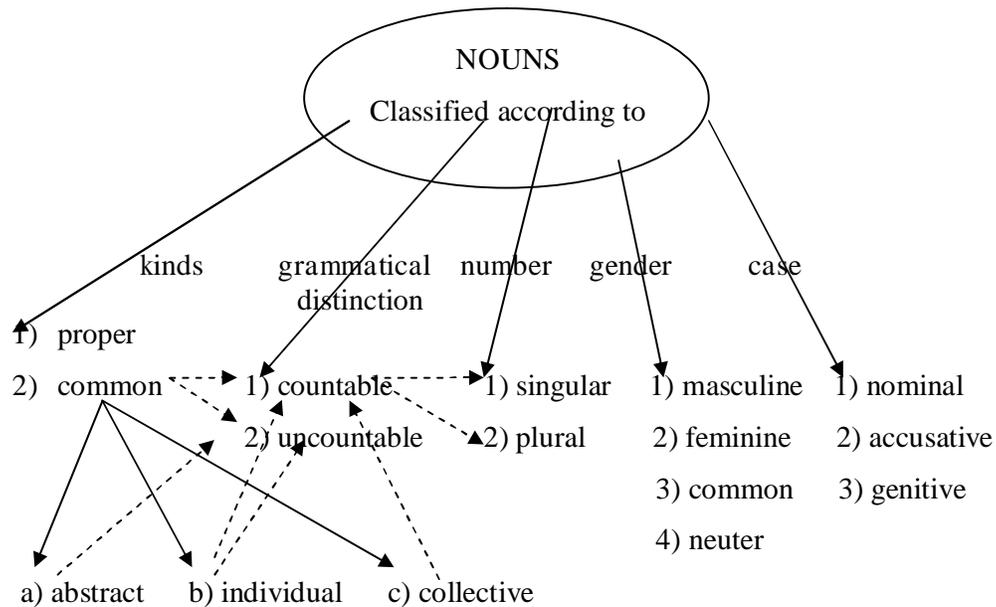


Chapter I:
Nouns in the English System

A noun can be defined as a word used to name a person, place, or thing. By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.

The system of English nouns, for most of the Indonesian-learners of English, is complicated. According to their kinds, logically English nouns can be classified into 2 kinds, i.e. (1) proper, and (2) common nouns which are divided into (a) abstract, (b) individual, and (c) collective nouns. Based on their grammatical distinction, these common nouns can be made into (1) countable and (2) uncountable nouns. In other words, countable nouns belong to individual and collective nouns, and most uncountable nouns belong to abstract and individual nouns. When they are categorized according to their number, these countable nouns can be divided into (1) singular and (2) plural nouns; when they are categorized according to their gender, they can be divided into (1) masculine, (2) feminine, (3) common, and (4) neuter gender. Noun classification according to the case will be discussed after the topic on the concord between subjects and their verbs is given. For clarification, this system can be diagrammatically drawn as the following.



A. Kinds

According to their kinds, nouns can be classified into proper and common nouns.

1. A proper noun is, referring to Maurer (2000:105), a name of a particular, individual person, place, or thing who/which is usually unique. It is written as a capital letter.

2. A common noun is, according to Wren and Martin (1990:5), “a name given in common to every person or thing of the same class or kind”. Different from proper nouns, this sort of nouns is not written in a capital letter. The following chart shows how these two categories work in practice.

proper nouns	common nouns
Karen	girl
Daniel	boy
Yogyakarta	city
Indonesia	country
Sarjana Wiyata	university

When classified into their particular details, common nouns can be divided into 3 classes, i.e. abstract, individual, and collective nouns.

- a) An abstract noun, which belongs to uncountable nouns, is a word used to name an idea, activity, action, a quality, or state which is “considered apart from the object to which it belongs” (Wren & Martin, 2000:6), for example of this noun category is kindness, theft, boyhood, and grammar.
- b) An individual noun, which belongs to countable nouns, is a word that represents a typical member of a group and may include most of the concrete nouns, i.e. words which can be perceived by human senses. This category can be exemplified by these words: student, lawyer, flower, and plant.
- c) A collective noun names a group, number, or collection of persons, objects, or things “taken together and spoken of as one whole” (Wren & Martin, 2000:5), for example, fleet, police, and crowd. Noticed how they are used in the followings.
 - 1) A fleet may mean a number of warships or vessels, under one commander. For example, Admiral Sudomo led the Indonesian combat fleet to attack the Dutch fleet.

- 2) Police is “men and women belonging to a departememnt of goverment concerned with the keeping f public order: Several hundred police were on duty at the demonstration” (Hornby, 1974:644).
- 3) A crowd means “a large number of people together, but without order or organization : He pushes his way through the crowd” (Hornby, 1974:206).

EXERCISES

- I. Decide which of the following nouns belong to proper nouns, and then decide also whether those which do not belong to this class are abstract, individual, or collective.

Jones, money, rocket, actress, King James I, hatred, mob, conscience, State University of Yogyakarta, herd, team, the Himalayas, patriotism, town, pencil

- II. Identify the proper nouns in the following list and write them with a capital letter on a separate sheet of paper.

william shakespeare	merdeka square	city traffic
secretary	april	snow
new south wales	thames	blue mountain
prisoner	saint valentine	apollo 11
romeo and juliet	seaweed	jefferson high school

- III. Form the abstract nouns from the followings.

advise	converse	die	laugh	poor	short
author	cruel	hate	live	proud	succeed
believe	deep	hero	long	pursue	think
bitter	defend	king	obey	regent	true
bond	depart	know	patriot	serve	wide

- IV. Supply the appropriate collective nouns for a number of the following nouns.

1. a _____ of bananas
2. a _____ of books
3. a _____ of brigands
4. a _____ of disorderly people
8. a _____ of lions
9. a _____ of people in church
10. a _____ of sailors on a ship
11. a _____ of ships

- | | |
|-------------------------|-----------------------|
| 5. a _____ of elephants | 12. a _____ of stars |
| 6. a _____ of fish | 13. a _____ of trees |
| 7. a _____ of hounds | 14. a _____ of wolves |

V. Write your own sentences using the following expressions.

- | | |
|-----------------------|--------------------------|
| 1. the Broadway Stage | 6. a fleet |
| 2. the police | 7. further information |
| 3. the jury | 8. severe life |
| 4. a herd | 9. thirty feet in length |
| 5. white collar crime | 10. mass-killing weapon |

B. Grammatical Distinction and Number

When the classification is made on the basis of their grammatical distinction, as stated above, common nouns may be grouped into 2. They are (1) countable nouns which are made up from individual and collective nouns and (2) uncountable nouns which are mostly made up from abstract nouns. According to their number, these countable nouns can be made into (1) singular and (2) plural nouns. Although the note on countable and uncountable nouns in this section is trustworthy, it is not always easy to distinguish countable from uncountable nouns. Swan (1983:164) states that

It is not always obvious whether a word is countable and uncountable; if you are not sure, check in the Oxford Advanced Learner's Dictionary of Current English (nouns are marked C or U). Sometimes words can be uncountable with one meaning and countable with another, ...

1. A countable noun refers to nouns denoting persons or things that can be counted. Therefore, it is only the nouns in this category which can be made into the plural form. In their singular form, they are preceded by the indefinite article 'a/an'.

The plural form of the singular countable nouns are normally made by adding -s, as a book à books, a pen à pens, and a cow à cows. However, nouns ending in -s, -sh, -ch, or -x, and -o, form their plural by adding -es to their singular form, like a kiss à kisses, a match à matches, a tax à taxes, and a mango à mangoes, except the followings:

a dynamo → dynamos	a solo → solos	a quarto → quartos
a canto → cantos	a memento → mementos	
a piano → pianos	a photo → photos	

But all nouns ending in -o preceded by a vowel take only the -s form, e.g.

a cuckoo → cuckoos	a curio → curios	a stereo → stereos
a bamboo → bamboos	a radio → radios	
a portfolio → portfolios	a ratio → ratios	

Nouns ending in -y, preceded by a consonant, form their plural by changing -y into -ies, as an army → armies, or a story → stories, but when the -y ending is preceded by a vowel, the plural form simply takes -s, e.g. a valley → valleys, a donkey → donkeys, a boy → boys, or a key → keys.

Many nouns ending in -f or -fe form their plural by changing -f or -fe into -ves, as a thief → thieves, or a calf → calves, except:

a chief → chiefs	a dwarf → dwarfs	a proof → proofs
a roof → roofs	a safe → safes	a leaf → leaves
a gulf → gulfs	a serf → serfs	a belief → beliefs
a grief → griefs	a brief → briefs	

But there are words in the category above which have both plural forms.

a scarf → scarfs or scarves	a staff → staffs or staves
a wharf → wharfs or wharves	a hoof → hoofs or hooves

A few nouns form their plural in an irregular way.

a man → men	a goose → geese	a louse → lice	an ox → oxen
a woman → women	a tooth → teeth	a mouse → mice	a child → children
a datum → data	a foot → feet	a nucleus → nuclei	

Some nouns have the similar singular and plural forms: swine, sheep, deer, fish (but also fishes) cod, trout, salmon, pair, dozen, score, gross, hundred, and thousand (when used after numerals). Some are used only in plural:

- a) Names of instruments having two parts forming a kind of pair: bellows, scissors, tongs, pincers, and spectacles.
- b) Names of certain articles of dress: trousers, drawers, and breeches.
- c) Certain names of games: billiards, draughts, cards, and dominoes.
- d) A compound noun normally forms its plural by adding –s to the principal word, as

a commander-in-chief	à	commanders-in-chief
a coat-of-mail	à	coats-of-mail
a son-in-law	à	sons-in-law
a daughter-in-law	à	daughters-in-law
a step-son	à	step-sons
a step-daughter	à	step-daughters
a maid-servant	à	maid-servants
a passer-by	à	passers-by
a looker-on	à	lookers-on
a man-of-war	à	men-of-war

But in the following both elements are made plural.

a man-servant	à	men-servants
a woman-servant	à	women-servants
a gentleman-farmer	à	gentlemen-farmers
a man-student/doctor	à	men-students/doctors
a lord-justice	à	lords-justices
a Knight-Templar	à	Knights-Templars

Notice that the plural forms of a spoonful, a handful, and a mouthful are spoonfuls, handfuls, and mouthfuls because each of these words is regarded as one word.

- e) There are nouns which have two forms for the plural, each with somewhat different meaning, some of the are

singular	Plural
cloth	cloth à kinds or pieces of cloth clothes à garment
die	dies à stamps for coining dice à small cubes used in games

fish	fishes → taken separately
	fish → collectively
genius	geniuses → persons of great talent
	genii → spirit

f) Conversely, there are nouns which have two meaning in the singular but only one meaning in the plural. Some of them are

singular	plural
light → radiance a lamp	lights → lamps
people → nation men and women	peoples → nations
powder → a dose of medicine in fine grains like dust	powders → doses of medicine
practice → habit exercise of a profession	practice s → habits

g) Some nouns have a different meaning in the singular and plural forms.

	singular form	plural form
advice	counsel	information
air	atmosphere	affected manners
good	benefit, well-being	merchandise
compass	extent, range	an instrument for drawing circles
respect	regard	compliments
physic	medicine	natural science
iron	a kind of metal	fetters
force	strength	troops

2. An uncountable noun or a non-count or mass noun, as Maurer (2000:106) asserts, names “things that cannot be counted in their normal sense because they exist in a ‘mass’ form” whereas Eckersley and Eckersley (1973:20) affirm that this noun stands “for substances that cannot be counted” but “can only be measured”. Therefore, they cannot be made into the plural form, and in their normal meaning, they cannot be preceded by the indefinite article ‘a/an’. The nouns of the like normally take a singular verb. The following nouns are usually uncountable:

accommodation, behaviour, bread, chaos, furniture, luggage, scenery, traffic, travel, and weather. An uncountable noun is frequently made into countable by adding such phrases as a piece of, a cup of, a grain of, a game of, a bolt of, a flash of, a clap of, or five kilos of.

It should be noted that there are uncountable nouns which take the plural form but with a singular meaning, and therefore they always take a singular verb. These words are only a few examples: news, mathematics, economics, physics, linguistics, measles, and mumps.

Maurer (2000:107) and Murphy (1987:138) advise that there are words which can be used in either a countable or uncountable sense. Compare the followings.

- a) I bought a paper. (a newspaper)

Each student is asked to submit a paper on grammar. (an essay, esp. one to read to a learned society)

I need a sheet of paper. (material for writing on)

- b) There is a hair in the soup. (one single hair)

She has beautiful hair. (hair on the head)

- c) We had many interesting experiences during our holiday. (things that happened to us)

You need experience for this job. (knowledge of something because you have done it before)

- d) I ate meat for dinner.

Different meats are available at the supermarket. (types of meat)

- e) We need to take water along on the camping trip.

There are carbonated and uncarbonated mineral waters. (brands of mineral water)

- f) TV is both good and bad.

Yesterday we bought a TV. (informal for a television set)

- g) I drink coffee every morning.

Please bring us three coffees. (informal for three cups of coffee)

- h) France produces wine.

Cabernet Sauvignon is a wine produced in France. (a brand of wine)

- i) It takes work to prepare an elegant meal. (use of bodily or mental powers with the purpose of doing or making something)

Your meal is a work of art. (a product of the intellect or the imagination)

EXERCISES

I. Give the plural forms of the following nouns.

negro, wish, studio, daily, convoy, reef, wharf, dormouse, echo, inch,
mongoose, dwarf, calf, bough, fox, yoke, onlooker, looker-on, tiger-
lily, woman-teacher, moth-ball, major-general, madam, manhole,
man-at-arm

II. In these two texts, decide uncountable and countable nouns. Circle the former and underline the latter. Do not include proper nouns (any words capitalized). Count usages of words only once.

1. When we talk about management, we may ask many different but related questions. What is management? Is management necessary? What is a manager? What does a manager do? These are some of many questions we can ask. We may not realize that management is not something we are not unfamiliar with because we deal with it all the time. We manage ourselves; we manage our time, energy and talents. Managers make decision and so do we. The decisions we make in our every day lives on these three areas will have a far-reaching influence on our careers, our lives, and also the lives of others.

When we talk about managers, however, we mean persons in position of authority to make decisions to use their resources and the resources of others towards the achievement of goals. Managers work in environment in which they conduct activities and perform certain roles which separate them from non-managers. The environments are organizations or companies which vary in size, structure, resources, personnel, and purpose. Although they vary, they have some things in common.

Adapted form Introduction to Management by Plunkett & Attner pp.4-5.

2. Dracula lay asleep on a bed of earth. His face was no longer pale but deep red, and his hair, instead of its usual black, was now iron-grey. Blood ran from the corners of his mouth, down his neck and on to his clothes. His whole body was swollen with blood. He smelt of blood, and on his face was the look of a wild animal that had killed and fed until it could feed no more.

Jonathan had to force himself to touch this bag of blood that was Dracula's body. But he could not leave now without going through Dracula's pockets to look for the key. He searched, but they were empty. Dracula was too clever to be caught like this.

Adapted from Dracula by Bram Stoker, pp. 19—20

III. Complete the sentences with the given nouns. Add final -s/-es if necessary.

Use each noun only one time.

change	garbage	junk	music	screwdriver
city	hardware	luggage	river	traffic

1. I have some coins in my pocket. In other words, I have some _____ in my pocket.
2. The Mississippi, the Amazon, and the Nile are well-known _____ in the world.
3. I like to listen to operas, symphonies, and folk songs. I enjoy _____ .
4. Since I came to the United States, I have visited Chicago, New York, and Miami. I want to visit other _____ before I return to my country.
5. The street is full of cars, trucks, and buses. This street always has heavy _____, especially during rush hour.
6. I put some banana peels, rotten food, and broken bottles in the waste can. The can is full of _____ .
7. They have a rusty car without an engine, broken chairs, and an old refrigerator in their front yard. Their yard is full of _____ .
8. Tools that are used to fasten screws into woods are called _____ .
9. I went to the store to get some nails, hammers, and screws. In other words, I bought some _____ .
10. Ann took three suitcases, a shoulder bag, and a cosmetics case. In other words, she took a lot of _____ on her trip.

IV. Each of the following sentences contains an error. Find and correct the error.

1. Mary has fresh egg available because she raises chickens in her yard.
2. Mrs. Smith always puts a lot of fruits and vegetables on the table.
3. Anwar has been in the US three time. Thus, he's spent a lot of time there.
4. The extent of Jane's knowledges on various complex subjects astounds me.
5. Oranges, tomatoes, fresh strawberries, and green lettuces are rich in vitamin C.

6. Besides providing a lot of facts, an encyclopaedia also provides us with a lot of informations.
7. It is a must for you all to learn a lot of new words and study a lot of grammars.
8. English vocabulary not only includes slangs but also idioms.
9. It may be said that Shakespeare did not write novel; however, he is famous for his poetry.
10. The teacher gives a lot of assignments. In other words, I have a lot of homeworks to do tonight.

V. Write about both of the following topics.

1. Look around room/house/classroom/campus. Tell your reader what you see. Indicate quantity (some, a lot of, two, etc) and position (in the corner, next to the bed, etc).
2. Think of someone you admire. Tell your reader why you admire this person.

C. Gender

Although Eckersley and Eckersley (1973:41) state that “the concept of gender has no grammatical function in modern English”, it is this phenomenon that the appreciation of the grouping of English nouns into their gender categories will broaden one’s horizon. Wren and Martin (1990:7—8) introduce four technical terms to classify these nouns, namely, masculine, feminine, common, and neuter gender. These categories will form the basis to classify whether a certain noun may be replaced by the pronouns ‘he’, ‘she’, or ‘it’. In practical English, animals are normally referred to by ‘it’ but when their sex is privileged, they may be spoken of as ‘he’ or ‘she’.

As it happens, these four classifications are entirely based upon a matter of sex or the absence of sex. All nouns that designate males are classified as masculine gender, those designating females are classified as feminine gender, those designating either males or females are classified as common gender, and those designating neither males nor females are classified as neuter gender. The example of these categories is seen in the following table.

masculine	feminine	common	neuter
boy	girl	} child/person	book
son	daughter		kingdom

father	mother	parent	house
king	queen	sovereign/monarch/ruler	table
man	woman	person	lake
schoolmaster	schoolmistress	principal/head teacher	train, etc

It should be noted that collective nouns, even when they denote living beings, and young children like infants or babies and the lower animals like worms are referred to as the neuter gender. The masculine gender is often employed for such objects which are “remarkable for strength and violence” as the sun, summer, winter, time, and death whereas the feminine gender is often applied to those “remarkable for beauty, gentleness, and gracefulness” as the moon, the earth, spring, autumn, nature, liberty, justice, mercy, peace, hope, and, charity (Wren & Martin, 1990:8). They further assert that there are certain nouns which are personified. A ‘ship’ and a ‘country’ are spoken of as ‘she’.

There are four ways by which the masculine gender is distinguished from the feminine one.

1. By using entirely different words

masculine	feminine	masculine	feminine
bachelor	maid/spinster	boar	sow
boy	girl	buck	doe
bridegroom	bride	bullock	heifer
brother	sister	colt	filly
earl	countess	drake	duck
monk	nun	drone	bee
widower	widow	gander	goose
wizard	witch	stallion	mare

2. By simply adding –ess from the masculine to form the feminine (as in the first two columns of the table below), and sometimes with some slight changes (as in the last two columns of the table below).

masculine	feminine	masculine	feminine
author	authoress	abbot	abbess
baron	baroness	actor	actress

count	countess	benefactor	benefactress
heir	heiress	duke	duchess
lion	lioness	enchanter	enchantress
mayor	mayoress	marquis	marchioness
steward	stewardess	negro	negress
viscount	viscountess	seamster	seamstress

3. When words of common gender are made use of to distinguish the masculine from the feminine, it simply forms these words into compound words by adding words which denote the sex.

masculine	feminine	masculine	feminine
boy cousin	girl cousin	great uncle	great aunt
bull-calf	cow-calf	he-bear	she-bear
cock sparrow	hen sparrow	he-goat	} she-goat
grandfather	grandmother	billy-goat	
manservant	maidservant	jack-ass	jenny-ass
tomcat	tabby cat	man friend	woman friend

4. English may also have adapted a number of foreign endings as ‘—ine’, ‘—trix’, or ‘—a’ to show the sex distinction.

masculine	feminine	masculine	feminine
administrator	administratrix	hero	heroine
beau	belle	signor	signora
czar (tsar)	czarina (tsarina)	sultan	sultana
executor	executrix	testator	testatrix

EXERCISES

- I. Decide the feminine forms of the following words. Please consult your dictionary when you have a problem with your decision. (Hornby’s Oxford Advanced Learner’s Dictionary of Current English is recommended.)

bull	giant	king	manager	poet
cock	grandfather	landlord	nephew	sir
fox	he-wolf	lord	peacock	tutor

gentleman host

II. Decide to which gender group the following nouns belong. Please consult your dictionary when you have a problem with your decision.

chorus, doctor, doe, draper, ewe, heifer, hind, horse, nun, parent, pig, professor,
puppy, representative, ship, sovereign, sow, spouse, sultan, table, tomboy,

III. Give three nouns with masculine and feminine forms that you can use about:
religion, nobility, restaurants, farm animals, and law.

IV. A wedding usually brings together members of several families; it also causes certain changes in relationships. About twenty words can be used to describe those concerned. How many can you find?



Chapter III: Pronouns

A pronoun (from Latin *pro*, meaning for, and *nomen*, meaning name) is a word used instead of a noun or a noun-equivalent. The meaning of a pronoun is restricted to relation or reference. It may name a person by his relation to the act of speaking such as I, you, he, she or a thing by its relation of nearness or remoteness from the speaker like this, that. They are regarded as a major subclass of nouns because they can sometimes replace a noun in a sentence:

Noun	Pronoun
John got a new job.	He got a new job.
Children should watch less television.	They should watch less television.

Pronouns can be classified into Central (personal, reflexive, possessive), Relative, Interrogative, Definite, and Indefinite Pronouns. This chapter centers only on central, definite, and indefinite pronouns.

A. Central Pronoun

Number		Gender	Personal		Possessive		Reflexive
			Subject	Object	Adjective	Pronoun	
1 st person	Singular	M/F	I	me	my	mine	myself
	Plural	M/F	We	us	our	ours	ourselves
2 nd person	Singular	M/F	You	you	your	yours	yourself
	Plural	M/F	You	you	your	yours	yourselves
3 rd person	Singular	M	He	him	his	his	himself
	Singular	F	She	her	her	hers	herself
	Singular	N/C	It	it	its	–	itself
	Plural	M/F/N/C	They	them	their	theirs	themselves

1. Personal Pronoun

Personal pronouns are the pronouns which refer to the nouns which they replace. In this case, they refer to people and the pronoun it, although this pronoun does not usually refer to a person.

Noun	Pronoun
<u>Arnold</u> gave <u>the ring</u> to <u>Sophia</u> .	<u>He</u> gave <u>it</u> to <u>her</u> .

The subject pronoun he refers to Arnold whereas it refers to the ring. It is used as an object pronoun of the verb gave, while her is the object pronoun of the preposition to.

2. Possessive Pronouns

Either possessive adjectives or possessive pronouns show possession. However, they do not have the same function. Possessive adjectives are accompanied by a noun. Possessive pronouns are not accompanied by a noun, but standing by themselves.

Noun	Pronoun
The students submitted <u>their</u> homework.	The students submitted theirs.

In the example above, the first sentence, the possessive adjective their is accompanied by the noun homework. Meanwhile, in the second sentence, possessive pronoun theirs is not accompanied by a noun. It stands by itself.

3. Reflexive Pronouns

The reflexive pronouns end in –self/selves. They are used when the subject (e.g., they) and the object (e.g., themselves) are the same. The action of the verb is pointed back to the subject of the sentence.

- They found the answers by themselves.
- She always prepares the meal by herself.
- We must study the materials by ourselves before we attend the class.
- Arnold usually finishes his job by himself if it is possible.

The reflexive pronouns have a function of their own in the sentence. Their antecedent is a noun or pronoun (usually the subject of the sentence, although not always) which precedes them in the sentence. Their functions are as follows:

1. as object of a verb.
 - He praises himself.
 - Put yourself in my place.
2. as object of preposition.
 - Do the exam by yourselves.
 - She cooks for herself.
3. as indirect object (adverbial objective).
 - I made myself a new dress.
 - The students do themselves assignments.
4. as predicate nominative (subjective complement)
 - No woman could be herself under those conditions.
 - Andrew was not himself yesterday.

The reflexive pronouns are also used to emphasize a certain person/thing, either a subject or an object of a sentence. It means that the speaker or the writer emphasizes the person/thing only, not other persons/things. Study the following examples.

John himself prepares the meal.	It is only John who prepares the meal, no other persons.
I myself wrote this book when I was a student.	It is I who write the book, no others' help.
The students themselves organize the seminar.	It is the students who organize the seminar, not lecturers/other persons.
Diana washed the hat itself.	It is only the hat which Diana washed, not other things.
The students study the books themselves.	The books are the only references which the students study, not other references like magazines, newspapers, or journals.
Mother bought a watermelon itself yesterday.	It is only watermelon which mother bought.

B. Definite Pronouns

Definite pronouns, also called demonstrative pronouns, consist of this, that, these, and those. This and these refer to what is near in space, time, or conception. That and those, on the other hand, refer to what is farther off. These definite/demonstrative pronouns are use

anaphorically, i.e., to refer to something mentioned before. The plural form of this is these and that, those.

Reference	Singular	Plural
Near	this	these
Distant	that	those

- She talked much about America and I did not know about this.
- The teacher talks much about pre-historic cultures. Those are quite unfamiliar with me.
- Anold : “The dean said that you should wear your uniform.”
- Bob : “I don’t care about that.”

C. Reciprocal Pronouns

The reciprocal pronouns are each other and one another. They indicate that the individual member of a plural subject mutually react one on the other. Each other should be use for two persons or two groups of persons. One another should be used for more than two persons or groups.

- The husband and the wife understand each other.
- That the students talk with one another makes the lecturer angry.

D. Indefinite Pronoun

Indefinite pronouns refer to an unknown or undetermined person, place, or thing. Care must be taken to identify whether the pronoun is singular or plural to ensure the proper conjugation of the verb.

1. Indefinite pronouns that are always singular:

Some indefinite pronouns always take a singular verb, which means that the verb is conjugated for a singular subject. For example:

- Neither of the doctors plans to solve Aaron's injury with surgery.

In this sentence, NEITHER is the subject. Because NEITHER is singular, it takes a single verb. In other words, the verb is conjugated as if the subject is a single person: NEITHER PLANS. Just as we would write THE DOCTOR PLANS.

Another, Anyone, Anybody, Anything, Everyone, Everybody,
 Always singular Everything, Nothing, Each, Either No One, Neither, Nobody, One,
 Someone, Somebody, Something

- Every season another of the players attempts to break McGuire's record.
- Whatever anyone says about Clinton's veracity about his private life, when it came to the economy he absolutely kept his word
- Someone on Gore's staff mumbles that Tipper isn't feeling well and that the Vice President has to take her home.
- Another is that Bill Clinton seems particularly unsuited to passively letting his last year slip by uneventfully.

2. Indefinite pronouns that are always plural:

Some indefinite pronouns always take a plural verb, which means that the verb is conjugated for a plural subject. For example:

- Both of the divers claim responsibility for finding the treasure first.

In this sentence, BOTH is the subject. Because BOTH is plural it takes a plural verb. In other words, the verb is conjugated as if the subject is more than one person: BOTH CLAIM. Just as we would write THE DIVERS CLAIM.

Always plural Both, (a)Few, Many, Several

- Both have paid tacit homage to this new reality.
- Many concede that the party had to change.
- A few make the same point but much more forcefully.
- Several of the bills that he signed contain provisions he abhorred but promised to fix.

3. Indefinite pronouns that may be singular or plural:

Some of them may take a plural or singular verb depending on the meaning. For example:

- Some of the money remains unclaimed.

In this sentence, SOME is the subject and the object of the preposition MONEY indicates whether the verb should be singular or plural. Because MONEY in this sentence is a single unit, the verb is singular. SOME REMAINS.

- Some of the children hide from the teacher.

In this sentence, SOME is the subject and the object of the preposition CHILDREN indicates whether the verb should be singular or plural. Because CHILDREN in this sentence is plural, the verb is plural. SOME HIDE.

Either plural or singular All, Most, None, Some

- All of the traditional groups we count on to re-elect us are against NAFTA.
- Almost all of the money in the budget is being diverted from those programs.
- None of the ways of looking at a President's legacy is simple.
- It would seem as if none of the relief supplies were actually delivered.
- Some of the pundits say that Bush is in danger of being made into Dan Quayle.
- Experts believe some of the negative campaigning appears to have run its course.

EXERCISES

I. Choose the correct answers by crossing the letter corresponding to the option.

1. Our best relative always invites my roommate and _____ to their house on Sundays.
 - A. mine
 - B. I
 - C. my
 - D. me
 - E. myself
2. I'd like to leave a message for _____ if I may.
 - A. they
 - B. their
 - C. theirs
 - D. themselves
 - E. them
3. This is the woman _____ the artist said posed as a model for the painting.
 - A. whose
 - B. whom
 - C. which
 - D. who
 - E. to whom
4. Those of us who smoke should have _____ lungs X – rayed regularly.
 - A. our
 - B. their

- C. them
 - D. themselves
 - E. they
5. Some of our wedding vows were taken from the traditional ceremony, and some of them were written by ____.
- A. my husband and I
 - B. my husband and my
 - C. my husband and mine
 - D. my husband and me
 - E. I and my husband
6. The housewives do the work by _____ during the day.
- A. ourselves
 - B. herself
 - C. themselves
 - D. theirselves
 - E. ourselves
7. One who wants to be a manager must present _____ paper.
- A. he
 - B. her
 - C. his
 - D. him
 - E. its paper
8. Most species of heliotropes are weeds, _____ of them are cultivated.
- A. some
 - B. but some
 - C. for some species
 - D. some species
 - E. someone
9. Let you and _____ agree to settle our differences without involving any of the other students.
- A. me
 - B. myself
 - C. I
 - D. my
 - E. mine
10. A few of _____ are planning to invite to Florida during spring break are energetic.
- A. we girls
 - B. girls we
 - C. ourselves girls
 - D. us girls
 - E. girls ourselves

II. Each of the following sentences contains at least one subject, object, or possessive pronoun. Circle the pronouns. Then, indicate if the sentences are correct (C) or incorrect (I)

1. ____ The worst problem with it is that he cannot afford it.
2. ____ They saw Steve and I at the movies last night after class.
3. ____ When my roommate paid her half of the rent, I paid mine.
4. ____ All students need to bring their own pencils and answer sheets to the exam.
5. ____ Perhaps you would like to go to the seminar with they and their friends.
6. ____ The mother took her son to the doctor's office because he was feeling sick.
7. ____ I did not know that you and her were working together in the project.
8. ____ If she borrows your coat, then you should be able to borrow her.
9. ____ Each pot and pan in her kitchen has its own place on the shelf.
10. ____ She worked all day cooking food and making decoration for her son's birthday.
11. ____ She did not buy the sweater because it had a small hole in it.
12. ____ The man leading the seminar gave me all the information I needed to make a decision.
13. ____ The cards connecting the computer to its printer need to be replaced before them wear down.
14. ____ He is going to the party with you and me if you do not mind.
15. ____ You and her ought to return the books to the library because they are already overdue.

III. Fill in the correct reflexive-emphatic pronouns.

1. What will you do with ____ this morning?
2. They were whispering among ____.
3. We should seldom speak of ____.
4. I drive the car ____.
5. Did you see the manager ____?
6. I often walk by ____.
7. The cat that walks by ____.
8. The house ____ is not worth much.
9. He has the habit of talking to ____.
10. He cut ____.
11. She told me the news ____.
12. The machine works by ____.
13. He examined ____ in the mirror.
14. They are making fools of ____.
15. She stretched ____ out on the sofa.
16. Behave ____!
17. She lives by ____.
18. Help ____ to coffee.
19. Make ____ at home!
20. He ____ conducted the interview.

IV. Fill in the correct reciprocal pronouns.

1. Love ____ ____.
2. They chattered to ____ ____ about fashion.
3. They were looking for ____ ____.
4. Why do you deceive ____ ____?

5. They dislike _____.
6. The two reports contradict _____.
7. They pretended not to notice _____.
8. They are devoted to _____.
9. We missed _____ while being on holiday.
10. They get on well with _____.
11. They greeted _____ with kisses.
12. We all know _____.
13. They ignored _____ for some time.
14. They are afraid of _____.
15. Are they in love with _____?
16. They fight with _____.
17. Help _____ in learning English.
18. They are ideally suited to _____.

V. Fill in the correct indefinite pronouns.

1. There's _____ milk in that jug.
2. She wanted _____ stamps but there weren't _____.
3. They can't have _____ more strawberries; I want _____ to make jam.
4. There is _____ ice-cream left.
5. Did she tell you _____?
6. There is hardly _____ milk left.
7. She won't lend you _____ money.
8. I haven't seen _____ yet.
9. There is _____ wrong with this car.
10. This has _____ to do with me.
11. You have money and I have _____.
12. The child refused to let _____ feed her.
13. They didn't make _____ mistakes.
14. The event was marked by _____.
15. Your health comes before _____.
16. Am I supposed to take _____ she washes up?

VI. Write down your own sentences using the following pronouns.

1. themselves (pointing back to the subject)
2. themselves (emphasizing a noun/pronoun)
3. each other
4. one another
5. mine
6. its
7. yourself
8. yourselves
9. hers
10. those (as pronoun)

ANSWER KEY

I.

1. D

2. E

3. D

4. A

5. D

6. C

7. C

8. B

9. A

10. B

II.

1. C

2. I (I should be me)

3. C

4. I (theirs should be their)

5. I (they should be them)

6. C

7. I (her should be she)

8. I (her should be hers)

9. C

10. C

11. C

12. C

13. I (them should be they)

14. C

15. I (her should be she)

III.. 1. yourself; 2. themselves; 3.

ourselves; 4. myself; 5.

himself/herself/yourself; 6. myself; 7.

itself; 8. itself; 9. himself; 10. himself; 11.

herself; 12. itself; 13. himself; 14.

themselves; 15. herself; 16. yourself; 17.

herself; 18. yourself; 19. yourself; 20.

himself.

IV. 1. one another; 2. each other; 3. one
another/each other; 4. one another/each

other; 5. one another; 6. each other; 7.

one another; 8. each other; 9. one

another; 10. one another; 11. one another;

12. each other; 13. one another; 14. each

other; 15. one another; 16. each other; 17.

one another; 18. one another.

V. 1. some/no; 2. some, any; 3. any, some;

4. no; 5. anything; 6. any; 7. any; 8.

anything; 9. something/nothing; 10.

nothing; 11. none 12 anyone; 13. any; 14.

everyone; 15. everything; 16. everything.

CHAPTER IV CONCORD/AGREEMENT

The word concord is similar to agreement. If something has a concord with something else, it means that these two things agree with each other. The word concord can also mean having close relation. So, when we say that something has a concord with something else, it means that these things are related very closely. Here is what Hornby (1980:175) says about the word concord “agreement between words in number, etc, e.g. between a verb and its subject in the present tense.”

Here are some principles about concord/agreement in English.

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and her friends are at the fair.

2. When two or more singular nouns or pronouns are connected by or or nor, use a singular verb.

The book or the pen is in the drawer.

3. When a compound subject contains both a singular and a plural noun or pronoun joined by or or nor, the verb should agree with the part of the subject that is nearer the verb.

The boy or his friends run every day.

His friends or the boy runs every day.

4. Doesn't is a contraction of does and not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject.

He doesn't like it.

They don't like it.

5. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

One of the boxes is open.

The people who listen to that music are few.

The team captain, as well as his players, is anxious.

The book, including all the chapters in the first section, is boring.

The woman with all the dogs walks down the street.

6. The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

Each of these hot dogs is juicy.

Everybody knows Mr. Jones.

Either is correct.

7. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

The news is on at six.

Note:

- a. The word dollars is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

Five dollars is a lot of money.

Dollars are often used instead of rubles in Russia.

b. Expression of time and distance usually take a singular verb.

Eight hours of sleep is enough.

Five thousand miles is too far for travel.

8. Nouns such as scissors, tweezers, trousers, and shears require plural verbs. (There are two parts to these things.)

These scissors are dull.

Those trousers are made of wool.

9. In sentences beginning with introductory “there, the subject follows the verb. Since “there” is not the subject, the verb agrees with what follows.

There are many questions.

There is a question.

10. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as: group, team, committee, class, and family. In very few cases, the plural verb is used if the individuals in the group are thought of and specifically referred to.

The team runs during practice.

The committee decides how to proceed.

The family has a long history.

My family have never been able to agree.

11. Expressions such as with, together with, including, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is too.

The president, accompanied by his wife, is traveling to India.

12. A pronoun of indefinite quantity like some, all, most plus an of phrase requires a verb that agrees with the noun in the of phrase.

All of the books, including yours, are in that box.

Some of the machines need to be repaired.

Some of the machinery needs to be repaired.

The same rule applies if words that refer to a part (half, rest, remainder) or a fraction (one third, three fourths) are used.

Half of the pie was eaten.

Half of the pies were eaten.

Concord/Agreement Exercises

Exercise 1

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greet, greets) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

Exercise 2

Read the following composition carefully. Find and correct seven errors in subject-verb agreement and three errors in number agreement. Circle the errors and write your corrections near the circles.

Exercise 2
The following composition
write

Clothes can tell a lot about a person, but we can't judge a person by the clothes they wears. In my country, a lot of peoples judges a person by what name brand of clothes they wears. A lot of times, peoples talks about what clothes their friends wears or says some peoples wears inappropriate clothes to high school.

akes and

SEND

SAVE AS DRAFT

INSERT FILE

PRIORITY

To : myfriend@institute.edu

Cc :-

Subject : Berlin and Barcelona

Hi,

This is just a short message to let you knowing that we are back from our trip. It was a great vacation. Here is a digital picture of us outside our hotel. We went to Berlin and to Barcelona too. I was surprised at the similarities between the two cities. First of all, both cities are huge. Berlin's weather in May are sunny, warm, and beautiful and

Exercise 4

Underline the appropriate form of the verb be.

1. None of the pies (was/were) eaten.
2. None of the dessert (was/were) eaten.
3. All of the information on the report (is/are) correct.
4. All of the statistics on the report (is/are) correct.
5. Most of his luggage (was/were) lost on his last trip.
6. Most of his bags (was/were) lost on his last trip.
7. Some of that poet's work (is/are) very fine.
8. Some of the poet's works (is/are) very fine.
9. Most of the merchandise (has/have) been sold.
10. Most of the goods (has/have) been sold.
11. All of this fruit (is/are) from their garden.
12. All of these apples (is/are) from their garden.
13. Half of the turkey (is/are) for today's dinner.
14. Half of the dinner guests (was/were) staying with their hosts overnight. The remainder (was/were) taking the last train back to town.
15. Almost one third of the people in the world (is/are) always hungry.

Chapter V: Simple Present and Past Tenses

A verb in English sentences has something to do with time reference. If the time reference changes it is possible that the verb will change as well. Here we know the term tense. There are two simple tenses in English: simple present and simple past. Both of them may affect the form of the verbs.

A. Finite and Non Finite Verbs

Verbs can be divided into finite and non finite verbs.

1. Finite Verb

A finite verb is a lexical verb that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have; person (first person, second person, or third person), a number (singular and plural), and tense (present or past). In simple present and past tenses, all the verbs are finite.

e.g. I study English.

- He studies English.

- He studied English last year.

When there is a verb phrase in a sentence, the first verb is always finite (influenced by person, number, and tense).

e.g. I am studying English now.

- He is studying English.

- He was studying English.

2. Non Finite Verb

A non finite verb is a verb which is not influenced by person, number, or tense. It consists of stem form (verb-1) after modal, infinitive form (to + stem form/to verb), present participle (verb-ing form), past participle (verb-ed form). There is no non finite verb in simple present and simple past tenses. In a sentence with a verb phrase, the verb after the first is always non finite.

e.g. I have studied English.

- He has studied English.

- He had studied English.

B. Simple Tenses

1. Simple Present Tense

The Simple Present is used :

(a) To express a habitual action ; as,

- He drinks tea every morning.

- I get up every day at five o'clock.

- My watch keeps good time.

(b) To express general truths ; as,

- The sun rises in the east.

- Honey is sweet.

- Fortune favours the brave.

(c) In exclamatory sentences beginning with “here” and “there” to express what is actually taking place in the present ; as,

- Here comes the bus!

- There she goes!

(d) In vivid narrative, as s substitute for the Simple Past; as,

- Romeo now rushes forward and deals a heavy blow to Paris.

- Immediately King Arthur hurries to his knights.

(e) To indicate a future event that is part of a plan or arrangement ; as,

- We go to Bombay next week.

- They leave for London by the next mail.

- We sail for America next Saturday.
- When does the college reopen?
- (f) It is used to introduce quotations ; as,
 - Keats says, "A thing of beauty is a joy for ever".
- (g) It is used, instead of the Simple Future Tense, in clauses of time and of condition ; as,
 - I shall wait till you finish your lunch.
 - If it rains, we shall get wet.
- (h) As in broadcast commentaries on sporting events, the Simple Present is used, instead of the Present Continuous, to describe activities in progress where there is stress on the succession of happenings rather than on the duration.
- (i) The Simple Present is used, instead of the Present Continuous, with the type of verbs referred to. We must say, for example, "I see an aeroplane", not "I am seeing an aeroplane."

2. Simple Past Tense

- (a) The Simple Past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.
 - The steamer sailed yesterday.
 - I received his letter a week ago.
 - She left school last year.
- (b) Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context.
 - I learnt Hindi in Nagpur.
 - I didn't sleep well (i.e., last night).
 - Babar defeated Rana Sanga at Kanwaha.
- (c) The Simple Past is also used for past habits ; as,
 - He studied many hours every day.
 - She always carried an umbrella.



Exercise

I. Copy all the finite verbs in the following paragraphs.

Some people like to study the things in the sky. In the day you see the sun and in the night you see the moon and the stars. The stars are in the sky in the day too, but we do not see them. The sun is really a star. It looks bigger than the earth. It goes around the sun. The moon is smaller than the earth. It goes round the earth. The sun and stars do not move in the sky. It seems that the sun goes round the earth but really the earth goes round the sun.



II. Change the verbs in the parentheses into either the simple present or tense.

01. There (be) a lot of useful information in these books.
02. It (be) one of his children.
03. I (read) the advertisement in the newspaper some day ago.
04. There (be) n vacancy for a junior secretary in the office.
05. The applicants (write) their letters in English.
06. There (be) some important news for us.
07. An old friend of mine (come) to my house last week.
08. Everybody (do) his own duty.
09. One of the students (study) hard.
10. Most of the petroleum (go) to the industrial countries.
11. He (tell) me that he (have) some problems.
12. We (be) classmates in the junior high school.
13. The bird (fly) over that house.
14. Fred always (watch) television at night.
15. Where in your desk (be) your books?
16. She (lie) about the accident to the police.
17. Tom's father (teach) him how to drive when he (be) 17.
18. A famous painting of those trees and windmills (hang) in that wall.
19. Neither the hammer nor the nails (be) sold there.
20. Don (fall) down the stairs this morning and (hurt) his leg.
21. How do you learn to drive? My husband (teach) me.
22. I (read) the advertisement in the newspaper in the newspapers some time ago.
23. Two friends of mine (have) my books with them.
24. Indonesia (lie) in Southeast Asia.
25. They (send) the letters to the personnel manager.
26. The applicants (write) their letters in English.
27. He (do) everything by himself.
28. Power (carry) responsibility with it.

III. Write the correct form of the word in brackets to fill each space.

Emily Carr, British Columbia's most famous artist, 1)____ (be) born in 1871. Her parents 2)____ (die) when she was still a teenager. She 3)____ (study) art in San Francisco and Paris, but when she 4)____ (come) back to Victoria, she 5)____ (keep) a house called "The House of All Sorts", where she 6)____ (be) the landlady. Many years later, she 7)____ (begin) painting again. To find subjects for her paintings, she 8)____ (take) trips into forests of British Columbia, and she often 9)____ (meet) with the First Nations people and 10)____ (paint) them too. Emily Carr also 11)____ (write) several books, and she 13)____ (win) the Governor General's Award for one of them.

Chapter II: Indefinite and Definite Articles

English has two kinds of articles, i.e. the indefinite ('a/an') and definite ('the') articles. Different from the articles that the Indonesian language has, these articles are far more complex.

A. an Indefinite Article and Its Use

English nouns may be either countable or uncountable. A countable takes this indefinite article to show that the noun is singular. The article a is used before a word beginning with a consonant, or a vowel sounded like a consonant, e. g. a man, a table, or a university. The article an is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a mute h: an hour, an honourable man, an elephant, or an apple. When or how to use this article is shown below:

1. It is used to mention a thing/person that is not particular for the first time. In this case, it is used to make a generalization.

- I saw a boy standing in front of that house yesterday.

Here, the speaker is not talking about one specific boy. S/he is only referring to one boy out of the whole of human beings under the same age-group classified as boys.

2. It is used to refer to one's occupation/profession.

- Van Gogh was a great artist.
- My brother is a captain in the army.

Exception:

An indefinite article is not used before names of meals except when they are preceded by an adjective.

- We usually have breakfast at half past six. But
- We had a wonderful dinner last night.

B. a Definite Article and Its Use

The definite article the is used for singular and plural nouns and for all genders: the boy, the boys, the girl, the girls, the day, and the days. Or it may be said that when either countable or uncountable nouns which are singular or plural are defined as particular specimens or groups of their kind the definite article the is used before them. In line with this use, Spankie (1975:2—3) suggests that this article cannot be used before uncountable (abstract) nouns particularly, "except when they are clearly defined in the sentence". Consider the examples below:

- Health is wealth. \Rightarrow The health of the nation is good.
- Silence is golden. \Rightarrow The silence in the forest is very restful.

1. It is used before a noun which has become definite/specific as a result of being mentioned a second time. Here, the listener knows which boy the speaker is talking about.

- Yesterday, I saw a boy standing in front of that house. The boy was wearing a blue jacket.

2. It is used before a noun which is made definite/specific by the addition of a phrase or clause.

- I always remember the girl that I met at Malioboro Mall last week.

3. It is used before a noun which by reason of locality can represent only one particular thing.

- Ann is in the garden (the garden of this house).
- He passed the wine (the wine on the table).

4. It is used before musical instruments.

- She learnt to play the flute.

5. It is used before a noun of which there is only one, or which is considered as uniquely one. This may also comprise works of art and historical regions: the earth, the sea, the sky, the weather, the North Pole, the Mona Lisa, the Fifth Symphony, the Eiffel Tower, the Holy Land, the Acropolis, and the Borobudur Temple.

6. It is used for all geographical names for natural waters and canals, except lakes: the Red Sea, the Pacific Ocean, the Suez Canal, the English Channel, the Dardanelles; but Lake Como, Lake Superior, Lake Toba.

7. Chains of hills and mountains take this article before them: the Andes, the Himalayas, the Menoreh. But individual hills and mountains usually do not take it: Mt. Everest, Mt. Blanc, Mt. Merapi, except, the Fungfrau, the Matterhorn, the Mount of Olives.

8. Countries take this article when their political titles are referred to.

- Indonesia \Rightarrow the Republic of Indonesia
- America \Rightarrow the United States of America
- Great Britain \Rightarrow the United Kingdom

9. Cinemas, hotels, theatres, restaurants, clubs, taverns, and public places all take the except when their titles are proper personal names in the possessive case: the Mataram Cinema, the Purna Budaya Theatre, the Simpang Raya Padang Food Restaurant, the Ibis Hotel, the Conservative Club; but Smith's Hotel, White's Club, His Majesty's Theatre, Nyonya Suharti's.

10. The names of ships always take the before them as do the names of special trains and aeroplanes: the Queen Elizabeth, the Dwi Pangga, the Senja Ekonomi, the Flying Scotsman, and the Acropolis Express.

11. Directions take the when they are used as nouns: the north, and the southeast.

NOTE:

1. The definite article is not used before names of places or before names of people.

a. It is not acceptable to say the Maya, or the Dani but we can say the Smiths to mean the Smith Family (Mr and Mrs Smith /and children).

b. The geographical names of countries do not take the, nor do the names of towns and continents, except the Netherlands, the Congo, the Sudan, the Crimea, the Ukraine, and the Hague.

2. Named stars and groups of stars do not always take the, for example, Orion's Belt, Betelguese, Mars, Venus, Jupiter, etc, except, the Great Bear, the Milky Way, and the Southern Cross.

3. Ordinary meals like breakfast, lunch, tea, and dinner do not usually take the, except when they are served in organized events (of an association or committee) for a particular purpose.

- We all went to the dinner organized by the Ladies' Club Committee.
- The wedding breakfast was held in her father's house.

4. There are a few instances when the omission of the definite article the makes a difference to the meaning of the sentence.

- Jack goes to school (as a pupil).
- Jack's father goes to the school (to pick up him or for some other purpose).
- My brother is in church (at a service).
- My brother is in the church (to see the paintings, as a priest or minister).
- We have a friend in hospital (as a patient).
- We have a friend in the hospital (as a doctor, nurse, or secretary).

EXERCISES

- I. Put a/an or the in the blanks, only where necessary.
01. ____ horses have four legs and ____ long tails.
 02. Write your name at ____ top of ____ paper.
 03. His son is ____ pupil at ____ school near here.

04. ____ sugar is sweet and ____ coffee is bitter.
05. ____ little girl in blue is Mary.
06. Bakers use ____ flour for making ____ bread.
07. ____ second letter of ____ alphabet is B.
08. ____ sun was in ____ sky nearly all ____ time.
09. People make omelettes with ____ eggs.
10. ____ sick child needs ____ doctor.
11. ____ man on ____ left of ____ picture is Mr. Green.
12. I shall always remember ____ kindness of those people.
13. ____ girl sometimes goes to work as ____ shop assistant.
14. Where do horses sleep at ____ night?
15. ____ food and ____ drink are necessary to life.

II. Put in the only where it is necessary.

01. ____ Danube is the longest river in ____ Europe.
02. Mt. Blanc is in ____ Swiss Alps.
03. London is on ____ Thames.
04. ____ Hague is ____ capital of ____ Holland.
05. ____ Andes are high mountains in ____ South America.
06. ____ Cyprus is a large island in ____ Mediterranean.
07. On 19th March, I left ____ King George Hotel to cross ____ Atlantic on ____ Queen Mary.
08. Peter is having ____ lunch at ____ Red Rose, with John, to-day.
09. To-day, ____ sun is very hot but ____ north-east wind cools the air.
10. ____ Sea Lion flew across the water with ____ south-west wind behind her.
11. I shall meet you at ____ Rialto Cinema in ____ Prince Road.
12. We are having ____ dinner at ____ Claridge's before going to ____ Adelphi theatre.
13. ____ moon and ____ stars are shining brightly tonight.
14. Shall we go to ____ Embassy Cinema or to ____ Green's Theatre?
15. My husband usually has ____ lunch at ____ Blue Pig.



III. Insert a/an, or the, where necessary. Leave a blank where no article is required.

- A. Disaster at Sea
APRIL 16, 1912. ____
____(1) *Titanic*, ____ (2) British steamer, sank in ____ (3) North Atlantic last night after hitting ____ (4) iceberg, disproving its builders' claims that it couldn't be sunk.
- B. ____ (1) Commonwealth of Australia is ____ (2) country in ____ (3) southern hemisphere comprising ____ (4) mainland of ____ (5) world's smallest continent, ____ (6) major island of Tasmania and ____ (7) number of other islands in ____ (8) Indian, Pacific and Southern Oceans. ____ (9) neighbouring countries are Indonesia, East Timor and Papua New Guinea to ____ (10) north, the Solomon Islands, Vanuatu and New Caledonia to ____ (11) north-east, and New Zealand to ____ (12) south-east.

IV. Error Analysis: all of the following sentences contain mistakes. Find the mistakes and correct them.

01. The oil is a natural resource.
02. The lions are wild animals.
03. Our kinship system belongs to an united family.
04. I'm studying the English.
05. I'm living in United State.
06. What kind of a book do you want?
07. The boy whose the father is ill has left.
08. Every Friday Muslims go to the mosque.
09. The nature is beautiful in spring.
10. A thief is a danger to the society.
11. The summer is a hot season.
12. My favourite game is the football.
13. The cholera is a dreadful disease.
14. The green is a beautiful colour.
15. The smell is one of the five senses.

V. Written Exercise: You have been accepted in this department and are expected to know your environment pretty well. Write about some of the things you have learned about this department/faculty, about other students/people/departments, about your lectures, and about yourself.

The Impersonal 'It'

The pronoun 'it' is the third singular neuter pronoun which is generally used:

- A. for the things without life and often animals, except when the animals' sex is referred to,
- Here is your book ; take it away.
 - He loves his dog and cannot do without it.
 - (but) The ox fell and broke his leg.
- B. for a young child, unless the sex is referred to,
- When I saw the child, it was crying.
 - (but) That baby has torn his own clothes.
- C. to refer to some statement going before,
- He is telling what is not true ; and he knows it.
- D. in a construction in which the subject is 'to-infinitive' or 'that- clause' and other similar clauses. Swan (1983:349—50) says that such a construction is not often used, and, instead, the pronoun 'it' is used as the subject whereas the 'real subject' is put later. In this case, 'it' is called the preparatory subject.
- It is easy to find fault. = To find fault is easy.
 - It is doubtful whether he will come. = Whether he will come is doubtful.
 - It is certain that you ate wrong. = That you ate wrong is certain.
 - It is surprising how many unhappy marriages there are. = How many unhappy marriages there are is surprising.
 - It is a mystery what he sees in her. = What he sees in her is a mystery.
- E. in a construction in which the subject is 'gerund'. In such a construction, 'it' replaces the 'real subject' and put gerund later,
- It is easy talking. = Talking is easy.
 - It is difficult answering your questions. = Answering your questions is difficult.
- F. as a preparatory subject, 'it' is also used in the "for + object + infinitive" construction,
- It will suit me best for you to arrive at about ten o'clock.
 - It is essential for the papers to be ready before Thursday.
- G. to give special emphasis to the noun or pronoun one idea which follows. The role of 'it' in this construction is as, according to Swan (1983:350), an introductory subject.
- It was you who began the quarrel. ⇔ You began the quarrel. (emphasis on you)
 - It was I who first protested. ⇔ I first protested. (emphasis on I)
 - It was at Versailles that the treaty was made. ⇔ The treaty was made at Versailles. (emphasis on at Versailles)
 - It is a silly fish that is caught twice with the same bait. ⇔ A silly fish is caught twice with the same bait. (emphasis on a silly fish)
 - It is an ill wind that blows nobody good. ⇔ An ill wind blows nobody good. (emphasis on an ill wind)
- H. in a construction in which the object is 'to-infinitive' or 'that- clause'. Swan (1983:350—1) asserts that 'it' is sometimes used, and is called a preparatory object, especially "when there is an adjective connected with the object."
- George made it clear that he disagreed.
 - I thought it peculiar that she hadn't written.
 - I think it important that we should keep calm.
 - The blister on my foot made it painful to walk.
 - I find it difficult to talk to you about anything serious.
- I. in "expressions of time, distance, weather, temperature &c." (Thompson & Martinet, 1980:27),
- It is hot/cold/quiet/noisy in this room.
 - It is raining/snowing/freezing/thundering.

- It is a fine day
- What time is it? It is six o'clock.
- What day is it? It is Friday.
- What is the date? It is the third of March.
- How far is it to York? It is sixty kilometers.

Using YOU and ONE As Impersonal Pronouns

(a) One should always be polite. (b) How does one get to 5th Avenue from here?	In (a) and (b): one means "any person, people in general."
(c) You should always be polite. (d) How do you get to 5th Avenue from here?	In (c) and (d): you means "any person, people in general." One is more formal than you. Impersonal you, rather than one, is used more frequently in everyday English.
(e) One should take care of one's health. One should take care of his health. One should take care of his or her health.	In (e): Notice the pronouns that may be used in the same sentence to refer back to one.

See, the example below:

- One should always try to be friendly to your neighbors.
 - One should always try to be friendly to one's neighbors (OR his or her neighbors).
 - You should always try to be friendly to your neighbors.
 - People should always try to be friendly to their neighbors.
 - A person should always try to be friendly to his or her neighbors.

Exercise: The Impersonal Substitute Subject 'It'

Look at these sentences:

- To speak English well is difficult. = It is difficult to speak English well.
- What you mean is not clear. = It is not clear what you mean.

Change the following sentences in the same way as in the examples given above:

01. Whether we should accept the money or not is a serious question.
02. That he should say such things is incredible.
03. Where he went to still remains a mystery.
04. That he will return tomorrow seems very improbable.
05. To make fun of her is easy, but to do so is cruel.
06. What they discussed in tile meeting is not known.
07. To try and help them seems quite useless.
08. To buy all you can would seem a very good idea in the circumstances.
09. To lend money to that man is generally considered most unwise.
10. To reach the top of that mountain has been found impossible.

Look at this sentence:

- It is very surprising to tile that he has not yet arrived.
- =That lie has not Yet arrived is very surprising to me.

Change the following sentences in the same way as in the example:

01. It is perfectly easy to be wise after the event.
02. It was a great experience to shake him by the hand.
03. It is a very serious matter to accept that responsibility.

04. It is clear that he has been most unwise.
05. It is quite a new tiring for me to hear him speak French.
06. It will be quite unnecessary for you to bring your own towels to the pool.
07. It has been a great pleasure for tile to meet your sister.
08. It is by no means easy to build a wall so that it does not fall down.
09. It seemed the most natural thing in tile world to get married.
10. It proved quite impossible to get them to stay.
11. It appears very likely that they will Collie.
12. It is most unusual to see swallows in the winter-time in England.

Look at these sentences:

- (a) John met the new manager.
It was John who met the new manager.

John met the new manager.
It was the new manager (that) John met.

- (b) Yesterday afternoon John met the new manager in the street.
It was yesterday afternoon that John met the new manager.

John met the new manager in the street.
It was in the street that John met tile new manager.

We can give special emphasis to any part of a sentence by putting it at the beginning after the words It is (was). The rest of the sentence then follows as a clause. If the emphasized word is the subject and a person, then the clause starts with who.

Example:

- It was John who met the new manager.

If it stands for the object, the word 'that' may be used or omitted to form a contact clause.

Example:

- It was the new manager (that) John met.

In all other cases that can be used.

Examples:

- It was in the street (that) John met him.

- It was yesterday afternoon (that) John met him.

In ordinary conversation 'that' is often omitted when it is not the subject of a verb.

Reconstruct these sentences in the same way as in the examples in order to put emphasis on tile words in *Italics*:

01. I saw him in the street only last week.
02. The doctors make all the money.
03. No. I've lost my book.
04. We met them in the park.
05. I hope to go to the theatre tonight.
06. He is angry because you have lost all his papers.
07. I want to talk to your brother.
08. He was looking for his gloves.
09. She bought a new dress to go to the party.
10. He got lost later in the evening.
11. I first got to know them five years ago.
12. He made a fool of himself on her account.

13. I discovered my mistake years later.
14. She gave him the wrong telephone number by mistake.
15. She lost her ring outside in the garden.
16. You should try harder for your own good.
17. You are wrong, not me.
18. We punished him in order to teach him a lesson.
19. A large pile of bricks fell down just now.
20. They have had all the trouble since they came back, not before.

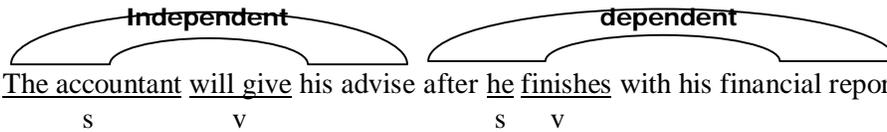
ERROR ANALYSIS: All the following have errors. Make the pronoun usage in the following consistent and correct.

01. One should always try to be friendly to your neighbors.
One should always try to be friendly to one's neighbors (OR his or her neighbors).
You should always try to be friendly to your neighbors.
People should always try to be friendly to their neighbors.
A person should always try to be friendly to his or her neighbors.
02. One can't know what he can actually do until you try.
03. It is important for a person to listen to your conscience.
04. You can get to the airport by taxi or by bus. People can catch the airport bus at the hotel.
05. Self-esteem is important to one's mental health. It is important for you to like yourself.
06. It is important for one to take care of their health. For example, you should not smoke. Smoking has been shown to cause various life-threatening diseases. One should also be careful to get plenty of exercise. Adequate rest is important, too. People can't be their best if one is tired all the time. We also need to eat a wide variety of food to make sure you get all the nutrients your body needs.

Relative Pronouns & Relative Clauses

A clause is a group of words with its own subject and predicate (verb), which may be a part of a sentence. An independent/main clause has a complete idea/thought and, therefore, can stand by itself as a complete sentence.

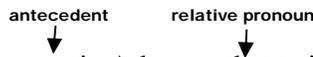
A dependent/sub clause does not have a complete idea/thought and, therefore, cannot stand by itself as a sentence; it is only part of a sentence.



For example: The accountant will give his advise after he finishes with his financial report.

Relative pronouns ('who', 'whom', 'which', 'whose', and 'that') are those which refer or relate to some nouns going before, which are called their antecedents (Wren, et al., 1990:52).

An antecedent is "a word going before a pronoun; it is a word to which the pronoun refers" (Warriner, et al, 1958:112).



See this example: There is a zoo in Arkansas that trains and houses a remarkable group of animals.

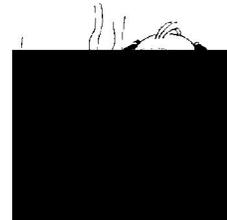
A relative clause is a dependent/sub clause which has a relative pronoun in it, and the relative pronoun "must follow its antecedent immediately" (Spankie, 1975:32).

For example:

- (a) ^{antecedent} The accountant has not started his examination yet. (b) ^{pronoun} He is newly-hired.
s s
- The accountant who is newly-hired has not started his examination yet.
- (a) ^{antecedent} Orientalism is about how the West perceives the East. (b) ^{pronoun} The students are summarizing it.
s s object
- Orientalism which the students have to summarize is about how the West perceives the East.
- (a) The visiting professor came from Malaysia. (b) Her major is on Post-colonialism.
- The visiting professor whose major is on Post-colonialism came from Malaysia.

EXERCISE: Combine the two sentences, using the second sentence as an adjective clause.

01. I apologized to the woman. I spilled her coffee.
02. The man called the police. His wallet was stolen.
03. I met the woman. Her husband is the president of the corporation.
04. The professor is excellent. I am taking her course.
05. Mr. North teaches a class for students. Their native language is not English.
06. I come from a country. Its history goes back thousands of years.
07. The people were nice. We visited their house.
08. I live in a dormitory. Its residents come from many countries.
09. I have to call the man. I accidentally picked up his umbrella after the meeting.
10. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.



EXERCISE : Combine the following sentences. Use sentence (b) as an adjective clause. Give all the possible adjective clause patterns.*

01. (a) The scientist is well-known for her research. (b) We met her yesterday. →
The scientist {~~Ø~~/ whom/ that} we met yesterday is well-known for her research.
02. (a) She lectured on a topic. (b) I know very little about it.
03. (a) The students missed the assignment. (b) They were absent from class.
04. (a) Yesterday I ran into an old friend. (b) I hadn't seen him for years.
05. (a) I explained my absence to the teacher. (b) I had missed his class.
06. (a) The young women are all from Japan. (b) We met them at the meeting last night.
07. (a) I am reading a book. (b) It was written by Jane Austen.
08. (a) The man gave me good advice. (b) I spoke to him.
09. (a) The instructor gives difficult tests. (b) I failed her course.
10. (a) I returned the money. (b) I had borrowed it from my roommate.
11. (a) The dogcatcher caught the dog. (b) It bit my neighbor's daughter.
12. (a) The people are very kind. (b) I am staying at their house.

* In everyday usage, often one pattern is used more commonly than another:

- (01) As a subject pronoun, who is more common than that.
- (02) As a subject pronoun, that is more common than which.
- (03) Object pronouns are usually omitted.

