

Alan Marsh

**Exploring English:  
A Journey of Guided  
Discovery Through the Rules  
of English. Volume 2.**

Vorschau  
Exploring English - Volume 2  
07-020-261 © LehrerSelbstVerlag

Reihe Englisch

Bestellnummer 07-020-261



## Zum Autor

Alan Marsh ist ein auf Malta lebender britischer Englischlehrer, der vor allem Englischlehrer aus allen Ländern dieser Welt weiterbildet. Ein großer Teil seines Wissens über die englische Grammatik, Lexik, Phonologie und Diskurs steckt in diesen drei Büchern.

Vorschau  
Exploring English - Volume 2  
07-020-261 © LehrerSelbstVerlag

Alle Rechte vorbehalten. All rights reserved.  
Nachdruck, auch auszugsweise, vorbehaltlich der Rechte,  
die sich aus § 53, 54 UrhG ergeben, nicht gestattet.

Lehrerselbstverlag  
Sokrates & Freunde GmbH, Koblenz (Germany) 2012  
[www.lehrerselbstverlag.de](http://www.lehrerselbstverlag.de)

Druck: [www.f-druck.de](http://www.f-druck.de)

## Inhaltsverzeichnis

1	NAMING THE PARTS OF SPEECH.....	5
2	NOUNS.....	10
3	VERBS.....	12
4	ADJECTIVES.....	18
5	ADVERBS.....	22
6	PRONOUNS.....	23
7	PREPOSITIONS.....	26
8	DETERMINERS.....	30
9	ARTICLES.....	38
10	CONJUNCTIONS.....	43
11	-ing WORDS.....	44
12	LEXIS.....	46
13	COLLOCATIONS.....	50
14	MULTI-WORD VERBS.....	53
15	DISCOURSE.....	61
16	LINKING WORDS AND PHRASES.....	67
17	PHONETIC SYMBOLS.....	73
18	STRESS AND CONNECTED SPEECH.....	77
19	INTONATION AND MEANING.....	81
PART TWO.....		83
ANSWER KEYS AND COMMENTARIES.....		83

Vorschau  
Exploring English - Volume 2  
07-020-261 © LehrerSelbstVerlag

## 1 NAMING THE PARTS OF SPEECH

**AIM:** The aim of this section is to help you to become familiar with the names of the main parts of speech in English. Use the **Glossary** (in Volume Three) to help you.

### Level 1

1 Look at these underlined phrases. Do you know what they're called, grammatically?

- Sometimes love lasts but sometimes it hurts
- Sitting on the dock of the bay
- Sitting on the dock of the bay
- What a wonderful world!

2 Match the definitions to the correct part of speech

<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Determiners</b>
<b>Pronouns</b>	<b>Adverbs</b>	<b>Prepositions</b>	<b>Conjunctions</b>

- A word that refers to a **person, animal** or other **living thing, place, thing** or **concept/abstraction**
- A word that **joins** other words, phrases or clauses together
- A word like *in, of, at, to*
- A word that describes or gives more **information about a noun**. It often answers the question: *what kind of ... [noun]?* E. g. *a blue dress a long road*
- A word which refers to an **action** (*ran*) or **process** (*become*) or **state** (*be*)
- A word that describes or gives more **information about a verb** (*walking quickly*) or another (one of this word class) (*incredibly slowly*). It tells us, for example, about the **time, manner** or **place** of something which happens  
e. g. *he arrived yesterday; she worked Hard; she lives here. It can also **modify an adjective** e. g. *a very boring film**
- A word which appears in a **noun phrase** before a noun and which tells us **which noun** is being referred to (*this book*) or whether it's one in general (*any book*), or which gives us information about the quantity of the noun (*three books, all books*)
- A word that replaces or refers to a noun or noun phrase (*she loves him, this is for all the students*)

3 Look at this sentence:

***She studied very hard for her exam and passed with flying colours***

Find examples of:

**A noun (a noun phrase)**

**A pronoun**

**An adjective**

**A preposition**

**A determiner**

**A verb (a verb phrase)**

**An adverb**

**A conjunction**

4 Put these phrases into the appropriate box according to the underlined word.

Nouns	Verbs	Adjectives	Determiners
Pronouns	Adverbs	Prepositions	Conjunctions

- |   |   |
|---|---|
| 1. She often goes to <u>London</u>                | 2. I <u>read</u> a lot                            |
| 3. He's a <u>clumsy</u> boy                       | 4. It's <u>a</u> good film                        |
| 5. <u>She</u> 's a doctor                         | 6. She reads <u>slowly</u>                        |
| 7. I <u>get on with</u> my boss                   | 8. <u>most</u> people                             |
| 9. They're <u>swimming</u>                        | 10. She loves <u>swimming</u>                     |
| 11. an <u>angry</u> shout                         | 12. She loves <u>him</u>                          |
| 13. That's <u>mine</u>                            | 14. <u>next to</u> the grocer's                   |
| 15. You <u>and</u> I                              | 16. <u>If</u> you like, we will                   |
| 17. <u>Becky</u> thinks so                        | 18 at <u>work</u>                                 |
| 19. <u>The</u> Bible                              | 20 Where's <u>ours</u> ? 21. <u>on</u> the table  |
| 22 <u>since</u> 2005                              | 23. <u>Their</u> words, not mine                  |
| 24. You <u>look</u> great!                        | 25. This one's <u>more expensive</u>              |
| 26. This is the <u>best</u> pizza I've ever eaten | 27. She <u>often</u> goes to London               |
| 28 She speaks English <u>well</u>                 | 29 She lives <u>here</u> 30 He's <u>just</u> left |

## Level 2

- Ex 1** Look at these underlined examples of the eight Parts of Speech.
- 1 What part of speech is the category?
  - 2 In each category there is an odd one out – it should be elsewhere. Can you find it and decide where it goes?

**A Part of Speech:** \_\_\_\_\_

I <u>read</u> a lot	I'd like something <u>to eat</u>
I <u>get on with</u> my boss	They're <u>swimming</u>
I want to <u>take up</u> yoga	I <u>ran into</u> an old friend
I <u>work</u> hard	Have you <u>ridden</u> a camel?
They're <u>smoking</u> outside	You <u>look</u> great!
We're <u>hungry</u>	You <u>should</u> see a doctor
She <u>must</u> be quite ill	Where've you <u>been</u> ?
<u>Do</u> you want to dance?	To <u>be</u> or not to <u>be</u>
Where <u>have</u> all the flowers gone?	It's at <u>work</u>
Where have all the flowers <u>gone</u> ?	

**B Part of Speech:** \_\_\_\_\_

She often goes to <u>London</u>	She loves <u>swimming</u>
<u>Becky</u> thinks so	They're a good <u>team</u>
Pass the <u>breadknife</u> , will you?	<u>Smoking</u> is bad for you
Which <u>newspaper</u> do you read?	<u>Laughing</u> is good for you
I can't <u>access</u> the programme	<u>Happiness</u> is all that I want
What <u>time</u> is it?	

**C Part of Speech:** \_\_\_\_\_

<u>She's</u> a doctor	She loves <u>him</u>	That's <u>mine</u>
Where's <u>ours</u> ?	<u>Yours</u> is over there	I know <u>what</u> you want
I saw <u>myself</u> in the mirror	Who said <u>that</u> ?	This is <u>my</u> car
He's finished <u>them</u> all off	the bus <u>which</u> goes to ...	
<u>Where</u> were you born?	<u>This</u> is what I want to say	
Do you need <u>anything</u> ?	They don't speak to <u>each other</u>	



Modal auxiliary verb \_\_\_\_\_  
Infinitive verb \_\_\_\_\_  
Gerund \_\_\_\_\_  
Linking verb (aka copula(r) verb) \_\_\_\_\_

**B**    **Nouns**

Proper noun \_\_\_\_\_  
Abstract noun \_\_\_\_\_  
Common noun \_\_\_\_\_  
Compound noun \_\_\_\_\_  
Collective noun \_\_\_\_\_  
Concrete noun \_\_\_\_\_  
Gerund noun \_\_\_\_\_  
Countable noun \_\_\_\_\_  
Uncountable noun \_\_\_\_\_

**C**    **Pronouns**

Personal subject pronoun \_\_\_\_\_  
Personal object pronoun \_\_\_\_\_  
Personal possessive pronoun \_\_\_\_\_  
Personal reflexive pronoun \_\_\_\_\_  
Reciprocal pronoun \_\_\_\_\_  
Interrogative pronoun \_\_\_\_\_  
Indefinite pronoun \_\_\_\_\_  
Relative pronoun \_\_\_\_\_  
Demonstrative pronoun \_\_\_\_\_

**D**    **Adverbs**

Adverb of manner \_\_\_\_\_  
Adverb of place \_\_\_\_\_  
Adverb of time \_\_\_\_\_  
Adverb of frequency \_\_\_\_\_  
Adverb of degree \_\_\_\_\_  
Adverb qualifying another adverb \_\_\_\_\_  
Adverb qualifying an adjective \_\_\_\_\_  
Comparative adverb \_\_\_\_\_  
Superlative adverb \_\_\_\_\_

**E Adjectives**

- Gradable adjective \_\_\_\_\_
- Extreme adjective \_\_\_\_\_
- Compound adjective \_\_\_\_\_
- Comparative adjective \_\_\_\_\_
- Superlative adjective \_\_\_\_\_

**F Prepositions**

- Preposition of time \_\_\_\_\_
- Preposition of place \_\_\_\_\_
- Preposition of movement \_\_\_\_\_

**G Conjunctions**

- Coordinating conjunctions \_\_\_\_\_
- Correlative conjunction \_\_\_\_\_
- Subordinating conjunction \_\_\_\_\_

**H Determiners**

- Definite article \_\_\_\_\_
- Indefinite article \_\_\_\_\_
- Zero article \_\_\_\_\_
- Demonstrative determiner \_\_\_\_\_
- Possessive determiner \_\_\_\_\_
- Quantifier \_\_\_\_\_

**NOUNS**

**AIM:** The aim of this unit is to familiarise you with different kinds of nouns and to look at some problems learners have with nouns in English.

**What is a noun?**

Traditionally, a noun was defined as a 'naming word' used to describe people, places and things. Look at these sentences, though. The nouns (or other parts of speech being used as nouns) are in bold. Is this definition precise enough?

- The **quality** of **mercy** is not strained (Shakespeare)*
- If **music** be the **food** of **love**, play on; give me **excess** of it! (Shakespeare)*
- Parting** is such sweet **sorrow** (Shakespeare)*
- Tomorrow** and **tomorrow** and **tomorrow**, creeps in this petty **pace** from **day** to **day** (Shakespeare)*

Now is the **winter** of our **discontent** made glorious **summer** by this **sun** of **York** (it's *Will* again!)

**Absence** makes the **heart** grow fonder (Anonymous)

I did it my **way** (Frank Sinatra)

**School's out for summer!** (Alice Cooper)

Clearly, we need a wider definition to cover, for example, concepts, abstractions, processes, groups and institutions, feelings, events and even actions.

Look at this extract from the glossary.

**Noun** A word that refers to a person, animal or other living thing, place, thing or concept/abstraction. There are different types of noun. For example:

- abstract noun:** a noun which refers to an idea, a quality, a state, or an action e. g. *love, height, imprisonment, work*
- collective noun:** a noun which refers to a group of people, living things, things e. g. *government, crowd, herd, team*
- common noun:** a noun which is not the name of a person, place or thing e. g. *wine, man, village*, and therefore is not spelt with a capital letter at the beginning.  
See **proper noun**
- compound noun:** two or more nouns which combine to make a new single noun e. g. *bus stop, blackboard, railway station*
- concrete noun:** a noun which refers to something physical, which you can normally see or feel or taste or smell e. g. *newspaper, carpet, ice-cream*  
See **abstract noun**
- countable noun:** a noun which normally has a **singular** and **plural** form, and which can be used with the **indefinite article** (*a/an*) e. g. *house, person, flower*. Also called **count noun**. See **uncountable noun**.
- proper noun:** a noun which is the name of a particular person, place or thing. It is spelt with a capital letter e. g. *Liz, Cairo, the Eiffel Tower, Coca Cola*
- uncountable noun:** a noun which is not normally used in the **plural**, and which is not normally used with the **indefinite article** (*a/an*). You cannot normally put a **cardinal number** (a number we use when we count) before it e. g. *warmth, upbringing, information*

Note: some nouns can be both countable and uncountable, depending on how they are used in context. For example: *I'd like some more coffee, please* (uncountable); *Can we have two coffees, please?* (countable). *Here – this glass is clean.* (countable). *There's some broken glass on the road.* (uncountable)

A **noun phrase** is a group of words with a **noun** or **pronoun** as the main part.

For example, the following are noun phrases:

Alan settled down to a long, arduous day;

Those teachers who want to go to the seminar should register first.

I didn't find anyone who would be right in the job.

An **adjective** can sometimes be used a noun e. g. *The good, the bad and the ugly; the rich and the poor; the rich and famous.*

Look at these phrases. Underline the nouns and decide what kind of nouns they are. Choose from the list in the box above. Cover the answers underneath!

- |  |                                |
|--|--------------------------------|
| a. Love is all around                                      | b. Harry Potter does it again! |
| c. Have we got any coffee?                                 | d. Two coffees, please.        |
| e. The class are going on an outing tomorrow.              |                                |
| f. Italy have won the World Cup five times                 |                                |
| g. If you require further information, please apply within |                                |

### Nouns

abstract collective common compound concrete countable proper uncountable

### 3 VERBS

**AIM:** The aim of this unit is to familiarise you with different kinds of verbs and to look at some problems learners have with verbs in English.

#### A What are verbs?

Traditionally a verb was defined as being a 'doing word' or 'an action word'. Look at these sentences, though. The verbs (or other parts of speech being used as verbs) are in bold. This definition is not always precise enough.

*To **be** or not to **be**, that **is** the question.* (Shakespeare)

*Life ... **is** a tale **told** by an idiot, full of sound and fury, **signifying** nothing.* (Shakespeare)

***Parting is** such sweet sorrow* (Will again!)

*Hell [**has no**] fury, like a woman **scorned**.* (Congreve)

*I **think**, therefore I **am**.* (Descartes)

***Knowing** me, **knowing** you* (Abba)

Look at this definition from the Glossary in Part Two:

**Verb** A word which forms part of (or consists entirely of) the **predicate** of a **sentence** (i.e. everything except the **subject**), and which

- refers to an action, process or state;
- carries information about **tense** (e. g. present), **aspect** (e.g. simple), **number** (e. g. plural), **person** (e. g. *you* – second person), **voice** (e. g. passive) and **mood** (e. g. subjunctive) e. g. *I saw her; they're tired; it's been sent; so be it*

## B Auxiliary verbs and lexical verbs

1. Look at these song titles. Look at the underlined verbs.

### A

*She Loves You*  
*I Shot the Sheriff*  
*I Feel Good*

### B

*I Still Haven't Found What I'm Looking For*  
*Who Do You Love?*  
*I'm Singing in the Rain*

2. There are two columns. In Column B, there is more than one verb in each verb construction. Which verbs in each title carry the most meaning / information, do you think?

3. Look at these extracts from the Glossary:

**Auxiliary verb** A verb which is used with another verb (a **lexical/full verb**). It is sometimes informally called a 'helping verb' ...  
The main auxiliary verbs in English are *be*, *do* and *have*. These are called **primary auxiliary verbs**.

**Lexical verb** A **verb** which carries meaning in itself, and which can be used as the only verb in a **sentence** (as opposed to an **auxiliary verb**, which requires a lexical verb, real or understood to be included). In the sentence, *they have arrived*, *arrived* is a lexical verb, whereas *have* is an auxiliary verb. *Arrive* is also a lexical verb in the sentence *they arrived yesterday*. Also called a **full verb**.

Circle all the auxiliary verbs and box all the lexical verbs in the song titles in B1. For more on tenses, see especially Units 13-15

## C Modal Auxiliary Verbs

Look at these lines and titles from songs. Underline all the verbs.

*Should I Stay Or Should I Go?*      *I Can't Get No Satisfaction*  
*We Will Rock You*      *It Must Be Love*  
*It Could Have Been You*      *I Might Have Been Queen*  
*We Shall Overcome*      *I Would Die For You*  
*She May Be The Face I Can't Forget*

Some of the verbs you've underlined are called **modal auxiliary verbs** or (**modal verbs**). They carry more meaning than primary auxiliary verbs. One quick way of distinguishing modal verbs from other verbs is by asking these two questions:

- 1 Can we make a full infinitive i.e. can we use the preposition *to* + verb?
- 2 Does the he/she/it form (the third person singular) have a different form i.e. does it add *-s* or *-es*?

Let's take the verb *have*. Can we say *to have*? Yes. Do we say *she has*? Yes.

Then *have* is not a modal auxiliary - though it is both a primary auxiliary (e.g. *I've finished*) and a lexical verb (e.g. *I have two children*).

Now let's take *should*. Can we say *to should*? No. Do we say *she shoulds*?

No.

Then *should* is a modal auxiliary.

Now decide which of the verbs you have underlined are modal auxiliary verbs. There are nine of them. Check your answer in the Glossary. You can find out more about modal auxiliary verbs in Volume 1 Unit 9.

## D Participles

Look at these song titles:

*I Still Haven't Found What I'm Looking For*      *Born to be Wild*  
*I'm Leaving on a Jet Plane*                      *It's Been a Hard Day's Night*

Try and circle examples of present participles and underline examples of past participles. Tip: present participles always end in *-ing* and past participles usually end in *-(e)d* or *(e)n*.

Then read this extract from the glossary to check.

**Participle** In English there are two participles, the **present participle** and the **past participle**. The **present participle** is an **-ing verb**, and it is mainly used:

- a. to form part of a **continuous/progressive** tense with a form of the verb *BE* e. g. *she was watching TV*
- b. as an adjective e. g. *the Laughing Cavalier*

Note that the present participle does not always refer to present time.

The **past participle** is formed by adding *-(e)d* to the **verb base** for **regular verbs** or *-en* for most irregular verbs (with some exceptions). It is mainly used:

- a. to form part of a **perfect** tense with the **verb HAVE** e. g. *they've finished; She'd seen it before*
- b. to form part of the **passive** with the verb *BE* e. g. *it was written by Shakespeare*
- c. as an **adjective** e. g. *her shattered dreams; a lost masterpiece; an inspired move*

Note that the past participle does not always refer to past time.

## E Multi-word verbs/Phrasal verbs

Look at these song titles:

*I Get By With a Little Help From My Friends*      *Got to Give It Up*  
*Breaking Up Is Hard To Do*                              *Get Together*

Underline the phrases containing the verbs. The verbs are all accompanied by **particles**. They are called **multi-word verbs** (some books call them **phrasal verbs**). The meaning of the different parts is not literal. For example, *get by* means *survive* and not *get* (*receive* or *become*) + *by*.

For more on multi-word verbs see the Glossary in Volume Three and Unit 14 of this volume.

## F Finite and Non-Finite verbs

Here are some terms to describe verbs. Do you know any of them?

<b>finite verbs</b>	<b>non-finite verbs</b>	<b>participles</b> (revise these!)
<b>infinitives</b>	<b>bare infinitives</b>	<b>-ing verbs</b> <b>gerunds</b>

Here are some terms and definitions taken from the Glossary. Find the answer to these questions.

- 1 How many types of non-finite verbs are there?
- 2 How many types of infinitives are there? How are they different?
- 3 How many types of participles are there? How are they different?
- 4 How many types of -ing verbs are there? How are they different?

<b>Infinitive verb</b>	The <b>base form</b> of a verb e. g. <i>speak, run, do, be</i> e.g. <i>I'd rather leave; I must go</i> . This is also called the <b>bare infinitive</b> or the ' <b>infinitive</b> without <i>to</i> '. In English the infinitive often occurs with the marker <i>to</i> e. g. <i>I want to do it; she's learning to ski</i> . Some people refer to this as the ' <b>to-infinitive</b> ', or simply the <b>infinitive</b> , without distinguishing it from the <b>bare infinitive</b> .
<b>Finite verb</b>	A verb in a specific <b>tense</b> whose form agrees with its <b>subject</b> . For example ( <i>I take, she takes, they took</i> ) See <b>non-finite verb</b>
<b>Non-finite verb</b>	A verb which is not marked for <b>tense</b> , or for singular or plural, or for the <b>subject</b> person ( <i>I, we, she</i> etc.) There are three non-finite forms: <ol style="list-style-type: none"> <li>a. <b>infinitive</b> e. g. <i>(to) go</i></li> <li>b. <b>-ing verb</b> e. g. <i>she's going</i> (<b>present participle</b>); <i>she likes going out</i> (<b>gerund</b>).</li> <li>c. <b>past participle</b> e. g. <i>she's gone</i></li> </ol> Also see <b>finite verb, -ing verbs, and infinitive</b>
<b>-ing verb</b>	A verb form ending in <i>-ing</i> . This will be either a <b>present participle</b> e. g. <i>she's swimming</i> , or a <b>gerund</b> (an <i>-ing</i> verb which is used like a noun) e. g. <i>swimming regularly keeps you fit</i> .
<b>Gerund</b>	An <b>-ing</b> form of a verb ( <b>verb base</b> + <i>-ing</i> ) which is used like a noun. For example: <i>I love dancing; smoking isn't allowed; I'm interested in finding out</i> .

- 1 Now look at these song titles and answer the questions.  
*I Want To Hold Your Hand*    *I've Been Loving You Too long*  
*Let It Be*                                      *Born To Be Wild*
  - a. How many to- infinitives can you find?
  - b. How many past participles can you find?
  - c. How many present participles can you find?
  - d. How many bare infinitives can you find?

- 2 Now look at these song titles and answer the questions.  
*I Can't Stop Loving You*                      *No Woman No Cry*  
*Who Do You Love?*                              *Breaking Up Is Hard To Do*  
*I Can't Help Falling In Love*                      *Let's Dance*

- a. How many gerunds can you find?
- b. How many bare infinitives can you find?
- c. How many to-infinitives can you find?

3 Look at these lines from songs and a poem:

*I Want To Be Loved By You*                      *To Be Loving You*  
*Better to have loved and lost than never to have loved at all.*

Look at the underlined structures. Find:

- a. a perfect infinitive    b. a passive infinitive    c. a continuous infinitive

### G Transitive, Intransitive, Ditransitive and Copular (Linking) Verbs

1 Look at the song titles below. Find two titles where:

- a. the verb has one object
- b. the verb has two objects
- c. what comes after the verb refers to the subject
- d. the verb has no object

*She Wrote Me A Letter*    *We Are the Champions*    *She Loves You*  
*I Feel Fine*                      *Then He Kissed Me*    *Relax!*  
*The Lion Sleeps Tonight*    *You Never Give Me Your Money*

2 Now match these terms to the definitions in 1:

**transitive**    **intransitive**    **ditransitive**    **copula(r) (linking)**

Check your answers against these extracts from the glossary

**Transitive**    A **verb** which can take an **object** e. g. *they had a meal; she wrote a **verb** book.*  
 Also known as 'object-verb'. See **intransitive** and **ditransitive**

**Intransitive**    A **verb** which does not take an **object** e. g. *He sat down and smiled.*  
 Also known as 'no-object verb'. See **transitive** and **ditransitive**

**Ditransitive verb**    A verb which takes a **direct object** and an **indirect object** e. g. *she gave him a book.* Ditransitive verbs are also known as 'two-object verbs'. They often refer to some form of communication e. g. *tell, promise, send, lend, write.* See **transitive verb** and **intransitive verb**.

**Copula(r) verb**    A verb that links a **subject** to its **complement** (the part of the **sentence** which follows the **verb** and gives more information about, and refers back to, the **subject** or **object**). The complement and the subject refer to the same person or thing.

For example:

*this peach tastes delicious; he grew older*

Sometimes called a **linking verb**. Examples of copula(r) verbs include *be, feel, become, seem, appear, feel, look, sound, taste, go, grow (=become), get (=become)*

## H Active and Passive

1 Look at these song titles:

*I Want To Be Loved By You*      *Don't Let Me Be Misunderstood*  
*I've Been Loved By The Best*      *She Will Be Loved*

Which verb (in different forms) appears in all four titles?

- After this verb, what form is the next verb in?
- Is the idea of *by someone* included, or understood, in each case?

These forms are in the **Passive Voice**. They all contain:

a **subject + [BE] + the past participle** of the **main verb**.

In the passive, something is done to, or happens to the **subject**

In informal English, we sometimes use the verb *get* instead of *be* to form the passive e. g. *We Won't Get Fooled Again*

2 Look at these song titles:

*She Loves You*      *I Shot The Sheriff*  
*We Will Rock You*      *Then He Kissed Me*

In these titles, the **subject** is the person doing the action, or responsible for the action. Therefore we say they are in the **active** voice. How could we express these using passive structures?

## I Stative and Dynamic (Event) Meanings

What is odd about these sentences?

*I've been knowing her for years.*      *She's having a car*  
*I'm being 40 years old*      *They're wanting to be happy.*

The verbs all describe states or emotions and processes that are relatively static. We say the verbs have **stative** meanings and we do not normally use them with **continuous tenses** in English.

When we refer to actions or events that have a clear or implied time frame (including lasting just a moment, or being repeated, or interrupted, or somehow short-term), we can use either continuous or **simple tenses**, with slightly different emphases e. g.

*I shot the sheriff* v *I'm shooting the sheriff*  
*Then he kissed me* v *He was kissing me*

We say such verbs have **dynamic** meanings.

Many verbs can be used with both stative and dynamic meanings. In their dynamic meaning we can often substitute the verb with one which has a more clearly dynamic meaning. Can you think of a verb to substitute the second example of each verb below?

- She has a car*      v      *She's having a shower*
- He's Italian*      v      *He's being silly*
- I think so*      v      *I'm thinking about it*
- I see*      v      *They're seeing their father tomorrow.*

J Look at these learner errors. Correct them and then match the error descriptions to the errors.

1. She demands going.
  2. She keeps on ask me questions.
  3. They have swam a lot today.
  4. I studying English at school.
  5. You don't have to drive too fast on wet roads.
  6. I'm afraid I must to go now.
  7. I want speak English better.
  8. Do you can speak Spanish, too?
  9. I am believing in God.
  10. She is arrived at last!
- a. This structure requires a [HAVE] auxiliary.
  - b. This structure requires a [BE] auxiliary.
  - c. This verb should be followed by a gerund, not an infinitive.
  - d. This verb should be followed by a full infinitive (a *to*- infinitive), not a gerund.
  - e. This verb should be followed by a bare infinitive, not a full infinitive (a *to*- infinitive).
  - f. This verb has a stative meaning and is therefore not normally used in a continuous form ([BE + *-ing*]).
  - g. For obligation, the opposite of *have to* is *mustn't* or *shouldn't*.
  - h. Modal verbs form their question forms by putting the subject after the modal verb (inversion), and not by adding another auxiliary verb.
  - i. An incorrect past participle has been used.
  - j. This verb should be followed by a full infinitive (a *to*- infinitive), not a bare infinitive.

## 4 ADJECTIVES

**AIM:** The aim of this unit is to familiarise you with different kinds of adjectives and to look at some problems learners have with adjectives in English.

### A What are adjectives?

Adjectives give us information about the **qualities** of something. That 'something' is a noun (e. g. a **great** novel), a noun phrase (e. g. **The Unbearable** Lightness of Being) or a clause (e. g. *they've won three matches in a row, which is **amazing***).

An adjective modifies a noun, noun phrase or clause by describing, identifying, or quantifying it. In other words, it tells us something about the **nature**, or **kind**, of noun that is being referred to. An adjective usually precedes the noun which it modifies.

Look at these first lines from famous novels. Underline the adjectives in each one.

- 1 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.' (Jane Austen *Pride and Prejudice*)
- 2 'The great fish moved silently through the night water, propelled by short sweeps of its crescent tail.' (Peter Benchley *Jaws*)
- 3 'Marley was dead, to begin with. There is no doubt whatever about that.' (Charles Dickens *A Christmas Carol*)
- 4 'A throng of bearded men, in sad-colored garments and gray, steeple-crowned hats, intermixed with women, some wearing hoods, and others bareheaded, was assembled in front of a wooden edifice, the door of which was heavily timbered with oak...' Nathaniel Hawthorne *The Scarlet Letter*)

**Adjectives** can be used:

- a. before a noun e. g. *an important politician*. In such cases it is said to be **attributive**
- b. after a noun e. g. *mission impossible, the President elect, the worst weather imaginable*. In such cases we sometimes refer to the adjective as being in **post-positive** position.
- c. as a **complement** after verbs such as *be, look, seem, feel* e. g. *She looks important*. In such cases it is said to be **predicative**.
- d. after a noun/pronoun as a **complement** e. g. *her work makes her important* (see below for more information regarding **complements**)

**Compound adjectives:** combinations of words (usually joined by a hyphen) used as adjectives e. g. *newly-elected, purple-striped*

**Present and past participles** are sometimes used as adjectives. E. g. *walking club, newly-elected President, the Laughing Cavalier, a rotten apple*

When two or more adjectives come before a noun, English tends to put **general** adjectives before **specific ones** (e. g. *an old, baroque church* not *a baroque, old church, a local walking club*) and **opinion** adjectives before **descriptive ones** (e. g. *a tasty, seafood salad* not *a seafood, tasty salad; a cosy, Italian restaurant; rowdy Christmas parties*).

**Adjectival clauses:** whole clauses that act as adjectives, e. g.

*This is the book **you asked me about**.*

*This is the room **where the poet wrote**.*

*It was somebody **I'd met before**.*

**Complement:** sometimes the subject of the verb and the concept after the verb refer to the same person, thing or idea. For example, in *He looks tired*, *He* and *tired* refer to the same concept (e. g. John). In this case, the adjective after the verb is the **complement** of the verb. Verbs which act in this way (we call them **copula, or linking verbs**) include: *look; feel; sound; taste; seem; appear; stay; keep; remain; resemble; become* and a group of verbs which are used with the meaning of *become* e. g. *get, go, grow, turn*. E. g.

*He went **crazy**; that sounds **good**; this food tastes **delicious**; it's getting **late***

**Gradable and ungradable (extreme) adjectives:** **gradable** adjectives describe features/qualities that we can measure in some way. Things can be *interesting, good, hot, dirty, hungry* to different degrees or on a scale; so we can say they are quite interesting; very good; extremely hot.

Some adjectives express **extreme** qualities (e. g. *superb; boiling; filthy; fascinating; disastrous*) or **absolute** qualities (they can't really be measured, on a scale e. g. *alive; dead, female; male; perfect; correct*). With adjectives such as these we don't normally use intensifiers/modifiers such as *quite, very* or *extremely* but instead we need to use intensifiers which stress their extreme or absolute quality e. g. *I'm absolutely starving; it's absolutely filthy; you're perfectly correct*

**Comparative and superlative adjectives:** the form of the adjective (or adverb) used to compare things, people, ideas etc. is the **comparative**. The basic rule for creating comparative adjectives is:

**Adjectives of one syllable:** add the suffix *-er* e. g. *slower; colder; brighter*

**Adjectives of two syllables ending in *w* or *y*:** add the suffix *-er* e. g. *hungrier; busier; narrower*

**Other two-syllable adjectives and adjectives of three or more syllables:** add *more* or *less* before the adjective or adverb e. g. *more dangerous; more active; more interesting; less satisfying; less difficult*

The form of the adjective or adverb used to show the highest or lowest in quality when comparing three or more things, people, concepts, etc. is the **superlative**. It is created in a similar way to the comparative i.e. for short adjectives and adverbs add the suffix *-est* and for longer adjectives add *most* or *least* before the adjective. Add the article *the* before superlative adjectives (and sometimes adverbs). E.g.

*Finnegan's Wake is one of the longest and most difficult novels in English literature.*

*The winners of the Olympic gold medals are usually the fastest, strongest and most talented; however, these are also those who work the hardest and train the most often*

Some comparative and superlative adjectives change their form in an 'irregular' way. Some of the most common include:

	<b>comparative</b>	<b>superlative</b>
good	better	(the) best
well	better	(the) best
bad	worse	(the) worst
badly	worse	(the) worst

Some books refer to *this, that, these* and *those* (+ noun) as **demonstrative adjectives**. However, nowadays there is a tendency to refer to them as **demonstrative determiners** (as they tell us that a specific noun or specific nouns are being referred to).

Similarly, some books refer to *my, your, his, her, its, our* and *their* + noun as **possessive adjectives**. Again, most commentators nowadays prefer to classify them as **possessive determiners** (again, as they tell us that a specific noun or specific nouns are being referred to).

**B** Look at these mistakes with adjectives made by learners. Correct them.

- 1 My father is more old than my mother.
- 2 I'm very interesting in history.
- 3 She is very unhonest.
- 4 It is a danger road.
- 5 There were three youngs boys.
- 6 He is a politician very interesting.
- 7 I bought an Italian smart top to go with my new jacket.
- 8 It was a day cold and rainy.
- 9 Marc speaks English more good as me.
- 10 The food was very excellent.

**C** Look at these rules for adjectives. In Exercise B, the sentences break these rules. Which sentences break which rules? A sentence may break more than one rule.

- a. Adjectives are related to nouns and verbs. In English, we sometimes make adjectives by adding a prefix and/or suffix to another adjective (e.g. *unhappy*), or to a noun (e.g. *hopeless*) or to a verb (e.g. *unimaginable*). Learners often have to consciously learn and study which prefixes and suffixes to use.
- b. Many adjectives have the same form as participles – present participles (e.g. *tiring*) and past participles (e.g. *tired*). When these are applied to feelings and emotions in particular, learners need to distinguish between what causes the feeling (and is therefore e.g. *tiring*) and how we feel as a result (e.g. *tired*).
- c. When we compare things and use monosyllable adjectives to do so, we normally add *-er* to the adjective (e.g. *taller/tallest*). When comparing with adjectives of three syllables or more, we use *more/most* + adjective with most adjectives (e.g. *more/most expensive*).
- d. Irregularly-formed adjectives for comparison include *good/better/best*, *bad/worse/worst*, and *ill/worse/-*.
- e. In English, adjectives normally precede the noun/pronoun which they refer to, although there are some exceptions (for example, after linking/copular verbs e.g. *it was exciting*).
- f. When several adjectives come before a noun, we don't need to use a co-ordinating conjunction such as *and* e.g. *he was a dark, moody man*.
- g. Adjectives do not have plural forms in English.
- h. When two or more adjectives come before a noun, English tends to put **general** adjectives before **specific ones** (e.g. *an old, baroque church* not *a baroque, old church*) and **opinion** adjectives before **descriptive ones** (e.g. *a tasty, seafood salad* not *a seafood, tasty salad*).
- i. Some adjectives cannot be modified by intensifier words such as *very*, *rather*, *quite* because they express extreme ideas e.g. *furious*, *starving*, *freezing*, *exhausted*.

## 5 ADVERBS

**AIM:** The aim of this unit is to familiarise you with different kinds of adverbs and to look at some problems learners have with adverbs in English.

- A** Traditionally, it was said that adverbs were words that describe, or modify, a verb, an adjective, or another adverb. Underline the adverbs in these song titles:

*I Want It Now                      Killing Me Softly                      It's Getting Better*  
*Only You                              Said Sadly                              Just Like a Woman*  
*Yesterday      She Works Hard For the Money      I Really Love You*  
*Here There and Everywhere      I Will Always Love You      Love Me A Little*  
*I'm Still In Love                      Totally In Love With You                      Honestly*

Now look at these definitions of different types of adverb, together with its example(s). Add the song titles above to the category.

Type of adverb	Example(s)	Song
<b>Adverb of manner:</b> answers the question <i>how</i> ( <i>was it done</i> )?	<i>softly</i>	
<b>Adverb of time:</b> answers the question <i>when</i> ( <i>is it done</i> )?	<i>soon, then</i>	
<b>Adverb of place:</b> answers the question <i>where</i> ( <i>is it done</i> )?	<i>here, inside</i>	
<b>Adverb of relative time:</b> related to now, or focal point in the past or future:	<i>yet, already</i>	
<b>Adverb of frequency:</b> answers the question <i>how often</i> ( <i>is it done</i> )?	<i>sometimes, often</i>	
<b>Adverb of degree:</b> strengthen ( <b>intensifiers</b> ) or weaken ( <b>downtoners</b> ) adjectives, adverbs, verbs and past participles	<i>extremely, very rather, quite</i>	
<b>Adverb of quantity:</b> tell us how much, and they usually come at the end of a clause	<i>(work) a lot; (doesn't speak) much</i>	
<b>Focusing Adverb:</b> focuses on a particular element	<i>particularly; especially; even</i>	
<b>Attitude/Comment Adverb:</b> offers comment or expresses writer's/speaker's attitude	<i>frankly; apparently</i>	

**B** Look at these learner errors with adverbs. Correct them

- 1 I love passionately football.
- 2 It's very freezing today.
- 3 Not only he is rude, but he is always very careless in his work.
- 4 She doesn't paint as good as her sister.
- 5 I don't arrive always late.
- 6 She never is late.
- 7 They can't have visited often here.
- 8 They study very hardly

Now match these guidelines to the corrections you've made above. For example, 1a

- a. We don't usually position an adverb between a verb and its object.
- b. As a general guideline, we normally place adverbs of frequency before the main verb, or between an auxiliary and the main verb.
- c. As a general guideline, when there are two auxiliaries and a main verb, we place adverbs of frequency between the two auxiliary verbs.
- d. As a general guideline, we usually place adverbs of frequency after the verb [BE]
- e. Some adverbs are exceptions to the rule that we normally form adverbs by adding *-ly* to the adjective.
- f. Some intensifier adverbs cannot be used with non-gradable (extreme) adjectives.
- g. When a negative adverb (an adverb that contains a negative meaning) is placed at the beginning of a sentence, the subject and the verb phrase usually take on the same word order as the question form.

## 6 PRONOUNS

**AIM:** The aim of this unit is to familiarise you with different kinds of pronouns and to look at some problems learners have with pronouns in English.

### What are pronouns?

A pronoun is a word like *he, him, his, mine, herself, someone, who, this*. We usually use it to substitute a noun or noun phrase e. g.

Pavel likes cream – he likes it      That book is your book – That's yours.

Pronouns are not followed by a noun. In *That's his book*, *his* is a determiner, as it is followed by a noun. In *That's his*, *his* substitutes the noun phrase and is therefore a pronoun.

Other determiners, too, can become pronouns e. g. *I'll take this jacket – I'll take this*; *That book is your book – That's yours*.

**A 1** Look at these dialogues. Underline all the pronouns.

- 1      A: What do you do for a living?  
       B: I'm a teacher.

- 2 A: Take care of yourself  
B: Thanks, I will
- 3 A: Is there anybody there?  
B: Nobody.
- 4 A: We love each other deeply, madly.  
B: Glad to hear it.
- 5 A: Whose is this?  
B: Mine, thanks.
- 6 A: I'll never forget the day when I first met you.  
B: Yesterday?
- 7 A: Someone called Joe Cole phoned.  
B: OK. He's the man who's going to fix our washing machine.

2 Look at this list of types of pronoun. Try and find examples of each in the dialogues in 1.

- Personal pronoun** e. g. \_\_\_\_\_
- Possessive pronoun** e. g. \_\_\_\_\_
- Reflexive pronoun** e. g. \_\_\_\_\_
- Demonstrative pronoun** e. g. \_\_\_\_\_
- Interrogative pronoun** e. g. \_\_\_\_\_
- Relative pronoun** e. g. \_\_\_\_\_
- Indefinite pronoun** e. g. \_\_\_\_\_
- Reciprocal pronoun** e. g. \_\_\_\_\_

3 Now check your answers in these extracts from the glossary.

**Personal pronouns** The set of pronouns which refer to **person**.

**Subject pronouns** refer to the **subject** of a **clause** (e. g. *I think so; we're on are way*) whereas **object pronouns** refer to the **object** of a **clause** (e. g. *she loves me; they wrote us a letter*). **Possessive pronouns** indicate that something belongs to someone, or is connected to or associated with them (e. g. *your jokes are better than mine*). **Reflexive pronouns** show that the object is the same person or thing as the subject of the verb (e. g. *she taught herself to speak German*).

Here is a full list of personal pronouns:

**PERSONAL PRONOUNS**

SUBJECT	OBJECT	POSSESSIVE	REFLEXIVE
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	----	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

**Reciprocal pronouns** are *each other* and *one another* and they are used to express a mutual (i.e. two-way) action or relationship between two subjects e. g. *they hit each other; they loved one another*

**Demonstrative pronoun** *This, that, these and those* acting as pronouns i.e. instead of a noun e. g. *this is what I want*

**Interrogative Wh-pronouns** (*who, whom, whose, what, which*) which are used to form questions e. g. *where do you live?* See **wh-words**

**Relative Pronoun** A **pronoun** which introduces a relative clause (like this one). It includes *who, whom, which, that, when, where, what* and *why*. It introduces a relative clause and connects it to the main clause, and so also acts as a **conjunction**. For example: *I was just speaking to the woman who's going to mark our exams; that's the hospital where I was born*

**Indefinite pronoun** A **pronoun** which refers to someone/something which is not a particular example of what is being referred to. For example: *someone, something, someone; anyone; anything, anybody; everybody; everyone; nobody; no-one; many; some*

**B** Here are some typical errors with pronouns made by learners of English. Correct the mistakes and then try to think why the mistake may have been made.

- 1 Kim bought a newspaper. Kim read the newspaper on the bus. The newspaper was very interesting.
- 2 Those are their glasses and these are our.
- 3 This is the book who you liked.
- 4 I spoke about the problem to Jason, which is a computer expert.
- 5 I bought the book which you told me about it.
- 6 Is that the girl who she was at the party yesterday?
- 7 Mario woke himself up early. He shaved himself but cut himself.
- 8 Jane and Pierre met a year ago. They love themselves very much and are going to get married soon.
- 9 I'm going to give some money to Oxfam, that will use it wisely.
- 10 Everybody are coming to the party.

These sentences are possible in English, but many fluent speakers would consider their use of pronouns unusual. Why, do you think?

- 11 What's the name of the man to whom you were speaking?
- 12 If anybody wants to go, he has to tell me before 4pm.
- 13 All are happy.

## 7 PREPOSITIONS

**AIM:** The aim of this unit is to familiarise you with different kinds of prepositions and to look at some problems learners have with prepositions in English.

### What Are Prepositions?

**A** Look at this definition from the Glossary:

**Preposition** A word like *in*, *of*, *at*, *to* which is normally followed by a **noun phrase**, **pronoun** or **gerund (-ing verb)** e. g. *she's full of ideas*, *in the nick of time*, *he's good at cracking jokes*, *I walk to school*, *she apologized for shouting*. Sometimes a preposition can be more than one word e. g. *it's next to the cinema*

Look at this list of song titles, and underline the prepositions.

*Streets With No Name    With Or Without You    In the Name of Love*  
*Stand By Your Man    Blowing In The Wind    Over The Rainbow*  
*Dark Side of the Moon    Dancing In The Streets    Tears In Heaven*  
*The Leader Of The Pack    Sitting On the Dock Of The Bay*  
*Stairway to Heaven    In the Midnight Hour    Heart Of Stone*  
*I Only Have Eyes For You    Woman In Red    Just Like A Woman*  
*Walk On The Wild Side    Knocking On Heaven's Door    Heart of Gold*  
*With Love From Me To You    Since You've Been Gone*  
*Georgia On My Mind    With A Little Help From My Friends*  
*It's Time For Love    I Heard It Through The Grapevine*

**B** Below are some common meanings carried by prepositions.

Related to a point in space:	<i>between the buildings</i>	<i>on the wall</i>	<i>over the sea</i>	<i>under the tree</i>	<i>next to the bus stop</i>	
Related to a point in time:	<i>at 5 o'clock</i>	<i>on Sunday</i>	<i>in December</i>	<i>before the war</i>	<i>until today</i>	<i>since then</i>
Direction-Movement:	<i>to America</i>	<i>from Japan</i>	<i>across the river</i>	<i>onto the bus</i>	<i>off the bed</i>	<i>into the water</i>
In/Inside an entity in space or time	<i>in the room</i>	<i>inside our bodies</i>	<i>in the week</i>			
Accompaniment	<i>with my friends</i>	<i>without my dad</i>				
Belonging to an entity/group	<i>The King of Spain</i>	<i>in the team</i>				
Similar to	<i>like me</i>	<i>as a waitress</i>				
Intended for; an intention	<i>for you</i>	<i>for my work</i>	<i>for studying</i>			
Means	<i>by opening</i>	<i>with luck</i>				
Material/Colour	<i>in wood</i>	<i>in blue</i>	<i>of metal</i>			
Metaphorical	<i>in the nick of time</i>	<i>out of the blue</i>				

For each of the meanings on the left, find examples of prepositions with these meanings in the song titles in A.

**C** For many learners, prepositions present several difficulties. Meanings are often a) conceptually difficult and/or b) non-literal (metaphorical) and the preposition required often depends on the word or phrase that precedes or follows it. In the next sections we'll look at some of these difficulties.

First, however, try this exercise and consider some of the difficulties learners may have in choosing the correct preposition (or in deciding whether to use one or not!).

- 1 It was painted \_\_\_\_ Picasso.
- 2 We're looking forward \_\_\_\_ going to the match.
- 3 It depends \_\_\_\_ you.
- 4 We arrived \_\_\_\_ the station.
- 5 I like to relax when I'm \_\_\_\_ home.
- 6 We walked \_\_\_\_ the room.
- 7 Rome should really be explored \_\_\_\_ foot.
- 9 I'm interested \_\_\_\_ art.
- 10 I looked \_\_\_\_ the word in a dictionary.
- 11 I'm feeling \_\_\_\_ the moon – I've passed my exam!
- 12 Who were you speaking \_\_\_\_?
- 13 We picked \_\_\_\_ the kids/picked the kids \_\_\_\_ and looked \_\_\_\_ them for the evening.
- 14 I've been studying English \_\_\_\_ two years.
- 15 I'll finish this \_\_\_\_ the end of the week.
- 16 We entered \_\_\_\_ the house.

#### D Concepts

Often there is a straightforward concept. For example:

*on* often refers to 'on a surface' e. g. *on the floor on the lake on the shelf*

*at* often refers to 'at a point or place' e. g. *at the bus stop at the station*

*in* often refers to 'in an area or space or volume' e. g. *in a room in Italy in the sea*

*to* often refers to 'a movement towards/in the direction of' e. g. *to Italy to the beach*

However, the concepts are not always so clear! Nor is it always clear when a preposition is logically necessary but not used. Fill in the blanks in the following sentences with a preposition. Some blanks can be left with no preposition.

- 1 The concert was held \_\_\_\_ the school hall, as it was too cold outside.
- 2 My daughter's still \_\_\_\_ school, but she'll be home soon.
- 3 Although lessons were over, the children waited \_\_\_\_ the school until the storm was over.
- 4 I like to relax and take it easy \_\_\_\_ home
- 5 Let's go \_\_\_\_ home now: I'm tired.
- 6 When I'm \_\_\_\_ work I like to focus on the job I have to do.
- 7 I go \_\_\_\_ work by bus.
- 8 I'll meet you \_\_\_\_ the cinema – so we won't get wet if we have to wait.
- 9 I'll meet you \_\_\_\_ the cinema.
- 10 He's lived here \_\_\_\_ last year - \_\_\_\_ almost 12 months, in fact.
- 11 It'll be over \_\_\_\_ two weeks' time.
- 12 I'll have finished \_\_\_\_ the end of the year.

Learners often have similar conceptual problems with prepositions such as *over/above*, *in/into* and others – see Section E

**E** There are other **preposition + noun phrases** that often cause learners problems in English. There are often no logical explanations – it's a question of use, and learners need to become aware of these phrases, take note of them, and experiment with them. Often, when learners are in doubt, they translate directly from their own language.

Fill in the blanks with the correct prepositions. The contrasts are often a source of difficulty.

- 1 Shakespeare once received a letter \_\_\_ a secret admirer. It was about a play, *Two Gentlemen of Verona*, which had been written \_\_\_\_\_ him.
- 2 We wanted to do the whole pilgrimage \_\_\_\_\_ foot, but in the end we had to do some of it \_\_\_\_\_ train.
- 3 \_\_\_\_\_ my opinion, it's a very good play; but \_\_\_\_\_ a political point of view, I can see there may be problems.
- 4 \_\_\_\_\_ the end, she finally got her degree. She had to change a bit \_\_\_\_\_ the end of her thesis, but it's alright now.
- 5 Who's the woman \_\_\_\_\_ the red coat? The one \_\_\_\_\_ a rucksack?
- 6 Have you seen the Sunday paper? I'm \_\_\_\_\_ the photo \_\_\_\_\_ page 5.
- 7 My favourite actor is \_\_\_\_\_ the film \_\_\_\_\_ TV tonight.
- 8 We didn't get to the station \_\_\_\_\_ time, as the train had already left. But luckily the next train got us to the airport just \_\_\_\_\_ time for us to catch our plane.
- 9 I'm still \_\_\_\_\_ work, until the end of the week, but my husband and the kids are all \_\_\_\_\_ holiday.

**F** Another frequent source of difficulty for learners is deciding which preposition to use after certain nouns, verbs or adjectives. These are often called **dependent prepositions** – they depend on what precedes them. Again, direct translations from learners' first language are sometimes resorted to when they are in difficulty. Here are some common dependent prepositions that often cause difficulty. Fill in the gap with an appropriate preposition, or leave it blank if no preposition is required.

- 1 We arrived \_\_\_\_\_ Spain on August 1<sup>st</sup>.
- 2 We arrived \_\_\_\_\_ the station early.
- 3 She's good \_\_\_\_\_ maths.
- 4 It all depends \_\_\_\_\_ you.
- 5 The Princess entered \_\_\_\_\_ the hall to a fanfare of trumpets.
- 6 We got \_\_\_\_\_ the car and drove off.
- 7 We got \_\_\_\_\_ the bus just before it was full up.
- 8 She accused me \_\_\_\_\_ stealing her cell phone.
- 9 I apologized \_\_\_\_\_ my behaviour.
- 10 I'm interested \_\_\_\_\_ Chinese history, keen \_\_\_\_\_ Chinese food and fond \_\_\_\_\_ my new Chinese friends .

- 11 There was an interesting discussion \_\_\_\_\_ the investigation \_\_\_\_\_ the Princess' sudden death.
- 12 I'm not prepared to admit \_\_\_\_\_ that!
- 13 She fell \_\_\_\_\_ love \_\_\_\_\_ him in spring, got married \_\_\_\_\_ him in summer and got divorced \_\_\_\_\_ him in autumn.

When a verb is preceded by a preposition, the verb is nearly always in the **-ing** form e. g. *I'm interested in going with you* *She's fond of camping*  
*I look forward to hearing from you* (although to is usually an exception eg I want to go)

**G** Prepositions also form part of many **multi-word verbs**. Again, there is often no logic, and it's a question of use. For more on multi-word verbs, see Unit 14. Here's a taster:

- 1 She looked the word \_\_\_\_\_ in a dictionary.
- 2 I looked \_\_\_\_\_ my neighbours' kids for a couple of hours.
- 3 Give me some time and I'll look \_\_\_\_\_ it - I'm sure I'll find out what happened.
- 4 Have you seen my keys? I've looked \_\_\_\_\_ them everywhere!
- 5 I took my dress \_\_\_\_\_ because it was too big.
- 6 Don't be taken \_\_\_\_\_ by his innocent looks – he's a devil in disguise!

**H** Prepositions are often used in non-literal phrases such as **idioms** and **metaphors**.

Here are some examples. Try and complete them so that they contain the meaning of the expression in brackets.

- 1 They arrived \_\_\_\_\_ the nick of time. (*just in time*)
- 2 She said she was going to resign – just out \_\_\_\_\_ the blue. (*with no previous warning*).
- 3 I can't take on any more responsibilities – I've got enough \_\_\_\_\_ my plate already. (*more than enough work or responsibility deal with*).
- 4 She's feeling \_\_\_\_\_ the moon – her boyfriend has just asked her to marry him! (*extremely happy*)
- 5 They supported each other \_\_\_\_\_ thick and thin. (*in good times and bad times*)
- 6 He's making a mountain \_\_\_\_\_ a molehill – there's no need to worry at all. (*treating a minor problem as if it were a major one, unnecessarily*)
- 7 I'm \_\_\_\_\_ a bit of a fix. Perhaps if I tell you about it, it might help. (*I have a difficult situation I can't seem to solve*)

**I** Another area that sometimes causes problems for learners when they are dealing with prepositions is **word order**. For example, many learners find it odd to put a preposition at the end of a clause. How would you express the following in a more natural, modern style? What do the sentences in each group have in common, from a grammatical point of view?

- (i) 1 To whom were you speaking just now?