

FOUNDATIONS ON ENGLISH MORPHOSYNTAX

B.Ed. in Teaching English
as a Foreign Language

MAURICIO BUITRAGO AVILÉS
VIVIAN IBETH CHITIVA ABELLA



UNIVERSIDAD SANTO TOMÁS
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EDUCACIÓN ABIERTA Y A DISTANCIA

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The wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.

James 3:17

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UNIT 1

Introduction to morphosyntax

A. What is with grammar?

Many fashionable trends and radical theories on language teaching-learning processes have lessened the importance of studying diverse grammar aspects of the target language. From the conception “**more context implies less grammar**”, the emergence of the Direct Method and its evolution to a radical Communicative Approach of language teaching have eradicated even more grammar analysis in many classrooms. Any communicative approach in the language classroom methodology has proved many positive aspects to the L2 learning process. However, in this course we begin from the consideration that suggests that all professional teachers must be very familiar with grammar terminology, its patterns and structures in the target language in order to both provide students with solid explanations when necessary, and improve their own language command.

Accordingly, it becomes a priority to clearly know and understand what grammar is, how it works in the target language, what aspects of this L2 involve grammar patterns, and how is it possible to include grammar in teaching-learning processes. The following quote summarizes a generalized perception of how grammar used to be perceived by traditional linguists:

“Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language`s sentences are formed” (Thornbury, 1999, p. 1).

As the author’s implies in his later work, an emphasis on grammar, which focuses mainly on sentence structure, may distance students from the real use of language. Accordingly, grammar comprehends much more than just “well-formed sentences”, as words and texts have rules and patterns that allow learners to understand their behavior in grammar terms. This is when **morphology** and **syntax** come in as appropriate tools.

In English, **morphology** is understood as the set of rules that explains and analyzes the formation of words. In this sense, morphology allows us to understand why the plural of some words is different from the usual plural pattern (‘s’) of most of the words (dog = dogs // woman = women). On the other hand, **syntax** is seen as the system of rules that analyze not only the order of words in a sentence, but the consequent behavior of words, phrases and sentences at text levels. For instance, **syntax** helps us understand that questions formed with verb “to be”, the verb form must be used before the subject (i.e. Is he a doctor?). **Morphology and syntax in conjunction** allow us to understand, for instance, how verbs are conjugated, how we can implement proper punctuation, what are the functions of words within sentences (i.e. subject, verb, complement, direct object), and the role of phrases and sentences in texts (i.e. topic sentence, explanatory sentences, conclusion).

In accordance, we will initially intend to understand the nature and function of words (i.e. nouns, verbs, pronouns, etc.); then, we will progressively move on to the study of linguistic **chains and slots**. That is, understanding “chains” in the sense of how words have to be connected

in a particular order to form a correct sentence. Also, understanding “slots” in the way that only certain and specific types of words fit in a specific gap (slot) of each sentence. Finally, we will get to the basic elements of text construction and analysis.

It is probable to assume that this kind of information is more related to writing skills. This can be somewhat true if we consider the nature of our subject, which makes emphasis on such skill. However, this does not have to be seen as a disadvantage; on the contrary, since writing gives us the chance to reflect, revise and correct our expressions in the target language, we will take advantage of this subject to strengthen our grammar structures with a communicative purpose. The appropriate command of basic grammar and structure of sentences in any language are powerful tools that give us solid basis to our communicative skills in both written and oral contexts.

B. Grammar and function

Considering all the above mentioned, it is important to be aware that grammar is not an independent aspect of a language. The appropriate command of all the grammar aspects of a language does not imply total mastery of that language. For instance, a perfect grammatical statement may be totally inappropriate in certain contexts, or may simply be misunderstood by the interlocutor due to a variety of factors. Let us analyze the following two situations:

Situation 1

Linda: When do you leave, Pablo?

Pablo: I live in a small apartment nearby.

Linda: What?

In this example Linda wants to know what time Pablo will leave the place where they are. However, Pablo seems to confuse the words “when” with “where” and “leave” with “live”, and answers inadequately to the question. Linda’s communicative intention was disrupted by Pablo’s

confusion. Although both participants used grammatically correct expressions, their communication was not effective.

Situation 2

Interviewer: Do you smoke?

Job applicant: No, thanks. I just had a cigarette right before the interview.

Interviewer: I'm asking you IF you smoke, I'm not offering you a cigarette. This is a public space!

Job applicant: Oops!

In this situation, even though the job applicant understood the interviewer's words, he clearly misunderstood the interviewer's intention. Grammar use was correct, but, again, something went wrong in the communication process.

After the brief analysis of these two dialogues, anyone could come up with a couple of questions: what happens then with the role of grammar? Is the role of grammar secondary? In consequence, the answer should lead us to understand that any word, sentence or text grammar is neither more nor less important than the communicative function of what is expressed. The **communicative function** has to do with the intention of the emitter of any message. It is related to the common uses that some specific expressions, verb tenses, verb forms and texts have in order to achieve some particular communicative goals and effects on interlocutors. For instance, the expression "*Would you like...*" has a communicative function to offer or to invite. The word "*please!*" has both a communicative function to ask for a favor.

From this moment on, grammar will also be referred as **form** and the communicative function as **function**. Also, it is important to keep in mind that **form and function are both interdependent aspects of the appropriate command of any language.** Grammar is just an empty glass if we do not fill it with the elixir of a communicative function, and any communicative function will be simply split and wasted if we do not pour it in the correct vessel.

To conclude this first topic, it is also essential to keep in mind that one communicative function can be expressed by several different forms,

and so, one form can express various functions. Despite this lack of one-to-one correspondence between form and function, some expert material and textbook designers have found it useful to establish clear functional labels to some specific forms, as there are some conventional ways to achieve certain specific communicative goals.

Exercise 1

Based on the information of part A: “What is with grammar?” analyze the following grammar rules. Try to provide a suitable example for the rule and indicate to which system they are related to: morphology (M), syntax (S), or both (M / S)?

GRAMMAR RULE	EXAMPLE	SYSTEM
1. The auxiliary verb “does” is used only for third person of singular in question forms of the Simple Present		
2. After the modal verb “can” the next verb goes in “base form”.		
3. The plural form of nouns that ends in “f” is “-ves”.		
4. The “-ing” form of verbs ending in “y” varies if letter “y” is preceded by a vowel or a consonant.		
5. With the exceptions of the preposition “to”, any verb that goes after any other preposition goes in “-ing” form.		
6. In the present continuous tense the verb in “-ing” form must be preceded by the correct form of the verb “to be”.		

Exercise 2

Based on the information of part B: “Grammar and function” complete the following chart by providing suitable form examples when necessary, or by indicating the communicative function of the given expression.

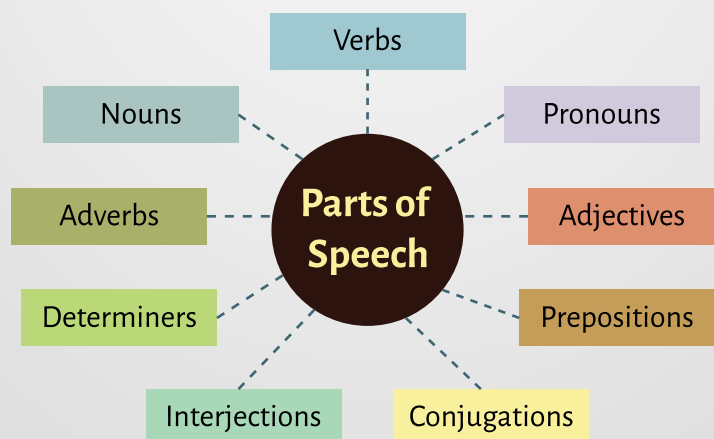
FORM	FORM
<i>Ex 0. Where are you from?</i>	<i>Asking for someone's place of origin.</i>
1. You should go to the doctor!	
2.	Offering help or a service.
3. Sheila always goes to church on Sundays.	
4.	Describing an event happening in the moment of the conversation
5. My parents travelled to New York last holidays.	
6.	Expressing serious obligation and/or giving an order.
7. Bogotá is noisier than Medellín.	
8.	Accepting an invitation.
9. I'm awfully sorry for arriving so late!	
10.	Expressing dislikes.

UNIT 2

Parts of speech

Introduction

Parts of speech (also known as **word classes**) are the different categories in which words are classified according to their function within a phrase or a sentence. By familiarizing with the function and behavior of the different parts of speech you will be able to get essential understanding of the English language. As you will realize through this course, English is a much more structural language than Spanish. In English every single part of speech tends to be in the same position in all sentences, whereas in Spanish sentence structure is extremely flexible. For instance, one of the biggest differences in both languages is that **word order is much more rigid and strict in English than in Spanish.**



At beginning levels, when we start writing (and even speaking) in English we make some common mistakes that probably lead us to frustration. Among others we have:

- **We try to write in the same way as we write in our native language, so we use similar grammar and sentence structures.**
- **We tend to ignore or forget that we do not have the appropriate language proficiency and tools to write long texts or even long sentences.**
- **We constantly use the dictionary to translate word by word and we implement inappropriate vocabulary due to L1 interference.**

All these issues lead us to write a lot of sentences full of incorrect structures and wrong words. Moreover, it takes a long time to write those texts. **For all these reasons, it is essential to go step by step in order to construct proper texts. Be sure that if you are patient enough and follow a clear course of action, you will be able to create good and appropriate texts from beginning levels, which is the goal of these series of workshops in our course.**

The nine parts of speech – part 1

In order to write appropriate texts in English we must consider the different components that constitute a text itself. In that sense, we must begin with words; then, we move on to sentences. After that we follow up with paragraphs. Finally, we deal with complete texts like essays, articles and books. From this starting conception, as it was mentioned above, we must be aware that English, contrary to Spanish, is NOT very flexible, it is a very structural language. **This means that if you remove, omit or change the order of any part of speech in a phrase or sentence, you will probably have a serious inconvenience with its structure and even its meaning.**

English contains nine (9) types of parts of speech. Getting to know what they are and how they work in a phrase or sentence will help you understand in a simple way how correct expressions are correlated. To be for sure what part of speech a word is, we have to look not only at the word itself but also at its meaning, position, and use (function) in a phrase or sentence. The following chart briefly summarizes the nine parts of speech that we are going to study in this chapter:

PART OF SPEECH	EXAMPLES
1. Nouns	Mark, book, cat, music, intelligence, Colombia, students, water, DVDs...
2. Determiners	The, a, an, this, that, these, those, much, many, a lot of, some, a few...
3. Pronouns	I, you, he, she, it, we, they, mine, yours, ours, theirs, me, him, them, us...
4. Verbs	Is, was, are, am, were, can, must, should, work, study, buy, play, see...
5. Adjectives	Pretty, ugly, tall, short, dangerous, intelligent, perfect, quiet, noisy...
6. Adverbs	Well, softly, kindly, fortunately, always, never, often, sometimes...
7. Prepositions	In, on, at, to, from, with, up, above, below, over, without, through...
8. Conjunctions	And, but, or, yet, so, that.
9. Interjections	Oh, Yes, Ouch, Oops, Aw, Ah, Hmm...

Nouns

A **noun** is a part of speech **typically denoting a person, place, thing, animal, or idea**. Check the examples of **nouns** in the **highlighted words** of the following list:

The doctor	Their company
Paul	A lion
Colombia	The students
Our budget	John and Linda
That classroom	Bees
Her house	This music
Intelligence	The crops
The building	Sound
Those chairs	Many rivers
His children	An advertisement

Word endings are useful ways to identify different **parts of speech**. Some common word endings for NOUNS are:

PERSON	THING - IDEA - CONCEPTION
er: teacher, pensioner, manager, explorer, abolisher.	nce: performance, patience, insurance, confidence.
or: doctor, visitor, editor, evaluator, gladiator, motivator.	ism: pragmatism, regionalism, atheism, anarchism.
ist: dentist, scientist, chemist, antagonist, bicyclist.	ness: tiredness, impoliteness, kindness, fitness.
ian: physician, technician, magician, custodian, guardian.	logy: physiology, psychology, anthropology.
	ion: religion, attention, caution, intermission, fusion.
	ty: responsibility, ability, mobility, creditability, agility.
	ment: management, treatment, agreement, ointment.

Determiners

As it could be seen in the first chart of the previous section, nouns can be accompanied by **some short words that give some specific characteristics to nouns** in terms of number, quantity and possession. Those little words are known as **determiners**.

There are different kinds of determiners that can be summarized in the following table:

ARTICLES	DEMONSTRATIVES	QUANTIFIERS	POSSESSIVE ADJECTIVES
A • An • The	This • That • These • Those	Much • Many • Some • A lot of • A few • A little • Any	My • Your • His • Her • Its • Our • Their
1. Indefinite articles A / an Indefinite articles always introduce a <u>singular noun</u> that is not specifically referred. <i>Example:</i> I bought a <u>book</u>. (Which book? – Not specified or referred before)	1. Singular demonstratives This / That They accompany a <u>singular noun</u>. <i>Examples:</i> This <u>pencil</u> is new. That <u>car</u> is blue.	1. Countable quantifiers Many / a few They always accompany <u>plural countable nouns</u> <i>Examples:</i> Many <u>students</u> passed the final exam. My girlfriend will arrive from Cali in a few <u>days</u>.	A possessive adjective is a word that accompanies a noun by attributing possession to someone or something. They are always <u>before the noun</u>: <i>Examples:</i> My <u>car</u> is blue. She went to her <u>apartment</u>. Our <u>class</u> will finish soon. Paul is visiting his <u>parents</u>. Remember! Possessive adjectives DO NOT indicate whether the noun is singular or plural. They are not pluralized either. Possessive adjectives DO NOT make reference to the doer of the action. They ARE NOT the subjects of sentences; they only attribute possession to a noun. <i>Correct examples:</i> Their <u>car</u> is blue. Their <u>cars</u> are blue My <u>brother</u> works at CNN. My <u>brothers</u> work at CNN. <i>Examples of incorrect uses*:</i> Theirs cars are expensive* Their <u>cars</u> are expensive. His is a very good student* He is a very good student
2. Definite article The The definite article can accompany singular and plural nouns indifferently. The noun referred is specified or previously referred by the interlocutors. <i>Examples:</i> The <u>house</u> is big. (It's a specific house that speakers definitely know) I had to return the <u>books</u> to the library. (They are some specific books, The books of the library.)	2. Plural demonstratives These / Those They accompany a <u>plural noun</u>. <i>Examples:</i> These <u>boxes</u> are broken. Those <u>kids</u> are hungry. <u>Remember!</u> This - These = Indicate proximity between the emitter and the noun. That - Those = Indicate some distance between the emitter and the noun.	2. Uncountable quantifiers Much / a little They always accompany <u>singular uncountable nouns</u> <i>Examples:</i> We drank much <u>coffee</u> and I can't sleep now. There's only a little <u>rice</u> left for dinner. <u>Remember!</u> Some – a lot - any = Can be used as countable and uncountable quantifiers indifferently.	

PRONOUNS

A **pronoun** is a very short word that replaces or takes the part of a noun in a phrase or a sentence. There are four (4) types of pronouns that we are going to study in this module.

Basic level learners tend to confuse the use of different pronouns due to their spelling similarity. This is not a minor issue. It is extremely important to differentiate both function and position of each different type of pronoun to express yourself properly in English.

The following table gives you a short introduction to the different types of pronouns and their use. Analyze the chart and its contents very carefully.

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE PRONOUNS	RELATIVE PRONOUNS
I You He She It We They	Me You Him Her It Us Them	Mine Yours His Hers ----- Ours Theirs	Who Whose Where When Which
▶ A subject pronoun is a short word that replaces a noun, which functions as the <u>subject of the sentence</u>. ▶ Subject pronouns are usually located before a verb, and they are used as subjects of sentences. ▶ Subject pronouns indicate who or what is the doer of the action of the sentence.	▶ An object pronoun is a short word that replaces a noun, which functions as the <u>object (complement) of a phrase or sentence</u>. ▶ Object pronouns are usually located after a verb or a preposition. ▶ Object pronouns receive the action, they DON'T perform the action.	▶ A possessive pronoun is a short word that indicates possession. It <u>helps to indicate who the possessor of an object is</u>. ▶ Possessive pronouns are usually located after a verb or a preposition. ▶ Don't confuse possessive pronouns with possessive adjectives from the previous section. They work differently.	▶ A relative pronoun is a "wh- word" located in the middle of a sentence that makes reference to a noun mentioned right before in the text.

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE PRONOUNS	RELATIVE PRONOUNS
I You He She It We They	Me You Him Her It Us Them	Mine Yours His Hers ----- Ours Theirs	Who Whose Where When Which
Examples: Check the position of the subject pronouns in the following sentences: ▶ I <u>study</u> at USTA. ▶ Mary is very punctual for the meetings. <u>She</u> <u>never arrives</u> late. ▶ <u>We</u> <u>met</u> Paul last weekend. ▶ Carlos and Maria don't seem to be Colombian. <u>They</u> <u>don't drink</u> coffee.	Examples: Check the position of the object pronouns in the following sentences: ▶ Linda <u>invited</u> <u>me</u> to the party. ▶ This new chair is <u>for</u> <u>her</u>. ▶ They never <u>told</u> <u>us</u> a word about the incident. ▶ I never talked <u>with</u> <u>them</u>.	Examples: Check the position of the possessive pronouns in the following sentences: ▶ This book <u>is</u> <u>theirs</u>. ▶ The blue chair <u>is</u> <u>hers</u>. ▶ Those red keys <u>are</u> <u>mine</u>. ▶ That big office <u>is</u> <u>ours</u>. ▶ The pink shirts <u>are</u> <u>yours</u>.	Examples: Check the use of the relative pronouns in the following sentences and how they make reference to a noun mentioned previously. ▶ This is the house <u>where</u> I lived 4 years ago. (“where” is referring to the house) ▶ John is the student who obtained the highest score in the test.

Verbs

A verb is a part of speech that usually denotes an action (i.e. jump, dance, swim). It can also refer to a state of being (e.g. exist, become, feel) or an occurrence (i.e. happen). Check the examples of **verbs** in the **highlighted words** of the following sentences:

AFFIRMATIVE	NEGATIVE
1. Mary dances very well	Mary doesn't dance very well
2. Her son will become a doctor soon.	Her son won't become a doctor soon.
3. An accident happened last night near the airport.	An accident didn't happen last night
4. They bought a new summer house in Malta.	They didn't buy a new summer house in Malta.
5. John and Martha have won many competitions.	John and Martha haven't won many competitions.
6. Management requires very special skills.	Management doesn't require very special skills.

AFFIRMATIVE	NEGATIVE
7. We are learning many things in this	We aren't learning many things in this course.
8. Close the door, please!	Don't close the door, please!

Verbs are used in different tenses and forms. Check the following charts:

PRESENT TENSES		
TENSE	EXAMPLES	GRAMMAR CHARACTERISTICS
Simple Present	- Mary dances very well. - They play tennis all weekends. - He doesn't like to sleep late.	"S" for third person singular. - Auxiliary verbs "do / does"
Present Continuous	- Paul is cooking dinner. - We are learning many things now. - John and Linda aren't sleeping.	Verb "to be" (in present) + Verb in "-ing"
Present Perfect Simple	- She has seen that movie four times. - I have traveled to Europe twice. - Mary hasn't bought the tickets yet.	Have / has + Verb in past participle
Present Perfect Continuous	- He has been working here since 1998. - My parents have been sleeping for hours. - Liz hasn't been arriving on time lately.	Have been / has been + Verb in "-ing"

PAST TENSES		
TENSE	EXAMPLES	GRAMMAR CHARACTERISTICS
Simple Past	- Mary danced very well yesterday. - They played tennis last weekend. - He didn't like the movie at all.	"-ed" ending - regular verbs - Irregular verbs - Auxiliary verb "did"
Past Continuous	- Lisa was cooking dinner when I arrived. - We were working while he was sleeping. - I wasn't doing anything last night by 6:00.	Verb "to be" (in past) + Verb in "-ing"
Past Perfect Simple	- When I got home, she had finished cooking. - Liz had had a bad day, but it ended well. - We hadn't found the key by the time to leave.	Had + Verb in past participle
Past Perfect Continuous	- He had been working here since 1998 - Joe hadn't been paying attention before the teacher scolded him.	Had been + Verb in "-ing"

MODAL VERBS		
VERB	EXAMPLES	GRAMMAR CHARACTERISTICS
Can / Could	▶ Mary can dance very well. ▶ They couldn't arrive on time.	Modal verb + Verb in "base form" (infinitive)
Should	▶ Paul should see a doctor. He's very sick. ▶ She shouldn't be so impatient.	
Must	▶ We must wear a uniform at work. ▶ Her parents mustn't smoke anymore.	
Will	▶ He will start his studies next year. ▶ My parents won't arrive before midnight.	Modal verb + Verb in "base form" (infinitive)
Would	▶ Rose and John would enjoy this trip a lot. ▶ I wouldn't like to travel next vacation.	
May / Might	▶ She may offer you a good price for the car. ▶ It might rain today.	

IMPERATIVE FORM		
FORM	EXAMPLES	GRAMMAR CHARACTERISTICS
Command for "you"	▶ Write your full name and date on this piece of paper. ▶ Don't answer the phone in class.	▶ Verb in base form ▶ Don't + Verb in base form
Command for "us"	▶ Let's have a cup of coffee. ▶ Let's not criticize things in advance.	▶ Let's + Verb in base form ▶ Let's not + Verb in base form

NOTE: Except from the Imperative Form, **in affirmative and negative sentences ALL verbs go after a noun** (e.g. Mary studies, an accident happened, her son is sleeping, management requires) or a **subject pronoun** (I work, you fell, he has arrived, she was dancing, it rained, we will travel, they should leave).

Word endings serve to identify different **parts of speech** and, in the same way as nouns, some **verbs** can be identified for their endings. Some common word endings for VERBS are:

ate	: eliminate, contemplate, create, facilitate, eradicate.
ize	: realize, prioritize, digitalize, mechanize, metalize.
ize	: analyze, electrolyze, paralyze, catalyze.
ify	: clarify, unify, purify, specify, vivify, verify, testify.
ise	: disguise, despise, improvise, exercise, supervise.

Exercise 1

Below you will find an excerpt adapted from a story called “Eveline” written by the famous Irish writer James Joyce (1914). Your task is to identify the parts of speech we have studied so far. To do this, please highlight the parts of speech with different colors in the following way:



James Joyce 1882-1941

Nouns and subject pronouns = Green

Verbs = Yellow

Determiners = Blue

Object, possessive and relative pronouns = Grey

She sat at the window watching the evening enter the avenue. Her head was leaning against the window curtains, and in her nostrils was the odor of dusty cotton cloth. Eveline was tired.

Few people passed, the man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement. Once there used to be a field where they used to play every evening with other people's children. Then, a man from Belfast bought the field, and he built houses on it. Those houses were not like their little brown houses, they were bright brick houses with shining roofs. The children of the avenue used to play together in that field...

...She looked round the room, reviewing all its familiar objects, which she had dusted once a week for so many years. Eveline always wondered where on Earth all that dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided...

...She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night boat to be his wife and to live with him in Buenos Aires, where he had a home waiting for them. How well she remembered the first time she had seen him! He was lodging in a house on the main road where she used to visit. It seemed a few weeks ago.

The nine parts of speech – part 2

Adjectives

An **adjective** is a part of speech in charge of describing nouns and subject pronouns. An adjective gives a positive or negative quality to the corresponding noun – or subject pronoun – it describes. Let's take a look at the following examples of **adjectives** in the **highlighted words** of the sentences in the chart below.

1. My brother's car is very **old**.
2. Joe has a **beautiful** dog.
3. That movie was simply **fantastic**.
4. Religion is an extremely **serious** topic.
5. She seems so **excited** about her trip.
6. Our **new** house costs US\$235.000.

As you can see in the previous sentences, the underlined words are the nouns or subject pronouns each **adjective** describes.

- In (1) **old** describes car
- In (2) **beautiful** describes dog
- In (3) **fantastic** describes movie
- In (4) **serious** describes topic
- In (5) **excited** describes she
- In (6) **new** describes house
- In examples (1), (3) and (5) the way **adjectives** are used is very similar to the way they are used in Spanish in terms of word order. There is a distance between the noun (or subject pronoun) and the adjective. That is, they are separated by a verb and some modifiers (e.g. My brother's car is very **old**, the movie was simply **fantastic**, she seems so **excited**).
- However, in sentences (2), (4) and (6), the word order needs to be analyzed, as it is a grammar rule in the English language. In these

cases, you can see that both the adjective and verb are together; they are not separated by any other word (e.g. “**beautiful dog**”, “**serious topic**” and “**new house**”). As you can notice in these examples, **the adjective comes always before the noun**. Some other examples can be:

- **blue sweater**
- **happy weekend**
- **relaxed pronunciation**
- **strong player**
- **dangerous country**

NOTE: This is a very common feature of the English language. We must be very careful because it is quite different from Spanish, and we tend to make many mistakes with this word order.

Word endings help to identify different **parts of speech**, and **adjectives** are not the exception. **Some common word endings for ADJECTIVES are:**

___ful: beautiful, graceful, plentiful, powerful, awful.

___nt: brilliant, arrogant, patient, efficient, constant.

___al: economical, local, analytical, educational, illogical.

___ic: realistic, economic, scientific, specific, holistic.

___ble: comfortable, capable, formidable, noble, available.

___ous: generous, marvelous, gorgeous, obnoxious, precious.

___ive: effective, progressive, aggressive, addictive, expensive.

Adverbs

An adverb is a part of speech that describes **verbs, adjectives and other adverbs**.

Most of adverbs in English are derived from adjectives, and they use the suffix “**ly**” as their main feature. The following table shows this close relation between adjectives and adverbs.

ADJECTIVE	ADVERB
Logical	Logically
Beautiful	Beautifully
Precious	Preciously
Happy	Happily
Sad	Sadly
Bad	Badly
Patient	Patiently

NOTE: This shows that you can create an adverb just by taking an adjective and adding the suffix “ly”. There are few exceptions where the adverbs are formed in a different way. The following table will present the most remarkable exceptions.

ADVERB		OBSERVATIONS
Good	Well	The word “ goodly ” is an adjective that means “considerable”
Fast	Fast	The word “ fastly ” does not exist in the English language.
Hard	Hard	The word “ hardly ” is a different adverb that means “scarcely”.

- Examples of adverbs describing verbs:**

SENTENCE	EXPLANATION
John <u>speaks</u> Italian fluently .	“ Fluently ” describes the way he speaks.
My brother <u>drives</u> very carefully .	“ Carefully ” describes the way he drives.
Her sister generously <u>helped</u> me with the task.	“ Generously ” describes the way she helped.

- Examples of adverbs describing adjectives:**

SENTENCE	EXPLANATION
The situation in Venezuela is extremely <u>serious</u>	“ Extremely ” affects the adjective <u>serious</u> .
Sheila wrote a really <u>beautiful</u> poem to her husband.	“ Really ” affects the adjective <u>beautiful</u> .
We had a terribly <u>long</u> day at work.	“ Terribly ” affects the adjective <u>long</u> .

- **Examples of adverbs describing other adverbs:**

SENTENCE	EXPLANATION
Paul behaved incredibly <u>badly</u> at the party.	“ Incredibly ” modifies the adverb <u>badly</u> .
They spoke about the problem really <u>seriously</u> .	“ Really ” modifies the adverb <u>seriously</u> .
The team played beautifully <u>well</u> .	“ Beautifully ” modifies the adverb <u>well</u> .

Prepositions

A **preposition** is a word that **relates a noun or pronoun to another noun** in a sentence. They can indicate time, position or place:

- The dog sat **under** the tree.
- The next exam will be **within** three weeks.
- Our new neighbor’s son studies law **at** Harvard.
- You didn’t wait **until** the end of the class.
- My girlfriend left **before** lunch time.

The following table introduces us a complete list of prepositions used in English.

PREPOSITIONS		
about	except	outside
above	for	over
across	from	past
after	in	since
against	in front of	through
along	in the corner of	throughout
among	inside	to
around	instead of	towards
at	into	under
before	like*	underneath
behind	near	until
below	of	up
beneath	off	upon
beside	on	with
between	on the corner	within
by	onto	without
down	on top of	
during	out of	

Exercise 2

You are going to read a short excerpt adapted from a story called “HELP!” written by Phillip Prowse. Your task is to identify the parts of speech that we reviewed in sections H, I and J (adjectives, adverbs and prepositions). To do this, please highlight the parts of speech with different colors as follows:

Adjectives = blue // **adverbs** = green // **prepositions** = yellow

I tried to change Chip's changes, but I couldn't do anything. If I changed a word of the text, Chip would immediately notice. So I started work again. I worked arduously all morning and I didn't have any breakfast. I wrote and wrote extensive lines, and Chip came on the screen with more help from time to time.

I was very thirsty. Then, I heard something in the kitchen. It was a loud noise. There was probably someone in the kitchen! I got up and walked slowly to the kitchen door. I opened the heavy door quickly. There was no-one there, but in the microwave there was a hot cup of coffee. Wow! I really wanted a cup of coffee but I was afraid. Was there someone else in the flat? I looked in all the rooms carefully; but I was alone there. I took the coffee and went back to the computer... At two in the afternoon I heard another strange noise in the kitchen. I got up and ran through the hall to the kitchen. I opened the microwave door slowly and I found provocative meal- spaghetti. I sat down and ate it. I wasn't nervous this time.

Exercise 3

Write down an 8-line paragraph about any aspect of your life (family, your best friend, your studies, your routine, your work, an anecdote, your favorite food, your favorite music, your free time, or any other topic you consider interesting.). In this paragraph you are going to **indicate ALL the parts of speech you use** with a color convention as we did in the previous exercises. You must indicate: (nouns, subject pronouns, determiners, verbs, adjectives, adverbs and prepositions).

TIPS: Remember two or three things:

1. It is a paragraph not a list of sentences.
2. Do not try to write as in Spanish.
3. Use short and concrete sentences in your paragraph.
4. Use punctuation to connect the sentences in your paragraph.

Title:

The nine parts of speech – part 3

Conjunctions

A conjunction is a short word that connects two parts of a sentence. The most popular and simple conjunctions are called “**coordinating conjunctions**” and they are:

and	so	or	but	yet	nor
-----	----	----	-----	-----	-----

Conjunctions can be used basically in two different situations:

1. Conjunctions can simply connect two or more elements of a sentence, as in the following examples:
 - John **and** Linda are studying for the final exam.
 - She could go to Brazil **or** Aruba for vacations.
 - Mark eats all types of food **but** seafood.

NOTE: As we could notice in the above examples, in this simple use of conjunctions we **do not use a comma**.

2. As we are going to check in future chapters, a compound sentence is essentially a sentence made up of two shorter sentences. Each part (or shorter sentence) of a compound sentence is called “**clause**”. Thus, a coordinating conjunction usually connects two clauses of a compound sentence, as in the following examples:
 - Pat studied really hard for the exam, **but** she failed it.
 - There are no rattlesnakes in this area, **or so** our guide tells us.
 - Gabriel plays tennis very well, **yet** his favorite sport is football.
 - Andrea is really smart **and** her sister Louisa is very friendly.

NOTE: As we could see in the examples above, in this use of conjunctions we **can sometimes use a comma before the coordinating conjunction**.

There is other type of conjunction derived from coordinating conjunctions and they are called “**paired conjunctions**” or “**correlatives**”. They are some expressions that must go with a specific set of words to make complete sense and accomplish their function within the sentence. These are:

CORRELATIVES	EXAMPLES
Not only... but (also)	► Mary is not only pretty but also intelligent.
Neither...nor	► John and Paula are neither good friends nor bad enemies.
Either...or	► I don't know if I should drink either wine or beer.
Both...and	► Mary works both in the evenings and on Sundays.

NOTE: We use coordinating conjunctions or correlatives to connect two elements of the same category. For instance, if the first element connected is a noun, the next element must also be a noun. Another case, if the first element is a prepositional phrase (preposition + noun) the next element must have the same characteristic. Further, if the first element is a complete “clause” the next element must be a “clause” as well. Let's see this with examples:

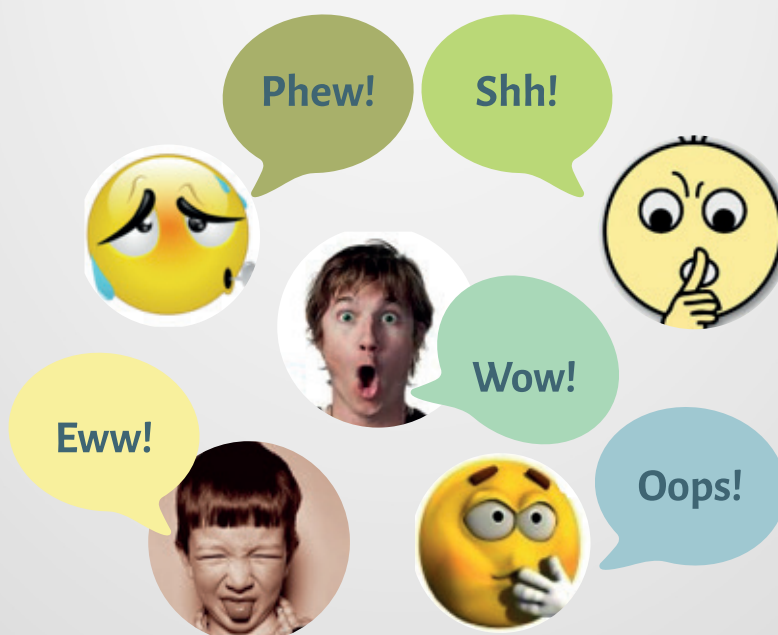
► Mary is <u>not only</u> pretty <u>but also</u> intelligent .	Pretty = Adjective // Intelligent = Adjective
► Paul lives in London <u>and</u> his girlfriend lives in Leeds .	Paul lives in London = Clause // his girlfriend lives in Leeds = Clause
► Sheila should see <u>either</u> a doctor <u>or</u> the company's therapist .	a doctor = Article + noun // the company's therapist = Article + noun
► I want to go by bus <u>or</u> on foot .	by bus = Prepositional phrase // on foot = Prepositional phrase
► I like <u>both</u> swimming <u>and</u> playing football	swimming = Verb in “-ing” // playing football = Verb in “-ing”

Interjections

An **interjection** is a short utterance that usually expresses an emotion and is capable of standing alone. This means that it does not really need other parts of speech to convey the full meaning of the emotion. Interjections are also defined as “exclamations”, and they are not framed within the category of words, since they usually represent certain conventional sounds that imply something. In writing an interjection is usually followed by an “exclamation mark” (!).

The most popular interjections and their meaning in the English language are:

INTERJECTION	MEANING
Aha!	Expressing affirmation
Wow!	Expressing surprise
Huh?	Expressing questioning or surprise
Yeah!	Expressing accomplishment or affirmation
Shh!	Asking for silence
Shoo!	Chasing away animals
Phew!	Expressing good luck or tiredness
Uh-huh!	Expressing understanding or affirmation
Uh-oh!	Expressing a bad surprise
Eww! // Yeek!	Expressing gross
Oops!	Expressing observation of a minor mistake
Psst!	Calling a person



UNIT 3

A grammar overview

Verb tenses in affirmative form

Subject-verb agreement in sentences may be simpler in English than in Spanish. In English there are only TWO VERB FORMS in “present tenses” and in the past form of verb “to be” (was – were). Moreover, there is ONLY ONE VERB FORM in the rest of tenses, as it will be observed in the past and future tenses.

Below we will conjugate the verb “to play” (regular verb) and “to drink” (irregular verb) in different tenses in English and in Spanish with the idea of comparing and contrasting the complexity of conjugation in both languages. In addition, a brief explanation of the grammar norm of each tense will be provided, as well as a short description of their function. We hope you find this information useful and clear:

Present tenses

Present simple

SPANISH		ENGLISH		SPANISH		ENGLISH	
Yo	Juego	I	Play	Yo	bebo	I	drink
Tú	Juegas	You	Play	Tú	bebes	You	drink
Él - Ella	Juega	He-she-it	Pl <u>ays</u>	Él - Ella	bebe	He-she-it	dr <u>inks</u>
Nosotros	Jugamos	We	Play	Nosotros	bebemos	We	drink
Vosotros	jugáis	You	Play	Vosotros	bebéis	You	drink
Ellos	juegan	They	Play	Ellos	beben	They	drink

Grammar: The verb usually goes in its BASE FORM, except in third person of singular (he // she // it), in which an “S” is added.

Function: This tense is essentially used to talk about (or refer to) routines, habits and facts.

Examples:

- She wakes up at 5:30 am every day (routine).
- My parents drink 6 glasses of water a day (habit).
- Water boils at 100 degrees (fact)

Present continuous

SPANISH		ENGLISH	
Yo	<i>estoy</i> jugando	I	<i>am</i> playing
Tú	<i>estás</i> jugando	You	<i>are</i> playing
Él - Ella	<i>está</i> jugando	He-she-it	<i>is</i> playing
Nosotros	<i>estamos</i> jugando	We	<i>are</i> playing
Vosotros	<i>estáis</i> jugando	You	<i>are</i> playing
Ellos	<i>están</i> jugando	They	<i>are</i> playing

SPANISH		ENGLISH	
Yo	<i>estoy</i> bebiendo	I	<i>am</i> drinking
Tú	<i>estás</i> bebiendo	You	<i>are</i> drinking
El - Ella	<i>está</i> bebiendo	He-she-it	<i>is</i> drinking
Nosotros	<i>estamos</i> bebiendo	We	<i>are</i> drinking
Vosotros	<i>estáis</i> bebiendo	You	<i>are</i> drinking
Ellos	<i>están</i> bebiendo	They	<i>are</i> drinking

Grammar: The verb “to be” works as an auxiliary verb here. First we conjugate the verb “to be” in the simple present form, then we add the suffix “-ing” to the main verb.

Function: This tense is primarily used to talk about (or refer to) actions that are happening in the moment of the conversation, actions occurring in this moment of our lives, and actions happening in the near future.

Examples:

- My students are studying English now (in this moment).
- I am taking French lessons in the evenings (during these days – not in this very moment).
- Colombia is playing against Greece next June (near future).

Present perfect

SPANISH		ENGLISH	
Yo	<i>he jugado</i>	I	<i>have</i> played
Tú	<i>has jugado</i>	You	<i>have</i> played
Él - Ella	<i>ha jugado</i>	He-she-it	<i>has</i> played
Nosotros	<i>hemos jugado</i>	We	<i>have</i> played
Vosotros	<i>habéis jugado</i>	You	<i>have</i> played
Ellos	<i>han jugado</i>	They	<i>have</i> played

SPANISH		ENGLISH	
Yo	<i>he bebido</i>	I	<i>have</i> drunk
Tú	<i>has bebido</i>	You	<i>have</i> drunk
Él - Ella	<i>ha bebido</i>	He-she-it	<i>has</i> drunk
Nosotros	<i>hemos bebido</i>	We	<i>have</i> drunk
Vosotros	<i>habéis bebido</i>	You	<i>have</i> drunk
Ellos	<i>han bebido</i>	They	<i>have</i> drunk

Grammar: The verb “have” works as an auxiliary verb in this tense. The form of the main verb corresponds to the “past participle”. Remember that in regular verbs “the past participle” has the same form of the “past simple” (____ed), but in the irregular verbs the past participle corresponds to the third column of the verb list. Only in the third person of singular (he // she // it) the auxiliary verb “have” is conjugated as “has”.

Function: This tense is used to talk about (or refer to) actions that happened in the past with a strong relation to the present. This occurs because they can be done again or can continue in the present. This tense refers to actions happening in a period of time (starting in the past and continuing in the present) instead of a specific moment.

Examples:

- We have travelled to Europe three times. (This happened in the past, and it is probable to happen again).
- Oscar has run Bogota's marathon seven times, and he is running again this year. (This action started in the past and it still happens in the present).
- I have been an English teacher **for** more than 15 years
- I have worked as a teacher **since** 1999

(In these two examples the words “since” and “for” suggest a period of time started in the past and related to the present).

Present perfect continuous

SPANISH		ENGLISH	
Yo	<i>he estado bebiendo</i>	I	<i>have been drinking</i>
Tú	<i>has estado bebiendo</i>	You	<i>have been drinking</i>
Él – Ella	<i>ha estado bebiendo</i>	He-she-it	<i>has been drinking</i>
Nosotros	<i>hemos estado bebiendo</i>	We	<i>have been drinking</i>
Vosotros	<i>habéis estado bebiendo</i>	You	<i>have been drinking</i>
Ellos	<i>han estado bebiendo</i>	They	<i>have been drinking</i>

SPANISH		ENGLISH	
Yo	<i>he estado jugando</i>	I	<i>have been playing</i>
Tú	<i>has estado jugando</i>	You	<i>have been playing</i>
Él – Ella	<i>ha estado jugando</i>	He-she-it	<i>has been playing</i>
Nosotros	<i>hemos estado jugando</i>	We	<i>have been playing</i>
Vosotros	<i>habéis estado jugando</i>	You	<i>have been playing</i>
Ellos	<i>han estado jugando</i>	They	<i>have been playing</i>

Grammar: The verb “have” works as an auxiliary verb in this tense. So, we first conjugate the verb “have” in the present tense, then we add the past participle form of the verb “to be” (been), and finally we write the main verb in the “-ing” form (the typical form of continuous tenses). Only in the third person of singular (he // she // it) the auxiliary verb “have” is modified into “has”.

Function: This tense is used to talk about (or refer to) actions that started in the past and continue happening in the present.

Examples:

- Paul has been working in this company for more than 15 years. (This action started in the past and continues happening in the present).
- We have been preparing for this day since last year! (This action has been continuous since last year to the present).

Past tenses

Past simple

SPANISH		ENGLISH		SPANISH		ENGLISH	
Yo	<i>Jugué</i>	I	played	Yo	<i>bebí</i>	I	drank
Tú	<i>Jugaste</i>	You	played	Tú	<i>bebiste</i>	You	drank
Él–Ella	<i>Jugó</i>	He-she-it	played	Él–Ella	<i>bebíó</i>	He-she-it	drank
Nosotros	<i>jugamos</i>	We	played	Nosotros	<i>bebimos</i>	We	drank
Vosotros	<i>jugasteis</i>	You	played	Vosotros	<i>bebisteis</i>	You	drank
Ellos	<i>Jugaron</i>	They	played	Ellos	<i>bebieron</i>	They	drank

Grammar: The verb in ALL persons keeps the same PAST SIMPLE form.

Function: This tense is used to talk about (or refer to) actions in the past carried out in a specific moment of time. These particular actions cannot be repeated or done again, which means that they are considered as finished.

Examples:

- Justin arrived from Los Angeles last weekend. (He arrived last weekend, and he won't arrive again last weekend. This action is completely finished).
- We graduated from high school in 1991. (The complement "1991" indicates a specific point in the past. This also implies the action is finished).
- Our friends bought a new house near the beach. (They bought this house, and they can't buy the same house again)

Past continuous

SPANISH		ENGLISH	
Yo	<i>estaba jugando</i>	I	<u>was</u> playing
Tú	<i>estabas jugando</i>	You	<u>were</u> playing
Él—Ella	<i>estaba jugando</i>	He-she-it	<u>was</u> playing
Nosotros	<i>estábamos jugando</i>	We	<u>were</u> playing
Vosotros	<i>estabais jugando</i>	You	<u>were</u> playing
Ellos	<i>estaban jugando</i>	They	<u>were</u> playing

SPANISH		ENGLISH	
Yo	<i>bebí</i>	I	<u>was</u> drinking
Tú	<i>bebiste</i>	You	<u>were</u> drinking
Él—Ella	<i>bebió</i>	He-she-it	<u>was</u> drinking
Nosotros	<i>bebimos</i>	We	<u>were</u> drinking
Vosotros	<i>bebisteis</i>	You	<u>were</u> drinking
Ellos	<i>bebieron</i>	They	<u>were</u> drinking

Grammar: verb “to be” works as an auxiliary verb here. First we conjugate the verb “to be” in the past simple form, then we add the suffix “-ing” to the main verb.

Function: This tense is used to talk about (or refer to) two actions in the past that happen simultaneously. It is narrative tense in which we refer to an action in the past that happened in continuous form.

Examples:

- We were cooking while my mother was cleaning the house. (These are two actions in the past that occurred or were occurring simultaneously).
- Paul was kissing another girl when his girlfriend arrived. (This is a continuous action in the past that was interrupted by another action in the past).
- The boys were playing football **while** their parents were dancing salsa. (The word “**while**” suggests the simultaneity in both actions.)

Past perfect

SPANISH		ENGLISH		SPANISH		ENGLISH	
Yo	<i>había jugado</i>	I	had played	Yo	<i>había bebido</i>	I	had drunk
Tú	<i>habías jugado</i>	You	had played	Tú	<i>habías bebido</i>	You	had drunk
Él–Ella	<i>había jugado</i>	He–she–it	had played	Él–Ella	<i>había bebido</i>	He–she–it	had drunk
Nosotros	<i>habíamos jugado</i>	We	had played	Nosotros	<i>habíamos bebido</i>	We	had drunk
Vosotros	<i>habíais jugado</i>	You	had played	Vosotros	<i>habíais bebido</i>	You	had drunk
Ellos	<i>habían jugado</i>	They	had played	Ellos	<i>habían bebido</i>	They	had drunk

Grammar: The past form of the verb “have” –**had**– works as an auxiliary verb in this tense. The form of the main verb corresponds to the “past participle”. Please remember that in regular verbs “the past participle” has the same form of the “past simple” (____ed), but in the irregular verbs the past participle corresponds to the third column of the verb list. The verb form is the same for ALL persons.

Function: This tense is considered “the past of the past”. It is a very narrative text used to talk about (or refer to) actions in the past that happened before other actions in the past. In other words, the actions we refer to in the past perfect tense happened before other actions that we refer to in the simple past tense.

Examples:

- The burglar had escaped before the police arrived to the building. (This is an action in the past that happened before another action in the past).
- Last Sunday we went to watch the new “X-Men” movie, but just when we arrived at the cinema we learnt that Paula had watched it in her trip to USA last month. (Paula had watched the movie BEFORE we arrived to the cinema and even before we learnt about that).

Past perfect continuous

SPANISH		ENGLISH	
Yo	<i>había estado jugando</i>	I	had been playing
Tú	<i>habías estado jugando</i>	You	had been playing
Él – Ella	<i>había estado jugando</i>	He-she-it	had been playing
Nosotros	<i>habíamos estado jugando</i>	We	had been playing
Vosotros	<i>habíais estado jugando</i>	You	had been playing
Ellos	<i>habían estado jugando</i>	They	had been playing

SPANISH		ENGLISH	
Yo	<i>había estado bebiendo</i>	I	had been drinking
Tú	<i>habías estado bebiendo</i>	You	had been drinking
Él – Ella	<i>había estado bebiendo</i>	He-she-it	had been drinking
Nosotros	<i>habíamos estado bebiendo</i>	We	had been drinking
Vosotros	<i>habíais estado bebiendo</i>	You	had been drinking
Ellos	<i>habían estado bebiendo</i>	They	had been drinking

Grammar: The past form of the verb “have” –**had**– works as an auxiliary verb in this tense. Then we add verb “to be” in past participle form (been), and finally we add the main verb in “-ing” form. The verb form is the same for ALL persons.

Function: This tense is also considered “the past of the past”. It is a very narrative text that refers to actions in the past that happened before other actions in the past. In other words, the actions we make reference to in

the past perfect continuous tense happened before other actions that we refer to in the simple past tense, and its only difference in relation to the “past perfect simple” is that we emphasize that this was a continuous action.

Examples:

- Tom looked very tired yesterday evening because he had been painting his room all day long. (This is a continuous action in the past [painting] that happened before another action in the past [look tired]).
- The good result in the test was expected as I had been studying for it long time ago. (This is a continuous action in the past [studying] that happened before another action in the past [expect]).

Future tenses

Future – will

SPANISH		ENGLISH		SPANISH		ENGLISH	
Yo	<i>jugaré</i>	I	will play	Yo	<i>beberé</i>	I	will drink
Tú	<i>jugarás</i>	You	will play	Tú	<i>beberás</i>	You	will drink
Él – Ella	<i>jugará</i>	He-she-it	will play	Él – Ella	<i>beberá</i>	He-she-it	will drink
Nosotros	<i>jugaremos</i>	We	will play	Nosotros	<i>beberemos</i>	We	will drink
Vosotros	<i>jugareís</i>	You	will play	Vosotros	<i>beberéis</i>	You	will drink
Ellos	<i>jugarán</i>	They	will play	Ellos	<i>beberán</i>	They	will drink

Grammar: The auxiliary (modal) verb “will” is essential for this tense. ALL personal pronouns keep the same FUTURE - WILL form followed by the main verb in its BASE FORM.

Function: This tense is mainly used to talk about (or refer to) actions happening in a non-planned future. When “future-will” is used, the speaker (user) has just made a spontaneous decision. For this reason, the actions are just probable but not certain. “Future-will” is also used to talk about (or refer to) future actions that have a visual evidence.

Examples:

- A: The phone is ringing.
B: It's okay. I will answer it!
(This is a spontaneous decision to answer the telephone).
- Look! That tree will fall down!
(There is visual evidence that the tree will fall down).
- A: Last vacations we went to a wonderful hotel in Cartagena. I really recommend it. It is really quiet and cheap.
B: Really? So, probably I will go with my family next summer!
(This is not a plan. The speaker has just made the decision to go to that hotel)

Future – will continuous

SPANISH		ENGLISH	
Yo	<i>estaré jugando</i>	I	will be playing
Tú	<i>estarás jugando</i>	You	will be playing
Él – Ella	<i>estará jugando</i>	He-she-it	will be playing
Nosotros	<i>estaremos jugando</i>	We	will be playing
Vosotros	<i>estaréis jugando</i>	You	will be playing
Ellos	<i>estarán jugando</i>	They	will be playing

SPANISH		ENGLISH	
Yo	<i>estaré bebiendo</i>	I	will be drinking
Tú	<i>estarás bebiendo</i>	You	will be drinking
Él – Ella	<i>estará bebiendo</i>	He-she-it	will be drinking
Nosotros	<i>estaremos bebiendo</i>	We	will be drinking
Vosotros	<i>estaréis bebiendo</i>	You	will be drinking
Ellos	<i>estarán bebiendo</i>	They	will be drinking

Grammar: The auxiliary (modal) verb “will” is essential for this tense. ALL persons keep the same FUTURE - WILL form followed by the verb “to be” in base form and finally the main verb in “-ing” form.

Function: This tense is mainly used to talk about (or refer to) actions that are expected to happen in the future at a specific time.

Examples:

- Tomorrow by 8:00 pm we will be arriving at New York.
(This action is expected to be occurring at a specific time tomorrow)
- When Paula leaves work on Friday, we will be finishing all arrangements for her surprise birthday party.
(This action refers to an action occurring at a specific moment in the future)

Exercise 1

Right below you are going to answer a short verb-tense quiz. Some questions are multiple choice and others need to be filled. Please read carefully the instructions for each set of questions.

Set 1 – Multiple choice

Instruction: Complete the following sentence by choosing the most suitable option.

1. Tom _____ in this company for more than 5 years.
 - a. works
 - b. has worked
 - c. is working
2. Tomorrow by noon, we _____ the report to our boss.
 - a. will be handing in
 - b. have handed in
 - c. hand in
3. My sister _____ a flight to Australia in a couple of hours.
 - a. will take
 - b. takes
 - c. is taking
4. Finally and after 7 years at university, Paul _____ yesterday from engineering school.
 - a. graduated
 - b. was graduating
 - c. had graduated

5. This is the fourth time Andrew _____ the first prize in this competition. He is a champion!
- has won
 - is winning
 - had won
6. The firemen arrived after the fire _____ extinguished by the neighbors.
- was
 - will be
 - had been

Set 2 – Fill in the blanks

Instruction: Complete the following sentences by filling in the blanks with the correct tense and form of the verb in parenthesis.

- When Tom _____ (get) home yesterday, his children _____ (play) tennis in the living room.
- Last night, Jess _____ (cook) dinner while Tom and Jim _____ (study) for their final exam.
- The tree _____ (fall) down five minutes before the school bus _____ (arrive) to that point.
- Jack and Rick _____ (travel) to Amazonas twice, and they _____ (go) this year again.
- A: Jess _____ (look) exhausted tonight.
- B: She _____ (paint) her room all day long.
- The teacher just _____ (tell) us that our final exam _____ (take place) in the main auditorium. I really _____ (like) that room.

Verb tenses in negative form

In English, auxiliary verbs play a crucial role in the negative form of different tenses. Their presence affects the behavior of the main verb form if we make a comparison with the affirmative form. We have already analyzed the form and function of the different verb tenses in the affirmative form, we are now going to take a look at the charts that present the negative form of tenses that do implement different auxiliary verbs.

Simple present

I You We They	don't (do not)	<u>play</u> tennis very well
He She It	doesn't (does not)	<u>speak</u> Italian so fluently

NOTE: As you can see the inflection “(s)” is not applied to the main verb anymore (e.g. play – speak), it is just applied to the auxiliary verb “doesn't” (does not) in third person singular.

Past simple

I You He She It We They	didn't (did not)	<u>play</u> tennis yesterday.
		<u>eat</u> Italian food last night.

NOTE: As you can see the main verb (play – eat) is NOT conjugated in the past tense here. We use the auxiliary verb in the past (**didn't**) and we add the main verb in its base form.

Present perfect simple

I You We They	haven't (have not)	<u>played</u> tennis for ages.
He She It	hasn't (has not)	<u>spoken</u> Italian lately.

NOTE: As you can see we keep the same structure and inflections of the affirmative form. In other words, the auxiliary verb is conjugated (haven't – hasn't) and the main verb goes in the past participle form. The negative inflection (haven't – hasn't) is also applied to the **present perfect continuous** form.

Past perfect simple

I You He She It We They	hadn't (had not)	<u>played</u> tennis in this last ten years.
		<u>eaten</u> Italian food before I lived there.

NOTE: As you can see we keep the same structure of the affirmative form. In other words, the auxiliary verb goes in its past form (hadn't) and the main verb goes in the past participle form. The negative inflection (hadn't) is also applied to the **past perfect continuous** form.

Future – will

I You He She It We They	won't (will not)	<u>play</u> tennis tomorrow.
		<u>eat</u> Italian food tonight.

NOTE: As in the affirmative form, you can see that the main verb (play – eat) is NOT conjugated here. We simply use the auxiliary verb in the past (**won't**) and we add the main verb in its **base form**. This same pattern is applied to the **future continuous** tense.

Present continuous

I	'm not (am not)	<u>sleeping</u> well these days.
You We They	aren't (are not)	<u>playing</u> tennis tomorrow.
He She It	isn't (is not)	<u>speaking</u> Italian now.

Past continuous

I He She It	wasn't (was not)	<u>playing</u> tennis when you called.
You We They	weren't (were not)	<u>speaking</u> Italian, it was French

NOTE: As you can see, we keep the same structure and inflections of the affirmative form. In other words, the verb “to be” is conjugated (**am not - isn't – aren't – wasn't – weren't**) and the main verb goes in the “-ing” form.

Verb tenses in interrogative form

As in negative form, auxiliary verbs play a crucial role in the interrogative form of different tenses in English. In the same way as in the negative form, the presence of auxiliary verbs (in interrogative form) affects the behavior of the main verb. Right below we are only going to take a look at the charts that present the interrogative form of tenses that implement different auxiliary verbs. Remember that the order of words in the interrogative form is very strict in English.

Simple present

(Wh-word) (optional)	Do	I He She It	<u>play</u> tennis very well?
	Does	You We They	<u>speak</u> Italian fluently?

NOTE: As you can see the inflection “(s)” is not applied to the main verb anymore (e.g. play – speak), it is just applied to the auxiliary verb “does” in third person singular. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Past simple

(Wh-word) (optional)	Did	I You We They	<u>play</u> tennis yesterday?
		He She It	<u>eat</u> Italian food last night?

NOTE: As you can notice the main verb (play – eat) is NOT conjugated in the past tense here. We use the auxiliary verb in the past (**did**) and we add the main verb in its base form. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Present perfect simple

(Wh-word) (optional)	Have	I You We They	<u>played</u> tennis lately?
	Has	He She It	<u>eaten</u> Indian food?

NOTE: As you can notice we keep the same inflections of the affirmative form. In other words, the auxiliary verb is conjugated (have – has) and the main verb goes in the past participle form. Inflections (have – has) **are also applied to the present perfect continuous** form. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Past perfect simple

(Wh-word) (optional)	Had	I You We They	<u>played</u> tennis before in their lives?
		He She It	<u>eaten</u> Italian food after she came back from there?

NOTE: Notice that the auxiliary verb goes in its past form (had) and the main verb goes in the past participle form. The conjugation (had) **is also applied to the past perfect continuous** form. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Future – will

(Wh-word) (optional)	Will	I You We They	<u>play</u> tennis tomorrow?
		He She It	<u>eat</u> Italian food tonight?

NOTE: As in the affirmative form, you can see that the main verb (play –eat) is NOT conjugated here. We simply use the auxiliary verb (**will**) and we use the main verb in its base form. This same pattern **is also applied to the future continuous tense**. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Present continuous

(Wh-word) (optional)	Am	I	<u>sleeping</u> well these days?
	Are	You We They	<u>playing</u> tennis tomorrow?
	Is	He She It	<u>speaking</u> Italian now?

Past continuous

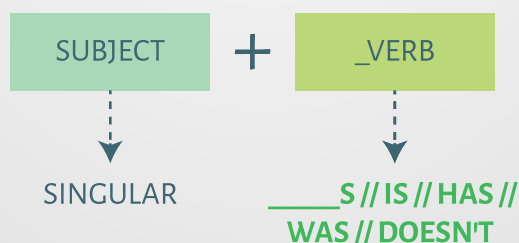
(Wh-word) (optional)	Was	I He She It	<u>playing</u> tennis this morning during the rain?
	Were	You We They	<u>eating</u> meat in front of a group of vegetarians?

NOTE: As you can see, we keep the same inflections of the affirmative and negative forms. In other words, the verb “to be” is conjugated (**am – is – are – was – were**) and the main verb goes in the “-ing” form. As in most tenses, the **auxiliary verb goes before the subject** of the sentence.

Subject-verb agreement

Singular and plural subjects

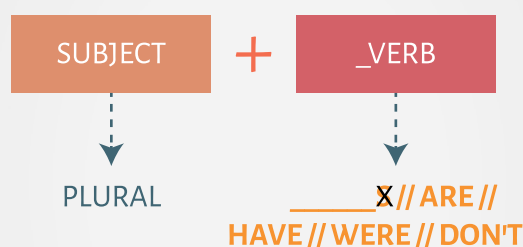
As we noticed in the previous section, verb conjugation in Spanish is much more complex and varied. As we mentioned before, in English only **present tenses** have a little variation in the third person singular forms. So, when we write Present tenses in English (**and in the past form of the verb to be**), we must take into consideration the following aspects to properly conjugate the verbs:



RULE: If the SUBJECT is SINGULAR (or he/ she / it), the verb will have an additional “S”, or it will contain “is”, “has”, “was”, “doesn't”

Examples:

- a. **She works** in a multinational company.
- b. **My father doesn't want** to live in this city anymore.
- c. Fortunately, **the erosion** of these lands **is** a serious concern to the Minister of Ecology.
- d. As a result, **the Minister suggests** radical changes in the mining policy.
- e. **The new CEO** **is** implementing very interesting marketing strategies.
- f. In the last three years, **the unemployment rate** **has decreased** steadily.
- g. **The final result** of the study **was** simply better than expected.



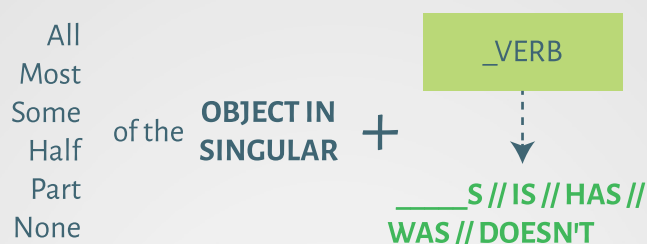
RULE: If the SUBJECT is PLURAL (or I / you / we / they) the verb will **NOT** have additional “S”, but it can contain “are”, “have”, “were”, “don’t”.

Examples:

- a. **They believe** in the new financial policies of the company.
- b. **The new branches** of our company **have shown** interesting sales rates.
- c. **The lakes** of this **area** **are increasing** their water levels considerably.
- d. Unfortunately, **the sales rates** of our product **were** just terrible in the past three months.
- e. **The environmental conditions** of this region **indicate** a raise in the pollution rates.
- f. In addition, **our finance and marketing departments** **don't need** any new employees.
- g. For the next year, **I** **have** very interesting proposals for my company.

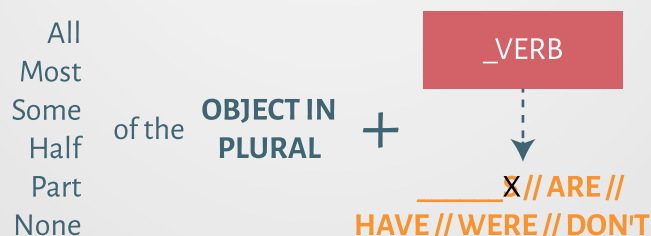
Subject-verb agreement after expressions of quantity

Some expressions of quantity that precede the subject of the sentences might confuse us when conjugating the verbs. The following charts will provide us a clear and simple perspective in regards to this issue.



Examples:

- All of the **celebration** was very enthusiastic and colorful.
- Most of the **course** is spoken in French.
- Half of the **movie** contains explicit violent language.
- None of the **fruit** has been damaged with this drought yet.
- Part of the **class** doesn't want to take the oral test.
- Some of the **water** of the city is being contaminated by big industries.
- Most of the **neighborhood** has nice Christmas decoration.
- Half of the **river** flows through really beautiful landscapes.



Examples:

- Most of the **students** in the class have a positive attitude.
- None of the **books** were damaged in the library's fire.
- All of my **friends** like to play sport videogames on weekends.
- Part of my old **shoes** are being donated to charity because they are still in good condition.

- e. Some Colombian **players** **don't** have good proposals to play in leagues abroad.
- f. Half of the **chairs** in this room **are** in really bad conditions.
- g. All of the new **teachers** **make** part of a new research program of the faculty.
- h. None of the **examples** **provide** a serious support to this argument.

Conjugation of modal verbs

Modal verbs are probably the simplest verbs to conjugate in the English language. They **DO NOT HAVE SINGULAR OR PLURAL FORM** and they are always accompanied by a verb in its BASE FORM. Modal verbs are also special in the sense that they **DO NOT USE AUXILIARY VERBS** to form their negative or interrogative forms as the rest of verbs do. The following chart helps us understand the ways most of the modal verbs work.

AFFIRMATIVE FORM			
SUBJECT PRONOUN	MODAL VERBS	VERB IN BASE FORM	COMPLEMENT.
I	must should can could may	study	English hard.
You		be	more patient.
He – She - It		play	tennis tomorrow.
We		work	next Sunday.
You	might will would shall ought to	buy	a new car.
They		drive	carefully next time.

NEGATIVE FORM			
SUBJECT PRONOUN	MODAL VERBS	VERB IN BASE FORM	COMPLEMENT.
I	mustn't	study	English hard.
You	shouldn't	be	more patient.
He – She - It	can't	play	tennis tomorrow.
We	couldn't	work	next Sunday.
You	may not	buy	a new car.
They	might not	drive	carefully next time.
	won't		
	wouldn't		
	shan't		
	ought not to		

Examples:

- Tom **mustn't wear** a uniform at work even though he is a watchman.
- Billy looks very sick. He **should see** a doctor.
- The teacher just said that today's class **will be** postponed for next week.
- Colombia **might obtain** a new Nobel Prize next decade.
- He lived in Rome two years, but he **can't speak** Italian very well.
- I **wouldn't be** very happy if Colombia won the World Cup. I **would be** totally excited
- We **shall consider** a new design for the logo of our company.
- Our boss **ought not to decide** so quickly when making some important decisions.

Exercise 2

Are the following sentences correct (C) or incorrect (I)? Identify the subjects and verbs of the following sentences and analyze their subject-verb agreement. Sentences can be incorrect either because they lack one of the elements (subject – verb) or because subject-verb agreement is not appropriate. Correct the wrong sentences.

1. Surprisingly, most of the employees arrive early to work despite the terrible traffic. _____
2. The supplies in the warehouse needs to be packed for tomorrow's delivery. _____
3. The chairs of the main lounge is really comfortable. _____
4. Paul doesn't really needs to work so hard, he is very rich. _____
5. Next December, my parents and I are travelling to Miami for vacation. _____
6. Every student in the class must submits their final paper by Monday next week. _____
7. The final exams and reports of our course haven't been revised by our teacher yet. _____
8. The trees around this lake have shown a great recovery thanks to the fumigation process. _____

9. This chapter may contains very useful information. _____
10. Last week, the finance department was convoking an internal meeting to discuss new policies. _____
11. The weather in this area of the river make the cultivation of rice really difficult. _____
12. We should have known in advance what topics would not be included in the final exam.
13. The best worker of our company hasn't received the credit he deserves. _____
14. The cost of the last printers exceed all our budget expectations. _____
15. In the last two hundred years, this country have faced very strong political crises. _____.
16. The reasons for the internal crisis of that country was still a mystery. _____.
17. This coming week, our boss is going to announce the promoted employee. _____
18. In spite of all the observations, my marketing project completes all the requirements _____.
_____.
19. In spite of all her efforts, Natalie didn't obtained the scholarship she wanted. _____
20. The meeting with all the members of the council begin at 3:00 pm. _____.

UNIT 4

Types of sentences

Simple sentences and transition expressions

In English we can basically talk about three different types of sentences: **Simple**, **Compound** and **Complex**. In this part of our course, we are going to start constructing solid SIMPLE SENTENCES; with solid and correct **simple sentences** we can write very good paragraphs using basic structures. Thus, it is not necessary to be an expert writer or fully bilingual to write good paragraphs from beginning levels, and this is the goal of this workshop. Finally, it is extremely important to understand and use properly the elements of the WRITING WORKSHOP 1 (**parts of speech**) in order to successfully reach the goals and carry out the exercises of this workshop.

Simple sentences

A **simple sentence** is essentially composed by two elements that must be in perfect agreement: a **SUBJECT** and a **VERB**. The **subject** of a sentence is usually placed before the verb, and in most of the occasions its main part is a **noun** (or a subject pronoun). Let's take a look at the examples of the following **Simple Sentences**. You can identify **subjects** in **green** and **verbs** in yellow:

1. **My grandfather** **owns** a small grocery store.
2. Every December, **Andrea and Tom** **visit** their cousins in Cali.
3. **The boys** in the park **play** soccer three times a week.
4. **She** usually **travelled** to Miami on holidays.
5. **The new student** in the class **is** very talkative and friendly.
6. **The plane** from United Airlines **landed** with no difficulties.
7. Accidentally **gravity** **was discovered** by Isaac Newton.
8. In my city **you can visit** a lot of museums and many other interesting places like restaurant zones, parks and clubs.
9. **The final grades** of our course in English Pedagogy **will appear** in our system next week.
10. **Cooperation** between users and administrative personnel **can become** an essential aspect to improve Transmilenio.

Please note that:

- These ten (10) sentences only have **a subject** and **a verb**.
- Examples 8, 9 & 10 demonstrate that a **simple sentence** is NOT necessarily a short sentence.
- The **subject** is usually a **noun** (sentences 1, 2, 3, 5, 6, 7, 9 and 10) or a **subject pronoun** (sentences 4 and 8).
- The **subject** comes ALWAYS BEFORE the **verb**.
- To verify the **subject** of your sentence, ask the question: **who/what does the action of my sentence?**

For example:

- **Sentence 1:** **Who** **owns** a grocery store? (**Answer: my grandfather**)
- **Sentence 2:** **Who** **visits** their cousins in Cali? (**Answer: Andrea and Tom**)
- **Sentence 3:** **Who** **plays** soccer in the park three times a week? (**Answer: the boys**)
- **Sentence 4:** **Who** usually **travelled** to Miami on holidays? (**Answer: she**)
- **Sentence 5:** **Who** **is** very talkative and friendly? (**Answer: the new student**)
- **Sentence 6:** **What** **landed** with no difficulties? (Answer: the plane)

- **Sentence 7:** What **was discovered** by Isaac Newton? (Answer: gravity)
- **Sentence 8:** Who **can visit** a lot of museums? (Answer: you)
- **Sentence 9:** What **will appear** in our system next week? (Answer: the final grades)
- **Sentence 10:** What **can become** an essential aspect to improve *Transmilenio*.

NOTE: In the previous questions we only asked **who** or **what**? Questions with prepositions like: **for whom / about whom / in what / about what / for what** DO NOT CORRESPOND TO THE SUBJECT OF A SENTENCE, they refer to objects that work like complements.

Now, analyze the following set of incorrect sentences. Keep identifying **subjects** in green and **verbs** in yellow:

1. This morning **ate** eggs and bread for breakfast.
2. In my city **can practice** different extreme sports.
3. For Andrew **is** necessary to bring a dictionary to his French class.
4. At the National Museum **work** more than **150 people** every day.
5. Among students of this university **exist** **very serious discrepancies**.

SENTENCE AND PROBLEM	POSSIBLE CORRECTIONS
Sentence 1= NO SUBJECT. Who ate eggs and bread for breakfast?	a. This morning we ate eggs and bread for breakfast. b. This morning Francisco ate eggs and bread for breakfast.
Sentence 2= NO SUBJECT. Who can practice different extreme sports?	a. In my city young people can practice different extreme sports. b. In my city everybody can practice different extreme sports.
Sentence 3= NO SUBJECT. “Andrew” is NOT the subject of this sentence because a noun preceded by preposition can never be the subject of a sentence . In this case “Andrew” is preceded by the preposition “for”.	a. For Andrew it is necessary to bring a dictionary to his French class.

SENTENCE AND PROBLEM	POSSIBLE CORRECTIONS
Sentence 4= WORD ORDER. The subject is ALWAYS BEFORE the verb. In addition, “the National Museum” is NOT the subject because it is preceded by the preposition “at”. Who works at the Museum?	a. More than 150 people work at the National Museum every day. b. At the National Museum more than 150 people work every day.
Sentence 5= WORD ORDER. The subject is ALWAYS BEFORE the verb. In addition, “students” is NOT the subject because it is preceded by the preposition “among”. What exists among students?	a. Very serious discrepancies exist among students of this university.

What are the problems with these previous sentences? Let’s see the following chart and the possible different ways to correct each sentence.

So remember!

- The **subject** is ALWAYS located BEFORE the **verb**.
- A **noun** preceded by a **preposition** CAN NEVER BE the **subject** of a sentence.
- ALL YOUR SENTENCES IN ENGLISH NEED A SUBJECT AND A VERB (except in the Imperative form).

Now, it is time to do a simple exercise!

Exercise 1

Are the following sentences correct or incorrect? Identify their **subjects** and **verbs** with a color convention and mark with a (C) if they are correct and with an (I) if they are incorrect. Please correct the incorrect sentences. Check the following examples: :)

Ex: * In the mornings always have a big breakfast and a little water. **I** (no subject).

Correction: In the mornings **we** always have a big breakfast and a little water

1. Recently has not rained enough for the plants to be healthy. _____
2. Our CEO is considering a joint venture with an Italian company. _____
3. Of all the courses in the program, this is the most difficult. _____
4. Next month will be opened a new branch of our company. _____
5. Several passwords are required to turn on the computer. _____
6. The most important documents are filed in the locked cabinet. _____
7. Our systems staff development new accounting software. _____
8. In November starts the new environmental project developed by the Ecology committee. _____
9. With all the necessary tools can complete the task in no more than 2 weeks. _____
10. The company manager is considering a serious layoff policy to improve the finances. _____
11. We must pay all our bills immediately. _____
12. Amanda did not continuation the course due to her multiple responsibilities with the new project. _____

13. The day of the Colombian national team match many employees called in sick. _____
14. The package with all the documents for our wholesaler was mailed yesterday morning. _____
15. The Human Resources department has designed a series of activities to improve the worker's mood during working hours. _____

Transition expressions

TRANSITION EXPRESSIONS help the reader to follow the author's immediate intentions and line of thought as he moves from one idea to the next. In some way, they announce the reader what kind of information is contained (or follows) in the next sentence. Using **TRANSITION EXPRESSIONS** diminishes the reader's frustration by making the text more compact, coherent and interesting. This reveals writer's credibility.

The table below presents the most popular **TRANSITION EXPRESSIONS** that are used in English:

TRANSITION	INTENTION FOLLOW UP INFORMATION	TRANSITION	INTENTION FOLLOW UP INFORMATION
In addition	Additional information follows: The next sentence will provide information that supports the previous idea.	For example	Example: A specific example follows.
Additionally		For instance	
Besides		However	Opposite or contrast: The next sentence will provide information that is opposite or contrasting to what was just mentioned in the previous idea.
Moreover		On the other hand	
For this reason	Cause & effect: The next sentence will provide information that explains the effect of what was just mentioned before.	On the contrary	
As a consequence		Nevertheless	
Therefore		Nonetheless	Concluding or summarizing: The next sentence(s) will either summarize all the information mentioned before, or it will provide a conclusion to finish with the text.
Thus		Finally	
Consequently	Sequence: They provide a logical order to the text when the information describes a process or a sequence.	On the whole	
First – Initially – To begin		Summarizing	
then, later, next, after that		In conclusion	Explanation: The next sentence(s) will explain what was just mentioned before.
Finally		To summarize	
In fact	Emphasis: The next sentence will provide deeper emphasis in relation to the previous idea.	To conclude	
Indeed		In other words	
Truly		That is	Adverbs “___ly”: They are a way for the author to express his feelings about the text itself.
Likewise	Similarity: The next ideas will express a similar situation or process in relation to the previous ideas.	Interestingly	
In the same way		Surprisingly	
Similarly		Luckily	

NOTE: Transition expressions express and connect ideas, but they are not connectors. Transition expressions have a very different punctuation pattern in comparison with CONNECTORS (we will study them in our next part of the unit).

Now please check the following examples on how important punctuation is when we use **TRANSITION EXPRESSIONS**:

- a. My father is very generous. **In fact**, he helps more than three different charity projects.
- b. **First**, I take a shower in my beautiful bathroom. **Then**, I have a big breakfast in a bakery next to my house. **After that**, I drive to work...
- c. **As a conclusion**, all attendants to the workshop were very satisfied with it.
- d. Our boss is a great leader; **in addition**, she is a very sensitive person.
- e. **Surprisingly**, our budget for the project was fully accepted by the investment committee.
- f. Some students had great results in the final exam; **in contrast**, some others had very low scores.
- g. We hired a new exporter for our products. **For this reason**, we are changing many documents and processes these days.

Important punctuation patterns when using transitions

- As you can see there is a comma (,) right **after** each TRANSITION EXPRESSION. (All sentences)
- TRANSITION EXPRESSIONS are very usual beginning sentences and paragraphs (sentences b, c, e)
- In the middle of a paragraph or after a sentence TRANSITION EXPRESSIONS are usually after a period (.) (sentences a, b, g) or a semicolon (;) (sentences d, f).

Exercise 2

Write a 5-to-7-line paragraph describing your job in your company.

- It's a paragraph not a list of sentences.
- Don't try to write as in Spanish. Use only SIMPLE SENTENCES in your paragraph.
- Check the structure of your sentences by identifying and marking **SUBJECTS** and **VERBS** with a color convention as in the explanations and previous exercises.
- Use PUNCTUATION AND TRANSITION EXPRESSIONS to connect the ideas and sentences in your paragraph.

A BRIEF DESCRIPTION OF MY JOB

Compound sentences and connectors

Remember, in English we can basically talk about three different types of sentences: **Simple**, **Compound** and **Complex**. As in the previous part of the unit we dealt with **Simple Sentences**, in this part of our course we are going to start constructing solid **COMPOUND SENTENCES**. A **compound sentence** is essentially made up of **two simple sentences linked by a connector**. In that sense, in order to write properly **compound sentences** it is necessary to study **connectors** and **their punctuation patterns**. With solid and correct **Simple and Compound sentences** (which include proper use of transitions and connectors) we can write very well organized and more coherent paragraphs. So, it is not necessary to be an expert writer or fully bilingual to write good paragraphs from beginning levels, and this is the goal of this part of our course. Finally, it is extremely important to understand and properly manage the elements of the previous units of our course in order to successfully reach the goals, and carry out the exercises of this final part of our course.

Connectors

A **connector**, as its name indicates, is a word that connects **two simple sentences** so that we can create **a compound sentence**. There are different types of connectors, and we can take a look at them in the following chart:

CONNECTORS OF TIME	CONNECTORS OF CONDITION
Since = <i>desde</i>	If = <i>si</i>
When = <i>cuando</i>	Whether = <i>si</i>
As soon as = <i>tan pronto como</i>	As long as = <i>siempre y cuando</i>
By the time = <i>en el momento que</i>	Unless = <i>a menos que</i>
After = <i>después</i>	CONNECTORS OF CAUSE
Before = <i>antes</i>	Because = <i>porque</i>
Whenever = <i>cuando sea</i>	Since = <i>en vista que</i>
Until = <i>hasta</i>	As = <i>ya que</i>

CONNECTORS OF TIME	CONNECTORS OF CONDITION
Once = <i>Una vez</i>	Now that = <i>ahora que</i>
CONNECTORS OF PLACE	CONNECTORS OF CONTRAST
Where = <i>donde</i>	While = <i>mientras</i>
Wherever = <i>donde sea</i>	Whereas = <i>mientras que</i>
CONNECTORS OF MANNER	Although = <i>aunque</i>
As = <i>Como</i>	Even though = <i>aunque</i>
In that = <i>En que</i>	Though = <i>aunque</i>

NOTE: It is crucial not to confuse these **connectors** with **transitions** (see previous section). They have very different functions and different punctuation patterns.

Compound sentences

As it was mentioned above, a **compound sentence is the union of two simple sentences through a connector**. There are two possible structures to write a compound sentence. Each one of them has a concrete punctuation pattern. Let's see:

STRUCTURE 1: This is the most traditional form. As you will see, there are no commas here!

SUBJECT + VERB **CONNECTOR** **SUBJECT** + VERB
 =
Simple sentence **CONNECTOR** **Simple sentence**

Some examples of this structure are:

- Our new boss** wants to change the budget **because** **it** is very high.
- The board of directors** will not approve the project **while** **the CEO** considers it unviable.

STRUCTURE 2: It is very important to see the position of the connector and the use of the comma in this type of sentence.

CONNECTOR SUBJECT + VERB , SUBJECT + VERB
=
CONNECTOR Simple sentence , Simple sentence.

Some examples of this structure are:

- a. **Since** the budget is very high, our new boss wants to change it.
- b. **As long as** the CEO considers it unviable, the board of directors will not approve the project.

NOTE: Remember that connectors that fit in these structures are the ones given in the chart of this section.

Transitions + compound sentences

In order to construct a more detailed and elaborated sentence you can even add a **Transition** (Unit 4 – A.) to a **compound sentence**. In that sense, a very sophisticated **compound sentence** can have the same structures given above adding a **transition word** BEFORE the sentence. It is also important to remember that **Transition** expressions ALWAYS HAVE A COMMA AFTER THEM. Let's see how these renovated structures would look and a couple of examples for each one of them:

RENOVATED STRUCTURE 1

TRANSITION, simple sentence CONNECTOR simple sentence

Example:

Fortunately, nobody will be fired **before** their contracts end completely.

RENOVATED STRUCTURE 2:

TRANSITION, **CONNECTOR** simple sentence, simple sentence

Example:

However, if an employee does not work diligently, he can get in serious trouble.

Exercise 3

- a. Please, check the following paragraph. It is made only of simple and compound sentences:

HOW LAYOFFS AFFECT SURVIVORS

.....
A recent study has demonstrated the consequences of layoffs on survivors. In other words, it tries to show the perspectives of employees that continue working in a company after the company fired several employees. The study suggests very interesting facts. For example, 81% of the workers do not recommend their company because they do not consider it a good place to work. In addition, the level of productivity of 74% of the employees has declined since they were very more worried about their stability than about their performance. 69% of the survivors see serious problems in the customer service department after the layoffs. Finally, many workers think that the quality of products in the company was better before the company fired their co-workers.

Glossary:

Layoffs: *despidos* // Fire: *despedir* // Performance: *desempeño* // Facts: *hechos* //
 Survivors: *sobrevivientes*

- b. Separate each sentence of the paragraph with a double slash “//”. You will find simple and compound sentences:

For example:

John is a wonderful student. // In addition, he also works in an international restaurant in the capital city of his country. // John wants to be an excellent lawyer because all the members of his family were lawyers too. //

- c. Identify the elements of each sentence of the paragraph as follows:

Transitions	Subjects
Connectors(*)	Verbs

For example:

John is a wonderful student. // In addition, he also works in an international restaurant in the capital city of his country. // John wants to be an excellent lawyer *because* all the members of his family were lawyers too. //

Exercise 4

Now write a new paragraph about “education in Colombia”. Take into account the following instructions:

- Your paragraph must have minimum 5 lines and maximum 10 lines.
- Your paragraph must contain “transition expressions”, “simple sentences” and “compound sentences”.

As in the previous exercise, you must separate sentences by using - //

Indicate **Transitions** **Connectors** **Subjects** **Verbs** with a color convention as indicated.

- You must use font: Arial 12 and a space of 1,5

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