



FINDING OUT ABOUT GRAMMAR

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CONTENTS

INTRODUCTION

11

UNIT 1

GLANCING AT NOUNS

15

1.1 THE MEANING OF NOUNS

15

1.1.1 HOW TO MAKE A NOUN PLURAL

15

1.2 DIFFERENT TYPES OF NOUNS

17

1.2.1 COUNTABLE NOUNS

17

1.2.2 NON-COUNTABLE NOUNS

17

1.2.3 THE USE OF UNIT EXPRESSIONS

21

1.2.4 THE USE OF QUANTITY EXPRESSIONS

21

UNIT 2

LOOKING OVER PRONOUNS

24

2.1 DO YOU KNOW WHAT A PRONOUN IS?

24

2.2 NOUN AS A SUBJECT AND AS AN OBJECT

24

2.3 TYPES OF PRONOUNS

26

2.3.1 SUBJECT PRONOUNS

26

2.3.2 OBJECT PRONOUNS

26

2.3.3 REFLEXIVE PRONOUNS

28

2.3.4 NON-SPECIFIC OBJECT PRONOUNS

29

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

32

3.1 WHAT IS A VERB?

32

3.2 VERB TENSES

32

3.2.1 SIMPLE TENSES

32

3.3 REGULAR VS. IRREGULAR VERBS

34

3.3.1 REGULAR VERBS

34

3.3.2 IRREGULAR VERBS

40

3.3.3 PROGRESSIVE TENSES

45

3.4 THE DIFFERENCE BETWEEN PROGRESSIVE VERBS AND NON-PROGRESSIVE VERBS	46
3.4.1 PROGRESSIVE VERBS	46
3.4.2 NON PROGRESSIVE VERBS	46
3.5 SPELLING RULES FOR VERBS	50
3.5.1 ONE SYLLABLE VERBS THAT END IN -E	50
3.5.2 ONE SYLLABLE VERBS THAT END IN CONSONANT—VOWEL—CONSONANT	50
3.5.3 ONE SYLLABLE VERBS THAT END WITH A CONSONANT—VOWEL AND CONSONANT Y , W AND Z	50
3.5.4 TWO SYLLABLE VERBS THAT END WITH CONSONANT—VOWEL—CONSONANT (TWO CASES)	51
3.5.5 VERBS THAT END WITH VOWEL—VOWEL—CONSONANT	51
3.5.6 VERBS THAT END IN CONSONANT-CONSONANT	51
3.5.7 VERBS THAT END IN -Y (TWO CASES)	52
3.5.8 VERBS THAT END IN -IE	52

UNIT 4

CHECKING OUT ADJECTIVES **55**

4.1 WHAT IS AN ADJECTIVE?	55
4.2 ADJECTIVE CLASSIFICATION	55
4.2.1 POSSESSIVE ADJECTIVES	55
4.2.2 ORDINAL NUMBERS	56
4.2.3 DESCRIPTIVE ADJECTIVES	56
4.2.4 PHYSICAL STATES AND EMOTIONS	57
4.3 COMPARATIVE AND SUPERLATIVE ADJECTIVES	58
4.3.1 IRREGULAR COMPARATIVES AND SUPERLATIVES	59
4.3.2 COMPARATIVE DEGREE OF EQUALITY	59
4.3.3 COMPARATIVE DEGREE OF INFERIORITY	60
4.4 DEMONSTRATIVE ADJECTIVES	61
4.5 -ING, -ED ADJECTIVES	61
4.5.1 COLORS	62
4.6 THE ORDER OF ADJECTIVES	62
4.7 TRICKY POSSESSIVES	64
4.7.1 POSSESSIVE PRONOUNS	64
4.7.2 POSSESSIVE ADJECTIVES	64

UNIT 5

RUNNING INTO ADVERBS **66**

5.1 WHAT IS AN ADVERB?	66
5.2 TYPES OF ADVERBS	66

5.2.2 ADVERBS OF TIME	67
5.2.3 ADVERBS OF FREQUENCY	69
5.2.4 ADVERBS OF PLACE	72
5.2.5 ADVERBS OF DEGREE	73
5.2.6 ADVERBS OF PURPOSE	73
5.3 INDEFINITE PRONOUNS AND ADVERBS	74
<hr/>	
UNIT 6	
PASSING BY ARTICLES	77
6.1 WHAT IS AN ARTICLE?	77
6.1.1 BASIC ARTICLE USAGE	77
6.2 GENERAL GUIDELINES FOR ARTICLE USAGE	78
6.2.1 THE USE OF "THE"	78
6.2.2 A AND AN	79
<hr/>	
UNIT 7	
GOING THROUGH CONJUNCTIONS	81
7.1 WHAT IS A CONJUNCTION?	81
7.1.1 AUXILIARY VERBS AFTER "BUT" AND "AND"	82
7.1.2 CONNECTING IDEAS WITH EVEN THOUGH, ALTHOUGH AND BECAUSE	87
<hr/>	
UNIT 8	
DROPPING BY PREPOSITIONS	89
8.1 WHAT IS A PREPOSITION?	89
8.1.1 LIST OF PREPOSITIONS	89
8.2 DIFFERENT USES FOR PREPOSITIONS	91
8.2.1 PREPOSITIONS OF TIME (AT, ON, IN)	91
8.2.2 PREPOSITIONS OF PLACE (AT, ON, IN)	91
8.2.3 PREPOSITIONS OF LOCATION (AT, ON, IN) AND "NO PREPOSITION"	92
8.2.4 OTHER USES OF AT, ON, IN	92
8.2.5 PREPOSITIONS OF MOVEMENT "TO" AND "NO PREPOSITION"	93
8.2.6 PREPOSITIONS OF TIME "FOR" AND "SINCE"	93
8.3 PHRASAL VERBS	94
<hr/>	

UNIT 9

COMING ACROSS MODAL AUXILIARY VERBS 135

9.1 WHAT IS A MODAL AUXILIARY VERB?	135
9.1.1 MAY – MIGHT	135
9.1.2 SHALL	136
9.1.3 SHOULD	136
9.1.4 MUST	136
9.1.5 CAN	137
9.1.6 WILL	137
9.1.7 WOULD	137
9.1.8 OUGHT TO	138
9.1.9 HAVE TO	138
9.1.10 GOING TO	138
9.1.11 USED TO	139

UNIT 10

BACK TO ADJECTIVES 141

10.1 ADJECTIVES FOLLOWED BY INFINITIVES	141
10.2 ADJECTIVE CLAUSES	141
10.2.1 USING SUBJECT PRONOUNS (WHO, WHICH AND THAT)	142
10.2.2 USING OBJECT PRONOUNS (WHO(M), WHICH AND THAT)	144
10.2.3 PRONOUNS USED AS THE OBJECT OF PREPOSITIONS	145
10.2.4 USING "WHERE"	146
10.2.5 USING "WHEN"	148

UNIT 11

REVIEWING CONJUNCTIONS 151

11.1 PAIRED CONJUNCTIONS	151
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UNIT 12

LOOKING INTO VERBS AND VERB TENSES 153

12.1 PERFECT TENSES	153
12.2 PERFECT PROGRESSIVE TENSES	156
12.3 OTHER USES FOR VERB TENSES (WILL VS. GOING TO)	159

UNIT 13

FIGURING OUT PASSIVE VOICE 161

13.1 WHAT IS PASSIVE VOICE?	161
13.1.1 USING PASSIVE VOICE IN DIFFERENT TENSES	161
13.2 USING THE PASSIVE VOICE	164
13.3 THE PASSIVE VOICE OF MODALS AND DIFFERENT EXPRESSIONS	165

UNIT 14

GETTING ACROSS CONDITIONALS 167

14.1 WHAT IS A CONDITIONAL?	167
14.1.1 "IF" CLAUSES	167
14.2 REAL CONDITIONAL VS. UNREAL CONDITIONAL	168
14.2.1 WHETHER OR NOT	170
14.2.2 EVEN IF	171
14.2.3 COMPARE	171
14.2.4 IN CASE THAT — IN THE EVENT THAT	172
14.2.5 UNLESS	172
14.2.6 ONLY IF / PROVIDING/PROVIDED THAT	173

UNIT 15

BUMPING INTO QUOTED AND REPORTED SPEECH 174

15.1 WHAT IS QUOTED SPEECH?	174
15.1.1 QUOTING A SENTENCE	174
15.1.2 QUOTING A QUESTION OR AN EXCLAMATION	174
15.2 WHAT IS REPORTED SPEECH	175
15.2.1 GENERAL GUIDELINES OF TENSE USAGE	175
15.2.2 REPORTING "WH" QUESTIONS	176

UNIT 16

SHOWING OF HOW TO WRITE AN OPINION LETTER 179

16.1 HOW TO WRITE A LETTER? 179

16.1.1 FRIENDLY AND PERSONAL LETTERS 179

16.1.2 BUSINESS LETTERS 180

16.1.3 ABBREVIATIONS 180

16.1.4 SAMPLE OF A LETTER 181

16.1.5 PHRASES TO START A FRIENDLY LETTER 182

16.1.6 PHRASES TO START A BUSINESS LETTER 182

UNIT 17

SPEAKING UP 185

APPENDIX 2 (ANSWER KEY) 187

INTRODUCTION

Welcome to ***Finding Out about Grammar***. In this course you will take a look at grammar in an easy way. Now that you have a good comprehension level, it will be "A piece of cake" to go through grammar.

You must take in mind the following points:

1. If you have decided to take this course you must have presented unit 16.
2. You must sign up for one of the grammar courses in the branch that you are attending, in the schedule that the branch offers that is most comfortable to you.
3. Like any other follow up session, before attending to these grammar sessions you must prepare the units specified for each day. You will know which topics the session will be about because in your grammar book says what you will review each session from day 1 to day 13.

Important Note: This grammar course has been designed to be taken after finishing unit 16 from the book ***Moving on*** and it will end when you reach unit 28 from the book ***Moving on***.

The grammar course is divided like this:

Finding Out About Grammar 1	Día	Número de horas	Programación	Unidad del libro Moving on que el usuario debe haber presentado
	0	1 hora	Introducción a gramática	Unit 16
	1	2 horas	Unit 1 Looking Over Pronouns Unit 2 Glancing at Nouns	Unit 17
	2	2 horas	Unit 3 Looking into Verbs and Verb Tenses	Unit 18
	3	2 horas	Unit 4 Checking Out Adjectives Unit 5 Running into Adverbs	Unit 19
	4	2 horas	Unit 6 Passing by articles Unit 7 Going through Conjunctions	Unit 20
	5	2 horas	Unit 8 Dropping by Prepositions	Unit 21

Finding Out About Grammar 2	Día	Número de horas	Programación	Unidad del libro Moving on que el usuario debe haber presentado
	6	2 horas	Unit 9 Coming Across Modal Auxiliary Verbs	Unit 22
	7	2 horas	Unit 10 Back to Adjectives	Unit 23
	8	2 horas	Unit 11 Reviewing Conjunctions Unit 12 Looking into Verb Tenses	Unit 24
	9	2 horas	Unit 13 Figuring Out Passive Voice	Unit 25
	10	2 horas	Unit 14 Getting Across Conditionals	Unit 26
	11	2 horas	Unit 15 Bumping into Quoted and Reported Speech	Unit 27
	12	2 horas	Unit 16 Showing Off How to write an Opinion Letter	Unit 28
	13	2 horas	Entrevista	Unit 29

If you follow this time table, you will have no problem during this course because as you can see to enter from ***Finding Out about grammar 1*** to ***Finding Out about Grammar 2*** you must have presented Unit 21 and to enter to the interview you must have presented Unit 28.

This is an important part of the process, not only to present the units, but to prepare them correctly. Once more, we remind you that the most important part of this program is following the 5 steps at home!

We invite you to follow the process ...We are happy to guide you!

**The grammar course is an optional course, if you decide not to take it, you can use the book as reference for any doubt.*

FINDING OUT ABOUT GRAMMAR

1



1.1 The Meaning of Nouns

A Noun is a person, a place, a thing or an idea.

Person: *mother, Thomas, etc.*

Place: *house, Charlie's Restaurant etc.*

Thing: *box, book, car, etc.*

Idea: *I think we should go out tonight. (idea)*

Do you like the idea?

Yes, I love it! (It refers to the whole idea of going out tonight)

1.1.1 How to Make a Noun Plural

The plural forms of Nouns can be created in the following ways:

1. Add an **s** to form the plural of most words.
elephant - elephants
stereo - stereos
2. For words that end in **s, z, x, ch, sh**, add an **es** to form the plural.
box - boxes.
church - churches.
3. If the word ends in a **vowel** plus **y** (*ay, ey, iy, oy, uy*), add an **s** to the word.
tray - trays
key - keys
4. If the word ends in a **consonant** plus **y**, change the **y** into **ie** and add an **s** to form the plural.
enemy - enemies
baby - babies
5. For words that end in **-is**, change the **-is** to **-es** to make the plural form.
synopsis - synopses
thesis - theses
6. Some words that end in **-f** or **-fe** have plurals that end in **ves**.
knife - knives
self - selves
7. The plurals of words ending in **-o** are formed by either adding **-s** or by adding **-es**. To determine whether a particular word ends in **-s** or **-es** (or if the word can be spelled either way). Check your dictionary or the list below. There are two helpful rules:
 - a. All words that end in a vowel plus **-o** (*ao, eo, io, oo, uo*) have plurals that end in just **-s**:

Stereo

Stereos

Studio

Studios

Duo

Duos

UNIT 1

GLANCING AT NOUNS

b. All musical terms ending in **-o** have plurals ending in just **-s**.

Piano	Pianos	Cello	Cellos	Solo	Solos
-------	--------	-------	--------	------	-------

Plural forms of words ending in **-o**:

-os	-oes	-os or -oes
albinos armadillos autos bravos brancos casinos combos kimonos logos ponchos sombreros tacos torsos tobaccos typos	echoes embargoes heroes potatoes tomatoes torpedoes	avocados/oes buffaloes/os cargoes/os dominoes/os ghettos/oes mosquitoes/os palmettos/oes tornadoes/os volcanoes/os zeros/oes

Other forms:

Ending -in	Change -us to -i	cactus - cacti nucleus - nuclei focus - foci
Ending in -is	Change -is to -es	analysis - analyses crisis - crises thesis - theses
Ending in -on	Change -on to -a	phenomenon - phenomena criterion - criteria
Irregular	Change the word	man - men foot - feet child - children person - people tooth - teeth mouse - mice

Exercise 1

Now it's your turn. Change the following nouns into their plural form.

- | | | | |
|-------------|-------|-----------------|-------|
| 1. Box: | _____ | 16. Analysis: | _____ |
| 2. Shelf: | _____ | 17. Buffalo: | _____ |
| 3. Enemy: | _____ | 18. Child: | _____ |
| 4. Key: | _____ | 19. Woman: | _____ |
| 5. Day: | _____ | 20. Deer: | _____ |
| 6. City: | _____ | 21. Phenomenon: | _____ |
| 7. Church: | _____ | 22. Stimulus: | _____ |
| 8. Show: | _____ | 23. Bus: | _____ |
| 9. Fly: | _____ | 24. Calf: | _____ |
| 10. Book: | _____ | 25. Thesis: | _____ |
| 11. Arch: | _____ | 26. Foot: | _____ |
| 12. Fire: | _____ | 27. Wolf: | _____ |
| 13. Clock: | _____ | 28. Echo: | _____ |
| 14. Burger: | _____ | 29. Fish: | _____ |
| 15. Thief: | _____ | 30. Octopus: | _____ |

1.2 Different Types of Nouns

We are going over two different types of nouns: Countable and Non-countable. As a first example, we are going to use "money". Do you think it is countable or non-countable? If you said countable you are very...WRONG!

The word money is a non-countable noun because it is a word that refers to many different nouns, like "coins", "bills", "checks" or even "credit cards". These are countable. Tricky right? Let's see each type of noun separately.

1.2.1 Countable Nouns

Countable Nouns are items that can be counted. These nouns may be preceded by **an/a** in the singular and they need a final **-s** or **-es** for the plural.

Examples:

I bought a chair.
Singular

Sam bought three chairs.
Plural

1.2.2 Non-countable Nouns

Non-countable Nouns refer to a "whole" that is made up of different parts. They are not immediately preceded by **a/an** and have no plural form. They do not need a final **-s** or **-es**.

Examples:

I like to buy modern furniture.
I put some sugar in my coffee.
I wish you luck.
Sunshine is warm and cheerful.

UNIT 1

GLANCING AT NOUNS

In the first example, **furniture** represents whole groups of things that are made up of similar but separate items. In the second example **sugar** and **coffee** represent whole masses made up of individual particles or elements. In the third example **luck** is an abstract concept, an abstract "whole". It has no physical form; you cannot touch it. In the fourth example phenomena of nature, such as **sunshine**, are frequently used as Non-countable Nouns.

Some Common Non-countable Nouns: The following are typical of nouns that are commonly used as non-countable Nouns. Many others nouns can be used as Non-Countable Nouns. This list serves only as a sample.

1. **Whole groups made up of similar items:** Baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, make up, money, cash, change, postage, scenery, traffic.
2. **Fluids:** Water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
3. **Solids:** Ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
4. **Gases:** Steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
5. **Particles:** Rice, chalk, corn, dirt, dust, flour, glass, hair, pepper, salt, sand, sugar, wheat, etc.
6. **Abstractions:** Beauty, confidence, courage, education, enjoyment, fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, sleep, knowledge, laughter, truth, luck, music, patience, peace, pride, progress, recreation, significance, violence, wealth, advice, information, news, evidence, proof, time, space, energy, homework, work, grammar, slang, vocabulary, etc.
7. **Languages:** Arabic, Chinese, English, Spanish, Italian, Japanese, etc.
8. **Fields of study:** Chemistry, Engineering, History, Literature, Mathematics, Psychology, etc.
9. **Recreation:** Baseball, soccer, tennis, chess, bridge, poker, etc.
10. **General activities:** Driving, studying, swimming, traveling, walking and other gerunds.
11. **Natural phenomena:** Weather, dew, fog, hail, humidity, heat, lightning rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity.

Exercise 2

Look at the italicized nouns in the following sentences. Mark with **C** the *Countable Nouns* and with **NC** the *Non-countable Nouns*. Piece of cake!

Example

I bought some chairs, tables and desks. In other words, I bought some furniture.
C C C NC

1. I have some pennies, nickels, and dimes in my pocket. In other words, I have some money in my pocket.
2. Ann likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.

3. We saw beautiful mountains, fields, and lakes on our trip. In other words, we saw beautiful scenery.
4. Would you like some food? How about a sandwich and an apple?
5. We had meat, rice, bread, butter, cheese, fruit, vegetables, and tea for dinner.
6. Gold and iron are metals.
7. I used an iron to press my shirt because it was wrinkled.
8. I wish you happiness, health, and luck in your life.
9. Tom is studying Chemistry, History, and English.
10. In the United States, baseball is called the national pastime. To play it, you need a baseball and a bat.
11. My hometown has rain, thunder, fog, and snow in the winter months. In other words, it has bad weather.
12. Tom has black hair and brown eyes.

Exercise 3

Complete the sentences with the given nouns. Add final **-s** or **-es** if necessary. Use each noun once.

change	advice	city
garbage	hardware	homework
information	junk	luggage / baggage
music	progress	river
screwdriver	stuff	thunder
traffic	traveling	trip

Example

*I have some **coins** in my pocket. In other words, I have some **change** in my pocket.*

1. The Mississippi, the Amazon, and the Nile are well known _____ in the world.
2. I like to listen to operas, symphonies and folk songs. I enjoy _____.
3. Since I came to the United States, I have visited Chicago, New York and Miami. I want to visit other _____ before I return to my country.
4. The street is full of cars, trucks and busses. This street always has heavy _____, especially during rush hour.
5. In the last couple of years, I've gone to France, India, and the Soviet Union. I like to take _____. In other words _____ is one of my favorite activities.
6. I put some banana peels, rotten food, and broken bottles in the waste can. The can is full of _____.

UNIT 1

GLANCING AT NOUNS

7. They have a rusty car without an engine, broken chairs and an old refrigerator in their front yard. Their yard is full of _____.
8. Paul has books, pens, papers, notebooks, a clock, scissors, a tape recorder and some other things on his desk. He has a lot of _____ on his desk.
9. The children got scared when they heard _____ during the storm.
10. Tools that are used to fasten screws into wood are called _____.
11. I went to the store to get some nails, hammers, and screws. In other words, I bought some _____.
12. Tonight I have to read 20 pages in my history book, do 30 algebra problems, and write a composition for my English teacher. In other words, I have a lot of _____ to do tonight.
13. Ann took three suitcases, a shoulder bag, and a cosmetic case. In other words, she took a lot of _____ on her trip.
14. Toronto is 356 ft./109m above sea level. The average annual precipitation in Toronto is 32 in./81 cm. The population of the metropolitan area is over 3,000,000. I found (this, these) _____ in the encyclopedia.
15. I didn't feel good. Ann said, "you should see a doctor". Tom said, "you should go home and go to bed". Martha said, "you should drink fruit juice and rest". I got _____ from three people.
16. My English is slowly getting better. My vocabulary is increasing. It's getting easier from me to write and I make fewer mistakes. I can often understand people even when they talk fast. I'm satisfied with the _____ I have made in learning English.

Exercise 4

Add final **-s** or **-es** to the nouns in italics if necessary. Do not add or change any other words.

Example

- a) Mary always has fresh *egg* available because she raises *chicken* in her yard.
eggs *chickens*

- b) I had *chicken* and *rice* for dinner last night.
(It does not change)

1. Outside my window, I can see a lot of tree, bush, grass, dirt, and flower.
2. Tom gave me some advice. Millie also gave me some good suggestion.
3. Yoko learned several new word today. She increased her vocabulary today.
4. I drank two glass of water.
5. Window are made of glass.

6. Jack wears glass because he has poor eyesight.

Many nouns can be used as either Non-Countable or Countable Nouns, but the meaning is different. Look at these examples.

Hair:

-Non-countable: *Ann has brown **hair**.*
Here we are talking about hair in general.

-Countable: *Tom has a **hair** on his jacket.*
Here we are talking about one hair that fell off his head and landed on his jacket.

Light:

-Non-countable: *I opened the curtains to let in some **light**.*
We are talking about light in general, the one that shines.

-Countable: *Do not forget to turn off the **lights** before you go to bed.*
Here we are talking about the light bulbs in the house.

1.2.3 The Use of Unit Expressions

Unit expressions are words that come before a noun to specify an amount.

Examples:

A spoonful of sugar
A cup of coffee
A quart of milk
A loaf of bread
A grain of rice
A bowl of soup

A bag of flour
A pound of meat
A piece of furniture
A sheet of paper
A piece of jewelry

1.2.4 The Use of Quantity Expressions

An expression of quantity may precede a noun. Some expressions of quantity are used only with Countable Nouns, some only with Non-countable Nouns; some with both, **Countable** and **Non-countable Nouns**. Take a look at this chart.

Used with Countable Nouns	Used with Non Countable Nouns	Used with both
one each every two both a couple of three, etc. a few several many a number of	a little much a great deal of	not any no some a lot of lots of plenty of most all

Examples:

Correct: *I have several pens.*

Incorrect: *I have a great deal of pens.*

Correct: *I have much rice in my cupboard.*

Incorrect: *I have many rice in my cupboard.*

You could also use a unit expression in the last case.

I have many bags of rice in my cupboard.

The quantity expression many refers to **bags** which is a countable noun. The unit expression **bags of** refers to rice, which is non-countable.

Exercise 5

Check yourself. Draw a line through the expressions that can't be used to complete the sentence correctly.

Example: *I bought _____ furniture.*
 some
~~a couple of~~
~~several~~
 too much
~~too many~~
~~four~~

1. Isabel has _____ assignments.
 three
 several
 some
 a lot of
 too many
 too much
 a few
 a little
 hardly any
 no

2. Jake has _____ homework.
 some
 three
 several
 a lot of
 too much
 too many
 a few
 a little
 a number of
 a great deal of
 hardly any
 no

3. Sue is wearing _____ jewelry.
 three
 several
 some
 a lot of
 too much
 too many
 a few
 a little
 hardly any
 no

4. Sue is wearing _____ rings.
 three
 several
 some
 a lot of
 too much
 too many
 a few
 a little
 hardly any
 no

Exercise 6

Change the plural form of the following nouns and use much or many with these words.

furniture
machinery
woman
advice
music
race
information
mail
human being
thief white

desk
machine
piece
prize
progress
knowledge
luck
office
roof

equipment
branch
mouse
goose
tooth
marriage
hypothesis
slang
shelf

UNIT 2

LOOKING OVER PRONOUNS

2.1 Do you know what a pronoun is?

Pronouns are words that replace nouns. A noun is a person, a place, an animal, a thing or an idea, as simple as that. Look at this example.

Example

I read the book. It was good. (*The pronoun **it** refers to book.*)
Mary said, "I drink tea". (*The pronoun **I** refers to the speaker, whose name is **Mary**.*)

The words that were replaced are **book** and **Mary**. They also have a name, they are called *Antecedent*.

Exercise 1

Let's see if you got it. Identify the pronoun and the antecedent.

Example

Jack has a part-time job. He works at a fast-food restaurant.
Pronoun = He
Antecedent = Jack

1. Many monkeys don't like water, but they can swim well when they have to.

Pronoun: _____
Antecedent: _____

2. The teacher graded the students' papers last night. She returned them during class the next day.

Pronoun: _____
Antecedent: _____

3. The cormorant is a diving bird. It can stay under water for a long time.

Pronoun: _____
Antecedent: _____

4. Tom took an apple with him to school. He ate it at lunch time.

Pronoun: _____
Antecedent: _____

2.2 Noun as a Subject and as an Object

We could have two nouns in one sentence, playing different roles like subject or object. Almost all English sentences contain a **Subject** (S) and a **Verb** (V). The verb may or not may be followed by an **Object** (O). Look at these examples.

Birds fly. **Noun** = birds = Subject **Verb** = fly

In this case, there is no **Object** but it is a complete sentence.

The baby cried.

Noun = baby = Subject

Verb = cried

In this case, there is no **Object** but it is a complete sentence.

The student needs a pen.

Noun = student = Subject

Verb = needs

Noun = pen = Object

In this case, there is a **Subject** and an **Object**.

My friends enjoyed the party.

Noun = friends = Subject

Verb = enjoyed

Noun = party = Object

In this case, there is a **Subject** and an **Object**. The **subjects** and **objects** of verbs are nouns or pronouns.

Exercise 2

Find the **Subject** and **Object**.

1. The politician supported new taxes. (_____)=S (_____)=O
2. The mechanic repaired the engine. (_____)=S (_____)=O
3. Those boxes contained old photographs. (_____)=S (_____)=O

Exercise 3

Find the **Subject** and the **Object** of the following sentences. Then make a question using the correct structure. (Yes–No questions).

Example

I love you.

(I) is the Subject. **(You)** is the Object

Do I love you?

Jack put the letter.

(Jack) is the Subject. **(Letter)** is the Object

Did Jack put the letter?

1. The receptionist answered the phone.
(_____)=S (_____)=O
_____?
2. The doctor examined the patient.
(_____)=S (_____)=O
_____?
3. Leidy bought a present.
(_____)=S (_____)=O
_____?
4. The dog ate the bone.
(_____)=S (_____)=O
_____?

UNIT 2

LOOKING OVER PRONOUNS

5. The children wanted to eat cookies.

(_____) = S (_____) = O

_____.

6. The students like to do their homework.

(_____) = S (_____) = O

_____.

7. Clark and Patricia will have a baby.

(_____) = S (_____) = O

_____.

8. The playground will be remodeled.

(_____) = S (_____) = O

_____.

9. The neighbor made a big party.

(_____) = S (_____) = O

_____.

10. The waiter is serving dinner.

(_____) = S (_____) = O

_____.

*Extra activity 2

2.3 Types of pronouns

There are many types of pronouns. Let's start with subject pronouns.

2.3.1 Subject Pronouns

A Subject Pronoun indicates that the pronoun is acting as the subject of the sentence. The subject pronouns are:

I	you	He	She	It	We	You	They
---	-----	----	-----	----	----	-----	------

Subject Pronouns replace the subject of the sentence, like in this example:

Mary likes to swim. = **She** likes to swim.

The noun **Mary** was replaced by **she** (Subject pronoun).

2.3.2 Object Pronouns

An Object Pronoun indicates that the pronoun is acting as an object. These are:

Me	You	Him	Her	It	Us	You	Them
----	-----	-----	-----	----	----	-----	------

Exercise 4

Practice a little to get the idea. Replace the nouns using **Subject** and **Object Pronouns**.

Example:

1. *Mary* loves *Tom*.

She loves *him*.

2. Susana bathes the baby.

_____ bathes _____.

3. Silvia calls my brother.

_____ calls _____.

4. The boy pays the girl.

_____ pays _____.

5. Paul writes a letter.

_____ writes _____.

6. My mother cooks vegetables.

_____ cooks _____.

7. Tina has the pencil.

_____ has _____.

8. The dog eats the bone.

_____ eats _____.

9. You and I do the homework.

_____ do _____.

10. The police officer works all day with his partner.

_____ works all day with _____.

Exercise 5

Try doing this exercise. Correct the following sentences and identify the pronoun that must be used.

Example

Them go to school everyday.

Them = incorrect.

They = Subject Pronoun is correct.

1. Them go to the park on Sundays.

2. Him and her have 5 children.

3. They walk with she.

4. Us have a big office.

5. We want to bathe the dog.

6. Her eats Chinese food with she.

7. She and Tom buy many things.

8. Us drink milk for breakfast.

9. Them study English with us.

10. Him feeds the dog.

UNIT 2

LOOKING OVER PRONOUNS

2.3.3 Reflexive Pronouns

These pronouns are very easy to understand. You can use a Reflexive Pronoun to refer back to the subject of a sentence. The reflexive pronouns are:

Myself	Yourself	Himself	Herself
Itself	Ourselves	Yourselves	Themselves

Example

- a. *He looked at in the mirror.*
- b. *He himself answered the phone, not his secretary.*
- c. *He answered the phone himself.*
- d. *She lives by herself.*

A Reflexive Pronoun usually refers to the subject in a sentence; in (a) **he** and **himself** refer to the same person. Sometimes, Reflexive Pronouns are used for emphasis, as in (b) and ©. In the expression by + Reflexive Pronoun usually means "alone".

Exercise 6

See for yourself how easy Reflexive Pronouns are. Complete the following sentences by using the appropriate Reflexive Pronoun.

1. Jane did not join the rest of us. She sat in the back of the room by _____.
2. You may think Stan is telling the truth, but I _____ don't believe him.
3. It is important for all of us to be honest with _____.
4. Now that their children are grown, Mr. and Mrs. Grayson live by _____.
5. You yourself have to make that decision, Ann. No one can make it for you.
6. I don't know what to tell you, Sue and Jack. You will have to take care of that problem by _____.
7. When everybody else forgot his birthday, Ralph decided to give _____ a birthday present. He bought a new shirt for _____.

Exercise 7

Agreement of pronouns. Complete the sentences with pronouns. In some of the blanks there is more than one possibility. Use the pronoun that sounds best to you.

Example

1. **Students** should always hand in **their** work on time.
2. Teachers determine _____ student's course of study.
3. Each student is expected to learn _____ lesson on time.
4. If anyone calls, please ask _____ to leave a message.
5. Somebody left _____ raincoat in the classroom.
6. The people in the flight on our long plane trip were very attentive. _____ efforts to make us feel comfortable were greatly appreciated.

7. My family is wonderful. _____ have always helped _____ in anyway _____ could.
8. The crowd enjoyed the game. _____ got excited whenever the home team scored.
9. The people at the last concert were very happy with the presentation. _____ were singing along with the rock band.
10. The children ate breakfast this morning. _____ never do, but this time they were very hungry.

2.3.4 Non-specific Object Pronouns

A Non-specific Object Pronoun is a word that replaces nouns when they are placed as the object of a sentence. Look at these cases and pay attention because each one is a different case.

First of all, you must know that there are two types of nouns that we are going to see in these cases. These are Countable Nouns and Non-countable Nouns. Countable Nouns are items that can be counted. Non-countable Nouns are items that can't be counted. They are words that express a whole made up of different parts. Got it? You will see these in detail in the next unit.

Another important thing that you must know is when a noun is specific or non-specific. A noun is specific when it is preceded by a word that defines it. The words that make nouns specific are the, my, your, his, her, our, their, that, these, this, or those.

The words that show that a noun is nonspecific are a, an, many, some, any, one, a lot of and many others, that give a general idea of what the person is talking about.

The last important point to understand these rules is to know when a sentences is affirmative or negative.

Example

Affirmative: *I like pizza.*

Negative: *I don't like pizza.*

Fantastic! Now let's go through the rules.

The use of Non-specific Object Pronouns with:

Non-specific Plural Countable Noun: When we replace Non-specific Plural Countable Nouns, we use some for affirmative sentences and any for negative sentences. Like in these examples.

*I need **some** blank tapes.*

Some: Nonspecific blank tapes = Plural Countable Noun.

Negative: I don't have **any**.

Affirmative: Jack has **some**.

Specific Plural Countable Noun: When we replace Specific Plural Countable Nouns, we use them for affirmative and negative sentences. Look at these examples.

*Where are **the** blank tapes that were here?*

The: Specific; blank tapes = Plural Countable Noun.

Affirmative: I have **them**.

Negative: I don't have **them**.

Nonspecific Singular Countable Nouns: When we replace Nonspecific Singular Countable Nouns, we use one for affirmative and negative sentences. Look at these examples.

UNIT 2

LOOKING OVER PRONOUNS

*Can you give me **a** blank tape?*

A: Nonspecific blank tape = Singular Countable Noun

Negative: *I can't because I don't have **one**.*

Affirmative: *Sarah has **one**.*

Specific Singular Countable Nouns: When we replace specific Singular Countable Nouns, we use **it, them, him, her** for affirmative and negative sentences, depending on the object of the sentence. Look at these examples.

*Did you see **the** tape that I left on the table?*

The: Nonspecific; tape = Singular Countable Noun

Negative: *No, I didn't see **it**.*

Affirmative: *Yes, I took **it**.*

If we are speaking about **a woman**, we use **her**, and if we are talking about **a man**, we use **him**.

Non-specific Non-countable Nouns: When we replace Non-specific Non- Countable Nouns, we use some for affirmative sentences and questions, and any for negative sentences. Like in these examples.

*Would you like **some** coffee?*

Some: Nonspecific coffee = Non-countable Noun

Negative: *No thanks, I don't want any.*

Affirmative: *Sure, I'll have some.*

Specific Non-countable Nouns: When we replace **Specific Non-countable Nouns**, we use **it** for affirmative and negative sentences. Like in these examples.

*Your cup is empty. What happened to **your** coffee?*

Your: Specific; coffee = Non-Countable Noun.

Affirmative: *I drank **it**.*

Negative: *I didn't drink **it** yet...I don't know.*

Exercise 8

Your turn! Answer the following questions using the correct Non-specific Object Pronoun. Look at the example.

Example:

Did the neighbor ask for permission to use our hose? (Specific Countable Noun)

Affirmative: *Yes, he asked me if he could use it.*

Negative: *No, he didn't ask to use it!*

1. Have you seen my books? _____

Negative: No, I haven't seen _____

Affirmative: Oh yes, I took _____

2. Where is your sister? _____

Negative: I don't know. I haven't seen _____ in a week.

Affirmative: I saw _____ in the cafeteria.

3. Does John have a car? _____.

Affirmative: I think he has _____.

Negative: No, he doesn't have enough money to buy _____.

4. Where did she put the flour that I bought for the cake? _____

Affirmative: She put _____ in the cupboard.

Negative: I don't know where she put _____.

5. I think I lost my keys! _____.

Affirmative: Don't you remember where you left _____.

Negative: I think that I saw _____ in the front desk.

*Extra activity 1.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

3.1 What is a verb?

A Verb expresses an action, occurrence, or state of being. Here are some examples:

Run, speak, become, be, etc.

3.2 Verb Tenses

We are going to take a look at the **simple tenses** and **progressive tenses**.

3.2.1 Simple Tenses

The simple tenses are: **Simple Present**, **Simple Past** and **Simple Future**.

Simple Present Tense:

Subject + verb in the present + complement.

The **Simple Present Tense** expresses events or situations that exist always, presently, usually, habitually; you must remember to use add an **-s** to the verb when the subject of the sentence is a third person (**she, he, it**):

Examples:

*It **snows** in Alaska.
I **watch** television everyday.*

The **Simple Present Tense** is used for general statements of fact:

Examples:

*Water **consists** of hydrogen and oxygen.
Most **animals** kill for food.
The world **is** round.*

The **Simple Present Tense** is also used to express habitual or everyday activities:

Examples:

<i>I study for two hours every night. My class begins at nine o'clock. He always eats a sandwich for lunch.</i>	<i>Mammals are warm blooded. I go to the park every morning. The student understands the lesson.</i>
--	---

Exercise 1

Complete the following sentences with the correct form of the Simple Present Verb.

1. Lisa _____ (study) English in United States.
2. The Seamstress _____ (sew) dresses.
3. Firefighters _____ (extinguish) fires.
4. The ozone layer _____ (have) a hole.

5. Koalas _____ (eat) eucalyptus leaves.
6. We _____ (celebrate) Christmas in December.
7. Internet _____ (Be) very useful nowadays.
8. The car _____ (need) gasoline to move.
9. Receptionists _____ (give) information.
10. People _____ (decorate) Christmas trees with many ornaments.

Exercise 2

Now that you have finished Exercise 1, you must write the question form of the sentences using the correct auxiliary verb and structure. Remember to remove the **-s** from the verb when using **does**.

Example

1. *Lisa studies English in New York*
Does Lisa study English in New York?

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Simple Past Tense

Subject + verb in the past + complement

In general, the **Simple Past Tense** expresses events or situations that happened at one particular time in the past. It began and ended in the past. Look at these examples.

Example

*It **snowed** yesterday.*
*I **watched** television last night.*

These situations started and finished in the past.

Using When: If the sentence contains **when** and has the **Simple Past Tenses** in both parts of the sentence, the action in the **when clause** happened first. (A cause is a group of words that contain a subject and a verb).

Example

- a) *She got up to investigate **when she heard the noise**.* = First she heard the noise, then she got up.
- b) *The coffee spilled on my lap **when I dropped my cup**.* = First he dropped the cup, then the coffee spilled.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

3.3 Regular Vs. Irregular Verbs

English verbs have four principal parts:

	Regular Verb	Irregular Verb
Simple Form	work	fly
Simple Past	worked	flew
Past Participle	worked	flown
Present Participle	working	flying

3.3.1 Regular Verbs

As the name indicates, they have a regular form. To form the **Simple Past** and the **Past Participle**, these verbs must end in **-ed**. Look at the chart.

Simple Form	Simple Past	Past Participle	Present Participle
Hope	Hoped	Hoped	Hoping
Stop	Stopped	Stopped	Stopping
Listen	Listened	Listened	Listening
Study	Studied	Studied	Studying
Start	Started	Started	Starting

Pronounce Regular Verbs Correctly

The sound of **Regular Verbs** may vary when they are in past form. The three cases are shown in the following charts, take a look at them and practice the pronunciation.

Group A: Final **-ed** is pronounced /t/ after: **k, p, gh (/f/), sh, ch, s, ss, x**.

-ed = /t/

- Looked
- Asked
- Helped
- Laughed
- Pushed
- Watched
- Dressed

Group B: Final **-ed** is pronounced /ed/ after **d** and **t**.

-ed = /ed/

- Needed
- Waited
- Defended
- Rested
- Added
- Counted
- Loaded
- Halted

Group C: Final **-ed** is pronounced /d/ after the rest of the consonants in the alphabet:

-ed = /d/

- Sobbed
- Roamed
- Believed
- Called
- Filled
- Enjoyed
- Poured
- Dried

A short list that will help you: The following is a list in **Simple Present Tense** of many **Regular Verbs**. To form the **Past Tense**, you just add **-ed** or **-d**.

a				
accept	add	admire	admit	advise
afford	agree	alert	allow	amuse
analyze	announce	annoy	answer	apologize
appear	applaud	appreciate	approve	argue
arrange	arrest	arrive	ask	attach
attack	attempt	attend	attract	avoid

b				
back	bake	balance	ban	bang
bare	bat	bathe	battle	beam
beg	behave	belong	bleach	bless
blind	blink	blot	blush	boast
boil	bolt	bomb	book	bore
borrow	bounce	bow	box	brake
brake	branch	breathe	bruise	brush
bubble	bump	burn	bury	buzz

c				
calculate	call	camp	care	carry
carve	cause	challenge	change	charge
chase	cheat	check	cheer	chew
choke	chop	claim	clap	clean
clear	clip	close	coach	coil
collect	color	comb	command	communicate
compare	compete	complain	complete	concentrate
concern	confess	confuse	connect	consider
consist	contain	continue	copy	correct
cough	count	cover	crack	crash
crawl	cross	crush	cry	cure
curl	curve	cycle		

d				
dam	damage	dance	dare	decay
deceive	decide	decorate	delay	delight
deliver	depend	describe	desert	deserve
destroy	detect	develop	disagree	disappear
disapprove	disarm	discover	dislike	divide
double	doubt	drag	drain	dream
dress	drip	drop	drown	drum
dry	dust			

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

e

earn	educate	embarrass	employ	empty
encourage	end	enjoy	enter	entertain
escape	examine	excite	excuse	exercise
exist	expand	expect	explain	explode
extend				

f

face	fade	fail	fancy	fasten
fax	fear	fence	fetch	file
fill	film	fire	fit	fix
flap	flash	float	flood	flow
flower	fold	follow	fool	force
form	found	frame	frighten	fry

g

gather	gaze	glow	glue	grab
grate	grease	greet	grin	grip
groan	guarantee	guard	guess	guide

h

hammer	hand	handle	hang	happen
harass	harm	hate	haunt	head
heal	heap	heat	help	hook
hop	hope	hover	hug	hum
hunt	hurry			

i

identify	ignore	imagine	impress	improve
include	increase	influence	inform	inject
injure	instruct	intend	interest	interfere
interrupt	introduce	invent	invite	irritate
itch				

j

jail	jam	jog	join	joke
judge	juggle	jump		

k

kick	kill	kiss	kneel	knit
knock	knot			

I

label	land	last	laugh	launch
learn	level	license	lick	lie
lighten	like	list	listen	live
load	lock	long	look	love

m

man	manage	march	mark	marry
match	mate	matter	measure	meddle
melt	memorize	mend	mess	milk
mine	miss	mix	moan	moor
mourn	move	muddle	mug	multiply
murder				

n

nail	name	need	nest	nod
note	notice	number		

o

obey	object	observe	obtain	occur
offend	offer	open	order	overflow
owe	own			

p

pack	paddle	paint	park	part
pass	paste	pat	pause	peck
pedal	peel	peep	perform	permit
phone	pick	pinch	pine	place
plan	plant	play	please	plug
point	poke	polish	pop	possess
post	pour	practice	pray	preach
precede	prefer	prepare	present	preserve
press	pretend	prevent	prick	print
produce	program	promise	protect	provide
pull	pump	punch	puncture	punish
push				

q

question	queue
----------	-------

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

r

race	radiate	rain	raise	reach
realize	receive	recognize	record	reduce
reflect	refuse	regret	reign	reject
rejoice	relax	release	rely	remain
remember	remind	remove	repair	repeat
replace	reply	report	reproduce	request
rescue	retire	return	rhyme	rinse
risk	rob	rock	roll	rot
rub	ruin	rule	rush	

s

sack	sail	satisfy	save	saw
scare	scatter	scold	scorch	scrape
scratch	scream	screw	scribble	scrub
seal	search	separate	serve	settle
shade	share	shave	shelter	shiver
shock	shop	shrug	sigh	sign
signal	sin	sip	ski	skip
slap	slip	slow	smash	smell
smile	smoke	snatch	sneeze	sniff
snore	snow	soak	soothe	sound
spare	spark	sparkle	spell	spill
spoil	spot	spray	sprout	squash
squeak	squeal	squeeze	stain	stamp
stare	start	stay	steer	step
stir	stitch	stop	store	strap
strengthen	stretch	strip	stroke	stuff
subtract	succeed	suck	suffer	suggest
suit	supply	support	suppose	surprise
surround	suspect	suspend	switch	

t

talk	tame	tap	taste	tease
telephone	tempt	terrify	test	thank
thaw	tick	tickle	tie	time
tip	tire	touch	tour	tow
trace	trade	train	transport	trap
travel	treat	tremble	trick	trip
trot	trouble	trust	try	tug
tumble	turn	twist	type	

u				
undress	unfasten	unite	unlock	unpack
untidy	use			
v				
vanish	visit			
w				
wail	wait	walk	wander	want
warm	warn	wash	waste	watch
water	wave	weigh	welcome	whine
whip	whirl	whisper	whistle	wink
wipe	wish	wobble	wonder	work
worry	wrap	wreck	wrestle	wriggle
x				
x-ray				
y				
yawn	yell			
z				
zip	zoom			

Exercise 3

Use the list above as reference. Choose 10 verbs, change them to Past Form and put them in the correct group depending on their pronunciation. Then, read them using the correct pronunciation.

/t/ Sound	/d/ Sound	/ed/ Sound
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

3.3.2 Irregular Verbs

As the name indicates, these verbs have irregular **Past** and **Past Participles** forms, (They do not end in **-ed** or **-d**). Here are some examples:

Simple Form	Simple Past	Past Participle	Present Participle
break	broke	broken	breaking
come	came	come	coming
find	found	found	finding
hit	hit	hit	hitting
swim	swam	swum	swimming

Simple Form	Simple Past	Past Participle	Translation
a			
arise	arose	arisen	levantarse, surgir
b			
be (am, is, are)	was, were	been	ser o estar
bear	bear	borne	soportar
beat	beat	beaten	vencer/derrotar
become	became	become	llegar a ser/ hacerse
begin	began	begun	empezar
behold	beheld	beheld	contemplar
bend	bent	bent	inclinarse/torcer
bet	bet	bet	apostar
c			
bid	bade	bidden	mandar/ordenar
bind	bound	bound	atar/liar
bite	bit	bitten	morder
bleed	bled	bled	sangrar/desangrar
blow	blew	blown	soplar
break	broke	broken	romper
breed	bred	bred	criar (animales)
bring	brought	brought	traer
build	built	built	edificar, construir
burn	burnt	burnt	quemar
burst	burst	burst	reventar, romper
buy	bought	bought	comprar
d			
cast	cast	cast	echar, arrojar
catch	caught	caught	coger, atrapar
choose	chose	chosen	elegir, seleccionar
cling	clung	clung	agarrarse a
come	came	come	venir
cost	cost	cost	costar
creep	crept	crept	trepas, arrastrase
cut	cut	cut	cortar

Simple Form	Simple Past	Past Participle	Translation
e			
eat	ate	eaten	comer
f			
fall	fell	fallen	caer
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	pelear, reñir, luchar
find	found	found	encontrar, hallar
fit	fitted	fitted	ajustar, encajar
flee	fled	fled	abandonar, huir de
fling	flung	flung	arrojar
fly	flew	flown	volar
forbid	forbade	forbidden	prohibir
foretell	foretold	foretold	preceder, pronosticar
forget	forgot	forgotten	olvidar
forgive	forgave	forgiven	perdonar
forsake	forsook	forsaken	abandonar, renunciar
freeze	froze	frozen	congelar, helar
g			
get	got	gotten	conseguir
give	gave	given	dar, conceder
go	went	gone	ir, andar
grind	ground	ground	moler
grow	grew	grown	cultivar, crecer
h			
hang	hung	hung	colgar, suspender
have/has	had	had	tener, haber
hear	heard	heard	escuchar, oír
hide	hid	hidden	esconder, ocultar
hit	hit	hit	golpear
hold	held	held	sujetar, sostener
hurt	hurt	hurt	hacer daño, lastimar
keep	kept	kept	mantenerse, guardar
kneel	knelt	knelt	arrodillarse
knit	knit	knit	tejer
know	knew	known	conocer, saber
l			
lay	laid	laid	poner, colocar
lead	led	led	llevar, dirigir
lean	lent	lent	apoyar algo
leap	leapt	leapt	saltar
learn	learnt	learnt	aprender

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

Simple Form	Simple Past	Past Participle	Translation
leave	left	left	salir
lend	lent	lent	prestar
let	let	let	dejar, permitir
lie	lay	lain	reposar
light	lit	lit	encender, prender
lose	lost	lost	perder
m			
make	made	made	hacer, fabricar
mean	meant	meant	significar, querer decir
meet	met	met	reunir
mislead	misled	misled	engañar
mistake	mistook	mistaken	errar
mow	mowed	mown	cortar
o			
outdo	outdid	outdone	superar
overhear	overhear	overhear	oir por casualidad
overtake	overtook	overtaken	sobrepasar
p			
pay	paid	paid	pagar
prove	prove	proven	comprobar
put	put	put	poner
q			
quit	quit	quit	renunciar, desistir
r			
read	read	read	leer
rend	rent	rent	rasgar
ride	rode	ridden	montar, pasear
ring	rang	rung	sonar, tocar
rise	rose	risen	levantarse, subir
run	ran	run	correr
s			
saw	sawed	sawn	aserrar
say	said	said	decir
see	saw	seen	ver
seek	sought	sought	buscar, solicitar
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	poner, colocar
shake	shook	shaken	sacudir, agitar, batir
shed	shed	shed	mudar (de piel)
shine	shone	shone	brillar

Simple Form	Simple Past	Past Participle	Translation
shoot	shot	shot	disparar
shred	shred	shred	hacer trizas
shrink	shrank	shrunk	encogerse, reducirse
shut	shut	shut	cerrar
sing	sang	sung	cantar
sink	sank	sunk	hundir
sit	sat	sat	sentarse
slay	slew	slain	matar
sleep	slept	slept	dormir
slide	slid	slid	resbalar, deslizar
slit	slit	slit	rajar, cortar
smell	smell	smell	oler
speak	spoke	spoken	hablar
speed	sped	sped	acelerarse
spell	spelt	spelt	deletrear
spend	spent	spent	gastar, pasar tiempo
spill	spilt	spilt	derramar
spin	spun	spun	girar, dar vueltas
spit	spat	spit	escupir
split	split	split	dividir, separar
spread	spread	spread	esparcir, propagar
spring	sprang	sprung	saltar, brincar
stand	stood	stood	estar de pie
steal	stole	stolen	robar
stick	stuck	stuck	pegarse, meter, poner
sting	stung	stung	picar (de insecto)
stink	stank	stunk	apestar
stride	strode	stridden	dar zancadas
strike	struck	struck	golpear, pegar
string	strung	strung	ensartar
strive	strove	striven	luchar por hacer algo
swear	swore	sworn	jurar
sweat	sweat	sweat	sudar
sweep	swept	swept	barrer
swell	swelled	swollen	inflamarse
swim	swam	swum	nadar
swing	swung	swung	mecer, columpiar
t			
take	took	taken	tomar, llevar
teach	taught	taught	enseñar
tear	tore	torn	rasgar, romper
tell	told	told	decir, narrar
think	thought	thought	pensar
thrive	throve	thriven	prosperar
throw	threw	thrown	lanzar, tirar, arrojar

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

Simple Form	Simple Past	Past Participle	Translation
U			
understand	understood	understood	entender
undertake	undertook	undertaken	emprender
uphold	upheld	upheld	sostener
W			
wake	woke	woken	despertar
wear	wore	worn	usar
weave	wove	woven	tejer
wed	wed	wed	casarse
weep	wept	wept	llorar
wet	wet	wet	mojar
win	won	won	ganar
wind	wound	wound	dar cuerda, olvidar
withdraw	withdrew	withdrawn	retirar, sacar
wring	wrung	wrung	exprimir, torcer
write	wrote	written	escribir

Exercise 4

Fill in the blanks with the past form of the verbs and write what happened first.

- When the phone _____ (ring), I _____ (answer) it.

- I _____ (answer) the phone when it _____ (ring)

- She _____ (cry) when she _____ (find) out that her daughter was getting married.

- The veterinarian _____ (clap) when he _____ (see) how well the puppy was doing.

- The astronaut _____ (get) excited when he heard that they _____ (choose) him to go into space.

Exercise 5

Complete the following sentences with the correct form of the **Simple Past Verb** and make the questions.

- Lisa _____ (study) English in Australia last year.

- The Seamstress _____ (sew) many dresses for the wedding last Friday.

- The Firefighters extinguished (extinguish) the fire in the hotel.

- The ozone layer _____ (have) a smaller hole 10 years ago.

5. The Koalas _____ (eat) all of the eucalyptus leaves that we gave them.

6. We _____ (celebrate) Christmas in my grandmother's house last year.

7. Internet was (be) very useful to us when we made our final project.

8. The car _____ (need) more gasoline.

9. The Receptionists _____ (give) information to that man.

10. People _____ (decorate) Christmas trees with many ornaments in New York last time that I went.

Simple Future Tense:

Subject + will +verb + complement.

The **Simple Future Tense** expresses that at one particular time in the future the action will happen.

Examples:

*It **will snow** tomorrow.*

*I **will watch** television tonight.*

When using the **Future Tense**, **will** is the auxiliary verb that expresses future. **Will** must be followed by the verb in the **Simple Form**.

Incorrect: *She **will goes** to my house.*

Correct: *She **will go** to my house.*

To make a question the auxiliary verb is **will** also.

Example:

***Will** she **go** to your house tomorrow?*

3.3.3 Progressive Tenses

The **Progressive Tenses** give the idea that an action is in progress during a particular time.

Present Progressive/Continuous Tense:

Subject + to be in the present + verb + ing + complement.

The **Present Progressive Tense** expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

Examples:

*I need an umbrella because it **is raining**.*
*John and Mary **are talking** on the phone.*

Often the activity is of a general nature; something generally in progress this week, this month or this year.

Examples:

*I **am taking** five courses this semester.*
*John **is trying** to improve his work habits. (In general)*
*She **is writing** another book this year.*

Writing a book is the general activity she is engaged in, but it does not mean that at the moment of speaking she is sitting and writing with pen in hand.

3.4 The difference between Progressive Verbs and Non-Progressive Verbs

3.4.1 Progressive Verbs

These verbs are making reference to an activity in progress. For these cases we need to use the verb **to be**.

Examples:

*Kim **is reading** about this grammar. (is reading = activity in progress).*
*Marie **is running** in the park. (is running = activity in progress).*

The verb **being** + **an adjective** is used in the progressive to describe a temporary characteristic. Very few adjectives are used with be in the progressive; some examples of adjectives are careful, rude, polite, nice, selfish.

Examples:

*Bob **is foolish**. (Foolishness is one of Bob's usual characteristics.)*
*Bob **is being foolish**. (Right now, at the moment of speaking, Bob is doing something that the speaker considers foolish.)*

3.4.2 Non Progressive Verbs

The name says it all. They are not used in any of the progressive tenses. These verbs describe states and conditions that exist. They do not describe activities that are in progress.

Example

*Ali **knows** grammar. (In this sentence, **know** describes a mental state that exists.)*

Here are more sentences for you to analyze.

Know	I know how to speak English.
Realize	Now, I realize the consequences.

Understand	I understand grammar.
Recognize	Do you recognize that woman?
Believe	We believe in her.
Feel	I feel really happy.
Suppose	I suppose that what you say is true.
Think	I think that he is right.
Want	The child wants to eat candy.
Need	We need someone to take care of our pet.
Prefer	I prefer the blue coat.
Mean	We don't mean wrong.

Mental State

Imagine	I imagine that he will come tonight.
Doubt	I really doubt that he will pay you back.
Seem	You seem a little tired.
Look	You look a little tired.
Appear	You appear a little tired.
Cost	This house costs too much.
Owe	He owes you a lot of money.
Weigh	This box weighs too much.

The following sentences are examples of common **Non–progressive Verbs** which are sometimes commonly used as Progressive Verbs also. Observe how the meaning changes.

Non–Progressive = (Existing State).

Progressive = (Activity in Progress).

Think:	Progressive. <i>I am thinking about this grammar.</i> Non–Progressive. <i>I think he is a kind man.</i>
Have:	Non–Progressive. <i>He has a car.</i> Progressive. <i>I am having trouble.</i>
Taste:	Non–Progressive. <i>This food tastes good.</i> Progressive. <i>The chef is tasting the sauce.</i>
Smell:	Non–Progressive. <i>These flowers smell good.</i> Progressive. <i>Don is smelling the roses.</i>
See:	Non–Progressive. <i>I see a butterfly. Do you see it?</i> Progressive. <i>The doctor is seeing a patient.</i>
Feel:	Non–Progressive. <i>The cat's fur feels soft.</i> Progressive. <i>Sue is feeling the cat's fur.</i>
Look:	Non–Progressive. <i>She looks cold. I'll lend her my coat.</i> Progressive. <i>I'm looking out the window.</i>
Appear:	Non–Progressive. <i>He appears to be asleep.</i> Progressive. <i>The actor is appearing on the stage.</i>
Weigh:	Non–Progressive. <i>A piano is heavy. It weighs a lot.</i> Progressive. <i>The grocer is weighing the bananas.</i>
Be:	Non–Progressive. <i>I am hungry.</i> Progressive. <i>Tom is being foolish.</i>

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

Exercise 6

Use either the **simple present** or the **present progressive** of the verbs in parentheses.

1. Look! It (begin) _____ to rain. Unfortunately, I (have, not) _____ my umbrella with me. Tom is lucky. He (wear) _____ a rain coat.
2. I (own, not) _____ an umbrella. I (wear) _____ a waterproof hat on rainy days.
3. Right now I (look) _____ around the classroom. Yoko (write) _____ in her book. Carlos (bite) _____ his pencil. Andrew (scratch) _____ his head. John (stare) _____ out the window. He (seem) _____ to be daydreaming.
4. There's a book on my desk, but it (belong, not) _____ to me.
5. Dennis (fix) _____ the roof of his house today, and he (need) _____ some help. Can you help him?
6. This box (weigh) _____ a lot. It's too heavy for me to lift.
7. I (do) _____ this practice at the moment. It (consist) _____ of some Mathematics problems.
8. Mrs. Edward's is at the market. Right now. She (look) _____ at the apples. They (look) _____ fresh.
9. My sister (sing) _____ at the church chorus. She (go) _____ on Saturdays.

Exercise 7

Write the correct form of **To Be** in the following exercises and then make the questions using the correct structure.

1. I _____ learning English.

2. They _____ playing with the new game.

3. We _____ working hard to buy a new house.

4. The babysitter _____ watching after the children right now.

5. We _____ driving to the country.

6. The boy _____ helping his mother to clean the house.

7. They _____ learning how to raise a child.

8. Martha and Carolina _____ dancing in the discotheque.

Past Progressive/Continuous Tense:

Subject + to be in the past + verb + ing + complement.

The **Past Progressive Tense** refers to two situations that occur in the past. It describes a situation that was in progress when another situation started.

Example:

*He **was sleeping** when I arrived.*
*I **was reading** a book when they came in.*
*We **were eating** breakfast when he called.*

In example 1, his sleep began before and was in progress at a particular time in the past. It probably continued.

The **Past Progressive Tense** also makes reference to projects or plans that were not done.

Examples:

*I **was trying** to get in touch with you, but I couldn't.*
*We **were planning** to leave earlier, but there was a lot of work to do.*

Exercise 8

Write the correct forms of **to be** in the blank spaces then make the questions.

1. When they arrived I _____ making a phone call.
Was I making a phone call when they arrived?
2. When the phone rang I _____ taking a shower.

3. They _____ jumping on the bed when I arrived.

4. The girls _____ gossiping about Tomas when he went into the room.

5. The doctor _____ talking on the phone when the receptionist picked up the intercom.

6. The old lady _____ choosing the fruit when they announced that they were going to close the supermarket.

7. Carlos _____ ridding the horse when he received the phone call.

8. Peter and Pamela _____ trying to speak when the phone line died.

Future Progressive/Continuous Tense

Subject + will be + verb + ing + complement.

The **Future Progressive Tense** gives the idea that an action will begin at a particular time, and continue to be in progress.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

Example

He **will be** sleeping when we arrive.

We **will be** finishing our homework by the time you come.

3.5 Spelling Rules for Verbs

There are some spelling rules that have to be taken into account when using the **-ing** (progressive form) and the **-ed** (past of regular forms). These will help you a lot!

3.5.1 One Syllable Verbs that End in -e

Verb	Progressive	Past
hope	hoping	hoped
date	dating	dated
injure	injuring	injured

Rule: -ing form: If the word ends in **-e**, cancel the **-e** and add **-ing**.

-ed form: If the word ends in **-e**, just add **-d**.

3.5.2 One Syllable Verbs that End in Consonant–Vowel–Consonant

Verb	Progressive	Past
stop	stopping	stopped
rob	robbing	robbed
beg	begging	begged

Rule: -ing form: Double the last consonant and add **-ing**.

-ed form: Double the last consonant and add **-ed**.

3.5.3 One Syllable Verbs that End with a Consonant–Vowel and Consonant y, w and z

Verb	Progressive	Past
play	playing	played
show	showing	showed
mix	mixing	mixed

Rule: -ing form: Do not double the last consonant and add **-ing**.

-ed form: Do not double the last consonant and add **-ed**.

3.5.4 Two Syllable Verbs that End with Consonant–Vowel–Consonant (Two Cases)

Verb	Progressive	Past
listen	listening	listened
offer	offering	offered
open	opening	opened

Verb	Progressive	Past
begin	beginning	began (irregular)
prefer	preferring	preferred
control	controlling	controlled

Rule: When the stress is in the *first syllable*, only add **-ed** or **-ing**.
When the stress is in the *second syllable*, double the last consonant and add **-ed** or **-ing**.

3.5.5 Verbs that End with Vowel–Vowel–Consonant

Verb	Progressive	Past
rain	raining	rained
fool	fooling	fooled
dream	dreaming	dreamed

Rule: **-ing** form: add **-ing**.
-ed form: add **-ed**.

3.5.6 Verbs that End in Consonant–Consonant

Verb	Progressive	Past
start	starting	started
fold	folding	folded
demand	demanding	demanded

Rule: **-ing** form: add **-ing**.
-ed form: add **-ed**.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

3.5.7 Verbs that End in -y (Two Cases)

Verb	Progressive	Past
enjoy	enjoying	enjoyed
pray	praying	prayed
buy	buying	bought (irregular)

Verb	Progressive	Past
study	studying	studied
try	trying	tried
reply	replying	replied

Rule: **-ing** form: If the **-y** is preceded by a vowel and a consonant, keep the **-y** and add **-ing**.

-ed form: If the **-y** is preceded by a consonant, change the **-y** into **-i** and add **-ed** (1st case), if not keep the **-y** and add **-ed** (2nd case).

3.5.8 Verbs that End in -ie

Verb	Progressive	Past
die	dying	died
lie	lying	lied
tie	tying	tied

Rule: **-ing** form: If the word ends in **-ie**, change the **-ie** into **-y** and add **-ing**.

-ed form: only add **-d**.

Exercise 9

Identify the tenses of the following sentences.

1. I worked in an office last year. _____
2. I will play golf tomorrow at 10:00. _____
3. I sing sad songs. _____
4. I'm studying for my test. _____
5. I was sitting in an armchair when you came in. _____
6. I will be practicing the guitar tomorrow at four. _____
7. She was listening to music when you called. _____
8. They were playing in the back yard when we heard that loud noise. _____
9. Tom was writing a letter when you dropped the tray. _____
10. Sheila and Sharon were sleeping when the phone rang. _____

11. Carla read the book last night. _____
12. They will go to the movies tomorrow. _____
13. We are writing a story for school. _____
14. We play cards. _____
15. We played cards. _____
16. We will play cards. _____
17. We are playing cards. _____
18. We were playing cards when John came in. _____
19. We will be playing cards when you call. _____
20. Paul is writing a letter. _____
21. He was drinking coffee when they called. _____
22. They will be playing soccer while you eat. _____
23. When the glass fell I was opening the refrigerator. _____
24. It is snowing. _____
25. We were reading a book when you called. _____
26. I ate an apple. _____
27. I was eating pizza yesterday. _____
28. She drank beer. _____
29. We are planning a party. _____
30. They walk fast. _____
31. They walked fast. _____
32. They will walk fast. _____
33. They are walking fast. _____
34. They were walking fast when I yelled. _____
35. They will be walking fast when I yell. _____
36. He went to John's party. _____
37. He goes to John's parties. _____
38. He will go to John's party. _____
39. He is going to John's party. _____
40. He was going to John's party, but his man got sick. _____
41. He will be going to John's party at seven when you get here. _____

Exercise 10

Use the **Simple Present**, **Simple Future** or **Future Continuous**.

1. We _____ (take) yoga lessons every morning. When the nanny _____ (come) early she can't _____ (get) in, so tomorrow we _____ (leave) a key under the mat for her not to _____ (wait) outside.
2. The guests _____ (hide) when Tina _____ (arrive) to her house tomorrow. When she _____ (open) the door. We _____ (scream) "Happy birthday Tina"
3. When my best friend _____ (get) off the train, I _____ (wait) at the entrance of the terminal.
4. Next Saturday after class, I _____ (go) to the beach.
5. Right now the students are studying English. The day after tomorrow at this same time they _____ (study) English too.

Exercise 11

Fill in the blank with the **Simple Present Tense** or the **Present Progressive Tense** of the verb in parenthesis.

1. Diane can not come to the phone because she (wash)_____ her hair.

UNIT 3

LOOKING OVER VERBS AND VERB TENSES

2. Diana (wash) _____ her hair every other day.
3. Please be quiet. I (try) _____ to concentrate.
4. Every morning, the sun (shine) _____ through my bedroom window and (wake) _____ me up.
5. After three days of rain, I'm glad that the sun (shine) _____ again today.

Exercise 12

Fill in the blank with the **Simple Past Tense** or the **Past Progressive Tense**.

1. What (happen) _____ in your house when I (call) _____ last night?
2. The two men (drink) _____ together when the fight (start) _____.
3. What _____ you (do) _____ last night when the light (go) _____ out?
4. When the police (arrive) _____ the situation (get) _____ worse.
5. When they (arrive) _____ my wife (make) _____ tea.
6. Someone (talk) _____ in the room next to mine a few minutes ago.
7. They (play) _____ chess all day yesterday.
8. I (write) _____ my report while they (watch) _____ a movie.
9. When I (leave) _____ home this morning, my brother was still (sleep) _____.

*Extra Activity 3

4.1 What Is an Adjective?

Adjectives describe nouns. In grammar we say that adjectives "modify" nouns. The words modify means "change a little". Adjectives give a little different meaning to a noun.

Examples:

Intelligent student.
Lazy student.
Good student.

An Adjective is neither singular nor plural. A final -s is not added to an Adjective.

Examples:

Correct: *I saw some **beautiful** pictures.*
Incorrect: *I saw some **beautifuls** pictures.*

They don't have gender.

Examples:

*The **tall** boy is my brother.*
*The **tall** girl is my sister.*

Adjectives go before the noun or after the verb **To Be**.

Examples:

*The **tall boy** plays basketball.*
Adj + Noun

*The **boy is** tall.*
To Be + Adj

4.2 Adjective Classification**4.2.1 Possessive Adjectives**

My	Your	His	Her	Its	Our	Your	Their
----	------	-----	-----	-----	-----	------	-------

Examples:

***My** farm is far away from the city.*
***Their** hobby is ping pong.*

Exercise 1

Fill in the blank with the correct **Possessive Adjective**.

UNIT 4

CHECKING OUT ADJECTIVES

1. I lost _____ book last night in the bus.
2. The old man will buy _____ daughter a new house.
3. Mary says that _____ puppy only eats balanced food.
4. George says that _____ mother is the most stubborn person that he knows.
5. John and Ann say that English is _____ favorite language.

4.2.2 Ordinal Numbers

Ordinal Numbers and **Cardinal Numbers** are different. The cardinal are normal numbers (one, two, three, etc) are not considered adjectives.

The **Ordinal Numbers** are considered adjectives because they describe the order of something.

First	(1st)
Second	(2nd)
Third	(3rd)
Fourth	(4th)
Twenty-first	(21st)
Thirty second	(32nd)
Forty third	(43rd)
Fifty fourth	(54th)

Examples

*The **first (1st)** round was really boring.*

*This is the **fourth (4th)** time that I go to that restaurant.*

Exercise 2

Fill in the blank with the correct **Ordinal Number**.

1. The _____ time that I went to a circus, I was amazed.
2. I have bought my children four school uniforms in 1 year. I have to buy another one, it will be the _____ uniform.
3. The _____ color of the Colombian flag is Red.
4. The _____ month of the year is April.
5. The _____ day of the week is Saturday, my favorite!

4.2.3 Descriptive Adjectives

Descriptive Adjectives are words that state the different characteristic that a noun can have.

Examples

*The London Bridge is a **wide** bridge.*

*The dress you bought is **ugly**.*

shinny
short
high

dull
long
low

smooth
rich
fat

rough
big
skinny

tall
small
heavy

light	loose	tight	fast	slow
straight	crooked	poor	curly	wide
narrow	thick	thin	dark	open
new	old	young	sharp	quiet
noisy	hot	cold	soft	hard
easy	difficult	neat	messy	clean
dirty	bad	good	married	single
handsome	ugly	pretty	empty	closed
wet	dry	full	expensive	cheap
fancy	plain			

Exercise 3

Fill in the blank with the correct **Descriptive Adjective**.

good loose fast bad ugly

1. The kid is _____. He behaves and listens to his parents.
2. Her husband is very _____. He stays out until late on weekends and arrives home drunk.
3. The witch is _____.
4. The _____ thief escaped the cops.
5. Most nurses wear a _____ uniform to work more comfortably.

4.2.4 Physical States and Emotions

These adjectives describe the way a person feels physically or emotionally. Look at these examples.

tired	sleepy	exhausted	hot	cold
hungry	thirsty	full	sick	happy
sad	miserable	upset	frustrated	angry
furious	disgusted	surprised	shocked	nervous
worried	scared	bored	proud	embarrassed
ashamed				

Examples:

*The baby is **hungry**.*

*The parrot yells when it is **excited**.*

Exercise 4

Fill in the blank with the correct adjective.

exhausted proud worried nervous happy

1. I am _____ because I learnt English.
2. The woman feels _____. She hasn't slept in 2 days.
3. The teacher is very _____ to see the results of the students.
4. Many artists are _____ when they have to perform in public.
5. He is _____ because his son has not arrived since yesterday.

UNIT 4

CHECKING OUT ADJECTIVES

4.3 Comparative and Superlative Adjectives

Case	Positive	Comparative	Superlative
With adjectives of one or two syllables , add er to the adjective followed by than	old fast clever	Older than Faster than Cleverer than	The oldest The fastest The cleverest
With one syllable adjective ending in a vowel followed by a consonant , double the consonant and add er (comparative) or est (superlative)	thin big hot	Thinner than Bigger than Hotter than	The thinnest The biggest The hottest
With two syllable adjectives that end in y , change the y to i and add er (Comparative) and est (Superlative)	easy funny tasty	Easier than Funnier than Tastier than	The easiest The funniest The tastiest
With adjectives of two or more syllables , add more (Comparative) and most (Superlative)	famous childish serious	More famous than More childish than More serious than	The most famous The most childish The most serious

Exercise 5

Fill in the blanks using the correct form of the adjective (Comparative or Superlative). You can use your lists of adjectives as reference.

- Mary has three children John is _____ than Mike and Karen is the _____
- Shakira is a _____ singer but Madonna is _____
- That dress _____ than the blue one, but the green one is _____.
- You are _____ but He is _____.
- This book is _____ than the other one.
- She is a _____ girl but he is _____ than her.
- The detective is _____ but the thief is _____.
- The cake tastes good but the pie tastes _____ John likes the cheese rolls _____
- Your grandfather is _____ but that old man is _____.
- I will be _____ this week but next week I'll be _____.
- My job is _____ than the movie but my family is the _____ thing in the world for me.
- "Be _____ when you use fire but be _____ around children.
- The _____ of all my students is Paul.
- The _____ member in my family is 95 years old.
- The most _____ jewelry in that store costs \$ 25. 000 dollars.
- Mr. Todd is very _____ but his mother is _____.
- My mother is the _____ person that I have ever seen.
- Your brother is very _____ but your sister is the _____ person I know.
- The most _____ movie I have ever been to is...
- The most _____ book I have read is "Dracula"

21. I don't, like spicy food. Korean food is _____ but Hindu food is _____.
22. Batman is _____ but superman is the _____ of all action heroes.
23. Paul is a _____ man but Tony is the _____ man I have met.
24. The tree is very high but the ladder is _____.
25. Sarah is _____ but Tom is _____ than her.
26. Out of all of the Vegetables on earth I like broccoli the _____.
27. This ice cream is _____ than yours.
28. Some Oranges are _____ but lemons are _____.
29. Mrs. Sharkey is a _____ person but her sister is _____ than her.

4.3.1 Irregular Comparatives and Superlatives

An **Irregular Comparative** and **Superlative** does not need **er** or **more** for the comparative form or **est** or **the most** for the superlative form. As the name indicates these are irregular and change completely.

Positive	Comparative	Superlative
Good	Better than	The best
Bad	Worse than	The worst
Little	Less than	The least
Far (distance)	Farther than	The farthest
Far (distance/additional)	Further than	The furthest

Both **farther** and **further** are used to compare physical distances; I walked **farther** / **further** than my friend did. **Further** (but not **farther**) can also mean "additional"; I need further information.

Exercise 6

Use the words from your chart to complete the sentences.

1. I think that Arnold Swartznegger is a _____ actor _____ John Claude Van Damme.
2. You are putting too much baking powder in that cake recipe. Use _____ than that.
3. My house is _____ than your house but Mario's house is the _____ of all three.
4. The doctor said that the _____ case would be a very bad infection if we didn't treat the wound well.
5. My _____ friend is Cary. She is always there when I need her!

4.3.2 Comparative Degree of Equality

To compare two things equally, use the adverb "as" before and after the **adjective**.

Example:

The blue dress is as attractive as the brown one.

UNIT 4

CHECKING OUT ADJECTIVES

Exercise 7

Use the adjectives in the box to compare equally in positive and negative form.

Nice - big - straight - high - good looking - difficult - interesting - comfortable

1. My hair is _____ yours.
2. My hair isn't _____ yours. Mine is a little wavy.
3. Sarah's husband isn't _____ mine. My husband is taller and more handsome.
4. -Hey, Patty! My husband _____ yours!
-Of course silly! They are identical twins!
5. The building across the street _____ my apartment building. They both have 12 floors.
6. Thank God that the building that they are building across the street _____ my apartment building because otherwise it would cover all of the sunlight.
7. Our neighbors from the left side _____ the ones from the right side. They are always complaining about something!
8. Our next door neighbors are _____ we are. We get along very well.
9. This Final exam _____ last semester's final. It is easier.
10. This final exam _____ last semester's final. I hope I get a good grade.
11. My baby _____ yours and mine is younger!
12. My baby _____ yours because he is younger.
13. This book _____ the one I read last Month! I love it!
14. This book _____ the one I read last month, the other one was better.
15. My new shoes _____ my old shoes...I prefer the old ones!
16. It is a good thing that I could find shoes that _____ my old shoes!

4.3.3 Comparative Degree of Inferiority

With adjectives of three or more syllables, use less and than to show a comparative degree of inferiority.

Example:

*Money is less important than good health.
Canada is less populated than China.*

Exercise 8

Rephrase the following sentences. Give two options.

Example:

1. Her mother is less dedicated than yours. Means: Your mother is more dedicated than hers. Could mean: Her mother isn't as dedicated as yours. Or: Your mother isn't as distracted as hers.
2. This pediatrician is less careful than the one I had before.

_____.
3. My kid is less independent than most kids his age.

_____.

4. The silver ring is less beautiful than the gold ring.

5. Personally I think that your idea of going camping is less appealing than going to the hotel to spend the holidays.

4.4 Demonstrative Adjectives

These adjectives come before nouns to specify which noun or nouns the person is talking about.

This – These

That – Those

Examples

That house is falling apart.

Those computers are updated.

Exercise 9

Fill in the blank with the correct **Demonstrative Adjective**.

- _____ woman is staring at me.
- _____ women are staring at me.
- I have _____ same shirt.
- _____ English institute is the best!
- I want to get _____ shoes. They are cheap and comfortable.

4.5 -ing, -ed Adjectives

These adjectives end in **-ing** or **-ed**. Be careful with these adjectives because you can confuse them with verbs.

The adjectives that end in **-ing** describe the cause of a feeling, while the adjectives that end in **-ed** describe the receiver of the feeling. Look at these examples.

Examples

*The situation is **embarrassing**.*

*I am **embarrassed** because of the situation.*

Cause of Feeling		Receiver of Feeling	
alarming	frustrating	alarmed	frustrated
amusing	interesting	amused	interested
boring	overwhelming	bored	overwhelmed
concerning	pleasing	concerned	pleased
confusing	relaxing	confused	relaxed

UNIT 4

CHECKING OUT ADJECTIVES

Cause of Feeling		Receiver of Feeling	
embarrassing	satisfying	embarrassed	satisfied
encouraging	shocking	encouraged	shocked
entertaining	surprising	entertained	surprised
exciting	terrifying	excited	terrified
exhausting	tiring	exhausted	tired
frightening		frightened	

Exercise 10

Use the following words to complete the sentences.

relaxed
relaxing

frustrating
frustrated

exciting
excited

boring
bored

- Mr. Smith's class is very _____.
- That math problem is _____.
- The boy was _____ to ride in the roller coaster.
- Going to that spa is a _____ experience.
- The child thought that the roller coaster ride was _____.
- She was _____ when she went to the spa.
- That man felt _____ after trying to do the math problem and not getting the correct answer.
- We are _____ in Mr. Smith's class.

4.5.1 Colors

white	
black	
yellow	
green	
blue	
red	
orange	
pink	
gray	

4.6 The Order of Adjectives

Sometimes we can use many adjectives to describe one noun. Here we are going to take a look at the order in which you use the adjectives.

Opinion: What you think about something.

Examples: Ugly, pretty, easy, difficult, etc.

Size: It tells how big or small is something.

Examples: Giant, small, tiny, little, huge, etc.

Age: It tells how old, new or young someone or something is.

Examples: Ancient, recent, young, old, new, elderly, etc.

Shape: It describes the shape of something.

Examples: Round, square, oval, flat, rectangular, etc.

Color: It describes the color of something.

Examples: Reddish, blue green, orange etc.

Origin: It describes where something comes from.

Examples: Colombian, American, Chinese, eastern, northern etc.

Material: It describes what the object is made of.

Examples: Wooden, metal, plastic, cotton, wool, glass, etc.

Purpose: It describes what something is used for. (These adjectives often end in -ing).

Examples: Sleeping bag, roasting tin, sewing machine etc.

Example of adjective order in sentences:

Opinion	Size	Age	Shape	Color	Origin	Material / Purpose	Noun
cute	tall				american		boy
	small			red			car
			square			wooden	hairbrush

Normally you will not have all the types of adjectives in the same sentence. Let's say, you have **size (big)** and **material (plastic)** in the sentence, the order would be: **The big plastic jar** = **big** goes before **plastic** because that is the order. Now it is your turn.

Exercise 11

Check the correct sentence.

1. The beautiful ivory box.
2. The rectangular huge wooden closet.
3. The pretty round black marbles.
4. The small 2 year old French poodle.
5. The brown fat cat.

The ivory beautiful box.
 The huge rectangular wooden closet.
 The black pretty round marbles.
 The 2-year-old French small poodle.
 The fat brown cat.

UNIT 4

CHECKING OUT ADJECTIVES

Exercise 12

Write the sentences using the adjectives in the following order. Use the chart as a reference.

Opinion	Size	Age	Shape	Color	Origin	Material / Purpose	Noun
---------	------	-----	-------	-------	--------	--------------------	------

Example

1. Opinion, Color, Material: *The pretty, black, silk dress*

2. Shape, Origin, Purpose: _____

3. Size, Age, Shape: _____

4. Shape, Origin, Material: _____

5. Opinion, Size, Origin: _____

6. Material, Purpose: _____

7. Age, Color, Origin: _____

8. Opinion, Material: _____

4.7 Tricky Possessives

Pay attention to these "Tricky Possessives", you might confuse them.

4.7.1 Possessive Pronouns

A Possessive Pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. Note that Possessive Personal Pronouns are very similar to Possessive Adjectives like *my*, *her*, and *their*.

These possessives are not followed immediately by a noun; they stand alone.

The Possessive Pronouns are:

Mine	Yours	His	Hers	Its	Ours	Yours	Theirs
------	-------	-----	------	-----	------	-------	--------

Example:

That book is mine. Those over there are yours.

4.7.2 Possessive Adjectives

Possessive Adjectives are followed immediately by a noun; they do not stand alone. These are:

My	Your	His	Her	Its	Our	Your	Their
----	------	-----	-----	-----	-----	------	-------

Example:

My book is here. Your books are over there.

Possessive Nouns require apostrophes.

Example:

*That book is **Mary's** or That is **Mary's** book.*

Possessive Pronouns or **Possessive Adjectives** do not take apostrophes.

Example:

Correct: *That book is **hers**, or that is **her** book.*

Incorrect: *That book is **her's** or that is **her's** book.*

Exercise 13

Replace the following **Possessive Nouns** with **Possessive Adjectives** or **Possessive Pronouns**.

Examples

*He writes in **Mary's** book and she writes in **Pedro's**.*

*He writes in **her** book and she writes in **his**.*

Example

*I have **Tom's** pencil and he has **Patricia's**.*

*I have **his** pencil and he has **hers**.*

1. We ate with Marco's sister and Tina's Daughter.

_____.

2. Mario washed the dog's collar.

_____.

3. Patricia's brother will go with Tammy.

_____.

4. Tina's husband said "Good Morning".

_____.

5. The man's children scream all day.

_____.

6. We invited the neighbor's friends.

_____.

Exercise 14

Choose the correct word in parentheses.

1. This is (my, mine) umbrella. (Your, Yours) umbrella is over there.

2. This umbrella is (my, mine). The other one is (your, yours).

3. Mary and Bob have (theirs, their) book. In other words, Mary has (her, hers) and Bob has his.

4. A honeybee has two wings on each side of (its, it's) body.

5. (its, it's) true that a homing pigeon will find (its, it's) way home even though it begins (its, it's) trip in unfamiliar territory.

6. I have a pet. (Its, It's) name is Squeak. (Its, It's) a turtle.

***Extra Activity 4.**

UNIT 5

RUNNING INTO ADVERBS

5.1 What Is an Adverb?

Adverbs are words that modify verbs. They often answer how.

Examples:

How did he run?

He ran quickly.

How did she open the door?

She opened the door quietly.

Adverbs are often formed by adding **-ly** to an adjective, look.

Adjective: *Quick*

Adverb: *Quickly*

Adverbs are also used to modify adjectives, to give information about adjectives.

Example:

How do you feel?

I feel extremely happy.

How sad was she?

She was terribly sad.

Exercise 1

Underline the correct word, either the adjective or adverb fit in the sentences.

1. George is a (careless/carelessly) writer. He writes (careless/carelessly).
2. Frank asked me an (easy/easily) question. I answered it (easy/easily).
3. Sally speaks (soft/softly). She has a (soft/softly) voice.
4. I entered the classroom (quiet/quietly) because I was late.
5. Alice speaks English very (good/well). She has a very (good/well) pronunciation.

The word well can be either an adverb or an adjective.

Examples:

Donald writes well. (Adverb, means in a good manner).

Mary was sick but now she is well. (Adjective, means healthy, not sick).

5.2 Types of Adverbs

5.2.1 Adverbs of Manner

They tell us how something happens. Adverbs of manner modify or give more information about verbs by indicating in what manner an action is done.

quickly	fast	loudly
angrily	slowly	beautifully
happily	sharply	

Example:

*They walked **slowly** and talked **quietly** because the baby was sleeping.*

5.2.2 Adverbs of time

They tell us when an action happened.

yesterday	now	last
night	currently	next
tomorrow	today	morning
recently	tonight	

Examples:

*My uncle is **currently** working.*

*It's starting to rain **now**.*

*The children finished their homework **this morning**.*

*My grandparents will come to visit us **tomorrow**.*

Exercise 2

1. I have to go to the supermarket _____.
2. _____ I have a meeting.
3. I am _____ working on my project.
4. _____ I went to the dentist then I arrived home at 12:00 to prepare lunch.
5. I will watch that movie _____.

Some more **Adverbs of Time** are **ago**, **already**, **anymore**, **just**, **yet**, **still**. These adverbs give additional information about when something happens or happened. Let's check them out.

Ago: means in the past.

Examples:

*I started to work in this company 5 years **ago**.*

*She had her baby 5 months **ago**.*

Already: is used when something happens before it is expected.

Examples:

*The man is only 25, but he is **already** tired of life.*

*Did you do your exercises? Yes, I **already** finished them.*

*I **already** graduated from school and I am only 14 years old.*

UNIT 5

RUNNING INTO ADVERBS

Anymore: is used when something is different from what it was before.

Examples

*I bought this computer last month but I don't like it **anymore** because it is too slow. (It was fast before but not now)*
*I lived in Texas but I don't **anymore**.*
***I don't love my husband anymore.** (I loved him before but not now.)*

Just: is used for something that happened very recently.

Examples

*I **just** ran into Joshua.*
*They **just** arrived from school.*

You can also use **just about** for something that will happen very soon.

Examples

-Did you finish the essay that the teacher asked you to make?
*-No, but I'm **just about** to finish.*
*I have been calling you all morning. Sorry, I **just** walked in.*

Still: is used when something happens for longer than expected.

Examples:

*You haven't graduated! No, I am **still** in school.*
*The mail was supposed to arrive this morning but I am **still** waiting!*

Still is also used to confirm that an activity or situation is continuing and that nothing has changed.

Example

*Are you **still** living in your mother's house?*
*Yes, I am **still** there.*

Still in negative sentences and questions often shows impatience or that something is unexpected.

Yet: is used when something that is expected hasn't happened. It is used in negative sentences and questions.

Examples:

*Have you graduated? No, I haven't graduated **yet**.*
*Has Thomas arrived yet? No, He is not here **yet**.*

Still can be used with a similar meaning as **yet**.

Examples

*My husband hasn't arrived yet.
My husband still hasn't arrived.*

Notice that yet is usually at the end of the sentence and still comes before the negative form.

Exercise 3

Use ago, already, anymore, just, yet, still:

1. I am _____ in the hair saloon. I have been here since 10:00.
2. I haven't left the hair saloon _____.
3. I arrived at the hair saloon 3 hours _____.
4. I _____ arrived to the hair saloon. I think that I will be here for about 3 hours.
5. I _____ spoke to George and told him that I just arrived to the saloon.
6. I don't want to be here _____ I am bored!

5.2.3 Adverbs of Frequency

They indicate approximately how many times something happens. Adverbs of frequency modify or give more information about verbs by informing the times an action happens.

Frequently	Ever	Always
Seldom	Generally	Not ever
Rarely	Usually	Sometimes
Hardly	Finally	Often
Never	Probably	

Examples

*She takes the boat to the mainland every day.
She often goes by herself.*

Some adverbs may occur in the middle of a sentence. **Mid-sentence adverbs** as they are called, have usual positions. Adverbs come in front of simple present and simple past verbs (except be).

Example

*Ann **always** arrives on time.*

Adverbs follow (or are after) the verb **to be** (simple present and simple past).

Examples

*Ann is **always** on time.
Ann was **always** on time before.*

In a question, a mid-sentence adverb comes directly after the subject.

Examples

*Does she **always** come on time?*

*Do they **usually** eat dinner late?*

These adverbs can go at the end of the sentence or clause.

Ever: The basic meaning of **ever** is "at any time". It is used in questions or negative statements. It is often used with the present perfect with this meaning and with imaginary statements about the future.

Examples:

*Have you **ever** been to Canada?*

*I don't think he has **ever** been to Canada.*

*Nobody **ever** visits that lady.*

*I hardly **ever** go out with my friends.*

*I don't want to **ever** see you again.*

But it is not used in affirmative statements:

Incorrect: *I have been there **ever**.*

Before "Since": *She has been like that ever since her boyfriend left her.*

In affirmative clauses with superlatives or expressions like "the only", or "the first", **ever** is used (especially followed by to + infinitive verb) to emphasize the uniqueness of something or someone:

Examples:

*Neil Armstrong was the first man **ever** to walk on the moon.*

*This is the best joke I've **ever** heard*

Use

Present question

Future

Negative

Question

Before **since**

With **to** infinitive

Example

*Do you **ever** eat?*

*I wonder if he will **ever** change.*

*I **don't** want to speak to you **ever** again.*

(I never want to speak to you) Negative + **ever**=never.

*Have you **ever** seen snow?*

*I have known him **ever** since I remember.*

*Yuri Gagarin was the first man **ever** to travel in space.*

Ever means "at any time" and **never** means "at no time."

Example

*Have you **ever** (at any time) seen a sloth?*

*No, I have **never** (at no time/not at any time) seen a sloth.*

Exercise 4

Use **ever** in each case you have above.

Present question: _____
 Future: _____
 Negative: _____
 Question: _____
 Before **since**: _____
 With **to**+infinitive: _____

Exercise 5

Use an **Adverb of Frequency** to complete the following sentences.

1. I _____ brush my teeth.
2. We _____ arrive early to grammar class.
3. Tina _____ drinks a beer before sleeping.
4. She _____ calls me on my birthday.
5. I _____ visit my grandmother.
6. We _____ follow the teacher's instructions.
7. The receptionist is _____ nice.
8. I think that children should _____ play with fire.
9. Students _____ ask questions about their doubts.
10. It _____ hails in April.

Exercise 6

Write something you do next to the adverbs.

Example:

Frequently: I frequently help clean the house.

Seldom: _____
 Just: _____
 Always: _____
 Generally: _____
 Rarely: _____
 Already: _____
 Usually: _____
 Sometimes: _____
 Finally: _____
 Often: _____
 Occasionally: _____
 Never: _____
 Probably: _____

UNIT 5

RUNNING INTO ADVERBS

Exercise 7

Write an adverb on the blank spaces.

1. We _____ go hunting on Saturdays at 2:45.
2. They _____ take a shower on Fridays at 6:40.
3. He _____ watches television every day at 3:10.
4. We _____ do our homework from 4:50 to 5:30.
5. The doctor _____ goes to work at 1:15.
6. The children _____ have breakfast at 6:20.
7. Our parents _____ arrive home at 7:55.
8. Their dog _____ eats at 1:25.
9. My mother _____ goes to the supermarket on Saturdays at 12:05.
10. We _____ go swimming on Sundays at 9:35.

5.2.4 Adverbs of Place

Adverbs of Place tell us where an incident happens or takes place. They are usually placed after the main verb or after the object.

southwards	anywhere	northwards
downstairs	nowhere	home
there	here	elsewhere
upstairs		

Adverbs of Place can also be placed at the beginning, middle, and at the final position of a clause.

Examples

*You get off the bus and walk **southwards**.*

*The nanny is **upstairs**.*

*They could be **anywhere**!*

***Everywhere** I look. I see you.*

Most common **Adverbs of Place** also function as prepositions:

across	over	under
up	off	in
next	by	behind
around	about	along
aside	beside	through
up		

Exercise 8

Use the adverb that sounds best to you.

Southwards
home

anywhere
there

northwards
here

downstairs
elsewhere

nowhere
upstairs

1. Go _____ to play that game. You are bothering me.
2. Turn like going _____ before the entrance of the bridge.
3. My mother is not downstairs. She is _____.
4. I don't want to go _____, you come _____.
5. I don't want to go _____.

5.2.5 Adverbs of Degree

Adverbs of Degree tell us about the intensity or the degree of a quality (adjectives), or even an adverb itself, normally adverbs of manner.

very	quite	almost
spectacularly	so	just
enough	too	extremely
really		

Unlike other adverbs, **Adverbs of Degree** are usually placed before the adjective or the adverb they are modifying, after the auxiliary verb, before the main verb or between the auxiliary verb and the main verb.

Examples:

*My son is a **really** good boy.* (before the adjective)
*They **almost** crashed.* (before main verb)
*He doesn't **really** care.* (between auxiliary verb and main verb)
*She is just a little **too** excited about the trip.* (after the auxiliary verb)

Enough as an adverb of degree (which means to the necessary degree) comes after adjectives or adverbs.

Examples:

*She is tall **enough** to be a fashion model.* (after adjectives)
*They didn't run hard **enough** to win the race.* (after adverb)

Exercise 9

Use the adverb that sounds best to you:

very	quite	almost	spectacularly	so
just	enough	too	extremely	really

1. That pie tastes _____ good that I will buy a whole one.
2. I am _____ happy to see you.
3. That gold ring is _____ expensive, I can't afford it.
4. I have had _____ of your misbehavior! Go to your room!
5. I don't _____ mind if you come late but make sure you have a key.

5.2.6 Adverbs of Purpose

They give more information about the why the action is done.

UNIT 5

RUNNING INTO ADVERBS

Example

*She drives her boat **slowly** to avoid hitting the rocks.*

She shops in several stores to get the best buys.

Exercise 10

Complete the following sentences using these incomplete sentences:

Buy the vegetables fresh.

Watch his favorite program on TV.

Catch the first bus and arrive early to work.

Keep in healthy shape.

Be the best students in class.

1. They sleep 8 hours, eat a lot of fruit and exercise _____.
2. He gets up early _____.
3. They study everyday _____.
4. He arrives early from work _____.
5. The vegetables arrive to the market on Fridays. The woman always goes to the market on Fridays to _____.

5.3 Indefinite Pronouns and Adverbs

	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

The compounds of **some** and **any** behave in the same way as **some** and **any**, that is to say, **some** in affirmative sentences and **any** in negatives and questions, although we use **some** in the interrogative to offer something. In that case it is used as a quantity expression as seen before.

Example:

*Would you like **some** coffee?*

*Do you have **some** change?*

When using these words that start in **any** or **no** you must keep in mind that you must not have a negative auxiliary verb.

Examples

*I **didn't** meet **anybody** there. (Negative+aux–use any).*
*I met **nobody** there. (No+affirmative verb).*

*I **don't** want **anything**.*
*I want **nothing**.*

*I **don't** have **anywhere** to go*
*I have **nowhere** to go.*

***Somebody** took my towel.*
***Nobody** came to session today.*
*Was **anybody** in the car?*
*She wants to buy **something**.*
*Please say **something**... **anything**!*
*That teenager cares about **nothing**.*
*Do you want **something** to write with?*
*Is there **anything** in the box?*
*I want to go **somewhere** tonight*
*She **didn't** go **anywhere** last night.*

Exercise 11

Fill in the gaps with somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere or nowhere.

1. She told me _____ about that incident but I don't really remember now.
2. How could _____ live here. It is a junkyard!
3. I don't know where we are going. It is _____ near the Thomson Avenue.
4. I am sorry there is _____ I can do about it.
5. Do _____ about it. Don't just stand there and do _____. At least say _____ Give your opinion or we will go _____ with this conversation.
6. Let's go _____ else. This place is scary. If _____ had told me this was like this. I swear that I would have stayed home!
7. _____ please help!
8. I want to eat _____ good for dinner tonight.
9. _____ you do will make your grandfather angry. So you better behave.
10. We all need _____ to love.

Exercise 12

Complete the following story. Using the indefinite pronoun or adverb that sounds best to you.

I had already eaten lunch when my sister arrived from the gym. She generally arrives after 2:30 but that day she came home early.

Rita: Tony, did you see my pink scarf, I can't find it _____

Tony: I have not seen _____ that belongs to you today.

UNIT 5

RUNNING INTO ADVERBS

Rita: Your friends came last night. _____ must know about it. Please call _____ and ask if they took it.

Tony: Rita, Did you look for it _____ because _____ knows that you frequently leave your things around"

Rita: Yes, I told you that I looked for it _____ and it is _____ in this house. You must help me. Please, do _____ about it because I need it to dance tonight at the theater. I have a presentation!

Tony: OK. I will try to do _____ about it but you should ask somebody else to help you, not only me. Ask mother and father, they usually know where _____ is in this house when we don't know.

It was 5:00 and the scarf wasn't _____. Rita was angry with her brother because even though she asked him to help her, he didn't. He was watching television and had not called _____ to see if they had taken it. She was also angry with her family because _____ had helped her.

Rita: _____ in this family is selfish. You always think about yourselves and never help _____ if it will not benefit you. Can't you see that I have to leave in an hour to my presentation and that I can't find my scarf _____.! You are so mean Tony, you seldom want to help me, I usually help you when you need help in _____!

Time passed and it was time for her to leave. She had decided to forget about the scarf and do her dance presentation without the scarf.

Ding –dong!!

She was already ready when the doorbell rang. It was her friend who had gone to pick her up.

Rita: Hi Tina.

Tina: Hi Rita, Look you left this in my house today when you went to practice.

Rita: Oh thank you, I thought that _____ had taken it.

*Extra Activity 5

*Extra Activity 6

6.1 What Is an Article?

An Article is a word that comes before a noun or and adjective. An Article makes the noun definite or indefinite. Pay attention to the following.

6.1.1 Basic Article Usage

Generic Nouns

A speaker uses Generic Nouns to make generalizations. A Generic Noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group.

Examples

Singular Countable Noun: *A banana is yellow.*

Plural Countable Noun: *Bananas are yellow.*

In these two examples, the speaker is talking about any banana, all bananas, and bananas in general.

Example

Non Countable Noun: *Coffee contains caffeine.*

The speaker is talking about all coffee, coffee in general.

Notice that no article is used to make generalizations with Plural Countable Nouns and Non Countable Nouns.

Indefinite Nouns

Indefinite Nouns are actual things (not symbols), but they are not specifically identified.

Examples

Singular Countable Noun: *I ate a banana.*

The speaker is not referring to "this banana" or "that banana" or "that banana you gave me"; the speaker is simply saying that he/she ate one banana. The listener doesn't know or need to know which banana was eaten; it was simply one/a banana out of the whole group of things called bananas.

Example

Plural Countable Noun: *I ate some bananas.*

Non Countable Noun: *I drank some coffee.*

In these two examples, we see that **some** is often used with Indefinite Plural Countable Nouns and Indefinite Non-countable Nouns. In addition to **some**, a speaker might use **two**, **a few**, **several**, **a lot of**, etc. with Non-countable Nouns.

Definite Nouns

A noun is definite when both, the speaker and the listener are thinking about the same specific thing.

Examples

Singular Countable Noun: *Thank you for the banana.*

In this example, the speaker uses **the** because the listener knows which specific banana the speaker is talking about; the particular banana that the listener gave to the speaker.

Examples

Plural Countable Noun: *Thank you for the bananas.*

Non Countable Noun: *Thank you for the coffee.*

Notice that **the** is used with both Singular and Plural Countable Nouns and with Non-countable Nouns.

6.2 General Guidelines for Article Usage

6.2.1 The use of "The"

Use **The** when you know or assume that your listener is familiar with the noun and is thinking about the same specific thing or person you are talking about.

Examples

The sun is bright today.

Please give this book to the teacher.

Please open the door.

Jack is in the kitchen.

Use **The** in the second mention of an Indefinite Noun.

Examples

Yesterday, I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran into a hole. The hole was very small.

First Mention: some dogs, a cat, a mouse, a hole.

Second Mention: the dogs, the cat, the mouse, the hole.

The is not used for the second mention of a Generic Noun.

Examples:

Generic Noun:

What color is a banana? A banana (Generic Noun) is yellow.

Indefinite Noun:

Tom offered me a banana (Indefinite Noun) or an apple.

Definite Noun:

I chose the banana (Definite Noun).

Do not use the with a Plural Countable Noun (for example: apples) or a Non-countable Noun (for example: gold) when you are making a generalization.

Example:

Correct: *Apples are my favorite fruit.*

Incorrect: *The apples are my favorite fruit.*

Correct: *Gold is yellow.*

Incorrect: *The gold is yellow.*

Do not use a Singular Countable Noun (for example: car) without; an article, a, an, the or this, that or a Possessive Pronoun.

Examples

Incorrect: *I drove car.*

Correct: *I drove a car.*

I drove the car.

I drove that car.

I drove her car.

6.2.2 A and An

Use **A** with nouns starting with a consonant (letters that are not vowels).

Examples:

a boy

a car

a mouse

Use **An** with nouns starting with a vowel (a, e, i, o, u)

Examples:

An apple

An orange

An opera

Exceptions:

An before a mute **h**:

An hour

An honor

A before **u** and **e** when they sound like **you**:

A European

A university

A unit

UNIT 6

PASSING BY ARTICLES

Exercise 1

In the following sentences, try to decide whether the speaker would probably use **A**, **An** or **The**.

1. Did you have fun at _____ picnic yesterday?
2. You'd better have _____ good reason for being late!
3. Did you think _____ reason Jack gave for being late was believable?
4. Your blue shirt is on _____ washing machine. You will have to wear _____ different shirt.
5. I wish we had _____ washing machine.
6. What happened to your bicycle? _____ front wheel is bent.
7. I ran into _____ parked car.
8. I wrote _____ apology letter for Mary.
9. _____ radiator has _____ leak, and one of _____ car's windshield wipers doesn't work.
10. Can you show me where _____ leak is?
11. Beef is _____ kind of meat.

Exercise 2

Complete the story using the correct article.

Yesterday I went to _____ friends house. My friend loves animals so she has many pets. She even has _____ snake. We went to her room to see _____ snake. She keeps _____ snake in _____ glass box. _____ snake looked friendly so, she said that I could touch it. I grabbed _____ snake by the head and pressed gently. Suddenly _____ dog started to bark. _____ dog was protecting _____ snake. _____ dog probably thought that I was going to hurt it. I got very nervous and so did _____ snake. It bit me!

My friend took me to _____ hospital to get a check up. Fortunately _____ hospital was not very far. There we explained what had happened to _____ nurse. _____ nurse was very nice. The only thing that I didn't like about _____ hospital was that it wasn't very hygienic. _____ walls looked dirty, _____ floor hadn't been swept. I was grossed out!

Finally _____ doctor arrived and saw the bite. _____ doctor told me that it wasn't serious because _____ snake was not poisonous. I was relieved and so was my friend. Of course that she knew that _____ snake wasn't poisonous but you never know what infection one might get. _____ funny thing about _____ story is that the snake died one week after it had bitten me!

7.1 What Is a Conjunction?

One use of a conjunction is to connect words or phrases that have the same grammatical structure in a sentence. This use of conjunctions is called Parallel Structure. The conjunctions used in this pattern are and, but, or, nor (more specifically called Coordinating Conjunctions).

Examples

Noun + and + Noun

Steve and his friend are coming to dinner.

Verb + and + Verb

Susan raised her hand and snapped her fingers.

He is waving his arms and (is) shouting at us.

In this case, the second auxiliary may be omitted if it is the same as the first.

Adjective + but + Adjective

These shoes are old but comfortable.

Infinitive + or + Infinitive

He wants to watch TV or (to) listen to some music.

In this case the second to may be omitted.

A parallel structure may contain more than two parts. In this case, commas are used to separate each unit. The final comma that precedes the conjunction is optional but is customarily used. No commas are used if there are only two parts to a parallel structure.

Examples

Steve, Joe, and Alice are coming to dinner.

Susan raised her hand, snapped her fingers and asked a question.

The colors in that fabric are red, gold, black and green.

Parallel structures make repeating the same words unnecessary.

Exercise 1

Combine the given sentences into one concise sentence that contains a parallel structure.

Examples

Mary opened the door. Mary greeted her guests.

Mary opened the door and greeted her guests.

1. Mary is opening the door. Mary is greeting her guests.

2. Mary will open the door. Mary will greet her guests.

3. Alice is kind. Alice is generous. Alice is trustworthy.
4. Please try to speak more loudly. Please try to speak more clearly.
5. He gave her flowers on Sunday. He gave her candles on Monday. He gave her a ring on Tuesday.
6. While we were in NY, we attended an opera; while we were in NY we ate at marvelous restaurants. While we were in NY we visited some friends.
7. He decided to quit school. He decided to go to California. He decided to find a job.
8. I am looking forward to going to Italy. I am looking forward to eating wonderful spaghetti everyday.
9. I should have finished my homework. I should have cleaned up my room.
10. The boy was old enough to work. The boy was old enough to earn some money.
11. He preferred to play baseball. He preferred to spend his time on the streets with other boys instead of studying.
12. I like coffee. I do not like tea.
13. I have met his mother. I have not met his father.
14. Jake would like to live in Puerto Rico. He would not like to live in Iceland.

7.1.1 Auxiliary Verbs after "But" and "And"

When you use **But** or **And** you must follow some rules. Take a look at the different cases and remember the difference between affirmative and negative sentences.

Cases: When you join two affirmative sentences follow this rule.

(+) *He likes coffee.* (+) *She likes coffee.*

Use **and** to join + **the subject** + **auxiliary verb** depending on the **tense** + **too** at the end. Like this:

*He likes coffee **and** she does too.*

Another option is: **and** + **so** + **auxiliary verb** depending on the **tense** + **subject**. Like this:

*He likes coffee **and** so does she.*

When you join two negative sentences follow this rule.

(-) *He doesn't like coffee.* (-) *She doesn't like coffee.*

Use **and** + **the auxiliary verb in negative**, depending on the **tense** + **subject** + **either** at the end. Like this:

*He doesn't like coffee **and** she doesn't either.*

Another option is: and + neither + auxiliary verb in affirmative, depending on the tense + subject. Like this:

*He doesn't like coffee **and** neither does she.*

When you join an affirmative sentence and a negative sentence follow this rule.

(+) *He likes coffee.* (-) *She doesn't like coffee.*

Use **but** + the auxiliary verb in negative, depending on the tense + subject. Like this:

*He likes coffee **but** she doesn't.*

When you join an affirmative sentence and a negative sentence follow this rule.

(-) *He doesn't like coffee.* (+) *She likes coffee.*

Use **but** + subject + the auxiliary verb in affirmative, depending on the tense. Like this:

*He doesn't like coffee **but** she does.*

You can not contract a subject and an auxiliary verb at the end of a sentence. Only in the negative form.

Examples

Correct: He isn't here, **but** she is.

Incorrect: He isn't here, **but** she's.

Exercise 2

Rephrase the following sentences. Watch out for the different tenses in each.

1. He takes his daughter to school everyday; Tina takes her daughter to school everyday.

(+)(+) _____

(+)(+) _____

(-)(-) _____

(-)(-) _____

(+)(-) _____

(-)(+) _____

2. They watched that program. We watched that program.

(+)(+) _____

(+)(+) _____

(-)(-) _____

(-)(-) _____

(+)(-) _____

(-)(+) _____

3. He is driving a racecar. Tomas is driving a racecar.

(+)(+) _____

(+)(+) _____

(-)(-) _____

(-)(-) _____

(+)(-) _____

(-)(+) _____

4. Her cousin was choosing a dress when her boyfriend called. Mary was choosing a dress when her boyfriend called.

(+)(+) _____

(+)(+) _____

(-)(-) _____

(-)(-) _____

(+)(-) _____

(-)(+) _____

5. My classmates will go to the country. I will go to the country.

(+)(+) _____

(+)(+) _____

- (-)(-) _____
- (-)(-) _____
- (+)(-) _____
- (-)(+) _____

6. The lady will be cleaning the house tomorrow all afternoon. My aunt will be cleaning the house tomorrow all afternoon.

- (+)(+) _____
- (+)(+) _____
- (-)(-) _____
- (-)(-) _____
- (+)(-) _____
- (-)(+) _____

7. I have gone to the theatre. They have gone to the theatre.

- (+)(+) _____
- (+)(+) _____
- (-)(-) _____
- (-)(-) _____
- (+)(-) _____
- (-)(+) _____

Exercise 3

There are 5 people. Describe what each will eat using **and**, **but**.

What will they eat?

Sarah will eat soup but Tom won't, he prefers a hamburger, Tina will eat one too. Jason doesn't want a sandwich and Frank doesn't either. They will eat spaghetti.

What did they buy?

Sara: apple

Tom: banana

Tina: banana

Jason: apple

Frank: strawberry

What do they do every Friday?

Sarah: goes shopping

Tom: plays golf

Tina: watches TV

Jason: plays golf

Frank: bakes cookies

What are their styles like?

Sarah: is modern

Tom: is modern

Tina: is old fashion

Jason: is wild

Frank: old fashion

What can they do?

Sarah: fly a plane

Tom: jump high

Tina: fly a plane

Jason: jog fast

Frank: fly a plane

Exercise 4

Complete the sentences using the correct structures of auxiliary verbs after but and and. Use the word in parenthesis.

Example:

(Brian) Alex doesn't have a mustache and neither does Brian.

Alex doesn't have a mustache and Brian doesn't either.

- (I) Sara was at home last night, _____.
Sara was at home last night and _____.
- (Oregon) California is on the West Coast, and _____.
California is on the West coast, and _____.
- (Jean) I went to a movie yesterday, and so _____.
I went to a movie yesterday and _____.
- (Jason) I didn't study last night, and neither _____.
I didn't study last night, and _____.
- (Dick) Jim can't speak Arabic, and neither _____.
Jim can't speak Arabic, and _____ either.
- (Laura) I like to go to science fiction movies, and _____.
I like to go to science fiction movies, and _____ too.
- (Alice) I don't like horror movies, and _____ Alice.
I don't like horror movies, and _____ either.
- (Porpoises) Whales are mammals, and _____.
Whales are mammals, and _____ too.

7.1.2 Connecting Ideas with Even Though, Although and Because

Even Though, Although express an unexpected or opposite result. (The two words mean exactly the same).

Examples

Even though I was hungry, I did not eat.

I did not eat **even though** I was hungry.

Although I was hungry, I did not eat.

I did not eat **although** I was hungry.

Because expresses an expected result.

Examples

Because I was hungry, I ate.

I ate **because** I was hungry.

Exercise 5

Combine each pair of sentences in two different orders. Use **Because**.

1. The children were hungry. There was no food in the house.

2. The bridge is closed. We can't drive to the other side of the river.

3. My car did not start. The battery was dead.

4. Debbie woke up in the morning with a soar throat. She had cheered loudly at the basketball game.

Exercise 6

Use the correct connector.

Example:

***Even though** the weather is cold, Rick isn't sick.*

1. _____ the weather is cold, Ben is wearing a coat.
2. _____ Tim is fairly tall, he can't reach the ceiling.
3. _____ Matt is very tall, he can reach the ceiling.
4. _____ Dan isn't as tall as Matt, he can't reach the ceiling.
5. _____ Nick isn't tall, he can reach the ceiling using a chair.

8.1 What Is a Preposition?

A preposition links nouns, pronouns, and phrases to other words in a sentence.

Prepositions are nearly always combined with other words in structures called prepositional phrases. Prepositional phrases can be made up of a million different words, but they tend to be built the same.

A preposition usually indicates the temporal, spatial, or logical relationship of its object to the rest of the sentence.

Examples

*The book is **on** the table.*

*The book is **beneath** the table.*

*The book is leaning **against** the table.*

*The book is **beside** the table.*

*She held the book **over** the table.*

*She read the book **during** class.*

In each of the preceding sentences, a preposition locates the noun book in space or in time.

8.1.1 List of Prepositions

There are more than 100 prepositions in English. Many of these prepositions have more than one meaning. Please refer to a dictionary for precise meaning and usage.

Aboard	<i>It's our first time aboard this ship.</i>
About	<i>She will be here about six.</i>
Above	<i>He thinks he is above everybody else</i>
Across	<i>The Theater is across the street.</i>
After	<i>She called after you left.</i>
Against	<i>Don't lean against that wall, it has just been painted!</i>
Along	<i>They used to walk along the seashore during sunset.</i>
Amid	<i>It was the only white cow amid the others.</i>
Among	<i>He felt weird being the only man among twenty women.</i>
Around	<i>Stop walking around the table!</i>
As	<i>She is as tall as her father.</i>
At	<i>Everybody is sitting at the table, hurry up!</i>
Before	<i>Do you think you will finish before midnight?</i>
Behind	<i>Have you looked for the remote behind the sofa?</i>
Below	<i>The temperature is below zero degrees.</i>
Beneath	<i>Could you give me the book beneath those papers?</i>
Beside	<i>I parked my car beside yours.</i>
Besides	<i>Do you eat anything besides hamburgers?</i>
Between	<i>I had to choose between the blue and the white car.</i>
Beyond	<i>His theory is beyond my understanding.</i>
By	<i>This book was written by Garcia Marquez</i>
Concerning	<i>Did you read the article concerning the debate?</i>
Considering	<i>I thought he was guilty, considering the evidence.</i>
Despite	<i>How can he smile despite the circumstances?</i>
Down	<i>Could you please bring the volume down a little?</i>

UNIT 8

DROPPING BY PREPOSITIONS

During	<i>I saw you sleeping during Mr. Smith's lecture.</i>
Except	<i>I will take all the items except those two.</i>
Excepting	<i>I will take all the items excepting those two.</i>
Excluding	<i>I will write a note excluding you from this class!</i>
Following	<i>Did you listen to the concert following the speech?</i>
For	<i>Is that gift for me?</i>
From	<i>Could you pick the sofa from the store, please?</i>
In	<i>Check if my watch is in the drawer.</i>
Inside	<i>Put the milk back inside the refrigerator!</i>
Into	<i>I saw my sister running into her room, what's wrong?</i>
Like	<i>I think he rather looks more like his father.</i>
Near	<i>The cinema is near the stadium.</i>
Of	<i>Have you ever heard of that actor?</i>
Off	<i>Don't you take your jacket off, it's very cold.</i>
On	<i>I saw a pen like that on the boss' desk.</i>
Onto	<i>He jumped onto the train.</i>
Opposite	<i>His speech is clearly opposite to my ideas.</i>
Outside	<i>I'll wait for you outside the store.</i>
Over	<i>Did you see that plane that just flew over us?</i>
Past	<i>It is two blocks past that park.</i>
Per	<i>How much did you pay per kilo?</i>
Regarding	<i>She is alright, regarding what happened.</i>
Round	<i>He is saving money to go round the world</i>
Save	<i>I liked the movie, save that last scene.</i>
Since	<i>I have been living in California since 1984.</i>
Than	<i>He is taller than his brother.</i>
Through	<i>That man is crazy, he just jumped through the window!</i>
To	<i>I am traveling to Hawaii this vacation.</i>
Toward	<i>The girl is walking toward me.</i>
Towards	<i>The girl is walking towards me.</i>
Under	<i>Is the cat still under the car?</i>
Underneath	<i>Some people put the fallen teeth underneath the pillow.</i>
Unlike	<i>His behavior is strange; it is unlike him to do that.</i>
Until	<i>Can you please wait until I come out?</i>
Up	<i>Could you please come up here?</i>
Upon	<i>I depend upon by my parents for money.</i>
Versus	<i>The fight tonight is Tyson versus Foreman</i>
With	<i>Did you go to the movies with your boyfriend?</i>
Within	<i>I can help you if the solution is within my capability.</i>
Without	<i>Don't cross a street without looking at both sides.</i>

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. Take a look.

Example:

*The children climbed the mountain **without** fear.*

In this sentence, the preposition **without** introduces the noun fear. The prepositional phrase without fear functions as an adverb describing how the children climbed.

Example:

*There was rejoicing **throughout** the land when the government was defeated.*

Here, the preposition **throughout** introduces the noun phrase the land. The prepositional phrase acts as an adverb describing the location of the rejoicing.

Example:

*The spider crawled slowly **along** the banister.*

The preposition **along** introduces the noun phrase the banister and the prepositional phrase along the banister acts as an adverb, describing where the spider crawled.

Example:

*The dog is hiding **under** the porch because it knows it will be punished for chewing up a new pair of shoes.*

Here the preposition **under** introduces the prepositional phrase under the porch, which acts as an adverb modifying the compound verb is hiding.

Example:

*The screenwriter searched for the manuscript. He was certain was somewhere **in** his office.*

Similarly in this sentence, the preposition **in** introduces a prepositional phrase in his office, which acts as an adverb describing the location of the missing papers.

8.2 Different Uses for Prepositions

8.2.1 Prepositions of Time (at, on, in)

At: We use **at** to designate specific times.

Example: *The train is due **at** 12:15 p.m.*

On: We use **on** to designate days and dates.

Examples: *My brother is coming **on** Monday.
We're having a party **on** the Fourth of July.*

In: We use **in** for nonspecific times during a day, a month, a season, or a year.

Examples: *She likes to jog **in** the morning. He started the job **in** 1971.
It's too cold **in** winter to run outside. He's going to quit **in** August.*

8.2.2 Prepositions of Place (at, on, in)

At: We use **at** for specific addresses, areas, intersections or target.

UNIT 8

DROPPING BY PREPOSITIONS

Examples: *Mrs. Harriet lives **at** 55 Boretz Road in Durham.* *Look **at** John.*
*Meet me **at** the corner. Meet me **at** the theater.* *Throw the ball **at** the wall.*

On: We use on to designate names of streets, avenues, etc, or when something is in contact with something or can be found along a said reference.

Examples: *Her house is **on** Boretz Road.*
*I live **on** this street.*
*The boat is floating **on** the river.*
*The fly is **on** the wall.*

In: Is used for the names of land—areas (towns, counties, states, countries, and continents), and when the object of the preposition is enclosed in some place.

Examples:

*The man is **in** the room.*
*She lives **in** Durham.*
*Durham is **in** Windham County.*
*Windham County is **in** Connecticut.*

8.2.3 Prepositions of Location (at, on, in) and “no preposition”

in	at	on	no preposition
(The) bed	Class	The bed	Downstairs
The bedroom	Home	The ceiling	Downtown
The car	The library	The floor	Inside
(The) class	The office	The horse	Outside
The library	School	The plane	Upstairs
School	Work	The train	Uptown

You may sometimes use different prepositions for these locations.

8.2.4 Other Uses of at, on, in

There are some other uses for these prepositions.

On: We use on when we refer to information or communications.

Examples

*My sister is talking **on** the phone.*
*I bought a book **on** American history.*
*I heard the news **on** TV.*

In: is used when referring to a language.

Example:

*That book was originally written **in** Spanish.*

At: is used when you talk about an area of expertise or temperature degrees.

Examples:

*She is very good **at** dancing.*

*Water boils **at** 100 degrees.*

8.2.5 Prepositions of Movement "to" and "no preposition"

We use **to** in order to express movement toward a place.

Examples

*They were driving **to** work together.*

*She's going **to** the dentist's office this morning.*

Toward and **Towards** are also helpful prepositions to express movement. These are simply variant spellings of the same word; use whichever sounds better to you.

Examples:

*We're moving **toward** the light.*

*This is a big step **towards** the project's completion.*

With the words home, downtown, uptown, inside, outside, downstairs, upstairs, we use no preposition.

Examples:

Grandma went upstairs

Grandpa went home.

They both went outside.

8.2.6 Prepositions of Time "for" and "since"

We use **for** when we measure time (seconds, minutes, hours, days, months, years).

Examples:

*He held his breath **for** seven minutes.*

*She's lived there **for** seven years.*

*The British and Irish have been quarreling **for** seven centuries.*

We use **since** with a specific date or time.

Examples:

*He's worked here **since** 1970.*

*She's been sitting in the waiting room **since** 2:30.*

8.3 Phrasal Verbs

A combination of verb and preposition is called a Phrasal Verb. The word that is joined to the verb is then called a particle. Some of these phrasal verbs can be separated so that a noun or a pronoun can be inserted, and others have to be used together.

Act up (no object): Misbehave (for people); not work properly (for machines).

Examples:

*The baby-sitter had a difficult time. The children **acted up** all evening.
I guess I'd better take my car to the garage. It's been **acting up** lately.*

Act like (inseparable): Behave in a way that's like. **Note:** This phrasal verb is very informal.

Examples:

*What's wrong with Bob? He's **acting like** an idiot.*

Add up (1. no object): logically fit together. **Note:** This phrasal verb is often negative.

Examples:

*His theory is hard to believe, but his research **adds up**.
His theory seems, at first, to be plausible, but the facts in his research don't **add up**.*

Add up (2. separable): find the total.

Example:

*What's the total of those bills? Could you **add** them **up** and see?*

Add up to (inseparable): to total.

Example:

*The bills **add up to** \$734.96. That's more than I expected!*

Ask out (separable): ask for a date.

Example:

*Nancy has a new boy friend. Joe **asked** her **out** last night.*

Back down (no object): not follow a threat.

Example:

*Tom was going to call the police when I told him I'd wrecked his car, but he **backed down** when I said I'd pay for the damages.*

Back off (no object): not follow a threat.

Example:

*Tom was ready to call the police when I told him I'd wrecked his car, but he **backed off** when I said I'd pay for the damages.*

Back up (1. no object): move backward; move in reverse.

Examples:

*You missed the lines in the parking space. You'll have to **back up** and try again.*

*The people waiting in line are too close to the door. We won't be able to open it unless they **back up**.*

Back up (2. separable): drive a vehicle backwards (in reverse).

Examples:

*You're too close! **Back** your car **up** so I can open the garage door.*

*My computer crashed, I lost many of my files. It's a good thing I **backed** them **up**.*

Beg off (no object): decline an invitation; ask to be excused from doing something.

Example:

*At first Lily said she would be at the party. Later she **begged off**.*

Blow up (1. separable): inflate.

Example:

*We need lots of balloons for the party. Will you **blow** them **up**?*

Blow up (2. separable): explode; destroy by exploding.

Example:

***A:** That old building really came down quickly!*

***B:** That's because the construction company used dynamite to **blow** it **up**.*

Blow up (3. no object): suddenly become very angry.

Example:

*When I told Jerry that I'd had an accident with his car, he **blew up**.*

Bone up on (inseparable): review or study thoroughly for a short time.

Example:

*If you're going to travel to Peru, you'd better **bone up** on your Spanish.*

Break down (1. separable): separate something into component parts.

Example:

*We spent a lot of money at the supermarket. When we **broke** the total cost **down**, we spent more on cleaning supplies than food.*

Break down (2. no object): stop working / functioning.

Example:

*Sharon will be late for work today. Her car **broke down** on the freeway.*

Break in (1. often no object; with an object, **break into**-inseparable): enter by using force (and breaking a lock, window, etc.)

Example:

*Jane's apartment was burglarized last night. Someone **broke in** while Jane was at the movies.
Somebody **broke into** Jane's apartment while she was at the movies.*

Break in (2. separable): wear something new until it's / they're comfortable.

Example:

*These are nice shoes, but they're too stiff. I hope it doesn't take too long to **break them in**.*

Break in (3. separable): train; get someone / something accustomed to a new routine.

Example:

*I hope I can learn my new job quickly. The manager hasn't scheduled much time for **breaking me in**.*

Break up (1. no object): disperse; scatter.

Example:

*What time did the party **break up** last night?*

Break up (2. usually no object; with an object, break up with (inseparable)): end a personal relationship.

Example:

*Tim and Julie aren't going steady any more. They got really angry with each other and **broke up**.
Have you heard the news? Julie **broke up** with Tim!
I'm sorry to hear that their marriage **broke up**. I'm sure the divorce will be difficult for the children.*

Bring / take back (separable): return something.

Example:

*Yes, you can borrow my pen; don't forget to **bring it back** to me when you're finished.
This book is due tomorrow. I guess I should **take it back** to the library.*

Bring off (separable): accomplish something difficult; accomplish something people had considered impossible or unlikely.

Example:

*No one thought Chuck could get an A in that course, but he **brought it off**.*

Bring out (separable): Publish or emphasize on a certain matter or subject.

Example:

*She **brought the matter out** to the president.*

Bring up (1. separable): mention (as a topic of discussion).

Example:

*We planned to discuss overtime pay in the meeting. Why didn't someone **bring** that topic **up**?*

Bring up (2. separable): raise; rear.

Example:

*Lucy's parents died when she was a baby. Her grandparents brought her **up**.*

Brush up on (inseparable): review / study thoroughly for a short time.

Example:

*If you're going to travel to Peru, you'd better **brush up** on your Spanish.*

Burn down (no object): become destroyed / consumed by fire. **Note:** For upright things—trees, buildings, etc.—only.

Example:

*Lightning struck Mr. Kennedy's barn last night. It **burned down** before the fire fighters arrived.*

Burn up (1. no object): become destroyed / consumed by fire. **Note:** For people and non-upright things only.

Example:

*All of Mr. Kennedy's hay **burned up** when his barn burned down.*

Burn up (2. separable): cause someone to become very angry.

Example:

*Did you hear how rudely Fred talked to me? That really **burned me up**!*

Butt in (no object): impolitely interrupt (a conversation, an action).

Example:

*Hey, you! Don't **butt in**! Wait for your turn!*

Butter up (separable): praise someone excessively with the hope of getting some benefit.

Example:

*I guess Marty really wants to be promoted. He's been **buttering** his boss **up** all week.*

Call off (separable): cancel something that has been scheduled.

Example:

*We don't have school. The mayor **called** classes **off** because of the snow.*

Call on (inseparable): ask someone for an answer in class.

Example:

*I don't know why the teacher never **calls on** you. You always know the answer.*

Calm down (with or without an object; with an object, separable): become calm, less agitated or upset; help someone become calm, less agitated or upset.

Example:

*Why are you so upset? Suzie didn't intend to spill orange juice on you. **Calm down!***

I know Ralph is upset, but can you calm him down? He's making so much noise that he's irritating everyone in the office.

(Not) care for (1. inseparable): like; want. **Note:** This phrasal verb is usually negative, though it may be used affirmatively in questions.

Example:

*A: Would you **care for** something to drink? We have coffee, tea, or orange juice.*

*B: Could I have water, please? I don't **care for** coffee, tea, or juice.*

Care for (2. inseparable): take care of; supply care to; attend / watch.

Example:

*Amy's father got out of the hospital last week. The family is **caring for** him at home.*

Catch on (no object): develop understanding or knowledge of something.

Example:

*Bill had never used a computer until he took this class, but he **caught on** very quickly and is now one of the best students.*

Catch up (with) (often without an object; with an object, inseparable): stop being behind.

Example:

*Terry stopped to rest for a few minutes. He'll **catch up** / **catch up with** us later.*

Check in (to) (inseparable): register for / at a hotel, conference, etc.; let someone know officially that you have arrived.

Example:

*My plane will arrive around 5:00 PM. I should be able to **check into** the hotel by 6:00 or 6:30.*

*When you arrive at the hotel, be sure to **check in** at the registration desk.*

Check off (separable): make a mark to indicate that something on a list has been completed.

Example:

Here are the things you need to do. Please check each one off when you've finished it.

Check out (of) (1. inseparable): follow procedures for leaving (a hotel, etc.)

Example:

*Don't forget to take your key to the front desk when you **check out**.*

Chip in (inseparable): contribute / donate (often money) to something done by a group.

Example:

*We're going to buy a birthday cake for our boss and I'm collecting donations. Do you want to **chip in**?*

Clam up (inseparable): suddenly become quiet / refuse to talk about something.

Example:

*Lila wouldn't talk about the accident. When I asked her what happened, she **clammed up**.*

Come across (inseparable): find (unexpectedly).

Example:

*I've lost my extra car keys. If you **come across** them while you're cleaning the room, please put them in a safe place.*

Come down with (inseparable): become ill with.

Example:

*George won't be at the office today. He **came down** with the flu over the weekend.*

Come to (1. inseparable): total.

Example:

*Your charges **come to** \$124.38. Will you pay by check, in cash, or with a credit card?*

Come to (2. no object): regain consciousness.

Example:

*When I told Gina that she'd won a million dollars, she fainted. When she **came to**, I told her it was a joke and she almost hit me!*

Count on (inseparable): depend on; trust that something will happen or that someone will do as expected.

Example:

*I'm **counting on** you to wake me up tomorrow. I know I won't hear the alarm.*

Cross out (separable): show that something written is wrong or unnecessary by making an X across it.

Example:

*We can't afford to buy everything on your shopping list, so I've **crossed** all the unnecessary things **out**.*

Cut back (on) (often without an object; with an object, cut back on [inseparable]): use less of something.

Example:

*You drink too much coffee. You should **cut back**.
You should **cut back on** the amount of coffee that you drink.*

Do in (1. separable): cause to become very tired.

Example:

*Those three games of tennis yesterday afternoon really **did me in**. I slept for ten hours after I got home.*

Do in (2. separable): to kill; to murder.

Example:

*He said that the murdered man was **done in** between 10 and 11 o'clock last night.*

Do over (separable): do something again.

Example:

*Oh, no! I forgot to save my report before I turned the computer off! Now I'll have to **do it over**!*

Drag on (no object): last much longer than expected or is necessary.

Example:

*I thought the meeting would be a short one, but it **dragged on** for more than three hours.*

Draw up (separable): create a formal document.

Example:

*The Ajax and Tip-Top Banks have decided to merge. Their lawyers will **draw** all the official documents **up** sometime this month.*

Drop off (separable): deliver something; deliver someone (by giving someone a ride).

Example:

*Yes, I can take those letters to the post office. I'll **drop** them **off** as I go home from work.
You don't have to take a taxi. You live fairly close to me, so I'll be happy to **drop you off**.*

Drop in (on) (inseparable): visit informally (and usually without scheduling a specific time).

Example:

*If you're in town next month, we'd love to see you. Please try to **drop in**.*

Drop by (inseparable): visit informally (usually without scheduling a specific time).

Example:

*If you're in town next month, we'd love to see you. Please try to **drop by** the house.*

Drop out (of) (inseparable): stop attending / leave school or an organization.

Example:

*No, Paul isn't at the university. He **dropped out**.
He **dropped out of** school.*

Draw out (separable): prolong something (usually far beyond the normal limits).

Example:

*I thought that speech would never end. The speaker could have said everything important in about five minutes, but he **drew** the speech **out** for over an hour!*

Eat out (no object): have a meal in a restaurant.

Example:

*I'm too tired to cook tonight. Why don't we **eat out**?*

Egg on (separable): urge / encourage greatly toward doing something (usually something negative).

Example:

*At first Bob and Chuck were just having a mild argument, but Bob's friends **egged** them **on** until they started fighting.*

End up (1. no object): finally arrive at; arrive at an unexpected place.

Example:

*We got lost last night and **ended up** in the next town.*

End up (2. no object): arrive somewhere as a result or consequence.

Example:

*You're working too hard. If you don't take it easy, you'll **end up** in the hospital!*

Face up to (inseparable): admit to; take responsibility for.

Example:

*You can't pretend that you're doing OK in this course, Joe. Sooner or later, you'll have to **face up to** the fact that you're failing it.*

Fall through (no object): not happen. (Note: describes something that was planned but didn't happen).

Example:

*We had originally intended to go to Mexico for our vacation, but our trip **fell through** when I got sick.*

Feel up to (inseparable): feel strong enough or comfortable enough to do something.

Example:

*I know the accident was a terrible shock. Do you **feel up to** talking about it?*

Figure out (1. separable): logically find the answer to a problem; solve a problem by thinking about it carefully.

Example:

*For a long time I couldn't understand the last problem, but I finally **figured** it **out**.*

Figure out (2. separable): understand why someone behaves the way she/he does.

Example:

*I can't **figure out** Margie **out**. Sometimes she's very warm and friendly and sometimes she acts as if she doesn't know me.*

Fill in (1. separable): add information to a form.

Example:

*The office needs to know your home address and phone number. Could you **fill** them **in** on this form?*

Fill in (on) (2. separable): supply information that someone doesn't know.

Example:

*I wasn't able to attend the meeting yesterday, but I understand that it was important. Could you **fill** me **in**? Could you **fill** me **in on** what was discussed?*

Fill in for (inseparable): temporarily do someone else's work; temporarily substitute for another person.

Example:

*Professor Newton is in the hospital and won't be able to teach for the rest of the term. Do you know who's going to **fill in for** her?*

Fill out (1. separable): complete a form by adding required information.

Example:

*Of course I completed my application! I **filled it out** and mailed it over three weeks ago!*

Fill out (2. no object): become less thin; gain weight.

Example:

*Jerry used to be really skinny, but in the last year he's begun to **fill out**.*

Find out (about) (inseparable): learn / get information (about).

Example:

*I'm sorry that you didn't know the meeting had been canceled. I didn't **find out** (find out about it) myself until just a few minutes ago.*

Get across (separable): make something understood; communicate something understandably.

Example:

*Alan is really intelligent but sometimes he has problems **getting** his ideas **across**.*

Get along (with) (inseparable): have a friendly relationship (with); be friendly.

Example:

*Why can't you and your sister **get along**? Everyone else gets along with her just fine!*

Get around (1. inseparable): avoid having to do something.

Example:

*Teresa **got around** the required math classes by doing well on a math proficiency test.*

Get around (2. no object): move from place to place.

Example:

*She doesn't have a car. She **gets around** by bicycle, bus, or taxi.*

Get around to (inseparable): do something eventually.

Example:

*I really should wash the dishes, but I don't feel like it. Maybe I'll **get around to** them tomorrow morning.*

Get by (no object): survive, financially, in a difficult situation.

Example:

*It's going to be hard to pay the rent now that you've lost your job, but somehow we'll **get by**.*

Get in (1. inseparable): enter a small, closed vehicle.

Example:

*I don't know where Carole was going. She just **got in** her car and drove away.*

Get in (2. no object): arrive.

Example:

*Do you know what time Fred's plane **gets in**?*

Get on (inseparable): enter a large, closed vehicle.

Example:

*I'm sorry, but you're too late to say good-bye to Angela. She **got on** the plane about 20 minutes ago.*

Get off (1. inseparable): leave a large, closed vehicle.

Example:

*When you **get off** the bus, cross the street, turn right on Oak Street, and keep going until you're at the corner of Oak and Lincoln Boulevard.*

Get off (2. separable): be excused (for a period of time) from work, class, or other regularly scheduled activities.

Example:

*Some schools **got** President's Day **off** but ours didn't. We had classes as usual.*

Get off (3. separable): make it possible for someone to avoid punishment.

Example:

*Everyone knew he was guilty, but his lawyer was clever and **got him off**.*

Get out of (1. inseparable): leave a small, closed vehicle.

Example:

*There's something wrong with the garage door opener. You'll have to **get out of** the car and open it by hand.*

Get out of (2. inseparable): escape having to do something.

Example:

*Lisa had a terrible headache and **got out of** giving her speech today.*

Get over (1. no object): finish.

Note: for individual activities, not ones that happen again and again.

Example:

*What time do your classes **get over**?*

Get over (2. inseparable): recover from an illness or painful experience.

Example:

*Katy was really upset when she failed the test. She thought she would never **get over** feeling so stupid.*

Get rid of (1. inseparable): dispose of; give away or throw away.

Example:

*That shirt is really ugly. Why don't you **get rid of** it?*

Get rid of (2. inseparable): dismiss someone; fire someone from a job; cause someone to leave.

Example:

*The treasurer of the XYZ Company was spending too much money so the company president **got rid of** him.*

Get up (usually no object; with an object, separable): leave bed after sleeping and begin your daily activities.

Example:

*You'll have to **get up** much earlier than usual tomorrow. We have to leave by no later than 6:00 AM.
I know I won't hear the alarm tomorrow. Can you **get me up** at 6:00 AM?*

Give up (1. separable): stop doing something (usually a habit).

Example:

*He knows smoking isn't good for his health, but he can't **give it up**.*

Go out with (inseparable): have a date with.

Example:

*You **went out** with Sharon last night, didn't you?*

Go with (1. no object): look pleasing together. (Note: for clothes, furniture, etc.).

Example:

*You should buy that shirt. It will **go** well **with** your dark brown suit.*

Go with (2. no object): date regularly and steadily.

Example:

*Is Gina **going with** Jim? I see them together all the time.*

Goof off (no object): be lazy; do nothing in particular.

Example:

A: Do you have any special plans for your vacation?

*B: No, I'm just going to stay home and **goof off**.*

Grow up (1. no object): spend the years between being a child and an adult.

Example:

*Did you know that Frank **grew up** in Malaysia?*

Grow up (2. no object): behave responsibly; behave as an adult, not a child.

Example:

A: Lee really irritates me sometimes. He's really silly and childish.

*B: I agree. I wish he would **grow up**.*

Hand in (separable): submit homework, an assignment, etc.

Example:

*You'd better get started on your report. You know that you have to **hand** it **in** at 8:30 tomorrow morning!*

Hand out (separable): distribute.

Example:

*Why don't you have a course description and list of assignments? The teacher **handed** them **out** on the first day of class.*

Hang up (no object): end a phone conversation by replacing the receiver.

Example:

*I'd like to talk longer, but I'd better **hang up**. My sister needs the phone.*

Have to do with (inseparable): be about.

Example:

*This class **has to do with** the behavior of people in groups.*

Hold up (1. separable): raise; lift to a higher-than-normal position.

Example:

*The winner of the race proudly **held** his trophy **up** for all to see.*

Hold up (2. separable): delay.

Example:

*I'm sorry I'm late. There was an accident on the freeway and traffic **held** me **up**.*

Hold up (3. separable): rob; threaten someone with harm unless he/she gives her/his money or other valuable things.

Example:

*Sarah is very upset. When she was walking home last night, two men **held** her **up** and took her purse and jewelry.*

Iron out (separable): mutually reach an agreement; mutually resolve difficulties.

Example:

*I know we disagree on lots of things, Susan, but we can **iron** them **out**.*

Jack up (1. separable): raise / life by using a jack.

Example:

*We'll have to **jack** the back of the car **up** before we can change the tire.*

Jack up (2. separable): raise (used for prices).

Example:

*The car dealer bought my old Ford for \$750 and **jacked** the price **up** to \$1,500 when they sold it.*

Jump all over (inseparable): severely scold someone; berate someone.

Example:

*Arthur is really upset. His boss **jumped all over** him because he's been late for work three times this week.*

Keep on (1. inseparable—followed by an -ing verb): continue.

Example:

*I'm not ready to stop yet. I think I'll **keep on** working for a while.*

Keep on (someone) (2. inseparable): continue to remind someone to do something until he/she does it (even if this irritates her/him).

Example:

*Bill's very forgetful. You'll have to **keep on him** or he'll never do all the things you want him to do.*

Kick out (separable): expel; force someone to leave because of his/her poor performance or unacceptable behavior.

Example:

*Jim was **kicked out** because he didn't pay his dues or come to meetings.*

Knock out (separable): make unconscious.

Example:

The boxing match ended when one boxer knocked the other one out.

That medicine really knocked me out. I slept for 14 hours straight!

Knock oneself out (separable): work much harder than normal or than what is expected.

Example:

*We completed the project on time because of Chuck. He **knocked himself out** to be sure we didn't miss the deadline.*

Lay off (separable): dismiss someone from a job because of lack of work or money (not because of poor performance).

Example:

*I feel really sorry Sally's family. Her father was **laid off** yesterday.*

Leave out (separable): forget; omit.

Example:

*Oh, no! When I made the list of those who attended the meeting, I **left** your name **out**!*

Let down (separable): disappoint.

Example:

*I know I **let** you **down** when I didn't do what I promised. I'm really sorry.*

Let up (no object): become less intense or slower.

Example:

*It's been raining hard for a long time. Will it ever **let up**?*

Look back on (inseparable): remember; reflect on / consider something in the past.

Example:

*When they **looked back on** their many years together, they realized that their marriage had been a very happy one.*

Look down on (inseparable): hold in contempt; regard as inferior.

Example:

*It's not surprising that Fred has few friends. He seems **to look down** on anyone who doesn't like the same things that he does.*

Look forward to (inseparable): anticipate pleasantly; think about a pleasant thing before it happens.

Example:

*I'm really **looking forward to** vacation. I can't wait for it to begin!*

Look in on (inseparable): visit in order to check something's / someone's condition.

Example:

*My father just came home from the hospital. I plan to **look in on** him today after I finish work.*

Look into (inseparable): investigate / get more details about something.

Example:

*Someone said there was a meeting at 9:30 but I haven't heard anything about it. Shall I **look into it**?*

Look like (inseparable): resemble (in appearance).

Example:

*Does he **look like** his father or his mother?*

Look over (separable): check; review.

Example:

*I think I may have some typos in this report. Could you **look it over**?*

Look up (1. separable): find something in a reference work.

Example:

*I'm sorry, but I don't know what that word means. I'll have to **look it up**.*

Look up (2. separable): find where someone lives or works and visit him/her.

Example:

*Thanks for giving me your brother's address. When I'm in Chicago next month, I'll be sure to **look him up**.*

Look up to (inseparable): respect.

Example:

*Everyone **looks up to** Joyce because she always makes time to help others.*

Luck out (no object): be unexpectedly lucky.

Example:

*Gloria was worried because she wasn't prepared to give a report at the meeting, but she **lucked out** because the meeting was postponed.*

Make fun of (inseparable): make jokes about (usually unkindly).

Example:

*I agree that Bob looks ridiculous since he shaved his head, but don't **make fun** of him. You'll hurt his feelings.*

Make up (1. separable): invent / create (imaginary) information.

Example:

*Judy's story is hard to believe. I'm sure she **made it up**.*

Make up (2. separable): compensate for something missed or not done by doing extra or equivalent work.

Example:

*I'm sorry I missed the test. May I **make it up**?*

Make up (with) (3. inseparable): reestablish a friendly relationship by admitting guilt.

Example:

*Jack and his girlfriend were very angry with each other, but last night they finally **made up**.
Jack and his girlfriend were very angry with each other, but last night they finally **made up with** each other.*

Make out (separable): see / hear something well enough to understand what it means. *Note: often negative.*

Example:

*Ruth's writing is very small. I almost need a magnifying glass to **make it out**.
What were the last two examples he gave? I couldn't **make them out**.*

Make for (1. inseparable): go to or toward.

Example:

*Her teenaged children are always hungry. As soon as they arrive home from school, they **make for** the refrigerator.*

Make for (2. inseparable): result in; cause.

Example:

*Many hands **make for** light work. (If many people work together, there's less work for everyone).*

Mark up (separable): increase the price (for resale).

Example:

*Mrs. White's import shop is profitable because she buys things inexpensively and then **marks them up**.*

Mark down (separable): reduce the price (as an incentive to buy).

Example:

*These shoes were a bargain! The store **marked them down** by 40%!*

Mix up (separable): cause to become confused.

Example:

*I didn't complete the assignment because I didn't know how. The directions **mixed me up**.*

Nod off (no object): fall sleep (usually unintentionally).

Example:

*The speech was so boring that several people in the audience **nodded off** before it was finished.*

Pan out (no object): succeed; happen as expected (for plans). **Note:** almost always negative when in statements.

Example:

*I'll be here next week after all. My trip to Chicago didn't **pan out**.*

Pass away (no object): die.

Example:

*I was very sorry to hear that your grandfather **passed away**.*

Pass out (1. no object): faint; lose consciousness.

Example:

*When Ella heard that she'd won a million dollars, she was so shocked that she **passed out**.*

Pass out (2. separable): distribute.

Example:

*Everyone in the room needs one of these information sheets. Who will help me **pass them out**?*

Pick out (separable): choose; select.

Example:

*Billy's grandmother especially liked her birthday card because Billy had **picked it out** himself.*

Pick up (1. separable): lift; take up.

Example:

*Those books don't belong on the floor. Will you help me **pick them up**?*

Pick up (2. separable): arrange to meet someone and give her/him a ride.

Example:

*Of course we can go there together. What time should I **pick you up**?*

Pick up (3. separable): get; buy.

Example:

*The children just drank the last of the milk. Could you **pick some more up** on your way home this evening?*

Pick up (4. separable): refresh; revitalize.

Example:

*He was feeling a little tired, so he drank a glass of orange juice. It **picked him up** enough to finish his work.*

Pick on (inseparable): bully; intentionally try to make someone upset.

Example:

*You should be ashamed of teasing your little brother, Bob! **Pick on** someone your own size!*

Pitch in (no object): help; join together to accomplish something.

Example:

*We'll be finished soon if everyone **pitches in**.*

Pull over (no object): drive a vehicle to the side of the road.

Example:

*When the policeman indicated that I should **pull over**, I knew he was going to give me a ticket.*

Put away (separable): return something to the proper place.

Example:

*I just took these clothes out of the dryer. Will you help me **put** them **away**?*

Put off (1. separable): postpone; delay; avoid.

Example:

*I can't **put** this work **off** any longer. If I don't do it soon, it'll be impossible to finish it in time.*

*When will Mr. Smith agree to a meeting? I keep asking for an appointment, but he keeps **putting** me **off**.*

Put on (1. separable): begin to wear.

Example:

*It's a little bit chilly outside. You'd better **put** a sweater **on**.*

Put on (2. separable): try to make someone believe something that is ridiculous or untrue.

Example:

*Don't believe a word of what Jim was saying. He was just **putting** us **on**.*

Put up (2. separable): provide someone with a place to sleep.

Example:

*There's no need for you to check into a hotel. I'll be happy to **put** you **up**.*

Put up with (inseparable): tolerate.

Example:

*It's really important to come to work on time. The boss won't **put up with** tardiness.*

Put back (separable): return something to the proper place.

Example:

*I've finished with these books. Do you want me to **put** them **back** on the shelves?*

Rip off (separable): cheat; take advantage of; charge too much.

Example:

*Don't even think about buying a car there. They'll **rip** you **off**.*

Round off (separable): change from a fraction to the nearest whole number.

Example:

*Round all prices **off** to the closest whole-dollar amounts. For example, **round** \$33.73 **off** to \$34.00.*

Run into (inseparable): meet by chance.

Example:

*Yesterday at the supermarket, Jan **ran into** her former roommate. Before yesterday, they hadn't seen each other for nearly five years.*

Run out of (inseparable): use the last of.

Example:

*On the way home from work, Art **ran out of** gas.*

Set up (separable): make arrangements for something.

Example:

*You'll see Mr. Thomas tomorrow. I've **set** a meeting **up** for 9:30 AM.*

Set back (1. separable): cause a delay in scheduling.

Example:

*We've had some problems with the project that have **set** us **back** at least two days. We'll give you a progress report tomorrow.*

Set back (2. separable): cost.

Example:

*I wonder how much Bill's new car **set** him **back**?*

Slip up (no object): make a mistake.

Example:

*You **slipped up** here. The amount should be \$135.28, not \$132.58.*

Stand out (no object): be noticeably better than other similar people or things.

Example:

*Good job, Ann! Your work really **stands out**!*

Stand up (1. no object): rise to a standing position.

Example:

*When the Chairperson entered the room, everyone **stood up**.*

Stand up (2. separable): make a date but not keep it.

Example:

*Angela was supposed to go to the dance with Fred, but she **stood him up** and went with Chuck instead.*

Show up (1. no object): arrive; appear.

Example:

*The boss was upset because you didn't **show up**. What happened?*

Show up (2. separable): do a noticeably better job than someone else.

Example:

*Everyone thought Marsha would win, but Jean did. Actually, Jean really **showed** Marsha **up**.*

Stand for (1. no object): represent.

Example:

*These letters seem to be an abbreviation. Do you know what they **stand for**?*

Stand for (2. inseparable): tolerate; permit (usually negative).

Example:

I'm not surprised that Mrs. Johnson rejected your report. She won't stand for shoddy work.

Take after (inseparable): resemble; favor (in Appearance). Note: used for people.

Example:

*Both my sister and I **take after** our father.*

Take / bring back (separable): return.

Example:

*This book is due tomorrow. I guess I should **take it back** to the library.*

*Yes, you can borrow my pen, but don't forget to **bring it back** to me when you're finished.*

Take care of (1. inseparable): provide care for; watch one's health.

Example:

*Lois has been **taking care of** her father since he returned home from the hospital.*

Take care of (2. inseparable): make arrangements (for something to happen); take responsibility for.

Example:

*Will you **take care of** making reservations for our flight to Boston?*

Take off (1. separable): remove (something you're wearing).

Example:

*Please **take** your hat **off** when you go inside a building.*

Take off (2. no object): leave; depart (often suddenly or quickly).

Example:

*Was something wrong with Jill? She **took off** without saying good-bye.
When does your plane **take off**?*

Take off (3. separable): make arrangements to be absent from work.

Example:

*Susan isn't here today. She's **taking** today and tomorrow **off**.*

Take up (separable): begin (a hobby or leisure-time activity).

Example:

A: Do you like to ski?

*B: I've never been skiing, but I think I'd like to **take it up**.*

Tell (someone) off (separable): speak to someone bluntly and negatively, saying exactly what she/he did wrong.

Example:

*Julie was really angry at Bob; she **told him off** in front of all of us.*

Tick off (1. separable): irritate someone; make someone upset or angry.

Example:

*It really **ticks her off** when someone is late for an appointment.*

Tick off (2. separable): show that something has been completed by putting a tick (check) beside it.

Example:

*Here are the things you need to do. **Tick** each one **off** when you finish it.*

Throw away (separable): discard; put in the garbage.

Example:

*You shouldn't **throw** those newspapers **away**; they're recyclable.*

Throw out (1. separable): discard; put in the garbage.

Example:

*This food smells bad. You'd better **throw it out**.*

Throw out (2. separable): forcibly make someone leave (usually because of bad behavior).

Example:

*Those people are drunk and making everyone uncomfortable. The manager should **throw them out**.*

Throw up (usually no object; with an object, Separable): vomit.

Example:

*Paul was so nervous about his job interview that he **threw up** just before he left for it.*

Try on (separable): wear something briefly to check its fit, how it looks, etc.

Example:

*I'm not sure that jacket is large enough. May I **try it on**?*

Try out (separable): use a machine briefly to determine how well it works.

Example:

*I really like the way this car looks. May I **try it out**?*

Try out (for) (inseparable): try to win a place on a team or other organization.

Example:

*I know you want to be on the football team. Are you going to **try out**?
If you like to sing, you should **try out for** the choir.*

Turn around (1. usually no object): move so that you are facing the opposite direction.

Example:

*Everyone **turned around** and stared when I entered the meeting late.*

Turn around (2. separable): move so that someone / something is facing the opposite direction.

Example:

*I don't want this chair facing the window. Will you help me **turn it around**?*

Turn around (3. separable): make changes so that something that was unprofitable is profitable.

Example:

*The company was doing poorly until it hired a new president. He **turned it around** in about six months and now it's doing quite well.*

Turn down (1. separable): decrease the volume.

Example:

*Your music is giving me a headache! Please **turn it down** or use your headphones!*

Turn down (2. separable): refuse.

Example:

*I thought I could borrow some money from Joe, but when I asked, he **turned me down**.*

Turn in (1. separable): give / deliver / submit to someone.

Example:

*I've written my report, but I haven't **turned it in**.*

Turn in (2. no object): go to bed.

Example:

*I'm pretty tired. I guess I'll **turn in**.*

Turn in (3. separable): report or deliver wrongdoers to the authorities.

Example:

*Two days after the robbery, the thieves **turned themselves in**.*

Turn off (1. separable): stop by turning a handle or switch.

Example:

*I'm cold. Do you mind if I **turn the air conditioner off**?*

Turn off (2. separable): bore; repel (very informal).

Example:

*That music **turns me off**. Please play something else!*

Turn on (1. separable): start by turning a handle or switch.

Example:

*It's cold in here. I'm going to **turn the heater on**.*

Turn on (2. separable): interest very much; excite (very informal).

Example:

*What kind of music **turns you on**?*

Turn up (1. separable): increase the volume.

Example:

*I can barely hear the TV. Can you **turn it up** a little?*

Turn up (2. no object): appear unexpectedly.

Example:

*We were all surprised when Pam **turned up** at the party. We didn't even know she was in town.*

Wait on (1. inseparable): serve (usually customers in a restaurant, shop, etc.).

Example:

*I want to make a complaint. The person who just **waited on** me was very impolite.*

Wait for (inseparable): wait until someone / something arrives or is finished with something else.

Example:

*When will Kenny be finished with work? I've been **waiting for** him for almost an hour!
I'm tired of **waiting for** the bus. I guess I'll take a taxi instead.*

Wake up (1. no object): stop sleeping.

Example:

*I usually **wake up** around 5:00 AM each day.*

Wake up (2. separable): rouse someone; cause someone to stop sleeping.

Example:

*I have an important meeting tomorrow and I'm afraid I won't hear my alarm. Will you **wake me up** at 6:00 AM?*

Watch out for (inseparable): be careful of; beware of.

Example:

*There's a school at the end of this block. **Watch out for** children crossing the street.
If you take that road, **watch out for** ice during the winter.*

Wear out (1. separable): wear something / use something until it can no longer be worn / be used.

Example:

*I need a new pencil sharpener. I **wore** this one **out**.*

Wear out (2. separable): cause to become exhausted; cause to become very tired.

Example:

*I had four different meetings today. They **wore** me **out**.*

Work out (1. no object): exercise (usually in a Gym, etc.) to build muscles, body tone, etc.

Example:

*Instead of eating lunch on Monday, Wednesday, and Friday, Sheila goes to the recreation center to **work out**.*

Work out (2. separable): solve a problem / resolve a difficult situation (usually by working together).

Example:

*I know we disagree on many points, but I believe we can **work** things **out**.*

UNIT 8

DROPPING BY PREPOSITIONS

Wrap up (1. no object): wear enough clothes to keep warm.

Example:

*It's really cold today. Be sure you **wrap up** when you leave the house.*

Wrap up (2. separable): finish something; bring something to a conclusion.

Example:

We've been talking about the problem for nearly three hours.

*I hope we'll be able to **wrap** the discussion **up** soon.*

Write down (separable): record something in writing.

Example:

*Could you tell me your e-mail address again? I want to **write** it **down**.*

Write up (separable): record; report in writing.

Example:

You'll need to make a report on your business meetings. Be sure you write them up as soon as possible after you return from your trip.

Zonk out (no object): fall asleep quickly because of exhaustion.

Example:

*I intended to go shopping after work, but I was so tired that I **zonked out** as soon as I got home.*

Exercise 1

Fill in the blank with the correct preposition.

1. That man reminds me _____ my grandfather.
2. I really respect that man _____ his honesty.
3. Fred worries _____ his brother a great deal.
4. Sometimes I wonder _____ that very much.
5. We'll advise them _____ our change of plans.
6. I'm going to apply _____ a scholarship there.
7. She will profit _____ her work in this class.
8. I'd better warn my friend _____ that soon.
9. You can inquire _____ that at the front desk.
10. Can you account _____ all the money you have spent since you arrive?
11. You think that we'll have _____ eliminate some names _____ those lists.
12. Since it's important, would you attend _____ that matter right away?
13. I really don't see why you object _____ our suggestion so strongly?
14. Why don't you plan _____ meeting us here shortly after five o'clock?
15. Unfortunately, I couldn't think _____ anything to suggest at that time.
16. You should think _____ this matter carefully _____ making a decision.
17. George is a dependable person. You can rely _____ him for help—
18. When you read the newspapers, you should watch _____ that article.

19. Father says it's hard sometimes to distinguish on brand of car _____ another.
20. I don't think that they'll approve _____ getting the money _____ that way.
21. Lucy has changed _____ a poor student _____ a good one.
22. Some people seem to enjoy gossiping _____ other people's affairs.
23. You should be able to interest those people _____ your new invention.
24. Please don't lean _____ that wall. There's fresh paint _____ it.
25. Frankly, I don't care to argue _____ you _____ that particular subject.
26. A thick layer of paint will protect the wood _____ the rain and snow.
27. Be sure to thank your host and hostess _____ having you in their house.

Exercise 2

Complete the following sentences. Use each word once with a preposition.

rely listen look live laugh glance paid happen.

Example:

*Where's the newspaper? I want to **look at** the television guide.*

1. I haven't seen Susan for ages. I wonder what's _____ her.
2. You must _____ this CD. You'll love it.
3. I _____ the newspaper to see if there was anything interesting in it.
4. When you went to the theater with Paul, who _____ the tickets?
5. The bus service isn't very good, you can't _____ it.
6. What are you _____? I don't understand what is so funny!
7. It's a very inexpensive country. You can _____ very little money there.

Exercise 3

Complete the sentence with a preposition (if a preposition is needed).

Example

*She **smiled at** me as she passed me in the street.*

1. Don't listen _____ what he says. He is stupid.
2. What happened _____ the picture that used to be on that wall?
3. You wouldn't dream _____ it.
4. I dreamt _____ Ann last night. We were dancing together at a party.
5. The accident was my fault, so I had to pay _____ the damages.
6. I didn't have enough money to pay _____ the bill.
7. You know that you can always rely _____ me if you need any help.
8. The man sitting _____ the opposite side _____ me on the train kept staring _____ me.
9. She doesn't eat very much. She lives _____ bread and water.
10. When are you going to meet _____ your professor to discuss your paper?

Exercise 4

Place the appropriate preposition after **hear/heard**.

UNIT 8

DROPPING BY PREPOSITIONS

1. Did you hear _____ the accident last night?
2. Jill used to write to me fairly often, but I haven't heard _____ her in a long time.
3. Q. Have you read any books by James Hudson? James Hudson? No, I've never heard _____ him.
4. Thank you for the letter. It was nice to hear _____ you again.
5. Do you want to hear _____ our vacation?
6. The town I come from is very small. You've probably never heard _____ it.

Exercise 5

Place the appropriate preposition after **look**.

1. When I looked _____ my watch, I couldn't believe that it was so late.
2. The police are still looking _____ the seven-year-old boy who disappeared.
3. When we go out on evenings, a neighbor looks _____ the children.
4. I'm looking _____ Tom. Have you seen him?

Exercise 6

Complete the following sentences. Use each word once with a preposition;

belong apply apologize die concentrate believe crash depend

Example

When I realized that I had the wrong umbrella, I apologized for the mistake.

1. I was driving along when the car in front of me suddenly stopped. Unfortunately, I couldn't stop on time and I _____ the back of the car.
2. Does this bag _____ you?
3. Don't try and do two things at once. _____ one thing at a time.
4. Jane is still unemployed. She has _____ several jobs but hasn't had any luck yet.
5. Are you playing tennis tomorrow? I hope so, but it _____ the weather.
6. If you smoke, there is a greater chance that you will _____ lung cancer.
7. I don't _____ ghosts. I think people only imagine that they see them.

Exercise 7

Complete these sentences with a preposition (if a preposition is needed).

Example:

There was an accident this morning. A bus collided against a car.

1. He loves to complain. He complains _____ everything.
2. Our neighbors complained _____ us _____ the noise we made last night.
3. She doesn't have a job. She depends _____ her parents for money.
4. You were very rude _____ Tom. Don't you think you should apologize _____ him?
5. Are you going to apologize _____ what you did?
6. Jill and I run _____ the park every morning.
7. He decided to give up sports in order to concentrate _____ his studies.

8. I believe _____ hard working. It's worth it.
9. A soccer team consists _____ eleven players.
10. It is terrible that some people are dying _____ hunger while others eat too much.

***Extra Activity 7**

Now that you have completed the **Finding Out about Grammar Step by Step 1** and presented Unit 21, you are ready for **Finding Out About Grammar Step By Step 2**.

Congratulations, you have completed the first step!!

APPENDIX 1

ANSWER KEY

Unit 1 Glancing at Nouns

Exercise 1

1. boxes. 2. shelves. 3. enemies. 4. keys. 5. days. 6. cities. 7. churches. 8. shows. 9. flies. 10. books. 11. arches. 12. fires. 13. clocks. 14. burgers. 15. thieves. 16. analyses. 17. buffaloes. 18. children. 19. women. 20. deer. 21. phenomena. 22. stimuli. 23. buses. 24. calves. 25. theses. 26. feet. 27. wolves. 28. ehoes. 29. fish. 30. octopuses.

Exercise 2

- Countable: pennies, nickels and dimes – Non countable: money
- Countable: rings, bracelets, necklace – Non countable: jewelry.
- Countable: mountains, fields, and lakes – Non countable: scenery.
- Countable: sandwich apple – Non countable: food sandwich apple
- Countable: vegetables – Non countable: meat, rice, bread, butter, cheese, fruit, tea
- Countable: Gold and iron – Non countable: metals.
- Countable: shirt – Non countable: iron.
- Countable: N/A – Non countable: happiness, health luck.
- Countable: N/A – Non countable: Chemistry, History, English.
- Countable: baseball, bat – Non countable: baseball.
- Countable: N/A – Non countable: rain, thunder, fog, sleet and snow, weather.
- Countable: eyes – Non countable: hair.

Exercise 3

1. Rivers. 2. Music. 3. Cities. 4. Traffic. 5. Trips – traveling. 6. Garbage. 7. Junk. 8. Stuff. 9. Thunder. 10. Screwdrivers. 11. Hardware. 12. Homework. 13. Luggage. 14. Information. 15. advice. 16. progress.

Exercise 4

1. Trees, bushes, grass, dirt, flowers. 2. Suggestions. 3. Words. 4. Glasses. 5. Windows. 6. Glasses.

Exercise 5

- Three, some, too many, a few, a little, hardly any.
- Some, a lot of, too much, a little, a great deal of, hardly any.
- Some, too much, a little, hardly, any, no.
- Three, some a lot of, too many, hardly any, no.

Exercise 6

furniture (much)
machinery (much)
woman (many women)
advice (much)
music (much)
race (many races)
information (much)
mail (much)
human being (many human beings)
thief (many thieves)

desk (many desks)
machine (many machines)
piece (many pieces)
prize (many prizes)
progress (much)
knowledge (much)
luck (much)
office (many offices)
roof (many roofs)
white (much)

equipment (much)
branch (many branches)
mouse (many mice)
goose (many geese)
tooth (many teeth)
marriage (many marriages)
hypothesis (many hypotheses)
slang (much)
shelf (many shelves)

Unit 2 Looking over Pronouns

Exercise 1

1. P: they A: monkeys. 2. P: teacher - papers. A: she - them. 3. P: cormorant - fishermen. A: it - them. 4. P: Tom - apple. A: he - it.

Exercise 2

1. S = politician O = taxes.
2. S = mechanic O = engine.
3. S = boxes O = photographs.

Exercise 3

1. Receptionist = S phone = O – Did the receptionist answer the phone?
2. Doctor = S patient = O – Did the doctor examine the patient?
3. Leidy = S present = O – Did Leidy buy a present?
4. Dog = S bone = O – Did the dog eat the bone?
5. children = S cookies = O – Did the children want to eat cookies?
6. students = S homework = O – Do the students like to do their homework?
7. Clark and Patricia = S baby = O – Will Clark and Patricia have a baby?
8. playground = S Will the playground be remodeled?
9. neighbor = S party = O – Did the neighbor make a big party?
10. waiter = S dinner = O – Is the waiter serving dinner?

Exercise 4

1. She loves it. 2. She bathes her. 3. She calls him. 4. He pays her. 5. She writes it. 6. She cooks them. 7. She has it. 8. It eats it. 9. We do it. 10. He works all day with him.

Exercise 5

1. They go to the park everyday. 2. They have. 5 children. 3. They walk with her. 4. We have a big office. 5. We want to bathe the dog. 6. She eats Chinese food with her. 7. They buy many things. 8. We drink milk for breakfast. 9. They study English with us. 10. He feeds the dog.

Exercise 6

1. Herself 2. Myself 3. Ourselves 4. Themselves 5. Yourself 6. Yourselves 7. Himself - himself

Exercise 7

1. Their 2. Their 3. His or her 4. Him or her 5. His or her 6. Their 7. They me they 8. It. 9. They 10. They

Exercise 6

1. Specific plural countable noun – them – them 2. Specific singular countable noun – her – her 3. Nonspecific singular countable noun – one – one 4. Specific non countable noun – it – it 5. Specific plural countable noun – them – them

Unit 3 Looking into Verbs and Verb Tenses

Exercise 1

1. Studies 2. Sews 3. Extinguish 4. Has 5. Eat 6. Celebrate 7. Is 8. Needs 9. give 10. Decorate.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

1. Rang – answered – First the phone rang then I answered it.
2. Answered – rang – First the phone rang then I answered it.
3. Cried – found – First she found out that her daughter was getting married.
4. Clapped – saw – First the puppy was doing well then the vet clapped.
5. **Got** – chose – First they chose him to go into space then they chose him.

Exercise 5

1. Studied – Did Lisa study in NLC last year?
2. **Sewed** – Did the seamstress sew many dresses for the wedding last Friday?
3. Extinguished – Did the firefighters extinguish the fire in the hotel.
4. **Had** – Did the ozone layer have a smaller hole 10 years ago?
5. Ate – Did the koalas eat all of the eucalyptus leaves that we gave them?
6. Celebrated – Did we celebrate Christmas in my grandmother's house last year?
7. Was – Was the Internet very useful to us when we made our final project?
8. Needed – Did the car need more gasoline?
9. Gave – Did the receptionists give information to that man?
10. Decorated – Did people decorate Christmas trees with many ornaments in New York last time you went?

Exercise 6

1. Beginning – don't have – wearing.
2. Don't own – wear.
3. Am looking – is writing – is biting – is scratching – is staring – seems.
4. Doesn't belong.
5. Is fixing – needs.
6. Weighs.
7. Am doing – consists.
8. Is looking – look.
9. Sings – goes.

Exercise 7

1. Am – Are you learning English?
2. Are – Are they playing with the new game?
3. Are – Are we working hard to buy a new house?
4. Is – Is the babysitter watching after the children right now?
5. Are – Are we driving to the country?
6. Is – Is the boy helping his mother to clean the house?
7. Are – Are they learning how to raise a child?
8. Are – Are Martha and Carolina dancing in the discotheque?

Exercise 8

1. Was – Was I making a phone call when they arrived?
2. Was – Was I taking a phone call when the phone rang?
3. Were – Were they jumping on the bed when I arrived?
4. Were – Were the girls gossiping about Tomas when he went into the room?
5. Was – Was the doctor talking on the phone when the receptionist picked up the intercom?
6. Was – Was the old lady choosing the fruit when they announced that they were going to close the supermarket?
7. Was – Was Carlos riding the horse when he received the phone call?
8. Were – Were Peter and Pamela trying to speak when the phone line died?

Exercise 9

1. Simple Past. 2. Simple Future. 3. Simple Present. 4. Present Progressive. 5. Past Progressive. 6. Future Progressive. 7. Past Progressive. 8. Past Progressive. 9. Past Progressive. 10. Past Progressive. 11. Simple Past. 12. Simple Future. 13. Present Progressive. 14. Simple Present. 15. Simple Past. 16. Simple Future. 17. Present Progressive. 18. Past Progressive. 19. Future Progressive. 20. Present Progressive. 21. Past Progressive. 22. Future Progressive. 23. Past Progressive. 24. Present Progressive. 25. Past Progressive. 26. Simple Past. 27. Past Progressive. 28. Simple Past. 29. Present Progressive. 30. Simple Present. 31. Simple Past. 32. Simple Future. 33. Present Progressive. 34. Past Progressive. 35. Future Progressive. 36. Simple Past. 37. Simple Present. 38. Simple Future. 39. Present Progressive. 40. Past Progressive. 41. Future Progressive.

Exercise 10

- | | |
|--|---------------------------|
| 1. Take – comes – get – will leave – wait | 3. Gets – will be waiting |
| 2. Will hide – arrives – opens – will scream | 4. Will go |
| 5. Will be studying | |

Exercise 11

1. is washing 2. washes 3. am trying 4. shines – wakes 5. is shining

Exercise 12

1. was happening – called. 2. were drinking – started. 3. were you doing – went. 4. arrived – was getting. 5. Arrived – was making. 6. was talking. 7. Played.

4. Checking Out Adjectives

Exercise 1

1. my. 2. his. 3. her. 4. his. 5. their.

Exercise 2

1. first 2. fifth 3. third 4. fourth 5. sixth.

Exercise 3

1. good. 2. bad. 3. ugly. 4. fast. 5. loose.

Exercise 4

1. happy. 2. exhausted. 3. proud. 4. nervous. 5. worried.

Exercise 5

(answers may vary)

1. younger – youngest 2. famous – more famous 3. is prettier – the prettiest 4. nice – nicer 5. more interesting 6. smart – smarter 7. fast – faster 8. better – the best 9. wise – wiser 10. busy – busier 11. more important – most important 12. careful – more careful 13. smartest 14. oldest 15. expensive 16. patient – more patient 17. nicest 18. tall – tallest 19. boring 20. interesting 21. spicy – spicier 22. strong – strongest 23. kind – kindest 24. higher 25. polite – more polite 26. best 27. creamier 28. sour – more sour 29. great – greater

Exercise 6

(answers may vary)

1. better actor than 2. less than 3. farther than - furthest. 4. worst 5. best

Exercise 7

1. is as straight as 2. isn't as straight as yours. 3. as good looking as 4. is as good looking as 5. is as high as 6. isn't as high as 7. aren't as nice as 8. as nice as 9. wasn't as difficult as 10. was as difficult as 11. is as big as 12. isn't as big as 13. is as interesting as 14. isn't as interesting as 15. aren't as comfortable as 16. are as comfortable as

Exercise 8

(answers will vary)

Exercise 9

(answers may vary)

1. that. 2. those. 3. that. 4. this. 5. those.

Exercise 10

1. boring 2. frustrating 3. excited 4. relaxing 5. exciting 6. relaxed 7. frustrated. 8. bored

Exercise 7

1. The beautiful ivory box. 2. The huge rectangular wooden closet. 3. The pretty round black marble. 4. The small 2 year old French poodle. 5. The fat brown cat.

Exercise 8

(answers may vary)

Exercise 9

1. I have his pencil and he has hers. 2. We ate with his sister and her daughter. 3. Mario washed its collar. 4. Her brother will go with Tammy. 5. Her husband said "Good Morning." 6. His children scream all day. 7. We invited his friends.

Exercise 10

1. my - your. 2. mine - yours. 3. their - hers 4. its. 5. it's - its - its 6. Its - It's.

Unit 5 Running into Adverbs**Exercise 1**

1. careless—carelessly 2. easy—easily 3. softly—soft 4. quietly 5. good/well—good/well

Exercise 2

(answers may vary)

1. now. 2. tomorrow. 3. currently. 4. yesterday. 5. today.

Exercise 3

1. still. 2. yet. 3. ago. 4. just. 5. already. 6. anymore.

Exercise 4

(answers will vary)

Exercise 5

(answers may vary)

1. always. 2. usually. 3. never. 4. sometimes. 5. seldom. 6. always. 7. usually. 8. never. 9. sometimes 10. never.

Exercise 6

(answers will vary)

Exercise 7

(Answers may vary)

1. always. 2. usually. 3. always. 4. never. 5. seldom. 6. usually. 7. sometimes. 8. frequently. 9. never. 10. rarely.

Exercise 8

(Answers may vary)

1. elsewhere. 2. southwards. 3. upstairs. 4. there - here. 5. anywhere.

Exercise 9

(Answers may vary)

1. really. 2. extremely. 3. quite. 4. enough. 5. really.

Exercise 10

1. to Keep in healthy shape. 2. to Catch the first bus and arrive early to work. 3. to Be the best students in class 4. to Watch his favorite program on TV. 5. buy the vegetables fresh.

Exercise 11

(Answers may vary)

1. something. 2. anybody. 3. somewhere. 4. nothing. 5. something - nothing - something - nowhere. 6. somewhere - someone. 7. Somebody. 8. something. 9. Anything. 10. Somebody.

Exercise 12

(Answers may vary)

Anywhere – anything – Somebody – somebody – everywhere – everybody – everywhere – nowhere – something – something – everything – anywhere – anybody – nobody – Everyone – anybody – anywhere – anything – somebody

6. Passing by Articles

Exercise 1

1. the. 2. a. 3. the. 4. the – a. 5. a. 6. the. 7. a. 8. an. 9. The – a – the. 10. The. 11. a.

Exercise 2

a – a – the – a – the – the – the – the – the – the – the – the – a – the – a – the – the – the – the – the – the – the – the

Unit 7 Going through Conjunctions

Exercise 1

1. Mary is opening the door and greeting her guests.
2. Mary will open the door and greet her guests.

3. Alice is kind, generous and trustworthy.
4. Please try to speak more loudly and more clearly.
5. He gave her flowers on Sunday, candles on Monday and a ring on Tuesday.
6. While we were in NY, we attended an opera, ate at marvelous restaurants and visited some friends.
7. He decided to quit school, go to California and find a job.
8. I am looking forward to going to Italy and eating wonderful spaghetti everyday.
9. I should have finished my homework and cleaned up my room.
10. The boy was old enough to work and earn some money.
11. He preferred to play baseball and spend his time on the streets with other boys instead of studying.
12. I like coffee but not like tea.
13. I have met his mother but not his father.
14. Jake would like to live in Puerto Rico but not like in Iceland.

Exercise 2

1. (+) (+) He takes his daughter to school everyday and Tina does too.
 (+) (+) He takes his daughter to school everyday and so does Tina.
 (-) (-) He doesn't take his daughter to school everyday and Tina doesn't either.
 (-) (-) He doesn't take his daughter to school everyday and neither does Tina.
 (+) (-) He takes his daughter to school everyday but Tina doesn't.
 (-) (+) He doesn't take his daughter to school everyday but Tina does.
2. (+) (+) They watched that program and we did too.
 (+) (+) They watched that program and so did we.
 (-) (-) They didn't watch that program and we didn't either.
 (-) (-) They didn't watch that program and neither did we.
 (+) (-) They watched that program but we didn't.
 (-) (+) They didn't watch that program but we did.
3. (+) (+) He is driving a race car and Tomas is too.
 (+) (+) He is driving a race car and so is Tomas.
 (-) (-) He isn't driving a race car and Tomas isn't either.
 (-) (-) He isn't driving a race car and neither is Tomas.
 (+) (-) He is driving a race car but Tomas isn't
 (-) (+) He isn't driving a race car but Tomas is .
4. (+) (+) Her cousin was choosing a dress when her boyfriend called and Mary was too.
 (+) (+) Her cousin was choosing a dress when her boyfriend called and so was Mary.
 (-) (-) Her cousin wasn't choosing a dress when her boyfriend called and Mary wasn't either.
 (-) (-) Her cousin wasn't choosing a dress when her boyfriend called and neither was Mary
 (+) (-) Her cousin was choosing a dress when her boyfriend called but Mary wasn't.
 (+) (-) Her cousin wasn't choosing a dress when her boyfriend called but Mary was.
5. (+) (+) My classmates will go to the country and I will too.
 (+) (+) My classmates will go to the country and so will I.
 (-) (-) My classmates won't go to the country and I won't either.
 (-) (-) My classmates won't go to the country and neither will I.
 (+) (-) My classmates will go to the country but I won't.
 (+) (-) My classmates won't go to the country but I will.

6. (+) (+) The lady will be cleaning the house all afternoon and my aunt will too.
 (+) (+) The lady will be cleaning the house all afternoon and so will my aunt.
 (-) (-) The lady won't be cleaning the house all afternoon and my aunt won't either.
 (-) (-) The lady won't be cleaning the house all afternoon and neither will my aunt.
 (+)(-) The lady will be cleaning the house all afternoon but my aunt won't.
 (-) (+) The lady won't be cleaning the house all afternoon but my aunt will.

7. (+) (+) I have gone to the theatre and they have too.
 (+) (+) I have gone to the theatre and so have they.
 (-) (-) I haven't gone to the theatre and they haven't either.
 (-) (-) I haven't gone to the theatre and neither have they.
 (+)(-) I have gone to the theatre but they haven't.
 (-) (+) I haven't gone to the theatre but they have.

Exercise 3

(Answers will vary)

Exercise 4

1. neither does Brian. – Brian doesn't either. 2. and so was I. – I was too. 3. so is Oregon. – Oregon is too. 4. did Jean. – Jean did too. 5. did Jason. – Jason didn't either. 6. can Dick. – Dick can't 7. so does Laura – Laura does 8 neither does – Alice doesn't 9. so are porpoises – porpoises are.

Exercise 5

- The children were hungry even though there was no food in the house.
Even though there was no food in the house, the children were hungry
- We can't drive to the other side of the river because the bridge is closed.
Because the bridge is closed, we can't drive to the other side of the river.
- My car did not start because the battery was dead.
Because the battery was dead, my car did not start.
- Debbie woke up in the morning with a soar throat because she had cheered loudly at the basketball game.
Because she had cheered loudly at the basketball game, Debbie woke up in the morning with a soar throat

Exercise 6

1. Because 2. Even though 3. Because 4. Because 5. Even though.

Unit 8 Dropping by Prepositions

Exercise 1

1. of. 2. for. 3. about. 4. about. 5. of. 6. for. 7. from. 8. about. 9. about. 10. for. 11. to – from. 12. to. 13. on. 14. on. 15. of. 16. about – before. 17. on. 18. for. 19. from. 20. on. 21. from – to. 22. about. 23. in. 24. on – against – on. 25. with – about. 26. from. 27. for.

Exercise 2

1. happened to. 2. listen to. 3. glanced at. 4. paid for. 5. rely on. 6. laughing at. 7. live with.

Exercise 3

1. to 2. to. 3. of. 4. about. 5. for. 6. for. 7. on. 8. on – from – at. 9. on. 10. with.

Exercise 4

1. about. 2. about. 3. of. 4. from. 5. about. 6. of.

Exercise 5

1. at. 2. for. 3. after. 4. for.

Exercise 6

1. crashed against. 2. belong to. 3. Concentrate in. 4. applied for. 5. depends on. 6. die from. 7. believe in.

Exercise 7

1. about. 2. about – for. 3. on. 4. to – to. 5. for. 6. around. 7. in. 8. in. 9. of. 10. from.

FINDING OUT ABOUT GRAMMAR 2



9.1 What Is a Modal Auxiliary Verb?

Modal Auxiliaries generally express a speaker's attitude or mood. For example, modals can express that a speaker feels something is necessary, advisable, possible or probable.

The Modal Auxiliaries in English are: **can, could, may, might, ought to, shall, should, must, will** and **would**. Modals do not take a final -s, even when the subject is he, she or it.

Examples

Incorrect: He *cans* do it.

Correct: He *can* do it.

Incorrect: Mary *musts* do homework.

Correct: Mary *must* do homework.

Modals are followed immediately by the *Simple Form of the Verb* and never followed by the preposition **to**.

Examples:

Incorrect: He *can does* it.

Correct: He *can do* it.

Incorrect: I shall *to do* my homework.

Correct: I shall *do* my homework.

The only exceptions are **ought** and **have**, which are followed by an infinitive (to + the simple form of a verb); **ought to**, **have to**.

Examples:

Incorrect: He *ought behave* better.

Correct: He *ought to behave* better.

Incorrect: Mary *has do* homework.

Correct: Mary *has to do* homework.

There are some similar expressions to these Modal Auxiliaries, and must be preceded by an infinitive (to + the simple form of a verb) that is used in these similar expression.

Examples:

Be able to = can

Be going to = will

Other expressions:

Have to do = must

Used to do = could

9.1.1 May – Might

You can use this modal to express:

Polite request: *May I borrow your pen?*

Formal permission: *You may leave the room.*

UNIT 9

COMING ACROSS WITH MODAL AUXILIARY VERBS

Possibility: *Where is John?*
He may be at the library

Less than 50% certain:
He might be at the library.

Past:
*He **might have** been at the library.*

9.1.2 Shall

You can use this modal to express:

Polite question to make a suggestion:
***Shall** I open the window?*

Future with "I, we" as subject:
*I **shall** arrive at nine.*
(Will is more commonly used).

9.1.3 Should

You can use this modal to express:

Advisability:
*I **should** study tonight.*

Past:
*I **should have** studied last night.*

90% certain:
*She **should** do well on the test. (Future only, not present)*

Past:
*She **should have** done well on the test.*

9.1.4 Must

You can use this modal to express:

Strong necessity:
*I **must** go to class today.*
*I **had to** go to class yesterday.*

Prohibition (negative):
*You **must not** open that door.*

95% certain:
*Mary isn't in class. She **must** be sick.*

Past:

Mary **must have been** sick yesterday.

9.1.5 Can

You can use this modal to express:

Ability:

I **can** run fast.

Past:

I **could** run fast when I was a child, but now I can not.

Informal Permission:

You **can** use my car tomorrow.

Informal Polite Request:

Can I borrow your pen?

Impossibility (Negative only):

That **can not** be true!

Less than 50% certain:

Where is John?

He **could** be at home.

Past:

He **could have been** at home.

9.1.6 Will

You can use this modal to express:

100% certain:

He **will** be here at six o'clock. (Future only)

Willingness:

The phone is ringing. I **will** get it.

Polite Request:

Will you please pass the salt?

9.1.7 Would

You can use this modal to express:

Polite Request:

Would you please pass the salt?

Would you mind if I leave early?

UNIT 9

COMING ACROSS WITH MODAL AUXILIARY VERBS

Preference:

*I **would rather** go to the park than stay at home.*

Past:

*I **would rather have** gone to the park than stayed with you.*

Repeated action in the past:

*When I was a child, I **would visit** my grandparents every weekend.*

9.1.8 Ought To

You can use this modal to express:

Advisability:

*I **ought to** study tonight.*

Past:

*I **ought to** have studied last night.*

90% certain:

*She **ought to** do well on the test. (Future only, not present)*

Past:

*She **ought to have** done well on the test.*

9.1.9 Have to

You can use this modal to express:

Necessity:

*I **have to** go to class today.*

Past:

*I **had to** go to class.*

Lack of Necessity (negative):

*I **don't have to** go to class today.*

Past:

*I **didn't have to** go to class yesterday.*

Obligation:

*She **has to** hand in the report today, or she will be fired.*

9.1.10 Going to

You can use this modal to express:

100% certain:

*He **is going to** be here at six o'clock. (Future only)*

Definite Plan:

*I **am going to** paint my bedroom.*

Past:

*I **was going to** paint my room but didn't have time.*

9.1.11 Used to

You can use this modal to express:

Repeated action in the past:

*I **used to** visit my grandparents every weekend.*

Exercise 1

Use either **should** or **could** to complete the sentences.

1. Children _____ not play with matches.
2. Matches _____ cause a fire.
3. _____ I ask a question?
4. Where is Frank? He _____ be at home or at the library.
5. Where is Frank? He _____ be at the library told him to go there.
6. I _____ leave now. I have to be home at 8:00 o'clock and it is already 7:30.
7. You _____ call home your parents are worried.
8. I think she _____ do well on the test. She studied all night last night.
9. I am sorry but I _____ not go to the party last Saturday was sick.
10. Mary _____ stay home. She has a headache.
11. I _____ not drive a car when I was 5 years old.

Exercise 2

Use either **would** or **may** to complete the sentences.

1. _____ you mind if I opened the door?
2. Children, you _____ go out until 5:00.
3. _____ I ask a question?
4. It _____ rain tonight. It looks cloudy.
5. _____ you rather go to the park or to the soccer match?
6. _____ we go home please?
7. _____ you like to go out with me?
8. Mary _____ like to go to the park.
9. I _____ buy a new house next year.
10. I _____ buy a new car, but I can't because I don't have money!

UNIT 9

COMING ACROSS WITH MODAL AUXILIARY VERBS

Exercise 3

Use **can**, **can't**, **could** or **couldn't** to complete the sentences.

1. I never learned how to skate, so I _____ skate.
2. I _____ speak Chinese, but maybe I will learn someday.
3. A cat _____ climb trees.
4. Pigs _____ climb trees.
5. When I was a child I _____ not go out until late.
6. When I was a baby I _____ sleep all day if I wanted.
7. She _____ buy that diamond ring and necklace because she just won the lottery.
8. They _____ go in my car if they want.

Exercise 4

Use either **may be** or **maybe** to complete the sentences.

1. _____ the game I ordered arrived here already. Let's go see!
2. Jack _____ a fireman but I am not sure.
3. Wait, _____ Pablo is a fireman.
4. The TV said that _____ it will snow.
5. Mary _____ at the store right now.
6. I _____ at school tomorrow.
7. _____ they have seen that movie.
8. Tomorrow I _____ late.
9. _____ my boss will get angry.

*Extra Activity 8

10.1 Adjectives Followed by Infinitives

Certain adjectives can be immediately followed by infinitives. In general, these adjectives describe a person or people, not a thing. Many of these adjectives describe a person's feelings or attitudes.

Glad to	Happy to	Pleased to	Delighted to	Content to
Relieved to	Fortunate to	Sorry to	Sad to	Upset to
Disappointed to	Proud to	Ashamed to	Ready to	Prepared to
Anxious to	Eager to	Willing to	Motivated to	Careful to
Hesitant to	Reluctant to	Afraid to	Determined to	Lucky to
Surprised to	Amazed to	Astonished to	Shocked to	Stunned to

Example:

I am happy to see you in class.
I am willing to learn English.
She is glad to discover new things in science.
He is eager to find out about this new schedule.
They are surprised to hear the bad news.

Exercise 1

Complete the sentences with Infinitive Verbs that make sense with the sentence.

Examples:

I was glad to get a letter from you.
I was relieved to find out that I had passed the exam.

1. Sue is lucky _____ alive after the accident.
2. The soldiers were prepared _____
3. The children are anxious _____ to the circus.
4. Dick didn't feel like going anywhere. He was content _____ at home and read a book.
5. The teacher is always willing _____ us.
6. The students are motivated _____ English.
7. Be careful not _____ on the icy sidewalks.
8. Tom was hesitant _____ home alone in the dark street.
9. Sally is afraid _____ home alone.
10. Ann is proud _____ the top student in her class.
11. I was surprised _____ Mr. Yamamoto at the meeting.
12. We were sorry _____ the bad news.

10.2 Adjective Clauses

First we are going to identify some specific terms we need to understand:

Clause: A clause is a group of words that contains a subject and a verb.

BACK TO ADJECTIVES

Independent Clause: An independent clause is a complete sentence that contains the main subject and verb. The independent clause is also called **the main clause**.

Dependent Clause: A Dependent Clause is an incomplete sentence that must be connected to an independent clause.

Adjective Clause: An Adjective Clause is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun. This clause is also called a **Relative Clause**.

Example

I thanked the woman **who** helped me.

Independent Clause

Adjective Clause

(Dependent Clause)

We will use the terms **Independent Clause** and **Adjective Clause**. When we have an adjective clause, we have two clauses joined by a pronoun as an object or subject. Lets find out!

10.2.1 Using Subject Pronouns (who, which and that)

These are the connectors that you can use in this case.

who: Used for people.

which: Used for things.

that: Used for both people and things.

You will understand with these examples.

We want to join these two sentences. These are both independent clauses because they are complete sentences that stand alone.

Example:

I thanked the woman.

She helped me.

She is not used when connecting. The connector takes its place.

1st option

I thanked the woman **who** helped me.

Independent Clause

Connector

Adjective Clause

Now that we have joined them the first sentence is the **Independent Clause** and the second sentence becomes the **Adjective Clause** because *who helped me* is not a complete sentence.

We used **who** as the connector because we are talking about **a woman**. Which woman?

The woman who helped me. The **who helped me** adjective clause is referring to the woman, the subject of the sentence. Notice that the subject of the second sentence has been replaced by **who**.

2nd option

*I thanked the woman **that** helped me.*
 Independent Clause Connector Adjective Clause

This is the same explanation. The only thing that has changed is the connector **that**. I thanked the woman (independent clause), who (that) helped me (adjective clause). The adjective clause modifies the noun woman.

This is another way to join.

Example:

The book is mine. (Independent)
It is on the table. (Independent)

It is not used when connecting. The connector takes its place.

*The book **which** is on the table, is mine.*
 Connector Adjective clause

The adjective clause "**which is on the table**" refers to the subject **the book**. You can also use **that** instead of which to join these two clauses.

Exercise 2

Now it is your turn. Combine the two sentences using who, that or which.

1. The girl is happy. She won the race.

2. The student is from China. He sits next to me.

3. The students are from Norway. They sit in the front row.

4. We are studying sentences. They are about structures.

5. The taxi driver was friendly. He took me to the airport.

10.2.2 Using Object Pronouns (Who(m), Which and That)

When we saw point 10.2.1, we were replacing the subject of the sentences, in this case we will be replacing the object. These are the connectors that you can use in this case.

Who: Used for people

Whom: Used for people (means the same as who only that it is more formal.)

Which: Used for things

That: Used for both people and things

Omit: In any situation when replacing the object you can omit the connector.

Example:

The man was Mr. Jones.

I saw him.

The pronoun **I** is not used when connecting. The connector takes its place.

Who: *The man who I saw, was Mr. Jones.*

Adjective Clause

Whom: *The man whom I saw, was Mr. Jones.*

Adjective Clause

That: *The man that I saw, was Mr. Jones.*

Adjective Clause

Omit: *The man I saw, was Mr. Jones.*

Adjective Clause

Who is usually used instead of **whom**, especially in speaking **who** is generally used only in formal English. An Object Pronoun is omitted from an Adjective Clause. (In this case a subject pronoun may not be omitted).

Exercise 3

Check for yourself. Combine the sentences using the second sentence as an Adjective Clause. Give all the possible patterns.

1. The book was good. I read it.

2. I like the woman. I met her at the party last night.

3. I really enjoyed the composition. You wrote it.

4. The people were very nice. We visited them yesterday.

10.2.3 Pronouns Used as the Object of Prepositions

In formal English, the prepositions are at the beginning of the adjective clause. However, usually, in everyday usage, the prepositions are after the subject and verb of the adjective clause.

If the prepositions are at the beginning of the adjective clause, only whom or which may be used. A preposition is never immediately followed by that or who. These are the connectors that you can use in this case.

Whom + Preposition:	Used for people
Preposition + whom:	Used for people
Which + Preposition:	Used for things
Preposition + which:	Used for things
Who + Preposition:	Used for people
That + Preposition:	Used for both people and things
Omit + Preposition:	In any situation when replacing the object you can omit the connector but not the preposition.

Example:

*She is the woman.
I told you about her.*

Whom + Preposition :	<i>She is the woman <u>whom I told you about</u>.</i> Adjective Clause
Preposition + whom :	<i>She is the woman about <u>whom I told you</u>.</i> Adjective Clause
Which + Preposition :	not in this case.
Preposition + which :	not in this case.
Who + Preposition :	<i>She is the woman <u>who I told you about</u>.</i> Adjective Clause
That + Preposition :	<i>She is the woman <u>that I told you about</u>.</i> Adjective Clause
Omit + Preposition :	<i>She is the woman <u>I told you about</u>.</i> Adjective Clause

Exercise 4

Combine the sentences using the second sentence as an Adjective Clause. Give all the possible patterns.

1. The meeting was interesting. I went to it.

2. The man was very kind. I talked to him yesterday.

3. I must thank the people. I got a present from them.

4. The picture was beautiful. She was looking at it.

5. The man is standing over there. I was telling you about him.

10.2.4 Using "where"

Where is used in an adjective clause to modify a place (city, country, room, house, etc.). If **where** is used, a preposition is not included in the adjective clause. If **where** is not used, a preposition must be included. These are the connectors that you can use in this case.

Where:

Which + Preposition

Preposition + which

That + Preposition

Omit + Preposition

Example:

The building is very old. He lives there (in that building).

Where: *The building where he lives is very old.*
Adjective Clause

Which + **Preposition**: *The building, which he lives in, is very old.*
Adjective Clause

Preposition + **which**: *The building in which he lives, is very old.*
Adjective clause

That + **Preposition**: *The building that he lives in, is very old.*
Adjective Clause

Omit + **Preposition**: *The building he lives in, is very old.*
Adjective Clause

Exercise 5

Combine the sentences using the second sentence as an adjective clause.

1. The city was beautiful. We spent our vacation there (in that city).

2. That is the restaurant. We will meet you there (at the restaurant).

3. The town is small. I grew up there (in that town).

4. That is the drawer. I keep my jewelry there (in that drawer).

10.2.5 Using "when"

When is used in an adjective clause to modify a noun of time (year, day, month, time, century, etc.). The use of a preposition in an Adjective Clause that modifies a noun of time is somewhat different from that in other Adjective Clauses. A preposition is used preceding which. Otherwise, the preposition is omitted (not used). These are the connectors that you can use:

When:

Preposition + **which**

That

Omit

Examples:

I'll never forget the day.

I met you then. (on that day)

When: *I'll never forget the day **when** I met you.*

In everyday English this combination is the most commonly used.

Preposition + **which:**

*I'll never forget the day **on which** I met you.*

That:

*I'll never forget the day **that** I met you.*

Omit:

I'll never forget the day I met you.

Exercise 6

Combine the sentences using the second sentence as an adjective clause. Write all the possible patterns.

1. Monday is the day. We will come then (on that day).

2. 7:05 is the time. My plane arrives then (at that time).

3. 1960 is the year. The revolution took place then (in that year).

4. July is the month. The weather is the hottest then (in that month).

Exercise 7

Underline the adjective clauses in the following sentences.

Example:

Patty: *Timmy who is John's tallest brother will work until late tonight because his boss who is a very strict person wants him to finish the quarterly report for the month of May. If he doesn't stay, His boss might fire him.*

1. **Lindsey:** Do you talk to the girl who is wearing the red skirt? I personally think that she is a nice person but she should be more sociable.

Danny: I only see her talk to the tall boy who likes to wear the black leather jacket to school on Fridays.

2. **Tommy:** Why does your sister, who should arrive early, arrives after 12:00 on weekdays when the next morning is a school day?

Tim: Your mother who is always complaining about her should do something about this situation.

3. **Paul:** The tall lady that has three children and is standing next to the door, can give you the hairdresser's phone number and address.

4. **Mary:** Our big family will have a serious meeting where Tina's brother will explain about yesterday's incident with the neighbors who complained about the party.

5. **George:** The boy who is drinking orange juice in front of the lady that has long hair comes to this restaurant every Saturday to eat a donut and drink orange juice while he reads the book that his mother chooses for him.

6. **Tim:** The old man that lives next door says that we should hire a night watch man because he hears the neighbor's dog bark every night.

7. **Sarah:** John's parents, who will travel this weekend will be back in a week, so Timmy, who is John's cousin, says that we should plan a big party to celebrate Ann's arrival.

8. **Timmy:** I ate the hamburger which my mother bought for my brother, because I was hungry and I didn't know that it was his so later when my brother arrived and asked about his dinner I told him that Sarah, who is my oldest cousin, ate it.

9. **Raul:** My Grandmother's house, where we spend Saturday afternoons, is haunted. I saw something strange going out of the main closet, which is made of very old wood, last time we went there.

10. **George:** Sundays are the days, when I prefer to rest quietly in my house, because every one goes out and leaves me by myself.

11. **Tony:** The 4th of July is the day when the declaration of independence was written.
12. **Tina:** That is the house where we grew up and we have many nice memories of our childhood, which was fun because we were a very united family.
13. **Harry:** That is the hotel where we spent our honey moon in last year when we got married.

***Extra Activity 9**

11.1 Paired Conjunctions

The Paired Conjunctions are the following:

Both... and
Neither... nor
Either... or
Not only... but also

When two subjects are connected with both... and, always use a plural verb.

Example:

Both my mother and sister are at the store.

When two subjects are connected by **not only... but also**, **either... or**, or **neither... nor**. If there is a plural noun in any part of the sentence use a plural verb, otherwise use a singular verb.

Examples:

Not only my mother but also my sister is here. (There isn't a plural noun.)

Neither my mother nor my sister is here. (There isn't a plural noun.)

Somebody is in the house. Either my mother or my sister is here. (There isn't a plural noun.)

Not only my parents but also my sister are here. (There is a plural noun at the beginning.)

Neither my parents nor my sister are here. (There is a plural noun at the beginning.)

Somebody is in the house. Either my parents or my sister are here. (There is a plural noun.)

Not only my sister but also my parents are here. (There is a plural noun at the end.)

Neither my sister nor my parents are here. (There is a plural noun at the end.)

Somebody is in the house. Either my sister or my parents are here. (There is a plural noun at the end.)

Notice the parallel structure in the examples. The same grammatical form should follow each word of the pair.

Example:

Both + noun + **and** + noun

The research project will take both time and money.

Not only + verb + **but also** + verb

Yesterday it not only rained but also snowed.

Either + noun + **or** + noun

I will take either Chemistry or Physics this quarter.

Neither + Adjective + **nor** + Adjective

That book is neither interesting nor accurate.

Exercise 1

Supply the correct Present Tense form of the verb in parenthesis.

1. (Agree) Neither the student nor the teacher _____ in their opinions.
2. (Hear) Either the students or the teacher _____ the answer.
3. (Play) Not only the girls but also the boy _____ tennis.
4. (Watch) Both the carpenter and the man _____ the game.
5. (Want) Neither Carol nor Alan _____ to go skiing this weekend.
6. (Like) Both John and Ted _____ to go skiing.
7. (Have) Either Jack or Alice _____ the information you need.
8. (Agree) Neither my parents nor my brother _____ with my decision.
9. (Be) Both intelligence and skill _____ essential to teach well.
10. (Think) Not only Tony's wife but also his children _____ they should all travel to Hawaii for next vacation.

LOOKING INTO VERBS AND VERB TENSES UNIT 12

The verb tenses that we are going to see here are:

Present Perfect
Past Perfect
Future Perfect
Present Perfect Progressive
Past Perfect Progressive
Future Perfect Progressive

12.1 Perfect Tenses

The **Perfect Tenses** all give the idea that one thing happens before another time or event.

Present Perfect Tense

Subject + Have + Past Participle + Complement

The **Present Perfect Tense** expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.

Example:

*I **have eaten**.*
***Have you visited** Mexico?*
*I **have seen** snow.*

At some point in the past it happened.

The **Present Perfect Tense** also expresses the repetition of an activity before now. The exact time of each repetition is not important.

Example:

*We **have had** four tests so far this semester.*
*I **have written** my wife a letter every other day for the past last two weeks.*
*I **have met** many people since I came here in June.*
*I **have flown** on an airplane many times.*

Exercise 1

Complete the sentences using the correct structure and the verb in Past Participle.

1. She _____ (travel) to Paris many times.
2. We _____ (eat) German food. Have you?
3. You _____ (ask) me that question already.
4. The boys _____ (go) to that school for 10 years.
5. He _____ (work) for many months.

The **Present Perfect Tense** is used with for and since, to express a situation that began in the past and continues in the present.

UNIT 12

LOOKING INTO VERBS AND VERB TENSES

Since = a particular time.

For = a duration of time.

Example:

*I **have been** here since seven o'clock.*

*We **have been** here for two weeks.*

*I **have had** the same pair of shoes for three years.*

*I **have liked** cowboy movies ever since I was a child.*

*I **have known** him for many years.*

Exercise 2

Complete the sentences using **since** or **for**. Then write the equivalent using the other word.

Examples:

*I haven't seen your mother **for** eleven years.*

Equivalent: *I haven't seen your mother **since** 1998.*

1. She has worked there..... May

Since: _____

For: _____

2. He has driven to Canada ... several years

Since: _____

For: _____

3. I haven't seen your dad... I was 10 years old.

Since: _____

For: _____

4. It's been a long time... I've had such a good time at a party.

Since: _____

For: _____

5. They've known about the incident a long time

Since: _____

For: _____

6. She hasn't seen her..... many years

Since: _____

For: _____

7. He hasn't been so happy..... he was at school.

Since: _____

For: _____

8. He hasn't been stable his divorce.

Since: _____

For: _____

9. They have been the owners of that hotel..... 2006

Since: _____

For: _____

Past Perfect Tense

Subject + had + Past Participle + Complement

The Past Perfect Tense expresses an activity that was completed before another activity or time in the past.

Example:

*I **had** already **eaten** when they arrived.*

*My parents **had called** five times by the time I got home.*

*Until yesterday, I **had not heard** about it.*

Example:

*I ate before they arrived. = I **had eaten** when they arrived. (The same idea)*

*After they ate, I got home. = I got home when they **had eaten**. (The same idea)*

Exercise 3

Change the following sentences using Past Perfect Tenses.

1. We played soccer before they called.

2. The baby ate before his nanny bathed him.

3. We arrived to the party before he got drunk.

4. He finished before they went to have lunch.

Future Perfect Tense

Subject + will + Have + Past Participle + Complement.

The Future Perfect Tense expresses a future finished action and another time in the future.

Example:

*I **will have finished** baking the cake when they arrive.*

*I will start to bake the cake tomorrow at 10:00; the total preparation time for the cake is 1 hour (until 11:00), they will arrive at 12:30, when they arrive I **will have finished** baking the cake.*

Exercise 4

Fill in the blanks using Future Perfect Tense.

UNIT 12

LOOKING INTO VERBS AND VERB TENSES

1. He _____ (write) his autobiography by the time he is 90 years old.
2. The students _____ (learn) English by September.
3. My grandmother will have cooked (cook) when we arrive for dinner.
4. The teachers _____ (prepare) their lesson plans by next month.
5. The dog _____ (be) with us for 10 years in two days.

12.2 Perfect Progressive Tenses

The **Perfect Progressive Tense** gives the idea that one event is in progress immediately before, up to, until another time or event. The tenses are used to express the duration of the first event.

Present Perfect Progressive Tense

Subject + Have + Been + (verb + ing) + Compliment.

The event is in progress (studying). When? Before now, for two hours.

The **Perfect Progressive Tense** gives the idea that one event is in progress immediately before, up to, until another time or event. The tenses are used to express the duration of the first event.

Example:

*I **have been studying** for two hours.*

I started to study in the past, I am still studying now, I will keep on studying more.

Exercise 5

Fill in the blanks using **Present Perfect Progressive Tense**.

1. I _____ (study) for 2 hours.
2. We _____ (play) poker since 9 o'clock. How long.
3. How long _____ you _____ (learn) English?
4. I have been _____ (smoke). I am not lying mother!
5. It _____ (rain) a lot this week.
6. _____ your parents _____ (get along) good?
7. Mary _____ travel) to many places lately.
8. She is sick because she _____ (take) her medicine.
9. My in laws _____ (live) in Colombia since June.
10. The kids _____ (yell) all day.

Past Perfect Progressive Tense

Subject + had + been + (verb + ing) + Complement

The event was in progress (studying). When? Before another event in the present, for two hours.

Example:

*I **had been studying** for two hours. (I finished studying).*

Difference in **Past Perfect Progressive** and **Present Perfect Progressive**.

For example, imagine that you meet Tomas at 11 am. Tomas says to you:

"I am angry. I have been waiting for two hours."

Later, you tell your friends:

"Tomas was angry when I arrived. He had been waiting for two hours."

Exercise 6

1. John was very tired. He _____ (dance) all night long.
2. I could smell perfume. Somebody _____ (use) my perfumes.
3. She _____ (feel) bad lately that was a sign of infection.
4. _____ the driver _____ (drink) before the crash?
5. Our soccer match was interrupted. We _____ (play) for about twenty minutes when it started to snow.
6. The detective _____ (look) for the suspect for three years.
7. He _____ (try) to get into that school for 2 years and finally he got in.
8. The old lady _____ (try) to cross the street since 2:00 but nobody would stop to help her.
9. The children _____ (wait) for Santa Claus since July.
10. My boss _____ (study) all morning until his wife called.

Future Perfect Progressive Tense

Subject + will + have + been + (verb + ing) + Complement.

The event will be in progress (studying). When? Before another event in the future.

Example:

I will have been studying when they arrive.

Exercise 7

Fill in the following sentences using **Future Perfect Progressive Tense**.

1. She came to Bogotá in November, in March next year she _____ (live) here 4 months.
2. The boy _____ (wait) for his girlfriend for 2 hours in two minutes.
3. I _____ (work) for ten years in the same company by September.
4. The neighbors _____ (live) in this condo for 25 years next year.
5. My grandparents _____ (live) together for 50 years next months my family will organize a big party for them.
6. My cousin _____ (study) English 8 months by the time she graduates.
7. It _____ (rain) 10 days if it is still raining tomorrow.

Exercise 8

Practice all verb tenses. Identify each sentence.

1. She has been studying for 50 minutes. _____
2. We have been playing golf all afternoon. _____.
3. They had been hiding all the time until we found them. _____.

UNIT 12

LOOKING INTO VERBS AND VERB TENSES

4. The neighbors _____ (live) in this condo for 25 years next year.
5. My grandparents _____ (live) together for 50 years next months my family will organize a big party for them.
6. My cousin _____ (study) English 8 months by the time she graduates.
7. It _____ (rain) 10 days if it is still raining tomorrow.

Exercise 9

Practice all verb tenses. Identify each sentence.

1. She has been studying for 50 minutes. _____
2. We have been playing golf all afternoon. _____.
3. They had been hiding all the time until we found them. _____.
4. You have been writing that book for over an hour. _____.
5. I will have been working when you call from 10 to 12. _____.
6. She had been studying yesterday. _____.
7. I have eaten three apples _____.
8. They had not heard about it until you bought it. _____.
9. They have showed us their house. _____.
10. I have gone Christmas shopping with my mother since I was 5 _____.
11. The girls will have read that book when we call. _____.
12. I will have eaten when they come home. _____
13. They had already eaten when you arrived. _____.
14. She will have been buying that book when you get. _____ home.
15. Sarah will have raced her child alone by the time he cares. _____.
16. They have been going to that club every night. _____.
17. He has been talking about that all day long. _____.
18. We had been looking at those ducks for two hours last . _____ Friday.
19. Sarah will have finished at 5:00. _____
20. You have written a letter. _____.
21. You will have flown to New York by the time I go _____ visit you
22. I will have been studying when you call. _____.
23. They will have forgotten before tomorrow. _____.
24. She had never eaten Chinese food before, today. _____.
25. We had not worked until now. _____.
26. We have worked all day. _____.

Exercise 10

Use the **Simple Past**, **Present Perfect** and **Past Perfect**.

1. When John _____ (arrive) home last night. He found (find) out that his children _____ (prepare) a great cake to celebrate Father's Day.
2. When your sister _____ (enter) the room I _____ (recognize) her .It is incredible, 2 years _____ (pass) and she _____ (change-not) a bit.
3. By the time she _____ (arrive) to the Party, it _____ (begin)
4. Last week I _____ (meet) a very handsome man.
5. Yesterday I _____ (go) to see the movie that you recommended, It _____ (be) a fantastic film. I _____ (see) anything like that until yesterday.

Exercise 11

Fill in the blanks using the correct tense.

Mary _____ (be) babysitter of the kids in my family for over 20 years. My grandparents _____ (know) her many years. When I _____ (be) little, she _____ (take) care of me. And now, she _____ (take) care of my children. It (be) _____ great to have somebody you trust taking care of your children.

Exercise 12

Use the **Present Perfect Progressive** in the following sentences.

1. The boys _____ (play) soccer right now. They (play) _____ for almost 2 hours.
2. Alex is talking on the phone. He (talk) _____ on the phone for over half an hour. He should hang up soon. Long distance is expensive.
3. I'm trying to study. I (try) _____ to study for the last hour, but something always seems to interrupt me.

Exercise 13

Use the **Present Perfect** or **Simple Past** in the following sentences.

1. He (be) _____ a newspaper reporter before he (become) _____ a businessman.
2. I (feel) _____ a little better after I (take) _____ the medicine.
3. I was late. The teacher _____ (give) given a quiz when I (get) _____ to class.
4. The anthropologist (leave) _____ the village when she (collect) _____ enough data.
5. It was raining hard, but by the time the class (be) _____ over, the rain _____ (stop).

12.3 Other Uses for Verb Tenses (Will Vs. Going to)

Some of the verb tenses have other uses that express different intentions or meanings.

To Express a Prediction:

To express a prediction/statement about something that someone thinks will be true or will occur in the future (guess or a prophecy) use either **will** or **going to**.

Examples:

*According to the weather report, it **will** be cloudy tomorrow.*
*According to the weather report, it **is going to** be cloudy tomorrow.*
*Be careful! You **will** hurt yourself.*
*Watch out! You're **going to** hurt yourself*

To Express a Prior Plan:

To express a prior/something the speaker intends (wants) to do in the Future because he/she made a plan/ decision in the past to do it, use only **going to**.

UNIT 12

LOOKING INTO VERBS AND VERB TENSES

Examples:

Q= Are you busy this evening?

A= Yes, I am going to meet Jack at the library at seven o'clock. We are going to study together.

Q= Are you busy tonight?

A= Well, I really haven't made any plans. I am going to eat dinner, and probably I'm going to watch TV.

Q= Why did you buy this paint?

A= I am going to paint my bedroom tomorrow.

Robert is tired of taking the bus to work. He is going to buy a car.

To Express Willingness:

To express willingness/intention (Volunteering to do something) use only Will.

Examples:

*The telephone is ringing, I **will** answer it.*

*I do not understand this problem. Ask your teacher about it. She **will** help you with it.*

Exercise 14

Fill in the blank with **Will** or **Going to** to express predictions.

1. Sue _____ (graduate) in June. After that she _____ (begin) work at an electronics firm.
2. Fred (be) _____ at the meeting tomorrow. I think Jane (come) _____ too.
3. The damage we do to our environment (affect) _____ the quality of life of future generations.

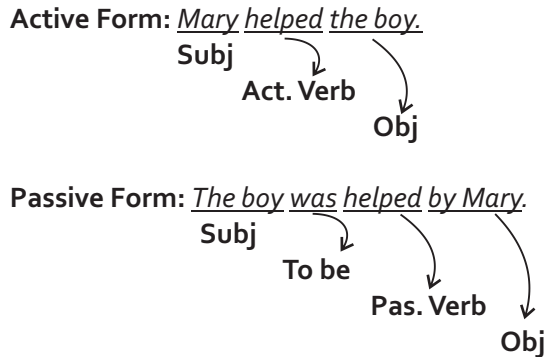
13.1 What Is Passive Voice?

The structure that you must use when using the Passive Voice is:

Structure *Be + Past Participle*

In the Passive Form, the Object of an Active Verb becomes the Subject of the Passive Verb.

Example:



The boy (object) in the Active Form becomes the Subject of the Passive Form as shown in the second sentence.

Only Transitive Verbs (Verbs that are followed by an object) are used in the Passive Form. Intransitive Verbs don't have an object.

It is not possible to use verbs as happen, asleep, come, and seem (Intransitive Verbs) and other verbs in the Passive Form.

Examples:

Active Form: *An accident happened.*

Passive Form: NOT POSSIBLE.

Active Form: *The baby fell asleep.*

Passive Form: NOT POSSIBLE.

Active Form: *Sorry, couldn't come.*

Passive Form: NOT POSSIBLE.

13.1.1 Using Passive Voice in Different Tenses

We must be aware of the changes that may occur when using the passive voice in different tenses. Look at these examples to understand.

Examples:

Simple Present:

Active: *Mary helps John.*

Passive: *John is helped by Mary.*

Present Progressive:

Active: *Mary is helping John.*

Passive: *John is being helped by Mary.*

UNIT 13

FIGURING OUT PASSIVE VOICE

Present Perfect:	Active: <i>Mary has helped John.</i> Passive: <i>John has been helped by Mary.</i>
Simple Past:	Active: <i>Mary helped John.</i> Passive: <i>John was helped by Mary.</i>
Past Progressive:	Active: <i>Mary was helping John.</i> Passive: <i>John was being helped by Mary.</i>
Past Perfect:	Active: <i>Mary had helped John.</i> Passive: <i>John had been helped by Mary.</i>
Simple Future:	Active: <i>Mary will help John.</i> Passive: <i>John will be helped by Mary.</i>
Going to:	Active: <i>Mary is going to help John.</i> Passive: <i>John is going to be helped by Mary.</i>
Future Perfect:	Active: <i>Mary will have helped John when you arrive.</i> Passive: <i>John will have been helped by Mary.</i>

The Progressive forms of the Present Perfect, Past Perfect, Future Tense and Future Perfect are not commonly used in the Passive Form.

Exercise 1

Now, it's your turn! Change these sentences from the **Active Form** to the **Passive Form** by supplying the correct form of **To Be**.

Example:

*Tom **opens** the door.*
*The door **is** opened by Tom.*

1. Tom is opening the door.

2. Tom has opened the door.

3. Tom opened the door.

4. Tom was opening the door.

5. Tom had opened the door.

6. Tom will open the door.

7. Tom is going to open the door.

8. Tom will have opened the door.

Exercise 2:

Change from the **Active Form** to the **Passive Form**.

Example:

*Shakespeare **wrote** that play.*

*The play **was written** by Shakespeare.*

1. Bill will invite Ann to the party.

2. Alex is preparing that report.

3. Waitresses and waiters serve costumers.

4. The teachers are going to explain the lesson.

5. Shirley had suggested a new idea.

6. The horses were pulling the farmer's wagon.

7. Kathy had returned the book to the library.

8. His tricks won't fool me.

Exercise 3

Change from the **Active Form** to the **Passive Form**, if possible. Some are Intransitive Verbs (happen, sleep, come and seem) and can not be changed.

Examples:

Active: *A strange thing happened yesterday.*

Passive: (It does not change).

Active: *Jackie scored the winning goal.*

Passive: *The winning goal was scored by Jackie.*

1. My cat died.

2. I agree with Dr. Freud's theory.

3. Dr. Freud developed that theory.

4. Timmy dropped the flour.

5. The cup fell to the floor.

6. The assistant manager interviewed me.

UNIT 13

FIGURING OUT PASSIVE VOICE

7. It rained hard yesterday.

8. A hurricane destroyed the small fishing village.

9. Dinosaurs existed millions of years ago.

13.2 Using the Passive Voice

The **Passive Form** is frequently used when it is not known or not important to know exactly who performs the action.

Example:

*Rice **is grown** in India.*

*Our house **was built** in 1890.*

*The olive oil **was imported** from Spain.*

In these sentences, who exactly performs the action is not known or is not important.

Example:

*Rice **is grown** in India by people (by farmers, by someone).*

*Our house **was built** by people who built houses in 1890.*

*Olive oil **was imported** by other people in general.*

If it is important to know who performs the action, by is included in the sentence.

Example:

*"Life on the Mississippi" **was written** by Mark Twain.*

The **Active Form** is used when the speaker or writer knows who performs the action.

Example:

*My aunt **made** this rug.*

The Passive Form may be used with by instead of the Active Form when the speaker or writer wants to focus attention on the subject of the sentence.

Example:

*This rug **was made** by my aunt, but that rug was made by my mother.*

In these sentences, the focus or attention is on "two rugs."

Exercise 4

What would be the Active equivalents of the Passive sentences?

1. The Washington Monument is visited by hundreds of people every day.

2. Paper, the main writing material today, was invented by the Chinese.
3. The World Cup soccer games are being televised all over the world.
4. Beethoven's Seventh Symphony was performed at the concert last night.

13.3 The Passive Voice of Modals and Different Expressions

When we use the modals for a passive form, the generic structure is:

Structure Modal + be + past participle

Example:

Tom **will be invited** to the picnic.
 The window **can't be opened**.
 Children **should be taught** respect elders.
May I be excused from class?
 This letter **ought to be sent** by June
 Mary **has to be told** about the new plans.

These modals in past:

Passive Form:

Modal + have been + past participle

Example:

This letter **should have been sent** last week.
 That house **must have been built** over 200 years ago.
 John **ought to have been invited** to the party.

Exercise 5

Complete the sentences with the given words, active or passive.

Example:

James should be told the news as soon as possible. (Should + tell)

1. Someone _____ James the news immediately. (Should + tell)
2. James _____ the news long time ago. (Should + tell)
3. Meat _____ in a refrigerator or it will be spoiled. (Must + keep)
4. You _____ meat in a refrigerator or it will be spoiled. (Must + keep)
5. We tried, but the window _____. It was painted shut. (Could + open)
6. I tried, but I could not open the window. (Could + open)
7. Good news! I _____ a job soon. I had an interview yesterday. (May + offer)

Exercise 6

Use the verb in parenthesis with any appropriate modal or similar expression. All of the sentences are passive. Use the modal that sounds best to you.

1. The entire valley (see) _____ from their mountain home.
2. He is wearing a gold band on his fourth finger. He (marry) _____ .
3. According to our teacher, all of our compositions (write) _____ by tomorrow.
4. I found this book on my desk when I came to class. It _____ (leave.)
5. Five committee members (be) _____ unable to attend the next meeting. In my opinion, the meeting (postpone) _____.
6. Your daughter has a good voice. Her interest in singing (encourage) _____
7. A child (give, not) _____ everything he or she wants.
8. Try to speak slowly when you give your speech. If you don't, some of your words (misunderstand) _____.
9. Some UFO sightings (explain, not) _____ easily.
10. She is very lazy. If you want her to do anything, she (push) _____.

14.1 What Is a Conditional?

Conditionals are used mainly to express a condition or decision taken over a certain situation. Here we will explain each conditional.

14.1.1 "If" Clauses

If clauses present possible conditions. The main clause expresses the result of that condition. Like this:

Example:

If it rains, the streets get wet.

Possible condition: *It rains.*

Result: *The streets get wet.*

A present tense, not a future tense, is used in an **if clause**, even though the verb in the **if clause** may refer to a future event or situation, as in:

Example:

If it rains tomorrow, I will take my umbrella.

The words that introduce clauses of condition; "**If clauses**" are the following:

If
In case (that)
Only if
Whether or not
In the event (that)
Providing (that)
Provided (that)
Even if
Unless

Exercise 1

From the given possibilities you should make two sentences using if. (answers will vary)

Example:

It may be cold tomorrow.

If it's cold tomorrow, I'm going to stay home.

If it's cold tomorrow, let's go skating.

1. Maybe it will be hot tomorrow.

2. Robert will probably study for the test.

UNIT 14

GETTING ACROSS CONDITIONALS

3. The teacher may be absent tomorrow.

14.2 Real Conditional Vs. Unreal Conditional

Present Real Conditional	Present Unreal Conditional
<i>If I have time, I visit my friends.</i> (Sometimes I have time.)	<i>If I had time, I would visit my friends.</i> (I don't have time.)
Past Real Conditional	Past Unreal Conditional
<i>If I had time, I visited my friends.</i> (Sometimes I had time.)	<i>If I had had time, I would have visited my friends.</i> (I didn't have time.)
Future Real Conditional	Future Unreal Conditional
<i>If I have time, I visit my friends.</i> <i>If I have time, I am going to visit my friends.</i> (I don't know if I will have time or not.)	<i>If I had time, I would visit my friends.</i> (I won't have time.)

Exercise 2

Apply the rules. Use the **Present Unreal Conditional**.

- Did you hear about the woman that lost her puppy last month? If I _____ (lose) my puppy, I _____ (ask) all of my friends to help me look for it. I _____ (make) posters with its picture and I _____ (stop) until I _____ (find) it. _____ you _____ (help) me if that _____ (happen) to me?
- Sure, I _____ (be) there for you! In _____ even _____ (call) my uncle who is a reporter in channel 11, and _____ (tell) him to make a space for lost pets.
- Oh...You are such a wonderful friend! Thanks!

Exercise 3

Use either **Present Real** or **Present Unreal Conditional** to complete the following story.

Sarah: Gina, I have a problem. Can you advise me on something?

Gina: Yes. What's up?

Sarah: Well, you _____ (know). Patrick my boyfriend, he _____ (want) me to _____ (live) with him. Yesterday, he (ask) _____ me if I loved him. And, of course that I told him that I _____ (do) because I _____ (do). He _____ (want) me to move in with him. He _____ (be) a great person and every time I _____ (have) a problem, he _____ (help) me out. If I _____ (have) homework from the university, he _____ (do) whatever he can to help me. When I _____ (need) money, if he _____ (have), he _____ (lend) me what he can. He _____ (be) honest, nice, a gentleman everything a woman _____ (want). The problem is that my parents _____ never _____ (let) me live with somebody if I _____ (be, not) married.

Gina: If I _____ (be) you, First, I _____ (analyze) what I really _____ (want). Then, I _____ (ask) for my parents opinion. You have to _____ (see) what is of your convenience now. If I _____ (tell) you now to move in with him. It _____ (be) too soon in my opinion because I really don't _____ (know) what you want. But as I tell you, I _____ (think) things with a cold head before making a decision, I _____ (ask) my mother for her opinion, and I _____ (make) it clear that I _____ (be) old enough to make my own decisions.

Sarah: Another problem is that I always _____ (tell) my mother about my problems and she is always against me. If I (tell) _____ her something she _____ (react) opposite to my point of view. So that is why I _____ (be) scared. I _____ (want) to live with him but I don't want to have problems with my parents! If I didn't have to depend upon them, I _____ (say) yes to Patrick.

Gina: Well my decision _____ (not, depend) on others even if they _____ (be) my family because at the end it is my life not theirs. What _____ Patrick _____ (do) If you say no?

Sarah: If I _____ (say) no he _____ (feel) very bad, but I _____ (explain) the situation and he _____ (understand). Well, Thanks I have to go, Talk to you later!

Gina: No problem bye! Good luck.

Exercise 4

Use either **Past Real** or **Past Unreal Conditional** to complete the following story.

Mary: Hello, it has been so long since, we see each other, tell me, what have you been up to?

Pam: Well, a lot really, I _____ (have) three kids!

Mary: Wow, three!

Pam: Yes, and you?

Mary: I didn't have three but I _____ (have) one.

Pam: Great, and did he behave when growing up?

Mary: Oh yes, he _____ (behave) very well.

Pam: Good for you, mine didn't behave much until five years ago when they were 5 and we got into a program where we got help from professionals!

Mary: That bad?

Pam: Oh yeah, for example, If my children _____ (throw) fits, I _____ (not punish) them, they _____ (dominate) me in the past.

Mary: Very bad. If Raulito _____ (throw) a fit when he was 5, I _____ totally _____ (punish) him, thank God he never did!

Pam: Well, mine _____ (do) whatever they _____ (want) before. If we _____ (go) to the supermarket and they _____ (ask) for something I _____ (buy) it for them. That is why most of the time I _____ (not have) money. I _____ (spoil) them too much.

Mary: If I _____ (be) there I _____ (give) you advice. I _____ (teach) you some things that I _____ (learn) from my mother! When I was younger, If I _____ (not obey) my parents they _____ (ground) me for weeks! I remember that I _____ (cry) so much those days!

Pam: I _____ (let) everything pass, my children _____ (own) me, not now, but before.

Mary: I _____ (not be) like that if I _____ (be) in your shoes. I _____ (be) more strict like I _____ (be) with Raulito when he was younger. If he _____ (try) to dominate me then, I _____ (not gain) the control over him that I have now.

UNIT 14

GETTING ACROSS CONDITIONALS

Pam: Yes, congratulations looks like you are a great mother.

Mary: Thank you, but you _____ (have) more experience in different situations than I have!

Pam: That is true. Now, I can say that I _____ (learn) how to be with my children. If I _____ (not go) to that psychologist for families I _____ (never forgive) myself for being such a bad, easygoing mother and my children _____ (grow) up to be very bad people!

Exercise 5

Use either Present Real or Past Unreal Conditional to complete the following sentences.

1. Why do you ask me? If he _____ (tell) me something, I _____ (tell) you a long time ago.
2. If I _____ (know) that she didn't want to go, I _____ (not invite) her to my house last week.
3. This morning, I didn't hear the doorbell when you came. I _____ (open) the door if I _____ (hear) it. Please, don't think that I did it on purpose!
4. If I _____ (know) that you were in town last week, I _____ (visit) you!
5. She was very angry. If you _____ (call) her to apologize, she _____ (forgive). Now it is too late!
6. When I was in the university, if _____ (have) time to party, I _____ (do) it, but If I didn't I wouldn't.
7. If Margaret _____ (study) more, she _____ (be) the best student in the class.
8. If Margaret _____ (study) last semester, she _____ (be) the best student but since she didn't, she got 2nd place.

Exercise 6

Use **Future Real Conditional** to complete the following story.

Next year, if my father sells the house, we _____ (travel) to Paris and try to start a new life there. If I _____ (decide) to study there, he said that it is ok as long as I am not far from home. I will _____ (get) a job and If I _____ (earn) enough money, I _____ (live) alone in my apartment. Of course if the conditions _____ (allow) it. He says that he _____ (put) a restaurant of typical Colombian food.

If his friend, Anthony, _____ (help) him by renting him a place in his shopping center, he _____ (ask) Anthony to be his business partner. I _____ (work) there part time and have another job. If this _____ (happen), I _____ (have) enough money not only to pay for my apartment but also to take trips to come back and visit my friends!

Exercise 7

Write a sentence using the correct structures. Use reference chart for help.

1. Present Real Conditional: _____.
2. Present Unreal Conditional: _____.
3. Past Real Conditional: _____.
4. Past Unreal Conditional: _____.
5. Future Real Conditional: _____.
6. Future Unreal Conditional: _____.

14.2.1 Whether or Not

Whether or not expresses the idea that neither this condition nor that condition matters; the result will be the same.

Example:

*I'm going to go swimming tomorrow **whether or not** it is cold. (Or whether it is cold or not)*

In this sentence, it is clear the condition that it doesn't matter if it is cold or not, I am going swimming anyway.

14.2.2 Even If

Sentences with even if, are close in meaning to those with whether or not. **Even if** gives the idea that a particular condition does not matter. The result will not change.

Example:

***Even if** the weather is cold, I'm going swimming tomorrow.*

14.2.3 Compare

If clauses are followed by an expected result.

Example:

***If** Ann studies hard, she **will pass** the exam.*

Condition: *Ann Studies.*

Expected result: *She passes the exam.*

Even if clauses are followed by unexpected results.

Example:

***Even if** Mary studies hard, she **won't pass** the exam.*

Condition: *Mary studies.*

Unexpected result: *She does not pass the exam.*

Exercise 8

Use the given information to complete the sentences.

1. Sam's uncle tells a lot of jokes. Sometimes they are funny, and sometimes they are not. It doesn't matter.
Sam laughs at the jokes whether _____ or not.
Sam laughs at the jokes even if the _____.
2. Maybe you are finished with the exam, and maybe not. It doesn't matter. The time is up.
You have to hand in your test whether _____ or not.
You have to hand in your test even if _____.
3. It might snow or it might not. We don't want to go camping in the snow, but it does not matter.
We're going camping in the mountains whether or not _____.
We're going camping in the mountains even _____.

14.2.4 In Case That – In the Event That

In the case that and **in the event that** express the idea that something probably won't happen, but it might.

In case/ in the event that = if by chance this should happen.

Notes: In the event that is more formal than in case. The use of should in the clause emphasizes the speaker's uncertainty that something will happen.

Example:

I'll be at my house in case you (should) need to reach me.

In the event that you (should) need to reach me, I'll be at my house.

Exercise 9

Use **In case/in the event (that)** in these sentences.

Example:

You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.

I'll give you my phone number in case/in the event that you (should) need to get in touch with me.

1. Probably you won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.

2. I don't think you need more information, but maybe you do. If so, ask Dr. Smith.

3. Jack probably will not call, but maybe he will. If so, please tell him that I'm at the library.

14.2.5 Unless

This conditional has the same meaning that implies **If not**.

Example:

I will go to the zoo if it isn't cold.

*I will go to the zoo **unless** it is cold.*

These two clauses have the same meaning.

Exercise 10

Use **unless** in these sentences.

1. You can't travel abroad if you don't have a passport.

2. You can't get a driver's license if you are not at least 16.

3. If you don't get some film, I won't be able to take pictures when Ann and Rob get here.

4. You'll get hungry during class if you don't eat breakfast.

14.2.6 Only if / Providing/Provided that

Only if expresses the idea that there is only one condition that will cause a particular result.

Example:

*The picnic will be canceled **only if** it rains.
If it is windy, we'll have the picnic.
If it is cold, we'll have the picnic.
If it is damp and foggy, we'll have the picnic.
If it is hot, we'll have the picnic.*

When **only if** begins a sentence, the subject and verb of the main clause are inverted.

Example:

***Only if** it rains will the picnic be canceled.*

Providing / provided that are equal to **if** or **only if**.

Example:

***Providing / provided (that)** no one has any further questions, the meeting will be adjourned.*

Exercise 11

Use the given information to complete these sentences.

1. Jimmy's mother does not want him to chew gum, but sometimes he chews it anyway. Jimmy chews gum only if he is sure his mother won't find out.
2. If you want to go to the movies, we'll go. If you don't want to go, we won't go. We _____ only if you want to go.
3. You have to have a ticket, and then you can get into the soccer stadium. Only if you have a ticket _____
4. My parents make me finish my homework before I can watch TV in the evening. Only if my homework is finished _____

UNIT 15 BUMPING INTO QUOTED AND REPORTED SPEECH

15.1 What Is Quoted Speech?

Quoted Speech refers to reproducing words exactly as they were originally spoken. This is also called direct speech.

15.1.1 Quoting a Sentence

These are the rules that you must follow for quoting one sentence.

She said, "My brother is a student."

In this sentence, use a comma after –she said–. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.

"My brother is a student," she said.

In this sentence, use a comma, not a period, at the end of the quoted sentence when it proceeds –she said–.

"My brother," she said, "is a student."

If the quoted sentence is divided by –she said–, use a comma after the first part of the quote. Do not capitalize the first word of the second half of the quoted sentence.

"My brother is a student. He is attending the University," she said.

Quoting marks are placed at the beginning and at the end of a complete quote. Notice that there are no quotation marks after student.

15.1.2 Quoting a Question or an Exclamation

These are the rules that you must follow when quoting an exclamation or question.

She asked, "When will you be there?"

The question mark is placed inside the quotation marks.

"When will you be there?" she asked.

If a question mark is used, no comma is used before she asked.

She said, "Watch out!"

The exclamation point is inside the quotation marks.

Exercise 1

Let's see if you got it! Add the necessary punctuation and capitalization to the following sentences.

1. Henry said there is a phone call for you.

_____.

2. There is a phone call for you he said.

_____.

3. There is a phone call it's for you sister said Henry.

_____.

4. I asked him where is the phone.

_____.

5. Where is the phone she asked.

_____.

15.2 What Is Reported Speech

Reported Speech refers to repeating what someone has said. No quotation marks are used. Notice the changes in the verb forms from quoted speech to reported speech in the following examples.

Examples:

Quoted Speech	Reported Speech
She said, "I watch TV every day."	She said (that) she watched TV every day.
She said, "I am watching TV."	She said she was watching TV.
She said, "I have watched TV."	She said she had watched TV
She said, "I watched TV."	She said she had watched TV
She said, "I will watch TV."	She said she would watch TV.
She said, "I am going to watch TV."	She said she was going to watch TV.
She said, "I can watch TV."	She said she could watch TV.
She said, "I may watch TV."	She said she might watch TV.
She said "I might watch TV."	She said she might watch TV.
She said, "I must watch TV."	She said she must watch TV.
She said, "I have to watch TV."	She said she had to watch TV.
She said, "I should watch TV."	She said she should watch TV.
She said, "I ought to watch TV."	She said she ought to watch TV.
She said, "Watch TV!"	She told me to watch TV.
She asked, "Do you watch TV?"	She asked (me) if I watched TV.

15.2.1 General Guidelines of Tense Usage

If the reporting verb (the main verb of the sentence) is in past, the verb in the reporting will usually also be in a past form.

This formal sequence of tenses in reporting is used in both speaking and writing.

However, sometimes in spoken English, no change is made in the verb, especially if the speaker is reporting something immediately or very soon after it was said.

UNIT 15

BUMPING INTO QUOTED AND REPORTED SPEECH

Immediate Reporting:

Teacher: *I want you to read Chapter six.*

A: *What did the teacher just say?*

B: *He said he wants us to read Chapter six.*

Later Reporting:

A: *I didn't go to class yesterday. Did Mr. Jones make any assignments?*

B: *Yes, he said he wanted us to read Chapter six.*

Also, sometimes the present tense is retained even in formal English when the reported sentences deal with a general truth.

Example:

A: *The world is round.*

B: *She said that the world is round.*

This because the world was round, is round and always will be round.

Exercise 2

Complete the sentences by reporting the speaker's words. Use formal sequence of tenses where appropriate.

1. Bob said, "I will help you."

_____.

2. "Do you need a pen?" Annie asked.

_____.

3. Jennifer asked "What do you want?"

_____.

4. Sid asked, "Are you hungry?"

_____.

5. "I want a sandwich," Jenny said.

_____.

15.2.2 Reporting "Wh" Questions

When you want to report some question that starts with **Wh**, you must invert the subject and the auxiliary verb and use the chart of tenses above as well as in this example

Example:

Wh + Aux + Subj. +Verb+ Comp.

Where is she staying tonight?

Reported: *He asked me **where she was staying tonight.***

In this sentence, we have inverted the subject and auxiliary verb, and changed the auxiliary verb **is** to **was**.

Wh + Aux + Subj. +Verb + Comp.

When do they sleep?

Reported: *He asked me **when they slept.***

In this sentence, we have inverted the subject and put the verb in past directly.

When the question has the auxiliaries **do**, **does** or **did**, you must put the verb directly in the tense that corresponds to change when reporting.

Wh + Aux + Subj + Verb + Comp.

Why does he sleep?

Reported: *He asked me **why he slept**.*

In this sentence, we have inverted the subject and put the verb in past directly.

Wh + Aux + Subj + Verb + Comp.

When will we arrive?

Reported: *He asked me **when we would arrive**.*

In this sentence, we have inverted the subject and auxiliary verb, changing **will** to **would** as corresponds.

Exercise 3

Report the following Wh questions. You can use "he asked me..." or "he wanted to know..."

1. Why do you work?

_____.

2. When does he work?

_____.

3. Where did they go?

_____.

4. Why have you done that?

_____.

5. Where can she put her things?

_____.

6. When will you learn to behave?

_____.

Exercise 4

Report the following conversation.

Teacher: Good morning George. How are you?

George: Not so well, I have been having trouble with these exercises. Can you help me?

Teacher: What are they about?

George: They are about reporting sentences.

Teacher: You have to follow the rules to get them right.

George: I know but It is difficult for me. Last night I spent three hours trying to figure them out!

Teacher: Ok. Show me an example.

George: What do you do?

Teacher: The answer to that is teach!

George: Oh you are so funny!

UNIT 15

BUMPING INTO QUOTED AND REPORTED SPEECH

*Extra Activity 11

SHOWING OF HOW TO WRITE AN OPINION LETTER UNIT 16

16.1 How to Write a Letter?

There are two types of letters you can write: a friendly letter is informal and is written to someone you know for example, your friends or family, or a business letter which is formal and is written to a company or a person you do not have a personal friendship with.

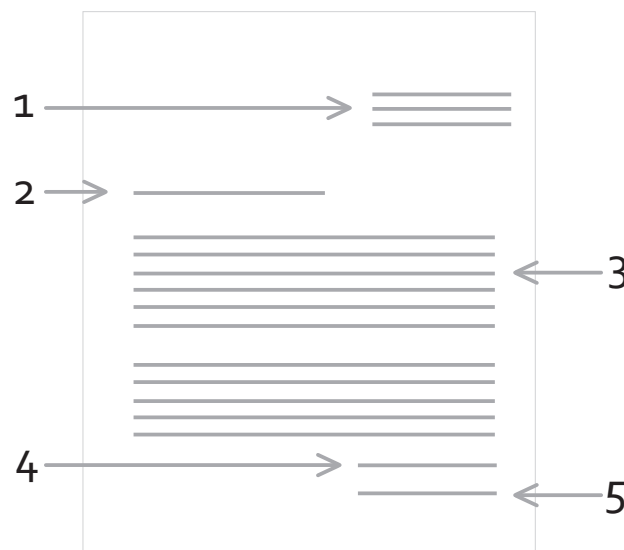
16.1.1 Friendly and Personal Letters

Personal letters or friendly letters, have mainly five parts.

- 1. The Heading:** This includes the address, line by line, with the last line being the date. If you use pre-addressed stationery, just add the date.
- 2. The Greeting:** The greeting always ends with a comma. The greeting may be formal, or informal.
Formal: Dear Aunt Anne, Dear Mr. Ramirez
Informal: Hi Erick, Greetings,
- 3. The body:** It is also called the main text. This includes what you want to write. The purpose of your letter.
- 4. The closing:** The closing is an expression. It is a few words on a single line. It ends in a comma.
- 5. The signature line:** The signature line is where you write your name. The signature goes above your name and under the closing. The signature should be written in blue or black ink. If the letter is very informal you can just sign without writing your name.
- 6. Postscript:** If your letter contains a postscript, you write P.S. and at the end of this message end it with your initials. Skip one line after the signature line to begin the postscript.

Format for a friendly or personal letter

The following picture shows what a one-page friendly or personal letter should look like. This example doesn't have a postscript.



Exercise 1

Your turn! Write the name of the parts of the letter depending on the description. Use these words: Greeting, Closing, Signature, Body, Heading.

UNIT 16

SHOWING OF HOW TO WRITE AN OPINION LETTER

1. This part of a personal letter is the main text. Here you put your ideas and what your purpose is.
_____.
2. This part is where you write name of the person who you are writing the letter for. _____.
3. This is your name written in ink that comes directly after the closing and before your typed name.
_____.
4. This is a short phrase that goes at the end of the letter, after the body.
5. This is where you greet your letter receiver. _____.

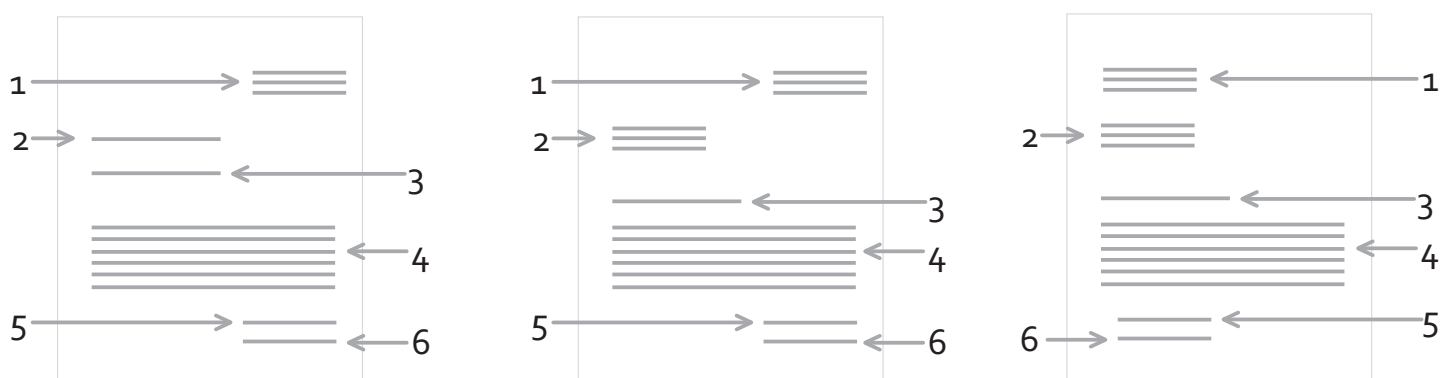
16.1.2 Business Letters

A business letter is a formal letter that you write to a company or someone that you don't have a personal relationship with. It should have a margin of at least one-inch on all four edges. It is always written on 8½"x11" unlined stationery. This type of letter has six parts.

1. **The Heading:** This contains the return address (your address) with the date on the last line. It is not necessary to type the return address if you are using stationery with the return address already imprinted. Always include the date.
2. **The Inside Address:** This is the address of the company you are sending your letter to.
3. **The Greeting:** The greeting in a business letter is formal. It begins with the word "Dear" and includes the person's last name. The greeting in a business letter always ends in a colon.
4. **The Body:** The body is written as text. A business letter is never hand written. You must skip a line between paragraphs.
5. **The Closing:** The closing ends with a comma. It begins at the same column the heading does.
6. **The Signature Line:** Skip two lines and type your name to be signed. The signature line may include a second line for a title, if appropriate. If you are not signing the letter and you want to authorize someone, the term "By direction" in the second line means that a superior is authorizing the signer.

Use blue or black ink. Business letters should not contain postscripts.

Business Letter Styles: The following pictures show what a one-page business letter should look like.



16.1.3 Abbreviations

The following abbreviations are used in letters:

ASAP: as soon as possible

CC: carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)

- ENC:** enclosure (when you include other papers with your letter)
PP: per procuracionem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc) (By direction)
PS: postscript (when you want to add something after you've finished and signed it)
PTO: (informal) please turn over (to make sure that the other person knows the letter continues on the other side of the page)
RSVP: please reply

16.1.4 Sample of a Letter

Exercise 2

Read the letter. Write the correct part of the letter in the blank spaces.

789 Saint Peter Street Apt.56
 Arlington, Virginia 22110 _____
 January 15.2007

Mr. John Hill
 Staff Manager
 Marilyn's Cakes and Pies. _____
 1650 Park Avenue
 Fairfax, Virginia 22111

Dear Mr. John: _____.

You will probably remember me from the incident last Thursday, February 12, I got upset with one of your waiters because he had not given me the correct change. I have been going to your elegant pastry shop for over a year now and that had never happened to me. I was surprised by the reaction of your staff to handle this situation and felt very pleased after they apologized and gave me back the money plus a very delicious apple pie to make up for it.

First I want to congratulate you for the well trained staff that provides a fantastic service and second I want to apologize for the way I reacted because not only did I react in a very rude way but when, I arrived home I realized that the waiter had given us the correct change. I counted the money in my wallet and I had more than what I should.

I would also like to mention that the waiter was doing a splendid job considering the "Rush Hour" of the Pastry Shop. I enclose the money and a tip for the waiter.

I look forward to visiting you soon.

Sincerely, _____.

Frank Lane. _____.

Exercise 3

Answer the following questions.

1. In, which letter style, was this letter written? _____.

UNIT 16

SHOWING OF HOW TO WRITE AN OPINION LETTER

2. What was the purpose of this letter? _____.
3. What does the writer enclose? _____.

16.1.5 Phrases to Start a Friendly Letter

- Thank you for...
- Many thanks for...
- I must thank you for...
- I am sorry to have to say that...
- I am just writing to say...
- It was very good of you to...
- It has been so long since I last wrote...
- It is so long since I heard from you...
- How have you been...
- It has been a while since...
- How is your family...
- I have been very busy lately but...
- I can't tell you how happy I feel to...
- What's up my friend...
- I wonder if you could...
- I am sure you will be sorry to hear that...
- I have just heard the wonderful / sad news from _____ about...
- I have noticed lately that...
- I was about to write to you when your letter arrived...

Gracias por...
 Muchísimas gracias por...
 Debo agradecerle por...
 Siento tener que decirle que...
 Te estoy escribiendo para decirle...
 Fue muy amable de tu parte...
 Ha pasado tanto tiempo desde que te escribí...
 Cuanto tiempo ha pasado desde que sé de ti...
 Cómo has estado?
 Ha pasado tanto tiempo desde que...
 Cómo está la familia?
 He estado muy ocupado últimamente pero...
 No puedo expresarte lo feliz que estoy de...
 Que hay de nuevo amigo...?
 Me pregunto si pudieras...
 Seguro que sentirás mucho saber que...
 Acabo de escuchar la maravillosa / triste noticia de _____ acerca de...
 Últimamente he observado que...
 Estaba apunto de escribirte cuando llegó tu carta...

16.1.6 Phrases to Start a Business Letter

- I am writing to enquire about...
- In reply to your letter of...
- In accordance/compliance with your request...
- I regret to inform you that...
- We are pleased to announce...
- We are pleased to inform you...
- We acknowledge receipt of your letter of...
- We refer to your... (Letter/circular/ newsletter/order/statement) of...
- We should like to remind you that...
- We have carefully considered your...
- I enclose our order for...
- We have pleasure in acknowledging the receipt of your check...
- We thank you for your order for...
- I am very much obliged to you for...
- Would you please quote for...

Por la presente quisiera saber...
 En respuesta a su carta de...
 Conforme a su petición...
 Lamento comunicarle...
 Nos complace anunciarle(s)...
 Nos es grato comunicarle(s)...
 Acusamos recibo de su carta de...
 Referente a su... (carta / circular / boletín / pedido / cuenta) de...
 Le recordamos que...
 Con sumo cuidado hemos considerado su...
 Adjunto nuestro pedido de...
 Nos complace confirmarle que hemos recibido su talón...
 Agradecemos su pedido de...
 Le quedo muy agradecido por...
 Ruego nos comuniquen precios de...

- I must protest most emphatically about...
- We have today dispatched to you...
- We should like to call your attention to...
- In accordance with our agreement...
- Contrary to our agreement...
- We are pleased to confirm...
- It is with considerable pleasure/It is with considerable regret that...
- With reference to your letter of...
- We find it necessary to inform you...
- We greatly appreciate...
- Please accept our thanks for...
- I reply to your advertisement for...
- I should like to apply for the job of...
- I saw your advertisement in today's Times and...
- Will you please note that...

Quisiera protestar rotundamente acerca de...
 Hoy le hemos remitido...
 Tenemos el deber de comunicarle...
 Según lo convenido/acordado...
 Contrariamente a lo convenido/acordado...
 Nos es grato confirmar...
 Con sumo gusto... / Lamentamos...
 Referente a su escrito...
 Nos es necesario informarle(s)
 Quisiera agradecerle(s)...
 Ruego acepte nuestro agradecimiento...
 Contesto su anuncio acerca de...
 Quisiera solicitar el puesto de...
 Hoy he visto su anuncio en el Times y...
 Ruego tome nota que...

Some helpful phrases when writting an opinion letter.

- To whom it may concern...
- The natural method used by Natural English...
- Musictherapy has helped me in...
- I feel that the natural method compared to the traditional method is...
- This program has helped me in...
- It is very important to follow...
- When I arrived to Natural English...
- I decided to study English because...
- When doing this program it is very important to...
- Thank you for...
- Many thanks for...
- I am just writing to say...
- I can't tell you how happy I feel to...
- I am very much obliged to you for...
- We are pleased to confirm...
- This opinion letter has as a main purpose...
- Patience...
- Respect...
- Caring...
- English is an important tool...
- This program consists most of all in...

A quien el corresponda...
 Le metodologia natural usada or Natural English...
 La musicoterapia me ha ayudado en...
 Siento que el metodo natural comparado con el tradicional es...
 Este programa me ha ayudado en...
 Es muy importante seguir...
 Cuando llegué a Natural English...
 Decidí estudiar Natural English porque...
 Para hacer este programa es muy importante...
 Gracias por...
 Muchísimas gracias por...
 Te estoy escribiendo para decirte...
 No puedo expresarte lo feliz que estoy de...
 Le quedo muy agradecido por...
 Nos es grato confirmar...
 Esta carta de opinión tiene como fin...
 Paciencia
 Respeto
 Preocupación
 El inglés es una herramienta importante...
 Este programa consiste más que todo en...

Exercise 4

Write an opinion letter to Natural English describing your experience in this institute, the method including the way sessions are given and expressing your opinion. Use any of the formal business letter styles.

UNIT 16

SHOWING OF HOW TO WRITE AN OPINION LETTER

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now that it is corrected, type it and give it to your monitor.

Fantastic! Now that you have completed *Finding Out About Grammar Step by Step 2* and presented unit 28, you must present an interview with the coordinator! And show off your abilities!

Congratulations once again!

Here are some answers for some questions that you might have about your final interview.

What is the final interview?

The final interview is an interview where you will be evaluated for your ability to communicate in English.

When is the final interview?

At the end of your grammar course your monitor will program an interview on the last day of the grammar course.

Where is the interview?

The interview takes place in Natural English.

What do I have to take to the interview?

You must bring your opinion letter in stationary paper if you have access to it, and yourself!

What will they ask me in the interview?

Since it is an interview to see how your skills are, it will be about everyday topics. They will ask you about your experience in Natural English, before you came to Natural English, the importance of English, the reason why you decided to take the course, your personal life and many other things.

What is the purpose of the interview?

As mentioned before, the interview is to see if you have the level to get your final certificate. There you will get tips to improve any skills that need to improve your speaking. You will use these tips during your last 8 units to improve your fluency, structures or pronunciation.

Get ready to Speak Up!

Date of interview _____

Time _____

Skills that I must improve in order to finish the course satisfactorily:

APPENDIX 2

ANSWER KEY

Unit 9 Coming Across Modal Auxiliary Verbs

Exercise 1

1. should 2. could 3. Could 4. could 5. should 6. should 7. should 8. should 9. could 10. should 11. could

Exercise 2

1. Would 2. may 3. May 4. may 5. Would 6. May 7. Would 8. would 9. may 10. I would

Exercise 3

1. can't. 2. can't 3. can 4. can't 5. could 6. could 7. can 8. could

Exercise 4

1. Maybe 2. may be 3. maybe 4. maybe 5. may be 6. may be 7. Maybe. 8. may be. 9. Maybe my boss will get angry

Unit 10 Back to Checking Out Adjectives

Exercise 1

(answers may vary)

1. to be 2. to fight 3. to go 4. to stay 5. to help 6. to learn 7. to slip 8. to walk 9. to be 10. to be 11. to see 12. to hear

Exercise 2

1. The girl who won the race, is happy. / The girl that won the race, is happy.
2. The student who sits next to me, is from China. / The student that sits next to me, is from China.
3. The students who sit in the front row, are from Norway. / The students that sit in the front row, are from Norway.
4. We are studying sentences which are about structures. / We are studying sentences that are about structures.
5. The taxi driver who took me to the airport, was friendly. / The taxi driver that took me to the airport, was friendly.

Exercise 3

1. The book which I read, was good. / The book that I read, was good. / The book I read, was good.
2. I like the woman who I met at the party last night. / I like the woman whom I met at the party last night. / I like the woman that I met at the party last night. / I like the woman I met at the party last night.
3. I really enjoyed the composition which you wrote. / I really enjoyed the composition that you wrote. / I really enjoyed the composition you wrote.
4. The people who we visited yesterday, were very nice. / The people whom we visited yesterday, were very nice. / The people that we visited yesterday, were very nice. / The people we visited yesterday, were very nice.

Exercise 4

1. The meeting which I went to, was very interesting. / The meeting that I went to, was very interesting. / The meeting to which I went, was very interesting. / The meeting I went to, was very interesting.

2. The man whom I talked to yesterday, was very kind. / The man who I talked to yesterday, was very kind. / The man that I talked to yesterday, was very kind. / The man to whom I talked yesterday, was very kind. / The man I talked to yesterday, was very kind.
3. I must thank the people whom I got a present from yesterday. / I must thank the people who I got a present from yesterday. / I must thank the people that I got a present from yesterday. / I must thank the people from whom I got a present yesterday / I must thank the people I got a present from yesterday.
4. The picture, which she was looking at, was beautiful. / The picture that she was looking at, was beautiful / The picture at which she was looking, was beautiful. / The picture she was looking at, was beautiful.
5. The man whom I was telling you about, is standing over there. / The man who I was telling you about, is standing over there. / The man that I was telling you about, is standing over there. / The man about whom I was telling you, is standing over there. / The man I was telling you about, is standing over there.

Exercise 5

1. The city where we spent our vacations, was beautiful. / The city in which we spent our vacations, was beautiful. – The city, which we spent our vacations in, was beautiful. / The city that we spent our vacations in, was beautiful. The city we spent our vacations in, was beautiful.
2. That is the restaurant where we will meet you. / That is the restaurant at which we will meet you. / That is the restaurant which we will meet you at. / That is the restaurant that we will meet you at. / That is the restaurant we will meet you at.
3. The town where I grew up, is small. / The town in which I grew up, is small. / The town which I grew up in, is small. / The town that I grew up in, is small. / The town I grew up in is small.
4. That is the drawer where I keep my jewelry. / That is the drawer which I keep my jewelry in. / That is the drawer in which I keep my jewelry. / That is the drawer that I keep my jewelry in. / That is the drawer I keep my jewelry in.

Exercise 10

1. Monday is the day when we will come. / Monday is the day in which we will come. / Monday is the day that we will come. / Monday is the day we will come.
2. 7:05 is the time when my plane arrives. / 7:05 is the time in which my plane arrives. / 7:05 is the time that my plane arrives. / 7:05 is the time my plane arrives.
3. 1960 is the year when the revolution took place. / 1960 is the year in which the revolution took place. / 1960 is the year that the revolution took place. 1960 is the year the revolution took place.
4. July is the month when the weather is the hottest. / July is the month in which the weather is the hottest. / July is the month that the weather is the hottest. / July is the month the weather is the hottest.

Exercise 11

1. who is John's tallest brother – who is a very strict person?
2. who is wearing the red skirt – Who likes to wear the black leather jacket to school on Fridays.

3. who should arrive early – who is always complaining about her
4. that has three children
5. where Tina's brother will explain about yesterday's incident with the neighbors who complained about the party
6. who is drinking orange juice – that has long hair
7. that lives next door
8. who will travel this weekend – who is John's cousin,
9. which my mother bought for my brother – who is my oldest cousin
10. where we spend Saturday afternoons – which is made of very old wood
11. when I prefer to rest quietly in my house
12. when the declaration of independence was written
13. where we grew up – which was fun
14. where we spent our honey moon in

Unit 11 Reviewing Conjunctions

Exercise 1

1. agrees 2. know 3. plays 4. watch 5. wants 6. like 7. has 8. agree 9. are 10. think

Unit 12 Looking into Verbs and Verb Tenses

Exercise 1

1. has traveled 2. have eaten 3. have asked 4. have gone 5. has worked

Exercise 2

1. Since 2. For 3. Since 4. Since 5. For 6. Since 7. Since 8. Since 9. Since

Exercise 3

1. We had played soccer when they called. 2. The baby had eaten when his nanny bathed him. 3. We had arrived to the party when he got drunk. 4. He had finished when they went to have lunch.

Exercise 4

1. will have written 2. will have learned 3. will have cooked 4. will have prepared 5. will have been

Exercise 5

1. have been studying 2. have been playing 3. have you been learning 4. have been smoking 5. has been raining 6. Have your parents been getting 7. has been traveling 8. has been taking 9. have been living 10. have been yelling

Exercise 6

1. had been dancing 2. had been using 3. had been feeling 4. Had the driver been drinking 5. had been playing 6. had been looking 7. had been trying 8. had been trying 9. had been waiting 10. had been studying

Exercise 7

1. will have been living 2. will have been waiting 3. will have been working 4. will have been living 5. will have been living 6. will have been studying 7. will have been raining

Exercise 8

1. Present perfect progressive 2. Present Perfect Progressive 3. Past perfect progressive 4. Present Perfect Progressive 5. Future Perfect Progressive 6. Past Perfect Progressive 7. Present Perfect 8. Past Perfect Progressive 9. Present Perfect progressive 10. Present Perfect 11. Future Perfect 12. Future Perfect 13. Past Perfect 14. Future perfect progressive 15. Future Perfect 16. Present Perfect Progressive 17. Present Perfect Progressive 18. Past Perfect Progressive 19. Future Perfect 20. Present Perfect 21. Future Perfect 22. Future Perfect Progressive 23. Future Perfect 24. Past Perfect 25. Past Perfect 26. Present Perfect

Exercise 9

1. arrived – had prepared 2. entered – recognized – have passed – has not changed 3 arrived –had begun 4. met 5. went –was – hadn't seen

Exercise 10

has been – have known – was – took – takes – is

Exercise 11

1. have not gone 2. went 3. arrived 4. has been 5. have already missed– missed

Exercise 12

1. are playing – have been playing 2. has been talking 3. have been trying

Exercise 13

1. was – became 2. felt – took 3. had already – got 4. left – had collected 5. was – had stopped

Exercise 14

1. is going – will 2. will be – will come 3. will affect

Unit 13 Figuring out Passive Voice

Exercise 1

1. The door is being opened by Tom. 2. The door has been opened by Tom. 3. The door was opened by Tom. 4. The door was being opened by Tom. 5. The door had been opened by Tom. 6. The door will be opened by Tom. 7. The door is going to be opened by Tom. 8. The door will have been opened by Tom.

Exercise 2

1. Ann will be invited to the party by Bill. 2. That report is being prepared by Alex. 3. Costumers are served by waitresses and waiters. 4. The lesson is going to be explained by the teachers. 5. A new idea had been suggested by Shirley. 6. The farmer's wagon was being pulled by the horses. 7. The book had been returned to the library by Kathy. 8. I won't be fooled by his tricks.

Exercise 3

1. No change 2. No change 3. That theory was developed by Dr. Freud 4. The flour was dropped by Timmy. 5. No change 6. I was interviewed by the assistant manager 7. No change 8. The small fishing village was destroyed by the hurricane 9. No change

Exercise 4

1. Hundreds of people visit the Washington Monument every day. 2. Chinese invented paper, the main writing material today. 3. no 4. no

Exercise 5

1. should tell 2. should have been told 3. must be kept 4. must keep 5. could not be opened 6. could not open 7. may be offered

Exercise 6

1. could be seen 2. might be. 3. must be written 4. must have been left 5. will be – should be postponed. 6. should be encouraged. 7. should not be given 8. might be misunderstood. 9. can not be explained. 10. must be pushed.

Unit 14 Getting Across Conditionals

Exercise 1

1. If it is hot tomorrow, I will go to the beach. / If it is hot tomorrow, I will not go out all day.
2. If he studies for his test, he will pass the exam. / If he studies for his test he will do better than last time.
3. If the teacher is absent tomorrow there will be no class. / If the teacher is absent tomorrow, I will go to the library.

Exercise 2

lost – would ask – would make – I wouldn't stop – found – would you help – happened – would – would even call – tell

Exercise 3

know – wants – live – asked – did – do – wants – is – have – helps – have – does – need – has – lends – is – wants – would never let – am – were – would analyze – want – would ask – see – tell – is – know – would think – would ask – would make – am – tell – tell – reacts – am – want – would say – does not – are – would Patrick do – said – would feel – I would explain – would understand

Exercise 8

had – had – behaved – threw – would not punish – dominated – had thrown – would have totally punished – did – wanted – went – asked – didn't have – spoiled – I had been – would have given – would have taught – learnt – did not obey – would ground – cried – let – owned – would not have been – I had been – would have been – was – had tried – would have not gained – have had – have learnt – had not gone – would have never forgiven – would have grown

Exercise 9

1. had told – would have told 2. had known – I would have not invited 3. would have opened – had heard 4. had known – would have visited 5. had called – would have forgiven (forgive). Now, it is too late! 6. had – would do 7. studied – would be 8. had studied – would have been

Exercise 10

will travel – decide – get – earn – will live – allow – will put – will ask – will work – happens – will have

15. Bumping into Quoted and Reported Speech

Exercise 1

1. Henry said, "There is a phone call for you." 2. "There is a phone call for you," he said. 3. "There is a phone call. It's for you sister," said Henry. 4. I asked him, "Where is the phone?" 5. "Where is the phone?" she asked.

Exercise 2

1. Bob said that he would help me. 2. Annie asked me if I had a pen. 3. Jennifer asked me what I wanted. 4. Sid wanted to know if I was hungry. 5. Jenny said that she wanted a sandwich.

Exercise 3

1. He asked me why I worked. 2. He asked me when he worked. 3. He asked me where they went. 4. He asked me why I had done that. 5. He asked me where she could put her things. 6. He asked me when I would learn to behave.

Exercise 4

(Answers may vary)

The teacher said good morning to George, She asked him how he was. George answered that not so well, he told the teacher that he had been having trouble with those exercises and asked her if she could help him.

The teacher asked him what the exercises were about. And, he answered that they were about reporting sentences. Then she told him that he had to follow the rules to get them right. George said that he knew but that it was difficult for him. He also told her that he had spent three hours last night trying to figure them out.

The teacher then asked him to give her an example and he asked what she did and so she answered that she taught. George told her that she was funny because the question was only an example not a direct question!

Unit 16 Showing off How to Write a Letter**Exercise 1**

1. Heading 2. Inside address 3. Greeting 4. Body 5. Closing

Exercise 2

1. Style block style 2. Apologize 3. Money

17. Speak Up**Interview**

