

**GRAMMARGUIDE**  

---

**ENGLISH GRAMMAR IN CONTEXT**

**Janet M. Bing**

**Library of Congress Cataloging-in-Publication Data**

**BING, JANET MUELLER,**

Grammarguide: English grammar in context / Janet M. Bing.

Includes index.

ISBN 0-13-362310-6

1. English language—Grammar—1950- I. Title.

PE1112.B48 1989  
428.2—dc19

89-3463  
CIP

Editorial/production supervision and  
interior design: CAROLE BROWN and TUNDE A. DEWEY  
Cover design: LUNDGREN GRAPHICS, LTD.  
Manufacturing buyer: PETER HAVENS and LAURA CROSSLAND



©1989 by Prentice-Hall, Inc.  
A Division of Simon & Schuster  
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be  
reproduced, in any form or by any means,  
without permission in writing from the publisher

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-362310-6

PRENTICE-HALL INTERNATIONAL (UK) LIMITED, *London*  
PRENTICE-HALL OF AUSTRALIA PTY. LIMITED, *Sydney*  
PRENTICE-HALL OF CANADA INC., *Toronto*  
PRENTICE-HALL HISPANOAMERICANA, S.A., *Mexico*  
PRENTICE-HALL OF INDIA PRIVATE LIMITED, *New Delhi*  
PRENTICE-HALL OF JAPAN, INC., *Tokyo*  
SIMON & SCHUSTER ASIA PTE. LTD., *Singapore*  
EDITORA PRENTICE-HALL DO BRASIL, LTDA., *Rio de Janeiro*

# Introduction

---

This is an easy-to-read grammar for students and teachers of English as a second language. It is written primarily for students to use independently outside of class so that class time can be spent practicing English rather than discussing rules of grammar. It should also be useful for teachers. Most English teachers have a good understanding of English grammar, but cannot always communicate this understanding to students. The simple, non-technical explanations in this book may help teachers answer student questions in ways students can understand.

The rules in this book are for American English unless otherwise noted. Some rules were not included because they were judged too complicated for beginning and intermediate students. Deciding which rules to leave out was difficult, and users will not all agree with my choices.

Language always occurs in some context. In most sections of **GrammarGuide** the examples are from a single context so that readers do not have to imagine a new situation for each example sentence. The first example sentence usually suggests the context. Many of the structures explained in **GrammarGuide** can be practiced in the companion workbooks, **GrammarWork 1-4** by Pamela Breyer.

I would like to thank Leslie Levine Adler, Pamela Breyer, Louis Carrillo, Deb Davia, Mark Landa, Eric Nelson, Cheryl O'Brien, David Tillyer, and Margaret Segal for comments on early versions. Pamela Breyer and Eric Nelson were particularly generous with both time and ideas. Louis Carrillo did most of the editing of this version and simplified, clarified, and generally improved the entire book. Tünde Dewey was most helpful in the final stages of editing.

I dedicate this book to my father, Dr. Albert Christian Mueller, who retired from practicing medicine and successfully taught English to a Thai student (who now also calls him Dad). I hope that this book will help him with his next student.

*Janet Bing  
Department of English  
Old Dominion University  
Norfolk, VA 23508*

## TO THE STUDENT: How to Use *GrammarGuide*

---

This book is an easy grammar for beginning and intermediate students. Chapter 1 includes very brief descriptions of the parts of speech for people who do not know how to identify them. In some cases it is possible to look up something in the index even without knowing the part of speech. For example, to learn about the use of *must* or *have to*, the reader can look up these words directly in the index. Not all English words are in the index, of course, but many words which are important to English grammar can be found there. Even if you do not understand everything in the explanation, study the examples. Sometimes examples can be more helpful than explanations. It is also sometimes helpful to compare examples in the charts.

The organization of this book is:

### Table of Contents

### Helpful Charts

- Chapter 1 Parts of Speech and Parts of Sentences
- Chapter 2 Nouns
- Chapter 3 Pronouns
- Chapter 4 Verbs
- Chapter 5 Modals
- Chapter 6 Special Kinds of Verbs
- Chapter 7 Adjectives
- Chapter 8 Adverb
- Chapter 9 Prepositions
- Chapter 10 Conjunctions
- Chapter 11 Mechanics

### Index

# Contents

---

INTRODUCTION . . . . .	xiii
TO THE STUDENT: HOW TO USE GRAMMARGUIDE . . . . .	xv
LIST OF CHARTS AND TABLES . . . . .	xvii

## Chapter 1

<b>KINDS OF WORDS AND HOW THEY ARE USED . . . . .</b>	<b>1</b>
1.1 PARTS OF SPEECH AND PARTS OF A SENTENCE . . . . .	2
1.2 RECOGNIZING PARTS OF SPEECH . . . . .	2
1.3 NOUNS . . . . .	2
1.4 DETERMINERS . . . . .	3
1.5 PRONOUNS . . . . .	3
1.6 ADJECTIVES . . . . .	4
1.7 VERBS . . . . .	4
1.8 ADVERBS . . . . .	5
1.9 PREPOSITIONS . . . . .	5
1.10 CONJUNCTIONS . . . . .	6
1.11 <i>WH</i> -WORDS . . . . .	6
1.12 INTERJECTIONS . . . . .	7
1.13 SUBJECT AND PREDICATE . . . . .	7
1.14 SUBJECT-VERB AGREEMENT . . . . .	7
1.15 PREDICATE NOUNS AND PREDICATE ADJECTIVES . . . . .	8
1.16 MODIFIERS . . . . .	8
1.17 DIRECT AND INDIRECT OBJECTS . . . . .	9
1.18 OBJECT COMPLEMENTS . . . . .	9

## Chapter 2

<b>NOUN PHRASES AND NOUN CLAUSES . . . . .</b>	<b>11</b>
2.1 DEFINING NOUNS, NOUN PHRASES, AND NOUN CLAUSES . . . . .	13
2.2 COMMON AND PROPER NOUNS . . . . .	13
2.3 SINGULAR AND PLURAL NOUNS . . . . .	14
2.4 COUNTABLE AND UNCOUNTABLE NOUNS . . . . .	17
2.5 DEMONSTRATIVE ADJECTIVES: <i>THIS, THAT, THESE, AND THOSE</i> . . . . .	19
2.6 ARTICLES: <i>A, AN, SOME, AND THE</i> . . . . .	19

## viii CONTENTS

2.7	<b>A OR AN</b> . . . . .	21
2.8	<b>A, AN OR NO ARTICLE</b> . . . . .	22
2.9	<b>THE OR NO ARTICLE</b> . . . . .	23
2.10	<b>POSSESSIVE ADJECTIVES</b> . . . . .	26
2.11	<b>ORDERING WORDS IN NOUN PHRASES</b> . . . . .	27
2.12	<b>QUANTIFIERS</b> . . . . .	28
2.13	<b>POSSESSIVE NOUNS</b> . . . . .	31
2.14	<b>NOUNS AS MODIFIERS</b> . . . . .	32
2.15	<b>NOUN COMPOUNDS</b> . . . . .	32
2.16	<b>APPOSITIVES</b> . . . . .	34
2.17	<b>GERUNDS AND GERUND PHRASES</b> . . . . .	34
2.18	<b>INFINITIVES AND INFINITIVE PHRASES</b> . . . . .	35
2.19	<b>NOUN CLAUSES AS OBJECTS</b> . . . . .	36
2.20	<b>NOUN CLAUSES AS SUBJECTS AND DELAYED SUBJECTS</b> . . . . .	37
2.21	<b>COMPARISON OF NOUNS AND NOUN PHRASES</b> . . . . .	38

## Chapter 3

### **PRONOUNS AND OTHER PROFORMS** . . . . . 40

3.1	<b>DEFINING PROFORMS</b> . . . . .	41
3.2	<b>DEMONSTRATIVE PRONOUNS</b> . . . . .	41
3.3	<b>SUBJECT AND OBJECT PRONOUNS</b> . . . . .	41
3.4	<b>POSSESSIVE ADJECTIVES AND PRONOUNS</b> . . . . .	43
3.5	<b>INTRODUCTORY <i>THERE</i> AND <i>IT</i></b> . . . . .	44
3.6	<b>QUANTIFIERS AND NUMBERS USED AS PRONOUNS</b> . . . . .	46
3.7	<b><i>WH</i>-WORDS</b> . . . . .	48
3.8	<b>REFLEXIVE AND RECIPROCAL PRONOUNS</b> . . . . .	51
3.9	<b>INDEFINITE PRONOUNS</b> . . . . .	53
3.10	<b>PRONOUNS IN INDIRECT SPEECH</b> . . . . .	56
3.11	<b>PRONOUN AGREEMENT</b> . . . . .	56
3.12	<b>PROFORMS <i>SO</i>, <i>NOT</i>, AND <i>DO</i></b> . . . . .	57

## Chapter 4

### **VERBS AND VERB TENSES** . . . . . 59

4.1	<b>NAMES AND FORMS OF VERB TENSES</b> . . . . .	61
4.2	<b>THE FIRST AUXILIARY VERB</b> . . . . .	64
4.3	<b>IMPERATIVES AND SUGGESTIONS</b> . . . . .	69
4.4	<b>SIMPLE PRESENT</b> . . . . .	70
4.5	<b>PRESENT CONTINUOUS</b> . . . . .	74
4.6	<b>SIMPLE PRESENT VERSUS PRESENT CONTINUOUS</b> . . . . .	77
4.7	<b>FUTURE WITH <i>WILL</i></b> . . . . .	78
4.8	<b>FUTURE WITH <i>GOING TO</i></b> . . . . .	79
4.9	<b>FUTURE CONTINUOUS</b> . . . . .	80
4.10	<b>FUTURE PERFECT</b> . . . . .	81
4.11	<b>CONTRASTING THE FUTURE, FUTURE CONTINUOUS, AND FUTURE PERFECT</b> . . . . .	83
4.12	<b>PAST FUTURE TENSES</b> . . . . .	84

4.13	THE PAST FORM AND PAST TIME . . . . .	86
4.14	SIMPLE PAST . . . . .	87
4.15	PAST CONTINUOUS . . . . .	90
4.16	PRESENT PERFECT . . . . .	92
4.17	PRESENT PERFECT VERSUS SIMPLE PAST . . . . .	95
4.18	PRESENT PERFECT CONTINUOUS . . . . .	97
4.19	PAST PERFECT . . . . .	99
4.20	PAST PERFECT CONTINUOUS . . . . .	101
4.21	PAST AND IMAGINARY EVENTS . . . . .	102
4.22	VERB TENSES AFTER <i>WISH</i> AND <i>HOPE</i> . . . . .	103
4.23	VERB TENSES AFTER <i>IF</i> . . . . .	104
4.24	VERB TENSES . . . . .	106
4.25	ACTIVE VERSUS PASSIVE VERBS . . . . .	106
4.26	PASSIVE PRESENT . . . . .	108
4.27	PASSIVE PAST . . . . .	109
4.28	OTHER PASSIVE TENSES . . . . .	109
4.29	PASSIVE EXPRESSIONS WITH <i>GET</i> . . . . .	111
4.30	NEGATIVES, QUESTIONS, SHORT ANSWERS, AND TAG QUESTIONS IN THE PASSIVE VOICE . . . . .	111

Chapter 5

**MODALS AND SEMIMODALS . . . . . 113**

5.1	DESCRIBING MODALS AND SEMIMODALS . . . . .	114
5.2	NEGATIVES, CONTRACTIONS, QUESTIONS, AND SHORT ANSWERS WITH MODALS AND SEMIMODALS . . . . .	115
5.3	TIME AND FORM . . . . .	117
5.4	PASSIVE SENTENCES WITH MODALS . . . . .	118
5.5	SEQUENCE OF TENSES . . . . .	119
5.6	<i>CAN</i> AND <i>BE ABLE TO</i> . . . . .	120
5.7	<i>COULD</i> AND <i>COULD HAVE</i> . . . . .	122
5.8	<i>WILL</i> , <i>WON'T</i> , AND <i>WILL HAVE</i> . . . . .	125
5.9	<i>WOULD</i> , <i>WOULD HAVE</i> , AND <i>USED TO</i> . . . . .	126
5.10	EXPRESSIONS WITH <i>WOULD</i> . . . . .	129
5.11	<i>MAY</i> . . . . .	132
5.12	<i>MIGHT</i> AND <i>MIGHT HAVE</i> . . . . .	134
5.13	<i>SHALL</i> . . . . .	135
5.14	<i>SHOULD</i> , <i>SHOULD HAVE</i> , AND <i>OUGHT TO</i> . . . . .	136
5.15	<i>HAD BETTER</i> AND <i>BE SUPPOSED TO</i> . . . . .	138
5.16	<i>MUST</i> , <i>HAVE TO</i> , AND <i>HAVE GOT TO</i> . . . . .	139
5.17	USES OF THE MODALS AND SEMIMODALS . . . . .	141

Chapter 6

**SPECIAL KINDS OF VERBS . . . . . 147**

6.1	SOME PROPERTIES OF VERBS . . . . .	148
6.2	IRREGULAR VERBS . . . . .	149
6.3	PHRASAL VERBS . . . . .	158

**x CONTENTS**

6.4	VERB COMPLEMENTS: OBJECTS	161
6.5	DIRECT AND INDIRECT SPEECH	164
6.6	VERBS WITH <i>THAT</i> COMPLEMENTS	166
6.7	VERBS WITH INFINITIVE COMPLEMENTS	168
6.8	VERBS WITH GERUND COMPLEMENTS	170
6.9	VERBS WITH INFINITIVE OR GERUNS COMPLEMENTS	171
6.10	VERBS WITH BARE INFINITIVE COMPLEMENTS	172
6.11	SUMMARY OF VERBS AND THEIR COMPLEMENTS	174
6.12	<i>MAKE AND DO</i>	176

**Chapter 7**

**ADJECTIVES AND ADJECTIVALS . . . . . 178**

7.1	DEFINING ADJECTIVES AND ADJECTIVALS	179
7.2	DETERMINERS	179
7.3	ADJECTIVALS THAT COME BEFORE NOUNS	180
7.4	QUANTIFIERS AND NUMBERS	182
7.5	POSITIVE, COMPARATIVE, AND SUPERLATIVE DEGREES OF ADJECTIVES	189
7.6	MAKING COMPARISONS WITH ADJECTIVES	192
7.7	THE ORDER OF ADJECTIVALS BEFORE NOUNS	194
7.8	ADJECTIVALS AFTER NOUNS	196
7.9	ADJECTIVALS USED AS SUBJECT AND OBJECT COMPLEMENTS	198
7.10	RELATIVE CLAUSES	200
7.11	PARTICIPLES	204
7.12	ADJECTIVES THAT HAVE COMPLEMENTS	206
7.13	ADJECTIVES USED AS NOUNS	209

**Chapter 8**

**ADVERBS AND ADVERBIALS . . . . . 211**

8.1	DEFINING ADVERBS AND ADVERBIALS	212
8.2	<i>HOW OFTEN</i> : ADVERBIALS OF FREQUENCY	214
8.3	<i>WHEN, FOR HOW LONG</i> : ADVERBIALS OF TIME	215
8.4	<i>WHERE</i> : ADVERBIALS OF PLACE AND DIRECTION	218
8.5	<i>HOW</i> : ADVERBIALS OF MANNER	219
8.6	<i>WHY</i> : ADVERBIALS OF REASONS, CAUSE, PURPOSE AND CONTRAST	221
8.7	<i>HOW MUCH</i> : ADVERBIALS OF DEGREE AND EMPHASIS	222
8.8	COMPARISONS	226
8.9	SENTENCE ADVERBIALS	228
8.10	LINKING ADVERBIALS	229
8.11	POSITION AND ORDER OF ADVERBIALS	231
8.12	<i>WHERE, WHEN, HOW LONG</i> : ADVERBIAL CLAUSES OF PLACE AND TIME	233
8.13	<i>WHY</i> : ADVERBIAL CLAUSES OF CAUSE AND CONTRAST	239
8.14	CONDITIONALS WITH <i>IF</i> AND <i>UNLESS</i>	240
8.15	SUMMARY: ADVERBIAL CLAUSES AND PHRASES	241



Chapter 9

**PREPOSITIONS . . . . . 243**

9.1 DEFINING PREPOSITIONS . . . . . 244

9.2 PREPOSITIONS OF PLACE AND DIRECTION . . . . . 245

9.3 PREPOSITIONS OF TIME . . . . . 254

9.4 PREPOSITIONS OF ROLE . . . . . 258

9.5 PREPOSITIONS OF METHOD AND MANNER . . . . . 261

9.6 PREPOSITIONS OF CAUSE AND REASON . . . . . 262

9.7 PHRASAL AND PARTICIPAL PREPOSITIONS . . . . . 263

9.8 THE PREPOSITION OF . . . . . 265

9.9 PREPOSITIONS AFTER ADJECTIVES AND VERBS . . . . . 266

Chapter 10

**CONJUNCTIONS AND COORDINATE STRUCTURES . . . 276**

10.1 COORDINATE CONJUNCTIONS . . . . . 277

10.2 COMPOUND PHRASES AND SUBJECT-VERB AGREEMENT . . . . . 278

10.3 COMPOUND SENTENCES . . . . . 279

10.4 PARALLEL STRUCTURE . . . . . 280

10.5 CORRELATIVE CONJUNCTIONS . . . . . 281

10.6 SUBORDINATE CONJUNCTIONS . . . . . 282

Chapter 11

**NUMBERS, CAPITAL LETTERS, PUNCTUATION,  
AND SPELLING . . . . . 285**

11.1 CARDINAL AND ORDINAL NUMBERS . . . . . 286

11.2 NUMBERS IN TIME AND DATES . . . . . 288

11.3 ADDRESSES AND PHONE NUMBERS . . . . . 289

11.4 MONEY . . . . . 291

11.5 MEASUREMENT AND QUANTITY . . . . . 291

11.6 ABBREVIATIONS . . . . . 295

11.7 CAPITAL LETTERS . . . . . 297

11.8 QUOTATION MARKS AND ITALICS . . . . . 300

11.9 SENTENCE PUNCTUATION . . . . . 301

11.10 COMMAS AND APOSTROPHES . . . . . 302

11.11 COLONS, DASHES, AND PARENTHESES . . . . . 306

11.12 SPELLING RULES . . . . . 308

**INDEX . . . . . 313**

## LIST OF CHARTS AND TABLES

---

Common and proper nouns	13-18
Common order for words in noun phrases	28
Quantifiers	29-30
Quantifiers with countable/uncountable nouns	47
Pronouns	41
Names and forms of verb tenses	61
Future perfect	82
Verb tenses	106
Active versus passive verbs	110
Modals and their negatives	116
Verbs and their complements	174-76
Verbs with irregular past and past participle forms	151-52
Quantifiers used as adjectives	188
Comparative and superlative forms of adjectives	189-91
Order of adjectivals before nouns	196
Complements of common adjectives	208-9
Comparative and superlative forms of adverbs	227
Adverbial clauses and prepositional phrases	241
Prepositions after adjectives	267-70
Prepositions after verbs	270-75
State abbreviations	290
Common abbreviations	295

# Chapter 1

---

## Kinds of Words and How They Are Used

- 1.1 Parts of speech and parts of a sentence
- 1.2 Recognizing parts of speech

### **PARTS OF SPEECH**

- 1.3 Nouns
- 1.4 Determiners
- 1.5 Pronouns
- 1.6 Adjectives
- 1.7 Verbs
- 1.8 Adverbs
- 1.9 Prepositions
- 1.10 Conjunctions
- 1.11 *Wh*-words
- 1.12 Interjections

### **PARTS OF SENTENCES**

- 1.13 Subject and predicate
  - 1.14 Subject-verb agreement
  - 1.15 Predicate nouns and predicate adjectives
  - 1.16 Modifiers
  - 1.17 Direct and Indirect objects
  - 1.18 Object complements
-

## 2 KINDS OF WORDS AND HOW THEY ARE USED

### 1.1 Parts of Speech and Parts of a Sentence

When you use a grammar book, it is useful to know the parts of speech. It is also useful to know how words and phrases are used in sentences. Words can be both parts of speech and parts of a sentence. Look at the following:

My new camera has fallen off the table.

When you ask, "What is the word *camera*?" the answer is a part of speech. *Camera* is a noun. When you ask, "How is the word *camera* used in this sentence?" the answer is that *camera* is the subject of the sentence. A subject is a part of the sentence.

### 1.2 Recognizing Parts of Speech

Here are several ways to identify a part of speech:

1. Learn a definition for each part of speech. One traditional definition of a noun is "the name of a person, place, or thing." A camera is a thing; the word *camera* is a noun.
2. Decide if the word is similar to another word that you know. If you know that *good* is an adjective, you can guess that *new* is an adjective, too, because it fits into the same part of the sentence.
3. Look up the word in a dictionary. A dictionary tells which parts of speech a word can be. After the word and the pronunciation, the part of speech is given. *Adj.* is the abbreviation for "adjective."

*new* (nōō) *adj.*

## PARTS OF SPEECH

### 1.3 Nouns

*Photography* is fun.

Nouns name people, places, actions, and ideas and include anything that can be touched, smelled, heard, felt, or seen. Nouns answer questions that begin with *what* or *who*. Names of particular

people, places, or things are proper nouns. A noun phrase is a group of words that includes a noun or a pronoun as the main word.

I have a *new camera from Japan*.

In the following sentences, words that can fit into the blanks are nouns and noun phrases:

He is thinking about \_\_\_\_\_.

his camera

photography

a new camera from Japan

\_\_\_\_\_ can be interesting.

Photography

Taking pictures

## 1.4 Determiners

*The camera is gone!*

The first word in a noun phrase is usually a determiner. There are several kinds of determiners.

**Articles:** the, a, an

**Demonstratives:** this, that, these, those

**Possessives:** my, your (singular), his, her, its, our, your (plural), their

## 1.5 Pronouns

*I can't find it.*

A pronoun is a substitute word. Pronouns are used to avoid repeating nouns or noun phrases, and they have different forms depending on how they are used. Pronouns such as *I*, *you*, and *she* are personal pronouns. They refer to particular people. Pronouns such as *anybody*, *everyone*, *anything*, and *nobody* are indefinite pronouns. They are used when the speaker has no particular thing or person in mind. The demonstrative pronouns *this*, *that*, *these*, and *those* are used in place of noun phrases such as *this camera*.

## 4 KINDS OF WORDS AND HOW THEY ARE USED

### 1.6 Adjectives

It was a *new* camera.

Adjectives tell something about nouns. *New* in the preceding example describes the camera; it tells what kind of camera it was. An adjective phrase is a group of words that includes an adjective as the main word.

The camera was *very expensive*.

Many adjectives and adjective phrases can be used in the blank in the following sentence:

We took pictures of some \_\_\_\_\_ things.  
beautiful  
green  
important  
very unusual

### 1.7 Verbs

Someone *stole* my camera.

Verbs are words that show action. The action in the example above is *stealing*. Verbs also describe a state or condition.

It *was* a very expensive camera.

It *cost* \$200.

I *feel* very upset.

A verb phrase can be one verb, or it can have auxiliary verbs and a main verb. The main verb is the last verb in the verb phrase. The verbs that precede the main verb are auxiliary verbs.

	AUXILIARY VERB	MAIN VERB	
She	has been	sweeping	the patio.
She	was	working	when I called.
She		started	early.

The auxiliary verbs in English are *be*, *have*, and *do* in all their forms. The modals, *can*, *could*, *may*, *might*, *shall*, *should*, *must*, *will*, *would*, and *ought to*, are also auxiliary verbs.

Linking verbs are used in sentences where the words following the verb tell something about the subject of the sentence. It is usually possible to replace a linking verb with a form of *be* and keep the general meaning.

This fruit	is	a mango.
Mangoes	are	delicious.
They	taste	wonderful.

## 1.8 Adverbs

There was an accident *yesterday*.

Adverbs tell something about verbs, adjectives, other adverbs, or an entire sentence. Adverbs answer *where*, *when*, or *how* questions.

Where did it happen?	It happened <i>outside</i> .
When did it happen?	It happened <i>early this morning</i> .
How often does this happen?	It <i>rarely</i> happens.
How fast were the cars going?	<i>Very fast</i> .
How much damage was there?	One car was <i>completely</i> destroyed.

## 1.9 Prepositions

We're moving *into* the house now.

Prepositions are words that show many kinds of relationships, such as time, place, and direction. In the following examples, the prepositions *on* and *under* show two different place relationships between the suitcase and the table:

Put the suitcase *on* the table.  
Put the suitcase *under* the table.

In the next examples, the prepositions *before* and *after* show two different time relationships between moving the sofa and eating dinner.

## 6 KINDS OF WORDS AND HOW THEY ARE USED

Let's move the sofa *before* dinner.

No, let's move it *after* dinner.

A prepositional phrase is a preposition followed by a noun or noun phrase. *On the table* and *before dinner* are prepositional phrases.

### 1.10 Conjunctions

Take this list *and* go to the drugstore.

Conjunctions are words that connect a word with a word, a phrase with a phrase, or a clause with a clause. (A clause contains a subject and verb and is part of a sentence.)

Coordinate conjunctions are single words that join parts of a sentence. *And, or, nor, but, so, yet, and for* are coordinate conjunctions. (*So* and *yet* are sometimes called conjunctive adverbs.)

Correlative conjunctions are conjunctions used in pairs.

*Both Sarah and Tom* graduated from college this year.

Graduation is on *either* the twenty-fifth *or* the twenty-sixth of May.

Subordinate conjunctions, such as *before* and *after*, are words that introduce adverbial clauses.

*Before* they went shopping, they went to the bank.

*After* they finished their shopping, they went home.

### 1.11 Wh-words

*Where* did they go?

The *wh*-words in English are *who, whom, what, where, when, which, why, whose, whether, and how*. These words are often used at the beginning of a sentence to ask a question.

*When* did they go shopping?

All the *wh*-words can be used to introduce clauses.

I wonder *why* they left so early.

I'm not sure *when* they'll be back.



## 1.12 Interjections

Ouch!

Interjections are words and phrases that express strong emotion. They occur independently of sentences and are common in spoken conversation. They are rarely used in formal writing. Many interjections are impolite. Some mild ones follow.

Wow! Good Grief! Gee! Darn! Oh no!

## PARTS OF SENTENCES

### 1.13 Subject and Predicate

Their children watch too much television.

The subject of a sentence is a word or group of words that the rest of the sentence is going to comment on. It often identifies the doer of an action. In short sentences, the subject is often the first noun or noun phrase. The predicate of a sentence is the verb and the rest of the sentence.

SUBJECT	PREDICATE
Maria	watches football games on television.
Her brothers	like to watch tennis matches.

### 1.14 Subject-Verb Agreement

She *likes* football, but they *like* tennis.

The subject and the first verb in the predicate must agree; that is, singular nouns are used with singular verb forms, and plural nouns are used with plural verb forms.

SUBJECT	VERB
She	doesn't play football.
They	don't play tennis.

Two or more subjects that are joined by conjunctions are compound subjects. Compound subjects joined by *and* are used with the plural form of the verb.