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**Exploring English:
A Journey of Guided
Discovery Through the Rules
of English. Volume 3.**

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Vorschau
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GLOSSARY

GLOSSARY OF BASIC ENGLISH LANGUAGE TERMINOLOGY FOR ENGLISH LANGUAGE TEACHERS:

GRAMMAR, LEXIS, FUNCTIONS, DISCOURSE AND PHONOLOGY

- Abbreviation** A shortened form of a longer word or phrase, e. g.
e. g., Mr., BBC
- Abstract noun** See **noun**
- Acronym** A word formed from taking letters from a phrase, company or association name (usually the first letter of each word) to make it easier to say e. g. *laser* (Light Amplification by Stimulated Emission of Radiation).
- Active** The **subject** is the person doing the action, or responsible for the action e. g. *Mario wrote the email;*
See voice
- Adjacency pair** see **discourse**
- Adjective** An adjective is a word that describes or gives more information about a **noun**. It can be used
- before a noun e. g. *an important politician*. In such cases it is said to be attributive
 - 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.
 - 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.
 - after a noun/pronoun as a **complement** e. g. *her work makes her important*
- Adjective phrase** A phrase, rather than a word, which acts like an adjective e. g. Property is *incredibly expensive* at the moment.
- Adverb** A word that describes or gives more information about a verb, an adjective or another adverb. It tells us about the, manner or place of something which happens (TMP or *when, how, or where* it happened). e. g. *we arrived yesterday; we arrived safely; we arrived home*. Some adverbs refer to quantity e. g. *I don't drink much; I have quite a lot*. Other adverbs answer the question 'how often?' (**adverbs of frequency** e. g. *sometimes*) or 'how

much?' (**adverbs of degree** e. g. quite, rather, very, totally). Some adverbs offer comment or express the speaker/writer's attitude e. g. *she was only five; it was obviously a waste of time; Frankly, I couldn't care less.* Some adverbs help us to focus on a particular element e. g. *only 5 people turned up; it was particularly useful; John was also studying Spanish.*

Adverbial	A single-word adverb , or a phrase or clause which operates as an adverb e. g. <i><u>When I got home</u>, I went <u>straight to bed</u>; <u>at the end of the match</u>, the supporters went <u>crazy</u>; we <u>arrived at the airport</u>; we arrived <u>on time</u>; we arrived <u>out of breath</u>.</i>
Adverb of degree	A word or phrase that gives information regarding 'how much'. It is often used with: <ol style="list-style-type: none"> a. an adjective e. g. <i>the exam was <u>quite</u> difficult</i> b. another adverb e. g. <i>she played <u>extremely</u> well</i> c. a verb e. g. <i>you've improved <u>a lot</u></i>
Adverb of frequency	An adverb which tells us <i>how often</i> something happens e. g. <i><u>usually</u>, <u>never</u>, <u>sometimes</u></i>
Adverb particle	A 'small word' that sometimes comes after a verb e. g. <i>sit <u>down</u>, stand <u>up</u>, go <u>on</u></i> . When these words accompany and refer to an object , they become prepositions e. g. <i>he walked <u>down</u> the aisle; she raced <u>up</u> the hill; they sat <u>on</u> the roof</i>
Adverb phrase	A phrase of one word or more in which the main focus is an adverb e.g. <i>it works <u>much faster</u>; do it <u>as quickly as possible</u></i>
Affirmative	A verb that is not in a question form (interrogative) or in a 'not' form (negative) e. g. <i>I like it; they've done it!</i>
Affix/affixation	A part of a word which is added either to the beginning (prefix) or the end (suffix) of the root or stem of a word to modify its meaning or grammatical nature e. g. <i><u>unhappy</u>; <u>useless</u>; <u>disallow</u>; <u>happiness</u></i>
Agent	Who or what does an action, or causes it, in a passive clause . It is usually a phrase that follows the word <i>by</i> e. g. <i>it was painted by <u>the children in Year 4</u>; she was inspired by <u>Ghandi</u></i>
Antonym	A word which is opposite in meaning to another word e. g. <i>alive and dead; good and bad; big and small; male and female</i> See synonym , homonym , and hyponym

- Apostrophe 's** An 's is sometimes added to a noun in English to denote possession, or ownership or a relationship between two nouns e. g. *Maria's car*; *Liverpool's manager*; *the manager's office*. Sometimes called the 's **genitive** or the **genitive 's**
- Appropriate** A piece of language which is suitable for the situation / context. For example, a dinner guest who says *I want some more cake!* is using grammatically correct language, but, as it is probably not very polite, it may be inappropriate. *Could/May I have some more cake?* would probably be more appropriate. Similarly, a father who tells his child to finish his/her homework before going out to play and who says *This is to inform you that permission to play has been withheld until homework requirements have been satisfied* is using inappropriate language for the situation and relationship.
- Article** A word used with a **noun**. In English, the article is:
- the* (**definite article**) e. g. *We met the new boss today.*
 - a/an* (**indefinite article**) e. g. *She's a woman*
 - zero article** (no article) e. g. *She's fantastic at Accounts.*
- Aspect** A category which tells us how a state or action is perceived by the speaker or writer. For example, the state/action can be seen as temporary, in progress, a state of being, a repeated action, habitual, or related to another time in the past, present or future. In English there are three aspects, **progressive** (or **continuous**), **simple** and **perfect**
- She's writing a letter.* **progressive (continuous)** aspect. The action is perceived as being in progress at the present time, and is temporary, not permanent.
 - She writes for a living.* **simple** aspect. The verb is seen as a state (it is repeated and habitual), and therefore not perceived as temporary.
 - She has a BMW.* **simple** aspect. The verb is seen as a state (in this case, a state of possession), and therefore not temporary.
 - Oh no! I've lost my keys!* **perfect** aspect. A past event is seen in relation to the present moment.
- Assimilation** See **connected speech**

- Auxiliary verb** A verb which is used with another verb (a **lexical/full verb**). It is sometimes informally called a 'helping verb'. It can supply information about, for example, whether the verb:
- is **negative** e. g. *She doesn't like chocolate*
 - is an **interrogative** (question form) e. g. *Are they coming? Do you live near here?*
 - refers to an event in progress (**aspect**) e. g. *I'm watching TV*
 - refers to the **future (tense)** e. g. *I'll be there*
 - is in the **passive (voice)** e. g. *The suspect was seen earlier*
 - refers to the speaker's attitude (**modality**) e. g.

possibility	<i>You <u>might</u> be right</i>
obligation	<i>You <u>should</u> see a doctor</i>
prohibition	<i>You <u>mustn't</u> tell him</i>
permission	<i><u>Can</u> I ask a question?</i>
ability	<i>He <u>can't</u> swim</i>

The main auxiliary verbs in English are *be*, *do* and *have*. These are called **primary auxiliary verbs** (and they can also function as **lexical verbs**). Verbs such as *can*, *could*, *might*, *may*, *must*, *will/shall*, *would*, and *should* are called **modal auxiliary verbs** (or modal verbs).

Back-channelling see **discourse**

Backshift When we report what someone says we often use **indirect speech** or **reported speech** with a **that-clause**. We often change the tense of the verb 'one tense back'. This is called 'backshift'. For example:
She said "I'm worried" → She said that she was worried
He said "I've found my keys!" → He said that he had found his keys
They said "They'll do it" → They said that they would do it

Bare infinitive See **infinitive** and **base form**

Base form The root of a word. The base form of the adjective *beautiful* is *beauty*. The base form of a verb is, for example, *speak*, *run*, *do*, *be*. This is also called the **bare infinitive** or the 'infinitive without *to*'. See **word family**

'Be going to' future A verb form, or **structure**, which is formed by using a form of the verb *be* in the present tense + *going to* + a verb in the **base form**. It is a form used to talk about the future e. g. *It's going to rain; I'm going to study Spanish next year*. Sometimes referred to as the '**going to**' future.

Cardinal number A number which we use when we count e. g. *seven, five thousand*

Citation Form The pronunciation of a word when it is pronounced in isolation. This often changes in **connected speech**. For example: *of* is pronounced /ɒv/ in isolation (citation form), but in *a cup of tea* most native speakers pronounce it with a **schwa** /əv/.

Clause Part of a **sentence** (or a complete sentence) which consists of a **finite verb** and (normally) a **subject**. For example:

- a. complete **sentence** *She disagreed.*
- b. **main clause** *She disagreed,* *although she didn't say so.*
- c. **subordinate clause** *She disagreed,* *although she didn't say so.*
- d. **relative clause** *She disagreed,* *which was unusual.*
She disagreed with the candidate *who was arguing in favour of free trade.*
- e. **reported clause** *She said that* *she disagreed.*

A **main clause** is also called an **independent clause**, and **relative clauses** and **subordinate clauses** are **dependent clauses**

Cleft sentence A **sentence** which begins with an **it-clause** or a **wh-clause** (a **clause** beginning with a **Wh-word**) + *BE*. This **structure** is used when the speaker/writer wants to emphasise an element in the first part of the sentence e. g. *It's her job that's* *causing her problems, not me!*
What I need is *a good rest*

Co-text see **Context**

Cognate A word in one language which has a similar form and meaning to a word in another related language e. g. *amico* in Italian and *amigo* in Spanish; *house* in English and *Hause* in German

Coherence see **discourse**

Cohesion see **discourse**

- Collective noun** A **noun** which refers to a group of people, animals or things e. g. *the police, the team, my family, the government, the herd, the collection, schoolchildren.* . When the noun is **singular**, we can often use a verb either in the **singular** or **plural**, depending on whether we see the group as a single unit or whether we see the group as made up of individuals. For example:
- My family live all over Europe*
 - My family has lived here for generations*
- Collocation** The way some words are often used with other words in a kind of regular partnership. For example, we say:
I made a mistake not ~~did~~ a mistake
A high temperature not a ~~strong~~ temperature
- Colloquial** A word or **phrase** often used in informal, everyday, very familiar speaking and writing. For example;
We chilled out on the beach rather than we relaxed on the beach
The boss looked down in the dumps today rather than Our manager looked depressed today
- Colon** This punctuation mark : we use it :
- at the beginning of a list (as it is here)
 - before reporting a speaker's **direct speech**
She said: "What shall we do now, then?"
 - to separate two parts of a **sentence**, when each part is in itself usually a grammatical sentence
He wasn't eccentric: he was stark raving mad.
- Common noun** See **noun**
- Comparative adjective/adverb** The form of an **adjective** or **adverb** when we compare two people, things, concepts, or groups of these. We either add *-er* to the adjective/adverb, or use *more* + *adjective/adverb*. For example:
Sue is brighter than her sister, but Rachel is more careful in her work.
She worked harder and harder, and had never felt more exhausted in her life!
- Complement** The part of the **sentence** which follows the **verb** and gives more information about, and refers back to, the **subject** or **object**.
 For example, in the sentences
Mario's Italian; it looks great; it went mouldy; he became a teacher; that's what I really want to do
 the underlined parts refer to the same entity as the boxed

parts. Or, in simple terms, what comes after the verb refers to the same thing as what comes before the verb (the subject). The verbs link the two parts and are called **linking verbs** or **copular verbs**. In this case, *Italian, great, mouldy, and teacher* are **subject complements**. The linking verbs used with subject complements usually have something to do with, or express something about, 'being', 'seeing' or 'becoming'.

Object complements come after the object, and refer back to it. So for example in the sentences

That made me angry; she called him a liar; She considered him to be an exemplary student

the underlined parts refer to the boxed parts (the object), and are therefore object complements

Adjective complement refers back to and gives more information about the adjective

e. g. *I'm pleased that they've made up; she was happy to go*

Prepositional complement refers back to and gives more information about the preposition

e. g. *She's getting really anxious about her upcoming exams*

Compound

Two or more words which combine to make a new, single word. The compound word can be written as one word, or hyphenated, or as two words. **Nouns, verbs** and **adjectives** are common compounds. For example:

- a. **compound noun** *bus stop; blackboard; railway station*
- b. **compound verb** *breastfeed; babysit; hitch-hike*
- c. **compound adjective** *good-looking; lighthearted*

Concrete noun See noun

Conditional Clause

We use a conditional clause to talk about a possible situation. The consequences of the situation appear in a **main clause**, or 'result clause'. A state or situation in the **main clause**, therefore, is dependent on something that may or will happen, which is expressed in the conditional clause.

The conditional clause usually begins with *if, unless* or with **conjunctions** with similar meanings such as *provided that, as/so long as, only if*

Don't do it unless he promises to pay you

He'll be ready for the exam as long as you don't pressure him

If you don't put the milk in the fridge, it'll go off

*We went on a picnic on Saturdays if it was fine
If I could do something about it, I certainly would
If I'd known, I wouldn't have come
If I'd been more careful, I wouldn't be in this mess*

Conditional Forms

Some EFL/ESOL coursebooks and grammar books refer to different conditional forms: These include:

Zero conditional –

If + **Subject + Verb** in a **present tense**,
Subject + verb in a **present tense**
 e. g. *if a baby cries, it wants something*

First conditional –

If + **Subject + verb** in a **present tense**,
Subject + modal auxiliary verb + bare infinitive
 e. g. *If you don't feed the baby, it'll get hungry*
If you leave now, you might get there in time

Second conditional

If + **Subject + verb** in a **past tense**,
Subject + would/other modal auxiliary verb + bare infinitive
 e. g. *If you tried harder, you might get somewhere*
If you thought about it, you'd realize

Third conditional

If + **Subject + verb** in a **past perfect tense**,
Subject + would/other modal auxiliaries + have + past participle (= perfect infinitive)
 e. g. *If I'd known, I might have done something about it*
If she'd been there, she would have seen him

Mixed Conditional (a mixture of 'second' and 'third' conditionals). For example:

If + **Subject + verb** in a **past perfect tense**,
Subject + would/other modal auxiliary verb + bare infinitive
 e. g. *If I hadn't been so rash we'd be back on talking terms now*

Conjunction

A word that joins other words, **phrases** or **clauses** together. Also sometimes called **connective** or **connector**.

Steve and Gill got married; she likes it but I don't
She did it because that's what she'd been told to do
The reception will be outdoors unless it rains
We went ahead, despite the gloomy forecast

If the conjunction consists of more than one word (e. g. *even though, in spite of*), it is sometimes called a **conjunctive**. Some English Language teaching books call conjunctions **linking words**, or **linkers**.

**Connector /
connective
Connected
speech**

See **conjunction**

Words in the flow of speech. In connected speech, words are often pronounced differently than when they are pronounced in isolation. For example: west /west /
The /t/ is often dropped in west bank / wes bænk /
Ways in which the production of sounds is affected in connected speech include:

Assimilation: A sound is slightly altered by the occurrence of a neighbouring sound, for example when the final /n/ of *Gillian* is followed by a /p/, and is pronounced /m/ as in *Gillian Proud* /dʒɪljəm praʊd/

Elision: A sound is omitted because of a similar neighbouring sound e. g. *I wanted to go* where the /d/ in *wanted* is omitted and a native speaker would say /wɒntɪtə/

Liaison: This occurs at word boundaries between a word ending with a vowel sound and another starting with a vowel sound. To ensure a smooth transition from one word to another a /r/, /w/ or /j/ are added at the boundary. For example:

/w/ two eggs /tu:weɪgz/

/j/ three eggs /θri:jeɪgz/

/r/ Sheila eats (eggs) /ʃi:ləri:ts/

Liaison (or **linking**) also sometimes occurs when a word ending in a consonant sound is followed by another starting with a vowel sound. For example:

an apple is often pronounced /ə'næpəl/

he's in is often pronounced /hɪ'zɪn/

Juncture: This is where there is pausing, or a lack of pausing, between two words, and explains the difference between the following examples:

'*Scuse me while I kiss the sky* (J. Hendrix) v.

'*Scuse me while I kiss this guy*

it's a Grade A v. *it's a grey day*

week eight v. *weak Kate*

see also **weak form** and **strong form**

Connotation

The emotional meaning(s) and attitude(s) we associate with a word. For example, although *spinster* means 'an unmarried woman' in its neutral meaning, for many people it has negative or undesirable connotations, and is somewhat old-fashioned. Similarly, a person can be described as either *determined* or *stubborn*, depending on whether the speaker/writer wishes to use a word with either a positive or a negative connotation.

Consonant	In writing, all the letters of the English language except <i>a, e, i, o, u</i> and occasionally <i>y</i> . In pronunciation, a speech sound where the air is blocked, or partially blocked. There are 24 consonants or semi-vowels in English
Contraction	A shortened form of a verb where an apostrophe replaces a deleted letter e. g. <i>isn't, it's, we're, don't</i>
Context	1 The words that come before and after a word or phrase (sometimes also called co-text) 2 The social situation in which a language item is used
Continuous	An aspect of grammar which tells us whether an action or event is seen as temporary, incomplete, in progress, or developing. It is formed with a form of the auxiliary BE + present participle (the verb in <i>-ing</i>). For example: <i>she's <u>staying</u> with a friend for a while; she's <u>been feeling</u> a bit down lately; she <u>was planning</u> on going abroad; she'll <u>be coming</u> to see us soon.</i> Also called progressive
Contraction	A short form of a verb. Two parts (the subject and an auxiliary verb or a verb + <i>not</i>) are joined together to make one word. One or more letters are omitted. For example: <i>I'm; didn't; should've</i>
Copula(r) verb	A verb that links a subject to its complement (here, the part of the sentence which follows the verb and gives more information about, and refers back to, the subject). The complement and the subject refer to the same person or thing. For example: <i>this peach <u>tastes</u> delicious; he <u>grew</u> older</i> Sometimes called a linking verb . Examples of copula(r) verbs include <i>be, feel, become, seem, appear, feel, look, sound, taste, go, grow (=become), get (= become)</i>
Count noun	See countable noun and noun
Countable noun	A noun which you can put after a cardinal number , which you can use with <i>a/an</i> (the indefinite article), and which has a singular and a plural form. For example: <i>three <u>buses</u>; a <u>book</u>; a <u>million trees</u>.</i> Also called count noun . See noun
Definite article	see Article
Defining relative clause	See identifying relative clause
Demonstrative	<i>This, that, these</i> and <i>those</i> together with a noun:

determiner / adjective	words which refer to something which the speaker sees as being near or far from them e. g. <i>this picture here, not <u>that</u> picture over there</i>
Demonstrative pronoun	<i>This, that, these and those</i> acting as pronouns i. e. instead of a noun e. g. <i><u>this</u> is what I want</i>
Dependent clause	A clause which cannot stand alone as it depends on another clause in order to make a grammatically acceptable construction e. g. <i>I'll do this <u>even if it kills me!</u></i> <i>It's a clause <u>which cannot stand alone</u></i> See clause
Dependent preposition	A preposition that is used in partnership with a particular noun, verb or adjective e. g. <i>possibility of; apologise for; interested in</i>
Determiner	A word which appears in a noun phrase before a noun and which tells us which noun is being referred to, or which gives us information about the quantity of the noun, or which limits the noun in some other way. For example: <ol style="list-style-type: none">Articles <i>a man the teacher</i>Demonstrative determiners <i>these flowers that car</i>Possessive determiners <i>my family their house</i>Quantifiers <i>some water both men more milk</i>Cardinal and Ordinal Numbers <i>two minutes a first impression</i> Some grammars call b. demonstrative adjectives and c. possessive adjectives
Diphthong	A vowel sound which is really two vowel sounds combined. We glide quickly and smoothly from the first sound to the second. For example, the vowels /e/ and /ɪ/ combine to make /eɪ/ as in <i>day</i> .
Direct object	See object
Direct speech	In writing, the actual words a speaker uses. They are normally written between quotation marks. For example: <i>She said: "You must be joking!"</i> See indirect speech/reported speech
Discourse	A piece of spoken or written communication between people. It usually refers to larger chunks of language than the sentence and to how different parts of a text are inter-connected and connected to elements outside the text e. g. the situation, the speaker/writer relationship with the listener/reader, the genre . Following are some terms commonly used in the field of discourse:

Adjacency pair In **turn-taking**, one turn might automatically determine what is expressed in the next turn. For example, a request might determine an acceptance (adjacency pair 1 below), or thanking might determine an acknowledgement of the thanks (adjacency pair 2 below)

- 1 A: *Could you give Jim a ring?*
 B: *Right away.*
- 2 A: *Thanks for having us.*
 B: *You're welcome any time.*

Coherence A text that is coherent makes sense because it proceeds logically: the different parts relate to each other; the text relates to something in our background knowledge of the world; and it usually resembles a kind of text we are familiar with. The following text is not coherent: *The boys raced along at 200 kph. Passengers should refrain from smoking. May the Lord grant us a safe journey.* It is in fact a collage of three different texts. The following text is coherent: *The boys raced along at 200 kph. Scenery flashed by in a series of unfocused photographs. Silently, unnoticed, however, speed cameras tracked and recorded their journey.*

Cohesion The use of grammar and lexis to connect different parts of a spoken or written text. For example, in the paragraph above (**Discourse**), the words *spoken, written, communication, language, sentence, text, and genre* help to connect the text lexically. *It* in the second sentence grammatically refers to the whole of the first sentence. Features of grammatical cohesion include **reference, substitution, ellipsis** and **conjunction (linkers)**. Features of lexical cohesion include **repetition**, items from the same **lexical set, synonyms, substitution** and **ellipsis**.

Ellipsis The leaving out of parts of a sentence because they are not necessary, or because they can be understood from the context. For example:

- An apple a day ...; see you soon; must go;*
A: *Who did this?*
B: *I didn't.*

Genre Any spoken or written text which is recognizable as belonging to a particular type of speaking or writing. It usually contains quite specialised vocabulary and typical constructions. Examples include news reports, song lyrics, emails, text messages, prayers, recipes, football commentaries.

Reference The way different language forms in a text refer to something they are referring to later (cataphoric reference), earlier (anaphoric reference) or outside a text i.e. shared knowledge between a speaker/writer and a listener/reader. Anaphoric and cataphoric reference are called endophoric reference whereas reference to outside the text is called exophoric reference. **Pronouns** are often used for reference. For example:

A: *Where's the (1) remote control?*

B: *I saw it (2) on the (1) sofa a few moments ago.*

A: *I'll say this (3) for the last time: leave it (2) under the (1) telly!*

- 1 = exophoric reference: speaker and listener know what they are referring to, outside the text
- 2 = endophoric: anaphoric reference (referring back to the remote control)
- 3 = endophoric: cataphoric reference (referring forward to *leave it under the telly!*)

Register This word is used by different linguists with 2 different meanings:

1 A kind of jargon, or even grammar, between people sharing the same interests or profession e. g. soccer fans will talk about *goal, goalie, penalty, striker, shoot*. Lawyers will use long, complex constructions with a minimum of punctuation in their legal documents, for example. The choice of register will largely be determined by the **genre**.

2 Variations in the way a person speaks or writes, determined by the situation, the topic, where he/she is and the person/people they are addressing. For example, a father might ask his daughter to do her homework by saying: *Do it right away!* using an **imperative**. The same father might ask a colleague to write a report by using a more formal and more tentative register, for example asking: *Would it be at all possible to do this by lunchtime?* Some linguists refer to these differences in formality as **style**.

Routine The way a formulaic conversation is usually carried out. For example, when you're ordering something at a bar, you might request, be told the price, thank and pay. Learners need to be taught how to express these routines in the foreign language. A typical routine, then, might be expressed like this:

A: *Two black coffees please*

B: *There you go. Two black coffees. Three euros*

A: *Thanks.*

Substitution A word used to substitute a noun phrase or clause, or part of a clause e. g.

A: *Do you think you'll win?* B: *I hope so!*
We moved here in 1969; I was only 15 then.
We all need to work much harder; if you're not prepared to do so, then ...

Turn-taking In conversation, there are different rules for taking turns. These include how to take a turn, how long to keep a turn, how to hand over a turn, how to take a turn, how to express involvement and interest (**back-channelling**), how to check and clarify (using **repair strategies**), and how to interrupt.

These rules may differ from one genre to another, and from one culture to another.

Discourse marker A word or phrase which shows:

- a. The connection between a piece of language and what came before or after it. For example:
I saw him again (refers back to earlier in the text)
Listen to this (refers forward in the text)
- b. The speaker/writer's attitude or point of view to what is being said/written. For example:
However, ... *Frankly, ...*

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**.

Dummy subject English verbs require a **subject**, unless the verb is an imperative (e. g. *Come on!*; *Do it now!*). Sometimes there is no obvious subject, and so we use a **dummy subject** – *it* or *there* e. g. *It's raining*; *it's five o'clock*; *it's difficult to say what ...*; *there's no time like the present*; *there's no beer in the fridge*.

Dynamic verbs Verbs which express activity, events and processes e. g. *walk, go, sell, write*. If they are actually in progress at a specific time, we normally use a **continuous/progressive** tense e. g. *I'm working on it*; *she was jogging*; *I'll be taking the dog for a walk*. Contrast with **stative verbs**

Elision In **connected speech**, when we leave out a sound or sounds. For example, *interested* is often pronounced /ɪntrəstɪd/ and *comfortable* is often pronounced /kəmftəbəl/ See also **connected speech**

Ellipsis	see discourse
Extreme adjective	Adjectives which we don't normally describe in degrees (see gradable adjectives). These include words such as <i>boiling, fascinating, perfect, exhausted</i> . We don't normally 'grade' or modify them with words such as <i>very, extremely</i> . However, they do often collocate with <i>absolutely</i> .
False friend	A word in one language that looks the same as, or almost the same as, a word in another language, but which in fact has a different meaning. For example, the English word <i>sympathetic</i> has a different meaning to the German <i>sympatisch</i> (or the French <i>sympathique</i> , the Italian <i>simpatico</i> . Many language learners misuse false friends. Also called false cognates . Contrast with cognate .
Finite verb	A verb in a specific tense whose form agrees with its subject . For example (<i>I take, she takes, they were</i>) See non-finite verb
First conditional	Some English Language teaching books use this term to refer to a conditional sentence which uses the present tense in the conditional clause and a present tense modal auxiliary (e. g. <i>will</i>) in the main clause . For example: <i>If you're patient, you'll succeed</i> . See conditional forms .
First person	<i>I, we</i> See person
Form	The way in which a language item is shown. This could be written in standard writing to show what it looks like, or in phonetic script to show what it sounds like. For example: a. written form e. g. <i>should</i> b. spoken form e. g. /ʃʊd/ Form is often distinguished from meaning .
Full verb	See lexical verb
Fronting	Giving extra emphasis to a clause, or part of a clause, by moving it to the front of a sentence when normally it would be placed later in the sentence. For example: <i><u>Noeleen</u> was her name! <u>For three years</u> I've been waiting</i>
Function	The communicative purpose of a language utterance. For example: <i>Could you open the window = <u>making a request</u></i> <i>I shouldn't have done that = <u>expressing a regret</u></i>

Future perfect	A verb form, or structure , which is formed by using <i>will/shall + have + past participle</i> . For example, <u><i>I'll have finished</i></u> by 8 pm.
Future continuous	A verb form, or structure , which is formed by using <i>will/shall (progressive) + be + present participle (-ing)</i> . For example: <u><i>I'll be travelling</i></u> that week.
Future perfect	A verb form, or structure , which is formed by using <i>will/shall continuous + have been + present participle (-ing)</i> . For example: <i>By (progressive) next September, I'll have been working here for 17 years</i>
Future in the past	A term sometimes used to refer to a form using <i>was/were + going to + verb base</i> . For example: <u><i>I was going to do it</i></u> , but I changed my mind.
Future simple	A term sometimes used by some English Language materials to refer to a form using <i>will/shall + verb base</i> . For example: <u><i>I'll do it later</i></u> .
Future tense	English does not have a future tense, but uses a variety of different forms to express the future. For example: <u><i>I'm going to do it tomorrow</i></u> (' be going to ' future); <u><i>We're leaving</i></u> at 5 (present continuous + adverb of time) <u><i>I'll do it later</i></u> (<i>will/shall modal + verb base</i>) <u><i>He's bound to be late</i></u> (' be bound to ' + verb base)
Genitive	Some grammarians use this term to refer to the form of the noun when we add 's to denote possession. For example: <u><i>Sophie's Choice</i></u> ; <u><i>my brother's room</i></u> . Also called the genitive 's
Genre	See discourse
Gerund	A verb form ending in <i>-ing</i> . This will be either a present participle e. g. <i>she's <u>swimming</u></i> , or a gerund (an <i>-ing</i> verb which is used like a noun) e. g. <i><u>swimming</u> regularly keeps you fit</i> .
'Going to' Future	See ' be going to ' Future
Gradable adjective	An adjective which can be described in degrees, using words such as <i>such as very, rather, quite, really, extremely</i> For example, <i>really <u>hot</u>, extremely <u>good</u></i> . Also see extreme adjectives
Homonym	Words that are spelt the same and sound the same, but which have different, unrelated meanings e. g. <i>bank</i> which deals with money and <i>bank</i> beside a river. See homophone and polyseme .

Homophone	A word which is pronounced exactly the same as another word, but which is spelt differently, and which has a different meaning. For example: sea and see. See homonym and polyseme
Hypernym	See superordinate
Hyponym	A word that belongs to a general category (a superordinate or hypernym). For example, <i>armchair</i> , <i>sofa</i> , <i>table</i> are hyponyms of the superordinate/hypernym <i>furniture</i> . <i>Glance</i> , <i>stare</i> and <i>peep</i> are hyponyms of the superordinate / hypernym <i>look</i> . See antonym , synonym , and homonym
Hypothetical	Situations, events, ideas, imaginings, etc. which may not happen/exist (or may not have happened/existed), or which do not correspond to reality. They are often expressed with a conditional structure. For example: <i>If I were a bird ...; If I'd known... Supposing I told you ...</i>
Identifying relative clause	A relative clause which gives us essential information about the noun so that we can identify <u>which</u> noun is being referred to precisely. We do not use a comma before the relative clause. For example: <i>That's the man <u>who sold us the house</u>.</i> <i>That's the film <u>that won all the Oscars</u>.</i> Also called a defining relative clause . See non-identifying clause ..
Idiom	A phrase whose meaning is not literal. For example: <i>He <u>turned over a new leaf</u>; When they got back they had to <u>face the music</u>.</i>
Imperative	The form of the verb we use when we give, for example, orders, advice, warnings, encouragement. In English, it is the same form as the verb base . For example: <i>Just <u>do it!</u></i> <i><u>Come on</u>, <u>United!</u></i> Here the subject is understood as being (you). It is also sometimes used with <i>let</i> . For example: <i>Let's go! Let me help.</i> See mood
Indefinite article	See article
Indefinite pronoun	A pronoun which refers to someone/something which is not a particular example of what is being referred to. For example: <i>someone, something, someone; anyone; anything, anybody; everybody; everyone; nobody; no-one; many; some</i>
Independent Clause	See main clause

Indicative	The form of the verb used in affirmative and negative statements and questions . For example: <i>they won; they didn't do it; have you finished?</i> See mood
Indirect object	See object
Indirect speech	<p>When a speaker's words are reported not as they were actually said (as they are in direct speech) but in, for example, a clause introduced by <i>that</i> e. g. <i>you said that you were coming</i>. Other grammatical changes can occur, and reporting verbs can be used. For example: <i>"Why don't we invite Claire?"</i> → <i>She suggested inviting Claire</i></p> <p>Also called reported speech.</p> <p>When a question is reported in indirect speech, it is called an indirect question (or a reported question). It does not keep its interrogative form. Other changes may also occur. For example: <i>"When are you coming?"</i> → <i>She asked him when he was coming</i> <i>"Do you live here?"</i> → <i>She asked him if/whether he lived there</i></p>
Infinitive Verb	The base form of a verb e. g. <i>speak, run, do, be</i> e. g. <i>I'd rather <u>leave</u>; I must <u>go</u></i> . This is also called the bare infinitive or the 'infinitive without <i>to</i> '. In English the infinitive often occurs with the marker <i>to</i> e. g. <i>I want <u>to do</u> it; she's learning <u>to ski</u></i> . Some people refer to this as the 'to-infinitive' or simply the infinitive , without distinguishing it from the bare infinitive .
Infinitive of purpose	When we state the aim, or purpose of doing something we often use a 'to-infinitive' e. g. <i>I went to the bank to withdraw some cash</i> . We can regard this form as a shortened form of <i>in order to</i> .
Inflection	When we change the form of the word in order to change its grammatical information e. g. from a singular to a plural noun <i>house/houses</i> or from first person to third person singular <i>I go/she goes</i> or from present simple to past simple <i>I live - I lived, I swim - I swam</i> .
-ing verb	A verb form ending in <i>-ing</i> . This will be either a present participle e. g. <i>she's <u>swimming</u></i> , or a gerund e. g. <i>swimming regularly keeps you fit</i> .
-ing/-ed adjectives	An adjective ending in <i>-ing</i> e. g. <i><u>interesting</u></i> or in <i>-ed</i> e. g. <i>interested</i> .

Intensifier	A word (usually an adverb) such as <i>very</i> , <i>absolutely</i> , <i>extremely</i> , which comes before another word and makes the second word stronger in meaning. It is used with adjectives e.g. <i>that's <u>much</u> better</i> adverbs e.g. <i>she talked <u>very</u> fast</i> , verbs e.g. <i>I <u>absolutely</u> love it</i> or past participles e.g. <i>I was <u>completely</u> exhausted</i> .
Interrogative	The technical name for question forms . In English, there is an auxiliary verb before the subject in interrogative forms e.g. <i><u>do you</u> live here?</i> <i><u>Have you</u> finished?</i> <i><u>Are you</u> coming?</i> <i><u>Could you</u> help me?</i> In English, it is sometimes possible not to use an interrogative form when asking a question. This is principally achieved through a. intonation e.g. <i>you're not coming?</i> b. question tags e.g. <i>you're coming, aren't you?</i> (with appropriate intonation)
Interrogative pronouns	Wh-pronouns (<i>who</i> , <i>whom</i> , <i>whose</i> , <i>what</i> , <i>which</i>) which are used to form questions e.g. <i><u>where</u> do you live?</i> See wh- words
Intonation	The way speakers vary the level of their voice and the rhythm of what they are saying to express meanings beyond the information carried by their words. For example, the word <i>Yes</i> can be expressed in many different ways, depending on the meaning the speaker wants to convey.
Intransitive	A verb which does not take an object e.g. He sat down and <i>smiled</i> . Also known as 'no-object verb'. See transitive and ditransitive
Inversion	A change in the normal word order of a structure when a verb , or part of a verb, comes before its subject e.g. <i><u>not only were you</u> late, but ...;</i> <i><u>there goes</u> my bonus</i> .
IPA	An abbreviation for the International Phonetic Alphabet (and the International Phonetic Association). The IPA consists of symbols to describe the sounds of a language, rather than the letters e.g. /dʒ/, /tʃ/.
Irregular	A form which does not follow the rules typical of its category. For example, many verbs form their past tense by adding <i>-(e)d</i> (e.g. <i>pulled</i> , <i>loved</i>), whereas irregular verbs do not (e.g. <i>make-made</i>). Many nouns form their plural form by adding <i>-(e)s</i> (e.g. <i>houses</i> , <i>buses</i>) whereas irregular nouns do not (e.g. <i>man-men</i>)

It-clause	A clause beginning with <i>it</i> and usually a form of the verb <i>BE</i> , followed by a subject and what the speaker/writer wants to emphasize. A relative pronoun usually follows the emphasis e. g. <i>It's more time <u>that</u> I need; <u>it was you who</u> said ...</i> See cleft sentence
Juncture	See connected speech
Lexeme	A single vocabulary item that carries meaning. In a dictionary, there is an entry for each lexeme (or lexical item). <i>Live, lives, lived, living</i> all belong to the lexeme <i>live</i> . <i>Hang on, pull up your socks</i> and <i>hard luck</i> are each considered single lexemes.
Lexical chunk	Words and phrases that are often found together, or close to one another e. g. <i>by the way, upside down, round the corner, if I were you</i> .
Lexical item	See lexeme
Lexical set	A group of words and phrases that belong to the same 'word topic'. For example, words that belong to the lexical set <i>child</i> include <i>toddler, nappies, tantrum, wean, be born</i>
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, <i>they have <u>arrived</u></i> , <i>arrived</i> is a lexical verb, whereas <i>have</i> is an auxiliary verb. <i>Arrive</i> is also a lexical verb in the sentence <i>they <u>arrived</u> yesterday</i> . Also called a full verb
Lexis	The vocabulary system of a language.
Liaison	See connected speech
Linker	See conjunction
Linking	See connected speech
Linking verb	See conjunction
Linking word	See copula(r) verb
Main clause	A clause which does not depend on another clause, although it may be linked to one e. g. <i>I'm going to do this even if it kills me!</i> Also called an independent clause . See clause
Mass noun	See noun and uncountable noun

Meaning	What is expressed about the world and life, real or imaginary
Minimal pair	A pair of words which differ in only one sound. The one sound makes a difference in meaning between the words in the pair. For example, the following are minimal pairs: - <i>rice-lice</i> ; <i>pen-pan</i> ; <i>rode-wrote</i>
Mixed conditional	Some English Language teaching books use this term to refer to one of the following: a. a conditional sentence which uses a past tense in the conditional clause and would (or another modal auxiliary) have + a past participle in the 'result' clause . For example: <i>If I were American, I wouldn't have needed a visa.</i> b. a conditional sentence which uses have + a past participle i.e. the past perfect in the conditional clause and would (or another modal auxiliary) in the 'result' clause . For example: <i>If I had worked harder, I'd be a University student now.</i> See conditional forms
Modal auxiliary verb	See auxiliary verb
Modality	The attitude (e.g. possibility, prediction, permission, ability, obligation, willingness) which a speaker or writer expresses when they use a modal auxiliary verb
Mood	An attitude expressed by the form of a verb. We talk about the indicative mood (statements and questions) , the imperative mood (e.g. <i>give me a hand; let's go!</i>) and the subjunctive mood (e.g. <i>May the Force be with you! I suggest that he go</i>)
Morpheme	Part of a lexeme , a morpheme is the smallest meaningful unit in a language. If you divide it up any further, you change its meaning or make it meaningless. For example, if you omit the <i>n</i> from <i>happen</i> , it no longer has any meaning in English. If you omit the <i>b</i> from <i>bring</i> , it changes to <i>ring</i> , which has a different meaning. <i>Happening</i> and <i>bringing</i> each consist of two morphemes: the lexemes <i>happen</i> and <i>bring</i> and the suffix <i>-ing</i> . <i>Happen</i> and <i>bring</i> are 'free morphemes', as they can stand on their own, whereas <i>-ing</i> is a 'bound morpheme' as it has to be bound to a lexeme.
Morphology	The study of how morphemes combine to form words.
Multi-word verbs	See phrasal verbs

Negative	A verb which is used in a 'not' form e. g. <i>she <u>isn't</u> here; they <u>haven't</u> done it</i> See affirmative
Neutral style	Language which would be appropriate in both formal and informal contexts.
Non-finite verb	<p>A verb which is not marked for tense, or for singular or plural, or for the subject person (<i>I, we, she</i> etc.). There are three non-finite forms:</p> <ol style="list-style-type: none"> a. infinitive e. g. <i>(to) <u>go</u></i> b. -ing verb e. g. <i>she's <u>going</u> (present participle); she likes <u>going out</u> (gerund).</i> c. past participle e. g. <i>she's <u>gone</u></i> Also see finite verb, -ing verbs, and infinitive
Non-identifying relative clause	<p>A relative clause which gives us extra information about the noun it refers to. It is preceded by a comma. For example: <i>I've just finished reading War and Peace, <u>which is hundreds of pages long</u>.</i> The relative clause <i>which is hundreds of pages long</i> adds extra, non-essential information, and therefore does not 'identify' which book the speaker is talking about – we already know. Also called a non-defining relative clause. See identifying relative clause</p>
Noun	<p>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:</p> <p>abstract noun: a noun which refers to an idea, a quality, a state, or an action e. g. <i>love, height, imprisonment, work</i></p> <p>collective noun: a noun which refers to a group of people, living things, things e. g. <i>government, crowd, herd, team</i></p> <p>common noun: a noun which is not the name of a person, place or thing e. g. <i>wine, man, village</i>, and therefore is not spelt with a capital letter at the beginning. See proper noun</p> <p>compound noun: two or more nouns which combine to make a new single noun e. g. <i>bus stop, blackboard, railway station</i></p> <p>concrete noun: a noun which refers to something physical, which you can normally see or feel or taste or smell e. g. <i>newspaper, carpe; ice-cream</i></p> <p style="text-align: right;">See abstract noun</p>

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*. Uncountable nouns are often called **mass nouns**

Noun phrase A group of words with a **noun** or **pronoun** as the main part. It acts as the **subject**, or **object**, or **complement** of a **clause**. 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

Object A **noun, noun phrase, clause** or **pronoun** in a sentence which normally comes after the verb (in an **active** sentence), and which can be:

- a. created or changed by the action of the verb e. g. *Stuart drew a picture; they improved their facilities*
- b. perceived, judged, obtained or possessed by the verb's **subject** e. g. *I heard a shout; they hated it; they received a letter; she has a nice apartment*

In the above cases, we traditionally say that the object is directly affected by the action of the verb, and is therefore called a **direct object**.

Sometimes we say that the object of a verb is affected by the verb indirectly, and it is then called an **indirect object**. This happens when we refer to whomever or whatever:

- a. receives the direct object; here we can usually include the preposition *to*, or the idea of *to* e. g. *she sent me a letter; they spoke to him*
- b. benefits from the action of the verb; here we can usually include the preposition *for*, or the idea of *for* e. g. *she did it for me; Stuart drew him a picture*

Object personal pronoun	<i>Me, you</i> (sometimes), <i>him, her, it</i> (sometimes), <i>us, them</i> See pronoun
Ordinal Number	Numbers we use when we put people, places or things in numerical order e. g. <i>first, third, twenty-sixth</i> . See cardinal number
Part of speech	How a word or phrase functions in an utterance. Some teachers' grammars refer to eight parts of speech: nouns, verbs, adjectives, determiners, pronouns, adverbs, prepositions, and conjunctions . Also called word class or grammatical category. Some grammars add interjections (e. g. <i>Oh!</i> and <i>Goodness!</i>) as a ninth part of speech.
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: <ul style="list-style-type: none"> a. to form part of a continuous/progressive tense with a form of the verb <i>BE</i> e. g. <i>she was <u>watching</u> TV</i> b. as an adjective e. g. <i>the <u>Laughing</u> Cavalier</i> <p>Note that the present participle does not always refer to present time.</p> <p>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:</p> <ul style="list-style-type: none"> a. to form part of a perfect tense with the verb <i>HAVE</i> e. g. <i>they've <u>finished</u>; She'd <u>seen</u> it before</i> b. to form part of the passive with the verb <i>BE</i> e. g. <i>it was <u>written</u> by Shakespeare</i> c. as an adjective e. g. <i>her <u>shattered</u> dreams; a <u>lost</u> masterpiece; an <u>inspired</u> move</i> <p>Note that the past participle does not always refer to past time.</p>
Particle	An adverb such as <i>up, to</i> or a preposition such as <i>for, in</i> which accompanies a verb, usually a phrasal verb/multi-word verb .
Passive	A structure which is formed by using a form of the verb <i>BE</i> + past participle . Something is done to, or happens to the subject e. g. <i>the ceremony <u>is performed</u> every year; the suspect <u>was seen</u> entering the bank; I can confirm this payment <u>will be credited</u> to your account</i> . In informal English, <i>get</i> is sometimes used instead of <i>be</i> to form the passive e. g. <i>we got fined for speeding; we got held up</i> . See voice
Past	A verb form, or structure , which is formed by using the simple

continuous past of the verb *BE* (*was/were*) + **present participle** e. g. *she was (progressive) driving along*

Past participle see **Participle**

Past perfect A verb form, or **structure**, which is formed by using the **simple past** of *HAVE* + **past participle** e. g. *the ferry had left several days beforehand*

Past perfect continuous A verb form, or structure, which is formed by using the **simple continuous past** of *HAVE* + *BEEN* + **present participle** e. g. *we'd been driving (progressive) for ages*

Past simple A verb form, or **structure**, in the past which is used without an **auxiliary verb** e. g. *was, did, had, went, saw*. Sometimes called **simple past**, or **past tense**

Past tense See **past simple**

Perfect An **aspect** of grammar which links a point of time with an event or state which occurs earlier. It is formed by using a form of the auxiliary verb *HAVE* + **past participle** (or a form of the auxiliary *HAVE* + *BEEN* + **present participle**) e. g. *she's finished; they'd gone; they've been drinking; they'd been driving; having started; to have loved*

Perfect conditional A verb form, or **structure**, which is formed by using *SHOULD/WOULD HAVE* (or other modal auxiliaries) + **past participle** e. g. *I shouldn't have done that; I might have known; he would have come*

Perfect infinitive A form, or **structure**, which uses *HAVE* or *TO HAVE* + **past participle** e. g. *better to have loved and lost, than never to have loved at all*

Person A grammatical category which is used to distinguish different verb forms.

Person	SINGULAR	PLURAL
First	I	we
Second	you	you
Third	he/she/it	they

First person includes the speaker(s) or writer(s), second person includes the person/people being spoken/written to, and third person includes someone/some people who is/are being spoken or written about.

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 our 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