

### WHAT IS GRAMMAR?

- Grammar is the study of how languages work. It is the study of their sound articulation , their lexical composition and form , the meaning of the words and the way they behave when linked together.
- We also refer to it as the **structure of a language** or just structures.

### WHY DO WE NEED TO KNOW GRAMMAR FOR THE PURPOSES OF LANGUAGE TEACHING?

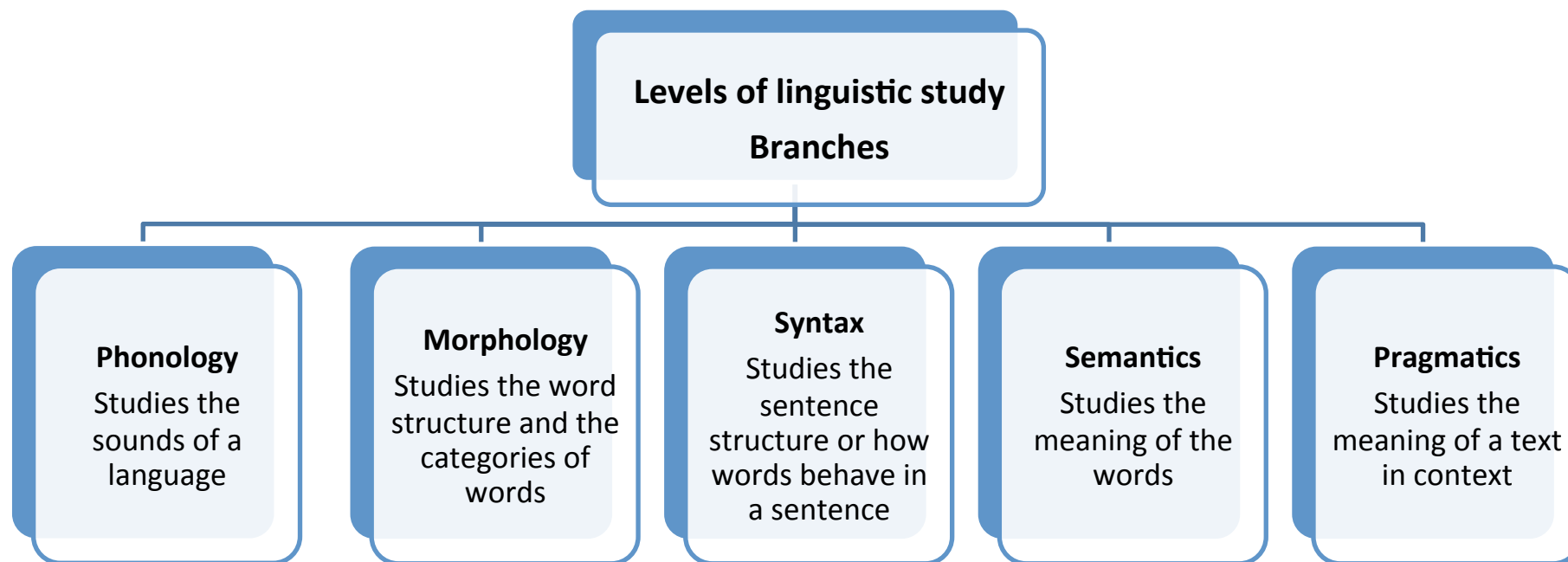
- We need to understand what's behind our speech, the way words **behave** when linked together in meaningful phrases.
- We need to know how to **grade** the level of difficulty when we teach structures. We start with simple structures and progressively incorporate more complex ones. Many text books and reference grammar books are organized according to grammar concepts.

### HOW TO APPROACH TEACHING STRUCTURES

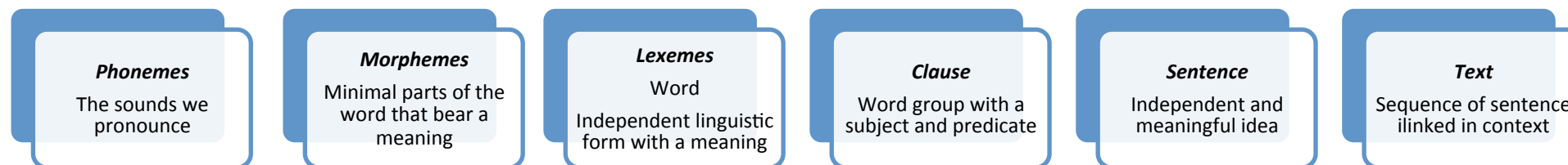
- Traditional language teaching was focused on students just learning grammar rules.
- Modern teaching focuses on **functions**, not just what the structure is but **what the structure is for**, what it expresses and what are we able to say with it.
- We have to know what a structure is, how it works, what it means, its function and its register in order to provide the best explanation and practice for our students.
- *Our analysis goes from the form to the meaning and function, but our presentation to the students has to go in the opposite direction: **from the function and meaning to the form.***

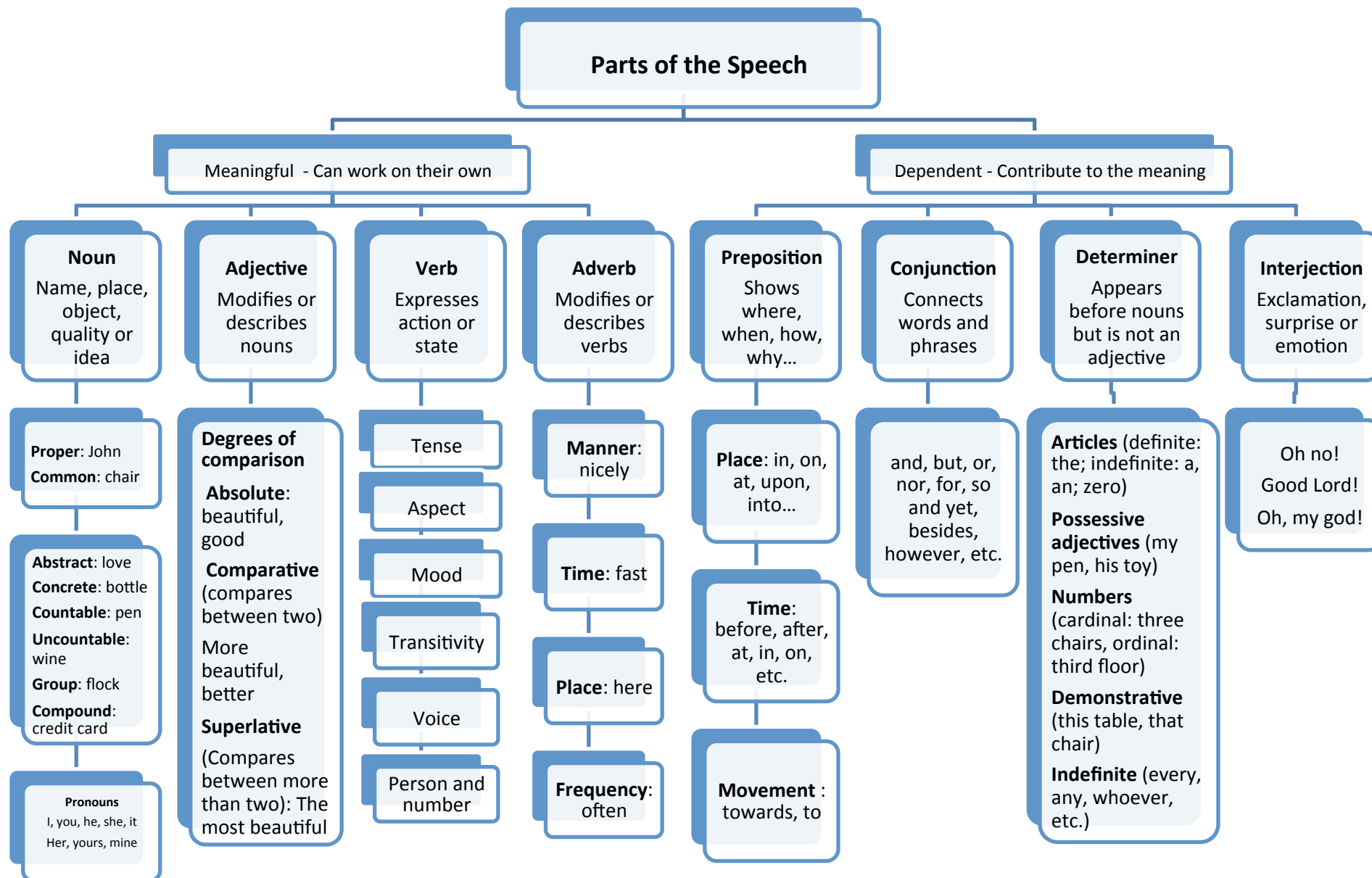
### THE ENGLISH TEACHER HAS TO KNOW THAT:

- Languages have different structures, different sound articulations, different lexical compositions and different structural systems. They reflect the philosophy and the mentality of its native speakers.
- Language learners often tend to apply the structure of their own language to the new language they learn. As English teachers we have to get the English language system across to our students and prevent them from applying their mother tongue rules to the new language structure.



### Object of their study





Verbs are defined by 6 categories. The different **combinations** between them form the **tense system** in English

PERSON AND NUMBER	TENSE	MOOD	ASPECT	VOICE	TRANSITIVITY
Shows the participants' roles	Shows the time reference	Shows the attitude of the speaker towards the action or state	Shows actions as finished or unfinished	Shows the relation between the verb and the subject	Shows the direction of the verb action
1st person singular: I AM, HAVE, LIVE 2nd person singular: YOU ARE, HAVE, LIVE 3rd person singular: HE/SHE/IT IS, HAS, LIVES	<b>Present</b> now	<b>Objective</b> Statements	<b>Perfective (finished) tenses</b> Actions with and end	<b>Active</b> The Subject is the agent (performs) of the actions	<b>Transitive verbs</b> The verb transfers the action directly from the agent (subject) to the patient (goal)
1st person plural: WE ARE, HAVE, LIVE 2nd person plural: YOU ARE, HAVE, LIVE 3rd person plural: THEY ARE, HAVE, LIVE	<b>Past</b> Before now Before past After past	<b>Subjective</b> suggesting, warning, inviting, promising, advising, enquiring, persuading, etc.	<b>Imperfective (unfinished) tenses</b> Ongoing actions or actions in progress	<b>Passive</b> The subject is the receiver of the action (is acted upon by the agent)	<b>Intransitive verbs</b> The verb does not transfer the action to the patient (goal)
	<b>Future</b> After now Before future After future	<b>Commands</b>			

### Step 1: There are three main FORMS of the verb in English

INFINITIVE	PAST PARTICIPLE (-ED form)	GERUND (-ING form)
<ul style="list-style-type: none"> <li>• To be</li> <li>• To have</li> <li>• To live</li> <li>• To drink</li> <li>• Bare infinitive (without "to")</li> </ul>	<ul style="list-style-type: none"> <li>• Was / Were</li> <li>• Had</li> <li>• Lived (regular form with -ed ending)</li> <li>• Drunk (irregular form)</li> </ul>	<ul style="list-style-type: none"> <li>• Being</li> <li>• Having</li> <li>• Living</li> <li>• Drinking</li> </ul>

### Step 2: There are three main TIME references

PRESENT	PAST	FUTURE
<ul style="list-style-type: none"> <li>• I am, have, live, drink</li> </ul>	<ul style="list-style-type: none"> <li>• I Was, had, lived, drank</li> </ul>	<ul style="list-style-type: none"> <li>• I will be, have, live, drink</li> </ul>

### Step 3: Verbs in English fall into MAIN and AUXILIARY

#### MAIN VERBS

They bear the meaning of the action or state

In the examples the main verbs appear in bold

- I **am** a teacher. I **have** a degree in linguistics.
- I **live** in Spain.
- I **work** at Oxbridge.

#### AUXILIARY VERBS: 'BE' and 'HAVE'

They act as HELPERS or LINKS in tense formation

In the examples the main verbs appear in bold and the auxiliary verbs appear in capital letters

- The house **IS built** in 2009.
- I **HAD lived** in Spain before I moved to UK.
- I **HAVE BEEN working** at Oxbridge for 5 years.

**COMBINATORICS:** The 3 main FORMS of the verbs combined with the TIME references and with the help of the AUXILIARY verbs form the TENSE SYSTEM in the English language.

# **Oxbridge** Class 3. Part 3.1: The English VERB. The TENSE SYSTEM. Active Voice

When the subject is the agent of the action (performs the action expressed by the verb) we refer to it as the Active Voice

## TIME REFERENCE – PRESENT ACTIONS OR ACTIONS WITH RESULTS IN THE PRESENT

### PRESENT SIMPLE

- **Function:** Expresses permanent and repeated actions: facts, habits, routines. In fact, the present simple can substitute any other tense (we can use it to talk about past and future).
- **Form:** The bare infinitive form (“have”, “live”, “drink”). For the 3rd person singular adds –s: has, lives, drinks
- **Examples:** I have a family. We live in Spain. She usually drinks coffee every morning.

### PRESENT CONTINUOUS

- **Function:** Temporary events and actions in progress. Intermittent actions. Changes in development. Irritation with a repeated action. Temporary feelings.
- **Form:** Auxiliary To Be (AM, ARE, IS) + main verb in gerund (-ing form)
- **Examples:** I am driving now. She is having a good time. They are visiting their parents tonight.

### PRESENT PERFECT

- **Function:** Refers to actions or events that began in the past and have duration up to and including the present time. The experience tense. Often followed by *for* and *since* to indicate how long the action lasted.
- **Form:** Auxiliary To Have/Has + main verb in past participle (-ed form)
- **Examples:** I have sent three mails this morning. He has lived in Barcelona for 6 years / since 2003.

### PRESENT PERFECT CONTINUOUS

- **Function:** Refers to actions that started in the past and are continuing up to the time of speaking. For long-term or repeated actions. Often needs a time phrase, such as *for* or *since*.
- **Form:** Auxiliary To Have, To Be in past participle + main verb in gerund
- **Examples:** I have been studying for three hours now. She has been drinking all night long.

# **Oxbridge** Class 3. Part 3.2: The English VERB. The TENSE SYSTEM – Active Voice

When the subject is the agent of the action (performs the action expressed by the verb) we refer to it as the Active Voice

## TIME REFERENCE – ACTIONS IN THE PAST

### PAST SIMPLE

- **Function:** Used to talk about events, states or actions that were completed in the past. We often use time expressions such as *in 1980, ago, in the last century, before, yesterday, last month, etc.*
- **Form:** Regular verbs add **-ed** in the past. Irregular verbs have different patterns.
- **Examples:** I had a family. We lived in Spain. She drank her coffee an hour ago.

### PAST CONTINUOUS

- **Function:** Used to describe an action in progress before a particular point in the past.
- **Form:** Auxiliary “To Be” in the past (WAS/WERE) + main verb in gerund (-ing form)
- **Examples:** I was driving when the accident occurred. She was having a good time. They were working hard on the project.

### PAST PERFECT

- **Function:** Refers to an action, state or event that happened in the past before another action also in the past. Often followed by *for* and *since* to indicate how long the action lasted.
- **Form:** Auxiliary To Have in the past (HAD) + main verb in past participle (-ed form)
- **Examples:** I had sent three mails before you called. He had lived in Barcelona for 6 years / since 2003 before he moved to Madrid.

### PAST PERFECT CONTINUOUS

- **Function:** Refers to an action **in progress** that took place in the past, before another action or state or event also in the past. Often needs a time phrase, such as *for* or *since*.
- **Form:** Auxiliary To Have in the past (HAD), To Be in past participle (BEEN) + main verb in gerund
- **Examples:** I had been working hard on the project in the last three years. She had been drinking all night long when I first met her.

# **Oxbridge** Class 3. Part 3.3: The English VERB. The TENSE SYSTEM. Active Voice

When the subject is the agent of the action (performs the action expressed by the verb) we refer to it as Active Voice

## TIME REFERENCE – ACTIONS IN THE FUTURE

### FUTURE SIMPLE

- **Function:** Expresses actions, states or events that we expect to happen in the future.
- **Form:** WILL + main verb in infinitive: Used for spontaneous or unplanned events; predictions not based on evidence. E.g. I think it'll rain tomorrow. I'll answer the phone.
- **Form:** TO BE GOING TO + main verb in infinitive: Used for premeditated intentions; predictions based on an evidence. E.g. Look at the clouds, it's going to rain! She is going to have a baby.
- **Form:** Present continuous for future events. Used for solid plans or arrangements. E.g. I'm spending Christmas in the Bahamas. They are visiting their parents next Sunday.

### FUTURE CONTINUOUS

- **Function:** Used to express predicted or planned actions **in progress** that start at some time in the future.
- **Form:** WILL / IS GOING TO + BE + main verb in gerund (-ing form)
- **Examples:** I'll be working until 8 pm. This time next week I'll be flying to Miami.

### FUTURE PERFECT

- **Function:** Refers to actions that will be completed or finished in the future. Often followed by *for* and *since* to indicate how long the action will last.
- **Form:** Auxiliary To Have in the future (WILL HAVE) + main verb in past participle (-ed form)
- **Examples:** I will have sent three mails by this time tomorrow. He will have lived in Barcelona for 6 years this time next year.

### FUTURE PERFECT CONTINUOUS

- **Function:** Refers to actions **in progress** that will be completed or finished in the future. Often followed by *for* and *since* to indicate how long the action will last.
- **Form:** Auxiliary To Have in the future (WILL HAVE), To Be in past participle + main verb in gerund
- **Examples:** I will have been studying for three weeks by the day of the exam.

### COMBINATION CHART

The 3 main FORMS of the verbs combined with the TIME references and with the help of the AUXILIARY verbs form the TENSE SYSTEM in the English language.

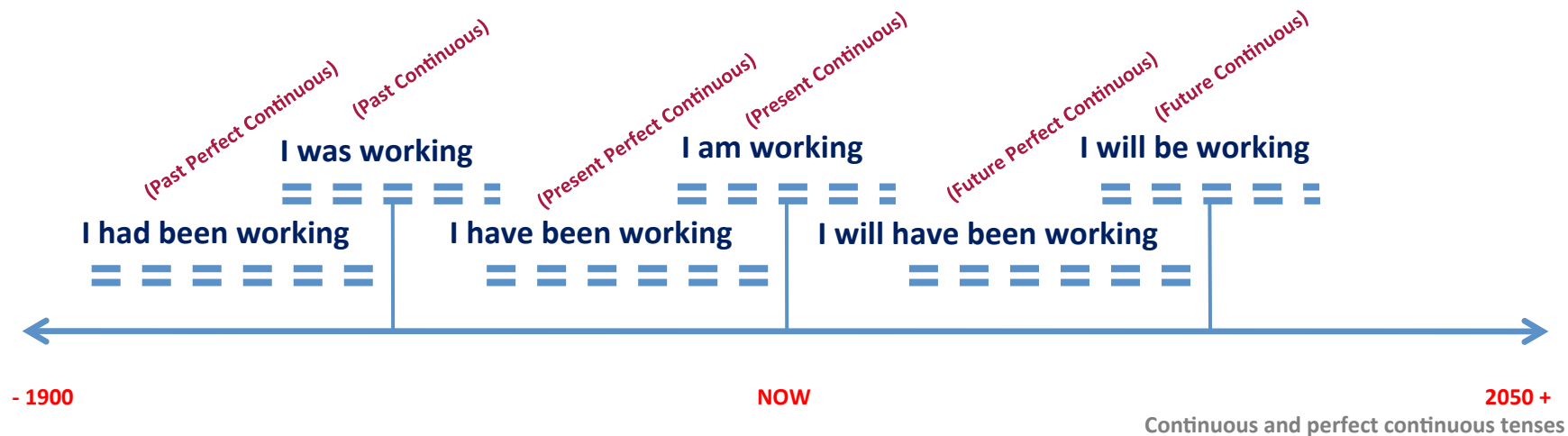
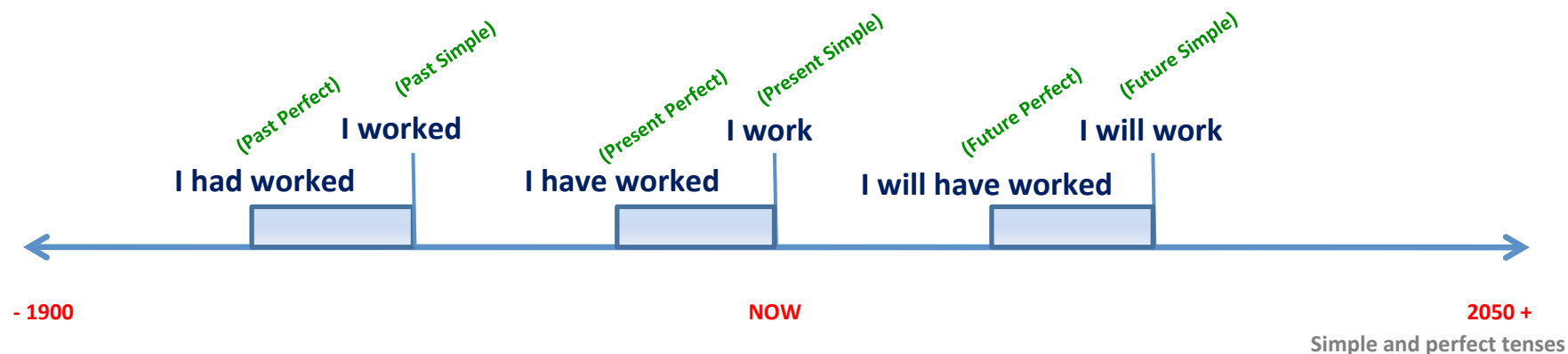
There are 12 tenses in the ACTIVE VOICE

+	INFINITIVE	TO HAVE + PAST PARTICIPLE	TO BE + GERUND	TO HAVE + PAST PARTICIPLE of TO BE + GERUND
PRESENT	I AM, YOU ARE, HE IS HE WORKS, DRINKS  (Present Simple)	I HAVE WORKED HE HAS DRUNK  Present Perfect	I AM WORKING HE IS DRINKING  (Present Continuous)	I HAVE BEEN WORKING HE HAS BEEN DRINKING  (Present Perfect Continuous)
PAST	I WAS, YOU WERE HE WORKED, DRANK  (Past Simple)	I HAD WORKED HE HAD DRUNK  (Past Perfect)	I WAS WORKING HE WAS DRINKING  (Past Continuous)	I HAD BEEN WORKING HE HAD BEEN DRINKING  (Past Perfect Continuous)
FUTURE	I WILL BE HE WILL WORK, DRINK  (Future Simple)	I WILL HAVE WORKED HE WILL HAVE DRUNK  (Future Perfect)	I WILL BE WORKING HE WILL BE DRINKING  (Future Continuous)	I WILL HAVE BEEN WORKING HE WILL HAVE BEEN DRINKING  (Future Perfect Continuous)

**Remember:** In complex tenses the auxiliary verb shows the *time* mark, the past participle shows the mark of perfect or *finished actions* and the gerund shows the mark of ongoing or *continuous actions*.

## TIMELINES

The graphs below show how tenses operate in reference to the time they refer to

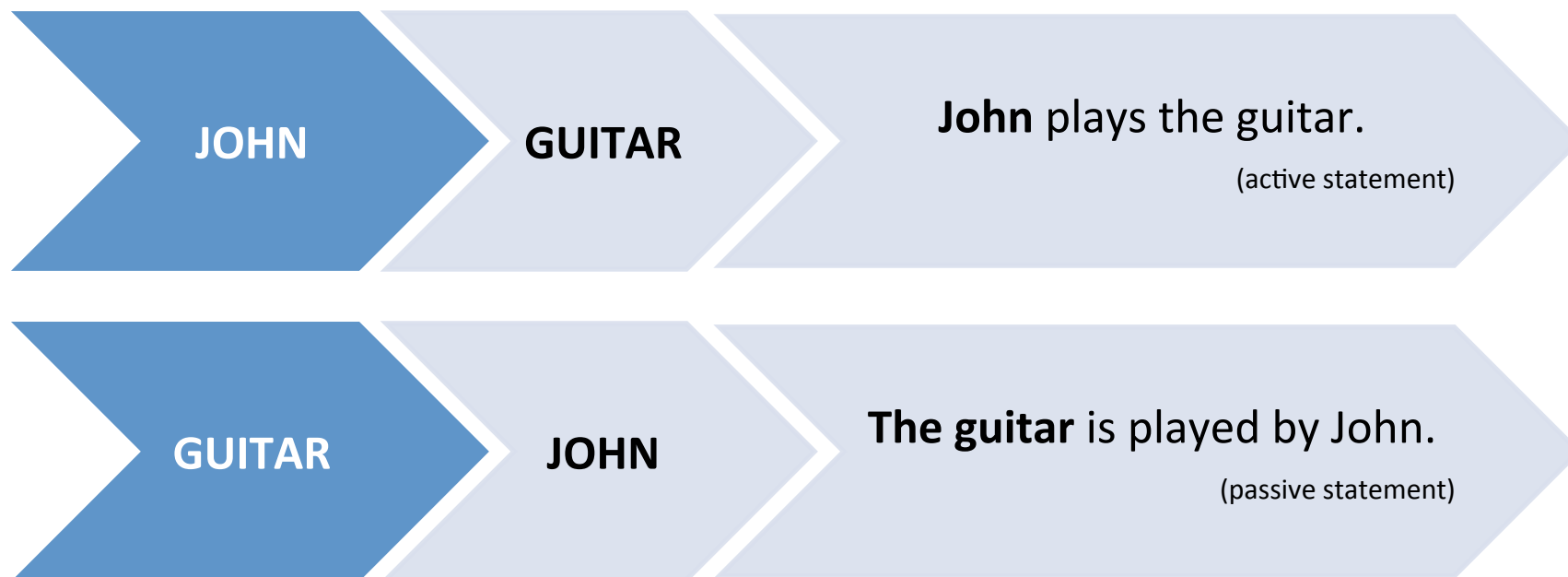


# ***Oxbridge*** Class 4 Part 4.1 The English VERB. The TENSE SYSTEM: Passive Voice

When the subject is the receiver of the action (is acted upon by the agent) we refer to it as the Passive Voice.

In the Passive Voice a change of focus occurs: we no longer emphasize the performer of the action but the result of it. The part we want to emphasize is the one we start with.

The same idea can be expressed so that the focus is either on the subject or the object of the action, as shown below:



# **Oxbridge** Class 4 Part 4.2 The English VERB. The TENSE SYSTEM. Passive Voice

In order to emphasize the receiver of the action (make a passive statement), some changes in the verb are needed.

For this transformation we always use the auxiliary verb **TO BE**, which show the time reference and the past participle form of the main verb.

The chart below shows the changes that occur in the verb with an example of the most commonly used tenses in passive.

TENSE	ACTIVE	PASSIVE	EXAMPLE
Present Simple	Play	Is played	The guitar is played by John.
Present Continuous	Is playing	Is being played	The guitar is being played now.
Present Perfect	Has played	Has been played	The guitar has been played so far.
Past Simple	Played	Was played	The guitar was played yesterday.
Past Continuous	Was playing	Was being played (not commonly used)	The guitar was being played all day long yesterday.
Past Perfect	Had played	Had been played	This guitar had been played by generations of musicians.
Future Simple	Will play	Will be played	The guitar will be played tomorrow.
Future Continuous	Will be playing	Will be being played (not commonly used)	The guitar will be being played this time tomorrow.
Future Perfect	Will have played	Will have been played	By 2020 this guitar will have been played by five generations of musicians.

# Oxbridge Class 4 Part 4.3 The English VERB. The TENSE SYSTEM. Passive Voice

The most common passive transformation is when we change the focus from the doer to the receiver of the action (the so-called direct object).

But there are more parts in a sentence that can be emphasized, such as the indirect object or the prepositional object.

The examples below show more transformations of the verbs and the sentence structure.

<b>John</b> (Subject)	<b>gave</b> (active verb)	<b>me</b> (indirect object)	<b>an apple.</b> (direct object)			<b>The agent is optional</b>
		<b>I</b> (Subject)	<b>was given</b> (passive verb)	<b>an apple</b> (direct object)		<b>by John.</b> (agent)
			<b>An apple</b> (Subject)	<b>was given</b> (passive verb)	<b>to me</b> (indirect object)	<b>by John.</b> (agent)
<b>The children</b> (Subject)	<b>laugh at</b> (active verb)		<b>the new boy in class.</b> (prepositional object)			
			<b>The new boy in class</b> (subject)	<b>is laughed at</b> (passive verb)		<b>by the children.</b> (agent)

Verbs in English fall into three categories: MAIN, AUXILIARY and MODAL verbs.

AUXILIARY and MODAL verbs deserve a special attention because:

- They have different functions in a sentence
- They follow different rules when conjugated

**THEREFORE**

- Students have to learn their irregular behavior in a sentence
- Teachers have to know what they are and how to approach them in class

The auxiliary verbs in English are **BE**, **DO** and **HAVE**. **WILL** also functions as an auxiliary verb but is not conjugated in the 3<sup>rd</sup> person

Characteristics	Form	Function
<ul style="list-style-type: none"> <li>• Bear no meaning on their own</li> <li>• <b>Help</b> the main verb formally. Often called <b>helpers</b>.</li> <li>• Bear the tense reference of the action or state expressed by the main verb.</li> <li>• Do, Be and Have change into <b>does</b>, <b>is</b> and <b>has</b> for the 3<sup>rd</sup> person singular when conjugated.</li> </ul>	<ul style="list-style-type: none"> <li>• DO</li> <li>• BE</li> <li>• HAVE</li> <li>• WILL</li> </ul>	<ul style="list-style-type: none"> <li>• For question and negative forms of present and past tense. E.g. <b>Do/Did</b> you like it? // I <b>don't /didn't</b> like it.</li> <li>• For emphasis. E.g. I <b>do</b> want to go. // I <b>did</b> tell him.</li> <li>• For continuous tenses. E.g. He <b>is</b> playing football. // They <b>were</b> watching TV.</li> <li>• For passive voice. E.g. The letter <b>was</b> sent yesterday.</li> <li>• Ellipsis (omitting words). E.g. I <b>will</b> go but she <b>won't</b>.</li> <li>• Tag questions. E.g. he <i>isn't</i> going, <b>is</b> he?</li> <li>• For perfect tenses. E.g. I <b>haven't</b> been to Paris yet. She <b>hadn't</b> studied French before.</li> </ul>

# **Oxbridge** Class 5. Part 5.2: The English VERB. The MOOD. Modal verbs

What are MODAL verbs?

- In English MODAL verbs “control” or complement the main verb in *intention*.
- They show the attitude of the speaker towards the action or state adding subjective connotations to the action or state expressed by the main verb.

Main characteristics of modal verbs:

- Modal verbs do not need conjugating for the 3rd person singular. E.g. She *can* (*not cans*) speak French.
- In the interrogative or negative form they need no auxiliary. E.g. *Can* she speak French? (not Does she can speak French?)

The chart below shows the MODAL VERBS, their forms and functions with examples

Modal verb	Some function they express	Examples
<ul style="list-style-type: none"><li>• Can</li><li>• Could</li><li>• May</li><li>• Might</li><li>• Ought</li><li>• Shall</li><li>• Should</li><li>• Would</li><li>• Must</li></ul>	<ul style="list-style-type: none"><li>• Permission</li><li>• Ability</li><li>• Possibility / Impossibility</li><li>• Probability / Improbability</li><li>• Obligation</li><li>• Suggestion</li><li>• Pressuposition</li></ul>	<ul style="list-style-type: none"><li>• You <b>can</b> go out.</li><li>• She <b>can</b> dance.</li><li>• He <b>could</b> come tonight.</li><li>• They <b>might</b> decide to stay.</li><li>• I <b>must</b> study hard.</li><li>• They <b>should</b> be there already.</li></ul>

PAST MODAL VERBS express *past obligation or past expectation, criticism, possibility, certainty, etc.*

The chart below shows the PAST MODAL VERBS, their forms and functions with examples

Modal verb		Some function they express		Examples
• <b>Must have</b>	➡	• Past certainty	➡	• She <b>must have been</b> here before.
• <b>Should have</b>	➡	• Expectation, criticism	➡	• The parcel <b>should have arrived</b> by now. // You <b>shouldn't have eaten</b> so much!
• <b>Could have</b>	➡	• Possibility / uncertainty	➡	• David <b>could have won</b> the race if he had tried. // It <b>could have been</b> Sue.
• <b>May have / Might have</b>	➡	• Uncertainty	➡	• I suppose I <b>may have been</b> rather critical. // They <b>might not have received</b> the letter yet.
• <b>Must have / Can't have</b>	➡	• Certainty	➡	• Someone <b>must have taken</b> it. // You <b>can't have lost</b> it.
• <b>Would have</b>	➡	• Regrets / Condition	➡	• I <b>would have accepted</b> the job, but I didn't want to move house.
• <b>Needn't have to</b>	➡	• Unnecessary action	➡	• You <b>needn't have paid</b> all at once.

# ***Oxbridge*** Class 5. Part 5.4: The English VERB. Passive Modal constructions

In order to shift emphasis, we can use modal verbs in passive constructions. In these cases we follow the pattern of the passive voice, always keeping the meaning the modal verb adds to the action

The chart below shows some examples of passive voice with modal verbs

You must complete the task .	The task must be completed.
You should have done the task by now.	The task should have been done by now
You needn't have done the task by yourself.	The task needn't have been done by yourserl.
You could have done task by now.	The task could have been done by now.
She may have done the task already.	The task may have been done already.
I would do the task but I'm very busy	The task would be done, but I'm very busy

**What are they?**

Constructions or sentences that express a condition

**Why study them?**

Because their form requires special attention

**Types of conditions and conditional constructions**

Grammarians classify conditional sentences according to whether they reflect real or hypothetical conditions. There are 5 types according to their form and reference to reality.

### True Conditions (Zero conditional)

- They express situations that are always true if something happens. The verb in the *IF* clause (conditional sentence) is in present simple and the verb in the main clause (consequence) is in present simple too.
- E.g. If I am late, my father takes me to school. // She doesn't worry if Jack stays out after school.

### Real Conditions (First conditional)

- Used for real or possible situations. The verb in the *IF* clause (conditional sentence) is in present simple while the verb in the main clause (consequence) is in future simple too.
- E.g. If I have enough money, I will go to Japan. (It is likely that I have the money)

### Unreal Conditions (Second conditional)

- Used for unreal, impossible or improbable conditions. The verb in the *IF* clause (conditional sentence) is in past simple while the verb in the main clause (consequence) uses *would + infinitive*.
- E.g. If I had enough money, I would go to Japan. (I don't have the money)

### Unreal Conditions in the Past (Third conditional)

- Used for unreal, impossible or improbable conditions **in the past**. The verb in the *IF* clause (conditional sentence) is in past perfect while the verb in the main clause (consequence) uses *would have + past participle*.
- E.g. If I had had enough money, I would have gone to Japan. (I didn't have the money and it was unlikely that I had it)

### Inverted conditional sentences

- They use inversion to emphasize the condition. Compare:
- If I had known the answer, I would have passed the test. **and** *Had I known the answer*, I would have passed the test. (The second sentence is inverted conditional sentence where we emphasize the condition omitting *IF*.)
- Other ways of expressing conditional sentences are by means of expressions such as: *providing...*, *provided that*, *supposing*, *but for...*, *etc.*

# Oxbridge Class 6. Part 6.1: Syntax. Structure of the English sentence

## The sentence structure is studied by Syntax

- We study syntax in order to know how words behave in a sentence.

## Types of sentences:

- According to their function: statements (affirmative or negative), questions (interrogative) , exclamations (exclamative) or commands.
- According to their structural complexity: simple or compound (complex) sentences

## Simple sentences have one verb only

- They are made up of two parts: Subject (doer of the action) and predicate (verb + complements or objects)

## Complex (compound) sentences have more than one verb and can be coordinate or subordinate

- In *Coordinate sentences* there are two or more clauses with no dependence from one another (usually linked by coordinate conjunctions: and, but, or, etc.)
- In *Subordinate sentences* there is one main (independent) clause which is modified by one or more grammatically dependent (subordinate) clauses (usually linked by subordinating conjunctions: if, when, etc.) .

## Abbreviations of the elements in a sentence and their meaning

**S**

- Subject: the performer or doer of the action expressed by the verb (Who?)

**V**

- Verb: action or state

**D.O.**

- Direct Object: Direct receiver of the actions expressed by the verb (What?)

**A**

- Adjunct /Adverbial: Show the time, place, purpose, result, condition of the action expressed by the verb (When, Where, Why, How...)

**C**

- Complement: a complement of a noun or after the verb "to be"

**I.O.**

- Indirect object: indirect receiver of the actions expressed by the verb (To whom?)

These are the main clause types in English

SV

- The child laughed.
- S V

SVO

- The child caught the ball.
- S V D.O.

SVOO

- She gives me expensive presents.
- S V I.O. D.O.

SVA

- Mary is in the house.
- S V A

SVC

- Mary is a nurse.
- S V C

SVOA

- John puts the plate on the table.
- S V D.O. A

SVOC

- We have proved him wrong / a fool.
- S V I.O. C

• **Coordinate sentences** are formed by independent clauses and linked with coordinate conjunctions (*and, or, but, both...and, etc.*). E.g. *John gave me a present and I gave John a surprise.*

• **Subordinate clauses** can have different functions. They are called subordinate because they make one clause dependent on another clause. The subordinating conjunctions are: *when, if, although, though, because, yet, moreover, after, therefore, unless, etc.* Here are some examples of their functions:

Subject	<ul style="list-style-type: none"> <li>• <i><u>That we badly need new equipment</u> is obvious.</i></li> <li>• Subordinate clause acting as subject    V    C</li> </ul>
Direct object	<ul style="list-style-type: none"> <li>• I know <i><u>that she is bright.</u></i></li> <li>• S    V    D.O.</li> </ul>
Indirect object	<ul style="list-style-type: none"> <li>• I gave <i><u>whoever it was</u></i> a drink.</li> <li>• S    V    I.O.    D.O.</li> </ul>
Subject complement	<ul style="list-style-type: none"> <li>• The point is <i><u>that they're leaving right away.</u></i></li> <li>• S    V    S.C. (Adjunct)</li> </ul>
Object complement	<ul style="list-style-type: none"> <li>• I can't imagine John <i><u>overcome with grief.</u></i></li> <li>• S    V    C    O.C.</li> </ul>
Adverbial	<ul style="list-style-type: none"> <li>• <i><u>When we meet,</u> I will explain everything.</i></li> <li>• Adverbial    S    V    D.O.</li> </ul>

A special type of subordinate clauses deserve the teacher's attention: the so called *relative clauses* (introduced by *wh*-pronouns or *that*), as students often confuse the relative pronouns. E.g. *The teacher, whose card you found, is over there. // What you told me about Carl was not true. // I saw the man who you told me about.*

### There are some basic rules to use the punctuation symbols in English

#### Apostrophes (')

- To express possession using the so called Saxon genitive. E.g. *The children's books, the people's parliament*
- With plural nouns ending in an *s*, we add only the apostrophe: *the guards' duties; the nuns' habits, the Joneses' house*
- With singular nouns ending in an *s*, you can add either 's or an apostrophe alone. E.g. *the witness's lie or the witness' lie*
- For more than one noun, only add 's to the last name if the possession is common: *Janet and John's house*
- Where possession is not common, add to each: *Janet's and John's house*

#### Parentheses (round brackets) ( )

- For additional information or explanation. E.g. *Jamie's bike was red (bright red) with a yellow stripe.*
- For asides and comments. E.g. *The bear was pink (I kid you not).*

#### Colon (:

- Before a list, summary or quote. E.g. *I could find only three of the ingredients: sugar, flour and coconut.*

#### Semi-colon (;)

- To link two separate sentences that are closely related. E.g. *The children came home today; they had been away for a week.*

#### Comma (,)

- Between a list of three or more words. E.g. *Up, down, left and right*
- Before a conjunction. E.g. *I did my best to protect the camp, but the bears were too aggressive.*
- To give additional information. E.g. *The snake was brown, not green, and it was quite small.*
- Where the main clause of the sentence is dependent on the preceding clause. E.g. *If at first you don't succeed, give up.*

#### Hyphen (-)

- With some prefixes and suffixes. E.g. *re-evaluate, pre-Christmas, anti-European*
- To avoid ambiguity or awkward pronunciation. E.g. *re-read*
- In compound nouns or adjectives. E.g. *Mother-in-law, devil-may-care attitude*
- With fractions, numbers and initial letters. E.g. *one-half, sixty-four, three-quarters, X-rays, T-shirt, U-turn*

Some language phenomena are dealt by the two branches of linguistics that study the meaning of words and texts: **Semantics and Pragmatics**

### Semantics

- The linguistic branch that studies the meaning of words and sentences

### Pragmatics

- Studies the context of the communication or how the meaning depends not only on the linguistic knowledge (grammar, lexicon, etc.) but also on the *context* of the speech act and how the meaning changes depending on how and where it is expressed.
- Pragmatics deal with some language phenomena, such as **language functions, register of the language, inversion.**

### Language functions

- Modern language acquisition theories suggest learning a language through functions (suggesting, predicting, promising, warning, advising, etc.)
- Same structure, different functions. Observe how the function is different using the same structure, first conditional:
  - If you study hard on this course, you'll probably pass. (prediction)
  - If you pass this course, I'll sign your certificate. (promise)
  - If you touch the radiation, you'll get burned. (warning)
  - If you scratch my car, you'll be sorry (threat)

### Register of the language

- Deals with the degree of formality of the speech acts. It grades the formality into *formal, informal* and *neutral* register. Notice:
  - Could I offer my sincerest apologies? (very formal)
  - I'd like to apologize. (formal)
  - Oh, sorry! // Oops (informal / very informal)

### Inversion

- Used to intensify the speaker's intentions. Inversion occurs when the common syntactical order is changed and brings change of focus or *emphasis*.
- Inverted constructions in English are very productive. They have to do with the register of the language as some are used in very formal contexts. E.g. **Seldom have I seen** him looking so miserable. // **Hardly had we walked in the door** when the phone started ringing. // **Had I remembered his birthday** I would have bought a present. // **No sooner had I reached the door** than I realized it was locked.

# Oxbridge Class 8. Part 8.1. Phonetics and Phonology. English Phonemes

## Phonetics

- Studies the sounds of human speech. Deals with the articulatory and acoustic properties of speech sounds, how they are produced, and how they are perceived. **Studies how sounds are produced (articulated).**

## Phonology

- Studies the sound system of a language, e.g. English. Deals with the **sound segments** and the suprasegmental units such as *tone*, *stress* and *intonation*. **Studies how sounds are linked together.**

There are 44 different phonemes (sound units) in the English language.

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

# **Oxbridge** Class 8. Part 8.2. Phonetics and Phonology. Stress and Intonation

Phonology deals with pronunciation and studies not only phonemes (sounds), but also stress and intonation. English language has the following stress and intonation patterns.

## **Stress**

- **Word stress.** In words of two or more syllables, one syllable is spoken with more emphasis, i.e. it's longer than the other(s). English has not set rules for stress and the only way for acquiring it properly is by means of repetition.
  - In English the word stress can change the meaning of a word. E.g. an EXport (noun) – to exPORT (verb)
- **Sentence stress.** In utterances longer than a single word, key words which carry the main information are emphasized and the others are not. Consider the examples:
  - "I'm not going": meaning [1] = Not "ME", but perhaps "YOU", "SHE" or "HE".
  - "I'm **not** going": meaning [2] = I reFUSE to go.
  - "I'm not **going**": meaning [3] = I'm not GOing... I'm COMing BACK!

## **Intonation**

- The pattern of rise and fall in the pitch of the voice; it often adds meaning to the message, e.g. surprise.
- Intonation patterns are different in different languages. L2 speakers usually transfer the intonation of their own language over the intonation of L2.
- Usually we use falling intonation at the end of a sentence to indicate a pause.
- Also we use rising intonation in questions.
- Changes of intonation patterns are due to stylistic connotations.

## **Phonetic phenomena: homonyms and homophones**

- **Homonyms:** when two (or more) words are spelt the same but have different meaning. E.g. Bat (animal) – Bat (object)
- **Homophones:** when two words sound the same but have different spelling. E.g. Mail – Male; plane - plain