Appendix A
Some Patterns of Common Irregular Verbs

ESL/EFL learners find it helpful to learn irregular verbs based on patterns. While this is not a comprehensive list of all the irregular English verb patterns, it does illustrate some of the more common patterns. Note also that there are different ways to group irregular verbs, so do not be surprised if you find patterns other than these in different sources.

No Change From Base Form				
bet	cost	let	set	spread
bid	cut	put	shed	thrust
broadcast	forecast	quit	shut	wed[a]
burst	hit	rid	split	wet[b]
cast	hurt			

[a]Alternate form possible—wedded
[b]Alternative form possible—wetted

Verbs that end in "d" and change to "t" for both Simple Past and Past Participle			
bend	bent	send	sent
build	built	spend	spent
lend	lent		

Vowel Change in all Three Forms short i → æ → short u		
Base Form	**Past**	**Past Participle**
begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk
sing	sang	sung

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(continued)

Vowel Change in all Three Forms short i → æ → short u		
sink	sank	sunk
spring	sprang	sprung
stink	stank	stunk
swim	swam	swum
Same Vowel Change in Simple Past and Past Participle short i → short u		
Base Form	**Past**	**Past Participle**
cling	clung	clung
dig	dug	dug
fling	flung	flung
hang	hung	hung
sling	slung	slung
spin	spun	spun
stick	stuck	stuck
sting	stung	stung
strike	stuck	stuck
swing	swung	swung
win	won	won
Same Vowel Change in Past and Present Participle long i → au		
Base Form	**Past**	**Past Participle**
bind	bound	bound
find	found	found
grind	ground	ground
wind	wound	wound
Same Vowel Change in Past and Present Participle short e → aw		
Base Form	**Past**	**Past Participle**
bring	brought	brought
buy	bought	bought
catch	caught	caught
seek	sought	sought
teach	taught	taught
think	thought	thought
Same Vowel in Past and Present Participle (long o) Past Participle ends in *n* or *en*		
break	broke	broken
choose	chose	chosen
freeze	fronze	frozen
speak	spoke	spoken
swear	swore	sworn
steal	stole	stolen
tear	tore	torn

(continued)

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Same Vowel in Past and Present Participle (long o) Past Participle ends in *n* or *en*		
wake	woke	woken
wear	worn	worn
weave	wove	woven
Same Vowel Change in Simple Past and Past Particle long e → short e		
Base Form	**Past**	**Past Particle**
bleed	bled	bled
breed	bred	bred
creep	crept	crept
deal	dealt	dealt
feed	fed	fed
feel	felt	felt
keep	kept	kept
leave	left	lwft
lead	led	led
mean	met	met
meet	met	met
read	read[a]	read
sleep	slept	slept
speed	sped	sped
sweep	swept	swept
weep	wept	wept

[a]No spelling change, only pronunciation difference for past and past participle

Appendix B
The Eight Functions of the Inflectional Morphemes

Although there are *eight functions* of English inflectional morphemes, there are only *five forms.*

morpheme	function	attaches to	example
–s	plural	count noun	desks, chairs
–'s	possessive	noun	girl's hat, cat's tail
–s	3rd person singular	verb, simple present tense	She drives. He talks. It sleeps.
–ed	regular past tense	verb	He walked.
–ed	regular past participle	verb	She has called. She had called
–ing	present participle	verb	They are walking. They have been walking.
–er	comparative	adjective, adverb	taller, higher faster, longer
–est	superlative	adjective, adverb	tallest, fastest fastest, longestt

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DOI 10.1007/978-3-319-33916-0

Appendix C
Essential Spelling Rules: Inflections

Doubling Final Consonants

When a one-syllable word ends in **b, d, g, l, m, n, p, r** or **t,** double the final consonant when adding ***–ed, –ing, –er***, or ***–est***:

rob	ro**bb**ed	
slip	sli**pp**ing	
big	bi**gg**er	bi**gg**est

When an adjective ends in **y**, change the **y** to **i** when adding ***–er*** or ***–est***:

silly	sill**ier**	sill**iest**
shaky	shak**ier**	shak**iest**

If a word ends in **b, d, g, l, m, n, p, r** or **t,** consists of more than one syllable and the final syllable is stressed, double the final consonant when adding ***–ed*** or ***–ing***:

prefer	prefe**rr**ed
begin	begi**nn**ing
stop	sto**pp**ed

If a word ends with a **silent e**, drop the **e** when adding–***ing***:

make	mak**ing**
have	hav**ing**
create	creat**ing**

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Forming Plurals and 3rd Person Singular Present Tense

If the noun or verb ends in **s, ss, sh, ch, z,** or **x,** add ***–es***:

gas	gas**es**
press	press**es**
cash	cash**es**
church	church**es**
buzz	buzz**es**
fax	fax**es**

If the noun or verb ends in a **consonant + y**, change the **y** to **i** and add ***–es***:

lady	lad**ies**
fly	fl**ies**
hurry	hurr**ies**

If the noun or verb ends in a **vowel sound**, simple add ***–s***:

toy	toy**s**
drama	drama**s**
buy	buy**s**
swallow	swallow**s**

Appendix D
The Minor Categories: The Structure Words

Unlike the Major Category words, the number of words in the Minor Categories words is small and relatively fixed in the sense that new words rarely enter.

Prepositions

Common One-Word Prepositions[a]					
aboard	around	besides	for	out	towards
about	as	between	from	outside	under
above	at	beyond	near	over	underneath
across	atop	by	of	through	unlike
after	before	despite	off	throughout	up
against	behind	down	on	till	with
along	below	during	onto	to	within
amidst	beneath	except	opposite	toward	without
among	beside				

[a]Some prepositions also have other function, e.g. *along* can function as an adverb. Likewise, there are other words than can function as prepositions, although they more commonly function as something else, e.g. *but* most commonly functions as a conjunction and can also function as a preposition in certain sentence constructions

Common Two-Word Prepositions				
according to	because of	except for	instead of	prior to
ahead of	close to	far from	next to	subsequent to
along with	due to	inside of	out of	up to
aside from				

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Determiners

the, a/an	**articles**
my, your, his, her, its, our, their	**possessive adjectives**
this, that, these, those	**demonstrative adjectives**
some, much, many, few, a few, little, a little, a lot of, no	**quantifiers**
one, two three, fifteen, one hundred	**ordinal numbers**
first, second, twentieth	**cardinal numbers**

Conjunctions

and	for	but	not	or	so	yet

Appendix E
Gerunds After Verbs

Common Verbs Followed by a Gerund				
acknowledge	defer	enjoy	miss	resent
admit	delay	escape	postpone	resist
anticipate	deplore	finish	quit	resume
appreciate	deny	imagine	recall	risk
avoid	detest	keep[a]	recommend	suggest
consider	discuss	mention	recollect	stop
complete	endure	mind	regret	tolerate
defend				

[a]In the sense of *continue*

Common Verbs Followed by a Gerund or an Infinitive				
attempt	deserve	hesitate	neglect	start
begin	dread	intend	prefer	stop
cease	hate	like	remember	try
continue	forget	love	propose	undertake

Sensory and Perception Verbs Followed by an Object + Gerund				
verb		**object**	**gerund**	**complement**
feel	We felt	the waves	crashing	into the pier.
see	We saw	the seagulls	flying	over us.
smell	We smelled	the fishermen	gutting	the fish.
notice	We noticed	tourists	coming	by bus.
observe	We observed	them	taking	photos.
watch	We watched	the boats	sailing	in the distance.

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Common Expressions Followed by a Gerund			
be used to	can't help	look(ing) forward to	have a good time
get used to	It's no use	have a hard time	have fun
What about _____?	It's no good	have difficulty	have a/no problem
How about _____?	It's not worth		

Appendix F
Wh-question Words

Who	what or which person or people
Whom	person, object, formal
What	asking for information
When	time
Where	place
Why	reason
Which	asking about choice
Whose	possession
How	manner
How much/many	quantity
How come	informal meaning "why"

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Appendix G
Common Adverbial Subordinators

subordinator	meaning
if, unless	**condition**
although, even though, though, while, whereas	**contrast**
as if, like	**matter**
where, wherever	**place**
because, since	**reason**
so, so that	**result**
after, as, before, since, until (till), when(ever), while	**time**

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Appendix H
Summary of Major Learner Difficulties

This is a general summary of ESL/EFL learner difficulties with a few examples. More extensive information and examples are in each chapter.

• Correct use of inflections (5 forms, 8 functions)		Chapter 3, 4, 5 and 6
plural *–s*, possessive'*s* present tense 3rd person singular *–s* past tense *–ed,* past participle *–ed* present participle *–ing* comparative *–er* superlative *–est*	book**s** Jane'**s** he, she it walk**s** walk**ed** walk**ed** (as in *I have walked*) walk**ing** small**er** small**est**	
• Distinguishing between count, non-count, and crossover nouns, and the use of appropriate accompanying modifiers, such as *much, many, some, a/n, the, little, few, less*	**a** cat **some** cats **some** advice **many** cats **much** advice **few** cats **little** advice **fewer** students **less** time	Chapter 3
• Choosing the correct pronoun for the noun to which it is referring/replacing.		Chapter 3
• Placing adjectives in the correct position and in the correct order	She bought a **big beautiful wooden** box.	Chapter 4
• Remembering to include all parts of the verb phrase when there is more than one element. • Putting the parts of the verb phrase in the correct form.	**1 auxiliary + participle** is walking, has walked	Chapters 5 and 6
	2 auxiliaries + participle will be walking, has been walking	
	3 auxiliaries + participle will have been walking, has been walked (as in *the dogs have been walked*)	
• Inserting the *do* auxiliary for questions and the negative in simple present and simple past. • Remembering the correct forms of *do* and the main verb.	**Does** Pam **walk** home? Pam **does not walk** home.	Chapters 5, 6, 7 and 8
	Did you **walk** home? We **did not walk** home.	

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• Distinguishing between transitive and intransitive verbs • Placing direct and indirect noun phrases, and pronouns correctly after transitive verbs.	**intransitive** I walked around the block. I slept. **transitive** I called my friends. I called **them**. I hit the ball to Mary. I hit **it** to **her**.	Chapter 5
• Differentiating between verbs followed only by gerunds or by only by infinitives	I enjoy **walking**. I want **to walk**.	Chapter 5
• Understanding phrasal verbs • Being able to use the different patterns for the different types of phrasal verbs, especially transitive separable phrasal verbs with objects in pronoun form.	Kari **turned in** her homework. Kari **turned** her homework **in**. Kari **turned** it **in**.	Chapter 5
• Remembering the different forms of the verbs and auxiliaries in the different tenses. • Mastering the different time references of the different tenses, especially the present perfect versus the simple past.		Chapter 6
• Comprehending and using the modal auxiliary verbs and related structures, which often convey subtle nuances of meaning. • Understanding the differences in time references and meaning change	**logical deduction** I don't have my textbook. It **must be** at home. I **must have left** it on the desk. **necessity** Everyone **must pay** income tax. Mr. Jones **had to** pay a fine last year because they missed the filing deadline.	Chapter 7
• Word order in *wh-* questions, especially when the *do* auxiliary must be inserted.	Who lives in this house? Who(m) did you call? What was her name? What does she do? How much does this cost? How many cars have they owned? Where are you going? Where did she go? When will they come? Why hasn't he answered his phone?	Chapter 8
• Understanding the meaning and use of transition words and phrases such as *thus, consequently, therefore, in spite of, moreover*		Chapter 9
• Understanding the meaning and use of the different subordinators in adverbial clauses		Chapter 9
• Mastering the use and placement of relative pronouns and relative clauses	I e-mailed the woman **who** called me. They sold the house **that** they had renovated.	Chapter 10

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• Differentiating between essential and nonessential relative clauses • Understanding when the relative pronoun can be omitted.	**essential** We lost the pictures **that** we took of our Florida vacation. We lost the pictures we took of our Florida vacation.	Chapter 10
	nonessential Florida, which is a peninsula, has many beaches. The nurse, who is wearing street clothes, has finished her shift.	
• Word order in embedded *yes/no* and *wh*-questions in noun clauses	Gerry asked **if** *we were leaving*. Gerry asked **when** *we were leaving*.	Chapter 11

Glossary

abstract noun A noun that denotes an abstract or intangible concept, such as *happiness* or *anger.*

active (voice) In an active sentence, the person or thing that is performing or causing the action is the subject of the verb and in which there is an object that receives the action. For example, in the sentence, *The boy hit the ball, The boy* performs the action *hit* and *the ball* receives the action.

adjective A word that describes or modifies the meaning of a noun, such as *sad* or *large*. An adjective provides lexical or semantic meaning. It is one of the major word class categories.

adjective phrase A phrase with an adjective.

adjective clause Another term for *relative clause* used in this book. Because a relative clause modifies a noun or noun phrase, it functions as an adjective and therefore also known as an adjective clause.

adverb A word that describes or modifies a verb, an adjective, another adverb, a phrase, or a sentence, such as *quickly* or *here*. An adverb provides lexical or semantic meaning. It is one of the major word class categories.

adverb phrase A phrase with an adverb.

affirmative sentence A sentence that does not have a negative verb; often referred to as a *positive sentence.*

affix A term including both suffixes and prefixes.

agreement The subject and verb must agree in number. If the subject is singular, the verb form must also be singular. *Jane like**s** books.* If the subject is plural, the verb must also be plural: *The girls **like** books.*

article The words *a/an,* and *the*. They signal nouns and are members of one of the minor structure word categories.

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aspect Refers to a choice in the verb phrase expressing time meanings that are related to the duration, repetition, or completion of the action or state of the verb, e.g., *am writing* vs. *have written.*

attitude adverb An adverb that conveys an evaluation or judgment of what is said, e.g., *frankly, surprisingly.*

auxiliary verb A verb that "helps" and or "supports" a main verb, such as *have, be, do.*

base verb The simple form of a verb to which inflections can be attached, e.g., *walk → walks.*

bound morpheme A morpheme that must be attached to another morpheme. It cannot stand alone. For example, *un–* as in *unhappy* or the plural *–s* as in *boys.*

causative verb A verb that indicates a thing or person causes or brings about another thing or person to do something or a new state of affairs.

closed word class Function or structure words to which new words are very rarely added, e.g., prepositions or pronouns. A closed word class is a minor structure word class category.

collective noun A noun that refers to a group, e.g., *committee, team, government.*

comparative A form of an adjective or adverb that is used to describe differences between two persons, things, or situations. Adjectives or adverbs consisting of one syllable or ending in *–ly* generally add *–er*. Adjectives or adverbs consisting of two or more syllables generally use *more.*

complement Anything that comes after the main verb or verb phrase to complete a sentence. See also subject complement.

complementizer Used in this text to refer to *that* when it introduces a noun clause.

complex sentences A sentence that has a main clause and one or more subordinate clauses.

compound sentence A sentence that has two or more main clauses but no subordinate clause. The main clauses are conjoined by coordinators, such as *and, or,* and *but.*

conditional A sentence that refers to something real or unreal, and that generally has an *if* clause and a clause with *would, could,* or *might.*

conjunction A word that connects clauses. There are two types of conjunctions: coordinators and subordinators.

conjunctive adverb A transition word that connects two ideas between two main clauses, e.g., *therefore, however.*

constituent The basic unit of a sentence, including noun, adjective, adverb, prepositional, and verb phrases. Sentence constituents are combined in meaningful ways to form sentences.

coordinator A type of conjunction that connects two or more main clauses, phrases, or words: *and, but, or, for,* and *yet.*

count noun A noun that can be counted, e.g., *pencil, book, job.*

crossover noun A noun that has both a count meaning and a non-count meaning, e.g., They have nice *hair* (non-count); I found *a hair* in my soup (count). Generally, the two meanings are related, although not always.

definite article The word *the.* It is used when speakers want to refer to something that is known to the speaker and the hearer

degree adverb An adverb that increases or decreases the effect or intensity of that which it is modifying.

demonstrative *this, these*, *that, those.* A demonstrative indicates whether something is near or far in relation to the speaker. There are two types of demonstratives: demonstrative adjectives and demonstrative pronouns. **Demonstrative adjectives** occur before a noun, e.g., *this book*. **Demonstrative pronouns** occur without a noun, e.g., *I want this.*

dependent clause A subordinate clause; a clause that cannot stand alone, but that must occur with a main clause and that is introduced by a subordinator.

derivational morphology The process of creating new words by adding affixes to a stem, e.g., *sad* → *sadness* or *happy* → *unhappy.*

descriptive grammar An approach to grammar that focuses on describing or examining how people use language. This is the linguists' approach to grammar.

determiner A structure word that occurs before a noun and specifies or limits it in some way, e.g., *the, those, some.*

direct object Something that receives the action of the verb, usually a noun, pronoun, or noun phrase, but can also be a clause.

direct speech Quoted speech; the exact words someone has said or written.

"do" support Refers to the function of the *do* auxiliary in questions and negatives in simple present and simple past.

di-transitive verb A verb that takes both a direct and indirect object, e.g., *Lacie hit the ball to Larry.*

downtowner An adverb that lessens the meaning or intensity of an adjective or another adverb, e.g., *slightly nervous.*

dummy *it* When "It" is used as the subject but has no semantic meaning, e.g., *It is cold.*

essential relative clause A relative clause that is necessary to the meaning of the sentence.

expression of quantity A word or words that occur before a noun to indicate an amount or quantity, e.g., *a slice of, a pound of, a lot of, some.*

filler verb A verb that has no semantic meaning, but is necessary for grammatical reasons, e.g., "*do*" *support.*

focus adverb An adverb that draws attention to that which it is modifying, e.g., *frankly.*

form The construction of a particular word. In English, form is no guarantee of function.

free morpheme A morpheme that does not need to be attached or bound to another morpheme.

frequency adverb An adverb that tells us *how often* an action occurs, e.g., *always, sometimes, never.*

function The role of a word, phrase, or clause. In English, form is no guarantee of function.

function word Structure word; a word that expresses a grammatical relationship but has no semantic meaning, e.g., *the, to,* and *from*.

future Time that is yet to come. Usually expressed in English by *will* or *be going to.*

gradable adjective An adjective that can be compared using *–er* or *–est* or *more/most.*

gerund *–ing* form of a verb that functions as a noun.

gerund phrase A phrase with a gerund.

idiom A fixed or set expression that cannot be determined from the individual parts, e.g., *eat crow, kick the bucket.*

***if* clause** A subordinate clause that begins with *if* and that express a real or unreal situation. See conditional.

imperative A command. The base or simple form of the verb at the beginning of a sentence telling someone to do something, e.g., *Eat your vegetables.*

indefinite article The word *a* or *an.* It is used when speakers want to refer to something indefinite or undefined meaning, e.g., *an apple, a cock and bull story.*

independent clause A main clause. A clause that can stand alone and does not need to be attached to another clause.

indefinite pronoun A pronoun without specific reference to a person or thing, e.g., *anybody, someone, anything, something.*

indirect object To whom or for whom something is done, e.g., *Miriam gave the book **to me***. The direct object can occur immediately after the verb without *to* or *for*, e.g., *Miriam gave **me** the book.*

indirect speech Reported speech. A type of sentence that expresses what someone has said or written, but that is not a direct quote.

infinitive A verb form that includes *to* + the simple or base form of the verb, e.g., Craig left early *to drive* home.

inflection A morphological change in verbs, nouns, adjectives, and adjectives that signals some kind of grammatical information, e.g., *book* → *books* (–'s shows plural); or *walk* → *ed* (*–ed* shows past tense.) There are only 5 inflectional forms with 8 functions in English, but these cause many difficulties for ESL/EFL learners.

intransitive verb A verb that does not take an object.

inversion The process of moving the first auxiliary to the front of a sentence to form a question, e.g., *He is walking → Is he walking?*

irregular verb A verb that does not follow the normal inflectional patterns of English for form the simple past and/or past participle.

lexical A word that has semantic meaning, not just grammatical function.

linking verb A verb that "links" or joins the subject and complement. Sometimes referred to as a *copula* verb.

main clause An independent clause. A clause that can stand alone and does not require another clause. The minimum clause in English consists of a subject + verb, e.g., *Babies sleep.*

main verb A verb that has lexical or semantic meaning, not an auxiliary verb. It can be used as the only verb in a sentence.

major category This consists of the word classes that have lexical or semantic meaning: nouns, verbs, adjectives, and adverbs.

mass noun A noun that refers to a substance or abstract concept not divisible into countable units, e.g., *water, thunder*. A mass noun is a non-count noun and cannot be used in the plural or with the indefinite article *a/an* or a number.

minor category This consists of the word classes that have grammatical meaning, e.g., prepositions, conjunctions, and pronouns.

modal/modal auxiliary A special class of auxiliary verbs that convey semantic meaning. A modal occurs with a main verb and modifies the meaning of the main verb by expressing ability, politeness, possibility, necessity, obligation, logical deduction.

modify To add to, or specify the meaning of a word. For example, in *beautiful house,* the adjective *beautiful* modifies the noun, *house.*

morpheme The smallest unit of meaning. It is not the same as a syllable. A morpheme can be a single word, e.g., *hippopotamus*, or it can be a grammatical unit such as the past tense *–ed* inflection attached to a regular verb. Affixes are also morphemes, e.g., *un–* as in *unhappy.*

morphology How morphemes are put together to form words (derivational morphology) and how morphemes provide grammatical information (inflectional morphology).

non-count noun A noun that cannot be counted, e.g., *happiness*. It cannot be used in the plural or with the indefinite article *a/an* or a number.

nonessential relative clause A relative clause that is not necessary for meaning but that provides extra or additional information about the noun it is modifying.

nonstandard A form of the language not accepted in general usage, e.g., **He **don't** know me.*

noun A word that is generally thought of as referring to people, animals, places, ideas, or things. A noun provides lexical or semantic meaning. It is one of the major word class categories.

noun clause A subordinate clause that functions in the same way a noun, pronoun, or noun phrase does. Noun clauses begin with *that, wh-question word,* or *whether (or not)/if.*

noun phrase A phrase with a noun or pronoun.

object A noun, pronoun, or noun phrase that receives the action of the verb. Only transitive verbs take objects.

open word class A category of lexical or semantic words to which new words are easily added, e.g., nouns. An open word class is a major word class category.

participial adjective An adjective that has an *–ing* or *–ed* form.

participle The *–ing* or *–ed* form of a verb, e.g., *I am writ**ing**; I have walk**ed**.*

particle A preposition or adverb that forms part of a phrasal verb. As part of a phrasal verb, the preposition or adverb loses its meaning and is an integral part of the verb.

past participle The *–ed* form used to form perfect tenses and the passive, e.g., *have walked* (present perfect), *have been counted* (passive perfect). Sometimes referred to as the *–en* participle to distinguish it from the past tense *–ed* and because many common English participles end in *–en,* e.g., *write, written; eat, eaten.*

part of speech A traditional way of referring to word class.

passive (voice) In a passive sentence, the doer or agent of the action is either unimportant, unknown or the speakers wants to emphasize the original object, e.g., *A flying object hit John* versus *John was hit by flying object*. The passive is formed with a form of *be* + past participle (+ optional *by* phrase). Only transitive verbs can be used in the passive.

past perfect A verb form used to express a relationship between two past events or situations. The past perfect indicates the first of these two. The past perfect is formed with *had* + past participle.

past perfect progressive Similar to the past perfect, the past perfect progressive is a verb form used to express a relationship between two past events or situations. The past perfect progressive emphasizes the ongoing nature of the event or situation, and is formed with *had* + *been* + present participle.

past progressive A verb form used to express an ongoing, continuous action or situation in the past. The past progressive is formed with a past form of *be* + present participle. Also called the past continuous.

perfect infinitive Used to show an earlier action than that of the main clause. The perfect infinitive is formed with *to* + *have* + past participle.

phrasal verb A verb with one or more prepositions/adverbs, called particles, where the verb and preposition/adverb function as a semantic unit. The verb + particle have a meaning that cannot be determined from looking at the separate parts.

phrase A group of words that form a grammatical unit or constituent, e.g., noun phrase, verb phrase, adjective phrase.

place adverb An adverb that answers the question *Where*?, e.g., *Here; There.*

possessive adjective Possessive determiner. Modifies a noun to indicate possession or ownership: *my, your, our, his, her.*

possessive pronoun Indicates possession or ownership and substitutes for a noun phrase, e.g., *mine, yours, ours, his, hers, its.*

prefix A morpheme attached to the beginning of a word, e.g., *un* in *unhappy.*

preposition A structure class word, e.g., *in, from, to, on*. A preposition introduces a prepositional phrase and links the phrase to other words in a sentence.

prepositional phrase A phrase with a preposition followed by a noun or noun phrase.

prescriptive grammar An approach to grammar that focuses on the rules for correct and incorrect use of the language. This is traditional grammarians' approach to grammar.

present participle A main verb + *–ing* with any necessary spelling changes, e.g., *sitting.*

present progressive A verb form used to express an ongoing, continuous, incomplete action or situation. The present progressive is formed with the present form of *be* + present participle. Also called the present continuous.

present perfect A verb form used to express a relationship between past and present time. It indicates recent past time, indefinite time, and time that began in the past and continues into the present and into the future. It is formed with the present form of *have* + past participle.

present perfect progressive Similar to the present perfect, the present perfect progressive is a verb form used to express a relationship between past and present time. The present perfect progressive emphasizes the ongoing nature of the event or situation. The present perfect progressive is formed with a present form of *have* + *been* + present participle.

primary auxiliary *have, be,* or *do* used as an auxiliary verb.

pro-form A word that functions to substitute for something else, e.g., *Did you see Jane? Yes, I did.* In this example, *did* substitutes for *I saw Jane.*

pronoun A structure word that substitutes for a noun or noun phrase.

quantifier A word or words that occurs before a noun to indicate a quantity or amount, e.g., *a slice of, a pound of, a lot of, some.* Also called an expression of quantity.

quoted speech Direct speech; the exact words someone has said or written.

reduced clause A clause that has been reduced from its full form, e.g., *The woman who was living next door moved away.→The woman living next door moved away.*

redundancy The inclusion of more grammatical information than necessary for meaning, e.g., *two teachers* or *these teachers*. The use of *two* or *these* already tells us that "teacher" consists of more than one; the use of the plural *–s* inflection is redundant.

reflexive pronoun A pronoun that usually refers back to the subject of the sentence, e.g., *She bought herself a new car.*

regular plural A noun that forms the plural by adding *–s*, with any necessary spelling changes.

regular verb A verb that forms the simple past by adding *–ed*, with any necessary spelling changes.

relative adverb One of the adverbs *where, when,* or *why* used to introduce a relative clause.

relative clause A clause that modifies the noun or noun phrase it follows. Because a relative clause modifies a noun or noun phrase, it functions as an adjective.

Relative clauses are also known as *adjective clauses*. A relative clause is usually introduced by a relative pronoun.

relative pronoun A pronoun that introduces a relative clause and that refers back to the noun or noun phrase of the main clause. *That, which, who(m),* and *whose* are relative pronouns.

reported speech A type of sentence that expresses the meaning of what someone has said. Reported speech sentences are noun clauses, which may be introduced by *that, wh-questions,* and *whether (or not)/if.*

semantic Having to do with meaning. The major class words, verbs, nouns, adjectives, and adverbs, all have lexical or semantic meaning.

semi-modal A structure that is related to the modal auxiliaries in terms of meaning and some grammatical properties. Semi-modals consist of more than one word, e.g., *have to, be able to.*

simple verb The base form of a verb to which inflections can be attached, e.g., *walk→walks.*

standard The language forms generally accepted by most users in formal and informal contexts; the forms that are found in grammar texts and in foreign/second language texts.

stative verb A verb that refers to mental states, attitudes, emotions, and conditions. A stative verb is generally not used in the progressive forms.

stigmatized language A non-standard form of language that is negatively regarded by users of the standard variety.

structure word Function word; a word that expresses a grammatical relationship but has no semantic meaning, e.g., *the, to, and.*

stylebook A reference book providing guidance on punctuation, research paper guidelines, grammatical issues of concern and/or confusion, and so on.

subject The part of the sentence, usually a noun or noun phrase, that acts as the agent, doer, or experiencer of the verb.

subject complement A word or phrase following a linking verb such as *be* and that describes or modifies the subject of this linking verb, e.g., *Jane is tall.*

subjunctive Used to refer to the use of the simple form of the verb in clauses following certain verbs. Also used in traditional grammar to refer to the form of the verb indicating hypothetical, contrary-to-fact situations.

subordinate clause A dependent clause that cannot stand alone, but that must occur with a main clause and that is introduced by a subordinator.

subordination The linking together of a main clause and another clause so that this clause is subordinate or dependent upon the main clause. The subordinate clause is introduced by a subordinator.

subordinator A word that subordinates a clause to a main clause. A subordinator introduces a subordinate or dependent clause.

suffix A bound morpheme that occurs at the end of a word, e.g., *rude→rudeness.*

superlative A form of an adjective or adverb that is used to rank a person, thing, or situation in the highest position. Adjectives or adverbs consisting of one syllable or ending in *–ly* generally add*–est*. Adjectives or adverbs consisting of two or more syllables generally use *most.*

syllable A unit of language consisting of a single sound, that is a single sound without interruption or breaks. The word *man*, for instance, consist of one syllable; the word *woman* of two syllables.

tense Refers to an inflectional morpheme attached to the verb related to time, e.g., *He kicked.*→ past time.

***that*-clause** A type of noun clause introduced by the complementizer *that.*

time adverb An adverb referring to time, e.g., *since.*

transition word/phrase A word used to connect one idea to another. A transition word or phrase can continue a line of reasoning (e.g., *furthermore, in addition*), show order of ideas or arguments (e.g., *first, finally*), indicate a contrast (e.g., *however, on the other hand*), and more.

transitive verb A verb that takes an object.

verb A semantic class of words that refer to actions, situations, states, attitudes, mental conditions. A verb shows tense by taking the 3rd person singular *–s* in the present and the *–ed* inflection in the past. In the case of an irregular verb, it may change its form in the past (e.g., *brought*), or not change at all (e.g., *cut*).

verb phrase A phrase containing a main verb.

verbal A form derived from a verb but having another function, e.g., *crying baby*. Here *crying* is a participial adjective.

verbal phrase A phrase containing a verbal, e.g., *Screaming loudly, the baby woke us up.* Here *crying* There are three types of verbal phrases: gerund, participial, and infinitive.

voice Active or passive type sentence construction, e.g., *Shakespeare wrote Hamlet* (active) versus *Hamlet was written by Shakespeare* (passive).

***wh*-question word** A word such as *what, who, when, why* used for questions and to introduce embedded noun clause questions.

word class A group of words that are classified together on the basis of semantic meaning and/or grammatical function, e.g., nouns, prepositions.

yes/no question A type of question that can be answered with "yes" or "no."

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A. DeCapua, *Grammar for Teachers*, Springer Texts in Education,
DOI 10.1007/978-3-319-33916-0

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