

GRAMMAR

ENGL101

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Grammar

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LESSON 1

Sentence Patterns

Content:

1. Independent and Dependent Clauses
2. Sentence Types
 - a. Simple Sentence
 - b. Compound Sentence
 - c. Complex Sentence

1. Independent and Dependent Clauses

Understanding the difference between independent and dependent clauses is important in understanding how to construct sentences. This knowledge can also help in varying sentence length in writing, which makes all forms of writing better.

A **clause** is a group of related words that contains both a subject and a verb.

- An **independent clause** is a group of words that can stand on its own as a sentence: it has a *subject*, a *verb*, and is a *complete thought*.

Examples:

- He ran. (Notice that while this sentence only contains two words, it is still a complete sentence because it contains a one-word subject and a one word predicate that is also a complete thought.)
- He ran fast.
- I was late to work.
- The instructor spent the class period reviewing the difference between independent and dependent clauses.

- A **dependent clause** is a group of words that also contains a *subject* and a *verb*, but it is *not a complete thought*. Because it is not a complete thought, a dependent clause cannot stand on its own as a sentence; it is dependent on being attached to an independent clause to form a sentence.

Examples:

- Because I woke up late this morning... (what happened?)
- When we arrived in class... (what occurred?)
- If my neighbor does not pay his rent on time... (what will happen?)

Dependent clauses can often be identified by words called **dependent markers**, which are usually subordinating conjunctions. If a clause begins with one of these words, it is dependent and needs to be attached to an independent clause.

- **Common dependent markers:** after, as, although, because, before, even though, if, once, rather than, since, that, though, unless, until, when, whenever, whereas, while, among others.

Dependent clauses **MUST** be joined to another clause in order to avoid creating a sentence fragment.

- Because I forgot my homework.

This is a sentence *fragment*. We have a "because" but not a "why" or anything accompanying and following what happened "because" they forgot.

- Because I forgot my homework, I got sent home.

Here, the error is corrected. "I got sent home" is an independent clause. "I" is the subject, "got" is the verb, "sent home" is the object. A complete thought is expressed.

Exercise 1

Read the following clauses. Identify each as (D) Dependent clause or (I) Independent Clause.

- | | | |
|--|---|---|
| 1. The dog jumped over the fence. | D | I |
| 2. Before he went to bed. | D | I |
| 3. If you help me. | D | I |
| 4. He smiled at her. | D | I |
| 5. My teacher told us to read quietly. | D | I |
| 6. Mom will be home soon. | D | I |
| 7. I don't like Mondays. | D | I |
| 8. Because the test was so difficult. | D | I |
| 9. After I moved to a new house. | D | I |
| 10. I need a new calculator. | D | I |

2. Sentence Types

As you know, in order to form a sentence in English, you must have two components, a subject and a verb. Needless to say, however, almost all English sentences consist of more than a subject and a verb, and often you will find multiple subjects and verbs in a single sentence.

a. SIMPLE SENTENCE

A **simple sentence** is one independent clause that has a subject and a verb and expresses a complete thought.

Examples of a Simple Sentence

- There is a fly in the car with us.
- I am out of paper for the printer.
- Look on top of the refrigerator for the key.
- Can I have some juice to drink?
- Will you help me with the math homework?

i. A simple sentence may have one subject and one verb.

- Jad went to the store.
- The pizza smells delicious.

ii. A simple sentence may have more than one subject.

- Sarah and Jessie went to the beach.
- Imad, Suzan, and Jana solved their homework at school.

iii. A simple sentence may have more than one verb.

- The passengers smiled and waved at the young girl.
- The frog jumped and landed in the pond.

iv. A simple sentence may have several subjects and verbs.

- The teacher and the principal greeted the students and welcomed them back to school.
- Karim and Tarek checked the phone and updated its software.

Exercise 2

Write two sentences, each with a single subject and verb.

1. _____
2. _____

Write two sentences, each with a single subject and a double verb.

3. _____
4. _____

Write two sentences, each with a double subject and a single verb.

5. _____
6. _____

Write two sentences, each with a double subject and a double verb.

7. _____
8. _____

b. COMPOUND SENTENCE

The second type of English sentence is called a compound sentence. In this type of sentence, you will find **two independent clauses** joined by a **coordinating conjunction (FANBOYS)**.

Coordinating Conjunction	Meaning	Example
For	To add a reason. It means because.	Sam drank some water, for he was thirsty.
And	To add a similar, equal idea	He washed the dishes, and she cleaned the room.
Nor	To add a negative equal idea	Sara doesn't like apples, nor does she like pears.
But	To add an opposite idea	All the children wanted to eat pizza, but no one wanted to buy it.
Or	To add an alternative possibility	We could go to the zoo, or we could go to the theme park.
Yet	To add an unexpected or surprising continuation	The weather was cold and snowy, yet we went out for dinner.
So	To add an expected result	He is sick, so he is not going to school.

Exercise 3

Write seven sentences each containing a different coordinating conjunction.

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

Note: Use a **comma before** a coordinating conjunction that joins two independent clauses.

- Our flight arrived on time, **but** my brother was not there to pick us up.
- Betty likes to eat pizza, **but** she likes spaghetti better.
- Jordan broke his arm, **so** he had to go to the hospital

DO NOT use a **comma** before a conjunction that does not join two independent clauses.

- Amelia opened her locker **and** grabbed her books for class.
- Our flight arrived on time **but** at the wrong gate.
- Betty likes to eat pizza **and** spaghetti.

Exercise 4

*Underline the FANBOYS in the sentence. If it is joining 2 sentences, insert a comma **BEFORE** the coordinating conjunction. If it is not joining 2 sentences, do not insert a comma.*

1. The play is tomorrow night so we are having a dress rehearsal tonight.
2. Digger dug a hole in the ground and buried his bone.
3. Roberta likes going to school but she does not like math class.
4. Jed and Joey put hot fudge and whipped cream on their ice cream.
5. Betty likes to eat pizza but she likes spaghetti better.
6. Eli sat down to eat his lunch but his sister removed it.
7. Snoopy went to his doghouse to eat and take a nap.

8. Linus lost his blanket and started to cry.
9. Charlie Brown wanted to ask Lucy a question but she was too busy to answer.
10. Sally went fishing last Saturday but she didn't catch anything.

Exercise 5

Complete the sentences using coordinating conjunctions. Add a comma where necessary.

1. He was very tired after a long working day _____ he washed all the dishes in the kitchen.
2. Mr. Robertson should stop smoking cigarettes immediately _____ he will get seriously ill.
3. I forgot to take my umbrella with me _____ I got soaked under the heavy rain yesterday morning.
4. Bahaa could get the job easily _____ he was the only applicant for that position in the company.
5. My mother vacuumed the floor _____ I dusted the furniture last weekend
6. Our maths teacher gave her a punishment _____ she was late for class for the third time this week.
7. I didn't have enough money to buy the laptop I liked _____ I borrowed some money from my friend.
8. Samuel really wanted to go to the pop concert _____ he had to study for the French exam.
9. Mrs. Cunningham had enough money to buy a new car _____ she couldn't decide which one to choose.
10. The students decided not to go out in the break _____ it was snowing heavily.
11. The thief went into the house from the kitchen window _____ he got the mobile phone on the table.
12. Most shampoos include chemicals in them _____ I prefer using natural olive oil soap for my hair.
13. There were some injured players in our football team _____ we could win the match easily.
14. Benjamin fell asleep in a few minutes _____ the book he started reading was quite boring.
15. Freddie didn't have enough eggs and sugar for the cake _____ he went to the supermarket.

16. People should stop cutting down the trees _____ we will suffer a lot from air pollution.
17. I have not read any of the Harry Potter books _____ have I read any of the Twilight series.

Exercise 6

Use a coordinating conjunction to combine these two sentences.

1. I wanted to backpack through Europe last summer. My mom told me I couldn't.

2. Maria didn't finish her essay. She didn't finish her math.

3. Julie bought her mom a sweater. Her mother loved it.

4. I am going to the beach. I worry about sunburn.

5. Jill spent all her money at the Banana Republic sale. She went back the next day for more bargains.

6. You can take a cruise to Greece. You can travel to Mexico.

7. Ted didn't have enough money to fly to Boston. He took the train.

8. She could not go to the show. She did not have enough money.

c. COMPLEX SENTENCE

A complex sentence has **one independent** clause plus **one or more dependent** clauses joined by a **subordinating conjunction**.

Some common **subordinating conjunctions**: after, although, as, because, before, even though, if, since, though, unless, until, when, while,...

- I turned off the light before I left home.
- Before I left home, I turned off the light.
- I gave him money because he was poor.
- Because he was poor, I gave him money.
- Although Jane was the most deserving candidate, she didn't get the job.
- Jane didn't get the job although she was the most deserving candidate.

Note: If the dependent clause is at the beginning of the sentence, a comma follows it.
If the independent clause comes first, no punctuation separates the two.

Method 1 Independent clause first	Independent clause	(No punctuation)	Dependent Clause
Method 2 Dependent clause first	Dependent clause	, (comma)	Independent Clause

Exercise 7

***Write three complex sentences using different subordinating conjunction for each.
Make sure you place the independent clause at the beginning of the sentence.***

1. _____
2. _____
3. _____

***Rewrite these sentences placing the dependent clause at the beginning of the sentence.
Pay attention to the punctuation.***

1. _____
2. _____
3. _____

Exercise 8

Below are some dependent clauses. They cannot stand alone as sentences. Add an independent clause to each of the following dependent clauses to create a complex sentence. You may add the independent clause either before or after the dependent clause.

1. if you find my CD

2. so that the project is completed on time

3. since everyone agrees

4. because you don't understand me

5. while he tried to sleep

6. although he gave it his best shot

7. whenever the bell rings

8. after the party was over

9. before class begins

Exercise 9

Label each sentence below as simple (S), compound (CP), or complex (CX).

- _____ 1. You can enter the data, or you can interview the candidates.
- _____ 2. No one knew the man, and no one asked his name.
- _____ 3. Mrs. Smith assigned twenty pages of the novel for homework.
- _____ 4. My brother loves snowboarding, and my sister likes snow tubing.
- _____ 5. If you do not want to join marching band, you should find another extracurricular activity.
- _____ 6. Do your homework!
- _____ 7. Whenever I hear classical music, I immediately get sleepy.
- _____ 8. I washed and vacuumed the car.
- _____ 9. I now understand simple, compound, and compound-complex sentences.
- _____ 10. Although Sam loves cats, he doesn't keep any as pets because his wife dislikes them.

LESSON 2

Present Time

Content:

1. The Simple Present and the Present Progressive
2. Forms of the Simple Present and the Present Progressive
3. Frequency Adverbs
4. Final -s
5. Spelling of *final -s/-es*
6. Non-action Verbs
7. Present verbs: short answers to yes/no questions

1-1 THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

<p>THE SIMPLE PRESENT</p>	<p>(a) Ann takes a shower <i>every day</i>. (b) I <i>usually</i> read the newspaper in the morning. (c) Babies cry. Birds fly. (d) NEGATIVE: It doesn't snow in Bangkok. (e) QUESTION: Does the teacher speak slowly?</p>	<p>The SIMPLE PRESENT expresses <i>daily habits or usual activities</i>, as in (a) and (b). The simple present expresses <i>general statements of fact</i>, as in (c). In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.</p>
<p>THE PRESENT PROGRESSIVE</p>	<p>(f) Ann can't come to the phone <i>right now</i> because she is taking a shower. (g) I am reading my grammar book <i>right now</i>. (h) Jimmy and Susie are babies. They are crying. I can hear them <i>right now</i>. Maybe they are hungry. (i) NEGATIVE: It isn't snowing <i>right now</i>. (j) QUESTION: Is the teacher speaking <i>right now</i>?</p>	<p>The PRESENT PROGRESSIVE expresses <i>an activity that is in progress (is occurring, is happening) right now</i>. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future. FORM: am, is, are + -ing.</p>

1-2 FORMS OF THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

	SIMPLE PRESENT	PRESENT PROGRESSIVE
STATEMENT	I-You-We-They work. He-She-It works.	I am working. You-We-They are working. He-She-It is working.
NEGATIVE	I-You-We-They do not work. He-She-It does not work.	I am not working. You-We-They are not working. He-She-It is not working.
QUESTION	Do I-you-we-they work? Does he-she-it work?	Am I working? Are you-we-they working? Is he-she-it working?
CONTRACTIONS	<i>I</i> + <i>am</i> = I'm working. <i>you, we, they</i> + <i>are</i> = You're, We're, They're working. <i>he, she, it</i> + <i>is</i> = He's, She's, It's working.	
<i>do + not</i>	<i>does</i> + <i>not</i> = doesn't <i>do</i> + <i>not</i> = don't	<i>She doesn't work.</i> <i>I don't work.</i>
<i>be + not</i>	<i>is</i> + <i>not</i> = isn't <i>are</i> + <i>not</i> = aren't <i>(am + not = am not*)</i>	<i>He isn't working.</i> <i>They aren't working.</i> <i>I am not working.)</i>

*Note: *am* and *not* are not contracted.

EXERCISE 5. Simple present vs. present progressive. (Charts 1-1 and 1-2)

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive.

- Shhh. The baby (*sleep*) is sleeping. The baby (*sleep*) sleeps for ten hours every night.
- Right now I'm in class. I (*sit*) _____ at my desk. I usually (*sit*) _____ at the same desk in class every day.
- Ali (*speak*) _____ Arabic. Arabic is his native language, but right now he (*speak*) _____ English.
- A: (*it, rain*) _____ a lot in southern California?
B: No. The weather (*be*) _____ usually warm and sunny.
- A: Look out the window. (*it, rain*) _____ ? Should I take my umbrella?
B: It (*start*) _____ to sprinkle.

6. A: Look. It's Youssef.

B: Where?

A: Over there. He (*walk*) _____ out of the bakery.

7. A: Oscar usually (*walk*) _____ to work. (*walk, you*)

_____ to work every day, too?

B: Yes.

A: (*Oscar, walk*) _____ with you?

B: Sometimes.

8. A: Flowers! Flowers for sale!

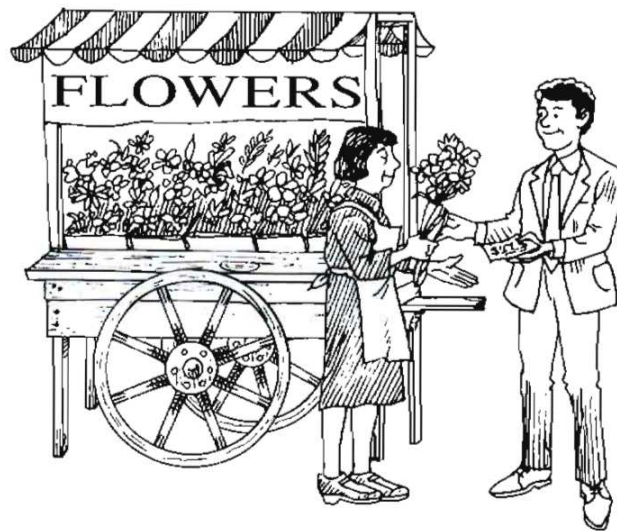
Yes sir! Can I help you?

B: I'll take those—the yellow ones.

A: Here you are, mister. Are they
for a special occasion?

B: I (*buy*) _____
them for my wife. I (*buy*)

_____ her flowers on the first day of every month.



1-3 FREQUENCY ADVERBS

	<p>Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below.</p> <p>The adverbs with the symbol “†” may also occur at the beginning or end of a sentence.</p> <p><i>I sometimes get up at 6:30.</i> <i>Sometimes I get up at 6:30.</i> <i>I get up at 6:30 sometimes.</i></p> <p>The other adverbs in the list (the ones not marked by “†”) rarely occur at the beginning or end of a sentence. Their usual position is in the middle of a sentence.</p>
<p>SUBJECT + FREQ ADV + VERB</p> <p>(a) Karen <i>always</i> <i>tells</i> the truth.</p>	<p>Frequency adverbs usually come between the subject and the simple present verb (except main verb <i>be</i>).</p>
<p>SUBJECT + BE + FREQ ADV</p> <p>(b) Karen <i>is</i> <i>always</i> on time.</p>	<p>Frequency adverbs follow <i>be</i> in the simple present (<i>am, is, are</i>) and simple past (<i>was, were</i>).</p>
<p>(c) Do <i>you</i> <i>always</i> eat breakfast?</p>	<p>In a question, frequency adverbs come directly after the subject.</p>
<p>(d) Ann <i>usually</i> <i>doesn't</i> eat breakfast.</p>	<p>In a negative sentence, most frequency adverbs come in front of a negative verb (except <i>always</i> and <i>ever</i>).</p>
<p>(e) Sue <i>doesn't</i> <i>always</i> eat breakfast.</p>	<p><i>Always</i> follows a negative helping verb or negative <i>be</i>.</p>
<p>(f) CORRECT: Anna <i>never</i> <i>eats</i> meat.</p> <p>(g) INCORRECT: Anna <i>doesn't</i> <i>never</i> eat meat.</p>	<p>Negative adverbs (<i>seldom, rarely, hardly ever, never</i>) are NOT used with a negative verb.</p>
<p>(h) — Do you <i>ever</i> take the bus to work? — Yes, I do. I often take the bus.</p> <p>(i) I <i>don't</i> <i>ever</i> walk to work.</p> <p>(j) INCORRECT: I <i>ever</i> walk to work.</p>	<p><i>Ever</i> is used in questions about frequency, as in (h). It means “at any time.”</p> <p><i>Ever</i> is also used with <i>not</i>, as in (i).</p> <p><i>Ever</i> is NOT used in statements.</p>

EXERCISE 10. Position of frequency adverbs. (Chart 1-3)

Directions: Add the word in *italics* to the sentence. Put the word in its usual midsentence position.

- always* Tom ^{*always*} studies at home in the evening.
- always* Tom is at home in the evening.
- usually* The mail comes at noon.
- usually* The mail is here by noon.
- generally* I eat lunch around one o'clock.
- generally* Tom is in the lunch room around one o'clock.
- generally* What time do you eat lunch?
- usually* Are you in bed by midnight?

EXERCISE 11. Frequency adverbs in negative sentences. (Chart 1-3)

Directions: Add the given words to the sentence. Put the adverbs in their usual midsentence position. Make any necessary changes in the sentence.

1. Sentence: Jack doesn't shave in the morning.
 - a. usually → *Jack usually doesn't shave in the morning.*
 - b. often → *Jack often doesn't shave in the morning.*
 - c. frequently f. always i. hardly ever
 - d. occasionally g. ever j. rarely
 - e. sometimes h. never k. seldom
2. I don't eat breakfast.
 - a. usually b. always c. seldom d. ever
3. My roommate isn't home in the evening.
 - a. generally b. sometimes c. always d. hardly ever

1-4 FINAL -S	
(a) SINGULAR: <i>one bird</i>	SINGULAR = one, not two or more
(b) PLURAL: <i>two birds, three birds, many birds, all birds, etc.</i>	PLURAL = two, three, or more
(c) Birds sing.	A plural noun ends in -s , as in (c).
(d) A bird sings .	A singular verb ends in -s , as in (d).
(e) A bird <i>sings</i> outside my window. It <i>sings</i> loudly. Ann <i>sings</i> beautifully. She <i>sings</i> songs to her children. Tom <i>sings</i> very well. He <i>sings</i> in a chorus.	A singular verb follows a singular subject. Add -s to the simple present verb if the subject is (1) a singular noun (e.g., <i>a bird, Ann, Tom</i>) or (2) <i>he, she, or it</i> .*

**He, she, and it* are third person singular personal pronouns. See Chart 6-10, p. 171, for more information about personal pronouns.

EXERCISE 14. Using final -S. (Chart 1-4)

Directions: Look at each word that ends in **-s**. Is it a noun or a verb? Is it singular or plural?

1. Ali lives in an apartment. → "*lives*" = a *singular verb*
2. Plants grow. → "*plants*" = a *plural noun*
3. Ann listens to the radio in the morning.
4. The students at this school work hard.
5. A doctor helps sick people.
6. Planets revolve around the sun.
7. A dictionary lists words in alphabetical order.
8. Mr. Lee likes to go to Forest Park in the spring. He takes the bus. He sits on a bench near a pond and feeds the birds. Ducks swim toward him for food, and pigeons land all around him.

1-5 SPELLING OF FINAL -S/-ES

(a) visit → visits speak → speaks (b) ride → rides write → writes	Final -s , not -es , is added to most verbs. <i>INCORRECT: visites, speakes</i> Many verbs end in -e . Final -s is simply added.
(c) catch → catches wash → washes miss → misses fix → fixes buzz → buzzes	Final -es is added to words that end in -ch , -sh , -s , -x , and -z . PRONUNCIATION NOTE: Final -es is pronounced /əz/ and adds a syllable.*
(d) fly → flies (e) pay → pays	If a word ends in a consonant + -y , change the -y to -i and add -es . <i>(INCORRECT: flys)</i> If a word ends in a vowel + -y , simply add -s .** <i>(INCORRECT: paies or payes)</i>
(f) go → goes /gowz/ do → does /dəz/ have → has /hæz/	The singular forms of the verbs <i>go</i> , <i>do</i> , and <i>have</i> are irregular.

*See Chart 6-1 for more information about the pronunciation of final **-s/-es**.

**Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.

EXERCISE 15. Preview: spelling of final -S/-ES. (Chart 1-5)

Directions: Add final **-s/-es**.

- | | | |
|-------------------------|----------------|-----------------|
| 1. talk s _____ | 6. kiss _____ | 11. study _____ |
| 2. wish es _____ | 7. push _____ | 12. buy _____ |
| 3. hope _____ | 8. wait _____ | 13. enjoy _____ |
| 4. reach _____ | 9. mix _____ | 14. fly _____ |
| 5. move _____ | 10. blow _____ | 15. carry _____ |

EXERCISE 16. Simple present verbs: using final -S/-ES. (Charts 1-4 and 1-5)

Directions: Underline the verb in each sentence. Add final **-s/-es** to the verb if necessary. Do not change any other words.

1. A dog bark. → **barks**
2. Dogs bark. → **OK (no change)**
3. Wood float on water.
4. Rivers flow toward the sea.
5. My mother worry about me.
6. A student buy a lot of books at the beginning of each term.
7. Airplanes fly all around the world.
8. Mr. Wong teach Chinese at the university.
9. The teacher ask us a lot of questions in class every day.
10. Mr. Cook watch game shows on TV every evening.
11. Music consist of pleasant sounds.
12. Cats usually sleep eighteen hours a day.
13. The front page of a newspaper contain the most important news of the day.
14. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
15. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the pedestrian walkway.
16. Many parts of the world enjoy four seasons: spring, summer, autumn, and winter.
Each season last three months and bring changes in the weather.

5. Right now the children *(be)* _____ at the beach. They *(have)* _____ a good time. They *(have)* _____ a beach ball, and they *(play)* _____ catch with it. They *(like)* _____ to play catch. Their parents *(sunbathe)* _____. They *(try)* _____ to get a tan. They *(listen)* _____ to music on a radio. They also *(hear)* _____ the sound of seagulls and the sound of the waves.

6. A: What *(you, think)* _____ about right now?

B: I *(think)* _____ about seagulls and waves.

A: *(you, like)* _____ seagulls?

B: Yes. I *(think)* _____ seagulls are interesting birds.

7. A: Which color *(you, prefer)* _____, red or blue?

B: I *(like)* _____ blue better than red. Why?

A: I *(read)* _____ a magazine article right now. According to the article, people who *(prefer)* _____ blue to red *(be)* _____ calm and *(value)* _____ honesty and loyalty in their friends. A preference for red *(mean)* _____ that a person *(be)* _____ aggressive and *(love)* _____ excitement.

B: Oh? That *(sound)* _____ like a bunch of nonsense to me.

8. A: Does the earth turn around and around?

B: Yes, Jimmy. The earth *(spin)* _____ around and around on its axis as it circles the sun. The earth *(spin)* _____ rapidly at this very moment.

B: Really? I can't feel it moving. *(you, try)* _____ to fool me?

A: Of course not! *(you, think, really)* _____ that the earth isn't moving?

B: I guess so. Yes. I can't see it move. Yes. It isn't moving.

A: *(you, believe)* _____ only those things that you can see? Look at the trees out the window. All of them *(grow)* _____ at this very moment, but you can't see the growth. They *(get)* _____ bigger and bigger with every second that passes. You can't see the trees grow, and you can't feel the earth spin, but both events *(take)* _____ place at this moment while you and I *(speak)* _____.

B: Really? How do you know?

1-7 PRESENT VERBS: SHORT ANSWERS TO YES/NO QUESTIONS

	QUESTION	SHORT ANSWER	LONG ANSWER
QUESTIONS WITH DO/DOES	Does Bob like tea?	Yes, he does . No, he doesn't .	Yes, he likes tea. No, he doesn't like tea.
	Do you like tea?	Yes, I do . No, I don't .	Yes, I like tea. No, I don't like tea.
QUESTIONS WITH BE	Are you studying?	Yes, I am . No, I 'm not .	Yes, I am (I'm) studying. No, I'm not studying.
	Is Yoko a student?	Yes, she is . No, she 's not . OR No, she isn't .	Yes, she is (she's) a student. No, she's not a student. OR No, she isn't a student.
	Are they studying?	Yes, they are . No, they 're not . OR No, they aren't .	Yes, they are (they're) studying. No, they're not studying. OR No, they aren't studying.

*Am, is, and are are not contracted with pronouns in short answers.

INCORRECT SHORT ANSWERS: Yes, I'm. Yes, she's. Yes, they're.

EXERCISE 20. Short answers to yes/no questions. (Chart 1-7)

Directions: Complete the following dialogues by using the words in parentheses. Also give short answers to the questions as necessary. Use the simple present or the present progressive.

- A: (Mary, have) Does Mary have a bicycle?

B: Yes, she does. She (have) has a ten-speed bike.
- A: (it, rain) _____ right now?

B: No, _____. At least, I (think, not) _____ so.
- A: (your friends, write) _____ a lot of e-mails?

B: Yes, _____. I (get) _____ lots of e-mails all the time.
- A: (the students, take) _____ a test in class right now?

B: No, _____. They (do) _____ an exercise.
- A: (the weather, affect*) _____ your mood?

B: Yes, _____. I (get) _____ grumpy when it's rainy.

6. A: (*Jean, study*) _____ at the library this evening?

B: No, _____. She (*be*) _____ at the recreation center.

She (*play*) _____ pool with her friend.

A: (*Jean, play*) _____ pool every evening?

B: No, _____. She usually (*study*)

_____ at the library.

A: (*she, be*) _____ a

good player?

B: Yes, _____. She

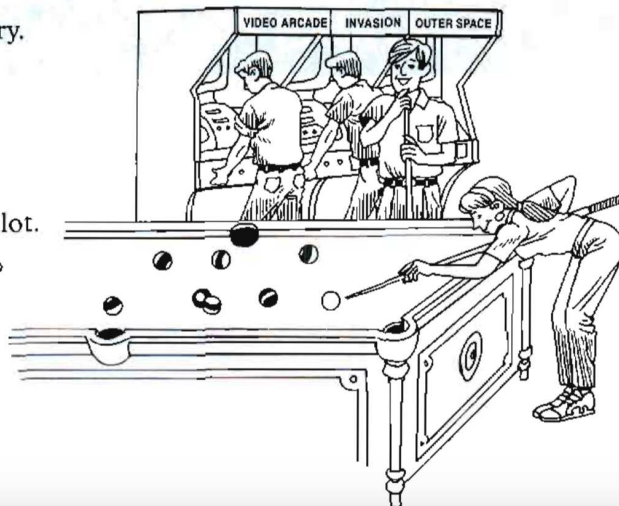
(*play*) _____ pool a lot.

A: (*you, play*) _____ pool?

B: Yes, _____.

But I (*be, not*) _____

very good.



EXERCISE 22. Review: present verbs. (Chapter 1)

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive. Supply the short answer to a question if necessary.

1. A: My sister (*have*) has a new car. She bought it last month.

B: (*you, have*) Do you have a car?

A: No, I don't. Do you?

B: No, but I have a ten-speed bike.

2. A: Where are the children?

B: In the living room.

A: What are they doing? (*they, watch*) _____ TV?

B: No, they _____. They (*play*) _____ a game.

3. A: Shhh. I (*hear*) _____ a noise. (*you, hear*) _____ it, too?

B: Yes, I _____. I wonder what it is.

4. A: Johnny, (*you, listen*) _____ to me?

B: Of course I am, Mom. You (*want*) _____ me to take out the garbage. Right?

A: Right! And right now!

*The symbol (. . .) means "supply the name of a person."

5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.
Where are you?
B: I (*be*) _____ in the bedroom.
A: What (*you, do*) _____ ?
B: I (*try*) _____ to sleep!
A: Oh. Sorry. I won't bother you. Tom, shhh. Bill (*rest*) _____ .
6. A: What (*you, think*) _____ about at night before you fall asleep?
B: I (*think*) _____ about all of the pleasant things that happened during the day. I (*think, not*) _____ about my problems.
7. A: A penny for your thoughts.
B: Huh?
A: What (*you, think*) _____ about right now?
B: I (*think*) _____ about English grammar. I (*think, not*) _____ about anything else right now.
A: I (*believe, not*) _____ you!
8. A: (*you, see*) _____ that man over there?
B: Which man? The man in the brown jacket?
A: No, I (*talk*) _____ about the man who (*wear*) _____ the blue shirt.
B: Oh, that man.
A: (*you, know*) _____ him?
B: No, I (*think, not*) _____ so.
9. A: (*you, know*) _____ any tongue-twisters?
B: Yes, I _____. Here's one: She sells seashells down by the seashore.
A: That (*be*) _____ hard to say! Can you say this: Sharon wears Sue's shoes to zoos to look at cheap sheep?
B: That (*make, not*) _____ any sense.
A: I (*know*) _____ .

EXERCISE 23. Error analysis: present verbs. (Chapter 1)

Directions: Correct the errors in verb tense usage.

(1) My friend Omar ^{owns} ~~is owning~~ his own car now. It's brand new.* Today he driving to a small town north of the city to visit his aunt. He love to listen to music, so the CD player is play one of his favorite CDs—loudly. Omar is very happy: he is drive his own car and listen to loud music. He's look forward to his visit with his aunt.



(2) Omar is visiting his aunt once a week. She's elderly and live alone. She is thinking Omar a wonderful nephew. She love his visits. He try to be helpful and considerate in every way. His aunt don't hearing well, so Omar is speaks loudly and clearly when he's with her.

(3) When he's there, he fix things for her around her apartment and help her with her shopping. He isn't staying with her overnight. He usually is staying for a few hours and then is heading back to the city. He kiss his aunt good-bye and give her a hug before he is leaving. Omar is a very good nephew.

LESSON 3

Past Time

Content:

1. Expressing past time: the simple past
2. Forms of the simple past: Regular verbs
3. Forms of the simple past: be
4. Regular verbs: Pronunciation of *-ed* endings
5. Spelling of *-ing* and *-ed* forms
6. Irregular verbs: a reference list
7. The simple past and the past progressive
8. Forms of the past progressive
9. Expressing past time: Using time clauses

2-1 EXPRESSING PAST TIME: THE SIMPLE PAST

(a) Mary walked downtown <i>yesterday</i> . (b) I slept for eight hours <i>last night</i> .	The simple past is used to talk about activities or situations that began and ended in the past (e.g., <i>yesterday, last night, two days ago, in 1999</i>).
(c) Bob stayed home yesterday morning. (d) Our plane arrived on time last night.	Most simple past verbs are formed by adding -ed to a verb, as in (a), (c), and (d).
(e) I ate breakfast this morning. (f) Sue took a taxi to the airport yesterday.	Some verbs have irregular past forms, as in (b), (e), and (f). See Chart 2-7, p. 33.
(g) I was busy yesterday. (h) They were at home last night.	The simple past forms of be are was and were .

2-2 FORMS OF THE SIMPLE PAST: REGULAR VERBS

STATEMENT	I-You-She-He-It-We-They worked yesterday.
NEGATIVE	I-You-She-He-It-We-They did not (didn't) work yesterday.
QUESTION	Did I-you-she-he-it-we-they work yesterday?
SHORT ANSWER	Yes, I-you-she-he-it-we-they did . No, I-you-she-he-it-we-they didn't .

2-3 FORMS OF THE SIMPLE PAST: BE

STATEMENT	I-She-He-It was in class yesterday. We-You-They were in class yesterday.
NEGATIVE	I-She-He-It was not (wasn't) in class yesterday. We-You-They were not (weren't) in class yesterday.
QUESTION	Was I-she-he-it in class yesterday? Were we-you-they in class yesterday?
SHORT ANSWER	Yes, I-she-he-it was . Yes, we-you-they were . No, I-she-he-it wasn't . No, we-you-they weren't .

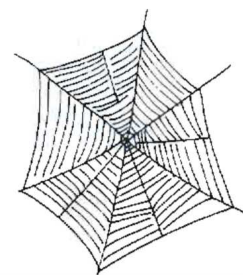
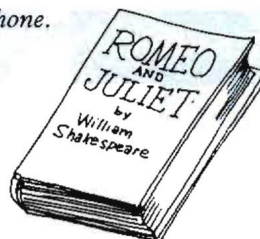
EXERCISE 2. Present and past time: statements and negatives. (Chapter 1 and Charts 2-1 → 2-3)

Directions: All of the following sentences have inaccurate information. Correct them by

- making a negative statement, and
- making an affirmative statement with accurate information.

- Thomas Edison invented the telephone.
→ (a) *Thomas Edison didn't invent the telephone.*
(b) *Alexander Graham Bell invented the telephone.*

- You live in a tree.
- You took a taxi to school today.
- You're sitting on a soft, comfortable sofa.
- Our teacher wrote *Romeo and Juliet*.
- Our teacher's name is William Shakespeare.
- You were on a cruise ship in the Mediterranean Sea yesterday.
- Rocks float and wood sinks.
- The teacher flew into the classroom today.
- Spiders have six legs.



2-4 REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS

(a) talked = talk/t/ stopped = stop/t/ hissed = hiss/t/ watched = watch/t/ washed = wash/t/	Final -ed is pronounced /t/ after voiceless sounds. You make a voiceless sound by pushing air through your mouth. No sound comes from your throat. Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.
(b) called = call/d/ rained = rain/d/ lived = live/d/ robbed = rob/d/ stayed = stay/d/	Final -ed is pronounced /d/ after voiced sounds. You make a voiced sound from your throat. Your voice box vibrates. Examples of voiced sounds: /l/, /n/, /v/, /b/, and all vowel sounds.
(c) waited = wait/əd/ needed = need/əd/	Final -ed is pronounced /əd/ after "t" and "d" sounds. /əd/ adds a syllable to a word.

EXERCISE 5. Pronunciation of -ED endings. (Chart 2-4)

Directions: Write the correct pronunciations and practice saying the words aloud.

- | | | |
|-------------------------|------------------------|----------------------------|
| 1. cooked = cook/ ʔ / | 6. dropped = drop/ ɒ / | 11. returned = return/ ɪ / |
| 2. served = serve/ ɜ / | 7. pulled = pull/ ʊ / | 12. touched = touch/ ʊ / |
| 3. wanted = want/ ɔ / | 8. pushed = push/ ʊ / | 13. waved = wave/ ɛ / |
| 4. asked = ask/ ɜ / | 9. added = add/ ɪ / | 14. pointed = point/ ɪ / |
| 5. started = start/ ɜ / | 10. passed = pass/ ɜ / | 15. agreed = agree/ ɪ / |

2-5 SPELLING OF -ING AND -ED FORMS

END OF VERB	DOUBLE THE CONSONANT?	SIMPLE FORM	-ING	-ED	
-e	NO	(a) smile hope	smiling hoping	smiled hoped	-ing form: Drop the -e, add -ing. -ed form: Just add -d.
Two Consonants	NO	(b) help learn	helping learning	helped learned	If the verb ends in two consonants, just add -ing or -ed.
Two Vowels + One Consonant	NO	(c) rain heat	raining heating	rained heated	If the verb ends in two vowels + a consonant, just add -ing or -ed.
One Vowel + One Consonant	YES	(d) stop plan	ONE-SYLLABLE VERBS stopping planning	stopped planned	If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ing or -ed form.*
	NO	(e) visit offer	TWO-SYLLABLE VERBS visiting offering	visited offered	If the first syllable of a two-syllable verb is stressed, do not double the consonant.
	YES	(f) prefer admit	preferring admitting	preferred admitted	If the second syllable of a two-syllable verb is stressed, double the consonant.
-y	NO	(g) play enjoy	playing enjoying	played enjoyed	If the verb ends in a vowel + -y, keep the -y. Do not change the -y to -i.
		(h) worry study	worrying studying	worried studied	If the verb ends in a consonant + -y, keep the -y for the -ing form, but change the -y to -i to make the -ed form.
-ie		(i) die tie	dying tying	died tied	-ing form: Change the -ie to -y and add -ing. -ed form: Just add -d.

*Exceptions: Do not double "w" or "x": snow, snowing, snowed, fix, fixing, fixed.

EXERCISE 7. -ING and -ED forms. (Chart 2-5)

Directions: Write the **-ing** and **-ed** forms of the following verbs. (The simple past/past participle of irregular verbs is given in parentheses.)

	-ING	-ED
1. start	starting	started
2. wait		
3. hit		(hit)
4. write		(wrote/written)
5. shout		
6. cut		(cut)
7. meet		(met)
8. hope		
9. hop		
10. help		
11. sleep		(slept)
12. step		
13. tape		
14. tap		
15. rain		
16. run		(ran/run)
17. whine		
18. win		(won)
19. explain		
20. burn		

2-6 THE PRINCIPAL PARTS OF A VERB

	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
REGULAR VERBS	finish stop hope wait play try	finished stopped hoped waited played tried	finished stopped hoped waited played tried	finishing stopping hoping waiting playing trying
IRREGULAR VERBS	see make sing eat put go	saw made sang ate put went	seen made sung eaten put gone	seeing making singing eating putting going
PRINCIPAL PARTS OF A VERB (1) the simple form		English verbs have four principal forms or “parts.” The simple form is the form that is found in a dictionary. It is the base form with no endings on it (no final -s , -ed , or -ing).		
(2) the simple past		The simple past form ends in -ed for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2-7.		
(3) the past participle		The past participle also ends in -ed for regular verbs. Some verbs are irregular. It is used in perfect tenses (see Chapter 4) and the passive (Chapter 10).		
(4) the present participle		The present participle ends in -ing (for both regular and irregular verbs). It is used in progressive tenses (e.g., the present progressive and the past progressive).		

2-7 IRREGULAR VERBS: A REFERENCE LIST

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
awake	awoke	awoken	lie	lay	lain
be	was, were	been	light	lit/lighted	lit/lighted
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bite	bit	bitten	pay	paid	paid
blow	blew	blown	prove	proved	proved/proven
break	broke	broken	put	put	put
bring	brought	brought	quit	quit	quit
broadcast	broadcast	broadcast	read	read	read
build	built	built	ride	rode	ridden
burn	burned/burnt	burned/burnt	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	seek	sought	sought
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
dive	dived/dove	dived	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shave	shaved	shaved/shaven
dream	dreamed/dreamt	dreamed/dreamt	shoot	shot	shot
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fit	fit	fit	spread	spread	spread
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	strike	struck	struck
get	got	got/gotten	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	upset	upset	upset
keep	kept	kept	wake	woke/waked	woken/waked
know	knew	known	wear	wore	worn
lay	laid	laid	weave	wove	woven
lead	led	led	weep	wept	wept
leave	left	left	win	won	won
lend	lent	lent	withdraw	withdrew	withdrawn
let	let	let	write	wrote	written

EXERCISE 10. Simple past: irregular verbs. (Chart 2-7)

Directions: Complete each sentence with the simple past of any irregular verb that makes sense. There may be more than one possible completion.

1. Maria walked to school today. Rebecca drove her car. Olga _____ her bicycle. Yoko _____ the bus.
2. Last night I had a good night's sleep. I _____ nine hours.
3. Ann _____ a beautiful dress to the wedding reception.
4. It got so cold last night that the water in the pond _____.
5. Frank was really thirsty. He _____ four glasses of water.
6. Karen had to choose between a blue raincoat and a tan one. She finally _____ the blue one.
7. My husband gave me a painting for my birthday. I _____ it on a wall in my office.
8. Last night around midnight, when I was sound asleep, the telephone _____. It _____ me up.
9. The sun _____ at 6:04 this morning and will set at 6:59.
10. I _____ an e-mail to my cousin after I finished studying yesterday evening.
11. Ms. Manning _____ chemistry at the local high school last year.
12. The police _____ the bank robbers. They are in jail now.
13. Oh my gosh! Call the police! Someone _____ my car!
14. Today Victor has on slacks and a sports jacket, but yesterday he _____ jeans and a sweatshirt to work.
15. My friend told me that he had a singing dog.
When the dog _____, I
_____ my hands over my ears.



16. When I introduced Pedro to Ming, they _____ hands and greeted each other.
17. I _____ the kitchen floor with a broom.
18. A bird _____ into our apartment through an open window.
19. I caught the bird and _____ it gently in my hands until I could put it back outside.
20. The children had a good time at the park yesterday. They _____ the ducks small pieces of bread.
21. My dog _____ a hole in the yard and buried his bone.
22. Ahmed _____ his apartment in a hurry this morning because he was late for school. That's why he _____ to bring his books to class.

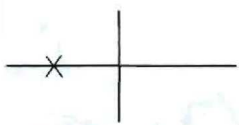
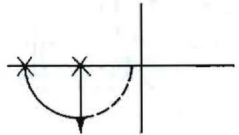
EXERCISE 13. Simple past: questions and short answers. (Charts 2-1 → 2-7)

Directions: Use the words in parentheses. Give short answers to questions where necessary.

1. A: (you, sleep) Did you sleep well last night?
B: Yes, I did. I (sleep) slept very well.
2. A: (Tom's plane, arrive) _____ on time yesterday?
B: Yes, _____. It (get) _____ in at 6:05 on the dot.
3. A: (you, go) _____ to class yesterday?
B: No, _____. I (stay) _____ home because I (feel, not) _____ good.
4. A: (Mark Twain, write) _____
Tom Sawyer?
B: Yes, _____. He also (write) _____
Huckleberry Finn.
5. A: (you, eat) _____ breakfast this morning?
B: No, _____. I (have, not) _____ enough time. I was late for class because my alarm clock (ring, not) _____.



2-8 THE SIMPLE PAST AND THE PAST PROGRESSIVE

<p>THE SIMPLE PAST</p> 	<p>(a) Mary walked downtown yesterday.</p> <p>(b) I slept for eight hours last night.</p>	<p>The SIMPLE PAST is used to talk about <i>an activity or situation that began and ended at a particular time in the past</i> (e.g., yesterday, last night, two days ago, in 1999), as in (a) and (b).</p>
<p>THE PAST PROGRESSIVE</p> 	<p>(c) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M. I was eating dinner when Tom came.</p> <p>(d) I went to bed at 10:00. The phone rang at 11:00. I was sleeping when the phone rang.</p>	<p>The PAST PROGRESSIVE expresses <i>an activity that was in progress (was occurring, was happening) at a point of time in the past</i> (e.g., at 6:10) or at the time of another action (e.g., when Tom came). In (c): eating was in progress at 6:10; eating was in progress when Tom came. FORM: was/were + -ing.</p>
<p>(e) When the phone rang, I was sleeping.</p> <p>(f) The phone rang while I was sleeping.</p>	<p>when = at that time while = during that time (e) and (f) have the same meaning.</p>	

2-9 FORMS OF THE PAST PROGRESSIVE

STATEMENT	I-She-He-It was working. You-We-They were working.
NEGATIVE	I-She-He-It was not (wasn't) working. You-We-They were not (weren't) working.
QUESTION	Was I-she-he-it working? Were you-we-they working?
SHORT ANSWER	Yes, I-she-he-it was. Yes, you-we-they were. No, I-she-he-it wasn't. No, you-we-they weren't.

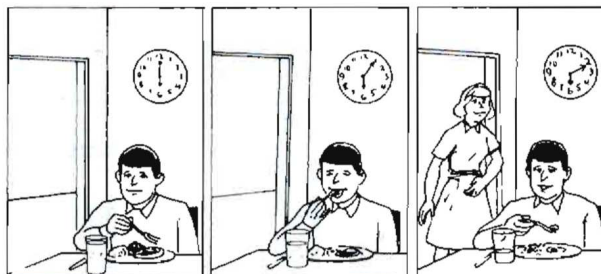
EXERCISE 16. Simple past and past progressive. (Charts 2-8 and 2-9)

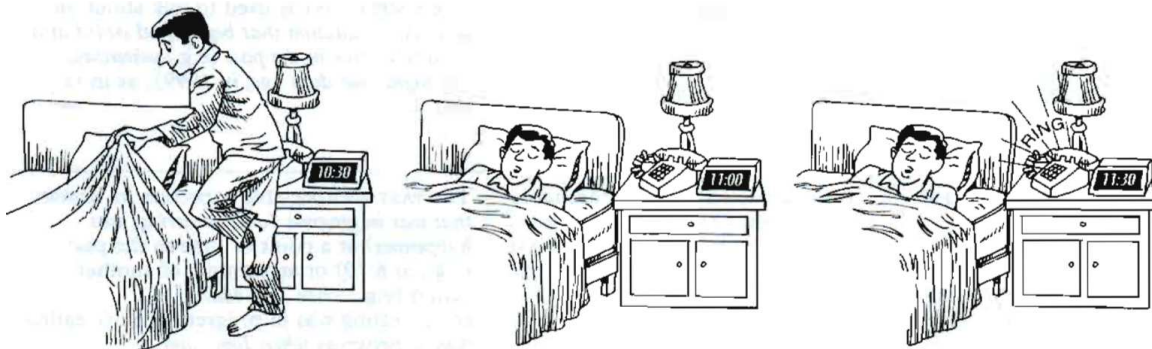
Directions: Complete the sentences with the words in parentheses. Use the simple past or the past progressive.

1. At 6:00 P.M., Bob sat down at the table and began to eat. At 6:05, Bob (eat) was eating dinner.

2. While Bob (eat) _____ dinner, Ann (come) _____ through the door.

3. In other words, when Ann (come) _____ through the door, Bob (eat) _____ dinner.





4. Bob went to bed at 10:30. At 11:00 Bob (*sleep*) _____.
5. While Bob (*sleep*) _____, the phone (*ring*) _____.
6. In other words, when the phone (*ring*) _____, Bob (*sleep*) _____.
7. Bob left his house at 8:00 A.M. and (*begin*) _____ to walk to class.
8. While he (*walk*) _____ to class, he (*see*) _____ Mrs. Smith.
9. When Bob (*see*) _____ Mrs. Smith, she (*stand*) _____ on her front porch. She (*hold*) _____ a broom.
10. Mrs. Smith (*wave*) _____ at Bob when she (*see*) _____ him.



EXERCISE 19. Present and past verbs. (Chapters 1 and 2)

Directions: Complete the sentences with the simple present, present progressive, simple past, or past progressive.

PART I. PRESENT TIME

SITUATION:

Right now Toshi (*sit*) _____ is sitting _____ at his desk. He
 (study) _____₁ his grammar book. His roommate, Oscar, (*sit*)
 _____₂ at his desk, but he (*study, not*) _____₃.
 He (*stare*) _____₄ out the window. Toshi (*want*)
 _____₅ to know what Oscar (*look*) _____₆ at.
 TOSHI: Oscar, what (*you, look*) _____₇ at?
 _____₈



OSCAR: I (*watch*) _____ the bicyclists. They are very skillful. I

 9
 (*know, not*) _____ how to ride a bike, so I (*admire*)

 10
 _____ anyone who can. Come over to the window. Look at

 11
 that guy in the blue shirt. He (*steer*) _____ his bike with one

 12
 hand while he (*drink*) _____ a soda with the other. At the

 13
 same time, he (*weave*) _____ in and out of the heavy street

 14
 traffic. He (*seem*) _____ fearless.

 15

TOSHI: Riding a bike (*be, not*) _____ as hard as it (*look*) _____.

 16 17
 I'll teach you to ride a bicycle if you'd like.

OSCAR: Really? Great!

TOSHI: How come you don't know how to ride a bike?*

OSCAR: I (*have, never*) _____ a bike when I (*be*) _____

 18 19
 a kid. My family (*be*) _____ too poor. Once I (*try*)

 20
 _____ to learn on the bike of one of my friends, but the other kids

 21
 all (*laugh*) _____ at me. I never (*try*) _____ again

 22 23
 because I (*be*) _____ too embarrassed. But I'd really like to learn

 24
 now! When can we start?

PART II. PAST TIME

Yesterday, Toshi (sit) was sitting at his desk and (study)
25
26 his grammar book. His roommate, Oscar, (sit)
27 at his desk, but he (study, not) 28
 He (stare) 29 out the window. He (watch) 30
 bicyclists on the street below.

Toshi (*walk*) _____ over to the window. Oscar (*point*) _____
 out one bicyclist in particular. This bicyclist (*steer*) _____ with one
 hand while he (*drink*) _____ a soda with the other. At the same
 time, he (*weave*) _____ in and out of the heavy traffic. To Oscar,
 the bicyclist (*seem*) _____ fearless.

Oscar (*learn, never*) _____ how to ride a bike when he (*be*)
_____ a child, so Toshi (*offer*) _____ to teach him. Oscar
(*accept*) _____ gladly.

2-10 EXPRESSING PAST TIME: USING TIME CLAUSES

<p>(a) time clause <i>After I finished my work,</i> main clause <i>I went to bed.</i></p>	<p><i>After I finished my work</i> = a time clause* <i>I went to bed</i> = a main clause* (a) and (b) have the same meaning.</p>			
<p>(b) main clause <i>I went to bed</i> time clause <i>after I finished my work.</i></p>	<p>A time clause can (1) come in front of a main clause, as in (a). (2) follow a main clause, as in (b).</p>			
<p>(c) I went to bed <i>after</i> I finished my work. (d) <i>Before</i> I went to bed, I finished my work. (e) I stayed up <i>until</i> I finished my work. (f) <i>As soon as</i> I finished my work, I went to bed. (g) The phone rang <i>while</i> I was watching TV. (h) <i>When</i> the phone rang, I was watching TV.</p>	<p>These words introduce time clauses:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="vertical-align: middle;"> <i>after</i> <i>before</i> <i>until</i> <i>as soon as</i> <i>while</i> <i>when</i> </td> <td style="vertical-align: middle; font-size: 3em;">}</td> <td style="vertical-align: middle;">+ subject and verb = a time clause</td> </tr> </table> <p>In (e): <i>until</i> = "to that time and then no longer"** In (f): <i>as soon as</i> = "immediately after"</p> <p>PUNCTUATION: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause): time clause + comma + main clause main clause + NO comma + time clause</p>	<i>after</i> <i>before</i> <i>until</i> <i>as soon as</i> <i>while</i> <i>when</i>	}	+ subject and verb = a time clause
<i>after</i> <i>before</i> <i>until</i> <i>as soon as</i> <i>while</i> <i>when</i>	}	+ subject and verb = a time clause		
<p>(i) When the phone <i>rang</i>, I <i>answered</i> it.</p>	<p>In a sentence with a time clause introduced by <i>when</i>, both the time clause verb and the main verb can be simple past. In this case, the action in the <i>when</i>-clause happened first. In (i): <i>First: The phone rang. Then: I answered it.</i></p>			
<p>(j) While I <i>was doing</i> my homework, my roommate <i>was watching</i> TV.</p>	<p>In (j): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.</p>			

*A clause is a structure that has a subject and a verb.

***Until* can also be used to say that something does NOT happen before a particular time: *I didn't go to bed until I finished my work.*

EXERCISE 23. Past time clauses. (Charts 2-1 → 2-10)

Directions: Complete the sentences using the words in parentheses. Use the simple past or the past progressive. Identify the time clauses.

- My mother called me around 5:00. My husband came home a little after that.
 [When he (come) came home,] I (talk) was talking to my mother on the phone.
- I (buy) _____ a small gift before I (go) _____ to the hospital yesterday to visit my friend.
- Yesterday afternoon I (go) _____ to visit the Smith family. When I (get) _____ there around two o'clock, Mrs. Smith (be) _____ in the yard. She (plant) _____ flowers in her garden. Mr. Smith (be) _____ in the garage. He (work) _____ on their car. He (change) _____ the oil. The children (play) _____ in the front yard. In other words, while Mr. Smith (change) _____ the oil in the car, the children (play) _____ with a ball in the yard.



4. I (*hit*) _____ my thumb while I (*use*) _____ the hammer. Ouch! That (*hurt*) _____.
5. As soon as we (*hear*) _____ the news of the approaching hurricane, we (*begin*) _____ our preparations for the storm.
6. It was a long walk home. Mr. Chu (*walk*) _____ until he (*get*) _____ tired. Then he (*stop*) _____ and (*rest*) _____ until he (*be*) _____ strong enough to continue.
7. While I (*lie*) _____ in bed last night, I (*hear*) _____ a strange noise. When I (*hear*) _____ this strange noise, I (*turn*) _____ on the light. I (*hold*) _____ my breath and (*listen*) _____ carefully. A mouse (*chew*) _____ on something under the floor.

8. I work at a computer all day long. Yesterday while I *(look)* _____ at my computer screen, I *(start)* _____ to feel a little dizzy, so I *(take)* _____ a break. While I *(take)* _____ a short break outdoors and *(enjoy)* _____ the warmth of the sun on my face, an elderly gentleman *(come)* _____ up to me and *(ask)* _____ me for directions to the public library. After I *(tell)* _____ him how to get there, he *(thank)* _____ me and *(go)* _____ on his way. I *(stay)* _____ outside until a big cloud *(come)* _____ and *(cover)* _____ the sun, and then I reluctantly *(go)* _____ back inside to work. As soon as I *(return)* _____ to my desk, I *(notice)* _____ that my computer *(make)* _____ a funny noise. It *(hum)* _____ loudly, and my screen was frozen. I *(think)* _____ for a moment, then I *(shut)* _____ my computer off, *(get)* _____ up from my desk, and *(leave)* _____. I *(spend)* _____ the rest of the day in the sunshine.

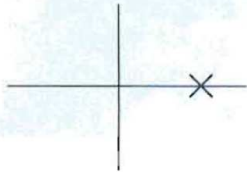
LESSON 4

Future Time

Content:

1. Expressing future time: *be going to* and *will*
2. Forms with *be going to*
3. Forms with *will*
4. *Be going to* vs. *will*
5. Using the present progressive to express future time
6. Parallel verbs

3-1 EXPRESSING FUTURE TIME: *BE GOING TO* AND *WILL*

<p>FUTURE</p> 	<p>(a) I am going to leave at nine tomorrow morning.</p> <p>(b) I will leave at nine tomorrow morning.</p> <p>(c) Marie is going to be at the meeting today.*</p> <p>(d) Marie will be at the meeting today.</p>	<p>Be going to and will are used to express future time.</p> <p>(a) and (b) have the same meaning.</p> <p>(c) and (d) have the same meaning.</p> <p>Will and be going to often give the same meaning, but sometimes they express different meanings. The differences are discussed in Chart 3-5, p. 63.</p>
<p>(e) I shall leave at nine tomorrow morning.</p> <p>(f) We shall leave at nine tomorrow morning.</p>	<p>The use of <i>shall</i> (with <i>I</i> or <i>we</i>) to express future time is possible but infrequent.</p>	

**Today, tonight, and this + morning, afternoon, evening, week, etc.,* can express present, past, or future time.

PRESENT: Sam **is** in his office **this morning**.

PAST: Ann **was** in her office **this morning** at eight, but now she's at a meeting.

FUTURE: Bob **is going to be** in his office **this morning** after his dentist appointment.

3-2 FORMS WITH BE GOING TO

(a) We <i>are going to be</i> late. (b) She's <i>going to come</i> tomorrow. <i>INCORRECT: She's going to comes tomorrow.</i>	Be going to is followed by the simple form of the verb, as in (a) and (b).
(c) <i>Am</i> I } <i>Is</i> he, she, it } <i>going to be</i> late? <i>Are</i> they, we, you }	QUESTION: be + subject + going to
(d) I <i>am not</i> } He, she, it <i>is not</i> } <i>going to be</i> late. They, we, you <i>are not</i> }	NEGATIVE: be + not + going to
(e) "Hurry up! We're <i>gonna</i> be late!"	Be going to is more common in speaking and in informal writing than in formal writing. In informal speaking, it is sometimes pronounced "gonna" /gənə/. "Gonna" is not usually a written form.

EXERCISE 2. BE GOING TO. (Charts 3-1 and 3-2)

Directions: Complete the sentences with **be going to** and the words in parentheses.

- A: What (you, do) are you going to do this afternoon?
B: I (work) am going to work on my report.
- A: Where (Alex, be) _____ later tonight?
B: He (be) _____ at Kim's house.
- A: (you, finish) _____ this exercise soon?
B: Yes, I (finish) _____ it in less than a minute.
- A: When (you, call) _____ your sister?
B: I (call, not) _____ her. I (send) _____ her an e-mail.
- A: What (Dr. Price, talk) _____ about in her speech tonight?
B: She (discuss) _____ the economy of Southeast Asia.

3-3 FORMS WITH WILL

STATEMENT	I-You-She-He-It-We-They will come tomorrow.	
NEGATIVE	I-You-She-He-It-We-They will not (won't) come tomorrow.	
QUESTION	Will I-you-she-he-it-we-they come tomorrow?	
SHORT ANSWER	Yes, } I-you-she-he-it-we-they { will.* No, } { won't.	
CONTRACTIONS	<i>I'll she'll we'll</i> <i>you'll he'll they'll</i> <i> it'll</i>	Will is usually contracted with pronouns in both speech and informal writing.
	Bob + will = "Bob'll" the teacher + will = "the teacher'll"	Will is often contracted with nouns in speech, but usually not in writing.

*Pronouns are NOT contracted with helping verbs in short answers.

CORRECT: Yes, I will.

INCORRECT: Yes, I'll.

EXERCISE 6. Forms with WILL. (Chart 3-3)

Directions: Practice using contractions with **will**. Write the correct contraction for the words in parentheses. Practice pronunciation.

- (I will) I'll be home at eight tonight.
- (We will) _____ do well in the game tomorrow.
- (You will) _____ probably get a letter today.
- Karen is collecting shells at the beach. (She will) _____ be home around sundown.
- Henry hurt his heel climbing a hill. (He will) _____ probably stay home today.
- (It will) _____ probably be too cold to go swimming tomorrow.
- I invited some guests for dinner. (They will) _____ probably get here around seven.

3-5 BE GOING TO vs. WILL

(a) She is going to succeed because she works hard.	Be going to and will mean the same when they are used to make predictions about the future. (a) and (b) have the same meaning.
(b) She will succeed because she works hard.	
(c) I bought some wood because I am going to build a bookcase for my apartment.	Be going to (but not will) is used to express a prior plan (i.e., a plan made before the moment of speaking). In (c): The speaker plans to build a bookcase.
(d) This chair is too heavy for you to carry alone. I'll help you.	Will (but not be going to) is used to express a decision the speaker makes at the moment of speaking. In (d): The speaker decides to help at the immediate present moment; he did not have a prior plan or intention to help.

EXERCISE 14. BE GOING TO vs. WILL. (Charts 3-1 → 3-5)

Directions: Complete the sentences with *be going to* or *will*.

1. A: Why did you buy this flour?
B: I 'm going to make some bread.
2. A: Could someone get me a glass of water?
B: Certainly. I 'll get you one. Would you like some ice in it?
3. A: Are you going to go to the post office soon?
B: Yes. Why?
A: I need to send this letter today.
B: I _____ mail it for you.
A: Thanks.
4. A: Why are you carrying that box?
B: I _____ mail it to my sister. I'm on my way to the post office.
5. A: Could someone please open the window?
B: I will do it.
A: Thanks.
6. A: What are your vacation plans?
B: We _____ spend two weeks on a Greek island.
7. A: I have a note for Joe from Rachel. I don't know what to do with it.
B: Let me have it. I _____ give it to him. He's in my algebra class.
A: Thanks. But you have to promise not to read it.
8. A: Did you know that Sara and I are moving? We found a great apartment on 45th Street.
B: That's terrific. I _____ help you on moving day if you like.
A: Hey, great! We'd really appreciate that.
9. A: Do you have a car?
B: Yes, but I _____ sell it. I don't need it now that I live in the city.
10. A: Do you want to walk to the meeting together?
B: Okay. I _____ meet you by the elevator. Okay?
A: Okay. I _____ wait for you there.

3-7 USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME

<p>(a) Tom is going to come to the party tomorrow. (b) Tom is coming to the party tomorrow. (c) We're going to go to a movie tonight. (d) We're going to a movie tonight. (e) I'm going to stay home this evening. (f) I'm staying home this evening. (g) Ann is going to fly to Chicago next week. (h) Ann is flying to Chicago next week.</p>	<p>The present progressive can be used to express future time. Each pair of example sentences has the same meaning. The present progressive describes <i>definite plans for the future, plans that were made before the moment of speaking</i>.</p>
<p>(i) You're going to laugh when you hear this joke. (j) INCORRECT: You're <i>laughing</i> when you hear this joke.</p>	<p>A future meaning for the present progressive is indicated either by future time words (e.g., <i>tomorrow</i>) or by the situation.* The present progressive is NOT used for predictions about the future. In (i): The speaker is predicting a future event. In (j): The present progressive is not possible; laughing is a prediction, not a planned future event.</p>

*COMPARE: Present situation: Look! Mary's **coming**. Do you see her?

Future situation: Are you *planning* to come to the party? Mary's **coming**. So is Alex.

EXERCISE 22. Using the present progressive to express future time. (Chart 3-7)

Directions: Complete the dialogues with any of the following verbs that make sense. Use the present progressive if possible. Discuss whether the present progressive expresses present or future time.

cut	go	spend
do	leave	stay
drive	meet	take
fly		

1. A: What are you doing tomorrow afternoon?

B: I am going to the mall.

A: Why?

B: I am going shopping for some new clothes. How about you?

What _____ you _____ tomorrow afternoon?

A: I _____ to a movie with Tom. After the movie, we

_____ out to dinner. Would you like to meet us for dinner?

B: No, thanks. I can't. I _____ Heidi at 6:30 at the new seafood restaurant on Fifth Street.

2. A: What courses _____ you _____ this year?

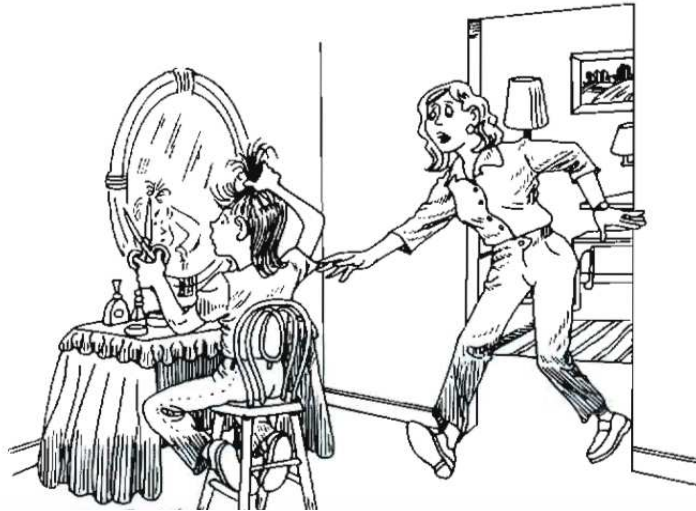
B: I _____ English, biology, math, and psychology.

A: What courses _____ you _____ next year?

B: I _____ English literature, chemistry, calculus, and history.

A: That should keep you busy!

3. A: I _____ on vacation tomorrow.
B: Where _____ you _____?
A: To San Francisco.
B: How are getting there? _____ you _____ or
_____ your car?
A: I _____. I have to be at the airport by seven tomorrow morning.
B: Do you need a ride to the airport?
A: No, thanks. I _____ a taxi. Are you planning to go somewhere over vacation?
B: No. I _____ here.
4. A: Stop! Annie! What _____ you _____?
B: I _____ my hair, Mom.
A: Oh dear!



3-10 PARALLEL VERBS

<p>(a) Jim ^v makes his bed ^{and} ^v cleans up his room every morning.</p>	<p>Often a subject has two verbs that are connected by and. We say that the two verbs are parallel: v + and + v <i>makes and cleans</i> = parallel verbs</p>
<p>(b) Ann is cooking dinner and (is) talking on the phone at the same time. (c) I will stay home and (will) study tonight. (d) I am going to stay home and (am going to) study tonight.</p>	<p>It is not necessary to repeat a helping verb (an auxiliary verb) when two verbs are connected by and.</p>

EXERCISE 30. Parallel verbs. (Chart 3-10)

Directions: Complete the sentences with the correct forms of the words in parentheses.

- When I (walk) walked into the living room yesterday, Grandpa (read) _____ a newspaper and (smoke) _____ his pipe.
- Helen will graduate soon. She (move) _____ to New York and (look) _____ for a job after she (graduate) _____.
- Every day my neighbor (call) _____ me on the phone and (complain) _____ about the weather.
- Look at Erin! She (cry) _____ and (laugh) _____ at the same time. I wonder if she is happy or sad?
- I'm beat! I can't wait to get home. After I (get) _____ home, I (take) _____ a hot shower and (go) _____ to bed.
- Yesterday my dog (dig) _____ a hole in the back yard and (bury) _____ a bone.
- I'm tired of this cold weather. As soon as spring (come) _____, I (play) _____ tennis and (jog) _____ in the park as often as possible.
- While Paul (carry) _____ brushes and paint and (climb) _____ a ladder, a bird (fly) _____ down and (sit) _____ on his head. Paul (drop) _____ the paint and (spill) _____ it all over the ground. to be their nouse guest.



B: Sounds like a great trip. Hope you find your passport.

9. When I first (*arrive*) _____ in this city and (*start*) _____ going to school here, I knew no one. I was lonely and felt that I didn't have a friend in the world.

One day while I (*watch*) _____ TV alone in my room and (*feel*) _____ sorry for myself, a woman I had met in one of my classes (*knock*) _____ on my door and (*ask*) _____ me if I wanted to accompany her to the student center. That was the beginning of my friendship with Lisa King.

Now we (*see*) _____ each other every day and usually (*spend*) _____ time talking on the phone, too. Later this week we (*borrow*) _____ her brother's car and (*go*) _____ to visit her aunt in the country. Next week we (*take*) _____ a bus to Fall City and (*go*) _____ to a football game. I'm really enjoying our friendship.

EXERCISE 32. Review: verb forms. (Chapters 1 → 3)

Directions: Complete the sentences with a form of the verb in parentheses.

(1) Three hundred and fifty years ago, people (*make*) _____ made their own clothes. They (*have, not*) _____ machines for making clothes. There (*be, not*) _____ any clothing factories. People (*wear*) _____ homemade clothes that were sewn by hand.

(2) Today, very few people (*make*) _____ their own clothes. Clothing (*come*) _____ ready-made from factories. People (*buy*) _____ almost all their clothes from stores.

(3) The modern clothing industry (*be*) _____ international. As a result, people from different countries often (*wear*) _____ similar clothes. For example, people in many different countries throughout the world (*wear*) _____ jeans and T-shirts.

(4) However, some regional differences in clothing still (*exist*) _____. For instance, people of the Arabian deserts (*wear*) _____ loose, flowing robes to protect themselves from the heat of the sun. In parts of northern Europe, fur hats (*be*) _____ common in the winter.

(5) In the future, there (*be, probably*) _____ fewer and fewer differences in clothing. People throughout the world (*wear*) _____ clothes from the same factories. (*we all, dress*) _____ alike in the future? TV shows and movies about the future often (*show*) _____ everybody in a uniform of some kind. What (*you, think*) _____ ?

EXERCISE 33. Error analysis: summary review of present, past, and future time.
(Chapters 1 → 3)

Directions: Correct the errors.

1. I used to kick ~~ed~~ my sister's legs.
2. We had a test last week, and I past it.
3. I not like the food in the United State.
4. I use to get up at noon, but now I have to be at work by eight.
5. I study hardly every day, but my english is not be improve.
6. Everyone enjoy these English classes.
7. At the picnic, we sang songs and talk to each other.
8. I learn the english in my school in hong Kong before I come here.
9. I like to travel. I gonna go to new and interesting places all my life.
10. Now I study at this school and I living with my cousin. I am always meet my friends
in the cafeteria and we talking about our classes.
11. When I wake up in the morning. I am turning on the radio. Before get up.
12. I am live with an American family. They are having four childrens.
13. When I was at the outdoor market, I pointed at the chicken I wanted to buy. The man
was taking it from a wooden cage and kill it without mercy.
14. Every day I wake up when the birds begin to sing. If the weather not to be cloudy, I
am seeing a beautiful sunrise from my bed.
15. My husband and children they are going to join me after I will finish my English
course.

LESSON 5

The Present Perfect

Content:

1. Past Participle
2. Forms of the present perfect
3. Meanings of the present perfect
4. Simple past vs. present perfect
5. Using *since* and *for*
6. Using *already*, *yet*, *still*, and *anymore*

4-1 PAST PARTICIPLE

	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	<p>The past participle is one of the principal parts of a verb. (See Chart 2-6, p. 32.)</p> <p>The past participle is used in the PRESENT PERFECT tense and the PAST PERFECT tense.*</p> <p>The past participle of regular verbs is the same as the simple past form: both end in -ed.</p> <p>See Chart 2-7, p. 33, for a list of irregular verbs.</p>
REGULAR VERBS	finish stop wait	finished stopped waited	finished stopped waited	
IRREGULAR VERBS	see make put	saw made put	seen made put	

*The past participle is also used in the passive. See Chapter 10.

EXERCISE 2. Past participle. (Chart 4-1)

Directions: Write the past participle.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1. finish	finished	<u>finished</u>	11. come	came	_____
2. see	saw	<u>seen</u>	12. study	studied	_____
3. go	went	_____	13. stay	stayed	_____
4. have	had	_____	14. begin	began	_____
5. meet	met	_____	15. start	started	_____
6. call	called	_____	16. write	wrote	_____
7. fall	fell	_____	17. eat	ate	_____
8. do	did	_____	18. cut	cut	_____
9. know	knew	_____	19. read	read	_____
10. fly	flew	_____	20. be	was/were	_____

4-2 FORMS OF THE PRESENT PERFECT

(a) I have finished my work. (b) The students have finished Chapter 3. (c) Jim has eaten lunch.	STATEMENT: have/has + <i>past participle</i>
(d) I've/You've/We've/They've eaten lunch. (e) She's/He's eaten lunch. (f) It's been cold for the last three days.	CONTRACTION <i>pronoun</i> + have = 've <i>pronoun</i> + has = 's*
(g) I have not (haven't) finished my work. (h) Ann has not (hasn't) eaten lunch.	NEGATIVE: have/has + not + <i>past participle</i> NEGATIVE CONTRACTION have + not = haven't has + not = hasn't
(i) Have you finished your work? (j) Has Jim eaten lunch? (k) How long have you lived here?	QUESTION: have/has + <i>subject</i> + <i>past participle</i>
(l) A: Have you seen that movie? B: Yes, I have . OR No, I haven't . (m) A: Has Jim eaten lunch? B: Yes, he has . OR No, he hasn't .	SHORT ANSWER: have/haven't or has/hasn't Note: The helping verb in the short answer is not contracted with the pronoun. INCORRECT: Yes, I've. OR Yes, he's.

*COMPARE: **It's** cold today. [*It's* = *It is*: **It is** cold today.]

It's been cold since December. [*It's* = *It has*: **It has** been cold since December.]

EXERCISE 3. Forms of the present perfect. (Chart 4-2)

Directions: Complete the dialogues with the words in parentheses. Use the present perfect.

- A: (you, eat, ever) Have you ever eaten seaweed?

B: No, I haven't. I (eat, never) 've never eaten seaweed.
- A: (you, stay, ever) _____ at a big hotel?

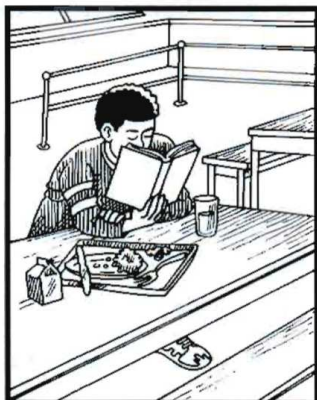
B: Yes, I _____. I (stay) _____ at a big hotel lots of times.
- A: (you, meet, ever) _____ a movie star?

B: No, I _____. I (meet, never) _____ a movie star.
- A: (Tom, visit, ever) _____ you at your house?

B: Yes, he _____. He (visit) _____ me lots of times.
- A: (Ann, be, ever) _____ in Mexico?

B: No, she _____. She (be, never) _____ in Mexico. She (be, not) _____ in any Spanish-speaking countries.

4-3 MEANINGS OF THE PRESENT PERFECT

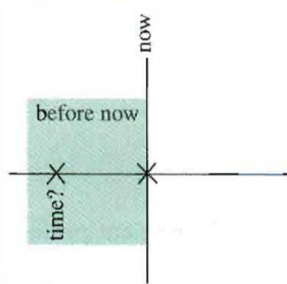


Jim has eaten lunch.



Ann hasn't eaten lunch.

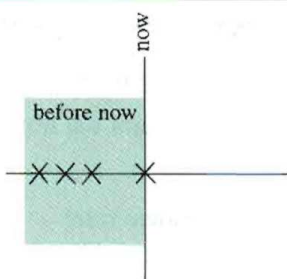
PRESENT PERFECT, MEANING #1: SOMETHING HAPPENED BEFORE NOW AT AN UNSPECIFIED TIME.



- (a) Jim **has** already **eaten** lunch.
- (b) Ann **hasn't eaten** lunch yet.
- (c) **Have** you ever **eaten** at that restaurant?

The PRESENT PERFECT expresses an activity or situation that occurred (or did not occur) *before now, at some unspecified time in the past.*

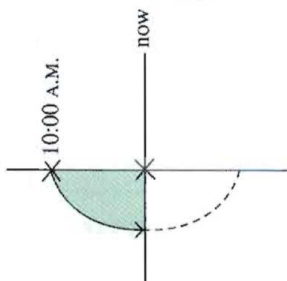
In (a): Jim's lunch occurred before the present time. The exact time is not mentioned; it is unimportant or unknown. For the speaker, the only important information is that Jim's lunch occurred in the past, sometime before now.



- (d) Pete **has eaten** at that restaurant *many times*.
- (e) I **have eaten** there *twice*.

An activity may be repeated two, several, or more times *before now, at unspecified times in the past*, as in (d) and (e).

PRESENT PERFECT, MEANING #2: A SITUATION BEGAN IN THE PAST AND CONTINUES TO THE PRESENT.



- (f) We've **been** in class **since** *ten o'clock this morning*.
- (g) I **have known** Ben **for** *ten years*. I met him ten years ago. I still know him today. We are friends.

When the present perfect is used with **since** or **for**, it expresses situations that began in the past and continue to the present.

In (f): Class started at ten. We are still in class now, at the moment of speaking.
INCORRECT: We are in class since ten o'clock this morning.

4-4 SIMPLE PAST vs. PRESENT PERFECT

<p>SIMPLE PAST (a) I finished my work <i>two hours ago</i>.</p> <p>PRESENT PERFECT (b) I have already* finished my work.</p>	<p>In (a): I finished my work at a specific time in the past (<i>two hours ago</i>).</p> <p>In (b): I finished my work at an unspecified time in the past (<i>sometime before now</i>).</p>
<p>SIMPLE PAST (c) I was in Europe <i>last year/three years ago/in 1999/in 1995 and 1999/when I was ten years old</i>.</p> <p>PRESENT PERFECT (d) I have been in Europe <i>many times/several times/a couple of times/once/(no mention of time)</i>.</p>	<p>The SIMPLE PAST expresses an activity that occurred at a specific time (or times) in the past, as in (a) and (c).</p> <p>The PRESENT PERFECT expresses an activity that occurred at an unspecified time (or times) in the past, as in (b) and (d).</p>
<p>SIMPLE PAST (e) Ann was in Miami <i>for two weeks</i>.</p> <p>PRESENT PERFECT (f) Bob has been in Miami <i>for two weeks/since May first</i>.</p>	<p>In (e): In sentences where for is used in a time expression, the simple past expresses an activity that began and ended in the past.</p> <p>In (f): In sentences with for or since, the present perfect expresses an activity that began in the past and continues to the present.</p>

*For more information about **already**, see Chart 4-8, p. 102.

EXERCISE 6. Simple past vs. present perfect. (Chart 4-4)

Directions: Look at the verb in *italics*. Is it simple past, or is it present perfect? Check the box that describes whether the verb expresses something that happened at a specified time in the past or at an unspecified time in the past.

SPECIFIED TIME IN THE PAST	UNSPECIFIED TIME IN THE PAST
----------------------------------	------------------------------------

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. Ms. Parker <i>has been</i> in Tokyo many times. (→ <i>present perfect</i>) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Ms. Parker <i>was</i> in Tokyo last week. (→ <i>simple past</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. I've <i>met</i> Ann's husband. He's a nice guy. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I <i>met</i> Ann's husband at a party last week. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Mr. White <i>was</i> in Rome three times last month. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Mr. White <i>has been</i> in Rome many times. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. I like to travel. I've <i>been</i> in more than thirty foreign countries. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I <i>was</i> in Morocco in 2001. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Mary <i>has never been</i> in Morocco. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Mary <i>wasn't</i> in Morocco when I was there in 2001. |

EXERCISE 7. Simple past vs. present perfect. (Chart 4-4)

Directions: Complete the sentences with the words in parentheses. Use the present perfect or the simple past.

1. A: Have you ever been in Europe?
B: Yes, I have. I (be) have been in Europe several times.
In fact, I (be) was in Europe last year.
2. A: Are you going to finish your work before you go to bed?
B: I (finish, already*) have already finished it. I (finish) finished my work two hours ago.
3. A: Have you ever eaten at Al's Steak House?
B: Yes, I _____. I (eat) _____ there many times.
In fact, my wife and I (eat) _____ there last night.
4. A: Do you and Erica want to go to the movie at the Palace Theater with us tonight?
B: No thanks. We (see, already) _____ it. We (see) _____ it last week.
5. A: When are you going to write your report for Mr. Goldberg?
B: I (write, already) _____ it. I (write) _____ it two days ago and gave it to him.
6. A: (Antonio, have, ever) _____ a job?
B: Yes, he _____. He (have) _____ lots of part-time jobs. Last summer he (have) _____ a job at his uncle's waterbed store.
7. A: This is a good book. Would you like to read it when I'm finished?
B: Thanks, but I (read, already) _____ it. I (read) _____ it a couple of months ago.
8. A: What European countries (you, visit) _____?
B: I (visit) _____ Hungary, Germany, and Switzerland. I (visit) _____ Hungary in 1998. I (be) _____ in Germany and Switzerland in 2001.

EXERCISE 12. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles.

- | | |
|----------------|-----------------|
| 1. break _____ | 8. throw _____ |
| 2. speak _____ | 9. blow _____ |
| 3. steal _____ | 10. fly _____ |
| 4. get _____ | 11. drink _____ |
| 5. wear _____ | 12. sing _____ |
| 6. draw _____ | 13. swim _____ |
| 7. grow _____ | 14. go _____ |

EXERCISE 16. Irregular verbs. (Chart 2-5)

Directions: Write the simple past and the past participles.

- | | |
|---------------|-----------------|
| 1. sell _____ | 9. think _____ |
| 2. tell _____ | 10. teach _____ |
| 3. hear _____ | 11. catch _____ |
| 4. hold _____ | 12. cut _____ |
| 5. feed _____ | 13. hit _____ |
| 6. read _____ | 14. quit* _____ |
| 7. find _____ | 15. put _____ |
| 8. buy _____ | |

4-5 USING SINCE AND FOR

SINCE	(a) I have been here	{ since eight o'clock. since Tuesday. since May. since 1999. since January 3, 2001. since yesterday. since last month.	Since is followed by the mention of a <i>specific point in time</i> : an hour, a day, a month, a year, etc. Since expresses the idea that something began at a specific time in the past and continues to the present.
	(b) CORRECT: I have lived here since May.* CORRECT: I have been here since May. (c) INCORRECT: I <i>am living</i> here since May. (d) INCORRECT: I <i>live</i> here since May. (e) INCORRECT: I <i>lived</i> here since May. INCORRECT: I <i>was</i> here since May.		The <i>present perfect</i> is used in sentences with since . In (c): The present progressive is NOT used. In (d): The simple present is NOT used. In (e): The simple past is NOT used.
	MAIN CLAUSE (present perfect) (f) I have lived here (g) Al has met many people	SINCE-CLAUSE (simple past) since I was a child. since he came here.	Since may also introduce a time clause (i.e., a subject and verb may follow since). Notice in the examples: The present perfect is used in the main clause; the simple past is used in the since -clause.

FOR	(h) I <i>have been</i> here	{ for ten minutes. for two hours. for five days. for about three weeks. for almost six months. for many years. for a long time.	For is followed by the mention of a <i>length of time</i> : two minutes, three hours, four days, five weeks, etc. Note: If the noun ends in <i>-s</i> (<i>hours, days, weeks, etc.</i>), use for in the time expression, not since .
	(i) I <i>have lived</i> here for <i>two years</i> . I moved here two years ago, and I still live here. (j) I <i>lived</i> in Athens for <i>two years</i> . I don't live in Athens now.		In (i): The use of the present perfect in a sentence with for + a <i>length of time</i> means that the action began in the past and continues to the present. In (j): The use of the simple past means that the action began and ended in the past.

*ALSO CORRECT: *I have been living here since May.* See Chart 4-7, p. 100, for a discussion of the present perfect progressive.

EXERCISE 18. Preview: SINCE vs. FOR. (Chart 4-5)

Directions: Complete the sentence "I have been here . . ." Use **since** or **for** with the given expressions.

I have been here . . .

- _____ **for** two months.
- _____ **since** September.
- _____ 1998.
- _____ last year.
- _____ two years.
- _____ last Friday.
- _____ 9:30.
- _____ three days.
- _____ the first of January.
- _____ almost four months.
- _____ the beginning of the term.
- _____ the semester started.
- _____ a couple of hours.
- _____ fifteen minutes.
- _____ yesterday.
- _____ about five weeks.

4-8 USING ALREADY, YET, STILL, AND ANYMORE

ALREADY	(a) The mail came an hour ago. The mail is already here.	Idea of already : Something happened before now, before this time. <i>Position: midsentence.*</i>
YET	(b) I expected the mail an hour ago, but it hasn't come yet.	Idea of yet : Something did not happen before now (up to this time), but it may happen in the future. <i>Position: end of sentence.</i>

EXERCISE 21. Sentences with SINCE-clauses. (Chart 4-5)

Directions: Complete the sentences with the words in parentheses. Put brackets around the **since**-clauses.

1. I (*know*) have known Mark Miller [ever since* we (*be*) were in college.]
2. Pedro (*change*) _____ his major three times since he (*start*) _____ school.
3. Ever since I (*be*) _____ a child, I (*be*) _____ afraid of snakes.
4. I can't wait to get home to my own bed. I (*sleep, not*) _____ well since I (*leave*) _____ home three days ago.
5. Ever since Danny (*meet*) _____ Nicole, he (*be, not*) _____ able to think about anything or anyone else. He's in love.
6. Otto (*have*) _____ a lot of problems with his car ever since he (*buy*) _____ it. It's a lemon.
7. A: What (*you, eat*) _____ since you (*get*) _____ up this morning?
B: I (*eat*) _____ a banana and some yogurt. That's all.
8. I'm eighteen. I have a job and am in school. My life is going okay now, but I (*have*) _____ a miserable home life when I (*be*) _____ a young child. Ever since I (*leave*) _____ home at the age of fifteen, I (*take*) _____ care of myself. I (*have*) _____ some hard times, but I (*learn*) _____ how to stand on my own two feet.*

LESSON 6

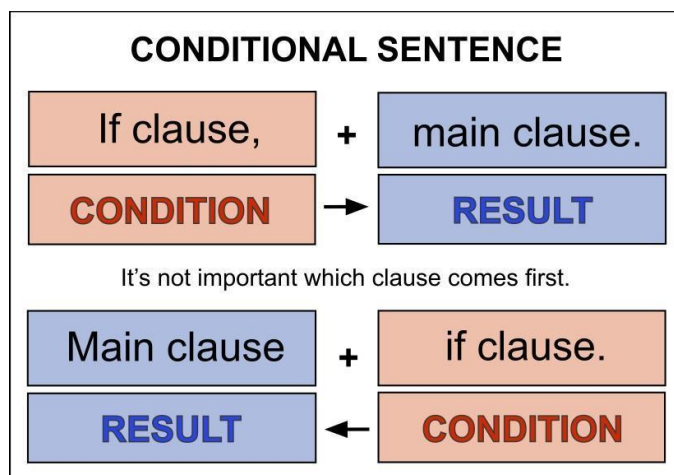
Conditionals

Content:

1. What are Conditionals
2. Zero Conditional
3. Type 1 Conditional
4. Type 2 Conditional

1. What are Conditionals?

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (often referred to as the if-clause) and the consequence.



The sentence can begin with an **If Clause** or a **Main Clause**. If the sentence begins with an '**If Clause**', put a comma between the **If Clause** and the **Main Clause**.

2. Zero Conditional

➤ Form

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

If clause (condition)	Main clause (result)
If + simple present	simple present
If this thing happens	that thing happens.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses,

but the meaning is identical. In zero conditional sentences, you can replace "**if**" with "**when**", because both express general truths. The meaning will be unchanged.

Examples:

- If you heat ice, it melts.
- Ice melts if you heat it.
- When you heat ice, it melts.
- Ice melts when you heat it.
- If it rains, the grass gets wet.
- The grass gets wet if it rains.
- When it rains, the grass gets wet.
- The grass gets wet when it rains.

➤ **Function**

The zero conditional is used to make statements about the real world, and often refers to general truths, such as **scientific facts**. In these sentences, the time is **now or always** and the situation is **real and possible**.

Examples:

- If you freeze water, it becomes a solid.
- Plants die if they don't get enough water.
- If my husband has a cold, I usually catch it.
- If public transport is efficient, people stop using their cars.
- If you mix red and blue, you get purple.

The zero conditional is also often used to give instructions, using the imperative in the main clause.

Examples:

- If Bill phones, tell him to meet me at the cinema.
- Ask Pete if you're not sure what to do.
- If you want to come, call me before 5:00.
- Meet me here if we get separated.

Exercise 1

Complete the following sentences to form type zero conditionals. Pay attention to comma usage.

1. If we don't feel well _____.
2. If plants don't get enough water _____.
3. We easily get tired _____.
4. We become ill _____.
5. The cup breaks _____.
6. If iron gets wet _____.
7. My daughter gets sick _____.
8. Water boils _____.
9. Ice floats _____.

Exercise 2

Fill in the blanks with the correct form of the verbs in bracket to have type zero conditional sentences.

1. If you _____ (heat) ice, it _____ (melt).
2. If the temperature _____ (drop) below zero, the water _____ (freeze).
3. If you _____ (press) this button, the computer _____ (turn on).
4. If you _____ (heat) water, it _____ (boil).
5. If you _____ (insert) a coin, the machine _____ (start) working.
6. Water _____ (boil) if the temperature _____ (reach) 100 degrees.
7. If a motorbike _____ (not have) enough fuel, it _____ (not run).
8. The mobile phone _____ (not work), if you _____ (not recharge) its battery.
9. People _____ (get) fat, if they _____ (eat) junk food.
10. If the sun _____ (rise) high, it _____ (become) very hot.
11. Plants _____ (die), if it _____ (not rain).
12. If children _____ (not get) enough sleep at night, they _____ (get) tired all day.

3. Type 1 Conditional

➤ **Form**

In a Type 1 conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future.

If clause (condition)	Main clause (result)
If + simple present	simple future
If this thing happens	that thing will happen.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

- If it rains, you will get wet.
- You will get wet if it rains.
- If Sally is late again I will be mad.
- I will be mad if Sally is late again.
- If you don't hurry, you will miss the bus.
- You will miss the bus if you don't hurry.

➤ **Function**

The type 1 conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result.

Examples:

- If I have time, I'll finish that letter.
- What will you do if you miss the plane?
- Nobody will notice if you make a mistake.
- If you drop that glass, it will break.
- If you don't drop the gun, I'll shoot!
- If you don't leave, I'll call the police.

Exercise 3

Complete the following sentences to form type one conditionals. Pay attention to comma usage.

1. If I study hard _____.
2. If the weather is fine _____.
3. I will visit the Eiffel Tower if _____.
4. If they don't invite me _____.
5. If he gets my email _____.
6. If she travels to London _____.
7. I will buy a mobile phone if _____.
8. If you make trouble _____.
9. If I have enough time this evening _____.
10. If he has money _____.

Exercise 4

Fill in the blanks with the correct form of the verbs in bracket to have type one conditional sentences.

1. If I _____ (finish) early, I _____ (call) you.
2. I _____ (catch) the 9:00 train if I _____ (hurry up).
3. She _____ (know) the answer, if she _____ (try) to understand.
4. If you _____ (send) this letter now, she _____ (receive) it tomorrow.
5. If I _____ (do) this test, I _____ (improve) my English.
6. If I _____ (find) your ring, I _____ (give) it back to you.

7. Peggy _____ (go) shopping if she _____ (have) time in the afternoon.
8. Simon _____ (go) to London next week if he _____ (get) a cheap flight.
9. If they _____ (not study) harder, they _____ (not pass) the exam.
10. If she _____ (need) a computer, her brother _____ (give) her his laptop.
11. If we _____ (not have) time this afternoon, we _____ (meet) tomorrow.
12. He _____ (not win) the game if he _____ (not know) the rules.

Exercise 5

Identify the type of each sentence (conditional Type 0 / Type 1). Then fill in the blanks with the correct form of the verbs in bracket.

1. If you _____ (get) back late, I _____ (be) angry.
2. You _____ (get) green if you _____ (mix) yellow and blue.
3. If the weather _____ (not improve), we _____ (not have) a picnic.
4. She _____ (stay) in London if she _____ (get) a job.
5. If you _____ (leave) the object, it _____ (drop).
6. She _____ (take) a taxi if it _____ (rain).
7. If there _____ (be) a shortage of any product, the price of that product _____ (go) up.
8. I _____ (not go) if you _____ (not come) with me.
9. The ground _____ (get) wet if it _____ (rain).
10. If you _____ (pour) oil on water, it _____ (float).

4. Type 2 Conditional

➤ *Form*

In a Type 2 conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is **would + infinitive form of the verb**.

If clause (condition)	Main clause (result)
If + simple past	would + infinitive form
If this thing happened	that thing would happen.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

- If it rained, you would get wet.
- You would get wet if it rained.
- If you went to bed earlier, you wouldn't be so tired.
- You wouldn't be so tired if you went to bed earlier.
- If she fell, she would hurt herself.
- She would hurt herself if she fell.

➤ *Function*

The type 2 conditional refers to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type 2 conditional sentences, the time is **now or any time** and the situation is **hypothetical**.

Examples:

- If you really loved me, you would buy me a diamond ring.
- If I knew where she lived, I would go and see her.
- I would reduce the salaries of all politicians if I became President. (Though it is unlikely I will become President)
- I would be happy if I had more free time.

If I were ...

Note that with the verb **To Be** we use IF + I / HE / SHE / IT + **WERE**

The reason we use WERE instead of WAS is because the sentence is in the Subjunctive mood.

- If I were not in debt, I would quit my job.
- If he were taller, he'd be accepted into the team.
- She would be still be correcting my grammar if she were still alive.
- If I were taller, I would buy this dress.
- If I were 20, I would travel the world.

Though in informal English, you will hear some people say *If I was...* *If he was...* etc. This usage doesn't sound good though unfortunately is common.

Grammar

Conditionals



	IF CLAUSE	+	MAIN CLAUSE
ZERO Conditional Used to talk about things that are generally true or scientific facts.	If + present simple If the weather is good, If it rains, If you freeze water,	...	present simple I go to the beach. the grass gets wet. it turns into ice.
FIRST Conditional Used to talk about a possible condition and its probable result in the future.	If + present simple If the weather is good tomorrow, If you don't hurry, If I have enough time,	...	will + infinitive I will go to the beach. you will miss the train. I will exercise.
SECOND Conditional Used to talk about an unlikely or hypothetical condition and its probable result now or in the future.	If + past simple If the weather were good, If I had a lot of money, If you went to bed earlier,	...	would + infinitive I would go to the beach. I would travel around the world. you wouldn't be so tired.

Exercise 6

Complete the following sentences to form type two conditionals.

1. If he got up earlier, he _____.
2. If we had more time, I _____.
3. If you sold more products, you _____.
4. I would help you if you _____.
5. His car would be a lot safer if he _____.
6. The children would be better swimmers if they _____.
7. I wouldn't mind having children if we _____.
8. If I were you, I _____.
9. If I had any money, I _____.
10. Your parents would be a lot happier if you _____.

Exercise 7

Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.

1. If we (have) _____ a yacht, we (sail) _____ the seven seas.
2. If he (have) _____ more time, he (learn) _____ karate.
3. If they (tell) _____ their father, he (be) _____ very angry.
4. She (spend) _____ a year in the USA if it (be) _____ easier to get a green card.
5. If I (live) _____ on a lonely island, I (run) _____ around all day.
6. We (help) _____ you if we (know) _____ how.

7. My brother (buy) _____ a sports car if he (have) _____ the money.
8. If I (feel) _____ better, I (go) _____ to the cinema with you.
9. If you (go) _____ by bike more often, you (be/not) _____ so flabby.
10. She (not talk) _____ to you if she (be) _____ mad at you.

Exercise 8

Complete the Conditional Sentences (Type I & II) by putting the verbs into the correct form.

1. If Susan had a mobile phone, she (phone) _____ all her friends.
2. I (be) _____ very angry with Mark if he forgets my money again.
3. If the boys (win) _____ this match, their coach will invite them to McDonalds.
4. If you don't read these articles, you (not know) _____ the facts.
5. You would get very wet if you (go out) _____ in this rain.
6. The computer (not work) _____ if you disconnected this cable.
7. If he has time, he (buy) _____ her a gift.
8. Peter (play) _____ in the school football team if he practiced more often.
9. We won't take something to drink if Paul (not bring) _____ some food.
10. If he (carry) _____ the rucksack, I would take the suitcase.

11. What would your company do if your competitors (drop) _____ their prices?
12. If I (need) _____ any more details, I will contact you.
13. What (you/do) _____ if there was a fire in the building – jump from the window?
14. We (miss) _____ the plane if there's a lot of traffic on the roads.
15. I'm sure he'll find a new job soon if he (keep) _____ looking.
16. If I (know) _____ enough about computers, I would try to mend my PC myself.
17. I'm sure he'll call us pretty soon if he (have) _____ any questions.
18. You (not/need) _____ your car if you get the job – the salary package includes a car.
19. I (not/accept) _____ the offer if I were you. I think you could find something better.

LESSON 7

Gerunds and Infinitives

Content:

1. Gerunds
2. Infinitives

Gerunds and infinitives are sometimes referred to as verb complements. They may function as subjects or objects in a sentence.

1. Gerunds

A gerund is a verb in its “ing” (present participle) form that functions as a **noun** that names an activity rather than a person or thing. Any action verb can be made into a gerund.

Examples:

- Gerunds can appear at the beginning of a sentence when used as a subject:
 - **Jogging** is a hobby of mine.
- Gerunds can act as an object following the verb:
 - Daniel quit **smoking** a year ago.
- Gerunds can act as an object after a preposition:
 - He is interested in **buying** old cars.

Note: Do not confuse between a gerund and a progressive verb. A progressive verb is usually preceded by verb to be (is playing, was working,...).

Exercise 1

Circle the “ing” word and decide whether it is a gerund or a progressive.

1. He likes reading books.
2. He is reading books.
3. Reading books can be great fun.

4. He is interested in reading books.
5. He was reading books.
6. They are reading a new book.
7. Instead of reading books, Henry went to bed.
8. Do you like reading books?
9. He had been reading books.
10. His hobby is reading books.

2. Infinitives

An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with **to + base form** of the verb. Ex: to buy, to work.

Examples:

- We decided not to go out.
- I want to swim in the pool.
- The most important thing is not to give up.
- He reminded her to go downtown.
- I would like to thank you for coming out tonight.
- He does not like to drink soda from a can.
- I forgot to take my vitamins today.
- To fix a car requires skills and tools.

Note: The infinitive verb doesn't take a tense. It should stay in the base form.

Examples:

- She wants to ~~goes~~ to the park.
- To ~~dancing~~ is my little girl's dream.
- It took me five hours to ~~reached~~ the destination.

Exercise 2

Correct the one error in each sentence.

1. He enjoys to swimming in the pool.

2. Is hiking is my favorite hobby.

3. They wanted to drove a car.

4. He tries to finishes on time.

5. The chef cooking a delicious plate at the moment.

LESSON 8

Modal Auxiliaries

Content:

1. What are modal auxiliaries?
2. Structure of modal verbs
3. How do we use modals?
4. Form
5. Can
6. Should
7. Must

1. What are Modal Auxiliaries?

Modal verbs include *can, must, may, might, will, would, should, could,...* and are used with other verbs to express ability, possibility and permission. They provide additional and specific meaning to the main verb of the sentence.

Modal verbs are sometimes referred to as Modal Auxiliary verbs because they help other verbs.

2. Structure of Modal Verbs

I	Modal Verb (can /should, etc.)	Infinitive (without TO)
You		
He		
She		
It		
We		
They		

3. How do we use Modals?

Example: Mary can play the piano

- they are not conjugated
- they don't need other auxiliary verbs

4. Form

There is no **"s"** in singular
 There is no **"do / does"** in the question
 There is no **"don't / doesn't"** in the negative

He **can** ski ~~not~~ ~~He cans~~ ski or He ~~can~~ skis.

Would you like to come with me?
~~Do you would~~ like to come with me?

They **can't** be serious.
~~They don't~~ can be serious.

Modal verbs do not have **infinitives** or **-ing** forms

~~to can / caning~~ ~~to must / musting~~

Modal verbs are followed by an infinitive without to

She **must** study.
 He **could** play football in his youth. (general ability)
 We **should** have gone the other way.

Exercise 1

Correct the errors in the form of modal auxiliaries.

1. Can you to help me, please?
2. I must studying for an exam tomorrow.
3. We couldn't went to the party last night.
4. I am have to improve my English as soon as possible.
5. You shouldn't to spend all your free time at the computer.
6. My mother can't speaking English, but she can speaks several other languages.

5. Can

Can is used to:

To express ability:	– Ryan can speak French but he cannot speak German. – Superman can do things that ordinary people can't.
To express request	– Can you help Sue? – Can I offer you something to drink?
To express permission	– Can I use your cell phone? – You can't go out with Victor.

Affirmative: John can swim.

Negative (long form): John cannot swim.

Negative (short form): John can't swim.

Interrogative: Can John swim?

6. Should

Should is used to:

To give advice and opinions	<ul style="list-style-type: none">– You are driving too fast; you should slow down a little bit.– You have gained a lot of weight. You should go on a diet.
------------------------------------	--

Affirmative: Jad should stop doing this.

Negative (long form): Jad should not stop doing this.

Negative (short form): Jad shouldn't stop doing this.

Interrogative: Should Jad stop doing this?

7. Must

Must is used to:

To express something is necessary and essential	<ul style="list-style-type: none">– You must pay by cash.– You mustn't smoke, eat and drink in the museum.
--	---

Affirmative: You must pay by cash.

Negative (long form): You must not pay by cash.

Negative (short form): You mustn't pay by cash.

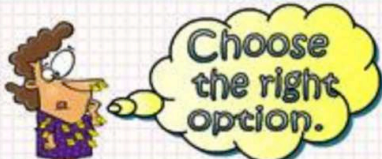
Interrogative: Must you pay by cash?

Exercise 2






















Fill in the blanks with the correct modal (can, can't, should, shouldn't, must, mustn't).

1. _____ you help me please?
2. You _____ do more sport if you want to lose weight.
3. You _____ do your homework first if you want me to let you go out with your friends.
4. He has just broken his leg so he _____ play football.
5. Drivers _____ drive over the speed limit.
6. I _____ speak Chinese: it's too difficult!
7. She _____ take an umbrella: it's going to rain!
8. We _____ take photos inside: it's not forbidden.
9. I think we _____ take this road: it's not on my map!
10. You look pale! You _____ sit down and have a glass of water.
11. We _____ stop when the traffic light is red.
12. How _____ you say such a thing?
13. You _____ take the blue one: it suits you!
14. You _____ smoke so much: it's bad for health.
15. The car is too expensive. I _____ afford its price.
16. You _____ yell at your parents. It's not nice.
17. _____ I borrow your pen for a minute?
18. Everyone who crosses the border _____ show his/her passport.
19. I _____ get here earlier because of the traffic on the freeway.
20. P1: Which language _____ I learn - French or Italian? P2: I think you _____ learn French.

Exercise 3



Can, Must, Should

<p>1. Steven ... play the drums really well.</p> <p>a) Can't b) Can c) must</p> 	<p>8. This is dangerous. They ... sit down.</p> <p>a) Can b) should c) mustn't</p> 	<p>15. ... you drive a tractor? No, because I'm 16!</p> <p>a) Can b) Must c) Should</p> 
<p>2. You ... be quiet because dad is taking a nap.</p> <p>a) Can't b) must c) shouldn't</p> 	<p>9. Sam ... protect his skin with some sun cream.</p> <p>a) should b) must c) Can</p> 	<p>16. He ... make you an amazing tattoo now.</p> <p>a) Can b) must c) shouldn't</p> 
<p>3. Arthur ... go shopping. His fridge is empty!</p> <p>a) Can b) must c) shouldn't</p> 	<p>10. My sister Amanda ... bake delicious biscuits.</p> <p>a) Can b) must c) should</p> 	<p>17. You ... take your umbrella in trip to London.</p> <p>a) Can b) must c) should</p> 
<p>4. Tim ... eat two ice creams. It's not a good idea.</p> <p>a) mustn't b) Can't c) shouldn't</p> 	<p>11. Your cousin ... surf very well. And you?</p> <p>a) Can b) must c) should</p> 	<p>18. Drivers ... stop because the kids are crossing.</p> <p>a) Can b) must c) should</p> 
<p>5. You ... eat much fast food every day.</p> <p>a) Can't b) mustn't c) shouldn't</p> 	<p>12. Remember that you ... take a selfie in class.</p> <p>a) Can't b) mustn't c) shouldn't</p> 	<p>19. Ben, you ... drive if you are drunk. It's illegal!</p> <p>a) Can't b) mustn't c) shouldn't</p> 
<p>6. You ... be afraid, Peter.</p> <p>a) Can't b) mustn't c) shouldn't</p> 	<p>13. Sheila ... play the bassoon at all!</p> <p>a) Can't b) mustn't c) shouldn't</p> 	<p>20. My neighbour ... be on a diet. She's too fat!</p> <p>a) Can b) must c) should</p> 
<p>7. Wow! Nadia ... speak eight languages.</p> <p>a) Can b) must c) should</p> 	<p>14. Freddy ... sleep. He has a very important exam.</p> <p>a) Can't b) mustn't c) shouldn't</p> 	<p>21. You ... see well, Samuel. Wear your glasses!</p> <p>a) Can b) Can't c) should</p> 

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LESSON 9

Nouns

Content:

1. Concrete and Abstract Nouns
2. Common and Proper Nouns
3. Singular and Plural Nouns
4. Irregular Plural Nouns
5. Countable and Uncountable Nouns
6. Compound Nouns
7. Collective Nouns
8. Possessive Nouns

1. What is a noun?

Definition: A **noun** is a word that names a person, place, thing, or idea.

- a. **Concrete nouns** name people, places, or things that you can touch, see, hear, smell, or taste.

Person: *man, Tarek, doctor, Suzan*

Place: *city, Beirut, mountains, home*

Thing: *dog, book, car, laptop*

- b. **Abstract nouns** name ideas, concepts, or emotions. These nouns are intangible, which means you cannot touch, see, hear, smell, or taste them using your five senses.

Idea: *love, intelligence, justice*

Emotion: *happiness, anger, excitement*

2. Common and Proper Nouns

- a. **Common nouns** name any person, place, thing, or idea. They are not capitalized unless they come at the beginning of a sentence.

<u>Common</u>		<u>Proper</u>
<i>boy</i>		<i>Jad</i>
<i>girl</i>		<i>Maya</i>
<i>country</i>	→	<i>Lebanon</i>
<i>car</i>		<i>Ferrari</i>
<i>river</i>		<i>Nile River</i>

- b. **Proper nouns** are the names of specific people, places, things, or ideas. Proper nouns should always be capitalized.

Hint:

Don't forget to capitalize all parts of proper nouns. Many people forget to capitalize words like *river* and *university* in proper nouns like *Assi River* and *Lebanese International University*.

3. Singular and Plural Nouns

Singular means only one. **Plural** means more than one.

In order to make a noun plural, it is usually only necessary to add *s*. However, there are many irregular nouns that add *es*. The chart below breaks up the rules into categories so that they are easier to remember.

	Rule	Examples
Most nouns	Add <i>s</i> to form the plural.	<i>cat</i> ⇒ <i>cats</i> <i>truck</i> ⇒ <i>trucks</i>
Nouns that end in <i>s, sh, x, ch, or z</i>	Add <i>es</i> to form the plural. For words that end in <i>z</i> , add an extra <i>z</i> before the <i>es</i> .	<i>bus</i> ⇒ <i>buses</i> <i>brush</i> ⇒ <i>brushes</i> <i>fox</i> ⇒ <i>foxes</i> <i>beach</i> ⇒ <i>beaches</i> <i>quiz</i> ⇒ <i>quizzes</i>
Nouns ending in <i>f</i> or <i>fe</i>	Some nouns ending in <i>f</i> or <i>fe</i> just add <i>s</i> . Sometimes it is necessary to change the <i>f</i> to a <i>v</i> . In that case, always end the word with <i>es</i> .	<i>roof</i> ⇒ <i>roofs</i> <i>safe</i> ⇒ <i>safes</i> <i>shelf</i> ⇒ <i>shelves</i> <i>wife</i> ⇒ <i>wives</i>
Nouns that end in vowel + <i>y</i>	Add <i>s</i> to form the plural.	<i>donkey</i> ⇒ <i>donkeys</i> <i>highway</i> ⇒ <i>highways</i>
Nouns that end in vowel + <i>o</i>	Add <i>s</i> to form the plural.	<i>oreo</i> ⇒ <i>oreos</i> <i>scenario</i> ⇒ <i>scenarios</i>
Nouns that end in consonant + <i>y</i>	Change the <i>y</i> to <i>i</i> and add <i>es</i> to form the plural.	<i>family</i> ⇒ <i>families</i> <i>trophy</i> ⇒ <i>trophies</i>
Nouns that end in consonant + <i>o</i>	<u>Easy rule:</u> Usually add <i>es</i> except for musical terms.	<u>Regular examples:</u> <i>potato</i> ⇒ <i>potatoes</i> <i>piano</i> ⇒ <i>pianos</i> <i>soprano</i> ⇒ <i>sopranos</i>

The chart below explains some exceptions to the rules.

Exceptions		Examples
Words from foreign languages, including musical terms	Simply add <i>s</i> .	<i>taco</i> ⇒ <i>tacos</i> <i>kimono</i> ⇒ <i>kimono<u>s</u></i> <i>aria</i> ⇒ <i>aria<u>s</u></i>
Words that are proper nouns	Simply add <i>s</i> .	<i>Eskimo</i> ⇒ <i>Eskimo<u>s</u></i> <i>Picasso</i> ⇒ <i>Picasso<u>s</u></i>
Words that are short forms of longer words	Simply add <i>s</i> .	<i>photo</i> (<i>photograph</i>) ⇒ <i>photo<u>s</u></i> <i>kilo</i> (<i>kilogram</i>) ⇒ <i>kilo<u>s</u></i> <i>memo</i> (<i>memorandum</i>) ⇒ <i>memo<u>s</u></i>
Hint: If a musical term or proper noun ends in <i>s</i> still add <i>es</i> .		<i>chorus</i> ⇒ <i>choru<u>ses</u></i> <i>Jones</i> ⇒ <i>Jone<u>ses</u></i>

4. Irregular Plural Nouns

one child ⇒ *two children*

one man ⇒ *two men*

one woman ⇒ *two women*

one person ⇒ *two people*

one foot ⇒ *two feet*

one tooth ⇒ *two teeth*

one mouse ⇒ *two mice*

one goose ⇒ *two geese*

Irregular nouns form plurals in unusual ways.

Some nouns that English has borrowed from other languages have foreign plurals.

<i>one bacterium</i> ⇒ <i>two bacteria</i>
<i>one cactus</i> ⇒ <i>two cacti</i>
<i>one crisis</i> ⇒ <i>two crises</i>
<i>one phenomenon</i> ⇒ <i>two phenomena</i>

Some nouns are spelled the same way whether they are singular or plural.

<i>one fish</i> ⇒ <i>two fish</i>
<i>one sheep</i> ⇒ <i>two sheep</i>
<i>one deer</i> ⇒ <i>two deer</i>

Some nouns exist only in the plural form.

<i>binoculars</i>	<i>pants</i>
<i>clothes</i>	<i>pajamas</i>
<i>glasses</i>	<i>scissors</i>
<i>goggles</i>	<i>shorts</i>
<i>jitters</i>	<i>tweezers</i>

5. Countable and Uncountable Nouns

a. Countable Nouns

- Countable nouns are for things we can count using numbers.
- **They have a singular and a plural form.**
- The singular form can use the determiner "a" or "an".
- If you want to ask about the quantity of a countable noun, you ask "**How many?**" combined with the plural countable noun.

Singular

one dog

one horse

one man

one idea

one shop

Plural

two dogs

two horses

two men

two ideas

two shops

*She has **three dogs**.*

*I own **a house**.*

*I would like **two books** please.*

***How many friends** do you have?*

b. Uncountable Nouns

- Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.).
- Uncountable nouns are used with a **singular verb**.
- They usually **do not have a plural form**.

- We cannot use *a/an* with these nouns. To express a quantity of an uncountable noun, use a word or expression like *some*, *a lot of*, *much*, *a bit of*, *a great deal of*, or else use an exact measurement like *a cup of*, *a bag of*, *1kg of*, *1L of*, *a handful of*, *an hour of*, *a day of*.
- If you want to ask about the quantity of an uncountable noun, you ask "**How much?**"
tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, money, safety, evidence

*He gave me **a great deal of advice** before my interview.*

*Can you give me **some information** about uncountable nouns?*

*He did not have **much sugar** left.*

*Measure **1 cup of water, 300g of flour, and 1 teaspoon of salt.***

How much rice do you want?

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are:

accommodation, advice, baggage, behavior, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work

*I would like to give you **some advice**.*

***How much bread** should I bring?*

*I didn't make **much progress** today.*

*This looks like **a lot of trouble** to me.*

*We did **an hour of work** yesterday.*

Be careful with the noun **hair** which is normally uncountable in English, so it is not used in the plural. It can be countable only when referring to individual hairs.

She has long blond hair.

The child's hair was curly.

I washed my hair yesterday.

My father is getting a few grey hairs now. (refers to individual hairs)

I found a hair in my soup! (refers to a single strand of hair)

6. Compound Nouns

A **compound noun** is a noun made up of two or more words. Each word makes up part of the meaning of the noun.

Compound nouns can be written three ways:

<u>A single word</u>	<u>Two words</u>	<u>Hyphenated</u>
<i>haircut</i>	<i>rain forest</i>	<i>self-esteem</i>
<i>toothpaste</i>	<i>ice cream</i>	<i>brother-in-law</i>

Hint: A compound noun is the sum of its two parts. However, there are some words that aren't compound nouns even though they can be broken up into two words. One example is a compound adjective.

A half-eaten pie

(Half-eaten describes the pie, so it is an adjective, not a noun)

Two-word proper nouns can also be classified as compound nouns. Remember that proper nouns name specific people, places, and things.

Atlantic Ocean, Eiffel Tower, Nelson Mandela

When a compound noun is a single word, make it plural by adding *s* to the end. If the compound noun is hyphenated or composed of two separate words, remember to add *s* only to the word that is plural.

one mother-in-law ⇒ *two mothers-in-law*

(There are two mothers, not two laws.)

one director general ⇒ *two directors general*

(There are two directors, not two generals.)

7. Collective Nouns

Collective comes from the same root as *collection*. A **collective noun** names a group, which is like a collection of people or things.

<i>family</i>	<i>team</i>	<i>choir</i>	<i>jury</i>	<i>committee</i>	<i>crowd</i>	<i>army</i>
<i>bunch</i>	<i>staff</i>	<i>gang</i>	<i>herd</i>	<i>audience</i>	<i>group</i>	<i>crew</i>

Beware of plurals! *Students* can be a group, but that doesn't make the word collective. It is plural.

<i>A band of musicians</i>	<i>A bouquet of flowers</i>
<i>A board of directors</i>	<i>A bunch of flowers</i>
<i>A choir of singers</i>	<i>A fleet of ships</i>
<i>A class of students</i>	<i>A forest of trees</i>
<i>A crowd of people</i>	<i>A pack of cards</i>
<i>A gang of thieves</i>	<i>A pair of shoes</i>
<i>A team of players</i>	<i>A range of mountains</i>

Nouns in the collective class can be used in either the **singular** or **plural** form depending on the **context** of the sentence.

Generally, if the group acts as a **unit**, you must use the **singular** form of the verb.

The committee supports the new policies.

If the members of the group act **individually**, use the **plural** form of the verb. It is a good idea to use a phrase such as members of.

Acceptable	<i>The committee are not able to come to an agreement.</i>
Better	<i>The members of the committee are not able to come to an agreement.</i>

The word **police** is always thought of as **plural** noun because the word officers is implied but not stated.

The police have arrested the senator.
The police are patrolling the neighborhood.

8. Possessive Nouns

Possessive nouns show ownership. *Possessive* comes from the same root as *possession*, something you own.

a. Singular Possessives

Add **'s** to singular words to show possession.

<i>Dog's collar</i>	<i>sister's backpack</i>	<i>car's engine</i>
<i>(dog + 's)</i>	<i>(sister + 's)</i>	<i>(car + 's)</i>

If a singular word ends in *s*, add **' or 's**.

<i>Charles's sneakers</i>	<i>Bess's dresses</i>	<i>bus's tires</i>
<i>Charles' sneakers</i>	<i>Bess' dresses</i>	<i>bus' tires</i>

b. Plural Possessives

If you have added an *s* to make a word plural (for example, cat ⇒ cats), adding **'s** will sound ridiculous (cats's). In that case, add only the apostrophe to the end of the word.

<i>Dogs' collars</i>	<i>sisters' backpacks</i>	<i>cars' engines</i>
<i>(dogs + ')</i>	<i>(sisters + ')</i>	<i>(cars + ')</i>

Just like singular possessives, plural possessives that don't end in *s* add **'s**.

<i>Children's homework</i>	<i>fish's bowls</i>	<i>octopi's tentacles</i>
<i>(children + 's)</i>	<i>(fish + 's)</i>	<i>(octopi + 's)</i>

If two people own something together, use an **'s** after the second person only.

<i>Joe and Mary's car is new.</i>	<i>(Both Joe and Mary own the car.)</i>
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If two people own two separate things, add **'s** to each name.

<i>Laurie's and Megan's nails are painted the same color.</i>	<i>(Each girl has her own nails.)</i>
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Exercise 1

Rewrite the words in bold by using a possessive noun phrase.

1. The name **of my friend** is Tim.

2. The wife **of Tim** is friendly.

3. The daughters **of my neighbors** walk to school.

4. The dog **of my friends** barks a lot.

5. The bicycles **of the children** are in their garage.

6. The car **of that woman** looks new.

7. The wives **of the men** are friendly.

8. The tire **of the bus** is flat.

9. The name **of that restaurant** is Village Inn.

10. The name **of one waitress** is Susy.

Exercise 2

The person who wrote these sentences forgot to make some of the words possessive.

Underline the words that need possessive forms ('s or s'). Then, rewrite the sentences so that they are correct.

1. I have two neighbors. The woman name is Anna.
2. Her husband name is Tom.
3. My neighbors have two children. Their children names are Ed and Fred.
4. My neighbors children are nice boys.
5. Their sons go to elementary school. The school name is Avondale Elementary School.
6. Their teachers names are Mrs. Jones and Miss Garcia.
7. Mrs. Jones first name is Mary.
8. Mary husband works at the school also.

Exercise 3

Read the following sentences and correct all the mistakes related to “nouns”.

1. Butterfly are beautiful.
2. Nadeem is dani brother.
3. Most leaf are green.
4. My mother apartment is small.
5. Potato are good for us.
6. Do bird have tooth?

7. Tamara last name is zein.
8. Two thief stole Mr. lee car.
9. Mountain are high, and valley are low.
10. A good toy holds a child interest for a long time.
11. Children toys need to be strong and safe.
12. All of the actor name are listed on page six of your program.
13. Teacher are interested in young people ideas.
14. Dani borrowed his friend bag when he travelled to china.
15. My friend has two childrens. He bought them some fishes to put in the aquarium.
16. He gave me two advices concerning my job. I accepted them because I knew he has many informations in the field.

LESSON 10

Pronouns

Content:

1. Subject Pronouns
2. Object Pronouns
3. Possessive Pronouns
4. Possessive Adjectives
5. Reflexive Pronouns
6. Indefinite Pronouns

6-10 PERSONAL PRONOUNS: SUBJECTS AND OBJECTS

PERSONAL PRONOUNS					
SUBJECT PRONOUNS:	<i>I</i>	<i>we</i>	<i>you</i>	<i>he, she, it</i>	<i>they</i>
OBJECT PRONOUNS:	<i>me</i>	<i>us</i>	<i>you</i>	<i>him, her, it</i>	<i>them</i>
<p>(a) <i>Kate</i> is married. ^S<i>She</i> has two children.</p> <p>(b) <i>Kate</i> is my friend. I know ^O<i>her</i> well.</p> <p>(c) Mike has <i>a new blue bicycle</i>. He bought <i>it</i> yesterday.</p>				<p>A pronoun refers to a noun. In (a): <i>she</i> is a pronoun; it refers to <i>Kate</i>. In (b): <i>her</i> is a pronoun; it refers to <i>Kate</i>. <i>She</i> is a subject pronoun; <i>her</i> is an object pronoun.</p> <p>A pronoun can refer to a single noun (e.g., <i>Kate</i>) or to a noun phrase. In (c): <i>it</i> refers to the whole noun phrase <i>a new blue bicycle</i>.</p>	
<p>(d) ^S<i>Eric and I</i> are good friends.</p> <p>(e) Ann met ^O<i>Eric and me</i> at the museum.</p> <p>(f) Ann walked between ^{O of PREP}<i>Eric and me</i>.</p>				<p>Guidelines for using pronouns following and: If the pronoun is used as part of the subject, use a subject pronoun, as in (d). If it is part of the object, use an object pronoun, as in (e) and (f). <i>INCORRECT: Eric and me are good friends.</i> <i>INCORRECT: Ann met Eric and I at the museum.</i></p>	
SINGULAR PRONOUNS:	<i>I</i>	<i>me</i>	<i>you</i>	<i>he, she, it</i>	<i>him, her</i>
PLURAL PRONOUNS:	<i>we</i>	<i>us</i>	<i>you</i>	<i>they</i>	<i>them</i>
<p>(g) <i>Mike</i> is in class. <i>He</i> is taking a test.</p> <p>(h) The <i>students</i> are in class. <i>They</i> are taking a test.</p> <p>(i) <i>Kate and Tom</i> are married. <i>They</i> have two children.</p>				<p><i>Singular</i> = one. <i>Plural</i> = more than one. Singular pronouns refer to singular nouns, plural pronouns to plural nouns, as in the examples.</p>	

EXERCISE 21. Personal pronouns: subjects and objects. (Chart 6-10)

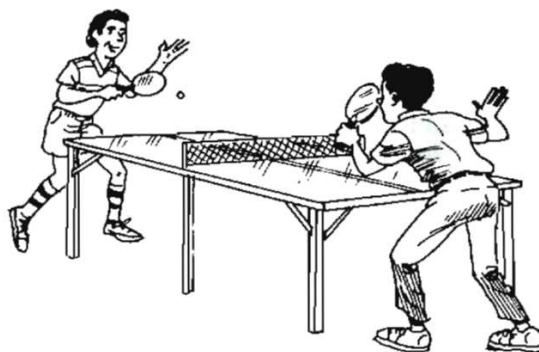
Directions: Circle the correct words in *italics*.

1. Nick ate dinner with *I, (me).*
2. Nick ate dinner with Betsy and *I, me.*
3. *I, Me* had dinner with Nick last night.
4. Betsy and *I, me* had dinner with Nick last night.
5. Please take this food and give *it, them* to the dog.
6. Please take these food scraps and give *it, them* to the dog.
7. My brother drove Emily and *I, me* to the store. He didn't come in. He waited for *we, us* in the car. *We, Us* hurried.
8. A: I want to get tickets for the soccer game.
B: You'd better get *it, them* right away. *It, They* *is, are* selling fast.
9. Ms. Lee wrote a note on my test paper. *She, Her* wanted to talk to *I, me* after class.
10. Between you and *I, me,* I think Ivan made a bad decision to quit his job.
He, Him and *I, me* see things differently.

EXERCISE 22. Personal pronouns. (Chart 6-10)

Directions: Complete the sentences with *she, he, it, her, him, they, or them*.

1. I have a grammar book. It is black.
2. Tom borrowed my books. He returned them yesterday.
3. Susan is wearing some new earrings. look good on .
4. Table tennis (also called ping-pong) began in England in the late 1800s. Today is an international sport. My brother and I played a lot when we were teenagers. I beat sometimes, but was a better player and usually won.



5. Don't look directly at the sun. Don't look at _____ directly even if you are wearing sunglasses. The intensity of its light can injure your eyes.
6. Do bees sleep at night? Or do _____ work in the hive all night long? You never see _____ after dark. What do _____ do after night falls?
7. The apples were rotten, so the children didn't eat _____ even though _____ were really hungry.
8. The scent of perfume rises. According to one expert, you should put _____ on the soles of your feet.
9. Even though clean, safe water is fundamental to human health, an estimated 800 million people in the world are still without _____. Unsafe water causes illnesses. _____ contributes to high numbers of deaths in children under five years of age.
10. Magazines are popular. I enjoy reading _____. _____ have news about recent events and discoveries. Recently, I read about "micromachines." _____ are human-made machines that are smaller than a grain of sand. One scientist called _____ "the greatest scientific invention of our time."

6-12 POSSESSIVE PRONOUNS AND ADJECTIVES

This pen belongs to me. (a) It's mine . (b) It is my pen.		(a) and (b) have the same meaning; they both show possession. Mine is a <i>possessive pronoun</i> ; my is a <i>possessive adjective</i> .
POSSESSIVE PRONOUNS (c) I have mine . (d) You have yours . (e) She has hers . (f) He has his . (g) We have ours . (h) You have yours . (i) They have theirs . (j) _____	POSSESSIVE ADJECTIVES I have my pen. You have your pen. She has her pen. He has his pen. We have our pens. You have your pen. They have their pens. I have a book. Its cover is black.	A possessive pronoun is used alone, without a noun following it. A possessive adjective is used only with a noun following it. <i>INCORRECT: I have mine pen.</i> <i>INCORRECT: I have my.</i>
COMPARE <i>its</i> vs. <i>it's</i>: (k) Sue gave me a book. I don't remember its title. (l) Sue gave me a book. It's a novel.		In (k): its (NO apostrophe) is a possessive adjective modifying the noun <i>title</i> . In (l): It's (with an apostrophe) is a contraction of <i>it + is</i> .
COMPARE <i>their</i> vs. <i>there</i> vs. <i>they're</i>: (m) The students have their books. (n) My books are over there . (o) Where are the students? They're in class.		Their , there , and they're have the same pronunciation, but not the same meaning. their = possessive adjective, as in (m). there = an expression of place, as in (n). they're = <i>they are</i> , as in (o).

EXERCISE 26. Possessive pronouns and adjectives. (Chart 6-12)

Directions: Circle the correct words in *italics*.

1. Alice called her, *hers* friend.
2. Tom wrote a letter to *his, he's* mother.
3. Children should obey *his, their* parents.
4. A: Excuse me. Is this *my, mine* dictionary or *your, yours*?
B: This one is *my, mine*. *Your, Yours* is on *your, yours* desk.
5. The bird cleaned *its, it's* feathers with *its, it's* beak.
6. A: What kind of bird is that?
B: *Its, It's* a crow.
7. Paula had to drive my car to work.
Hers, Her had a flat tire.
8. Julie fell off her bicycle and broke *hers, her* arm.
9. Fruit should be a part of *your, yours* daily diet.
It, They *is, are* good for *you, your*.
10. a. Adam and Amanda are married. *They, Them* live in an apartment building.
b. *Their, There, They're* apartment is on the fifth floor.
c. We live in the same building. *Our, Ours* apartment has one bedroom, but *their, theirs* has two.
d. *Their, There, They're* sitting *their, there, they're* now because *their, there, they're* waiting for a phone call from *their, there, they're* son.
11. Alice is a good friend of *me, mine*.*
12. I met a friend of *you, yours* yesterday.



*A *friend of* + possessive pronoun (e.g., a *friend of mine*) is a common expression.

6-13 REFLEXIVE PRONOUNS

<i>myself</i>	(a) <i>I</i> saw myself in the mirror.	Reflexive pronouns end in -self/-selves . They are used when the subject (e.g., <i>I</i>) and the object (e.g., <i>myself</i>) are the same person. The action of the verb is pointed back to the subject of the sentence. <i>INCORRECT: I saw me in the mirror.</i>	
<i>yourself</i>	(b) <i>You</i> (one person) saw yourself .		
<i>herself</i>	(c) <i>She</i> saw herself .		
<i>himself</i>	(d) <i>He</i> saw himself .		
<i>itself</i>	(e) <i>It</i> (e.g., the kitten) saw itself .		
<i>ourselves</i>	(f) <i>We</i> saw ourselves .		
<i>yourselves</i>	(g) <i>You</i> (plural) saw yourselves .		
<i>themselves</i>	(h) <i>They</i> saw themselves .		
(i) <i>Greg</i> lives by himself .		By + a reflexive pronoun = alone. In (i): <i>Greg</i> lives alone, without family or roommates.	
(j) <i>I</i> sat by myself on the park bench.			
(k) <i>I</i> enjoyed myself at the fair.		<i>Enjoy</i> and a few other verbs are commonly followed by a reflexive pronoun. See the list below.	
COMMON EXPRESSIONS WITH REFLEXIVE PRONOUNS			
<i>believe in yourself</i>	<i>help yourself</i>	<i>pinch yourself</i>	<i>teach yourself</i>
<i>blame yourself</i>	<i>hurt yourself</i>	<i>be proud of yourself</i>	<i>tell yourself</i>
<i>cut yourself</i>	<i>give yourself (something)</i>	<i>take care of yourself</i>	<i>work for yourself</i>
<i>enjoy yourself</i>	<i>introduce yourself</i>	<i>talk to yourself</i>	<i>wish yourself (luck)</i>
<i>feel sorry for yourself</i>	<i>kill yourself</i>		

EXERCISE 28. Reflexive pronouns. (Chart 6-13)

Directions: Complete the sentences with reflexive pronouns.

- Are you okay, Heidi? Did you hurt yourself?
- David was really embarrassed when he had to go to the job interview with a bandage on his face. He had cut _____ while he was shaving.
- Do you ever talk to _____? Most people talk to _____ sometimes.
- It is important for all of us to have confidence in our own abilities. We need to believe in _____.
- Sara is self-employed. She doesn't have a boss. She works for _____.
- Steve, who is on the wrestling team, wishes _____ good luck before each match.
- There's plenty of food on the table. Would all of you please simply help _____ to the food?

8. Brian, don't blame _____ for the accident. It wasn't your fault.
You did everything you could to avoid it.
9. I couldn't believe my good luck! I had to pinch _____ to make
sure I wasn't dreaming.
10. A newborn puppy can't take care of _____.
11. I know Nicole and Paul have had some bad luck, but it's time for them to stop feeling
sorry for _____ and get on with their lives.
12. Jane and I ran into someone she knew. I'd never met this person before. I waited for
Jane to introduce me, but she forgot her manners. I finally introduced _____
to Jane's friend.

Pronoun Chart					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd person	it	it	its	(not used)	itself
1st person (plural)	we	us	our	ours	ourselves
2nd person (plural)	you	you	your	yours	yourselves
3rd person (plural)	they	them	their	theirs	themselves

Indefinite Pronouns

The indefinite pronouns are:

somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing
everybody	everyone	everything

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in **-body** or **-one** for **people**, and pronouns ending in **-thing** for **things**:

Examples:

Everybody enjoyed the concert.

I opened the door but there was **no one** at home.

It was a very clear day. We could see **everything**.

- We use a **singular verb** after an indefinite pronoun:

Everybody **loves** Sally.

Everything **was** ready for the party.

- We can add **-s** to an indefinite pronoun to make a possessive.

They were staying in **somebody's** house.

Is this **anybody's** coat?

- We use indefinite pronouns with **no-** as the **subject** in **negative clauses** (not pronouns with any.)

~~Anybody didn't come~~ >> **Nobody** came.

- We do not use another negative in a clause with **nobody**, **no one** or **nothing**:

Nobody came.

Nothing happened.

- We use **else** after indefinite pronouns to refer to people or things **in addition to** the ones we already mentioned.

All the family came, but no one **else**.
If Michael can't come we'll ask somebody **else**.
So that's eggs, peas and chips. Do you want anything **else**?

Exercise 1

Choose the correct form of: SOMEWHERE, ANYWHERE, NOWHERE, EVERYWHERE, SOMETHING, ANYTHING, NOTHING, EVERYTHING, SOMEBODY, ANYBODY, NOBODY, EVERYBODY!

1. I am sure I put down my keys _____ .
2. Calm down. There is _____ to worry about.
3. Let's sit down _____ and talk.
4. I heard a knock at the door but there was _____ there.
5. We didn't see _____.
6. The restaurant was really crowded. _____ had a good time.
7. Be quite ! _____ is coming.
8. I don't think _____ knows the answer to that question.
9. She can't go _____ without people recognizing her.
10. I've got _____ to tell you.
11. I was really bored during the holiday. I did _____ and
went _____.
12. I woke up and suddenly _____ seemed better.
13. There was water all over the floor. It was _____ .
14. There's _____ very attractive about her.
15. Did _____ see George Clooney's latest film?
16. _____ is talking about the new soap opera.
17. I'm sure there is _____ downstairs.

18. I can't make my point clear. _____ understands me !
19. Let's go _____ different tonight.
20. _____ must hand in their homework by Friday.
21. The trouble is that there is _____ for young people in this town.

Exercise 2

Complete the following sentences with the correct form of the verbs in bracket.

1. I went to the Bakers' house this morning but there (be) _____ no one home.
2. Isabelle is a really popular manager. Everyone (like) _____ and (respect) _____ her.
3. Hello? (Be) _____ anyone there?
4. I've had flu for the past three weeks and no one (seem) _____ to make it any better.
5. Everybody (be) _____ saying that Nadal will win the match, but I'm not so sure.
6. Nobody in my family (eat) _____ meat.
7. My home town is the same as it was twenty years ago; nothing (has / hasn't) _____ changed!

LESSON 11

Adjectives

Content:

1. What are adjectives?
2. Adjectives versus adverbs
3. Comparatives and Superlatives
4. How to form comparatives and superlatives
5. Definite and Indefinite Articles

1. What are adjectives?

- An **adjective** is a word which modifies a noun or a pronoun. In the example below:

He's got a ***beautiful*** car

beautiful is an adjective modifying *car* (it gives more information about the noun *car*.)

- Adjectives may come before a noun

He found a ***nice*** job

- Adjectives may also come after certain verbs like ***be, feel, seem, look***:

He is ***intelligent***

I feel ***happy***

She seems ***unhappy***

They look ***fantastic***

2. Adjectives versus adverbs

A distinction must be made between adjectives and adverbs.

1. An adjective modifies a noun or a pronoun.

She lives in a ***big*** house.

2. An adverb modifies a verb, an adjective or another adverb.

She sings ***well***

Her house is ***very*** big

She did it ***really*** well

3. Comparatives and superlatives

- Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

Examples:

- My house is **larger** than hers.
 - This box is **smaller** than the one I lost.
 - Your dog runs **faster** than Jim's dog.
 - The rock flew **higher** than the roof.
 - Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)
- Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + *the* + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

Examples:

- My house is the **largest** one in our neighborhood.
- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.
- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

4. How to form comparative and superlative adjectives?

- We usually add *-er* and *-est* to **one syllable words** to make comparatives and superlatives:
old – older – oldest
long – longer – longest
- If an adjective **ends in -e**, we add *-r* or *-st*:
nice – nicer – nicest
large – larger – largest
- If an adjective **ends in a vowel and a consonant**, we double the consonant:
big – bigger – biggest
fat – fatter – fattest
- If an adjective **ends in a consonant and -y**, we change *-y* to *-i* and add *-er* or *-est*:
happy – happier – happiest
silly – sillier – silliest
- We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:
careful – more careful – most careful
interesting – more interesting – most interesting
- However, with **these common two syllable adjectives**, you can **either** add *-er* / *-r* and *-est* / *-st* or use *more* and *most*:

common – narrow – cruel – pleasant – gentle – polite – handsome – simple – likely – stupid

He is certainly **handsomer** than his brother.

His brother is handsome, but he is **more handsome**.

She is one of the **politest** people I have ever met.

She is **the most polite** person I have ever met.

- Some adjectives have irregular comparatives and superlatives:
good – better – best
bad – worse – worst
far – farther/further – farthest/furthest

little – less – least
much – more – most

- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.
- This sweater is **less** expensive than that one.
- I ran pretty far yesterday, but I ran even **farther** today.

Exercise 1

Write down the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
bad		
regular		
exciting		
happy		
wonderful		
clever		
friendly		
beautiful		
clear		
few		
empty		
good		
famous		
little		
strong		
boring		
cool		
easy		
hot		
dark		
expensive		

Exercise 2

Choose the correct answer.

1. Tom's car is (bigger than / the biggest) his friend's.
 2. Who is (shorter than / the shortest) person in your family?
 3. Who is (more independent than / the most independent) person you know?
 4. These sofas are (more comfortable than / the most comfortable) ours.
 5. My brother is (taller than / the tallest) in the class.
 6. Is Jason's dog (older than / the oldest) yours?
 7. Who is (the best / better than) singer in the world?
 8. We are (younger than / the youngest) the rest of the class.
 9. My hair is (the straightest / straighter than) your hair.
- He is (more popular / the most popular) singer in the world.

Exercise 3

Complete the sentences with the comparative or superlative form of the adjectives in bracket.

1. My sister thinks she's _____ (intelligent) than me, but I don't agree!
2. *Avatar* is probably _____ (bad) film I've seen!
3. What is _____ (wet) month of the year in England?
4. Do you think the *Harry Potter* films are _____ (good) than the books?
5. Who is _____ (powerful) person in your country?
6. I think *Men in Black 1* was _____ (funny) than *Men in Black 3*.
7. Is Angelina Jolie _____ (old) than Sandra Bullock?
8. John is _____ (nice) person that I know.

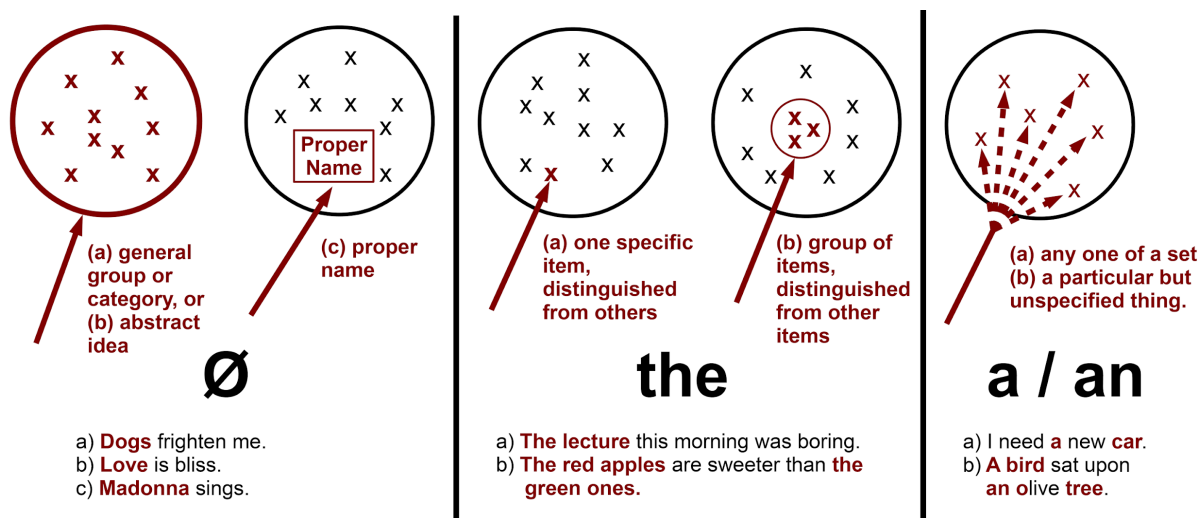
9. My house is _____ (big) yours.
10. This flower is _____ (beautiful) that one.
11. This is the _____ (interesting) book I have ever read.
12. Non-smokers usually live _____ (long) smokers.
13. Which is the _____ (dangerous) animal in the world?
14. A holiday by the sea is _____ (good) a holiday in the mountains.
15. Who is the _____ (rich) woman on earth?
16. The weather this summer is even _____ (bad) last summer.
17. He was the _____ (clever) thief of all.
18. Greenland is _____ (large) island in the world.
19. Travelling by plane is _____ (fast) travelling by train.
20. Boracay Island in the Philippines has _____ (good) beaches I have ever seen.
21. Jamaica is _____ (sunny) Norway.
22. A holiday in Thailand is _____ (exciting) a holiday in Spain.
23. Santa Cruz is the second _____ (large) island in the Galapagos.
24. The Galapagos are one of _____ (expensive) places in the world to visit.

5. Definite and Indefinite Articles

➤ What is an article?

Basically, **articles** are either *definite* or *indefinite*. They combine to a noun to indicate the type of reference being made by the noun.

- ✓ The **definite** article is **the**.
- ✓ The **indefinite** article is **a / an**.



➤ The Indefinite Article “a” or “an”

- The article **a / an** is used when we don't specify the things or people we are talking about:
 - I met **a** friend.
 - I work in **a** factory in New York.
 - I borrowed **a** pencil from **a** passenger sitting next to me.
- **Singular** nouns and the first time we refer to a person, animal or thing.
 - **a** child
 - **an** elephant
 - **a** television
- We don't use A/AN with possessive pronouns, demonstratives or cardinal numbers.
 - **My** shirt is dirty.
 - **This** car is expensive.
 - **One** person is in the reception.

- We use ONE (or more) instead of A/AN when the number is important.
 - There is only **one** exit from the airport.
- The indefinite article **a** is used before a consonant sound:
 - **a** dog.
 - **a** pilot
 - **a** teacher.
 - **a** university

NOTE:


Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:.niv3:..si.ti/

- The indefinite article **an** is used before a vowel sound:
 - **an** engineer.
 - **an** elephant.
 - **an** athlete

ENGLISH
GRAMMAR

A - AN

The difference between A and AN



A and **AN** have the same meaning. **A** and **AN** are indefinite articles. The difference depends on the sound at the beginning of the next word.

When the next word starts with a **CONSONANT** SOUND

A

a book **a** frog **a** car **a** lemon **a** dog **a** truck

When the next word starts with a **VOWEL** SOUND

AN

an apple **an** orange **an** egg **an** umbrella **an** insect **an** actor

BE CAREFUL! The **SOUND** of the letter is important

a house BUT an hour The **H** at the beginning of **hour** is **silent**.

an uncle BUT a university The **U** at the beginning of **university** sounds like **YOU**.

This rule applies to all words after **A** or **AN** (including adjectives, adverbs...)

a cold day **an** easy lesson

a very crazy person **an** interesting class

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➤ The Definite Article “*the*”

- It's used when the speaker talks about a specific object that both the person speaking and the listener know.
 - **The** car over there is fast.
 - **The** president of the United States is giving a speech tonight.
- When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.
 - I live in **a** house. **The** house is quite old and has four bedrooms.
 - I ate in **a** Chinese restaurant. **The** restaurant was very good.
- Musical instruments (the violin, the guitar, the drums, the flute, the piccolo).
 - She plays **the** piano.
- Something that is unique or there is only one.
 - **the** sun
 - **the** moon
 - **the** internet.
- Names of rivers, seas, oceans, mountain ranges and deserts (always in capitals).
 - **The** Mississippi River
 - **The** Black Sea
 - **The** Andes
 - **The** Sahara Desert
- Directions (cardinal points).
 - the west
 - the south-east
 - the north-west.

➤ No Article

- When we refer to general ideas, plurals or uncountable nouns we do not use **THE**.
 - **Religion** is an important issue. (*NOT* The religion is an important issue)
 - **Mexican food** is spicy. (*NOT* The Mexican food is spicy).
- Names of people, books and plays (unless it is part of the title).
 - I have read **Romeo and Juliet**.

- Towns, cities, states and countries.
 - She visited **Cape Town** last year.
 - She moved to **Beirut** with her family.
 - My friends live in **Canada**.

(Exceptions – The USA, The UK, The Netherlands, The Czech Republic, The Philippines).

- Lakes, single islands, continents or single mountains.
 - **Mt. Rosa** is part of **the Alps** mountain range.
(Mt. Rosa is one mountain. The Alps describe a group of mountains.)
 - I'm going to **Europe** next month on vacation.
 - **Lake Ontario** and **Lake Huron** are two of **the Great Lakes**.
(The Great Lakes are a group of lakes on the border between Canada and the US.)
- Planets
 - **Mars** is the fourth planet from the Sun and is the second smallest planet in the solar system.
 - Because **Jupiter** is the third brightest object in the night sky, people have always been able to see it from **Earth**.
- Sports or games
 - I go **skiing** every winter.
 - I play **football** every day after school.
 - He loves watching **hockey** on TV.
 - She does **yoga** three times a week.
 - My daughter really enjoys **dancing**.
 - They play **monopoly** with their friends.
- Meals
 - What would you like for breakfast? (breakfast, lunch, dinner, supper)
- Holidays
 - She got a beautiful new dress for **Christmas**.
 - I got my mom a necklace for **Mother's Day**.
 - What are you doing on **Valentine's Day**?
- Companies
 - I use **Twitter** and **Facebook** every day.
 - Bill Gates founded **Microsoft**.
 - **Wal-Mart** is the largest employer in the U.S.
 - **McDonald's** has restaurants in 119 countries.

- Universities
 - Her son graduated from **Harvard**.
 - She goes to **Oxford**.
 - He applied to **Cambridge, Yale, and Stanford**.
- Languages
 - I am studying **Russian**.
 - I speak **French**.
 - In Brazil people speak **Portuguese**.
 - I teach people how to speak **English**.

Exercise 4

Articles with Geographical Names. Choose 'the' or 'x: no article'.

1. I went sailing around ____ Lake Geneva.
2. I've been living in ____ London for six years.
3. ____ Danube runs through many European cities.
4. Wild horses live in ____ Gobi Desert.
5. ____ Pacific Ocean has many different types of fish.
6. I love swimming in ____ Mediterranean.
7. We spent our holiday on the shore of ____ Lake Windermere.
8. ____ Nile is a very beautiful river.
9. She stayed in ____ Belgrade for several weeks.
10. Her husband comes from ____ California.
11. They studied the geology of ____ Sahara Desert.
12. They crossed ____ Black Sea by boat.
13. He has always wanted to visit ____ Rome.
14. She lived in ____ Asia for several years.
15. ____ Tuscany has many beautiful cities.
16. I spent a year travelling around ____ Europe.
17. Her village is near ____ Lake Titicaca.
18. Would you like to visit ____ South America?
19. They live near ____ Thames.
20. I think ____ Cornwall is a very beautiful part of England.

Exercise 5

Fill in the correct article “a”, “an”, “the” or “x: no article”.

1. This is Paul. He has got _____ cat and _____ hamster. _____ cat is black and white. She likes _____ mice. _____ hamster is small.
2. He has got _____ apple.
3. On _____ Monday I will go to Prague.
4. There is _____ new pupil in our class. _____ new pupil will sit behind me.
5. My favorite subjects are _____ Math and _____ Biology. I am not good at _____ tennis.
6. What is _____ population of _____ USA?
7. Do you know that _____ Mississippi is _____ longest river in _____ USA and _____ second longest in _____ world?
8. Mary wants to become _____ teacher of _____ English.
9. Please, shut _____ door and come to _____ blackboard.
10. What will you have - _____ tea or _____ coffee?
11. Can she speak _____ Chinese?
12. She was born in _____ June.
13. What _____ nice present!
14. I have to go shopping – we need _____ milk, _____ rice, _____ few eggs and _____ some apples.

Exercise 6

Fill in the correct article “a”, “an”, “the” or “x: no article”.

1. Did you see _____ movie about Dian Fossey's work with mountain gorillas? It was _____ amazing film.
2. I would love to take _____ luxury cruise next year to _____ exotic location such as Indonesia or Panama.

3. Jimmy did not enjoy _____ cruise to Alaska because it was too cold and rainy. The weather ruined _____ entire trip.
4. Let's find _____ place where we can just sit for _____ couple of hours, drink some coffee, and have _____ good chat.
5. That is _____ place where Sidney proposed to Meryl. Isn't that _____ beautiful location?
6. Suddenly, _____ password Sandra always used to log in to her email didn't work anymore. Somebody had hacked in and changed _____ password.
7. When Nick was on safari in Tanzania, he saw _____ cheetah hunting prey. He took some beautiful video of _____ cheetah.
8. Did you enjoy _____ book I recommended to you? Wasn't that _____ exciting novel?
9. I need _____ smartphone which allows me to check my email and use Facebook. I really want _____ phone with good battery life.
10. John bought _____ new car last week. Unfortunately, _____ car broke down after just two days.
11. We went to _____ movie yesterday. Even though it got _____ good reviews, _____ movie was absolutely terrible. I was so mad, I went to _____ box office and asked for my money back.
12. Our teacher gave us _____ test today. It was _____ really hard test. There were _____ questions on there which I didn't even understand.
13. Excuse me, is there _____ post office around here? I need to buy _____ stamp.
14. We have _____ beautiful lake behind our house. Every winter, _____ lake freezes over and we can go ice skating. When I was _____ kid, I used to spend _____ hours skating back and forth across _____ ice.
15. Carrie works for _____ amazing organization; _____ organization provides _____ food and _____ supplies for children in _____ developing world.
16. A: Is there _____ water on _____ Moon?
B: Yes, scientists have discovered _____ ice there.
17. When I turned on my new laptop, _____ screen exploded! Luckily, it has _____ good warranty. Either they will replace _____ broken screen or send me _____ brand new laptop.

18. A: I know _____ great new restaurant called Mumbai on 8th Avenue.

It's _____ Indian restaurant with _____ incredible food.

B: Oh yeah, I know that restaurant; _____ chef is _____ good friend of mine.

19. Wow, I can't believe how much _____ gallon of gas costs these days. If _____ price keeps going up, I'm going to buy _____ electric car.

LESSON 12

Yes/No Questions

Content:

1. Types of questions
2. Yes/No Questions
3. How to form yes/no questions – The rules

1. Types of Questions

There are two types of questions:

- Yes or no questions
- Wh questions

2. Yes/No Questions

Yes or no questions are questions whose expected answer is either "yes" or "no".

3. How to form yes-no questions

In English, a special word order (Verb Subject Object) is used to form yes-no questions.

Examples:

Affirmative	Yes or No Question
They are American	Are they American?
She is nice	Is she nice?

The rules

RULE 1: If the main verb of the sentence is "**to be**", simply invert the subject and the verb to be:

Examples:

- They are American. — Are they American?
- They are nice. — Are they nice?

Exercise 1: Yes/No Questions with the BE Verb

Change these sentences into question form. Make a Yes/No question.

1. The school is open today. _____
2. The waiter was rude. _____
3. Yoga is popular. _____
4. I am sick. _____
5. You were tired. _____
6. Sarah was his teacher. _____

Exercise 2: Yes/No Questions with the BE Verb

Look at the answer (A:), and then try to write the correct question.

1. Q: _____ ?
A: Yes. I was there.
2. Q: _____ ?
A: No, we were not rich.
3. Q: _____ ?
A: Yes, it is my birthday.
4. Q: _____ ?
A: No, the price was not the same.

RULE 2: If the sentence includes a main verb and another or other **helping (auxiliary)** verb(s), invert the subject and the (first) helping (auxiliary) verb.

Examples:

- They are visiting Paris. — Are they visiting Paris?
- She has done the housework. — Has she done the housework
- Nancy has been working all night long. — Has Nancy been working all night long?
- He will be reading the book. — Will he be reading the book?

Exercise 3: Yes/No Questions – Auxiliary & Modal Verbs

1. John can read. _____
2. We will join. _____
3. It might be broken. _____
4. Peter is going to go. _____
5. Luan is going to be hired. _____
6. He is being interviewed now. _____
7. He should practice more. _____
8. Cars are made here. _____
9. The order has been approved. _____

Exercise 4: Yes/No Questions – Auxiliary & Modal Verbs

1. Q: _____ ?
A: Yes, she was going to visit.
2. Q: _____ ?
A: Yes, your name is being called.
3. Q: _____ ?
A: No, they haven't finished.
4. Q: _____ ?
A: No, he has not been working here.
5. Q: _____ ?
A: No, he could not have said that.
6. Q: _____ ?
A: No, he would have been angry.
7. Q: _____ ?
A: Yes, a visa must be obtained first.
8. Q: _____ ?
A: Yes, we shall attend.

RULE 3: If the sentence includes a verb which is not the verb "to be" and doesn't include a helping (auxiliary) verb, the transformation is more complex.

a. If the verb is in the present tense, add either **do** or **does** and put the main verb in its base form:

- **do** if the subject is the first person singular, second person singular, first person plural, second person plural and third person plural (I, you, we, they)

Examples:

I *like* apples. — **Do** you *like* apples?

They *go* to a high school. — **Do** they *go* to a high school?

- **does** if the subject is the third person singular (he, she, it).

Examples:

Nancy *reads* a lot. — **Does** Nancy *read* a lot?

He *hates* basketball. — **Does** he *hate* basketball?

b. If the verb is in the past tense, add **did** and put the main verb in its **base** form:

Examples:

- He *discovered* the truth. — **Did** he *discover* the truth?
- She *wrote* a nice essay. — **Did** she *write* a nice essay?
- They *did* the homework. — **Did** they *do* the homework?

Exercise 5: Yes/No Questions – Without a Helping or BE Verb

1. He reads every day. _____
2. The printer broke. _____
3. We want more money. _____
4. She had a smile on her face. _____
5. The boss noticed the mistake. _____

Exercise 6: Yes/No Questions

1. Q: _____ ?

A: Yes, she had her camera.

2. Q: _____ ?

A: No, I didn't feel sick.

3. Q: _____ ?

A: Yes, we eat beef.

4. Q: _____ ?

A: Yes, we are looking for the keys.

5. Q: _____ ?

A: No, I haven't seen Michael.

6. Q: _____ ?

A: No, they won't be happy.

7. Q: _____ ?

A: Yes, I do yoga.

8. Q: _____ ?

A: Yes, he has had surgery.

9. Q: _____ ?

A: No, they were not waiting long.

10. Q: _____ ?

A: Yes, they danced well.

Exercise 7: Yes/No Questions – Mixed Forms

Transform these sentences into yes or no questions.

1. He loves this town.

2. They like soccer.

3. She can drive a lorry.

4. They are nice.

5. They went to the swimming pool.

6. She wastes her money on jewelry.

7. He decided to leave his wife.

8. She wakes up early.

9. They should revise their lessons.

10. He was born in this town.

11. They are studying hard.

12. My dog barks loudly.

Exercise 8: Yes/No Questions - Fix the Common Mistakes

1. Have you a dog? _____

2. You will go to the park? _____

3. Did you went to the park? _____

4. It is 4 o'clock? _____

5. Are you agree? _____

LESSON 13

Wh Questions (Question Words)

Content:

1. Question Words
2. Asking Questions

1. Question words

Question words are also called wh questions because they include the letters 'W' and 'H'.

Question words	Meaning	Examples
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose book is this? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see you at the party?

2. Asking questions

RULE 1: If you ask about the subject of the sentence, simply add the question word at the beginning:

Example:

James writes good poems. — **Who** writes good poems?

RULE 2: If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:

1. If there is a **helping (auxiliary)** verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.

Examples:

He can speak **Chinese**. — **What** can he speak?

They are leaving **tonight**. — **When** are they leaving?

2. If you ask about the predicate and there is **no helping (auxiliary)** verb and the verb is "**to be**", simply add the question word and invert the subject and the verb.

Example:

The play was **interesting**. — **How** was the play?

3. If there is **no helping (auxiliary)** verb in the predicate and the main verb is **not "to be"**, add the auxiliary "**do**" in the appropriate form.

Do	Present Tense	I, you, we, they, plural nouns
Does	Present Tense	he, she, it, singular nouns
Did	Past Tense	All

Examples:

They go to **the movies** every Saturday. — **Where** do they go every Saturday?

He wakes up **early**. — **When** does he wake up?

They sent **a letter**. — **What** did they send?

Exercise 1

Fill in the blanks with the correct question word.

1. _____ do you live? - I live in London.
2. _____ 's that girl? - She's my sister.
3. _____ do you go to school? - By bus.
4. _____ do banks open? - At eight O'clock.
5. _____ are you wearing that coat? - Because it's hot!
6. _____ are you going tomorrow?
7. _____ are you traveling?
8. _____ would you like to have for dessert?
9. _____ are you crying ?
10. _____ one do you like?
11. _____ do you feel today?
12. _____ time are you leaving?
13. _____ book is this?
14. _____ has broken this vase?
15. _____ don't you see a doctor?

Exercise 2: Wh-Questions with Helping Verbs

Write a question to ask about the underlined word of the sentence.

1. He will buy **juice**. _____
2. He is playing **tennis**. _____
3. He teaches **French**. _____
4. We should buy **tickets**. _____
5. He has visited **Italy**. _____
6. They are **students**. _____
7. She can come **tomorrow**. _____
8. I ate a **salad**. _____

Exercise 3: Wh-Questions with Subjects and Objects

1. **Mr. Smith** said that. _____
2. I study **English**. _____
3. **November 25th** is the Independence Day. _____
4. They went **to a party**. _____
5. **My brother** is coming. _____
6. She called **her mother**. _____
7. I'm going **downtown** tomorrow. _____
8. **Nobody** knows the answer. _____
9. The class starts **at 1 p.m.** _____
10. 'Huge' means '**very big**'. _____
11. She was crying **because she fell down**. _____

Exercise 4: Wh-Questions

1. She has **two** cars. _____
2. We were at the library for **3 hours**. _____
3. I write with my **right** hand. _____
4. **Six** people live there. _____
5. She called me **in order to invite me**. _____
6. The trip takes **one day**. _____
7. It costs **three dollars**. _____
8. Their holiday was **relaxing**. _____
9. She exercises **twice a week**. _____
10. I like **rock** music. _____
11. We can meet **on Wednesday**. _____
12. I go to school **by bus**. _____
13. **John's** bag is on the table. _____
14. He did **poorly** on the test. _____

Exercise 5: Ask questions the answer to which are the underlined words.

1. They study English every Tuesday morning.

2. Romi went to school by bus.

3. The teacher explains the lesson in front of the class.

4. My brother does his homework carefully.

5. My daughter washes her hair twice a week.

6. John loves eating pizza.

7. Olga sang a song beautifully.

8. Shanti gets up at five.

9. Harry doesn't go to school because he is sick.

10. **Mother** cooked rice in the kitchen.

11. Tommy rides his bike **very fast**.

12. Thalia **ate breakfast** before going to school.

13. Mario celebrates **his birthday** in September.

14. Mario **celebrates his birthday** in September.

15. The students listen to **the teacher's explanation**.

16. The students **listen to the teacher's explanation**.

17. Julia has **two** brothers.

18. The little boys played **hide and seek**.

19. The little boys **played hide and seek**.

20. Sammy closed the windows **because it's going to rain**.
