

# ESL GRAMMAR AND EFL

## PRONOUNS

Pronouns **replace nouns or phrases**.

### PERSONAL PRONOUNS AND ADJECTIVES

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

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

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

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

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

### INDEFINITE PRONOUNS

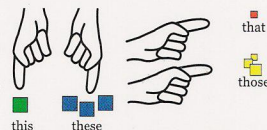
Indefinite pronouns refer to unspecified people, things, or places.

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

### DEMONSTRATIVES

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

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



## PREPOSITIONS and CONJUNCTIONS

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

### PREPOSITIONS

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

**Prepositional phrases indicate . . .**

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

### CONJUNCTIONS

#### Coordinating conjunctions

Join two parallel-structured pieces.

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

#### Subordinating conjunctions

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

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

## SENTENCES

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

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

### PARTS OF A SENTENCE

#### Subject

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

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

#### Verb

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

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

#### Direct Object

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

#### Indirect Object

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

### NEGATING SENTENCES

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

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

### Negating forms of the verb to be

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

### Negating a sentence with no auxiliary verb

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

### YES/NO QUESTIONS

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

### If the sentence has an auxiliary verb

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

### If the main verb is a form of to be

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

### If the sentence has no auxiliary verb

Convert the sentence to the equivalent emphatic form by replacing the verb by **do, does, or did + base form**, as above.

1. Convert the sentence to the equivalent emphatic form by replacing the verb by **do, does, or did + base form**, as above.  
He ate a cheese sandwich. >  
He **did eat** a cheese sandwich. >  
**Did** he eat a cheese sandwich?  
Marina smokes like a chimney. >  
Marina **does smoke** like a chimney. >  
**Does** Marina smoke like a chimney?
2. Move **do, does, or did** to the beginning.

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

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

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

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

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# VERBS

Verbs show actions, feelings, or states of being.

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

## TYPES OF VERB TENSES

### Simple Tenses

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

### Compound Tenses

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

### Perfect Tenses

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

### Continuous Tenses (also known as Progressive Tenses)

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

## AUXILIARY VERBS

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

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

## REGULAR VERB FORMS

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

**Base form:** The dictionary form

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

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

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

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

**Past participle:** Same as simple past for regular verbs.

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

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

## IRREGULAR VERBS:

**to BE, to HAVE, to DO, to GO**

|     | TO BE    |              | TO DO    |             | TO GO    |             |
|-----|----------|--------------|----------|-------------|----------|-------------|
|     | Present  | Contractions | Present  | Simple Past | Present  | Simple Past |
| 1st | I am     | I'm          | I do     | I was       | I go     | I went      |
| 2nd | you are  | you're       | you do   | you were    | you go   | you went    |
|     | he is    | he's         | he does  | he was      | he goes  | he went     |
| 3rd | she is   | she's        | she does | she was     | she goes | she went    |
|     | it is    | it's         | it does  | it was      | it goes  | it went     |
| 1st | we are   | we're        | we do    | we were     | we go    | we went     |
| 2nd | you are  | you're       | you do   | you were    | you go   | you went    |
| 3rd | they are | they're      | they do  | they were   | they go  | they went   |

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

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

|                     |       |                     |       |                     |       |
|---------------------|-------|---------------------|-------|---------------------|-------|
| past tense:         | did   | past tense:         | went  | past tense:         | went  |
| past participle:    | done  | past participle:    | gone  | past participle:    | gone  |
| present participle: | doing | present participle: | going | present participle: | going |

## VERB TENSES

### PRESENT TIME

| Simple Present | PRESENT TIME   |          |          |                   |
|----------------|--|----------|----------|-------------------|
|                | Verb Forms   | Negative | Question | Negative Question |
| <b>Use</b>     | A finite action happening in the present: <i>I buy milk. Then I drive home.</i><br>A habitual action: <i>He likes shopping. I walk to work on Tuesdays.</i><br>A fact or an abstract action: <i>What happens when you die?</i> |          |          |                   |
| <b>Form</b>    | With <i>I, you, we, they</i> : use <b>base form</b><br>With <i>he, she, it</i> : use <b>base form + s</b>  |          |          |                   |
|                | I eat  | we eat   | you eat  | they eat          |
|                | you eat  | he eats  | she eats | they eat          |
|                | I eat  | we eat   | you eat  | they eat          |
|                | you eat  | he eats  | she eats | they eat          |

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

### PAST TIME

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

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

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

# VERBS (CONTINUED)

## PAST TIME (CONTINUED)

| Past Perfect                   | Use   |                                  |   |  |
|--------------------------------|---|----------------------------------|---|--|
|                                | A past action completed before another past event: <i>She <b>had never been</b> to Mexico before last year.</i> |                                  |   |  |
|                                | Form <b>had</b> + <b>past participle</b> of verb  |                                  |   |  |
| Verb Forms                     | Negative  | Question                         | Negative Question                       |  |
| You had eaten.<br>You'd eaten. | You had not eaten.<br>You hadn't eaten.   | Had you eaten?<br>—Yes, you had. | Had you not eaten?<br>Hadn't you eaten? |  |

| Present Perfect Continuous               | Use   |  |   |  |
|--|---|--|---|--|
|  | An action continuing in the past until now: <i>I <b>have been knitting</b> that sweater for three months.</i> |  |   |  |
|  | Form <b>have been</b> or <b>has been</b> + <b>-ing form</b> of verb   |  |   |  |
| Verb Forms                               | Negative  | Question                               | Negative Question                                 |  |
| I have been eating.<br>I've been eating. | I have not been eating.<br>I haven't been eating.   | Have I been eating?<br>—No, I haven't. | Have I not been eating?<br>Haven't I been eating? |  |

| Past Perfect Continuous | Use  |                     |                        |  |
|-------------------------|--|---------------------|------------------------|--|
|                         | A past action interrupted by another past event: <i>Eliza <b>had been sleeping</b> for two hours when Sarah came in.</i> |                     |                        |  |
|                         | Form <b>had been</b> + <b>-ing form</b> of verb  |                     |                        |  |
| Verb Forms              | Negative   | Question            | Negative Question      |  |
| He had been eating.     | He had not been eating.  | Had he been eating? | Hadn't he been eating? |  |

## FUTURE TIME

| Simple Future                | Use  |                                  |   |  |
|------------------------------|--|----------------------------------|---|--|
|                              | A promised future action: <i>I <b>will see</b> you tomorrow.</i> |                                  |   |  |
|                              | Form <b>will</b> + <b>base form</b> of verb                      |                                  |   |  |
| Verb Forms                   | Negative   | Question                         | Negative Question                                   |  |
| I will eat.<br>I'll eat.     | I will not eat.<br>I won't eat.                                  | Will I eat?<br>—Yes, I will.     | Will I not eat? ( <i>rare</i> )<br>Won't I eat?     |  |
| You will eat.<br>You'll eat. | You will not eat.<br>You won't eat.                              | Will you eat?<br>—No, you won't. | Will you not eat? ( <i>rare</i> )<br>Won't you eat? |  |
| He will eat.<br>He'll eat.   | He will not eat.<br>He won't eat.                                | Will he eat?<br>—Yes, he will.   | Will he not eat? ( <i>rare</i> )<br>Won't he eat?   |  |

| Future Continuous                    | Use  |                                    |   |  |
|--------------------------------------|--|------------------------------------|---|--|
|                                      | An (interrupted) future action: <i>He <b>will be painting</b> the house when you come tonight.</i> |                                    |   |  |
|                                      | Form <b>will be</b> + <b>-ing form</b> of verb   |                                    |   |  |
| Verb Forms                           | Negative   | Question                           | Negative Question                           |  |
| I will be eating.<br>I'll be eating. | I will not be eating.<br>I won't be eating.  | Will I be eating?<br>—No, I won't. | Will I not be eating?<br>Won't I be eating? |  |

| Future Perfect      | Use  |                     |                      |  |
|---------------------|--|---------------------|----------------------|--|
|                     | An action that will be finished before some time in the future.<br><i>rare</i> <i>The children <b>will have eaten</b> all the candy before the party tomorrow.</i> |                     |                      |  |
|                     | Form <b>will have</b> + <b>past participle</b> of verb   |                     |                      |  |
| Verb Forms          | Negative   | Question            | Negative Question    |  |
| We will have eaten. | We will not have eaten.  | Will we have eaten? | Won't we have eaten? |  |

| Future Perfect Continuous | Use  |                          |                           |  |
|---------------------------|--|--------------------------|---------------------------|--|
|                           | An action that will already be in progress at a future time.<br><i>rare</i> <i>By June, I <b>will have been traveling</b> for six weeks.</i> |                          |                           |  |
|                           | Form <b>will have been</b> + <b>-ing form</b> of verb  |                          |                           |  |
| Verb Forms                | Negative   | Question                 | Negative Question         |  |
| I will have been eating.  | I will not have been eating.   | Will I have been eating? | Won't I have been eating? |  |

## IF . . . THEN: CONDITIONAL SENTENCES

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

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

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

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

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

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

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

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

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

## IRREGULAR VERB FORMS

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

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### NOUNS

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

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

#### COMMON NOUNS AND PROPER NOUNS

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

#### COUNT NOUNS AND NONCOUNT NOUNS

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

Noncount nouns may be

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

#### PLURAL FORMS

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

#### Special cases

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

#### Irregular plurals

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

#### DETERMINERS WITH COUNT NOUNS AND NONCOUNT NOUNS

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

##### Only with count nouns

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

##### Only with noncount nouns

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

##### With both count and noncount nouns

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

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

#### POSSESSIVE FORMS

Show ownership with an apostrophe (') and s.

##### Singular nouns

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

##### Plural nouns

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

#### MODIFYING NOUNS

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

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

#### Determiners

A determiner can be one of the following:

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

#### Counting count and noncount nouns

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

### ARTICLES

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

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

#### INDEFINITE ARTICLE (A, AN)

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

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

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

##### 1. Nonspecific, unknown nouns:

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

##### 2. One of a general group:

**A computer** can do many things.

#### A or An?

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

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

**a large elephant**

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

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

#### DEFINITE ARTICLE (THE)

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

**The** introduces . . .

1. **Specific, known nouns:**  
the woman next to me, the plants in her yard, the day after tomorrow, the beauty of the world
2. **One-of-a-kind nouns:**  
The sun is shining.  
I want to buy the **biggest house in Paris**.
3. **Nouns representing a general class of things:** I play the piano.  
Every day, I go to the office.  
The computer is an amazing invention!

#### NO ARTICLE

Omit articles . . .

1. Before **nonspecific plural count nouns**.  
There are **apples** on the tree.  
**Computers** can do many things.
2. Before **nonspecific noncount nouns**.  
**Honesty** is very important to me.  
I love **milk**!
3. Before some expressions. "I went to **school**" means that I went to my school to study, whereas "I went to **the school**" means that I went to some particular school building.

### ADJECTIVES and ADVERBS

**Adjectives** describe nouns and pronouns.

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

#### ADJECTIVES

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

#### Common adjective endings

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

#### Nouns and verbs used as adjectives

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

#### ADVERBS

Adverbs explain . . .

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

#### IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

Some comparative and superlative forms are irregular.

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