

Entry 2

Simple and compound sentences

Word order in compound sentences

STRUCTURE = I work in a shop but my friend works in an office.

A common structure in compound sentences is **subject + verb (+ object) + and/but + subject + verb (+ object)**.

And and **but** are used to join two sentences together:

*It was cold **and** I wanted to go home.*
*I like him **but** I don't like her.*

We use **and** to link two similar ideas in one sentence:

She is tired. She is hungry.
*She is tired **and** she is hungry OR She is tired **and** hungry.*

We use **but** to contrast two different ideas:

He swims. He doesn't play tennis.
*He swims **but** he doesn't play tennis.*

See also 'Clauses joined with conjunctions *and/but/or*', next column.

▶ See OPGBasic Unit 103 ■ See TGGB pp. 218–25

There was/were/is going to be

STRUCTURE = There's going to be a storm.

We use **There is/are** to talk about the existence of something.

We use **There was/were** to talk about the existence of something in the past:

***There were** fresh pineapples in the supermarket today.*

We use **There is/are going to be** to talk about the future:

***There are going to be** a lot of people at the party.*

▶ See OPGBasic Units 2, 21, 56
■ See TGGB pp. 6–7, 32–3, 38

Clauses joined with conjunctions *and/but/or*

STRUCTURE = She's rich but she's not happy.

And, **but**, and **or** are conjunctions. We use conjunctions to join clauses together.

We can use **and** to join clauses, shorter expressions, or single words.

*I went downstairs **and** opened the door.*
*Could I have a knife **and** fork, please?*

TIP: We don't need to repeat all the words in the unlinked sentences or expressions:

I went downstairs.
I opened the door.
*I went downstairs **and** (I) opened the door.*

We can say that things are not as we expect with **but**:

*Pete was tired **but** he didn't go to bed.*

We use **or** to talk about two possibilities:

He's from Colombia. (Possibility A)
He's from Bolivia. (Possibility B)
*He's from Colombia **or** Bolivia.*

Other conjunctions include *although*, *because*, *if*, *while*, *so*, *until*, and *as soon as*.

▶ See OPGBasic Unit 103 ■ See TGGB pp. 218–25

A limited range of common verbs + *-ing* form

STRUCTURE = I like swimming.

We can use certain verbs (e.g. **like**) with an *-ing* form. These verbs include *enjoy*, *hate*, *like*, *love*, *mind*, *finish*, *keep*, and *stop*.

*Seth **loves going** to the cinema.*

*I don't **mind waiting**. Have you **finished eating**?*

We use **go + -ing** for sports and hobbies that we go out to do, and with **shopping**:

*Manuela **goes dancing** every weekend.*

*We **went shopping** yesterday.*

▶ See OPGBasic Unit 93, Appendix 2
■ See TGGB pp. 130–1

Verb + infinitive with and without to

STRUCTURES = We went shopping yesterday. I want to buy some fruit. I heard him come in.

Some verbs are followed by another verb in the infinitive form (i.e. *to* + verb); some verbs are followed by another verb but drop the *to* of the infinitive form.

SUBJECT +	VERB +	to + INFINITIVE	
<i>I</i>	<i>want</i>	<i>to buy</i>	<i>some stamps.</i>
<i>She</i>	<i>agreed</i>	<i>to lend</i>	<i>him some money.</i>

Verbs that are followed by **to + infinitive** include: *want, decide, agree, promise, forget, offer, hope, plan, arrange, try.*

<i>You</i>	<i>promised</i>	<i>to help</i>	<i>me.</i>
<i>I'm</i>	<i>hoping</i>	<i>to get</i>	<i>a new bike soon.</i>

We can also say **want + someone + to + infinitive**:
He wants his mother to learn English.

Verbs that are followed by an infinitive without *to* (the 'bare infinitive') include verbs of perception such as *see, hear, and listen to*:

SUBJECT +	VERB +	OBJECT +	INFINITIVE WITHOUT to
<i>She</i>	<i>saw</i>	<i>him</i>	<i>leave.</i>

Now look at this example:

He can speak Spanish.

Can is a modal verb. We use the infinitive without *to* after the modal verbs *can, could, may, might, will, would, shall, should, must, and had better*:

I can't swim. (NOT ~~I can't to swim.~~)

For information on modal verbs, see:

- ▶ See OPGBasic Units 39–48
- See TGGB Section 6

TIP: We can use **make + someone + infinitive without to** to mean 'cause' or 'force':
The film made me cry. (NOT ~~The film made me to cry.~~) (= The film caused me to cry.)

TIP: We can use **let + someone + infinitive without to** to mean 'allow':
She let me stay. (NOT ~~She let me to stay.~~) (= She allowed me to stay.)

- ▶ See OPGBasic Units 92, 94
- See TGGB pp. 118–23

wh- questions

STRUCTURE = Where do you live?

See Entry 1, Simple sentences, 'wh- questions' and 'Questions words *what/who/where/how much/how many*', pp. 2–3

TIP: To ask for descriptions, we often use **What is/are/was/were ... like?**
What's the weather like in Rio?
What's his new girlfriend like?

- ▶ See OPGBasic Units 30–2
- See TGGB pp. 16, 108–11

Comparative questions

STRUCTURE = Which is faster, the tortoise or the hare? Who's the tallest?

We use comparative and superlative forms in questions, when we ask someone to compare two things:

*Who works **harder**, Eva or Paula? Who was **the best** songwriter, Lennon or McCartney?*

For comparative and superlative forms, see Adjectives, 'Comparatives, regular and common irregular forms' below, p. 20.

We can also use **as ... as** to make comparative questions, especially yes/no questions:

*Are Arsenal **as good as** Real Madrid?*

- ▶ See OPGBasic Units 71–2
- See TGGB pp. 208–12

Alternative questions

STRUCTURE = Who's right, Sid or Nancy?

We can ask questions which offer alternatives. Often these take the form of **wh- word + verb + adjective/noun + two alternative noun phrases**.

*Which is true, Tom's explanation or Ed's?
What's the problem – the heat or the lighting?*

The adjective may be in a comparative or superlative form:

Who's taller, Joseph or Oscar?

See 'Comparative questions', previous page, and Adjectives, 'Comparatives, regular and common irregular forms' below, p. 20.

▶ See OPGBasic Units 71–2

■ See TGGB pp. 208–12

Question words *when, what time, how often, why, how* and expressions

STRUCTURES = Can you tell me ...?

When ... ? Where ... ?

We use **When ...?** to ask about times and dates:

'When were you in Africa?' ~ 'Last year.'

'When is your interview?' ~ 'Tomorrow.'

When we are talking about a particular time we can use **When ...?** or **What time ...?:**

'When did Ali phone?' ~ 'At six o'clock.'

'What time is the concert?' ~ 'Half past seven.'

We use **How often ...?** to ask about the number of times something happens. We can use phrases like 'every day', 'once a week', etc. in the answer.

'How often do the buses run?' ~ 'Every hour.'

It is often more polite to begin our questions with 'Can you tell me ...':

What is the time, please? (Less polite.)

Can you tell me the time, please? (More polite.)

Can you tell me your name?

See also Entry 1, Simple sentences, 'Question words: *what/who/where/how much/how many*', p. 3.

▶ See OPGBasic Units 30–2

■ See TGGB pp. 108–11

Statements with question tags

STRUCTURE = You arrived last year, didn't you?

Question tags are short questions that can follow sentences, especially in spoken English. We make

question tags with an auxiliary verb (**have, be, can,** etc.) + pronoun (**I, you,** etc.)

We use question tags to ask if something is true, or to ask people to agree with us.

*Ann will be here tomorrow, **won't she?***

*You haven't got my keys, **have you?***

TIP: If a tag asks a real question, we say it with a rising intonation:

*We're meeting in Oxford, **aren't we?***

If a tag just asks for agreement, we use a falling intonation:

*Nice day, **isn't it.***

If a sentence has an auxiliary verb or **be**, we use this in the question tag. If there is no auxiliary verb, we use **do/does/did** in the tag:

*You are coming later, **aren't you?***

*They went to Spain, **didn't they?***

*The lesson starts at four o'clock, **doesn't it?***

A positive statement has a negative tag. A negative statement has a positive tag. Note that we usually contract negative tags:

*They were friendly, **weren't they?***

*She didn't win, **did she?***

▶ See OPGBasic Unit 36. ■ See TGGB pp. 265–7

Noun phrases

Countable and uncountable nouns

roads, trees, houses; happiness, water, information

See Entry 1, Noun phrase, 'Very common uncountable nouns', p. 4.

Simple noun phrases

STRUCTURE = A large red box.

We form simple noun phrases by putting one or more adjectives before a noun.

	NOUN PHRASE
<i>I saw</i>	<i>a beautiful cat.</i>
<i>He's</i>	<i>a nice old man.</i>

Sometimes we use a noun with another noun, to form a 'compound noun'. We do this when we are

talking about a kind of person or thing. The first noun is like an adjective, and gives information about the second noun.

NOUN PHRASE

a flower shop
an alarm clock

We often use **noun + noun** structures to talk about what things are made of.

a cardboard box *a cotton shirt* *a silver ring*
a plastic bag

And we often use **noun + noun** structures when the second noun is made from a **verb + -er**.

a DVD player *a lorry driver* *a hair dryer*

- ▶ See OPGBasic Units 65, 76
- See TGGB pp. 196–7, 200

Object and reflexive pronouns

STRUCTURES = I gave him my book. We enjoyed ourselves very much.

Pronouns that are used in the object position are called object pronouns. These are: **me you him her it us you them**

SUBJECT +	VERB +	OBJECT	
<i>Imran</i>	<i>gave</i>	<i>me</i>	<i>his address.</i>

See Entry 1, Noun phrase, 'Personal pronouns', p. 5.

Now look at this table:

SUBJECT PRONOUNS	OBJECT PRONOUNS	REFLEXIVE PRONOUNS
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

Compare:

Jenny made Jo a cup of coffee. (Jo drank the coffee.)
Jenny made herself a cup of coffee. (Jenny drank the coffee.)

We use reflexive pronouns to refer back to the subject:

Be careful. You might hurt yourself. ('Yourself' refers back to the subject 'you'.)

I bought myself a new shirt.
He taught himself to play the guitar.
They enjoyed themselves at the gig.

TIP: There is a difference between **ourselves** etc. and **each other**:

Tom and Sue were talking to themselves. (= Tom was saying something and nobody was listening and also Sue was saying something and nobody was listening.)

Tom and Sue were talking to each other. (= Tom was talking to Sue and Sue was talking to Tom.)

- ▶ See OPGBasic Units 55, 59
- See TGGB, pp. 180–1, 185

Determiners of quantity

STRUCTURES = Have you any oranges? We haven't many left.

See Entry 1, Noun phrase, 'Determiners of quantity', p. 5.

We normally use **some** in positive sentences and **any** in negative sentences:

'I'd like some milk, please.' ~ *'I'm sorry, we haven't got any milk.'*

And we use **any** in questions:

Have you got any milk?

We use **many** and **much** when we are talking about quantity. We use **much** with uncountable nouns, and **many** with plural nouns. We normally use them in negative sentences and in questions:

I haven't got many friends.

How much luggage have you got?

We use them in positive sentences in more formal English:

I have been to London many times.

I have many friends.

In informal English, we usually use **lots/a lot of**:

I've been to London lots of times.

I've got a lot of friends.

- ▶ See OPGBasic Units 54, 60–1, 64
- See TGGB pp. 159, 162–4, 166, 168–77

Use of articles including:

Definite article and zero article with uncountable nouns

STRUCTURES = Water is important for life.

We use the definite article **the** with uncountable nouns when we are talking about something in particular:

*The water that comes out of this tap is brown.
The traffic is bad today.*

But we do not normally use **the** to talk about something in general. **The** does not mean 'all'. When we are talking about something in general we use no article (the 'zero article'):

*No one can live without water.
I like music. BUT I liked **the** music in that film.
People are odd. BUT **The** people next door are odd.*

► See OPGBasic Unit 50 ■ See TGGB pp. 148, 152

Definite article with superlatives

STRUCTURE = the best example

We use **the** before a superlative adjective:

*This is **the oldest** restaurant in Glasgow.
He bought **the most expensive** car.*

TIP: We can use **the + superlative adjective** without a noun:

*The seats at the back are **the cheapest**. (= the cheapest seats)
Mike and Ann have three children. Tom is **the oldest**. (= the oldest of the three children)*

Sentences with superlative adverbs are not very common, but we can form the superlative of regular adverbs with **the most/the least**:

*In the office, Rajesh works **the most efficiently**.*

The superlative of **well** is **the best** and the superlative of **badly** is **the worst**:

*Which member of the team played **the best**?*

The superlatives of **fast** and **hard** are **the fastest** and **the hardest**:

*It was **the hardest** lesson of the term.*

► See OPGBasic Units 72, 73
■ See TGGB pp. 148, 213

Possessive s and possessive pronouns

STRUCTURE = Which is Peter's dog? The brown one's his.

We use the apostrophe with **s** to talk about possession. Here are the rules:

Singular noun + 's:

I went to Lin's house. (= the house that belongs to Lin) This is Tom's bike.

Irregular plural noun + 's:

*Do you know the children's names?
These are the men's changing rooms.*

Regular plural noun + 's:

These are the students' desks.

TIP: Possessive nouns with 's or s' take the place of **the**:

*the car that belongs to Ian
→ Ian's car (NOT Ian's the car)*

But a possessive noun can have its own article:
*the car that belongs to the boss
→ the boss's car*

TIP: We say:

*I'm going to the butcher's (newsagent's, etc.)
because we mean 'the butcher's shop', 'the newsagent's shop'.*

TIP: We use the apostrophe with **s** for people, but not usually for things. We use **of** for things:
This is the end of the film. (NOT ...the film's end.)

The possessives **mine**, **yours**, etc. are called 'possessive pronouns' because we use them in place of nouns.

*My flat is in the centre of town. Where's yours?
(yours = your flat)*

That's not my coat. This one's mine. (mine = my coat)

TIP: We often use possessive pronouns in comparative sentences:

Their flat is bigger than ours. (ours = our flat)

TIP: We can use **a/some + noun + of + possessive pronoun** to talk about one of a number of people or things:

I went to the club with a friend of mine.

TIP: We do not use **a/an** or **the** with possessive pronouns:

This coat is mine. (NOT ~~*This coat is the mine.*~~)

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- ▶ See OPGBasic Units 35, 57
 - See TGGB pp. 184, 193–5, 197
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Verb forms and time markers in statements, interrogatives, negatives, and short forms

Simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases

STRUCTURES = The children often eat apples. They always go to school. I see her every day.

A ‘transitive verb’ has an object and an ‘intransitive verb’ does not. In the structures shown above, **eat** is transitive (the object is **apples**), **go** is intransitive (**to school** is a ‘complement’, not an object), and **see** is transitive (**her** is an ‘object pronoun’).

We combine transitive and intransitive verbs with the following adverbs to talk about how often we do things: *always, usually, normally, often, sometimes, rarely, hardly ever, never*. These are called frequency adverbs.

We put frequency adverbs after **be**:

*He is **always** late.* (NOT ~~*He always is late.*~~)

But we put them before most other transitive and intransitive verbs:

*I **usually** walk to work.* (intransitive)

(NOT ~~*I walk usually to work.*~~)

*She **hardly ever** drinks coffee.* (transitive)

(NOT ~~*She drinks hardly ever coffee.*~~)

In questions, frequency adverbs usually go after the auxiliary verb and subject:

*Do you **ever** write poems?* (transitive)

*Do you **often** go to London?* (intransitive)

We also use these longer expressions to talk about how often we do things:

every ... once/twice a ... two/three times a ...

We put these expressions at the end of sentences and questions:

I visit my grandmother once a week. (transitive)

She drinks coffee three times a day. (transitive)

I run round the park every day. (intransitive)

Does she practise every afternoon? (intransitive)

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- ▶ See OPGBasic Unit 74 ■ See TGGB pp. 204–5
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Simple past tense of regular and common irregular verbs with time markers such as ago

STRUCTURE = We went to the cinema yesterday. I saw her two weeks ago.

We form the past simple of **be** like this:

POSITIVE	NEGATIVE	QUESTION
I/he/she/it was	I/he/she/it was not/wasn't	Was I/he/she/it ...?
you/we/they were	you/we/they were not/weren't	Were you/we/they ...?

We use the past simple of **be** to talk about a situation in the past. We often use time markers such as **yesterday** and **ago**:

*It was cold **yesterday**.*

*Steve and Mary were here **two weeks ago**.*

We form the past simple of regular verbs by adding **-ed** to the verb:

walk → walked open → opened

There are some exceptions:

- if a verb ends **-e**, we add **-d**: *live → lived*
like → liked
- if a verb ends in a consonant + **-y**, the **y** changes to **-ied**: *apply → applied* *try → tried*
- if a verb ends with one vowel and one consonant, we usually double the final consonant: *grab → grabbed* *plan → planned*

Many important verbs have an irregular past simple form:

do → did have → had take → took come → came
go → went buy → bought stand → stood say → said

We form the negative with **didn't** and the infinitive, and we form questions with **did** and the infinitive:

*I **didn't** understand.* (NOT ~~*I didn't understood*~~)

Did you watch the film?

We use the past simple to talk about an action or situation in the past which is finished. We often use time markers to say when it happened. Examples of

these are **last week, on Saturday, three days ago, yesterday, in 1999:**

*I saw her **two weeks ago.***

*Did you enjoy the concert **last night?***

We also use the past simple with **for** to talk about something that continued for a period of time, and ended in the past:

*I lived in Rome **for two years.***

*I worked for the post office **for six months.***

▶ See OPGBasic Units 9, 10, Appendices 2, 3

■ See TGGB pp. 42–7

Future time using:

Present continuous

STRUCTURE = I'm going to wash my hair tonight

We can use the present continuous to talk about the future. We use it when we have arranged in the past to do something in the future:

*I'm **starting** a new job next week.*

*Joe's **coming** round this evening.*

We often use **going to** with an infinitive when we can see the future in the present, when a future situation is starting or clearly on the way.

We form sentences with **be going to** like this:

SUBJECT + **be going to** + INFINITIVE
I 'm going to go home now.

and we form questions like this:

be + SUBJECT + **going to** + INFINITIVE
Are you going to see Jim tonight?

Note that we do not use the present continuous for future events that we cannot arrange or have not arranged. In these cases, we use **will**:

*The sun **will** shine tomorrow.*

(NOT ~~*The sun is shining tomorrow.*~~)

*The Irish team **will** win next week.*

(NOT ~~*The Irish team is winning next week.*~~)

▶ See OPGBasic Units 21–6 ■ See TGGB pp. 32–8

Use of time markers

STRUCTURE = We're meeting him at six o'clock. He's going to leave the country in two days' time.

We use time markers with the present continuous when we are talking about fixed plans:

*I'm flying out **tomorrow.***

*They're meeting us **in three days' time.***

Here are some more time markers that we use frequently:

*tonight this evening at 6 o'clock (etc.)
on Monday (etc.) next year*

Grammatically, time markers are adverbs or adverbial phrases.

See 'Adverbs and simple adverbial phrases', below, p. 21.

Modals and forms with similar meaning

Modals are auxiliary verbs such as *can, could, and must*, used with another verb to say what is possible, permitted, etc.

Modal verbs have no -s in the third person singular. The form is the same for all persons:

*I/you/he/she/it/we/they **can** leave now.*

must to express obligation

STRUCTURE = You must finish this work tomorrow.

We use **must** in rules or in giving orders, to say that it is necessary that someone does something.

We use **must** with an infinitive without **to**:

*You **must work** harder.*

(NOT ~~*You must to work harder.*~~)

▶ See OPGBasic Units 41, 43 ■ See TGGB pp. 72–3

mustn't to express prohibition

STRUCTURE = You mustn't park here.

The negative form of **must** is **mustn't** or **must not**. We use this to say that it is necessary that someone does NOT do something:

*You **mustn't** use your mobile phone in the library.*

TIP: We use **mustn't** when we mean 'This must not be done':

*You **mustn't** smoke in this office.*

We use **needn't** when we mean 'This isn't necessary':

*You **needn't** pay now. (You can pay when the work is finished.)*

TIP: We can use **must** and **mustn't** (NOT ~~will must~~) to talk about the future:

*I **must** phone Jamila tomorrow. (NOT ~~I will must phone ...~~)*

But to talk about what was necessary in the past, we cannot use **must**. Instead we use a form of **have to**.

*She **had to** run fast to catch the train.*

► See OPGBasic Units 41–3 ■ See TGGB pp. 72–6

have to, had to to express need

STRUCTURE = I have to take these books back to the library.

Have to is not a modal verb, but we use **have to** like **must**, and we use **don't have to** like **needn't**.

We use **have to** (like **must**) when we want to say 'This is necessary':

*I **have to** get a bus to work. (It is the only way I can travel there.)*

*We **have to** pay the rent every month. (It is required by the landlord.)*

We use **don't have to** (like **needn't**) when we want to say 'This is not necessary':

*I **don't have to** work late on Fridays. (It is not necessary for me to work late.)*

TIP: We normally use **have to**, not **must**, when we talk about rules and laws:

*You **have to** drive on the left in England.*

The past form of **have to** is **had to**.

*I **had to** do a lot of work yesterday.*

The future form of **have to** is **will have to**:

*He **will have to** look for another job.*

In questions in the present or past we usually use **do/did ... have to** (not **must**) to ask if something is or was obligatory or important:

*When **do** we **have to** return the books?*

***Did** Sol **have to** pay a fine?*

In questions in the future we use **will ... have to**:

*Will you **have to** get a visa?*

► See OPGBasic Units 42–3 ■ See TGGB pp. 74–6

could to make requests

STRUCTURE = Could you help me?

We use **Could you** when we ask someone to do something:

***Could you** show me the way, please?*

Note that you cannot use **may** in this way:

(NOT *~~May you help me?~~*)

Could you (and **would you**) are more formal and polite than **Can you**. We often use them when we are talking to strangers, older people, teachers, or bosses:

*Excuse me, Mr Andrews, **could you** lend me a stamp, please?*

► See OPGBasic Unit 40 ■ See TGGB p. 83

couldn't to express impossibility

STRUCTURE = I couldn't do your job

Couldn't is used to state that something is impossible:

*I'm completely unfit. I **couldn't** run a marathon.*

(= It is impossible for me to run a marathon.)

*Vicky is afraid of heights. She **couldn't** have climbed onto the roof.*

TIP: In their positive forms, **may**, **might**, and **could** can all be used to express possibility. However, in their negative forms they have different meanings:

May not and **might not** are used to say that something negative is possible:

*Karim **might not** be at home yet.*

*Tom **may not** get the job.*

Couldn't is used to say that something is NOT possible:

*Karim rang from the train a minute ago. He **couldn't** be at home yet.*

*Tom **couldn't** work in an office – he likes to be outside!*

► See OPGIntermediate Unit 46

Use of simple modal adverbs

possibly probably perhaps

Adverbs such as **possibly**, **probably**, and **perhaps** are commonly used with modal verbs and are known as modal adverbs.

They are used to reinforce the modal verb (to express certainty) or to soften the modal verb (to express uncertainty).

They usually come in these positions:

after a positive auxiliary:

*Kim **will probably** win the competition.*

*I **can possibly** come after work.*

*We **could perhaps** go to London tomorrow.*

before a negative auxiliary:

*They **certainly won't** finish the building work today.*

*She **probably can't** come to the club this evening.*

Modal adverbs can also follow **be**:

*She **is probably** at work now.*

TIP: Sometimes we change the usual position of an adverb in order to create emphasis. Compare the following examples:

*They **will probably** win. (= weaker)*

*They **probably will** win. (= stronger)*

► See OPGBasic Unit 77

Very common phrasal verbs

get on get off get up get down

Some verbs have two parts. The second part is a particle, a 'small adverb', such as *on, off, up, down, back, away, and out*. These verbs are called 'phrasal verbs'.

Note that in phrasal verbs the particle is not the same as a preposition, though it may be a preposition in another context.

The same verb can go with several different particles to form phrasal verbs with different meanings.

Sometimes the verb + particle has an object:

*We must **get off** the grass.*

The particle can often go before or after the object:

*She **put on** the hat. She **put** the hat **on**.*

But when the object is a pronoun the particle must go after it:

*He **let them in**. Take it **away**.*

Sometimes the verb + particle has no object:

*I usually **get up** at 7 o'clock.*

*Let's **stay in** this afternoon. It's too cold to **go out**.*

TIP: The meaning of a phrasal verb is not always clear from the two parts. Students should use a dictionary for help with the meanings of phrasal verbs. They are usually listed at the end of the entry for the verb in each case.

► See OPGBasic Units 87–8 ■ See TGGB pp. 138–9

Adjectives

Adjectives and adjective word order

STRUCTURE = a large black horse a new red coat

We use adjectives to describe people and things. Adjectives can come after the verb **be** (see Entry 1, 'Adjectives') or before nouns.

*This music **is loud**. a long journey*

(NOT ~~a journey long~~)

In English the form of adjectives never changes; adjectives don't change for singular and plural or for gender.

a fast car fast cars (NOT ~~fasts cars~~)

a rich man a rich woman

When we use more than one adjective, there is a general guide to the correct order: size + age + colour + nationality + material + noun

a new green silk sari

a big French house a small wooden table

► See OPGBasic Unit 65 ■ See TGGB pp. 200–1

Comparatives: regular and common irregular forms

good, better wet, wetter dark, darker

Wetter and **darker** are comparative adjectives. **More expensive** is also a comparative adjective.

Comparatives are formed like this:

short adjectives (one syllable):

ADJECTIVE	COMPARATIVE
old	older
long	longer

long adjectives (two syllables or more):

ADJECTIVE	COMPARATIVE
famous	more famous
difficult	more difficult

adjectives ending with -y:

ADJECTIVE	COMPARATIVE
happy	happier
hungry	hungrier

Some adjectives have irregular comparative forms. Common irregular comparatives include:

ADJECTIVE	COMPARATIVE
good	better
bad	worse
far	farther/further
little	less

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- ▶ See OPGBasic Unit 71, Appendix 4
 - See TGGB p. 208
-

Adverbs and prepositional phrases

Prepositions and prepositional phrases of place and time

until tomorrow by next week by the river
at midnight at once

Prepositions can be combined with other words to form prepositional phrases. We use prepositional phrases when we are talking about place or time. (They can also be referred to as ‘adverbial phrases’ of place or time.)

Until tomorrow, by next week, at midnight, and **at once,** are all prepositional phrases of time. **By the river** is a prepositional phrase of place.

Note that the same preposition, in this case **by**, can be used to express both place and time:

*I need the bricks to be delivered **by next week**.
Yesterday we had a picnic **by the river**.*

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- ▶ See OPGBasic Units 78–9, 82
 - See TGGB pp. 254, 256, 259–60
-

Adverbs and simple adverbial phrases including:

Sequencing:

STRUCTURE = **After that** we all went home.

Adverbs and adverbial phrases such as *after that, before, when,* and *while* can be used as linking elements in a time sequence:

*First you must finish the filing. **After that** you can go.
You should eat breakfast **before** you go to work.
I can sleep **when** I get home.*

An adverbial phrase can come at the beginning, middle, or end of the sentence:

***When I get home** I can have a long sleep.
I need a cup of tea. I shall feel better **after that**.*

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- ▶ See OPGIntermediate Unit 27
-

Of time and place:

STRUCTURE = **in the morning** **at the bus stop**

In the morning is an adverbial phrase of time and **at the bus stop** is an adverbial phrase of place.

We use adverbial phrases of time at the beginning or end of a sentence:

***In the morning** I have a cup of coffee.
I had a great time in town **last Saturday**.*

We use adverbial phrases of place after an object:

*He put his suitcase **on the floor**.
He advertises his business **on the internet**.*

(Adverbial phrases of place and time are also referred to as ‘prepositional phrases’.)

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- ▶ See OPGBasic Unit 77
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Of frequency

STRUCTURE = I always wear a hat in winter.

We use adverbs of frequency to talk about how often we do things. They include *always, sometimes,*

usually, normally, often, rarely, hardly ever, and never:

She **always** waves when she sees me.

He **sometimes** goes to the cinema.

We usually put adverbs of frequency after **be** or an auxiliary (e.g. **have**, **must**):

He is **rarely** late. I have **often** seen him in the park.
See also Verb forms and time markers, 'Simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases', p.17, and 'Simple past tense of regular and common irregular verbs with time markers such as *ago*', p.17.

▶ See OPGBasic Units 74, 77

Of manner:

STRUCTURE = He drives carefully. Walk quickly, please.

Carefully, quickly, easily, and beautifully are all adverbs of manner.

See Entry 1, Adverbs and prepositional phrases, 'Simple adverbs of place, manner, and time', p. 10.

We use adverbs of manner to describe how someone or something does an action:

*Nagina peeled the mango **carefully**.*

We usually use adverbs of manner after the verb:

*She sings **beautifully**.*

Or after an object:

*I read the letter **carefully**.*

▶ See OPGBasic Units 73, 77, Appendix 4
■ See TGGB p. 202

Word order with adverbs and adverbial phrases

STRUCTURE = He always brought food to our house early in the morning.

When there is more than one adverb or adverbial phrase in a sentence, we normally use them in this order:

manner → place → time

The shopkeeper carefully places the fruit on the table at the start of the day. Paulo was working hard in his office last night.

▶ See OPGBasic Unit 77
▶ See OPGIntermediate Units 113, 115
■ See TGGB pp. 203–5

Use of intensifiers

really quite so

We use adverbs such as **really**, **very**, and **extremely** before an adjective or another adverb to make it stronger. These adverbs are called intensifiers.

*I'm **really** angry with you. She drove **very** carefully.*

We use **so** before adjectives that do not have a noun with them, and before adverbs:

*Shaheen got all the answers right. He is **so** clever. Tim's feet are **so** big!*

We can use **so** with **many** and **much**:

*There were **so many** people in the shop. We've got **so much** work to do.*

We can also make an adjective weaker with adverbs such as **quite**, **fairly**, and **rather**:

*The meal was **quite** nice. (= It was nice but not wonderful.)*

▶ See OPGBasic Units 70, 76
■ See TGGB pp. 203, 281

Discourse

Adverbs to indicate sequence

first finally

When we talk about a number of actions or events that happen one after the other we can indicate the order with these adverbs and adverbial phrases:

first, firstly, first of all, second, secondly, third, etc., last, lastly, and finally.

Instead of using **secondly**, **thirdly**, etc. we often use these adverbs and adverbial phrases to link actions or events in a sequence:

then next afterwards after that

To make this dish, **first** you chop some tomatoes, **then** you add garlic, and **after that** you add the olive oil.

See 'Adverbs and simple adverbial phrases', 'Sequencing', above p. 21.

▶ See OPGBasic Unit 75

Use of substitution

STRUCTURE = I think so. I hope so.

Look at this:

Tom: *Will Carlos and Olga be at the party?*

Surinder: *Yes, I **think so**.*

Tom: *Good. I'm hungry. Are they serving food?*

Surinder: *I **hope so**!*

Here **I think so** is a shorter way of saying 'I think Carlos and Olga will be at the party' and **I hope so** is a shorter way of saying 'I hope there is food at the party'.

Phrases such as **I think so**, **I hope so**, **So am I**, and **So do I** are used in discourse to refer back to a question just asked or a statement just made.

▶ See OPGBasic Unit 38

▶ See OPGIntermediate Unit 43

Markers to structure spoken discourse

Right. Well ...

Words such as **right**, **well**, and **so**, referred to as discourse markers, are used in speech to signal a transition from what has just been said to what the speaker plans to say next.

They tie the conversation together:

James: **So**, *your parents are arriving tomorrow?*

Abena: *Yes, they're staying for a week.*

James: **Right**. *So you won't be coming out on Tuesday?*

Abena: **Well**, *I might. I'll see.*