



Sexto Semestre

# Inglés básico en nutrición

## Unidad 1

Categorías gramaticales del  
inglés

Programa desarrollado





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# Presentation

We give you the most cordial welcome to the subject of Basic English in nutrition. The purpose of the subject is to provide the necessary elements so that the student acquires the bases to develop the reading competence in the English language. Its structure includes the grammatical categories of English, from pronouns, prepositions, connectors, comparisons, nouns, adjectives, adverbs, as well as verb tenses and modes, as well as the structure of different types of sentences in English. The subject of Basic English in nutrition will allow the student to obtain the reading bases of the English language.



## Specific competence

Identify the grammatical categories in English recognizing their functions to obtain the communicative bases of the language.

## Achievements

- Distinguish the grammatical categories of the English language.
- Analyze the functions of the grammatical categories of English.
- Identify the characteristics of English grammatical categories.



## 1. Grammatical categories of English

### 1.1 Pronouns

Is a word that is used as an alternative of a noun in reference to a person or thing that has already been mentioned beforehand, for example “she,” “they,” “that,” and “yourself”. Pronoun comes from the Latin pronomen, literally meaning in place of name.

When choosing pronouns, you must follow two basic rules:

Replace a singular noun with a singular pronoun.

Replace a plural noun with a plural pronoun.

Pronouns have another characteristic — gender. Masculine pronouns (he, him, himself) take the place of masculine nouns, and feminine pronouns (she, her, herself) fill in for feminine nouns. Some pronouns are indifferent in gender (it, itself, who, which, and that, for example) and function in a neutral way.

#### 1.1.1 Personal

A pronoun has the same meaning as a noun; **he** has the same meaning as **Tony**.  
I know **Tony**. **He** is a friendly person.

**him** has the same meaning as **Tony**. I like **Tony**. I know **him** well.

**“The pronoun takes the place of the noun”**

In grammar, we say that a pronoun “refers to” a noun. The pronouns **he** and **him** refer to the noun **Tony**.

Sometimes a pronoun refers to a “noun phrase.” **it** refers to the whole phrase a **red book**.

I have a **red book**. **It** is on my desk.

SUBJECT PRONOUNS	OBJECT PRONOUNS
I speak English.	David knows <i>me</i> .
You speak English.	David knows <i>you</i> .
<i>She</i> speaks English	David knows <i>her</i> .



He speaks English.	David knows <i>him</i> .
It starts at 8:00.	David knows it.
We speak English.	David talks to us.
You speak English.	David talks to you.
They speak English.	David talks to <i>them</i> .

So we can then say that:

#### SUBJECT - OBJECT

I	-	me
you	-	you
she	-	her
he	-	him
it	-	it
we	-	us
you	-	you
they	-	them

### 1.1.2 Possessive

**POSSESSIVE PRONOUNS: *MINE, YOURS, HIS, HERS, OURS, THEIRS***

**What is a Possessive Pronoun?**

Possessive pronouns show ownership of a person, place, or thing. They replace nouns and will be used to talk about a person, place, or thing that has been explained in another sentence and they show ownership, they replace nouns when they are used.



Possessive pronouns (my, mine, your, his, her, hers, its, our, ours, their, theirs, and whose) are governed by just a few, easy laws:

Use a possessive pronoun to show ownership.

Match singular pronouns with singular owners.

Match plural pronouns with plural owners.

Take note of masculine (for males), feminine (for female), and neutral pronouns.

A possessive adjective is used in front of a noun: **my** book.

	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
This book belongs to me. It is <b>my</b> book.	<b>MY</b>	<b>MINE</b>
It is <b>mine</b> .	<b>YOUR</b>	<b>YOURS</b>
	<b>HER</b>	<b>HERS</b>
That book belongs to you.	<b>HIS</b>	<b>HIS</b>
It is <b>your</b> book.	<b>OUR</b>	<b>OURS</b>
It is <b>yours</b> .	<b>THEIR</b>	<b>THEIRS</b>

A possessive adjective is used in front of a noun: **my** book.

A possessive pronoun is used alone, without a noun following it:

That book is **mine**.

It is incorrect to say: That is **mine** book.

**In other words the possessive pronoun goes at the end of the sentence!**

### 1.1.3 Demonstratives

Demonstrative pronouns are used to indicate specific persons or things pointing out the one referred to and distinguishing it from others of the same class (as in *that* in "that house")

USING **THIS** AND **THAT**, **THESE** AND **THOSE**

**Singular**

**Plural**

**THIS** AND **THAT**, **THESE** AND **THOSE**

**\*Singular / Plural   Singular / Plural**

**\*This** is the singular form of **these** which is the plural form where as **those** is the plural form of **that**.

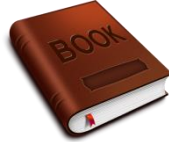
I have a book in my hand. **This book** is red. : **this** book = the book that is near me.



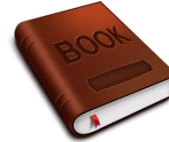


I see a book on your desk. **That book** is blue. : **that** book = the book that is not near me.

**This** is my book.



**That** is your book.



**These** are my books.



**Those** are your books.



The differences between them are that one set are singular and the other are plurals!

**Example:** Complete the sentences using the words in parentheses: (*Remember singular with singular and plural with plural*)

(This, These) **These** books are mine

(That, Those) **That** is your book.

(This, These) **This** is your book.

(That, Those) **Those** are your books

### 1.1.4 Reflections

Reflexive pronouns are words that refer back to the object that is being talked about. For example, in the sentence "he hurt himself", he and himself refer to the same person. Reflexive pronouns are also used for emphasis and they either end in *-self*, as in the singular form, or *-se/ves* as in the plural form.





I → me → myself

I looked at **myself** in the mirror.

He → him → himself

**He** cut **himself** shaving.

she → her → herself

**She** fell off her bike, but she didn't hurt **herself**.

you → you → yourself  
yourselves

Please help **yourself**, (*one person*)

Please help **yourselves**, (*two or more people*)

we → us → ourselves

We had a good vacation. **We** enjoyed **ourselves**.

They → them → themselves

They had a great time. **They** enjoyed **themselves**.

The reflexive pronouns are:

**Singular:** myself      yourself (one person)      himself/herself/itself

**Plural:** ourselves      yourselves (more than one person)      themselves

**The reflexive pronouns end in -self (singular) or -selves (plural).**

They exhibit distinctions of person (first person, second person or third person), and number (singular or plural). The third-person singular reflexives (*himself/herself/itself*) show distinctions of gender (masculine, feminine or non-personal). The reflexive pronouns are used to refer back to the subject of the same sentence:

**Jose** was badly injured and is unable to feed **himself**.

Here, **himself** refers back to **Jose**, the subject of the sentence.

me/him/them etc

myself/himself/themselves etc

**She** is looking at **him**

**Different people**

**He** is looking at **himself**

**the same person**

**by myself / by yourself** etc = alone:

I went to the movies **by myself**. (= I went alone)

Was **she** with friends? 'No, she was **by herself**. (= she was alone)





**Example:** Saul cut himself with a knife. **They** didn't have keys and **they** locked themselves outside.

### 1.1.5 Undefined “it”

We use **it** to talk about the **day/month/year/date/time and weather**.

#### QUESTION

#### ANSWER

What day is it?

**It's** Monday.

What month is it?

**It's** October.

What year is it?

**It's** \_\_\_\_\_.

What's the date today?

**It's** October 19<sup>th</sup>.

**It's** the 19<sup>th</sup> of October.

What time is it?

**It's** 6:00

**It's** six.

**It's** six o'clock.

**It's** six (o'clock) A.M.

People usually ask about the weather by saying: What's the weather like? Or: How's the weather?

How's the weather like in Mexico? **It's** sunny today.

**It's** a nice day today.

**It's** hot and humid today.

**Example:** What day is it? **It's** Friday.

### 1.1.6 Using “the”

The translation of “**the**” to Spanish (**los, la, las, el, lo**) makes this word confusing because you as a Spanish speaker want to do the same in English and this is a big no, no(mistake)! The use of this article (“**the**”) tells us that both the speaker and the listener have the same thing or person in mind. **The** shows that a noun is specific



- A. Where's David?  
B. He's in **the** *kitchen*.

In this sentence, both A and B know what *kitchen* (There's only one *kitchen* in the house).

A. Would you like an orange or an apple? B. I'd like **the** *apple*, please.

In this example, both A and B know what apple is being talked about. The **kitchen and apple** become specific.

A: It's a nice summer day today. **The** *sky* is blue. **The** *sun* is hot.

B: Yes, I really like summer.

Both A and B are thinking of the same sky (there is only one sky in this world) and the same sun (there is only one sun in our system).

#### Example:

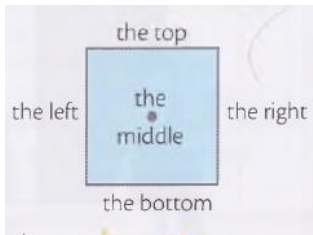
I bought **a** *shirt* and **a** *jacket* yesterday. **The** *jacket* was more expensive than **the** *shirt*.

In this first part of the sentence, shirt and jacket could be any shirt or jacket, this is why the article "**a**" is used but in the second part of the sentence they are both specific because we now know which shirt and jacket we are talking about (= **the jacket** and **the shirt** that I bought). So in order for a noun to become specific we have to mention it first so that everyone knows what we are talking about.

**Example:** We enjoyed our trip. The hotel was very nice.

English is logic as many Languages are; we only have one sun so we don't always have to mention a noun first. **The** *sun* is bright today. There is only one sun in our solar system.

**The moon/the sky/the ocean/the top/the middle/the left/ the right/the bottom/the north/the south/ the east/ the west.**



We use "**the**" with all musical instruments (play) **the** *piano* / **the** *guitar* / **the** *trumpet* etc.

Exemple:

Sergio is learning to play **the** *piano*. **The** *radio*: I listen to **the** *radio* every day.



We do not use “the” with:

- **Television/TV**

I watch **television/TV** a lot. What’s on **television** tonight? **But:** Can you *turn off the TV*?

- **Breakfast/lunch/dinner**

They’re having breakfast. **NOT** They’re having **the breakfast**.

It’s time for lunch. **NOT** It’s time for **the lunch**.

Dinner is ready! **NOT The dinner** is ready.

The same goes with: **next/last + week/month/year/summer/days/proper names**

I’m not going to school next week. **NOT (the next week)**.

Did you take off last Monday? **NOT (the last Monday)**.

I’m going on vacation in December. **NOT (in the December)**.

I’m going out with Sara tonight. **NOT (with the Sara)**.

In Spanish you tend to use proper names with “the” even though it is grammatically incorrect.

**Example:** Dile a la Karla. **Tell the Karla**. El Sergio quiso. **The Sergio wanted**.

In English this is very wrong and what I would like you to remember is that it is the little things that make you look **BAD** but it’s also the little things that make you look very **GOOD**.

Example: What is name of this street? the name

- **General ideas**

I like **music**, especially **classical music**.

(not the music.....the classical music)





We don't eat **meat** often. (**not the meat**).

**Life** is not possible without **water**.

(not The life.....the water)

- **For games and sports**

My favorite sports are **football** and **skiing**.

(not the football... the skiing).

- **For languages or school subjects**

(**history/geography/physics/biology** etc.):

Do you think **English** is difficult? (*not the English*)

Tom's brother is studying **physics** and **chemistry**. (**not the physics, the chemistry**)

**Example: Flowers or the flowers?**

Compare:

**Flowers** are beautiful. (= flowers in general)

I love this garden. **The flowers** are beautiful. (= the flowers in this garden)

I don't like **cold weather**. (= cold weather in general)

**The weather** isn't very good today. (= the weather today)

We don't eat **fish** very often. (= fish in general)

We had a great meal last night. **The fish** was excellent. (= the fish we ate last night)

Are you interested in **history**? (= history in general)

Do you know much about **the history** of your country?

**Example.** My favorite sport is football / the football. (*football is right*)

- **Name of Places**





In general we do *not* use **the** with names of places:

**France** is a very large country. (*not* the France)

**Cairo** is the capital of **Egypt**.

**Corsica** is an island in the Mediterranean.

**Peru** is in **South America**.



But we use **the** in names with 'republic'/'states'/'kingdom':

**the** Czech **Republic**

**the** United **States** of America (the USA)

**the** United **Kingdom** (the UK)



**the -s** (plural names)

We use **the** with *plural* names of countries/islands/mountains:

**the** Netherlands

**the** Canary Islands

**the** Philippines

**the** Alps



**Seas, rivers etc.**

We use **the** with names of oceans/seas/rivers/canals:

**the** Atlantic (Ocean)

**the** Mediterranean (Sea)

**the** Nile (River)

**the** Panama Canal

**the** Amazon

**the** Black Sea





- **Places in towns (streets, buildings etc.)**

In general we do *not* use **the** + names of streets, squares etc:

Kevin lives in Newton Street.

Where is Highfield Road, please?

Times Square is in New York.



We do not use **the** with names of airports, stations and many other important buildings:

**Kennedy Airport      Westminster Abbey      London Zoo**  
**Victoria Station      Edinburgh Castle**

But we use **the** with names of most hotels, museums, theatres and cinemas:

the Regent Hotel                      the National Theatre

the Science Museum                  the Odeon (cinema)



**the .....of .....**

We use **the** + names with ..... of .....

the Museum of Modern Art                  the Great Wall of China

the University of California                  the Tower of London

We say the north / the south / the east / the west (of .....):

I've been to **the north** of Italy, but not to **the south**.



## 1.2 Prepositions

**What is a preposition of place?**





A preposition of place is a preposition which is used to refer to a place where something or someone is located. It is a word or group of words that is used with a noun, pronoun, or noun phrase to show direction, location

At – A preposition of place which is used to discuss a certain point

In – A preposition of place which is used to discuss an enclosed space.

On – A preposition of time which is used to discuss a surface

### 1.2.1 Of location

- **AT**

When we are referring to a specific place, we are going to use “**at**”, at is used with *home, work and school*.

Olga is **at** home. Juan is **at** work. Karla is **at** school.

Usually a speaker uses **at** with a building to identify someone's location, **at** is usually used with locations in a city:

**at** the post office, **at** the bank, **at** the library, **at** the bookstore, **at** the park, **at** the theater.

- **IN**

When we are referring to a location as in an area we are going to use “**in**”, in is used with *bed, class, jail/prison, and hospital*.

Susana is **in** bed. Tomas is **in** class. Javier is in *jail/prison*. Mr. Lopez is **in** (the) *hospital*.

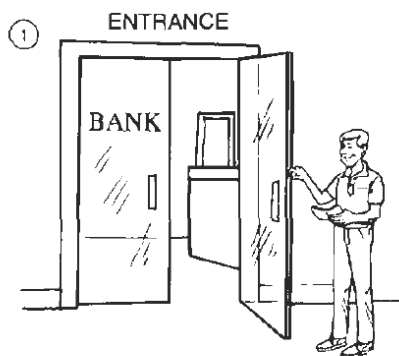
**in** is used with rooms: *in the kitchen, in the classroom, in the hall, in my bedroom, etc.*

**in** is also used with cities, states/provinces, countries, and continents: **in** Mexico City, **in** Florida, **in** Italy, **in** Asia, etc.

A speaker uses **in** with a building only when it is important to say that someone is inside and not outside the building. Usually a speaker will use **at** with a building.

**at** the bank = not inside

**in** the bank = inside the bank building.



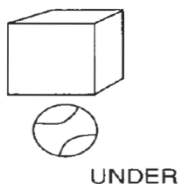
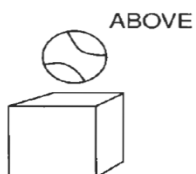
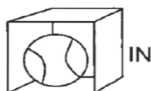
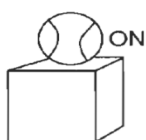
Ivan is **at** the bank.



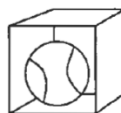
Ivan is **at** the bank.  
Ivan is **in** (*inside*) the bank.

### OTHER COMMON PREPOSITIONS

PREPOSITION + NOUN		
Diego was	<b>at</b>	school.
	<b>on</b>	the train.
	<b>in</b>	his room.
	<b>at</b>	work.
	<b>next to</b>	Maria.



**Example.** The ball is **in** the box.





## 1.2.2 Of time

Prepositions of Time:

Prepositions of time tell your readers when things are taking place, it allows you to discuss a specific time period. Prepositions of time can easily be distinguished these as they always discuss times rather than places.

We use: at for a precise time, in for months, years, centuries and long periods, and on for days and dates.

- **“AT”**

Preposition of time, when we are referring to a **point of time**, we use **“at”**

We have a class **at** three o'clock. (at + a specific time on the clock)

I have a meeting with my teacher **at** one. (at + a specific time on the clock)

We all sleep **at** night. (at + night)

- **“IN”**

When we are referring to a **specific month/year or morning/afternoon/evening**, we use **“in”**.

My birthday is **in** October. (in + specific month)

I was born **in** 1961. (in + specific year)

We have class **in** the morning. (in + the morning)

David has class **in** the afternoon. (in + the afternoon)

I like to read **in** the evening. (in + the evening)

- **“ON”**

We use **“on”** when we are referring to a **specific day of the week or date**.

I have class **on** Monday. (on + a specific day of the week)

I have classes **on** Monday and Wednesday. (on + a specific day of the week)

I was born **on** October 19, 1961. (on + a specific date)



- “From..... to”

We use “**from..... to**” when we are referring **from a specific time to a specific time**.

We have class **from** 7:00 **to** 11:00. (from a specific time to a specific time)

They worked **from** nine **to** five. (from a specific time to a specific time)

I'll be out of the office **from** ten **to** one. (from a specific time to a specific time)

**Example.** We have class at ten o'clock.

## 1.3 Connectors

Connectors are used to join two sentences, they make a sentence longer from two smaller ones

*Sentence A* The car stopped. — — *Sentence B* The driver got out.

The car stopped **and** the driver got out.

The most commonly used connectors are “**and**”, “**but**”, “**or**”, “**because**” and “**so**”.

**And** → in addition

She tried **and** succeeded.

They stayed at home **and** watched television.

My brother is married **and** lives in Chicago.



When we have a list we use commas (,) we use “**and**” between the last two things.

Alejandra is at work, Elsa went shopping, **and** Julio is playing football.

↗ ↗ ↗

Carmen arrived to her house, ate, watched TV, **and** fell asleep.

↗ ↗ ↗ ↗



**But** → **however**

They tried **but** did not succeed.

She bought a newspaper **but** she did not read it.

It's a nice house **but** it does not have a garage.



**Or** → **showing possibilities or choices**

He's probably at lunch **or** at a meeting.

What color do you want – green yellow **or** blue.

Do you want to stay in **or** go out?

**Because** → **is the reason for something**

I opened the window **because** it was very hot.

Lucero is hungry **because** she didn't have breakfast.

They had to wait **because** they arrived early.

**So** → **the result of something**

It was very hot **so** I opened the window.

I don't like to go out **so** I don't meet a lot of people.

She smiled at me **so** I went to introduce myself.



## 1.4 Comparisons

### 1.4.1 The comparative: Using – er +than and more + than

In English when we compare two persons or two things the adjective is going to have two different types of forms, in one we will add (a) **er + than**. In the other we are going to use (b) **more + than** in front of the adjective. Example:

Fernando is 30 years old. Carmen is 28 years old.

- (a) Fernando is **older than** Carmen.
- Carmen is **younger than** Fernando.

I am **older than** my sister.

- (b) A car is **more expensive than** a bike.



Love is **more important than** money.

Left handed people are **more intelligent than** right handed people.

Now, if we were to say:

Fernando is **more old than** Carmen. Or, Love is **importanter than** money.

People would either laugh at you or look at you with a, what face!! Why? Because to say it this way is incorrect. The use of letters (a) and (b), each one has a very **simple rule** that you have to follow:

- When the adjective has **one syllable**, you will use (a)!

ADJECTIVE	COMPARATIVE
Long	longer <b>than</b>
Cheap	cheaper <b>than</b>
Big	bigger <b>than</b>

**\*A spelling note:**

Whenever an adjective ends with **a vowel and a consonant**, you have to **double the consonant**. **Example:**

Hot → **hotter**

Thin → **thinner**

Fat → **fatter**

Big → **bigger**

The rule for using letter (b) is if the adjective has **two or more syllables** then you have to use **“more” in front of the adjective**. **\*\*With this rule there does exist an exemption, which is except adjectives that end in -y. Example:**

ADJECTIVE

COMPARATIVE





In / teres / ting (3)	<b>more interesting than</b>
Con / fu / sing (3)	<b>more confusing than</b>
Beau / ti / ful (3)	<b>more beautiful than</b>
Fa / mous (2)	<b>more famous than</b>

**\*\*Examples of two syllable adjectives that end in -y and their correct spelling. So if you have a two syllable adjective that ends with -y, you are going to remove the -y and replace it with an -i and add -er. Example:**

ADJECTIVE	COMPARATIVE
Easy	<b>easier than</b>
Funny	<b>funnier than</b>
Pretty	<b>prettier than</b>

There also exist irregular comparative forms, fortunately for you there are only three that you will have to memorize and they are **good, bad, and far**. By saying that they are irregular I mean that **they change completely and we do not use -er + than or more + than. Example:**

ADJECTIVE	COMPARATIVE
Good	<b>better</b>
Bad	<b>worse</b>
Far	<b>further / farther</b>

What is the difference between the last two? Which one do I use? Of the two **further** is a much more common word, and is additionally used in abstract and metaphorical contexts. But both are correct to use and acceptable..... but, for the picky here is the technical definitions:

**Further means additional, or additionally**, “further” for figurative, distance and referring to time.

**Example:**



I hope we don't have any **further** nonsense.

We will continue without **further** delay.

Have you anything **further** to say?

**Farther means physical distance**, “farther” has the word “far” in it, and “far” relates to physical distance. **Example:**

Move the pen **farther** to the right.

Your house is **farther** than mine.

Saturn is **farther** than Earth from the sun.

#### 1.4.2 The superlative: Using the + -est and the + most

The comparative (**-er / more**) compares two people or two things where as the superlative (**the -est / the most**) is going to compare three people or more as well as three or more things. My father was **the youngest** in his family, this simply means that there was nobody else in his family that was younger, that's it! My **oldest** brother is 68 years old there is no one that is older, I may have cousins that are older but of all my brothers, that's it there is no one else, he is **the oldest** of all of us! Another example could be that my hand has five fingers, I have one finger that is big and another one that is short. The big one is **the biggest** there is no other finger that can beat it and the short one is **the shortest** of all of my fingers, there is no finger that is shorter!

The same rules apply in using the superlative as with the comparative, when the **adjective has one syllable**, you will use **the + -est**. **Example:**

ADJECTIVE	SUPERLATIVE
Long	<b>the longest</b>
Cheap	<b>the cheapest</b>
Big	<b>the biggest</b>

If the adjective has **two or more syllables** then you have to use **“the most” in front of the adjective**. **\*\*With this rule there does exist an exemption, as with the comparatives which is except adjectives that end in -y. Example:**

ADJECTIVE	SUPERLATIVE
In / teres / ting (3)	<b>the most interesting</b>



Con /fu / sing	(3)	<b>the most confusing</b>
Beau / ti / ful	(3)	<b>the most beautiful</b>
Fa / mous	(2)	<b>the most famous</b>

**\*\*Examples of two syllable adjectives that end in -y and their correct spelling. So if you have a two syllable adjective that ends with -y, you are going to remove the -y and replace it with an -i and add -est. Example:**

ADJECTIVE	SUPERLATIVE
Easy	<b>the easiest</b>
Funny	<b>the funniest</b>
Pretty	<b>the prettiest</b>

There also exist irregular superlative forms, fortunately for you they are the same ones from the comparative form and they are **good, bad, and far**. Again by saying that they are irregular I mean that **they change completely and we do not use the + most**. Example:

ADJECTIVE	SUPERLATIVE
Good	<b>the best</b>
Bad	<b>the worst</b>
Far	<b>the furthest / farthest</b>

## 1.5 Nouns (countable and uncountable)

A noun can be countable and uncountable, **countable nouns** have plurals and can be used with the articles a/an. The article **a/an** mean the same thing it is equal to one, it is **singular (one)** and **it is always singular**. You never mix this article with **plural (more than one)**: (a chair, a pen, a window, a door) it means one. We never say a chairs, a pens, a windows or a doors because the -s at the end of the word makes it plural.

The article **A** is going to be used only in front of words that begin with consonants while the article **AN** is going to be used only in front of words that begin with **vowel sounds** Examples: an animal, an ear, an island, an office, an hour (in this case the **H** is silent it does not sound).

**Uncountable nouns** have no plurals and cannot normally be used with the articles **a/an**. A very common mistake for a lot of people learning English as a second Language is mixing uncountable nouns with a/an, such as: Would you like **a** coffee? Translation would be: Quieres **un** café? Coffee is uncountable you cannot use coffee with the article a (= to one),



the correct way to ask would be: Would you like **a cup** of coffee? A cup is countable and therefore can be used with the article. We can't say a water, but we can a glass of water: a salt, but a salt shaker.

### USING SOME AND ANY

Some and any can be used both in front of plural count nouns and noncount nouns.

You have **some pens**.

I have **some rice**.

Carlos has **some furniture**.

When we use **some** it is going to be in a **statement**.

Olga has **some money**.

David is drinking **some tea**.

Sonia likes to eat **some cheese**.

When we use **any** it is going to be in a **negative sentence**.

Olga **doesn't** have **any money**.

David **isn't** drinking **any tea**.

Sonia **doesn't** like to eat **any cheese**.

When we use **any with plural count nouns and noncount nouns it will also be negative**.

I **don't** have **any bread**. (noncount nouns)

I **don't** have **any flowers**. (plural count nouns)

I **don't** have **any brothers**. (plural count nouns)

Both can be used in **asking questions**.

Does Olga have **any money**?

Does Olga have **some money**?

Do you have **any sisters**?

**\*\* Remember that noncount nouns do not have a plural form.**

### COMMON NONCOUNT NOUNS

advice	mail	bread	pepper
furniture	money	cheese	rice
help	music	coffee	salt
homework	peace	food	soup
information	traffic	fruit	sugar
jewelry	weather	meat	tea
luck	work	milk	water



**Example:** Use an ARTICLE, **a** or **an**.

1. **A** horse is **an** animal.
2. Spanish is **a** language.

## 1.6 Adjectives

Adjectives describe nouns and are going to come in front of nouns, adjectives "modify" nouns. The word "modify" means "change a little." Adjectives give a little different meaning to a noun:

### Weather

### adjective + noun

<b>cold</b> weather	Laura has <b>brown</b>	<b>hair</b> .	Not <b>hair brown</b>
<b>hot</b> weather	Do you like <b>Mexican</b>	<b>food</b> ?	Not <b>food Mexican</b>
<b>nice</b> weather	Do you know any <b>famous</b>	<b>people</b> ?	Not <b>people famous</b>
<b>bad</b> weather	She lives in a <b>modern</b>	<b>house</b> .	Not <b>house modern</b>

Most English adjectives have the same form for the singular as for the plural.  
The ending of an adjective is always the same.

A <b>different</b> place	<b>different</b> places	(not different)
A <b>free</b> car	<b>free</b> cars	(not frees)
A <b>sour</b> lemon	<b>sour</b> lemons	(not sours)

### COMMON ADJECTIVES

<b>Beautiful</b> -ugly	<b>good</b> -bad	<b>angry</b>	important
Big-little	happy-sad	bright	intelligent
Big-small	large-small	busy	<b>interesting</b>
Cheap-expensive	long-short	<b>delicious</b>	kind
Clean-dirty	noisy- <b>quiet</b>	famous	<b>lazy</b>
<b>Cold</b> -hot	old-new	favorite	<b>nervous</b>
<b>Dangerous</b> -safe	old-young	free	nice
Dry-wet	poor-rich	fresh	<b>ripe</b>
<b>Easy</b> -hard	sour-sweet	honest	serious
Easy-difficult	<b>strong</b> -weak	<b>hungry</b>	wonderful



Adjectives describe or give information about a noun or pronoun that comes at the **beginning** of a sentence.\* Adjectives often follow a form of be (**am, is, are**).

**Be (am/is/are/was etc.) + adjective**

The banana **is ripe** today.

These women **are** very **beautiful**.

**Are you cold?** I'll close the window.

**I'm hungry.** I'm going to eat.

The movie **wasn't** very **good**. It **was bad**.

Please **be quiet**. I'm reading.

We use adjectives to say how something or someone **is, seems, becomes, looks, feels, sounds, tastes or smells**.

She **is angry**.

He **seems/appears lazy**.

It's **getting dangerous**.

He **felt strong**.

This **is easy**.

That **smells delicious**.

**look/feel/smell/taste/sound + adjective**

a: You **look tired**. b: Yes, I **feel tired**.

That **sounds** very **interesting**.

It doesn't **smell good**.

She **looks nervous**.

Compare:

He **is tired**.

They **are happy**.

It **is good**.

He **feels tired**.

They **look happy**.

It **smells good**.

He **looks tired**

They **sound happy**.

It **tastes good**.

## 1.7 Using frequency adverbs: always, usually, often, sometimes, seldom, rarely, and never

**Always, usually, often, sometimes, seldom, rarely and never** are called "frequency adverbs." They come between the subject and the simple present verb in other words they will \*always come after the subject. Adverbs of frequency answer the question, How often?

\*There is one exemption to this rule and that would be "**sometimes**". This is the only one that can go in the front, middle, or at the end of a sentence.





**Sometimes** I get up at six. I **sometimes** get up at six. I get up at six **sometimes**.

Always	usually	often	sometimes	seldom	rarely	never
100%	99%-90%	90-75%	75%-25%	25-10%	10%-1%	0%

This would be the formula for a sentence.

#### SUBJECT + FREQUENCY ADVERB + SIMPLE PRESENT VERB

Sergio	<b>always</b>	<b>goes</b> to class.
Mariana	<b>usually</b>	<b>goes</b> to class.
We	<b>often</b>	<b>watch</b> TV.
I	<b>sometimes</b>	<b>drink</b> milk.
They	<b>seldom</b>	<b>go</b> to the park.
Anna	<b>rarely</b>	<b>eats</b> carrots.
I	<b>never</b>	<b>go</b> dancing.

#### USING FREQUENCY ADVERBS WITH BE

When we use the verb to be with a frequency adverb the verb to be will go first.

#### SUBJECT + BE + FREQUENCY ADVERB + COMPLEMENT

Carlos	<b>is</b>	<b>always</b>	late for school.
Carlos	<b>is</b>	<b>usually</b>	late for school.
Carlos	<b>is</b>	<b>often</b>	late for school.
Carlos	<b>is</b>	<b>sometimes</b>	late for school.
Carlos	<b>is</b>	<b>seldom</b>	late for school.
Carlos	<b>is</b>	<b>rarely</b>	late for school.
Carlos	<b>is</b>	<b>never</b>	late for school.

## 1.8 Determiners

### What are determiners?

A determiner is a word used to modify a noun and goes in front of it this helps to make clear what the noun is referring to. These types of words are made up from articles, demonstratives, possessive determiners, or quantifiers.

### Common Determiners

- Quantifiers: a few, a little, much, many, a lot of, too, enough



- Distributives: both, either, neither
- Difference words: other, another

Quantifiers: **much, many, a lot of**

We use **much** only with uncountable nouns (**much + uncountable nouns**).

How **much time** have we got?

Did you buy **much coffee**?

How **much money** do you have?

We use **many** with plural noun (**many + plural noun**).

How **many books** did you read?

Do you have **many cousins**?

How **many exams** do you have?

We also use much /many in questions and in negative sentences. **But we do not use much in positive sentences.** (Incorrect I drink much coffee. I have much work.)

Do you drink **much tea**?

I don't drink **much soda**.

Do you have **many classes**?

I don't have **many classes**.

We also use **so, as, too** and **very** in front of **much /many** as a type of emphasis.

I love you **so much**.

Take **as much** as you want.

There are **too many** people in this class.

Thank you **so much** for everything you have been **too kind**.

There were **so many** people at the concert.

**A lot(s) of**, can be used with **both plural and uncountable nouns**. Remember that **many** and **a lot of** can be used in all three forms (question, affirmative and negative). **A lot(s) of**, is a much more informal way of speaking and very common! **A lot of** takes the place of **much** in an informal setting.

We bought **a lot of food**.

Did you buy **a lot of food**?

We didn't buy **a lot of food**.

I don't have **a lot of books**.



Do you have **a lot of books**?  
I have **a lot of books**.

Do you have **many classes**?  
I don't have **many classes**.  
I have **many classes**.

Quantifiers: **(a) little, (a) few**

(a) little + uncountable noun

(a) little music  
(a) little peace  
(a) little traffic  
(a) little luck

**a little** = positive / some but not much

She drank **a little milk**.  
**hours**.  
She speaks **a little English**.  
Can you speak English? **A little**.

**little** = almost no or almost nothing  
There was **little fruit** in the house.  
There was **little meat** in the fridge.  
There was **little sugar** in the pantry.  
supermarket.

You can say **very little**:  
Carmen is very thin because she eats  
made **very little**. (= almost nothing)

Compare **little** and **a little**:

**A little** is a positive idea.  
They have **a little** jewelry, so they're  
**not poor**. (= they have some money)

**Little (or very little)** is a negative idea.  
They have **little money**. They are very

(a) few + plural noun

(a) few hours  
(a) few apples  
(a) few cars  
(a) few guys

**a few** = positive / some but not many

We're going to the beach for **a few**  
**words** of English.  
Do you have any books? **A few**.

**few** = almost no  
There were **few people** at the park.  
There were **few people** at the movies.  
There were **few people** at the

You can say **very few**.  
Your homework was very good you  
**very few mistakes**.

Compare **few** and **a few**:

**A few** is a positive idea.  
I have **a few** friends, so I'm not lonely.  
(= I have some friends)

**Few (or very few)** is a negative idea.  
I'm sad and I'm lonely. I have **few**



poor. (= nearly no money)

friends. (= nearly no friends)

Quantifiers: **too, enough**

### Enough / Too as a determiner

Enough as a determiner has the meaning of 'sufficient' and it goes before the noun it modifies. It can be used both with countable nouns in the plural and with uncountable nouns. It can be used in question, affirmative and negative sentences.

Examples

- You have enough food?
- I have enough information.
- We don't have enough furniture.
- They don't have enough apples.

Too as an adverb has the meaning of "excessively" or more than what is needed. It will go before the adjective or adverb that it modifies. It can be used in questions, affirmative and negative sentences.

Examples

- This tea is **too hot**.
- She works **too hard**.
- Isn't he **too young**?
- They are not **too short**!

Distributives: **either, neither** and **both**

The determiners **either, neither** and **both** are worried with the distribution among a pair of objects. Usually, these words cannot be used to mention a group of three or more persons. They also cannot be used to refer to a group of an undefined size. Another thing is that these distributives can only refer to countable nouns.

Using "either"

**Either is positive and goes at the end of the sentence after the negative helping verb:**

I didn't get enough to eat, and you **didn't either**.

And "neither" goes after the **conjunction**, then the **helping verb**, and then the **subject**.

I didn't get enough to eat, **and neither did you**.



It's important that you notice that words following "neither" are not negative. When two situations are the same, you could write a sentence like this:

Juan doesn't work there, and Carlos doesn't work there.

But this is much better:

Juan doesn't work there, and Carlos **doesn't either**.

or

Juan doesn't work there, **and** neither **does Carlos**.

A great way to remember the difference between these two words is that neither is negative and the first letter of the word **creates a negation**."

**Either** means one or the other.

**Neither** means not one or the other.

Difference words: **other, another**

**What is the difference between *another* and *other*?**

A simple rule to help you remember the difference between another and other is:

**another** + singular noun (=one more)

I need **another cup**. (cup is singular so we use *another*)

**other** + plural noun (=more)

I need **other cups**. (cup is plural so we use *other*)

**others** (without a noun add -s)

I need **others**. (refers to other cups)

**Another** means: one more, an additional, an extra, a different one; an alternative one

**Another** is a determiner that goes before a singular countable noun or a pronoun.

We can also use **another + few** or **another + a number** with a **plural** noun.

Let's wait **another few minutes**.

Let's give him **another few minutes**.



It's going to take me **another two hours**.

This job is going to take **another three days**.

### When to use OTHER

**Other** is a determiner that goes before **plural countable nouns, uncountable nouns or a pronoun**.

#### Other + Plural Countable Noun

**Other** can be followed by a plural countable noun.

We have **other styles** if you like.

Have you got any **other shirts**?

Show me the **other shoes**.

#### Other + uncountable nouns

Do you have **other** homework to do?

Tell the **other** people.

We have **no other ideas**.

#### Other + pronoun.

They talk to each **other a lot**.



## Closing of the unit

In this unit the student will acquire the necessary knowledge to be able to understand and structure sentences using the correct form of the pronouns, prepositions, adjectives, frequency adverbs, nouns, connectors, comparative, and determinatives so that the student acquires the bases to develop the reading competence in the English language. You will now be able to identify them and by doing so English will now be easier to understand. By using the correct grammar in a sentence, you will now have a much better understanding of the different functions of the grammatical categories, thus allowing you to have acquired the communication bases of the language. Which will lead you to comprehend the use of the verb to be and the different tenses of the verbs? Congratulations on the beginning of your path to a better understanding of a foreign Language and to your ultimate goal of being able to translate that Language.



Figura 1. Fuente <http://www.cabrillo.k12.ca.us/hatch/graphics/immersion-graphic-spn.png>





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