

English grammatical structure

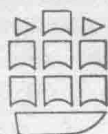
A general syllabus for teachers

L G Alexander
W Stannard Allen
R A Close
R J O'Neill

English grammatical structure

A general syllabus for teachers

L G Alexander
W Stannard Allen
R A Close
R J O'Neill



Longman

Longman Group Limited
London and Harlow

Associated companies, branches and representatives
throughout the world

© Longman Group Limited 1975

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form or by any
means, electronic, mechanical, photocopying, recording, or otherwise,
without the prior permission of the copyright owner.

First published 1975
Second impression 1977

ISBN 0 582 55325 3

Printed in Great Britain by William Clowes and Sons, Limited
London, Beccles and Colchester



Introduction

Aims

This is an inventory of sentence patterns and grammatical structures which has been compiled for purposes related to the teaching of English as a foreign language. It is intended to serve as an aid

- in the planning of curricula and syllabuses for particular needs;
- in the design and construction of English courses;
- in the composition of graded reading material, whether written especially or simplified from existing texts;
- in devising diagnostic and qualifying tests;
- for prospective and practising teachers of English, so as to give them a survey of the grammatical part of their field;
- for other purposes related to the teaching of English, eg to indicate the constructions and phrases that could be used, at different levels, in general classroom dialogue, as a source of exponents to illustrate language functions when constructing a notional syllabus.

The inventory is not intended to be a comprehensive description of English grammatical structure. On the contrary, it is meant to be limited and selective. Nor is it a textbook, though the authors hope it will provide source material for textbook writers, or for teachers wishing to select examples to illustrate a lesson on a specific grammatical problem.

As a general syllabus, it is bound to need adaptation for particular circumstances. These will vary, for example, according to region and to the age of the learner. They will differ according to whether English is to be taught *a* in a strictly graded sequence; or *b* in situations of interest to the pupils concerned; or *c* as a means of carrying out certain communicative processes, from making and answering simple requests to giving explanations and formulating definitions; or as a combination of *a*, *b* and *c*.

Method of compilation

To compile such a list on the basis of a statistical investigation into the frequency of occurrence of grammatical structures and into the range of styles in which such structures are found would be an enormous task. The results would vary according to the kinds of English investigated, and the relevance of those results would depend on the purposes for which English is needed. The authors have not attempted that task, nor have they pretended to estimate what the results would be. It is rather on the basis of their combined experience of teaching English and of compiling English-teaching materials that they have agreed where the limits of this book should be drawn and in what order individual items should appear. They have taken into consideration such factors as apparent frequency of occurrence, productivity, general usefulness, progression from simple to compound and complex, and pedagogical expediency.

Stages

The syllabus has been divided into six Stages. That division and the sequence of material within each Stage have been decided arbitrarily, in an endeavour to mark steps towards

progressive levels of competence. How much of each Stage should be presented within a given period is left to the discretion of the textbook writer, the teacher or those who control the teacher's work; it will naturally depend on a variety of factors, including the number of English lessons in a year, and the number of years in a course. Similarly, the order in which the material is presented is left to the user's own judgement.

Units

Each Stage has been divided into Units. That division, again, is an arbitrary one, and has been made for the sake of tidy arrangement, so as to gather together a collection of items in, as it were, labelled packages of more or less uniform size. Each Unit has been given a general grammatical theme, since there is an obvious advantage in having certain items collected together in one group. But this does not mean that everything in one Unit has to be taught in one lesson or even in two or more consecutive lessons. Indeed, there are sound pedagogical arguments in favour of spreading, say, the irregular plurals of nouns over a number of lessons, and of not teaching, in the same lesson, two similar structures when the learner is likely to confuse one with the other. This syllabus lists material that might be taught. It does not attempt to prescribe *how* it should be taught; that is a question that can no doubt only be answered in the light of each special set of circumstances.

Grading

Variety of circumstances will increase the number of inevitable differences of opinion on whether such and such an item should come earlier in the syllabus, or later. In working towards the final draft of this book, the authors were generally under pressure to introduce an item earlier. When they resisted that pressure, it was because the structure in question was replaceable by a more widely useful one, or because it was known to be a common source of difficulty.

Structures presented in context

Structures have been presented, as far as possible and especially in the early stages, in the context of short conversational exchanges or short dialogues, not only to give them meaning but also to indicate which meaning is intended in cases where a structure or a structural word may be open to different interpretations. It is not intended that these exchanges should be incorporated, as they stand, in the material that a teacher actually presents in class, although there is no reason for not so incorporating them if they happen to fit into a given context. Certain lexical items in the models have been printed in square brackets to indicate that items of the same grammatical class can be substituted for them, provided of course that the resulting substitutions make good sense.

Short answers and contracted forms

The use of dialogue raises the questions of 'short answers', or 'minor sentences', and contracted or reduced forms like *I'll* and *isn't*. Short answers not only play a prominent role in natural conversation but also pick out important features of sentence structure. The Units present 'minor' as well as 'complete' sentences and indicate what is current and acceptable English in both types of sentence. Contractions like *I'll* occur constantly in fluent speech and the learner may need plenty of practice in hearing them. The uncontracted form has been presented first, and then the contracted form has been introduced both for its own sake and to give the dialogue a natural tone. The authors assume

- 1 that short answers and contracted forms will be widely used in classroom dialogue and in written texts where informal conversation is reproduced; and

- 2 that complete sentences and uncontracted forms will generally be used in formal composition and in other non-conversational written work.

Style

What has just been said raises the question of style. Where contracted forms have been used it may be assumed that the style is informal while providing raw material for written composition. When a structure is characteristic of informal style on the one hand or of formal style on the other, an indication to that effect has been given in the notes on the right-hand side of the page. In the absence of any such indication and of contracted forms, it may be assumed that the style is neutral and suitable for any general purpose.

Vocabulary

With regard to vocabulary, the choice of structural words has been determined by the structures themselves, and the choice of content words has been conditioned first of all by what lexical items will fit into the structures. Content vocabulary therefore appears in lexical sets appropriate for new patterns presented. It is not intended that all the words in a lexical set should be taught at one time, though it would be reasonable to expect that they would all be learnt, at least passively, at some time during a complete course. *A General Service List of English Words* (compiled and edited by Michael West, Longman, Revised Edition, 1953) has been consulted to ensure both that frequently-used words have been found a place in this syllabus and that less important words have been excluded. Thus, a basic vocabulary of about 600 words has been provided for Stage I. The authors appreciate the fact that the composition of a content vocabulary must depend to some extent on regional and group interests. In any case, what is being recommended in this syllabus is the grammatical structure rather than the lexical item.

Examples are given in the appendixes of lexical items that fit into certain structural patterns. The appendixes are intended as a guide to the material which might be included in a performance test at the end of Stage VI.

Formulas or fixed expressions

Users of this syllabus may find it helpful to distinguish between productive grammatical structures (ie those that can be used for a considerable range of lexical items) and formulas or fixed expressions (eg *How do you do?*).

The models and the notes

The models, given on the left-hand side of each page, may be suitable, with appropriate lexis, for the learner to repeat, practise and imitate. The notes, on the right-hand side, are not explanations to be given to the learner. They are meant neither to give information about usage nor to offer advice on teaching method. Their purpose is solely to indicate to the user—curriculum-planner, textbook writer, teacher, examiner, whoever he may be—why an entry has been made, and to provide cross-references, should they be required.

Active or passive learning

The question of whether a grammatical structure should be practised to the extent that the learner can exploit it creatively, or whether he should merely be able to understand it when it occurs in a context, is another matter that is left to the discretion of the user. Generally speaking, however, the authors would consider it reasonable that everything in the first three Stages should be learnt actively if a firm basis of proficiency in English is to be laid.

Acknowledgements

We are very grateful for detailed criticism made of the typescript of this book by

John Bright
Donn Byrne
Dr Jan A van Ek
Denis Girard
Dr Hans Ulherr

whose expert advice we have done our best to follow in the final draft. They are, of course, in no way responsible for such defects as remain.

Thanks are due also to John A Willis for allowing a copyright photograph to be used on the jacket of the book.

Publisher's note

We wish to record our special thanks to R A Close for his detailed work in revising the manuscript (with the assistance particularly of L G Alexander), and to R A Close and Myint Su for compiling the index of this book. Without the concentration of Mr Close's energies on drawing the work of all the collaborators together, either the book would have been less well-integrated, or completion of the manuscript would have been much delayed.

Conventions used

/θ/, phonetic symbol, as on page x

[camera]⁴ word(s) in brackets and numbered: lexical item replaceable, in the structure in which it occurs, by one of the items in the numbered part of the Lexicon

[drive] word(s) in brackets replaceable by another word of the same class, so long as a sensible result is produced

(that) word(s) in parentheses optional in the structure

{He{'ll
's going to} drive word(s) in braces: either 'll or 's going to is acceptable, without change of meaning

{I//you//he/ can word(s) in solidi: either I or you or he is usable in this pattern

= has (approximately) the same meaning as

* before an example indicates unacceptability

cp = compare

The English vowels

<i>Phonetic symbol</i>	<i>Vowel sound as in</i>	<i>Phonetic symbol</i>	<i>Diphthong sound as in</i>
i:	see	eɪ	day
ɪ	it	əʊ	go
e	get	aɪ	fly
æ	cat	aʊ	how
ɑ:	father	ɔɪ	boy
ɒ	hot	ɪə	here
ɔ:	saw	ɛə	there
u	put		
u:	too		
ʌ	up		
ɜ:	bird		
ə	china		

Note : All vowel and diphthong sounds are 'voiced'.

The English consonants

<i>Voiced</i>		<i>Unvoiced</i>	
<i>Phonetic symbol</i>	<i>Consonant sound as in :</i>	<i>Phonetic symbol</i>	<i>Consonant sound as in :</i>
b	burn	p	pen, step
m	moon		
w	we		
v	voice	f	full, roof
ð	this	θ	thin
d	day	t	tea, cat
n	no		
l	look, pull		
r	run		
z (sibilant)	zoo, pens	s (sibilant)	see, books
ʒ (sibilant)	measure	ʃ (sibilant)	ship, brush
j	yes		
g	give	k	cat, kick
ŋ	long		
h	here		

Note : Also sibilant are the combinations /tʃ/ as in *match*, /dʒ/ as in *judge* and /ʒ/ as in *garage*.

Contents

Introduction v

Conventions used in the index and notes ix

English vowels and consonants, with phonetic symbols x

Part One

Sentence patterns introduced in the first three Stages 3

Stage I: Contents of Units 1-30 5

Units 1-30 6-33

Summary of Stage I 33

Stage II: Contents of Units 1-30 35

Units 1-30 36-67

Summary of Stages I-II 67

Stage III: Contents of Units 1-30 69

Units 1-30 71-103

Summary of Stages I-III 103

Part Two

A full range of sentence patterns recommended for presentation by the end of Stage VI 107

Stage IV: Contents of Units 1-30 111

Units 1-30 113-146

Summary of Stages I-IV 146

Stage V: Contents of Units 1-30 147

Units 1-30 148-181

Summary of Stages I-V 181

Stage VI: Contents of Units 1-30 183

Units 1-30 184-219

Summary of Stages I-VI 219

Appendix A: Lexicon for certain verb patterns, especially those requiring prepositions 220

Appendix B: Irregular verbs 224

Appendix C: Examples of the five main types of 'phrasal verb' 226

Appendix D: Structures and collocations with simple verbs,
eg *do, get, give, have, keep, make* 227

Appendix E: Stative verbs and avoidance of the progressive aspect 228

Appendix F: Prepositions after adjectives 228

Appendix G: Frequently-used prepositional phrases 229

Appendix H: Adverbs that commonly occur as modifiers of past participles 231

Index 233

Part One

Sentence patterns introduced in the first three Stages

1 Sentence patterns introduced in Stage I

Number	Structure	Example
SP 1	NP ¹ + <i>be</i> + NP ² , COMPLEMENT	My name is Tom.
SP 2	NP + <i>be</i> + ADJ	That pen is black.
SP 3	NP + <i>be</i> + ADV-P	He is in the garden.
3a	<i>Here</i> or <i>There</i> + PERS PRONOUN + <i>be</i>	Here I am.
3b	<i>Here</i> or <i>There</i> + <i>be</i> + any other NP	There is the office.
3c	<i>There</i> + <i>be</i> + NP + ADV-P	There is a dog in the garden.
SP 4	NP ¹ + <i>have</i> + NP ² , OBJECT	I have two brothers.
SP 5	NP + <i>vi</i>	I am waiting. I understand. (From SP 5 to SP 10a, both the progressive and the non-progressive form of the VERB will be introduced.)
5a	NP + <i>vi</i> + ADV-PARTICLE	I am sitting down.
SP 6	NP ¹ + <i>vt</i> + NP ² , OBJECT	He is reading a book.
6a	NP ¹ + <i>vt</i> + NP ² + ADV-P	She is putting the cakes in the oven.
6b	NP ¹ + <i>vt</i> + INFINITIVE	I want to go. I want to.
SP 7	NP ¹ + PREPOSITIONAL VERB + NP ²	I am looking at this photograph.
SP 8	NP ¹ + <i>vt</i> + NP ² + ADV-PARTICLE	I am putting my coat on.
SP 9	NP ¹ + <i>vt</i> + NP ² + <i>to</i> + NP ³	I am giving these books to James.
9a	NP ¹ + <i>vt</i> + NP ² + <i>for</i> + NP ³	He is getting a chair for Mary.
SP 10	NP ¹ + <i>vt</i> + NP ³ + NP ²	I am giving James these books.
10a	NP ¹ + <i>vt</i> + NP ³ + NP ²	He is getting Mary a chair.

Combinations of the above :

<i>I think</i> + SP 1	I think that's the postman.
<i>I think</i> + SP 2	I think you're tired.
<i>I think</i> + PRO-FORM for SP 1 or 2	I think so.
<i>and so on up to SP 10a, but excluding 3a and 3b.</i>	

2 Additional patterns introduced in Stage II

SP 6c	NP ¹ + <i>vt</i> + NP ² + INFINITIVE with <i>to</i>	I want you to open it. I want you to.
6d	NP ¹ + <i>vt</i> + NP ² + BARE INFINITIVE	I'll let you go.
SP 8a	NP ¹ + <i>vt</i> + ADV-PARTICLE + NP ²	I am putting on my coat.

3 Additional patterns introduced in Stage III

SP 2a	NP ¹ + <i>be</i> + ADJ + PREP-PHASE	I'm angry with John.
2b	NP ¹ + <i>be</i> + ADJ + INFIN with <i>to</i>	He's afraid to speak.
SP 5b	<i>Here, there</i> or ADV-PARTICLE + PERS PRONOUN + <i>vi</i>	Here it comes. In you go.
5c	<i>Here, there</i> or ADV-PARTICLE + <i>vi</i> + NP	Here comes the bus.
SP 6e	NP ¹ + <i>vt</i> + -ing	I enjoy swimming.
SP 7a	NP ¹ + <i>vt</i> + NP ² + PREP-PHASE	We thank you for your letter.
7b	Same structure, but see III.12	I'll take care of you.

Additional combinations

Ask (him) if he is a doctor. Ask (him) what his name is.

I'm sorry I'm late. I'm afraid I must leave you.

See page 107 for a full range of verb patterns recommended for presentation by the end of Stage VI.

Stage	Verb pattern	Example
10	NP + BE + ADJ + PARTICLE	My name is Jack.
11	NP + BE + ADJ	It is very black.
12	NP + BE + ADJ + ADV	He is in the garden.
13	NP + BE + ADJ + PARTICLE + ADV	There I am.
14	NP + BE + ADJ + ADV + ADV	I don't like the office.
15	NP + BE + ADJ + ADV + ADV	I have a look at the garden.
16	NP + BE + ADJ + ADV	There are two people.
17	NP + BE + ADJ + ADV + ADV	I am - about 1 meter tall. (I am 1.70 m.)
18	NP + BE + ADJ + ADV + ADV	In the book the programme and the map.
19	NP + BE + ADJ + ADV + ADV	My name is John of the year will be here.
20	NP + BE + ADJ + ADV	My name is John.
21	NP + BE + ADJ + ADV	He is reading a book.
22	NP + BE + ADJ + ADV + ADV	She is putting the cards in the oven.
23	NP + BE + ADJ + ADV	I want to go. I want to.
24	NP + BE + ADJ + ADV + ADV	I am looking at this photograph.
25	NP + BE + ADJ + ADV + ADV	I am putting my coat on.
26	NP + BE + ADJ + ADV + ADV	I am giving him books to read.
27	NP + BE + ADJ + ADV + ADV	He is getting a chair for Jack.
28	NP + BE + ADJ + ADV + ADV	I am giving him these books.
29	NP + BE + ADJ + ADV + ADV	He is reading Jack a letter.
30	NP + BE + ADV	Combination of the above:
31	NP + BE + ADV	I think this is the postman.
32	NP + BE + ADV	I think you're tired.
33	NP + BE + ADV + ADV	I think so.
34	NP + BE + ADV + ADV	And on up to the 10th, because they in and 10.
35	NP + BE + ADV + ADV	Additional patterns introduced in Stage II
36	NP + BE + ADV + ADV	I want you to open it. I want you to.
37	NP + BE + ADV + ADV	Put the box on.
38	NP + BE + ADV + ADV	I am putting on my coat.
39	NP + BE + ADV + ADV	Additional patterns introduced in Stage III
40	NP + BE + ADV + ADV	I'm sorry with John.
41	NP + BE + ADV + ADV	It's difficult to speak.
42	NP + BE + ADV + ADV	Here is a letter to you.
43	NP + BE + ADV + ADV	NP + BE + ADV + ADV
44	NP + BE + ADV + ADV	NP + BE + ADV + ADV
45	NP + BE + ADV + ADV	NP + BE + ADV + ADV
46	NP + BE + ADV + ADV	NP + BE + ADV + ADV
47	NP + BE + ADV + ADV	NP + BE + ADV + ADV
48	NP + BE + ADV + ADV	NP + BE + ADV + ADV
49	NP + BE + ADV + ADV	NP + BE + ADV + ADV
50	NP + BE + ADV + ADV	NP + BE + ADV + ADV

Stage I

Contents

- 1 SP 1 with PROPER NOUN as COMPLEMENT: *My name is Tom*; Q-Yes/No; NEG.; Q-What; *my, your*; *is, it is, it is not* in full and contracted; short answers.
- 2 SP 1 with *this* and *that* as PRONOUNS: *This is my brother*; *here, there*; Q-Who; *what is that?* *It's a . . .* + COUNT NOUN.
- 3 SP 1 with *he, she* and possessive form of PERSONAL NOUNS: *He is my brother*; *she is my sister*; *Tom's father, Jack's sister, George's cousin*; *his father, his mother*; *her father, her mother*.
- 4 SP 1 with *this, that* + NOUN, and *Tom's* as PRO-FORM; Q-Whose, with *whose* as PRONOUN or PREMODIFIER.
- 5 SP 1 stating occupation: *Tom's father is a doctor*; *I am, you are*, Q-Yes/No, and NEG, with contractions and short answers.
- 6 SP 2, SP 1, with ADJECTIVES used predicatively and attributively: *That pen is black. It's a black pen*, Q-Yes/No, NEG; *a black one*; *what colour . . . ?* Q-Which, PRONOUN and PREMODIFIER; *which one?*; *the red book, the red one*; *mine, yours*.
- 7 SP 2, SP 1, with two ADJECTIVES: *Dick is tall and strong*; *he's a tall, strong boy*; *this is a blue and white flag*; *(not) very tall*; *the other boy*; *the other one*.
- 8 SP 2 with a variety of ADJECTIVES: *I am (not) (very) well, hungry, cold*; *I'm sorry, I'm afraid*; *I'm all right*; *that's all right*; *you are right*.
- 9 SP 2 with a further variety of ADJECTIVES: *He's (nationality)*; *what is he like?*; *it's fine (today)*; *a mouse is a small grey animal*; *a lion is like a very large cat*.
- 10 SP 3 with *here, there* and PREPOSITIONAL PHRASES: *I am here*; Q-Where; PREPOSITIONAL PHRASE as ADV-P; *on, in, at, over, under*; *the garden*, ie the one the speaker assumes the hearer can identify.
- 11 SP 3a, SP 3b, and SP 3c: *Here I am*; *there is an elephant*; *there is a dog in the garden*; *is there a dog . . . ?*; *there isn't a dog . . . there is*; *there isn't*. *Is there a dog . . . ?* contrasted with *is Jack there?*
- 12 SP 1 and SP 2, with ADVERB OF PLACE as POSTMODIFIER in NP: *The man /over there/ /at the door/ is a doctor. The seat over there is free*; *someone, something*; *behind, between, in front of, near, opposite*; *on the left, right*; *on this, that side of*; *at the back, front, side, top, bottom, of*; *the post office*.
- 13 SP 1, SP 2 and SP 3, with PLURAL of NOUNS and PERSONAL PRONOUNS: *We are good friends, busy, in our room*; *we are, they are*; *our, their*; plural of COUNT NOUNS: eg *friends, students, nurses, watches, countries*; *these, those* as PRONOUNS and PREMODIFIERS.
- 14 Irregular PLURALS: *men, women, children*; *feet, teeth*; *mice, knives*; *baths, houses*; *potatoes*; *sheep*; *men, children* in contrast with *a man's job, a child's game*.
- 15 SP 4 *I have, I have got, I've got two brothers*; *he has, has got, 's got*; Q-Yes/No; Q-What; Q-How many; *I have a brother* in contrast with *I have one brother*; *at home, at school*; CARDINAL NUMBERS.

- 16 MASS NOUNS: *Rice is good food ; the tea in this pot is cold ; this is hot tea ; a cup of tea, a piece of cake, a drop of water ; a teapot.*
- 17 SP 4, with *some* and *any*: *We have some bread, some eggs ; have we any bread, eggs ? We haven't any bread, eggs ; there is some milk, there are some eggs, in the fridge ; Q-Yes/No, NEG ; there is, are some ; there isn't, aren't, any ; some, any big ones.*
- 18 SP 5, with VERB used intransitively, in PROGRESSIVE ASPECT: *I am waiting ; Q-Yes/No, NEG ; Q-Who, Q-Where, short answers ; IMPERATIVE: Wait, don't go.*
- 19 SP 5, PROGRESSIVE ASPECT, with VERBS and PREPOSITIONS indicating motion, contrasted with VERBS and PREPOSITIONS of position: *I am staying at home in contrast with I am going to the station ; to, (away) from, onto (or on to), into, off, out of, up, down, across, through ; go to bed, go home.*
- 20 SP 5a, with ADVERB PARTICLES: *Come in, sit down, you are standing up, keep out, wake up, get up, inside, outside ; time: one o'clock, half past one, etc. Go to sleep ; get dressed.*
- 21 SP 6 and SP 6a, with TRANSITIVE VERB and DIRECT OBJECT: *He is reading a book ; Q-What, short answers ; she is putting the cakes in the oven ; me, him, her, us, them.*
- 22 SP 5, SP 6 and SP 6b, with STATIVE VERBS, and ACTION VERBS when not marked for PROGRESSIVE ASPECT, in the SIMPLE PRESENT TENSE: *I want some stamps ; I want to post some letters ; I believe you're right. I think so ; Mr Smith is a builder ; he builds houses. Birds fly. Tom gets up at seven.*
- 23 SP 5 and SP 6, with MODALS *can* and *must*: *I can swim, I can see a cloud ; Q-Yes/No, NEG ; Q-Who, Q-What ; we must stop now ; be careful ; I think + various sentence patterns.*
- 24 Q-Yes/No, NEG, Q-What, applied to SIMPLE PRESENT TENSE: *Do you like . . . ? Do you speak English ? Does Tom like . . . ? What does he do ? I don't, he doesn't. I don't think so. I don't want to. I don't have a car.*
- 25 SP 7 and SP 8: *Look at this picture ; I'm looking at it ; listen to ; look for ; wait for ; who does this belong to ? ; it's his, hers, ours, theirs. Take it away ; put your coat on ; pick it up.*
- 26 Q-What and Q-Who applied to SP 7 and SP 8: *What are you looking at ? ; who does this car belong to ? ; it's my brother's, my brothers' ; which shoes are you putting on ? ; I put warm clothes on in winter.*
- 27 SP 9 and SP 9a: *Give all these books to James ; get a seat for Mary ; I'm giving them all to James, getting a seat for Mary ; Q-Yes/No, Q-What, Q-Who.*
- 28 SP 10 and SP 10a: *Give James these books ; get Mary a seat ; I'm giving James all these books ; what are you giving (to) James ?*
- 29 Position of ADVERBS OF FREQUENCY and TIME: *Tom is always happy, he isn't often angry, he is still eating ; we sometimes go to the sea ; sometimes we go into the country ; we usually take our holidays in May.*
- 30 ADVERBS OF MANNER, their form and position: *Some people drive (their cars) (very) badly ; Mr Turner looks at the road carefully ; put your coat on quickly. Relative position of ADV OF PLACE and ADV OF TIME: He usually goes to town on Thursday.*

I.1 SP 1, with proper noun as complement; Q-Yes/No; neg; Q-What; *is, it is, it is not* in full and contracted, short answers

Models

Your name is Tom.

1 A Your name is [Tom]¹.

B My name is Tom.

A Your name's Tom.

B My name's Tom.

Notes

1 Dialogue between A and B.

Your in A = My in B, and vice versa; name is contracted to name's in fluent speech; 's = /z/ after any voiced sound except a sibilant (see page x).

2 A Hallo. Is your name Tom?

B Yes, my name's Tom.

3 A Is your name John?

B No. My name is not John.

a My name's not John.

b My name isn't John.

4 A Is your name Tom?

B Yes, it is Tom.

Yes, it's Tom.

Yes, it is.

No, it is not Tom.

It's not Tom. It isn't Tom.

It is not. It's not. It isn't.

It isn't Tom. It's John.

5 A What is your name?

What's your name?

What is your name, please?

B Tom.

My name is Tom. My name's Tom.

It's Tom.

Lexicon

1 Any suitable male or female name; *Mr, Mrs, Miss, Ms* + surname

2 *My, your*; name; *it*; *is, not*; *what*; *please*; *yes, no*

3 *Hallo*

1.2 SP 1, with *this* and *that* as pronouns; *here, there*; Q-*Who*; *What is that*?

It's a... + count noun

Models

This is my brother.

Who is that? It's Tom.

What is that? It's a camera.

1 A This is my [brother]¹, Bob.

B How do you do?

C How do you do?

2 A Is this [Tom]²?

B No, this is [John]².

That is Tom.

That's Tom.

That's Tom, there.

([Come]³ here, Tom.)

This is Tom, here.

2 *Hallo*, informal greeting. Alternative spellings: *hullo, hello*. Q-*Yes/No* applied to SP 1.

3

NEGATIVE of SP 1.

Contraction, as above, + *not*.

NEG with contraction, frequent in informal style.

4

it, PRO-FORM for specific NP. *It* is contracted to *it's* in fluent speech; 's = /s/ after any UNVOICED consonant except a SIBILANT.

Short affirmative answer. *Is* not contracted when final.

Short NEGATIVE answers; 's *not* and *isn't* in final position.

5 Q-*What* applied to Model 1 above.

Contraction: 's = /s/, as in *it's*.

Short answer, COMPLEMENT only.

Notes

1 *This* = person or thing near the speaker. Polite formula, used when people first meet each other.

2 *this* = near speaker A.

this = near speaker B as well as A.

That = at a distance from the speaker.

Contraction: 's = /s/. No contraction after *this* or after any word ending in a SIBILANT.

there = the speaker indicates some place not near him.

ACTIVE use of IMPERATIVE may be deferred: see I.18.1.

here = position near the speaker.