



ABOUT

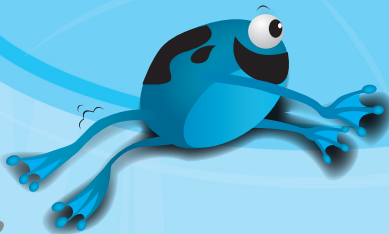


# Grammar

Intermediate  
Reference Book

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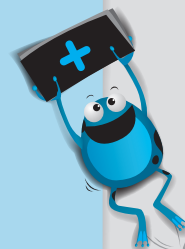
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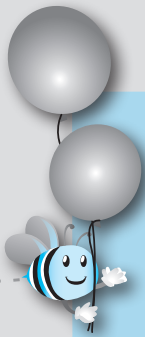
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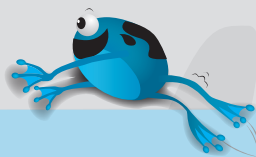
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## Unit 1

# Nouns

### What's in this unit?




- A. Common nouns and proper nouns p 2
- B. Concrete nouns and abstract nouns p 3
- C. Countable nouns and uncountable nouns p 7
- D. Singular nouns and plural nouns p 8
- E. Collective nouns p 11
- F. Nouns and gender p 12
- G. Noun forms p 13

### Grammar hop

Passers-by is a compound noun. We will learn about compound nouns on page 14.

Nouns are words that tell us about people, places and things. We can group nouns into different types: common nouns, proper nouns, concrete nouns, abstract nouns, countable nouns, uncountable nouns and collective nouns. We can also distinguish between masculine and feminine forms of nouns.

## A. Common nouns and proper nouns

 **Common nouns** are often used in everyday conversation and writing. An example of this can be seen in the text below. It tells about a robbery that involves people, places and things. Along with the common nouns are proper nouns. **Proper nouns** name specific people, places and things. Let us look at the ways in which **nouns** are used.

Text 1

### The Robbery

The **owner** of **Venus Beauty Salon** at **Happy Shopping Mall** lost ten thousand **dollars** to a **thief** last **week**. **Madam Annie Chen**, 32, was on her way to the **bank** with her **manager**, **Mr Tan Cheng Seng**, when the **robbery** occurred. Just outside the **Union Bank** at **Block 128** at **City Central**, a **man** suddenly appeared and grabbed her **bag**. **Madam Chen** shouted to the **passers-by** for **help** but the **thief** made off on a **scooter**.


## Activity 1

List the eight proper nouns in Text 1 in the table below.



1.	3.	5.	7.
2.	4.	6.	8.


## B. Concrete nouns and abstract nouns

-  All the common nouns and the proper nouns in Text 1 are **concrete nouns**. They are tangible – this means they name things that we can see and touch. **Abstract nouns**, on the other hand, name things that cannot be seen or touched. The text below shows some examples of **abstract nouns**.

Text 2

### Air Quality

**Investigations** have shown that indoor **pollution** can have more adverse **effects** than outdoor **air** in industrialised countries. This means that if the **air** in our apartments and offices is not maintained at an acceptable **level**, it may cause **problems** with our **health**, especially respiratory **illnesses** such as **asthma**. Nowadays, people are spending more **time** indoors, so it is important to ensure that the **air** in our offices and apartments does not have a bad **effect** on our **health**.

-  Sometimes, it is difficult to tell if a noun is an abstract noun or a concrete noun, but this distinction is useful when we want to compare words such as *friend* and *friendship*. A *friend* is a person and is therefore a concrete noun. *Friendship* is a social bond between two friends. It cannot be physically seen or touched and is therefore an abstract noun.



- 2 We usually use concrete nouns to talk about the things around us in connection to the events that happen. In Text 1, many concrete nouns are used to talk about the robbery.
- 3 However, we can also choose to include abstract nouns in our writing. Many information texts or factual texts are written with abstract nouns to express ideas and concepts. When a piece of writing consists of more abstract nouns, it tends to have a more sophisticated style. The two texts below show this difference. The description in Text 3 uses mainly **concrete nouns** while the description in Text 4 uses mostly **abstract nouns**.

Text 3

### A Happy Child

My **grandfather** said that as a **child** he was happy, although his **family** was poor. He and his **brothers** were free to enjoy climbing **trees** and catching **spiders**. He remembered going to the **beach** to play and resting under the **trees** to escape the **heat** of the **sun**. His **father** made sure they studied hard and would grow up to be responsible **teenagers**. He was loving to them but strict as well. They could never choose to rebel as the **cane** was never far away.

Text 4

### A Happy Childhood

My **grandfather** said he had a happy **childhood** despite his **family's poverty**. His **generation** had **freedom** to enjoy the **outdoors**. His **memories** of having **fun** at the **beach** and resting under the **trees** to escape the **heat** of the **sun** are still very clear to him. His **father** believed **education** would inspire **responsibility** in him and his **brothers** so his **father** made sure they studied hard. His **love** for them did not lessen the **discipline** he enforced. **Rebellion** was not a **choice** as the **cane** was always in **sight**.



4 Many abstract nouns are formed from other words.

Word	Abstract noun
<i>choose</i>	<i>choice</i>
<i>free</i>	<i>freedom</i>
<i>hot</i>	<i>heat</i>
<i>investigate</i>	<i>investigation</i>
<i>pollute</i>	<i>pollution</i>
<i>poor</i>	<i>poverty</i>
<i>rebel</i>	<i>rebellion</i>
<i>responsible</i>	<i>responsibility</i>
<i>see</i>	<i>sight</i>

You will become more familiar with abstract nouns when you go to secondary school and see them in subjects such as geography, history and science. In addition to learning about people, places and things, you will also learn more abstract ideas such as vulcanicity, tyranny and condensation.

## Activity 2

Circle the abstract nouns in the sentences below.

1. Pollution damages the environment.
2. The emperor can be considered great because of his achievements.
3. The causes of the rebellion are not very clear.
4. We study about conduction and convection in science.
5. Shakespeare loved to write about love and tragedy.



**Activity 3**

Fill in the blanks with abstract nouns formed from the words in italics in the following sentences.

1. Jacob was *angry* with Ken for losing his book. He was seething with \_\_\_\_\_.
2. Everyone was *happy* to see her again. There was so much \_\_\_\_\_ in the room.
3. Nisha is *anxious* about her examinations. She wishes the \_\_\_\_\_ would pass quickly.
4. This is a difficult problem to *solve*, but we need to find the \_\_\_\_\_ fast.
5. His application was *rejected* again. This was the tenth \_\_\_\_\_ he had received.

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p 21



5 Many nouns have the same **-ing** word ending as verbs.

Words that end in **-ing** are usually verbs. Verbs are words that name actions.

- ▶ *I am **walking**.*
- ▶ *She is **drawing**.*

Nouns that also end with **-ing** are called gerunds. They usually name activities.

- ▶ *My uncle teaches **boxing**.*
- ▶ ***Walking** is a great exercise.*
- ▶ *Many people enjoy **dancing**.*



## Activity 4

Circle the gerunds in this text. Be careful to distinguish these from verbs with the **-ing** word ending.

Dear Jovic,

Today, we took a little break from studying and our teacher asked us what kinds of activities we like. Many of us said we like swimming. The girls in my class like singing and dancing, while the boys prefer roller-blading. The girls love to watch gymnastics on the television but do not like boxing and wrestling as they think these sports are quite violent.

The boys, on the other hand, enjoy these sports and of course, the most popular sport is football. I like swimming, but not singing and dancing.

What about you, Jovic? What sports do you like? Since you have winter in your country, there must be many winter sports and games you enjoy.

Your friend,

Max



## Countable nouns and uncountable nouns

❶ Common nouns can also be grouped into **countable nouns** and **uncountable nouns**.

❷ We use countable nouns to name things that can be counted. **Countable nouns** are also called count nouns.

- ▶ We should buy some **chairs** for the living room.
- ▶ Her **bags** are always so heavy.
- ▶ She bought three new **computers** for the office.

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pp 6  
and 7



③ Uncountable nouns name things that cannot be counted, for example, *electricity*, *rice* and *sand*. Uncountable nouns are also called non-count nouns or mass nouns. Some words such as *baggage*, *furniture*, *information* and *software* may seem like they can be counted, but they are actually uncountable nouns.

🍃 **Uncountable nouns** do not have plural forms.

- ▶ The **baggage** will be placed in the holding compartment. ✓
- ▶ The **baggages** will be placed in the holding compartment. ✗
- ▶ We will buy more **furniture** for our new home. ✓
- ▶ We will buy more **furnitures** for our new home. ✗
- ▶ **Information** about the **traffic** on the highway is updated frequently. ✓
- ▶ **Informations** about the **traffics** on the highway are updated frequently. ✗
- ▶ **Software** for computers is getting expensive. ✓
- ▶ **Softwares** for computers are getting expensive. ✗

## D. Singular nouns and plural nouns

① When we have only one thing, we use **singular** nouns. When we have two or more things, we use **plural** nouns.

② To form the plural of nouns, we add **-s** as well as different **word endings** to the ends of singular nouns.

Singular	Plural
<i>bottle</i>	<i>bottles</i>
<i>jeep</i>	<i>jeeps</i>
<i>leaf</i>	<i>leaves</i>
<i>lorry</i>	<i>lorries</i>
<i>tomato</i>	<i>tomatoes</i>

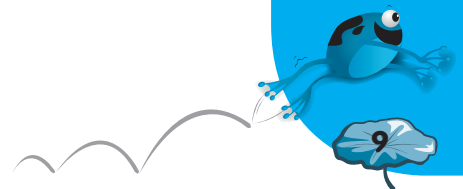
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pp 7  
to 9



- Some nouns do not use such word endings. They do not follow any of the spelling rules that we have learnt so far. They are called irregular nouns.

Singular	Plural
<i>child</i>	<i>children</i>
<i>foot</i>	<i>feet</i>
<i>goose</i>	<i>geese</i>
<i>louse</i>	<i>lice</i>
<i>mouse</i>	<i>mice</i>
<i>ox</i>	<i>oxen</i>
<i>tooth</i>	<i>teeth</i>

- 3 There are some nouns that end in **-s** that look like plural nouns, for example, *news*, *gymnastics* and *measles*, but they are actually uncountable nouns. Uncountable nouns are always treated as singular, and take singular verbs.
- ▶ *The news is very shocking.*
  - ▶ *Gymnastics is my favourite sport.*
  - ▶ *Measles is contagious.*
- 4 Some things are made up of two parts. Nouns that name things with two parts are always **plural**.
- ▶ *I need a good pair of **tweezers** to fix the zipper on your **trousers**.*
- 5 Some **uncountable nouns** have the same form in the singular and the plural. We can tell if the noun is singular or plural by looking at the sentence where it is found.
- ▶ *Farmer Ned can shear one sheep in five minutes, but Farmer Joe can shear three sheep.*
  - ▶ *I drew one deer in my book, but my sister drew three deer in her book.*



6 Proper nouns refer to specific individuals or things, so they do not usually have plural forms.

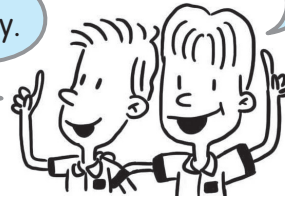
- |                       |   |                        |   |
|-----------------------|---|------------------------|---|
| ▶ <i>Deepavali</i>    | ✓ | ▶ <i>Deepavalis</i>    | ✗ |
| ▶ <i>Japan</i>        | ✓ | ▶ <i>Japans</i>        | ✗ |
| ▶ <i>National Day</i> | ✓ | ▶ <i>National Days</i> | ✗ |
| ▶ <i>Simon</i>        | ✓ | ▶ <i>Simons</i>        | ✗ |

7 In some circumstances, however, we can use proper nouns in the **plural form**.

There are two  **Davids**  in this class.



I'm David Tay.



I'm David James.

When we do this, we are treating the proper noun as if it is a **common noun**.

- |  |   |
|--|---|
| ▶ <i>National Day falls on Sunday this year.</i>                   | referring to a specific day             |
| ▶ <i>I was at the parade at the last two <b>National Days</b>.</i> | referring to more than one National Day |

8 We sometimes use the names of the days of the week as **common nouns**.

### Did you know...?

When a name ends with **-s** or **-z**, we do not usually add any ending to form the plural.

- ▶ *Mrs Jones loves parties. The Jones are planning a barbecue.* ✓
- ▶ *Mrs Jones loves parties. The Joness are planning a barbecue.* ✗

- |  |                                   |
|--|-----------------------------------|
| ▶ <i>We will be visiting Little India next Monday.</i> | referring to a specific day       |
| ▶ <i>Rachel has karate lessons on <b>Mondays</b>.</i>  | referring to more than one Monday |

9 When we want to refer to a family as a group, we use the **plural** of the surname.

- ▶ *The Wongs are planning a barbecue.*

8 Nouns that describe abstract qualities are usually uncountable.

- ▶ *advice* ✓    ▶ *bravery* ✓    ▶ *joy* ✓
- ▶ *advices* ✗    ▶ *braveries* ✗    ▶ *joys* ✗

However, there are some **abstract nouns** that are countable and have singular and plural forms.

- ▶ *Safia has a good **attitude** towards work.*    countable, singular
- ▶ *These pupils have bad **attitudes** towards work.*    countable, plural
- ▶ *She has an **idea** for the fund-raising.*    countable, singular
- ▶ *They have several good **ideas**.*    countable, plural

Hold it!



Some **nouns** can be used both as countable and as uncountable nouns.

- ▶ *I baked a **cake** for the party.*    countable
- ▶ *I prefer **cake** to pie.*    uncountable
- ▶ *Mum saw a grey **hair** sticking out near her ear.*    countable
- ▶ *Lily has thick, black **hair**.*    uncountable

## B. Collective nouns

1 **Collective nouns** name members of a group as a whole. Some examples of **collective nouns** are:

- ▶ *The **choir** sang beautifully.*
- ▶ *The **committee** decided not to hire the applicant.*
- ▶ *The **team** decided to make Zarak the captain for another year.*

2 Collective nouns can be **singular** or **plural**.

- ▶ *The A **team** is the winner of the dragon boat race. The G **team** is the runner-up. However, both **teams** finished the race in record time.*



3 Some collective nouns are always **plural** and require plural verbs.

- ▶ The cow is taken to the market to be sold. ✓
- ▶ The **cattle** are taken to the market to be sold. ✓
- ▶ The **cattle** is taken to the market to be sold. ✗
- ▶ The police officer is still looking for the stolen jewellery. ✓
- ▶ The **police** are still looking for the stolen jewellery. ✓
- ▶ The **police** is still looking for the stolen jewellery. ✗

Hold it!



The term **collective noun** is also used in a different way to refer to nouns.

a/an	collective noun	of	plural noun
a	<b>brood</b>	of	chickens
a	<b>ring</b>	of	keys
an	<b>audience</b>	of	listeners
an	<b>orchestra</b>	of	musicians

### Grammar hop

This way of referring to nouns is similar to the use of containers or units on page 13.

## F Nouns and gender

4 We use different nouns to indicate whether people or animals are male or female. These nouns have masculine and feminine forms.

Masculine	Feminine
bull	cow
king	queen
lion	lioness
nephew	niece
waiter	waitress

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and 15





Did you know...?

Nowadays, people prefer not to use words that only indicate the masculine gender. For example, instead of *chairman* we use *chairperson* to include both men and women.

- ② Some nouns that name people or animals have common gender. They name both the male and female, for example, *chicken, child, dancer, doctor, driver, fish* and *teacher*.
- ③ Nouns that refer to non-living things that have no gender are classified as neuter in gender, for example, *book, poster* and *stone*.

## G. Noun forms

- ① Uncountable nouns do not have plural forms. We can make **uncountable nouns** countable by adding words that refer to the containers or units in which the uncountable object can be measured.
- ▶ *Sean gave his brother five bars of **chocolate**.*
  - ▶ *You will need two litres of **water** to make the soup.*
  - ▶ *We bought five cartons of **orange juice** for the party.*
  - ▶ *I need two bottles of **oil** for frying these chicken wings.*
  - ▶ *We need three packets of **flour** to make fifty pancakes.*
  - ▶ *The gardener used three bags of **soil** for the flower bed.*
  - ▶ *We should drink at least eight glasses of **water** per day.*

### Grammar plus

Countable nouns also make use of this same pattern.

Determiner	Container	of Object
<i>two</i>	<i>boxes</i>	<i>of books</i>
<i>three</i>	<i>pots</i>	<i>of flowers</i>
<i>five</i>	<i>bags</i>	<i>of marbles</i>





What shall we have for lunch?




Let's order a pizza, some fries and three **ice creams**.

We can use **ice creams** in the plural form in informal situations outside the classroom, but we need to use *three scoops of ice cream* in our writing.

 **Compound nouns** are nouns that consist of two or more words. A compound noun can be written as a single word, as two or more words or with one or more hyphens, for example, *screwdriver*, *fire engines*, *word-processor* and *lilies-of-the-valley*.

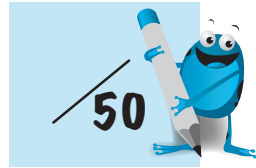
 When the compound noun is written as a single word we add **-s** or **-es** to the end of the word for the plural form.

- ▶ *There are many **bookshops** along this road.*
- ▶ *Food is usually put inside **mousetraps** to lure mice in.*
- ▶ *We always have extra **toothbrushes** for our house guests.*

 When the compound noun is written as two separate words with a hyphen in between, we change the first part of the compound word to the plural form.

- ▶ *Mrs Tan has three **daughters-in-law**.*
- ▶ ***Passers-by** are always intrigued by the sculpture at the corner.*
- ▶ *The Queen has several **ladies-in-waiting** to assist her.*

# Test yourself



## Section A

(10 marks)

Unit 1

Nouns

Underline the correct nouns in the brackets. Select the correct reason from A, B or C for each of your answers.

- A. It is a non-count noun.
- B. It is a singular count noun.
- C. It is a plural count noun.

1. We have to get (**information/informations**) about accommodation before we go on our vacation. A B C
2. We need to buy some (**banana/bananas**) for our ice cream. A B C
3. I like to have (**sugar/sugars**) in my tea. A B C
4. (**Trouser/Trousers**) are acceptable for teachers to wear in school. A B C
5. Some girls like to have their (**hair/hairs**) short. A B C
6. Waiter, there is a (**hair/hairs**) in my soup. A B C
7. My neighbour is a (**police/police officer**). A B C
8. I bought three new (**pen/pens**) yesterday. A B C
9. The (**equipment/equipments**) in the sports room will be replaced soon. A B C
10. Do we have any (**butter/butters**) in the refrigerator? A B C

## Section B

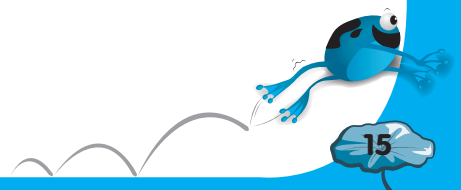
(20 marks)

There are errors in these sentences. Correct the errors and explain why you think the sentences are incorrect.

1. My father left his sunglass at the beach.

---

---



2. How many pieces of luggages do you have?

---

---

?

3. My new trouser was stained with ink.

---

---

4. I have received a wonderful news today! We are going to London!

---

---

!

5. I have some moneys in my wallet.

---

---

6. We left two pieces of toasts for you on the table.

---

---

7. She is good at billiard.

---

---

8. After the rains, the muds made my shoes dirty.

---

---

9. We have to do our homeworks before we can play computer games.

---

---

10. She had bloods on her finger.

---

---

**Section C** (20 marks)

Underline the collective nouns in this text.

We went to watch Jack in a school concert. Our family is supportive of our participation at arts events. The audience was very excited and anxious for the concert to begin. When the choir made its appearance, there was a loud cheer from the audience. Jack's class was superb. They were very entertaining. The stage crew was fantastic with the quick changes of the stage props. During the interval, a band entertained the crowd. At the end of the concert, the principal of the school thanked the committee for organising the event and the staff for their support and assistance.

