

OXFORD



CANADIAN
GRAMMAR
SPECTRUM

REFERENCE AND PRACTICE

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Word classes: nouns, verbs, adjectives, etc.

1 Introduction



Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>meeting</i>	<i>at</i>	<i>work</i>	<i>tomorrow,</i>
Linking word	Pronoun	Verb	Adverb	Adjective			
<i>so</i>	<i>I</i>	<i>am</i>	<i>very</i>	<i>busy.</i>			

2 What kind of word?

There are eight different kinds of word in English. They are called “word classes” or “parts of speech.” Here are some examples from the conversations in the café.

- 1 Verb: **have, am, is, would, like, come, are, sitting, look**
- 2 Noun: **meeting, work, coffee, party, Saturday, Jessica, friends, corner**
- 3 Adjective: **important, busy, good, cheap**
- 4 Adverb: **tomorrow, very, really, here**
- 5 Preposition: **at, to, on, in**
- 6 Determiner: **an, this, our, the**
- 7 Pronoun: **I, it, you**
- 8 Linking word: **so, and**

3 Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

*Can I **look** at your photos?*
*We **work** on Saturday morning.*

NOUNS

*I like the **look** of that coat.*
*I'll be at **work** tomorrow.*

Practice

A What kind of word? (2)

Read this paragraph and then decide which word class each underlined word belongs to. To help you decide, you can look back at the examples in 2.

Maurice didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Maurice isn't very sociable. He stays in his room and concentrates completely on his homework. He's an excellent student, but he doesn't have much fun.

- | | | | | |
|----------|-------------|----|------------|-------|
| ▶ to | preposition | 7 | sociable | ..... |
| ▶ café | noun | 8 | in | ..... |
| 1 the | ..... | 9 | and | ..... |
| 2 told | ..... | 10 | completely | ..... |
| 3 they | ..... | 11 | an | ..... |
| 4 there | ..... | 12 | excellent | ..... |
| 5 he | ..... | 13 | but | ..... |
| 6 finish | ..... | 14 | fun | ..... |

B What kind of word? (2)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under "Verb," and so on. Do not write the same word more than once.

Henri thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is too old for her. Today they are at a café with their friends Sarah and Mark, so Henri can't get romantic with Claire. But he might buy her some flowers later.

Verb	Noun	Adjective	Adverb
<u>thinks</u>	<u>Henri</u> .....	.....	.....
.....
.....
Preposition	Determiner	Pronoun	Linking word
.....
.....
.....

C Words in sentences (3)

Is the underlined word a verb, a noun, or an adjective?

- | | | |
|---|-------|-------|
| ▶ Shall we go for a <u>walk</u> ? | noun | ..... |
| ▶ Shall we <u>walk</u> into town? | verb | ..... |
| 1 Laura wanted to <u>talk</u> to Rita. | ..... | ..... |
| 2 Laura wanted a <u>talk</u> with Rita. | ..... | ..... |
| 3 The windows aren't very <u>clean</u>. | ..... | ..... |
| 4 Doesn't anyone <u>clean</u> the windows? | ..... | ..... |
| 5 We went to a fabulous <u>show</u> in Vancouver. | ..... | ..... |
| 6 Laura wanted to <u>show</u> Rita her photos. | ..... | ..... |
| 7 Henri <u>thought</u> Claire looked beautiful. | ..... | ..... |
| 8 A strange <u>thought</u> came into Siva's head. | ..... | ..... |
| 9 Juan is <u>tired</u> now. | ..... | ..... |
| 10 Studying all night had <u>tired</u> Ben out. | ..... | ..... |

Sentence structure: subject, verb, object, etc.

MIKE AND TERI ARE MOVING THEIR PIANO UPSTAIRS.
JEFF, MELANIE, AND DAVID ARE HELPING THEM.



1 Sentence structure

The parts of a sentence are the subject, verb, object, complement, and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

1 SUBJECT VERB
My arms are aching.
Something happened.

2 SUBJECT VERB OBJECT
I need a break.
Five people are moving the piano.

The subject and object can be a pronoun (e.g. *I*) or a noun phrase (e.g. *the piano*).

3 SUBJECT VERB COMPLEMENT
This piano is heavy.
It was a big problem.

The complement can be an adjective (e.g. *heavy*) or a noun phrase (e.g. *a big problem*). The complement often comes after *be*. It can also come after *appear*, *become*, *get*, *feel*, *look*, *seem*, *stay*, or *sound*. For adjectives and word order see page 86, part 2.

4 SUBJECT VERB ADVERBIAL
It is on my foot.
Their house is nearby.

An adverbial can be a prepositional phrase (e.g. *on my foot*) or an adverb (e.g. *nearby*).

5 SUBJECT VERB OBJECT OBJECT
It 's giving me a backache.
David bought Melanie a present.

We use two objects after verbs like *give* and *send* (see page 6).

2 Adverbials

We can add adverbials to all the five main structures.

*My arms are aching **terribly**.* *I **really** need a rest.*

***Of course** this piano is heavy.* ***Fortunately** their house is nearby.*

***To everyone's surprise**, David **actually** bought Melanie a present **yesterday**.*

Practice

A Parts of the sentence (1)

Angie and Kevin are on vacation. They have written a postcard to Tracy and Andy. Look at each underlined phrase and decide which part of the sentence it is: subject, verb, object, complement, or adverbial.

- ▶ We're having a great time. object.....
- 1 The weather is fantastic.
- 2 We really enjoy camping.
- 3 It's a lot of fun.
- 4 We're on a farm.
- 5 We like this place.
- 6 The scenery is beautiful.

B Sentence structure (1)

After moving the piano, the five friends took a break and had some lemonade.

Look at this part of their conversation and then write the letters a)–e) in the correct place.

- a) David: That was a difficult job.
- b) Jeff: I agree.
- c) Mike: I'm on my deathbed.
- d) David: Someone should give us a medal.
- e) Teri: I made some more lemonade.

- ▶ Subject + verb b.....
- 1 Subject + verb + object
- 2 Subject + verb + complement
- 3 Subject + verb + adverbial
- 4 Subject + verb + object + object

C Word order (1)

Put the words in the correct order and write the statements.

- ▶ is / Melanie / very nice Melanie is very nice......
- 1 football / likes / Jeff
- 2 an accident / David / had
- 3 moved / the piano / we
- 4 a tall woman / Teri / is
- 5 sat / on the floor / everyone
- 6 gave / some help / Mike's friends / him

D Adverbials (2)

These sentences are from a news report. Write down the two adverbials in each sentence.

Each adverbial is a prepositional phrase or an adverb.

- ▶ The premier opened a new arena in Winnipeg.....
in Winnipeg yesterday. yesterday.....
- 1 He also spoke with several young
- people.
- 2 The arena was first planned
- in 2011.
- 3 Naturally, the city council could not
- finance the project without help.
- 4 Fortunately, they managed to obtain
- money from the province.

Direct and indirect objects

1 Introduction



Hudson gave Alix some flowers.
Here the verb **give** has two objects. Alix is the indirect object, the person receiving something. **Some flowers** is the direct object, the thing that someone gives.

Hudson gave some flowers to Alix.
Here **give** has a direct object (**some flowers**) and a phrase with **to**. **To** comes before Alix, the person receiving something.

Here are some more examples of the two structures.

	INDIRECT OBJECT	DIRECT OBJECT		DIRECT OBJECT	PHRASE WITH TO/FOR
<i>Jose gave</i>	Rachel	a book.	<i>Jose gave</i>	the book	to Rachel.
<i>I'll send</i>	my cousin	a postcard.	<i>I'll send</i>	a postcard	to my cousin.
<i>We bought</i>	all the children	ice cream	<i>We bought</i>	ice cream	for all the children.

2 To or for?

We give something **to** someone, and we buy something **for** someone.

We can use **to** with these verbs: **bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write**

*Vicky paid the money **to** the cashier.* OR *Vicky paid the cashier the money.*
*Let me read this news item **to** you.* OR *Let me read you this news item.*
*We showed the photos **to** Nando.* OR *We showed Nando the photos.*

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**

*They found a spare ticket **for** me.* OR *They found me a spare ticket.*
*I've saved a seat **for** you.* OR *I've saved you a seat.*
*Marina is making a cake **for** David.* OR *Marina is making David a cake.*

3 Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as **give**.
The pronoun usually comes before the noun.

*Hudson likes Alix. He gave **her some flowers.***
We use **her** because Alix is mentioned earlier.
Her comes before **some flowers**.

*Hudson bought some flowers. He gave **them to Alix.***
We use **them** because the flowers are mentioned earlier.
Them comes before **Alix**.

Practice

A Give (1)

Look at the birthday presents and write sentences about them.

Put one of these words at the end of each sentence: *necklace, scarf, sweater, tennis racquet, watch.*

▶ To Vytas
From Amy



1 To Narmatha
From Tony



2 To Pierre
From Grace



3 To Matthew
From Emma



4 To Carrie
From Bob



▶ Amy gave Vytas a watch.

1 3
2 4

B Indirect object or to? (1)

Write the information in one sentence. Put the underlined part at the end of the sentence. Sometimes you need *to*.

- ▶ Daniel lent something to Vicky. It was his calculator. → Daniel lent Vicky his calculator....
 ▶ Mark sent a message. It was his boss. → Mark sent a message to his boss....
 1 Maddie sold her bike. Her sister bought it. → Maddie
 2 Tom told the joke. He told all his friends. → Tom
 3 Angelique gave some help. She helped her neighbour. → Angelique
 4 Ilona wrote to her teacher. She wrote a letter. → Ilona

C To or for? (2)

Mark's boss at Zedco is Mr Prina. He is telling people to do things. Write *to* or *for*.

- ▶ Give these papers to my secretary. 3 Don't show these plans anyone.
 ▶ Could you make some coffee for us? 4 Leave a message my secretary.
 1 Book a flight me, could you? 5 Get the file me, would you?
 2 Can you mail this cheque the hotel? 6 Write a memo all managers.

D Give + pronoun (3)

Complete each answer using the words in parentheses. Sometimes you need to use *to* or *for*.

- ▶ Gustav: Why is everyone laughing? (a funny story/us)
 Vicky: Daniel told us a funny story.....
 ▶ Trevor: There's some fish left over. (it/the cat)
 Laura: I'll feed it to the cat.....
 1 Mark: What are you doing with those bottles? (them/the recycling bin)
 Sarah: I'm taking
 2 Sean: How are things with you, Daniel? (a job/me)
 Daniel: Fine. Someone has offered
 3 Brendan: What about those papers you found? (them/the police)
 Max: Oh, I handed
 4 Kate: It's pouring rain—look. (my umbrella/you)
 Rachel: It's OK. I'll lend

Simple Present



1 Use

We use the Simple Present for

- ▶ thoughts and feelings: *I think so, I like it.*
- ▶ states, things staying the same, facts and things that are true for a long time:
We live near the store.
- ▶ repeated actions: *We come here every week.*

and also

- ▶ in phrases like *I promise, I agree*, etc:
I promise I'll pay you back.
- ▶ in a negative question with *why* to make a suggestion: *Why don't we go out?*

2 Positive forms

I/you/we/they **get**
he/she/it **gets**

In the Simple Present we use the verb without an s at the end.

*I usually **get** the lunch ready at one o'clock.* *We always **do** our shopping at Foodmart.*
*Most children **like** ice cream.* *You **know** the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in -s or -es. For spelling rules see page 118.

*It **gets** busy on weekends.* *My husband **thinks** so, too.*
*Sarah **catches** the early train.* *She **travels** all over the world.*

3 Negatives and questions

NEGATIVE

I/you/we/they **do not get** OR **don't get**
he/she/it **does not get** OR **doesn't get**

QUESTION

do I/we/you/they **get**?
does he/she/it **get**?

We use a form of **do** in negatives and questions. We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

*We **don't** live far away.* *He **doesn't** want to go shopping.*
***Do** you **live** here? ~ Yes, I **do**.* *What **does** he **want**? ~ Money.*

We do not add -s to the verb in negatives and questions.

NOT *He ~~doesn't gets~~* and NOT *Does he ~~gets~~?*

Practice

A Use (1)

Look at each underlined verb and describe what kind of meaning it expresses. Is it a thought, a feeling, a fact, or a repeated action?

- ▶ Matthew loves baseball. *a feeling*
- ▶ Ahmed often works late at the office. *a repeated action*
- 1 I hate reality shows.
- 2 We play hockey every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost \$20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

B Forms (2–3)

Complete the sentences by writing the verbs. Use the Simple Present. You have to decide if the verb is positive or negative.

- ▶ Marie is very sociable. She knows (know) lots of people.
- ▶ We've got plenty of chairs, thanks. We don't want (want) any more.
- 1 My friend is finding life in Quebec a bit difficult. He (speak) French.
- 2 Most students live close to the college, so they (walk) there.
- 3 My uniform is really dirty. This jersey (need) a good wash.
- 4 I have four cats and two dogs. I (love) animals.
- 5 Marcus doesn't need any pancakes. He (eat) breakfast.
- 6 What's the matter? You (look) very happy.
- 7 Don't try to ring the doorbell. It (work).
- 8 I hate voicemail. I just (like) having my voice recorded.
- 9 Gerard is good at badminton. He (win) every game.
- 10 We always travel by bus. We (own) a car.

C Forms (2–3)

Complete the conversation. Write the Simple Present forms.

- Rita: (▶) Do you like (you/like) hockey, Antonio?
- Antonio: (▶) I love (I/love) it. I'm a Habs fan. (1) (I/go) to all their home games. Nick usually (2) (come) with me. And (3) (we/travel) to some away games, too. Why (4) (you/not/come) to a game some time?
- Rita: I'm afraid hockey (5) (not/make) sense to me—men chasing a puck. Why (6) (you/take) it so seriously?
- Antonio: It's a wonderful game. (7) (I/love) it. The Canadiens are my whole life.
- Rita: How much (8) (it/cost) to buy the tickets and pay for the travel?
- Antonio: A lot. (9) (I/not/know) exactly how much. But (10) (that/not/matter) to me. (11) (I/not/want) to do anything else. (12) (that/annoy) you?
- Rita: No, (13) (it/not/annoy) me. I just (14) (find) it a bit sad.