

Volume B



**UNDERSTANDING
AND USING**

**ENGLISH
GRAMMAR**

Second Edition



Preface to the Second Edition

The second edition of *Understanding and Using English Grammar* contains changes directed primarily toward clarification of structure presentations in the charts and improvements in the exercises. The revisions are based in large part upon the many wonderful and graciously offered suggestions from teachers and students familiar with the original text. A few new short grammar units have been included. One grammar area (comparisons) has been moved from *Understanding and Using English Grammar* to the second edition of *Fundamentals of English Grammar*. Additional notes on structure differences between American and British English have been included in the second edition.

The text remains a developmental skills text for students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways.

As in the original edition, the charts consist of examples accompanied by explanations and are intended to be easily understood by the students. Terminology is kept to a minimum.

The exercises reflect an eclectic approach, not only because there are many effective ways of teaching language, but also because certain structures simply tend to lend themselves to one approach rather than another. The exercises may be directed toward listening skills, oral production, writing skills, or reading comprehension—or any combination thereof. Some of the exercises have a straightforward, controlled concentration on form and meaning. These are followed by other more complicated and challenging exercises that engender creative, independent use of target structures. The exercise contexts reflect realistic, typical language use and are relevant to the students' concerns, daily lives, and life experiences. Items in the exercises are variously designed to encourage students to talk about themselves and their activities, to promote vocabulary development, to be informative, to engender cross-cultural comparisons, to be thought-provoking, to cause a smile or a chuckle, or to stimulate short discussions on a variety of topics.

In order to meet the needs of different teachers in different teaching situations, the revision of *Understanding and Using English Grammar* is

available in two formats: in a single volume or in split volumes. The restructuring of the organization was designed principally to accommodate splitting the text into two volumes, with Volume A focusing on verb forms and Volume B focusing on complex structures. As in the original edition, each chapter is a self-contained unit; the teacher may present the chapters in the given order or rearrange the order of presentation to suit his/her needs and purposes.

Appendix 1 (*Supplementary Grammar Units*) has been expanded and now includes exercises. Information about parts of speech and basic structures such as questions and negatives is in the appendix so that students may have these units available whether using the single-volume text or the split volumes. The teacher can fit these units in as s/he deems appropriate in the syllabus. A teacher may, for example, choose to teach the question unit either prior to or in the course of teaching the verb tense chapter, may teach it in conjunction with the noun clause chapter, or may simply refer to it as needed in connection with tenses, modals, the passive, or any other unit. Much of the material in Appendix 1 is review from the other two texts in the series, but not all. As with any other grammar units in the text, the Appendix 1 material seeks to consolidate previous understandings as the basis upon which to expand usage ability.

Understanding and Using English Grammar (blue cover) is intended for upper-level students. It is part of a series of three grammar books. *Fundamentals of English Grammar* (black) is directed toward mid-level students, and *Basic English Grammar* (red) is designed for lower-level students.

WORKBOOKS

The second edition is accompanied by student workbooks: *Understanding and Using English Grammar—Workbooks A and B*. They contain not only Self-study Practices (answers given) for independent out-of-class work by the students, but also Guided Study Practices (answers not given) for classwork, homework, and individualized instruction as the teacher sees the need. In addition, there are suggestions for oral and/or writing activities, an emphasis on vocabulary development, and two practice tests for each chapter.

TEACHER'S GUIDE

The second edition of *Understanding and Using English Grammar* is also accompanied by a much expanded *Teacher's Guide* that contains: presentation suggestions; specific techniques for handling the varied types of exercises; background grammar notes; item notes on cultural content, vocabulary, and structure usage; problems to anticipate; suggestions for oral and written student-centered activities; and answers to the exercises.

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CHAPTER 5

Singular and Plural

- EXERCISE 1: In the following sentences, add final *-s/-es* where necessary. Discuss why you need to add *-s/-es*. Do not change or omit any other words in the sentences. All of the sentences are SIMPLE PRESENT.

1. I have two pen. (^{pens}*pens* = a plural noun)
2. Tom work hard every day.
3. Our solar system consist of nine planet.
4. The earth rotate around the sun.
5. All animal need water.
6. A dog need fresh water every day.
7. Student take test.
8. Hawaii has beautiful sunset.
9. A library contain a lot of book.
10. Encyclopedia contain information about many thing.
11. Butterfly are beautiful.
12. Martha watch TV every evening.
13. Alex almost never change his mind.

5-1 FINAL -S/-ES

(a) NOUN + -S : <i>Friends</i> are important. NOUN + -ES : I like my <i>classes</i> .	A final -s or -es is added to a noun to make a noun plural. <i>friend</i> = a singular noun <i>friends</i> = a plural noun
(b) VERB + -S : John <i>works</i> at the bank. VERB + -ES : She <i>watches</i> birds.	A final -s or -es is added to a simple present verb when the subject is a singular noun or third person singular pronoun.* <i>John works</i> = singular <i>The students work</i> = plural <i>He works</i> = singular <i>They work</i> = plural
SPELLING: FINAL -S vs. -ES	
(c) sing → <i>sings</i> song → <i>songs</i>	For most words (whether a verb or a noun), simply a final -s is added to spell the word correctly.
(d) wash → <i>washes</i> watch → <i>watches</i> class → <i>classes</i> buzz → <i>buzzes</i> box → <i>boxes</i>	Final -es is added to words that end in -sh , -ch , -s , -x , and -x .
(e) toy → <i>toys</i> buy → <i>buys</i> (f) baby → <i>babies</i> cry → <i>cries</i>	For words that end in -y : In (e): If -y is preceded by a vowel, only -s is added. In (f): If -y is preceded by a consonant, the -y is changed to -i and -es is added.

*A singular noun = *Mary, my father, the machine.*

A third person singular subject pronoun = *she, he, it.*

□ EXERCISE 2: Add **-s** or **-es** to the following words to spell them correctly.

- | | |
|-----------------------|-----------------|
| 1. passenger <u>s</u> | 14. mix _____ |
| 2. tax <u>es</u> | 15. try _____ |
| 3. talk _____ | 16. tray _____ |
| 4. blush _____ | 17. ferry _____ |
| 5. discover _____ | 18. guy _____ |
| 6. develop _____ | 19. enemy _____ |
| 7. season _____ | 20. pry _____ |
| 8. flash _____ | 21. pray _____ |
| 9. hall _____ | |
| 10. touch _____ | |
| 11. sketch _____ | |
| 12. press _____ | |
| 13. method _____ | |

- **EXERCISE 3—ORAL:** Practice pronouncing the following words. Say the final *-s/-es* sounds loudly and clearly.

GROUP A: Final *-s* is pronounced /s/ after voiceless sounds.

Examples: *seats* = *seat* + /s/
ropes = *rope* + /s/
backs = *back* + /s/

- | | |
|-----------|------------|
| 1. hats | 6. unlocks |
| 2. hates | 7. sniffs |
| 3. sleeps | 8. laughs |
| 4. trips | 9. asks |
| 5. books | |

GROUP B: Final *-s* is pronounced /z/ after voiced sounds.

Examples: *seeds* = *seed* + /z/
robes = *robe* + /z/
bags = *bag* + /z/
sees = *see* + /z/

- | | |
|------------|------------|
| 10. feeds | 16. fills |
| 11. lids | 17. miles |
| 12. robs | 18. rugs |
| 13. grabs | 19. days |
| 14. homes | 20. pies |
| 15. occurs | 21. agrees |

GROUP C: Final *-es* and *-s* are pronounced /əz/ after *-sh, -ch, -s, -z,* and *-ge/dge* sounds.

Examples: *dishes* = *dish* + /əz/ *mixes* = *mix* + /əz/
catches = *catch* + /əz/ *prizes* = *prize* + /əz/
kisses = *kiss* + /əz/ *edges* = *edge* + /əz/

- | | |
|----------------|--------------|
| 22. wishes | 30. relaxes |
| 23. ashes | 31. quizzes |
| 24. matches | 32. sizes |
| 25. sandwiches | 33. rises |
| 26. guesses | 34. pages |
| 27. courses | 35. judges |
| 28. faces | 36. arranges |
| 29. fixes | |

□ **EXERCISE 4—ORAL:** Practice the pronunciation of final *-s/-es* by reading the following sentences aloud.

1. The teacher encourages the students to speak freely.
2. Chickens, ducks, and turkeys lay eggs.
3. He possesses many fine qualities.
4. My wages are low, but my taxes are high.
5. The cafeteria serves good sandwiches.
6. He coughs, sneezes, and wheezes.
7. People come in many shapes and sizes.
8. She scratches her chin when it itches.
9. He practices pronunciation by reading sentences aloud.
10. She bought some shirts, shoes, socks, dresses, slacks, blouses, earrings, and necklaces.

□ **EXERCISE 5—ORAL (BOOKS CLOSED):** What do the following people or things do? Follow the pattern in the example. Say final *-s/-es* sounds loudly and clearly.

Example: bird watcher

Response: A bird watcher watches birds.

- | | |
|--------------------|----------------------|
| 1. stamp collector | 7. ticket taker |
| 2. animal trainer | 8. fire extinguisher |
| 3. bank robber | 9. mind reader |
| 4. dog catcher | 10. bullfighter |
| 5. book publisher | 11. wage earner |
| 6. tax collector | 12. storyteller |

□ **EXERCISE 6—ORAL (BOOKS CLOSED):** What do the following people, animals, and things do? Respond in complete sentences. Say the final *-s/-es* sounds loudly and clearly.

Example: bird

Response: A bird flies (sings, builds nests, etc.).

- | | |
|--------------|------------------|
| 1. baby | 9. cat |
| 2. telephone | 10. door |
| 3. star | 11. clock |
| 4. dog | 12. airplane |
| 5. duck | 13. doctor |
| 6. ball | 14. teacher |
| 7. heart | 15. psychologist |
| 8. river | |

5-2 IRREGULAR PLURAL NOUNS

The nouns in (a) have irregular plural forms:					
(a)	<i>man-men</i>	<i>child-children</i>	<i>mouse-mice</i>	<i>foot-feet</i>	
	<i>woman-women</i>	<i>ox-oxen</i>	<i>louse-lice</i>	<i>goose-geese</i>	
				<i>tooth-teeth</i>	
Some nouns that end in -o add -es to form the plural:					
(b)	<i>echoes</i>	<i>heroes</i>	<i>potatoes</i>	<i>tomatoes</i>	
Some nouns that end in -o add only -s to form the plural:					
(c)	<i>autos</i>	<i>photos</i>	<i>solos</i>	<i>tatoos</i>	
	<i>kilos</i>	<i>pianos</i>	<i>sopranos</i>	<i>videos</i>	
	<i>memos</i>	<i>radios</i>	<i>studios</i>	<i>zoos</i>	
Some nouns that end in -o add either -es or -s to form the plural:					
(d)	<i>mosquitoes/mosquitos</i>		<i>volcanoes/volcanos</i>		
	<i>tornadoes/tornados</i>		<i>zeroes/zeros</i>		
Some nouns that end in -f or -fe are changed to -ves in the plural:					
(e)	<i>calf-calves</i>	<i>leaf-leaves</i>	<i>self-selves</i>	<i>wolf-wolves</i>	
	<i>half-halves</i>	<i>life-lives</i>	<i>shelf-shelves</i>	<i>scarf-scarves/scarfs</i>	
	<i>knife-knives</i>	<i>loaf-loaves</i>	<i>thief-thieves</i>		
Some nouns that end in -f simply add -s to form the plural:					
(f)	<i>belief-beliefs</i>	<i>chief-chiefs</i>	<i>cliff-cliffs</i>	<i>roof-roofs</i>	
Some nouns have the same singular and plural form: (e.g., One deer is Two deer are)					
(g)	<i>deer</i>	<i>fish</i>	<i>means</i>	<i>series</i>	<i>sheep</i>
					<i>species</i>
Some nouns that English has borrowed from other languages have foreign plurals:					
(h)	<i>criterion-criteria</i>	(k) <i>analysis-analyses</i>	(m) <i>bacterium-bacteria</i>		
	<i>phenomenon-phenomena</i>	<i>basis-bases</i>	<i>curriculum-curricula</i>		
		<i>crisis-crises</i>	<i>datum-data</i>		
(i) <i>cactus-cacti/cactuses</i>		<i>hypothesis-hypotheses</i>	<i>medium-media</i>		
<i>stimulus-stimuli</i>		<i>oasis-oases</i>	<i>memorandum-memoranda</i>		
<i>syllabus-syllabi/syllabuses</i>		<i>parenthesis-parentheses</i>			
		<i>thesis-theses</i>			
(j) <i>formula-formulae/formulas</i>	(l) <i>appendix-appendices/appendixes</i>				
<i>vertebra-vertebrae</i>	<i>index-indices/indexes</i>				

□ EXERCISE 7: Write the plural form of the following nouns.

- | | |
|------------------------------|------------------|
| 1. child <u>children</u> | 7. fox _____ |
| 2. zero <u>zeros/zeroses</u> | 8. goose _____ |
| 3. mouse _____ | 9. sheep _____ |
| 4. monkey _____ | 10. series _____ |
| 5. industry _____ | 11. belief _____ |
| 6. woman _____ | 12. leaf _____ |

13. self _____ 17. hypothesis _____
 14. echo _____ 18. curriculum _____
 15. photo _____ 19. phenomenon _____
 16. analysis _____ 20. stimulus _____

5-3 POSSESSIVE NOUNS

<p>(a) SINGULAR NOUN POSSESSIVE FORM</p> <p>the girl <i>the girl's</i> Tom <i>Tom's</i> my wife <i>my wife's</i> a lady <i>a lady's</i> Thomas <i>Thomas's/Thomas'</i></p>	<p>To show possession, add an apostrophe (') and -s to a singular noun: <i>The girl's book is on the table.</i></p> <p>If a singular noun ends in -s, there are two possible forms: (1) Add an apostrophe and -s: <i>Thomas's book.</i> (2) Add only an apostrophe: <i>Thomas' book.</i></p>
<p>(b) PLURAL NOUN POSSESSIVE FORM</p> <p>the girls <i>the girls'</i> their wives <i>their wives'</i> the ladies <i>the ladies'</i> the men <i>the men's</i> my children <i>my children's</i></p>	<p>Add only an apostrophe to a plural noun that ends in -s: <i>The girls' books are on the table.</i></p> <p>Add an apostrophe and -s to plural nouns that do not end in -s: <i>The men's books are on the table.</i></p>

☐ **EXERCISE 8:** Complete the sentences with the possessive form of the nouns in parentheses.

- (Mrs. Smith) Mrs. Smith's husband often gives her flowers.
- (boy) The _____ hat is red.
- (boys) The _____ hats are red.
- (children) The _____ toys are all over the floor.
- (child) I fixed the _____ bicycle.
- (baby) The _____ toys are in her crib.
- (babies) The _____ toys are in their cribs.
- (wives) Tom and Bob are married. Their _____ names are Cindy and Jane, respectively.
- (wife) That is my _____ coat.
- (Sally) _____ last name is White.
- (Phyllis) _____ last name is Young.

- | | |
|--------------------------|--|
| 12. (<i>boss</i>) | That's my _____ office. |
| 13. (<i>bosses</i>) | Those are my _____ offices. |
| 14. (<i>woman</i>) | This is a _____ purse. |
| 15. (<i>women</i>) | That store sells _____ clothes. |
| 16. (<i>sister</i>) | Do you know my _____ husband? |
| 17. (<i>sisters</i>) | Do you know my _____ husbands? |
| 18. (<i>yesterday</i>) | Did you read _____ newspaper? |
| 19. (<i>today</i>) | There are many problems in _____ world. |
| 20. (<i>month</i>) | It would cost me a _____ salary
to buy that refrigerator. |

5-4 USING NOUNS AS MODIFIERS

<p>(a) The soup has vegetables in it. It is <i>vegetable soup</i>.</p> <p>(b) The building has offices in it. It is an <i>office building</i>.</p>	<p>Notice: When a noun is used as a modifier, it is in its singular form.</p>
<p>(c) The test lasted two hours. It was a <i>two-hour test</i>.</p> <p>(d) Her son is five years old. She has a <i>five-year-old son</i>.</p>	<p>When a noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used.</p>

☐ **EXERCISE 9:** Use the italicized noun or noun phrase in the first sentence as a modifier in the second sentence.

- My garden has *flowers* in it. It is a flower garden.
- That handbook is for *students*. It is _____
- Their baby is *ten months old*. They have _____
- Our trip lasted for *three days*. We took _____
- She is a psychologist for *children*. She is _____
- I wrote a check for *fifty dollars*. I wrote _____
- I will get *three credits* for that course. It is _____
- Their house has *nine rooms*. It is _____
- That food is for *dogs*. It is _____

10. That room is for *guests*. It is _____
11. The professor asked us to write a paper of *five pages*. She asked us to write _____
12. I have a sister who is *ten years old* and a brother who is *twelve years old*. I have _____

5-5 COUNT AND NONCOUNT NOUNS

(a) I bought <i>a chair</i> . Sam bought <i>three chairs</i> . (b) We bought <i>some furniture</i> . <i>INCORRECT: We bought a furniture.</i> <i>INCORRECT: We bought some furnitures.</i>		Chair is a count noun; chairs are items that can be counted. Furniture is a noncount noun. In grammar, furniture cannot be counted.	
SINGULAR		PLURAL	
COUNT NOUN	a chair one chair	chairs two chairs some chairs a lot of chairs many chairs*	A count noun: (1) may be preceded by <i>a/an</i> in the singular; (2) takes a final <i>-s/-es</i> in the plural.
NONCOUNT NOUN	furniture some furniture a lot of furniture much furniture*		A noncount noun: (1) is not immediately preceded by <i>a/an</i> ; (2) has no plural form; does not take a final <i>-s/-es</i> .

*See Chart 5-8 for other expressions of quantity that are used with count and noncount nouns.

□ **EXERCISE 10:** Look at the italicized nouns in the following sentences. Write "C" above the count nouns and "NC" above the noncount nouns.

- I bought some ^C *chairs*, ^C *tables*, and ^C *desks*. In other words, I bought some ^{NC} *furniture*.
- I have some *pennies*, *nickels*, and *dimes* in my pocket. In other words, I have some *money* in my pocket.
- Ann likes to wear *jewelry*. Today she is wearing four *rings*, six *bracelets*, and a *necklace*.
- We saw beautiful *mountains*, *fields*, and *lakes* on our trip. In other words, we saw beautiful *scenery*.