

ADVANCED GRAMMAR – LESSONS FROM GOOGLE

1. Adjectives– gradable and non gradable –	PAGE 2
2. Adverbs - of manner	Page 9
3. conditionals – zero, first, second, third =	page 17
4. DETERMINERS =	page 25
5. Nouns-countable and uncountable-irregular-	26
- IRREGULAR PLURALS LIST –	32
6. _____NYMS-ANTAGONYMS-HOMONYMS-HETERONYMS ETC. –P	37
7. PASSIVE VOICE-	55
8. PREFIXES AND SUFFIXES -	58
9. PREPOSTIONS-	61
10. PRONOUNS-	69
11. PHRASAL VERBS-	72
12. MODAL VERBS AND REPORTED SPEECH -	80
13. CAN/COULD, MAY/MIGHT, MUST, SHALL/WILL ETC.-	100
14. SUBJUNCTIVE -	105

LESSON 1

ADJECTIVES

GRADABLE ADJECTIVES

www....englishclub.com/grammar/adjectives-non-gradable.htm

English : Grammar : Adjectives : Gradable and Non-gradable Adjectives

Gradable and Non-gradable Adjectives | Gradable and Non-gradable Adjectives Quiz

Gradable and Non-gradable Adjectives

Adjectives describe qualities (characteristics) of nouns.

- **Some qualities can vary in intensity or grade (for example: rather hot, hot, very hot; hot, hotter, the hottest).**

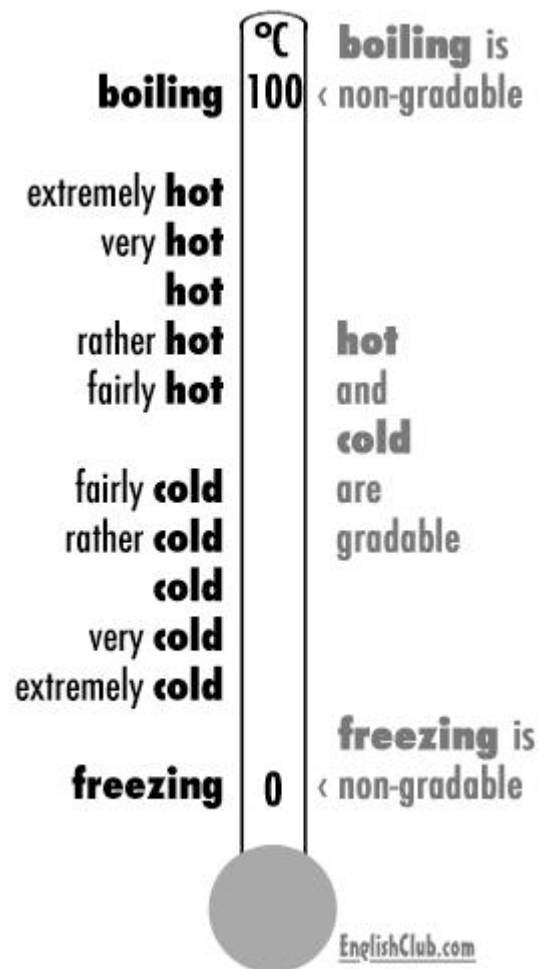
The adjective hot is gradable.

- **Other qualities cannot vary in intensity or grade because they are:**

a. extremes (for example: freezing)

b. absolutes (for example: dead)

c. classifying (for example: nuclear)



The adjectives freezing, dead and nuclear are non-

gradable.

Gradable Adjectives

A gradable adjective can be used with "grading adverbs" that vary the adjective's grade or intensity. Look at these examples:

<p>grading adverbs a little, dreadfully, extremely, fairly, hugely, immensely, intensely, rather, reasonably, slightly, unusually, very</p>	<p>+</p>	<p>gradable adjectives angry, big, busy, clever, cold, deep, fast, friendly, good, happy, high, hot, important, long, popular, rich, strong, tall, warm, weak, young</p>
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A gradable adjective can also have comparative and superlative forms:

EC Tip: "Gradable adjectives" are also called "qualitative adjectives". "Grading adverbs" are also called "submodifiers".

- **big, bigger, the biggest**
- **hot, hotter, the hottest**
- **important, more important, the most important**

Look at these example sentences:

- **My teacher was very happy with my homework.**
- **That website is reasonably popular. But this one (PP) is more popular.**
- **He said that Holland was a little cold and Denmark was rather cold. But Sweden was the coldest.**

EC Tip: The adjective dead is non-gradable because it is an absolute. Dead is dead. We cannot be more or less dead. One person cannot be "deader" than another. Other absolutes include: correct, unique, perfect

Alsopregnant (PP)

Non-gradable Adjectives

A non-gradable adjective cannot be used with grading adverbs:

- ~~It was rather freezing outside.~~
- ~~The dog was very dead.~~
- ~~He is investing in slightly nuclear energy.~~

Non-gradable adjectives do not normally have comparative and superlative forms:

- ~~freezing, more freezing, the most freezing~~
- ~~dead, deader, the deadeast~~
- ~~nuclear, more nuclear, the most nuclear~~

Often, non-gradable adjectives are used alone:

EC Tip: Don't try to learn lists of gradable and non-gradable adjectives! It's better to understand what makes an adjective gradable or non-gradable. This is a matter of logic and common sense.

Most native-speakers have never heard of gradable and non-gradable adjectives.

They just "feel" that it doesn't make sense to say "fairly excellent" or "very unique". You probably have the same idea in your language.

- **It was freezing outside.**
- **The dog was dead.**
- **He is investing in nuclear energy.**

However, a non-gradable adjective can be used with "non-grading adverbs" (which usually just give the adjective extra impact), for example:

non-grading adverbs	non-gradable adjectives	
Absolutely	awful	extreme
Utterly	excellent	
Completely	terrified	
Totally	dead	absolute
Nearly	impossible	
Virtually	unique	
Essentially	chemical	classifying
Mainly	digital	
Almost	domestic	

Here are some example sentences with non-gradable adjectives:

- **Her exam results were absolutely awful. She will have to take the exam again.**
- **Is there anything like it in the world? It must be virtually unique.**
- **It starts an essentially chemical reaction.**

Adjectives that can be gradable and non-gradable

Some adjectives may have more than one meaning or sense. It's possible for the same adjective to be gradable with one sense and non-gradable with another sense. For example:

	adjective	common =
He's got a very old car.	gradable	not young
I saw my old boyfriend yesterday.	non-gradable	former, ex-
He has some dreadfully common habits.	gradable	vulgar
"The" is a very common word in English.	gradable	prevalent
The two countries' common border poses problems.	non-gradable	shared

Adverbs used with gradable and non-gradable adjectives

The adverbs **really** (very much) and **fairly** and **pretty** (both meaning "to a significant degree, but less than very") can often be used with gradable and non-gradable adjectives:

Gradable	non-gradable
Please don't forget! It's really important.	He was really terrified.
He's a fairly rich man.	It's a fairly impossible job.
He's pretty tall.	It's pretty ridiculous when you think about it.

"Quite" with gradable and non-gradable adjectives

The meaning of the adverb "quite" changes according to the type of adjective we use it with:

	adjective	quite =
It's quite warm today.	gradable	fairly, rather
Are you quite certain?	non-gradable	completely, absolutely

Reference

Non-gradable adjectives

Although we don't recommend that you learn lists of non-gradable adjectives, here are some for reference.

You can decide for yourself whether they are extreme, absolute or classifying.

alive, awful, black, boiling, certain, correct, dead, domestic, enormous, environmental, excellent, freezing, furious, gigantic, huge, immediately, impossible, miniscule, mortal, overjoyed, perfect, pregnant, principal, ridiculous, superb, terrible, terrified, unique, unknown, white, whole

Non-grading adverbs

Again, no need to learn lists. Here are a few examples. There are many more. Remember that you cannot use all non-grading adverbs with all non-gradable adjectives. Some collocate (go together). Some don't.

absolutely, almost, completely, entirely, exclusively, fully, largely, mainly, nearly, perfectly, practically, primarily, utterly, virtually

LESSON 2 - ADVERBS

***Adverbs* of Manner List**

<http://www.englishclub.com/vocabulary/adverbs-manner.htm>

ADVERBS

Alphabetical list of common single-word manner adverbs

Adverbs of manner form the largest group of adverbs. We make most of them simply by adding -ly to their corresponding adjective. This is an alphabetical list of 130 common single-word adverbs of manner. Adverbs of manner that do not end in -ly are shown in bold.

accidentally

angrily

anxiously

awkwardly

badly

beautifully

blindly

boldly

bravely

brightly

busily

calmly

carefully

carelessly

cautiously

cheerfully

clearly

closely

correctly

courageously

cruelly

daringly

deliberately

doubtfully

eagerly

easily

elegantly

enormously

enthusiastically

equally

eventually

exactly

faithfully

fast

fatally

fiercely

fondly

foolishly

fortunately

frankly

frantically

generously

gently

gladly

gracefully

greedily

happily

hard

hastily

healthily

honestly

hungrily

hurriedly

inadequately

ingeniously

innocently

inquisitively

irritably

joyously

justly

kindly

lazily

loosely

loudly

madly

mortally

mysteriously

neatly

nervously

noisily

obediently

openly

painfully

patiently

perfectly

politely

poorly

powerfully

promptly

punctually

quickly

quietly

rapidly

rarely

really

recklessly

regularly

reluctantly

repeatedly

rightfully

roughly

rudely

sadly

safely

selfishly

sensibly

seriously

sharply

shyly

silently

sleepily

slowly

smoothly

so

softly

solemnly

speedily

stealthily

sternly

straight

stupidly

successfully

suddenly

suspiciously

swiftly

tenderly

tensely

thoughtfully

tightly

truthfully

unexpectedly

victoriously

violently

vivaciously

warmly

weakly

wearily

well

wildly

wisely

http://www.eslgold.com/grammar/frequency_adverbs.html

The most common frequency adverbs in English are:

Always	100% of the time
Frequently	about 90% of the time
Usually	about 80% of the time
Often	about 70% of the time
Sometimes	about 50% of the time
Occasionally	about 40% of the time
Seldom	about 20% of the time
Rarely	about 10% of the time
Never	about 00% of the time

Note: The percentages here are rough estimates only.

Frequency adverbs can be placed at various points in the sentence, but are most commonly used before the *main* verbs and after *be* verbs.

I *always* come to work on time.

They are *seldom* home when we call.

He's *usually* eating breakfast at this time.

She's *never* been to Maine.

A: Do you come here *often*?

B: Yes. I'm here *occasionally*.

A: What do you *usually* do here?

B: *Sometimes* I just sit and ponder the meaning of life.

Note: The adverbs *seldom, rarely, never* and *hardly ever* are considered negative.

A: Do you always carry a briefcase?

B: (Yes,) I usually do.

No, I usually don't.

No, I rarely do.

No, I hardly ever do.

Other frequency adverbs and expressions are as follows:

Every day/week/month

Every other day/week

Once a week/month/year

Twice a year/day, etc.

(Every) once in a while

Every so often

These expressions are used at the beginning and end of sentences, not before main verbs.

Every once in a while I visit my grandmother in Minnesota.

I visit my grandmother in Minnesota every once in a while.

Regularly (according to schedule)

Normally (commonly nowadays)

Traditionally (commonly in the past)

These words can come at various points in the sentence.

I *regularly* floss my teeth.

I floss my teeth *regularly*.

***Traditionally*, that was considered child's play.**

I *normally* get up around 6 o'clock.

***Normally*, I get up around 6 o'clock.**

LESSON 3-CONDITIONALS

englishclub.com/grammar/verbs-conditional_5.htm

Zero Conditional: certainty

We use the so-called zero conditional when the result of the condition is always true, like a scientific fact.

Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

IF	Condition	result
	present simple	present simple
If	you heat ice	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute certainty. We are not thinking about the future or the past, or even the present. We are thinking about a simple fact. We use the present simple tense to talk about the condition. We also use the present simple tense to talk about the result. The important thing about the zero conditional is that the condition always has the same result.

We can also use when instead of if, for example: When I get up late I miss my bus.

Look at some more examples in the tables below:

IF	Condition	Result
	present simple	present simple
If	I miss the 8 o'clock bus	I am late for work.
If	I am late for work	my boss gets angry.
If	people don't eat	they get hungry.
If	you heat ice	does it melt?

Result	IF	Condition
present simple		present simple
I am late for work	if	I miss the 8 o'clock bus.
My boss gets angry	if	I am late for work.
People get hungry	if	they don't eat.
Does ice melt	if	you heat it?

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-5471.php>

FIRST AND SECOND CONDITIONALS

Conditional clauses begin with **if (or a word such as “when” which means the same as “if”) and follow basic patterns. This Section deals with patterns which form the First, Second and Zero Conditionals:**

First Conditionals

We use First Conditionals to talk about events which are possible. The Conditional clause can refer to the present or the future.

Conditional clause main clause
If+ Present Simple - will + bare infinitive
If it rains, we will stay at home.

• **The Conditional clause can come before or after the main clause. We use a comma at the end of the Conditional clause when it comes first:**

If you don't try harder, you will fail.
You will fail if you don't try harder.

• **Other structures are possible, depending on what you want to say:**

Conditional clause	main clause
If+ Present Simple	- modal verb
If you behave yourself,	you can come.

If+ Present Simple	- be going to (future)
If you don't work,	you're going to fail.

If+ Present Simple	- imperative
If you need anything,	ask.

If+ Present Continuous	- will + bare infinitive
If we're leaving soon,	I'll get my coat.

If+ Present Perfect

- will + bare infinitive.

If I've finished,

I'll be able to come.

If+ Present Perfect

- modal verb

If you've finished,

you can go out.

Imperative

- and /or + will

Eat less

and you'll get slim

Second Conditional

We use the Second Conditional for unlikely 'situations in the present or future:

Conditional clause	main clause
If+ Past Simple	-would
If I had enough money,	I'd retire.

- **Instead of would we can use other modal verbs:**
If I lost my job, I might go abroad for a while.

- **Compare First and Second Conditionals:**
If I lose my job, I'll find life very difficult.
(= there is a possibility - First Conditional)

If I lost my job, I'd find life very difficult.
(= there is no evidence - Second Conditional)

Zero Conditional

We use the Zero Conditional to show that one action, result, etc. always follows another. We often use when for if:

Conditional clause	main clause
Present Simple	- Present Simple
If/ when water freezes,	it turns to ice.
When I travel by boat,	I'm always sick.

(Just) in case

This means 'because it is possible that...' and usually comes after the main clause:

Paul will bring you a sweater in case it gets cold.

Provided (that); as long as

These phrases suggest that there is one vital condition

Provided you rest, you'll make a full recovery.

Unless

We can use unless to replace if... not in Conditionals After unless, we use a Present tense to talk about the future:

Unless you leave now, you will be late.

You will be late unless you go now.

Write two sentences using the information. The first should express a likely event and the second a less likely but still possible event.

Example: we leave at eight/we arrive on time

- a) likely: If we leave at eight o'clock, we'll arrive on time.**
- b) less likely: If we left at eight o'clock, we'd arrive on time.**



Attention, use the contractions !!



English exercise "Conditional (first and second)" =

- **1a) I am not busy / come and pick you up. =» Likely =**
- **1b) =»Less likely =**
- **2a) You fall / break your leg. =» Likely**
 =
- **2b) =»Less likely =**
- **3a) I drink too much wine / I feel sleepy. =»Likely =**
- **3b) =»Less Likely =**
- **4a) You get the job / you have more freedom. =» Likely**
 =
- **4b) =»Less Likely =**
- **5a) The questions be easy enough / everyone pass the test. =» Likely = .**

**<http://www.englishclub.com/grammar/adjectives-determiners.htm>
A, An, The | Possessives | Each, Every | Some, Any | Determiners
Quiz**

Determiners

Determiners are words like: the, an, my, some.

They are grammatically similar. They all come at the beginning of noun phrases, and usually we cannot use more than one determiner in the same noun phrase.

Articles:

- **a, an, the**

Possessive Adjectives:

- **my, your, his, her, its, our, their, whose**

Other determiners:

- **each, every**
- **either, neither**
- **some, any, no**
- **much, many; more, most**
- **little, less, least**
- **few, fewer, fewest**
- **what, whatever; which, whichever**
- **both, half, all**
- **several**
- **enough**

LESSON 5 NOUNS

Countable Nouns

<http://www.englishclub.com/grammar/nouns-uncountable-partitive.htm>

Countable nouns are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:

- **dog, cat, animal, man, person**
- **bottle, box, litre**
- **coin, note, dollar**
- **cup, plate, fork**
- **table, chair, suitcase, bag**

Countable nouns can be singular or plural:

- **My dog is playing.**
- **My dogs are hungry.**

We can use the indefinite article a/an with countable nouns:

- **A dog is an animal.**

When a countable noun is singular, we must use a word like a/the/my/this with it:

- **I want an orange. (*not* I want orange.)**
- **Where is my bottle? (*not* Where is bottle?)**

When a countable noun is plural, we can use it alone:

- **I like oranges.**

- **Bottles can break.**

We can use some and any with countable nouns:

- **I've got some dollars.**
- **Have you got any pens?**

We can use a few and many with countable nouns:

- **I've got a few dollars.**
- **I haven't got many pens.**

Countable | Uncountable | Countable & Uncountable | Partitive Structure

Uncountable Nouns

Uncountable nouns are substances, concepts etc that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself. Here are some more uncountable nouns:

- **music, art, love, happiness**
- **advice, information, news**
- **furniture, luggage**
- **rice, sugar, butter, water**
- **electricity, gas, power**
- **money, currency**

We usually treat uncountable nouns as singular. We use a singular verb. For example:

- **Your luggage looks heavy.**
-

We do not usually use the indefinite article a/an with uncountable nouns. We cannot say "an information" or "a music". But we can say a something of:

- **a piece of news**
- **a bottle of water**
- **a grain of rice**

We can use some and any with uncountable nouns:

- **I've got some money.**
- **Have you got any rice?**

We can use a little and much with uncountable nouns:

- **I've got a little money.**
- **I haven't got much rice.**

Uncountable nouns are also called "mass nouns".

Here are some more examples of countable and uncountable nouns:

Countable	Uncountable
dollar	Money
song	Music
suitcase	Luggage
table	Furniture
battery	Electricity
bottle	Wine

report	Information
Tip	Advice
journey	Travel
Job	Work
view	Scenery

When you learn a new word, it's a good idea to learn whether it's countable or uncountable.

Nouns that can be Countable and Uncountable »

Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable *and* uncountable, often with a change of meaning.

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise. There are so many different noises in the city.	noise	It's difficult to work when there is so much noise.
Have you got a paper to read? (newspaper) Hand me those student papers.	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit

		here?
We had a great time at the party. How many times have I told you no?	time	Have you got time for a cup of coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work!

Partitive Structure with Uncountable Nouns

To count or quantify an uncountable noun we use a unit of measurement - a measure word. For example, we cannot usually say “two breads” because “bread” is uncountable. So, if we want to specify a quantity of bread we use a measure word such as “loaf” or “slice” in a structure like “two loaves of bread” or “two slices of bread”. We call this structure a partitive structure.

p a r t i t i v e s t r u c t u r e			
quantity	measure word (partitive, countable noun)	"of"	uncountable noun
<p><i>two cups of coffee</i> <i>several games of tennis</i> <i>a drop of water</i></p>			

We can use the same uncountable noun in different partitive expressions with different meanings. For example, a loaf of bread and a slice of bread are partitive expressions with different meanings. A loaf of bread is what we call a whole unit of bread that we buy from a baker. A slice of bread is what we call a smaller unit of bread *after* it has been cut from a loaf.

Here are some more examples:

- **Can I have one cup of coffee and two cups of tea.**
- **The police found some items of clothing scattered around the floor.**
-
- **I need a truck that will take at least three pieces of furniture.**
- **You'd think a tablespoon of honey would be more than enough.**

The word "partitive" indicates that only "part" of a whole is being referred to. The partitive structure using a measure word is common with uncountable nouns, but it can also be used with *countable nouns*, for example: a series of *accidents*, two boxes of *matches*, a can of *worms*.

NOUNS

English-Zone.Com

IRREGULAR PLURALS LIST

Study these groups of words to learn how they change to plural. Each group of words has similar changes.

US -> I

SINGULAR	PLURAL
Alumnus	Alumni
Cactus	Cacti
Focus	foci/focuses
Fungus	fungi/funguses
Nucleus	Nuclei
Radius	Radii
Stimulus	Stimuli

IS -> ES

SINGULAR	PLURAL
Axis	Axes
Analysis	Analyses
Basis	Bases
Crisis	Crises
Diagnosis	Diagnoses
Ellipsis	Ellipses
Hypothesis	Hypotheses
Oasis	Oases

Paralysis	Paralyses
Parenthesis	Parentheses
Synthesis	Syntheses
Synopsis	Synopses
Thesis	Theses

IX -> ICES

SINGULAR	PLURAL
Appendix	Appendices
Index	indeces/indexes
Matrix	matrices/matrixes

EAU -> EAUX

SINGULAR	PLURAL
Beau	Beaux
Bureau	bureaus/bureaux
Tableau	tableaux/tableaus

***** -> EN**

SINGULAR	PLURAL
Child	Children
Man	Men
Ox	Oxen
Woman	Women

***** -> A**

SINGULAR	PLURAL
Bacterium	Bacteria
Corpus	Corpora
Criterion	Criteria
Curriculum	Curricula
Datum	Data
Genus	Genera
Medium	Media
Memorandum	Memoranda

Phenomenon	Phenomena
Stratum	Strata

NO CHANGE

SINGULAR	PLURAL
Deer	Deer
Fish	Fish
Means	Means
Offspring	Offspring
Series	Series
Sheep	Sheep
Species	Species

OO -> EE

SINGULAR	PLURAL
Foot	Feet
Goose	Geese
Tooth	Teeth

A -> AE

SINGULAR	PLURAL
Antenna	antennae/antennas
Formula	formulae/formulas
Nebula	Nebulae
Vertebra	Vertebrae
Vita	Vitae

OUSE -> ICE

SINGULAR	PLURAL
Louse	Lice
Mouse	Mice

IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative		Example
Good	better	the best	irregular	Tara is the best athlete in the school.
well (healthy)	better	the best	irregular	He is still in hospital, but he is better than he was last week.
Bad	worse	the worst	irregular	You are the worst driver I have ever known.
Far	further	the furthest	irregular	My house is the furthest one.

		farthest		is the farther one.
old (people in a family)	elder	the eldest	irregular	Ram is my elder brother.
old (general use)	older	the oldest	regular	Your teacher is older than my teacher.

LESSON 6 ...NYMS – ANTAGONYMS, HOMONYMS, HETERONYMS, ETC.

ANTAGONYMS=a single word that has meanings that contradict each other.

<http://www-personal.umich.edu/~cellis/antagonym.html>

Antonyms

Anabasis: A military advance vs. A military retreat (3) {C}

Anon : Immediately [Archaic] or soon vs. Later (3) {M}

Anxious: Full of mental distress because of apprehension of danger or misfortune [in effect, seeking to avoid] (We were anxious about the nearby gunshots.) vs. Eager or looking forward to (Until you returned, I was anxious to see you.) (1)

Apparent: Not clear or certain (For now, he is the apparent winner of the contest.) vs. Obvious (The solution to the problem was apparent to all.) (1) {I}

Assume: To actually have (To assume office) vs. To hope to have ("He assumed he would be elected.") (3) {M}

Avocation: A hobby vs. a regular occupation [and one could say it's a *triple* antonym if you agree that the archaic meaning of "a distraction" is the opposite of working (even at a hobby) and if you agree that the obsolete meaning of "a calling away" takes you away from (the opposite of participating in) your hobbies, work, and even your distractions!] (1)

Awful: Extremely unpleasant, ugly vs. Awe-inspiring [typically, a feeling of admiration] (1)

Bad: The opposite of good, such as the movie was bad AND also good! "I won a million dollars!" "Wow that's bad."

Bound: Moving ("I was bound for Chicago") vs. Unable to move ("I was bound to a post", or less literally, "I was bound to my desk") (3) {S}

Buckle: to hold together (e.g. buckle your belt) vs. to fall apart (e.g., buckle under pressure) {AQ}

Bull: A solemn edict or mandate vs. Nonsense or worthless information (3) {M}

Chuff: Elated vs. Unhappy (hinted at in 1) {M}

Cite, Citation: For doing good (such as military gallantry) vs. for doing bad (such as from a traffic policeman) (1)

Cleave: To adhere tightly vs. To cut apart (1) {A}

Clip: to attach vs. to cut off (1) {AH}{AS}

Cool: positive sense (cool web-sites) vs. negative sense (cool reception). {AA}

Comprise: To contain entirely vs. To be included in ("The United States comprises 50 states"; "The 50 states comprise the United States") [Some will argue with both uses, including me; however, both uses have become commonplace and some sources list both without comment.] (1) {U}

Counterfeit: [Archaic] a legitimate copy vs. a copy meant to deceive {Y}

Dust: To remove dust vs. To apply dust (as in fingerprinting) {H}

Effectively: in effect (doing the equivalent of the action but not the real thing) vs. with effect (doing the action and doing it well)

[Contrast "he is effectively lying" (colloquial?) with "he is lying effectively"] {AD}

Enjoin: To order someone to do something vs. To stop someone from doing something [such as in law by an injunction] (1) {D}

Fast: Moving rapidly vs. Unable to move ("I was held fast to my bed.") (3) {S}

Fix: to restore to function (fixing the refrigerator) vs. to make non-functional (fixing the dog) {AZ}

Fearful: Causing fear vs. Being afraid (1) {A}

Goods: [Slang] good things vs. bad things ("I have the goods from the warehouse robbery, but I'm worried the police have the goods on me.") {T}

Hysterical: Being overwhelmed with fear [in some cases] vs. Being funny (1)

Incorporate: When a village is incorporated, it is formed, but when it is incorporated into a city, the village is destroyed {O}

Inflammable [*a pseudo-antonym!*]: Burns easily vs. [the incorrect assumption by many that the prefix *in-* makes it mean:] Does not burn [Only the first definition is correct; the risk of confusion has removed this word from gasoline trucks!] (4) {J}

Last: Just prior vs. final (My last book will be my last publication) {Y}

Lease, Let, Rent: [in essence] To loan out for money vs. To "borrow" for money (1) {K}

Left: To remain vs. to have gone (Of all who came, only Fred's left. [Does it mean he's the only one who still remains or that he's the first to depart?]) {AB}

Let: [Archaic] To hinder vs. To allow (1) {K}

License: Liberty or permission to do something vs. Undue or excessive freedom or liberty (1) {K}

Literally: Precisely vs. often corruptly used to mean "figuratively" (As in: "There were literally millions of people at that party."). Our correspondent writes: Many people think this is an error, albeit a common one; but I think "Literally millions of people" isn't so much error as a form of hyperbole; the trouble is that the literal meaning of "literally" is, among other things, "not hyperbolically." {AF}

Livid: Pale, ashen vs. dark gray-blue (and sometimes corrupted to mean bright red!) (1) {AW}

Mad: carried away by enthusiasm or desire vs. carried away by hatred or anger (3) {AK}

Moot: [a slight stretch here] A moot point is one that is debatable, yet is also of no significance or has been previously decided, so why debate it? (1) {K}

Overlook: to pay attention to, to inspect ("We had time to overlook the contract.") vs. to ignore (1) {AN}

Oversight: Watchful and responsible care vs. An omission or error due to carelessness (1) {E}

Peruse: Read in a casual way, skim (To peruse the Sunday paper) vs. to read with great attention to detail or to study carefully (To peruse a report on financial conditions). {AR}

Policy: Required activity without exception (University policy) vs. An optional course of action (our government's policy regarding the economy) {K}

Populate: To decimate the population (obsolete use) vs. to increase the population {AP}

Practiced: Experienced, expert (I am practiced in my work) vs. Inexperienced effort (The child practiced coloring.) (1)

Prescribe: To lay down a rule vs. To become unenforceable (3) {D}

Presently: Now vs. after some time {BB}

Quite: Completely vs. Not completely (e.g., quite empty [totally empty]; quite full [not completely full, just nearly so]) (3) {M}

Ravel: to disentangle or unravel vs. to tangle or entangle (1) {X}

Recover: hide away (cover again) vs. bring out [hyphenated] (The dinosaur bones were exposed by the flood but then re-covered with dirt, hiding them again; centuries later, the paleontologists recovered them by removing the dirt.) {T}

Refrain: In song, meaning to repeat a certain part vs. To stop (Please refrain from using bad language) {AO}

Release: let go vs. hold on (lease the property again) [hyphenated as re-lease] {T}

Replace: Take away (replace the worn carpet) vs. Put back (replace the papers in the file) {T}

Repress: hold back vs. put forth (press again) [hyphenated] {T}

Reprove: rebuke (reprove a colleague's work) vs. support (reprove a scientist's theory) {T}

Reservation: what you make vs. when you know where you want to go vs. what you have when you're not sure if you want to go

Reside: to stay put vs. [Slang] to change places (change teams) [hyphenated as re-side] [N.B.: This is also a heteronym!] {T}

Resign: to quit a contract vs. to sign the contract again [hyphenated as re-sign] {T} [N.B.: This is also a heteronym!]

Restive: refusing to move (forward) (a restive horse) vs. Restless (moving around) (1) {M}

Restore [in the following use]: The painting was said to be a fake, so the museum re-stored it in the warehouse. When it was later found to be real, the museum restored it to its place in the gallery. {T}

Riot: Violent disorder vs. Revelry {Consider what is meant when one says, "It was a riot!"} (1)

Rival: An opponent vs. (Archaic) A companion or associate (3) {O}

Rocky: Firm, steadfast vs. tending to sway (e.g., a rocky shelf) {S}

Root: To establish (The seed took root.) vs. To remove entirely (usually used with "out", e.g., to root out dissenters) {AG}

Sanction: Support for an action (They sanctioned our efforts.) vs. A penalty for an action (The Congressman was sanctioned for inappropriate behavior.) (1) {D} {O}

Sanguine: (*Now poetic*) Causing or delighting in bloodshed [according to contributor, also describes a person worked up into a bloody rage] vs. A person hopeful or confident of success [essentially someone calm about something] (2) {B}

Scan: to examine closely vs. to look over hastily (1) {S} {AI}

Screwed: [Slang, vulgar] Had a good experience (We screwed around all night.) vs. To have a bad experience (I was screwed by that cheater.) {T}

Secreted: Having put out, released vs. Placed out of sight (1)
[N.B.: This word is also a heteronym!]

Shank: (*Informal*) The early part of a period of time (It was just the shank of the evening when the party began.) vs. (*Informal*) The latter part of a period of time (It was the shank of the evening when the party ended.) (1)

Shop: To search with the intent to buy ("I shopped for a book at several stores.") vs. To search with the intent to sell ("I shopped my manuscript to several publishers.") {R}

Sick: unpleasant (A sick joke) vs. wonderful (Slang: That sportscar is really sick!) {AE}

Skin: to cover with a skin vs. to remove outer covering or skin (1)
{I} {P}

Strike out: An ending, as in "The batter struck out." vs. A beginning, as in "I thought it was time to strike out on my own." (1)
{L} Also, a strike in bowling occurs when there is complete contact between ball and wood (of the pins), whereas a strike in baseball occurs when there is complete absence of contact between ball and wood (of the bat). {W} Also, to strike causes stoppage of work whereas in the theater to strike is to work on the set, lighting, etc. {AX}

Terrific: (*Informal*) Extraordinarily good vs. Causing terror (1)

Transparent: Easily seen ("His motives were transparent.")
invisible {AL}

Trim: To add things to (trim a Christmas tree) vs. or take pieces off (trim hair) {AT}{AU}

Antagonistic phrases, usually informal

These are phrases that (probably through corruption) have come to mean the opposite of what they should mean if taken literally.

All downhill from here: Things are going to get better vs. things are going to get worse {AU}{AV}

Could care less: (Used as if it were synonymous with "could *not* care less.") One has no interest at all {G}

Fought with: Fought on the same or opposite sides (The Finns fought with the Germans in WW II.) {AW}

Like never before: totally amateurish vs. with great skill (She's dancing like she's never danced before.) {F}

Look out for: see Watch out for

Take care of: Look out for and nurture vs. get rid of or kill (As heard on NPR by commentator Diane Roberts discussing the meaning of saying "we're going to take care of Timothy McVeigh [convicted bomber]) {contributed by A}

Near miss: A hit close enough to achieve the effect vs. narrowly falling short of the objective {X}

Restrict access to: ("To restrict access to adult movies, please contact the front desk.") To allow access only to vs.

to disallow access to {AM}

Steep learning curve: To most, this means "difficult to learn" or "taking a long time to learn," but can also mean "easy to learn, taking a short time." (I think some workers mean the former when they refer to a process that has a steep learning curve, and to the latter when referring to a person who masters the process with a steep learning curve. This antonymism may be controversial.)
{AP}

Tell me about it: I want to know more vs. I already know. {AY}

Watch out for: A positive statement meaning try to find or partake of vs. A negative statement meaning avoid (Watch out for this movie.)

Here's an interesting phrasing: Football coach Lloyd Carr of the #1-ranked University of Michigan Wolverines, after finishing undefeated (11-0) with a victory over Ohio State, explaining his preseason view of the team's schedule: "There wasn't one game that we knew we couldn't win, but we also realized there wasn't one we couldn't lose." [The Ann Arbor News, November 23, 1997, p. D1.] [In the Detroit Free Press the next day (p. D4), the last phrase is quoted as "...there wasn't one we could lose."] Coach, don't think we don't know what you mean (!), and your multiple double-negatives rate a place on our webpage!

Opposonyms? Pseudopposites? Pairs of phrases, usually informal, -- how can they mean the same?

Burned up, Burned down: (Both mean destroyed.) {BA}

Fat chance; slim chance: (Both mean "not too likely") {N}

Cool; hot: (Both mean wonderful [Slang], e.g., when applied to a car)

Confusing words (should we call them "confusonyms"?)

Biweekly (Bimonthly, Biyearly): twice a week (month, year) vs. every two weeks (month, years) (According to reference 1, the former is used "loosely") {Y} {AJ}

Daily: 5 days a week vs. 6 days a week vs. 7 days a week (for example, the "daily" newspaper) {Q}

Every day: As in "daily" above, one often hears on the radio "Listen to our morning show every day" to mean Monday through Friday

<http://www-personal.umich.edu/~cellis/heteronym.html>

Welcome to the **Heteronym** Homepage!

What are heteronyms?

Heteronyms are words that are spelled identically but have different meanings when

pronounced differently.

For example:

Lead, pronounced ***LEED***, means to guide. However, lead, pronounced ***LED***, means a metallic element.

Compare *heteronyms* to *homographs*, *homophones*, and *homonyms*.

***Homographs* are words that are spelled the same but differ in meaning, derivation, or pronunciation. *Homophones* are words that are pronounced the same but differ in meaning, derivation, or spelling. *Homonyms* are words that are spelled and pronounced the same but have different meanings. There is overlap among these categories.**

***Heteronyms* are specific types of homographs in which the different pronunciations are associated with different meanings. Many heteronyms are the result of one pronunciation being a verb and another being a noun.**

Well, let's see what we have!

Our lists of heteronyms are shown below. We are limiting ourselves to words commonly used in the English language. Some of our heteronyms have completely different meanings while others have somewhat related meanings. (We also list words that have nearly the same meanings.) We also are including heteronyms in which at

least one of the words is a foreign word (as long as it is commonly used in English).

Not every meaning of every word is given. The numbers after the definitions indicate the source of the heteronym; see the Acknowledgments.

As of 1/1/99, we have begun listing words only, without pronunciations and meanings, and the acknowledgment immediately follows.

Heteronyms

Affect *ehFEKT-* to change; *AFFekt-* a person's feelings or emotion (1)

Alternate *ALternit-* the next choice; *ALternait-* switch back and forth (9)

Are *AHR-* plural present tense of "to be"; *AIR-* 100 square meters (1/100th of a hectare) [although may also be pronounced *AHR*] (15)

Ares *AIRS-* 100 square meter units [plural]; *AIReez-* Greek god of war [capitalized] (15)

Attribute *ahTRIByoot-* to consider resulting from; *AHtribyoot-* a characteristic of someone (12)

August *AUGust-* month [capitalized]; *auGUST-* important, eminent (9)

Axes *AKsiz-* more than one ax or axe; *AKseez-* the plural of axis (13)

Bass *BASE-* a string instrument; (*rhymes with mass*)- a fish (1)

Bow *BAU-* to lower one's head or the front of a ship; *BOH-* used to shoot arrows (7)

Bowed *BAU-d-* to bend over; *BOH-d-* bent (12)

Buffet *BUFFet-* to pound or bump; *booFAY-* place where you serve yourself (9)

Close *CLOZE-* to shut; *CLOS-* near (9)

Combine *komBYNE-* put together; *KOMbyne-* a threshing machine (1)

Conduct *KONduckt-* behavior; *kunDUCKT-* to lead (see this heteronym below) (12)

Conflict *kunFLIKT-* to act against; *KAHNflict-* a fight or disagreement (1)

Console *KAHNsole-* an upright case; *kunSOLE-* to comfort (2)

Content *KAHNtent-* meaning; *kunTENT-* satisfied (1)

Contest *kunTEST-* to argue; *KAHNtest-* a match of skill (1)

Contract *CONtract-* an agreement; *conTRACT-* to shrink or to agree on a project (2)

Convert *conVERT-* to change one's belief; *CONvert-* one whose belief was changed (11)

Converse *KAHNvers-* the opposite; *kunVERS-* to talk (1c)

Convict *kunVIKT-* to find guilty; *KAHNvikt-* a prisoner (1)

Crooked *KROOKt-* to bend your neck; *KROOK-ed-* having a curve (3)

Deliberate *diLIBerit-* carefully considered; *diLIBerATE-* to consider (12)

Desert *dihZURT-* to leave ; *DEZert-* arid region (18, and below)

Digest *DYEjest-* collection of published material; *dieJEST-* absorb nutrients (6)

Do *DOO-* to accomplish; *DOE-* a musical note (1)

Does *DUZ-* performs; *DOZE-* more than one female deer (1)

Drawer *DROR*- the compartment you pull out from the dresser; *DRAWer*- one who draws (1j)

Excuse *EKskyooz*- to let someone off; *EKskyoos*- a reason or explanation (17)

House *HAUS*- a building that serves as living quarters; *HOWZ*- to provide with living quarters (10)

Incense *INsens*- burnt aromatic; *inSENS*- to make angry (9)

Intern *INtern*- a physician in training; *inTERN*- confine to prescribed area (14)

Invalid *inVALLid*- not valid; *INvallid*- an ill person (1)

Laminate *LAMinate*- to construct by adding layers; *LAMinit* [although both pronunciations are listed]- the cover itself (1)

Lather (*rhymes with rather*)- foam or suds; (*rhymes with bath fur*)- a worker who installs lath (lattice work) (15)

Lead *LEED*- to guide; *LED*- a metallic element (1)

Minute *MINNit*- 60 seconds; *myNOOT*- tiny (1)

Moderate *MODerit*- keeping within reason; *MODerATE*- to preside over (1)

Mow *MOH*- to cut grass; *MAU*- a pile of hay (17)

Multiply *MULLtihPLIE*- multiply two numbers; *MULLtihplee*- in a multiple manner (15)

Number *NUMber*- one, two, three ...; *NUMMER*- more numb [many dictionaries do not list this use, which suggests that "more numb" is preferred; however, the listed use is given in The American Heritage Dictionary of the English Language, Third Edition, Electronic version.] (18)

Nun *NUN*- women in religious order; *NOON*- 14th letter in Hebrew alphabet (9)

Object *ubJEKT*- to complain; *AHBjekt*- a thing (1c)

Pasty *PAstee*- like glue; *PASStee*- a meat pie (1)

Pate *PAIT*- a bald head; *paTAY*- a minced food; *PAHT*- a porcelain paste [diacritics in pâté and pâte don't count!](1)

Perfect *PERfekt*- exactly correct; *perFEKT*- to make correct (17)

Periodic *PEEReeODDik*- occasional; *PUREeyeODDik*- an iodine compound (15)

Permit *perMIT*- to allow some event to occur; *PERmit* [although both pronunciations are listed]- a document giving permission (8)

Polish *POElish*- from Poland; *PAHLish*- shine [capitalization doesn't count!](4)

Present *PREZent*- a gift; *preeSENT*- to give a talk (9)

Primer *PRIHMer*- an elementary book; *PRYmer*- the preparatory coat of paint (1c, 12)

Produce *PROdoos*- vegetables; *proDOOS*- bring forth (1)

Project *proJEKT*- to show a movie; *PRAHjekt*- a task (1)

Pussy *PUHSee*- having pus; *POOHSee*; a kitten (18)

Raven *RAYven*- black bird; *RAVen*- hungry (9)

Rebel *REBBell*- a resister; *rihBELL*- to resist (2)

Record *RECKord*- a list; *reKORD*- to write down (1)

Recreation *rek-ree-Ashun*- pastime; *REEcreeAshun*- remake (also, recreate) (12)

Refuse *reFUSE-* to deny; *REFFyoos-* garbage (1)

Relay *reeLAY-* to put it down again, such as a carpet; *REElay-* a race by teams; *rihLAY-* to pass along, such as information [One of our dictionaries gives these pronunciations, but does not distinguish meanings among the latter two. The pronunciation may vary among individuals.] (12)

Rerun *reRUN-* to race again or to repeat a show on television; **RErun-** a repeated TV show (12)

Reside: *reZIDE-* to stay put; *RE-SYD-* [Slang] to change places (change teams) [usu. hyphenated as re-side] (20) [N.B.: This is also a antagonym!] {X}

Resign *reZYN-* to quit; *reSYN-* to sign again (e.g., a contract) [usu. hyphenated as re-sign] (20) [N.B.: This word is also an antagonym!]

Resume *reeZOOM-* to restart; *REHZoomay-* a document of experience [also résumé; diacritics don't count!] (1)

Row *ROH-* a line; *ROUW-* a fight (1)

Sake *SAHkey-* alcoholic drink; *SAYK-* a purpose (5)

Secrete *seeKREET-* to discharge; *sehKRET-* an armored skullcap [secrète, diacritics don't count!]

Secreted *seeKREETed-* having put out; *SEEkrehed-* placed out of sight (9) [N.B.: This word is also an antagonym!]

Separate *SEPerATE-* to divide into groups; *SEPre-* not joined together (17)

Sewer *SOwer-* one who sews; *SOOwer-* place for human waste (9)

Slough *SLUFF-* the outer layer of skin of a snake; [rhymes with *OW!*]- a hole of deep mud or mire; *SLOO-* a marshy pond (19)

Sow *SOUW*- a pig; *SO*- to plant seed (1)

Subject *SUBjekt*- the theme; *subJEKT*- to force upon someone (12)

Tear *TARE*- to rip; *TEER*- fluid in eye (1)

Wind *WHINEd*- to coil up; *WINd*- the blowing air (1)

Wound *WOOND*- to injure; *WOWND*- coiled up (1)

LESSON 7 - PASSIVE VOICE

PASSIVE VOICE <http://www.aprenderinglesfacil.es/2009/01/passive-voice-voz-pasiva.html>

Passive Voice - Voz Pasiva

Hablaremos en esta ocasión sobre un recurso gramatical de gran importancia en la lengua inglesa: la voz pasiva. Para comenzar estableceremos la diferencia con el lenguaje que utilizamos habitualmente llamado voz activa en el cual la acción del verbo recae sobre el sujeto mientras que en la voz pasiva la acción del verbo recae sobre el objeto. Observa los siguientes ejemplos:

Voz Activa

The lady buys a new hat.

La dama compra un sombrero nuevo.

(El verbo "comprar" recae sobre "la dama" indicando que ella es quien realiza la acción)

Voz Pasiva

A new hat is bought by the lady.

Un nuevo sombrero es comprado por la dama.

(En este caso interesa que "un nuevo sombrero es comprado" sin demasiada importancia de quien realiza la acción)

Para construir la voz pasiva es necesario que la oración en voz

activa cuenta con objeto directo, es decir que responda a la pregunta "¿qué cosa?", por ejemplo:

**My sister lost the keys.
Mi hermana perdió las llaves.
¿Qué cosa perdió mi hermana?
Las llaves (éste es el objeto
directo)**

Luego el objeto directo establecido pasará a ocupar el lugar de sujeto, el sujeto de la voz activa pasa a ser complemento agente acompañado de la preposición BY y el verbo principal se coloca en pasado participio acompañado por el verbo TO BE en el tiempo que se encuentra la voz activa. Por ejemplo:

**My sister lost the keys.
The keys were lost by my sister.**

Observe en la oración pasiva que "the keys" ocupan el lugar de sujeto, "by my sister" es el complemento agente y el verbo principal está ahora en pasado participio acompañado por el verbo to be (were) en pasado simple ya que la oración activa se encontraba en ese tiempo verbal.

Veremos en el siguiente cuadro como se modifican los verbos de Voz Activa a Voz Pasiva:

Tiempo Verbal de la oración en voz active	VOZ ACTIVA	VOZ PASIVA
Presente Simple	My brother studies the lesson.	The lesson is studied by my brother.

Presente Continuo	My brother is studying the lesson.	The lesson is being studied by my brother.
Pasado Simple	My brother studied the lesson.	The lesson was studied by my brother.
Pasado Continuo	My brother was studying the lesson.	The lesson was being studied by my brother.
Futuro Simple	My brother will study the lesson.	The lesson will be studied by my brother.
Futuro Cercano	My brother is going to study the lesson.	The lesson is going to be studied by my brother.
Presente Perfecto	My brother has studied the lesson.	The lesson has been studied by my brother.
Pasado Perfecto	My brother had studied the lesson.	The lesson had been studied by

LESSON 8-

PREFIXES AND SUFFIXES

<http://daniela-albino.espacioblog.com/post/2011/09/29/prefixes-and-suffixes-list>

Prefixes and suffixes List

<http://www.englishclub.com/vocabulary/adverbs-manner.htm>

Autor: Daniela

29 sep

PREFIXES	MEANING	EXAMPLES
ante	before, preceding	antecedent, ante-room
auto-	Self	automobile, autobiography
bi-	Two	biceps, bicycle, binary
com- co-, col-, con-, cor-	With, jointly, completely	combat, co-pilot, colude, confide, corrode
contra-	against, opposite	contraceptive
dis-, di-	negation, removal.	disadvantage, dismount.

	expulsion	disbud, disbar
extra	Outside	extracurricular
in-,il , im	Not, without	Infertile, inappropriate, impossible, incurable
macro	large	Macroeconomics, macrobiotic
micro	small	Microscope, microrbe
mis	wrongly	Mistake,mislead
mono	One	monocromatic
oct	Eight	octal
over	completely	Overconfident
post	After in time or order	Postpone, postgrade
pre	Before in time, place, oredor or importance	Pre-adolescent, prelude, precondition
retro	backward	retroactive
tri	Three	Tricycle, triangle
un	Not, without	Unacceptable, unreal, unhappy
sub	Under	submarine
uni	One, single	Unicorn, uniform, unilateral
SUFFIXES	MEANING	EXAMPLES
able, ible, be (adjective)	Possible to	Acceptable, divisible, irresistible
ion (noun)	A state or process	Action, connection, exhibition
ess (noun)	Female	Actress

ism (noun)	Doctrine, belief	Socialism, formalism feminism
ist (noun)	Person who has studied something,	Chemist, agronomist, idealist
er, or (noun)	Person who does something	Professor, teacher, advisor
Less (noun)	Lack of. Not having something	Homeless, useless
ography, ogram (noun)	Writing , description	Ideogram, geography
ful (adjective)	Having a particular quality	Useful, thankful
ese (adjective)	From a place	Japanese, Chinese
ian (noun)	A person who has does something as a job or hobby	Historian, comedian, Politian
Ness (noun)	A state of quality	Kindness, sadness, happiness, weakness
Logy (noun)	science	Geology, ecology, agronomy

LESSON 9-PREPOSITIONS

aboard	a bordo
about	sobre
above	por encima de
across	a través de
after	después de
against	Contra
along	a lo largo de
alongside	junto
amid	en medio de
amidst	en medio de
among	entre
amongst	entre
around	alrededor
as	ya que
aside	de lado
astride	a horcajadas
at	en
athwart	athwart
atop	encima
barring	restricción
before	antes de
behind	detrás de
below	por debajo de
beneath	debajo de
beside	al lado
besides	además de
between	entre

beyond	más allá de
but	pero
by	por
circa	circa
concerning	relativa
despite	a pesar de
down	abajo
during	durante
except	excepto
failing	no
following	siguiente
for	para
from	desde
given	dado
in	en
inside	interior
into	dentro de
like	gustar
minus	menos
near	cerca de
next	siguiente
notwithstanding	a pesar de
of	de
off	apagado
on	encendido
onto	en
opposite	contrario
out	fuera
outside	exterior
over	por encima de
pace	ritmo

past	pasado
per	por
plus	más
regarding	con respecto a
round	ronda
save	salvar
since	desde que
than	que
through	por
throughout	totalmente
till	hasta
times	veces
to	para
toward	hacia
towards	hacia
under	debajo de
underneath	debajo de
unlike	a diferencia de
until	hasta
up	arriba
upon	sobre
versus	frente a
via	a través de
with	con
within	dentro de
without	sin
worth	vale
Two words	Dos palabras
according to	de acuerdo con

ahead of	por delante de
aside from	aparte de
because of	a causa de
close to	cerca de
due to	debido a
except for	a excepción de
far from	lejos de
in to (or into)	en (o en)
inside of	dentro de
instead of	en lugar de
near to	cerca de
next to	junto a
on to (or onto)	a (o sobre)
out from	a partir de
out of	de
outside of	fuera de
owing to	debido a
prior to	antes de
pursuant to	de conformidad con el
regardless of	independientemente de
subsequent to	con posterioridad a
that of	que de

Three words **Tres palabras**

as far as	en la medida de lo
as well as	así como
by means of	por medio de
in accordance with	de conformidad con
in addition to	además de

in case of	en caso de
in front of	delante de
in lieu of	en lugar de
in place of	en lugar de
in spite of	a pesar de
on account of	en razón de
on behalf of	en nombre de
on top of	en la parte superior de
with regard to	con respecto a

Prepositions of Time: **at, in, on**

<http://www.englishclub.com/grammar/prepositions-at-in-on-time.htm>

We use:

- **at** for a **PRECISE TIME**
- **in** for **MONTHS, YEARS, CENTURIES** and **LONG PERIODS**
- **on** for **DAYS** and **DATES**

at	In	on
PRECISE TIME	MONTHS, YEARS, CENTURIES and LONG PERIODS	DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	in the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

Look at these examples:

- **I have a meeting at 9am.**
- **The shop closes at midnight.**
- **Jane went home at lunchtime.**
- **In England, it often snows in December.**
- **Do you think we will go to Jupiter in the future?**
- **There should be a lot of progress in the next century.**
- **Do you work on Mondays?**
- **Her birthday is on 20 November.**
- **Where will you be on New Year's Day?**

Notice the use of the preposition of time at in the following standard expressions:

Expression	Example
at night	The stars shine at night.
at the weekend*	I don't usually work at the weekend.
at Christmas*/Easter	I stay with my family at Christmas.
at the same time	We finished the test at the same time.
at present	He's not home at present. Try later.

Notice the use of the prepositions of time in and on in these common expressions:

in	On
in the morning	on Tuesday morning
in the mornings	on Saturday mornings
in the afternoon(s)	on Sunday afternoons
in the evening(s)	on Monday evening

--	--

When we say last, next, every, this we do not also use at, in, on.

- **I went to London last June. (*not* in last June)**
- **He's coming back next Tuesday. (*not* on next Tuesday)**
- **I go home every Easter. (*not* at every Easter)**
- **We'll call you this evening. (*not* in this evening)**

LESSON 10-

PRONOUNS

RELATIVE PRONOUNS

<http://www.k12reader.com/relative-pronouns/>

Relative Pronouns

<http://pinterest.com/pin/create/button/?url=http://www.k12reader.com/relative-pronouns/&media=>

Many sentences in the English language are really two clauses linked together. There can be a main clause and a relative clause. Look at these two sentences.

This is a cake. Mary baked this cake.

We can do a little tweaking and turn the clauses into one sentence. Like this:

This is the cake that Mary baked.

The clause *that Mary baked* is called a relative clause and it's linked to the main clause by a special kind of pronoun. That special pronoun is known as a relative pronoun.

What Are Relative Pronouns?

Relative pronouns are used to link a relative clause to another part of a sentence and has the job of introducing the relative clause. We use the term “relative” pronoun because it “relates” to the word it is modifying. Clever right?

Here is the list. The relative pronouns are *that, which, whom, who, whoever, whomever* and *whichever*. One aspect of grammar that seems to cause a lot of confusion is when to use *who* and when to use *whom*. Let's clear that up right now, shall we? Use the relative pronouns *who* and *whoever* if you are referring to the subject of the sentence. Use *whom* and *whomever* if you're referring to the objects of a verb or preposition. Have questions?

Relative Pronoun Examples:

When it was time for the school play, the teacher asked the students *whom* she believed to be the most reliable and talented to audition.

In this sentence *whom* is the direct object of the verb *believed* and also introduces the clause *whom she believed to be the most reliable and talented*. This clause modifies the noun *students*.

The person *who* draws the winning number hits the jackpot.

Here the relative pronoun *who* is the subject of the verb *draws* and also introduces the clause *draws the winning number*. In this case the clause acts as an adjective modifying the word *person*.

Here are more examples of relative pronouns and how they are used:

Whoever spilled milk will have to clean it up.

In this sentence *whoever* acts as the subject of the verb *spilled*.

The fruit *which* was put in the fruit bowl needs to be put in the picnic basket.

Here *which* functions as the subject of *the compound verb was put*. It also introduces the defining clause *which was put in the fruit bowl*. The clause acts as an adjective and modifies the noun *fruit*.

I will open *whichever* package arrives first.

In this example *whichever* modifies the noun *package* and introduces the clause *whichever package arrives first*. The clause also functions as the direct object of the compound verb *will open*.

The manuscript *that* she recently completed is ready for publication.

The world is a much sunnier place for people *who* have a positive attitude.

The person *who* called me last night is my best friend.

When using non-defining relative clauses make sure you use commas at the beginning and end of the clause.

Katie, *who* is very kind, is my friend.

The car, *which* was a bright red Corvette, swerved into the ditch.

My uncle, *whose* child you just met, is a pediatrician.

LESSON 11

PHRASAL VERBS BILINGUAL

<http://www.scribd.com/doc/10977615/Lista-Phrasal-Verbs>

**Lista Phrasal Verbs Phrasal Verb /
Vb compuesto Significados en español Ejemplo**

add(something) up

sumar algo:

The waiter added the bill up and the total was \$12.45.

break down

parar de trabajar, averiarse

The car broke down in the street.

blow up

explotar (bomba), desatarse (tormenta, crisis)

The storm blew up suddenly.

blow(something/somebody) up

volar a algo o a alguien

The car was blown up by two terrorists.

break into(something)

entrar en algo (forzando la entrada) para robar

Burglars broke into my apartment while I was on holidays.

bring(somebody) up

criar y educar a un niño

I was brought up by my grandmother.

Bring up – introduce

He brought up the idea of going to Acapulco

carry on(doing/withsomething)
continuar haciendo algo
Carry on! You are doing it very well.

carry on(with somebody)
estar liado con alguien (coloquial)
She is carrying on with her boss.
Carry on – the plane
You can carry on one suitcase.

check out of
pagar la factura y marcharse (hotel)
They checked out on monday.

cheer(somebody) up
animar a alguien, animarse
She sent him a funny card to cheer him up

close(something)down
cerrar o terminar una actividad
The factory was closed down last month.

come by
(something)lograr, obtener, conseguir
Good teachers are hard to come by inthis city.

come down with
enfermarse
I came down with the flu last week.

fall out with
(somebody)pelearse o discutir con alguien
I fell out with my best friend.

find

(something) out averiguar o enterarse de algo
You'll never find out what happened.

Get = normalmente – obtener

Get (something) across
 comunicar una idea
I'm going to get across our idea to my boss.

get away with - salir impune
She got away with stealing the money.

get by
 defenderse en algo, sobrevivir (financieramente)
She can get by in English.

get on (with somebody)
 llevarse bien con alguien
He doesn't get on with his parents.

get on
 continuar haciendo algo (trabajo)
You have to get on with your work.

get out
 salir de, bajarse de un vehículo
You must get out of my room.

get over
 recuperarse de una mala experiencia o enfermedad
She is getting over the flu.

Give – normalmente = dar

Give (something) away
 Regalar

I'll give all my dolls away to your daughter.

give(something)back

devolver

Please, give my pencil back.

give in

(somebody)estar de acuerdo con alguien, ceder, rendirse

You'll never guess the answer! Do you give in?

Tambien = give up: I give up, said the robber.

Go= ir

go on

(doing sth/with sth)continuar, seguir (haciendo algo o con algo)

After University she went on studying.

grow up

crecer, llegar a hacerse adulto

I grew up in France but now I live in Italy.

Hold= agarrar

hold on

esperar

Could you hold on, please?

Hold up

Detener

Hold the taxi up please.

Hold up= robar

The robber held up a bank.

Keep= mantener

keep on(doing something)

continuar haciendo algo (a vecesrepetidamente)

She kept on asking me the same questions.

lay(somebody)off

despedir a alguien (por falta de trabajoo temporal)

Because of falling orders we need to layoff some people.

let(somebody)down

defraudar o decepcionar a alguien

When I was fired, I felt I had let my wife down

Look – mirar

Look at –mirar

Look for – buscar

look forward to

tener ganas de, esperar con ilusión

We are looking forward our holiday.

look out

Normalmente = I look out the window

Modismo=

prestar atencin, tener cuidado

Look out! Don't burn yourself!

look(something)up

buscar informacion, consultar

You can look up the word in thedictionary.

look up to

(somebody)admirar a alguien

My brother has always looked up to you.

Make – hacer

make(something)up

inventar algo

I don't believe Mary's story. I'm sure she made it up

make up

(with somebody)empezar a ser amigos otra vez,reconciliarse

Our parents had an argument last night but they made up today.

Make up = maquillaje

Make the bed

Make a cake

Make hay while the sun shines

move away(from sb/sth)

alejarse de / mudarse

She said good bye and moved away(from him)

pick on(somebody)

criticar duramente o fastidiar

When I was younger my brother picked on me all the time.

Put = poner

put (money) by

ahorrar dinero

You have to put a little money by every week if you want to have money for your vacation.

put(somebody)down

denigrar, ensuciar la honra de alguien

I'm very angry because you put me down in front of everyone.

put (something) off

posponer, retrasar algo

I've put off the visit with the doctor.

put(somebody)through

transmitir, conectar por teléfono

Could you put me through to Mr.Smith,please?

Put up with =

Tolerar

The teacher put up with all the noise the children made.

rely on (somebody/something)

contar con, confiar en

I hope I can rely on you to be honest

slow down

reducir la velocidad

Slow down! We go too fast.

speak up

hablar alto, subir la voz

You have to speak up, I can't understandyou.

take after (somebody)

parecerse o tener el mismo carácter dealguien

He takes after her mother with her badtemper

take over(from sb/sth)

sustituir, tomar el relevo, hacerse con el control

If you are tired of driving I can take over for a while

take off

despegar

The plane is taking off at this moment.

Take out – llevar

take(something)up

ocupar, empezar una efición

He's taken up tennis in his free time.

tell(somebody)off

regañar a alguien

It's very late! My father will tell me off.

throw(somebody)out

echar a alguien (por malcomportamiento)

The manager should throw these people out because are drunk.

Wait-esperar

Wait in line for the movie.

Wait for

Wait for me before you leave – esperarme

Wait for me! I'll be right back!!!!!!!

Watch –mirar

I like to watch TV.

Watch out – cuidado

Aguas!!!!!!!

LESSON 12- MODAL VERBS...

REPORTED SPEECH

INTRODUCTION

Semantics and Pragmatics of English Modal Verbs

Modal verbs are difficult to define because of the wide range of pragmatic uses of modal auxiliaries. This series provides some of the most frequent meanings of the nine English modals—can, could, may, might, must, shall, should, will, and would—through definitions and examples.

Textg 1:

FROM WIKIPEDIA

Epistemic vs. deontic modality

Modal verbs are divided into two groups:

Epistemic modals are used to indicate the possibility or necessity of some piece of knowledge.

In the epistemic use, modals can be interpreted as indicating inference or some other process of reasoning involved in coming to the conclusion stated in the sentence containing the modal. However, epistemic modals do not necessarily require inference, reasoning, or evidence.

One effect of using an epistemic modal (as opposed to not using one) is a general weakening of the speaker's commitment to the truth of the sentence containing the modal. However, it is disputed whether the function of modals is to indicate this weakening of

commitment, or whether the weakening is a by-product of some other aspect of the modal's meaning.

Examples of the expression of epistemic modality in English are:

- 1. *he might be there* (low probability, substantial doubt),**
- 2. *He may be there* (possibility),**
- 3. *He should be there by now* (high probability), and**
- 4. *He must be there by now* (very high probability, little doubt).**

In contrast, deontic modality is concerned with possibility and necessity in terms of freedom to act (including ability, permission, and duty).

English examples include;

- 1. *She can go* (ability),**
- 2. *You may go* (permission),**
- 3. *You should go* (obligation), and**
- 4. *You must go* (strong obligation).**

In English as in many other languages, some of the same words are used for deontic modality as for epistemic modality, and the meaning is distinguished from context:

***He must be there by now* (epistemic) ...probability, versus**

***He must be there tomorrow at noon* (deontic).....necessity, strong obligation**

Modal verbs in English

The following table lists the modal auxiliary verbs of standard English. Most of them appear more than once based upon the distinction between deontic and epistemic modality:

Modal auxiliary	meaning contribution	Example
can₁	deontic/dynamic modality	She can really sing.
can₂	epistemic modality	That can indeed help.
could₁	deontic modality	He could swim when he was young.
could₂	epistemic modality	That could happen soon.
may₁	deontic modality	May I stay?
may₂	epistemic modality	That may be a problem.
might	epistemic modality	The weather might improve.
must₁	deontic modality	Sam must go to school.
must₂	epistemic modality	It must be hot outside.
shall	deontic modality	You shall not pass.
should₁	deontic modality	You should stop that.
should₂	epistemic modality	That should be surprising.
Will	epistemic modality	She will try to lie.
would	epistemic modality	Nothing would accomplish that.

Modal verbs in other languages

Spanish

Spanish, like French, uses fully conjugated verbs followed by infinitives. For example, *poder* "to be able" (*Puedo andar*, "I can go"), *deber* "to have an obligation" (*Debo andar*, "I should go"), and *querer* "to want" (*Quiero andar* "I want to go").

The correct use of *andar* in these examples would be reflexive. "*Puedo andar*" means "I can walk", "*Puedo irme*" means "I can go" or "I can take myself off/away". The same applies to the other examples.

Text 2.

<http://www.learnenglish.de/grammar/verbmodal.htm>

MODAL VERBS***Sponsored Links***

All the auxiliary verbs except be, do and have are called modals.

Unlike other auxiliary verbs modals only exist in their helping form; they cannot act alone as the main verb in a sentence.

Be, do, and have also differ from the other auxiliaries in that they can also serve as ordinary verbs in a given sentence.

The modal verbs are:-

CAN / COULD / MAY / MIGHT / MUST / SHALL / SHOULD / OUGHT TO / WILL / WOULD

Modal	Example	Uses
Can	<p>They can control their own budgets.</p> <p>We can't fix it.</p> <p>Can I smoke here?</p> <p>Can you help me?</p>	<p>Ability / Possibility</p> <p>Inability / Impossibility</p> <p>Asking for permission</p> <p>Request</p>
Could	Could I borrow your dictionary?	Asking for permission.

	<p>Could you say it again more slowly?</p> <p>We could try to fix it ourselves.</p> <p>I think we could have another Gulf War.</p> <p>He gave up his old job so he could work for us.</p>	<p>Request</p> <p>Suggestion</p> <p>Future possibility</p> <p>Ability in the past</p>
May	<p>May I have another cup of coffee?</p> <p>China may become a major economic power.</p>	<p>Asking for permission</p> <p>Future possibility</p>
Might	<p>We'd better phone tomorrow, they might be eating their dinner now.</p> <p>They might give us a 10% discount.</p>	<p>Present possibility</p> <p>Future possibility</p>
Must	<p>We must say good-bye now.</p> <p>They mustn't disrupt the work more than necessary.</p>	<p>Necessity / Obligation</p> <p>Prohibition</p>
Ought to	<p>We ought to employ a professional writer.</p>	<p>Saying what's right or correct</p>
Shall (More common in the UK than the US)	<p>Shall I help you with your luggage?</p> <p>Shall we say 2.30 then?</p> <p>Shall I do that or will you?</p>	<p>Offer</p> <p>Suggestion</p> <p>Asking what to do</p>
Should	<p>We should sort out this problem at once.</p>	<p>Saying what's right or correct</p>

	<p>I think we should check everything again.</p> <p>Profits should increase next year.</p>	<p>Recommending action</p> <p>Uncertain prediction</p>
Will	<p>I can't see any taxis so I'll walk.</p> <p>I'll do that for you if you like.</p> <p>I'll get back to you first thing on Monday.</p> <p>Profits will increase next year.</p>	<p>Instant decisions</p> <p>Offer</p> <p>Promise</p> <p>Certain prediction</p>
Would	<p>Would you mind if I brought a colleague with me?</p> <p>Would you pass the salt please?</p> <p>Would you mind waiting a moment?</p> <p>"Would three o'clock suit you?" - "That'd be fine."</p> <p>Would you like to play golf this Friday?</p> <p>"Would you prefer tea or coffee?" - "I'd like tea please."</p>	<p>Asking for permission</p> <p>Request</p> <p>Request</p> <p>Making arrangements</p> <p>Invitation</p> <p>Preferences</p>

!Note The modal auxiliary verbs are always followed by the base form.

The verb used to, which is explained here, can also be used like a modal verb.

REPORTED VERBS AND REPORTED SPEECH

TEXT 1.

http://esl.about.com/library/grammar/blgr_reportingverbs.htm

Reporting Verbs

When using reported speech, most students learn to use "say" and "tell":

Examples:

John told me he was going to stay late at work.

Peter said he wanted to visit his parents that weekend.

These forms are perfectly correct for reporting what others have said. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures.

The following list gives you reporting verbs in various categories based on sentence structure. Notice that a number of verbs can take more than one form.

verb + object+ infinitive	Verb+ infinitive	verb +(that)	verb +gerund	Verb+ object prepositio n + gerund	verb +preposition + gerund
Advise	agree	admit			
encourage	decide	agree			
invite	offer	decide			
remind	promise	deny	deny	accuse	apologize
warn	refuse	explain	recommen d	blame	insist
	threaten	insist	suggest	congratulate	
		promise			
		recommen d			
		suggest			
Examples:		Examples	Examples	Examples:	
Jack encouraged me to look for a new job.	Examples : She offered to give him a lift to work.	: Tom admitted (that) he had tried to do with leave early.	: He denied having anything to do with her.	They accused the boys of cheating on the exam.	Examples: He apologized for being late.
They invited all their friends to attend the presentation	My brother refused to take no for an answer.	She agreed (that) we needed to reconsider our plans.	Ken suggested studying early in the morning.	She blamed her husband for missing the train.	She insisted on doing the washing up.

TEXT 2:

<http://www.perfect-english-grammar.com/reported-speech.html>

Reported Speech/MODAL VERBS**Reported Statements**

When do we use reported speech? Sometimes someone says a sentence, for example "I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said.

Here's how it works:

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- **Direct speech: "I like ice cream"**
- **ALSO: He said, "I like Ice cream."**
- **Reported speech: She says she likes ice cream**

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- **Direct speech: "I like ice cream"**
- **Reported speech: She said she liked ice cream**

- **We use modal verbs in reported speech: can/could-will/would/etc. FOR EXAMPLE:**

Tense	Direct Speech	Reported Speech
present simple	“I like ice cream”	She said (that) she liked ice cream.
present continuous	“I am living in London”	She said she was living in London.
past simple	“I bought a car”	She said she had bought a car OR She said she bought a car.
past continuous	“I was walking along the street”	She said she had been walking along the street.
present perfect	“I haven’t seen Julie”	She said she hadn’t seen Julie.
past perfect*	“I had taken English lessons before”	She said she had taken English lessons before.
will	“I’ll see you later”	She said she would see me later.
would*	“I would help, but..”	She said she would help but...
can	“I can speak perfect English”	She said she could speak perfect English.

could*	"I could swim when I was four"	She said she could swim when she was four.
shall	"I shall come later"	She said she would come later.
should*	"I should call my mother"	She said she should call her mother
might*	"I might be late"	She said she might be late
must	"I must study at the weekend"	She said she must study at the weekend OR She said she had to study at the weekend

*** doesn't change**

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- **Direct speech: "The sky is blue"**
- **Reported speech: She said that the sky is/was blue**

Reported Questions

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

- **Direct speech: "Where do you live?"**

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence. Confusing? Sorry, maybe this example will help:

- **Direct speech: "Where do you live?"**
- **Reported speech: She asked me where I lived.**

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- **Direct speech: "where is Julie?"**
- **Reported speech: She asked me where Julie was.**

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
“Where is the Post Office, please?”	She asked me where the Post Office was.
“What are you doing?”	She asked me what I was doing.
“Who was that fantastic man?”	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use 'if':

- **Direct speech: "Do you like chocolate?"**
- **Reported speech: She asked me if I liked chocolate.**

No problem? Here are a few more examples:

Direct Question	Reported Question
“Do you love me?”	He asked me if I loved him.
“Have you ever been to Mexico?”	She asked me if I had ever been to Mexico.
“Are you living here?”	She asked me if I was living here.

Reported Requests

There's more! What if someone asks you to do something (in a polite way)? For example:

- **Direct speech: "Close the window, please"**
- **Or: "Could you close the window please?"**
- **Or: "Would you mind closing the window please?"**

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use 'ask me + to + infinitive':

- **Reported speech: She asked me to close the window.**

Here are a few more examples:

Direct Request	Reported Request
“Please help me”.	She asked me to help her.
“Please don’t smoke”.	She asked me not to smoke.
“Could you bring my book tonight?”	She asked me to bring her book that night.
“Could you pass the milk, please?”	She asked me to pass the milk.
“Would you mind coming early tomorrow?”	She asked me to come early the next day.

To report a negative request, use 'not':

- **Direct speech: "Please don't be late."**
- **Reported speech: She asked us not to be late.**

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

- **Direct speech: "Sit down!"**

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

- **Reported speech: She told me to sit down.**

Direct Order Reported Order

“Go to bed!” He told the child to go to bed.

“Don’t worry!” He told her not to worry.

“Be on time!” He told me to be on time.

“Don’t smoke!” He told us not to smoke.

Time Expressions with Reported Speech

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

It's Monday. Julie says "I'm leaving today".

If I tell someone on Monday, I say "Julie said she was leaving today".

If I tell someone on Tuesday, I say "Julie said she was leaving yesterday".

If I tell someone on Wednesday, I say "Julie said she was leaving on Monday".

If I tell someone a month later, I say "Julie said she was leaving that day".

NOTE=So, there's no easy conversion. You really have to think about when the direct speech was said.

Here's a table of some possible conversions:

Now	then / at that time
Today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

http://esl.about.com/library/grammar/blgr_reportingverbs.htm

Reporting Verbs

When using reported speech, most students learn to use-

"say" and "tell":

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These forms are perfectly correct for reporting what others have said. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures. The following list gives you reporting verbs in various categories based on sentence structure. Notice that a number of verbs can take more than one form.

verb object infinitive	verb infinitive	verb (that)	verb gerund	verb object preposition gerund	verb preposition gerund
					apologize
					insist
		admit			
	agree	agree			
advise	decide	decide			
encourage	offer	deny	deny	accuse	
invite	promise	explain	recommend	blame	
remind	refuse	insist	suggest	congratulate	
warn	threaten	promise			
		recommend			
		suggest			

Examples: <i>Jack encouraged me to look for a new job.</i>	Examples: <i>She offered to give him a lift to work.</i>	Examples: <i>Tom admitted (that) he had tried to leave early.</i>	Examples: <i>He denied having anything to do with her.</i>	Examples: <i>They accused the boys of cheating on the exam.</i>	Examples: <i>He apologized for being late.</i>
Examples: <i>They invited all their friends to attend the presentation.</i>	Examples: <i>My brother refused to take no for an answer.</i>	Examples: <i>She agreed (that) we needed to reconsider our plans.</i>	Examples: <i>Ken suggested studying early in the morning.</i>	Examples: <i>She blamed her husband for missing the train.</i>	Examples: <i>She insisted on doing the washing up.</i>

Text 3.

<http://www.brighthubeducation.com/esl-lesson-plans/37641-modal-verbs-in-english/>English Modal Verbs:

LESSON 13-**Can, Could, May, Might, Must, Shall, Should, Will, and Would**

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The following article lists and explains nine modal verbs in English and discusses some of the possible definitions and meanings of these modal verbs.

- **Modality**

Modal verbs are common auxiliary verbs in Germanic languages including English that indicate modality. Modality is the grammaticalized expression of the subjective attitudes and opinions of the speaker including possibility, probability, necessity, obligation, permissibility, ability, desire, and contingency.

- **The Modal Verbs in English**

Nine common modal verbs in English are:

- **can**
- **could**
- **may**
- **might**
- **must**
- **shall**
- **should**
- **...**

- **would**

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Position of Modal Verbs

Modal verbs always appear in the first position at the beginning of the verb phrase in English. Unlike other verbs, modal verbs do not show tense or number. The eight possible verb phrase combinations that contain modal verbs in English are:

- **modal verb + base form = will eat**
- **modal verb + be + present participle = will be eating**
- **modal verb + have + past participle = will have eaten**
- **modal verb + be + past participle = will be eaten**
- **modal verb + have + been + present participle = will have been eating**
- **modal verb + have + been + past participle = will have been eaten**
- **modal + be + being + past participle = will be being eaten**
- **modal verb + have + been + being + past participle = will have been being eaten**

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Double Modals

Although most varieties of English only allow for the use of one modal verb per verb phrase, some English dialects such as Southern American English allow for multiple modals. For example, the double modal *might could* as in *He might could build a new machine shed* expresses both possibility and ability. However, prescriptive grammars proscribe against the use of double modals.

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Definitions

Modal verbs are difficult to define in any language because of the wide range of pragmatic uses of modal verbs by native speakers. Some of the more common definitions (in no particular order) of the modal verbs in English are:

- **can – ability, permission, possibility, request**
- **could – ability, permission, possibility, request, suggestion**
- **may – permission, probability, request**
- **might – possibility, probability, suggestion**
- **must – deduction, necessity, obligation, prohibition**
- **shall – decision, future, offer, question, suggestion**
- **should – advice, necessity, prediction, recommendation**
- **will – decision, future, intention, offer, prediction, promise, suggestion**
- **would – conditional, habit, invitation, permission, preference, request, question, suggestion**

Examples of Use

The following sentences are examples of usage of modal verbs in English. For example, the following four sentences all ask for permission but with different degrees and types of modality:

- **Can I go to the bathroom? (asking for permission)**
- **May I go to the bathroom? (more politely asking for permission)**
- **Could I go to the bathroom? (asking for permission with less certainty)**

- **Might I go to the bathroom? (asking for permission with uncertainty)**

The following sentences also demonstrate the subtle meanings in regards to modal verbs of suggestion:

- **You could listen to me. (suggestion)**
- **You might listen to me. (uncertain suggestion)**
- **You should listen to me. (strong suggestion)**
- **You must listen to me. (stronger suggestion)**
- **You will listen to me. (strongest suggestion)**

The meanings of modal verbs are very pragmatic and must be learned through use.

Practice Exercise

Identify the modal verb and modality (definition) in the following sentences.

Sentences

- 1. You could ride your bike across the country, but I advise against it.**
- 2. Since all dogs are mammals, this golden retriever must be a mammal.**
- 3. You might consider finishing your degree.**
- 4. I will finish my essay tonight even if I have to forgo sleep.**
- 5. The puppy can sit on command.**
- 6. I would eat cereal every day as a child.**
- 7. You may encounter some difficult patrons on occasion.**
- 8. The train should arrive in a few minutes.**
- 9. The situation would not be so bad if we all remained calm.**
- 10. I will have earned my graduate degree next spring.**

Possible Answers

1. **could – possibility**
2. **must – deduction**
3. **might – suggestion**
4. **will – intention**
5. **can – ability**
6. **would – habit**
7. **may – probability**
8. **should – prediction**
9. **would – conditional**
10. **will – future**

LESSON 14 SUBJUNTIVO

<http://www.mansioningles.com/gram43.htm>

La conjugación del verbo en modo subjuntivo tiene un uso muy escaso en inglés, limitado prácticamente a algunas formas del verbo 'to be'. Generalmente, para expresar el modo subjuntivo español se recurre a formas auxiliares.

- may, might

Se utilizan con valor de subjuntivo en expresiones que indican probabilidad

He may not come. / Puede que no venga

He might still get here in time. / Puede que todavía llegue a tiempo.

- should

En oraciones subordinadas, cuando la oración principal expresa deseo, posibilidad, imposición, etc.

It is essential that they should come / Es indispensable que vengan

It's important that he should talk to me when he gets here / Es importante que hable conmigo cuando llegue

- wish

Para expresar un deseo o anhelo de difícil realización. Su uso equivale a la expresión española ¡ojalá!

I wish I didn't have to go to work tomorrow / *Ojalá no tuviera que ir a trabajar mañana.*
I wish I were rich / *Ojalá fuera rico*

El subjuntivo en inglés no lleva 's' en la tercera persona singular. Se usa a veces en las oraciones con 'that' en un estilo formal para expresar que algo es importante o deseable. Por ejemplo con las

siguientes palabras :- suggest; recommend; ask; insist; vital; esencial; important; advice.

We recommend that every applicant apply for the job in person.
It is essential that each passenger pass through a security check.
My wife and I felt it was vital that Johnny go to a good school:

En las frases negativas, 'do' no se usa.

It was suggested that the government not raise taxes at the end of the year.

El verbo 'to be' tiene formas especiales para el subjuntivo (I be; you be; we be, they be etc.)

The Prime Minister insisted that he be photographed with the President.

Después de 'if' y 'wish' se puede usar 'were' .

If I were you I would go and see him.
I wish you were here.

Existen frases hechas con el subjuntivo.

“God save the Queen”

“Heaven forbid”

“Long live the king”

“God bless you my son”

“Be that as it may, I still think you’re wrong”

“If he wants to waste his money on that girl, then so be it!”