

# SUMMARY

## 3 to avoid repetition

We also use auxiliary verbs to avoid repeating whole phrases.

*I enjoyed the film very much, but most of my friends **didn't** (= enjoy the film very much)*

*The other students in the class don't understand Italian, but Alexandra **does**. (= understand Italian)*

This is common in answers to yes/no questions.

- A. Have you done your homework yet?  
B. Yes, actually, I **have**. (= done my homework)

## Module 2

### A Common suffixes for nouns

#### -ance, -ence

Often used to form abstract nouns from adjectives ending in *-ant* or *-ent*.

*patient* → *patience*  
*tolerant* → *tolerance*

#### -ee

Used to describe a person on whom an action is performed

*employee* (= person who is employed)  
*trainee* (= person who is being trained)

#### -er, -ian, -or

Often used for people or things that do a particular job.

*act* → *actor*  
*football* → *footballer*  
*music* → *musician*  
*can opener*

#### -hood

Used to form abstract nouns, especially those concerned with periods of life or relationships between people.

*child* → *childhood*  
*mother* → *motherhood*

#### -ism

Often used to describe particular religions or ideologies, and with some abstract nouns.

*Buddhism, Liberalism, criticism, cynicism*

#### -ist

Used to describe people's beliefs and sometimes their occupation.

*communist, journalist, pianist*

#### -ity, -iety, -y

Used to form nouns from adjectives.

*anxious* → *anxiety*  
*immune* → *immunity*

#### -tion, -(s)ion

Often used to form nouns from verbs.

*imagine* → *imagination*  
*admit* → *admission*

#### -ment

Often used to form abstract nouns from verbs.

*enjoy* → *enjoyment*  
*move* → *movement*

#### -ness

Often used to form abstract nouns from adjectives.

*happy* → *happiness*  
*nervous* → *nervousness*

#### -ship

Used to form abstract nouns, usually about relationships.

*friend* → *friendship*  
*member* → *membership*

#### REMEMBER!

Many other nouns are exactly the same as the verb form.

*to comment* → *a comment*  
*to decrease* → *a decrease*  
*to drive* → *a drive*  
*to study* → *a study*

### B Gerunds

The gerund (*-ing* form) is used in the same way as a noun, either as the subject or object of the sentence, or alone. It is commonly used:

- to describe general activities or abstract ideas.  
*Trusting your children is very important.*  
*Walking and swimming are my favourite forms of exercise.*  
We cannot use the infinitive here.
- when there is no single noun to describe that idea.  
*Going to the dentist's makes me really nervous.*
- when ideas or activities are not put into complete sentences.  
This can be in written lists:  
*Our priorities for next year are:*  
– *cutting costs*  
– *expanding into new markets.*

or in conversation:

- A: *So, what's your idea of relaxation?*  
B: **Having a nice long bath and reading my book**

**C Common suffixes for adjectives**

| suffix   | examples                        |
|--|---------------------------------|
| -able, -ible<br><i>This suffix sometimes means 'can be', e.g. washable (= can be washable)</i> | miserable, responsible          |
| -al  | physical, psychological         |
| -ant, -ent, -lent,   | pleasant, violent, efficient    |
| -ed*   | depressed, talented             |
| -ful   | powerful, successful            |
| -ic  | enthusiastic, scientific        |
| -ing*  | exciting, interesting           |
| -ive   | aggressive, intensive           |
| -less  | hopeless, penniless (= without) |
| -ious, -ous,   | anxious, nervous                |
| -y   | healthy, wealthy                |

**\* REMEMBER!**

Many adjectives to describe feelings have both an *-ing* and an *-ed* form.  
*annoyed / annoying depressed / depressing excited / exciting*

The *-ed* form describes how you feel.  
*I'm very tired this morning.*

The *-ing* form describes what makes you feel that way.  
*Looking after babies can be very tiring.*

However, not all *-ed / -ing* adjectives have both forms.  
*Ben is a very talented musician*  
*Fortunately, her illness isn't catching.*

**D Prefixes used to form opposites**

| prefix | example                 |
|--------|-------------------------|
| dis-   | disloyal, displeased*   |
| il-    | illegal, illiterate     |
| im-    | immature, impossible    |
| in-    | inexperienced, insecure |
| un-    | unhappy*, unpopular     |

\* Note that these prefixes can also be used with some verbs, e.g. disagree, unlock.

**E Other prefixes which change meaning**

| prefix | examples                  | meaning                 |
|--------|---------------------------|-------------------------|
| anti-  | anti-social, anti-war     | against                 |
| mis-   | misunderstood, mismanaged | badly, in the wrong way |
| non-   | non-stop, non-smoking     | without, not            |
| over-  | over-cooked               | too much                |
| post-  | post-war                  | after                   |
| pre-   | pre-war                   | before                  |
| pro-   | pro-European              | in favour of            |
| re-    | re-united, re-charged     | again                   |
| self-  | self-confident            | relating to itself      |
| under- | under-cooked              | not enough              |

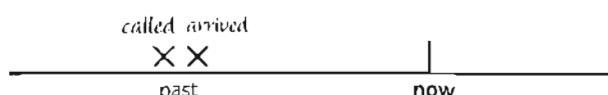
**Module 3**

**A Narrative tenses**

|                         |                      |                                      |
|-------------------------|----------------------|--------------------------------------|
| Past simple             | I worked             | verb + <b>-ed</b><br>(regular verbs) |
| Past continuous         | You were working     | was / were + <b>-ing</b>             |
| Past perfect simple     | She had worked       | had + past participle                |
| Past perfect continuous | She had been working | had + been + <b>-ing</b>             |

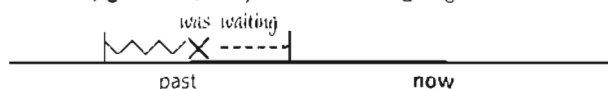
**1 Past simple and Past continuous**

The Past simple describes the **main events** in a past narrative.  
*I called the police and they arrived more or less straightaway.*



The past continuous describes **actions in progress** at the time that the main events happen.

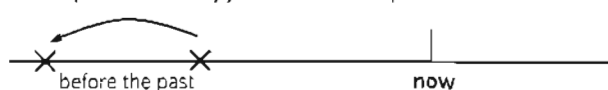
*When they got home, everyone was waiting to greet them.*



**2 Past perfect simple and Past perfect continuous**

Both these tenses describe events **before** the events in the main narrative. They are 'the past of the past.'

*The suspects had disappeared when the police arrived.*



The Past perfect continuous emphasises the duration of an event, and often describes actions which continue up until the main past events.

*He had been waiting for hours when we got there.*