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Grammar Basics Book 2

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Contents

	Page No.
Introduction	1
CHAPTER ONE: Working with Nouns (1)	3
1.1. Introduction	3
1.2. Categories of Nouns	4
1.2.1. Count Nouns	4
1.2.2. Non-Count or Mass Nouns	5
1.2.2.1. Qualities or Abstract Nouns	5
1.2.2.2. Substances That Cannot Be Counted	5
1.2.2.3. Pair Nouns	7
1.2.2.4. Plural Nouns	8
1.2.3. Collective or Group Nouns	10
1.2.4. Nouns That Have Both Count and Non-Count Uses	11
1.2.5. Verbal Nouns	12
1.3. Exercises	14
CHAPTER TWO: Working with Nouns (2)	21
2.1. Introduction	22
2.2. Determiners	23
2.2.1. The Indefinite Article	25
2.2.2. The Definite Article	26
2.2.3. Zero Articles	29
2.2.4. Demonstratives	32
2.2.5. Possessives	32
2.2.6. Possessive Nouns	33
2.2.7. Numbers	34
2.2.8. Quantifiers	35
2.2.8.1. Some and Any	36
2.2.8.2. Another meaning of any	37
2.2.8.3. All and Enough	37

2.2.8.4. No, None and None of	37
2.2.8.5. Half and Double	38
2.2.8.6. Many, Much, More and Most	38
2.2.8.7. Few, Fewer, Fewest	39
2.2.8.8. Little, Less, Least	40
2.2.8.9. A few, A little	40
2.2.8.10. A lot of, Lots of, Many, Much	40
2.2.8.11. One of, a Number of	42
2.2.8.12. Intensifiers	42
2.2.9. Distributives	43
2.2.9.1. Every and Each	43
2.2.9.2. Either and Neither	44
2.2.10. Special Uses	48
2.2.10.1. An Amount Plus a Singular Verb	48
2.2.10.2. There and It	48
2.2.10.3. Reflexive Pronouns	49
2.2.10.4. Emphatic Pronouns	51
2.2.10.5. Reciprocal Pronouns	52
2.3. Exercises	53
CHAPTER THREE: Working with Adjectives and Adverbs	65
3.1. Adjective or Adverb?	65
3.1.1. Adjectives	65
3.1.2. Adverbs	66
3.2. Adjectives and adverbs: Position and Types	68
3.2.1. Position of Adjectives	68
3.2.2. The Basic Types of Adjectives	69
3.2.3. Types of Adverbs	71
3.2.4. Order of Adverbs	72
3.3. Using Adjectives and Adverbs to make Comparisons	73
3.3.1. Using Adjectives to Make Comparisons	73
3.3.2. Using Adverbs to Make Comparisons	76
3.4. Other Adjectival and Adverbial Considerations	77
3.4.1. Participle Adjectives	77
3.4.2. Collective Adjectives	79

3.4.3. The a-Adjectives	80
3.4.4. Words That Can Be Both Adjectives and Adverbs	80
3.4.5. The Same Adverb With and Without -ly	81
3.4.6. Good Versus Well	81
3.4.7. Quite Versus Rather	82
3.5. Exercises	84

CHAPTER FOUR: Working with Verbals 93

4.1. Introduction	93
4.2. The Role of Gerunds and Infinitives	94
4.2.1. Gerunds and Infinitives as 'Subject'	95
4.2.2. Gerunds and Infinitives as 'Subject Complement'	95
4.2.3. Gerunds and Infinitives as 'Noun Complement'	95
4.2.4. Gerunds and Infinitives as 'Adjective Complement'	95
4.2.5. Gerunds and Infinitives as 'Direct Object'	96
4.2.5.1. Group I: Verbs + to-infinitive	97
4.2.5.2. Group II: Verb + Object + to-infinitive	99
4.2.5.3. Group III: Verbs + Gerund (ing- participle)	101
4.2.5.4. Group IV: Verbs That Can Be Followed by the to-infinitive or by the -ing participle (Gerund)	103
4.3. Special Considerations of Gerunds and to-infinitive	104
4.3.1. Question Word + to-infinitive	104
4.3.2. For + to-infinitive	106
4.3.3. Verbs + preposition + Gerund	106
4.3.4. Adjective + preposition + Gerund	107
4.3.5. Noun + Gerund	107
4.4. More Examples on Each Group of Verbals	108
4.5. Exercises	115

CHAPTER FIVE: Working with Prepositions	123
5.1. Prepositions: Locators in Time and Place	123
5.2. Types of Prepositions	126
5.2.1. Prepositions of Time: at, on and in	126
5.2.2. Prepositions of Time: for and since	126
5.2.3. Prepositions of Place	126
5.2.4. Prepositions of Location	127
5.2.5. Prepositions of Movement	127
5.3. Prepositions with Nouns, Verbs, and Adjectives	128
5.3.1. Prepositions With Nouns	128
5.3.1.1. Noun + Preposition	128
5.3.1.2. Preposition + Noun	131
5.3.2. Prepositions With Adjectives	133
5.3.3. Prepositions With Verbs	135
5.4. Exercises	136
CHAPTER SIX: Working with Multi-Word Verbs	143
6.1. Introduction	143
6.2. The Meanings of Multi-Word Verbs	143
6.3. Types of Multi-Word Verbs	144
6.3.1. Phrasal Verbs	145
6.3.1.1. Intransitive Phrasal Verbs	146
6.3.1.2. Transitive Phrasal Verbs	148
6.3.2. Prepositional Verbs	150
6.3.3. Phrasal – Prepositional Verbs	152
6.4. Some More Examples on Multi-Word Verbs	156
6.5. Exercises	171
CHAPTER SEVEN: Working With Words	179
CHAPTER EIGHT: Working with Idioms	209

Chapter Nine: Working with Sentences

- 9.1. Introduction**
- 9.2. Basic Sentence Order**
- 9.3. Basic Sentence Patterns**
 - 9.3.1. Typical Sentence Patterns**
 - 9.3.2. Untypical Sentence Patterns**
 - 9.3.2.1. Extraposition**
 - 9.3.2.2. Cleft Sentences**
- 9.4. Characteristics of Complete Sentences**
- 9.5. Independent and Dependent Clauses**
 - 9.5.1. Independent Clauses**
 - 9.5.2. Dependent Clauses**
- 9.6. Some Common Errors to Avoid**
- 9.7. Exercises**

Appendix I: Plural Noun Forms

**Appendix II & III: Spelling Rules for
Adjectives and Adverbs**

Appendix IV: Word Formation

Bibliography

Key to the Exercises

- Chapter One Answer Key**
- Chapter Two Answer Key**
- Chapter Three Answer Key**
- Chapter Four Answer Key**
- Chapter Five Answer Key**
- Chapter Six Answer Key**
- Chapter Eight Answer Key**
- Chapter Nine Answer Key**

Chapter One

Working with Nouns (1)

Contents of Chapter One:

- 1.1. Introduction
- 1.2. Categories of Nouns
 - 1.2.1. Count Nouns
 - 1.2.2. Non-Count or Mass Nouns
 - 1.2.2.1. Qualities or Abstract Nouns
 - 1.2.2.2. Substances That Cannot Be Counted
 - 1.2.2.3. Pair Nouns
 - 1.2.2.4. Plural Nouns
 - 1.2.3. Collective or Group Nouns
 - 1.2.4. Nouns That Have Both Count and Non-Count Uses
 - 1.2.5. Verbal Nouns
- 1.3. Exercises

1.1. Introduction

Agreement between nouns and their verbs is essential in producing grammatically correct English sentences, e.g.

- | | |
|-------------------------------|------------------------------|
| The door is open. | The doors are open. |
| The student was attentive. | The students were attentive. |
| The cake tastes good. | The biscuits taste nice. |
| The girl has been exercising. | They have been exercising. |

The rule is that after a singular or an uncountable noun and after he, she or it, we use a singular verb, while after a plural noun or they, we use a plural verb. Similarly, after two nouns joined by **and**, we use a plural verb¹, e.g.:

- The door and window are open.
The girl and her mother have gone shopping.

¹ But we use a singular verb when the two parts are meant as one, e.g. *Fish and chips* is a healthy meal.

اختلاف توافق بين الاسماء والافعال يكون اولاً بظهور أنواع مختلفة للأسماء المعرفه
في الإنكليزية

Achieving agreement between nouns or noun phrases and their verbs lies primarily in understanding the different types of nouns found in English. One major classification of nouns is made according to whether they can be counted or not. The concept of count versus non-count nouns presents special difficulties for students for whom English is a second language. For one thing, the determination of which nouns are countable and which nouns are non-countable is by no means universal. For instance, although somebody can advise us several times, we can't say 'they give us advices', although that would translate quite nicely into several other languages like Arabic نصائح. But we would say, in English, that 'they give us advice'. In Arabic, it makes sense to say 'the police were looking for informations معلومات' -- something that would sound quite peculiar in English because in English we say 'to look for information'.

Thus English has its own categories of count and non-count nouns and also has interesting ways in which these categories overlap and merge into one another. These specifically are the subject of this chapter, because once a mastery of these different noun categories is achieved, the type of determiner that comes before the noun phrase and the form of the verb that follows it will be determined easily.

1.2. Categories of Nouns

One way of classifying nouns is according to whether they can be counted or not. Hence, we can distinguish between the following types of nouns:

1.2.1. Count Nouns

They refer to things that we can count: *one horse, two horses, seventeen horses, a horse, this horse, these horses* They have singular and plural forms, which are shown by the spelling (a detailed description of the spelling of English plural nouns is given in appendix 1). If a noun is singular, then it must be used with a determiner and it will demand a singular form of the verb and if it is plural then it will take the plural form of the verb, e.g.

- n. The dog is barking. (singular)
- n. Dogs ran wild in the mountains. (plural)

طلب - جلب

Fetch a chair for Nour, will you, Majd? (Singular)

We have bought two new dining chairs. (Plural)

1.2.2. Non-Count or Mass Nouns

These can be divided into four sub-categories:

1.2.2.1. Qualities or Abstract Nouns:

We classify as non-count nouns those nouns that refer to things that are not normally thought of as countable or that may refer to qualities or abstract ideas, e.g. *advice, furniture, news, information, work, homework, knowledge, space, evidence, happiness, anger*

Ahmad asked me for advice about new furniture.

The news is bad again.

Ali gave us further information about his work.

Homework occupied much of Samia's evening.

Knowledge about outer space is increasing.

Tony gave evidence about Paul's unhappiness.

Anger is one of the seven deadly sins.

Uncountable nouns do not usually have a plural form and they are followed by a singular verb. They are NOT normally used with the indefinite article (a/an). Therefore, you cannot talk about 'an advice' or 'a money'.

Some more examples of these uncountable nouns are:

advice, anger; beauty; accommodation; behaviour; conduct; despair; evidence; camping; equipment; fun, laughter; luck; furniture; health; happiness; knowledge; information; safety; education; research; leisure; luggage; baggage; progress; rubbish; litter; scenery; traffic; travel; transport; weather; work; homework; housework; money; news; progress.

1.2.2.2. Substances That Cannot Be Counted:

We also classify as non-count nouns those nouns that refer to a substance that can be divided or measured but cannot be counted, c.g.

هذه ايضا تصنف ان كانت في مجموعة تلك في اسماء التي تشير الى مادة - التي يمكن ان تقسّم او تقصر . لكنه لا يمكن ان تعدّها .

^{كذلك، غير قابلة للحساب}
sugar, water. Likewise, these nouns are followed by a singular verb and do not usually have an indefinite article in front.

Meat is usually more expensive than cheese.

Sugar is quite cheap.

There are certain special cases when non-count nouns take a plural form.

^{بعض أنواع}
i) They can be counted when they refer to a particular type or types of the substance.

^{كثير}
Many cold meats are too expensive for me to buy.

Some Syrian cheeses are exported.

The principal sugars include glucose, sucrose, and fructose.

^{بعض}
ii) They can also be counted when they refer to a certain measure of the substance.

Words for drink are usually non-count nouns, but they can be count nouns when we are offering or ordering drinks. We can say a coffee instead of a cup of coffee:

Would you like a coffee? (= a cup of coffee)

Two teas, please. (= two cups of tea)

Two teas and three coffees, please. (= two cups of tea and three cups of coffee)

iii) Some of these nouns can also be counted when we mean 'what kind':

The cheeses of Syria (= different kinds of Syrian cheese)

The use of plastics (= different kinds of plastic)

Since in the majority of cases, it is not possible to count these types of nouns like saying *two informations, three advices, a water or two butters*, how can we refer to a certain quantity of these nouns then?

The answer is that if we want to say how much information or how much advice or how much water or how much butter, then we use a count noun + *of* + the uncountable noun. This is what is sometimes called **partitive nouns**.

لکھی ہوئی چیزیں یا شمار کیے جانے والے ناموں کے ساتھ
1- count noun + of + the uncountable noun

2- determiner + count noun + of + ~~the~~ + S
Thus when it is necessary to think of an uncountable item as countable it has to be used in the following manner:

We got two bits of information from the tourist office.

(NOT ~~two informations~~)

There's an item of news that might interest you. (NOT a news)

Can I give you a piece of advice? (NOT an advice)

He bought three loaves of bread and two bottles of milk.

(NOT ~~three breads and two milks~~)

There are only three pieces of furniture in the whole house. (NOT ~~three furnitures~~)

Here are some other examples of nouns used in this pattern:

a cup of coffee, a glass of water, a bottle of milk, a box of matches, a packet of washing powder, a tin of soup, a jar of jam, a tube of toothpaste;
five metres of cable, a kilo of sugar, twenty litres of petrol, half a pound of margarine;
a piece of wood, a slice of toast, a sheet of paper, a bar of chocolate, a loaf of bread

However, this pattern is not restricted to non-count nouns. It can be used with a plural noun after of, e.g.

a packet of crisps

five pounds of potatoes.

1.2.2.3. Pair Nouns:

We classify as non-count nouns too those nouns that refer to things made of two parts which are the same (sometimes they are called pair nouns) e.g. jeans, trousers, shorts, pants, tights; pyjamas; glasses. binoculars; scissors, tweezers. A pair noun is plural and takes a plural verb.

My jeans need washing. NOT my jean

These tights were quite cheap. NOT ~~this tight~~

We've got some scissors somewhere. NOT ... ~~a scissor~~

We cannot use a/an or a number with a pair noun, but we can use a partitive noun with of when referring to a certain quantity of these items. e.g.

I bought a pair of jeans. NOT ~~a jean~~

I bought four pairs of tights. NOT ~~four tights~~

Other examples of pair nouns are:

These trousers need ironing.

I bought a pair of trousers.

The scissors and the tweezers are in the drawer.

He took up a pair of pliers.

1.2.2.4. Plural Nouns:

The last sub-category of non-count nouns are those nouns that end with an 's'. They are sometimes called plural nouns and can be divided into several types:

i) Some of these nouns have only a plural form (with s) and take a plural verb:

The clothes were hanging on the line. NOT ~~The clothe was ...~~

The goods have been sent to you by post. NOT ~~The good has ...~~

My belongings are all packed up in suitcases. NOT ~~My belonging is ...~~

Some commonly used examples of plural nouns are:

clothes; goods, belongings; earnings (= money you earn);

surroundings (= things around you), outskirts (= outer

part of a town); customs (when you enter a country);

troops (= soldiers), arms (= weapons); contents (= what

is inside something); remains (= what is left); thanks,

congratulations.

ii) Some of these nouns have a plural form with 's' but take a singular verb:

The news is worse than I expected. NOT the news are
Politics is an interesting subject. NOT politics are

Some nouns that have a plural form but take a singular verb:
the subjects: politics, economics, mathematics, statistics, physics; linguistics
the activities: athletics, gymnastics;
the games: billiards, darts, dominoes;
the illness: measles
news;

iii) Some of these nouns end with an 's' and have the same singular and plural form:

This means of transport is expensive.
Both these means of transport are expensive.

Nouns with one form for singular and plural:
means; works (= factory/factories), headquarters (= main office), crossroads; series (e.g. a series of TV documentaries); species (= kind, type)

iv) Some of these nouns have a singular form (without an 's') and a plural form (with an 's') with a difference in meaning:

Our price means a saving of \$10.

My savings are in the bank.

The storm did a lot of damage.

The airline had to pay damages to the families of passengers who died.

I get a lot of pain in my back.

I took great pains to get the figures exactly right.

1.2.3. Collective or Group Nouns

Besides count and non-count nouns, we have another type of nouns that usually refers to a group of people and can take a singular or a plural verb depending on the meaning intended.

The team was playing well. OR The team were playing well.

The choice here depends on whether we see the group as a whole or as a number of individuals. We always use the singular when we mean a whole group. If we are referring to the feelings or thoughts of the people in the group, then we normally use the plural. Compare:

The family is a very old and famous one.

The family are delighted with their presents.

The orchestra consists of eighty-six musicians.

The orchestra don't know what to play.

It follows that we use it and its with the singular and they and their with the plural:

The committee has made its decision.

The class will miss their lessons because they are all going on a trip.

Some more common group nouns are:

group; crowd; team, club; public, population, community; government, council, committee; army, enemy; company, firm; union, management; staff, crew (of a ship); family; class, school, college, university; orchestra, choir; audience; press (= newspapers); majority, minority.

However, there are a few nouns that refer to a group and have a plural meaning but usually take a plural verb: e.g. police, people, cattle ...

The police have warned motorists to take extra care.

People don't agree with the idea.

The cattle are going to be sold with the farm

1.2.4. Nouns That Have Both Count and Non-Count Uses

Most nouns are either count nouns or uncountable nouns. Some nouns, however, behave like count nouns in some sentences and uncountable nouns in other sentences. In that case the count noun (e.g. a sport) usually means one specific example and the non-count noun (e.g. sport) means something in general. Compare: ^{مباراة}

- [Football is a sport. ^{كرة قدم}
- [Do you like sport? ^{الرياضة}
- [That's a nice painting.
- [Ali is good at painting.
- [We heard a sudden noise.
- [Noise can make you ill.
- [She had an interesting life.
- [Life is too short to do everything.

With some of these nouns the meaning changes completely between the singular and the plural form of the noun. In the examples below, the words *time*, *light*, *history*, *space* and *grocery* have more than one meaning.

She read the book three times.

^{الوقت} Time passed slowly.

The lights in this room are too bright.

Light travels faster than sound.

The doctor will need to examine all the case histories.

History repeats itself.

There are plenty of empty spaces on the shelves. ^{مكان} ^{تحت} ^{الرفوف}

They went out into empty space. ^{فضاء}

If you work in a grocery you spend your life filling shelves with groceries. ^{المنتجات} ^{في} ^{عملتك} ^{تعمل} ^{انت} ^{تأخذ} ^{الوقت} ^{لملأ} ^{الرفوف}

He got into ^{تاعب} trouble. (non-count)

He had many ^{علاضاي - معلق} troubles. (countable)

Experience (non-count) is the best teacher.

We had many exciting experiences (countable) in college.

In the following box there are some other examples of nouns that can be count or non-count with different meanings:

Countable	Uncountable
<i>an ice (= an ice-cream)</i>	<i>ice on the road</i>
<i>a paper (= a newspaper)</i>	<i>some paper to write on</i>
<i>a glass of orange juice</i>	<i>some glass for the window</i>
<i>an iron (for ironing clothes)</i>	<i>iron and steel (a metal)</i>
<i>There's a hair in my soup.</i>	<i>Brush your hair. (not your hairs)</i>
<i>a small business (= a company)</i>	<i>to do business (= to buy and sell)</i>

1.2.5. Verbal Nouns

This is the last type of nouns under consideration here. It is the *-ing* form, i.e. the present participle of the verb, used as a noun. It is often referred to as a *gerund*.

Seeing is believing.

Smoking is prohibited.

The verbal noun normally functions as an uncountable noun and takes a singular verb.

The verbal noun can be preceded by the definite article, by adjectives, and by possessives.

^{كيس ريش - معلق} Her marvellous singing won Helen the scholarship.

The ringing in his ears continued.

Her screaming in the middle of the night terrified us.

Summary of Noun Categories

1. **Count nouns:** They have singular and plural forms. If they are singular, then they must be used with a determiner.

2. **Uncountable nouns:**

a. Nouns that refer to qualities or abstract nouns do not usually have a plural form and they are followed by a singular verb.

b. Nouns that refer to substances that cannot be counted are followed by a singular verb and do not usually have an indefinite article in front.

c. **Pair nouns:** A pair noun is plural and takes a plural verb. We cannot use a/an or a number with a pair noun. *TROUSERS*

d. **Plural nouns/nouns that end in 's':**

i) Some of these nouns have only a plural form with 's' and take a plural verb. *goods - belongings*

ii) Some of these nouns have a plural form with 's' but take a singular verb. *Politics - athletics*

ii) Some of these nouns have a singular form without an 's' and a plural form with an 's' with a difference in meaning. *poem - poems*

iv) Some of these nouns have the same singular and plural form.

3. **Group/collective nouns:** They refer to a group of people and can take a singular or a plural verb depending on the meaning.

4. **Nouns that have both countable and uncountable uses.**

5. **Verbal nouns:** They function as an uncountable noun and take a singular verb.

So far we have been examining nouns on their own; the next step is to examine the other words that usually come with nouns to make up the noun phrase. These are often a source of problem for learners of English and that is why the following section is mainly concerned with this area.

- 5 The room is quite empty. We need some furniture. ^{كاتب}
- 6 The second-hand shop had a sofa. ^{كاتب}
- 7 You pay extra for the taxi if you've got some luggage. ^{كاتب}
- 8 I can't fit this guitar into a suitcase. ^{كاتب}
- 9 The scientists are doing a interesting experiment. ^{كاتب}
- 10 They are doing some research into radioactivity. ^{كاتب}
- 11 You need some luck to win at this game. ^{كاتب}
- 12 I'm just about to set off on a long journey. ^{كاتب}

1 (d) a bottle of milk etc...

Say what the customer bought. Use a count noun + of

2 COOKING OIL	0.74		<u>two bottles of cooking oil</u>
1 KILO FLOUR	0.69	1	_____
JAM	0.72	2	_____
MATCHES	0.39	3	_____
BREAD	0.65	4	_____
BREAD	0.65	5	_____
CHOCOLATE	0.95	6	_____
5 KILOS POTATOES	1.59	7	_____
WASHING POWDER	1.38	8	_____
MILK	0.35	9	_____
TOOTHPASTE	0.89	10	_____

TOTAL \$ 10.09

1 (e) Count nouns and mass nouns

Put in the correct form.

- | | |
|--|-------------------------------------|
| 1 Would you like to play _____? | 1 a <u>music</u> /some music |
| 2 There seemed to be a lot of _____ on the road. | 2 <u>traffic</u> /traffics |
| 3 I've just had _____. | 3 an <u>idea</u> /some idea |
| 4 I'm afraid I've got _____ to do. | 4 some <u>work</u> /a work |
| 5 Let me give you _____. | 5 an <u>advice</u> /some advice |
| 6 We've got a bit of _____ I'm afraid. | 6 <u>problem</u> /a problem |
| 7 Do you need _____ information? | 7 an/ <u>any</u> |
| 8 Lina hasn't been in _____ lately. | 8 good <u>health</u> /a good health |

1 (f) Count nouns and mass nouns

Rana and Amr are talking about their holiday. Complete the sentences. Use a/an or some with these words: day, fun, terrible journey, meal, money, lovely scenery, nice weather.

(They won \$100 in a lottery.) 'We won some money in a lottery.'

1 (The sun shone most of the time.)

'We had some nice weather while we were there.'

2 (One evening they went out to a restaurant with some other people.)

'We had a meal with some people we met.'

3 (They enjoyed themselves.)

'We had some fun'.

4 (They went up into the mountains one morning and came back in the evening.)

'We spent a day in the mountains.'

5 (They saw a beautiful part of the country.)

'We saw some lovely scenery when we went on a trip.'

6 (Travelling home was awful.)

'We had a terrible journey home.'

1 (g) A cake or cake? A sport or sport?

Put in the correct form.

I heard an apple fall from the tree,

an apple/ some apple

① I think _____ is boring.

1 sport/a sport

2 I find that _____ helps me to relax.

2 painting/a painting

I paint quite often.

3 Laila went into the vegetable garden

to dig _____

3 some potato/some potatoes

4 Noise woke me up in the night.

4 Noise/A noise

5 Is there _____ in this soup?

5 cheese/a cheese

6 I had _____ with Ali last night.

6 conversation/a conversation

7 I'll put _____ in your sandwiches.

7 a chicken/some chicken

8 If you're a pacifist, you don't believe in

8 war/a war

9 _____ isn't fair sometimes.

9 Life/A life

10 You've got _____ on your shirt.

10 some egg/some eggs

1 (h) An ice or ice?

Put in these words: business, experience, glass, ice, iron, light, paper, time.

Use a/an before a count noun and some before a mass noun.

Seeing the beautiful mountains was certainly an experience.

1 Neil hadn't gone to bed yet. There was ^{some} light on in the sitting-room.

2 I must just write a few notes. I've got a pen, but could you give me ^{some paper} paper please?

3 After lunch we spent ^{some time} time in the National Museum.

4 It's freezing outside. I slipped on some ice and nearly fell down.

5 We aren't going to take an iron with us. I refuse to do any washing on my holiday.

6 I'll pour you a lemonade as soon as I can find a glass.

7 Hana works very long hours. She runs business of her own now.

1 (i) A coffee and plastics

Say whether the meaning is cup of, glass of, etc. or different kinds of

I'll have a tea.

= a cup of tea

I'm reading about the use of metals.

= different kinds of metals

1 Two coffees, please.

= two cups of coffee

2 It's an article about French cheeses.

= different kinds of French cheeses

3 Could you get me an orange juice?

= a glass of

4 Which of these medicines would be best?

= different kinds of these

5 I'd better order an extra milk from the milkman.

=

1 (j) Subject and verb

Complete the conversation. Put in the correct form.

A: This table is lovely, look. The wood 1 _____ ~ is/are is/are beautiful.

B: Yes, these chairs 2 _____ very stylish too. looks/look

A: But they 3 _____ rather expensive. is/are

B: And 4 _____ the table got a price on it? has/have

A: Yes, it 5 _____ \$300. costs/cost

B: I'm sure prices 6 _____ gone up. Things has/have

_____ so expensive last year. wasn't/weren't

1 (k) clothes etc...

Put in the nouns and add 's' if necessary.

We had to take our luggage through customs.

custom

- 1 Please accept this gift as an expression of our thanks 1 thank
- 2 The woman is demanding damages for her injuries. 2 damage
- 3 The pain was so bad I called the doctor. 3 pain
- 4 The old man carried his few belongings in a plastic bag. 4 belonging
- 5 The man twisted Fadi's left arm behind his back. 5 arm
- 6 If we pay in cash, we make a saving of 10%. 6 saving
- 7 More people should travel by rail instead of by road. 7 good
- 8 The explosion caused some damage. 8 damage
- 9 We're going to spend all our savings on a new car. 9 saving
- 10 The company always takes care to protect its image. 10 pain

1 (l) clothes, news etc...

Put in the correct verb form.

The television news is at ten o'clock.

~ is/are

These clothes are the latest fashion.

~ is/are

- 1 Maths is my favourite subject. 1 is/are
- 2 The troops were involved in a training exercise. 2 was/were
- 3 The contents of the case have disappeared. 3 has/have
- 4 Darts are often played in pubs. 4 is/are
- 5 The athletics we watched were quite exciting. 5 was/were
- 6 The remains of the meal were thrown in the bin. 6 was/were
- 7 Carol's earnings isn't/aren't as much as she would like. 7 isn't/aren't
- 8 Physics seems/seem to interest Janet. 8 seems/seem

1 (m) Pair nouns

Complete the conversation. Put in the correct form of the verb.

1 feels/feel 2 goes/go 3 is/are
4 fits/fit 5 looks/look 6 suits/suit

Fadi: These trousers 1 are a bit tight. And I think the blue ones
2 are better with the jacket.

Dani: That jacket 3 is too long.

Fadi: Well, the jeans 4 fit all right. Perhaps I'll buy the jeans instead.

Dani: Yes, the jeans 5 look good on you. I like the style. They really 6 suit you.

1 (n) Pair nouns

Put in the correct words.

I'm long-sighted, I wear glasses to read.

a glass/glasses

1 You can't wear _____ to a job interview.

1 a jean/jeans

2 There must be two pair of shorts in the wash.

2 shorts/pairs of shorts

3 I need a _____ to spread the butter.

3 knife/pair of knives

④ I need _____ to cut this article out.

4 a scissor/some scissors

5 I found a _____ in the drawer.

5 tights/pair of tights

6 I'm going to buy _____.

6 a pyjama/some pyjamas

1 (o) Group nouns

Put in a group noun and is or are. Use these nouns:

audience, choir, club, crew, crowd, police, population.

The crowd are really enjoying the game.

1 This sports club is the most popular one in this area.

2 The choir are hoping to take part in a national singing contest.

3 The crew are very tired after a long sea voyage.

4 The country's population is increasing rapidly, mainly because of immigration.

5 The audience is one of the biggest we have ever had for one of our concerts.

6 The police are looking into the robberies.

Chapter Two

Working with Nouns (2)

Contents of chapter two:

- 2.1. Introduction
- 2.2. Determiners
 - 2.2.1. The Indefinite Article
 - 2.2.2. The Definite Article
 - 2.2.3. Zero Articles
 - 2.2.4. Demonstratives
 - 2.2.5. Possessives
 - 2.2.6. Possessive Nouns
 - 2.2.7. Numbers
 - 2.2.8. Quantifiers
 - 2.2.8.1. Some and Any
 - 2.2.8.2. Another Meaning of Any
 - 2.2.8.3. All and Enough x
 - 2.2.8.4. No, None and None of x
 - 2.2.8.5. Half and Double x
 - 2.2.8.6. Many, Much, More and Most x
 - 2.2.8.7. Few, Fewer, Fewest x
 - 2.2.8.8. Little, Less, Least x
 - 2.2.8.9. A few, a little y
 - 2.2.8.10. A lot of, Lots of, Many, Much x
 - 2.2.8.11. One of, a Number of
 - 2.2.8.12. Intensifiers
 - 2.2.9. Distributives
 - 2.2.9.1. Every and Each
 - 2.2.9.2. Either and Neither
 - 2.2.10. Special Uses
 - 2.2.10.1. An Amount Plus a Singular Verb
 - 2.2.10.2. There and It
 - 2.2.10.3. Reflexive Pronouns
 - 2.2.10.4. Emphatic Pronouns
 - 2.2.10.5. Reciprocal Pronouns
- 2.3. Exercises

Scanner by عهد سليمان

NO
all -ino p

both

٤٢ - ٤٤ غير معلوم

bold مع - عس - اء

2.1. Introduction

A **noun phrase** is a word or group of words that can function as the subject, the object, or the complement¹ in a sentence. In the examples below the noun phrases are in bold.

The **examiner (subject)** interviewed **all the students (object)** on Saturday.

Lubna (subject) was one of the **students (complement)**.

The noun phrase may consist of just one word or more than one word. If the noun phrase is more than one word, one of these words, a noun or a pronoun, is the **noun head**. The other words modify this noun head. They are called **modifiers**. Their function is to describe, limit, intensify, and or add to the meaning of the noun head. In the noun phrase below, the noun head is the word *friends* and all the words that go with it are its modifiers.

All my many old school **friends** of other days who have passed away ...

All the words that precede the noun head *friends* are called **premodifiers** and all those that come after it are called **postmodifiers**. A noun in English can be premodified by the following:

- 1) Determiners: e.g. **the boy, a spider, that boy, some milk, my book, many men, most men, few men, a few men, a lot of men, both men, Two men, ten books**
- 2) One or more adjectives. e.g. **tall men, tall dark men, tall dark handsome men**
- 3) Another noun, e.g. **The railway station buffet**
- 4) The present participle of a verb, e.g. **An annoying habit**
- 5) The past participle of a verb, e.g. **A worried man**

¹ A complement follows the verb *be* and verbs related to *be*, such as *seem*, which cannot be followed by an *object*. A complement (generally an adjective, a noun or a pronoun) completes the sense of the utterance by telling us something about the *subject*. E.g. Firas (subject) is (be) clever (adjectival complement). Firas (subject) is (be) a surgeon (noun complement).

From the list of premodifiers above, what we have classified as **determiners** are central to our discussion here since their usage varies with the type of noun used. According to the rules of English grammar, only certain determiners may be used with certain kinds of nouns which in turn will affect agreement in sentences. This shall be the objective of the following section.

2.2. Determiners

They are those little words that precede and modify nouns:
the teacher, a college, that person, those people, either way, your choice, many students, much money

Determiners make the reference of nouns more specific. If I write or say the word 'car' I am only telling you that the thing is not, for example, a 'bicycle'. When I say 'this car' it becomes clear that I mean a particular car which is near me. If I change it to 'my car' I am saying something quite specific about ownership. Thus determiners will show whether we are referring to a specific or a general thing (*the car, A horse! My notes*); or they tell how much or how many (*lots of trees, several books, a few friends*). The choice of the proper article or determiner to precede a noun or noun phrase is usually a considerable obstacle on the way to mastering English. The objective of this section is to familiarize learners with these types of determiners.

A look at the following table will give an idea of some types of determiners and the types of nouns that they go with:

الحددات تجعل الحالة أكثر دقة. إذا قلت أدتست كلمة (سيارة) أنا فإني أقول
فهي شيء غير موجود حالياً هناك (دراسة) فهذا أقول (هذه سيارة) أهمية
واضحة أنني أعني (سيارة صفية) وليس هي قريبة مني. إذا عرفت ل (سيارة)
أنا أقول شيء، وفي تمام ما في هذه هي. وهكذا المحددات ستبين أننا نشير ل
شيء عام ومعين (my - the - a) أو هي تخبركم مقدار أو كم عدد (several lots of
a few)

	الاسم SINGULAR NOUN	الاسم PLURAL NOUN	الاسم NON-COUNT NOUN
Noun on its own	_____	horses	water
the	the horse	the horses	the water
a/an/one	a horse	_____	_____
my, your etc.	my horse	my horses	my water
these, those	_____	these horses	_____
Two, three etc.	_____	four horses	_____
a lot of	_____	a lot of horses	a lot of water
many, a few	_____	many horses	_____
much, a little	_____	_____	much water
some/any	_____	some horses	some water
Each, every	horse		

Determiners in English can be divided into eight different types:

- 1- The indefinite article *a* or *an*
- 2- The definite article *the*
- 3- The demonstratives: *this, that, these, those*
- 4- The possessive pronouns *my, your, his, her, its, our, their*
- 5- The possessive nouns: here the 's or the s' are attached to nouns to show possession, e.g. Sami's book, the teacher's book, my parents' house
- 6- The numbers, cardinal (one, two, three ...) and ordinal (first, second, third)
- 7- The quantifiers *some, any, enough, no, all, both, half, double, several, much, many, more, most, few, fewer, fewest, a few, little* (meaning not much), *less, least, a little*
- 8- The distributives *each, every, either, neither ...*

The following section will describe each of the different types of determiners separately.

2.2.1. The Indefinite Article

The indefinite article is **a / an**. The form **an** is used before a word that starts with a vowel sound. e.g.

a boy, a horse, a unique experience, a unicorn, a hotel,
an hour, an idiot, an awful mistake, an unbearable boy, an
engineer

The indefinite article is used with singular count nouns in the following instances:

a) To refer to a person or a thing that you are mentioning for the first time in a conversation or a piece of writing.

A man was seen driving away a white Mazda.

b) To refer to a person or a thing about which you do not want to be specific.

I stopped off at a shop to buy a newspaper.

You pass a petrol station just before you get to our turning.

c) To refer to a person or a thing about which you cannot be more specific because there is not enough information.

A woman called to see you this afternoon.

There was a telephone call for you a minute ago.

d) In definitions (description or classification).

A spider is an insect. (classification)

This is a lovely flower. (description)

It's been a bad day. (description)

e) When you refer to a person's profession.

Her father is an engineer and her mother is a teacher.

f) To express a quantity, unless there is a contrast involved, when *one* must be used.

I want a needle and a thimble.

I had only a glass of coke.

Ghaith has bought a scooter.

The difference between the indefinite article **and one**
A/an and one both refer to one thing. Using one emphasizes the number.

The farmer found a cup (not a bowl).

The farmer found one cup (not two).

We also use one (not a/an) when we mean one of a larger number:

One ring was gold, but the others were silver.

One of the rings had precious stones on it.

Summary

The uses of the indefinite article 'a/an'

The indefinite article is used with singular count nouns in the following instances:

- To refer to a person or a thing that you are mentioning for the first time.
- To refer to a person or a thing about which you do not want to be specific.
- To refer to a person or a thing about which you cannot be more specific because there is not enough information.
- In definitions (description or classification):
 - When you refer to a person's profession.
 - To express a quantity.

2.2.2. The Definite Article

The definite article *the* is used with singular and plural nouns and with uncountable nouns in the following instances:

Sin cere

1) a) To make definite or specific reference to a person or a thing that has already been referred to.

A man walked round the corner and looked hard at a row of parked cars, buses, and lorries. The man then crossed the road in order to inspect the vehicles more closely.

2) b) To refer to a person or thing that is already specific because of what those talking already know.

Let's take the children to the swimming pool. In this example, 'the children' would be members of our family and 'the swimming pool' is the swimming pool we normally go to.

3) c) When generalizing about a whole class or species, usually of plants or animals. A singular noun is used for this purpose.

The seal is, unfortunately, hunted for its fur. This example means that 'The seal species is hunted for its fur.'

The egg is a very cheap source of nourishment. This example means eggs in general.

4) d) When followed by an adjective used as a noun indicating nationality or when generalizing about a whole class of people.

The Arabs are generous and hospitable people. The Arabs in this example means 'Arab people in general'.

The poor were crowding the streets of the capital.

The homeless were sheltered in the schools.

5) e) Before the names of rivers, groups of islands, seas, oceans, and mountain ranges. The Nile, The Alps, The Mediterranean Sea, The Arabian Gulf, The Indian Ocean.

6) f) Before the names of certain public institutions, most newspapers, and some magazines.

The National Museum, The Hilton Hotel

The National Theatre, The House of Parliament

The Syria Times, The Guardian, The New Scientist

7 g) Before parts of the body when these are referred to in an impersonal way.

A stone struck him on the hand.

His teacher hit him on the head.

8 h) Special uses of the *الوجه* *الشيء*
We can also use the with musical instruments, means of transport, and with country(side), seaside, cinema, theatre and radio.

Asma can play the piano

I usually go to work on the bus.

I love the countryside in spring.

Do you ever go to the cinema?

We listen to the radio a lot. (But: We watch television.)

Summary

The uses of the definite article 'the'

The definite article '*the*' is used with singular and plural nouns. It is also used with both count and uncountable nouns:

- a) To make definite or specific reference to a person or a thing that has already been referred to.
- b) To refer to a person or thing that is already specific because of what those talking already know.
- c) When generalizing about a whole class or species, usually of plants or animals. A singular noun is used for this purpose.
- d) When followed by an adjective used as a noun indicating nationality or when generalizing about a whole class of people.
- e) Before the names of rivers, groups of islands, seas, oceans, and mountain ranges.
- f) Before the names of certain public institutions, most newspapers, and some magazines.
- g) Special uses of *the*.

4

2.2.3. Zero Articles

Several kinds of nouns never take articles. The omission of an article is always significant. In the following is a list of the places where an article is not needed:

a) It is usual to omit the determiner when you use a noun or noun phrase in the plural to make a generalization.

He sells cars for a living.

Tigers are nearing extinction. التمازي

Onions are good for you.

b) Singular nouns that are uncountable are used without a determiner when you are making a general reference.

New information is now available. صور - صور

Do you like cake?

This shop sells furniture.

This is particularly true when the uncountable noun is used for the first time in a general way in the course of a conversation or piece of writing. They can be used with a determiner when the reference becomes specific.

The information was accurate.

Would you like some of the cake?

The furniture sold in this shop is nicer than the other.

For example, you can ask someone if they like *cake* as a rule, and then ask the person if she would like some of *your cake*.

c) There are a number of idiomatic expressions that usually omit a determiner. Examples are expressions that refer to:

i) Travel, when you proceed by *by: bicycle, car, bus, train, ship, boat, plane.*

Anna went by bicycle but Lucy went by car.

Philip left by car but most of his journey was by plane.

Paul travelled on foot for many kilometres.

ii) Seasons of the year, when you are generalizing, e.g.: *in spring, in summer, in autumn, in winter.*

In autumn, the weather is quite mild.

Early mornings in summer are bright.

However, all of these words are used with the definite article when you are talking about a specific time, place, season, etc....

They travelled twice by the same train.

Just look at the wonderful sunrise at the seaside.

We put the old carpets in the attic.

In the summer we go to the mountains but in the winter we stay by the seaside.

iii) Institutions, with the prepositions *to* or *in*: *university, college, church, hospital, prison, school, work*, and few other words like *town, market, seaside, home, and bed*.

Hamad went to hospital after he had been to work.

Zena has been kept late in school every day.

Dima was at home all day.

iv) Time with the prepositions *at, before, or by* *dawn, sunrise, sunset, noon, midnight, supper, dinner, day, night*.

Catherine rose at dawn and went to bed at sunset.

I work well by day but my sister prefers to work by night.

v) With diseases: *مرض - داء*

He is dying of cancer.

The baby has mumps. *نكاف - ابوكيت*

Measles is a dangerous childhood illness.

vi) With meals: to have *breakfast, tea, lunch*.

Jane had breakfast at home.

She met Diana for lunch.

In what follows is a table showing common count nouns that are used without articles in certain idiomatic expressions:

Transport when you proceed by 'by' especially with the verbs 'go' and 'be'	We'll go by train. (as opposed to "We'll take <u>the</u> train.)
With seasons	In spring, we like to clean the house.
With institutions	He's in church/college/jail/class. He must be in school.
With time of day	We travelled mostly by night. We'll be there around midnight.
With diseases	He's dying of pneumonia. Appendicitis nearly killed him. She has cancer (You will sometimes hear "the measles," "the mumps," but these, too, can go without articles.)
With meals	Breakfast was delicious. He's preparing dinner by himself.

Summary of the use of zero articles

- a) It is usual to omit the determiner when you use a noun or noun phrase in the plural to make a generalization.
- b) Singular nouns that are uncountable are used without a determiner when you are making a general reference.
- c) There are a number of idiomatic expressions that usually omit a determiner.

2.2.4. Demonstratives

The demonstratives are *this*, *that*, *these*, *those* and they are used to specify the distance or placing of an item in relation to the speaker. *This* and *these* refer to objects near the speaker, *that* and *those* refer to objects further away from the speaker.

1) This and that are used before singular count and non-count nouns.

I can touch this picture, but that picture is too high for me to reach.

This luggage is all mine.

2) These and those are used before plural count nouns.

Those men on the other side of the road are waiting for the bus.

These apples come from the Lebanese mountains.

2.2.5. Possessives

Possessives are used to specify the ownership of an item or, if the noun refers to something animate, to specify a relationship.

That is their house.

Mr Mahmood was my teacher in the third form.

The form of the possessive changes according to the number and gender of the person or thing that possesses the item.

His sister and his brothers all went to the same school.

Their aunt lives in Damascus but their cousins are in the Gulf.

Your shoes are under your bed.

Person	Singular	Plural
1st	my	our
2nd	your	your
3rd (Masculine)	his	their
3rd (Feminine)	her	their
3rd (Neuter)	its	their

2.2.6. Possessive Nouns

Another kind of possessive is the possessive phrase. This acts just like a possessive word but is a noun or noun phrase ending in **'s** or **'s'**. A possessive phrase acts as a possessive determiner, but may itself include one of the other determiners, e.g. **Mazen's mother**, **Rama's new job**, **the visitors' washroom**, **the residents' dining room**, **a good day's work**, **my wife's cousin**

To form the possessive of a noun we add 's with a singular noun (boy — boy's, Jane — Jane's), we add apostrophe ^{and the s} only with a plural noun ending in 's' (boys — boys', tourists — tourists'), and with a plural noun not ending in s, we add 's (men — men's, children — children's.)

However, this is not the only way of forming the possessive in nouns. Compare:

	the possessive 's'	the 'of' structure
Singular + 's :	the boy's name	the name of the boy
s—plural + ' :	the boys' names	the names of the boys
Other plurals + 's :	the men's names	the names of the men

It is clear from the above examples that there are two ways of forming the possessive, but when do we use each pattern? Sometimes we can use either pattern, e.g. *the boy's name* or *the name of the boy*. But often only one is possible. We normally use the possessive 's' with people and animals, e.g. *my friend's flat*, *Ali's brother*, *the students' union*, *the firemen's uniforms*

Whereas we use (of) with things:

the side of the road	NOT <u>the road's side</u>
the end of the street	NOT <u>the street's end</u>
the result of the match	NOT <u>the match's result</u>
the day of the meeting	NOT <u>the meeting's day</u>

But we use (of) with people when there is a long phrase:

The house of our teacher at college
The address of those people we met in Egypt

We can use both patterns for places, organizations and writings:

Damascus museums	the museums of Damascus
the earth's atmosphere	the atmosphere of the earth
the company's future	the future of the company
the newspaper's opinions	the opinions of the newspaper

We can also use the possessive in some expressions of time, e.g.

last week's lecture	today's TV programmes
about a month's work	a year's salary
in two months' time	ten minutes' walk

2.2.7. Numbers

There are two common kinds of numbers: cardinal and ordinal numbers. Cardinal numbers are used in all forms of counting that involve a total, e.g. one chair, two chairs, a hundred people, ten thousand pounds

Ordinal numbers are used to give the place of something in an ordered sequence.

The first ^{row} is reserved.

It is his fifty-first birthday in August.

This is to mark the one hundred and fiftieth year since the establishment of the university.

Ordinals are mostly formed by adding *-th* to a cardinal number (*fourth, fifth, sixth etc...*). Exceptions are the words *first, second, and third*, and combinations which contain them, such as *twenty-first*.

fourth	twentieth	hundredth
fifth	forty-ninth	thousandth
sixth	eighty-sixth	millionth

Cardinal numbers can be used at the beginning of a noun phrase e.g.:

Two hundred people gathered near the city square.

Ordinal numbers are often used right after the definite article or after a possessive.

The celebration is to mark the one hundred and fiftieth year since the establishment of the university.

It is his fifty-first birthday in August.

2.2.8. Quantifiers

Like articles, quantifiers are words that precede and modify nouns. They are used to indicate the amount or quantity of something referred to by a noun. They differ from numbers because they indicate an approximate rather than an exact amount. Selecting the correct quantifier depends on an understanding of the distinction between **Count and Non-Count Nouns**. To give an idea of the different uses of quantifiers, we will choose the count noun trees and the non-count noun water:

The following quantifiers work with count nouns:

many trees, a few trees, few trees, several trees, none of the trees

The following quantifiers work with non-count nouns:

much water, a little water, little water, no water

The following quantifiers work with both count and non-count nouns:
all of the trees/water, some trees/water, most of the trees/water, enough trees/water, a lot of trees/water, lots of trees/water

In what follows a description of some of the commonly used English quantifiers will be given:

2.2.8.1. Some and any

Some and any go before a plural or mass noun, not a singular noun:

There were some eggs and some milk in the fridge.

I could not find any fresh vegetables at the shop.

Amr never has any time to visit his relatives.

Some has a positive meaning, but **any** means that there may be none. We normally use some in positive declarative sentences and **any** in negative declarative sentences or ones with a negative meaning:

Positive:

We've got some milk in the fridge.

I saw some small birds on that tree.

Negative:

We haven't got any milk. (= We've got no milk.)

I have not seen any birds on this tree.

But we can use any in a positive sentence with 'if'

If you have any questions, I'll be pleased to answer them.

Discuss any problems with your group leader. (= if there are any problems)

When a plural noun comes after any of, we can use a singular or plural verb:

Is (OR Are) any of these old magazines worth keeping?

Someone and anyone / something and anything

We choose between someone and anyone and between something and anything in the same way as between some and any. After something, someone, anything, anyone etc. the verb is singular:

Someone has spilt all this ink, look.

Something is wrong.

Has anyone seen Nabil lately?

2.2.8.2. Another Meaning of 'any'

We can use **any** in a positive sentence to mean 'it doesn't matter which'. here 'any' can be used with singular nouns:

You can buy this juice at **any** supermarket. They all have them. (We say *any supermarket* because all supermarkets have the juice and it doesn't matter which one you go to. They are all equally good.)

I'm free all day. Call me **any** time you like.

Any student will be able to tell you where the college library is.

2.2.8.3. All and Enough

You can use all and enough, before a plural count noun or an uncountable noun.

All plants need water.

All information on the hard disk has been lost.

I have not seen enough evidence to convince me.

There weren't enough chairs, so we had to sit on the floor.

'All' is classified by some grammarians as a predeterminer because it can be used before another determiner like an article or a possessive pronoun etc... or it can be followed by 'of' + determiner. e.g.

All the milk has been used

My friend left with me all her books and all her money.

All of the money was wasted on gambling.

2.2.8.4. No, None and None of

You can use no before a singular, plural or non-count noun.

We had to walk home because there was no bus.

There were no pictures of the wedding.

We had no time to lose.

The difference between no and none is that we use no + noun as in the above examples, whereas none is used without a noun or with 'of', e.g.

I wanted some cake, but there was none left. NOT ...
~~there was no left.~~

When we use it with 'of', it precedes other determiners like 'the', e.g.
None of the hotels have any vacancies.

When we use none of ... + plural word it can be followed by either a singular or a plural verb. However, a plural verb is more usual.

None of the shops were (was) open.

None of them were (was) at college.

None (of the plants) has (OR have) grown very much.

2.2.8.5. Half, Double, Twice, Both

Half can be used with both plural count nouns and non-count nouns.

Half the pigeons took off in a panicky flight.

Half the sugar was spilt on the floor.

Double/twice are used with uncountable nouns.

They want double the money to work on Fridays.

Both is used to define two things represented by a plural count noun.

Both men were given another chance.

Both students had to be punished.

Both of...

When we use both + of ..., it is followed by 'the', 'these' or 'those'

Both of the restaurants are good.

Both of these restaurants are good.

Both of, double, twice and half are sometimes classified as predeterminers because they precede other determiners as is clear from the examples above.

2.2.8.6. Many, Much, More, Most

The following quantifiers are used to express graded amounts of an item. 'Graded' means that the quantity extends from a low point on a

scale to a higher point.

Many, more, most are used with graded quantities of plural count nouns, e.g.

Have you had many customers today?

Yes, I've had more customers than usual.

I think most customers are shopping for their holidays nowadays.

Much, more, most are used with graded quantities of uncountable nouns, e.g.

I didn't put much sugar in the coffee.

I think I need more sugar.

Most information is misleading in one way or another.

Note that the quantifier "most of ..." must include the definite article *the* when it modifies a *specific* noun, whether it is a count or a non-count noun:

Most of the instructors at this college have a doctorate.

Most of the water has evaporated.

With a *general* plural noun, however (when you are *not* referring to a specific entity), the "of the" is dropped:

Most colleges have their own admission policy.

Most students apply to several colleges.

2.2.8.7. Few, Fewer, Fewest

few, fewer, fewest are used with graded quantities of plural count nouns, e.g.

Few students sat for the exam.

Fewer questions were attempted by the students.

He has the fewest pupils in his history class.

2.2.8.8. Little, Less, Least

little, less, least are used with graded quantities of uncountable nouns.

e.g.

There is little chance of finding a job.

He had less time to study than his friends.

He can't stand the least pressure.

2.2.8.9. A few and a little

A few and a little are different in meaning from few and little on their own. However they are similar in that a few is used with countable nouns and a little is used with uncountable nouns.

a few versus few

few = not many (Without 'a', the meaning is negative)

a few = some, a small number, several (With 'a', the meaning is positive)

Few customers have come into the shop. It has been quiet.

A few customers have come into the shop. It has been fairly busy.

A little versus little

little = not much (Without 'a', the meaning is negative)

a little = some, a small amount (With 'a', the meaning is positive)

The students were given little help with the problem and failed to complete it.

The students solved the problem when the teacher gave them a little help.

Few and little are often used in a negative sense to suggest disappointment or pessimism, while a few and a little are used in a positive sense to suggest that things are better than they might have been.

2.2.8.10. A lot of / Lots of / Many / Much

These words express a large quantity. (These determiners differ from many and much that are used in expressing graded quantities which were discussed in section 2.2.8.6.),

Many goes before plural nouns and much goes before mass nouns:

e.g.

We didn't spend much money.

We didn't have much luck.

Many people drive too fast.

Many television programmes aren't worth watching.

A lot of and lots of go before both plural and mass nouns and express a large quantity:

We had a lot of rain this winter.

There were a lot of guests at the dinner party.

We spent a lot of money.

They played lots of games and they had lots of fun.

After a lot of the verb agrees with the noun:

A lot of wood is burnt.

A lot of trees are cut down.

As a general rule, we use a lot of and lots of in positive statements and many and much in negatives and questions, e.g.

Positive statements:

We get a lot of rain on the mountains.

We get lots of rain in winter.

Negative statements:

We don't get many storms here.

We don't get much rain here.

Questions:

Do you get many storms here?

Do you get much rain here?

How many newspapers did you buy?

How much sugar do you take?

2.2.8.11. One of /A Number of

After one of... the verb is singular:

After a number of, ... the verb is normally plural:

One of the photos is missing.

A number of questions were asked.

2.2.8.12. Intensifiers

Intensifiers like what, such, rather, very, fairly, quite ...etc are also a kind of determiners but since they often precede another determiner which is the indefinite article, they are often referred to as predeterminers. We can use these words with mass, singular or plural nouns:

a) Very and Fairly

A/an goes before words like very and fairly:

It's a very old house.

I have a fairly long journey to work.

b) Quite

But quite usually goes before a/an:

It's quite an old house.

We had quite a nice meal.

c) Rather

Rather can go either before or after a/an:

It's rather an old house. OR It's a rather old house.

d) Such

We cannot use such after a/an. ~~NOT a such easy test~~

We use this pattern instead.
such + a/an + adjective + noun:

It was such an easy test.

It's such a boring film.

I got such a nice welcome.

We can also use **such** with a mass noun (e.g. food) or a plural noun (e.g. portions):

We had **such rich food**.

They give you **such big portions**.

e) What

We can use **what a/an** with a singular noun:

What an idea!

What a good photo that is.

What a shame!

We can also use **what** with mass or plural nouns:

What rubbish!

What awful weather we're having.

What lovely flowers!

What lies that child tells!

2.2.9. Distributives

Distributives like **each**, **every**, **either**, and **neither** are determiners that are used to talk about how something is shared out or **divided**.

Each, **every**, **either**, and **neither** are used with a singular noun.

Each child was given a balloon.

Every person at the fair was given a paper hat.

Either child could win the prize.

Neither plan will be successful.

2.2.9.1. Every and Each

We use **every** and **each** before a singular noun and thus we use a singular verb after a phrase with **every** or **each**:

Every/each person in the building has been questioned by the police.

Every/Each house has a number.

In many contexts **either** word (**every** or **each**) is possible but sometimes there is a difference:

Every guest watched the President come into the room.
Each guest (in turn) shook hands with the President.

I go for a walk every day.
Each day seemed to pass very slowly.

Use Each is used to refer to separate persons or things in a group of two or more. *Each person means all the people seen as individuals, one by one.* Every is used to refer to all the persons or things in a group of three or more. *Every person means 'all the people', 'everyone'.*
Twenty people came and she spoke to every one, each on his own.

Everyone

After everyone the verb is also singular:

Everyone was pleased by the news.

2.2.9.2. Either and Neither

We use either and neither with a singular noun to refer to two things.

Either is used to refer to one of two people or things, whereas neither is used to exclude both of two people or things that are being referred to.

Neither restaurant is expensive.

We can go to either restaurant. I don't mind. (either = one or the other, it doesn't matter which one)

Neither of... / either of...

When we use neither/either + of, we need to use another determiner like *the .../these.../those...*

Neither of these restaurants is good.

I haven't been to either of those restaurants. (= I haven't been to one or the other)

Note the type of nouns that follow neither/ either and neither of/ either of:

I haven't met either twin OR either of the twins OR either of them.

Neither shoe fits. OR Neither of the shoes fit. OR Neither of them fit.

When a plural noun comes after either of or neither of we can use a singular or plural verb:

I wonder if either of those alternatives is (OR are) a good idea.

Neither of the children wants (or want) to go to bed.

The table that follows is a list of most of the determiners mentioned earlier and their uses supported by examples. However, a quick reminder of the agreement rules seems to be necessary here. One must bear in mind that a singular noun demands a singular verb and a plural noun demands a plural verb and a mass or uncountable noun requires a singular verb.

Determiner	Use with ...	Examples ...
a/an	singular count nouns	a bottle, a union an apple, an hour
the	singular and plural count nouns, non-count nouns	All the students, Half the time, All the book,
zero article	plural count nouns, non-count nouns	Tigers are wild animals. We moved furniture Today.
this/that	singular and non-count nouns	This box, that box, This money, that money,

these/those	plural count nouns	These boxes, those boxes,
possessives	singular and plural count nouns, non-count nouns	My car, your furniture, his pencils
some/any	plural count nouns and non-count nouns	Isn't there any warmth in this House? Aren't there any houses here? There's some milk. There are some pens in the drawer.
any (when it means it does not matter which)	Singular and non-count nouns	Call me any time any place.
enough/all/all of the	plural count nouns non-count nouns	That's enough books. We have enough money. All (of the) plants need water. All (of the) information on the disk was lost.
no	singular and plural count nouns, non-count nouns	We had no time. There were no pictures. There was no bus at 12.00 o'clock.

half	plural count nouns, non-count nouns	Half the pigeons flew away. Half the sugar was spilt.
double	non-count nouns	They asked for double the money.
both	plural count nouns	Both students were absent.
many/more/most (graded quantities)	plural count nouns	Many customers, more customers, most customers
much/more/most (graded quantities)	non-count nouns	Much sugar, more sugar, most information
few/a few	plural count nouns	Few students, a few students
little/a little	non-count nouns	Little time, a little time
much	non-count nouns	Too much furniture
many	plural count nouns	many programmes
each/every	singular count nouns	each event, every battle
either/neither	singular count nouns	Either jacket is fine. Neither pen is good.

There are some other areas concerning the noun phrase that sometimes cause learners problems such as 'amount nouns', 'there' and 'it', reflexive, emphatic and reciprocal pronouns. These are the subject of the following section.

2.2.10. Special Uses

2.2.10.1. An Amount + Singular Verb

We use a singular verb after an amount of money, a distance, a weight or a length of time, e.g.

Two hundred pounds is not a lot of money to pay for a book.

A hundred metres isn't far from the beach.

Two hours seems a long time to have to wait for the next coach.

Two kilogrammes is pretty small for a new born baby.

In the above examples, the amount is talked about as a whole, not as individual pounds or hours and that is why we use a singular verb.

2.2.10.2. 'There' and 'it'

Uses of 'there'

'There' and 'it' can precede a noun in English. To say that something exists or is happening, we use **there + be**. **Be** agrees with the following noun phrase. These usually are a source of problem because the verb has to agree with the noun that comes after it.

Look at these examples of **there is** and **there are**:

There's a bus every hour.

There's some food in the oven.

There are some eggs in the fridge.

There are some chairs on the balcony.

Uses of 'it'

We use **it** for a thing, an action or a situation:

The machine broke down and we couldn't repair **it**.

Skiing is an expensive hobby, isn't **it**?

You have to fill in all these stupid forms. **It's** ridiculous.

We use **it** to mean 'the unknown person:

Did someone ring? —it was Mona. She just called to say she's home.

We use **it** for time, the weather and distance:

It's half past five already.

It's Sunday tomorrow.

It was much warmer yesterday.

It's over a hundred miles from London to Birmingham.

There or it?

There was a picture on the wall. It was an abstract painting.

We often use **there** when we mention something for the first time (e.g. a picture). We use **it** when we talk about the details. *It* means *the picture*. Here are some more examples:

There's a girl at the door. — Oh, it's Sheila.

There was a dog in the field. It was a big black one.

2.2.10.3. Reflexive Pronouns

Another area where students generally make mistakes is the use of reflexive pronouns. We form reflexive pronouns with *self* or *selves* when the *subject* and *object* of the same sentence are the same.

	1st PERSON	2nd PERSON	3rd PERSON
Singular	myself	yourself	himself herself itself
Plural	ourselves	yourselves	themselves

Compare yourself and yourselves:

Have you enjoyed yourself, Sam?

Have you two enjoyed yourselves?

Reflexive pronouns are used when we want to refer to the subject.

In what follows are some examples of the use of reflexive pronouns:

I can make myself a sandwich.

Be careful with that knife or you'll cut yourself.

In the end the criminal shot himself.

Rania had to force herself to eat.

We can let ourselves into the house with your key.

The children watched themselves on video.

We cannot use *me, you, him* etc. to refer to the subject because the meaning of the sentence will be different.

When the policeman came in, the gunman shot him. (= ... shot the policeman)

When the policeman came in, the gunman shot himself. (= ... the gunman shot himself)

But we use *me, you, him* etc. after a preposition of place (e.g. *with, behind*) when it is clear that we are referring to the subject:

Nadia didn't have any money with her.

In the mirror I could see a lorry just behind me.

Juhaina thought she recognized the woman standing next to her.

Idioms with reflexive pronouns

There are some idiomatic expressions with a reflexive pronoun:

We really enjoyed ourselves. (= had a good time)

I hope the children behave themselves. (= behave well)

Just help yourself to sandwiches, won't you? (= take food, drink etc.)

We're delighted you're staying at our house. Please make yourself at home.

I don't want to stay here by myself (= on my own, alone)

Not all verbs take the reflexive pronouns. Some verbs that do not take a reflexive pronoun are:

afford; approach; complain; feel + adjective; hurry (up); meet; rest; relax; stand up, get up, sit down, lie down; wake up; wonder; remember, concentrate, worry.

We'd better hurry or we'll be late. NOT ~~We'd better hurry ourselves...~~

Shall we meet outside the cinema? NOT ~~Shall we meet ourselves...~~

I feel uncomfortable in this jacket. NOT ~~I feel myself uncomfortable...~~

We do not normally use a reflexive pronoun with *wash*, *shave*, *(un)dress* and *change* (your clothes):

Amr washed, shaved and changed before going out again.

NOT ~~Amr washed himself...~~

In what follows is a table with a list of verbs and expressions that are commonly used reflexively:

amuse oneself, ask oneself, avail oneself of, be hard on oneself, be oneself, be pleased with oneself, be proud of oneself, behave oneself, believe in oneself, blame oneself, cut oneself, deprive oneself of, dry oneself, enjoy oneself, feel sorry for oneself, forgive oneself, give oneself, help oneself, hurt oneself, imagine oneself, introduce oneself, keep oneself, kill oneself, look after oneself, look at oneself, pride oneself on, push oneself, remind oneself, see oneself, take care of oneself, talk to oneself, teach oneself, tell oneself, treat oneself, wash oneself

2.2.10.4. Emphatic Pronouns

An emphatic pronoun has the same form as a reflexive, but the meaning is different. e.g.

The **manager himself** welcomed us to the hotel.

(= The manager welcomed us, not someone else less important.)

The **house itself** is small, but the garden is enormous.

(= The house is small, not the garden.)

The pronoun can also mean 'without help'. In this meaning it usually comes at the end of the sentence:

↑ ○

I'm building the wall **myself** (No one is helping me.)
Salma designs all these clothes **herself** (No one helps her.)

2.2.10.5. Reciprocal pronouns

Each other

Compare:

Sami and Hani stood in front of the mirror and looked at **themselves**.

(This sentence means that Sami and Hani looked at Sami and Hani.)

Sami and Hani stood in front of the mirror and looked at **each other**.

(This sentence means that Sami looked at Hani and Hani looked at Sami.)

Here are some more examples:

Anas and Sami are certainly not friends. In fact they hate **each other**.

I'm still in touch with Nora. We write to **each other**.

One another has the same meaning as **each other**:

Rania and Lamia help **one another** at work. (= Rania and Lamia help each other ...)

Handwritten notes in Arabic: "كل واحد منهم" (each of them) with an arrow pointing to "each other" in the text above, and "واحد" (one) with an arrow pointing to "one another" in the text above.

2.3. Exercises

2 (a) General statements with *the*

Write sentences from the notes, using *the*.

Rutherford — split — atom

Rutherford split the atom.

- 1 A Dutchman — invent — submarine _____
- 2 Galileo — invent — telescope _____
- 3 A Frenchman — develop — IQ test _____
- 4 Thomson — discover — electron _____
- 5 A Scotsman — invent — bicycle _____

2 (b) General statements with *a/an*

Match each word with the right explanation and write sentences with *a/an*.

- | | | |
|----------|---------------------|---------------------------------|
| carrot | line of people | <u>A carrot is a vegetable.</u> |
| violin | fruit | 1 _____ |
| queue | vegetable | 2 _____ |
| apple | answer to a problem | 3 _____ |
| pistol | musical instrument | 4 _____ |
| solution | kind of gun | 5 _____ |

2 (c) Cars or the cars? Money or the money?

Complete the conversations. Put in the plural and mass nouns at the end of the sentence. Decide if you need *the*.

Did you see *the football* on television last night? — 'No. I football hate *football*. I was watching the news on the other channel. (football, news)

1 Is Hamley's the shop that sells things for _____?
— Yes, it sells _____ and _____. (1 children, toys, games)

2 You're always reading books about _____. 'Yes, I'm interested in the history of this country. — I was glad to give up _____. I prefer _____. (2 history, history, history, geography)

3 _____ is a problem everywhere these days.
Yes, _____ is responsible for _____ of our air and water.
(3 pollution, industry, pollution)

1/3

2 (d) Special uses of *the*

Put in the words. Decide if you need *the*.

- X 1 (radio) I heard the news on _____.
- 2 (television) The children watch _____ most of the time.
- 3 (basketball) We play at college. _____.
- 4 (guitar) Can you play _____.
- 5 (country) Would you rather live in a town or in _____.

2 (e) School or the school?

Put in the words. Decide if you need *the*.

- X (school) The children go to school every morning.
- (school) The parents are going to the school to a meeting.

- 1 (hospital) My sister is a nurse at the.
- 2 (hospital) My father isn't very well. He's in _____.
- 3 (prison) The murderer went to the.
- 4 (prison) The prisoner's wife drove to _____.
- 5 (church) Brian goes to _____ on Sundays.
- 6 (church) The tourists went to the to look round it.
- 7 (bed) Tim walked over to the and sat down on it.
- 8 (bed) Tim was tired, so he went to _____ early.

2 (f) Go to school, stay in bed etc.

Complete the sentences. Use *in*, *at* or *to* and these words:

bed, church, home, hospital, library, market, prison, seaside, town, work.

Decide if you need *the*.

We haven't got any food. I'd better go to town and do some shopping.

X These apples were cheap. I bought them in the market.

- 1 The weather is too bad to go out. I'm staying _____ today.
- 2 I had an early night last night. I was _____ at ten.
- 3 Joumana has just had a baby. We're going _____ to visit her.
- 4 Mr and Mrs Leech are religious. They go _____ every Sunday.
- 5 We like lying on the beach. We always spend our holidays _____.
- 6 I don't like my job. I just go _____ to earn a living.
- 7 I'm taking these books back _____.
- 8 The men who robbed the bank are no longer _____. They were let out last month.

2 (g) Go to school, stay in bed etc.

Complete this paragraph. Put in the words with or without the:

Alan Broome

Today Alan Broome is a world-famous actor. Forty years ago he was an unhappy child. He didn't do well at *school*, and he never went to 1 _____ (university). His greatest pleasure was to go to 2 _____ (cinema). The family lived in an unattractive Midland town. Their home was next to 3 _____ (railway station). Alan's father was a sailor, and he spent months at 4 _____ (sea). He was seldom at 5 _____ (home). When he was, he didn't do much. Sometimes he would spend all day in 6 _____ (bed). His wife had to get up at five o'clock to go to 7 _____ (work). Mr Broome lost his job in 8 _____ (navy) and then went to 9 _____ (prison) for stealing. Read the first part of Alan Broome's life story in next week's Sunday News.

2 (h) 'a/an or the' with years, months, days etc.

Put in the words at the end of the sentence. Use a/an or the if you need to.

My birthday is the Sunday (Sunday) after next.

1 It doesn't often snow here at _____. We haven't had _____ (Christmas, white Christmas) for many years.

2 We came here in _____ of _____. (summer, 1969)

3 _____ is in _____ (Thanksgiving, November).

4 The Church of England dates from _____ 1534. (year)

5 I like driving at _____. The roads are quiet. Oh, I don't like driving in _____. I'd rather travel during _____. (night, dark, day).

6 Are you doing anything at _____ I don't think so. Well, come over on _____. (weekend, Saturday).

2 (i) 'a/an or the' with meals

Shadia is talking about the food she and her husband had on holiday.

Put in the words. Use

a/an or the if you need to.

The meals (meals) we had weren't very good. We had

1
3

1 _____ (breakfast) in the hotel and that wasn't too bad. We usually went out for 2 _____ (lunch) because 3 _____ (lunch) they served in the hotel was always the same. 4 _____ (dinner) we had on our first evening was pretty awful, so we tried a few restaurants. On our last evening we had 5 _____ (marvelous dinner) in a Chinese restaurant, but that was an exception.

2 (j) On Thursday, for lunch, by car etc.

Put in the words. Decide if you need to use *the*.

Sue: Hello, Paul. Are you having ~ *lunch* already? (lunch)

Paul: No, this is 1 _____ (breakfast). I had a late night. It was long after 2 _____ (midnight) when I got back.

Sue: You're leaving us soon, aren't you?

Paul: This is my last weekend here for a while. I'm flying home on 3 _____ (Wednesday)

Sue: Oh, you're going by 4 _____ (plane), are you? What time do you leave? Paul: Oh, in 5 _____ (morning) some time. About ten.

Sue: I can drive you to the airport if you like. I'm usually free on 6 _____ morning. (Wednesday)

Paul: Well, thanks. I was going to go on 7 _____ (bus)

Sue: Unless it's 8 _____ (day) when I have my job interview. Let me look in my diary. No, it's OK. I can do it. When will you be back?

Paul: After 9 _____ (Christmas). I've got a job here starting in 10 _____ (January)

2 (k) All, some or none.

1 Not all these books are second-hand; _____ of them are new.

2 There aren't any biscuits left; we've eaten _____ the ones I bought.

3 The food in the freezer is completely spoilt; _____ of it is any good now.

4 You won't get into the theatre; _____ the tickets have been sold.

5 Some of our relatives live near us, but _____ live a long way away.

2 (l) All, most, some and none

Six people took part in a quiz. They were asked twenty questions. Complete the sentences using **all of them**, **most of them**, **some of them** and **none of them**.

Ali answered all twenty correctly. He got all of them right.

Eman answered fifteen correctly. She got most of them right.

- 1 Maya answered eight correctly. _____
- 2 Sana answered fourteen correctly. _____
- 3 Karim answered them all correctly. _____
- 4 Rita couldn't answer a single one. _____

2 (m) All and most

Put in **all**, **all the**, **most** or **most of the**.

You can't make milk in a factory. All milk comes from animals.

On Fridays I do a few odd jobs, but I spend most of the time reading.

- 1 In general, people aren't interested in politics. _____ people are just bored by it.
- 2 When the electricity failed, _____ lights in our house went out.
- 3 Eat as much fruit as you can. _____ fruit is good for you.
- 4 _____ money for the new swimming-pool will come from the government, but the city has to pay a quarter of the cost.
- 5 "Cars are a nuisance. _____ cars pollute the air, don't they?"
"--- Well, except electric ones. They don't cause pollution."

2 (n) Every and each

Put in **every** or **each**. (Sometimes both are possible.)

A: Four of us share this flat. ~ Each of us has his own bedroom, and I _____ person pays a quarter of the rent. The rent is due on the first of 2 _____ month.

B: Do you have parties here?

A: Oh yes, all the time. We have one 3 _____ week, more or less.

B: Isn't that rather expensive?

A: Well, we ask 4 _____ guest to bring something to drink.

Actually we're not having a party this week. Just now we're spending 5 _____ spare moment working for our exams.

2 (o) Every and all

Put in every or all and the word at the end of the sentence.

Diana is a religious person. She goes to church every Sunday.

(Sunday)

1 I haven't been out today because it's been snowing _____ . (day)

2 The postman comes at about eight o'clock _____. (morning)

3 It's eleven o'clock. Are you going to lie in bed _____?

(morning)

4 I was busy last weekend. I spent _____ wallpapering the sitting-room. (Saturday)

5 Why are you in such a hurry _____ I see you? (time)

2 (p) Both, either and neither

Read this paragraph about two villages and then write sentences about them. Hineh and Beit-Jin are two small villages. Hineh has a school, a restaurant and a filling-station, but it hasn't got a sports field. Beit-Jin hasn't got a school, or a sports field either, and it hasn't got a filling-station. But it has a very nice restaurant.

Use both of them, one of them, either of them or neither of them.

1 _____ are small.

2 _____ has a filling-station.

3 _____ have a restaurant.

4 _____ has a school.

5 _____ has a sports field.

6 You can't do sport in _____.

2 (q) All, most, every etc...

People are talking about ill health. Put in the correct word.

1 I've taken _____ of the pills, but there are quite a few left. (all/some)

2 I've had three operations. Luckily _____ of them has been successful. (every/each)

3 I've got _____ appetite. (no/none)

4 Now _____ my cars ache very badly. (all/both)

5 I've had hardly any sleep. I was awake _____ of the night. (some/most)

6 I've spent the _____ week in bed. (all/whole)

7 I wake up tired and depressed _____ morning. (all/every)

8 But none of these medicines has done me very much good.
(no/none)

2 (r) All, both, none etc...

Put in all, every, none, both, either and neither.

Assistant: These sofas come in two different styles.

Rosy: I don't think I like ~ either of the styles. They're 1 _____ old-fashioned. 2 _____ of them is very modern.

Assistant: Well, we have hundreds of fabrics in different patterns.

Rosy: Yes, I've seen 3 _____ of them. I've looked at 4 _____ pattern here and I haven't found one that I really like. And 5 _____ of the colours go with our carpet, I'm afraid.

2 (s) Everyone, every etc. and phrases with of

Put in was or were.

'We really enjoyed the party. All the rooms 1 _____ crowded with people. Everyone 2 _____ enjoying themselves. A lot of people 3 _____ dancing. All the people there 4 _____ very smart. One of the guests 5 _____ quite well-known; he was a famous actor. Each guest 6 _____ welcomed by the hostess in person. It's a lovely house, you know. A number of people 7 _____ swimming in the pool in the garden. I didn't know many of the guests. None of my friends 8 _____ there.

2 (t) Agreement

A policeman is talking about his job. Put in the correct form.

- 1 Every policeman _____ given special training. 1 is/are
- 2 Each day _____ different from the one before. 2 is/are
- 3 A number of police officers here _____ with dogs. 3 works/work
- 4 A lot of people _____ a wrong image of police work. 4 has/have
- 5 Not all policemen _____ allowed to carry guns. 5 is/are
- 6 None of the officers here _____ allowed to have guns. 6 is/are
- 7 Crime _____ exciting or glamorous. 7 isn't/aren't
- 8 One of our jobs _____ to help prevent crime. 8 is/are
- 9 A lot of crime _____ caused by people being careless. 9 is/are
- 10 I must go. Someone _____ just reported a robbery. 10 has/have

2 (u) An amount + singular verb

Put in *is* or *are*.

Eighty pounds a week is not a good wage.

Ten days in the year are public holidays.

- 1 Ten miles _____ quite a long walk.
- 2 Ten students in the group _____ going to Egypt.
- 3 Three tourists _____ waiting for the museum to open.
- 4 Most of our luggage is here, but three suitcases _____ missing.
- 5 Two kilograms and a half _____ pretty small for a newborn baby.

2 (v) Reflexive pronouns

Put in the reflexive pronouns (e.g. *myself* or *itself*).

I'm going to France soon, so I'm trying to teach *myself* French.

- 1 The man fell off the ladder and injured _____.
- 2 You all played very well. You can be proud of _____.
- 3 The team were unlucky to lose. They're feeling sorry for _____.
- 4 The light in the stairway switches _____ off after a couple of minutes.
- 5 Wendy takes lots of photos, but she hasn't got many of _____.
- 6 The accident wasn't your fault. You shouldn't blame _____.
- 7 You don't need to pay my entrance fee. I can pay for _____.
- 8 There wasn't much to do in the evenings, so we had to amuse _____.

2 (w) Reflexive pronouns

Put in a reflexive pronoun after these words: *bought*, *get*, *hurt*, *let*, *locked*, *make*.

You shouldn't study all night, you know. You'll *make ourselves* ill.

- 1 Are you OK? No! I hit my head. I really _____.
- 2 My brother is trying to _____ fit for the big match next month.
- 3 Where's the key? It's in the house. We've _____ out.
- 4 I didn't know you ate chocolates. Well, I felt like a treat, so I _____ some.
- 5 Nicola has got her own key. She'll _____ in.

2 (x) Pronouns after a preposition

Put in the correct pronoun, e.g. me or myself

We looked up and saw a man standing in front of us.

Randa is very self-confident. She has a high opinion of herself.

1 We're very busy. We can't even allow _____ a holiday.

2 It's a pity you didn't bring your camera with _____.

3 Peter talked to the woman sitting next to _____.

4 I think Dave is rather selfish. He only really cares about _____.

5 My mother likes to have all her family near _____.

6 To be successful you must believe in _____.

2 (y) Idioms with reflexive pronouns

Put in the verb in brackets with or without a reflexive pronoun.

Karim: Did you come here together?

Eman: Yes, we all ~ met at my house first. (met)

Karim: Well, help yourselves to some food, all of you. (help)

Come on Jad, I _____ at home. (make)

Jad: I 2 _____ a bit hot in this coat. (feel)

Karim: Oh, dear. Sorry. I'll take your coat.

Laila: Calm down, Karim. Don't 3 _____ . (worry)

Just 4 _____ (relax) and then we can all 5 _____ . (enjoy)

2 (z) Emphatic pronouns

Put in an emphatic pronoun, e.g. myself, yourself

1 The Queen _____ pays no income tax.

2 The song _____ was no good, but the title of the song became a popular phrase.

3 Of course I know about the rumour. You told me _____ .

4 The group was welcomed by the headmaster _____ .

5 The pilots _____ are nervous of flying because of bomb threats.

2 (a') Emphatic pronouns

Add a sentence with an emphatic pronoun, e.g. myself. Use these verbs: bake, clean, decorate, grow, paint, service, type.

I don't take the car to the garage. I service it myself.

Lina didn't buy those pictures. She painted them herself.

- 1 Basel doesn't pay to have his windows cleaned. _____
- 2 My bread doesn't come from a shop. _____
- 3 Our neighbours eat lots of fresh vegetables. _____
- 4 We finished the living-room yesterday. _____
- 5 Ahmad doesn't dictate his letters to a secretary. _____

2 (b') Each other

Mark and Penny are in love. Write sentences about them using **each other**.

Pamela often writes to Mark, and Mark often writes to Pamela.
They often write to each other.

- 1 Mark really understands Pamela, and Pamela really understands Mark. They really understand _____
- 2 Pamela is always thinking about Mark, and Mark is always thinking about Pamela.
 They're always _____
- 3 Mark has got photos of Pamela, and Pamela has got photos of Mark.

- 4 Pamela enjoys Mark's company, and Mark enjoys Pamela's company. _____
- 5 Mark is crazy about Pamela, and Pamela is crazy about Mark.

2 (c') Reflexive pronoun or each other?

Put in **ourselves**, **themselves** or **each other**.

We could all do more to keep healthy. We don't look after ourselves -

The hostess introduced the two guests to each other -

- 1 The two boxers did their best to knock _____ out.
- 2 We talk to _____ in French because it's the only language we both know.
- 3 People who talk to _____ may get strange looks from other people.
- 4 We'd better set off early to give _____ plenty of time to get there.

5 The policemen who shot a gunman claimed they were defending _____

6 Luckily we managed to get two seats next to _____

2 (d') Quite, fairly etc. with a/an

Agree with what people say. Use **a** or **an**.

This hill is very steep. Yes, it's a very steep hill.

The show was quite good. Yes, it was quite a good show.

1 The flight was fairly good. _____

2 This train is quite fast. _____

3 This coat is rather expensive. _____

4 The evening was quite enjoyable. _____

5 The hotel is very grand. _____

2 (e') So and such

Put in **so** or **such**.

A: Sorry I'm ~ so late. There's been ~ such a lot to do at work. And I'm I _____ tired.

B: You shouldn't do 2 _____ much. It can't be 3 _____ important.

A: The boss gets in 4 _____ a terrible panic about things. He makes 5 _____ a big fuss.

B: Well, you shouldn't be 6 _____ willing to work 7 _____ long hours. You'll make yourself ill.

2 (f') What

Put in **what** or **what a**.

1 I come into the sitting room. Oh, _____ nice room!

2 Hiba believes in ghosts. _____ nonsense she talks.

3 Let's go for a midnight swim. _____ suggestion!

4 You can see for miles. Yes, _____ lovely view.

5 Smile please. Oh, _____ perfect teeth you've got.

6 This is my CD collection. Well, _____ lot of CDs.

Chapter Three

Working with Adjectives and Adverbs

Contents of chapter three:

3.1. Adjective or Adverb?

3.1.1. Adjectives

3.1.2 Adverbs

3.2. Adjectives and Adverbs: Position and Types

3.2.1. Position of Adjectives

3.2.2. The Basic Types of Adjectives

3.2.3. Types of Adverbs

3.2.4. Order of Adverbs

3.3. Using Adjectives and Adverbs to Make Comparisons

3.3.1. Using Adjectives to Make Comparisons

3.3.2. Using Adverbs to Make Comparisons

3.4. Other Adjectival and Adverbial Considerations

3.4.1. Participle Adjectives

3.4.2. Collective Adjectives

3.4.3. The a-adjectives

3.4.4. Words That Can Be Both Adjectives and Adverbs

3.4.5. The Same Adverb With and Without -ly

3.4.6. Good Versus Well

3.4.7. Quite Versus Rather

3.5. Exercises

3.1. Adjective or Adverb?

3.1.1. Adjectives

An adjective describes a noun:

The man had a quiet voice. (The adjective quiet describes the noun voice)

Ruba wears expensive clothes. (The adjective expensive describes the noun clothes)

The competitors made a slow start. (The adjective slow describes the noun start)

The committee has ^{لديه} regular ^{لديه} meetings. (The adjective regular describes the noun meetings)

عبارت يمكن ان تكون الصفة
Adjectives can also be clauses. If a group of words containing a subject and verb acts as an adjective, it is called an Adjective or relative Clause, e.g.

My brother, who is much older than I am, is an engineer.

فصل و حائل من مجردة كانت العبارة الصفة
If an adjective clause is stripped of its subject and verb, the resulting modifier becomes an Adjective Phrase, e.g.

He is the man who is helping my family in their business.

3.1.2. Adverbs

الظن صفة الفعل

An adverb describes a verb:

- He spoke quietly. NOT ~~he spoke quiet~~. (The adverb quietly is describing the verb spoke)

- She dresses expensively. (The adverb expensively is describing the verb dresses)

They started slowly. (The adverb slowly is describing the verb started)

They meet regularly. (The adverb regularly is describing the verb meet)

الظن
Adverbs often tell when, where, why, or under what conditions something happens or happened. They are words that modify not just the verb but other parts of speech as is clear in the following:

✓ a) An adverb may modify a verb, e.g.

He drove slowly. — (How did he drive?)

✓ b) An adverb may modify an adjective, e.g.

He drove a very fast car. — (How fast was his car?)

It was really hot in the sun. — (How hot was it?)

✓ c) An adverb may modify another adverb, e.g.

She moved quite slowly down the aisle. — (How slowly did she move?)

d) An adverb may modify a whole sentence. e.g.

Suddenly we heard a shout.

Clearly there's been a mistake.

لفظ عمل يدل على فعل و فاعل
على اصوات الكلام منه مجموعته اذا
If a group of words containing a subject and verb acts as an adverb (modifying the verb of a sentence), it is called an Adverb Clause, e.g.
When this class is over, we're going to the movies. السينما

الكلمات من حروف عندنا
When a group of words not containing a subject and verb acts as an adverb, it is called an adverbial phrase. Prepositional phrases frequently have adverbial functions (telling place and time, modifying the verb):

السينما
He went to the movies.

She works on holidays.

They lived in Canada during the war.

لكن هذه الالفه ان الكلمات يكون ظرف
لصديقه بكلمات و عبارات لانتهى بظرف
Adverbs frequently end in -ly (see appendix 2 for rules of spelling of adverbs); however, many words and phrases not ending in -ly serve an adverbial function and an -ly ending is not a guarantee that a word is an adverb. The words lovely, lonely, motherly, friendly, neighbourly, lively, silly, ugly, likely, for instance, are adjectives and not adverbs:

That lonely woman lives in a friendly neighbourhood.

It was a lively party.

However, we cannot add -ly to these words. (We CANNOT say friendlyly and we cannot use them as adverbs.)

(NOT ~~He greeted us friendly.~~)

But we can say:

He greeted us in a friendly way Or in a friendly manner

اننا نلاحظ الفرق و الصفة
اصلا اخر
Another difference between adjectives and adverbs is that we use adjectives after linking verbs, e.g. They seemed happy.

لكننا نلاحظ الفرق
But we use adverbs after action verbs, e.g. They played happily.

An action verb describes something happening (e.g. play, start, open, put). Linking verbs are verbs like be, seem, appear, become, get,

Adjective → linking verb.
 Adverb → Action verb.

حالات

stay, look, feel, taste and smell. They tell us about the noun and not about the verb, e.g. The flat is small. (Here small tells us about the noun flat, not about the verb. Be is a linking verb — it links the noun and the adjective.)

The situation has become serious. (Here serious tells us about the situation, not the verb become)

Some verbs, however, can be either linking or action verbs taking an adjective or an adverb respectively, but with some difference in meaning. In the following pairs of sentences, the first has an adjective whereas the second has an adverb. Compare:

Maria looked sad. (= appeared sad)
 He looked carefully at the signature.

بعض الأفعال أحياناً يمكن أن تكون أفعال نشأ أو ربطاً (هون) تحدث عن الظروف و بصفة كل فكر بالترتيب

The medicine tasted awful.
 She tasted the drink nervously.

لكن بعض الأفعال مثل أذوق
 في الأزواج المتعاقبة من أجل التذوق والصفة
 و الثاني عنه لظرف

The man appeared (to be) drunk.
 The actor appeared suddenly.

3.2. Adjectives and Adverbs: Position and Types

3.2.1. Position of Adjectives

Unlike Adverbs, which often seem capable of appearing almost anywhere in a sentence, adjectives nearly always appear immediately before the noun or noun phrase that they modify. In English, it is common to use more than one adjective before a noun, for example,

"He's a silly young fool."
 "She's a smart, energetic woman."

الصفة عادة تظهر أولاً بعد الاسم
 أو بصيغة الاسم التي تصفها
 في التفكير يأتي استخدام أكثر من صفة قبل الاسم قد

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). Examples: <i>silly, beautiful, horrible, difficult</i>
Size	A size adjective, of course, tells you how big or small something is. Examples: <i>large, tiny, enormous, little</i>
Age	An age adjective tells you how young or old something or someone is. Examples: <i>ancient, new, young, old</i>
Shape	A shape adjective describes the shape of something. Examples: <i>square, round, flat, rectangular</i>
Colour	A colour adjective, of course, describes the colour of something. Examples: <i>blue, pink, reddish, grey</i>
Origin	An origin adjective describes where something comes from. Examples: <i>French, Indian, African, Arabian, Eastern, Greek</i>
Material	A material adjective describes what something is made from. Examples: <i>wooden, metal, cotton, paper</i>
Purpose	A purpose adjective describes what something is used for. These adjectives often end with "-ing". Examples: <i>sleeping (as in "sleeping bag"), roasting (as in "roasting tin")</i>

When indefinite pronouns — such as something, someone, anybody — are modified by an adjective, the adjective comes after the pronoun:

كذلك لفظ *used to* بين لفظ *is* و لفظ *write*

Between the auxiliary verb and the main verb:

I have rarely written to my brother without a good reason.

Before the verb *used to*:

I always used to see him at his summer house.

Indefinite adverbs of time can appear either before the verb or between the auxiliary and the main verb:

He finally showed up. *أخيراً*

She has recently retired.

3.2.4. Order of Adverbs

There is a basic order in which adverbs will appear when there is more than one.

The Order Of Adverbs					
Verb	Manner	Place	Frequency	Time	Purpose
Basel swims	enthusiastically	in the pool	every morning	before dawn	to keep in shape.
Sam walks	impatiently	into town	every afternoon	before supper	to get a newspaper.
Tina sleeps		in her room	Every morning	before lunch.	

In actual practice, of course, it would be highly unusual to have a string of adverbial modifiers beyond two or three (at the most). Because the placement of adverbs is so flexible, one or two of the modifiers would probably move to the beginning of the sentence: "Every afternoon before supper, Sam impatiently walks into town to get a newspaper." When that happens, the introductory adverbial modifiers are usually set off with a comma.

As a general principle, shorter adverbial phrases precede longer adverbial phrases, regardless of content. In the following sentence, an

beyond *تجاوز*

الاذنصر لذننه تكراره ظرف
 adverb of time precedes an adverb of frequency because it is shorter
 (and simpler):

فنه يوم كل النطوة قبل طينه سيلة
 Dad takes a brisk walk before breakfast every day of his
 life.

المحله فن في يكون لدينا كندا انه هو المبدأ الثاني
 A second principle is that when we have in the same sentence
 adverbial phrases of the same kind (manner or place or frequency,
 etc.), the more specific adverbial phrase comes first:

Her grandmother was born in a big house on the plains of
 western Syria.

ان كانه
 Bringing an adverbial modifier to the beginning of the sentence can
 place special emphasis on that modifier. This is particularly useful
 with adverbs of manner:

هذا التوكيد ينيع شكلا غامضا عن (ظروف مودايات)
 Slowly, ever so carefully, Jumana filled the coffee cup up
 to the brim.

تفتش
 Occasionally, but only occasionally, the handbags will be
 inspected by the security.

3.3. Using Adjectives and Adverbs to Make Comparisons

3.3.1. Using Adjectives to Make Comparisons

Adjectives can express degrees of modification:

John is a *rich* man, but Joseph is *richer* than John, and
 George is the *richest* man in town.

The record is more expensive than the cassette, but the
 disc is the most expensive.

درجات المقارنة يعرف
 The degrees of comparison are known as the positive, the
comparative, and the superlative. (Actually, only the comparative
 and superlative show degrees.) We use the comparative for comparing
 two things and the superlative for comparing three or more things.

ملاحظة
 Notice that the word than frequently accompanies the comparative
 and the word the precedes the superlative. To form the comparative or
 superlative forms, we use the suffixes *-er*, *-est* or *more* and *most*.



Positive	Comparative	Superlative
rich	richer	richest
beautiful	more beautiful	most beautiful

The rules for forming the comparative and superlative forms of adjectives are as follows:

- ★ One-syllable adjectives (e.g. small, nice) have the suffixes -er/-est:
 This auditorium is smaller.
 I need a bigger desk.
 You wore the nicest suit.
 This room is the sunniest.

- ★ But we use more/most before words ending in -ed (e.g. pleased --- more pleased).

- ★ Three-syllable adjectives and longer ones have more/most:
 The film was more exciting than the book.
 This dress is more elegant.
 We did the most interesting project.
 This machine is the most reliable.

- ★ Some two-syllable adjectives (e.g. happy) have (-ier/-iest) (for more on the spelling rules of adjectives see appendix 3) but others (e.g. useful) have more/ most and there are others (e.g. gentle) that will take either the -er/-est or more/most as is clear in the following:

Two-Syllable Adjectives

1. With -er/-est (e.g. happy — happier):

Words ending in a consonant + y, e.g. *happy, lucky, lovely, pretty, heavy, dirty, tidy, easy, silly, funny*

2. With -er/-est OR more/most (e.g. narrow — narrower/more narrow): e.g.

narrow, common, pleasant, quiet, polite, clever, simple, gentle, cruel, tired, stupid ...

3. With more/most (e.g. useful — more useful):

Words ending in ful or less, e.g. *useful, helpful, careful, hopeless*

Words ending in ing or ed, e.g. *boring, willing, annoyed, surprised*

Many others, e.g. *correct, exact, certain, normal, frequent, recent, famous, modern, afraid, eager, foolish ...*

Certain adjectives have irregular forms in the comparative and superlative degrees:

Irregular Comparative and Superlative Forms			
-1-	good	better	best
-2-	bad	worse	worst
-3-	little	less	least
4-	much many some	more	most
-5-	far	further	furthest

Scanner by عهد سليمان

as and so

The (as — as) construction is used to create a comparison expressing equality:

He is as tall as his father.

She is as bright as her mother.

We use (as ... as) in a positive sentence to say that things are equal:

The tree is as tall as the house.

NOT ~~The tree is so tall as the house.~~

But in a negative sentence we can use (as ... as) or (so ... as):

It isn't as cold as yesterday. OR It isn't so cold as yesterday. (= Yesterday was colder.)

انواع اخرى من يوم هنا
Here are some more examples:

The ring is as expensive as the bracelet.

Her husband is as old as her father, you know.

We can't do the homework as quickly (OR so quickly) as you do.

I don't earn as much (OR so much) money as I'd like.

ظاعل
than me / than I am

بعد
After than or as, a personal pronoun on its own has the object form (e.g. me). But if the pronoun has a verb after it, then we use the subject form (e.g. I):

You're taller than me.

You're taller than I am.

Her husband isn't as clever as her.

Her husband isn't as clever as she is.

They've got more money than us.

They've got more money than we have.

3.3.2. Using Adverbs to Make Comparisons

Some adverbs have the same form as an adjective, e.g. *fast*, *hard*, *high*, *near*, *long*, *late*, *early*. These form the comparative and superlative with -er/-est:

Can't you walk faster than that?

Ali went to bed the latest.

Many adverbs are an adjective + *ly*, e.g. *nicely*, *slowly*, *carefully*, *easily*. These form the comparative and superlative with more/most:

The horse jumped the second fence more easily than the first.

Tom was the most successful player. He planned his tactics the most carefully.

Irregular forms of adverbs

The adverbs well, badly and far have irregular forms:

Adverb	Comparative	Superlative
<u>well</u>	<u>better</u>	<u>best</u>
<u>badly</u>	<u>worse</u>	<u>worst</u>
<u>far</u>	<u>farther/further</u>	<u>farthest/furthest</u>

3.4. Other adjectival and adverbial Considerations

There are few other areas concerning adjectives and adverbs that are sometimes a source of difficulty for learners. In what follows these areas shall be clarified:

3.4.1. Participle adjectives

Adjectives that are really Participles, verb forms with -ing and -ed endings, can be troublesome for some students. It is one thing to be a *frightened* child; it is an altogether different matter to be a *frightening* child. Compare the two adjectives:

Everybody is enjoying the movie. The film is exciting. (an exciting film)

⇒ They are watching to see what is going to happen to the hero. They are excited? (excited people)

Generally, the -ed ending means that the noun described (they) has a passive relationship with something __ something (the film) has made them excited. An adjective ending in -ed therefore describes how we feel. For example, we can feel *excited*, *interested*, *bored* or *disappointed*.

The -ing ending means that the noun described (the film) has a more active role (it is exciting). An adjective ending in -ing therefore describes what something is like, what effect it has on us.

Here are some more examples:

1
نظمت

This programme about dinosaurs is interesting.

I'm interested in programmes about dinosaurs.

2

I didn't enjoy the film. It was boring.

I went to the movies, but I felt bored ^{الوقت كل} the whole time.

3

It was disappointing not to get a high grade.

I was disappointed not to get a high grade.

4

The match went on all afternoon. It was tiring.

After playing all afternoon the players were tired.

5

Jude told us an amusing story.

We were amused by Jude's story.

6

The long delay was annoying.

The passengers were annoyed about the long delay.

7

The results were surprising.

I was surprised at the results.

8

The lecture was rather confusing.

Most students were confused after listening to the lecture.

9

Lying in a hot bath is relaxing.

People feel relaxed when they lie in a hot bath.

10

The show was fascinating.

I was fascinated by the show.

تجاهلون

The poor have been ignored by the media.

The rich are responsible.

The elderly are beginning to demand their rights.

The young are always a joy to be around.

مبتدأ - فاعل - متبوع

3.4.3. The a-Adjectives

They are the adjectives that start with ('a'). The most common of the so-called a-adjectives are *ablaze*, *afloat*, *afraid*, *aghast*, *alert*, *alike*, *alive*, *alone*, *aloof*, *ashamed*, *asleep*, *averse*, *awake*, *aware*. These adjectives will primarily show up as predicate adjectives (i.e., they come after a linking verb).

The children were ashamed.

The professor remained aloof.

The trees were ablaze.

Occasionally, however, you will find a-adjectives *before* the word they modify, e.g.

The alert patient...

The aloof physician...

Most of them, when found before the word they modify, are themselves modified, e.g.

The nearly awake student...

The terribly alone scholar...

And a-adjectives are sometimes modified by "very much": e.g.

Very much afraid ...

Very much alone ...

Very much ashamed ...

3.4.4. Words that can be both adjectives and adverbs

There are some words that can be both adjectives and adverbs, e.g.

hard, fast, high, low, deep, early, late, long, near, straight, right, wrong ... Compare:

Adjective

We did some hard work.

I came on the fast train.

Adverb

We worked hard.

It went quite fast.

3.4.5. The Same Adverb With and Without -ly

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

The coach arrived late.

I've been very busy lately. (lately = in the last few days/weeks)

I tried hard but I didn't succeed.

I've got hardly any money left. (hardly any = very little, almost none)

Luckily I found a phone box quite near.

I nearly fell asleep in the lecture. (nearly = almost)

The plane flew high above the clouds.

The material is highly radioactive. (highly = very)

We got into the concert free. (free = without paying)

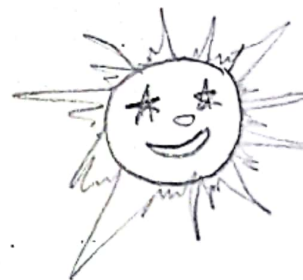
The animals are allowed to wander freely. (freely = uncontrolled)

3.4.6. Good Versus Well

In both casual speech and formal writing, we frequently have to choose between the adjective good and the adverb well. With most verbs, there is no contest: when modifying a verb, use the adverb.

He dances well.

They all performed well.



بجای فعل ربطی یا فعلی که با حواس پنجگانه در ارتباط است
However, when using a **linking verb** or a verb that has to do with the five human senses, you want to use the adjective instead. (900)

How are you? I'm **feeling good**, thank you.

The food smells so **good**.

Even after my careful paint job, this room doesn't look **good**.

Fadi is a **good** actor.

The show was very **good**.

The opposites of **good** and **well** are **bad** and **badly** respectively: تا این تفاوت عالی بودی - کل شبیه کرکس

I made a **bad** mistake.

I did **badly** in the test.

Well can also be an adjective meaning 'in good health'. The opposite is **ill**.

My mother was very **ill**, but she's quite **well** again now.

How are you? ___ **Very well**, thank you.

3.4.7. Quite Versus Rather

Quite usually means 'fairly', 'to some degree':

I feel **quite** tired now.

This puzzle is **quite** difficult.

The talk was **quite** interesting.

We were **quite** surprised at the result.

Quite tired means 'fairly tired', but there is another meaning for **quite**. It can also mean 'completely', 'totally' when it is used with extreme or exaggeration adjectives:

I feel **quite exhausted** now. (= completely exhausted)

The idea is **quite absurd**. (= totally absurd)

The talk was **quite fascinating**.

The situation is **quite hopeless**.

٧,٥ ← ٦
 ٨,٥ ← ٦
 ٨,٥ ← ٦

Here are some other adjectives where **quite** means 'completely':
brilliant, perfect; horrible, dreadful; amazing, extraordinary;
ridiculous; impossible (but NOT possible); useless (but NOT useful);
true, false, right, wrong; sure, certain; dead; alone; different.

When we make a favourable comment, we usually prefer **quite** to **rather**:

These jackets are **quite cheap**.
 It's **quite warm** now, isn't it?

It was **quite nice** walking through the park.

In unfavourable comments, we usually prefer **rather**, but **quite** is possible:

These jackets are **rather/quite expensive**.

The floor was **rather/quite dirty**.

It was **rather/quite awkward** taking the case on the Underground.

Rather in a favourable comment means 'to a surprising or unusual degree':

It's **rather warm** for October. (It isn't usually so warm.)

I didn't know Lara could paint. Her pictures are **rather good**.

I expect the speech was boring. Actually it was **rather interesting**.

We can use **rather** with a comparative but not quite:

The second test was **rather easier** than the first. ~~Not quite easier...~~ **more**

3.5. Exercises

participle adjective

3 (a) -ing or -ed?

Put in the correct adjective.

When we heard we'd won a trip to Dubai, you can imagine how *excited* we were. *exciting/excited*

1 Mazen often goes fishing. He's _____ in fishing.

(1 interesting/interested)

2 I play chess regularly. I think it's a _____ game.

(2 fascinating/fascinated)

3 I've really got no idea what I'm supposed to do next. I'm _____.

(3 confusing/confused)

4 I was sure the car was going to crash. I was absolutely _____.

(4 terrifying/terrified)

5 I don't like this town at all. It's a rather _____ place.

(5 depressing/depressed)

3 (b) -ing or -ed?

Complete the conversation.

A: That was an ~ *exciting* film, wasn't it?

B: Oh, do you think so? I'm 1 _____ you liked it.

I thought it was rather 2 _____.

A: Well, I was 3 _____ once or twice. I didn't understand the whole story. It was 4 _____ in places. But the end was good.

B: I was 5 *bored* most of the time. I didn't find it a very 6 _____ film.

~ excit...

1 surprised

2 disappointed

3 puzzl...

4 confusing

5 bored

6 interesting

3 (c) -ing or -ed?

Complete the conversation about a holiday.

I was surprised at how good the weather was. -- Yes, the amount of sunshine we had was *surprising*.

I was tired after we climbed the mountain. -- Yes, I think everyone felt *tired*.

1 The older people had a nice relaxing time. -- Yes, lying on the beach is certainly nice and _____.

2 It was annoying losing that suitcase. -- Yes, you must be really _____ about it.

3 That film we saw was amusing. — Lama was certainly ^{amused} _____. She couldn't stop laughing.

4 The museum was interesting, I thought. -- Yes, we had an _____ time there. There were lots to see.

5 I was fascinated by those old photos of the town. — Yes, I thought they were _____.

6 The wind-surfing was a thrilling experience for the children. — Yes, they were certainly _____ to have a go.

7 I think I'll go to bed. I'm exhausted. Looking after young children is an _____ job.

3 (d) Adverbs

Complete each sentence with an adverb. Form the adverbs by adding *ly* to these adjectives: bright, careful, fluent, immediate, perfect, polite, punctual, safe, secret, serious, slow.

One engine wasn't working, but the pilot still managed to land safely.

1 The journey took ages. We travelled really _____.

2 I didn't want to break the glasses. I packed them all _____ in paper.

3 There's no need to be rude. It doesn't cost anything to behave _____.

4 We weren't late. We arrived _____.

5 The matter is urgent. We ought to do something _____.

6 It was a beautiful day. The sun shone _____ from a clear blue sky.

7 No one else knew about the meeting. The two leaders met _____.

8 I was only joking. Why do you take everything so _____.

9 The dancer didn't make a mistake. She performed the dance _____.

10 Hanan's English is very correct. And she speaks so _____ too.

3 (e) Adjective or adverb?

Put in the correct form.

This weather is *awful* (awful/awfully). -- Yes, it's raining quite *heavily* (heavy/heavily) now.

لقد فعلت ذلك بسهولة
لقد فعلت ذلك بذكاء
لقد فعلت ذلك بذكاء

1. Did Guy pass his exam? Yes, he passed _____ (easy/easily).
He's _____ (clever/cleverly), isn't he?
2. You don't look very (happy/happily) _____. I can't find my wallet. I'm _____ (sure/surely) I brought it with me.
3. How do you like Shadia? She seems very _____ (nice/nicely). We had a _____ (nice/nicely) chat.
4. Are you all right? My stomach feels a bit _____. I think I'm going to be _____ (sick/sickly).
5. You haven't washed these plates _____ (proper/properly). They're still _____ (dirty/dirtily). -- Oh, sorry. I was in a hurry. I did them rather _____ (quick/quickly).
6. Can you remember what happened? I can't remember _____. (clear/clearly). It all happened so _____ (sudden/suddenly).

3 (f) The -ly ending

Put in the adverb form. Be careful with the spelling.
I felt terrible. My tooth ached *terribly*.

- 1 Something had made your friend angry. He shouted angrily at the waiter.
- 2 Wael is happy to play computer games. He'll sit happily in front of the computer for hours.
- 3 It's automatic. The machine switches itself off _____.
- 4 There's been no public debate. We haven't debated the matter _____.
- 5 Everyone is enthusiastic about the idea. They all discussed it _____.
- 6 Let's be reasonable. Can't we discuss the matter _____.
- 7 The building has to be secure. Did you lock all the doors _____.
- 8 Just use simple words. Express your meaning _____.

3 (g) Hard, hardly etc.

Decide if you need ly with these words: free, friend, hard, high, late, love, low, near.

The view from here is *lovely*, isn't it?

- 1 Employees of the airline can travel _____ on some flights.
- 2 The receptionist gave me a _____ smile.
- 3 I had very little time to spare. I _____ missed the bus.
- 4 The plane flew _____ over the trees.
- 5 I can't ask Nabil to lend me money. I _____ know him.
- 6 We all laughed. The story was _____ amusing.
- 7 Does the store stay open _____ ? Yes, till midnight.

3 (h) Good and well

Put in good, well (ex.2), bad, badly and ill.

A: How did the team get on?

B: We lost. I'm afraid we didn't play very 1 well. Ramzi made a 2 bad mistake. It wasn't a very 3 good day for us. We played really 4 badly.

A: I heard Dani couldn't play because he isn't very 5 well at the moment.

B: Yes, I'm afraid he's been 6 ill for several days. He's still in bed.

3 (i) Adjective or adverb?

Give the information about each underlined word.

	Adjective or adverb?	It describes...
This puzzle is <u>difficult</u> .	<u>adjective</u>	<u>puzzle</u>
The crowd cheered <u>excitedly</u> .	<u>adverb</u>	<u>cheered</u>
1. The man had <u>fair</u> hair.	<u>adj</u>	<u>hair</u>
2. Pamela was getting <u>tired</u> .	<u>adj</u>	<u>pamela</u>
3. The manager looked <u>nervous</u> .	_____	_____
4. The detective looked <u>closely</u> at it.	_____	_____
5. Sometimes I feel <u>lonely</u> .	<u>adj</u>	_____
6. Our visitors didn't stay <u>long</u> .	_____	_____
7. Ahmad plays the guitar very <u>well</u> .	_____	_____
8. There was an <u>extremely</u> loud explosion.	_____	_____

3 (j) Adjective or adverb?

Put in the correct form.

I had a strange (strange/strangely) dream last night. I was in a garden. It was getting 1 _____ (1 dark/darkly) and it was

2 _____ (2 terrible/terribly) cold. My head was aching
 3 _____ (3 bad/badly) I was walking out of the garden when
 4 _____ (4 sudden/suddenly) I saw a girl sitting on a seat. She
 seemed very 5 _____ (5 unhappy/unhappily). She looked up and
 smiled 6 _____ (6 sad/sadly) at me. I felt 7 _____
 (7 anxious/ anxiously) for some reason. I wanted to be 8 _____
 (8 friend/friendly) so I tried 9 _____ (9 hard/hardly) to think of
 something to say. But I couldn't. I just stood there 10 _____ (10
 foolish/foolishly).

3 (k) The comparison of adjectives

Complete the advertisements with the comparative form of the adjective.

Use Clean-It and you'll get your floors *cleaner*.

Elegant Wallpapers simply look *more elegant*.

1. Intelligent Books will make you _____.
2. Wear a pair of Fast Shoes and you'll be a _____ runner.
3. Helpful Cookbooks are a more guide to cooking.
4. Fresh Food supermarkets have got fresh food.
5. Wear a Smart-Look suit and you'll be a smarter person.
6. Restful Beds give you a more night.
7. Pleasant Hotels for a _____ stay.

3 (l) The comparison of adjectives

Put in the superlative form of the adjectives in brackets.

(fast) The *fastest* time for the 100 metres is just under 10 seconds.

(valuable) Is the Mona Lisa the *most valuable* painting in the world?

1. (long) The Pan-American Highway is the _____ road in the world.
2. (successful) The Beatles were the _____ pop group ever.
3. (crowded) Japan has the _____ railways in the world.
4. (old) KLM is the _____ national airline.
5. (tall) The Chrysler Building was once the _____ in the world.
6. (useful) Is English the _____ language to learn?
7. (famous) Harrod's is one of the _____ stores in the world.
8. (rich) The Queen must be the _____ woman in England.

3 (m) The comparison of adverbs

Put in the comparative form of these adverbs:

carefully, easily, frequently, high, late, long, loud, smartly.

I was too nervous to go *higher* than halfway up the tower.

I could have found the place *more easily* if I had had a map.

1 Do you have to wear those old jeans? You could dress more ~~smartly~~ smartly.

2 You needn't go yet. You can stay a bit _____.

3 To get to Homs by nine, we can't leave _____ than seven. It takes two hours.

4 There are lots of break-ins. They happen _____ nowadays than before.

5 Do it again _____ and you won't make so many mistakes.

6 We can't hear. Could you speak a bit _____?

3 (n) Irregular forms

Put in further, furthest, better, best, worse and worst.

A: I'm not used to country walks. How much 1 _____ is it?

B: Not far. And it gets better. We've done the 2 _____ part. Look! The path goes down the hill from here, I hope you're feeling 3 _____ now.

A: I feel dreadful actually, 4 _____ than before.

B: Oh, dear. Do you want to have a rest?

A: No, the 5 _____ thing would be to get there first. I'm not fit, you know. This is the 6 _____ I've walked for a long time.

3 (o) Comparative and superlative forms

Put in the comparative or superlative form of the words on the right.

A: I'm going to the mountains next week. We're going *earlier* (early) than usual.

B: I'd love a holiday in May, but it's 1 _____ (1 convenient) for the children to go in the school holidays.

A: I know. But May and June are the 2 _____ (2 dry) and 3 _____ (3 nice) months. Sometimes we go in September which is the 4 _____ (4 beautiful) time of the year with the leaves on the trees changing colour.

B: Maybe it would be 5 _____ (5 sensible) to go in winter than in summer. It would certainly be 6 _____ (6 cheap). It might be

7 _____ (7 good) than August. I can't think of a 8 _____ (8 bad) time to go than August.

3 (p) Comparing quantities

Put in **more**, **most**, **less** and **least**.

A: Our new car is smaller, so it uses 1 _____ petrol. They tested some small cars, and this one costs the 2 _____ to run of all the cars in the test. It's very economical.

B: Can you get three people in the back?

A: Not very easily. We had 3 _____ room in our old car.

4 _____ cars take five people, but not this one.

3 (q) Quite or rather?

Put in **quite** or **rather**. (Sometimes either is possible.)

Let's walk along by the river. It's *quite* pleasant there.

I don't like Gary much. He's *rather* aggressive.

1. We have to change trains twice. It's _____ complicated.
2. We can easily put you up. Our house is _____ big.
3. I didn't expect to enjoy the show, but in fact I found it _____ amusing.
4. The crowds at the festival were _____ bigger than people had expected.
5. Luckily they were able to finish the job _____ quickly.
6. Don't move the table on your own. It's _____ heavy for one person.

3 (r) Quite or rather?

Put in **quite** or **rather**. (Sometimes either is possible.)

A: I didn't like that meal very much.

B: The soup was _____ nice, wasn't it?

A: Yes, but the chicken wasn't. On the whole I'm 2 _____ disappointed.

B: It's 3 _____ noisy in here, isn't it?

A: Yes, I wasn't expecting the place to be so full. It's 4 _____ busy for a Monday evening.

B: This place is 5 _____ popular, you know.

3 (s) The meanings of quite

Does quite mean 'fairly' or 'completely'?

Try one of these sweets. I think they're quite nice . = *fairly*

The driver got out unhurt. It was quite amazing . = *completely*

1. I simply can't do the work by tomorrow. It's quite impossible . = _____

2. I couldn't eat the food. It was quite dreadful . = _____

3. I need some help with this crossword. It's quite difficult . = _____

4. That isn't the same thing at all. It's quite different . = _____

5. I wasn't expecting to get a card. I was quite surprised . = _____

6. I bought this guidebook. It looks quite useful . = _____

7. Are you sure about this? — Yes, I'm quite certain . = _____

8. Will Jasmin give up her job? I think it's quite likely . = _____

Chapter Four

Working with Verbals

Contents of chapter four:

- 4.1. Introduction
- 4.2. The Role of Gerunds and Infinitives
 - 4.2.1. Gerunds and infinitives as 'subject'
 - 4.2.2. Gerunds and Infinitives as 'Subject Complement'
 - 4.2.3. Gerunds and Infinitives as 'Noun Complement'
 - 4.2.4. Gerunds and Infinitives as 'Adjective Complement'
 - 4.2.5. Gerunds and Infinitives as 'Direct Object'
 - 4.2.5.1. Group I: Verbs + to-infinitive
 - 4.2.5.2. Group II: Verb + Object + to-infinitive
 - 4.2.5.3. Group III: Verbs + Gerund (ing- participle)
 - 4.2.5.4. Group IV: Verbs That Can Be Followed by the to-infinitive or by the Gerund (-ing participle)
- 4.3. Special Considerations of Gerunds and to -infinitive
 - 4.3.1. Question Word + to-infinitive
 - 4.3.2. For + to-infinitive
 - 4.3.3. Verb + preposition + Gerund
 - 4.3.4. Adjective + preposition + Gerund
 - 4.3.5. Noun + Gerund
- 4.4. More Examples on Each Group of Verbals
- 4.5. Exercises

4.1. Introduction

In each sentence there is normally at least one verb that has both a subject and a tense. This is called a finite verb.

I make a plan before I write any essay.

She makes a plan before she writes any essay.

Yesterday, I made a plan for my end-of-term essay.

Yesterday, they made a plan for their end-of-term essay.

To achieve agreement in the above sentences, a change in the person or number of the verb has resulted at times in a change in the form of the verb itself (make, makes, made). A verb of this kind i.e. a verb that

changes with a change in person, number or tense is called a **finite verb**. A finite verb can also be defined as a verb that makes an assertion or expresses a state of being and can stand by itself as the main verb of a sentence.

On the other hand, there are some verb forms that do not change when the person, number or tense are changed. They cannot, by themselves, be main verbs. They seem to carry the idea of action or being but do not function as a true verb. These verbs are called **non-finite verbs** (unfinished or incomplete). Another, more useful term for non-finite verbs is **verbals**.

There are various verbal forms:

a) The *to* infinitive.

To open, they broke the seal.

I tried to look for her telephone number.

b) The present participle (gerund) or *-ing* form,

Looking around, he noticed blood on the floor.

I regret spending all that money on clothes.

c) The past participle

Fatigued by the heat, they stopped for a drink.

Viewed from a distance, the island looked like a cloud.

Every verb can be used in a clause in either a finite or a non-finite way. However, the area central to our discussion here is mainly the use of the first two kinds of verbals: the infinitives and the gerunds.

4.2. The Role of Gerunds and Infinitives in Sentences

Both gerunds and infinitives can be nouns, which means that they can do just about anything that a noun can do. Although they name things, like other nouns, they normally name activities rather than people or objects. Here are four common noun-uses of gerunds and infinitives and one additional non-noun use, the adjective complement.

4.2.1. Gerunds and Infinitives as the 'Subject' of the Sentence

Gerunds and infinitives can both function as the **subject** of a sentence:

Playing football takes up too much of his time.

To play football is his favourite hobby.

4.2.2. Gerunds and Infinitives as 'Subject Complement'

It is not impossible for an infinitive to appear at the beginning of a sentence as the subject (as in the example above), but it is more common for an infinitive to appear as a **subject complement**:

His favourite hobby is to play football.

The gerund can also play this role:

His favourite hobby is playing football.

4.2.3. Gerunds and Infinitives as 'Noun complement'

Both of these verbal forms can further identify a noun when they play the role of **noun complement**:

His desire to play football became an obsession.

I could never understand his desire to play football.

His desire in life, playing football, seemed a goal within reach.

4.2.4. Gerunds and Infinitives as 'Adjective Complement'

Infinitive phrases often follow certain adjectives. When this happens, the infinitive is said to play the role of **adjective complement**. (This is not a noun function, but we will include it here nonetheless.)

She was hesitant to tell her friend about her plan.

She was reluctant to tell her parents, also.

But she would not have been content to keep the secret to herself.

Here is a list of some adjectives that you will often find in such constructions:

ahead	determined	lucky
amazed	disappointed	pleased
anxious	eager	proud
apt	eligible	ready
ashamed	fortunate	reluctant
bound	glad	sad
careful	happy	shocked
certain	hesitant	sorry
content	liable	surprised
delighted	likely	upset

4.2.5. Gerunds and Infinitives as 'Direct Object'

And, finally, both gerunds and infinitives can act as a **direct object**: Here the non-finite verb phrase is used immediately after a finite verb phrase acting as its direct object. In the following examples, the non-finite part of the verb phrase is in bold and the finite part is underlined:

I like to swim in the early morning.

She really disliked washing the carpet.

Here, however, all kinds of decisions have to be made, and some of these decisions will seem quite arbitrary. Although it is seldom a serious problem for native English speakers, deciding whether to use a gerund or an infinitive after a verb can be perplexing among students for whom English is a foreign language. Why do we decide to run, but we would never decide running? On the other hand, we might avoid running, but we would not avoid to run. And finally, we might like running and would also like to run. It is clear that some finite verbs take gerunds, some verbs take infinitives, and some verbs take either.

This is precisely the area where learners face problems. Unless familiarized with these types of verbs, learners would not know which type of non-finite form of the verb to use, the *-ing present participle* or the *to infinitive*?

Another difference between some of these verb forms is that sometimes with certain types of non-finite verb phrases (the *to-infinitive*) a noun or pronoun can come between the finite verb and the non-finite one.

We want Shadi *to act* as our representative.

The teacher wanted the student *to read* from his notes.

The teacher disliked him *reading* from the book.

This area can be made simpler to understand by dividing these verb forms into four groups:

Group 1: Verbs + to-infinitive.

Group 2: Verbs + object + to-infinitive.

Group 3: Verbs + -ing form.

Group 4: Verbs followed by either the to-infinitive or the -ing form.

In what follows each of these groups will be examined separately:

4.2.5.1. Group 1: Verbs + to-infinitive

Subject	Verb	To-Infinitive
Her sister	agreed	to help her with her homework.
I	hope	to see you at the party.
My mother	offered	to help me with the children.
He	manages	to win.
We	decided	to leave.

These types of verbs will not normally accept the -ing participle, so it is not possible to say:

~~Her sister agreed helping her with her homework.~~

In the table below the verbs that are usually followed by the *to-infinitive* are grouped together according to their meaning. Notice that many, but not all, of these verbs suggest "a potential event". However, some of these verbs may be followed by a gerund if they are describing an "actual, vivid or fulfilled action". We love walking. They began writing their essays. These will be described later with group 3.

Emotion		
care desire hate	like loathe love	regret yearn
Choice or Intent		
agree choose decide deserve expect	hope intend need plan prefer	prepare propose refuse want wish
Initiation, Completion, Incompletion		
begin cease commence fail	get hesitate manage neglect	start try undertake
Mental Process		
forget know how	learn	remember
Request and Promise		
demand offer	promise swear	threaten vow
Intransitives		
appear happen	seem	tend
Miscellaneous		
afford arrange be	claim continue pretend	wait

For more examples on verbs of this group refer to the list at the end of this chapter.

4.2.5.2. Group 2: Verb + object + to-infinitive

Subject	Verb	Object	To-Infinitive
Kate	reminded	us	to bring our notes.
Zaid	advised	Amr	to go to the police.
We	persuaded	Shadia	to come with us.
we	taught	the children	to swim.
Hot weather	caused	A/C sales	to increase.
The boss	told	us	to hurry up.
We	asked	the intruders	to leave quietly.
The teacher	convinced	the students	to try harder.
The police	allowed	the protestors	to march along the Street.

The verbs in the following table will often be followed by an infinitive, but they will also be accompanied by an object.

Communication		
advise	forbid	remind
ask*	invite	require
beg*	order	tell
challenge	permit	warn
command	persuade	urge
convince	promise*	
Instruction		
encourage	instruct	train
help	teach	

Causing		
allow	force	need*
cause	get	would
choose	hire	like*
Miscellaneous		
dare*	trust	want*
expect*	prepare*	mean*

After help we can leave out to, e.g.

We helped Karen (to) look for her purse.

The verbs with an asterisk *, can also follow the same pattern as the verbs followed by the to-infinitive (i.e., group 1). We all wanted to go. They promised to be home early.

In the following table, there are some examples of verb forms that can be used with or without an object:

Subject	Verb	Object	To-Infinitive
I	expected		to win
I	expected	<i>Salma</i>	to win.
I	want		to be alone.
I	want	<i>everyone</i>	to leave.
Dad	likes		to wash the car.
Dad	likes	<i>me</i>	to wash the car.
I	asked		to see the manager.
I	asked	<i>the waiter</i>	to fetch the manager.
I	meant		to sound friendly.
I	meant	<i>my words</i>	to sound friendly.

The difference in meaning between these pairs of sentences is obvious. (Whilst I **expected to win** = I expected that I would win, I **expected Salma to win** = I expected that Salma would win.)

Other verbs that can be followed by the *to-* infinitive or by an object + the *to-* infinitive include: *intend, love, hate, prefer, and wish.*

Similarly, the verbs *(would) like, (would) love, (would) prefer and (would) hate* can be used with or without an object:

I'd like to listen to some music.

I'd like you to listen carefully.

We'd hate to leave now, but we are too busy.

We'd hate the house to be left empty.

For more examples on this group refer to the list at the end of this chapter.

There are few verbs that belong to this set like *allow, permit, advise, recommend, encourage* ... which can also come in the pattern of verb + ing-form.

Compare:

-ing participle

They allow fishing here.

I'd advise taking out some insurance.

I wouldn't recommend walking home alone at night.

+ object + to- infinitive

They allow people to fish here.

I'd advise you to take out some insurance.

I wouldn't recommend you to walk home alone at night.

We do not use suggest in the pattern with an object + to-infinitive:

I suggested to Eric (that) he should buy a new car. NOT ~~I suggested Eric to buy a new car.~~

4.2.5.3. Group 3: Verbs + Gerund (*ing-* participle)

SUBJECT	VERB	ING-PARTICIPLE
I usually	avoid	taking a taxi late at night.
Mary	disliked	walking alone.
Have you	finished	reading <i>War and Peace</i> ?
Did I	mention	reading that novel?
I	recommend	leaving while we can.
I	have quit	smoking.

Similarly with these verbs, it is not usual to use the *to-infinitive* instead of the *-ing participle*, so you cannot say:
~~I usually avoid to take a taxi late at night.~~

In the table below, a list of verbs that are normally followed by gerunds is given. These verbs tend to describe "actual events".

Initiation, Completion and Incompletion		
anticipate avoid begin cease complete	delay finish get through give up postpone	quit risk start stop try
Communication		
admit advise deny discuss	encourage mention recommend	report suggest urge
Continuing Action		
continuc can't help	practice involve	keep keep on
Emotion		
appreciate dislike enjoy hate like	love mind don't mind miss prefer	regret can't stand resent resist tolerate
Mental Process		
anticipate consider forget	imagine recall remember	see can't see understand

For more examples on these types of verbs refer to the list at the end of this chapter.

4.2.5.4. Group 4: Verbs that can be followed by the to-infinitive or by the -ing participle (gerund).

These verb forms can be classified into two types depending on whether there is a change in meaning or not.

a) The first type constitutes of the verbs that may be followed either by the *to-* infinitive or by the *-ing* form with virtually no difference in meaning. Some examples of this group of verbs are: *attempt, begin, bother, bear, cease, continue, hate, intend, like, love, neglect, prefer, start, stand, can't stand ...*

I like to play (OR playing) football in the park.

People started to leave (OR started leaving) the theatre before the end of the play.

He began to run (OR running).

I can't bear to see (OR seeing) violence.

Wendy likes to take (OR likes taking) photos¹.

I love to watch (OR love watching) the sun set.

We always prefer to travel (OR prefer travelling) by train.

I hate to stand up (OR hate standing up) while I'm eating.

But we do not usually have two *-ing* forms together:

It was starting to get dark. NOT ~~It was starting getting dark.~~

However, when the finite verb comes with 'would' like *would like, would love, would prefer* and *would hate*, we use a *to-*infinitive but not usually an *ing-*form:

I'd like to meet your brother.

Tom would love to have his own flat.

We'd prefer to make our own decision.

I'd hate to live in a big city.

¹ The verb *Like* usually takes an infinitive when it means that something is a good idea rather than a pleasure: *I like to check my work carefully before I hand it in*, but when *like* means enjoy, the *ing-*form is more usual: *I like reading detective stories.*

b) The second type constitutes of the verbs that may be followed either by the *to- infinitive* or by the *-ing participle* but with a change in meaning. These are few and include verbs like: *forget, try, stop, remember....*

I stopped smoking.

I stopped to smoke.

We forgot to pay the milkman, so he left no milk.

He forgot *paying the milkman* and paid him again.

Gerunds are used to describe an "actual, vivid, or fulfilled action" whereas infinitives are better used to describe "potential, hypothetical, or future events". This is especially true with three kinds of verbs: verbs of emotion, verbs of completion/ incompletion, and verbs of remembering. E.g. I stopped smoking means something quite different, for instance, from I stopped to smoke. The infinitive form will usually describe a potential action. On the other hand the use of the verb followed by the -ing form concentrates on what happens. The second verb is really the object of the first one.

In some verbs such as *go* and *come* the *to-* infinitive is understood to express purpose.

She has gone to do the shopping.

They came to Brighton to learn English.

For more examples on these types of verb refer to the list at the end of this chapter.

4.3. Special considerations of Gerunds and to-infinitives

There are certain issues related to the to-infinitive verb forms that need to be clarified here. These include having a question word or a preposition before the to-infinitive.

4.3.1. Question Word + to-infinitive

After some verbs we can use a question word or phrase (e.g. *what, how much etc...*) and a to-infinitive.

SUBJECT	VERB	WH-WORD	TO-INFINITIVE
I didn't	know	what	to do.
Have you	decided	when	to have your party?
We were discussing		how much	to pay the waiter.
We were wandering		where	to put our things.

This pattern expresses a question about what the best action is. Hence in the first example *what to do* – what I should do.

Other examples of verbs that can come before a question word are: *learn, find out, discover; understand, remember, forget; think, consider, explain; want to know*

We can use the verbs *ask, tell, show, teach* and *advise* with an object (e.g. us) followed by a question word:

SUBJECT	VERB	OBJECT	WH-WORD	TO-INFINITIVE
Our teacher	showed	us	how	to write an essay
The guide	told	us	when	to be back.

We cannot use *why* in this pattern with the to-infinitive:

No one could explain *why* we needed to wait.

NOT ~~No one could explain *why* to wait.~~

After *what, which, whose, how many* and *how much* we can use a noun:

They were discussing *what colour* to paint the walls.

I wonder *whose story* to believe.

We can use *whether* (but not *if*):

We'll have to decide *whether* to go ahead with the project (or not). NOT ~~We'll have to decide *if* to go ahead with the project.~~

I was wondering *whether* to order some tea.

4.3.2. For + to-infinitive

Look at these examples:

SUBJECT	VERB	FOR OBJECT	TO-INFINITIVE
I	am waiting	for someone	to serve me.
We	arranged	for someone	to look after the house.
Faten	was longing	for her parcel	to arrive.

We can use the *to* - infinitive with *for* to express purpose:

We brought some toys **for the children to play with.**

(= We brought some toys so **that** the children could play with them.)

At the station there were trolleys **for passengers to put** their luggage on.

For the diet to work properly, you have to follow it very strictly.

4.3.3. Verb+ Preposition + Gerund

Some verbs and adjectives can have a preposition after them:

She apologized **for** her mistake.

This same example can be put in another way:

She apologized **for** making a mistake.

Other examples are:

I believe **in** discussing things openly.

I don't feel like **going** out tonight.

She insisted **on** telling us all the details.

They objected **to** having to wait so long.

I am thinking **of** giving up the whole idea.

I finally succeeded **in** finding a good assistant.

Her parents don't approve **of** smoking.

Sometimes an object comes after the verb and before the preposition as in the following examples:

The administration punished him for cheating in the exam.
She accused her husband of inventing stories about her.
Her parents prevented her from going out late at night.
They congratulated him on reaching such high standard.
They blamed him for leaving the keys in the car.

4.3.4. Adjective + Preposition + Gerund

The same pattern used above with verbs can also be used with adjectives as in the following examples:

I am tired of reading. I need a rest.

She is keen on studying medicine.

They are interested in starting a new course.

She is fed up with eating the same thing everyday.

They are excited about going to Palmyra.

I am bored with waiting here doing nothing.

Are you capable of doing all this work on your own?

4.3.5. Noun + Gerund

There are also some set expressions (idioms) in English that are followed by *-ing* such as *it's not worth*, and *it's no fun*.

It's no fun going out alone.

It's no use phoning him, he's gone away.

It's worth trying one more time.

4.4. More Examples on Each Group of Verbals:

GROUP 1: Verbs + *to* - infinitive

- Afford: We can't afford to buy a car this year.
- Agree: The family agreed to wait until next year.
- Appear: The children appear to be unhappy about this decision.
- Arrange: We'll arrange to buy a Toyota.
- Be (am, is, are): We are to leave some time next month.
- Care: I really don't care to eat out tonight.
- Choose (prefer): I certainly didn't choose to come to this restaurant.
- Claim: It claims to serve the best Italian food in town.
- Decide: I have decided to order a steak.
- Demand: Why is that customer demanding to see the manager?
- Deserve: Every customer deserves to receive good service.
- Fail: He has never failed to get a good grade on a test.
- Forget: He never forgets to complete his assignments.
- Happen: I happen to like him very much.
- Hesitate: I don't know why the other students hesitate to talk to him.
- Hope: He hopes to receive a scholarship for next year.
- Intend: His teachers intend to help him.
- Learn: My children are learning to swim.
- Neglect: You neglected to tell me that you were going out tonight.
- Offer: Don't worry. The teacher has offered to give a review.
- Plan: Many students are planning to take the review.
- Prepare: The teacher is prepared to spend three hours on the exercises.
- Pretend: At my surprise birthday party, I pretended to be surprised.
- Refuse: Never refuse to tell the truth.
- Regret: I regret to tell you that your luggage is missing.
- Remember: Did you remember to put an address label on each suitcase?
- Seem: You don't seem to be very worried about it.
- Swear: The defendant swore to tell the truth in court.
- Tend: Your child tends to be a little noisy at times.
- Threaten: She threatened to call the police.
- Wait: Have a good trip. I'll be waiting to hear from you.

GROUP 2: Verbs + object + to- infinitive.

Advise: Who advised you to join this soccer team?

Allow: Does the coach allow the players to smoke?

Cause: Bill's injury caused him to play poorly yesterday.

Challenge: The losing team has challenged our team to meet again.

Command: The police officers commanded the thief to stop.

Convince: I can't convince you to do anything you don't want to do.

Encourage: Parents should encourage their children to do their best.

Forbid: Her mother forbids her to tell a lie.

Force: Her son's refusal to obey forced her to spank him.

Get: I got my neighbor to take me to the hospital.

*help: The police officer helped me find the address.

Hire: He has hired me to work in his store this summer.

Instruct: Our teacher instructed us to read the directions carefully.

Invite: After the exam, she invited the class to come to her house.

Order: The court ordered him to pay for his parking tickets.

Permit: The coach permitted the players to take a short break.

Persuade: She persuaded me to go with her.

Remind: I reminded her not to forget her driver's license.

Require: Does this school require new students to take a placement test?

Teach: My father taught my brothers and me to play chess.

Tell: He told us to concentrate on the game.

Urge: I urge you to think before you act.

Warn: She warned me not to do it again.

**Help* is followed by a noun or object pronoun and the simple form of the verb, without *to*.

Verbs + to - infinitive OR verb + object + to-infinitive

Remember that the sentences in each pair differ in meaning.

Ask: She asked to talk with the manager.
She asked me to talk with the manager.

Beg: He begged to come with us.
He begged us to come with him.

Choose: The director chose to investigate the problem.
The director chose a committee to investigate the problem.

*dare: They dared to ask the teacher for an answer during the test.
They dared me to ask the teacher for an answer during the test.

Expect: We expected to be on time.
We expected you to be on time.

Like: I like to meet new people.
I like you to meet new people.

Need: We need to help your roommate with his math class.
We need your roommate to help us with our math class.

Prefer: The children prefer to tell stories.
The children prefer their teacher to tell stories.

Promise: My brother promised not to tell.
My brother promised me not to tell.

Want: The nurse wants to give the injection.
The nurse wants the doctor to give the injection.

Wish: I wish to consult with my lawyer.
I wish you to consult with my lawyer.

* In interrogative and negative statements, *dare* is used without *to* if no object follows the verb. ("Do you dare jump off that building?" "No, I don't dare do that." "Do you dare me to jump off that building?")
Only the verb *promise* keeps the same meaning in both patterns.

Group 3: Verbs + *-ing* participle:

Admit: He has **admitted taking** the money .

Appreciate: We **appreciated his telling** the truth.

Avoid: Sue **avoids having** a conversation with Jamal whenever she can.

Can't help: Sometimes, however, she **can't help asking** him a question.

Consider: We are **considering moving** to Homs.

Delay: I can't **delay telling** you the truth any longer.

Deny: Why did you **deny being** at the party?

Discuss: We **discussed going** to the mountains for the weekend.

Enjoy: Everyone **enjoys being** in the fresh air.

Finish: Has everyone **finished doing** the assignment?

Imagine: Can you **imagine winning** a thousand dollars?

Keep (continue): **Keep working** until you finish page thirty-four.

Mention: I didn't **mention seeing** you yesterday

Mind (dislike): Do you **mind not smoking** in class?

Miss: Do you sometimes **miss being** with your high school friends?

Postpone: Susan had to **postpone taking** her trip.

Practice: I'm going to **practice giving** this speech all night.

Quit: Please, children! **Quit shoving and pushing.**

Recall: I don't **recall promising** to have lunch with you.

Recommend: She **recommended getting** a tutor.

Resent: I really **resent being** the last one in line.

Resist: I'm on a diet, but who can **resist eating** your good cooking.

Risk: I will not **risk failing** tomorrow's test, so I won't go out tonight.

Suggest: The football coach **suggested swimming** as a means of relaxation.

Tolerate: Be quiet. Professor Smith does not **tolerate talking** during a test.

Understand: I can't **understand your getting** angry with me.

Group 4a: Verbs That Can Take the to-infinitive or the -ing Form With no Change in Meaning

Advise: Jim's high school counselor **advised going** to a small college.
Jim's high school counselor **advised him to go** to a small college.

Allow: Most restaurants **allow smoking** only in certain sections.
Most restaurants **allow diners to smoke** only in certain sections.

Attempt: To forget our fear, we **attempted singing**.
To forget our fear, we **attempted to sing**.

Begin: It has **begun raining**. Roll up the car windows.
It has **begun to rain**. Roll up the car windows.

Cannot bear: I **can't bear seeing** you in pain.
I **can't bear to see** you in pain.

Continue: Although we were tired, we **continued working**.
Although we were tired, we **continued to work**.

Dislike: Most people **dislike hearing** about their faults.
Most people **dislike to hear** about their faults.

Dread: I really **dread being** alone in a big house at night.
I really **dread to be** alone in a big house at night.

Forbid: The law **forbids driving** over the speed limit.
The law **forbids motorists to drive** over the speed limit.

Hate: I **hate asking** such a big favor from you, but I need help.
I **hate to ask** such a big favor from you, but I need help.

Group 4b: Verbs That Can Take The to-infinitive or the -ing Form With a Change in Meaning

remember/forget

We use remember/forget + to-infinitive for necessary actions.

remember to do = to first remember and then do the action

I must remember to post this letter today. It's important.

The clothes are still dirty because I forgot to switch on the machine.

We use remember/forget + ing-form for memories of the past.

remember doing = to first do the action and then remember it later

I can't remember posting the letter. Perhaps it's still in my coat pocket

I'll never forget flying over the Grand Canyon. It was wonderful.

regret

regret to say = to say we are sorry when expressing something unpleasant or giving bad news

I regret to say I don't have much sympathy with you.

regret doing = to feel sorry about something

I regret spending all that money. I've got none left now.

try

try to do = to attempt an action, do your best

I'm trying to find Josie's phone number.

People tried to put out the fire.

try doing = to do something which might solve the problem

Why don't you try ringing Enquiries? They might have the number.

First they tried stamping on the flames, but that didn't work.

stop

stop to do = to stop so that you can do something

An old man walking along the road **stopped to talk** to us.

stop doing = to end an action, finish doing something

There's too much noise. Can you all **stop talking** please?

mean

mean to do = to intend an action, do it deliberately

I **meant to drop** the glass. It wasn't an accident.

mean doing = to make another action necessary

I'm applying for a visa. It **means filling** in this form.

go on

go on to do = to do something different, do the next thing

The teacher introduced herself and **went on to explain** about the course.

go on doing = to continue doing

The teacher told everyone to be quiet, but they just **went on talking**.

need

needs to do = has to do

Sarah **needs to get up** early tomorrow. She's going to London.

(Sarah has to get up early.)

needs doing = needs to be done

The grass **needs cutting**. It's got very long.

(The grass needs to be cut.)

4.5. Exercises

4 (a) Verb + to-infinitive or ing-form?

Put in the verbs. Use a to-infinitive or ing-form.

Alaa: Are we going to have a holiday this year?

Amr: I thought we'd decided to spend (spend) our holidays on a Spanish beach somewhere.

Sana: Oh, good. I enjoy lying (lie) on the beach. I might manage 1 _____ (get) a suntan.

Alaa: But I dislike 2 _____ (stay) in one place all the time. I refuse 3 _____ (sit) on the beach all day.

Mazen: I don't mind 4 _____ (tour) around in the car.

Alaa: You promised 5 _____ (go) to Scandinavia with me. We could take the car.

Amr: I'm not going to drive. I do too much driving. I can't face 6 _____ (drive) all holiday.

Mazen: I wasn't planning 7 _____ (go) abroad. I can't afford 8 _____ (spend) too much money.

4 (b) Verb + to-infinitive or ing-form?

Put in the verbs. Use the to-infinitive or ing-form.

A: Where's your new hi-fi?

B: Oh, it went wrong. It kept making (make) a funny noise. I took it back to the shop.

A: Did you get your money back?

B: Well, first they offered 1 _____ (repair) it, so I asked 2 _____ (see) the manager. In the end she agreed 3 _____ (give) me back the money.

A: And are you going to get another one?

B: I don't know. I want 4 _____ (think) about it. I can't help 5 _____ (wonder) if I really need a hi-fi after all. And I can't afford 6 _____ (buy) a very good one.

4 (c) Verb + to-infinitive or ing-form?

Complete the sentences. Use a to-infinitive or ing-form.

My sister went to college, and I hope to go there too.

1 Will you apply for university? Well, I'm considering _____.

2 Where would you like to work? In an office?

-- No, I don't fancy _____ indoors.

3 When are you starting your job? Next month. I'm really looking forward to it. I can't wait _____.

4 I can operate the machine on my own now. It took a few days to learn _____ it properly.

5 How much will you earn? -- I don't know. I want _____ more than I do now.

6 I shouldn't miss this opportunity of getting another qualification. If I don't take it now, I risk _____ my chance of promotion.

4 (d) start, intend etc.

Complete the news report. Put in the to-infinitive or the ing-form of these verbs: drive, go, lock, look, make. (Sometimes more than one answer is possible.)

Taxi stolen

18-year-old Ahmad Hamed has lost his taxi. It was stolen on Friday afternoon. 'I just went into the newsagent's for a moment,' said Ahmad. 'I didn't bother I _____ the car.'

Ahmad started 2 _____ his own taxi only six months ago. 'I was just beginning 3 _____ a profit,' he said. 'I intend 4 _____ on with my work as soon as I get the taxi back.' The police are continuing 5 _____ for the stolen car.

4 (e) like, love, prefer and hate

Complete the sentences using the words in brackets. Decide if the verb after love, prefer etc. is a to-infinitive or an ing-form.

I've always wanted to visit Egypt. (I'd love) I'd love to visit it some time.

1 Walid enjoys swimming very much, especially in the sea. (He loves)
_____ in the sea.

2 I'm glad I don't work such long hours as Susan. (I wouldn't like)
_____ eighty hours a week.

3 I think I'll go and see this new film. (I'd like)
_____ it.

4 Can't I come? I don't want to wait around here. (I'd prefer)
_____ with you if you don't mind.

5 It would be marvellous to fly in a helicopter. (I'd love)
_____ in one'some day.

6 Queuing is my least favourite activity. (I hate)

7 Basel's hobby is walking. (He likes)
_____ in the country.

8 Ordering clothes from a catalogue isn't a good idea because you
can't try them on. (I like) _____ them on in the
shop first.

4 (f) remember and forget

Put in the to-infinitive or ing-form of the verbs.

Pick : 1 mention 2 agree 3 call 4 lock 5 look 6 look 7 read

Sahar: Did you remember to pick up those photos today?

Wael: What photos?

Sahar: Oh, no. I can remember 1 _____ it to you only this
morning.

Wael: I can't remember 2 _____ to pick up some photos.

Sahar: Well, don't forget 3 _____ in at the shop for them tomorrow.

Wael: OK.

Sahar: Your memory is getting worse. Yesterday afternoon you went
out and forgot 4 _____ the door.

Wael: I'm sure I didn't forget 5 _____ it. I can clearly remember
6 _____ for my keys. They were in my pocket.

Sahar: You ought to write notes to yourself to remind you.

Wael: I would never remember 7 _____ them!

4 (g) remember, regret, try etc.

Write each pair of sentences as one. Use a to-infinitive or ing-form.

Pamela didn't do her homework. She forgot.

Pamela forgot to do her homework.

The boys had been playing cards for hours. But they went on with the game.

The boys went on playing cards.

1 The driver wanted to buy some cigarettes. So he stopped.
The driver _____

2 Lamis didn't think she could move the piano. She didn't even try.
Lamis _____

3 I once met the prime minister. I'll always remember it.
I'll _____

4 What about painting the shelves? They need it.
The shelves _____

5 Graham was rude to Louise. But he didn't mean it.

6 Kevin missed his chance of a prize. He regrets that.

4 (h) like, love, regret, try etc.

Complete the story. Put in the to-infinitive or ing-form of the verb.

'Last year I finally stopped smoking (smoke). I'd been trying
1 _____ (give) up for ages. I needed 2 _____ (stop) because
it was costing me a lot of money. And of course if I went on 3 _____
(smoke), I would be putting my health at risk. Well, I wasn't having
much success until one day a friend said, 'Why don't you try
4 _____ (eat) sweets instead of smoking? That might break the
habit.' And it worked! I don't smoke now, which is fine. But there's
one problem. I like 5 _____ (go) to the dentist for a check-up now
and again. Last time he said, 'I regret 6 _____ (tell) you this, but
your teeth don't look very healthy.' He went on 7 _____ (say) that
three of my teeth needed 8 _____ (pull) out! This was all because of
the sweets. 'Eating sweets means 9 _____ (do) a lot of damage to
your teeth,' he said. I don't regret 10 _____ (give) up smoking of
course. I'd hate 11 _____ (become) addicted to tobacco again. But
I'd love 12 _____ (have) healthy lungs and healthy teeth.'

4 (i) tell, ask etc.

Report what was said. Use the verbs in brackets.

Police to motorists: 'Take special care. (warn)

The police warned motorists to take special care.

1 Pupils to teacher: 'Could you explain, please?' (ask)

The pupils _____

2 Doctor to patient: 'You should stay in bed.' (tell)

3 Kay to Joe: 'Don't forget to pay the bill.' (remind)

4 Police to gunman: 'Come out with your hands up. (order)

4 (j) cause, help etc.

Write the two sentences as one.

The lorry skidded. The icy road caused it.

The icy road *caused the lorry to skid.*

1 Maya can speak French. Her mother taught her.

Maya's mother _____

2 The team lost. We'd all expected it.

We'd all _____

3 The hostages lay down. The kidnappers forced them.

The kidnappers _____

4 Bassam's smile wasn't friendly. But he meant it to be.

Bassam _____

4 (k) want and would like

Complete the sentences using would like or not want.

Neil won't wear a tie. His girl-friend is annoyed.

She would like *him to wear one.*

1 Sarah is going to hitch-hike. But her parents don't like the idea.

They don't want _____

2 The girls want to stay out late. But their father is against it.

He _____

3 Laila refuses to take the exam. Her mother thinks it would be a good idea. _____

4 (l) allow, advise etc.

Complete the paragraph. Use the to-infinitive or the ing-form.

1 drive 2 travel 3 buy 4 use 5 take

We wouldn't recommend 1 _____ into London in the rush hour. If you need to go there, we'd advise you 2 _____ by train. We'd recommend 3 _____ a special saver ticket, which is less expensive. But British Rail don't allow you 4 _____ it before ten o'clock. This is to encourage people 5 _____ a later train.

4 (m) The pattern know what to do

Write the two sentences as one.

How do you open the window? Fadi didn't know.

Fadi didn't know how to open the window.

1 'Who shall I invite to the party?' Nadia wondered.

Nadia _____

2 'What shall I play next?' the pianist asked.

The pianist _____

3 Who should he choose for the team? The trainer hadn't decided.

4 How do you fill in the form? Ralph didn't understand.

5 What should they expect in the exam? The students wanted to know.

4 (n) Question word + to-infinitive

Look at the questions and then complete the paragraph about a man coming out of prison.

How should David start a new life?

1 What should he expect? 3 How can he find somewhere to live?

2 Where should he go for help? 4 What should he do?

David will have problems when he leaves prison. He needs advice on how to start a new life. After a long time in prison he isn't sure

1 _____ in the outside world. And he has no idea
2 _____ for help. There's the problem of
3 _____ somewhere to live. But he won't be completely
alone. A social worker will advise him 4 _____.

4 (o) Question word + to-infinitive

Answer the questions using a question word + to-infinitive.

Are you going to buy that Jacket?

You: I'm not sure whether to buy it.

How many seats do you think we ought to book?

You: I don't know how many to book.

1 What number should we ring?

You: I don't know _____

2 Do you want to do the history course?

You: I'm wondering _____

3 How much money should we give?

You: I have no idea _____

4 Do you intend to join the sports club?

You: I can't decide _____

5 Which path should we take?

You: It's difficult to know _____

6 Have you solved the puzzle, then?

You: I can't think _____

4 (p) Verb/Adjective + for

Write the two sentences as one.

Everyone must play their part. It's important.

It's important for everyone to play their part.

1 Children shouldn't play with matches. It's dangerous.

It's dangerous: _____

2 The taxi is coming at eight o'clock. Fadi has arranged it.

Fadi has _____

3 The party should begin soon. Monia is impatient.

Monia _____

4 People should know the truth. It's important.

4 (q) For expressing purpose

Match the sentence pairs and rewrite them with **for** and the **to-infinitive**.

There's a visitors' book.

There's a pool.

There are tables.

There's music.

There are gift shops.

You can listen to it.

You can picnic at them.

Tourists can buy
souvenirs in them.

Guests can write their
names in it.

Guests can swim in it.

Ex. *There's a visitors' book for guests to write their names in.*

1

2

3

4

Chapter Five

Working with Prepositions

Contents of chapter five:

- 5.1. Prepositions: Locators in Time and Place
- 5.2. Types of Prepositions
 - 5.2.1. Prepositions of Time: at, on and in
 - 5.2.2. Prepositions of Time: for and since
 - 5.2.3. Prepositions of Place
 - 5.2.4. Prepositions of Location
 - 5.2.5. Prepositions of Movement
- 5.3. Prepositions with Nouns, Verbs, and Adjectives
 - 5.3.1. Prepositions with Nouns
 - 5.3.1.1. Noun + Preposition
 - 5.3.1.2. Preposition + Noun
 - 5.3.2. Prepositions With Adjectives
 - 5.3.3. Prepositions With Verbs
- 5.4. Exercises

5.1. Prepositions: Locators in Time and Place

A preposition describes a relationship between other words in a sentence. In itself, a word like "in" or "after" is rather meaningless and hard to define in mere words. For instance, when you do try to define a preposition like "in" or "between" or "on," you invariably use your hands to show how something is situated in relationship to something else. Prepositions are nearly always combined with other words in structures called **prepositional phrases**. Prepositional phrases can be made up of a million different words, but they tend to be built in the same way: a **preposition** followed by a **determiner** and/or an **adjective** or more, followed by a **noun** (called the *object* of the preposition), e.g.

The teacher is **in front of** the board.

The class starts **at** eight o'clock.

The exam is **in the** morning.

The whole phrases following the preposition, in turn, take on a modifying role, acting as an **adjective** or an **adverb**, locating something in time and space, modifying a noun, or telling when or where or under what conditions something happened.

Consider the teacher's desk and all the prepositional phrases that can be used while talking about it:

The student can sit **before** the desk (or **in front of** the desk). The teacher can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk or **beneath** the desk. He can stand **beside** the desk (meaning **next to** the desk), **before** the desk, **between** the desk and the student, or even **on** the desk (if he's trying to reach something high up). If he's clumsy, he can bump **into** the desk or try to walk **through** the desk (and his things would fall **off** the desk). Passing his hands **over** the desk or resting his elbows **upon** the desk, he often looks **across** the desk and speaks **of** the desk or **concerning** the desk as if there were nothing else **like** the desk. Because he thinks of nothing **except** the desk, sometimes the student wonders **about** the desk, what's **in** the desk, what the teacher paid **for** the desk, and if he could live **without** the desk. The student can walk **toward** the desk, **to** the desk, **around** the desk, **by** the desk, and even **past** the desk while the teacher sits **at** the desk or leans **against** the desk.

All of this happens, of course, in time: **during** the class, **before** the class, **until** the class finishes, **throughout** the class, **after** the class, etc.

Those underlined words in bold are all prepositions. Some prepositions do other things besides locate in space or time e.g.

My brother is like my father.

Everyone in the class except me got the answer.

But nearly all of them modify in one way or another. In what follows is a list of common prepositions.

about	by	outside	according to
above	down	over	because of
across	during	since	by way of
after	except	through	in addition to
against	for	throughout	in front of
around	from	till	in place of
at	in	to	in regard to
before	inside	toward	in spite of
behind	into	under	instead of
below	like	until	on account of
beneath	near	up	out of
beside	of	upon	
besides	off	with	
between	on	without	
beyond	out		

Prepositions are known to create troubles for students for whom English is a foreign language. We say we are *at* the hospital to visit a friend who is *in* hospital. We lie *in* bed but *on* the couch. We watch a play *at* the theatre but *on* television. For native speakers, these little words present little difficulty, but try to learn another language, any other language, and you will quickly discover that prepositions are troublesome wherever you live and learn. In what follows are some interesting (sometimes troublesome) prepositions with brief usage notes. The best way English language learners can begin to master the intricacies of preposition usage is through practice and paying close attention to speech and the written word. Keeping a good dictionary close at hand is an important first step too.

5.2. Types of Prepositions

5.2.1. Prepositions of Time: at, on, and in

We use *at* to designate specific times.

The train is due **at 12:15 p.m.**

We use *on* to designate days and dates.

My grandparents are coming **on Monday.**

We're having a party **on the first of January.**

We use *in* for non-specific times during a day, a month, a season, or a year.

She likes to swim **in the morning.**

It's too cold **in winter** to run outside.

He started the job **in 1991.**

He's going to retire **in August.**

5.2.2. Prepositions of Time: *for* and *since*

We use *for* when we measure time (seconds, minutes, hours, days, months, years), i.e. to say how long something has continued.

He stayed under water **for seven minutes.**

She's lived there **for nine years.**

The shop will be closed **for ten days.**

We use *since* with a specific date or time to say when something began.

He's worked here **since 1990.**

She's been sitting in the waiting room **since four-thirty.**

5.2.3. Prepositions of Place: *at*, *on*, and *in*

We use *at* for specific addresses.

They live **at 14 Glossop Road.**

We use *on* to designate names of streets, avenues, etc.

Their house is **on Glossop Road.**

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents).

She lives **in** Beirut.

Beirut is **in** Lebanon.

Lebanon is **in** the Middle East.

5.2.4. Prepositions of Location: *in*, *at*, *on* and no preposition

The following table shows how different types of prepositions or no preposition at all are used with different places:

Prepositions of Location: <i>in</i> , <i>at</i> , and <i>on</i> and No Preposition			
IN (the) bed* the bedroom the car (the) class* the library* school*	AT class* home the library* the office school* work the cinema the bus stop the supermarket	ON the bed* the ceiling the floor the horse the plane the train	NO PREPOSITION downstairs downtown inside outside upstairs uptown
* You may sometimes use different prepositions for these locations.			

5.2.5. Prepositions of Movement: *to* and *no Preposition*

We use *to* in order to express movement toward a place.

They were driving **to** work together.

She's going **to** the dentist's surgery this morning.

Toward and *towards* are simply different spellings of the same word and are helpful prepositions to express movement.

We're moving toward the light.

This is a big step towards the project's completion.

With the words *home, downtown, uptown, inside, outside, downstairs, upstairs*, we use no preposition.

Grandma went upstairs

Grandpa went home.

They both went outside.

5.3. Prepositions with Nouns, Verbs, and Adjectives

Prepositions are sometimes so firmly linked to other words that they have practically become like one word. This occurs in three categories: nouns, adjectives, and verbs.

5.3.1. Prepositions With Nouns

Nouns can be preceded or followed by prepositions. These are sometimes referred to as idioms since the meaning sometimes does not determine the preposition that follows. In what follows is a list of some of the commonly used nouns and the prepositions that go with them. The first section gives examples of nouns followed by fixed prepositions. The examples are grouped together according to meaning.

5.3.1.1. Noun + preposition

trouble, method, advantage etc...

I'm having trouble with this exercise.

There's some difficulty over/with my visa.

What's the matter with her today?

It's a new way/method of storing data.

The answer/solution/key to the exercises is at the end of the book.

The cause of/reason for the delay is not known.

There are many advantages of reading?

connection, difference etc...

Compare:

One thing has a link with another.

A connection with another crime was made by the investigators.

Dave's relationship with Sue came to an end.

The contrast between rich and poor is great.

There is a link between two things.

The investigators found a connection between the two crimes

The relationship between Dave and Sue came to an end.

The contrast with yesterday's weather is great.

The difference between a boat and a ship is big.

But note the prepositions in these examples:

Nylon is a cheap alternative to leather.

Beans can be a substitute for meat.

increase, rise etc...

We use *in* with words that mean increase or decrease, but we use *of* before a number. Compare:

There was an increase/decrease in the price of petrol.

There was an increase/decrease of fifteen per cent on the price of cigarettes.

There was a reduction in the price of bread.

There was a reduction of fifteen per cent on the price of bread.

There has been a rise in the numbers of those out of work.

There is a rise of fifty thousand in the price of the house.

student, knowledge etc...

She is a student of Arabic Literature.

He has some ability in maths.

I have some knowledge of French.
I admire his skill at organizing things.
She has got no interest in architecture.
Success at college is not easy. It needs a lot of hard work.
She has no experience of management but she has great
experience in computers.
She's an expert on computers.

need, wish etc...

These nouns all take for: need, demand, request; wish, desire,
preference; taste, appetite.
There's a need for more facilities at college.
There's no demand for this product.
We made a request for more money.
I've got no desire for a fight.

opinion etc...

What's your opinion of attitudes to these rumours?
I can't feel any respect/sympathy for a person like that.
A belief in God is needed to understand the greatness of
the world we live in.
In the newspapers, there was an attack on the people
responsible for the accident.

More examples ...

We received an invitation to the wedding.
I filled in an application for the job.
The cost of food \ the price of food \ the tax on
cigarettes is up.
The accident caused some damage to the car.
I'll give you an example of what I mean.
There is a lack of hotels in this area.
We've got no hope of winning this time.
She's hoping for better results next term.

5.3.1.2. Preposition + Noun

In what follows is a list of some of the commonly used nouns and the prepositions that precede them. Again the examples have been grouped according to meaning.

on holiday, on business; on a journey / on a trip / on a tour

I'm traveling to Hong Kong on business.

We're on a coach tour of Syria.

We are going on a trip to Bludan.

Our neighbours are away on holiday.

in cash, by cheque / by credit card

It's cheaper if you pay in cash.

You can pay by cheque or by credit card.

in writing, in pen / in biro / in ink / in pencil

Could you confirm that in writing?

I'll write the names in pencil.

Exam questions will only be corrected if they are in ink.

on television / on the radio / on the phone

There was a nice programme on TV last night.

I listened to the news on the radio.

I was on the phone talking to my friend.

for sale, on the market

The house next door is for sale.

It's the best printer on the market.

on the whole, in general

On the whole it's a good idea, but there are one or two problems.

In general, I think it is the best solution for the problem.

in advance, out of date, up to date

The company wants us to pay for the goods in advance.

Oh no! My driving license is out of date.

These latest figures are up to date.

in my opinion, from my point of view

All sport is silly in my opinion.

Try to see things from my point of view.

on purpose, by mistake / by chance / by accident

He didn't break the glass on purpose.

I pressed the wrong button by mistake.

We didn't arrange to meet. We met by chance in the street.

on the way, in the way

on the way (= during the journey),

in the way (= blocking the way)

I'm driving into town. I'll do some shopping on the way.

We couldn't cross the road because there was a pile of stones in the way.

in the end, at the end

in the end (= finally, after a long time),

at the end (= when something stops)

It took me hours to decide. In the end I chose the first jacket I saw.

We all left quickly at the end of the meeting.

Transport ...

We use *by* without *a / the* when we talk about a means of transport, for example: *by bike, by car, by taxi, by bus/coach, by train / tube, by rail, by boat / ship / ferry, by sea, by plane, by air.*

We decided to go to Zabadani *by train*. NOT ~~...go by the train.~~

We went to the sea side by coach.
Let's go by car, it's much quicker.

On foot means 'walking', e.g. We came on foot. NOT ... by feet.

We can also use on my bike, in the car / in my car / in your car, in a taxi or on the bus / on the train / on the boat / on the ship / on the ferry / on the plane.

It'll be quicker to go in the car.
They came in a taxi.

5.3.2. Prepositions With Adjectives

Adjectives can also be followed by certain fixed prepositions. In what follows is a list of some of the commonly used adjectives and the prepositions that go with them.

Adjectives expressing feelings

Here are some common adjective + preposition combinations which are to do with feelings:

<p><i>ashamed of; disappointed with / about; eager for; excited about; interested in, keen on, fond of; nervous of, afraid of, worried about; pleased with/about, happy with/about, satisfied with; proud of; surprised at/by, shocked at/by, amazed at/by; tired of, bored with, fed up with</i></p>

Study these pairs:

I'm sorry about the mistake.
I feel sorry for Kate.

We were angry at/about the delay.
I was angry with Mazen.

We were annoyed at/about the delay.
We were annoyed with Sana.

Ahamad is **anxious** about the exam.
(= Ahamad is worried about the exam.)

People are **anxious** for news.
(= People are waiting for news.)

Adjectives Meaning 'good' or 'bad'

To talk about a person's ability, we use **good at**, **bad at** etc:
good at tennis... **brilliant at** crosswords ... **bad at** games ...
hopeless at running ...

To talk about whether something makes you healthy or ill, we use
good for and **bad for**:

Fruits and vegetables are **good for** you.

Smoking is **bad for** you.

To talk about how we behave towards another person, we use **good to**,
nice to, **kind to**, **polite to** and **rude to**:

My friends have been **good to** me.

You were very **rude to** the waitress.

After some adjectives we can use a preposition (e.g. **on**, **of**):

My father is very **keen on** golf.

The town is famous **for** its architecture.

The hole was full **of** water.

I'll be late **for** my evening class.

Other Adjectives

Here are some more expressions with other adjectives:

It's full **of** rubbish.

We're **safe from** attack.

She's famous **for** her singing.

You're late **for** school.

This is the same as (OR similar to) last time.

This way is different from our usual route.
 They're ready for (OR prepared for) action.
 He isn't fit for work.
 We're used to (OR accustomed to) the noise.
 I'm capable of looking after myself.
 He's aware of the facts.
 This is typical of this area.
 They're involved in a project.
 I'm responsible for running the business.

5.3.3. Prepositions With Verbs

Verbs can also be followed by certain fixed prepositions. When this happens the result is a new verb. These types of verbs are called **prepositional verbs**. In the table below, there are some examples of this kind of verbs. Sometimes the meaning of these verbs is literal and at other times the meaning is idiomatic. Since these types of verbs are just one kind of multi-word verbs, we shall deal with them in detail in the following chapter.

VERBS and PREPOSITIONS		
apologize for	give up	prepare for
ask about	grow up	study for
ask for	look for	talk about
belong to	look forward to	think about
bring up	look up	trust in
care for	make up	work for
find out	pay for	worry about

5.4. Exercises

5 (a) Some common idioms

Put in **by, from, in or on**.

There's something I want to watch on television.

- 1 They've told me I can have time off, but I haven't got it _____ writing.
- 2 I found the English to be fairly friendly people, _____ the whole.
- 3 Why can't you look at the problem _____ my point of view?
- 4 Would you mind moving? You're rather _____ the way here.
- 5 I dialled the wrong number _____ mistake.
- 6 Is it OK if I write _____ pencil?
- 7 Are you here _____ holiday or _____ business?
- 8 I booked our seats a month _____ advance and paid _____ cheque.
- 9 Jessica fell ill while she was _____ a trip to Ireland.
- 10 Could you be quiet for a minute, please? I'm _____ the phone.
- 11 We've had a few nice days, but _____ general it's been a poor summer.
- 12 I was lucky. I found the solution _____ accident.
- 13 It's a long journey. Let's stop somewhere _____ the way and have a meal.
- 14 I spent ages looking for a phone box, _____ the end I found one

5 (b) Some common idioms

Put in the nouns on the right with the correct prepositions (e.g. **on, in, by**). You may also need to use **the** or **my**.

Do you think we ought to book seats in advance (advance)?

No, I don't think so. On the whole (whole) it's better to buy a ticket on the day.

- 1 Is it all right if I pay _____ (credit card)? Well, if you don't mind, I'd prefer it _____ (cash)
- 2 A lot of this information is _____ (date). I know, We do our best to keep _____ (date), but it's difficult.
- 3 Did the others lock you out of the house _____? (purpose)
No, it happened quite _____ (chance)

4 Is there anything _____ (television) tonight? No, but there's something _____ (radio) I want to listen to.

5 These flats are still _____. (sale) Yes, they've been _____ (market) for over a year now.

6 Was it an interesting talk? _____ (opinion) it was boring, but everyone clapped 7 _____ (end) of it.

5 (c) Transport

Put in by, in or on.

1 It'll be easier if I go _____ the train.

2 The quickest way to get there is _____ air, of course.

3 Shall we go _____ your car or mine?

4 They decided to go _____ foot.

5 The family arrived at the guest house _____ a taxi.

6 In summer I go to work _____ my bike.

7 I have never travelled _____ train.

5 (d) Noun + preposition

Complete the sentences. Use a preposition after these nouns:

answer, cause, damage, difficulty, invitation, matter, tax, way.

I've had an invitation to the barbecue.

1 The accident caused some _____ the car.

2 I'm trying to think of the best _____ getting this sofa upstairs.

3 I can't think of an _____ the problem, I'm afraid.

4 The _____ the accident is still unknown.

5 The government has introduced a new _____ luxury goods.

6 Unfortunately there was some _____ the arrangements.

7 The television won't come on. What's the _____ it?

5 (e) Noun + preposition

Complete the advertisement for a supermarket. Put in between, for, of, in or with.

Why not shop at the Grand Store? You'll find that the cost 1 _____

_____ your weekly shopping is much lower. There's quite a

contrast 2 _____ other stores. Here's one example 3 _____ this:

from today we have made a reduction 4 _____ five per cent 5 _____

_____ all our meat prices. But this is not the only reason 6 _____

Grand Store's success. We're proud of our good relationship
7 _____ our customers. And we believe that there is simply no
substitute 8 _____ quality. That's the difference 9 _____ us and
ordinary stores. So come to Grand Store and see the difference.

5 (f) Noun + preposition

Put in at, in or of

A: What's the job you've applied for?

B: It's with a travel company. But the advert says that you need some
experience 1 _____ work in tourism. I haven't got that. And I don't
think my knowledge 2 _____ foreign languages will be good
enough. I'm having no success at all 3 _____ my attempts to get a
job.

A: What about your interest 4 _____ computers? And your skill
5 _____ typing? That's the sort of thing employers are looking for.

B: What skill? I can only type with two fingers.

5 (g) Noun + preposition

Put in for, in, on or to.

1 I felt some sympathy _____ the losing team.

2 We've received a request _____ help.

3 I just can't understand your negative attitude _____ the project.

4 I don't have much belief _____ modern medicine.

5 The union replied to the statement with an attack _____ the
management.

6 After so much fighting there was a great desire _____ peace.

7 There is a need _____ new homes that young people can afford to
buy.

5 (h) prepositions of place

Fill in the correct preposition.

Laila was lying on the lawn reading a book.

1 It's my holiday next week. I'm going _____ Cairo.

2 There was a big crowd _____ the shop waiting for it to open.

3 Some idiot pushed me _____ the swimming-pool.

4 I went _____ the chemist's just now, but I didn't notice if it was
open.

- 5 I hurt myself. I fell _____ my bike.
 6 There's a café _____ the mountain. You can have a coffee here before you walk down.
 7 The lorry had to wait _____ the traffic lights.
 8 The sheep got out _____ a hole in the fence.
 9 There's such a crowd. You won't find Ahmad _____ all these people.

5 (i) prepositions of place

Choose the correct preposition from those given at the end of the sentence.

- 1 she drove here all the way _____ Latakia just to see me.
 (from/towards)
 2 Lamia walked right _____ me and never said hello. (along/past)
 3 I thought someone was standing _____ me, but I didn't dare to turn round. (behind/ in front of)
 4 Sami wore a long coat that came down well _____ his knees.
 (below/under)
 5 We'll need a boat to get _____ the river. (across/through)
 6 Hana was sitting _____ me at lunch, so I couldn't help looking at her. (beside/opposite)

5 (j) prepositions of place

Put in the preposition: in, on or at

- 1 I read about this new invention _____ a magazine.
 2 Maha's new flat is _____ the twenty-first floor.
 3 Jihan was holding a small bird _____ her hands.
 4 I'll meet you _____ the airport.
 5 Fadi now lives _____ Faiz Mansour Street.
 6 I was standing _____ the counter in the baker's shop, waiting to be served.
 7 London is _____ the Thames
 8 There weren't many books _____ the shelves.
 9 The passengers had to stand _____ a queue.
 10 We had to change planes _____ Beirut airport.

5 (k) Prepositions of time

Saying when

Two business people are arranging a meeting. Use in, on or at.

A: I'm free 1 _____ the 15th March. Can we meet then?

B: that's Friday, isn't it? No, I'm afraid I can't see you 2 _____ Friday.

A: I'd like to have a meeting this month. I shall be very busy 3 _____ April.

B: I'm having an extra couple of days' holiday 4 _____ Easter, so perhaps the week after. Shall we meet 5 _____ the 27th? That's a Wednesday.

A: well, I've got an appointment _____ the morning but nothing 6 _____ the afternoon. How about 7 _____ Wednesday afternoon 8 _____ about half past two?

B: Yes, that'll be fine.

5 (l) Saying when

put in the word or phrase and use in (the), on (the), or at (the) if necessary.

I have to e up early in the morning. (morning)

We're going on a trip this Wednesday. (this Wednesday)

- 1 we have a tea break _____ . (four o'clock)
- 2 I posted the letter _____ . (Friday)
- 3 My birthday is _____ . (June)
- 4 Did you go away _____ . (summer holiday)
- 5 Zeina rang _____ . (yesterday afternoon)
- 6 I never drink juice _____ , thanks. (lunch time)
- 7 the patients get one cooked meal _____ . (everyday)
- 8 It's my photograph class _____ . (Thursday evening)
- 9 My brother often has to work _____ . (night)
- 10 I heard a noise _____ . (night)
- 11 My friend will be here _____ . (weekend)
- 12 It's a public holiday _____ . (New Year's Day)

5 (m) in or on?

Put in the right word: in or on.

1 I've read that book _____ about three hours one afternoon.

2 The bank always opens absolutely _____ time.

- 3 The course starts ____ 15th May.
- 4 I can easily shower and change ____ ten minutes.
- 5 As the car came round the corner, we got out to the way just ____ time.
- 6 The holiday is almost over. We go home ____ Friday. That's ____ two days.

5 (n) for or since?

complete the sentences.

You ought to wash the car. You *haven't washed it for* ages.
I'd better have a shower. I haven't *had one since* Thursday.

- 1 Shall we play football? We haven't _____ our holiday.
- 2 I think I'll ring my cousin. I haven't _____ the weekend.
- 3 We're going to see some old friends. We haven't _____ five years.
- 4 Let's watch a video, shall we? We haven't _____ quite a while.
- 5 Aren't you going to write to Hanan and Salwa? You haven't _____ about six months.
- 6 We could have a barbecue. We haven't _____ last summer.

5 (o) adjectives expressing feelings

Say what these people's feelings are.

Our neighbours are starting their holiday. (excited)
They're excited about their holiday.

- 1 Jasmine doesn't like the dark. (afraid)
She's _____
- 2 Jamal was watching a video, but he's going to switch it off. (bored)
He's _____
- 3 Sarah is reading a magazine about computers. (interested)
She's _____
- 4 Ziad has just heard some news that he didn't expect. (surprised)
He's _____
- 5 The team have won a victory. (proud)
They're _____

6 Mrs. Haddad's children are being silly. (annoyed)

She's _____

7 The staff think their pay increase is all right. (satisfied)

They're _____

5 (p) Adjectives meaning 'good' or 'bad'

Complete the conversation. Put in at, for or to.

Amani: You were very rude 1 _____ Majd when you said he needs to lose weight.

Ali: Well, it's true. Exercise would be good 2 _____ him.

Amani: Yes, but we aren't all as good 3 _____ athletics as you are.

Ali: Anyone can do a bit of jogging. You don't have to be brilliant 4 _____ it. And eating so much must be bad 5 _____ you.

Amani: Well, you could have been more polite.

Ali: Sorry, I'm not very good 6 _____ saying the right thing. I'll try to be nice 7 _____ him next time I see him.

5 (q) Some other adjectives

Complete these paragraphs from a letter. Use these adjectives and put a preposition after each one: **aware**, **different**, **famous**, **full**, **late**, **ready**, **responsible**, **similar**, **used**.

Everything was strange here at first because this new job is different from any I've had before. But I've got used to it now, and I'm enjoying it. I'm mainly 1 _____ controlling the costs of the project. The work is quite hard, and I feel 2 _____ a holiday. The company expect people to do overtime, which I wasn't 3 _____ before I arrived. They hadn't told me at the interview.

I've got a nice flat which is very 4 _____ the one I had in Saida. The only difference is that my flat here is 5 _____ horrible old furniture. I live right by the harbour. I get woken very early by the noise of the boats, so I'm never 6 _____ work. This area is 7 _____ its sea food, and there are several good fish restaurants.

Chapter Six

Working with Multi-Word Verbs

Contents of chapter six:

- 6.1. Introduction
- 6.2. The Meanings of Multi-Word Verbs
- 6.3. Types of Multi-Word Verbs
 - 6.3.1. Phrasal Verbs
 - 6.3.1.1. Intransitive Phrasal Verbs
 - 6.3.1.2. Transitive Phrasal Verbs
 - 6.3.2. Prepositional Verbs
 - 6.3.3. Phrasal – Prepositional Verbs
- 6.4. Some More Examples on Multi-Word Verbs
- 6.5. Exercises

6.1. Introduction

"Multi-word verbs" are an important part of the English language. They are a large group of verbs and very common, especially in spoken English. They often arise from casual uses of the language and eventually work themselves into the mainstream of language use. A multi-word verb is a verb like "pick up", "turn on" or "get on with". These verbs consist of a basic verb + another word or words. The other word(s) can be prepositions and/or adverbs. The two or three words that make up multi-word verbs form a short "phrase"—which is why these verbs are often called "phrasal verbs", however we prefer to use here the term multi-word verbs.

6.2. The Meanings of Multi-Word Verbs

With some multi-word verbs, the meaning is literal:

He got in the car and drove off.

He turned round and saw me.

But many multi-word verbs have an 'idiomatic' meaning which cannot be easily guessed from the individual words:

They turned up an hour later (=arrived).

She made the story up (=invented).

I'm trying to cut down on cigarettes (=smoke less).

Besides, multi-word verbs often mean several different things. *To bring up*, for instance, can mean to mention a topic; it can also mean to raise children. *To come out*, is a multi-word verb that has eighteen different meanings. Verbs can be combined with different prepositions and other words, sometimes with a dizzying effect: *stand out, stand up, stand up for, stand in, stand to, stand off, stand by, stand fast, stand down, stand against, stand for*. Furthermore, the verb and the word or phrase it connects to are not always contiguous: "Fill this out," we would say, but then we would say, "Fill out this form."

Identifying a multi-word verb is also not easy at times. If someone chooses to turn up the street that is a combination of a verb and a preposition, but it is not a multi-word verb. On the other hand, if your neighbours unexpectedly *turn up* (appear) at a party or your brother *turns up* his radio, those are multi-word verbs.

For English language learners, the challenge of mastering multi-word verbs is so great that only intensive instruction and a great deal of time spent listening and reading carefully can address the problem. Having a good dictionary at hand is also helpful.

The important thing to remember is that a multi-word verb is still a verb. "Get" is a verb. "Get up", is also a verb, but it is a different verb. "Get" and "get up" are two different verbs. They do not have the same meaning. So you should treat each multi-word verb as a separate verb, and learn it like any other verb. In the table below you can see that there are three types of multi-word verbs:

6.3. Types of Multi-Word Verbs

6.3.1. Phrasal Verbs.

6.3.2. Prepositional Verbs.

6.3.3. Phrasal-prepositional Verbs.

The following table presents a comparison of single-word verbs with multi-word verbs together with the different types of multi-word verbs:

single-word verb		look	direct your eyes in a certain direction	You must look before you cross the road.
multi-word verbs	prepositional verbs: verb + preposition	look after	take care of	Who is looking after your elderly mother?
	phrasal verbs: verb + adverb	look up	search for and find information in a reference book	You can look up the meaning of the phrasal verb in the dictionary.
	phrasal-prepositional verbs: verb + adverb + preposition	look forward to	anticipate with pleasure	We are looking forward to our holidays.

In what follows, we shall look into each of these types of multi-word verbs individually:

6.3.1. Phrasal Verbs

Although some books refer to all multi-word verbs as phrasal verbs, we shall restrict the usage of this word only to one kind of multi-word verbs i.e. the verbs that are made of a **verb + adverb**. Phrasal verbs can be of two types:

6.3.1.1. Intransitive (no direct object)

6.3.1.2. Transitive (direct object)

	phrasal verbs	meaning	examples	
				direct object
Intransitive phrasal verbs	get up	rise from bed	I don't like to get up early on Fridays.	
	break down	cease to function	He was late because his car broke down.	
Transitive phrasal verbs	put off	postpone	The company director put off	the meeting.
	turn down	refuse	He turned down	our offer.

6.3.1.1. Intransitive Phrasal Verbs

Intransitive phrasal verbs are those that do not require an object. The following list presents some examples of intransitive phrasal verbs with their meanings:

Break down: stop functioning.

My computer had a tendency to break down just when I needed it the most.

Catch on: become popular

Popular songs seem to catch on quickly in big cities.

Come back: return to a place

Father promised that we would never come back to this horrible place.

Come in: enter

They tried to come in through the back door, but it was locked.

Come to: regain consciousness

He was hit on the head very hard, but after several minutes, he started to come to again.

Come over: to visit

The children promised to come over, but they never do.

Drop by: visit without appointment

We used to just drop by, but they were never home, so we stopped doing that.

Eat out: dine in a restaurant

When we visited Paris, we loved eating out in the sidewalk cafes.

Get by: survive

Uncle Hani didn't have much money, but he always seemed to get by without borrowing money from relatives.

Get up: arise

Grandmother tried to get up, but the couch was too low, and she couldn't make it on her own.

Go back: return to a place

It's hard to imagine that they will ever go back to their homeland.

Go on (1): continue

He would finish one novel and then just go on to the next.

Go on (2): happen

The policeman heard all the noise and stopped to see what was going on.

Grow up: get older

Charles grew up to be a lot like his father.

Keep away: remain at a distance

The judge warned the stalker to keep away from his victim's home.

Keep on (with gerund): continue with the same

He tried to keep on singing long after his voice was ruined.

Pass out: lose consciousness, faint

He had drunk too much; he passed out on the sidewalk outside the bar.

Show off: demonstrate haughtily

Whenever he sat down at the piano, we knew he was going to show off.

Show up: arrive

Day after day, Amr showed up for class twenty minutes late.

Wake up: arouse from sleep

I woke up when the rooster crowed.

6.3.1.2. Transitive Phrasal Verbs

When phrasal verbs are transitive (that is, they have a direct object), we can usually separate the two parts and that is why they are called separable phrasal verbs. "Turn down" for example is a separable phrasal verb. We can say: "He turned down our offer" or "He turned our offer down". Look at this table:

transitive phrasal verbs are separable	✓	He	turned		down	our offer.
	✓	He	turned	our offer	down.	

However, if the direct object is a **pronoun**, we have no choice. We **must** separate the phrasal verb and insert the pronoun between the two parts. Look at this example with the separable phrasal verb "switch on":

direct object pronouns must go between the two parts of transitive phrasal verbs	✓	Sami	switched		on	the TV.	These are all possible.
	✓	Sami	switched	the TV	on.		
	✓	Sami	switched	it	on.		
	✗	Sami	switched	-	on	it.	This is not possible.

In what follows, there are more examples of separable phrasal verbs:

Blow up: explode

The bank robbers tried to blow up the safe.

Bring up (1): mention a topic

My mother brought up that little matter of my school failure again.

Bring up (2): raise children

It isn't easy to bring up children nowadays.

Call off: cancel

They called off tomorrow's meeting

Do over: repeat a job

Do this homework over.

Fill out: complete a form
Fill out this application form and mail it in.

Fill up: fill to capacity
She filled up the supermarket trolley with free food.

Find out: discover
My friend found out that her husband had been planning to take another wife.

Give away: give something to someone for free
The filling station was giving away free gifts.

For more examples on phrasal verbs, refer to the list at the end of this chapter.

6.3.2. Prepositional Verbs

The second type of multi-word verbs is prepositional verbs. These verbs are made of a **verb + preposition**. Because a preposition always has an object, all prepositional verbs have direct objects. Here are some examples of prepositional verbs:

prepositional verbs	meaning	examples	
			direct object
believe in	have faith in the existence of	We believe in	God.
look after	take care of	He is looking after	the baby.
talk about	discuss	Did you talk about	me?
wait for	await	Laila is waiting for	Maya.

Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we must say "look after the baby". We cannot say "~~look the baby after~~". This is why they are sometimes called inseparable.

prepositional verbs are inseparable	✓	Who is looking after the baby?	This is possible.
	✗	Who is looking the baby after?	This is not possible.

In the following list, there are some more examples of prepositional (inseparable) verbs in use:

Call on: ask to recite in class

The teacher called on students in the back row.

Call on (2): visit

The neighbours continued to call on their sick neighbour.

Get over: recover from sickness or disappointment

I got over the flu, but I don't know if I'll ever get over my broken heart.

Go over: review

The students went over the material before the exam. They should have *gone over* it twice.

Go through: use up; consume

Did he go through all his money already?

Look after: take care of

My mother promised to look after my baby while I was gone.

Look into: investigate

The police will look into the possibilities of embezzlement.

Run across: find by chance

I ran across my old school friend in town.

Run into: meet

Ali ran into his English professor in the hallway.

Take after: resemble

My second son seems to take after his mother.

Wait on: serve

It seemed strange to see my old boss wait on tables.

For more examples on prepositional verbs, refer to the list at the end of this chapter.

6.3.3. Phrasal-Prepositional Verbs

The third type of multi-word verbs is a combination of the previous two. Such verbs are called phrasal-prepositional verbs. They are made of a **verb + adverb + preposition**. Look at the following examples:

phrasal-prepositional verbs	meaning	examples	
			direct object
get on with	have a friendly relationship with	He doesn't get on with	his brother.
put up with	tolerate	I won't put up with	noisy neighbours.
look forward to	anticipate with pleasure	I look forward to	meeting her.
run out of	use up, exhaust	We have run out of	bread.

Because phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like prepositional verbs, phrasal-prepositional verbs cannot be separated. Look at these examples:

phrasal-prepositional verbs are inseparable	✓	We	ran out of	bread.
	✓	We	ran out of	it.

In the list below, there are some more examples of phrasal-prepositional verbs:

Break in on: interrupt (a conversation)

I was talking to mother on the phone when the operator broke in on our call.

Catch up with: keep abreast

After our month-long trip, it was time to catch up with the neighbours and the news around town.

Check up on: examine, investigate

The boys promised to check up on the condition of the summer house from time to time.

Come up with: to contribute (suggestion, money)

After years of giving nothing, the old parishioner was able to come up with a thousand-dollar donation.

Cut down on: curtail (expenses)

We tried to cut down on the money we were spending on entertainment.

Drop out of: leave school

I hope none of my students drop out of school this semester.

Get along with: have a good relationship with
I found it very hard to get along with my brother when we were young.

Get away with: escape blame
Zaid cheated on the exam and then tried to get away with it.

Get rid of: eliminate
My mother tried to get rid of our old furniture.

Get through with: finish
When will you ever get through with that project?

Keep up with: maintain pace with
It's hard to keep up with the top students in class.

Look forward to: anticipate with pleasure
I always look forward to our summer holidays.

Look down on: despise
Some rich people look down on those who are not as rich as they are.

Look in on: visit (somebody)
We were going to look in on my brother-in-law, but he wasn't home.

Look out for: be careful, anticipate
Good teachers will look out for early signs of failure in their students.

Look up to: respect
First-graders really look up to their teachers.

Make sure of: verify

Make sure of the student's number before you let him into the exam hall.

Put up with: tolerate

The teacher had to put up with a great deal of nonsense from the new students.

Run out of: exhaust supply

The runners ran out of energy before the end of the race.

Take care of: be responsible for

My oldest sister took care of us when mom was away.

Talk back to: answer impolitely

The star player talked back to the coach and was thrown off the team.

Think back on: recall

I often think back on my childhood with great pleasure.

Walk out on: abandon

Her husband walked out on her and their three children.

For more examples on phrasal-prepositional multi-word verbs, refer to the list at the end of this chapter.

6.4. Some More Examples on All Types of Multi-Word Verbs

Break down (1. separable): separate something into component parts.
"We spent a lot of money at the supermarket. When we **broke** the total cost **down**, we spent more on cleaning supplies than food."

Break down (2. no object): stop working / functioning.
"Shadia will be late for work today. Her car **broke down** on the freeway."

Break out: occur suddenly.
"A big fire **broke out** in the shopping mall."

Bring about: make something happen.
"Science has **brought about** many changes in our lives."

Bring / take back (separable): return something.
"Yes, you can borrow my pen; don't forget to **bring** it **back** to me when you're finished."
"This book is due tomorrow. I guess I should **take** it **back** to the library."

Bring up (1. separable): mention (as a topic of discussion).
"We planned to discuss overtime pay in the meeting. Why didn't someone **bring** that topic **up**?"

Bring up (2. separable): raise; rear.
"Lina's parents died when she was a baby. Her grandparents **brought** her **up**."

Burn down (no object): become destroyed / consumed by fire.
Note: For upright things--trees, buildings, etc.--only.
"Lightning struck our neighbour's barn last night. It **burned down** before the fire fighters arrived."

Call (someone) back: return a phone call (no passive)
Could you **call** your mother **back** this afternoon?

Call off (separable): cancel something that has been scheduled.
"We don't have school today. The headmaster called classes off because of the snow."

"You cannot call the wedding off now. Everything has been arranged."

Call up: to telephone someone.

"I'll call you up this evening."

Catch on (no object): develop understanding or knowledge of something.

"Bilal had never used a computer until he took this class, but he caught on very quickly and is now one of the best students."

Carry on: continue.

"He carried on working after everyone else had gone home."

Carry (something) out: do

"The nurses carried out all their duties quickly and efficiently."

Catch up (with) (often without an object; with an object, inseparable): stop being behind.

"Mohammad stopped to rest for a few minutes. He'll catch up / catch up with us later."

Cheer up (separable): help someone feel less worried / depressed / sad.

"Suzie's brother was depressed about not getting a promotion, so she sent him a funny card to cheer him up."

Clear (something) up: to organize/make tidy

"We must clear up the spare room before your mother comes to stay with us."

Count on (inseparable): depend on; trust that something will happen or that someone will do as expected.

"I'm counting on you to wake me up tomorrow. I know I won't hear the alarm."

Cross out (separable): show that something written is wrong or unnecessary by making an X across it.

"We can't afford to buy everything on your shopping list, so I've **crossed** all the unnecessary things **out**."

Cut back/down (on) (often without an object: with an object, **cut back on** [inseparable]): use less of something.

"You drink too much coffee. You should **cut back**."

"You should **cut back on** the amount of coffee that you drink."

Do over (separable): do something again.

"Oh, no! I forgot to save my report before I turned the computer off! Now I'll have to **do it over**!"

Dream (something) **up**: invent.

"She can always **dream up** some new reason for not helping."

Dress up: put on special or formal clothes.

"You have to **dress up** if you want to go to the wedding party."

Drop off (separable): deliver something; deliver someone (by giving him/her a ride).

"Yes, I can take those letters to the post office. I'll **drop** them **off** as I go home from work."

"You don't have to take a taxi. You live fairly close to me, so I'll be happy to **drop** you **off**."

Drop in (on) (inseparable): visit informally (and usually without scheduling a specific time).

"If you're in town next month, we'd love to see you. Please try to **drop in**. (Please try to **drop in** on us.)"

Drop by (inseparable): visit informally (and usually without scheduling a specific time).

"If you're in town next month, we'd love to see you. Please try to **drop by** the house."

Drop out (of) (inseparable): stop attending / leave school or an organization.

"No, Talal isn't at the university. He **dropped out**. / Ammar **dropped out of school**."

End up (1. no object): finally arrive at; arrive at an unexpected place.
"We got lost last night and **ended up** in the next town."

End up (2. no object): arrive somewhere as a result or consequence.
"You're working too hard. If you don't take it easy, you'll **end up** in hospital!"

Figure out (1. separable): logically find the answer to a problem; solve a problem by thinking about it carefully.

"For a long time I couldn't understand the last problem, but I finally **figured it out**."

Figure out (2. separable): understand why someone behaves the way she/he does.

"I can't **figure** Maghda **out**. Sometimes she's very warm and friendly and sometimes she acts as if she doesn't know me."

Fill in (1. separable): add information to a form.

"The office needs to know your home address and phone number. Could you **fill them in** on this form?"

Fill in (on) (2. separable): supply information that someone doesn't know.

"I wasn't able to attend the meeting yesterday, but I understand that it was important. Could you **fill me in**? Or Could you **fill me in on** what was discussed?"

Fill out (1. separable): complete a form by adding required information.

"Of course I **completed** my application! I **filled it out** and mailed it over three weeks ago!"

Fill out (2. no object): become less thin; gain weight.
"Jihad used to be really skinny, but in the last year he's begun to fill out."

Find out (about) (inseparable): learn / get information (about).
"I'm sorry that you didn't know the meeting had been cancelled. I didn't find out (find out about it) myself until just a few minutes ago."

Get across (separable): make something understood; communicate something understandably.
"Alaa is really intelligent but sometimes he has problems getting his ideas across."

Get along (with) (inseparable): have a friendly relationship (with); be friendly (toward).
"Why can't you and your sister get along? Everyone else gets along with her just fine!"

Get by (no object): survive, financially, in a difficult situation.
"It's going to be hard to pay the rent now that you've lost your job, but somehow we'll get by."

Get back: to return especially to one's home.
I heard you were away. When did you get back?

Get out of (1. inseparable): leave a small, closed vehicle.
"There's something wrong with the garage door opener. You'll have to get out of the car and open it by hand."

Get over (1. no object): finish. (Note: for individual activities, not ones that happen again and again.)
"What time do your classes get over?"

Get over (2. inseparable): recover from an illness or painful experience.
"Maha was really upset when she failed the test. She thought she would never get over feeling so stupid."

Get rid of (1. inseparable): dispose of; give away or throw away.
"That shirt is really ugly. Why don't you **get rid of it?**"

Get rid of (2. inseparable): dismiss someone; fire someone from a job; cause someone to leave.

"The treasurer of the XYZ Company was spending too much money so the company president **got rid of him.**"

Get together: to have a meeting or a party.

"When can we **get together?** It's a long time since we have got together."

Get up (usually no object; with an object, separable): leave bed after sleeping and begin your daily activities.

"You'll have to **get up** much earlier than usual tomorrow. We have to leave by no later than 6:00 AM."

"I know I won't hear the alarm tomorrow morning. Can you **get me up** at 6:00 AM?"

Give (something) away: distribute for free.

"He gave away all his books to friends, before he left."

Give away: reveal

"His accent gave away the fact that he originally came from Lebanon."

Give in: Surrender /agree to demands

"It doesn't matter what you say, he will never **give in.**"

Give up (1. separable): stop doing something (usually a habit).

"He knows smoking isn't good for his health, but he can't **give it up.**"

Give up (2. no object): decide not to try (unsuccessfully) to solve a problem.

A: "What's black and white and red all over?"

B: "I **give up.** What?"

A: "A newspaper!"

Go after: to pursue, to try to obtain or win something or someone.
He went after that job but didn't manage to get it.

Go off: explode (especially a bomb)
A bomb went off but no one was hurt.

Go off: leave
"He went off without saying a word."

Go on: happen
"Something strange was going on and I wanted to know what it was."

Go on: continue
"He went on fighting even after I told him to stop."

Go up: increase
The price of petrol will go up by 5% at the end of this month.

Grow up (1. no object): spend the years between being a child and being an adult.

"Did you know that Firas grew up in France?"

Grow up (2. no object): behave responsibly; behave as an adult, not a child.

A: "Laith really irritates me sometimes. He's really silly and childish."

B: "I agree. I wish he would grow up."

Hand in (separable): submit homework, an assignment, etc.
"You'd better get started on your report. You know that you have to hand it in at 8:30 tomorrow morning!"

Hand out (separable): distribute.
"Why don't you have a course description and list of assignments? The teacher handed them out on the first day of class."

Hang up (no object): end a phone conversation by replacing the receiver.

"I'd like to talk longer, but I'd better hang up. My sister needs to make a call."

Help out: to assist

"My father helped me out (with money) when I lost my job."

Hold on: wait

"Could you hold on for five minutes please?"

Hold (someone or something) up: delay

"I was held up in the traffic for nearly two hours."

Keep up (with someone or something): maintain the same level as ...

"She walks so fast, I can never keep up with her."

"Our teacher encouraged us by saying: 'keep up the good work!'"

Lay off (separable): dismiss someone from a job because of lack of work or money (not because of poor performance)

"I feel really sorry for Sally's family. Her father was laid off yesterday."

Let down (separable): disappoint.

"I know I let you down when I didn't do what I promised. I'm really sorry."

Lie down: to have a short rest, usually on a bed.

"The doctor asked the patient to lie down."

Look after (someone or something): take care of

"Her mother looked after the children while she was on a business trip with her husband."

Look back on (inseparable): remember; reflect on / consider something in the past.

"When they looked back on their many years together, they realized that their marriage had been a very happy one."

Look down on (inseparable): hold in contempt; regard as inferior.

"It's not surprising that Farid has few friends. He seems to look down on anyone who doesn't like the same things that he does."

Look forward to (inseparable): anticipate pleasantly; think about a pleasant thing before it happens

"I'm really looking forward to vacation. I can't wait for it to begin!"

Look into (inseparable): investigate / get more details about something.

"Someone said there was a meeting at 9:30 but I haven't heard anything about it. Shall I look into it?"

Look like (inseparable): resemble (in appearance).

"Does he look like his father or his mother?"

Look over (separable): check; review.

"I think I may have some typos in this report. Could you look it over?"

Look up (1. separable): find something in a reference work.

"I'm sorry, but I don't know what that word means. I'll have to look it up."

Look up (2. separable): find where someone lives or works and visit him/her.

"Thanks for giving me your brother's address. When I'm in Aleppo next month, I'll be sure to look him up."

Look up to (inseparable): respect.

"Everyone looks up to Jihan because she always makes time to help others."

Look out: to take care.

"Look out! There is a car coming from that turning."

Make fun of (inseparable): make jokes about (usually unkindly).

"I agree that Imad looks ridiculous since he shaved his head, but don't make fun of him. You'll hurt his feelings."

Make up (1. separable): invent / create (imaginary) information.

"Joumána's story is hard to believe. I'm sure she made it up."

Make up (2. separable): compensate for something missed or not done by doing extra or equivalent work.

"I'm sorry I missed the test. May I make it up?"

Make up (with) (3. inseparable): re-establish a friendly relationship by admitting guilt.

"Jack and his girlfriend were very angry with each other, but last night they finally made up."

"Jack and his girlfriend were very angry with each other, but last night they finally made up with each other."

Make out (separable): see / hear something well enough to understand what it means. (Note: often negative.)

"Randa's writing is very small. I almost need a magnify glass to make it out."

"What were the last two examples that he gave? I couldn't make them out."

Pick out (separable): choose; select.

"Billy's grandmother especially liked her birthday card because Billy had picked it out himself."

Pick up (1. separable): lift; take up.

"Those books don't belong on the floor. Will you help me pick them up?"

Pick up (2. separable): arrange to meet someone and give her/him a ride.

"Of course we can go there together. What time should I pick you up?"

Pick up (3. separable): get; buy.

"The children just drank the last of the milk. Could you pick some more up on your way home this evening?"

Pick up (4. separable): refresh; revitalize.

"He was feeling a little tired, so he drank a glass of orange juice. It picked him up enough to finish his work."

Pick on (inseparable): bully; intentionally try to make someone upset.
"You should be ashamed of teasing your little brother, Anas! **Pick on** someone your own size!"

Pull over (no object): drive a vehicle to the side of the road.
"When the policeman indicated that I should **pull over**, I knew he was going to give me a ticket."

Put (someone or something) down: make someone feel inferior.
"He seems to like **putting** women down. It's terrible."

Put (an animal) down: kill
"The horse was very old and in constant pain. So, we asked the vet to **put** him down."

Put off (1. separable): postpone; delay; avoid
"I can't **put** this work off any longer. If I don't do it soon, it'll be impossible to finish it in time."
"When will Mr. Smith agree to a meeting? I keep asking for an appointment, but he keeps **putting** me off."

Put on (1. separable): begin to wear.
"It's a little bit chilly outside. You'd better **put** a sweater on."

Put on (2. separable): try to make someone believe something that is ridiculous or untrue.
"Don't believe a word of what Jad was saying. He was just **putting** us on."

Put up with: tolerate
"I don't think I can **put up with** him any more. He's so rude all the time."

Run into (inseparable): meet by chance.
"Yesterday at the supermarket, Wafa **ran into** her school friend. Before yesterday, they hadn't seen each other for nearly five years."

Run out of (inseparable): use the last of.

"On the way home from work, I ran out of petrol."

Show off: try to impress people by making certain qualities/achievement very obvious

"I hate him! He's always **showing off** about how much money he's got."

Show up (1. no object): arrive; appear.

"The boss was very upset when you didn't **show up** for the meeting. What happened?"

Show up (2. separable): do a noticeably better job (often unexpectedly) than someone else.

"Everyone thought Manal would win, but Lana did. Actually, Lana really **showed Manal up**."

Stand for (1. no object): represent.

"These letters seem to be an abbreviation. Do you know what they stand for?"

Switch on/off: to turn on/off (especially an electric light or apparatus) by means of a switch.

"If you smell gas, do not **switch the light on**."

Take after (inseparable): resemble; favour (in appearance).

Note: used for people.

"Both my sister and I **take after** our father."

Take / bring back (separable): return.

"This book is due tomorrow. I guess I should **take it back** to the library."

"Yes, you can borrow my pen, but don't forget to **bring it back** to me when you're finished."

Take care of (1. inseparable): provide care for; watch one's health.

"Rana has been **taking care of** her father since he returned home from the hospital."

"You've been working too hard lately. You'd better **take care of** yourself!"

Take care of (2. inseparable): make arrangements (for something to happen); take responsibility for.

"Will you **take care of** making reservations for our flight to Jordan?"

Take off (1. separable): remove (something you're wearing).

"Please **take your hat off** when you go inside a building."

Take off (2. no object): leave; depart (often suddenly or quickly).

"Was something wrong with Monia? She **took off** without saying goodbye."

"When does your plane **take off**?"

Take off (3. separable): make arrangements to be absent from work.

"Suha isn't here today. She's **taking today and tomorrow off**."

Talk (someone) into (something): persuade

"It didn't take me long to **talk her into** working an extra day."

Talk over: to consider something thoroughly.

"Can I see you a moment? I've an important matter to **talk over**."

Throw away (separable): discard; put in the garbage.

"You shouldn't **throw those newspapers away**; they're recyclable."

Try on (separable): wear something briefly to check its fit, how it looks, etc.

"I'm not sure that jacket is large enough. May I **try it on**?"

Think over: to consider something seriously.

"Your offer is very attractive but I need to **think it over** before I can let you know my decision."

Turn down (1. separable): decrease the volume.

"Your music is giving me a headache! Please **turn it down** or use your headphones!"

Turn down (2. separable): refuse.

"I thought I could borrow some money from Samer, but when I asked he **turned me down**."

Turn in (1. separable): give / deliver / submit to someone.

"I've written my report, but I haven't **turned it in**."

Turn in (2. no object): go to bed.

"I'm pretty tired. I guess I'll **turn in**."

Turn in (3. separable): report or deliver wrongdoers to the authorities.

"Two days after the robbery, the thieves **turned themselves in**."

Turn off (1. separable): stop by turning a handle or switch.

"I'm cold. Do you mind if I **turn the air conditioner off**?"

Turn off (2. separable): bore; repel (very informal).

"That music **turns me off**. Please play something else!"

Turn on (1. separable): start by turning a handle or switch.

"It's cold in here. I'm going to **turn the heater on**"

Turn on (2. separable): interest very much; excite (very informal).

"What kind of music **turns you on**?"

Turn up (1. separable): increase the volume.

"I can barely hear the TV. Can you **turn it up a little**?"

Turn up (2. no object): appear unexpectedly.

"We were all surprised when Banan **turned up** at the wedding. We didn't even know she was in town."

Watch out for (inseparable): be careful of; beware of.

"There's a school at the end of this block. **Watch out for** children crossing the street."

"If you take that road, **watch out for** ice during the winter."

Wear out (1. separable): wear something / use something until it can no longer be worn / be used.

"I need a new pencil sharpener. I wore this one out."

"I suppose I should get some new shoes. I've almost worn this pair out."

Wear out (2. separable): cause to become exhausted; cause to become very tired.

"I had four different meetings today. They wore me out."

"I suppose I should get some new shoes. I've almost worn this pair out."

Work out (1. no object): exercise (usually in a gym, etc.) to build muscles, body tone, etc.

"Instead of eating lunch on Monday, Wednesday, and Friday, Shadia goes to the recreation centre to work out."

Work out (2. separable): solve a problem / resolve a difficult situation (usually by working together).

"I know we disagree on many points, but I believe we can work things out."

Write down (separable): record something in writing.

"Could you tell me your e-mail address again? I want to write it down."

Write up (separable): record; report in writing.

"You'll need to make a report on your business meetings. Be sure you write them up as soon as possible after you return from your trip."

6.5. Exercises

6 (a) Prepositions with look

Complete the conversation. Put in **at, for, after, or into**.

A: Did you say you were looking 1 _____ a baby-sitter?

B: Yes, I'm just looking 2 _____ these advertisements. It's so difficult to get anyone to look 3 _____ young children.

A: I expect it's expensive too, isn't it?

B: I don't know. I'll have to look 4 _____ the money side of it.

6 (b) Some common prepositional verbs

Look at this paragraph from a letter. Put in these verbs and add a preposition:

agree, applied, ask, care, caring, concentrate, decided, pay, suffering.

I'm working at Al-Razi Hospital now. I ~ applied for a nurse's job last July and started in September. I don't earn much money, and I ever had to 1 _____ my uniform out of my own money. Perhaps I should 2 _____ a pay rise. But I don't really 3 _____ the money. The work is the important thing. Of course it's very hard work 4 _____ the patients, and at the moment I'm 5 _____ backache. But I knew it would be like this when I 6 _____ a career in nursing. I just try to forget all the problems and 7 _____ the job. I think it's a worthwhile thing to do; I hope you 8 _____ me.

6 (c) Some common prepositional verbs

Put in the verbs and add a preposition if necessary.

Issam and Hana had arranged to go to Imad's party. Issam had to stay at work to deal with (~ deal) one or two problems. Hana was sitting in a coffee shop 1 _____ (listening) the juke box. Issam finally arrived at the café and 2 _____ (apologized) the delay. After a short walk they 3 _____ (reached) Imad's flat. At the party Hana met a man who kept 4 _____ (laughing) his own jokes. Issam talked to a young lady who 5 _____ (believed) ghosts and had seen one the night before. They 6 _____ (left) the party early and got a taxi home.

6 (d) about, of and to

Complete the conversation. Put in *about*, *of* or *to*.

A: Did you hear *about* our experience at the Quick Burger Café?

B: No. And I've never heard 1 _____ the Quick Burger Café.

A: Oh, it's near Homs. I was just talking 2 _____ Shadia 3 _____ it. They took at least twenty minutes to serve me a drink. I complained 4 _____ the waitress, but she was rude to me. The manager wasn't there, so I've written 5 _____ him to complain 6 _____ the service. It was terrible. I wouldn't go there if I were you.

B: I wouldn't dream 7 _____ going there. I hate those hamburger places.

6 (e) Verb + object + preposition

Complete the sports commentator's words. Put in the correct prepositions (e.g. *on*, *to*).

'...and so Australia's Mark Brearley wins the gold medal ahead of Germany's Klaus Schliemann and Ivan Podorosky of Bulgaria.

They're just congratulating him 1 _____ his victory. Brearley's speed over the first kilometre split the runners 2 _____ two groups.

and in the end it was a race between the three leaders. I've always regarded Brearley 3 _____ a great athlete, and look how well he's done today. I would even compare him 4 _____ the great Emil

Kristo himself. There's no doubt now that Brearley will be invited 5 _____ Oslo for next year's World Championships. So the

Australian runner adds another medal 6 _____ his collection. And

Australia are doing really well in the medals table. In fact, they share fourth place 7 _____ the United States

6 (f) Verb + object + preposition

Complete these short conversations. Use a pattern with a preposition (e.g. *on*, *to*).

A: I've bought a lot of books. I've spent £200.

B: What! You've *spent £200 on books!*

1 A: I don't like juice. I prefer water.

B: What! You prefer _____

2 A: You heard about the accident? Well, everyone's blaming me.

B: What! They're blaming _____

- 3 A: I gave Lydia the present, but she didn't thank me.
B: What! She _____
- 4 A: The police say it's murder. They're accusing the headmaster.
B: What! They're _____
- 5 A: We had no towels. The hotel didn't provide them.
B: What! They _____
- 6 A: It's my sister's wedding today, but she didn't invite me.
B: What! She _____
- 7 A: The team won a great victory, but no one congratulated them.
B: What! No one _____

6 (g) about, of and to

Put in about, of or to.

The interviewer asked the novelist about his latest book.

- 1 I've told the police _____ people making a noise at night.
2 That man over there reminds me _____ someone I know.
3 Mr Nader explained _____ the court that he had some personal problems.
4 I'm just writing a letter _____ my friend.
5 There is a sign warning motorists _____ the danger.
6 We would like to inform our customers _____ a number of improvements in the service we offer.
7 Jina had to remind Badr _____ the money that he owed her.

6 (h) Understanding the meaning

Work out the meaning of these phrasal verbs and put them in the right sentences: come in, cut out, fall down, get in, give away, go away, let in, lie down, pay back, stay in, take back. (Use a dictionary if you need to.)

I was feeling so tired I had to lie down for a while.

I didn't have a key, but luckily someone was here to let me in

- 1 Can't we go out to a disco? I don't want to _____ all evening.
2 Can you lend me \$10? I'll _____ you _____ on Friday.
3 The pavement is slippery. Be careful you don't _____.
4 Hello. Nice to see you. _____ and sit down.
5 There was an article in the newspaper that I wanted to _____ and keep.
6 We can't eat all the apples from the tree, so we _____ a lot of them _____.

- 7 The driver unlocked the coach so that we were able to _____.
- 8 I'll have to _____ these books _____ to the library.
- 9 Your brother was being a nuisance, so I told him to _____.

6 (i) One-word verb and phrasal verb

Put in a phrasal verb that means the same as the one-word verb on the right. Use the correct form of the phrasal verb.

A: I've *found out* (discovered) what the problem is with the exam.

B: Oh, good.

A: When they printed the papers, they 1 _____ (omitted) a page.

No one noticed until the papers had all been 2 _____ (distributed)

2 They'll have to 3 _____ (discard) all the papers and

4 _____ (postpone) the exam.

B: Are you sure you haven't 5 _____ (invented) this whole story?

A: It's true, I tell you. And isn't it good news?

B: I don't know. Now we'll have to 6 _____ (continue) revising.

6 (j) Word order

Complete the sentences by putting in the phrasal verbs. Some of the spaces you have to leave empty. Sometimes more than one answer is correct.

The sweater was full of holes, so I *threw it away*. (threw away)

I've *put up* that picture you bought last week. (put up)

1 There's always litter here. No one ever _____ it _____. (picks up)

2 It's quite warm now. I think I'll _____ my coat _____. (take off)

3 I haven't heard from my sister. I might _____ her _____. (ring up)

4 You'll have to go into college to _____ your essay. (hand in)

5 I'm trying to _____ the money I've just lost _____. (win back)

6 If you don't know the number, you can _____ it _____ in the phone book. (look up)

7 There was an accident which _____ all the traffic going into town _____. (held up)

8 These two words are so similar that I keep _____ them _____. (mixing up)

6 (k) Adverb meanings

Write the meaning of the underlined adverbs in these sentences.

There's a film on television. Can I put it on = connected

I must just get these ideas down in writing. = on paper

1 We finished all the food up. _____

2 I'm writing in pencil so I can rub out my mistakes. =

3 Maher didn't answer. He just went on reading. =

4 I'll just read over what I've written.

5 A woman in the audience shouted something out. =

6 The water was off for an hour today. =

7 Anas has an aggressive manner which frightens people off. =

8 The company is trying to get its costs down. =

9 The embassy was burnt down by a bad fire. =

10 I've got this form that I have to fill out. =

11 Social workers were giving out soup to the hungry. =

12 The boss is optimistic. The sales figures are moving up again =

6 (l) Adverb meanings

Put in the correct adverb.

1 Everything is so expensive. Prices seem to go *up* all the time. Yes, and the government is bringing inflation _____.

2 You shouldn't leave the television _____ all night. Sorry, I forgot. I usually turn it _____.

3 I've written the wrong word here. Well, rub it _____. I can't. It's in biro. I'll have to write it all _____ again.

4 They're going to pull _____ this beautiful old building. I know. There are some protestors handing _____ leaflets about it.

5 Hold _____ a minute. I thought I heard someone call _____. You imagined it. Come _____, or we'll be late.

6 Why don't you read _____ the letter so that we all know what's in it? --Yes, and could you speak _____ so that everyone can hear you.

6 (m) Phrasal verb or prepositional verb?

Complete the sentences. Use him, her, it or them with these verbs: call for, deal with, laugh at, listen to, make up, show round, wash up, write down.

They say the story was untrue. Did Huda make it up?

There were a few problems, but we were able to deal with them

1 I'll never remember the address. I must _____

2 Fares has never been here before. I'm going to _____

3 I made the suggestion quite seriously. Why did everyone _____?

4 What about the breakfast things? Are we going to _____?

5 I bought a new tape, but I haven't had time to _____

6 Judy is at home waiting for us. We're going to _____ on our way to the party.

6 (n) Simple meanings

Put in these words: **away from, down on, in from, out at, out into, through to, up at, up onto.**

To reach the light bulb I had to get up onto the table.

1 I hurt myself when I was skating. I fell _____ the ice.

2 The journey through the tunnel took ages, and it was a relief finally to come _____ the sunshine.

3 Wondering if it was going to rain, Dana looked _____ the clouds.

4 People were running _____ the gunman as fast as they could.

5 I can't get _____ this phone number you've given me.

6 From the top of the building you can look _____ miles of open countryside stretching away to the horizon.

7 When I've come _____ the cold, all I want to do is sit by the fire.

6 (o) Idiomatic meanings

Put in a phrasal verb + preposition which means the same as the expression in between brackets.

I'm afraid this product won't live up to the claims made in the advertisement. (be as good as)

1 I'll just call at the filling-station. I don't want to _____ petrol. (have none left)

2 If you want a catalogue, I'll _____ one. (write to ask for)

3 We'd better _____ sheep in the road. (be careful about)

4 I _____ seeing you again some time. (look ahead with pleasure)

5 The teacher dictated the text so fast that the students couldn't _____ her. (go as fast as)

6 Why should we have to _____ this awful noise? (tolerate)

7 It's half past twelve. I'd better _____ our lunch. (start making)

8 Do you think the committee are likely to _____ their previous decision? (change)

- 9 There was a mistake in Maya's bank statement, so she decided to _____ the bank immediately. (contact)
- 10 I'm afraid an apology alone cannot _____ for all the inconvenience we have suffered. (compensate)
- 11 Sana likes to _____ quiz competitions. (enter)
- 12 I'm trying to _____ the amount of coffee I drink. (reduce)
- 13 I might lose my job. And I haven't got any savings to _____ (use if necessary)
- 14 I've been meaning to reply to Mohamad's letter, but I haven't managed to _____ it yet. (find time for)

Chapter Seven

Working with Words

Words Often Confused

There are many words in English as in any other language that are similar in meaning but differ in their usage. Non-native speakers of English often face problems in this area because they mistakenly choose one word instead of the other. In what follows is a list of some of these commonly confused words with an explanation of the difference in their meaning.

7.1. Say and Tell

(a) Say

Don't say: He told, "I shall go home."

He told that he would go home.

Say: He said, "I shall go home."

He said that he would go home.

(b) Tell

Don't say: He said to me that he would go home.

Say: He told me that he would go home.

"To say" is used (1) when referring to a person's actual words and (2) in indirect speech if the sentence does not contain indirect object. "To tell" is used in indirect speech when the sentence contains an indirect object. In sentence (b) the indirect object is "me."

NOTE: Common idioms with "say" and "tell":

(a) "To say one's prayers," "to say 'Good morning,'" "to say something or nothing," "to say no more," "to say a good word for someone," "to say so."

(b) "To tell the truth," "to tell a lie," "to tell a story," "to tell the time," "to tell a secret," "to tell the price," "to tell one's fortune," "to tell one's name."

7.2. Make and Do

(a) Make.

Don't say: The carpenter did a large table.

Say: The carpenter made a large table.

(b) Do.

Don't say: You must make your work carefully.

Say: You must do your work carefully.

“To make” primarily means to construct or manufacture something; while “to do” means to accomplish a thing.

NOTE: Common idioms with “make” and “do”:

(a) “To make a mistake,” “to make a promise,” “to make a speech,” “to make an excuse,” “to make haste,” “to make fun of,” “to make progress,” “to make a noise,” “to make an experiment” “to make a bed (= to prepare the bed for sleeping upon), “to make war,” “to make a cake/ a noise/ a fire.”

(b) “To do good,” “to do evil,” “to do one’s best,” “to do one a favour,” “to do wrong,” “to do a lesson,” “to do business,” “to do away with,” “to do a shopping,” “to do gymnastics,” “to do exercises.”

7.3. Lie and Lay

(a) Lie.

Don't say: I am going to lay down for an hour.

Say: I am going to lie down for an hour.

(b) Lay.

Don't say: Please lie this letter on the desk.

Say: Please lay this letter on the desk.

“Lie” (=to rest) is an intransitive verb and never has an object. “Lay” (= to put) is a transitive verb and always requires an object. Their principal parts are lie, lay, lain, and lay, laid, laid.

NOTE: Lie, lied, lied is to tell an untruth: as, “He has lied to me.” Lay, laid, laid means also to produce eggs: as, “The hen has laid an

egg." (Idiom: "Lay the table" or "Lay the cloth" is to prepare the table for a meal.)

7.4. Sit and Seat

(a) Sit.

Don't say: We seat at a desk to write a letter.

Say: We sit at a desk to write a letter.

(b) Seat.

Don't say: He sat the passengers one by one.

Say: He seated the passengers one by one.

"Sit" is best used only as an intransitive verb. "Seat" is a transitive verb and requires an object. Very often the object of "seat" is a reflexive pronoun: as, "He seated himself near the fan." The principal parts of the two verbs are: sit, sat, sat, and seat, seated, seated.

NOTE 1: "Sit" must not be confused with "set." "Set," as a transitive verb means to make a thing sit: as, "Set the lamp on the table." "Set," as an intransitive verb, means to go down (for sun, moon, or stars): as, "The sun has set."

NOTE 2: Common idioms with "set": "To set the table" (= put everything ready for the plates of food), "to set on fire", "to set off (or out)", "to set in order," "to set a trap," "to set a clock," "to set a price," "to set one's heart on," "to set free," "to set an example," "to set a broken bone," "to set to work" (= to start work).

7.5. Rise and Raise

(a) Rise.

Don't say: He raises very early in the morning.

Say: He rises very early in the morning.

(b) Raise.

Don't say: Pupils rise their hands too often.

Say: Pupils raise their hands too often.

"Rise" is an intransitive verb and means to go up, stand or get out o

bed; it does not require an object.

"Raise" is a transitive verb and means to lift up something.

Their principal parts are: rise, rose, risen, and raise, raised, raised.

NOTE: "Arise" is often used for "rise," but it is better to use "arise" only in the sense of "begin": as, "A quarrel (a discussion, an argument, a difficulty, etc.) may arise."

7.6. Like and Love

(a) Like.

Don't say: Everybody loves polite people.

Say: Everybody likes polite people.

(b) Love.

Don't say: Parents like their children.

Say: Parents love their children.

Either verb may be used for persons or things. The only difference between them is one of degree: "to love" is very much stronger than "to like." However, the use of either verb may be correct, as that will often depend upon the person speaking: for example, one person may like music, while another one may love it.

7.7. Stay and Remain

(a) Stay.

Don't say: We remained in a very good hotel.

Say: We stayed in a very good hotel.

(b) Remain.

Don't say: Few apples have stayed on the tree.

Say: Few apples have remained on the tree.

Here, "to stay" means to live for a short time as a guest or a visitor, and "to remain" means to be left after part has been taken or destroyed.

NOTE: Either verb may be used when the meaning is to continue in the same place or condition: as, "I shall stay (or remain) at home till tomorrow."

7.8. Hanged and Hung

(a) Hanged.

Don't say: The murderer was caught and hung.

Say: The murderer was caught and hanged.

(b) Hung.

Don't say: We hanged the picture on the wall.

Say: We hung the picture on the wall.

When the reference is to killing a person by hanging, we use the form "hanged." In other cases, the form is "hung." The principal parts of the two verbs are: hang, hanged, hanged; hang, hung, hung.

7.9. Wear and Put on

(a) Wear.

Don't say: This man always puts on a black jacket.

Say: This man always wears a black jacket.

(b) Put on.

Don't say: I wear my clothes in the morning.

Say: I put on my clothes in the morning.

"Wear" means to have upon the body as a garment or an ornament.
"To put on" means to wear.

NOTE: "To dress" has nearly the same meaning as "to put on", but the object of "dress" is a person and not a thing: as, "He dressed himself and went out"; "The mother dressed the baby."

7.10. Tear and Tear up

(a) Tear.

Don't say: John tore up his coat on a nail.

Say: John tore his coat on a nail.

(b) Tear up.

Don't say: He was angry and tore the letter.

Say: He was angry and tore up the letter

“To tear” means to divide along straight or irregular edges sometimes by accident; “to tear up” means to destroy by cutting to pieces.

NOTE: The word “up” is often used with verbs to express an idea of greater completeness such as: *burn up, drink up, eat up, shut up, use up.*

7.11. Grow and Grow up

(a) Grow.

Don't say: Babies grow up very quickly.

Say: Babies grow very quickly.

(b) Grow up.

Don't say: When I grow I shall be a fireman.

Say: When I grow up I shall be a fireman.

“To grow” means to become bigger; “to grow up” means to become a man (or a woman), i.e. to become mature.

e.g. “When will you grow up and stop doing silly things?”

NOTE: Other meanings of “grow”: (1) to cultivate: as, “Cotton grows in Syria”; (2) to cause to grow: as, “We grow vegetables in our garden”; (3) to allow to grow: as, “He grew a beard”; (4) to become: as, “The nights grow cold in winter.”

7.12. Pick and Pick up

(a) Pick.

Don't say: We picked up flowers in the garden.

Say: We picked flowers in the garden.

(b) Pick up.

Don't say: The naughty boy picked a stone.

Say: The naughty boy picked up a stone.

“To pick fruit or flowers” means to pull them away with the fingers; “to pick up” means to lift up from the ground.

7.13. Deal with and Deal in

(a) Deal with.

Don't say: This chapter deals in common errors.

Say: This chapter deals with common errors.

(b) Deal in.

Don't say: A bookseller deals with books.

Say: A bookseller deals in books.

“To deal with” means to have to do with; “to deal in” means to buy and sell.

NOTE: “To deal with” also means (1) to do business with: as, “I will not deal with that shopkeeper again”; (2) to arrange a matter: as, “The headmaster will deal with that question.”

7.14. Interfere with and Interfere in

(a) Interfere with.

Don't say: The noise interferes in my work.

Say: The noise interferes with my work.

(b) Interfere in.

Don't say: I never interfere with his affairs.

Say: I never interfere in his affairs.

“To interfere with” means to be an obstacle to; “to interfere” means to take part in other people’s affairs without any right.

7.15. Borrow and Lend

(a) Borrow.

Don't say: I want to lend a book from you.

Say: I want to borrow a book from you.

(b) Lend.

Don't say: Will you please borrow me a book?

Say: Will you please lend me a book?

"To borrow" is to get something from someone, and "to lend" is to give something to someone.

7.16. Steal and Rob

(a) Steal.

Don't say: Someone has robbed all his money.

Say: Someone has stolen all his money.

(b) Rob.

Don't say: Some men stole a bank last night.

Say: Some men robbed a bank last night.

The object of "steal" is the thing taken by the thief, such as money, a watch, a bicycle, etc.; while the object of "rob" is person or place from whom (or which) the thing is taken, such as a man, a house, or a bank.

7.17. Revenge and Avenge

(a) Revenge.

Don't say: I avenged myself for the insult.

Say: I revenged myself for the insult.

(b) Avenge.

Don't say: He now revenged his son's murder.

Say: He now avenged his son's murder.

"To revenge oneself" is to punish for a wrong done to oneself; while "to avenge" is to punish on behalf of another, usually the innocent or weak.

NOTE: The noun "revenge" is commonly used in the expressions "to take revenge on" and "to get or have one's revenge":

"He took revenge on the boy who had struck him";

"He could not rest until he had his revenge."

7.18. Convince and Persuade

(a) Convince.

Don't say: I am now persuaded of his honesty.

Say: I am now convinced of his honesty.

(b) Persuade.

Don't say: We could not convince him to play.

Say: We could not persuade him to play.

“To convince” is to make a person believe; while “to persuade” means to get a person to do something.

7.19. Refuse and Deny

(a) Refuse.

Don't say: The boy denied to take the money.

Say: The boy refused to take the money.

(b) Deny.

Don't say: John refused that he had done it.

Say: John denied that he had done it.

“To refuse” means not to take what is offered or not to do what one is asked to do; “to deny” means to answer in negative or to say that a statement is not true.

7.20. Discover and Invent

(a) Discover.

Don't say: America was invented by Columbus.

Say: America was discovered by Columbus.

(b) Invent.

Don't say: Edison discovered the gramophone.

Say: Edison invented the gramophone.

“To discover” is to find that which existed before but unknown, and “to invent” is to make that which did not exist before.

7.21. Take place and Take part

(a) Take place.

Don't say: The meeting will take part soon.

Say: The meeting will take place soon.

(b) Take part.

Don't say: I shall take place in the meeting.

Say: I shall take part in the meeting.

“To take place” means to happen or to be held; while “to take part” means to participate. E.g. “I took part in the conference that took place at our University last May.”

7.22. Made of and Made from

(a) Made of.

Don't say: Tables are usually made from wood

Say: Tables are usually made of wood.

(b) Made from.

Don't say: Bread is usually made of wheat.

Say: Bread is usually made from wheat.

“Made of” is used if the material of which the thing is made can still be seen: and “made from” if the material can no longer be seen.

7.23. Let for Rent

Don't say: I let the house from Mr. Jones.

Say: I rented the house from Mr. Jones.

A landlord (= the owner) lets or rents a house, etc., but a tenant (= a person paying rent) rents a house, etc.—only the owner can let a house, etc.

NOTE: “To hire” is to pay for the use of something *for a short time*: as, to hire a horse, a bicycle, a car*, a rowing-boat, or a wedding hall for one evening. “To hire out” is to allow others to use something on payment: as, “He hires out bicycles by the hour.”

*With a car, we can use hire or rent.

7.24. Win for Earn.

Don't say: He wins his living by hard work.

Say: He earns his living by hard work.

“To earn” means to receive in return for work; “to win” is to obtain as a result of fighting, competition, gambling, etc.

NOTE: The verb “to gain” may be used with either meaning: to gain one’s living or to gain a victory, a prize, etc.

7.25. Substitute for Replace

Don't say: They substituted gold by paper-money.

Say: They replaced gold by paper-money. (= paper money is the thing used now)

We replace one thing by another, but we substitute one thing for another: as, “They substituted paper-money for gold.” (=paper money is the thing used now)

7.26. Repair or Mend

Don't say: Some men are correcting the road.

Say: Some men are repairing the road.

“To correct” is to make something right: “to correct a mistake, a composition, a translation, one’s pronunciation, etc...”

“repair” or “to mend” is to put in good condition after being damaged: to repair or mend a road, clothes, shoes, etc.

NOTE: “To repair a watch” is to put it in good condition again, but “to correct a watch” is to set it by the right time

7.27. Learn for Teach

Don't say: He learned us how to play chess.

Say: He taught us how to play chess.

“Teach” means to give instruction; “learn” means to receive instruction: as, “He taught me English, and I learned it quickly.”

7.28. *Win* for *Beat*

Don't say: We have always won your team.

Say: We have always beaten your team.

"To win" is to gain something for which you have tried; "to beat" is to overcome an opponent: as, "The girls beat the boys, and so they won the prize."

REMEMBER the principal parts of each *verb*: beat, beat, beaten, and win, won, won.

7.29. *Accept* for *Agree*

Don't say: The teacher accepted to go with us.

Say: The teacher agreed to go with us.

"Accept" means to take what is offered: as, "I accepted his invitation." "Agree" means to do what one is asked to do: as, "He agreed to play." "Accept" cannot be followed by an infinitive (see chapter four on verbals).

NOTE: We agree with a person, but to a thing: as, "I agree with Mr. Smith, but I cannot agree to this plan."

7.30. *Leave* for *Let*

Don't say: He did not leave me to get my book.

Say: He did not let me get my book.

"Let" means to allow. "Leave" means to abandon or to go away from: as, "Do you leave your books in the locker?"

7.31. *Bring* for *Take*

Don't say: I shall bring it to England with me.

Say: I shall take it to England with me.

When you go out with something, you take it; if you come in with something, then you bring it.

NOTE: "To fetch" means to go and come back with something; as. "Please fetch me a glass of water" (= go and come back with a glass of water).

7.32. Drown for Sink

Don't say: The ship was drowned in the ocean.

Say: The ship was sunk in the ocean.

"To be drowned" is used only of living things, and means to die in water; "to sink" is used of persons or things, and means to go down to the bottom of water.

7.33. See for Look

Don't say: He was seeing out of the window.

Say: He was looking out of the window.

"To see" is to notice with the eyes, and it does not depend on the will. "To look" is when one uses the eye on purpose and with attention: as, "I looked up and saw the aeroplane," "stop looking at me like that!" "To watch" is to look at something that is moving like watching television or a football match.

7.34. Hear for Listen

Don't say: I was hearing the news.

Say: I was listening to the news.

"To listen" implies attention, "to hear" does not: as, "I heard them talking but I did not listen to what they said." "To listen" also means to accept advice: as, "He listens to his parents."

7.35. Remember for Remind

Don't say: Please remember me to give it back.

Say: Please remind me to give it back.

"To remember" is to have in mind: as, "I remember what you told me." "To remind" is to make another person remember something.

7.36. Leave for Let go

Don't say: Leave the other end of the string.

Say: Let go of the other end of the string.

"Leave" cannot be used in the sense of "let go" (= give up one's hold).

7.37. Sleep for Go to Bed

Don't say: I shall sleep early tonight.

Say: I shall go to bed early tonight.

"To go to bed" denotes the act of lying down on a bed in preparation for going to sleep. Thus we can say that a person "went to bed" at nine o'clock, but that he did not "sleep" until eleven o'clock. Then he "slept" soundly.

NOTE: "Go to sleep" means to fall asleep: as,
"He went to sleep while he was watching television."

7.38. To be found for to be

Don't say: The man was found in his office.

Say: The man was in his office.

In English, the verb "to be found" generally means "to be discovered": as, "Diamonds are found in Africa and in India." Therefore, "He was found in his office" would suggest that the man had hidden himself in his office and was later discovered.

7.39. To be with for to have

Don't say: My English book is with my brother.

Say: My brother has my English book.

Avoid using "to be with" in the sense of "to have." "To be with" means to be together or in company of as,
"He is with his parents."

7.40. Take for Get (or Receive)

Don't say: He took a high mark in English.

Say: He got a high mark in English.

Or: He received a high mark in English.

“To take” means to obtain something intentionally or by force: as, “I took a book from the library”; “The army took the city.”

“To get” or “to receive” means to obtain something which is given to one, such as a gift, a letter, money, or a mark in the examination.

7.41. Like for Want

Don't say: Do you like to see my drawings?

Say: Do you want to see my drawings?

“Do you like to do something?” means do you enjoy doing it as a habitual action. “Do you want to do something?” means do you wish to do it now.

NOTE: But “I should like” means I want: as, “I should like to play tennis today” (= I want to play tennis today); “Would you like (= do you want) to go for a walk with me?”

7.42. Know for Learn, etc.

Don't say: He went to school to know English.

Say: He went to school to learn English.

“Know” is used when “learning” is finished: as, “He knows how to swim.” Similarly, avoid using “know” with the meaning of “find out” or “realize.”

7.43. Read for Study

Don't say: He is reading algebra in his room.

Say: He is studying algebra in his room.

“To study” means to try to learn; “to read” does not imply any effort. Thus, a student “studies” English, mathematics, history, and

other subjects; he "reads" a story, a letter, or a newspaper. But "He is reading for a degree in Arts" is correct.

7.44. Learn for Study

Don't say: He is learning at Damascus University.

Say: He is studying at Damascus University.

The expression "I learn at (Damascus University," etc.) is incorrect. Say "I study at (Damascus University," etc.) or "I am a student of (Damascus University," etc.).

7.45. Take out for Take off

Don't say: He took out his hat and overcoat.

Say: He took off his hat and overcoat.

The opposite of "put on" is "take off," and not "take out."

'Take out' idiomatically means to take someone out somewhere (to a restaurant or a cinema or the theatre ...) and literally it means to remove from inside like taking a pen out of a bag or a drawer or having a tooth taken out.

7.46. Leave for Give up, etc.

Don't say: I left smoking.

Say: I gave up smoking.

Or: I stopped smoking.

"Leave" should never be used in the meaning of "give up," or "stop" something.

7.47. Sympathize for Like

Don't say: I don't sympathize him very much.

Say: I don't like him very much.

"Sympathize" is not synonymous with "like." "To sympathize with" means to share some feeling (usually of sorrow) with another person: as, "I sympathize with you in your sorrow."

7.48. Put for Keep

Don't say: Do you put your money in the bank?

Say: Do you keep your money in the bank?

It is better to use "keep" of a more or less permanent resting-place, and "put" of a temporary one.

7.49. Care for for Take care of

Don't say: He doesn't care for his money.

Say: He doesn't take care of his money.

"Care for" cannot be used in the sense of "take care of." "To care for" means to like: as, "I don't care for that book" (= "I don't like that book"). "I care for you." (= "I like you").

NOTE: Avoid also such expressions as: (1) "He does not care for my advice"; (2) "He does not care for his work"; (3) "He took no care of him"; (4) "No one cared for him during his illness." *Say:* (1) "He pays no attention to my advice"; (2) "He takes no care over his work"; (3) "He took no notice of him"; (4) "No one took care of him during his illness."

7.50. Let for Make (= to force)

Don't say: He let him write it fifty times.

Say: He made him write it fifty times.

"Let" cannot be used in the sense of "make", meaning "to force."

7.51. Flown for Flowed

Don't say: The river has flown over its banks.

Say: The river has flowed over its banks.

"Flown" is the past participle of "fly"; the past participle of "flow" (to move as water) is "flowed." The principal parts of the two verbs are: fly, flew, flown—flow, flowed, flowed.

NOTE: "Flee, fled, fled" means to run away: as, "We flee from danger." "Float, floated, floated" means to rest or move on the surface of water or other liquid: as, "Ships float on the water."

7.52. *Fall* for *Fell*

Don't say: John fall down and broke his leg.

Say: John fell down and broke his leg.

The past tense of this verb is "fell," not "fall." Its principal parts are: fall, fell, fallen.

NOTE: "Fell, felled, felled" means to knock or cut down: as, "The wood-cutter felled a large tree."

"Feel, felt, felt" means to experience a condition of the mind or body or to get knowledge of something by touching with the fingers.

"I feel hungry/cheated/happy/cold ..."

"It was too dark so I had to feel where the handle was."

7.53. *Found* for *Find*

Don't say: He tried to found his lost book.

Say: He tried to find his lost book.

"To find" is a very common verb meaning to get back a thing lost. Its principal parts are: *find, found, found*.

NOTE: There is, however, another verb "to found," meaning to establish: as, "He founded the school fifty years ago."

7.54. *Very* and *Too*

(a) *Very*.

Don't say: Here it is too hot in the summer.

Say: Here it is very hot in the summer.

(b) *Too*

Don't say: It is now very hot to play football.

Say: It is now too hot to play football.

"Very" simply makes the adjective or adverb stronger. "Too" means more than enough, or so much that something else happens as a result. The sentence "It is too hot in the summer" is not complete: "too hot for what?"—"Too hot to play football," but the incomplete phrase is used sometimes in spoken English.

7.55. Very and Much

(a) Very.

Don't say: He is a much strong man.

It is a much interesting book.

Say: He is a very strong man.

It is a very interesting book.

(b) Much.

Don't say: He is very stronger than I am.

I am very obliged to my friend.

Say: He is much stronger than I am.

I am much obliged to my friend.

“Very” is used with adjectives and adverbs in the positive degree, and with present participles used as adjectives (like “interesting”). “Much” is used with adjectives and adverbs in the comparative degree, and with past participles.

NOTE: A few past participles that are used almost in the sense of adjectives may take “very” before them: as, “I am very pleased (= glad) to see you”; “I am very tired”; “The accommodation is very limited.” But: “I was much (not very) afraid of *failing*.”

7.56. Too much for Very much

Don't say: He is too much stronger than I am.

He likes the cinema too much.

I was too much astonished at the news.

Say: He is very much stronger than I am.

He likes the cinema very much.

I was very much astonished at the news.

“Very much” is used instead of “much” for greater emphasis. “Too much” denotes an excessive quantity or degree: as, “He ate too much, and became ill.”

NOTE: "Much" and "very much" cannot be used with certain verbs, like "work," "try," "rain," "think," "to be hurt," "to be injured." Thus we say: "He works very hard"; "He tried very hard"; "It is raining hard"; "He thinks deeply"; "He was badly hurt"; "He was seriously injured."

7.57. Before for Ago

Don't say: I saw your friend before two weeks.

Say: I saw your friend two weeks ago.

We use "ago" in counting from the time of speaking to a point in the past: as, "half an hour ago," "three days ago," "four months ago," "five years ago," "a long time ago."

We use "before" in counting from a distant to a nearer point in the past: as, "Napoleon died in 1821; he had lost the battle of Waterloo six years before."

NOTE: When "ago" is used, the verb is always in the past tense: as, "He came five minutes ago."

7.58. Hardly for Hard

Don't say: They said that he was hit hardly.

Say: They said that he was hit hard.

"Hard" means severely.

"Hardly" means not quite or scarcely. e.g.: "The baby can hardly walk."

7.59. So for Very

Don't say: I hear that he is not so rich.

Say: I hear that he is not very rich.

"So" cannot be used in the sense of "very." The expression "He is not so rich" implies a comparison: as, "He is not so rich as you are."

7.60. *By and by* for *Gradually*

Don't say: the baby is learning to walk by and by.

Say: The baby is gradually learning to walk.

“Gradually” means slowly or little by little; “by and by” means soon or after a little while: as, “By and by the school year will be over.”

7.61. *Just now* for *Presently*, etc.

Don't say: The messenger will arrive just now.

Say: The messenger will arrive presently.

If we are speaking of a near and immediate future time, we must use “presently,” “immediately,” or “soon.” “Just now” refers to present or past time, and not to future time: as, “He is not at home just now (at this moment)”; “He left just now (= a little time ago).”

7.62. *Presently* for *at present*

Don't say: His uncle is presently in London.

Say: His uncle is at present in London.

“At present” and “presently” are not synonymous. “At present” means now, but “presently” means soon: as, “He will come back presently (= soon).”

7.63. *Scarcely* for *Rarely*

Don't say: He scarcely comes to see me now.

Say: He rarely comes to see me now.

“Scarcely” is not synonymous with “rarely.” “Rarely” means not often; “scarcely” means not quite: as, “I had scarcely finished when he came.”

7.64. *Lately* for *Late*

Don't say: Last night I went to bed lately.

Say: Last night I went to bed late.

The opposite of "early" is "late," not "lately." "Lately" means in recent times: as, "I haven't been there lately."

7.65. Wounded and Injured or Hurt

(a) Wounded.

Don't say: Thousands were injured in the war.

Say: Thousands were wounded in the war.

(b) Injured or Hurt.

Don't say: He was wounded in a motor accident.

Say: He was injured in a motor accident.

People are injured or hurt as a result of an accident, wounded in battle or in war. (The nouns are injury and wound)

7.66. Farther and Further

(a) Farther.

Don't say: New York is further than London.

Say: New York is farther than London.

(b) Further.

Don't say: I shall get farther information.

Say: I shall get further information.

The distinction often made between the two words is that "farther" means more distant and "further" means more. However, current usage prefers "further" in all meanings.

7.67. Latter for Later

Don't say: She came to school latter than I.

Say: She came to school later than I.

"Later" refers to time. "Latter" refers to order and means the second of two things just mentioned: as, "Aleppo and Homs are large cities; the latter has a population of over a million. The opposite of "latter" is "former."

7.68. Last for Latter

Don't say: Scott and Dickens are both excellent writers, but I prefer the last.

Say: Scott and Dickens are both excellent writers, but I prefer the latter.

"The latter" means the second of two persons or things which have been mentioned; "the last" refers to a series of more than two.

7.69. Last for Latest

Don't say: What is the last news of the war?

Say: What is the latest news of the war?

"Latest" is the last up to the present, "Which is his latest book?"
"Last" is the final one as, "Z is the last letter of the alphabet."

7.70. Small, Big for Young, Old

Don't say: I am two years smaller than you.

He is three years bigger than I.

Say: I am two years younger than you.

He is three years older than me.

If reference is to age, say "young" or "old." "Small" and "big" usually refer to size: as, "He is big (or small) for his age."

NOTE: "Great" refers to the importance of a person or thing; as, "Salah El-Dine Al-Ayoubi was a great man"; "Homer's *Iliad* is a great book." "Great" is also used with words like "distance," "height," "length," "depth": as, "There is a great distance between the earth and the moon."

7.71. High for Tall

Don't say: My elder brother is six feet high.

Say: My elder brother is six feet tall.

"Tall" is generally used of persons, and is the opposite of "short."

"High" is used of trees, buildings, or mountains, and is the opposite of "low."

7.72. Lovely for Beloved

Don't say: Joseph was Jacob's lovely son.

Say: Joseph was Jacob's beloved son.

We should say "beloved" if we mean much loved. "Lovely" means beautiful: as, a lovely woman, a lovely day, etc.

NOTE: Care must also be taken not to confuse "lovely" with "favourite" (= most liked). Say: "Who is your favourite writer?" or "What is your favourite card game?"

7.73. Beautiful for Handsome or Good-looking

Don't say: He has grown into a beautiful youth.

Say: He has grown into a handsome youth.

We usually say that a man is handsome or good-looking, and that a woman is beautiful or pretty.

7.74. Sick for ill

Don't say: He has been sick for over a year.

Say: He has been ill for over a year.

"To be ill" means to be in bad health. "To be sick" generally means to be inclined to vomit or to be temporarily indisposed: as, "The smell made me sick."

NOTE: "Sick" can also be used before a noun or as a noun in the plural: as, "The sick man is lying in bed"; "We visit the sick." "Ill" could not be used in this way.

7.75. Clear for Clean

Don't say: You should keep your hands clear.

Say: You should keep your hands clean.

“Clean” is the opposite of “dirty.” “Clear” means transparent or unclouded: as, “clear water,” “a clear sky.”

7.76. Angry for Sorry

Don't say: I was angry to hear of his death.

Say: I was sorry to hear of his death.

“Sorry” is the opposite of “glad.” “Angry” means annoyed or enraged: as, “He was angry when a boy hit him in the face.”

7.77. Nervous for Angry

Don't say: Our teacher is very nervous today.

Say: Our teacher is very angry today.

“Nervous” denotes the habit of being easily excited or frightened. This word cannot be used in the sense of “angry,” which denotes only a temporary state.

7.78. House and Home

(a) House.

Don't say: Many new homes have been built.

Say: Many new houses have been built.

(b) Home.

Don't say: You should go to your house now.

Say: You should go home now.

Take care not to say “my house,” “his house,” or “your house” when you should rather say “home.” A “house” is any building used for dwelling in, and “home” is the particular house in which one is living. That why we say ‘the homeless’ for those who have got nowhere to live, and we say ‘home sweet home’ too.

NOTE: “Home” may also denote one’s own country. When a Syrian living abroad says “I am going home this summer” he means he is coming to Syria.

7.79. Street and Road

(a) Street.

Don't say: The roads of the town are narrow.

Say: The streets of the town are narrow.

(b) Road.

Don't say: Which is the street to the village?

Say: Which is the road to the village?

A "street" is a way in a town or village with buildings on the sides; a "road" usually denotes a way leading from one town or village to another.

NOTE: We say "on the road" or "on the way," but "in the street."

7.80. Habit and Custom

(a) Habit.

Don't say: Telling lies is a very bad custom.

Say: Telling lies is a very bad habit.

(b) Custom.

Don't say: The Chinese have strange habits.

Say: The Chinese have strange customs.

A "habit" belongs to the individual, but a "custom" belongs to a society or country.

7.81. Cause and Reason

(a) Cause.

Don't say: What is the reason of a sandstorm?

Say: What is the cause of a sandstorm?

(b) Reason.

Don't say: You have a good cause for coming.

Say: You have a good reason for coming.

A "cause" is that which produces a result; a "reason" is that which explains or justifies a result.

7.82. Scene and Scenery

(a) Scene.

Don't say: The scenery is of a beautiful lake.

Say: The scene is of a beautiful lake.

(b) Scenery.

Don't say: The scene in Kasab is beautiful.

Say: The scenery in Kasab is beautiful.

A "scene" refers to one particular place or part of a play in the theatre, while "scenery" refers to the general appearance of the country. "Scenery" cannot be used in the plural.

7.83. Centre and Middle

(a) Centre.

Don't say: Can you find the middle of a table?

Say: Can you find the centre of a table?

(b) Middle.

Don't say: He was in the centre of the street.

Say: He was in the middle of the street.

"Centre" is a definite point, while "middle" is the indefinite space around or near the "centre."

7.84. Shade and Shadow

(a) Shade.

Don't say: That large tree makes a nice shadow.

Say: That large tree makes a nice shade.

(b) Shadow.

Don't say: The dog saw his shade in the water.

Say: The dog saw his shadow in the water.

"Shade" is a place sheltered from the sun; "shadow" is a shade of a distinct form, as of a tree, a man, a dog, etc.

7.85. Customer and Client

(a) Customer.

Don't say: That grocer has plenty of clients.

Say: That grocer has plenty of customers.

(b) Client.

Don't say: That lawyer has plenty of customers.

Say: That lawyer has plenty of clients.

A person can be a customer at a shop, but a client of a lawyer, a bank, etc.

7.86. Stranger for Guest

Don't say: They had some strangers last night.

Say: They had some guests last night.

A "guest" is usually a friend who comes to our house for a visit, while a "stranger" is a person unknown to us.

NOTE: A "foreigner" is a person born in another country and speaking a foreign language.

7.87. Travel for Journey.

Don't say: Our travel to England was pleasant.

Say: Our journey to England was pleasant.

"Journey" is the noun and "travel" is the verb, used to describe any method of moving from one place to another.

NOTE: We use the noun "travel" (1) in a general sense: as, "She loves travel"; (2) in the plural: as, "He has written a book about his travels."

7.88. Foot for Leg

Don't say: I hurt my foot—if the injury is anywhere above the ankle.

Say: I hurt my leg.

“Leg” is the part of the body from the hip down to the ankle, and “foot” is the part below the ankle. (“Hand” must also be carefully distinguished from “arm.”)

NOTE: We say the “leg” of a chair, a table, a bed; but the “foot” of a hill, a wall, a ladder, a page.

7.89. Finger for Toe

Don't say: I hurt a finger of my right foot.

Say: I hurt a toe of my right foot.

“Fingers” are on the hand, and “toes” are on the foot.

7.90. Play for Game

Don't say: They had a nice play of football.

Say: They had a nice game of football.

Avoid using “play” in the sense of “game.” “Play” means amusement: as, “He is fond of play.”

7.91. Individual for Person

Don't say: Only five individuals were present.

Say: Only five persons were present.

“Individual” is used of a single person as opposed to the group: as, “The individual must act for the good of the community.”

7.92. Men for People

Don't say: All the streets were full of men.

Say: All the streets were full of people.

“People” and not “men” should be used when the reference is to human beings in general, but we can say ‘Man is a social being’.

7.93. Cost for Price

Don't say: What is the cost of this watch?

Say: What is the price of this watch?

“Price” is the amount of money paid by the customer; “Cost” is the

amount paid by the shopkeeper. But we can say "How much does it cost?"

NOTE: "Value" is the usefulness or importance of something as, the value of milk as a food, the value of education.

7.94. Ground for Floor

Don't say: When I entered the room, I saw a book on the ground.

Say: When I entered the room, I saw a book on the floor.

The "floor" is the part of the room on which we walk; "ground" is outside the house.

7.95. Place for Room

Don't say: Is there place for me in the bus?

Say: Is there room for me in the bus?

"Place" cannot be used in the sense of "room," which means here "unoccupied space."

7.96. Appetite for Desire, etc.

Don't say: I have no appetite at all to study.

Say: I have no desire at all to study.

"Appetite" is generally used of food. For study, work, or play we use such words as "desire," "disposition," and "inclination."

7.97. Could for was able to

Don't say: Because he worked hard he could finish the job in time.

Say: Because he worked hard he was able to finish the job in time.

If the meaning is *managed to* or *succeeded in doing*, "was able to," and not "could," should be used.

Chapter Eight

Working with Idioms

Introduction

Besides multi-word verbs which can have idiomatic meanings, the English language is rich in idiomatic expressions which can be a source of confusion for learners at times. The reason why idioms are problematic is because their meaning is often not literal and thus non-native speakers of English have to learn the meaning of each idiom on its own.

The following section is in the form of an exercise. Some of the common idioms of English are given with three possibilities for each. The correct answer is given in the answer key.

Idioms Beginning with A

1. "A bit" means ____.
 - a. something to eat
 - b. to help someone
 - c. a small amount
2. "About time" means ____.
 - a. at the right time
 - b. soon
 - c. at last
3. "Across the board" means ____.
 - a. everyone or everything is included
 - b. to travel between countries
 - c. uninteresting
4. To "act up" means ____.
 - a. to share an idea
 - b. to behave badly
 - c. to pretend to be rich
5. "Against the clock" means ____.
 - a. a new record
 - b. a test of speed or time
 - c. an impossible task
6. "All along" means ____.
 - a. all the time
 - b. to agree
 - c. altogether
7. "All hours" means ____.
 - a. at regular times
 - b. at irregular times
 - c. every hour

8. "Along in years" means

_____.

- a. getting old
- b. getting tired
- c. becoming successful

Idioms Beginning with B

1. A "babe in the woods" means _____.

- a. someone who cuts trees
- b. someone who is young
- c. someone who is innocent

- b. to be crazy
- c. to remember something

2. To "back down" means

- _____.
- a. to give up a claim
 - b. to sit down
 - c. to fight for something

6. To "beat around (about) the bush" means _____.

- a. to not know
- b. to avoid a question
- c. to go on a hike

3. To "back out" means

- _____.
- a. to support someone
 - b. to be trapped
 - c. to get out of an agreement

7. To "beef up" means

- _____.
- a. to go crazy
 - b. to have fun
 - c. to make something stronger

4. "He didn't bat an eye" means the same as _____.

- a. he didn't see
- b. he wasn't happy
- c. he didn't show surprise

8. "Behind the scenes" means _____.

- a. in a different place
- b. privately
- c. in a difficult position

5. To "bear in mind" means _____.

- a. to forget something

9. "Below the belt" means

- _____.
- a. good
 - b. secretly
 - c. unfairly

Idioms Beginning with C

1. To "call it a day" means _____.
 - a. to quit
 - b. it becomes evening
 - c. to say good morning
2. To "call the tune" means _____.
 - a. to sing a song
 - b. to give orders
 - c. to give advice
3. To "carry off" means _____.
 - a. to move
 - b. to kill
 - c. to drop
4. To put the "cart before the horse" means _____.
 - a. to plan ahead
 - b. that you can't do something
 - c. to do things in the wrong order
5. To "catch on" means _____.
 - a. to understand
 - b. to be punished
 - c. to grab something
6. To "be caught short" means _____.
 - a. to be in an embarrassing situation
 - b. to take a short sleep
 - c. not to have enough of something when needed
7. "Cheap skate" means _____.
 - a. a winter sports activity
 - b. someone who doesn't spend much money
 - c. something that isn't expensive
8. To "check up" means _____.
 - a. to search
 - b. to investigate
 - c. to make a mark to show something has been counted
9. To "cheer up" means _____.
 - a. to become happy
 - b. to become sad
 - c. to become lost
10. "Chicken feed" means _____.
 - a. a lot of food
 - b. a small amount of money
 - c. A group of people gathering together

Idioms Beginning with D

1. I "dare say" means ____.
 - a. I don't know at all
 - b. I definitely know
 - c. I suppose
2. To "dash off" means ____.
 - a. to do, make, or draw something quickly
 - b. to be deeply asleep
 - c. to be precise
3. "Dead tired" means ____.
 - a. no longer living
 - b. very tired
 - c. someone doesn't have long to live
4. To be in "deep water" means ____.
 - a. to be lazy
 - b. to be in serious trouble
 - c. to not care about things
5. If something "dies down", it means it ____.
 - a. falls over
 - b. dies quickly
 - c. fades away
6. To "die out" means ____.
 - a. to fail
 - b. to die quickly
 - c. to disappear slowly
7. A "dime a dozen" means ____.
 - a. it is expensive
 - b. something is unusual
 - c. something is easy to get
8. To "dish out" means ____.
 - a. to serve
 - b. to gossip
 - c. to make
9. To "do away with" something means ____.
 - a. to treat something
 - b. to stop something
 - c. to hide something
10. If someone is "down to earth", they are ____.
 - a. strange
 - b. practical
 - c. shy

Idioms Beginning with E

1. "Easy does it" means _____.
 - a. let's do it later
 - b. let's do it carefully
 - c. let's do it quickly
2. To "eat your words" means _____.
 - a. to apologise
 - b. to shout loudly
 - c. to be quiet
3. To "eat out" means _____.
 - a. to rot away
 - b. to eat in a restaurant
 - c. to eat everything
4. To "edge out" means _____.
 - a. to move in slowly
 - b. with the narrow side outwards
 - c. to force out
5. If you "keep an eye out" it means _____.
 - a. watch carefully
 - b. you are in charge
 - c. you don't pay attention
6. To "eat like a horse" means _____.
 - a. to eat noisily
 - b. to eat a little
 - c. to eat a lot
7. To "egg on" means _____.
 - a. to eat enough
 - b. to encourage
 - c. to annoy
8. To "ease up" means _____.
 - a. to make less nervous
 - b. to increase pressure
 - c. to go faster

Idioms Beginning with F

1. To "face the music" means _____.
 - a. accept your punishment
 - b. listen carefully
 - c. ask a lot of questions
2. When it's "fair and square" it's _____.
 - a. unusual
 - b. confused
 - c. honest
3. To "fall behind" means to _____.
 - a. not keep up
 - b. hurt yourself
 - c. get angry

4. If something "falls through" it ____.
- happens perfectly
 - explodes
 - fails to happen
5. "Far and wide" means ____.
- in a limited area
 - everywhere
 - at one time
6. "Fat chance" means ____.
- very lucky
 - no possibility
 - unlucky
7. "If it's a "feather in your cap" it means it's ____.
- a problem
 - cowardly
 - an honour
8. If you are "fed up" you have ____.
- had enough
 - eaten enough
 - drunk too much
9. If you "feel like" something you ____.
- want to touch something
 - don't like something
 - want to do something
10. To "feel out" means to ____.
- test an idea
 - tell a secret
 - hide something

Idioms Beginning with G

1. To "gather in" means to ____.
- collect
 - give out
 - organize
2. The "gift of the gab" means you are ____.
- experienced
 - very intelligent
 - skilled in talking
3. To "gloss over" means to ____.
- encourage
 - praise

- c. try to hide
- 4. "To go like clockwork" means to _____.
 - a. run smoothly
 - b. go crazy
 - c. cost a lot of money
- 5. To "grin and bear it" means to _____.
 - a. put up with something
 - b. be angry
 - c. misunderstand
- 6. "To gun for" means to _____.
 - a. try to help
 - b. try to stop
 - c. try to hurt

Idioms Beginning with H

- 1. If something is "half baked", it's _____.
 - a. very useful
 - b. incomplete
 - c. unusual
- 2. To "hail from" means to _____.
 - a. send from
 - b. come from
 - c. send to
- 3. To "hand it to" means to _____.
 - a. give credit to
 - b. take from
 - c. allow
- 4. To "hang your head" means to _____.
 - a. feel shameful
 - b. be brave
 - c. be over-confident
- 5. "No hard feelings" means the same as _____.
 - a. don't worry
 - b. thank you
 - c. please
- 6. If your "heart goes out to someone", you _____.
 - a. try to help them
 - b. feel sorry for them
 - c. love them

7. If you get a "head start", you ____.
- are the winner
 - are lost
 - begin before the others
8. If something is "heavy-duty", it ____.
- weighs a lot
 - is tough and powerful
9. To "hook up" with means to ____.
- lose
 - fight
 - connect
10. If it's "hush-hush" it's ____.
- easy
 - secret
 - difficult

Idioms Beginning with I

1. If you are "in the family way", you are ____.
- shy
 - popular
 - pregnant
2. If it's "in the wind", it's ____.
- imminent
 - lost
 - furnished
3. If you are "in the dog house", you are ____.
- enthusiastic
 - in trouble
 - happy
4. "In the pink" means to be ____.
- drunk
 - healthy
 - rich
5. To "iron out" means to ____.
- complete small details
 - make problems
 - plan ahead
6. "In toto" means ____.
- no where
 - something
 - everything
7. The "ins and outs" are ____.
- the small details
 - everyone
 - complications

8. If something is "in your hair", it's ____.

- a. interesting
- b. amusing
- c. annoying

9. "In hand" means ____.

- a. unmanageable

b. under control

c. difficult

10. "In the nick of time" means ____.

- a. too late
- b. on time
- c. in time

Idioms Beginning with J

1. To "jazz up" means to ____.

- a. go faster
- b. make something more exciting
- c. make a lot of noise

2. To "join forces" means to ____.

- a. fight
- b. be strong
- c. unite

3. If you "jump at" something you ____.

- a. are scared
- b. don't understand
- c. accept it quickly

4. If it is "just what the doctor ordered" it's ____.

- a. still a dream
- b. what you need
- c. totally wrong

5. "Just about" means ____.

- a. soon
- b. nearly
- c. too much

6. To "jump through hoops" means ____.

- a. be in charge
- b. obey any order
- c. be naughty

7. To "jump down someone's throat" means to ____.

- a. run away
- b. make a joke
- c. scold them

8. To "jump on the bandwagon" means to ____.

- a. continue
- b. rest
- c. join in

Idioms Beginning with K

1. To "kick the bucket" means to ____.
 - a. get married
 - b. have a baby
 - c. die
2. "Knock it off" means the same as ____.
 - a. buy it
 - b. yes, please
 - c. stop it
3. To "know the ropes" means to be ____.
 - a. experienced
 - b. confident
 - c. ignorant
4. If you are a "know-it-all", you are ____.
 - a. over confident
 - b. shy
 - c. a little strange
5. If a woman is a "knock-out" she's ____.
 - a. intelligent
 - b. powerful
 - c. very attractive
6. If someone says to you to "keep your shirt on", you should ____.
 - a. take control
 - b. leave
 - c. calm down
7. To "keep on" means to ____.
 - a. stop
 - b. continue
 - c. start
8. If you "keep something down", you ____.
 - a. control it
 - b. lose it
 - c. hide it

Idioms Beginning with L

1. To "lash out" means to ____.
 - a. shout at someone
 - b. relax
 - c. kick or punch someone
2. To "laugh off" means to ____.
 - a. make lots of jokes
 - b. make lots of noise
 - c. not take something seriously

3. To "lean on" someone means to _____.
 - a. entertain them
 - b. pressure them
 - c. annoy them
4. "In less than no time" means _____.
 - a. in a few days
 - b. much later
 - c. very soon
5. To do it "like mad" means to do it _____.
 - a. enthusiastically
 - b. sloppily
 - c. carefully
6. If you have a "long face", you look _____.
 - a. angry
 - b. sad
 - c. proud
7. "Look alive" means _____.
 - a. act busy
 - b. be quiet
 - c. listen carefully
8. To "lose heart" means to _____.
 - a. take offence
 - b. make a mistake
 - c. become unenthusiastic
9. The "low down" is _____.
 - a. the problem.
 - b. the total truth
 - c. the solution

Idioms Beginning with M

1. If it takes a "month of Sundays", it _____.
 - a. happens quickly
 - b. won't happen
 - c. feels like a long time
2. If someone "means business", they are _____.
 - a. serious
 - b. interested
 - c. bored
3. To "mark time" means to _____.
 - a. be idle
 - b. be busy
 - c. rush around
4. To "make up your mind" means to _____.
 - a. decide
 - b. be confused
 - c. be efficient
5. A "matter of course" means _____.
 - a. as a rule
 - b. maybe
 - c. when you want to

6. To "make off with" means to ____.
- leave behind
 - kiss
 - steal
7. To "make believe" means to ____.
- forget
 - hope
 - pretend
8. If you are "mixed up", you are ____.
- in a hurry
 - confused
 - lost
9. If something "makes sense", it ____.
- isn't practical
 - seems reasonable
 - is impossible
10. To "make a difference" is to ____.
- lose something
 - matter
 - be in charge

Idioms Beginning with N

1. To "nail it down" means to ____.
- start it
 - finalize it
 - talk about it
2. In this "neck of the woods" is ____.
- the way we do something
 - around here
 - the way things were
3. "Never mind" means ____.
- don't worry about it
 - pardon
 - why
4. "No doubt" means ____.
- maybe
 - definitely not
 - certainty
5. To "nose around" is to ____.
- be difficult
 - explore
 - lose
6. "No sweat" means ____.
- it's easy to do, ok
 - work harder
 - I'm sorry

7. If you are "no spring chicken" you ____.
- a. are inexperienced
 - b. aren't energetic
 - c. aren't young

8. To "nip it in the bud" means to ____.
- a. prevent it at the start
 - b. encourage something
 - c. expect greatness from it

9. To be "neck and neck" means to be ____.
- a. angry with each other
 - b. like someone a lot
 - c. exactly even

10. If your "name is mud" you are ____.
- a. well liked
 - b. well respected
 - c. in trouble

Idioms Beginning with O

1. "Of age" means to be ____.
- a. capable
 - b. not able
 - c. old enough

2. If you are "off the hook", you are ____.
- a. going to do something bad
 - b. out of trouble
 - c. crazy

3. If something is "old hat", it ____.
- a. isn't new
 - b. isn't popular
 - c. well known

4. "Of service" means to be ____.
- a. efficient
 - b. useful

c. desirable

5. "Once in a blue moon" is ____.
- a. often
 - b. sometimes
 - c. rarely

6. To be "on edge" is to be ____.
- a. ignorant
 - b. nervous
 - c. knowledgeable

7. "On time" means ____.
- a. late
 - b. expected to be late
 - c. not late

8. "Out like a light" means to ____.
- a. run away
 - b. work very hard
 - c. go to sleep quickly

9. "Out of order" means it ____.
- a. is untidy

- b. doesn't work
- c. is unavailable

10. "Out of shape" means to be ____.
- a. unfit
 - b. energetic
 - c. or do something unusual

Idioms Beginning with P

1. To "pack off" means to ____.
- a. put away
 - b. give away
 - c. send away

2. A "pain in the neck" means something is ____.
- a. unusual
 - b. bothersome
 - c. difficult to see

3. To "pair off" means to ____.
- a. separate things
 - b. make large groups
 - c. put two things together

4. If it is "par for the course", it is ____.
- a. typical
 - b. very good
 - c. terrible

5. To "part with" means to ____.
- a. belong to
 - b. a section of
 - c. be separated from

6. To "pass over" means to ____.
- a. overtake
 - b. ignore
 - c. give up

7. "Pint-size" is ____.
- a. very big
 - b. average
 - c. small

8. To "pop up" means to ____.
- a. volunteer
 - b. appear suddenly
 - c. raise your head

9. "To pull off" means to ____.
- a. lose something
 - b. succeed
 - c. plan

10. To "put down" means to ____.
- a. crush or stop
 - b. encourage or excite
 - c. fast or erratic movement

Idioms Beginning with Q

1. If you are "quaking in your boots", you are ____.
- a. brave
 - b. afraid
 - c. confident

2. If you are "quick on the trigger", you are quick to ____.
- a. respond
 - b. make mistakes
 - c. quit or finish something

3. "Quick on the uptake" means you are quick to ____.
- a. do things
 - b. understand
 - c. volunteer

4. "Quiet as a mouse" describes someone who is ____.
- a. interesting
 - b. loud
 - c. timid

Idioms Beginning with R

1. To "raise eyebrows" is to ____.
- a. question something
 - b. be afraid
 - c. shock
2. If something will happen "rain or shine", it'll happen ____.
- a. at some point, but we don't know when
 - b. outside

- c. no matter what
3. To "rattle off" is to ____.
- a. break something
 - b. say things quickly
 - c. be old
4. "Razzle dazzle" is ____.
- a. a fancy display
 - b. an unusual event
 - c. something impossible

5. The "rear end" is ____.
a. the start of something
b. a one way street
c. the back part

6. To "ride out" something is ____.
a. finish successfully
b. to survive safely
c. give up

7. If it's to the "right and left" it's ____.
a. rare
b. very quick
c. all around

8. If something "rings a bell", it ____.
a. makes a lot of noise
b. is frightening
c. sounds familiar

9. To "rip into" means to ____.
a. enjoy
b. attack
c. savour

10. To "run away with" means to ____.
a. lend
b. steal
c. borrow

Idioms Beginning with S

1. If it's "safe and sound", it's ____.
a. not allowed
b. beautiful
c. not harmed

2. If someone says "same here", they are ____.
a. agreeing
b. arguing
c. disagreeing

3. To "say the word" means to ____.
a. give a sign
b. apologize
c. give up

4. To "screw up" is to ____.
a. do it perfectly
b. make a mess
c. go higher and higher

5. If you "see eye to eye" with someone, you ____ them.
a. oppose
b. encourage
c. agree with

6. To "set your sight" on something means to ___ something.
- a. aim for
 - b. look for
 - c. ask for

7. If you are "sick and tired", you are ___.
- a. exasperated
 - b. jealous
 - c. angry

8. "Shut your trap" is an impolite way of saying "please ___".
- a. leave".
 - b. go away".
 - c. be quiet".

9. If you are "stuck up", you are ___.
- a. snobbish
 - b. in trouble
 - c. problematical

Idioms Beginning with T

1. To "take charge" is to ___.
- a. follow
 - b. lead
 - c. misunderstand

2. To "talk back" is to ___.
- a. ask a question
 - b. shout
 - c. answer rudely

3. To "tell something apart" is to ___.
- a. put it aside for later use
 - b. correct someone
 - c. find the differences

4. "The works" is ___.
- a. the boss
 - b. everything

c. movement

5. To "think up" is to ___ something.
- a. aim for
 - b. improve
 - c. invent

6. To "think twice" is to ___.
- a. create something
 - b. tell a lie
 - c. hesitate

7. To go "through thick or thin" is to ___.
- a. lose a lot of weight
 - b. get married
 - c. have many kinds of experiences

8. To "throw up" is to ____.
- a. get rid of something
 - b. vomit
 - c. give up
9. To "tip off" someone is to ____ them.
- a. warn

- b. attack
- c. like

10. To do something "to a T" is to do it ____.
- a. badly
 - b. perfectly
 - c. shortly

Idioms Beginning with U

1. "Uh-huh" means the same as ____.
- a. no
 - b. yes
 - c. maybe
2. If it's "under your nose", it's ____.
- a. well hidden
 - b. your fault
 - c. within sight
3. To have the "upper hand" is to have ____.
- a. the advantage
 - b. permission
 - c. the next go
4. If you get "used to" something, you ____ it.
- a. get rid of
 - b. take care of
 - c. become accustomed to
5. If it's "up in the air", it's ____.
- a. important
 - b. undecided
 - c. unwanted
6. "Under your breath" means to ____.
- a. whisper
 - b. tell a secret
 - c. hesitate
7. "Under the sun" means ____.
- a. it's impossible
 - b. it's unusual
 - c. on earth
8. If you are "up front", you are ____.
- a. bold
 - b. sincere
 - c. brave

9. "Under wraps" means ____.
- a. in secret
 - b. with difficulty
 - c. in a small space

10. If you are "up tight", you are ____.
- a. rich
 - b. worried
 - c. an executive

Idioms Beginning with V

1. "Very well" can mean the same as ____.
- a. no
 - b. later
 - c. giving consent
2. To "vote down" is to ____ something.
- a. accept
 - b. defeat
 - c. propose

3. To "veg out" means to ____.
- a. get angry
 - b. get excited
 - c. relax
4. If someone talks about "vibes", they are talking about ____.
- a. feelings
 - b. experiences
 - c. desires

Idioms Beginning with W

1. If you "walk off with", something you ____ it.
- a. steal
 - b. forget
 - c. borrow
2. "Walking on air" means you are ____.
- a. happy
 - b. depressed
 - c. upset

3. To "walk all over" someone is to ____ them.

- a. mislead
- b. aggravate
- c. impose on

4. "Watch out" means ____.
- a. be careful
 - b. relax
 - c. hurry up

5. "Water down" means to ____.
- make stronger
 - have a beer
 - weaken
6. The "way the wind blows" is ____.
- how things were
 - the way things are
 - how things are going to be
7. To "wear on" someone is to ____ them.
- agree with
 - annoy
 - ignore
8. To say "word for word" means to ____.
- condense it
 - change what was said
 - say it exactly the same
9. To "wet one's whistle" is to ____.
- be happy
 - have a problem
 - have a drink

Idioms Beginning with Y

1. If you are "yellow bellied", you are ____.
- brave
 - conceited
 - cowardly
 - constantly
 - eventually
2. "You bet" means ____.
- no
 - certainly
 - if I can
3. "You don't say" shows ____.
- disbelief
 - annoyance
 - surprise
4. "Year in, year out" means ____.
- never
 - constantly
 - eventually
5. "You can say that again" shows ____.
- condemnation
 - acceptance
 - agreement
6. If you are a "yes man" you always ____.
- argue
 - agree
 - question
7. If something is "yummy", it's ____.
- delicious
 - horrible
 - frightening

Idioms Beginning with Z

1. To "zank-out" is to ____.
 - a. daydream
 - b. get excited
 - c. fall asleep quickly
2. To "zip your lip" is to ____.
 - a. shut up
 - b. be loud
 - c. talk about things you don't know
3. To "zero in on" is to ____ something.
 - a. aim for
 - b. adjust
 - c. alter

Chapter Nine

Working With Sentences

Contents of Chapter Nine:

- 9.1. Introduction
- 9.2. Basic Sentence Order
- 9.3. Basic Sentence Patterns
 - 9.3.1. Typical Sentence Patterns
 - 9.3.2. Untypical Sentence Patterns
 - 9.3.2.1. Extraposition
 - 9.3.2.2. Cleft Sentences
- 9.4. Characteristics of Complete Sentences
- 9.5. Independent and Dependent Clauses
 - 9.5.1. Independent Clauses
 - 9.5.2. Dependent Clauses
- 9.6. Some Common Errors to Avoid
- 9.7. Exercises

9.1. Introduction

The workings of the English sentence are yet another source of difficulty for learners of English. A lack of knowledge in this area may lead students to produce grammatically unacceptable structures. This section attempts to offer a quick review of the making of English sentences. It shall look first at the internal structure of sentences then it will move to examine the most common patterns of sentences found in the English language.

9.2. Basic Sentence Order

The sentence is the basic unit of thought. Its grammar consists of words with specific forms and functions arranged in specific ways. Most sentences make statements. First they name something; then they make an assertion about or describe an action involving that something. These two sentence parts are the subject and the predicate.

Subject	Predicate
Art	can be controversial.
It	has caused disputes in Parliament and in artists' studios.

The internal structure of English sentences can be summarized in the following:

SUBJECT

articles demonstratives possessives indefinite articles	numbers	adjectives	NOUN	phrase.
--	---------	------------	------	---------

The two creative chefs at the restaurant

PREDICATE

adverb	VERB	object	adverb	subordinate clause	phrase.
--------	------	--------	--------	--------------------	---------

easily cooked lasagne quickly although the oven dated back to 1950.

9.3. Basic Sentence Patterns

9.3.1. Typical Sentence Patterns

We build all our sentences, even the most complicated ones, on basic patterns. These patterns can be expanded with modifying words or word groups, called phrases and clauses.

In English, the Subject is usually (but not always) the first element in a sentence, and it is followed by the verb:

Pattern 1

Subject	Verb
<i>Fadi</i>	<i>sings</i>
<i>The dog</i>	<i>barked</i>
<i>Sonia</i>	<i>yawned</i>

In this pattern, the verb is not followed by any object, and we refer to this as an intransitive verb.

If the verb is monotransitive, it takes a direct object, which follows the verb as in the following:

Pattern 2

Subject	Verb	Direct Object
<i>David</i>	<i>sings</i>	<i>ballads</i>
<i>The professor</i>	<i>wants</i>	<i>to retire</i>
<i>The jury</i>	<i>found</i>	<i>the defendant guilty</i>

In the ditransitive pattern, the verb is followed by an indirect object and a direct object, in that order:

Pattern 3

Subject	Verb	Indirect Object	Direct Object
<i>The old man</i>	<i>gave</i>	<i>the children</i>	<i>some money</i>
<i>My uncle</i>	<i>sent</i>	<i>me</i>	<i>a present</i>
<i>The detectives</i>	<i>asked</i>	<i>Amy</i>	<i>lots of questions</i>

Adjuncts are syntactically peripheral to the rest of the sentence. They may occur at the beginning and at the end of a sentence¹, and they may occur in all three of the patterns above:

Pattern 4

	(Adjunct)	Subject	Verb	Indirect Object	Direct Object	(Adjunct)
[1]	<i>Usually</i>	<i>Fadi</i>	<i>sings</i>			<i>in the bath</i>
[2]	<i>Unfortunately</i>	<i>the professor</i>	<i>wants</i>		<i>to retire</i>	<i>this year</i>
[3]	<i>At the start of the trial</i>	<i>the judge</i>	<i>showed</i>	<i>the jury</i>	<i>the photographs</i>	<i>in a private chamber</i>

Pattern 4 is essentially a conflation of the other three, with adjuncts added. We have bracketed the adjuncts to show that they are optional. Strictly speaking, **objects** are also optional, since they are only required by monotransitive and ditransitive verbs, as in the examples [2] and [3] above.

In all the above patterns, the verbs used are called action verbs. Thus if the verb is transitive, it is usually followed by one object or two. However, there are other patterns in English that use the verb *'to be'* and verbs related to verb *'to be'* like the verbs *seem, appear, feel, look, etc...* these verbs are followed by a **complement** instead of an object as in patterns [5] and [6] below:

¹ They may also occur between the subject and the verb as with frequency adverbs e.g. *She always/often/usually leaves home at eight.*

Pattern 5

Subject + be/linking verb + Subject Complement (Adjective)

Food is good.

Firas is clever.

Pattern 6

Subject + be + Subject Complement (Noun/Pronoun)

My brother is a doctor.

Firas is an architect.

This is him.

Sometimes the verb 'to be' is followed directly by an adjunct as in the following pattern:

Pattern 7

Subject + be + Adjunct

All the students are here.

The children are upstairs.

9.3.2. Some Untypical Sentence Patterns

The sentence patterns we looked at represent typical or canonical patterns. But you will often come across sentences which do not conform to these patterns. The following are examples of such patterns:

9.3.2.1. Extraposition

The Subject is sometimes postponed until the end of the sentence, e.g.

In first place is *Miss Norway*.

Inside the house were *two detectives*.

More important is *the question of compensation*.

Here, the typical declarative order has been disrupted for stylistic effect. In these examples, the Subject comes *after* the verb, and is said to be **EXTRAPOSED**. Compare these sentences with the more usual pattern:

In first place is <i>Miss Norway</i>	~ <i>Miss Norway</i> is in first place
Inside the house were <i>two</i> <i>detectives</i>	~ <i>Two detectives</i> were inside the house
More important is <i>the question</i> <i>of compensation</i>	~ <i>The question of</i> <i>compensation</i> is more important

The Subject is also extraposed when the sentence is introduced by anticipatory *it*:

It is a good idea *to book early*.

It is not surprising *that he failed his exams*.

In the more typical pattern, these constructions may sound stylistically awkward:

* *To book early* is a good idea

* *That he failed his exams* is not surprising

Extraposition is not always just a matter of style. In the following examples, it is obligatory:

It seems <i>that</i> <i>he'll be late</i> <i>again</i>	~* <i>That he'll be</i> <i>late again</i> seems
It turned out <i>that his</i> <i>secretary had</i> <i>stolen the</i> <i>money</i>	~* <i>That his</i> <i>secretary had</i> <i>stolen the</i> <i>money</i> turned out

Direct Objects, too, can be extraposed. Although their typical position is after the verb (Pattern 2), however, when anticipatory *it* is used, the **Direct Object** is extraposed:

He made it very clear *that he would not be coming back*

Again, the canonical pattern is stylistically very awkward:

*He made *that he would not be coming back* very clear

9.3.2.2. Cleft Sentences

A declarative sentence, such as *Dania studied English at Oxford* can be reformulated as:

It was *Dania* who studied English at Oxford.

This is called a **CLEFT SENTENCE** because the original sentence has been divided (or "cleft") into two clauses: *It was Dania* and *who studied English at Oxford*. Cleft sentences focus on one constituent of the original sentence, placing it after *it was* (or *it is*). Here we have focussed on the Subject *Dania*, but we could also focus on the Direct Object *English*:

It was *English* that Dania studied at Oxford

or on the Adjunct *at Oxford*

It was *at Oxford* that Dania studied English

Cleft constructions, then, exhibit the pattern:

It + be + focus + clause

9.4. Characteristics of Complete Sentences

A complete sentence has to have a subject and a verb, and the verb has to be a "finite" one:

A sentence with its main verb in an '-ing' form will not be a complete sentence

*Maya swimming.

A sentence with its main verb in an infinitive form ("to" + verb) will not be a complete sentence.

*Maya to swim.

Complete sentences must be combined correctly if they are to continue to be complete sentences.

9.5. Independent and Dependent Clauses

When you want to use commas and semicolons in sentences and when you are concerned about whether a sentence is or is not a fragment, a good way to start is to be able to recognize dependent and independent clauses. The definitions offered here will help you with this.

9.5.1. Independent Clause

- It is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence:

Jihad studied in the Sweet Shop for his chemistry quiz.

9.5.2. Dependent Clause

-A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence:

When Jihad studied in the Sweet Shop for his chemistry quiz

There are two types of words that can be used as connectors at the beginning of an independent clause:

Coordinating Conjunction

The seven coordinating conjunctions used as connecting words at the beginning of an independent clause are *and, but, for, or, nor, so, and yet*. When the second independent clause in a sentence begins with a coordinating conjunction, a comma is needed before the coordinating conjunction:

Jihad studied in the Sweet Shop for his chemistry quiz, but it was hard to concentrate because of the noise.

Independent Marker Word

It is a connecting word that is used at the beginning of an independent clause. When the second independent clause in a sentence has an independent marker word, a semicolon is needed before the independent marker word.

Jihad studied in the Sweet Shop for his chemistry quiz; however, it was hard to concentrate because of the noise.

Some common independent markers are the following:

also, consequently, furthermore, however, moreover, nevertheless, and therefore.

Dependent Marker Word

These are words added to the beginning of an independent clause that make it a dependent clause.

When Jihad studied in the Sweet Shop for his chemistry quiz, it was very noisy.

Some common dependent markers are the following:

after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

9.6. Some Common Errors to Avoid:

1. Comma Splice Error:

It is the use of a comma between two independent clauses. You can usually fix the error by changing the comma to a period, making the two clauses into two separate sentences, or by changing the comma to a semicolon. Or you can make one clause dependent.

Incorrect: I like this class, it is very interesting.

Correct: I like this class. It is very interesting.

(or) I like this class; it is very interesting.

(or) I like this class because it is very interesting.

(or) Because it is very interesting, I like this class.

2. Fused Sentence Error:

This mistake occurs when two independent clauses are not separated by any form of punctuation. This error is also known as a **run-on sentence**. The error can sometimes be corrected by adding a period, semicolon, or colon to separate the two sentences.

Incorrect: My professor is intelligent I've learned a lot from her.

Correct: My professor is intelligent. I've learned a lot from her.

(or) My professor is intelligent; I've learned a lot from her.

3. Sentence Fragment Error:

This occurs when the learner treats a dependent clause or other incomplete thought as a complete sentence. This error can usually be fixed by combining it with another sentence to make a complete thought or by removing the dependent marker.

Incorrect: Because I forgot the exam was today.

Correct: Because I forgot the exam was today, I didn't study.

(or) I forgot the exam was today.

9.7. Exercises

9 (a) Match the sentences to the patterns:

1. The wall collapsed

- A. Subject -- Verb
- B. Subject -- Verb -- Direct Object
- C. Subject -- Verb -- Indirect Object -- Direct
- D. (Adjunct) -- Subject -- Verb -- Direct Object
- E. (Adjunct) -- Subject -- Verb -- (Adjunct)

2. During the war, many people lost their homes

- A. Subject -- Verb
- B. Subject -- Verb -- Direct Object
- C. Subject -- Verb -- Indirect Object -- Direct Object
- D. (Adjunct) -- Subject -- Verb -- Direct Object
- E. (Adjunct) -- Subject -- Verb -- (Adjunct)

3. I promised the children a trip to the zoo

- A. Subject -- Verb
- B. Subject -- Verb -- Direct Object
- C. Subject -- Verb -- Indirect Object -- Direct Object
- D. (Adjunct) -- Subject -- Verb -- Direct Object
- E. (Adjunct) -- Subject -- Verb -- (Adjunct)

4. When he was 12, David moved to London

- A. Subject -- Verb
- B. Subject -- Verb -- Direct Object
- C. Subject -- Verb -- Indirect Object -- Direct Object
- D. (Adjunct) -- Subject -- Verb -- Direct Object
- E. (Adjunct) -- Subject -- Verb -- (Adjunct)

5. Paul hired a bicycle

- A. Subject -- Verb
- B. Subject -- Verb -- Direct Object
- C. Subject -- Verb -- Indirect Object -- Direct Object
- D. (Adjunct) -- Subject -- Verb -- Direct Object
- E. (Adjunct) -- Subject -- Verb -- (Adjunct)

APPENDIX I

PLURAL NOUN FORMS

The plural form of most nouns is created simply by adding the letter *s*.

- more than one snake = snakes
- more than one ski = skis

Words that end in *-ch*, *x*, *s* or *s-like* sounds, however, will require an *-es* for the plural:

- more than one witch = witches
- more than one box = boxes
- more than one gas = gases
- more than one bus = buses
- more than one kiss = kisses
- more than one Jones = Joneses

In addition, there are several nouns that have irregular plural forms.

- more than one child = children
- more than one woman = women
- more than one man = men
- more than one person = people
- more than one goose = geese
- more than one mouse = mice
- more than one barracks = barracks
- more than one deer = deer

And, finally, there are nouns that maintain their Latin or Greek form in the plural.

- more than one nucleus = nuclei
- more than one syllabus = syllabi
- more than one focus = foci
- more than one fungus = fungi
- more than one cactus = cacti (*cactuses* is acceptable)
- more than one thesis = theses
- more than one crisis = crises*
- more than one phenomenon = phenomena
- more than one index = indices (*indexes* is acceptable)

- more than one appendix = appendices (*appendixes* is acceptable)
- more than one criterion = criteria

Special Cases

With words that end in a consonant and a *y*, you'll need to change the *y* to an *i* and add *es*.

- more than one baby = babies
- more than one gallery = galleries
- more than one reality = realities

This rule does not apply to proper nouns:

- more than one Kennedy = Kennedys

Words that end in *o* create special problems.

- more than one potato = potatoes
- more than one hero = heroes

... *however* ...

- more than one memo = memos
- more than one cello = cellos

... *and for words where another vowel comes before the o* ...

- more than one stereo = stereos

Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es*.

- more than one knife = knives
- more than one leaf = leaves
- more than one hoof = hooves
- more than one life = lives
- more than one self = selves

There are, however, exceptions:

- more than one dwarf = dwarfs
- more than one roof = roofs

APPENDIX II

Spelling Rules of The -ly ending of adverbs:

We form many adverbs from an adjective + ly. For example: safely, politely, normally, softly.

But there are some special spelling rules:

1. y — ily after a consonant, e.g. lucky → luckily
Also: happily, easily, heavily, angrily etc.

2. We do not leave out e, e.g. nice — nicely
Exceptions are true — truly, whole —* wholly

3. le — ly, e.g. possible — possibly
Also: probably, sensibly, comfortably, terribly, reasonably etc.

4. ic — ically, e.g. dramatic — dramatically
Also: automatically, scientifically etc. (Exception: publicly)

APPENDIX III

The Spelling of Adjectives

There are some special spelling rules for the er and est endings:

1 e — er/est, e.g. nice — nicer/nicest, large — larger/largest

Also: safe, fine, brave etc.

2 y — ier/iest after a consonant, e.g. happy — happier/happiest

Also: lucky, lovely, pretty etc.

3 Words ending in a single vowel letter + single consonant letter,

e.g. hot — hotter/hottest, big — bigger/biggest

Also: wet, sad, thin etc. (but not w or y, e.g. new — newer)

APPENDIX IV

Word Formation

a) Noun suffixes

-ment	<i>the prospects for employment</i>	<i>reach an agreement</i>
-ion/tion/sion	<i>take part in a discussion</i>	<i>increase steel production</i> <i>ask for permission</i>
-ation/ition	<i>an invitation to a party</i>	<i>people's opposition to the idea</i>
-ence/ance	<i>a preference for houses rather than flats</i>	<i>a distance of ten miles</i>
-ty/ity	<i>no certainty that we shall succeed</i>	<i>keep the door locked for security</i>
-ness	<i>people's willingness to help</i>	<i>recovering from an illness</i>
-ing	<i>enter a building</i>	<i>reach an understanding</i>

b) Nouns for People

-er/or	<i>the driver of the car</i>	<i>a newspaper editor</i>
-ist	<i>a place full of tourists</i>	<i>a scientist doing an experiment</i>
-ant/ent	<i>an assistant to help with my work</i>	<i>students at the university</i>
-an/ian	<i>Republicans and Democrats</i>	<i>the electrician</i> <i>rewiring the house</i>

- ee

an employee of the company (= someone employed)
notes for examinees (= people taking an exam)

We also use **er** for things, especially machines:

*A hair-dryer a food mixer
player*

a cassette

c) Verb Suffixes

Many verbs are formed by adding **ize** or **ise** to an adjective. Some are formed by adding **en**.

ize *European safety rules are being standardized. They privatized the company.*

en *They're widening the road here. Meeting you has really brightened my day.*

d) Adjective Suffixes

Most of these adjectives are formed from nouns.

-al *a professional musician Britain's coastal waters*

-ic *a metallic sound a scientific inquiry*

-ive *an informative guidebook an offer exclusive to our readers*

-ful *a successful career feeling hopeful about the future*

-less *feeling hopeless about the future (= without hope)*
powerless to do anything about it

-ous *guilty of dangerous driving luxurious holiday apartments*

-y *a rocky path the salty taste of sea water*

-ly *a friendly smile a very lively person*

-able/ible *an acceptable error* (= an error that can be accepted)
a comprehensible explanation *a valuable painting*
(= worth a lot of money) *a comfortable chair*

e) Adverb Suffixes

-ly *He looked around nervously.*
I moved here quite recently.

Some Common Prefixes

Anti- (= against) *anti-roads protestors* *anti-government troops*

Inter- (= between) *an international match* *interstate highways in the US*

Mini- (= small) *a minicomputer* *the minibar in your hotel room*

Mis- (= wrongly) *mishear what someone says* *miscalculate the amount*

Multi- (= many) *multicoloured lights* *a multimillionaire*

Over- (= too much) *too fond of overeating* *overcrowded roads*

Post- (= after) *the post-war world* *a post graduate student*

Pre- (= before) *pre-match entertainment in* *prehistoric times*

Re- (= again) *a reunion of old friends* *reread a favourite book*

Semi- (= half) *semi-skilled work* *sitting in a semicircle*

Super- (= big) *a huge new superstore* *a supertanker*
 carrying oil

Under- (= too little) *thin and underweight* *underpaid work*

Negative Prefixes

We can also use a prefix to form an opposite. For example, the opposite of *clear* is *unclear* (= not clear). **Un** is the most common negative prefix.

Dis- *a dishonest way to behave* *can't help being*
 disorganized *dislike the idea* *disappear from*
 the scene *a disadvantage of the plan*

Il- (+ l) *an illegal drug* *an illiberal attitude*

Im- (+ m or p) *an impossible task* *an impolite question*

In- *an indirect route* *the invisible man* *a great*
Injustice

Ir- (+ r) *an irregular shape* *an irrelevant remark*

non- *non-alcoholic drinks* *a non-stop flight*

un- *an uncomfortable chair* *an unusual event*
 an undated letter *uncertain what to unpack in*
 your suitcase *unzip the bag*

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Key to the Exercises

Chapter 1 Answer Key

1 (a) What's the difference?

1 cigarettes, crisps, eggs, magazines, newspapers, pens, sweets

2 bread, milk, mineral water, soap, toilet paper, toothpaste, washing powder

1 (b) Nouns after the, a, some etc.

1 university	7 job
2 months	8 weekends
3 literature	9 money
4 books	10 fun
5 paperbacks	11 pictures
6 food	12 friends

1 (c) information, news etc.

1 some	7 some
2 some	8 a
3 a	9 an
4 some	10 some
5 some	11 some
6 a	12 a

1 (d) a bottle of milk etc.

1 a jar of jam
2 a box of matches
3 two loaves of bread
4 a bar of chocolate
5 five kilos of potatoes
6 a packet of washing powder
7 two bottles/cartons of milk
8 a tube of toothpaste

1 (e) count nouns and mass nouns

1 some music
2 traffic
3 an idea
4 some work
5 some advice
6 a problem

Scanner by عهد سليمان

7 any

8 good health

1 (f) count nouns and mass nouns

1 some nice weather

2 a meal

3 some fun

4 a day

5 some lovely scenery

6 a terrible journey

1 (g) A cake or cake? A sport or sport?

1 sport

2 painting

3 some potatoes

4 A noise

5 cheese

6 a conversation

7 some chicken

8 war

9 Life

10 some egg

1 (h) an ice or ice?

1 a light

2 some paper

3 some time

4 some ice

5 an iron

6 a glass

7 a business

1 (i) a coffee and plastics

1 two cups of coffee

2 (different) kinds of French cheese

3 a glass of orange juice

4 these (different) kinds of medicine

5 an extra bottle of milk

1 (j) subject and verb

- 1 is - 5 costs
2 look 6 have
3 are 7 weren't
4 has

1 (k) clothes etc.

- 1 thanks
2 damages
3 pain
4 belongings
5 arm
6 saving
7 goods
8 damage
9 savings
10 pains

1 (l) clothes, news etc.

- 1 is
2 were
3 have
4 is
5 was
6 were
7 aren't
8 seems

1 (m) Pair nouns

- 1 feel 5 look
2 go 6 suit
3 is
4 fit

1 (n) pair nouns

- 1 jeans
2 pairs of shorts
3 knife
4 some scissors
5 pair of tights
6 some pyjamas

1 (o) group nouns

- 1 club is
2 choir are
3 crew are
4 population is

- 5 audience is
6 police are

Chapter 2 Answer key

2 (a) General statements with the
1 A Dutchman invented the submarine.

- 2 Galileo invented the telescope.
3 A Frenchman developed the IQ test.
4 Thomson discovered the electron.
5 A Scotsman invented the bicycle.

2 (b) General statements with a/an

- 1 A violin is a musical instrument.
2 A queue is a line of people.
3 An apple is a fruit.
4 A pistol is a kind of gun.
5 A solution is an answer to a problem.

2 (c) Cars or the cars? Money or the money?

- 1 children; toys; games
2 history; the history; history; geography
3 Pollution; industry; the pollution

2 (d) Special uses of the

- 1 the radio 4 the guitar
2 television 5 the country
3 basketball

2 (e) School or the school?

- 1 the hospital
2 hospital
3 prison
4 the prison
5 church
6 the church
7 the bed
8 bed

2 (f) Go to school, stay in bed etc

- 1 at home
- 2 in bed
- 3 to the hospital
- 4 to church
- 5 at the seaside
- 6 to work
- 7 to the library
- 8 in prison

2 (g) Go to school, stay in bed etc

- 1 university
- 2 the cinema
- 3 the railway station
- 4 sea
- 5 home
- 6 bed
- 7 work
- 8 the navy
- 9 prison

2 (h) a/an or the with years, months, days etc.

- 1 Christmas; a white Christmas
- 2 the summer; 1969
- 3 Thanksgiving; November
- 4 the year
- 5 night; the dark; the day
- 6 the weekend; Saturday

2 (i) a/an or the with meals

- 1 breakfast
- 2 lunch
- 3 the lunch
- 4 The dinner
- 5 a marvellous dinner

2 (j) on Thursday, for lunch, by car etc

- 1 breakfast
- 2 midnight
- 3 Wednesday
- 4 plane
- 5 the morning
- 6 Wednesday
- 7 the bus
- 8 the day
- 9 Christmas
- 10 January

2 (k) All, some or none

- 1 some 4 all
- 2 all 5 some
- 3 none

2 (l) All, most, some and none

- 1 She got some of them right.
- 2 He got most of them right.
- 3 She got all of them right.
- 4 He got none of them right.

2 (m) All and most

- 1 Most 4 Most of the
- 2 all the 5 All
- 3 All

2 (n) Every and each

- 1 each
- 2 each/every
- 3 every
- 4 each/every
- 5 every

2 (o) Every and all

- 1 all day
- 2 every morning
- 3 all morning
- 4 all Saturday
- 5 every time

2 (p) Both, either and neither

- 1 Both of them
- 2 One of them
- 3 Both of them
- 4 One of them
- 5 Neither of them
- 6 either of them

2 (q) All, most, every etc.

- 1 some
- 2 each
- 3 no
- 4 both
- 5 most
- 6 whole
- 7 every
- 8 none

2 (r) All, both, none etc.
1 both 4 every
2 Neither 5 none
3 all

2 (s) Everyone, every etc and phrases with of
1 were 5 was
2 was 6 was
3 were 7 were
4 were 8 was/were

2 (t) Agreement
1 is 6 are
2 is 7 isn't
3 work 8 is
4 have 9 is
5 are 10 has

2 (u) an amount + singular verb
1 is 4 are
2 are 5 is
3 are

2 (v) Reflexive pronouns
1 himself
2 yourselves
3 themselves
4 itself
5 herself
6 yourself
7 myself
8 ourselves

2 (w) Reflexive pronouns
1 hurt myself
2 get himself
3 locked ourselves
4 (I've) bought myself
5 let herself

2 (x) Pronouns after a preposition
1 ourselves
2 you
3 him
4 himself
5 her
6 yourself

2 (y) Idioms with reflexive pronouns
1 make yourself
2 feel
3 worry
4 relax
5 enjoy ourselves

2 (z) Emphatic pronouns
1 herself 4 himself
2 itself 5 themselves
3 yourself

2 (a') Emphatic pronouns
1 He cleans them himself.
2 I bake it myself.
3 They grow them themselves.
4 We decorated it ourselves.
5 He types them himself.

2 (b') Each other
1 each other.
2 thinking about each other.
3 They've got photos of each other.
4 They enjoy each other's company.
5 They're crazy about each other.

2 (c') Reflexive pronoun or each other?
1 each other 4 ourselves
2 each other 5 themselves
3 themselves 6 each other

2 (d') Quite, fairly etc, with a/an
1 Yes, it was a fairly good flight.
2 Yes, it's quite a fast train.
3 Yes, it's rather an expensive coat/a rather expensive coat.
4 Yes, it was quite an enjoyable evening.
5 Yes, it's a very grand hotel.

2 (e') So and such
1 so 5 such
2 so 6 so
3 so 7 such
4 such

- 2 (f) What
 1 what a 4 what a
 2 What 5 what
 3 What a 6, what a

Chapter 3 Answer Key

3 (a) -ing or -ed?

- 1 interested 4 terrified
 2 fascinating 5 depressing
 3 confused

3 (b) -ing or -ed?

- 1 surprised 4 confusing
 2 disappointing 5 bored
 3 puzzled 6 interesting

3 (c) -ing or -ed?

- 1 relaxing 5 fascinating
 2 annoyed 6 thrilled
 3 amused 7 exhausting
 4 interesting

3 (d) Adverbs

- 1 slowly
 2 carefully
 3 politely
 4 punctually
 5 immediately
 6 brightly
 7 secretly
 8 seriously
 9 perfectly
 10 fluently

3 (e) adjective or adverb?

- 1 easily; clever
 2 happy; sure
 3 nice; nice
 4 funny; sick
 5 properly; dirty; quickly
 6 clearly; suddenly

3 (f) the -ly ending

- 1 angrily
 2 happily
 3 automatically

- 4 publicly
 5 enthusiastically
 6 reasonably
 7 securely
 8 simply

3 (g) hard and hardly etc.

- 1 free 5 hardly
 2 friendly 6 highly
 3 nearly 7 late
 4 low

3 (h) good and well

- 1 well
 2 bad
 3 good
 4 badly
 5 well
 6 ill

3 (i) adjective or adverb?

- 1 adjective; hair
 2 adjective; Pamela
 3 adjective; the manager
 4 adverb looked
 5 adjective; I
 6 adverb; stay
 7 adverb; plays
 8 adverb; loud

3 (j) adjective or adverb?

- 1 dark 7 anxious
 2 terribly 8 friendly
 3 badly 9 hard
 4 suddenly 10 foolishly
 5 unhappy
 6 sadly

3 (k) The comparison of adjectives

- 1 more intelligent
 2 faster
 3 more helpful
 4 fresher
 5 smarter
 6 more restful
 7 more pleasant/pleasanter

3 (l) the comparison of adjectives

- 1 longest
- 2 most successful
- 3 most crowded
- 4 oldest
- 5 tallest
- 6 most useful
- 7 most famous
- 8 richest

3 (m) the comparison of adverbs

- 1 more smartly
- 2 longer
- 3 later
- 4 more frequently
- 5 more carefully
- 6 louder

3 (n) irregular forms

- 1 further
- 2 worst
- 3 better
- 4 worse
- 5 best
- 6 furthest

3 (o) comparative and superlative forms

- 1 more convenient
- 2 driest
- 3 nicest
- 4 most beautiful
- 5 more sensible
- 6 cheaper
- 7 better
- 8 worse

3 (p) comparing quantities

- 1 less 3 more
- 2 least 4 Most

3 (q) quite or rather?

- 1 rather/quite
- 2 quite
- 3 rather/quite
- 4 rather

5 quite

6 rather (Also possible: quite)

3 (r) quite or rather?

- 1 quite/rather
- 2 rather/quite
- 3 rather
- 4 rather
- 5 quite

3 (s) the meanings of quite

- 1 completely
- 2 completely
- 3 fairly
- 4 completely
- 5 fairly
- 6 fairly
- 7 completely
- 8 fairly

Chapter 4 Answer key

4 (a) Verb + infinitive or -ing form?

1. to get
2. staying
3. to sit
4. touring
5. to go
6. driving
7. to go
8. to spend

4 (b) verb + to-infinitive or ing-for?

- 1 to repair
- 2 to see
- 3 to give
- 4 to think
- 5 wondering
- 6 to buy

4 (c) verb + to-infinitive or ing-for?

- 1 applying 4 to operate
- 2 working 5 to earn
- 3 to start 6 missing

4 (d) start, intend etc

- 1 to lock/locking
- 2 driving/to drive
- 3 to make
- 4 to go/going
- 5 to look

4 (e) Like, love, prefer and hate

- 1 He loves swimming/loves to swim
- 2 I wouldn't like to work
- 3 I'd like to see
- 4 I'd prefer to come
- 5 I'd love to fly
- 6 I hate queuing/hate to queue
- 7 He likes walking/likes to walk
- 8 like to try (Also possible: like trying)

4 (f) remember and forget

- 1 mentioning
- 2 agreeing
- 3 to call
- 4 to lock
- 5 to lock
- 6 looking
- 7 to read

4 (g) remember, regret, try etc.

- 1 stopped to buy some cigarettes.
- 2 didn't even try to move the piano.
- 3 always remember meeting Mrs Thatcher.
- 4 need painting.
- 5 Graham didn't mean to be rude to Louise.
- 6 Kevin regrets missing his chance of a prize.

4 (h) Like, love, regret, try etc.

- 1 to give
- 2 to stop
- 3 smoking
- 4 eating
- 5 to go
- 6 to tell
- 7 to say
- 8 pulling

9 doing

- 10 giving
- 11 to become
- 12 to have

4 (i) tell, ask

- 1 asked the teacher to explain.
- 2 The doctor told the patient to stay in bed.
- 3 Kay reminded Joe to pay the bill.
- 4 The police ordered the gunman to come out with his hands up.

4 (j) Cause, help etc.

- 1 taught her to speak Italian.
- 2 expected the team to lose.
- 3 forced the hostages to lie down.
- 4 meant his smile to be friendly

4 (k) want and would like

- 1 her to hitch-hike.
- 2 doesn't want them to stay out late.
- 3 She would like her to take the exam.

4 (l) allow, advise etc.

- 1 driving
- 2 to travel
- 3 buying
- 4 to use
- 5 to take

4 (m) the pattern know what to do

- 1 wondered who to invite to the party.
- 2 asked what to play next.
- 3 The trainer hadn't decided who to choose for the team.
- 4 Ralph didn't understand how to fill in the form.
- 5 The students wanted to know what to expect in the exam.

4 (n) Question word + to-infinitive

- 1 what to expect
- 2 where to go
- 3 how to find
- 4 what to do

4 (o) question word + to-infinitive

- 1 what number to ring.
- 2 whether to do it.
- 3 how much (money) to give.
- 4 whether to join (it).
- 5 which (one) to take.
- 6 how to solve it.

4 (p) Verb/adjective + for

- 1 for children to play with matches.
- 2 arranged for the taxi to come at eight o'clock.
- 3 is impatient for the party to begin.
- 4 It's important for people to know the truth.

4 (q) For expressing purpose

- 1 There's a pool for guests to swim in.
- 2 There are tables for you to picnic at.
- 3 There's music for you to listen to.
- 4 There are gift shops for tourists to buy.

Chapter 5 Answer Key

5 (a) Some common idioms

- | | |
|----------|----------|
| 1 in | 8 in; by |
| 2 on | 9 on |
| 3 from | 10 on |
| 4 in | 11 in |
| 5 by | 12 by |
| 6 in | 13 on |
| 7 on; on | 14 In |

5 (b) some common idioms

- 1 by credit card; in cash
- 2 out of date; up to date
- 3 on purpose; by chance
- 4 on television; on the radio
- 5 for sale; on the market
- 6 In my opinion; at the end

5 (c) transport

- 1 on 2 by 3 in 4 on 5 in 6 on 7 by

5 (d) Noun + preposition

- 1 damage to
- 2 way of
- 3 answer to
- 4 cause of
- 5 tax on
- 6 difficulty over/with
- 7 matter with

5 (e) Noun + preposition

- 1 of
- 2 with
- 3 of
- 4 of
- 5 in
- 6 for
- 7 with
- 8 for
- 9 between

5 (f) Noun + preposition

- 1 of 2 of 3 in 4 in 5 at

5 (g) Noun + preposition

- | | |
|-------|-------|
| 1 for | 5 on |
| 2 for | 6 for |
| 3 to | 7 for |
| 4 in | |

5 (h) Prepositions of place

- 1 to
- 2 outside
- 3 in/into
- 4 past
- 5 off
- 6 on (top of)
- 7 at
- 8 through
- 9 among

5 (i) prepositions of place

- 1 from
- 2 past
- 3 behind
- 4 below
- 5 across
- 6 opposite

5 (j) prepositions of place

- 1 in 2 on 3 in 4 at 5 at 6 at 7 on 8 on
- 9 in 10 at

5 (k) Prepositions of time

- 1 on 2 in 3 at 4 on 5 in 6 in 7 on 8 at

5 (l) Saying when

- 1 at four o'clock
- 2 on Friday
- 3 in June
- 4 in the summer holiday?
- 5 yesterday afternoon.
- 6 at lunch time
- 7 every day.
- 8 on Thursday evening.
- 9 at night.
- 10 in the night.
- 11 at the weekend.
- 12 on New Year's Day.

5 (m) in or on?

- 1 in 2 on 3 on 4 in 5 in 6 on; in

5 (n) For or since?

- 1 played (it) since
- 2 rung her since
- 3 seen them for
- 4 watched one for
- 5 written to them for
- 6 had one since

5 (o) adjectives expressing feelings

- 1 afraid of the dark.
- 2 bored with the video.
- 3 interested in computers.
- 4 surprised at/by the news.
- 5 proud of the/their victory.
- 6 annoyed with her/the children.
- 7 satisfied with their/the pay increase.

5 (p) Adjectives meaning 'good' or 'bad'

- 1 to 2 for 3 at 4 at 5 for 6 at 7 to

5 (q) Some other adjectives

- 1 responsible for
- 2 ready for
- 3 aware of
- 4 similar to
- 5 full of
- 6 late for
- 7 famous for

Chapter 6 Answer Key

6 (a) Prepositions with look

- 1 for
- 2 at
- 3 after
- 4 into

6 (b) Some common prepositional verbs

- 1 pay for
- 2 ask for
- 3 care about
- 4 caring for
- 5 suffering from
- 6 decided on
- 7 concentrate on
- 8 agree with

6 (c) Some common prepositional verbs

- 1 listening to
- 2 apologized for
- 3 reached
- 4 laughing at
- 5 believed in
- 6 left

6 (d) about, of and to

- 1 of
- 2 to
- 3 about
- 4 to
- 5 to
- 6 about
- 7 of

6 (e) verb + object + preposition

- 1 on
- 2 into
- 3 as
- 4 with/to
- 5 to
- 6 to
- 7 with

(f) verb + object + preposition

- water to wine!
you for the accident!
I didn't thank you for the present!
4 accusing the headmaster of murder!
5 didn't provide you with towels!
6 didn't invite you to her wedding!
7 congratulated them on their (great) victory!

6 (g) about, of and to

- 1 about
- 2 of
- 3 to
- 4 to
- 5 about/of
- 6 about/of
- 7 about

6 (h) Understanding the meaning

- 1 stay in
- 2 pay ... back
- 3 fall down
- 4 Come in
- 5 cut out
- 6 give..., away
- 7 get in
- 8 take ... back
- 9 go away

6 (i) one word verb and phrasal verb

- 1 left out
- 2 given out
- 3 throw away
- 4 put off
- 5 made up
- 6 go on/carry on

6 (j) word order

- 1 picks...up
- 2 takeoff/take... off
- 3 ring up
- 4 hand in/hand...in
- 5 win back
- 6 look...up
- 7 held up
- 8 mixing ... up

6 (k) adverb meanings

- 1 completely
- 2 away/disappearing
- 3 continuing
- 4 from start to finish
- 5 aloud
- 6 disconnected
- 7 away/departing
- 8 decreasing
- 9 completely to the ground
- 10 completely
- 11 to different people
- 12 increasing

6 (l) adverb meanings

- 1 down
- 2 on; off
- 3 out; out
- 4 down; out
- 5 on; out; on/along
- 6 out; up

6 (m) phrasal verb or prepositional verb?

- 1 write it down
- 2 show him round
- 3 laugh at it
- 4 wash them up
- 5 listen to it
- 6 call for her

6 (n) Simple meanings

Put in these words:

- 1 down on
- 2 out into
- 3 up at
- 4 away from
- 5 through to
- 6 out at
- 7 in from

6 (o) idiomatic meaning

- 1 run out of
- 2 send away for
- 3 look/watch out for
- 4 look forward to
- 5 keep up with
- 6 put up with
- 7 get on with
- 8 go back on
- 9 get on to
- 10 make up for
- 11 go in for
- 12 cut down on
- 13 fall back on
- 14 get round to

Chapter 8 Answer Key

Idioms beginning with A

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

Idioms beginning with B

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

Idioms beginning with C

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

Idioms beginning with D

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

Idioms beginning with E

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

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۱۱ A -
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	Idioms beginning with F
231	1. a
231	2. c
233	3. a
233	4. c
235	5. b
235	6. b
237	7. c
237	8. a
238	9. c
238	10. a

	Idioms beginning with G
238	1. a
238	2. c
238	3. c
239	4. a
241	5. a
241	6. c

	Idioms beginning with H
243	1. b
243	2. b
245	3. a
246	4. a
246	5. a
246	6. b
246	7. c
246	8. b
251	9. c
251	10. b

	Idioms beginning with I
253	1. c
253	2. a
254	3. b
254	4. b
257	5. a
258	6. c
260	7. a
261	8. c
261	9. b
263	10. c
266	

	Idioms beginning with J
	1. b
	2. c
	3. c
	4. b
	5. b
	6. b
	7. c
	8. c

	Idioms beginning with K
	1. c
	2. c
	3. a
	4. a
	5. c
	6. c
	7. b
	8. a

	Idioms beginning with L
	1. c
	2. c
	3. b
	4. c
	5. a
	6. b
	7. a
	8. c
	9. b

	Idioms beginning with M
	1. c
	2. a
	3. a
	4. a
	5. a
	6. c
	7. c
	8. b
	9. b
	10. b

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