

MODULE IV

—Articles

—Nouns

—Pronouns

—Adjectives

—Adverbs

—Prepositions

ARTICLES

Articles 1

Indefinite article: *a/an*

Use *a/an*

- when the listener does not know which person or thing we are talking about. Compare:

*Tim works in **a factory**.* (we don't know which factory)
*Tim works in **the factory** down the road.* (we know which factory)

- to describe something.

*It's **a lovely day**.* *Kazakhstan is **an enormous country**.*

Note two ways of saying the same thing:

*An ocelot is **a wild animal**, similar to **a leopard**.*
*Ocelots are **wild animals**, similar to **leopards**.*

- to describe the job or the character of a person.

*Mary is **an engineer**.* *Peter is **a fool**!*

- If we refer to something for the first time, it will be new information for the listener and so we use *a/an*. Other references to the same thing use *the* because now the listener knows what we are talking about.

*I've bought **a new mobile phone**. It's great. **The phone** connects to the Internet.*

- A/An* mean "one", so we cannot use *a/an* with uncountable nouns.

*I've got **a brother and a sister**.* (not two)
Can you give me some information? (not ~~an information~~)

- Note that *a/an* are unstressed, and are pronounced /ə/ and /ən/.

Zero article (no article)

Use zero article:

- with plurals and uncountable nouns to talk generally.

Dogs are not allowed in this shop. (dogs in general)
The dogs next door bark all night. (some particular dogs)
Milk is good for you. (milk in general)
The milk on the top shelf is fat-free. (we know which milk)

Materials: *This chair is made of **plastic and leather**.*
Food and drink: *I love **chocolate**. I don't like **orange juice**.*
Abstract ideas: ***War** is a terrible thing.*
Languages: ***Spanish** is spoken by about 300 million people.*
Activities: ***Speaking** is not permitted during the examination.*

- with most countries, states and cities.

*Marie comes from **France**. **Los Angeles** is in **California**.*

Countries which are a group or plural have a definite article.

*We left **the United Kingdom** and crossed to **the Netherlands**.*

Note also that *Great Britain* has zero article.

- with geographical areas, lakes, mountains and islands.

*We visited **Lake Victoria**. It's in **East Africa**. They climbed **Mt. Everest** in record time.*
*Helen spent her holidays on **Crete**.*

- with most streets.

*I bought this dress from a shop **in Bond Street**.*

We use *the* for the phrase **the High street** (the main shopping street in a town).

- with names of buildings with a place name before.

*We visited **Blenheim Palace** and **Coventry Cathedral**.*

We use *the* when there is a phrase with *of* after the noun.

*We visited **the House of Parliament**.*

- with names, but *the* is used with titles.

***Carol Parker** is **the Minister of Communications**.*

- with meals when we refer to them in general.

***Dinner** is at 7.30.*

Compare with these examples where we are not talking generally:

*At the end of the conference there was **a dinner**.* (mentioned for first time)
***The dinner** they serve here is really fantastic.* (we know which dinner)

- with general historical references.

Prehistoric Europe/Ancient Rome is a fascinating period of history.

- with *by* for general forms of transport.

We went there **by car**.

Compare with these examples where we are not talking generally:

We went there in **a really old car**. (mentioned for first time)

We went there in **the car** my sister uses. (we know which car)

Note also that we say *on foot*.

- with certain buildings, where the purpose of the building is more important than the place itself.

Jim is **in prison**. (which prison is not important)

My company is rebuilding **the prison**. (one particular building)

Words of this type are:

<i>be in or go to</i>	<i>hospital, prison, bed, class, court</i>
<i>be at or go to</i>	<i>work, school, university, sea</i>
with "home"	<i>be at home, go home</i>

1 Underline the errors in these sentences. Rewrite each sentence.

- 1 Have you ever visited United Kingdom?

...Have you ever visited The United Kingdom?.....

- 2 On our trip, we visited the Canterbury Cathedral.

.....

- 3 Love is wonderful thing.

.....

- 4 The pets are not permitted in this hotel.

.....

- 5 Rabbit is small wild furry animal with long ears.

.....

- 6 The New York is in United States of the America.

.....

2 Put *a/an* in each space, or leave the space blank.

- 1—... love makes the world go round.
- 2 Sheila has got German car.
- 3 Rita works in office inWest Street.
- 4 I've got friend who iselectrician.
- 5 Paul goes to special school for musicians.
- 6 Jack is in hospital and can't go to school.
- 7 Valerie wants to go to..... university and study to be

3 For each question, complete the second sentence so that it means the same as the first, using no more than three words.

1 Mary teaches English.

Mary*is an*..... English teacher.

2 Charles has a factory job.

Charles works factory.

3 You are not allowed to park here.

..... not allowed here.

4 Fabio is on a ship at the moment.

At the moment sea.

5 We walked to the station.

We went to foot.

Articles 2

Definite article: *the*

Use *the*:

- when it is clear which thing or person we are talking about. The points below explain this in more detail.
Compare:

The war between the two countries lasted for six weeks. (we know which war)
War is a terrible thing. (war in general, so zero article)

- when we refer to something that we mentioned before, using *a/an*.

We saw **a good film** last night. It was **the new film** by Tim Burton.

We can use *the* for the first time that we refer to something if it is clear from the context which one we mean.

Where's **the newspaper**?

- with phrases including *of which* give more information about the noun. Compare:

The film was about **the love of a girl** for her cat.

Love is a wonderful thing! (love in general, so zero article)

- when there is only one of something. It is clear which one we mean.

How many astronauts landed on **the moon**?

- for nationalities and other groups.

I really admire **the Italians**.

The old, the sick and the unemployed need our special care.

- **Other uses of *the*:**

Playing musical instruments:

Do you play **the guitar**?

Time:

in **the past**/ in **the future**

But: **at present**

Superlatives:

This is **the biggest** one./ You are **the first**.

Fixed expressions:

The sooner the better.

Names of ships:

We sailed on **the Neptune**.

Oceans:

the Pacific, the Atlantic

Rivers:

the Amazon, the Danube

- *The* is usually pronounced /ðə / before consonants and /ði:/ before vowels.

the beginning

the end

1 Underline the correct word in each sentence.

1. Where's *an/the* electric heater? I can't find it.
2. What happened at *an/the* end of *a/the* film?
3. David has *an/the* appointment at *a/the* optician's.
4. *An/The* old person sometimes feels lonely.
5. Peter owns *a/the* largest model plane in *a/the* world.

- 6 Luckily *a/the* fire brigade soon came and put out *a/the* fire.
- 7 Harry's mother bought him *a/the* guitar for his birthday present.
- 8 I'm thinking of buying *a/the* new pair of trousers.
- 9 In the end there was *a/the* war between the two countries.
- 10 I didn't know *an/the* answer to *a/the* question, so I left it out.

2 For each question, complete the second sentence so that it has a similar meaning to the first sentence.

1 Frances is a very good pianist.

Frances*plays the piano*..... very well.

2 Poor people need help from the Government.

The Government should.poor.

3 Tracey's bike is faster than everyone else's.

Tracey's fastest.

4 Tom has a doctor's appointment.

Tom doctor's.

5 The film was about an artist's life.

The film of an artist.

6 The only goal of the match was scored by Italy.

The only goal of the match Italians.

3 Correct the errors in these sentences by adding or removing *a/an/the*.

1 Could you get loaf of bread from baker's?

..... *Could you get a loaf of bread from the baker's?*.....

2 The milk is good for the children.

.....

3 The John is at a work at moment.

.....

4 We travelled to the Hungary by a car.

.....

5 Have you got a brother or the sister?

.....

6 War between two countries was longest in the history.

.....

7 Who was first astronaut who walked on moon?

.....

8 Nile is longest river in world.

.....

9 First time I saw Kate I knew she was girl for me!

.....

10 Jim is studying the maths and wants to be teacher.

.....

11 We went to the USA for holiday and had good time.

.....

12 When I'm at the home in evening I like to listen to radio.

.....

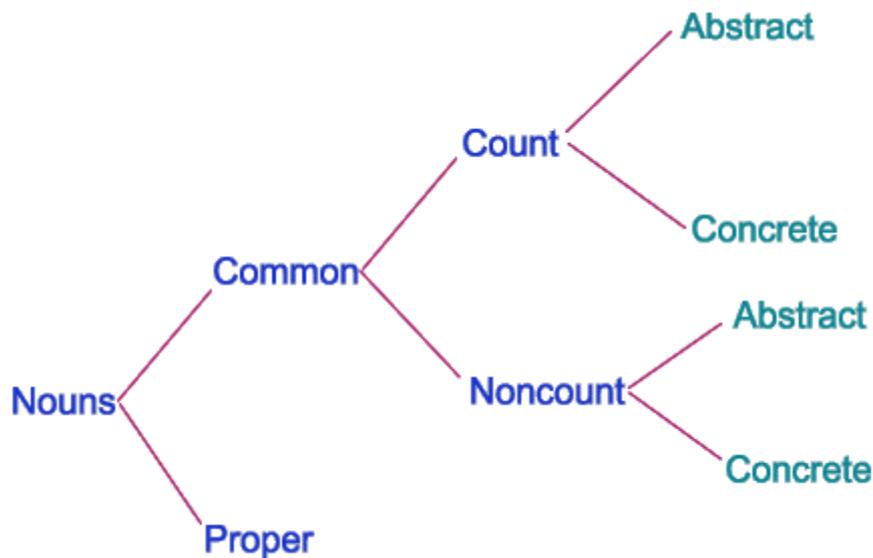
4 Put *a/an/the* in each space, or leave the space blank.

1 ...**A**... of mine, Sally Milton, wanted to become ² dancer when she was ³ girl. ⁴ every morning before ⁵ school she used to practise in ⁶ living room at ⁷ home. ⁸ dancers need ⁹ lot of ¹⁰ exercise, so Sally used to go to ¹¹ gym two or three times ¹² week. In ¹³ end she got ¹⁴ job in ¹⁵ theatre company and became ¹⁶ actress. In ¹⁷ fact, ¹⁸ last week I saw her in ¹⁹ programme on ²⁰ television!

NOUNS

A noun tells us what someone or something is called, for example, a noun can be the name of a person (*John*), a job title (*doctor*) the name of a thing (*radio*), the name of a place (*London*), the name of a quality

(*courage*), or the name of an action (*laughter/laughing*). Nouns are the names we give to people, things, places, etc in order to identify them. Many nouns are used after a determiner, e.g. *a, the, this*, and often combine with other words to form a **noun phrase**, e.g. *the man that tall building*. Nouns and noun phrases answer the questions *Who?* or *What?*



Proper nouns and common nouns

All nouns fall into one of two classes They may be either proper nouns or common nouns

Proper nouns

A proper noun (sometimes called a 'proper name') is used for a particular person, place, thing or idea which is, or is imagined to be unique. It is generally spelt with a capital letter. Articles are not normally used in front of proper nouns. Proper nouns include for example:

Personal names (with or without titles) *Andrew, Andrew Smith, Mr Andrew Smith, President Kennedy*

Forms of address *Mum, Dad Auntie, Uncle Fred*

Geographical names *Asia, Berkshire, India, Wisconsin*

Place names *Madison Avenue, Regent Street*

Months, days of the week *e.g. April Monday Easter Christmas*

festivals and seasons
 Seasons are usually spelt with a small letter but sometimes with a capital *spring* or *Spring*

First names commonly used in other languages often have their English equivalents (e.g. *Charles* for *Carlos, Karl*, etc.) Well-known foreign place names are normally anglicized e.g. *Cologne* for *Koln*, *Prague* for *Praha* *Rome* for *Roma*, *Vienna* for *Wien*.

Common nouns

Any noun that is not the name of a particular person, place, thing or idea is a common noun. We can use *a/an the* or the *zero article* in front of common noun.

Countable nouns

- A countable noun has a singular and a plural form. The plural may be irregular.
- We can use numbers with a countable noun.

one book, three books one piece, four pieces one person, three people one child, two children

Uncountable nouns

- An uncountable noun has only one form.
- We cannot use numbers with it.

work love progress water information English (language)

- Typical uncountable are:

Materials and substances:	<i>plastic, iron, wood, paper, water, air, coffee</i>
Abstract ideas:	<i>life, fun, freedom, progress, health, time</i>
Activities:	<i>work, travel, sleep, football, help, research</i>
Human feelings:	<i>happiness, anger, honesty, hope, respect, courage</i>

- These words are uncountable in English but countable in many other languages:

accommodation, advice, behaviour, business, cash, equipment, furniture, health, homework, information, knowledge, luggage, money, permission, rubbish, scenery, traffic, travel, weather, work

Singular or plural?

- Countable nouns can be singular or plural.

*The book **is** over there. The books **are** over there.*

- Uncountable nouns are always singular.

*French **is** difficult. His advice **was** very useful.*

- With countable nouns we can use **a/an** and **some**.

*Sue has got **a book/ some books** about Ancient Egypt.*

- With uncountable nouns we cannot use *a/an*.

*Sue has got **some money** to go on holiday this year. Could I have **some information**?*

Some or any?

- *Some* is common in positive sentences. *Any* is common in questions and negatives.

*We've got **some juice**, but we haven't got **any glasses**.
Have you got **any cups**?*

- We can use *some* in a question if it is an offer or request.

*Could I have **some** more tea, please?*

- We can use *any* in positive sentences if we mean "it doesn't matter which".

*I'm free **any day** next week.*

- *Any* always has the meaning of "no limit". Compare:

<i>Is there something I can do to help?</i>	(I know what to do)
<i>Is there anything I can do to help?</i>	(I'll do whatever I can)
<i>Have you got some letters for me?</i>	(There are particular letters I am expecting)
<i>Have you got any letters for me?</i>	(I have no idea if you have letters for me or not)

Many and much

Use *many* with countable nouns and *much* with uncountable nouns. They are used mainly in questions and negatives.

<i>How many chairs are there?</i>	<i>There aren't many cushions.</i>
<i>How much money have you got?</i>	<i>There isn't much water here.</i>

Change of meaning

- Some words can be countable or uncountable with a change in meaning. The uncountable meaning is more general.

<i>a fish</i> (the animal)	<i>some fish</i> (a portion of food)
<i>a business</i> (a company)	<i>business</i> (in general)
<i>a noise</i> (a specific noise)	<i>noise</i> (in general)
<i>a hair</i> (a single piece)	<i>hair</i> (all together)
<i>a painting</i> (one object)	<i>painting</i> (the activity/hobby)

a work (a work of art)
a loaf (a loaf of bread)
a coffee (a cup of coffee)
a paper (a newspaper)
a wood (a small forest)
an iron (for pressing clothes)
a glass (for drinking)
I heard a strange noise.
I bought a painting last week.
Diana had a very good education.
A knowledge of boats is useful.
Can you buy a loaf from the shop?

work (in general)
some bread (in general)
some coffee (the material)
some paper (the material)
some wood (the material)
some iron (the material)
some glass (the material)
I can't stand noise.
Do you like painting?
Education is very important.
Knowledge is the key to success.
Can you buy some bread from the shop?

Other groups of nouns

- Some nouns have only a plural form with a plural verb: *clothes, contents, feelings, glasses* (for your eyes), *jeans, stairs, trousers*.

My trousers are too tight. The stairs are very steep.

- Some nouns have either a singular or plural verb: *army, audience, class, company, crowd, family, government, group, public, team*.

The Government have/has decided to resign.

- The word "news" is followed by a singular verb.

The news is on.

- The word "police" is followed by a plural verb.

The police are coming.

1 Underline the correct word of phrase in each sentence.

- 1 *How much/How many* pasta have we got?
- 2 Where *is/are* my new trousers?
- 3 I put *some/any* chocolate somewhere, but where is it?
- 4 Peter went to buy *a/some* glass so he could fix the broken Windows.
- 5 I'm afraid we haven't got *much/many* time.
- 6 *How much/How many* furniture shops are there?
- 7 I've found the milk but I can't find *a/some* glass.
- 8 Mary's advice *was/were* not very useful.

2 Choose the best alternative, a) or b), to complete each sentence.

- 1 The fire is going to go out. Can you go and get*some wood*...?

- 2 money all over the floor!
a) a wood b) some wood
- 3 Lemonade? Sorry, no, we haven,t got
a) There was b) There were
- 4 Peter keeps at the bottom of his garden.
a) some b) any
- 5 The information we were given
a) a chicken b) some chicken
- 6 people were there on the bus?
a) were very useful b) was very useful
- 7 Look at Rita's hair.!
a) How many b) How much
- 8 I've called the police and
a) It's green b) They're green
- 9 The assembly hall was full of
a) they're on their way b) it's on its way
- 10 The assembly hall was full of
a) a noise b) noise

3 Complete each sentence with one suitable word.

- 1 I wanted to have a bath but there wasn't any hot ...*water*...
- 2 When is the on? I haven't heard any today.
- 3 Tim's eyesight was bad and he had to have new
- 4 Laura had to pay extra at the airport because she had too much
- 5 If you want to make an omelette, there are some in the fridge.
- 6 You can't cut that with a knife. You need some
- 7 We need some bread. Could you go and buy a large
- 8 When the burglar ran out of the house, he was arrested by a



4 Put in *a, some or —*

OOOPS!

1-..... wine is not cheap and 2 good wine can cost a lot of money these days. So spare 3 thought for Mr Sokolin, 4 New York wine merchant, who recently lost 5 bottle of wine worth \$305,000 (or about \$50,000 6 glass!). It was 7 1784 Chateau Margaux which had once belonged to Thomas Jefferson, the third president of America. Mr Sokolin took the bottle to 8 wine tasting and put it on 9 table. The bottle was made of 10 dark glass and a waiter didn't notice it. He hit it with 11 tray, making 12 large hole in it. Most of the wine was lost, but Mr Sokolin was able to taste 13 of it. He said it was 'not very good', but the loss of the bottle was described as '14 terrible tragedy'.



PRONOUNS

- **Personal pronouns**

Form of personal pronouns

subject:	/	you	he	she	it	one	we	you	they
object:	me	you	him	her	it	one	us	you	them

Notes on the form of personal pronouns

- ✓ Though these words are called **personal pronouns**, they do not refer only to people. For example:
Your breakfast is ready *It is on the table*
- ✓ We call them 'personal pronouns' because they refer to grammatical 'persons' (1st, 2nd, 3rd) and can be grouped like this:
1st person: *I, we*
2nd person: *you*
3rd person: *He, she, it, one. They*

- ✓ Most European languages have two forms of *you*, an informal one for family, close friends, children, etc. and a formal one for strangers, superiors, etc. In English, we do not make this distinction: the one word, *you*, is used for everybody. There aren't different singular and plural forms of *you* (except for *yourself yourselves*).

Note that the singular subject pronouns *he she and it* have the same plural form: *they*; and the singular object pronouns *him her and it* have the same plural form: *them*.

- ✓ The choice of pronoun depends on the noun that is being replaced. Pronouns (except for *you*) agree with the nouns they replace in **number** (showing us whether they are referring to singular or plural). Some agree in **gender** (showing us whether they are referring to masculine, feminine or neuter):
John is here *He* (replacing *John*) *can't stay long.*
The windows are dirty *I must wash them* (replacing *windows*).
If you see Joanna please give her (replacing *Joanna*) *this message.*

- ✓ We do not normally use a noun and a pronoun together:
My friend invited me to dinner (Not **My friend, he. . . **)
I parked my car outside (Not **My car, I parked i t . . . **)

- **Subject pronouns**

Subject pronouns nearly always come before a verb in statements. They are used when the person or thing referred to can be identified by both speaker and hearer:

John didn't find us in so he left a message.

In English, the subject of a sentence *must be expressed*. If it is not directly expressed, its presence is strongly. This can be contrasted with some other European languages, where the use of subject pronouns can be optional.

*The first person singular: 'I'

The speaker or writer uses *I* when referring to himself or herself. This is the only personal pronoun which is always spelt with a capital letter.

Note that *I* is written as a capital letter whether it's at the beginning of a sentence or not:

I think therefore- I am- John told me I needn't wait

In polite usage it is usual to avoid mentioning yourself first:

Jane and I have already eaten (in preference to *I and Jane*)

*The second person singular and plural: 'you'

We use this when we address another person, or two or more people

Are you ready Jill or *Are you (both/all) ready?*

*The third person singular masculine: 'he'

He stands for a male person who has already been mentioned:

Don't expect David to accept your invitation He's far too busy

He is used in certain proverbial expressions to mean 'anyone':

He who hesitates is lost.

The third person singular feminine: 'she'

She stands for a female person who has already been mentioned:

Ask Jennifer if she'll be home in time for dinner.

The third person singular neuter: 'it'

It can refer to a thing, a quality, an event, a place, etc.:

That vase is valuable It's more than 200 years old.

Loyalty must be earned It can't be bought

I love swimming It keeps me fit

Last night I ran out of petrol It really taught me a lesson

You should visit Bath It's not far from Bristol

We can use *it* to identify people:

There's a knock at the door. Who is it? -It's the postman.

Who's that? -It's our new next-door neighbour Mrs Smith.

Compare this request for information (not identification):

Who's Mrs Smith? - She is our new next-door neighbour.

We also use *it* when we don't know the sex of a baby or child:

It's a lovely baby. Is it a boy or a girl?

We refer to an animal as *it* when the sex is not known or not worth identifying:

I'm fed up with that dog of yours It never stops barking.

*The first person plural: 'we' (two or more people)

We can include the listener or not:

Let's go, shall we? (including the listener)

We're staying here. What about you? (not including the listener).

We is often used to mean 'anyone/everyone', e.g. in newspapers:

We should applaud the government's efforts to create more jobs.

We is used in the same way in general statements:

We all fear the unknown.

*The third person plural: 'they' (two or more people, things, etc.)

They can stand for persons, animals or things already mentioned

John and Susan phoned. They're coming round this evening.

Look at those cows! They never stop eating.

Our curtains look dirty. They need a good wash.

They can be used in general statements to mean 'people':

They say (or *People say*) *oil prices will be going up soon.*

They is also commonly used to refer to 'the authorities':

They're putting up oil prices again soon.

They is also used to mean 'someone else, not me':

If you ask at Reception they will tell you where it is

• Omission of subject in abbreviated statements

In everyday speech, we sometimes omit subject pronouns:

Found this in the garden. Know who it belongs to?
(= / found this in the garden. Do you know who it belongs to?)

- **Object pronouns**

Object pronouns replace nouns in object positions. They can be:

- direct objects
- indirect objects
- objects of prepositions

*Have you met **Marilyn**? I've never met **her**.*
*If you see Jim give **him** my regards.*
*I really feel sorry **for them***

In polite usage it is usual to avoid mentioning yourself first:

*They were met by **John and me** (in preference to *me and John*)*

In everyday speech, it is normal for unstressed *him her* and *them* to be pronounced *im, er* and *em*.

Give 'im the money. Give 'er a kiss. Give 'em all you've got.

- **Gender in relation to animals, things and countries**

*Animals are usually referred to with *it* as if they were things. We only use *he, she, who*, etc. when there is a reason for doing so. For example, animals may be 'personalized' as pets, as farm animals, or in folk tales, and referred to as male or female:

*What kind of dog is **Spot**? **He's** a mongrel.*

Or in folk stories: *'It's late,' the hare said as **he** looked at **his** watch.*

* We use *he* or *she* to refer to 'lower animals' when, for example, we regard their activities with interest:

*Look at that frog! Look at the way **he** jumps!*

*We sometimes refer to ships, cars, motorbikes and other machines as *she*, when the reference is 'affectionate':

*My old car's not fast, but **she** does 50 miles to the gallon.*

*Some writers refer to a country as *she* when they're thinking of it 'as a person':

*In 1941, America assumed **her** role as a world power.*

1 Put in the missing pronouns (including *who*).

TOO MUCH TO BEAR!

If you're on holiday in the Western Islands of Scotland and 1....**you**... see a bear, avoid 2.....! It might turn out to be Hercules, the famous star 3..... has appeared in TV ads, films and cabaret. Hercules disappeared when his owner, Andy Robbins, took 4for a swim. Police and troops have joined in the search, but 5..... haven't had any success. After all, Hercules is unlikely to appear suddenly, shouting, 'It's 6..... ! Here 7..... am!' The search party are carrying yoghurt and bananas to offer the bear because that's what 8..... likes best. 9..... Isn't dangerous, but 10s very hungry,' a searcher said. So if you see a ten-foot bear in the Western Islands, make sure 11 are carrying some bananas. 12 may be just what a hungry bear is waiting for and if 13don't find 14,you can always eat 15yourself!

POSSESSION

's (apostrophe s)

- We use apostrophe s to show that something belongs to a person. We can use the 's form without a following noun if the meaning is clear.

*This is **Jim's scarf**.*

*Those are **Helen's gloves**.*

*Where is **the director's office**?*

*This is **Jim's**.*

*Those are **Helen's**.*

- An apostrophe is sometimes used when something is part of another thing.

*Where is the **book's title**?*

What is the **plan's name**?

- With plural nouns with add the apostrophe only.

Those are the **students' coats**.

- A special use of 's is to refer to someone's home, a shop name or a place name.

George bought this melon in the **greengrocer's**/ in **Smith's**.
I went to the **doctor's** and the **dentist's** on the same day.

- Apostrophe s can also be a short form of *is* or *has*.

It's a lovely day. (*It's= it is*)
It's got a battery. (*It's= it has*)

Of and compound nouns

- We use *of* to show that one thing belongs to or with another thing.

*It's at the end **of the street**.* (~~NOT *the street's end*~~)
*I haven't read the last 20 pages **of the book**.* (~~NOT *the book's last 20 pages*~~)

- Compound nouns are formed from two nouns together. The first nouns is like an adjective and describes the second noun.

*I saw the shirt in a **shop window**.*
*I bought some new **football boots**.*

- Compound nouns are very common in technical descriptions.

*Loosen the **corner brackets** first.*

- A hyphen is sometimes used to join the words. Check in a dictionary to see when a hyphen is used.

*I've already done the **washing-up**.*

Possessive adjectives

- Possessive adjectives are used before nouns.

my your her his its our their

- We do not use an article (*the* or *a*) with a possessive adjective.

*Peter is **my** cousin. He doesn't live in **our** town.*

- We can add *own* to a possessive adjective for emphasis.

*Paul cooks all **his own** meals.*

*This isn't **my own** bike. I've borrowed it from a friend.*

Possessive pronouns

- Possessive pronouns are used instead of a possessive adjective and noun.

mine yours hers his ours theirs

- Possessive pronouns stand on their own. They are not used with another noun.

*This is **my bike**. (possessive adjective + noun)
This bike is **mine**. (possessive pronoun)*

- There is no apostrophe in possessive pronouns ending in **s**.

*Whose keys are these? Are they **yours** or **mine**?
Yours are on the table. These are **mine**.*

- **Double possessive**

We can also use two possessive forms together when we describe the relationship between people:

1 *of* and apostrophe *s*

*Mike is a friend **of my brother's**.*

2 *of* and possessive pronoun

*I met a cousin **of mine** at the party.*

A common usage of this structure is to describe things owned by people.

*Do you like this new hat **of mine**?*

1 Put an apostrophe where necessary.

1 Tell Monica it's Elena's turn, not hers.

..... *Tell Monica it's Elena's turn, not hers*.....

2 Alice's younger brothers called Bill.

.....

3 Tim's sandwiches were tastier than ours.

.....

4 The film's beginning is good but its ending is weak.

.....

5 Are these keys yours or hers?

.....
6 Barbara fills in the patients record cards at the doctors.
.....

7 When its raining, everybodys raincoats get wet.
.....

8 The managers assistant reads all the customers letters.
.....

9 Your sisters dog runs faster than ours.
.....

10 Ones our teachers car and the others a visitors.
.....

2 Make two compound words from the words listed.

1	football	cheese	boot	sandwich
	<i>football boot</i>	<i>cheese sandwich</i>
2	window	pocket	coat	shop

3	gate	garden	light	bicycle

4	department	cottage	store	country

5	engine	singer	rock	fire

6	post	sharpener	office	pencil

7	ground	report	school	football

8	assistant	shop	station	railway

3 Underline the errors in these sentences. Rewrite each sentence.

1 There are two bus stop's near my house.

..... *There are two bus stops near my house*.....

2 Our cat sleep's all day in it's bed.
.....

3 Have you met the sister of Jane?

.....
4 Creature's like these live at the sea's bottom.

.....
5 This book is the mine.

.....
6 Those are two friends' of my fathers.

.....
7 Everybodys drawing's were better than our's.

.....
8 Are these your's or mine glove's?

.....
9 The house stand's on it's own at the street's end.

.....
10 I noticed these shoe's in a window.

ADJECTIVES

- **What an adjective is and what it does**

An adjective describes the person, thing, etc which a noun refers to.

We use adjectives to say what a person, etc is like or seems like. For example, adjectives can give us information about:

Quality	a beautiful dress a nice day
Size	a big car a small coin a tall man
Age	a new handbag a young man
Temperature	a cool evening a hot day
Shape	a round table a square box
Colour	blue eyes grey hair a white horse
Origin	a Japanese camera a Swiss watch

Many adjectives can answer the question *What like?* and, depending on context, can give general or precise information.

*What's Tom like (to look at)? - He's **dark/short/tall***

*What's Pam like (as a person)? - She's **clever/kind/witty***

*What's the car like? - It's **new/old/red/rusty***

*What's the car like to drive? - It's **difficult/fast/slow***

- **Adjectives: word order**

When we use more than one adjective to describe a noun, we have to take care with the word order. Hard and-fast rules cannot be given, since much depends on the emphasis a speaker wishes to make. A general guide is as follows:

Opinion	<i>lovely, difficult</i>
Size	<i>large, long</i>
Age	<i>old, second-hand</i>
Shape	<i>round, square</i>
Temperature	<i>hot, cold</i>
Colour	<i>green, blue</i>
Material	<i>wooden, plastic</i>
Purpose (what it is for?)	swimming pool
Final noun	swimming pool

An old leather football boot. (age, material, purpose, noun)
A lovely green silk shirt. (opinion, colour, material, noun)

Avoid putting more than three adjectives together.

- In the "material" and "purpose" categories we can use nouns as adjectives: *plastic, steel, swimming, football.*

*A new **swimming** pool.*

Gradable adjectives

- Some adjectives can form a sequence:

boiling → *hot warm cool cold* → *freezing*

Adjectives in the middle of the sequence are called "gradable". We can make them stronger or weaker with words like *very, abit, extremely, rather, quite.*

It was very/extremely/rather/quite warm last night.

Adjectives at the end of the sequence are called "non-gradable". We cannot make them stronger or weaker because they are already extreme. But we can emphasize them with *absolutely.*

*It was **absolutely boiling** in Athens last week.* (NOT ~~very boiling~~)

Adjectives ending **-ing** and **-ed**

- Adjectives ending **-ing** describe something outside us that we have feelings about.

Adjectives ending **-ed** describe feelings inside us.

*My work was **tiring**. It made me **tired**.*

*This film is **interesting**. I'm **interested** in the film.*

Others of the same kind are: *excited/exciting, embarrassed/embarrassing, worried/worrying, bored/boring.*

Adjectives with **be, become, feel, look**

- Adjectives can be used on their own, without a noun, after these verbs.

*This beach is **fantastic** Sue has **become rich**.*

*I **feel terrible!** You **look ill!***

We use 'and' between two adjectives. With three adjectives we use a comma between the first two, then 'and' before the last.

*Sue has become **happy and rich**. Sue has become **happy, rich and famous**.*

One

- We can use **one** instead of repeating a noun.

*I like your new coat. It's a really **lovely one!***

• COMPARISON OF ADJECTIVES

Shorter adjectives: form of regular comparison

Only gradable adjectives compare. Most common adjectives are short words (usually of one syllable and not more than two syllables). They form their comparatives and superlatives as shown.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
1- clean	cleaner	cleanest
2- big	bigger	biggest
3- nice	nicer	nicest
4- tidy	tidier	tidiest
5- narrow	narrower	narrowest

Spelling of comparative and superlative forms

1 Most one-syllable adjectives form their comparatives and superlatives like clean: **-er** and **-est** are added to their basic forms.

Other examples like clean are: cold cool great hard, high low neat new short small thick weak.

2 Many one-syllable adjectives end with a single consonant after a single vowel-letter. This consonant doubles in the comparative and superlative, as in the case of big. Other examples like big are: *fat fatter fattest sad sadder saddest thin thinner thinnest wet wetter wettest.*

Compare adjectives like *full small tall*, etc. which end with a double consonant and form their comparatives and superlatives like *clean: tall taller tallest.*

3 Many one-syllable adjectives end in **-e**, like nice. These add **-r** and **-st** to the basic form, pronounced e.g./naisəst/. Other examples like nice are: *fine large late safe strange*. And note *free freer*.

4 Some adjectives, like *tidy*, end in **-y** with a consonant letter before it.

These adjectives are usually two-syllable. In the comparative and superlative **-y** is replaced by **-i** (*tidy, tidier, tidiest*).

Other examples like *tidy* are: *busy dirty, dry early easy empty, funny, heavy ready, sleepy*. (But note *shy shyer shyest*.)

A few adjectives have a vowel before a -y ending, like *gay grey fey*, and these simply take the endings -er and -est.

5 Some other two-syllable adjectives can form their comparatives and superlatives regularly. Other examples like *narrow* are: *clever common gentle simple*.

Irregular comparative and superlative forms

ADJECTIVE	COMPARATIVE	SUPERLATIVE
<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther</i> <i>further</i>	<i>farthest</i> <i>furthest</i>
<i>old</i>	<i>older</i> <i>elder</i>	<i>oldest</i> <i>eldest</i>
<i>much</i>	<i>more</i>	<i>most</i>
<i>many</i>		
<i>little</i>	<i>less</i>	<i>least</i>

Longer adjectives: form of regular comparison

Most longer adjectives (i.e. of two or more syllables) combine with the quantifiers *more less* to form their comparatives and *most least* to form their superlatives. *Less* can be used with one-syllable adjectives (less *big*) but *more, most* and *least* are not normally used in this way. *More* is occasionally used with one-syllable adjectives (e.g. *It's more true to say that British English is influenced by American, rather than the other way round*) *More/less* can never be used in front of a comparative (e.g. *happier*), nor can *most/least* be used in front of a superlative (e.g. *happiest*).

adjective	comparative	superlative
1 <i>pleasant</i>	<i>pleasanter</i> <i>more pleasant</i> <i>less pleasant</i>	<i>pleasantest</i> <i>most pleasant</i> <i>least pleasant</i>
2 <i>careful</i> <i>expensive</i>	<i>more careful</i> <i>less careful</i> <i>more expensive</i> <i>less expensive</i>	<i>most careful</i> <i>least careful</i> <i>most expensive</i> <i>least expensive</i>
3 <i>bored/</i> <i>boring</i>	<i>more</i> <i>bored/boring</i> <i>less bored/ boring</i>	<i>most bored/boring</i> <i>least bored/</i> <i>boring</i>

1 Some two-syllable adjectives can form their comparatives and superlatives either with -er and -est or with *more less* and *most/least*.

Other examples like *pleasant* are: *clever common, gentle handsome happy, narrow quiet, shallow simple stupid tired*.

- 2 The comparatives and superlatives of other two-syllable adjectives must always be with *more/less* and *most/least*. These include all **adjectives ending in -ful or -less** (*careful careless useful, useless*).
- 3 Adjectives ending in *-ed* and *-ing* such as *amused/amusing annoyed/annoying* **require more, less and most/least to form** their comparatives and superlatives.

The use of the comparative form of adjectives

We use the comparative when we are comparing one person or thing, etc. with another. Comparison may be between:

- **single items:** *Jane is taller than Alice.*
- **a single item and a group:** *Jane is taller than other girls.*
- **two groups:** *The girls in class 3 are taller than the girls in class 1.*

The use of the superlative form of adjectives

We use the superlative when we are comparing one person or thing with more than one other in the same group. The definite article *the* is used before a superlative in a phrase or sentence:

- This is **the cleanest/tidiest** room in the house*
- This is **the best/worst** room in the hotel*
- Who is **the tallest** John, Mary or Sue? - Sue is **the tallest***
- First class is **the most expensive** way to travel.*

1 Put each group of words into the best order.

1. old a plastic large bag green

.....*a large old green plastic bag*.....

2. wooden square two tables

.....

3. red a dress silk beautiful

.....

4. silver a of jugs antique pair

.....

5. bowl small a plastic

.....

6. winding road country long a

.....

7. boots some old football dirty

.....

8. cotton long a skirt yellow

9. squeezed cold juice a freshly glass orange of



2 Put in the right forms. Alternatives are possible.

THE CHAMP

The two men were sitting at the bar. The one (near) 1 **nearer** to me was the (big) 2 and (strong) 3 man I have ever seen. The one (far) 4 from me was the (small/little) 5 and (weak) 6 They were having the (violent) 7 argument I had ever heard. Suddenly the little man said, 'It's a case of the (small) 8 brain in the world fitted into the (big) 9 head!' They were his (last/latest) 10 words. The little man didn't know what hit him as he fell to the floor. 'When Shortie wakes up, tell him that was my (better/best) 11 Karate chop,' the big man told the barman as he left. The next evening, King Karate was at the bar as usual when Shortie crept in quietly, swung his arm and the champ fell to the floor. 'When Karate wakes up,' Shortie said, 'tell him it was my (oldest/ eldest) 12 Land Rover starting handle.'

ADVERBS

- **What an adverb is and what it does**

The word *adverb* (ad-verb) suggests the idea of adding to the meaning of a verb. This is what many adverbs do. They can tell us something about the action in a sentence by **modifying** a verb, i.e. by telling us how, when, where, etc. something happens or is done.

*Paganini played the violin **beautifully*** (How did he play?)

- Many "how" adverbs are formed by adding *-ly* to an adjective.

*slow- **slowly** quick- **quickly** careful- **carefully***

TYPE OF ADVERB

manner (how)
 frequency (how often)
 degree (how much)
 time (when)
 place (where)
 direction (which way)

*slowly quickly carefully well
 often sometimes never usually
 very really a lot a little a bit quite terribly
 today soon last week at the weekends
 here upstairs in an office
 left right straight on across (the road) through (the grass)*

EXAMPLES

*Lions move **slowly** and **silently**.
 Lions **usually** move very slowly.
 Lions move **very** slowly.
 We don't work **at the weekends**.
 I work **in an office**
 Lions move **through the grass**.*

- Some adverbs have the same form as adjectives. Examples include: *fast, hard, early, late, high, low, right, wrong*.

*This train is very **fast**. (adj) This train goes **fast**. (adv)
 It was a very **hard** question. (adj) We worked **hard**. (adv)*

- The adverb *hardly* is not related to the meaning of **hard**.

*I could **hardly** stand up. ("hardly" = almost not)*

- Remember that frequency adverbs come after *be* and auxiliaries, but before other verbs.

Katherine is never late.

She has never arrived late.

Katherine never arrives late.

Adverbs of degree (intensifiers)

- Adverbs of degree with adjectives describe *how much*.

Peter is very/really/extremely happy at his new school.

1 Write the missing adverbs.

adjective	<i>slow</i>	<i>happy</i>	<i>usual</i>	<i>early</i>	<i>fast</i>	<i>hard</i>	<i>good</i>
adverb	<i>slowly</i>						

2 Complete the sentences, using the adverbs from Exercise 1.

- 0 Lift the weights *slowly*..... or you'll hurt yourself.
- 1 We found a good seat because we arrived
- 2 Jake's a fantastic artist. He can paint really
- 3 My parents have been married for more than thirty years.
- 4 If you want to pass the exam you need to work
- 5 I have a hot drink before I go to bed.
- 6 You shouldn't drive so – it's dangerous!

3 Complete each sentence with one of the words from the box. Use each word once only.

extremely fast good ~~happy~~ hard hardly ill quite terrible well

- 1 When I heard that Suzannah had passed her driving test I was really ... *happy*.....
- 2 Jack dances very and never steps on people's feet.
- 3 Alan was so tired that he could keep his eyes open.
- 4 The hotel was, but we didn't like the food in the restaurant.
- 5 Alison was extremely and spent a month in hospital.
- 6 George was driving too and was stopped by the police.
- 7 It's not a wonderful film, but it's good.
- 8 Gina worked very and was given an extra holiday.
- 9 When I realized I hadn't paid for the coat, I felt
- 10 I can't afford to buy that bike because it's expensive.

PREPOSITIONS

What a preposition is and what it does

- We normally use prepositions in front of nouns or noun phrases, pronouns or gerunds to express a relationship between one person, thing, event, etc. and another:

preposition + noun: gave the book to Charlie
preposition + pronoun: gave it to him
preposition + gerund: Charlie devotes his time to reading

Some relationships expressed by prepositions are:

Space: We ran across the field

Time: The plane landed at 4 25 precisely

Cause: Travel is cheap for us because of the strength of the dollar

Means: You unlock the door by turning the key to the right

- There are over 100 prepositions in English. The most common single-word prepositions are:

<i>about</i>	<i>beside</i>	<i>near</i>	<i>to</i>
<i>above</i>	<i>between</i>	<i>of</i>	<i>towards</i>
<i>across</i>	<i>beyond</i>	<i>off</i>	<i>under</i>
<i>after</i>	<i>by</i>	<i>on</i>	<i>underneath</i>
<i>against</i>	<i>despite</i>	<i>onto</i>	<i>unlike</i>
<i>along</i>	<i>down</i>	<i>opposite</i>	<i>until</i>
<i>among</i>	<i>during</i>	<i>out</i>	<i>up</i>
<i>around</i>	<i>except</i>	<i>outside</i>	<i>upon</i>
<i>as</i>	<i>for</i>	<i>over</i>	<i>via</i>
<i>at</i>	<i>from</i>	<i>past</i>	<i>with</i>
<i>before</i>	<i>in</i>	<i>round</i>	<i>within</i>
<i>behind</i>	<i>inside</i>	<i>since</i>	<i>without</i>
<i>below</i>	<i>into</i>	<i>than</i>	
<i>beneath</i>	<i>like</i>	<i>through</i>	

- Although most prepositions are single words, some pairs and groups of words operate like single prepositions:

*They were unable to attend **because of** the bad weather in Ireland.*

*Jack'll be playing in the team **in place of** me.*

***In addition to** getting a large fine, both brothers were put in prison for three months.*

*I always get nervous when I have to speak **in front of** an audience.*

*We estimate that there'll be **up to 10,000** people at the concert.*

- The most common prepositions that consist of groups of words are:

<i>ahead of</i>	<i>except for</i>	<i>instead of</i>	<i>owing to</i>
<i>apart from</i>	<i>in additions to</i>	<i>near to</i>	<i>such as</i>
<i>as for</i>	<i>in front of</i>	<i>on account of</i>	<i>thanks to</i>
<i>as well as</i>	<i>in place of</i>	<i>on top of</i>	<i>up to</i>
<i>because of</i>	<i>in spite of</i>	<i>out of</i>	
<i>due to</i>	<i>inside of</i>	<i>outside of</i>	

Prepositions or conjunctions?

- Some words which are prepositions also function as conjunctions. When we use a preposition that is followed by a clause, it is functioning as a conjunction; when we use a preposition that is followed by a noun phrase, it stays as a preposition. Among the most common are: *after, as, before, since, until.*

After I'd met him last night, I texted his sister at once. (conjunction)
After the meeting last night, I texted his sister at once. (preposition)
We'll just have to wait **until** they decide what to do. (conjunction)
Okay, we'll wait here **until** six o'clock. (preposition)

Prepositions or adverbs?

- Several words which are prepositions also belong to the word class of adverbs. These include: *about, across, around, before, beyond, in, inside, near, opposite, outside, past, round, through, under, up, within.*

*There were lots of people waiting for a taxi **outside** the club.* (preposition)

A: *Where's your cat?*

B: *She's **outside**.* (adverb)

*The gallery is **opposite** the Natural History Museum.* (preposition)

A: *Can you tell me where the bus station is?*

B: *It's over there, just **opposite**.* (adverb)

Prepositions and adjectives

- We commonly use prepositions after adjectives. Here are the most common adjective + preposition patterns.

Adjectives	Preposition	
<i>aware, full</i>	<i>of</i>	<i>They weren't aware of the time.</i>
<i>different, separate</i>	<i>from</i>	<i>Is French very different from Spanish?</i>
<i>due, similar</i>	<i>to</i>	<i>This picture is similar to the one in our living room.</i>
<i>familiar, wrong</i>	<i>with</i>	<i>What's wrong with Isabella?</i>
<i>good, surprised</i> (We can also say <i>surprised by</i>)	<i>at</i>	<i>We were really surprised at the price of food in restaurants on our holidays.</i>
<i>interested</i>	<i>in</i>	<i>Lots of people are interested in Grand Prix racing but I'm not.</i>
<i>responsible, good</i>	<i>for</i>	<i>Exercise is good for everyone.</i>
<i>worried, excited</i>	<i>about</i>	<i>We're really excited about our trip to Argentina.</i>

Prepositions and nouns

- Many nouns have particular prepositions which normally follow them:

*There's been a large **increase in** the price of petrol.*

*Does anyone know the **cause of** the fire?*

Prepositions and verbs

- Many verbs go together with prepositions to make prepositional verbs. These always have an object:

*I just couldn't **do without** my phone.*

*Robert **accused her of** stealing his idea.*

- Phrasal-prepositional verbs contain a verb, an adverb particle and a preposition (underlined). We cannot separate the particle and the preposition:

*The taxi is **due any minute**. Can you **listen out** for it?*

*I can't **put up** with this noise any longer.*

- Traditional grammatical rules say that we should not have a preposition at the end of a clause or sentence. However, we sometimes do separate a preposition from the words which follow it (its complement). This is called preposition stranding, and it is common in informal styles:

*She was someone **to whom** he could talk.* (formal)
*She was someone **who** he could talk **to**.* (informal)
***Which** room are they having breakfast **in**?* (informal)
***In which** room are they having breakfast?* (formal)

- If we leave out words that are clear from the context (ellipsis), we can use *wh-* questions with a *wh-* word + stranded preposition:

A: *The office is moving next year.*
B: *Really, where **to**?*

A: *I'm going to buy some flowers online.*
B: *Who **for**?*
A: *My mother.*

Prepositions of movement and position

Prepositions of time

"At a point", "in an area" and "on a surface"

- 1 We use *to/from* and *into/out of* to show direction with movement:
 - *to/from*: She has gone **to Paris**. She has just come home **from Paris**.
 - *into/out of*: I went **into the shop**. I came **out of the shop**.
- 2 We use *at, in, on* to show position after movement: *at a point, in an area, on a surface*. We can use *at* with some nouns to mean 'a (meeting) point' or *in* to mean 'inside':
 - I'll meet you **at the airport**.* (= that's the meeting point)
 - I'll meet you **in the airport**.* (= inside the building)
 - Typical nouns like this are: *the cinema, the office, the bank, the library, (the) school.*
- 3 We use *at* mainly with:
 - public places/buildings: *at the airport, the bus stop, the Grand Hotel, the butcher's.*
 - addresses: *at his sister's, 24 Cedar Avenue.*
 - nouns with zero article: *at home, church, college, school, university* [> 3.6B]
 - events: *at a concert, a dance, a dinner, a funeral, a meeting, a party, a wedding.*
*He's gone **to a party**. He is **at a party**.*
*He's been **to a party**. He was **at a party**.*
- 4 We use *in* mainly with:
 - large areas: *in Europe, Asia, the Antarctic, the Andes, the Sahara, Texas, the Pacific.*
 - towns/parts of towns: *in Canterbury, Chelsea, Dallas, Manhattan, New York, Paris.*
 - outside areas: *in the garden, the park, Hyde Park, the street, the old town, the desert.*
 - rooms: *in the bathroom, his bedroom, the garage, the kitchen, the waiting room.*
 - nouns with zero article: *in bed, chapel, church, hospital, prison.* [> 3.6B]
*He's gone **to Texas**. He is **in Texas**.*
*He's been **to Texas**. He was **in Texas**.*

Supply *at* or *in*.

- 1 He's gone to the station. He's probably*at*..... the station now.
- 2 She's gone to school. She's probably school now.
- 3 He flew from London. He's probably Paris now.
- 4 He's gone into the garden. He's the garden now.
- 5 She's gone to bed. She's bed now.
- 6 He's gone to a dinner party. He's probably the dinner now.
- 7 She's gone to a wedding. She's probably the wedding now.
- 8 He's gone to the kitchen. He's probably the kitchen now.
- 9 They've come out of the desert. They're probably the jungle now.
- 10 They've gone to New York. They're probably New York now.
- 11 She's gone to the waiting room. She's probably the waiting room now.
- 12 He's been sent to prison. He's probably prison now.
- 13 She's gone to the doctor's. She's probably the doctor's now.
- 14 He's gone home. He's probably home now.
- 15 She's gone to the old town. She's probably the old town now.
- 16 They've sailed to the Pacific. They're probably the Pacific now.
- 17 We live 14 Woodland Avenue.
- 18 She was taken to hospital. She's hospital now.

Prepositions of time: 'at', 'on' and 'in'

- We use *at* for:
exact time: *at 10 o'clock*
meal times: *at lunch time*
points of time: *at night*
festivals: *at Christmas*
age: *at the age of 14*
+ 'time': *at this/that time*
- We use *on* for:
days of the week: *on Monday, on Mondays*
parts of the day: *on Monday morning*
dates: *on June 1st*
particular occasions: *on that day*
anniversaries: *on your birthday*
festivals: *on New Year's Day*
- We use *in* for:
parts of the day: *in the evening*
months: *in May*
years: *in 2050*
seasons: *in (the) spring*
centuries: *in the 20th century*
periods: *in Ramadan, in two years' time.*

1 Supply *at*, *on* or *in*.

- 1 I'll meet you *at* 10.30 *on*..... Monday, June 14.
- 2 We're taking our holiday July.
- 3 I always finish work early Fridays.

- 4 Who knows what the world will be like the year 2030?
- 5 You don't want anything to go wrong your wedding day.
- 6 the 19th century many children died before they were a year old.
- 7 We got up dawn and reached the summit noon.
- 8 the age of 14 I realized I would never become a brain surgeon.
- 9 The birds don't find much to eat in our garden winter.
- 10 What will you be doing the holidays?
- 11 What will you be doing New Year's Day?
- 12 The year was 1986. that time I was working as a waiter.
- 13 We try to get away Christmas time.
- 14 I'll see you ten days' time.
- 15 They prepared a surprise for me at the office my birthday.

2 Supply the missing prepositions

People who live ¹..... in California have every reason to be afraid of earthquakes. No one has ever forgotten the great quake that destroyed San Francisco ²..... 1906. ³..... May, 1988, the people of Los Angeles panicked. According to a prophecy made ⁴..... the 16th century by a prophet called Nostradamus, the city would be destroyed early ⁵..... 1988. During the panic, parents didn't send their children ⁶..... school and people didn't go ⁷..... work. No one stayed ⁸..... home, either. The airlines did great business carrying people who fled ⁹..... their 'doomed city'. Which is more puzzling: how Nostradamus knew that a city which didn't even exist ¹⁰..... his time would be destroyed ¹¹..... the 20th century, or the behaviour of the people who believed 'the prophecy'?



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