

ESL GRAMMAR AND EFL

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PRONOUNS

Pronouns **replace nouns or phrases**.

PERSONAL PRONOUNS AND ADJECTIVES

Personal pronouns substitute for specific people, things, or ideas. They agree in gender and number with the noun they replace.

- Jack Smith > **he** the actress > **she**
my room > **it** crocodiles > **they**
- **Subject pronouns** replace nouns that perform the action of the verb.
My wife and I live in Boston. >
We live in Boston.
 - **Object pronouns** replace nouns that receive the action of the verb.

The teacher gave **John** a puppy. >
The teacher gave **him** a puppy.
They also replace nouns in prepositional phrases (see *below*): This story is about **us**.

- **Reflexive pronouns** refer back to the subject of the verb.
She washes her hands by **herself**.
- **Possessive adjectives** come before a noun and show ownership.
This is **your** book.
- **Possessive pronouns** stand alone and show ownership.
That is **my** chair. > That chair is **mine**.

		Subject Pronoun	Object Pronoun	Reflexive Pronoun	Possessive Adjective	Possessive Pronoun
singular	1st	I	me	myself	my	mine
	2nd	you	you	yourself	your	yours
	3rd	he	him	himself	his	his
		she	her	herself	her	hers
		it	it	itself	its	its (<i>rare</i>)
	plural	1st	we	us	ourselves	our
2nd		you	you	yourselves	your	yours
3rd		they	them	themselves	their	theirs

INDEFINITE PRONOUNS

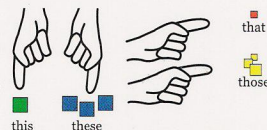
Indefinite pronouns refer to unspecified people, things, or places.

Referring to People	Referring to Things	Referring to Places	Example
someone somebody	something	somewhere	Someone is waiting for you outside.
anyone anybody	anything	anywhere	I don't have anywhere to go.
everyone everybody	everything	everywhere	He always loses everything .
no one nobody	nothing	nowhere	Nobody believes your silly story.

DEMONSTRATIVES

Demonstrative adjectives and pronouns point out which object the speaker means. They agree in number with the object(s) being identified, and vary depending on distance from the speaker.

- **This, These** (adj): Point out objects close to the speaker.
This square is green. **These** squares are blue.
- **That, Those** (adj): Point out objects far from the speaker.
That square is red. **Those** squares are yellow.
- **This, That, These, Those** (pron): Demonstrative pronouns that replace the objects.
These squares are darker than **those**.



SENTENCES

A sentence expresses a thought. Sentences **make a statement or ask a question**.

A complete English sentence has a **subject** and a **verb**, usually in that order.

PARTS OF A SENTENCE

Subject

A noun or a pronoun; the person or thing doing the action of the verb.

- Mary** plays.
The **man** in the black suit is singing.
The black **cat** likes fish and pretzels.
- Sometimes the subject is idiomatic, and does not stand for any person or thing.
It is windy. **It** is four o'clock.

Verb

The action of the sentence.
Mary plays.
The man in the black suit **is singing**.
The black cat **likes** fish and pretzels.

- Verbs can be **simple** or **compound**.
- Simple verbs consist of one word:
swim, does, am, was
- A compound verb has two or more pieces:
will have gone, is flying, would be boiling
Compound verbs start with one or more **auxiliary verbs**. In "will have gone," will and have are auxiliary.
For more, see *Verbs on the other side*.

Direct Object

The person or thing that receives the action of the verb. It usually follows the verb.
He loves **his mother** very much.
I gave **a gift** to my teacher.

Indirect Object

The person or thing to *whom* or *for whom* the action was performed.
I told **the children** my favorite story.
I will send **Marie** a letter.
Lucy made **her mother** a bracelet.
In these examples, "my favorite story," "a letter," and "a bracelet" are all *direct objects*.

NEGATING SENTENCES

Statements can be negated:
I am swimming. > I **am not** swimming.
I like to swim. > I **do not** like to swim.

Negating a sentence with an auxiliary verb
Insert **not** after the first auxiliary verb.
are coming > **are not** coming
will have slept > **will not** have slept
They **have** been washing dishes. >
They **have not** been washing dishes.

Negating forms of the verb to be

Insert **not** after the verb.
She **is** happy. > She **is not** happy.
He **was** a firefighter in the 80s. >
He **was not** a firefighter in the 80s.

Negating a sentence with no auxiliary verb

1. Change the sentence to an equivalent emphatic form by changing the conjugated verb to a two-word verb: the same tense of **to do + base form** of the verb.
likes + does like
swam + did swim
They **see** stars. > They **do see** stars.
 2. Insert **not** after **do, does, or did**:
does like + does not like
did swim + did not swim
They **do see** stars. >
They **do not see** stars.
- Example
She **went** to Florida last month. >
She **did go** to Florida last month. >
She **did not go** to Florida last month.

YES/NO QUESTIONS

Statements can be converted into questions.
You will learn. > Will you learn?
Fish swim. > Do fish swim?

If the sentence has an auxiliary verb
Move the first auxiliary verb to the beginning of the sentence.
I can scream loudly. > **Can** I scream loudly?
I have been running. > **Have** I been running?

If the main verb is a form of to be
Move the verb to the beginning of the sentence.
I am a frog. > **Am** I a frog?
Mark is very boring to talk to. >
Is Mark very boring to talk to?

If the sentence has no auxiliary verb
1. Convert the sentence to the equivalent emphatic form by replacing the verb by **do, does, or did + base form**, as above.

2. Move **do, does, or did** to the beginning.
He **ate** a cheese sandwich. >
He **did eat** a cheese sandwich. >
Did he **eat** a cheese sandwich?
Marina **smokes** like a chimney. >
Marina **does smoke** like a chimney. >
Does Marina **smoke** like a chimney?

WHO? WHAT? WHERE? WHEN? WHY? HOW?: ASKING FOR INFORMATION

To ask for information, begin with a **question word**. The rest of the sentence has the same structure as a yes/no question: **Who** is your friend? **Whom** does he love?

- When asking for additional information about a noun, place the noun after the question word. The rest of the sentence is like a yes/no question: **How many shoes** do you own?

Question Word	Asking for...	Example
Who	a person, subject of the verb	Who is that boy?
Whom	a person, object of the verb	Whom did she see?
Whose	a person, the owner of the subject of the verb	Whose money is on the table?
What	a person, subject of the verb	What is on sale today?
Which	a person or thing, one of a few choices for the subject	Which movie do you want to see?
What	a person or thing, to refine the subject of the verb	What color is your backpack?
What kind of	an adjective, to describe the subject of the verb	What kind of food do you want?
Where	a place	Where did you go?
When	a time	When will he finally get married?
Why	a reason	Why did they leave so soon?
How	a way or manner of doing something	How did you lose your hat?
How many	a number	How many friends do you have?

PREPOSITIONS and CONJUNCTIONS

Prepositions relate nouns to other words. Conjunctions connect words or phrases.

PREPOSITIONS

A **preposition + noun** or **preposition + object pronoun** makes a **prepositional phrase** that acts as an adjective or an adverb to modify another part of the sentence.

Prepositional phrases indicate . . .

1. **Location or direction**: on the table, across the street, through the woods
I am going to the museum.
2. **Time**: before the party, for half an hour, during the summer, since 6 P.M., on Monday
3. **Other relationships**: She plays with dolls.
They left the restaurant without me.
I brought this present for you.
On weekends she works as a waitress.
That book is from the library.
Everyone was happy except him.
He came instead of his wife.

CONJUNCTIONS

Coordinating conjunctions
Join two parallel-structured pieces.
and similarity You **and** I are friends.
or choice I want candy **or** juice.
but opposition She is tired **but** can't sleep.
so result She was hungry, **so** she ate.

Subordinating conjunctions
Indicates the relationship of a dependent piece to the rest of the sentence.

1. **Time**: before, after, when, while, until
They got married **after** she broke her leg.
2. **Cause**: because, since, as
I want a cookie **because** they taste good.
3. **Conditionality**: if, unless, whether
I won't go **unless** you come with me.
4. **Unexpectedness**: although, even though
Although he was tired, he cooked dinner.

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VERBS

Verbs show actions, feelings, or states of being.

- Actions:** I **swim** in the sea. She **ate** seven apples.
You **have been driving** for an hour.
- Feelings:** Rosie **likes** music. The rabbit **wanted** more food.
He **has hated** onions all his life.
- States of being:** The teacher **is** sick. Dan **became** a dancer.

TYPES OF VERB TENSES

Simple Tenses

One-word tenses. English has only two simple tenses: present and past. I **saw** a movie yesterday.

Compound Tenses

Multiple-word tenses. English has ten compound tenses. (See Verb Tenses, right.) The verbs **to be** and **to have** and **to do** act as auxiliary verbs. **Will** you **see** a movie tonight?

Perfect Tenses

• have seen; had been swimming; will have spoken
Tenses that involve **have**, **has**, or **had** + a **past participle**. English has six perfect tenses. An action in a perfect tense exerts an influence on a later state or action. I **have seen** that movie already, so I don't want to see it tonight.

Continuous Tenses (also known as Progressive Tenses)

• are watching; had been swimming; will be flying
Tenses that end with a conjugated form of **to be** + **-ing form** of the verb. English has six continuous tenses. Continuous tenses describe actions in progress. I **have been seeing** too many movies lately.

AUXILIARY VERBS

Auxiliary verbs, also known as **helping verbs**, stand before the main verb and change the tense of the action, or the speaker's perspective toward the action. The presence of auxiliary verbs in a sentence changes the way we form questions and negate the sentence. (See also Sentences, on the other side.) There are two types of auxiliary verbs.

- Forms of **to be** (be, am, are, is, was, were, been, being), **to have** (have, has, had, having), and **to do** (do, does, did, done, doing)
- So-called **modal verbs**: **will**, **would**, **can**, **could**, **must**, **may**, **might**, **shall**, **should**.

REGULAR VERB FORMS

Most verbs have five forms: (1) **base form**, (2) **infinitive**, (3) **simple past**, (4) **past participle**, and (5) **present participle**, which is commonly known as the **-ing form**.

Base form: The dictionary form

The base form of the verb "to talk" is talk. to be > be.

Infinitive: to + base form: to be, to see, to read

Simple past: Add **-ed** or **-d** to base form.

- talk > talked move > moved invent > invented
- Change final **-y** to **-ied**: try > tried. Keep the **-y** if it is preceded by a vowel: play > played
- Double the last letter of short verbs that end in a single vowel and consonant: shop > **shopped**, occur > **occurred**

Past participle: Same as simple past for regular verbs.

Present participle: Add **-ing** to base form: play > playing

- Drop final **-e**: dance > dancing. But keep **-e** if the verb ends in **-ee**: see > seeing
- Change final **-ie** to **-ying**: die > dying, lie > lying
- Double the last consonant as above: ship > shipping

IRREGULAR VERBS:

to BE, to HAVE, to DO, to GO

	TO BE		TO HAVE		TO DO		TO GO	
	Present	Contractions	Present	Contractions	Present	Contractions	Present	Contractions
1st	I am	I'm	I am	I'm	I do	I do	I go	I go
2nd	you are	you're	you are	you're	you do	you do	you go	you go
	he is	he's	he is	he's	he does	he does	he goes	he goes
3rd	she is	she's	she is	she's	she does	she does	she goes	she goes
	it is	it's	it is	it's	it does	it does	it goes	it goes
1st	we are	we're	we are	we're	we do	we do	we go	we go
2nd	you are	you're	you are	you're	you do	you do	you go	you go
3rd	they are	they're	they are	they're	they do	they do	they go	they go

past participle: **been** present participle: **being**
I **have been** to China. You **are being** difficult.

TO HAVE	TO DO	TO GO
Present	Present	Present
I have	I do	I go
you have	you do	you go
he has	he does	he goes
she has	she does	she goes
it has	it does	it goes
we have	we do	we go
you have	you do	you go
they have	they do	they go

past tense: did	past tense: did	past tense: went
past participle: had	past participle: done	past participle: gone
present participle: having	present participle: doing	present participle: going

VERB TENSES

PRESENT TIME

Simple Present	Use			
	A finite action happening in the present: <i>I buy milk. Then I drive home.</i> A habitual action: <i>He likes shopping. I walk to work on Tuesdays.</i> A fact or an abstract action: <i>What happens when you die?</i>			
Form	With <i>I, you, we, they</i> : use base form			
	With <i>he, she, it</i> : use base form + s			
	I eat	you eat	we eat	they eat
	he eats	she eats	they eat	
Verb Forms	Negative	Question	Negative Question	
I eat.	I do not eat. I don't eat.	Do I eat? —Yes, I do.	Do I not eat? (<i>rare</i>) Don't I eat?	
You eat.	You do not eat. You don't eat.	Do you eat? —No, you don't.	Do you not eat? (<i>rare</i>) Don't you eat?	
He eats.	He does not eat. He doesn't eat.	Does he eat? —Yes, he does.	Does he not eat? (<i>rare</i>) Doesn't he eat?	

Present Continuous	Use			
	An action in progress <i>right now</i> : <i>Emma is petting the dog.</i> An action in progress in the general present: <i>I am reading that book.</i> An action planned for the near future: <i>He is flying to Paris tomorrow.</i>			
Form	present tense of to be + -ing form of verb			
Verb Forms	Negative	Question	Negative Question	
I am eating. I'm eating.	I am not eating. I'm not eating.	Am I eating? —No, I'm not.	Am I not eating? Aren't I eating?	
You are eating. You're eating.	You are not eating. You aren't eating. You're not eating.	Are you eating? —Yes, you are.	Are you not eating? Aren't you eating?	
He is eating. He's eating.	He is not eating. He isn't eating. He's not eating.	Is he eating? —No, he's not.	Is he not eating? Isn't he eating?	

PAST TIME

Simple Past	Use			
	A completed past action: <i>Matt broke his leg.</i> A past habitual action or state of being: <i>I played chess when I was young.</i>			
Form	past tense (usually base form + ed)			
Verb Forms	Negative	Question	Negative Question	
I ate.	I did not eat. I didn't eat.	Did I eat? —Yes, I did.	Did I not eat? (<i>rare</i>) Didn't I eat?	
You ate.	You did not eat. You didn't eat.	Did you eat? —No, you didn't.	Did you not eat? (<i>rare</i>) Didn't you eat?	
He ate.	He did not eat. He didn't eat.	Did he eat? —Yes, he did.	Did he not eat? (<i>rare</i>) Didn't he eat?	

Past Continuous	Use			
	An interrupted past action or state: <i>I was sleeping when you called.</i>			
Form	present tense of to be + -ing form of verb			
Verb Forms	Negative	Question	Negative Question	
I was eating.	I was not eating. I wasn't eating.	Was I eating? —No, I wasn't.	Was I not eating? Wasn't I eating?	
You were eating.	You were not eating. You weren't eating.	Were you eating? —Yes, you were.	Were you not eating? Weren't you eating?	
He was eating.	He was not eating. He wasn't eating.	Was he eating? —No, he wasn't.	Was he not eating? Wasn't he eating?	

Present Perfect	Use			
	Experiences at an unspecified time in the past: <i>I have been to Casablanca twice.</i> An action that started in the past and is still in progress now: <i>John has lived here for five years.</i>			
Form	have or has + past participle of verb			
Verb Forms	Negative	Question	Negative Question	
I have eaten. I've eaten.	I have not eaten. I haven't eaten.	Have I eaten? —Yes, I have.	Have I not eaten? (<i>rare</i>) Haven't I eaten?	
You have eaten. You've eaten.	You have not eaten. You haven't eaten.	Have you eaten? —No, you haven't.	Have you not eaten? (<i>rare</i>) Haven't you eaten?	
He has eaten. He's eaten.	He has not eaten. He hasn't eaten.	Has he eaten? —Yes, he has.	Has he not eaten? (<i>rare</i>) Hasn't he eaten?	

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VERBS (CONTINUED)

PAST TIME (CONTINUED)

Past Perfect	Use A past action completed before another past event: <i>She had never been to Mexico before last year.</i>			
	Form had + past participle of verb			
	Verb Forms	Negative	Question	Negative Question
	You had eaten. You'd eaten.	You had not eaten. You hadn't eaten.	Had you eaten? —Yes, you had.	Had you not eaten? Hadn't you eaten?
Present Perfect Continuous	Use An action continuing in the past until now: <i>I have been knitting that sweater for three months.</i>			
	Form have been or has been + -ing form of verb			
	Verb Forms	Negative	Question	Negative Question
	I have been eating. I've been eating.	I have not been eating. I haven't been eating.	Have I been eating? —No, I haven't.	Have I not been eating? Haven't I been eating?
Past Perfect Continuous	Use A past action interrupted by another past event: <i>Eliza had been sleeping for two hours when Sarah came in.</i>			
	Form had been + -ing form of verb			
	Verb Forms	Negative	Question	Negative Question
	He had been eating.	He had not been eating.	Had he been eating?	Hadn't he been eating?

FUTURE TIME

Simple Future	Use A promised future action: <i>I will see you tomorrow.</i>			
	Form will + base form of verb			
	Verb Forms	Negative	Question	Negative Question
	I will eat. I'll eat.	I will not eat. I won't eat.	Will I eat? —Yes, I will.	Will I not eat? (<i>rare</i>) Won't I eat?
Future Continuous	Use An (interrupted) future action: <i>He will be painting the house when you come tonight.</i>			
	Form will be + -ing form of verb			
	Verb Forms	Negative	Question	Negative Question
	I will be eating. I'll be eating.	I will not be eating. I won't be eating.	Will I be eating? —No, I won't.	Will I not be eating? Won't I be eating?
Future Perfect	Use An action that will be finished before some time in the future. <i>rare</i> <i>The children will have eaten all the candy before the party tomorrow.</i>			
	Form will have + past participle of verb			
	Verb Forms	Negative	Question	Negative Question
	We will have eaten.	We will not have eaten.	Will we have eaten?	Won't we have eaten?
Future Perfect Continuous	Use An action that will already be in progress at a future time. <i>rare</i> <i>By June, I will have been traveling for six weeks.</i>			
	Form will have been + -ing form of verb			
	Verb Forms	Negative	Question	Negative Question
	I will have been eating.	I will not have been eating.	Will I have been eating?	Won't I have been eating?

IF . . . THEN: CONDITIONAL SENTENCES

"If . . . then" sentences are used to talk about events that have not happened.

Cause and Effect: Expresses what will happen *if* something else happens.

If	subject	verb phrase present	then	subject	verb phrase future
if	my mother	sends me money	then	I	will visit her in June.

• The main clause (the "then" piece) may also be in the present tense:
If you **want** to be thinner, then why **do** you **eat** so much fatty food?

Probability and Improbability: Talks about the outcome of a *possible* event.

If	subject	verb phrase past	then	subject	would	verb phrase base form
if	my mother	sent me money	then	I	would	visit her every month.

• If the verb **to be** is in the "if" clause, use **were** instead of **was** to suggest that the situation is impossible or extremely unlikely:
If I **were** rich, I **would buy** twenty cars. (But I am not rich, so I won't buy twenty cars.)

Contrary-to-Fact Past Event: Talks about the hypothetical outcome of an event that *did not happen*.

If	subject	verb phrase past perfect	then	subject	would have	verb phrase past participle
if	my mother	had sent me money	then	I	would have	visited her last spring.

IRREGULAR VERB FORMS

Base Form	Past	Past Participle
beat	beat	beaten, beat
become	became	become
begin	began	begun
bend	bent	bent
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten, got
grow	grew	grown
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
know	knew	known
lead	led	led
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read [reed]	read [red]	read [red]
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
write	wrote	written

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NOUNS

Nouns identify **people, places, animals, things, or ideas**.

- **People:** teacher, Englishman, Sarah
 - **Places:** library, park, Europe
 - **Animals:** cat, snake, Fido
 - **Things:** cup, milk, the National Monument
 - **Ideas:** education, truth, anger
- A noun is either **singular** (one **book**) or **plural** (many **books**).

COMMON NOUNS AND PROPER NOUNS

- **Common nouns** refer to general people, places, or things:
table, father, food
- **Proper nouns** name specific people, places, and things. They start with a capital letter:
Maria, Europe, New York City, Harvard University, the Johnsons (a family)

COUNT NOUNS AND NONCOUNT NOUNS

- **Count nouns** name things that can be counted. They have both singular and plural forms:
one **book**, many **books**, two **tomatoes**, my **mother**, all **his lies**
- **Noncount nouns** cannot be counted. They only have singular forms:
milk, rice, anger, intelligence.

Noncount nouns may be

1. **languages:** French, Hindi
2. **large, inseparable masses:** water, cotton
3. **masses of small discrete items:** sugar
4. **abstract ideas:** health, love, stupidity
5. **other concepts:** time, chess, politics

PLURAL FORMS

Add **-s** to most nouns to make plural forms:
table ▶ tables, mother ▶ mothers. Only count nouns have plural forms.

Special cases

- Nouns ending in **-s, -sh, -ch, -x, -z:** add **-es**.
bus ▶ buses, glass ▶ glasses, dish ▶ dishes, beach ▶ beaches, box ▶ boxes
- Nouns ending in **consonant + y:** change to **-ies**.
baby ▶ babies, fly ▶ flies
- Nouns ending in **vowel + y:** add **-s**.
boy ▶ boys
- Nouns ending in **-f** or **-fe:** change to **-ves**.
leaf ▶ leaves, life ▶ lives

Irregular plurals

- Some nouns have irregular plurals:
man ▶ men, child ▶ children, person ▶ people, woman [WU-men] ▶ women [WI-men], tooth ▶ teeth, foot ▶ feet, mouse ▶ mice

DETERMINERS WITH COUNT NOUNS AND NONCOUNT NOUNS

Some determiners may be used with both count and noncount nouns. Others can be used only with count nouns, or only with noncount nouns.

Only with count nouns

few, a few	<i>We have few plates. Tell me a few stories.</i>
many, too many	<i>Many games exhaust children.</i>
each, every	<i>I think about you every day.</i>
all	<i>All students take calculus.</i>

Only with noncount nouns

little	<i>We have too little food.</i>
a little	<i>Show me a little love.</i>
much, too much	<i>Too much fun is bad for children.</i>

With both count and noncount nouns

	Count nouns	Noncount nouns
no	<i>No song is that lovely.</i>	<i>There was no music playing.</i>
some	<i>Some coins</i>	<i>some mail</i>
any	<i>Have you found any clues?</i>	<i>Have you had any luck?</i>
a lot of, lots of	<i>a lot of people</i>	<i>lots of money</i>
all the	<i>all the hours of my life</i>	<i>all the time</i>

- Some nouns do not change in the plural:
one **sheep** ▶ two **sheep**, that **deer** ▶ those **deer**, a **fish** ▶ many **fish** or many **fishes**
- Some nouns—loan words from foreign languages—have foreign plurals: analysis ▶ analyses, phenomenon ▶ phenomena

POSSESSIVE FORMS

Show ownership with an apostrophe (') and s.

Singular nouns

- Usually add **-s**
the coat of the teacher ▶ the teacher's coat.
Edna's mother the book's cover
my love's reward the fox's cleverness
this class's lunch hour
- If the noun ends in **-s**, sometimes only **'** is added: the class' lunch hour

Plural nouns

- Add **'** to regular plurals
all the teachers' hats, those girls' parents;
The words' meaning is unclear.
- Add **'s** if the plural noun does not end in **-s**
women's issues the mice's food

MODIFYING NOUNS

Nouns can be modified by **determiners** and **descriptive adjectives**.

In each blue suit, **each** is a determiner and **blue** is a descriptive adjective.

Determiners

A determiner can be one of the following:

1. An article: **a, an, the**
 2. A demonstrative: **this, that, these, those**
 3. Another expression of quantity, such as no, one, two, both, a couple of, few, little, a few, a little, several, a number of, eleven, a lot of, many, much, each, every.
- Always use a determiner with **singular count nouns**:
We saw a horse.
 - Plural count nouns and noncount nouns do not always need determiners.
We saw horses. They eat hay.
 - A noun may have no more than one determiner, but many descriptive adjectives:
several friendly gray baby rabbits

Counting count and noncount nouns

- Count nouns may be counted: **twenty** fish, **many** spoons.
- Noncount nouns cannot be counted directly. Use a unit such as cups, pieces, pounds, with the word **of**, to show specific quantities: **two cups of** water, **many gallons of** rice

ARTICLES

An article **introduces a noun** and indicates how specific the noun is.

English has two articles: the **definite article the** and the **indefinite article a (or an)**.

INDEFINITE ARTICLE (A, AN)

Use **a (or an)** only before **singular count nouns**.

- **A (or an)** means, approximately, "one."
"I saw **a cat**" and "I saw **one cat**" describe the same event, but "I saw one cat" emphasizes that there was only one cat, not two.

Use the **indefinite article to introduce . . .**

1. Nonspecific, unknown nouns:

He entered **a brown building**.
There is **an apple** on the tree.

2. One of a general group:

A computer can do many things.

A or An?

Use **a** before words that begin with consonant sounds:

a tree **a year**
a hotel **a university**

a large elephant

Use **an** before words that begin with vowel sounds:

an apple **an hour**
an umbrella **an old man**

DEFINITE ARTICLE (THE)

The indicates that the noun that follows has already been defined in some way.

The introduces . . .

1. Specific, known nouns:

the woman next to me, **the** plants in her yard, **the** day after tomorrow, **the** beauty of the world

2. One-of-a-kind nouns:

The sun is shining.

I want to buy **the biggest house in Paris**.

3. Nouns representing a general class of things:

I play **the piano**.

Every day, I go to **the office**.

The computer is an amazing invention!

NO ARTICLE

Omit articles . . .

1. Before nonspecific plural count nouns.

There are **apples** on the tree.

Computers can do many things.

2. Before nonspecific noncount nouns.

Honesty is very important to me.

I love **milk**!

3. Before some expressions. "I went to school"

means that I went to my school to study, whereas "I went to **the school**" means that I went to some particular school building.

ADJECTIVES and ADVERBS

Adjectives describe nouns and pronouns.

Adverbs answer the questions **where? when? how? how often?**

ADJECTIVES

In English, adjectives come before the words they modify. They do not change, regardless of gender or number.

Common adjective endings

-able	capable	-ible	responsible
-ous	dangerous	-al	national
-ful	careful	-less	careless
-ive	attractive	-y	tasty

Nouns and verbs used as adjectives

- Nouns can describe other nouns.
cherry pie a pie made with cherries
grocery store a store that sells groceries
- Verbs can also act as adjectives.
1. The present participle (**-ing** forms) describes the subject of the verb.
2. The past participle (**-ed** forms) describes the object of the verb.
If a bear frightens Mary, then the bear is **frightening**, and Mary is **frightened**.

ADVERBS

Adverbs explain . . .

- **Location or direction of action:** here, there, everywhere, nearby, indoors, up
- **Time of action:** now, then, later, early, tomorrow, next year, already, not yet, still
- **Frequency of action:** never, once, every week, sometimes, often, usually, always
- **Manner of action:** slowly, carefully
These are often formed by adding **-ly** to an adjective: soft ▶ softly, happy ▶ happily.
- **Intensity:** very intelligent, fairly slowly, rather boring, quite annoying

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

Some comparative and superlative forms are irregular.

Adjective and Adverb	Comparative	Superlative	Example
good <i>adj</i> well <i>adv</i>	better	the best	<i>You are the best singer in the show.</i>
bad <i>adj</i> badly <i>adv</i>	worse	the worst	<i>Today is worse than yesterday.</i>
little <i>adj, adv</i>	less	the least	<i>Give me less sugar.</i>
many <i>adj</i> many <i>adv</i>	more	the most	<i>I want more coffee.</i>
far <i>adj, adv</i> <i>physical distance</i>	farther	the farthest	<i>Alaska is the farthest away from home that I have ever been.</i>
far <i>adj, adv</i> <i>abstract distance</i>	further	the furthest	<i>Let's discuss this problem further tomorrow.</i>