

REFERENCE TOOL

For Secondary I to V

INDISPENSABLE

ENGLISH GRAMMAR

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COMMUNICATION

MESSAGE
SUMMARY

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WORDS

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ARGUMENTATION

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REFERENCE TOOL

For Secondary I to V

INDISPENSABLE

ENGLISH GRAMMAR

SOFAD

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Introduction

The learning of the grammar of a language is difficult and takes time. The present reference manual is a simple tool adapted for high school students in both the youth and adult sectors. This reference manual is for all ages and for anyone who wants to improve their English grammar.

The *INDISPENSABLE ENGLISH GRAMMAR* covers, in one reference manual, all the grammar you will need to succeed in your high school studies. The reference manual uses examples, models, and explanations that will help you to understand the different parts of the English language and how they are put together to create sentences and paragraphs.

The *INDISPENSABLE ENGLISH GRAMMAR* is divided into three main parts: Major Linguistic Categories, Other Linguistic Elements, and Textual Cohesion. The Major Linguistic Categories part is divided alphabetically into sections that correspond to the different parts of speech, such as adjectives, adverbs, and nouns. The Other Linguistic Elements part contains sections such as semantics, sentence structure, orthography, and phonology. The Textual Cohesion part contains a section on agreement and a section on transitional expressions.

The reference manual also includes cross-references to specific pages to give you quick and easy directions to content.

An overview of the INDISPENSABLE ENGLISH GRAMMAR

The Table of Contents and the Index are two tools that allow you to find information easily and quickly.

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The Table of Contents, reproducing the colour of each part of the book, lists its three major units.

The Index at the end of the *INDISPENSABLE ENGLISH GRAMMAR* provides the notions, concepts and knowledge which are all listed in alphabetical order.

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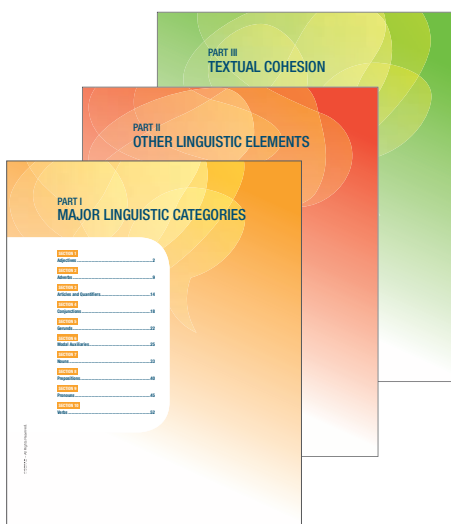
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Each part is subdivided into sections.



The *INDISPENSABLE ENGLISH GRAMMAR* is divided into three parts, each with a different colour.

Content

PART I MAJOR LINGUISTIC CATEGORIES

PART II OTHER LINGUISTIC ELEMENTS

PART III TEXTUAL COHESION

Within each part, a coloured tab enables you to find the appropriate section easily.

1.1 KNOWLEDGE

The KNOWLEDGE section is easily found because of the blue strip and is also identified by the section number. In the example, this is the first KNOWLEDGE item covered in Section 1.

SECTION 1
Adjectives

An **adjective** is a word that identifies or describes a noun or a pronoun.
Ex.: She's my **best friend**.
She's my **best friend**.
He has a **bag**.
He has a **big red bag**.

Use adjectives to give more information about a person, place, thing, or idea. Adjectives add detail and create a clearer, stronger image for your reader or listener.
Ex.: This is a **good job** for a student; it's also **interesting**.
The **house** was **old and abandoned**.
He is **young** but very **mature** for his age.

The form of an adjective does not change. It does not matter whether the related noun is singular or plural, is a subject or an object, or refers to a man or a woman.
Ex.: ✓ The **green pens** belong to the **tall girl**.
✗ The **greens pens** belong to the **talle girl**.

1.1 KNOWLEDGE PLACEMENT OF ADJECTIVES

An adjective usually comes **before** the noun.
Ex.: Dr. Welby is an **excellent doctor**. He treats patients with **great respect**.
adjective noun

The **new library** will attract a lot of visitors.

An adjective can also come after the verb if the verb is to be or a linking verb, such as *to look* or *to feel*.
Ex.: Isabelle's summer job is **challenging**;
she's babysitting her neighbour's daughter.
I'm worried about Liam; he **looks sick**.

See **Section 10**, page 53, to learn more about linking verbs.

2 PART 1 - MAJOR LINGUISTIC CATEGORIES

A linking verb expresses a state of being, not an action (e.g., become or seem). It connects the subject with the rest of the sentence.

Cross references are made to various sections or to KNOWLEDGE and they provide additional precisions on the contents.

The notes in yellow background offer additional information related to the notion being studied.

3.3 KNOWLEDGE PREPOSITIONS OF MOVEMENT

Prepositions of movement indicate direction or movement from one place to another. They include *across, around, from . . . to, through, and the opposites into / out of and up / down*.

Ex.: Derek walked **across** the street **to** the market.
A large crowd gathered **around** a stall selling hot chestnuts.
The farmers bring their produce **from** the country **to** the market.
Customers walk **through** the market **to** compare produce and prices.
After Derek has washed all the vegetables, he puts them **into** containers.
He takes them **out** of the containers when he is ready to have lunch.
Derek goes **up** the front steps **to** enter his building and **down** the basement stairs **to** put away his bike.

42 PART 1 - MAJOR LINGUISTIC CATEGORIES

The content is often illustrated with diagrams and tables, accompanied by examples and several pictures to facilitate user comprehension.

3.4 KNOWLEDGE OTHER PREPOSITIONS

Prepositions may also indicate the purpose or origin of something, or the material it is made of.

PREPOSITION	USE	EXAMPLE
for	To indicate a purpose	This knife is for peeling vegetables.
from	To indicate the origin of something or the material used to make it	The juice is squeezed from ripe fruit. My shopping bag is made from recycled bottles.
of	To indicate the material used to make something	Orange juice made of water and fresh oranges is a good source of vitamin C.
out of	To indicate the material used to make something	The school desks are made out of wood.

The prepositions *about* and *on* are used to introduce and define a subject.

PREPOSITION	USE	EXAMPLE
about	To indicate a subject	The conference is about global warming.
on	To indicate a subject	I bought a book on gardening for my mother.

The prepositions *but* and *except* indicate omission or exclusion.

PREPOSITION	USE	EXAMPLE
but	To exclude something or someone; to set apart	Everyone but me was invited to Joe's party.
except	To exclude something or someone; to set apart	All my friends except Sean were at my graduation.

Be careful not to confuse the preposition *but* with the conjunction *but*, which is more common.
Ex.: Everyone **but** me went to Joe's party. I wanted to go, **but** I had to work.

43 SECTION 4 - PREPOSITIONS



The CAREFUL! box helps to draw attention to specific grammar points that can produce frequent mistakes.

See **Section 9**, page 45, to learn more about pronouns.

- Ex.: ✓ **Jacob** is a waiter in a Vietnamese restaurant. **He** likes his job very much.
 ✗ **Jacob** is a waiter in a Vietnamese restaurant. **She** likes his job very much.
 ✓ **Monica** is very messy. **Her** roommates are angry with **her**.
 ✗ **Monica** is very messy. **Their** roommates are angry with **him**.

In the first example above, the subject pronoun *he* agrees with its antecedent from the preceding sentence, *Jacob*. Since the pronoun refers to one man, it requires a masculine third-person singular form. In the incorrect examples, the subject pronoun



- ✓ This pictogram indicates the correct usage of the notion being studied.
 ✗ This pictogram indicates an incorrect usage.

In the Appendices, summary tables and diagrams present a consolidated overall view of certain knowledge items.

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APPENDIX 6 Common Phrasal Verbs

Separable Phrasal Verbs

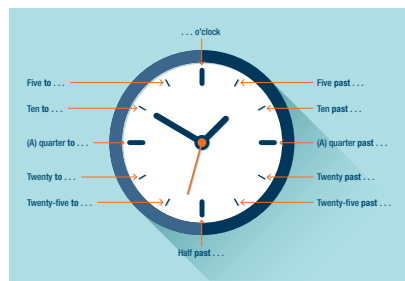
PHRASAL VERB	MEANING	EXAMPLE
blow up	Explode	It would have taken the workers too long to drill through the rock, so they blew it up .
bring up	Mention something; raise (children)	Her divorce is a sensitive subject; please don't bring it up .
call off	Cancel	We didn't sell enough tickets to our fundraiser, so we had to call it off .
cheer up	Make (someone) feel better	Mary is disappointed with her marks; let's try to cheer her up .
do over	Repeat	I failed my exam, so I have to do it over .
drop off	Leave (someone, something) at	Just drop me off at the corner, please.
figure out	Understand	
fill in/out	Complete a form	
give away	Give for free	
hand in	Submit	
hold up	Delay; rob	
leave out	Omit	
look up	Find information	
make out	Understand	
make up	Invent	
mix up	Confuse	
put away	Put in the right place	
put off	Delay	

When counting 1 to 29 minutes after the hour, use *past* (or *after*). For 1 to 29 minutes before the next hour, use *to*. For 15 minutes before or after the hour, use a *quarter* to and a *quarter* past. At 30 minutes after the hour, use *half past*; "half to" is incorrect.

O'Clock

The word *o'clock* is used on the hour.
 Ex.: It's **two o'clock** in the morning!
 He will call me tonight at **10 o'clock**.

When the time is 12:00, three different expressions are possible: 12 *o'clock*, *noon* (for the middle of the day), and *midnight*.
 Ex.: He came home after **midnight**.
 We always have lunch at **noon**.
 It's **12 o'clock** time to go to bed.



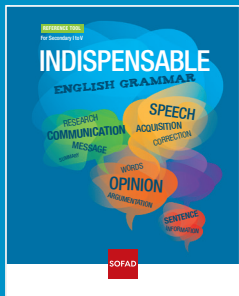
The content is illustrated with many specific examples that take into account particular difficulties related to learning languages.

THE INDISPENSABLES FOR ENGLISH ARE PERFECT FOR INDEPENDENT STUDY.

Whether to refresh
your knowledge
or to find
essential information
on grammar,
this work is
a must-have.



A practical tool outlining
the strategies to use
for improved writing,
reading, listening,
and speaking skills.



All the essential grammar
knowledge you need.

THIS REFERENCE TOOL IS THE IDEAL COMPLEMENT
FOR ALL ENGLISH LEARNERS.

INDISPENSABLE

ENGLISH GRAMMAR

This work contains the principal notions of grammar needed for the successful completion of both 1st and 2nd cycles of Secondary studies.

- The presentation of the rules and principles of grammar takes different types of learners into account.
- The content is organized by grammar notion, using tables, graphics and written examples.
- With clear explanations and examples, this reference provides an excellent overview of English grammar.

CONTENTS

- Part I Major Linguistic Categories, such as adjectives, adverbs, nouns, prepositions, etc.
- Part II Other Linguistic Elements, such as phonology, semantics, sentence structure, etc.
- Part III Textual Cohesion, including agreement and transitional expressions.

APPENDICES

- Cardinal and Ordinal Numbers
- Telling Time
- Days, Months, and Seasons
- Common False Cognates
- Homophones
- Common Phrasal Verbs
- Irregular Verbs

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