

Home Reading Grammar Library

А.В.Иванов

Basic
English
Grammar
Tutorial



Ижевск 2011

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Basic English Grammar Tutorial

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Данное учебное пособие адресовано студентам, овладевшим основами английского языка и продолжающим его изучение. Целью работы с пособием являются формирование коммуникативных и переводческих компетенций, систематизация знаний грамматики и подготовка студентов к контролю знаний. Пособие включает грамматический материал в виде таблиц и краткого пояснения, а также упражнения.

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Предисловие

Пособие «Basic English Grammar Tutorial» адресовано студентам языковых и неязыковых факультетов, овладевших основами английского языка и продолжающих его изучение на более высоком уровне. Это первое пособие из серии «Home Reading Grammar Library», которое содержит теоретический и практический материал для изучения следующих разделов грамматики английского языка: имя существительное, имя прилагательное и наречие. Пособие охватывает программные требования по языку и соответствует федеральным государственным образовательным стандартам.

Актуальность создания данного пособия обусловлена тем, что оно способствует систематизации знаний по грамматике и подготовке студентов к текущему, рубежному контролю и промежуточной аттестации знаний в рамках балльно-рейтинговой системы оценивания знаний. До промежуточной и итоговой аттестации тестирование студентов осуществляется три раза в семестр и, помимо прочего, направлено на проверку усвоения грамматического материала.

В отличие от других грамматических справочников и пособий, данная разработка содержит достаточное количество репродуктивно-тренировочных упражнений, таким образом, активное овладение морфологическими формами лексических единиц английского языка ведет к формированию коммуникативных и переводческих компетенций обучающихся.

Основу пособия составляет последовательное изложение грамматического материала, который представлен в виде таблиц, моделей и краткого пояснения на английском языке. Значение всех моделей раскрывается при помощи примеров. После примеров идут

тренировочные и комбинированные упражнения, которые позволяют активизировать грамматический материал и развивают речевые навыки.

Работа с упражнениями должна помочь студентам понять характер этих явлений и овладеть практическими навыками употребления грамматических структур, типичных для современного английского языка.

Упражнения могут быть использованы как тестовые задания, а также как задания для самостоятельной работы. Все упражнения и тесты снабжены ответами. Это даёт возможность контролировать правильность выполнения заданий, как самим студентом, так и преподавателем, а также обратить внимание на пробелы в знаниях грамматики.

Для работы с данным пособием студентам можно дать следующие рекомендации:

1. Начиная работать с пособием, выполните предложенный автором диагностический тест для определения начального уровня знаний по предложенному в пособии материалу.
2. Приступая к выполнению грамматических упражнений, внимательно прочитайте и переведите задание.
3. Изучите примеры, модели для успешного выполнения упражнений.
4. В случае возникновения затруднений с выполнением задания, обратитесь за разъяснениями к преподавателю или самостоятельно найдите дополнительную информацию в других источниках.
5. Закончив работу с пособием, рекомендуем выполнить диагностический тест повторно, чтобы определить, насколько успешно вы овладели материалом пособия.

Пособие может быть рекомендовано широкому кругу лиц, изучающих английский язык и желающих повторить основные разделы грамматики.

Автор

DIAGNOSTIC TEST

I. Pronouns

Insert the necessary pronouns.

1. The children are happy because _____ have a holiday today.
2. My aunt and uncle invited me to visit _____.
3. I opened _____ book.
4. When I lost my map, your son lent me _____.
5. I mailed my letter. Did you mail _____?
6. He should take better care of _____.
7. She had printed the text for _____.
8. _____ lives here. There is no population.
9. I want _____ to eat. Is there some food in the fridge?
10. This chair is painted. Has _____ chair been painted?

II. Nouns

Change the nouns to the plural.

1. The (box) were empty.
2. The (facility) are open to the public.
3. The (crisis) have caused concern.
4. The (criterion) were used to judge which proposals should be accepted.
5. The (child) are happy.
6. The (man) were being given directions.
7. The (woman) have visited us.
8. (Jean) are fashionable.
9. The (policewoman) were directing traffic.
10. The (mouse) make a great deal of noise at night.

III. Adjectives

Insert the necessary comparative form of adjectives.

1. The village is _____ than the city. (pretty)
2. The afternoon is usually _____ than the morning. (hot)
3. Business is _____ this year than it was last year. (good)

4. The weather was _____ yesterday than it is today. (bad)
5. Die Hard is the _____ movie I've ever seen. (exciting)
6. Of all the mechanics in the shop, Jerzy is surely _____ . (competent)
7. Mary is _____ than Max. (tall)
8. Max's story is _____ story I've ever heard. (long)
9. Alice drinks _____ coffee than Jerry does. (little)
10. Their farm has produced the _____ tomatoes. (many)

IV. Adverbs

Insert the necessary comparative form of adverbs.

1. They have settled in _____. (comfortable)
2. _____, it stopped raining before we had to leave. (lucky)
3. We came to work _____. (early)
4. How _____ do you know her? (good)
5. We _____ concluded the deal. (successful)
6. _____ snow is forecast for tomorrow. (heavy)
7. The more you study, _____ you will do on the test. (well)
8. I walked _____ down the stairs than you did. (slow)
9. A hybrid car drives _____ than a similar gasoline-powered car. (efficient)
10. Out of all my subjects, I have to agree that I do _____ at math. (bad)

PRONOUNS

Pronouns are small words that take the place of a noun. We can use a pronoun instead of a noun. If we didn't have pronouns, we would have to repeat a lot of nouns. We would have to say things like:

Do **you** like the president? **I** don't like the president. The president is too pompous.

With pronouns, we can say:

Do **you** like the president? I don't like **him**. **He** is too pompous.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

1. Personal Pronouns

Personal pronouns represent specific people or things. We use them depending on:

number: singular (I) or plural (we)

person: 1st person (I), 2nd person (you) or 3rd person (he)

gender: male (he), female (she) or neuter (it)

case: subject (we) or object (us)

Pronouns are said to be in the subjective case, because they can each be used as the subject of a verb.

I am ready.

He is fortunate.

She is a teacher.
It is raining.
We are coming.
You are right.
They are determined.

When a personal pronoun is the object of a verb, the pronoun must be in the objective case.

They need **me**.
 We like **you**.
 They understand **him**.
 I wanted **her** to help **them**.
 We mended **it** yesterday.

Here are the personal pronouns, followed by some example sentences:

| Number | Person | Gender | Personal pronouns | |
|----------|--------|--------------------|-------------------|--------|
| | | | Subject | Object |
| Singular | 1st | male/female | I | me |
| | 2nd | male/female | you | you |
| | 3rd | male | he | him |
| | | female | she | her |
| | neuter | it | it | |
| Plural | 1st | male/female | we | us |
| | 2nd | male/female | you | you |
| | 3rd | male/female/neuter | they | them |

*Examples (in each case, the first example shows a **subject pronoun**, the second an **object pronoun**):*

- **I** like coffee.
- John helped **me**.
- Do **you** like coffee?
- John loves **you**.
- **He** runs fast.
- Did Ram beat **him**?
- **She** is clever.
- Does Mary know **her**?
- **It** doesn't work.
- Can the engineer repair **it**?
- **We** went home.
- Anthony drove **us**.
- Do **you** need a table for three?
- Did John and Mary beat **you** at doubles?
- **They** played doubles.
- John and Mary beat **them**.

*When we are talking about a single thing, we almost always use **it**. However, there are a few exceptions. We may sometimes refer to an animal as **he/him** or **she/her**, especially if the animal is domesticated or a pet. Ships (and some other vessels or vehicles) as well as some countries are often treated as female and referred to as **she/her**. Here are some examples:*

This is our dog Rusty. **He's** an Alsatian.
The Titanic was a great ship but **she** sank on her first voyage.
My first car was a Mini and I treated **her** like my wife.
Thailand has now opened **her** border with Cambodia.

*We often use **it** to introduce a remark:*

It is nice to have a holiday sometimes.

It is important to dress well.

It's difficult to find a job.

*We also often use **it** to talk about the weather, temperature, time and distance:*

It's raining.

It will probably be hot tomorrow.

Is **it** nine o'clock yet?

It's 50 kilometres from here to Cambridge.

Exercise 1

In the sentences below, fill in the blanks with the personal pronouns which agree with the underlined antecedents.

For example:

The man walked slowly, because ___ was carrying a heavy parcel.

The man walked slowly, because he was carrying a heavy parcel.

The tree is very tall, but ___ does not give much shade.

The tree is very tall, but it does not give much shade.

She and I are not coming, because ___ are too busy.

She and I are not coming, because we are too busy.

1. The children are happy because _____ have a holiday today.
2. My father and I had planned to visit the park, but since it was raining _____ decided not to go.
3. This chair is valuable because _____ is so old.
4. The woman is pleased because _____ has found work.
5. Until _____ retired, their father managed a business.

6. After the apples have been cut up, _____ should be sprinkled with cinnamon.
7. Because her husband used to study music, _____ knows how to play several musical instruments.
8. My neighbour and I like to go shopping together, so that _____ can help each other choose what to buy.
9. Her daughter likes to study, because _____ finds the work interesting.
10. The car is in good condition, but _____ needs a new muffler.

Exercise 2

Paying attention to the meanings of the sentences below, fill in each blank with *he, she, it, we* or *they*, and underline the antecedent of the pronoun. For example:

My grandfather does not want to retire, because _____ likes his work.

My grandfather does not want to retire, because he likes his work.

The bananas are quite soft, but _____ can be used in banana cake.

The bananas are quite soft, but they can be used in banana cake.

1. When the moon is full, _____ rises just as the sun sets.
2. Tracy and I like spending time together, because _____ share many interests.
3. When my uncle was young, _____ enjoyed playing soccer.
4. The students worked hard, because _____ were anxious to complete the assignment.
5. When the lady entered the hotel, _____ asked to speak with the manager.
6. The man was surprised when _____ heard the news.
7. My friend and I had to leave early so that _____ could catch the bus.

8. I liked the picture so much that I had _____ framed.
9. Your grandmother is old, but _____ is still beautiful.
10. The boats look picturesque when _____ are tied up in the harbour.

Exercise 3

For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. The objective case must be used, since the pronouns in these sentences are the objects of verbs. For example:

I am looking for the post office. Can you help ___?

I am looking for the post office. Can you help me?

My aunt and uncle invited me to visit _____.

My aunt and uncle invited me to visit them.

1. Because she is your friend, I offered to help _____.
2. I wish someone would tell _____ the answer.
3. They look familiar. I am sure we have met _____ before.
4. If you are ready, we will drive _____ home.
5. We would like you to call _____.
6. He is our neighbour. We have known _____ for years.
7. This is the book I need. May I borrow _____?
8. If you like, I will call _____ when we arrive.
9. We were surprised they remembered _____.
10. That man waved to us, but I do not recognize _____.
11. I think they expect _____ to come.
12. The piano is out of tune, but I am having _____ tuned tomorrow.
13. Will she mind if I ask _____ a question?
14. The beans will grow faster if you water _____.

Exercise 4

For each of the following sentences, fill in the blank with the personal pronoun which agrees with the underlined word. Use the subjective case if the pronoun is the subject of a verb, and use the objective case if the pronoun is the object of a verb. For example:

They invited me to come, but ___ did not have time.

They invited me to come, but I did not have time.

That boy is quite friendly. I like ___.

That boy is quite friendly. I like him.

1. I saw your brother after school. _____ lent me his bicycle.
2. Would you like me to help _____ ?
3. My friend and I expect the woman to call _____.
4. If I am ready in time, _____ will meet you there.
5. This woman is one of our relatives, ___ is my husband's cousin.
6. Her grandfather is a wise man. Everybody respects _____.
7. The chimney is old. _____ needs to be repaired.
8. My sister likes sports. We should invite _____ to join us.
9. Those people are your neighbours. Have you met ___ yet?
10. She and I will call you if _____ are late.
11. I waited for you for twenty minutes, but ___ did not come.
12. The camera was heavy, but he carried ___ everywhere.
13. Some ducks swim underwater when ___ are searching for food.
14. I waved to you. Did you see _____ ?

Exercise 5

Paying attention to the case of the personal pronouns, rewrite each of the following sentences so that the meaning is reversed. For example:

We gave them the pen. They gave us the pen.
 I like you. You like me.

1. She helped us.
2. He asked them to come.
3. I recognized her.
4. You warned me.
5. We reminded them to call.
6. They told him the truth.
7. She invited us for tea.
8. He offered me a sandwich.

2. Possessive personal pronouns

The subjective, objective and possessive forms of the English personal pronouns are shown in the following table.

| Subjective Case | Objective Case | Possessive Form used before a Noun | Noun Possessive Form used Independently |
|------------------------|-----------------------|---|--|
| I | me | my | mine |
| you | you | your | yours |
| he | him | his | his |
| she | her | her | hers |
| it | it | its | [its] |
| we | us | our | ours |
| they | them | their | theirs |

Possessive adjectives

As shown in the preceding table, the personal pronouns have two possessive forms. One form shows possession by preceding a noun. A personal pronoun in this form may be referred to as

a possessive adjective, since, like an adjective, it describes the thing to which the noun refers.

In the following sentences, the possessive adjectives are underlined.

My bicycle is new.

Does your uncle play hockey?

His answer was correct.

Her father is not here.

The tree has lost two of its branches.

He is our friend.

Their house is one block from the school.

The rules for the agreement of personal pronouns with their antecedents also apply to the corresponding possessive adjectives. In languages such as French and Spanish, possessive adjectives agree with the nouns they precede. However, in English, possessive adjectives agree with their antecedents, as illustrated in the following table.

Agreement of English Possessive Adjectives with their Antecedents

| Antecedent | Possessive Adjective | Example |
|-------------------|-----------------------------|-------------------------------|
| boy | his | The boy obeys his mother. |
| girl | her | The girl likes her brothers. |
| bird | its | The bird sat on its nest. |
| cows | their | The cows have lost their way. |

Exercise 6

Fill in each blank with the possessive adjective which agrees with the underlined antecedent. For example:

I am looking for keys.

I am looking for my keys.

The lady left gloves on the counter.

The lady left her gloves on the counter.

Personal pronouns must agree with antecedents.

Personal pronouns must agree with their antecedents.

1. I opened book.
2. Did the man finish work?
3. The bear is licking paws.
4. Please show us to seats.
5. She has already purchased ticket.
6. Have you heard from friends recently?
7. The students live near school.
8. The gentleman would like to have watch repaired.
9. We eat breakfast at the same time every morning.
10. That woman always walks dog in the park.
11. I would like to renew subscription.
12. The eagle was holding something in claws.
13. Will you give me address?
14. The gymnasts asked coach for advice.

Possessive pronouns

The possessive form of a personal pronoun which can be used independently can be referred to as a possessive pronoun, since it can be used in the place of a noun. In the following sentences, the possessive pronouns are underlined.

He did not bring his coat, but I brought mine.
Our mail has been delivered, but theirs has not.

*In the above examples, **mine** stands for **my coat**, and **theirs** stands for **their mail**.*

*The following table compares the possessive pronouns with the possessive adjectives. It can be seen that only **his** and **its** have the same form when used as pronouns as when used as adjectives. The possessive pronoun **its** is seldom used.*

| Possessive Adjective | Possessive Pronoun |
|----------------------|--------------------|
| my | mine |
| your | yours |
| his | his |
| her | hers |
| its | [its] |
| our | ours |
| their | theirs |

*Except for the pronoun **mine**, all of the possessive pronouns end in **-s**. However, it should be noted that, unlike possessive nouns, the possessive personal pronouns are not spelled with an apostrophe. Care should be taken not to confuse the possessive form **its** with the contraction **it's**, which stands for **it is** or **it has**.*

In the following sentences, the possessive personal pronouns are underlined.

That book is mine.

Are these gloves yours?

The red bicycle is his.

Because I forgot my umbrella, she lent me hers.

Their teacher is stricter than ours.
Our teacher is relaxed, but theirs is short-tempered.

Exercise 7

Fill in each blank with the possessive pronoun which agrees with the underlined antecedent. For example:

If you cannot find your pen, I will lend you ____.

If you cannot find your pen, I will lend you mine.

I failed my exams, but my brother passed ____.

I failed my exams, but my brother passed his.

1. Your coat may be warm, but I think _____ is more elegant.
2. Because I had no gloves, my niece offered me _____.
3. I forgot to bring my camera. Did you bring _____.
4. When I lost my map, your son lent me _____.
5. They discarded their old telephone directories, but we kept _____.
6. We have not planted our peas yet, but the farmers have planted _____ already.
7. I never cut my hair, but my sister cuts _____ once a month.
8. The neighbours' children are very independent, but we have to help _____.
9. We store our bicycles in the shed, but they leave ____ outside.
10. I water my plants every day, but you never water _____.
11. Although she likes her school, I prefer _____.
12. My niece studies for all her tests, but my nephew refuses to study for _____.

Exercise 8

Fill in each blank with either the possessive adjective or the possessive pronoun which agrees with the underlined antecedent. Remember that the possessive adjective must

precede a noun or gerund, whereas the possessive pronoun is used independently. For example:

Last night I wrote to ___ sister.

Last night I wrote to my sister.

I thought the book was yours, but in fact, it was ____.

I thought the book was yours, but in fact, it was mine.

1. I always enjoy _____ vacation.
2. I mailed my letter. Did you mail _____?
3. He is eager to try out _____ skis.
4. I am sure _____ handling of the situation was correct.
5. I rarely use a car, but they drive _____ everywhere.
6. My aunt visits _____ cousins once a year.
7. We are proud of _____ record.
8. I have never met your children. Have you met _____?
9. The gate swung noiselessly on _____ hinges.
10. I have received my diploma, but she has not yet received _____.
11. Have you filled out _____ application?
12. The bird continued _____ twittering long after dusk.
13. They are going to sublet _____ apartment.
14. I got my driver's license last month, but he got ___ a year ago.
15. Most businesses try to expand, but we have kept ___ small.
16. They saw _____ friend on television.
17. I finished my assignment yesterday. Have you finished _____?

3. Reflexive Pronouns

Reflexive pronouns are often used when the action described by the verb is directed toward the thing referred to by the subject

of the verb. This use of reflexive pronouns is illustrated in the following examples. The reflexive pronouns are underlined.

I washed myself thoroughly before putting on clean clothes.
Did you hurt yourself?

We use reflexive pronouns as the direct or indirect object of the verb when we want to say that the object is the same person or thing as the subject of the verb in the same clause.

*For example, "John taught **himself**" means that John did the teaching and was also the person who was taught, and "Ann poured **herself** a drink" means that Ann did the pouring and was also the person that the drink was poured for.*

She stretched herself out on the sofa.
The men formed themselves into a line.

Note that although the subject "you" is omitted in imperatives, we can still use "yourself" or "yourselves".

Here's the money, go and buy yourself an ice cream.

We use reflexive pronouns after nouns or pronouns to emphasize the person or thing that we are referring to.

I myself saw what happened.
Did he solve the problem himself?
The town itself was so small that it didn't have a bank.

*In these examples, the reflexive pronouns **myself**, **himself** and **itself** are used to emphasize the personal pronouns **I**, **he** and **it**.*

We use a reflexive pronoun at the end of a clause to emphasize that someone did something without any help from anyone else.

She had printed the card herself.

I'll take it down to the police station myself.

Did you make these yourself?

The reflexive personal pronouns are listed below.

| Subjective Case | Reflexive Pronoun |
|------------------------|--------------------------|
| I | myself |
| you | yourself |
| he | himself |
| she | herself |
| it | itself |
| we | ourselves |
| you | yourselves |
| they | themselves |

*It can be seen that in the second person, a differentiation is made between **yourself**, which agrees with singular antecedents, and **yourselves**, which agrees with plural antecedents.*

It should be noted that the first and second person reflexive pronouns are formed from the corresponding possessive adjectives, whereas the third person reflexive pronouns are formed from the corresponding pronouns in the objective case. This is illustrated in the following table.

| Objective Case | Possessive Adjective | Reflexive Pronoun |
|-----------------------|-----------------------------|--------------------------|
| me | my | myself |
| you | your | yourself |

| | | |
|-------------|-------------|-------------------|
| him | his | himself |
| her | hers | herself |
| it | its | itself |
| us | our | ourselves |
| you | your | yourselves |
| them | their | themselves |

Exercise 9

For each of the following sentences, fill in the blank with the reflexive pronoun which agrees with the underlined word. For example:

I found _____ in a difficult situation.

I found myself in a difficult situation.

The children warmed _____ in front of the fire.

The children warmed themselves in front of the fire.

1. He should take better care of _____.
2. You may help _____.
3. I saw it _____.
4. She likes to involve _____ in community affairs.
5. We could see _____ reflected in the mirror.
6. The bird perched _____ on the window sill.
7. The students found the solution _____.
8. You _____ must decide what to do.
9. The teenagers amused _____ by telephoning their friends.
10. We _____ were surprised at the news.
11. He likes to hear _____ talk.
12. She prides _____ on her ability to speak French.
13. I told _____ not to lose hope.
14. The fox hid _____ under a bush.

4. Indefinite pronouns

Indefinite pronouns refer to people or things without saying exactly who or what they are.

The following are examples of indefinite pronouns:

one

| | | |
|----------|-----------|------------|
| anyone | anybody | anything |
| everyone | everybody | everything |
| [no one] | nobody | nothing |
| someone | somebody | something |

One cannot believe everything one hears.

I will try to think of something.

Nobody will believe it!

Is there anyone here by the name of Smith?

*All of the pronouns listed above take verbs in the third person singular. The phrase **no one** is used like the other indefinite pronouns, but is spelled as two separate words. The pronoun **one** can refer to persons or things.*

One of the boys will help you.

Please hand me one of the boxes.

When an indefinite pronoun is the subject, it always takes a singular verb, even when it refers to more than one person or thing.

Everyone knows that.

Everything was fine.

When we refer back to indefinite pronouns, we use plural pronouns or possessives, and a plural verb.

Ask anyone. They'll tell you.
Has everyone eaten as much as they want?
You can't tell somebody why they've failed.

Warning: *Some speakers prefer to use singular pronouns. They prefer to say "You can't tell **somebody** why he or she has failed".*

*In addition, the other indefinite pronouns ending in **one**, and the indefinite pronouns ending in **body**, generally refer to persons. The indefinite pronouns ending in **thing** generally refer to things.*

I was there for over an hour before anybody came.
It had to be someone with a car.
Jane said nothing for a moment.

Unlike most of the personal pronouns, the indefinite pronouns have the same form in the objective case as in the subjective case. As shown in the following table, the indefinite pronouns which refer to persons form possessive adjectives by adding 's.

| Indefinite Pronoun | Possessive Adjective |
|---------------------------|-----------------------------|
| one | one's |
| anyone | anyone's |
| everyone | everyone's |
| no one | no one's |
| someone | someone's |
| anybody | anybody's |
| everybody | everybody's |
| nobody | nobody's |
| somebody | somebody's |

The indefinite pronouns which refer to things usually do not form possessive adjectives.

*The compounds of **some** and **any** behave in the same way as **some** and **any**, that is to say, **some-**, in affirmative sentences and, **any-**, in negatives and questions, although we use **some-** in the interrogative to offer something, to ask for something or when we expect a positive response.*

I saw somebody there.
I did not see anybody there.
Did you see anybody there?
Would you like something better?

*Instead of “I **did not** see **anybody** there”, we can say “I saw **nobody** there”, but we cannot use two negative words: “I **did not** see **nobody** there”.*

***Any** can also mean “every” or “it does not matter which / who”:*

You can take any pencil.
Anybody can do it. It's very easy.

Let's see the following examples to end with:

Somebody told me you were abroad.
Nobody came to the meeting.
Was there anybody in the house?
I want something to eat.
I don't need anything.
I need nothing.
Would you like something to drink?
Is there anything in that drawer?

I want to go somewhere else.

I didn't go anywhere.

I went nowhere.

Have you seen my car keys anywhere?

Exercise 10

Fill in the gaps with *somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere or nowhere*.

1. I know _____ about this issue that you may find interesting, but if I tell you, you must promise to keep it (a) secret.
2. _____ lives here. There is no water.
3. I spent the night _____ near the beach.
4. _____ could have jumped over this wall, and stole your rake. It's very low.
5. _____ scares him. He's very brave.
6. There is _____ to park here. Let's go _____ else to park.
7. Would you like _____ to wash your hands?
8. May I have _____ for dessert, please?
9. They took him _____ in London, and he never returned.
10. Please don't leave _____ behind at home. We'll be away for a fortnight.
11. She needs _____ to love. She's very lonely.
12. They will not sing _____ in this city. They said that they would never come back.
13. There isn't _____ you can do to help them. _____ can help them.
14. We do not need _____ else to run this department. We can do it ourselves.
15. _____ is ringing the bell. Go and see who it is.
16. _____ phoned while we were out, but they did not leave a message.

The use of One in general statements

*The indefinite pronoun **one** is used in formal English to make general statements.*

By working systematically, one may achieve the results one desires.

In legal matters, one must always make sure of one's facts.

*When used in this way, **one** refers to persons in general, and has the reflexive form **oneself**.*

One should prepare oneself to deal with any emergency.

*In informal English, the personal pronoun **you** is usually used in making general statements. Thus, in informal English, the ideas in the above sentences might be expressed:*

By working systematically, you may achieve the results you desire.

In legal matters, you must always make sure of your facts.

You should prepare yourself to deal with any emergency.

*Occasionally, the pronoun **we** is used in general statements. This use of the pronoun **we** is most likely to occur in formal speeches.*

By working systematically, we may achieve the results we desire.

In legal matters, we must always make sure of our facts.

We should prepare ourselves to deal with any emergency.

*The following table summarizes the forms of the personal pronouns and the indefinite pronoun **one**.*

Summary of the Forms of the Personal Pronouns and One

| Subjective Case | Objective Case | Possessive Adjective | Possessive Pronoun | Reflexive Pronoun |
|-----------------|----------------|----------------------|--------------------|-------------------|
| I | me | my | mine | myself |
| you | you | your | yours | yourself |
| he | him | his | his | himself |
| she | her | her | hers | herself |
| it | it | its | [its] | itself |
| we | us | our | ours | ourselves |
| you | you | your | yours | yourselves |
| they | them | their | theirs | themselves |
| one | one | one's | | oneself |

Exercise 11

For each of the following general statements, change all of the pronouns and possessive adjectives to agree with the pronoun given in brackets. For example:

We must work to keep our environment healthy. (you)

You must work to keep your environment healthy.

You should always pay your income tax before the deadline.

(one)

One should always pay one's income tax before the deadline.

One should not think only of oneself. (we)

We should not think only of ourselves.

1. We should work in order to realize our ambitions. (one)
2. When you are overworked, you should try to give yourself time to relax. (we)
3. One can never be sure whether one's intuitions are correct. (you)

4. If one organizes one's time properly, one can accomplish a great deal. (we)
5. If you own property, you should protect yourself with a good insurance policy. (one)
6. We should never be afraid to state our views. (you)
7. One should try to educate oneself as well as possible. (you)
8. We should try to teach our children a sense of responsibility. (one)
9. One can choose one's friends, but one cannot choose one's relatives. (we)
10. We become mature when we learn to trust our own judgement. (you)
11. You learn from your mistakes. (we)
12. You should always treat your friends well. (one)

*In formal English, it is considered grammatically correct to use the adjective **his** to agree with indefinite pronouns such as **anyone** and **everyone**.*

Everyone took his seat.

*However, it is considered less discriminatory to use a phrase such as **his or her** to agree with such pronouns.*

Everyone took his or her seat.

*In informal English, the problem of gender is often avoided by the use of the plural adjective **their**.*

Everyone took their seat.

*However, this use of **their** is considered to be grammatically incorrect in formal English.*

5. Reciprocal pronouns

Reciprocal pronouns refer to persons or things which are acting on each other. In English, the following two phrases are used as reciprocal pronouns:

each other
one another

Both phrases may be used to refer to either persons or things.

You and I saw each other last week.
The houses faced each other.
The two friends helped one another with their work.
The wires were touching one another.

6. Demonstrative pronouns

*The words **this**, **that**, **these** and **those** are used to indicate specific persons or things. In the following examples, the words **this**, **that**, **these** and **those** are used independently, and can be referred to as **demonstrative pronouns**.*

This is an apple pie.
That is a good idea.
These are my friends.
Those are maple trees.

*The words **this**, **that**, **these** and **those** can also be used immediately preceding a noun, in which case they can be referred to as **demonstrative adjectives**.*

This pie is made with apples.
That idea seems practical.

These people are my friends.
Those trees are maples.

*In the preceding examples, **this**, **that**, **these** and **those** act as adjectives, modifying the nouns **pie**, **idea**, **people** and **trees**, respectively.*

***This** and **these** are used to indicate persons or things that are close to the speaker or writer. **This** takes a singular verb, and is used when referring to a single person or thing.*

This is my brother.
This book belongs to him.

***These** takes a plural verb, and is used when referring to more than one person or thing.*

These are my brothers.
These books belong to him.

Exercise 12

For each of the following sentences, fill in the blank with *this* or *these*. Use *this* to refer to a single person or thing, and use *these* to refer to more than one person or thing.

For example:

_____ is her bicycle.
This is her bicycle.

_____ are our books.
These are our books.

1. Does _____ bus go downtown?
2. _____ are their suitcases.
3. _____ is his camera.

4. _____ trees are over one hundred years old.
5. Is _____ flower a daffodil?
6. _____ women will perform the skit.
7. _____ is the main entrance.
8. _____ lakes are very deep.
9. _____ is their school.
10. Are _____ radishes?

***That** and **those** are used to indicate persons or things that are at a distance from the speaker or writer. **That** takes a singular verb, and is used when referring to a single person or thing.*

That is a computer.

That woman is a professor.

***Those** takes a plural verb, and is used when referring to more than one person or thing.*

Those are computers.

Those women are professors.

Exercise 13

For each of the following sentences, fill in the blank with *that* or *those*. Use *that* to refer to a single person or thing, and use *those* to refer to more than one person or thing.

For example:

_____ plane flies to Geneva.

That plane flies to Geneva.

Are _____ children on vacation?

Are those children on vacation?

1. _____ is his pen.
2. _____ girls are Australian.
3. Has _____ chair been painted?
4. _____ watches are not expensive.
5. Does _____ train usually arrive on time?
6. Was _____ your friend?
7. _____ are my cousins.
8. _____ is a swan.
9. Do _____ notebooks belong to you?
10. _____ are the places we will visit.

The use of this, these, that and those is summarized in the following table.

| | Location Indicated | Singular or Plural |
|--------------|--------------------------------|---------------------------|
| This | Close to speaker or writer | Singular |
| These | Close to speaker or writer | Plural |
| That | Distant from speaker or writer | Singular |
| Those | Distant from speaker or writer | Plural |

Exercise 14

Rewrite the following sentences, changing the subjects and verbs from the singular to the plural. For example:

Is this ready?

Are these ready?

That measures the temperature.

Those measure the temperature.

1. This was finished last week.
2. Is that radiator working?
3. This picture is ours.
4. That has been completed.
5. This was designed by his aunt.
6. That does not need to be altered.
7. This table is made of wood.
8. Has that student seen the play?
9. This umbrella is new.
10. That river flows through the mountains.

Exercise 15

Rewrite the following sentences, changing the subjects and verbs from the plural to the singular. For example:

These were on sale.

This was on sale.

Those plays were popular.

That play was popular.

1. These were necessary.
2. Those colours are beautiful.
3. Are these bells too loud?
4. Have those been polished?
5. These shirts are clean.
6. Those windows are on the west side of the house.
7. Are these correct?
8. These boys like to play soccer.
9. Those are sufficient.
10. Those curtains are crimson.

NOUNS

A noun is a word used as the name of a person or a thing. In the following examples, the nouns are underlined.

He opened the parcel.

She is a student.

The weather is warm.

A cat is sitting on the steps.

1. Proper nouns

*Names of individual persons or things are referred to as **proper nouns**. In English, proper nouns must begin with a capital letter. The underlined words in the following sentences are proper nouns.*

The capital of England is London.

My friend, George, is an American.

2. Countable nouns

***Countable** nouns are nouns which can form a plural, and which can be preceded by **a**, **an**, or **a number**. In the following examples, the countable nouns are underlined.*

A bus is coming.

You may need an umbrella.

Here are two books.

Twenty students are present.

The formation of plurals

In general, when a countable noun refers to two or more things, it must be put into the plural. In English, the plural of most countable nouns is formed by adding -s. For example:

| Singular | Plural |
|-----------------|---------------|
| hat | hats |
| letter | letters |
| pencil | pencils |
| student | students |
| hand | hands |
| rabbit | rabbits |
| key | keys |
| door | doors |

a. Nouns ending in **ch, s, sh, x or z**

*For nouns ending in **ch, s, sh, x** or **z**, the plural is formed by adding **-es**. The reason for this is that these words would be difficult to pronounce if only **-s** were added. The ending **-es** is pronounced as a separate syllable. For example:*

| Singular | Plural |
|-----------------|---------------|
| branch | branches |
| match | matches |
| bus | buses |
| pass | passes |
| dish | dishes |
| marsh | marshes |
| ax | axes |
| fox | foxes |
| buzz | buzzes |

Nouns that end in a single z, the plural is formed by adding -zes to the end of the word.

quiz - quizzes

It should be noted that when a plural is formed by adding -s to words ending in ce, ge, se or ze, the final -es is pronounced as a separate syllable. For example:

| Singular | Plural |
|-----------------|---------------|
| place | places |
| voice | voices |
| change | changes |
| page | pages |
| house | houses |
| phrase | phrases |
| size | sizes |

Exercise 1

For each of the following sentences, change the subject of the verb to the plural.

1. The (box) were empty.
2. The (river) flow to the sea.
3. The (bush) have grown in the last two months.
4. The (hat) were on sale.
5. The (bench) are made of stone.
6. The (plant) have been watered.
7. The (hedge) are being trimmed.
8. The (process) were invented last year.
9. The (sketch) are nearly finished.
10. The (breeze) were warm.
11. The (wall) are being painted.
12. The (church) are two hundred years old.

13. The (bridge) will soon be completed.
14. The (carpet) have been cleaned.
15. The (branch) are covered with ice.

b. Nouns ending in y

Nouns ending in y preceded by a consonant usually form the plural by changing the y to i and adding -es. For example:

| Singular | Plural |
|-----------------|---------------|
| candy | candies |
| city | cities |
| lady | ladies |
| story | stories |
| fly | flies |
| penny | pennies |
| spy | spies |

Nouns ending in y preceded by a vowel usually form the plural simply by adding -s. For example:

| Singular | Plural |
|-----------------|---------------|
| boy | boys |
| day | days |
| key | keys |
| toy | toys |

Exercise 2

For each of the following sentences, change the subject of the verb to the plural.

1. The (berry) were red.
2. The (key) were difficult to use.
3. The (valley) are very beautiful.

4. The (eddy) can be dangerous for swimmers.
5. The (journey) were undertaken by pilgrims.
6. The (daisy) were picked by the child.
7. The (monkey) are considered to be sacred.
8. The (gully) are full of water.
9. The (boy) ran to school.
10. The (facility) are open to the public.
11. The (secretary) work overtime.
12. The (toy) were being sold at a discount.
13. The (tray) are being piled high with dishes.
14. The (dairy) open at nine o'clock.
15. The (chimney) have been repaired.

c. Nouns ending in **f** or **fe**

*Some English nouns ending in **f** or **fe** change the **f** to **v** when forming the plural. For instance, the following nouns ending in **f** form the plural by changing the **f** to **v** and adding **-es**:*

| Singular | Plural |
|-----------------|---------------|
| calf | calves |
| elf | elves |
| half | halves |
| leaf | leaves |
| loaf | loaves |
| self | selves |
| sheaf | sheaves |
| shelf | shelves |
| thief | thieves |
| wolf | wolves |

*In addition, the following nouns ending in **fe** form the plural by changing the **f** to **v** and adding **-s**:*

| Singular | Plural |
|-----------------|---------------|
| knife | knives |
| life | lives |
| wife | wives |

*There are also a few nouns ending in **f** which can form the plural in two different ways. For example:*

| Singular | Plural |
|-----------------|-------------------|
| hoof | hoofs or hooves |
| staff | staffs or staves |
| scarf | scarfs or scarves |
| wharf | wharfs or wharves |

*Most other nouns ending in **f** or **fe** form the plural simply by adding **-s**.*

| Singular | Plural |
|-----------------|---------------|
| belief | beliefs |
| chief | chiefs |
| roof | roofs |
| chef | chefs |
| cafe | cafes |
| handkerchief | handkerchiefs |
| cliff | cliffs |
| safe | safes |

Exercise 3

For each of the following sentences, change the subject of the verb to the plural.

1. The (leaf) have turned red.
2. The (fife) had the solo.
3. The (calf) are hungry.

4. The (scarf) kept him warm.
5. The (knife) will be useful.
6. The (giraffe) were eating the leaves.
7. The (cliff) are being explored by geologists.
8. The (wolf) howl every night.
9. The (loaf) are rising.
10. The (chief) will decide.
11. The (shelf) are being used.
12. The (proof) are convincing.

Exercise 3 (a)

Pick the correct plural spelling of *loaf*, *scarf* and *safe*.

1. There were two _____ of bread baking in the oven.
a) loafs b) loaves c) loafes
2. She was wearing three _____ because she was very cold.
a) scarfs b) scarves c) scarfes
3. The two bank _____ were open when the police arrived.
a) saves b) safes c) safies

d. Nouns ending in o

Some English nouns ending in o form the plural by adding -s, some form the plural by adding -es, and some can form the plural by adding either -s or -es. The following fairly commonly used nouns form the plural by adding -es:

| Singular | Plural |
|-------------|---------------|
| archipelago | archipelagoes |
| cargo | cargoes |
| echo | echoes |
| hero | heroes |

| | |
|----------|------------|
| innuendo | innuendoes |
| mosquito | mosquitoes |
| potato | potatoes |
| tomato | tomatoes |
| tornado | tornadoes |
| torpedo | torpedoes |
| veto | vetoes |
| volcano | volcanoes |
| banjo | banjos |

Most other nouns ending in o, particularly those of Spanish or Italian origin, can form the plural simply by adding -s; however a good dictionary should be consulted in cases of doubt. For example:

| Singular | Plural |
|-----------------|---------------|
| albino | albinos |
| alto | altos |
| auto | autos |
| casino | casinos |
| photo | photos |
| piano | pianos |
| radio | radios |
| ratio | ratios |
| silo | silos |
| solo | solos |
| sombrero | sombreros |
| soprano | sopranos |
| studio | studios |
| disco | discos |
| hairdo | hairdos |
| logo | logos |

Exercise 4

For each of the following sentences, change the subject of the verb to the plural.

1. The (radio) are broadcasting news every hour.
2. The (tomato) were being baked.
3. The (mosquito) woke us up.
4. The (soprano) performed with the orchestra.
5. The (solo) were played by the violinist.
6. The (archipelago) lie off the coast of South America.
7. The (silo) are used for storing corn.
8. The (potato) have been boiled.
9. The (volcano) are not active.
10. The (casino) were open until one o'clock in the morning.
11. The (innuendo) should be ignored.
12. The (ratio) have been favourable.

e. Foreign words

Many words from other languages have been adopted into the English language. Most of these form the plural by adding -s or -es, but some, particularly Greek and Latin words used for scientific purposes, form the plural in the same way that they do in the original language. For example:

| Singular | Plural |
|-----------------|---------------|
| analysis | analyses |
| axis | axes |
| basis | bases |
| crisis | crises |
| criterion | criteria |
| honorarium | honoraria |
| hypothesis | hypotheses |
| medium | media |

| | |
|-------------|-------------|
| nebula | nebulae |
| nucleus | nuclei |
| oasis | oases |
| parenthesis | parentheses |
| phenomenon | phenomena |
| spectrum | spectra |
| stimulus | stimuli |
| stratum | strata |
| synopsis | synopses |
| synthesis | syntheses |
| thesis | theses |
| vertebra | vertebrae |

Exercise 5

For each of the following sentences, change the subject of the verb to the plural.

1. The (synopsis) are accurate.
2. The (phenomenon) surprised us.
3. The (stratum) contain fossils.
4. The (analysis) were proved correct.
5. The (crisis) have caused concern.
6. The (spectrum) include many different colours of light.
7. The (axis) of rotation will be investigated.
8. The (stimulus) have been found to be effective.
9. The (criterion) were used to judge which proposals should be accepted.
10. The (oasis) are visited by many travellers.
11. The (honorarium) are being presented today.
12. The (parenthesis) were omitted.

f. Numbers and letters

Numbers, letters, abbreviations and other symbols can form plurals by adding 's. For example:

| Singular | Plural |
|-----------------|---------------|
| 3 | 3's |
| b | b's |
| % | %'s |

Although usage has changed in recent years, some handbooks call for an apostrophe in the plural forms of numbers, letters, and words used as words:

How many 1's do we have in the line?

We put x's on the incorrect answers.

The no's resounded loudly throughout the chamber.

Jeffrey got four A's on his last report card.

It is no longer considered necessary or even correct to create the plural of years or decades or abbreviations with an apostrophe.

He wrote several novels during the 1930s.

There are fifteen PhDs on our faculty.

My sister and I have identical IQs.

g. Irregular plurals

The English language has not always used -s to form plurals. There are still a few words surviving from Old English, which do not use -s to form the plural. For example:

| Singular | Plural |
|-----------------|---------------|
| child | children |
| foot | feet |
| goose | geese |
| tooth | teeth |
| louse | lice |
| mouse | mice |
| ox | oxen |
| man | men |
| woman | women |

*Nouns ending in **man** usually form the plural by changing **man** to **men**. For example:*

| Singular | Plural |
|-----------------|---------------|
| gentleman | gentlemen |
| policeman | policemen |
| policewoman | policewomen |

A few nouns do not change in the plural. For example:

| Singular | Plural |
|-----------------|---------------|
| deer | deer |
| sheep | sheep |
| salmon | salmon |
| tuna | tuna |

Exercise 6

For each of the following sentences, change the subject of the verb to the plural.

1. The (child) are happy.
2. The (sheep) have been sheared.

3. The (man) were being given directions.
4. The (deer) are eating the hay.
5. The (woman) have visited us.
6. The (mouse) make a great deal of noise at night.
7. The (gentleman) would like to have breakfast early.
8. The (louse) are a nuisance.
9. Your (foot) are size ten.
10. The (fisherman) have had a good season.
11. The (tooth) need to be filled.
12. The (policewoman) were directing traffic.

h. Nouns used only in the plural

Some English nouns are usually used only in the plural. Such nouns take a plural verb, and generally have a plural form. For instance, the following nouns, which all refer to objects with two parts, are usually used only in the plural:

jeans
pyjamas
pliers
scissors
trousers
glasses / spectacles

*If it is desired to refer to such objects individually, the expression **pair of** is often used.*

a pair of jeans
a pair of pyjamas
a pair of pliers
a pair of scissors

*When the expression **pair of** is used as the subject of the verb, the verb must agree with the word **pair**.*

Jeans are fashionable.

A pair of jeans is expensive.

Pliers are very useful.

A pair of pliers is often useful.

*In the above examples, the nouns **jeans** and **pliers** take the plural verb **are**, and the noun **pair** takes the singular verb **is**.*

3. Collective nouns

*Collective nouns are singular nouns which refer to a group. The words **audience**, **class**, **family**, **flock**, **group** and **team** are examples of collective nouns.*

A collective noun takes a singular verb when the group referred to acts as a whole or is considered as a whole.

Our team has won the game.

That family is well-known.

*In the first example, the singular verb **has won** is used, since the collective noun **team** refers to a group acting as a whole. In the second example, the singular verb **is** is used, since the collective noun **family** refers to a group being considered as a whole.*

However, a collective noun takes a plural verb when the members of the group are considered to be acting individually.

The flock were running, playing and searching for fresh grass.
The audience were throwing flowers and jewellery onto the stage.

*In the first example, the use of the plural verb **were running** indicates that **the members of the flock** are considered to be acting individually. Similarly, in the second example, the use of the plural verb **were throwing** indicates that **the members of the audience** are considered to be acting individually.*

4. Uncountable nouns

Uncountable nouns take a singular verb.

The most well-known uncountable nouns are:

*a. Mass nouns: **fluids** (beer, blood, coffee, milk, tea, water, wine, etc), **solids** (bread, butter, cheese, china, coal, food, fruit, glass, ice, iron, fish [meaning food], silver, etc), **gasses** (air, oxygen, pollution, smoke, smog, etc), **particles** (corn, dust, flour, hair, paper, pepper, rice, salt, sand, sugar, etc).*

Bread is more than just a food.

b. Subjects of study: chemistry, economics, literature, mathematics, physics, phonetics, etc.

Phonetics is a branch of linguistics.

c. Languages: Chinese, English, French, etc.

d. Games: billiards, chess, golf, soccer, tennis, darts, etc.

e. Disease: flu, measles, mumps, etc.

f. Natural phenomena: darkness, grass, hail, heat, light, rain (but: the rains = season of continuous rain in tropical countries), humidity, thunder, snow, etc.

g. Some abstract nouns: accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, damage, dirt, education, evidence, excitement, fear, help, housework, homework, hope, information, intelligence, knowledge, leisure, life, love, luck, music, news, peace, permission, progress, seaside, shopping, traffic, trouble, truth, wealth, weather, work, etc.

h. Collective nouns: baggage, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery, etc.

With expressions of duration, distance or money meaning a whole amount we use a singular verb.

Two years is long to wait.

Three miles is a long way to go.

Nine thousand pounds is a high price to pay.

Additional Exercises

Exercise 7

What is the correct plural of the word?

1. How many (person) study English as a second language?
2. Five (woman) opened a computer services company.
3. Even (child) enjoy learning on the Internet.
4. Most basketball players are 6 (foot) tall or more.
5. Which breed of (sheep) produces the finest wool?
6. My (tooth) are sensitive to the cold.
7. At daylight savings time, we have to change our (watch).

8. The boys went fishing and caught 10 (fish).
9. There are 10 (man) in the Maintenance Department.
10. The (wife) keep their (knife) on the (shelf).

Exercise 8

Select the plural of the word.

1. There are many ____ (thief) in the big cities.
a) thieves b) thievers
2. We should throw away these old ____ (tooth brush).
a) teeth brush b) tooth brushes c) teeth brushes
3. ____ (ox) and ____ (goose) are animals.
a) Oxes; geese b) Oxen; geese c) Oxen; geoses
4. Did you buy two silk ____ (scarf) for your sister?
a) scarfs b) scarves
5. The ____ (chief) of those tribes decided to fight for their lands.
a) chieves b) chiefs
6. You shouldn't base your argument only on your ____ (hypothesis).
a) hypothesis b) hypotheses
7. We can't question people's ____ (belief).
a) beliefs b) believes
8. Two ____ (wolf) are following the Eskimo.
a) wolfs b) wolves

b. Nouns ending with a vowel and y

Nouns ending with a consonant and y

Nouns ending with -is

- | | | | |
|------------------|-------|----------------|-------|
| (1) atrocities | _____ | (19) oases | _____ |
| (2) puppy | _____ | (20) libraries | _____ |
| (3) spy | _____ | (21) armies | _____ |
| (4) theses | _____ | (22) theory | _____ |
| (5) boys | _____ | (23) trolleys | _____ |
| (6) skies | _____ | (24) gallery | _____ |
| (7) thesis | _____ | (25) try | _____ |
| (8) enemy | _____ | (26) penny | _____ |
| (9) companies | _____ | (27) alleys | _____ |
| (10) keys | _____ | (28) theory | _____ |
| (11) crisis | _____ | (29) empty | _____ |
| (12) synopses | _____ | (30) lily | _____ |
| (13) realities | _____ | (31) tray | _____ |
| (14) day | _____ | (32) flies | _____ |
| (15) babies | _____ | (33) poppy | _____ |
| (16) analysis | _____ | (34) pulleys | _____ |
| (17) supplies | _____ | (35) parties | _____ |
| (18) daisy | _____ | (36) | _____ |
- strawberry

c. Nouns ending with -f or -fe

- | | | | |
|----------------------|-------|--------------|-------|
| (1) hoof | _____ | (10) wives | _____ |
| (2) roof | _____ | (11) dwarves | _____ |
| (3) elf | _____ | (12) self | _____ |
| (4) loaves | _____ | (13) scarves | _____ |
| (5) handkerchieves | _____ | (14) half | _____ |
| (6) lives | _____ | (15) calves | _____ |
| (7) knife | _____ | (16) shelf | _____ |

(8) thief _____ (17) sheaves _____
(9) wolf _____ (18) leaves _____

d. Irregular and mutating nouns

Nouns with identical singular and plural form

| | | | |
|-----------------|-------|-------------------|-------|
| (1) firemen | _____ | (15) corps | _____ |
| (2) quizzes | _____ | (16) deer | _____ |
| (3) species | _____ | (17) goose | _____ |
| (4) aircraft | _____ | (18) sheep | _____ |
| (5) means | _____ | (19) tooth | _____ |
| (6) mice | _____ | (20) offspring | _____ |
| (7) ox | _____ | (21) barracks | _____ |
| (8) people | _____ | (22) gallows | _____ |
| (9) woman | _____ | (23) trout | _____ |
| (10) die | _____ | (24) series | _____ |
| (11) swine | _____ | (25) man | _____ |
| (12) child | _____ | (26) headquarters | _____ |
| (13) crossroads | _____ | (27) bison | _____ |
| (14) moose | _____ | (28) lice | _____ |

ARTICLES

1. The Indefinite Article

*To facilitate pronunciation, **a** is used in front of any word that begins with a consonant or consonant-like vowel sound. Conversely, **an** is put in front of any word that begins with a pure vowel sound or a mute **h**.*

Our town has a theatre, a university and a conference hall.
Many Chinese still believe an Englishman always carries an umbrella.
It's an old custom.
It's a strange old custom.

*A is used before the following words which begin with a long **u**:*

| | | |
|------------|---------|------------|
| Ubiquitous | usual | unit |
| Unicorn | Utopia | university |
| Union | uniform | use |
| Uranium | unique | utility |

*Note that spelling is not a reliable indicator of when to use **a** or **an**!*

The coastguard received an SOS.
He spent an hour standing in line.

*As well as being used before words beginning with vowels, **an** is also used before the following words which begin with a silent **h**:*

heir honour honourable hour

Exercise 1

Rewrite each of the following sentences, changing the subject of the verb to the singular, inserting *a* or *an* before the subject, as appropriate, and changing the verb to agree with the subject. For example:

Violins are difficult to play.

A violin is difficult to play.

Answers are always provided.

An answer is always provided.

1. Avocados are expensive.
2. Windows are an important feature of an artist's studio.
3. Umbrellas should not be used during a thunderstorm.
4. Horses can be useful in the mountains.
5. Cashews are a type of nut.
6. Onions can be used for flavouring soup.
7. Trucks have many uses.
8. Hours passed.
9. Sentences should have proper punctuation.
10. Escalators are very convenient.
11. Uniforms must be worn.
12. Boxes were found on the floor.
13. Marshes lie beyond the city boundary.
14. Ideas can be valuable.
15. Eggs are a good source of protein.

*A is referred to as the indefinite article because it can be used to refer to something in general terms. A and **an** are often used in general statements.*

A bank account can provide a good means of saving money.

An accountant must have a good knowledge of arithmetic.

*The indefinite article **a/an** is placed in front of a countable noun that is being mentioned for the very first time. Once introduced, all further references to it can be preceded by the definite article **the**.*

I have two cars: a Ford and an Audi.
The Ford is white and the Audi is silver.

*In English, an indefinite article is needed in front of **professions**.*

She is an architect and he is a doctor.

*Use **a** or **an** with exclamations with **What + countable noun**.*

What a lovely day!
What a terrible hat!

*The indefinite article can also be used instead of **per** when giving the **rate or pace of something**.*

He earns \$200 a day.
She swims twice a week.
He drove at 60 miles an hour.

*In these examples, **a** has the meaning of **per**. For instance, **once a week** means **once per week**, and **two dollars a dozen** means **two dollars per dozen**.*

*Note too that **little** and **few** become a whole lot more positive when preceded by the indefinite article!*

She has a little money and a few friends, so she'll probably get by.

Compare:

She has little money and few friends, so I doubt if she'll get by.

2. The Definite Article

*The word **the** is often referred to as **the definite article**. The Old English word from which **the** is derived was used as a demonstrative pronoun, with a meaning similar to that of the modern English words **this** and **that**. In modern English, the word **the** is usually used with a noun when the speaker or writer feels that there will be no doubt about which particular thing is meant.*

*The definite article **the** is used in front of any noun the listener or reader already knows about.*

I have two cars: a Ford and an Audi.

The Ford is white and the Audi is silver.

Exercise 2

Fill in each blank with either the indefinite article (*a* or *an*) or the definite article (*the*). Use *a* or *an* with nouns referring to people or things which have not been mentioned previously, and use *the* with nouns referring to people or things which have been mentioned previously.

I had never visited Seretnay Park before. Last week I went to ____ park and chose ____ tour to take. There were twenty tourists and one guide. ____ guide asked what we wanted to see. I said I had never seen ____ eagle, and I would like to see one. ____ child on ____ tour said he would like to see ____ beaver, since he had heard there were many in ____ park. ____ guide said he would do his best. First he led us along ____

road, and then we turned off onto ____ path. To our right was ____ marshy pond.

Suddenly ____ child who had spoken before shouted, "Look! I see ____ beaver!" Of course ____ beaver was startled. It slapped its tail and disappeared into pond.

Our guide pointed to ____ pile of sticks and said, "That's where ____ beaver lives. That's his house." I had my camera with me, and took ____ photograph of ____ house.

As we were standing there, ____ guide was looking across ____ pond through ____ small telescope. After a minute, he tapped my shoulder and handed me ____ telescope. He pointed to ____ tall tree and said, "Do you see that white speck? That's ____ bald eagle."

I had difficulty focusing ____ telescope, but finally I saw ____ eagle. As I watched, ____ eagle spread its wings and soared over the water.

It was ____ wonderful experience for me to see some of the wild creatures that live in ____ park.

***The** is also used when the existence of something is common knowledge or comes as no surprise because of the context in which it is mentioned.*

Last week a fighter plane crashed into a field but the pilot managed to eject safely.

Yesterday I spent the afternoon at home.

I put my clothes into the washing machine and went outside to sit in the garden.

The definite article is used in front of things generally regarded as unique.

The sun, the moon, the sea, the sky, the Arctic Circle, the environment, the air, the ground, the world etc.

*However if you want to describe a particular instance of these you should use **a/an**.*

I could hear the wind.

There's a cold wind blowing.

What are your plans for the future?

She has a promising future ahead of her.

*Expressions such as **middle of** and **top of** are generally preceded by **the**, since it is considered that there can, for example, be **only one middle** or **one top of something**.*

There is a car stopped in the middle of the road.

She is at the top of her class.

They like to be the centre of attention.

The police are determined to get to the bottom of the mystery.

Because nouns preceded by superlative adjectives and ordinal numbers are by their very nature unique, they too require the definite article.

It was the worst day of my life!

The captain was the first person to leave the burning tanker.

*Irregularity: Spoken American English drops **the** in **dates**.*

AmE June twenty-first

BrE June the twenty-first

The twenty-first (day) of June

*The definite article is used in front of countable nouns representing **a whole class or category of something**.*

The computer has changed our lives.

It is left up to the consumer to decide which one to buy.

We all have a responsibility to look after the old and infirm.

The whale is the largest mammal.

*It should be noted that **the** is not used when the word **man** represents **the human race** considered as a class.*

Man has invented many things.

The dolphin may be as intelligent as man.

Exercise 3

Fill in each blank with *a, an* or *the*. Be prepared to justify your choice. For example:

___ moon is full tonight.

The moon is full tonight.

He is ___ singer.

He is a singer.

Please sit in ___ centre of the boat.

Please sit in the centre of the boat.

The room costs twenty dollars ___ day.

The room costs twenty dollars a day.

1. His aunt is ____ teacher.
2. ____ architect is trained in design, drafting, and economics.
3. ____ ostrich is the world's largest bird.
4. Buses pass this point two or three times ____ hour.
5. Plants gain energy from the light of ____ sun.
6. I woke up in ____ middle of the night.
7. She is ____ doctor.
8. ____ seal is an excellent swimmer.
9. Our eyes usually blink several times ____ minute.
10. At ____ equator, sunrise occurs at the same time each day.
11. He is ____ author.
12. They wanted to hear ____ end of the story.
13. Such a severe storm occurs only once ____ decade.
14. Mount Everest is tallest mountain in ____ world.
15. There is an index at ____ back of the book.

*The is sometimes used with **the name of a nationality** in order to make a general statement about the people of that nationality. A plural verb must be used in such a statement.*

*When the name of a nationality ends in the sound of **ch**, **s**, **sh** or **z**, the name of the nationality must usually be preceded by **the**.*

| Nationality | Example |
|--------------------|---|
| French | The French are famous for their fine wines. |
| Irish | The Irish are known as poets and songwriters. |

*When the name of a nationality does not end in the sound of **ch**, **s**, **sh** or **z**, the letter **s** must be added to the end of the name when it is used in a general statement. Names of nationalities to which **s** has been added are often used without being preceded by **the**.*

| Nationality | Example |
|-------------|---|
| Argentinean | Argentineans like to eat beef. |
| Canadian | Canadians have a tradition of playing hockey. |

*Adjectives such as **rich** and **poor** can be used with **the** in order to refer to a group of people as a class. A plural verb must be used.*

The blind attend special schools.

The poor do not own their own homes.

The rich often married for money.

*In the above examples, **the blind** has the meaning of blind people, **the poor** has the meaning of poor people, and **the rich** has the meaning of rich people.*

Exercise 4

Fill in each blank with *the* or leave it empty, as appropriate. Be prepared to justify your choices. For example:

Those participants are ____ lawyers.

Those participants are lawyers.

____ eagles are birds of prey.

Eagles are birds of prey.

____ deaf have their own language.

The deaf have their own language.

____ Dutch are members of the European Union.

The Dutch are members of the European Union.

1. ____ English have a reputation for being animal lovers.
2. ____ wounded were treated immediately.
3. His friends are ____ scientists.
4. ____ crows are black.
5. ____ stars are covered by clouds.
6. ____ French make excellent pastries.
7. Two of the women are ____ reporters.
8. ____ turtles are reptiles.
9. ____ wealthy generally have a good knowledge of finance.
10. ____ Americans like to watch television.
11. They are ____ businessmen.

The is used in front of ***oceans, seas, rivers, island and mountain chains, deserts, and noun forms of points of the compass.***

The Pacific, the Mediterranean, the Amazon, the West Indies, the Rockies, the Sahara, the Far East, etc.

Names of countries that use a plural form or contain the words united, union, or an of' phrase.

The Bahamas, the United States, the Netherlands, the European Union, the Republic of Korea.

The is used in ***place names and titles including of.***

It is unlikely the Queen of Denmark has ever swum in the Bay of Bengal.

The is also used in proper names consisting of ***noun(s) and/or adjective(s) + noun.***

The Empire State Building, the English Channel, the White House, the Festival Hall, the Rolling Stones, the Berlin Philharmonic Orchestra, etc.

The is used in **hotel names**.

The Hilton Hotel, the Savoy, the Sheraton

Use ***The*** with **museums, theatres and cinemas**.

The Museum of Modern Art, the Odeon, the Municipal Theatre

The is used for **newspapers**.

The Times, the Baltimore Sun, the Daily Mail

The is used for many **larger organizations and institutions** (not commercial enterprises), including those with initials that are normally spelled out.

The Commonwealth, the Fed, the EU, the WHO, the BBC, the FDA, the IAEA, etc.

Acronyms (initials read as whole words) are treated in the same way as regular names (proper nouns) and so do not require any article.

Compare:

OPEC, NATO, UEFA, UNESCO etc.

Names of companies that contain the words company, corporation, or foundation.

the Ford Motor Company, the Unocal Corporation, the Mozilla Foundation.

*The is used for **currencies**.*

The U.S. dollar has risen against the yen but fallen against the euro.

*In front of **people's names**, however, **the** is only used to avoid confusion.*

I'm the David Appleyard that lives in Japan.

*The is used with the **names of musical instruments**.*

Richard Clayderman plays the piano.

Exercise 5

Paying attention to the rules for the use of *the* with proper nouns, fill in the blanks with *the* or leave them empty, as appropriate. For example:

___ Rick is one of ___ Smiths who live on our street.
Rick is one of the Smiths who live on our street.

___ Channel Islands lie south of ___ England.
The Channel Islands lie south of England.

___ Rhine River flows through ___ Lake Constance.
The Rhine River flows through Lake Constance.

___ Isle of Man lies in ___ Irish Sea.
The Isle of Man lies in the Irish Sea.

Part of New York City is situated on Long Island.
Part of New York City is situated on Long Island.

1. ___ Hawaiian Islands are in the middle of ___ Pacific Ocean.
2. ___ Salt Lake City is the capital of Utah.
3. ___ London lies on ___ Thames River.
4. ___ Suez Canal connects ___ Mediterranean Sea with Red Sea.
5. ___ Lake Huron and ___ Lake Erie are two of ___ Great Lakes.
6. ___ Calcutta lies north of ___ Bay of Bengal.
7. ___ North Sea separates British Isles from ___ Norway and ___ Denmark.
8. ___ Bay of Biscay lies to the west of ___ France.
9. ___ Orkney Islands are in the north of ___ Scotland.
10. ___ Anticosti Island lies in ___ Gulf of St. Lawrence.
11. Part of ___ Sahara Desert lies in ___ Algeria.
12. ___ Gerry, one of ___ Johnsons, lives on ___ Belleview Street.
13. ___ Mount Kilimanjaro is south-east of ___ Lake Victoria.
14. ___ Vancouver Island lies off the west coast of ___ Canada.
15. ___ Serengeti National Park lies in ___ Tanzania.

The can be used instead of a possessive form when referring to parts of the body and items of clothing.

She was hit on the head by a snowball (= a snowball hit her head).

Joe grabbed the youth by the collar (= Joe grabbed the youth's collar).

*Many **forms of entertainment** are preceded by the definite article **the**, but not the **medium of television**.*

I go to the cinema, the theatre, the circus, the ballet and the opera. In the daytime I listen to the radio, but in the evenings I like to watch television.

3. The Zero Article

No article is needed before abstract nouns used in a general sense.

Love is all you need.

Crime is a growing problem in the inner cities.

*No article is needed before **names of people**.*

Barack Obama

*No article is needed for most places consisting of just the **name of a person**, or the **name of a person/place** followed by a noun.*

Harrods, Macys, McDonald's, Lloyds Bank, St. Paul's Cathedral, Buckingham Palace, Kennedy Airport, Waterloo Station, Cambridge University, etc.

*No article is usually needed in front of **company names**.*

Cisco Systems, Microsoft, CBS, EMI, Hitachi, Lufthansa, etc.

*No article is usually needed in front of **continents, countries, towns**.*

Europe, Brazil, Rio de Janeiro

*No article is needed in front of most **roads, streets, parks, squares or bridges.***

Queen's Road, Oxford Street, Central Park, Times Square, Tower Bridge, etc.

*No article is needed in the **names of single mountains and lakes.***

While in New Zealand I climbed Mount Cook.
Lake Titicaca is between Bolivia and Peru.

*No article is needed before the **names of meals, unless it is a formal occasion.***

Roger had breakfast in his hotel room.

Compare:
I attended a dinner at the Rotary Club.

*No article is needed for the **names of games or sports.***

Anna Kournikova plays tennis to keep in shape.

*No article is needed before **bed, church, court, hospital, prison, school, college, university, etc.** when these are used for their primary purpose.*

She stayed in bed on Sunday instead of going to church.
The dissatisfied customer threatened to take him to court.
The dissident was released from prison.
After graduating from high school he went to university.

*If, however, they are used for any other purposes, **the** is required.*

Compare:

She sat on the bed while she changed her socks.

He entered the church to photograph its interior.

The decorators forgot a ladder in the prison.

*Articles are not needed in more abstract expressions of situation like **to/at sea, to/at out of work, in/out of town, in/out of office, etc.***

My uncle first went to sea at the age of 15. He used to spend months at sea.

I go to work every day. I was at work yesterday.

Jack's been out of work for almost a year.

This government has been in office for about a year now. The opposition parties would dearly love to vote them out of office.

*If, however, you start talking about somewhere concrete or some place in particular, then the definite article **the** is required.*

Compare:

I went to the sea/seaside to swim.

I stayed by the sea/seaside all day.

Sally spent all day in the office (= her workplace). She didn't get out of the office much before 7 o'clock.

*No article is needed before **television as a medium**.*

Carol saw her brother on television.

Compare:

She had an indoor antenna on the television.

There is no article before a noun followed by a categorizing letter or number.

The students have just read section C.

The Chicago train is about to depart from track 5.

Her flight leaves from gate 32.

He fell asleep on page 816 of "War and Peace".

She is staying in room 689.

*To give added punch, articles are often dropped in the **titles of books, movies, music and other works of art.***

Even if an article exists in the original title, as in J.R.R. Tolkien's 'The Lord of the Rings', people tend to omit this when making reference to it in everyday speech or writing.

"Journey into Hell" sounds even more exciting than "The Journey into Hell".

"Have you read 'Lord of the Rings'?"

*In order to save space, articles are usually dropped in **headlines**.*

"Iraqi Head Seeks Arms"

"Stolen Painting Found by Tree"

"Police Confirm Shotgun Attack on Bullet Train"

Exercise 6

Insert a, an, the or nothing.

1. This is ___ easy question.
2. Please speak ___ little louder.

3. May I have your ___ phone number?
4. I have never seen ___ UFO.
5. David is ___ best student in our class.
6. What is ___ name of the next station?
7. He has ___ my car today.
8. I went to ___ sea during my summer vacation.
9. Is there ___ public telephone near here?
10. This coat was designed by ___ famous New York artist.
11. ___ city museum is closed today.
12. He is one of ___ smartest people I know.
13. I recommend you eat ___ apple pie at this restaurant.
14. ___ milk is good for you.
15. I can't believe I failed ___ yesterday's test!
16. Do you have ___ dictionary that I can borrow?
17. There were many dogs in the park. One dog was ___
Dalmatian.
18. Pandas and ___ tigers are both endangered animals.
19. She is wearing ___ blue dress with red earrings.
20. Hawaii is ___ island in the Pacific Ocean.
21. Christmas comes once ___ year.
22. ___ ant is ___ insect.
23. The Nile is ___ river.
24. I went to the shop to get ___ bread.
25. He broke ___ glass when he was washing dishes.
26. You should take ___ umbrella.

Exercise 7

Use the definite article *the* where necessary.

- 1) I think we must call _____ doctor.
- 2) Do you know _____ Browns? They live next to us.
- 3) _____ President Johnson was _____ Vice President to _____
Kennedy.
- 4) There are some beautiful towns in _____ north of _____ Italy.

- 5) _____ Greece is in _____ south.
- 6) _____ President is _____ head of _____ state in _____ US.
- 7) _____ Odeon Cinema is in _____ Green Street.
- 8) _____ Trafalgar Square is in _____ London.
- 9) _____ White House is _____ home of _____ President of _____ US.
- 10) _____ British Museum has some very interesting exhibitions.
- 11) Mum arrived at _____ Heathrow Airport yesterday.
- 12) _____ Hyde Park is very famous all over _____ world.
- 13) I stayed at _____ Hilton when I was in _____ London.
- 14) Do you read _____ Daily Telegraph or _____ Sun?
- 15) Did you visit _____ Tower of London, too?
- 16) My son studies at _____ London University.
- 17) I'm fond of _____ nature.

Exercise 8

Famous People

A Quiz on Articles

1. Albert Einstein was _____ famous scientist.
a) a b) an c) the d) X [Nothing]
2. Einstein was born in _____ Germany in 1879.
a) a b) an c) the d) X [Nothing]
3. Einstein won _____ Nobel Prize in Physics in 1921.
a) a b) an c) the d) X [Nothing]
4. Einstein left his country and lived in _____ States until he died in 1955.
a) a b) an c) the d) X [Nothing]
5. Einstein is known for his theory of _____ relativity.
a) a b) an c) the d) X [Nothing]

6. Roentgen was ___ German physicist who discovered x-rays, revolutionizing medical diagnosis.
 a) a b) an c) the d) X [Nothing]
7. Roentgen won ___ 1901 Nobel Prize.
 a) a b) an c) the d) X [Nothing]
8. Mandela was born in ___ South Africa.
 a) a b) an c) the d) X [Nothing]
9. Mandela was ___ first President elected in ___ South Africa after ___ Apartheid was revoked.
 a) a the the b) the X X
 c) a X the d) the the the
10. Mandela was imprisoned for ___ nearly 30 years for his anti-apartheid activities.
 a) a b) an c) the d) X [Nothing]
11. Mother Teresa was ___ Roman Catholic nun.
 a) a b) an c) the d) X [Nothing]
12. Mother Teresa became famous for her hard work with ___ poor.
 a) a b) an c) the d) X [Nothing]
13. She was ___ founder of ___ order of nuns called the Missionaries of Charity.
 a) a/an b) a/X c) the/X [Nothing] d) the/an
14. Mother Teresa lived in ___ Calcutta, India.
 a) a b) an c) the d) X [Nothing]

15. Mother Teresa received ___ her Nobel Peace Prize in 1979.

- a) a b) an c) the d) X [Nothing]

Exercise 9

Your task is to provide the correct article in each blank space or indicate that no article is appropriate.

Soccer — or _____ football (or foosball or futbol), as it is called by _____ rest of _____ world outside _____ United States - is surely _____ most popular sport in the world. Every four years, the world championship of soccer, _____ World Cup, is watched by literally billions all over the world, beating out the United States professional football's Superbowl by far. It is estimated that 1.5 billion people watched the World Cup final between Italy and Brazil in 1994. And it is also _____ genuine world championship, involving teams from many countries (as many as 172) and played in venues all over _____ globe, unlike _____ much more parochial and misnamed World Series in _____ American baseball (that doesn't even involve Japan or Cuba, two baseball hotbeds). But although _____ soccer has become _____ important sport in _____ American sports scene, it will never make inroads into _____ hearts and markets of _____ American sports the way that football, basketball, hockey, baseball, and even _____ tennis and golf have done. There are many reasons for this.

Recently _____ New England Revolution beat _____ Tampa Bay Mutiny in _____ game played during _____ horrid rainstorm. Nearly 5000 fans showed up, which shows that soccer is, indeed, popular in the United States. However, the story of _____ game was buried near _____ back of _____ newspaper's sports section, and there was certainly no television coverage. In fact, _____ biggest reason for soccer's

failure as _____ mass appeal sport in the United States is that it doesn't conform easily to _____ demands of television.

Basketball succeeds enormously in _____ America because it regularly schedules what it calls "television time-outs" as well as the time-outs that _____ teams themselves call to re-group, not to mention half-times and, on the professional level, quarter breaks. Those time-outs in the action are ideally made for television commercials. And _____ television coverage is _____ lifeblood of _____ American sports. College basketball lives for _____ game scheduled on _____ CBS or ESPN (highly recruited high school players are more likely to go to _____ team that regularly gets _____ national television exposure), and we could even say that _____ television coverage has dictated _____ pace and feel of American football. Anyone who has attended _____ live football game knows how commercial time-outs slow the game and sometimes, at its most exciting moments, disrupt _____ flow of events. No one raises _____ objection, however, because without _____ television, football knows that it simply wouldn't remain in _____ homes and hearts of Americans. Also, without those advertising dollars, the teams couldn't afford _____ sky-high salaries of their high-priced superstars.

ADJECTIVES

*Words which are used to modify nouns or pronouns are usually referred to as **adjectives**.*

Large trees could be seen.
They are happy.

*In the preceding examples, the adjective **large** modifies the noun **trees**, and the adjective **happy** modifies the pronoun **they**.*

It should be noted that adjectives can be formed from two or more words combined by the use of hyphens.

the three-month-old baby
a ninety-dollar jacket
a two-hour trip

As illustrated in these examples, the nouns in such hyphenated expressions are generally in the singular. Thus, the singular forms of the nouns month, dollar and hour are used.

Order of attributive adjectives

It is possible for a noun to be preceded by many different types of attributive adjective.

Two large red cardboard milk cartons stood on the steps.

*In this example, **two** is a cardinal number, **large** is an adjective indicating size, **red** is an adjective indicating colour, **cardboard** is an adjective indicating a type of material, and **milk** is a defining adjective indicating purpose.*

When a noun is preceded by more than one type of attributive adjective, the different types of adjective are usually arranged in a particular order.

a small, heavy, snug, warm, 100-year-old, round-bellied black iron Norwegian wood stove.

*In this example, **a** is an article, **small** is an adjective indicating size, **heavy** is an adjective indicating weight, **snug** is a general descriptive adjective, **warm** is an adjective indicating temperature, **100-year-old** is an adjective indicating age, **round-bellied** is an adjective indicating shape, **black** is an adjective indicating colour, **iron** is an adjective indicating a type of material, **Norwegian** is a proper adjective, and **wood** is a defining adjective indicating a method of operation.*

*Take care when applying the rule to categorise the adjectives correctly. For example, "The **old rotund** man read a **short old** story about an **ugly big** bear" seems to follow the rules, yet sounds wrong. In this case, **old** and **short** are qualifiers, not merely size or age designations, because **old man** is a social concept on its own, and **short story** is a genre. And **big ugly** is a commonplace term.*

It should be noted that the position of attributive adjectives indicating age may be altered to change the emphasis.

a new, efficient method
an efficient, new method

*In the first example, the adjective **new** is emphasized. In the second example, the adjective **efficient** is emphasized.*

1. Usual Order of Attributive Adjectives

1) *certain determiners such as **all, both and half**;*

2) *determiners including the articles **a, and and the**;
possessive adjectives e.g. **my, his, her, our and their**;
demonstrative adjectives e.g. **that, these, this, and those**;
and certain other determiners such as **another, any, each,
either, enough, every, neither, no, some, what and which**;*

3) *cardinal numbers e.g. **one, two, three**;
and certain other determiners such as **few, many and several**;*

4) *determiners such as **fewer, fewest, least, less, more and
most**;*

5) *general descriptive adjectives, often in the following order:*

- a) *adjectives indicating size e.g. **large, long, narrow**;*
- b) *adjectives indicating weight e.g. **heavy, light**;*
- c) *participles and other adjectives e.g. **clever, excited**;*
- d) *adjectives indicating temperature e.g. **cold, hot, warm**;*
- e) *adjectives indicating humidity e.g. **dry, damp, wet**;*
- f) *adjectives indicating age e.g. **new, six-month-old, young**;*
- g) *adjectives indicating shape e.g. **barrel-shaped, round,
square**;*

6) *adjectives indicating colour e.g. **blue, grey, white**;*

7) *adjectives indicating materials e.g. **cloth, leather, metal**;*

8) *proper adjectives e.g. **American, Victorian**;*

9) *defining adjectives, usually indicating purpose, method of
operation, location, time or categories of people.*



THE ROYAL ORDER OF ADJECTIVES



| Determiner | Observation | Physical Description | | | | Origin | Material | Qualifier | Noun |
|------------|-------------|----------------------|--------------|---------|-------|----------|----------|------------|----------|
| | | Size | Shape | Age | Color | | | | |
| a | beautiful | | | old | | Italian | | touring | car |
| an | expensive | | | antique | | | silver | | mirror |
| four | gorgeous | | long-stemmed | | red | | silk | | roses |
| her | | | short | | black | | | | hair |
| our | | big | | old | | English | | | sheepdog |
| those | | | square | | | | wooden | hat | boxes |
| that | dilapidated | little | | | | | | hunting | cabin |
| several | | enormous | | young | | American | | basketball | players |
| some | delicious | | | | | Thai | | | food |

Exercise 1

Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

cats (two, my)

my two cats

1. maps (our, ten)
2. cows (twenty-five, all)
3. book (one, that)
4. socks (other, six)
5. lamps (those, twenty)
6. icicles (two, the)
7. manuscripts (her, three)
8. folders (twelve, these)
9. mistakes (other, seven)
10. pencils (more, two)
11. questions (another, five)
12. children (three, which)

Exercise 2

Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

windows (two, large, the)

the two large windows

1. envelopes (large, four, her)
2. tables (small, both, the)
3. birds (tiny, those, three)
4. brothers (tall, two, her)
5. quilts (six, thick, all)

6. coats (heavy, his, two)
7. rooms (these, four, huge)
8. pumpkins (ten, his, medium-sized)

Exercise 3

Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. Make sure that the general descriptive adjectives are separated from one another by commas. For example:

mirror (small, octagonal, the, highly-polished)
the small, highly-polished, octagonal mirror

1. jacket (light, your, short-sleeved)
2. lenses (curved, small, three)
3. puppy (four-week-old, our, damp, warm)
4. discoveries (two, unexpected)
5. carpet (heavy, a, round, thick)
6. climate (humid, hot, the)
7. blankets (dry, warm)
8. table (low, oval, their)

Exercise 4

Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. For example:

vases (Chinese, blue)
blue Chinese vases

1. tents (canvas, green)
2. houses (Victorian, crimson)
3. curtains (white, lace)

4. cheese (Swiss, yellow)
5. ladders (wooden, brown)
6. blinds (pink, Venetian)
7. hats (felt, black)
8. cabinets (Renaissance, red)

Exercise 5

Place the adjectives given in brackets before the accompanying nouns, arranging the adjectives in the correct order. Make sure that the general descriptive adjectives are separated from one another by commas. For example:

skirt (beautiful, black, new, velvet, a)
a beautiful, new black velvet skirt

1. belt (green, beautiful, leather, a)
2. hood (dry, his, warm)
3. actors (old, two, Shakespearian, famous)
4. beads (glass, round, blue, tiny)
5. baby (lively, her, six-month-old)
6. dress (satin, a, white, long)
7. steps (narrow, cement, ten)
8. basement (cool, damp, the)
9. wolfhounds (Russian, two, grey, huge)
10. carvings (delicate, sandalwood, three)

Exercise 6

Rewrite the following phrases, changing the underlined words to defining adjectives. For example:

black boots used for hiking
black hiking boots

1. a new beater used for beating eggs
2. a wooden ladle used for serving soup
3. a large tin used for storing cookies
4. an old brush used for scrubbing
5. a glass plate used for baking pies
6. a light shovel used for shovelling snow
7. a metal rack used for storing hats
8. leather shoes used for jogging
9. a small house used for storing boats
10. a wicker basket used for holding bread

Exercise 7

Paying attention to the usual order of attributive adjectives, place the adjectives given in brackets before the accompanying fixed expressions. Insert commas between the adjectives where appropriate. For example:

cuckoo clock (brown, a, Swiss, small)
 a small brown Swiss cuckoo clock

life jackets (foam, thick, orange, three, new)
 three thick, new orange foam life jackets

1. watering can (round, a, heavy, metal)
2. salt shaker (white, beautiful, porcelain, her)
3. computer games (Nintendo, new, two, exciting)
4. rose bush (prickly, small, two-year-old, this)
5. table cloths (cotton, these, pink)
6. willow branches (green, trailing, long)
7. fire engines (medium-sized, red, two)
8. coffee cup (his, yellow, heavy)
9. flower beds (heart-shaped, five, beautifully-designed)
10. front door (imposing, the, blue)
11. flower pot (green, big, plastic, that)

12. bath towel (damp, a, white, warm, flannel)
13. city buses (beige, ten, efficient, large)
14. watch dog (one-year-old, fierce, small, their)

Exercise 8

Explain how the following expressions differ in meaning:

the last interesting chapter

the interesting last chapter

Exercise 9

Underline the attributive adjectives in the following paragraph, and insert commas where necessary.

At one end of the large old rectangular room was a long low sofa covered with an orange cotton cloth. Against the two wooden arms of the sofa rested red velvet cushions with beautiful long dangling silk tassels. Near the sofa was a small intricately-woven Persian carpet with a fascinating design. Two proud elegant peacocks with shimmering turquoise feathers were depicted against a background of short lush grass, clear reflecting pools, and white marble statues in a delightful palace garden.

2. Forming Comparative and Superlative Adjectives

a. One-syllable adjectives

*Form the comparative and superlative forms of a one-syllable adjective by adding **-er** for the comparative form and **-est** for the superlative.*

| One-Syllable Adjective | Comparative Form | Superlative Form |
|-------------------------------|-------------------------|-------------------------|
| tall | taller | the tallest |
| old | older | the oldest |
| long | longer | the longest |

Mary is taller than Max.

Mary is the tallest of all the students.

Max is older than John.

Of the three students, Max is the oldest.

My hair is longer than your hair.

Max's story is the longest story I've ever heard.

If the one-syllable adjective ends with an e, just add -r for the comparative form and -st for the superlative form.

| One-Syllable Adjective with Final -e | Comparative Form | Superlative Form |
|---|-------------------------|-------------------------|
| large | larger | the largest |
| wise | wiser | the wisest |

Mary's car is larger than Max's car.

Mary's house is the tallest of all the houses on the block.

Max is wiser than his brother.

Max is the wisest person I know.

If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add -er for the comparative form; and double the consonant and add -est for the superlative form.

| One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It | Comparative Form | Superlative Form |
|--|-------------------------|-------------------------|
| big | bigger | the biggest |
| thin | thinner | the thinnest |
| fat | fatter | the fattest |

My dog is bigger than your dog.

My dog is the biggest of all the dogs in the neighbourhood.

Max is thinner than John.

Of all the students in the class, Max is the thinnest.

My mother is fatter than your mother.

Mary is the fattest person I've ever seen.

b. Two-syllable adjectives

*With most two-syllable adjectives, you form the comparative with **more** and the superlative with **the most**.*

| Two-Syllable Adjective | Comparative Form | Superlative Form |
|-------------------------------|-------------------------|-------------------------|
| peaceful | more peaceful | the most peaceful |
| pleasant | more pleasant | the most pleasant |
| careful | more careful | the most careful |
| thoughtful | more thoughtful | the most thoughtful |

This morning is more peaceful than yesterday morning.

Max's house in the mountains is the most peaceful in the world.

Max is more careful than Mike.
Of all the taxi drivers, Jack is the most careful.

Jill is more thoughtful than your sister.
Mary is the most thoughtful person I've ever met.

If the two-syllable adjectives ends with -y, change the y to i and add -er for the comparative form. For the superlative form change the y to i and add -est.

| Two-Syllable Adjective Ending with -y | Comparative Form | Superlative Form |
|--|-------------------------|-------------------------|
| happy | happier | the happiest |
| angry | angrier | the angriest |
| busy | busier | the busiest |

John is happier today than he was yesterday.
John is the happiest boy in the world.

Max is angrier than Mary.
Of all of John's victims, Max is the angriest.

Mary is busier than Max.
Mary is the busiest person I've ever met.

Two-syllable adjectives ending in -le, or -ow take -er and -est to form the comparative and superlative forms.

| Two-Syllable Adjective Ending with -le, or -ow | Comparative Form | Superlative Form |
|---|-------------------------|-------------------------|
| narrow | narrower | the narrowest |
| gentle | gentler | the gentlest |

The roads in this town are narrower than the roads in the city.
 This road is the narrowest of all the roads in California.

Big dogs are gentler than small dogs.
 Of all the dogs in the world, English Mastiffs are the gentlest.

c. Adjectives with three or more syllables.

*For adjectives with three syllables or more, you form the comparative with **more** and the superlative with **most**.*

| Adjective with Three or More Syllables | Comparative Form | Superlative Form |
|---|-------------------------|-------------------------|
| generous | more generous | the most generous |
| important | more important | the most important |
| intelligent | more intelligent | the most intelligent |

John is more generous than Jack.
 John is the most generous of all the people I know.

Health is more important than money.
 Of all the people I know, Max is the most important.

Women are more intelligent than men.
 Mary is the most intelligent person I've ever met.

3. Exceptions
Irregular adjectives

| Irregular Adjective | Comparative Form | Superlative Form |
|----------------------------|-------------------------|-------------------------|
| good | better | the best |
| bad | worse | the worst |

| | | |
|--------|---------|--------------|
| far | farther | the farthest |
| little | less | the least |
| many | more | the most |

Italian food is better than American food.

My dog is the best dog in the world.

My mother's cooking is worse than your mother's cooking.

Of all the students in the class, Max is the worst.

Two-syllable adjectives that follow two rules

*These adjectives can be used with **-er** and **-est** and with **more** and **the most**.*

| Two-Syllable Adjective | Comparative Form | Superlative Form |
|-------------------------------|-----------------------------|--------------------------------------|
| clever clever | cleverer more clever | the cleverest the most clever |
| gentle gentle | gentler more gentle | the gentlest the most gentle |
| friendly friendly | friendlier more friendly | the friendliest the most friendly |
| quiet quiet | quieter more quiet | the quietest the most quiet |
| simple simple | simpler more simple | the simplest the most simple |

Big dogs are gentler than small dogs.

Of all the dogs in the world, English Mastiffs are the gentlest.

Big dogs are more gentle than small dogs.

Of all the dogs in the world, English Mastiffs are the most gentle.

Some adjectives and adverbs do not have comparatives or superlatives because they are already absolute in meaning.

Examples: unique, Roman, dead, favourite, empty.

Incorrect: The antique was the most unique.

***Unique** means one of a kind. Something cannot be **more one of a kind** than it already is.*

Incorrect: This is my most favourite toy.

*Again, **favourite** means something you like above all others.*

Exercise 10

Paying attention to the correct spelling, complete the following sentences by filling in the blanks with the comparative forms of the adjectives shown in brackets.

1. The village is _____ than the city. (pretty)
2. This building is _____ than the one next to it. (big)
3. Your watch is _____ than mine. (slow)
4. Her roses smell _____ than ours. (sweet)
5. The corner store is _____ than the supermarket. (close)
6. The temperature is _____ today than it was yesterday. (high)
7. His cat is _____ than yours. (fat)
8. We arrived _____ than she had expected. (soon)
9. It is _____ on this side of the valley. (sunny)
10. She is _____ than her sister. (young)
11. The afternoon is usually _____ than the morning. (hot)
12. He is _____ than you are. (weak)
13. The table is _____ at this end. (low)
14. This book is _____ than that one. (thin)
15. The bag is _____ than the suitcase. (heavy)

Exercise 11

Complete the following sentences by filling in the blanks with the comparative forms of the irregular adjectives given in brackets.

1. I have _____ eggs than I need. (many)
2. The bread tastes even _____ than the rolls. (good)
3. She does not want to travel _____ than necessary. (far)
4. Alice drinks _____ coffee than Jerry does. (little)
5. We have _____ honey than we need. (much)
6. Things may be _____ than you think. (bad)
7. Business is _____ this year than it was last year. (good)
8. Alan has _____ money than Ben. (little)
9. She has _____ self-confidence than I do. (much)
10. The weather was _____ yesterday than it is today. (bad)

Exercise 12

Paying attention to the correct spelling, complete the following sentences by filling in the blanks with the superlative forms of the adjectives shown in brackets.

1. This is the _____ highway in the country. (wide)
2. That was the _____ sunset I have ever seen. (red)
3. Yesterday was the _____ day of the year. (cold)
4. This is the _____ way to do it. (easy)
5. The kitchen is the _____ room in the house. (clean)
6. This is the _____ model currently available. (new)
7. This is the _____ cake I have ever eaten. (sweet)
8. The third act is the _____ part of the play. (sad)
9. The _____ temperature on record was minus forty degrees. (low)
10. That is probably the _____ thing to do. (wise)
11. This is the _____ route into town. (short)
12. She is the _____ girl I know. (lucky)

Exercise 13

Complete the following sentences by filling in the blanks with the superlative forms of the irregular adjectives shown in brackets.

1. This is the _____ we have ever travelled in one day. (far)
2. Their farm has produced the _____ tomatoes. (many)
3. Our strawberries have the _____ flavour. (good)
4. He ate the _____ jam. (little)
5. That is the _____ news I have heard yet. (bad)
6. She has the _____ cheese. (much)
7. They have eaten the _____ pancakes. (many)
8. That is the _____ thing that could happen. (bad)
9. We have used the _____ honey. (much)
10. That is the _____ suggestion we have heard yet. (good)
11. This is the _____ stretch of road. (bad)
12. They produced the _____ butter this year. (little)

Exercise 14

Select a word or phrase that would correctly complete the sentence.

1. Those are probably the _____ curtains in the store.
(a) fanciest (b) fanciest (c) most fanciest
2. Uncle Carl is really _____ man.
(a) an old sweet (b) a sweet, old (c) a sweet old
3. The Karmen-Ghia used to be _____ sports car.
(a) a fine German (b) a German, fine (c) a fine, German
4. Everyone was home for the holidays. What could make for _____ Christmas than that?
(a) a merrier (b) the merriest (c) a merrier

5. They grew up in _____ house in Mexico City.
(a) a comfortable, little
(b) a little, comfortable
(c) a comfortable little
6. Die Hard is the _____ movie I've ever seen.
(a) more exciting (b) most exciting (c) exciting
7. Tashonda wanted to take a course with _____ professor.
(a) that interesting new Japanese economics
(b) that Japanese interesting, new economics
(c) that interesting, new, Japanese, economics
8. Of all the mechanics in the shop, Jerzy is surely _____.
(a) the less competen
(b) the least competent
(c) the competentest
9. In the fall, the valleys tend to be _____ than the hilltops.
(a) foggy (b) more foggier (c) foggier
10. My cold is definitely _____ this morning.
(a) worse (b) worst (c) worser

Exercise 15

Select a word or phrase that would correctly complete the sentence.

1. This dress is expensive than that one.
(a) a bit less (b) the least (c) not so
2. Some students are about their homework as others.
(a) more serious (b) not serious (c) not as serious

3. I have never liked studying Chemistry; it is subject for me.

- (a) the least interesting
- (b) the most interesting
- (c) less interesting

4. The nights in summer are the nights in winter.

- (a) not as long as
- (b) as long as
- (c) longer

5. Leo drives a car well, but Collin does it

- (a) the best
- (b) better
- (c) as well

6. Who is among your friends?

- (a) the oldest
- (b) older
- (c) as old

7. Eight o'clock is not a very convenient time for me. Ten o'clock is

- (a) more convenient
- (b) less convenient
- (c) the most convenient

8. The boys felt than the girls about losing the game.

- (a) bad
- (b) the worst
- (c) worse

9. Philip is so quiet and obedient He is child I have ever met.

- (a) well-behaved
- (b) the best-behaved
- (c) better-behaved

10. I don't know much but he knows than I do.

- (a) less
- (b) even little
- (c) even less

11. He didn't want anyone to see him so he took a seat in corner of the room.

- (a) the far
- (b) the father
- (c) the farthest

12. I didn't get up very early yesterday. You got up
(a) earlier (b) more early (c) the earliest
13. The said the soonest mended.
(a) least (b) less (c) last
14. This is story in this book. I liked it best of all.
(a) more interesting
(b) the most interesting
(c) not so interesting
15. There are not so many hot days this July. In fact there are of them this summer.
(a) the least (b) less (c) fewer
16. Jim is not very tall. His brother Alec is
(a) as tall (b) taller (c) the tallest
17. Her illness was than we at first had thought.
(a) the most serious
(b) not as serious
(c) far more serious
18. The dog started to run. It ran and soon disappeared in the distance.
(a) faster and faster
(b) the faster and the faster
(c) the fastest

ADVERBS

1. Adverbs of manner

Adverbs of manner are the largest group of adverbs. Most adverbs of manner are closely related to corresponding adjectives. Although some words can be used as either adjectives or adverbs, in most cases, adverbs of manner are formed by adding -ly to the corresponding adjectives.

Spelling rules for adding -ly

In most cases, -ly is simply added to the positive form of the adjective.

| Adjective | Adverb of Manner |
|------------|------------------|
| kind | kindly |
| complete | completely |
| normal | normally |
| surprising | surprisingly |

a. Adjectives ending in ic

However, when the adjective ends in ic, the syllable al is usually added before the -ly ending.

| Adjective | Adverb of Manner |
|------------|------------------|
| dramatic | dramatically |
| scientific | scientifically |
| specific | specifically |

b. Adjectives ending in le

When the adjective ends in le preceded by a consonant, the final e is usually changed to y, to form the -ly ending.

| Adjective | Adverb of Manner |
|------------------|-------------------------|
| favourable | favourably |
| humble | humbly |
| simple | simply |
| probable | probably |
| gentle | gently |

*When the adjective ends in **le** preceded by a vowel, in most cases, **-ly** is simply added to the positive form of the adjective.*

| Adjective | Adverb of Manner |
|------------------|-------------------------|
| agile | agilely |
| sole | solely |

*However, in the case of the adjective **whole**, the final **e** is removed before the ending **-ly** is added:*

whole - wholly

c. Adjectives ending in ll

*When the adjective ends in **ll**, only **-y** is added.*

| Adjective | Adverb of Manner |
|------------------|-------------------------|
| dull | dully |
| full | fully |
| shrill | shrilly |

d. Adjectives ending in ue

*When the adjective ends in **ue**, the final **e** is usually omitted before the ending **-ly** is added.*

| Adjective | Adverb of Manner |
|-----------|------------------|
| due | duly |
| true | truly |

e. Adjectives ending in y

When the adjective ends in y preceded by a consonant, the y is usually changed to i before the ending -ly is added.

| Adjective | Adverb of Manner |
|-----------|------------------|
| busy | busily |
| easy | easily |
| happy | happily |

*However, in the case of the adjectives **shy** and **sly**, -ly is simply added to the positive form of the adjective:*

| Adjective | Adverb of Manner |
|-----------|------------------|
| shy | shyly |
| sly | slyly |

When the adjective ends in y preceded by a vowel, in most cases, -ly is simply added to the positive form of the adjective.

| Adjective | Adverb of Manner |
|-----------|------------------|
| coy | coily |
| grey | greyly |

A handful of adverbs have two forms, one that ends in -ly and one that doesn't. In certain cases, the two forms have different meanings:

He arrived late.

Lately, he couldn't seem to be on time for anything.

Exercise 1

For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

The letter was _____ legible. (scarce)

The letter was scarcely legible.

1. I was _____ impressed by their courage. (due)
2. The children chattered _____. (noisy)
- 3 The sun shone _____ behind the clouds. (pale)
4. They have settled in _____. (comfortable)
5. He _____ maintained his point of view. (dogmatic)
6. Everything is proceeding _____. (normal)
7. Please drive _____. (slow)
8. She worked _____ until nine o'clock. (steady)
9. The cost of fuel has risen _____. (dramatic)
10. He _____ scrambled up the slope. (agile)
11. Everything was explained clearly and _____. (simple)
12. The train whistle blew _____ at the crossing. (shrill)
13. _____, it stopped raining before we had to leave. (lucky)
14. She was signalling _____. (frantic)
15. That was _____ unexpected. (whole)
16. We arrived _____. (punctual)
17. England is a _____ populated country. (dense)
18. They are _____ dependent on coal for fuel. (sole)
19. The material was produced _____. (synthetic)
20. They _____ agreed to the proposal. (ready)

*It should be noted that while most adverbs which end in **-ly** are **adverbs of manner**, other types of adverb may also end in **-ly**. For instance, **consequently** and **subsequently** are connecting adverbs. The following are **adverbs of frequency** which are formed by adding **-ly** to the corresponding adjectives.*

| Adjective | Adverb of Frequency |
|------------------|----------------------------|
| frequent | frequently |
| rare | rarely |
| usual | usually |

f. Adverbs which do not use the ending -ly

*The adverb of manner **well** appears unrelated to the corresponding adjective **good**. **Good** and **well** both have the comparative form **better** and the superlative form **the best**.*

| Adjective | Adverb of Manner |
|------------------|-------------------------|
| good | well |

*It should be noted that in addition to being used as an adverb, the word **well** can also be used as an adjective with the meaning **healthy**.*

Well used as an Adjective: I hope you are well.

Well used as an Adverb: He did well on the examination.

*The following table gives examples of **adverbs of manner, location, time and frequency** which have the same forms as the corresponding adjectives.*

| Adjective | Adverb of Manner |
|------------------|-------------------------|
| fast | fast |
| hard | hard |
| little | little |
| loud | loud |
| much | much |
| straight | straight |

| Adjective | Adverb of Location |
|------------------|---------------------------|
| far | far |
| high | high |
| low | low |
| near | near |
| wide | wide |

| Adjective | Adverb of Time |
|------------------|-----------------------|
| early | early |
| first | first |
| late | late |
| long | long |

| Adjective | Adverb of Frequency |
|------------------|----------------------------|
| daily | daily |
| monthly | monthly |
| weekly | weekly |
| yearly | yearly |

It is a fast (adjective) car.

A fast (adjective) car goes fast (adverb).

He drove fast (adverb).

Hard (adjective) work pays.

You must work hard (adverb).

He is an early (adjective) riser.

I got up early (adverb) today.

It is easy (adjective).

Take it easy (adverb)

Exercise 2

For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

He hit the ball _____. (hard)

He hit the ball hard.

She did _____ in the competition. (good)

She did well in the competition.

Please close the door _____. (quiet)

Please close the door quietly.

1. I drove _____ home. (straight)
2. We came to work _____. (early)
3. She _____ filled in the answers. (quick)
4. He likes to drive _____. (fast)
5. We proceeded _____. (cautious)
6. He threw the ball _____ into the air. (high)
7. How _____ do you know her? (good)
8. We arrived _____. (late)
9. They did the work _____. (bad)
10. He spoke _____. (little)
11. The gathering is held. (annual)
12. They replied _____. (immediate)
13. The workers met _____. (weekly)
14. I will deal with that problem _____. (first)
15. They were _____ dressed for the occasion. (suitable)

*It should also be noted that there are several adjectives ending in **-ly** which have no corresponding adverbs:*

friendly likely lively lonely silly ugly

When it is desired to use one of these words to modify a verb, an adverb phrase of manner may be used.

He behaved in a friendly manner.

They acted in a silly way.

The following table gives examples of pairs of adverbs which are closely related, but which have different meanings.

| Adverb | Meaning | Adverb | Meaning |
|---------------|--------------------|---------------|-----------------|
| hard | with effort | hardly | scarcely |
| high | opposite of low | highly | very; very well |
| late | opposite of early | lately | recently |
| near | opposite of far | nearly | almost |
| wide | opposite of narrow | widely | commonly |

The meanings of these adverbs are illustrated in the following examples.

I worked hard.

I have hardly enough time to finish.

He threw the ball high into the air.

He is highly successful in what he does.

The class began late.

The weather has been cold lately.

I held my breath as the squirrel crept near to get the nuts.

I have nearly finished reading the book.

I opened the door wide.
That theory is widely believed.

2. Adjectives and Adverbs in comparison

a. adjectives which modify nouns compared with adverbs which modify verbs

The following examples illustrate the distinction which must be made between adjectives which modify nouns and adverbs which modify verbs. The adjectives and adverbs are printed in bold type, and the words which are modified are underlined.

Adjective: It has been a quiet **afternoon**.

Adverb: The afternoon **passed** quietly.

Adjective: She is a good **musician**.

Adverb: She **plays** the flute very well.

*In the first pair of sentences, the adjective **quiet** modifies the noun **afternoon**, whereas the adverb **quietly** modifies the verb **passed**. In the second pair of sentences, the adjective **good** modifies the noun **musician**, whereas the adverb **well** modifies the verb **plays**.*

Exercise 3

For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or a verb, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

It is necessary to wear _____ clothes in the winter. (thick)

It is necessary to wear thick clothes in the winter.

Snow fell _____ on the ground. (thick)
Snow fell thickly on the ground.

1. We _____ concluded the deal. (successful)
2. He is a _____ businessman. (successful)
3. There was a _____ rain in the morning. (light)
4. She ran _____ up the steps. (light)
5. The path was _____ marked. (clear)
6. We gave him a _____ signal to continue. (clear)
7. I _____ disagree with you. (strong)
8. There is a _____ wind from the north. (strong)
9. She waved _____. (cheerful)
10. I gazed at the _____ water of the lake. (tranquil)
11. The engine operates as _____ as possible. (efficient)
12. Is that a _____ decision? (recent)
13. He has behaved very _____. (responsible)
14. _____ snow is forecast for tomorrow. (heavy)
15. I opened the door _____ and stepped outside. (quiet)

b. adjectives which modify nouns compared with adverbs which modify adjectives

The following examples illustrate the distinction which must be made between adjectives which modify nouns and adverbs which modify adjectives.

Adjective: a large wooden **building**
Adverb: a largely **wooden** building

Adjective: conspicuous dark **clouds**
Adverb: conspicuously **dark** clouds

*In the first pair of phrases, the adjective **large** modifies the noun **building**, and the adverb **largely** modifies the adjective*

*wooden. Thus, the phrase **a large wooden building** has the meaning **a big wooden building**, whereas the phrase **a largely wooden building** has the meaning **a building mostly made of wood**.*

*In the second pair of phrases, the adjective **conspicuous** modifies the noun **clouds**, and the adverb **conspicuously** modifies the adjective **dark**. Thus, the phrase **conspicuous dark clouds** means that the clouds themselves are noticeable; whereas the phrase **conspicuously dark clouds** means that the darkness of the clouds is noticeable.*

Exercise 4

For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or an adjective, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

A _____ wooden fence surrounded the playground. (high)

A high wooden fence surrounded the playground.

A _____ skilled worker will be required for this job. (high)

A highly skilled worker will be required for this job.

1. They have a _____ front lawn. (wide)

2. He has challenged a _____ held theory. (wide)

3. Every author likes to receive _____ book reviews. (favourable)

4. _____ situated farms often produce higher yields than other farms. (favourable)

5. Many _____ incomprehensible phenomena have been explained with the help of modern science. (previous)

6. Many _____ city councils have succeeded in balancing the budget. (previous)
7. _____ weather conditions have prevailed for the past ten days. (unusual)
8. An _____ large number of variables must be taken into account. (extreme)
9. _____ few people understand the situation. (relative)
10. She wrote a _____ short story. (humorous)
11. That was a _____ occurring event. (frequent)
12. Our city boasts a _____ bus service. (frequent)
13. It was a _____ Easter Sunday. (hot)
14. It was a _____ debated issue. (hot)

Exercise 5

For each of the following sentences, pay attention to whether the word to be placed in the blank modifies the verb or the subject of the verb, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

We tasted the soup _____. (suspicious)

We tasted the soup suspiciously.

The meal tasted _____. (delicious)

The meal tasted delicious.

1. The moon appeared _____ between the clouds. (brief)
2. He looked _____. (happy)
3. He looked _____ at the timetable. (attentive)
4. We felt _____ after supper. (sleepy)
5. After the lights went out, we felt our way _____ to our rooms. (sleepy)
6. The maple tree grew _____. (quick)
7. The sky grew _____. (dark)

8. He became _____ at the thought of giving a speech. (excited)
9. She became a teacher _____ after graduating. (immediate)
10. The pastries smelled _____. (sweet)
11. We _____ smelled the aroma of fresh bread. (eager)

3. Adverbs used in comparisons

*It should be noted that many adverbs, such as **sometimes, never, here, there, now, then, first, again, yesterday and daily** have no comparative or superlative forms.*

a. Adverbs used with more and most

*Most adverbs used in comparisons, including those formed from corresponding adjectives by adding the ending **-ly**, form the comparative with the word **more**, and the superlative with the word **most**.*

| Positive Form | Comparative Form | Superlative Form |
|----------------------|-------------------------|-------------------------|
| carefully | more carefully | the most carefully |
| easily | more easily | the most easily |
| frequently | more frequently | the most frequently |
| slowly | more slowly | the most slowly |
| softly | more softly | the most softly |

b. Adverbs used with the endings -er and -est

Adverbs which have the same positive forms as corresponding adjectives generally also have the same comparative and superlative forms as the corresponding adjectives.

| Positive Form | Comparative Form | Superlative Form |
|----------------------|-------------------------|-------------------------|
| early | earlier | the earliest |
| fast | faster | the fastest |

| | | |
|----------|------------|-----------------|
| hard | harder | the hardest |
| high | higher | the highest |
| late | later | the latest |
| long | longer | the longest |
| low | lower | the lowest |
| near | nearer | the nearest |
| straight | straighter | the straightest |

*The adverb of time **soon** also uses the endings **-er** and **-est**:*

| Positive Form | Comparative Form | Superlative Form |
|----------------------|-------------------------|-------------------------|
| soon | sooner | the soonest |

*It should be noted that adverbs formed by adding **-ly** to one-syllable adjectives are sometimes used with the endings **-er** and **-est**.*

We walked slower and slower.

They sang the softest.

However, in modern English, it is generally considered to be more correct to write:

We walked more and more slowly.

They sang the most softly.

c. Irregular adverbs

The irregular adverbs have the same comparative and superlative forms as the corresponding irregular adjectives:

| Positive Form | Comparative Form | Superlative Form |
|---------------|--------------------|---------------------------------|
| badly | worse | the worst |
| far | farther or further | the farthest or the furthest |
| little | less | the least |
| much | more | the most |
| well | better | the best |

d. The construction with **as ... as**

*When used in making comparisons, the positive form of an adverb is usually preceded and followed by **as**.*

as + positive form of adverb + as

I can run as fast as you can.

He moves as slowly as a snail.

Her eyes shone as brightly as stars.

*If desired, an adverb may be placed before the first occurrence of **as**:*

adverb + as + positive form of adverb + as

I can run twice as fast as you can.

Her eyes shone almost as brightly as stars.

e. The construction with **than**

*When used in making comparisons, the comparative form of an adverb is usually followed by **than**.*

comparative form of adverb + than

He can swim farther than I can.
She sings more beautifully than her sister does.

Exercise 6

Rewrite the following sentences as comparisons, using the comparative form of the adverb, and the word *than*. For each sentence, use the word or words given in brackets as the second part of the comparison. For example:

The living room was furnished elegantly. (the study)
The living room was furnished more elegantly than the study.

1. The train travels fast. (the bus)
2. In the morning, the sun shone brightly. (in the afternoon)
3. The footpath runs straight. (the road)
4. Joe sings badly. (Rick)
5. I got up early. (you did)
6. The wild deer came near. (I had expected)
7. Her son plays the violin well. (her daughter does)
8. Captain Cook sailed far. (Columbus did)
9. You are late. (the others)
10. The stream flows swiftly. (the river)
11. She studies hard. (her classmates)
12. The project was completed successfully. (we had anticipated)

4. Progressive comparisons

The comparative forms of adverbs can be used in progressive comparisons. For adverbs with the ending -er, the following construction is used:

comparative form of adverb + and + comparative form of adverb

The plane flew higher and higher.
The team performed better and better.

The meanings expressed in these examples can also be expressed as follows:

The plane flew increasingly high.
The team performed increasingly well.

a. The construction with more and more

*For adverbs which form the comparative with **more**, the following construction is used:*

more + and + more + positive form of adverb

He solved the problems more and more easily.
We visited them more and more frequently.

The meanings expressed in these examples can also be expressed as follows:

He solved the problems increasingly easily.
We visited them increasingly frequently.

b. The construction with less and less

*A similar construction, employing the expression **less and less**, can also be used. The expressions **less and less** and **more and more** have opposite meanings.*

less + and + less + positive form of adverb

He solved the problems less and less easily.
We visited them less and less frequently.

The meanings expressed in these examples can also be expressed as follows:

He solved the problems decreasingly easily.
We visited them decreasingly frequently.

Exercise 7

Rewrite the following sentences, using progressive comparisons instead of the adverb *increasingly*, and using the expression *less and less* instead of the adverb *decreasingly*. For example:

The rain fell increasingly heavily.
The rain fell more and more heavily.

The wind blew increasingly hard.
The wind blew harder and harder.

1. As the evening wore on, we spoke decreasingly animatedly.
2. The spectators cheered increasingly loudly.
3. The chirping of the crickets disturbed us increasingly little.
4. As he grew older, he walked increasingly far.
5. The new shuttle service functioned increasingly reliably.
6. The sun shone decreasingly intensely.
7. As I became tired, I wrote increasingly slowly.
8. The boy learned to read increasingly well.

c. The construction with the ..., the ...

*Two clauses, each beginning with **the**, and each containing a comparative form of an adjective or adverb, can be used*

together in order to indicate a cause and effect relationship between two different things or events.

the + comparative form of adverb or adjective + 1st part of comparison, + the + comparative form of adverb or adjective + 2nd part of comparison.

The more they eat, the fatter they get.

The faster we skated, the warmer we felt.

The more cleverly we hid the Easter eggs, the more enthusiastically the children searched for them.

The more I scold her, the worse she behaves.

*As shown in the examples, in this type of construction the two clauses beginning with **the** must be separated by a comma.*

5. Superlative forms of adverbs used in comparisons

The construction with the

*When used in making comparisons, the superlative form of an adverb is usually preceded by **the**.*

the + superlative form of adverb

He jumped the highest of all the boys in the class.

Our team plays the best of all the teams in the league.

They sing the most sweetly of all the choirs I have heard.

*In the case of adverbs which form the superlative with the ending **-est**, the superlative is sometimes preceded by a possessive adjective, instead of by the definite article **the**.*

He ran **his** fastest.
I did **my** best.

Exercise 8

Rewrite each of the following sentences, changing the positive form of the adverb to the superlative form, and using the definite article *the*. Use the words given in brackets as the second part of the comparison. For example:

This window opens easily. (of all the windows in the room)
This window opens the most easily of all the windows in the room.

He plays this piece well. (of anyone in the band)
He plays this piece the best of anyone in the band.

1. She understood the lesson readily. (of all the pupils in the class)
2. This kite flies badly. (of all the kites I have ever made)
3. That train leaves early. (of all the trains departing from this station)
4. Last night it snowed hard. (of any night in the year)
5. The potato field produces little. (of all the fields on the farm)
6. This highway runs straight. (of all the highways in the country)
7. She speaks quietly. (of all the people I know)
8. The bass sings low. (of all the singers)
9. Eagles fly high. (of all the birds which live in the mountains)
10. She prepares meals well. (of all the students in the class)
11. They regard his proposal favourably. (of all the proposals they have received)
12. Bill ran far. (of all the boys)
13. His arrow came near. (to the centre of the target)

14. This bus travels slowly. (of all the buses)

Exercise 9

Paying attention to the sentence structure, complete each of the following sentences correctly by filling in the blank with the positive, comparative, or superlative form of the adverb given in brackets. For example:

We clapped as _____ as we could. (loudly)

We clapped as loudly as we could.

They arrived _____ than they had expected. (promptly)

They arrived more promptly than we had expected.

She swam _____ of all the girls in the school. (far)

She swam the farthest of all the girls in the school.

The more you study, _____ you will do on the test. (well)

The more you study, the better you will do on the test.

1. Cheetahs run the _____ of all mammals. (fast)

2. We described our experiences as _____ as we could. (vividly)

3. The more encores she sings, the _____ the audience applauds. (enthusiastically)

4. He practises the _____ of all the members of the team. (diligently)

5. The _____ you study, the poorer your marks will be. (little)

6. He explains his ideas _____ than you do. (convincingly)

7. They wrote as _____ as possible. (intelligibly)

8. Seagulls fly _____ than ducks do. (well)

9. Birds of prey soar the _____ of all birds. (impressively)

10. The _____ you exercise, the stronger you will become. (much)

11. They have travelled as _____ as possible. (widely)
12. She examined the material _____ than I did. (thoroughly)
13. He explains the subject the _____ of all the teachers in the school. (well)
14. Advanced skiers complete the course twice as _____ as beginners. (rapidly)
15. I have written out the assignment _____ than you have. (neatly)
16. The _____ I walk, the more refreshed I feel. (far)

Additional Exercises

Exercise 10

Circle the adverbs in the following sentences.

1. I gently pet the horse so as not to startle her.
2. The medic courageously ran over to help the wounded soldier.
3. They boldly went where no human has gone before.
4. The car's engine became extremely hot as David drove increasingly faster.
5. Leslie elegantly walked down the stairs in her new gown.
6. The beautifully dressed countess greeted her guests at the door.
7. An annual budget is one that is put together yearly.
8. Samantha reluctantly went to the quarterly company meeting.
9. Grace drove the truck through the busy intersection recklessly.
10. We visited the zoo yesterday but the snake house was closed.
11. The smart students passed the test easily.
12. Samantha cheerfully started making the coffee.

13. The rides at the fair were wildly spinning while the bright lights flashed colourfully.
14. Benjamin correctly saved her document and then made a backup for safekeeping.
15. The cashier rudely ignored me when I tried to get his attention.
16. After a long and excessively rough ride, the airplane landed softly on the tarmac.
17. I always try to close the door silently when I get home.
18. Mom calmly went to get a sponge to clean up the spilled milk.
19. The squirrel made it successfully to the other side of the busy street.
20. I suddenly realized that I left my jacket at home.

Exercise 11

Write the correct form of the adverb for each sentence.

a. Comparative adverbs that need *-er*

Comparative adverbs that need *more*

1. I walked (slow) down the stairs than you did.
2. Jeremy understood the concepts of algebra (easy) than his classmates did.
3. The singer on the left sang (loud) than the others.
4. The soldier stood (proud) than ever before when the president pinned the medal on his chest.
5. Grace cared (deep) than the other children did for their sick teacher.
6. The supernova shined (bright) than any other star in the sky.
7. Aaron read the book (fast) than Samantha did.
8. A hybrid car drives (efficient) than a similar gasoline-powered car.

9. The new senator performed (competent) than the guy he replaced.
10. I visit the library (often) than my sister does.

b. Superlative adverbs that need *-est*
Superlative adverbs that need *most*

1. Out of everyone on the banquet committee, Tiffany worked the (hard)
2. Spanish is the language which I speak (fluent)
3. Alexander and Claire ran the (fast) in the three-legged race.
4. This flower grows (rapid) in dry climates.
5. Jenna's robot was the only one that worked right because she put it together the (careful).
6. Jesse scored so high on the test because he practiced the multiplication problems (frequent).
7. The singer on the left sang the (loud) of the group.
8. John explained the science project the (convincing).
9. My computer runs this game the (slow).
10. Melissa usually arrives (early) to the office in the morning.

c. Irregular adverbs

1. The stapler works (well) when you push down evenly on the handle.
2. Joseph can hit the ball (far) than anyone else on the team.
3. When I was a kid I swam (well) than anyone else in my school.
4. Ryan can concentrate (well) when the television is turned off.
5. Out of all my subjects, I have to agree that I do (bad) at math.

Exercise 12

Good & Well

1. We always have a _____ the school play.
a) good b) well
2. I did really _____ in school until this year.
a) good b) well
3. My friend Alexis can play the guitar really _____ .
a) good b) well
4. If you want really _____ gas mileage, then this is the car for you.
a) good b) well
5. You can always find a _____ meal at Alice's Restaurant.
a) good b) well
6. I have a _____ idea about who ate all of the cookies.
a) good b) well
7. How _____ can you sing?
a) good b) well
8. Despite losing, I think we played really _____ in today's game.
a) good b) well
9. Something in the kitchen smells really _____ .
a) good b) well
10. We had a _____ discussion about French history today.
a) good b) well

Exercise 13

Choose the correct word

1. The animals are looking very (good, well) today.
2. I don't know why you thought that movie was so (good, well). It put me to sleep.
3. A (good, well) balanced diet is important for your health.
4. Alexander always does really (good, well) on the spelling tests.
5. Have a (good, well) time on the field trip today!
6. Windows 7 runs very (good, well) on Madison's computer.
7. Olivia is a great worker because she performs (good, well) under pressure.
8. We should ask Olivia because she always has (good, well) advice.
9. Something in the kitchen smells really (good, well)
10. If you do really (good, well) on your exam, I'll buy you an ice cream.
11. Aaron cannot study (good, well) when the weather is so hot.

Exercise 14

Adjective or Adverb

1. He's a ___ driver.
a. dangerous b. dangerously
2. He ate his dinner very ____ .
a. quick b. quickly
3. She's a ___ speller.
a. bad b. badly

4. ___ the wind changed directions.
a. Sudden b. Suddenly
5. Please try to be more ____ .
a. careful b. carefully
6. He walks so ___ in those boots.
a. heavy b. heavily
7. She plays the piano ____ .
a. perfect b. perfectly
8. He is a ___ talker, but he never listens.
a. quick b. quickly
9. She writes very ____ .
a. bad b. badly
10. There was a ___ noise last night. Did you hear it?
a. loud b. loudly
11. She's a ___ driver, I think.
a. careful b. carefully
12. She shouted ___ at him.
a. angry b. angrily
13. He is a _____ worker.
a. careless b. carelessly
14. If you ask ____, I will give it to you.
a. nice b. nicely
15. Be Quiet! I can't think ___ if you are talking.
a. clear b. clearly

16. Why are you ____ ?
a. angry b. angrily
17. You are always so ____, come on!
a. slow b. slowly
18. Those chocolates look _____. Can I have one?
a. nice b. nicely
19. She opened the door ____ .
a. slow b. slowly
20. It is a beautiful _____ day.
a. clear b. clearly
21. You write so ____ . Look at these mistakes.
a. careless b. carelessly
22. If you drive ____ don't be surprised if you have an accident.
a. recklessly b. reckless
23. It was not a hard assignment because Dr. Brown explained it ____ .
a. careful b. carefully
24. Karen is the best student in class. She studies ____ .
a. hard b. hardly
25. Be ____ to visitors if you want them to come back to your country.
a. pleasant b. pleasantly
26. I could not sleep ____ last night, so I feel ____ today.
a. good, horrible b. well, horrible c. well, horribly

KEYS

PRONOUNS

Exercise 1:

1. they 2. we 3. it 4. she 5. he 6. they 7. he 8. we 9. she 10. it

Exercise 2:

1. it 2. we 3. he 4. they 5. she 6. he 7. we 8. it 9. she 10. they

Exercise 3:

1. her 2. me 3. them 4. you 5. us 6. him 7. it 8. you 9. us 10. him 11. me 12. it 13. her 14. them

Exercise 4:

1. He 2. you 3. us 4. I 5. She 6. him 7. It 8. her 9. them 10. we 11. you 12. it 13. they 14. me

Exercise 5:

1. We helped her. 2. They asked him to come. 3. She recognized me. 4. I warned you. 5. They reminded us to call. 6. He told them the truth. 7. We invited her for tea. 8. I offered him a sandwich.

Exercise 6:

1. my 2. his 3. its 4. our 5. her 6. your 7. their 8. his 9. our 10. her 11. my 12. its 13. your 14. their

Exercise 7:

1. mine 2. hers 3. yours 4. his 5. ours 6. theirs 7. hers 8. ours 9. theirs 10. yours 11. mine 12. his

Exercise 8:

1. my 2. yours 3. his 4. my 5. theirs 6. her 7. our 8. mine 9. its
10. hers 11. your 12. its 13. their 14. his 15. ours 16. their 17.
yours

Exercise 9:

1. himself 2. yourself or yourselves 3. myself 4. herself 5.
ourselves 6. itself 7. themselves 8. yourself or yourselves 9.
themselves 10. ourselves 11. himself 12. herself 13. myself 14.
itself

Exercise 10:

1. something 2. Nobody (Nothing is also possible if we wish to
make it more drastic.) 3. somewhere 4. Anybody 5. Nothing /
Nobody (The first alternative may be better, but it depends on
the context.) 6. nowhere, somewhere 7. something 8. something
9. somewhere 10. anything 11. somebody 12. anywhere 13.
anything, Nobody 14. anybody 15. Somebody 16. Somebody
17. Something, something 18. somewhere 19. Anywhere 20.
anybody, anybody

Exercise 11:

1. One should work in order to realize one's ambitions. 2. When
we are overworked we should try to give ourselves time to
relax. 3. You can never be sure whether your intuitions are
correct. 4. If we organize our time properly, we can accomplish
a great deal. 5. If one owns property, one should protect oneself
with a good insurance policy. 6. You should never be afraid to
state your views. 7. You should try to educate yourself as well
as possible. 8. One should try to teach one's children a sense of
responsibility. 9. We can choose our friends, but we cannot
choose our relatives. 10. You become mature when you learn to
trust your own judgement. 11. We learn from our mistakes. 12.
One should always treat one's friends well.

Exercise 12:

1. this 2. These 3. This 4. These 5. this 6. These 7. This 8. These 9. This 10. these

NOUNS**Exercise 1:**

1. The boxes were empty. 2. The rivers flow to the sea. 3. The bushes have grown in the last two months. 4. The hats were on sale. 5. The benches are made of stone. 6. The plants have been watered. 7. The hedges are being trimmed. 8. The processes were invented last year. 9. The sketches are nearly finished. 10. The breezes were warm. 11. The walls are being painted. 12. The churches are two hundred years old. 13. The bridges will soon be completed. 14. The carpets have been cleaned. 15. The branches are covered with ice.

Exercise 2:

1. The berries were red. 2. The keys were difficult to use. 3. The valleys are very beautiful. 4. The eddies can be dangerous for swimmers. 5. The journeys were undertaken by pilgrims. 6. The daisies were picked by the child. 7. The monkeys are considered to be sacred. 8. The gullies are full of water. 9. The boys ran to school. 10. The facilities are open to the public. 11. The secretaries work overtime. 12. The toys were being sold at a discount. 13. The trays are being piled high with dishes. 14. The dairies open at nine o'clock. 15. The chimneys have been repaired.

Exercise 3:

1. The leaves have turned red. 2. The fives had the solo. 3. The calves are hungry. 4. The scarfs kept him warm. or The scarves kept him warm. 5. The knives will be useful. 6. The giraffes were eating the leaves. 7. The cliffs are being explored by

geologists. 8. The wolves howl every night. 9. The loaves are rising. 10. The chiefs will decide. 11. The shelves are being used. 12. The proofs are convincing.

Exercise 4:

1. The radios are broadcasting news every hour. 2. The tomatoes were being baked. 3. The mosquitoes woke us up. 4. The sopranos performed with the orchestra. 5. The solos were played by the violinist. 6. The archipelagoes lie off the coast of South America. 7. The silos are used for storing corn. 8. The potatoes have been boiled. 9. The volcanoes are not active. 10. The casinos were open until one o'clock in the morning. 11. The innuendoes should be ignored. 12. The ratios have been favourable.

Exercise 6:

1. The children are happy. 2. The sheep have been sheared. 3. The men were being given directions. 4. The deer are eating the hay. 5. The women have visited us. 6. The mice make a great deal of noise at night. 7. The gentlemen would like to have breakfast early. 8. The lice are a nuisance. 9. Your feet are size ten. 10. The fishermen have had a good season. 11. The teeth need to be filled. 12. The policewomen were directing traffic.

Additional Exercises

Exercise 9:

a. Nouns ending with a vowel and y

Nouns ending with a consonant and y

Nouns ending with is

| | | |
|------------|-----------|----------|
| atrocities | realities | tries |
| puppies | days | pennies |
| spies | baby | alley |
| theses | analyses | theories |

| | | |
|----------|-----------|--------------|
| boy | supply | empties |
| sky | daisies | lilies |
| theses | oasis | trays |
| enemies | library | fly |
| company | army | poppies |
| key | theories | pulley |
| crises | trolley | party |
| synopsis | galleries | strawberries |

b. Nouns ending with f or fe

| | | |
|--------------|---------|---------|
| hooves | knives | scarf |
| roofs | thieves | halves |
| elves | wolves | calf |
| loaf | wife | shelves |
| handkerchief | dwarf | sheaf |
| life | selves | leaf |

c. Irregular and mutating nouns

Nouns with identical singular and plural form

| | | |
|----------|------------|--------------|
| fireman | swine | barracks |
| quiz | children | gallows |
| species | crossroads | trout |
| aircraft | moose | series |
| means | corps | men |
| mouse | deer | headquarters |
| oxen | geese | bison |
| person | sheep | louse |
| women | teeth | |
| dice | offspring | |

ARTICLES

Exercise 1:

1. An avocado is 2. A window is 3. An umbrella should not be used 4. A horse can be 5. A cashew is 6. An onion can be used 7. A truck has 8. An hour passed 9. A sentence should have 10. An escalator is 11. A uniform must be worn 12. A box was found 13. A marsh lies 14. An idea can be 15. An egg is

Exercise 2:

the park, a tour. The guide. an eagle. A child, the tour, a beaver, the park. The guide. a road, a path, a marshy pond. the child, a beaver. the beaver. the pond. a pile, the beaver. a photograph, the house. the guide, the pond, a small telescope. the telescope. a tall tree. a bald eagle. the telescope, the eagle. the eagle. a wonderful experience, the park.

Exercise 3:

1. a [profession] 2. An [general statement] 3. The [considered as a class] 4. an [per] 5. the [obvious what is meant] 6. the [unique] 7. a [profession] 8. A [general statement] 9. a [per] 10. the [unique] 11. an [profession] 12. the [unique] 13. a [per] 14. the [unique], the [obvious what is meant] 15. the [unique]

Exercise 4:

1. The [nationality ending in sh] 2. The [considered as a class] 3. ___ [a profession] 4. ___ [general statement] 5. The [obvious what is meant] 6. The [nationality ending in ch] 7. ___ [profession] 8. ___ [general statement] 9. The [considered as a class] 10. ___ [nationality not ending in ch, se or sh] 11. ___ [profession]

Exercise 5:

1. The Hawaiian Islands, the Pacific Ocean
2. ___ Salt Lake City, ___ Utah
3. ___ London, the Thames River
4. The Suez Canal, the Mediterranean Sea, the Red Sea
5. ___ Lake Huron. ___ Lake Erie, the Great Lakes
6. ___ Calcutta, the Bay of Bengal
7. The North Sea, the British Isles, ___ Norway, ___ Denmark
8. The Bay of Biscay, ___ France
9. The Orkney Islands, ___ Scotland
10. ___ Anticosti Island the Gulf of St. Lawrence
11. the Sahara Desert, ___ Algeria
12. ___ Gerry, the Johnsons, ___ Bellevue Street
13. ___ Mount Kilimanjaro, ___ Lake Victoria
14. ___ Vancouver Island, ___ Canada
15. ___ Serengeti National Park, ___ Tanzania

Exercise 6:

A, An, The or Nothing

1. This is ___an___ easy question.
2. Please speak ___a___ little louder.
3. May I have your ___ phone number?
4. I have never seen ___a___ UFO.
5. David is ___the___ best student in our class.
6. What is ___the___ name of the next station?
7. He has ___ my car today.
8. I went to ___the___ sea during my summer vacation.
9. Is there ___a___ public telephone near here?
10. This coat was designed by ___a___ famous New York artist.
11. ___The___ city museum is closed today.
12. He is one of ___the___ smartest people I know.
13. I recommend you eat ___the___ apple pie at this restaurant.
14. ___ milk is good for you.
15. I can't believe I failed ___ yesterday's test!
16. Do you have ___a___ dictionary that I can borrow?
17. There were many dogs in the park. One dog was ___a___ Dalmatian.

18. Pandas and ___ tigers are both endangered animals.
19. She is wearing _a_ blue dress with red earrings
20. Hawaii is _an_ island in the Pacific Ocean.
21. Christmas comes once _a_ year.
22. _An_ ant is _an_ insect.
23. The Nile is _a_ river.
24. I went to the shop to get ___ bread.
25. He broke _a_ glass when he was washing dishes.
26. You should take _an_ umbrella.

Exercise 7:

Use the definite article "the" where necessary

- 1) I think we must call the doctor.
- 2) Do you know the Browns? They live next to us.
- 3) - President Johnson was - Vice President to - Kennedy.
- 4) There are some beautiful towns in the north of - Italy.
- 5) - Greece is in the south.
- 6) The President is the head of - state in the US.
- 7) The Odeon Cinema is in - Green Street.
- 8) - Trafalgar Square is in - London.
- 9) The White House is the home of the President of the US.
- 10) The British Museum has some very interesting exhibitions.
- 11) Mum arrived at - Heathrow Airport yesterday.
- 12) - Hyde Park is very famous all over the world.
- 13) I stayed at the Hilton when I was in - London.
- 14) Do you read the Daily Telegraph or the Sun?
- 15) Did you visit the Tower of London, too?
- 16) My son studies at - London University.
- 17) I'm fond of - nature.

Exercise 8:
Famous People - A Quiz on Articles

1. Albert Einstein was ___ famous scientist.
a. a b. an c. the d. X [Nothing]

2. Einstein was born in ___ Germany in 1879.
a. a b. an c. the d. X [Nothing]

3. Einstein won ___ Nobel Prize in Physics in 1921.
a. a b. an c. **the** d. X [Nothing]

4. Einstein left his country and lived in ___ States until he died in 1955.
a. a b. an c. **the** d. X [Nothing]

5. Einstein is known for his theory of ___ relativity.
a. a b. an c. the d. X [Nothing]

6. Roentgen was ___ German physicist who discovered x-rays, revolutionizing medical diagnosis.
a. a b. an c. the d. X [Nothing]

7. Roentgen won ___ 1901 Nobel Prize.
a. a b. an c. the d. X [Nothing]

8. Mandela was born in ___ South Africa.
a. a b. an c. the d. X [Nothing]

9. Mandela was ___ first President elected in ___ South Africa after ___ Apartheid was revoked.
a. a / the / the b. **the / X / X** c. a / X / the d. the / the / the

10. Mandela was imprisoned for ___ nearly 30 years for his anti-apartheid activities.

- a. a b. an c. the d. **X [Nothing]**

11. Mother Teresa was ___ Roman Catholic nun.

- a. **a** b. an c. the d. X [Nothing]

12. Mother Teresa became famous for her hard work with ___ poor.

- a. a b. an c. **the** d. X [Nothing]

13. She was ___ founder of ___ order of nuns called the Missionaries of Charity.

- a. a / an b. a / X c. the / X [Nothing] d. **the / an**

14. Mother Teresa lived in ___ Calcutta, India.

- a. a b. an c. the d. **X [Nothing]**

15. Mother Teresa received ___ her Nobel Peace Prize in 1979.

- a. a b. an c. the d. **X [Nothing]**

Exercise 9:

Your task is to provide the correct article in each blank space or indicate that no article is appropriate.

Soccer — or ___0___ football (or foosball or futbol), as it is called by ___the___ rest of ___the___ world outside ___the___ United States — is surely ___the___ most popular sport in the world. Every four years, the world championship of soccer, ___the___ World Cup, is watched by literally billions all over the world, beating out the United States professional football's Superbowl by far. It is estimated that 1.5 billion people watched the World Cup final between Italy and Brazil in 1994.

And it is also a genuine world championship, involving teams from many countries (as many as 172) and played in venues all over the globe, unlike the much more parochial and misnamed World Series in 0 American baseball (that doesn't even involve Japan or Cuba, two baseball hotbeds). But although 0 soccer has become an important sport in the American sports scene, it will never make inroads into the hearts and markets of 0 American sports the way that football, basketball, hockey, baseball, and even 0 tennis and golf have done. There are many reasons for this.

Recently the New England Revolution beat the Tampa Bay Mutiny in a game played during a horrid rainstorm. Nearly 5000 fans showed up, which shows that soccer is, indeed, popular in the United States. However, the story of the game was buried near the back of the newspaper's sports section, and there was certainly no television coverage. In fact, the biggest reason for soccer's failure as a mass appeal sport in the United States is that it doesn't conform easily to the demands of television.

Basketball succeeds enormously in 0 America because it regularly schedules what it calls "television time-outs" as well as the time-outs that the teams themselves call to regroup, not to mention half-times and, on the professional level, quarter breaks. Those time-outs in the action are ideally made for television commercials. And 0 television coverage is the lifeblood of 0 American sports. College basketball lives for a game scheduled on 0 CBS or ESPN (highly recruited high school players are more likely to go to a team that regularly gets 0 national television exposure), and we could even say that 0 television coverage has dictated the pace and feel of

American football. Anyone who has attended a live football game knows how commercial time-outs slow the game and sometimes, at its most exciting moments, disrupt the flow of events. No one raises an objection, however, because without 0 television, football knows that it simply wouldn't remain in the homes and hearts of Americans. Also, without those advertising dollars, the teams couldn't afford the sky-high salaries of their high-priced superstars.

ADJECTIVES

Exercise 1:

1. our ten maps 2. all twenty-five cows 3. that one book 4. six other socks 5. those twenty lamps 6. the two icicles 7. her three manuscripts 8. these twelve folders 9. seven other mistakes 10. two more pencils 11. another five questions 12. which three children

Exercise 2:

1. her four large envelopes 2. both the small tables 3. those three tiny birds 4. her two tall brothers 5. all six thick quilts 6. his two heavy coats 7. these four huge rooms 8. his ten medium-sized pumpkins

Exercise 3:

1. your light, short-sleeved jacket 2. three small, curved lenses 3. our warm, damp, four-week-old puppy 4. two unexpected discoveries 5. a thick, heavy, round carpet 6. the hot, humid climate 7. warm, dry blankets 8. their low, oval table

Exercise 4:

1. green canvas tents 2. crimson Victorian houses 3. white lace curtains 4. yellow Swiss cheese 5. brown wooden ladders 6.

pink Venetian blinds 7. black felt hats 8. red Renaissance cabinets

Exercise 5:

1. a beautiful green leather belt 2. his warm, dry hood 3. two famous, old Shakespearian actors 4. tin, round blue glass beads 5. her lively, six-month-old baby 6. a long white satin dress 7. ten narrow cement steps 8. the cool, damp basement 9. two huge grey Russian wolfhounds 10. three delicate sandalwood carvings

Exercise 6:

1. a new egg beater 2. a wooden soup ladle 3. a large cookie tin 4. an old scrubbing brush 5. a glass pie plate 6. a light snow shovel 7. a metal hat rack 8. leather jogging shoes 9. a small boat house 10. a wicker bread basket

Exercise 8:

"The last interesting chapter" means that this chapter is interesting, but none of the following chapters are interesting.

"The interesting last chapter" means that this is the last chapter, and it is interesting.

Exercise 9:

At one end of the large, old, rectangular room was a long, low sofa covered with an orange cotton cloth. Against the two wooden arms of the sofa rested red velvet cushions with beautiful, long, dangling silk tassels. Near the sofa was a small, intricately-woven Persian carpet with a fascinating design. Two proud, elegant peacocks with shimmering turquoise feathers were depicted against a background of short, lush grass; clear, reflecting pools and white marble statues in a delightful palace garden.

Exercise 10:

1. prettier 2. bigger 3. slower 4. sweeter 5. closer 6. higher 7. fatter 8. sooner 9. sunnier 10. younger 11. hotter 12. weaker 13. lower 14. thinner 15. heavier

Exercise 11:

1. more 2. better 3. farther 4. less 5. more 6. worse 7. better 8. less 9. more 10. worse

Exercise 12:

1. widest 2. reddest 3. coldest 4. easiest 5. cleanest 6. newest 7. sweetest 8. saddest 9. lowest 10. wisest 11. shortest 12. luckiest

Exercise 13:

1. farthest 2. most 3. best 4. least 5. worst 6. most 7. most 8. worst 9. most 10. best 11. worst 12. least

Exercise 14:

Select a word or phrase that would correctly complete the sentence.

1. b 2. c 3. a 4. c 5. c 6. b 7. a 8. b 9. c 10. a

Exercise 15:

1. This dress is expensive than that one.

a bit less the least not so

2. Some students are about their homework as others.

more serious not serious **not as serious**

3. I have never liked studying Chemistry; it is subject for me.

the least interesting the most interesting less interesting

4. The nights in summer are the nights in winter.

not as long as as long as longer

5. Leo drives a car well, but Collin does it

the best **better** as well

6. Who is among your friends?

the oldest older as old

7. Eight o'clock is not a very convenient time for me. Ten o'clock is

more convenient

less convenient

the most convenient

8. The boys felt than the girls about losing the game.

bad the worst **worse**

9. Philip is so quiet and obedient He is child I have ever met.

well-behaved **the best-behaved** better-behaved

10. I don't know much but he knows than I do.

less even little **even less**

11. He didn't want anyone to see him so he took a seat in corner of the room.

the far the father **the farthest**

12. I didn't get up very early yesterday. You got up

earlier more early the earliest

13. The said the soonest mended.

least less last

14. This is story in this book. I liked it best of all.

more interesting **the most interesting** not so interesting

15. There are not so many hot days this July. In fact there are of them this summer.

the least less **fewer**

16. Jim is not very tall. His brother Alec is

as tall **taller** the tallest

17. Her illness was than we at first had thought.

the most serious not as serious **far more serious**

18. The dog started to run. It ran and soon disappeared in the distance.

faster and faster the faster and the faster the fastest

19. This building is very high. Actually it's building in the town.

more higher **the highest** higher

20. Tim is not at all talkative; he always keeps his thoughts to himself. He is guy I've ever met.

the most reserved more reserved reserved

ADVERBS

Exercise 1:

1. duly 2. noisily 3. palely 4. comfortably 5. dogmatically 6. normally 7. slowly 8. steadily 9. dramatically 10. agilely 11. simply 12. shrilly 13. luckily 14. frantically 15. wholly 16. punctually 17. densely 18. solely 19. synthetically 20. readily

Exercise 2:

1. straight 2. early 3. quickly 4. fast 5. cautiously 6. high 7. well
8. late 9. badly 10. little 11. annually 12. immediately 13.
weekly 14. first 15. suitably

Exercise 3:

1. successfully 2. successful 3. light 4. lightly 5. clearly 6. clear
7. strongly 8. strong 9. cheerfully 10. tranquil 11. efficiently 12.
recent 13. responsibly 14. Heavy 15. quietly 16. dark

Exercise 4:

1. wide 2. widely 3. favourable 4. Favourably 5. previously 6.
previous 7. Unusual 8. extremely 9. Relatively 10. humorous
11. frequently 12. frequent 13. hot 14. hotly

Exercise 5:

1. briefly 2. happy 3. attentively 4. sleepy 5. sleepily 6. quickly
7. dark 8. excited 9. immediately 10. sweet 11. eagerly

Exercise 7:

1. As the evening wore on, we spoke less and less animatedly.
2. The spectators cheered more and more loudly. 3. The
chirping of the crickets disturbed us less and less. 4. As he grew
older, he walked farther and farther. 5. The new shuttle service
functioned more and more reliably. 6. The sun shone less and
less intensely. 7. As I became tired, I wrote more and more
slowly. 8. The boy learned to read better and better.

Exercise 8:

1. She understood the lesson the most readily of all the pupils
in the class. 2. This kite flies the worst of all the kites I have
ever made. 3. That train leaves the earliest of all the trains
departing from this station. 4. Last night it snowed the hardest
of any night in the year. 5. The potato field produces the least

of all the fields on the farm. 6. This highway runs the straightest of all the highways in the country. 7. She speaks the most quietly of all the people I know. 8. The bass sings the lowest of all the singers. 9. Eagles fly the highest of all the birds which live in the mountains. 10. She prepares meals the best of all the students in the class. 11. They regard his proposal the most favourably of all the proposals they have received. 12. Bill ran the farthest of all the boys. 13. His arrow came the nearest to the centre of the target. 14. This bus travels the most slowly of all the buses.

Exercise 9:

1. fastest 2. vividly 3. more enthusiastically 4. most diligently
5. less 6. more convincingly 7. intelligibly 8. better 9. most impressively
10. more 11. widely 12. more thoroughly 13. best
14. rapidly 15. more neatly 16. farther

Exercise 11:

Write the correct form of the adverb for each sentence.

a. Comparative adverbs that need -er

Comparative adverbs that need more

| | |
|-------------|------------------|
| more slowly | brighter |
| more easily | faster |
| louder | more efficiently |
| prouder | more competently |
| more deeply | more often |

b. Superlative adverbs that need -est

Superlative adverbs that need most

| | |
|---------------|-------------------|
| hardest | most frequently |
| most fluently | loudest |
| fastest | most convincingly |

most rapidly slowest
most carefully earliest

c. Irregular adverbs

best better
farther worst
better

Exercise 12: Good & Well

1. We always have a time at the school play.
a) good b) well
2. I did really in school until this year.
a) good **b) well**
3. My friend Alexis can play the guitar really .
a) good **b) well**
4. If you want really gas mileage, then this is the car for you.
a) good b) well
5. You can always find a meal at Alice's Restaurant.
a) good b) well
6. I have a idea about who ate all of the cookies.
a) good b) well
7. How can you sing?
a) good **b) well**

8. Despite losing, I think we played really in today's game.
a) good **b) well**

9. Something in the kitchen smells really
a) good b) well

10. We had a discussion about French history today.
a) good b) well

DIAGNOSTIC TEST KEYS

I. Pronouns

Insert the necessary pronouns.

1. they; 2. them; 3. my; 4. his; 5. yours; 6. himself; 7. herself; 8. nobody; 9. something; 10. that.

II. Nouns

Change the nouns to the plural.

1. boxes; 2. facilities; 3. crises; 4. criteria; 5. children; 6. men; 7. women; 8. jeans; 9. policewomen; 10. mice.

III. Adjectives

Insert the necessary comparative form of adjectives.

1. prettier; 2. hotter; 3. better; 4. worse; 5. the most exciting; 6. the most competent; 7. taller; 8. the longest; 9. less; 10. the most.

IV. Adverbs

Insert the necessary comparative form of adverbs.

1. comfortably; 2. luckily; 3. early; 4. well; 5. successfully; 6. heavily; 7. the better; 8. slower; 9. more efficiently; 10. worse.

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