituents) along with examples.

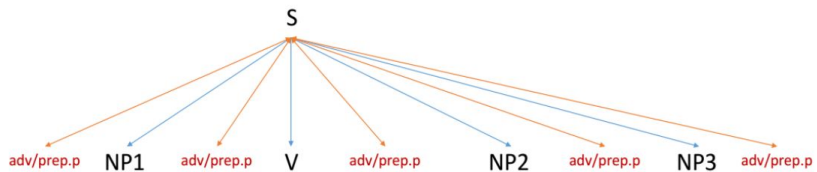


Figure. Schematic structure of a sentence (4 main constituents along with secondary constituents).

	adv/prep.p	NP1	adv/prep.p	V	adv/prep.p	NP2	adv/prep.p	NP3	adv/prep.p
		I		wrote		my sister		a letter	last week
		I		'll send		her		a postcard	next week
		No one		wished		me		a happy birthday	
Yesterday		the project		was inspected					
Over the years		the buildings		are being damaged	gradually				
				Sit down					
Today		your boss		assigned		you		the task	
		The students		were writing		an essay	at home		
		You		should have studied		the whole book			
Last night		Ali		washed		the dishes			
				Give		me		the book	
			Now	open		the door	slowly		
Last night		Mary and I		saw		them	in the park		
		She		slept	late				
		Zahra		broke		the plate	last week		
		I		will buy		my elder brother		a gift	next month
		They	usually	play		football	in the park		

Figure. Schematic structure of a sentence (main constituents along with secondary constituents) along with examples.

Based on the preceding three figures, it can be understood that the four main constituents (Verb and 3 NPs) can be preceded and/or followed by adverbs and/or prepositional phrases. The occurrence of adverbs and prepositional phrases is totally optional and depends on the amount and exactness of data which the speaker/writer aims to share with listeners/readers.

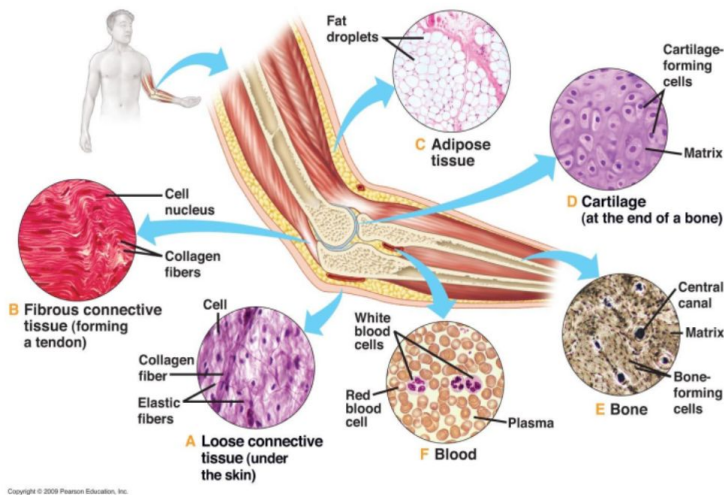


Figure. The anatomy of a human organ.



If you look at this figure, you will understand that a human has a number of organs, each of which is made up of one or more smaller organs. The story of an English sentence is the same. Each sentence is composed of some compulsory and some optional constituents, each of which is constituted from one or more elements. The following figures and examples will clarify the issue more.

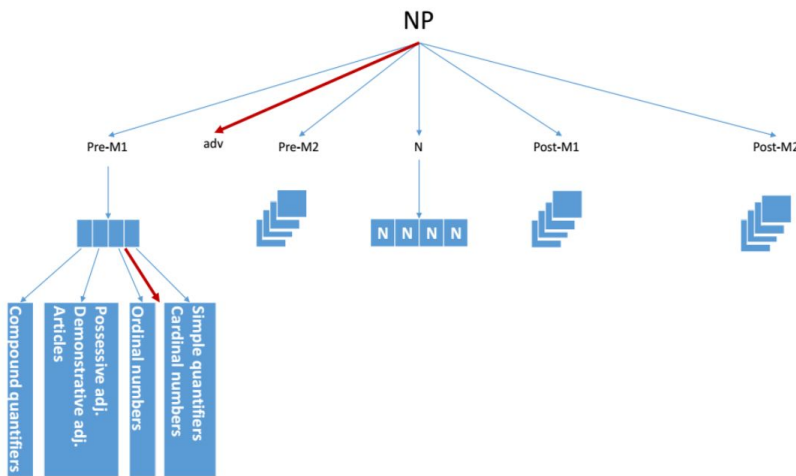
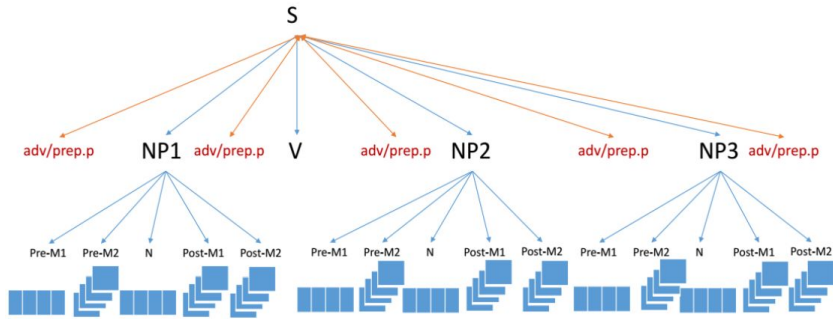


Figure. The building blocks of an NP.

From the above figure, it is clear that each NP is composed of 5 parts, two of which precedes core element (Noun) and the other two follows it + 2 adverbs (shown by red arrows). It means that noun is modified by the pre- and post-modifiers. The rectangles in a row show the exact number of potential seats, but the cascading rectangles show the unlimited seats (repetition of the modifiers). Core elements are mandatory, but modifying elements are optional. In each sentence, the core element is the verb, and in each NP noun is the core element.

Pre-modifiers include Pre-M1 and Pre-M2 and post-modifiers include Post-M1 and Post-M2. Pre-M1 include modifiers like compound quantifiers (e.g., a lot of, lots of, a great deal of, etc.) in the first seat, possessives, demonstratives, and articles in the second seat, ordinal numbers in the third seat, and simple quantifiers and cardinal numbers in the fourth seat. Pre-M2 is (an unlimited number of) <sup>[491]</sup> adjectives preceding nouns.

If you expand figure 3 and replace figure 5 with NPs, you will come up with the following figure.



In addition to adverbs which precede/follow the four main constituents, some adverbs precede simple quantifiers (in Pre-M1) and Pre-M2s. [\[492\]](#)

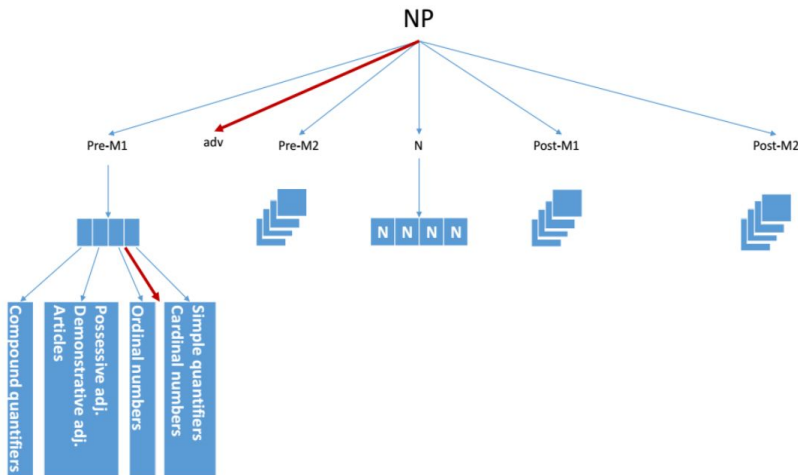


Figure. Adverbs inside an NP (adverbs before Pre-M1 & Pre-M2).

The below figure shows that any verb has four seats. In any tense, it is compulsory to fill one seat, and filling the other three seats depends on the tense, voice, person, and aspect. For example, the simple present only fills one seat, but the present progressive fills two seats.

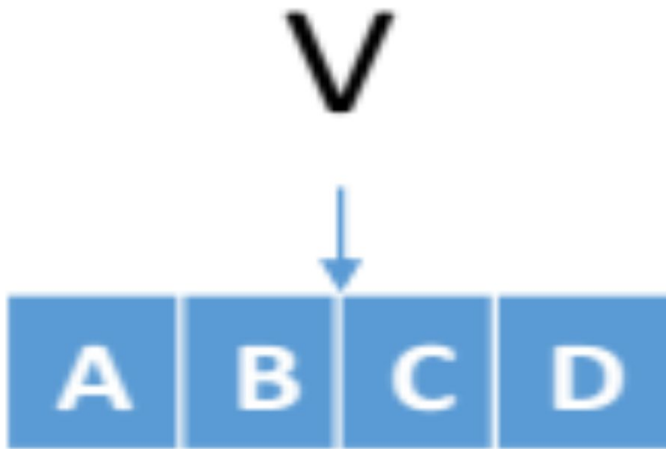


Figure. Verb structure.

The below figure shows that some adverbs precede/follow verb parts. <sup>[493]</sup> Adverbs intervene four parts of a verb. The red arrows show the place adverbs can take between parts of a verb.

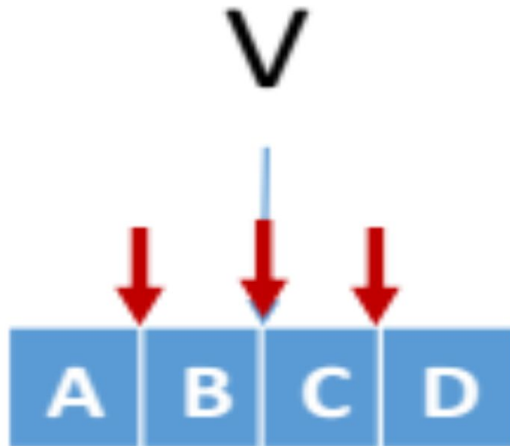


Figure. Red arrows showing adverbs between verb parts.

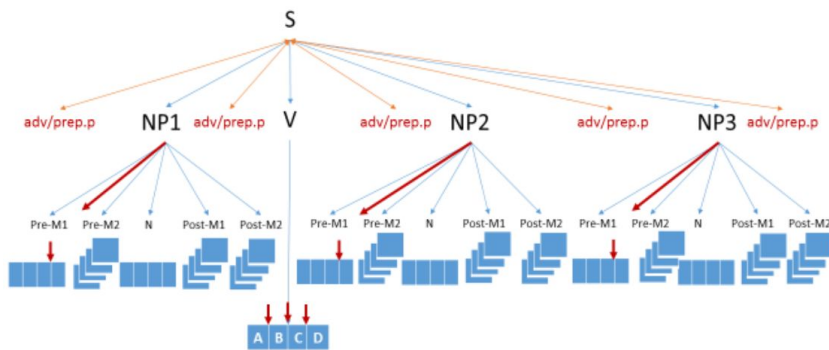


Figure. The structure of a whole sentence (3 NPs, V, adverbs, and prepositional phrases).

## NOUN PHRASE (NP)

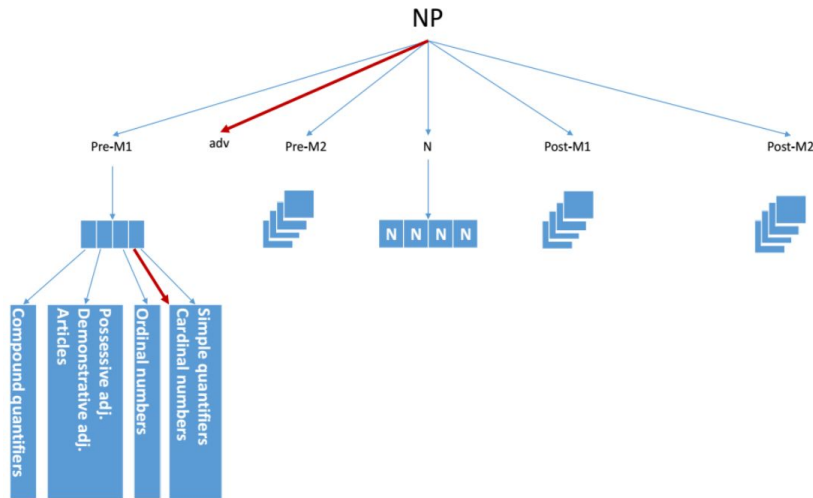
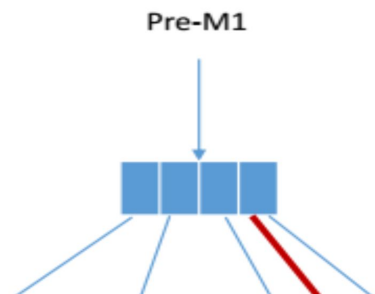
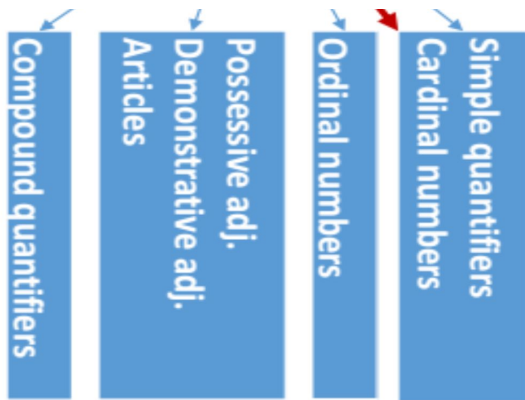


Figure. Structure of NP.

This figure shows the number, order, and components of an NP. It consists of five major components, four of which are optional, but the existence of a noun is compulsory. In addition, adverbs have 2 potential seats in an NP [\[494\]](#). Adverbs are optional, too.

Imagine a row of seats in a conference hall. Each seat can be taken by only and only one person, but sometimes seats can be left vacant (unused). The seats in the NP has the same story, that is, no place can be occupied by two constituents, and they can be left vacant in some cases. [\[495\]](#)





Pre-M1

Figure. Structure of Pre-M1.

*This figure shows the order of constituents of a Pre-M1. The figure shows that there are four vacant seats for this constituent, but in many cases one or two of them are taken. Four seats are never taken. <sup>[496]</sup> The first seat is dedicated to ‘compound quantifiers.’ And if the first seat is filled, the other three seats are most often left vacant. The second seat is dedicated to ‘possessive adjectives,’ ‘demonstrative adjectives,’ and ‘articles.’ Only one of the three can take the seat. Among the three, possessive adjectives are prioritized because they convey more meaning*

than the other two. Possessive adjectives convey more meaning than articles. They not only show that the noun is definite but they also show who the owner is. Ordinal numbers are usually preceded either by the articles, possessive adjectives, or demonstrative adjectives. The fourth seat is dedicated to simple quantifiers and cardinal numbers, but only one of the two can take the seat. If a simple quantifier is used, we cannot use cardinal numbers as well. The red arrow shows the place where adverbs can appear. Usually, simple quantifiers can be preceded by adverbs.

Pre-M1

Children learning **two first** languages simultaneously follow the same route as other children learning **their first** language. <sup>[497]</sup>

Brown's (1973) so-called 'morpheme study' is probably the best-known first language <sup>[498]</sup> study of that time, and was to be very influential for second language acquisition research.

Four second language learners have made the following comments about themselves. <sup>[499]</sup>

Pre-M1 Pre-M1 (Pre-M1) <sup>2</sup>

There may be instances when we want two or more variables to be used to predict **a third** variable.

In **this first** chapter, we are going to investigate the concept of validity.

As was noted in a section on multilinguals earlier in this chapter, **no such** differences have ever been noted.

To introduce **a second** cut score with three levels, the test needs to achieve a reliability of .8, and .9 to support **a third** cut score with four levels.

After promising not to photograph any more <sup>[500]</sup> wars, he accepted an assignment to go to Indochina to cover the first Indochina war.

Much more could be accomplished in investigating how writers vary their genres for specific situations, the influences of technology upon texts, particularly how e-mail and the Internet have affected student prose (Silva & Brice, 2004, pp. 75-78), texts and **writers' first** cultures, and situated writing in third and fourth languages, among other topics.

It seems that much of what we have expected of grammars can be better explained by focusing on words and the complex way they keep each other's <sup>[501]</sup> company.

What **one's first** language is will affect one's learning of the second language.

Research findings demonstrate that Finns who speak Swedish as **a first** language learn English at a faster rate than those who speak Finnish as **a first** language (i.e., Swedish-to-English is faster than Finnish-to-English).

For example, one of **Hitler's first** acts upon coming to power in the 1930s was to take control of the educational system through the centralization of curriculum, testing, teacher training and certification.

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In **this second** step, we further transform the text corpus into a graph, which is a set of nodes connected by links.

The elegance of **this first** subway will probably never be surpassed.

Despite **its many** drawbacks, the plan has much to commend it.

**His one** concern, which gave to his rambling in Concord fields a value of high adventure, was to explore the true meaning of wealth. <sup>[502]</sup>

The doctors can't cope with **any more** <sup>[503]</sup> patients.

Pre-M1 Pre-M1 Pre-M1 (Pre-M1) <sup>3</sup>

Like Victor, during **her first few** weeks of freedom, Genie was alert and curious.

I'm always nervous for **the first few** minutes of an exam.

The third type of task lacks a focal point in the way of **the first two** types, but instead presents itself as a kind of self-actualizing task.

**The second two** assertions in this reason only hold if we believe that the free-market economy extends to education, and that the role of 'managers' is the close monitoring of outcomes (in terms of test scores) against centrally established targets.

Here are **the first two**, which concern the stem of a multiple-choice item (a stem is the top part of a multiple-choice item, usually a statement or question).

adv Pre-M1

The classic Neanderthals, who lived between **about 70,000 and 30,000** years ago, shared a number of special characteristics.

About 15 million individual visits are made each year.

Some were four stories high and contained quarters for perhaps a thousand people along with storerooms for grain and other goods.

The new accessibility of land around the periphery of almost every major city sparked an explosion of real estate development and fueled what we now know as urban sprawl.

Between 1890 and 1920, for example, some 250,000 new residential lots were recorded within the borders of Chicago, most of them located in outlying areas. [504]

Add some more [505] cream to the sauce.

Nearly every new parent [506] feels an amalgam of joy and terror.

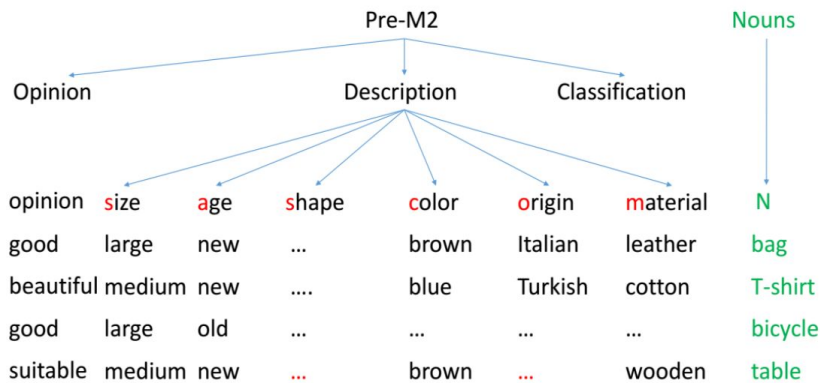
Here are some more examples of classifying adjectives

It revolts me to know that the world spends so much [507] money on arms while millions of people are dying of hunger.

The defection of so many [508] leading humanists to work for religious reform forces Ali to take a decisive stand regarding Mohammad.

### Pre-M2

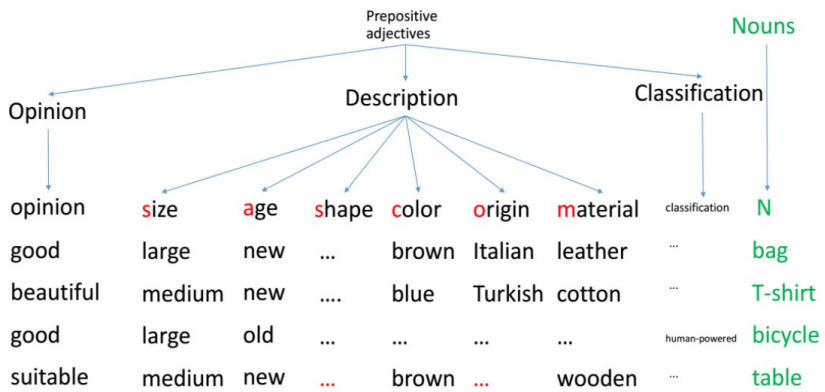
Adjectives have an unlimited number of seats to sit. Their order is somewhat fixed.



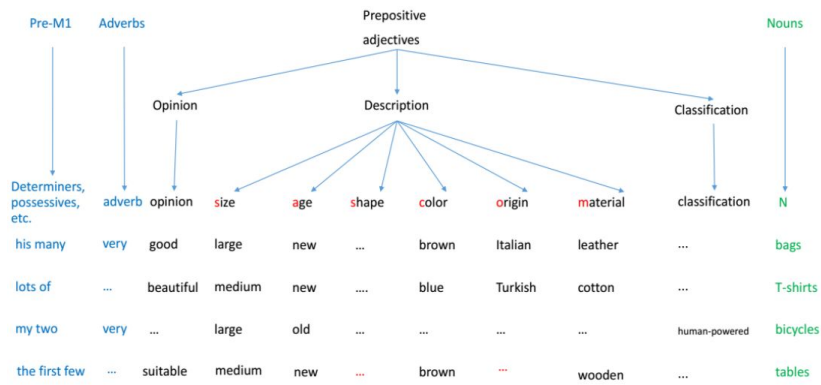
As seen in the above figure, the adjectives appear in a fixed order of opinion, description, and classification adjectives, respectively. It shows that nouns can be preceded by a different number of adjectives (from zero to unlimited). The number and type of adjectives depend on the amount of information that the writer or speaker wants to share. All Pre-M2s are Post-M2s which play the role of an adjective (or more generally modifiers), and Post-M2s are actually Pre-M2s which appear as a relative clause, that is, both Pre-M2 and Post-M2 have the same function.

□ A girl who is beautiful = A beautiful girl





The above figure shows that Pre-M2s follow a fixed order, and they are followed by nouns.



The above figure shows that Pre-M2s are preceded by Pre-M1s and adverbs, and they are followed by nouns.

- (Pre-M1) + (adv.) + (Pre-M2) + N → NP

adv Pre-M2 (adv inside NP)

With the **ever** increasing pace of change and large scale population migrations, sociologists as well as anthropologists have given up attempts to find empirical ways of defining the bounds of community.

My **more** recent letters in the same genre written as guest editor of a special issue of *Across the Disciplines* are varied to meet the requirements of that journal and the particular context and audience with which I am working.

Goddard (1917) gave the English-language version of the Binet intelligence test to 30 **recently** arrived adult immigrants at Ellis Island.

It was only in the 1950s that psychologists seriously began to realize that test items that required knowing language was not a fair measure of intelligence and that the content of items in many **widely** used intelligence tests was culturally biased.

The participants were given the Simon Test where they were required to focus and respond to **rapidly** changing tasks.

In the following sections, we briefly discuss some of the **more frequently** used parametric and nonparametric tests used in second language research.

In this section, we discuss some of the **most frequently** used nonparametric tests in second language and applied linguistics research.

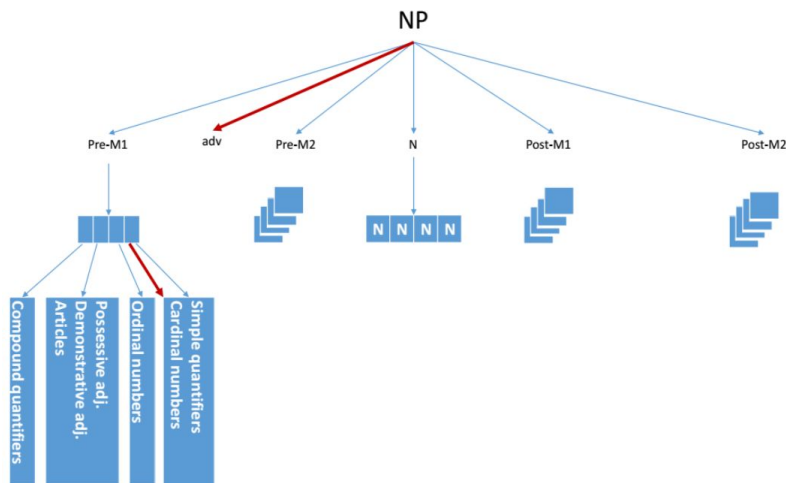
In the preceding sections, we dealt with some **commonly** used parametric and nonparametric statistics in second language research.

In fact, he faulted the author for not making the intention to transition from ‘theory’ to ‘practice’ in this part **textually explicit enough**.

In the following sections, we briefly discuss some of the **more** frequently used parametric and nonparametric tests used in second language research.

## N

Since nouns can influence other modifiers (Pre-M1, Pre-M2, Post-M1, and Post-M2) and verb, and Nouns are the core of NPs, they are very important.



The above figure shows that nouns have four consecutive seats to sit. The last seat is always full, and one or two nouns can usually precede it in succession. In rare cases, it is possible to use four nouns (and even 5) <sup>[509]</sup> in an NP. The last noun is compulsory (core noun), but the preceding ones are modifier nouns which elaborate on the last (core) noun.

Noun clusters <sup>[510]</sup>

In many languages, including English, it is possible for nouns to modify other nouns. Unlike adjectives, nouns acting as modifiers (called attributive nouns or noun adjuncts) usually are not predicative; a beautiful park is beautiful, but a car park is not 'car.' The modifier often indicates origin (Virginia reel), purpose (work clothes), semantic patient (man eater) or semantic subject (child actor); however, it may generally indicate almost any semantic relationship.

## NN

shoe shop  
history book  
chicken soup  
tortoise shell  
fox fur  
Lincoln Highway  
applied chemistry department  
Elsevier Publications  
language learners  
trouser pockets

## NNN

Oxford University students  
oil production costs  
high-quality fluorescent desk lamp  
the World Health Organization (the WHO)

## NNNN

road accident research center  
coke steel production units

## NNNNN <sup>[511]</sup>

furniture factory pay cut row

### Noun clusters in full sentences

The grizzly bear is one of the most interesting large animals tourists often see in Yellowstone Park .

Let's summarize the speech production mechanisms .

Under the No-Child-Left-Behind <sup>[512]</sup> legislation in the United States, for example, schools are required to demonstrate 'adequate yearly progress' (AYP) of English language learners .

For example, under NCLB legislation in the United States, as we have already mentioned, failure of a school or school district to show adequate yearly progress towards meeting standards is financially penalized.

In his *Digging up texts and transcripts: Confessions of a discourse analyst* , Hyland (2005) provides a useful description of such text and interview integrations .

Silva and Brice (2004) note that context has entered the studies of process, particularly in English as a Foreign language (EFL) environments .

We face the same problem today that Kaulfers faced in his work during the Second World War: the need to describe minimum levels of performance for work in high-stakes areas, such as speaking in air traffic control or reading where machinery maintenance manuals are in a second language.

The last noun determines whether the noun is singular or plural, and the verb agrees with the last (core) noun. But there are noun clusters in which the preceding nouns can end in 's' (but not necessarily always with plural meaning).

There's a good **arts coverage** in the newspaper, but not much political commentary.

The issue of an **arms embargo** will be at the crux of the negotiations in Geneva.

English for specific purpose **s (ESP) genre research** had a significant influence on **L2 writing** .

The most well-known research in **ESP genre analysis** was conducted by Swales (1990), who analyzed the *moves* or functional sections in **research articles introductions** .

Some professional organizations, such as **Engineers** <sup>[513]</sup> **\_Australia** (2008), have lobbied the government for even higher requirements, claiming that immigrants without a band 6 are not able to function effectively as engineers (effectively using the **job certification argument** to reduce **immigration quotas** in a particular profession).

A frequent defense of standards is to be found in the claim that they **offer teachers, testers, and materials writers** a 'common language' that they can use to talk about the levels of their learners.

Though research into concentrations of grammatical items, is still important, especially in **languages for specific purposes (LSP)** <sup>[514]</sup> **\_contexts** , a number of recent projects have dealt with text-related issues that are fully as central to teaching but more difficult to operationalize.

The sixth class is an **English for Academic Purposes (EAP)** <sup>[515]</sup> **\_writing course** designed to improve the **writing skills** of perhaps 12-15 international **graduate students** across the disciplines.

For more specific information on the importance of SAT scores at the schools you're interested in, contact the **admissions offices** directly.

List of words ending in -s <sup>[516]</sup>

The list shows a number of (proper or common) nouns ending in -s, which are not plural, and some verbs ending in -s, which can be used as a plural verb (singular verbs in the simple present tense also end in 's' or 'es' in the third person singular). You may encounter more words of this type while reading academic texts.

Words ending in -ss or -s		
Noun	Proper nouns <sup>[517]</sup>	Verbs
access	Abbas	access
acoustics	Charles	assess
address <sup>[518]</sup>	Columbus	cross
anthropolinguistics	Dickens	encompass
appropriateness	Francis	express
arts	International Airways <sup>[519]</sup>	pass
assess	Jacobs	press
awareness	James	progress
billiards	Mars <sup>[520]</sup>	stress
biophysics	Paris	
business	Socrates	
business	the United Nations	
coolness	the United States	
corps	Thomas	
correctness	Venus	
cross	Wales	
customs		
darkness		
dress <sup>[521]</sup>		
dynamics		
easiness		
economics		
encompass		
excess		
explicitness		
friendliness		
genetics		
glass		
illness		
lens		

linguistics		
mathematics		
means		
measles		
neuro-linguistics		
news		
outpatients		
pancreas		
pass		
physics		
politeness		
politics		
pragmatics		
press		
process <a href="#">[522]</a>		
progress		
recursiveness		
rhinoceros		
rickets		
selfishness		
semantics		
semiotics		
socio-linguistics		
stress		
success		
weakness		

Words ending in -ss or -s		
Verb <a href="#">[523]</a>	Nu	Fixed structure
does	aerobics	advertising and public <b>relations business</b>
has	athletics	<b>economics</b> <a href="#">[524]</a> <b>department</b>
is	debris	financial and professional <b>services firms</b>
was	genetics	human resources director
	gymnastics	materials development
	linguistics	<b>mathematics</b> <a href="#">[525]</a> <b>teacher</b>
	maths	natural <b>sciences students</b>
	molasses	sales manager
	news	telecommunications company
	physics	
	statistics	

Words ending in -ss or -s					
Nc	Ns	prep.	adv.	PRN	Pre-M1
compass	cosmos	besides	afterwards	his	This
		towards	upwards	yours	

### **PRACTICE**

Prepare a more comprehensive list of them.

#### **Post-M1**

*Appositive is any constituent which is enclosed by, ..., (...), <...>, [...], {...}, --...-- , etc.*

*If the sentence ends in { . }, ( . ), [ . ], etc., period should be placed before the ending symbol.*

*Dash and comma are used double in the middle but single at the beginning or end of the sentence, but other symbols including ‘{([“ cannot be used alone.*

*Enclosing symbols and punctuations can enclose any constituent including adv., RC, S, NP, prep.p, VP, ADV, Pre-M2, and interjections, but only NPs are considered as Post-M1 for the preceding noun, that is, Post-M1 is a kind of appositive, which itself is an NP and modifies the preceding NP.*

Jim, my brother , told that .... [\[526\]](#)

The one-fluid theory of electricity was proposed by Benjamin Franklin, a man famous for his wide interests and great attainments. [527]

To further develop your protagonist, use other character archetypes like the villain, the protagonist's opposite, or the fool, a sidekick character that reveals the protagonist's softer side. [528]

*In English texts, only after comma, period, question mark, and exclamation mark one space character is left free, but the other enclosing symbols are used without space before and after the text (inside) and left a free space outside at both sides (before and after symbol).*

**Both Post-M1 and core noun should agree in number, that is, if the core noun is singular, then Post-M1 should be singular and vice versa.**

The book 'Academic English Grammar: For Intermediate and Advanced Learners' [529]

The books 'Academic English Grammar: For Intermediate and Advanced Learners' and 'Writing Research Papers in 5+1 Steps' written by Ahmad Sharifzadeh ... [530]

*Comma can be used as a conjunction in some cases and in non-restrictive clauses as well. Do not confuse it with this one.*

*Post-M1 should have these three features: it should be an appositive, it should be an NP, and it should immediately follow the NP it modifies.*

*Numbers which follow nouns can be considered as a kind of Post-M1.*

**Sometimes Post-M1 do not have symbols or punctuations.**

**When a proper noun is a Post-M1:**

The capital of England London

The first month January

**When number is a Post-M1 (number following a noun):**

The building sixty-four

The airplane 413

I don't think we carry the eye shadow, but the lipstick is in aisle three.

**When nouns like: book, name, term, word, article, title, phrase, idiom, expression, etc. are preceded by the definite article 'the':**

The word ambiguity .....

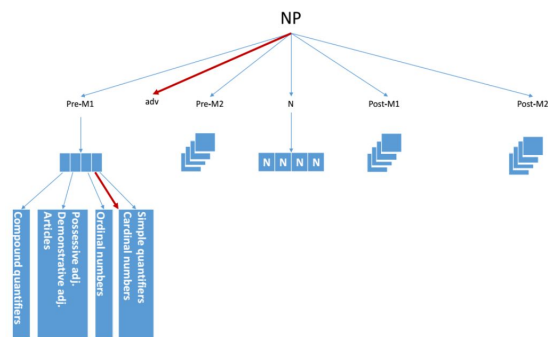
The title world champion .....

When Post-M1 is written in **bold**, *italic*, underlined or with different font type or **size**:

The English teacher *Mr. Jimmy* said that ...

The chancellor of Medical University of Texas **Dr. Johnson** clearly stated that ...

The book An Introduction to Phonetics deals with vowels, consonants, etc.



*Post-M1 is a kind of appositive, something that can be replaced with the nouns (and its pre-modifiers). The number of Post-M1 can be one or more, but it is optional.*

My brother { **Jim** } ...

Jim, **my brother** , ...

The US president Mr. Obama ...

The book **4** is ... <sup>[531]</sup>

The first month of a year ( **January** ) ...

The Speaker of the United States House of Representatives, **Paul Rayn** , stated that ...

Bush, the US president, yesterday said ...

For example, the factor “ **the large size of the class** ” could have the following effects on the curriculum design.

This initial discussion will be followed by comments on some of the directions for future research that may influence L2 writing teaching: **studies of corpus linguistics, discourse communities and their genres, situated texts and their domains, multi-modal environments, the writer in the text and critical pedagogy** .

We have already seen that the term ‘ **standards** ’ has many different meanings when talking about testing and assessment. <sup>[532]</sup>

In a rash moment, I said I'd buy my wife a car for her birthday. The trouble was that she had set her heart on a particular color — **white** .

Knowing another language is also important within countries where there is more than one prevalent or official language, as in Switzerland, which has four official languages: **German, French, Italian, Romansh or Canada** , with its two official languages, **English and French** .

Examples **1 and 2** illustrate occasions when it may be necessary to eliminate all of an individual's data.

In relationships between two agents, **a controller and a controlee** , the degree of control of one agent is the inverse of the other.

Despite considerable success in delineating these relationships, no general account exists for the two most frequently extended prepositions: **in and on** .

Ali is the greatest ping pong player of his city. The morning before a match with a young athlete from another city, he goes for a walk outside the stadium and sees the mother of the young athlete praying and saying “God, my son is going to play a match with Ali **the famous ping pong player** . Please watch over him and help him win the match so he can use the prize money to get married”.

Figures should have a brief description (**a legend**) , providing the reader sufficient information to know how the data were produced.

The literature on second language acquisition (SLA) presents several conflicting definitions and explanations for the term **intake** .

Chapter three, “ **Collaborative Writing: L2 Learning and Practice Opportunities** ,” focuses on previous empirical research on collaborative writing in the L2 and centers around three main topics: **(1) the nature of language in collaborative writing tasks, (2) the types of feedback between students when they collaborate to compose a text, (3) the opportunities collaborative writing tasks provide for students to practice real-life interaction in the L2** .

## Post-M2

*Post-M2 is the relative clause <sup>[533]</sup>\_, which usually follows Post-M1, starts with wh-word, and elaborates more on the noun. The number of Post-M2s can be one or more, but it is optional.*

R

## WHICH

We learn from semantics that every *morpheme* , **which is a collection of phonemes arranged in a particular way** , expresses a distinct meaning, and that there are free morphemes that can occur independently (as in den, dance)

or bound morphemes like plural -s , or past tense -ed, which are attached to a free morpheme (as in den s , danc ed ) .

These measures, called the New Deal, included the Agricultural Adjustment Act, which paid farmers to slow their production in order to stabilize food prices ; the Federal Deposit Insurance Corporation, which insured bank deposits in case that banks fail ; and the Securities and Exchange Commission, which regulated the stock market .

I recalled the time when I had traveled that very road in a coach; I remembered descending that hill at twilight: an age seemed to have elapsed since the day which brought me first to Lowood , and I had never quitted it since.

## WHO

Perhaps the first one to emphasize the role of “language acquisition mechanism” in converting input into intake is Corder who defined intake as “what goes in and not what is available to go in” .

The person who introduced this topic was Anna, and she was the one who was largely responsible for its development .

The prosecution’s case hinged on the evidence of the witness who died before the trial .

Oftentimes, there is a cut-off point and those meeting the criterion pass the test and those who do not fail the test.

## THAT

as post-modifiers after nouns to do with thinking or saying <sup>[534]</sup>
------------------------------------------------------------------------------

advice, argument, belief, claim, feeling, guess, hope, idea, opinion, promise, report,
----------------------------------------------------------------------------------------

He made a promise that he would do all he could to help.

I had a funny feeling that something was wrong.

after some nouns to say more about the noun
---------------------------------------------

advantage, chance, danger, difficulty, effect, evidence, fact, possibility, problem,
--------------------------------------------------------------------------------------

She pointed out the danger that they might be left behind.

There was a chance that we would succeed.

after some adjectives which describe feelings to give a reason for our feelings
---------------------------------------------------------------------------------

afraid, disappointed, excited, glad, happy, pleased, sad, sorry, unhappy,
---------------------------------------------------------------------------

The physiology, the chemical rhythm of the creature, may also be made to undergo an enduring modification, of which vaccination and other methods of inoculation with living or dead matter are examples that will, no doubt, be familiar to you .

In a practical joke against a local music magazine, he placed advertisements all over Seattle for a band that did not exist .

Some such things have been hit upon in the last resort of surgery; most of the kindred evidence that will recur to your mind has been demonstrated , as it were, by accident—by tyrants, by criminals, by the breeders of horses and dogs, by all kinds of untrained clumsy-handed men working for their own immediate ends.

Nirvana had simply brought into the mainstream a sound and culture that got its start years before with bands like Mudhoney, Soundgarden, and Green River .

## WHERE

Neurolinguistics is the science that studies the place where in the brain the language is stored and where it is processed .

The place where I put the package was right at the corner of the room.



The office where Dr. Jims works is located in the third floor.

The participants were given the Simon Test where they were required to focus and respond to rapidly changing tasks. <sup>[535]</sup>

## WHEN

In the 1880's , **when George Eastman first offered the Kodak camera and film**, photography became a popular and individualized art.

At a time **when Canada was coming into its own** , they felt that a major factor in the development of a strong and healthy nation was a vital and relevant art.

But their history goes back to the 1960s, **when an inventor named James Russell decided to create an alternative to his scratched and warped phonograph records** —a system that could record, store, and replay music without ever wearing out.

That was a time **when conceptions and experimental methodology involving language and intelligence were at a rather naive level and when the mood in America (where most of the research was done) was one of isolationism and a wariness of foreign influences** .

Examples 1 and 2 illustrate **occasions when it may be necessary to eliminate all of an individual's data** .

There are also **cases when it may be appropriate to remove a subset of the data** .

There are **times when** we want to compare an individual's performance on different tests.

There are **times when** there might be a preexisting difference among groups and the variable where that difference is manifested is related to the dependent variable.

There are **times when** we might want to compare participants' performance on more than one task.

There are **times when** we might want to determine how much of the variation is actually due to the independent variable in question (e.g., the treatment, the learner's language background, the learning context, etc.).

There are **times when** our research questions involve surveying a wide range of existing studies rather than collecting original data.

There are **times when** researchers may decide not to include outlier data in the final analysis, but if this is the case there needs to be a principled reason for not including them beyond the fact that they "don't fit right."

## WHY

The writer argued that failure to communicate is an important reason **why Chinese standard of living is so low** .

We could speculate on the reason **why conversations should be adaptive from an evolutionary point of view** .

I don't know the reason **why she did it** – I'm just speculating.

Knowledge of the reason **why we forget** can also be useful to both learners and educators.

One of the many reasons **why students believe that academic discourses are distant and foreign** is because they view them as unvoiced, as "objective" and "factual" rather than encouraging the kinds of expressive writing with which they may be comfortable.

## MIXED

The man saw the dog **which** bit the girl **who** was stroking the cat **which** had caught the mouse **which** had eaten the cheese **which** ....

prep. + R

*After a preposition, 'who' and 'that' are not used. Instead, we should use 'whom' and 'which.'* <sup>[536]</sup>

## WITHOUT WHICH

There are rules of use **without which** the rules of usage are useless.

## ACCORDING TO WHICH

The set of principles **according to which** words are combined into sentences in a language is called the syntax of that language.

## INSIDE WHICH

Cylinder is the tube-shaped device, found especially in an engine, **inside which** the part of the engine which causes the fuel to produce power moves up and down.

## WITH WHOM

The letter was probably from one of the patients **with whom** she had made friends in the hospital. <sup>[537]</sup>  
The lady **with whom** I went to the cinema was my girlfriend.

## IN THAT

Some of the expressions we obtain are lexemes **in that** they signify what cannot be predicted from the significata and arrangement of their constituent parts.

These two marks differ **in that** one is red and one is blue.

But they are secondary **in that** they are employed only in situations where ego is not readily able to specify the relationship by means of expressions formed with my grandfather, my grandmother, my grandson, or my granddaughter, together with great (repeated the appropriate number of times).

Achievement tests also differ from proficiency tests **in that** the former look back on what the student should have learnt, whereas the latter look forward, defining a student's language proficiency with reference to a particular task which she or he will be required to perform.

Evaluation is different from testing **in that** the former is mostly designed for making decisions.

Achievement tests differ from progress tests **in that** they are intended for broad curriculum objectives.

## DURING WHICH

The critical period hypothesis claims that there is a stage in the maturation of human being **during which** language acquisition is possible in a natural fashion.

Windsor (2000, p. 164), studying an engineering firm, discovered complex, overlapping systems and a hierarchical writing process **during which** the technicians' work "disappeared into the work of the engineers."

## WITH WHICH

Teacher educators may find perspectives that are, in certain cases, different from the ones **with which** they are already familiar.

Input has to be recognized by learners as language input, and accepted by them as something **with which** they can cope.

Tests are the tools **with which** we measure a quality or characteristic.

The kinship terminology analyzed here is the one **with which** I grew up and **with which** I continue to operate.

For example, Schulz (1986, p. 373) claimed that the ACTFL Guidelines provided testers and curriculum designers with a common terminology **with which** they could work for the first time.

An analysis that does violence to the informant's subjective feel for the appropriateness of things is presumably suspect, especially if a satisfactory alternative analysis is available **with which** the informant is more comfortable.

Derivational affixes in English are also often fully productive, but many are subject to certain restrictions in terms of the roots **with which** they combine.

## THROUGH WHICH

Terms of address constitute an important part of verbal behavior **through which** the behavior, norms, and practices of a society can be identified.

Recursiveness is the property **through which** a rule can be applied repeatedly without any definite limit.

The mental process **through which** the acquisition of knowledge is possible is called cognition.

## TO WHEN

She was able to flash back in time **to when** she had phoned the company to schedule the repair in the first place.

## AT WHICH

If one breaks down topics into subtopics, there comes a point **at which** one meets what one might want to call sentences.

Plenary describes a meeting **at which** all the members of an organization or group are present, especially at a conference.

The age **at which** a child becomes an adult in the United Kingdom is 18.

It is generally believed that the age **at which** learners begin to learn a second language influences their ultimate attainment in language knowledge/ability.

## FROM WHICH

The best angle **from which** you can approach any problem is the try-angle.

Geysers are holes in the ground **from which** hot water and steam are sent out.

Cells are the tiny, basic building blocks **from which** all living creatures are made up.

I cannot do justice to the reviews of the literature (Polio 2003; Silva and Brice 2004; Matsuda and Silva, 2005) **from which** I have drawn this brief overview.

One can easily identify three types of input attributable to three different, but not mutually exclusive, sources **from which** learners are likely to get/seek input:

## FROM WHOM

Under its influence, I was seized with a violent indignation against the assailant **from whom** she had suffered so much.

## TO WHOM

For the foreign buyers **to whom** Canada supplies wheat, the transaction has never been healthier.

The man (**to whom** I said my problem) was my uncle.

The creditors/debtors of a company are those individuals or organizations **to whom** that company owes money.

## ON WHICH

The biggest issue **on which** the two parties' policies diverge is the amount of money to be spent on education.

The former guerrilla leader has become the pivot **on which** the country's emerging political stability revolves or turns.

Plank is an important principle **on which** the activities of a group, especially a political group, are based.

Norm-referenced tests are usually valid only with the population **on which** they have been normed.

Loom is a piece of equipment **on which** thread is woven into cloth.

## INTO WHICH

Wright (1996) recommends the use of the Index of Separation to estimate the number of performance levels **into which** a test can reliably place test takers.

## FOR WHOM

Criterion-referenced tests are useful with small and/or unique groups **for whom** norms are not available.

This has been echoed by Krashen (1981) **for whom** "intake is simply where language acquisition comes from, that subset of linguistic input that helps the acquirer acquire language".

## ON WHAT

Because of the special apparatus and so the people in it are free to work **on what** they like, when they like.

## UPON WHICH

The kind of test which provides information upon which the examinees' acceptance or non-acceptance into a particular program is determined is a selection test.

## TO WHICH

This is a way of saying that derivational morphemes change the part of speech of words to which they are added.

The bag to which sticker is stuck belongs to Mr. Sharifzadeh.

Languages differ in the extent to which they utilize inflection, derivation, and compounding, as well as in the concepts that they express idiomatically.

Through aptitude test scores, it would be possible to predict the extent to which a person can fulfill certain responsibilities in the future (i.e., how good a pilot, an engineer, or teacher can one be).

That is, although the degree to which students benefit from the tasks differs according to their proficiency levels, genre-specific language learning can be pushed by a SFL framework that enhances writers' awareness of the tripartite interconnectedness among ideational, interpersonal, and textual meanings in specific FL instances, in this case, summary.

Input may be operationally defined as oral and/or written corpus of the target language (TL) to which L2 learners are exposed through various sources, and recognized by them as language input.

Websites for some testing agencies proudly list the extensive uses to which their tests are put.

## BY WHICH

The process by which plants use sunlight to produce food is known as photosynthesis.

Metamorphosis is the process by which the young form of insects and some animals, such as frogs, develops into the adult form.

Some political parties want to reform the process by which we vote in general elections so as to make it more representative.

Osmosis is the process in plants and animals by which a liquid moves gradually from one part of the body or the plant through a membrane.

The process by which the brain retains the incoming information but discards the form of the message is often referred to as obliterative forgetting.

Further, we suggest that the processes by which these narratives are applied in people's lives follow the principles of analogical retrieval and mapping.

We examine whether the processes by which core cultural narratives are applied in people's lives follow the principles of analogical retrieval and mapping.

## IN WHICH

The Pleistocene is the section of geological time between around 1.8 million and 10,000 years ago in which modern humans first appeared and the Northern Hemisphere experienced the ice age.

The cardboard trays in which Abbas put some pomegranate ought to be dispatched to Austria.

Onomatopoeia is a modified type of coining in which a word is formed as an imitation of some natural sound.

Functionalists argued that none of the previous theories of language had taken into account the social and situational context in which language was being used.

In 1916, "Cours de Linguistic Generale" was published in which Ferdinand de Saussure made a distinction between the study of langue and parole.

The importance of controlling the context in which data are elicited is obvious when one considers how personal considerations affect the use of kinship terms in address or in the presence of the person being inquired about, as illustrated by Schneider and Homans (1955).

I am concerned in this paper with the context in which information is asked and truthfully given about the nature of the kin connection between two persons.

The process in which the brain relates the information it already has to the incoming data is referred to as top-down processing.

Classification is a method of paragraph or essay development in which a writer arranges people, objects, or ideas with shared characteristics into classes or groups.

A shanty is a small house, usually made from pieces of wood, metal or cardboard, in which poor people live, especially on the edge of a city.

Judgment and decision making researchers have highlighted a number of ways **in which** culture may influence decision making.

She argues that the way **in which** cultural narratives about morality are interpreted and reinterpreted at every telling are instrumental in the complex nature of moral reasoning.

Goldstein and Weber (1995) argue that the process of decision making is a constructive process **in which** the decision maker relies extensively on his/her background knowledge and previous experiences.

In process studies, researchers analyze the ways **in which** writers plan, draft, revise, and edit their texts.

Apperception is an internal cognitive act **in which** a linguistic form is related to some bit of existing knowledge (or gap in knowledge). We can think of apperception as a priming device that prepares the input for further analysis.

Thus, apperceived input is that bit of language that is noticed in some way by the learner because of some particular recognizable features.

The aim of this part of the curriculum design process, Goals, Content and Sequencing, is to make a list of the items to teach in the order **in which** they will be taught.

Content and sequencing must take account of the environment **in which** the course will be used, the needs of the learners, and principles of teaching and learning.

Genre epitomizes the significance of approaching reading and writing as social processes **in which** individuals participate without necessarily being entirely conscious of what the social processes are.

As a member of the traveling public, I would be exceptionally worried if I thought that the aircraft **in which** I was going to fly had been checked by someone who could not read the manual, communicate with the supervisor or write the safety report clearly.

There is an activity system (such as a laboratory) **in which** a variety of texts appear, are developed, and interact.

However, the ways **in which** they classify and interact with their relatives differ from one culture to the other.

This competence, as pointed out by Martínez-Flor, Usó-Juan, and Alcón (this volume), plays a paramount role in spoken communication, **in which** features of the situational context are clues to the illocutionary force of the utterance (i.e., its intended meaning).

To this respect and within a genre approach to writing, Johns (this volume), for example, argues that it is, in fact, the specific situation **in which** the text appears that determines how it will be successfully written and interpreted.

## **UNDER WHICH**

Therefore, further research seems to be required to explore the conditions **under which** different categories are used.

## **OF HOW**

I hope it makes writing your story a little easier, but more than that, I hope it challenges you to step deeper into your own exploration **of how you are** <sup>[538]</sup> to write a story.

## **ABOUT WHERE**

You might have a few clues **about where** your city is buried beforehand, but you don't know what it will look like until it's unearthed.

## **ABOUT HOW**

In this article, you'll learn ten secrets **about how you are** <sup>[539]</sup> to write a story.

## **OF WHICH**

By the time Swales was completing Genre Analysis in the late 1980s, key works in rhetoric and composition studies had also been published, including Miller's (1984) "Genre as Social Action" and Bazerman's (1988) *Shaping Written Knowledge*, both **of which** developed theories of genre within a rhetorical tradition.

Consonants are those sounds in the production **of which** there is an obstruction.

Genre is a class of communicative events, the members **of which** share some set of communicative purposes.

I wrote many acceptance and rejection letters (each **of which** was somewhat different) in my years as co-editor of the journal, *English for Specific Purposes*.

In other words, predominantly form-based input modifications facilitate the development of linguistic knowledge/ability but not necessarily pragmatic knowledge/ability both **of which**, as we have seen in chapter 2, are required for successful language communication.

It also addresses concepts such as normal distribution, standard scores, and probability, all **of which** are necessary to an understanding of basic statistical procedures.

Olshtain and Weinbach (1987, p. 195) believed that when complaining “the speaker expresses displeasure or annoyance as a reaction to past or ongoing action, the consequences **of which** affect the speaker unfavourably.”

Oyster is a large flat sea creature that lives in a shell, some types **of which** can be eaten either raw or cooked, and other types **of which** produce pearls.

The armed guerrilla troops **of which** the cruel commanders have instructed to annihilate the residential zones as well are being briefed to commence a heavy broad aggression.

The first empirical study of plagiarism in student writing **of which** I am aware was Ange ´ lil-Carter (2000), and the first systematic intertextual analysis of L2 texts came in Pecorari (2003).

The five main articles in this special issue share several common themes, many **of which** John Swales reflects on in his “Coda: Reflections on the Future of Genre and L2 Writing.”

The lethal nuclear weapons the high-tech war heads **of which** have been nationally designed by the highly-motivated domestic experts have to be transferred to a new secret dungeon for security purposes.

The most striking feature of these lists is the very high frequency of a small number of items, such as simple past, verb + *to* + stem, and the very low frequency of most of the items studied (many **of which** are given unjustified prominence in many course books and grading schemes for simplified readers).

The old bungalows **of which** the sloped roofs leak in the rain have to be reconstructed.

The old bungalows the sloped roofs **of which** leak in the rain have to be reconstructed.

The small leather bags the handles **of which** have no stickers may contain bombs.

There are also Codes of Practice that cover testing and assessment generally, the most important **of which** is the *Standards for Educational and Psychological Testing*.

There are three commonly used measures of central tendency, each **of which** is discussed next.

There are two possible reasons, either or both **of which** may be operating at any given time.

This record exhibits certain peculiarities and deficiencies the consequences **of which** produce a rather superficial contrast between archaeological history and the more familiar kind based upon written records.

What do we know about the marine **of which** we can see only the surface and which covers three-quarters of the planet.

When people use language, or behave in a specific manner or interact with each other, they convey implicit conventions or commonsense assumptions **of which** they are not generally aware.

## OF WHOM

Busy literacy teachers, **many of whom** are part-time and underpaid, and busy students, **many of whom** are enrolled in several classes, work, and/or have families, do not want complications.

After a while we found that we had aroused the interest of an increasing audience, **many of whom** encouraged us to put down our developing ideas in the form of a book.

Broadly defined, these theories are based on the work of Bahktin, Halliday, and Vygotsky, **all of whom** have developed complementary conceptual frames for theorizing the dynamic relationship among text, context, and the learning of academic discourses

## FOR WHICH

Which of the following is not among the purposes **for which** we test our students in the classroom?

The word function reminds us of the purpose **for which** the tests are designed.

The function of the test refers to the purpose **for which** a test is to be designed.

## WITHIN WHICH

Pragmatic competence involves an understanding of the illocutionary force of an utterance in accordance with the situational and participant variables **within which** the utterance takes place, as well as politeness issues such as degrees of formality.

Culture is the context **within which** we exist, think, feel and relate to others.

Over the last couple of decades, there has been a growing recognition of the complexity of academic writing, including an interest in how learners negotiate the contexts **within which** they learn to write.

## IN FRONT OF WHICH

The mirror **in front of which** she was standing is cracked.

## AS A RESULT OF WHICH

The lie **as a result of which** I lost my job ...

## IN TERMS OF WHICH

The unit **in terms of which** we measure the electricity current is ampere.

## MIXED

A speed test is the one **in which** the items are relatively easy and all **of which** are within the ability level of the test takers **for whom** the test is designed but the time limit is made so short that few or none of the test takers can complete all the items.

The domain of color is one **for which** all humans confront the same physical reality, **in which** colors can be represented as wavelengths.

Both have their activities situated in the cultures **in which** they work, **within which** they negotiate meanings and construct understanding.

prep + wh + N

## TO WHAT + N

However, proficiency effects were markedly observed in terms of how and **to what degree** the students were able to grammatically elaborate sophisticated expressions that help realize the genre.

## IN WHAT + N

Modern contrastive linguistics intend s to show **in what ways** <sup>[540]</sup> the two re s pective languages differ , in order to come up with some solutions to tackle practical problems.

Wh/how + adj. + ...

Your style choices will help determine **how clear and comprehensible** your science writing is—and therefore the impact that your message has on your readers.

## PREPOSITIONAL PHRASE (prep.p)

Structure <sup>[541]</sup>

- prep.p → prep. <sup>[542]</sup> + NP <sup>[543]</sup>

on there fruitful grasslands ...

on that very day ...

on a cold dark night ...

in such residential complexes ...

a vast theoretical research on American camels, lamas, showed that ...

The intended meaning is conveyed orally or in a written form.

We got interested in such residential complexes.

Their sustenance depends on these fruitful grass lands.

Function

As a complement for a noun <sup>[544]</sup>

-----  
All the passengers **aboard the runaway train** were frightened.  
The book **on the table** is mine.  
The book **with the tattered cover** has been read many times.  
The handle **of the door** was broken.  
The present **inside the big box** is mine.  
Though they are often anathema **to traditional schooling** , they are an essential component **of social interaction** and, thus, **of learning** .

As a complement for an adjective  
We look for people skilled **in design** . <sup>[545]</sup>  
The activity in which knowledge is developed and deployed, it is now argued, is not separable **from or ancillary to learning and cognition** .  
The children were afraid **of the barking dog** .  
In this paper, we try to explain in a deliberately speculative way, why activity and situations are integral **to cognition and learning** .  
Prominent **among the intricacies of language that depend on extra-linguistic help** are indexical words.

As an appositive  
Use tables to present , **in compact form**, the conditions of the study.  
A plot should have a very clear beginning, middle, and end —**with all the necessary descriptions and suspense, called exposition**— so that the reader can make sense of the action and follow along from start to finish.  
For instance, I try to explain why , **from a learning/teaching point of view**, it makes sense to talk about knowledge/ability instead of competence and performance, and why a simpler two-part division rather than the familiar four-part division is sufficient for our purpose.

As an adverb  
**In the morning** , I saw him.  
I saw him **in the garden** .  
**In London** , I saw him.  
I saw him **in the afternoon** .

#### Place

prep.p as the complement at the end of NPs <sup>[546]</sup>  
The breach **between learning and use** , which is captured by the folk categories "know what" and "know how," may well be a product of the structure and practices of our education system.  
Many methods of didactic education assume a separation **between knowing and doing** , treating knowledge as an integral, self-sufficient substance.

prep.p NP1  
**On the floor** , there is a bunch of flowers.  
**In the garden** , she saw him.  
**On the table** , you can put your books.

NP1 prep.p  
The books **on the table** are mine.  
The handle **of the door** was broken.  
The car **in the parking** is green.

NP1 V prep.p NP2  
She has inherited from her father the propensity to talk too much <sup>[547]</sup>.

V prep.p V



According to Widdowson (1979, p. 90), “language teaching materials have **in the past** been **largely** derived from the products of theoretical sentence grammars.”

The idealized sequence of the IMRAD structure has **on occasion** been criticized for being too rigid and simplistic.

In the second sentence, the adjunct may **at first** appear to modify “the sun,” the subject of the sentence.

Cognitive apprenticeship (Collins, Brown, & Newman, in press), whose mechanisms we have **, to some extent**, been trying to elucidate, embraces methods that stand in contradistinction to these practices.

V NP2 prep.p

She broke the window **in the morning** .

I saw him **in the garden** .

I put my books **on the table** .

V NP2 NP3 prep.p

I gave her a bunch **of flower** .

I wrote her a letter **on Friday** .

She brought him a gift **from London** .

V prep.p particle

Every book and article on language testing deals **to some extent** with validity.

At the same time, students may come to rely **, in important but little noticed ways**, on features of the classroom context, in which the task is now embedded, that are wholly absent from and alien to authentic activity.

## VERB PHRASE (VP)

### Difference between predicate and VP

#### Predicate

*I want to differentiate between VP (verb phrase) and predicate. Although some books take the two identical, by predicate I mean the sentence minus NP1 (you know that the verbs in a sentence have a tense <sup>[548]</sup>), VP starts with Ving or to V, both of which have no clear tense. If you omit NP1 from a sentence, the remainder is a predicate. Look at the structure of a sentence and the corresponding predicate.*

#### Sentence structure

V	Active voice	Predicate
Vi	* NP1 + * V <sup>1</sup> *	* V <sup>1</sup> *
Vt	* NP1 + * V <sup>2</sup> + * NP2 *	* V <sup>2</sup> + * NP2 *
Vd	* NP1 + * V <sup>3</sup> + * NP2 + * NP3 *	* V <sup>3</sup> + * NP2 + * NP3 *

He is my best friend . <sup>[549]</sup>

She gave me a book.

I will tell him the truth .

She was given another chance .

#### VP

*You know that both gerund and infinitive function as nouns, not verbs, in some cases. Nouns have no tense, therefore they both have no tense. But verbs can be in one of 28 <sup>[550]</sup> (active or passive) tenses.*

VP	Ving + (NP2) + (NP3) <sup>[551]</sup>
	To V + (NP2) + (NP3)

Writing/(to write) these business letters is his major duty in the company.

She taught me playing the piano .

To be or not to be is the question.

To find/(finding) a really loyal friend is almost impossible nowadays.

Having to type up my handwritten work was a real grind.

Our hypotheses are that for Turks changing the surface structure of the scenarios should still allow inference from the original cultural stories, while changing the deep structure should block the inference.

Understanding the sound system of a language entails an understanding of which sounds can appear word-initially or word-finally, or which can follow which.

## ADVERBIAL CLAUSE (ADV)

An adverbial clause <sup>[552]</sup> is a group of words that function as an adverb in a sentence. The clause can modify or describe verbs, adverbs, and adjectives. In general, adverb clauses add information that elaborates on when, where, why, how, how much, or under what condition the action in the sentence takes place. An adverb clause isn't just any group of words, however. A clause must contain an NP1 and a verb to be complete. An adverb clause also begins with a subordinating conjunction, such as 'after,' 'if,' 'because,' and 'although,' etc. If you see a group of words in a sentence that acts as an adverb but does not have both a subject and a verb, it's an adverb phrase.

## RELATIVE CLAUSE (RC)

Relative clauses can be either restrictive (limiting or defining) or non-restrictive (additive or appositive). All Pre-M2s are Post-M2s which play the role of an adjective (or more generally modifiers), and Post-M2s are actually Pre-M2s which appear as a relative clause, that is, both Pre-M2 and Post-M2 have the same function.

□ A girl who is beautiful = A beautiful girl

### Structure

- Relative clause = R + S

### Relative pronouns

Simple	R	that, which, where, when, who, whom, whose, why, whether, how, what,
Compound	prep + wh	in which, under which, from which, on which, in front of which, as a result of which, due to which, over which, beyond which, inside which, to which, to whom, with which, with whom, about which, according to which, in terms of which, at which, beneath which, through which, ...
	prep + what/which + N	to what + N, in what + N, ...
	Wh/how + adjective + ...	how big ...

### Types of RC

Restrictive

Restrictive clause

The man **who was handling a dagger yesterday** killed Jim.

Listen to the preamble to the constitution, and the preamble you know, is the key to what follows; it is the concrete, general statement of the great principles **which subsequent articles express in detail** .

It did not seem as if a prop were withdrawn, but rather as if a motive were gone; it was not the power to be tranquil **which had failed me** , but the reason for tranquility was no more.

There comes a time in every boy's life **when he becomes a man** .

Non-restrictive clause [553]

The man, who was handling a dagger yesterday, killed Jim.

While Canada has had the distinction of being home to the largest of the megamalls for over twenty years, which honor will soon go to Dubai, **where the Mall of Arabia is being completed at a cost of over five billion U.S. dollars** .

The origins of this food trend may be found in Asia, **where it was developed as a way of preserving fish** .

In the first paragraph, **where the theme is typically introduced** , it states that members of Congress have decided they need to do something about the obesity epidemic.

From the looks of it, the contestants spend most of their time, **when not on a Reality TV show** , driving to the Burger Barn and getting exercise only when the remote goes missing.

This bubble burst in the fall of 1929 , **when investors lost confidence that stock prices would keep rising** .

Activity also provides experience , **which is plainly important for subsequent action** .

As an alternative to conventional practices, they propose cognitive apprenticeship (Collins, Brown, Newman, in press) , **which honors the situated nature of knowledge** .

Function

RCs play one of the two functions: either as a Post-M2 after a noun or as an NP [554]. (either NP1, NP2, NP3, or the NP after a preposition).

RC as a Post-M2 [555]

- R [556] + V + (NP2 + NP3) + ...

RC as Post-M2

Relative pronoun	Condition
That, which, whom, who, whose	If an RC beginning with these Rs comes after a noun, it is Post-M2, otherwise it is an NP.
Noun related to a place + where	If an RC beginning with 'where' comes after a noun related to a place, it is Post-M2, otherwise it is an NP.
Noun related to a time + when	If an RC beginning with 'when' comes after a noun related to a time, it is Post-M2, otherwise it is an NP.
The reason + why	If an RC beginning with 'why' comes after 'the reason,' it is Post-M2, otherwise it is an NP.

RC as an NP [557]

- R + NP1 + V + (NP2 + NP3) + ...

R

How

**How a person perceives activity** may be determined by tools and their appropriated use.

What

Students, for instance, can quickly get an implicit sense of **what is suitable diction** , **what makes a relevant question** , and **what is legitimate or illegitimate behavior in a particular activity** .

Archetypal school activity is very different from **what we have in mind** when we talk of authentic activity, because it is very different from **what authentic practitioners do** .

Classroom procedures, as a result, are then applied to **what have become classroom tasks** .

### ***Whether***

She asked me whether I was interested in working for her.  
It all depends on whether **or not** she's got the time.

### ***That***

Many teaching practices implicitly assume **that conceptual knowledge can be abstracted from the situations in which it is learned and used** .

This article argues **that this assumption inevitably limits the effectiveness of such practices** .

### ***Mixed***

**What they perceive** , however, contributes to **how they act and learn** .

They discuss **how this view of knowledge affects our understanding of learning** , and they note **that conventional schooling too often ignores the influence of school culture on what is learned in school** .

Recent investigations of learning, however, challenge this separating of **what is learned** from **how it is learned and used** .

## **THAT + R**

### ***That which***

They therefore ignore the warnings of democratic educationalists whose touchstone is ‘whatever the exact character of the built-in safeguards, the best Ministry of Education is **that which** interferes least in the operation of the system.’

A stimulus is **that which** produces a change or reaction in an individual or organism.

Do not say **that which** you believe to be false or for which you lack evidence.

In language testing, the most adequate explanation is **that which** is most satisfying to the community of stakeholders, not because of taste or proclivity, but because the argument put forward has the same characteristics as a successful Sherlock Holmes case.

He also believed that instruction of scientific concepts should be organized to lead development. “The only good kind of instruction is **that which** marches ahead of development and lead it; it must be aimed not so much at the ripe as at the ripening functions” (Vygotsky, 1986, p. 188).

### ***That how***

The findings demonstrate that even in preparing to teach a relatively simple concept such as parallelism, novice teachers engage in an extended process of learning and **that how** the two teachers interacted with the available mediation differed based on their underlying conceptions of writing.

### ***That what***

It is important to stress **that what** Part Two offers is a method analysis and not a teaching analysis.

Working from lists makes sure **that what** should be covered is covered and is not left to chance.

Likewise, all materials need to be pilot-tested, as discussed in chapter 1, in order to ensure **that what** you want to elicit is in fact what you are eliciting.

The ease and success with which people do this (as opposed to the intricacy of describing what it entails) belie the immense importance of the process and obscures the fact **that what** they pick up is a product of the ambient culture rather than of explicit teaching.

## **THAT + COMPOUND R**

It is significantly more challenging to receive certification in a state or province other than **that in which** the teacher attended their pre-service program.

Soft-rock tunneling is **that which** needs no explosives hard-rock tunneling being **that in which** the ground must be broken by blasting.

## APPOSITIVE

An *appositive* is a noun or noun phrase that renames another noun right beside it (called *Post-M1* in the formula), or prepositional phrase that gives more information. The appositive can be a short or long combination of words.

Punctuate the appositive correctly.

The important point to remember is that a nonessential appositive is always separated from the rest of the sentence with comma(s) <sup>(558)</sup>.

When the appositive *begins* the sentence:

**All maintained in a delicate ecological balance**, ponds are noted for their rich and varied types of plant and animal life.

When the appositive *interrupts* the sentence:

Instead, it may be more useful to consider conceptual knowledge as , **in some ways**, similar to a set of tools.

Representations are , **we suggest**, indexicalized rather in the way that language is.

Learning and cognition , **it is now possible to argue**, are fundamentally situated.

We suggest that , **by ignoring the situated nature of cognition**, education defeats its own goal of providing useable, robust knowledge.

By contrast, learning words from abstract definitions and sentences taken out of the context of normal use , **the way vocabulary has often been taught**, is slow and generally unsuccessful.

Learning from dictionaries , **like any method that tries to teach abstract concepts independently of authentic situations**, overlooks the way understanding is developed through continued, situated use.

All knowledge is , **we believe**, like language.

So a concept , **like the meaning of a word**, is always under construction.

Instead, it may be more useful to consider conceptual knowledge as , **in some ways**, similar to a set of tools .

Similarly, students can often manipulate algorithms, routines, and definitions they have acquired with apparent competence and yet not reveal , **to their teachers or themselves**, that they would have no idea what to do if they came upon the domain equivalent of a limping horse.

The understanding , **both of the world and of the tool**, continually changes as a result of their interaction.

Animals and humans have two distinct kinds of information processing mechanisms: *affect* and *cognition* .

Cognitive mechanisms— **mechanisms that interpret, understand, reflect upon, and remember things about the world** —are reasonably well understood. But there is a second set of mechanisms, equally important and inseparable—the system of affect and emotion that rapidly evaluates events to provide an initial assessment of their valence or overall value with respect to the person: positive or negative, good or bad, safe or dangerous, hospitable or harmful, desirable or undesirable, and so on.

The abstract should be written last, after all the other sections of the manuscript are complete. Results , **whether in figures or tables**, should relate directly to the *objectives* of the study.

By treating language as system, we are merely acknowledging that each unit of language, from a single sound to a complex word to a large text— **spoken or written** —has a character of its own, and each is, in some principled way, delimited by and dependent upon its co-occurring units.

In this section we outline the essence of our three-level theory of human behavior, **a work that is still in progress** , after which we discuss how these ideas might be applied to the development of large computer systems or computational artifacts.

In spite of the wealth of examples of urban architecture in older cities, **both in Europe and in the United States** , solutions to current problems of the physical decay of cities in the United States have come slowly.

To learn to use tools as practitioners use them, a student , **like an apprentice**, must enter that community and its culture.

Thus, in a significant way, learning is , **we believe**, a process of enculturation.

A theory of situated cognition suggests that activity and perception are importantly and epistemologically prior -- **at a nonconceptual level** -- to conceptualization.

However, data about how such systems , **once deployed**, are used over time are as yet underreported.

When the appositive *ends* the sentence:

In one recent year, the addition of 17 million square feet of skyscraper office space in New York City raised the peak daily demand for electricity by 120,000 kilowatts -- **enough to supply the entire city of Albany, New York**,

for a day .

If fully occupied, the two World Trade Center towers in New York City would alone generate 2.25 million gallons of raw sewage each year -- as much as a city the size of Stamford, Connecticut, which has a population of more than 109,000 .

Perhaps the most significant discovery was the identification of two important chemical compounds -- methyl cyanide and hydrogen cyanide -- never before seen in comets, but found in the far reaches of interstellar space .

Withdrawing more and more, keeping to her room, and sometimes even refusing to see visitors who called, she began to dress only in white -- a habit that added to her reputation as an eccentric .

In their determination to read Dickinson's life in terms of a traditional romantic plot, biographers have missed the unique pattern of her life -- her struggle to create a female life not yet imagined by the culture in which she lived .

As indicated earlier, I attempt to present in this book a personal and professional perspective of English language teaching methods —a perspective that is founded at once on historical action and contemporary thought .

Neanderthal skulls were distinctive, housing brains even larger on average than those of modern humans, a feature that may have had more to do with their large, heavy bodies than with superior intelligence .

It evolved gradually, over a long period, from the ideas of many people -- each one building on the work of their predecessors .

Learning and acting are interestingly indistinct , <sup>[559]</sup> learning being a continuous, <sup>[560]</sup> life-long process resulting from acting in situations .

They need to be exposed to the use of a domain's conceptual tools in authentic activity -- <sup>[561]</sup> to teachers acting as practitioners and using these tools in wrestling with problems of the world .

The process may appear informal, but it is nonetheless full-blooded, authentic activity that can be deeply informative -- in a way that textbook examples and declarative explanations are not .

### Some structures

*Before going further ahead, some examples will be analyzed based on the view that this book would stick to. Color codes were used to show the similarities and differences in the sentences.*

Access to higher education has in the past been a financial concern .

Ali will be insulted .

Can you tell me the way ?

Figures display important trends and procedures , simplify detailed data , and show basic methodologies .

Fire !

For a challenge, assign pairs the remaining items .

Goddard gave the English-language version of the Binet intelligence test to 30 recently arrived adult immigrants at Ellis Island .

He did read academic articles occasionally , especially when they were assigned in disciplinary courses .

He found in these a trace of the influence of African art, with the influence of Matisse and Picasso .

He was being given a rose by Mary yesterday .

I wrote my sister a letter last week .

I 'll send her a postcard next week .

If the company sent me more items , I would inform the sales manager .

In a word , the phrase “we included” may not be prototypically related to research methodology .

In Excerpt 3 , Marc analyzed the method section of a research article .

In relationships between two agents , a controller and a contolee , the degree of control of one agent is the inverse of the other .

In this section , we discuss some of the most frequently used nonparametric tests in second language and applied linguistics research .

Just shut up and get on with your work !

Like Victor , during her first few weeks of freedom , Genie was alert and curious .

No one wished me a happy birthday .

Slum districts , which are prevalent in almost all large cities, are nearly nonexistent in Stockholm .

The buildings are being damaged .

The classic Neanderthals , who lived between about 70000 and 30000 years ago, shared a number of special characteristics .

The project was inspected by a board member .

The rest of this chapter shows you how to write a good topic sentence .  
 The student has to some extent learned the article rule and its application to types of nouns .  
 The study of ‘environmental racism’ is an ever-expanding line of research , and special attention has always been given to the plight of Americans.  
 Their appearance almost immediately signals to RA readers that a research gap may be being opened at this point .  
 Then in 1876 a railroad linked Los Angeles to San Francisco .  
 These roads are often in the United States financed by tolls .  
 They find the company’s attitude perplexing and unreasonable .  
 They lived right on the frozen seas in shelters .  
 This concept is vague at this stage and will thus be fleshed out in this section with four examples.  
 To them , botany has no name and is probably not even recognized as a special branch of knowledge at all .  
 Today your boss assigned you the task of responding to a request .  
 Type I errors occur when a null hypothesis is rejected when it should not have been rejected , and Type II errors occur when a null hypothesis is accepted when it should not have been accepted .  
 Use tables when you present , in compact form, the conditions of the study (e.g., the demographic distribution of student populations).  
 We will then briefly consider the period from the 1980s onwards .  
 Where private enterprise lagged , the government set up its own factories or arsenals .  
 While they are using descriptive statistics , researchers describe, summarize or reduce to comprehensible form the properties of a set of data .  
 You do not in any way raise the reader’s hopes .

NP1 ADV VP

Can learning a second language at an early age, while the child is still in the process of learning the native or first language , have a negative effect on the learning of the native language?  
 Does learning a second language at an early age, while the child is still in the process of acquiring some aspects of the native or first language, have a positive or negative effect on a child’s intelligence, thinking ability, creativity, or cognitive functions such as mathematics?  
 Secondly, the test is likely to be *low-stakes* . This means that any decisions made after the testing is complete will not have serious consequences for the person who has taken the test, for the teacher or for the school.

NP1 prep.p VP

Many color variations from workmanship will be permanent.  
 The Aswan high dam in spite of its name is a low dam.  
 Leakage in a dam foundations may sometimes be overcome by digging deep onto it so as to build a cutoff wall into the foundation.  
 A small leakage through an earth fill or hydraulic fill dam or its foundation removes some fine material in suspension.  
 One remedy for uplift is to drain the foundation and to allow a little leakage through the dam.  
 The demand for these reports has resulted in the establishment of numerous companies whose primary purpose is to develop technically adequate EISs and extensive literature on environmental assessment methods.  
 Hispanic arts, to a great degree , have been ignored by the speculative Anglo art market.

adv prep.p ADV NP1

Early on <sup>[562]</sup> in the L2 or FL learning process, when learners have only a limited range of vocabulary and grammar skills, what teachers present as “writing” activities is typically provided as a way for students to practice and gain mastery over a variety of language skills.

adv prep.p NP1

Yet by the age of three, they will have mastered the basic structure of their native language and will be well on their way to communicative competence.  
 Then in 1876, a railroad linked Los Angeles to San Francisco and, through San Francisco to the rest of the country.  
 Then in the 1890’s, oil was discovered in the city.

prep.p NP1 ADV ....

In such a context, a written text, as pointed out by Silva (1990, p. 13), was merely considered as “a collection of sentences patterns <sup>[563]</sup> and vocabulary items – a linguistic artifact, a vehicle for language practice.”

prep.p NP

If **after carefully and openly examining the evidence we** reject the proposition, which is not prejudice, but certainly a prerequisite for knowledge which might win great applause.

**In every properly constructed sentence there** should be observed this knot or hitch, so that (however delicately) we are led to foresee, to expect, and then to welcome the successive phrases.

But **with sophisticated cameras and timing devices they** have now they can almost always declare the winner.

**For many years** it was a market town where nearby farmers and ranchers met to trade.

V prep.p NP2

It was not difficult to find **in these** a trace of the influence of African art, with the influence alike of Matisse and Picasso.

Descriptive statistics is a tool for describing or summarizing or reducing **to comprehensible form** the properties of an otherwise unwieldy mass of data.

Composer Richard Rodgers and lyricist Oscar Hammerstein brought **to the musical Oklahoma** extensive musical and theatrical backgrounds as well as familiarity with the traditional forms of operetta and musical comedy.

V prep.p V

Despite all this complexity, we would **in most cases** expect to see the class stabilize into a cohesive group and a discernible pattern of behavior emerge.

The editor should **by no means** make any effort to oblige the authors to cite his or her journal either as an implied or explicit condition of accepting their manuscripts for publication.

Access to higher education has **in the past** been a matter of ability to pay, which in many countries was related to class; but social immobility is not something that we would wish to defend today.

Meyer was **in fact** found guilty.

We also believe that trends may **at times** be as meaningful as statistical significance,

The intercultural component is also inextricably tied to discourse competence, since written texts are always produced within a culture, and they have **, in fact**, been regarded as cultural manifestations.

These roads are often **in the United States** financed by tolls.

But before s/he can become city engineer in a town of over 100,000 people, the ambitious young municipal engineer will **at first** find work in any municipal engineer's department.

S/he will be able to judge whether a more expensive but faster method of driving will **in the end** be cheaper because the tunnel will be completed more quickly.

You do not **in any way** want to raise the reader's hopes that you are about to deliver the news that s/he is hoping for. Although psychologists postulate a positive, facilitating anxiety, and a negative, debilitating anxiety, each working in tandem (Alpert & Haber, 1960), L2 researchers have **by and large** focused on the effect of the latter.

The possibility that learning a second language could **in some way** have a *positive* effect on intelligence was not something that was considered tenable until relatively recently.

The student has **to some extent** learned the article rule and its application to types of nouns but perhaps mistakenly thought that 'dinner' here is a countable noun that requires the article.

However, it is known from research that increased noise during a test can **in some circumstances** result in reduced scores.

But since this, after all, is only conjectural, I have **on reflexion** decided to give this kind of reasoning the name of *retroduction* to imply that it turns back and leads from the consequent of an admitted consequence, to its antecedent.

While Garrod and Sanford's suggestion has not (**to our knowledge**) been empirically tested, it is compatible with the continuum of control account we propose and test here.

Neguera (2003) argued that by providing students with appropriate grammatically conceptual meanings in connection with grammatical form for students to use in open communicative activities would **from the very beginning** empower students.

Now, marine scientists have **at last** begun to study this possibility, especially as the sea's resources loom even more important as a means of feeding an expanding world population.

The oldest living things on Earth are trees. Some of California's sequoias have **for four thousand years** looked down on the changes in the landscape and the comings and goings of humans.

Particularly in analyzing the earlier stages in the process known as al-nahdah ("renaissance"), Western historians have **for a long time** placed much more emphasis on the first of these factors.

Robert Capa is a name that has **for many years** been synonymous with war photography.

adv prep



Wheat prices were generally low in the autumn, but farmers could not wait for markets to improve. It had happened too often that they sold their wheat **soon after** harvest when' farm debts were coming due, only to see prices rising and speculators getting rich.

But more complex compounds, such as the methyl cyanide found in Kohoutek, point to formation **far beyond** the planets, there the deep freeze of space has kept them unchanged.

But they are also called frightening and dangerous, and they are in the night, in the fog, and in storms. **Even in** clear weather, one is wise to stay a safe distance away from them. Most of their bulk is hidden below the water, so their underwater parts may extend out **far beyond** the visible top. Also, they may roll over unexpectedly, churning the waters around them.

Plants are the basis of the food pyramid for all living things, **even for** other plants.

They lived **right on** the frozen seas in shelters called igloos built of blocks of packed snow.

A third process by which salinity may be altered is associated with the formation and melting of sea ice. When seawater is frozen, the dissolved materials are left behind. In this manner, seawater **directly** <sup>[564]</sup> **beneath** <sup>[565]</sup> freshly formed sea ice has a higher salinity than it did before the ice appeared.

adv ADV

In an experiment designed to study the effect of majority opinion, **even when it is contrary to fact** , small groups of subjects observed a standard straight line, and then judged which of three other lines equaled it in length.

**Even when the ice thaws** , the stones do not return to their original positions because during thawing particles of soil seep into the cavity beneath, partially preventing the stones from dropping.

**Even when an audience thinks it discerns traces of influence from other dance styles** , the totality of Graham's theatrical idiom, its control of costumes, lights, and every impulse of the dance makes the reference seem a mirage.

V NP2 Pre-M2

*This happens only with verbs which have an NP2 and Pre-M2 after it. List of verbs: keep, make, turn, leave, get, find, consider, render=make, ...*

Refrigerators **keep the food cold** .

Mina **made her house beautiful** with some flowers.

Ali found **that novel interesting** for its comic tone.

Sunshine **turns the leaves of the trees red** in fall.

She **left me alone** .

If you visit the National Park and **keep your eyes open** , you will likely see some of these wild animals.

The adherents of war **left many millions of people homeless and penniless** .

Snow and ice **have left many roads treacherous** and motorists are warned to drive slowly.

The accident **left me incapacitated** <sup>[566]</sup> for seven months.

In all variations, we tried to leave **the choice of action unchanged** , and only vary the intention of the agents or the information provided in the scenario.

Staff responsible for examining aircraft checked the plane and **declared it unsafe** .

The costs were so enormous that they **render the project impossible** .

Tan means to become brown or to **make someone's body, or skin, etc. brown** <sup>[567]</sup> from being in the sun.

They can censor even news and juggle facts with opinions and **make true stories false** <sup>[568]</sup> by making it more interesting to the audience.

The scores are not ordered, which **renders computing the median impossible** .

Loose his bonds and **set him free** .

V adv adv prep.p

Nevertheless, some people do object **very strongly** to them.

prep.p prep.p NP

**On a stream along the desert's edge** they built a settlement called Los Angeles.

**Unlike normal distribution** , in a **skewed distribution** , mean, mode, and median do not coincide.

**Given the uncertainty in the future growth of nuclear power and in the supply of oil and natural gas** , coal-fired power plants could well provide up to 70 percent of the electric power in the United States by the end of the century.

**From a very early age and throughout their lives** , people, consciously or unconsciously, adopt the behavior and belief systems of new social groups.

## SENTENCE



*A sentence is similar to a car's seats. Like cars, sentences have a number of vacant seats. To be driven, any car should have a driver, and the driver's seat should be occupied. The story is the same for a sentence. A sentence should have a verb seat full if it is to be called a sentence. The occupation of the other seats depends on the length of the journey.*

*In English, there are mainly three types of sentences.*

- Simple sentence*
- Compound sentence* [\[569\]](#).
- Complex sentence* [\[570\]](#).

*A simple sentence has just one clause. A complex sentence has one main clause and one or more subordinate clauses. A compound sentence has more than one main clause.*

*We can change a simple sentence into a compound sentence or a complex sentence. This is usually done by expanding a word or phrase into a clause. In the same way, we can change a complex or compound sentence into a simple sentence. This is done by reducing a clause into a word or phrase.*

### **Sentence types**

*Verbs may be in one of the three moods: indicative, imperative, or subjunctive. The indicative mood is used to make factual statements. The imperative mood makes a request or a command. The subjunctive mood can express*

a doubt or a wish using clauses beginning with 'if' or 'that'; it can also express a request, demand, or proposal in a clause beginning with 'that.'

### Indicative

V	Active voice	Passive voice
Vi	* NP1 + * V <sup>1</sup> *	No passive [521]
Vt	* NP1 + * V <sup>2</sup> + * NP2 *	* NP2 + * pV <sup>1</sup> + *(by [522] + NP1)
Vd	* NP1 + * V <sup>3</sup> + * NP2 + * NP3 *	* NP2 + * pV <sup>2</sup> + * NP3 + *(by + NP1)
		* NP3 + * pV <sup>1</sup> + * prep. + * NP2 + *(by + NP1)

## ACTIVE

He will break ...  
 They established the school ...  
 He punished them ...  
 The engineers had built the bridge ...

## PASSIVE

It will be broken ...  
 The school was established ...  
 They were punished ...  
 That bridge had been built ...  
 This house was being built in the 1980s.  
 German is spoken in Austria.  
 The roof is being repaired by a friend of ours.  
 Your life will be changed by this new job.  
 Everything will have been done by Tuesday.  
 Mary has been informed.  
 I knew why I had been chosen.  
 She likes being looked at.  
 I need to be taken care of.  
 It has been destroyed.  
 The food had been eaten.

### Imperative [523]

V	Imperative sentence [524]
Vi	* V <sup>1</sup> *
Vt	* V <sup>2</sup> + * NP2 *
Vd	* V <sup>3</sup> + * NP2 + * NP3 *

Be there at five.  
 Clean your room.  
 Complete these by tomorrow.  
 Consider the red dress.  
 Find my leather jacket.  
 For harsh conditions, use a stronger concrete.  
 In these conditions, take extra care while curing.  
 Make sure you pack warm clothes.  
 Move out of my way right now!  
 Now, get out!  
 Pass the salt please.  
 Please be quiet.  
 Read the following examples and answer questions.  
 Shut the front door quickly.

Wait for me for a minute.

Subjunctive

Subjunctive <sup>[575]</sup> verbs are used before ‘that,’ and a verb word clause should follow in order to express importance or urgency.

The subjunctive is a grammatical mood found in many languages. Subjunctive forms of verbs are typically used to express various states of unreality such as wish, emotion, possibility, judgment, opinion, obligation, or action that has not yet occurred; the precise situations in which they are used vary from language to language. The subjunctive is an irrealis mood (one that does not refer directly to what is necessarily real) – it is often contrasted with the indicative, which is a realis mood.

Subjunctives occur most often, although not exclusively, in subordinate clauses, particularly that-clauses.

I suggest that you be careful.

It is important that she stay by your side. (The corresponding indicative forms of the verbs would be ‘are’ and ‘stays.’)

It is sometimes referred to as the conjunctive mood, as it is mostly found in clauses introduced by a conjunction. <sup>[576]</sup>

The most well-known subjunctive sentences are three types of conditional sentences and wish sentences. The subjunctive is only noticeable in certain forms and tenses. <sup>[577]</sup>

## CONDITIONAL SENTENCES

Conditional sentences <sup>[578]</sup> are statements discussing known factors or hypothetical situations and their consequences, that is, they are used to speculate about what could happen, what might have happened, and what we wish would happen. Complete conditional sentences contain a conditional clause <sup>[579]</sup> (often referred to as the if-clause) and the consequence. Most conditional sentences contain the word ‘if.’ While in many negative conditional sentences, there is an equivalent sentence construction using “unless” instead of ‘if.’ Many conditional forms in English are used in sentences that include verbs in one of the past tenses. This usage is referred to as “the unreal past” because we use a past tense but we are not actually referring to something that happened in the past. There are five main ways of constructing conditional sentences in English. In all cases, these sentences are made up of an if-clause and a main clause. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.

### Zero Conditional

Zero conditional sentences express **general truths** situations in which one thing always causes another. When you use a zero conditional, you’re talking about a general truth rather than a specific instance of something. When using the zero conditional, the correct tense to use in both clauses is the simple present tense. A common mistake is to use the simple future tense. And, notice that the words ‘if’ and ‘when’ can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn’t matter ‘if’ or ‘when’ it happens. The zero conditional is used for when the time being referred to is **now or always**, and the situation is **real and possible**. The tense in both parts of the sentence is the simple present. The word ‘if’ can usually be replaced by the word ‘when’ without changing the meaning. <sup>[580]</sup>

- If + NP1 + simple present, NP1 + simple present + ....
- NP1 + simple present + ... + if + NP1 + simple present + ....

If you don’t brush your teeth, you get cavities.

Their health suffers if people smoke cigarettes.

If you heat ice, it melts.

If you heat water, it boils.

**When can replace if in zero conditionals.**

If you heat water to 100 degrees Celsius, it boils.

**When** you heat water to 100 degrees Celsius, it boils.

**In the other types of conditionals, we cannot use when instead of if .**

### **Type 1 Conditional**

Type 1 conditional sentences <sup>[581]</sup> are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future, that is, a possible condition and its probable result. Type 1 conditional is used to refer to the **present or future** where the **situation is real** . <sup>[582]</sup>

- If + NP1 + simple present + ..., NP1 + must/may/will/can/shall/be going to/want to + V <sup>[583]</sup> + ....
- NP1 + must/may/will/can/shall/be going to/want to + V + ... if + NP1 + simple present + ....

If you win the game, I will buy you a present.  
You will pass the test if you study hard.  
If you don't hurry, you will miss the train.  
If I find her address, I'll send her an invitation.  
If I don't see him this afternoon, I will phone him in the evening.

### **Type 2 Conditional**

Type 2 conditional sentences <sup>[584]</sup> are useful for expressing outcomes that are completely unrealistic or will not likely happen in the future, that is, a hypothetical condition and its probable result. The type 2 conditional is used to refer to a time that is **now or any time** , and a situation that is **unreal** . These sentences are not based on fact. <sup>[585]</sup>

- If + NP1 + simple past <sup>[586]</sup> + ..., NP1 + would/might/could/should + V + ....
- NP1 + would/might/could/should + V + ... + if + NP1 + simple past + ....

If you went to bed earlier, you would not be so tired.  
You would get wet if it rained.  
If I spoke Italian, I would be working in Italy.  
If I found her address, I would send her an invitation.  
If I had a lot of money, I wouldn't stay here.

### **Type 3 Conditional**

Type 3 conditional sentences are used to explain that present circumstances would be different if something different had happened in the past. These sentences express a condition that was likely enough but did not actually happen in the past. These are all conditions that were likely but regrettably did not happen. A verb (would, could, should, etc.) + have + past participle in the main clause expresses the theoretical situation that could have happened. Type 3 conditional expresses a situation that could have only happened in the past if a certain condition had been met, that is, an unreal past condition and its probable result in the past. That's why we use the modal auxiliary verb + have + the past participle. Type 3 conditional is used to refer to a time that is **in the past** , and a situation that is **contrary to reality** . The facts they are based on are the opposite of what is expressed. <sup>[587]</sup>

- If + NP1 + had P.P. + ..., NP1 + would/might/could/should + have + P.P. + . ...
- NP1 + would/might/could/should + have + P.P. + . .. + if + NP1 + had P.P. + ....

If you had studied harder, you would have passed the exam.  
If it had rained, you would have gotten wet.  
If I had accepted that promotion, I would have been working in Milan.  
If I had found her address, I would have sent her an invitation.  
If I hadn't studied, I wouldn't have passed my exams.

### **Mixed type**

The mixed-type conditional is used to refer to a time that is **in the past** , and a situation that is **ongoing into the present** . The facts they are based on are the opposite of what is expressed. The mixed type conditional is used to refer to an unreal past condition and its probable result in the present. In mixed type conditional sentences, the if-clause uses the past perfect, and the main clause uses the present/perfect conditional. <sup>[588]</sup>

- NP1 + had + P.P. + . .. + if + NP1 + would V/would have P.P. + .....

If this thing had happened, that thing would happen. (but this thing didn't happen so that thing isn't happening)  
If I had worked harder at school, I would have a better job now.

If we had looked at the map, we wouldn't be lost.  
If you weren't afraid of spiders, you would have picked it up and put it outside.  
If you had warned me [then], I would not be in prison [now].

### Exceptional rules on conditional sentences

**Generally speaking, the simple future should be used only in the main clause. One exception is when the action in the if-clause will take place *after* the action in the main clause.**

If aspirin will ease my headache, I will take a couple tonight. <sup>[589]</sup>

**'were to' is sometimes used in conditional sentences when the likely or unlikely result is particularly awful or unthinkable. In this case, 'were to' is used to emphasize this potential outcome. Note that the emphatic 'were to' can be used to describe hypothetical scenarios in the present, future, and past.**

If I were to be sick, I would miss another day of work.  
If she were to be late again, she would have to have a conference with the manager.  
If the rent were to have been a penny more, they would not have been able to pay it.

**For the second conditional, 'were' replaces 'was.'**

If I were a rich man...

If there were a relationship <sup>[590]</sup> between the two scores, the dots would cluster around an imaginary line.

**The conditional construction does not normally use 'will' or 'would' in if-clauses. EXCEPTION: If 'will' or 'would' express willingness, as in requests, they can be used in if-clauses.**

If you will come this way, the manager will see you now.  
I would be grateful if you would give me a little help. (= ± please, come this way; please, give me...)

**Instead of 'if not,' we can use 'unless.'**

I'll be back tomorrow unless there is a plane strike.  
He'll accept the job unless the salary is too low.

**To give advice or orders for particular situations or sets of circumstances, the main clause is in the imperative and the if-clause uses the present simple tense.**

If the alarm goes off, make your way outside to the car park.  
If a red light shows here, switch off the machine.

**To make suggestions and give advice, the if-clause uses the present continuous or present simple tense and the main clause uses a modal verb.**

If you're thinking of buying a lawnmower, you could try mine first.  
You should turn down his radio if you don't want the neighbors to complain.

**To make a request or to give a polite order, if-clause uses 'will/would' and the main clause uses a modal verb.**

If you'll wait a minute, the doctor can see you.  
If you would sign here, please, I'll be able to send you the books.

**Note that a 'd in the main clause is the contracted form of would. However, a 'd in an if-clause is the contracted form of 'had.'**

I'd have gone if he'd invited me.  
I would have gone if he had invited me.  
I would've gone if he'd invited me.

**'Even if' emphasizes that something will happen, would happen or would have happened whatever the condition.**

**Even if we leave right now**, we still won't catch the train.  
I wouldn't go into the water **even if I could swim**.  
**Even if we had booked our flight earlier**, it wouldn't have been cheaper.

**Use 'only if' to make the condition more restrictive.**

Acetaminophen is dangerous to children **only if** the dosage is too high.

**If the 'if - clause' is first, the subject and the auxiliary in the main clause are inverted.** <sup>[591]</sup>

Only if you like classical music *is it* worth coming tonight.

**Use 'so/as long as' and 'providing/provided (that)' instead of 'if' to express a condition.** <sup>[592]</sup>

You can stay here **as long as** you keep quiet.

**Provided/Providing (that)** the bills are paid, tenants will not be evicted.

**'Suppose/supposing' and 'what if' can replace 'if,' mainly in everyday conversation, and are often used without a main clause.**

**Suppose/supposing** you won the lottery, what would you do?

**Suppose/supposing** you can't find a job?

**What if** you are not accepted to the university? What will you do then?

**'Unless' is followed by an affirmative verb to express 'if ... not.'**

*My leg's broken. I can't stand up unless you help me . (I can't stand up if you don't help me .)*

**These expressions mean 'without.' They are used in second and third conditionals and are usually followed by a noun phrase.**

**If it weren't for Miguel** , we wouldn't know what to do now. *(Without Miguel...)*

**If it hadn't been for your foolishness** , we wouldn't have got lost. *(If you hadn't been such a fool...)*

**But for your help** , I would have been in big trouble. *(Without your help... / If you hadn't helped me...)*

**Make the if -clause shorter by omitting the subject and the verb be .** <sup>[593]</sup>

**If (you are) in doubt** , consult a dictionary.

**In certain idiomatic expressions, the subject and be are normally omitted.**

**If necessary** , you can call Jake at home.

I'd like a seat by the window **if possible** .

**If so and if not can stand for an if -clause which is understood from the context.** <sup>[594]</sup>

"According to the weather forecast, it might rain tomorrow." " **If so** , we'll go hiking another day."

I hope Peter gets here soon. **If not** , we'll have to start without him.

**An in case -clause gives a reason while an if -clause describes a condition. We can use should after in case :**

I'll buy a sandwich **in case I get hungry** . *(I'll buy a sandwich because I may get hungry later.)*

I'll buy a sandwich **if I get hungry** . *(I'll buy a sandwich when I get hungry.)*

Take an umbrella **in case it should rain** .

## WISH SENTENCES

**Use the past tense forms to talk about wishes.**

**Use the past tense modals would and could to talk about wishes for the future.**

I don't like my work. I wish I could get a better job.

That's a dreadful noise. I wish it would stop.

I always have to get home early. I wish my parents would let me stay out later.

**Use the past tense forms to talk about wishes for the present .**

I don't like this place. I wish I lived somewhere more interesting.

These seats are very uncomfortable. I wish we were traveling first class.

Everyone wishes they had more free time.

John wishes he weren't so busy.

I wish it weren't so cold.

**Use the past perfect to talk about wishes for the past .**

I wish I had worked harder when I was at school.

Mary wishes she had listened to what her mother told her.

I wish I hadn't spent so much money last month.

**Wish + to V**

When we use ‘wish + to V,’ ‘wish’ means the same as ‘want,’ but it is more formal. We do not normally use ‘wish’ in the continuous form when we use it with ‘to V.’

□	I’m wishing to speak to ...
□	I <b>wish to speak</b> to Mr. Hennessy, please.

Don’t use a that-clause after ‘wish’ when it is a more formal version of ‘want.’

□	I wish (that) I visit you in the summer ...
□	I <b>wish to visit</b> you in the summer, if possible.

**We can use an object (NP2) before ‘to V.’**

I did not wish my family to know about Sara, so I told them nothing.

When an object is used after ‘wish,’ we must also use a verb in ‘to V’ form. Alternatively, we can say ‘want’ or (more politely) ‘would like.’

□	We wish a table near the window ...
□	We <b>wish to have a table</b> near the window, please. (OR We <b>would like a table</b> near the window, please.)

- **wish + indirect object + direct object (= wish + NP2 + NP3)**

**Use ‘wish’ with two objects, an indirect object + a direct object, for expressions of good wishes and hopes that good things will happen to people.**

I wish you success in your new job.  
 I’ve got my driving test tomorrow. Wish me luck!  
 We wish you a long and happy life together.

**wish + that-clause**

**Use ‘wish’ with a ‘that - clause’ when you regret or are sorry that things are not different. We imagine a different past or present.**

I just wish that everything could be as it used to be.

**In informal situations, we usually omit ‘that.’**

I wish I had his mobile phone number; we could tell him the good news. (I don’t have his mobile phone number; it would be good if I had it.)  
 I wish you hadn’t told me how the film ends. You’ve spoilt it for me. (You told me how the film ends; it would have been better if you had not told me.)

**wish + verb forms in that-clause**

The verb forms used in ‘that-clauses’ after ‘wish’ are similar to the verb forms in conditional clauses after ‘if.’ We use a past verb form for present and future meanings.

if	wish
It would be good if we had a bigger car.	I wish we had a bigger car.
It would be good if I knew how to use this DVD player.	I wish I knew how to use this DVD player.

**wish + would**

**We can use ‘wish + would’ if we are annoyed about something that is or is not happening or about something that will or will not happen.**

I wish you’d stop making so much noise! (You are making a noise; it would be better if you didn’t.)  
 I wish you wouldn’t come through the kitchen with your dirty boots on. (You do come through the kitchen; it would be better if you didn’t.)

**In informal situations, we can use ‘wish’ in the continuous form like this.**



He's embarrassing everyone. I'm just wishing he would go away!

**We use 'hope,' not 'wish,' when we want something to happen in the future or when we want something to have happened in the past.**

<input type="checkbox"/>	I wish the weather's fine tomorrow.
<input type="checkbox"/>	I hope the weather's fine tomorrow.
<input type="checkbox"/>	I wish they didn't miss their flight.
<input type="checkbox"/>	I hope they didn't miss their flight.

## OTHER SUBJUNCTIVE SENTENCES

That-clauses followed by the following verbs, nouns, expressions, etc. are usually in the subjunctive mood.

### *The Subjunctive Is Used After The Following Verbs:*

order, used to, desire, urge, commend, ask, let, pray, insist, decide, state, demand, request, propose, recommend, suggest, move (means suggest), advise, advocate, require, help, prefer, wish, ....

The librarian asked that the boy **return** the book.

Let

I won't let my child **watch** bad movies.

Insist

I insist that they **not eat** in class.

Decide

The court decided that he **be** left under restricted freedom.

State

The president stated that all **be** in favor of education.

Demand

He demands she **make** a cake.

The surgeon demands that **he be moved** to a single room.

Her uncle along with her two cousins demands that **she stay** in town one more day.

Both split half formula (KR-20) and KR-21 procedure demand that the items in the test **be** homogenous.

They demand that **he submit** a report.

The demand that **he provide** identification will create a delay.

Request

We request that **you be** here tomorrow.

They requested that **she arrive** early.

Propose

I propose that we **not go** there.

At the end of the meeting, it was proposed that the plan **be postponed**.

Recommend

I recommend that **you** study hard.

The teacher recommended that **he work** on this project.

We recommend that **the student be given** a chance to listen to a correct model and imitate it.

Wenden recommends that **students develop** such metacognitive strategies as planning for learning, monitoring learning, and checking the outcomes.

As for teaching reading, however, we recommend that **the teaching be done** sequentially, with the second language following the first after a year or two.

Suggest

They suggest he **were** a tie.

She suggested that he **leave** early.

As a response to this predicament, it was suggested that the focus **be shifted** from form to meaning.

I suggest that **he see** a doctor immediately. <sup>[595]</sup>

The study suggested that more attention **be given** to subordination at the Teacher Training Colleges.

Move (means suggest)

I move that the matter **be discussed** after lunch.

Advise

He advises that you not **be** late.

Advocate

Allowing students to use the chart in their preferred language was important since “Gal’perin advocates that the orienting basis **be built** from the native language” (Carpay, 1974, p. 171).

Require

Neither the mathematics department nor the biology department at Oxford University requires that the students **write** a thesis in order to graduate with a master’s degree.

The journal, however, requires that the conflict of interests of editors and journal staff **be** regularly declared and published.

The regulation requires that everyone who holds a non-immigrant visa **report** their address to the federal government in January of each year. <sup>[596]</sup>

The first thing required, therefore, is that students be given the reasons why particular ways of acting and thinking are considered desirable.

Genre simply requires that they be used in the transparent, language-rich, and supportive contexts which will most effectively help students to mean.

She requires that you be on time.

The output of light and heat of the Sun requires that some 600 million tons of hydrogen be converted into helium in the Sun every second.

Help

In Table 4.1 each principle is given a name to clarify its focus and to help **it be remembered** .

Prefer

I prefer that you not be late.

Most instructors prefer that you avoid simply writing instructions for a “recipe.”

Wish <sup>[597]</sup>

He wishes (that) he were rich.

They wish (that) they had studied harder when they were young.

She wishes (that) you would come to the meeting.

### ***The Subjunctive Is Used After The Following Adjectives:***

recommended, desirable, best, vital, essential, imperative, critical, crucial, necessary, important, imperative, ...

Recommended

It is recommended that ...

Desirable

It is desirable that ...

Vital

It is vital that professional fish and wildlife biologists **be** actively involved in project planning and design.

### Essential

It is essential that the temperature not be elevated <sup>[598]</sup> to a point where the substance formed may become unstable and decompose into its constituent elements. <sup>[599]</sup>

### Imperative

Because of the complexity of fish and wildlife resource problems that on the surface appears simple, it is imperative that professional fish and wildlife biologists **be** actively involved in project planning and design. Ecological complexities and legal requirements make it imperative that wildlife agencies **be** involved from the initial project planning.

### Critical

To ensure the security and integrity of scores, it is critical that scoring **not take place** at test sites, but rather through a centralized scoring network that implements and ensures consistent scoring standards.

### Crucial

It is crucial that the problem be tackled immediately.

### Necessary

For an examination to possess validity it is necessary that the materials actually included **be** of prime importance, that the questions sample widely among the essentials over which complete mastery can reasonably be expected on the part of the pupils, and that proof can be brought forward that the test elements (questions) can be defended by arguments based on more than mere personal opinion.

It is necessary that one **meet** with a judge before signing the final papers for a divorce. <sup>[600]</sup>

It was necessary that everybody **take** precautions to avoid accidents. <sup>[601]</sup>

### Important

It is important that they **be** present at the meeting.

It is important that he **come** on time.

### Lest

The government must act, **lest** the problem of child poverty **grow** worse.

### Whether

It is the pattern that continues throughout the acquisition process (Ingram, 1989), whether **it be** for first words (Clark & Barron, 1988), elaborate syntax such as passives (Golinkoff & Hirsch-Pasek, 1995), or the later acquisition of idioms and figurative speech (Levorato & Cacciari, 1995).

That professor, who is the most respectable of all, said that it was essential we **not pay** particular attention to other people's mistakes. <sup>[602]</sup>

It is possible that sentence A **be** correct and sentence B **be** false.

He could ask that a phrase be repeated up to two times.

### ***The Subjunctive Is Used After the Following Set Phrases.***

There are many set phrases which contain a subjunctive as part of the phrase.

- come what may*
- Far be it from me to...*
- God save the Queen!*
- Heaven forbid!*
- Perish the thought!*
- so be it*
- Thy kingdom come, thy will be done...*
- suffice it to say...*
- woe betide...*

Possibly, it is a failure to recognize that *suffice it to say* is subjunctive, with *it* as the grammatical subject, which leads many people to say *suffice to say*.

Interrogative <sup>[603]</sup>

To form a basic sentence , invert the word order to create a question.

## 5 ESSENTIAL TYPES OF QUESTIONS

5 types of questions are yes/no questions, wh-questions, indirect questions for polite English, tag questions, negative questions for confirmation.

### Yes/No Questions

The most basic type of question is Yes/No questions. Use them to ask for a simple **yes** or **no** answer, which usually begins with a verb, including A/B verbs (that comes before the main verb).

#### How to Form a Yes/No Question

To form a Yes/No question, simply move the verb to the beginning. If the sentence has an A/B verb, that's the one you'll need to move.

Statement	Question
It is an easy task.	Is it an easy task?
He is happy.	Is he happy?
He can jump.	Can he jump?
He is writing.	Is he writing?

Put 'does,' <sup>[604]</sup> 'do,' <sup>[605]</sup> or 'did' <sup>[606]</sup> at the beginning of the question if the sentence has no A/B verb and the main verb isn't 'to be.'

Statement	Question
They send a postcard.	Did they send a postcard?
Mina plays the violin.	Does Mina play violin?
She wrote a letter.	Did she write a letter?

### Wh-Questions

The normal order of words in active and passive wh-questions is as follows.

V	Active voice <sup>[607]</sup>	Passive voice
Vi	Wh A/B *NP1 +* V <sup>1</sup> *	No passive <sup>[608]</sup>
Vt	Wh A/B *NP1 + * V <sup>2</sup> + * NP2 *	Wh A/B *NP2 + *pV <sup>1</sup> + *(by <sup>[609]</sup> + NP1)
Vd	Wh A/B * NP1 + *V <sup>3</sup> + *NP2 + *NP3	Wh A/B *NP2 + *pV <sup>2</sup> + *NP3 + *(by + NP1)
		Wh A/B *NP3 + *pV <sup>1</sup> + *prep. + *NP2+ *(by + NP1)

Interrogative pronouns are 'who,' 'what,' 'when,' 'where,' and 'why.' However, there are actually other question words in this category too, like "how" and phrases that start with 'how.' Here's a list of common question words in this category and what each is used for.

Interrogative pronouns	Their use
What? Which?	to ask about things
Where?	to ask about locations
Who?	to ask about people
When?	to ask about time
Why?	to ask for the reason
How?	to ask about the way things happen or are done
How many? How much? How often?	to ask about the number or amount

#### How to Form a Wh-Question

For these questions, replace part of the sentence with a wh-word. Usually, invert the word order as well, but not always.

Jim is playing basketball in the park.

How to form a question	Question

Asking about the subject, just replace the subject with a wh-word. (WHO)	<b>Who</b> is playing basketball in the park?
Asking about the object, replace it with our wh-word. (WHAT)	<b>What</b> is Jim playing in the park?
Use 'where' to ask about the location. Replace 'in the park' with 'where.' Then, move 'where' to the beginning of the sentence.	<b>Where</b> is Jim playing basketball?

Notice how NP1 also has to get moved in between the A/B verb and D verb for this type of sentence.

### Indirect Questions for Polite English

A direct question is used to ask for information such as, "Which train goes to Bangkok?" or "How much does this box of oranges cost?" These are the types of questions we just covered above.

However, sometimes a direct question **may sound too blunt or unfriendly**, especially if you're asking someone for help or when you don't know the person well.

To sound more polite and friendly, use an indirect question instead. It's simple: just attach a phrase like "Could you please tell me..." or "Do you know..." before the direct question.

### How to Form an Indirect Question

Note the inversion when forming an indirect question. In the direct question, the verb 'is' comes before NP1 'bookstore.' But in the indirect question, the verb is moved to the end. <sup>[610]</sup>

Direct question	Indirect question
Where is the bookstore?	<b>Could you please tell me</b> where the bookstore <b>is</b> ? <b>Do you know</b> where the bookstore <b>is</b> ?

### Tag Questions

A tag question is simply a sentence with a question tag at the end. It is used to check or confirm that you have understood something correctly. You could also use it to confirm whether something you already know or think you know is true.

The train leaves at 9 a.m., **doesn't it** ?

You will bring the cake, **won't you** ?

### How to Form a Tag Question

To form a tag question, simply add the question tag using the opposite form of the verb/auxiliary or modal verb used in the sentence. So, if the verb in the sentence is positive (e.g., is), use the negative version (e.g., is not). The basic formula is below.

- [Sentence] + , + [opposite form of the same verb used in sentence] + [subject pronoun]?

Statement	Tag question
It <b>is</b> raining now.	It <b>is</b> raining now, <b>isn't</b> it?
Your father <b>isn't</b> working today.	Your father <b>isn't</b> working today, <b>is</b> he?
The students <b>are</b> visiting the museum.	The students <b>are</b> visiting the museum, <b>aren't</b> they?
Adam walks to class on Tuesdays.	Adam walks to class on Tuesdays, <b>doesn't</b> he?

Use the contractions <sup>[611]</sup> 'isn't' instead of 'is not' and 'aren't' instead of 'are not.' Contractions are usually used in negative tags. Notice also how the subject pronoun is used instead of the subject itself in the tag. In the examples above, 'father' becomes 'he' and 'the students' become 'they.' When there's no A/B verb, use the 'do' verb form in the question tag.

**We can use must and mustn't in question tags though tags with must aren't very common.**

The house must be worth millions, **mustn't** it?

**In speaking, we normally use should as a tag for clauses with ought to.**

There ought to be a speed limit here, **shouldn't** there? (preferred to There ought to be a speed limit here, **oughtn't** there?)

We ought not to have to pay for basic medicines, should we? (preferred to We ought not to have to pay for basic medicines, ought we?)

### Negative Questions for Confirmation

A negative question is a question that contains the word **not** or a negative verb contraction like **didn't** (did not), **weren't** (were not), etc. Similar to question tags, you can use a negative question to confirm something you believe to be true. A negative question can also show your surprise that something you expect to happen hasn't happened yet.

**Didn't** you hear the news? Sally won the marathon.

**Hasn't** he called back yet? It's been two hours.

### How to Form a Negative Question

Verb contractions are usually used in negative questions.

- [Negative verb contraction <sup>[612]</sup> ] + [NP1] + [D verb] + [...]?

**Wouldn't** you like another cup of coffee?

In more formal settings, you might use 'not' instead of a contraction.

- [A/B verb] + [NP1] + **not** + [D verb] + [...]?

Has she **not** handed in her assignment?

## NEGATION

When you want to say that something is not true or is not the case, you can use negative words, phrases, or clauses. Negation can happen in a number of ways, most commonly, with a negative word such as **no**, **not** <sup>[613]</sup> , **never**, **none**, **nobody**, **neither**, **no one**, **nor**, **nothing**, **nowhere**, **neither ... nor**, **not ... either**, **not ... ever**, **none of**, **not any**, etc. <sup>[614]</sup> Negation is the process that turns an affirmative statement into its opposite denial. Negation is more common in spoken than in written language because negative forms can be used in face-to-face interactions to make what we say less direct.

He's **never** been abroad.

Most children do **n't** walk to school any more.

**Nobody** came to the park for several days.

**None** of my friends live near us.

There were **no** sugar left in the shop by one o'clock.

**Make negative meanings using prefixes (e.g., a-, il-, ir-, im-, de-, dis-, un-, etc.) and suffixes (-less).** <sup>[615]</sup>

**Use the following words to make negative or negative-like statements: (a) few, hardly (ever), (a) little, rarely, scarcely, seldom.**

There are **rarely** ducks in this pond.

We **seldom** hear any noise at night.

### Negative statements

#### Negation by 'not'

**Negate verbs by placing 'not' after an A or B verb or by putting not between A/B verb and D verb.** <sup>[616]</sup>

Affirmative statement	Negative statement
I am from Germany	I am <b>not</b> from Germany
I went to Moscow.	I did <b>not</b> go to Moscow.
I had had dinner when she came in.	I had not had dinner when she came in.
I have read this book yet.	I have <b>not</b> read this book yet.
I will take part in that competition.	I will <b>not</b> take part in that competition.
Jim can help you.	Jim can <b>not</b> help you.
She listens to classical music.	She does <b>not</b> listen to classical music.
They like playing tennis.	They do <b>not</b> like playing

	tennis.
You should sleep late.	You should <b>not</b> sleep late.

### Contracted forms

Negative forms can be contracted.

List of contracted negations

Long negative forms <sup>[617]</sup>	Short (contracted) negative forms <sup>[618]</sup>
am not <sup>[619]</sup>	'm not (*not amn't) <sup>[620]</sup>
are not	aren't OR 're not <sup>[621]</sup>
cannot	can't
did not	didn't
do not	don't
does not	doesn't
had not	hadn't
have not	haven't
is not	isn't OR 's not
should not	shouldn't
will not	won't
would not	wouldn't

I **'m not** allowed to go out this evening.

We **may not** see you later.

The girls **aren't** here yet.

They **'re not** coming until later.

The program **isn't** ready.

It **'s not** printed yet.

The program's **not** ready yet.

**Use 'not' in negative short replies with mental process verbs (e.g., be afraid, guess, hope).** <sup>[622]</sup>

A: Will I see you tomorrow, Harry?

B: Oh, Alice, **I'm afraid not**.

A: Will he have to go back into hospital?

B: **I hope not**.

A: Aren't you coming with us?

B: **I guess not**. Rosie's not keen.

**In short replies to yes-no questions, use 'not' after adverbs like 'probably,' 'maybe,' 'certainly' to express degrees of certainty.**

A: Do you think she'll remember to come at five instead of six?

B: **Probably not**.

**Use 'not' after 'but' to express a contrast. Often leave out predicate or part of it in the second clause.** <sup>[623]</sup>

You can look but **not** touch. (You can look but you can't touch.)

Write the instructions in capitals but **not** in bold. (Write the instructions in capitals but don't write them in bold.)

There were a few problems but **not** too many. (There were a few problems but there weren't too many problems.)

**Use 'not' before a Ving clause in more formal styles.**

**Not** know **ing** what to say, she started to walk towards the door.

**Not** be **ing** heard or listened to is something that elderly people can find frightening.

She didn't want to admit to **not** knowing what the Emerald Isle was. ('The Emerald Isle' is another name for Ireland.)

**Use 'not' to negate a 'to V' clause. Use 'not' before or after 'to,' but some people consider 'split infinitives' (when 'not' comes between 'to' and 'the verb') to be incorrect.**

She tried **not** to upset individuals.

She wanted to stay for a long time, to **not** think, to **not** be afraid, to **not** be so, so lonely.

### Negative questions

Use 'not' or 'n't' to form negative questions. [\[624\]](#)

Aren't I lucky?  
Can 't he swim?  
Could n't he pay someone to help me with the garden?  
I'm right, aren't I ?  
Is not she coming with us?  
Was n't it Cath's party last night?  
Were n't you listening?  
Why have n't you eaten anything?  
Will not I see what happened?  
Won't she change her mind?  
Won't we able to see the film?  
Isn't that Mike's brother?

When there is no A/B verb, use 'do' (don't, do not, doesn't, does not, didn't, did not).

Why didn't you ask Linda?  
What don't you understand?  
Didn't you ask Linda?  
Don't you understand?  
Why didn't you go?  
Don't those two go to school together?  
Why did n't she phone and tell us?  
Does n't Ellen like you very much?  
Why did she not phone and tell us?  
Does Ellen not like you very much?

### Negative imperatives

*Negative imperative is a mode that allows you to give a command using the negative. In any case, negative imperative is an injunction, whether authoritative or more polite, to NOT do something.*

Use

**To forbid someone to do something**

Don't smoke!

**To give advice or recommend that someone not doing something**

Don't wait too long before booking your tickets.

**Plead with someone.**

Please, don't leave me!

Form

Use 'do + not' or 'don't' + the base form of a verb (V) to form negative orders, commands, or instructions.

[\[625\]](#)

**Do not** open until instructed.  
**Don't** take the car. Go on your bike.  
**Do not** turn off your computer without shutting down properly.  
**Don't** tell anyone!

Use 'don't let's' or 'let's not' for the first person plural imperatives ( us ) to make suggestions.

**Don't let's** go out. (or **Let's not** go out.)

## OUGHT TO

*The negative is formed by putting 'not' between 'ought' and 'to' (ought not to). It can be contracted to oughtn't to.*

**Don't use 'don't,' 'doesn't,' and 'didn't' with 'ought to.'**

<input type="checkbox"/>	We ought not to have ordered so much food.
--------------------------	--------------------------------------------



□	We don't ought to have ordered so much food.
□	You oughtn't to have said that about his mother.
□	You didn't ought to have said that about his mother.

The negative of ought to is not common. We usually use shouldn't or should not instead. You shouldn't speak to your father like that. (preferred to You oughtn't to speak ...)

## MUST

The negative form of must is *mustn't*.

**Don't use 'don't,' 'doesn't,' and 'didn't' with must.**

□	There <i>mustn't</i> be any rubbish left.
□	There <i>doesn't</i> must be any rubbish left.

We can use the full form must not in formal contexts or when we want to emphasize something: You must not leave any rubbish.

## MAY

The negative form is 'may not.' [\[626\]](#)

## NEED

**Form the negative by adding not after need. Need not can be contracted to needn't. Don't use 'don't,' 'doesn't,' and 'didn't' with the semi-modal verb need.**

You need not spend a lot of money on presents. (Formal) (or You needn't spend a lot of money on presents.)

### Negative interrogative

**Negative interrogative** sentences (sometimes called **interro-negative** sentences) are interrogative sentences that are made negative. In addition to asking literal questions, negative interrogative sentences are often used to imply that the speaker is expecting a certain answer or for emphatic effect.

#### Form

As with all negative sentences, we generally form the negative interrogative by adding the word 'not.' Where it appears in the sentence depends on the type of interrogative sentence we're using.

## YES/NO QUESTIONS

Questions that have either 'yes' or 'no' for an answer are formed using A/B verbs at the beginning of the sentence before NP1. [\[627\]](#)

“Do you have a dollar?”

“Have you seen my wallet?”

**To make them negative, add the word 'not' after the subject (NP1) of the sentence. If 'not' is contracted with the auxiliary verb (A/Bn't), however, then the contraction comes before the subject (NP1).** [\[628\]](#)

Negative interrogative 'yes/no' questions usually imply that the speaker expects the answer to be (or believes the answer 'should be') 'yes.'

**Don't** you have a dollar?

**Are** you **not** aware of the consequences of your actions?

**Haven't** you seen my wallet?

## WITH QUESTION WORDS

We can also use the negative with interrogative sentences that are formed with certain question words (called *wh-questions*) (*who, what, where, and why*).

To make these sentences negative, add *'not'* either immediately after the subject (NP1), or contract it with the linking or auxiliary verb (A/Bn't). Unlike the negative form of 'yes/no' questions, the negative form of wh-questions can either be literal or be used for emphasis.

### Literal Questions

The negative interrogative is often used literally for sentences with wh-questions. In each of these sentences, the speaker is asking a question that requires a literal response.

It seems like just about everyone is signed up for the trip. **Who isn't** coming?

**Why haven't** we left yet?

Your keys must be somewhere. **Where have** we **not** looked?

### Emphatic Responses

We can also use the negative interrogative with these wh-questions for emphasis, usually in response to another question. In this case, *'not'* is almost exclusively contracted with the auxiliary verb (A/Bn't).

Person A: "Who's coming to the party tomorrow night?"

Person B: " **Who isn't** coming?" (It seems like everyone will be coming.)

Person A: "Where did you travel while you were in Europe this summer?"

Person B: "Oh man, where **didn't** I go?" (The speaker went to a lot of places in Europe.)

## EXAMPLE TEXTS

What do you think about the color codes?

NP1 Subject

V Verbs

prep.p Prepositional phrases

adv. Adverbs

NP2 First object

NP3 Second object

Conjunctions

Appositive

The below sentences were single sentences color-coded to let you understand where the Subject, Verbs, Prepositional phrases, Adverbs, First object, Second object, Conjunctions, Appositive, etc. is placed. To make it more understandable in the following section, some texts were analyzed (the excerpts were taken from some formal exams worldwide).

Part C: Reading Comprehension <sup>[629]</sup>

Directions: Read the following **two passages** and select the choice (a), (b), (c), or (d) that best answers each question. Then mark the correct choice on your answer sheet.

Passage 1:

A corporate brand, like a human reputation, is something of great value. But there is always a temptation to do something for short-term profit that can damage a brand in the long term. Many companies have given in to this temptation and reduced the quality of their products or stretched their brands unwisely. They then spend years trying to repair the damage. This gives those companies that manage to resist the temptation the chance to develop brands that have huge value both to customers and shareholders.

Google is an example of an outstanding brand. The Internet domain name *google.com* was only registered in September 1997. But, less than 10 years later, Google's determination to become the top search-and-information service allowed it to outstrip Yahoo. And it did this at the cost of not putting display advertisements on its home page. There have been many examples of brands that have been damaged by strategic errors, for example Levi's, with its unsuccessful move into suits. The good news is that well-established brands can recover when things go wrong. One example is Apple. It lost its direction after the departure of Steve Jobs, its co-founder, but regained its position with his return. Apple's expansion out of computers into audio and visual products was extremely important in its revival.

Without question, brands are more important than ever before. More companies now consist essentially of intangible assets such as patents plus the value of their brands. "In today's world, the advantages of innovation do not last as long, and there are fewer things that protect companies from competition. As other things become equal, they are left with brands," says the Executive Vice-President Millward Brown Optimor.

- NP1 Subject
- V Verbs
- prep.p Prepositional phrases
- adv Adverbs
- NP2 First object
- NP3 Second object
- Conjunctions
- Appositive

Conjunction	prep.	ad	prep.	NP	prep.	ad	V	ad	prep.	NP	prep.	ad	NP	Punctuation
adv.	p <sup>n</sup>	v <sup>n</sup>	p <sup>n</sup>	1	p <sup>n</sup>	v <sup>n</sup>	prep. p <sup>n</sup> / adv <sup>n</sup> VVV	v <sup>n</sup>	p <sup>n</sup>	2	p <sup>n</sup>	v <sup>n</sup>	3	mark

Read the following two passages and select the choice (a), (b), (c), or (d) that best answers each question . Then mark the correct choice on your answer sheet . A corporate brand , like a human reputation, is something of great value . But there is always a temptation to do something for short-term profit that can damage a brand in the long term . Many companies have given in to this temptation and reduced the quality of their products or stretched their brands unwisely . They then spend years trying to repair the damage . This gives those companies that manage to resist the temptation the chance to develop brands that have huge value both to customers and shareholders . Google is an example of an outstanding brand . The Internet domain name google.com was only registered in September 1997 . But , less than 10 years later, Google's determination to become the top search-and-information service allowed it to outstrip Yahoo . And it did this at the cost of not putting display advertisements on its home page . There have been many examples of brands that have been damaged by strategic errors, for example Levi's, with its unsuccessful move into suits .

The good news is that well-established brands can recover when things go wrong . One example is Apple . It lost its direction after the departure of Steve Jobs, its co-founder , but regained its position with his return . Apple's expansion out of computers into audio and visual products was extremely important in its revival . Without question, brands are more important than ever before . More companies now consist essentially of intangible assets such as patents plus the value of their brands . "In today's world, the advantages of innovation do not last as long, and there are fewer things that protect companies from competition. As other things become equal, they are left with brands," says the Executive Vice-President Millward Brown Optimor .

Passage 1: [6301](#)

From bacteria to baleen whales, our planet is home to tens of millions of different life forms at least; biologists can only guess at the true number of species. The richness and variety of life is referred to as biological diversity, or just biodiversity. In recent years, the subject of biodiversity has been the focus of discussion not only in scientific circles but in the news media and the highest levels of government and international affairs. The reason for this attention, unfortunately, is that the earth's biodiversity is disappearing. Extinction is a natural event that has gone on since life first appeared on earth, but pollution, habitat destruction, overexploitation, and other human folly are now driving, species extinct at a rate unprecedented in the history of life. At the rate things are going, most kinds of living things will disappear forever from the face of the earth, many before we even know they are there. When it comes to conservation, the emphasis of decision makers, conservation organizations, and the general public has traditionally been on organisms that we find beautiful or emotionally compelling. Bald eagles, whales, and redwood trees evoke strong positive reactions in most people; microscopic worms and bottom-dwelling fungi

do not. Worms, fungi, and millions of other seemingly insignificant species are at least as vital to earth's survival -- and therefore to our own -- as are the larger organisms that we happen to find attractive. There is a growing recognition of the need to protect the earth's biodiversity, to reverse or at least slow the process of mass extinction. What is new about this recent attention is the focus on maintaining the total number of species, rather than on saving particular ones.

prep. p <sup>n</sup>	ad v <sup>n</sup>	NP 1	prep. p <sup>n</sup>	ad v <sup>n</sup>	V prep.p <sup>n</sup> / adv <sup>n</sup> VVV	ad v <sup>n</sup>	prep. p <sup>n</sup>	NP 2	prep. p <sup>n</sup>	ad v <sup>n</sup>	NP 3	prep. p <sup>n</sup>	Punctuatio n mark
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From bacteria to baleen whales, our planet is home to tens of millions of different life forms at least; biologists can only guess at the true number of species . The richness and variety of life is referred to as biological diversity, or just biodiversity . In recent years, the subject of biodiversity has been the focus of discussion not only in scientific circles but in the news media and the highest levels of government and international affairs. The reason for this attention , unfortunately, is that the earth's biodiversity is disappearing . Extinction is a natural event that has gone on since life first appeared on earth , but pollution, habitat destruction, overexploitation, and other human folly are now driving, <sup>[631]</sup>species extinct at a rate unprecedented in the history of life. At the rate things are going, most kinds of living things will disappear forever from the face of the earth, many before we even know they are there . When it comes to conservation, the emphasis of decision makers, conservation organizations, and the general public has traditionally been on organisms that we find beautiful or emotionally compelling. Bald eagles, whales, and redwood trees evoke strong positive reactions in most people ; microscopic worms and bottom-dwelling fungi do not . Worms, fungi, and millions of other seemingly insignificant species are at least as vital to earth's survival -- and therefore to our own -- as are the larger organisms that we happen to find attractive. There is a growing recognition of the need to protect the earth's biodiversity, to reverse or at least <sup>[632]</sup>slow the process of mass extinction. What is new about this recent attention is the focus on maintaining the total number of species, rather than on saving particular ones.

Passage 3: <sup>[633]</sup>

Eosinophilic gastroenterocolitis is an uncommon disorder in humans, dogs, and cats that could be a manifestation of food hypersensitivity. Eosinophilic infiltrates occur in the small intestinal mucosa, and less commonly in the stomach and colon. Eosinophils may extend throughout all layers of the alimentary tract wall, and on rare instances produce a scirrhous mass. The infiltration of eosinophils may be the end result of an immediate hypersensitivity response involving IgE antibodies to food allergens, cell-mediated chemotaxis, or an immediate hypersensitivity reaction to immune complex activation of the complement system with subsequent eosinophil chemotaxis.

NP1	prep.p <sup>n</sup>	prep.p <sup>n</sup>	V prep.p <sup>n</sup> / adv <sup>n</sup> VVV	adv <sup>n</sup>	prep.p <sup>n</sup>	NP2	prep.p <sup>n</sup>	Punctuatio n mark
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Eosinophilic gastroenterocolitis is an uncommon disorder in humans, dogs, and cats that could be a manifestation of food hypersensitivity . Eosinophilic infiltrates occur in the small intestinal mucosa , and less commonly in the stomach and colon . Eosinophils may extend throughout all layers of the alimentary tract wall, and on rare instances produce a scirrhous mass . The infiltration of eosinophils may be the end result of an immediate hypersensitivity response involving IgE antibodies to food allergens, cell-mediated chemotaxis, or an immediate hypersensitivity reaction to immune complex activation of the complement system with subsequent eosinophil chemotaxis .

Passage 1: <sup>[634]</sup>

Suppose the initial conditions represent the weather around the Earth at this very moment and you run your computer model to predict the weather for the next month in New York City. The model might tell you that tomorrow will be warm and sunny, with cooling during the next week and a major storm passing through a month from now. But suppose you run the model again, making one minor change in the initial conditions --say, a small change in the wind speed somewhere over Brazil. This slightly different initial condition will not change the weather prediction for tomorrow in New York City. But for next months' weather, the two predictions may not agree at all!

The disagreement between the two predictions arises because the laws governing weather can cause very tiny changes in initial conditions to be greatly magnified over time. This extreme sensitivity to initial conditions is sometimes called the butterfly effect. If initial conditions change by as much as the flap of a butterfly's wings, the resulting prediction may be very different.

The butterfly effect is a hallmark of chaotic systems. Simple systems are described by linear equations in which, for example, increasing a cause produces a proportional increase in an effect. In contrast, chaotic systems are described by nonlinear equations, which allow for subtler and more intricate interactions. For example, the economy is nonlinear because a rise in interest rates does not automatically produce a corresponding change in consumer spending. Weather is nonlinear because a change in the wind speed in one location does not automatically produce a corresponding change in another location.

Despite their name, chaotic systems are not necessarily random. In fact, many chaotic systems have kind of underlying order that explains the general features of their behavior even while details at any particular moment remain unpredictable. In a sense, many chaotic systems like the weather -- are "predictably unpredictable." Our understanding of chaotic systems is increasing at a tremendous rate, but much remains to be learned about them.

CONJUNCTIV E-ADV	ad v <sup>n</sup>	prep. p <sup>n</sup>	NP1	prep. p <sup>n</sup>	V prep. p <sup>n</sup> / adv <sup>n</sup> vvv	ad v <sup>n</sup>	prep. p <sup>n</sup>	NP 2	prep. p <sup>n</sup>	ad v <sup>n</sup>	NP 3	Punctuatio n mark
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Suppose the initial conditions represent the weather around the Earth at this very moment and you run your computer model to predict the weather for the next month in New York City . The model might tell you that tomorrow will be warm and sunny, with cooling during the next week and a major storm passing through a month from now . But suppose you run the model again , making one minor change in the initial conditions --say, a small change in the wind speed somewhere over Brazil . This slightly different initial condition will not change the weather prediction for tomorrow in New York City . But for next months' weather, the two predictions may not agree at all ! The disagreement between the two predictions arises because the laws governing weather can cause very tiny changes in initial conditions to be greatly magnified over time. This extreme sensitivity to initial conditions is sometimes called the butterfly effect . If initial conditions change by as much as the flap of a butterfly's wings, the resulting prediction may be very different . The butterfly effect is a hallmark of chaotic systems . Simple systems are described by linear equations in which , for example, increasing a cause produces a proportional increase in an effect . In contrast, chaotic systems are described by nonlinear equations, which allow for subtler and more intricate interactions . For example, the economy is nonlinear because a rise in interest rates does not automatically produce a corresponding change in consumer spending . Weather is nonlinear because a change in the wind speed in one location does not automatically produce a corresponding change in another location . Despite their name, chaotic systems are not necessarily random . In fact, many chaotic systems have <sup>[635]</sup> kind of underlying order that explains the general features of their behavior even while details at any particular moment remain unpredictable. In a sense, many chaotic systems like the weather are predictably unpredictable . Our understanding of chaotic systems is increasing at a tremendous rate , but much remains to be learned about them <sup>[636]</sup> .

## PARALLEL STRUCTURE

Parallel structure, also called parallelism, means using the same pattern of words to show that two or more words or ideas are of equal importance. Words, phrases, clauses, and sentences should not only match in structure, but also in tense. Usually, conjunctions give birth to parallel structure because it is believed that conjunctions connect identical constituents (parallel constituents).

Clause <a href="#">[637]</a>	<input type="checkbox"/> Every morning, we make our bed, eat breakfast, and feed the dog. <input type="checkbox"/> Every morning, we make our bed, eating breakfast and feed the dog.
prep.p	<input type="checkbox"/> They argued not only about the article, but also about the review. <input type="checkbox"/> They argued not only about the article, but they argued also about the review.
To V	<input type="checkbox"/> Ashley likes to ski, to swim, and to jump rope. <input type="checkbox"/> Ashley likes to ski, to swim, and jump ropes.
Ving	<input type="checkbox"/> Joe likes running, walking and being active. <input type="checkbox"/> Joe likes running, walking and outdoor activities.
Clause	<input type="checkbox"/> The teacher told them that they need to study and that they should practice their words every night. <input type="checkbox"/> The teacher told them to study and that they should practice their words every night.
Adverb	<input type="checkbox"/> Mary wanted to make sure that she made her presentation creatively, effectively and persuasively. <input type="checkbox"/> Mary wanted to make sure she made her presentation creatively, effectively and persuaded others.
Verb tense	<input type="checkbox"/> She wrote a letter and mailed it to the school. <input type="checkbox"/> She writes a letter and mailed it to the school.
NP	<input type="checkbox"/> In your bedroom, you will find the following: a bed, a closet, and a desk. <input type="checkbox"/> In your bedroom, you will find the following: a bed, a closet and, sitting at a desk.
VP	<input type="checkbox"/> People who get ahead do lots of different things such as: studying, working hard, and going to college. <input type="checkbox"/> People who get ahead do lots of different things such as: studying, working hard, and attend college.

## THE COMPARATIVE, THE COMPARATIVE.

A double comparative (The comparative, the comparative.) is a compound sentence that compares two things. When the degree of one quality is dependent upon the degree of another quality, two comparatives are needed; each of which must be preceded by 'the.'

As you can see from these examples, the format of double comparatives is as follows:

- The more/less + (noun/adjective) + (S [\[638\]](#)), + the more/less + (noun/adjective) + (S [\[639\]](#)), [\[640\]](#)

Double comparatives with 'more' and 'less' can be used with adjectives in the same way. In this case, the structure places the comparative adjective first.

- The + comparative adjective + (noun) + NP1 + verb, the + comparative adjective + it is + infinitive.

Terms of address are the best example of the interaction between language and society and **the more** we understand them, **the more** we understand language.

**The less exercise** one takes, **the less time** he <sup>[641]</sup> needs. <sup>[642]</sup>

**The smaller** the standard deviation, **the more homogenous** the performance.

Thus, when considering overall the demands of the classroom situation, it is clear that **the older** one is, **the better** one is able to adjust and function within that situation.

**The earlier** the age of arrival, **the better** the subjects were at determining the ungrammaticality of English sentences. The lower the number, the easier the item is. Similarly for the test taker, the lower the number, the lower the ability estimate is.

There is also a measurement reason for choosing the fewest possible levels, which Latham also prefigured (1877, p. 368): ' **the more numerous** are the classes, **the greater** will be the danger of a small difference in marks causing the difference of a class between two candidates.'

**The higher** the similarity, **the faster** the learning.

The greater the similarity between two languages in terms of their syntax, vocabulary, and sound system, the more rapid the rate of acquisition in the two languages.

Communication strategies may have an effect on learning since the more the learner speaks the greater linguistic input the learner will receive. **The greater** the input, **the more** the opportunity for language learning.

Unfortunately, **the more industrialized** we become, **the farther** away we move from direct contact with plants, and **the less distinct** our knowledge of botany grows.

The discussion of the dynamicity of trait anxiety is not sufficiently available; however, Bernaus et al. (2007) found out that the anxiety level of grade one students was lower than that of grade two and grade four students, suggesting that **the more language experiences learners possessed, the more likely anxiety levels were to increase**.

The higher the absolute R value, the more confident we can be in our predictions. <sup>[643]</sup>

**The longer and faster** your run-up is, **the higher** you can jump. <sup>[644]</sup>

## TRANSFORMATIONS THAT VIOLATE MAIN RULES

### Replacement transformation

Constituents which can replace NP are PRN, RC, VP, the + Pre-M2. NP can function four roles including NP1, NP2, and NP3, as well as the complement of a preposition (in prepositional phrases).

|x| □ NP <sup>[645]</sup>

## PRONOUNS

Pronouns are among the most frequent parts of speech which substitute for nouns (or NPs).

	Subjective pronoun	Objective pronoun	Possessive pronouns	Reflexive pronoun
First person singular	I <sup>[646]</sup>	me	mine	myself
Second person singular	you	you	yours	yourself
Third person singular	he she it	him her it	his hers its	himself herself itself
First person plural	we	us	ours	ourselves
Second person plural	you	you	yours	yourselves
Third person plural	they/xs	them	theirs/xs'	themselves

As the following table shows, personal pronouns can replace different NPs (NP1, NP2, NP3, or an NP in a prepositional phrase).

Pronoun <sup>[647]</sup>	NPs the pronouns can replace
Subjective pronouns	NP1
Objective pronouns	NP2, NP3, in prep.p
Possessive pronouns	NP1, NP2, NP3, in prep.p

|the + Pre-M2| → PLN

[648]

*These expressions cannot be used with possessive 's. A few adjectives of nationality ending in -ch or -sh are used after 'the' without nouns, instead of PLN. the English, the Irish, the Dutch, the Welsh. Nouns are oft left out after superlatives.*

**The poor** cannot compete with **the rich** . (Instead of 'the poor people,' 'the rich people')

**The disabled** should be approached with respect. (Instead of 'the disabled people')

**The disabled** always attend online classes. (Instead of 'the disabled people')

Few of us can be unmoved by the plight of **the homeless** .

Let us remember **the departed** .

Robin Hood had no scruples about robbing **the rich** to give to **the poor** .

Pouch is a pocket on the lower part of some female animals in which **the young** are carried and protected after they are born.

Let us pray for those who are not as fortunate as ourselves, **the sick** , **the old** , and **the needy** .

An unexpected rise in the cost of living as well as a decline in employment opportunities has resulted in the rapid creation by Congress of new government programs for **the unemployed** .

Malnutrition is one of the common afflictions of **the poor** .

The street is lined with enormous mansions where **the rich and famous** live.

Owning racehorses is the preserve of **the rich** .

The Library of Congress through its regional library system makes available to **the visually and physically handicapped** publications on record and in Braille.

I don't believe in **the supernatural** .

The palace and its grounds are open to **the public** during summer months.

When a bird, etc. incubates its eggs, it keeps the eggs warm until **the young come out** , and when the eggs incubate, they develop to the stage at which **the young come out** .

Having taken possession of the rich man's land, houses, herds, Mina began to give them away to **the poor** and **the needy** .

**The wealthy** don't see **the poor** .

Often the name of **the dead** are not to be uttered though this may well be out of fear rather than respect.

In a primitive society, family and tribe provide all the education that **the young** receive and are the sole transmitters of culture.

For some, language tests are gatekeeping tools that further the agendas of **the powerful** .

|RC| → NP [649]

*Keep in mind that RCs are considered to be an NP if and only if the whole sentence is not a question nor the RC is preceded by a relevant noun.*

**RCs at the very beginning of a sentence are always NP1.**

**That** I have been my own informant should require no apology.

**That** there was objective structural reason for my discomfort in this case became apparent when I undertook an analysis that included affinal as well as consanguineal kin types.

**RCs as NP1 are always singular, and the verb must agree with them in number (must be singular).**

**That** the users of the language are able to refer to events remote in time and space refers to a feature of human language known as displacement.

**That** the place could possibly be without her was something my mind seemed unable to compass.

**How** we perceive language tests depends partly upon our own experiences.

**What** we are seeing now is a country teetering on the brink of a civil war.

**What** you think has no bearing on **what** we ought to do.

**What we choose to endow with high value** tells us a great deal about **what we expect the effects of testing to be** .

**RCs as NPs never undergo inversion in sentences.** [650]

Can you guess **what** it is? (RC as NP2: since 'what it is' is an NP2, it should follow the statement order [what NP1 V] not the question order [what V NP1]).

According to the author, which factor(s) determine **whether** a subject is suitable for a novel instead of a short story?



**If a sentence starts with a preposition followed by an RC, the RC is an NP because prepositions almost always precede NPs.**

In <sup>[651]</sup> **what** follows I will attempt to investigate the origin of the distaste and illustrate it through historical example.

**RCs beginning with ‘what,’ ‘whether,’ and ‘how’ are always an NP.**

She told me **how** she suffocated her husband.

I don't know **how** she hid the stolen jewelers.

**What** you said will be used against you in the court.

The thoughts are **what** drive language forward through time and give it direction.

**What** began as a mild discussion soon developed into a regular set-to.

She told me **whether** she suffocated her husband.

I'll let you see **whether** I'm dependent on you.

## HOW

Although Fulton is highly influenced by her situation as a writing professor, her multiple suggestions on **how** to structure writing assignments seem applicable to the goals of many L2 writing teachers.

I am referring here to methodological concerns of pedagogical choices in **how** to move students from a blank page to a well-structured text.

There is also a lot of research on **how** to encourage learning in general and language learning in particular which can be used to guide the presentation of items to be learned.

## WHAT

You will be in hot water when your father finds out **what** you've done to his car.

The aim of classroom progress tests is to reinforce **what** has been taught.

Iconic signs (mimetic or onomatopoeic words) sound like **what** they mean e.g., meow.

Structuralists believed that the first goal of linguistics was to establish **what** an individual human mind knew.

To traditional grammarians, language was **what** great religious leaders, writers, and philosophers had written.

To structuralists, language was **what** native speakers said not **what** someone thought they ought to say.

Structuralists stated that the first goal of linguistics was to establish **what** an individual human mind knew.

**What** is stored in long-term memory is the representation of **what** one has read or heard.

The aim of needs analysis of the curriculum design process is to discover **what needs to be learned** and **what the learners want to learn**.

**What is important is that curriculum design** is treated as a normal part of the field of applied linguistics and thus draws on available knowledge to guide it.

In political interviews, politicians often ignore **what they are asked**, preferring instead to discuss their own interests.

Foucault would argue that we are desensitized to <sup>[652]</sup> **what is happening** to the point that we become an unquestioning part of the system.

It says what the audience already largely knows.

This illustrates **what** may prove to be a useful device in componential analysis.

I had a few minutes before the meeting to look over **what** he'd written.

One could not use speech meaningfully unless one knew **what** meaning such speech had.

**What** actually makes the learners notice and accept a subset of language exposed to them as potential input is not clear.

The process view, however, identifies intake as **what** comes *after* psycholinguistic processing.

Useful information to gather about the constraint is **how** much class time is available, **how** much time out of class could be given to learning, and **what** the goals of the course are.

**What** part of input gets converted into intake is determined by certain intake factors and intake processes.

## WHETHER

**Whether** adults do in fact profit from such explanations depends of course on the suitability and efficiency of the explanations, the teacher, the context, and other pedagogical variables.

Studies have shown that cholesterol-lowering drugs help reduce the risk of heart disease, but **whether** a diet low in cholesterol can do the same is still questionable. While nutrition experts are debating **whether** a low-fat, carbohydrate-based diet is the healthiest diet for Americans, nearly all agree that the anti-fat message of the last twenty years has been oversimplified.

Nowhere in the passage does the author speculate about **whether** teenagers can change their exercise habits.

Verification is the process of determining **whether** the hypothesis is in accord with empirical evidence, and **whether** it will continue to be in accord with a more generally expanded body of evidence.

## THAT

She said **that** her husband was sick.

She said **that** her husband was sick and that he had to stay in bed.

One theory maintains **that** information that is not used frequently tends to fade from memory through the passage of time.

Cognitive psychologists think **that** the more the brain is exercised, the greater its capabilities.

**That** children would *not* be able to utter words or sentences for the purpose of communication (not simple imitation), without gaining a prior understanding of speech, is surely to be expected.

## WHY

I don't know **why** she hid the stolen jewelers.

She told me **why** she suffocated her husband.

Notice how each way is presented with both general discussion and specific details that analyze how that factor contributes to the overall goal of learning about the world. Now you write an essay in which you provide three different reasons for **why** a student may choose to major in his/her chosen field.

Write a paper describing in detail the leisure time activity you most like to do and **why** it interests you.

## WHERE

I don't know **where** she hid the stolen jewelers.

She told me **where** she suffocated her husband.

A truck had stopped several feet beyond <sup>[653]</sup> **where** Tub had been standing.

## MIXED

We are not going to shy away from asking serious questions about **what** it means, and **why** it is important.

There is considerable research on the nature of language and language acquisition which can guide the choice of **what** to teach and **how** to sequence it.

This is because it is essential to decide **why** a course is being taught and **what** the learners need to get from it.

Optimality Theory doesn't say **what** the rules of language are – rules differ among linguistic domains – instead, it describes **how** rules interact.

“Your view of **what** language is or **what** being proficient in a language means affects **what** you teach and **how** you teach it” (Graves, 2000, p. 28).

|VP| → NP <sup>[654]</sup>

She is interested in reading such comic novels . <sup>[655]</sup>

Writing/(To write) these business letters is his major duty in the company.

To be or not to be is the question.

To find/(Finding) a really loyal friend is almost impossible nowadays.

Smoking cigars is dangerous.

She likes jumping horses . <sup>[656]</sup>

Fighting lions is hazardous.

She likes jumping these horses .

Fighting lions is dangerous.

They like jumping horses . <sup>[657]</sup>

Fighting my lions may be dangerous.

Smoking big cigars is dangerous.

Developing such countries has a vital role in this issue.

Developing countries has a vital role in this issue.

Smoking big cigars can be dangerous.

By <sup>[658]</sup> reading the chapters and visiting the website, you should easily learn the material in the chapters.

Studying mathematics and languages was considered to be useful activities for this purpose. <sup>[659]</sup>

### Reduction transformation

*The omission of a word or words necessary to the grammatical completeness of a clause or sentence is called ellipsis (or better to call reduction), that is, an elliptical construction is one in which a word or phrase implied by context is omitted from a sentence, usually because it is a repetition of a preceding word or phrase.*

*In other words, ellipsis happens when we leave out (i.e., when we don't use) items which we would normally expect to use in a sentence if we followed the grammatical rules. Ellipsis is normal and very common, especially in informal conversation.*

*The following examples show that most cases of ellipsis fall under two categories. (a) To avoid repetition, words are often omitted in one part of the sentence when they occur in another part. (b) Pronouns, the conjunction that, and some forms of the verb 'be' are often omitted when they are readily supplied including (1) the ellipsis of NP1 in imperative sentences (2) the ellipsis of relative pronouns in the objective case (3) the ellipsis of be <sup>[660]</sup> (with the subject pronoun) in subordinate clauses introduced by when, though, if, and the like.*

Types of reduction

## REDUCTION OF 'R'

*When two NPs follow each other (except for [NP α NPβ of which] & [V<sup>III</sup> NP2 NP3]), and violate the regular formula. Provided that two finite verbs <sup>[661]</sup> exist in the sentence, RT takes place in the sentence.*

- NP1a + { ... <sup>[662]</sup> + NP1b + Predicate<sup>b</sup> } + Predicate<sup>a</sup> <sup>[663]</sup>

The old man { ... <sup>[664]</sup> my sister has seen in the park } <sup>[665]</sup> is her university professor.

My brother will put the keys in the old vase { ... <sup>[666]</sup> our father has left near the door }.

The soil { ... <sup>[667]</sup> a concrete pavement or floor rests on } is called the subgrade.

The types of documents { ... <sup>[668]</sup> the investigator may use } fall into two categories.

Understand the intent and purpose of the test { ... <sup>[669]</sup> you are conducting and its significance to your investigation before implementing it }.

It is based on common advice { ... <sup>[670]</sup> teachers have been giving their students for years }.

The particular research questions { ... <sup>[671]</sup> this investigation addresses } fall into three main groups.

The only reason { ... <sup>[672]</sup> they can perform with any degree of competency on their final exams } is that the problems on the exams are nearly carbon copies of problems they have seen before.

## PRACTICE

### Put RCs in brackets.

The multiplicity of definitions and interpretations <sup>[673]</sup> one finds in the SLA literature is evidently a result of varied perspectives with which researchers have approached the concept of intake and intake factors.

In examining the lexicographic underpinnings of the term complexity, Morowitz (1996) suggested that many of the phenomena scientists wish to investigate—in particular those related to the human experience—have become too complex for the simple tools that exist with which to study them.

The major intake factors I highlight can be represented by an acronym, INTAKE.

Next, based on the differences found between the two languages certain predictions will be made about difficulties <sup>[674]</sup> Turkish-speaking learners of English may encounter.

It seems that most people take it for granted that thought is somehow dependent on language. However, there are a number of formulations that <sup>[675]</sup> idea can take.

It is based on common advice <sup>[676]</sup> teachers have been giving their students for years.

Now let's look at a real paragraph – one that follows the model <sup>[677]</sup> we've just shown you.

The types of documents <sup>[678]</sup> the investigator may use fall into two categories.

The investigator must plan the review carefully and consider only those documents relevant to the topics at issue.

Probabilistic reliability analyses that account for the variation in the parameters <sup>[679]</sup> the engineer has estimated for strength and resistance are becoming more common in failure investigations.

Understand the intent and purpose of the test <sup>[680]</sup> you are conducting and its significance to your investigation before implementing it.

The author has seen numerous investigators <sup>[681]</sup> conduct standard tests just because they exist and were convenient to carry out, only to waste time and money, destroy evidence, produce misleading conclusions, and embarrass themselves under later scrutiny.

If the scores are used to predict a criterion at the same time <sup>[682]</sup> the test is given, we are studying concurrent *validity*.

They covered themselves with a couple of blankets Kenny had brought along and pulled down the muffs on their caps.

Carver never cared about getting credit for the new products he created.

Furthermore, some of the living beasts they did come upon, such as the woolly mountain goat and the grizzly bear, were every bit as odd or as fearsome as any myth.

Landscape architects still speak reverently of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

Martha Graham and the school she has founded are virtually synonymous with the modern dance.

The oldest living things on Earth are trees. Some of California's sequoias have for four thousand years looked down on the changes in the landscape and the comings and goings of humans. They sprouted from tiny seeds about the time the Egyptian pyramids were being built.

As many as four fifths of all the cells in the electric eel's body are specialized for generating electricity, and the strength of the shock it can deliver corresponds roughly to the length of its body.

Anthropologists have pieced together the little they know about the history of left-handedness and right-handedness from indirect evidence.

The North American institutions they attended were undergoing profound transformation.

**Certain verbs and adjectives can be followed by a *that* -clause, so if you see a clause without '*that*' after such verbs and adjectives, assume that the writer or speaker wants us to understand the same meaning as a *that* -clause.** <sup>[683]</sup>

**Suppose** a closed container partially filled with a liquid is heated.

She **insists** she never started out to be a rebel.

Even when an audience **thinks** it discerns traces of influence from other dance styles, the totality of Graham's theatrical idiom, its control of costumes, lights, and every impulse of the dance makes the reference seem a mirage.

## Reduction of 'compound R'

The way <sup>[684]</sup> these smaller goals are detailed will depend partly on the unit of progression for the course.

The learning of language will determine or influence the way <sup>[685]</sup> we understand our culture and the world.

## REDUCTION OF 'NP'

*In two cases, NP is omitted after a preposition, that is, NP does not appear after a preposition.*

### First

- A) The man was a doctor.
- B) The man treated my brother
- A+B=C) The man (the man treated my brother) was a doctor.
- C) The man who treated my brother was a doctor.

*In the last sentence, repetitive NP was omitted and replaced with a relative pronoun.*

- D) I talked to the man.
- A+D=F) The man [I talked to the man] was a doctor.
- F) The man whom I talked to was a doctor.
- D+A=E) I talked to the man [the man was a doctor].
- E) I talked to the man who was a doctor.

### Second

*If a preposition precedes a conjunction and the conjunction is not immediately followed by a preposition, (that is, the conjunction does not connect two prepositions) and the first preposition is not followed by an NP, the NP after the second preposition is the NP of first and second prepositions. That is, the NP is the NP of both prepositions. This leads to the emergence of an appositive.*

It is also possible that after conjunction there does not exist a prepositional phrase but there exists a verb. In such a situation, the NP is the NP of both prepositions (preposition before and preposition after conjunction).

We are interested in, and depend on, the nuclear energy. → We are interested in [the nuclear energy] and depend on [the nuclear energy].

We are interested in and love the nuclear energy. → We are interested in [the nuclear energy] and love [the nuclear energy].

### Third

In the third type, NP changes its regular place but NP is not omitted.

What effects the phenomenon leads to?

## REDUCTION OF NOUN

I don't know those <sup>[686]</sup> who attended the course.

Some people are familiar but some other <sup>[687]</sup> are not.

Which shirts do you like? I like these two <sup>[688]</sup>.

Experience shows that the last two <sup>[689]</sup> infrequently cause failures.

Black market means illegal trading of goods that are not allowed to be bought and sold, or that there are not enough of <sup>[690]</sup> for everyone who wants them.

## REDUCTION OF 'R + be'

	Rule	Examples	Provided that
P.P.	be + P.P. → passive voice	It was broken by Ali.	If P.P. follows Noun, but the combination does not fulfill one of these four functions of P.P., reduction of 'R+be' happens.
	P.P. + N → Pre-M2	He had a published book.	
	Have/has/had + P.P. → perfect tenses	She has/had broken the law.	
	P.P. → simple past	He cut his hand.	
Ving	Be + Ving → continuous tense	She is washing the dishes.	If Ving follows Noun, but the verb has right number of NPs (Ving is not an NP), reduction of 'R+be' happens.
	Ving + N → Pre-M2	It is an interesting book.	
	Ving + (NP) → VP  → NP	Writing a five-paragraph essay is a demanding task.	
	Ving → N	Swimming is a sport.	
Adj.	Adj. + N → Pre-M2	She is a smart student.	If adjective follows Noun (Adjective is not a predicative adjective.), but the verb has right number of NPs, reduction of 'R+be' happens.
	V + adj. <sup>[691]</sup> → predicate	She is beautiful.	
prep.p	N + prep.p + other constituent		Always reduction of 'R+be' happens.
NP	N + NP + other constituent		Always reduction of 'R+be' happens.
to V	N + to V + other constituent		Always reduction of 'R+be' happens.

- N + { ... <sup>[692]</sup> + P.P./Ving/adj./prep.p/to V/NP + ... } <sup>[693]</sup> + V

Under such circumstances, reduction of 'R + be' after Noun takes place.

How to determine R? Based on the preceding noun. If it refers to human ( *subjective* ), use 'who,' if it refers to objects, use 'which or that,' if it refers to human ( *objective* ), use 'whom,' ...

How to determine be <sup>[694]</sup>? Specify number based on singularity or plurality of preceding noun and tense based on the tense of the main verb in the sentence. Use is/was with uncountable and singular nouns, and 'were/are' with plural nouns. Use 'am,' 'is,' 'are' in the present tense, 'was' and 'were' in the past tense, 'be' in the future tense, 'been' in the perfect tense.

Of the five spatial schemas <sup>[695]</sup> proposed, the one <sup>[696]</sup> similar to control is constraint of the figure by the ground.

First, I will delve into the past, using three publications, <sup>[697]</sup> rich in content, which classify and review recent studies.

In the rest of this section, I briefly sketch the facilitating role <sup>[698]</sup> played by each of these intake factors in developing the learner's L2 knowledge/ability.

Because of the vast body of information <sup>[699]</sup> available in the literature, what follows cannot be more than a brief summary.

Those <sup>[700]</sup> in favor of the “younger is better” case (e.g., Krashen, 1981) argued that L2 development by children and adults might actually involve different processes; the former utilizing innate properties of language acquisition as in L1 acquisition, the latter employing general problem-solving abilities, and thus accounting for the differential effect of age.

The theories now prevailing take a quite different approach by emphasizing what liquids and gases have in common.

Once inside the cell, the DNA or RNA that contains the virus's genetic information takes over the cell's biological machinery.

The one most widely accepted today is based on the assumption that drama evolved from ritual.

In this chapter, the concepts <sup>[701]</sup> to be discussed are reliability and validity.

If the testees are homogenous regarding the ability <sup>[702]</sup> to be measured, there will not be a great deal of variation among their scores.

If the ability to use language for a particular purpose is critical to successfully performing a job, it is appropriate that individuals are tested to see if they have reached the ‘standard’ <sup>[703]</sup> necessary.

There are not many glasses <sup>[704]</sup> left.

Climbing Mount Everest, the highest mountain <sup>[705]</sup> in the world, is extremely dangerous.

Before the test is conducted, it is important to isolate the component or region of the structure <sup>[706]</sup> being tested from other structural and nonstructural components to accurately obtain its response.

### What was omitted? Where? Why?

There are not many glasses left.

Would anyone wishing to attend the meeting notify the secretary?

The model used for assessing the needs was the four-level model proposed by Chastain (2014).

The fish ladder is perhaps the most common method used to facilitate fish passage.

## REDUCTION OF ‘NP + be’

- ... subordinating conjunction + P.P./ Ving/ adj./ NP/ prep.p/ to V + ...

... subordinating conjunction + P.P.	Always ‘NP+be’ is omitted after subordinating conjunction.
... subordinating conjunction + Ving	If Ving is not a VP substituting for an NP, ‘NP+be’ is omitted after subordinating conjunction.
... subordinating conjunction + adj.	If adj. is not a predicative adjective, ‘NP+be’ is omitted after subordinating conjunction.
... subordinating conjunction + NP	Always ‘NP+be’ is omitted after subordinating conjunction.
... subordinating conjunction + prep.p	Always ‘NP+be’ is omitted after subordinating conjunction.
... subordinating conjunction + to V	Always ‘NP+be’ is omitted after subordinating conjunction.

How to determine *be* <sup>[707]</sup> ? ‘be’ is determined based on the tense of the main verb. Specify number based on singularity or plurality of preceding noun and tense based on the tense of the main verb in the sentence. Use *is/was* with uncountable and singular nouns, and ‘*were/are*’ with plural nouns. Use ‘*am, is, are*’ in the present tense, ‘*was and were*’ in the past tense, ‘*be*’ in the future tense, ‘*been*’ in the perfect tense.

How to determine NP? NP is determined based on NP of the main clause.

### subordinating conjunction + prepositional phrase <sup>[708]</sup>

When at rest their front legs are stretched out.

While in love, as other areas of life, it is intuitive and most often unconscious.

When <sup>[709]</sup> in Rome, do as Romans do.

In some languages pronouns can be dropped when in the subject position.

### subordinating conjunction + Ving <sup>[710]</sup>

When classifying, you need a principle of classification.

When <sup>[711]</sup> working with students at higher levels of academic proficiency, it is more likely that assignments of this text-oriented sort will take on a more genre-based approach, and teachers will be motivated by wanting students to learn about the specific textual features and nature of academic writing that their students are likely to encounter when faced with writing tasks in specific disciplines.

When <sup>[712]</sup> writing a business letter, the writer produces a one-sided conversation with the reader in the sense that s/he has to anticipate the reader's questions and provide answers to those questions.

*Simplified input* is the grammatically and lexically simplified language that teachers, textbook writers, and other competent speakers use in and outside the classroom while <sup>[713]</sup> addressing language learners.

When <sup>[714]</sup> designing a course, the table can be used as a checklist to help sort out the few that will be given most attention in a particular piece of curriculum design.

To eliminate confusion when determining whether a pair or group of adjectives is coordinate, just insert the word *and* between them.

While high educational attainment commonly serves as the staple mark of this group, entrepreneurs and business owners may also be upper middle class even if <sup>[715]</sup> lacking advanced educational attainment.

When <sup>[716]</sup> considering criterion-oriented validity, the tester is interested in the relationship between a particular test and a criterion to which we wish to make predictions.

### **subordinating conjunction + P.P.**

Once <sup>[717]</sup> identified, your individual approach should inform the selection of materials included throughout the dissertation.

He argued that testing, when <sup>[718]</sup> done well, was capable of delivering 'distributive justice.'

Balance is key here. You don't want your writing to sound like a long string of transition words. Rather, sprinkle them in wherever appropriate.

### **subordinating conjunction + to V <sup>[719]</sup>**

We must learn language, how <sup>[720]</sup> to produce or understand speech, otherwise we cannot develop thinking.

We must learn how <sup>[721]</sup> to speak aloud, otherwise we cannot develop thinking.

We now turn to how <sup>[722]</sup> to determine the strength of a correlation.

The strength of this model was that it provided teachers with a theory about how <sup>[723]</sup> to teach the writing skill.

The next chapter shows you how <sup>[724]</sup> to use examples.

And later in the book, we will show you how <sup>[725]</sup> to expand the one-paragraph essay into a full-length essay.

Consequently, during the process of producing a coherent written text, writers are expected to play an active role, since they have to recruit their knowledge of how <sup>[726]</sup> to produce linguistically and pragmatically accurate sentences given particular sociocultural norms together with their ability to use strategies to allow effective communication.

I don't know where to go.

I don't know what to do.

### **subordinating conjunction + adjective <sup>[727]</sup>**

Where <sup>[728]</sup> possible, establish structural resistances of key components or assemblies by both analytical and experimental methods.

Whenever <sup>[729]</sup> possible, the investigator should obtain and review construction drawings and other pertinent documents to generally become familiar with the facility before the initial site investigation.

A state or federal investigative team, when <sup>[730]</sup> present, is usually the highest investigative authority on site.

### **subordinating conjunction + NP**

While <sup>[731]</sup> a school boy, I sold flowers on the streets.

## **PRACTICE**

### **What was omitted?**

Thus, Part One not only identifies and interprets necessary background information but it also provides a platform on which <sup>[732]</sup> to stand and survey what follows in Part Two and Part Three.

Ali has been working in our company as <sup>[733]</sup> a janitor.

While <sup>[734]</sup> still a school boy, I sold flowers on the streets.

In some languages, pronouns can be dropped when <sup>[735]</sup> in the subject position.

The first part of this book shows you how to write a good one-paragraph essay.

Once you master the one-paragraph essay, you'll understand how to tackle longer pieces of writing.

When learning a first language, the process is relatively simple: all we have to do is learn a set of new habits as we learn to respond to stimuli in our environment.

When learning a second language, however, we run into problems: we already have a set of well-established responses in our mother tongue.

The next chapters shows you how to use examples.

And later in the book, we'll show you how to expand the one-paragraph essay into a full-length essay.

Right now we don't care if you know how to find facts in the library.

He or she acquires competence as to when to speak, when not, and as to what to talk about with who, when, where, and in what manner.

## REDUCTION OF 'WHILE + NP + BE'

- P.P./Ving/adj., <sup>[736]</sup> + ...

	Condition
P.P.	Before P.P., 'while + NP + be' is always omitted.
Ving	If Ving is not a VP substituting for an NP, 'while + NP + be' is omitted before Ving.
Adj.	If adjective is not predicative, 'while + NP + be' is omitted before adjective.

How to determine *be* <sup>[737]</sup>? 'be' is determined based on the tense of the main verb. Specify number based on singularity or plurality of preceding noun and tense based on the tense of the main verb in the sentence. Use 'is/was' with uncountable and singular nouns, and 'were/are' with plural nouns. Use 'am/is/are' in the present tense, 'was/were' in the past tense, 'be' in the future tense, 'been' in the perfect tense. How to determine NP? NP is determined based on NP of the main clause. The rebuilt structure is an adverbial clause (ADV), like other if-clauses.

<sup>[738]</sup> Taking different approaches, the authors of the three frameworks show that postmethod pedagogy is not a monolithic entity.

<sup>[739]</sup> Written last, abstract appears at the beginning of a paper, like an executive summary, between the title page and the body of the paper.

<sup>[740]</sup> Taking a product view, Kimball and Palmer (1978) defined intake as "input which requires students to listen for and interpret implicit meanings in ways similar to the ways they do so in informal communication".

This figure shows that, <sup>[741]</sup> quantitatively speaking, output is a subset of what has been internalized, which in turn is a subset of input.

The combined effects of language anxiety at all three stages, MacIntyre and Gardner (1994) argued, "may be that, compared with relaxed students, anxious students have a small base of second language knowledge and have more difficulty <sup>[742]</sup> demonstrating the knowledge that they do possess" (p. 301).

<sup>[743]</sup> Deeply rooted in the behaviorist psychology and structural linguistics, the strong version of contrastive analysis hypothesis focused on the notion of interference coming from the first language as the principal barrier to second language learning.

<sup>[744]</sup> Aware that tests could be used to control educational systems and indoctrinate individuals, Mill established three principles that place limits on what can be done with tests.

### What was omitted? Where? Why?

Seen from behind, Neanderthal skulls look almost spherical, but from the side they are long and flattened often with a bulging back.

Born in 1830 in rural Amherst, Massachusetts, Emily Dickinson spent her entire life in the household of her parents.

Withdrawing more and more, keeping to her room, and sometimes even refusing to see visitors who called, she began to dress only in white -- a habit that added to her reputation as an eccentric.

Having no language, infants cannot be told what they need to learn.

Pleased with her pupil's progress, Ms. Tamiris eventually asked the girl to perform onstage.

Properly adjusted and maintained, it can be operated several hours a day without tiring the users.

The manager rolled out the red carpet — gave me preferential treatment, when he saw me coming. <sup>[745]</sup>

I saw her <sup>[746]</sup> running along the road.

The ranger <sup>[747]</sup> talking to our group said there are more than 20,000 elk in the park.

You have told us the story of your evening <sup>[748]</sup> trying to study, <sup>[749]</sup> helping us to see you and feel your frustration.

<sup>[750]</sup> Absorbed in her work, she was totally oblivious of her surroundings.



First, it must be said that the arguments offered against bilingualism are typically restricted to young children <sup>[751]</sup> learning a second language.

Emily was caught red-handed <sup>[752]</sup> stealing money from the cash. She was taken to court and sentenced to spend time in prison.

Discourse competence enables writers to use discourse features to achieve a well-formed written text <sup>[753]</sup> given a communicative goal and context in which it has to be written (Celce-Murcia, Dörnyei, & Thurrell, 1995).

Police have found the town's infamous statue vandal. He was caught red handed <sup>[754]</sup> spraying paint on the statue of the town founder, Marshall Higgins, at about 2 a.m. last night.

First, language learners are confronted with the great risk of offending their interlocutors or miscommunication <sup>[755]</sup> performing these face-threatening acts.

Embarrassed of the professor's sharp remark, she ran out of the class.

Really sad for the sudden tragic demise of his dear wife, John wiped his tears and left the church with a slim blond lady.

Created before the advent of the World Wide Web (and perhaps before its time), AEPIC unfortunately suffered from the lack of commercial and technological viability and is now inactive.

Broadly speaking, three methods have been used to obtain the raw data.

## REDUCTION OF 'IF + NP + BE'

- <sup>[756]</sup> To V ..., NP1 + V (NP2 + NP3).

*If at the very beginning of a sentence after 'to V' no other verb exists, we can claim that what comes before the comma is an adverbial clause (ADV) from which some words were omitted (if+NP+be). The rebuilt structure is an adverbial clause (ADV), like other if-clauses. But as a short-cut way, we can use 'in order' to make it a prepositional phrase ('in order to V...')*

<sup>[757]</sup> To extract the meaning from a sentence, the students ought to consider its meaning in association with the meaning of the other sentences.

<sup>[758]</sup> To obtain a copy of the detailed Instructor's Manual, contact your local Wadsworth sales representative.

## REDUCTION OF 'AFTER + NP + BE'

- <sup>[759]</sup> Having P.P. ..., NP1 + V (NP2 + NP3).
- <sup>[760]</sup> Having been P.P. ..., NP1 + V (NP2 + NP3).

*If at the very beginning of a sentence after 'having P.P.' or 'having been P.P.,' we can claim that what comes before the comma is an adverbial clause (ADV) from which some words were omitted (after+NP+be). The rebuilt structure is an adverbial clause (ADV). But as a shortcut, we can use 'after' to make it a prepositional phrase ('after having P.P. ...' or 'after having been P.P. ...').*

<sup>[761]</sup> Having discussed Contrastive Analysis Hypothesis in detail followed by the contrastive analysis of certain selected features of English and Turkish, in this part different aspects of Error Analysis and inter-language will be discussed and the methodology for doing error analysis will be presented.

<sup>[762]</sup> Having understood the mathematical logic behind the formation of each sentence, the students can much more easily translate the sentences.

The MI6 agents decided to report the case to the headquarters, <sup>[763]</sup> having been informed of the deadly plot to attempt the life of the Queen.

Having arrived home, he first went to bed to rest. <sup>[764]</sup>

Having realized that the strong claims of contrastive analysis were too ambitious and beyond the reach of contrastive grammars, Wardhaugh (1970) proposed a more reasonable *weak version* of contrastive analysis. <sup>[765]</sup>

## REDUCTION OF 'IF'

*When a sentence is composed of two independent sentences provided that no conjunction or conjunctive adverb conjoins the two. And at the beginning of one sentence, inversion happens (NP1 and A/B verbs are inverted) but the sentence is not interrogative. These show that at the beginning of the inverted sentence <sup>[766]</sup> subordinating conjunction 'if' was omitted. The rebuilt structure is an adverbial clause (ADV), that is, the rebuilt clause is a*

dependent clause and the other is an independent clause. In addition, the tenses of two sentences show the conditional sentences. <sup>[767]</sup>

The leading authorities of our political as well as administrative system selected by the people could easily improve the present horrible economic status lingering on the whole country, could the unit managers appointed to remove the current problems neglect their personal benefits and they always follow consider the public welfare prior to that of their own.

Had the students memorized all the advanced transformational rules with their application on real sentences, they wouldn't have failed in the final exam.

Had that assumption been met, a t-test could have been used.

## REDUCTION OF PREP <sup>[768]</sup>

- (Frequency) + ... <sup>[769]</sup> + time interval → frequency adverb

Actually, there exist some prepositional phrases (which most often function as an adverb) with an omitted preposition. The rebuilt constituent is often that sort of prepositional phrase.

For example, a course for immigrants who have been in the country <sup>[770]</sup> a few months could very effectively be based on a list of things that they suggest they want to be able to do in English.

For activities like speed reading, written composition, extensive reading, and dictation, the learners can record their performance on a graph <sup>[771]</sup> each time they complete an activity.

The housing market has been very sluggish **these past few years** .

The figure of my sister in her chair by the kitchen fire haunted me **night and day** .

The protesters blocking the entrance to the offices remained defiant **this morning** .

**Each year** the event takes place in a different region (Europe, Americas, or Asia-Pacific).

Information that is less striking has to be rehearsed more frequently <sup>[772]</sup> to be remembered and recalled more easily for a long period of time.

For effective retention and recall, new information must be associated with previous knowledge **to become** a part of the existing cognitive network.

**To incorporate** new material into their knowledge system, learners must have related information in their mind.

The processes involved in the preparation of information **to be stored** in long-term memory are rehearsal and elaboration.

No information is stored in short-term memory **to be retrieved** .

Information has to be retrieved at intervals <sup>[773]</sup> to be remembered longer.

At the peak of their labors, the work crews laid two to five miles of track <sup>[774]</sup> a day.

His well began to yield 20 barrels of crude oil <sup>[775]</sup> a day.

All his life, Carver battled against the disposal of waste materials and warned of the growing need to develop substitutes for the natural substances <sup>[776]</sup> being used up by humans.

Show film clips **a different number of times** to different Spanish classes (at the same proficiency level) followed by the showing of a new film clip of the same genre.

However, by defining English errors **the way** she did, Smith could not help but come up with the results that she did.

The learning of language will determine or influence **the way**, <sup>[777]</sup> we understand our culture and the world.

In this prison, there is a guard tower <sup>[778]</sup> situated in the center of the prison with the cells arranged in a circle some distance from the tower.

**The next year** farmers sent their first trainload of oranges east by a new railroad which provided a direct route between Los Angeles and Chicago.

Some of the most beautiful caves are formed in glaciers. Streams of melting ice and snow tunnel through the glaciers **the same way** that water from a faucet melts its way through an ice cube.

Most of my friends go to the hairdresser two or three times RT12 a month.

You should irrigate flowers two times RT12 a week.

## REDUCTION OF 'TO' <sup>[779]</sup>

It is believed that 'to' conjoins two or more verbs the same way as coordinating conjunctions conjoins the other constituents. If we consider 'to' as the conjunction which conjoins two verbs and makes one unified verb, this

*unified single verb may be preceded by NP1 and followed by NP2 and NP3. [780]\_An infinitive will almost always begin with 'to.' Exceptions do occur, however. An infinitive will lose its 'to' when it follows certain verbs.*

- NP + V1 + NP + {... [781]\_} V2
- NP1 + V {... [782]\_} V

**Usually, V1 is 'help, let, make, have, watch, see, hear, notice, feel, would rather, had better/best.'**

She had better {...} wash the dishes.

You had best {...} tell her that you won't be able to come to her party.

We had best {...} be going now.

I had better {...} leave a note so they'll know I'll be late.

She helped her husband wash the dishes.

She made her husband wash the dishes.

She watched her husband wash the dishes.

She would rather husband wash the dishes.

If you butter her up, maybe she will let you go.

Let me buy you a drink.

□ Is/was/am/are/were + V

*Between 'be' and V something must be omitted. If you want to join the two finite verbs, you should put 'to' between the two. This type of reduction most often happens in literary texts.*

When learning a first language, the process is relatively simple: all we have to do is [783]\_learn a set of new habits as we learn to respond to stimuli in our environment.

Again all you have to do is [784]\_enter your photo editing program and choose the right entry from a menu.

All you need to do is [785]\_select some nearby grass and copy it over the beer can.

What they do to describe in language the physical condition of snow is [786]\_create phrases (e.g., 'powder snow,' 'wet snow,' etc.).

When she asked me to postpone my trip to help her move house, I just snapped.

Metacognitive strategies also help us select different approaches for learning and remembering.

Contextualization which helps learners make meaningful associations is an aspect of meaningful learning.

### **Two or more RTs**

The response [787]\_they give to such stimuli will be reinforced if [788]\_successful, that is, if some desired outcome is obtained.

The purpose of Tables and Figures is to report data too numerous or complicated to be described adequately in the text. [789]

Climbing Everest has always been an extraordinarily dangerous undertaking and doubtless always will be, whether the people [790]\_involved are Himalayan neophytes [791]\_being guided up the peak or world-class mountaineers [792]\_climbing with their peers.

### **PRACTICE**

#### **What was omitted?**

If we were to do a statistical test, we would probably come up with a high p-value and we would have little confidence that our results would be the same [793]\_were the test to be repeated.

Since video detection systems such as those [794]\_used in automatic number plate recognition do not involve installing any components directly into the road surface or roadbed, this type of system is known as a *non-intrusive method* of traffic detection.

When [795]\_activated, the in-vehicle e-call device will establish an emergency call [796]\_carrying both voice and data directly to the nearest emergency point.

The minimum set of data contains information about the incident, including time, precise location, the direction [797]\_the vehicle was traveling, and vehicle identification.

Although the details of these calculations go beyond the scope of this chapter, it is useful to know that if we want to predict one variable from another, and we know details of the regression line, we can calculate, for any given words [798]\_addressed, the predicted height.

A Mann-Whitney U is appropriate because the interval data assumption of a parametric test was not met. <sup>[799]</sup> Had that assumption been met, a t-test could have been used.

All that has been shown is that there is a relationship between the number of words <sup>[800]</sup> used when addressing a child and a child's height.

<sup>[801]</sup> Used with other corroborating interviews or information, the interview may provide useful evidence.

<sup>[802]</sup> Expanding that connection, anthropologist Kroskrity suggested that it is profitable to think of language ideologies as a cluster of concepts consisting of four converging dimensions.

Notions of language and discourse are grounded in social experience and <sup>[803]</sup> often demonstrably tied to the promotion and protection of political-economic interests.

Is it a good idea to become bilingual? Just what is a bilingual? Will learning a second language affect one's intelligence? Should a young child learn a second language? If <sup>[804]</sup> so, when should that be?

Whenever <sup>[805]</sup> possible, witness the test yourself. If <sup>[806]</sup> not possible, see that the test is conducted by a qualified professional who can testify as to the procedures <sup>[807]</sup> used and the accuracy of results <sup>[808]</sup> obtained.

Data <sup>[809]</sup> available from vehicles are acquired and transmitted to a server for central fusion and processing.

Together we will deliver the latest intelligent transportation news and important industry initiatives to those <sup>[810]</sup> interested in the role <sup>[811]</sup> technology plays in improving mobility and building a safer, smarter, more efficient, and sustainable transportation system.

<sup>[812]</sup> Founded in 1991, ITS America's membership includes more than 450 public agencies, private sector companies, and academic and research institutions.

There are features that all topics <sup>[813]</sup> discussed here have in common.

Busy people want answers, and the answers <sup>[814]</sup> suggested by the topics <sup>[815]</sup> discussed here are increasingly messy and complex.

Then, too, such persons would have difficulty in using the knowledge <sup>[816]</sup> gained through one language when <sup>[817]</sup> operating in the other language(s), since thought is supposed to be language-specific and not universal, according to this theory.

A typical task provides participants with a moral dilemma, such as someone <sup>[818]</sup> having to steal medicine to save his wife, and examines the choice <sup>[819]</sup> they make and the justifications <sup>[820]</sup> given for it.

Thus the question for retrieval is (a) whether Turks will show reminders to the core cultural story; and, if <sup>[821]</sup> so, (b) whether their reminding will be influenced by surface similarity, structural similarity, or both.

In our studies we varied the kind of similarity between the target <sup>[822]</sup> given to the participants and the core cultural story (which is never presented).

When <sup>[823]</sup> making a choice, the decision maker recognizes the current situation as analogous to some previous experience and draws inferences from his/her previous choices (Markman & Medin, 2002).

When <sup>[824]</sup> used to name spatial relationships, 'on' tends to convey relatively greater figure control of the relationship (e.g., a fly on the plate), and 'in' tends to convey relatively greater ground control of the relationship (e.g., a fly in a hand).

## **PRACTICE**

### **What was omitted? Where?**

Using this system, children are able to distill and develop the complex grammatical system out of the speech of their parents.

Furthermore, in comparing children and adults, we may say that, given that the natural situation benefits children more than adults, the ESL context will benefit children more than it **will** adults.

Adult second-language learners will typically have significantly fewer good language-learning opportunities in a new language community than **will** children.

Taken over a two-day period, students sit tests in Chinese, English, mathematics, sciences and humanities.

While recognizable, her speech was somewhat strange, since she spoke in a high-pitched monotone manner (similar to that of the high-pitched voice of Genie).

If using a repeated-measures design, are the treatments counterbalanced?

Were this researcher to add yet another question, the design could have a fourth group.

Would anyone wishing to attend the meeting notify the secretary?

Nearly all trees contain a mix of polymers that can burn like petroleum when properly extracted.

When in the airplane, we can see that the grasslands are as uniform as a placid sea.

The model used for assessing the needs was the four-level model proposed by Chastain (2014).

The soil a concrete pavement or floor rests on is called the subgrade.

When using a curing compound, check with the supplier to ensure compatibility with surface coatings or adhesives for future overlay finishes such as vinyl or tiles.

When using pads the grooves may be rounded by laying a sheet of plastic across the concrete surface before stamping.

If in doubt, please consult an expert.

Use an even concrete mix when placing, compacting, and finishing and keep concrete evenly moist.

When using any chemicals mentioned in this chapter, always wear protective clothing, gloves, and shoes.

You can spend your study time writing a really good one-paragraph essay.

The disciplines involved in each study should be based on the natural and physical resources involved in that study.

Each study should involve a unique combination of agencies, depending on the resources involved.

Teachers do not wish to see learners put under the kind of pressure that happens in many modern educational systems.

Designed to select the most able to fill posts in the civil service, the examinations were free to enter, and open to anyone who wished to participate.

Subsequent sections of this chapter deal with the environmental issues generally encountered in all water resource development projects.

A related challenge was how to separate the trivial from the profound and the chafe from the grain in order to reach the heart of the matter.

One of the major challenges I faced was how to clear the room.

Before writing the first draft, it is important to plan which results answer the questions you posed in your research and which data can be left out.

At this time you will also be able to determine if you have all the data you need.

Before writing the first draft of your manuscript, it is important to organize the data you plan to present in the manuscript.

Those professionals familiar with the resources in the planning area should be consulted early in the planning phase.

These structures can be very effective, yet they require little maintenance if properly located and constructed.

The fish ladder is perhaps the most common method used to facilitate fish passage.

Where possible, the reservoir should contain a permanent conservation pool to ensure the continued survival of fish species.

These methods vary both in the type of information developed and their time and cost of application.

The methods now used include population census, remote sensing, radio telemetry, habitat analysis, and mathematical models.

The types of plants selected are of critical importance and should be selected by experienced wildlife managers.

The quality of the water impounded by a dam must be considered in the planning and design of a project.

Other tools useful in water quality analyses include physical modeling, algal assay tests, and anaerobic lake-bottom simulations.

The analysis of those constituents not subject to direct simulation is usually aided by temperature and dissolved oxygen models.

The rest of the reaeration system (motors and compressors to provide air to the underwater pipes) will be installed, if needed, when the reservoir is operational.

The proximity to population centers, unique qualities of the area, and project purposes affect the type and amount of use expected.

If boat docks and launches facilities are to be installed in these types of reservoirs, they must be designed to be functional over the range of water levels expected.

Figure 4-4 shows such a composite structure built by the Bureau of Reclamation.

Gravel foundations, if well compacted, are suitable for earth fill or rock fill dams.

Silt or fine sand foundations can be used for low concrete gravity dams and earth fill dams if properly designed, but they are generally not suitable for rock fill dams.

Thus, I would recommend to anyone interested in developing expertise in investigating civil engineering failures a thorough study of documented investigations.

The first thing required, therefore, is that students be given the reasons why particular ways of acting and thinking are considered desirable.

Whether done consciously or not, these interests can color the investigator's thinking.

The objective investigator must constantly be aware of this.

The forensic engineer must decline any opportunity where prior association with the project, firms, or individuals involved with the project may bias or may reasonably be perceived to bias the investigator's impartiality and objectivity.

It also may be necessary to establish the load and environmental history of the facility, such as in cases involving fatigue, fracture, or deterioration.

Learners of all languages are shown to have difficulty understanding and producing the intended meaning communicated by a speech act.

Common nondestructive testing methods employed include radiographic, ultrasonic, visual, dye penetrant, magnetic particle, and Eddy current methods.

Infrared thermography has been refined for general use in detecting heat loss. Used correctly it can be an effective tool for varied applications (e.g., detection of air leakage in walls, presence of moisture in roofs, and location of reinforcement in concrete slabs).

Poorly written, it can be a source of unending difficulty for the expert witness.

Often omitted from reports, these sections are essential to set forth why the investigation was undertaken and what work was performed.

When given, recommendations should be based only on other matter in the report.

If statistics are carried out using a computer-based statistical package (see later discussion), the results will be provided for you and there will be little need to consult a statistical table such as the ones given in this section.

Originally concerned only with roads, the traffic engineer now therefore finds himself more and more drawn to problems of suburban railways and several such systems are now being planned or built in the United States, Europe, and elsewhere.

I argue that framing publication problems as a crude Native vs non-Native polarization not only draws on an outmoded respect for 'Native speaker' competence but serves to demoralize EAL writers and marginalize the difficulties experienced by novice L1 English academics.

Chapter three, "Collaborative Writing: L2 Learning and Practice Opportunities," focuses on previous empirical research on collaborative writing in the L2 and centers around three main topics: (1) the nature of language in collaborative writing tasks, (2) the types of feedback between students when they collaborate to compose a text, (3) the opportunities collaborative writing tasks provide for students to practice real-life interaction in the L2.

Informed by Ellis's (2010) *Studies in Second Language Acquisition*, 32, 335–349) multiple-dimensional perspective on learner engagement with corrective feedback, this paper reports on a naturalistic case study involving four non-English major Chinese EFL learners which was conducted to explore how learners cognitively, behaviorally, and affectively engage with written corrective feedback.

For students, the need is obvious, given the complexity of the task and the high stakes associated with performing it well.

The second group we can usefully target consists of faculty and policy makers who don't necessarily have (or want) a role in teaching students to use sources appropriately, yet who are nonetheless involved in issues associated with inappropriate source use.

Driven by the gap, this methodological synthesis reviews the state-of-the-art research on the effectiveness of corrective feedback in L2 writing.

Analysis of the ways this pedagogy facilitated awareness in the student and progressive understanding in the teacher suggests implications for a pedagogy of voice.

Using a teacher knowledge framework and Vygotskian sociocultural theory analytical, this study traces changes in teachers' understanding of this single concept as they move through the various stages of the assignment, as well as examining how the teachers' interactions with instructional materials and the teacher educator mediated their developing understanding.

Based on the framework of systemic functional linguistics (SFL), this study investigates the changes in foreign language (FL) writers' genre awareness and meaning-making choices when instantiating the genre of summary over a semester-long course.

English as an additional language (EAL) researchers in scientific fields, anxious about the language quality of their English language manuscripts, may consult English-teaching colleagues without scientific backgrounds or training in editing.

This study examined English teachers' concerns in the act of editing, and the strategies they employed when grappling with uncertainty.

The three most common concerns identified in think-aloud transcripts were, in order of frequency, non-technical word usage, content/meaning issues, and technical term usage.

We are guided in the first analytic pass by RGT which posits that generic utterances are, fundamentally, instances of repeated social action (Miller, 1994) and that, generally speaking, genre stability as indicated by regularized textual form arises from habitual responses to recurring social exigencies.

Without propositional hedging, one simply is not abiding the social contract scientific discourse requires.

The present study identifies the problems that students of the Educational Science Faculty of the Complutense University of Madrid encounter when revising and rewriting texts.

Aware of these critiques of SFL and the lack of progress that SFL-based pedagogies have made in supporting students and teachers in shunting between genre and register features to support critical understandings of how academic texts work in and across contexts, Martin (2000) writes ....

Although still not advanced in his degree study and not very well-read in his field, Ali seemed to respond to a research article quite thoughtfully, as seen in Excerpt 7.

Had the necessary amplifiers and the right kind of lights been available, this system would have worked.

Anxious to check inflation and rising living costs, the federal government appointed a board of grain supervisors to handle deliveries from the crops of 1917 and 1918.

If fully occupied, the two World Trade Center towers in New York City would alone generate 2.25 million gallons of raw sewage each year -- as much as a city the size of Stamford, Connecticut, which has a population of more than 109,000.

Do not change your style of reading as this is the correct way to read when at university.

If submitting to a peer-reviewed section of the journal, the instructions in *Ensuring a Blind Review* have been followed.

## REDUCTION OF D VERBS

*The omission of D verbs because the D verb is repeated somewhere else in the sentence.*

Nonnative students with a relatively high academic standing employ significantly higher median rates of simple syntactic and lexical features than newly admitted first-year NS students **do** .

There must be some other factors that lead us to distinguish connected texts that make sense from those that **do not**

One thing Helen did have that some of the other children did not <sup>[825]</sup> is a loving family.

There is the concern that bilingualism might somehow retard first- or even second-language development with the result that, for example, a child raised with two languages might never really learn either language as well as **would** monolingual speakers of those languages.

For example, after having learned English as a first language, learning French would not be as difficult as **would** learning Japanese.

A learner would not be starting at zero as he or she **would** if learning Japanese.

The group that received explicit grammar instruction before reading a passage with those grammatical elements will have higher comprehension scores than **will** those who had vocabulary instruction before reading a passage with those vocabulary items.

The group that received explicit grammar instruction before reading a passage with those grammatical elements will have a different level of comprehension than **will** those who had vocabulary instruction before reading a passage with those vocabulary items.

Suppose that the t-test indicates that the learners from Group 1 score significantly better on their end of semester exam than **do** the learners from Group 2.

However, once learners have attained an intermediate or advanced level of proficiency in the

L2, they are expected to be able to produce sustained prose (“writing”) that expresses or creates meaning in ways that resemble the ways that well-formed texts in the target language **might** .

**When ‘not’ is used after ‘but’ to express a contrast, often leave out predicate or parts of the sentence in the second clause.** <sup>[826]</sup>

You can look but **not** touch. (You can look but you can’t touch.)

Write the instructions in capitals but **not** in bold. (Write the instructions in capitals but don’t write them in bold.)

There were a few problems but **not** too many. (There were a few problems but there weren’t too many problems.)

### Insertion transformation

*Expletive pronouns* <sup>[827]</sup> are the most frequent words in the insertion transformation.

### Inversion transformation

The normal English order of (NP1) (A/B/C/D)verb (NP2) (NP3) is disturbed only occasionally but under several circumstances. Use inversion in several different situations in English. Inversion just means putting the A/B verb before NP1.

**With two tenses, just change the places of the verb and NP1.**

- Present simple with 'be': am I/are you/is he
- Past simple with 'be': were you/was she

**With three- and four-word verbs <sup>[828]</sup>, just change the places of the first verb (A/B) and NP1.**

will you be going  
will they have gone  
will she have been going

**In the two one-word tenses (simple past and simple present), add 'do/does/did' to make the question form. To do so, change the main verb back to the infinitive.**

do you go  
does he go  
did we go  
did they go

There are two types of inversion:

- NP1-verb inversion, where NP1 and the main verb switch positions and the word order becomes verb + NP1.

On the top of the hill **stood an old oak tree** .  
You're hungry, **aren't you** ?

- NP1-auxiliary inversion, where NP1 and the auxiliary switch positions and the word order becomes A/B verb + NP1 (+ verb).

Hardly **had I** arrived home when my phone rang.  
When **does the bus** leave?

**We usually invert NP1 and A/B verb in the following situations.**

Questions

*In questions, NP1 and A/B verb are inverted routinely. <sup>[829]</sup>*

### Expletive constructions

*In expletive constructions, NP1 is placed after the verb. <sup>[830]</sup>*

Direct speech

*In the direct speech, if the quotation precedes the reporting verb, NP1 and the reporting verb can be inverted. But if NP1 is a personal pronoun, there is no inversion.*

“Help me!” **cried Farmer Brown** .  
“I think you are wrong,” said Hamis.  
“Good morning,” **he said** .

To give prominence or focus

*To give prominence or focus to a particular word or phrase, put the complement in the initial position and NP1 after the verb.*

**Of more concern today is** the general design of the test.

**Even more controversial is** the use of standards-based assessment in immigration policy.

**Even more important is** the chapter dealing with ordnance.



Reflective of these differences is <sup>[831]</sup> the lexicons of the two fields, which themselves can create L1–L2 communication obstacles, as we have seen in our own cross-disciplinary interactions.

Of particular relevance in these three excerpts is Marc's comment.

Accompanying the evolution in this journey of linguistic discovery is his gradually, increasingly sophisticated understanding of the discipline-specific practice of academic criticism.

Of interest is <sup>[832]</sup> 1) what first-year students anticipate they need to do and know, and 2) how final-year students reflect on what they have learnt in terms of academic literacies and related skills.

At the heart of the redesign of Higher Education qualifications in South Africa lies the issue of increasing evidence of student difficulties in integrating different forms of knowledge.

Due to a slight technical hitch the concert will be starting half an hour late.

Below the wearing surface is a layer of stone or gravel called the base, and below this again there may be a further layer of stone called the sub-base laid directly on the foundation.

Among the first things you must establish are the project location and names of the key players.

In the distance <sup>[833]</sup> was a solitary building.

The best known of these is the Suez Canal, which is at sea level.

Basic to any understanding of Canada in 20 years after the Second World War is the country's impressive population growth.

Closely linked with anxiety is self-confidence or perceived competence.

Conditionals

**Use inversion instead of 'if' in conditionals with 'had,' 'were,' and 'should.'** <sup>[834]</sup> This is quite formal.

Had I been there, this problem wouldn't have happened.

Had we arrived sooner, we could have prevented this tragedy!

Adverbial expression of place

**Use inversion if you put an adverbial expression of place at the beginning of the sentence. This is quite formal or literary.**

Just behind the upper teeth is a small protuberance that you can feel with the tip of the tongue . <sup>[835]</sup> This is called alveolar ridge.

Behind the blade is what is technically called the front of the tongue.

Before the table sat a man , unlike an ordinary human being.

Floating on the oceans every year are 7,659 trillion metric tons of ice encased in 10,000 icebergs that break away from the polar ice caps, more than ninety percent of them from Antarctica.

On the table, before his bended head, lay a sheet of paper on which something was written in a tiny hand.

Negative adverbials

*Inversion happens any time you begin a clause with a negation or negative-like word or phrase. Such negative phrases as hardly, never, seldom, rarely, only then, not only ... but (also) ..., no sooner, barely, scarcely, only later, nowhere, little, only in this way, in no way, on no account, not one, not once, not until, never again, and nor introduces inverted word order. In negative constructions, NP1 and A/B verb are replaced. It also sounds quite formal.* <sup>[836]</sup> *In the expressions such as 'not until,' 'not since,' 'only after,' 'only by,' the inversion comes in the second part of the sentence.*

Neither would telling a lie be possible if thought is a kind of speech.

Not only, would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars.

Not only, are the ankle and foot abnormal but the whole calf is involved.

Not until a monkey is several years old, does it begin to exhibit signs of independence from its mother.

I don't believe a word she says, nor does my brother. Come to think of it, neither does her father.

The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).

Never does he check his answers.

Not only, has the term "learner engagement" been often used without being clearly defined, but few studies have sought to investigate this aspect.

Not only **is fermentation** useful in producing dairy products, but also it is used for rapid reproduction of bacteria in scientific research. <sup>[837]</sup>

Not only **was Jesse James** an outlaw, but he also won the hearts of many as a chivalrous hero. <sup>[838]</sup>

No sooner **had I said** the words than I knew that my tongue had betrayed me. <sup>[839]</sup>

Not only **do real writing tasks not begin** with a particular form which merely awaits content in order to become a completed text, but content itself usually does not get generated without the writer first having a purpose for writing.

Not only **should speaking and listening be integrated**, but I will also be making the case for teaching interactive listening strategies, which, in fact, bridge the gap between these two skills.

No prisoner can see into the cell of another prisoner, **nor can he see** if there is a guard in the tower – but he assumes that he is being watched.

The submission must not have been previously published, **nor should it be** under consideration for publication elsewhere.

No such difference has ever been noted, **nor has it ever been observed** that deaf children who acquire language late undergo a radical change of perception.

**Not only are viruses** too small to be seen with a light microscope, they also cannot be detected through their biological activity except as it occurs in conjunction with other organisms.

**Never** in the nation's history **had Americans worked** harder for victory than in the Civil War.

**Never could von Humboldt have dreamed** that the German national character and spirit (of which he was so proud), along with the German language, would be held in such disrepute by other countries as to result in their demanding the banning of anything German!

Not only was this book one of America's first best-sellers, but it was also the first account of the American Indians of the southeastern coast.

**No sooner had the first intrepid male aviators safely returned** to Earth than it seemed that women, too, had been smitten by an urge to fly.

Perhaps **never again will a single computer game** like *Pacman* **capture** so much public attention.

**Use inversion only when the adverb modifies the whole phrase, not when it modifies the noun.**

Hardly anyone passed the exam. (No inversion.)

### Here and there

*Inversion can happen after 'here' and 'there' when it is as an adverb of place. After 'here' and 'there,' use a D verb without an A/B verb.*

**Here** comes the bus!

**Here's** your coffee.

I opened the door and **there stood Jim** .

She looked out and **there was Angela** .

*After 'so,' <sup>[840]</sup> 'as,' 'neither,' 'either,' 'such,' <sup>[841]</sup> ...*

He is from Koorea, as is Jim.

He will come, either will she.

I believe her; so does my brother.

I do not go, neither do I.

Such are the days of our lives.

Such is the moment that all greats traverse.

Such is the stuff of dreams.

after 'so + adjective...that'

So beautiful was the girl that nobody could talk of anything else.

So delicious was the food that we ate every last bite.

For emphasis and literary effect

Into the jaws of Death, ....

Into the mouth of Hell ....

Rode the six hundred.

Comparatives <sup>[842]</sup>

Footballers run faster than volleyballers do.

You speak German better than do I.

The comparative, the comparative. <sup>[843]</sup>

The less error <sup>[844]</sup> the measurement has, the more reliable a test is.

The longer and faster your run-up is , the higher your jump will be.

Ving at the beginning of the sentence

Coming last in the race was Jim.

P.P. at the beginning of the sentence

Hidden <sup>[845]</sup> in the suitcase were wads of banknotes . <sup>[846]</sup>

Scattered through the seas of the world are billions of tons of small plants and animals called *plankton* .

Associated with this kind of teaching is the publication of test preparation materials on an industrial scale, and the growth of private schools that specialize in test preparation.

Adjective at the beginning of the sentence

Primary among these assumptions are the following.

Central to understanding score meaning lies the question of what evidence can be presented to support a particular score interpretation.

Introductory comparative

More important than your letter of motivation is your GPA.

Sentences beginning with an adverb or an adverbial

*Inversion happens when a sentence begins with an adverb or an adverbial clause or adverb phrase. Inversion happens any time you begin a clause with a adverbial word or phrase such as rarely, only rarely, very seldom, only, only after, only when, but also, etc. introduces inverted word order.*

Rarely does he check his answers .

Only when reminded does he check his answers .

A power test revealed that even had there been the same number of subjects in the American group as in the Turkish group, the probability that all of the above differences would hold among the Americans would have been very low (less than 2.5% for the first experiment and less than 5% for the second experiment).

Only then can the proposition in which they are embedded be understood .

Vygotsky (1998) believes that only in concepts can new content be assimilated in a comprehensive form.

Only when variance is more than 1, do we have possibility of standard deviation being smaller than variance.

What is striking is that, not only do children acquire a number of grammatical morphemes in a fixed order, but they also follow fairly rigid stages during the acquisition of a given area of grammar.

Only if the study of modern European languages become general will full mutual understanding and cooperation be possible in Europe.

Only through tackling the most difficult topic first does everything else fall into place much more easily.

Only by careful observation of sample concordance lines can it be possible to fulfill these tasks.

Only through tackling the most difficult topic first does everything else fall into place so much more easily.

Her words to the press were deliberately equivocal – he did not deny the reports but neither did he confirm them.

Under a tree, was sitting one of the biggest men I have ever seen . <sup>[847]</sup>

On the bed, lay a beautiful young girl. <sup>[848]</sup>

Explication is not relevant to the Natural Situation because rarely will people be able to explain grammatical points in the learner's native language.

In the classroom situation, adults will do better than young children because not only are they better in explicative (deductive) processing but, simply put, they know how to be students.

Only by this prior motor act can we understand speech.

This has been explicitly highlighted by Diane Larsen-Freeman and Lynne Cameron (2008, p. 75) who draw attention to the fact that 'the behavior of a complex system is not completely random, but neither is it wholly

predictable .’

In fact, people do not lose the meaning of words **nor are they** unable to think when a limb is lost or their larynx is removed.

**Rarely are stimuli recorded** in exactly the same manner as they are received.

**Only** after food has been dried or canned, **should it be stored** for later consumption.

Television was not invented by any one person. **Nor did it spring** into being overnight.

**Only** when the droplet grows to a diameter of 25 inch or larger **can it fall** from the cloud.

Because we are women, **seldom are we trusted** to do an efficient job.

### **PRACTICE**

Which type of inversion in the following sentences?

But perhaps his greatest legacy of all are <sup>[849]</sup> the haunting images of the human struggles that he captured.

Sycophantic means (of a person or of behavior) praising people in authority in a way that <sup>[850]</sup> is not sincere, usually in order to get some advantage from them.

He gazed once more around the room, wherein **were assembled his entire family** . <sup>[851]</sup>

He was certainly a pleasant man but wherein **lay his charms** , she wondered. <sup>[852]</sup>

Learners’ processes have been central – but also **studied is the work of teachers** , the other major participants in pedagogies.

In that shock a pure gap opened, and in that gap was laid bare a sheer immediate awareness of the present ... and that naked simplicity was also radiant with the warmth of an immense compassion.

Below are some examples of principles that are at the core of real action.

Also important to our teaching can be the technological tools, the many sources available to students on the Internet for their writing, in particular.

The principal finding was that the bilingual children from Hawaii had many more errors in their English speech **than** did their Iowa counterparts.

Simultaneous bilingual children , **it seems**, tend not to do this as much.

Standard error of the difference between sample means (SED) is based on the assumption that the distribution of differences between sample means is normal. This distribution , **because it is normal**, will have its own mean and standard deviation.

Imitation of this sort , **teachers might argue**, allows students to develop fluency in the production of complete texts that exhibit at least some native-speaker like discourse style.

Often, they are asked to reflect in writing, and perhaps **but not always are they** commonly asked to engage in some kind of reading prior to writing, especially for source-based writing assignments.

In it are combined the ceremony of power and the form of the experiment, the deployment of force and the establishment of truth.

In the left column is the ‘justification’ for testing, which can take the form of evidence or consequences of testing.

This is entirely in keeping with, but an expansion of, Messick’s (1989) view that at the heart of validity was **investigating alternative hypotheses to explain evidence collected as part of the validation process** .

Also **prominent in the data are individual differences** in learner engagement with WCF, which may be attributed partly to learners’ beliefs and experiences about WCF and L2 writing, their L2 learning goals, and to the interactional context in which WCF was received and processed.

The universe consists of billions of galaxies flying apart as if from an explosion that set it in motion. It is not lopsided, **nor does it** rotate.

Only when we have addressed these issues **will we be** able to provide accurate information to students of English for Science and Technology (EST).

Barcelona is ideal for international researchers that need a short rejuvenating break away from their university campus. The city is a banquet for all the senses, though perhaps mainly for sight. **Not far behind are the pleasures** of the palate.

**Among the advantages of affording students a materialized orienting basis, as argued by Gal’perin (1989)** , is that the SCOPA makes it easy for students to apply systematic knowledge during problem solving without prior memorization.

The output of light and heat of the Sun requires that some 600 million tons of hydrogen be converted into helium in the Sun every second. **This the Sun** has been doing for several thousands of millions of years.

It is here that is to be found **the source of the energy that the Sun constantly pours out into space as light and heat** .

Probably nowhere in the country **is this more true** than at the Philadelphia Museum of Art, which needed additional space for decades and which received its last significant **facelift** ten years ago.

Throughout all of these works, moreover, **runs the thread of freedom** (equal treatment) for women.

Of particular interest in this regard are models of communicative competence . <sup>[853]</sup>

To this classification must be added what Lynch (1995) calls interactive listening strategies . <sup>[854]</sup>

Before becoming famous as the inventor of the telephone (and after, as well), Bell was a noted educator of the deaf, **as was his Scottish father before him** . Bell's mother and his own wife were deaf.

**From the influence of the father came modern inferential statistics** , which is based squarely on theories of probability.

**Among her early teachers were Hanya Holm** , the dancer and choreographer who introduced the Wigman system of modern dance instruction to the United States, **and Helen Tamiris** , the Broadway choreographer.

**Beyond the relationships between members of the same immediate family** is a wider set in which there are ascribed dependency obligations and rights for as long as either party to the relationship lives. And **beyond this** is another set of relationships in which there are no such lifetime obligations.

He gazed once more around the room, wherein **were assembled his entire family** .

**Perhaps most telling is** the preservation of the huge Ghirardelli sign as an important landmark; it is such improbable, irrational, and cherished idiosyncrasies which give cities identity and character.

**With the acceleration of industrial growth came** acute urban crowding and accompanying social stress conditions that began to approach disastrous proportions when, in 1888, the first commercially successful electric traction line was developed.

Therefore **behind the Group's desire to paint the Canadian landscape lay** the genuine of county and state boundaries.

Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, **says economist Juliet B. Schor of Harvard University** .

Then, there is a group of people for whom working every evening and weekend is normal, and **frantic** is the tempo of their lives.

#### Order transformation

Violation of order of constituents <sup>[855]</sup> happens in case of possessive nouns <sup>[856]</sup> , RT <sup>[857]</sup> , postpositive adjectives, and the adverb 'enough.'

## GRAMMATICAL RELATIONS

In linguistics, **grammatical relations** <sup>[858]</sup> (also called *grammatical functions*, *grammatical roles*, or *syntactic functions*) refer to functional relationships between constituents in a clause. The grammatical functions from traditional grammar are subject, direct object, and indirect object. Many modern theories of grammar are likely to acknowledge numerous further types of grammatical relations (e.g., complement, specifier, predicative, etc.). Three grammatical relations are as follows: subject, first object, and second object. <sup>[859]</sup>

### Subject

Subjects are ordinarily the only argument (NP1) to precede the predicate in English. A great variety of thematic roles can be expressed as subjects (NP1). The **subject** <sup>[860]</sup> of a sentence is the person, place, thing, or idea that is doing or being something. The do-er or the initiator of action in a sentence is referred to as the **agent** of the sentence. To find the subject of a sentence, ask the question, "Who or what 'verbs' or 'verbed'?" and the answer to that question is the subject. For instance, in the sentence "The computers in the Learning Center must be replaced," the verb is "must be replaced." What must be replaced? The computers. So, the subject is "computers."

**In an active sentence, the subject is the agent.**

The Johnsons added a double garage to their house.

The jury returned a verdict of manslaughter.

**In a passive sentence, <sup>[861]</sup> the agent is not the subject. In fact, sometimes a passive sentence will not contain an agent.**

The dean's report was reviewed by the faculty senate .

Three cities in the country's interior were bombed.

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Thematic relation	Example sentence
Agent	<b>The lions</b> devoured the wildebeest.
Instrument	<b>This key</b> opens the door to the main office.
Cause	<b>Hurricane-force winds</b> demolished much of the town.
Experiencer	<b>The rhesus monkey</b> had never seen snow before.
Recipient	<b>The workers</b> were given a raise.
Goal	<b>The summit</b> wasn't attained until years later.
Path	<b>An unpaved road</b> led up to the shanty.
Theme	<b>The wildebeest</b> was devoured by the lions.

## Object

An **object** is the part of a sentence that gives meaning to the subject's action of the verb. An object in grammar is a part of a sentence, and the object is often part of the predicate. <sup>[862]</sup>

Angela caught the baseball.

Subject	Verb	Object
Angela	caught	baseball

First vs. second object

## FIRST OBJECT

'First object' is the NP that typically follows a transitive verb. A wide variety of thematic roles can be expressed as first objects.

Thematic relation	Example sentence
Experiencer	The children's drawings pleased <b>their parents</b> no end.
Instrument	You should use <b>this key</b> for the door to the main office.
Recipient	They gave <b>the workers</b> a raise.
Goal	We reached <b>our hotel</b> after a subway ride of less than ten minutes.
Path	We drove <b>the scenic route</b> .
Measure	The performance lasted <b>two hours</b> .
Theme	The lions devoured <b>the wildebeest</b> .

## SECOND OBJECT

'Second object' only occurs with ditransitive verbs. Unlike the other grammatical relations, second objects are thematically very restricted--namely, to themes . Nevertheless, there is no one-to-one correspondence between the thematic role of theme and the grammatical relation of second object. This is because, although second objects must be themes, themes do not need to be expressed as second objects.

Thematic relation	Example sentence
Theme	They gave the workers <b>a raise</b> .

Direct vs. indirect object

A **direct object** <sup>[863]</sup> answers the question of 'who(m)' or 'what.' That is, a direct object is the receiver of action within a sentence. The direct object in "He hit the ball" is 'the ball.' In the sentence above, 'baseball' is a direct object by asking the question: What did Alice catch? She caught the baseball. Baseball is the direct object.

An **indirect object** answers the question of 'to whom,' 'for whom,' or 'for what.'

Max pitched Alice the baseball. 'Alice' is the **indirect object** of the verb *pitch* . (To whom did Max pitch the baseball?)

They sent him a postcard. 'him' is the **indirect object** of the verb *sent*. (To whom did they send a postcard?)

He bought his son a bike. ‘ his son ’ is the **indirect object** of the verb *bought* . ( *For whom* did he buy a bike?)

**Object-form pronouns such as *me, him, us, and them* are not always an indirect object; they will also serve, sometimes, as a direct object. They act both as NP2 and NP3.**

## THEMATIC RELATIONS

In linguistics, thematic relations, <sup>[864]</sup> within certain theories, are the various roles that a noun phrase may play with respect to the action or state described by a governing verb, commonly the sentence's main verb. It is often convenient to identify arguments in terms of the following thematic roles <sup>[865]</sup>, which are illustrated below. Thematic relations are purely semantic descriptions of the way in which the entities described by the noun phrase are functioning with respect to the meaning of the action described by the verb. A noun may bear more than one thematic relation. Almost every noun phrase bears at least one thematic relation (the exception are expletives <sup>[866]</sup>). Thematic relations <sup>[867]</sup> on a noun are identical in sentences that are paraphrases of one another.

### Agent

‘agents’ <sup>[868]</sup> (doer of the action or NP which deliberately performs the action) are arguments that bring about a state of affairs. Verbs are underlined.

**The lions devoured** the wildebeest.

**The boys caught** some fish.

**My mother wrote** me a letter.

**Bill ate** his soup quietly.

### Instrument

‘instrument’ is used to carry out the action.

**This key opens** the door to the main office.

They must have used **indelible ink** .

**An economic downturn put** thousands of workers out of work.

Jamie cut the ribbon **with a pair of scissors** .

### Force or Natural Cause

‘force’ or ‘cause’ mindlessly performs the action. In other words, it is what caused the action to occur in the first place; not for what, rather because of what.

**An avalanche destroyed** the ancient temple.

**Hurricane-force winds demolished** much of the town.

**An epidemic killed off** all of the tomatoes.

**Because Clyde was hungry** , he ate the cake.

### Experiencers

‘experiencers’ are arguments that undergo a sensory, cognitive, or emotional experience, that is, the entity that receives sensory or emotional input.

**Many people fear** snakes.

**Susan heard** the song.

**I cried** .

**Their resourcefulness struck** her as admirable.

**The rhesus monkey had never seen** snow before.

### Stimulus

‘stimulus’ is the entity that prompts sensory or emotional feeling - not deliberately.

David Peterson detests **onions!**

### Recipients

'recipients' are arguments that receive something (whether good or bad) in a situation. In other words, 'recipient' is a special kind of goal associated with verbs expressing a change in ownership, possession.

I sent **John** the letter.

He gave the book **to her** .

I'd like to send this package to **my sister** .

They gave **the workers** a raise.

He spared **me** his usual sob story.

I paid **my landlord** the rent.

**Recipients can be the endpoints of paths.**

I'd like to send this package to *France*. ( to + *France* = path)

Lucky raced across the lawn to *the edge of the forest*. ( to + *the edge of the forest* = path)

Lucky raced across the lawn to the edge of the forest.

We drove *the scenic route*.

### Source or Origin

'source' or 'origin' is where the action originated.

The rocket was launched **from Central Command** .

She walked **away from him** .

### Location

'location' is simply a place; like recipients, it can serve as endpoints of paths. In other words, location is where the action occurs.

We put the book **on the shelf** .

Johnny and Linda played carelessly **in the park** .

I'll be **at Julie's house** studying for my test.

### Direction or Goal

'direction' or 'goal' is where the action is directed towards.

The caravan continued on **toward the distant oasis** .

He walked **to school** .

### Measure or Amount

'measure' or 'amount' express extension along some dimension (length, duration, cost, and so on).

They rowed **for three days** .

The book costs **ten dollars** .

### Theme

'theme' <sup>[869]</sup> refers to an argument undergoing motion of some sort, including motion in a metaphorical sense, such as a change of state. In other words, **theme** undergoes the action but does not change its state. As is usual in the syntactic literature, we will also use the term for arguments that are most 'affected' in a situation or for the content of an experience.

They gave the workers a raise.

I'd like to send **this package** to France.

We believe in one **God** .

I have **two children** .

I put **the book** on the table.

**He** gave **the gun** to the police officer.

**The lions** devoured *the wildebeest*.

### Patient

'patient' <sup>[820]</sup> undergoes the action and changes its state.

The falling rocks crushed **the car** .



### Beneficiary

'beneficiary' is the entity for whose benefit the action occurs.

I baked **Reggie** a cake.

He built a car **for me** .

I fight **for the king** .

### Manner

'manner' is the way in which an action is carried out.

**With great urgency** , Tabitha phoned 911.

### Purpose

'purpose' is the reason for which an action is performed.

Tabitha phoned 911 right away **in order to get some help** .

### Time

'time' is the time at which the action occurs.

The pitcher struck out nine batters **today** .

Finally, it should be noted that most thematic roles are not restricted to being expressed as NPs, but they can also be expressed as **prepositional phrases**.

Thematic relation	Example sentence
Instrument	The door to the main office can be unlocked <b>with this key</b> .
Agent	The wildebeest was devoured <b>by the lions</b> .
Cause	Much of the town was demolished <b>by hurricane-force winds</b> .
Experiencer	Snakes are feared <b>by many people</b> .
Goal	I'd like to send this package <b>to France</b> .
Path	Lucky raced <b>across the lawn</b> to the edge of the forest.

## PUNCTUATION

Punctuation is the marks, such as full stop, comma, colon, semicolon, brackets, etc., used in writing <sup>[871]</sup> to separate sentences and their elements and to clarify meaning.

In written English, punctuation is vital to disambiguate the meaning of sentences. For example: "woman, without her man, is nothing" (emphasizing the importance of men), and "woman: without her, man is nothing" (emphasizing the importance of women) have very different meanings; as do "eats shoots and leaves" (which means the subject consumes plant growths) and "eats, shoots, and leaves" (which means the subject eats first, then fires a weapon, and then leaves the scene). The sharp differences in meaning are produced by the simple differences in punctuation within the example pairs, especially the latter. <sup>[872]</sup>

### Period

Use a period

- 1) to end a complete sentence. The teacher gave an exam. The students took an exam.
- 2) with abbreviations: Dr. Jonson arrived from Washington, D.C., at 6 p.m. Notice that when the period ending the abbreviation comes at the end of a sentence, it will also suffice to end the sentence. Also notice that when an abbreviation ends a question or exclamation, it is appropriate to add a question or exclamation mark after the abbreviation-ending period: Did you enjoy living in Washington, D.C.?
- 3) put a decimal point in fractions. 1.5 degrees, 0.23 s, 12.99 grams, 9.8 centimeters, -1.09 °C

## Comma

### Use a comma

- 1) between elements (including before and & or) in a series of three or more items. Comma functions as a conjunction → . Mike, Jim, and/or Jack discussed on the matter. In a few easy-to-learn steps, we can show you how to write clear, concise, and correct letters.
- 2) to set off a nonessential or nonrestrictive clause, that is, a clause that embellishes a sentence but if removed would leave the grammatical structure and meaning of the sentence intact. Switch A, which is on a panel, controls recording device.
- 3) to separate two independent clauses joined by a conjunction. Jack came in, and Jim went out.
- 4) to separate groups of three digits in most numbers of 1,000 or more. 1,000,000 dollars/ 159,456 people
- 5) before and after Post-M1, the same way as appositives
- 6) between PRE-M2s if the order (sas.com) is violated (write: Pre-M2, Pre-M2, Pre-M2, Pre-M2 N)
- 7) between PRE-M2s if adjectives from one class stacked

### Don't use a comma

- 1) between elements of two items. Use conjunction instead. Ali and Hasan came in. Ali and Hasan came in and went out. In and out of the class are full of students. The weather bureau has infallible and advanced instruments.
- 2) before an essential or restrictive clause. The switch that stops the recording device also controls the light.
- 3) between the two parts of a compound predicate. Hasan came in and went out.
- 4) between Pre-M1, Pre-M2, and N

## Colon

### Use a colon

- 1) in ratios and proportions. The proportion (Oxygen:Hydrogen) is 1:2. The proportion of men to women in this class is 1:3. <sup>[873]</sup>
- 2) between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. They have agreed on the outcome: Turkish students perform better than do the American students.
- 3) in references between place of publication and publisher. London: Sage Publications.

### Don't use a colon

- 1) after an introduction that is not a complete sentence. The formula is  $S = (NP1) + V + (NP2) + (NP3)$ . The command was 'start firing.'

## Dash

*Think of dashes as the opposite of parentheses. Where parentheses indicate that the reader should put less emphasis on the enclosed material, dashes indicate that the reader should pay more attention to the material between the dashes. Dashes add drama—parentheses whisper. It is important to distinguish between dash and hyphen. Hyphens are shorter lines (-); they are most often used to show connections between words that are working as a unit (for example, you might see adjectives like “well-intentioned”) or to spell certain words (like “e-mail”).*

### Use a dash

- 1. To set off material for emphasis.** Dashes can be used for emphasis in several ways: (a) A single dash can emphasize material at the beginning or end of a sentence, (b) Two dashes can emphasize material in the middle of a sentence. Some style and grammar guides even permit you to write a complete sentence within the dashes, and (c) Two dashes can emphasize a modifier. Words or phrases that describe a noun can be set off with dashes if you wish to emphasize them.
- 2. To indicate sentence introductions or conclusions.** You can sometimes use a dash to help readers see that certain words are meant as an introduction or conclusion to your sentence.
- 3. To mark “bonus phrases.”** Phrases that add information or clarify but are not necessary to the meaning of a sentence are ordinarily set off with commas. But when the phrase itself already contains one or more

commas, dashes can help readers understand the sentence.

4. **To break up dialogue.** In written dialogue, if a speaker suddenly or abruptly stops speaking, hesitates in speech, or is cut off by another speaker, a dash can indicate the pause or interruption. <sup>[874]</sup>

### Examples

The goal of some types of second language research is to go beyond uncovering information about how a particular group of students—for example, those enrolled in first-year Spanish—learn a particular part of the language.

Although the first two—standard error of the mean and standard error of the difference between sample means—are not concepts that are presented in research reports, they are important for conceptualizing the statistics presented later in the chapter.

There are two types of t-tests—one is used when the groups are independent and the other, known as a paired t-test, is used when the groups are not independent, as in a pretest/posttest situation when the focus is within a group (a person's performance before treatment compared with his or her own performance after treatment).

If the outcomes are not particularly generalizable across people, settings and tasks – or different ‘ecological conditions’ – it doesn’t matter too much.

This means that we cannot separate the actual practice of writing tests and assessments – the nuts and bolts of test design and creation – from our values.

In ‘real world’ communication there is always a context – a place where the communication typically takes place, a subject, and people who talk.

The role of the language tester is to collect evidence to support test use and interpretation that a larger community – the stakeholders (students, testers, teachers and society) – accept.

### Hyphen

#### Hyphenate

- 1) a compound with a participle when it precedes the term it modifies. An English-speaking country, a well-known actress, a well-paid job, a fast-growing business .
- 2) an adjective-noun compound when it precedes the term it modifies. The middle-class families, low-frequency words,
- 3) a compound with a number as the first element when it precedes the term it modifies. 12<sup>th</sup> -grade students, a 16-second interval, a 4-wheel drive, a 2-bed room,

### Examples of hyphenated compounds <sup>[875]</sup>

For analyses of variance, there is a between-group and within-group difference. <sup>[876]</sup>

Though research into concentrations of grammatical items, is still important, especially in languages for specific purposes contexts, a number of recent projects have dealt with text-related issues that are fully as central to teaching but more difficult to operationalize.

The purpose of this chapter, then, is to explore past writing-related research and look to the future, particularly as it relates to teaching.

One group may include more learners with off-campus jobs, for example, whereas another group may include those who are exclusively studying full-time.

A spot-the-difference task was used to study English as a Second Language question use among learner dyads.

Many second language research studies involve a comparison between two or more groups. This is known as a between-groups design.

The New York Press coined the term "\_\_\_ kid journalism" in early 1897 after a then-popular comic strip to describe the down market papers of Pulitzer and Hearst, which both published versions of it during a circulation war.

Since 1990, many of us in EAP have been influenced by Swales’ (1990: 24-27) much-quoted definition.

They also give us possibilities for out-of-class literacy assistance.

In this chapter, we shall attempt to provide answers to some often-asked questions.

One long-term study by Bruck et al. (1976) with native English-speaking children in a French immersion program found that, by the fourth or fifth grade, the second-language French skills, including reading and writing, were almost as good as those of native French-speaking children.

For example, the mother might speak to the child only in Spanish while the father speaks to the child only in English. This is the one-person-uses-one-language-only situation.

It is employed when a researcher wants to compare three or more independent groups. In other words, a between-groups comparison is being made.

Nowadays people know little of the vocabulary surrounding horses and horse-driven transportation.

Parental and peer pressure may make students spend considerable periods of out-of-school time in test preparation classes, the value of which are <sup>[827]</sup>questionable.

Don't hyphenate

- 1) a compound including an adverb ending in -ly. Widely used test, relatively homogeneous sample,
- 2) a compound including a superlative or comparative adjective. Better written paper, higher scoring students, less informed interviewers,
- 3) chemical compounds. Sodium chloride solution, amino acid compound,

## CAPITALIZATION

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase.

1. Capitalize the first word in a complete sentence.
2. Capitalize the first word after a colon that begins a complete sentence.
3. Capitalize proper nouns and trademarks (Nike, Toyota) including the names of persons (Jim) and places (London, Asia, Turkey, Mediterranean sea, Atlantic ocean, Mount Everest, Nile river), compass directions when referring to geographical regions (Western Canada) national and regional adjectives (American, African), religions (Christianity), deities and personifications (God), reverential pronouns, days and months (Monday, February), planets and other celestial bodies (Jupiter, Sun), words which change their meaning between capitalized and uncapitalized usage (liberal vs. Liberal): *Golden Gate Bridge, the Ottoman Empire, Jack, Jacuzzi,*
4. Capitalize a person's title when it precedes the name. Do not capitalize when the title is acting as a description following the name, royal titles. Examples: *Chairperson Mr. Jimi/Mr. Jimi, the chairperson of the company, will address us at noon.*
5. Capitalize the person's title when it follows the name on the address or signature line.
6. *Sincerely,*  
*Ms. Jimi, Chairperson*
7. Capitalize any title when used as a direct address. *Will you take my temperature, Doctor?*
8. Capitalize the first-person-singular subjective pronoun, I, everywhere in the sentence.
9. Capitalize the names of days, months, and the names of holidays regardless of whether they are religious or secular. Christmas, Memorial Day, Halloween, Valentine Day, Ramadan, Tuesday, June,

### Capitals <sup>[828]</sup>

Months	Cities	Week days	Countries	Rivers	Proper names	Organizations	Abbreviation	Unions	Objects
January	London	Saturday	Russia	Nile	Socrates	Food & Drug Administration	ICU	The UN	Scrabble
February	Berlin	Sunday	Turkey	Volga		World Health Organization	CCU	UNESCO	
March	Mecca	Monday	Cuba	Mississippi			UFO	The FA	
April	Tehran	Tuesday	Finland						
May	Ankara	Wednesday							
June		Thursday							

July		Friday							
August									
September									
October									
November									
December									

**PRACTICE**

Write a comprehensive list of words which should be capitalized.

**ABBREVIATIONS & ACRONYMS**

Abbreviation is a short form of a word or phrase. 'ITV' is the abbreviation for 'Independent Television,' Dr. for Doctor, abbrev. for abbreviation, esp. for especially.

Acronym is an abbreviation consisting of the first letters of each word in the name of something, pronounced as a word. CALD is an acronym for Cambridge Advanced Learners Dictionary, AIDS an acronym for 'Acquired Immune Deficiency Syndrome.' [829].

- 1) Abbreviations as words: IQ (Intelligence Quotient), AIDS (Acquired Immune Deficiency Syndrome), HIV (Human Immunodeficiency Virus), CFC (chlorofluorocarbon), UFO, NASA,
- 2) Abbreviations explained at first use in papers and books. [880]
- 3) Latin abbreviations: cf. (compare); e.g., (for example,); , etc. (, and so forth); i.e., (, that is,); viz., (namely,); vs. (versus, against)
- 4) Units of measurement: 4 cm, 15 s, 10 min, 2 hr, 5 lbs, 90°, 297 g, 12 m, 12 A, 220 V, 13 MΩ
- 5) Chemical compounds: H2O, CO2, H2SO4,
- 6) Internet abbreviations: f2f, a/s/l, THX, thx, afaik, AFAIK, AFK, afk, bf, BTW, btw, L8R, l8r,

Spelling acronym [881]		Word acronyms
All capital	Capital.	
ADSL	B.C.	radar
ICDL	A.C.	laser
BBC	A.M.	
VOA	P.M.	
UN		
UK		
US		
USA		
UNICEF		
AIDS [882]		

UNESCO or Unesco		
NASA		
TOEFL		
TESOL		
TEFL		
ESL		
EFL		

## SOME SPECIAL WORDS

### Whether

Use **whether** , not **if** , before ‘to V.’

<input type="checkbox"/>	I’m not sure if to get a new laptop.
<input type="checkbox"/>	I’m not sure <b>whether</b> to get a new laptop.

Use **whether ... or not** , not **either** , to mean ‘it’s not important that.’

<input type="checkbox"/>	... either we like it or not.
<input type="checkbox"/>	We have to accept that they are part of our lives, <b>whether</b> we like it <b>or not</b> .

Use **whether** , not **either** , in indirect questions.

<input type="checkbox"/>	She has to decide either ...
<input type="checkbox"/>	She has to decide <b>whether</b> she is going to accept the job or not.

Don’t leave out **whether** (or **if**) in indirect questions.

<input type="checkbox"/>	I want to find out the rooms have a shower or not.
<input type="checkbox"/>	I want to find out <b>whether</b> / <b>if</b> the rooms have a shower or not.

Spell **whether** correctly: not ‘weather,’ ‘wheter,’ ‘wheather’ or ‘wether.’

Just because, simply because

We can emphasize ‘because’ with ‘just’ or ‘simply.’

**Just because** you’re the boss, it doesn’t mean you can be rude to everyone.

I don’t want to do it **simply because** I think it’s wrong.

Whether ... or not

Use ‘**whether ... or not**’ or ‘**whether or not**’ to give an opposite alternative.

We use the title Ms rather than Mrs (married woman) or Miss (unmarried woman) when we don’t know **whether** a woman is married **or not** .

I’m not sure **whether or not** to go camping this weekend.

Often use ‘**whether ... or not**’ to mean ‘it’s not important if’ or ‘it doesn’t matter if.’ We don’t use **either** in this way.

<input type="checkbox"/>	... either it was polite or not.
<input type="checkbox"/>	He always said what he thought, <b>whether</b> it was polite <b>or not</b> .

You can use ‘**whether ... or not**’ in front or end position with this meaning. We use it in orders or commands.

**Whether** you like it **or not** , you’re going to have to look after your sister.

(or You're going to have to look after your sister, **whether** you like it **or not** .)  
Jenny is going abroad **whether** she likes it **or not**.  
Jenny is going abroad **whether or not** she likes it.

What if <sup>[883]</sup>, suppose, vs. supposing

## Suggestions

Use *suppose*, *supposing*, and *what if* + present verb to make suggestions about what might happen.

A: *What time shall we meet?*

B: **Suppose** we meet in the offices downstairs at four o'clock?

A: *That's perfect. I'll let the others know .*

**Supposing** I don't bring my car and you and I travel together. *That would save us half the cost of petrol and parking.*

A: *The electricity has gone. There must be a power cut .*

B: **What if** we find the candles and put them around the room?

A: *Okay. Good idea. Do you know where they are?*

## Possibility

Use *suppose*, *supposing*, and *what if* + past form to talk about future possibility when we are less certain.

**Suppose** we asked Mary to babysit? Do you think she'd do it? (not as certain as 'Suppose we ask Mary to babysit?')

**Supposing** someone else wrote the essay. How would we know? (not as certain as 'Supposing someone else writes the essay ...')

A: **What if** I gave up working full-time. I'd love that.

B: You're joking surely!!

Use the past perfect (had + P.P.) when referring to something that did not happen (something hypothetical).

**Suppose** we hadn't brought our umbrellas. (We did bring our umbrellas.)

**Supposing** they had closed the road. Would that have been a good idea? (They didn't close the road.)

**What if** I **had** accidentally told Maria about the party! That would have ruined the surprise. (I didn't tell Maria about the party.)

Use '*be supposed to*' to talk about obligations and arrangements, not suggestions.

You **are supposed to** put money in the parking meter!

'What if' is usually used at the beginning of a question, when asking about the *consequences of an action* .

Use 'what if' here to indicate present or future situations.

**What if** there is no fish in the river? You won't be able to fish then.

**What if** I go home earlier, and miss all the fun?

Also, use **what if** to indicate past situations.

**What if** you broke the glasses? Your mom would be furious!

**What if** the boat sank? You would have drowned!

'what if' questions is just another way of expressing conditionals.

**What if** there is no fish in the river? OR *If there is no fish in the river, you won't be able to swim.*

**What if** the boat sank? OR *If the boat sank, you would have drowned.*

**What if** you were told that they took the same exam?

**What if** the rubrics of an exam are not clear?

Between vs. among

'between' and 'among' both are prepositions.

Use '**between**' to refer to two things which are clearly separated. Use '**among**' to talk about things which are not clearly separated because they are part of a group or crowd or mass of objects.

Our holiday house is **between** the mountains and the sea. (The mountains are on one side, and the sea is on the other.)

The ancient fountain was hidden **among** the trees. (surrounded by trees)

**'between' is most often used to introduce a prepositional phrase which contains two singular or plural noun phrases.**

There was a cyclist **between the car and the lorry**.<sup>[884]</sup>

I didn't see any difference **between the real bags and the imitation bags**.<sup>[885]</sup>

**We can also use 'between + pronoun' when referring to two people or things.**

I gave Yolanda and Lynn some money and told them to share it **between them** .

**We can also use 'between,' but not 'among,' to connect times or numbers.**

<input type="checkbox"/>	They lived in New York <b>between</b> 1998 and 2004.
<input type="checkbox"/>	They lived in New York <b>among</b> 1998 and 2004.
<input type="checkbox"/>	What were you doing <b>between</b> 5.30 pm and 7.00 pm?

Nouns and verbs followed by between

**The most common nouns often followed by between are ' connection , difference , distinction , link , relationship.'**

Is there a **connection between** his arrival and her disappearance?

There's a strong **link between** clean drinking water and reduced infant mortality.

**The most common verbs often followed by between are ' choose, differentiate, distinguish, divide.'**

I didn't want to have to **choose between** the singers.

Her money was **divided between** her son and her daughter.

Among meaning 'surrounding, part of or included in'

**Use 'among' to suggest a sense of being a part of or surrounded by or included in something else. It is typically followed by a plural noun phrase.**

She wanted to be **among** friends.

**Among** his books, we found some rare first editions.

Among others and among other things

**In the phrases among others and among other things , among means 'as well as.'**

Her parents, **among others** , were worried about her traveling alone.

**Among other things** , I still have to pack.

To<sup>[886]</sup>

As a preposition

*If there is NP immediately following 'to,' 'to' is a preposition.*

As a word conjoining two verbs

*'to' is an infinitive marker (i.e., to show that the next word is an infinitive verb). If there is even one word between 'to' and NP, that word is a verb for sure.*<sup>[887]</sup>

to V vs. for Ving

**Use 'to V when we need to present the purpose or the intention of an action. This phrase is actually a shorter form of 'in order to V.'**

<input type="checkbox"/>	Joe wrote a book to share his experiences with others. (This sentence correctly uses 'to share' because it presents the purpose why Joe wrote the book. It is explicit from the context that Joe wrote the book because he wanted to share his experience with others.)
<input type="checkbox"/>	Joe got acclaims to write the book. (This sentence does not use "to write" correctly because writing the book is certainly not the purpose of Joe getting acclaims.)

**Since "for" is a preposition, it can modify either a noun or a Ving. Prepositional phrase 'for Ving' can modify the verb or the noun in that it denotes some relation to the entity it modifies.**



<input type="checkbox"/>	Joe got acclaims for writing the book. (This sentence correctly uses “for writing” because this prepositional phrase logically modifies the verb “got”. Here, there is no question of presenting any purpose. The sentence rather explains “what for” Joe got acclaims. Hence, use of “for writing” is correct.)
<input type="checkbox"/>	Joe wrote a book for sharing his experiences with others. (This sentence incorrectly uses “for sharing” to denote Joe’s intention of writing the book.)

So, when the intention is explicit from the context of the sentence, use ‘to V.’

Gerund vs. infinitive

*Form*

A word formed from a verb acting as a noun and ending in *ing* is a gerund. Infinitive phrases – normally referred to as infinitives – are formed with the word ‘to’ in front of a verb (to V).

**Similarity**

**Both gerunds and infinitives can be subjects (NP1) in sentences.**

Thinking is something that comes naturally.

To think is something that comes naturally.

**Both gerunds and infinitives can serve as the object (NP2/NP3) of a verb.**

I like fishing.

I like to fish.

**Difference**

**A gerund can be the object of a preposition (NP after a preposition) but an infinitive cannot.**

<input type="checkbox"/>	We are thinking about walking in the woods.
<input type="checkbox"/>	We are thinking about to walk in the woods.

*Use*

**Gerunds are best for use in sentences about actions that are real or complete , or actions that have been completed .**

I stopped talking about the future. (the talking was real and it happened until I stopped).

We really enjoy jogging. (the jogging is real and it’s something we like to do)

**Infinitives are best for use in sentences about actions that are unreal or abstract , or that will occur in the future .**

I’d like you to think about something. (I’m asking you to think about something, but the *thinking* hasn’t happened yet.)

Can we take a walk without you stopping to smoke? (We’re talking about taking a walk and the *smoking* hasn’t happened yet.)

**Infinitives should be used after many adjectives. <sup>[888]</sup> But if you want to move that object into a subject position, a gerund should be used**

It is not easy **to graduate** from university.

It is necessary **to speak** English **to work in a hotel** .

It is wonderful **to have** close friends.

**Graduating** from university is not easy.

**Speaking** English is necessary to work in a hotel.

**Having** close friends is wonderful.

**Infinitives follow the construct ‘too + adjective.’**

This dress is too big **to wear** .

This car is too expensive **to buy** .

**Infinitives follow the construct ‘adjective + enough.’**

My child is not tall enough **to ride** this rollercoaster.

The course was detailed enough **to widen** his knowledge base.

This rule is useful enough **to understand** the usage of infinitives!

**Only infinitives, never a gerund, are used after certain verbs followed by nouns or pronouns referring to a person.** <sup>[889]</sup>

We asked her not to go.

In this sentence, 'we' is NP1, 'asked' is the verb and 'her' is the objective form of the pronoun 'she' (NP2).

**There are a few examples of verbs that need to be followed by an infinitive, some others need to be followed by gerunds, and still some others are followed by both.** <sup>[890]</sup>

That of vs. those of

*'that' is a pronoun substituting for Nu and N, while 'those' is a pronoun substituting for PLN.*

*That of*

We will then describe the impact of the Chomskyan revolution in linguistics on the field of language acquisition: initially on the study of first language acquisition and subsequently on **that of** second language acquisition.

Chapter 5, "Collaborative Writing and Language Learning," looks at the outcomes of collaborative writing tasks in past studies and compares the textual output of students who are working collaboratively with **that of** students working alone.

She asserts that the textual output of collaborative writing is longer and more grammatically accurate than **that of** individual writing.

*Those of*

If structures in the second language are similar to **those of** the first, then learning will take place easily.

Languages of human beings enjoy certain properties which are distinct from **those of** animals.

The brain is a self-directed thinking and feeling information processor with unique capabilities far beyond **those of** present day computers.

's vs. 'd

*'s is the contraction of is, has, or was or an apostrophe 's.*

**If 's is followed by a Noun, 's is an apostrophe 's.**

It is Jim's book.

**If 's is followed by Ving, 's is either is or was.**

She's going out.

**If 's is followed by P.P., 's is either is, was, or has.**

She's gone out.

*'d is the contraction of would and had.*

**If 'd is followed by P.P., 'd is the contraction of had.**

John read a letter that he'd written and the board discussed **whether** it should be mailed.

**If 'd is followed by V, 'd is the contraction of would.**

I'd rather have a beer.

I rang Peter from the station and asked **if** I could drop in to see him before going back or **if** he'd meet me.

I told my sister I'd lend her my new shirt **if she let me borrow** her jacket, but she didn't take the bait.

If vs. even if, only if, so/as long as, providing/provided (that), suppose/supposing, what if, unless, if it weren't for / if it hadn't been for / but for, if in doubt/ if possible/if necessary/ etc., if so, if not, in case <sup>[891]</sup>

If vs. whether

*Sometimes ' if' <sup>[892]</sup> and ' whether' <sup>[893]</sup> are interchangeable, but sometimes using one or the other will change the meaning of your sentence. Although in informal writing and speech the two words are often used interchangeably, in the formal writing (academic English), such as in technical writing at work, it's a good idea to make a distinction between them because the meaning can sometimes be different depending on which word you use.*

**The formal rule is to use 'if' when you have a conditional sentence and 'whether' when you are showing that two alternatives are possible ( yes/no, X/Y). The two words are not interchangeable. To sum up, use 'whether' when you have two discrete choices or mean "regardless of whether," and use 'if' for conditional sentences. That is, whether is used when someone does not know which of the two possibilities is true.**

**Whether is also used to suggest that it doesn't matter which of the two possibilities is true because the situation will remain the same.**

Squiggly didn't know **whether** Aardvark would arrive on Friday or Saturday. <sup>[894]</sup>

**The sentence has a different meaning when 'if' is used instead of 'whether.'**

Squiggly didn't know **if** Aardvark would arrive on Friday or Saturday. <sup>[895]</sup>

Call Squiggly **if** you are going to arrive on Friday. <sup>[896]</sup>

Call Squiggly **whether** or not you are going to arrive on Friday. <sup>[897]</sup>

He asked me **whether** my phone was receiving cell service.

He asked me **whether** my phone was receiving cell service or not.

He wasn't sure **whether** I was using ATT or Verizon mobile service.

**The two words are interchangeable.**

(In either sentence, the meaning is that Aardvark may or may not arrive on Friday.)

Squiggly didn't know **whether** Aardvark would arrive on Friday.

Squiggly didn't know **if** Aardvark would arrive on Friday.

**We can use 'if' or 'whether' to report indirect 'yes-no' questions and questions with 'or.' 'if' is more common than 'whether.'**

Call the bakeries around town and find out **if** any of them sell raspberry pies.

I rang Peter from the station and asked **if** I could drop in to see him before going back or **if** he'd meet me.

**We often prefer 'whether' in more formal contexts.**

The teachers will be asked **whether** they would recommend the book to their classes.

John read a letter that he'd written and the board discussed **whether** it should be mailed. <sup>[898]</sup>

**We prefer 'whether' with 'or' when there is more than one alternative in the indirect question.**

After the election, we asked **whether** the parties should change their leaders, their policies, **or** both.

**To express an alternative, we can use 'or not' with 'if' and 'whether.' With 'whether,' we can use 'or not' immediately after 'whether' or in the end position. With 'if' we use 'or not' in end position only. That is, use 'whether,' not 'if,' directly before 'or not.'**

I called Bill to find out **whether or not** he really did go to Afghanistan.

I called Bill to find out **whether** he really did go to Afghanistan **or not**.

I called Bill to find out **if** he really did go to Afghanistan **or not**.

Can you tell me **whether or not** you're interested in the job.

**Use 'whether,' and not, 'if' before 'to V,' often when we're referring to future plans or decisions. <sup>[899]</sup>**

I was wondering **whether** to go for a swim.

Some financial decisions, such as planning a pension, need to be taken as early as possible. Others, such as **whether** to move house, can probably only be made much later.

I don't know **whether** to buy the blue one or the red one.

I can't decide whether to move to the right or to the left.

It was unclear whether to stand in the middle of the room or near the window.

**Use 'whether,' and not 'if,' after prepositions. <sup>[900]</sup>**

<input type="checkbox"/>	Later I argued with the doctor about <b>if</b> I had hit my head ...
<input type="checkbox"/>	Later I argued with the doctor about <b>whether</b> I had hit my head, since I couldn't remember feeling it.
<input type="checkbox"/>	We're not interested in <b>if</b> we get great jobs and that kind of thing ...
<input type="checkbox"/>	We're not interested in <b>whether</b> we get great jobs and that kind of thing, we just want to have a good time. <sup>[901]</sup>
<input type="checkbox"/>	The police seemed mainly interested in <b>if</b> there were any locks ...
<input type="checkbox"/>	The police seemed mainly interested in <b>whether</b> there were any locks on the windows.

**After a ‘verb + preposition,’ use ‘whether’ with alternative (polar) options.**

I was concerned about whether we could receive a mobile phone signal or not.

We were interested in whether we could receive a mobile phone signal on the mountain top or not.

We're not sure about whether a mobile phone would work there or not.

**‘if’ is commonly used after a subject and predicate expressing doubt (I don't know, who knows, can you tell me, I have no idea, etc.). Some formal usage limits ‘if’ to use before a clause with a single option and a single situation.**

I don't know if my mobile phone will work here.

I have no idea if my mobile phone will work here or not.

Do you know if my phone will work better inside or outside.

Who knows if my phone will work better inside or outside.

I don't know **if** I can drive. My foot really hurts.

I didn't prune the rose bush this year so I doubt **if** we're going to have many flowers.

**‘whether’ is also used after an expression of doubt and is preferred when expressing two options (an alternative). ‘whether’ is not limited to a single situation; it is also used for a recurring situation.**

We'll have plenty of photographs to show you but I'm not sure **whether** we'll be able to learn very much from them.

I don't know whether my mobile phone will work here. (single situation)

I don't know whether my mobile phone works here. (anytime)

I have no idea whether my phone will work here or not.

I have no idea whether or not my phone will work here.

I'm unsure whether my mobile phone will work better inside or outside.

I don't have a clue whether he owns a Samsung or Apple phone.

**Use ‘if’ or ‘whether’ to restate a question with alternative options: (1) polar-opposite [yes or no], (2) alternative [X or Y], or (3) one [of two]. In many cases, ‘if’ and ‘whether’ can be used interchangeably without affecting the meaning. (restated question with alternative options) <sup>[902]</sup>**

My friend asked whether or not I had cell reception. (yes/no)

My friend asked whether I had cell reception or not.

My friend asked whether I had one or two bars. (X or Y)

He wanted to know whether I had cell (phone) reception. (yes)

He wanted to know if I had cell (phone) reception. (yes)

**‘If’ is more commonly used to express one option as an answer. (The other option can be understood from the context.)**

He asked me if my phone was receiving cell service.

He asked me if my phone was receiving cell service or not. (informal)

He wasn't sure if I was using ATT or Verizon mobile service. (informal)

**Use ‘whether’ in the formal language to express an alternative in reported speech. <sup>[903]</sup>**

## Whether

<input type="checkbox"/> informal	My friend didn't say whether she would give up her mobile phone.
<input type="checkbox"/> informal	Bob was uncertain whether his son would pass the 5 <sup>th</sup> grade.
<input type="checkbox"/> formal	The President declined to say whether he would give up his personal Blackberry.
<input type="checkbox"/> formal	The Congressman was uncertain whether the health bill would pass.

## If

<input type="checkbox"/> informal	My friend didn't say if she would give up her mobile phone.
<input type="checkbox"/> informal	Bob was uncertain if his son would pass the 5th grade.
<input type="checkbox"/> formal	The President declined to say if he would give up his personal Blackberry.
<input type="checkbox"/> formal	The Congressman was uncertain if the health bill would pass.

**‘if + clause’ is not placed at the beginning of a sentence when introducing an alternative. However, ‘if’ before a conditional statement can occur at the beginning.**

<input type="checkbox"/>	If my mobile phone works there, I'll be surprised. <a href="#">[904]</a> _
<input type="checkbox"/>	If the battery is charged, my phone works well. <a href="#">[905]</a> _
<input type="checkbox"/>	If the battery is charged is my biggest concern. <a href="#">[906]</a>
<input type="checkbox"/>	If my mobile phone works there is a mystery to me. <a href="#">[907]</a>

My biggest concern is if the battery is charged (or not). (uncommonly used)

It is a mystery to me if my mobile phone works there (or not). (uncommonly used)

**‘whether + clause’ is usually placed at the beginning of a sentence when introducing an alternative. The alternative words ‘or not’ are optionally included.**

<input type="checkbox"/>	Whether (or not) the battery is charged is my biggest concern. (alternative)
<input type="checkbox"/>	Whether my mobile phone works there is a mystery to me. (alternative)
<input type="checkbox"/>	My biggest concern is whether the battery is charged (or not). (alternative)
<input type="checkbox"/>	It is a mystery to me whether (or not) my mobile phone works there. (alternative)
<input type="checkbox"/>	Whether or not the battery is charged, my phone doesn't work. (no condition exists - even if)
<input type="checkbox"/>	Whether or not my mobile phone works there, I won't accept calls. (no condition exists - even if)

Reported speech

*When we report someone's words we can do it in two ways, that is, sometimes someone says a sentence, and later, maybe we want to tell someone else what the first person said [\[908\]](#)\_. We can use **direct speech** with quotation marks ( "I work in a bank" ), or we can use **reported speech** ( He said he worked in a bank ). In the reported speech, the tenses [\[909\]](#)\_, word-order, possessive adjectives, and pronouns may be different from the original sentence. We can either use 'that' or not use 'that' in English. Speech reports consist of two parts: the reporting clause and the reported clause. The reporting clause includes a 'reporting verb' such as say, tell, ask, reply, shout, [\[910\]](#)\_ usually in the past simple, and the reported clause includes what the original speaker said.*

*Direct speech*

**Direct speech repeats the exact words the person used, or how we remember their words.** [\[911\]](#)

Barbara said, "I didn't realize it was midnight."

**In the direct speech, we usually put a comma between the reporting clause and the reported clause. The words of the original speaker are enclosed in inverted commas, either single ('...') or double ("..."). If the reported clause comes first, we put the comma inside the inverted commas.**

"I couldn't sleep last night," he said.

Rita said, 'I don't need you anymore.'

**If the direct speech is a question or exclamation, we use a question mark or exclamation mark, not a comma.**

'Is there a reason for this?' she asked.

"I hate you!" he shouted.

**We sometimes use a colon (:)** between the reporting clause and the reported clause when the reporting clause is first.

The officer replied: 'It is not possible to see the General. He's busy.'

**We can use 'say' and 'tell' to report statements in the direct speech, but 'say' is more common.** [\[912\]](#) \_ We don't always mention the person being spoken to with 'say,' but if we do mention them, we use a prepositional phrase with 'to' ( to me, to Lorna ). With 'tell,' always mention the person being spoken to; use an indirect object.

“I’ll give you a ring tomorrow,” she **said** .

<input type="checkbox"/>	‘Try to stay calm,’ she said us in a low voice.
<input type="checkbox"/>	‘Try to stay calm,’ she said to us in a low voice.
<input type="checkbox"/>	‘Enjoy yourselves,’ he told.
<input type="checkbox"/>	‘Enjoy yourselves,’ he told them.
<input type="checkbox"/>	He said me he was moving to New Zealand.
<input type="checkbox"/>	He said he was moving to New Zealand.
<input type="checkbox"/>	He told he was moving to New Zealand.
<input type="checkbox"/>	He told me he was moving to New Zealand.

#### Indirect speech

**In indirect speech, the original speaker’s words are changed. Indirect speech focuses more on the content of what someone said rather than their exact words.**

Barbara said she hadn’t realized it was midnight.

**In indirect speech, it is more common for the reporting clause to come first. When the reporting clause is first, we don’t put a comma between the reporting clause and the reported clause. When the reporting clause comes after the reported clause, we use a comma to separate the two parts.**

She told me they had left her without any money.

<input type="checkbox"/>	She told me, they had left her without any money.
<input type="checkbox"/>	Nobody had gone in or out during the previous hour, he informed us.

#### Direct vs. indirect speech in different tenses

Direct speech	Present simple	I travel a lot in my job. I like ice cream.
Reported speech	Past simple	He said that he travelled a lot in his job. She says (that) she likes ice cream.
Direct speech	Present continuous	Be quiet. The baby’s sleeping. I am living in London.
Reported speech	Past continuous	She told me to be quiet because the baby was sleeping. She said (that) she was living in London.
Direct speech	Past simple	We lived in China for 5 years. I bought a car.
Reported speech	Past perfect	She told me they had lived in China for 5 years. She said (that) she had bought a car.
Direct speech	Past continuous	I was walking down the road when I saw the accident. I was walking along the street.
Reported speech	Past perfect continuous	He told me he’d been walking down the road when he’d seen the accident. She said (that) she had been walking along the street.
Direct speech	Present perfect	They’ve always been very kind to me. I haven’t seen Julie.
Reported speech	Past perfect	She said they’d always been very kind to her. She said (that) she hadn’t seen Julie.
Direct speech	Past perfect <a href="#">[913]</a>	They had already eaten when I arrived.

		I had taken English lessons before
Reported speech	Past perfect	He said they had already eaten when he'd arrived. She said (that) she had taken English lessons before.
Direct speech	Simple future	I'll see you later.
Reported speech	Present conditional	She said (that) she would see me later.
Direct speech	Future continuous	She said, "I'll be using the car next Friday".
Reported speech	Conditional continuous	She said that she would be using the car next Friday.
Direct speech	might, should, could, would [914]	I would help, but... I could swim when I was four. I should call my mother.
Reported speech	might, should, could, would	She said (that) she would help but... She said (that) she could swim when she was four. She said (that) she should call her mother.
Direct speech	can, will shall [915]	I'll see you later. I can speak perfect English. I shall come later.
Reported speech	could, should, would	She said (that) she would see me later. She said (that) she could speak perfect English. She said (that) she would come later.
Direct speech	must	I must study at the weekend
Reported speech	must OR had to	She said (that) she must study at the weekend OR She said she had to study at the weekend.

### Reported Questions

*In fact, it is not very different from reported (positive or negative) statements. Tense changes are the same. We keep the question word, and the very important thing is that, once we tell the question to someone else, it is not a question anymore (word order should change). So, we need to change the grammar to a normal positive sentence.*

Direct speech	Where do you live? [916] Where is Julie? Where is the Post Office, please? What are you doing? Who was that fantastic man?
Reported speech [917]	She asked me where I lived. She asked me where Julie was. She asked me where the Post Office was. She asked me what I was doing. She asked me who that fantastic man had been.

**Use 'say,' but not 'tell,' to report questions.**

<input type="checkbox"/>	'Are you going now?' she said.
<input type="checkbox"/>	'Are you going now?' she told me.

**Don't use question marks or exclamation marks in indirect reports of questions and exclamations.**

<input type="checkbox"/>	He asked me why I was so upset?
<input type="checkbox"/>	He asked me why I was so upset.

### 'yes/no' question

*What if you need to report a 'yes/no' question? We do not have any question words to help us. Instead, we use 'if.'*

Direct Question	Reported Question
Do you love me?	He asked me <b>if</b> I loved him.
Do you like chocolate?	She asked me <b>if</b> I liked chocolate.
Have you ever been to Mexico?	She asked me <b>if</b> I had ever been to Mexico.
Are you living here?	She asked me <b>if</b> I was living here.

### Reported Requests

What if someone asks you to do something (in a polite way)?

- Direct speech: Close the window, please.
- Direct speech: Could you close the window please?
- Direct speech: Would you mind closing the window please?

All of these requests mean the same thing. So, we do not need to report every word when we tell another person about it. We simply use **'ask me + to + infinitive.'**

- Reported speech: She asked me to close the window.

Direct Request	Reported Request
Please help me.	She asked me to help her.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

### To report a negative request, use 'not.'

- Direct speech: Please don't be late.
- Reported speech: She asked us **not** to be late.
- Direct speech: Please don't smoke.
- Reported speech: She asked me **not** to smoke.

### Reported Orders

*How about if someone does not ask so politely? We can call this an 'order' in English when someone tells you very directly to do something. In fact, we make this into reported speech in the same way as a request. Just use 'tell' instead of 'ask.'*

Direct Order	Reported Order
Go to bed!	He told the child to go to bed.
Sit down!	She told me to sit down.
Don't worry!	He told her not to worry.
Be on time!	He told me to be on time.
Don't smoke!	He told us not to smoke.

### Use 'say,' not 'tell,' to report congratulations, greetings, and other wishes.

<input type="checkbox"/>	Happy birthday!' she told me.
<input type="checkbox"/>	'Happy birthday!' she said.
<input type="checkbox"/>	Everyone told me good luck ...
<input type="checkbox"/>	Everyone said good luck to me as I went into the interview.

### Time Expressions with Reported Speech

*Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.*

It's Monday. Julie says "I'm leaving **today**."

If I tell someone on Monday, I say "Julie said she was leaving **today**."

If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**."

If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**."

If I tell someone a month later, I say "Julie said she was leaving **that day**."

Here's a table of some possible conversions:

---



now	then/at that time
today	yesterday/that day/Tuesday/the 27 <sup>th</sup> of June
yesterday	the day before yesterday/the day before/Wednesday/the 5 <sup>th</sup> of December
last night	the night before/Thursday night
last week	the week before/the previous week
tomorrow	today/the next day/the following day/Friday

**Don't use 'either' in indirect questions.** [\[918\]](#)

<input type="checkbox"/>	We can't say either tourism is harmful or beneficial.
<input type="checkbox"/>	We can't say <b>whether</b> tourism is harmful or beneficial.

As if vs. as though

'as if' and 'as though' are subordinating conjunctions. Use both to describe how a situation seems to be. 'as if' means 'in such a way that.' They have a similar meaning. Use 'as if' and 'as though' to talk about an imaginary situation or a situation that may not be true but that is likely or possible. 'as if' is more common than 'as though.'

She looked as if she'd had some bad news.  
 I felt as though I'd been lying in the sun for hours.  
 They stared at me as if I was crazy.  
 The floods were rising and it was **as if** it was the end of the world.  
 It looks **as if** they've had a shock.  
 It looks **as though** you've not met before.

**Use both as if and as though followed by a non-finite clause or a prepositional phrase.** [\[919\]](#)

She moved her lips **as if** to smile.  
 They were shouting **as though** in panic.

**Both 'as if' and 'as though' commonly follow the verbs feel and look.**

She felt **as if** all her worries had gone.  
 They felt **as though** they had been given the wrong information.  
 I've got so much work it looks **as if** I'll have to stay at home this evening.

**In informal English, 'like' can be used in a similar way to 'as if.'** [\[920\]](#)

It felt **like** it could snow at any minute.

**Use 'as if' and 'as though' to make comparisons.**

Another vs. other

The words 'another' and 'other' mean the same thing, except that 'another' is used with a singular noun and 'other' is used with uncountable (Nu) and plural nouns (PLN).

She's going to the cinema with **another friend** .  
 She's going to the cinema with **other friends** .

In case vs. in case of

'In case' is a subordinating conjunction or adverb [\[921\]](#). 'In case of' is a compound preposition.

**Use 'in case' to talk about things you should do in order to be prepared for possible future situations.**

Shall I keep some chicken salad for your brother **in case** he's hungry when he gets here? (conjunction)  
**In case** I forget later, here are the keys to the garage. (conjunction)  
 She knows she's passed the oral exam, but she doesn't want to say anything just **in case** . (adverb)  
 I'll make some sandwiches, just in case we get hungry later on.  
 In case you can't come, give me a call before I leave for work.

**Don't use 'in case' to mean 'if.'** [\[922\]](#)

**Use 'in case of + NP' to mean 'if and when something happens.'**

In case of breakdown, please press the alarm button and call this number. (If and when the lift breaks down, ...)  
 In case of bad weather, the wedding will be held indoors.

Despite vs. in spite of <sup>[923]</sup>

In spite of equal opportunities policies, women are still not able to attain their goals as easily as men in terms of reaching the top positions.

Despite a great deal of evidence to the contrary, tobacco companies assured the public for years that smoking was not a direct cause of cancer.

Despite the efforts of the doctors, it was not possible to notice any real improvement in the condition of the patient. We walked briskly along the cliffs and soon became warm despite the cold wind.

Despite its many drawbacks, the plan has much to commend it.

Despite our worries, everything turned out well in the end.

Despite what many people think, aversion therapy is no longer used by professional psychologists in this country.

Be to V

'be + to V' is used:

### To express official arrangements

The Prime Minister **is to visit** India next month.

### To express official orders

At the end of the course, all students **are to take** a written exam.

### To express things that should be done

What **am I to do** ?

### To express a possible aim when saying what should be done to reach it

If you **are to work** here for more than three months, you must have a residence permit.

### To express prohibition (only in the negative)

You **are not to do** that again.

### 'be + to V' is used can also be used in the past.

Mr. Jones **was to speak** at the meeting. (*It was arranged and he did*)

### But was/were + to + perfect infinitive <sup>[924]</sup> means that the arranged event did not actually happen.

Mr. Jones **was to have spoken** at the meeting, but he had to cancel because of his illness.

### More examples

If we **were to do** a statistical test, we would probably come up with a high p-value.

Thus, if writers **are to create** a coherent written text, they need first to plan the discourse features to be used and then relate them to a given communicative purpose and context.

In fact, this strategy has been regarded by Celce-Murcia and Olshtain (2000) as fundamental if writers **are to create** a coherent text.

For example, if we **were to convert** Storch and Tapper's (1996) frequency table into a graphic representation, one possible way would be through the bar graph seen in Fig. 9.1.a or with the same data through a line graph in Fig. 9.1.b.

This table **is to be interpreted** in such a way that if we look at T2 in Task Type 3 in the explicit condition, there is a .56 correlation between the mean aptitude score and the immediate posttest score on the gap-filling task.

As/ However /No matter + adjective

*No matter*

- No matter + Wh-word + Adjective/Adverb + (NP1 + V + ...), (NP1 + V + ...).

**No matter how** beautiful she is, I won't marry her.

**No matter how** carefully you drive, you shouldn't drink alcohol.

**No matter how** rich he is, he never lends us any money.

**No matter what** you believe, you should respect others.'

**No matter where** you are, I will find you.

**No matter who** you are, you need to meet the necessary requirements for this position.

She's unfailingly cheerful **no matter what** the circumstances.

- No matter how - with a verb or without

**It is OK not to use a verb after ‘no matter.’**

No matter how hard your life is you need to go on.  
No matter how hard your life you need to go on.  
You need to go on no matter how hard your life  
You need to go on no matter how hard your life is.  
No matter the outcome I will do it.  
No matter the weather we will go there.

**Use ‘no matter wh-word’ to emphasize that something is always true, or that someone must do something.**

I never seem to lose any weight, no matter how hard I try.  
We've got to get to the airport on time, no matter what.

- no matter how + adjective + NP1 + V = something is true, whatever the situation ....

No matter how nice she was, she sometimes lost her temper.  
He can't lose weight,' no matter how hard he tries.

- No matter may be followed by ‘what, when, why, who, whose, where, if, etc. = 'it doesn't matter' OR 'it's not very important' ...

No matter what road you take, you'll get there in no time!  
Taking a car will be quicker than walking there, no matter whose car you'll borrow ...

*AS (conjunction)*

- adjective + as + NP1 + V = although <sup>[925]</sup>

Angry as he was, he couldn't help smiling. = Angry though he was, he couldn't help smiling ...

**This form is undoubtedly extremely frequent in English-speaking countries. Many other forms are equivalent and are used in a great variety of situations and contexts:**

Surprising though it may seem, he came alone and stayed alone ...  
Although she was nice, she sometimes lost her temper ...  
She continued her work until the end, even though she was very tired.

*however (adverb)*

- however + adjective + NP1 + V = degree, amount.

However hungry I am, I'm never able to finish a whole pizza.  
However polite he's said to be, he cursed at me for five minutes!

From ... to ... vs. between ... and ...

*These combinations are not interchangeable. Many mistakenly combine ‘between’ with ‘to’ and ‘from’ with ‘and.’  
When defining two or more end parameters, ‘between’ is most effectively linked with ‘and’; ‘from’ most effectively linked with ‘to.’*

**More than one ‘to’ may be used in a series of linked terms or phrases.**

By treating language as system, we are merely acknowledging that each unit of language, from a single sound **to** a complex word **to** a large text —spoken or written—has a character of its own, and each is, in some principled way, delimited by and dependent upon its co-occurring units.  
Citizens’ negative responses to Census 2000 ranged from the indifferent **to** the surly **to** the downright obscene.

**Also, the hyphen between two values (such as ‘6-12’) functions invisibly as the word ‘to’ or ‘through,’ but it should only be used alone.**

<input type="checkbox"/>	It moved 6-12 meters.
<input type="checkbox"/>	It moved from 6-12 meters.
<input type="checkbox"/>	It moved between 6-12 meters.

From A to B

Bees pollenate the plants by carrying the pollen **from one** <sup>[926]</sup> **flower to another** .

To oscillate means to move repeatedly **from one** <sup>[927]</sup> **position to another** .

Osmosis is the process in plants and animals by which a liquid moves gradually **from one** <sup>[928]</sup> **part of the body or the plant to another** through a membrane.

Under the new government, things have gone **from bad to worse** .  
To be brief, the code-switching is the shift **from one** <sup>[929]</sup> **language to another** within a conversation or utterance.

Between A and B

The needle on the dial oscillated **between full and empty** .

The Pleistocene is the section of geological time **between around 1.8 million and 10,000 years ago** , in which modern humans first appeared and the Northern Hemisphere experienced the ice age.

His mind seesawed **between hope and despair** all through those weeks.

In smallpox, there is an incubation period of 8-18 days **between initial infection and first symptoms** .

Holding the shell **between his thumb and his forefinger** and looking as if he had never seen such an object before, the rich man interrupted her speech.

Marriage may result, for example, in a union **between a man and a woman** such that children born to the woman are the recognized legitimate offspring of both partners.

The parallels **between kinship rules and language rules** were the subject of pioneering work several decades ago.

The distinction **between two levels of language** is not only interesting in its own right, but also potentially important for investigating cognitive universals.

Watch a baby **between six and nine months** old.

The lexical relation **between table and furniture** is the same as the relation **between rose and flower** .

Scarcely and hardly

*These words are followed by **when or before** , not **than**.*

**Hardly had** I entered the room **when** a strange creature ran out. **OR Scarcely had** I entered the room **when** a strange creature ran out. (NOT **Hardly had** I entered the room, **than** ...)

**No sooner** is followed by **than** , not **when**.

**No sooner did** she complete one project **than** she started working on the next.

The adverbs **hardly**, **scarcely**, and **no sooner** are all negative expressions. When a negative expression comes at the beginning of a sentence, use inverted word order. That means the auxiliary (A or B) verb comes before NP1. These adverbs can also go in mid-position. In that case, we use normal word order.

I **had hardly** entered the room when a strange creature ran out.

I **had scarcely** solved one problem before another cropped up.

Not only...but also

*This correlative conjunction is often confused. When using **not only... but also** , you must make sure that both parts of this conjunction go before words of the same parts of speech or constituent (adjective, noun, NP, VP, prep.p, to V, S, RC, ADV, predicate, ...).*

The controversy **not only damages** our image **but also decreases** investor confidence. <sup>[930]</sup>

She was **not only arrogant but also rude**. <sup>[931]</sup>

Everyday vs. every day <sup>[932]</sup>

*Everyday*

Thus, literal or ordinary language reflects man's **everyday** concepts.

Lakoff and Johnson (1981) avowed that metaphorical expressions in **everyday** language, spoken or written, make the metaphorical nature of the concepts that structure people's **everyday** activities clear.

It can be seen either from the school teachers' or university professors' **everyday** teaching in the classroom that they believe that their students are interested in learning cultures of English speaking countries.

Conceptual metaphors are frequently used in **everyday** life.

You may use such words in **everyday** language.

One of the most commonly used speech acts in **everyday** interaction is the gratitude speech act.

It is important in **everyday** life because it helps to benefit society.

*Every day*

But his father made him to practice **every day** .

Millions of people around the world now use the Internet almost **every day** .

However <sup>[933]</sup> **,** whatever <sup>[934]</sup> **,** whichever, whenever, wherever, whoever, whomever, <sup>[935]</sup>

*Wh-ever words semantically equal the 'Wh' word + the quantifier 'any.' They apply to any single one of the referents, and at the same time refer to all of the referents.*

**If - ever is added to wh - words like how, what, which, when, where, and who , their meanings change.**

<b>Wh-word</b>	<b>Meaning</b>
however	'any way at all' or 'it doesn't matter how'
whatever	'anything at all' or 'it doesn't matter what'
whichever	'any one at all' or 'it doesn't matter which'
whenever	'any time at all' or 'it doesn't matter when'
wherever	'any place at all' or 'it doesn't matter where'
whoever	'any person at all' or 'it doesn't matter who'

**Use wh - words with - ever to ask very emphatic questions.**

**However** will you manage to live on such a small income? (Stronger than How will you manage ...?)

Charlie, **whatever** are you doing? (Stronger than What are you doing?)

**Whenever** are you going to stop complaining? You're getting on everyone's nerves!

**Use whatever, whenever, wherever, and whoever alone to refer in a non-specific way to people and things.**

**Use these words to begin an ADV or an NP.** <sup>[936]</sup>

**as an NP**

I promise to do **whatever** I can .

You can't eat **whatever** you want .

Marry **whoever** you want .

**as an ADV**

You see casinos **wherever** you go .

**Use these words to begin a sentence emphatically.**

**Whatever you do** , don't forget to study for the test!

**Whatever you do** , don't drink and drive!

**Whatever you do** , don't forget to buy your wife an anniversary gift!

**Reply with a single useful word (whatever, wherever, whenever, whoever, whichever, ...), if you have no strong feelings about the answer.**

## TOP TIPS

Both, either, & neither □ three functions

- 1. quantifier <sup>[937]</sup>
- 2. Adverb <sup>[938]</sup>

Although they **both** worked in science-related fields, they did not have advanced knowledge of computer science or sensor technology.

They **both** had taken a few years of Spanish in high school (10+ years earlier), but admitted that they were very rusty.

Don't fall for that trick **either** !

- 3. conjunction <sup>[939]</sup>
  - Both A and B
  - Either A or B
  - Neither A nor B

**When ‘either ... or ...’ OR ‘neither ... nor ...’ is NP1, the verb agrees with the word after ‘or/nor.’** <sup>[940]</sup>

Neither Jack nor his friends go to the movies.

**When ‘both ... and ...’ OR ‘... and ... both’ is NP1, the verb is always plural.** <sup>[941]</sup>

Both Jack and Jim speak to their teacher. (OR Jack and Jim both speak with their teacher.)

### NP of NP

*In cases of ‘NP of NP of NP ...,’ the first NP from the left is the core NP and the verb agrees in number with that NP. That is, in this example, NP<sub>a</sub> of NP<sub>b</sub> of NP<sub>c</sub> ..., NP<sub>a</sub> is the core NP. This is in contrast with noun clusters ‘NNN’ in which the last noun (the first noun from right) is the main noun and the verb agrees with that in number.*

The handle of the door is ...

The handle of the doors is ...

The handles of the door are ...

The handle of the door is ... → (RT) → The handle door is → (movement transformation) → the door handle is

**But there are some exceptions.**

*In case of ‘NP<sub>a</sub> of NP<sub>b</sub> of NP<sub>c</sub> ...,’ if a quantifier which can be followed by both N<sub>c</sub> and N<sub>u</sub> comes instead of NP<sub>a</sub>, the verbs agree with NP<sub>b</sub>. Here is a list of quantifiers which can be followed both by N<sub>u</sub> and PLN.*

List of quantifiers followed both by N<sub>u</sub> and PLN

Simple	N <sub>u</sub>	N <sub>s</sub>	PLN	Compound	N <sub>u</sub>	N <sub>s</sub>	PLN
some	*	*	*	a lot of	*		*
any	*	*	*	lots of	*		*
no	*	*	*	plenty of	*	*	*
half	*	*	*	all the	*	*	*
enough	*	*	*	the entire	*	*	*
all	*	*	*	a <b>large</b> sum of	*		*
more	*		*	the number of		*	*
most	*		*	the whole	*	*	*

All (of) the sugar <u>is</u> ...	Most of the conclusions <u>are</u> ...
All (of) the book <u>is</u> ...	Most of the information <u>is</u> ...
All (of) the books <u>are</u> ...	Most of the pollution <u>is</u> ...
Some of the book <u>is</u> ...	Most of my money <u>is</u> ...
Some of the books <u>are</u> ...	Most of the politicians <u>are</u> ...
Some of the sugar <u>is</u> ...	Most of the books <u>are</u> ...
Some of the water <u>is</u> ...	Most of the book <u>is</u> ...
<u>Some</u> of students <u>are</u> ...	Most of my books <u>were</u> ...
Most of them <u>start</u> ...	Most of the paper <u>is</u> ...
Most of the air <u>is</u> ...	Some of the students <u>are</u> ...
Some of them <u>are</u> ...	

Some of these words are among the most frequent words.

Half of the book was translated into Turkish.

Roughly half of the class are Spanish and the others are a mixture of nationalities.

Half of my friends live abroad.

Out of 142 subjects, more than half of them were in the Experimental Group.

It is needed to be reminded that less than half of them know at least one language other than English and Turkish.

### Subject verb agreement

*Verbs often agree with NP1 in number. But, there are some exceptions.*

**When NP1s are connected by ‘and,’ ‘both/and,’ and the sum total is more than one (pay attention to fractions and decimals, percentages, etc.), the verb is plural, but when NP1s are connected by ‘or,’ ‘either/or,’ ‘neither/nor,’ whether/or,’ the verb agrees with the NP closer to the verb.**

Formalism has various branches: two major branches of it are structuralism and generativism. <sup>[942]</sup>

Neither the mathematics department nor the biology department at Oxford University requires that the students write a thesis in order to graduate with a master’s degree. <sup>[943]</sup>

**As an expletive pronoun ‘There’ is neither singular nor plural, and therefore verbs agree with NP2 (NP after the verb).**

There aren’t any porters, so we **will have to find** a trolley for the luggage.

**In case of inversion, the verb does not agree with NP1, but it agrees with NP2 (I mean, the NP after the verb).**

**Here** is an important implication for language learning/teaching.

**Here** are some examples of the issue.

**Below** is one of the examples.

**Here** is another sample one-paragraph essay.

**Below** are twelve of the most amazing steel structures ever built by man.

**Here** some suggestions for further research were introduced.

**Below** is the number of my dentist.

Nc & Nu with both singular and plural verbs

*The following table lists a number of Nc, Nu, and Ns which are followed both by singular and plural verbs.*

Nc and Nu followed both by singular and plural verbs

Nc	Nu	Ns
aristocracy	calisthenics	board
army	cavalry	bourgeoisie
audience	family	clientele
band	fauna	directorate
car pool	I nterpole	hard core
chorus	krill	proletariat
class	NASA	staff
colony	personnel	the citizenry
committee	public	the Foreign Office
confederacy	royalty	the laity
corps	the public	the Opposition
corps*	Unesco or UNESCO	the populace
council	youth	
crowd		
delegation		
denomination		
electorate		
elite		
entourage		
family		
folk		
group		
herd		
lodge		
orchestra		
panel		
people		
population		
school		
series		
staff		
swarm		
team		

tribe		
troupe		

#### Committee

The **committee is** reviewing the current arrangement/situation.

The **committee has deliberated** the question at great length.

The **committee is** a mere appendage of the council and **has** no power of its own.

#### Council

The **council has been canvassing** local opinion/people to get their <sup>[944]</sup> thoughts on the proposed housing developments.

The **council has invited** tenders for the building contract.

The **council has finally indicated its** approbation of the plans.

#### Group

The group is made up of mainly young people.

At the same time, the **implicit group was presented** with the same anecdotes but this time without the explanations being provided to them.

#### Team

**The team contains** a veritable feast of international talent.

**The losing team were** gracious in defeat. <sup>[945]</sup>

**This team makes** no distinction between sexes.

#### Species

In Vietnam, there **is a certain species of lizard** only three inches long with webbed feet.

#### Congress

**Congress has rejected** the recent presidential proposal on firearms.

#### People

**People** throughout the country **are** out of work.

#### Company

The **company are** reconsidering the way in which it deploys its resources/staff.

The **company have made** strenuous attempts to improve its image in recent years.

The **company denies** that it has practiced discrimination against any of its employees.

**The television company has lost** a large part of **its** audience since **it** changed **its** programming.

#### Police

**Police are** investigating allegations of corruption involving senior executives.

**The police** who **broke** into the house **were** only acting on/under instructions.

The city is awash with drugs and **the police are** powerless to do anything about it.

**The police have deduced** that he must have left his apartment yesterday morning.

**The police have** every good reason to believe that he is guilty.

**More police were** sent to help contain the violence.

**The police** had been stalking the woman for a week before **they** arrested her.

#### Population

The once docile **population has risen up** against the ruthless regime.

#### Set

Mechanism means a part of a machine or **a set of parts** that **work** together.

When speakers from different cultures interact, **more than one set** of social and cultural norms **are** at work.

#### Government



The **government was** accused of trying to create a nanny state when **it** announced new guidelines on healthy eating.  
The **government seems** to be closing **its** eyes to the plight of the unemployed.  
The **government has** to fight several by-elections in the coming months.  
The **government has** brutally crushed the rebellion.  
The **government has pledged itself** to reduce bureaucracy.  
The **government have set up/established** a commission to investigate the problem of inner city violence.  
That **government** tried to keep a reciprocal agreement with the opposition fighters.  
After two election victories, **the** clearly **government has** the hopes of a hat trick.  
In the United States, **the federal government has** overall responsibility for foreign affairs and defense.  
There was a short skirmish between the political party leaders when **the government** announced **it was** to raise taxes.

#### Staff

She thanked **the staff** for **their** dedication and enthusiasm.

#### Army

The rebel **army is** trying to subvert the government.

#### Opposition

The **opposition have** tabled several amendments to the bill. <sup>[946]</sup>

#### Party

**The party has** trying to project a new image of itself as caring for the working classes.

#### Management

The **management are** looking for ways of improving productivity. <sup>[947]</sup>

#### Jury

The jury took five days to deliberate on the case.

#### Audience

Encore is an extra song or piece of music that is performed at the end of a show because **the audience shout** for it.  
To act without **an audience is** so tiresome and profitless that you gradually give it up and at last forget how to act at all.

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

The singer returned to give another encore at which **the audience burst into** wilder applause.

#### After 'none'

None of the students are ...

None of the students is ...

However, none of us is perfect, so we all make mistakes.

#### Imphtic verbs (do + V, did + V, does + V...)

People engaged in language testing **do believe** that tests can be used to make fair decisions, and that classroom assessment can inform teaching and learning.

Though early men and women did not leave written records, they **did leave** tools, bones, and pictures.

Most ectotherms **do regulate** their body temperature, and they do so mainly by locomoting to favorable sites or by changing their exposure to external sources of heat.

#### One of the PLN

To date, **one of the most impressive studies** in the field has been that of Bain and Yu (1980).

**One of the first studies** to find positive effects on intelligence for bilingualism was that of Peal and Lambert (1962).

**One of the most common ways** to present frequencies is in table format.

**One of the largest testing systems** in the world is the National College Entrance Test in China (the Gaokao).

or not

**Use ‘or not’ in questions to ask about a range of possibilities.**

Are they coming today **or not** ?

**Sometimes, use ‘or not’ to force someone to make a decision.**

Are you going to apologize to me **or not** ? (Are you going to apologize to me or are you not going to apologize to me?)

Do you want to hear this story **or not** ?

**Often, use ‘or not’ after ‘if’ or ‘whether’ to express a contrast in expectation.**

He always spoke the truth **whether** it was popular **or not** .

*etc., bla bla bla, and so forth, and so on, and the like*

*These words mean ‘and other similar things,’ ‘in addition to other things of the same kind.’ They are used to avoid giving a complete list. Use ‘and so on’ or ‘and so forth’ at the end of a list to indicate that there are other items that you could also mention.*

Pre-M2	It was beautiful, attractive and so on.
NP	I saw Jack, Jim, and so on. Jack, Jim, and Jimmy and so on were coming. In this context, the author is suggesting that, for many minorities, extracurricular activities and the like are not economically possible, that is they are unaffordable.
prep.p	In the park, at home, in the office, etc.
adv	She scrutinized carefully, optimistically and so forth.
V	They studied, analyzed, and bla bla bla.
N	Of the many types of advertisements (television, radio, newspaper, billboard, and the like), you choose one. For example, if A trades with B and C, B trades with A and D, and C trades with A and E, and so on.

## AMBIGUITY

*Ambiguity means (an example of) the fact of something (word, phrase, clause, sentence) having more than one possible meaning and therefore possibly causing confusion. It can be categorized into three types: lexical, semantic, and structural ambiguity.*

### Lexical

*Polysemy, homophony, homonymy, and homograph are main causes of lexical ambiguity.*

I am going to go to the bank.

I need to go to the bank at lunch time. (Bank of a river or a financial institution?)

She was standing near the bank.

### Homographs

*Homograph is defined as each of two or more words spelled the same but not necessarily pronounced the same and have different meanings and origins. That is, words with different meanings but the same spelling and sometimes different pronunciations are called homographs. [948].*

lead/lead

wind/wind

read/read

A classic is something that everybody wants to have read but nobody wants to read.

## Homonymy

*Homonymy occurs when one form (written and spoken) has two or more unrelated meanings. Homonymous words have separate entries in the dictionary.*

pupil/pupil	bark/bark
bank/bank	lie/lie
mole/mole	mine/mine

I need to go to the bank at lunch time.

## WORDS WITH THE SAME SPELLING BUT DIFFERENT FUNCTION OR MEANING IN A SENTENCE

In **another** case, people move from one room to **another** and move out of one room and into **another**.<sup>[949]</sup>

**As** Diaz et al. (1999) have reported, **as** teachers, we may make things more challenging if the kinds of situations and the types of texts we solicit from students do not approach the range of variation expected in the broader discipline or community that the student writer seeks to join.<sup>[950]</sup>

**Out** of this preliminary exploration grew an increasing number of lectures, seminars, and conference papers as we tried **out** our ideas with professionals in different parts of the world.<sup>[951]</sup>

It **rests** underneath the hard palate when the tongue is at **rest**.<sup>[952]</sup>

The advertisers use sex appeal to make you want the things **you** see before **you**.<sup>[953]</sup>

Self-hatred apparently drove **her** to mutilate **her** own face.<sup>[954]</sup>

I gave **her** the eleven rubles. With trembling fingers, she took them and slipped them into **her** pocket.<sup>[955]</sup>

She remembers getting angry when **her** teacher tried to teach **her** the words 'doll' and 'mug.'<sup>[956]</sup>

What made Ann such a fine counselor was **her** empathy, **her** ability to put herself in **her** client's place and feel his emotions as if they were **her** own.<sup>[957]</sup>

There was **once** a very rich man who won the prize **once** or twice.<sup>[958]</sup>

I'd never dare (to) talk to **his** mother the way Ben talks to **his**.<sup>[959]</sup>

Soldiers who deserted and **were** caught **were** shot.<sup>[960]</sup>

Brown defines communicative competence as **that** aspect of our competence **that** enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts.<sup>[961]</sup>

**That** was the year **that** I first went abroad.<sup>[962]</sup>

During the process of **first** language acquisition, children **first** learn how to speak.<sup>[963]</sup>

Grudge is a strong feeling of anger and dislike for a person who **you** feel has treated **you** badly, which often lasts for a long time.<sup>[964]</sup>

A proficiency **test tests** a person's command and control of language at one specific time.<sup>[965]</sup>

The shopkeeper refused to change the faulty radio, maintain that it was all right when **I** bought it, so **I** decided to get back at him by writing to the local paper about it.<sup>[966]</sup>

If **you** provoke the dog, it will bite **you**.<sup>[967]</sup>

She did not reply – she just **smiled** that insinuating **smile**.<sup>[968]</sup>

In this process, the investigator seeks to determine the initiating location and mode of failure that is consistent with the presumed sequence of failure, and to ascertain **that** at **that** location, and for that mode of failure, the demands on the structure exceeded its capacity.<sup>[969]</sup>

The material **needs** to be relevant to the **needs** of the learners in question.<sup>[970]</sup>

A "strategy-based" approach in no way alters the absolutely essential **need** to carry out a **needs** analysis and diagnostic testing to determine what **needs** to be taught and where the learners are at in terms of their proficiency level.<sup>[971]</sup>

'Validity' in testing and assessment has traditionally been understood to mean discovering whether a test '**measures** accurately what it is intended **to measure**' (Hughes, 1989, p. 22), or uncovering the 'appropriateness of a given test or any of its component parts as **a measure** of what it is purposed **to measure**' (Henning, 1987, p. 170).<sup>[972]</sup>

We are very happy to **own** our **own** home, and I hope that we will live there for several years.<sup>[973]</sup>

I seem to remember **that** I saw him on **that** occasion with his wife.<sup>[974]</sup>

But such exemplification cannot provide the important insights into either the culture or the authentic activities of members of **that** culture **that** learners need.

He's been a bit blue since he failed his exams.<sup>[975]</sup>

## Homophones <sup>[926]</sup>

*Homophone is defined as each of two or more words having the same pronunciation but different meanings, origins, or spelling.*

### LIST OF HOMOPHONES

air	heir	gait	gate	rap	wrap
ail	ale	grate	great	read	reed
allowed	aloud	groan	grown	read	red
arc	ark	hair	hare	right, rite	write
ate	eight	hall	haul	ring	wring
bad	bade	heal	heel	road	rode
bail	bale	hear	here	role	roll
bald	bawled	heard	herd	root	route
ball	bawl	here	hear	rose	rows
bare	bear	higher	hire	sale	sail
beach	beech	him	hymn	scene	seen
bean	been	hole	whole	sea	see
bear	bare	hour	our	seam	seem
beat	beet	idle	idol	sew	sow
bee	be	key	quay	sight	site
beet	beat	knew	new	soar	sore
bell	belle	knight	night	sole	soul
berry	bury	knot	not	son	sun
birth	berth	know	no	soot	suit
blue	blew	lain	lane	stair	stare
boar	bore	lead	led	stake	steak
board	bored	leak	leek	steal	steel
bough	bow	lessen	lesson	stile	style
bow	bough	gait	gate	suite	sweet
boy	buoy	grate	great	tail	tale
brake	break	groan	grown	tear	tier
buy	by/bye	loan	lone	their	there
ceiling	sealing	made	maid	threw	through
cell	sell	mail	male	throne	thrown
cent	sent	main	mane	tide	tied
cheap	cheep	meat	meet	to	two
check	cheque	medal	meddle	told	tolled
coarse	course	missed	mist	too	to, two
cord	chord	muscle	mussel	towed	toad
dear	deer	none	nun	urn	earn
die	dye	oar	ore	vain	vein
dun	done	one	won	vale	veil
Dye	die	pail	pale	vein	vane, vain
ewe	you	pain	pane	waist	waste
eye	I	pair	pear	wait	weight
fair	fare	patience	patients	way	weigh
feat	feet	peace	piece	weak	week
find	fined	peal	peel	wear	where
flea	flee	plain	plane	whole	hole
flew	flu	plane	plain	witch	which
flour	flower	pore	pour	wood	would
flower	flour	practice	practise	write	right
fool	full	praise	prays	yoke	yolk
fore	four	pray	prey	yore	your
forth	fourth	principal	principle	rap	wrap
foul	fowl	profit	prophet	read	reed
fur	fir	rain	reign	read	red
				Sundae	Sunday

## Polysemy

*Polysemy is defined as the coexistence of many possible related meanings for a word or phrase.*

foot of a mountain/foot of a person

## Semantic

*Semantic ambiguity occurs whenever one or more words within a sentence can be understood as having two or more distinct meanings. That is, semantic ambiguity occurs when two or more unambiguous words cluster together.*

She knew a little Greek.	She knew Greek language a bit.
	She knew a young Greek person.
He stood on the bank.	He stood on the bank. (Financial institution)
	He stood on the bank. (bank of a sea)
run out of	He ran out of the house. (He fled.)
	He ran out of the sugar. (Sugar finished.)

## Structural

### GROUPING

*Grouping ambiguity occurs whenever the meaning of a sentence is affected by whether we understand a word or phrase to refer to individual members of a group or a group as a whole. The important issue is that which two or more words first combine and modify the other words.*

More beautiful girls	More (beautiful girls)
	(More beautiful) girls
My most interesting films	My most (interesting films)
	My (most interesting) films
My very young cat	My (very young) cat
	(My very) young cat
a big door handle	a big (door handle)
	a (big door) handle

*If a Pre-M2 or a noun precedes two nouns (whether there is a conjunction or not), the text is ambiguous.*

X company undertakes to deliver the galvanized girders and beams at y port by Jan 26, 1994.

- X company undertakes to deliver ({the galvanized girders} and {beams}) at y port by Jan 26, 1994.
- X company undertakes to deliver (the galvanized {girders} and {beams}) at y port by Jan 26, 1994.

smart boys and girls

- (smart {boys} and {girls})
- ({smart boys} and {girls})

history books and teachers

- (history {books} and {teachers})
- ({history books} and {teachers})

### Transformational (functional)

*When an NP starts with Ving (neither preceded by a Pre-M1 and Pre-M2 nor followed by a Pre-M1), it leads to a kind of structural ambiguity called transformational ambiguity. In such cases, both meanings may seem logical. To determine which meaning is right, you should refer to the text. <sup>[977]</sup>*

#### Ambiguous <sup>[978]</sup>

Smoking cigars can be dangerous.	Smoking as Pre-M2
	Smoking cigars as VP
She likes jumping horses.	jumping as Pre-M2
	jumping horses as VP
Fighting lions may be	Fighting as Pre-M2

hazardous.	Fighting lions as VP
Developing countries can have a vital role in this issue.	Developing as Pre-M2
	Developing countries as VP

### Not ambiguous

Smoking a cigar can be dangerous.	Smoking a cigar as VP
Fighting my lions may be dangerous.	Fighting my lions as VP
These fighting lions may be dangerous.	These fighting lions as NP1
These smoking cigars can be dangerous.	These smoking cigars as NP1
She likes jumping these horses.	jumping these horses as VP
Fighting lions is dangerous. <sup>[979]</sup>	Fighting lions as VP
Developing countries have an effect on .... <sup>[980]</sup>	Developing countries as NP
Fighting lions are dangerous.	Fighting lions as NP
Smoking big cigars are dangerous.	Smoking big cigars as NP
Smoking big cigars is dangerous.	Smoking big cigars as VP
Developing countries has an effect on ....	Developing countries as VP
Writing texts use a variety of terms to define topic sentence.	Writing texts as NP

## MISSPELLED WORDS

Here are the 100 words most commonly misspelled ('misspell' is one of them).

Most commonly misspelled words		
a lot	grateful	pastime
acceptable	guarantee	perseverance
accidentally	harass	personnel
accommodate	height	playwright
acquire	gauge	possession
acquit	immediate	precede
amateur	independent	principal/ <a href="#">principle</a>
apparent	indispensable	privilege
argument	inoculate	pronunciation
atheist	intelligence	publicly
believe	its/it's	questionnaire
bellwether	hierarchy	receive/receipt
calendar	humorous	recommend
category	ignorance	reference
cemetery	jewelry	referred
changeable	judgment	relevant
collectible	kernel (colonel)	restaurant
column	leisure	rhyme
committed	liaison	rhythm
conscience	library	schedule
conscientious	license	separate
conscious	maintenance	sergeant
consensus	maneuver	supersede
daiquiri	medieval	their/they're/there
definite(ly)	memento	threshold
discipline	millennium	twelfth

drunkenness	miniature	tyranny
dumbbell	minuscule	until
embarrass (ment)	mischievous	vacuum
equipment	misspell	weather
exceed	neighbor	weird
exhilarate	noticeable	
existence	occasionally	
experience	occurrence	
fiery		
foreign		

**PRACTICE**

Find the other words you most often misspell and fill in the table.

*This list is borrowed, with some words added or removed from my own experience, from Student's Book of College English by David Skwire and Harvey S. Wiener. 6<sup>th</sup> ed. MacMillan: New York. 1992. Nearly every dictionary and textbook on writing and composition has a similar list.*

absence	exaggerate	preparation prevalent
accumulate	excellence existent	probably
achievement	explanation	procedure
acquaintance	familiar	proceed
acquitted	formerly	mathematics
advise	forty	mediocre
among	fourth	miscellaneous
analysis	frantically	mysterious
analyze	generally	necessary
annual	grammar	nuclear
apartment	grandeur	occasion
apparatus	grievous heroes	odyssey
appearance	hindrance	piece
arguing	hoping	pigeon
address	hypocrisy	prejudice
advice	hypocrite	profession
all right	incidentally	professor
arctic	incredible	prominent
arithmetic	independence	pursue
ascend	inevitable	quantity
athletic	intellectual	quizzes
attendance	interesting	recede
balance	irresistible	receiving
battalion	descent	referring
belief	desperate	repetition
beneficial	device	ridiculous
benefited	disastrous	sacrifice
boundaries	ecstasy	salary
Britain	exercise	seize
business	fascinate	sense
candidate	February	separation
changing	fluorescent	severely
choose	government	shining
chose	jealous	similar
coming	ketchup	sophomore
	knowledge	specifically
		specimen

commission	laboratory	statue
committee	laid	studying
comparative	led	succeed
compelled	lightning	succession
conceivable	loneliness	surprise
conferred	lose	technique
control	losing	temperamental
controversial	manufacture	tendency
controversy	marriage	tragedy
criticize	maybe	transferring
deferred	mere	tries
beginning	Negroes	unanimous
bicycle	ninety	undoubtedly
broccoli	occurred	unnecessary
bureau	omitted	usually
camaraderie	opinion	village
ceiling	opportunity	villain
decease	optimistic	whether
deceive	paid	woman
definition	parallel	women
describe	paralysis	writing
description	paralyze	pumpkin
dictionary	particular	raspberry
dining	performance	sacrilegious
disappearance	permissible	science
disappoint	personal	scissors
dissatisfied	perspiration	sincerely
dormitory	physical	special
effect	picnicking	thorough
eighth	possibility	through
eligible	possible	truly
eliminate	practically	Wednesday
eminent	precedence	you're
encouragement	preference	
encouraging	preferred	
environment		
equipped		
especially		

## CONFUSING WORDS

### Spelling

word	word
a lot	allot
accept	except
accessary	accessory
actor	actress
adverse	averse
advise	advise
affect	effect
aisle	isle
all intensive purposes	all intents and purposes
all ready	already



all right	alright
<b>all together</b>	altogether
allot	a lot
allude	elude
allusion	illusion
alone	lonely
<b>along</b>	a long
<b>aloud</b>	allowed
<b>altar</b>	alter
ambivalent	indifferent
<b>amoral</b>	immoral
any	some
any one	anyone
apart	a part
<b>appraise</b>	apprise
around	round
<b>assent</b>	ascent
assume	know
astrology	astronomy
<b>aural</b>	oral
awhile	a while
bad	badly
bald	bold
<b>balmy</b>	barmy
<b>bare</b>	bear
<b>bated</b>	baited
<b>bazaar</b>	bizarre
been	gone
<b>berth</b>	birth
beside	besides
bored	boring
<b>born</b>	borne
borrow	lend
<b>bough</b>	bow
bought	brought
<b>brake</b>	break
<b>breach</b>	breech
breath	breathe
<b>broach</b>	brooch
<b>busyness</b>	business
<b>busynesses</b>	businesses
butt naked	buck naked
<b>canvas</b>	canvass
capital	capitol
captivate	capture
career	carrier
cash	cashe

censure	ensor
cereal	serial
certain	curtain
check	control
chomp at the bit	champ at the bit
chord	cord
climactic	climatic
close	closed
close	shut
coarse	course
collage	college
come over	overcome
compare	compere
complacent	complaisant
complement	compliment
comprise	compose
concentrate	concentrated
confuse	confess
consume	consumption
content	contest
council	counsel
councillor	counsellor
cue	queue
curb	kerb
curious	interesting
currant	current
custom	costume
dairy	diary
data	datum
decent	descent
decision	division
defrost	melt
defuse	diffuse
desert	dessert
desperate	disparate
destroy	destruct
discreet	discrete
disinterested	uninterested
do	make
done	did
don't have to	mustn't
dose	doze
downside	underside
draught	draft
draught	drought
draw	drawer

dress up	get dressed
driving test	test drive
<b>dual</b>	duel
e.g.	i.e.
either	well/too
either or	neither nor
<b>elicit</b>	illicit
employer	employee
enquire	inquire
enquiry	inquiry
<b>ensure</b>	insure
<b>envelop</b>	envelope
-er	-re
every day	everyday
<b>except</b>	expect
excited	exciting
execute	executive
<b>exercise</b>	exorcise
expand	expend
experience	experience(s)
extra	surplus
fair to midland	fair to middling (phrase)
<b>fawn</b>	faun
fewer	less
<b>filling</b>	filing
<b>flaunt</b>	flout
<b>flounder</b>	founder
for	since (time)
<b>forbear</b>	forebear
<b>foreword</b>	forward
<b>freeze</b>	frieze
full stop	period
going out	outgoing
good	well
<b>greet</b>	great
<b>grisly</b>	grizzly
<b>gun</b>	gum
had bought	had boughten
hard	hardly
<b>headmaster</b>	headmistress
hear	listen
heroin	heroine
he's	his
<b>hire</b>	fire
<b>hoard</b>	horde
holiday	the weekend

holy	holly
homework	housework
hone	home
hope	wish
How do you do?	How are you?
I could of	I could have
I should of	I should have
I would of	I would have
imitated	intimated
immunity	impunity
<b>imply</b>	infer
improve	improvise
in a sense	in essence
in one foul swoop	in one fell swoop
interested	interesting
its	it's
know	now
later	latter
<b>latter</b>	letter
lay	lie
lay down	lie down
lead	led
leaped	leapt
learn	teach
<b>lessen</b>	lesson
live	stay
<b>loath</b>	loathe
look after	look for
look at	watch
look forward(s)	look forward to
look over	overlook
<b>loose</b>	lose
massage	message
<b>medication</b>	mediation
<b>mening</b>	meaning
<b>message</b>	massage
<b>meter</b>	metre
<b>militate</b>	mitigate
moan	mourn
moral	morale
more/most importantly	more/most important
most	the most
most	mostly
neither	either
<b>newer</b>	never
of	off

of course	off course
ointment	ornament
or	nor
outgoing	going out
outgoings	outgoing
overrun	run over
overtake	takeover
palate	palette
pass away	pass out
passed	past
pedal	peddle
personal	personnel
place	palace
pole	poll
pour	pore
practice	practise
precede	proceed
prescribe	proscribe
principal Nc, adj	principle Nc
probably	properly
proscribe	proscription
provoke	provocation
quite	quiet
raise	rise
raise	rise
regard	regardless
remainder	reminder
remember	remind
replay	reply
said	told
say	talk
say	tell
scared	scary
sceptic	septic
see	watch
seen	saw
sell	sale
services	cervices
shortage	shortness
sight	site
so	such
some time	sometime
sooth	soothe
spitting image	spirit and image
stationary	stationery
stick	sticker

storey	story
strange	stranger
stuff	things
subscribe	subscription
sun	son
take care	take care of
taut	taunt
taxis	taxes
than	then
that	which/who
thirsty	thirty
tired	tried
tires	tries
titillate	titivate
to describe	description
to gather	together
to snub	snob
too	to
tortuous	torturous
trainer	trainee
transcribe	transcript
travel	trip
uniformed	uninformed
used	sued
used to	used to do
wander	wonder
warn	worn
we	us
weather	whether
what	which
who	whom
wreath	wreathe
wrong	wrongly
yoke	yolk
your	you're

## Meaning

### Meaning

Infinitive	Simple Past	P.P.	Meaning	Part of speech
lie	lay	lain	recline	V
lie	lied	lied	say something untrue	V
lay	laid	laid	put something in a place	V
find	found	found	discover	V
found	founded	founded	establish	V
raise			keep something up	V
rise	rose <a href="#">[981]</a>	risen	cost,	V
fail		failed	not to succeed in an exam etc.	V
fall		fallen	to suddenly go down onto the ground or towards the ground without intending to or by accident	V
bases			third person singular of 'to base'	V

bases			plural of basis	N
rational			showing clear thought or reason	Adj.
rationale			the reasons or intentions for a particular set of thoughts or actions	N
human			of or typical of people	N, adj.
humane			showing kindness, care and sympathy towards others, especially those who are suffering	Adj.
unit			a single thing or a separate part of something larger	N
unite			to join together as a group, or to make people join together as a group; to combine	V
through			from one end or side of something to the other	Prep.
thorough			detailed and careful	Adj.
nuclear			being or using the power produced when the <u>nucleus</u> of an atom is divided or joined to another nucleus	Adj.
unclear			not obvious or easy to see or know	Adj.
vary			to change or cause something to change in amount or level, especially from one occasion to another	V
very			to a great degree or extremely	V
son			your male child	N
sun			the star that the earth moves around, which provides light and heat for the earth, or the light or heat that the earth receives from this star	N
boy			male child or, more generally, a male of any age	N
girl			a female child or young woman, especially one still at school	N
daughter			your female child	N
lower			positioned below one or more similar things, or of the bottom part of something	Comparative adjective
lower			to move something into a low position	V
lesson			a period of time in which a person is taught about a subject or how to do something	N
lessen			If something lessens or is lessened, it becomes less strong	V
filing		filed	file	Ving
filling		filled	fill	Ving
trimmer			a device used for making something tidier or more level by cutting a small amount off it	Nc
trimmer			thin in an attractive and healthy way	Comparative adjective
star		starred	If a film, play, etc. stars someone, or if someone stars in a film, play, etc., they are the main actor in it	P.P.
stare		stared	to look for a long time with the eyes wide open, especially when surprised, frightened or thinking	P.P.
hardly			only just; almost not	adv.
hard			with a lot of physical or mental effort	adv.
high			at or to a large distance from the ground	adv., adj.
highly			very, to a large degree, or at a high level	adv.
biannual			happening twice a year	Adj.
biennial			happening once every two years	Adj.
fell	fall		Simple past of fall	V
fell	fell		to cut down a tree; or; to knock someone down, especially in sports	V
customs			the place at a port, airport or border where travelers' bags are looked at to find out if any goods are being carried illegally	N
customs			Plural of custom meaning traditions	N
their			(adjective) - of, belonging to, made by, or done by them	Possessive adj.
there			(noun) - that place or point	PRN, adv.
there're			(contraction) of they + are	PRN+be

## Functions (confusing appearance) <sup>[982]</sup>

### Nouns

Noun <sup>[983]</sup>		
academic	essential	orderly
acrylic	essential	periodical
analgesic	ethic	peripheral
arsenal	ethnic fabric	perusal
arthritic	final	pity
ascetic	fundamental	polemic
aspirant	gibberish	potential practical
assailant	grizzly	primate
attic	housing	professional
betrayal	ideal	refusal
bilingual	illiterate	rental

blemish	initiative	representative
chemical	initiative	retrieval
chemical	innumerate	reversal
classic	jackal	sabbatical
coral	journal	scandal
criminal	local	schizophrenic
critic	mammal	sedative
deferral	marsupial	sharp
denial	marsupial	skeptic
dessertspoonful	metal	specific
differential	mineral	statistic
directive	mnemonic	substantive
disapproval	mural	topic
eccentric	mystic	tribunal
eccentric	neanderthal	upheaval
eccentric	obsidian	villainy
editorial	official	withdrawal
		wherewithal

### Adjective [\[984\]](#)

authorly	hourly	rumply
beastly	housekeeperly	saintly
bodily	jolly	scaly
bristly	kindly	scholarly
brotherly	kingly	shapely
bubbly	leisurely	sickly
burly	likely	silly
chilly	lively	sisterly
comely	lonely	slatternly
costly	lordly	slovenly
courtly	lovely	sly
cowardly	lowly	smelly
crinkly	maidenly	southerly
crumbly	manly	sparkly
crumply	mannerly	spindly
cuddly	masterly	sprightly
curly	matronly	squiggly
daily*	mealy	statey
dastardly	measly	steely
deadly	melancholy	surly
deathly	miserly	timely
disorderly	monthly*	treacly
early	motherly	ugly
earthly	neighborly	unearthly
easterly	nightly	unfriendly
elderly	northeasterly	ungainly
fatherly	northerly	unlikely
fortnightly*	northwesterly	unruly
friendly	oily	unseemly
frilly	only	unsightly
frizzly	orderly	untimely
gentlemanly	otherworldly	unworldly
ghastly	painterly	weekly*
ghostly	pearly	westerly
giggly	pebbly	wifely
godly	pimpily	wily
goodly	poorly	wobbly
gravelly	prickly	womanly
grisly	priestly	woolly
heavenly	princely	worldly
hilly	quarterly	wriggly
holy	queenly	wrinkly
homely		yearly*

\*Can also be used as an adverb

### Verb

Verbs			
age	disillusion	half	pity
augment	draft	husband	purpose
blemish	fancy	man	silence
detail	function	mimic	till
disadvantage	glance	near	witness



## Not Ving

Words ending in -ing which are not Ving		
anything	ling	spring
bring	morning	sting
ceiling	nothing	swing
darling	ping	thing
ding	ping pong	ting
during	ring	wing
everything	sing	wring
fling	sling	zing
king	something	

## 100 MOST COMMON ENGLISH WORDS <sup>[985]</sup>

Based on evidence from the billion-word Oxford English Corpus, Oxford has identified 100 most common English words found in writing globally. <sup>[986]</sup>

the	they	when	come
be	we	make	its
to	say	can	over
of	her	like	think
and	she	time	also
a	or	no	back
in	an	just	after
that	will	him	use
have	my	know	two
I	one	take	how
it	all	person	our
for	would	into	work
not	there	year	first
on	their	your	well
with	what	good	way
he	so	some	even
as	up	could	new
you	out	them	want
do	if	see	because
at	about	other	any
this	who	than	these
but	get	then	give
his	which	now	day
by	go	look	most
from	me	only	us

## 500 MOST COMMON SPOKEN WORDS

This is a list of the most frequent words in spoken North American English. It is based on a sample of four and a half million words of conversation from the Cambridge English Corpus. The most frequent word, I, is at the top left of the list, and the least frequent word in the list 'tax' at the bottom right. <sup>[987]</sup>

I	who	read	they'll
and	put	having	won't
the	years	far	movie
you	sure	watch	cool
uh	can't	week	news
to	pretty	mhm	number
a	gonna	quite	man
that	stuff	enough	basically
it	come	next	nine
of	these	couple	enjoy
yeah	by	own	bought

know	into	wouldn't	whether
in	went	ten	especially
like	make	interesting	taking
they	than	am	sit
have	year	sometimes	book
so	three	bye	fifty
was	which	seems	months
but	home	heard	women
is	will	goes	month
it's	nice	called	found
we	never	point	side
huh	only	ago	food
just	his	while	looks
oh	doing	fact	summer
do	cause	once	hmm
don't	off	seen	fine
that's	I'll	wanted	hey
well	maybe	isn't	student
for	real	start	agree
what	why	high	mother
on	big	somebody	problems
think	actually	let's	city
right	she's	times	second
not	day	guy	definitely
um	five	area	spend
or	always	fun	happened
my	school	they've	hours
be	look	you've	war
really	still	started	matter
with	around	job	supposed
he	anything	says	worked
one	kids	play	company
are	first	usually	friend
this	does	wow	set
there	need	exactly	minutes
I'm	us	took	morning
all	should	few	between
if	talking	child	music
no	last	thirty	close
get	thought	buy	leave
about	doesn't	person	wife
at	different	working	knew
out	money	half	pick
had	long	looking	important
then	used	someone	ask
because	getting	coming	hour
go	same	eight	deal
up	four	love	mine
she	every	everybody	reason
when	new	able	credit
them	everything	we'll	dog
can	many	life	group
would	before	may	turn
as	though	both	making
me	most	type	American
mean	tell	end	weeks

some	being	least	certain
good	bit	told	less
got	house	saw	must
OK	also	college	dad
people	use	ones	during
now	through	almost	lived
going	feel	since	forty
were	course	days	air
lot	what's	couldn't	government
your	old	gets	eighty
time	done	guys	wonderful
see	sort	god	seem
how	great	country	wrong
they're	bad	wait	young
kind	we've	yet	places
here	another	believe	girl
from	car	thinking	happen
did	true	funny	sorry
something	whole	state	living
too	whatever	until	drive
more	twenty	husband	outside
very	after	idea	bring
want	ever	name	easy
little	find	seven	stop
been	care	together	percent
things	better	each	hand
an	hard	hear	gosh
you're	haven't	help	top
said	trying	nothing	cut
there's	give	parents	computer
I've	I'd	room	tried
much	problem	today	gotten
where	else	makes	mind
two	remember	stay	business
thing	might	mom	anybody
her	again	sounds	takes
didn't	pay	change	aren't
other	try	understand	question
say	place	such	rather
back	part	gone	twelve
could	let	system	phone
their	keep	comes	program
our	children	thank	without
guess	anyway	show	moved
yes	came	thousand	gave
way	six	left	yep
has	family	friends	case
down	wasn't	class	looked
we're	talk	already	certainly
any	made	eat	talked
he's	hundred	small	beautiful
work	night	boy	card
take	call	paper	walk
even	saying	world	married
those	dollars	best	anymore
over	live	water	you'll

probably  
him

away  
either

myself  
run

middle  
tax

## MOST COMMON WORDS WITH MORE THAN ONE FUNCTION

There are a great number of words in English which play more than one role (part of speech) in different sentences. <sup>[988]</sup> The following list tabulated the most frequent words each of which has more than one part of speech.

List of words with more than one function

	Det.	PR N	Prep .	Adv.	Adj.	N	V	Aux .	Conj .	Interjection
a	*					*				
about			*	*	*					
after			*	*					*	
air						*	*			
all	*	*		*						
American					*	*				
another	*	*								
any	*	*		*						
are							*	*		
around			*	*						
as			*	*					*	
away				*	*					
back				*	*	*	*			
bad				* <sup>[989]</sup>	*					
be							*	*		
before			*	*					*	
being						*	*			
best				*	*	*	*			
better				*	*	*	*			
between			*	*						
big					*		*			
bit						*	*			
book						*	*			
both	* <sup>[990]</sup>	*								
boy						*				* <sup>[991]</sup>
but			*	*		*			*	
buy						*	*			
by			*	*						
call						*	*			
can						*	*	*		
card						*	*			
care						*	*			
case						*	*			
cause						*	*		*	
certain	*	*			*					
change						*	*			
class					*	*	*			
close				*	*	*	*			
come						*	*			
cool					*	*	*			
couple						*	*			
course						*	*			
credit						*	*			
cut						*	*			
deal						*	*			
do						*	*	*		

dog						*	*			
down			*	*	*	*	*			
drive						*	*			
each	*	*								
either	*	*		*					*	
end						*	*			
enough	*	*		*						
even				*	*		*			
far				*	*					
fast				*	*	*	*			
feel						*	*			
few	*	*			*	*				
find						*	*			
fine				*	*	*	*			
first	*			*		*				
for			*						*	
forward				*	*	*	*			
four	*					*				
fun					*	*				
funny					*	*				
give						*	*			
go						*	*			
going					*	*				
gone			* [92]		*		*			
good					*	*				
great				*	*	*				
group						*	*			
guess						*	*			
had					*		*			
half	* [93]	*		*	*	*				
hand						*	*			
happen				*			*			
hard				*	*					
have							*	*		
he		*				*				
help						*	*			*
her	*	*								
high				*	*	*				
his	*	*								
his	*	*								
home					*	*	*			
house						*	*			
husband						*	*			
I	*	*								
if						*			*	
in			*	*	*					
just				*	*	*				
keep						*	*			
kid						*	*			
kind					*	*				
know						*	*			
last		*		*	*	*	*			
least	*	*		*						
leave						*	*			
left				*	*	*	*			
less	*	*	*	*						
let				*		*	*			
like			*	*	*	*	*			
little	*	*		*	*	*				
live				*	*	*	*			
living					*	*				
long				*	*	*	*			
look						*	*			*
love						*	*			

make						*	*			
man						*	*			*
many	*	*								
matter						*	*			
may						*		*		
me		*				*				
mean				*		*	*			
middle				*		*				
might						*		*		
mind						*	*			
mine	*	*				*	*			
minute				*		*	*			
more	*	*		*						
most	*	*		*						
mother						*	*			
move						*	*			
much	*	*		*						
must						*		*		
my	*									*
name						*	*			
need						*	*			
new				*		*				
next		*		*	*					
no	*			*		*				
nothing		*		*		*				
now				*		*			*	
number						*	*			
off			*	*	*	*	*			
oh						*				*
OK				*	*	*	*			*
old					*	*				
on			*	*						
once				*					*	
one	*	*								
only				*	*				*	
other	*	*								
out			*	*		*	*			
outside			*	*	*	*				
over			*	*		*				
own	*	*						*		
paper						*	*			
part				*	*	*	*			
pay						*	*			
people						*	*			
phone						*	*			
pick						*	*			
place						*	*			
play						*	*			
point					*	*	*			
pretty				*	*					
program						*	*			
question						*	*			
quite	*	<a href="#">[924]</a>		*						
rather	*			*						*
read						*	*			
real				*	*					
really				*						*
reason						*	*			
right				*	*	*	*			*
room						*	*			
run						*	*			
said					*	*				
same		*		*	*					
saw						*	*			

say						*	*			*
school						*	*			
second	*			*		*	*			
set					*	*	*			
several	*	*			*					
she		*				*				
show						*	*			
side					*	*	*			
since			*	*					*	
six	*					*				
small				*	*	*				
so				*	*				*	
some	*	*		*						
sorry					*					*
sort						*	*			
sound				*	*	*	*			
spend						*	*			
start						*	*			
state					*	*	*			
stay						*	*			
still				*	*	*	*			
stop						*	*			
stuff						*	*			
such	* <a href="#">[925]</a>	*				*				
summer						*	*			
suppose							*		*	
sure				*	*					
take						*	*			
talk						*	*			
tax						*	*			
than			*						*	
that	*	*		*					*	
them	* <a href="#">[926]</a>	*								
then				*	*					
there		*		*	*	*			*	
these	*	*								
think						*	*			
thinking					*	*				
this	*	*		*						
those	*	*								
though				*					*	
thought						*	*			
through			*	*	*					
time						*	*			
times	* <a href="#">[927]</a>		*	*						
to			*	*						
today				*		*				
together				*	*					
top				*	*	*	*		*	
tried					*	*	*			
true				*	*	*				
try						*	*			
turn						*	*			
type						*	*			
until	*								*	
up			*	*	*	*	*			
us	* <a href="#">[928]</a>	*								
use						*	*			
used					*		*			
very				*	*					
wait						*	*			
walk						*	*			
want						*	*			

watch						*	*			
water						*	*			
well				*	*	*	*			*
what	*	*								*
whatever	*	*		*						
when		*		*					*	
whenever				*					*	
where				*					*	
whereby				*					*	
wherein				*					*	
wherever				*					*	
which	*	*								
while						*	*		*	
whole					*	*				
why				*		*				*
will						*	*	*		
without			*	*						
work						*	*			
work						*	*			
wow						*	*			*
wrong				*	*	*	*			
yes				*		*				
young					*	*				
	Det.	PR N	Prep .	Adver b	Adjectiv e	N	V	Aux .	Conj .	Interjection

## IRREGULAR VERBS

Most verbs have simple past tense and past participle ending in *-ed* like *worked, played, listened*, but many of the most frequent verbs are irregular. The following table lists a number of most frequent irregular verbs.

### List of irregular verbs

V	Past Simple	P.P.
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen



V	Past Simple	P.P.
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lent	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung

V	Past Simple	P.P.
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written

## CONTRACTIONS IN ENGLISH

*This is a list of various contractions used in the English language. It is illustrative, not exhaustively, and some of its entries are colloquial or obsolete. Also, please note that many other proper contractions can be formed by combining various contractions listed here. Note that some of these contractions might not be real English words, but they are frequently used by other people. Note that some contractions don't include apostrophes, because of just combining two words together.*

<b>Contraction</b>	<b>Meaning</b>
ain't	am not/is not/are not/has not/have not/did not (colloquial)
amn't	am not
aren't	are not
can't (rarely, cain't)	cannot
'cause	because
could've	could have
couldn't	could not
couldn't've	could not have
daren't	dare not/dared not
daresn't	dare not
dasn't	dare not
didn't	did not
doesn't	does not
don't	do not/does not
e'er	ever
everyone's	everyone is
finna	fixing to (colloquial)
gimme	give me
gonna	going to
gon't	go not (colloquial)
gotta	got to
hadn't	had not
hasn't	has not
haven't	have not
he'd	he had/he would
he'll	he shall/he will
he's	he has/he is
he've	he have
how'd	how did/how would
how'll	how will
how're	how are
how's	how has/how is/how does
I'd	I had/I would
I'll	I shall/I will
I'm	I am
I'm'a	I am about to
I'm'o	I am going to
I've	I have
isn't	is not
it'd	it would
it'll	it shall/it will
it's	it has/it is
let's	let us
mayn't	may not
may've	may have
mightn't	might not
might've	might have
mustn't	must not
mustn't've	must not have
must've	must have
needn't	need not
ne'er	never
o'clock	of the clock
o'er	over

**Contraction**

ol'  
oughtn't  
's  
shalln't  
shan't  
she'd  
she'll  
she's  
should've  
shouldn't  
shouldn't've  
somebody's  
someone's  
something's  
so're  
that'll  
that're  
that's  
that'd  
there'd  
there'll  
there're  
there's  
these're  
they'd  
they'll  
they're  
they've  
this's  
those're  
'tis  
'twas  
wasn't  
we'd  
we'd've  
we'll  
we're  
we've  
weren't  
what'd  
what'll  
what're  
what's  
what've  
when's  
where'd  
where're  
where's  
where've  
which's  
who'd  
who'd've  
who'll  
who're  
who's  
who've  
why'd  
why're  
why's

**Meaning**

old  
ought not  
is, has, does, or us  
shall not (archaic)  
shall not  
she had/she would  
she shall/she will  
she has/she is  
should have  
should not  
should not have  
somebody has/somebody is  
someone has/someone is  
something has/something is  
so are (colloquial)  
that shall/that will  
that are  
that has/that is  
that would/that had  
there had/there would  
there shall/there will  
there are  
there has/there is  
these are  
they had/they would  
they shall/they will  
they are/they were  
they have  
this has/this is  
those are  
it is  
it was  
was not  
we had/we would  
we would have  
we will  
we are  
we have  
were not  
what did  
what shall/what will/ what all  
what are  
what has/what is/what does  
what have  
when has/when is  
where did  
where are  
where has/where is/where does  
where have  
which has/which is  
who would/who had/who did  
who would have  
who shall/who will  
who are  
who has/who is/who does  
who have  
why did  
why are  
why has/why is/why does

<b>Contraction</b>	<b>Meaning</b>
won't	will not
would've	would have
wouldn't	would not
y'all	you all (colloquial)
you'd	you had/you would
you'll	you shall/you will
you're	you are
you've	you have
<i>noun</i> 's	<i>noun</i> is (possessive forms of many nouns are homographic to this contraction)
<i>noun(s)</i> 're	<i>noun(s)</i> are (forms of many nouns are homographic to this contraction)

## EVASION FROM THE SEXIST LANGUAGE <sup>[999]</sup>

When we use a noun or 16 + nouns (as I called them nouns) the gender of which is not clear, we can use plural pronouns or both genders at the same time (s/he). But in academic English, it is more common to use singular pronouns, especially with words ending in -thing.

Gag is a piece of cloth which is tied around a person's mouth or put inside it in order to stop them <sup>[1000]</sup> from speaking, shouting, or calling for help.

Stature is the good reputation a person or organization has based on their <sup>[1001]</sup> behavior and ability.

Associative (connotative) meaning is the total of all meanings a person thinks when they <sup>[1002]</sup> hear the word.

Every man and woman should vote for the candidate of their <sup>[1003]</sup> choice.

If an <sup>[1004]</sup> employer retires an <sup>[1005]</sup> employee, they <sup>[1006]</sup> make that <sup>[1007]</sup> person leave their job, usually at a time when they are near to the age at which they would normally stop working or because they are ill.

Redress is money that someone has to pay to someone else because they have injured them or treated them badly.

## SYNONYM VS. ANTONYM

Synonyms and antonyms are used every day by people to add variety to writing/speaking.

### Synonym

It is a word that means the same, <sup>[1008]</sup> or almost the same, as another word. They help us avoid repetition in our speech and writing and expand our vocabulary.

### Antonym

An antonym is basically the opposite of a synonym. Antonym is a word opposite in meaning to another (e.g., bad and good), that is, antonyms are words that have contrasting, or opposite, meanings.

Types of antonyms

There are three different kinds of antonyms: complementary, relational, and graded.

## COMPLEMENTARY

Complementary antonyms have no middle ground including boy - girl, off - on, night - day, entrance - exit, exterior - interior, true - false, dead - alive, push - pull, pass - fail, etc. <sup>[1009]</sup>

## RELATIONAL

In linguistics, relational antonyms (also called converses) are pairs of words that refer to a relationship from opposite points of view. The relationship between such words is called a converse relation because an "either/or" relationship is present between them. Converses can be understood as a pair of words where one word implies a relationship between two objects, while the other implies the existence of the same relationship when the objects are reversed. One exists only because the other exists. Examples include above - below, doctor - patient, husband - wife, servant - master, borrow - lend, give - receive, predator - prey, buy - sell, instructor - pupil, parent - child, etc.

## GRADED

These antonyms deal with levels of comparison and they can be two words on a scale. Many are relative terms, which can be interpreted differently by different people. Examples include young - old, hard - soft, happy - sad, wise - foolish, fat - skinny, warm - cool, early - late, fast - slow, dark – light, etc. <sup>[1010]</sup>.

The following prefixes <sup>[1011]</sup> are used to form opposites of adjectives: dis-, un-, il-, im-, in-, ir-, non-, <sup>[1012]</sup> a-, ab-, anti-, de-, counter-, down-, mal-, mis-, under-, ...

under-	underestimate
down-	downgrade
mis-	mislead
a-	asocial
ab-	abnormal
anti-	antibacterial
counter-	counterclockwise
de-	demotivate
il-	illegal
ir-	irregular
im-	impolite
in-	incorrect
un-	unable
non-	non-count
dis-	disagree, disappear, disbelief, dishonest

The following suffixes are used to form opposites of adjectives.

-less,- free, ...

### Auto-antonym

An auto-antonym is a word that can have opposite meanings in different contexts or under separate definitions.

- cleave (to split; to adhere)
- enjoin (to prohibit, issue injunction; to order, command)
- fast (moving quickly; fixed firmly in place)
- sanction (punishment, prohibition; permission)
- stay (remain in a specific place, postpone; guide direction, movement)

### List of most common synonyms and antonyms

-	-
able, capable	unable, incapable
absent	present
accurate	inaccurate
active, energetic	inactive, passive
attentive	inattentive
awful, terrible	great, excellent, wonderful
awkward, clumsy	graceful
awkward, clumsy	skillful (BrE: skilful)
beautiful, handsome, attractive, good-looking, pretty	ugly
best	worst
big, large	little, small
bold, confident	timid, shy
brave, bold	afraid, frightened
bright, colorful (BrE: colourful)	dull, colorless (BrE: colourless)
busy, occupied	free
calm, quiet	noisy, excited

careful, cautious	careless, inattentive
cheerful, merry	gloomy, sad
clean, neat	dirty
clear	not clear, unclear
clever	foolish, silly, stupid
cold, cool	hot, warm
comfortable, cozy (BrE: cosy)	uncomfortable
confident, sure	not sure
constructive	destructive
convenient	inconvenient
correct	incorrect, wrong
crazy, mad	reasonable, sensible
cruel, merciless	kind, humane
dangerous	safe
dead	alive
decent	indecent
deep	shallow
definite, clear	vague, indefinite
delicious, tasty	tasteless, inedible
different	the same, similar
difficult, hard	easy
dry	wet
eager, willing	reluctant
early	late
educated	uneducated, ignorant
empty	full
even, smooth	rough, uneven
evident, obvious, clear	vague, unclear
expensive, valuable	inexpensive, cheap
experienced, qualified	inexperienced, unqualified
fair, just	unfair, unjust
faithful, loyal	unfaithful, disloyal
famous, well-known	unknown
far, distant	near, close
fast, quick	slow
fine, refined	common, ordinary
firm, stable	shaky, unstable
first	last
flexible	rigid, inflexible
foreign	domestic, local
frequent	rare
fresh	stale
friendly	unfriendly, hostile

front	back, rear
funny, amusing	serious
general	special
generous	greedy
gentle, soft, mild, tender	rough, severe
good, nice, pleasant	bad, unpleasant
happy, glad	unhappy, sad
hard	soft
heavy	light
high	low
honest, truthful, sincere	dishonest, insincere
huge, enormous	small, tiny
important, significant	unimportant, insignificant
independent, free	not free
intelligent, wise	foolish, stupid
interested, curious	indifferent, bored
interesting	dull, boring
kind	unkind, strict
lazy	hard-working
light	dark
long	short, brief
loud, noisy	quiet, soft
lucky, fortunate	unlucky, unfortunate
magnificent	shabby, miserable
main, chief	secondary, additional
narrow	wide
natural	unnatural
necessary, required	unnecessary
nervous, worried	calm
new, modern	old, old-fashioned
noble	mean
original	ordinary, banal
outstanding, remarkable	ordinary
patient	impatient
polite	impolite, rude
positive	negative
possible	impossible
previous, former	next
proud	modest
ready	not ready
real	unreal
real, genuine	artificial, fake
reasonable, sensible, logical	unreasonable, illogical, absurd, crazy



reliable, dependable	unreliable
rich, wealthy	poor
right	left
right, correct, true	wrong, incorrect, not true, false
round	square, triangular
selfish, egoistic	unselfish
sharp	dull, blunt
shy	confident, self-confident
sick, ill	healthy
simple	complex, complicated
single, unmarried	married
strange, unusual	normal, usual
strong, tough	weak, delicate, fragile
sufficient, enough	insufficient, not enough
suitable, appropriate	unsuitable, inappropriate
surprising, amazing	ordinary
sweet	sour, bitter, salty
tall	short
tense	relaxed
thick, fat	thin, slim
transparent	not transparent
true	not true, false
understandable	not understandable, not clear
useful, helpful	useless
whole, complete, full	incomplete, limited
young	middle-aged, old

## COLLOCATIONS

The Academic Collocation List (ACL) is a list containing 2,469 of the most frequent and useful collocations which occur in written academic English. It can be seen as a collocational companion to the Academic Word List (AWL), consisting of collocations (or word combinations) rather than single words. [\[1013\]](#)

## COMPARISON AND CONTRAST [\[1014\]](#)

### Adverbs vs. adjectives

#### Similarities

*Adverbs and adjectives have important characteristics in common.*

**Gradability:** Both can be either gradable or non-gradable

**Comparative and superlative forms:** Both of them have comparative and superlative forms (only gradable adjectives and adverbs).

**One-syllable or more:** Both can be either one-syllable or more-than-one-syllable.

**Open set:** Both are in the open set of the lexicon, that is, the number of both can increase.

**Affixes:** Both have some well-known affixes and some exceptional cases.

#### Differences

**Modified word:** However, an important distinguishing feature is that adverbs do not modify nouns (actually, adverbs modify verbs, adjectives, and other adverbs) either attributively or predicatively, but adjectives modify nouns.

**Place:** The place each appears differs to a great extent.

## N vs PRN

Similarities

**Plurality:** Both can be either singular or plural.

**Gender:** Some nouns and pronouns show gender, but most does not show. [\[1015\]](#)

Differences

**Open set vs. close set:** Pronouns are in close set, but nouns are in open set.

**Affixes :** Pronouns do not have well-known affixes, but nouns have.

## TRANSITIONS

Transition words are used to link words, phrases, or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text. This list of commonly used English transition words can be considered as quasi-complete. It can be used to find the right expression. English transition words are essential since they not only connect ideas but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument. The transition words and phrases have been assigned only once to somewhat artificial categories, although some words belong to more than one category. Transition words are usually followed by a comma.

### Agreement/Addition/Similarity

The transition words like also, in addition, and, likewise, add information, reinforce ideas, and express agreement with preceding material.

Agreement	Addition	Similarity
as a matter of fact by the same token coupled with equally important first, second, third in addition in like manner in the first place in the light of in the same fashion/way not only ... but also not to mention to say nothing of	again also and as equally identically like then to too uniquely	additionally as well as comparatively correspondingly furthermore likewise moreover of course similarly together with

### Opposition/Limitation/Contradiction

Transition phrases like but, rather, and or, express that there is evidence to the contrary or point out alternatives, and thus introduce a change the line of reasoning (contrast).

Opposition	Limitation	Contradiction
above all after all although this may be true at the same time be that as it may different from even so/though in contrast in reality in spite of of course ..., but on the contrary on the other hand	(and) still (and) yet albeit as much as besides but even though or unlike while	although conversely despite however instead nevertheless nonetheless notwithstanding otherwise rather regardless whereas

then again		
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### Cause/Condition/Purpose

These transitional phrases present specific conditions or intentions.

Cause	Condition	Purpose
as/so long as for fear that for the purpose of granted (that) in order to in the event that in the hope that in view of on (the) condition (that) seeing/being that to the end that with this in mind with this intention	... then as because of If lest since unless when whenever while while	due to given that in case inasmuch as only/even if owing to provided that so as to so that

### Examples/Support/Emphasis

These transitional devices (like especially) are used to introduce examples as support, to indicate importance or as an illustration so that an idea is cued to the reader.

Examples	Support	Emphasis
as an illustration by all means certainly chiefly for example for instance for one thing for this reason in detail in fact in general in other words in particular in this case including indeed like markedly namely notably such as surely that is to say to be sure to clarify to demonstrate to emphasize to enumerate to explain to put it another way to put it differently to repeat truly with attention to	another key point first thing to remember important to realize most compelling evidence must be remembered on the negative side on the positive side point often overlooked to point out with this in mind	especially explicitly expressly frequently particularly significantly specifically surprisingly

### Effect/Consequence/Result

Some of these transition words (thus, then, accordingly, consequently, therefore, henceforth) are time words that are used to show that after a particular time there was a consequence or an effect. [\[1016\]](#)

Effect	Consequence	Result
as a result for this reason in effect in that case under those circumstances	because for hence then thus	accordingly consequently forthwith henceforth therefore thereupon

### Conclusion/Summary/Restatement

These transition words and phrases conclude, summarize and/or restate ideas, or indicate a final general statement. Also, some words (like therefore) from the effect or consequence category can be used to summarize.

Conclusion	Summary	Restatement
all things considered as can be seen as has been noted as shown above for the most part generally speaking given these points in a word in the final analysis in the long run	after all altogether in brief in conclusion in essence in fact in short in summary on balance ordinarily overall to summarize usually	by and large to sum up on the whole in any event in either case all in all obviously ultimately definitely

### Time/Chronology/Sequence

These transitional words (like finally) have the function of limiting, restricting, and defining time. They can be used either alone or as part of adverbial expressions. Many transition words in the time category (consequently; first, second, third; further; hence; henceforth; since; then, when; and whenever) have other uses. Except for the numbers (first, second, third) and further they add meaning of time in expressing conditions, qualifications, or reasons. The numbers are also used to add information or list examples. Further is also used to indicate added space as well as added time.

Time	Chronology	Sequence
all of a sudden as long as as soon as at the present time at the same time at this instant finally first, second from time to time immediately in a moment in due time in the first place in the meantime quickly sooner or later to begin with up to the present time without delay	about after before formerly hence last later next now once shortly since since suddenly then till until when	by the time during eventually forthwith further henceforth in time instantly meanwhile now that occasionally presently prior to straightaway until now whenever whenever

### Space/Location/Place

These transition words are often used as part of adverbial expressions and have the function to restrict, limit or qualify space. Quite a few of these are also found in the Time category and can be used to describe spatial order or spatial reference.

Space	Location	Place
adjacent to here and there in front of in the background in the center of in the distance in the foreground in the middle on this side opposite to to the left/right	above below down from here near next over there under up where	across alongside amid among around before behind beneath beside between beyond further nearby wherever

## COMMON MISTAKES <sup>[1017]</sup>

### Sentence fragments

*Sentence fragments are groups of words that look like sentences, but they are not. To be a sentence, groups of words need to have at least one independent clause. An independent clause is any group of words that contain both a subject <sup>[1018]</sup> and a verb and can stand on its own. <sup>[1019]</sup> Make sure that each word cluster that you have punctuated as a sentence contains a grammatically complete and independent thought that can stand alone as an acceptable sentence. <sup>[1020]</sup>*

<input type="checkbox"/>	Tests of the Shroud of Turin have produced some curious findings. For example, the pollen of forty-eight plants native to Europe and the Middle East.
<input type="checkbox"/>	Scientists report no human deaths due to excessive caffeine consumption. Although caffeine does cause convulsions and death in certain animals.

### Parallel structure

*Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating and correlative conjunctions. Be sure you use grammatically equal sentence elements to express two or more matching ideas or items in a series. <sup>[1021]</sup>*

<input type="checkbox"/>	The candidate's goals include winning the election, a national health program, and the educational system.
<input type="checkbox"/>	Some critics are not so much opposed to capital punishment as postponing it for so long.

### Misplaced modifier

*A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies. Misplaced modifiers can usually be corrected by moving the modifier to a more sensible place in the sentence, generally next to the word it modifies. Put modifiers near the words they describe. <sup>[1022]</sup>*

<input type="checkbox"/>	When writing a proposal, an original task is set for research.
<input type="checkbox"/>	Many tourists visit Arlington National Cemetery, where veterans and military personnel are buried every day from 9:00 a.m. until 5:00 p.m.

### Dangling modifier

*A dangling modifier is a type of ambiguous grammatical construct whereby a grammatical modifier could be misinterpreted as being associated with a word other than the one intended or with no particular word at all. For example, a writer may have meant to modify the NP1, but word order used means that the modifier appears to modify an NP2 or NP3 instead. Such ambiguities can lead to unintentional humor, or, in formal contexts, difficulty in comprehension. A dangling modifier is a phrase or clause that is not clearly and logically related to the word or words it modifies. Two notes about dangling modifiers:*

- Unlike a misplaced modifier, a dangling modifier cannot be corrected by simply moving it to a different place in a sentence.
- In most cases, the dangling modifier appears at the beginning of the sentence, although it can also come at the end.

### Vague pronoun reference

*A pronoun can replace a noun or NP, and its antecedent should be the person, place, or thing to which the pronoun refers. A vague pronoun reference can leave the reader confused about what or to whom the pronoun refers. <sup>[1023]</sup>*

### Wrong word usage

*There are a variety of words and phrases that are commonly confused and misused in sentences. <sup>[1024]</sup> Using them incorrectly can change the meaning of the sentence or simply reflect carelessness on the writer's part. There are hundreds of these commonly confused words. Therefore, when you are in doubt, always check the definition and correct spelling of the word.*

### Missing comma after introductory element

A comma should be put after an introductory word, phrase, or clause, that is, whatever comes before NP1. This gives the reader a slight pause after an introductory element and often can help avoid confusion.

### Subject-Verb agreement errors

NP1 and verb in a sentence must agree with one another in number whether they are singular or plural. If NP1 is singular, the verb must also be singular; and if NP1 is plural, the verb must also be plural.

### Run-on sentence

A run-on sentence is a grammatically faulty sentence in which two or more main or independent clauses are joined without a word to connect them (conjunction) or a punctuation mark to separate them. The error can be corrected by adding a conjunction along with a comma or by separating the two clauses with a semicolon (or colon in some cases).

<input type="checkbox"/>	She tried to sneak out of the house her mother saw her leaving.
<input type="checkbox"/>	He ran through the field as fast as he could all the while rain was soaking him to the bone.

### Misspelling

In addition to comprehensive dictionaries, you may want to use electronic spell checks, spelling dictionaries, and lists of frequently misspelled words found in handbooks. [\[1025\]](#)

### Superfluous commas

Unnecessary commas make sentences difficult to read.

<input type="checkbox"/>	Field trips are required, in several courses, such as, botany and geology. <a href="#">[1026]</a>
<input type="checkbox"/>	The term, "scientific illiteracy," has become almost a cliché, in educational circles.
<input type="checkbox"/>	The woman never went into the city, because she didn't feel comfortable driving in traffic.
<input type="checkbox"/>	He wants to get a degree in engineering, or medicine.
<input type="checkbox"/>	Sam knew immediately, what was going to happen next.

### Sentence sprawl

Too many equally weighted phrases and clauses produce tiresome sentences. There are no grammatical errors here, but the sprawling sentence does not communicate clearly and concisely.

<input type="checkbox"/>	The meeting was planned for Monday, December 2, but not all of the witnesses could be available, so it was rescheduled for the following Friday, and then all the witnesses could attend.
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### No commas around interrupters

Interrupters are words/phrases that break the flow of a sentence to provide additional detail. To solve the problem, put commas around interrupters.

<input type="checkbox"/>	It was fortunately the end of summer vacation.
<input type="checkbox"/>	It was, fortunately, the end of summer vacation.

### Comma splice

Do not link two independent clauses with a comma unless you also use a coordinating conjunction. Instead, use a period or semicolon, or rewrite the sentence. [\[1027\]](#)

<input type="checkbox"/>	In 1952 Japan's gross national product was one third that of France, by the late 1970s it was larger than the GNPs of France and Britain combined.
<input type="checkbox"/>	It is nearly half past five, we cannot reach town before dark.
<input type="checkbox"/>	Diseased coronary arteries are often surgically bypassed, however half of all bypass grafts fail within ten years.

### Colon mistakes

Common colon mistakes are as follows. To correct these mistakes, simply remove the colon.

1. Using a colon between a verb and its object (NP2 or NP3) or complement Pre-M2 after the verb or adverb/prepositional phrase
2. Using a colon between a preposition and its object (NP following the preposition)
3. Using a colon after 'such as,' 'including,' [\[1028\]](#) 'especially,' and similar phrases.

### Split Infinitives

Split infinitives take place when an adverb is put between to and a verb (to adv. V). <sup>[1029]</sup> The rule against splitting infinitives is not followed as strictly today as it used to be. But, it's safest to avoid split infinitives in formal writing, unless the alternative wording seems very clumsy or would alter the meaning of your sentence.

### Unnecessary or missing capitalization

Capitalization most often signals the start of a sentence although its use is not limited to this. <sup>[1030]</sup>

### Faulty sentence structure

A faulty sentence is a sentence that is deficient grammatically in one way or another. If you read it, something sounds incomplete or wrong, and you may have difficulty understanding exactly what the writer is trying to say. <sup>[1031]</sup>

### Comma misuse (inside a compound subject)

A compound subject uses a conjunction to connect more than one noun phrase.

<input type="checkbox"/>	My friend, and her brother, went shopping.
<input type="checkbox"/>	My friend and her brother went shopping.

### Missing comma with a nonrestrictive element

Since non-restrictive clauses are optional descriptions in a sentence, they can be omitted. Therefore, they are placed between two commas in the middle of a sentence or separated by a comma at the beginning or end of the sentence. <sup>[1032]</sup>

### Unnecessary shift in verb tense

Generally, the writer/speaker should establish the time perspective (past, present, or future) in the first sentence and maintain that tense consistently throughout their work. Although there are occasions when a shift in tense is appropriate, unnecessary and inconsistent shifts—especially within a sentence—distract the reader/listener and can cause a break in overall coherence.

### Unnecessary or missing apostrophe

Apostrophes indicate possession for nouns (Jim's hat, several years' work) but not for personal pronouns (its, your, their, and whose). Apostrophes also indicate omissions in contractions (it's = it is). In general, they are not used to indicate plurals.

<input type="checkbox"/>	In the current conflict its uncertain who's borders their contesting.
<input type="checkbox"/>	The Aztecs ritual's of renewal increased in frequency over the course of time.

### Lack of pronoun/antecedent agreement

All pronouns must clearly refer to definite referents (nouns or NPs). <sup>[1033]</sup>

<input type="checkbox"/>	Einstein was a brilliant mathematician. This is how he was able to explain the universe.
<input type="checkbox"/>	Because Senator Martin is less interested in the environment than in economic development, he sometimes neglects it.

### Incomplete comparisons

When you're asserting that something should be compared to something else, make sure you always clarify what that something else is. Otherwise, it's impossible for your readers to discern what the comparison actually means.

Our car is faster, better, stronger.

Faster, better, stronger ... than what? What are you comparing your car to? A horse? A competitor's car? An older model?

### Referring to a brand or entity as 'they'

In English, a business is not plural. Nor do we identify a brand or an entity as 'he' or 'she.' It's 'it.' So, use 'its,' 'it,' and 'singular verbs' with brand names.

<input type="checkbox"/>	To keep <b>their</b> changing audience satisfied, Turkish Airlines <b>have</b> offered a lot of new survives in recent years.
<input type="checkbox"/>	To keep <b>its</b> changing audience satisfied, Turkish Airlines <b>has</b> offered a lot of new survives in recent years.

### Squinting modifiers

A squinting modifier is a word, phrase, or clause that could modify the word before it or the word after it. To solve the problem, put the modifier next to the word it should modify.

<input type="checkbox"/>	Pupils who study rarely get bad marks.
<input type="checkbox"/>	Pupils who rarely study get bad marks. OR Pupils who study get bad marks rarely.

### No Comma in a compound sentence

In a compound sentence, a comma separates two or more independent clauses separated by a conjunction. The comma goes after the first clause and before the coordinating conjunction that separates the clauses.

<input type="checkbox"/>	The man jumped into a black sedan and he drove away before being noticed.
<input type="checkbox"/>	She was beautiful and she was happy and she was full of life.

## WRONG BELIEFS

The NP before verb is always subject. <sup>[1034]</sup>

In passive sentences, real object (NP2) is put before the verb.

The NP after verb is always object. <sup>[1035]</sup>

Main verbs can only be preceded by auxiliary verbs.

This belief is wrong because there are an unlimited number of sentences in which verbs (not in this order and doing different functions) follow each other. <sup>[1036]</sup>

To understand the truth as it **is leads to** accepting the offer. <sup>[1037]</sup>

All that **glitters is** not gold.

The place each **appears differs** to a great extent. <sup>[1038]</sup>

He argued that in such situations, none of the common techniques teachers **had employed will work** in the second language to convey meaning. <sup>[1039]</sup>

If a business or organization winds down, or if someone winds it down, the amount of work it **does is gradually reduced** until it closes completely. <sup>[1040]</sup>

The types of situations, settings, and interactions which an individual experiences can affect the learning of a second language. <sup>[1041]</sup>

In case of communication breakdown, the particular response will not be reinforced, and the learner will abandon it in favor of a response that it <sup>[1042]</sup> **is hoped will be** successful and therefore reinforced. <sup>[1043]</sup>

Whatever **precedes forms** a step to what follows and the last step should be traceable to the first by a clear chain of connection. <sup>[1044]</sup>

The activity and context in which learning **takes place are thus regarded** as merely ancillary to learning.

Miller and Gildea's (1987) work on vocabulary teaching has shown how the assumption that knowing and doing **can be separated leads** to a teaching method that ignores the way situations structure cognition.

What students **do tends** to be ersatz activity.

What the student is expected to do and what a JPF **does are** significantly different.

The issues and problems that they **face arise** out of, **are defined** by, and **are resolved** within the constraints of the activity they are pursuing.

In this section, we examine briefly two examples of mathematics teaching in an attempt to illustrate how some of the characteristics of learning that we **have discussed can be honored** in the classroom.

All that **has been shown is** that there is a relationship between the number of words <sup>[1045]</sup> used when addressing a child and a child's height.

Be, have, and do are always auxiliary verbs.

What I **did was** wrong. <sup>[1046]</sup>

The last piece of work you **did was** invaluable. <sup>[1047]</sup>

That last piece of work you **did was** blunt. <sup>[1048]</sup>

To understand the truth of the situation as it is to recognize the fundamental need for a change. <sup>[1049]</sup>

Whenever those systematic rules we already **had happen or take form** in specific patterns, we call it concretization. <sup>[1050]</sup>



Knowing how knowledge is acquired and what the characteristics of long-term memory **are can be** <sup>[1051]</sup> very valuable for teachers and learners alike.

*Would, should, and could are past tenses of will, shall, and can, respectively.*

*Would, should, and could are three A verbs that can be defined as past tenses of will, shall, and can, respectively; I do not believe that they are the past of will, shall, and can, respectively, you may learn more from seeing sentences using these A verbs than from definitions. For example, we cannot claim that each pair has the same meaning and function and the only difference is the tense.* <sup>[1052]</sup> Technically, *would* is claimed to be the past tense of *will*, but it is an A verb that has many uses, some of which even express the present tense.

## PRACTICES

In many cases, participant <sup>[1053]</sup> chooses <sup>[1054]</sup> actions which are disassociated from prospects for success, for example choosing not to steal no matter what the consequences <sup>[1055]</sup>.

Most of us consider bilingualism as something good, **an advantage** <sup>[1056]</sup>.

Where do you <sup>[1057]</sup>, **the reader**, want the main point, at the end or at the beginning?

The situation as well as the dictionary supports <sup>[1058]</sup> the interpretation.

Many of the sample exercises in Unit Four of this book are more difficult than <sup>[1059]</sup> you will face in the real test.

Understanding the sound system of a language entails an understanding of which sounds can appear word-initially or word-finally, or **which** can follow **which**. <sup>[1060]</sup>

First in this chapter, we will give a broad definition of the aims of the Chomskyan tradition in linguistic research, in order to delimit the aspects of second language acquisition to which this tradition is most relevant <sup>[1061]</sup>.

Another important characteristic of child language that started to receive attention is that it is rule-governed, even if initially the rules children create do not correspond to adult ones <sup>[1062]</sup>.

Collectively, the **final three** <sup>[1063]</sup> chapters seek to create an awareness about the limitations of the concept of method, to provide conceptual argumentation and practical suggestions for understanding the emerging postmethod condition so that prospective and practicing teachers may devise for themselves systematic, coherent, and relevant alternatives to method that are informed by postmethod parameters.

This paper is intended <sup>[1064]</sup> to start a discussion about how the study of affect in biological systems might contribute to the development of autonomous computer systems.

**So spirited a creature** <sup>[1065]</sup> would have certainly roused the soundest of sleepers when it felt the prick of the knife. As Woods, Fletcher, and Hughes (1986) stated, "When a linguistic study is carried out, the investigator will be faced with the prospect of understanding, and then explaining to others, the meaning of the data which have been collected. **An essential first step** <sup>[1066]</sup> in this process is to look for ways of summarizing the results which bring out their most obvious features" (p. 8).

Consider, for example, an immigrant couple who have <sup>[1067]</sup> come to America from China with their 4-year-old daughter.

In fact, their results were about the same as <sup>[1068]</sup> of younger monolinguals (ages 30 to 59) (Picard, 2004).

Some of the instructions were quite linguistically complex for **a 4-year-old** <sup>[1069]</sup>; for example, the child was told, 'When the red light goes on, say "squeeze," and squeeze the ball.'

The tests that Bain and Yu used involved puzzles and having to carry out verbal <sup>[1070]</sup> instructions.

What lovers of movies and theatre would *not* like to understand performances in the original language? This <sup>[1071]</sup> being the case, where then is the controversy?

As all teachers know, assessment is often the major context variable that influences the way in which writing it <sup>[1072]</sup> taught <sup>[1073]</sup>.

There are features that all topics discussed here have in common: this research will enhance – **but also** <sup>[1074]</sup> *complicate* – our work.

I told him straight that I knew his center had been blacklisted by motoring organizations — no longer approved by them and therefore it was no good him <sup>[1075]</sup> trying to whitewash — excuse all the stories I'd heard. That wiped the arrogant expression off his face.

From an ESP genre approach, it has been recommended that three main phases should be **follow** in that instruction. English for specific purpose s (ESP) <sup>[1076]</sup> genre research had a significant influence on L2 writing.

The examiner who is conscientious hesitates, wonders if this response is as good as another he considered good, if he is being too easy or too harsh in his scoring.

Thus, when considering overall the demands of the classroom situation, it is clear that the older one <sup>[1077]</sup> is, the better one is able to adjust and function within that situation. <sup>[1078]</sup>

We have to speak again and again, improving automatization and developing routines on all levels from the articulation of individual sounds, via recognizing complex discourse structures to accomplishing <sup>[1079]</sup> whole interactions like buying our breakfast in the corner shop or negotiating a contract.

Like for <sup>[1080]</sup> any other skill such as playing a musical instrument or cooking, therefore, speaking develops through an inextricable combination of learning and use.

What **in your opinion** <sup>[1081]</sup> are the main limitations of the classroom as an environment where foreign language speaking can be learned?

Over the past few centuries <sup>[1082]</sup> there have been a number of <sup>[1083]</sup> reported cases of children raised by wolves, dogs, pigs, sheep, and other animals.

As has been implied <sup>[1084]</sup> several times above, the listening component of the course should be rooted in strategy instruction.

The progress is due in part to <sup>[1085]</sup> developments in general communicative language learning methodologies and to advances in technologies that allow for improved access to a wide range of spoken language from multimedia sources.

Following are <sup>[1086]</sup> some of the specific hypotheses from a different study.

Several procedures are addressed - included among these are obtaining information on the distribution of each variable using histograms, Q-Q and P-P plots, descriptives, frequency analysis, and boxplots.

We do understand that Saussure believed that in the history of language we have focus <sup>[1087]</sup> on diachronic steps that is **why that** <sup>[1088]</sup> they considered Etymology as linguistics.

Second, we wish to introduce at this early stage a number of the <sup>[1089]</sup> main issues and themes that will be taken up later in this book, such as the distinction between learning and education and the importance of learning to think and solve problems.

The approach this book suggests is a great first step <sup>[1090]</sup> in learning how to write for the Web.

The children never eat very <sup>[1091]</sup> much <sup>[1092]</sup>, but they seem quite healthy.

In the Generative approach, a distinction was made between linguistic competence, the knowledge of language that the speaker possesses in his mind, and linguistic performance, i.e., <sup>[1093]</sup> how a speaker uses this knowledge in producing sentences.

One of the four components of communicative competence, i.e., <sup>[1094]</sup> grammatical competence, was the object of study of previous approaches.

Those <sup>[1095]</sup> who accepted the structural view to language chose teaching techniques that manipulated language forms and those who adopted the functional view to language <sup>[1096]</sup> chose techniques that enhanced communication.

In child language, most observational and research evidence points to the general superiority of comprehension over production.

The fact that children understand more than <sup>[1097]</sup> they actually produce is resulted from the superiority of comprehension over production.

Disparage means to criticize someone or something in a way that shows you don't respect or value them <sup>[1098]</sup>.

It's his compliance <sup>[1099]</sup> that amazes me.

Linguistic signals are produced and disappear quickly <sup>[1100]</sup>.

Tan means to become brown or to make someone's body or skin etc. brown from being in the sun.

As an another <sup>[1101]</sup> example, consider the indefinite article morpheme which has the allomorphs a and an.

Sometimes, the same test is designed to serve two or more purposes <sup>[1102]</sup>.

Oftentimes, there is a cut-off point and **those meeting** the criterion pass the test and **those who do not** <sup>[1103]</sup> fail the test.

The shopkeeper refused to change the faulty radio, maintain that it was all right when I <sup>[1104]</sup> bought it, so I <sup>[1105]</sup> decided to get back at him by writing to the local paper about it.

After the band stopped playing, people drifted away in twos and threes. <sup>[1106]</sup>

Due to a slight technical hitch, the concert will be starting half an <sup>[1107]</sup> hour late <sup>[1108]</sup>.

A great deal of sensory input is discarded or forgotten and only that part which is attended to <sup>[1109]</sup> is transferred from sensory memory to short term memory.

**For** items to be maintained in short-term memory <sup>[1110]</sup>, rehearsal is needed.

One theory maintains that information that is not used frequently <sup>[1111]</sup> tends to fade from memory through the passage of time.

It is the learner that <sup>[1112]</sup> controls learning not the teacher.

He is deader/more dead/more alive <sup>[1113]</sup> than his father.

We will meet <sup>[1114]</sup> on Sunday.

Before we end the discussion, two **more** terms need elaborations on <sup>[1115]</sup>.

The sense-relation between 'single-married' is similar to the one <sup>[1116]</sup> between 'pass-fail' <sup>[1117]</sup>.

When **someone is** married, s/he <sup>[1118]</sup> cannot be single. <sup>[1119]</sup>

What are the odds on him being re-elected <sup>[1120]</sup>?

From the pairs of antonyms such as high/low and tall/short, the one which is used in questions (of degree) (i.e., 'how high is it? and how tall is she?'), is referred to as the **unmarked** <sup>[1121]</sup> **member** <sup>[1122]</sup>.

Words with different meaning but the same spelling and sometimes different pronunciation are called homographs like lead/lead – wind/wind – read/read. <sup>[1123]</sup>

Although the old man was deeply moved, he nevertheless managed to get out a short <sup>[1124]</sup> speech in which he thanked everyone for his retirement present.

He did the work so badly that I had to do it all over again myself <sup>[1125]</sup>.

The number of books stolen from the library are <sup>[1126]</sup> large.

If you had given the job to me, I could have done it half <sup>[1127]</sup> the time. <sup>[1128]</sup>

A stone hit his head and the street reeled before <sup>[1129]</sup> his eyes.

When the time came to approve the proposal, there were one or two voices <sup>[1130]</sup> of dissent.

If you or your bank account <sup>[1131]</sup> are in the red, you owe money to the bank. <sup>[1132]</sup>

Quarrel is an angry disagreement between <sup>[1133]</sup> two or more people or groups.

If you provoke the dog, it <sup>[1134]</sup> will bite you.

It was the first time that <sup>[1135]</sup> a grave had opened in my road of life. <sup>[1136]</sup>

There is a norm in Turkey that <sup>[1137]</sup> the native language (L1) should not be used in foreign language (L2) classrooms.

According to Canagarajah (2005, p. 941), "many scholars are now moving to the position that code-switching may constitute a valid medium of communication in its own right and that we should give **this some** <sup>[1138]</sup> attention in our pedagogy".

An unexpected rise in the cost of living as well as <sup>[1139]</sup> a decline in employment opportunities has resulted in the rapid creation by Congress of new government programs for the unemployed.

They used to call it <sup>[1140]</sup> a draw, when two horses finished neck and neck.

But with sophisticated cameras and timing devices they have now they can almost always declare the winner. <sup>[1141]</sup>

Several <sup>[1142]</sup> hundred people were crammed into a stifling room.

Jacobs <sup>[1143]</sup> has been one of our most trusted workers. He has had a clean slate/sheet for over twenty years.

If you want to measure the listening comprehension ability of a candidate, you cannot just measure it by few words which are exchanged between you and him/her <sup>[1144]</sup>.

In criterion-referencing, the student's performance is not compared with those <sup>[1145]</sup> of other students, but with a criterion.

Proficiency tests differ from achievement tests in that **the former are** not based on a particular course of instruction but **the latter are** syllabus-based. <sup>[1146]</sup>

**Which** of the given statements **is** <sup>[1147]</sup> a correct characterization of the following interaction between two passengers who are traveling in a train compartment and who have never met before?

Dividing 31 by 15, we obtain 2.07. The nearest odd number is 3, so that <sup>[1148]</sup> is selected as the size of interval in histograms.

When two adjacent scores have the same frequency and this common frequency is greater than that <sup>[1149]</sup> for any other score, the mode is the average of the two adjacent scores.

Some distributions deviate from normality and they may not be symmetrical, like bimodal and skewed distributions. They may not also look like a bell, as the case is with kurtosis. <sup>[1150]</sup>

The President, with his wife and daughter, are <sup>[1151]</sup> returning from a brief vacation at Sun Valley in order to attend a press conference this morning.

There are many discrepancies between his description of the battle and of <sup>[1152]</sup> yours. <sup>[1153]</sup>

It is the effort to interpret (and to be interpreted), and how to accomplish it, that are investigated in the study of discourse. <sup>[1154]</sup>

Conversational maxims (cooperative principles) are unwritten rules about conversation which people know and influences the form of conversational exchanges. <sup>[1155]</sup>

Be as informative as is required, and do not give information more or less than is required. <sup>[1156]</sup>

What amazing train of thought led you from Napoleon to global warming? <sup>[1157]</sup>

It <sup>[1158]</sup> was only after 1815 that a distinctive American literature began to appear with writers like Washington Irving and James Fenimore Cooper. <sup>[1159]</sup>

The word 'put' is sub-categorized for an NP <sup>[1160]</sup> followed by a P.P. The P.P. is lacking in the sentence 'John put the meat.'

The problem about which I consulted you has <sup>[1161]</sup> now been solved.

That touching toads causes warts is still one of the most widely believed superstitions. <sup>[1162]</sup>

A thematic role is a role assigned by a verb to an NP. Therefore a verb cannot receive thematic roles, but itself <sup>[1163]</sup> is an assigner of such roles.

We need to organize the words carrying complex meanings into certain conceptual structure in order to efficiently access it <sup>[1164]</sup>.

You can ask a particular person what he or she calls others who have known <sup>[1165]</sup> relationships to that person, for example, that person's father (Fa), or mother's brother (MoBr), or mother's sister's husband (MoSiHu), in an attempt to show how individuals employ various terms, but without trying to specify anything concerning the semantic composition of those terms: for example, in English, both your father's father (FaFa) and your mother's father (MoFa) are called *grandfather*, but that term includes another term, *father*.

You will find everything easily. You will find everything easy. <sup>[1166]</sup>

In fact, the most <sup>[1167]</sup> number of violations occurred in Turkish articles written by Turkish writers. However, the greatest number of violations done by English native writers was seven.

In fact, although the most <sup>[1168]</sup> of non-native writers act grammatically acceptable when writing in a second language or in a foreign language, they are not successful enough in conveying their intended meanings.

## TESTS WITH ILLUSTRATIVE ANSWERS

### TESTS OF nouns

Wrong order

The various peoples who developed North America have made it a world leader economic. <sup>[1169]</sup>

Possessive nouns

Of 120 minerals known to have been used as gemstones, only about 25 are in common use in today jewelry. <sup>[1170]</sup>

Wrong form

The developing of the submarine was hindered by the lack of a power source that could propel an underwater vessel. <sup>[1171]</sup>

Number mismatch

Paleontologists have examined fossil embryos and hatchlings from three type of duck-billed dinosaurs to figure out how they matured. <sup>[1172]</sup>

Many folk songs were originated to accompany manual work or to mark a specific ceremonies. <sup>[1173]</sup>

If a glass lizard loses its tails, a new one grows to replace it. <sup>[1174]</sup>

The average elevation of West Virginia is about 1,500 foot above sea level. <sup>[1175]</sup>

From 1892 to 1954, Ellis Island was an immigration station through which some 20 million immigrant entered the United States. <sup>[1176]</sup>

Although the term 'corrosion' applies mostly to metals and particularly to their reaction to oxygen, all material are subject to surface deterioration. <sup>[1177]</sup>

Early United States revolutionaries shaped an orderly processes by which frontier territories would move from colonial status to statehood. <sup>[1178]</sup>

The frequency of meteors in the Earth's atmosphere increases when the Earth passes through a swarm of particle generated by the break-up of a comet. <sup>[1179]</sup>

In Florida, when the temperature drops below freezing, citrus growers keep young tree warm by constantly showering them with water. <sup>[1180]</sup>

The dramatic first-floor gallery of the New Britain Museum of American Art is devoted to Thomas Benton's series of five oversized mural. <sup>[1181]</sup>

The most important parameters affecting a rocket's maximum flight velocity is the relationship between the vehicle's mass and the amount of propellant it can carry. <sup>[1182]</sup>

Over one thousand mineral are known, most of which are characterized by definite chemical composition, crystalline structure, and physical properties. <sup>[1183]</sup>

PLN

The degree of physical fitness that anyone can develop is governed by sex, physique, and other natural factor. <sup>[1184]</sup>

Stars provided early astronomer with a reference system for measuring the motions of planets, the Moon, and the Sun. <sup>[1185]</sup>

Ns instead of PLN

Bacteria and similar one-celled organisms reproduce by cell division, each of the daughter cell then beginning a new life as a distinct organism. <sup>[1186]</sup>

To classical scholar, rhetoric was important in three spheres of human interaction: in law courts, in legislative assemblies, and in public forums. <sup>[1187]</sup>

In addition to appropriating the subject matter of mass culture, the pop art movement of the 1950's utilized various technique of mass production. <sup>[1188]</sup>

Adjective instead of noun

The conceptual of musical harmony is generally traced to the ninth century because it is first mentioned in treatises of that period. <sup>[1189]</sup>

Fuel is any substance or material that reacts chemically with another substance or material to produce hot. <sup>[1190]</sup>

The able of writers to precisely record observations made about others enables them to include in their work a great deal of material outside their own experience. <sup>[1191]</sup>

Despite their common heritage, background, and homogeneity, the original United States consisted of 13 distinct political entities, each commanding considerable loyal from its citizenry. <sup>[1192]</sup>

Physicians working in the field of public health are mainly concerned with the environmental causes of ill and how to eliminate them. <sup>[1193]</sup>

Margaret Mead achieved world famous through her studies of child-rearing, personality, and culture. <sup>[1194]</sup>

For centuries waterwheels were the only sources of power aside from human and animal strong. <sup>[1195]</sup>

Clipper ships were designed for maximum speedy, and were used for transportation to and from the gold rush regions of California and Australia. <sup>[1196]</sup>

The northwest coast of North America was originally settled by a series of tribal with extremely diverse linguistic affiliations. <sup>[1197]</sup>

As moist air in a warm front ascends the retreating wedge of cold air, it cools to produce cloudy, and frequently causes precipitation. <sup>[1198]</sup>

The two steel towers of the Golden Gate Bridge in California are the tallest bridge towers in the world, each measuring 227 meters in high. <sup>[1199]</sup>

The main attractive at Sequoia National Park is thirty-five groves of giant sequoias, the largest living things in the world. <sup>[1200]</sup>

Stereo recording began with the introductory of two-track magnetic tape in the 1950s. <sup>[1201]</sup>

The original aim of encyclopedias was to provide a general educational. <sup>[1202]</sup>

The stark, boxy forms of European modernist architectural dominated United States cityscapes in the building boom following the Second World War. <sup>[1203]</sup>

The able of a clarinet to blend and contrast with other instruments makes it popular for chamber music and as a solo instrument. <sup>[1204]</sup>

There has been an alarming increase in the incidental of babies born addicted to cocaine. <sup>[1205]</sup>

Dependent on monetary aid from foreign countries often cripples the economies of developing countries. <sup>[1206]</sup>

The delicious of chocolate depends not only on the quality of the cacao but also on a complex process of grinding, heating, and blending. <sup>[1207]</sup>

As the numbered of nonnative speakers rises, the demand for teachers of English as a Second Language increases . <sup>[1208]</sup>

Derived from the concept of natural law is the theoretical that individuals possess inalienable natural rights, as stated in the United States Declaration of Independence. <sup>[1209]</sup>

Verb instead of noun

Some of the earliest mechanical devices were designed to raise water from streams for the irrigate of crops. <sup>[1210]</sup>

Rarely has a technological development had as great an impact on society as the rapid grow of electronics. <sup>[1211]</sup>

How many people realize that Marjorie Kinnan Rawlings is a minor literary classic and an important contribute to regional literature? <sup>[1212]</sup>

Clouds perform a very important function in modifying the distribute of solar heat over Earth's surface and within the atmosphere. <sup>[1213]</sup>

After the War of 1812, immigrants from Britain and Ireland swelled the populate of Canada. <sup>[1214]</sup>

The outstanding feature in the evolve of the central nervous system in humans has been the growth of the brain. <sup>[1215]</sup>

The firing of bricks and tiles for use in the build industry requires large amounts of fuel. <sup>[1216]</sup>

The cerebral cortex, the outer layer of the brain, is where most memory storage, cognitive skills, and creative think reside. <sup>[1217]</sup>

Approximately four percent of human body weigh is made up of fat in the organs, skeletal muscles, and central nervous system. <sup>[1218]</sup>

Because the study of chemistry encompasses the entire material universe, it is central to the understand of other sciences. <sup>[1219]</sup>

Phonological structure encodes speak sounds as a sequence of vocal tract configurations -- successive positions of the larynx, jaw, lips , tongue, and velum. <sup>[1220]</sup>

Adverb instead of noun

Whether a healthy adult tends to feel hungry two , three, or four times a daily is a question of physiology and of culture. <sup>[1221]</sup>

The introduction of new species of plants into the Hawaiian islands offers an opportunity to study the responsively of a natural system to stress. <sup>[1222]</sup>

## TESTS OF verbs

Passive voice instead of active voice

In its pure state, aluminum is a weak metal, but when combined with elements such as copper or magnesium, it is formed alloys of great strength . <sup>[1223]</sup>

The invention of reinforced concrete, plate glass, and steel in the mid-1800's was enabled architects to design and build extremely tall constructions, or 'skyscrapers.' <sup>[1224]</sup>

In the early nineteenth century, the Cherokee nation of American Indians was adopted a written constitution based on that of the United States.

The migration route of the first humans to occupy North America took them across a land bridge that once was connected Asia with what is now Alaska. <sup>[1225]</sup>

Active voice instead of passive voice

On the huge Ferris wheel that constructed for a world exhibition in Chicago in 1893, each of the thirty-six cabs could hold sixty people. <sup>[1226]</sup>

Fog and mist, like clouds, can formed only in the presence of dust particles . <sup>[1227]</sup>

Native to South America and cultivated there for thousands of years, the peanut is said to have introduced to North America by early explorers. <sup>[1228]</sup>

ABCD instead of P.P.

In 1884, Belva Lockwood, a lawyer who had appeared before the Supreme Court, became the first woman was nominated for President of the United States. <sup>[1229]</sup>

Vi instead of Vt

Someone may refuse to recognize the seriousness of an emotionally threatening situation and perceive as less threatening. <sup>[1230]</sup>

Vt instead of Vi

Generally, Abstract Expressionist art is without recognizable images and does not adhere the limits of conventional form. <sup>[1231]</sup>

Reduction of verb

Although complete paralysis is rare with neuritis, some degree of muscle weakness common. <sup>[1232]</sup>

Noun instead of P.P.

During the years he composed, Charles Ives was isolation from the music world; none of his major works was publicly performed. <sup>[1233]</sup>

Noun instead of ving

Evaluation potential Supreme Court justices is one of the most important prerogatives of the House and Senate Judiciary Committees. <sup>[1234]</sup>

Noun instead of verb

The economy of Little Rock, Arkansas, is basis primarily on manufacturing, wholesale and retail trade, and government functions. <sup>[1235]</sup>

The fact that mothers in some species of animals reaction immediately if they are missing one or more of their litter demonstrates a sense of number. <sup>[1236]</sup>

V instead of P.P.

In 1916, United States suffragist Alice Paul founded the National Woman's Party, a political party dedicate to establishing equal rights for women. <sup>[1237]</sup>

Workers train for a specific job have a strong possibility of being replaced by a machine. <sup>[1238]</sup>

By 1899 Ransom Olds had establish in Detroit, Michigan, the first factory in the United States for the manufacture of automobiles. <sup>[1239]</sup>

Swelling of the mucous membranes, cause by irritants, allergies, or infections, may block the nasal passages, making breathing difficult. <sup>[1240]</sup>

If atoms are push together by high pressure or subjected to high temperature, they can rearrange themselves within minerals without changing their overall composition. <sup>[1241]</sup>

The canine collie family is often separate into several branches including border collies and Australian collies. <sup>[1242]</sup>

Ponds are noted for their rich and varied types of plant and animal life, all maintain in a delicate ecological balance. <sup>[1243]</sup>

The president and vice president are the only public officials in the United States choose in a nationwide election, which takes place every four years. <sup>[1244]</sup>

Ving instead of P.P.

Heat exhaustion is causing by excessive loss of body fluids and body salts. <sup>[1245]</sup>

Cameras of one type or another have been using for more than a hundred years. <sup>[1246]</sup>

The one-fluid theory of electricity was proposing by Benjamin Franklin, a man famous for his wide interests and great attainments. <sup>[1247]</sup>

Cultivated for salad since ancient times, lettuce is harvesting before its flower stem shoots up to bear its small yellow flowers. <sup>[1248]</sup>

Ving instead of V

Found in the shells of lobsters, shrimp, and crabs, glucosamine is also present in human cartilage, which covering the bones in joints. <sup>[1249]</sup>

The Atlantic cable, which began to operating in 1866, linked the United States to London and to another cable stretching eastward to India and beyond . <sup>[1250]</sup>

It was the split of eleven southern states from the Union in 1861 that leading to the Civil War in the United States. <sup>[1251]</sup>

The Medicare program was established in 1965 to helping elderly United States citizens pay the increasing cost of health care. <sup>[1252]</sup>

In the 1880's, when George Eastman first offered the Kodak camera and film, photography becoming a popular and individualized art. <sup>[1253]</sup>

The bottom end of a guitar string is attached to a hardwood bridge, which transmitting the vibration to the top plate. <sup>[1254]</sup>

There were once only eight major lakes or reservoirs in Texas, but today there are over 180, many built to storing water against periodic droughts. <sup>[1255]</sup>

V instead of Ving

Psychoanalysis is a form of therapy that attempts to eliminate conflict by alter the personality in a positive way. <sup>[1256]</sup>

When study different cultures and societies, anthropologists often focus on marriage as a contractual agreement between different parties . <sup>[1257]</sup>

The progressive Movement is an umbrella term refer to a number of reform efforts that emerged in the early 1900's. <sup>[1258]</sup>

A paragraph is a portion of a text consists of one or more sentences related to the same idea. <sup>[1259]</sup>

In North America, the name chameleon is popularly given to several lizards capable of change color. <sup>[1260]</sup>

In his book *Roots*, Alex Haley combines fact and fiction as he describes his family's history begins in the mid-1700's in Africa. <sup>[1261]</sup>

In the period between 1918 and 1939, various political, economic, and geographic factors combined in determine the extent to which a country developed civil aviation. <sup>[1262]</sup>

The national debt is the sum total of financial obligations the national government incurs by borrow from foreign governments, international institutions, or its own population. <sup>[1263]</sup>

A colostomy bag, normally used in cases of colon failure, has also found utility for those suffer from extreme blockage of the urethra. <sup>[1264]</sup>

Martin Luther King, Jr., is well known for organize the huge human rights march that took place in Washington in 1963. <sup>[1265]</sup>

In laboratory experiments, an investigator often begins by work out different conditions for two groups of subjects . <sup>[1266]</sup>

There are about 350 species and subspecies of birds in danger of become extinct, with a large number of them , 117 in all , found on oceanic islands. <sup>[1267]</sup>

Redundant verb

Objects falling freely in a vacuum have the same rate of speed is regardless of differences in size and weight . <sup>[1268]</sup>

To v instead of ving

Cement is produced commercially by to heat a mixture of limestone and clay in a large, slowly rotating cylindrical furnace. <sup>[1269]</sup>

The first Native Americans to occupy what is now the southwestern United States were the Big-Game Hunters, which appeared about 10,000 B.C. <sup>[1270]</sup>

Wrong tense

It has been estimated that during every second of our life, 10,000,000 red blood cells died and are replaced by new ones . <sup>[1271]</sup>



Raising two presidents, various cabinet heads, and numerous judges , the Adams family has been the preeminent political family of the 19<sup>th</sup> century in America. <sup>[1272]</sup>

The domestic dog, considered to be the first tamed animal, is coexisting with human beings since the days of the cave dwellers . <sup>[1273]</sup>

The founding of the Boston Library in 1653 demonstrate the early North American colonists' interest in books and libraries . <sup>[1274]</sup>

The elbows are joints that connected people's up arms with their forearms. <sup>[1275]</sup>

How many people remember listening to Orson Welles' 1938 radio broadcast, "The War of the Worlds," which convince thousands that space aliens had invaded the Earth? <sup>[1276]</sup>

Anthropologists agree that our primitive ancestors who inhabited the tropics probably have natural protection against the sun. <sup>[1277]</sup>

Because genetic researchers already will find the blueprint of the human genome, many scientists believe that cures to most of the major diseases will soon be found. <sup>[1278]</sup>

Amelia Earhart, famed for her ill-fated attempt to be the first woman to fly around the world, establishes many intercontinental flight records during her lifetime. <sup>[1279]</sup>

In 2004, a team led by the government environment ministry say that chemicals from the factory had contaminated sediment in the bay and entered the food chain. <sup>[1280]</sup>

Ved instead of Ving

An activist for women's rights , Leonora O'Reilly, promoted women's vocational training besides fought for increased wages for garment workers. <sup>[1281]</sup>

p.p. instead of ved

While models of automobiles date back as far as the late 1600's, the 1880's seen the first commercial interest in the vehicle. <sup>[1282]</sup>

An accomplished saxophonist and composer, John Coltrane, begun his career playing in the big bands of the early 1950's. <sup>[1283]</sup>

Ved instead of P.P.

The wild carrot, knew as Queen Anne's lace, gave rise to the cultivated carrot in its domesticated form .

The building knew as the Capitol is situated on Capitol Hill in Washington, D.C., and it houses the legislative branch of the United States government. <sup>[1284]</sup>

P.P. instead of Ving

Ulysses S. Kay was among the United States composers visited the Soviet Union in 1958 to participate in a cultural exchange program . <sup>[1285]</sup>

Unique among bivalves, scallops swim extremely well , propelled by jets of water expelled while snapped the shell shut . <sup>[1286]</sup>

Bilingualism used to be seen as occurred in clearly-defined areas of the world, but now it is said that bilingualism is restricted to indigenous groups. <sup>[1287]</sup>

P.P. instead of V

The 1906 Hepburn Act gave the United States Interstate Commerce Commission power to investigated financial accounts of interstate utilities and to set rates , subject to judicial review . <sup>[1288]</sup>

Adverb instead of P.P.

Farm animals have been regardless by nearly all societies as a valuable economic resource . <sup>[1289]</sup>

Adjective instead of verb

The aim of the decorative arts is to beautiful our surroundings . <sup>[1290]</sup>

Choreographer Martha Graham's pioneering technique, designed to express inner emotion through dance forms, representative the first real alternative to classical ballet. <sup>[1291]</sup>

Wrong form of verb

The numerous Cro-Magnon burial sites that been found reveal that these early humans, like the preceding Neanderthals, engaged in various ritual activities. <sup>[1292]</sup>

Dolphins can held their breath for up to several minutes and are capable of rapid and deep dives of more than 300 meters. <sup>[1293]</sup>

Recently scientists have apply new tools of biochemistry and molecular biology to investigate the structure of human hair . <sup>[1294]</sup>

A lightning flash produces electromagnetic waves that may travels along the Earth's magnetic field for long distances. <sup>[1295]</sup>

Scientists have found that occasional exposure to bright light can be help a person get used to working the night shift . <sup>[1296]</sup>

Guitarlike instruments have exist since ancient times, but the first written mention of the guitar itself is from the fourteenth century. <sup>[1297]</sup>

The piano is a stringed musical instrument in which the strings are strike by felt-covered hammers controlled by a keyboard. <sup>[1298]</sup>

Water constitutes almost 96 percent of the body weight of a jellyfish, so if a jellyfish were to dry out in the sun, it would virtually disappeared . <sup>[1299]</sup>

A to B/CD

Some claim that vegetarian diets may to be more healthful than a diet that includes meat, since they generally contain less fat and more fiber. <sup>[1300]</sup>

For an advertisement to be effective, its production and placement must to be based on a knowledge of human nature and a skilled use of the media. <sup>[1301]</sup>

A person or business with more debts than assets for meeting debt payment may to declare legal bankruptcy. <sup>[1302]</sup>

Order ABCD

Originally, canoes were made by the hollowing out of logs and used were for combat as well as transport. <sup>[1303]</sup>

Having P.P.

After to have won the 1945 Pulitzer Prize for *A Bell for Adano* , John Hersey wrote a nonfiction book about the bombing of Japan. <sup>[1304]</sup>

## TESTS OF adjectives

Noun instead of adjective

A foreign exchange rate is a price that reflects the relative supply and demand of difference currencies. <sup>[1305]</sup>

Dams vary in size from small rock barriers to concrete structures many feet height . <sup>[1306]</sup>

By 1850, immigration from distance shores, as well as migration from the countryside, had caused New York City's population to swell . <sup>[1307]</sup>

Usually, only the males grasshoppers produce a song , but both sexes possess auditory organs. <sup>[1308]</sup>

Wind and oceans currents may move icebergs thousands of kilometers from their resource. <sup>[1309]</sup>

Working by chemical reaction, and being independence of atmospheric oxygen, rockets are used to power interplanetary space vehicles. <sup>[1310]</sup>

During the Jurassic period plant life was abundance , providing herbivores in particular with a plentiful supply of food . <sup>[1311]</sup>

The increase population, and rapid economic growth in recent years , have put a large and increasing stress on the water resources and environment in Ho Chi Minh City, Vietnam. <sup>[1312]</sup>

Maryland, even though a southern state, remained loyalty to the Union during the Civil War. <sup>[1313]</sup>

Adverb instead of adjective

As the highest-paid star of the silent screen, earning a reputedly income of \$20,000 a week, Gloria Swanson epitomized the glamour of Hollywood in the 1920's. <sup>[1314]</sup>

Some species of bacteria and fungi thrive on such simply compounds as alcohol. <sup>[1315]</sup>

Acoustics, the study of sounds, is one of the oldest of the physically sciences. <sup>[1316]</sup>

For the immune system of a newborn mammal to develop properly, the presence of the thymus gland is essentially. <sup>[1317]</sup>

As the centrally control organ of the body, the brain governs the functioning of the body's other organs. <sup>[1318]</sup>

In a simile, a comparison between two distinctly differently things is indicated by the word "like" or "as." <sup>[1319]</sup>

The rapidly advancement of modern anthropology since the end of the nineteenth century has been the most important single influence on the growth of myth criticism. <sup>[1320]</sup>

Interstellar matter intercepts some of the visibly light emitted by distant stars so that observers on Earth cannot view in detail distant parts of the Milky Way. <sup>[1321]</sup>

Through intensive efforts to make its hiring policies more equitably, the Coca-Cola Company has set the standard for other beverage companies. <sup>[1322]</sup>

Ethnology, usually considered as a branch of cultural anthropology, is often defined as the scientifically study of the origin and functioning of humans and their cultures. <sup>[1323]</sup>

Some advantages of celluloid are that it is inexpensive and durable, takes a highly polish, does not warp or discolor, and is not affected by moisture. <sup>[1324]</sup>

Early English burlesque often ridiculed celebrated literary works and sentimentally drama. <sup>[1325]</sup>

Climate is the primarily force that distinguishes one biome, or major terrestrial region, from another. <sup>[1326]</sup>

In 1889, Jane Addams founded Hull House, an institution in Chicago where she and other socially reformers lived and worked to improve urban living conditions. <sup>[1327]</sup>

The mountains, especially the Rocky Mountains, formerly constituted a seriously barrier to east-west trade in British Columbia. <sup>[1328]</sup>

Comparative adjectives

Those who have seen what is believed to be Noah's Ark say it is the largest than a modern battleship. <sup>[1329]</sup>

Because of their size, dachshunds are less expensive to feed, more easy to train, and more congenial than Great Danes. <sup>[1330]</sup>

Contact lenses made of acrylics are more transparent and least fragile than lenses made of glass. <sup>[1331]</sup>

Superlative adjectives

Quebec, the most oldest city in Canada, lies on the north bank of the St. Lawrence River. <sup>[1332]</sup>

A major Canadian city, Montreal is second only to Paris as the most largest French-speaking city in the world. <sup>[1333]</sup>

Computer email is replacing the postal service as the reliablest mode of document transfer. <sup>[1334]</sup>

The higher infant mortality rate in the world can be found in the nation of Burkina Faso. <sup>[1335]</sup>

Newest computer programs contain graphics which could only once be imagined. <sup>[1336]</sup>

Although most people believe that diamonds are the costliest gems, emeralds are actually the valuablest. <sup>[1337]</sup>

The Democratic Party, the most oldest existing political party in the United States, has played a vital role in the nation's history. <sup>[1338]</sup>

V instead of adj

A musician with multiply talents, Aretha Franklin, is able to write songs that are unusually consistent in style and content. <sup>[1339]</sup>

A patent gives inventors exclusive rights to their inventions for a fix period of time. <sup>[1340]</sup>

## TESTS OF adverbs

Conjunctive adverbs

At a first, the scientific method may appear to be a narrow and restrictive way of gaining understanding. <sup>[1341]</sup>

Icebergs are usually white, blue, or green, even although some are black due to rock material incorporated in them .  
[\[1342\]](#)

So + adjective + that

Some hangers, buildings used to hold large aircraft, are very tall that rain occasionally falls from clouds that form along the ceilings. [\[1343\]](#)

Modern societies are such complex that they could not exist without a well-developed system of law. [\[1344\]](#)

Ultrasonic waves vibrate such rapidly that they produce sounds that are too high for the human ear to detect . [\[1345\]](#)

The layers of an elephant's tusk are deposited from the pulp, yet that the innermost layer is the newest . [\[1346\]](#)

Adjective instead of adverb

The Louisiana Purchase of 1803 increased the territory of the United States by approximate 846,000 square miles, practically doubling the area of the United States. [\[1347\]](#)

The Inuit probable first came to North America by crossing the Bering Strait landbridge from Asia about 4,000 years ago . [\[1348\]](#)

The peccary, an American mammal, is closely related to the swine family and fills an ecological similar role. [\[1349\]](#)

Rain is slight acidic even in unpolluted air because carbon dioxide in the atmosphere and other natural acid-forming gases dissolve in the water. [\[1350\]](#)

Approximate 92 percent of the world's trading goods are transported by ships. [\[1351\]](#)

The major component of the sedimentary rock called shale is clay, an earthy , fine-grained material consisting primary of a particular group of crystalline minerals. [\[1352\]](#)

To improvise effectively, a musician must thorough understand the conventions of a given musical style. [\[1353\]](#)

The economy is heavy dependent on industry , and economic growth has always been of greater concern than environmental preservation. [\[1354\]](#)

The United States capital in Washington, D.C., developed slow , assuming its present gracious aspect, with wide avenues and many parks, only in the twentieth century. [\[1355\]](#)

In 1875, the American philosopher William James founded what was probable the world's first psychology laboratory. [\[1356\]](#)

The eighteenth century witnessed the emergence of North American ports, particular Boston, New York, and Philadelphia, as major commercial centers within the British empire. [\[1357\]](#)

Both, all,

Altitude, climate, temperature , and the length of the growing season both determine where plants will grow. [\[1358\]](#)

Wrong word instead of adverb

The grouper is an ocean fish that lives in warm and temperate seas, most around rocky shores and coral reefs. [\[1359\]](#)

Wrong adverb

In the United States, the first roads were paved in colonial times, first with logs, latest with cobblestones or brick, depending on the region. [\[1360\]](#)

TEST OF pronouns

Bell's palsy is a paralytic condition that usually occurs in one side of the face but not another . [\[1361\]](#)

Omission of pronoun

Because banana plants yield only one bunch of fruit, each plant is cut down after produces bananas. [\[1362\]](#)

Wrong antecedent (mismatch)

Protecting Florida's coral reefs is difficult because some of the corals are very fragile: even the touch of a diver's hand can kill it . [\[1363\]](#)

Possessive adjective instead of subjective pronoun

Every individual cell, whether its exists as an independent microorganism or is part of a complex creature, has its own life cycle . <sup>[1364]</sup>

Reflexive pronouns

Benjamin Franklin made the first bifocal spectacles for self by sawing the lenses of his eyeglasses in half . <sup>[1365]</sup>

Redundant pronoun

Silicon chips are reliable and cheap to produce in large numbers and are used them in computers, calculators, programmed household appliances, and most electronic applications . <sup>[1366]</sup>

Best represented in a famous oil painting by da Vinci, *The Last Supper* , it is an important part of the history of Christianity. <sup>[1367]</sup>

A great proportion of the seeds of desert flora they possess germination-inhibiting substances . <sup>[1368]</sup>

Inventor Elisha Graves Otis designed the first elevator that it incorporated an automatic brake, which in turn led to the development of the skyscraper. <sup>[1369]</sup>

Air, which it is a mixture of elements, oxygen and nitrogen, and compounds , water and carbon dioxide, also contains small quantities of many other substances. <sup>[1370]</sup>

The pericardium, a double-layered sac, it surrounds the heart and the large vessels entering and leaving the heart. <sup>[1371]</sup>

Wilhelmina Cole Holladay she was the founder and first president of the National Museum of Women in the Arts in Washington, D.C. <sup>[1372]</sup>

The Canadian province of Alberta it is believed to have some of the richest oil deposits in the world. <sup>[1373]</sup>

In the orbit of a planet around the Sun, the point closest to the Sun is called it the perihelion. <sup>[1374]</sup>

Omission of relative pronoun

The sounds used in human languages to create meaning consist of small variations in air pressure can be sensed by the ear. <sup>[1375]</sup>

Wrong relative pronouns

Mercury and Venus are the only planets in the solar system where do not have moons . <sup>[1376]</sup>

A children's librarian often conducts story hours and other activities to help children enjoy herself while developing an interest in reading and the library's resources. <sup>[1377]</sup>

Glint was a favored material of prehistoric humans, which used it to make tools and weapons because it would chip into shapes with sharp edges. <sup>[1378]</sup>

Practical problems limit the ability of astronomers to determine the mass of asteroids, who are small planetary bodies orbiting the Sun. <sup>[1379]</sup>

The spice plants, what yield the pungent and fragrant substances used all over the world as condiments, are almost all natives of tropical regions. <sup>[1380]</sup>

That brought about the widespread extinction of the dinosaurs is unknown ; it must , however, have involved major changes in the environment. <sup>[1381]</sup>

The word "fable" frequently denotes a brief tale in whose animals or inanimate objects speak and behave like humans , usually to advance a moral point. <sup>[1382]</sup>

The chief commercial source of bromine is ocean water, from what the element is extracted by means of chemical replacement by chlorine. <sup>[1383]</sup>

Jackson, Michigan, city who was settled in 1829, was named for Andrew Jackson, the seventh President of the United States. <sup>[1384]</sup>

The Milky Way is a flat spiral galaxy who contains an estimated 100 billion stars, including the Sun. <sup>[1385]</sup>

Archaeological and geological excavations indicate which a primitive type of corn was used as food in North America at least 7,000 years ago. <sup>[1386]</sup>

The first stethoscope --- the kind of instrument what has come to symbolize medicine around the world --- was constructed in 1816. <sup>[1387]</sup>

Muscles who are given proper exercise react to stimuli quickly and powerfully and are said to be "in tone." <sup>[1388]</sup>

Gilbert Newton Lewis, a chemist, helped to develop the modern electron theory of valence, a theory what explains the forces holding atoms together in molecules. <sup>[1389]</sup>

Bill Clinton, that won the 1992 presidential election, was formerly governor of the state of Arkansas. <sup>[1390]</sup>

James Buchanan, that was elected President in 1856, did little to calm the war fever that swept the country during his term of office. <sup>[1391]</sup>

The law of biogenesis is the principle what all living organisms are derived from a parent or parents . <sup>[1392]</sup>

The United States national debt was relatively small until the Second World War, during when it grew from \$43 billion to \$259 billion in just five years. <sup>[1393]</sup>

Redundant relative pronoun

The pulse that may, be felt wherever an artery passes over a solid structure, such as a bone or cartilage. <sup>[1394]</sup>

The brightly colored kingfisher that perches until it sights a fish, then dives into the water to catch its prey. <sup>[1395]</sup>

It seems probable that prehistoric people who discovered , by trial and error, which plants were poisonous and which had some medicinal value. <sup>[1396]</sup>

By 1920 the area of the United States under cultivation had more than doubled in just 50 years, and the national population that surpassed 100 million. <sup>[1397]</sup>

That of, those of

During the pre-Revolutionary period, the press in Britain's North American colonies was subject to licensing laws similar to them of Great Britain itself. <sup>[1398]</sup>

The federal system of government in Canada is similar to it of the United States. <sup>[1399]</sup>

The pear tree has simple , oval leaves that are smoother and shinier than them of the apple. <sup>[1400]</sup>

Expletive it (to v)

Today it is generally recognized as the primary function of the Federal Reserve System it to foster the flow of credit and money that will eventually facilitate a balance in international payments. <sup>[1401]</sup>

Wrong referent of pronoun

Modern digital synthesizers, based on microprocessors, are virtually unlimited in the number and range of musical sounds it can produce. <sup>[1402]</sup>

Objective pronouns

In a controversial eating guide entitled *Are You Hungry?* , Jane Hirschmann and Lela Zaphiropolous argue that children instinctively know which foods are good for selves . <sup>[1403]</sup>

Researchers at the University of Colorado are investigating a series of indicators that could help themselves to predict earthquakes. <sup>[1404]</sup>

Other, another, etc.

Luminescence refers to the emission of light by means another than heat . <sup>[1405]</sup>

California has more land under irrigation than any another state. <sup>[1406]</sup>

Diamond is the hardest known substance , so diamonds can be cut only by another diamonds. <sup>[1407]</sup>

Both adult ladybugs and their larvae are voracious eaters of aphids, scale insects, and another plant pests. <sup>[1408]</sup>

Metonymy is a literary device involving the substitution of the name of one thing with that of other thing with which it is closely associated . <sup>[1409]</sup>

Petroleum, which currently makes up about four-tenths of the world's energy production , supplies more commercial energy than any another source . <sup>[1410]</sup>

## TESTS OF conjunctions

### Wrong conjunction

In the initial planning for theaters, auditoriums, but any room intended primarily for listening, acoustics is a major consideration . <sup>[1411]</sup>

Candles may be made by repeatedly dipping wicks in tallow, by molding, nor by pouring melted wax over the wicks and rolling them into shape. <sup>[1412]</sup>

Harvesting grains is affected by annual changes in temperature or in the amount of moisture, but both . <sup>[1413]</sup>

Mary McDowell shared Jane Addam's interest in social work also was a loyal supporter of the League of Nations. <sup>[1414]</sup>

Independence Hall in Philadelphia, Pennsylvania, is where the Declaration of Independence also the United States Constitution were signed . <sup>[1415]</sup>

Two good ways to prevent attacks of hay fever are to effect a change of climate also to eliminate harmful substances from the environment. <sup>[1416]</sup>

### Wrong order of conjunctions

A century ago , women made quilts only not to keep their families warm but also to express their artistic abilities. <sup>[1417]</sup>

Automobile insurance compensates only not for fire and theft but also for damage caused by a collision and for injury to victims of an accident. <sup>[1418]</sup>

### Subordinate conjunctions

A severe illness where she was just nineteen months old deprived Helen Keller of both her sight and hearing. <sup>[1419]</sup>

### Redundant conjunction

Oriental rugs are considered valuable and because their designs are intricate and the weaving process is time-consuming. <sup>[1420]</sup>

### Parallel structure

Political parties in the United States help to coordinate the campaigns of their members and organizes the statewide and national conventions that mark election years . <sup>[1421]</sup>

Marble has long been highly valued for its beautiful , strength, and resistance to fire and erosion . <sup>[1422]</sup>

The oxygen in the air we breathe has no tasted , smell, or color . <sup>[1423]</sup>

Turreted mansions decorated with elaborate wooden ornamentation became a mark of wealthy and elegance in the United States in the late nineteenth century. <sup>[1424]</sup>

Dictionaries frequently explain the origin of the defined word, state its part of speech, and indication its correct use. <sup>[1425]</sup>

Energy research, medicinal , tourism, and copper and molybdenum mining are important to the economy of Butte, Montana. <sup>[1426]</sup>

The works of author Herman Melville are literary creations of a high order, blending fact , fiction, adventure, and subtle symbolic . <sup>[1427]</sup>

Many places of history , scientific, cultural , or scenic importance have been designated national monuments. <sup>[1428]</sup>

Modern motorcycles are lighter , faster, and specialized than those of 25 years ago. <sup>[1429]</sup>

Meteorologists can program their computers to scan for a specific set of weather criteria, such as falling barometric pressure, increase cloud cover, and rising humidity . <sup>[1430]</sup>

Photography disseminates information about humanity and nature, records the visible world, and extension human knowledge into areas the eye cannot penetrate. <sup>[1431]</sup>

When precipitation occurs, some of it evaporates, some runs off the surface it strikes, and some sinking into the ground. <sup>[1432]</sup>

After flax is washed, dry , beaten, and combed, fibers are obtained for use in making fabric. <sup>[1433]</sup>

The symptoms of pneumonia, a lung infection, include high fever, chest pain, breathing difficult , and coughing. <sup>[1434]</sup>

Wampum, beads used as a form of exchange by some Native Americans, was made of bits of seashells cut, drill , and strung into belts. <sup>[1435]</sup>

Acrylic paints are either applied using a knife or diluted and spreading with a paintbrush. <sup>[1436]</sup>

The population of California more than doubled during the period 1940-1960, creating problems in road-building and provide water for its arid southern section . <sup>[1437]</sup>

Philosophy is the study of the nature of reality, knowledge, existent , and ethics by means of rational inquiry. <sup>[1438]</sup>

The phonograph record was the first successful medium for capturing, preservation and reproducing sound . <sup>[1439]</sup>

The velocity of a river is controlled by the slope , the depth, and the tough of the riverbed. <sup>[1440]</sup>

Some animal activities, such as mating, migration, and hibernate have a yearly cycle. <sup>[1441]</sup>

Perhaps the most popular film in movie history, *Star Wars*, was written and direction by George Lucas. <sup>[1442]</sup>

Usually an atom having one, two, or three electrons in its valence band readily contributes electrons to and receive electrons from neighboring atoms. <sup>[1443]</sup>

The Pulitzer Prizes are annual awards for excellence in United States journalism , literature, and musical . <sup>[1444]</sup>

Cool temperatures, shade, moist , and the presence of dead organic material provide the ideal living conditions for mushrooms. <sup>[1445]</sup>

Entomologists, scientists who study insects, are often concerned with the fungus, poisonous , or virus carried by a particular insect. <sup>[1446]</sup>

The waters of Hanauma Bay in Oahu, Hawaii, are known for the color , diversity and abundant of their tropical fish. <sup>[1447]</sup>

Throughout her career Georgia O'Keeffe paid meticulous attention to her craft; her brushes were always clean, her colors fresh and brightness . <sup>[1448]</sup>

Feathers not only protect birds from injury and conserve body heat but also function in flight , courtship, camouflage, and sensory perceptive . <sup>[1449]</sup>

Slow growth in the early 1900's, liked with rising unemployment, less spend , and meager business investments led many experts to declare a recession. <sup>[1450]</sup>

The modern detective story in which a detective solves a crime by discovering and interpretation evidence is considered to have originated with Edgar Allan Poe's "The Murders in the Rue Morgue". <sup>[1451]</sup>

Gemstones are usually bright, color opaque or transparent minerals found in the rocks of the Earth. <sup>[1452]</sup>

Today's farmers have increased milk production greatly through improved methods of breeding, feeding, and manage dairy cattle. <sup>[1453]</sup>

The ballad is characterized by informal diction, by a narrative largely dependent on action and dialogue, by thematic intense , and by stress on repetition. <sup>[1454]</sup>

Although research has been ongoing since 1930, the existence of ESP -- perception and communication without the use of sight, hear , taste, touch, or smell -- is still disputed. <sup>[1455]</sup>

In the nineteenth century, women used quilts to inscribe their responses to social, economic, and politics issues. <sup>[1456]</sup>

In the 1800's, store owners sold everything from a needle to a plow, trust everyone, and never took inventory. <sup>[1457]</sup>

A smile can be observed, described, and reliably identify ; it can also be elicited and manipulated under experimental conditions. <sup>[1458]</sup>

Some insects bear a remarkable resemblance to dead twigs, being long, slenderness , wingless, and brownish in color . <sup>[1459]</sup>

Insulation from cold, protect against dust and sand , and camouflage are among the functions of hair for animals. <sup>[1460]</sup>

The novelist Shirley Hazzard is noted for the insight, poetic style, and sensitive she demonstrates in her works. <sup>[1461]</sup>



Although ferns lack flowers, they do have leaves, stems, and root . <sup>[1462]</sup>

The basic elements of public-opinion research are interviewers, questionnaires, tabulating equipment , and to sample population. <sup>[1463]</sup>

Many exercises such as calisthenics, running, or to swim involve producing muscle tension through a range of movements that are called isotonic. <sup>[1464]</sup>

In “The Sociology of Science,” now considered a classic, Robert Merton discusses cultural, economy, and social forces that contributed to the development of modern science . <sup>[1465]</sup>

To save the California condor from extinction, a group of federal, local, and privately organizations initiated a rescue program . <sup>[1466]</sup>

## TESTS OF determiners

Simple quantifiers

Both

The relationship of Latin American music to Black music in the United States is clearly evident in the unaccented beats that are common to either . <sup>[1467]</sup>

Many

The general sales tax has been a major source of income for state governments, much of which derive more than half of their budgets from it. <sup>[1468]</sup>

Few

The Victorian constructions of Haight-Ashbury are among the fewer architectural survivors of the San Francisco earthquake in 1906 . <sup>[1469]</sup>

Not instead of no

The concept of folk music, though generally understood by most people, has not simple, widely accepted definition. <sup>[1470]</sup>

Probably not speech of so few words has ever been as celebrated as Lincoln's Gettysburg Address. <sup>[1471]</sup>

Possessive

Relatively little is known about his background and life of the famous Turkish Emperor, Xerxes I. <sup>[1472]</sup>

Marie Curie won two Nobel Prizes for their discoveries of radioactivity and radioactive elements. <sup>[1473]</sup>

Emily Dickinson, among the greatest women poets in the English language, died with all of hers poems unpublished, except for seven that appeared in publications of limited circulation. <sup>[1474]</sup>

A recent article in The New York Times reported that the typical business graduate of 1990 is less likely to be willing to work long hours for the sake of advancement than their 1970 counterparts. <sup>[1475]</sup>

For most of their history, especially, since the 1860's, New York City has been undergoing major ethnic population changes . <sup>[1476]</sup>

By 1900 several prominent technical institutions, including the Massachusetts Institute of Technology, fashioned its own educational offerings to meet the industrial needs of the United States. <sup>[1477]</sup>

Although Emily Dickinson wrote some of the most haunting lines of American poetry , only seven of her poems were published during their lifetime. <sup>[1478]</sup>

Many museums have been founded by private benefactors, and a few have received endowments that help to support theirs routine operations. <sup>[1479]</sup>

In 1899 Mary Elizabeth Brown donated hers collection of over 200 musical instruments to the Metropolitan Museum of Art. <sup>[1480]</sup>

A good exercise program helps teach people to avoid the habits that might shorten the lives. <sup>[1481]</sup>

A liquid is similar to a gas because has molecules are not fixed to each other in any specific way . <sup>[1482]</sup>

Structuralism and it derivative theories, especially deconstructionism, have proposed to alter drastically the direction of literary studies during the last thirty or thirty-five years. <sup>[1483]</sup>

When swollen by melting snow or heavy rain, some rivers routinely overflow its banks. <sup>[1484]</sup>

The movement of the stars was first noticed by early travelers, who used the stars to guide its way across the sea. <sup>[1485]</sup>

Wrong determiner

Historians have never reached some general agreement about the precise causes of the Civil War in the United States. <sup>[1486]</sup>

Article

The poet Gwendolyn Brooks had she first poem published when she was thirteen years old . <sup>[1487]</sup>

Atoms are held together by the electrical forces of attraction between each negative electron and a positive protons within the nucleus. <sup>[1488]</sup>

Mozart, whose life spanned less than half century, composed a copious amount of musical works ranging from simple sonatas to highly complex symphonies and operas. <sup>[1489]</sup>

Omission of article

Lightning tends to strike the nearest good conductor , and hence often strikes in same place more than once . <sup>[1490]</sup>

Gourds were introduced to what is now the southwestern United States by earliest peoples who migrated north from Mesoamerica about 7000 years ago. <sup>[1491]</sup>

The Bessemer process for converting iron to steel was invention of enormous importance because it led to many significant changes in industrial processes. <sup>[1492]</sup>

Although color is a minor factor in soil composition, it is excellent characteristic by which to distinguish different soil layers. <sup>[1493]</sup>

The Mississippi, the longest river in the United States, begins as small clear stream in northwestern Minnesota. <sup>[1494]</sup>

A march is highly rhythmic piece of music first used by military bands to accompany marching. <sup>[1495]</sup>

In mathematical terms , modern algebra is set of objects with rules for connecting or relating those objects. <sup>[1496]</sup>

By identifying similar words or structures in different languages, we find evidence that those languages are related and may be derived from same ancestor. <sup>[1497]</sup>

Light from the Sun can penetrate only a few hundred meters below surface of the ocean . <sup>[1498]</sup>

Chordophones are musical instruments with strings that can be set in motion by moving a bow, plucking a string, or striking key . <sup>[1499]</sup>

The chief character or hero of piece of fiction or drama is known as the protagonist. <sup>[1500]</sup>

The Executive Mansion, Constructed in the 1790's and now popularly called the White House, is oldest public edifice in Washington, D.C. <sup>[1501]</sup>

Boulder, Colorado, is only city in the United States that derives its water supply from glacier. <sup>[1502]</sup>

Construction of first skyscraper began in Chicago in 1883 with the ten-story Home Insurance Building. <sup>[1503]</sup>

The physical universe is governed by law that demand the continuous increase of entropy or disorder. <sup>[1504]</sup>

During early nineteenth century, the building of canals and railroads strengthened the state of Indiana's links with the eastern United States. <sup>[1505]</sup>

In the traditional sense, a molecule is smallest particle of a chemical substance capable of independent existence while retaining all of its chemical properties. <sup>[1506]</sup>

Redundant article

Tunas migrate long distances over all the world's oceans and occupy tropical , temperate, and even some the cooler waters. <sup>[1507]</sup>

Under the certain conditions, a rainbow appears at the end of a rain shower in the quarter of the sky opposite to the Sun. <sup>[1508]</sup>

Although the water is critical to the growth of plants, the amount of water actually delivered to root systems is almost as important. <sup>[1509]</sup>

Wrong article

Lake Superior, a part of the United States-Canadian boundary , is a largest freshwater lake in the world . <sup>[1510]</sup>

Like Jupiter and Earth, Saturn is flattened at a poles. <sup>[1511]</sup>

Lactose, a sugar present in milk, is one of simple sugars used in food preparations for infants. <sup>[1512]</sup>

Sarah Vaughan had a voice like a perfect instrument, and it was an instrument that she knew how to use it with the utmost skill. <sup>[1513]</sup>

The completion of the first transcontinental railroad in 1869 gave California its first direct rail connection with a rest of the United States. <sup>[1514]</sup>

Another vs. other

When canned using proper methods, food suffers no loss in vitamins or another nutritive elements. <sup>[1515]</sup>

Locomotion of the body is produced through the cooperation of skeletal muscles and another systems, including the skeletal, nervous , and circulatory systems. <sup>[1516]</sup>

## TESTS OF preposition

Simple prepositions

Than

Because of the need to maintain the correct balance of salts and minerals in the water, keeping saltwater fish in aquariums requires more work that keeping freshwater fish. <sup>[1517]</sup>

In Connecticut, hundreds of houses dating from the seventeenth and eighteenth centuries are preserved by more as 100 local or national historical societies. <sup>[1518]</sup>

Such as

In most circumstances, the person that owns the property can claim the rights as money made from drilling oil on their property. <sup>[1519]</sup>

Although not abundant in nature, zinc is important for both the galvanization of iron and the preparation of alloys as such brass and German silver. <sup>[1520]</sup>

Due to its excellent tensile strength, acetate rayon is an important material for products so as balloons, parachutes, fire hoses, and webbing. <sup>[1521]</sup>

To

In films, optical printing can be combined with blue-screen photography for produce such special effects as characters seeming to fly through the air. <sup>[1522]</sup>

Omission of prep

Harbors are protected areas of water that can be used the transfer of passengers and cargo between ships and shore. <sup>[1523]</sup>

Scientists estimate that as many as hundred millions visible meteors enter the Earth's atmosphere every day . <sup>[1524]</sup>

The meter of English poetry is determined by accented syllables rather by the quantities of vowels . <sup>[1525]</sup>

In art, caricature is a pictorial representation which the physical features of a person or object have been grossly exaggerated for comic effect . <sup>[1526]</sup>

The amount of money generated by a nation in a year in the forms of wages, rents, interest , and profits is known the national income. <sup>[1527]</sup>

Although absolute zero cannot actually be reached, approximations of less than 0.001 degrees Celsius above absolute zero have been created the laboratory. <sup>[1528]</sup>

The great bulk of business transactions in the United States is handled by means of credit instruments rather currency. <sup>[1529]</sup>

In Concord, Massachusetts, there is a museum commemorating the life of Louisa May Alcott, the author the nineteenth-century novel *Little Women*. <sup>[1530]</sup>

Neptune circles the Sun once every 164.8 Earth years, and its day -- one rotation its axis --- is 15.8 hours. <sup>[1531]</sup>

In Vermont, the sap the maple tree is the primary ingredient in producing maple syrup. <sup>[1532]</sup>

Most of the large industries in the country are well organised and structured and are sometimes backed up internationally reputable mother companies. <sup>[1533]</sup>

It is interesting that some the most intriguing languages in the world have originated in central Africa. <sup>[1534]</sup>

The virgin forests of Vietnam are home to some the most unusual animal species that can be found anywhere. <sup>[1535]</sup>

Onyx is a mineral that can be recognized its regular and straight parallel bands of white, black, or brown. <sup>[1536]</sup>

Wrong word instead of prep

Linseed oil is used as a drying oil in paints and varnishes and as making linoleum, oilcloth, and certain inks. <sup>[1537]</sup>

Wrong prep

The first piloted balloon flight across the Atlantic Ocean took place at 1978. <sup>[1538]</sup>

The pelican is a water bird with a large pouch attached to its bill, which it uses as a scoop for catch small fish. <sup>[1539]</sup>

Because of a high birthrate and considerable immigration, the United States population in the late nineteenth century increased tremendously into 31 million in 1860 to 76 million in 1900. <sup>[1540]</sup>

For decades, the food industry has been known serving up sugary or fat-laden products, promoted with ceaseless advertising. <sup>[1541]</sup>

A variation of collodion photography was the tintype, which captured images on a black or dark brown metal plate instead from on glass. <sup>[1542]</sup>

Mathematical puzzles are common into history because they have been used as intelligence tests and amusements.

Serving as the chief of the United States Children's Bureau from 1921 to 1934, Grace Abbott fought for the rights of women and children through the world. <sup>[1543]</sup>

Recent studies have shown that air into a house often has higher concentrations of contaminants than heavily polluted air outside. <sup>[1544]</sup>

Jazz first flourished in New Orleans, Louisiana, and then spread at cities all across the country. <sup>[1545]</sup>

In 1981 the fossil jaw of a previously unknown small mammal was found onto a Navaho reservation in Arizona. <sup>[1546]</sup>

The proportion of United States households owning television receivers rose from 0.4 percent in 1948 of 23.5 percent in 1951. <sup>[1547]</sup>

Although copper was hammered into tools and ornaments by some early inhabitants of North America, the smelting and casting of copper were unknown between them. <sup>[1548]</sup>

On 1848 the first organized meeting for women's rights in the United States took pace in Seneca Falls, New York. <sup>[1549]</sup>

Seamounts are isolated submarine mountains believed to be the remnants of extinct volcanoes that either formed or sank far beneath of the ocean surface. <sup>[1550]</sup>

Butane is found into both oil and natural gas. <sup>[1551]</sup>

Phenotypic traits, such as size or skin color, result to the interaction between an organism's genetic makeup and the environment in which the organism develops. <sup>[1552]</sup>

Besides the age of nine and fifteen, almost all young people undergo a rapid series of physiological changes. <sup>[1553]</sup>

The martial art of aikido is based from the principle of using the force of the opponent to the practitioner's advantage. <sup>[1554]</sup>

In the southwestern part of the United States, most of the water comes of the Colorado River and the manmade lakes created from it. <sup>[1555]</sup>

Temperatures along the Egyptian Sinai peninsula have been known to reach as high as 55 degrees Celsius inside the summer. <sup>[1556]</sup>

Public opinion polls have consistently demonstrated the public's willingness for 'tradeoff' economic growth for environmental protection. <sup>[1557]</sup>

Advocacy for child war victims, children in hazardous work, abused children and those variously exploited or handicapped has attracted the attention and commitment of legislators and policy-makers through the world. <sup>[1558]</sup>

At 1939, television programs were being broadcast in the United States, and the World's Fair of that year featured demonstrations of this advance in technology. <sup>[1559]</sup>

Redundant prep

From 1905 to 1920, American novelist Edith Wharton was at the height of her writing career, publishing of her three most famous novels. <sup>[1560]</sup>

The Texas Panhandle region, in the northwestern part of the state, produces more wheat, cotton , and grain sorghum than any of other area of Texas. <sup>[1561]</sup>

Oak trees furnish more timber annually in the United States than any of other broad-leaved tree and are second only to conifers in total lumber production. <sup>[1562]</sup>

Lucy Motile Montgomery, a Canadian novelist, is best of known for *Anne of Green Gables* , the story of a spirited, unconventional orphan girl. <sup>[1563]</sup>

Subordinate conjunction instead of prep

The intensity of political struggles in the United States after 1824 led to the revival of the two-party system, which had been inactive when 1817. <sup>[1564]</sup>

Bursae are fluid-filled sacs that form cushions between tendons and bones and protect them while movement. <sup>[1565]</sup>

Many species of birds that breed in temperate latitudes often show particular patterns of migration while the year. <sup>[1566]</sup>

While the late nineteenth century, most laborers in the United States worked six days a week, often ten or more hours a day. <sup>[1567]</sup>

While photosynthesis in green plants, light energy is captured and used to convert water, carbon dioxide, and minerals into oxygen and energy-rich organic compounds. <sup>[1568]</sup>

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[1] \_the branch of linguistics dealing with grammatical rules

[2] \_the branch of linguistics dealing with meaning (connotative and denotative)

[3] \_the branch of linguistics dealing with language in use and the contexts in which it is used

[4] \_Mostly used with branches of science

[5] \_Mostly used with branches of science

[6] \_Mostly used with branches of science

[7] \_Most often used with adjectives. Most core morphemes are also adjectives, that is, these prefixes do not change the part of speech but meaning (see examples).

[8] \_Usually, these words in British English end in 's,' but in American English 's' is dropped.

[9] \_To see a full list with more examples, refer to Word Formation written by John Sinclair.

[10] \_To see a full list with more examples, refer to Word Formation written by John Sinclair.

[11] \_Some chemical compounds end in -ate.

[12] **In American English**

[13] \_Proper nouns are most often capitalized.

[14] \_This is the reason why VPs substitute for NPs. For more information, refer to VP section.

[15] \_Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #498-6

[16] \_Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #498-2

[17] \_Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #498-16

[18] \_'writing processes' is a noun cluster (NN).

[19] \_For more information, refer to Possessive adjectives section.

[20] \_Do not confuse this with apostrophe 's.

[21] \_It is important to know whether a noun is countable or uncountable because verbs should agree with NP1 (usually nouns).

[22] \_Note that it can serve as the third person singular of 'base' in the simple present tense, as well.

[23] \_Note that it can serve as the third person singular of 'leave' in the simple present tense, as well.

[24] \_Note that it can serve as the third person singular of 'live' in the simple present tense, as well.

[25] \_Note that 'the accused, the undersigned, the deceased, the supernatural, the beautiful, the unreal, the former, and the latter' are singular. #17-3,4

[26] \_Uncountable nouns are only singular. They are followed by a singular verb.

[27] \_We do not usually use the indefinite article a/an, numbers more than one, many, few, etc. with uncountable nouns.

[28] \_The following table only listed a limited number of such nouns.

[29] \_Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition

[30] \_In the Arabic language, all verbs always show the person. But in the English language, only the third person singular in the simple present tense shows the person.

[31] \_Direct and indirect objects

[32] \_In most books and dictionaries, ditransitive verbs are not differentiated from transitive verbs, and both are grouped under one category.

[33] \_As a suffix in American English

[34] \_As a suffix in British English

[35] \_Author's classification

[36] \_'Have to' is often grouped with auxiliary (A/B) verbs for convenience, but in fact, it is not a modal verb. It is not even an auxiliary verb. I believe that 'have to' is a D verb because 'have to,' 'has to,' and 'had to' are verbs that can be preceded by either A verbs or B verbs, it has Ving form, and it has To V form. Note that we can use the 'have to' expression in all tenses, for example: *he has to, he had to, he has had to, he will have to*.

[37] \_'need' expresses necessity or something lacking. It acts both as an A verb and D verb. Need as a D verb is transitive and is sometimes followed by an infinitive (V to V).

[38] \_Keep in mind that the verb 'do' (in expressions like do homework, do the dishes, etc.), have (meaning to own, to eat, ...), and be (in sentences like I am a teacher, etc.) are D verbs. Do not confuse these verbs with modals (do, be, and have).

[39] \_Three in number (be, do, have) and their conjugations

[40] \_Only two words (being & been)

[41] \_Note that the verbs (be, do, have) also exist in this group with different meanings from B verbs.

[42] \_For example, the third person singular

- [43] Like other words, these convey a meaning. I believe that similar to other verbs, A and B verbs (traditionally called auxiliary and modals) carry the semantic load more than they carry the syntactic load. By this, I mean that for example the word 'will' conveys meaning of something happening in the future, 'must' conveys necessity, 'might' conveys probability and possibility, etc.
- [44] Use ' *might as well* ' and ' *may as well* ' informally to mean that something is worth doing only because other things are not happening. ' *Might as well* ' is more common.
- [45] Use can't/cannot as the negative of must to deny something or make negative deductions or conclusions: It just can't be true. He can't have left his job. OR That cannot be his sister. She looks so different.
- [46] Use ' *had to* ' not ' *must* ' to express obligation and necessity in the past. *The time we got back to our bikes, it was dark and we had to cycle home in the dark without any lights ...*
- [47] Extract from a novel
- [48] When talking about no obligation, use either need not, don't/doesn't/didn't have to or the negative of the main verb need (don't/doesn't need):  
You needn't worry about it. I'll take care of it.  
You don't have to worry about it. I'll take care of it.  
You don't need to worry about it. I'll take care of it.
- [49] *Must not* and *don't have to/haven't got to* have different meanings.
- [50] Generally, use ' *have (got) to* ' when referring to obligations that come from outside the speaker. *I 've got to buy some new clothes. I'm starting a new job as a teacher and we have to wear formal clothes.* ( The obligation is from the school to buy new clothes.)
- [51] airline website information
- [52] bus company website notice
- [53] Normally, use ' *can* ' for the present.
- [54] The use of can in this way is informal (mainly between friends and family).
- [55] Note that we also use could, may, might for permission. The use of can for permission is informal.
- [56] I do not believe that 'would' is the past of 'will,' 'should' the past of 'shall,' 'could' past of 'can,' but the words themselves conveys this meaning.
- [57] used with *if* in conditional sentences (= sentences that refer to what happens if something else happens).
- [58] Type 3 conditional
- [59] Used in formal language
- [60] Need expresses necessity or something lacking. It acts both as an A verb and a D verb. Need as a D verb is transitive and is sometimes followed by an infinitive (V to V).
- [61] The question form of *ought to* is not very common. It is very formal. We usually use ' *should* ' instead.
- [62] Don't use 'do,' 'does,' 'did.'
- [63] For more information, refer to Interrogative and Negation sections.
- [64] 'does' is only used with the third person singular and 'do' with the other 5 persons.
- [65] Sometimes, do, does, and did are used in positive statements in or to emphasize the verb.
- [66] For more information, refer to Tenses section.
- [67] For more information, refer to Tenses section.
- [68] D verbs are all verbs except for A, B, and C verbs.
- [69] Like V + V. For more information, refer to V + V section.
- [70] Like V + V. For more information, refer to V + V section.
- [71] More often used in spoken language, not in written academic texts. Use *gonna* /gənə / instead of *going to* in informal contexts, especially in speaking and in song lyrics. *gonna* shows how to pronounce it.
- [72] In the past tense, be changes to 'was/were'; in the perfect tenses, be changes to 'been'; in future, be is intact; and in the present tense, be changes to am/is/are.
- [73] Put wh-word before A/B verb.
- [74] For more information on negation, refer to Negation section.
- [75] Meaning 'challenge somebody.' With this meaning, it is a transitive verb.
- [76] A verb
- [77] For more information, refer to V to V section.
- [78] Need expresses necessity or something lacking. It acts both as an A verb and a D verb. Need as a D verb is transitive and is sometimes followed by an infinitive (V to V).
- [79] Most often, the simple present is a one-word verb (goes, want, wish, keep, washes, etc.), but it can be more than one if we consider 'must go, may come, can deliver, etc.' as the simple present.
- [80] Most often, the simple past is a one-word verb (went, wanted, wished, kept, washed, etc.), but it can be more than one if we consider 'could go, should come, would deliver, etc.' as the simple past.
- [81] Also called Future-in-the-Past tense
- [82] There are other verb classifications.
- [83] Some grammarians, however, consider the split infinitive a *construction* , not an error. They believe that split infinitives are perfectly appropriate, especially in informal writing. In fact, an infinitive will occasionally require splitting, sometimes for meaning and sometimes for sentence cadence.
- [84] For more information, refer to VP section. This is a formal usage and is far more common in written English than spoken.
- [85] For more information, refer to VP section. In this case *to* has the same meaning as *in order to* or *so as to* .



- [86] For more information, refer to V NP2 to V section.
- [87] For more information, refer to V to V section.
- [88] Also called present infinitive, which is the most common.
- [89] For more information about finite verbs, refer to Finite vs. non-finite verbs section.
- [90] Discussed in Pre-M2 section
- [91] Discussed in Progressive tenses section
- [92] Discussed in Nouns ending in -ing section
- [93] Discussed in VP section
- [94] Discussed in Pre-M2 section
- [95] Discussed in Passive voice section
- [96] Discussed in Perfect tenses section
- [97] Discussed in Simple past section
- [98] For more information, refer to Verb clusters section.
- [99] In the third person singular, the verb **always ends in -(e)s** :
- [100] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [101] The simple present is not used to express actions happening now.
- [102] The form of the present participle is: *base+ing* (e.g., *talking, playing, moving, smiling*). Some verbs do not have Ving form, for more information refer to Progressive section.
- [103] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [104] The past participle of a regular verb is **V+ed** (e.g., *played, arrived, looked*) . For irregular verbs, see the **I rregular verbs** section.
- [105] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [106] Verbs without continuous forms  
With verbs not normally used in the continuous form, use the simple present perfect instead (e.g., know, hate, hear, understand, want).
- I've wanted** to visit China for years.
- She's known** Robert since she was a child.
- I've hated** that music since I first heard it.
- I've heard** a lot about you recently.
- We've understood** everything.
- [107] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [108] If we consider could, would, and should as the past tense of can, will, and shall, respectively, then we can claim that sometimes the simple past is made up of two elements (could/would/should + V).
- [109] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [110] The word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago* .
- [111] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [112] 'when' and 'while' are subordinating conjunctions, which should be followed by a dependent clause. For more information, refer to Subordinating conjunctions section.
- [113] The past participle of a regular verb is **V+ed** (e.g., *played, arrived, looked*) . For irregular verbs, see the **I rregular verbs** section.
- [114] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [115] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [116] In modern English, 'will' is preferred to 'shall.' 'Shall' is mainly used with **I** and **we** to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) shall is only used in literary or poetic situations (e.g., '*With rings on her fingers and bells on her toes, She shall have music wherever she goes.*').
- [117] For more information on contractions, refer to Contractions section.
- [118] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [119] For more information on contractions, refer to Contractions section.
- [120] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [121] 'when and while' are subordinating conjunctions and should be used along with a dependent clause.
- [122] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [123] For more information, refer to Interrogative section. n't is put immediately after A/B verb, but 'not' is put after NP1.
- [124] Simple present tense
- [125] Simple past tense
- [126] Simple future tense
- [127] Present and past perfect tenses
- [128] Future perfect tense
- [129] Present and past progressive tenses
- [130] Future progressive tense

- [131] Present and past perfect progressive tenses
- [132] Future perfect progressive tense
- [133] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [134] For more information and examples, refer to Phrasal verbs section.
- [135] The first is a participle, and the second is a preposition.
- [136] This is only a sample, but there are a large number of phrasal verbs used especially in spoken language.
- [137] Cambridge Advanced Learner's Dictionary, #211-221, 455-466, 421-427, 470-472, 580, ...
- [138] Possibly filled by 'can, may, might, etc.'
- [139] 'should, could, would' sometimes can be used with V in the fourth seat.
- [140] 'shall' can also be used with the first person.
- [141] 'could, should' can be replaced.
- [142] All phrasal verbs take only one seat (seat D).
- [143] All phrasal verbs take only one seat (seat D).
- [144] All phrasal verbs take only one seat (seat D).
- [145] All phrasal verbs take only one seat (seat D).
- [146] All phrasal verbs take only one seat (seat D).
- [147] All phrasal verbs take only one seat (seat D).
- [148] 'do,' 'does,' and 'did' are used with V for emphasis in positive statements.
- [149] 'out' is a participle, while 'in' is a preposition.
- [150] Perception verbs (see, hear, feel, taste, smell) are often used with *can*: *I can see...* These verbs may be used in the continuous form but with a different meaning
- This coat **feels** nice and warm.* (your perception of the coat's qualities)
- John's **feeling** much better now* (his health is improving)
- She **has** three dogs and a cat.* (possession)
- She's **having** supper.* (She's eating)
- I can **see** Anthony in the garden* (perception)
- I'm **seeing** Anthony later* (We are planning to meet)
- [151] Here by NP, subject and object(s) of the verb are meant not the object of preposition.
- [152] NP1 may be omitted in imperative sentences, but it still has one vacant seat.
- [153] Underlined verbs are NP1.
- [154] 'take' is a transitive verb which normally has two seats, but here it is passive and has one seat.
- [155] NP1 may be omitted in imperative sentences, but it still has two seats.
- [156] In these examples, the underlined words are NP1 (preceding the verb) and NP2 (following the verb).
- [157] Actually, 'assign' is a V3 verb. But since it is a passive verb in this sentence, it only takes two NPs.
- [158] NP1 may be omitted in imperative sentences, but it still has three seats.
- [159] In these examples, the underlined words are NP3 (following the verb).
- [160] The imperative sentences most often lack NP1, but the verb has the potential to take 'You' as NP1.
- [161] 'it' is a cataphoric expression referring to the following RC.
- [162] Notice that the verb, here call, is not always the main verb. Here it starts a VP as NP in a prepositional phrase.
- [163] Notice the order of objects, first direct object and then indirect object.
- [164] Notice the order of objects, first direct object and then indirect object.
- [165] Verbs with one seat (V<sup>1</sup>) cannot be passivized.
- [166] As you remember, if any NP is preceded by a prep., it turns into a prepositional phrase (and it is no longer an NP).
- [167] Intransitive verbs are impossible to be passivized.
- [168] 'by' can be substituted for 'via or through.'
- [169] Ditransitive sentences can be passivized either using NP2 or NP3, that is, they can have dual passive forms.
- [170] Often passive
- [171] Discussed under the name of D verbs
- [172] When forming question, you should put NP1 between helping verb (A or B verb) and main verb (D verb).
- [173] When forming negative, you should put "not or n't" between helping verb (A or B verb) and main verb (D verb).
- [174] The author grouped these verbs under A and B verbs.
- [175] NPs or objective pronouns
- [176] verbs of thinking and feeling, verbs of saying, ...
- [177] verbs of saying, verbs of wanting or liking, ...
- [178] Many of these verbs are sometimes followed by a passive infinitive (to be + past participle).
- [179] meaning I am willing to

- [180] Not a verb
- [181] Note: The verb warn is normally used with **not**.  
*The police warned everyone **not to drive** too fast.*
- [182] meaning "wish" or "want"
- [183] meaning will you please ...?
- [184] meaning would like
- [185] 'to' is optional.
- [186] For more information, refer to V to be P.P. section.
- [187] Use main (D) verb "need" as an alternative to semi-modal need. Main (D) verb 'need' is followed by 'to,' and it changes with person, number, and tense (I, you, we, they need to; she, he, it needs to; I, you, she, he, it, we, they needed to).
- [188] 'in order' was omitted.
- [189] 'go on' is a phrasal verb.
- [190] 'went on' is the simple past of phrasal verb of 'go on.'
- [191] 'went on' is the simple past of phrasal verb of 'go on.'
- [192] 'bump into' is a phrasal verb.
- [193] Imperative verb
- [194] meaning 'wish' or 'want'
- [195] This is an interesting sentence in which 'plans' is a 'PLN' and 'in order' was omitted before 'to meet.' Not V to V
- [196] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 1
- [197] 'which is' was omitted.
- [198] Prepositions (either simple or compound) are always followed by Ving, but in some cases it is not the case.
- [199] What out for 'to,' it may mislead you. Since 'to' can both connect verbs (as in V to V) and play the role of a preposition (as in 'in addition to'), it may be confusing.
- [200] That-clause is NP3.
- [201] Adjectives do not modify verbs or adverbs or other adjectives.
- [202] Most adjectives can freely occur both in the attributive and the predicative positions. However, a small number of adjectives are restricted to only one position.
- [203] Because Pre-M1, Pre-M2, Post-M1, and Post-M2 are optional.
- [204] The acronym (better to say URL) sas.com can make you remember it better.
- [205] 'political and educational' are classification adjectives. Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #15
- [206] Classification nouns, which modify the following noun (discussed in Noun cluster section).
- [207] Attributive adjectives are divided into prepositive adjectives (adjectives preceding N) and postpositive adjectives (or postnominal) which follow nouns.
- [208] 'interrupted' is a P.P.
- [209] 'sent' is a P.P.
- [210] 'bent' is a P.P.
- [211] 'accomplished' is a P.P.
- [212] this is also a compound noun; 'to be' is an infinitive.
- [213] 'unknown' is a P.P., even though the verb 'unknow' is not an acceptable variation of the verb 'know'; consider how 'kempt' is not used as the opposite of 'unkempt'
- [214] 'scorned' is a P.P.
- [215] the modifier here is a P.P.
- [216] largely an academic position
- [217] I considered this as an RT (reduction of 'wh + be').
- [218] Postposition is obligatory when the adjective modifies a pronoun like something, someone, ...
- [219] The well-known 16 nouns (I called as such). Since they can be considered as a noun, we can treat them as a noun, and I considered this as an RT (reduction of 'wh + be'). For example: something which was interesting (in which 'which was' was omitted).
- [220] They can also act as a complement to linking verbs or the verb *to be* .
- [221] These adjectives only follow verbs.
- [222] Not always after verbs
- [223] The first novel is an adjective meaning new, and the second is a noun meaning story.
- [224] Discussed in Verb-derived adjectives section
- [225] Discussed in Verb-derived adjectives section
- [226] Discussed in Adjective-derived adjectives section
- [227] Discussed in Verb-derived adjectives section
- [228] As a Pre-M2.
- [229] Discussed in Pre-M2 section.

- [230] For more information on the punctuation of compound adjectives, refer to Punctuation section.
- [231] In these compound adjectives, the unit is always singular irrespective of the number.
- [232] Sometimes the adjective is omitted.
- [233] Italics tend to be used for foreign words.
- [234] Most classification adjectives are among non-gradable adjectives.
- [235] Discussed in Gradable adjectives section
- [236] Some adjectives like 'alive, dead, ...' do not have a comparative form.
- [237] For more information, refer to Adjectives comparing unequal features section.
- [238] Discussed in Gradable adjectives section
- [239] Some adjectives like 'alive, dead, ...' do not have a superlative form.
- [240] These adjectives may be borrowed from other languages.
- [241] Some of them are adverbs, as well.
- [242] Because 'delivery truck' is a noun cluster (NN).
- [243] For more information refer to comparative and superlative adjectives.
- [244] All that glitters is not gold. Note the difference. The meaning of 'no longer' as an adverb is different.
- [245] In case of stacked adverbs
- [246] The only thing adverbs steer clear of is nouns because adjectives modify nouns.
- [247] Exceptions: N + -ly = adjective like friendly, orderly, likely, costly, deadly, elderly, ... (See more on List of confusing words)
- [248] We usually see these adverbs as 'last night,' 'next year,' 'this year,' 'two times,' 'the same way,' 'this way,' 'these days'
- [249] For more information, refer to ADV section.
- [250] 'as well' as an adverb means 'also,' 'too,' or 'in addition' usually used at the end of a clause. Use 'as well' and the phrase 'just as well' when we say that something is probably a good thing.
- [251] The asterisk shows place of adverbs which modify verbs. Where there are two or more verbs in a sentence, adverb placement affects the meaning.
- [252] Except for 'enough' which follows the adjective.
- [253] What is the difference between this and the 'unlike DA, FA is interested'?
- [254] Since VP can function as an NP, then it can be preceded by an adverb.
- [255] Note that 'instead of' is a compound preposition.
- [256] Is it possible to have an adverb between Pre-M1 and VP? The only justification is that the adverb preceding the present participle (Ving) is the modifier of that verb (participle).
- [257] Since VP can function as an NP (and even as a Noun), then it can be preceded by a possessive adjective (or possessive noun).
- [258] Actually, 'one day' is a prepositional phrase the proposition of which was omitted. This is a prepositional phrase which functions as an adverb.
- [259] Two quantifiers (simple and number)? Does it violate my formula? No, because 'no' is an adverb meaning not or not any, not a quantifier in this sentence.
- [260] We believe that only adverbs can be used between parts of a verb, but here we see that a Pre-M1 precedes the main verb and follows the aux.
- [261] When using *each*, *both*, *all* to refer to the subject of the clause, it usually appears in the normal position for adverbs, between the subject (NP1) and the main (D) verb, after the modal verb or first auxiliary verb (A/B verb), or after *be* as a main verb.
- [262] Is 'each' an adverb? It should be an adverb to intervene two parts of a verb!
- [263] If both is an adverb, it can intervene between two parts of a verb. Is it an adverb?
- [264] Both not and even are adverbs.
- [265] 'the way' is a prepositional phrase "in the way" functioning as an adverb (the preposition of which is omitted). You can put the preposition 'in' before 'the way' or add a compound R (in which) after 'the way to make it meaningful.
- [266] 'in North America' is a prepositional phrase which functions as an adverb of place.
- [267] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [268] 6 adverbs in succession (just, as if, not, even, more, effectively)
- [269] 4 adverbs in succession (much, more, often, nowadays)
- [270] Their function is not to modify but to connect.
- [271] They are used to show sequence, contrast, cause and effect, and other relationships.
- [272] 'Hence' is to state a reason for the occurrence of an action or incident. Hence may also be used to state beyond this point of time. It is used to state reason for a particular happening. 'So that' is used to tell reason because of which a particular situation/decision has arisen. 'Because' states the reason. A sentence can also be started with 'because.' 'Consequently' states as a consequence of something. 'Lest' means 'in case.'
- [273] If the break is weak, do not use comma(s).  
Anna called to say her car would not start. Rafael will therefore have to walk to school.  
The long noodles splashed tomato sauce all over the front of Brenda's shirt. Ordering fettuccine was a mistake indeed.
- [274] I think 'the former' and 'the latter' function as an indefinite pronoun (or better to say, is an anaphoric reference) because they are followed by plural verb since they agree their antecedents in number.
- [275] 'how much' as a question word or 'how' as an R and 'much' as a Pre-M1?

- [276] There are some exceptions.
- [277] Since degree adverbs are non-gradable, they have neither comparative nor superlative forms.
- [278] Discussed in Prepositions section
- [279] Discussed in Pronouns section
- [280] Either a one-syllable or more-than-one-syllable adjective
- [281] This can cause ambiguity. For more information on ambiguity, refer to Ambiguity section.
- [282] Discussed in Pronouns section
- [283] Discussed in Determiners section
- [284] This can cause ambiguity. For more information on ambiguity, refer to Ambiguity section.
- [285] Discussed in Pronouns section
- [286] Discussed in Determiners section
- [287] This can cause ambiguity. For more information on ambiguity, refer to Ambiguity section.
- [288] As an adverb, comparing more than two things
- [289] An indefinite frequency adverb
- [290] Discussed in Determiners section
- [291] Both one-syllable and more-than-one-syllable adjectives
- [292] To what do 'they' and 'them' refer back?
- [293] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #91-6
- [294] Despite all adverbs which precede the intended word, enough as an adverb always follow other adjectives and adverbs.
- [295] 'first language' is a compound noun (NN).
- [296] For more information, refer to Inversion transformation section.
- [297] Right columns show the positive end of the continuum, while left columns show the negative end of the continuum.
- [298] 2 syllables
- [299] Right columns show the positive end of the continuum, while left columns show the negative end of the continuum.
- [300] Some adverbs like 'so, very, too, ...' do not have a comparative form.
- [301] Some adverbs like 'so, very, too, ...' do not have a superlative form.
- [302] In addition to pronouns, possessive adjectives also convey anaphoric, cataphoric, and exophoric reference.
- [303] 'it' is a cataphoric expression referring to the following RC. This RC is an NP because it was replaced with a pronoun.
- [304] Cataphoric expression
- [305] Cataphoric expression
- [306] 'They' refers to some people outside the discourse known to both speakers.
- [307] 'It' also refers to something that both speakers know about (perhaps the dinner).
- [308] Cataphora
- [309] Anaphora
- [310] Always followed by a singular verb
- [311] It as NP2 followed by a 'TO V + ...'
- [312] The underlined part is real NP1.
- [313] The underlined part is real NP1.
- [314] Is it suitable for 'learner'?
- [315] Is it suitable for animals?
- [316] That the battery is charged is my biggest concern. ⇒ It is my biggest concern that the battery is charged. (A that-clause in the subject position sounds better when moved after 'it.')
- [317] Singular and plural verb depending on NP2
- [318] As NP2
- [319] As NP2
- [320] As NP2
- [321] As NP2
- [322] Relative pronoun 'that/which' was omitted.
- [323] As relative pronouns
- [324] A two-word pronoun like 'one another' and 'each other'
- [325] What is the difference between the two sentences?
- [326] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 17
- [327] Do not confuse it with apostrophe 's. It is a contracted form of 'has.'
- [328] Do not confuse it with apostrophe 's. It is a contracted form of 'has.'
- [329] I believe that 'someone' is a noun because only nouns can take apostrophe 's.
- [330] Is 'one' a pronoun? If yes, so how can it be preceded by an article or adjective or be followed by Post-M1 or Post-M2?

One also as a quantifier (Pre-M1): Clipping occurs when a word of more than one syllable is reduced to a shorter form.

- [331] Is underlined part a Post-M1? Post-M1 should be an NP. So, this NP is composed of a noun 'one' + Post-M2.
- [332] Is 'one' a pronoun? If yes, so how can it be preceded by an article or followed by a Post-M2?
- [333] Is 'one' a pronoun? If yes, so how can it be followed by a Post-M2? If yes, so how can it be preceded by an article?
- [334] Is 'one' a pronoun? If yes, so how can it be preceded by an article?
- [335] I believe that since 'one' is preceded by Pre-M1 & Pre-M2, it can be considered as a noun, not a pronoun.
- [336] I believe that since 'one' is followed by Post-M2, it can be considered as a noun, not a pronoun.
- [337] Is 'ones' a pronoun? If yes, so how can it be preceded by an article or adjective or be followed by Post-m1 or Post-M2?
- [338] Why RC after few? Is 'few' a pronoun? If yes, how can it be followed by an RC? Is 'few' a quantifier? If yes, how can it stand alone?
- [339] 'each' deals with two or more, while 'every' deals with three or more.
- [340] Actually, real NP1 is 'each,' and each denotes singularity.
- [341] For more information, refer to Evasion from sexist language section.
- [342] In some cases, comma functions as a conjunction.
- [343] 'as well as' is only followed by Ving. For more information, refer to As well as section.
- [344] Subordinating conjunctions only conjoin clauses (dependent and independent).
- [345] Coordinating and correlative conjunctions cannot be fronted, but subordinating conjunctions can be fronted.
- [346] Although some believe that FANBOYS (for, and, nor, but, or, yet, so) are coordinating conjunctions, I do not believe all behave the same.
- [347] Yet, nor, so, and for do not meet the second criteria all the time. 'Nor' is a lot like 'for' and 'so,' which in American English, can join only clauses (like subordinating conjunctions).
- [348] What is the main (finite) verb of the sentence?
- [349] Is 'to' redundant? Can it be omitted?
- [350] Is 'as a trade language' structurally ambiguous?
- [351] When NP1s are connected by 'and,' 'both/and,' and sum is more than one (pay attention to fractions and decimals, percentages, etc.), the verb is plural, but when NP1s are connected by 'or,' 'either/or,' 'neither/nor,' 'whether/or,' verb agrees with the NP closer to verb.
- [352] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #52-53
- [353] Or meaning 'if not'
- Stay within the publisher's guidelines, or your manuscript might be rejected.
- [354] Relates only the preceding noun to the following one!
- [355] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #78
- [356] Within an NP or between two NPs, not between two sentences.
- [357] Why positive?
- [358] Coordinating conjunction & compound preposition
- [359] Is it a kind of adverb?
- [360] Comma sometimes between Pre-M2s
- [361] If a correlative conjunction is used to connect subjects, the verb must agree with the second subject regardless of the first subject. (However, the subjects themselves must be balanced and related.)
- [362] In case of 'or' and 'nor,' the verb agrees with the noun which is closer (nearer) to the verb. But it is not the case if the conjunction is both/and.
- [363] used in a sentence in the affirmative sense when referring to a choice between two possibilities, and only one can be selected
- [364] used in a sentence in the negative sense when you want to say that two or more things are not true, that is, **neither / nor** indicates that neither of the two choices can be selected. In other words, neither choice is available.
- [365] 'both' is paired with 'and' to add emphasis to two coordinated elements in a sentence. 'both' is a focusing adverb and 'and' is a coordinator for addition.
- [366] 'Not only' and 'also' are paired with 'but' to add emphasis to two coordinated elements in a sentence. 'Only' and 'also' are focusing adverbs, 'not' is a negative adverb, and 'but' is a coordinator for contrast.
- [367] For more information, refer to Inversion transformation section.
- [368] This happens only in the simple present and the simple past, in which verb cluster is one-word (D).
- [369] NOT: Work hard lest you should not fail.
- [370] That is, 'lest' means 'or else.'
- [371] Numbers as plural nouns (meaning groups of two and three people)
- [372] negative conjunction: first clause has to be a negative clause. Other than the requirement of a negative first clause, and flip-flopping NP1 and A/B verb in the second clause, we sum up by saying that *nor* is like *for* and *so*, because the only things it can join are clauses.
- [373] For more information, refer to Inversion transformation section.
- [374] Are 'wherein' and 'whereby' Rs? The examples seem to be RC as Post-M2.
- [375] We often use *as* and *since* when we want to focus more on the result than the reason. *As* and *since* are more formal than *because*. We often use *as* and *since* clauses at the beginning of the sentence. We use a comma after the *as*- or *since*- clause.
- [376] For more information, refer to Conditional sentences & If vs. whether sections.
- [377] For *as* a conjunction meaning because at the beginning or in the middle of sentences. Some grammarians suggest to use punctuation—in our example sentences a comma—before "for."

[378] Does it lack a main verb? Why?

[379] For more information, refer to As if vs. as though section.

[380] For more information, refer to As if vs. as though section.

[381] We often shorten *because* to *cos* /kəz/ or /kɒz/ in informal speaking and writing (can also be spelled 'cause'). *Because* introduces clauses of cause and reason. We use *because*, not *as* or *since*, in questions where the speaker proposes a reason. Example: *Are you feeling unwell because you ate too much?*

We don't use *for* or *why* instead of *because* when we are giving reasons:

Correct: *I'm going to go to the company's head office on Monday because there is an emergency meeting there.*

Incorrect: ... to the company's head office on Monday for/why there is an emergency ...

[382] We often put *because* -clause at the beginning of a sentence, especially when we want to give extra focus to the reason.

[383] We often use *as* and *since* when we want to focus more on the result than the reason. *As* and *since* are more formal than *because*. We often use *as* and *since* clauses at the beginning of the sentence. We use a comma after the *as*- or *since*- clause.

[384] *Although* and *though* both mean 'in spite of something.' *Although* is generally considered more formal than *though*, though both forms appear regularly in both formal and informal writing. *Though* is also an adverb meaning *however* or *nevertheless*. In this sense, *though* is not interchangeable with *although*, which is only a conjunction.

[385] In such sentences, 'NP+be' is omitted after 'although' or 'though.' For more information, refer to Reduction transformation section.

[386] Adverbial clauses (ADV) can be placed in any place adverbs can take.

[387] In such sentences, 'NP+be' is omitted after 'although' or 'though.' For more information, refer to Reduction transformation section.

[388] 'though' also functions as an adverb in some sentences. *Although* and *though* both mean 'in spite of something.' *Though* is more common than *although* in general and it is much more common than *although* in speaking. For emphasis, we often use *even* with *though* (but not with *although*).

[389] For more information, refer to In case vs. in case of section.

[390] Asterisk shows the place where ADV possibly appears.

[391] ADV (adverbial clause) most often functions as an adverb.

[392] You know that what comes before NP1 (subject) including prepositional phrases and adverbs can be separated using a comma, and this comma does not differ from that comma.

[393] These less common structures show that they function the same as adverbs.

[394] ADV inside another ADV

[395] Honesty (as an uncountable noun) cannot be preceded by 'an.'

[396] To use either a or an, we should consider the pronunciation of the immediate word, not just spelling.

[397] Ambiguous

[398] The asterisk in any box shows that the quantifier quantifies the related noun. Red asterisk shows that the word can as an adverb precede a noun preceded by an adjective.

[399] If 'some' is followed by a singular noun, 'some' is not a Pre-M1 but an adverb, meaning approximately.

[400] 'many' can also function as a pronoun.

[401] 'several' can also function as a pronoun and adjective, as well.

[402] 'each' can also function as a pronoun, as well. 'each' deals with two or more, while 'every' deals with three or more. *Each* is a way of seeing the members of a group as individuals, while *every* is a way of seeing a group as a series of members.

[403] 'one' is also singular, and its plural counterpart is 'ones.'

[404] 'each' deals with two or more, while 'every' deals with three or more. 'Every' is not a pronoun, but 'each' is a pronoun as well. *Every* can express different points in a series, especially with time expressions. *Each* works in the same way, but is less common.

[405] 'either' can also function as a pronoun, adverb, and conjunction, as well.

[406] Expletive pronoun with plural NP2 and plural verb.

[407] 'neither' can also function as a pronoun, adverb, and conjunction, as well.

[408] 'both' can also function as a pronoun and predeterminer, as well.

[409] Which of the three choices is correct?

[410] Such (a/an) is not a quantifier, but it can be best categorized here.

[411] 'all' can function as a pronoun, predeterminer, and adverb, as well.

[412] If the structure is NP1, the plurality or singularity of the following verb depends on whether the structure functions as a Pre-M1 or an adverb.

[413] This can be the source of ambiguity. For more information on ambiguity, refer to Ambiguity section.

[414] If the structure is NP1, the plurality or singularity of the following verb depends on whether the structure functions as a Pre-M1 or an adverb.

[415] This can be the source of ambiguity. For more information on ambiguity, refer to Ambiguity section.

[416] This can be the source of ambiguity. For more information on ambiguity, refer to Ambiguity section.

[417] In addition, it can be used as a pronoun.

[418] 'other' can function as a pronoun, as well.

[419] As an adverb, discussed in Comparative adverbs section

[420] This structure leads to ambiguity. For more information on ambiguity, refer to Ambiguity section.

[421] If the structure is NP1, the plurality or singularity of the following verb depends on whether the structure functions as a Pre-M1 or an adverb.

- [422] This structure leads to ambiguity. For more information on ambiguity, refer to Ambiguity section.
- [423] In either case, be it a Pre-M1 or intensifier, the verb will be singular because the noun is singular.
- [424] 'enough' also as an adverb follows adjectives.
- [425] Half also as a noun, pronoun, adjective, adverb, and pre-determiner  
At the end of this month, we have lived/we have been living/we'll have been living together for a year and a half. (half as a noun)  
To estimate reliability, odd- and even-numbered items were assigned to each half and administered to 30 seniors. (half as a noun)
- [426] Meaning indefinitely many; a lot of (informal)
- [427] These are not compound quantifiers, but they function similarly to compound quantifiers.
- [428] 'the' can be substituted for 'possessives and demonstratives' (e.g., all my books, all these stories, etc.)
- [429] Simple quantifier before possessive adjective? In 'all the,' the word 'the' can be substituted for 'possessive adjectives and demonstrative adjectives.'
- [430] Simple quantifier before possessive adjective? In 'all the,' the word 'the' can be substituted for 'possessive adjectives and demonstrative adjectives.'
- [431] Why Pre-M1 precedes possessive adjective? Because 'of' was omitted between Pre-M1 and 'our.' In 'all the,' the word 'the' can be substituted for 'possessive adjectives and demonstrative adjectives.'
- [432] 'A great deal of' is colloquial (i.e., informal).
- [433] Means a very large number: use 'quite' with 'a bit,' 'a few,' and 'a lot' to refer to large amounts and quantities.
- [434] Means a very large amount
- [435] 'a couple' without the *of* is colloquial. 'couple' can imply two or a small number. When you are using 'couple' with 'more,' you don't need 'of.'
- [436] 'A pair of' is used for two things that come together or used together.
- [437] American English
- [438] British English
- [439] Does which stand for (pronoun) pairs? If yes, then how can it take a singular verb?
- [440] Formal & literary: used with a singular noun (and therefore a singular verb) to refer to a large number of things or people
- [441] 'a swarm of + PLN' can be either followed by plural or singular verbs.
- [442] This is not a compound quantifier.
- [443] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #415
- [444] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #13 – 14, 19.
- [445] MA Entrance Exam, Teaching English as a Foreign Language, 2007, item 14
- [446] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [447] Is it an ordinal number? If yes why was it preceded by 'a'? if not, then what does it mean?
- [448] For more information on numbers, look at a mathematics book.
- [449] Possessive nouns usually violate the normal order of NP (Pre-M1, Pre-M2, N, Post-M1, Post-M2).
- [450] Although the underlined words are not possessive adjectives, they behave the same way as possessive adjectives.
- [451] When the last name ends in a hard 'z' sound, usually don't add an 's' or the '-es' and simply add the apostrophe: 'the Jacksons' new baby.'
- [452] Nu with many, why? Because 'many years' as a whole came to function as a possessive adjective.
- [453] Some grammarians say that the -s after Charles' (nouns ending in s) is not necessary and that adding only the apostrophe (Charles' car) will suffice to show possession.
- [454] Why 'a' precedes an Nu? Because 'a subject tutor' as a whole functions as a Pre-M1 (possessive adjective).
- [455] Each or every? Parents are two in number but their sisters and/or brothers are not known here, moreover, we are not aware of the number of their children.
- [456] Both (her & husband's) function as possessive.
- [457] This means that each of them has at least one new car and that their ownership is a separate matter.
- [458] This construction tells us that Jim and July share ownership of these cars. The possessive (indicated by 's') belongs to the entire phrase, not just to July.
- [459] a word that renames or explains that noun
- [460] For more information, refer to Plural nouns section.
- [461] For more information, refer to Order transformation.
- [462] Why Pre-M1 after noun? Refer to Violation of modifiers' order section.
- [463] For more information, refer to *English Prepositions List* written by Josef Essberger '2009.
- [464] Do not confuse simple prepositions with particles. The two have different meanings and functions.
- [465] Also subordinating conjunction
- [466] In British English
- [467] Also subordinating conjunction
- [468] Also subordinating conjunction
- [469] Also coordinating conjunction (As a preposition, it means 'except.')



- [470]. ( WRITTEN ABBREVIATION **c** , ALSO **ca** ) FORMAL (used especially with years) approximately
- [471]. Also subordinating conjunction
- [472]. In British English
- [473]. In American English
- [474]. Also subordinating conjunction
- [475]. Also conjunction
- [476]. In American English
- [477]. Also subordinating conjunction
- [478]. In American English
- [479]. In British English (Most words ending in -wards are British.)
- [480]. Also subordinating conjunction
- [481]. WRITTEN ABBREVIATION FOR **versus**
- [482]. 'for' as a preposition has more than 10 meanings. 'For + a period of time' is the most common use.
- [483]. Two Pre-M1s: Pay attention to the order.
- [484]. Meaning 'in addition to' **or** 'besides'
- [485]. Conjunction as well
- [486]. Conjunction as well
- [487]. Essberger, J. (2012). English Prepositions List
- [488]. Is 'such as' equal to =? "Mental processes" is a noun phrase, so are "how linguistic knowledge is acquired" and "how it is put to use in comprehending and producing language".
- [489]. 'Because of' is a compound preposition meaning 'as a result of.' 'cos of' can be used instead of 'because of' in speaking, emails, and text messages, especially in informal situations.
- [490]. For more information on reduction of NP after prepositions, refer to Reduction transformation section.
- [491]. Optional: may be from zero to infinity.
- [492]. For more information, refer to Place of adverbs section.
- [493]. For more information, refer to Place of adverbs section.
- [494]. There are two reasons why I preferred NP to traditional 'subject' and 'object.' The first reason is that a single NP (say NP1) can take a number of thematic relations (e.g., agent, experiencer, tool, etc.) in different sentences. But in those different sentences, it is always NP1 irrespective of their thematic relation. The other reason is that NP is more neutral than thematic relations and grammatical roles, that is, their position in the sentence determines their roles (either NP1, NP2, or NP3) neither their semantic load nor (active vs. passive) voice of the verb. These reasons made the author use NP throughout the book.
- [495]. This depends on many criteria.
- [496]. It is ungrammatical to fill all four seats in Pre-M1. Because the first seat has the same function as the last seat (both deal with quantity.).
- [497]. 'first language' is a compound noun (CLAD), and this does not violate my rule (first ordinal number, then cardinal number).
- [498]. Why Pre-M1 after Pre-M2? Because 'first language' or L1 is a compound noun.
- [499]. Why Pre-M1 after Pre-M2? Cardinal and ordinal number follow each other, why? Because 'second language' or L2 is a compound noun, not an ordinal number.
- [500]. Both from the same class of simple quantifiers, or one is an adverb?
- [501]. 'each other' is a pronoun. So, how can it be inflected by a possessive marker (apostrophe 's)? As the *Cambridge Advanced Learner's Dictionary* claims, 'each other' is a pronoun but I don't agree with its being a pronoun like 'He'! If the claim of the *Cambridge Advanced Learner's Dictionary* is the case, or if mine, its being a noun, is the case, either way it can be inflected by apostrophe 's.
- [502]. A possessive adjective (Pre-M1) precedes a cardinal number (Pre-M1) as I claimed earlier.
- [503]. Is 'any' an adv?
- [504]. 'some' is the most well-known adverb which precedes numbers, meaning about.
- [505]. Is 'some' an adv?
- [506]. Why was NP preceded by an adverb?
- [507]. Is 'much' a Pre-M1? What is the function of 'so'? Is 'so' an intensifier? Look up *Cambridge Advanced Learner's Dictionary* for 'revolt'!
- [508]. Is 'many' a Pre-M1? What is the function of 'so'? Is 'so' an intensifier?
- [509]. It is not usual to use more than three nouns, but there are cases of 4- and 5-N clusters.
- [510]. In noun clusters, the verb agrees with the last (core) noun (left to right).
- [511]. In such clusters, usually two or more nouns merge by pronunciation and make a new compound noun.
- [512]. If hyphenated, it can be considered a Pre-M2 for 'legislation,' is there any difference in meaning if considered as an NN!
- [513]. Why PLN? Cos it is a proper noun.
- [514]. 'languages for specific purposes' as a compound noun or (LSP) is a noun modifying the following noun.
- [515]. 'English for Academic Purposes' as a compound noun or (EAP) is a noun modifying the following noun.
- [516]. All that glitters is not gold. All words ending in -s are not plural because some are adjectives, some are proper nouns, etc.
- [517]. Proper nouns are always capitalized.
- [518]. Singular noun but a plural verb. Although the addition of 's' or 'es' makes nouns plural, the deletion of 's' or 'es' makes verbs plural.

- [519] It is a proper noun.
- [520] Planet name
- [521] Singular noun but plural verb
- [522] Singular noun but plural verb
- [523] Singular verbs
- [524] Uncountable noun ending in 's'
- [525] Uncountable noun ending in 's'
- [526] The underlined parts are NP functioning as a Post-M1.
- [527] The underlined parts are NP functioning as a Post-M1.
- [528] The underlined parts are NP functioning as a Post-M1.
- [529] 'book' is singular and Post-M1 is singular as well because only the name of ONE book is stated.
- [530] 'books' is plural and Post-M1 is plural as well because the names of TWO books are stated.
- [531] Since the number of book is one, the verb is singular, and the Post-M1 is also singular.
- [532] Note that although Post-M1 is plural, the verb is singular in agreement with the head noun 'term.'
- [533] For more information, refer to RC section.
- [534] NP3?
- [535] Is the RC a Post-M2 or an NP? I think neither is possible unless we replace 'where' with 'in which.' Since give is a V<sup>3</sup>, that is, it has three seats, but as a passive verb in this sentence it has two seats which are full ('The participants' as the NP1 and 'the Simon Test' as the NP2). But if we replace 'where' with 'in which,' the RC will function as a Post-M2 for NP2.
- [536] Except for 'in that'
- [537] MA Entrance Exam, Teaching English as a Foreign Language, 2004, item 6
- [538] Most often, 'you are' is omitted.
- [539] Most often, 'you are' is omitted.
- [540] Means 'how'
- [541] Any prepositional phrase has at least two words (one preposition and one noun/pronoun).
- [542] For more information, refer to Prepositions section.
- [543] The object of a preposition is the name for the noun or pronoun following the preposition. The NP can be replaced with other constituents (e.g., pronoun, VP, RC, etc.) which normally replace NPs.
- [544] Prepositional phrases can act as **adverbs** or **adjectives**. Some grammarians believe that prepositional phrases following the noun or pronoun are a kind of adjective. When they are used as adjectives, they modify nouns and pronouns in the same way single-word adjectives do. When prepositional phrases are used as adverbs, they modify adjectives, verbs, and other adverbs at the same way single-word adverbs and adverb clauses do. Based on this adverb/adjective dichotomy, prepositional phrases functioning the other three roles (except for complement of an NP) are adverbs.
- [545] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition, #13
- [546] In fact, this type of prepositional phrase is considered part of an NP, and the NP and its complement (prep.p) are substituted for a pronoun.
- [547] Is 'much' a Pre-M1? If yes, then how can it be preceded by an intensifier? Can all Pre-M1s of this type be preceded by intensifiers?
- [548] Present, past, future, or conditional tense
- [549] The underlined part is a predicate (simple present, simple past, simple future, and passive simple past, respectively).
- [550] Look at the table of tenses.
- [551] Parentheses show that NP2 and NP3 are optional.
- [552] For more information about adverbial clauses (ADV) refer to Subordinating conjunctions section.
- [553] In non-restrictive clauses, never use 'that' as the relative pronoun.
- [554] Most often called noun clause
- [555] For more information, refer to Post-M2 section.
- [556] R plays two roles at once: both as a relative pronoun and an NP1.
- [557] For more information, refer to Replacement transformation section.
- [558] Comma can be replaced with dashes, em-dash, or two consecutive hyphens.
- [559] The comma signals the start of an appositive.
- [560] The comma does not signal the start of an appositive but shows a coordinate adjective. Actually, the appositive ends at the end of the sentence.
- [561] Use two hyphens in succession instead of a dash.
- [562] Early on is a two-word adverb based on Merriam Webster dictionary.
- [563] Noun cluster: why the modifying noun is plural? Should it be singular? Does it mean plural or singular?
- [564] What does 'directly' modify? Preposition or prepositional phrase?
- [565] Modifies the following adjective
- [566] Is 'incapacitated' an adjective or P.P. used as an adjective? There is not such an entry in Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition.
- [567] Is 'brown' an adjective?
- [568] Is 'false' an adjective?
- [569] For more information, refer to Coordinating conjunctions section.

- [570] For more information, refer to Subordinating conjunctions section.
- [571] Intransitive verbs are impossible to be passivized.
- [572] 'by' can be substituted for 'via, or through.'
- [573] Always present tense???? And never passive????
- [574] The constituents can be preceded and/or followed by prep.p and adverbs (Asterisks show the place of prepositional phrases and/or adverbs.). In rare cases, the imperative verbs can be preceded by the second person singular pronoun 'you' as NP1.
- [575] The subjunctive is optional in if-clauses and that-clauses (including some specific verbs, nouns, and adjectives).
- [576] Subjunctive verbs are always plural ('were' instead of 'was,' 'be' instead of 'am/is/are,' V instead of Ves).
- [577] most often with the third person singular, and with the simple present tense
- [578] In conditional sentences, use a comma after the if-clause when the if-clause precedes the main clause. If the main clause precedes the if-clause, no punctuation is necessary.
- [579] The conditional clause usually begins with 'if' or 'unless.' The conditional clause can come before or after the main clause.
- [580] 'if' is a subordinating conjunction and it behaves like the other subordinating conjunctions. The usual formula is (ADV + S.) OR (S, ADV.). ADV = subordinating conjunction + S
- [581] Use the zero conditional (i.e., simple present + simple present) only when a certain result is guaranteed. If the result is likely, use the first conditional (i.e., simple present + simple future).
- [582] 'if' is a subordinating conjunction and it behaves like the other subordinating conjunctions. The usual formula is (ADV + S.) OR (S, ADV.). ADV = subordinating conjunction + S
- [583] The simple future tense in the main clause expresses the likely outcome. This is how we indicate that under a certain condition (as expressed in the if-clause), a specific result *will* likely happen in the future.
- [584] The main clause expresses the unrealistic or unlikely outcome. Use an A verb in the main clause to express the unlikelihood that the result will actually happen.
- [585] 'if' is a subordinating conjunction and it behaves like the other subordinating conjunctions. The usual formula is (ADV + S.) OR (S, ADV.). ADV = subordinating conjunction + S
- [586] In if-clauses Type 2, we usually use 'were' even if the pronoun is *I*, *he*, *she*, or *it*. Example: If **I were** you, I would not do this.
- [587] 'if' is a subordinating conjunction and it behaves like the other subordinating conjunctions. The usual formula is (ADV + S.) OR (S, ADV.). ADV = subordinating conjunction + S
- [588] 'if' is a subordinating conjunction and it behaves like the other subordinating conjunctions. The usual formula is (ADV + S.) OR (S, ADV.). ADV = subordinating conjunction + S
- [589] The action in the if-clause is the aspirin easing the headache, which will take place only after the speaker takes them later that night.
- [590] Actual NP1 is singular, but the verb is plural, because 'was' is never used in if-clauses.
- [591] For more information, refer to Inversion transformation section.
- [592] 'providing/provided (that)' is a bit formal.
- [593] For more information, refer to Reduction transformation section.
- [594] For more information, refer to Reduction transformation section.
- [595] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 4
- [596] MA Entrance Exam, Teaching English as a Foreign Language, 2004, item 10
- [597] For more information, refer to Wish sentences.
- [598] Passive voice
- [599] MA Entrance Exam, Teaching English as a Foreign Language, 1999, item 8
- [600] MA Entrance Exam, Teaching English as a Foreign Language, 1999, item 14
- [601] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 5
- [602] MA Entrance Exam, Teaching English as a Foreign Language, 2001, item 12
- [603] In all interrogative sentences, if the verb is more than one word, NP1 is placed between two parts of the verb (A NP1 D, B NP1 D, B NP1 CD, A NP1 BD, A NP1 BCD). If not, it should be divided into two parts (one showing tense and person and the other parts showing the other functions), that is, do/does + D in the present tense and did + D in past tense. Actually, only the simple present and simple past are one-word verbs. The story is the same as electrolysis of water, and desynthesizing water molecule into hydrogen and oxygen.
- [604] if the sentence is in the present tense for the third person singular.
- [605] if the sentence is in the present tense for the other five persons.
- [606] if the sentence is in the past tense.
- [607] All interrogative sentences begin with wh-word.
- [608] Intransitive verbs are impossible to be passivized.
- [609] 'by' can be substituted for 'via, or through.'
- [610] For more information, refer to RC substituting for NPs sections.
- [611] For more information, refer to Contractions section.
- [612] A/Bn't
- [613] For more information, refer to Tenses section.
- [614] The most common negative words are 'no' and 'not.'
- [615] For more information, refer to Affixes section.

- [616] Except for 'be going to.' For more information, refer to Be going to section.
- [617] Use the full form 'not' for more formal writing or for emphasis. Put 'not' after NP1.
- [618] Used in informal language
- [619] In questions and tag questions, use 'aren't' with 'I.'
- [620] Don't use 'n't' with 'am' and 'may.'
- [621] The forms 's not and 're not are more common after pronouns; 'isn't and 'aren't are more common after noun phrases.
- [622] With 'think,' usually use 'I don't think so' rather than 'I think not,' which is much more formal and rare.
- [623] For more information, refer to Reducation transformation section.
- [624] In questions and tag questions, use 'aren't' with 'I.'
- [625] 'Do not' is stronger and much more formal.
- [626] Don't use 'n't' with 'am' and 'may.'
- [627] For more information, refer to Yes/no questions section.
- [628] That is, n't comes before NP1, while not comes after NP1.
- [629] Ph.D. Entrance Exam, 2017
- [630] Ph.D. Entrance Exam, 2015
- [631] A typographic mistake: comma should be omitted.
- [632] A typographic mistake: to slow; omission of 'to' violates parallel structure.
- [633] MA Entrance Exam, Clinical Biochemistry, 2015
- [634] MA Entrance Exam, Geography, 2015
- [635] There is a typographic mistake in the text. 'kind' should be changed to 'a kind.'
- [636] The rebuilt sentence is 'that is to be learned about them.'
- [637] Better to say independent sentences
- [638] S stands for a full sentence.
- [639] S stands for a full sentence.
- [640] Constituents in parentheses are optional.
- [641] One is a pronoun. He is a pronoun which refers back to "one," is it correct to use one pronoun to refer to another?
- [642] MA Entrance Exam, Teaching English as a Foreign Language, 1997
- [643] Violates parallel structure!
- [644] Is it structurally parallel? Yes, NP1 V
- [645] Words, phrases, or clauses that substitute for NPs.
- [646] Always capitalized
- [647] For more information, refer to Pronouns section.
- [648] For more information, refer to PLN section.
- [649] Relative clause which substitutes a noun phrase: Although the structure is the same as RC, these are called noun clauses.
- [650] For more information, refer to Indirect questions section.
- [651] 'in' as a preposition is a sign of NP (prep + NP).
- [652] 'to' as a preposition is a sign of NP (prep + NP).
- [653] The preposition 'beyond' shows that where-clause is an NP.
- [654] Underlined parts are verb phrases which substitute for NPs.
- [655] If Ving is preceded by a preposition, it is a VP (as NP).
- [656] Ambiguous! For more information, refer to Ambiguity section.
- [657] Ambiguous! For more information, refer to Ambiguity section.
- [658] At the very beginning of the sentence, a Ving immediately preceded by a preposition shows that Ving is a VP substituting for an NP.
- [659] Why singular verb? Remember that VP as an NP is singular and agrees with singular verbs.
- [660] be, am, is, are, was, were, ...
- [661] The two finite verbs (one finite verb for the main sentence, and one finite verb for RC) are underlined in the first few examples.
- [662] Ellipsis shows the word (relative pronoun) which is omitted. Depending on NP1a being a human or non-human, R can be 'that, who, whom,' 'which and that,' respectively. In case of human NP1a, if the NP1a is subjective, use 'who' and if the NP1a is objective, use 'whom.'
- [663] VP<sub>a</sub> agrees with NP1<sub>a</sub>, and VP<sub>b</sub> agrees with NP1<sub>b</sub>. Predicate starts with a verb.
- [664] 'whom' was omitted because NP1<sub>a</sub> is an objective human NP.
- [665] The expression inside {} is a Post-M2 for NP1<sub>a</sub>.
- [666] 'which' was omitted because NP1<sub>a</sub> is nonhuman NP.
- [667] 'which' was omitted because NP1<sub>a</sub> is nonhuman NP.
- [668] 'which' was omitted because NP1<sub>a</sub> is nonhuman NP.
- [669] 'which' was omitted because NP1<sub>a</sub> is nonhuman NP.
- [670] 'that/which' was omitted because NP1<sub>a</sub> is nonhuman NP.

- [671] Relative pronoun 'that/which' was omitted.
- [672] Relative pronoun 'why' was omitted.
- [673] Relative pronoun 'that/which' was omitted.
- [674] Relative pronoun 'that/which' was omitted.
- [675] Pre-M1 or R? I believe that 'that' here is a Pre-M1 because 'idea' is Ns and should be preceded by a Pre-M1. If this is the case, there should be an RT before 'that' in which R, that/which is omitted.
- [676] 'that/which' was omitted.
- [677] 'that/which' was omitted.
- [678] 'that/which' was omitted.
- [679] 'that/which' was omitted.
- [680] 'that/which' was omitted.
- [681] 'who' was omitted.
- [682] 'when' was omitted.
- [683] This means that 'that' can be omitted after some specific verbs.
- [684] Compound relative pronoun 'in which' was omitted.
- [685] We can consider two RTs, either 'in' before 'the way' or 'in which' after 'the way.' The rebuilt structure in either way means the same.
- [686] If as believed 'those' is a pronoun, it is not normally followed by RC. And if it is a demonstrative adjective, it should be followed by a noun (which is omitted here). If we rebuild the structure, we should put a noun between demonstrative adjective and RC. 'Students' was omitted after 'those.'
- [687] 'people' was omitted after 'some other.'
- [688] 'shirts' was omitted after 'these two'.
- [689] A noun was omitted after 'the last two,' which can be rebuilt based on the whole text because this single sentence does not give enough information based on which one can rebuild the omitted word.
- [690] 'goods' is omitted.
- [691] Predicative adjective
- [692] Reduction of 'R+be' happens here.
- [693] The expression inside {} is a Post-M2 for N.
- [694] 'be' is conjugated as 'am, is, are, was, were, be, being, been': 8 words.
- [695] Between N and P.P., 'which are' was omitted. Since 'schemas' is a plural noun, use either are or were. And since the main verb of the sentence is in simple present, use 'are.' Since the noun refers to an object, use either that or which.
- [696] Between N and adjective, 'which is' was omitted. Since 'one' is a singular noun, use either is or was. And since the main verb of the sentence is in simple present, use 'is.' Since the noun refers to an object, use either that or which.
- [697] Between N and adjective, 'which are' was omitted. Since 'publications' is a plural noun, use either are or were. And since the main verb of the sentence is in simple future, use 'are.' Since the noun refers to an object, use either that or which.
- [698] Between N and P.P., 'which is' was omitted. Since 'role' is a singular noun, use either is or was. And since the main verb of the sentence is in simple present, use 'is.' Since the noun refers to an object, use either that or which.
- [699] Between N and adjective, 'which is' was omitted. Since 'information' is an uncountable noun, use either 'is' or 'was.' And since the main verb of the sentence is in simple present, use 'is.' Since the noun refers to an object, use either that or which.
- [700] Between N and prep.p, 'who were' was omitted. Since 'those' is plural, use either are or were. And since the main verb of the sentence is in simple past, use 'were.' Since the noun refers to human as a subject, use who.
- [701] I think 'which are' was omitted before 'to.'
- [702] Between N and to V, 'which is' was omitted. Since 'ability' is a singular noun, use either is or are. And since the main verb of the sentence is in simple present, use 'is.' Since the noun refers to an object, use either that or which.
- [703] 'which is' was omitted.
- [704] 'which are' was omitted.
- [705] 'which is' was omitted.
- [706] 'which is' was omitted.
- [707] 'be' is conjugated as 'am, is, are, was, were, be, being, been': 8 words.
- [708] 'NP + be' between 'subordinating conjunction' and 'prepositional phrase' was omitted.
- [709] 'you are' was omitted.
- [710] 'NP + be' between 'subordinating conjunction' and 'Ving' was omitted.
- [711] 'we are' was omitted.
- [712] 's/he is' was omitted.
- [713] What was omitted?
- [714] What was omitted?
- [715] What was omitted?
- [716] What was omitted?
- [717] 'it is' was omitted.
- [718] 'it was' was omitted.

- [719] 'NP + be' between 'subordinating conjunction' and 'to V' was omitted.
- [720] 'we are' was omitted.
- [721] 'we are' was omitted.
- [722] 'we are' was omitted.
- [723] 'they are' was omitted.
- [724] 'you are' was omitted.
- [725] 'you are' was omitted.
- [726] 'they are' was omitted.
- [727] 'NP + be' was omitted between 'subordinating conjunction' and 'adjective'
- [728] 'it is' was omitted.
- [729] 'it is' was omitted.
- [730] 'it is' was omitted.
- [731] 'I was' was omitted.
- [732] 'NP + be' was omitted.
- [733] 'he is' was omitted.
- [734] 'I was' was omitted.
- [735] 'they are' was omitted.
- [736] The sentence starts with P.P., Ving, or adjective.
- [737] 'be' is conjugated as 8 words: 'am, is, are, was, were, be, being, been.'
- [738] 'while they are' was omitted before 'taking.'
- [739] 'while it is' was omitted before 'written.'
- [740] 'while they are' was omitted before 'taking.'
- [741] What was omitted?
- [742] What was omitted?
- [743] What was omitted?
- [744] What was omitted?
- [745] Why not 'my'? VP can be preceded by possessive adjectives, but do not confuse it with this example. Because in this example, 'while I was' was omitted after 'me.'
- [746] 'while she was' was omitted.
- [747] 'while he/she was' was omitted.
- [748] 'while you were' was omitted.
- [749] What was omitted?
- [750] 'While she was' was omitted.
- [751] Who are or while they are? I believe that the choice depends on the context. It is somehow ambiguous.
- [752] 'while she was' was omitted.
- [753] 'when they are' was omitted.
- [754] 'while he was' was omitted.
- [755] 'while they are' was omitted.
- [756] 'while+NP+be' was omitted before 'to V.'
- [757] 'If the students are (OR in order)' was omitted before 'to extract.'
- [758] 'If the students are (OR in order)' was omitted before 'to extract.'
- [759] 'after+NP+be' was omitted here.
- [760] 'after+NP+be' was omitted here.
- [761] What was omitted?
- [762] 'After the students are/After' was omitted before having P.P.
- [763] What was omitted?
- [764] Where in this sentence and what was omitted?
- [765] Where in this sentence and what was omitted?
- [766] If the inverted sentence starts with one of these words (never, not, not only, nor, neither, only, hardly, seldom, scarcely, barely, rarely), in such cases reduction of 'if' does not happen.
- [767] For more information, refer to Conditional sentences section.
- [768] Actually, this kind of reduction transformation usually takes place in prepositional phrases with an omitted preposition, which function as an adverb. Discussed in Adverbs section.
- [769] The preposition 'per' or 'in' was omitted here.
- [770] The preposition 'in' was omitted.
- [771] The preposition 'in' was omitted.
- [772] 'in order' was omitted before 'to V.'

- [773] 'in order' was omitted before 'to V.'
- [774] What was omitted?
- [775] What was omitted?
- [776] What was omitted?
- [777] We can consider two RTs, either 'in' before 'the way' or 'in which' after 'the way.'
- [778] What was omitted?
- [779] In some sentences, be to V is reduced to be V. why?
- [780] If the verb after 'to' is transitive, only NP2 follows the verb. And if the verb after 'to' is ditransitive, both NP2 and NP3 follow the verb.
- [781] 'to' is omitted here.
- [782] 'to' is omitted here.
- [783] I believe that the addition of 'to' might make the sentence conform to the \* (NP1) \* V (NP2) \* (NP3) \* structure of a normal sentence as I claimed.
- [784] I believe that the addition of 'to' might make the sentence conform to the \* (NP1) \* V (NP2) \* (NP3) \* structure of a normal sentence as I claimed.
- [785] I believe that the addition of 'to' might make the sentence conform to the \* (NP1) \* V (NP2) \* (NP3) \* structure of a normal sentence as I claimed.
- [786] I believe that the addition of 'to' might make the sentence conform to the \* (NP1) \* V (NP2) \* (NP3) \* structure of a normal sentence as I claimed.
- [787] What was omitted here?
- [788] What was omitted here?
- [789] Which reductions? Where?
- [790] 'who are' was omitted.
- [791] 'who are' was omitted.
- [792] 'who are' was omitted.
- [793] What was omitted here?
- [794] What was omitted here?
- [795] What was omitted here?
- [796] What was omitted here?
- [797] What was omitted here?
- [798] What was omitted here?
- [799] What was omitted here?
- [800] What was omitted here?
- [801] What was omitted here?
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- [807] What was omitted here?
- [808] What was omitted here?
- [809] What was omitted here?
- [810] What was omitted here?
- [811] What was omitted here?
- [812] What was omitted here?
- [813] What was omitted here?
- [814] What was omitted here?
- [815] What was omitted here?
- [816] What was omitted here?
- [817] What was omitted here?
- [818] What was omitted here?
- [819] What was omitted here?
- [820] What was omitted here?
- [821] What was omitted here?
- [822] What was omitted here?
- [823] What was omitted here?
- [824] What was omitted here?
- [825] 'have' is omitted.
- [826] For more information, refer to Negation section.
- [827] Refer to Expletive pronouns section.
- [828] This happens with ABCD, ABD, BCD verb clusters.

[829] For more information, refer to Interrogative sentences section.

[830] For more information, refer to Expletive pronouns section.

[831] Why not 'are'?

[832] 'is' or 'are'?

[833] prep.p as an adverb

[834] For more information, refer to Reduction of 'if' section.

[835] NP1 is underlined.

[836] Expressions beginning with 'not' are among these.

[837] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 3

[838] MA Entrance Exam, Teaching English as a Foreign Language, 2007, item 7

[839] MA Entrance Exam, Teaching English as a Foreign Language, 2007, item 13

[840] So + adjective ... that' combines with the verb 'to be'

[841] So + to be + noun ... (that)

[842] Inversion is optional.

[843] Inversion is optional.

[844] Is it comparative? Is 'error' a noun?

[845] P.P. or adjective?

[846] NP1 is underlined.

[847] After adverbial expressions of place at the beginning of sentences, the verb is put before NP1.

[848] After adverbial expressions of place at the beginning of sentences, the verb is put before NP1.

[849] Why subject-verb disagreement? It seems that inversion happened.

[850] Isn't it necessary to have NP1 after 'that' in RC? I think it is common to omit NP1 after 'in a way that.'

[851] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition

[852] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition

[853] NP1 is underlined.

[854] NP1 is underlined.

[855] For example, a noun appears before an adjective or an article appears after a noun.

[856] For more information, refer to Possessive adjectives (Possessive nouns) section.

[857] For more information, refer to RT (reduction of R) section.

[858] The grammatical relations are relational. That is, subject and object can exist as such only by virtue of the context in which they appear. A noun such as *Fred* or a noun phrase such as *the book* cannot qualify as subject and direct object, respectively, unless they appear in an environment (e.g., a clause) where they are related to each other and/or to an action or state. In this regard, the main verb in a clause is responsible for assigning grammatical relations to the clause constituents.

[859] Grammatical relations must be carefully distinguished from thematic roles.

[860] In English, the subject of a command, order, or suggestion (see imperative sentences)— *you*, the person being directed — is usually left out of the sentence and is said to be the **understood subject**.

[861] Do not confuse the grammatical relation of the the subject with the thematic role of the agent. The existence of passive sentences is a clear indication that the two notions are not synonymous.

[862] In V<sup>2</sup> verbs, either direct or indirect object is present. Only in V<sup>3</sup> verbs, both direct and indirect objects are present.

[863] Be careful to distinguish between a direct object and an object complement. While a direct object receives the action, a complement adds information to, or renames, the object in question. Consider the following example:

- They named their son Jim.

In the above sentence, 'son' is the direct object, and 'Jim' is the object complement, which describes the direct object.

[864] There are not always clear boundaries between these relations.

[865] Theta roles are syntactic structures reflecting positions in the argument structure of the verb they are associated with. A noun may only bear one theta role. Only arguments bear theta roles. Adjuncts do not bear theta roles. Thematic relations concern the nature of the relationship between the meaning of the verb and the meaning of the noun. Theta roles are about the number of arguments that a verb requires (which is a purely syntactic notion). Theta roles are a syntactic relation that refers to the semantic thematic relations.

[866] For more information, refer to Expletive pronouns section.

[867] Thematic relations differ from grammatical relations and theta roles. Do not confuse the with subject and object. This is the reason why the author used NP1, NP2, NP3, and prep.p throughout the book.

[868] The line between agents, on the one hand, and instruments or causes, on the other, can be fuzzy, but agents are (or are perceived to be) conscious or sentient, in a way that instruments or causes aren't.

[869] Sometimes used interchangeably with patient

[870] Sometimes used interchangeably with theme

[871] Note that in the spoken language punctuation is not used. Instead, speakers use pauses, intonation, etc.

[872] Source: Wikipedia

[873] American Psychological Association (1994). *Publication manual*. p. 81



- [874] In the spoken language, not necessarily formal written academic language
- [875] Hyphenated compounds often function as a Pre-M2!
- [876] Hyphenated words 'within-group' and 'between-group' are Pre-M2s.
- [877] is or are?
- [878] For a full list of rivers, countries, cities, oceans, seas, continents, etc., do a google search.
- [879] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [880] Like those listed at the beginning of this book
- [881] Spelling acronyms are pronounced letter by letter but word acronyms are pronounced as a whole word. The case is not true for all the column!
- [882] If written in lower-case letters, it is PLN of the noun 'aid' and the third person singular of the verb 'aid' in the simple present tense.
- [883] Used to ask about something that could happen in the future, especially something bad
- [884] The underlined part is a prepositional phrase.
- [885] The underlined part is a prepositional phrase.
- [886] 'to' functions both as a preposition and a word conjoining two verbs.
- [887] For more information, refer to V to V section.
- [888] For more information, refer to Expletive pronouns.
- [889] For more information refer to V NP2 to V section.
- [890] For more information, refer to V to V and V + Ving sections.
- [891] For more information, refer to Reduction transformation, Conditional sentences, and In case sections.
- [892] In the following situations, speakers favor using if: (a) reported speech, (b) slightly less formal, and (c) conditional sentences.
- [893] In the following situations, speakers prefer using whether: (a) with words used in formal contexts, (b) when stressed in speech, (c) before "or not"/regardless, (d) doubt + "or not"/alternative, (e) before an infinitive, (f) after a preposition, (g) after "The question is...", and (h) initial position/subject.
- [894] Since 'whether' is used, there are two possibilities: Aardvark will arrive on Friday or Aardvark will arrive on Saturday.
- [895] Now in addition to arriving on Friday or Saturday, it's possible that Aardvark may not arrive at all. These last two sentences show why it is better to use *whether* when you have two possibilities, and that is why I recommend using 'whether' instead of 'if' when you have two possibilities, even when the meaning wouldn't change if you use 'if.' It's safer and more consistent.
- [896] The first sentence is conditional. *Call Squiggly if you are going to arrive on Friday* means Aardvark only needs to call if he is coming.
- [897] The second sentence is not conditional. *Call Squiggly whether or not you are going to arrive on Friday* means Aardvark needs to call either way.
- [898] An excerpt from a business meeting
- [899] Because 'whether' is a relative pronoun and it starts an RC which substitutes for NP. In contrast, 'if' is a subordinating conjunction and it starts an adverbial clause (ADV) which substitutes for adverbs. As you remember from Reduction transformation, 'NP + be' can be omitted between 'WH' and to 'V,' and if you rebuild the structure an RC substituting for an NP is formed.
- [900] Because 'whether' is a relative pronoun and it starts an RC which substitutes for NP. As you know, prepositions are followed by NPs. In contrast, 'if' is a subordinating conjunction and it starts an adverbial clause (ADV) which substitutes for adverbs. As you know, prepositions cannot precede ADVs.
- [901] talking about a trip to Australia for a year
- [902] Since verbs including 'ask, tell' are either transitive or ditransitive verbs, they require an NP2 or both NP2 and NP3. Since 'whether' is a relative pronoun and it starts an RC which substitutes for NP, it can be considered as an NP2. In contrast, 'if' is a subordinating conjunction and it starts an adverbial clause (ADV) which substitutes for adverbs.
- [903] Whether (or not) introducing an alternative clause is used both formally and informally. It is not commonly used in formal contexts when introducing an alternative clause. (This is an unusual, old rule that is still included in college English entrance exams.)
- [904] Conditional sentence - commonly used
- [905] Conditional sentence - commonly used
- [906] Instead, use 'That the battery is charged.'
- [907] Instead, use 'my mobile phone works.'
- [908] In a similar way, we can report what people 'wrote' or 'thought.'
- [909] Normally, the tense in reported speech is one tense back in time from the tense in direct speech. It isn't always necessary to change the tense. If something is still true now – he *still* works in Italy – we can use the present simple in the reported sentence. Don't change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense). Example: "I work in Italy" Reported speech: *He told me that he works in Italy.*
- [910] The reporting verbs in this list are more common in indirect reports, in both speaking and writing. Most of the verbs in the list are used in direct speech reports in written texts such as novels and newspaper reports. In ordinary conversation, we don't use them in direct speech. The reporting clause usually comes second, but can sometimes come first: *add, comment, explain, offer, state, admit, complain, hint, order, suggest, advise, confess, inform, point out, threaten, agree, confirm, insist, promise, warn, announce, continue, interrupt, protest, wonder, answer, cry (= shout), maintain, repeat, ask, demand, note, reply, claim, enquire, observe, shout, ...*
- [911] This is one of the common ways of crediting sources in academic English, especially articles, theses, dissertations, etc., by which researchers refrain from plagiarism. Based on different styles (APA, MLA, Chicago, etc.), researchers should add double quotation marks, page number, etc.
- [912] 'say' is transitive and 'tell' is ditransitive.
- [913] The past perfect tense does not change in reported speech.

- [914] 'might,' 'should,' 'could,' 'would,' and 'ought to' do not change in reported speech.
- [915] 'can,' 'shall,' and 'will' change to 'could,' 'should,' and 'would,' respectively.
- [916] Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then, I need to change the verb to the past simple.
- [917] Actually, in these sorts of sentences, RC functions as an NP, and NPs are not in question order.
- [918] It is because 'either' is not a relative pronoun and cannot start an RC.
- [919] Actually, in such sentences, reduction of 'NP+be' takes place after 'as if' or 'as though.' For more information, refer to Reduction transformation section.
- [920] It is not always considered correct in formal contexts.
- [921] You can easily recognize whether it is an adverb or a subordinating conjunction by looking at the position. Subordinating conjunctions always precede dependent clauses.
- [922] In American English, 'in case' can be used instead of 'if.' Webster's New World College Dictionary, 4th Edition.
- [923] Both are prepositions: The former is simple, and the latter is a compound preposition. Both mean the same and are followed by an NP.
- [924] Perfect infinitive = have + P.P.
- [925] 'as + adjective + as + NP1 + verb' is a mistake in British English. Except for comparisons, the first 'as' must be suppressed. British people say: He is as tall as you are. But: Tall as you are, you are still shorter than he is.
- [926] 'one' accompanies 'another.'
- [927] 'one' accompanies 'another.'
- [928] 'one' accompanies 'another.'
- [929] 'one' accompanies 'another.'
- [930] Here, **not only** and **but also** go before two verbs.
- [931] Here, not only and but also go before two adjectives.
- [932] 'everyday' is an adjective, while 'every day' is an adverb.
- [933] However here is the sum of how and ever and it differs from conjunctive adverb 'however.'
- [934] *Whatever* is an emphatic form of *whatever*. It is most common after a negative phrase.
- [935] In speaking, stress - *ever*.
- [936] That is, they are either a subordinating conjunction or a relative pronoun.
- [937] Discussed in Simple quantifiers section
- [938] If it comes before or after the four main constituents (NP1, V, NP2, NP3), it is an adverb.
- [939] Discussed in Correlative conjunctions section
- [940] For more information, refer to Numbers section.
- [941] For more information, refer to Numbers section.
- [942] The verb (are) agrees with NP1 (two major branches), not the complement of the preposition.
- [943] Why singular verb? When NP1s are connected by 'or,' 'either/or,' 'neither/nor,' 'whether/or,' the verb agrees with the NP closer to the verb.
- [944] What is the antecedent? Opinion or people? Why?
- [945] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [946] MA Entrance Exam, Teaching English as a Foreign Language, 2000, item 23
- [947] MA Entrance Exam, Teaching English as a Foreign Language, 2000, item 20
- [948] Homographs most often cause confusion in the written language.
- [949] First 'another' is a Pre-M1, and the second and third are pronouns.
- [950] 'as' as a subordinating conjunction and a preposition, respectively.
- [951] 'Out of' as a preposition and 'out' as a particle, respectively.
- [952] 'rest' as a verb and a noun, respectively.
- [953] 'you' as a subjective pronoun and an objective pronoun, respectively.
- [954] 'her' as an objective pronoun and a possessive adjective, respectively.
- [955] 'her' as an objective pronoun and a possessive adjective, respectively.
- [956] 'her' as a possessive adjective, and an objective pronoun respectively.
- [957] 'her' as a possessive adjective (four times). MA Entrance Exam, Teaching English as a Foreign Language, 2007, item 24
- [958] 'both' as adverbs but with different meanings.
- [959] 'his' as a possessive adjective and as a possessive pronoun, respectively.
- [960] 'were' as a modal (B verb) and a main verb (D verb), respectively.
- [961] 'that' as a demonstrative adjective and a relative pronoun, respectively.
- [962] 'that' as a demonstrative pronoun and relative pronoun, respectively.
- [963] 'first language' as a compound noun and 'first' as an adverb, respectively.
- [964] 'you' as an NP1 and NP2, respectively.
- [965] 'test' as a noun and verb, respectively.

- [966] 'I' both as a subjective pronoun.
- [967] 'you' as an NP1 and NP2, respectively.
- [968] 'smile' as verb and noun, respectively.
- [969] 'that' as a relative pronoun and a demonstrative adjective, respectively.
- [970] 'needs' as the third person singular in the simple present and a plural noun, respectively.
- [971] 'need' as a singular noun, and 'needs' as a noun and the third person singular in the simple present verb, respectively.
- [972] 'measure' as V, V, N, and V, respectively.
- [973] 'own' as a verb and a determiner, respectively.
- [974] 'that' as a relative pronoun and demonstrative adjective, respectively.
- [975] What does 'since' mean in this sentence? Is it related to the beginning of the time or the cause of his sadness? 'Since' meaning 'due to' usually comes at the beginning of the sentence.
- [976] This can cause confusion in spoken language. This type of ambiguity is sometimes called verbal ambiguity because it takes place in spoken language.
- [977] If there exists a Pre-M1 or Pre-M2 before Ving, Ving is only a Pre-M2. Thus, the sentence is not ambiguous.  
If there exists a Pre-M1 after Ving, Ving is only a VP. Thus, the sentence is not ambiguous.
- [978] In these examples, VP before V is NP1 and after V is NP2.
- [979] In such structures, if the verb is singular, then it shows that the structure is VP not NP (VP as an NP1 is always singular).
- [980] In such structures, if the verb is plural, then it shows that the structure is NP not VP (VP as an NP1 is always singular).
- [981] Don't confuse it with flower.
- [982] Adverbs with confusing appearance were discussed in Adverbs section.
- [983] Nouns which end in verb suffix (-ate), adjective suffixes (-al, ant, ic, ive, ish, ful, etc.), and adverb suffix (-ly) are among most confusing words.
- [984] In addition, there are a number of adjectives ending in -ate which is one of the well-known verb suffixes. Most words ending in -ate are a verb as well. There are other adjectives with odd suffixes like propagandist, overseas, willing, etc.
- [985] Concise Oxford English Dictionary, 11<sup>th</sup> edition
- [986] The most frequent word is 'the,' and the least frequent is 'us.'
- [987] Most of the words in the list are function words, some of which have more than one function (e.g., that is a determiner, pronoun, adverb, etc.).
- [988] A word can play more than one role in one occurrence (refer to ambiguous sentences) or two occurrences in a sentence (the examples were provided in Homonymy section).
- [989] US INFORMAL FOR badly (= very much)
- [990] Also predeterminer
- [991] mainly US INFORMAL
- [992] UK *preposition* (later or older than)
- [993] Predeterminer
- [994] Predeterminer
- [995] Also predeterminer
- [996] NOT STANDARD FOR those
- [997] Predeterminer
- [998] Northern, NOT STANDARD
- [999] Using plural pronouns and possessives let us evade from the sexist language. This is one of the reasons why we use plural pronouns and plural possessive adjectives instead of singular pronouns in case of indefinite pronouns (16 nouns).
- [1000] Does 'them' refer to 'a person'?
- [1001] Does 'their' refer to belongings of 'a person or organization.'
- [1002] Generic pronoun. To whom does 'they' refer?
- [1003] It should be his/her. 'Every man and woman' is considered to be singular.
- [1004] 'an' is the sign of singularity.
- [1005] 'an' is the sign of singularity.
- [1006] What is the antecedent? Does it refer back to AN employer OR AN employee? They are singular, so why plural pronoun? I think this is the case in which 'an' should be translated as (general).
- [1007] 'that' is the sign of singularity.
- [1008] I believe that the number of true synonyms is very limited because if two words exactly mean the same, one or the other would be discarded over the years.
- [1009] If adjectives, they are non-gradable (with no comparative and superlative forms).
- [1010] These are gradable. Therefore, they have comparative and superlative forms.
- [1011] il- goes *before* the letter l (illegal), im- goes *before* the letter p (impolite), and ir- goes *before* the letter r (irregular).
- [1012] In American English, the hyphen after **non-** is normally left out.
- [1013] Pearson PTE Academic. Download the list.
- [1014] To compare means to consider similarities, while to contrast means to consider differences.

- [1015] Some nouns show gender with suffixes (lion vs. lioness, waiter vs. waitress).
- [1016] Note that *for* and *because* are placed before the cause/reason. The other devices are placed before the consequences or effects.
- [1017] In this section, all the examples are incorrect in order to show how each case can take place.
- [1018] Remember that in most imperative sentences (You) as the NP1 is omitted.
- [1019] Depending on the valency of the verb, it may have one or two objects (NP2 and NP3) in addition to NP1.
- [1020] For more information, refer to Sentence section.
- [1021] For more information, refer to Conjunctions & Parallel structure sections.
- [1022] For more information, refer to Adverbs & Adjectives sections.
- [1023] By reference, both cataphoric and anaphoric reference is meant.
- [1024] A list of confusing words was provided in the book (refer to Confusing words section).
- [1025] For more information, refer to List of most misspelled words provided in this book.
- [1026] We are not allowed to put a comma between preposition and NP in a prepositional phrase.
- [1027] For more information, refer to Punctuation & Conjunctions sections.
- [1028] 'such as' and 'including' are prepositions.
- [1029] Some examples were provided in Adverbs section.
- [1030] For more information, refer to Capitalization section.
- [1031] As you know, the book mostly dealt with grammar (and syntax).
- [1032] For more information, refer to RC and Punctuation sections.
- [1033] Either as a cataphoric reference or as an anaphoric reference. For more information, refer to Pronouns section.
- [1034] For more information, refer to Thematic roles section.
- [1035] For more information, refer to Thematic roles section.
- [1036] This most often takes place if the first verb is either an intransitive verb or a passive verb. This wrong belief stems from the fact that some grammarians consider 'do,' 'be,' and 'have' as only auxiliary verbs (B verbs), but as I explained before they can function both as a B verb along with A, C, and/or D verbs (the same way they believe) and as a D verb alone.
- [1037] Two main verbs (D verbs) although the first seems to be B verbs in appearance. The first is the main verb of ADV, and the second is the main verb of S.
- [1038] Two main verbs in succession. The first is the main verb of RC, and the second is the main verb of S.
- [1039] Two main verbs (BD and AD). The first is the main verb of RC, and the second is the main verb of S.
- [1040] Two main verbs (B and BD). The first is the main verb of RC, and the second is the main verb of S.
- [1041] Two main verbs (D and AD). The first is the main verb of RC, and the second is the main verb of S.
- [1042] Is it grammatical?
- [1043] Two main verbs (BD and AD). The first is the main verb of RC, and the second is the main verb of S.
- [1044] Two main verbs (D and D): both simple present. The first is the main verb of RC, and the second is the main verb of S.
- [1045] What was omitted here?
- [1046] Two main verbs (D verbs) although seeming to be B verbs in appearance. The first is the main verb of RC, and the second is the main verb of S.
- [1047] Two main verbs (D verbs) although seeming to be B verbs in appearance. The first is the main verb of RC, and the second is the main verb of S.
- [1048] Two main verbs (D verbs) although seeming to be B verbs in appearance. The first is the main verb of RC, and the second is the main verb of S.
- [1049] Two main verbs (D verbs) although seeming to be B verbs in appearance. The first is the main verb of ADV, and the second is the main verb of S.
- [1050] Two main verbs (D, and D or D). The first is the main verb of RC, and the second is the main verb of S.
- [1051] Which one is the main verb? Why do three verbs follow each other?
- [1052] For more information, refer to A verbs section.
- [1053] Pre-M1 + singular noun. In English, singular nouns cannot stand alone and should be preceded by (either) articles, quantifiers, etc.
- [1054] Chooses (simple present) or chose (if simple past)? Which one?
- [1055] Was 'are' omitted?
- [1056] Cannot be a Post-M1 because it follows an adjective (Post-M2). What is the role? Appositive? Or ...
- [1057] We have a pronoun and we claim that a pronoun replaces the whole noun phrase, but what is the Post-M1 after 'you'? 'the reader' is the Post-M1. How can it be justified?
- [1058] Why singular? Is it correct?
- [1059] Why omitted? 'What' or 'those' or 'the practices'
- [1060] What is the function of 'which'?
- [1061] Why superlative adjective without 'the'? Is it because Pre-M2 is not followed by a noun?
- [1062] Can 'grammatical rule' be adult? Should it be replaced with 'Grammatical rules of adults' or 'those of adults'
- [1063] Why Pre-M2 before Pre-M1?
- [1064] Is it correct? Passive 'is intended' or active 'intended'?
- [1065] 'So adjective a/an Noun' as an NP
- [1066] Is it correct? Not normal word order! Pre-M1 + Pre-M2 + Pre-M1 + N
- [1067] Why the plural verb 'have' for the word 'couple'? UK

- [1068] What was omitted? Was the word 'those' omitted?
- [1069] Pre-M1 + Pre-M2? How is it possible? Is it a kind of ellipsis?
- [1070] Is it parallel?
- [1071] RT? What was omitted?
- [1072] Is it grammatical? 'writing is' OR 'writing it'?
- [1073] Is 'teach' an intransitive verb?
- [1074] What does it mean?
- [1075] Why not his?
- [1076] If considered to be noun cluster, how can it contain preposition?
- [1077] 'Older' is an adjective to 'one'? is it possible to put Pre-M1 & Pre-M2 before a pronoun 'one'?
- [1078] Grammatical?
- [1079] Why to + Ving? Because in this sentence we have from .... to .... so we have 2 prepositional phrases and parallel structure.
- [1080] Is it grammatical? Double prepositions?
- [1081] prep.p preceding verb! Is it grammatical?
- [1082] Pre-M1 Pre-M2 Pre-M1 N? Is it a normal order as said earlier?
- [1083] 'A number of' was used with 'there have been' a plural verb. Despite what Mehdi Haghi said.
- [1084] Why 'has been implied'? What is NP1? What kind of RT happened in this sentence?
- [1085] Adv in the middle of a compound preposition? Is due to a compound prep or adj + prep?
- [1086] Do subject and verb agree? Does full inversion justify this?
- [1087] Is it grammatical?
- [1088] Is it grammatical?
- [1089] is it in accordance with what we claimed to be true? A number of + article?
- [1090] Is it in the right order? Source: The practical writer with readings, (Bailey, & Powell, 1989, p. 80)
- [1091] Is it an intensifier?
- [1092] Is it a Pre-M1 or an adverb? This sentence was mentioned below the DETERMINER of Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition.
- [1093] Is i.e. a Post-M1 marker? Can we conclude that i.e. always signal a Post-M1? Here it is the case. (i.e. means =)
- [1094] Is i.e. a Post-M1 marker? Can we conclude that i.e. always signal a Post-M1? Here it is the case. (i.e. means =)
- [1095] How can we justify a pronoun 'those' followed by a Post-M2? Or a Pre-M1 followed by a Post-M2? Was a noun omitted in between (between Pre-M1 and Post-M2)?
- [1096] How can we justify a pronoun 'those' followed by a Post-M2? Or a Pre-M1 followed by a Post-M2? Was a noun omitted in between (between Pre-M1 and Post-M2)?
- [1097] Is it a comparative adverb?
- [1098] To whom or what does 'THEM' refer back? Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [1099] Which one is the subject? It's OR his compliance? What is the function of the other? Is that a Post-M1? Expletive pronoun?
- [1100] Is it suitable to use a conjunction between a passive and active predicate? Disappear is an intransitive verb.
- [1101] Is it grammatical? Is 'an' necessary?
- [1102] Why plural noun after 'two or more'?
- [1103] Parallel structure was violated.
- [1104] Antecedent? Is it an exophoric reference?
- [1105] Antecedent? Is it an exophoric reference?
- [1106] Numbers as plural nouns (meaning groups of two and three people)
- [1107] Is it Pre-M1? Is 'late' an adverb?
- [1108] What is the function as a whole?
- [1109] Is it correct to separate the preposition from the verb?
- [1110] Does it lack the main verb? Why?
- [1111] Is it a frequency adverb? I think it is an adverb modifying the main verb here, not an adverb of frequency.
- [1112] Is it suitable for a learner? Yes, that or who/whom
- [1113] It is a multiple-choice question with three choices. Is it right? Is there any correct choice among the three? Non-gradable antonyms (complementary pairs or contradictory pairs) do not have comparative and superlative forms. Navigate the internet for more information and find more examples with meaning, bring to class. Dead/alive – single/married – pass/fail – above/below – female/male – present/absent – awake/asleep
- [1114] Is it correct? When you listen to an audio clip, etc., keep in mind hyponymy. Hyponymy occurs when two or more different written forms have the same pronunciation. Meet/meat – pale/pail – flour/flower – tale/tail.
- [1115] Is it correct to separate preposition from NP? Isn't it better to paraphrase such sentences?
- [1116] If one is a pronoun, then it cannot be preceded by an article.
- [1117] Between NP and NP structure was violated.
- [1118] Slash mark stands for or.
- [1119] Singularly refers to someone not plural, if plural it should be 'they.'

- [1120] NP? If yes what is the number? If not, what's its function in this sentence?
- [1121] Are past participles (P.P) as adjectives gradable or nongradable? Do they have comparative and superlative forms or not?
- [1122] We always use unmarked (usual) member in questions.
- [1123] This may cause ambiguity. Polysemy, homophony, homonymy, and homograph are main causes of ambiguity.
- [1124] Is it correct?
- [1125] What is the function? Is it NP2 NP3 or ... Post-M1?
- [1126] Is NP1 singular?
- [1127] What is the function?
- [1128] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [1129] What does 'before' mean?
- [1130] Should the verb be singular or plural? Why? One is nearer to verb than two.
- [1131] You are or your bank account is? Which one? Should it be singular because the neighboring NP is singular?
- [1132] Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> edition
- [1133] Does 'between' refer to more than two?
- [1134] Does it refer to a living animal?
- [1135] Why not when after time?
- [1136] MA Entrance Exam, Teaching English as a Foreign Language, 2000, item 53
- [1137] Is 'that' beginning of RC for 'Iran' or 'a norm'? if for Iran 'where' should be used if for 'a norm' it should immediately follow 'a norm.' In Turkey, there is a norm that the native language (L1) should not be used in a foreign language (L2) classrooms.
- [1138] 'this' as NP2 + 'some' as Pre-M1 of NP3
- [1139] 'As well as' functions like 'and' grammatically, although it does not functions like 'and' semantically. The verb is singular.
- [1140] Is 'it' a cataphoric expression referring to the following RC? This RC is an NP because it was replaced with a pronoun. Pronouns don't necessarily follow NPs, they may precede them (e.g., cataphoric expressions).
- [1141] Is it grammatical? Word order?
- [1142] Why does a simple quantifier precede a number?
- [1143] 'Jacobs' ends in 's,' is it a singular proper noun? Yes, it is also evident from the pronoun 'he' in the second sentence.
- [1144] Is an objective pronoun always used in this structure?
- [1145] 'those' refer to what? If it refers to 'the student's performance' should it be 'that'?
- [1146] Do 'the former' and 'the latter' function as pronouns? Why are they followed by a plural verb? Since their antecedents are plural.
- [1147] Does 'which' refer to a singular subject. If we want to choose two or more from among the alternatives, should we use a plural verb?
- [1148] 'that' is a Pre-M1 --- NP1? Or 'so that' as ...?
- [1149] Is 'that' a pronoun? To what does it refer back?
- [1150] Is the sentence ambiguous? Is the kurtosis bell-shaped or not?
- [1151] Is NP1 singular? Must it agree with a singular verb?
- [1152] Is it right? Should it be preceded by 'that' or omitted?
- [1153] MA Entrance Exam, Teaching English as a Foreign Language, 2002, item 37
- [1154] Is it grammatical? If not, why?
- [1155] Is it grammatical? What is NP1?
- [1156] Can 'is' be omitted? Is it necessary?
- [1157] Is it ambiguous? Does it have grammatical ambiguity: an interrogative structure & what a big bottom structure?
- [1158] To what does 'it' refer back? Either 'the period after 1815, i.e. 1816 up to now' or 'that-clause'?
- [1159] MA Entrance Exam, Teaching English as a Foreign Language, 2004, item 9
- [1160] Why 'an' before NP? Note the articles preceding abbreviations and acronyms. The pronunciation of the following word should be considered.
- [1161] Why 'has' after 'you'?
- [1162] What is the main verb? 'touching toads' is a VP---NP. MA Entrance Exam, Teaching English as a Foreign Language, 2006, item 18
- [1163] To what does this reflexive pronoun refer back? Reflexive pronouns always follow pronoun immediately or with an interval.
- [1164] What is the antecedent of 'it'?
- [1165] Is it P.P. or Pre-M2?
- [1166] What is the difference between the two sentences?
- [1167] Is it grammatical? Most precedes either PLN or more than one-syllable adjectives.
- [1168] What is 'most'? Pre-M1 or adverb of comparison?
- [1169] The adjective 'economic' is an attributive prepositive adjective. So, it should precede the noun 'leader.'
- [1170] It should be changed into today's jewelry.
- [1171] The word 'developing' is an adjective, and it cannot stand alone between the definite article 'the' and the preposition 'of.'
- [1172] In English, numbers should match with the following noun. Numbers more than 'one' should be followed with a plural noun. 'three types' is correct.
- [1173] In English, the indefinite article 'a/n' is always followed by a singular noun.

- [1174] Since any lizard can have one and only one tail, the word 'tails' is wrong. In addition, the pronoun 'it' can only refer back to singular nouns.
- [1175] Numbers more than 'one' should be followed with a plural noun. 'foot' is an irregular noun the plural of which is 'feet.' '1,500 feet' is correct.
- [1176] In English, numbers should match with the following noun. Numbers more than 'one' should be followed with a plural noun. 20 million immigrants
- [1177] In English, subject (NP1) and verb agree in number, that is, if the NP1 is singular, the verb should also be singular and vice versa. In addition, from the sentence, it can be inferred that the word 'material' meaning 'a physical substance which things can be made from' is a countable noun and should be plural if preceded by 'all.'
- [1178] In English, the indefinite article 'a/n' is always followed by a singular noun. 'an orderly process' is correct.
- [1179] 'swarm' as a countable noun meaning 'a large group of insects all moving together' is usually followed by PLN + either singular or plural verb.
- [1180] In English, singular nouns are always preceded by a determiner. Since there is no determiner in the sentence and the sentence deals with general things, the noun should be plural. 'young trees' is correct.
- [1181] 'mural' is a singular noun meaning 'a large picture that has been painted on the wall of a room or building.' In English, numbers should match with the following noun. Numbers more than 'one' should be followed with a plural noun. 'five oversized murals' is correct.
- [1182] In English, subject (NP1) and verb agree in number, that is, if the NP1 is singular, the verb should also be singular and vice versa. In addition, superlative adjectives are most often followed by a singular noun. 'The most important parameter' is correct.
- [1183] In English, numbers should match with the following noun. Numbers more than 'one' should be followed with a plural noun. 'mineral' is both an adjective and a countable noun. 'one thousand minerals' is correct.
- [1184] 'other' as a determiner should be either followed by a PLN or an Nu. Since the noun 'factor' is countable, it should be pluralized. It can also be inferred from the meaning of the sentence.
- [1185] In English, singular nouns are always preceded by a determiner. Since there is no determiner in the sentence and the sentence deals with general things, the noun should be plural. 'early astronomers' is correct.
- [1186] Use 'each of' before other determiners + PLN and before the plural object pronouns 'us,' 'you,' and 'them.'
- [1187] As a general rule, singular nouns must be preceded by a Pre-M1. Since the sentence deals with a general truth, use plural noun instead 'scholars.'
- [1188] In English, singular nouns are always preceded by a determiner. Since there is no determiner in the sentence and the sentence 'various' as a Pre-M2 which modifies plural nouns, the noun should be plural. 'various techniques' is correct.
- [1189] The adjective 'conceptual' alone cannot intervene between the definite article 'the' and 'the preposition 'of.' The only part of speech which can appear alone between the two is a noun. 'the concept' is correct.
- [1190] The verb 'produce' meaning 'to make something or bring something into existence' is a Vt. Then, it needs an object (NP2). 'hot' is an adjective and should be changed into a noun 'heat.'
- [1191] The adjective 'able' alone cannot intervene between the definite article 'the' and 'the preposition 'of.' The only part of speech which can appear alone between the two is a noun. 'the ability' is correct.
- [1192] 'loyal' is an adjective meaning 'firm and not changing in your friendship with or support for a person or an organization, or in your belief in your principles.' An adjective cannot appear after Pre-M1 + Pre-M2 + Pre-M2+ loyal + preposition. 'loyal' should be changed into the noun 'loyalty' in order to make the sentence grammatical.
- [1193] An adjective cannot stand alone after a preposition. In addition, the structure 'how to eliminate them' after the conjunction 'and' is substituting for an NP and should be paralleled with another NP. 'ill' is an adjective and should be changed into the noun 'illness.'
- [1194] The verb 'achieve' meaning 'to succeed in finishing something or reaching an aim, especially after a lot of work or effort' is a Vt. So, it needs an NP2. But 'world famous' cannot function as an NP2. It should be changed into 'world fame' to meet the criteria of an NP.
- [1195] The preposition 'from' requires an NP. In addition, 'strong' is a prepositive attributive adjective which cannot follow nouns. Then, if 'strong' is changed into 'strenght,' the new structure will meet the criteria.
- [1196] The preposition 'for' requires an NP. In addition, 'speedy' is a prepositive attributive adjective which cannot follow nouns. Then, if 'speedy' is changed into 'speed,' the new structure will meet the criteria.
- [1197] The preposition 'of' requires an NP. But the only word which follows it is an adjective. In addition, 'series' meaning 'a number of similar or related events or things, one following another' is always followed by PLN + plural or singular verb. It should be changed into a plural noun 'tribes.'
- [1198] 'produce' meaning 'to make something or bring something into existence' is a Vt, and it requires an NP2. But the word 'cloudy' is an adjective and does not meet the criteria of an NP2. It should be changed into the noun 'cloud.'
- [1199] The preposition 'in' requires an NP. But the only word which follows it is an adjective. It should be changed into a singular noun 'height.'
- [1200] 'attractive' is an adjective meaning 'very pleasing in appearance or sound, or causing interest or pleasure.' An adjective cannot appear after Pre-M1 + Pre-M2 + attractive + preposition. 'attractive' should be changed into the noun 'attraction' in order to make the sentence grammatical.
- [1201] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'introductory' is an adjective, and it should be changed into the noun 'introduction.'
- [1202] An adjective cannot appear after Pre-M1 + Pre-M2 + educational. It should be changed into the noun 'education' in order to make the sentence grammatical.
- [1203] The preposition 'of' requires an NP. But the words which follow do not meet the criteria of an NP because it lacks a noun. The adjective 'architectural' should be changed into the noun 'architecture' to meet the criteria: Pre-M2 + Pre-M2 + N.
- [1204] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'able' is an adjective, and it should be changed into the noun 'ability.'
- [1205] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'incidental' is an adjective meaning 'less important than the thing something is connected with or part of,' and it should be changed into the noun 'incidence' meaning 'an event, or the rate at which something happens' not the noun 'incident' meaning 'an event which is either unpleasant or unusual' because the latter does not fit the meaning.
- [1206] The NP1 (or traditionally called the subject) should be a noun phrase, and you know that a noun phrase has a noun as its core. The word 'dependent' is an adjective, and it does not meet the criteria to be an NP. It should be changed into the noun 'dependence.'

[1207] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'delicious' is an adjective meaning 'having a very pleasant taste or smell,' and it should be changed into the noun 'deliciousness.'

[1208] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'numbered' is a P.P., and it should be changed into the noun 'number.' In addition, the phrase 'the number of' is used with singular and plural nouns.

[1209] The only part of speech which can appear alone between the definite article 'the' and an RC is a noun. The word 'theoretical' is an adjective, and it should be changed into the noun 'theory.'

[1210] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'irrigate' is a Vt, and it should be changed into the noun 'irrigation.'

[1211] The word between Pre-M1 + Pre-M2 + ... + preposition should be a noun. But the word 'grow' is a verb, and it should be changed into the noun 'growth.'

[1212] The word between Pre-M1 + Pre-M2 + ... + preposition should be a noun. But the word 'contribute' is a verb, and it should be changed into the noun 'contribution.'

[1213] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'distribute' is a Vt meaning 'to give something out to several people, or to spread or supply something,' and it should be changed into the noun 'distribution.'

[1214] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'populate' is a Vt, and it should be changed into the noun 'population.'

[1215] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'evolve' is both a Vi and Vt meaning 'to develop gradually, or to cause something or someone to develop gradually,' and it should be changed into the noun 'evolution.'

[1216] The word 'build' as a noun means 'the size and shape of a person's body.' Although the sentence is grammatically correct, this noun with this meaning does not fit the sentence (the sentence is semantically incorrect). It should be changed into the noun 'building' meaning 'a structure with walls and a roof such as a house or a factory, or the business of making these' to make a noun cluster 'building industry' to make the sentence semantically correct.

[1217] According to parallel structure rules, similar constituents should precede and follow conjunctions. Since in the sentence NPs precede the conjunction, the constituent following the conjunction should also be an NP (here, Pre-M2 + N). therefore, the verb 'think' should be changed into the noun 'thinking.'

[1218] The word 'weigh' is a verb meaning 'to have a heaviness of a stated amount, or to measure the heaviness of an object.' The preposition 'of' requires an NP. But the words which follow (human body weigh) do not meet the criteria of an NP because it lacks a core noun. The verb 'weigh' should be changed into the noun 'weight' to meet the criteria: a noun cluster (N + N + N).

[1219] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'understand' is both a Vi and Vt, and it should be changed into the noun 'understanding.'

[1220] 'encode' as a transitive verb requires an NP2 while the following structure 'speak sounds' is not an NP2. For it to meet the criteria, the verb 'speak' should be changed into the noun 'speech.'

[1221] An indefinite article a/an requires a singular noun, but in this sentence instead of a noun the adverb 'daily' was used. Change 'daily' to 'day.'

[1222] The only part of speech which can appear alone between the definite article 'the' and a preposition is a noun. The word 'responsively' is an adverb, and it should be changed into the noun 'responsiveness.'

[1223] 'form' is a Vt, that is, it only takes 2 NPs. As you know, when a verb is passivized, the number of NPs it can take decrease at least one and at most two. Since the verb is followed by NP2 'alloys,' it cannot be a passive verb. Change it to an active verb 'forms.'

[1224] 'enable' meaning 'to make someone able to do something, or to make something possible' is a Vt, that is, it only takes 2 NPs. As you know, when a verb is passivized, the number of NPs it can take decrease at least one and at most two. Since the verb is followed by NP2 'architects,' it cannot be a passive verb. Change it to an active verb 'enabled.'

[1225] 'connect' meaning 'to join or be joined with something else' is both a Vi and a Vt, that is, it only takes 2 NPs as a Vt. As you know, when a verb is passivized, the number of NPs it can take decrease at least one and at most two. Since the verb is followed by NP2 'Asia,' it cannot be a passive verb. Change it to an active verb 'connected.'

[1226] 'construct' meaning 'to build something or put together different parts to form something whole' is a Vt, that is, it only takes 2 NPs as a Vt. Since the verb is not followed by NP2, it cannot be an active verb. since the NP preceding the verb has a singular noun as its core noun and the action happened in the past, use 'was' as B verb to make a passive verb (BD). Change it to a passive verb 'was constructed.'

[1227] 'form' is a Vt, that is, it only takes 2 NPs. Since the verb is not followed by NP2, it cannot be an active verb. Change it to a passive verb 'can be formed.' In addition, it is impossible to use a P.P. 'formed' right after A verbs (will, shall, could, can, etc.).

[1228] 'introduce' is a Vt, that is, it should be followed by an NP2. Since in this sentence there is no NP2 for 'introduce,' it must have been passivized. 'to have been introduced' is correct.

[1229] Since 'was nominated for President of the United States' is a Post-M2 for the core noun 'woman' it should either be written as 'who was nominated for President of the United States' or 'nominated for President of the United States.'

[1230] 'perceive' is a Vt, and it should be followed by an NP2. 'perceive it to be less threatening' is correct.

[1231] 'adhere' is a Vi, and therefore it should be followed by a preposition. 'to' is the preposition which collocates with 'adhere.'

[1232] With a dependent clause, at least one independent clause should always be used. As you know, any independent clause has a finite verb. In this example, the verb was wrongly omitted.

[1233] 'isolation' should change into 'isolated to bring about a passive verb 'was isolated.'

[1234] 'Evaluation potential Supreme Court justices' is 'N Pre-M2 NNN.' Since the order is violated, there should be either a possessive noun or RT. But in this sentence, neither takes place. So, either 'evaluation' should change to 'evaluating' to make the whole structure 'Evaluating potential Supreme Court justices' a VP or the preposition 'of' should be inserted after 'evaluation.' Either way, the resulting structure is NP1.

[1235] The noun 'bases' should change to P.P. 'based' to create a passive verb.

[1236] Any relative clause should have a finite verb. since in this sentence 'that mothers in some species of animals reaction immediately' is a relative clause which modifies 'The fact,' it should have had a finite verb. if you change the noun 'reaction' to the verb 'react' the resulting structure 'that mothers in some species of animals react immediately' will soundly function as an RC as Post-M2.



- [1237] The word 'dedicate' should change to the P.P. 'dedicated.' After changing, if you add 'which was' between 'dedicated' and 'a political party,' it will become a noun phrase which is modified by a Post-M2 'which was dedicated to establishing equal rights for women.' For more information on reduction, refer to Reduction transformation.
- [1238] A single independent clause cannot have two finite verbs (train and have). One of them should change into a nonfinite verb. If you change 'train' into a P.P. 'trained' which modifies 'workers.' Note that 'who are' was omitted between 'workers' and the rebuilt word 'trained.' For more information on reduction, refer to Reduction transformation.
- [1239] The word 'establish' should change into the P.P. 'established' to make a past perfect tense verb. In addition, the time adverb 'By 1899' also shows the need for a past perfect tense verb.
- [1240] The word 'cause' should change into 'caused' in order to make it a P.P. modifying the preceding noun 'Swelling.' In addition, the preposition 'by' also confirms the need for a P.P. Note that 'which are' was omitted between 'membranes' and the rebuilt word 'caused.' For more information on reduction, refer to Reduction transformation.
- [1241] 'push' should change into the P.P. 'changed' to make a simple present passive verb. In addition, the preposition 'by' and the parallel structure 'or subjected' also confirm the need for a P.P.
- [1242] The word 'separate' should change into the P.P. 'separated' to make a simple present passive verb.
- [1243] The word 'maintain' should change into the P.P. 'maintained' to make a P.P. modifying the preceding pronoun 'all.'
- [1244] A single independent clause cannot have two finite verbs (are and choose). One of them should change into a nonfinite verb. If you change 'choose' into a P.P. 'chosen' which modifies 'the only public officials.' Note that 'who are' was omitted between 'the United States' and the rebuilt word 'chosen.' For more information on reduction, refer to Reduction transformation.
- [1245] 'cause' is a Vt, and it should be followed by an NP2 in active voice verbs. In addition, the preposition 'by' shows that the verb should be passive. Therefore, change 'causing' into the P.P. 'caused.'
- [1246] 'use' is a Vt, and it should be followed by an NP2 in active voice verbs. Otherwise, it should be passivized. Therefore, change 'using' into the P.P. 'used.'
- [1247] 'propose' is a Vt, and it should be followed by an NP2 in active voice verbs. Otherwise, it should be passivized. Therefore, change 'proposing' into the P.P. 'proposed.' In addition, the preposition 'by' shows the necessity of a P.P.
- [1248] 'harvest' meaning 'to pick and collect crops, or to collect plants, animals or fish to eat' is a Vt, and it should be followed by an NP2 in active voice verbs. Otherwise, it should be passivized. Therefore, change 'harvesting' into the P.P. 'harvested.'
- [1249] As you know, every RC should have a finite verb. Neither 'Ving' alone nor 'to V' is a finite verb. Therefore, change 'covering' into 'covers.' For more information on how to rebuild the verb tense and person, refer to Reduction transformation.
- [1250] After some specific verbs such as start, begin, stop, etc., the verbs usually appear either as a Ving or as an infinitive 'to V.' Therefore, use either 'began to operate' or 'began operating.'
- [1251] As you know, every RC should have a finite verb. Neither 'Ving' alone nor 'to V' is a finite verb. Therefore, change 'leading' into 'led.' For more information on how to rebuild the verb tense and person, refer to Reduction transformation.
- [1252] Except for few cases in which we are allowed to use Ving after 'to,' other cases are considered grammatically wrong. For more information, refer to 'to + Ving.' Therefore, replace 'helping' with 'help.'
- [1253] As you know, every independent clause should have a finite verb. Neither 'Ving' alone nor 'to V' is a finite verb. Therefore, replace 'becoming' with 'became.' For more information on how to rebuild the verb tense and person, refer to Reduction transformation.
- [1254] As you know, every RC should have a finite verb. Neither 'Ving' alone nor 'to V' is a finite verb. Therefore, replace 'transmitting' into 'transmits.' For more information on how to rebuild the verb tense and person, refer to Reduction transformation.
- [1255] Except for few cases in which we are allowed to use Ving after 'to,' other cases are considered grammatically wrong. For more information, refer to 'to + Ving.' In addition, we use 'to V' to mention our purpose, and this sentence connotes the intention of building lakes and reservoirs. Therefore, replace 'storing' with 'store.'
- [1256] After prepositions, we have to use verbs in Ving form. Therefore, replace 'alter' with 'altering.'
- [1257] Every dependent clause (ADV) should have BOTH 'NP1' and 'a finite verb.' When the NP1 is omitted, do not use a finite verb. Instead, use the verb as a Ving or P.P. For more information, refer to reduction transformation.
- [1258] There should be only one finite verb in an independent clause: neither more nor less. In 'The progressive Movement is an umbrella term refer to a number of reform efforts' has two finite verbs: is and refer. One should change to a nonfinite verb (a participle or an infinitive). By changing 'refer' to 'referring' the resulting structure is correct. Note that 'which is' is omitted between 'an umbrella term' and rebuilt word 'referring.'
- [1259] There should be only one finite verb in an independent clause: neither more nor less. In 'A paragraph is a portion of a text consists of one or more sentences related to the same idea' has two finite verbs: is and consists. One should change to a nonfinite verb (a participle or an infinitive). By changing 'consists' to 'consisting' the resulting structure is correct. Note that 'which is' is omitted between 'a text' and rebuilt word 'consisting.'
- [1260] You know that we use Ving after prepositions. Therefore, 'of change color' should be replaced with 'of changing color.'
- [1261] Every dependent clause (ADV) should have 'a finite verb.' Instead, use the verb as a Ving or P.P. For more information, refer to reduction transformation. In 'as he describes his family's history begins in the mid-1700's in Africa' has two finite verbs: describes and begins. One should change to a nonfinite verb (a participle or an infinitive). By changing 'begins' to 'beginning' the resulting structure is correct. Note that 'which was' is omitted between 'his family's history' and rebuilt word 'beginning.'
- [1262] You know that we use Ving after prepositions. Therefore, 'in determine ...' should be replaced with 'in determining ....'
- [1263] You know that we use Ving after prepositions. Therefore, 'by borrow ...' should be replaced with 'by borrowing ....'
- [1264] Since 'suffer' from extreme blockage of the urethra' is an RC modifying the preceding pronoun, it should start with a wh-word (in this case, who). There is another solution. We can replace the finite verb 'suffer' with a non-finite verb 'suffering.'
- [1265] You know that we use Ving after prepositions. Therefore, 'for organize ...' should be replaced with 'for organizing ....'
- [1266] You know that we use Ving after prepositions. Therefore, 'by work ...' should be replaced with 'by working ....'
- [1267] You know that we use Ving after prepositions. Therefore, 'of become ...' should be replaced with 'of becoming ....'
- [1268] Any dependent, independent sentence or RC has only one finite verb. This independent sentence 'Objects falling freely in a vacuum have the same rate of speed is regardless of differences in size and weight' has two: have and is. One of them should be removed or changed into a nonfinite verb. In

this case, the finite verb 'is' should be omitted.

[1269] You know that we never use 'to V' after prepositions. Instead, use Ving. Therefore, 'by to heat ...' should be replaced with 'by heating ....'

[1270] Since the action was complete (happened in the past), use Ving not to V. Replace 'to occupy' with 'occupying.'

[1271] Since 'It has been estimated that during every second of our life, 10,000,000 red blood cells died' is a fact, we should use the simple present tense. In addition, keeping in mind the parallel structure, we can conclude that since the other verb 'are replaced' is in the simple present tense, we have to use a parallel tense. 'die' is correct.

[1272] Since the sentence deals with a fact happening once in the definite past time (the 19<sup>th</sup> century), we should use the simple past tense. 'was' is correct.

[1273] Since the phrase 'since the days of the cave dwellers' shows the starting point in time, we should use the present perfect tense 'has coexisted.'

[1274] Since the subject (NP1) is singular (in fact, founding is Nu), use the third person singular of the simple present tense 'demonstrates.' Although the action happened in the past, the sentence must be in the simple present tense.

[1275] Since the RC 'that connected people's up arms with their forearms' deals with a fact, we should use the simple present tense. In addition, the tense of the other verb existing in the main sentence is simple present, and normally a tense shift does not happen in such sentences.

[1276] Since the action happened in a definite time in the past, we ought to use the simple past tense. 'convinced' is correct.

[1277] Since the action happened in a definite time in the past, we ought to use the simple past tense. 'had' is correct.

[1278] The adverb 'already' requires an action happening in the past. 'found' is correct.

[1279] Since the action happened in a definite time in the past and finished before now, we ought to use the simple past tense. 'established' is correct.

[1280] Since the action happened in a definite time in the past, we ought to use the simple past tense. 'said' is correct.

[1281] Use Ving after preposition. 'besides fighting' is correct.

[1282] Participles (present or past) cannot stand alone as a finite verb. Since the action happened in a definite time in the past, we ought to use the simple past tense. 'saw' is correct.

[1283] Participles (present or past) cannot stand alone as a finite verb. Since the action happened in a definite time in the past, we ought to use the simple past tense. 'began' is correct.

[1284] Since 'knew as Queen Anne's lace' is an appositive describing 'The wild carrot,' it should be considered as an RC 'wh + be' of which is omitted. If we rebuild the structure, it should be as 'which is known as Queen Anne's lace.'

[1285] Since 'visited the Soviet Union in 1958 to participate in a cultural exchange program' is a modifier describing 'the United States composers,' it should be considered as an RC 'wh + be' of which is omitted. If we rebuild the structure, it should be as 'who were visiting ....'

[1286] Since 'while snapped the shell shut' is an ADV, it should have included a subject (NP1) and a finite verb, otherwise after subordinating conjunction, there should be a Ving. 'while snapping the shell shut' is correct.

[1287] Since 'as occurred in clearly-defined areas of the world' is an ADV, it should have included a subject (NP1) and a finite verb, otherwise after the subordinating conjunction, there should be a Ving. 'as occurring in clearly-defined areas of the world' is correct.

[1288] 'to' has two functions in English: either as a preposition or a word conjoining two verbs. Ving appears after preposition 'to,' but V appears after 'to' as a conjoining word.

[1289] The prepositional phrase 'by nearly all societies' to a large extent shows that the sentence should be in the passive voice. But instead of a P.P. the adverb 'regardless' was used which should be replaced with 'regarded.'

[1290] Adjective alone cannot appear after 'to.' 'to' is either followed by a Verb or an NP the core of which is a noun. The adjective 'beautiful' should be replaced with the verb 'beautify.'

[1291] The sentence lacks a finite verb. The adjective 'representative' should be replaced with the verb 'represent.'

[1292] There is no tense the verb cluster of which is CD (been formed). This means that 'been formed' is not a finite verb nor a participle nor an infinitive. Therefore, it should be changed into 'were found.'

[1293] Verbs after A verbs should appear as a V not Ved nor P.P. nor Ving. 'can hold' is correct.

[1294] In perfect tenses (present and past perfect) after B verb (have, has, had) there should be a P.P. 'have applied' is correct.

[1295] Verbs after A verbs should appear as a V not Ved nor P.P. nor Ving nor inflected Ves. 'may travel' is correct.

[1296] 'can be help' is not correct. Because it is neither active nor passive. Based on the meaning of the sentence, it should be replaced with 'can help.'

[1297] In perfect tenses (present and past perfect) after B verb (have, has, had) there should be a P.P. 'have existed' is correct.

[1298] The prepositional phrase 'by felt-covered hammers' shows that the verb should be passive. In addition, there is no BD verb cluster in which D is a V. D should be either Ving or P.P. after B verbs (especially, after 'be'). 'are struck/stricken' is correct.

[1299] Verbs after A verbs should appear as a V not Ved nor P.P. nor Ving nor inflected Ves. 'would virtually disappear' is correct.

[1300] Verbs after A verbs should appear as a V not Ved nor P.P. nor Ving nor inflected Ves nor infinitive. 'may be' is correct.

[1301] Verbs after A verbs should appear as a V (as an active verb) and be + P.P. (as a passive verb) not Ved nor P.P. nor Ving nor inflected Ves nor infinitive. 'must be based' is correct.

[1302] Verbs after A verbs should appear as a V (as an active verb) and be + P.P. (as a passive verb) not Ved nor P.P. nor Ving nor inflected Ves nor infinitive. 'may declare' is correct.

[1303] The verb cluster order was violated (DB). It should be replaced with the correct order (BD). Because always A verbs come first, then B verbs, then C verbs, and finally D verbs (Ving, P.P., V/Ves, or Ved).

[1304] 'After to have won' is wrong. It should be changed either to 'After having won' or 'having won.' If we rebuild the omitted constituents, the rebuilt structure will be an ADV.

[1305] 'difference currencies' is a wrong noun cluster. It should be replaced with 'different currencies' in which the attributive adjective 'different' modifies the following noun.

[1306] We have to use an adjective after measurements. 'many feet high' is correct.

[1307] ‘distance shores’ is a wrong noun cluster. It should be replaced with ‘distant shores’ in which the attributive adjective ‘different’ modifies the following noun.

[1308] ‘the males grasshoppers’ is a wrong noun cluster. Since normally no two plural nouns follow in a single noun cluster. It can be understood from the meaning of the sentence that ‘males’ should be replaced with an adjective ‘male.’

[1309] ‘oceans currents’ is a wrong noun cluster. Since normally no two plural nouns follow in a single noun cluster. It can be understood from the meaning of the sentence that ‘oceans’ should be replaced with an adjective ‘oceanic.’

[1310] The noun ‘independence’ should be replaced with the adjective ‘independent.’

[1311] The noun ‘abundance’ should be replaced with the adjective ‘abundant.’

[1312] The word ‘increase’ should be replaced with the adjective ‘increased’ to be as a Pre-M2.

[1313] The noun ‘loyalty.’ should be replaced with the adjective ‘loyal’ to function as a predicative adjective.

[1314] An adverb cannot intervene between an article and especially immediately before a noun. It should be replaced with an adjective ‘reputed.’

[1315] An adverb cannot intervene between a quantifier ‘such’ and especially immediately before a noun. It should be replaced with an adjective ‘simple.’

[1316] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). It should be replaced with an adjective ‘physical.’

[1317] The adverb ‘essentially’ should be replaced with a predicative adjective ‘essential.’

[1318] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). It should be replaced with an adjective ‘central.’

[1319] An adverb cannot appear immediately before a noun. ‘differently.’ should be replaced with an adjective ‘different.’

[1320] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). It should be replaced with an adjective ‘rapid.’

[1321] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). It should be replaced with an adjective ‘visible.’

[1322] Some verb including make, keep, etc. are followed by NP2 + a predicative adjective. ‘more equitably.’ should be replaced with ‘more equitable.’

[1323] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). scientifically should be replaced with an adjective ‘scientific.’

[1324] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). highly should be replaced with an adjective ‘high.’

[1325] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). sentimentally should be replaced with an adjective ‘sentimental.’

[1326] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). primarily should be replaced with an adjective ‘primary.’

[1327] An adverb cannot appear immediately before a noun. socially should be replaced with an adjective ‘social.’

[1328] An adverb cannot intervene between an article and a noun (especially, immediately before a noun). seriously should be replaced with an adjective ‘serious.’

[1329] The superlative adjective should be replaced with a comparative one. The preposition ‘than’ most often collocates with a comparative adjective.

[1330] ‘more easy’ should be replaced with ‘easier’ because almost always two-syllable adjectives ending in -y are added -er to form a comparative adjective.

[1331] The adverbs ‘more’ and ‘less’ are used to form comparative adjectives. In this sentence, in order to meet the parallel structure requirement, both adjectives should be comparative. ‘least’ should be replaced with ‘less.’

[1332] One-syllable adjectives are only added -est to form a superlative adjective. The adverb ‘most’ is redundant and should be omitted. ‘the oldest city’ is correct.

[1333] One-syllable adjectives are only added -est to form a superlative adjective. The adverb ‘most’ is redundant and should be omitted. ‘the largest French-speaking city’ is correct.

[1334] Adjectives of two or more syllables should be preceded by Pre-M1 and the adverb ‘most’ in order to form a superlative adjective. ‘the most reliable mode’ is correct.

[1335] Some phrases like ‘in the world’ imply that the superlative adjective should be used. ‘The highest infant mortality rate in the world’ is correct.

[1336] Superlative adjectives always are preceded by Pre-M1, typically the definite article ‘the.’ ‘The newest computer programs’ is correct.

[1337] Adjectives of two or more syllables should be preceded by Pre-M1 and the adverb ‘most’ in order to form a superlative adjective. ‘the most valuable’ is correct.

[1338] One-syllable adjectives are only added -est to form a superlative adjective. The adverb ‘most’ is redundant and should be omitted. ‘the oldest existing political party’ is correct.

[1339] The verb ‘multiply’ should be replaced with the adjective ‘multiple’ to form a correct syntactic structure.

[1340] The verb ‘fix’ should be replaced with the adjective ‘fixed’ meaning ‘arranged or decided already and not able to be changed’ to form a correct syntactic structure.

[1341] ‘at first’ is a compound conjunctive adverb.

[1342] ‘even although’ is a wrong combination. Instead, use ‘even though.’

[1343] ‘very’ should be replaced with ‘so’ to form a correct syntactic structure.

[1344] ‘such’ should be replaced with ‘so’ to form a correct syntactic structure.

[1345] ‘such’ should be replaced with ‘so’ to form a correct syntactic structure.

[1346] ‘yet’ should be replaced with ‘so’ to form a correct syntactic structure.

[1347] Adverbs, not adjectives, can precede quantifiers (especially simple quantifiers including cardinal numbers). Replace the adjective ‘approximate’ with the adverb ‘approximately.’

- [1348] As you remember, there are two types of adjectives: attributive and predicative. Attributive adjectives either precede nouns (prepositive adjectives) or follow nouns (postpositive adjectives). The adjective 'preobable' in this sentence is neither attributive nor predicative. Replace it with the adverb 'preobably.'
- [1349] The adjective 'ecological' should be replaced with the adverb 'ecologically.' The sentence seems to be correct grammatically, but not semantically. To make it mean what it purports to mean, an adverb should have been used.
- [1350] The adjective 'slight' should be replaced with the adverb 'slightly.'
- [1351] Adverbs, not adjectives, can precede quantifiers (especially simple quantifiers including cardinal numbers). Replace the adjective 'approximate' with the adverb 'approximately.'
- [1352] In the case of phrasal verbs, the only part of speech that can intervene between the two parts of a phrasal verb is adverbs. 'consists of' is a phrasal verb. 'consisting primarily of' is correct.
- [1353] In the case of verb clusters, the only part of speech that can intervene between the two or more parts of a verb cluster is adverbs. 'must understand' is a verb cluster (AD). 'must thoroughly understand' is correct.
- [1354] The adjective 'heavy' should be replaced with the adverb 'heavily.'
- [1355] Predicative adjectives only appear after a specific number of verbs, not all verbs. In addition, predicative adjectives are few. The word 'slow' should be replaced with the adverb 'slowly' as an adverb of manner in this sentence.
- [1356] Adjectives do not precede NPs but adverbs do. 'probable' should be replaced with 'probably.'
- [1357] Adjectives do not precede NPs but adverbs do. 'particular' should be replaced with 'particularly.'
- [1358] Since the word 'both' can only refer to two things, while the word 'all' can refer to more than two, 'both' should be replaced with 'all.' The words 'both' and 'all' in such structures are adverbs.
- [1359] Although the sentence is grammatically correct (the adverbs can precede prepositional phrase), it is semantically incorrect. The adverb 'most' should be replaced with the adverb 'mostly' meaning 'mainly or usually.'
- [1360] 'latest' should be replaced with 'later' because the adverb does not tell us what happened last. Actually, it says what happened after first actions.
- [1361] The indefinite pronoun 'another' should be replaced with 'the other.'
- [1362] 'after produces bananas' is incorrect, and can be corrected in two ways. Either by putting a Ving after the preposition 'after' or by adding a pronoun which refers back to 'each plant.'
- [1363] The number of the subjective pronoun 'it' mismatches the number of the noun it refers back 'some of the corals.' Replace 'it' with 'them.'
- [1364] The possessive adjective 'its' should be replaced with a subjective pronoun 'it' because RCs starting with 'whether,' 'what,' and 'how' always include a subject (NP1).
- [1365] 'self' should be replaced with 'himself.'
- [1366] If an active verb takes two NPs, its passive counterpart takes only one NP. 'are used' is a passive verb which cannot be followed by NP2. Omit the objective pronoun 'them.'
- [1367] 'it' is redundant because the antecedent 'The Last Supper' is present as an NP1, and it is impossible to have two NP1s in a single simple sentence.
- [1368] 'they' is redundant because the antecedent 'A great proportion of the seeds of desert flora' is present as an NP1, and it is impossible to have two NP1s in a single simple sentence.
- [1369] 'it' is redundant because in RCs which function as Post-M2 normally the relative pronoun functions as NP1 as well. 'it' should be omitted.
- [1370] 'it' is redundant because in RCs which function as Post-M2 normally the relative pronoun functions as NP1 as well. 'it' should be omitted.
- [1371] 'it' is redundant because the antecedent 'The pericardium, a double-layered sac,' is present as an NP1, and it is impossible to have two NP1s in a single simple sentence.
- [1372] 'she' is redundant because the antecedent 'Whilhelmina Cole Holladay' is present as an NP1, and it is impossible to have two NP1s in a single simple sentence.
- [1373] 'it' is redundant because the antecedent 'The Canadian province of Alberta' is present as an NP1, and it is impossible to have two NP1s in a single simple sentence.
- [1374] 'it' is redundant because the antecedent 'the perihelion' is present as an NP2, and it is impossible to have two NP2s in a single simple sentence.
- [1375] After the noun phrase 'air pressure,' the relative pronoun 'which/that' should be inserted.
- [1376] 'where' should be replaced with 'which/that.'
- [1377] The reflexive pronoun 'herself' refers back to singular female nouns, but 'children' is a plural noun which requires the plural reflexive pronoun 'themselves.'
- [1378] 'which' used it to make tools and weapons because it would chip into shapes with sharp edges' is a description about what comes before. In this sentence, remove 'which' and add 'who' instead.
- [1379] 'who are small planetary bodies orbiting the Sun' is a description about what comes before. Since the preceding noun is non-human, use 'which/that.' In this sentence, use only 'which' because the description is a non-restrictive clause.
- [1380] 'what' should be replaced with 'which.' 'what,' 'whether,' and 'how' cannot be used as a relative pronoun in RCs functioning as a Post-M2.
- [1381] 'that' should be substituted for 'what' to form an RC functioning as an NP1.
- [1382] 'whose' should be replaced with 'which' to form a compound relative pronoun 'in which.'
- [1383] 'what' should be replaced with 'which' to form a compound relative pronoun 'from which.'
- [1384] Since the noun preceding 'who' is nonhuman, it should be replaced with 'where' to connote meaning of a place.
- [1385] Since the noun preceding 'who' is nonhuman, it should be replaced with 'which/that' to connote meaning of a thing.
- [1386] Although in most cases 'which' and 'that' are interchangeable, there are some verbs which are followed by a that-clause. 'indicate,' 'say,' 'state,' 'show,' etc. are among these verbs. Replace 'which' with 'that.'
- [1387] 'what' should be replaced with 'which/that.' 'what,' 'whether,' and 'how' cannot be used as a relative pronoun in RCs functioning as a Post-M2.
- [1388] Since the noun preceding 'who' is nonhuman, it should be replaced with 'which/that' to connote meaning of a thing.

- [1389] 'what' should be replaced with 'which/that.' 'what,' 'whether,' and 'how' cannot be used as a relative pronoun in RCs functioning as a Post-M2.
- [1390] In the case of living things, we can use that/who(m), but we are not allowed to use 'that' as a relative pronoun in non-restrictive clauses. Replace 'that' with 'who' in this sentence.
- [1391] In the case of living things, we can use that/who(m), but we are not allowed to use 'that' as a relative pronoun in non-restrictive clauses. Replace 'that' with 'who' in this sentence.
- [1392] 'what' should be replaced with 'which/that.' 'what,' 'whether,' and 'how' cannot be used as a relative pronoun in RCs functioning as a Post-M2.
- [1393] 'during when' should be replaced with 'during which' to convey the meaning 'throughout a time period.' Most compound relative pronouns are a combination of a preposition and 'which.'
- [1394] 'The pulse that may be felt wherever an artery passes over a solid structure, such as a bone or cartilage' is not a simple sentence but an RC. So, it cannot be capitalized nor punctuated with a full stop. To be a sentence, the relative pronoun 'that' must be omitted.
- [1395] 'The brightly colored kingfisher that perches until it sights a fish' is not a simple sentence but an RC. So, it cannot be capitalized nor punctuated with a full stop. To be a sentence, the relative pronoun 'that' must be omitted.
- [1396] 'It seems probable that prehistoric people who discovered, by trial and error, which plants were poisonous and which had some medicinal value' is not a simple sentence but an RC. So, it cannot be capitalized nor punctuated with a full stop. To be a sentence, the relative pronoun 'who' must be omitted.
- [1397] 'By 1920 the area of the United States under cultivation had more than doubled in just 50 years, and the national population that surpassed 100 million' is a combination of a simple sentence and an NP. Taking into account the rules of parallel structure, the resulting structure is incorrect. To make it grammatical, the relative pronoun 'that' must be deleted. The resulting structure will be a compound sentence (two independent clauses conjoined by the coordinating conjunction 'and').
- [1398] The objective pronoun 'them' should be replaced with 'those' to form 'those of' structure.
- [1399] The objective/subjective pronoun 'it' must be replaced with 'that' to form 'that of' structure. 'it' is objective here because 'it' appeared after a preposition.
- [1400] The objective pronoun 'them' should be replaced with 'those' to form 'those of' structure.
- [1401] 'it to foster' must be 'to foster.' Expletive (dummy) pronoun 'it' can be followed by that-clause or to V + ... in these types of sentences, that-clause or to V + ... can be put right in the position of 'it.'
- [1402] Since the noun 'Modern digital synthesizers' was plural, the pronoun referring back must also be plural 'they.'
- [1403] 'selves' must be replaced with the plural objective pronoun 'them.'
- [1404] The plural reflexive pronoun 'themselves' must be replaced with the plural objective pronoun 'them.'
- [1405] 'another' must be replaced with 'other' when the noun is plural or noncount.
- [1406] 'any another' is a wrong combination. Use 'any other' instead.
- [1407] 'another' must be replaced with 'other' when the noun is plural or noncount.
- [1408] 'another' must be replaced with 'other' when the noun is plural or noncount.
- [1409] Since the noun 'thing' is singular, use either 'the other' or 'another.'
- [1410] 'any another' is a wrong combination. Use 'any other' instead.
- [1411] 'but' must be replaced with 'and' because the writer intends to list a number of similar things, not contrasting them.
- [1412] 'nor' must be replaced with 'and' because the writer intends to tell the sequential process of candle production, not excluding one from the others.
- [1413] The sentence implies that either 'temperature' or 'the amount of moisture' affects harvesting grains not both of them. Use 'nor' instead of 'but.'
- [1414] 'also' should be replaced with 'and' because and is a conjunction used to add something to a list, but 'also' is an adverb.
- [1415] 'also' should be replaced with 'and' because and is a conjunction used to add something to a list, but 'also' is an adverb.
- [1416] 'also' should be replaced with 'and' because and is a conjunction used to add something to a list, but 'also' is an adverb.
- [1417] 'only not' is not the correct order of this correlative conjunction. Use 'not only' instead.
- [1418] 'only not' is not the correct order of this correlative conjunction. Use 'not only' instead.
- [1419] 'where' should be replaced with 'when' to convey the right meaning of time.
- [1420] 'and' must be omitted.
- [1421] The parallel structure was violated. The verb 'organizes' should be paralleled with 'to coordinate.' Change 'organizes' into 'to organize.'
- [1422] The parallel structure was violated. The adjective 'beautiful' must be paralleled with the nouns 'strength' and 'resistance.' 'beauty' is correct.
- [1423] The parallel structure was violated. The adjective 'tasted' must be paralleled with the nouns 'smell' and 'color.' 'taste' is correct.
- [1424] The parallel structure was violated. The adjective 'wealthy' should be paralleled with the noun 'elegance.' Change 'wealthy' into 'wealth.'
- [1425] The parallel structure was violated. The noun 'indication' should be paralleled with the verbs 'explain' and 'state.' Change 'indication' into 'indicate.'
- [1426] The parallel structure was violated. The adjective 'medicinal' should be paralleled with the nouns 'research,' 'tourism,' and 'mining.' Change 'medicinal' into 'medicine.'
- [1427] The parallel structure was violated. The adjective 'symbolic' should be paralleled with the nouns 'fact,' 'fiction,' and 'adventure.' Change 'symbolic' into 'symbol.'
- [1428] The parallel structure was violated. The noun 'history' should be paralleled with the adjectives 'scientific' and 'cultural.' Change 'history' into 'historic.'
- [1429] The parallel structure was violated. The adjective 'specialized' should be paralleled with the comparative adjectives 'lighter' and 'fatter.' Change 'specialized' into 'more specialized.'
- [1430] The parallel structure was violated. The verb 'increase' should be paralleled with Ving 'falling' and 'rising.' Change 'increase' into 'increasing.'
- [1431] The parallel structure was violated. The noun 'extension' should be paralleled with the simple present verbs 'disseminates' and 'records.' Change 'extension' into 'extends.'

[1432] The parallel structure was violated. The Ving 'sinking' should be paralleled with the simple present verbs 'evaporates' and 'runs.' Change 'sinking' into 'sinks.'

[1433] The parallel structure was violated. The word 'dry' should be paralleled with P.P.s 'washed,' 'beaten,' and 'combed.' Change 'dry' into 'dried.'

[1434] The parallel structure was violated. The adjective 'difficulty' should be paralleled with the nouns 'fever,' 'pain,' and 'coughing.' Change 'difficult' into 'difficulty.'

[1435] The parallel structure was violated. The word 'drill' should be paralleled with P.P.s 'cut' and 'strung.' Change 'drill' into 'drilled.'

[1436] The parallel structure was violated. The Ving 'spreading' should be paralleled with the P.P. 'diluted.' Change 'spreading' into 'spread.'

[1437] The parallel structure was violated. The verb 'provide' should be paralleled with the noun phrase 'road-building.' Since both 'road-building' and 'provide water' are conjoined by the conjunction 'and' and both are preceded by a single shared preposition, change 'provide' into 'providing.'

[1438] The parallel structure was violated. The adjective 'existent' should be paralleled with the nouns 'reality,' 'knowledge,' and 'ethics.' Change 'existent' into 'existence.'

[1439] The parallel structure was violated. The noun 'preservation' should be paralleled with Ving 'capturing' and 'reproducing.' Change 'preservation' into 'preserving.'

[1440] The parallel structure was violated. The adjective 'existent' should be paralleled with the nouns 'slope' and 'depth.' Change 'tough' into 'toughness.'

[1441] The parallel structure was violated. The verb 'hibernate' should be paralleled with the nouns 'mating' and 'migration.' Change 'hibernate' into 'hibernation.'

[1442] The parallel structure was violated. The noun 'direction' should be paralleled with the P.P. 'written.' Change 'direction' into 'directed.'

[1443] The parallel structure was violated. The verb 'receive' should be paralleled with the simple present verb 'contributes.' Since both 'receive' and 'contributes' refer to the action of a singular noun, both should be inflected with 's.' So, change 'receive' into 'receives.'

[1444] The parallel structure was violated. The adjective 'musical' should be paralleled with the nouns 'journalim' and 'literature.' Change 'musical' into 'music.'

[1445] The parallel structure was violated. The adjective 'moist' should be paralleled with the nouns 'tempretures,' 'shade,' and 'presence.' Change 'moist' into 'moisture.'

[1446] The parallel structure was violated. The adjective 'poisonous' should be paralleled with the nouns 'fungus' and 'virus.' Change 'poisonous' into 'poison.' Note the misleading appearance of the other two nouns: fungus and virus.

[1447] The parallel structure was violated. The adjective 'abundant' should be paralleled with the nouns 'color' and 'diversity.' Change 'abundant' into 'abundance.'

[1448] The parallel structure was violated. The noun 'brightness' should be paralleled with the noun 'fresh.' Change 'brightness' into 'bright.'

[1449] The parallel structure was violated. The adjective 'perceptive' should be paralleled with the nouns 'flight,' 'courtship,' and 'camouflage.' Change 'perceptive' into 'perception.'

[1450] The parallel structure was violated. The word 'spend' should be paralleled with the nouns 'unemployment' and 'investments.' Change 'spend' into 'spending.'

[1451] The parallel structure was violated. The noun 'interpretation' should be paralleled with the Ving 'discovering.' Change 'interpretation' into 'interpreting.'

[1452] The parallel structure was violated. The noun 'color' should be paralleled with adjectives 'bright' and 'transparent.' Change 'color' into 'colored.'

[1453] The parallel structure was violated. The verb 'manage' should be paralleled with the two Vings 'breeding' and 'feeding.' Change 'manage' into 'managing.'

[1454] The parallel structure was violated. The adjective 'intense' should be paralleled with the nouns 'diction,' 'narrative,' and 'stress.' To make a prepositional phrase, we ought to use a noun as the core element. Change 'intense' into 'intensity.'

[1455] The parallel structure was violated. The verb 'hear' should be paralleled with the nouns 'sight,' 'taste,' 'touch,' and 'smell.' Change 'hear' into 'hearing.'

[1456] The parallel structure was violated. The noun 'politics' should be paralleled with the adjectives 'social' and 'economic.' Change 'politics' into 'political.'

[1457] The parallel structure was violated. The verb 'trust' should be paralleled with the simple past tense verbs 'sold' and 'took.' Change 'trust' into 'trusted.'

[1458] The parallel structure was violated. The verb 'identify' should be paralleled with P.P. 'observed' and 'described.' Change 'identify' into 'identified.'

[1459] The parallel structure was violated. The noun 'slenderness' should be paralleled with the adjectives 'long,' 'wingless,' and 'brownish.' Change 'slenderness' into 'slender.'

[1460] The parallel structure was violated. The verb 'protect' should be paralleled with the nouns 'insulation' and 'camouflage.' Change 'protect' into 'protection.'

[1461] The parallel structure was violated. The adjective 'sensitive' should be paralleled with the nouns 'insight' and 'style.' Change 'sensitive' into 'sensitiveness.'

[1462] The parallel structure was violated. The noun 'root' should be paralleled with the plural nouns 'leaves' and 'stems.' Change 'root' into 'roots.'

[1463] The parallel structure was violated. The infinitive 'to sample' should be paralleled with the NPs 'interviewers,' 'questionnaires,' and 'tabulating equipment.' Change 'to sample' into 'sampling.'

[1464] The parallel structure was violated. The infinitive 'to swim' should be paralleled with the NPs 'calisthenics' and 'running.' Change 'to swim' into 'swimming.'

- [1465] The parallel structure was violated. The noun ‘economy’ should be paralleled with the adjectives ‘cultural’ and ‘social.’ Change ‘economy’ into ‘economical.’
- [1466] The parallel structure was violated. The adverb ‘privately’ should be paralleled with the adjectives ‘federal’ and ‘local.’ Change ‘privately’ into ‘private.’
- [1467] Since the sentence deals with the similarity of two things, use ‘both’ instead of ‘either.’
- [1468] ‘much’ is a quantifier used with noncount nouns whereas ‘many’ is a quantifier used with count nouns. Since the noun ‘state governments’ is countable, use ‘many’ instead of ‘much.’
- [1469] ‘fewer’ is used to compare two quantities, but ‘few’ is used to show a small number of something.
- [1470] ‘not’ is used to negate verbs, but ‘no’ is a simple quantifier (Pre-M1) to negate nouns, that is, to show the inexistence of something.
- [1471] ‘not’ is used to negate verbs, but ‘no’ is a simple quantifier (Pre-M1) to negate nouns, that is, to show the inexistence of something.
- [1472] Use either a possessive adjective or ‘NP of NP’ structure to show ownership. Here, ‘his’ must be replaced with ‘the’ in order to form ‘NP of NP’ structure. Usually, the last NP in ‘NP of NP’ structure shows the owner.
- [1473] The possessive adjective ‘their’ must be replaced with ‘her’ to refer to the belongings of the singular female noun ‘Marie Curie.’
- [1474] The possessive pronoun ‘hers’ should be replaced with the possessive adjective ‘her’ because possessive pronouns stand alone and cannot be followed by the noun they refer.
- [1475] The possessive adjective ‘their’ must be replaced with ‘his/her’ to refer to the belongings of the singular noun ‘the typical business graduate.’ Actually, in informal language, ‘their’ can be used instead in order to avoid sexist language.
- [1476] The possessive adjective ‘their’ must be replaced with ‘its’ to refer to the belongings of the singular noun ‘New York City.’
- [1477] ‘its’ must be replaced with ‘their’ to match the plural noun ‘several prominent technical institutions.’
- [1478] ‘their’ must be replaced with ‘her’ to match the singular female noun ‘Emily Dickinson.’
- [1479] The possessive pronoun ‘theirs’ must be replaced with the possessive adjective ‘their’ because possessive pronouns stand alone but possessive adjectives are followed by nouns.
- [1480] To match the singular female noun ‘Mary Elizabeth Brown,’ the possessive pronoun ‘hers’ must be replaced with the possessive adjective ‘her’ because possessive pronouns stand alone but possessive adjectives are followed by nouns.
- [1481] ‘lives’ belongs to people in this sentence, and it should be modified by the plural possessive adjective ‘their.’
- [1482] ‘has’ must be replaced with ‘its’ to match the owner ‘a liquid’ in number.
- [1483] The subjective pronoun ‘it’ should be replaced with the possessive adjective ‘its.’
- [1484] ‘its’ must be replaced with ‘their’ to match the plural noun ‘some rivers.’
- [1485] ‘its’ should be replaced with ‘their’ because the number of the possessive adjective mismatches that of the noun it refers.
- [1486] Since the noun ‘agreement’ is singular, use ‘a’ instead of ‘some.’
- [1487] Ordinal numbers are preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc. Replace ‘she’ with ‘her.’
- [1488] The indefinite article ‘a’ must be replaced with the definite article ‘the.’ As a general rule, nouns or noun phrases which are followed by prepositional phrases are definite and must be preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc. ‘the positive protons’ is correct.
- [1489] Singular nouns should be modified by ‘half a’ not ‘half.’
- [1490] As a general rule, singular nouns should be preceded by a Pre-M1, especially articles. In addition, ‘the same’ is a collocation meaning ‘exactly like another or each other.’
- [1491] As a general rule, superlative adjectives are preceded by ‘articles,’ ‘demonstrative adjectives,’ or ‘possessive adjectives.’ ‘the earliest peoples’ is correct.
- [1492] Put the definite article ‘the’ before ‘invention of ....’ As a general rule, nouns or noun phrases which are followed by prepositional phrases are definite and must be preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc.
- [1493] The indefinite article ‘a’ must be replaced with the definite article ‘the.’ As a general rule, nouns or noun phrases which are followed by prepositional phrases are definite and must be preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc.
- [1494] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘small clear stream’ is definite, use the definite article ‘the.’
- [1495] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘highly rhythmic piece of music’ is definite, use the definite article ‘the.’
- [1496] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘set of objects’ implies the number ‘one,’ use ‘a.’
- [1497] As a general rule, singular nouns should be preceded by a Pre-M1, especially articles. In addition, ‘the same’ is a collocation meaning ‘exactly like another or each other.’
- [1498] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘surface’ is followed by the prepositional phrase ‘of the ocean,’ use ‘the.’
- [1499] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘key’ is indefinite, use ‘a.’
- [1500] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘piece of fiction or drama’ implies the number ‘one,’ use ‘a.’
- [1501] As a general rule, superlative adjectives are preceded by ‘articles,’ ‘demonstrative adjectives,’ or ‘possessive adjectives.’ ‘the oldest public edifice’ is correct.
- [1502] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘city’ is followed by the prepositional phrase ‘in the United States ....,’ use ‘the.’
- [1503] Ordinal numbers are preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc. ‘the first skyscraper’ is correct.
- [1504] As a general rule, singular nouns must be preceded by a Pre-M1. Since the noun ‘law’ is followed by the relative clause ‘that demand the continuous increase of entropy or disorder,’ use ‘the.’
- [1505] Ordinal numbers are preceded by ‘the,’ ‘possessive adjectives,’ ‘demonstrative adjectives,’ etc. ‘the early nineteenth century’ is correct.

- [1506] As a general rule, superlative adjectives are preceded by 'articles,' 'demonstrative adjectives,' or 'possessive adjectives.' 'the smallest particle' is correct.
- [1507] As you remember from the book "Academic English Grammar: For Intermediate and Advanced Learners," normally a Pre-M1 from the fourth seat (simple quantifiers & numerals) cannot precede a Pre-M1 from the first seat (articles, possessive adjectives, & compound quantifiers). That is, 'some' cannot precede 'the.' Put 'of' in between or omit 'the.'
- [1508] 'the' is redundant. Omit. 'Under certain conditions' is correct.
- [1509] 'the' is redundant. Omit. 'Although water is critical' is correct.
- [1510] As a general rule, superlative adjectives are preceded by 'articles,' 'demonstrative adjectives,' or 'possessive adjectives.' 'the largest freshwater lake in the world' is correct.
- [1511] 'a' modifies singular nouns, not plural ones. Omit 'a.'
- [1512] As a general rule, nouns or noun phrases which are followed by prepositional phrases are definite and must be preceded by 'the,' 'possessive adjectives,' 'demonstrative adjectives,' etc. 'one of the simple sugars' is correct.
- [1513] As a general rule, nouns or noun phrases which are followed by RCs are definite and must be preceded by 'the,' 'possessive adjectives,' 'demonstrative adjectives,' etc. ' the instrument that she knew how to use it with the utmost skill' is correct.
- [1514] The indefinite article 'a' must be replaced with the definite article 'the.' As a general rule, nouns or noun phrases which are followed by prepositional phrases are definite and must be preceded by 'the,' 'possessive adjectives,' 'demonstrative adjectives,' etc.
- [1515] Another is always followed by singular nouns. Replace 'another' with 'other.'
- [1516] 'anotehr' must be followed by a singular noun. Replace 'anotehr' with 'other.'
- [1517] 'than' is a preposition used to join two parts of a comparison. Replace 'that' with 'than.'
- [1518] 'than' is a preposition used with 'more' or 'less' to compare numbers or amounts. Replace 'as' with 'than.'
- [1519] 'such as' is a compound preposition to list the examples. Use 'such as' here.
- [1520] 'as such' is a wrong order. 'such as' is a compound preposition to list the examples. Use 'such as' here.
- [1521] 'such as' is a compound preposition to list the examples. Use 'such as' here.
- [1522] Before V, use 'to.' In such cases, 'to' is not considered to be a preposition. 'to produce' is correct.
- [1523] If a Vt is passivized, a preposition should be inserted between the passive verb and its following NP. Actually, the NP following such verbs is not NP2, but NP of the preposition.
- [1524] Since a plural number (numbers ending in 's') is an NP, a preposition (most often 'of') should be inserted between the number and following noun phrase. 'hundred millions of visible meteors' is correct.
- [1525] 'rather than' meaning 'in preference to; instead of' is correct.
- [1526] The sentence requires a compound relative pronoun 'in which' to make sense.
- [1527] If a Vt is passivized, a preposition should be inserted between the passive verb and its following NP. Actually, the NP following such verbs is not NP2, but NP of the preposition. 'is known as the national income' is correct.
- [1528] If a Vt is passivized, a preposition should be inserted between the passive verb and its following NP. Actually, the NP following such verbs is not NP2, but NP of the preposition. 'have been created in the laboratory' is correct.
- [1529] 'rather than' meaning 'in preference to; instead of' is correct.
- [1530] When two NPs follow each other, most often something was omitted in between except for NP2 NP3. The words most common omitted are relative pronouns, prepositions (especially, 'of'), etc. In this sentence, 'of' was omitted between (NP) the author and (NP) the nineteenth-century novel *Little Women*.
- [1531] When two NPs follow each other, most often something was omitted in between except for NP2 NP3. The words most common omitted are relative pronouns, prepositions (especially, 'of'), etc. In this sentence, 'about' was omitted between (NP) one rotation and (NP) its axis. 'about' collocates with 'rotation.'
- [1532] When two NPs follow each other, most often something was omitted in between except for NP2 NP3. The words most common omitted are relative pronouns, prepositions (especially, 'of'), etc. In this sentence, 'of' was omitted between (NP) the sap and (NP) the maple tree .
- [1533] If a Vt is passivized, a preposition should be inserted between the passive verb and its following NP. Actually, the NP following such verbs is not NP2, but NP of the preposition. 'are sometimes backed up by internationally reputable mother companies' is correct.
- [1534] As you remember from the book "Academic English Grammar: For Intermediate and Advanced Learners," normally Pre-M1 from the fourth seat (simple quantifiers & numerals) cannot precede Pre-M1 from the first seat (articles, possessive adjectives, & compound quantifiers). That is, 'some' cannot precede 'the.' Put 'of' in between.
- [1535] As you remember from the book "Academic English Grammar: For Intermediate and Advanced Learners," normally Pre-M1 from the fourth seat (simple quantifiers & numerals) cannot precede Pre-M1 from the first seat (articles, possessive adjectives, & compound quantifiers). That is, 'some' cannot precede 'the.' Put 'of' in between.
- [1536] If a Vt is passivized, a preposition should be inserted between the passive verb and its following NP. Actually, the NP following such verbs is not NP2, but NP of the preposition. 'can be recognized as its regular' is correct.
- [1537] 'as' should be replaced either with the preposition 'in' or with the subordinating conjunction 'while.'
- [1538] Use 'in' before 'year.' Replace 'at 1978' with 'in 1978.'
- [1539] Normally, verbs after 'to' appear as a bare infinitive (V) but after prepositions appear as Ving. Since the verb is in bare infinitive form (V) in this sentence, use 'to.' Note that there are few cases of 'to' after which Ving appears.
- [1540] The preposition which collocates with the verb 'increase' to make sense in this sentence is 'to' not 'into.'
- [1541] The prepositions which follow passive verbs are 'by,' 'through,' and 'via.' Replace 'with' with one of them.



- [1542] 'instead of' is a compound preposition, but 'instead from' is a wrong combination. Replace 'from' with 'of.'
- [1543] 'through' must be replaced with 'around' meaning all over the world.
- [1544] 'into' should be replaced with 'in' to convey the intended meaning.
- [1545] 'spread' is collocated with 'to,' 'across,' 'about,' 'out,' 'with' not 'at.'
- [1546] 'onto' should be replaced with 'on' to convey the intended meaning.
- [1547] 'from A to B' shows the range of things.
- [1548] With things more than two, use 'among' instead of 'between.'
- [1549] Use 'in' with years, seasons, months, etc. use 'on' with weekdays (Saturday to Friday). 'In 1848' is correct.
- [1550] 'beneath' is a simple preposition. Omit 'of.'
- [1551] 'in' is the correct preposition to convey the intended meaning.
- [1552] The preposition 'in' collocates the verb 'result' to convey the intended meaning in this sentence.
- [1553] 'Between A and B' is used to talk about the starting and ending point.
- [1554] The preposition 'on' collocates the verb 'base' to convey the intended meaning in this sentence.
- [1555] The preposition 'from' collocates the verb 'come' to convey the intended meaning in this sentence.
- [1556] Use 'in' with years, seasons, months, etc. use 'on' with weekdays (Saturday to Friday).
- [1557] 'willingness' is collocated with 'to' especially if the following word is a verb. willingness to 'tradeoff' is correct.
- [1558] 'through' should be replaced with 'throughout' to convey the intended meaning correctly.
- [1559] Use 'in' before 'year.' Replace 'At 1939' with 'In 1939.'
- [1560] Prepositions cannot appear between Ving and NP if Ving is a transitive verb followed by an NP. Omit 'of.' 'publishing her three most famous novels' is correct.
- [1561] 'any of other' is a wrong combination. Use 'any other,' instead.
- [1562] 'any of other' is a wrong combination. Use 'any other,' instead.
- [1563] 'is best of known' should be rewritten as 'is best known' because the adverb 'best' intervenes the two parts of a verb cluster BD (is + known). Prepositions cannot be used between parts of a verb cluster except when accompanied by their NP.
- [1564] 'when' should be replaced with 'in' because the constituent following 'when' is a dependent clause whereas the constituent following 'in' is an NP. '1817' is an NP.
- [1565] 'while' should be replaced with 'during' or 'throughout' because the constituent following 'while' is a dependent clause whereas the constituent following 'during or throughout' is an NP. 'movement' is an NP.
- [1566] 'while' should be replaced with 'during' or 'throughout' because the constituent following 'while' is a dependent clause whereas the constituent following 'during or throughout' is an NP. 'the year' is an NP.
- [1567] 'while' should be replaced with 'during' or 'throughout' because the constituent following 'while' is a dependent clause whereas the constituent following 'during or throughout' is an NP. 'photosynthesis in green plants' is an NP.
- [1568] 'while' should be replaced with 'during' or 'throughout' because the constituent following 'while' is a dependent clause whereas the constituent following 'during or throughout' is an NP. 'the late nineteenth century' is an NP.