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*To my husband, Jim, my daughters, Jen and Alli,  
my mother, Lilo, and in memory of my father, Hans  
and*

*To my son, Joel, so that he might read this book and  
understand what his father was trying to teach him*

# Contents

Introduction	page xi
How to use this book	xii

## Part I Kinds of words 1

<b>Unit 1</b>	<b>Nouns</b>	<b>3</b>
	Lesson 1 Identifying nouns	3
	Lesson 2 Concrete and abstract nouns	5
	Lesson 3 Singular and plural nouns	9
	Lesson 4 Animate and inanimate nouns	12
	Lesson 5 Count and noncount nouns	14
	Lesson 6 Proper and common nouns	18
	Answer keys: <i>Test yourself</i> questions – Unit 1	20
<b>Unit 2</b>	<b>Verbs</b>	<b>23</b>
	Lesson 7 Identifying verbs	23
	Lesson 8 The verb base	25
	Lesson 9 Action verbs and linking verbs	27
	Lesson 10 Transitive and intransitive verbs	35
	Lesson 11 Phrasal verbs	38
	Answer keys: <i>Test yourself</i> questions – Unit 2	41
<b>Unit 3</b>	<b>Determiners</b>	<b>45</b>
	Lesson 12 Articles	46
	Lesson 13 Demonstratives	48
	Lesson 14 Possessives	50
	Lesson 15 Quantifiers	53
	Answer keys: <i>Test yourself</i> questions – Unit 3	55
<b>Unit 4</b>	<b>Adjectives</b>	<b>58</b>
	Lesson 16 Identifying adjectives	58
	Answer keys: <i>Test yourself</i> questions – Unit 4	63
<b>Unit 5</b>	<b>Prepositions</b>	<b>65</b>
	Lesson 17 Identifying prepositions	65
	Answer keys: <i>Test yourself</i> questions – Unit 5	68
<b>Unit 6</b>	<b>Conjunctions</b>	<b>69</b>
	Lesson 18 Coordinating conjunctions	70
	Lesson 19 Subordinating conjunctions	73

Lesson 20	Correlative conjunctions	77
Answer keys: <i>Test yourself</i> questions – Unit 6		79
<b>Unit 7</b>	<b>Pronouns</b>	81
Lesson 21	Subject and object pronouns	82
Lesson 22	Reflexive pronouns	85
Lesson 23	Demonstrative pronouns	87
Lesson 24	Possessive pronouns	89
Lesson 25	Interrogative pronouns	93
Lesson 26	Relative pronouns	96
Answer keys: <i>Test yourself</i> questions – Unit 7		99
<b>Unit 8</b>	<b>Adverbs</b>	103
Lesson 27	Identifying adverbs	103
Answer keys: <i>Test yourself</i> questions – Unit 8		107
Review matching exercise and answer key – Part I 109		
<b>Part II Kinds of phrases</b>		111
<b>Unit 9</b>	<b>Noun phrases</b>	113
Lesson 28	The basic structure of noun phrases	113
Answer keys: <i>Test yourself</i> questions – Unit 9		119
<b>Unit 10</b>	<b>Prepositional phrases</b>	121
Lesson 29	The basic structure of prepositional phrases	121
Answer keys: <i>Test yourself</i> questions – Unit 10		125
<b>Unit 11</b>	<b>Verb phrases</b>	126
Lesson 30	The basic structure of verb phrases	126
Answer keys: <i>Test yourself</i> questions – Unit 11		135
<b>Unit 12</b>	<b>Auxiliary phrases</b>	138
Lesson 31	The basic structure of auxiliary phrases	139
Lesson 32	Modals	141
Lesson 33	Perfect <i>have</i>	143
Lesson 34	Progressive <i>be</i>	146
Lesson 35	Combining auxiliary verbs	148
Lesson 36	The suffixes of auxiliary verbs	151
Lesson 37	Tense	156
Answer keys: <i>Test yourself</i> questions – Unit 12		164
<b>Unit 13</b>	<b>Subjects and objects</b>	169
Lesson 38	Subjects	170
Lesson 39	Direct objects	173
Lesson 40	Indirect objects	177
Lesson 41	The functions of pronouns	183



Lesson 42 Implied subjects: commands	186
Answer keys: <i>Test yourself</i> questions – Unit 13	189

**Unit 14 Compound phrases** 193

Lesson 43 Compound noun phrases	194
Lesson 44 Compound verb phrases	195
Answer keys: <i>Test yourself</i> questions – Unit 14	197

Review matching exercise and answer key – Part II 198

**Part III Getting started with sentences** 201

**Unit 15 The functions of sentences** 203

Lesson 45 Identifying sentences by function	203
Answer keys: <i>Test yourself</i> questions – Unit 15	206

**Unit 16 Combining sentences** 207

Lesson 46 Simple sentences	207
Lesson 47 Compound sentences	210
Lesson 48 Complex sentences	214
Lesson 49 Sentences with relative clauses	221
Lesson 50 Compound-complex sentences	229
Answer keys: <i>Test yourself</i> questions – Unit 16	231

**Unit 17 Related sentences** 235

Lesson 51 Looking at related sentences	235
Lesson 52 Active and passive sentences	238
Lesson 53 Positive and negative sentences	246
Answer keys: <i>Test yourself</i> questions – Unit 17	250

Review matching exercise and answer key – Part III 252

List of <i>Quick tips</i>	253
Glossary	261
Index	270

## Introduction

Our goal in this book is to help you learn about English grammar in as simple and straightforward a way as possible. The book was inspired by our students, most of whom panic when we say words like *adjective*, *subject*, and *passive*. We believe that panic will be replaced by knowledge and confidence as readers work their way through this user-friendly book.

Who is this book for? It's for anyone who needs or wants to understand English grammar. That includes readers who: (1) want to improve their writing; (2) are studying a foreign language; (3) are or want to be teachers; (4) are learning English as a second language; (5) are or want to be professionals such as speech-language pathologists and attorneys; (6) are interested in how English works. The book is self-guided and self-paced; it can be used alone or as part of a course.

The workbook approach used here will move you beyond simply labeling words to an understanding of how the different pieces of a sentence fit together. To help you achieve this understanding, we present information in small steps, with many opportunities to apply each new piece of information in exercises before you move on to the next step.

Like all languages, English is a collection of dialects. While society views some of these dialects as having more social prestige than others, when we look at them objectively we find that all dialects are equal linguistically. That means that all dialects have grammatical rules, and the grammatical rules of one dialect are no more precise, pure, or logical than the grammatical rules of another dialect. Nonetheless, in this book we focus on the grammar of Standard American English because it is widely known and because writing requires a knowledge of formal, standard English.

We deliberately limit this introductory book in both content and complexity. Wherever possible, we provide you with a simple rule of thumb to use. However, we don't claim to cover all of English sentence structure. A clear understanding of what usually works will give you a foundation for recognizing and understanding the exceptions. Our aim is to provide you with the basics.

This book will clarify English sentence structure and provide you with a useful reference book that you can turn to long after you've completed the exercises. It will also provide you with a solid foundation for more advanced study.

So take a deep breath and turn the page. We predict that it won't hurt a bit. In fact, you may be surprised to find out how easy *English Grammar* can be.

## How to use this book

### What are the features of this book that will help you use it effectively?

- We assume no prior knowledge of English grammar. Depending on your background and interest, you can either work the book through from cover to cover or just read about selected topics.
- We utilize user-friendly, easy-to-understand language, avoiding excessive technical terminology.
- Information is presented in lesson format; most lessons are short, helping to make the material manageable.
- Numerous exercises allow you to test yourself after new information is presented; the exercises gradually incorporate more knowledge while building on prior information.
- Each exercise has a sample item done for you, to help you with the exercise.
- Each exercise is separated into two parts: *Getting started* and *More practice*. With each *Getting started* part, we provide a page reference to the answers, so you'll immediately know whether or not you're on the right track. For *More practice* items, answers are provided on the accompanying website.
- In addition to exercises, each lesson contains easy to find *Quick tips*. These provide convenient "tricks" to help you master the material or highlight the main concepts in each lesson.
- We've also included short sections called *To enhance your understanding*. These sections are intended for those of you who are interested in more than basic information. These sections can easily be skipped by beginners; they're not necessary for understanding any material later on in the book.
- Throughout the text, ungrammatical sentences are identified with an asterisk (\*) at the beginning.

### How is this book organized?

- The book has three parts: Part I deals with types of words, Part II with types of phrases, and Part III with types of sentences.
- Each part is divided into units and each unit is subdivided into related lessons.
- Each lesson contains ample *Test yourself* exercises. Each exercise has ten questions, with answer keys provided at the end of each unit and on the accompanying website.
- A review matching exercise with an answer key is included at the end of each part.
- Additional review exercises for each unit are provided on the companion website.
- For easy reference, the end of the book contains a list of all *Quick tips*, a detailed glossary, and an index.

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## PART I: KINDS OF WORDS

Do you shudder when you hear the words *noun* or *verb*? Don't worry – you already know all about word categories, also known as parts of speech, though you may not think you do. You know, for example, that you can say *the idea* and *the boy* but not *\*the about* or *\*happy the*. (As stated in the *How to use this book* section, an asterisk [\*] is used to indicate that something is ungrammatical.) That is, you know that some words can go in some places in a sentence and others can't. A word category, or part of speech, is just a name given to a group of words that have something in common, such as where they can go in a sentence. Part I gives you a quick and easy guide to basic word categories.

## UNIT 1: NOUNS

### Lesson 1: Identifying nouns

**Nouns** are commonly defined as words that refer to a person, place, thing, or idea.  
How can you identify a noun?

#### Quick tip 1.1

If you can put the word *the* in front of a word and it sounds like a unit, the word is a noun.

For example, *the boy* sounds like a unit, so *boy* is a noun. *The chair* sounds like a unit, so *chair* is a noun. Compare these nouns to *\*the very*, *\*the walked*, *\*the because*. *Very*, *walked*, and *because* are not nouns. While you can easily put *the* and *very* together (for example, *the very tall boy*), *the very*, by itself, does not work as a unit while *the chair* does. So, *chair* is a noun; *very* is not. (There is one kind of noun that cannot always have *the* in front of it; see Lesson 6 later in this unit.)

#### X Test yourself 1.1

Which of the following words are nouns? See if they sound like a unit when you put them here: *the* \_\_\_\_\_. Check the appropriate column.

	Noun	Not a noun
Sample: always	.....	..... X

#### Getting started (answers on p. 20)

- |          |       |       |
|----------|-------|-------|
| 1. tree  | ..... | ..... |
| 2. when  | ..... | ..... |
| 3. beds  | ..... | ..... |
| 4. glass | ..... | ..... |
| 5. said  | ..... | ..... |

#### More practice (answers on the website)

- |            |       |       |
|------------|-------|-------|
| 6. slowly  | ..... | ..... |
| 7. factory | ..... | ..... |
| 8. ticket  | ..... | ..... |
| 9. boxes   | ..... | ..... |
| 10. almost | ..... | ..... |

#### X Test yourself 1.2

Underline the nouns in these phrases. Test each word to see if it sounds like a unit when you put it here: *the* \_\_\_\_\_.  
Sample: all my friends

#### Getting started (answers on p. 20)

- |                     |                                 |
|---------------------|---------------------------------|
| 1. your red sweater | 4. many digital photos          |
| 2. those boxes      | 5. his very interesting article |
| 3. a few men        |                                 |

## UNIT 1: NOUNS

---

*More practice* (answers on the website)

6. their carpets

7. a hand-painted plate

8. the court stenographer

9. our psychology professor

10. two interesting museums

---



## Lesson 2: Concrete and abstract nouns

Here's an unusual sentence: *He smelled the marriage*. What makes this sentence unusual is that we don't generally think of the noun *marriage* as something that can be smelled. Some nouns are **concrete**: they can be perceived by our senses – they are things that we can see, hear, smell, taste, or touch. Those nouns that are not concrete are **abstract**. *Marriage* is something abstract, so it's odd to say it's being perceived by one of our senses, our sense of smell.

The nouns in Lesson 1 were all concrete nouns. Other nouns, such as *marriage*, are abstract; this means that they refer to things that you cannot perceive with your senses, things you cannot see, smell, feel, taste, or touch. Here are some more concrete and abstract nouns:

Concrete	Abstract
newspaper	love
heel	honesty
glass	culture
jewelry	mind

### Quick tip 2.1

Concrete nouns refer to things we can perceive with one of our senses. Abstract nouns cannot be perceived by our senses.

### ✕ Test yourself 2.1

Decide if each noun is concrete or abstract.

Sample: discussion    abstract

### ✕ Getting started (answers on p. 20)

- muffin .....
- violin .....
- freedom .....
- elegance .....
- train .....

### More practice (answers on the website)

- friend .....
- friendliness .....
- economics .....
- dormitory .....
- capitalism .....

### ✕ Test yourself 2.2

Which of the following words are nouns? See if they sound like a unit when you put them here: the \_\_\_\_\_. The nouns will all be abstract nouns. Check the appropriate column.

	Noun	Not a noun
Sample: confusion	<u>✕</u>	

## UNIT 1: NOUNS

### ✕ Getting started (answers on p. 20)

1. concept .....
2. shockingly .....
3. wrote .....
4. conversation .....
5. interview .....

### More practice (answers on the website)

6. ran .....
7. secret .....
8. her .....
9. death .....
10. job .....

An abstract noun is sometimes easier to identify if you create a sentence with it. For example, *the happiness* is a unit, as can be seen in *The happiness on her face delighted him*. Thus, *happiness* is a noun. Here are some other abstract nouns in sentences; the nouns are underlined.

1. It was not the complaint which bothered him.
2. They were attempting to stop the abuse.
3. The joy which they felt was obvious.

Another easy way to identify a noun, especially an abstract noun, is to put the word *his* (or other words like it – see Lesson 21) in front of it and see if it sounds like a unit. For example, *his complaint*, *his happiness*, *his concern* all are units; therefore, *complaint*, *happiness*, and *concern* are nouns.

### Quick tip 2.2

If you can put *his* in front of a word and it sounds like a unit, the word is a noun.

### Test yourself 2.3

Which of the following words are nouns? See if they sound like a unit when you put them here: *his* \_\_\_\_\_. The nouns will all be abstract nouns. Check the appropriate column.

	Noun	Not a noun
Sample: obligation	✕	

### Getting started (answers on p. 20)

1. jumped .....
2. appropriate .....
3. popularity .....
4. emotions .....
5. real .....

### More practice (answers on the website)

6. closed .....
7. celebration .....
8. their .....
9. news .....
10. spoken .....

### Test yourself 2.4

Which of the following words are nouns? These are a mix of concrete and abstract nouns. Check the appropriate column.

	Noun	Not a noun
Sample: while		✕

**Getting started** (answers on p. 21)

1. repair .....
2. intelligence .....
3. a .....
4. skis .....
5. us .....

**More practice** (answers on the website)

6. obstruction .....
7. pounds .....
8. disgraceful .....
9. complicated .....
10. since .....

**Test yourself 2.5**

Underline the nouns in the sentences below. In this exercise, the nouns will all have *the* or *his* in front of them. Some will be concrete and some will be abstract. Some sentences have more than one noun.  
Sample: His answer wasn't helpful.

**Getting started** (answers on p. 21)

1. She read the play over again.
2. The actions became monotonous.
3. He felt that his marriage, his relationship with her, was strong.
4. The time had finally come to confess the truth.
5. He's the boy who delivers the paper.

**More practice** (answers on the website)

6. The glitterati always like to follow the fashion of the day.
7. They will repair his stove.
8. The arrangement was good for all of them.
9. The audience stared at the screen, fascinated by the action they were seeing.
10. The definition was in his dictionary.

The nouns are underlined in the following sentences:

4. This author lives with her husband.
5. Do most people proceed contentedly through life?
6. Your photograph of that child sleeping won you a prize.

As you can see from these sentences, while *the* \_\_\_\_\_ or *his* \_\_\_\_\_ are ways to test a word to see if it's a noun, a noun doesn't necessarily have *the* or *his* in front of it in every sentence. Since we can say *the author*, *the husband*, *the people*, *his life*, *the photograph*, *his child*, and *his prize*, the underlined words in sentences 4–6 are each nouns.

**Test yourself 2.6**

Underline the nouns in the sentences below. In this exercise, the nouns will not all have *the* or *his* in front of them. Just test each word to see if it can be a noun.  
Sample: The repair of my camera went smoothly.

**Getting started** (answers on p. 21)

1. I wrote every word of the letter.
2. The house was near the city.
3. Why did he get on an elevator?
4. She has my phone.
5. Your younger brother was busy.

**More practice** (answers on the website)

6. A group of three generals sent the troops away.
7. The flag was near your desk.
8. My mother acted in a play.
9. He called the house every day.
10. You have to give her salary and benefits.



## UNIT 1: NOUNS

It's important to realize that the same word can often be used as more than one part of speech. For example, *repair* can be used as a noun (example: *The repair was relatively inexpensive*), as an adjective (example: *The repair manual was not very helpful*), or as a verb (example: *He needs to repair the washing machine*). We'll talk about verbs and adjectives in Units 2 and 4, respectively.

## Lesson 3: Singular and plural nouns

What's the difference between *cat* and *cats*? The noun *cat* is used when it refers to only one cat; its form is **singular**. The noun *cats* is used when it represents more than one cat; its form is **plural**. Thus, the singular and plural forms tell us about **number**. Below are some nouns in their singular and plural forms.

<i>Singular</i>	<i>Plural</i>
box	boxes
bed	beds
kite	kites
day	days
country	countries
man	men
child	children

### ✗ Test yourself 3.1

Underline each noun in the sentences below and indicate whether it is singular (SG) or plural (PL). There may be more than one noun in a sentence.  
Sample: They used her computer (SG) to download the files (PL).

### ✗ Getting started (answers on p. 21)

1. He had a few good ideas.
2. The boys spoke in a quiet whisper.
3. The tourists greeted the queen with attitudes of respect.
4. My neighbor is a neurologist.
5. The exterminator found bugs in the office.

### *More practice* (answers on the website)

6. Sharks live in water.
7. Yesterday, I caught a big trout.
8. There are many beautiful homes on this block.
9. Visitors to this country must obtain visas.
10. His cousin fought in a brutal battle to free ninety hostages.

### Regular and irregular plurals

Usually, we pluralize a noun by adding an "s" to it, as in *books*; these nouns are called **regular**. There are a handful of nouns that are pluralized in other ways; these nouns are called **irregular**.

Irregular nouns form their plural in different ways. Here are some common patterns:

1. changing a vowel: *man/men*, for example
2. adding "ren" or "en": *child/children*, for example
3. adding nothing: *fish/fish*, for example
4. changing "f" to "v" and then adding "s": *knife/knives*, for example

### ✓ Test yourself 3.2

Underline each plural noun in the sentences below and indicate if it is regular (REG) or irregular (IRREG) in terms of how it is pluralized.  
Sample: The women (IRREG) received their education at some exclusive schools (REG).

*Getting started* (answers on p. 21)

1. The doctor treated most of the patients who were waiting.
2. The geese crossed the road near my car.
3. She set a trap to catch the mice that had invaded her kitchen.
4. You will have to feed the oxen most afternoons.
5. Whenever I travel to the countryside, I see many sheep, ducks, deer, and cows.

*More practice* (answers on the website)

6. Those husbands and wives lead interesting lives.
7. Her feet have grown since last year.
8. The back window of my apartment overlooks about a dozen roofs.
9. The salesmen surrounded me in the showroom.
10. Kenneth had to buy two bottles of disinfectant to get rid of the lice in his bathroom.

**To enhance your understanding**

What is the plural of the "word" *blun*? Even though you've probably never seen this nonsense word, you're likely to say its plural is *bluns*. That's because we don't have to memorize the ending of regular plurals; we simply use our plural formation rule: "add s." But the forms for irregular plural words, like *children* and *men*, need to be memorized since they don't follow a consistent pattern.

**To further enhance your understanding**

Earlier we said that we usually pluralize a noun in English by adding an "s" to it. There's actually more to it than that, when one examines the pronunciation of regular nouns more closely.

Here are some regular English nouns:

A	B
cat	dog
lip	bee
myth	car
laugh	deal

Say each word in column A out loud, adding its plural ending. (Don't whisper, or this won't work.) You'll notice that, as you expect, you're adding an [s] sound to each word. (Symbols in square brackets [ ] indicate sounds rather than letters.) Now say each word in column B out loud, adding its plural ending. If you listen carefully, you'll notice that you're not adding an [s] sound to each word to make it plural. You're actually adding a [z] sound! (If English is not your native language, you may not be doing this.)

It turns out that we learned, when we were acquiring English as children, that it is the last sound, and not letter, of a regular noun that determines whether we add [s] or [z]. Some sounds (voiced sounds) are made with our vocal cords vibrating, like the strings of a guitar. Try this: hold your hand touching your throat, about where a man's Adam's apple is, while you say and hold a [v] sound ([v v v v v ...]). You'll feel the vibration of your vocal cords.



Other sounds (voiceless sounds) are made with our vocal cords not vibrating. Now touch your hand to your throat again and this time say and hold an [f] sound ([f f f f . . .]); you will notice the lack of vibration.

So how do we know whether to say the plural with an [s] or [z] sound? If the last sound of a word is a voiceless sound, we add an [s] sound to make it plural. If the last sound of a word is a voiced sound, we add a [z] sound to make it plural. This is not a rule that someone has ever taught us, but part of our unconscious knowledge of English.

Notice that having an [s] sound after voiceless sounds makes sense: [s] itself is voiceless. By the same reasoning, having a [z] after voiced sounds also makes sense: [z] itself is voiced. So what you can see is that the last sound of the noun and the sound of the regular plural share the same voicing characteristic: either the vocal cords vibrate for both sounds, or they don't.

You may have noticed that there's actually a third type of regular noun. Say the following words out loud, adding the plural ending to each:

glass	garage
maze	church
wish	judge

These words all already end in sounds (again, not letters) that are either [s] or [z] or sounds very similar to them. They are all "noisy" sounds. For the plural forms of these words, we add a vowel sound (written with the letter e) followed by a [z] sound (but written with the letter s): glasses, mazes, wishes, garages, churches, judges. If you think about it, pronouncing a vowel between the noisy sound at the end of the noun and the noisy sound [z] of the plural makes sense: without that vowel, we would have two noisy sounds in a row, something that would be harder for the listener to hear clearly.

Wow! You may want to just pause for a moment here and contemplate the complexity of what you know about your language. And you knew how to do this before you even went to kindergarten! You just haven't known that you know it.

## Lesson 4: Animate and inanimate nouns

Take a look at the following sentence:

1. *The postcard saw the mailman.*

What's strange about this sentence? What's strange is that we don't expect a postcard, which is not alive, to be able to see something; only things that are alive have the ability to see. Nouns that refer to things that are alive are called **animate**, while nouns that refer to things that are not alive are called **inanimate**. *Postcard* is an inanimate noun and using it as an animate one makes for a very unusual sentence.

### Quick tip 4.1

Animate nouns refer to things that are alive; inanimate nouns refer to things that are not alive.

### Test yourself 4.1

Decide if each noun is animate or inanimate.

Sample: apple inanimate

*Getting started* (answers on p. 21)

1. word .....
2. lizard .....
3. glasses .....
4. calendar .....
5. baby .....

*More practice* (answers on the website)

6. criminal .....
7. furniture .....
8. doctor .....
9. mouse .....
10. truck .....

Now take a look at the following sentence:

2. *The dog wrote a best-selling novel.*

Again, there's something strange here. We know that *dog* is animate. However, only a special type of animate noun has the ability to write a best-selling novel: a **human** noun. The following sentence is fine, since *teacher* is a human animate noun: *My teacher wrote a best-selling novel*. On the other hand, since *dog* is a **nonhuman** animate noun, sentence 2 does not sound right.

To summarize: nouns may be human animate (*teacher*), nonhuman animate (*dog*), or inanimate (*postcard*).

### Test yourself 4.2

Decide if each noun is animate or inanimate. If a noun is animate, decide if it is human or nonhuman.  
Sample: chair inanimate

**Getting started** (answers on p. 21)

1. dinner .....
2. pet .....
3. friend .....
4. child .....
5. spider .....

**More practice** (answers on the website)

6. tablecloth .....
  7. recipes .....
  8. assassin .....
  9. shark .....
  10. freedom .....
-



**Getting started** (answers on p. 99)

1. John was a person who always pushed himself to the limit.
2. Watch yourself!
3. We prided ourselves on being silly.
4. The directors of that company can blame no one but themselves.
5. I see myself as a successful writer someday.

**More practice** (answers on the website)

6. All of you should be ashamed of yourselves!
7. Rosanna treated herself to a lavish vacation.
8. I wish my car started itself in the dead of winter.
9. Would everyone in the room please identify himself?
10. You should take better care of yourself!

**Test yourself 22.2**

Underline the reflexive, subject, and object pronouns in each of the sentences below. Label each as reflexive, subject, or object. Some sentences will have more than one pronoun.

Sample: Greta's perseverance benefitted both herself and the rest of the staff. (reflexive)

**Getting started** (answers on p. 99)

1. I have found that I can do it when the room is quiet.
2. He noticed that she often immersed herself in a book.
3. We have known her for years.
4. Some guests told us that they forced themselves to get up at 6 A.M.
5. You don't need to explain yourself to me.

**More practice** (answers on the website)

6. Mr. Ballantine said that he appreciated us.
7. If you want to leave, please let me know.
8. Who among us wants to commit himself to another year of service?
9. Jay's wife promised herself never to do it again.
10. Reflexive pronouns are easy to identify. don't you agree?

## Lesson 5: Count and noncount nouns

Let's take a closer look at the noun *hand*. Notice that you can say the following:

the hand    a hand    hands

Here are some other nouns which demonstrate the same pattern:

the store	a store	stores
the idea	an idea	ideas
the tissue	a tissue	tissues

Let's compare *hand* to the noun *furniture*. As with *hand*, we can say *the furniture*. But we can't say *\*a furniture* or *\*furnitures*. Here are some other nouns which demonstrate the same pattern as *furniture*:

the dust	*a dust	*dusts
the energy	*an energy	*energies
the biology	*a biology	*biologies

Thus, there are some nouns that can be counted, and so we can use *a* or *an* with them and can also make them plural. These nouns are called, appropriately, **count** nouns. *Hand* is a count noun. So are *store*, *idea*, and *tissue*.

There are other nouns that typically are not counted, and so we do not use *a* or *an* with them and do not typically make them plural. These nouns are called, also appropriately, **noncount** nouns. (Another name for a noncount noun is a **mass** noun.) *Furniture* is a noncount noun. So are *dust*, *energy*, and *biology*.

You may well be saying to yourself, "Wait a minute. I can count furniture. I can say something like: three couches and three chairs make six pieces of furniture." And of course, you'd be right. But notice that in this sentence, the words *couch* and *chair* can be made plural, but not the word *furniture*. And the word *piece* can be made plural, but, again, not the word *furniture*.

### Quick tip 5.1

If you can pluralize a noun in a sentence, it is functioning as a count noun.

Note that a noun is considered to be a count noun if it can be made plural, even if it's not plural in a particular sentence. Thus, in the sentence *I ate a cookie*, *cookie* is a count noun because one could pluralize it to *cookies* without changing its basic meaning.

### ✂ Test yourself 5.1

For each underlined noun in the sentences below, indicate if it is count (C) or noncount (NC). Use the plural test to help you.

Sample: Her hairstyle (C) clearly revealed her face.

**Getting started** (answers on p. 22)

1. The lights ( ) of the city ( ) twinkled.
2. I love eating rice ( ).
3. His anger ( ) was barely under control.
4. Her job ( ) was rather demanding.
5. Many types of information ( ) are available at the library ( ).

**More practice** (answers on the website)

6. The police ( ) will be here in a moment.
7. He leaned on the handle ( ) and cursed.
8. I was so thirsty, I needed three glasses ( ) of water ( ).
9. How much money ( ) do you make in an hour ( )?
10. By 11 P.M., the train-station ( ) was nearly empty.

There is also another good way to decide if a noun is count or noncount. Take a look at the use of the words *much* and *many* in the following sentences.

1. He has many children.
2. That man has many interests.
3. That will take too much time.
4. They have many lights on in the house.
5. We have much furniture in our store.
6. I wonder how much wealth is in Silicon Valley.

As you may have noticed, *many* is used with count nouns, *much* is used with noncount nouns.

**Quick tip 5.2**

If you can use *many* with a noun (when it is pluralized), it's a count noun. If you can use *much* with a noun, it's a noncount noun.

And we have still another way to distinguish count from noncount nouns:

7. He has fewer children than I do.
8. That man has fewer interests than he used to.
9. That will take less time than I thought.
10. They have fewer lights on in the house.
11. We have less furniture in our store.
12. I don't have less money in my purse than you have.

As you've probably figured out from these examples, we use *fewer* with count nouns and *less* with noncount nouns.

**Quick tip 5.3**

If you can use *fewer* with a noun (when it is pluralized), it's a count noun. If you can use *less* with a noun, it's a noncount noun.



## Test yourself 5.2

For each underlined noun in the sentences below, indicate if it is being used as a count (C) or noncount (NC) noun in that sentence. Use the plural, *much/many*, or *fewer/less* tests to help you. Sample: Their new album (C) was a huge hit.

## Getting started (answers on p. 22)

1. Algebra ( ) was one of my worst subjects ( ) in high school ( ).
2. I had no idea that there were various theories ( ), such as Euclidean and fractal.
3. The smoke ( ) rose through the chimney ( ).
4. Bread ( ) is a staple in many societies ( ).
5. She decided to push the issue ( ) further.

## More practice (answers on the website)

6. People ( ) are funny sometimes.
7. The government ( ) of the United States has three branches ( ).
8. Senators ( ) can spend money ( ) unnecessarily.
9. It takes effort ( ) to get a good grade ( ) in Mr. Goodman's class ( ).
10. The reporters ( ) wrote the story ( ).

## To enhance your understanding

Many nouns can be used as either count nouns or as noncount nouns, depending on how they are being used in a specific sentence. Let's look at the following sentence containing the word *sugar*:

13. The sugar is spilling onto the floor.

In this sentence, is *sugar* being used as a count or noncount noun? Would you say: *The sugars are spilling onto the floor?* or *Many sugars are spilling onto the floor?* Probably not. So *sugar*, in sentence 13, is a noncount noun.

Now take a look at another sentence with *sugar*:

14. This gourmet shop has sugars I've never even heard of.

In this sentence, is *sugar* being used as a count or noncount noun? First, notice that *sugar* here is pluralized. Second, notice that you can say *This gourmet shop has many sugars I've never even heard of*. So *sugar*, in sentence 14, is a count noun. In terms of meaning, what is important here is that the sentence is talking about different types of sugars, say, brown sugar, white sugar, confectioners' sugar, etc.

And one more sentence type with *sugar*:

15. The sugar that works best in this recipe is brown sugar.

Here, *sugar*, while not pluralized, could be pluralized and refers, in fact, to a kind of sugar. For example, you could say: *The sugars that work best in this recipe are brown sugar and white sugar*. For these reasons, *sugar* is being used here as a count noun.

Here are some more examples of sentences with nouns which, like *sugar*, are typically used as noncount nouns but can also be used as count nouns.

- 16a. I like to drink milk. (*milk* used as noncount noun)

- 16b. That store has milks with different kinds of flavoring: chocolate, vanilla, mocha, and strawberry. (*milks* used as count noun)

- 16c. The milk that is the healthiest is nonfat milk. (*milk* used as count noun)
- 17a. A plentiful supply of water is important for a community's survival. (*water* used as noncount noun)
- 17b. There are different kinds of gourmet waters on the market these days. (*waters* used as count noun)
- 17c. The water I usually order in restaurants is imported. (*water* used as count noun)

## Lesson 6: Proper and common nouns

Do the following sentences look a little strange?

1. Mrs. smith took the 10th grade class of lincoln high school to france for a trip.
2. The class visited paris and was thrilled to see the eiffel tower.

Normally, we capitalize the first letter of nouns that are actual names, no matter where they are in a sentence. Let's look at the same sentences with the names capitalized:

3. Mrs. Smith took the 10th grade class of Lincoln High School to France for a trip.
4. The class visited Paris and was thrilled to see the Eiffel Tower.

Nouns that are actual names are called **proper** nouns; nouns that are not names are called **common** nouns. Notice that not only people have names: places (*Rome*), companies (*IBM*), and books (*Gone With the Wind*), among others, can have names, too.

### Quick tip 6.1

Nouns that are actual names, for example *Mary*, are called proper nouns. Nouns that are not names are called common nouns, e.g. *girl*.

### Quick tip 6.2

One way to identify a proper noun is to ask yourself: is this a noun I would capitalize, no matter where it is in a sentence? If so, it's a proper noun.

### Test yourself 6.1

For each noun below, determine if it is a proper noun or common noun. For this exercise, the proper nouns are not capitalized.

Sample: england    proper

**Getting started** (answers on p. 22)

1. seattle
2. crater lake national park
3. tissues
4. sofa
5. pepsi cola

**More practice** (answers on the website)

6. mediterranean sea
7. disneyland
8. company
9. british broadcasting company
10. television

### To enhance your understanding

In Lesson 1 we said that words that can have *the* in front of them and sound like a complete unit are nouns. That still works. The reverse, however, is not true: not all proper nouns can have *the* in front of them. Compare the following proper nouns. Those on the left use *the*; those on the right do not.

- |                          |                       |
|--------------------------|-----------------------|
| 5. a. The United States  | Great Britain         |
| The Netherlands          | France                |
| b. The Holy See          | Holy Cross University |
| c. The Jolly Green Giant | Big Foot              |
| d. The Bronx             | Manhattan             |

Most proper nouns don't use *the* – just think of the names of people you know. Those few cases where a proper noun does use *the* are exceptions; we memorize those.



## Answer keys: *Test yourself, Getting started* questions – Unit 1

### Test yourself 1.1

	<i>Noun</i>	<i>Not a noun</i>
1. tree	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. when	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. beds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. glass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. said	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Test yourself 1.2

- your red sweater
- those boxes
- a few men
- many digital photos
- his very interesting article

### Test yourself 2.1

1. muffin	<u>concrete</u>
2. violin	<u>concrete</u>
3. freedom	<u>abstract</u>
4. elegance	<u>abstract</u>
5. train	<u>concrete</u>

### Test yourself 2.2

	<i>Noun</i>	<i>Not a noun</i>
1. concept	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. shockingly	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. wrote	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. conversation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. interview	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Test yourself 2.3

	<i>Noun</i>	<i>Not a noun</i>
1. jumped	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. popularity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. emotions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. real	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Test yourself 2.4

#### Noun

#### Not a noun

1. repair

x

2. intelligence

x

3. a

x

4. skis

x

5. us

x

### Test yourself 2.5

1. She read the play over again.

2. The actions became monotonous.

3. He felt that his marriage, his relationship with her, was strong.

4. The time had finally come to confess the truth.

5. He's the boy who delivers the paper.

### Test yourself 2.6

1. I wrote every word of the letter.

2. The house was near the city.

3. Why did he get on an elevator?

4. She has my phone.

5. Your younger brother was busy.

### Test yourself 3.1

1. He had a few good ideas (PL).

2. The boys (PL) spoke in a quiet whisper (SG).

3. The tourists (PL) greeted the queen (SG) with attitudes (PL) of respect (SG).

4. My neighbor (SG) is a neurologist (SG).

5. The exterminator (SG) found bugs (PL) in the office (SG).

### Test yourself 3.2

1. The doctor treated most of the patients (REG) who were waiting.

2. The geese (IRREG) crossed the road near my car.

3. She set a trap to catch the mice (IRREG) that had invaded her kitchen.

4. You will have to feed the oxen (IRREG) most afternoons (REG).

5. Whenever I travel to the countryside, I see many sheep (IRREG), ducks (REG), deer (IRREG), and cows (REG).

### Test yourself 4.1

1. word inanimate

2. lizard animate

3. glasses inanimate

4. calendar inanimate

5. baby animate

### Test yourself 4.2

1. dinner inanimate

2. pet nonhuman animate



## UNIT 1: NOUNS

- |           |                         |
|-----------|-------------------------|
| 3. friend | <u>human animate</u>    |
| 4. child  | <u>human animate</u>    |
| 5. spider | <u>nonhuman animate</u> |

### Test yourself 5.1

1. The lights (C) of the city (C) twinkled.
2. I love eating rice (NC).
3. His anger (NC) was barely under control.
4. Her job (C) was rather demanding.
5. Many types of information (NC) are available at the library (C).

### Test yourself 5.2

1. Algebra (NC) was one of my worst subjects (C) in high school (C).
2. I had no idea that there were various theories (C), such as Euclidean and fractal.
3. The smoke (NC) rose through the chimney (C).
4. Bread (NC) is a staple in many societies (C).
5. She decided to push the issue (C) further.

### Test yourself 6.1

- |                              |               |
|------------------------------|---------------|
| 1. seattle                   | <u>proper</u> |
| 2. crater lake national park | <u>proper</u> |
| 3. tissues                   | <u>common</u> |
| 4. sofa                      | <u>common</u> |
| 5. pepsi cola                | <u>proper</u> |

FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.

## UNIT 2: VERBS

### Lesson 7: Identifying verbs

What's a verb? **Verbs** are words that usually express an action. Here are two easy ways to identify a verb; you can use either one.

#### Quick tip 7.1

If a word can have *should* in front of it and the phrase sounds complete, the word is a verb. Examples: *should leave, should sail, should discover, should complain*. *Leave, sail, discover, and complain* are all verbs.

#### Quick tip 7.2

If a word can have *to* in front of it and the phrase sounds complete, it's a verb. Examples: *to leave, to sail, to discover, to complain*. *Leave, sail, discover, and complain* are all verbs. (Note that we're not talking here about *two, too*, or the *to* that indicates direction, as in *Let's go to the park*.)

Here are some examples of verbs. You can see that they all meet the test with *should* and the test with *to*.

go:	should go	to go
tell:	should tell	to tell
disagree:	should disagree	to disagree
spell:	should spell	to spell

In contrast, the following words do not pass the *should* or *to* test:

coffee:	*should coffee	*to coffee
beautiful:	*should beautiful	*to beautiful
hardly:	*should hardly	*to hardly
under:	*should under	*to under

Thus, *coffee, beautiful, hardly, and under* are not verbs.

#### Test yourself 7.1

Which of the following words are verbs? See if they sound like a complete unit when you put the word here: *should* \_\_\_\_\_ or *to* \_\_\_\_\_. Check the appropriate column.

Verb

Not a verb

Sample: characteristic

.....

.....  
x

## UNIT 2: VERBS

### Getting started (answers on p. 41)

1. defend .....
2. include .....
3. largest .....
4. how .....
5. learn .....

### More practice (answers on the website)

6. sightsee .....
7. unbelievably .....
8. look .....
9. grow .....
10. ambitious .....

### Test yourself 7.2

Underline the verbs in these phrases. Test each word to see if it sounds like a complete unit when you put the word here: *should* \_\_\_\_\_ or *to* \_\_\_\_\_.

Sample: should really think

### Getting started (answers on p. 41)

1. must not worry
2. might keep
3. wish for peace
4. may sometimes cook
5. will travel

### More practice (answers on the website)

6. can usually sleep late
7. won't go home
8. would like guidance
9. could never build
10. shall do



## Lesson 8: The verb base

Sometimes a verb changes its form. Let's look at the following sentences. The verb is underlined in each one.

1. John should study.
2. John studied.
3. John is studying.
4. John studies.

You certainly can't say, \**John should studied*, or *John to studied*, so how do we know that *studied* is a verb? To test the word, you have to see if it can follow *should* or *to* in a different form, not necessarily in the form that you see in a particular sentence. For example, if you see *John studied*, ask yourself if there's a different form of *studied* that can follow *should* or *to*. In this case there is: *John should study* or *John decided to study*. So *study* and all its forms are verbs. The form of the verb that follows *should* or *to* is called the **base form** or **infinitive form**. The term *infinitive* is used to refer either to the base form alone (for example, *study*), or to the *to* + base form (for example, *to study*).

Let's put each of these verbs into its base form. The base form is underlined.

5. working: (should, to) work
6. believed: (should, to) believe
7. written: (should, to) write
8. wore: (should, to) wear
9. throws: (should, to) throw

### Test yourself 8.1

Put each of the verbs below into its base form. Simply find the form that follows *should* or *to*.

Sample: grew: grow

#### Getting started (answers on p. 41)

1. wrote: .....
2. talking: .....
3. thought: .....
4. considered: .....
5. seen: .....

#### More practice (answers on the website)

6. investigates: .....
7. spoken: .....
8. married: .....
9. decides: .....
10. found: .....

### Test yourself 8.2

Which of the following words are verbs? You may have to put some into their base form in order to be sure. Remember also that a verb usually indicates an action.

Verb

Not a verb

Sample: flew

x

✂ *Getting started* (answers on p. 41)

1. danced .....
2. sofa .....
3. large .....
4. gave .....
5. stares .....

*More practice* (answers on the website)

6. pushed .....
7. goodness .....
8. at .....
9. carries .....
10. them .....

**Test yourself 8.3**

Underline the verbs in each of the sentences below, using the *should* or *to* tests to help you. You may have to put some verbs into their base forms in order to be sure. Remember also that a verb usually indicates an action.

Sample: She grabbed his arm.

*Getting started* (answers on p. 41)

1. The host greeted us cordially.
2. She should say that again.
3. Jonathan walked over to the car.
4. He washes dishes every evening.
5. You can't speak Vietnamese.

*More practice* (answers on the website)

6. My neighbor flew to Chicago.
7. The children wanted some candy.
8. Tomorrow we might go to the museum.
9. The censor usually objects to the same seven words.
10. In the afternoon I bought a present for my son.

## Lesson 9: Action verbs and linking verbs

The verbs we have looked at so far, such as *go*, *sing*, and *revise*, all indicate actions. In fact, they're called **action verbs**. However, there are other verbs which don't indicate actions. These are most commonly called **linking verbs**. One example of such a verb is the word *seem*, as in the sentences, *You seem tired*, *They've seemed busy lately*. Don't worry, though: *seem* still follows our *should* or *to* rules: *Harry should seem surprised at times*; *You don't want to seem arrogant, do you?* So even though *seem* isn't indicating an action, it's easy to identify it as a verb. Other examples of linking verbs are *resemble* and *become*. Linking verbs express a relationship between the noun or pronoun that comes before the linking verb and whatever follows it. (For pronouns, see Unit 7.)

### Test yourself 9.1

Which of the following words are verbs? See if each sounds like a complete unit when you put the word here: *should \_\_\_\_\_* or *to \_\_\_\_\_*. Check the appropriate column. All the verbs will be linking verbs. You may have to put some in their base form to be sure.

	Verb	Not a verb
Sample: appear	<b>x</b>	

### Getting started (answers on p. 42)

- |             |       |       |
|-------------|-------|-------|
| 1. tasted   | ..... | ..... |
| 2. friendly | ..... | ..... |
| 3. shady    | ..... | ..... |
| 4. be       | ..... | ..... |
| 5. got      | ..... | ..... |

### More practice (answers on the website)

- |           |       |       |
|-----------|-------|-------|
| 6. look   | ..... | ..... |
| 7. huge   | ..... | ..... |
| 8. seven  | ..... | ..... |
| 9. ocean  | ..... | ..... |
| 10. sound | ..... | ..... |

### Test yourself 9.2

Underline the verbs in these sentences. Test each word to see if it sounds like a complete unit when you put the word here: *should \_\_\_\_\_* or *to \_\_\_\_\_*. All the verbs will be linking verbs. You may have to put some in their base form to be sure.

Sample: She looked happy.

### Getting started (answers on p. 42)

- Barry will feel awful about it.
- Melissa resembles her mother.
- Zack sounded extremely angry.
- The fish tasted undercooked.
- You were not home early.

### More practice (answers on the website)

- The final exam proved difficult.
- That dinner smells so good!
- The firefighters remain at the station all night long.
- They stayed indoors throughout their ordeal.
- By noon the weather turned nice.



The most common linking verb is the verb *be*, often called the **copula**. You can see different forms of the verb *be* in the following sentences.

1. I am happy.
2. You are happy.
3. He is happy.
4. I was happy.
5. You were happy.
6. I have been happy.
7. He is being happy.

Notice how different these forms are from the base form of *be*. In fact, *be* is the most irregular verb in the English language: it has more forms than any other verb. But you can still use the *should* or *to* test to identify *be* as a verb: *You should be happy. They decided to be happy.* For convenience, the forms of *be* are indicated in Quick tip 9.1.

#### Quick tip 9.1

The forms of the irregular verb *be* are: *am, are, is, was, were, be, been, being.*

Note that *be* and *become* are two different verbs. Here are the forms of *become*: *become, becomes, became, becoming.*

### Test yourself 9.3

Underline the forms of *be* in each of the sentences below. Some sentences may contain more than one form of *be*.

Sample: It is a privilege to meet you.

#### Getting started (answers on p. 42)

1. Paul was in power at that moment.
2. They are absolutely correct in their thinking.
3. Your suitcases were in the overhead compartment during the flight.
4. Christina has been wanting to go to Europe for a long time.
5. What is wrong with being a good student?

#### More practice (answers on the website)

6. The situation is getting out of hand.
7. My niece wants to be a psychiatrist when she grows up.
8. The problem is being corrected as we speak.
9. History might be being made right now.
10. I am happy to show you around town.

Often, forms of the verb *be* are said and written as contractions, as in these sentences:

8. I'm happy. (verb = am)
9. He's happy. (verb = is)
10. We're happy. (verb = are)
11. He's being happy. (verb = is)

These are all still sentences with *be*.

For more on the verb *be*, see Lessons 34 and 35.

### Test yourself 9.4

Underline the forms of *be* in each of the sentences below. Some will be written as contractions.  
Sample: It's unusual to see rain at this time of the year.

**Getting started** (answers on p. 42)

1. They're usually home by now.
2. Are you worried about anything?
3. I heard that the flight was late.
4. We're honored by your presence.
5. It's too bad that the Yankees lost last night.

**More practice** (answers on the website)

6. I think she's my husband's new boss.
7. The tyrant will certainly be accused of crimes against humanity.
8. You're a real good friend.
9. I'm afraid to tell you the truth.
10. It has been far too long since we last saw each other.

**Test yourself 9.5**

Which of these words is a verb? See if it sounds like a complete unit when you put the word here: *should* \_\_\_\_\_ or *to* \_\_\_\_\_. Check the appropriate column. Some of the verbs are linking verbs and some are action verbs. All the verbs will be in their base forms.

	<i>Verb</i>	<i>Not a verb</i>
Sample: run	x	

**Getting started** (answers on p. 42)

- |             |       |       |
|-------------|-------|-------|
| 1. resemble | ..... | ..... |
| 2. become   | ..... | ..... |
| 3. this     | ..... | ..... |
| 4. be       | ..... | ..... |
| 5. new      | ..... | ..... |

**More practice** (answers on the website)

- |             |       |       |
|-------------|-------|-------|
| 6. although | ..... | ..... |
| 7. search   | ..... | ..... |
| 8. grow     | ..... | ..... |
| 9. without  | ..... | ..... |
| 10. really  | ..... | ..... |

**Test yourself 9.6**

Which of these words is a verb? You may have to put some in their base forms in order to be sure. Some are linking verbs.

	<i>Verb</i>	<i>Not a verb</i>
Sample: orange	.....	x

**Getting started** (answers on p. 42)

- |             |       |       |
|-------------|-------|-------|
| 1. appeared | ..... | ..... |
| 2. attends  | ..... | ..... |
| 3. whenever | ..... | ..... |
| 4. was      | ..... | ..... |
| 5. heard    | ..... | ..... |

**More practice** (answers on the website)

- |              |       |       |
|--------------|-------|-------|
| 6. did       | ..... | ..... |
| 7. you       | ..... | ..... |
| 8. living    | ..... | ..... |
| 9. completes | ..... | ..... |
| 10. eraser   | ..... | ..... |

**Test yourself 9.7**

Underline the verb in each of the following sentences. You may have to put some in their base forms and test each word with *should* or *to* in order to be sure of your answer. Each sentence has only one verb. The verbs in this exercise are all action verbs.

Sample: He bakes cookies for his son's birthday.

✎ **Getting started** (answers on p. 43)

1. The car spun out of control.
2. Don't talk during the movie.
3. The doctor tied a strip of gauze around her hand.
4. Maxine spent too much money.
5. They saw the play last Sunday.

**More practice** (answers on the website)

6. Molly received a reply to her letter.
7. He ate on the stoop of the front porch.
8. Grandma held the kitten in her lap.
9. She never says anything.
10. They wash the windows regularly.

✎ **Test yourself 9.8**

Identify the verb in each of the following sentences. You may have to put some in their base forms and test each word with *should* or *to* in order to be sure of your answer. Each sentence has only one verb. The verbs in this exercise will be either action or linking verbs.

Sample: Bridget spent hours in the dusty old bookstore.

✎ **Getting started** (answers on p. 43)

1. That was the best meal in the world.
2. I understand your point.
3. Maybe they know each other well.
4. She is from Wisconsin.
5. Those flowers smell heavenly.

**More practice** (answers on the website)

6. It seemed late.
7. Johnny packed all our things.
8. Mother is always right about that.
9. She went down to the basement.
10. I felt wonderful about my decision.

How can you determine if a verb is being used as an action verb or a linking verb? There are a number of differences between them. One way is to think of a linking verb as an equal sign (=). For example:

12. Harry resembles his brother.

Harry = his brother.

13. You are bored.

You = bored.

14. That strange looking vegetable tastes awful.

That strange looking vegetable = awful.

*Resembles, are, and tastes* are each being used here as linking verbs.

Another way to identify a linking verb is to see if you can substitute a form of *be* for it, and leave the meaning basically the same. For example, take the sentence *John seems interested in the conversation*. We can substitute a form of *be*, specifically, *is*, for *seems*: *John is interested in the conversation*. Thus, *seems* is a linking verb in the sentence *John seems interested in the conversation*. Take a look at some more examples.

15. After a while, the hotel became dingy.

After a while, the hotel was dingy.

16. Annie and Janine look surprised.

Annie and Janine are surprised.



17. Although in his eighties, he remains youthful-looking.

Although in his eighties, he is youthful-looking.

Thus, *became*, *look*, and *remains* are being used as linking verbs in these sentences. Remember that *be* and its forms can also be used as linking verbs. While *Quick tip 9.2* below isn't foolproof, it will usually help you identify whether a verb is an action or linking verb.

#### Quick tip 9.2

If you can substitute a form of *be* for a verb and the meaning of the sentence is basically the same, the verb is probably being used as a linking verb. The verb *be* and its forms are also linking verbs.

Another way to identify a linking verb is to see if you can substitute a form of the word *seem* for it, and leave the meaning basically the same. For example, in the sentence, *The hot shower felt soothing*, we can substitute a form of *seem* for *felt*, and leave the sentence largely unchanged: *The hot shower seemed soothing*. Note the following examples:

- 18a. After a while, the hotel became dingy.
- 18b. After a while, the hotel seemed dingy.
- 19a. Annie and Janine look surprised.
- 19b. Annie and Janine seem surprised.
- 20a. Although in his eighties, he remains youthful-looking.
- 20b. Although in his eighties, he seems youthful-looking.

Thus, *became*, *look*, and *remains* are being used as linking verbs in these sentences. Again, while *Quick tip 9.3* below also isn't foolproof, it will help you identify whether a verb is an action or linking verb.

#### Quick tip 9.3

If you can substitute a form of *seem* for a verb and the meaning of the sentence is basically the same, the verb is probably being used as a linking verb.

### Test yourself 9.9

Decide if the underlined verbs in the sentences below are action or linking verbs. In this exercise, if it's a form of *be*, it's being used as a linking verb. If it's not a form of *be*, use the *be* or *seem* substitution tests to see if the verb is being used as a linking verb.

	Action	Linking
Sample: She <u>laughed</u> at all his jokes.	x	
<b>Getting started</b> (answers on p. 43)		
1. The Czar <u>was</u> a person of high rank.		
2. That dog <u>barks</u> a lot.		
3. Mr. Kelly <u>watched</u> the traffic below his window.		
4. You have <u>been</u> a terrific friend to me over the years.		
5. I love the way the pillows <u>feel</u> so cozy in this hotel.		

**More practice** (answers on the website)

6. Jimmy is always eager to answer any questions. ....
7. Finding a healthy meal on the menu proved easy. ....
8. He's not as smart as he led me to believe. ....
9. We could hear the neighbors arguing for hours. ....
10. That sounds good to me. ....

**Test yourself 9.10**

Underline the verb in each sentence below and decide if it's being used as an action or linking verb. In this exercise, if the verb is a form of *be*, it's being used as a linking verb. If it's not a form of *be*, use the *be* or *seem* substitution tests to see if the verb is being used as a linking verb.

	<i>Action</i>	<i>Linking</i>
Sample: The policeman <u>gave</u> him a ticket.	x	

**Getting started** (answers on p. 43)

- |   |       |       |
|---|-------|-------|
| 1. They became best friends.                        | ..... | ..... |
| 2. It is not nearly the same as mine.               | ..... | ..... |
| 3. Unfortunately, I forgot your birthday this year. | ..... | ..... |
| 4. I went to the corner bakery.                     | ..... | ..... |
| 5. Mark remains a legend to this day.               | ..... | ..... |

**More practice** (answers on the website)

- |   |       |       |
|---|-------|-------|
| 6. Trigonometry bores me.                     | ..... | ..... |
| 7. Babies often get hungry.                   | ..... | ..... |
| 8. No one got a C on the midterm exam.        | ..... | ..... |
| 9. It's much ado about nothing.               | ..... | ..... |
| 10. He made such a fuss over a minor mistake. | ..... | ..... |

Hopefully you now have a good sense of the difference between action and linking verbs. However, there are some verbs that can be used as either an action verb or a linking verb, depending on the sentence that it's in. Compare, for example, the following two sentences with *feel*:

21. Mary felt tired.

22. Mary felt the softness of the material.

In sentence 21, *felt* is being used as a linking verb. Note that *Mary = tired*; *Mary is tired*, *Mary seems tired* all make sense here. In sentence 22, Mary is doing an action. Also, one can't think of it as: *\*Mary = the softness of the material*, *\*Mary was the softness of the material*, or *\*Mary seemed the softness of the material*. That is, thinking of *felt* as an equal sign or substituting a form of *be* or *seem* for *felt* clearly doesn't work here. Thus, in sentence 22, *felt* is being used as an action verb.

Here are a few more examples:

23. The dinner at that restaurant tasted delicious. (linking verb)  
(The dinner at that restaurant was delicious.)
24. I tasted the soup. (action verb)  
(\*I was the soup.)
25. The flowers smelled heavenly. (linking verb)  
(The flowers are heavenly.)
26. She smelled the fire before she saw it. (action verb)  
(\*She was the fire before she saw it.)

### Test yourself 9.11

Underline the verb in each sentence below and decide if it's being used as an action or linking verb.

	Action	Linking
Sample: The crowd <u>grew</u> angry.	.....	..... x

### Getting started (answers on p. 43)

- |  |       |       |
|--|-------|-------|
| 1. He grew potatoes on his farm.                 | ..... | ..... |
| 2. I looked at the mess all around me.           | ..... | ..... |
| 3. Stephen looks happy today.                    | ..... | ..... |
| 4. In reality, exceptions rarely prove the rule. | ..... | ..... |
| 5. Learning the rule proved difficult.           | ..... | ..... |

### More practice (answers on the website)

- |   |       |       |
|---|-------|-------|
| 6. I got nervous before my blood test.          | ..... | ..... |
| 7. I got a spasm in my arm.                     | ..... | ..... |
| 8. The idea of having a pizza sounds real good. | ..... | ..... |
| 9. Last night a burglar sounded the alarm.      | ..... | ..... |
| 10. You rarely become a star overnight.         | ..... | ..... |

### To enhance your understanding

Another important difference between action and linking verbs is that a linking verb can be followed by just an adjective, while an action verb cannot:

27. She is tired. (*Tired* is an adjective.)
28. The mayor looked victorious. (*Victorious* is an adjective.)
29. \*She washed tired.
30. \*The mayor voted victorious.

As you can see, *is* and *looked* are linking verbs in these sentences; *washed* and *voted* are action verbs. However, since we haven't yet talked about adjectives (see Lesson 16), just keep this in mind as another difference between the two types of verbs.



**To further enhance your understanding**

Compare the following two sentences:

31a. She looked careful. (*careful* is an adjective)

31b. She looked carefully. (*carefully* is an adverb)

Can you sense the difference? In sentence 31a the verb *looked* is a linking verb, followed by the adjective *careful*; the basic meaning of the sentence is *She looked like she was a careful person*. In contrast, in sentence 31b *looked* is an action verb, followed by the adverb *carefully* (adverbs will be discussed in Lesson 27); the basic meaning of this sentence is *She looked around in a careful manner*. Quick tip 9.4 identifies yet another difference between linking verbs and action verbs.

**Quick tip 9.4**

Linking verbs are followed or modified by adjectives, while action verbs are followed or modified by adverbs.

**Test yourself 9.12 – Grand finale**

If you can do this exercise, you've achieved a basic understanding of nouns and verbs.

In each sentence below, underline the nouns and put a squiggly line under each verb. Each sentence has only one verb but may have more than one noun.

Sample: The judges were unanimous in their decision.

**Getting started** (answers on p. 43)

1. Their daughter announced her engagement later.
2. The surgeon washed his hands.
3. The pianist was diligent.
4. The young boy gritted his teeth.
5. Her assistant is always late.

**More practice** (answers on the website)

6. The mayor explained his position.
7. The train came early.
8. Three other customers placed orders that day.
9. Her friend was helpful.
10. That hot meal tastes great.

## Lesson 10: Transitive and intransitive verbs

Take a look at the following questions, each with an action verb.

1. What did you write?
2. Who did you annoy?
3. What did you throw?

These are all perfectly fine questions and easy to answer, e.g. *I wrote a letter, I annoyed my neighbor, I threw a ball.*

Now compare the first group of questions to the next group, each of which also has an action verb.

4. \*What did you *sleep*?
5. \*What did you *die*?
6. \*Who did you *arrive*?

These questions are all strange and can't really be answered. That's because the verbs in this second group are verbs that do not act on anything.

Thus, you can see that there are two kinds of verbs. One kind, such as *write, annoy, and throw*, acts upon something. The noun (or noun phrase; see Lesson 28) that the verb acts upon is called the **direct object** of the sentence. (You'll learn more about direct objects in Lesson 39.) Those verbs that act on something are called **transitive** verbs. Typically, in statements, a transitive verb is followed by the noun (or noun phrase) that it is acting upon.

Other verbs, such as *sleep, die, and arrive*, do not act upon something. In fact, these verbs can't have a direct object. Notice that you can't say, for example: \**I usually sleep the dog, \*They'll arrive the book.* Those verbs that do not act on something and appear in sentences that do not have a direct object are called **intransitive** verbs.

### Quick tip 10.1

Action verbs that act upon something are called transitive verbs. Action verbs that do not act upon something are called intransitive verbs.

### Quick tip 10.2

If a verb (in any of its forms) can be put in one of the following slots, it is transitive: (a) What did you \_\_\_\_\_? (b) Who did you \_\_\_\_\_? If a verb cannot be put in one of these slots, it is intransitive.

So, which of the following verbs are transitive and which intransitive?

7. What did you discover?
8. \*What did you struggle?
9. Who did you meet?
10. \*What did you laugh?

Since sentences 7 and 9 are fine questions, *discover* and *meet* are transitive verbs. Since sentences 8 and 10 are not acceptable questions, *struggle* and *laugh* are intransitive verbs. Note

that although you can say something like, *What did you struggle with?* or, *What did you laugh at?*, you can't ask the questions as they are stated above, and so the verbs are intransitive.

There's also another way to decide if a verb is transitive or intransitive:

**Quick tip 10.3**

If a verb (in one of its forms) can be put in one of the following slots, it is transitive:  
(a) He \_\_\_\_\_ something. (b) He \_\_\_\_\_ someone.

**Quick tip 10.4**

If a verb (in one of its forms) can be put in the following slot, it is intransitive:  
He \_\_\_\_\_.

Let's use these *Quick tips* to decide which of the following verbs are transitive and which are intransitive:

11. He discovered something.
12. He met someone.
13. He struggled.
14. He laughed.

*Quick tip 10.3* helps identify the verb *discovered* in sentence 11 and the verb *met* in sentence 12 as transitive. *Quick tip 10.4* helps identify the verb *struggled* in sentence 13 and the verb *laughed* in sentence 14 as intransitive.

**Test yourself 10.1**

Decide if each of the verbs below is transitive or intransitive. Use *Quick tips 9.2, 9.3 and 9.4* to help you decide.

	<i>Transitive</i>	<i>Intransitive</i>
Sample: mention	x	

**Getting started** (answers on p. 44)

- |            |       |       |
|------------|-------|-------|
| 1. tell    | ..... | ..... |
| 2. rise    | ..... | ..... |
| 3. raise   | ..... | ..... |
| 4. fall    | ..... | ..... |
| 5. publish | ..... | ..... |

**More practice** (answers on the website)

- |             |       |       |
|-------------|-------|-------|
| 6. proclaim | ..... | ..... |
| 7. vanish   | ..... | ..... |
| 8. omit     | ..... | ..... |
| 9. cry      | ..... | ..... |
| 10. remove  | ..... | ..... |

Now take a look at a few more sentences:

- 15a. I ate.
- 15b. I ate dinner.
- 16a. She dances well.
- 16b. She dances the tango well.
- 17a. The audience left.
- 17b. The audience left the theater.



You can see that there are verbs, such as *eat*, *dance*, and *leave*, that can be used as either transitive or intransitive verbs.

**Quick tip 10.5**

Some verbs can be either transitive or intransitive. These can occur in both of the following slots: (a) He \_\_\_\_\_ something / someone. (b) He \_\_\_\_\_.

**Test yourself 10.2**

Decide if each of the verbs below is transitive, intransitive, or either. Use *Quick tips* 10.2, 10.3, 10.4, and 10.5 to help you decide.

	<i>Transitive</i>	<i>Intransitive</i>	<i>Either</i>
Sample: play	.....	.....	<b>x</b> .....

**Getting started** (answers on p. 44)

- beat .....
- cough .....
- relax .....
- drive .....
- entertain .....

**More practice** (answers on the website)

- seek .....
- fight .....
- profit .....
- mention .....
- paint .....

**Test yourself 10.3**

In the sentences below, decide if the underlined verb is being used as a transitive or intransitive verb. Use *Quick tips* 9.2 and 9.3 to help you decide.

	<i>Transitive</i>	<i>Intransitive</i>
Sample: They <u>played</u> in the park.	.....	<b>x</b> .....

**Getting started** (answers on p. 44)

- Greg opened the newspaper. ....
- I can read it later. ....
- Don't worry! ....
- On Sundays, I usually stay at home. ....
- It's advisable to wash your hands before eating. ....

**More practice** (answers on the website)

- Samantha can bake at any time of the day. ....
- When I'm tired, I complain. ....
- She ended the conversation. ....
- The athlete hit the ball. ....
- My dog licked my face playfully. ....

## Lesson 11: Phrasal verbs

While most verbs are single words, some are **phrasal**: they contain two words. In phrasal verbs, the first word is a verb and the second word is called a **particle**. Here are some examples, with the phrasal verbs underlined:

1. She looked up the answer.
2. We will just drop off the files.
3. The professor pointed out the correct answer.

Notice that the meaning of a phrasal verb is often similar to the meaning of a single verb:

4. She looked up the answer.  
She researched the answer.
5. We will just drop off the files.  
We will just deliver the files.
6. The professor pointed out the correct answer.  
The professor identified the correct answer.

### Quick tip 11.1

If you can substitute a single verb for a verb and the word following it, you probably have a phrasal verb. For example, you can say, *She pointed out the truth to us* or *She showed the truth to us*. *Point out* is a phrasal verb.

We can also still identify phrasal verbs using our *to* \_\_\_\_ or *should* \_\_\_\_ *Quick tips*:

to look up	should look up
to warm up	should warm up
to point out	should point out

### Test yourself 11.1

Each of the sentences below contains a phrasal verb. Underline the phrasal verb, using the verb substitution tip and the *to* \_\_\_\_ and *should* \_\_\_\_ tips to help you.  
Sample: The lecturer summed up his main points.

**Getting started** (answers on p. 44)

1. He fixed up the lighting in the hall.
2. They read over the document many times.
3. You dream up the most amazing things.
4. Ron takes out the garbage every Monday night.
5. I will pay off my mortgage in fifteen years.

**More practice** (answers on the website)

- |  |  |
|--|--|
| 6. Yesterday, the company's president handed in her resignation. | 9. It is obvious that she cooked up the whole story. |
| 7. She took over the entire operation.                           | 10. You bring up an interesting point.               |
| 8. Unfortunately, the buyer of my property blew off the deal.    |  |

In many cases, the two parts of a phrasal verb, the verb and its particle, can be separated:

7. She looked the answer up.
8. We will just drop the files off.
9. The professor pointed the correct answer out.

Even when the two parts are separated, it's still a phrasal, or multi-word, verb. When you can separate the two parts in this way, you know that you've got a phrasal verb.

**Quick tip 11.2**

If you can move a particle away from its verb, you have a phrasal verb. For example, since you can say both *She looked up the answer* and *She looked the answer up*, *look up* is a phrasal verb.

**Test yourself 11.2**

Underline the phrasal verbs in each of the sentences below. The particle will not necessarily be next to its verb.

Sample: The students will hand their assignment in tomorrow.

**Getting started** (answers on p. 44)

1. Mr. Parker helped out his neighbors.
2. You should call the agency up.
3. Those children put on a show.
4. What brought this reaction about?
5. The hurricane tore the roofs of many houses off.

**More practice** (answers on the website)

6. The first member of the relay team passed off the baton successfully.
7. The herdsman gathered all his sheep in.
8. Debbie kept up her grades in graduate school.
9. I took my glasses off quickly.
10. Last month the bank signed the deed over to me.

In some cases, a particle cannot be separated from its verb:

10. She asked for the receptionist.
11. The lawyer objected to the defendant's statement.
12. He will look into the judge's decision.



In these cases, you cannot say:

13. \*She asked the receptionist for.
14. \*The lawyer objected the defendant's statement to.
15. \*He will look the judge's decision into.

So *Quick tip* 11.2 is not useful in these cases; you have to rely on the verb substitution test and the *to* and *should* tests.

### Test yourself 11.3

Some of the sentences below contain a one word verb and some contain a phrasal verb. Underline the one word verb or phrasal verb in each sentence.

Sample: They owed her a lot of money.

**Getting started** (answers on p. 44)

1. Eat up your dinner!
2. The girls will put the puzzles away.
3. I understand that concept.
4. Birds fly south for the winter.
5. The elderly woman got off the bus with great difficulty.

**More practice** (answers on the website)

6. We ate out last night.
7. The show ran far too long.
8. They checked out the scenery around their hotel.
9. The pitcher threw the batter out in the eighth inning.
10. The butcher opened his store up at 7 A.M.

### To enhance your understanding

Take a look at these groups of sentences:

16. She looked up the answer.

\*She looked up it.

She looked the answer up.

She looked it up.

17. We will just drop off the children.

\*We will just drop off them.

We will just drop the children off.

We will just drop them off.

18. He pointed out the other girl.

\*He pointed out her.

He pointed the other girl out.

He pointed her out.

As you can see, in some cases (those with an asterisk), a particle cannot be next to its verb; the two parts must be separated. As a matter of fact, this is true in all of those cases where the direct object of the verb (what the verb is acting upon) is one of the following words: *me, you, him, her, it, us, them*. You might recognize these words as pronouns. You'll learn about these pronouns in Lesson 21, about direct objects in Lesson 39, and more about verbs and their particles in Lesson 30.

## Answer keys: *Test yourself, Getting started* questions – Unit 2

### Test yourself 7.1

	<i>Verb</i>	<i>Not a verb</i>
1. defend	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. include	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. largest	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. how	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. learn	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Test yourself 7.2

1. must not worry
2. might keep
3. wish for peace
4. may sometimes cook
5. will travel

### Test yourself 8.1

1. wrote: write
2. talking: talk
3. thought: think
4. considered: consider
5. seen: see

### Test yourself 8.2

	<i>Verb</i>	<i>Not a verb</i>
1. danced	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. sofa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. large	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. gave	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. stares	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Test yourself 8.3

1. The host greeted us cordially.
2. She should say that again.
3. Jonathan walked over to the car.
4. He washes dishes every evening.
5. You can't speak Vietnamese.

## Test yourself 9.1

	Verb	Not a verb
1. tasted	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. friendly	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. shady	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. be	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. got	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Test yourself 9.2

- Barry will feel awful about it.
- Melissa resembles her mother.
- Zack sounded extremely angry.
- The fish tasted undercooked.
- You were not home early.

## Test yourself 9.3

- Paul was in power at that moment.
- They are absolutely correct in their thinking.
- Your suitcases were in the overhead compartment during the flight.
- Christina has been wanting to go to Europe for a long time.
- What is wrong with being a good student?

## Test yourself 9.4

- They're usually home by now.
- Are you worried about anything?
- I heard that the flight was late.
- We're honored by your presence.
- It's too bad that the Yankees lost last night.

## Test yourself 9.5

	Verb	Not a verb
1. resemble	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. become	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. this	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. be	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. new	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Test yourself 9.6

	Verb	Not a verb
1. appeared	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. attends	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. whenever	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. was	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. heard	<input checked="" type="checkbox"/>	<input type="checkbox"/>



### Test yourself 9.7

1. The car spun out of control.
2. Don't talk during the movie.
3. The doctor tied a strip of gauze around her hand.
4. Maxine spent too much money.
5. They saw the play last Sunday.

### Test yourself 9.8

1. That was the best meal in the world.
2. I understand your point.
3. Maybe they know each other well.
4. She is from Wisconsin.
5. Those flowers smell heavenly.

### Test yourself 9.9

1. The Czar was a person of high rank.
2. That dog barks a lot.
3. Mr. Kelly watched the traffic below his window.
4. You have been a terrific friend to me over the years.
5. I love the way the pillows feel so cozy in this hotel.

Action

Linking

.....  
x

.....  
x

.....  
x

.....  
x

.....  
x

x

x

x

x

x

### Test yourself 9.10

1. They became best friends.
2. It is not nearly the same as mine.
3. Unfortunately, I forgot your birthday this year.
4. I went to the corner bakery.
5. Mark remains a legend to this day.

Action

Linking

.....  
x

.....  
x

.....  
x

.....  
x

.....  
x

x

x

x

x

x

### Test yourself 9.11

1. He grew potatoes on his farm.
2. I looked at the mess all around me.
3. Stephen looks happy today.
4. In reality, exceptions rarely prove the rule.
5. Learning the rule proved difficult.

Action

Linking

.....  
x

.....  
x

.....  
x

.....  
x

.....  
x

x

x

x

x

x

### Test yourself 9.12

1. Their daughter announced her engagement later.
2. The surgeon washed his hands.
3. The pianist was diligent.
4. The young boy gripped his teeth.
5. Her assistant is always late.

## Test yourself 10.1

	<i>Transitive</i>	<i>Intransitive</i>
1. tell	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. rise	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. raise	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. fall	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. publish	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Test yourself 10.2

	<i>Transitive</i>	<i>Intransitive</i>	<i>Either</i>
1. beat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. cough	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. relax	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. drive	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Test yourself 10.3

	<i>Transitive</i>	<i>Intransitive</i>
1. Greg <u>opened</u> the newspaper.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. I can read it later.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Don't worry!	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. On Sundays, I usually <u>stay</u> at home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. It's advisable to <u>wash</u> your hands before eating.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Test yourself 11.1

1. He fixed up the lighting in the hall.
2. They read over the document many times.
3. You dream up the most amazing things.
4. Ron takes out the garbage every Monday night.
5. I will pay off my mortgage in fifteen years.

## Test yourself 11.2

1. Mr. Parker helped out his neighbors.
2. You should call the agency up.
3. Those children put on a show.
4. What brought this reaction about?
5. The hurricane tore the roofs of many houses off.

## Test yourself 11.3

1. Eat up your dinner!
2. The girls will put the puzzles away.
3. I understand that concept.
4. Birds fly south for the winter.
5. The elderly woman got off the bus with great difficulty.

FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.

## UNIT 3: DETERMINERS

Determiners are words that can occur directly before a noun, tell us a bit more about that noun, and introduce it. The determiners are underlined in the sentences below, with the following noun in bold:

1. I milked the **cow**.
2. It is Harry's **turn**.
3. They bought that **house**.
4. John has more **money**.

These sentences have examples of the four major types of determiners: articles, possessives, demonstratives, and quantifiers. Generally, a noun will have only one of these determiner types in front of it. We'll be discussing each of these four types in this unit, starting with articles, the easiest and most common.



## Lesson 12: Articles

How can you identify an article?  
It doesn't get any easier than this!

### Quick tip 12.1

There are only three articles in English: *the*, *a* and *an*.

Articles give us information about a noun; they indicate whether or not the noun is a specific one known to both the speaker and listener. Take a look at these examples to see what we mean:

1. I bought a red car. (The listener doesn't know anything about the red car.)
2. The red car was on sale. (The listener knows which car the speaker is talking about.)

*The* is commonly called the **definite article**; *a* and *an* are called **indefinite articles**. The definite article may be used with both singular and plural nouns, but the indefinite articles only with singular nouns, as we can see in the following examples:

the idea	the ideas
an apple	*an apples
a revolution	*a revolutions

### Test yourself 12.1

Underline the articles in each of the sentences below. A sentence may have more than one article.  
Sample: We watched a video last night.

**Getting started** (answers on p. 55)

1. The last week of the month was a busy one in the store.
2. Summer was a special time for Melissa.
3. There's an unusual idea floating around.
4. I turned a corner in the long hall.
5. A dirty spoon had fallen to the floor.

**More practice** (answers on the website)

6. In the middle of the night, I heard a strange noise.
7. Jackie turned off the road too soon.
8. Your mother's favorite actor appeared in the show we saw last night.
9. A pear is just as tasty as an apple, as far as I am concerned.
10. The guys bought two cans of paint: an orange one and a beige one.

What's the difference between *a* and *an*? See if you notice a pattern when you look at these examples:

a red tablecloth	an ancient right
a situation	an interesting message
a boring lecture	an intruder

The articles *a* and *an* have the same meaning and use. The only difference between them is that *a* is used when the next word begins with a consonant sound, while *an* is used when the next word begins with a vowel sound.

### To enhance your understanding

What about *a uniform* and *an hour*? Do these contradict what we've said about when to use *a* and *an*? It certainly looks like *a* is being used before a vowel, and *an* is being used before a consonant. But in fact, that's not the case. These phrases follow the rule perfectly. Remember that *a* is used when the next word begins with a consonant sound. The first letter of the next word doesn't matter; only its first sound matters.

So what's the first sound of the word *uniform*? Say it out loud and listen carefully. You will hear that the first sound of the word is the sound [y], as in yes. We really say "y-uniform" (and also "y-unicorn," "y-usual," etc.). Since "y," a consonant, is the first sound, we use *a* before *uniform*.

What's the first sound of the word *hour*? Say the word out loud, and you will notice that in fact we don't pronounce the letter "h." Rather, *hour* begins with a vowel sound, as in the word *our*, and so we say *an hour*.

Thus, apparent exceptions, like *a uniform* and *an hour*, are not exceptions at all.

## Test yourself 12.2

For each sentence, underline each article with a solid line, each noun with a double underline, and each verb with a squiggly line. Some sentences have more than one article and noun; some have no article. If you can answer these questions, you have achieved a solid understanding of how to identify articles, nouns, and verbs, three of the most common parts of speech!

Sample: A pilot spoke to the crew.

### Getting started (answers on p. 55)

1. A waiter walked to the table.
2. The trainer calmed the dog down.
3. He argued about the bill for hours.
4. I usually eat a sandwich and a cookie for lunch.
5. She watches TV every night.

### More practice (answers on the website)

6. The train appeared suddenly.
7. Diane put the chicken in the salad.
8. The repairman did not finish his job.
9. Children like cake.
10. Nowadays Elena takes skiing lessons at least once a week.

## Lesson 13: Demonstratives

Here's another easy category. There are only four **demonstratives**: *this*, *that*, *these*, and *those*.

### Quick tip 13.1

There are only four demonstratives in English: *this*, *that*, *these*, and *those*.

Notice again that, just like articles, each of these can occur directly before a noun: *this table*, *these tables*, *that idea*, *those ideas*. Demonstratives are words that "point" to something or someone.

### Test yourself 13.1

Underline the demonstrative in each of the sentences below.

Sample: Those performers were all also composers.

**Getting started** (answers on p. 55)

1. You can use this book.
2. Those speeches he gave were impressive.
3. They don't speak that language.
4. Kirsten sold all these items.
5. This side of the Atlantic Ocean is more familiar to me.

**More practice** (answers on the website)

6. She likes to listen to that song.
7. Those mistakes will catch up with Andrew one day.
8. I don't like these pictures.
9. That man is a technician.
10. Lots of people like to patronize this restaurant.

### Test yourself 13.2

Underline the determiners in the sentences below. They will be either articles or demonstratives.

Sample: There were shops selling a variety of those handmade items.

**Getting started** (answers on p. 55)

1. On top of the pile of fabrics was a sleeping cat.
2. That leader met with the residents of the village.
3. This taxi is heading toward a large shopping mall.
4. The instructor chose a very informative textbook.
5. These pants won't fit in those drawers.

**More practice** (answers on the website)

6. The audience is tired of all those lame jokes.
7. Once in a while I think of my childhood friends.
8. Those pedestrians better keep to the right of the main road.
9. This work is the brainchild of a madman.
10. We found this piece of paper on the top shelf of a dusty bookcase.



### Test yourself 13.3

Identify each determiner in the sentences below by underlining it with a solid line if it is a demonstrative and with a squiggly line if it is an article.

Sample: Larry is holding this meeting at the hotel.

#### **Getting started** (answers on p. 55)

1. Are you looking for a better job?
2. That movie follows a young family after they immigrate to this country.
3. Jane met an Englishman there whom she later married.
4. The weather was so wonderful at the beach.
5. All those cups of coffee won't help you get a good night's rest.

#### **More practice** (answers on the website)

6. I recognize this soccer player as a big star from Italy.
  7. Playing a game of chess in this park always interests me.
  8. Those students who did the exercises in the text will likely pass the final.
  9. The garbage is piling up on the sidewalk.
  10. This lesson is a piece of cake, isn't it?
-

## Lesson 14: Possessives

**Possessives** are words that indicate ownership or belonging. The possessives are underlined in the sentences below.

1. I sold my car.
2. Betty's neighbor is an architect.

The possessive in sentence 1 is called a **possessive pronoun**; the possessive in sentence 2 is called a **possessive proper noun**. Notice that, just like articles and demonstratives, possessive pronouns and possessive proper nouns can appear directly before a noun. We'll discuss each of these separately.

### Possessive pronouns

There are just a few possessive pronouns that function as determiners. These are commonly referred to as **possessive pronouns with determiner function** or **possessive adjectives**. We will call them simply **determiner possessive pronouns**. (For another function of possessive pronouns, see Lesson 24.)

#### Quick tip 14.1

The determiner possessive pronouns are: *my, your, his, her, its, our, their*.

### Test yourself 14.1

Underline the determiner possessive pronoun in each of the sentences below.

Sample: My school won the state championship last year.

#### Getting started (answers on p. 55)

1. His face always shows what he's thinking.
2. They go to their house in the mountains every summer.
3. It took three days for your letter to get here.
4. We liked her mother.
5. Our product is superior to what you have to offer.

#### More practice (answers on the website)

6. The price of the stock I am considering buying does not reflect its true worth.
7. Would you like to take a ride in your new car?
8. Friends, I will be counting on your votes.
9. The children went to the movies together with their father.
10. Matt does not share his feelings easily.

### Possessive proper nouns

The possessive proper nouns are underlined in this next sentence:

3. I saw Mary's cat chase Mrs. Smith's dog, which ran across Jim's yard.

## Lesson 14: Possessives

Remember, names do not have to be names of just people. For example, *London's*, *America's*, and *IBM's* are each possessive proper nouns: *London's bridges*, *America's highways*, *IBM's products*. (See Lesson 6 to remind yourself about proper nouns.)

### To enhance your understanding

While possessive proper nouns can function as determiners, possessive common nouns (see Lesson 6), for example *the girl's hat*, are considered to be adjectives. (See Lesson 16 for more about adjectives.) This is because possessive common nouns, but not possessive proper nouns, can have a determiner in front of them – keeping in mind that a noun will generally have just one determiner introducing it. See the following examples:

4. The girl's hat is new. (girl's = possessive common noun)
5. \*The Mary's hat is new. (Mary's = possessive proper noun)

### Test yourself 14.2

Underline the possessive proper noun in each of the sentences below.

Sample: *Gone With the Wind's* cast was amazing.

**Getting started** (answers on p. 56)

1. Leah's eyes met those of the man at the counter.
2. It was Harry's turn to say something.
3. They were impressed by Rome's restaurants.
4. Mickey Mouse's picture is hanging on my wall.
5. John always wanted to visit Harvard's campus.

**More practice** (answers on the website)

6. France's soccer team lost to another team.
7. Macy's women's department is on the third floor.
8. Mrs. Johnson's office is located directly above mine.
9. After dinner, we went up to Beth's apartment.
10. I never get tired of The Beatles' songs.

### Test yourself 14.3

Underline the possessive determiner in each of the sentences below. The determiner will either be a possessive pronoun or a possessive proper noun.

Sample: Your committee is meeting tomorrow.

**Getting started** (answers on p. 56)

1. She suggested that it was all Martin's fault.
2. Why don't you give it to your daughter?
3. That was a breathtaking view of New York's skyline.
4. He bought a souvenir for his son.
5. The Adamses did not care for their new neighbors.

**More practice** (answers on the website)

6. The public was eagerly awaiting Congress's new energy policy.
7. My apartment is either too hot or too cold.
8. Abraham Lincoln's life was interesting.
9. Our crew prepared to dock.
10. On Thursday afternoon, the actor was practicing his lines.



## Test yourself 14.4

For each determiner below, indicate if it is an article (e.g. *the, an*), demonstrative (e.g. *this, those*), possessive pronoun (e.g. *your, our*), or possessive proper noun (e.g. *Mary's, London's*).

Sample: Law and Order's      possessive proper noun

**Getting started** (answers on p. 56)

1. their .....
2. an .....
3. George's .....
4. those .....
5. its .....

**More practice** (answers on the website)

6. the .....
7. San Francisco's .....
8. this .....
9. my .....
10. a .....

## Test yourself 14.5

Underline the determiner in each of the sentences below. It will either be an article, demonstrative, possessive pronoun, or possessive proper noun. Some sentences may contain more than one determiner.

Sample: The room contained a sofa, a chair, and, on the wall, Melinda's portrait.

**Getting started** (answers on p. 56)

1. She knew what her mother had done for the family.
2. There wasn't much information in his letters.
3. These books are clearly the best.
4. Rosa's husband put a surprise in her lunch box.
5. Jerry's uncle likes to drink a glass of wine with his dinner.

**More practice** (answers on the website)

6. This actress should get an Oscar for her performance in that movie.
7. The doctor's secretary usually walks a mile on her lunch break.
8. Those children love to take a dip in their new pool in the backyard.
9. On her way to work, Maggie's car broke down.
10. Jet Blue's crew served dinner while I was sleeping.

## Lesson 15: Quantifiers

There are words, such as *every* and *several*, that indicate amount, or quantity, and these are called **quantifiers**. Quantifiers can act as determiners; that is, they can come before and introduce a noun. The determiners are underlined in the following sentences:

1. All businesses need to have a budget.
2. Some people like eating eel.
3. She enjoyed few things as much as food.

Some common quantifiers are listed below:

all	enough	much
any	every	neither
both	few	no
each	little	several
either	most	some

### Quick tip 15.1

Words of quantity, quantifiers, can act as determiners and precede a noun. Some examples are: *all*, *some*, *several*, and *much*.

### Test yourself 15.1

Underline the quantifier in each of the sentences below. The quantifiers will all be from the list above.

Sample: I met several chefs at that school.

#### Getting started (answers on p. 56)

1. There is no writer who is as famous as Shakespeare.
2. Enough money was raised to build a new wing on the hospital.
3. I don't take much sugar in my coffee.
4. With little effort, I solved the crossword puzzle.
5. All experiments test hypotheses.

#### More practice (answers on the website)

6. Most professors have earned a doctorate.
7. Every noun that is human is also animate.
8. Neither option is particularly good.
9. Any man who drinks and drives puts his life in danger.
10. You leave me with few alternatives.

### Test yourself 15.2

For each determiner below, indicate if it is an article (e.g. *the*, *an*), demonstrative (e.g. *this*, *those*), possessive pronoun (e.g. *your*, *our*), possessive proper noun (e.g. *Mary's*, *London's*), or quantifier (e.g. *every*, *some*).

Sample: that demonstrative

### UNIT 3: DETERMINERS

#### Getting started (answers on p. 56)

1. Main Street's .....
2. your .....
3. few .....
4. those .....
5. the .....

#### More practice (answers on the website)

6. its .....
7. both .....
8. Madrid's .....
9. several .....
10. an .....

#### Test yourself 15.3

Underline the determiner in each of the sentences below. It will either be an article (e.g. *the, an*), demonstrative (e.g. *this, those*), possessive pronoun (e.g. *your, our*), possessive proper noun (e.g. *Mary's, London's*), or quantifier (e.g. *few, most*). Some sentences may contain more than one determiner.

Sample: Joan's mother valued her efforts.

#### Getting started (answers on p. 57)

1. Chicago's architecture is diverse.
2. I know that man and his wife.
3. She packed several dresses into her suitcase.
4. He had traveled to few places over the years.
5. Each child at the party brought a gift.

#### More practice (answers on the website)

6. Let's not forget those messages.
7. Every time we eat out, you order several appetizers.
8. Any man who is my friend's enemy is no friend of mine.
9. I bought these strawberries at her uncle's grocery store.
10. This event wasn't much fun.



## Answer keys: *Test yourself, Getting started* questions – Unit 3

### Test yourself 12.1

1. The last week of the month was a busy one in the store.
2. Summer was a special time for Melissa.
3. There's an unusual idea floating around.
4. I turned a corner in the long hall.
5. A dirty spoon had fallen to the floor.

### Test yourself 12.2

1. A waiter walked to the table.
2. The trainer calmed the dog down.
3. He argued about the bill for hours.
4. I usually eat a sandwich and a cookie for lunch.
5. She watches TV every night.

### Test yourself 13.1

1. You can use this book.
2. Those speeches he gave were impressive.
3. They don't speak that language.
4. Kirsten sold all these items.
5. This side of the Atlantic Ocean is more familiar to me.

### Test yourself 13.2

1. On top of the pile of fabrics was a sleeping cat.
2. That leader met with the residents of the village.
3. This taxi is heading toward a large shopping mall.
4. The instructor chose a very informative textbook.
5. These pants won't fit in those drawers.

### Test yourself 13.3

1. Are you looking for a better job?
2. That movie follows a young family after they immigrate to this country.
3. Jane met an Englishman there whom she later married.
4. The weather was so wonderful at the beach.
5. All those cups of coffee won't help you get a good night's rest.

### Test yourself 14.1

1. His face always shows what he's thinking.
2. They go to their house in the mountains every summer.

3. It took three days for your letter to get here.
4. We liked her mother.
5. Our product is superior to what you have to offer.

### Test yourself 14.2

1. Leah's eyes met those of the man at the counter.
2. It was Harry's turn to say something.
3. They were impressed by Rome's restaurants.
4. Mickey Mouse's picture is hanging on my wall.
5. John always wanted to visit Harvard's campus.

### Test yourself 14.3

1. She suggested that it was all Martin's fault.
2. Why don't you give it to your daughter?
3. That was a breathtaking view of New York's skyline.
4. He bought a souvenir for his son.
5. The Adamses did not care for their new neighbors.

### Test yourself 14.4

- |             |                               |
|-------------|-------------------------------|
| 1. their    | <u>possessive pronoun</u>     |
| 2. an       | <u>article</u>                |
| 3. George's | <u>possessive proper noun</u> |
| 4. those    | <u>demonstrative</u>          |
| 5. its      | <u>possessive pronoun</u>     |

### Test yourself 14.5

1. She knew what her mother had done for the family.
2. There wasn't much information in his letters.
3. These books are clearly the best.
4. Rosa's husband put a surprise in her lunch box.
5. Jerry's uncle likes to drink a glass of wine with his dinner.

### Test yourself 15.1

1. There is no writer who is as famous as Shakespeare.
2. Enough money was raised to build a new wing on the hospital.
3. I don't take much sugar in my coffee.
4. With little effort, I solved the crossword puzzle.
5. All experiments test hypotheses.

### Test yourself 15.2

- |                  |                               |
|------------------|-------------------------------|
| 1. Main Street's | <u>possessive proper noun</u> |
| 2. your          | <u>possessive pronoun</u>     |
| 3. few           | <u>quantifier</u>             |
| 4. those         | <u>demonstrative</u>          |
| 5. the           | <u>article</u>                |

### Test yourself 15.3

1. Chicago's architecture is diverse.
2. I know that man and his wife.
3. She packed several dresses into her suitcase.
4. He had traveled to few places over the years.
5. Each child at the party brought a gift.

ESF FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.



## UNIT 4: ADJECTIVES

### Lesson 16: Identifying adjectives

An **adjective** is a word that refers to a characteristic of a noun. How can you identify an adjective?

If you can put a word between *the* and a noun (like *boy*, or *idea*), then that word is an adjective.

#### Quick tip 16.1

If you can put a word between *the* and a noun (for example, *the \_\_\_\_\_ boy*), then that word is an adjective.

For example, since we can say *the tall boy*, *tall* is an adjective. Similarly, we can say *the silly boy*, *the interesting boy*, and *the young boy*. Therefore, *silly*, *interesting*, and *young* are all adjectives.

A number of adjectives, all used in the phrase *the \_\_\_\_\_ boy* are listed below. The adjectives are underlined:

1. the brilliant boy
2. the embarrassed boy
3. the blonde boy
4. the hungry boy
5. the delightful boy

Compare these phrases to *\*the very boy*, *\*the a boy*, and *\*the talk boy*. *Very*, *a*, and *talk* are not adjectives.

What do adjectives actually do? Adjectives always tell us something about a noun. Another way of saying this is that they modify a noun. In the phrases we've just looked at, the underlined adjectives tell us something about, or modify, the noun *boy*.

#### Test yourself 16.1

Which of the following words are adjectives? See if they sound right when you put them here: *the \_\_\_\_\_ thing*. Check the appropriate column.

	Adjective	Not an adjective
Sample: have	.....	..... x

#### Getting started (answers on p. 63)

- |               |       |       |
|---------------|-------|-------|
| 1. yellow     | ..... | ..... |
| 2. wonderful  | ..... | ..... |
| 3. these      | ..... | ..... |
| 4. quickly    | ..... | ..... |
| 5. unreliable | ..... | ..... |

#### More practice (answers on the website)

- |             |       |       |
|-------------|-------|-------|
| 6. is       | ..... | ..... |
| 7. pure     | ..... | ..... |
| 8. on       | ..... | ..... |
| 9. creative | ..... | ..... |
| 10. almost  | ..... | ..... |

## Test yourself 16.2

Underline the adjectives in the sentences below. In each case, the adjective will be between *the* and a noun. A sentence may have more than one adjective.

Sample: She has been the strong leader of this company for years.

**Getting started** (answers on p. 63)

1. The strange robots marched towards the city.
2. It was the last day of school.
3. We tugged at the enormous gate.
4. The billowing smoke alerted us to the fire.
5. The sudden sandstorm forced the surprised bathers to flee the beach.

**More practice** (answers on the website)

6. She received the exciting news in the noisy restaurant.
7. The blind beggar was sitting at the busy corner.
8. Jeremy did not get the subtle humor of the play.
9. The poor people of the world outnumber the rich ones.
10. Keep your hands off the hot stove!

As we've said, a good way to decide if a word is an adjective is to see if it can be placed between *the* and a noun. But that doesn't mean that that's the only place where an adjective can occur; it's just a way to test a word to see if it's an adjective.

Here are some sentences where the adjective is in a different place. In each case, the adjective is underlined.

6. He is a tall boy.
7. My best friend loves chocolate cake.
8. The house had a low roof.
9. Large cars are harder to drive than small cars.

Let's make sure that each of the underlined words above passes the adjective test, that is, that it can appear between *the* and a noun.

10. tall: the tall boy
11. best: the best movie
12. chocolate: the chocolate bar
13. low: the low ceiling
14. large: the large window
15. small: the small window.

As you can see, each of these words passes the adjective test. Notice also that each of these words describes a characteristic of a noun.

## Test yourself 16.3

Use the adjective test to find the adjectives in each of the sentences below. A sentence may have more than one adjective.

Sample: It took a long time to arrive at our next destination.

**Getting started** (answers on p. 63)

1. Evenings were a special time for the family.
2. The next week was a busy one in the store.
3. There's an unusual idea floating around.
4. I turned a corner in the long hall.
5. A dirty fork had fallen to the floor.

**More practice** (answers on the website)

6. I wrote a boring letter.
7. Mary's younger brother was already there.
8. The American flag was behind Edward's desk.
9. I could see his face in the red light from the exit sign.
10. We gathered the important facts from those dusty books.

What do you notice about the underlined adjectives in the phrases below?

16. the delicious rich cake
17. my tall, red-haired, entertaining friend
18. a bright, colorful, blue, striped pattern

As you can see, a noun can have more than one adjective modifying it. In fact, there is no limit to the number of adjectives that can modify a noun (except the patience and tolerance of the listener!).

**Test yourself 16.4**

Underline the adjectives in each of the sentences below. Some of the nouns will be modified by more than one adjective.

Sample: She ate all the crisp, crunchy chips.

**Getting started** (answers on p. 63)

1. They went off to see an old, gloomy, historic mansion in southern England.
2. She had anticipated his sudden arrival.
3. Angela ignored his annoying, persistent questions.
4. I must get rid of my decrepit, banged-up little old car.
5. We wouldn't want to cross this wide, busy street, would we?

**More practice** (answers on the website)

6. You should heed the advice of wise men and women.
7. Wild animals can be dangerous.
8. The lovely young lady read one of her favorite novels on her comfortable sofa.
9. Why did you buy this outdated computer in the first place?
10. The Dodgers' frustrated manager benched his brash young pitcher.

Remember that sometimes a word can function as one word category, or part of speech, in one sentence, and as another word category in another sentence (see Lesson 2). For example, let's look at the word *cream*. In the sentence *I brought the cream*, *cream* is a noun. But in the sentence *That's a cream cake*, *cream* is an adjective, telling us more about the noun *cake*.

**Test yourself 16.5**

In each of the sentences below, decide if the underlined words are functioning as nouns or adjectives.  
Sample: That copy isn't legible. adjective



**Getting started** (answers on p. 63)

1. The window ledge is too narrow for a plant.
2. That window is stuck shut.
3. This has been a chilly spring.
4. I'm enjoying this spring weather.
5. The morning hours are not my best.

**More practice** (answers on the website)

6. I drink two cups of coffee each morning.
7. In most public restaurants, it is forbidden to smoke a cigarette.
8. Cigarette smokers must go for X-ray tests regularly.
9. My nephew was looking for travel companions.
10. Foreign travel can be both exhausting and exhilarating.

**Test yourself 16.6**

In each of the sentences below, decide if the underlined words are functioning as nouns, verbs, or adjectives.

Sample: That's a jail cell. adjective

**Getting started** (answers on p. 63)

1. He goes to a day school.
2. I work during the day.
3. The defendant will shock them when they hear his response.
4. It was a terrible shock.
5. I will voice my opinion if I want to.

**More practice** (answers on the website)

6. The singer had a wonderful voice.
7. Some people call the larynx a voice box.
8. Some languages have both formal and informal terms of address.
9. I don't wish to address this question at this time.
10. Did you put my information in your address book?

**Test yourself 16.7**

In each of the sentences below, identify the word category of each word in each sentence.

Sample: The instructor answered her unspoken question.

determiner – noun – verb – determiner – adjective – noun

## UNIT 4: ADJECTIVES

**Getting started** (answers on p. 64)

1. A light rain fell.

2. Ernie's friend likes a good argument.

3. His employee received that small bonus.

4. Some big cars take premium gasoline.

5. This question deserves a serious answer.

**More practice** (answers on the website)

6. The policeman's warning scared my passengers.

7. Most guests enjoyed the lavish party.

8. Your best friend had a soda.

9. Good marriages have many joyous moments.

10. His daughter bought a stunning Italian dress.

## Answer keys: *Test yourself, Getting started* questions – Unit 4

### Test yourself 16.1

	Adjective	Not an adjective
1. yellow	x	
2. wonderful	x	
3. these		x
4. quickly		x
5. unreliable	x	

### Test yourself 16.2

- The strange robots marched towards the city.
- It was the last day of school.
- We tugged at the enormous gate.
- The billowing smoke alerted us to the fire.
- The sudden sandstorm forced the surprised bathers to flee the beach.

### Test yourself 16.3

- Evenings were a special time for the family.
- The next week was a busy one in the store.
- There's an unusual idea floating around.
- I turned a corner in the long hall.
- A dirty fork had fallen to the floor.

### Test yourself 16.4

- They went off to see an old, gloomy, historic mansion in southern England.
- She had anticipated his sudden arrival.
- Angela ignored his annoying, persistent questions.
- I must get rid of my decrepit, banged-up little old car.
- We wouldn't want to cross this wide, busy street, would we?

### Test yourself 16.5

- The window ledge is too narrow for a plant. adjective
- That window is stuck shut. noun
- This has been a chilly spring. noun
- I'm enjoying this spring weather. adjective
- The morning hours are not my best. adjective

### Test yourself 16.6

- He goes to a day school. adjective
- I work during the day. noun



## UNIT 4: ADJECTIVES

3. The defendant will shock them when they hear his response. verb
4. It was a terrible shock. noun
5. I will voice my opinion if I want to. verb

### Test yourself 16.7

1. A light rain fell.  
determiner – adjective – noun – verb
2. Ernie's friend likes a good argument.  
determiner – noun – verb – determiner – adjective – noun
3. His employee received that small bonus.  
determiner – noun – verb – determiner – adjective – noun
4. Some big cars take premium gasoline.  
determiner – adjective – noun – verb – adjective – noun
5. This question deserves a serious answer.  
determiner – noun – verb – determiner – adjective – noun

FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.

## UNIT 5: PREPOSITIONS

### Lesson 17: Identifying prepositions

What is a **preposition**? The prepositions are underlined in the following sentences.

1. She made notes on the paper.
2. My office is between the post office and the laundromat.
3. I'll meet you after work.

#### Quick tip 17.1

Prepositions are words, usually small, that typically indicate information about direction, location, or time. There is only a small number of prepositions in English. Some commonly used examples are *at, from, in, on, and to*.

The following are common prepositions:

about	beneath	into	throughout
above	beside	like	till
across	between	near	to
after	beyond	of	toward(s)
against	by	off	under
along	despite	on	until
among	down	onto	up
around	during	out	upon
at	for	over	with
before	from	since	within
behind	in	through	without
below			

#### Quick tip 17.2

If you can put a word in one of the empty slots in one of the following sentences, the word is a preposition: *I walked \_\_\_\_\_ the table. It happened \_\_\_\_\_ that time.*

This tip will help you identify many, though not all, prepositions.

#### Test yourself 17.1

Underline the prepositions in the sentences below. There may be more than one. Use the *Quick tips* and the list of prepositions to help you.

Sample: My friends are going with me.

**Getting started** (answers on p. 68)

1. Let's go into the dining room.
2. It was the dumbest thing he did in his entire life.
3. Felice was having dinner on the patio.
4. She ran to the candy store.
5. I looked for you during the intermission.

**More practice** (answers on the website)

6. We were flying over Europe.
7. Lenore looked beneath the rock.
8. She found the pot of gold.
9. Is it over the rainbow?
10. He appeared at the right place at the right time.

**Test yourself 17.2**

Underline the prepositions with a solid line and the nouns with a squiggly line in each of the sentences below.

Sample: There's a small house near the field.

**Getting started** (answers on p. 68)

1. A uniformed guard stood near the massive entryway.
2. She leaned out the window and waved to the large crowd.
3. The older woman from Chicago had already left.
4. She staggered into the store.
5. Carissa sat at the computer in a large room.

**More practice** (answers on the website)

6. Are you going to the prom with Stan?
7. Mike always gives a nice present to his wife on her birthday.
8. Please don't ask how my day at the office was!
9. I couldn't open the door of my car without my key.
10. Let's meet at or near midnight.

**To enhance your understanding**

Don't confuse the two types of *to*:

4. I want to go home. (infinitive: *to* + verb)
5. I went to Chicago. (preposition: *to* + noun)

**Test yourself 17.3**

Underline the prepositions with a solid line, the verbs with a double underline, and the adjectives with a squiggly line in the sentences below.

Sample: I'll buy us a large bucket of chicken.

**Getting started** (answers on p. 68)

1. Jean walked around the grounds of the magnificent estate.
2. His friend pounded him on the back.

3. The puppy gazed at him expectantly.
4. The loud music in that store bothered Jamie.
5. He has hot coffee before class.



**More practice** (answers on the website)

6. José buys fresh bread for his family every week.
  7. Do you want tickets to the new play?
  8. The young bride's mother seemed happy among her friends.
  9. The tireless teenager ran across the park with his new running shoes.
  10. I placed some small apples near the sink.
- 

**To further enhance your understanding**

Take a look at the following sentences.

6. I'm standing in front of my house.
7. That man was ahead of her.
8. Please get out of his way.

Each of these sentences contains a multiword preposition, that is, a preposition consisting of more than one word. Below is a list of common multiword prepositions, commonly called **compound** or **phrasal prepositions**.

across from	inside of
ahead of	in spite of
along with	instead of
because of	on account of
by means of	on top of
due to	out of
for the sake of	over to
in addition to	together with
in front of	up to

For more about prepositions, see Lesson 29.

## UNIT 7: PRONOUNS

*As Melissa entered the door of the dimly lit Cathedral, Melissa held tightly to Melissa's backpack. Suddenly, Melissa thought that Melissa saw a shadow moving. "This is scary," whispered Melissa to Melissa.*

What's strange about the sentences in the above text? What is strange is that they're missing **pronouns**, words that replace nouns in a sentence. You'll probably agree that these next sentences are a vast improvement on the first version:

*As Melissa entered the door of the dimly lit Cathedral, she held tightly to her backpack. Suddenly, she thought that she saw a shadow moving. "This is scary," whispered Melissa to herself.*

We may never find out what happens to Melissa, but replacing *Melissa* with pronouns like *she* and *her* makes her far more palatable.

As far as pronouns go, there's bad news and there's good news. The bad news is that there are a number of different kinds of pronouns. The good news is that there are only a few pronouns of each type. Look at the pronouns themselves and get a feel for the kinds of words they are. Some of the types may have long labels, but the pronouns themselves are usually short words.

## Lesson 21: Subject and object pronouns

### Subject pronouns

Let's look at the following sentences:

- 1a. Diplomats travel extensively.
- 1b. They travel extensively.
- 2a. Professor Susan Fields chaired the meeting.
- 2b. She chaired the meeting.
- 3a. Ben plays cards every week.
- 3b. He plays cards every week.

Notice that in each sentence pair, the underlined pronoun replaces the underlined noun. The underlined noun is doing the action in the sentence and comes before the verb. This kind of noun is called the **subject** of the sentence and the pronoun that replaces it is called a **subject pronoun**.

Now let's examine these sentences:

- 4a. Biology is her favorite subject.
- 4b. It is her favorite subject.
- 5a. Bob seems happy.
- 5b. He seems happy.
- 6a. Mrs. Peters becomes agitated easily.
- 6b. She becomes agitated easily.

Notice again that in each sentence pair, the underlined pronoun replaces the underlined noun. Here, the underlined nouns come before linking verbs (see Lesson 9); although they are not performing an action, they are still considered to be subjects. Again, the pronoun that replaces the subject is a subject pronoun.

There are only seven subject pronouns; they are listed in *Quick tip 21.1*.

#### Quick tip 21.1

The subject pronouns are: *I, you, he, she, it, we, they*.

### Test yourself 21.1

Underline the subject pronouns in the sentences below.

Sample: We wandered around town, looking for a place to have lunch.

**Getting started** (answers on p. 99)

- 1. I crossed the piazza and headed towards the church.
- 2. Unfortunately, it was closed.
- 3. They simply stood there, waiting for me.
- 4. Yesterday, she went shopping.
- 5. We should get together sometime.



**More practice** (answers on the website)

6. He is the grandson of an immigrant from Italy.
7. We often dream about important things.
8. You have been to their house for dinner.
9. They often have interesting discussions.
10. Last night they drove to San Francisco.

**Object pronouns**

- 7a. Karen bought the red car.
- 7b. Karen bought it.
- 8a. The prize was given to Steve and Bill.
- 8b. The prize was given to them.
- 9a. I'm watching the baby.
- 9b. I'm watching her.

The underlined nouns in the sentences above are **not** subjects. Rather, they are **objects**: they either follow the main verb or they follow a preposition. (For more on objects, see Unit 13.) Pronouns that replace objects, like those underlined in sentences 7b, 8b, and 9b above, are called **object pronouns**.

There are only seven object pronouns; they are listed in *Quick tip 21.2*.

**Quick tip 21.2**

The object pronouns are: *me, you, her, him, it, us, them*.

You can see that two pronouns, *you* and *it*, are particularly hardworking: they can function as either subject or object pronouns.

**Test yourself 21.2**

Underline the object pronouns in each of the sentences below. There may be more than one pronoun in a sentence.

Sample: Churchill called them to a meeting.

**Getting started** (answers on p. 99)

1. Mary heard him.
2. The detective watched us suspiciously.
3. Stop bothering me!
4. Steven sat down between him and her.
5. Do the students understand it?

**More practice** (answers on the website)

6. My friends have never heard of them.
7. Barry gave her a present.
8. Harry's cousin lives near them.
9. Most competitors were envious of him.
10. A strange man is standing next to you and me.

**Test yourself 21.3**

Decide if each pronoun below is a subject or object pronoun.

Sample: we subject

**Getting started** (answers on p. 99)

1. them .....
2. he .....
3. I .....
4. us .....
5. her .....

**More practice** (answers on the website)

6. they .....
7. she .....
8. me .....
9. him .....
10. we .....

**Test yourself 21.4**

Underline the pronouns in each of the sentences below. Identify each either as a subject pronoun or an object pronoun. Keep in mind that the pronouns *you* and *it* can be either subject or object pronouns, depending on how they are being used. There may be more than one pronoun in a sentence. Sample: You really did it right. (subject; object)

**Getting started** (answers on p. 99)

1. The clerk had been sent to work with him.
2. The research required them to work closely together.
3. It is brighter than that other lamp.
4. If you know the answer, please tell me.
5. We will be moving near you.

**More practice** (answers on the website)

6. They were hiding in the bushes.
7. I am giving it to you.
8. He went too far this time.
9. Theresa's parents worried about her.
10. She hears from him often.

You know that when you're talking about yourself, you use the pronouns *I* or *me*, and when you're talking about a group of people, you use the pronouns *they* or *them*. That is, we choose different pronouns depending on the person or thing the pronouns refer to. Pronouns that vary in this way are called **personal pronouns**. Subject and object pronouns are types of personal pronouns; see Lessons 22 and 24 for two other kinds.

Personal pronouns that refer to the speaker in a conversation, like *I* and *we*, are called **first person pronouns**. Those that refer to the listener, like *you*, are called **second person pronouns**. And those that refer to anyone or anything else, like *he* or *they*, are called **third person pronouns**.

In addition, pronouns that refer to only one person or thing, like *I* and *he*, are called **singular pronouns**; those that refer to more than one person or thing, like *we* and *they*, are called **plural pronouns**.

Here's a complete breakdown of the subject and object pronouns:

	<i>Subject</i>	<i>Object</i>
First person singular	I	me
Second person singular	you	you
Third person singular	he, she, it	him, her, it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

## Lesson 22: Reflexive pronouns

Do the following sentences seem strange to you?

1. John Smith saw John Smith in the mirror.
2. My friends were talking among my friends.
3. Sam's only cat was grooming Sam's only cat.

These sentences are strange because they're missing **reflexive pronouns**, those pronouns that end in *-self* or *-selves*. As you can see from the sentences below, we use reflexive pronouns whenever we refer to the same person or thing more than once in the same basic sentence. Sentences 1–3 should be stated like this:

4. John Smith saw himself in the mirror.
5. My best friends were talking among themselves.
6. Sam's only cat was grooming herself.

Here are some more examples, first without and then with a reflexive pronoun.

- 7a. The boy washed the boy.
- 7b. The boy washed himself.
- 8a. Tom and Harry watched Tom and Harry on the video.
- 8b. Tom and Harry watched themselves on the video.
- 9a. You can see you doing that.
- 9b. You can see yourself doing that.

Notice that if we hear, for example, *The boy washed the boy*, without a reflexive pronoun, then we assume that someone's talking about two different boys. Similarly, the sentence *He shaved him* suggests that the person (a male) who did the shaving and the person (a male) who received the shaving are not the same. The reflexive pronoun lets the listener know that the speaker is referring to the same person or thing.

*Quick tip 22.1* lists the reflexive pronouns. They're easy to identify because they all end in *-self* or *-selves* (*Quick tip 22.2*).

### Quick tip 22.1

The reflexive pronouns are: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

### Quick tip 22.2

All the reflexive pronouns end in *-self* (singular) or *-selves* (plural).

### Test yourself 22.1

Underline the reflexive pronouns in each of the sentences below.

Sample: That computer is so smart it can repair itself.



## Lesson 23: Demonstrative pronouns

Do you remember the underlined words in the sentences below?

1. Are you sure you want this?
2. We agreed about that.
3. I'm not sure I like these.
4. Those look delicious.

In Lesson 13 we talked about the use of demonstratives before a noun, for example: *this dog, that idea, these songs, those curtains*. That is, we talked about demonstratives used as determiners. But demonstratives can also be used without a noun following them, as you can see from sentences 1–4. In these cases, because the demonstrative replaces a noun (or noun phrase), it is called a **demonstrative pronoun**. For example, in sentence 1, the demonstrative pronoun *this* can be replacing a noun such as *spaghetti* or *magazines*.

It's easy to remember demonstrative pronouns, because there are only four of them; they are listed in *Quick tip 23.1*.

### Quick tip 23.1

There are only four demonstrative pronouns: *this, that, these, and those*.

It might help you remember the word “demonstrative” if you think of these words as “demonstrating” something, in a way, pointing to something.

### Test yourself 23.1

Underline the demonstrative pronoun in each of the sentences below.

Sample: Lenny wasn't sure he really wanted those.

#### Getting started (answers on p. 100)

1. That wasn't really Hannah's job, but I appreciate her doing it anyway.
2. Natasha really likes these.
3. He wasn't good at riddles but managed to solve those.
4. I never thought it would come to this.
5. These are very difficult times.

#### More practice (answers on the website)

6. Those were the good old days.
7. Sean thought he would never see that.
8. This is absolutely unacceptable.
9. Mrs. Wallace would rather buy these.
10. That is the funniest thing I've ever seen.

### Test yourself 23.2

Decide if each pronoun below is a subject, object, reflexive, or demonstrative pronoun.

Sample: she subject

## UNIT 7: PRONOUNS

### Getting started (answers on p. 100)

1. yourselves .....
2. those .....
3. me .....
4. we .....
5. itself .....

### More practice (answers on the website)

6. them .....
7. that .....
8. us .....
9. herself .....
10. these .....

### Test yourself 23.3

Underline the pronouns in each of the sentences below. Label each as demonstrative, subject, object, or reflexive. Some sentences will have more than one pronoun.

Sample: Did you spill that on yourself? (subject; demonstrative; reflexive)

### Getting started (answers on p. 100)

1. We were angry at ourselves. ....
2. He asked us to explain this. ....
3. It works just as well at home. ....
4. They sent these to us. ....
5. The baseball player dusted himself off. ....

### More practice (answers on the website)

6. You should do this for yourself. ....
7. This reminds me of why I should respect myself. ....
8. That is the way they should behave themselves. ....
9. We excused ourselves right after dinner. ....
10. It could bother them. ....

**Getting started** (answers on p. 99)

1. John was a person who always pushed himself to the limit.
2. Watch yourself!
3. We prided ourselves on being silly.
4. The directors of that company can blame no one but themselves.
5. I see myself as a successful writer someday.

**More practice** (answers on the website)

6. All of you should be ashamed of yourselves!
7. Rosanna treated herself to a lavish vacation.
8. I wish my car started itself in the dead of winter.
9. Would everyone in the room please identify himself?
10. You should take better care of yourself!

**Test yourself 22.2**

Underline the reflexive, subject, and object pronouns in each of the sentences below. Label each as reflexive, subject, or object. Some sentences will have more than one pronoun.

Sample: Greta's perseverance benefitted both herself and the rest of the staff. (reflexive)

**Getting started** (answers on p. 99)

1. I have found that I can do it when the room is quiet.
2. He noticed that she often immersed herself in a book.
3. We have known her for years.
4. Some guests told us that they forced themselves to get up at 6 A.M.
5. You don't need to explain yourself to me.

**More practice** (answers on the website)

6. Mr. Ballantine said that he appreciated us.
7. If you want to leave, please let me know.
8. Who among us wants to commit himself to another year of service?
9. Jay's wife promised herself never to do it again.
10. Reflexive pronouns are easy to identify. don't you agree?



## Lesson 24: Possessive pronouns

You won't be surprised to learn that possessive pronouns are pronouns that indicate possession, or ownership. Some possessive pronouns are underlined here:

1. Mr. Smith explained his ideas to the audience.
2. I wish I could accept their invitation.
3. That suitcase isn't mine.
4. Yours was the best essay in the class.

If you look closely, you'll notice that the possessive pronouns in sentences 1–4 fall into two groups. The ones in sentences 1 and 2 are followed by a noun: *his ideas*, *their invitation*. The ones in sentences 3 and 4 are not followed by a noun; rather, they stand on their own in the sentence. We'll talk about each kind separately.

The possessive pronouns in sentences 1 and 2 may look familiar to you. That's because they were described in Lesson 14, as part of our discussion of determiners. Like articles (*a*, *an*, *the*), possessive pronouns which function as determiners can occur in the slot \_\_\_\_\_ house (for example, *his house*, *our house*, *your house*). Since they function as determiners, you can understand why they are followed by a noun. In *Quick tip* 14.1 we called these determiner possessive pronouns and provided the full list. We repeat them here: *my*, *your*, *his*, *her*, *its*, *our*, *their*.

### Test yourself 24.1

Underline the determiner possessive pronoun in each of the sentences below. Remember: determiner possessive pronouns are followed by nouns.

Sample: Many of our ideas back then were equally absurd.

**Getting started** (answers on p. 100)

1. The woman hid her feelings well.
2. He was younger than his wife.
3. Mr. and Mrs. Bradford adored their son.
4. Thomas and Natalie were the best students in my class.
5. Your eyes look very tired.

**More practice** (answers on the website)

6. The salesman's car does not show its age.
7. We should just pack up our things and get out of here.
8. I took a look at your face and I knew immediately that you were honest.
9. My daughter is very good about brushing her teeth regularly.
10. Gamblers are secretive about their losses.

Now on to the possessive pronouns in sentences 3 and 4, the kind that can stand alone in a sentence. Here are some more examples:

5. The Greens' tent came loose in the storm but ours remained secure.
6. Yours was the first card I noticed.
7. The scientist hurried from that laboratory to mine.

## UNIT 7: PRONOUNS

These possessive pronouns replace a whole noun (actually, a whole noun phrase, but we haven't gotten to that yet; see Lesson 28). And since the word *nominal* means "noun-like," these pronouns are sometimes called **possessive pronouns with nominal function**. We will simply call them **nominal possessive pronouns**.

### Quick tip 24.1

Nominal possessive pronouns replace a whole noun (or noun phrase). For example, instead of saying *That book is Sally's book* we can simply say, *That book is hers*. The nominal possessive pronouns are: *mine, yours, his, hers, its, ours, theirs*.

Notice that the pronouns *his* and *its* can function either as determiner possessive pronouns (see Quick tip 14.1) or as nominal possessive pronouns (see Quick tip 24.1).

### To enhance your understanding

Don't confuse possessive pronouns with contracted pronouns:

- 8a. *It's* (= it is) a wonderful day. (contracted pronoun)
- 8b. *Its* positives outweigh *its* negatives. (determiner possessive pronoun)
- 9a. *You're* (= you are) absolutely right. (contracted pronoun)
- 9b. *Your* shoelaces are untied. (determiner possessive pronoun)
- 10a. *They're* (= they are) leaving. (contracted pronoun)
- 10b. *Their* leaving early was unexpected. (determiner possessive pronoun)

As you can see, the contracted pronoun is always written with an apostrophe.

### Test yourself 24.2

Underline the nominal possessive pronoun in each of the sentences below.

Sample: Pete and Cathy are convinced the idea was theirs.

**Getting started** (answers on p. 100)

1. The rattlesnake is his.
2. The mother needs her nourishment and the baby needs hers also.
3. Yours is the room on the left.
4. The computer on the table is mine.
5. Ours is the next house on the block.

**More practice** (answers on the website)

6. Theirs will probably be the best dog in the show.
7. Hiring the band is not Dave's responsibility - it is yours.
8. Whatever the neighbors want to haul away is theirs for the taking.
9. Most people's experience is probably similar to hers.
10. His is not the only opinion that matters.

### Test yourself 24.3

Decide if each possessive pronoun below is a determiner or a nominal possessive pronoun.  
Sample: yours nominal

**Getting started** (answers on p. 100)

1. my .....
2. theirs .....
3. mine .....
4. your .....
5. her .....

**More practice** (answers on the website)

6. our .....
7. their .....
8. ours .....
9. hers .....
10. his .....

**Test yourself 24.4**

Underline the possessive pronoun in each of the sentences below. Then indicate if it functions as a determiner or a nominal possessive pronoun.

Sample: Jack's trip was good, but not nearly as exciting as theirs. (determiner)

**Getting started** (answers on p. 101)

1. Listening to music might interfere with your ability to concentrate. ....
2. Some of the CDs are ours. ....
3. The prisoner was ordered to hand over his things. ....
4. In my opinion, you should apologize. ....
5. Hers is the only dissenting voice in the room. ....

**More practice** (answers on the website)

6. The big suitcase over there is mine. ....
7. Someone wants to buy our company. ....
8. Some day this will all be yours. ....
9. The suspects had their day in court. ....
10. The bank is going to need her signature. ....

**Test yourself 24.5**

Decide if each pronoun below is a determiner possessive pronoun (*my, our*, etc.), nominal possessive pronoun (*mine, ours*, etc.), subject pronoun (*I, we*, etc.), object pronoun (*me, us*, etc.), reflexive pronoun (*myself, ourselves*, etc.), or demonstrative pronoun (*this, these*, etc.).

Sample: that demonstrative

**Getting started** (answers on p. 101)

1. their .....
2. them .....
3. yourselves .....
4. we .....
5. hers .....

**More practice** (answers on the website)

6. us .....
7. itself .....
8. those .....
9. me .....
10. yours .....



## Test yourself 24.6 – Grand finale

Underline the pronouns in each of the sentences below. Label each as determiner possessive, nominal possessive, subject, object, demonstrative, or reflexive. Some sentences will have more than one pronoun.

Sample: They were convinced that she would do a great job for them. (subject; subject; object)

*Getting started* (answers on p. 101)

1. Their employees were working during lunch. ....
2. He asked us for the answer. ....
3. It made a huge difference to her and to her friends. ....
4. She looked at herself in the rearview mirror of my car. ....
5. Some guy introduced himself and gave me his business card. ....

*More practice* (answers on the website)

6. You shouldn't compare your accomplishments to theirs. ....
7. The candidates presented themselves and their positions to us. ....
8. Are all these hers or mine? ....
9. You should thank him for bringing that to your attention. ....
10. We saved this for last because of its complexity and because the opportunity presented itself to include all pronoun types in it – but the final judgment is yours!  
.....

## PART II: KINDS OF PHRASES

Just as you know a lot about word categories without necessarily realizing that you do, you know a lot about combining words into phrases and phrases into sentences. As we talk about phrases and sentences, we'll be referring to many of the word categories you learned about in Part I, so check back there if you need to.

Let's start by taking a look at the following sentence:

1. The little boy laughed.

If you were asked to divide the sentence into two parts, what would the parts be? Speakers of English typically separate the sentence after the word *boy*:

2. The little boy + laughed.

Other groupings, like the ones below, generally seem unnatural to native speakers of English:

3. The + little boy laughed.

4. The little + boy laughed.

That is, we all sense that *the little boy* forms a unit and that *laughed* forms another unit. Units like these are called phrases.

So we can start off our discussion by suggesting that there are two parts to sentence 1. We could call them Part A and Part B, or Harry and George, but we'll use the terminology of modern linguistics and refer to them as the **noun phrase** and the **verb phrase**. The noun phrase in our sentence is *the little boy*; the verb phrase is *laughed*. Of course, there are other phrases as well. We'll look at the most common ones in the units of Part II.

## UNIT 9: NOUN PHRASES

### Lesson 28: The basic structure of noun phrases

There are all kinds of noun phrases and we can discover them by seeing some of the things we can substitute for the noun phrase, *the little boy*. The underlined portions of the sentences below are all noun phrases and any one of them can replace *the little boy* in the sentence *The little boy laughed*.

1. Audiences laughed.
2. Younger audiences laughed.
3. The girl laughed.
4. The little girl laughed.
5. The cute little girl laughed.
6. John laughed.
7. They laughed.

Of course, there are lots of things that cannot replace *the little boy*, for example:

8. \*My very quickly laughed.
9. \*Near his laughed.
10. \*Went away laughed.

You're probably not surprised to learn that *My very quickly*, *Near his*, and *Went away* are not noun phrases.

So what can be a noun phrase?

In sentences 1–6, the noun phrases all have something in common: each consists of at least a noun. (See Unit 1 to refresh your memory about nouns.)

Here are the noun phrases again, with the nouns underlined:

audiences  
younger audiences  
the girl  
the little girl  
the cute little girl  
John

In sentence 1, *Audiences laughed*, and in sentence 6, *John laughed*, the noun phrase consists of just a noun: *audiences* in sentence 1 and *John* in sentence 6.

#### Quick tip 28.1

A noun phrase can consist of a noun alone, for example, *audiences*, *John*.

#### Test yourself 28.1

Underline the noun phrase in each of the sentences below. In this exercise, the noun phrase will always consist of a noun alone. Some sentences may have more than one noun phrase.

Sample: Sugar is not very healthy.



**Getting started** (answers on p. 119)

1. Pirates were looking for treasure.
2. Furniture can be expensive.
3. Boys often want to be policemen.
4. People think money is useful.
5. Jeremy was eating rice.

**More practice** (answers on the website)

6. Sometimes juries make mistakes.
7. Jenny visited friends yesterday.
8. Oil is thicker than water.
9. Joel hates bananas.
10. Writers often like to work alone.

You can also see, in sentences 2–5, that a noun phrase can have other words in addition to just a noun. Let's see what those other words can be:

younger audiences:	adjective + noun
the girl:	determiner + noun
the little girl:	determiner + adjective + noun
the cute little girl:	determiner + adjectives + noun

(See Units 3 and 4 to remind yourself about determiners and adjectives.)

**Quick tip 28.2**

A noun phrase can consist of a determiner, one or more adjectives, and a noun. The determiner and adjective(s) are optional.

**Test yourself 28.2**

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of a determiner + noun; the determiner will always be an article, that is, *the*, *a*, or *an*. Some sentences may have more than one noun phrase.

Sample: A man stole the car.

**Getting started** (answers on p. 119)

1. The winner was overjoyed.
2. The crowd dispersed peacefully.
3. A minute can seem like an eternity.
4. The dentist gave the patient a toothbrush.
5. The couple forgot to tip the waiter.

**More practice** (answers on the website)

6. A Mercedes costs more than a Chevy.
7. The Andersons bought a house.
8. The children are sleeping.
9. The lake is near the village.
10. The professor paid the student a compliment.

Here are some more examples with different determiners and nouns. (You may recall from Unit 3 that the determiner always comes before the noun.) The whole noun phrase is underlined.

11. A man laughed.
12. Her friend laughed.
13. That lady laughed.
14. Many people laughed.

Notice that these noun phrases don't have to appear only at the beginning of the sentence:

15. The criminal is a man.
16. I looked at her friend.
17. Do you know that lady?
18. The clown made many people laugh.

### Test yourself 28.3

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of a determiner (any kind) + noun. Some sentences may have more than one noun phrase.

Sample: My hat blew off in the wind.

**Getting started** (answers on p. 119)

1. His doorman hailed a taxi.
2. As the doctor toured the ward, a group of her interns went along.
3. Your daughter looks great in this picture.
4. Some people keep their jewelry in a safe deposit box.
5. Jack's friend is an artist.

**More practice** (answers on the website)

6. While driving in a snowstorm, Alex's car veered off the road.
7. Several spectators wanted that ballplayer thrown out of the game.
8. The train pulled into the station.
9. Most people are proud of their country.
10. Andrea's grandmother used to bake a pie in her kitchen for her grandchildren.

Here are examples of noun phrases consisting of a determiner plus an adjective plus a noun (the whole noun phrase is underlined):

19. The best fruit is grown on the west coast.
20. Our new shoes got completely soaked.
21. That old dog is my favorite one.
22. Every new task is challenging.

### Test yourself 28.4

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of determiner + adjective + noun. Some sentences may have more than one noun phrase.

Sample: My young cousin got on that scary roller-coaster.

**Getting started** (answers on p. 119)

1. That adorable baby was born in a rundown house in a small town.
2. The elderly woman wrote a short novel.
3. His crazy adventure began with those strange letters.
4. Some Enchanted Evening is a beautiful song from a classic show.
5. Jackie's famous father is a talented immigrant from a South American country.

**More practice** (answers on the website)

6. These old cookies are stale.
7. A little attention often helps a bruised ego.
8. Each passing moment is a terrible waste.
9. Our new house sits on the outermost edge of this secluded island.
10. Many submitted manuscripts are piled up on the cluttered desk of the finicky editor.

**Test yourself 28.5**

For each of the underlined noun phrases below, decide if it is: determiner + noun or determiner + adjective + noun.

Sample: He was not in a reasonable mood. determiner + adjective + noun

**Getting started** (answers on p. 119)

1. The pleasure in his voice was real.
2. That annoying customer still got a good deal.
3. Count your blessings!
4. Jonathan's jacket is brand new.
5. He plays with his new gadget every day.

**More practice** (answers on the website)

6. His divorce received much publicity.
7. I want the latest model for my office.
8. Let's hope this terrible weather changes soon.
9. I don't care for her new attitude.
10. The motorcade passed by quickly.

Here are some examples where the noun phrase consists of a determiner, more than one adjective, and a noun (the whole noun phrase is underlined):

23. The dull brown liquid spilled onto his priceless antique carpet.
24. Elderly, infirm individuals really need that important health benefit.
25. A worn checkered apron hung by the sagging, unpainted kitchen door.

**Test yourself 28.6**

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of determiner + adjective(s) + noun. Some sentences may have more than one noun phrase.

Sample: The pushy, aggressive salesman at the automobile dealership was not helpful.

**Getting started** (answers on p. 119)

1. The small white dog ran away.
2. The close friends loved watching the old, classic movies.
3. Some Japanese cars are rated very highly.
4. My lovely niece arrived in a brand new convertible.
5. Those pesky flies ruined my Australian vacation.



**More practice** (answers on the website)

6. Your beautiful shiny hair is enviable.
7. The crazy idea of your nutty sister turned out to be not so crazy after all.
8. The Siamese cat was extremely sociable.
9. My reliable old friend made a terrible mistake.
10. This poor, hungry man is craving a hearty hot meat sandwich.

Don't forget that a noun phrase doesn't have to have a determiner. Here are some examples in which the noun phrases (underlined) consist only of adjective(s) and a noun:

26. Cold drinks are delicious.
27. Talented, creative actors don't always become big stars.
28. Individual rights are important to preserve.

Proper nouns generally don't have adjectives or determiners in front of them. \**creative Nicole*, for example, is ungrammatical.

Sentence 7, *They laughed*, is yet another kind of noun phrase. In this case, the noun phrase consists of just a pronoun, *they*. (See Unit 7 to remind yourself about pronouns.)

**Quick tip 28.3**

A noun phrase can consist of just a pronoun, for example *he* or *them*.

Notice that you can have a determiner before a noun, for example, *the monkey*, but you'd never put one before a pronoun: \**the he*, for example, is ungrammatical. We also do not usually put an adjective before a pronoun: \**pretty she*, for example, is ungrammatical.

**Test yourself 28.7**

Underline the noun phrase in each of the sentences below. In this exercise, the noun phrase will always consist of a pronoun. Some sentences may have more than one noun phrase.

Sample: You are always good to her.

**Getting started** (answers on p. 120)

1. He ran away.
2. I love watching them.
3. They were extremely sociable.
4. We want to invite you over.
5. He did it and didn't even tell us about it.

**More practice** (answers on the website)

6. It made me curious.
7. She left us confused.
8. I am better for it.
9. You will help me, won't you?
10. They left yesterday.

To sum up, the kinds of noun phrases we've discussed are listed below. While there are more kinds of noun phrases, what we've done here is to show you some basic ones.

## UNIT 9: NOUN PHRASES

noun	(example: <i>water</i> )
adjective + noun	(example: <i>cold water</i> )
determiner + noun	(example: <i>a teacher</i> )
determiner + adjective(s) + noun	(example: <i>a smart teacher</i> )
pronoun	(example: <i>she</i> )

### Test yourself 28.8

Identify the part of speech of each word in each of the underlined noun phrases below. It will be either: noun (alone), determiner + noun, adjective(s) + noun, determiner + adjective(s) + noun, or pronoun (alone).

Sample: He spoke in a friendly, cooperative manner. *determiner + adjectives + noun*

**Getting started** (answers on p. 120)

1. The pleasure in your voice was real.
2. I still have that infamous necklace.
3. I forgot to mention it to you.
4. Mr. Bentley is a successful businessman.
5. Cobras are dangerous snakes.

**More practice** (answers on the website)

6. Don't forget to buy a low-fat turkey sandwich!
7. The coffee is too hot to drink.
8. She buys a pair of new shoes every year.
9. He took a cruise with his rich, generous uncle.
10. You may not know that whales are mammals.

### Test yourself 28.9 - Grand finale

Underline the noun phrases in the sentences below. There may be more than one in a sentence.  
Sample: I am sharing the relevant information with you.

**Getting started** (answers on p. 120)

1. Joe traveled often.
2. The blazing sun can cause damage to your skin.
3. The unlucky scientist walked back.
4. We turned and left.
5. Those calculating politicians responded evasively.

**More practice** (answers on the website)

6. The beaches of Tahiti are high on my list of places to visit.
7. Cigarettes are not good for your health, don't you agree?
8. I think you should recommend this book to them.
9. Disneyland is a popular destination for European tourists.
10. Arnold hurried in.



## Answer keys: *Test yourself, Getting started* questions - Unit 9

### Test yourself 28.1

1. Pirates were looking for treasure.
2. Furniture can be expensive.
3. Boys often want to be policemen.
4. People think money is useful.
5. Jeremy was eating rice.

### Test yourself 28.2

1. The winner was overjoyed.
2. The crowd dispersed peacefully.
3. A minute can seem like an eternity.
4. The dentist gave the patient a toothbrush.
5. The couple forgot to tip the waiter.

### Test yourself 28.3

1. His doorman hailed a taxi.
2. As the doctor toured the ward, a group of her interns went along.
3. Your daughter looks great in this picture.
4. Some people keep their jewelry in a safe deposit box.
5. Jack's friend is an artist.

### Test yourself 28.4

1. That adorable baby was born in a rundown house in a small town.
2. The elderly woman wrote a short novel.
3. His crazy adventure began with those strange letters.
4. Some Enchanted Evening is a beautiful song from a classic show.
5. Jackie's famous father is a talented immigrant from a South American country.

### Test yourself 28.5

- |   |                               |
|---|-------------------------------|
| 1. <u>The pleasure</u> in his voice was real.           | determiner + noun             |
| 2. <u>That annoying customer</u> still got a good deal. | determiner + adjective + noun |
| 3. <u>Count your blessings!</u>                         | determiner + noun             |
| 4. <u>Jonathan's jacket</u> is brand new.               | determiner + noun             |
| 5. He plays with <u>his new gadget</u> every day.       | determiner + adjective + noun |

### Test yourself 28.6

1. The small white dog ran away.
2. The close friends loved watching the old, classic movies.



3. Some Japanese cars are rated very highly.
4. My lovely niece arrived in a brand new convertible.
5. Those pesky flies ruined my Australian vacation.

### Test yourself 28.7

1. He ran away.
2. I love watching them.
3. They were extremely sociable.
4. We want to invite you over.
5. He did it and didn't even tell us about it.

### Test yourself 28.8

- |  |                                      |
|--|--------------------------------------|
| 1. The pleasure in <u>your voice</u> was real.     | <u>determiner + noun</u>             |
| 2. I still have <u>that infamous necklace</u> .    | <u>determiner + adjective + noun</u> |
| 3. I forgot to mention <u>it</u> to you.           | <u>pronoun</u>                       |
| 4. <u>Mr. Bentley</u> is a successful businessman. | <u>noun</u>                          |
| 5. Cobras are <u>dangerous snakes</u> .            | <u>adjective + noun</u>              |

### Test yourself 28.9

1. Joe traveled often.
2. The blazing sun can cause damage to your skin.
3. The unlucky scientist walked back.
4. We turned and left.
5. Those calculating politicians responded evasively.

FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.

## UNIT 10: PREPOSITIONAL PHRASES

### Lesson 29: The basic structure of prepositional phrases

What do you notice about the following sentences?

1. The toy is on the red table.
2. We live near him.
3. The cute guy walked Mary to the corner.
4. The Jones family traveled around Arizona.

Each of these sentences contains a preposition, which is underlined. Here again are the common prepositions which we listed in Lesson 17:

about	beneath	into	throughout
above	beside	like	till
across	between	near	to
after	beyond	of	toward(s)
against	by	off	under
along	despite	on	until
among	down	onto	up
around	during	out	upon
at	for	over	with
before	from	since	within
behind	in	through	without
below			

What follows a preposition? In sentences 1–4, the prepositions are followed by:

5. the red table (determiner + adjective + noun)
6. him (pronoun)
7. the corner (determiner + noun)
8. Arizona (proper noun)

As you may remember from Lesson 28, each of these is a kind of noun phrase. In fact, a preposition is always followed by a noun phrase, called the **object of the preposition**, and the preposition and its noun phrase form a unit which is called a **prepositional phrase**.

#### Quick tip 29.1

A prepositional phrase consists of a preposition plus a noun phrase, for example *in the closet*.

We don't have to list the different kinds of noun phrases in *Quick tip 29.1*, because we've already identified them in Lesson 28; we can just refer to noun phrases in general. So it's really useful to have this concept of a noun phrase, and it's a concept that you'll see come up again in other lessons.