

## Module 7: Mother Nature Collective Terms for Animals

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| • Apes: a shrewdness  | • Falcons: a cast           | • Moles: a labor                                 |
| • Badgers: a cete   | • Ferrets: a business       | • Mules: a pack                                  |
| • Bats: a colony or camp  | • Fish: a school            | • Otters: a family                               |
| • Bears: a sloth or sleuth  | • Flamingos: a stand        | • Oxen: a team or yoke                           |
| • Bees: a swarm   | • Geese: a gaggle           | • Owls: a parliament                             |
| • Buffalo: a gang or obstinacy  | • Giraffes: a tower         | • Parrots: a pandemonium                         |
| • Camels: a caravan   | • Gorillas: a band          | • Pigs: a drift (young pigs), or team (old pigs) |
| • Cats: a clowder or glaring;<br>Kittens: a litter or kindle;<br>Wild cats: a destruction | • Hippopotami: a bloat      | • Porcupines: a prickle                          |
| • Dogs: a pack; puppies   | • Hyenas: a cackle          | • Rabbits: a herd                                |
| • Donkeys: a drove  | • Jaguars: a shadow         | • Weasels: a colony or pack                      |
| • Elephants: a parade   | • Jellyfish: a smack        | • Whales: a pod, school                          |
| • Elk: a gang or a herd   | • Kangaroos: a troop or mob | • Wolves: a pack                                 |
|   | • Lemurs: a conspiracy      | • Zebras: a zeal                                 |

### Phrasal verbs with *up* and *down*

- Phrasal verbs formed with ‘up’ and ‘down’ are used to indicate increases and decreases in a number of qualities.

Up = Increase in Value

Down = Decrease in Value

to put up (\$) = to raise

→ The supermarket put coffee prices **up** in January.

to bring down (\$) = to reduce

→ The recession brought profits **down** sharply.

- Phrasal verbs can be either separable or inseparable. Each phrasal verb is also marked as separable (S) or inseparable (I).

**Prepositional phrases *at*** – Set phrases or groups of words introduced by a preposition.

**Examples:** ‘at the age of’, ‘at first’, ‘at least’, ‘at once’, ‘at times’, ‘at the same time’, ‘at the weekend’ etc

→ He learned to drive **at the age of** 18.

→ It’s sunny but **at least** it’s not raining.

→ **At first**, I was sad but now I’m happier.

→ **At times**, Tony felt like quitting.

### Gerund (*-ing* form)

Word ending ‘-ing’ that is made from in a verb and used as a noun.

- a subject (Swimming is a good exercise.)
- an object (I don’t like shopping.)
- a complement (A popular hobby is jogging.)

It is not difficult to use as subjects or complements. The problem arises when the learner wants to use the verb-noun as an object and doesn’t know whether gerund or infinitive is required.

- She doesn’t enjoy working on Sundays. (*gerund only*)
- She agreed to work on Sunday. (*infinitive only*)
- She hates to work on Sundays./She hates working on Sundays. (*both infinitive & gerund*)
- She stopped eating. (*gerund : She did not eat any more.*)
- She stopped to eat. (*infinitive: She stopped what she was doing to eat.*)

### The gerund as the subject of the sentence

**Examples:**

→ **Eating** too much junk food is unhealthy.

→ **Hunting** tigers is against the law.

### The gerund as the complement of the verb ‘to be’

**Examples:**

→ One of my duties **is attending** meetings.

→ One of my dreams **is having** meals in bed.

### The gerund after prepositions

**Examples:**

→ There’s no point **in waiting**.

→ Halim is good **at painting**.

### The gerund after phrasal verbs

Phrasal verbs are composed of a verb + preposition or adverb.

**Examples:**

→ When will you **give up smoking**?

→ She always **puts off going** to the dentist.

### The gerund in compound nouns

Use before a noun to modify it.

**Examples:**

→ I am giving Salmiah a **driving lesson**.

→ She has a **swimming pool** in her backyard.

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| <b>To-infinitive/Infinitive without ‘to’</b>   |   |
| Has two forms: the <i>to</i> -infinitive and the infinitive without <i>to</i> . The <i>to</i> -form consists of <i>to</i> + the base form of the verb. |   |
| <b>Examples:</b>   |   |
| → The teacher wants <b>to speak</b> to you.  | → You came here <b>to work</b> , not <b>to play</b> . |
| The form without <i>to</i> consists of the base form of the verb:  |   |
| <b>Examples:</b>   |   |
| → She made us <b>wait</b> for an hour.   | → Suchitra lets the cat <b>sleep</b> on the sofa.     |

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| <b>The infinitive without <i>to</i> is used after modal auxiliary verbs</b>  |  |
| <ul style="list-style-type: none"> <li>• Infinitive without <i>to</i> is used after modal auxiliary verbs: <b>will, shall, would, should, can, could, may, might</b> and <b>must</b>.</li> </ul> |  |
| → It <b>might rain</b> later at night. (NOT It might to rain later at night.)  |  |
| → I <b>must go</b> now. (NOT I must to go now.)  |  |

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| <b>Modal verbs + have + past participle</b>   |                                     |
| <b>Could have, should have, would have</b> – are used hypothetically, to talk about things that didn’t happen in the past.                                    |                                     |
| <b>Could + have + past participle (Modals of ability)</b>   |                                     |
| <b>Could + have + past participle</b> means that something was possible in the past, or you had the ability to do something in the past but you didn’t do it. |                                     |
| → I <b>could have stayed</b> up late, but I decided to go to bed early.   |                                     |
| → Helmi <b>could have won</b> the race, but he didn’t try hard enough.  |                                     |
| → He <b>couldn’t have passed</b> the exam, even if he had studied harder. It was really hard.   |                                     |
| <b>Could + have + past participle</b> – Make a guess about something that happened in the past.   |                                     |
| → She <b>could have got</b> stuck in traffic.   | → She <b>could have overslept</b> . |

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| <b>Should + have + past participle</b>  |  |
| <b>Should + have + past participle</b> used to talk about the things we regret.                                   |  |
| → I <b>should have studied</b> harder!  |  |
| → I <b>should have gone</b> to bed early.   |  |
| → I <b>shouldn’t have lied</b> to you. I’m really sorry.  |  |
| We can also use this to talk about something that would have happened if everything was fine but hasn’t happened. |  |
| → Jessica <b>should have arrived</b> by now, but she hasn’t.  |  |

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| <b>Would + have + past participle</b>  |  |
| Part of the <b>third conditional</b> .   |  |
| → If I had had enough money, I <b>would have bought</b> a new car.   |  |
| We can also use <b>would + have + past participle</b> to talk about something you wanted to do but didn’t. |  |
| → I <b>would have called</b> you, but I didn’t know your number.   |  |
| → I <b>would have gone</b> to the party, but I was really busy.  |  |