

Routledge English Language Introductions



ENGLISH GRAMMAR

A resource book for students

Roger Berry

ENGLISH GRAMMAR

Routledge English Language Introductions cover core areas of language study and are one-stop resources for students.

Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries and key readings – all in the same volume. The innovative and flexible ‘two-dimensional’ structure is built around four sections – introduction, development, exploration and extension – which offer self-contained stages for study. Each topic can also be read across these sections, enabling the reader to build gradually on the knowledge gained.

English Grammar:

- ❑ presents the basic concepts and key terms of English grammar in a clear and systematic way
- ❑ encourages readers to evaluate critically the knowledge they already have, particularly in areas that are problematic for them as learners, and to build up and trust their own intuitions about the language
- ❑ uses a range of international real texts to illustrate concepts and theories, from sources such as newspapers, novels and academic texts discussing English grammar
- ❑ is accompanied by a companion website featuring audio files of authentic spoken English, and further activities.

Written by an experienced teacher and researcher, this accessible textbook is an essential resource for all students of English language and linguistics.

Roger Berry teaches English Grammar and Applied Linguistics at Lingnan University in Hong Kong.

ROUTLEDGE ENGLISH LANGUAGE INTRODUCTIONS

SERIES CONSULTANT: PETER STOCKWELL

Peter Stockwell is Professor of Literary Linguistics in the School of English Studies at the University of Nottingham, UK, where his interests include sociolinguistics, stylistics and cognitive poetics. His recent publications include *Language in Theory*, Routledge 2005 (with Mark Robson), *Cognitive Poetics: An Introduction*, Routledge, 2002, *The Poetics of Science Fiction, Investigating English Language* (with Howard Jackson), and *Contextualised Stylistics* (edited with Tony Bex and Michael Burke)

SERIES CONSULTANT: RONALD CARTER

Ronald Carter is Professor of Modern English Language in the School of English Studies at the University of Nottingham, UK. He is the co-series editor of the forthcoming *Routledge Applied Linguistics* series, series editor of *Interface*, and was co-founder of the Routledge *Intertext* series.

OTHER TITLES IN THE SERIES:

Introducing English Language

Louise Mullany and Peter Stockwell

Language and Power

Paul Simpson and Andrea Mayr

Language and Media

Alan Durant and Marina Lambrou

World Englishes 2nd Edition

Jennifer Jenkins

Practical Phonetics and Phonology 2nd Edition

Beverly Collins and Inger Mees

Sociolinguistics 2nd Edition

Peter Stockwell

Pragmatics and Discourse 2nd Edition

Joan Cutting

Psycholinguistics

John Field

Grammar and Vocabulary

Howard Jackson

Stylistics

Paul Simpson

Language in Theory

Mark Robson and Peter Stockwell

Child Language

Jean Stilwell Peccei

Researching English Language: A Resource Book for Students

Alison Sealey

English Grammar: A Resource Book for Students

Roger Berry

ENGLISH GRAMMAR

A resource book for students

ROGER BERRY



First published 2012
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Simultaneously published in the USA and Canada
by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2012 Roger Berry

The right of Roger Berry to be identified as author of this work has been asserted by him in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

Berry, Roger, 1951–

English grammar: a resource book for students / Roger Berry.

p. cm.

1. English language--Grammar. I. Title.

PE1112.B456 2011

428.2--dc22

2011016984

ISBN: 978-0-415-56108-2 (hbk)

ISBN: 978-0-415-56109-9 (pbk)

Typeset in Minion Pro by
Graphicraft Limited, Hong Kong

CONTENTS

How to use this book	xi
Contents cross-referenced	xii
Figures and tables	xiv
Acknowledgements	xv
Preface	xvii

A INTRODUCTION **1**

A1 Approaches to grammar **2**

A1.1 The trouble with 'grammar' 2

A1.2 Defining grammar 3

A1.3 Types of grammar 4

A2 Nouns **7**

A2.1 Defining nouns 7

A2.2 Number: singular and plural 8

A2.3 The formation of plurals 10

A2.4 The genitive 10

A2.5 Common and proper nouns 12

A2.6 Count and noncount nouns 12

A3 Noun phrases and determiners **14**

A3.1 Noun phrases 14

A3.2 Determiners 17

A4 Adjectives, adverbs and prepositions **20**

A4.1 Adjectives 21

A4.2 Adverbs 24

A4.3 Prepositions 26

A5 Verbs and their forms **28**

A5.1 Verb forms 29

A5.2 Finite forms vs non-finite forms 31

A5.3 The 'future tense' 32

A5.4 Other verb forms 33

A6 Auxiliaries and the verb phrase **34**

A6.1 Auxiliaries 35

A6.2 Verb phrase structure 35

A6.3 Verb phrase combinations 37

A6.4 The passive voice 38

A7	Varying the verb phrase	40
A7.1	Negatives and interrogatives	40
A7.2	Contractions	42
A7.3	Combinations of negatives and interrogatives	43
A7.4	Transfer of negation	44
A8	Clauses and clause elements	45
A8.1	Clauses	45
A8.2	Clause elements	46
A9	Types of sentence	53
A9.1	The sentence	53
A9.2	Types of sentence	54
A9.3	Conjunctions and subordinators	56
A10	Subordinate clauses	58
A10.1	Finite subordinate clauses	59
A10.2	Incomplete clauses	61
A11	Redesigning sentences	63
A11.1	Word order in English	63
A11.2	Reasons for redesigning sentences: three principles	65
A11.3	Techniques for redesigning sentences	66
A12	Grammar in speech and writing	70
A12.1	Variety in English	70
A12.2	Speech and writing	70
A12.3	Basic differences: intonation and punctuation	71
A12.4	Some tendencies in spoken English	72
A12.5	Conclusion	75
B	DEVELOPMENT	77
B1	Word classes	78
B1.1	Classifying words	78
B1.2	Open and closed word classes	78
B1.3	Formal and notional approaches to defining word classes	79
B1.4	Problems with word classes	80
B1.5	Conclusion	81
B2	Pronouns	82
B2.1	Definition	82
B2.2	Personal pronouns	82
B2.3	Problems with personal pronouns	83
B2.4	Other pronouns	86
B2.5	Conclusion	86

B3	Articles	87
B3.1	Membership and forms	87
B3.2	The concept of reference	88
B3.3	The indefinite article	89
B3.4	The definite article: specific uses	89
B3.5	The definite article: other uses	90
B3.6	Generalising with noun phrases	92
B3.7	Conclusion	92
B4	Types of adverb	93
B4.1	Distinguishing adverb types	95
B4.2	Conclusion	97
B5	The meanings of tense and aspect	97
B5.1	The 'meanings' of the tenses	97
B5.2	Aspect	100
B5.3	Stative and non-stative verbs	103
B5.4	Conclusion	104
B6	Modal auxiliaries	105
B6.1	Modality	105
B6.2	Modal auxiliaries	105
B6.3	Meanings of modal verbs	106
B6.4	Marginal and semi-modals	108
B6.5	Conclusion	109
B7	Multi-word verbs	109
B7.1	Multi-word and single-word verbs	110
B7.2	Distinguishing phrasal and prepositional verbs	110
B7.3	Phrasal verbs with a pronoun as object	111
B7.4	Phrasal-prepositional verbs	112
B7.5	Conclusion	112
B8	Verb patterns	113
B8.1	Five patterns	113
B8.2	Describing verbs	116
B8.3	Conclusion	117
B9	Clause types	119
B9.1	Declaratives	119
B9.2	Interrogatives	120
B9.3	Exclamatives	123
B9.4	Imperatives	123
B9.5	Form and function	124
B9.6	Conclusion	125

B10	Relative clauses	126
B10.1	Relative pronouns	126
B10.2	The position and word order of relative clauses	128
B10.3	The formation of relative clauses	129
B10.4	Conclusion	131
B11	Beyond and beneath the sentence	131
B11.1	Grammar beyond the sentence	131
B11.2	Grammar beneath the sentence	133
B11.3	Conclusion	135
B12	Reporting	135
B12.1	Direct and reported speech	135
B12.2	Conclusion	138
C	EXPLORATION	139
C1	Words with multiple word-class membership	140
C2	Nouns which can be both count and noncount	143
C3	Usage problems with determiners	147
C4	The comparison of adjectives	150
C4.1	Identifying phrasal comparison	150
C4.2	Examining the rules for comparison	151
C5	Distinguishing <i>-ing</i> and <i>-ed</i> forms	154
C5.1	Distinguishing the word class of <i>-ing</i> forms	154
C5.2	Distinguishing the word class of <i>-ed</i> forms	156
C6	Verbs which can be transitive and intransitive	158
C7	Ergativity	162
C8	Analysing clauses	166
C8.1	Analysing clause patterns	166
C8.2	Analysing verb patterns	167
C9	Exploring texts (1)	170
C10	Exploring texts (2)	173
C11	Exploring texts (3): putting it all together	176
C12	Analysing spoken texts	182

D EXTENSION	187
D1 What is grammar?	188
Michael Swan (2005) reprinted from Chapter 1 of <i>Grammar</i> , Oxford: Oxford University Press, pp. 4–7.	
D2 Count and mass nouns	191
David Lee (2001) reprinted from Chapter 8 of <i>Cognitive Linguistics</i> , South Melbourne: Oxford University Press, pp. 137–145.	
D3 Determiners: a class apart	199
Roger Berry (1998) reprinted from <i>English Today</i> , 14/1, pp. 27–34.	
D4 Prepositions and space	206
David Lee (2001) reprinted from Chapter 2 of <i>Cognitive Linguistics</i> , South Melbourne: Oxford University Press, pp. 137–145.	
D5 Future time – a summary	213
Michael Lewis (1986) reprinted from Chapter 17 of <i>The English Verb</i> , Hove, Language Teaching Publications.	
D6 Hedging and boosting	220
Ronald Carter and Michael McCarthy (2006) reprinted from <i>Cambridge Grammar of English</i> , Cambridge: Cambridge University Press, pp. 279–284.	
D7 Words and phrases	226
John Sinclair (1991) reprinted from Chapter 5 of <i>Corpus, Concordance, Collocation</i> , Oxford: Oxford University Press, pp. 67–75.	
D8 Semantic roles of the subject	233
Lynn M. Berk (1999) reprinted from one section of Chapter One of <i>English Syntax: from Word to Discourse</i> , New York: Oxford University Press, pp. 14–23.	
D9 Speech acts	240
Ronald Carter and Michael McCarthy (2006) reprinted from <i>Cambridge Grammar of English</i> , Cambridge: Cambridge University Press, pp. 680–684.	
D10 Conditionals	246
D10.1 <i>Conditional sentences</i> Michael Lewis (1986) reprinted from <i>The English Verb</i> , Hove: Language Teaching Publications, pp. 148–150.	246

D10.2	<i>The 'second conditional'</i> Dave Willis (1994) reprinted from 'The Lexical Approach', in M. Bygate, A. Tonkyn and E. Williams, <i>Grammar and the Language Teacher</i> , Hemel Hempstead: Prentice Hall International, pp. 59–60.	248
D11	Subject, actor, theme Michael Halliday (2004) reprinted from <i>An Introduction to Functional Grammar</i> (3rd edition, revised by Christian Matthiessen), Arnold: London, pp. 53–57.	251
D12	Grammar in the construction of online discussion messages Ann Hewings and Caroline Coffin (2004) reprinted from <i>Applying English Grammar</i> , Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds), London: Arnold, pp. 137–143.	256
	Sources of texts used	263
	References	265
	Index of terms and concepts	267

HOW TO USE THIS BOOK

The *Routledge English Language Introductions* are ‘flexi-texts’ that you can use to suit your own style of study. The books are divided into four sections:

A Introduction – sets out the key concepts for the area of study. The units of this section take you step-by-step through the foundational terms and ideas, carefully providing you with an initial toolkit for your own study. By the end of the section, you will have a good overview of the whole field.

B Development – adds to your knowledge and builds on the key areas already introduced. Units in this section might also draw together several areas of interest. By the end of this section, you will already have a good and fairly detailed grasp of the field, and will be ready to undertake your own exploration and thinking.

C Exploration – provides examples of language data and guides you through your own investigation of the field. The units in this section will be more open-ended and exploratory, and you will be encouraged to try out your ideas and think for yourself, using your newly acquired knowledge.

D Extension – offers you the chance to compare your expertise with key readings in the area. These are taken from the work of important writers, and are provided with guidance and questions for further thought.

You can read this book like a traditional textbook, ‘vertically’ straight through each unit from beginning to end. This will take you comprehensively through the broad field of study. However, the *Routledge English Language Introductions* have been carefully designed so that you can read them in another dimension, ‘horizontally’ as a *strand* across the numbered units. For example, Unit A1 corresponds with B1, C1 and D1 as a coherent strand; A2 with B2, C2 and D2, and so on. Reading across a strand will take you rapidly from the key concepts of a specific area, to a level of expertise in that precise area, all with a very close focus. You can match your way of reading with the way that you work best.

The index of terms at the end, together with the suggestions for further reading, will help keep you orientated. This textbook has a supporting website with an extensive reference section, additional activities, a further reading list and annotated weblinks to online corpora www.routledge.com/cw/berry.

A INTRODUCTION

1	Approaches to grammar 2
2	Nouns 7
3	Noun phrases and determiners 14
4	Adjectives, adverbs and prepositions 20
5	Verbs and their forms 28
6	Auxiliaries and the verb phrase 34
7	Varying the verb phrase 40
8	Clauses and clause elements 45
9	Types of sentence 53
10	Subordinate clauses 58
11	Redesigning sentences 63
12	Grammar in speech and writing 70

**Sources of
texts used**

References

**Index of terms
and concepts**

B DEVELOPMENT

Word classes 78
Pronouns 82
Articles 87
Types of adverb 93
The meanings of tense and aspect 97
Modal auxiliaries 105
Multi-word verbs 109
Verb patterns 113
Clause types 119
Relative clauses 126
Beyond and beneath the sentence 131
Reporting 135

C **EXPLORATION**

Words with multiple word-class membership
140

Nouns which can be both count and noncount
143

Usage problems with determiners
147

The comparison of adjectives
150

Distinguishing *-ing* and *-ed* forms
154

Verbs which can be transitive and intransitive
158

Ergativity
162

Analysing clauses
166

Exploring texts (1)
170

Exploring texts (2)
173

Exploring texts (3): putting it all together
176

Analysing spoken texts
182

D **EXTENSION**

What is grammar? (Michael Swan)
188

Count and mass nouns (David Lee)
191

Determiners: a class apart (Roger Berry)
199

Prepositions and space (David Lee)
206

Future time – a summary (Michael Lewis)
213

Hedging and boosting (Ronald Carter and Michael McCarthy)
220

Words and phrases (John Sinclair)
226

Semantic roles of the subject (Lynn M. Berk)
233

Speech acts (Ronald Carter and Michael McCarthy)
240

Conditionals (Michael Lewis; Dave Willis)
246

Subject, actor, theme (Michael Halliday)
251

Grammar in the construction of online discussion messages (Ann Hewings and Caroline Coffin)
256

1

2

3

4

5

6

7

8

9

10

11

12

Sources of texts used

References

Index of terms and concepts

FIGURES AND TABLES

Figures

A1.3.1	The relationship between different types of grammar	6
A3.1.1	The four parts of a noun phrase	15
A4.1.1	The meaning of comparatives and superlatives 1	23
A4.1.2	The meaning of comparatives and superlatives 2	23
A6.2.1	Analysis of incorrect verb phrase structure 1	36
A6.4.1	Analysis of incorrect verb phrase structure 2	39
A6.4.2	Analysis of incorrect verb phrase structure 3	39
A7.3.1	Interaction of negatives, interrogatives and contractions	44
A9.2.1	The relationship between different types of sentence	55
B5.1.1	Expressing past time in English	100
B7.5.1	Distinguishing prepositional and phrasal verbs	112
B9.6.1	The relationship between form and function	125
C10.1.1	Analysis of a complex sentence	174
C10.1.2	A tree diagram of grammatical structure	175

Tables

A4.1.1	How 'adjectival' are adjectives?	24
A4.3.1	How 'adjectival' are adjectives? Suggested answers	28
A5.1.1	Forms of regular and irregular verbs	30
A6.2.1	Verb phrase structure	36
A7.2.1	Common contractions	42
B1.3.1	The word classes of English	79
B2.2.1	The personal pronoun paradigm	83
B2.5.1	The personal pronoun paradigm revised	86
B3.7.1	The difference between <i>the</i> and <i>a</i> with singular count nouns	93
B6.3.1	Modal auxiliaries: intrinsic and extrinsic meanings	107
C4.2.1	Frequencies of phrasal and inflectional comparison	152

ACKNOWLEDGEMENTS

The author and publisher wish to thank all mentioned below for permission to reproduce copyright materials.

While every effort has been made to find the copyright holders of materials used in this volume, the publishers would be happy to hear from any they have been unable to contact and will make any necessary amendment at the earliest opportunity.

Michael Swan, 2005, 'What is grammar for?', Chapter 1, in *OILS: Grammar*, Oxford: Oxford University Press, pp. 4–7. © Oxford University Press. Reproduced by permission of Oxford University Press.

David Lee, 2001, 'Count and mass nouns.' Chapter 8 in *Cognitive Linguistics*. South Melbourne: Oxford University Press, pp. 137–145. Reproduced by permission of Oxford University Press Australia. © Oxford University Press, www.oup.com.au.

Roger Berry, 1998, 'Determiners: a class apart?' In *English Today*, 14/1, pp. 27–34. © Cambridge University Press, reproduced with permission.

David Lee, 2001, 'Space.' Chapter 2 in *Cognitive Linguistics*. South Melbourne: Oxford University Press, pp. 18–24. Reproduced by permission of Oxford University Press Australia. © Oxford University Press, www.oup.com.au

Michael Lewis, 1986, 'Future time – a summary.' Chapter 17 in *The English Verb*. Hove: Language Teaching Publications, pp. 139–146.

Carter and McCarthy, 2006, 'Hedging and Boosting' from *Cambridge Grammar of English*, Cambridge: Cambridge University Press, pp. 279–284.

John Sinclair, 2001, 'Words and Phrases', Chapter 5 in *Corpus, Concordance, Collocation*, pp. 67–79. Oxford: Oxford University Press. © Oxford University Press. Reproduced by permission of Oxford University Press.

Lynn M. Berk, 1999, Section on 'Semantic roles of the subject', pp. 14–21/23 in *English Syntax: from Word to Discourse*. New York: Oxford University Press.

Carter and McCarthy, 2006, The 'Chapter' on Speech Acts, *Cambridge Grammar of English*, Cambridge: Cambridge University Press, pp. 680–84.

Michael Lewis, 1986, section on Conditional Sentences, *The English Verb*, pp. 148–150, Hove: Language Teaching Publications.

Dave Willis, 1994, the section on The Second Conditional, pages 59–60 of 'The Lexical Approach', in M. Bygate, A. Tonkyn and E. Williams, *Grammar and the Language Teacher*, Hemel Hempstead: Prentice Hall International.

Michael Halliday, 2004, Section 2.6 on Subject, Actor, Theme, pages 53 and 55–58 in *An Introduction to Functional Grammar*, 3rd edition, London: Arnold. Reproduced by permission of Hodder Education.

Ann Hewings and Caroline Coffin, 2004, 'Grammar in the Construction of Online Discussion Messages' (pp. 137–43 only), in *Applying English Grammar*, Caroline Coffin, Ann Hewings and Kieran O'Halloran (eds.), London: Arnold. Reproduced by permission of Hodder Education.

The publishers and author would also like to thank the following for their assistance in the reviewing process: Crayton Walker, Juan Santana Lario, María Sanz Casares, Zhiming Bao, Jonathan White, Maria Estling Vannestål, Marina Kolokonte, Keith Taylor, Jackie Lee, Marta Carretero, Magnus Levin, Göran Wolf as well as other anonymous reviewers.

The author would like to express his gratitude to Lingnan University for the leave granted to him for the writing of this book.

PREFACE

TO TEACHERS/LECTURERS. This book is intended for students of English who need an introduction to its grammar, whether as part of a degree in English or as preparation for teaching the language. It contains four strands:

the **Introduction** sections each describe a key area of grammar, starting with word classes and moving on through phrases to clauses and sentences.

the **Development** sections focus in more detail on one area usually related to that in the Introduction and often involving a re-evaluation of traditional accounts.

the **Exploration** sections enable students to apply what they have learnt and to hone their analytic skills by examining concordance lines or authentic texts connected to one particular area.

the **Extension** sections are built around selected readings on issues related to the previous sections, with the aim of taking students beyond the bounds of descriptive grammar into related approaches and theories.

The book may be used ‘vertically’ (e.g. by doing all the Exploration sections first) or ‘horizontally’.

Activities are offered throughout, not just in the Exploration sections; comments containing suggested answers are usually placed at the end of each section. A number of boxes on Terminology, Variation in English and Non-Standard Forms complement the main text. Extra information (including further activities) can be found on our website at www.routledge.com/cw/berry.

TO STUDENTS. This book has the following objectives:

- 1) to provide you with a thorough grounding in the most important areas of English grammar, which you will be able to apply in further studies in English.
- 2) to help you to understand how English ‘works’ as a system, not as a jumble of isolated rules.
- 3) to encourage you to approach issues such as correctness, formality and variation realistically, in order to demonstrate that grammar is not always a matter of wrong and right, or black and white.
- 4) to show the connection between meaning and grammar, or rather between grammatical form and grammatical meaning. While it is sometimes necessary

to focus on one or the other, there are numerous examples of how a change in one results in a change in the other.

- 5) to equip you with strategies to deal with areas of English grammar that are not covered on the course so that you can become 'your own grammarian'.
- 6) (if you have learnt English at school) to help you to re-evaluate the simplified and sometimes misleading notions that are common in English language classrooms.
- 7) to enable you to exploit your intuitions about English to make sense of what you know.

Section A

INTRODUCTION