

equipment

evidence

fruit

fun

furniture

gossip

harm

health

help

homework

housework

housing

jewellery

knowledge

land

laughter

leisure

lightning

litter

luck

luggage

machinery

money

news

pay (= wages)

permission

pollution

progress

proof

rain

research

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an interesting **experience**

experience in the job

a small **business** (= company)

do **business** (- buying and selling)

a **property** (= building)

some property (= what someone owns)

The USA is a **democracy**.

the idea of **democracy**

The plural of nouns

A countable noun (door, plane, stewardess) has both a singular and a plural form.

To form the plural, we add s (doors, planes) or es (stewardesses).

There are some spelling rules for noun plurals.

1. Adding **es** after a sibilant sound: dish **dishes**

Y changing to ie: baby **babies**

2. Some nouns have an irregular plural, e.g. man **men**. louse **lice**, mouse **mice**, foot **feet**, tooth **teeth**.

Singular (-is) Plural (-es)

axis axes

analysis analyses

crisis crises

thesis theses

datum data

memorandum memoranda

bacterium bacteria

stratum strata

curriculum curricula

index indices (or indexes)

appendix appendices (or appendixes, in a medical context)

vortex vortices

phenomenon phenomena

criterion criteria

focus foci (also focuses)

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We're all meeting at **Dave's** (house/flat).

There's a policeman outside **the McPhersons'** (house/flat).

Is there **a baker's** (shop) near here?

I was sitting in the waiting-room at **the** dentist's.

We can also use company names.

I'm just going to **Tesco's** to get some bread.

We ate at **Maxime's** (Restaurant).

There's a **Barclay's** (Bank) on the university campus

CONJUNCTIONS

A conjunction is a joiner, a word that connects (conjoins) parts of a sentence.

There are three kinds of Conjunctions. They are

1.Coordinating Conjunctions and their Usage

- **and:** in addition
- He tried **and** succeeded.
- **but:** however
- They tried **but** did not succeed
- **or:** alternatively
- Did you go out **or** stay at home?
- **nor:** and neither
- I did not see the fog, **nor** did they.
- **yet:** however
- The sun is warm, **yet** the air is cool.

2.Correlative Conjunctions and their Usage

- **both ... and**
- He is **both** intelligent **and** good-natured.
- **either ... or**
- I will **either** go for a walk **or** read a book.
- **neither ... nor**
- He is **neither** rich **nor** famous.

- a. A student walked into the room. She was looking for the teacher
- b. A student walked into the room. He was looking for the teacher
- c. Her new baby is crying. It may be sick.

A plural pronoun is used to refer to a plural noun

Some students walked into the room. They were looking for the teacher.

I, we, you, he, (she, it), they are called personal pronouns because they stand for the three persons.

- (i) the person speaking. .
- (ii) the person spoken to, and
- (iii) the person spoken of.

The pronouns **I and we**, which denote the person or persons speaking, are said to be personal pronouns of the first person.

The pronoun **you**, which denotes the person or persons spoken to, is said to be a personal pronoun of the second person.

You is used both in the singular and plural.

The pronouns **he (she) and they**, which denote the person or persons spoken of, are said to be personal pronouns of the Third Person. It, although it denotes the thing spoken of, is also called a personal pronoun of the Third Person. [The personal pronouns of the third person are, strictly speaking, Demonstrative Pronouns.]

We always say the following when starting a sentence:

'You and I' not 'I and you'.

'You and he' not 'he and you'.

'Hari and I' not 'I and Hari'.

'He and I' not 'I and he'.

You and I must work together.

You and he must mend your ways.

Joy and I are old school friends.

He and I can never pull on together.

Either of you can go.

Neither of the accusations is true.

Exercises

Underline the correct pronouns in the following:

1. Let **we/us** all go for a walk except **she/her**, since **she/her** is so tired.
2. Do you think **he/him** is stronger than **I/me**?
3. How can you talk to a woman such as **she/her**?
4. Help **I/me** carry **she/her**; **she/her** has fainted.
5. Nobody could answer except **I/me**.
6. Mr. Jones and **he/him/himself** came last night.
7. I came here with John and **her/she**.
8. Basil gave Harry and **I/me** an ice-cream, and then we went to the pictures with **he/him** and his friend.
9. He told Mary and **me/I** to go with **he/him** and his mother.
10. An old man asked my friend and **I/me** what the time was.
10. Go and see **he/him** and his friend.
11. There are some letters for you and **me/I**.
12. Go with John and **her/she** to visit **they/them**.
13. It was **I/me** that gave you the alarm.
14. Between you and **I/me**, I do not believe him.
15. We are not so poor as **They/them**.
16. Rama is as old as **I/ me**.
17. He is known to my brother and **I/ me**.
18. He is as good as **I/ me**.
19. Nobody but **he/him** was present.
20. He and **I/me** were great friends.

PREPOSITIONS

At is one-dimensional. We use it when we see something as a point in space.

The car was waiting at the lights.

There's someone at the door.

We also **use at+ event**.

We met at Daphne's party, didn't we?

We use **at+ building** when we are talking about the normal purpose of the building.

The Browns are at the theatre. (= watching a play)

I bought these dishes at the supermarket.

Nicola is fifteen. She's still at school. We also use **at** for a person's house or flat.

I had a cup of coffee at Angela's (house/flat).

We use **at** to talk about a place we think of as a point rather than an area, and about an event where there is a group of people.

I arrived at New Street Station at 7.50. We were waiting at the far end of the room.

We last met at the conference in Italy. There were very few people at Joan's party.

On is two-dimensional. We use **on** to talk about a position touching a flat surface, or on something we think of as a line such as a road or river:

Is that a spider on the ceiling? (Notice we also say 'on the wall/floor')

She owns a house on the Swan River.

Don't leave your glass on the floor.

There were lots of pictures on the walls.

We also use **on** for a line.

Paris is on the Seine.

on the screen

on the island

on the beach/coast

on the right/left

on the back of an

envelope

in Spain/Bristol

in Grove Road

in the lesson

in a book/newspaper

in the photo/picture

in the country

in the middle

in the back/front of

a car

in a queue/line/row

(2) At, in and on: prepositions of time

We use at with points of time or periods of time that we think of as points. We use at:

with exact points of time:

at midday, at midnight, at 3 o'clock, at 8.15

with short holiday periods, such as Christmas, Easter, the weekend, etc.:

I'll see you at Easter. • We often go walking at the weekend.

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We use **on**, not **about**, after the verbs **comment**, **concentrate**, **focus**, **insist**, **reflect** (= think):

- I found it difficult to concentrate on my homework with the football on TV.
- They insisted on seeing my passport, even though I was nowhere near the border.

After some other verbs and nouns we can use either **about** or **on**. These include the verbs **advise**, **agree**, **decide**, **disagree**, **lecture**, **speak**, **speculate**, **talk**, **write**, and the nouns **advice**, **agreement**, **book/article/paper**, **consultation**, **decision**, **idea**, **information**, **lecture**, **opinion**, **question**:

The press is starting to speculate about/on whether the minister can survive this time.

There is little agreement about/on what caused the building to collapse.

When we refer to formal or academic speech or writing, after the verbs and nouns we can use either **about** or **on**. However, we prefer **about** when we refer to more informal speech or writing.

Compare:

She spoke on the recent advances in teaching reading, (this suggests a formal speech such as a lecture; or ...spoke about...) and

Jim and Anita seemed surprised when I spoke about buying their car. (this suggests an informal conversation; not ...spoke on.)

We've been asked to study a book on the history of Norway, {or ...a book about...} and

It's a book about three men and their dog on a boating holiday, {not ...a book on...}

Uses of **By** and **with**

We can use **by** and **with** to talk about how something is done. We use **by** (followed by a noun or -ing) when we talk about what action we take to do something; we use **with** (followed by a noun) when we talk about what we use to do something:

He only avoided the children by braking hard and swerving to the right.

She succeeded by sheer willpower.

I didn't have a bottle opener, so I had to open it with a screwdriver.

I told him that he couldn't hope to catch a big fish with a small rod like that.

They are used with other adverbs and are placed before the adverb they describe.

E.g.

The young man walked **incredibly** slowly.

When used with verbs, they come before the verb.

E.g. The audience **absolutely** hated the show.

Adverbs are used to indicate comparison in the same way as adjectives. They generally form the comparative or superlative by adding more and most to the positive adverb

Positive	Comparative	Superlative
early	earlier	earliest
long	longer	longest
bravely	more bravely	most bravely
greedily	more greedily	most greedily
carefully	more carefully	most carefully

Comment adverbs

We use this kind of adverb to make a comment on what we are saying.

Some comment adverbs	examples
indicate how likely we think something is.	apparently, certainly, clearly, definitely, in theory, obviously, presumably, probably, undoubtedly
indicate our attitude to or opinion of what is said.	astonishingly, frankly, generally, honestly, to be honest,