

# **BASIC ENGLISH GRAMMAR**

---

Second Edition



---

**Betty Schramper Azar**

---



**BASIC**



---

# **ENGLISH GRAMMAR**

---

Second Edition

**Betty Schramper Azar**



## Library of Congress Cataloging-in-Publication Data

Azar, Betty Schramper, 1941-  
Basic English grammar / Betty Schramper Azar. -- 2nd ed.  
p. cm.  
Includes indexes.  
ISBN 0-13-368317-6  
ISBN 0-13-368424-5 (v. 1). -- ISBN 0-13-368358-3 (v. 2)  
1. English language--Textbooks for foreign speakers. 2. English  
language--Grammar--Problems, exercises, etc. I. Title.  
PE1128.A96 1995  
428.2'4--dc20 92-25711  
CIP

Publisher: *Tina B. Carver*  
Director of Production and Manufacturing: *Aliza Greenblatt*  
Editorial Production/Design Manager: *Dominick Mosco*  
Editorial/Production Supervision: *Janet Johnston*  
Editorial Assistant: *Shelley Hartle*  
Production Coordinator: *Ray Keating*  
Cover Coordinator: *Merle Krumper*  
Cover Production: *Molly Pike Riccardi*  
Cover Design: *Joel Mitnick Design*  
Interior Design: *Ros Herion Freese*  
Illustrations: *Don Martinetti*

©1996 by Betty Schramper Azar  
A Pearson Education Company  
Pearson Education  
10 Bank Street  
White Plains, NY 10606

All rights reserved. No part of this book may be  
reproduced, in any form or by any means,  
without permission in writing from the publisher.

Printed in the United States of America

15

ISBN 0-13-368317-6  
ISBN 0-13-368424-5 (Vol. A)  
ISBN 0-13-368358-3 (Vol. B)





# Contents

PREFACE TO THE SECOND EDITION .....	ix
ACKNOWLEDGMENTS .....	x

## Chapter 1 USING **BE** AND **HAVE**

1-1	NOUN + <b>IS</b> + NOUN: SINGULAR .....	2
1-2	NOUN + <b>ARE</b> + NOUN: PLURAL .....	4
1-3	PRONOUN + <b>BE</b> + NOUN .....	6
1-4	CONTRACTIONS WITH <b>BE</b> .....	7
1-5	NEGATIVE WITH <b>BE</b> .....	8
1-6	<b>BE</b> + ADJECTIVE .....	10
1-7	<b>BE</b> + A LOCATION .....	16
1-8	SUMMARY: SENTENCE PATTERNS WITH <b>BE</b> .....	20
1-9	YES/NO QUESTIONS WITH <b>BE</b> .....	21
1-10	QUESTIONS WITH <b>BE</b> : USING <b>WHERE</b> .....	24
1-11	USING <b>HAVE</b> AND <b>HAS</b> .....	26
1-12	USING <b>MY</b> , <b>YOUR</b> , <b>HIS</b> , <b>HER</b> , <b>OUR</b> , <b>THEIR</b> .....	27
1-13	USING <b>THIS</b> AND <b>THAT</b> .....	30
1-14	USING <b>THESE</b> AND <b>THOSE</b> .....	31
1-15	ASKING QUESTIONS WITH <b>WHAT</b> AND <b>WHO</b> + <b>BE</b> .....	32

## Chapter 2 EXPRESSING PRESENT TIME (PART 1)

2-1	FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE .....	44
2-2	USING FREQUENCY ADVERBS: <b>ALWAYS</b> , <b>USUALLY</b> , <b>OFTEN</b> , <b>SOMETIMES</b> , <b>SELDOM</b> , <b>RARELY</b> , <b>NEVER</b> .....	46
2-3	USING FREQUENCY ADVERBS WITH <b>BE</b> .....	47
2-4	PRONUNCIATION OF FINAL <b>-S</b> : /Z/ AND /S/ .....	49
2-5	SPELLING AND PRONUNCIATION OF FINAL <b>-ES</b> .....	51
2-6	ADDING FINAL <b>-S/-ES</b> TO WORDS THAT END IN <b>-Y</b> .....	51
2-7	IRREGULAR SINGULAR VERBS: <b>HAS</b> , <b>DOES</b> , <b>GOES</b> .....	52
2-8	SUMMARY: SPELLING AND PRONUNCIATION OF <b>-S</b> AND <b>-ES</b> .....	54
2-9	THE SIMPLE PRESENT: NEGATIVE .....	57

2-10	THE SIMPLE PRESENT: YES/NO QUESTIONS.....	61
2-11	THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH <b>WHERE</b> .....	64
2-12	THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH <b>WHEN</b> AND <b>WHAT TIME</b> .....	66
2-13	SUMMARY: INFORMATION QUESTIONS WITH <b>BE</b> AND <b>DO</b> .....	67
2-14	USING <b>IT</b> TO TALK ABOUT TIME.....	72
2-15	PREPOSITIONS OF TIME.....	73
2-16	USING <b>IT</b> TO TALK ABOUT THE WEATHER.....	74

## Chapter 3 EXPRESSING PRESENT TIME (PART 2)

3-1	<b>BE + -ING</b> : THE PRESENT PROGRESSIVE TENSE .....	84
3-2	SPELLING OF <b>-ING</b> .....	87
3-3	THE PRESENT PROGRESSIVE: QUESTIONS.....	89
3-4	THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE.....	92
3-5	NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE.....	95
3-6	<b>SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO</b> .....	97
3-7	<b>NEED AND WANT + A NOUN OR AN INFINITIVE</b> .....	98
3-8	<b>WOULD LIKE</b> .....	100
3-9	<b>WOULD LIKE</b> vs. <b>LIKE</b> .....	101
3-10	<b>THINK ABOUT AND THINK THAT</b> .....	102
3-11	<b>THERE + BE</b> .....	106
3-12	<b>THERE + BE</b> : YES/NO QUESTIONS .....	107
3-13	<b>THERE + BE</b> : ASKING QUESTIONS WITH <b>HOW MANY</b> .....	109
3-14	PREPOSITIONS OF LOCATION.....	111

## Chapter 4 NOUNS AND PRONOUNS

4-1	NOUNS: SUBJECTS AND OBJECTS.....	127
4-2	ADJECTIVE + NOUN.....	129
4-3	SUBJECT PRONOUNS AND OBJECT PRONOUNS.....	131
4-4	NOUNS: SINGULAR AND PLURAL .....	134
4-5	NOUNS: IRREGULAR PLURAL FORMS .....	139
4-6	NOUNS: COUNT AND NONCOUNT .....	141
4-7	USING <b>AN</b> vs. <b>A</b> .....	143
4-8	USING <b>A/AN</b> vs. <b>SOME</b> .....	144
4-9	MEASUREMENTS WITH NONCOUNT NOUNS .....	150
4-10	USING <b>THE</b> .....	156
4-11	USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS .....	160
4-12	USING <b>SOME</b> AND <b>ANY</b> .....	161
4-13	INDEFINITE PRONOUNS: <b>SOMETHING, SOMEONE,</b> <b>ANYTHING, ANYONE</b> .....	163
4-14	INDEFINITE PRONOUNS: <b>NOTHING AND NO ONE</b> .....	164



## Chapter 5 EXPRESSING PAST TIME

5-1	USING <b>BE</b> : PAST TIME .....	171
5-2	PAST OF <b>BE</b> : NEGATIVE.....	172
5-3	PAST OF <b>BE</b> : QUESTIONS .....	173
5-4	THE SIMPLE PAST TENSE: USING <b>-ED</b> .....	177
5-5	PAST TIME WORDS: <b>YESTERDAY, LAST, AND AGO</b> .....	178
5-6	PRONUNCIATION OF <b>-ED</b> : /t/, /d/, AND /əd/ .....	180
5-7	SPELLING OF <b>-ED</b> VERBS .....	183
5-8	SPELLING OF <b>-ED</b> AND <b>-ING</b> : TWO-SYLLABLE VERBS .....	186
5-9	THE SIMPLE PAST: IRREGULAR VERBS.....	190
5-10	THE SIMPLE PAST: NEGATIVE.....	192
5-11	THE SIMPLE PAST: YES/NO QUESTIONS.....	194
5-12	MORE IRREGULAR VERBS.....	198
5-13	THE SIMPLE PAST: USING <b>WHERE, WHEN, WHAT TIME,</b> AND <b>WHY</b> .....	203
5-14	QUESTIONS WITH <b>WHAT</b> .....	206
5-15	QUESTIONS WITH <b>WHO</b> .....	209
5-16	ASKING ABOUT THE MEANING OF A WORD .....	212
5-17	MORE IRREGULAR VERBS.....	213
5-18	<b>BEFORE</b> AND <b>AFTER</b> IN TIME CLAUSES .....	216
5-19	<b>WHEN</b> IN TIME CLAUSES .....	219

## Chapter 6 EXPRESSING FUTURE TIME

6-1	FUTURE TIME: USING <b>BE GOING TO</b> .....	231
6-2	WORDS USED FOR PAST TIME AND FUTURE TIME.....	235
6-3	USING <b>A COUPLE OF</b> OR <b>A FEW</b> WITH <b>AGO</b> (PAST) AND <b>IN</b> (FUTURE) .....	238
6-4	USING <b>TODAY, TONIGHT, AND THIS + MORNING,</b> <b>AFTERNOON, EVENING, WEEK, MONTH, YEAR</b> .....	239
6-5	FUTURE TIME: USING <b>WILL</b> .....	242
6-6	ASKING QUESTIONS WITH <b>WILL</b> .....	243
6-7	VERB SUMMARY: PRESENT, PAST, AND FUTURE.....	245
6-8	VERB SUMMARY: FORMS OF <b>BE</b> .....	246
6-9	USING <b>WHAT</b> + A FORM OF <b>DO</b> .....	251
6-10	<b>MAY/MIGHT</b> vs. <b>WILL</b> .....	253
6-11	<b>MAYBE</b> (ONE WORD) vs. <b>MAY BE</b> (TWO WORDS).....	255
6-12	FUTURE TIME CLAUSES WITH <b>BEFORE, AFTER, AND WHEN</b> .....	258
6-13	CLAUSES WITH <b>IF</b> .....	260
6-14	EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND <b>IF</b> -CLAUSES .....	263
6-15	MORE IRREGULAR VERBS.....	266
6-16	MORE IRREGULAR VERBS.....	270

## Chapter 7 EXPRESSING ABILITY

7-1	USING <b>CAN</b> .....	281
7-2	USING <b>CAN</b> : QUESTIONS .....	282
7-3	USING <b>KNOW HOW TO</b> .....	284
7-4	USING <b>COULD</b> : PAST OF <b>CAN</b> .....	285
7-5	USING <b>VERY</b> AND <b>TOO</b> + ADJECTIVE.....	287
7-6	USING <b>TOO MANY</b> AND <b>TOO MUCH</b> + NOUN.....	290
7-7	USING <b>TOO</b> + ADJECTIVE + INFINITIVE .....	293
7-8	USING <b>TOO</b> + ADJECTIVE + <b>FOR (SOMEONE)</b> + INFINITIVE.....	294
7-9	USING ADJECTIVE + <b>ENOUGH</b> .....	295
7-10	USING <b>ENOUGH</b> + NOUN AND <b>MORE</b> + NOUN.....	297
7-11	USING <b>ENOUGH</b> + INFINITIVE .....	299
7-12	USING <b>BE ABLE TO</b> .....	301
7-13	POLITE QUESTIONS: <b>MAY I</b> , <b>COULD I</b> , AND <b>CAN I</b> .....	302
7-14	POLITE QUESTIONS: <b>COULD YOU</b> AND <b>WOULD YOU</b> .....	304
7-15	IMPERATIVE SENTENCES .....	307
7-16	USING <b>TWO</b> , <b>TOO</b> , AND <b>TO</b> .....	310
7-17	MORE ABOUT PREPOSITIONS: <b>AT</b> AND <b>IN</b> FOR LOCATIONS .....	311
7-18	MORE IRREGULAR VERBS .....	321

## Chapter 8 NOUNS, ADJECTIVES AND PRONOUNS

8-1	MODIFYING NOUNS WITH ADJECTIVES AND NOUNS .....	325
8-2	WORD ORDER OF ADJECTIVES .....	329
8-3	EXPRESSIONS OF QUANTITY: <b>ALL OF</b> , <b>MOST OF</b> , <b>SOME OF</b> .....	334
8-4	EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT .....	336
8-5	EXPRESSIONS OF QUANTITY: <b>ONE OF</b> , <b>NONE OF</b> .....	337
8-6	USING <b>EVERY</b> .....	341
8-7	POSSESSIVE NOUNS .....	343
8-8	POSSESSIVE: IRREGULAR PLURAL NOUNS .....	345
8-9	POSSESSIVE PRONOUNS: <b>MINE</b> , <b>YOURS</b> , <b>HIS</b> , <b>HERS</b> , <b>OURS</b> , <b>THEIRS</b> .....	347
8-10	QUESTIONS WITH <b>WHOSE</b> .....	351
8-11	SUMMARY: USES OF THE APOSTROPHE .....	352
8-12	SUMMARY: USES OF NOUNS.....	355
8-13	CONNECTED NOUNS: NOUN + <b>AND/OR</b> + NOUN .....	357
8-14	SUMMARY: USES OF ADJECTIVES .....	360
8-15	SUMMARY: PERSONAL PRONOUNS .....	363
8-16	INDIRECT OBJECTS.....	364
8-17	INDIRECT OBJECTS: USING <b>FOR</b> .....	367
8-18	INDIRECT OBJECTS WITH <b>BUY</b> , <b>GET</b> , <b>MAKE</b> .....	369
8-19	INDIRECT OBJECTS WITH <b>EXPLAIN</b> AND <b>INTRODUCE</b> .....	370
8-20	MORE IRREGULAR VERBS .....	375



## Chapter 9 MAKING COMPARISONS

9-1	COMPARISONS: USING <b>THE SAME (AS)</b> , <b>SIMILAR (TO)</b> , AND <b>DIFFERENT (FROM)</b> .....	379
9-2	COMPARISONS: USING <b>LIKE</b> AND <b>ALIKE</b> .....	382
9-3	THE COMPARATIVE: USING <b>-ER</b> AND <b>MORE</b> .....	383
9-4	USING <b>AS . . . AS</b> ; USING <b>LESS</b> .....	389
9-5	USING <b>BUT</b> .....	393
9-6	USING VERBS AFTER <b>BUT</b> .....	395
9-7	THE SUPERLATIVE: USING <b>-EST</b> AND <b>MOST</b> .....	398
9-8	USING <b>ONE OF</b> + SUPERLATIVE + PLURAL NOUN .....	405
9-9	ADJECTIVES AND ADVERBS .....	411
9-10	MAKING COMPARISONS WITH ADVERBS .....	414
9-11	USING <b>AS . . . AS</b> WITH ADVERBS .....	416

## Chapter 10 EXPRESSING IDEAS WITH VERBS

10-1	USING <b>SHOULD</b> .....	420
10-2	USING <b>LET'S</b> .....	423
10-3	USING <b>HAVE</b> + INFINITIVE ( <b>HAS TO/HAVE TO</b> ) .....	424
10-4	USING <b>MUST</b> .....	427
10-5	MODAL AUXILIARIES .....	430
10-6	SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS .....	431
10-7	THE PRESENT PROGRESSIVE AND THE PAST PROGRESSIVE .....	434
10-8	USING <b>WHILE</b> WITH THE PAST PROGRESSIVE .....	438
10-9	<b>WHILE</b> vs. <b>WHEN</b> IN PAST TIME CLAUSES .....	438
10-10	SIMPLE PAST vs. PAST PROGRESSIVE .....	440
10-11	USING <b>HAVE BEEN</b> (THE PRESENT PERFECT) .....	444
10-12	USING <b>SINCE</b> -CLAUSES .....	446
10-13	FORM OF THE PRESENT PERFECT .....	448
10-14	USING <b>NEVER</b> WITH THE PRESENT PERFECT .....	449
10-15	PRESENT PERFECT: QUESTIONS AND NEGATIVES .....	450
10-16	USING <b>EVER</b> WITH THE PRESENT PERFECT .....	451
10-17	THE PRESENT PERFECT: QUESTIONS WITH <b>HOW LONG</b> .....	453
10-18	PAST PARTICIPLES OF COMMON IRREGULAR VERBS .....	455

Appendix 1	THE ENGLISH ALPHABET .....	A1
Appendix 2	NUMBERS .....	A2
Appendix 3	DAYS OF THE WEEK AND MONTHS OF THE YEAR .....	A3
Appendix 4	WAYS OF SAYING THE TIME .....	A4
Appendix 5	IRREGULAR VERBS .....	A5

INDEX .....	INDEX 1
-------------	---------

**This Page Intentionally Left Blank**





## Preface to the Second Edition

*Basic English Grammar* remains a developmental skills text for students of English as a second or foreign language. Serving as both a reference and a workbook, it introduces students to the form, meaning, and usage of basic structures in English. It provides ample opportunities for practice through extensive and varied exercises leading to communicative activities. Although it focuses on grammar, it promotes the development of all language skills.

This second edition has a greatly expanded range of contents to provide a solid core of basic English grammar for lower-level or beginning students. It includes numerous new exercises with, at the end of each chapter, cumulative review exercises that include additional communicative and interactive student-centered tasks.

Also available are an *Answer Key*, with answers only, and a *Teacher's Guide*, with teaching suggestions as well as the answers to the exercises.



# Acknowledgments

Writing English grammar texts is a pleasure for me. In this pursuit, I am helped by many wonderful people: dedicated teachers who give presentations at conferences and write articles for regional newsletters or international journals; researchers who explore the hows and whys of second language acquisition; grammarians who present their observations clearly and convincingly; past and present authors of other ESL/EFL grammar materials who show creative and sound approaches to helping students gain understanding and usage ability of English; colleagues who give me valuable feedback and share their pedagogical insights; and publishing professionals who know how to mold and market educational materials. We all rely on one another.

Above all, I am indebted to my students, who have taught me a great deal about the language acquisition process by openly sharing with me their learning experiences and practical needs.

In sum, I am indebted to the ESL/EFL community of teachers, researchers, authors, publishers, and students.

In particular, I thank Tina Carver, Janet Johnston, and Shelley Hartle for their invaluable professionalism as well as friendship. I also wish to thank Barbara Matthies, Irene Juzkiw, Stacy Hagen, Nancy Price, Lawrence Cisar, Don Martinetti, Lizette Reyes, Stella Reilly, Marita Froimson, Joy Edwards, R.T. Steltz, Sue Van Etten, Ken Kortlever, Generessa Arielle, and Chelsea Azar. My gratitude goes also to the many wonderful teachers and publishers I met in Korea, Japan, and Taiwan on my trip to Asia in 1994.





# CHAPTER 1

## Using *Be* and *Have*



■ **EXERCISE 1:** Learn the names of your classmates and teacher. Write their names in the spaces below.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 1-1 NOUN + IS + NOUN: SINGULAR

<p>NOUN + IS + NOUN</p> <p>(a) <b>Canada</b> <b>is</b> a <b>country</b>.</p>	<p>“Singular” means “one, not two or more.”</p> <p>In (a): <i>Canada</i> = a singular noun  <i>is</i> = a singular verb  <i>country</i> = a singular noun</p>
<p>(b) Mexico is <b>a</b> country.</p>	<p><b>A</b> frequently comes in front of singular nouns.</p> <p>In (b): <b>a</b> comes in front of the singular noun <i>country</i>. <b>A</b> is called “an article.”</p>
<p>(c) <b>A</b> cat is <b>an</b> animal.</p>	<p><b>A</b> and <b>an</b> have the same meaning. They are both articles.</p> <p><b>A</b> is used in front of words that begin with consonants: <i>b, c, d, f, g, h, j, k, etc.</i> Examples: <i>a bed, a cat, a dog, a friend, a girl</i></p> <p><b>An</b> is used in front of words that begin with <i>a, e, i, and o</i>.<sup>*</sup></p> <p>Examples: <i>an animal, an ear, an island, an office</i></p>

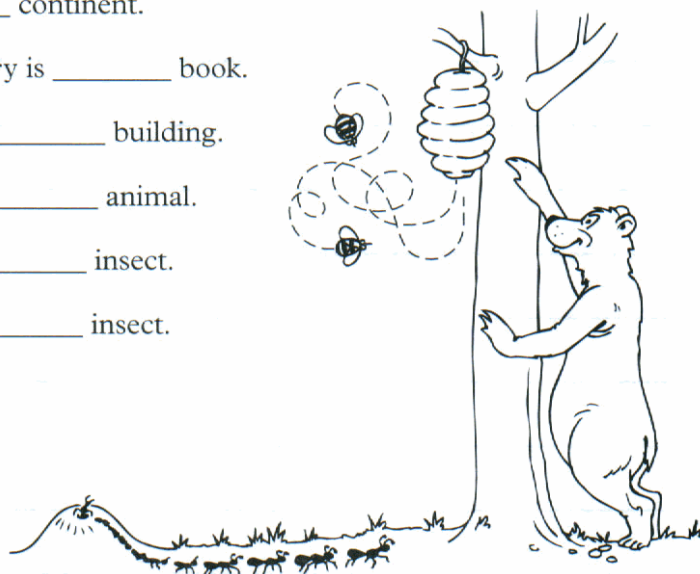
<sup>\*</sup>**An** is also sometimes used in front of words that begin with *u*. See Chart 4-7.

The letters *a, e, i, o, and u* are called “vowels.”

All of the other letters in the alphabet are called “consonants.”

### ■ EXERCISE 2: Complete the sentences. Use an ARTICLE, **a** or **an**.

1. A horse is an animal.
2. English is \_\_\_\_\_ language.
3. Chicago is \_\_\_\_\_ city.
4. Korea is \_\_\_\_\_ country.
5. Europe is \_\_\_\_\_ continent.
6. \_\_\_\_\_ dictionary is \_\_\_\_\_ book.
7. \_\_\_\_\_ hotel is \_\_\_\_\_ building.
8. \_\_\_\_\_ bear is \_\_\_\_\_ animal.
9. \_\_\_\_\_ bee is \_\_\_\_\_ insect.
10. \_\_\_\_\_ ant is \_\_\_\_\_ insect.





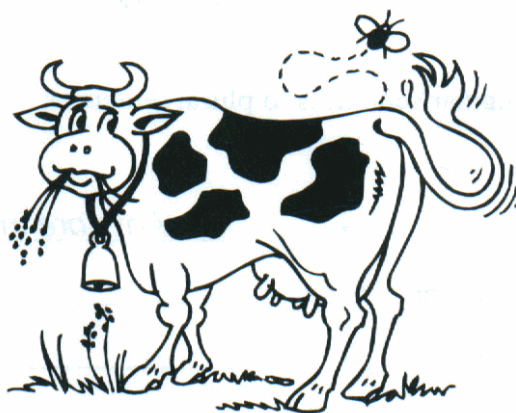
■ **EXERCISE 3:** Complete the sentences. Use an ARTICLE (*a* or *an*) and the words in the list.

*animal*  
*city*

*continent*  
*country*

*insect*  
*language*

1. Arabic is a language.
2. Rome is a city.
3. A cat is an animal.
4. Asia is \_\_\_\_\_.
5. Tokyo is \_\_\_\_\_.
6. Spanish is \_\_\_\_\_.
7. Mexico is \_\_\_\_\_.
8. London is \_\_\_\_\_.
9. A bee is \_\_\_\_\_.
10. South America is \_\_\_\_\_.
11. A dog is \_\_\_\_\_.
12. China is \_\_\_\_\_.
13. Russian is \_\_\_\_\_.
14. A cow is \_\_\_\_\_.
15. A fly is \_\_\_\_\_.



■ **EXERCISE 4—ORAL:** Complete the sentences with your own words. Think of more than one possible completion.

1. ... is a language.  
→ *English is a language.*  
→ *Spanish is a language.*  
→ *Arabic is a language.*  
→ *Etc.*
2. ... is a country.
3. ... is a city.
4. ... is a continent.
5. ... is an animal.
6. ... is an insect.

## 1-2 NOUN + ARE + NOUN: PLURAL

<p>NOUN + ARE + NOUN</p> <p>(a) <b>Cats are animals.</b></p>	<p>“Plural” means “two, three, or more.”</p> <p><i>Cats</i> = a plural noun</p> <p><i>are</i> = a plural verb</p> <p><i>animals</i> = a plural noun</p>
<p>(b) SINGULAR: a cat, an animal.</p> <p>PLURAL: <i>cats, animals</i></p>	<p>Plural nouns end in <b>-s</b>.</p> <p><b>A</b> and <b>an</b> are used only with singular nouns.</p>
<p>(c) SINGULAR: a city, a country.</p> <p>PLURAL: <i>cities, countries</i></p>	<p>Some singular nouns that end in <b>-y</b> have a special plural form: They omit the <b>-y</b> and add <b>-ies</b>.*</p>
<p>NOUN and NOUN + ARE + NOUN</p> <p>(d) <b>Canada and China are countries.</b></p> <p>(e) <b>Dogs and cats are animals.</b></p>	<p>Two nouns connected by <b>and</b> are followed by <b>are</b>.</p> <p>In (d): <i>Canada</i> is a singular noun. <i>China</i> is a singular noun. They are connected by <b>and</b>. Together they are plural, i.e., “more than one.”</p>

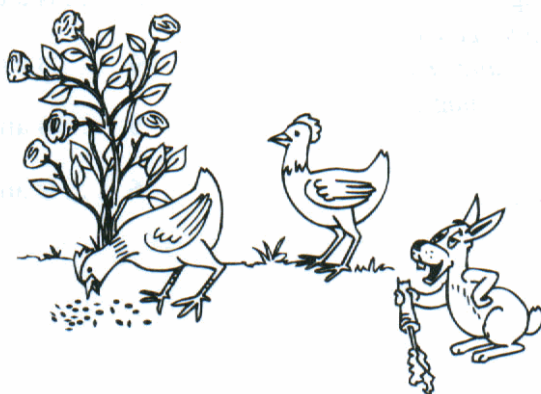
\*See Chart 2-6 for more information about adding **-s/-es** to words that end in **-y**.

### ■ EXERCISE 5: Change the singular sentences to plural sentences.

SINGULAR

PLURAL

1. An ant is an insect. → Ants are insects.
2. A computer is a machine. → \_\_\_\_\_
3. A dictionary is a book. → \_\_\_\_\_
4. A chicken is a bird. → \_\_\_\_\_
5. A rose is a flower. → \_\_\_\_\_
6. A carrot is a vegetable. → \_\_\_\_\_
7. A rabbit is an animal. → \_\_\_\_\_



■ **EXERCISE 6:** Complete the sentences with **is** or **are** and one of the nouns in the list. Use the correct singular form of the noun (using **a** or **an**) or the correct plural form.

<i>animal</i>	<i>country</i>	<i>language</i>
<i>city</i>	<i>insect</i>	<i>machine</i>
<i>continent</i>		

1. A dog is an animal.
2. Dogs are animals.
3. Spanish \_\_\_\_\_.
4. Spanish and Chinese \_\_\_\_\_.
5. Asia \_\_\_\_\_.
6. Asia and Africa \_\_\_\_\_.
7. Thailand and Viet Nam \_\_\_\_\_.
8. Thailand \_\_\_\_\_.
9. Butterflies \_\_\_\_\_.
10. A butterfly \_\_\_\_\_.
11. An automobile \_\_\_\_\_.
12. Automobiles \_\_\_\_\_.
13. London \_\_\_\_\_.
14. London and Baghdad \_\_\_\_\_.

■ **EXERCISE 7—ORAL:** Complete the sentences with your own words.

*Example:* ... a country.

*Response:* (Brazil is) a country.

- |                    |                               |                            |
|--------------------|-------------------------------|----------------------------|
| 1. ... a country.  | 6. ... cities.                | 11. ... countries in Asia. |
| 2. ... countries.  | 7. ... animals.               | 12. ... a city in Europe.  |
| 3. ... languages.  | 8. ... an insect.             | 13. ... a plant.           |
| 4. ... a language. | 9. ... a peninsula.           | 14. ... a vegetable.       |
| 5. ... a city.     | 10. ... streets in this city. | 15. ... a season.          |



## EXERCISE 8—ORAL (BOOKS CLOSED): What are the following things?

Example: Cows

Response: Cows are animals.

- |                |                         |  |
|----------------|-------------------------|--|
| 1. English     | 8. Russian and Arabic   | 15. Winter and summer  |
| 2. England     | 9. Spring               | 16. September and October  |
| 3. Butterflies | 10. Japan and Venezuela | 17. A dictionary   |
| 4. Chickens    | 11. A computer          | 18. Typewriters  |
| 5. Europe      | 12. A bear              | 19. A Honda  |
| 6. Roses       | 13. Bees                | 20. (names of cars, cities, countries, continents, animals, insects) |
| 7. A carrot    | 14. An ant              |  |

### 1-3 PRONOUN + BE + NOUN

SINGULAR			PLURAL			<div> <i>I</i>  <i>you</i>  <i>she</i>  <i>he</i>  <i>it</i>  <i>we</i>  <i>they</i> </div>	
PRONOUN	+ BE	+ NOUN	PRONOUN	+ BE	+ NOUN		
(a) <b>I</b>	<b>am</b>	a student.	(f) <b>We</b>	<b>are</b>	students.	}	= pronouns
(b) <b>You</b>	<b>are</b>	a student	(g) <b>You</b>	<b>are</b>	students.		
(c) <b>She</b>	<b>is</b>	a student	(h) <b>They</b>	<b>are</b>	students.		
(d) <b>He</b>	<b>is</b>	a student					
(e) <b>It</b>	<b>is</b>	a country.					
						<div> <i>am</i>  <i>is</i>  <i>are</i> </div>	= forms of be
(i) Rita is in my class. <b>She</b> is a student. (j) Tom is in my class. <b>He</b> is a student. (k) Rita and Tom are in my class. <b>They</b> are students.						Pronouns refer to nouns. In (i): <i>she</i> (feminine) = Rita In (j): <i>he</i> (masculine) = Tom In (k): <i>they</i> = Rita and Tom	

## EXERCISE 9: Complete the sentences. Use a VERB: **am**, **is**, or **are**. Use a NOUN: **a student** or **students**.

- We are students.
- I \_\_\_\_\_.
- Rita goes to school. She \_\_\_\_\_.
- Rita and Tom go to school. They \_\_\_\_\_.
- You (one person) \_\_\_\_\_.
- You (two persons) \_\_\_\_\_.

■ **EXERCISE 10—ORAL (BOOKS CLOSED):** Complete the sentences with a form of **be** + **a student/students**. Indicate the subject or subjects with your hand.

Example: (...) (The teacher supplies the name of a student.)

Response: (Yoko) is a student. (The responding student indicates Yoko.)

1. (...)
2. (...) and (...)
3. I
4. (...) and I
5. We
6. (...)
7. (...) and (...)
8. They
9. You
10. (...) and (...) and (...)

Now identify the given people as students and, in addition, tell what country or continent they are from.

11. (...)
  - (Yoko) is a student. She is from Japan.
12. (...) and (...)
  - (Luis) and (Pablo) are students. They are from South America.
13. (...)
14. (...) and (...)
15. Etc.

## 1-4 CONTRACTIONS WITH BE

AM	PRONOUN	+	BE	→	CONTRACTION	
	I	+	am	→	<b>I'm</b>	(a) <b>I'm</b> a student.
IS	she	+	is	→	<b>she's</b>	(b) <b>She's</b> a student.
	he	+	is	→	<b>he's</b>	(c) <b>He's</b> a student.
	it	+	is	→	<b>it's</b>	(d) <b>It's</b> a city.
ARE	you	+	are	→	<b>you're</b>	(e) <b>You're</b> a student.
	we	+	are	→	<b>we're</b>	<b>You're</b> students.
	they	+	are	→	<b>they're</b>	(f) <b>We're</b> students. (g) <b>They're</b> students.

When people speak, they often push two words together. A **contraction** = two words that are pushed together.

Contractions of a **subject pronoun** + **be** are used in both speaking and writing.

PUNCTUATION: The mark in the middle of a contraction is called an "apostrophe" (').

NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.

CORRECT: \_\_\_\_\_ *I'm a student.*

INCORRECT: \_\_\_\_\_ *I, m a student.*

■ **EXERCISE 11:** Complete the sentences. Use CONTRACTIONS (*pronoun + be*).

1. Sara is a student. She's in my class.
2. Jim is a student. \_\_\_\_\_ in my class.
3. I have *one brother*. \_\_\_\_\_ twenty years old.
4. I have *two sisters*. \_\_\_\_\_ students.
5. I have *a dictionary*. \_\_\_\_\_ on my desk.
6. I like *my classmates*. \_\_\_\_\_ friendly.
7. I have *three books*. \_\_\_\_\_ on my desk.
8. *My brother* is twenty-six years old. \_\_\_\_\_ married.
9. *My sister* is twenty-one years old. \_\_\_\_\_ single.
10. *Yoko and Ali* are students. \_\_\_\_\_ in my class.
11. I like *my books*. \_\_\_\_\_ interesting.
12. I like *grammar*. \_\_\_\_\_ easy.
13. *Kate and I* live in an apartment. \_\_\_\_\_ roommates.
14. We live in *an apartment*. \_\_\_\_\_ on Pine Street.
15. *I* go to school. \_\_\_\_\_ a student.
16. I know *you*. \_\_\_\_\_ in my English class.

### 1-5 NEGATIVE WITH BE

(a) Tom <span style="border: 1px solid black; padding: 2px;"><i>is not</i> <i>isn't</i></span> a teacher. He is a student.	<b>Not</b> makes a sentence negative.
(b) Tom and Ann <span style="border: 1px solid black; padding: 2px;"><i>are not</i> <i>aren't</i></span> teachers.	<b>Not</b> can be contracted with <b>is</b> and <b>are</b> : CONTRACTION: <b>is + not = isn't</b> CONTRACTION: <b>are + not = aren't</b>
(c) I <b>am not</b> a teacher.	<b>Am</b> and <b>not</b> are not contracted.



■ **EXERCISE 12:** Complete the sentences with the correct information.

1. Korea isn't a city. It 's a country.
2. Horses \_\_\_\_\_ insects. They \_\_\_\_\_.
3. Asia \_\_\_\_\_ a country. It \_\_\_\_\_.
4. Bees and ants \_\_\_\_\_ animals. They \_\_\_\_\_.
5. Arabic \_\_\_\_\_ a country. It \_\_\_\_\_.
6. I \_\_\_\_\_ a professional photographer. I \_\_\_\_\_.



Ms. Black



Jim



Mr. Rice



Mike



Ann



Sue

7. Ann \_\_\_\_\_ a gardener. She \_\_\_\_\_.
8. Mike \_\_\_\_\_ a gardener. He \_\_\_\_\_ an artist.
9. Jim \_\_\_\_\_ a bus driver. He \_\_\_\_\_.
10. Sue \_\_\_\_\_ a photographer. She \_\_\_\_\_.
11. Mr. Rice \_\_\_\_\_ a police officer. He isn't \_\_\_\_\_.
12. Ms. Black isn't \_\_\_\_\_. She \_\_\_\_\_.

## 1-6 BE + ADJECTIVE

NOUN	+	BE	+	ADJECTIVE
(a) A ball		is		<b>round.</b>
(b) Balls		are		<b>round.</b>
(c) Mary		is		<b>intelligent.</b>
(d) Mary and Tom		are		<b>intelligent.</b>

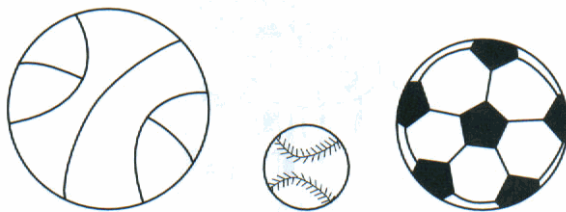
*round*  
*intelligent*  
*hungry*  
*young*  
*happy*

} = adjectives

PRONOUN	+	BE	+	ADJECTIVE
(e) I		am		<b>hungry.</b>
(f) She		is		<b>young.</b>
(g) They		are		<b>happy.</b>

Adjectives often follow a form of **be** (*am, is, are*). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.\*

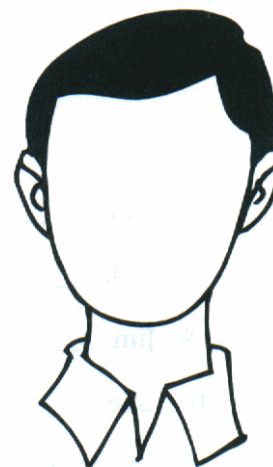
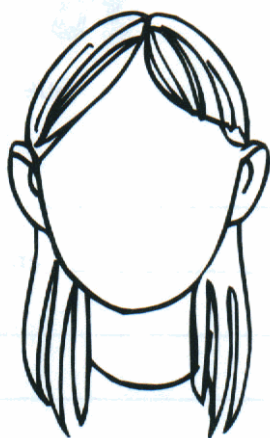
\*The noun or pronoun that comes at the beginning of a sentence is called a “subject.” See Chart 4-1.



### ■ EXERCISE 13: Complete the drawings.

STUDENT A: Make the faces **happy**, **sad**, and **angry**. Show your drawings to Student B.

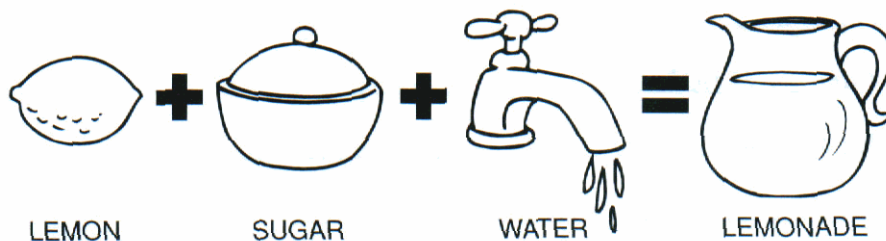
STUDENT B: Identify the emotions that Student A showed in the drawings. For example: *She is angry. He is sad. They are happy.*



■ **EXERCISE 14:** Find the **ADJECTIVE** in the first sentence. Then complete the second sentence with **be** + an adjective that has an opposite meaning. Use the adjectives in the list. Use each adjective only one time.

<i>beautiful</i>	<i>expensive</i>	<i>open</i>
<i>clean</i>	<i>fast</i>	<i>poor</i>
<i>cold</i>	✓ <i>happy</i>	<i>short</i>
<i>dangerous</i>	<i>noisy</i>	<i>sour</i>
<i>easy</i>	<i>old</i>	<i>tall</i>

1. I'm not sad. I 'm happy.
2. Ice isn't hot. It \_\_\_\_\_.
3. Mr. Thomas isn't rich. He \_\_\_\_\_.
4. My hair isn't long. It \_\_\_\_\_.
5. My clothes aren't dirty. They \_\_\_\_\_.
6. Flowers aren't ugly. They \_\_\_\_\_.
7. Cars aren't cheap. They \_\_\_\_\_.
8. Airplanes aren't slow. They \_\_\_\_\_.
9. Grammar isn't difficult. It \_\_\_\_\_.
10. My sister isn't short. She \_\_\_\_\_.
11. My grandparents aren't young. They \_\_\_\_\_.
12. The dormitory isn't quiet. It \_\_\_\_\_.
13. The door isn't closed. It \_\_\_\_\_.
14. Guns aren't safe. They \_\_\_\_\_.
15. Lemons aren't sweet. They \_\_\_\_\_.





■ **EXERCISE 15—ORAL (BOOKS CLOSED):** Use ADJECTIVES to describe things in the classroom. Suggestions are given in parentheses.

*Example:* round, square, flat

To STUDENT A: (*The teacher writes the words on the board: round, square, flat, and then touches or points to something round, for example, a ring or a circle drawn on the board.*)

Tell me about this ring that I'm holding. Use one of the words on the board.

STUDENT A: It's round.

To STUDENT B: Tell me about this coin.

STUDENT B: It's round. It's flat.

1. round (a ring, a coin, a circle drawn on the board)
2. square (a box, a desk, a figure drawn on the board)
3. flat (a coin, a desktop)
4. full (a pocket, a hand)
5. empty (a pocket, a hand)
6. wet (a street on a rainy day, a licked finger)
7. dry (indoors on a rainy day, an unlicked finger)
8. dirty (a hand or a piece of paper rubbed on the floor)
9. clean (a hand or a piece of paper not rubbed on the floor)
10. long (a string, a strip of paper, someone's hair)
11. short (a string, a strip of paper, someone's hair)
12. heavy (a desk, a pile of books)
13. light (a piece of paper, a pen)
14. loud (a knock on a door or desk top, one's speaking voice)
15. soft (a knock on a door or desk top, one's speaking voice)
16. quiet (no sound at all in the classroom)

■ **EXERCISE 16:** Make sentences by using **is** or **are** and an ADJECTIVE from the following list. Use each adjective only one time.

<i>beautiful</i>	✓ <i>hot</i>	<i>sour</i>
<i>cold</i>	<i>important</i>	<i>square</i>
<i>dry</i>	<i>large/big</i>	<i>sweet</i>
<i>flat</i>	<i>round</i>	<i>wet</i>
<i>funny</i>	<i>small/little</i>	

1. Fire is hot.
2. Ice and snow \_\_\_\_\_.
3. A box \_\_\_\_\_.
4. Balls and oranges \_\_\_\_\_.
5. Sugar \_\_\_\_\_.

6. An elephant \_\_\_\_\_,  
but a mouse \_\_\_\_\_.
7. A rain forest \_\_\_\_\_,  
but a desert \_\_\_\_\_.
8. A lemon \_\_\_\_\_.
9. A joke \_\_\_\_\_.
10. Good health \_\_\_\_\_.
11. Flowers \_\_\_\_\_.
12. A coin \_\_\_\_\_ small, round, and \_\_\_\_\_.

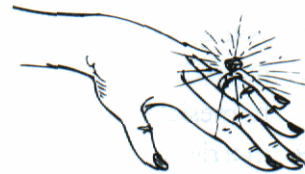


■ **EXERCISE 17:** Complete the sentences. Use *is*, *isn't*, *are*, or *aren't*.

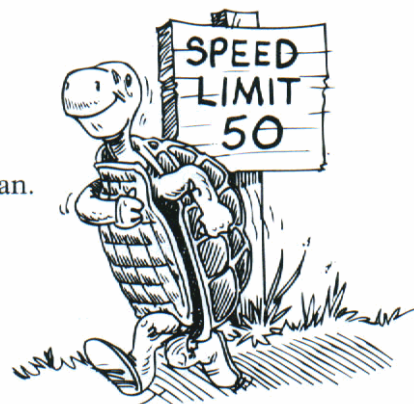
1. A ball isn't square.
2. Balls are round.
3. A mouse \_\_\_\_\_ big.
4. Lemons \_\_\_\_\_ yellow.
- Ripe bananas \_\_\_\_\_ yellow too.



5. A lemon \_\_\_\_\_ sweet. It \_\_\_\_\_ sour.
6. A diamond \_\_\_\_\_ cheap.
7. Diamonds \_\_\_\_\_ expensive.
8. Apples \_\_\_\_\_ expensive.
9. The earth \_\_\_\_\_ flat. It \_\_\_\_\_ round.
10. My pen \_\_\_\_\_ heavy. It \_\_\_\_\_ light.
11. This room \_\_\_\_\_ dark. It \_\_\_\_\_ light.
12. English grammar \_\_\_\_\_ hard. It \_\_\_\_\_ easy.
13. This exercise \_\_\_\_\_ difficult. It \_\_\_\_\_ easy.
14. My classmates \_\_\_\_\_ friendly.



15. A turtle \_\_\_\_\_ slow.
16. Airplanes \_\_\_\_\_ slow.  
They \_\_\_\_\_ fast.
17. The floor in the classroom \_\_\_\_\_ clean.  
It \_\_\_\_\_ dirty.
18. The weather \_\_\_\_\_ cold today.
19. The sun \_\_\_\_\_ bright today.
20. Ice cream and candy \_\_\_\_\_ sour. They \_\_\_\_\_ sweet.
21. My shoes \_\_\_\_\_ comfortable.
22. My desk \_\_\_\_\_ comfortable.
23. Flowers \_\_\_\_\_ ugly. They \_\_\_\_\_ beautiful.
24. Traffic at rush hour \_\_\_\_\_ noisy. It \_\_\_\_\_ quiet.



■ **EXERCISE 18—ORAL:** Do any of these words describe you?

*Example:* Hungry?

*Response:* I'm hungry. OR: I'm not hungry.

- |              |                  |
|--------------|------------------|
| 1. hungry?   | 11. angry?       |
| 2. thirsty?  | 12. nervous?     |
| 3. sleepy?   | 13. friendly?    |
| 4. tired?    | 14. lazy?        |
| 5. old?      | 15. hardworking? |
| 6. young?    | 16. famous?      |
| 7. happy?    | 17. sick?        |
| 8. homesick? | 18. healthy?     |
| 9. married?  | 19. friendly?    |
| 10. single?  | 20. shy?         |



■ **EXERCISE 19—ORAL:** Do any of these words describe this city?

- |            |                |
|------------|----------------|
| 1. big?    | 6. dirty?      |
| 2. small?  | 7. friendly?   |
| 3. old?    | 8. unfriendly? |
| 4. modern? | 9. safe?       |
| 5. clean?  | 10. dangerous? |

■ **EXERCISE 20—ORAL (BOOKS CLOSED):** Make sentences. Use *is/isn't* or *are/aren't*.

*Example:* A ball \ round

*Response:* A ball is round.

*Example:* Balls \ square

*Response:* Balls aren't square.

- |                         |   |
|-------------------------|---|
| 1. A box \ square       | 17. A turtle \ slow                               |
| 2. A box \ round        | 18. Airplanes \ slow                              |
| 3. The earth \ flat     | 19. Airplanes \ fast                              |
| 4. The earth \ round    | 20. English grammar \ difficult                   |
| 5. Bananas \ red        | 21. English grammar \ easy                        |
| 6. Bananas \ yellow     | 22. This exercise \ hard                          |
| 7. Diamonds \ expensive | 23. The weather \ hot today                       |
| 8. Diamonds \ cheap     | 24. The weather \ cold today                      |
| 9. Apples \ expensive   | 25. Lemons \ sweet                                |
| 10. Air \ free          | 26. Ice cream and candy \ sour                    |
| 11. Cars \ free         | 27. Traffic \ noisy                               |
| 12. A pen \ heavy       | 28. City streets \ quiet                          |
| 13. A pen \ light       | 29. Education \ important                         |
| 14. Flowers \ ugly      | 30. Good food \ important                         |
| 15. A rose \ beautiful  | 31. Good food and exercise \ important            |
| 16. A turtle \ fast     | 32. The students in this class \ very intelligent |

■ **EXERCISE 21—ORAL (BOOKS CLOSED):** Name things that the given ADJECTIVES can describe.

*Example:* round

TEACHER: Name something that is round.

STUDENT: (A ball, an orange, the world, my head, etc.) is round.

- |           |              |               |
|-----------|--------------|---------------|
| 1. hot    | 6. flat      | 11. beautiful |
| 2. square | 7. little    | 12. expensive |
| 3. sweet  | 8. important | 13. cheap     |
| 4. sour   | 9. cold      | 14. free      |
| 5. large  | 10. funny    | 15. delicious |



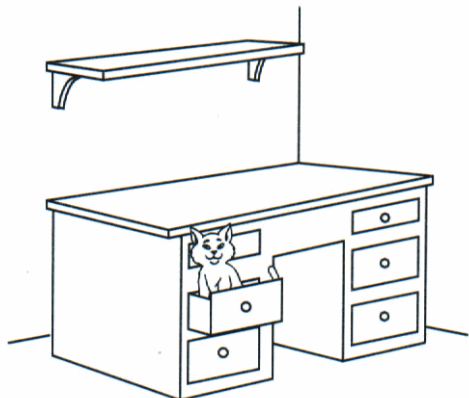
■ **EXERCISE 22:** Complete the sentences with PREPOSITIONS that describe the pictures. Use each preposition one time.

*above*  
*behind*  
*between*

✓ *in*  
*next to*

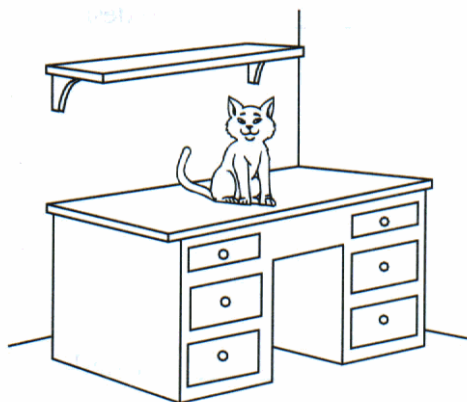
*on*  
*under*

1.



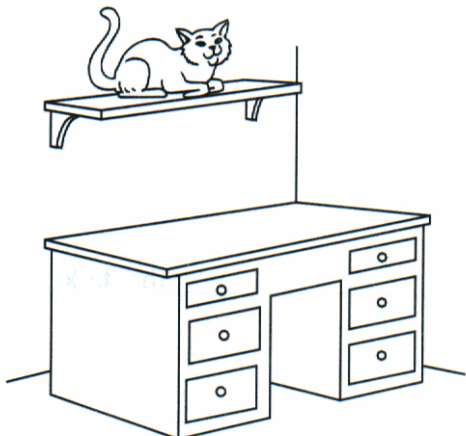
The cat is in the desk.

2.



The cat is \_\_\_\_\_ the desk.

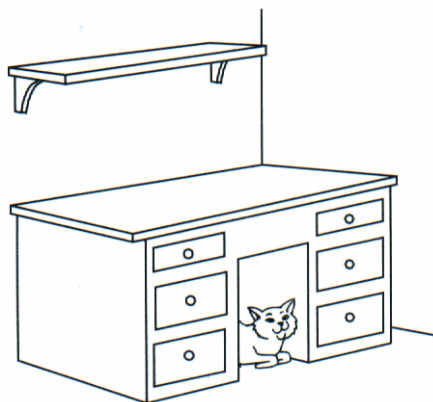
3.



The cat is \_\_\_\_\_ the desk.

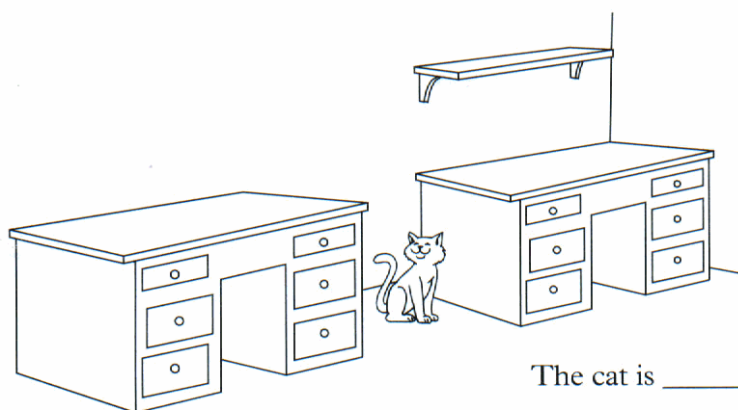


4.



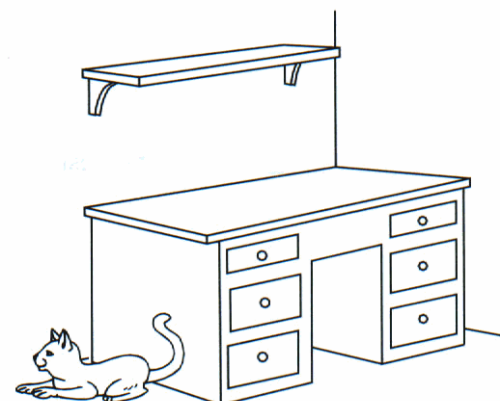
The cat is \_\_\_\_\_ the desk.

5.



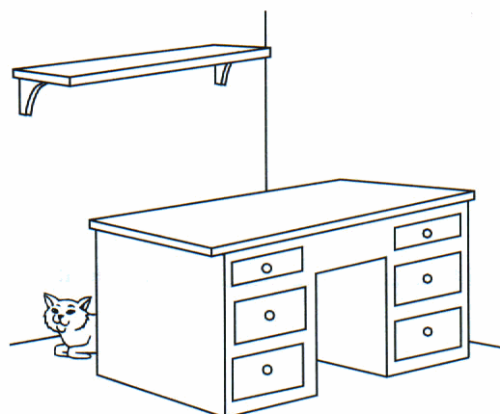
The cat is \_\_\_\_\_ two desks.

6.



The cat is \_\_\_\_\_ the desk.

7.



The cat is \_\_\_\_\_ the desk.

■ **EXERCISE 23:** Find the PREPOSITIONS and the PREPOSITIONAL PHRASES in the following sentences.

1. Mike is in his apartment.  
→ *in* = a preposition  
→ *in his apartment* = a prepositional phrase
2. Mr. Lee is at the airport.
3. Ali is from Egypt.
4. My book is on my desk.
5. Bob's pen is in his pocket.
6. The post office is on First Street.
7. The post office is next to the bank.
8. My feet are under my desktop.
9. My nose is between my cheeks.
10. My apartment is on the third floor. It is above Mr. Kwan's apartment.

■ **EXERCISE 24—ORAL (BOOKS CLOSED):** Practice using PREPOSITIONS of location.

*Example:* under

TEACHER Put your hand under your chair. Where is your hand?

STUDENT: My hand is under my chair. / It's under my chair.

1. *on* Put your pen on your book. Where is your pen?
2. *in* Put your pen in your book. Where's your pen?
3. *under* Put your pen under your book. Where's your pen?
4. *next to* Put your pen next to your book. Where's your pen?
5. *on* Put your hand on your ear. Where's your hand?
6. *next to* Put your hand next to your ear. Where's your hand?
7. *above* Put your hand above your head. Where's your hand?
8. *next to* Stand next to ( . . . ). Where are you?
9. *between* Stand between ( . . . ) and ( . . . ). Where are you?
10. *between* Put your pen between two books. Where's your pen?
11. *behind* Put your hand behind your head. Where's your hand?
12. Follow these directions: Put your pen in your hand.  
    . . . on your arm.  
    . . . behind your neck.  
    . . . between your hands.  
    . . . under your book.  
    . . . next to your book.  
    . . . above your book.

## 1-8 SUMMARY: SENTENCE PATTERNS WITH *BE*

SUBJECT + *BE* + NOUN  
(a) I am *a student.*

SUBJECT + *BE* + ADJECTIVE  
(b) He is *intelligent.*

SUBJECT + *BE* + A LOCATION  
(c) We are *in class.*

The noun or pronoun that comes at the beginning of a sentence is called the “subject.”

***Be*** is a “verb.” Almost all English sentences have a subject and a verb.

Notice in the examples: There are three basic completions for sentences that begin with a *subject* + the verb ***be***:

- *a noun*, as in (a)
- *an adjective*, as in (b)
- *an expression of location*, as in (c)

■ **EXERCISE 25:** Write the form of ***be*** (*am*, *is*, or *are*) that is used in each sentence. Then write the grammar structure that follows ***be***.

		<i>BE</i>	+	COMPLETION
1. We're students.	→	<u>are</u>	+	<u>N (a noun)</u>
2. Anna is in Rome.	→	<u>is</u>	+	<u>LOC (a location)</u>
3. I'm hungry.	→	<u>am</u>	+	<u>ADJ (an adjective)</u>
4. Dogs are animals.	→	<u>          </u>	+	<u>          </u>
5. Jack is at home.	→	<u>          </u>	+	<u>          </u>
6. He's sick.	→	<u>          </u>	+	<u>          </u>
7. They're artists.	→	<u>          </u>	+	<u>          </u>
8. I'm in class.	→	<u>          </u>	+	<u>          </u>
9. Gina is upstairs.	→	<u>          </u>	+	<u>          </u>
10. My pockets are empty.	→	<u>          </u>	+	<u>          </u>



■ **EXERCISE 26—ORAL:** *Is* and *are* are often contracted with nouns in spoken English.

Listen to your teacher say the contractions in the following sentences and practice saying them yourself.

1. Grammar is easy.  
("Grammar's easy.")
2. Rita is a student.
3. My book is on the table.
4. My books are on the table.
5. The weather is cold today.
6. My brother is twenty-one years old.
7. The window is open.
8. The windows are open.
9. My money is in my wallet.
10. Mr. Smith is a teacher.
11. Tom is at home now.
12. The sun is bright today.
13. My roommate is from Chicago.
14. My roommates are from Chicago.
15. My sister is a student in high school.

## 1-9 YES/NO QUESTIONS WITH *BE*

QUESTION	STATEMENT	In a question, <b>be</b> comes in front of the subject.  <i>Punctuation:</i> A question ends with a question mark (?). A statement ends with a period (.).
<div><div><div><i>BE</i> + SUBJECT</div><div>(a) <b>Is</b>     <i>she</i>     a student?</div><div>(b) <b>Are</b>     <i>they</i>     at home?</div></div><div><div>SUBJECT + <i>BE</i></div><div><b>She</b>     <i>is</i>     a student.</div><div><b>They</b>     <i>are</i>     at home.</div></div></div>		
<p>When people answer a question, they usually give only a “short answer” (but sometimes they give a “long answer” too). Notice in the short answers below:</p> <p>After yes, <b>be</b> is not contracted with a pronoun.*</p> <p>After no, two contractions of <b>be</b> are possible with no differences in meaning.</p>		
QUESTION	SHORT ANSWER + (LONG ANSWER)	
(c) <b>Is she</b> a student?	→ Yes, <b>she is</b> .*	( <i>She's a student.</i> )
	→ No, <b>she's not</b> .	( <i>She's not a student.</i> ) OR:
	→ No, <b>she isn't</b> .	( <i>She isn't a student.</i> )
(d) <b>Are they</b> at home?	→ Yes, <b>they are</b> .*	( <i>They're at home.</i> )
	→ No, <b>they're not</b> .	( <i>They're not at home.</i> ) OR:
	→ No, <b>they aren't</b> .	( <i>They aren't at home.</i> )

\* INCORRECT: Yes, *she's*.

INCORRECT: Yes, *they're*.

■ **EXERCISE 27:** Make questions and give short answers.

1. A: Are you tired?  
B: No, I'm not. (I'm not tired.)
2. A: Is Anna in your class?  
B: Yes, she is. (Anna is in my class.)
3. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I'm not homesick.)
4. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Bob is homesick.)
5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Sue isn't here today.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The students in this class are intelligent.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The chairs in this room aren't comfortable.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I'm not married.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Tom and I are roommates.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (A butterfly is not a bird.)

■ **EXERCISE 28—ORAL (BOOKS CLOSED):** Ask and answer questions.

STUDENT A: Your book is open. Ask a classmate a question. Use “*Are you . . . ?*”

STUDENT B: Your book is closed. Answer Student A’s question.

*Example:* hungry

STUDENT A: (Yoko), are you hungry?

STUDENT B: Yes, I am. OR: No, I’m not.

- |                               |  |
|-------------------------------|--|
| 1. hungry                     | <i>Switch roles.</i>                       |
| 2. sleepy                     | 15. in the back of the room                |
| 3. thirsty                    | 16. in the front of the room               |
| 4. married                    | 17. in class                               |
| 5. single                     | 18. in bed                                 |
| 6. tired                      | 19. at the library                         |
| 7. homesick                   | 20. at home                                |
| 8. lazy                       | 21. in ( <i>name of this city</i> )        |
| 9. cold                       | 22. in ( <i>name of another city</i> )     |
| 10. comfortable               | 23. in Canada                              |
| 11. a student                 | 24. in the United States                   |
| 12. a teacher                 | 25. from the United States                 |
| 13. a famous actor            | 26. from ( <i>name of country</i> )        |
| 14. in the middle of the room | 27. a student at ( <i>name of school</i> ) |

■ **EXERCISE 29—ORAL (BOOKS CLOSED):** Ask a classmate a question.

STUDENT A: Your book is open. Ask a classmate a question. Use “*Are you . . . ?*”

STUDENT B: Your book is closed. Answer Student A’s question.

*Example:* a ball \ round

STUDENT A: ( . . . ), is a ball round?

STUDENT B: Yes, it is.

*Example:* a ball \ square

STUDENT A: ( . . . ), is a ball square?

STUDENT B: No, it isn’t. OR: No, it’s not.

- |                               |   |
|-------------------------------|---|
|                               | <i>Switch roles.</i>                      |
| 1. a mouse \ big              | 12. your pen \ heavy                      |
| 2. sugar \ sweet              | 13. apples \ expensive                    |
| 3. lemons \ sweet             | 14. diamonds \ cheap                      |
| 4. ice cream and candy \ sour | 15. English grammar \ easy                |
| 5. the world \ flat           | 16. the floor in this room \ clean        |
| 6. the world \ round          | 17. butterflies \ beautiful               |
| 7. your desk \ comfortable    | 18. turtles \ intelligent                 |
| 8. your shoes \ comfortable   | 19. your dictionary \ under your desk     |
| 9. your eyes \ brown          | 20. your books \ on your desk             |
| 10. the sun \ bright today    | 21. your desk \ in the middle of the room |
| 11. the weather \ cold today  | 22. your pen \ in your pocket             |



## 1-10 QUESTIONS WITH *BE*: USING *WHERE*

**Where** asks about location. **Where** comes at the beginning of the question, in front of **be**.

QUESTION		SHORT ANSWER + (LONG ANSWER)
	<i>BE</i> + SUBJECT	
(a)	<b>Is</b> <b>the book</b> on the table?	→ Yes, <b>it is</b> . ( <i>The book is on the table.</i> )
(b)	<b>Are</b> <b>the books</b> on the table?	→ Yes, <b>they are</b> . ( <i>The books are on the table.</i> )
	<i>WHERE</i> + <i>BE</i> + SUBJECT	
(c)	<b>Where</b> <b>is</b> <b>the book?</b>	→ <b>On the table</b> . ( <i>The book is on the table.</i> )
(d)	<b>Where</b> <b>are</b> <b>the books?</b>	→ <b>On the table</b> . ( <i>The books are on the table.</i> )

### ■ EXERCISE 30: Make questions.

- A: Is Kate at home?  
B: Yes, she is. (Kate is at home.)
- A: Where is Kate?  
B: At home. (Kate is at home.)
- A: \_\_\_\_\_  
B: Yes, it is. (Cairo is in Egypt.)
- A: \_\_\_\_\_  
B: In Egypt. (Cairo is in Egypt.)
- A: \_\_\_\_\_  
B: Yes, they are. (The students are in class today.)
- A: \_\_\_\_\_  
B: In class. (The students are in class today.)
- A: \_\_\_\_\_  
B: On Main Street. (The post office is on Main Street.)
- A: \_\_\_\_\_  
B: Yes, it is. (The train station is on Grand Avenue.)
- A: \_\_\_\_\_  
B: Over there. (The bus stop is over there.)
- A: \_\_\_\_\_  
B: At the zoo. (Sue and Ken are at the zoo today.)

■ **EXERCISE 31—ORAL (BOOKS CLOSED):** Ask a classmate a question. Use **where**.

*Example:* your pen

STUDENT A: Where is your pen?

STUDENT B: *(free response)*

- |                      |                    |   |
|----------------------|--------------------|---|
| 1. your grammar book | 6. (...) and (...) | 10. your parents                              |
| 2. your dictionary   | 7. your sunglasses | 11. the post office                           |
| 3. your money        | 8. your pen        | 12. <i>(the names of places in this city:</i> |
| 4. your books        | 9. your apartment  | <i>a store, landmark, restaurant,</i>         |
| 5. (...)             |                    | <i>etc.)</i>                                  |

■ **EXERCISE 32—ORAL:** Ask and answer questions using **where** and the map of North America.

*Example:* Washington, D.C.

STUDENT A: Where's Washington, D.C.?

STUDENT B: *(Pointing at the map)* It's here.

*Suggestions:*

1. New York City
2. Los Angeles
3. Montreal
4. Miami
5. Toronto
6. Washington, D. C.
7. the Great Lakes
8. the Rocky Mountains
9. the Mississippi River
10. Mexico City



## 1-11 USING HAVE AND HAS

SINGULAR	PLURAL	
(a) <b>I</b> <i>have</i> a pen.	(f) <b>We</b> <i>have</i> pens.	$\left. \begin{array}{l} I \\ you \\ we \\ they \end{array} \right\} + \textit{have}$
(b) <b>You</b> <i>have</i> a pen.	(g) <b>You</b> <i>have</i> pens.	
(c) <b>She</b> <i>has</i> a pen.	(h) <b>They</b> <i>have</i> pens.	
(d) <b>He</b> <i>has</i> a pen.		
(e) <b>It</b> <i>has</i> blue ink.		$\left. \begin{array}{l} she \\ he \\ it \end{array} \right\} + \textit{has}$

### ■ EXERCISE 33: Complete the sentences. Use *have* and *has*.

- We have grammar books.
- I \_\_\_\_\_ a dictionary.
- Kate \_\_\_\_\_ a blue pen. She \_\_\_\_\_ a blue notebook too.
- You \_\_\_\_\_ a pen in your pocket.
- Bob \_\_\_\_\_ a notebook on his desk.
- Anna and Bob \_\_\_\_\_ notebooks. They \_\_\_\_\_ pens too.
- Samir is a student in our class. He \_\_\_\_\_ a red grammar book.
- I \_\_\_\_\_ a grammar book. It \_\_\_\_\_ a red cover.
- You and I are students. We \_\_\_\_\_ books on our desks.
- Mike \_\_\_\_\_ a wallet in his pocket. Sara \_\_\_\_\_ a wallet in her purse.
- Nadia isn't in class today because she \_\_\_\_\_ the flu.
- Mr. and Mrs. Johnson \_\_\_\_\_ two daughters.

## 1-12 USING MY, YOUR, HIS, HER, OUR, THEIR

SINGULAR	PLURAL	SUBJECT FORM	POSSESSIVE FORM
(a) <b>I</b> have a book. <b>My</b> book is red.	(e) <b>We</b> have books. <b>Our</b> books are red.	<i>I</i> → <i>my</i>	
		<i>you</i> → <i>your</i>	
		<i>she</i> → <i>her</i>	
		<i>he</i> → <i>his</i>	
		<i>we</i> → <i>our</i>	
		<i>they</i> → <i>their</i>	
(b) <b>You</b> have a book. <b>Your</b> book is red.	(f) <b>You</b> have books. <b>Your</b> books are red.	I <i>possess</i> a book. = I <i>have</i> a book. = It is <i>my</i> book.	
(c) <b>She</b> has a book. <b>Her</b> book is red.	(g) <b>They</b> have books. <b>Their</b> books are red.	My, our, her, his, our, and their are called "possessive adjectives." They come in front of nouns.	
(d) <b>He</b> has a book. <b>His</b> book is red.			

### ■ EXERCISE 34: Complete the sentences. Use **my**, **your**, **his**, **her**, **our**, or **their**.

- I have a pen. My pen is blue.
- You have a pen. \_\_\_\_\_ pen is black.
- Kate has a pen. \_\_\_\_\_ pen is green.
- Jim has a pen. \_\_\_\_\_ pen is yellow.
- Sara and I have pens. \_\_\_\_\_ pens are gray.
- Sara and you have pens. \_\_\_\_\_ pens are red.
- Sam and Kate have pens. \_\_\_\_\_ pens are orange.
- I have a sister. \_\_\_\_\_ sister is twenty-one years old.
- Ann has a car. \_\_\_\_\_ car is a Ford.
- You have a pen. \_\_\_\_\_ pen is a ballpoint.
- Jim and you have mustaches. \_\_\_\_\_ mustaches are dark.
- Ann and Alex have a baby. \_\_\_\_\_ baby is eight months old.
- Alice and I have notebooks. \_\_\_\_\_ notebooks are green.
- Ann has a brother. \_\_\_\_\_ brother is in high school.
- Ken has a coat. \_\_\_\_\_ coat is brown.
- We have a dog. \_\_\_\_\_ dog is gray and white.



■ **EXERCISE 35:** Complete the sentences. Use *have* or *has*. Use *my*, *your*, *her*, *his*, *our*, or *their*.

1. I have a book. My book is interesting.
2. Bob \_\_\_\_\_ a bookbag. \_\_\_\_\_ bookbag is green.
3. You \_\_\_\_\_ a raincoat. \_\_\_\_\_ raincoat is brown.
4. Kate \_\_\_\_\_ a raincoat. \_\_\_\_\_ raincoat is red.
5. Ann and Jim are married. They \_\_\_\_\_ a baby. \_\_\_\_\_ baby is six months old.
6. Ken and Sue \_\_\_\_\_ a daughter. \_\_\_\_\_ daughter is ten years old.
7. John and I \_\_\_\_\_ a son. \_\_\_\_\_ son is seven years old.
8. I \_\_\_\_\_ a brother. \_\_\_\_\_ brother is sixteen.
9. We \_\_\_\_\_ grammar books. \_\_\_\_\_ grammar books are red.
10. Tom and you \_\_\_\_\_ bookbags. \_\_\_\_\_ bookbags are green.
11. Ann \_\_\_\_\_ a dictionary. \_\_\_\_\_ dictionary is red.
12. Mike \_\_\_\_\_ a car. \_\_\_\_\_ car is blue.

■ **EXERCISE 36:** Complete the sentences with *my*, *your*, *her*, *his*, *our*, or *their*.

1. Rita is wearing a blouse. \_\_\_\_\_ blouse is light blue.
2. Tom is wearing a shirt. \_\_\_\_\_ shirt is yellow and brown.
3. I am wearing jeans. \_\_\_\_\_ jeans are blue.
4. Bob and Tom are wearing boots. \_\_\_\_\_ boots are brown.
5. Sue and you are wearing dresses. \_\_\_\_\_ dresses are red.
6. Ann and I are wearing sweaters. \_\_\_\_\_ sweaters are green.
7. You are wearing shoes. \_\_\_\_\_ shoes are dark brown.
8. Sue is wearing a skirt. \_\_\_\_\_ skirt is black.
9. John is wearing a belt. \_\_\_\_\_ belt is white.

10. Sue and Ann are wearing slacks. \_\_\_\_\_ slacks are dark gray.
11. Tom is wearing slacks. \_\_\_\_\_ slacks are dark blue.
12. I am wearing earrings. \_\_\_\_\_ earrings are gold.

VOCABULARY CHECKLIST		
COLORS	CLOTHES	JEWELRY
black	belt	bracelet
blue, dark blue, light blue	blouse	earrings
blue green	boots	necklace
brown, dark brown, light brown	coat	ring
gray, dark gray, light gray	dress	watch/wristwatch
green, dark green, light green	gloves	
orange	hat	
pink	jacket	
purple	jeans	
red	pants	
tan, beige	sandals	
white	shirt	
yellow	shoes	
gold	skirt	
silver	slacks	
	suit	
	sweater	
	tie, necktie	
	T-shirt	

- **EXERCISE 37—ORAL (BOOKS CLOSED):** Name some of the colors and then some of the articles of clothing and jewelry in the room. Then describe an article of clothing/jewelry and its color, using this pattern:

*possessive adjective + noun + is/are + color*

*Examples:*

TEACHER: Look at Ali. Tell me about his shirt. What color is his shirt?

STUDENT: His shirt is blue.

TEACHER: Look at Rosa. What is this?

STUDENT: A sweater.

TEACHER: Tell me about her sweater. What color is it?

STUDENT: Her sweater is red.

TEACHER: Look at me. What am I touching?

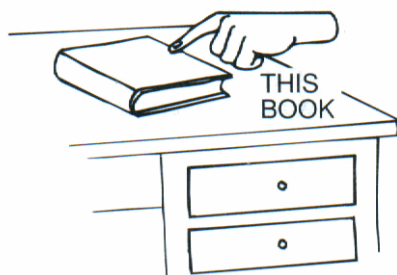
STUDENT: Your shoes.

TEACHER: Tell me about the color.

STUDENT: Your shoes are brown.

## 1-13 USING *THIS* AND *THAT*

(a) I have a book in my hand. <b><i>This book</i></b> is red.	<i>this</i> book = the book is near me.
(b) I see a book on your desk. <b><i>That book</i></b> is blue.	<i>that</i> book = the book is not near me.
(c) <b><i>This</i></b> is my book.	
(d) <b><i>That</i></b> is your book.	
(e) <b><i>That's</i></b> her book.	CONTRACTION: <i>that is</i> = <i>that's</i>



- **EXERCISE 38—ORAL (BOOKS CLOSED):** Use *this* and *that*. Touch and point to things in the classroom.

*Example:* book

*Response:* This is my book. That is your book.

- |             |               |                      |
|-------------|---------------|----------------------|
| 1. book     | 5. dictionary | 9. pencil            |
| 2. pen      | 6. bookbag    | 10. pencil sharpener |
| 3. notebook | 7. coat       | 11. watch            |
| 4. purse    | 8. hat        | 12. nose             |

- **EXERCISE 39—ORAL (BOOKS CLOSED):** Use *this* and *that*. Touch and point to things in the classroom.

*Example:* red \ yellow

*Response:* This (book) is red. That (shirt) is yellow.

- |                   |                           |
|-------------------|---------------------------|
| 1. red \ blue     | 7. red \ pink             |
| 2. red \ green    | 8. dark blue \ light blue |
| 3. red \ yellow   | 9. black \ gray           |
| 4. blue \ black   | 10. gold \ silver         |
| 5. white \ black  | 11. dark brown \ tan      |
| 6. orange \ green | 12. purple \ red          |

## 1-14 USING THESE AND THOSE

- (a) My books are on my desk. **These** are my books.  
 (b) Your books are on your desk. **Those** are your books.

SINGULAR		PLURAL
<i>this</i>	→	<i>these</i>
<i>that</i>	→	<i>those</i>

■ **EXERCISE 40:** Complete the sentences. Use the words in parentheses.

- (*This, These*) These books belong to me. (*That, Those*)  
That book belongs to Kate.
- (*This, These*) \_\_\_\_\_ coat is black. (*That, Those*) \_\_\_\_\_  
 coats are tan.
- (*This, These*) \_\_\_\_\_ earrings are gold. (*That, Those*) \_\_\_\_\_  
 earrings are silver.
- (*This, These*) \_\_\_\_\_ pencil belongs to Alex. (*That, Those*)  
 \_\_\_\_\_ pencil belongs to Alice.
- (*This, These*) \_\_\_\_\_ sunglasses belong to me. (*That, Those*)  
 \_\_\_\_\_ sunglasses belong to you.
- (*This, These*) \_\_\_\_\_ exercise is easy. (*That, Those*) \_\_\_\_\_  
 exercises are hard.
- Students are sitting at (*this, these*) \_\_\_\_\_ desks, but (*that, those*)  
 \_\_\_\_\_ desks are empty.
- (*This, These*) \_\_\_\_\_ book is on my desk. (*That, Those*)  
 \_\_\_\_\_ books are on your desk.

■ **EXERCISE 41—ORAL (BOOKS CLOSED):** Use **these** and **those**. Touch and point to things in the classroom.

*Example:* books

*Response:* These are my books. Those are your books.

- |             |                       |
|-------------|-----------------------|
| 1. books    | 5. jeans              |
| 2. pens     | 6. things             |
| 3. shoes    | 7. glasses/sunglasses |
| 4. earrings | 8. notebooks          |



■ **EXERCISE 42—ORAL (BOOKS CLOSED):** Use *this*, *that*, *these*, or *those*. Touch and point to things in the classroom.

*Example:* book

*Response:* This is my book. That is your book.

*Example:* books

*Response:* These are my books. Those are your books.

- |               |             |
|---------------|-------------|
| 1. book       | 6. coats    |
| 2. books      | 7. shoes    |
| 3. dictionary | 8. wallet   |
| 4. pens       | 9. purse    |
| 5. pen        | 10. glasses |

## 1-15 ASKING QUESTIONS WITH *WHAT* AND *WHO* + *BE*

<p>(a) <b>What is</b> this (thing)? → It's a pen.</p> <p>(b) <b>Who is</b> that (man)? → That's Mr. Lee.</p> <p>(c) <b>What are</b> those (things)? → They're pens.</p> <p>(d) <b>Who are</b> they? → They're Mr. and Mrs. Lee.</p>	<p><b>What</b> asks about things.</p> <p><b>Who</b> asks about people.</p> <p>NOTE: In questions with <b>what</b> and <b>who</b>,</p> <ul style="list-style-type: none"> <li>• <b>is</b> is followed by a singular word.</li> <li>• <b>are</b> is followed by a plural word.</li> </ul>
<p>(e) <b>What's</b> this?</p> <p>(f) <b>Who's</b> that man?</p>	<p>CONTRACTIONS</p> <p><i>who is</i> = <i>who's</i></p> <p><i>what is</i> = <i>what's</i></p>

■ **EXERCISE 43:** Complete the questions with *what* or *who* and *is* or *are*.

- A: Who is that woman?

B: She's my sister. Her name is Sonya.
- A:                                  those things?

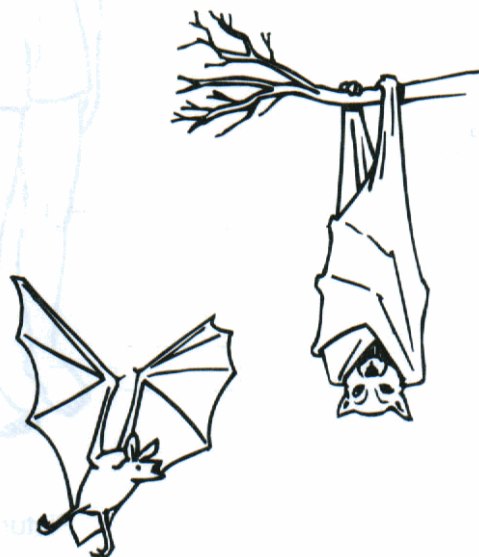
B: They're ballpoint pens.
- A:                                  that?

B: That's Ms. Walenski.
- A:                                  this?

B: That's my new notebook.
- A: Look at those people over there.                                  they?

B: I'm not sure, but I think they're new students from Thailand.

6. A: \_\_\_\_\_ your name?  
B: Anita.
7. A: \_\_\_\_\_ your grammar teacher?  
B: Mr. Cook.
8. A: \_\_\_\_\_ your favorite teachers?  
B: Mr. Cook and Ms. Rosenberg.
9. A: \_\_\_\_\_ a rabbit?  
B: It's a small furry animal with big ears.
10. A: \_\_\_\_\_ bats?  
B: They're animals that can fly. They're not birds.



■ **EXERCISE 45—ORAL:** Talk about things and people in the classroom. Ask your classmates the given questions.

*Example:* What's this?

STUDENT A: What's this? (*pointing at his/her grammar book*)

STUDENT B: It's your grammar book.

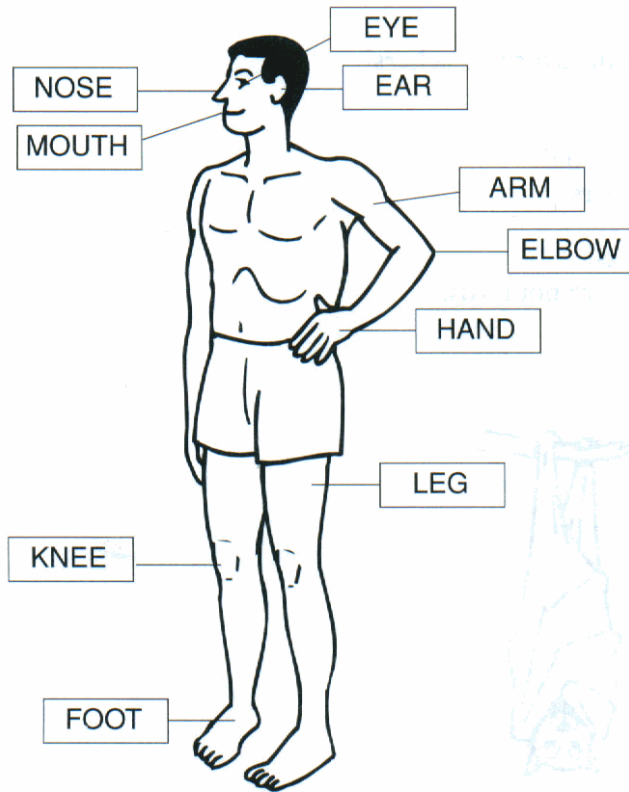
*Example:* Who's that?

STUDENT A: Who's that? (*indicating a classmate*)

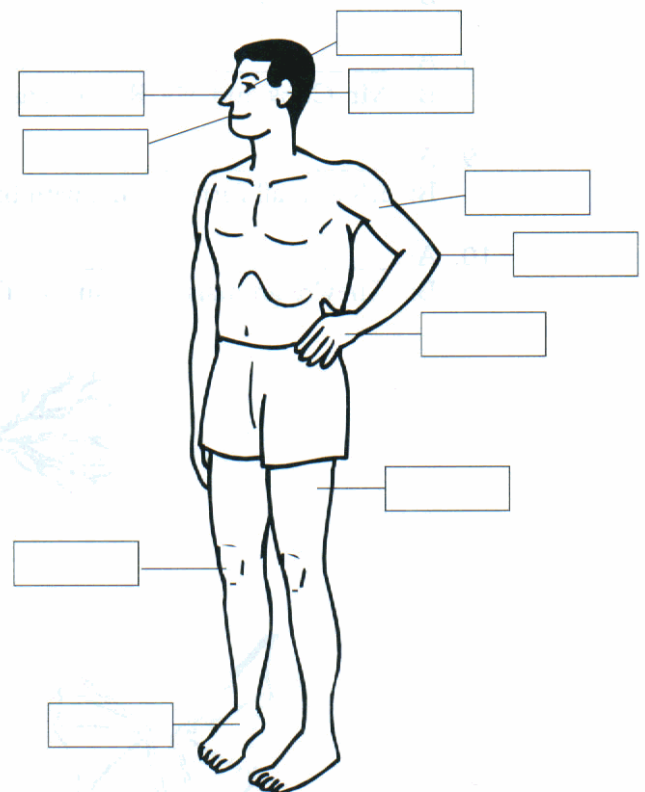
STUDENT B: That's Ivan.

1. What's this?
2. What's that?
3. Who's this?
4. Who's that?
5. What are those?
6. What are these?

■ **EXERCISE 46:** Study the names of the parts of the body in Picture A. Then cover Picture A and write in the names of the body parts in Picture B.



Picture A



Picture B

■ **EXERCISE 47—ORAL (BOOKS CLOSED):** Use *this*, *that*, *these*, and *those*.

*Example:* hand

TEACHER: What is this? (*The teacher indicates her or his hand.*)

STUDENT: That is your hand.

OR

TEACHER: What is that? (*The teacher indicates a student's hand.*)

STUDENT: This is my hand.

- |          |             |
|----------|-------------|
| 1. nose  | 6. knee     |
| 2. eyes  | 7. foot     |
| 3. arm   | 8. shoulder |
| 4. elbow | 9. fingers  |
| 5. legs  | 10. ears    |

■ **EXERCISE 48—ORAL:** Ask a classmate questions about the picture. Use **What's this?** **What's that?** **What are these?** **What are those?** and any other questions you want to ask.

*Example:*

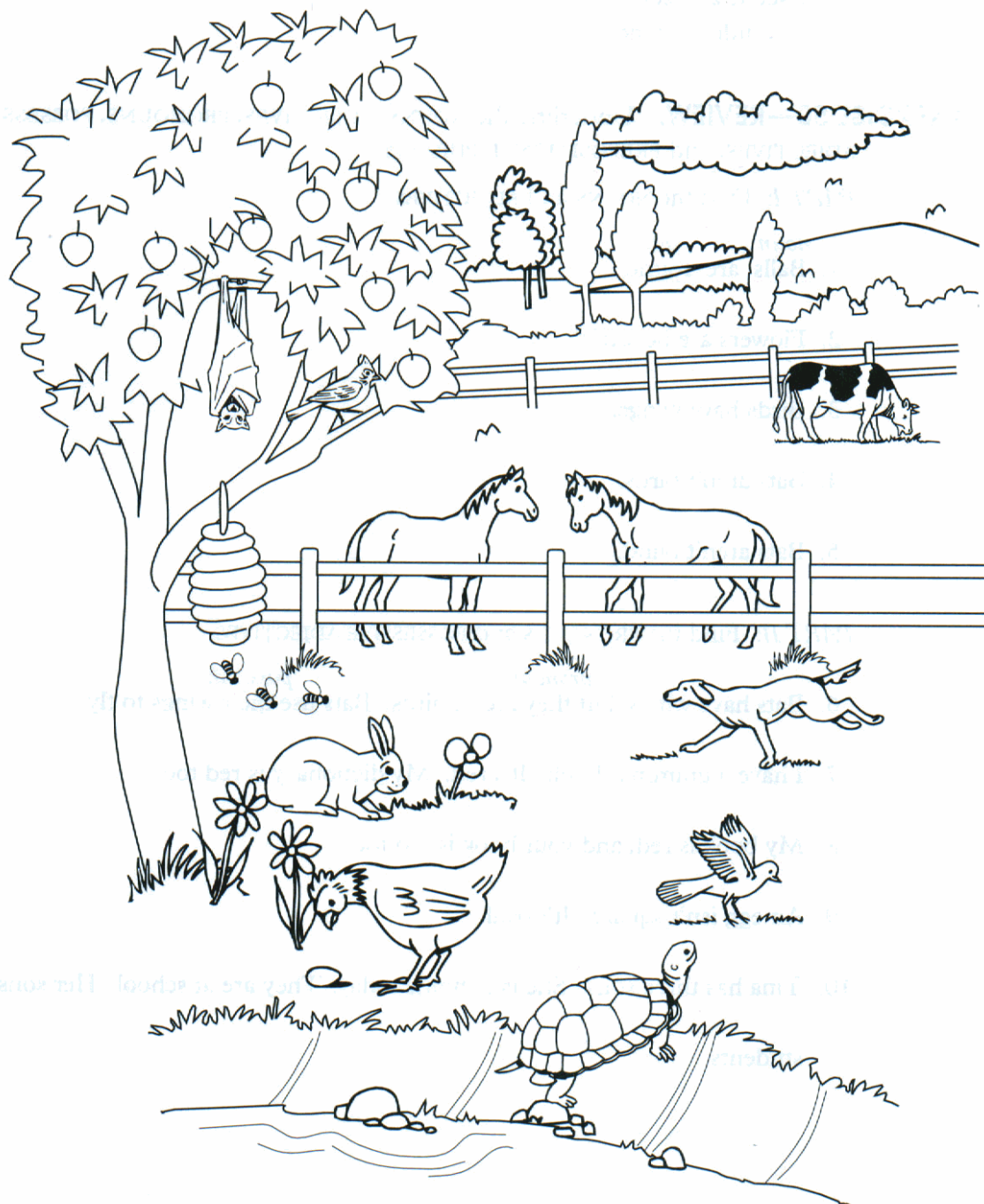
STUDENT A: What's this? (*pointing at the tree*)

STUDENT B: That's a tree.

STUDENT A: What are those? (*pointing at the horses*)

STUDENT B: Those are horses.

Etc.





■ **EXERCISE 49:** Draw a picture and then answer a classmate's question about it. Use **What's this?** **What's that?** **What are these?** **What are those?** and any other questions you want to ask.

*Suggestions for the picture you draw:*

1. this classroom
2. some of the people in this classroom
3. your family
4. your room / apartment / house
5. a scene at a zoo
6. an outdoor scene

■ **EXERCISE 50—REVIEW:** Underline the NOUNS, ADJECTIVES, PRONOUNS, POSSESSIVE ADJECTIVES, and PREPOSITIONAL PHRASES.

*PART I:* Find the NOUNS and ADJECTIVES.

- | <i>noun</i>                        | <i>adj.</i> |
|------------------------------------|-------------|
| 1. <u>Balls</u> are <u>round</u> . |             |
| 2. Flowers are beautiful.          |             |
| 3. Birds have wings.               |             |
| 4. Bats aren't birds.              |             |
| 5. Bats aren't blind.              |             |

*PART II:* Find the PRONOUNS and POSSESSIVE ADJECTIVES.

- | <i>pronoun</i>   | <i>poss. adj.</i> |
|--|-------------------|
| 6. Bats have wings, but <u>they</u> aren't birds. Bats use <u>their</u> wings to fly.          |                   |
| 7. I have a grammar book. It's red. My dictionary is red too.                                  |                   |
| 8. My book is red, and your book is red too.   |                   |
| 9. An egg isn't square. It's oval.   |                   |
| 10. Tina has three sons. She is at home today. They are at school. Her sons are good students. |                   |

**PART III:** Find the PREPOSITIONAL PHRASES.

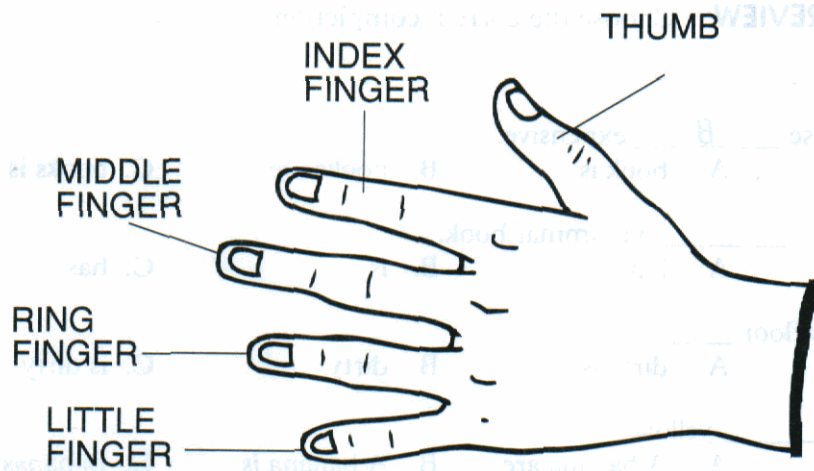
11. Libya is <sup>prep. phr.</sup> in Africa.

12. Po is from Beijing.

13. My books are on my desk.

14. I'm at school.

15. My middle finger is between my index finger and my ring finger.



■ **EXERCISE 51—REVIEW:** Correct the mistakes in the sentences.

1. We <sup>are</sup> ~~is~~ students.
2. I no hungry.
3. I am student. He is teacher.
4. Yoko not here. She at school.
5. I'm from Mexico. Where you are from?
6. Roberto he is a student in your class?
7. Those pictures are beautifuls.
8. This is you dictionary. It not my dictionary.

9. Mr. Lee have a brown coat.
10. They are n't here today.
11. This books are expensive.
12. Cuba is a island.
13. Florida and Korea is peninsula.

■ **EXERCISE 52—REVIEW:** Choose the correct completion.

*Example:*

Those   B   expensive.

- A. book is                      B. books are                      C. books is

1. Ann \_\_\_\_\_ a grammar book.

- A. have                      B. is                      C. has

2. This floor \_\_\_\_\_.

- A. dirty is                      B. dirty                      C. is dirty

3. \_\_\_\_\_ yellow.

- A. A banana are                      B. A banana is                      C. Bananas is

4. *Bob:* \_\_\_\_\_ is your apartment?

*Ann:* It's on Forest Street.

- A. What                      B. Where                      C. Who

5. Mike is \_\_\_\_\_ engineer.

- A. a                      B. an                      C. on

6. Give this to Ann. It is \_\_\_\_\_ dictionary.

- A. she                      B. an                      C. her

7. *Yoko:* \_\_\_\_\_ these?

*Gina:* My art books. I'm taking an art history course this semester.

- A. What is                      B. Who are                      C. What are

8. *Tom:* Are you hungry?

*Sue:* Yes, \_\_\_\_\_.

- A. I'm                      B. I'm not                      C. I am

9. \_\_\_\_\_ books are really expensive.

- A. Those                      B. They                      C. This

10. *Tina:* \_\_\_\_\_ that?  
*Jim:* That's Paul Carter.  
 A. Who's B. What's C. Where's
11. That is \_\_\_\_\_.  
 A. a mistakes B. mistakes C. a mistake
12. *Paul:* \_\_\_\_\_ in your class?  
*Eric:* No.  
 A. Mr. Kim B. Is Mr. Kim C. Mr. Kim is he

■ **EXERCISE 53—REVIEW:** Complete the sentences with **am**, **is**, or **are**. Use **not** if necessary.

- Lemons \_\_\_\_\_ vegetables.
- A lemon \_\_\_\_\_ a kind of fruit.
- I \_\_\_\_\_ from the United States.
- We \_\_\_\_\_ human beings.
- Eggs \_\_\_\_\_ oval.
- Chickens \_\_\_\_\_ birds, but bats \_\_\_\_\_ birds.
- Salt \_\_\_\_\_ sweet. Sugar \_\_\_\_\_ sweet.
- Soccer \_\_\_\_\_ a sport.
- Soccer and basketball \_\_\_\_\_ sports.
- Africa \_\_\_\_\_ a country. It \_\_\_\_\_ a continent.

■ **EXERCISE 54—REVIEW:** Complete the sentences.

1. A: Are you a student at this school?

B: Yes, \_\_\_\_\_.

A: Where \_\_\_\_\_ you from?

B: I \_\_\_\_\_ Korea.

2. A: Where \_\_\_\_\_ your book?

B: Yoko \_\_\_\_\_ it.

A: Where \_\_\_\_\_ your notebooks?

B: Ali and Roberto \_\_\_\_\_ my notebooks.



3. A: \_\_\_\_\_ this?

B: It \_\_\_\_\_ picture of my family.

A: \_\_\_\_\_ this?

B: That's \_\_\_\_\_ father.

A: \_\_\_\_\_ they?

B: My brother and sister.

4. A: Are you a \_\_\_\_\_?

B: No, \_\_\_\_\_ not. I'm a \_\_\_\_\_.

5. A: Are \_\_\_\_\_ expensive?

B: Yes, \_\_\_\_\_.

A: Is \_\_\_\_\_ expensive?

B: No, \_\_\_\_\_.

6. A: What's \_\_\_\_\_?

B: I don't know. Ask someone else.

A: What's \_\_\_\_\_?

B: It's \_\_\_\_\_.

7. A: \_\_\_\_\_ an animal?

B: Yes.

A: \_\_\_\_\_ animals?

B: Yes.

A: \_\_\_\_\_ an insect?

B: No, it's not. It's an animal too.

8. A: \_\_\_\_\_ countries in Asia?

B: Yes, they are.

A: \_\_\_\_\_ a country in South America?

B: Yes, it is.

A: \_\_\_\_\_ a country in Africa?

B: No, it's not. It's a country in \_\_\_\_\_.

9. A: Where \_\_\_\_\_?

B: He's \_\_\_\_\_.

A: Where \_\_\_\_\_?

B: They're \_\_\_\_\_.

10. A: \_\_\_\_\_ a turtle?

B: Just a minute. Let me look in my dictionary. Okay. A turtle is a reptile.

A: \_\_\_\_\_ a reptile?

B: \_\_\_\_\_ an animal that has cold blood.

A: \_\_\_\_\_ snakes reptiles too?

B: Yes. \_\_\_\_\_ reptiles too.

### ■ EXERCISE 55—REVIEW: Work in pairs.

STUDENT A: Give directions. Your book is open.

STUDENT B: Draw what Student A tells you to draw. Your book is closed.

1. Draw a ball on a box.
2. Draw a ball above a box.
3. Draw a ball next to a box.
4. Draw a ball under a box.
5. Draw a ball in a box.
6. Draw a banana between two apples.
7. Draw a square above a circle.
8. Draw a flower. Draw a tree next to the flower. Draw a bird above the tree. Draw a turtle under the flower.

*Switch roles.*

9. Draw a circle next to a triangle.
10. Draw a circle in a triangle.
11. Draw a circle above a triangle.
12. Draw a triangle between two circles.
13. Draw a circle under a triangle.
14. Draw an apple on a banana. Draw an apple above a banana.
15. Draw a tree. Draw a person next to the tree. Draw the sun above the tree.
16. Draw a cloud. Draw a bird under the cloud. Draw a bird above the cloud. Draw a bird in the cloud.

■ **EXERCISE 56—REVIEW:** Work in pairs.

STUDENT A: Give directions. Use the given prepositions.

STUDENT B: Perform the action.

*Example:* in

STUDENT A: Put your pen in your pocket.

STUDENT B: (*Student B puts her/his pen in her/his pocket.*)

*Switch roles.*

- |            |             |
|------------|-------------|
| 1. in      | 8. in       |
| 2. on      | 9. between  |
| 3. above   | 10. behind  |
| 4. under   | 11. above   |
| 5. between | 12. on      |
| 6. next to | 13. next to |
| 7. behind  | 14. under   |

■ **EXERCISE 57—REVIEW:** Complete the sentences in this composition by Carlos.

- (1) My name is Carlos. I am OR I'm from Mexico.
- (2)  a student.  twenty years old.
- (3) My family lives in Mexico City.  father  a
- (4) businessman.  fifty-one years old.  mother
- (5)  a housewife.  forty-nine years old.
- (6) I  two sisters and one brother. The names of my sisters
- (7)  Rosa and Patricia. Rosa  a teacher.
- (8)  twenty-eight years old. Patricia  a student.
- (9)  eighteen years old. The name of  brother
- (10)  Pedro.  an engineer. He is married. He
- (11)  two children.
- (12) I live in a dormitory.  a tall building.  on
- (13) Pine Street. My address  3225 Pine St. I live with my roommate.
- (14)  name is Bob.  from Chicago.
- (15)  nineteen years old.
- (16) I like my classes.  interesting. I like
- (17) classmates.  friendly.

■ **EXERCISE 58—REVIEW:** Write a composition by completing the sentences. (Use your own paper.) NOTE: A sentence begins with a capital letter (a big letter) and a sentence ends with a period ( . )\*

My name \_\_\_\_\_. I \_\_\_\_\_ from \_\_\_\_\_. \_\_\_\_\_ a student. \_\_\_\_\_ years old.

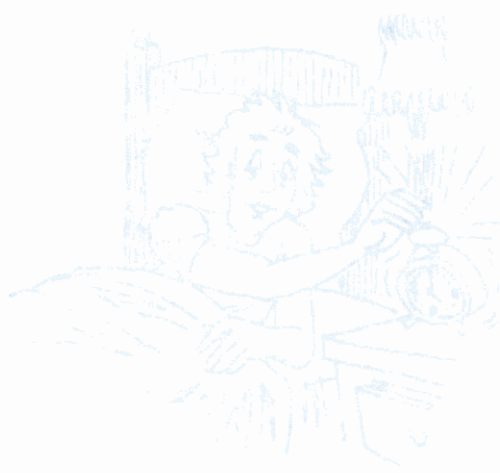
My family lives in \_\_\_\_\_. \_\_\_\_\_ father \_\_\_\_\_ years old. \_\_\_\_\_ mother \_\_\_\_\_ years old.

I have \_\_\_\_\_ sister(s) and \_\_\_\_\_ brother(s). The name(s) of my sister(s) \_\_\_\_\_ is a/an \_\_\_\_\_ years old. (*Write about each sister.*)

The name(s) of my brother(s) \_\_\_\_\_ is a \_\_\_\_\_ years old. (*Write about each brother.*)

I live in (*a dormitory, a house, an apartment*) \_\_\_\_\_. My address \_\_\_\_\_. I live with \_\_\_\_\_ name(s) \_\_\_\_\_.

I like \_\_\_\_\_ classes. \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_. I like \_\_\_\_\_ classmates. They \_\_\_\_\_.



\*In British English, a period is called a “full stop.”





## CHAPTER 2

### Expressing Present Time (Part 1)

#### 2-1 FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

	SINGULAR	PLURAL	Notice: The verb after <i>she, he, it</i> (3rd person singular) has a final <i>-s</i> : <i>talks</i> .
1st PERSON	<b>I talk</b>	<b>we talk</b>	
2nd PERSON	<b>you talk</b>	<b>you talk</b>	
3rd PERSON	<b>she talks</b> <b>he talks</b> <b>it rains</b>	<b>they talk</b>	
(a) I <b>eat</b> breakfast <b>every morning</b> . (b) Ann <b>speaks</b> English <b>every day</b> . (c) We <b>sleep</b> <b>every night</b> . (d) They <b>go</b> to the beach <b>every weekend</b> .			The simple present tense expresses habits. In (a): Eating breakfast is a habit, a usual activity. <i>Every morning</i> = Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.



■ **EXERCISE 1:** What do you do every morning? On the left, there is a list of habits. On the right, make a list of your habits every morning. Put them in order. What do you do first, second, third, etc.?

HABITS	MY HABITS EVERY MORNING
(a) eat breakfast	1. <i>The alarm clock rings.</i>
(b) go to class	2. <u><i>I turn off the alarm clock.</i></u>
(c) put on my clothes	3. _____
(d) drink a cup of coffee/tea	4. _____
(e) shave	5. _____
(f) put on my make-up	6. _____
(g) take a shower/bath	7. _____
(h) get up	8. _____
(i) pick up my books	9. _____
(j) walk to the bathroom	10. _____
(k) watch TV	11. _____
(l) look in the mirror	12. _____
✓ (m) turn off the alarm clock	13. _____
(n) go to the kitchen/the cafeteria	14. _____
(o) brush/comb my hair	15. _____
(p) say good-bye to my roommate/ wife/husband	16. _____
(q) brush my teeth	17. _____
(r) do exercises	18. _____
(s) wash my face	19. _____
(t) stretch, yawn, and rub my eyes	20. _____
(u) <i>other habits</i>	21. _____
	22. _____



























## 2-2 USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, RARELY, NEVER

<i>always</i> 100%	<i>usually</i> 99%–90%	<i>often</i> 90%–75%	<i>sometimes</i> 75%–25%	<i>seldom</i> 25%–10%	<i>rarely</i> 10%–1%	<i>never</i> 0%
FREQUENCY SUBJECT + ADVERB + PRESENT VERB				<i>Always, usually, often, sometimes, seldom, rarely</i> and <i>never</i> are called “frequency adverbs.” They come between the subject and the simple present verb.*  SUBJECT + $\left\{ \begin{array}{l} \textit{always} \\ \textit{usually} \\ \textit{often} \\ \textit{sometimes} \\ \textit{seldom} \\ \textit{rarely} \\ \textit{never} \end{array} \right\}$ + VERB		
(a) <b>Bob</b>	<i>always</i>	<i>comes</i> to class.				
(b) <b>Mary</b>	<i>usually</i>	<i>comes</i> to class.				
(c) <b>We</b>	<i>often</i>	<i>watch</i> TV at night.				
(d) <b>I</b>	<i>sometimes</i>	<i>drink</i> tea with dinner.				
(e) <b>They</b>	<i>seldom</i>	<i>go</i> to the movies.				
(f) <b>Anna</b>	<i>rarely</i>	<i>makes</i> a mistake.				
(g) <b>I</b>	<i>never</i>	<i>eat</i> paper.				

\*Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:

***Sometimes*** I get up at seven. I ***sometimes*** get up at seven. I get up at seven ***sometimes***.

Also: See Chart 2-3 for the use of frequency adverbs with ***be***.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Ann <b><i>always</i></b> drinks tea with lunch.							
Bob <b><i>usually</i></b> drinks tea with lunch.							
Maria <b><i>often</i></b> drinks tea with lunch.							
Gary <b><i>sometimes</i></b> drinks tea with lunch.							
Ali <b><i>seldom</i></b> drinks tea with lunch.							
Georgia <b><i>rarely</i></b> drinks tea with lunch.							
Joy <b><i>never</i></b> drinks tea with lunch.							

■ **EXERCISE 2—ORAL:** Find the SUBJECTS and VERBS in the sentences. Then add the FREQUENCY ADVERBS in *italics* to the sentences.

- always* I eat breakfast. → *I always eat breakfast.*
- usually* I get up at 7:00.
- often* I drink two cups of coffee in the morning.
- never* I eat carrots for breakfast.
- seldom* I watch TV in the morning.
- sometimes* I have tea with dinner.
- usually* Bob eats lunch at the cafeteria.
- rarely* Ann drinks tea.

9. *always* I do my homework.
10. *often* We listen to music after dinner.
11. *never* John and Sue watch TV in the afternoon.
12. *always* The students speak English in the classroom.

■ **EXERCISE 3—ORAL:** Use *always, usually, often, sometimes, seldom, rarely, and never* to talk about your activities (your habits) after 5:00 P.M. every day.

1. eat dinner
2. eat dinner at six o'clock
3. eat dinner at eight o'clock
4. watch TV
5. listen to music
6. go to a movie
7. go shopping
8. go dancing
9. go swimming
10. spend time with my friends
11. talk on the phone
12. speak English
13. write a letter
14. read a newspaper
15. study
16. study English grammar
17. drink milk
18. play with my children
19. kiss my husband/wife
20. have a snack
21. go to bed
22. go to bed at eleven o'clock
23. go to bed after midnight
24. go to bed early
25. go to bed late
26. turn off the lights
27. dream
28. dream in English

## 2-3 USING FREQUENCY ADVERBS WITH BE

<p>SUBJECT + BE + FREQUENCY ADVERB</p>	
<p>Tom + <i>is</i> + <math>\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{seldom} \\ \text{rarely} \\ \text{never} \end{array} \right\}</math> + late for class.</p>	<p>Frequency adverbs follow <i>be</i>.</p>
<p>SUBJECT + FREQUENCY ADVERB + OTHER SIMPLE PRESENT VERBS</p>	
<p>Tom + <math>\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{seldom} \\ \text{rarely} \\ \text{never} \end{array} \right\}</math> + <i>comes</i> late.</p>	<p>Frequency adverbs come before all simple present verbs except <i>be</i>.</p>



■ **EXERCISE 4:** Add the FREQUENCY ADVERB in *italics* to the sentence.

1. *always* Ann is ~~x~~ on time for class.
2. *always* Ann ~~x~~ comes to class on time.
3. *often* Sue is late for class.
4. *often* Sue comes to class late.
5. *never* Ron is happy.
6. *never* Ron smiles.
7. *usually* Bob is at home in the evening.
8. *usually* Bob stays at home in the evening.
9. *seldom* Tom studies at the library in the evening.
10. *seldom* Tom is at the library in the evening.
11. *rarely* I eat breakfast.
12. *often* I take the bus to school.
13. *usually* The weather is hot in July.
14. *never* Sue drinks coffee.
15. *sometimes* She drinks tea.

■ **EXERCISE 5—WRITTEN:** Describe a typical day in your life, from the time you get up in the morning until you go to bed. Use the following words to show the order of your activities: **then, next, at . . . o'clock, after that, later.**

**Example:** I usually get up at seven-thirty. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that I go back to my room. I sometimes watch the news on TV. At 8:15 I leave the dormitory. I go to class. My class begins at 8:30. I'm in class from 8:30 to 11:30. After that I eat lunch. I usually have a sandwich and a cup of tea for lunch. (*Continue until you complete your day.*)

## 2-4 PRONUNCIATION OF FINAL -S: /Z/ AND /S/

VOICED	VOICELESS	<p>Some sounds are “voiced.” You use your voice box to make voiced sounds. For example, the sound /b/ comes from your voice box. The final sounds in (a) are voiced.</p> <p>Some sounds are “voiceless.” You don’t use your voice box. You push air through your teeth and lips. For example, the sound /p/ comes from air through your lips. The final sounds in (b) are voiceless.</p>
<p>(a) /b/ rub</p> <p>/d/ ride</p> <p>/v/ drive</p>	<p>(b) /p/ sleep</p> <p>/t/ write</p> <p>/f/ laugh</p>	
<p>(c) rubs = <i>rub/z/</i></p> <p>rides = <i>ride/z/</i></p> <p>drives = <i>drive/z/</i></p>	<p>(d) sleeps = <i>sleep/s/</i></p> <p>writes = <i>write/s/</i></p> <p>laughs = <i>laugh/s/</i></p>	<p>Final <b>-s</b> is pronounced /z/ after voiced sounds, as in (c).</p> <p>Final <b>-s</b> is pronounced /s/ after voiceless sounds, as in (d).</p>



■ **EXERCISE 6:** The final sounds of the VERBS in these sentences are “voiced.” Final **-s** is pronounced /z/. Read the sentences aloud.

- Cindy rides the bus to school.  
ride/z/
- Jack usually drives his car to school.  
drive/z/
- Rain falls.  
fall/z/
- Sally often dreams about her boyfriend.  
dream/z/
- Sometimes Jim runs to class.  
run/z/
- Tina wears blue jeans every day.  
wear/z/
- Ann always sees Mr. Lee at the market.  
see/z/

Find the VERB in each sentence. Pronounce it. Then read the sentence aloud.

8. The teacher often stands in the front of the room.
9. George lives in the dormitory.
10. Jean rarely smiles.
11. Sam always comes to class on time.
12. It rains a lot in Seattle.
13. Jack always remembers his wife's birthday.
14. It snows in New York City in the winter.

■ **EXERCISE 7:** The final sounds of the VERBS in these sentences are “voiceless.” Final **-s** is pronounced /s/. Read the sentences aloud.

1. Mike sleeps for eight hours every night.  
sleep/s/
2. Our teacher always helps us.  
help/s/
3. Jack writes a letter to his girlfriend every day.  
write/s/
4. Sara never laughs.  
laugh/s/
5. Sue usually drinks a cup of coffee in the morning.  
drink/s/
6. Kate walks to school every day.  
walk/s/

Find the VERB in each sentence. Pronounce it. Then read the sentence aloud.

7. My child often claps her hands.
8. Olga always bites her pencil in class.
9. Maria usually gets up at seven-thirty.
10. Yoko asks a lot of questions in class.
11. Ahmed always talks in class.
12. Sue coughs because she smokes.





## 2-5 SPELLING AND PRONUNCIATION OF FINAL -ES

	SPELLING	PRONUNCIATION	
<b>-sh</b> (a) push →	<i>pushes</i>	<i>push/əz/</i>	Ending of verb: <b>-sh, -ch, -ss, -x.</b> Spelling: add <b>-es</b> . Pronunciation: /əz/.
<b>-ch</b> (b) teach →	<i>teaches</i>	<i>teach/əz/</i>	
<b>-ss</b> (c) kiss →	<i>kisses</i>	<i>kiss/əz/</i>	
<b>-x</b> (d) fix →	<i>fixes</i>	<i>fix/əz/</i>	

### ■ EXERCISE 8: Use the VERBS in *italics* to complete the sentences.

1. *brush* Anita brushes her hair every morning.
2. *teach* Alex \_\_\_\_\_ English.
3. *fix* A mechanic \_\_\_\_\_ cars.
4. *drink* Sonya \_\_\_\_\_ tea every afternoon.
5. *watch* Joon-Kee often \_\_\_\_\_ television at night.
6. *kiss* Peter always \_\_\_\_\_ his children goodnight.
7. *wear* Tina usually \_\_\_\_\_ jeans to class.
8. *wash* Eric seldom \_\_\_\_\_ dishes.
9. *walk* Jessica \_\_\_\_\_ her dog twice each day.
10. *stretch, yawn* When Don gets up in the morning, he \_\_\_\_\_ and \_\_\_\_\_.

## 2-6 ADDING FINAL -S/-ES TO WORDS THAT END IN -Y

(a) <i>cry</i> → <i>cries</i> <i>try</i> → <i>tries</i>	End of verb: consonant + <b>-y</b> . Spelling: change <b>y</b> to <b>i</b> , add <b>-es</b> .
(b) <i>pay</i> → <i>pays</i> <i>enjoy</i> → <i>enjoys</i>	End of verb: vowel + <b>-y</b> . Spelling: add <b>-s</b> .



■ **EXERCISE 9:** Use the words in *italics* to complete the sentences.

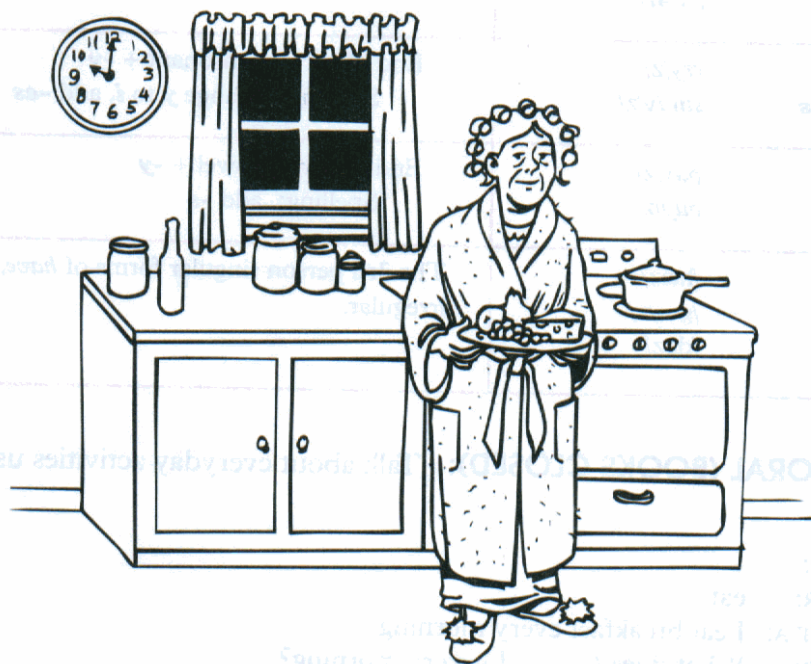
1. *pay, always* Boris always pays his bills on time.
2. *cry, seldom* Our baby \_\_\_\_\_ at night.
3. *study* Paul \_\_\_\_\_ at the library every day.
4. *stay, usually* Jean \_\_\_\_\_ home at night.
5. *fly* Kunio is a pilot. He \_\_\_\_\_ a plane.
6. *carry, always* Carol \_\_\_\_\_ her books to class.
7. *pray* Jack \_\_\_\_\_ every day.
8. *buy, seldom* Ann \_\_\_\_\_ new clothes.
9. *worry* Tina is a good student, but she \_\_\_\_\_ about her grades.
10. *enjoy* Don \_\_\_\_\_ good food.

## 2-7 IRREGULAR SINGULAR VERBS: *HAS, DOES, GOES*

<p>(a) I <b>have</b> a book.</p> <p>(b) He <b>has</b> a book.</p>	<p>she } he } + <b>has</b> /hæz/ it }</p>	<p><b>Have, do, and go</b> have irregular forms for third person singular:</p> <p>have → has do → does go → goes</p>
<p>(c) I <b>do</b> my work.</p> <p>(d) She <b>does</b> her work.</p>	<p>she } he } + <b>does</b> /dɒz/ it }</p>	
<p>(e) They <b>go</b> to school.</p> <p>(f) She <b>goes</b> to school.</p>	<p>she } he } + <b>goes</b> /ɡoʊz/ it }</p>	

■ **EXERCISE 10:** Use the given VERBS to complete the sentences.

1. *do* Pierre always does his homework.
2. *do* We always do our homework.
3. *have* Yoko and Kunio have their books.
4. *have* Ali has a car.
5. *go* Bill goes to school every day.
6. *go* My friends often go to the beach.
7. *do* Anna seldom does her homework.
8. *do* We do exercises in class every day.
9. *go, go* Roberto goes downtown every weekend. He and his wife go shopping.
10. *have* Jessica has a snack every night around ten.



## 2-8 SUMMARY: SPELLING AND PRONUNCIATION OF **-S** AND **-ES**

SPELLING	PRONUNCIATION	
(a) rub → <b>rub</b> s ride → <b>ride</b> s smile → <b>smile</b> s dream → <b>dream</b> s run → <b>run</b> s wear → <b>wear</b> s drive → <b>drive</b> s see → <b>see</b> s snow → <b>snow</b> s	<i>rub/z/</i> <i>ride/z/</i> <i>smile/z/</i> <i>dream/z/</i> <i>run/z/</i> <i>wear/z/</i> <i>drive/z/</i> <i>see/z/</i> <i>snow/z/</i>	To form a simple present verb in 3rd person singular, you usually add only <b>-s</b> , as in (a) and (b).  In (a): <b>-s</b> is pronounced /z/. The final sounds in (a) are <i>voiced</i> .
(b) drink → <b>drink</b> s sleep → <b>sleep</b> s write → <b>write</b> s laugh → <b>laugh</b> s	<i>drink/s/</i> <i>sleep/s/</i> <i>write/s/</i> <i>laugh/s/</i>	In (b): <b>-s</b> is pronounced /s/. The final sounds in (b) are <i>voiceless</i> .
(c) push → <b>push</b> es teach → <b>teach</b> es kiss → <b>kiss</b> es fix → <b>fix</b> es	<i>push/əz/</i> <i>teach/əz/</i> <i>kiss/əz/</i> <i>fix/əz/</i>	End of verb: <b>-sh, -ch, -ss, -x</b> Spelling: add <b>-es</b> Pronunciation: /əz/
(d) cry → <b>cri</b> es study → <b>stud</b> ies	<i>cry/z/</i> <i>study/z/</i>	End of verb: consonant + <b>-y</b> Spelling: change <b>y</b> to <b>i</b> , add <b>-es</b>
(e) pay → <b>pay</b> s buy → <b>buy</b> s	<i>pay/z/</i> <i>buy/z/</i>	End of verb: vowel + <b>-y</b> Spelling: add <b>-s</b>
(f) have → <b>has</b> go → <b>goes</b> do → <b>does</b>	<i>/hæz/</i> <i>/gowz/</i> <i>/dəz/</i>	The 3rd person singular forms of <i>have</i> , <i>go</i> , and <i>do</i> are irregular.

### ■ EXERCISE 11—ORAL (BOOKS CLOSED): Talk about everyday activities using the given VERB.

Example:

TEACHER: eat

STUDENT A: I eat breakfast every morning.

TEACHER: What does ( . . . ) do every morning?

STUDENT B: He/She eats breakfast.

TEACHER: eat

STUDENT A: I always eat dinner at the student cafeteria.

TEACHER: What does ( . . . ) always do?

STUDENT B: He/She always eats dinner at the student cafeteria.



- |          |           |               |
|----------|-----------|---------------|
| 1. eat   | 6. study  | 11. listen to |
| 2. go    | 7. get up | 12. wash      |
| 3. drink | 8. watch  | 13. put on    |
| 4. brush | 9. speak  | 14. carry     |
| 5. have  | 10. do    | 15. kiss      |

■ **EXERCISE 12—ORAL (BOOKS CLOSED):** Tell a classmate about your usual habits in the morning. (Look at the list you made for Exercise 1 if you wish.) Your classmate will then write a summary of your daily morning habits.

Directions:

STUDENT A: *Tell Student B ten to fifteen things you do every morning.*

STUDENT B: *Take notes while Student A is talking. (You will use these notes later to write a paragraph about Student A's usual morning habits.)*

Then switch roles.

STUDENT B: *Tell Student A ten to fifteen things you do every morning.*

STUDENT A: *Take notes while Student B is talking.*

When you finish talking, each of you should write a paragraph about the other person's daily morning activities. Pay special attention to final **-s/-es**.

■ **EXERCISE 13:** Complete the sentences. Use the words in parentheses. Use the SIMPLE PRESENT TENSE. Pay special attention to singular and plural, to spelling, and to pronunciation of final **-s/-es**.

- The students (*ask, often*) often ask questions in class.
- Pablo (*study, usually*) \_\_\_\_\_ at the library every evening.
- Olga (*bite*) \_\_\_\_\_ her fingernails when she is nervous.
- Don (*cash*) \_\_\_\_\_ a check at the bank once a week.
- Sometimes I (*worry*) \_\_\_\_\_ about my grades at school.  
Sonya (*worry, never*) \_\_\_\_\_ about her grades.  
She (*study*) \_\_\_\_\_ hard.
- Ms. Jones and Mr. Anderson (*teach*) \_\_\_\_\_ at the local high school. Ms. Jones (*teach*) \_\_\_\_\_ math.
- Birds (*fly*) \_\_\_\_\_. They (*have*) \_\_\_\_\_ wings.
- A bird (*fly*) \_\_\_\_\_. It (*have*) \_\_\_\_\_ wings.
- Jason (*do, always*) \_\_\_\_\_ his homework. He  
(*go, never*) \_\_\_\_\_ to bed until his homework is finished.



10. Mr. Cook (*say, always*)\* \_\_\_\_\_ hello to his neighbor in the morning.
11. Ms. Chu (*pay, always*)\* \_\_\_\_\_ attention in class. She (*answer*) \_\_\_\_\_ questions. She (*listen*) \_\_\_\_\_ to the teacher. She (*ask*) \_\_\_\_\_ questions.
12. Sam (*enjoy*) \_\_\_\_\_ cooking. He (*try, often*) \_\_\_\_\_ to make new recipes. He (*like*) \_\_\_\_\_ to have company for dinner. He (*invite*) \_\_\_\_\_ me to dinner once a month. When I arrive, I (*go*) \_\_\_\_\_ to the kitchen and (*watch*) \_\_\_\_\_ him cook. He (*have, usually*) \_\_\_\_\_ three or four pots on the stove. He (*watch*) \_\_\_\_\_ the pots carefully. He (*make*) \_\_\_\_\_ a big mess in the kitchen when he cooks. After dinner, he (*wash, always*) \_\_\_\_\_ all the dishes and (*clean*) \_\_\_\_\_ the kitchen. I (*cook, never*) \_\_\_\_\_ too much trouble. But my friend Sam (*love*) \_\_\_\_\_ to cook.



\*Pronunciation of **says** = /sez/. Pronunciation of **pays** = /peyz/.

## 2-9 THE SIMPLE PRESENT: NEGATIVE

<p>(a) <b>I</b>     <i>do not</i>     drink coffee.  <b>We</b>     <i>do not</i>     drink coffee.  <b>You</b>    <i>do not</i>     drink coffee.  <b>They</b>   <i>do not</i>     drink coffee.</p>	<p>NEGATIVE: <math>\left. \begin{array}{l} I \\ we \\ you \\ they \end{array} \right\} + \textbf{do not} + \text{main verb}</math></p>
<p>(b) <b>She</b>   <i>does not</i>   drink coffee.  <b>He</b>     <i>does not</i>   drink coffee.  <b>It</b>     <i>does not</i>   drink coffee.</p>	<p><math>\left. \begin{array}{l} she \\ he \\ it \end{array} \right\} + \textbf{does not} + \text{main verb}</math></p>
<p><b>Do</b> and <b>does</b> are called "helping verbs."</p> <p>Notice in (b): In 3rd person singular, there is no <b>-s</b> on the main verb; the final <b>-s</b> is part of <b>does</b>.  INCORRECT: <i>She does not drinks coffee.</i></p>	
<p>(c) I <i>don't</i> drink tea.  They <i>don't</i> have a car.  (d) He <i>doesn't</i> drink tea.  Mary <i>doesn't</i> have a car.</p>	<p>CONTRACTIONS: <b>do not</b> = <b>don't</b>  <b>does not</b> = <b>doesn't</b></p> <p>People usually use contractions when they speak.  People often use contractions when they write.</p>

### EXERCISE 14: Use the words in *italics* to make NEGATIVE SENTENCES.

- like, not*     Ingrid doesn't like tea.
- like, not*     I don't like tea.
- know, not*     Mary and Jim are strangers. Mary \_\_\_\_\_ Jim.
- need, not*     It's a nice day today. You \_\_\_\_\_ your umbrella.
- snow, not*     It \_\_\_\_\_ in Bangkok in the winter.
- speak, not*     I \_\_\_\_\_ French.
- be, not*       I \_\_\_\_\_ hungry.
- live, not*      Butterflies \_\_\_\_\_ long.
- have, not*     A butterfly \_\_\_\_\_ a long life.
- be, not*       A butterfly \_\_\_\_\_ large.
- be, not*       Butterflies \_\_\_\_\_ large.
- have, not*     We \_\_\_\_\_ class every day.

13. *have, not* This city \_\_\_\_\_ nice weather in the summer.
14. *be, not* It \_\_\_\_\_ cold today.
15. *rain, not* It \_\_\_\_\_ every day.

■ **EXERCISE 15:** Complete the sentences. Use the words in parentheses. Use the SIMPLE PRESENT TENSE.

1. Alex (*like*) likes tea, but he (*like, not*) doesn't like coffee.
2. Sara (*know*) \_\_\_\_\_ Ali, but she (*know, not*) \_\_\_\_\_ Hiroshi.
3. Pablo and Maria (*want*) \_\_\_\_\_ to stay home tonight. They (*want, not*) \_\_\_\_\_ to go to a movie.
4. Robert (*be, not*) \_\_\_\_\_ hungry. He (*want, not*) \_\_\_\_\_ a sandwich.
5. Mr. Smith (*drink, not*) \_\_\_\_\_ coffee, but Mr. Jones (*drink*) \_\_\_\_\_ twelve cups every day.
6. I (*be, not*) \_\_\_\_\_ rich. I (*have, not*) \_\_\_\_\_ a lot of money.
7. This pen (*belong, not*) \_\_\_\_\_ to me. It (*belong*) \_\_\_\_\_ to Pierre.
8. My friends (*live, not*) \_\_\_\_\_ in the dorm. They (*have*) \_\_\_\_\_ an apartment.
9. It (*be*) \_\_\_\_\_ a nice day today. It (*be, not*) \_\_\_\_\_ cold. You (*need, not*) \_\_\_\_\_ your coat.
10. Today (*be*) \_\_\_\_\_ a holiday. We (*have, not*) \_\_\_\_\_ class today.



■ **EXERCISE 16:** Use verbs from the list to complete the sentences. Make all of the sentences **NEGATIVE** by using **does + not** or **do + not**.

carry

do

drink

eat

go

shave

make

put on

smoke

speak

1. Bob doesn't go to school every day.
2. My roommates are from Japan. They don't speak Spanish.
3. Fred has a beard. He doesn't shave in the morning.
4. Sue has a briefcase. She doesn't carry a bookbag to class.
5. We don't go to class on Sunday.
6. Sally takes care of her health. She doesn't smoke cigarettes.
7. Jane and Alex always have lunch at home. They don't eat at the cafeteria.
8. Sometimes I don't drink my homework in the evening. I watch TV instead.
9. Jack is a careful writer. He doesn't make mistakes in spelling when he writes.
10. My sister likes tea, but she doesn't drink coffee.
11. I'm lazy. I don't put on exercises in the morning.
12. Sometimes Ann doesn't take off her shoes when she goes outside. She likes to walk barefoot in the grass.





■ **EXERCISE 17—ORAL (BOOKS CLOSED):** Use *not*.

TEACHER: eat breakfast every day

STUDENT A: I don't eat breakfast every day.

TEACHER: Tell me about (Student A).

STUDENT B: She/He doesn't eat breakfast every day.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. walk to school every day   | 7. write a letter every day   |
| 2. shave every day            | 8. go dancing every day       |
| 3. read a newspaper every day | 9. drink coffee every day     |
| 4. go shopping every day      | 10. eat lunch every day       |
| 5. study grammar every day    | 11. listen to music every day |
| 6. watch TV every day         | 12. come to class every day   |

■ **EXERCISE 18—ORAL:** Use the given words to make truthful sentences.

- |  |   |
|--|---|
| 1. Grass \ be blue. → <i>Grass isn't blue.</i>             | 19. An architect \ design buildings.                                    |
| 2. Grass \ be green. → <i>Grass is green.</i>              | 20. Doctors \ design buildings.   |
| 3. Dogs \ have tails. → <i>Dogs have tails.</i>            | 21. Doctors \ take care of sick people.                                 |
| 4. People* \ have tails. → <i>People don't have tails.</i> | 22. A bus \ carry people from one place to another.                     |
| 5. A restaurant \ sell shoes.                              | 23. The weather \ be very hot today.                                    |
| 6. A restaurant \ serve food.                              | 24. It \ be very cold today.  |
| 7. People \ wear clothes.                                  | 25. Glass \ break.  |
| 8. Animals \ wear clothes.                                 | 26. Rubber \ be flexible.   |
| 9. A child \ need love, food, care, and toys.              | 27. Rubber \ break.   |
| 10. A child \ need a driver's license.                     | 28. English \ be an easy language to learn.                             |
| 11. Refrigerators \ be hot inside.                         | 29. People in this city \ be friendly.                                  |
| 12. Refrigerators \ be cold inside.                        | 30. It \ rain a lot in this city.                                       |
| 13. Electricity \ be visible.                              | 31. Apples \ have seeds.  |
| 14. Light \ be visible.                                    | 32. Scientists \ have all the answers to the mysteries of the universe. |
| 15. Fresh vegetables \ be good for you.                    |   |
| 16. Junk food** \ be good for you.                         |   |
| 17. Cats \ have whiskers.                                  |   |
| 18. Birds \ have whiskers.                                 |   |



\* *People* is a plural noun. It takes a plural verb.

\*\* *Junk food* is food that has a lot of fat and/or sugar, but little nutritional value.

## 2-10 THE SIMPLE PRESENT: YES/NO QUESTIONS

DO/DOES + SUBJECT + MAIN VERB				QUESTION FORMS, SIMPLE PRESENT	
(a)	<b>Do</b>	<b>you</b>	<b>like</b>	coffee?	$\left. \begin{array}{l} \text{Do I} \\ \text{Do you} \\ \text{Do we} \\ \text{Do they} \end{array} \right\} + \text{main verb (simple form)}$
(b)	<b>Does</b>	<b>Bob</b>	<b>like</b>	coffee?	
					$\left. \begin{array}{l} \text{Does she} \\ \text{Does he} \\ \text{Does it} \end{array} \right\} + \text{main verb (simple form)}$
					Notice in (b): The main verb in the question does not have a final <b>-s</b> . The final <b>-s</b> is part of <b>does</b> . INCORRECT: <i>Does Bob likes coffee?</i>
(c) <b>Are you</b> a student?					When the main verb is a form of <b>be</b> , <b>do</b> is NOT used. See Chart 1-9 for question forms with <b>be</b> .
(d) INCORRECT: <i>Do you be a student?</i>					
QUESTION		SHORT ANSWER + (LONG ANSWER)			
(e)	<i>Do you like tea?</i>	→ Yes, I <b>do</b> . (I like tea.) No, I <b>don't</b> . (I don't like tea.)			
(f)	<i>Does Bob like tea?</i>	→ Yes, he <b>does</b> . (He likes tea.) No, he <b>doesn't</b> . (He doesn't like tea.)			
<b>Do, don't, does, and doesn't</b> are used in the short answers to yes/ no questions in the simple present.					

### ■ EXERCISE 19: Make questions. Give short answers.

- A: Do you like tea?  
 B: Yes, I do. (I like tea.)
- A: Do you like coffee?  
 B: No, I don't. (I don't like coffee.)
- A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I don't speak Japanese.)
- A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Ann speaks French.)
- A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Ann and Tom don't speak Arabic.)

6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I do exercises every morning.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I don't have a Spanish-English dictionary.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Sue has a cold.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The teacher comes to class every day.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Jim and Sue don't do their homework every day.)
11. A: \_\_\_\_\_  
B: \_\_\_\_\_ (It rains a lot in April.)
12. A: \_\_\_\_\_  
B: \_\_\_\_\_ (My parents live in Baghdad.)

■ **EXERCISE 20—ORAL (BOOKS CLOSED):** Ask and answer questions.

TEACHER: walk to school every day  
STUDENT A: Do you walk to school every day?  
STUDENT B: Yes, I do. OR: No, I don't.  
STUDENT A: Does (*Student B*) walk to school every day?  
STUDENT C: Yes, he/she does. OR: No, he/she doesn't.

- |                                      |  |
|--------------------------------------|--|
| 1. walk to school every day          | 9. wear blue jeans every day           |
| 2. watch TV every day                | 10. have a car                         |
| 3. eat breakfast every day           | 11. have a bicycle                     |
| 4. speak English every day           | 12. like ice cream                     |
| 5. come to class every day           | 13. like ( <i>name of city</i> )       |
| 6. get up at seven o'clock every day | 14. live in ( <i>name of a hotel</i> ) |
| 7. talk on the phone every day       | 15. live in an apartment               |
| 8. go to the bank every day          | 16. go shopping every day              |

■ **EXERCISE 21:** Make questions. Give short answers. Use the names of your classmates in the questions.

1. A: \_\_\_\_\_ *Does (Carlos) speak English?* \_\_\_\_\_  
B: \_\_\_\_\_ *Yes, he does.* \_\_\_\_\_ (He speaks English.)

2. A: Does (Yoko) speak Spanish?  
B: No, she doesn't. (She doesn't speak Spanish.)
3. A: Is (Ali) in class today?  
B: No, he isn't. (He isn't in class today.)
4. A: \_\_\_\_\_  
B: \_\_\_\_\_ (He comes to class every day.)
5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (They're in class today.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (She sits in the same seat every day.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (He has a mustache.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (She doesn't have a bicycle.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (He's wearing blue jeans today.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (He wears blue jeans every day.)
11. A: \_\_\_\_\_  
B: \_\_\_\_\_ (They aren't from Indonesia.)
12. A: \_\_\_\_\_  
B: \_\_\_\_\_ (They don't have dictionaries on their desks.)
13. A: \_\_\_\_\_  
B: \_\_\_\_\_ (She's writing in her book right now.)
14. A: \_\_\_\_\_  
B: \_\_\_\_\_ (She studies hard.)
15. A: \_\_\_\_\_  
B: \_\_\_\_\_ (They speak English.)



## 2-11 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH *WHERE*

(WHERE) + DO/DOES + SUBJECT + MAIN VERB					SHORT ANSWER
(a)	<b>Do</b>	they	<b>live</b>	in Tokyo?	→ <b>Yes</b> , they do. / <b>No</b> , they don't.
(b) <b>Where</b>	<b>do</b>	they	<b>live?</b>		→ <b>In Tokyo.</b>
(c)	<b>Does</b>	Gina	<b>live</b>	in Rome?	→ <b>Yes</b> , she does. / <b>No</b> , she doesn't.
(d) <b>Where</b>	<b>does</b>	Gina	<b>live?</b>		→ <b>In Rome.</b>

NOTE: (a) and (c) are called "yes/no questions." The answer to these questions can be *yes* or *no*. (b) and (d) are called "information questions." The answer gives information. **Where** asks for information about place.

Notice in the examples: The form of yes/no questions and information questions is the same:  
DO/DOES + SUBJECT + MAIN VERB

### ■ EXERCISE 22: Make questions.

- A: Does Jean eat lunch at the cafeteria every day?

B: Yes, she does. (Jean eats lunch at the cafeteria every day.)
- A: Where does Jean eat lunch every day?

B: At the cafeteria. (Jean eats lunch at the cafeteria every day.)
- A: \_\_\_\_\_

B: At the post office. (Peter works at the post office.)
- A: \_\_\_\_\_

B: Yes, he does. (Peter works at the post office.)
- A: \_\_\_\_\_

B: Yes, I do. (I live in an apartment.)
- A: \_\_\_\_\_

B: In an apartment. (I live in an apartment.)
- A: \_\_\_\_\_

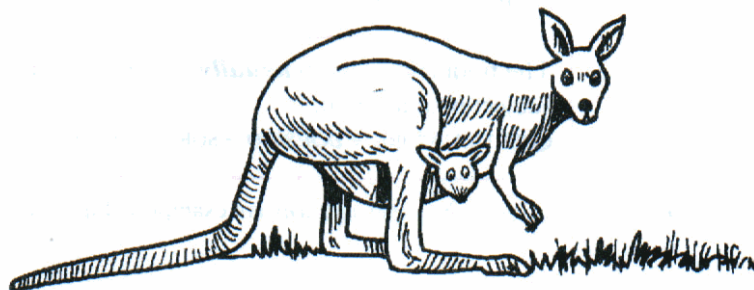
B: At a restaurant. (Bill eats dinner at a restaurant every day.)
- A: \_\_\_\_\_

B: In the front row. (I sit in the front row during class.)
- A: \_\_\_\_\_

B: At the University of Wisconsin. (Jessica goes to school at the University of Wisconsin.)
- A: \_\_\_\_\_

B: On my desk. (My book is on my desk.)

11. A: \_\_\_\_\_  
B: To class. (I go to class every morning.)
12. A: \_\_\_\_\_  
B: In class. (The students are in class right now.)
13. A: \_\_\_\_\_  
B: In Australia. (Kangaroos live in Australia.)



■ **EXERCISE 23:—ORAL (BOOKS CLOSED):** Ask a classmate a question. Use **where**.

*Example:* live

STUDENT A: Where do you live?

STUDENT B: *(free response)*

- |                        |  |
|------------------------|--|
| 1. live                | 9. go after class                                |
| 2. eat lunch every day | 10. eat dinner                                   |
| 3. sit during class    | 11. be <i>(name of a student in this room)</i>   |
| 4. study at night      | 12. be <i>(names of two students)</i>            |
| 5. go to school        | 13. be <i>(name of a country or city)</i>        |
| 6. buy school supplies | 14. be <i>(names of two countries or cities)</i> |
| 7. buy your groceries  | 15. be <i>(something a student owns)</i>         |
| 8. go on weekends      | 16. be <i>(some things a student owns)</i>       |

## 2-12 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHEN AND WHAT TIME

Q-WORD* + DOES/DO + SUBJECT + MAIN VERB						SHORT ANSWER
(a) <b>When</b>	do	you	go	to class?	→	<b>At nine o'clock.</b>
(b) <b>What time</b>	do	you	go	to class?	→	<b>At nine o'clock.</b>
(c) <b>When</b>	does	Anna	eat	dinner?	→	<b>At six P.M.</b>
(d) <b>What time</b>	does	Anna	eat	dinner?	→	<b>At six P.M.</b>
(e) What time <i>do you usually</i> go to class?						The frequency adverb <b>usually</b> comes immediately after the subject in a question. QUESTION WORD + <b>DOES/DO</b> + SUBJECT + <b>USUALLY</b> + MAIN VERB

\*A "Q-word" is a "question word." *Where, when, what, what time, who, and why* are examples of question words.

### ■ EXERCISE 24: Make questions.

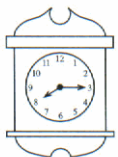
1. A: When/What time do you eat breakfast?  
B: At 7:30 (I eat breakfast at 7:30 in the morning.)

2. A: When/What time do you usually eat breakfast?  
B: At 7:00. (Alex usually eats breakfast at 7:00.)



3. A: \_\_\_\_\_  
B: At 6:45. (I get up at 6:45.)

4. A: \_\_\_\_\_  
B: At 6:30. (Maria usually gets up at 6:30.)



5. A: \_\_\_\_\_  
B: At 8:15. (The movie starts at 8:15.)

6. A: \_\_\_\_\_  
B: Around 11:00. (I usually go to bed around 11:00.)



7. A: \_\_\_\_\_  
B: At half-past twelve. (I usually eat lunch at half-past twelve.)

8. A: \_\_\_\_\_  
B: At 5:30. (The restaurant opens at 5:30.)



9. A: \_\_\_\_\_  
B: At 9:05. (The train leaves at 9:05.)

10. A: \_\_\_\_\_  
B: Between 6:30 and 8:00. (I usually eat dinner between 6:30 and 8:00.)



11. A: \_\_\_\_\_  
 B: At 10:00 P.M. (The library closes at 10:00 P.M. on Saturday.)
12. A: \_\_\_\_\_  
 B: At a quarter past eight. (My classes begin at a quarter past eight.)

■ **EXERCISE 25—ORAL (BOOKS CLOSED):** Ask a classmate a question. Use **when** or **what time**.

*Example:* eat breakfast

STUDENT A: When/What time do you eat breakfast?

STUDENT B: (*free response*)

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. get up                    | 7. go back home                  |
| 2. usually get up            | 8. get home                      |
| 3. eat breakfast             | 9. have dinner                   |
| 4. leave home in the morning | 10. usually study in the evening |
| 5. usually get to class      | 11. go to bed                    |
| 6. eat lunch                 |                                  |

## 2-13 SUMMARY: INFORMATION QUESTIONS WITH **BE** AND **DO**

Q-WORD + <b>BE</b> + SUBJECT					LONG ANSWER
(a) Where	<b>is</b>	Thailand?	→		Thailand <b>is</b> in Southeast Asia.
(b) Where	<b>are</b>	your books?	→		My books <b>are</b> on my desk.
(c) When	<b>is</b>	the concert?	→		The concert <b>is</b> on April 3rd.
(d) What	<b>is</b>	your name?	→		My name <b>is</b> Yoko.
(e) What time	<b>is</b>	it?	→		It <b>is</b> ten-thirty.
Q-WORD + <b>DO</b> + SUBJECT + MAIN VERB					LONG ANSWER
(f) Where	<b>do</b>	you	<b>live?</b>	→	I <b>live</b> in Los Angeles.
(g) What time	<b>does</b>	the plane	<b>arrive?</b>	→	The plane <b>arrives</b> at six-fifteen.
(h) What	<b>do</b>	monkeys	<b>eat?</b>	→	Monkeys <b>eat</b> fruit, plants, and insects.
(k) When	<b>does</b>	Bob	<b>study?</b>	→	Bob <b>studies</b> in the evenings.
NOTICE: In questions with <b>be</b> as the main and only verb, the subject follows <b>be</b> . In simple present questions with verbs other than <b>be</b> , the subject comes between <b>do/does</b> and the main verb.					



■ **EXERCISE 26:** Complete the questions in the dialogues by using *is*, *are*, *does*, or *do*.

DIALOGUE ONE

- (1) A: What time \_\_\_\_\_ the movie start?  
(2) B: Seven-fifteen. \_\_\_\_\_ you want to go with us?  
(3) A: Yes. What time \_\_\_\_\_ it now?  
(4) B: Almost seven o'clock. \_\_\_\_\_ you ready to leave?  
A: Yes, let's go.

DIALOGUE TWO

- (5) A: Where \_\_\_\_\_ my keys to the car?  
(6) B: I don't know. Where \_\_\_\_\_ you usually keep them?  
A: In my purse. But they're not there.  
B: Are you sure?



- (7) A: Yes. \_\_\_\_\_ you see them?  
(8) B: No. \_\_\_\_\_ they in one of your pockets?  
A: I don't think so.  
(9) B: \_\_\_\_\_ your husband have them?  
A: No. He has his own set of car keys.  
B: Well, I hope you find them.  
A: Thanks.

DIALOGUE THREE

- (10) A: \_\_\_\_\_ you go to school?  
B: Yes.  
(11) A: \_\_\_\_\_ your brother go to school too?  
B: No. He quit school last semester. He has a job now.

- (12) A: \_\_\_\_\_ it a good job?  
B: Not really.
- (13) A: Where \_\_\_\_\_ he work?  
B: At a restaurant. He washes dishes.
- (14) A: \_\_\_\_\_ he live with you?  
B: No, he lives with my parents.
- (15) A: \_\_\_\_\_ your parents unhappy that he quit school?  
B: They're very unhappy about it.
- (16) A: \_\_\_\_\_ they want him to return to school?  
B: Of course. They don't want him to be a dishwasher for the rest of his life. They have many dreams for him and his future.

■ **EXERCISE 27:** Complete the dialogues with appropriate questions.

1. A: What time does the concert begin?  
B: At eight. (The concert begins at eight.)
2. A: Is San Francisco foggy in the winter?  
B: Yes, it is. (San Francisco is foggy in the winter.)
3. A: \_\_\_\_\_  
B: In May. (The weather starts to get hot in May.)
4. A: \_\_\_\_\_  
B: Yes. (I dream in color.)
5. A: \_\_\_\_\_  
B: Yes. (Igor comes from Russia.)
6. A: \_\_\_\_\_  
B: Russia. (Olga comes from Russia.)
7. A: \_\_\_\_\_  
B: Yes, he is. (Ivan is from Russia.)
8. A: \_\_\_\_\_  
B: In Moscow. (Red Square is in Moscow.)
9. A: \_\_\_\_\_  
B: Yes. (Birds sleep.)
- A: \_\_\_\_\_  
B: In trees and bushes or in their nests. (They sleep in trees and bushes or in their nests.)



Blue whale

10. A: \_\_\_\_\_  
B: The blue whale. (The biggest animal on earth is the blue whale.)

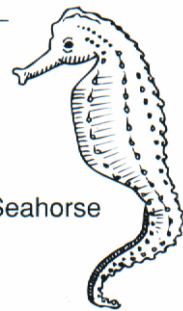
11. A: \_\_\_\_\_  
B: No, they aren't. (Whales aren't fish.)

A: \_\_\_\_\_  
B: Yes, they are. (They are mammals.)

A: \_\_\_\_\_  
B: Yes, they do. (They breathe air.)

12. A: \_\_\_\_\_  
B: No, it isn't. (A seahorse isn't a mammal.)

13. A: \_\_\_\_\_  
B: A very small fish that looks a little like a horse.  
(A seahorse is a very small fish that looks  
a little like a horse.)

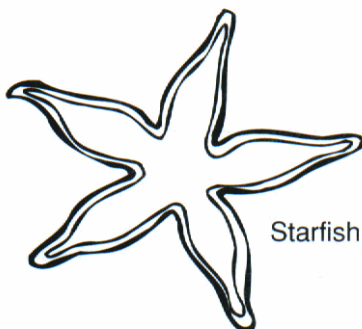


Seahorse

14. A: \_\_\_\_\_  
B: Yes. (A starfish has a mouth.)

A: \_\_\_\_\_  
B: In the middle of its underside. (It is in the middle of its underside.)

A: \_\_\_\_\_  
B: Clams, oysters, and shrimp. (A starfish eats clams, oysters, and shrimp.)



Starfish

■ **EXERCISE 28:** Complete the dialogues with your own words.

1. A: Do \_\_\_\_\_?  
B: No, I don't.
2. A: Where are \_\_\_\_\_?  
B: I don't know.
3. A: What time does \_\_\_\_\_?  
B: \_\_\_\_\_
4. A: When do \_\_\_\_\_?  
B: \_\_\_\_\_
5. A: Is \_\_\_\_\_?  
B: \_\_\_\_\_
6. A: What is \_\_\_\_\_?  
B: \_\_\_\_\_
7. A: Are \_\_\_\_\_?  
B: \_\_\_\_\_
8. A: What are \_\_\_\_\_?  
B: \_\_\_\_\_
9. A: What do \_\_\_\_\_?  
B: \_\_\_\_\_
10. A: What does \_\_\_\_\_?  
B: \_\_\_\_\_

■ **EXERCISE 29—ORAL/WRITTEN:** Interview someone (a friend, a roommate, a classmate, etc.) about her/his daily schedule. Use the information from the interview to write a composition.

*Some questions you might want to ask during the interview:*

- What do you do every morning?
- What do you do every afternoon?
- What do you do every evening?
- What time do you . . . ?
- When do you . . . ?
- Where do you . . . ?



## 2-14 USING *IT* TO TALK ABOUT TIME

QUESTION	ANSWER	
(a) What day is it?	<b><i>It's</i></b> Monday.	<p>In English, people use <b><i>it</i></b> to express (to talk about) time.</p> <p>Look at Appendixes 2 and 3 in the back of the book for lists of days, months, and numbers.</p> <p>Look at Appendix 4 in the back of the book for ways of saying the time.</p>
(b) What month is it?	<b><i>It's</i></b> September.	
(c) What year is it?	<b><i>It's</i></b> _____.	
(d) What's the date today?	<b><i>It's</i></b> September 15th. <b><i>It's</i></b> the 15th of September.	
(e) What time is it?	<b><i>It's</i></b> 9:00.* <b><i>It's</i></b> nine. <b><i>It's</i></b> nine o'clock. <b><i>It's</i></b> nine (o'clock) A.M.	

\*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.

### ■ EXERCISE 30: Make questions. Use ***what*** in your questions.

- A: What day is it?  
B: It's Tuesday.
- A: \_\_\_\_\_  
B: It's March 14th.
- A: \_\_\_\_\_  
B: Ten-thirty.
- A: \_\_\_\_\_  
B: March.
- A: \_\_\_\_\_  
B: It's six-fifteen.
- A: \_\_\_\_\_  
B: The 1st of April.
- A: \_\_\_\_\_  
B: Wednesday.
- A: \_\_\_\_\_  
B: July 3rd.
- A: \_\_\_\_\_  
B: It's 6:05.
- A: \_\_\_\_\_  
B: It's 10:55.

## 2-15 PREPOSITIONS OF TIME

<b>at</b>	(a) We have class <b>at</b> one o'clock. (b) I have an appointment with the doctor <b>at</b> 3:00. (c) We sleep <b>at</b> night.	<b>at</b> + a specific time on the clock  <b>at</b> + <i>night</i>
<b>in</b>	(d) My birthday is <b>in</b> October. (e) I was born <b>in</b> 1960. (f) We have class <b>in</b> the morning. (g) Bob has class <b>in</b> the afternoon. (h) I study <b>in</b> the evening.	<b>in</b> + specific month <b>in</b> + specific year <b>in</b> + <i>the morning</i> <b>in</b> + <i>the afternoon</i> <b>in</b> + <i>the evening</i>
<b>on</b>	(i) I have class <b>on</b> Monday. (j) I was born <b>on</b> October 31, 1975.	<b>on</b> + a specific day of the week <b>on</b> + a specific date
<b>from ... to</b>	(k) We have class <b>from</b> 1:00 <b>to</b> 2:00.	<b>from</b> (a specific time) <b>to</b> (a specific time)

### ■ EXERCISE 31: Complete the sentences with PREPOSITIONS OF TIME.

- We have class at ten o'clock.
- We have class \_\_\_\_\_ ten \_\_\_\_\_ eleven.
- I have class \_\_\_\_\_ the morning.
- I work \_\_\_\_\_ the afternoon.
- I study \_\_\_\_\_ the evening.
- I sleep \_\_\_\_\_ night.
- I was born \_\_\_\_\_ May.
- I was born \_\_\_\_\_ 1979.
- I was born \_\_\_\_\_ May 25.
- I was born \_\_\_\_\_ May 25, 1979.
- The post office isn't open \_\_\_\_\_ Sunday.
- The post office is open \_\_\_\_\_ 8:00 A.M. \_\_\_\_\_ 5:00 P.M. Monday.
- The post office closes \_\_\_\_\_ 5:00 P.M.

■ **EXERCISE 32:** Complete the sentences with PREPOSITIONS OF TIME.

1. Jane has an appointment with the dentist \_\_\_\_\_ ten-thirty.
2. We go to class \_\_\_\_\_ the morning.
3. The bank is open \_\_\_\_\_ Friday, but it isn't open \_\_\_\_\_ Saturday.
4. My birthday is \_\_\_\_\_ February.
5. I was born \_\_\_\_\_ February 14, 1973.
6. I watch television \_\_\_\_\_ the evening.
7. I go to bed \_\_\_\_\_ night.
8. The bank is open \_\_\_\_\_ 9:00 A.M. \_\_\_\_\_ 4:00 P.M.
9. I was in high school \_\_\_\_\_ 1988.
10. Our classes begin \_\_\_\_\_ January 10.
11. I study at the library \_\_\_\_\_ the afternoon.
12. We have a vacation \_\_\_\_\_ August.

## 2-16 USING *IT* TO TALK ABOUT THE WEATHER

<p>(a) <b><i>It's</i></b> sunny today.</p> <p>(b) <b><i>It's</i></b> hot and humid today.</p> <p>(c) <b><i>It's</i></b> a nice day today.</p>	<p>In English, people usually use <b><i>it</i></b> when they talk about the weather.</p>
<p>(d) <b><i>What's the weather like</i></b> in Istanbul in January?</p> <p>(e) <b><i>How's the weather</i></b> in Moscow in the summer?</p>	<p>People commonly ask about the weather by saying: <i>What's the weather like?</i> OR: <i>How's the weather?</i></p>

■ **EXERCISE 33—ORAL:** How's the weather today? Use these words to talk about today's weather.

*Example:* hot

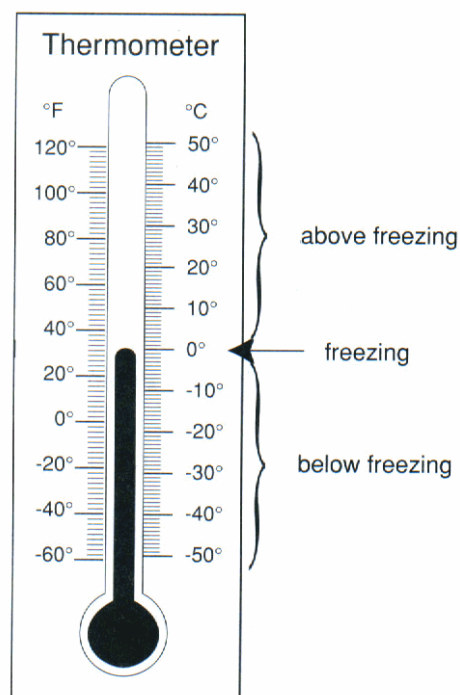
*Response:* It's hot today. OR: It isn't / It's not hot today.

- |           |                  |                    |
|-----------|------------------|--------------------|
| 1. hot    | 7. cloudy        | 13. gloomy         |
| 2. warm   | 8. partly cloudy | 14. humid          |
| 3. cool   | 9. clear         | 15. muggy          |
| 4. chilly | 10. nice         | 16. stormy         |
| 5. cold   | 11. windy        | 17. freezing       |
| 6. sunny  | 12. foggy        | 18. below freezing |

**EXERCISE 34—ORAL:** Change the Fahrenheit temperatures to Celsius by choosing temperatures from the list. Then describe the temperature in words.

38° C	0° C
24° C	-18° C
✓10° C	

FARENHEIT	CELSIUS	DESCRIPTION
1. 50°F	<u>10°C</u>	<u>cool, chilly</u>
2. 32°F	_____	_____
3. 100°F	_____	_____
4. 75°F	_____	_____
5. 0°F	_____	_____



**EXERCISE 35:** “Approximate” means “close but not exact.” Here is a fast way to get an **approximate** number when you convert from one temperature system to another.\*

• To change **Celsius to Fahrenheit**: DOUBLE THE CELSIUS NUMBER AND ADD 30.

*Examples:*  $12^{\circ}\text{C} \times 2 = 24 + 30 = 54^{\circ}\text{F}$  (Exact numbers:  $12^{\circ}\text{C} = 53.6^{\circ}\text{F}$ )  
 $20^{\circ}\text{C} \times 2 = 40 + 30 = 70^{\circ}\text{F}$  (Exact numbers:  $20^{\circ}\text{C} = 68^{\circ}\text{F}$ )  
 $35^{\circ}\text{C} \times 2 = 70 + 30 = 100^{\circ}\text{F}$  (Exact numbers:  $35^{\circ}\text{C} = 95^{\circ}\text{F}$ )

• To change **Fahrenheit to Celsius**: SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.

*Examples:*  $60^{\circ}\text{F} - 30 = 30 \div 2 = 15^{\circ}\text{C}$ . (Exact numbers:  $60^{\circ}\text{F} = 15.6^{\circ}\text{C}$ .)  
 $80^{\circ}\text{F} - 30 = 50 \div 2 = 25^{\circ}\text{C}$ . (Exact numbers:  $80^{\circ}\text{F} = 26.7^{\circ}\text{C}$ .)  
 $90^{\circ}\text{F} - 30 = 60 \div 2 = 30^{\circ}\text{C}$ . (Exact numbers:  $90^{\circ}\text{F} = 32.2^{\circ}\text{C}$ .)

Change the following from Celsius to Fahrenheit and Fahrenheit to Celsius. Calculate the **approximate** numbers.

- 22°C →  $22^{\circ}\text{C} = \text{approximately } 74^{\circ}\text{F}$  ( $22^{\circ}\text{C} \times 2 = 44 + 30 = 74^{\circ}\text{F}$ )
- 2°C
- 30°C
- 10°C
- 16°C
- 45°F
- 70°F
- 58°F
- 100°F

\*To get exact numbers, use these formulas:  $\text{C} = 5/9 (^{\circ}\text{F} - 32)$  OR  $\text{F} = 9/5 (^{\circ}\text{C}) + 32$ .



■ **EXERCISE 36—REVIEW:** Add **-s** or **-es** where necessary. Discuss the correct pronunciation: /s/, /z/, or /əz/.

### **ABDUL AND PABLO**

*S (lives = live + /z/)*

(1) My friend Abdul live ▲ in an apartment near school. (2) He walk to school almost every day. (3) Sometimes he catch a bus, especially if it's cold and rainy outside. (4) Abdul share the apartment with Pablo. (5) Pablo come from Venezuela. (6) Abdul and Pablo go to the same school. (7) They take English classes. (8) Abdul speak Arabic as his first language, and Pablo speak Spanish. (9) They communicate in English. (10) Sometimes Abdul try to teach Pablo to speak a little Arabic, and Pablo give Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoy having Pablo as his roommate, but he miss his family back in Saudi Arabia.

### **SNAKES**

(13) Snakes eat all sorts of things. (14) Eggs are a favorite food of many snakes. (15) When a snake eat an egg, the snake first curl around the egg. (16) It don't want the egg to roll away. (17) Then the snake open its mouth and move the egg into its throat. (18) It squeeze the egg with muscles in its neck. (19) The egg break and go into the snake's stomach. (20) Then the snake spit out the eggshell. (21) Snakes love to eat eggs.

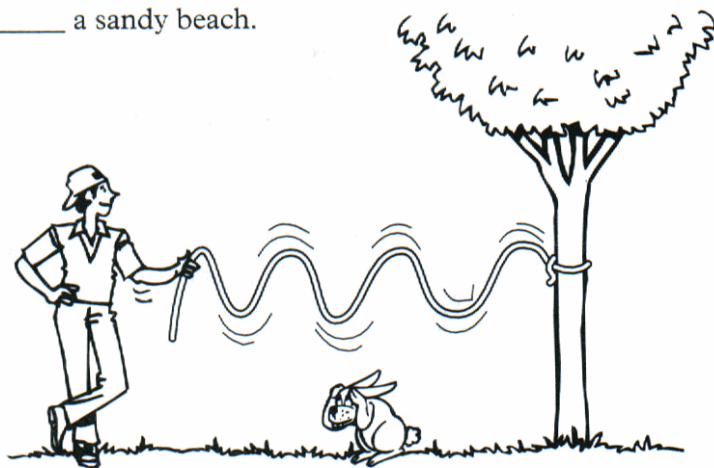
■ **EXERCISE 37—REVIEW:** Complete the sentences with the words in parentheses. Use the SIMPLE PRESENT of the verbs.

1. (*Anita, go*) Does Anita go to her uncle's house every day?
2. (*monkeys, eat*) \_\_\_\_\_ insects?
3. A: I usually (*remember, not*) \_\_\_\_\_ my dreams.  
(*you, remember*) \_\_\_\_\_ your dreams?

B: Sometimes. I often (*write*) \_\_\_\_\_ my dreams down as soon as I wake up. I (*like*) \_\_\_\_\_ to think about my dreams. I (*try*) \_\_\_\_\_ to understand them.

4. I (*understand, not*) \_\_\_\_\_ my brother. He (*have, not*) \_\_\_\_\_ a job or a place to live. He (*sleep*) \_\_\_\_\_ at his friends' apartments. He (*take, not*) \_\_\_\_\_ care of himself. I (*worry*) \_\_\_\_\_ about him all the time.

5. Ocean waves (*be*) \_\_\_\_\_ interesting. In an ocean wave, water (*move*) \_\_\_\_\_ up and down, but the water (*move, not*) \_\_\_\_\_ forward. This movement (*be*) \_\_\_\_\_ the same as the movement you can see in a rope. If you shake one end of a rope, waves (*run*) \_\_\_\_\_ along the rope, but the rope (*move, not*) \_\_\_\_\_ forward. The water in an ocean wave (*move*) \_\_\_\_\_ forward only when a wave (*reach*) \_\_\_\_\_ land. Then an ocean wave (*carry*) \_\_\_\_\_ sand and other things forward when it (*hit*) \_\_\_\_\_ a sandy beach.



6. A: (*you, study*) \_\_\_\_\_ a lot?

B: I (*study*) \_\_\_\_\_ at least three hours every night. My roommate (*study*) \_\_\_\_\_ at least five hours. She's very serious about her education. How about you? (*you, spend*) \_\_\_\_\_ a lot of time studying?

A: No, I don't. I (*spend*) \_\_\_\_\_ as little time as possible. I

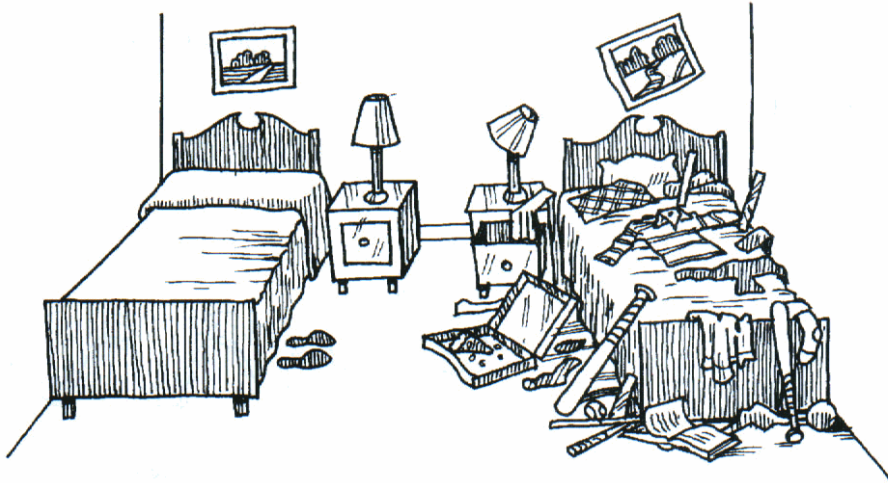
(*like, not*) \_\_\_\_\_ to study.

B: Then why (*you, be*) \_\_\_\_\_ a student?

A: My parents (*want*) \_\_\_\_\_ me to go to school. I (*want, not*)  
\_\_\_\_\_ to be here.

B: In that case, I (*think*) \_\_\_\_\_ that you should drop out of school  
and find a job until you figure out what you want to do with your life.

7. I (*have*) \_\_\_\_\_ two roommates. One of them, Sam, is always neat  
and clean. He (*wash*) \_\_\_\_\_ his clothes once a week. (*you, know*)  
\_\_\_\_\_ Matt, my other roommate? He (*be*) \_\_\_\_\_  
the opposite of Sam. For example, Matt (*change, not*) \_\_\_\_\_ the  
sheets on his bed. He (*keep*) \_\_\_\_\_ the same sheets week after  
week. He (*wash, never*) \_\_\_\_\_ his clothes.



He (*wear*) \_\_\_\_\_ the same dirty jeans every day. Sam's side of the  
room (*be, always*) \_\_\_\_\_ neat, and Matt's side  
(*be, always*) \_\_\_\_\_ a mess. As my mother always  
(*say*) \_\_\_\_\_, it (*take*) \_\_\_\_\_ all kinds of people  
to make a world.

■ **EXERCISE 38—REVIEW:** Complete the dialogues with your own words by asking questions.

1. A: \_\_\_\_\_  
B: No, I don't.
2. A: \_\_\_\_\_  
B: Yes, I am.
3. A: \_\_\_\_\_  
B: In an apartment.
4. A: \_\_\_\_\_  
B: Six-thirty.
5. A: \_\_\_\_\_  
B: Monday.
6. A: \_\_\_\_\_  
B: At home.
7. A: \_\_\_\_\_  
B: No, he doesn't.
8. A: \_\_\_\_\_  
B: No, she isn't.
9. A: \_\_\_\_\_  
B: South of the United States.
10. A: \_\_\_\_\_  
B: Yes, it is.
11. A: \_\_\_\_\_  
B: Yes, they do.
12. A: \_\_\_\_\_  
B: In Southeast Asia.
13. A: \_\_\_\_\_  
B: Hot in the summer.
14. A: \_\_\_\_\_  
B: September.
15. A: \_\_\_\_\_  
B: Yes, I do.



■ **EXERCISE 39—REVIEW:** Correct the mistakes in the following sentences.

*lives*

1. Yoko ~~live~~ in Japan.
2. Ann comes usually to class on time.
3. Peter watch TV every evening.
4. Anita carry a briefcase to work every day.
5. She enjoy her job.
6. I no know Joe.
7. Mike don't like milk. He never drink it.
8. Tina doesn't speaks Chinese. She speakes Spanish.
9. Do you are a student?
10. Does your roommate sleeps with the window open?
11. A: Do you like strong coffee?  
B: Yes, I like.
12. Where your parents live?
13. What time is your English class begins?
14. Olga isn't need a car. She have a bicycle.
15. Do Pablo does his homework every day?

■ **EXERCISE 40—REVIEW:** Choose the correct completion.

1. Alex \_\_\_\_\_ know French.  
A. isn't                      B. doesn't                      C. don't
2. \_\_\_\_\_ Alex speak Russian?  
A. Is                      B. Does                      C. Do
3. \_\_\_\_\_ Alex from Canada?  
A. Is                      B. Does                      C. Do
4. When \_\_\_\_\_ you usually study?  
A. are                      B. does                      C. do

5. Anita \_\_\_\_\_ a job.  
A. no have      B. no has      C. doesn't have
6. Omar \_\_\_\_\_ his new car every Saturday.  
A. wash      B. washes      C. washes
7. Where does Tina \_\_\_\_\_ to school?  
A. go      B. goes      C. to go
8. Fumiko \_\_\_\_\_ English at this school.  
A. study      B. studies      C. studys
9. Fumiko and Omar \_\_\_\_\_ students at this school.  
A. is      B. are      C. be
10. They \_\_\_\_\_ speak the same language.  
A. aren't      B. doesn't      C. don't

■ **EXERCISE 41—REVIEW:** Complete the sentences.

1. A: Do you \_\_\_\_\_?  
B: Yes, I do. How about you? Do you \_\_\_\_\_?  
A: \_\_\_\_\_
2. A: \_\_\_\_\_ don't \_\_\_\_\_.  
B: I know.
3. A: \_\_\_\_\_ doesn't \_\_\_\_\_.  
B: Really? Does \_\_\_\_\_?  
A: I don't know.
4. A: Where is \_\_\_\_\_?  
B: At home.  
A: Where does \_\_\_\_\_?  
B: On Fifth Avenue.
5. A: \_\_\_\_\_?  
B: Yes, I do.  
A: \_\_\_\_\_?  
B: No, he doesn't.  
A: \_\_\_\_\_?  
B: Yes, I am.  
A: \_\_\_\_\_?  
B: No, he isn't.

6. A: Do you like \_\_\_\_\_?  
 B: Yes, of course I \_\_\_\_\_. Everybody \_\_\_\_\_.
7. A: What \_\_\_\_\_ snakes?  
 B: They \_\_\_\_\_ long, thin animals. They \_\_\_\_\_ have legs.  
 A: \_\_\_\_\_ snakes reptiles?  
 B: Yes, they \_\_\_\_\_.  
 A: \_\_\_\_\_ snakes eat eggs?  
 B: Yes, they \_\_\_\_\_.
8. A: \_\_\_\_\_ you usually \_\_\_\_\_ in the morning?  
 B: \_\_\_\_\_.  
 A: When \_\_\_\_\_?  
 B: \_\_\_\_\_.

■ **EXERCISE 42—REVIEW:** Work in pairs. Follow the steps listed below.

- STUDENT A: Say five things about Student B's physical appearance (for example, describe hair color, eye color, straight or curly hair, glasses, a mustache, a beard, etc.).  
 STUDENT B: Agree or disagree with the description.

*Example:*

STUDENT A: You have dark hair.  
 STUDENT B: (Nods in agreement.)  
 STUDENT A: You have black eyes.  
 STUDENT B: No, I have brown eyes.  
 STUDENT A: You have dark brown eyes.  
 STUDENT B: Okay. That's right.  
 STUDENT A: You wear glasses.  
 STUDENT B: Yes.  
 Etc.

*Then switch roles, with Student B saying five things about Student A's appearance.*

- STUDENT A: Ask Student B five questions about things s/he has and doesn't have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.).  
 STUDENT B: Answer the questions.

*Example:*

STUDENT A: Do you have a car?  
 STUDENT B: No.  
 STUDENT A: Do you have a computer.  
 STUDENT B: Yes, but it's not here. It's in my country.  
 Etc.

Then switch roles.

- STUDENT A: Ask Student B five questions about things s/he likes and doesn't like (for example, kinds of food and drink, music, movies, books, etc.)

STUDENT B: Answer the questions.

Example:

STUDENT A: Do you like pizza?

STUDENT B: Yes.

STUDENT A: Do you like the music of *(name of a group or singer)*?

STUDENT B: No, I don't.

Etc.

Then switch roles.

- Write about the other person. Give a physical description. Write about things this person has and doesn't have. Write about things this person likes and doesn't like.

■ **EXERCISE 43—REVIEW:** Find out information about your classmates' hometowns. Use the information to write a report. Ask questions about: *the name of the hometown, its location, its population, its weather and average temperature in a particular month (of your choosing).*

Example:

STUDENT A: What's your hometown?

STUDENT B: Athens.

STUDENT A: Where is it located?

STUDENT B: In southwestern Greece on the Aegean Sea.

STUDENT A: What's the population of Athens?

STUDENT B: 3,507,000.

STUDENT A: What's the weather like in Athens in May?

STUDENT B: It's mild. Sometimes it's a little rainy.

STUDENT A: What's the average temperature in May?

STUDENT B: The average temperature is around 8° Celsius.

Chart for recording information about your classmates' hometowns.

Name	Sypros			
Hometown	Athens			
Location	SW Greece on Aegean Sea			
Population	almost 4 million			
Weather	mild in May (around 8°C, in the mid-forties Fahrenheit)			





## CHAPTER 3

# Expressing Present Time (Part 2)

### 3-1 BE + ING: THE PRESENT PROGRESSIVE TENSE

*am* + *-ing* (a) I ***am sitting*** in class right now.  
*is* + *-ing* (b) Rita ***is sitting*** in class right now.  
*are* + *-ing* (c) You ***are sitting*** in class right now.

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

***am, is, are*** = helping verbs  
***sitting*** = the main verb

***am, is, are + -ing*** = the present progressive tense\*

\*The present progressive is also called the “present continuous” or the “continuous present.”

#### ■ EXERCISE 1—ORAL (BOOKS CLOSED): Practice using the PRESENT PROGRESSIVE by using ***am/is/are + wearing***.

**PART I:** Answer questions about what you are wearing today and what your classmates are wearing.

*Example:*

TEACHER: Rosa, what are you wearing today?

STUDENT: I’m wearing a white blouse and a blue skirt.

TEACHER: What is Jin Won wearing?

STUDENT: He’s wearing blue jeans and a sweat shirt.

TEACHER: What color is his sweat shirt?

STUDENT: It’s gray with red letters.

TEACHER: What else is Jin Won wearing?

STUDENT: He’s wearing sneakers, white socks, and a wristwatch. Etc.

**PART II:** Identify who is wearing particular articles of clothing.

*Example:* a (blue) shirt

*Response:* Marco is wearing a blue shirt.

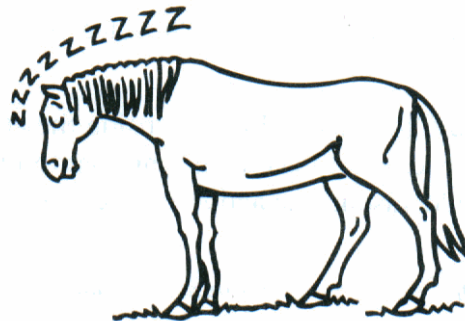
*Example:* (blue) shirts

*Response:* Marco and Abdul are wearing blue shirts.

Suggestions:

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| 1. (gold) earrings | 4. a (red) blouse | 7. a (black) belt |
| 2. blue jeans      | 5. (gray) slacks  | 8. a necklace     |
| 3. a blouse        | 6. (brown) boots  | 9. running shoes  |

■ **EXERCISE 2—ORAL:** What are the animals in the following pictures doing?





■ **EXERCISE 3—ORAL (BOOKS CLOSED):** Act out the directions. Describe the actions using the PRESENT PROGRESSIVE. Sustain the action during the description.

*Example:* Smile.

TEACHER: (Student A), please smile. What are you doing?

STUDENT A: I'm smiling.

TEACHER: (Student A) and (Student B), please smile. (Student A), what are you and (Student B) doing?

STUDENT A: We're smiling.

TEACHER: (Student C), what are (Student A and Student B) doing?

STUDENT C: They're smiling.

TEACHER: (Student A), please smile. (Student B), what is (Student A) doing?

STUDENT B: He/She is smiling.

- |                                       |   |
|---------------------------------------|---|
| 1. Stand in the middle of the room.   | 11. Shake hands with ( ... ).                 |
| 2. Sit in the middle of the room.     | 12. Smile at ( ... ).                         |
| 3. Stand in the back of the room.     | 13. Stand up and turn around in a circle.     |
| 4. Smile.                             | 14. Hold your book above your head.           |
| 5. Stand between ( ... ) and ( ... ). | 15. Hold up your right hand.                  |
| 6. Touch the floor.                   | 16. Hold up your left hand.                   |
| 7. Touch the ceiling.                 | 17. Touch your right ear with your left hand. |
| 8. Touch your toes.                   | 18. Stand up.                                 |
| 9. Open/Close the door/window.        | 19. Sit down.                                 |
| 10. Close/Open the door/window.       | 20. Clap your hands.                          |

■ **EXERCISE 4—ORAL (BOOKS CLOSED):** Practice using the PRESENT PROGRESSIVE by describing what your teacher and classmates are pantomiming, i.e., pretending to do. The pantomimist should sustain the action until the oral description is completed.

*Example:* drink

TEACHER: (*The teacher pantomimes drinking.*) What am I doing?

STUDENT: You're drinking.

*Example:* drive

TEACHER: (Student A), drive. Pretend to drive.

STUDENT A: (*The student pantomimes driving.*)

TEACHER: What are you doing?

STUDENT A: I'm driving.

TEACHER: What is ( ... ) doing?

STUDENT B: He/She's driving.

- |          |           |                              |
|----------|-----------|------------------------------|
| 1. eat   | 8. smile  | 15. clap                     |
| 2. read  | 9. laugh  | 16. kick                     |
| 3. sleep | 10. cry   | 17. count                    |
| 4. write | 11. dance | 18. stand in back of ( ... ) |
| 5. walk  | 12. wave  | 19. touch ( ... )            |
| 6. run   | 13. push  | 20. shake hands with ( ... ) |
| 7. fly   | 14. pull  | 21. sit on the floor         |

### 3-2 SPELLING OF -ING

END OF VERB		→	-ING FORM
Rule 1:	A CONSONANT* + <b>-e</b>	→	DROP THE <b>-e</b> and ADD <b>-ing</b>
	smile	→	smiling
	write	→	writing
Rule 2:	ONE VOWEL* + ONE CONSONANT	→	DOUBLE THE CONSONANT and ADD <b>-ing</b> **
	sit	→	sitting
	run	→	running
Rule 3:	TWO VOWELS + ONE CONSONANT	→	ADD <b>-ing</b> ; DO NOT DOUBLE THE CONSONANT
	read	→	reading
	rain	→	raining
Rule 4:	TWO CONSONANTS	→	ADD <b>-ing</b> ; DO NOT DOUBLE THE CONSONANT
	stand	→	standing
	push	→	pushing

\* Vowels = a, e, i, o, u.

Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

\*\* Exception to Rule 2: Do not double w, x, and y.

snow → snowing    fix → fixing    say → saying

#### ■ EXERCISE 5: Write the **-ing** forms for the following words.

- |                          |                  |
|--------------------------|------------------|
| 1. stand <u>standing</u> | 11. ride _____   |
| 2. smile _____           | 12. cut _____    |
| 3. run _____             | 13. dance _____  |
| 4. rain _____            | 14. put _____    |
| 5. sleep _____           | 15. sneeze _____ |
| 6. stop _____            | 16. plan _____   |
| 7. write _____           | 17. snow _____   |
| 8. eat _____             | 18. fix _____    |
| 9. count _____           | 19. say _____    |
| 10. wear _____           | 20. cry _____    |



■ **EXERCISE 6:** Write the **-ing** forms for the following words.

- |                |                |
|----------------|----------------|
| 1. dream _____ | 6. hit _____   |
| 2. come _____  | 7. hurt _____  |
| 3. look _____  | 8. clap _____  |
| 4. take _____  | 9. keep _____  |
| 5. bite _____  | 10. camp _____ |



- |                 |                 |
|-----------------|-----------------|
| 11. shine _____ | 16. pay _____   |
| 12. win _____   | 17. study _____ |
| 13. join _____  | 18. get _____   |
| 14. sign _____  | 19. wait _____  |
| 15. fly _____   | 20. write _____ |

■ **EXERCISE 7—ORAL:** Practice using the PRESENT PROGRESSIVE to describe actions.

STUDENT A: Act out the given directions. Sustain the action until Student B's description is completed.

STUDENT B: Describe Student A's action using the present progressive.

*Example:* erase the board

STUDENT A: *(Student A sustains the action of erasing the board.)*

STUDENT B: *(...)/He/She is erasing the board.*

- |                                |                            |
|--------------------------------|----------------------------|
| 1. erase the board             | 10. bite your finger       |
| 2. draw a picture on the board | 11. hit your desk          |
| 3. sneeze                      | 12. drop your pen          |
| 4. cough                       | 13. tear a piece of paper  |
| 5. wave at your friends        | 14. break a piece of chalk |
| 6. sign your name on the board | 15. fall down              |
| 7. clap your hands             | 16. sing, hum, or whistle  |
| 8. walk around the room        | 17. sleep                  |
| 9. count your fingers          | 18. snore                  |

19. chew gum  
20. (two students) throw and catch (something in the room)

21. hold your grammar book between your feet  
22. carry your book on the top of your head to the front of the room

■ **EXERCISE 8—WRITTEN (BOOKS CLOSED):** Practice spelling using **-ing**. As the teacher performs or pantomimes actions, write descriptions.

Example: wave

TEACHER: (Acts out waving and asks, "What am I doing?")

Written: **waving**

- |          |          |          |                            |
|----------|----------|----------|----------------------------|
| 1. smile | 5. stand | 9. eat   | 13. drink                  |
| 2. cry   | 6. sleep | 10. run  | 14. sneeze                 |
| 3. laugh | 7. clap  | 11. sing | 15. fly                    |
| 4. sit   | 8. write | 12. read | 16. cut (a piece of paper) |

### 3-3 THE PRESENT PROGRESSIVE: QUESTIONS

QUESTION				SHORT ANSWER + (LONG ANSWER)
(a)	BE	+	SUBJECT + -ING	
	<b>Is</b>		Mary <b>sleeping</b>	→ Yes, <b>she is</b> . (She's sleeping.)
				→ No, <b>she's not</b> . (She's not sleeping.)
(b)				→ No, <b>she isn't</b> . (She isn't sleeping.)
	<b>Are</b>		you <b>watching</b> TV?	→ Yes, <b>I am</b> . (I'm watching TV.)
				→ No, <b>I'm not</b> . (I'm not watching TV.)
Q-WORD + BE + SUBJECT + -ING				
(c)	<b>Where</b>	<b>is</b>	Mary <b>sleeping?</b>	→ <b>On the sofa</b> . (She's sleeping on the sofa.)
(d)	<b>Why</b>	<b>are</b>	you <b>watching</b> TV?	→ <b>Because I like this program</b> . (I'm watching TV because I like this program.)

■ **EXERCISE 9:** Make questions. Give short answers to yes/no questions.

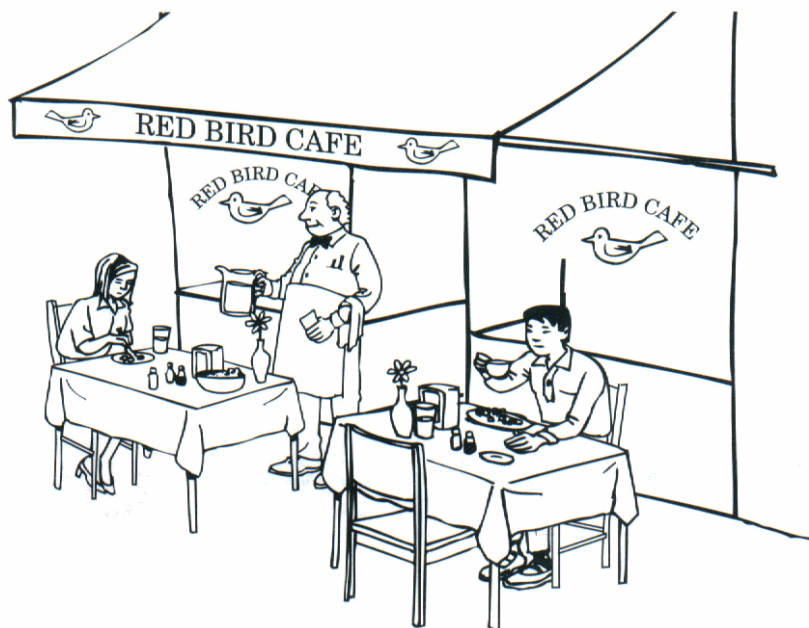
1. A: What are you writing?  
B: A letter. (I'm writing a letter.)
2. A: Is Ali reading a book?  
B: No, he isn't/he's not. (Ali isn't reading a book.)

3. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (Anna is eating lunch.)

4. A: Where \_\_\_\_\_

B: At the Red Bird Cafe. (She's eating lunch at the Red Bird Cafe.)



5. A: \_\_\_\_\_

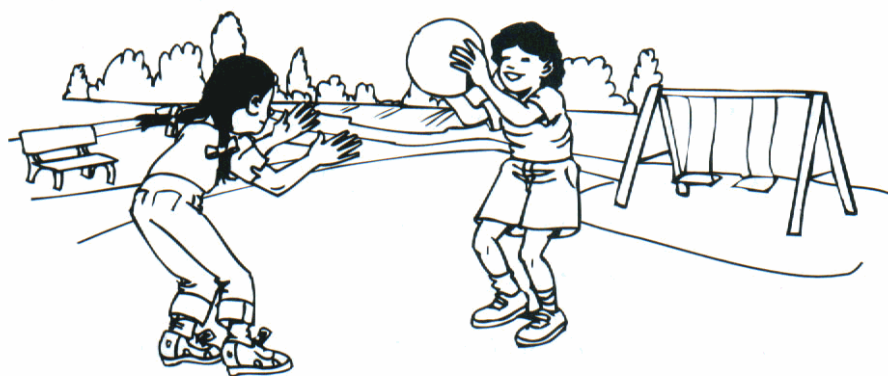
B: No, \_\_\_\_\_ (Mike isn't drinking a cup of coffee.)

6. A: What \_\_\_\_\_

B: A cup of tea. (He's drinking a cup of tea.)

7. A: \_\_\_\_\_

B: No, \_\_\_\_\_. (The girls aren't playing in the street.)



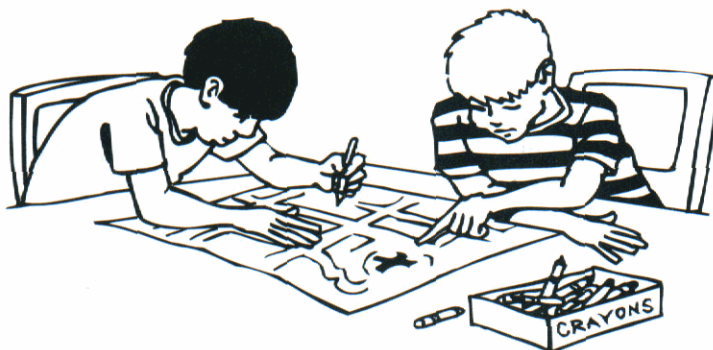
8. A: Where \_\_\_\_\_

B: In the park. (They're playing in the park.)

9. A: Why \_\_\_\_\_

B: Because they don't have school today. (They're playing in the park because they don't have school today.)

10. A: Hi, kids. \_\_\_\_\_
- B: No, \_\_\_\_\_. (We aren't drawing pictures with our crayons.)
- A: Oh? Then what \_\_\_\_\_
- B: Maps to our secret place in the woods. (We're drawing maps to our secret place in the woods.)



- A: Why \_\_\_\_\_
- Because we have a buried treasure at our secret place in the woods. (We're drawing maps because we have a buried treasure at our secret place in the woods.)

■ **EXERCISE 10—ORAL (BOOKS CLOSED):** Practice yes/no questions using the PRESENT PROGRESSIVE. The teacher will hand out slips of paper on which are written the directions in Exercise 4 on page 86.

- STUDENT A: Pantomime the directions on your slip of paper.
- STUDENT B: Ask Student A or another classmate a yes/no question using the present progressive.

*Example:* drive (written on a slip of paper)

STUDENT A: (Student A pantomimes driving.)

STUDENT B: Are you driving?

STUDENT A: Yes, I am.

OR

STUDENT B: (Student C), is (Student A) driving?

STUDENT C: Yes, he/she is.

■ **EXERCISE 11:** Make questions with *where*, *why*, and *what*.

1. A: What are you writing?
- B: A letter. (I'm writing a letter.)
2. A: \_\_\_\_\_
- B: Because I'm happy. (I'm smiling because I'm happy.)



3. A: \_\_\_\_\_  
B: My grammar book. (I'm reading my grammar book.)
4. A: \_\_\_\_\_  
B: Because we're doing an exercise. (I'm reading my grammar book because we're doing an exercise.)
5. A: \_\_\_\_\_  
B: In the back of the room. (Roberto is sitting in the back of the room.)
6. A: \_\_\_\_\_  
B: Downtown. (I'm going downtown.)
7. A: \_\_\_\_\_  
B: Because I need to buy some shoes. (I'm going downtown because I need to buy some shoes.)
8. A: \_\_\_\_\_  
B: Blue jeans and a sweatshirt. (Akihiko is wearing blue jeans and a sweatshirt today.)

### 3-4 THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE

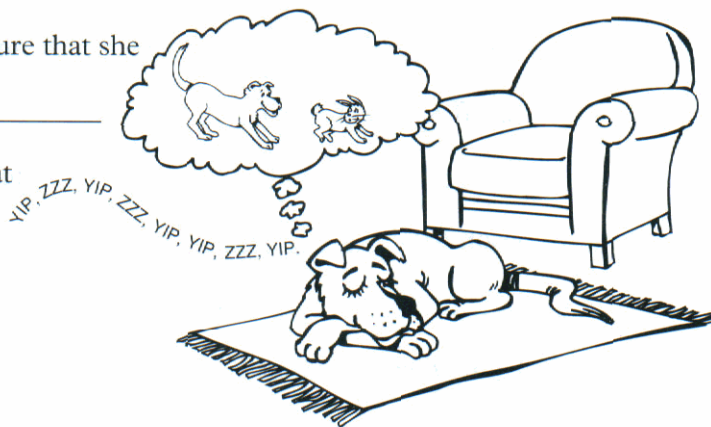
<p>STATEMENTS:</p> <p>(a) I <b>sit</b> in class <i>every day</i>.</p> <p>(b) I <b>am sitting</b> in class <i>right now</i>.</p> <p>(c) The teacher <b>writes</b> on the board on <i>every day</i>.</p> <p>(d) The teacher <b>is writing</b> on the board <i>right now</i>.</p>	<ul style="list-style-type: none"> <li>• The SIMPLE PRESENT expresses habits or usual activities, as in (a), (c), and (e).</li> <li>• The PRESENT PROGRESSIVE expresses actions that are happening right now, while the speaker is speaking, as in (b), (d), and (f).</li> </ul>
<p>QUESTIONS:</p> <p>(e) <b>Do</b> you <b>sit</b> in class every day?</p> <p>(f) <b>Are</b> you <b>sitting</b> in class right now?</p> <p>(g) <b>Does</b> the teacher <b>write</b> on the board every day?</p> <p>(h) <b>Is</b> the teacher <b>writing</b> on the board right now?</p>	<ul style="list-style-type: none"> <li>• The SIMPLE PRESENT uses <b>do</b> and <b>does</b> as helping verbs in questions.</li> <li>• The PRESENT PROGRESSIVE uses <b>am</b>, <b>is</b>, and <b>are</b> in questions.</li> </ul>
<p>NEGATIVES:</p> <p>(i) I <b>don't sit</b> in class every day.</p> <p>(j) I'm <b>not sitting</b> in class right now.</p> <p>(k) The teacher <b>doesn't write</b> on the board every day.</p> <p>(l) The teacher <b>isn't writing</b> on the board right now.</p>	<ul style="list-style-type: none"> <li>• The SIMPLE PRESENT uses <b>do</b> and <b>does</b> as helping verbs in negatives.</li> <li>• The PRESENT PROGRESSIVE uses <b>am</b>, <b>is</b>, and <b>are</b> in negatives.</li> </ul>

■ **EXERCISE 12:** Complete the sentences with the words in parentheses.

1. I (*walk*) walk to school every day. I (*take, not*)  
don't take the bus.
2. I (*read*) \_\_\_\_\_ the newspaper every day. I (*read, not*)  
\_\_\_\_\_ my grammar book every day.
3. A: What (*you, read*) \_\_\_\_\_ right now?  
B: I (*read*) \_\_\_\_\_ my grammar book.
4. Robert (*cook*) \_\_\_\_\_ his own dinner every evening.
5. Right now Robert is in his kitchen. He (*cook*) \_\_\_\_\_ rice  
and beans for dinner.
6. Robert is a vegetarian. He (*eat, not*) \_\_\_\_\_ meat.
7. (*you, cook*) \_\_\_\_\_ your own dinner every day?
8. A: (*you, want*) \_\_\_\_\_ your coat?  
B: Yes.  
A: (*be, this*) \_\_\_\_\_ your coat?  
B: No, my coat (*hang*) \_\_\_\_\_ in the closet.
9. A: (*Tom, have*) \_\_\_\_\_ a black hat?  
B: Yes.  
A: (*he, wear*) \_\_\_\_\_ it every day?  
B: No.  
A: (*he, wear*) \_\_\_\_\_ it right now?  
B: I (*know, not*) \_\_\_\_\_. Why do you care about  
Tom's hat?  
A: I found a hat in my apartment. Someone left it there. I (*think*)  
\_\_\_\_\_ that it belongs to Tom.
10. Ahmed (*talk*) \_\_\_\_\_ to his classmates every day in class. Right now he  
(*talk*) \_\_\_\_\_ to Yoko.
11. Yoko and Ahmed (*sit*) \_\_\_\_\_ next to each other in class every day, so they  
often (*help*) \_\_\_\_\_ each other with their grammar exercises. Right now  
Yoko (*help*) \_\_\_\_\_ Ahmed with an exercise on present verb tenses.

12. It (*rain*) \_\_\_\_\_ a lot in this city, but it (*rain, not*) \_\_\_\_\_ right now. The sun (*shine*) \_\_\_\_\_ . (*it, rain*) \_\_\_\_\_ a lot in your hometown?
13. A: Hello?  
B: Hello. This is Mike. Is Tony there?  
A: Yes, but he can't come to the phone right now. He (*eat*) \_\_\_\_\_ dinner. Can he call you back in about ten minutes?  
B: Sure. Thanks. Bye.  
A: Bye.
14. Tony's family (*eat*) \_\_\_\_\_ dinner at the same time every day. During dinner time, Tony's mother (*let, not*) \_\_\_\_\_ the children talk on the phone.
15. A: What are you doing? (*you, work*) \_\_\_\_\_ on your English paper?  
B: No, I (*study, not*) \_\_\_\_\_. I (*write*) \_\_\_\_\_ a letter to my sister.  
A: (*you, write*) \_\_\_\_\_ to her often?  
B: I (*write, not*) \_\_\_\_\_ a lot of letters to anyone.  
A: (*she, write*) \_\_\_\_\_ to you often?  
B: Yes. I (*get*) \_\_\_\_\_ a letter from her about once a week. (*you, write*) \_\_\_\_\_ a lot of letters?  
A: Yes. I (*like*) \_\_\_\_\_ to write letters.
16. Olga Burns is a pilot for an airline company in Alaska. She (*fly*) \_\_\_\_\_ almost every day. Today she (*fly*) \_\_\_\_\_ from Juno to Anchorage.
17. A: Where (*the teacher, stand, usually*) \_\_\_\_\_ every day?  
B: She usually (*stand*) \_\_\_\_\_ in the front of the room every day.  
A: Where (*she, stand*) \_\_\_\_\_ today?  
B: She (*stand*) \_\_\_\_\_ in the middle of the room.

18. A: Excuse me. (*you, wait*) \_\_\_\_\_ for the downtown bus?  
 B: Yes, I (*be*) \_\_\_\_\_. Can I help you?  
 A: Yes. What time (*the bus, stop*) \_\_\_\_\_ here?  
 B: Ten thirty-five.
19. A: (*animals, dream*) \_\_\_\_\_?  
 B: I don't know. I suppose so. Animals (*be, not*) \_\_\_\_\_ very different from human beings in lots of ways.  
 A: Look at my dog. She (*sleep*) \_\_\_\_\_. Her eyes (*be*) \_\_\_\_\_ closed. At the same time, she (*yip*) \_\_\_\_\_ and (*move*) \_\_\_\_\_ her head and her front legs. I (*be*) \_\_\_\_\_ sure that she (*dream*) \_\_\_\_\_ right now. I'm sure that animals (*dream*) \_\_\_\_\_.



### 3-5 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

- (a) I'm hungry **right now**. I **want** an apple.  
 (INCORRECT: *I am wanting an apple.*)
- (b) I **hear** a siren. **Do** you **hear** it too?  
 (INCORRECT: *I'm hearing a siren. Are you hearing it too?*)

Some verbs are NOT used in the present progressive. They are called "nonaction verbs." In (a): *Want* is a nonaction verb. *Want* expresses a physical or emotional need, not an action. In (b): *Hear* is a nonaction verb. *Hear* expresses a sensory experience, not an action.

#### NONACTION VERBS

want  
need  
like  
love  
hate

hear  
see  
smell  
taste

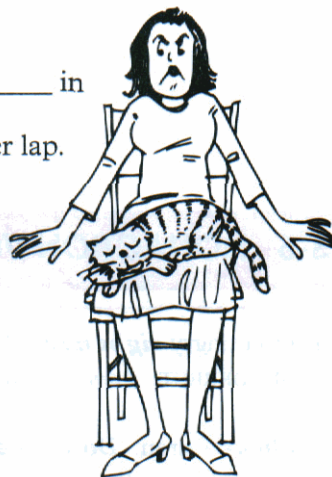
understand  
know  
believe  
think (meaning *believe*)\*

\*Sometimes *think* is used in progressive tenses. See Chart 3-10 for a discussion of *think about* and *think that*.



■ **EXERCISE 13:** Use the words in parentheses to complete the sentences. Use the SIMPLE PRESENT or the PRESENT PROGRESSIVE.

1. Alice is in her room right now. She (*read*) is reading a book.  
She (*like*) likes the book.
2. It (*snow*) \_\_\_\_\_ right now. It's beautiful! I (*like*)  
\_\_\_\_\_ this weather.
3. I (*know*) \_\_\_\_\_ Jessica Jones. She's in my class.
4. The teacher (*talk*) \_\_\_\_\_ to us right now. I (*understand*)  
\_\_\_\_\_ everything she's saying.
5. Don is at a restaurant right now. He (*eat*) \_\_\_\_\_ dinner. He  
(*like*) \_\_\_\_\_ the food. It (*taste*) \_\_\_\_\_ good.
6. (Sniff-sniff). I (*smell*) \_\_\_\_\_ gas. (*you, smell*)  
\_\_\_\_\_ it too?
7. Jason (*tell*) \_\_\_\_\_ us a story right now. I (*believe*)  
\_\_\_\_\_ his story. I (*think*) \_\_\_\_\_ that his story is true.
8. Ugh! That cigar (*smell*) \_\_\_\_\_ terrible.
9. Look at the picture. Jane (*sit*) \_\_\_\_\_ in  
a chair. A cat (*sit*) \_\_\_\_\_ on her lap.  
Jane (*hate*) \_\_\_\_\_ the cat.
10. Look at the picture. Mr. Allen (*hold*)  
\_\_\_\_\_ a cat. He (*love*)  
\_\_\_\_\_ the cat. The cat (*lick*)  
\_\_\_\_\_ Mr. Allen's face.



### 3-6 SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO

<p><i>SEE, LOOK AT, and WATCH</i></p> <p>(a) I <b>see</b> many things in this room.</p> <p>(b) I'm <b>looking at</b> the clock. I want to know the time.</p> <p>(c) Bob <b>is watching</b> TV.</p>	<p>In (a): <b>see</b> = a nonaction verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.</p> <p>In (b): <b>look at</b> = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.</p> <p>In (c): <b>watch</b> = an action verb. I <i>watch</i> something for a long time, but I <i>look at</i> something for a short time.</p>
<p><i>HEAR and LISTEN TO</i></p> <p>(d) I'm in my apartment. I'm trying to study. I <b>hear</b> music from the next apartment. The music is loud.</p> <p>(e) I'm in my apartment. I'm studying. I have a tape recorder. I'm <b>listening to</b> music. I like to listen to music when I study.</p>	<p>In (d): <b>hear</b> = a nonaction verb. Hearing is an unplanned act. It expresses a physical reaction.</p> <p>In (e): <b>listen (to)</b> = an action verb. Listening happens for a purpose.</p>

#### ■ EXERCISE 14—ORAL: Answer the questions.

- What do you see in this room?  
Now look at something. What are you looking at?
- Turn to page 85 of this book. What do you see?  
Now look at one thing on that page. What are you looking at?
- Look at the floor. What do you see?
- Look at the chalkboard. What do you see?
- What programs do you like to watch on TV?
- What sports do you like to watch?
- What animals do you like to watch when you go to the zoo?
- What do you hear right now?
- What do you hear when you walk down the street?
- What do you hear at night in the place where you live?
- What do you listen to when you go to a concert?
- What do you listen to when you go to a language laboratory?

### 3-7 NEED AND WANT + A NOUN OR AN INFINITIVE

- |        |             |   |                           |  |
|--------|-------------|---|---------------------------|--|
|        | VERB        | + | NOUN                      |  |
| (a) We | <b>need</b> |   | <b>food.</b>              |  |
| (b) I  | <b>want</b> |   | <b>a sandwich.</b>        |  |
|        | VERB        | + | INFINITIVE                |  |
| (c) We | <b>need</b> |   | <b>to eat.</b>            |  |
| (d) I  | <b>want</b> |   | <b>to eat</b> a sandwich. |  |

**Need** is stronger than **want**. **Need** gives the idea that something is *very important*.

**Need** and **want** are followed by a noun or by an infinitive.

An infinitive = **to** + the simple form of a verb.\*

\*The simple form of a verb = a verb without **-s**, **-ed**, or **-ing**.

Examples of the simple form of a verb: **come, help, answer, write**.

Examples of infinitives: **to come, to help, to answer, to write**.

■ **EXERCISE 15:** Use the words in the list or your own words to complete the sentences. Use an INFINITIVE (**to** + verb) in each sentence.

<i>buy</i>	<i>do</i>	<i>listen to</i>	<i>play</i>	<i>walk</i>
<i>call</i>	<i>get</i>	<i>marry</i>	<i>take</i>	<i>wash</i>
<i>cash</i>	<i>go</i>	<i>pay</i>	<i>talk to</i>	<i>watch</i>

- Anna is sleepy. She wants to go to bed.
- I want \_\_\_\_\_ downtown today because I need \_\_\_\_\_ a new coat.
- Mike wants \_\_\_\_\_ TV. There's a good program on Channel 5.
- Do you want \_\_\_\_\_ soccer with us at the park this afternoon?
- I need \_\_\_\_\_ Jennifer on the phone.
- I want \_\_\_\_\_ to the bank because I need \_\_\_\_\_ a check.
- James doesn't want \_\_\_\_\_ his homework tonight.
- My clothes are dirty. I need \_\_\_\_\_ them.
- John loves Mary. He wants \_\_\_\_\_ her.
- David's desk is full of overdue bills. He needs \_\_\_\_\_ his bills.
- It's a nice day. I don't want \_\_\_\_\_ the bus home today. I want \_\_\_\_\_ home instead.
- Do you want \_\_\_\_\_ some music on the radio?
- Helen needs \_\_\_\_\_ an English course.
- Where do you want \_\_\_\_\_ for lunch?

■ **EXERCISE 16:** Here are ten short conversations. Complete the sentences. Use the words in parentheses and other necessary words.

1. A: (*go \ you \ want*) Do you want to go downtown this afternoon?  
B: Yes, I do. (*I \ buy \ need*) I need to buy a winter coat.
2. A: Where (*you \ go \ want*) \_\_\_\_\_ for dinner tonight?  
B: Rossini's Restaurant.
3. A: What time (*be \ need \ you*) \_\_\_\_\_ at the airport?  
B: Around six. My plane leaves at seven.
4. A: (*want not \ Jean \ go*) \_\_\_\_\_ to the baseball game.  
B: Why not?  
A: Because (*she \ need \ study*) \_\_\_\_\_ for a test.
5. A: I'm getting tired. (*take \ I \ want*) \_\_\_\_\_ a break for a few minutes.  
B: Okay. Let's take a break. We can finish the work later.
6. A: (*go back \ Peter \ want*) \_\_\_\_\_ to his apartment.  
B: Why?  
A: Because (*he \ want \ change*) \_\_\_\_\_ his clothes before he goes to the party.
7. A: (*come \ we \ need not*) \_\_\_\_\_ to class on Friday.  
B: Why not?  
A: It's a holiday.
8. A: Where (*you \ go \ want*) \_\_\_\_\_ for your vacation?  
B: (*I \ want \ visit*) \_\_\_\_\_ Niagara Falls, New York City, and Washington, D.C.
9. A: May I see your dictionary? (*I \ look up \ need*) \_\_\_\_\_ a word.  
B: Of course. Here it is.  
A: Thanks.
10. A: (*come \ want \ you*) \_\_\_\_\_ with us to the park?  
B: Sure. Thanks. (*I \ get \ need*) \_\_\_\_\_ some exercise.



### 3-8 WOULD LIKE

(a) I'm thirsty. I <b>want</b> a glass of water.	(a) and (b) have the same meaning, but <b>would like</b> is usually more polite than <b>want</b> .
(b) I'm thirsty. I <b>would like</b> a glass of water.	<i>I would like</i> is a nice way of saying <i>I want</i> .
(c) <i>I would like</i> <i>You would like</i> <i>She would like</i> <i>He would like</i> <i>We would like</i> <i>They would like</i>	Notice in (c): There is not a final <b>-s</b> on <b>would</b> . There is not a final <b>-s</b> on <b>like</b> .
(d) CONTRACTIONS <i>I'd</i> = <i>I would</i> <i>you'd</i> = <i>you would</i> <i>she'd</i> = <i>she would</i> <i>he'd</i> = <i>he would</i> <i>we'd</i> = <i>we would</i> <i>they'd</i> = <i>they would</i>	<b>Would</b> is usually contracted to <b>'d</b> in speaking. Contractions of <b>would</b> and pronouns are often used in writing.
(e) <b>WOULD LIKE</b> + INFINITIVE I <b>would like</b> <b>to eat</b> a sandwich.	Notice in (e): <b>would like</b> can be followed by an infinitive.
(f) <b>WOULD</b> + SUBJECT + <b>LIKE</b> <b>Would</b> you <b>like</b> some tea?	In a question, <b>would</b> comes before the subject.
(g) Yes, I <b>would</b> . (I would like some tea.)	<b>Would</b> is used alone in short answers to questions with <b>would like</b> .

#### ■ EXERCISE 17—ORAL: Change the sentences by using **would like**. Discuss the use of contracted speech with **would**.\*

- Tony wants a cup of coffee.  
→ *Tony would like a cup of coffee.*
- He wants some sugar in his coffee.
- Ahmed and Anita want some coffee, too.
- They want some sugar in their coffee, too.
- A: Do you want a cup of coffee?  
B: Yes, I do. Thank you.
- I want to thank you for your kindness and hospitality.
- My friends want to thank you, too.
- A: Does Robert want to ride with us?  
B: Yes, he does.

\***Would** is almost always contracted with pronouns in everyday speaking. The difference between *I'd like to go* and *I like to go* is sometimes difficult to hear. In addition, **would** is often contracted with nouns in speaking (but not in writing). There is a difference between *My friends'd like to come with us* and *My friends like to come with us*, but the difference is sometimes hard to hear.

■ **EXERCISE 18—ORAL (BOOKS CLOSED):** Answer the questions.

1. Who's hungry right now? ( . . . ), are you hungry? What would you like?
2. Who's thirsty? ( . . . ), are you thirsty? What would you like?
3. Who's sleepy? What would you like to do?
4. What would you like to do this weekend?
5. What would you like to do after class today?
6. What would you like to have for dinner tonight?
7. What countries would you like to visit?
8. What cities would you like to visit in (*the United States, Canada, etc.*)?
9. What languages would you like to learn?
10. You listened to your classmates. What would they like to do? Do you remember what they said?
11. Pretend that you are a host at a party at your home and your classmates are your guests. Ask them what they would like.
12. Think of something fun to do tonight or this weekend. Using *would you like*, invite a classmate to join you.

**3-9 WOULD LIKE vs. LIKE**

- (a) I **would like to go** to the zoo.  
(b) I **like to go** to the zoo.

In (a): *I would like to go to the zoo* means *I want to go to the zoo*.

In (b): *I like to go to the zoo* means *I enjoy the zoo*.

**Would like** indicates that I want to do something now or in the future.

**Like** indicates that I always, usually, or often enjoy something.

■ **EXERCISE 19—ORAL:** Answer the questions.

1. Do you like to go to the zoo?
2. Would you like to go to the zoo with me this afternoon?
3. Do you like apples?
4. Would you like an apple right now?
5. Do you like dogs?
6. Would you like to have a dog as a pet?
7. What do you like to do when you have free time?
8. What do you need to do this evening?
9. What would you like to do this evening?
10. What would you like to do in class tomorrow?

■ **EXERCISE 20:** Complete the sentences with your own words.

1. I need to \_\_\_\_\_ every day.
2. I want to \_\_\_\_\_ today.

3. I like to \_\_\_\_\_ every day.
4. I would like to \_\_\_\_\_ today.
5. I don't like to \_\_\_\_\_ every day.
6. I don't want to \_\_\_\_\_ today.
7. Do you like to \_\_\_\_\_?
8. Would you like to \_\_\_\_\_?
9. I need to \_\_\_\_\_ and  
\_\_\_\_\_ today.
10. \_\_\_\_\_ would you like to \_\_\_\_\_ this evening?

### 3-10 THINK ABOUT AND THINK THAT

<p>(a) I <b>think</b> <b>about</b> <b>my family</b> every day.</p> <p>(b) I <b>am thinking</b> <b>about</b> <b>grammar</b> right now.</p>	<p>In (a): Ideas about my family are in my mind every day.</p> <p>In (b): My mind is busy now. Ideas about grammar are in my mind right now.</p>
<p>(c) I <b>think</b> <b>that</b> <b>Sue is lazy</b>.</p> <p>(d) Sue <b>thinks</b> <b>that</b> <b>I am lazy</b>.</p> <p>(e) I <b>think</b> <b>that</b> <b>the weather is nice</b>.</p>	<p>In (c): In my opinion, Sue is lazy. I believe that Sue is lazy.</p> <p>People use <b>think that</b> when they want to say (to state) their beliefs.</p> <p>The present progressive is often used with <b>think about</b>.</p> <p>The present progressive is almost never used with <b>think that</b>.</p> <p>INCORRECT: <i>I am thinking that Sue is lazy.</i></p>
<p>(f) I <b>think that</b> Mike is a nice person.</p> <p>(g) I <b>think</b> Mike is a nice person.</p>	<p>(f) and (g) have the same meaning.</p> <p>People often omit <b>that</b> after <b>think</b>, especially in speaking.</p>

#### ■ EXERCISE 21: Use **I think (that)** to give your opinion.

1. English grammar is easy / hard / fun / interesting.

\_\_\_\_\_ *I think (that) English grammar is . . . .* \_\_\_\_\_

2. People in this city are friendly / unfriendly / kind / cold.

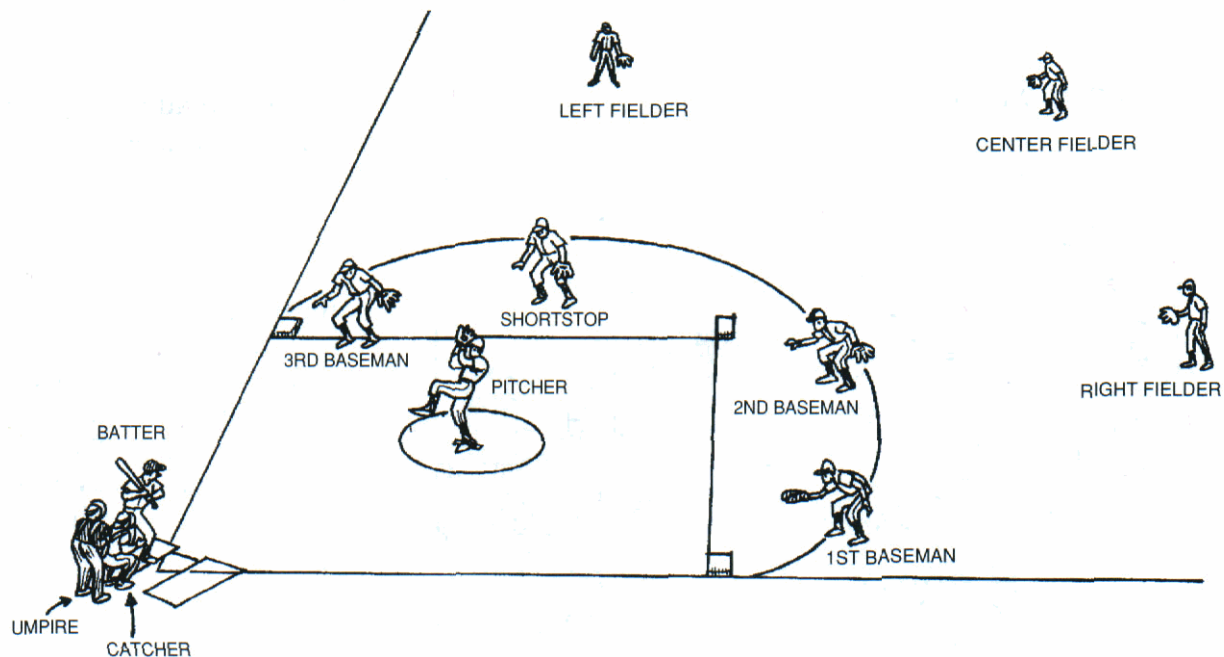
\_\_\_\_\_

3. The food at *(name of a place)* is delicious / terrible / good / excellent / awful.

\_\_\_\_\_

4. Baseball is interesting / boring / confusing / etc.

\_\_\_\_\_



■ **EXERCISE 22:** Complete the sentences.

1. I think that the weather today is \_\_\_\_\_
2. I think my classmates are \_\_\_\_\_
3. Right now I'm thinking about \_\_\_\_\_
4. In my opinion, English grammar is \_\_\_\_\_
5. In my opinion, soccer is \_\_\_\_\_
6. I think that my parents are \_\_\_\_\_
7. I think this school \_\_\_\_\_
8. I think about \_\_\_\_\_
9. I think that \_\_\_\_\_
10. In my opinion, \_\_\_\_\_



■ **EXERCISE 23—ORAL:** State an opinion about each of the following topics.

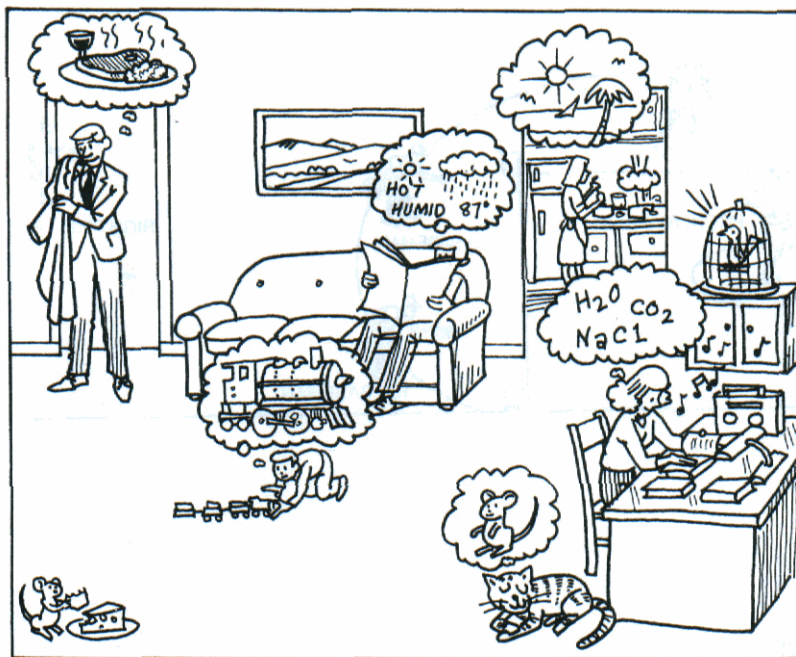
Example: books

Response: I think that *War and Peace* is an excellent novel.

In my opinion, *War and Peace* is an excellent novel.

1. this city
2. your English classes
3. music
4. movies
5. food
6. a current local, national, or international news story

■ **EXERCISE 24—REVIEW:** Complete the sentences. Use the words in parentheses. Use the SIMPLE PRESENT or the PRESENT PROGRESSIVE. Use an INFINITIVE where necessary.



- the baby = Bobby
- the daughter = Ellen
- the son = Paul
- the mother = Mrs. Smith
- the father = Mr. Smith
- the cat = Pussycat
- the bird = Tweetie
- the mouse = Mickey

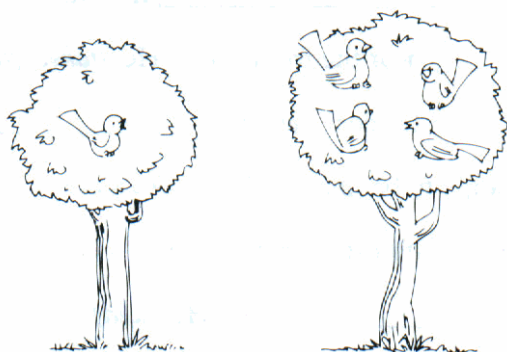
- (1) The Smiths are at home. It is evening. Paul (*sit*) \_\_\_\_\_ on
- (2) the sofa. He (*read*) \_\_\_\_\_ a newspaper. Ellen (*sit*)
- (3) \_\_\_\_\_ at the desk. She (*study*) \_\_\_\_\_.
- (4) While she is studying, she (*listen to*) \_\_\_\_\_ music on her
- (5) radio. Paul (*hear*) \_\_\_\_\_ the music, but he (*listen to, not*) \_\_\_\_\_
- (6) \_\_\_\_\_ it right now. He (*concentrate*) \_\_\_\_\_
- (7) on the weather report in the newspaper. He (*think about*) \_\_\_\_\_
- (8) \_\_\_\_\_ the weather report.
- (9) Ellen (*study*) \_\_\_\_\_ her chemistry text. She (*like*)
- (10) \_\_\_\_\_ chemistry. She (*think*) \_\_\_\_\_ that chemistry is easy.

- (11) She (*think about*) \_\_\_\_\_ chemical formulas. She
- (12) (*understand*) \_\_\_\_\_ the formulas. She (*like*) \_\_\_\_\_
- (13) her chemistry course, but she (*like, not*) \_\_\_\_\_ her history course.
- (14) Mrs. Smith is in the kitchen. She (*cook*) \_\_\_\_\_ dinner.
- (15) She (*cut*) \_\_\_\_\_ up vegetables for a salad. Steam (*rise*)
- (16) \_\_\_\_\_ from the pot on the stove. Mrs. Smith (*like, not*)
- (17) \_\_\_\_\_ to cook, but she (*know*) \_\_\_\_\_ that her family
- (18) has to eat good food. While she (*make*) \_\_\_\_\_ dinner, Mrs. Smith
- (19) (*think about*) \_\_\_\_\_ a vacation on the beach. Sometimes
- (20) Mrs. Smith (*get*) \_\_\_\_\_ tired of cooking all the time, but she (*love*)
- (21) \_\_\_\_\_ her family very much and (*want*) \_\_\_\_\_ to take care
- (22) of their health. Her husband (*know, not*) \_\_\_\_\_ how to cook.
- (23) Mr. Smith (*stand*) \_\_\_\_\_ near the front door. He (*take, off*)
- (24) \_\_\_\_\_ his coat. Under his coat, he (*wear*) \_\_\_\_\_
- (25) \_\_\_\_\_ a suit. Mr. Smith is happy to be home. He (*think about*)
- (26) \_\_\_\_\_ dinner. After dinner, he (*want*)
- (27) \_\_\_\_\_ (*watch*) \_\_\_\_\_ television. He (*need*)
- (28) \_\_\_\_\_ (*go*) \_\_\_\_\_ to bed early tonight because he has a busy
- (29) day at work tomorrow.
- (30) In the corner of the living room, a mouse (*eat*) \_\_\_\_\_ a piece
- (31) of cheese. The mouse thinks that the cheese (*taste*) \_\_\_\_\_ good.
- (32) Pussycat (*see, not*) \_\_\_\_\_ the mouse. She (*smell, not*)
- (33) \_\_\_\_\_ the mouse. Pussycat (*sleep*) \_\_\_\_\_.
- (34) She (*dream about*) \_\_\_\_\_ a mouse.
- (35) Bobby is in the middle of the living room. He (*play*) \_\_\_\_\_
- (36) with a toy train. He (*see, not*) \_\_\_\_\_ the mouse because he
- (37) (*look at*) \_\_\_\_\_ his toy train. The bird, Tweetie, (*sing*)
- (38) \_\_\_\_\_. Bobby (*listen to, not*) \_\_\_\_\_

- (39) \_\_\_\_\_ the bird. Bobby is busy with his toy train. But Mrs.  
 (40) Smith can hear the bird. She *(like)* \_\_\_\_\_ *(listen to)*  
 (41) \_\_\_\_\_ Tweetie sing.

### 3-11 THERE + BE

<p><i>THERE</i> + <i>BE</i> + SUBJECT + LOCATION</p> <p>(a) <b><i>There is a bird</i></b> in the tree.</p> <p>(b) <b><i>There are four birds</i></b> in the tree.</p>	<p><b><i>There + be</i></b> is used to say that something exists in a particular location.</p> <p>Notice: The subject follows <b><i>be</i></b>:</p> <p><i>there + is + singular noun</i>  <i>there + are + plural noun</i></p>
<p>(c) <b><i>There's</i></b> a bird in the tree.</p> <p>(d) <b><i>There're</i></b> four birds in the tree.</p>	<p>Contractions:</p> <p><i>there + is = there's</i>  <i>there + are = there're</i></p>



#### ■ EXERCISE 25: Complete the sentences with ***is*** or ***are***.

- There is a grammar book on Ahmed's desk.
- There are many grammar books in this room.
- There \_\_\_\_\_ two pens on Pierre's desk.
- There \_\_\_\_\_ a pen on my desk.
- There \_\_\_\_\_ thirty-one days in July.
- There \_\_\_\_\_ only one student from Singapore in our class.
- There \_\_\_\_\_ three students from Argentina.
- There \_\_\_\_\_ ten sentences in this exercise.
- There \_\_\_\_\_ a wonderful restaurant on 33rd Avenue.
- There \_\_\_\_\_ many problems in the world today.

■ **EXERCISE 26—ORAL:** Make sentences with **there is** or **there are**. Use the given phrases (groups of words) in your sentences.

1. a book \ on my desk  
→ *There is (There's) a book on my desk.*
2. on Ali's desk \ some books  
→ *There are (There're) some books on Ali's desk.*
3. on the wall \ a map
4. some pictures \ on the wall
5. in this room \ three windows
6. fifteen students \ in this room
7. in the refrigerator \ some milk
8. a bus stop \ at the corner of Main Street and 2nd Avenue
9. in Canada \ ten provinces
10. on television tonight \ a good program

■ **EXERCISE 27—ORAL:** After everybody puts one or two objects (e.g., a coin, some matches, a pen, a dictionary) on a table in the classroom, describe the items on the table by using **there is** and **there are**.

*Examples:*

STUDENT A: There are three dictionaries on the table.

STUDENT B: There are some keys on the table.

STUDENT C: There is a pencil sharpener on the table.

■ **EXERCISE 28—ORAL/WRITTEN:** Describe your classroom. Use **there is** and **there are**.

*Example:* I would like to describe this room. There are three windows.  
There is a green chalkboard. Etc.

### 3-12 THERE + BE: YES/NO QUESTIONS

QUESTION				SHORT ANSWER
<i>BE + THERE + SUBJECT</i>				
(a)	<b>Is</b>	<b>there</b>	<b>any milk</b> in the refrigerator?	→ Yes, <b>there is</b> .
				→ No, <b>there isn't</b> .
(b)	<b>Are</b>	<b>there</b>	<b>any eggs</b> in the refrigerator?	→ Yes, <b>there are</b> .
				→ No, <b>there aren't</b> .



- **EXERCISE 29—ORAL:** Ask a classmate a question about the contents of the refrigerator in the picture. Use the NOUNS in the list in your questions. Use “**Is there . . . ?**” or “**Are there . . . ?**”

*Example:*

STUDENT A: Is there any milk in the refrigerator?

STUDENT B: Yes, there is.

*Example:*

STUDENT A: Are there any onions in the refrigerator?

STUDENT B: No, there aren't.

- |           |                  |             |
|-----------|------------------|-------------|
| 1. milk   | 6. bread         | 11. oranges |
| 2. onions | 7. apples        | 12. fruit   |
| 3. cheese | 8. potatoes      | 13. meat    |
| 4. butter | 9. orange juice  | 14. roses   |
| 5. eggs   | 10. strawberries | 15. flour   |



- **EXERCISE 30—ORAL:** Ask and answer questions using **there + be**.

STUDENT A: Ask a classmate questions about this city. Use “**Is there . . . ?**” or “**Are there . . . ?**” Your book is open.

STUDENT B: Answer the questions. Your book is closed.

*Example:*

STUDENT A: Is there a zoo in (name of this city)?

STUDENT B: Yes, there is. OR: No, there isn't. OR: I don't know.

- |                    |   |
|--------------------|---|
| 1. a zoo           | 7. any good restaurants                 |
| 2. an airport      | 8. a good (Vietnamese) restaurant       |
| 3. an aquarium     | 9. a botanical garden                   |
| 4. any lakes       | 10. any swimming pools                  |
| 5. a train station | 11. an art museum                       |
| 6. a subway        | 12. a good public transportation system |

- **EXERCISE 31—ORAL:** Complete the sentences with your own words.

*Example:* There . . . in this building.

*Responses:* There are five floors in this building.

There are many classrooms in this building.

There is an elevator in this building. Etc.

1. There . . . in this building.
2. There . . . in this city.
3. There . . . in my country.
4. There . . . in the world.
5. There . . . in the universe.

- **EXERCISE 32—ORAL:** Ask and answer questions using *there is/there are* and an expression of location (e.g., in this city, in India, on First Street, etc.).

*Example:* any wild monkeys

STUDENT A: Are there any wild monkeys in New York City?

STUDENT B: No. There aren't any wild monkeys in New York City, but there are monkeys at the Bronx Zoo.

- |                            |                                |
|----------------------------|--------------------------------|
| 1. any elephants           | 6. any skyscrapers             |
| 2. any high mountains      | 7. any famous landmarks        |
| 3. a movie theater         | 8. any students from Indonesia |
| 4. a bookstore             | 9. any red grammar books       |
| 5. any apartments for rent | 10. an elevator                |

### 3-13 THERE + BE: ASKING QUESTIONS WITH HOW MANY

QUESTION		SHORT ANSWER + (LONG ANSWER)	
<i>HOW MANY</i> + SUBJECT + <i>ARE</i> + <i>THERE</i> + LOCATION			
(a)	<b><i>How many chapters are there</i></b> in this book?	→	Twelve. (There are twelve chapters in this book.)
(b)	<b><i>How many provinces are there</i></b> in Canada?	→	Ten. (There are ten provinces in Canada.)

- **EXERCISE 33—ORAL (BOOKS CLOSED):** Ask a classmate a question with *how many*.

*Example:* days in a week

STUDENT A: How many days are there in a week?

STUDENT B: Seven. OR: There are seven days in a week.

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. pages in this book              | 6. countries in North America |
| 2. chapters in this book           | 7. continents in the world    |
| 3. letters in the English alphabet | 8. windows in this room       |
| 4. states in the United States     | 9. floors in this building    |
| 5. provinces in Canada             | 10. people in this room       |

- **EXERCISE 34—ORAL:** Pair up with a classmate. Ask and answer questions about this room. Use *how many*.

*Example:* desks

STUDENT A: How many desks are there in this room?

STUDENT B: Thirty-two. OR: There are thirty-two desks in this room.

STUDENT A: That's right. OR: No, I count thirty-three desks.

- |             |             |                  |
|-------------|-------------|------------------|
| 1. windows  | 4. teachers | 7. grammar books |
| 2. doors    | 5. women    | 8. dictionaries  |
| 3. students | 6. men      | 9. etc.          |

■ **EXERCISE 35—ORAL:** Pair up with a classmate. Ask and answer questions about the picture.

*Examples:*

STUDENT A: Are there any dogs in the picture?

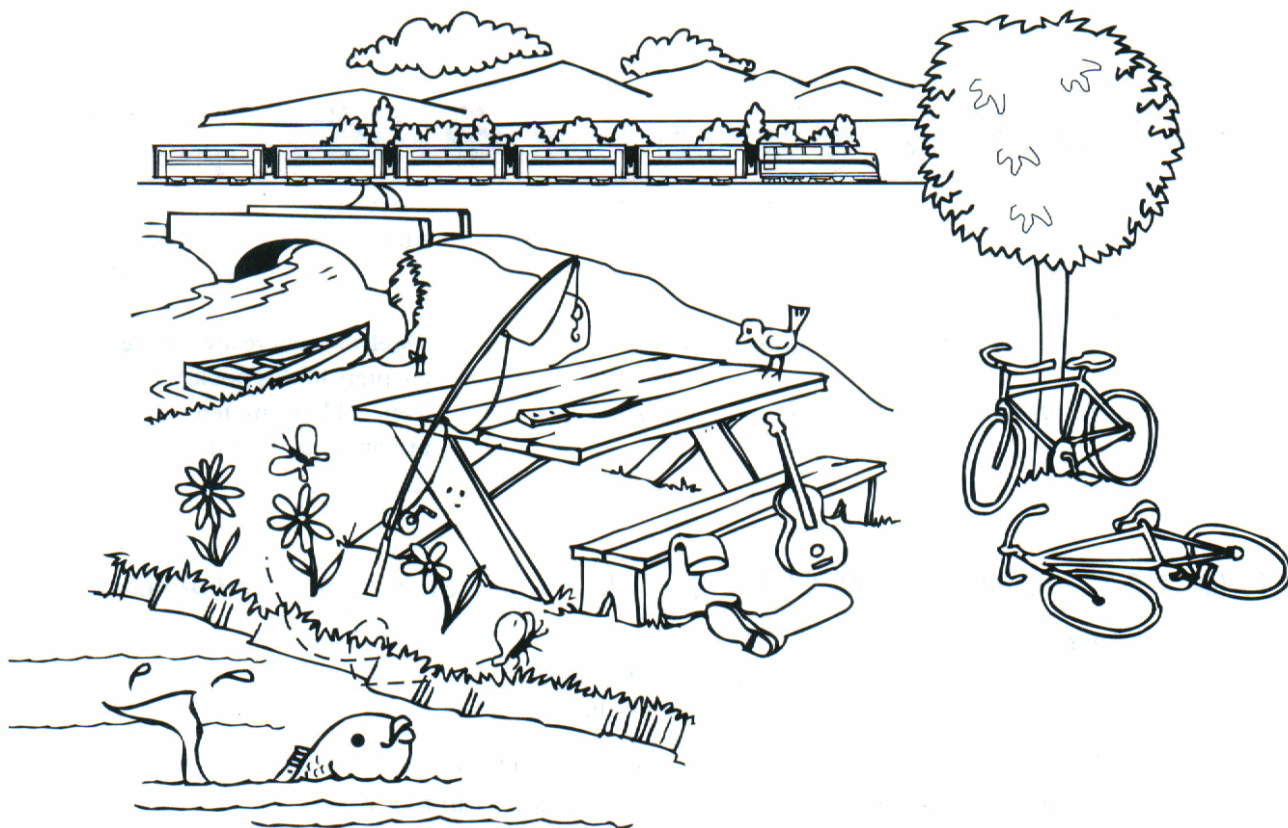
STUDENT B: No, there aren't any dogs in the picture.

STUDENT A: Where are the boots?

STUDENT B: The boots are next to the picnic bench.

STUDENT A: How many trees are there?

STUDENT B: There's only one tree.



■ **EXERCISE 36—REVIEW:** Complete the sentences with your own words.

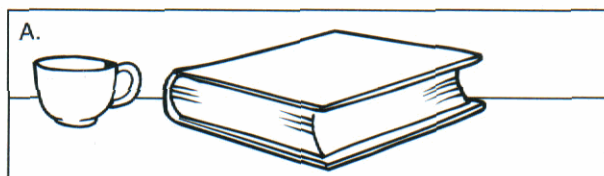
- |                            |  |
|----------------------------|--|
| 1. I need ... because .... | 8. I'm listening to ... , but I also hear .... |
| 2. I want ... because .... | 9. I'm looking at ... , but I also see ....    |
| 3. I would like ....       | 10. I'm thinking about ....                    |
| 4. Would you like ... ?    | 11. I think that ....                          |
| 5. Do you like ... ?       | 12. In my opinion, ....                        |
| 6. There is ....           | 13. How many ... are there ... ?               |
| 7. There are ....          | 14. Is there ... ?                             |



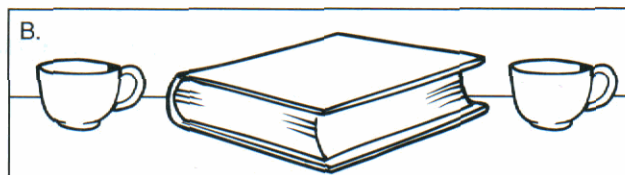
## 3-14 PREPOSITIONS OF LOCATION

(a) My book is <b>on</b> <i>my desk</i> .	In (a): <i>on</i> = a preposition <i>my desk</i> = object of the preposition <i>on my desk</i> = a prepositional phrase	
(b) Tom lives <b>in</b> <i>the United States</i> . He lives <b>in</b> <i>New York City</i> . (c) He lives <b>on</b> <i>Hill Street</i> . (d) He lives <b>at</b> <i>4472 Hill Street</i> .	A person lives: <b>in</b> a country and <b>in</b> a city <b>on</b> a street, avenue, road, etc. <b>at</b> an address (See Chart 7-17 for more information about using <b>in</b> and <b>at</b> .)	
SOME PREPOSITIONS OF LOCATION*		
<i>above</i>	<i>far (away) from</i>	<i>inside</i>
<i>around</i>	<i>in</i>	<i>near</i>
<i>at</i>	<i>in back of</i>	<i>next to</i>
<i>behind</i>	<i>in the back of</i>	<i>on</i>
<i>below</i>	<i>in front of</i>	<i>on top of</i>
<i>beside</i>	<i>in the front of</i>	<i>outside</i>
<i>between</i>	<i>in the middle of</i>	<i>under</i>

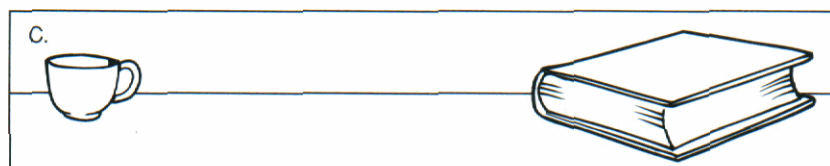
\*Prepositions of location are also called "prepositions of place."



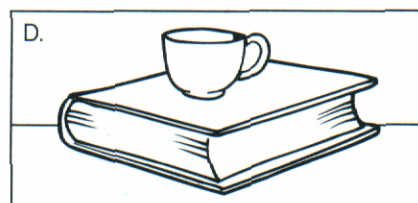
The book is **beside** the cup.  
The book is **next to** the cup.  
The book is **near** the cup.



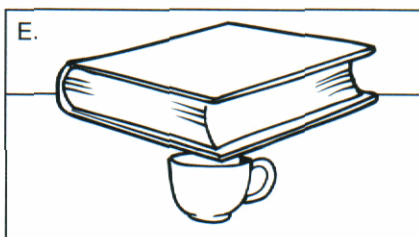
The book is **between** two cups.



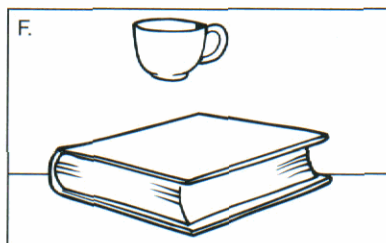
In picture C, the book is **far away from** the cup.



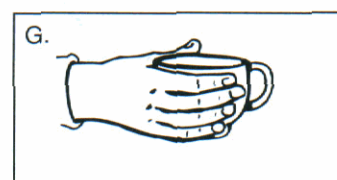
The cup is **on** the book.  
The cup is **on top of** the book.



The cup is **under** the book.



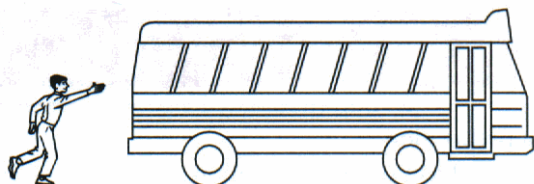
The cup is **above** the book.



A hand is **around** the cup.

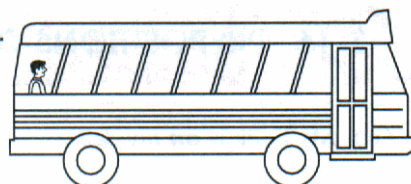


H.



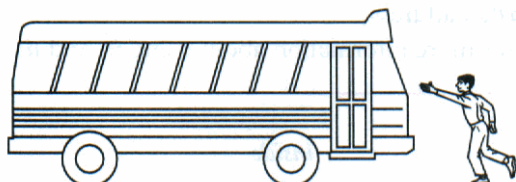
The man is **in back of** the bus.  
The man is **behind** the bus.

I.



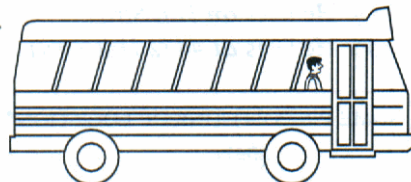
The man is **in the back of** the bus.

J.



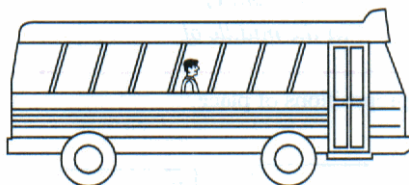
The man is **in front of** the bus.  
In H and J, the man is **outside** the bus.

K.



The man is **in the front of** the bus.  
In I and K, the man is **inside** the bus.

L.



The man is **in the middle of** the bus.

■ **EXERCISE 37:** Describe the pictures by completing the sentences with prepositional expressions of location. There may be more than one possible completion.

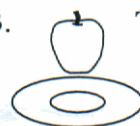
1. The apple is on, on top of the plate.



2. The apple is \_\_\_\_\_ the plate.

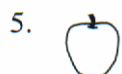


3. The apple is \_\_\_\_\_ the plate.

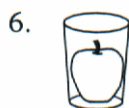


4. The apple is \_\_\_\_\_ the glass.

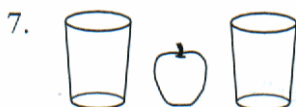




The apple isn't near the glass. It is \_\_\_\_\_ the glass.



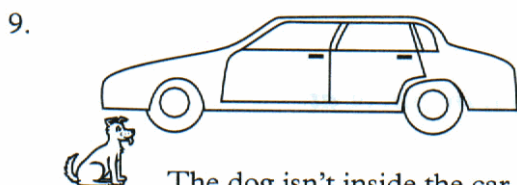
The apple is \_\_\_\_\_ the glass.



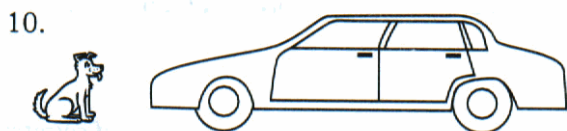
The apple is \_\_\_\_\_ two glasses.



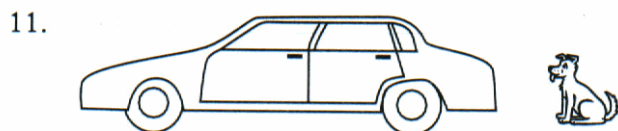
A hand is \_\_\_\_\_ the glass.



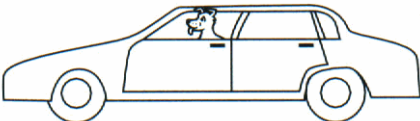
The dog isn't inside the car. The dog is \_\_\_\_\_ the car.

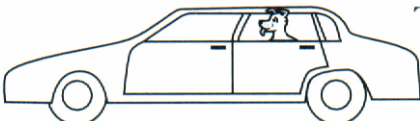


The dog is in \_\_\_\_\_ of the car.



The dog is in \_\_\_\_\_ of the car.

12.  The dog is in \_\_\_\_\_ of the car.

13.  The dog is in \_\_\_\_\_ of the car.

■ **EXERCISE 38—ORAL:** Pair up with a classmate. Choose objects in the classroom (a book, a pen, an eraser, a cup, your hand, etc.) to demonstrate the meaning of the PREPOSITIONS in the list.

*Example:*

STUDENT A: Can you show me the meaning of “under”?

STUDENT B: Yes. The pen is under the book. Now it’s your turn to demonstrate the meaning of “under.”

STUDENT A: Okay. My hand is under this table.

- |              |                     |                     |
|--------------|---------------------|---------------------|
| 1. under     | 7. in the middle of | 13. in back of      |
| 2. above     | 8. around           | 14. in front of     |
| 3. next to   | 9. near             | 15. in the back of  |
| 4. between   | 10. far (away) from | 16. in the front of |
| 5. inside    | 11. behind          |                     |
| 6. on top of | 12. below           |                     |

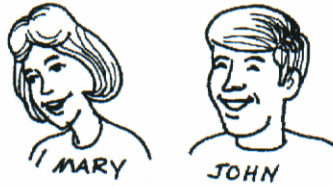
■ **EXERCISE 39:** Complete the sentences with *in*, *on*, or *at*.

- Pablo lives \_\_\_\_\_ Canada.
- He lives \_\_\_\_\_ Toronto.
- He lives \_\_\_\_\_ Lake Street.
- He lives \_\_\_\_\_ 5541 Lake Street \_\_\_\_\_ Toronto, Canada.

*Complete the sentences:*

- I live \_\_\_\_\_. (*name of country*)
- I live \_\_\_\_\_. (*name of city*)
- I live \_\_\_\_\_. (*name of street*)
- I live \_\_\_\_\_. (*address*)

■ **EXERCISE 40—REVIEW:** Below are some pictures of John and Mary.



**A. VOCABULARY CHECKLIST**

<i>eat dinner</i>	<i>a bowl</i>	<i>meat</i>
<i>hold a knife and a fork</i>	<i>a bowl of salad</i>	<i>a piece of meat</i>
<i>have a steak for dinner</i>	<i>a candle</i>	<i>a plate</i>
<i>burn</i>	<i>a cup</i>	<i>a restaurant</i>
	<i>a cup of coffee</i>	<i>a saucer</i>
	<i>a fork</i>	<i>a spoon</i>
	<i>a glass</i>	<i>a steak</i>
	<i>a glass of water</i>	<i>a table</i>
	<i>a knife</i>	<i>a waiter</i>
	<i>a vase of flowers</i>	

**B. ANSWER THE QUESTIONS.**

1. What is Mary doing?
2. What do you see on the table?
3. What is Mary holding in her right hand? in her left hand?
4. What is in the bowl?
5. What is on the plate?
6. What is in the cup?
7. What is burning?
8. Is Mary eating breakfast?
9. Is Mary at home? Where is she?
10. What is she cutting?

**C. COMPLETE THE SENTENCES.**

11. Mary is sitting \_\_\_\_\_ a table.
12. There is a candle \_\_\_\_\_ the table.
13. There is coffee \_\_\_\_\_ the cup.
14. Mary \_\_\_\_\_ holding a knife  
\_\_\_\_\_ her right hand.
15. She's \_\_\_\_\_ a restaurant.
16. She \_\_\_\_\_ at home.
17. She \_\_\_\_\_ eating breakfast.





## A. VOCABULARY CHECKLIST

*study at the library*  
*read a book*  
*take notes*

*the circulation desk*  
*a librarian*  
*a shelf (singular)*  
*shelves (plural)\**

## B. ANSWER THE QUESTIONS.

1. What is John doing?
2. What do you see in the picture?
3. Is John at home? Where is he?
4. Is John reading a newspaper?
5. Where is the librarian standing?
6. Is John right-handed or left-handed?

## C. COMPLETE THE SENTENCES.

7. John is studying \_\_\_\_\_ the library.
8. He is sitting \_\_\_\_\_ a table.
9. He is sitting \_\_\_\_\_ a chair.
10. His legs are \_\_\_\_\_ the table.
11. There are books \_\_\_\_\_ the shelves.
12. John is writing \_\_\_\_\_ a piece of paper.
13. He's taking notes \_\_\_\_\_ a piece of paper.
14. He \_\_\_\_\_ reading a newspaper.
15. The librarian \_\_\_\_\_ standing \_\_\_\_\_ the circulation desk.
16. Another student is sitting \_\_\_\_\_ John.



\*See Chart 4-5 for information about nouns with irregular plural forms.

## A. VOCABULARY CHECKLIST

*write a check\**

*sign a check*

*sign her name*

*a bank*

*cash*

*a check*

*the date*

*name and address*

*first name/given name*

*middle initial*

*last name/family name/surname*

## B. ANSWER THE QUESTIONS.

1. What is Mary doing?
2. What is Mary's address?
3. What is Mary's full name?
4. What is Mary's middle initial?
5. What is Mary's last name?
6. How much money does Mary want?
7. What is in the upper left corner of the check?
8. What is in the lower left corner of the check?
9. What is the name of the bank?

## C. COMPLETE THE SENTENCES.

10. Mary is writing a \_\_\_\_\_.
11. She is signing \_\_\_\_\_ name.
12. The name \_\_\_\_\_ the bank is First National Bank.
13. Mary lives \_\_\_\_\_ 3471 Tree Street.
14. Mary lives \_\_\_\_\_ Chicago, Illinois.
15. Mary's name and address are \_\_\_\_\_ the upper left corner \_\_\_\_\_ the check.

MARY S. JONES 3471 TREE ST. CHICAGO, IL 60565		212
PAY TO THE ORDER OF	<u>Cash</u>	<u>May 3 19 95</u>
<u>Twenty five and 00/100</u>		\$ <u>25 00</u>
FIRST NATIONAL BANK 605 MICHIGAN AVE. CHICAGO, IL 60503		DOLLARS
⑆021 200911 438 200		<u>Mary S. Jones</u>

\*Check (American English) is spelled *cheque* in British and Canadian English. The pronunciation of *check* and *cheque* is the same.

## A. VOCABULARY CHECKLIST

*cash a check*  
*stand in line*

*a bank teller*  
*a counter*  
*a line*

*a man (singular)*  
*men (plural)\**  
*a woman (singular)*  
*women (plural)\**  
*people (plural)\**

## B. ANSWER THE QUESTIONS.

1. What is Mary doing?
2. Is Mary at a store? Where is she?
3. What do you see in the picture?
4. Who is standing behind Mary, a man or a woman?
5. Who is standing at the end of the line, a man or a woman?
6. How many men are there in the picture?
7. How many women are there in the picture?
8. How many people are there in the picture?
9. How many people are standing in line?

## C. COMPLETE THE SENTENCES.

10. Mary is \_\_\_\_\_ a bank.
11. Four people \_\_\_\_\_ standing in line.
12. Mary is standing \_\_\_\_\_ the counter.
13. The bank teller is standing \_\_\_\_\_ the counter.
14. A woman \_\_\_\_\_ standing \_\_\_\_\_ Mary.
15. Mary \_\_\_\_\_ standing \_\_\_\_\_ the end \_\_\_\_\_ the line.
16. A man \_\_\_\_\_ standing \_\_\_\_\_ the end \_\_\_\_\_ the line.
17. A businessman \_\_\_\_\_ standing \_\_\_\_\_ the woman with the big hat and the young man in jeans.



\*See Chart 4-5 for information about nouns with irregular plural forms.

## A. VOCABULARY CHECKLIST

<i>cook</i>	<i>a kitchen</i>	<i>bread</i>
<i>cook dinner</i>	<i>a list / a grocery list</i>	<i>coffee</i>
<i>make dinner</i>	<i>a pot</i>	<i>an egg</i>
<i>taste (food)</i>	<i>a refrigerator</i>	<i>butter</i>
	<i>a stove</i>	<i>milk</i>
	<i>a pepper shaker</i>	<i>pepper</i>
	<i>a salt shaker</i>	<i>salt</i>

## B. ANSWER THE QUESTIONS.

1. What is John doing?
2. What do you see in the picture?
3. Where is John?
4. Is John tasting his dinner?
5. Is John a good cook?
6. Where is the refrigerator?
7. What is on the refrigerator?
8. Is the food on the stove hot or cold?
9. Is the food in the refrigerator hot or cold?

## C. COMPLETE THE SENTENCES.

10. John is making dinner. He's \_\_\_\_\_ the kitchen.
11. There is a pot \_\_\_\_\_ the stove.
12. The stove is \_\_\_\_\_ the refrigerator.
13. There is a grocery list \_\_\_\_\_ the refrigerator door.
14. A salt shaker and a pepper shaker are \_\_\_\_\_ the stove.
15. There is hot food \_\_\_\_\_ top \_\_\_\_\_ the stove.
16. There is cold food \_\_\_\_\_ the refrigerator.





## A. VOCABULARY CHECKLIST

*watch TV / television*

*sit on a sofa*

*sing*

*sleep*

*swim*

*a cat*

*a dog*

*a fish*

*a fishbowl*

*a floor*

*a lamp*

*a living room*

*a rug*

*a singer*

*a sofa*

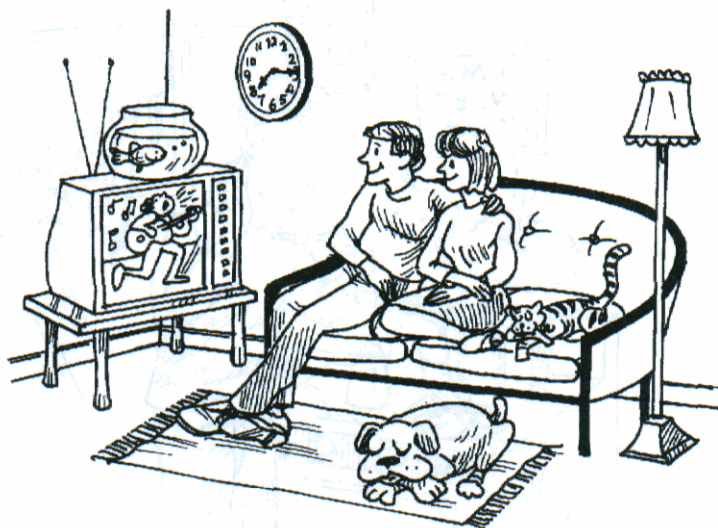
*a TV set / a television set*

## B. ANSWER THE QUESTIONS.

1. What are John and Mary doing?
2. What do you see in the picture?
3. Are Mary and John in a kitchen?  
Where are they?
4. Where is the lamp?
5. Where is the rug?
6. Where is the dog?
7. Where is the cat?
8. Is the cat walking? What is the cat doing?
9. What is the dog doing?
10. What is on top of the TV set?
11. Is the fish watching TV?
12. What is on the TV screen?  
What are John and Mary watching?

## C. COMPLETE THE SENTENCES.

13. John and Mary \_\_\_\_\_ watching TV.
14. They \_\_\_\_\_ sitting \_\_\_\_\_ a sofa.
15. They \_\_\_\_\_ sleeping.
16. There is a rug \_\_\_\_\_ the floor.
17. A dog \_\_\_\_\_ sleeping \_\_\_\_\_ the rug.
18. A cat \_\_\_\_\_ sleeping \_\_\_\_\_ the sofa.



## A. VOCABULARY CHECKLIST

*talk to (someone)*

*talk on the phone*

*talk to each other*

*smile*

*draw a picture*

*an arrow*

*a calendar*

*a heart*

*a phone/a telephone*

*a picture*

*a picture of a mountain*

*a piece of paper*

*a telephone book*

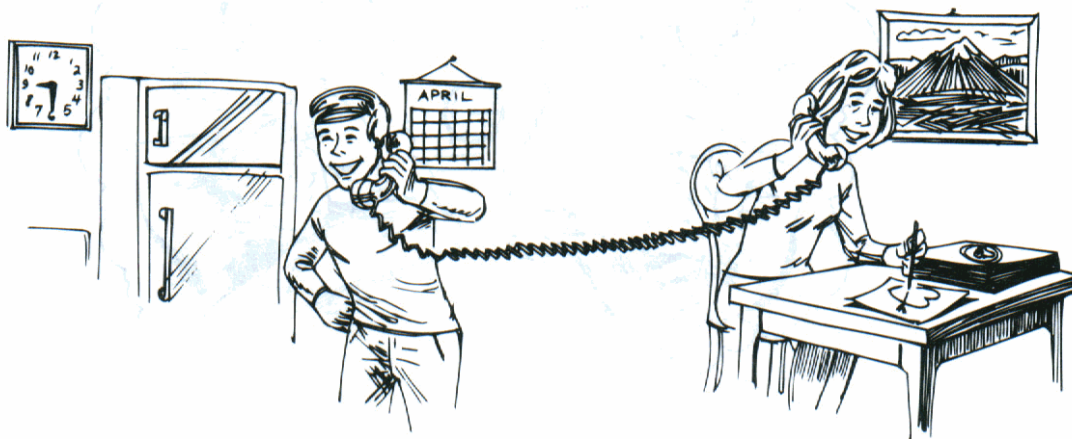
*a wall*

## B. ANSWER THE QUESTIONS.

1. What are John and Mary doing?
2. What do you see in the picture?
3. Is John happy? Is Mary happy?  
Are John and Mary smiling?
4. Are they sad?
5. Who is standing? Who is sitting?
6. Is John in his bedroom?  
Where is John?
7. What is Mary drawing?
8. What is on Mary's table?
9. What is on the wall next to the refrigerator?
10. Where is the clock?
11. What time is it?
12. What is on the wall above the table?

## C. COMPLETE THE SENTENCES.

14. John and Mary \_\_\_\_\_ talking \_\_\_\_\_ the phone.
15. John \_\_\_\_\_ talking \_\_\_\_\_ Mary. Mary \_\_\_\_\_ talking \_\_\_\_\_ John. They \_\_\_\_\_ talking to \_\_\_\_\_ other.
16. John is \_\_\_\_\_ the kitchen. He's standing \_\_\_\_\_ the refrigerator.
17. There is a calendar \_\_\_\_\_ the wall next to the refrigerator.
18. Mary \_\_\_\_\_ sitting \_\_\_\_\_ a table. She's \_\_\_\_\_ a picture.
19. There is a telephone book \_\_\_\_\_ the table.
20. There is picture \_\_\_\_\_ a mountain \_\_\_\_\_ the table.



## A. VOCABULARY CHECKLIST

*sleep*  
*dream*  
*dream about* (someone/something)

*a bed*  
*a dream*  
*a head*  
*a pillow*

## B. ANSWER THE QUESTIONS.

1. What is Mary doing?
2. What is John doing?
3. What are Mary and John doing?
4. What do you see in the picture?
5. Is Mary in her bedroom?
6. Is John in class? Where is he?
7. Is John standing or lying down?
8. Is Mary dreaming?
9. Are Mary and John dreaming about each other?
10. Are John and Mary in love?

## C. COMPLETE THE SENTENCES.

11. John and Mary \_\_\_\_\_ sleeping. They are \_\_\_\_\_ bed.
12. John \_\_\_\_\_ dreaming \_\_\_\_\_ Mary. Mary \_\_\_\_\_ dreaming \_\_\_\_\_ John. They \_\_\_\_\_ dreaming \_\_\_\_\_ each other.
13. Mary's head is \_\_\_\_\_ a pillow.
14. John and Mary \_\_\_\_\_ in the living room.
15. They \_\_\_\_\_ asleep. They \_\_\_\_\_ awake.
16. John and Mary love each other. They are \_\_\_\_\_ love.



■ **EXERCISE 41—REVIEW:** Complete the sentences with the words in parentheses. Use the SIMPLE PRESENT or the PRESENT PROGRESSIVE.

1. I (*sit*) am sitting in class right now. I (*sit, always*)  
always sit in the same seat every day.
2. Ali (*speak*) \_\_\_\_\_ Arabic, but right now he (*speak*)  
\_\_\_\_\_ English.
3. Right now we (*do*) \_\_\_\_\_ an exercise in class. We (*do*)  
\_\_\_\_\_ exercises in class every day.
4. I'm in class now. I (*look*) \_\_\_\_\_ at my classmates. Kim  
(*write*) \_\_\_\_\_ in his book. Francisco (*look*)  
\_\_\_\_\_ out the window. Yoko (*bite*) \_\_\_\_\_  
her pencil. Abdullah (*smile*) \_\_\_\_\_. Maria (*sleep*)  
\_\_\_\_\_. Jung-Po (*chew*) \_\_\_\_\_ gum.
5. The person on the bench in the picture below is Barbara. She's an accountant. She  
(*work*) \_\_\_\_\_ for the government. She (*have*) \_\_\_\_\_  
an hour for lunch every day. She (*eat, often*) \_\_\_\_\_ lunch in  
the park. She (*bring, usually*) \_\_\_\_\_ a sandwich and  
some fruit with her to the park. She (*sit, usually*) \_\_\_\_\_



on a bench, but sometimes she (*sit*) \_\_\_\_\_ on the grass. While she's at the  
park, she (*watch*) \_\_\_\_\_ people and animals. She (*watch*) \_\_\_\_\_



when she eats at the park.

- a horse. He (ride) \_\_\_\_\_ a horse through the park every day.

picture). Ask your classmates to describe the picture(s).

**SE 43—WRITTEN:** Choose one of the pictures your classmates brought to class. Describe the picture in a composition.

**EXERCISE 44—REVIEW:** Choose the correct completion.

1. Jack lives \_\_\_\_\_ China.  
A. in B. at C. on
2. Anita and Pablo \_\_\_\_\_ TV right now.  
A. watch B. watching C. are watching
3. “\_\_\_\_\_ you writing a letter to your parents?”  
“No. I’m studying.”  
A. Do B. Are C. Don’t
4. I \_\_\_\_\_ like to write letters.  
A. no B. am not C. don’t

5. "Jack has six telephones in his apartment."  
 "I \_\_\_\_\_ you. No one needs six telephones in one apartment."  
 A. am not believing      B. believe      C. don't believe
6. When I want to know the time, I \_\_\_\_\_ a clock.  
 A. see      B. watch      C. look at
7. I need \_\_\_\_\_ a new notebook.  
 A. buy      B. to buy      C. buying
8. "\_\_\_\_\_ a cup of tea?"  
 "Yes, thank you."  
 A. Would you like      B. Do you like      C. Like you
9. "Do you know Fatima?"  
 "Yes, I do. I \_\_\_\_\_ she is a very nice person."  
 A. am thinking      B. thinking      C. think
10. There \_\_\_\_\_ twenty-two desks in this room.  
 A. be      B. is      C. are
11. Pilots sit \_\_\_\_\_ an airplane.  
 A. in front of      B. in the front of      C. front of
12. I live \_\_\_\_\_ 6601 Fourth Avenue.  
 A. in      B. on      C. at

■ **EXERCISE 45—REVIEW:** Correct the mistakes.

1. It's raining today. I am needing my umbrella.
2. Do you want go downtown with me?
3. There's many problems in big cities today.
4. I like New York City. I am thinking that it is a wonderful city.
5. Does Abdul be sleeping right now?
6. Why you are going downtown today?
7. I'm listening you.
8. Are you hearing a noise outside the window?
9. I'd like see a movie tonight.

10. Kunio at a restaurant right now. He usually eat at home, but today he eatting dinner at a restaurant.
11. I am liking flowers. They are smelling good.
12. Mr. Rice woulds likes to have a cup of tea.
13. How many students there are in your class?
14. Alex is siting at his desk. He writting a letter.
15. Yoko and Ivan are study grammar right now. They want learn English.
16. Where do they are sitting today?



## CHAPTER 4

# Nouns and Pronouns

■ **EXERCISE 1:** Name things that belong to each category. Make a list. Compare your list with your classmates' lists. All of the words you use in this exercise are called "nouns."

1. Name clothing you see in this room. (*shirt*)
2. Name kinds of fruit. (*apple*)
3. Name things you drink. (*coffee*)
4. Name parts of the body. (*head*)
5. Name kinds of animals. (*horse*)
6. Name cities in the United States and Canada. (*New York, Montreal . . .*)  
NOTE: The names of cities begin with capital letters.
7. Name languages. (*English*) NOTE: The names of languages begin with capital letters.
8. Name school subjects. (*history*)

### 4-1 NOUNS: SUBJECTS AND OBJECTS

<p>NOUN</p> <p>(a) <b>Birds</b>   fly.  </p> <p>subject   verb</p> <p>NOUN                      NOUN</p> <p>(b) <b>John</b>   is holding   a <b>pen</b>  </p> <p>subject      verb              object</p>	<p>A NOUN is used as the <b>subject</b> of a sentence. A NOUN is used as the <b>object</b> of a verb.*</p> <p>In (a): <i>Birds</i> is a NOUN. It is used as the subject of the sentence.</p> <p>In (b): <i>pen</i> is a NOUN. It has the article <i>a</i> in front of it; <i>a pen</i> is used as the object of the verb <i>is holding</i>.</p>
<p>NOUN                      NOUN</p> <p>(c) <b>Birds</b>   fly   in   the <b>sky</b>  </p> <p>subject   verb   prep.   object of prep.</p> <p>NOUN                      NOUN                      NOUN</p> <p>(c) <b>John</b>   is holding   a <b>pen</b>   in   his <b>hand</b>  </p> <p>subject      verb              object   prep.   object of prep.</p>	<p>A NOUN is also used as the <b>object of a preposition</b>.</p> <p>In (c): <i>in</i> is a <b>preposition</b> (prep.). The noun <i>sky</i> (with the article <i>the</i> in front) is the OBJECT of the preposition <i>in</i>.</p> <p>Examples of some common prepositions: <i>about, across, at, between, by, for, from, in, of, on, to, with</i>.</p>

\*Some verbs are followed by an object. These verbs are called transitive verbs (*v.t.* in a dictionary). Some verbs are not followed by an object. These verbs are called intransitive verbs (*v.i.* in a dictionary).



**EXERCISE 2:** Describe the grammatical structure of the sentences as shown in items 1 and 2.

Then identify each NOUN. Is the noun used as:

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Marie studies chemistry.

Marie	studies	chemistry	(none)	(none)
subject	verb	object	preposition	object of prep.

→ Marie = a noun, subject of the sentence  
chemistry = a noun, object of the verb "studies"

2. The children are playing in the park.

The children	are playing	(none)	in	the park
subject	verb	object	preposition	object of prep.

→ children = a noun, subject of the sentence  
park = a noun, object of the preposition, "in"

3. Children like candy.

subject	verb	object	preposition	object of prep.

4. The teacher is erasing the board with her hand.

subject	verb	object	preposition	object of prep.

5. Mike lives in Africa.

subject	verb	object	preposition	object of prep.

6. The sun is shining.

subject	verb	object	preposition	object of prep.

7. Robert is reading a book about butterflies.

subject	verb	object	preposition	object of prep.

8. Tom and Ann live with their parents.

subject	verb	object	preposition	object of prep.

9. Monkeys eat fruit and insects.

subject	verb	object	preposition	object of prep.

10. Mary and Bob help Sue with her homework.

subject	verb	object	preposition	object of prep.

11. Ships sail across the ocean.

subject	verb	object	preposition	object of prep.

12. Water contains hydrogen and oxygen.

subject	verb	object	preposition	object of prep.

## 4-2 ADJECTIVE + NOUN

- (a) I don't like **cold** *weather*.  
(adj) + (noun)
- (b) Alex is a **happy** *child*.  
(adj) + (noun)
- (c) The **hungry** *boy* has a **fresh** *apple*.  
(adj)+(noun) (adj) + (noun)

Adjectives describe nouns. In grammar, we say that adjectives "modify" nouns. The word "modify" means "change a little." Adjectives give a little different meaning to a noun: *cold weather, hot weather, nice weather, bad weather*.

Adjectives come in front of nouns.

- (d) The *weather* is **cold**.  
(noun) + (be) + (adj)

Reminder: An adjective can also follow **be**; the adjective describes the subject of the sentence. (See Chart 1-6.)

### COMMON ADJECTIVES

*beautiful-ugly*

*big-little*

*big-small*

*cheap-expensive*

*clean-dirty*

*cold-hot*

*dangerous-safe*

*dry-wet*

*easy-hard*

*easy-difficult*

*good-bad*

*happy-sad*

*large-small*

*long-short*

*noisy-quiet*

*old-new*

*old-young*

*poor-rich*

*sour-sweet*

*strong-weak*

*angry*

*bright*

*busy*

*delicious*

*famous*

*favorite*

*free*

*fresh*

*honest*

*hungry*

*important*

*intelligent*

*interesting*

*kind*

*lazy*

*nervous*

*nice*

*ripe*

*serious*

*wonderful*

### Nationalities

*American*

*Canadian*

*Chinese*

*Egyptian*

*Indonesian*

*Italian*

*Japanese*

*Korean*

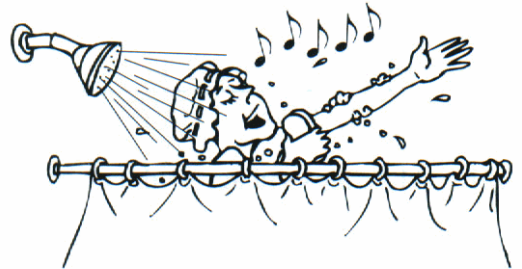
*Malaysian*

*Mexican*

*Saudi Arabian*

■ **EXERCISE 3:** Find the ADJECTIVES and NOUNS in the following sentences.

1. Jim has an expensive bicycle.  
→ *Jim = a noun; expensive = an adjective; bicycle = a noun*
2. My sister has a beautiful house.
3. We often eat at an Italian restaurant.
4. Maria sings her favorite songs in the shower.
5. Olga likes American hamburgers.
6. You like sour apples, but I like sweet fruit.
7. Political leaders make important decisions.
8. Heavy traffic creates noisy streets.
9. Poverty causes serious problems in the world.
10. Young people have interesting ideas about modern music.



■ **EXERCISE 4:** Add ADJECTIVES to the sentences. Use any adjectives that make sense. Think of at least three possible adjectives to complete each sentence.

1. I don't like cold / hot / wet / rainy / bad / etc. weather.
2. Do you like \_\_\_\_\_ food?
3. I admire \_\_\_\_\_ people.
4. \_\_\_\_\_ people make me angry.
5. Pollution is a/an \_\_\_\_\_ problem in the modern world.
6. I had a/an \_\_\_\_\_ experience yesterday.

■ **EXERCISE 5:** Find each NOUN. Is the noun used as:

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Bob and his wife like coffee with their breakfast.  
→ *Bob = a noun, used as a subject of the sentence*  
*wife = a noun, used as a subject of the sentence*  
*coffee = a noun, object of the verb "like"*  
*breakfast = a noun, object of the preposition "with"*

2. Jack doesn't have a radio in his car.
3. Monkeys and apes have thumbs.
4. Scientists don't agree on the origin of the earth.
5. Does Janet work in a large office?
6. Egypt has hot summers and mild winters.
7. Many Vietnamese farmers live in small villages near their fields.
8. Large cities face many serious problems.
9. These problems include poverty, pollution, and crime.
10. An hour consists of sixty minutes. Does a day consist of 1440 minutes?

### 4-3 SUBJECT PRONOUNS AND OBJECT PRONOUNS

SUBJECT PRONOUNS	OBJECT PRONOUNS	SUBJECT – OBJECT
(a) <b>I</b> speak English.	(b) Bob knows <b>me</b> .	<b>I – me</b>
(c) <b>You</b> speak English.	(d) Bob knows <b>you</b> .	<b>you – you</b>
(e) <b>She</b> speaks English.	(f) Bob knows <b>her</b> .	<b>she – her</b>
(g) <b>He</b> speaks English.	(h) Bob knows <b>him</b> .	<b>he – him</b>
(i) <b>It</b> starts at 8:00.	(j) Bob knows <b>it</b> .	<b>it – it</b>
(k) <b>We</b> speak English.	(l) Bob talks to <b>us</b> .	<b>we – us</b>
(m) <b>You</b> speak English.	(n) Bob talks to <b>you</b> .	<b>you – you</b>
(o) <b>They</b> speak English.	(p) Bob talks to <b>them</b> .	<b>they – them</b>
<p>(q) I know <u>Tony</u>. <u>He</u> is a friendly person.</p> <p>(r) I like <u>Tony</u>. I know <u>him</u> well.</p> <p>(s) I have <u>a red book</u>. <u>It</u> is on my desk.</p>		<p>A pronoun has the same meaning as a noun. In (q): <b>he</b> has the same meaning as <b>Tony</b>. In (r): <b>him</b> has the same meaning as <b>Tony</b>. In grammar, we say that a pronoun “refers to” a noun. The pronouns <b>he</b> and <b>him</b> refer to the noun <b>Tony</b>.</p> <p>Sometimes a pronoun refers to a “noun phrase.” In (s): <b>it</b> refers to the whole phrase <b>a red book</b>.</p>



■ **EXERCISE 6:** Complete the sentences. Use PRONOUNS (*I, me, he, him, etc.*).

1. Rita has a book. She bought it last week.
2. I know the new students, but Tony doesn't know \_\_\_\_\_ yet.
3. I wrote a letter, but I can't send \_\_\_\_\_ because I don't have a stamp.
4. Tom is in Canada. \_\_\_\_\_ is studying at a university.
5. Bill lives in my dorm. I eat breakfast with \_\_\_\_\_ every morning.
6. Ann is my neighbor. I talk to \_\_\_\_\_ every day. \_\_\_\_\_ and \_\_\_\_\_ have interesting conversations together.
7. I have two pictures on my bedroom wall. I like \_\_\_\_\_. \_\_\_\_\_ are beautiful.
8. Ann and I have a dinner invitation. Mr. and Mrs. Brown want \_\_\_\_\_ to come to dinner at their house.
9. Judy has a new car. \_\_\_\_\_ is a Toyota.
10. My husband and I have a new car. \_\_\_\_\_ got \_\_\_\_\_ last month.

■ **EXERCISE 7:** Complete the sentences. Use PRONOUNS.

1. A: Do you know Kate and Jim?  
B: Yes, I do. I live near them.
2. A: Is the chemical formula for water  $H_3O$ ?  
B: No, \_\_\_\_\_ isn't. \_\_\_\_\_ is  $H_2O$ .
3. A: Would Judy and you like to come to the movie with us?  
B: Yes, \_\_\_\_\_ would. Judy and \_\_\_\_\_ would enjoy going to the movie with \_\_\_\_\_.
4. A: Do Mr. and Mrs. Kelly live in the city?  
B: No, \_\_\_\_\_ don't. \_\_\_\_\_ live in the suburbs. I visited \_\_\_\_\_ last month.
5. A: Do you know how to spell "Mississippi"?  
B: Sure! I can spell \_\_\_\_\_. \_\_\_\_\_ is easy to spell.

6. A: Is Paul Cook in your class?  
B: Yes, \_\_\_\_\_ is. I sit next to \_\_\_\_\_.
7. A: Yoko and I are going to go downtown this afternoon. Do you want to come with \_\_\_\_\_?  
B: I don't think so, but thanks anyway. Chris and \_\_\_\_\_ are going to go to the library. \_\_\_\_\_ need to study for our test.
8. A: Do you and Jack want to join me for dinner tonight at a Chinese restaurant?  
B: Jack and \_\_\_\_\_ usually eat at home. \_\_\_\_\_ need to save our money.  
A: \_\_\_\_\_ is not an expensive restaurant, and the food is really good.  
B: Okay. Can you meet Jack and \_\_\_\_\_ there around six?  
A: Great! See you then.
9. A: Do George and Mike come over to your house often?  
B: Yes, \_\_\_\_\_ do. I invite \_\_\_\_\_ to my house often. We like to play cards together.  
A: Who usually wins your card games?  
B: Mike. \_\_\_\_\_ is a really good card player. We can't beat \_\_\_\_\_.



10. A: Hi, Ann. How do you like your new apartment?

B: \_\_\_\_\_ is very nice.

A: Do you have a roommate?

B: Yes. Maria Hall is my roommate. Do you know \_\_\_\_\_?

\_\_\_\_\_ is from Miami.

A: No, I don't know \_\_\_\_\_. Do you get along with \_\_\_\_\_?

B: Yes, \_\_\_\_\_ enjoy living together. You must visit

\_\_\_\_\_ sometime. Maybe \_\_\_\_\_ can come over for dinner sometime soon.

A: Thanks. I'd like that.

## 4-4 NOUNS: SINGULAR AND PLURAL

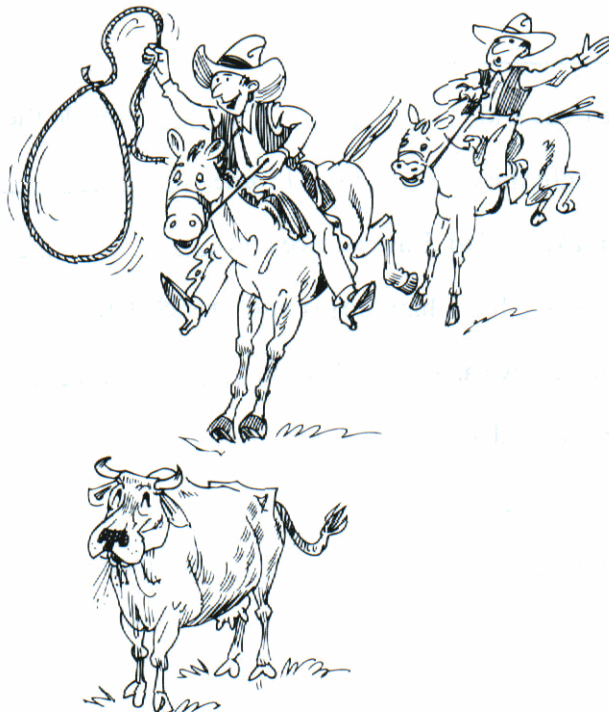
SINGULAR	PLURAL	
(a) <i>one pen</i> <i>one apple</i> <i>one cup</i> <i>one elephant</i>	<i>two pens</i> <i>three apples</i> <i>four cups</i> <i>five elephants</i>	To make the plural form of most nouns: add <b>-s</b> .
(b) <i>baby</i> <i>city</i>	<i>babies</i> <i>cities</i>	End of noun: <i>consonant + -y</i> Plural form: change <b>y</b> to <b>i</b> , add <b>-es</b> .
(c) <i>boy</i> <i>key</i>	<i>boys</i> <i>keys</i>	End of noun: <i>vowel + -y</i> Plural form: add <b>-s</b> .
(d) <i>wife</i> <i>thief</i>	<i>wives</i> <i>thieves</i>	End of noun: <b>-fe</b> or <b>-f</b> Plural form: change <b>f</b> to <b>v</b> , add <b>-es</b> .
(e) <i>dish</i> <i>match</i> <i>class</i> <i>box</i>	<i>dishes</i> <i>matches</i> <i>classes</i> <i>boxes</i>	End of noun: <b>-sh</b> , <b>-ch</b> , <b>-ss</b> , <b>-x</b> Plural form: add <b>-es</b> . Pronunciation: /əz/
(f) <i>tomato</i> <i>potato</i> <i>zoo</i> <i>radio</i>	<i>tomatoes</i> <i>potatoes</i> <i>zoos</i> <i>radios</i>	End of noun: <i>consonant + -o</i> Plural form: add <b>-es</b> . End of noun: <i>vowel + -o</i> Plural form: add <b>-s</b> .

■ **EXERCISE 8:** Complete the sentences. Use the plural form of the words in the lists. Use each word only one time.

**LIST A:**

<i>baby</i>	<i>cowboy</i>	<i>lady</i>
✓ <i>boy</i>	<i>dictionary</i>	<i>party</i>
<i>city</i>	<i>key</i>	<i>tray</i>
<i>country</i>		

1. Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two boys.
2. The students in my class come from many \_\_\_\_\_.
3. Women give birth to \_\_\_\_\_.
4. My money and my \_\_\_\_\_ are in my pocket.
5. I know the names of many \_\_\_\_\_ in the United States and Canada.
6. I like to go to \_\_\_\_\_ because I like to meet and talk to people.
7. People carry their food on \_\_\_\_\_ at a cafeteria.
8. We always use our \_\_\_\_\_ when we write compositions.
9. Good evening, \_\_\_\_\_ and gentlemen.
10. \_\_\_\_\_ ride horses.





**LIST B:**

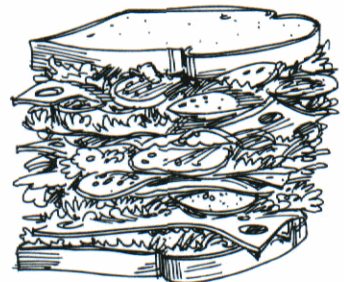
<i>knife</i>	<i>life</i>	<i>wife</i>
<i>leaf</i>	<i>thief</i>	

11. Please put the \_\_\_\_\_, forks, and spoons on the table.
12. Sue and Ann are married. They are \_\_\_\_\_. They have husbands.
13. We all have some problems in our \_\_\_\_\_.
14. Police officers catch \_\_\_\_\_.
15. It is fall. The \_\_\_\_\_ are falling from the trees.

**LIST C:**

<i>bush</i>	<i>match</i>	<i>tax</i>
<i>class</i>	<i>potato</i>	<i>tomato</i>
<i>dish</i>	<i>sandwich</i>	<i>zoo</i>
<i>glass</i>	<i>sex</i>	

16. Bob drinks eight \_\_\_\_\_ of water every day.
17. There are two \_\_\_\_\_: male and female.
18. Please put the \_\_\_\_\_ and the silverware on the table.
19. All citizens pay money to the government every year. They pay their \_\_\_\_\_.
20. I can see trees and \_\_\_\_\_ outside the window.
21. I want to light the candles. I need some \_\_\_\_\_.
22. When I make a salad, I use lettuce and \_\_\_\_\_.
23. Sometimes Sue has a hamburger and French-fried \_\_\_\_\_ for dinner.
24. Some animals live all of their lives in \_\_\_\_\_.
25. Mehmet is a student. He likes his \_\_\_\_\_.
26. We often eat \_\_\_\_\_ for lunch.



■ **EXERCISE 9:** Practice the pronunciation of **-s/-es**.\*

**GROUP A:** Final **-s** is pronounced /z/ after voiced sounds.

- |             |            |
|-------------|------------|
| 1. taxicabs | 7. years   |
| 2. beds     | 8. lives   |
| 3. dogs     | 9. trees   |
| 4. balls    | 10. cities |
| 5. rooms    | 11. boys   |
| 6. coins    | 12. days   |

**GROUP B:** Final **-s** is pronounced /s/ after voiceless sounds.

- |           |              |
|-----------|--------------|
| 13. books | 16. groups   |
| 14. desks | 17. cats     |
| 15. cups  | 18. students |

**GROUP C:** Final **-s/-es** is pronounced /əz/

- after “s” sounds:

19. classes
20. glasses
21. horses
22. places
23. sentences
24. faces
25. offices
26. pieces
27. boxes
28. sexes
- after “z” sounds:

29. sizes
30. exercises
31. roses
32. noises
- after “sh” sounds:

33. dishes
34. bushes
- after “ch” sounds:

35. matches
36. sandwiches
- after “ge/dge” sounds:

37. pages
38. ages
39. oranges
40. bridges
41. edges

\*For more information, see Chart 2-8.

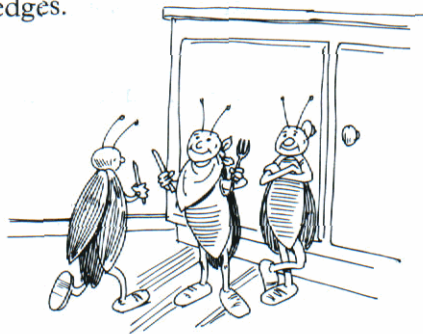
■ **EXERCISE 10:** Practice the pronunciation of **-s/-es**. Find the plural NOUN(S) in each sentence. Pronounce the noun(s). Then read the sentence aloud.

1. There are twenty desks in the room.
2. Oranges are usually sweet.
3. Roses are beautiful flowers. Rose bushes are beautiful.
4. The weather is terrible. It's raining cats and dogs.

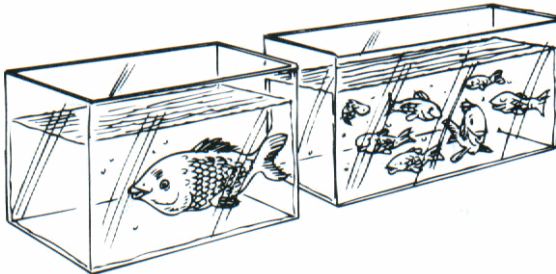


5. We are reading sentences aloud.
6. I like to visit new places.
7. We do exercises in class.
8. I need two pieces of paper.
9. Don wants three sandwiches for lunch.
10. At the zoo you can see tigers, monkeys, birds, elephants, bears, and snakes.
11. Department stores sell many sizes of clothes.
12. The students are carrying books and bookbags.
13. The teachers have their offices in this building.
14. Engineers build bridges.
15. People have two ears, two eyes, two arms, two hands, two legs, and two feet.

16. Square tables and rectangular tables have four edges.
17. My dictionary has 350 pages.
18. I like apples, bananas, strawberries, and peaches.
19. There are three colleges in this city.
20. My apartment has cockroaches in the kitchen.



## 4-5 NOUNS: IRREGULAR PLURAL FORMS

SINGULAR	PLURAL	EXAMPLES
(a) <i>child</i>	<b>children</b>	Mr. Smith has one <i>child</i> . Mr. Cook has two <b>children</b> .
(b) <i>foot</i>	<b>feet</b>	I have a right <i>foot</i> and a left <i>foot</i> . I have two <b>feet</b> .
(c) <i>man</i>	<b>men</b>	I see a <i>man</i> on the street. I see two <b>men</b> on the street.
(d) <i>mouse</i>	<b>mice</b>	My cat sees a <i>mouse</i> . Cats like to catch <b>mice</b> .
(e) <i>tooth</i>	<b>teeth</b>	My <i>tooth</i> hurts. My <b>teeth</b> are white.
(f) <i>woman</i>	<b>women</b>	There's one <i>woman</i> in our class. There are ten <b>women</b> in your class.
(g) <i>fish</i>	<b>fish</b>	Bob has an aquarium. He has one <i>fish</i> . Sue has an aquarium. She has seven <b>fish</b> .
		
(h) <i>(none)*</i>	<b>people</b>	There are fifteen <b>people</b> in this room. (Notice: <i>people</i> does not have a final -s.)

\***People** is always plural. It has no singular form.

### ■ EXERCISE 11—ORAL (BOOKS CLOSED): Use *two* and the plural form of the NOUN.

Example: one child

Response: two children

- |              |                |                  |                  |
|--------------|----------------|------------------|------------------|
| 1. one child | 7. one fish    | 13. one sentence | 19. one girl     |
| 2. one woman | 8. one page    | 14. one man      | 20. one exercise |
| 3. one tooth | 9. one place   | 15. one orange   | 21. one tooth    |
| 4. one foot  | 10. one banana | 16. one foot     | 22. one woman    |
| 5. one man   | 11. one child  | 17. one knife    | 23. one boy and  |
| 6. one mouse | 12. one desk   | 18. one sex      | one woman        |

### ■ EXERCISE 12: The object of the game on the following page is to fill in each list with NOUNS. Write one noun that begins with each letter of the alphabet if possible. The nouns must belong to the category of the list. When you finish one list, count the number of nouns in your list. That is your score.



List 1  
Things in nature

A air  
B bushes  
C \_\_\_\_\_  
D \_\_\_\_\_  
E earth  
F fish  
G grass  
H \_\_\_\_\_  
I ice  
J \_\_\_\_\_  
K \_\_\_\_\_  
L leaves  
M \_\_\_\_\_  
N \_\_\_\_\_  
O oceans  
P plants  
Q \_\_\_\_\_  
R rain  
S stars  
T trees  
U \_\_\_\_\_  
V \_\_\_\_\_  
W water  
X \_\_\_\_\_  
Y \_\_\_\_\_  
Z \_\_\_\_\_

Score: 13

List 2  
Things you eat  
and drink

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
J \_\_\_\_\_  
K \_\_\_\_\_  
L \_\_\_\_\_  
M \_\_\_\_\_  
N \_\_\_\_\_  
O \_\_\_\_\_  
P \_\_\_\_\_  
Q \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
T \_\_\_\_\_  
U \_\_\_\_\_  
V \_\_\_\_\_  
W \_\_\_\_\_  
X \_\_\_\_\_  
Y \_\_\_\_\_  
Z \_\_\_\_\_

Score: \_\_\_\_\_

List 3  
Animals and  
insects

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
J \_\_\_\_\_  
K \_\_\_\_\_  
L \_\_\_\_\_  
M \_\_\_\_\_  
N \_\_\_\_\_  
O \_\_\_\_\_  
P \_\_\_\_\_  
Q \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
T \_\_\_\_\_  
U \_\_\_\_\_  
V \_\_\_\_\_  
W \_\_\_\_\_  
X \_\_\_\_\_  
Y \_\_\_\_\_  
Z \_\_\_\_\_

Score: \_\_\_\_\_

List 4  
Things for  
sale at (name of a  
local store)

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_  
E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
J \_\_\_\_\_  
K \_\_\_\_\_  
L \_\_\_\_\_  
M \_\_\_\_\_  
N \_\_\_\_\_  
O \_\_\_\_\_  
P \_\_\_\_\_  
Q \_\_\_\_\_  
R \_\_\_\_\_  
S \_\_\_\_\_  
T \_\_\_\_\_  
U \_\_\_\_\_  
V \_\_\_\_\_  
W \_\_\_\_\_  
X \_\_\_\_\_  
Y \_\_\_\_\_  
Z \_\_\_\_\_

Score: \_\_\_\_\_

## 4-6 NOUNS: COUNT AND NONCOUNT

	SINGULAR	PLURAL																													
COUNT NOUN	<i>a book</i> <i>one book</i>	<i>books</i> <i>two books</i> <i>some books</i> <i>a lot of books</i> <i>many books</i> <i>a few books</i>	<b>A COUNT NOUN</b>  <div> SINGULAR:  <i>a</i> + noun  <i>one</i> + noun </div> <div> PLURAL:  noun + <b>-s</b> </div>																												
NONCOUNT NOUN	<i>money</i> <i>some money</i> <i>a lot of money</i> (none) <i>much money</i> <i>a little money</i>		<b>A NONCOUNT NOUN</b>  <div> SINGULAR:  Do not use <i>a</i>.  Do not use <i>one</i>. </div> <div> PLURAL:  A noncount noun does not have a plural form. </div>																												
<b>COMMON NONCOUNT NOUNS</b>  <table> <tr> <td><i>advice</i></td><td><i>mail</i></td><td><i>bread</i></td><td><i>pepper</i></td></tr> <tr> <td><i>furniture</i></td><td><i>money</i></td><td><i>cheese</i></td><td><i>rice</i></td></tr> <tr> <td><i>help</i></td><td><i>music</i></td><td><i>coffee</i></td><td><i>salt</i></td></tr> <tr> <td><i>homework</i></td><td><i>peace</i></td><td><i>food</i></td><td><i>soup</i></td></tr> <tr> <td><i>information</i></td><td><i>traffic</i></td><td><i>fruit</i></td><td><i>sugar</i></td></tr> <tr> <td><i>jewelry</i></td><td><i>weather</i></td><td><i>meat</i></td><td><i>tea</i></td></tr> <tr> <td><i>luck</i></td><td><i>work</i></td><td><i>milk</i></td><td><i>water</i></td></tr> </table>				<i>advice</i>	<i>mail</i>	<i>bread</i>	<i>pepper</i>	<i>furniture</i>	<i>money</i>	<i>cheese</i>	<i>rice</i>	<i>help</i>	<i>music</i>	<i>coffee</i>	<i>salt</i>	<i>homework</i>	<i>peace</i>	<i>food</i>	<i>soup</i>	<i>information</i>	<i>traffic</i>	<i>fruit</i>	<i>sugar</i>	<i>jewelry</i>	<i>weather</i>	<i>meat</i>	<i>tea</i>	<i>luck</i>	<i>work</i>	<i>milk</i>	<i>water</i>
<i>advice</i>	<i>mail</i>	<i>bread</i>	<i>pepper</i>																												
<i>furniture</i>	<i>money</i>	<i>cheese</i>	<i>rice</i>																												
<i>help</i>	<i>music</i>	<i>coffee</i>	<i>salt</i>																												
<i>homework</i>	<i>peace</i>	<i>food</i>	<i>soup</i>																												
<i>information</i>	<i>traffic</i>	<i>fruit</i>	<i>sugar</i>																												
<i>jewelry</i>	<i>weather</i>	<i>meat</i>	<i>tea</i>																												
<i>luck</i>	<i>work</i>	<i>milk</i>	<i>water</i>																												

■ **EXERCISE 13:** Look at the italicized words. Underline the noun. Is the noun COUNT or NONCOUNT?

1. COUNT NONCOUNT He sits on a *chair*.
2. COUNT NONCOUNT He sits on *furniture*.
3. COUNT NONCOUNT She has a *coin*.
4. COUNT NONCOUNT She has *some money*.
5. COUNT NONCOUNT She has *some letters*.
6. COUNT NONCOUNT She has *some mail*.
7. COUNT NONCOUNT The street is full of *traffic*.
8. COUNT NONCOUNT There are *a lot of cars* in the street.
9. COUNT NONCOUNT I know *a fact* about bees.
10. COUNT NONCOUNT I have *some information* about bees.
11. COUNT NONCOUNT The teacher gives us *homework*.

- |           |          |  |
|-----------|----------|--|
| 12. COUNT | NONCOUNT | We have <i>an assignment</i> .                               |
| 13. COUNT | NONCOUNT | I like <i>music</i> .  |
| 14. COUNT | NONCOUNT | Would you like <i>some coffee</i> ?                          |
| 15. COUNT | NONCOUNT | Our school has <i>a library</i> .                            |
| 16. COUNT | NONCOUNT | People want <i>peace</i> in the world.                       |
| 17. COUNT | NONCOUNT | I need <i>some advice</i> .                                  |
| 18. COUNT | NONCOUNT | Tom has <i>a good job</i> .                                  |
| 19. COUNT | NONCOUNT | He likes <i>his work</i> .                                   |
| 20. COUNT | NONCOUNT | Would you like <i>some water</i> with your food?             |
| 21. COUNT | NONCOUNT | Maria wears <i>a lot of jewelry</i> .                        |
| 22. COUNT | NONCOUNT | She wears <i>earrings, rings, necklaces, and bracelets</i> . |



■ **EXERCISE 14—ORAL:** Most nouns are COUNT NOUNS. Complete the following by naming things you see in the classroom.

1. I see a \_\_\_\_\_. I see a \_\_\_\_\_.  
I see a \_\_\_\_\_ and a \_\_\_\_\_.
2. I see two \_\_\_\_\_.
3. I see three / four / five / six / etc. \_\_\_\_\_.
4. I see some \_\_\_\_\_.
5. I see a lot of \_\_\_\_\_.
6. I see many \_\_\_\_\_.

## 4-7 USING AN vs. A

(a) <i>A dog is <b>an</b> animal.</i>	<b>A</b> and <b>an</b> are used in front of singular count nouns. In (a): <i>dog</i> and <i>animal</i> are singular count nouns.
(b) I work in <b>an</b> office.  (c) Mr. Lee is <b>an</b> old man.	Use <b>an</b> in front of words that begin with the vowels <b>a</b> , <b>e</b> , <b>i</b> , and <b>o</b> : <i>an apartment, an elephant, an idea, an ocean</i> . In (c): Notice that <b>an</b> is used because the adjective ( <i>old</i> ) begins with a vowel and comes in front of a singular count noun ( <i>man</i> ).
(d) I have <b>an</b> uncle. COMPARE: (e) He works at <b>a</b> university.	Use <b>an</b> if a word that begins with "u" has a vowel sound: <i>an uncle, an ugly picture</i> . Use <b>a</b> if a word that begins with "u" has a /yu/ sound: <i>a university, a usual event</i> .
(f) I need <b>an</b> hour to finish my work. COMPARE: (g) I live in <b>a</b> house. He lives in <b>a</b> hotel.	In some words that begin with "h," the "h" is not pronounced. Instead, the word begins with a vowel sound and <b>an</b> is used: <i>an hour, an honor</i> . In most words that begin with "h," the "h" is pronounced. Use <b>a</b> if the "h" is pronounced.

### ■ EXERCISE 15: Complete the sentences. Use **a** or **an**.

- Bob is eating \_\_\_\_\_ apple.
- Tom is eating \_\_\_\_\_ banana.
- Alice works in \_\_\_\_\_ office.
- I have \_\_\_\_\_ idea.
- I have \_\_\_\_\_ good idea.
- Sue is talking to \_\_\_\_\_ man.
- Sue is talking to \_\_\_\_\_ old man.
- I need to see \_\_\_\_\_ doctor.
- Cuba is \_\_\_\_\_ island.
- Mary is reading \_\_\_\_\_ article in the newspaper.
- Bill is \_\_\_\_\_ uncle. He has \_\_\_\_\_ niece and two nephews.
- \_\_\_\_\_ hour has sixty minutes.
- \_\_\_\_\_ horse has hooves.



14. Miss Anderson has \_\_\_\_\_ job.
15. She has \_\_\_\_\_ unusual job.
16. \_\_\_\_\_ university is \_\_\_\_\_ educational institution.

■ **EXERCISE 16:** Complete the sentences. Use **a** or **an**.

1. Carol is \_\_\_\_\_ nurse.
2. I live in \_\_\_\_\_ apartment building.
3. I live in \_\_\_\_\_ noisy apartment building.
4. Jake has \_\_\_\_\_ honest face.
5. Does Mark own \_\_\_\_\_ horse?
6. A fly is \_\_\_\_\_ insect.
7. Sonya's English class lasts \_\_\_\_\_ hour.
8. I had \_\_\_\_\_ interesting experience.
9. My father has \_\_\_\_\_ office downtown. It's \_\_\_\_\_ insurance office.
10. Gary and Joel are having \_\_\_\_\_ argument in the cafeteria. It is \_\_\_\_\_ unpleasant situation.
11. Are you \_\_\_\_\_ responsible person?
12. \_\_\_\_\_ angry woman is complaining to the store's manager.
13. \_\_\_\_\_ healthy person gets regular exercise.
14. Janet is \_\_\_\_\_ honorable person.
15. My uncle Jake has never said \_\_\_\_\_ unkind word. He is \_\_\_\_\_ very special man.

## 4-8 USING A/AN vs. SOME

(a) I have <b>a</b> pen.	<b>A/An</b> is used in front of <b>singular</b> count nouns. In (a): the word <i>pen</i> is a singular count noun.
(b) I have <b>some</b> pens.	<b>Some</b> is used in front of <b>plural</b> count nouns. In (b): the word <i>pens</i> is a plural count noun.
(c) I have <b>some</b> rice.	<b>Some</b> is used in front of noncount nouns.* In (c): the word <i>rice</i> is a noncount noun.

\*Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

■ **EXERCISE 17:** Use **a/an** or **some** with the COUNT NOUNS in the following sentences. Are the nouns singular or plural?

1. Bob has a book on his desk. → *book = a singular count noun*
2. Bob has some books on his desk. → *books = a plural count noun*
3. I see \_\_\_\_\_ desk in this room.
4. I see \_\_\_\_\_ desks in this room.
5. Are \_\_\_\_\_ students standing in the front of the room?
6. Is \_\_\_\_\_ student standing in the middle of the room?
7. I'm hungry. I would like \_\_\_\_\_ apple.
8. The children are hungry. They would like \_\_\_\_\_ apples.
9. \_\_\_\_\_ children are playing in the street.
10. \_\_\_\_\_ child is playing in the street.
11. We are doing \_\_\_\_\_ exercise in class.
12. We are doing \_\_\_\_\_ exercises in class.

■ **EXERCISE 18:** Use **a, an**, or **some** with the nouns in the following sentences. Are they singular count nouns or noncount nouns?

1. I need some money. → *money = a noncount noun*
2. I need a dollar. → *dollar = a singular count noun*
3. Alice has \_\_\_\_\_ mail in her mailbox.
4. Alice has \_\_\_\_\_ letter in her mailbox.
5. I'm hungry. I would like \_\_\_\_\_ fruit.
6. I would like \_\_\_\_\_ apple.
7. Jane is hungry. She would like \_\_\_\_\_ food.
8. She would like \_\_\_\_\_ sandwich.
9. I'm thirsty. I'd like \_\_\_\_\_ water.
10. I'd like \_\_\_\_\_ glass of water.
11. Ann would like \_\_\_\_\_ milk.
12. I need \_\_\_\_\_ sugar for my coffee. Please hand me the sugar. Thanks.

13. I want to make \_\_\_\_\_ sandwich.
14. I need \_\_\_\_\_ bread and \_\_\_\_\_ cheese.
15. I'd like to have \_\_\_\_\_ soup with my sandwich.

■ **EXERCISE 19:** Use *a/an* or *some*.

1. Sonya is wearing some silver jewelry. She's wearing a necklace and some earrings.
2. We have \_\_\_\_\_ table, \_\_\_\_\_ sofa, and \_\_\_\_\_ chairs in our living room.
3. We have \_\_\_\_\_ furniture in our living room.
4. Sue has a CD player. She is listening to \_\_\_\_\_ music.
5. I'm busy. I have \_\_\_\_\_ homework to do.
6. Jane is very busy. She has \_\_\_\_\_ work to do.
7. Jane has \_\_\_\_\_ job. She is \_\_\_\_\_ teacher.
8. I'm hungry. I would like \_\_\_\_\_ orange.
9. The children are hungry. They would like \_\_\_\_\_ oranges. They would like \_\_\_\_\_ fruit.
10. I need \_\_\_\_\_ information about the bus schedule.
11. I'm confused. I need \_\_\_\_\_ advice.
12. I'm looking out the window. I see \_\_\_\_\_ cars, \_\_\_\_\_ bus, and \_\_\_\_\_ trucks on the street. I see \_\_\_\_\_ traffic.
13. Bob is having \_\_\_\_\_ beans, \_\_\_\_\_ meat, and \_\_\_\_\_ bowl of soup for dinner.

■ **EXERCISE 20:** Use the word in *italics* to complete the sentence. Add **-s** to a COUNT NOUN (or give the irregular plural form). Do not add **-s** to a NONCOUNT NOUN.

1. *money*      I need some money.
2. *desk*      I see some desks in this room.
3. *man*      Some men are working in the street.

4. *music*            I want to listen to some \_\_\_\_\_.
5. *flower*            Don wants to buy some \_\_\_\_\_ for his girlfriend.
6. *information*    I need some \_\_\_\_\_.
7. *jewelry*           Fred wants to buy some \_\_\_\_\_.
8. *furniture*          We need to buy some \_\_\_\_\_.
9. *chair*              We need to buy some \_\_\_\_\_.
10. *child*             Some \_\_\_\_\_ are playing in the park.
11. *homework*       I can't go to the movie because I have some \_\_\_\_\_ to do.
12. *advice*            Could you please give me some \_\_\_\_\_?
13. *suggestion*      I have some \_\_\_\_\_ for you.
14. *help*              I need some \_\_\_\_\_ with my homework.
15. *tea*                I'm thirsty. I would like some \_\_\_\_\_.
16. *food*              I'm hungry. I would like some \_\_\_\_\_.
17. *sandwich*        We're hungry. We want to make some \_\_\_\_\_.
18. *animal*            I see some \_\_\_\_\_ in the picture.
19. *banana*           The monkeys are hungry. They would like some \_\_\_\_\_.





20. *fruit* I'm hungry. I would like some \_\_\_\_\_.
21. *weather* We're having some hot \_\_\_\_\_ right now.
22. *picture* I have some \_\_\_\_\_ of my family in my wallet.
23. *rice, bean* I usually have some \_\_\_\_\_ and  
\_\_\_\_\_ for dinner.

■ **EXERCISE 21:** Change the italicized noun to its PLURAL FORM if possible, changing *a* to *some*. Make other changes in the sentence as necessary.

1. There is *a chair* in this room. PLURAL FORM → *There are some chairs in this room.*
2. There is *some furniture* in this room. PLURAL FORM → *(none)*
3. I have *a coin* in my pocket.
4. I have *some money* in my wallet.
5. There is *some mail* in my mailbox.
6. There is *a letter* in my mailbox.
7. There's *a lot of traffic* on Main Street.
8. There's *a car* on Main Street.
9. Our teacher assigns *a lot of homework*.
10. I like rock *music*.
11. Hong Kong has hot *weather*.
12. I need *some information* and *some advice* from you.
13. There's *a dictionary* on the shelf.
14. I'd like to put *some cheese* on my *bread*.
15. I hope you do well on your exam. Good *luck*!

■ **EXERCISE 22—ORAL (BOOKS CLOSED):** Use **a**, **an**, or **some** with the given word.

*Example:* book  
*Response:* a book

*Example:* books  
*Response:* some books

*Example:* money  
*Response:* some money

- |                 |                |             |               |
|-----------------|----------------|-------------|---------------|
| 1. desk         | 14. apple      | 27. window  | 40. bread     |
| 2. desks        | 15. man        | 28. horse   | 41. office    |
| 3. animal       | 16. old man    | 29. hour    | 42. food      |
| 4. animals      | 17. men        | 30. dishes  | 43. table     |
| 5. chair        | 18. bananas    | 31. women   | 44. cheese    |
| 6. chairs       | 19. banana     | 32. oranges | 45. matches   |
| 7. furniture    | 20. fruit      | 33. orange  | 46. adjective |
| 8. child        | 21. island     | 34. place   | 47. advice    |
| 9. children     | 22. jewelry    | 35. places  | 48. house     |
| 10. music       | 23. university | 36. water   | 49. people    |
| 11. homework    | 24. uncle      | 37. mail    | 50. potatoes  |
| 12. flower      | 25. rice       | 38. letter  | 51. potato    |
| 13. information | 26. boys       | 39. letters | 52. sugar     |

■ **EXERCISE 23:** Make the nouns PLURAL where necessary.

- Toronto and Bangkok are big ~~city~~ → *cities*
- I need some information. → *(no change)*
- Horse are large animals.
- I like to listen to music when I study.
- I have two small child.
- I like to tell them story.
- There are sixty minute in an hour.
- Korea and Japan are country in Asia.
- Children like to play with toy.
- Our teacher gives us a lot of homework.
- My bookcase has three shelf.
- There are five woman and seven man in this class.
- Bangkok has a lot of hot weather.

14. Are you hungry? Could I get you some food?
15. Taiwan and Cuba are island.
16. I drink eight glass of water every day.
17. Tomato are red when they are ripe.
18. There is a lot of traffic at five o'clock.
19. Before dinner, I put dish, spoon, fork, knife, and napkin on the table.
20. I have many friend. I don't have many enemy.

## 4-9 MEASUREMENTS WITH NONCOUNT NOUNS

- (a) I'd like **some** water.
- (b) I'd like **a glass of** water.
- (c) I'd like **a cup of** coffee.
- (d) I'd like **a piece of** fruit.

Units of measure are used with noncount nouns to express a specific quantity, for example: *a glass of, a cup of, a piece of*.  
 In (a): *some water* = an unspecific quantity.  
 In (b): *a glass of water* = a specific quantity.

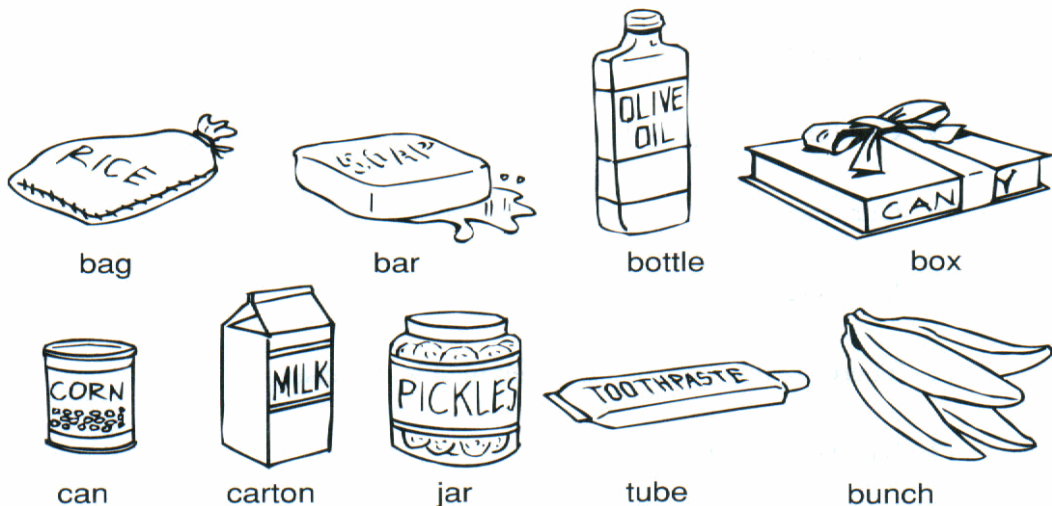
### COMMON EXPRESSIONS OF MEASURE

*a bag of rice*  
*a bar of soap*  
*a bottle of beer*  
*a bowl of cereal*  
*a box of candy*

*a bunch of bananas*  
*a can of corn\**  
*a carton of milk*  
*a glass of water*  
*a head of lettuce*

*a jar of pickles*  
*a loaf of bread*  
*a piece of cheese*  
*a sheet of paper*  
*a tube of toothpaste*

\*In British English: *a tin of corn*.



■ **EXERCISE 24:** Complete the following. Use *a piece of*, *a cup of*, *a glass of*, or *a bowl of*.

You are hungry and thirsty. What would you like?

1. a cup of / a glass of tea
2. \_\_\_\_\_ bread
3. \_\_\_\_\_ water
4. \_\_\_\_\_ coffee
5. \_\_\_\_\_ cheese
6. \_\_\_\_\_ soup
7. \_\_\_\_\_ meat
8. \_\_\_\_\_ wine
9. \_\_\_\_\_ fruit
10. \_\_\_\_\_ rice

■ **EXERCISE 25:** Complete the sentences with NOUNS.

1. At the store, I bought a carton of orange juice / milk / etc.
2. I also bought a tube of \_\_\_\_\_ and two bars of \_\_\_\_\_.
3. I got a can of \_\_\_\_\_ and a jar of \_\_\_\_\_.
4. I also got a loaf of \_\_\_\_\_ and a box of \_\_\_\_\_.
5. I wanted to get a head of \_\_\_\_\_, but none of it looked fresh.
6. I got a couple of bottles of \_\_\_\_\_ and a jar of \_\_\_\_\_.

■ **EXERCISE 26—ORAL (BOOKS CLOSED):** Use *I would like*. Use *a/an* or *some*.

Example: coffee

Response: I would like some coffee. OR: I would like a cup of coffee.

Example: new pen

Response: I'd like a new pen.

- |              |                 |                |                      |
|--------------|-----------------|----------------|----------------------|
| 1. coffee    | 9. apple        | 17. sandwich   | 25. new shirt/blouse |
| 2. money     | 10. oranges     | 18. meat       | 26. new shoes        |
| 3. dollar    | 11. water       | 19. roast beef | 27. tea              |
| 4. paper     | 12. new pencil  | 20. soup       | 28. cheese           |
| 5. new book  | 13. information | 21. salt       | 29. rice             |
| 6. new books | 14. help        | 22. sugar      | 30. bread            |
| 7. fruit     | 15. advice      | 23. fish       | 31. chicken          |
| 8. banana    | 16. food        | 24. new car    | 32. new furniture    |



■ **EXERCISE 27—ORAL:** Change **a lot of** to **many** or **much** in the following sentences. Use **many** with COUNT NOUNS. Use **much** with NONCOUNT NOUNS.\* (See Chart 4-6.)

1. I don't have a lot of money. → *I don't have much money.*
2. Tom has a lot of problems.
3. I want to visit a lot of cities in the United States and Canada.
4. I don't put a lot of sugar in my coffee.
5. I have a lot of questions to ask you.
6. Sue and John have a small apartment. They don't have a lot of furniture.
7. You can see a lot of people at the zoo on Sunday.
8. Dick doesn't get a lot of mail because he doesn't write a lot of letters.
9. Chicago has a lot of skyscrapers. Montreal has a lot of tall buildings too.
10. Mary is lazy. She doesn't do a lot of work.
11. I don't drink a lot of coffee.
12. Don is a friendly person. He has a lot of friends.
13. Do you usually buy a lot of fruit at the market?
14. Does Don drink a lot of coffee?
15. Do you write a lot of letters?

■ **EXERCISE 28:** Complete the questions with **many** or **much**.

1. How much money do you have in your wallet?
2. How many roommates do you have?
3. How many languages do you speak?
4. How much homework does your teacher usually assign?
5. How much tea do you drink in a day?
6. How much sugar do you put in your tea?
7. How many sentences are there in this exercise?
8. How much water is there in an Olympic-size swimming pool?

\***Much** is usually used only in negative sentences and in questions. **Much** is rarely used in statements.

■ **EXERCISE 29—ORAL:** Ask questions with *how many* or *how much* and *are there* or *is there*.

*Example:* students in this room

*Question:* How many students are there in this room?

*Example:* coffee in that pot

*Question:* How much coffee is there in that pot?

1. restaurants in this city
2. desks in this room
3. furniture in this room
4. letters in your mailbox today
5. mail in your mailbox today
6. cheese in the refrigerator
7. bridges in this city
8. traffic on the street right now
9. cars on the street
10. people in this room

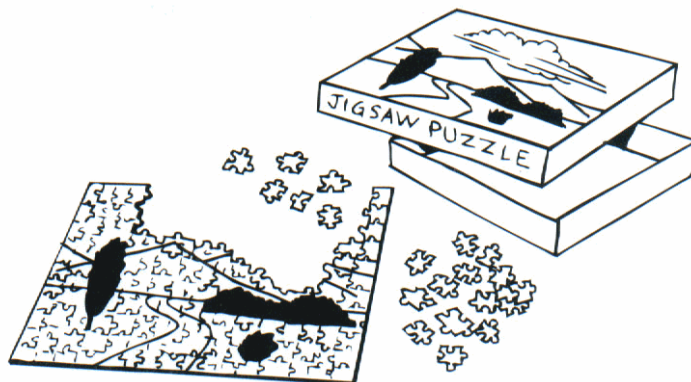
■ **EXERCISE 30:** Change *some* to *a few* or *a little*. Use *a few* with COUNT NOUNS. Use *a little* with NONCOUNT NOUNS. (See Chart 4-6.)

1. I need some paper. → *I need a little paper.*
2. I usually add some salt to my food.
3. I have some questions to ask you.
4. Bob needs some help. He has some problems. He needs some advice.
5. I need to buy some clothes.
6. I have some homework to do tonight.
7. I usually get some mail every day.
8. I usually get some letters every day.
9. When I'm hungry in the evening, I usually eat some cheese.
10. We usually do some oral exercises in class every day.

■ **EXERCISE 31:** Use these words in the sentences. If necessary, use the plural form. Use each word only once.

<i>bush</i>	<i>foot</i>	<i>information</i>	<i>page</i>
<i>child</i>	<i>fruit</i>	<i>knife</i>	<i>paper</i>
<i>city</i>	<i>furniture</i>	✓ <i>match</i>	<i>piece</i>
<i>country</i>	<i>help</i>	<i>money</i>	<i>sex</i>
<i>edge</i>	<i>homework</i>	<i>monkey</i>	<i>traffic</i>

1. I want to light a candle. I need some matches.
2. I have a lot of \_\_\_\_\_ in my wallet. I'm rich.
3. There are two \_\_\_\_\_ : male and female.
4. I would like to visit many \_\_\_\_\_ in the United States. I'd like to visit Chicago, Los Angeles, Dallas, Miami, and some others.
5. There are some \_\_\_\_\_, forks, and spoons on the table.
6. I want to take the bus downtown, but I don't know the bus schedule. I need some \_\_\_\_\_ about the bus schedule.
7. I want to write a letter. I have a pen, but I need some \_\_\_\_\_.
8. There are three \_\_\_\_\_ in North America: Canada, the United States, and Mexico.
9. There are a lot of trees and \_\_\_\_\_ in the park.
10. Bob is studying. He has a lot of \_\_\_\_\_ to do.
11. I like to go to the zoo. I like to watch animals. I like to watch elephants, tigers, and \_\_\_\_\_.
12. There is a lot of \_\_\_\_\_ on the street during rush hour.
13. My dictionary has 437 \_\_\_\_\_.
14. This puzzle has 200 \_\_\_\_\_.



15. Barbara has four suitcases. She can't carry all of them. She needs some \_\_\_\_\_.

16. Susie and Bobby are seven years old. They aren't adults. They're \_\_\_\_\_.

17. A piece of paper has four \_\_\_\_\_.

18. We need a new bed, a new sofa, and some new chairs. We need some new \_\_\_\_\_.

19. People wear shoes on their \_\_\_\_\_.

20. I like apples, oranges, and bananas. I eat a lot of \_\_\_\_\_.



■ **EXERCISE 32:** Use these words in the sentences. Use the plural form if necessary.

<i>advice</i>	<i>glass</i>	<i>potato</i>	<i>tray</i>
<i>centimeter</i>	<i>horse</i>	<i>sentence</i>	<i>valley</i>
<i>dish</i>	<i>inch</i>	<i>size</i>	<i>weather</i>
<i>fish</i>	<i>leaf</i>	<i>strawberry</i>	<i>woman</i>
<i>foot</i>	<i>man</i>	<i>thief</i>	<i>work</i>

- \_\_\_\_\_ fall from the trees in autumn.
- Sometimes I have a steak, a salad, and French-fried \_\_\_\_\_ for dinner.
- When the temperature is around 35°C (77°F), I'm comfortable. But I don't like very hot \_\_\_\_\_.
- Cowboys ride \_\_\_\_\_.
- Plates and bowls are called \_\_\_\_\_.
- Married \_\_\_\_\_ are called wives.
- \_\_\_\_\_ steal things: money, jewelry, cars, etc.
- \_\_\_\_\_ are small, red, sweet, and delicious.
- People carry their food on \_\_\_\_\_ at a cafeteria.
- I'm not busy today. I don't have much \_\_\_\_\_ to do.
- Sweaters in a store often have four \_\_\_\_\_ : small, medium, large, and extra large.



12. I have a problem. I need your help. I need some \_\_\_\_\_ from you.
13. Some \_\_\_\_\_ have mustaches.
14. Mountains are high, and \_\_\_\_\_ are low.
15. Ann has five \_\_\_\_\_ in her aquarium.
16. In some countries, people use cups for their tea. In other countries, they usually use \_\_\_\_\_ for their tea.
17. There are 100 \_\_\_\_\_ in a meter.
18. There are 12 \_\_\_\_\_ in a foot.\*
19. There are 3 \_\_\_\_\_ in a yard.\*
20. There are twenty-five \_\_\_\_\_ in this exercise.

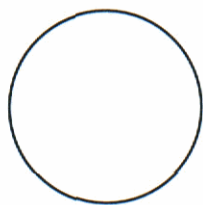
#### 4-10 USING THE

<p>(a) A: Where's David? B: He's in <b>the</b> kitchen.</p> <p>(b) A: I have two pieces of fruit for us, an apple and a banana. Which do you want? B: I'd like <b>the</b> apple, thank you.</p> <p>(c) A: It's a nice summer day today. <b>The</b> sky is blue. <b>The</b> sun is hot. B: Yes, I really like summer.</p>	<p>A speaker uses <b>the</b> when the speaker and the listener have the same thing or person in mind. <b>The</b> shows that a noun is specific.</p> <p>In (a): Both A and B have the same kitchen in mind. In (b): When B says "the apple," both A and B have the same apple in mind.</p> <p>In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).</p>
<p>(d) Mike has <b>a</b> pen and <b>a</b> pencil. <b>The</b> pen is blue. <b>The</b> pencil is yellow.</p> <p>(e) Mike has <b>some</b> pens and <b>pencils</b>. <b>The</b> pens are blue. <b>The</b> pencils are yellow.</p> <p>(f) Mike has <b>some</b> rice and <b>some</b> cheese. <b>The</b> rice is white. <b>The</b> cheese is yellow.</p>	<p><b>The</b> is used with:</p> <ul style="list-style-type: none"> <li>• singular count nouns, as in (d).</li> <li>• plural count nouns, as in (e).</li> <li>• noncount nouns, as in (f).</li> </ul> <p>In other words, <b>the</b> is used with each of the three kinds of nouns.</p> <p>Notice in the examples: the speaker is using <b>the</b> for the <b>second</b> mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing.</p> <p>First mention: I have <b>a</b> pen. Second mention: <b>The</b> pen is blue.</p>

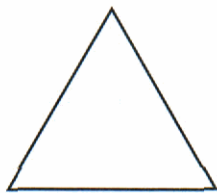
\*1 inch = 2.54 centimeters. 1 foot = 30.48 centimeters. 1 yard = 0.91 meters.

■ **EXERCISE 33:** Complete the sentences with *the* or *a/an*.

1. I have a notebook and \_\_\_\_\_ grammar book. \_\_\_\_\_ notebook is brown. \_\_\_\_\_ grammar book is red.
2. Right now Pablo is sitting in class. He's sitting between \_\_\_\_\_ woman and \_\_\_\_\_ man. \_\_\_\_\_ woman is Graciela. \_\_\_\_\_ man is Mustafa.
3. Susan is wearing \_\_\_\_\_ ring and \_\_\_\_\_ necklace. \_\_\_\_\_ ring is on her left hand.
4. Tony and Sara are waiting for their plane to depart. Tony is reading \_\_\_\_\_ magazine. Sara is reading \_\_\_\_\_ newspaper. When Sara finishes \_\_\_\_\_ newspaper and Tony finishes \_\_\_\_\_ magazine, they will trade.
5. In the picture below, there are four figures: \_\_\_\_\_ circle, \_\_\_\_\_ triangle, \_\_\_\_\_ square, and \_\_\_\_\_ rectangle. \_\_\_\_\_ circle is next to \_\_\_\_\_ triangle. \_\_\_\_\_ square is between \_\_\_\_\_ triangle and \_\_\_\_\_ rectangle.



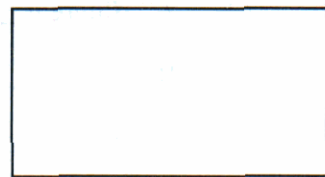
circle



triangle



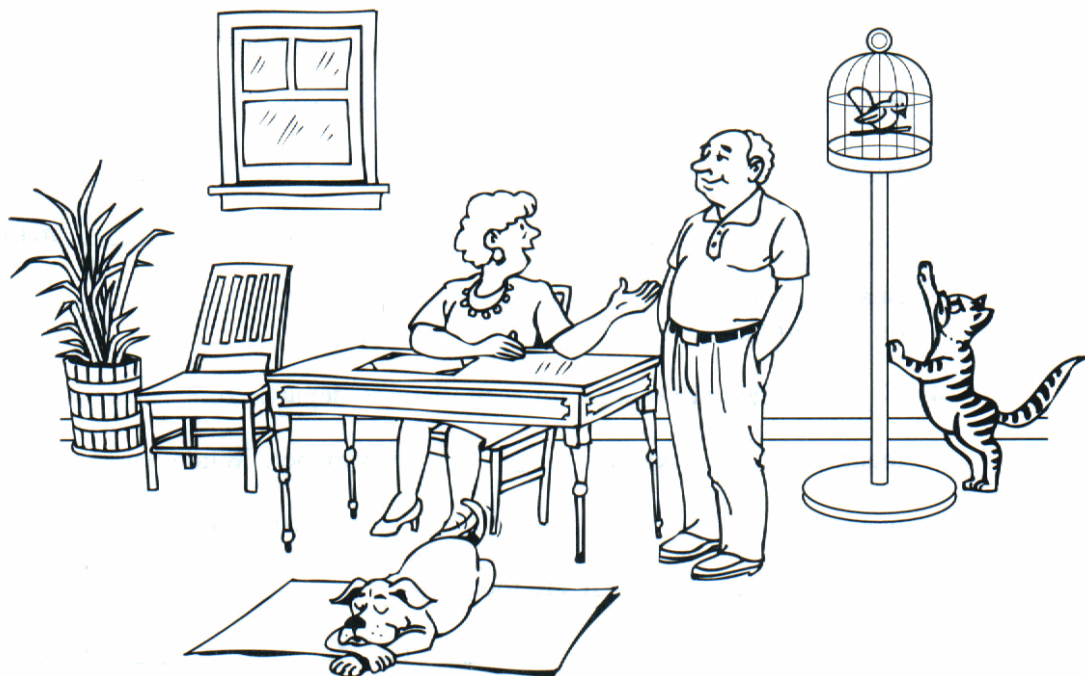
square



rectangle

6. Linda and Anne live in \_\_\_\_\_ apartment in \_\_\_\_\_ old building. They like \_\_\_\_\_ apartment because it is big. \_\_\_\_\_ building is very old. It was built more than one hundred years ago.
7. I gave my friend \_\_\_\_\_ card and \_\_\_\_\_ flower for her birthday. \_\_\_\_\_ card wished her "Happy Birthday." She liked both \_\_\_\_\_ card and \_\_\_\_\_ flower.
8. We stayed at \_\_\_\_\_ hotel in New York. \_\_\_\_\_ hotel was very expensive.

■ **EXERCISE 34:** Complete the sentences with *the* or *a/an*.



- (1) A: Look at the picture on this page of your grammar book. What do you see?
- (2) B: I see \_\_\_\_\_ chair, \_\_\_\_\_ desk, \_\_\_\_\_ window, \_\_\_\_\_ plant.
- (3) A: Where is \_\_\_\_\_ chair?
- (4) B: \_\_\_\_\_ chair is under \_\_\_\_\_ window.
- (5) A: Where is \_\_\_\_\_ plant?
- (6) B: \_\_\_\_\_ plant is beside \_\_\_\_\_ chair.
- (7) A: Do you see any people?
- (8) B: Yes. I see \_\_\_\_\_ man and \_\_\_\_\_ woman. \_\_\_\_\_ man is standing. \_\_\_\_\_ woman is sitting down.
- (9) A: Do you see any animals?
- (10) B: Yes. I see \_\_\_\_\_ dog, \_\_\_\_\_ cat, and \_\_\_\_\_ bird in \_\_\_\_\_ cage.
- (11) A: What is \_\_\_\_\_ dog doing?
- (12) B: It's sleeping.
- (13) A: How about \_\_\_\_\_ cat?
- (14) B: \_\_\_\_\_ cat is watching \_\_\_\_\_ bird.

■ **EXERCISE 35:** Complete the sentences with *the* or *a/an*.

1. A: I need to go shopping. I need to buy \_\_\_\_\_ coat.  
B: I'll go with you. I need to get \_\_\_\_\_ umbrella.
2. A: Hi! Come in!  
B: Hi! \_\_\_\_\_ weather is terrible today! It's cold and wet outside.  
A: Well, it's warm in here.  
B: What should I do with my coat and umbrella?  
A: You can put \_\_\_\_\_ coat in that closet. I'll take \_\_\_\_\_ umbrella and put it in \_\_\_\_\_ kitchen where it can dry.
3. My cousin Jane has \_\_\_\_\_ good job. She works in \_\_\_\_\_ office. She uses \_\_\_\_\_ computer.
4. A: How much longer do you need to use \_\_\_\_\_ computer?  
B: Why?  
A: I need to use it too.  
B: Just five more minutes, then you can have it.
5. A: I need \_\_\_\_\_ stamp for this letter. Do you have one?  
B: Yes. Here.  
A: Thanks.
6. A: Would you like \_\_\_\_\_ egg for breakfast?  
B: No thanks. I'll just have \_\_\_\_\_ glass of juice and some toast.
7. A: Do you see my pen? I can't find it.  
B: There it is. It's on \_\_\_\_\_ floor.  
A: Oh. I see it. Thanks.
8. A: Be sure to look at \_\_\_\_\_ moon tonight.  
B: Why?  
A: \_\_\_\_\_ moon is full now, and it's beautiful.
9. A: Can I call you tonight?  
B: No. I don't have \_\_\_\_\_ telephone in my apartment yet. I just moved in yesterday.
10. A: Could you answer \_\_\_\_\_ telephone? Thanks.  
B: Hello?



## 4-11 USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS

<p>(a) Ø Apples are good for you.</p> <p>(b) Ø Students use Ø pens and Ø pencils.</p> <p>(c) I like to listen to Ø music.</p> <p>(d) Ø Rice is good for you.</p>	<p>No article (symbolized by Ø) is used to make generalizations with:</p> <ul style="list-style-type: none"> <li>• plural count nouns, as in (a) and (b), and</li> <li>• noncount nouns, as in (c) and (d).</li> </ul>
<p>(e) Tom and Ann ate some fruit. <b>The</b> apples were very good, but <b>the</b> bananas were too ripe.</p> <p>(f) We went to a concert last night. <b>The</b> music was very good.</p>	<p>COMPARE: In (a), the word <i>apples</i> is general. It refers to all apples, any apples. No article (Ø) is used.</p> <p>In (e), the word <i>apples</i> is specific, so <i>the</i> is used in front of it. It refers to the specific apples that Tom and Ann ate.</p> <p>COMPARE: In (c), <i>music</i> is general. In (f), <i>the music</i> is specific.</p>

### ■ EXERCISE 36: Complete the sentences with **the** or **Ø** (no article).

- \_\_\_\_\_ sugar is sweet.
- Could you please pass me the sugar?
- Oranges are orange, and \_\_\_\_\_ bananas are yellow.
- There was some fruit on the table. I didn't eat \_\_\_\_\_ bananas because they were soft and brown.
- Everybody needs \_\_\_\_\_ food to live.
- We ate at a good restaurant last night. \_\_\_\_\_ food was excellent.
- \_\_\_\_\_ salt tastes salty, and \_\_\_\_\_ pepper tastes hot.
- Could you please pass me \_\_\_\_\_ salt? Thanks. And could I have \_\_\_\_\_ pepper too?
- \_\_\_\_\_ coffee is brown.
- Steven made some coffee and some tea. \_\_\_\_\_ coffee was very good. I didn't taste \_\_\_\_\_ tea.
- I like \_\_\_\_\_ fruit. I also like \_\_\_\_\_ vegetables.
- There was some food on the table. The children ate \_\_\_\_\_ fruit, but they didn't want \_\_\_\_\_ vegetables.
- \_\_\_\_\_ pages in this book are full of grammar exercises.
- \_\_\_\_\_ books consist of \_\_\_\_\_ pages.

## 4-12 USING SOME AND ANY

STATEMENT:	(a) Alice has <b>some money</b> .	Use <i>some</i> in a statement.
NEGATIVE:	(b) Alice doesn't have <b>any money</b> .	Use <i>any</i> in a negative sentence.
QUESTION:	(c) Does Alice have <b>any money</b> ? (d) Does Alice have <b>some money</b> ?	Use either <i>some</i> or <i>any</i> in a question.
(e) I don't have <b>any money</b> . (noncount noun) (f) I don't have <b>any matches</b> . (plural count noun)		<i>Any</i> is used with noncount nouns and plural count nouns.

### ■ EXERCISE 37: Use **some** or **any** to complete the sentences.

- Sue has some money.
- I don't have any money.
- Do you have some/any money?
- Do you need \_\_\_\_\_ help?
- No, thank you. I don't need \_\_\_\_\_ help.
- Ken needs \_\_\_\_\_ help.
- Anita usually doesn't get \_\_\_\_\_ mail.
- We don't have \_\_\_\_\_ fruit in the apartment. We don't have \_\_\_\_\_ apples, \_\_\_\_\_ bananas, or \_\_\_\_\_ oranges.
- The house is empty. There aren't \_\_\_\_\_ people in the house.
- I need \_\_\_\_\_ paper. Do you have \_\_\_\_\_ paper?
- Heidi can't write a letter because she doesn't have \_\_\_\_\_ paper.
- Steve is getting along fine. He doesn't have \_\_\_\_\_ problems.
- I need to go to the grocery store. I need to buy \_\_\_\_\_ food. Do you need to buy \_\_\_\_\_ groceries?
- I'm not busy tonight. I don't have \_\_\_\_\_ homework to do.
- I don't have \_\_\_\_\_ money in my purse.
- There are \_\_\_\_\_ beautiful flowers in my garden this year.

■ **EXERCISE 38—ORAL (BOOKS CLOSED):** Ask a classmate a question about what he or she sees in this room. Use **any** in the question.

*Example:* desks

STUDENT A: Do you see any desks in this room?

STUDENT B: Yes, I do. I see some desks / a lot of desks / twenty desks.

*Example:* monkeys

STUDENT A: Do you see any monkeys in this room?

STUDENT B: No, I don't. I don't see any monkeys.

- |                 |              |                       |                  |
|-----------------|--------------|-----------------------|------------------|
| 1. books        | 6. food      | 11. hats              | 16. red sweaters |
| 2. flowers      | 7. curtains  | 12. signs on the wall | 17. dogs or cats |
| 3. dictionaries | 8. paper     | 13. bicycles          | 18. bookshelves  |
| 4. birds        | 9. bookbags  | 14. erasers           | 19. women        |
| 5. furniture    | 10. children | 15. pillows           | 20. light bulbs  |

■ **EXERCISE 39:** Use **any** or **a**. Use **any** with NONCOUNT NOUNS and PLURAL COUNT NOUNS. Use **a** with SINGULAR COUNT NOUNS.

1. I don't have any money.
2. I don't have a pen.
3. I don't have any brothers or sisters.
4. We don't need to buy \_\_\_\_\_ new furniture.
5. Mr. and Mrs. Kelly don't have \_\_\_\_\_ children.
6. I can't make \_\_\_\_\_ coffee. There isn't \_\_\_\_\_ coffee in the house.
7. Ann doesn't want \_\_\_\_\_ cup of coffee.
8. I don't like this room because there aren't \_\_\_\_\_ windows.
9. Amanda is very unhappy because she doesn't have \_\_\_\_\_ friends.
10. I don't need \_\_\_\_\_ help. I can finish my homework by myself.
11. I don't have \_\_\_\_\_ comfortable chair in my dormitory room.
12. I'm getting along fine. I don't have \_\_\_\_\_ problems.
13. Joe doesn't have \_\_\_\_\_ car, so he has to take the bus to school.
14. I don't have \_\_\_\_\_ homework to do tonight.
15. I don't need \_\_\_\_\_ new clothes.\*
16. I don't need \_\_\_\_\_ new suit.

\*Clothes is always plural. The word "clothes" does not have a singular form.

## 4-13 INDEFINITE PRONOUNS: **SOMETHING, SOMEONE, ANYTHING, ANYONE**

STATEMENT:	(a) Mary bought <b>something</b> at the store. (b) Jim talked to <b>someone</b> after class.	In a statement, use <i>something</i> or <i>someone</i> .
NEGATIVE:	(c) Mary didn't buy <b>anything</b> at the store. (d) Jim didn't talk to <b>anyone</b> after class.	In a negative sentence, use <i>anything</i> or <i>anyone</i> .
QUESTION:	(e) Did Mary buy <b>something</b> at the store? Did Mary buy <b>anything</b> at the store? (f) Did Jim talk to <b>someone</b> after class? Did Jim talk to <b>anyone</b> after class?	In a question, use either <i>something/someone</i> or <i>anything/anyone</i> .

### ■ EXERCISE 40: Complete the sentences. Use **something, someone, anything, or anyone**.\*

- I have something in my pocket.
- Do you have \_\_\_\_\_ in your pocket?
- Ken doesn't have \_\_\_\_\_ in his pocket.
- I bought \_\_\_\_\_ when I went shopping yesterday.
- Rosa didn't buy \_\_\_\_\_ when she went shopping.
- Did you buy \_\_\_\_\_ when you went shopping?
- My roommate is speaking to \_\_\_\_\_ on the phone.
- Yuko didn't tell \_\_\_\_\_ her secret.
- I talked to \_\_\_\_\_ at the phone company about my bill.
- Did you talk to \_\_\_\_\_ about your problem?
- Kim gave me \_\_\_\_\_ for my birthday.
- Paul didn't give me \_\_\_\_\_ for my birthday.
- Did Paul give you \_\_\_\_\_ for your birthday?
- My brother is sitting at his desk. He's writing a letter to \_\_\_\_\_.
- The hall is empty. I don't see \_\_\_\_\_.

\*Someone and somebody have the same meaning. Anyone and anybody have the same meaning. You may also wish to include practice with somebody and anybody in this exercise.



16. A: Listen. Do you hear a noise?  
B: No, I don't. I don't hear \_\_\_\_\_.
17. A: Did you talk to Jim on the phone last night?  
B: No. I didn't talk to \_\_\_\_\_.
18. A: Where's your bicycle?  
B: \_\_\_\_\_ stole it.
19. A: Does \_\_\_\_\_ have some change? I need to use the pay phone.  
B: Here.  
A: Thanks. I'll pay you back later.
20. A: What did you do last weekend?  
B: I didn't do \_\_\_\_\_. I stayed home.

#### 4-14 INDEFINITE PRONOUNS: **NOTHING** AND **NO ONE**

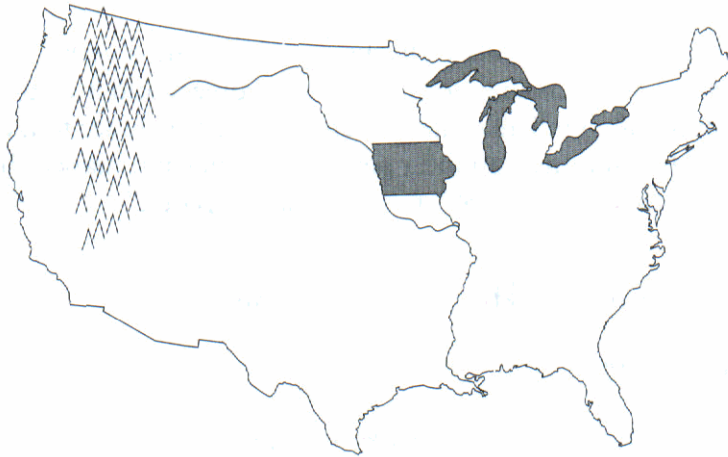
(a) I <b>didn't say anything</b> . (b) I <b>said nothing</b> .	(a) and (b) have the same meaning. <i>Anything</i> is used when the verb is negative. <i>Nothing</i> is used when the verb is affirmative.*
(c) Bob <b>didn't see anyone</b> at the park. (d) Bob <b>saw no one</b> at the park.	(c) and (d) have the same meaning. <i>Anyone</i> is used when the verb is negative. <i>No one</i> is used when the verb is affirmative.*

- INCORRECT: *I didn't say nothing.*  
INCORRECT: *Bob didn't see no one at the park.*

■ **EXERCISE 41:** Complete the sentences by using **anything**, **nothing**, **anyone**, or **no one**.

1. Jim doesn't know \_\_\_\_\_ about butterflies.
2. Jim knows \_\_\_\_\_ about butterflies.
3. Jean didn't tell \_\_\_\_\_ about her problem.
4. Jean told \_\_\_\_\_ about her problem.
5. There's \_\_\_\_\_ in my pocket. It's empty.
6. There isn't \_\_\_\_\_ in my pocket.

7. Liz went to a shoe store, but she didn't buy \_\_\_\_\_.
8. Liz bought \_\_\_\_\_ at the shoe store.
9. I got \_\_\_\_\_ in the mail today. My mailbox was empty.
10. George sat quietly in the corner. He didn't speak to \_\_\_\_\_.
11. The office is closed from 12:00 to 1:00. \_\_\_\_\_ is there during the lunch hour.
12. I know \_\_\_\_\_ about nuclear physics.
13. \_\_\_\_\_ was at home last night. Both my roommate and I were out.
14. Joan has a new apartment. She doesn't know \_\_\_\_\_ in her apartment building yet.
15. A: Do you know \_\_\_\_\_ about Iowa?  
 B: Iowa? I know \_\_\_\_\_ about Iowa.  
 A: It's an agricultural state that is located between the Mississippi and Missouri rivers.



■ **EXERCISE 42—REVIEW:** Describe the grammatical structure of the sentences as shown in item 1.

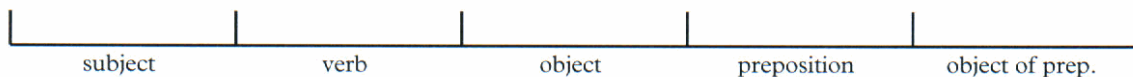
1. Mr. Cook is living in a hotel.

Mr. Cook	is living	(none)	in	a hotel
subject	verb	object	preposition	object of prep.

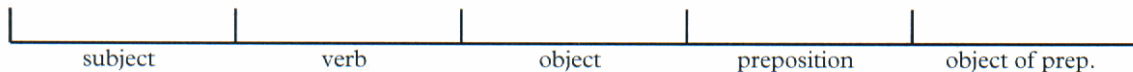
2. Anita carries her books in her bookbag.

subject	verb	object	preposition	object of prep.

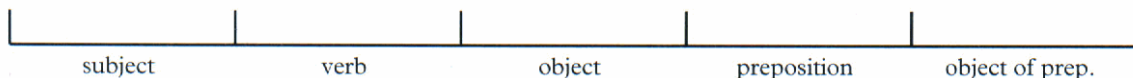
3. Snow falls.



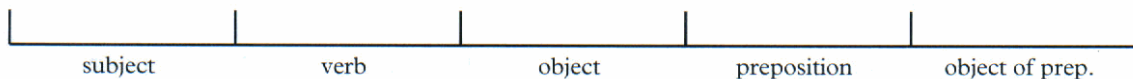
4. Monkeys sleep in trees.



5. The teacher is writing words on the chalkboard.



6. I like apples.



■ **EXERCISE 43—REVIEW:** A *complete sentence* has a subject and a verb. An *incomplete sentence* is a group of words that does not have a subject and a verb.

If the words are a complete sentence, change the first letter to a capital letter (a big letter) and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write “*Inc.*” to mean “*Incomplete.*”

1. monkeys like bananas → ~~M~~onkeys like bananas.

2. in my garden → *Inc.*

3. do you like sour apples → ~~D~~o you like sour apples?

4. rain falls

5. teaches English

6. this class ends at two o'clock

7. do the students go to class on Saturdays

8. in the classroom

9. my mother works in an office

10. my father to foreign countries on business every month

11. in Spain this month
12. does your brother have a job
13. does not work
14. where do you work
15. my brother lives in an apartment
16. has a roommate
17. the apartment has two bedrooms
18. a small kitchen and a big living room
19. on the third floor
20. pays the rent on the first day of every month

■ **EXERCISE 44—REVIEW:** Choose the correct completion.

1. My sister and I live together. Our parents call A on the telephone often.  
A. us                      B. them                      C. we                      D. they
2. Tom has a broken leg. I visit \_\_\_\_\_ in the hospital every day.  
A. he                      B. him                      C. them                      D. it
3. Sue and I are good friends. \_\_\_\_\_ spend a lot of time together.  
A. They                      B. You                      C. We                      D. She
4. Our children enjoy the zoo. We take \_\_\_\_\_ to the zoo often.  
A. it                      B. they                      C. them                      D. him
5. Mary drives an old car. She takes good care of \_\_\_\_\_.  
A. her                      B. them                      C. it                      D. him
6. Jack and \_\_\_\_\_ don't know Mr. Bush.  
A. I                      B. me                      C. us                      D. them
7. Ms. Gray is a lawyer in Chicago. Do you know \_\_\_\_\_?  
A. them                      B. it                      C. him                      D. her
8. Ahmed lives near Yoko and \_\_\_\_\_.  
A. I                      B. me                      C. him                      D. her
9. My sister and a friend are visiting me. \_\_\_\_\_ are visiting here for two days.  
A. She                      B. They                      C. We                      D. Them
10. Do \_\_\_\_\_ have the correct time?  
A. you                      B. them                      C. him                      D. her



■ **EXERCISE 45—REVIEW:** Correct the errors in the following.

1. Omar a car has. → *Omar has a car.*
2. Our teacher gives tests difficult.
3. I need an advice from you.
4. Alex helps Mike and I.
5. I like rock musics. I listen to them every day.
6. Babys cry.
7. Mike and Tom in an apartment live.
8. There are seven woman in this class.
9. I don't like hot weathers.
10. I usually have a egg for breakfast.
11. There are nineteen peoples in my class.
12. Sun rises every morning.
13. Olga and Ivan has three childrens.
14. The students in this class do a lot of homeworks every day.
15. How many language do you know?
16. I don't have many money.
17. There is twenty classroom in this building.
18. I don't know nothing about ancient history.

- **EXERCISE 46—REVIEW:** In pairs, pretend that tomorrow you are moving into a new apartment together. What do you need? Ask each other questions. Discuss your needs.

In writing, list the things you need and indicate quantity (*two, some, a lot of, a little, etc.*). List twenty to thirty things. Be sure to write down the quantity. You are completing this sentence: “**We need . . .**”

*Example:* We need . . .

1. a sofa.
2. two beds.
3. a can opener.
4. some spaghetti.
5. a little fruit.
6. some bookcases. etc.

- **EXERCISE 47—REVIEW:** Make a list of everything in the picture by completing the sentence “**I see . . .**” Try to use numbers (e.g., **three** spoons) or other units of measure (e.g., **a box of** candy). Use **a** for singular count nouns (e.g., **a** fly).

*Example:* I see three spoons, a box of candy, a fly, etc.



- **EXERCISE 48—REVIEW:** In pairs, ask and answer questions about the things and people in the picture on the following page.

*Example:*

STUDENT A: How many boys are there in the picture?

STUDENT B: There are three boys in the picture.

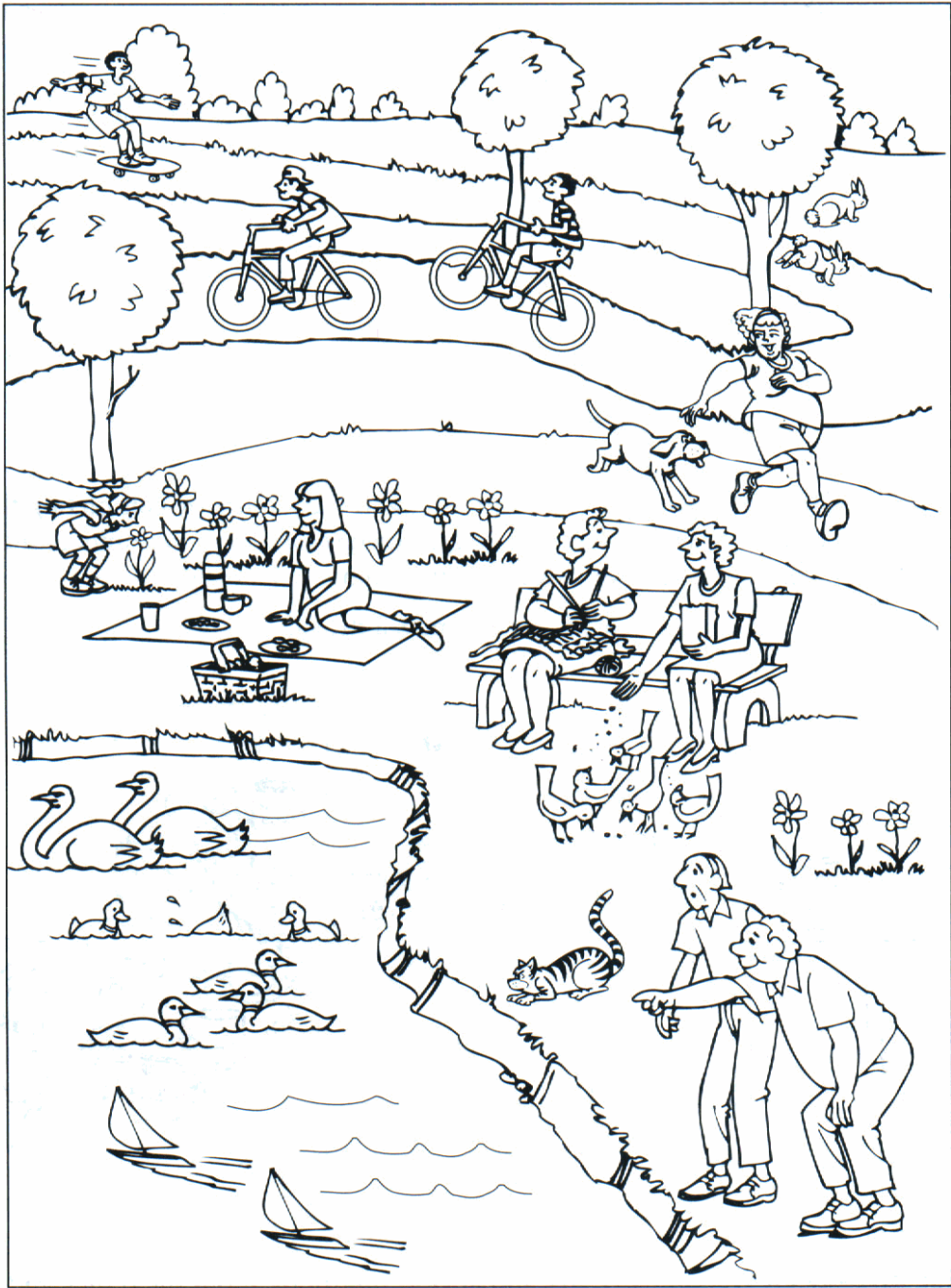
STUDENT A: Are there any flowers?

STUDENT B: No, there aren't any flowers in the picture.

STUDENT A: Are you sure?

STUDENT B: Well, hmmm. I don't see any flowers.

STUDENT A: Oh?







## CHAPTER 5

# Expressing Past Time

### 5-1 USING BE: PAST TIME

PRESENT TIME	PAST TIME																		
(a) I <b>am</b> in class <b>today</b> . (c) Alice <b>is</b> at the library <b>today</b> . (e) My friends <b>are</b> at home <b>today</b> .	(b) I <b>was</b> in class <b>yesterday</b> . (d) Alice <b>was</b> at the library <b>yesterday</b> . (f) My friends <b>were</b> at home <b>yesterday</b> .																		
<table><tr><td colspan="2">SIMPLE PAST TENSE OF BE</td><td></td></tr><tr><td><i>Singular</i></td><td><i>Plural</i></td><td></td></tr><tr><td><b>I was</b></td><td><b>we were</b></td><td rowspan="4"><math>\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was</math></td></tr><tr><td><b>you were</b> (one person)</td><td><b>you were</b> (more than one person)</td></tr><tr><td><b>she was</b></td><td><b>they were</b></td></tr><tr><td><b>he was</b></td><td></td></tr><tr><td><b>it was</b></td><td></td><td><math>\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were</math></td></tr></table>		SIMPLE PAST TENSE OF BE			<i>Singular</i>	<i>Plural</i>		<b>I was</b>	<b>we were</b>	$\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was$	<b>you were</b> (one person)	<b>you were</b> (more than one person)	<b>she was</b>	<b>they were</b>	<b>he was</b>		<b>it was</b>		$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were$
SIMPLE PAST TENSE OF BE																			
<i>Singular</i>	<i>Plural</i>																		
<b>I was</b>	<b>we were</b>	$\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was$																	
<b>you were</b> (one person)	<b>you were</b> (more than one person)																		
<b>she was</b>	<b>they were</b>																		
<b>he was</b>																			
<b>it was</b>		$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were$																	

#### ■ EXERCISE 1—ORAL: Change the sentences to the past.

1. Bob is in class today. → *He was in class yesterday too.*
2. I'm in class today. → *I was in class yesterday too.*
3. Mary is at the library today.
4. We're in class today.
5. You're busy today.
6. I'm happy today.
7. The classroom is hot today.
8. Ann is in her office today.
9. Tom is in his office today.
10. Ann and Tom are in their offices today.



## ■ EXERCISE 2—ORAL (BOOKS CLOSED): Talk about today and yesterday.

*Example:* I'm in class.

*Response:* I'm in class **today**. I was in class **yesterday too**.

*Example:* (...) is in class.

*Response:* (...) is in class **today**. She/He was in class **yesterday too**.

1. We're in class.
2. I'm in class.
3. (...) is in class
4. (...) and (...) are in class.
5. (...) is here.
6. (...) is absent.
7. I'm tired.
8. (...) and (...) are (in the front row).
9. The door is open/closed.
10. It's hot/cold.

### 5-2 PAST OF BE: NEGATIVE

(a) I <b>was not</b> in class yesterday.	NEGATIVE CONTRACTIONS: <b>was + not = wasn't</b> <b>were + not = weren't</b>
(b) I <b>wasn't</b> in class yesterday.	
(c) They <b>were not</b> at home last night.	$\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + wasn't \qquad \left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + weren't$
(d) They <b>weren't</b> at home last night.	

## ■ EXERCISE 3: Study the time expressions. Then complete the sentences. Use **wasn't** or **weren't**. Use a past time expression.

PRESENT		PAST
<i>today</i>	→	<i>yesterday</i>
<i>this morning</i>	→	<i>yesterday morning</i>
<i>this afternoon</i>	→	<i>yesterday afternoon</i>
<i>tonight</i>	→	<i>last night</i>
<i>this week</i>	→	<i>last week</i>

1. Ken is here today, but he wasn't here yesterday.
2. I'm at home tonight, but I wasn't at home last night.
3. Olga is busy today, but \_\_\_\_\_
4. We're in class this morning, but \_\_\_\_\_
5. Tom is at the library tonight, but \_\_\_\_\_
6. It's cold this week, but \_\_\_\_\_
7. Alex and Rita are at work this afternoon, but \_\_\_\_\_

8. Mr. and Mrs. Jones are at home tonight, but \_\_\_\_\_
9. You're in class today, but \_\_\_\_\_
10. Dr. Ruckman is in her office this afternoon, but \_\_\_\_\_

### 5-3 PAST OF BE: QUESTIONS

YES/NO QUESTIONS	SHORT ANSWER + (LONG ANSWER)
(a) <b>Were you</b> in class yesterday? (be) + (subject)	→ <b>Yes, I was.</b> (I was in class yesterday.) → <b>No, I wasn't.</b> (I wasn't in class yesterday.)
(b) <b>Was Carlos</b> at home last night? (be) + (subject)	→ <b>Yes, he was.</b> (He was at home last night.) → <b>No, he wasn't.</b> (He wasn't at home last night.)
INFORMATION QUESTIONS	SHORT ANSWER + (LONG ANSWER)
(c) <b>Where were you</b> yesterday? Where + (be) + (subject)	→ <b>In class.</b> (I was in class yesterday.)
(d) <b>Where was Jennifer</b> last night? Where + (be) + (subject)	→ <b>At home.</b> (She was at home last night.)

#### ■ EXERCISE 4: Make questions and give short answers.

1. (you \ at home \ last night)

A: Were you at home last night?

B: No, I wasn't.

2. (Mr. Yamamoto \ absent from class \ yesterday)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

3. (Alex and Sue \ at home \ last night)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

4. (you \ nervous \ the first day of class)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

5. (*Ahmed \ at the library \ last night*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

6. (*Mr. Shin \ in class \ yesterday*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: At home.

7. (*you and your wife \ in Canada \ last year*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: In Ireland.

■ **EXERCISE 5:** Make questions and give short answers.

1. (*you \ in class \ yesterday*)

A: Were you in class yesterday?

B: Yes, I was.

2. (*Anita \ in class \ today*)

A: Is Anita in class today?

B: No, she isn't. She's absent.

3. (*you \ tired \ last night*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. I went to bed early.

4. (*you \ hungry \ right now*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_, but I'm thirsty.

5. *(the weather \ hot in New York City \ last summer)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. It was very hot.

6. *(the weather \ cold in Alaska \ in the winter)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. It's very cold.

7. *(Yoko and Mohammed \ here \ yesterday afternoon)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

8. *(the students in this class \ intelligent)*

A: \_\_\_\_\_

B: Of course \_\_\_\_\_! They are very intelligent!

9. *(Mr. Tok \ absent \ today)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

10. *(Tony and Benito \ at the party \ last night)*

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

11. *(Mr. and Mrs. Rice \ in town \ this week)*

A: \_\_\_\_\_

B: No, \_\_\_\_\_. They're out of town.

A: Oh? Where \_\_\_\_\_

B: \_\_\_\_\_



12. (*Anna \ out of town \ last week*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

■ **EXERCISE 6—ORAL (BOOKS CLOSED):** Pair up with a classmate and ask questions. If Student B answers **yes**, the exercise item is finished. If Student B answers **no**, Student A should follow with a **where**-question.

*Example:* in class \ now

STUDENT A: (...), are you in class now? (*Student A's book is open.*)

STUDENT B: Yes, I am. (*Student B's book is closed.*)

*Example:* at the library \ last night

STUDENT A: (...), were you at the library last night?

STUDENT B: No, I wasn't.

STUDENT A: Where were you?

STUDENT B: I was (at home / in my room / at a party, etc.)

1. at home \ now
2. at home \ yesterday morning
3. at home \ last night
4. in class \ two days ago
5. in (*name of a place in this city*) \ now
6. in (*name of this city*) \ last year
7. (*name of your teacher*) \ in class \ yesterday
8. (*names of two classmates*) \ here \ yesterday

*Change roles. Student B should now ask Student A questions.*

9. in (*name of this country*) \ two weeks ago
10. in (*name of this country*) \ two years ago
11. in (*name of a city*) \ now
12. at (*name of a park in this city*) \ yesterday afternoon
13. at (*name of a famous place in this city*) \ this morning\*
14. at (*name of a popular place where students like to go*) \ last night
15. (*name of the teacher*) \ at home \ last night
16. (*names of two students*) \ (*name of this building*) \ yesterday afternoon

\*Student B: If you are asking this question in the morning, use a present verb. If it is now afternoon or evening, use a past verb.

## 5-4 THE SIMPLE PAST TENSE: USING -ED

SIMPLE PRESENT: SIMPLE PAST:	(a) I <b>walk</b> to school <b>every day</b> . (b) I <b>walked</b> to school <b>yesterday</b> .	verb + <b>-ed</b> = the simple past tense
SIMPLE PRESENT: SIMPLE PAST:	(c) Ann <b>walks</b> to school <b>every day</b> . (d) Ann <b>walked</b> to school <b>yesterday</b> .	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I you she he it we they </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> + walked (verb + <b>-ed</b>) </div> </div>

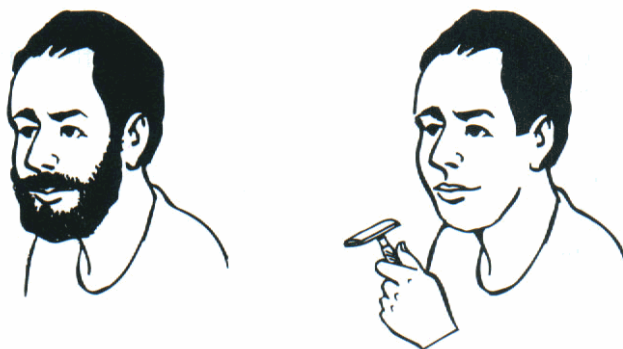
■ **EXERCISE 7:** Complete the sentences. Use the words in the list; use the SIMPLE PRESENT or the SIMPLE PAST.

ask	✓ rain	wait
cook	shave	walk
dream	smile	watch
erase	stay	work

- It often rains in the morning. It rained yesterday.
- I \_\_\_\_\_ to school every morning. I \_\_\_\_\_ to school yesterday morning.
- Sue often \_\_\_\_\_ questions. She \_\_\_\_\_ a question in class yesterday.
- I \_\_\_\_\_ a movie on television last night. I usually \_\_\_\_\_ TV in the evening because I want to improve my English.
- Mike \_\_\_\_\_ his own dinner yesterday evening. He \_\_\_\_\_ his own dinner every evening.
- I usually \_\_\_\_\_ home at night because I have to study. I \_\_\_\_\_ home last night.
- I have a job at the library. I \_\_\_\_\_ at the library every evening. I \_\_\_\_\_ there yesterday evening.
- When I am asleep, I often \_\_\_\_\_. I \_\_\_\_\_ about my family last night.\*

\*The past of *dream* can be *dreamed* or *dreamt*.

9. Linda usually \_\_\_\_\_ for the bus at a bus stop in front of her apartment building. She \_\_\_\_\_ for the bus there yesterday morning.
10. The teacher \_\_\_\_\_ some words from the board a couple of minutes ago. He used his hand instead of an eraser.
11. Our teacher is a warm, friendly person. She often \_\_\_\_\_ when she is talking to us.
12. Rick doesn't have a beard anymore. He \_\_\_\_\_ five days ago. Now he \_\_\_\_\_ every morning.



## 5-5 PAST TIME WORDS: YESTERDAY, LAST, AND AGO

### NOTICE:

In (a): *yesterday* is used with *morning*, *afternoon*, and *evening*.

In (b): *last* is used with *night*, with long periods of time (*week*, *month*, *year*), with seasons (*spring*, *summer*, *etc.*), and with days of the week.

In (c): *ago* means "in the past." It follows specific lengths of time (e.g., *two minutes + ago*, *five years + ago*).

YESTERDAY	LAST	AGO
(a) Bob was here . . . <i>yesterday.</i> <i>yesterday morning.</i> <i>yesterday afternoon.</i> <i>yesterday evening.</i>	(b) Sue was here . . . <i>last night.</i> <i>last week.</i> <i>last month.</i> <i>last year.</i>  <i>last spring.</i> <i>last summer.</i> <i>last fall.</i> <i>last winter.</i>  <i>last Monday.</i> <i>last Tuesday.</i> <i>last Wednesday.</i> <i>etc.</i>	(c) Tom was here . . . <i>five minutes ago.</i> <i>two hours ago.</i> <i>three days ago.</i> <i>a (one) week ago.</i> <i>six months ago.</i> <i>a (one) year ago.</i>

■ **EXERCISE 8:** Use *yesterday* or *last*.

1. I dreamed about you last night.
2. I was downtown \_\_\_\_\_ morning.
3. Two students were absent \_\_\_\_\_ Friday.
4. Ann wasn't at home \_\_\_\_\_ night.
5. Ann wasn't at home \_\_\_\_\_ evening.
6. Carmen was out of town \_\_\_\_\_ week.
7. I visited my aunt and uncle \_\_\_\_\_ fall.
8. Roberto walked home \_\_\_\_\_ afternoon.
9. My sister arrived in Miami \_\_\_\_\_ Sunday.
10. We watched TV \_\_\_\_\_ night.
11. Ali played with his children \_\_\_\_\_ evening.
12. Yoko arrived in Los Angeles \_\_\_\_\_ summer.
13. I visited my relatives in San Francisco \_\_\_\_\_ month.
14. My wife and I moved into a new house \_\_\_\_\_ year.
15. Mrs. Porter washed the kitchen floor \_\_\_\_\_ morning.

■ **EXERCISE 9:** Complete the sentences. Use *ago* in your completion.

1. I'm in class now, but I was at home ten minutes ago/two hours ago/etc.
2. I'm in class today, but I was absent from class \_\_\_\_\_
3. I'm in this country now, but I was in my country \_\_\_\_\_
4. I was in (name of a city) \_\_\_\_\_
5. I was in elementary school \_\_\_\_\_
6. I arrived in this city \_\_\_\_\_
7. There is a nice park in this city. I was at the park \_\_\_\_\_
8. We finished EXERCISE 2 \_\_\_\_\_
9. I was home in bed \_\_\_\_\_
10. It rained in this city \_\_\_\_\_



## 5-6 PRONUNCIATION OF -ED: /t/, /d/, AND /əd/

Final **-ed** has three pronunciations: /t/, /d/, and /əd/.

END OF VERB	SIMPLE FORM	SIMPLE PAST	PRONUNCIATION	
VOICELESS*	(a) <i>help</i> <i>laugh</i> <i>guess</i>	<i>helped</i> <i>laughed</i> <i>guessed</i>	→ <i>help</i> /t/ → <i>laugh</i> /t/ → <i>guess</i> /t/**	• Final <b>-ed</b> is pronounced /t/ if a verb ends in a voiceless sound, as in (a).
VOICED*	(b) <i>rub</i> <i>live</i> <i>seem</i>	<i>rubbed</i> <i>lived</i> <i>seemed</i>	→ <i>rub</i> /d/ → <i>liv</i> /d/ → <i>seem</i> /d/	• Final <b>-ed</b> is pronounced /d/ if the simple form of the verb ends in a voiced sound, as in (b).
-d or -t	(c) <i>need</i> <i>want</i>	<i>needed</i> <i>wanted</i>	→ <i>need</i> /əd/ → <i>want</i> /əd/	• Final <b>-ed</b> is pronounced /əd/ if a verb ends in the letters "d" or "t," as in (c).

\* See Chart 2-4 for information about voiced and voiceless sounds.

\*\* The words *guessed* and *guest* have the same pronunciation.

■ **EXERCISE 10:** Read the words aloud. Then use the words to complete the sentences.

**GROUP A:** Final **-ed** is pronounced /t/ after voiceless sounds:

- |           |              |             |             |
|-----------|--------------|-------------|-------------|
| 1. walked | ✓ 5. watched | 9. kissed   | 13. laughed |
| 2. worked | 6. touched   | 10. erased  | 14. coughed |
| 3. cooked | 7. washed    | 11. helped  |             |
| 4. asked  | 8. finished  | 12. stopped |             |

15. I watched TV last night.
16. Anna \_\_\_\_\_ to class yesterday instead of taking the bus.
17. I \_\_\_\_\_ the dirty dishes after dinner last night.
18. Jim \_\_\_\_\_ the board with an eraser.
19. Robert loves his daughter. He \_\_\_\_\_ her on the forehead.
20. The joke was funny. We \_\_\_\_\_ at the funny story.
21. The rain \_\_\_\_\_ a few minutes ago. The sky is clear now.
22. I worked for three hours last night. I \_\_\_\_\_ my homework about nine o'clock.
23. Steve \_\_\_\_\_ my shoulder with his hand to get my attention.

24. Mr. Wilson \_\_\_\_\_ in his garden yesterday morning.
25. Judy \_\_\_\_\_ because she was sick. She had the flu.
26. Don is a good cook. He \_\_\_\_\_ some delicious food last night.
27. Linda \_\_\_\_\_ a question in class yesterday.
28. I had a problem with my homework. The teacher \_\_\_\_\_ me before class.

**GROUP B:** Final **-ed** is pronounced /d/ after voiced sounds:

- |            |            |               |
|------------|------------|---------------|
| 1. rained  | 5. smiled  | 9. remembered |
| 2. signed  | 6. killed  | 10. played    |
| 3. shaved  | 7. sneezed | 11. enjoyed   |
| 4. arrived | 8. closed  | 12. snowed    |

13. It's winter. The ground is white because it \_\_\_\_\_ yesterday.
14. Anita \_\_\_\_\_ in this city three weeks ago. She \_\_\_\_\_ at the airport on September 3rd.\*
15. The girls and boys \_\_\_\_\_ baseball after school yesterday.
16. When Ali got a new credit card, he \_\_\_\_\_ his name in ink on the back of the card.
17. Rick used to have a beard, but now he doesn't. He \_\_\_\_\_ this morning.
18. The students' test papers were very good. The teacher, Mr. Jackson, was very pleased. He \_\_\_\_\_ when he returned the test papers.
19. I \_\_\_\_\_ the party last night. It was fun. I had a good time.
20. The window was open. Mr. Chan \_\_\_\_\_ it because it was cold outside.
21. The streets were wet this morning because it \_\_\_\_\_ last night.
22. "Achoo!" When Judy \_\_\_\_\_, Ken said, "Bless you." Oscar said, "Gesundheit!"

\*Notice preposition usage after **arrive**:

I arrive *in* a country or *in* a city.

I arrive *at* a particular place (a building, an airport, a house, an apartment, a party, etc.)

**Arrive** is followed by either *in* or *at*. **Arrive** is not followed by *to*.

INCORRECT: *She arrived to the United States.*

INCORRECT: *She arrived to the airport.*

23. I have my books with me. I didn't forget them today. I

\_\_\_\_\_ to bring them to class.

24. Mrs. Lane was going crazy because there was a fly in the room. The fly was buzzing all around

the room. Finally, she \_\_\_\_\_ it with a rolled up newspaper.



**GROUP C:** Final **-ed** is pronounced /əd/ after /t/ and /d/:

- |            |            |
|------------|------------|
| 1. waited  | 5. invited |
| 2. wanted  | 6. needed  |
| 3. counted | 7. added   |
| 4. visited | 8. folded  |

9. The children \_\_\_\_\_ some candy after dinner.

10. Mr. Miller \_\_\_\_\_ to stay in the hospital for two weeks after he had an operation.

11. I \_\_\_\_\_ the number of students in the room.

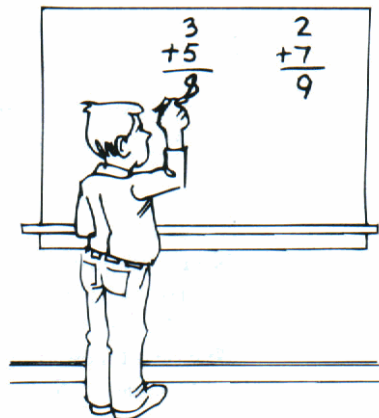
12. Mr. and Mrs. Johnson \_\_\_\_\_ us to come to their house last Sunday.

13. Last Sunday we \_\_\_\_\_ the Johnsons.

14. I \_\_\_\_\_ the letter before I put it in the envelope.

15. Kim \_\_\_\_\_ for the bus at the corner of 5th Avenue and Main Street.

16. The boy \_\_\_\_\_ the numbers on the chalkboard in arithmetic class yesterday.



## ■ EXERCISE 11—ORAL (BOOKS CLOSED): Practice pronouncing *-ed*.

*Example:* walk to the front of the room

STUDENT A: (*Student A walks to the front of the room.*)

TEACHER: What did ( . . . ) do?

STUDENT B: She/He walked to the front of the room.

TEACHER: What did you do?

STUDENT A: I walked to the front of the room.

- |                               |   |
|-------------------------------|---|
| 1. smile                      | 11. wash your hands ( <i>pantomime</i> )  |
| 2. laugh                      | 12. touch the floor                       |
| 3. cough                      | 13. point at the door                     |
| 4. sneeze                     | 14. fold a piece of paper                 |
| 5. shave ( <i>pantomime</i> ) | 15. count your fingers                    |
| 6. erase the board            | 16. push ( <i>something in the room</i> ) |
| 7. sign your name             | 17. pull ( <i>something in the room</i> ) |
| 8. open the door              | 18. yawn                                  |
| 9. close the door             | 19. pick up your pen                      |
| 10. ask a question            | 20. add two and two on the board          |

### 5-7 SPELLING OF *-ED* VERBS

	END OF VERB → <i>-ED</i> FORM
Rule 1:	END OF VERB: A CONSONANT + <i>-e</i> → ADD <i>-d</i> <i>smile</i> → <i>smiled</i> <i>erase</i> → <i>erased</i>
Rule 2:	ONE VOWEL + ONE CONSONANT* → DOUBLE THE CONSONANT, ADD <i>-ed</i> <i>stop</i> → <i>stopped</i> <i>rub</i> → <i>rubbed</i>
Rule 3:	TWO VOWELS + ONE CONSONANT → ADD <i>-ed</i> ; DO NOT DOUBLE THE CONSONANT <i>rain</i> → <i>rained</i> <i>need</i> → <i>needed</i>
Rule 4:	TWO CONSONANTS → ADD <i>-ed</i> ; DO NOT DOUBLE THE CONSONANT <i>count</i> → <i>counted</i> <i>help</i> → <i>helped</i>
Rule 5:	CONSONANT + <i>-y</i> → CHANGE <i>-y</i> TO <i>-i</i> , ADD <i>-ed</i> <i>study</i> → <i>studied</i> <i>carry</i> → <i>carried</i>
Rule 6:	VOWEL + <i>-y</i> → ADD <i>-ed</i> ; DO NOT CHANGE <i>-y</i> TO <i>-i</i> <i>play</i> → <i>played</i> <i>enjoy</i> → <i>enjoyed</i>

\*EXCEPTIONS: Do not double *x* (*fix* + *-ed* = *fixed*). Do not double *w* (*snow* + *-ed* = *snowed*).

NOTE: For two-syllable verbs that end in a vowel and a consonant (e.g., *visit*, *open*), see Chart 5-8.



■ **EXERCISE 12:** Give the *-ed* and *-ing* forms of these words.\*

	<i>-ED</i>	<i>-ING</i>
1. count	<i>counted</i>	<i>counting</i>
2. stop		
3. smile		
4. rain		
5. help		
6. dream		
7. clap		
8. erase		
9. rub		
10. yawn		
11. study		
12. stay		
13. worry		
14. enjoy		

■ **EXERCISE 13:** Use the correct form of the words in the list to complete the sentences.

<i>carry</i>	✓ <i>finish</i>	<i>stay</i>
<i>clap</i>	<i>learn</i>	<i>stop</i>
<i>cry</i>	<i>rub</i>	<i>taste</i>
<i>enjoy</i>	<i>smile</i>	<i>wait</i>
<i>fail</i>		

- I *finished* my homework at nine last night.
- We \_\_\_\_\_ some new vocabulary yesterday.
- I \_\_\_\_\_ the soup before dinner last night. It was delicious.
- Linda \_\_\_\_\_ for the bus at the corner yesterday.
- The bus \_\_\_\_\_ at the corner. It was on time.

\*See Chart 5-8 for the spelling of *-ing* forms.

6. We \_\_\_\_\_ the play at the theater last night. It was very good.
7. At the theater last night, the audience \_\_\_\_\_ when the play was over.
8. Ann \_\_\_\_\_ her suitcases to the bus station yesterday. They weren't heavy.
9. The baby \_\_\_\_\_ her eyes because she was sleepy.
10. I \_\_\_\_\_ home and watched a sad movie on TV last night. I \_\_\_\_\_ at the end of the movie.
11. Mike \_\_\_\_\_ his examination last week. His grade was "F."
12. Jane \_\_\_\_\_ at the children. She was happy to see them.

■ **EXERCISE 14:** Write the correct spelling of the **-ed** form. Then write the correct pronunciation of the **-ed** form: /t/, /d/, or /əd/.

	-ED FORM		PRONUNCIATION
1. wait	<u>waited</u>	wait +	<u>/əd/</u>
2. spell	<u>spelled</u>	spell +	<u>/d/</u>
3. kiss	<u>kissed</u>	kiss +	<u>/t/</u>
4. plan	<u>                    </u>	plan +	<u>                    </u>
5. join	<u>                    </u>	join +	<u>                    </u>
6. hope	<u>                    </u>	hope +	<u>                    </u>
7. drop	<u>                    </u>	drop +	<u>                    </u>
8. add	<u>                    </u>	add +	<u>                    </u>
9. point	<u>                    </u>	point +	<u>                    </u>
10. pat	<u>                    </u>	pat +	<u>                    </u>
11. shout	<u>                    </u>	shout +	<u>                    </u>
12. reply	<u>                    </u>	reply +	<u>                    </u>
13. play	<u>                    </u>	play +	<u>                    </u>
14. touch	<u>                    </u>	touch +	<u>                    </u>
15. end	<u>                    </u>	end +	<u>                    </u>

You may not know the meanings of the following words. Figure out the spelling and pronunciation of the **-ed** forms even if you don't know the meanings of the words.

16. mop	_____	mop	+	_____
17. droop	_____	droop	+	_____
18. cope	_____	cope	+	_____
19. rant	_____	rant	+	_____
20. date	_____	date	+	_____
21. heat	_____	heat	+	_____
22. bat	_____	bat	+	_____
23. trick	_____	trick	+	_____
24. fool	_____	fool	+	_____
25. reward	_____	reward	+	_____
26. grab	_____	grab	+	_____
27. dance	_____	dance	+	_____
28. paste	_____	paste	+	_____
29. earn	_____	earn	+	_____
30. grin	_____	grin	+	_____
31. mend	_____	mend	+	_____

## 5-8 SPELLING OF **-ED** AND **-ING**: TWO-SYLLABLE VERBS

VERB	SPEAKING STRESS			Some verbs have two syllables. In (a): <i>visit</i> has two syllables: <i>vis</i> + <i>it</i> . In the word <i>visit</i> , the stress is on the first syllable. In (b): the stress is on the second syllable in the word <i>admit</i> .
(a) visit	<b>VIS</b> • it			
(b) admit	ad • <b>MIT</b>			
VERB	STRESS	-ED FORM	-ING FORM	For two-syllable verbs that end in a vowel and a consonant: <ul style="list-style-type: none"><li>• The consonant is not doubled if the stress is on the first syllable, as in (c) and (d).</li><li>• The consonant is doubled if the stress is on the second syllable, as in (e) and (f).</li></ul>
(c) visit	<b>VIS</b> • it	visited	visiting	
(d) open	<b>O</b> • pen	opened	opening	
(e) admit	ad • <b>MIT</b>	admitted	admitting	
(f) occur	oc • <b>CUR</b>	occurred	occurring	

■ **EXERCISE 15:** Write the **-ed** and **-ing** forms of the given VERBS.

VERB	STRESS	-ED FORM	-ING FORM
1. answer	AN ·swer*	<u>answered</u>	<u>answering</u>
2. prefer	pre ·FER	_____	_____
3. happen	HAP ·pen	_____	_____
4. visit	VIS ·it	_____	_____
5. permit	per ·MIT	_____	_____
6. listen	LIS ·ten**	_____	_____
7. offer	OF ·fer	_____	_____
8. occur	oc ·CUR	_____	_____
9. open	O ·pen	_____	_____
10. enter	EN ·ter	_____	_____
11. refer	re ·FER	_____	_____
12. begin	be ·GIN	<u>(none)***</u>	_____

■ **EXERCISE 16:** Complete the sentences with the VERBS in the list. Use the **-ed** forms. Use each verb only one time.

<i>admit</i>	<i>listen</i>	<i>open</i>
✓ <i>answer</i>	<i>occur</i>	<i>permit</i>
<i>happen</i>	<i>offer</i>	<i>visit</i>

- The teacher answered a question for me in class.
- Yesterday I \_\_\_\_\_ my aunt and uncle at their home.
- We \_\_\_\_\_ to some music after dinner last night.
- It was okay for the children to have some candy after lunch. Mrs. King \_\_\_\_\_ them to have a little candy.
- I \_\_\_\_\_ the window because the room was hot.

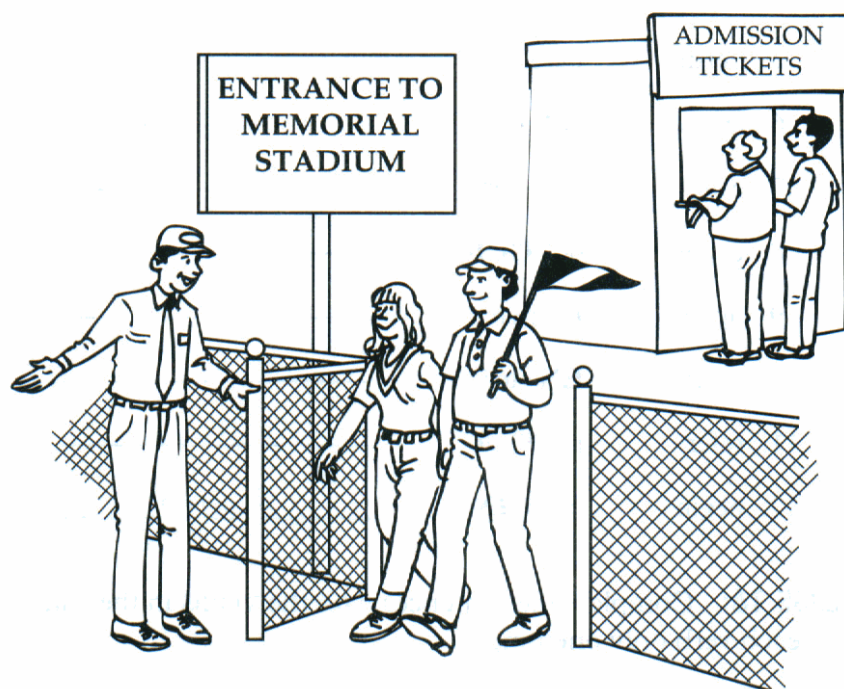
\*The "w" is not pronounced in *answer*.

\*\*The "t" is not pronounced in *listen*.

\*\*\*The verb *begin* does not have an **-ed** form. Its past form is irregular: *began*.



6. A car accident \_\_\_\_\_ at the corner of 5th Street and Main yesterday.
7. A bicycle accident \_\_\_\_\_ on Forest Avenue yesterday.
8. My friend poured a glass of water and held it toward me. She asked me if I wanted it. She \_\_\_\_\_ me a glass of water.
9. A man unlocked the gate and \_\_\_\_\_ the sports fans into the stadium.



■ **EXERCISE 17—ORAL/WRITTEN (BOOKS CLOSED):** This is a spelling test. Give the **-ed** form of each word.

- |          |           |            |           |
|----------|-----------|------------|-----------|
| 1. stop  | 6. rain   | 11. carry  | 16. occur |
| 2. wait  | 7. permit | 12. open   | 17. stay  |
| 3. study | 8. listen | 13. fold   | 18. help  |
| 4. smile | 9. rub    | 14. offer  | 19. drop  |
| 5. enjoy | 10. visit | 15. happen | 20. count |

■ **EXERCISE 18:** Complete the sentences. Use the words in parentheses. Use the SIMPLE PRESENT, PRESENT PROGRESSIVE, or SIMPLE PAST. Pay attention to spelling and pronunciation.

1. I (*walk*) walked to school yesterday.
2. I (*sit*) am sitting in class right now.
3. I usually (*go*) go to bed at eleven o'clock every night.
4. Sally (*finish*) \_\_\_\_\_ her homework at ten o'clock last night.

5. I (*study*) \_\_\_\_\_ at the library yesterday.
6. I (*study*) \_\_\_\_\_ English every day.
7. I am in class right now. I (*study*) \_\_\_\_\_ English.
8. I need an umbrella because it (*rain*) \_\_\_\_\_ right now.
9. It (*rain*) \_\_\_\_\_ yesterday morning.
10. My roommate (*help*) \_\_\_\_\_ me with my homework last night.
11. We can go outside now. The rain (*stop*) \_\_\_\_\_ a few minutes ago.
12. The children are in the park. They (*play*) \_\_\_\_\_ baseball.
13. I (*play*) \_\_\_\_\_ soccer last week.
14. Yesterday morning I (*brush*) \_\_\_\_\_ my teeth, (*wash*) \_\_\_\_\_ my face, and (*shave*) \_\_\_\_\_.
15. Ann is in her living room right now. She (*watch*) \_\_\_\_\_ television.
16. Ann usually (*watch*) \_\_\_\_\_ TV in the evening.
17. She (*watch*) \_\_\_\_\_ a good program on TV last night.
18. We (*do*) \_\_\_\_\_ an exercise in class right now. We (*use*) \_\_\_\_\_ verb tenses in sentences.
19. I (*arrive*) \_\_\_\_\_ in this city a month ago.
20. Matt (*listen*) \_\_\_\_\_ to music every morning while he's getting ready to go to school.
21. A: Where's Matt?  
B: He's in his room?  
A: What (*do, he*) \_\_\_\_\_?  
B: He (*listen*) \_\_\_\_\_ to music.
22. A: (*you, listen*) \_\_\_\_\_ to the news every day?  
B: Yes. I (*like*) \_\_\_\_\_ to know about events in the world.  
I usually (*listen*) \_\_\_\_\_ to the news on TV before I go to sleep at night, but last night I (*listen*) \_\_\_\_\_ to the news on the radio.

## 5-9 THE SIMPLE PAST: IRREGULAR VERBS

Some verbs do not have **-ed** forms. The past form is irregular.

PRESENT	PAST
<b>come</b>	<b>came</b>
<b>do</b>	<b>did</b>
<b>eat</b>	<b>ate</b>
<b>get</b>	<b>got</b>
<b>go</b>	<b>went</b>
<b>have</b>	<b>had</b>
<b>put</b>	<b>put</b>
<b>see</b>	<b>saw</b>
<b>sit</b>	<b>sat</b>
<b>sleep</b>	<b>slept</b>
<b>stand</b>	<b>stood</b>
<b>write</b>	<b>wrote</b>

- (a) I **come** to class **every day**.  
 (b) I **came** to class **yesterday**.  
 (c) I **do** my homework **every day**.  
 (d) I **did** my homework **yesterday**.  
 (e) Ann **eats** breakfast **every morning**.  
 (f) Ann **ate** breakfast **yesterday morning**.

### ■ EXERCISE 19—ORAL: Change the sentences to the past.

- Tom gets some mail every day.  
→ *Tom got some mail yesterday.*
- They go downtown every day.
- We have lunch every day.
- I see my friends every day.
- Hamid sits in the front row every day.
- I sleep for eight hours every night.
- The students stand in line at the cafeteria.
- I write a letter to my parents every week.
- Wai-Leng comes to class late every day.
- We do exercises in class every day.
- I eat breakfast every morning.
- I get up at seven every day.
- Robert puts his books in his briefcase every day.

### ■ EXERCISE 20—ORAL (BOOKS CLOSED): Change the sentences to the past.

*Example:* I come to class every day.

*Response:* I came to class yesterday.

- |                                |  |
|--------------------------------|--|
| 1. I eat lunch every day.      | 7. I go downtown every day.              |
| 2. I see you every day.        | 8. I get up at eight every day.          |
| 3. I sit in class every day.   | 9. I stand at the bus stop every day.    |
| 4. I write a letter every day. | 10. I sleep for eight hours every night. |
| 5. I do my homework every day. | 11. I come to school every day.          |
| 6. I have breakfast every day. | 12. I put my pen in my pocket every day. |

■ **EXERCISE 21:** Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT PROGRESSIVE, or SIMPLE PAST. Pay attention to spelling and pronunciation.

1. I (*get*) got up at eight o'clock yesterday morning.
2. Mary (*talk*) \_\_\_\_\_ to John on the phone last night.
3. Mary (*talk*) \_\_\_\_\_ to John on the phone right now.
4. Mary (*talk*) \_\_\_\_\_ to John on the phone every day.
5. Jim and I (*eat*) \_\_\_\_\_ lunch at the cafeteria two hours ago.
6. We (*eat*) \_\_\_\_\_ lunch at the cafeteria every day.
7. I (*go*) \_\_\_\_\_ to bed early last night.
8. My roommate (*study*) \_\_\_\_\_ Spanish last year.
9. Sue (*write*) \_\_\_\_\_ a letter to her parents yesterday.
10. Sue (*write*) \_\_\_\_\_ a letter to her parents every week.
11. Sue is in her room right now. She (*sit*) \_\_\_\_\_ at her desk.
12. Maria (*do*) \_\_\_\_\_ her homework last night.
13. Yesterday I (*see*) \_\_\_\_\_ Fumiko at the library.
14. I (*have*) \_\_\_\_\_ a dream last night. I (*dream*) \_\_\_\_\_  
about my friends. I (*sleep*) \_\_\_\_\_ for eight hours.
15. A strange thing (*happen*) \_\_\_\_\_ to me yesterday. I couldn't  
remember my own telephone number.
16. My wife (*come*) \_\_\_\_\_ home around five every day.
17. Yesterday she (*come*) \_\_\_\_\_ home at 5:15.
18. Our teacher (*stand*) \_\_\_\_\_ in the middle of the room right now.
19. Our teacher (*stand*) \_\_\_\_\_ in the front of the room yesterday.
20. Tom (*put*) \_\_\_\_\_ the butter in the refrigerator yesterday.
21. He (*put*) \_\_\_\_\_ the milk in the refrigerator every day.
22. Pablo usually (*sit*) \_\_\_\_\_ in the back of the room, but yesterday  
he (*sit*) \_\_\_\_\_ in the front row. Today he (*be*) \_\_\_\_\_  
absent. He (*be*) \_\_\_\_\_ absent two days ago too.



## 5-10 THE SIMPLE PAST: NEGATIVE

SUBJECT	+	DID	+	NOT	+	MAIN VERB		<div><div><div>I</div><div>you</div><div>she</div><div>he</div><div>it</div><div>we</div><div>they</div></div><div>}</div><div>+ <b>did not</b> + <i>main verb</i>*</div><div>(simple form)</div></div>
(a) I		<b>did</b>		<b>not</b>		<b>walk</b>	to school yesterday.	
(b) You		<b>did</b>		<b>not</b>		<b>walk</b>	to school yesterday.	
(c) Tom		<b>did</b>		<b>not</b>		<b>eat</b>	lunch yesterday.	
(d) They		<b>did</b>		<b>not</b>		<b>come</b>	to class yesterday.	
(e) INCORRECT: I <i>did not walked</i> to school yesterday.								Notice that the simple form of the main verb is used with <b>did not</b> .
(f) INCORRECT: Tom <i>did not ate</i> lunch yesterday.								
(g) I <b>didn't walk</b> to school yesterday.								Negative contraction: <b>did + not = didn't</b>
(h) Tom <b>didn't eat</b> lunch yesterday.								

\*EXCEPTION: **did** is NOT used when the main verb is **be**. See Charts 5-2 and 5-3.

INCORRECT: Joe *didn't be* here yesterday.

CORRECT: Joe *wasn't* here yesterday.

### ■ EXERCISE 22—ORAL (BOOKS CLOSED): Use “*I don't . . . every day*” and “*I didn't . . . yesterday*.”

Example: walk to school

Response: I don't walk to school every day. I didn't walk to school yesterday.

- |                       |                      |                   |
|-----------------------|----------------------|-------------------|
| 1. eat breakfast      | 5. study             | 9. do my homework |
| 2. watch TV           | 6. go to the library | 10. shave         |
| 3. go shopping        | 7. visit my friends  |                   |
| 4. read the newspaper | 8. see ( . . . )     |                   |

### ■ EXERCISE 23—ORAL (BOOKS CLOSED): Practice present and past negatives.

STUDENT A: Use **I don't** and **I didn't**. Use an appropriate past time expression with **didn't**.

STUDENT B: Report what Student A said. Use **she/he doesn't** and then **she/he didn't** with an appropriate past time expression.

Example: walk to school every morning

STUDENT A: I don't walk to school every morning. I didn't walk to school yesterday morning.

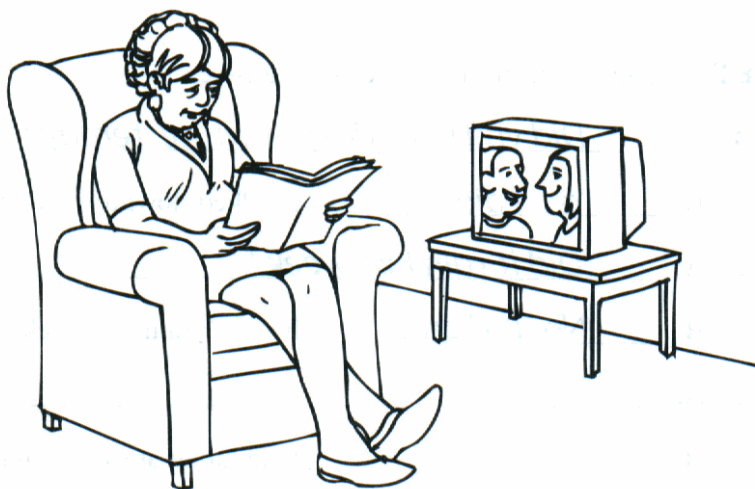
TEACHER: Tell me about (Student A).

STUDENT B: She/He doesn't walk to school every morning. She/He didn't walk to school yesterday morning.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. eat breakfast every morning | 6. dream in English every night       |
| 2. watch TV every night        | 7. visit my aunt and uncle every year |
| 3. talk to ( . . . ) every day | 8. write to my parents every week     |
| 4. play soccer every afternoon | 9. read the newspaper every morning   |
| 5. study grammar every evening | 10. pay all of my bills every month   |

■ **EXERCISE 24:** Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, SIMPLE PAST, or PRESENT PROGRESSIVE.

1. I (*go, not*) didn't go to a movie last night. I (*stay*)  
stayed home.
2. Mike (*come, not*) doesn't come to class every day.
3. I (*finish, not*) \_\_\_\_\_ my homework last night. I (*go*)  
\_\_\_\_\_ to bed early.
4. Jane (*stand, not*) \_\_\_\_\_ up right now. She (*sit*)  
\_\_\_\_\_ down.
5. It (*rain, not*) \_\_\_\_\_ right now. The rain (*stop*)  
\_\_\_\_\_ a few minutes ago.
6. The weather (*be, not*) \_\_\_\_\_ cold today, but it (*be*) \_\_\_\_\_  
cold yesterday.
7. Tina and I (*go, not*) \_\_\_\_\_ shopping yesterday. We (*go*)  
\_\_\_\_\_ shopping last Monday.
8. I (*go*) \_\_\_\_\_ to a movie last night, but I (*enjoy, not*) \_\_\_\_\_  
it. It (*be, not*) \_\_\_\_\_ very good.
9. I (*write*) \_\_\_\_\_ a letter to my girlfriend yesterday, but I (*write, not*)  
\_\_\_\_\_ a letter to her last week.
10. Sue (*read*) \_\_\_\_\_ a magazine right now. She (*watch, not*)  
\_\_\_\_\_ TV.



11. My husband (*come, not*) \_\_\_\_\_ home for dinner last night.
12. The children (*go*) \_\_\_\_\_ to bed a half an hour ago. They (*sleep*) \_\_\_\_\_ now.
13. We (*be*) \_\_\_\_\_ late for the movie last night. The movie (*start*) \_\_\_\_\_ at seven, but we (*arrive, not*) \_\_\_\_\_ until seven-fifteen.
14. Olga (*ask*) \_\_\_\_\_ Hamid a question a few minutes ago, but he (*answer, not*) \_\_\_\_\_ her question.
15. Toshi is a busy student. He usually (*eat, not*) \_\_\_\_\_ lunch because he (*have, not*) \_\_\_\_\_ enough time between classes.
16. He (*eat*) \_\_\_\_\_ lunch the day before yesterday, but he (*eat, not*) \_\_\_\_\_ lunch yesterday.

## 5-11 THE SIMPLE PAST: YES/NO QUESTIONS

DID + SUBJECT + MAIN VERB				SHORT ANSWER + (LONG ANSWER)	
(a)	<b>Did</b>	<b>Mary</b>	<b>walk</b> to school?	→	<b>Yes, she did.</b> (She walked to school.)
				→	<b>No, she didn't.</b> (She didn't walk to school.)
(b)	<b>Did</b>	<b>you</b>	<b>come</b> to class?	→	<b>Yes, I did.</b> (I came to class.)
				→	<b>No, I didn't.</b> (I didn't come to class.)

### ■ EXERCISE 25: Make questions. Give short answers.

1. A: Did you walk downtown yesterday?  
 B: Yes, I did. (I walked downtown yesterday.)
2. A: Did it rain last week?  
 B: No, it didn't. (It didn't rain last week.)
3. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I ate lunch at the cafeteria.)

4. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Mr. Kwan didn't go out of town last week.)
5. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I had a cup of tea this morning.)
6. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Benito and I went to a party last night.)
7. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Olga studied English in high school.)
8. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Yoko and Ali didn't do their homework last night.)
9. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I saw Gina at dinner last night.)
10. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I didn't dream in English last night.)

■ **EXERCISE 26:** Complete the sentences with *was*, *were*, or *did*.

1. I did not go to work yesterday. I was sick, so I stayed home from the office.
2. Tom \_\_\_\_\_ not in his office yesterday. He \_\_\_\_\_ not go to work.
3. A: \_\_\_\_\_ Mr. Chan in his office yesterday?  
 B: Yes.  
 A: \_\_\_\_\_ you see him about your problem?  
 B: Yes. He answered all my questions. He \_\_\_\_\_ very helpful.
4. A: \_\_\_\_\_ you at the meeting yesterday?  
 B: What meeting?  
 A: \_\_\_\_\_ you forget about the meeting?  
 B: I guess so. What meeting?  
 A: The meeting with the president of the company about employee benefits.  
 B: Oh. Now I remember. No, I \_\_\_\_\_ not there. \_\_\_\_\_ you?  
 A: Yes. I can tell you all about it.  
 B: Thanks.



5. A: Where \_\_\_\_\_ you yesterday?

B: I \_\_\_\_\_ at the zoo.

A: \_\_\_\_\_ you enjoy it?

B: Yes, but the weather \_\_\_\_\_ very hot. I tried to stay out of the sun. Most of the animals \_\_\_\_\_ in their houses or in the shade. The sun \_\_\_\_\_ too hot for them, too. They \_\_\_\_\_ not want to be outside in the hot sun.

■ **EXERCISE 27:** Make questions. Give short answers.

1. A: Were you at home last night?

B: No, I wasn't. (I wasn't at home last night.)

A: Did you go to a movie?

B: Yes, I did. (I went to a movie.)

2. A: \_\_\_\_\_

B: \_\_\_\_\_ (It isn't cold today.)

3. A: \_\_\_\_\_

B: \_\_\_\_\_ (I come to class every day.)

4. A: \_\_\_\_\_

B: \_\_\_\_\_ (Roberto was absent yesterday.)

5. A: \_\_\_\_\_

B: \_\_\_\_\_ (Roberto stayed home yesterday.)

6. A: \_\_\_\_\_

B: \_\_\_\_\_ (I don't watch television every day.)

7. A: \_\_\_\_\_

B: \_\_\_\_\_ (Mohammed isn't in class today.)

A: \_\_\_\_\_

B: \_\_\_\_\_ (He was here yesterday.)

A: \_\_\_\_\_

B: \_\_\_\_\_ (He came to class the day before yesterday.)

A: \_\_\_\_\_

B: \_\_\_\_\_ (He usually comes to class every day.)

8. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I live in an apartment.)  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I don't have a roommate.)  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I don't want a roommate.)  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I had a roommate last year.) It didn't work out.  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (He was difficult to live with.)  
 A: What did he do?  
 B: He never picked up his dirty clothes. He never washed his dirty dishes. He was always late with his share of the rent.  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I asked him to keep the apartment clean.) He always agreed, but he never did it.  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I was glad when he left.) I like living alone.

■ **EXERCISE 28—ORAL (BOOKS CLOSED):** Ask a classmate a question about her/his activities this morning.

*Example:* walk to school

STUDENT A: Did you walk to school this morning?

STUDENT B: Yes, I did. OR: No, I didn't.

- |                    |                         |
|--------------------|-------------------------|
| 1. get up at seven | 7. smoke a cigarette    |
| 2. eat breakfast   | 8. go shopping          |
| 3. study English   | 9. have a cup of coffee |
| 4. walk to class   | 10. watch TV            |
| 5. talk to ( ... ) | 11. listen to the radio |
| 6. see ( ... )     | 12. read a newspaper    |

■ **EXERCISE 29—ORAL (BOOKS CLOSED):** Ask questions about the present and the past.

*Example:* walk to school

STUDENT A: Do you walk to school every day?

STUDENT B: Yes, I do. OR: No, I don't.

STUDENT A: Did you walk to school this morning?

STUDENT B: Yes, I did. OR: No, I didn't.

- |   |   |
|---|---|
| 1. go downtown                            | 9. wear ( <i>an article of clothing</i> )         |
| 2. dream in color                         | 10. laugh out loud at least two times             |
| 3. talk to ( . . . ) on the phone         | 11. speak ( <i>name of a language</i> )           |
| 4. come to (grammar) class                | 12. go to ( <i>name of a place in this city</i> ) |
| 5. sing in the shower                     | 13. read at least one book                        |
| 6. eat at least two pieces of fresh fruit | 14. go swimming                                   |
| 7. think about your family                | 15. go shopping                                   |
| 8. cook your own dinner                   |   |

■ **EXERCISE 30—ORAL (BOOKS CLOSED):** Review of irregular verbs. Answer all the questions “yes.” Give both a short answer and a long answer.

*Example:* Did you come to class today?

*Response:* Yes, I did. I came to class today.

1. Did you eat dinner last night?
2. Did ( . . . ) come to class today?
3. Did you get a letter yesterday?
4. Did ( . . . ) go shopping yesterday?
5. Did ( . . . ) do his/her homework last night?
6. Did you sleep well last night?
7. Did you have a cup of coffee this morning?
8. Did ( . . . ) go to a movie last night?
9. Did ( . . . ) sit in that chair yesterday?
10. Did you write a letter yesterday?
11. (*Tell a student to stand up.*) Did ( . . . ) stand up? (*Tell him/her to sit down.*) Did ( . . . ) sit down?
12. Did ( . . . ) put his/her books on his/her desk this (*morning / afternoon / evening*)?

## 5-12 MORE IRREGULAR VERBS

*bring - brought*  
*buy - bought*  
*catch - caught*  
*drink - drank*

*drive - drove*  
*read - read\**  
*ride - rode*

*run - ran*  
*teach - taught*  
*think - thought*

\*The past form of *read* is pronounced the same as the color red.

■ **EXERCISE 31—ORAL (BOOKS CLOSED):** Practice using irregular verbs.

*Example:* teach-taught

TEACHER: teach, taught. I teach class every day. I taught class yesterday. What did I do yesterday?

STUDENTS: teach, taught. You taught class.

1. *bring-brought* I bring my book to class every day. I brought my book to class yesterday. What did I do yesterday?
2. *buy-bought* I buy books at the bookstore. I bought a book yesterday. What did I do yesterday?
3. *teach-taught* I teach class every day. I taught class yesterday. What did I do yesterday?
4. *catch-caught* I catch the bus every day. I caught the bus yesterday. What did I do yesterday?
5. *think-thought* I often think about my family. I thought about my family yesterday. What did I do yesterday?
6. REVIEW: What did I bring to class yesterday? What did you bring yesterday?  
What did I buy yesterday? What did you buy yesterday?  
Did you teach class yesterday? Who did?  
Did I walk to class yesterday or did I catch the bus?  
What did I think about yesterday? What did you think about yesterday?
7. *run-ran* Sometimes I'm late for class, so I run. Yesterday I was late, so I ran. What did I do yesterday?
8. *read-read* I like to read books. I read every day. Yesterday I read a book. What did I do yesterday? What did you read yesterday?
9. *drink-drank* I usually drink a cup of coffee in the morning. I drank a cup of coffee this morning. What did I do this morning? Did you drink a cup of coffee this morning?
10. *drive-drove* I usually drive my car to school. I drove my car to school this morning. What did I do this morning? Who has a car? Did you drive to school this morning?
11. *ride-rode* Sometimes I ride the bus to school. I rode the bus yesterday morning. What did I do yesterday morning? Who rode the bus to school this morning?
12. REVIEW: I was late for class yesterday morning, so what did I do?  
What did I read yesterday? What did you read yesterday?  
Did you read a newspaper this morning?  
What did I drink this morning? What did you drink this morning?  
I have a car. Did I drive to school this morning? Did you?  
Did you ride the bus to school this morning?

■ **EXERCISE 32:** Complete the sentences. Use the words in parentheses.

1. A: Why are you out of breath?

B: I (*run*) \_\_\_\_\_ to class because I was late.



2. A: (*Ms. Carter, teach*) \_\_\_\_\_ class yesterday?  
B: No, she didn't. Mr. Adams (*teach*) \_\_\_\_\_ our class.
3. A: I (*ride*) \_\_\_\_\_ the bus to school yesterday. How did you get to school?  
B: I (*drive*) \_\_\_\_\_ my car.
4. A: Did you decide to change schools?  
B: I (*think*) \_\_\_\_\_ about it, but then I decided to stay here.
5. A: (*you, go*) \_\_\_\_\_ shopping yesterday?  
B: Yes. I (*buy*) \_\_\_\_\_ a new pair of shoes.
6. A: (*you, study*) \_\_\_\_\_ last night?  
B: No, I didn't. I was tired. I (*read*) \_\_\_\_\_ a magazine and then (*go*) \_\_\_\_\_ to bed early.
7. A: Do you like milk?  
B: No. I (*drink*) \_\_\_\_\_ milk when I (*be*) \_\_\_\_\_ a child, but I don't like milk now.
8. A: Did you leave your dictionary at home?  
B: No. I (*bring*) \_\_\_\_\_ it to class with me.
9. A: Did you enjoy your fishing trip?  
B: I had a wonderful time! I (*catch*) \_\_\_\_\_ a lot of fish.

■ **EXERCISE 33:** Complete the sentences. Use the verbs in parentheses.

1. Ann and I (*go*) \_\_\_\_\_ to the bookstore yesterday. I (*buy*) \_\_\_\_\_ some stationery and a T-shirt.
2. I had to go downtown yesterday. I (*catch*) \_\_\_\_\_ the bus in front of my apartment and (*ride*) \_\_\_\_\_ to Grand Avenue. Then I (*get off*) \_\_\_\_\_ the bus and transferred to another one. It (*be*) \_\_\_\_\_ a long trip.
3. Sue (*eat*) \_\_\_\_\_ popcorn and (*drink*) \_\_\_\_\_ a cola at the movie theater last night. I (*eat, not*) \_\_\_\_\_ anything. I'm on a diet.

4. Maria (*ask*) \_\_\_\_\_ the teacher a question in class yesterday. The teacher (*think*) \_\_\_\_\_ about the question for a few minutes and then said, "I don't know."
5. I (*want*) \_\_\_\_\_ (*go*) \_\_\_\_\_ to the basketball game last night, but I (*stay*) \_\_\_\_\_ home because I had to study.
6. Last night I (*read*) \_\_\_\_\_ an article in the newspaper. It (*be*) \_\_\_\_\_ about the snowstorm in Moscow.
7. Yesterday Yoko (*teach*) \_\_\_\_\_ us how to say "thank you" in Japanese. Kim (*teach*) \_\_\_\_\_ us how to say "I love you" in Korean.
8. When Ben and I (*go*) \_\_\_\_\_ to the department store yesterday, I (*buy*) \_\_\_\_\_ some new socks. Ben (*buy, not*) \_\_\_\_\_ anything.
9. Rita (*pass, not*) \_\_\_\_\_ the test yesterday. She (*fail*) \_\_\_\_\_ it.
10. Last summer we (*drive*) \_\_\_\_\_ to Colorado for our vacation. We (*visit*) \_\_\_\_\_ a national park, where we (*camp*) \_\_\_\_\_ in our tent for a week. We (*go*) \_\_\_\_\_ fishing one morning. I (*catch*) \_\_\_\_\_ a very big fish, but my husband (*catch, not*) \_\_\_\_\_ anything. We (*enjoy*) \_\_\_\_\_ cooking and eating the fish for dinner. It (*be*) \_\_\_\_\_ delicious. I like fresh fish.



11. I almost (*have*) \_\_\_\_\_ an accident yesterday. A dog (*run*) \_\_\_\_\_ into the street in front of my car. I (*slam*) \_\_\_\_\_ on my brakes and just (*miss*) \_\_\_\_\_ the dog.
12. Yesterday I (*play*) \_\_\_\_\_ ball with my little boy. He (*catch*) \_\_\_\_\_ the ball most of the time, but sometimes he (*drop*) \_\_\_\_\_ it.

■ **EXERCISE 34—ORAL (BOOKS CLOSED):** Ask and answer questions using the SIMPLE PAST.

STUDENT A: Ask a classmate a question. Use the given verb. Use the past tense.

STUDENT B: Answer the question. Give both a short answer and a long answer.

*Example:* drink

STUDENT A: Did you drink a cup of coffee this morning?

STUDENT B: Yes, I did. I drank a cup of coffee this morning. OR: No, I didn't. I didn't drink a cup of coffee this morning.

- |           |             |                 |
|-----------|-------------|-----------------|
| 1. eat    | 7. drink    | 13. walk        |
| 2. buy    | 8. read     | 14. watch       |
| 3. get up | 9. drive    | 15. listen to   |
| 4. have   | 10. sleep   | 16. see         |
| 5. go     | 11. go      | 17. think about |
| 6. study  | 12. talk to | 18. rain        |

■ **EXERCISE 35—WRITTEN:** Use the expressions in the list below to write sentences about yourself. When did you do these things *in the past*? Use the SIMPLE PAST tense and past time expressions (*yesterday, two days ago, last week, etc.*) in all of your sentences.

*Example:* go downtown with (*someone*)

*Response:* I went downtown with Marco two days ago.

- |   |   |
|---|---|
| 1. arrive in ( <i>this city</i> )       | 12. talk to ( <i>someone</i> ) on the phone         |
| 2. write a letter to ( <i>someone</i> ) | 13. go shopping                                     |
| 3. eat at a restaurant                  | 14. study English                                   |
| 4. go to bed early                      | 15. read a newspaper                                |
| 5. buy ( <i>something</i> )             | 16. go on a picnic                                  |
| 6. go to bed late                       | 17. go to a party                                   |
| 7. get up early                         | 18. play ( <i>soccer, a pinball machine, etc.</i> ) |
| 8. be late for class                    | 19. see ( <i>someone or something</i> )             |
| 9. have a cold                          | 20. think about ( <i>someone or something</i> )     |
| 10. be in elementary school             | 21. do my homework                                  |
| 11. drink a cup of tea                  | 22. be born   |

## 5-13 THE SIMPLE PAST: USING *WHERE*, *WHEN*, *WHAT TIME*, AND *WHY*

QUESTION					SHORT ANSWER	
(a)	<b>Where</b>	Did	you	go downtown?	→	Yes, I did. / No, I didn't.
(b)		did	you	go?	→	<b>Downtown.</b>
(c)	<b>Why</b>	Did	you	run because you were late?	→	Yes, I did. / No, I didn't.
(d)		did	you	run?	→	<b>Because I was late.</b>
(e)	<b>When</b> <b>What time</b> }	Did	Ann	come at six?	→	Yes, she did. / No, she didn't.
(f)		did	Ann	come?	→	<b>At six.</b>
COMPARE:						
(g)	<b>What time</b> did Ann come?				→	<b>What time</b> usually asks specifically for time on a clock.
					→	<b>At six.</b>
					→	<b>Seven o'clock.</b>
					→	<b>Around 9:30.</b>
(h)	<b>When</b> did Ann come?				→	The answer to <b>when</b> can be various expressions of time.
					→	<b>At six.</b>
					→	<b>Friday.</b>
					→	<b>June 15th.</b>
					→	<b>Last week.</b>
					→	<b>Three days ago.</b>

**What time** usually asks specifically for time on a clock.

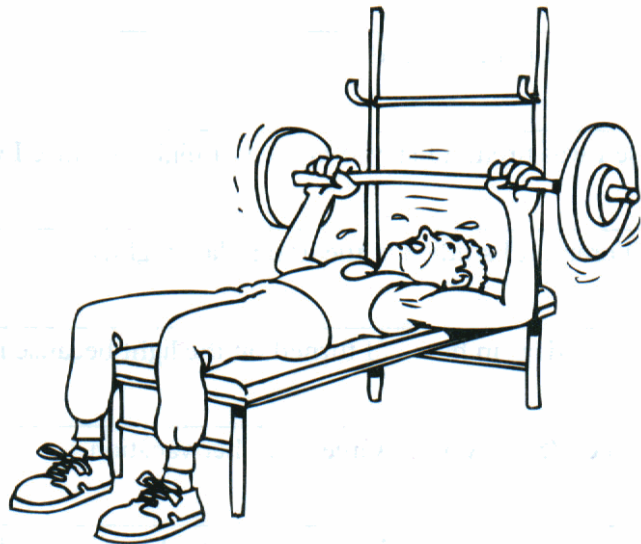
The answer to **when** can be various expressions of time.

### ■ EXERCISE 36: Make questions. Use *where*, *when*, *what time*, or *why*.

- A: Where did you go yesterday?  
B: To the zoo. (I went to the zoo yesterday.)
- A: \_\_\_\_\_  
B: Last month. (Jason arrived in Canada last month.)
- A: \_\_\_\_\_  
B: At 7:05. (My plane arrived at 7:05.)
- A: \_\_\_\_\_  
B: Because I was tired. (I stayed home last night because I was tired.)
- A: \_\_\_\_\_  
B: At the library. (I studied at the library last night.)
- A: \_\_\_\_\_  
B: Because it's dark in here. (I turned on the light because it's dark in here.)
- A: \_\_\_\_\_  
B: To Greece. (Sara went to Greece for her vacation.)
- A: \_\_\_\_\_  
B: Around midnight. (I finished my homework around midnight.)



9. A: \_\_\_\_\_  
B: Five weeks ago. (I came to this city five weeks ago.)
10. A: \_\_\_\_\_  
B: Because Tony made a funny face. (I laughed because Tony made a funny face.)
11. A: \_\_\_\_\_  
B: At Emerhoff's Shoe Store. (I got my sandals at Emerhoff's Shoe Store.)
12. A: \_\_\_\_\_  
B: Upstairs. (Kate is upstairs.)
13. A: \_\_\_\_\_  
B: In the dormitory. (Ben lives in the dormitory.)
14. A: \_\_\_\_\_  
B: To the park. (I went to the park yesterday afternoon.)
15. A: \_\_\_\_\_  
B: Because he's sick. (Bobby is in bed because he's sick.)
16. A: \_\_\_\_\_  
B: Because he was sick. (Bobby stayed home because he was sick.)
17. A: \_\_\_\_\_  
B: 7:20. (The movie starts at 7:20.)
18. A: \_\_\_\_\_  
B: Two days ago. (Sara got back from Brazil two days ago.)
19. A: \_\_\_\_\_  
B: Because she wanted to talk to Joe. (Tina called because she wanted to talk to Joe.)
20. A: \_\_\_\_\_  
B: Because he wants big muscles. (Jim lifts weights because he wants big muscles.)



■ **EXERCISE 37—ORAL (BOOKS CLOSED):** Make questions. Use question words.

*Example:* I got up at 7:30.

*Response:* When/What time did you get up?

1. I went to the zoo.
2. I went to the zoo yesterday.
3. I went to the zoo yesterday because I wanted to see the animals.
4. ( ... ) went to the park.
5. ( ... ) went to the park yesterday.
6. ( ... ) went to the park yesterday because the weather was nice.
7. I am in class.
8. I came to class (an hour) ago.
9. ( ... ) is in class.
10. ( ... ) came to class (an hour) ago.
11. ( ... ) studied at the library last night.
12. ( ... ) finished his/her homework around midnight.
13. ( ... ) went to bed at 7:30 last night.
14. ( ... ) went to bed early because he/she was tired.
15. ( ... ) went to the park.
16. ( ... ) went to the park yesterday.
17. ( ... ) went to the park yesterday because he/she wanted to jog.
18. ( ... ) is absent today because he/she is sick.
19. ( ... ) is at home.
20. ( ... ) stayed home because he/she is sick.

■ **EXERCISE 38:** Complete the dialogues with questions that begin with *why didn't*.

1. A: Why didn't you come to class?  
B: Because I was sick.
2. A: \_\_\_\_\_  
B: Because I didn't have enough time.
3. A: \_\_\_\_\_  
B: Because I forgot your phone number.
4. A: \_\_\_\_\_  
B: Because I had a headache.
5. A: \_\_\_\_\_  
B: Because I wasn't hungry.
6. A: \_\_\_\_\_  
B: Because I didn't want to.

**EXERCISE 39:** Use your own words to complete the dialogues with questions that begin with *why*, *when*, *what time*, and *where*.

1. A: Where do you want to go for your vacation?  
B: Hawaii.
2. A: \_\_\_\_\_  
B: Ten o'clock.
3. A: \_\_\_\_\_  
B: Because I was tired.
4. A: \_\_\_\_\_  
B: Last week.
5. A: \_\_\_\_\_  
B: South America.
6. A: \_\_\_\_\_  
B: Because I forgot.
7. A: \_\_\_\_\_  
B: Downtown.
8. A: \_\_\_\_\_  
B: Several months ago.
9. A: \_\_\_\_\_  
B: At a Chinese restaurant.

## 5-14 QUESTIONS WITH WHAT

**What** is used in a question when you want to find out about a thing. **Who** is used when you want to find out about a person. (See Chart 5-15 for questions with *who*.)

(QUESTION + HELPING + SUBJECT + MAIN WORD) VERB VERB					ANSWER
(a)	<b>Did</b>	Carol	<b>buy</b>	a car?	→ <b>Yes, she did.</b> (She bought a car.)
(b) <b>What</b>	<b>did</b>	Carol	<b>buy?</b>		→ <b>A car.</b> (She bought a car.)
(c)	<b>Is</b>	Fred	<b>holding</b>	a book?	→ <b>Yes, he is.</b> (He's holding a book.)
(d) <b>What</b>	<b>is</b>	Fred	<b>holding?</b>		→ <b>A book.</b> (He's holding a book.)
S V O (e) Carol bought <b>a car</b> .					In (e): <b>a car</b> is the object of the verb.
O V S V (f) <b>What</b> did Carol buy?					In (f): <b>what</b> is the object of the verb.

■ **EXERCISE 40:** Make questions.

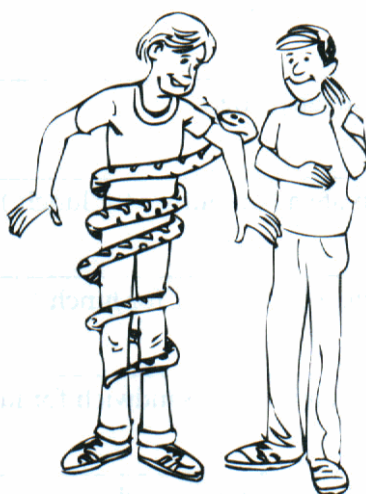
1. A: Did you buy a new tape recorder?  
B: Yes, I did. (I bought a new tape recorder.)
2. A: What did you buy?  
B: A new tape recorder. (I bought a new tape recorder.)
3. A: \_\_\_\_\_  
B: Yes, she is. (Mary is carrying a suitcase.)
4. A: \_\_\_\_\_  
B: A suitcase. (Mary is carrying a suitcase.)
5. A: \_\_\_\_\_  
B: Yes, I do. (I see that airplane.)
6. A: \_\_\_\_\_  
B: An airplane. (I see an airplane.)
7. A: \_\_\_\_\_  
B: A hamburger. (Bob ate a hamburger for lunch.)
8. A: \_\_\_\_\_  
B: Yes, he did. (Bob ate a hamburger for lunch.)
9. A: \_\_\_\_\_  
B: A sandwich. (Bob usually eats a sandwich for lunch.)
10. A: \_\_\_\_\_  
B: No, he doesn't. (Bob doesn't like salads.)

■ **EXERCISE 41:** Make questions.

1. A: What did John talk about?  
B: His country. (John talked about his country.)
2. A: Did John talk about his country?  
B: Yes, he did. (John talked about his country.)
3. A: \_\_\_\_\_  
B: A bird. (I'm looking at a bird.)
4. A: \_\_\_\_\_  
B: Yes, I am. (I'm looking at that bird.)
5. A: \_\_\_\_\_  
B: Yes, I am. (I'm interested in science.)



6. A: \_\_\_\_\_  
B: Science. (I'm interested in science.)
7. A: \_\_\_\_\_  
B: Nothing in particular. (I'm thinking about nothing in particular.)
8. A: \_\_\_\_\_  
B: English grammar. (I dreamed about English grammar last night.)
9. A: \_\_\_\_\_  
B: The map on the wall. (The teacher is pointing at the map on the wall.)
10. A: \_\_\_\_\_  
B: No, I'm not. (I'm not afraid of snakes.) Are you?



■ **EXERCISE 42—ORAL (BOOKS CLOSED):** Ask a classmate a question. Use **what** and either a past or present verb.

*Example:* eat

STUDENT A: What did you eat for breakfast this morning? / What do you usually eat for dinner? / etc.

STUDENT A: (free response)

- |                |                     |
|----------------|---------------------|
| 1. eat         | 6. be interested in |
| 2. wear        | 7. be afraid of     |
| 3. look at     | 8. dream about      |
| 4. study       | 9. have             |
| 5. think about | 10. need to buy     |

## 5-15 QUESTIONS WITH WHO

QUESTION	ANSWER	
(a) <b>What</b> did they see?	→ <b>A boat.</b> ( <i>They saw a boat.</i> )	<b>What</b> is used to ask questions about things.
(b) <b>Who</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	<b>Who</b> is used to ask questions about people.
(c) <b>Who</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	(c) and (d) have the same meaning. <b>Whom</b> is used in formal English as the object of a verb or a preposition. In (c): <b>who</b> , not <b>whom</b> , is usually used in everyday English. In (d): <b>whom</b> is used in very formal English. <b>Whom</b> is rarely used in everyday spoken English.
(d) <b>Whom</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	
(e) <b>Who(m)</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	In (e): <b>who(m)</b> is the object of the verb. Usual question word order ( <i>question word + helping verb + subject + main verb</i> ) is used.
(f) <b>Who</b> came?	→ <b>Mary.</b> ( <i>Mary came.</i> )	In (f), (g), and (h): <b>who</b> is the subject of the question. Usual question word order is NOT used. When <b>who</b> is the subject of a question, do NOT use <b>does</b> , <b>do</b> , or <b>did</b> . Do NOT change the verb in any way: the verb form in the question is the same as the verb form in the answer. INCORRECT: <i>Who did come?</i>
(g) <b>Who</b> lives there?	→ <b>Ed.</b> ( <i>Ed lives there.</i> )	
(h) <b>Who</b> saw Jim?	→ <b>Ann.</b> ( <i>Ann saw Jim.</i> )	

### EXERCISE 43: Make questions.

- A: \_\_\_\_\_  
B: Mary. (I saw Mary at the party.)
- A: \_\_\_\_\_  
B: Mary. (Mary came to the party.)
- A: \_\_\_\_\_  
B: John. (John lives in that house.)
- A: \_\_\_\_\_  
B: John. (I called John.)
- A: \_\_\_\_\_  
B: My aunt and uncle. (I visited my aunt and uncle.)

6. A: \_\_\_\_\_  
B: My cousin. (My cousin visited me.)
7. A: \_\_\_\_\_  
B: Bob. (Bob helped Ann.)
8. A: \_\_\_\_\_  
B: Ann. (Bob helped Ann.)
9. A: \_\_\_\_\_  
B: Yes, he did. (Bob helped Ann.)
10. A: \_\_\_\_\_  
B: No, I'm not. (I'm not confused.)

■ **EXERCISE 44:** Make questions.

1. A: \_\_\_\_\_  
B: Ken. (I saw Ken.)
2. A: \_\_\_\_\_  
B: Ken. (I talked to Ken.)
3. A: \_\_\_\_\_  
B: Nancy. (I visited Nancy.)
4. A: \_\_\_\_\_  
B: Mary. (I'm thinking about Mary.)
5. A: \_\_\_\_\_  
B: Yuko. (Yuko called.)
6. A: \_\_\_\_\_  
B: Ahmed. (Ahmed answered the question.)
7. A: \_\_\_\_\_  
B: Mr. Lee. (Mr. Lee taught the English class.)
8. A: \_\_\_\_\_  
B: Carlos. (Carlos helped me.)
9. A: \_\_\_\_\_  
B: Gina. (I helped Gina.)
10. A: \_\_\_\_\_  
B: My brother. (My brother carried my suitcase.)

■ **EXERCISE 45:** Make questions. Use any appropriate question word: *where, when, what time, why, who, what*.

1. A: \_\_\_\_\_  
B: To the zoo. (Ann went to the zoo.)
2. A: \_\_\_\_\_  
B: Yesterday. (Ann went to the zoo yesterday.)
3. A: \_\_\_\_\_  
B: Ann. (Ann went to the zoo yesterday.)
4. A: \_\_\_\_\_  
B: Ali. (I saw Ali.)
5. A: \_\_\_\_\_  
B: At the zoo. (I saw Ali at the zoo.)
6. A: \_\_\_\_\_  
B: Yesterday. (I saw Ali at the zoo yesterday.)
7. A: \_\_\_\_\_  
B: Because the weather was nice. (I went to the zoo yesterday because the weather was nice.)
8. A: \_\_\_\_\_  
B: Dr. Jones. (I talked to Dr. Jones.)
9. A: \_\_\_\_\_  
B: Dr. Jones. (Dr. Jones called.)
10. A: \_\_\_\_\_  
B: Yesterday afternoon. (Dr. Jones called yesterday afternoon.)
11. A: \_\_\_\_\_  
B: At home. (I was at home yesterday afternoon.)
12. A: \_\_\_\_\_  
B: In an apartment. (I'm living in an apartment.)
13. A: \_\_\_\_\_  
B: Grammar. (The teacher is talking about grammar.)
14. A: \_\_\_\_\_  
B: A frog. (Annie has a frog in her pocket.)





## 5-16 ASKING ABOUT THE MEANING OF A WORD

(a) **What does** “pretty” **mean**?

(a) and (b) have the same meaning.

(b) **What is the meaning of** “pretty”?

INCORRECT: *What means* “pretty”?

■ **EXERCISE 46:** Ask a classmate for the meaning of the following words:

- |            |                |              |                      |
|------------|----------------|--------------|----------------------|
| 1. muggy   | 6. listen      | 11. discover | 16. forest           |
| 2. awful   | 7. supermarket | 12. simple   | 17. possess          |
| 3. quiet   | 8. crowd       | 13. empty    | 18. invite           |
| 4. century | 9. lend        | 14. enjoy    | 19. modern           |
| 5. finish  | 10. murder     | 15. ill      | 20. pretty difficult |

■ **EXERCISE 47:** Make questions. Use your own words.

1. A: \_\_\_\_\_  
B: Yesterday.
2. A: \_\_\_\_\_  
B: My brother.
3. A: \_\_\_\_\_  
B: A new pair of sandals.
4. A: \_\_\_\_\_  
B: At 7:30.
5. A: \_\_\_\_\_  
B: At Rossini's Restaurant.
6. A: \_\_\_\_\_  
B: This afternoon.
7. A: \_\_\_\_\_  
B: In an apartment.
8. A: \_\_\_\_\_  
B: My roommate.
9. A: \_\_\_\_\_  
B: Because I wanted to.
10. A: \_\_\_\_\_  
B: Ann.

11. A: \_\_\_\_\_  
B: A bird.
12. A: \_\_\_\_\_  
B: The zoo.

■ **EXERCISE 48—ORAL (BOOKS CLOSED):** Make questions that would produce the following answers.

*Example:* At 7 o'clock.

*Response:* When did you get up this morning? / What time does the movie start? / etc.

- |                          |  |
|--------------------------|--|
| 1. In an apartment.      | 11. Yes.   |
| 2. Yesterday.            | 12. Nothing.                                     |
| 3. It means "wonderful." | 13. In the dormitory.                            |
| 4. ( . . . ).            | 14. Because I was tired.                         |
| 5. At seven-thirty.      | 15. ( . . . ).                                   |
| 6. A shirt.              | 16. At nine o'clock.                             |
| 7. A hamburger.          | 17. A new pair of shoes.                         |
| 8. No.                   | 18. On ( <i>name of a street in this city</i> ). |
| 9. Because I wanted to.  | 19. In ( <i>name of this state/province</i> ).   |
| 10. Grammar.             | 20. Last night.                                  |

## 5-17 MORE IRREGULAR VERBS

**break - broke**

**fly - flew**

**hear - heard**

**leave - left**

**meet - met**

**pay - paid**

**ring - rang**

**send - sent**

**sing - sang**

**speak - spoke**

**take - took**

**wake up - woke up**

■ **EXERCISE 49—ORAL (BOOKS CLOSED):** Practice using IRREGULAR VERBS.

*Example:* break-broke

TEACHER: break, broke. Sometimes a person breaks an arm or a leg. I broke my arm five years ago. What happened five years ago?

STUDENTS: break, broke. You broke your arm.

TEACHER: (to Student A) Did you ever break a bone?

STUDENT A: Yes. I broke my leg ten years ago.

- fly-flew* Sometimes I fly home in an airplane. I flew home in an airplane last month. What did I do last month? When did you fly to this city?
- hear-heard* I hear birds singing every morning. I heard birds singing yesterday. What did I do yesterday? What did you hear when you woke up this morning?
- pay-paid* I pay the rent every month. I paid the rent last month. What did I do last month? Did you pay your rent last month?

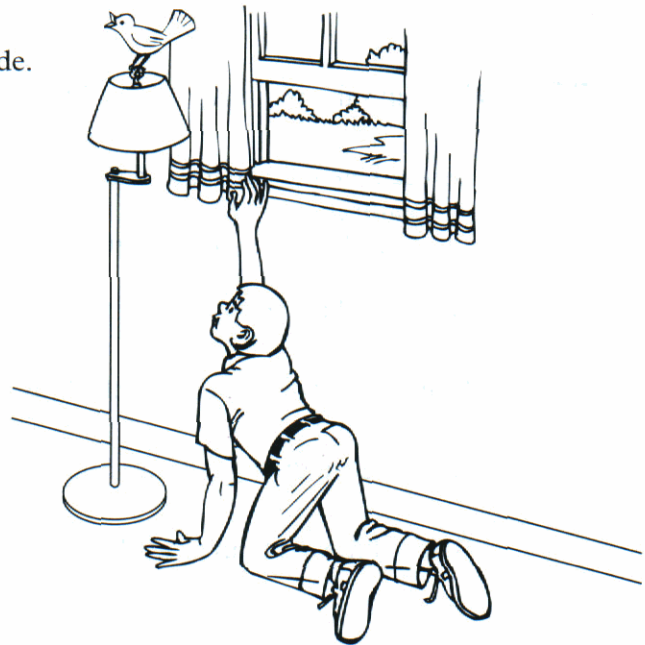
4. *send-sent* I send my mother a gift every year on her birthday. I sent my mother a gift last year on her birthday. What did I do last year? When did you send a gift to someone?
5. *leave-left* I leave for school at 8:00 every morning. I left for school yesterday at 8:00 A.M. What did I do at 8:00 A.M. yesterday? What time did you leave for class this morning?
6. *meet-met* I meet new people every week. Yesterday I met ( . . . )'s friend. What did I do yesterday? Do you know ( . . . )? When did you meet him/her?
7. *take-took* I take my younger brother to the movies every month. I took my younger brother to the movies last month. What did I do last month? Who has a younger brother or sister? Where and when did you take him/her someplace?
8. *wake-woke* I usually wake up at six. This morning I woke up at six-thirty. What time did I wake up this morning? What time did you wake up this morning?
9. *speak-spoke* I speak to many students every day. Before class today, I spoke to ( . . . ). Who did I speak to? Who did you speak to before class today?
10. *ring-rang* The phone in our apartment rings a lot. This morning it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a telephone call this morning? What time did the phone ring?
11. *sing-sang* I sing in the shower every morning. I sang in the shower yesterday. What did I do yesterday? Do you ever sing? When was the last time?
12. *break-broke* Sometimes I break things. This morning I dropped a glass on the floor and it broke. What happened this morning? When did you break something?

■ **EXERCISE 50:** Complete the sentences. Use the correct form of the words in the list.

<i>break</i>	<i>meet</i>	<i>sing</i>
<i>fly</i>	<i>pay</i>	<i>speak</i>
<i>hear</i>	<i>ring</i>	<i>take</i>
<i>leave</i>	<i>send</i>	<i>wake</i>

1. A: What happened to your finger?  
B: I \_\_\_\_\_ it in a soccer game.
2. A: Who did you talk to at the director's office?  
B: I \_\_\_\_\_ to the secretary.
3. A: When did Jessica leave for Europe?  
B: She \_\_\_\_\_ for Europe five days ago.
4. A: Did you write Ted a letter?  
B: No, but I \_\_\_\_\_ him a postcard.

5. A: Do you know Meg Adams?  
B: Yes. I \_\_\_\_\_ her a couple of weeks ago.
6. A: Why did you call the police?  
B: Because I \_\_\_\_\_ a burglar!
7. A: Where did you go yesterday?  
B: I \_\_\_\_\_ the children to the zoo.
8. A: What time did you get up this morning?  
B: 6:15.  
A: Why did you get up so early?  
B: The telephone \_\_\_\_\_.
9. A: Did you enjoy the party?  
B: Yes, I had a good time. We \_\_\_\_\_ songs and danced. It was fun.
10. A: You look sleepy.  
B: I am. I \_\_\_\_\_ up before dawn this morning and couldn't get back to sleep.
11. A: Did you give the painter a check?  
B: No. I \_\_\_\_\_ him in cash.
12. A: A bird \_\_\_\_\_ into our apartment yesterday through an open window.  
B: Really? What did you do?  
A: I caught it and took it outside.





## 5-18 BEFORE AND AFTER IN TIME CLAUSES

<p>(a) <math>\begin{matrix} S &amp; V \\ I &amp; ate\ breakfast. \end{matrix}</math> = a main clause</p>	<p>A clause is a group of words that has a subject and a verb.</p>
<p>(b) <math>\begin{matrix} S &amp; V \\ before &amp; I\ went\ to\ class \end{matrix}</math> = a time clause</p>	<p>A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).</p>
<p>(c) <math>\begin{matrix} S &amp; V \\ I\ ate\ breakfast &amp; before\ I\ went\ to\ class. \end{matrix}</math>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>main clause</span> <span>time clause</span> </div> </p>	
<p>(d) <math>\begin{matrix} S &amp; V \\ Before\ I\ went\ to\ class, &amp; I\ ate\ breakfast. \end{matrix}</math>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>time clause</span> <span>main clause</span> </div> </p>	<p>A time clause can begin with <b>before</b> or <b>after</b>:  <b>before</b> + S + V = a time clause  <b>after</b> + S + V = a time clause</p>
<p>(e) <math>\begin{matrix} S &amp; V \\ We\ took\ a\ walk &amp; after\ we\ finished\ our\ work. \end{matrix}</math>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>main clause</span> <span>time clause</span> </div> </p>	<p>A time clause can follow a main clause, as in (c) and (e). A time clause can come in front of a main clause, as in (d) and (f). There is no difference in meaning between (c) and (d) or between (e) and (f).</p>
<p>(f) <math>\begin{matrix} S &amp; V \\ After\ we\ finished\ our\ work, &amp; we\ took\ a\ walk. \end{matrix}</math>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>time clause</span> <span>main clause</span> </div> </p>	
<p>(g) We took a walk <math>\begin{matrix} prep.\ phrase \\ after\ the\ movie. \end{matrix}</math></p>	<p><b>Before</b> and <b>after</b> don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-7 and 4-1 for information about prepositional phrases.</p>
<p>(h) I had a cup of coffee <math>\begin{matrix} prep.\ phrase \\ before\ class. \end{matrix}</math></p>	

### ■ EXERCISE 51: Find the main clauses and the time clauses.

- Before I ate the banana, I peeled it.  
 → main clause = *I peeled it*  
 → time clause = *before I ate the banana*
- We arrived at the airport before the plane landed.
- I went to a movie after I finished my homework.
- After the children got home from school, they watched TV.\*
- Before I moved to this city, I lived at home with my parents.

\*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

■ **EXERCISE 52:** Add a capital letter and period to the complete sentences. Write “*Inc.*” to mean “*Incomplete*” if the group of words is a time clause and not a complete sentence.

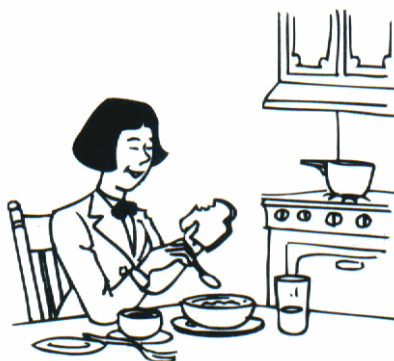
1. we went home → *W~~we~~ went home.*
2. after we left my uncle’s house → *Inc.*
3. we went home after we left my uncle’s house  
→ *W~~we~~ went home after we left my uncle’s house.*
4. before we ate our picnic lunch
5. we went to the zoo
6. we went to the zoo before we ate our picnic lunch
7. the children played games after they did their work
8. the children played games
9. after they did their work
10. the lions killed a zebra
11. after the lions killed a zebra
12. they ate it
13. after the lions killed a zebra, they ate it

■ **EXERCISE 53:** Combine the two ideas into one sentence by using ***before*** and ***after*** to introduce time clauses.

*Example:* I put on my coat. I went outside.

- *Before I went outside, I put on my coat.*  
*I put on my coat before I went outside.*  
*After I put on my coat, I went outside.*  
*I went outside after I put on my coat.*

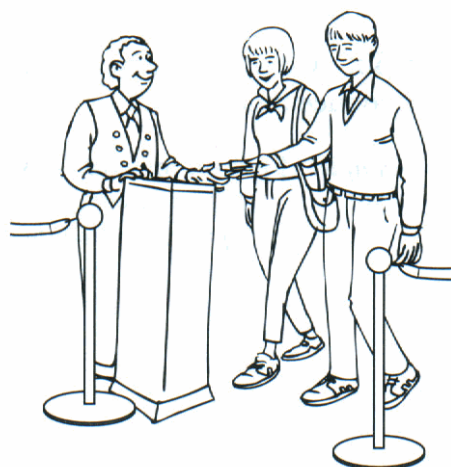
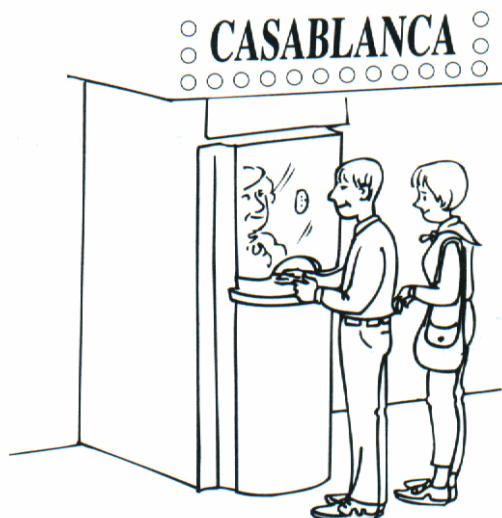
1. She ate breakfast.      She went to work.



2. He did his homework.      He went to bed.



3. We bought tickets.      We entered the theater.



■ **EXERCISE 54:** Use the given words to write sentences of your own. Use the SIMPLE PAST.

Example: after I

Written: I went to college after I graduated from high school.

After I finished dinner, I watched TV.

Etc.

- |                                |                       |
|--------------------------------|-----------------------|
| 1. before I came here          | 4. after we           |
| 2. after I got home last night | 5. before they        |
| 3. I went . . . before I       | 6. Mr. . . . after he |

## 5-19 WHEN IN TIME CLAUSES

<p>(a) <b>When</b> the rain stopped, we took a walk. OR: We took a walk <b>when</b> the rain stopped.</p> <p>(b) When <b>Tom</b> was a child, <b>he</b> lived with his aunt. OR: <b>Tom</b> lived with his aunt <b>when he</b> was a child.</p>	<p><b>When</b> can introduce a time clause. <b>when</b> + S + V = a time clause In (a): <b>when the rain stopped</b> is a time clause. In (b): Notice that the noun (<i>Tom</i>) comes before the pronoun (<i>he</i>).</p>
<p>COMPARE: (c) <i>When did the rain stop?</i> = a question (d) <i>when the rain stopped</i> = a time clause</p>	<p><b>When</b> is also used to introduce questions.* A question is a complete sentence, as in (c). A time clause is not a complete sentence.</p>

\*See Charts 2-12 and 5-13 for information about using *when* in questions.

■ **EXERCISE 55:** Choose the best completion. Then change the position of the time clause.

Example: When the phone rang,

→ When the phone rang, I answered it.\*

I answered the phone when it rang.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. When the phone rang,               | A. she screamed.                     |
| 2. When I was in Japan,               | B. when I dropped it.                |
| 3. Maria bought some new shoes        | C. I closed my umbrella.             |
| 4. I took a lot of photographs        | D. when he was in high school.       |
| 5. When a stranger grabbed Ann's arm, | ✓ E. I answered it.                  |
| 6. Jim was a wrestler                 | F. when she went shopping yesterday. |
| 7. When the rain stopped,             | G. I stayed in a hotel in Tokyo.     |
| 8. The antique vase broke             | H. when I was in Hawaii.             |

\*NOTE: If a sentence with a *when*-clause talks about two actions, the action in the *when*-clause happens first. In the sentence *When the phone rang, I answered it*: first the phone rang, and then I answered it. Not logically possible: *When I answered the phone, it rang*.



■ **EXERCISE 56:** Add a capital letter and a question mark to complete the sentences. Write “*Inc.*” to mean “*Incomplete*” if the group of words is a time clause and not a question.

1. when did Jim arrive → **W** ~~w~~hen did Jim arrive?
2. when Jim arrived → *Inc.*
3. when you were a child
4. when were you in Iran
5. when did the movie end
6. when the movie ended
7. when Mr. Wang arrived at the airport
8. when Khalid and Bakir went to a restaurant on First Street yesterday
9. when I was a high school student
10. when does the museum open

■ **EXERCISE 57:** Use the given words and your own words to create sentences. Don’t change the order of the words.

- |                    |                      |
|--------------------|----------------------|
| 1. When did ....   | 4. When were ....    |
| 2. When I ....     | 5. When the ....     |
| 3. I ... when .... | 6. The ... when .... |

■ **EXERCISE 58—REVIEW:** Complete the sentences. Use the words in parentheses.

- (1) Yesterday (*be*) \_\_\_\_\_ a terrible day. Everything (*go*) \_\_\_\_\_
- (2) \_\_\_\_\_ wrong. First, I (*oversleep*) \_\_\_\_\_.
- (3) My alarm clock (*ring, not*) \_\_\_\_\_. I (*wake*) \_\_\_\_\_
- (4) \_\_\_\_\_ up when I (*hear*) \_\_\_\_\_
- (5) \_\_\_\_\_ some noise outside my window.
- (6) It was 9:15. I (*get*) \_\_\_\_\_ dressed quickly.
- (7) I (*run*) \_\_\_\_\_ to class, but
- (8) I (*be*) \_\_\_\_\_ late. The teacher



- (9) *(be)* \_\_\_\_\_ upset. After my classes in the morning,
- (10) I *(go)* \_\_\_\_\_ to the cafeteria for lunch. I *(have)*
- (11) \_\_\_\_\_ an embarrassing accident at the cafeteria. I accidentally
- (12) *(drop)* \_\_\_\_\_ my tray of food. Some of the dishes *(break)*
- (13) \_\_\_\_\_. When I *(drop)* \_\_\_\_\_ the tray,
- (14) everyone in the cafeteria *(look)* \_\_\_\_\_ at me. I
- (15) *(go)* \_\_\_\_\_ back to the cafeteria line and
- (16) *(get)* \_\_\_\_\_ a second tray of food. I *(pay)*
- (17) \_\_\_\_\_ for my lunch again. After I *(sit)*
- (18) \_\_\_\_\_ down at a table in the corner by
- (19) myself, I *(eat)* \_\_\_\_\_ my sandwich and
- (20) *(drink)* \_\_\_\_\_ a cup of tea.
- (21) After lunch, I *(go)* \_\_\_\_\_ outside. I *(sit)* \_\_\_\_\_
- (22) under a tree near the classroom building. I *(see)* \_\_\_\_\_ a friend. I

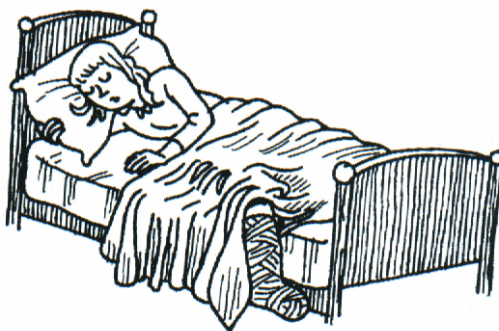


- (23) *(call)* \_\_\_\_\_ to him. He
- (24) *(join)* \_\_\_\_\_ me on the grass.
- (25) We *(talk)* \_\_\_\_\_ about our
- (26) classes and *(relax)* \_\_\_\_\_.
- Everything was fine. But when I *(stand)*
- (27) \_\_\_\_\_ up, I *(step)*
- (28) \_\_\_\_\_ in a hole and *(break)*
- (29) \_\_\_\_\_ my ankle.

- (30) My friend *(drive)* \_\_\_\_\_ me to
- (31) the hospital. We *(go)* \_\_\_\_\_ to the
- emergency ward. After the doctor *(take)*
- (32) \_\_\_\_\_ X-rays of my ankle, he
- (33) *(put)* \_\_\_\_\_ a cast on it. I



- (34) *(pay)* \_\_\_\_\_ my bill. Then we *(leave)* \_\_\_\_\_
- (35) the hospital. My friend *(take)* \_\_\_\_\_ me home and *(help)*
- (36) \_\_\_\_\_ me up the stairs to my apartment.
- (37) When we *(get)* \_\_\_\_\_ to the door of my apartment, I *(look)*
- (38) \_\_\_\_\_ for my key. I *(look)* \_\_\_\_\_ in my
- purse and in my pockets. There was no key. I *(ring)*
- (39) \_\_\_\_\_ the doorbell. I *(think)*
- (40) \_\_\_\_\_ that my roommate might be
- (41) at home, but she *(be, not)* \_\_\_\_\_. So I *(sit)*
- (42) \_\_\_\_\_ down on the floor outside my apartment
- (43) and *(wait)* \_\_\_\_\_ for my roommate to get
- home.
- (44) Finally, my roommate *(come)* \_\_\_\_\_ home and I *(get)*
- (45) \_\_\_\_\_ into the apartment. I *(eat)* \_\_\_\_\_
- (46) dinner quickly and *(go)* \_\_\_\_\_ to bed. I *(sleep)*
- (47) \_\_\_\_\_ for ten hours. I hope today is a better day than yesterday!



■ **EXERCISE 59—ORAL:** The person in the story in Exercise 58 is named Sara. Form small groups and tell the story of Sara's day. The first person in the group should say a few things about Sara's day. The next person should continue the story. And then the next. Pay special attention to the past form of the verbs.

Glance at your book if you need to remember the story, but don't look at your book when you are speaking.

*Example:*

STUDENT A: Sara had a terrible day yesterday. Everything went wrong for her.

STUDENT B: Yes, she had a terrible day. First she overslept and miss class.

STUDENT C: Missed. She *missed* class.

STUDENT B: Right. She *missed* class.

STUDENT C: She missed class because her alarm clock didn't rang.

STUDENT D: Didn't *ring*, not rang.

STUDENT C: Right! Her alarm clock didn't *ring*.

STUDENT D: She woke up when she heard some noise outside her window at 9:15. She got dressed quickly and run to class.

STUDENT A: Excuse me, but I think you should say that she got dressed quickly and . . .

- **EXERCISE 60—WRITTEN:** Write the story of Sara's day. Don't look at your textbook. Write from memory.

- **EXERCISE 61—WRITTEN:** Choose one of the topics and write a composition about past events. Use time expressions (*first, next, then, at . . . o'clock, later, after, before, when, etc.*) to show the order of the activities.

*Topic 1:* Write about your activities yesterday, from the time you got up to the time you went to bed.

*Topic 2:* Write about one of the best days in your life. What happened?

*Topic 3:* Write about one of the worst days in your life. What happened?

- **EXERCISE 62—WRITTEN:** Interview someone you know about his/her activities yesterday morning, yesterday afternoon, and last night. Then use this information to write a composition. Use time expressions (*first, next, then, at . . . o'clock, later, after, before, when, etc.*) to show the order of the activities.

- **EXERCISE 63—REVIEW:** Give the past form of the verbs.

1. visit      visited

2. fly      flew

3. go      \_\_\_\_\_

4. worry      \_\_\_\_\_

5. speak      \_\_\_\_\_

6. ride      \_\_\_\_\_

7. stand      \_\_\_\_\_

8. turn      \_\_\_\_\_

9. hear      \_\_\_\_\_

10. pay      \_\_\_\_\_

11. catch      \_\_\_\_\_

12. happen      \_\_\_\_\_

13. listen      \_\_\_\_\_

14. plan      \_\_\_\_\_

15. rain      \_\_\_\_\_

16. bring      \_\_\_\_\_

17. take      \_\_\_\_\_

18. write      \_\_\_\_\_



- |           |       |           |       |
|-----------|-------|-----------|-------|
| 19. break | _____ | 25. ring  | _____ |
| 20. stop  | _____ | 26. meet  | _____ |
| 21. hope  | _____ | 27. leave | _____ |
| 22. sing  | _____ | 28. occur | _____ |
| 23. think | _____ | 29. teach | _____ |
| 24. drive | _____ | 30. read  | _____ |

■ **EXERCISE 64—REVIEW:** Ask and answer questions using the SIMPLE PAST. Use the given verbs.

STUDENT A: Make up any question that includes the given verb. Use the SIMPLE PAST.

STUDENT B: Answer the question. Give a short answer and a long answer.

*Example:* speak

STUDENT A: Did you speak to Mr. Lee yesterday?

STUDENT B: Yes, I did. I spoke to him yesterday.

*Example:* finish

STUDENT A: What time did you finish your homework last night?

STUDENT B: Around nine o'clock. I finished my homework around nine o'clock.

*Switch roles.*

- |          |            |           |           |
|----------|------------|-----------|-----------|
| 1. drink | 5. fly     | 9. see    | 13. buy   |
| 2. eat   | 6. talk    | 10. sleep | 14. send  |
| 3. study | 7. wake up | 11. work  | 15. watch |
| 4. take  | 8. come    | 12. have  | 16. read  |

■ **EXERCISE 65—REVIEW:** Correct the mistakes in the following.

- Did you went downtown yesterday?
- Yesterday I speak to Ken before he leaves his office and goes home.
- I heared a good joke last night.
- When Pablo finished his work.
- I visitted my relatives in New York City last month.
- Where you did go yesterday afternoon?
- Ms. Wah was flew from Singapore to Tokyo last week.
- When I see my friend yesterday, he didn't spoke to me.

9. Why Mustafa didn't came to class last week?
10. Where were you bought those shoes? I like them.
11. Mr. Adams teached our class last week.
12. I writed a letter last night.
13. Who you wrote a letter to?
14. Who did open the door? Jack openned it.

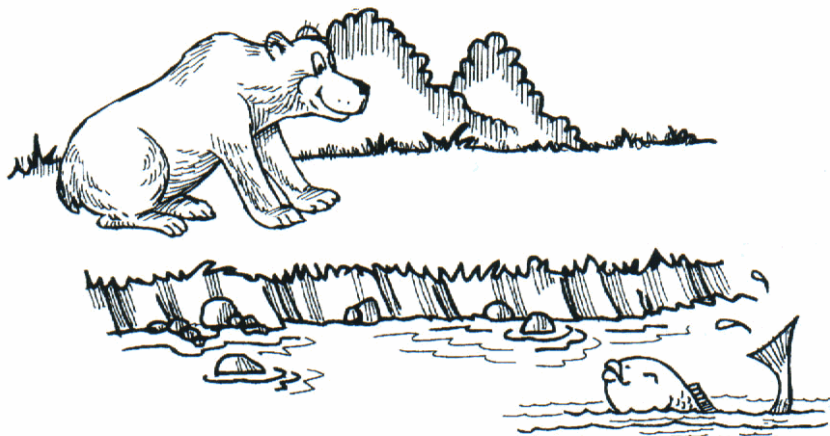
■ **EXERCISE 66—REVIEW:** Complete the sentences with the words in parentheses. Use the SIMPLE PRESENT, PRESENT PROGRESSIVE, or SIMPLE PAST. The sentence may require STATEMENT, NEGATIVE, or QUESTION FORMS.

1. Tom (*walk*) walks to work almost every day.
2. I can see Tom from my window. He's on the street below. He (*walk*)  
\_\_\_\_\_ to work right now.
3. (*Tom, walk*) \_\_\_\_\_ to work every day?
4. (*you, walk*) \_\_\_\_\_ to work every day?
5. I usually take the bus to work, but yesterday I (*walk*) \_\_\_\_\_ to my office.
6. On my way to work yesterday, I (*see*) \_\_\_\_\_ an accident.
7. Alex (*see, not*) \_\_\_\_\_ the accident.
8. (*you, see*) \_\_\_\_\_ the accident yesterday?
9. Tom (*walk, not*) \_\_\_\_\_ to work when the weather is cold. He  
(*take*) \_\_\_\_\_ the bus.
10. I (*walk, not*) \_\_\_\_\_ to work in cold weather either.

■ **EXERCISE 67—REVIEW:** Complete the sentences with the words in parentheses.

- (1) Yesterday Fish (*be*) \_\_\_\_\_ in the river. He (*see*) \_\_\_\_\_

Bear on the bank of the river. Here is their conversation.



BEAR: Good morning, Fish.

(2) FISH: Good morning, Bear. How *(you, be)* \_\_\_\_\_ today?

(3) BEAR: I *(do)* \_\_\_\_\_ fine, thank you. And you?

FISH: Fine, thanks.

(4) BEAR: *(you, would like)* \_\_\_\_\_ to get out of the river and *(sit)*

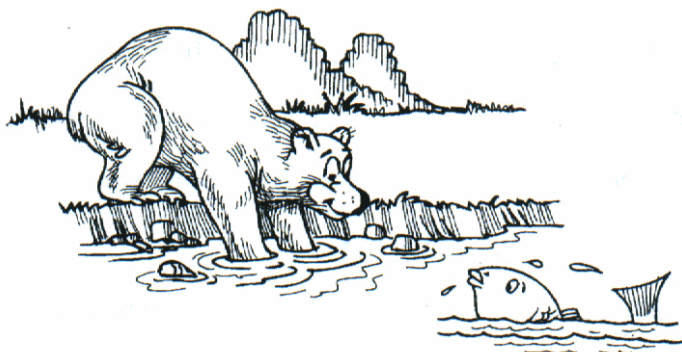
(5) \_\_\_\_\_ with me? I *(need)* \_\_\_\_\_ someone to talk to.

(6) FISH: I *(need, not)* \_\_\_\_\_ to get out of the river for us to talk.

We can talk just the way we are now.

BEAR: Hmm.

(7) FISH: Wait! What *(you, do)* \_\_\_\_\_?



(8) BEAR: I *(get)* \_\_\_\_\_ in the river to join you.

(9) FISH: Stop! This *(be)* \_\_\_\_\_ my river! I *(trust, not)* \_\_\_\_\_

(10) \_\_\_\_\_ you. What *(you, want)* \_\_\_\_\_?

(11) BEAR: Nothing. Just a little conversation. I *(want)* \_\_\_\_\_ to tell you about

(12) my problems. I *(have)* \_\_\_\_\_ a bad day yesterday.

FISH: Oh? What happened?

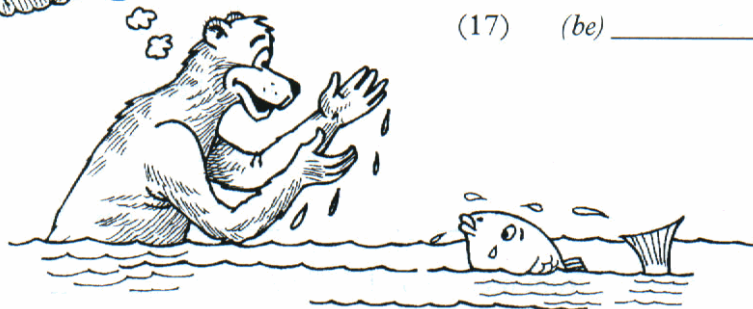
(13) BEAR: While I was walking through the woods, I *(see)* \_\_\_\_\_ a beehive. I

(14) *(love)* \_\_\_\_\_ honey. So I *(stop)* \_\_\_\_\_ at the  
beehive. When I *(reach)*

(15) \_\_\_\_\_ inside to get  
some honey, a great big bee *(come)*

(16) \_\_\_\_\_ up behind  
me and stung\* my ear. The sting

(17) *(be)* \_\_\_\_\_ very painful.



(18) FISH: I *(believe, not)* \_\_\_\_\_ you. Bees can't hurt bears. I

(19) *(believe, not)* \_\_\_\_\_ your story about a great big bee.

(20) All bees *(be)* \_\_\_\_\_ the same size, and they *(be, not)* \_\_\_\_\_ big.

(21) BEAR: But it *(be)* \_\_\_\_\_ true! Here. Come a little closer and look at  
my ear. I'll show you where the big bee stung it.

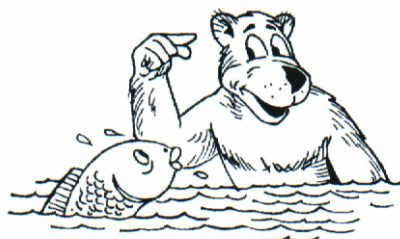
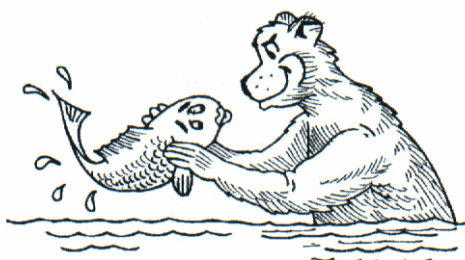
(22) FISH: Okay. Where *(it, be)* \_\_\_\_\_? Where *(the bee, sting)*

(23) \_\_\_\_\_ you?

BEAR: Right here. See?

(24) FISH: Stop! What *(you, do)* \_\_\_\_\_? Let go of me! Why

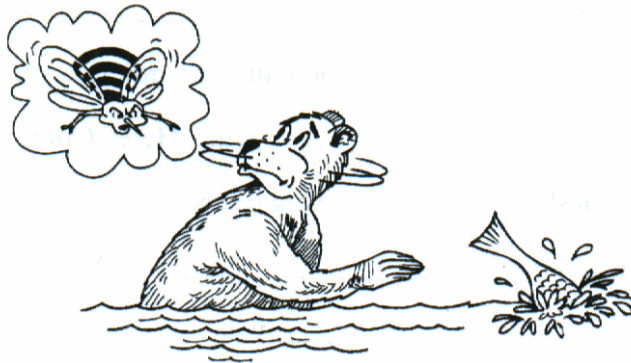
(25) *(you, hold)* \_\_\_\_\_ me?



\*Stung is the past form of the verb *sting*, which means "to cause sharp pain."



- (26) BEAR: I (*hold*) \_\_\_\_\_ you because I'm going to eat you for dinner.
- (27) FISH: Oh no! You (*trick*) \_\_\_\_\_ me! Your story about the great big bee
- (28) never (*happen*) \_\_\_\_\_!
- (29) BEAR: That's right. I (*get*) \_\_\_\_\_ in the river because I (*want*)
- (30) \_\_\_\_\_ (*catch*) \_\_\_\_\_ you for dinner. And I
- (31) did. I (*catch*) \_\_\_\_\_ you for dinner.
- FISH: Watch out! Behind you! Oh no! Oh no! It's a very, very big bee. It's huge! It
- (32) (*look*) \_\_\_\_\_ really angry!
- (33) BEAR: I (*believe, not*) \_\_\_\_\_ you!
- (34) FISH: But it (*be*) \_\_\_\_\_ true! A great big bee (*come*) \_\_\_\_\_ toward you. It's going to attack you and sting you!
- (35) BEAR: What? Where? I (*see, not*) \_\_\_\_\_ a big bee! Oh no, Fish, you
- (36) are getting away from me. Oh no! I (*drop*) \_\_\_\_\_ you! Come back! Come back!



- (37) FISH: Ha! I (*fool*) \_\_\_\_\_ you too, Bear. Now you must find your dinner in another place.
- (38) BEAR: Yes, you (*trick*) \_\_\_\_\_ me too. We (*teach*) \_\_\_\_\_ each other a good lesson today: Don't believe everything you hear.
- FISH: Thank you for teaching me that lesson. Now I will live a long and happy life.

- (39) BEAR: Yes, we (*learn*) \_\_\_\_\_ a good lesson today, and that's good. But
- (40) I (*be*) \_\_\_\_\_ still hungry. Hmmm. I (*have*) \_\_\_\_\_
- (41) a gold tooth in my mouth. (*you, would like*) \_\_\_\_\_ to  
come closer and look at it?



**This Page Intentionally Left Blank**



## CHAPTER 6

# Expressing Future Time

### 6-1 FUTURE TIME: USING *BE GOING TO*

<p>(a) I <b>am going to go</b> downtown tomorrow.</p> <p>(b) Sue <b>is going to be</b> here tomorrow afternoon.</p> <p>(c) We <b>are going to come</b> to class tomorrow morning.</p>	<p><b>Be going to</b> expresses (talks about) the future.</p> <p>FORM: <b>am</b> <b>is</b> <b>are</b> } + <b>going</b> + <i>infinitive*</i></p>
<p>(d) I'm <b>not going to go</b> downtown tomorrow.</p> <p>(e) Ann <b>isn't going to study</b> tonight.</p>	<p>NEGATIVE: <b>be + not + going to</b></p>
<p>(f) "<b>Are you going to come</b> to class tomorrow?" "No, I'm not."</p> <p>(g) "<b>Is Jim going to be</b> at the meeting tomorrow?" "Yes, he is."</p> <p>(h) "What time <b>are you going to eat</b> dinner tonight?" "Around six."</p>	<p>QUESTION: <b>be + subject + going to</b></p> <p>A form of <b>be</b> is used in the short answer to a yes/no question with <b>be going to</b>, as in (f) and (g). (See Chart 1-9 for information about short answers with <b>be</b>.)</p>

\*Infinitive = **to** + the simple form of a verb (*to come, to go, to see, to study, etc.*).

■ **EXERCISE 1—ORAL:** Some activities are listed on the next page. Which of these activities are you going to do tomorrow? Which ones are you not going to do tomorrow? Pair up with a classmate.

STUDENT A: Your book is open. Ask a question. Use "**Are you going to . . . tomorrow?**"

STUDENT B: Your book is closed. Answer the question. Give both a short answer and a long answer. Use "**I'm going to . . . tomorrow**" or "**I'm not going to . . . tomorrow**" in the long answer.



*Example:* go downtown

STUDENT A: Are you going to go downtown tomorrow?

STUDENT B: Yes, I am. I'm going to go downtown tomorrow. OR:  
No, I'm not. I'm not going to go downtown tomorrow.

*Switch roles.*

- |  |  |
|--|--|
| 1. get up before eight o'clock             | 11. get up early                         |
| 2. come to class                           | 12. get up late                          |
| 3. stay home all day                       | 13. walk to school                       |
| 4. eat lunch                               | 14. study grammar                        |
| 5. eat lunch with (someone)                | 15. get some physical exercise           |
| 6. get a haircut                           | 16. eat dinner                           |
| 7. watch TV in the evening                 | 17. eat dinner alone                     |
| 8. do something interesting in the evening | 18. listen to music after dinner         |
| 9. go to bed early                         | 19. go shopping                          |
| 10. go to bed late                         | 20. do something interesting and unusual |

■ **EXERCISE 2—ORAL (BOOKS CLOSED):** Answer the questions.

*Example:* tomorrow?

TO STUDENT A: What are you going to do tomorrow?

STUDENT A: I'm going to (go shopping).

TO STUDENT B: What is ( . . . ) going to do tomorrow?

STUDENT B: He's/She's going to go shopping.

What are you going to do:

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. tomorrow?                 | 6. at 9:00 tomorrow morning?     |
| 2. tomorrow morning?         | 7. at noon tomorrow?             |
| 3. tomorrow afternoon?       | 8. at 5:00 tomorrow afternoon?   |
| 4. tomorrow night?           | 9. around 6:30 tomorrow evening? |
| 5. at 7:00 tomorrow morning? | 10. after 8:00 tomorrow night?   |

■ **EXERCISE 3:** Complete the sentences. Use **be going to** + the following expressions (or your own words).

*call the landlord*

*call the police*

*get something to eat*

*go to the beach*

*go to bed*

✓ *go to the bookstore*

*go to an Italian restaurant*

*lie down and rest for a while*

*look it up in my dictionary*

*major in psychology*

*see a dentist*

*stay in bed today*

*take a long walk in the park*

*take it to the post office*

*take them to the laundromat*

1. I need to buy a book. I am going to go to the bookstore.

2. It's midnight now. I'm sleepy. I \_\_\_\_\_.

3. Sue is hungry. She \_\_\_\_\_.
4. My clothes are dirty. I \_\_\_\_\_.
5. I have a toothache. My wisdom tooth hurts. I \_\_\_\_\_.
6. I'm writing a composition. I don't know how to spell a word. I \_\_\_\_\_.
7. George has to mail a package. He \_\_\_\_\_.
8. Rosa lives in an apartment. There's a problem with the plumbing. She \_\_\_\_\_.



9. Sue and I want to go swimming. We \_\_\_\_\_.
10. I have a headache. I \_\_\_\_\_.
11. It's late at night. I hear a burglar! I \_\_\_\_\_.
12. I want to be a psychologist. When I go to the university, I \_\_\_\_\_.
13. I feel terrible. I think I'm getting the flu. I \_\_\_\_\_.
14. Ivan and Natasha want to go out to eat. They \_\_\_\_\_.
15. It's a nice day today. Mary and I \_\_\_\_\_.

■ **EXERCISE 4—ORAL (BOOKS CLOSED):** Listen to the common activities that are described. Picture these activities in your mind. Use **be going to** to tell what you think your classmates are going to do.

*Example:* ( . . . ) is carrying his/her textbooks and notebooks. He/She is walking toward the library. What is ( . . . ) going to do?

*Response:* ( . . . ) is going to study at the library.

1. ( . . . ) is standing next to the chalkboard. He/She is picking up a piece of chalk. What is ( . . . ) going to do?
2. ( . . . ) has some letters in his/her hand. He/She is walking toward the post office. What is ( . . . ) going to do?
3. ( . . . ) is standing by a telephone. He/She is looking in the telephone book for ( . . . )'s name. What is ( . . . ) going to do?
4. ( . . . ) put some water on the stove to boil. She got a cup and saucer out of the cupboard and some tea. What is ( . . . ) going to do?
5. ( . . . ) is putting on his/her coat. He/She is walking toward the door. What is ( . . . ) going to do?
6. ( . . . ) has a basket full of dirty clothes. He/She is walking toward a laundromat. What is ( . . . ) going to do?
7. ( . . . ) bought some meat and vegetables at the market. He/She is holding a bag of rice. He/She just turned on the stove. What is ( . . . ) going to do?
8. ( . . . ) and ( . . . ) are walking into (*name of a local restaurant*). It's seven o'clock in the evening. What are ( . . . ) and ( . . . ) going to do?
9. ( . . . ) gave ( . . . ) a diamond engagement ring. What are ( . . . ) and ( . . . ) going to do?
10. ( . . . ) and ( . . . ) have airplane tickets. They're putting clothes in their suitcases. Their clothes include swimming suits and sandals. What are ( . . . ) and ( . . . ) going to do?

■ **EXERCISE 5—ORAL:** Ask a classmate a question. Use **be going to**.

*Example:* when / go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: Tomorrow afternoon. / In a couple of days. / I don't know. / etc.

1. where / go after class today
2. what time / get home tonight
3. when / eat dinner
4. where / eat dinner
5. what time / go to bed tonight
6. what time / get up tomorrow morning
7. where / be tomorrow morning
8. when / see your family again
9. where / live next year
10. when / get married



■ **EXERCISE 6—ORAL:** Answer the questions. Use **be going to**.

*Example:* You want to buy some tea. What are you going to do? What is ( . . . ) going to do and why?

To STUDENT A: You want to buy some tea. What are you going to do?

STUDENT A: I'm going to go to the grocery store.

To STUDENT B: What is (Student A) going to do and why?

STUDENT B: He/She's going to go to the grocery store because he/she wants to buy some tea.

1. You have a toothache. What are you going to do? What is ( . . . ) going to do and why?
2. You need to mail a package. Where are you going to go? Where is ( . . . ) going to go and why?
3. Your clothes are dirty.
4. It's midnight. You're sleepy.
5. It's late at night. You hear a burglar.
6. You need to buy some groceries.
7. You want to go swimming.
8. You want to go fishing.
9. You want to buy a new coat.
10. You're hungry.
11. You have a headache.
12. It's a nice day today.
13. You need to cash a check.
14. You want some (*pizza*) for dinner.
15. You're reading a book. You don't know the meaning of a word.

## 6-2 WORDS USED FOR PAST TIME AND FUTURE TIME

PAST	FUTURE	PAST: It <i>rained</i> <b>yesterday</b> . FUTURE: It's <i>going to rain</i> <b>tomorrow</b> .
yesterday	tomorrow	
yesterday morning yesterday afternoon yesterday evening last night	tomorrow morning tomorrow afternoon tomorrow evening tomorrow night	PAST: I <i>was</i> in class <b>yesterday morning</b> . FUTURE: I'm <i>going to be</i> in class <b>tomorrow morning</b> .
last week last month last year last weekend last spring last summer last fall last winter last Monday, etc.	next week next month next year next weekend next spring next summer next fall next winter next Monday, etc.	PAST: Mary <i>went</i> downtown <b>last week</b> . FUTURE: Mary <i>is going to go</i> downtown <b>next week</b> .  PAST: Bob <i>graduated</i> from high school <b>last spring</b> . FUTURE: Ann <i>is going to graduate</i> from high school <b>next spring</b> .
. . . minutes ago . . . hours ago . . . days ago . . . weeks ago . . . months ago . . . years ago	in . . . minutes (from now) in . . . hours (from now) in . . . days (from now) in . . . weeks (from now) in . . . months (from now) in . . . years (from now)	PAST: I <i>finished</i> my homework <b>five minutes ago</b> . FUTURE: Pablo <i>is going to finish</i> his homework <b>in five minutes</b> .



■ **EXERCISE 7:** Complete the sentences. Use *yesterday*, *last*, *tomorrow*, or *next*.

1. I went swimming yesterday morning.
2. Ken is going to go to the beach tomorrow morning.
3. I'm going to take a trip \_\_\_\_\_ week.
4. Alice went to Miami \_\_\_\_\_ week for a short vacation.
5. We had a test in class \_\_\_\_\_ afternoon.
6. \_\_\_\_\_ afternoon we're going to go on a picnic.
7. My sister is going to arrive \_\_\_\_\_ Tuesday.
8. Sam bought a used car \_\_\_\_\_ Friday.
9. My brother is going to enter the university \_\_\_\_\_ fall.
10. \_\_\_\_\_ spring I took a trip to San Francisco.
11. Ann is going to fly to London \_\_\_\_\_ month.
12. Rick lived in Tokyo \_\_\_\_\_ year.
13. I'm going to study at the library \_\_\_\_\_ night.
14. \_\_\_\_\_ night I watched TV.
15. \_\_\_\_\_ evening I'm going to go to a baseball game.
16. Matt was at the laundromat \_\_\_\_\_ evening.



■ **EXERCISE 8:** Complete the sentences. Use the given time expression with **ago** or **in**.

1. *ten minutes* Class is going to end in ten minutes.
2. *ten minutes* Ann's class ended ten minutes ago.
3. *an hour* The post office isn't open. It closed \_\_\_\_\_
4. *an hour* Jack is going to call us \_\_\_\_\_
5. *two more months* I'm studying abroad now, but I'm going to be back home  
\_\_\_\_\_
6. *two months* My wife and I took a trip to Morocco \_\_\_\_\_
7. *a minute* Karen left \_\_\_\_\_
8. *half an hour* I'm going to meet David at the coffee shop \_\_\_\_\_
9. *one more week* The new highway is going to open \_\_\_\_\_
10. *a year* I was living in Korea \_\_\_\_\_

■ **EXERCISE 9:** Complete the sentences. Use **yesterday**, **last**, **tomorrow**, **next**, **in**, or **ago**.

1. I went to the zoo last week.
2. Yolanda went to the zoo a week \_\_\_\_\_.
3. Peter Nelson is going to go to the zoo \_\_\_\_\_ Saturday.
4. We're going to go to the zoo \_\_\_\_\_ two more days.
5. My children went to the zoo \_\_\_\_\_ morning.
6. My cousin is going to go to the zoo \_\_\_\_\_ afternoon.
7. Kim Yang-Don graduated from Sogang University \_\_\_\_\_ spring.
8. I'm going to take a vacation in Canada \_\_\_\_\_ summer.
9. We're going to have company for dinner \_\_\_\_\_ night.
10. We had company for dinner three days \_\_\_\_\_.
11. We're going to have dinner at our friends' house \_\_\_\_\_ two days.
12. \_\_\_\_\_ evening we're going to go to a concert.
13. \_\_\_\_\_ Friday I went to a party.
14. \_\_\_\_\_ morning the students took a test.

15. I took a test two days \_\_\_\_\_.
16. The students are going to have another test \_\_\_\_\_ Thursday.
17. Are you going to be home \_\_\_\_\_ afternoon around three?
18. My little sister arrived here \_\_\_\_\_ month.
19. She is going to leave \_\_\_\_\_ two weeks.
20. \_\_\_\_\_ year Yuko is going to be a freshman in college.

### 6-3 USING A COUPLE OF OR A FEW WITH AGO (PAST) AND IN (FUTURE)

(a) Sam arrived here <b>one</b> (OR: <b>a</b> ) <i>year ago</i> . (b) Jack is going to be here <b>in two</b> <i>minutes</i> . (c) I talked to Ann <b>three</b> <i>days ago</i> .	Numbers are often used in time expressions with <b>ago</b> and <b>in</b> .
(d) I saw Carlos <b>a couple of</b> <i>months ago</i> . (e) He's going to return to Mexico <b>in a couple of</b> <i>months</i> . (f) I got a letter from Gina <b>a few</b> <i>weeks ago</i> . (g) I got a letter to see Gina <b>in a few</b> <i>weeks</i> .	<b>A couple of</b> and <b>a few</b> are also commonly used. <b>A couple of</b> means "two." <i>A couple of months ago</i> = two months ago. <b>A few</b> means "a small number, not a large number." <i>A few weeks ago</i> = three, four, or five weeks ago.
(h) I began college last year. I'm going to graduate <b>in two more</b> <i>years</i> . My sister is almost finished with her education. She's going to graduate <b>in a few more</b> <i>months</i> . She's going to graduate <b>in three more</b> <i>months</i> .	Frequently the word <b>more</b> is used in future time expressions that begin with <b>in</b> .

■ **EXERCISE 10:** Complete the sentences, using information from your own life. Use the words in *italics*. Use **ago** or **in**. Use numbers (*one, two, three, ten, sixteen, etc.*) or the expressions **a couple of** or **a few**.

1. *days* We studied Chapter 5 **a couple of days ago/three days ago/etc.**
2. *days* We're going to finish this chapter **in a few more days /**  
**in three or four days / etc.**
3. *hours* I ate breakfast \_\_\_\_\_
4. *hours* I'm going to eat lunch/dinner \_\_\_\_\_
5. *minutes* We finished Exercise 9 \_\_\_\_\_

6. *minutes* This class is going to end \_\_\_\_\_
7. *years* I was born \_\_\_\_\_
8. *years* My parents got married \_\_\_\_\_
9. *years* I got/am going to get married \_\_\_\_\_
10. *weeks* } I arrived in this city \_\_\_\_\_, and I'm  
*months* }  
*years* } going to leave this city \_\_\_\_\_

■ **EXERCISE 11:** Complete the sentences. Use your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days?

1. \_\_\_\_\_ a few days ago.
2. \_\_\_\_\_ in a few days (*from now*).
3. \_\_\_\_\_ in a few more minutes.
4. \_\_\_\_\_ three hours ago.
5. \_\_\_\_\_ in four more hours.
6. \_\_\_\_\_ a couple of days ago.
7. \_\_\_\_\_ in a couple of months (*from now*).
8. \_\_\_\_\_ a few minutes ago.
9. \_\_\_\_\_ many years ago.
10. \_\_\_\_\_ in a couple of minutes (*from now*).

#### 6-4 USING TODAY, TONIGHT, AND THIS + MORNING, AFTERNOON, EVENING, WEEK, MONTH, YEAR

PRESENT	Right now it's 10 A.M. We are in our English class. (a) We <b>are studying</b> English <b>this morning</b> .	<i>today</i> <i>tonight</i> <i>this morning</i> <i>this afternoon</i> <i>this evening</i> <i>this week</i> <i>this weekend</i> <i>this month</i> <i>this year</i>	These words can express present, past, or future time.
PAST	Right now it's 10 A.M. Nancy left home at 9 A.M. to go downtown. She isn't at home right now. (b) Nancy <b>went</b> downtown <b>this morning</b> .		
FUTURE	Right now it's 10 A.M. Class ends at 11 A.M. After class today, I'm going to go to the post office. (c) I'm <b>going to go</b> to the post office <b>this morning</b> .		



■ **EXERCISE 12:** Answer the questions. Use your own words.

1. What is something you did earlier this year?

→ I came to this city this year.

2. What is something you are doing this year?

→ I am studying English this year.

3. What is something you are going to do this year?

→ I am going to visit my relatives in Cairo this year.

4. What is something you did earlier today?

→ I \_\_\_\_\_ today.

5. What is something you are doing today, right now?

→ I \_\_\_\_\_ today.

6. What is something you are going to do later today?

→ I \_\_\_\_\_ today.

7. What is something you did earlier this morning / afternoon / evening?

→ I \_\_\_\_\_ this \_\_\_\_\_.

8. What is something you are going to do later this morning / afternoon / evening?

→ I \_\_\_\_\_ this \_\_\_\_\_.

■ **EXERCISE 13:** Complete the sentences. Discuss the different VERB TENSES that are possible.

1. \_\_\_\_\_ today.

2. \_\_\_\_\_ this morning.

3. \_\_\_\_\_ this afternoon.

4. \_\_\_\_\_ this evening.

5. \_\_\_\_\_ tonight.

6. \_\_\_\_\_ this week.

7. \_\_\_\_\_ this month.

8. \_\_\_\_\_ this year.

■ **EXERCISE 14—ORAL:** In groups of three, ask classmates questions about future activities.

STUDENT A: Begin your question with “**When are you going to . . . ?**”

STUDENT B: Answer Student A’s question.

STUDENT A: Ask Student C a question that begins with “**When is ( . . . ) going to . . . ?**”

STUDENT C: Answer in a complete sentence.

*Example:* go downtown

STUDENT A: When are you going to go downtown?

STUDENT B: This weekend. (Tomorrow morning. / In a couple of days. / Etc.)

STUDENT A: When is ( . . . ) going to go downtown?

STUDENT C: He/She is going to go downtown this weekend.

- |   |   |
|---|---|
| 1. study at the library                 | 9. call ( . . . ) on the phone            |
| 2. go shopping                          | 10. go to (name of restaurant) for dinner |
| 3. go to (name of a class)              | 11. see your family again                 |
| 4. have dinner                          | 12. quit smoking                          |
| 5. do your grammar homework             | 13. buy a car                             |
| 6. get married                          | 14. see ( . . . )                         |
| 7. go on a picnic                       | 15. go to (name of a place in this city)  |
| 8. visit (name of a place in this city) | 16. take a vacation                       |

■ **EXERCISE 15—ORAL:** In pairs, ask a classmate a question. Use the given words in your question.

*Example:* tomorrow morning

STUDENT A: Are you going to come to class tomorrow morning?

STUDENT B: Yes, I am. OR: No, I’m not.

*Example:* yesterday morning

STUDENT A: Did you eat breakfast yesterday morning?

STUDENT B: Yes, I did. OR: No, I didn’t.

*Switch roles.*

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. last night          | 10. last week                       |
| 2. tomorrow night      | 11. this week                       |
| 3. tonight             | 12. yesterday morning               |
| 4. tomorrow afternoon  | 13. tomorrow morning                |
| 5. yesterday afternoon | 14. this morning                    |
| 6. this afternoon      | 15. later today                     |
| 7. last Friday         | 16. a couple of hours ago           |
| 8. next Friday         | 17. in a couple of hours (from now) |
| 9. next week           | 18. this evening                    |

## 6-5 FUTURE TIME: USING WILL

STATEMENT	(a) Mike <b>will go</b> to the library tomorrow. (b) Mike <b>is going to go</b> to the library tomorrow.	(a) and (b) have basically the same meaning.
	(c) INCORRECT: <i>Mike will goes there.</i>	The simple form of a verb follows <b>will</b> . In (c): <i>goes</i> is NOT correct.
	(d) INCORRECT: <i>Mike wills go there.</i>	There is never a final <b>-s</b> on <b>will</b> for future time.
	(e) INCORRECT: <i>Mike will to go there.</i>	<b>Will</b> is not followed by an infinitive with <b>to</b> .
CONTRACTIONS	(f) I will come. = <b>I'll</b> come. You will come. = <b>You'll</b> come. She will come. = <b>She'll</b> come. He will come. = <b>He'll</b> come. It will come. = <b>It'll</b> come. We will come = <b>We'll</b> come. They will come. = <b>They'll</b> come.	<b>Will</b> is contracted to <b>'ll</b> with subject pronouns.* These contractions are common in both speaking and writing.
NEGATIVE	(g) Bob <b>will not be</b> here tomorrow. (h) Bob <b>won't be</b> here tomorrow.	Negative contraction: <b>will + not = won't</b>

• **Will** is also often contracted with nouns in speaking (but not in writing).

WRITTEN: *Tom will be here at ten.*

SPOKEN: *"Tom'll" be here at ten.*

### ■ EXERCISE 16—ORAL: Change the sentences by using **will** to express future time.

- I'm going to arrive around six tomorrow.  
→ *I'll arrive around six tomorrow.*
- Fred isn't going to come to our party.
- He's going to be out of town next week.
- Sue is going to be in class tomorrow.
- She has a cold, but she isn't going to stay home.
- Jack and Peggy are going to meet us at the movie theater.
- They're going to be there at 7:15.
- Tina is going to stay home and watch TV tonight.\*
- This is an important letter. I'm going to send this letter by express mail.

\*When two verbs are connected by *and*, the helping verbs **be going to** and **will** are usually not repeated. For example:

*I'm going to lock the doors and ~~am going to~~ turn out the lights.*

*I'll lock the doors and ~~will~~ turn out the lights.*

10. My parents are going to stay at a hotel in Honolulu.
11. Hurry up, or we're going to be late for the concert.
12. I'm not going to be at home this evening.
13. I'm going to wash the dishes and clean the kitchen after dinner.
14. Be careful with those scissors! You're going to hurt yourself!



## 6-6 ASKING QUESTIONS WITH WILL

QUESTION					ANSWER
(QUESTION + <b>WILL</b> + SUBJECT + MAIN VERB WORD)					
(a)	<b>Will</b>	<b>Tom</b>	<b>come</b>	tomorrow?	→ <b>Yes, he will.*</b> <b>No, he won't.</b>
(b)	<b>Will</b>	<b>you</b>	<b>be</b>	at home tonight?	→ <b>Yes, I will.*</b> <b>No, I won't.</b>
(c) When	<b>will</b>	<b>Ann</b>	<b>arrive?</b>		→ <b>Next Saturday.</b>
(d) What time	<b>will</b>	<b>the plane</b>	<b>arrive?</b>		→ <b>Three-thirty.</b>
(e) Where	<b>will</b>	<b>you</b>	<b>be</b>	tonight?	→ <b>At home.</b>

\*NOTE: **will** is not contracted with a pronoun in a short answer. See Chart 1-9 for information about the use of contractions in short answers.

### ■ EXERCISE 17: Make questions.

1. A: Will you be at home tomorrow night?

B: Yes, I will. (I'll be at home tomorrow night.)

2. A: Will Ann be in class tomorrow?

B: No, she won't. (Ann won't be in class tomorrow.)



3. A: When will you see Mr. Pong?  
B: Tomorrow afternoon. (I'll see Mr. Pong tomorrow afternoon.)
4. A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_ (The plane will be on time.)
5. A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_ (Dinner will be ready in a few minutes.)
6. A: \_\_\_\_\_  
B: In a few minutes. (Dinner will be ready in a few minutes.)
7. A: \_\_\_\_\_  
B: Next year. (I'll graduate next year.)
8. A: \_\_\_\_\_  
B: At the community college. (Mary will go to school at the community college next year.)
9. A: \_\_\_\_\_  
B: No, \_\_\_\_\_ (Jane and Mark won't be at the party.)
10. A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_ (Mike will arrive in Chicago next week.)
11. A: \_\_\_\_\_  
B: In Chicago. (Mike will be in Chicago next week.)
12. A: \_\_\_\_\_  
B: No, \_\_\_\_\_ (I won't be home early tonight.)
13. A: \_\_\_\_\_  
B: In a few minutes. (Dr. Smith will be back in a few minutes.)
14. A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_ (I'll be ready to leave at 8:15.)  
A: Are you sure?

## 6-7 VERB SUMMARY: PRESENT, PAST, AND FUTURE

	STATEMENT	NEGATIVE	QUESTION
SIMPLE PRESENT	I <b>eat</b> lunch every day. He <b>eats</b> lunch every day.	I <b>don't eat</b> breakfast. She <b>doesn't eat</b> breakfast.	<b>Do</b> you <b>eat</b> breakfast? <b>Does</b> she <b>eat</b> lunch?
PRESENT PROGRESSIVE	I <b>am eating</b> an apple right now. She <b>is eating</b> an apple. They <b>are eating</b> apples.	I'm <b>not eating</b> a pear. She <b>isn't eating</b> a pear. They <b>aren't eating</b> pears.	<b>Am</b> I <b>eating</b> a banana? <b>Is</b> he <b>eating</b> a banana? <b>Are</b> they <b>eating</b> bananas?
SIMPLE PAST	He <b>ate</b> lunch yesterday.	He <b>didn't eat</b> breakfast.	<b>Did</b> you <b>eat</b> breakfast?
BE GOING TO	I <b>am going to eat</b> lunch at noon. She <b>is going to eat</b> lunch at noon. They <b>are going to eat</b> lunch at noon.	I'm <b>not going to eat</b> breakfast tomorrow. She <b>isn't going to eat</b> breakfast tomorrow. They <b>aren't going to eat</b> breakfast tomorrow.	<b>Am</b> I <b>going to see</b> you tomorrow? <b>Is</b> she <b>going to eat</b> lunch tomorrow? <b>Are</b> they <b>going to eat</b> lunch tomorrow?
WILL	He <b>will eat</b> lunch tomorrow.	He <b>won't eat</b> breakfast tomorrow.	<b>Will</b> he <b>eat</b> lunch tomorrow?

### ■ EXERCISE 18—VERB REVIEW: Complete the sentences with the verbs in parentheses.

- Right now, Anita (*sit*) is sitting at her desk.
- She (*do, not*) \_\_\_\_\_ homework. She (*write*) \_\_\_\_\_ a letter to her parents.



3. She (*write*) \_\_\_\_\_ to her parents every week.
4. She (*write, not*) \_\_\_\_\_ a letter every day.
5. Her parents (*expect, not*) \_\_\_\_\_ to get a letter every day.
6. Last night Anita (*write*) \_\_\_\_\_ a letter to her brother. Then she  
(*start*) \_\_\_\_\_ to write a letter to her sister.
7. While Anita was writing a letter to her sister last night, her phone (*ring*)  
\_\_\_\_\_. It (*be*) \_\_\_\_\_ her sister!
8. Anita (*finish, not*) \_\_\_\_\_ the letter to her sister last night.  
After she (*talk*) \_\_\_\_\_ to her sister, she (*go*) \_\_\_\_\_  
to bed.
9. Tomorrow she (*write*) \_\_\_\_\_ a letter to her cousin in Brazil.
10. Anita (*write, not*) \_\_\_\_\_ a letter to her parents tomorrow.
11. (*you, write*) \_\_\_\_\_ a letter to someone every day?
12. (*you, write*) \_\_\_\_\_ a letter to someone yesterday?
13. (*you, write*) \_\_\_\_\_ a letter to someone tomorrow?

## 6-8 VERB SUMMARY: FORMS OF BE

	STATEMENT	NEGATIVE	QUESTION
SIMPLE PRESENT	I <b>am</b> from Korea. He <b>is</b> from Egypt. They <b>are</b> from Venezuela.	I <b>am not</b> from Jordan. She <b>isn't</b> from China. They <b>aren't</b> from Italy.	<b>Am</b> I in the right room? <b>Is</b> she from Greece? <b>Are</b> they from Kenya?
SIMPLE PAST	Ann <b>was</b> late yesterday. They <b>were</b> late yesterday.	She <b>wasn't</b> on time. They <b>weren't</b> on time.	<b>Was</b> she in class? <b>Were</b> they in class?
BE GOING TO	I <b>am going to be</b> late. She <b>is going to be</b> late. They <b>are going to be</b> late.	I'm <b>not going to be</b> on time. She <b>isn't going to be</b> on time. They <b>aren't going to be</b> on time.	<b>Am</b> I <b>going to be</b> late? <b>Is</b> she <b>going to be</b> late? <b>Are</b> they <b>going to be</b> late tomorrow?
WILL	He <b>will be</b> at home tomorrow.	He <b>won't be</b> at work tomorrow.	<b>Will</b> he <b>be</b> at work next week?

■ **EXERCISE 19—REVIEW OF BE:** Complete the sentences with the VERBS in parentheses.

1. I (*be*) \_\_\_\_\_ in class right now. I (*be, not*) \_\_\_\_\_  
\_\_\_\_\_ here yesterday. I (*be*) \_\_\_\_\_ absent  
yesterday. (*you, be*) \_\_\_\_\_ in class yesterday? (*Carmen, be*)  
\_\_\_\_\_ here yesterday?
2. Carmen and I (*be*) \_\_\_\_\_ absent from class yesterday. We  
(*be, not*) \_\_\_\_\_ here.
3. My friends (*be*) \_\_\_\_\_ at Fatima's apartment tomorrow  
evening. I (*be*) \_\_\_\_\_ there too. (*you, be*) \_\_\_\_\_  
there? (*Yuko, be*) \_\_\_\_\_ there?
4. A whale (*be, not*) \_\_\_\_\_ a fish. It (*be*) \_\_\_\_\_ a  
mammal. Dolphins (*be, not*) \_\_\_\_\_ fish either. They  
(*be*) \_\_\_\_\_ mammals.



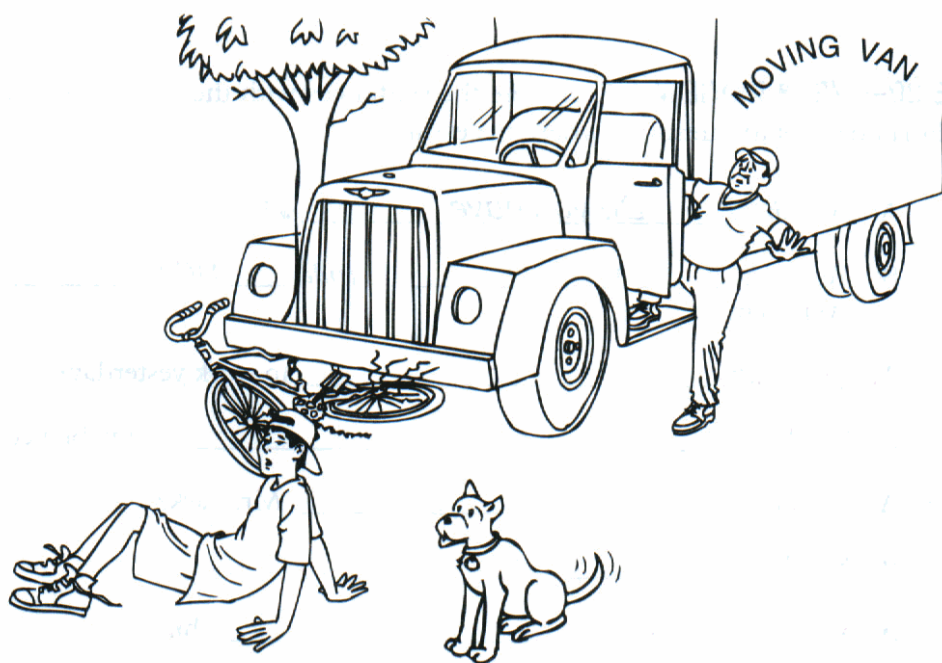
DOLPHIN

■ **EXERCISE 20—VERB REVIEW:** Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

1. A: (*you, have*) Do you have a bicycle?  
B: Yes, I (*do*) do. I (*ride*) ride it to work every day.
2. A: (*you, walk*) \_\_\_\_\_ to work yesterday?  
B: No, I \_\_\_\_\_. I (*ride*) \_\_\_\_\_ my bicycle.
3. A: (*you, know*) \_\_\_\_\_ Mr. Park?  
B: Yes, I \_\_\_\_\_.  
A: Where (*you, meet*) \_\_\_\_\_ him?  
B: I (*meet*) \_\_\_\_\_ him at a dinner party at my uncle's house.



4. A: What time (*you, get up*) \_\_\_\_\_ every day?  
 B: Between six and seven.
- A: What time (*you, get up*) \_\_\_\_\_ tomorrow?  
 B: Six-thirty.
5. A: Where (*you, study, usually*) \_\_\_\_\_?  
 B: In my room.
- A: (*you, go*) \_\_\_\_\_ to the library to study sometimes?  
 B: No. I (*like, not*) \_\_\_\_\_ to study at the library.
6. A: (*you, be*) \_\_\_\_\_ in class tomorrow?  
 B: Yes, I \_\_\_\_\_. But I (*be, not*) \_\_\_\_\_ in class the day after tomorrow.
7. A: (*Yuko, call*) \_\_\_\_\_ you last night?  
 B: Yes, she \_\_\_\_\_. We (*talk*) \_\_\_\_\_ for a few minutes.
- A: (*she, tell*) \_\_\_\_\_ you about her brother?  
 B: No, she \_\_\_\_\_. She (*say, not*) \_\_\_\_\_ anything about her brother. Why?
- A: Her brother (*be*) \_\_\_\_\_ in an accident.  
 B: That's too bad. What happened?



A: A dog (*run*) \_\_\_\_\_ in front of his bicycle. Her brother (*want, not*) \_\_\_\_\_ to hit the dog. When he (*try*) \_\_\_\_\_ to avoid the dog, his bike (*run*) \_\_\_\_\_ into a truck. It was an unfortunate accident.

B: (*he, be*) \_\_\_\_\_ in the hospital now?

A: No, he \_\_\_\_\_. He (*be*) \_\_\_\_\_ at home.

8. A: (*whales, breathe*) \_\_\_\_\_ air?

B: Yes, they \_\_\_\_\_.

A: (*a whale, have*) \_\_\_\_\_ lungs?

B: Yes, it \_\_\_\_\_.

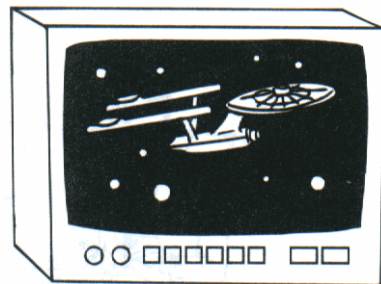
A: (*a whale, be*) \_\_\_\_\_ a fish?

B: No, it \_\_\_\_\_. It (*be*) \_\_\_\_\_ a mammal.

9. A: (*you, watch*) \_\_\_\_\_ *Star Trek* on TV last night?

B: What's *Star Trek*?

A: It (*be*) \_\_\_\_\_ a TV show about the future. It (*be*) \_\_\_\_\_ a science fiction show. (*you, like*) \_\_\_\_\_ science fiction?



B: Yes, I \_\_\_\_\_. I (*read*) \_\_\_\_\_ science fiction books often. When (*Star Trek, be*) \_\_\_\_\_ on TV again?

A: Next week, on Thursday at nine o'clock.

B: I (*try*) \_\_\_\_\_ to watch it. I might like it. What ("*trek*," *mean*) \_\_\_\_\_?

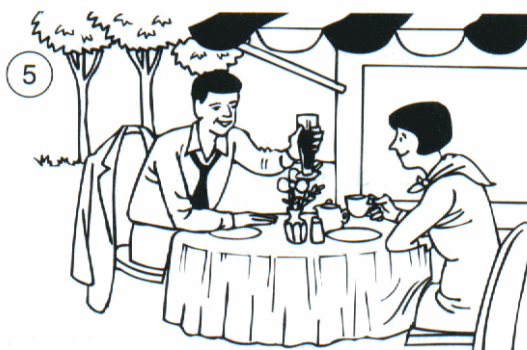
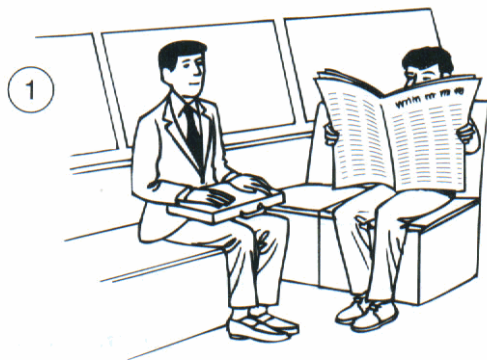
A: "*Trek*" (*mean*) \_\_\_\_\_ a long and difficult journey.

B: What ("*journey*," *mean*) \_\_\_\_\_?

A: "*Journey*" (*mean*) \_\_\_\_\_ that you travel from one place to another place. *Star Trek* is the story of people who travel in outer space among the stars.

■ **EXERCISE 21—REVIEW (ORAL/WRITTEN):** The name of the person in the pictures is Alex. What is he doing? Why? Make up probable reasons. Give three different descriptions of his activities according to the given directions.

1. DESCRIPTION #1: Assume the pictures show things that Alex is doing right now and/or does every day. Use the pictures to describe some of Alex's activities, using present tenses.
2. DESCRIPTION #2: Assume the pictures show things that Alex is going to do tomorrow. Describe these activities.
3. DESCRIPTION #3: Assume the pictures show things that Alex did yesterday. Describe these activities.



## 6-9 USING WHAT + A FORM OF DO

<p>PRESENT</p> <p>(a) <i>What <b>do</b> you <b>do</b> every day?</i> → <i>I <b>work</b> every day.</i></p> <p>(b) <i>What <b>are</b> you <b>doing</b> right now?</i> → <i>I'm <b>studying English</b>.</i></p>	<p><b>What + a form of do</b> is used to ask about activities.</p>
<p>PAST</p> <p>(c) <i>What <b>did</b> you <b>do</b> yesterday?</i> → <i>I <b>went to school</b> yesterday.</i></p>	
<p>FUTURE</p> <p>(d) <i>What <b>are</b> you <b>going to do</b> tomorrow?</i> → <i>I'm <b>going to go downtown</b> tomorrow.</i></p> <p>(e) <i>What <b>will</b> we <b>do</b> if it rains tomorrow?</i> → <i>We'll <b>stay home</b> if it rains tomorrow.</i></p>	

■ **EXERCISE 22:** Complete the sentences with the words in parentheses.

- A: What (you, do) do you do every Friday?

B: I (come) come to class.
- A: What (you, do) \_\_\_\_\_ last Friday?

B: I (come) \_\_\_\_\_ to class.
- A: What (you, do) \_\_\_\_\_ next Friday?

B: I (come) \_\_\_\_\_ to class.
- A: What (you, do) \_\_\_\_\_ yesterday evening?

B: I (watch) \_\_\_\_\_ TV.
- A: What (you, do) \_\_\_\_\_ every evening?

B: I (watch) \_\_\_\_\_ TV.
- A: What (you, do) \_\_\_\_\_ tomorrow evening?

B: I (watch) \_\_\_\_\_ TV.
- A: What (you, do) \_\_\_\_\_ right now?

B: I (do) \_\_\_\_\_ a grammar exercise.
- A: What (Maria, do) \_\_\_\_\_ every morning?

B: She (go) \_\_\_\_\_ to work.



9. A: What (*the students, do*) \_\_\_\_\_ right now?

B: They (*work*) \_\_\_\_\_ on this exercise.

10. A: What (*they, do*) \_\_\_\_\_ in class tomorrow?

B: They (*take*) \_\_\_\_\_ a test.

11. A: What (*Boris, do*) \_\_\_\_\_ last night?

B: He (*go*) \_\_\_\_\_ to a movie.

12. A: What (*the teacher, do*) \_\_\_\_\_ every day at the beginning of class?

B: She (*put*) \_\_\_\_\_ her books on her desk, (*look*) \_\_\_\_\_ at the class, and (*say*) \_\_\_\_\_, "Good morning."

■ **EXERCISE 23—ORAL:** Ask a classmate a question. Use **What** + a form of **do** with the given time expression.

*Example:* yesterday

STUDENT A: What did you do yesterday?

STUDENT B: (*free response*)

1. last night
2. every day
3. right now
4. tomorrow
5. yesterday afternoon
6. tomorrow morning
7. every morning

*Switch roles.*

8. right now
9. last Saturday
10. next Saturday
11. this morning
12. this afternoon
13. tonight
14. next week

## 6-10 MAY/MIGHT vs. WILL

(a) It <b>may rain</b> tomorrow. (b) Anita <b>may be</b> at home now.	<b>May</b> + verb (simple form) expresses a possibility in the future, as in (a), or a present possibility, as in (b).
(c) It <b>might rain</b> tomorrow. (d) Anita <b>might be</b> at home now.	<b>Might</b> has the same meaning as <b>may</b> . (a) and (c) have the same meaning.
(e) Tom <b>will be</b> at the meeting tomorrow. (f) Ms. Lee <b>may/might be</b> at the meeting tomorrow.	In (e): The speaker uses <b>will</b> because he feels sure about Tom's presence at the meeting tomorrow. In (f): The speaker uses <b>may/might</b> to say, "I don't know if Ms. Lee will be at the meeting, but it is possible."
(g) Ms. Lee <b>may/might not be</b> at the meeting tomorrow.	Negative form: <b>may/might + not</b> NOTE: (f) and (g) have essentially the same meaning: Ms. Lee may or may not be at the meeting tomorrow.
(h) INCORRECT: Ms. Lee <b>may will be</b> at the meeting tomorrow. INCORRECT: Ms. Lee <b>might will be</b> at the meeting tomorrow.	<b>May</b> and <b>might</b> are not used with <b>will</b> .

■ **EXERCISE 24:** Complete the sentences. Use **will** or **won't** if you're sure. Use **may/might** if you're not sure.

- I \_\_\_\_\_ be in class next Monday.  
→ **I will be** in class next Monday. = You're sure.  
→ **I will not (won't) be** in class next Monday. = You're sure.  
→ **I may/might be** in class next Monday (or **I may/might not be** in class next Monday). = It's possible, but you're not sure.
- I \_\_\_\_\_ eat breakfast tomorrow morning.
- I \_\_\_\_\_ be in class tomorrow.
- I \_\_\_\_\_ get a letter from a friend of mine tomorrow.
- I \_\_\_\_\_ watch TV for a little while after dinner tonight.
- We \_\_\_\_\_ have a grammar test in class tomorrow.
- I \_\_\_\_\_ eat dinner at a restaurant tonight.
- It \_\_\_\_\_ be cloudy tomorrow.
- The sun \_\_\_\_\_ rise tomorrow morning.
- I \_\_\_\_\_ choose a career in music after I finish school.

11. There \_\_\_\_\_ be another earthquake in Japan in the next few months.
12. The population of the earth \_\_\_\_\_ continue to grow.
13. Cities \_\_\_\_\_ become more and more crowded.
14. We \_\_\_\_\_ communicate with beings from outer space before the end of the 21st century.
15. Do you think we \_\_\_\_\_ communicate with other beings through music?



■ **EXERCISE 25—WRITTEN:** Complete the sentences. Write about your activities *tomorrow*. Use ***be going to*** and ***may/might***.

- |   |                              |
|---|------------------------------|
| 1. I'm going to get up at ... tomorrow morning. | 6. At ... o'clock ....       |
| 2. Then ....                                    | 7. Then ....                 |
| 3. After that ....                              | 8. After that ....           |
| 4. Around ... o'clock ....                      | 9. Next ....                 |
| 5. Later ....                                   | 10. Then at ... o'clock .... |

■ **EXERCISE 26—WRITTEN:** Complete the sentences. Write about your activities *yesterday*.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. I got up at ... yesterday morning. | 8. After that ....            |
| 2. I ... and ....                     | 9. At ... o'clock ....        |
| 3. Then I ....                        | 10. I didn't ... because .... |
| 4. I didn't ... because ....          | 11. At ... I ....             |
| 5. Later ....                         | 12. ... after that.           |
| 6. Around ... o'clock ....            | 13. Then at ....              |
| 7. Then ....                          |                               |

## 6-11 **MAYBE (ONE WORD) vs. MAY BE (TWO WORDS)**

<p>(a) “Will Abdullah be in class tomorrow?” “I don’t know. <b>Maybe</b>. <b>Maybe Abdullah will be</b> in class tomorrow, and <b>maybe he won’t</b>.”</p>	<p>The adverb <b>maybe</b> (one word) means “possibly.”</p>
<p>(b) <b>Maybe</b> <b>Abdullah</b> <b>will be</b> here. adverb                  subject                  verb</p>	<p><b>Maybe</b> comes in front of a subject and verb.</p>
<p>(c) <b>Abdullah</b> <b>may be</b> here tomorrow. subject                  verb</p>	<p><b>May be</b> (two words) is used as the verb of a sentence.</p>

■ **EXERCISE 27:** Find the sentences where **maybe** is used as an adverb and where **may** is used as part of the verb.

1. Maybe it will rain tomorrow. → **maybe** = an adverb
2. It may rain tomorrow. → **may rain** = a verb; **may** is part of the verb
3. We may go to the art museum tomorrow.
4. Maybe Ann would like to go to the museum with us.
5. She may like to go to art museums.
6. It’s cold and cloudy today. It may be cold and cloudy tomorrow. Maybe the weather will be warm and sunny this weekend.

■ **EXERCISE 28:** Use **maybe** or **may/might**.

1. A: Is David going to come to the party?  
B: I don’t know. Maybe.
2. A: What are you going to do tomorrow?  
B: I don’t know. I may/might go swimming.
3. A: What are you going to do tomorrow?  
B: I don’t have any plans. \_\_\_\_\_ I’ll go swimming.
4. A: Where is Robert?  
B: I don’t know. He \_\_\_\_\_ be at his office.
5. A: Where is Robert?  
B: I don’t know. \_\_\_\_\_ he’s at his office.



6. A: Are Kate and Steve going to get married?

B: \_\_\_\_\_. Who knows?

7. A: Are you going to move to Portland or to Seattle?

B: I don't know. I \_\_\_\_\_ move to San Francisco.

8. A: Where are you planning to go on your vacation?

B: \_\_\_\_\_ we'll go to Mexico. We haven't decided yet. We  
\_\_\_\_\_ go to Florida.

9. A: Is Amanda married?

B: Hmmm. I'm not sure. \_\_\_\_\_ she is, and  
\_\_\_\_\_ she isn't.

10. A: Do you think it will rain tomorrow?

B: I have no idea. \_\_\_\_\_ it will, and \_\_\_\_\_ it  
won't.

11. A: Are you going to study English next semester?

B: \_\_\_\_\_. Are you?

12. A: I'd like to have a pet.

B: Oh? What kind of pet would you like to get?

A: Oh, I don't know. I haven't decided yet. \_\_\_\_\_ I'll get a  
canary. Or \_\_\_\_\_ I'll get a snake. I'm not sure. I  
\_\_\_\_\_ get a frog. Or I \_\_\_\_\_ get a turtle.

B: What's wrong with a cat or dog?

■ **EXERCISE 29:** Complete the sentences with *maybe* or *may be*.

1. A: I may be \_\_\_\_\_ a little late tonight.

B: That's okay. I won't worry about you.

2. A: Will you be here by seven o'clock?

B: It's hard to say. Maybe \_\_\_\_\_ I'll be a little late.

3. A: It \_\_\_\_\_ cold tomorrow.

B: That's okay. Let's go to the beach anyway.

4. A: Will the plane be on time?

B: I think so, but it \_\_\_\_\_ a few minutes late.

5. A: Do you want to go to the park tomorrow?

B: Sure. That sounds like fun.

A: Let's talk to Carlos too. \_\_\_\_\_ he would like to go with us.

6. A: Where's Mr. Chu?

B: Look in Room 506 down the hall. I think he \_\_\_\_\_ there.

A: No, he's not there. I just looked in Room 506.

B: \_\_\_\_\_ he's in Room 508.

■ **EXERCISE 30—ORAL (BOOKS CLOSED):** Answer the question by using ***I don't know*** + ***maybe*** or ***may/might***.

*Example:* What are you going to do tonight?

*Response:* I don't know. Maybe I'll watch TV. / I may watch TV. / I might watch TV.

1. What are you going to do tonight?
2. What are you going to do tomorrow?
3. What are you going to do after class today?
4. What are you going to do this weekend?
5. What are you going to do this evening?
6. Who is going to go shopping tomorrow? What are you going to buy?
7. Who is going to go out to eat tonight? Where are you going to go?
8. Who is going to get married? When?
9. Who is going to watch TV tonight? What are you going to watch?
10. Who is absent today? Where is he/she?
11. Is it going to rain tomorrow? What is the weather going to be like tomorrow?
12. Who is planning to go on a vacation? Where are you going to go?
13. Who wants to have a pet? What kind of pet are you going to get?

■ **EXERCISE 31—ORAL (BOOKS CLOSED):** Use the given information to make guesses. Include ***may/might*** and ***maybe*** in some of your guesses.

*Example:* ( . . . ) is absent today. Why? Do you have any possible explanations?

→ He/She ***may be*** sick. He/She ***might be*** out of town today. ***Maybe*** he/she is late today and will come soon.

1. What is ( . . . ) going to do after class today?
2. ( . . . ) said, "I have very exciting plans for this weekend." What is he/she going to do this weekend?
3. ( . . . ) has an airplane ticket in his pocket. I saw it. Do you know where he/she is going to go?

4. ( . . . ) said, "I don't like it here in this city." Why doesn't ( . . . ) like it here? Do you have any idea?
5. ( . . . ) doesn't like it here. What is he/she going to do?
6. ( . . . ) has something very special in his/her pocket, but he/she won't show anyone what it is. What do you suppose is in his/her pocket?
7. Can you think of some good things that may happen to you this year?
8. What are some good things that might happen to ( . . . ) this year or next year?
9. Can you think of some bad things that might happen in this world this year or next?
10. What are some good things that may happen in the world this year?
11. What new inventions do you think we may have in the future to make our lives easier?

## 6-12 FUTURE TIME CLAUSES WITH *BEFORE*, *AFTER*, AND *WHEN*

<p>(a) <i>Before Ann <b>goes</b> to work tomorrow, she will eat breakfast.</i></p> <p>(b) INCORRECT: <i>Before Ann <b>will go</b> to work tomorrow, she will eat breakfast.</i> INCORRECT: <i>Before Ann <b>is going to go</b> to work tomorrow, she will eat breakfast.</i></p>	<p>In (a): <i>Before Ann goes to work tomorrow</i> is a future time clause.*</p> <p>A future time clause uses the SIMPLE PRESENT TENSE, not <b>will</b> or <b>be going to</b>.</p>
<p>(c) I'm going to finish my homework <i>after I <b>eat</b> dinner tonight.</i></p> <p>(d) <i>When I <b>go</b> to New York next week, I'm going to stay at the Hilton Hotel.</i></p>	<p>In (c): <i>after I eat dinner tonight</i> = a future time clause.</p> <p>In (d): <i>When I go to New York next week</i> = a future time clause.</p>

\*See Chart 5-18 for information about time clauses.

### ■ EXERCISE 32: Find the time clauses.

1. When we go to the park tomorrow, we're going to go to the zoo.  
→ *When we go to the park tomorrow* = a time clause
2. After I get home tonight, I'm going to make an overseas call to my parents.
3. Mr. Kim will finish his report before he leaves the office today.
4. I'll get some fresh fruit when I go to the market tomorrow.
5. Before I go to bed tonight, I'm going to write a letter to my brother.
6. I'm going to look for a job at a computer company after I graduate next year.

■ **EXERCISE 33:** Complete the sentences with the words in parentheses.

1. Before I (*go*) go to bed tonight, I (*watch*)  
am going to watch/will watch my favorite show on TV.
2. I (*buy*) \_\_\_\_\_ a new coat when I (*go*) \_\_\_\_\_ shopping tomorrow.
3. After I (*finish*) \_\_\_\_\_ my homework this evening, I (*take*)  
\_\_\_\_\_ a walk.
4. When I (*see*) \_\_\_\_\_ Eduardo tomorrow, I (*ask*) \_\_\_\_\_ him to join us for dinner this weekend.
5. When I (*go*) \_\_\_\_\_ to Australia next month, I (*meet*)  
\_\_\_\_\_ my Aunt Emily for the first time.
6. Mrs. Polanski (*change*) \_\_\_\_\_ her clothes before she (*work*)  
\_\_\_\_\_ in her garden this afternoon.





**EXERCISE 34—ORAL (BOOKS CLOSED):** Give complete answers to the questions. Use time clauses.

- Example:* Who's going to go shopping later today? What are you going to do after you go shopping?  
 TEACHER: Who's going to go shopping later today?  
 STUDENT A: (*Student A raises his/her hand.*)  
 TEACHER: What are you going to do after you go shopping?  
 STUDENT A: After I go shopping, I'm going to go home. OR:  
 I'm going to go home after I go shopping.  
 TEACHER: What is ( . . . ) going to do after he/she goes shopping?  
 STUDENT B: After ( . . . ) goes shopping, he/she is going to go home. OR:  
 ( . . . ) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?
2. Who else is going to study tonight? What are you going to do before you study?
3. Who's going to watch TV tonight? What are you going to do before you watch TV?
4. Who's going to watch TV tonight? What are you going to do after you watch TV?
5. Who's going to go shopping tomorrow? What are you going to buy when you go shopping tomorrow?
6. ( . . . ), what are you going to do tonight? What are you going to do before you . . . ?  
What are you going to do after you . . . tonight?
7. ( . . . ), what are you going to do tomorrow? What are you going to do before you . . . tomorrow? What are you going to do after you . . . tomorrow?
8. Who's going out of town soon? Where are you going? What are you going to do when you go to (*name of place*)?
9. Who's going to eat dinner tonight? What are you going to do before you eat dinner?  
What are you going to do after you eat dinner? What are you going to have when you eat dinner?
10. ( . . . ), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

## 6-13 CLAUSES WITH IF

<p>(a) <u>If it rains tomorrow,</u> <u>we will stay home.</u>  <i>if-clause</i> <i>main clause</i></p>	<p>An <i>if</i>-clause begins with <b>if</b> and has a subject and a verb.</p>
<p>(b) <u>We will stay home</u> <u>if it rains tomorrow.</u>  <i>main clause</i> <i>if-clause</i></p>	<p>An <i>if</i>-clause can come before or after a main clause.</p>
<p>(c) <b>If it rains</b> tomorrow, we won't go on a picnic.          (d) I'm going to buy a new car next year <b>if I have enough money.</b> <b>If I don't have enough money</b> for a new car next year, I'm going to buy a used car.</p>	<p>The SIMPLE PRESENT (not <b>will</b> or <b>be going to</b>) is used in an <i>if</i>-clause to express future time.</p>

**EXERCISE 35:** Complete the sentences with the words in parentheses.

1. If Ali (be) is in class tomorrow, I (ask) am going to/will ask him to join us for coffee after class.
2. If the weather (be) \_\_\_\_\_ nice tomorrow, I (go) \_\_\_\_\_ to Central Park with my friends.
3. I (stay, not) \_\_\_\_\_ home tomorrow if the weather (be) \_\_\_\_\_ nice.
4. If I (feel, not) \_\_\_\_\_ well tomorrow, I (go, not) \_\_\_\_\_ to work.
5. Masako (stay) \_\_\_\_\_ in bed tomorrow if she (feel, not) \_\_\_\_\_ well.
6. I (stay) \_\_\_\_\_ with my aunt and uncle if I (go) \_\_\_\_\_ to Miami next week.
7. If my friends (be) \_\_\_\_\_ busy tomorrow, I (go) \_\_\_\_\_ to a movie by myself.
8. If we (continue) \_\_\_\_\_ to pollute the land and oceans with poisons and waste, future generations (suffer) \_\_\_\_\_.



■ **EXERCISE 36—ORAL (BOOKS CLOSED):** In pairs, ask and answer questions.

STUDENT A: Your book is open. Ask a question that begins with “**What are you going to do . . . ?**”

STUDENT B: Your book is closed. Answer the question. Include the **if**-clause in your answer.

*Example:* . . . if the weather is nice tomorrow?

STUDENT A: What are you going to do if the weather is nice tomorrow?

STUDENT B: If the weather is nice tomorrow, I’m going to sit outside in the sun. OR:  
I’m going to sit outside in the sun if the weather is nice tomorrow.

1. . . . if the weather is cold tomorrow?
2. . . . if the weather is hot tomorrow?
3. . . . if you don’t understand a question that I ask you?
4. . . . if class is canceled tomorrow?
5. . . . if you don’t feel well tomorrow?
6. . . . if you go to (*name of a place in this city*) tomorrow?

*Switch roles.*

7. . . . if it rains tonight?
8. . . . if you’re hungry after class today?
9. . . . if you go to (*name of a place in this city*) tomorrow?
10. . . . if you don’t study tonight?
11. . . . if you lose your grammar book?
12. . . . if someone steals your (*name of a thing: bicycle, wallet, etc.*)?

■ **EXERCISE 37:** Pair up with a classmate.

STUDENT A: Fill out the calendar with your activities for next week. (If you don’t have many planned activities, invent some interesting ones.) Then give the calendar to Student B.

STUDENT B: In writing, describe Student A’s activities next week. Try to include some time clauses beginning with **when**, **after**, and **before**. Ask Student A questions about the activities on his/her calendar to get more information or clarification.

*Example:* (*Student A is Ali.*)

**SUNDAY**

7:00 tennis with Talal  
9:00 breakfast with Talal  
1:00 meet Ivan at Cozy’s  
before game  
2:00 Memorial Stadium  
7-9 Study

*Student B interviews Student A about his calendar and then writes:* On Sunday, Ali is going to play tennis with Talal early in the morning. They’re going to play on the tennis courts here at this school. After they play tennis, they’re going to have breakfast. In the afternoon, Ali is going to meet Ivan at Cozy’s. Cozy’s is a cafe. They’re going to have a sandwich and a cup of coffee before they go to the soccer game at Memorial Stadium. Ali will study in the evening before he watches TV and goes to bed.



Fill out this calendar with your activities for next week.

<b>MONDAY</b>	<b>THURSDAY</b>
<b>TUESDAY</b>	<b>FRIDAY</b>
<b>WEDNESDAY</b>	<b>SATURDAY</b>

## 6-14 EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND IF-CLAUSES

(a) FUTURE	After Ann <b>gets</b> to work today, she <b>is going to have</b> a cup of coffee.	(a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. <i>Be going to</i> is used in the main clause.
(b) HABITUAL PRESENT	After Ann <b>gets</b> to work (every day), she always <b>has</b> a cup of coffee.	(b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.
(c) FUTURE	If it <b>rains</b> tomorrow, I <b>am going to wear</b> my raincoat to school.	(c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the <i>if</i> -clause. <i>Be going to</i> is used in the main clause.
(d) HABITUAL PRESENT	If it <b>rains</b> , I <b>wear</b> my raincoat.	(d) expresses habitual activities, so the SIMPLE PRESENT is used in both the <i>if</i> -clause and the main clause.



■ **EXERCISE 38:** Complete the sentences with the words in parentheses.

1. When I (*go*) \_\_\_\_\_ to Miami, I (*stay, usually*) \_\_\_\_\_ with my aunt and uncle.
2. When I (*go*) \_\_\_\_\_ to Miami next week, I (*stay*) \_\_\_\_\_ with my aunt and uncle.
3. Before I (*go*) \_\_\_\_\_ to class today, I (*have*) \_\_\_\_\_ a cup of tea.
4. Before I (*go*) \_\_\_\_\_ to class, I (*have, usually*) \_\_\_\_\_ a cup of tea.
5. I'm often tired in the evening after a long day at work. If I (*be*) \_\_\_\_\_ tired in the evening, I (*stay, usually*) \_\_\_\_\_ home and (*go*) \_\_\_\_\_ to bed early.
6. If I (*be*) \_\_\_\_\_ tired this evening, I (*stay*) \_\_\_\_\_ home and (*go*) \_\_\_\_\_ to bed early.
7. After I (*get*) \_\_\_\_\_ home in the evening, I (*sit, usually*) \_\_\_\_\_ in my favorite chair and (*read*) \_\_\_\_\_ the newspaper.
8. After I (*get*) \_\_\_\_\_ home tonight, I (*sit*) \_\_\_\_\_ in my favorite chair and (*read*) \_\_\_\_\_ the newspaper.
9. We (*go*) \_\_\_\_\_ swimming tomorrow if the weather (*be*) \_\_\_\_\_ warm.
10. My friends and I (*like*) \_\_\_\_\_ to go swimming if the weather (*be*) \_\_\_\_\_ warm.
11. People (*yawn, often*) \_\_\_\_\_ and (*stretch*) \_\_\_\_\_ when they (*wake*) \_\_\_\_\_ up.
12. I (*buy*) \_\_\_\_\_ some stamps when I (*go*) \_\_\_\_\_ to the post office this afternoon.
13. Before the teacher (*walk*) \_\_\_\_\_ into the room every day, there (*be*) \_\_\_\_\_ a lot of noise in the classroom.

14. When I (*go*) \_\_\_\_\_ to Taiwan next month, I (*stay*) \_\_\_\_\_ with my friend Mr. Chu. After I (*leave*) \_\_\_\_\_ Taiwan, I (*go*) \_\_\_\_\_ to Hong Kong.
15. Ms. Wah (*go*) \_\_\_\_\_ to Hong Kong often. When she (*be*) \_\_\_\_\_ there, she (*like*) \_\_\_\_\_ to take the ferry across the bay, but sometimes she (*take*) \_\_\_\_\_ the subway under the bay.

■ **EXERCISE 39—ORAL (BOOKS CLOSED):** Answer the questions in complete sentences.

1. What do you do when you get up in the morning?
2. What are you going to do when you get up tomorrow morning?
3. What do you usually do before you go to bed?
4. What are you going to do before you go to bed tonight?
5. What are you going to do after you eat dinner tonight?
6. What do you usually do after you eat dinner?
7. What do you like to do if the weather is nice?
8. What are you going to do if the weather is nice tomorrow?

■ **EXERCISE 40:** Complete the sentences with your own words.

1. Before I go to bed tonight, ....
2. Before I go to bed, I usually ....
3. I'm going to ... tomorrow after I ....
4. When I go to ..., I'm going to ....
5. When I go to ..., I always ....
6. If the weather ... tomorrow, I ....
7. I will visit ... when I ....
8. I'll ... if I ....
9. If the weather ... tomorrow, ... you going to ... ?
10. Are you going to ... before you ... ?
11. Do you ... before you ... ?
12. After I ... tonight, I ....

■ **EXERCISE 41—REVIEW (ORAL/WRITTEN):** Pretend that you are going to start a self-improvement plan for this coming year. What are some things you are going to do/will do to improve yourself and your life this year? For example: *I will stop smoking. I am going to get more exercise. Etc.*

■ **EXERCISE 42—REVIEW (ORAL/WRITTEN):** What is going to happen in the lives of your classmates in the next 50 years? Make predictions about your classmates' futures. For example: *Heidi is going to become a famous research scientist. Ali will have a happy marriage and lots of children. Carlos will live in a quiet place and write poetry. Etc.*

■ **EXERCISE 43—REVIEW (ORAL/WRITTEN):** In the mail, you find a letter from a bank. In the envelope is a gift of a lot of money. (As a class, decide on the amount of money in the gift.) You can keep the money if you follow the directions in the letter. There are six different versions of the letter. Choose one (or more) of the letters and describe what you are going to do.

LETTER #1: You have to spend the money on a wonderful vacation. What are you going to do?

LETTER #2: You have to spend the money to help other people. What are you going to do?

LETTER #3: You have to spend the money to improve your school or place of work. What are you going to do?

LETTER #4: You have to spend the money on your family. What are you going to do?

LETTER #5: You have to spend the money to make the world a better place. What are you going to do?

LETTER #6: You have to spend the money to improve your country. What are you going to do?

## 6-15 MORE IRREGULAR VERBS

*begin – began*

*find – found*

*lose – lost*

*hang – hung*

*say – said*

*sell – sold*

*steal – stole*

*tell – told*

*tear – tore*

*wear – wore*

■ **EXERCISE 44—ORAL (BOOKS CLOSED):** Practice using the IRREGULAR VERBS in the above list.

1. *begin–began* Our class begins at (9:00) every day. Class began at (9:00 this morning). When did class begin (this morning)?

→ *It began at (9:00).*

2. *lose–lost* Sometimes I lose things. Yesterday I lost my keys. What did I do yesterday?

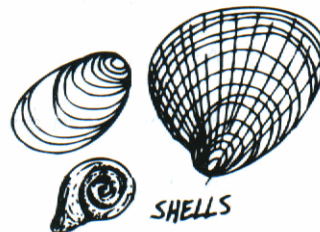
3. *find–found* Sometimes I lose things. And then I find them. Yesterday I lost my keys, but then I found them in my jacket pocket. What did I do yesterday?

4. *tear-tore* If we make a mistake when we write a check, we tear the check up. Yesterday I made a mistake when I wrote a check, so I tore it up and wrote a new check. What did I do yesterday?
5. *sell-sold* People sell things that they don't need anymore. ( . . . ) has a new bicycle, so he/she sold his/her old bicycle. What did ( . . . ) do?
6. *hang-hung* I like to hang pictures on my walls. This morning I hung a new picture in my bedroom. What did I do this morning?
7. *tell-told* The kindergarten teacher likes to tell stories to her students. Yesterday she told a story about a little red train. What did the teacher do yesterday?
8. *wear-wore* I wear a sweater to class every evening. Last night I wore a jacket as well. What did I wear last night?
9. *steal-stole* Thieves steal money and other valuables. Last month a thief stole my aunt's pearl necklace. What did a thief do last month?
10. *say-said* People usually say "hello" when they answer a phone. When ( . . . ) answered his/her phone this morning, he/she said "hello." What did ( . . . ) do this morning?

**EXERCISE 45:** Complete the sentences. Use the words in parentheses.

<i>begin</i>	<i>say</i>	<i>tear</i>
<i>find</i>	<i>sell</i>	<i>tell</i>
<i>hang</i>	<i>steal</i>	<i>wear</i>
<i>lose</i>		

1. A: Did you go to the park yesterday?  
B: No. We stayed home because it \_\_\_\_\_ to rain.
2. A: Susie is in trouble.  
B: Why?  
A: She \_\_\_\_\_ a lie. Her mom and dad are upset.
3. A: Where did you get that pretty shell?  
B: I \_\_\_\_\_ it on the beach.
4. A: May I please have your homework?  
B: I don't have it. I \_\_\_\_\_ it.  
A: You what!?  
B: I can't find it anywhere.
5. A: Where's my coat?  
B: I \_\_\_\_\_ it up in the closet for you.





6. A: What happened to your sleeve?

B: I \_\_\_\_\_ it on a nail.

A: That's too bad.

7. A: Do you still have your bicycle?

B: No. I \_\_\_\_\_ it because I needed some extra money.

8. A: It's hot in here.

B: Excuse me? What did you say?

A: I \_\_\_\_\_, "It's hot in here."

9. A: Why did you take the bus to work this morning? Why didn't you drive?

B: Because somebody \_\_\_\_\_ my car last night.

A: Did you call the police?

B: Of course I did.

10. A: Did you wear your blue jeans to the job interview?

B: Of course not! I \_\_\_\_\_ a suit.



■ **EXERCISE 46:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

1. A: (*you, be*) \_\_\_\_\_ at home tomorrow morning around ten?

B: No. I (*be*) \_\_\_\_\_ out.

2. A: I (*lose*) \_\_\_\_\_ my sunglasses yesterday.

B: Where?

A: I (*think*) \_\_\_\_\_ that I (*leave*) \_\_\_\_\_ them on a table at the restaurant.

3. A: How are you getting along?

B: Fine. I'm making a lot of friends, and my English (*improve*) \_\_\_\_\_.

4. A: Sometimes children tell little lies. You talked to Annie. (*she, tell*) \_\_\_\_\_  
\_\_\_\_\_ the truth, or (*she, tell*) \_\_\_\_\_ a lie?

B: She (*tell*) \_\_\_\_\_ the truth. She's honest.

5. A: (*you, write*) \_\_\_\_\_ a letter to George yesterday?

B: Yes, I did. I (*send*) \_\_\_\_\_ him a letter yesterday.

6. A: May I see the classified section of the newspaper?

B: Sure. Here it is.

A: Thanks. I (*want*) \_\_\_\_\_ (*look*) \_\_\_\_\_ at the want ads. I  
(*need*) \_\_\_\_\_ (*find*) \_\_\_\_\_ a new apartment.

**APTS., UNFURN.**

2 BR. \$ 725/mo. Lake St.  
Near bus. All utils. incl.  
No pets. 361- 3663. eves.

7. A: Where (*you, go*) \_\_\_\_\_ yesterday?

B: I (*go*) \_\_\_\_\_ to my cousin's house. I (*see*) \_\_\_\_\_  
Jean there and (*talk*) \_\_\_\_\_ to her for a while. And I (*meet*)  
\_\_\_\_\_ my cousin's neighbors, Mr. and Mrs. Bell. They're nice  
people. I like them.

8. A: What are you going to do tonight? (*you, study*) \_\_\_\_\_?

B: No. I don't think so. I'm tired. I think I (*watch*) \_\_\_\_\_  
TV for a while, or maybe I (*listen*) \_\_\_\_\_ to some  
music. Or I might read a novel. But I (*want, not, study*) \_\_\_\_\_  
\_\_\_\_\_ tonight.

9. A: (*you, do*) \_\_\_\_\_ your homework last night?

B: No. I (*be*) \_\_\_\_\_ too tired. I (*go*) \_\_\_\_\_ to bed early  
and (*sleep*) \_\_\_\_\_ for nine hours.

10. A: Good morning.

B: Excuse me?

A: I (*say*) \_\_\_\_\_, "Good morning."

B: Oh! Good morning! I'm sorry. I (*understand, not*) \_\_\_\_\_  
you at first.

11. A: What did you do yesterday?

B: Well, I (*wake up*) \_\_\_\_\_ around nine and (*go*) \_\_\_\_\_ shopping. While I was downtown, someone (*steal*) \_\_\_\_\_ my purse. I (*take*) \_\_\_\_\_ a taxi home. When I (*get*) \_\_\_\_\_ out of the taxi, I (*tear*) \_\_\_\_\_ my blouse. I (*borrow*) \_\_\_\_\_ some money from my roommate to pay the taxi driver.

A: Did anything good happen to you yesterday?

B: Hmmm. Let me think. Oh yes. I (*lose*) \_\_\_\_\_ my grammar book, but I (*find*) \_\_\_\_\_ it later.

## 6-16 MORE IRREGULAR VERBS

*cost – cost*  
*cut – cut*  
*forget – forgot*  
*give – gave*

*hit – hit*  
*hurt – hurt*  
*lend – lent*  
*make – made*

*spend – spent*  
*understand – understood*

■ **EXERCISE 47—ORAL (BOOKS CLOSED):** Practice using the IRREGULAR VERBS in the above list.

1. *cost-cost* I bought a hat yesterday. I paid (twenty dollars) for it. It cost (twenty dollars). What did I buy yesterday? How much did it cost?  
→ You bought a hat. It cost (twenty dollars).
2. *give-gave* People give gifts when someone has a birthday. Last week, ( . . . ) had a birthday. I gave him/her (something). What did I do?
3. *make-made* I make good chocolate cake. Last week I made a cake for ( . . . )'s birthday. What did I do last week?
4. *cut-cut* ( . . . ) cuts vegetables when he/she makes a salad. Two nights ago, while he/she was making a salad, he /she cut his/her finger with the knife. What happened two nights ago?
5. *hurt-hurt* When I have a headache, my head hurts. Yesterday I had a headache. My head hurt yesterday. How did my head feel yesterday? How does your head feel when you have a headache?
6. *lend-lent* I lend money to my friends if they need it. Yesterday I lent (a certain amount of money) to ( . . . ). What did I do?
7. *forget-forgot* Sometimes I forget my wallet. Last night, I forgot it at a restaurant. What did I do last night?
8. *spend-spent* I usually spend Saturdays with my parents. Last Saturday, I spent the day with my friends instead. What did I do last Saturday?

9. *shut-shut* I shut the garage door every night at 10:00 P.M. I shut it early last night. What did I do last night?
10. *understand-understood* I always understand ( . . . ) when he/she speaks. He/She just said something and I understood it. What just happened?
11. *hit-hit* ( . . . ) lives in an apartment. His/Her neighbors are very noisy. When they make too much noise, ( . . . ) hits the wall with his/her hand. Last night he/she couldn't get to sleep because of the noise, so he/she hit the wall with his/her hand. What did ( . . . ) do last night? What does he/she usually do when his/her neighbors make too much noise?

■ **EXERCISE 48:** Complete the sentences. Use the words in parentheses.

1. A: How much (*a new car, cost*) \_\_\_\_\_?  
B: It (*cost*) \_\_\_\_\_ a lot! New cars are expensive.
2. A: Did you get a ticket for the rock concert?  
B: Yes, and it was really expensive! It (*cost*) \_\_\_\_\_ fifty dollars.
3. A: Where's your dictionary?  
B: I (*give*) \_\_\_\_\_ it to Robert.
4. A: I had a car accident yesterday morning.  
B: What happened?  
A: I (*hit*) \_\_\_\_\_ a telephone pole.
5. A: May I have your homework, please?  
B: I'm sorry, but I don't have it. I (*forget*) \_\_\_\_\_ it.  
A: You (*forget*) \_\_\_\_\_ it!?
6. A: Did you eat breakfast?  
B: Yeah. I (*make*) \_\_\_\_\_ some scrambled eggs and toast for myself.
7. Jack (*put*) \_\_\_\_\_ on his clothes every morning.
8. Jack (*put*) \_\_\_\_\_ on his clothes this morning after he got up.
9. A: Did you enjoy going into the city to see a show?  
B: Yes, but I (*spend*) \_\_\_\_\_ a lot of money. I can't afford to do that very often.
10. A: May I see your dictionary?  
B: I don't have it. I (*lend*) \_\_\_\_\_ it to George.



11. A: Is that knife sharp?

B: It's very sharp. It (*cut*) \_\_\_\_\_ anything easily.

12. A: I went to a barber this morning. He (*cut*) \_\_\_\_\_ my hair too short.

B: It looks fine.

■ **EXERCISE 49—ORAL (BOOKS CLOSED):** Give the past form. Spell the past form. Make sentences using the past form.

*Example:* come

*Response:* came . . . C-A-M-E . . . I came to class this morning.

- |               |           |            |
|---------------|-----------|------------|
| 1. come       | 19. meet  | 37. forget |
| 2. eat        | 20. speak | 38. drive  |
| 3. stand      | 21. take  | 39. ride   |
| 4. understand | 22. wear  | 40. run    |
| 5. drink      | 23. write | 41. go     |
| 6. break      | 24. fly   | 42. see    |
| 7. hear       | 25. leave | 43. sit    |
| 8. lose       | 26. pay   | 44. cut    |
| 9. find       | 27. cost  | 45. hit    |
| 10. begin     | 28. spend | 46. sing   |
| 11. put       | 29. sell  | 47. bring  |
| 12. shut      | 30. buy   | 48. read   |
| 13. hang      | 31. ring  | 49. teach  |
| 14. tell      | 32. make  | 50. think  |
| 15. tear      | 33. do    | 51. have   |
| 16. get       | 34. say   | 52. sleep  |
| 17. wake up   | 35. catch | 53. give   |
| 18. steal     | 36. send  | 54. lend   |

■ **EXERCISE 50—REVIEW:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

1. A: I (*cut*) \_\_\_\_\_ class tomorrow.

B: Why?

A: Why not?

B: That's not a very good reason.

2. A: How did you get here?

B: I (*take*) \_\_\_\_\_ a plane. I (*fly*) \_\_\_\_\_ here from Bangkok.

3. A: How do you usually get to class?

B: I (*walk, usually*) \_\_\_\_\_, but sometimes I (*take*) \_\_\_\_\_ the bus.

4. A: Where (*you, meet*) \_\_\_\_\_ your wife?

B: I (*meet*) \_\_\_\_\_ her at a party ten years ago.

5. A: Did you see that?

B: What?

A: The man in the red shirt (*hit*) \_\_\_\_\_ the man in the blue shirt.

B: Really?

6. A: Were you late for the movie?

B: No. The movie (*begin*) \_\_\_\_\_ at 7:30, and we (*get*) \_\_\_\_\_ to the theater at 7:26.

7. A: What time (*the movie, begin*) \_\_\_\_\_ last night?

B: 7:30.

A: (*you, be*) \_\_\_\_\_ late?

B: No. We (*make*) \_\_\_\_\_ it in time.

8. A: Do you hear that noise?

B: What noise?

A: (*you, listen*) \_\_\_\_\_?

9. A: Where's your homework?

B: I (*lose*) \_\_\_\_\_ it.

A: Oh?

B: I (*forget*) \_\_\_\_\_ it.

A: Oh?

B: I (*give*) \_\_\_\_\_ it to Roberto to give to you, but he (*lose*) \_\_\_\_\_ it.

A: Oh?

B: Someone (*steal*) \_\_\_\_\_ it.

A: Oh?

B: Well, actually I (*have, not*) \_\_\_\_\_ enough time to finish it last night.

A: I see.

10. A: Where's my book! Someone (*steal*) \_\_\_\_\_ it!  
 B: Take it easy. Your book (*be*) \_\_\_\_\_ right here.  
 A: Oh.
11. A: (*you, stay*) \_\_\_\_\_ here during vacation next week?  
 B: No. I (*take*) \_\_\_\_\_ a trip to Miami. I (*visit*) \_\_\_\_\_ my aunt and uncle.  
 A: How long (*you, be*) \_\_\_\_\_ away?  
 B: About five days.
12. A: Why (*you, wear*) \_\_\_\_\_ a cast on your foot?  
 B: I (*break*) \_\_\_\_\_ my ankle.  
 A: How?  
 B: I (*step*) \_\_\_\_\_ in a hole while I was running in the park.
13. A: (*you, want, go*) \_\_\_\_\_ to the zoo this afternoon?  
 B: I'd like to go, but I can't because I have to study.  
 A: That's too bad.  
 B: (*you, go*) \_\_\_\_\_ to the zoo?  
 A: Yes. The weather is perfect, and I (*want*) \_\_\_\_\_ (*get*) \_\_\_\_\_ outside and (*enjoy*) \_\_\_\_\_ it.
14. A: (*you, see*) \_\_\_\_\_ Randy yesterday?  
 B: No, but I (*speak*) \_\_\_\_\_ to him on the phone. He (*call*) \_\_\_\_\_ me yesterday evening.  
 A: Is he okay?  
 B: Yes. He still has a cold, but he's feeling much better.  
 A: That's good.
15. A: Is Carol here?  
 B: No, she (*be, not*) \_\_\_\_\_. She (*leave*) \_\_\_\_\_ a few minutes ago.  
 A: (*she, be*) \_\_\_\_\_ back soon?  
 B: I think so.  
 A: Where (*she, go*) \_\_\_\_\_?  
 B: She (*go*) \_\_\_\_\_ to the drugstore.

■ **EXERCISE 51—REVIEW:** Choose the correct completions.

1. "Are you going to go to the baseball game tomorrow afternoon?"  
"I don't know. I \_\_\_\_\_."  
A. will                      B. am going to                      C. maybe                      D. might
2. "Are Jane and Eric going to be at the meeting?"  
"No, they're too busy. They \_\_\_\_\_ be there."  
A. don't                      B. won't                      C. will                      D. may
3. "Are you going to go to the market today?"  
"No. I went there \_\_\_\_\_ Friday."  
A. yesterday                      B. next                      C. last                      D. ago
4. "When are you going to go to the bank?"  
"I'll go there before I \_\_\_\_\_ to the post office tomorrow morning."  
A. will go                      B. go                      C. went                      D. am going
5. "Why is the teacher late today?"  
"I don't know. \_\_\_\_\_ he slept late."  
A. May                      B. Did                      C. Maybe                      D. Was
6. "Do you like to go to New York City?"  
"Yes. When I'm in New York, I always \_\_\_\_\_ new things to do and places to go."  
A. found                      B. find                      C. will find                      D. am finding
7. "Is Ken going to talk to us this afternoon about our plans for tomorrow?"  
"No. He'll \_\_\_\_\_ us this evening."  
A. calls                      B. calling                      C. call                      D. called
8. "\_\_\_\_\_ are you going to do after class today?"  
"I'm going to go home."  
A. When                      B. Where                      C. What                      D. What time
9. "Where \_\_\_\_\_ Ivonne live before she moved into her new apartment?"  
"She lived in a dormitory at the university."  
A. did                      B. does                      C. is                      D. was
10. "What time \_\_\_\_\_ Olga and Boris going to arrive?"  
"Six."  
A. is                      B. do                      C. will                      D. are

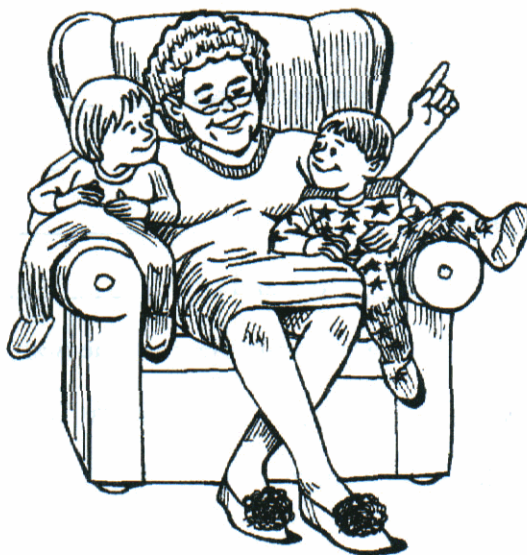


■ **EXERCISE 52—REVIEW (ERROR ANALYSIS):** Correct the errors in the sentences.

1. Is Ivan will go to work tomorrow?
2. When you will call me?
3. Will Tom to meet us for dinner tomorrow?
4. We went to a movie yesterday night.
5. If it will be cold tomorrow morning, my car won't start.
6. We maybe late for the concert tonight.
7. Did you found your keys?
8. What time you are going to come tomorrow?
9. My sister is going to meet me at the airport. My brother won't to be there.
10. Fatima will call us tonight when she will arrive home safely.
11. Mr. Wong will sells his business and retires next year.
12. Do you will be in Venezuela next year?
13. Emily may will be at the party.
14. I'm going to return home in a couple of month.
15. When I'll see you tomorrow, I'll return your book to you.
16. I saw Jim three day ago.
17. I may to don't be in class tomorrow.
18. Ahmed puts his books on his desk when he walked into his apartment.
19. A thief stoled my bicycle.
20. I'll see my parents when I will return home for a visit next July.

■ **EXERCISE 53—REVIEW:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

- (1) *Peter and Rachel are brother and sister. Right now their parents (be) \_\_\_\_\_*
- (2) *abroad on a trip, so they (stay) \_\_\_\_\_ with their grandmother. They*
- (3) *(like) \_\_\_\_\_ to stay with her. She (make, always) \_\_\_\_\_*
- (4) *wonderful food for them. And she (tell) \_\_\_\_\_ them stories every night before they*
- (5) *(go) \_\_\_\_\_ to bed.*
- (6) *Before Peter and Rachel (go) \_\_\_\_\_ to bed last night, they (ask)*
- (7) *\_\_\_\_\_ Grandma to tell them a story. She (agree) \_\_\_\_\_. The*
- (8) *children (put) \_\_\_\_\_ on their pajamas, (brush) \_\_\_\_\_ their teeth, and*
- (9) *(sit) \_\_\_\_\_ with their grandmother in her big chair to listen to a story.*



GRANDMA: That's good. Sit here beside me and get comfortable.

- (10) CHILDREN: What *(you, tell)* \_\_\_\_\_ us about tonight,  
Grandma?

- (11) GRANDMA: Before I *(begin)* \_\_\_\_\_ the story, I *(give)* \_\_\_\_\_  
each of you a kiss on the forehead because I love you very much.

- (12) CHILDREN: We *(love)* \_\_\_\_\_ you, too, Grandma.

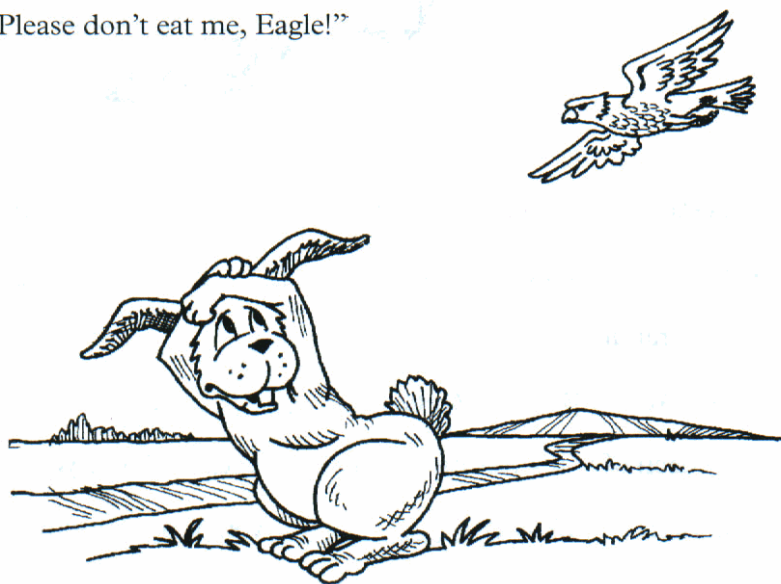
(13) GRANDMA: Tonight I *(tell)* \_\_\_\_\_ you a story about Rabbit and Eagle. Ready?

CHILDREN: Yes!

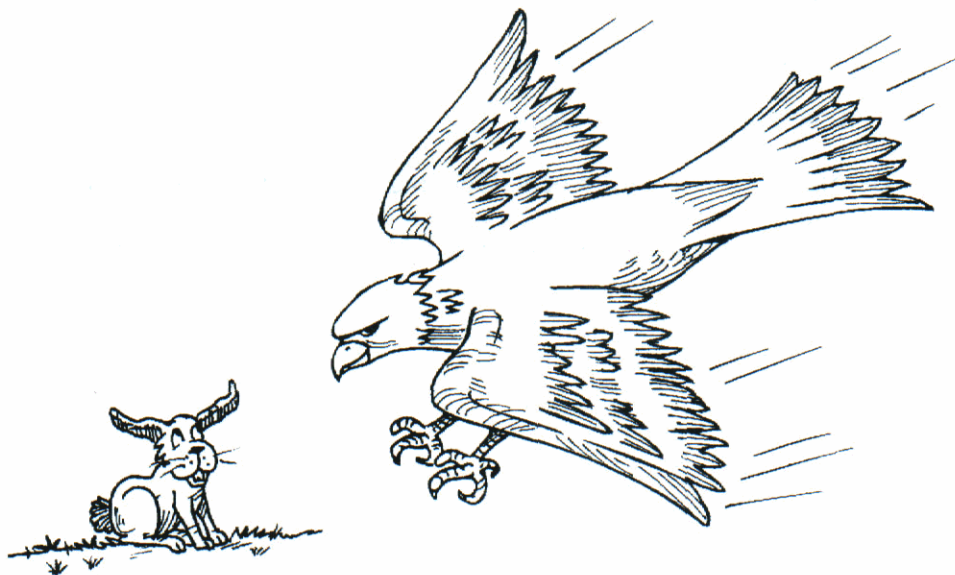
GRANDMA: Rabbit had light gray fur and a white tail. He lived with his family in a hole

(14) in a big, grassy field. Rabbit *(be)* \_\_\_\_\_ afraid of many things, but he  
(15) *(be)* \_\_\_\_\_ especially afraid of Eagle. Eagle liked to eat rabbits for dinner.  
(16) One day while Rabbit was eating grass in the field, he *(see)* \_\_\_\_\_ Eagle in  
(17) the sky above him. Rabbit *(be)* \_\_\_\_\_ very afraid and *(run)* \_\_\_\_\_  
(18) home to his hole as fast as he could. Rabbit *(stay)* \_\_\_\_\_ in his hole day  
(19) after day because he *(be)* \_\_\_\_\_ afraid to go outside. He *(get)* \_\_\_\_\_  
(20) very hungry, but still he *(stay)* \_\_\_\_\_ in his hole. Finally, he *(find)*  
(21) \_\_\_\_\_ the courage to go outside because he *(need)* \_\_\_\_\_  
(22) *(eat)* \_\_\_\_\_.

(23) Carefully and slowly, he *(put)* \_\_\_\_\_ his little pink nose outside the  
(24) hole. He *(smell, not)* \_\_\_\_\_ any dangerous animals.  
(25) And he *(see, not)* \_\_\_\_\_ Eagle anywhere, so he *(hop)*  
(26) \_\_\_\_\_ out and *(find)* \_\_\_\_\_ some delicious new  
(27) grass to eat. While he was eating the grass, he *(see)* \_\_\_\_\_ a shadow on the  
(28) field and *(look)* \_\_\_\_\_ up. It was Eagle! Rabbit said, "Please don't eat me, Eagle! Please don't eat me, Eagle!"



- On this sunny afternoon, Eagle was on her way home to her nest when she
- (29) *(hear)* \_\_\_\_\_ a faint sound below her. “What is that sound?” Eagle said
- (30) to herself. She looked around, but she *(see, not)* \_\_\_\_\_
- (31) anything. She *(decide)* \_\_\_\_\_ to ignore the sound and go home.
- (32) She was tired and *(want)* \_\_\_\_\_ *(rest)* \_\_\_\_\_ in
- her nest.
- (33) Then below her, Rabbit *(say)* \_\_\_\_\_ again in a very loud voice,
- “Please don’t eat me, Eagle! Please don’t eat me, Eagle.” This time Eagle *(hear)*
- (34) \_\_\_\_\_ Rabbit clearly. Eagle *(spot)* \_\_\_\_\_ Rabbit in



- (35) the field, *(fly)* \_\_\_\_\_ down, and *(pick)* \_\_\_\_\_ Rabbit
- up in her talons.
- “Thank you, Rabbit,” said Eagle. “I was hungry and *(know, not)*
- (36) \_\_\_\_\_ where I could find my dinner. It’s a good thing
- (37) you called to me.” Then Eagle *(eat)* \_\_\_\_\_ Rabbit for dinner.
- (38) There’s a lesson to learn from this story, children. If you *(be)* \_\_\_\_\_
- afraid and expect bad things to happen, bad things will happen. The opposite is also
- (39) true. If you *(expect)* \_\_\_\_\_ good things to happen, good things will happen.
- (40) *(you, understand)* \_\_\_\_\_? Now it’s time for bed.



CHILDREN: Please tell us another story!

(41) GRANDMA: Not tonight. I'm tired. After I *(have)* \_\_\_\_\_ a warm drink, I

(42) *(go)* \_\_\_\_\_ to bed. All of us need *(get)* \_\_\_\_\_ a

(43) good night's sleep. Tomorrow *(be)* \_\_\_\_\_ a busy day.

(44) CHILDREN: What *(we, do)* \_\_\_\_\_ tomorrow?

(45) GRANDMA: After we *(have)* \_\_\_\_\_ breakfast, we *(go)* \_\_\_\_\_

(46) to the zoo at Woodland Park. When we *(be)* \_\_\_\_\_ at the zoo, we

(47) *(see)* \_\_\_\_\_ lots of wonderful animals. Then in the afternoon

(48) we *(see)* \_\_\_\_\_ a play at the Children's Theater. But before we

(49) *(see)* \_\_\_\_\_ the play, we *(have)* \_\_\_\_\_

a picnic lunch in the park.

(50) CHILDREN: Wow! We *(have)* \_\_\_\_\_ a wonderful day tomorrow!

GRANDMA: Now off to bed! Goodnight, Rachel and Peter. Sleep tight.\*

CHILDREN: Goodnight, Grandma. Thank you for the story!

\*"Sleep tight" means "sleep well; have a good night's sleep."



## CHAPTER 7

# Expressing Ability

### 7-1 USING CAN

(a) I have some money. I <b>can buy</b> a book. (b) We have time and money. We <b>can go</b> to a movie. (c) Tom is strong. He <b>can lift</b> the heavy box.	<b>Can</b> expresses <i>ability</i> and <i>possibility</i> .
(d) CORRECT: Yuko <b>can speak</b> English.	The simple form of the main verb follows <b>can</b> . In (d): <i>speak</i> is the main verb.
(e) INCORRECT: Yuko <b>can to speak</b> English.	An infinitive with <b>to</b> does NOT follow <b>can</b> . In (e): <i>to speak</i> is incorrect.
(f) INCORRECT: Yuko <b>can speaks</b> English.	The main verb never has a final <b>-s</b> . In (f): <i>speaks</i> is incorrect.
(g) Alice <b>can not</b> come. Alice <b>cannot</b> come. Alice <b>can't</b> come.	NEGATIVE: <b>can + not = can not</b> OR: <b>cannot</b> CONTRACTION: <b>can + not = can't</b>

#### ■ EXERCISE 1—ORAL: Make sentences from the given words. Use **can** or **can't**.

Example: A bird \ sing  
Response: A bird can sing.

Example: A horse \ sing  
Response: A horse can't sing.

1. A bird \ fly
2. A cow \ fly
3. A child \ drive a car
4. An adult \ drive a car
5. A newborn baby \ walk
6. A fish \ breathe air
7. A fish \ swim

8. A deaf person \ hear
9. A blind person \ see
10. An elephant \ swim
11. An elephant \ climb trees
12. A cat \ climb trees
13. A boat \ float on water
14. A rock \ float on water

■ **EXERCISE 2—ORAL:** Make sentences about yourself using ***I can*** or ***I can't***.

*Example:* speak Chinese

*Response:* I can speak Chinese. OR: I can't speak Chinese.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. whistle                    | 9. swim                     |
| 2. ride a bicycle             | 10. float on water          |
| 3. touch my ear with my elbow | 11. ski                     |
| 4. play the piano*            | 12. do arithmetic           |
| 5. play the guitar            | 13. make a paper airplane   |
| 6. lift a piano               | 14. sew a button on a shirt |
| 7. drive a stick-shift car    | 15. eat with chopsticks     |
| 8. fix a flat tire            | 16. wiggle my ears          |

## 7-2 USING CAN: QUESTIONS

(QUESTION WORD) + CAN + SUBJECT + MAIN VERB					ANSWER
(a)	<b>Can</b>	<b>you</b>	<b>speak</b>	Arabic?	→ <b>Yes, I can.</b>
					→ <b>No, I can't.</b>
(b)	<b>Can</b>	<b>Marge</b>	<b>come</b>	to the party?	→ <b>Yes, she can.</b>
					→ <b>No, she can't.</b>
(c)	<b>Where</b>	<b>can I</b>	<b>buy</b>	a hammer?	→ <b>At a hardware store.</b>
(d)	<b>When</b>	<b>can you</b>	<b>help</b>	me?	→ <b>Tomorrow afternoon.</b>

■ **EXERCISE 3:** Make yes/no questions. Give short answers.

- A: Can Jean speak English?

B: Yes, she can. (Jean can speak English.)
- A: Can you speak French?

B: No, I can't. (I can't speak French.)
- A: \_\_\_\_\_

B: \_\_\_\_\_ (Jim can't play the piano.)
- A: \_\_\_\_\_

B: \_\_\_\_\_ (I can whistle.)

\*In expressions with **play**, **the** is usually used with musical instruments: *play the piano, play the guitar, play the violin, etc.*



5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I can go shopping with you this afternoon.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Carmen can't ride a bicycle.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Elephants can swim.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The students can finish this exercise quickly.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(I can stand on my head.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(The doctor can see you tomorrow.)
11. A: \_\_\_\_\_  
B: \_\_\_\_\_  
(We can't have pets in the dormitory.)



■ **EXERCISE 4—ORAL:** Pair up with a classmate.

STUDENT A: Your book is open. Ask a question. Use “*Can you . . . ?*”

STUDENT B: Your book is closed. Answer the question.

*Example:* speak Arabic

STUDENT A: Can you speak Arabic?

STUDENT B: Yes, I can. OR: No, I can't.

*Switch roles.*

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. ride a bicycle                 | 11. spell Mississippi                |
| 2. ride a motorcycle              | 12. see the back of ( . . . )'s head |
| 3. ride a horse                   | 13. count to five in (a language)    |
| 4. play the piano                 | 14. stand on your head               |
| 5. play the guitar                | 15. touch your knee with your nose   |
| 6. touch the ceiling of this room | 16. touch your ear with your elbow   |
| 7. cook (a nationality) food      | 17. play the violin                  |
| 8. sing                           | 18. drive a stick-shift car          |
| 9. whistle                        | 19. fix a flat tire                  |
| 10. float on water                | 20. ski                              |



■ **EXERCISE 5—ORAL:** Pair up with a classmate.

STUDENT A: Your book is open. Ask a question. Use “*Where can I . . . ?*”

STUDENT B: Your book is closed. Answer the question.

*Example:* buy a notebook

STUDENT A: Where can I buy a notebook?

STUDENT B: At the bookstore. / At (*name of a local store*). / Etc.

*Switch roles.*

- |                      |                          |
|----------------------|--------------------------|
| 1. buy a camera      | 9. buy a diamond ring    |
| 2. get a dozen eggs  | 10. buy a hammer         |
| 3. buy a window fan  | 11. see a zebra          |
| 4. get a good dinner | 12. get a newspaper      |
| 5. go swimming       | 13. find an encyclopedia |
| 6. play tennis       | 14. get a taxi           |
| 7. catch a bus       | 15. get a sandwich       |
| 8. mail a package    | 16. cash a check         |

### 7-3 USING KNOW HOW TO

- (a) I can swim.
- (b) I **know how to swim**.
- (c) Can you cook?
- (d) **Do you know how to cook?**

(a) and (b) have basically the same meaning. **Know how to** expresses ability.  
(c) and (d) have basically the same meaning.

■ **EXERCISE 6—ORAL:** Pair up with a classmate.

STUDENT A: Your book is open. Ask a question. Use **know how to** in your question.

STUDENT B: Your book is closed. Answer the question.

*Example:* swim

STUDENT A: Do you know how to swim?

STUDENT B: Yes, I do. OR: No, I don't.

*Switch roles.*

- |                                     |   |
|-------------------------------------|---|
| 1. cook                             | 9. play the guitar                              |
| 2. dance                            | 10. get to the airport from here                |
| 3. play the piano                   | 11. get to ( <i>name of a store</i> ) from here |
| 4. get to the post office from here | 12. use a hammer                                |
| 5. fix a flat tire                  | 13. use a screwdriver                           |
| 6. drive a stick-shift car          | 14. count to five in ( <i>a language</i> )      |
| 7. wiggle your ears                 | 15. add, subtract, multiply, and divide         |
| 8. sew                              | 16. find the square root of nine                |

■ **EXERCISE 7—ORAL/WRITTEN:** Walk around and talk to your classmates. Ask them questions. Find people who have the abilities listed below. Ask them questions about their abilities. Write a report of the information you get from your classmates.

1. play a musical instrument
2. play a sport
3. speak three or four languages
4. cook
5. sing
6. sew
7. fix a car
8. draw
9. swim
10. eat with chopsticks



#### 7-4 USING COULD: PAST OF CAN

(a) I am in Hawaii. I can go to the beach every day.	<b>could</b> = the past form of <b>can</b> .
(b) I was in Hawaii <b>last month</b> . I <b>could go</b> to the beach every day when I was there.	
(c) I can't go to the movie today. I have to study.	NEGATIVE: <b>could + not = couldn't</b>
(d) I { <b>couldn't go</b> / <b>could not go</b> } to the movie <b>last night</b> . I had to study.	
(e) <b>Could you speak</b> English before you came here?	QUESTION: <b>could + subject + main verb</b>

■ **EXERCISE 8:** Complete the sentences by using **couldn't**. Use the expressions in the list or your own words.

call you	go to the movie
come to class	light the candles
✓ do my homework	listen to music
get into my car	wash his clothes
go swimming	watch TV

1. I couldn't do my homework last night because I was too tired.
2. I \_\_\_\_\_ yesterday because I lost your telephone number.
3. I \_\_\_\_\_ last night because my TV set is broken.
4. Tom \_\_\_\_\_ because he didn't have any matches.

5. The teacher \_\_\_\_\_ yesterday because he was sick.
6. I \_\_\_\_\_ last night because my radio doesn't work.
7. Ken \_\_\_\_\_ because he didn't have any laundry soap.
8. We \_\_\_\_\_ yesterday because the water was too cold.
9. I \_\_\_\_\_ yesterday because I locked all the doors and left the keys inside.
10. I \_\_\_\_\_ last night because I had to study.

■ **EXERCISE 9—ORAL (BOOKS CLOSED):** Answer the questions. Use *"No, I couldn't . . . because . . ."*

*Example:* Did you finish your homework last night?

*Response:* No, I couldn't finish my homework because (I had a headache, etc.).

- |                          |                                       |
|--------------------------|---------------------------------------|
| 1. go shopping yesterday | 5. go to ( . . . )'s party last night |
| 2. study last night      | 6. come to class yesterday            |
| 3. go swimming yesterday | 7. go downtown yesterday afternoon    |
| 4. watch TV last night   | 8. wash your clothes yesterday        |

■ **EXERCISE 10—ORAL (BOOKS CLOSED):** What are some negative results in the given situations? Use *can't* or *couldn't*.

*Example:* There's no chalk in the classroom.

*Response:* We can't write on the board.

*Example:* There was no chalk in the classroom yesterday.

*Response:* The teacher couldn't write on the board.

1. ( . . . ) has a broken leg.
2. ( . . . ) had the flu last week.
3. ( . . . ) has only (*a small amount of money*) in his pocket/in her purse today.
4. ( . . . ) doesn't know how to use a computer.
5. Your parents had rules for you when you were a child.
6. All of you are adults. You are not children.
7. You didn't know any English last year.
8. Millions of people in the world live in poverty.

■ **EXERCISE 11:** Correct the errors in the following sentences.

1. Could you to drive a car when you were thirteen years old?
2. If your brother goes to the graduation party, he can meets my sister.
3. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.
4. I couldn't opened the door because I didn't have a key.
5. When Ernesto arrived at the airport last Tuesday, he can't find the right gate.
6. Please turn up the radio. I can't to hear it.

**7-5 USING VERY AND TOO + ADJECTIVE**

- (a) The box is **very** heavy, but Tom **can** lift it.  
 (b) The box is **too** heavy. Bob **can't** lift it.  
 (c) The coffee is **very** hot, but I **can** drink it.  
 (d) The coffee is **too** hot. I **can't** drink it.

**Very** and **too** come in front of adjectives; *heavy* and *hot* are adjectives.

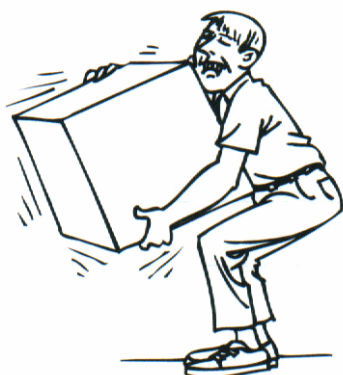
**Very** and **too** do NOT have the same meaning.

In (a): *very heavy* = It is difficult but possible for Tom to lift the box.

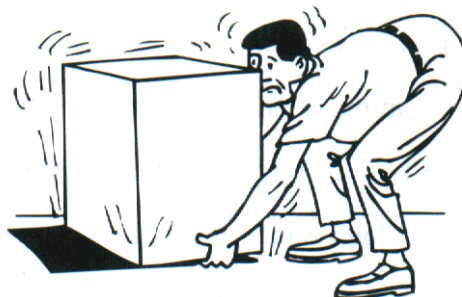
In (b): *too heavy* = It is impossible for Bob to lift it.

- (e) The coffee is **too** hot.  
 NEGATIVE RESULT: I can't drink it.  
 (f) The weather is **too** cold.  
 NEGATIVE RESULT: We can't go to the beach.

In the speaker's mind, the use of **too** implies a negative result.



TOM



BOB



■ **EXERCISE 12:** Complete the sentences. Use the expressions in the list or your own words.

*buy it*  
*do his homework*  
*eat it*  
*go swimming*

*lift it*  
*reach the cookie jar*  
*sleep*  
*take a break*

1. The soup is too hot. I can't \_\_\_\_\_
2. The diamond ring is too expensive. I can't \_\_\_\_\_
3. The weather is too cold. We can't \_\_\_\_\_
4. Peggy is too short.  
She can't \_\_\_\_\_
5. Ali is too tired.  
He can't \_\_\_\_\_
6. I am too busy.  
I can't \_\_\_\_\_
7. It's too noisy in the dorm at night.  
I can't \_\_\_\_\_
8. A piano is too heavy.  
I can't \_\_\_\_\_



■ **EXERCISE 13:** Complete the sentences. Use **too**. Use ADJECTIVES in the list or your own words.

*cold*  
*expensive*  
*heavy*  
*noisy*

*small*  
*tall*  
*tired*  
*young*

1. You can't lift a car. A car is \_\_\_\_\_
2. Jimmy is ten. He can't drive a car. He's \_\_\_\_\_
3. I can't study in the dorm at night. It's \_\_\_\_\_
4. I don't want to go to the zoo. The weather is \_\_\_\_\_

5. Ann doesn't want to play tennis this afternoon. She's \_\_\_\_\_
6. I can't buy a new car. A new car is \_\_\_\_\_
7. John has gained weight. He can't wear his old shirt. It's \_\_\_\_\_
8. The basketball player can't stand up straight in the subway. He's \_\_\_\_\_



■ **EXERCISE 14:** Complete the sentences. Use *too* or *very*.

1. The tea is very hot, but I can drink it.
2. The tea is too hot. I can't drink it.
3. I can't put my dictionary in my pocket. My dictionary is \_\_\_\_\_ big.
4. An elephant is \_\_\_\_\_ big. A mouse is \_\_\_\_\_ small.
5. I can't buy a boat because it's \_\_\_\_\_ expensive.
6. A sports car is \_\_\_\_\_ expensive, but Anita can buy one if she wants to.
7. We went to the Rocky Mountains for our vacation. The mountains are \_\_\_\_\_ beautiful.
8. I can't eat this food because it's \_\_\_\_\_ salty.
9. Amanda doesn't like her room in the dorm. She thinks it's \_\_\_\_\_ small.
10. I lost your dictionary. I'm \_\_\_\_\_ sorry. I'll buy you a new one.
11. A: Do you like your math course?  
B: Yes. It's \_\_\_\_\_ difficult, but I enjoy it.

12. A: Do you like your math course?  
B: No. It's \_\_\_\_\_ difficult. I don't like it because I can't understand the math.
13. A: It's seven-thirty. Do you want to go to the movie?  
B: We can't. It's \_\_\_\_\_ late. The movie started at seven.
14. A: Did you enjoy your dinner last night?  
B: Yes. The food was \_\_\_\_\_ good!
15. A: Are you going to buy that dress?  
B: No. It doesn't fit. It's \_\_\_\_\_ big.
16. A: Do you think Carol is smart?  
B: Yes, I do. I think she's \_\_\_\_\_ intelligent.
17. A: My daughter wants to get married.  
B: What? But she can't! She's \_\_\_\_\_ young.
18. A: Can you read that sign across the street?  
B: No, I can't. It's \_\_\_\_\_ far away.

## 7-6 USING *TOO MANY* AND *TOO MUCH* + NOUN

My stomach doesn't feel good.

- (a) I ate ***too many sandwiches***.  
(b) I ate ***too much food***.

***Too*** is frequently used with ***many*** and ***much***.

***Too many*** is used in front of count nouns, as in (a).

***Too much*** is used in front of noncount nouns, as in (b).\*

\*See Chart 4-6 for more information about count nouns and noncount nouns.

■ **EXERCISE 15:** Complete the sentences. Use ***too many*** or ***too much***. Use ***too many*** with plural COUNT NOUNS. Use ***too much*** with NONCOUNT NOUNS.

- I can't go to the movie tonight. I have too much homework to do.
- Mr. and Mrs. Smith have six cars. They have too many cars.
- Alex is nervous and jumpy. He drinks \_\_\_\_\_ coffee.
- There are \_\_\_\_\_ students in my chemistry class. I can't remember all of their names.

5. Fred is a commuter. He drives to and from work every day. Yesterday afternoon he tried to get home early, but he couldn't because there was \_\_\_\_\_ traffic. There were \_\_\_\_\_ cars on the highway during rush hour.
6. You use \_\_\_\_\_ salt on your food. A lot of salt isn't good for you.
7. It's not possible for a person to have \_\_\_\_\_ friends.
8. The restaurant was crowded, so we left. There were \_\_\_\_\_ people at the restaurant.
9. This food is too hot! I can't eat it. There's \_\_\_\_\_ pepper in it.
10. Mike is gaining weight because he eats \_\_\_\_\_ food.
11. I can't buy this watch. It costs \_\_\_\_\_ money.
12. Ann doesn't study because she's always busy. She has \_\_\_\_\_ boyfriends.
13. I have to study for eight hours every night. My teachers assign \_\_\_\_\_ homework.
14. I invited three friends to my house for lunch. I made twelve sandwiches for them, but they ate only six. I made \_\_\_\_\_ sandwiches. I made \_\_\_\_\_ food for my guests.





■ **EXERCISE 16—ORAL (BOOKS CLOSED):** Think of possible answers to the questions.

*Example:* You had too much homework last night. What was the result?

*Response:* I couldn't finish it. / I didn't get to bed until after midnight. / Etc.

1. ( . . . ) wants to buy (*something*), but it costs too much money. What's the result?
2. ( . . . ) tried to read an article in the newspaper about (*a current topic*), but there was too much vocabulary that he didn't know. What was the result?
3. ( . . . ) and ( . . . ) wanted to eat at (*name of a local restaurant*) last night, but there were too many people there. What was the result?
4. ( . . . ) likes to study in peace and quiet. His/Her roommate likes to listen to loud music and makes too much noise. What's the result?
5. ( . . . ) wants to (*do something*) today, but the weather is too (hot / cold / humid / cloudy / wet / etc.). What's the result?
6. ( . . . ) invited ( . . . ) to (*do something*) last night, but ( . . . ) was too busy. He/She had too much homework. What was the result?
7. Sometimes ( . . . ) drinks too much coffee. What's the result?
8. ( . . . ) wants to climb (*name of a mountain*), but the mountain is too steep and too high. The climb is too difficult for ( . . . ) because he/she is an inexperienced climber. What is the result?
9. ( . . . ) took the bus yesterday. He/She was very tired and needed to sit down, but there were too many people on the bus. What was the result?
10. ( . . . ) made a cup of coffee for ( . . . ), but it was too strong. It tasted bitter. What was the result?
11. At the present rates of population growth, someday there will be too many people on earth. What will be the result?
12. ( . . . )'s apartment is too small for him/her and his/her wife/husband (and their children). What's the result?
13. ( . . . ) took a trip to (*name of a place*) last month. He/She took six big suitcases. In other words, he/she had too many suitcases. What was the result?

## 7-7 USING TOO + ADJECTIVE + INFINITIVE

<p>(a) Susie can't go to school because she is too young.</p> <p>(b) Susie is <b>too young to go</b> to school.</p>	(a) and (b) have the same meaning.
<p style="text-align: center;"><i>TOO</i> + ADJECTIVE + INFINITIVE</p> <p>(c) Susie is <b>too young to go</b> to school.</p> <p>(d) Peggy is <b>too short to reach</b> the cookie jar.</p> <p>(e) Bob is <b>too tired to do</b> his homework.</p>	

■ **EXERCISE 17:** Make sentences with the same meaning by using an infinitive after **too** + ADJECTIVE.

1. Mr. Cook is old. He can't drive a car anymore.

→ Mr. Cook is too old to drive a car.  
too + adjective + infinitive

2. Susie doesn't want to go to the party because she is tired.

→ Susie is too + adjective + infinitive to the party.

3. Robert is short. He can't touch the ceiling.

→ Robert is                                                                the ceiling.

*too*                      adjective                      infinitive

4. I couldn't finish my work because I was sleepy.

→ I was                                                                my work.

*too*                      +                      adjective                      +                      infinitive

5. Jackie is young. She can't get married.

→ Jackie is too . . . .

6. Sam didn't want to go to the zoo because he was busy.

→ Sam . . . .

7. I'm full. I can't eat another sandwich.

→ I . . . .

8. I don't want to clean up my apartment today. I'm lazy.

→ I . . . .

## 7-8 USING TOO + ADJECTIVE + FOR (SOMEONE) + INFINITIVE

- (a) Bob can't lift the box because it is too heavy.  
(b) The box is *too heavy for Bob to lift*.

(a) and (b) have the same meaning.

- |                 | <i>TOO</i>        | + ADJECTIVE         | + <i>FOR</i> (SOMEONE) | + INFINITIVE            |
|-----------------|-------------------|---------------------|------------------------|-------------------------|
| (c) The box is  | <b><i>too</i></b> | <b><i>heavy</i></b> | <b><i>for Bob</i></b>  | <b><i>to lift.</i></b>  |
| (d) The dorm is | <b><i>too</i></b> | <b><i>noisy</i></b> | <b><i>for me</i></b>   | <b><i>to study.</i></b> |

■ **EXERCISE 18:** Make sentences with the same meaning by using **too** + ADJECTIVE + **for** (someone) + INFINITIVE.

1. Robert can't touch the ceiling because it's too high.

→ The ceiling is too high for Robert to touch .  
too + adjective + for (someone) + infinitive

2. I can't do the homework because it's too difficult.

→ The homework is                                                                                      
*too* + adjective + *for* (someone) + infinitive

3. Rosa can't drink this coffee because it's too hot.

→ This coffee is                                                                                     .  
                                   *too*                    +    adjective                    +    *for* (someone)                    +    infinitive

4. We can't go to the movie because it's too late.

→ It's too + adjective + for (someone) + infinitive

5. Ann can't carry that suitcase because it's too heavy.

→ That suitcase is too . . . .

6. I can't buy this book because it's too expensive.

→ This book . . . .

7. We can't go swimming because the weather is too cold.



8. Mrs. Rivers can't swallow the pill. It's too big.



■ **EXERCISE 19—ORAL (BOOKS CLOSED):** Answer **no** and explain why in a complete sentence that uses **too** and an INFINITIVE.

*Example:* The coffee is too hot. Can you drink it? Can ( . . . ) drink it?

*Response:* No. The coffee is too hot (for me) to drink. I think it's also too hot for ( . . . ) to drink.

1. (*This desk / A piano*) is heavy. Can you lift it? Can ( . . . )?
2. ( . . . )'s shoe is small. Can you wear it? Can ( . . . ) wear it?
3. ( . . . )'s shoe is big. Can you wear it? Can ( . . . ) wear it?
4. Who wants to buy his or her own private airplane? How much does one cost? Can you buy one? Can ( . . . ) buy one?
5. Who is a parent? Has a son or daughter? How old? Can he/she walk/read/go to college/get a job/get married?
6. Antarctica is very, very cold. Do people live there?
7. There are many, many stars in the universe. Can we see all of them?
8. An elephant is a large animal. Can an elephant walk through that door?
9. The Sahara Desert is very dry. Do farmers grow (crops, rice, vegetables) there?
10. An apple is about the same size as my fist. Can you swallow a whole apple all at once? Can anyone swallow a whole apple all at once?

## 7-9 USING ADJECTIVE + ENOUGH

- (a) Peggy can't go to school. She is too young.  
 (b) Peggy can't go to school. She is not **old enough**.  
 (c) I can't hear the radio. It's not **loud enough**.  
 (d) Bobby can read. He's **old enough**.  
 (e) We can go swimming. The weather is **warm enough**.

(a) and (b) give the same meaning. Notice: **enough** follows an adjective.

ADJECTIVE	+	<b>ENOUGH</b>
old		enough
loud		enough
warm		enough

**Enough** is pronounced "enuf."

■ **EXERCISE 20:** Complete the sentences. Use **too** or **enough**. Use the words in parentheses.

1. (*young, old*) Susie can't go to school. She's too young. She's not old enough.
2. (*loud, soft*) I can't hear the music. It's \_\_\_\_\_. It's not \_\_\_\_\_.
3. (*big, small*) Jack is gaining weight. He can't wear his old coat. It's \_\_\_\_\_ . It's not \_\_\_\_\_.



4. (*short, tall*) Cindy can't reach the book on the top shelf. She's \_\_\_\_\_ . She's not \_\_\_\_\_ .
5. (*cold, hot*) I don't want to finish my coffee because it's \_\_\_\_\_ .  
It's not \_\_\_\_\_ .
6. (*weak, strong*) Ron can't lift the heavy box. He's not \_\_\_\_\_ .  
He's \_\_\_\_\_ .
7. (*sweet, sour*) I don't want to finish eating this orange. It's \_\_\_\_\_ .  
It's not \_\_\_\_\_ .
8. (*old, fresh*) Don't buy that fruit. It's \_\_\_\_\_ . It's not \_\_\_\_\_ .
9. (*young, old*) Jimmy is an infant. He can't talk yet. He's not \_\_\_\_\_ .  
He's \_\_\_\_\_ .
10. (*strong, weak*) This coffee looks like dirty water. It's \_\_\_\_\_ . It's not \_\_\_\_\_ .
11. (*big, small*) I can put my dictionary in my shirt pocket. My pocket is \_\_\_\_\_ . It's not \_\_\_\_\_ .
12. (*comfortable, uncomfortable*) I don't want to sit in that chair. It's \_\_\_\_\_ .  
It's not \_\_\_\_\_ .
13. (*wide, narrow, large, small*) Anne and Sue can't carry the love seat through the door. The door is \_\_\_\_\_ . The door isn't \_\_\_\_\_ . The love seat is \_\_\_\_\_ . The love seat isn't \_\_\_\_\_ .



14. (*warm, cold*) We can go to the beach today. The weather is \_\_\_\_\_.

It's not \_\_\_\_\_.

■ **EXERCISE 21—ORAL (BOOKS CLOSED):** Answer the question **no** and explain why by using **enough**.

*Example:* Can you touch the ceiling?

*Response:* No, I'm not tall enough to touch the ceiling.

1. Can an elephant walk through that door?
2. Can ten-year-old children go to college?
3. Can you touch (*name of a student who is not close*) without standing up?
4. Can you put your grammar book in your shirt pocket?
5. Can a dog learn to read?
6. Can you eat (*four hamburgers*) right now?
7. Can you read a book by moonlight?
8. Can you understand every word an English-speaking TV newscaster says?
9. Can a turtle win a race with a rabbit?
10. (*Write something in very small letters on the board.*) Can you read these letters?
11. Can this room hold (*two hundred*) people?
12. Can you cut a piece of paper with your fingernail?

## 7-10 USING ENOUGH + NOUN AND MORE + NOUN

- (a) I can't buy this book. I need **more money**.  
(b) I can't buy this book. I don't have **enough money**.  
(c) I can't finish my work. I need some **more time**.  
(d) I can't finish my work. I don't have **enough time**.

**more** = additional.  
**enough** = sufficient.

Notice: **more** comes in front of a noun.

<b>MORE</b>	+	NOUN
more		money
more		time

Notice: **enough** comes in front of a noun.\*

<b>ENOUGH</b>	+	NOUN
enough		money
enough		time

\***Enough** may also follow a noun: *I don't have money enough*. In everyday English, **enough** usually comes in front of a noun.

■ **EXERCISE 22:** Complete the sentences. Use your own words.

1. I can't \_\_\_\_\_ because I don't have enough money.
2. I can't \_\_\_\_\_ because I don't have enough time.

3. I couldn't \_\_\_\_\_ because I didn't have enough money.
4. I couldn't \_\_\_\_\_ because I didn't have enough time.
5. I don't want to \_\_\_\_\_ because I don't have enough time.
6. I would like to \_\_\_\_\_, but I can't because I don't have enough money.

■ **EXERCISE 23:** Complete the sentences. Use **more** or **enough**. Use the words in the list; use the plural form if necessary.

✓ bread	light	time
desk	minute	vocabulary
✓ egg	sugar	
gas	tea	

1. I'm hungry. I want to make a sandwich, but I can't. There isn't  
\_\_\_\_\_ enough bread \_\_\_\_\_.
2. According to the cake recipe I need three eggs, but I have only one. I need two  
\_\_\_\_\_ more eggs \_\_\_\_\_.
3. Ken isn't finished with his test. He needs ten \_\_\_\_\_.
4. I can't go skiing Saturday. I'm too busy. I don't have \_\_\_\_\_.
5. My tea isn't sweet enough. I need some \_\_\_\_\_.
6. There are fifteen students in the class, but there are only ten desks. We need five  
\_\_\_\_\_.
7. I can't understand the front page of the newspaper because I don't know  
\_\_\_\_\_.
8. It's too dark in here. I can't read my book. There isn't \_\_\_\_\_.
9. A: Do we have \_\_\_\_\_?  
B: No. We have to stop at a gas station.
10. A: Would you like \_\_\_\_\_?  
B: Yes, thank you. I'd like one more cup.

## 7-11 USING ENOUGH + INFINITIVE

<p>(a) Peggy can go to school because she is old enough.</p> <p style="text-align: center;">ADJECTIVE + ENOUGH + INFINITIVE</p> <p>(b) Peggy is <b>old</b> <b>enough</b> <b>to go</b> to school.</p>	<p>(a) and (b) have the same meaning.</p>
<p>(c) I can't buy this book because I don't have enough money.</p> <p style="text-align: center;">ENOUGH + NOUN + INFINITIVE</p> <p>(d) I don't have <b>enough</b> <b>money</b> <b>to buy</b> this book.</p>	<p>(c) and (d) have the same meaning.</p>

### ■ EXERCISE 24: Make sentences with the same meaning by using an INFINITIVE.

- Ken can reach the top shelf because he's tall enough.  
→ *Ken is tall enough to reach the top shelf.*
- I can't finish my work because I don't have enough time.
- Mustafa can buy a new car because he has enough money.
- Johnny can't get married because he isn't old enough.
- Mr. and Mrs. Forest can't feed their family because they don't earn enough money.
- I can eat a horse. I'm hungry enough.\*
- Sally bought enough food. She can feed an army.
- Did you finish your homework last night? Did you have enough time?
- Can you buy a ticket to the show? Do you have enough money?
- I can't understand this article in the newspaper because I don't know enough vocabulary.

\**I'm hungry enough to eat a horse* is an English idiom. The speaker is saying "I'm very hungry." The speaker does not really want to eat a horse.

Other examples of idioms:

*I put my foot in my mouth.* = I said something stupid. I said something to the wrong person at the wrong time.

*Watch your step.* = Be careful.

*It's raining cats and dogs.* = It's raining hard.

Every language has idioms. They are common expressions that have special meanings.



■ **EXERCISE 25:** Complete the sentences. Use your own words.

1. I'm old enough to \_\_\_\_\_
2. I'm strong enough to \_\_\_\_\_
3. I'm not strong enough to \_\_\_\_\_
4. I'm not hungry enough to \_\_\_\_\_
5. I have enough money to \_\_\_\_\_
6. I don't have enough money to \_\_\_\_\_
7. I have enough time to \_\_\_\_\_
8. I don't have enough time to \_\_\_\_\_
9. I know enough English to \_\_\_\_\_
10. I don't know enough English to \_\_\_\_\_

■ **EXERCISE 26—ORAL (BOOKS CLOSED):** Answer **no** and explain why. Use **too** or **enough**.

*Example:* Is the weather perfect today?

*Response:* No, it's too cold. / No, it's not warm enough. / Etc.

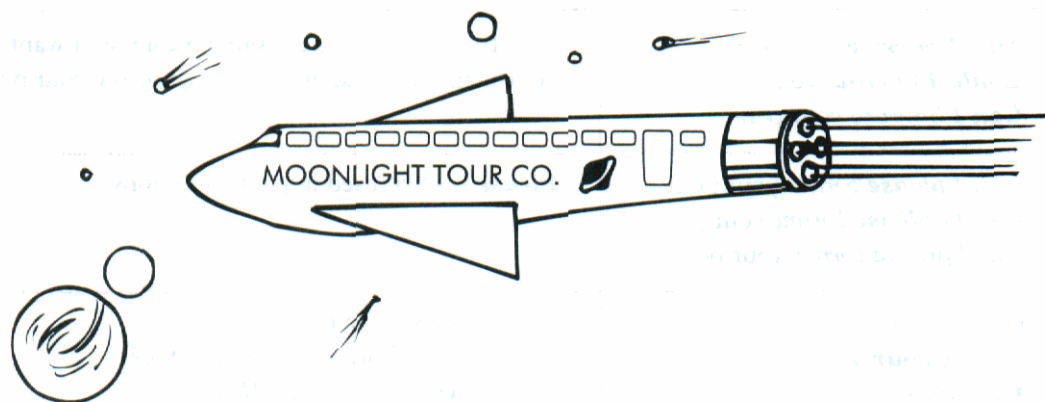
1. I have a daughter. She's two years old. Can she go to school?
2. I'm making a noise (a very soft noise). Can you hear it?
3. Bobby is fifteen years old. He's in love. He wants to get married. Is that a good idea?
4. Can you put my briefcase/purse/etc. in your pants pocket/handbag/etc.?
5. Can you understand everything on the front page of a newspaper?
6. Can an elephant sit in that chair?
7. Do you like the weather (in this city) in the winter/summer?
8. Did you finish your homework last night?
9. Do you want to go on a picnic Saturday?
10. Would you like to eat your lunch on the floor of this room?
11. Can you buy a hotel?
12. Here's an arithmetic problem. You have three seconds to solve it (without a calculator). Multiply 673 by 897. Could you solve it in three seconds?

## 7-12 USING *BE ABLE TO*

PRESENT	(a) I <b>am able to touch</b> my toes. (b) I <b>can touch</b> my toes.	(a) and (b) have basically the same meaning.
FUTURE	(c) I <b>will be able to go</b> shopping tomorrow. (d) I <b>can go</b> shopping tomorrow.	(c) and (d) have basically the same meaning.
PAST	(e) I <b>wasn't able to finish</b> my homework last night. (f) I <b>couldn't finish</b> my homework last night.	(e) and (f) have basically the same meaning.

### ■ EXERCISE 27—ORAL: Make sentences with the same meaning by using *be able to*.

- I can be here tomorrow at ten o'clock.  
→ *I'll (I will) be able to be here tomorrow at ten o'clock.*
- Two students couldn't finish the test.  
→ *Two students weren't able to finish the test.*
- Mark is bilingual. He can speak two languages.
- Sue can get her own apartment next year.
- Animals can't speak.
- Can you touch your toes without bending your knees?
- Jack couldn't describe the thief.
- Could you do the homework?
- I couldn't sleep last night because my apartment was too hot.
- My roommate can speak four languages. He's multilingual.
- I'm sorry that I couldn't call you last night.
- I'm sorry, but I can't come to your party next week.
- Can we take vacations on the moon in the 22nd century?



■ **EXERCISE 28:** Complete the sentences.

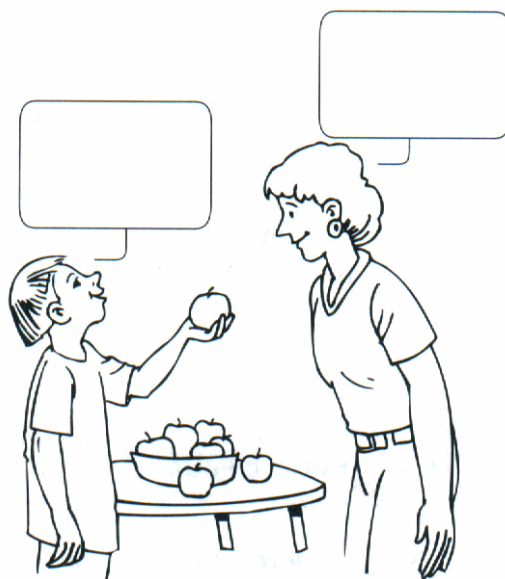
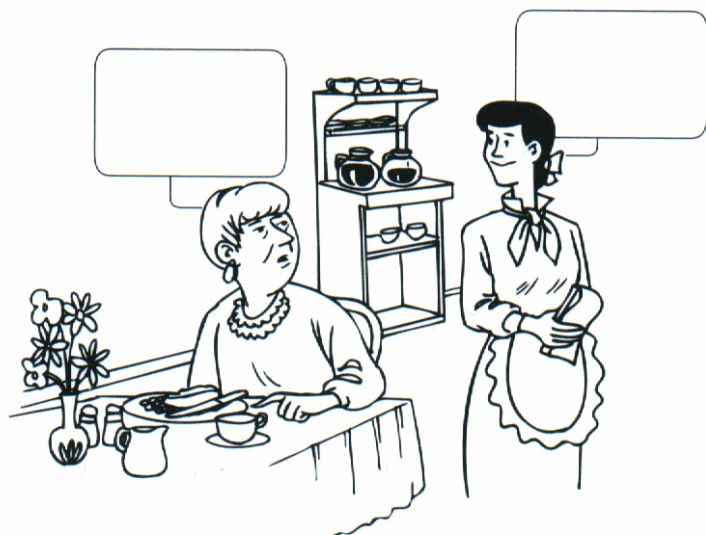
1. I wasn't able to \_\_\_\_\_ last night because \_\_\_\_\_.
2. We'll be able to \_\_\_\_\_ in the 22nd century.
3. I'm sorry, but I won't be able to \_\_\_\_\_.
4. Birds are able to \_\_\_\_\_.
5. My friend is multilingual. She's able to \_\_\_\_\_.
6. I'm bilingual. I'm able to \_\_\_\_\_.
7. The students weren't able to \_\_\_\_\_ in class yesterday because \_\_\_\_\_.
8. Will you be able to \_\_\_\_\_ tomorrow?
9. \_\_\_\_\_ wasn't able to \_\_\_\_\_ because \_\_\_\_\_.
10. \_\_\_\_\_ isn't able to \_\_\_\_\_ because \_\_\_\_\_.
11. \_\_\_\_\_ won't be able to \_\_\_\_\_ because \_\_\_\_\_.

**7-13 POLITE QUESTIONS: MAY I, COULD I, AND CAN I**

(a) <b>May I borrow</b> your pen? (b) <b>Could I borrow</b> your pen? (c) <b>Can I borrow</b> your pen?	(a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen.
(d) <b>May I please borrow</b> your pen? (e) <b>Could I please borrow</b> your pen? (f) <b>Can I please borrow</b> your pen?	<b>Please</b> is often used in polite questions.
<b>TYPICAL RESPONSES</b> (g) <b>Yes, of course.</b> (h) <b>Of course.</b> (i) <b>Certainly.</b> (j) <b>Sure.</b> (informal)* (k) <b>No problem.</b> (informal)*	<b>TYPICAL CONVERSATION</b> A: <i>May I please borrow your pen?</i> B: <b>Yes, of course.</b> <i>Here it is.</i> A: <i>Thank you. / Thanks.</i>

\*Informal English is typically used between friends and family members.

■ **EXERCISE 29:** Look at the pictures. Complete the dialogues by using *May I*, *Can I*, or *Could I* and typical responses.





■ **EXERCISE 30—ORAL (BOOKS CLOSED):** Ask and answer polite questions using *May I*, *Can I*, or *Could I*.

*Example:* ( . . . ) has a pencil. You want to borrow it.

STUDENT A: ( . . . ), may I (please) borrow your pencil?

STUDENT B: Certainly. Here it is.

STUDENT A: Thank you.

1. ( . . . ) has a dictionary. You want to borrow it.
2. ( . . . ) has a pen. You want to use it for a minute.
3. ( . . . ) has an eraser. You want to use it for a minute.
4. ( . . . ) has a pencil sharpener. You want to borrow it.
5. ( . . . ) has a book. You want to see it.
6. ( . . . ) has a dictionary. You want to see it.
7. You are at ( . . . )'s home. You want to use the phone.
8. You are at ( . . . )'s home. You want a glass of water.
9. You are at a restaurant. ( . . . ) is a waiter/waitress. You want to have a cup of coffee.
10. ( . . . ) is a waiter/waitress. You want to have the check.

## 7-14 POLITE QUESTIONS: COULD YOU AND WOULD YOU

- (a) **Could you (please) open** the door?  
 (b) **Would you (please) open** the door?

(a) and (b) have the same meaning: I want you to open the door. I am politely asking you to open the door.

### TYPICAL RESPONSES

- (c) **Yes, of course.**  
 (d) **Certainly.**  
 (e) **I'd be glad to.**  
 (f) **I'd be happy to.**  
 (g) **Sure.** (informal)  
 (h) **No problem.** (informal)

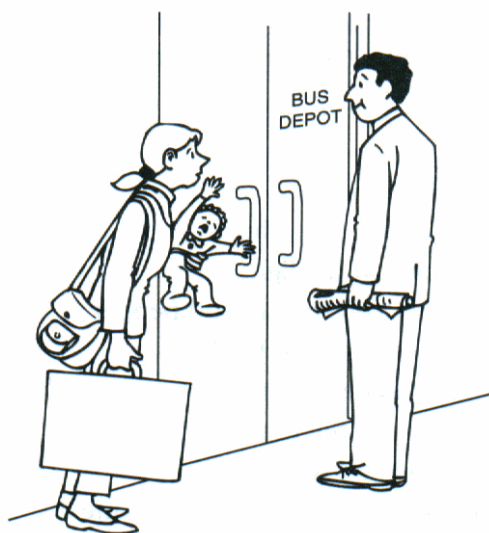
### TYPICAL CONVERSATION

A: *Could you please open the door?*

B: **I'd be glad to.**

A: *Thank you. / Thanks.*

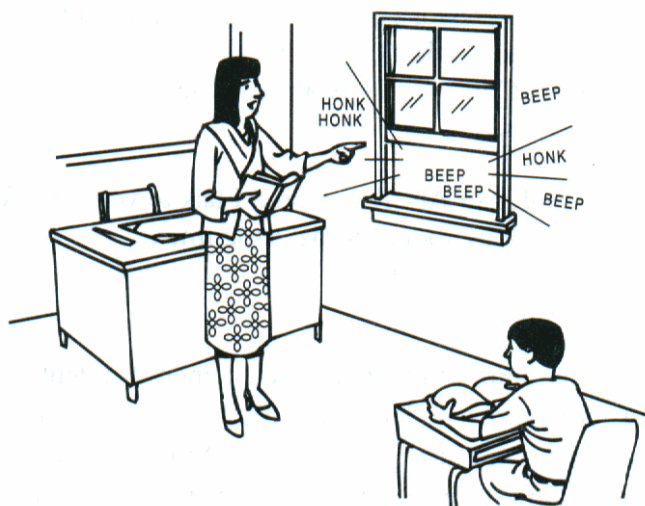
■ **EXERCISE 31:** Use the given expressions to complete the dialogues. Use ***Could you*** or ***Would you*** and give typical responses.



1. A: Excuse me, sir. \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_



2. A: \_\_\_\_\_

B: Excuse me? I didn't understand what you said.

A: \_\_\_\_\_

B: \_\_\_\_\_

■ **EXERCISE 32—ORAL (BOOKS CLOSED):** Ask and answer polite questions using **Could you** or **Would you**.

*Example:* You want ( . . . ) to open the window.

STUDENT A: ( . . . ), could you (please) open the window?

STUDENT B: Certainly.

STUDENT A: Thank you.

1. You want ( . . . ) to close the door.
2. You want ( . . . ) to turn on the light.
3. You want ( . . . ) to turn off the light.
4. You want ( . . . ) to pass you the salt and pepper.
5. You want ( . . . ) to hand you that book.
6. You want ( . . . ) to translate a word for you.
7. You want ( . . . ) to tell you the time.
8. You want ( . . . ) to open the window.
9. You want ( . . . ) to hold your books for a minute.
10. You want ( . . . ) to lend you (*an amount of money*).

■ **EXERCISE 33—ORAL:** With a partner, make up a polite question that someone might typically ask in each situation. Share your dialogues with the rest of the class.

STUDENT A: Ask a polite question.

STUDENT B: Answer the question.

*Example:* *Situation:* professor's office. Student A is a student. Student B is a professor.

STUDENT A: (*Knock, knock*). May I come in?

STUDENT B: Certainly. Come in. How are you today?

STUDENT A: Fine, thanks.

OR:

STUDENT A: Hello, Professor Alvarez. Could I talk to you for a few minutes? I have some questions about the last assignment.

STUDENT B: Of course. Have a seat.

STUDENT A: Thank you.

1. *Situation:* a restaurant. Student A is a customer. Student B is a waitress/waiter.
2. *Situation:* a classroom. Student A is a teacher. Student B is a student.
3. *Situation:* a kitchen. Student A is a visitor. Student B is at home.
4. *Situation:* a clothing store. Student A is the customer. Student B is a salesperson.
5. *Situation:* an apartment. Student A and B are roommates.
6. *Situation:* a car. Student A is a passenger. Student B is the driver.
7. *Situation:* an office. Student A is a boss. Student B is an employee.
8. *Situation:* a telephone conversation. Student B answers the phone. Student A wants to talk to (*someone*).

## 7-15 IMPERATIVE SENTENCES

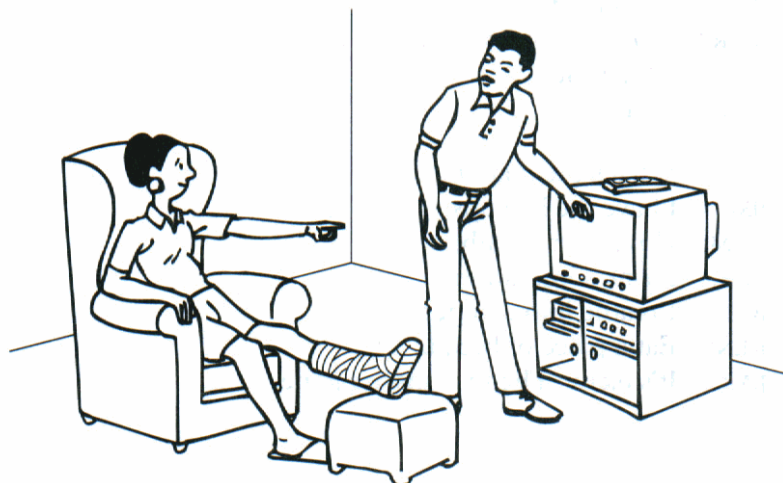
(a) “ <b>Close</b> the door, Jimmy. It’s cold outside.” “Okay, Mom.”	In (a): <b>Close the door</b> is an <i>imperative sentence</i> . The sentence means, “Jimmy, I want you to close the door. I am telling you to close the door.”
(b) <b>Sit</b> down. (c) <b>Be</b> careful!	An imperative sentence uses the simple form of a verb ( <i>close, sit, be, etc.</i> ).
(d) <b>Don’t open</b> the window. (e) <b>Don’t be</b> late.	NEGATIVE: <b>don’t</b> + the simple form of a verb
(f) ORDERS: <b>Stop</b> , thief! (g) DIRECTIONS: <b>Open</b> your books to page 24. (h) ADVICE: <b>Don’t worry</b> . (i) REQUESTS: <b>Please close</b> the door.	Imperative sentence give orders, directions, and advice. With the addition of <b>please</b> , as in (i), imperative sentences are used to make polite requests.

### ■ EXERCISE 34: Underline the IMPERATIVE VERBS in the following dialogues.

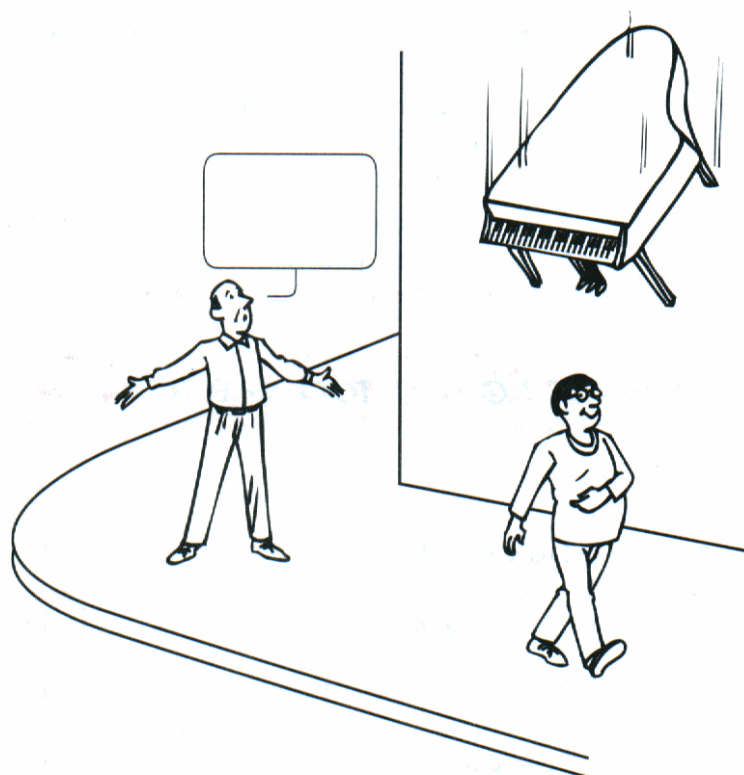
- CINDY: We’re leaving.  
 BETH: Wait for me!  
 CINDY: Hurry up! We’ll be late.  
 BETH: Okay. Okay. I’m ready. Let’s go.
- MICHELLE: (*Knock, knock.*) May I come in?  
 PROFESSOR: Certainly. Come in. Please have a seat.  
 MICHELLE: Thanks.  
 PROFESSOR: How can I help you?  
 MICHELLE: I need to ask you a question about yesterday’s lecture.  
 PROFESSOR: Okay. What’s the question?
- MARY: We need to leave soon.  
 IVAN: I’m ready.  
 MARY: Don’t forget your house key.  
 IVAN: I have it.  
 MARY: Okay.
- TOM: What’s the matter?  
 JIM: I have the hiccups.  
 TOM: Hold your breath.  
 BOB: Drink some water.  
 JOE: Breathe into a paper bag.  
 KEN: Eat a piece of bread.  
 JIM: It’s okay. The hiccups are gone.



5. STUDENT: Do we have any homework for tomorrow?  
TEACHER: Yes. Read pages 24 through 36, and answer the questions on page 37, in writing.  
STUDENT: Is that all?  
TEACHER: Yes.
6. YUKO: How do I get to the post office from here?  
ERIC: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go two more blocks to Market Street and turn left. The post office is halfway down the street on the right-hand side.  
YUKO: Thanks.
7. ANDY: Bye, Mom. I'm going over to Billy's house.  
MOM: Wait a minute. Did you clean up your room?  
ANDY: I'll do it later.  
MOM: No. Do it now, before you leave.  
ANDY: Do I have to?  
MOM: Yes.  
ANDY: What do I have to do?  
MOM: Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket. Okay?  
ANDY: Okay.
8. HEIDI: Please close the window, Mike. It's a little chilly in here.  
MIKE: Okay. Is there anything else I can do for you before I leave?  
HEIDI: Could you turn off the light in the kitchen?  
MIKE: No problem. Anything else?  
HEIDI: Ummm, please hand me the remote control for the TV. It's over there.  
MIKE: Sure. Here.  
HEIDI: Thanks.  
MIKE: I'll stop by again tomorrow. Take care of yourself. Take good care of that broken leg.  
HEIDI: Don't worry. I will. Thanks again.



■ **EXERCISE 35:** Write an IMPERATIVE SENTENCE in the empty space above the speaker.



■ **EXERCISE 36—ORAL:** What are some typical IMPERATIVE SENTENCES you might hear in the given situations?

*Example:* ( . . . ) is your friend. He/She has a headache. What are some typical imperative sentences for this situation?

*Responses:* Take an aspirin.  
Lie down and close your eyes for a little while.  
Put a cold cloth across your forehead.  
Take a hot bath and relax.  
Etc.

1. You are the teacher of this class. You are assigning homework for tomorrow. What are some typical imperative sentences for this situation?
2. Your friend ( . . . ) has the hiccups. What are some typical imperative sentences for this situation?
3. ( . . . ) is your eight-year-old son/daughter. He/She is walking out the door to go to school. What are some typical imperative sentences for this situation?
4. ( . . . ) wants to improve his/her health. Tell him/her what to do and what not to do.
5. ( . . . ) is going to cook rice for the first time tonight. Tell him/her how to cook rice.
6. ( . . . ) is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

## 7-16 USING TWO, TOO, AND TO

		<b>Two, too, and to</b> have the same pronunciation.
<i>TWO</i>	( a ) I have <b>two</b> children.	In (a): <b>two</b> = a number.
<i>TOO</i>	( b ) Timmy is <b>too</b> young. He can't read.	In (b): <b>too young</b> = <b>not old enough</b> .
	( c ) Ann saw the movie. I saw the movie <b>too</b> .	In (c): <b>too</b> = <b>also</b> .
<i>TO</i>	( d ) I talked <b>to</b> Jim.	In (d): <b>to</b> = a preposition.
	( e ) I want <b>to</b> watch television.	In (e): <b>to</b> = part of an infinitive.

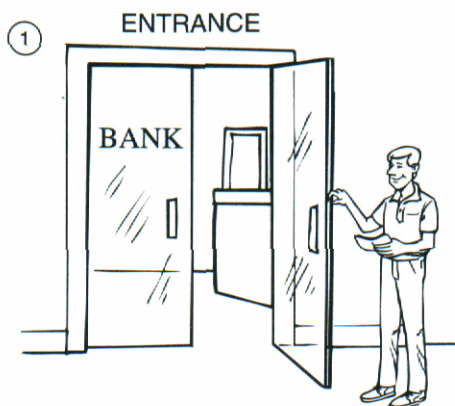
■ **EXERCISE 37:** Complete the sentences. Use **two**, **too**, or **to**.

1. I'd like a cup of coffee. Bob would like a cup too.
2. I had \_\_\_\_\_ cups of coffee yesterday.
3. I can't drink my coffee. It's \_\_\_\_\_ hot. The coffee is \_\_\_\_\_ hot for me \_\_\_\_\_ drink.
4. I talked \_\_\_\_\_ Jim. Jane wants \_\_\_\_\_ talk \_\_\_\_\_ Jim \_\_\_\_\_.
5. I walked \_\_\_\_\_ school today. Alex walked \_\_\_\_\_ school today \_\_\_\_\_.

6. I'm going \_\_\_\_\_ take the bus \_\_\_\_\_ school tomorrow.
7. Shh. I want \_\_\_\_\_ listen \_\_\_\_\_ the news broadcast.
8. I can't study. The music is \_\_\_\_\_ loud.
9. The weather is \_\_\_\_\_ cold for us \_\_\_\_\_ go \_\_\_\_\_ the beach.
10. I have \_\_\_\_\_ apples. Ken wants \_\_\_\_\_ have \_\_\_\_\_ apples \_\_\_\_\_.

## 7-17 MORE ABOUT PREPOSITIONS: AT AND IN FOR LOCATIONS

<p>(a) Olga is <b>at</b> home. Ivan is <b>at</b> work. Yoko is <b>at</b> school.</p> <p>(b) Sue is <b>in</b> bed. Tom is <b>in</b> class. Paul is <b>in</b> jail/prison. Mr. Lee is <b>in</b> (the) hospital.</p>	<p>In (a): <b>at</b> is used with <i>home</i>, <i>work</i>, and <i>school</i>.</p> <p>In (b): <b>in</b> is used with <i>bed</i>, <i>class</i>, <i>jail/prison</i>, and <i>hospital</i>. NOTE: American English = <i>in the hospital</i>. British English = <i>in hospital</i>.</p>
<p>(c) Ahmed is <b>in</b> the kitchen.</p> <p>(d) David is <b>in</b> Mexico City.</p>	<p>In (c): <b>in</b> is used with rooms: <i>in the kitchen</i>, <i>in the classroom</i>, <i>in the hall</i>, <i>in my bedroom</i>, etc.</p> <p>In (d): <b>in</b> is used with cities, states/provinces, countries, and continents: <i>in Mexico City</i>, <i>in Florida</i>, <i>in Italy</i>, <i>in Asia</i>, etc.</p>
<p>(e) A: Where's Ivan? B: He isn't here. He's <b>at</b> the bank.</p> <p>COMPARE</p> <p>(f) In Picture 2, Ivan is <b>in</b> the bank. He is not outside the bank.</p>	<p>In (e): <b>at</b> is usually used with locations in a city: <i>at the post office</i>, <i>at the bank</i>, <i>at the library</i>, <i>at the bookstore</i>, <i>at the park</i>, <i>at the theater</i>, <i>at the restaurant</i>, <i>at the football stadium</i>, etc.</p> <p>In (f): A speaker uses <b>in</b> with a building only when it is important to say that someone is inside, not outside, the building. Usually a speaker uses <b>at</b> with a building. <i>in the bank</i> = inside the bank building.</p>



Ivan is **at** the bank.



Ivan is **at** the bank.  
Ivan is **in** (inside) the bank.



■ **EXERCISE 38:** Complete the sentences with **at** or **in**. In some sentences, both prepositions are correct.

1. A: Is Jennifer here?

B: No, she's at the bookstore.\*

2. A: Where's Jack?

B: He's in his room.

3. When I was \_\_\_\_\_ work yesterday, I had an interesting telephone call.

4. Poor Anita. She's \_\_\_\_\_ the hospital again for more surgery.

5. Mr. Gow wasn't \_\_\_\_\_ class yesterday. He was \_\_\_\_\_ home. He wasn't feeling well.

6. Last year at this time, Eric was \_\_\_\_\_ Korea. This year he's \_\_\_\_\_ Spain.

7. A: Where's Donna?

B: She's \_\_\_\_\_ New York. She's attending a conference.

8. There's a fire extinguisher \_\_\_\_\_ the hall.

9. The children are \_\_\_\_\_ home this morning. They aren't \_\_\_\_\_ school.

10. A: Where's Olga? I was supposed to meet her here at five.

B: She's \_\_\_\_\_ the library. She's studying for a test.

A: Oh. Maybe she forgot that she was supposed to meet me here.

11. A: Where's Robert?

B: He's \_\_\_\_\_ the computer room.

12. A: Where's Fatima?

B: She's \_\_\_\_\_ the supermarket.

13. We ate \_\_\_\_\_ a good restaurant last night. The food was delicious.

14. A thief broke the window of a jewelry store and stole some valuable jewelry. The police caught him. Now he's \_\_\_\_\_ jail. He's going to be \_\_\_\_\_ prison for a long time.

15. Singapore is \_\_\_\_\_ Asia.

16. We had a good time \_\_\_\_\_ the zoo yesterday.

\*ALSO CORRECT: *She's in the bookstore*, but only if the speaker wants to say that she is inside, not outside, the bookstore. Usually a speaker uses **at** with a building to identify someone's location.

17. There are thirty-seven desks \_\_\_\_\_ our classroom.
18. A: Where can I get some fresh tomatoes?  
B: \_\_\_\_\_ the market on Waterfront Street.
19. A: Here's your hotel key, Ms. Fox. You're \_\_\_\_\_ Room 609.  
B: Thank you. Where are the elevators?
20. A: Is Mike up?  
B: No, he's \_\_\_\_\_ bed.  
A: Well, it's time to get up. I'm going to wake him up. Hey, Mike! You can't sleep all day! Get up!  
C: Go away!

■ **EXERCISE 39—ORAL (BOOKS CLOSED):** Complete the sentence "*I was . . . yesterday*" by using the given word and the correct preposition, *at* or *in*.

*Example:* work

*Response:* I was at work yesterday.

- |                     |                             |
|---------------------|-----------------------------|
| 1. class            | 7. work                     |
| 2. the library      | 8. Room 206                 |
| 3. (name of a city) | 9. a hotel                  |
| 4. home             | 10. (name of a continent)   |
| 5. this room        | 11. ( . . . )'s living room |
| 6. the bookstore    | 12. (name of a building)    |

■ **EXERCISE 40—ORAL (BOOKS CLOSED):** Ask and answer questions about location.

STUDENT A: Begin the question with "*Where were you . . . ?*"

STUDENT B: Use *at* or *in* in the answer.

*Example:* yesterday afternoon

STUDENT A: Where were you yesterday afternoon?

STUDENT B: I was in class.

- at nine o'clock last night
- at two o'clock yesterday afternoon
- after class yesterday
- this morning at six o'clock
- six weeks ago
- five years ago
- on your last vacation
- when you were ten years old

■ **EXERCISE 41—REVIEW:** What **can** or **can't** the following people/animals/things do? Why or why not? Discuss the topics in small groups and report to the rest of the class.

*Example:* a tiger

*Responses:* A tiger can kill a water buffalo because a tiger is very strong and powerful.  
A tiger can sleep in the shade of a tree all day if it wants to. It doesn't have a job, and it doesn't go to school.  
A tiger can't speak (a human language). It's an animal.  
A tiger can communicate with other tigers. Animals can talk to each other in their own languages.

1. the students in this class
2. small children
3. a monkey
4. (name of a classmate)
5. international students who live in (name of this country)
6. teenagers
7. people who live in (name of this city)
8. people who are illiterate
9. money
10. computers
11. (name of the teacher of this class)
12. (name of the leader of this country or your country)

■ **EXERCISE 42—REVIEW:** Choose the correct completion.

1. \_\_\_\_\_ play a musical instrument?  
A. Do you can    B. Can you    C. Do you be able to    D. Can you to
2. Jack was \_\_\_\_\_ sick to go to work yesterday morning. He stayed home.  
A. very    B. enough    C. too    D. too much
3. I was too sleepy \_\_\_\_\_ last night.  
A. to studying    B. for studying    C. to study    D. for study
4. (Knock, knock.) Hello? \_\_\_\_\_ come in? Thanks.  
A. Could I to    B. Will I    C. Can I to    D. May I
5. I don't know how \_\_\_\_\_ to the Palace Hotel from here.  
A. do I get    B. get    C. getting    D. to get
6. Gina \_\_\_\_\_ understand the speaker at the lecture last night.  
A. couldn't    B. might not    C. isn't able to    D. can't
7. In my life right now, I have \_\_\_\_\_ problems. I can't solve all of them.  
A. very much    B. too many    C. too much    D. very
8. I can't reach the eraser on my friend's desk. My arms aren't \_\_\_\_\_.  
A. long enough    B. too long    C. enough long    D. too much long

9. My uncle can't \_\_\_\_\_ English.  
A. to speak      B. speaking      C. speaks      D. speak
10. I'm sorry. I can't hear what you're saying. \_\_\_\_\_ speak a little louder?  
A. May you      B. Could you      C. Don't      D. Can
11. An encyclopedia is too difficult \_\_\_\_\_.  
A. for to read a child      C. for a child to read  
B. to read a child      D. to for a child read
12. Rosa works for a computer company \_\_\_\_\_ Taipei.  
A. on      B. at      C. in      D. to

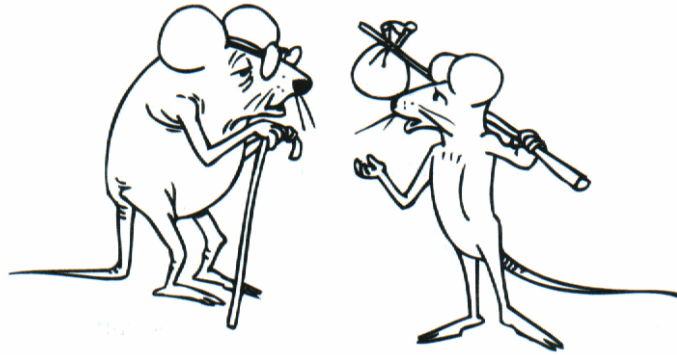
■ **EXERCISE 43—REVIEW:** Correct the errors.

1. My brother wasn't able calling me last night.
2. Don't to interrupt. It's not polite.
3. May I please to borrow your dictionary? Thank you.
4. We will can go to the museum tomorrow afternoon.
5. We can't count all of the stars in the universe. There are to many.
6. The diamond ring was to buy too expensive for John.
7. Can you to stand on your head?
8. My son isn't enough old too go to school. He's only too years old.
9. I saw a beautiful vase at a store yesterday, but I couldn't bought it.
10. We have too many homeworks.
11. Closing the door please. Thank you.
12. Robert was to tired to go two his class at to o'clock.



■ **EXERCISE 44—REVIEW:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

- (1) *Once upon a time there (be) \_\_\_\_\_ a mouse named Young Mouse. He lived near a river with his family and friends. Every day he and the other mice did the same things.*
- (2) *They (hunt) \_\_\_\_\_ for food and (take) \_\_\_\_\_ care of their*
- (3) *mouse holes. In the evening they (listen) \_\_\_\_\_ to stories around a fire. Young Mouse especially liked to listen to stories about the Far Away Land. He (dream)*
- (4) *\_\_\_\_\_ about the Far Away Land. It sounded wonderful. One day he*
- (5) *(decide) \_\_\_\_\_ to go there.*



YOUNG MOUSE: Goodbye, Old Mouse. I'm leaving now.

- (6) OLD MOUSE: Why *(you, leave)* \_\_\_\_\_? Where
- (7) *(you, go)* \_\_\_\_\_?
- (8) YOUNG MOUSE: I *(go)* \_\_\_\_\_ to a new and different place. I *(go)*
- (9) \_\_\_\_\_ to the Far Away Land.
- (10) OLD MOUSE: Why *(you, want)* \_\_\_\_\_ *(go)* \_\_\_\_\_ there?
- (11) YOUNG MOUSE: I *(want)* \_\_\_\_\_ *(experience)* \_\_\_\_\_
- (12) all of life. I *(need)* \_\_\_\_\_ *(learn)* \_\_\_\_\_ about everything.
- (13) OLD MOUSE: You *(can learn)* \_\_\_\_\_ many things if you *(stay)*
- (14) \_\_\_\_\_ here with us. Please *(stay)* \_\_\_\_\_ here with us.
- (15) YOUNG MOUSE: No, I *(can stay, not)* \_\_\_\_\_ here by the
- (16) river for the rest of my life. There *(be)* \_\_\_\_\_ too much to learn about in the world. I must go to the Far Away Land.

OLD MOUSE: The trip to the Far Away Land is a long and dangerous journey. You *(have)*

- (17) \_\_\_\_\_ many problems before you *(get)* \_\_\_\_\_

(18) there. You *(face)* \_\_\_\_\_ many dangers.

YOUNG MOUSE: I understand that, but I need to find out about the Far Away Land.

(19) Goodbye, Old Mouse. Goodbye, everyone! I *(may see, never)* \_\_\_\_\_

(20) any of you again, but I *(try)* \_\_\_\_\_ to return from the Far Away Land someday. Goodbye!

*So Young Mouse left to fulfill his dream of going to the Far Away Land. His first problem was the river. At the river, he met a frog.*

(21) MAGIC FROG: Hello, Young Mouse. I'm Magic Frog. *(you, have)* \_\_\_\_\_ a problem right now?

(22) YOUNG MOUSE: Yes. How *(I, can cross)* \_\_\_\_\_ this river?

(23) I *(know, not)* \_\_\_\_\_ how to swim. If I

(24) *(can cross, not)* \_\_\_\_\_ this

(25) river, I *(be, not)* \_\_\_\_\_

able to reach the Far Away Land.

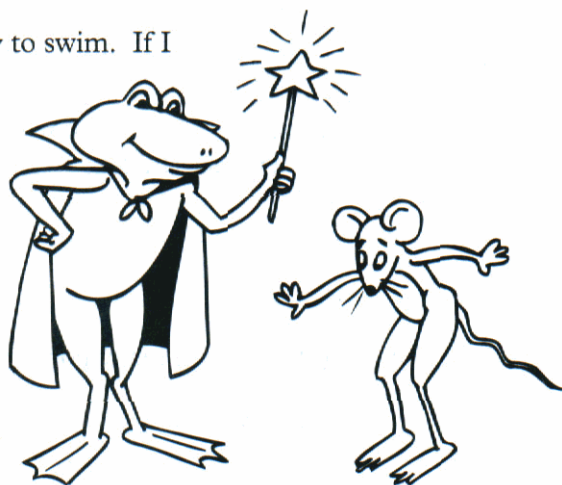
(26) MAGIC FROG: I *(help)* \_\_\_\_\_

you to cross the river. I *(give)*

(27) \_\_\_\_\_ you

the power of my legs so you *(can jump)*

(28) \_\_\_\_\_ across the river. I *(give, also)* \_\_\_\_\_ you a new name. Your new name will be Jumping Mouse.



JUMPING MOUSE: Thank you, Magic Frog.

MAGIC FROG: You are a brave mouse, Jumping Mouse, and you have a good heart. If you

(29) *(lose, not)* \_\_\_\_\_ hope, you *(reach)* \_\_\_\_\_ the Far Away Land.

*With his powerful new legs, Jumping Mouse jumped across the river. He traveled fast for many days across a wide grassland. One day he met a buffalo. The buffalo was lying on the ground.*

JUMPING MOUSE: Hello, Buffalo. My name is Jumping Mouse. Why *(you, lie\*)*

(30) \_\_\_\_\_ on the ground? *(you, be)* \_\_\_\_\_ ill?

\*The -ing form of lie is spelled lying.



- (31) BUFFALO: Yes. I (*can see, not*) \_\_\_\_\_. I (*drink*) \_\_\_\_\_
- (32) \_\_\_\_\_ some poisoned water, and now I (*be*) \_\_\_\_\_
- (33) blind. I (*die*) \_\_\_\_\_ soon because I (*can find, not*) \_\_\_\_\_
- (34) \_\_\_\_\_ food and water without my eyes.

- (35) JUMPING MOUSE: When I started my journey, Magic Frog (*give*) \_\_\_\_\_ me her powerful legs so I could jump across the river. What (*I, can give*) \_\_\_\_\_
- (36) \_\_\_\_\_ you to help you? I know! I (*give*) \_\_\_\_\_
- (37) \_\_\_\_\_ you my sight so you can see to find food and water.

BUFFALO: Are you really going to do that? Jumping Mouse, you are very kind! Ah! Yes,

- (38) I (*can see*) \_\_\_\_\_ again. Thank you! But now you
- (39) (*can see, not*) \_\_\_\_\_. How (*you, find*) \_\_\_\_\_
- (40) \_\_\_\_\_ the Far Away Land? I know. (*jump*) \_\_\_\_\_
- (41) \_\_\_\_\_ onto my back. I (*carry*) \_\_\_\_\_ you across this land to the foot of the mountain.

JUMPING MOUSE: Thank you, Buffalo.

*So Jumping Mouse found a way to reach the mountain. When they reached the mountain, Jumping Mouse and Buffalo parted.*

- (42) BUFFALO: I don't live in the mountains, so I (*can go, not*) \_\_\_\_\_ any farther.
- (43) JUMPING MOUSE: What (*I, do*) \_\_\_\_\_? I (*have*) \_\_\_\_\_
- (44) \_\_\_\_\_ powerful legs, but I can't see.

(45) BUFFALO: (*keep*) \_\_\_\_\_ your hope alive. You (*find*) \_\_\_\_\_ a way to reach the Far Away Land.

*Jumping Mouse was very afraid. He didn't know what to do. Suddenly he heard a wolf.*

(46) JUMPING MOUSE: Hello? Wolf? I (*can see, not*) \_\_\_\_\_ you,

(47) but I (*can hear*) \_\_\_\_\_ you.

(48) WOLF: Yes, Jumping Mouse. I'm here, but I (*can help, not*) \_\_\_\_\_

(49) you because I (*die*\*) \_\_\_\_\_.

(50) JUMPING MOUSE: What's wrong? Why (*you, die*) \_\_\_\_\_?

(51) WOLF: I (*lose*) \_\_\_\_\_ my sense of smell many weeks ago, so now I

(52) (*can find, not*) \_\_\_\_\_ food. I (*starve*)

(53) \_\_\_\_\_ to death.

(54) JUMPING MOUSE: Oh, Wolf, I (*can help*) \_\_\_\_\_ you. I (*give*)

(55) \_\_\_\_\_ you my ability to smell.

(56) WOLF: Oh, thank you, Jumping Mouse. Yes, I (*can smell*) \_\_\_\_\_ again. Now I'll be able to find food. That is a wonderful gift! How (*I, can help*)

(57) \_\_\_\_\_ you?

(58) JUMPING MOUSE: I (*try*) \_\_\_\_\_ to get to the Far Away Land.

(59) I (*need*) \_\_\_\_\_ (*go*) \_\_\_\_\_ to the top of the mountain.

(60) WOLF: (*come*) \_\_\_\_\_ over here. I (*put*) \_\_\_\_\_

(61) you on my back and (*take*) \_\_\_\_\_ you to the top of the mountain.



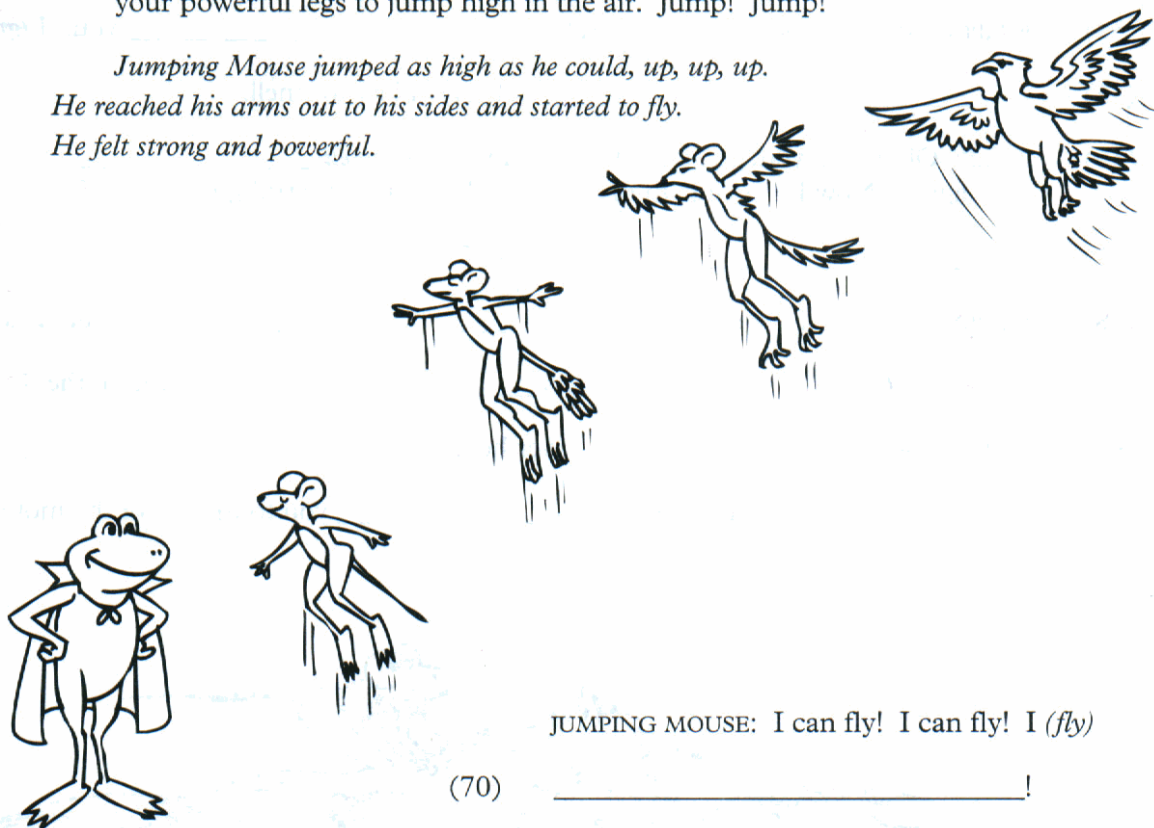
\*The -ing form of *die* is spelled *dying*.



*So Wolf carried Jumping Mouse to the top of the mountain. But then Wolf left. Jumping*

- (62) *Mouse was all alone. He (can see, not) \_\_\_\_\_*
- (63) *and he (can smell, not) \_\_\_\_\_, but he still had powerful legs.*
- (64) *He almost (lose) \_\_\_\_\_ hope. Then suddenly, he (hear) \_\_\_\_\_ Magic Frog.*
- (65) *JUMPING MOUSE: Is that you, Magic Frog? Please (help) \_\_\_\_\_ me. I'm all alone and afraid.*
- (66) *MAGIC FROG: (cry, not) \_\_\_\_\_, Jumping Mouse. You have a*
- (67) *generous, open heart. You (be, not) \_\_\_\_\_ selfish. You help others. Your unselfishness caused you suffering during your journey, but you*
- (68) *(lose, never) \_\_\_\_\_ hope. Now you are in the Far*
- (69) *Away Land. (jump) \_\_\_\_\_, Jumping Mouse. (use) \_\_\_\_\_ your powerful legs to jump high in the air. Jump! Jump!*

*Jumping Mouse jumped as high as he could, up, up, up.  
He reached his arms out to his sides and started to fly.  
He felt strong and powerful.*



*JUMPING MOUSE: I can fly! I can fly! I (fly)*

(70) \_\_\_\_\_!

*MAGIC FROG: Jumping Mouse, I am going to give you a new name. Now your name is Eagle!*

*So Jumping Mouse became the powerful Eagle and fulfilled his dream of reaching the Far Away Land and experiencing all that life has to offer.\**

\*This fable is based on a Native American story and has been adapted from *The Story of Jumping Mouse* by John Steptoe; © Lothrop, Lee & Shepard Books, 1984.

**EXERCISE 45:** In groups of six, create a play using the story of Jumping Mouse. There will be five characters in your play: Jumping Mouse, Old Mouse, Magic Frog, Buffalo, and Wolf. In addition, one person in the group will be the narrator. The narrator will tell the parts of the story that are in *italics* in Exercise 44. Rehearse your play in your group, and then present the play to the rest of the class.

## 7-18 MORE IRREGULAR VERBS

*blow – blew*  
*draw – drew*  
*fall – fell*  
*feel – felt*  
*grow – grew*

*keep – kept*  
*know – knew*  
*swim – swam*  
*throw – threw*  
*win – won*

**EXERCISE 46—ORAL (BOOKS CLOSED):** Practice using the IRREGULAR VERBS in the above list.

*Example:* *fall-fell* Rain falls. Leaves fall. Sometimes people fall. Yesterday I fell down. I hurt my knee. How did I hurt my knee yesterday?

*Response:* You fell (down).

1. *blow-blew* The sun shines. Rain falls. Wind blows. Last week we had a storm. It rained hard, and the wind blew hard. Tell me about the storm last week.
2. *draw-drew* I draw once a week in art class. Last week I drew a portrait of myself. What did I do in art class last week?
3. *feel-felt* You can feel an object. You can also feel an emotion or a sensation. Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?
4. *fall-fell* Sometimes I fall down. Yesterday I fell down. I felt bad when I fell down. What happened to me yesterday?
5. *grow-grew* Trees grow. Flowers grow. Vegetables grow. Usually I grow vegetables in my garden, but last year I grew only flowers. What did I grow in my garden last year?
6. *keep-kept* Now I keep my money in (*name of a local bank*). Last year I kept my money in (*name of another local bank*). Where did I keep my money last year?
7. *know-knew* ( . . . ) knows a lot about English grammar. On the grammar test last week, s/he knew all the answers. What did ( . . . ) know last week?
8. *swim-swam* I swim in (*name of a lake, sea, ocean, or local swimming pool*) every summer. I swam in (*name of a lake, sea, ocean, or local swimming pool*) last summer. What did I do last summer?

9. *throw-threw* I can hand you this (piece of chalk) or I can throw it to you. I just threw this (piece of chalk) to ( . . . ). What did I just do?
10. *win-won* You can win a game or lose a game. Last weekend (*name of a local sports team*) won a game/match against (*name of another team*). How did (*name of the local sports team*) do last weekend? Did they win or lose?

■ **EXERCISE 47:** Complete the sentences. Use the past form of the verbs in the list.

<i>blow</i>	<i>grow</i>	<i>swim</i>
<i>draw</i>	<i>hurt</i>	<i>throw</i>
<i>fall</i>	<i>keep</i>	<i>win</i>
<i>feel</i>	<i>know</i>	

- A: Did you enjoy your tennis game with Jackie?

B: Yes, but I lost. Jackie \_\_\_\_\_.
- A: How did you break your leg?

B: I \_\_\_\_\_ down on the ice on the sidewalk.
- A: Ouch!

B: What's the matter?

A: I \_\_\_\_\_ my finger.

B: How?

A: I pinched it in the door.
- A: Did you give the box of candy to your girlfriend?

B: No, I didn't. I \_\_\_\_\_ it and ate it myself.
- A: That's a nice picture.

B: I agree. Anna \_\_\_\_\_ it. She's a good artist.
- A: Did you have a garden when you lived at home?

B: Yes. I \_\_\_\_\_ vegetables and flowers.
- A: Did you finish the test?

B: No. I didn't have enough time. I \_\_\_\_\_ all of the answers but I ran out of time.
- A: Did you have fun at the beach?

B: Lots of fun. We sunbathed and \_\_\_\_\_ in the ocean.

9. A: I burned my finger.  
B: Did you put ice on it?

A: No. I \_\_\_\_\_ on it.

10. A: What's the matter? You sound like you have a frog in your throat.

B: I think I'm catching a cold. I \_\_\_\_\_ okay yesterday, but I don't feel very good today.

11. A: How did you break the window, Tommy?

B: Well, I \_\_\_\_\_ a ball to Annie, but I missed Annie and hit the window instead.



■ **EXERCISE 48:** Complete the sentences. Use the past form of the verbs in the list.

<i>begin</i>	<i>fly</i>	<i>make</i>	<i>take</i>
<i>break</i>	<i>grow</i>	<i>meet</i>	<i>tell</i>
<i>catch</i>	<i>know</i>	<i>sing</i>	<i>throw</i>
<i>cost</i>	<i>leave</i>	<i>spend</i>	<i>wear</i>
<i>fall</i>	<i>lose</i>	<i>steal</i>	<i>win</i>

- When I went to the airport yesterday, I \_\_\_\_\_ a taxi.
- I \_\_\_\_\_ my winter jacket yesterday because the weather was cold.
- Tom bought a new tie. It \_\_\_\_\_ a lot because it was a hand-painted silk tie.
- Laurie doesn't feel good. She \_\_\_\_\_ a cold a couple of days ago.
- Leo could read the story easily. The words in the story weren't new for him. He \_\_\_\_\_ the vocabulary in the story.
- I know Ronald Sawyer. I \_\_\_\_\_ him at a party a couple of weeks ago.
- My hometown is Ames, Iowa. I \_\_\_\_\_ up there.
- I dropped my book. It \_\_\_\_\_ to the floor.
- Ken couldn't get into his apartment because he \_\_\_\_\_ his keys.
- We \_\_\_\_\_ a lot of money at the restaurant last night. The food was good, but expensive.
- The baseball player \_\_\_\_\_ the ball to the catcher.



12. I wrote a check yesterday. I \_\_\_\_\_ a mistake on the check, so I tore it up and wrote another one.
13. Someone \_\_\_\_\_ my bicycle, so I called the police.
14. Maggie didn't tell a lie. She \_\_\_\_\_ the truth.
15. Rick \_\_\_\_\_ his arm when he fell on the ice.
16. We were late for the movie. It \_\_\_\_\_ at 7:00, but we didn't get there until 7:15.
17. We \_\_\_\_\_ songs at the party last night and had a good time.
18. I \_\_\_\_\_ to Chicago last week. The plane was only five minutes late.
19. My plane \_\_\_\_\_ at 6:03 and arrived at 8:45.
20. We played a soccer game yesterday. The other team \_\_\_\_\_. We lost.



## CHAPTER 8

# Nouns, Adjectives, and Pronouns

■ **EXERCISE 1:** How are these words usually used, as NOUNS or ADJECTIVES? Use each word in a sentence.

1. busy                      NOUN      **ADJ**  
→ *I'm too busy to go to the zoo.*

2. computer              **NOUN**      ADJ  
→ *Computers are machines.*

3. tall                      NOUN      ADJ

4. apartment            NOUN      ADJ

5. Tom                    NOUN      ADJ

6. intelligent            NOUN      ADJ

7. hand                   NOUN      ADJ

8. good                   NOUN      ADJ

9. monkey               NOUN      ADJ

10. young                NOUN      ADJ

11. music                NOUN      ADJ

12. expensive            NOUN      ADJ

13. grammar            NOUN      ADJ

### 8-1 MODIFYING NOUNS WITH ADJECTIVES AND NOUNS

<p>(a) I bought an      ADJECTIVE + NOUN <b>expensive</b>      <i>book.</i></p>	<p>Adjectives can modify nouns, as in (a). See Chart 4-2 for a list of common adjectives.</p>
<p>(b) I bought a      NOUN + NOUN <b>grammar</b>      <i>book</i></p>	<p>Nouns can modify other nouns. In (b): <i>grammar</i> is a noun that is used as an adjective to modify another noun (<i>book</i>).</p>
<p>(c) He works at a      NOUN + NOUN <b>shoe</b>      <i>store.</i> (d) INCORRECT: <i>He works at a shoes store.</i></p>	<p>A noun that is used as an adjective is always in its singular form. In (c): the store sells shoes, but it is called a <i>shoe</i> (singular form) <i>store</i>.</p>
<p>(e) I bought an      ADJECTIVE + NOUN + NOUN <b>expensive</b>      <b>grammar</b>      <i>book.</i> (f) INCORRECT: <i>I bought a grammar expensive book.</i></p>	<p>Both an adjective and a noun can modify a noun; the adjective comes first, the noun second.</p>

■ **EXERCISE 2:** Find the **ADJECTIVES** and identify the nouns they modify.

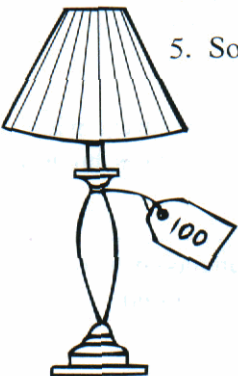
1. I drank some hot tea.
2. My grandmother is a wise woman.
3. English is not my native language.
4. The busy waitress poured coffee into the empty cup.
5. A young man carried the heavy suitcase for Fumiko.
6. I sat in an uncomfortable chair at the restaurant.
7. There is international news on the front page of the newspaper.
8. My uncle is a wonderful man.

■ **EXERCISE 3:** Find the **NOUNS USED AS ADJECTIVES** and identify the nouns they modify.

1. We sat at the kitchen table.
2. I bought some new CDs at the music store.
3. We met Jack at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

■ **EXERCISE 4:** Complete the sentences. Use the information in the first part of the sentence.  
Use A NOUN THAT MODIFIES ANOTHER NOUN in the completion.

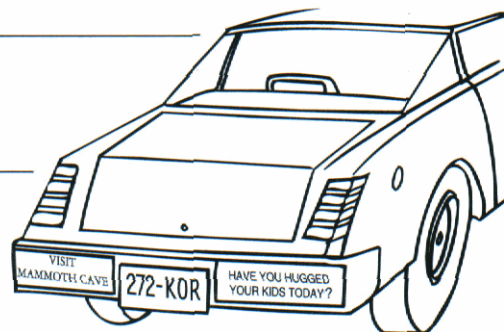
1. Vases that are used for flowers are called flower vases.
2. A cup that is used for coffee is called a coffee cup.
3. A story that appears in a newspaper is called \_\_\_\_\_
4. Rooms in hotels are called \_\_\_\_\_
5. Soup that is made of beans is called \_\_\_\_\_
6. A worker in an office is called \_\_\_\_\_
7. A room that contains computers is called \_\_\_\_\_
8. Seats on airplanes are called \_\_\_\_\_
9. A bench that is found in a park is called \_\_\_\_\_
10. A tag that gives the price of something is called \_\_\_\_\_



■ **EXERCISE 5:** Which noun in the list can be used with all three of the nouns used as modifiers? For example, in the first sentence below, the completion can be a *university education*, a *high school education*, and a *college education*.

<i>class</i>	<i>official</i>	<i>soup</i>
✓ <i>education</i>	<i>program</i>	<i>store</i>
<i>keys</i>	<i>race</i>	<i>tickets</i>
<i>number</i>	<i>room</i>	<i>trip</i>

- Jane has a  $\left\{ \begin{array}{l} \text{university} \\ \text{high school} \\ \text{college} \end{array} \right\}$  education.
- We went to a  $\left\{ \begin{array}{l} \text{furniture} \\ \text{shoe} \\ \text{clothing} \end{array} \right\}$  \_\_\_\_\_
- I took a  $\left\{ \begin{array}{l} \text{history} \\ \text{math} \\ \text{science} \end{array} \right\}$  \_\_\_\_\_
- We watched a  $\left\{ \begin{array}{l} \text{horse} \\ \text{car} \\ \text{foot} \end{array} \right\}$  \_\_\_\_\_
- I talked to a  $\left\{ \begin{array}{l} \text{government} \\ \text{city} \\ \text{school} \end{array} \right\}$  \_\_\_\_\_
- Mom made some  $\left\{ \begin{array}{l} \text{vegetable} \\ \text{bean} \\ \text{chicken} \end{array} \right\}$  \_\_\_\_\_
- He told me about a  $\left\{ \begin{array}{l} \text{radio} \\ \text{television} \\ \text{computer} \end{array} \right\}$  \_\_\_\_\_
- We took a/an  $\left\{ \begin{array}{l} \text{boat} \\ \text{bus} \\ \text{airplane} \end{array} \right\}$  \_\_\_\_\_
- I couldn't find my  $\left\{ \begin{array}{l} \text{car} \\ \text{house} \\ \text{door} \end{array} \right\}$  \_\_\_\_\_
- What is your  $\left\{ \begin{array}{l} \text{telephone} \\ \text{apartment} \\ \text{license plate} \end{array} \right\}$  \_\_\_\_\_





11. We bought some  $\left\{ \begin{array}{l} \text{theater} \\ \text{concert} \\ \text{airplane} \end{array} \right\}$  \_\_\_\_\_
12. We visited Sue in her  $\left\{ \begin{array}{l} \text{hospital} \\ \text{hotel} \\ \text{dormitory} \end{array} \right\}$  \_\_\_\_\_

■ **EXERCISE 6:** Each item lists two NOUNS and one ADJECTIVE. Put them in the correct order.

1. *homework*      The teacher gave us a long homework assignment.  
*long*  
*assignment*
2. *program*      I watched a \_\_\_\_\_  
*good*  
*television*
3. *road*      We drove on a \_\_\_\_\_  
*mountain*  
*dangerous*
4. *automobile*      Janet was in a \_\_\_\_\_  
*bad*  
*accident*
5. *article*      I read an \_\_\_\_\_  
*magazine*  
*interesting*
6. *delicious*      Mrs. Green made some \_\_\_\_\_  
*vegetable*  
*soup*
7. *card*      My sister gave me a \_\_\_\_\_  
*funny*  
*birthday*
8. *narrow*      People don't like to sit in \_\_\_\_\_  
*seats*  
*airplane*



## 8-2 WORD ORDER OF ADJECTIVES

(a) a <b>large red</b> car (b) INCORRECT: a red large car	In (a): two adjectives ( <i>large</i> and <i>red</i> ) modify a noun ( <i>car</i> ). Adjectives follow a particular order. In (a), an adjective describing <b>size</b> ( <i>large</i> ) comes before <b>color</b> ( <i>red</i> ) .				
(c) a <b>beautiful young</b> woman (d) a <b>beautiful red</b> car (e) a <b>beautiful Greek</b> island	The adjective <i>beautiful</i> expresses an opinion. Opinion adjectives usually come before all other adjectives. In (c): opinion precedes age. In (d): opinion precedes color. In (e): opinion precedes nationality.				
(f) OPINION ADJECTIVES <i>dangerous      favorite      important</i> <i>difficult      good      interesting</i> <i>dirty      happy      strong</i> <i>expensive      honest      wonderful</i>	There are many opinion adjectives. The words in (f) are examples of common opinion adjectives.				
<b>USUAL WORD ORDER OF ADJECTIVES</b>					
(1) <b>OPINION</b> <i>beautiful</i> <i>delicious</i> <i>kind</i>	(2) <b>SIZE</b> <i>large</i> <i>tall</i> <i>little</i>	(3) <b>AGE</b> <i>young</i> <i>old</i> <i>middle-aged</i>	(4) <b>COLOR</b> <i>red</i> <i>blue</i> <i>black</i>	(5) <b>NATIONALITY*</b> <i>Greek</i> <i>Chinese</i> <i>Mexican</i>	(6) <b>MATERIAL</b> <i>metal</i> <i>glass</i> <i>plastic</i>
(g) some <b>delicious Mexican</b> food (h) a <b>small glass</b> vase (i) a <b>kind old Chinese</b> man	A noun is usually modified by only one or two adjectives, although sometimes there are three.				
(j) RARE: a <i>beautiful small old brown Greek metal</i> coin	It is very rare to find a long list of adjectives in front of a noun.				

\*NOTE: Adjectives that describe nationality are capitalized: **Korean**, **Venezuelan**, **Saudi Arabian**, etc.

### ■ EXERCISE 7: Put the *italicized* words in the correct order.

1. *glass*                      a   *tall glass*   vase  
   *tall*
2. *delicious*                some \_\_\_\_\_ food  
   *Thai*
3. *red*                        some \_\_\_\_\_ tomatoes  
   *small*

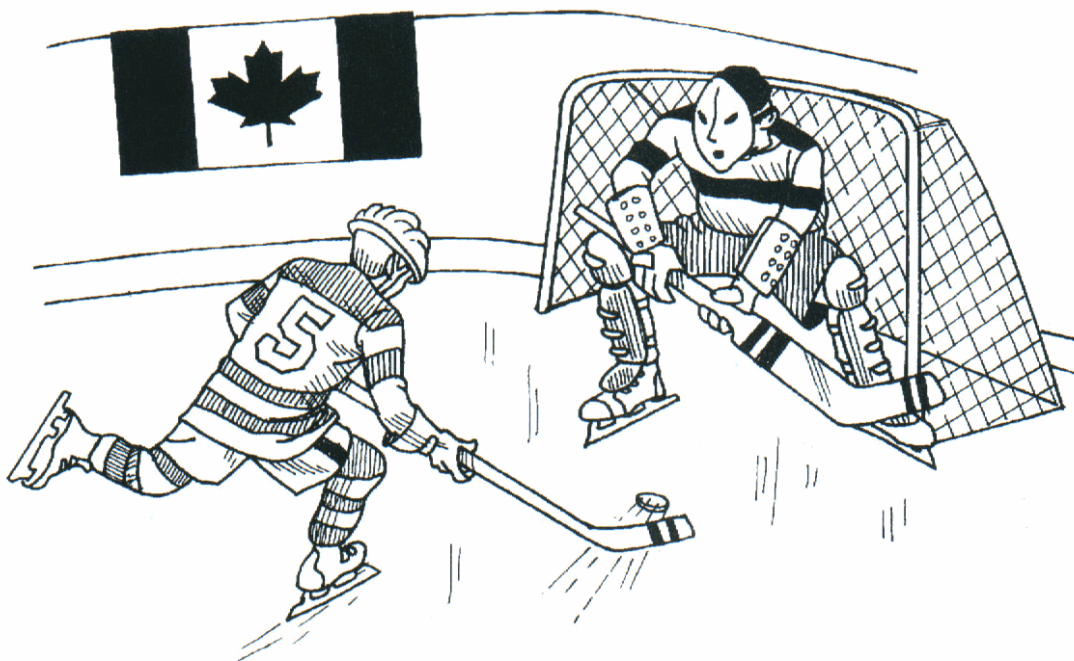
4. *old* some \_\_\_\_\_ cows  
*big*  
*brown*
5. *narrow* a \_\_\_\_\_ road  
*dirt*
6. *young* a \_\_\_\_\_ woman  
*serious*
7. *long* \_\_\_\_\_ hair  
*black*  
*beautiful*
8. *Chinese* a/an \_\_\_\_\_ work of art  
*famous*  
*old*
9. *leather* a \_\_\_\_\_ belt  
*brown*  
*thin*
10. *wonderful* a/an \_\_\_\_\_ story  
*old*  
*Native American*

■ **EXERCISE 8:** Complete the sentences with words from the list below.

<i>Asian</i>	✓ <i>cotton</i>	<i>polite</i>
<i>brick</i>	<i>important</i>	<i>soft</i>
<i>Canadian</i>	<i>leather</i>	<i>unhappy</i>
<i>coffee</i>		

1. Jack is wearing a white cotton shirt.
2. Hong Kong is an important \_\_\_\_\_ city.
3. I'm wearing some comfortable old \_\_\_\_\_ shoes.
4. Tommy was a/an \_\_\_\_\_ little boy when he broke his favorite toy.
5. Ann has a/an \_\_\_\_\_ wool blanket on her bed.
6. Our dorm is a tall red \_\_\_\_\_ building.
7. The computer is a/an \_\_\_\_\_ modern invention.

8. My nephew has good manners. He is always a/an \_\_\_\_\_ young man, especially to his elders.
9. Jack always carries a large blue \_\_\_\_\_ cup with him.
10. Ice hockey is a popular \_\_\_\_\_ sport.



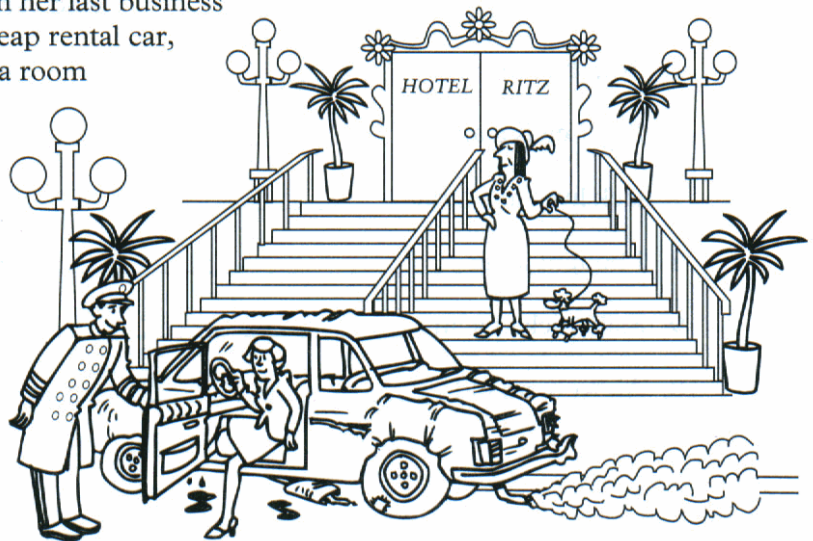
■ **EXERCISE 9:** Add ADJECTIVES or NOUNS USED AS ADJECTIVES to the sentences below.

1. We had some hot \_\_\_\_\_ food.
2. My dog, Rover, is a/an \_\_\_\_\_ old dog.
3. We bought a blue \_\_\_\_\_ blanket.
4. Alice has \_\_\_\_\_ gold earrings.
5. Tom has short \_\_\_\_\_ hair.
6. Mr. Lee is a/an \_\_\_\_\_ young man.
7. Jack lives in a large \_\_\_\_\_ brick house.
8. I bought a big \_\_\_\_\_ suitcase.
9. Sally picked a/an \_\_\_\_\_ red flower.
10. Ali wore an old \_\_\_\_\_ shirt to the picnic.



■ **EXERCISE 10—ERROR ANALYSIS:** Many, but not all, of the following sentences contain mistakes in the word order of modifiers. Find and correct the mistakes. Make changes in the use of *a* and *an* as necessary.

- an old wood*
1. Ms. Lane has ~~a wood old~~ desk in her office.
  2. She put the flowers in a blue glass vase. (*no change*)
  3. The Great Wall is a Chinese landmark famous.
  4. I read a newspaper article interesting this morning.
  5. Spiro gave me a wonderful small black Greek box as a birthday present.
  6. Alice reached down and put her hand in the mountain cold stream.
  7. Pizza is my favorite food Italian.
  8. There was a beautiful flower arrangement on the kitchen table.
  9. Jack usually wears brown old comfortable shoes leather.
  10. Gnats are black tiny insects.
  11. I used a box brown cardboard to mail a gift to my sister.
  12. Tony has a noisy electric fan in his bedroom window.
  13. James is a middle-aged handsome man with brown short hair.
  14. When Jane was on her last business trip, she had a cheap rental car, but she stayed in a room expensive hotel.



## ■ EXERCISE 11—ORAL: Practice modifying nouns.

STUDENT A: Your book is open. Say the words in each item. Don't let your intonation drop because Student B is going to finish the phrase.

STUDENT B: Your book is closed. Complete Student A's phrase with a noun. Respond as quickly as you can with the first noun that comes to mind.

*Example:* a dark ...

STUDENT A: a dark

STUDENT B: night (room, building, day, cloud, etc.)

*Example:* some ripe ...

STUDENT A: some ripe

STUDENT B: soup

STUDENT A: some ripe soup?? I don't think soup can be called ripe.

STUDENT B: Okay. How about "some ripe fruit"? OR: "some ripe bananas"?

STUDENT A: That's good. Some ripe fruit or some ripe bananas.

- |                                |                          |
|--------------------------------|--------------------------|
| 1. a kitchen ...               | 11. a birthday ...       |
| 2. a busy ...                  | 12. a computer ...       |
| 3. a public ...                | 13. a baby ...           |
| 4. a true ...                  | 14. a soft ...           |
| 5. some expensive ...          | 15. an easy ...          |
| 6. an interesting old ...      | 16. a government ...     |
| 7. an airplane ...             | 17. some hot ...         |
| 8. a dangerous ...             | 18. a flower ...         |
| 9. a beautiful Korean ...      | 19. a bright ...         |
| 10. some delicious Mexican ... | 20. some small round ... |

*Switch roles.*

- |                          |                                    |
|--------------------------|------------------------------------|
| 21. a telephone ...      | 31. some great old ...             |
| 22. a fast ...           | 32. a television ...               |
| 23. some comfortable ... | 33. a very deep ...                |
| 24. a foreign ...        | 34. an office ...                  |
| 25. a famous Italian ... | 35. a gray wool ...                |
| 26. a bus ...            | 36. an afternoon ...               |
| 27. a history ...        | 37. an empty ...                   |
| 28. a rubber bicycle ... | 38. a wonderful South American ... |
| 29. a hospital ...       | 39. a bedroom ...                  |
| 30. a movie ...          | 40. a science ...                  |

### 8-3 EXPRESSIONS OF QUANTITY: *ALL OF, MOST OF, SOME OF*

(a) Rita ate **all of** the food on her plate.

(b) Mike ate **most of** his food.

(c) Susie ate **some of** her food.

**All of, most of, and some of** express quantities.

*all of* = 100%

*most of* = a large part, but not all

*some of* = a small or medium part

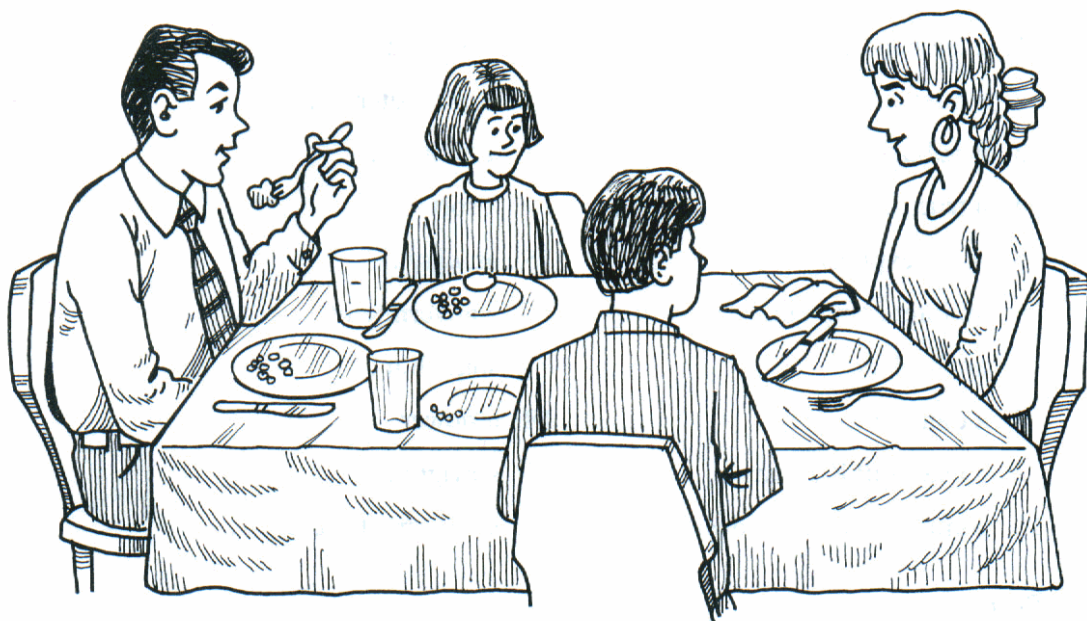
(d) Matt ate **almost all of** his food.

(e) INCORRECT: *Matt ate almost of his food.*

*all of* = 100%

*almost all of* = 95%–99%

**Almost** is used with **all**; **all** cannot be omitted.



■ **EXERCISE 12:** Complete the sentences with (*almost*) **all of**, **most of**, or **some of**.

1. 2, 4, 6, 8:     All of     these numbers are even.

2. 1, 3, 5, 7:                      these numbers are odd.

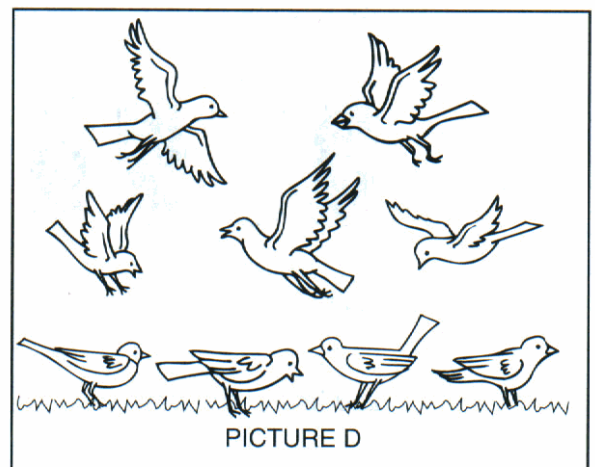
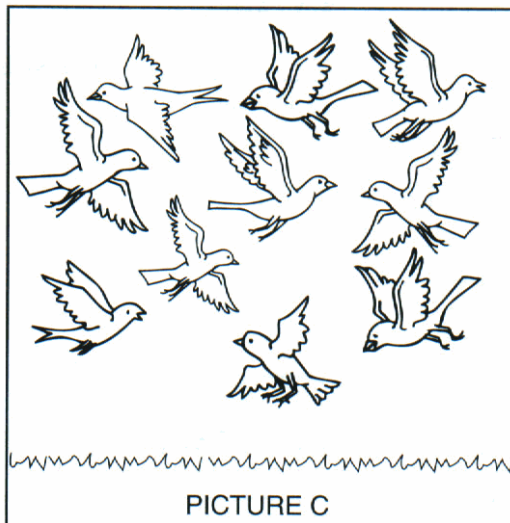
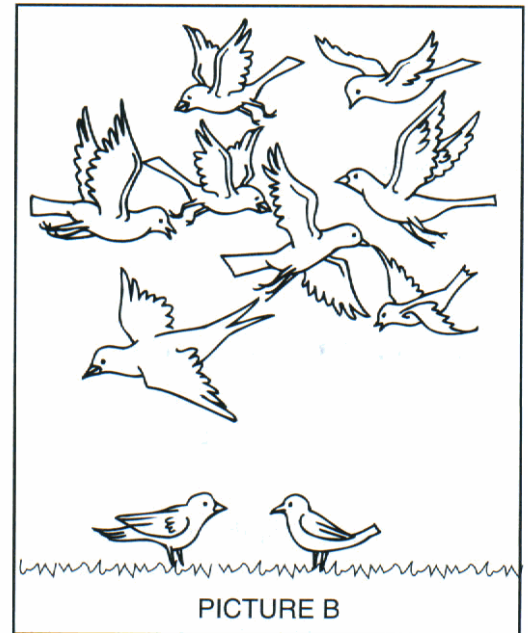
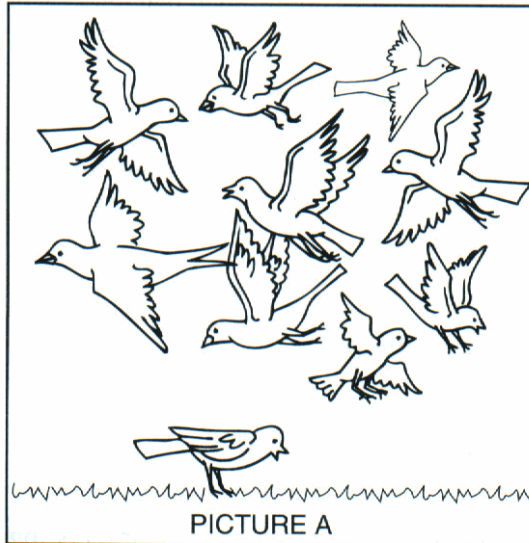
3. 1, 3, 4, 6, 7, 9:                      these numbers are odd.

4. 1, 3, 4, 6, 7, 8:                      these numbers are odd.

5. 1, 3, 4, 5, 7, 9:                      these numbers are odd.



6. \_\_\_\_\_ the birds in Picture A are flying.
7. \_\_\_\_\_ the birds in Picture B are flying.
8. \_\_\_\_\_ the birds in Picture C are flying.
9. \_\_\_\_\_ the birds in Picture D are flying.



10. \_\_\_\_\_ the students in this class have dark hair.
11. \_\_\_\_\_ the students in this class are using pens rather than pencils to do this exercise.
12. \_\_\_\_\_ the students in this class wear glasses.
13. \_\_\_\_\_ the students in this class can speak English.



## 8-4 EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT

- (a) *All of my **work** **is** finished.*  
 (b) *All of my **friends** **are** kind.*  
 (c) *Some of my **homework** **is** finished.*  
 (d) *Some of my **friends** **are** coming to my birthday party.*

In (a): *all of* + **singular** noun + **singular** verb.  
 In (b): *all of* + **plural** noun + **plural** verb.  
 In (c): *some of* + **singular** noun + **singular** verb.  
 In (d): *some of* + **plural** noun + **plural** verb.

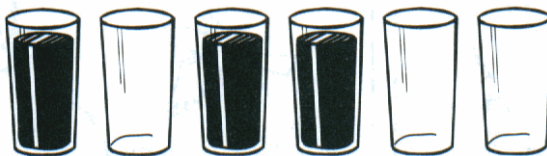
When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows *of*.

### COMMON EXPRESSIONS OF QUANTITY

<i>all of</i>	<i>most of</i>	<i>half of</i>
<i>almost all of</i>	<i>a lot of</i>	<i>some of</i>

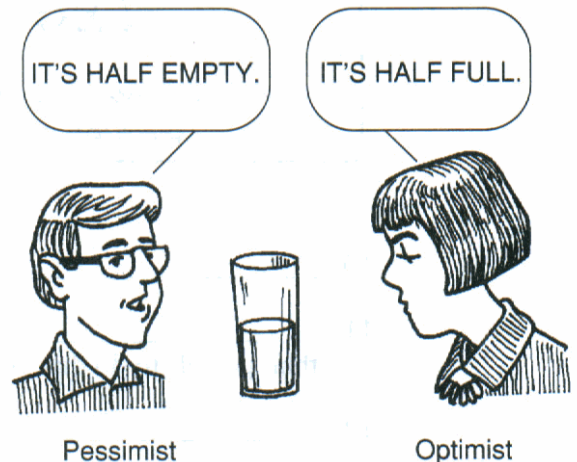
### EXERCISE 13: Choose the correct VERB.

- All of that money is mine.  
(is \ are)
- All of the windows \_\_\_\_\_ open.  
(is \ are)
- We saw one movie. Some of the movie \_\_\_\_\_ interesting.  
(was \ were)
- We saw five movies. Some of the movies \_\_\_\_\_ interesting.  
(was \ were)



- Half of the glasses \_\_\_\_\_ empty,  
(is \ are)  
and half of the glasses \_\_\_\_\_ full.  
(is \ are)

- Half of the glass  
\_\_\_\_\_ empty.  
(is \ are)



7. A lot of those words \_\_\_\_\_ new to me.  
(is \ are)
8. A lot of that vocabulary \_\_\_\_\_ new to me.  
(is \ are)
9. Almost all of the air in the city \_\_\_\_\_ polluted.  
(is \ are)
10. Almost all of the oceans in the world \_\_\_\_\_ polluted.  
(is \ are)
11. Most of the students \_\_\_\_\_ on time.  
(arrives \ arrive)
12. Most of our mail \_\_\_\_\_ in the morning.  
(arrives \ arrive)

## 8-5 EXPRESSIONS OF QUANTITY: *ONE OF, NONE OF*

<p>ONE OF + PLURAL NOUN</p> <p>(a) Sam is <b>one of</b> my <b>friends</b>.</p> <p>(b) INCORRECT: <i>Sam is one of my friend.</i></p>	<p><b>One of</b> is followed by a specific <b>plural noun</b>, as in (a).</p> <p>It is <b>INCORRECT</b> to follow <b>one of</b> with a singular noun, as in (b).</p>
<p>ONE OF + PL. NOUN + SING. VERB</p> <p>(c) <b>One of</b> my <b>friends</b> <b>is</b> here.</p> <p>(d) INCORRECT: <i>One of my friends are here.</i></p>	<p>When <b>one of</b> + a <b>plural noun</b> is the subject of a sentence, it is followed by a <b>singular verb</b>, as in (c): <b>ONE OF + PLURAL NOUN + SINGULAR VERB</b>.</p>
<p>(e) <b>None of</b> the students <b>was</b> late.</p> <p>(f) <b>None of</b> the students <b>were</b> late.</p>	<p>In (e): Not one of the students was late.</p> <p><b>none of = not one of</b></p> <p>The verb following <b>none of</b> + a <b>plural noun</b> can be singular, as in (e), or plural, as in (f). Both are correct.*</p>

\*In very formal English, a singular verb is used after **none of** + a **plural noun**: *None of the students **was** late.* In everyday English, both singular and plural verbs are used.

### ■ EXERCISE 14: Make sentences from the given words and phrases.

1. One of my \ teacher \ be \ (name of a teacher)

\_\_\_\_\_ One of my teachers is Ms. Lopez. \_\_\_\_\_

2. (name of a student) \ be \ one of my \ classmate

\_\_\_\_\_

3. one of my \ book \ be \ red

---

4. one of my \ book \ have \ a green cover

---

5. *(name of a place)* \ be \ one of my favorite \ place \ in the world

---

6. one of the \ student \ in my class \ always come \ late

---

7. *(name of a person)* \ be \ one of my best \ friend

---

8. one of my \ friend \ live \ in *(name of a place)*

---

9. *(title of a TV program)* \ be \ one of the best \ program \ on TV

---

10. *(name of a person)* \ be \ one of the most famous \ people\* \ in the world

---

11. one of my biggest \ problem \ be \ my inability to understand spoken English

---

12. *(name of a newspaper)* \ be \ one of the \ leading newspaper \ in *(name of a city)*

---

13. none of the \ student \ in my class \ speak \ *(name of a language)*

---

14. none of the \ furniture \ in this room \ be \ soft and comfortable

---

---

\**People* is a plural noun even though it does not have a final **-s**.

■ **EXERCISE 15:** Complete the sentences with your own words.

1. One of my favorite \_\_\_\_\_ is \_\_\_\_\_.
2. \_\_\_\_\_ is one of the most interesting \_\_\_\_\_ in the world.
3. One of the \_\_\_\_\_ in my \_\_\_\_\_ is \_\_\_\_\_.
4. \_\_\_\_\_ is one of my best \_\_\_\_\_.
5. One of \_\_\_\_\_.
6. None of \_\_\_\_\_.

■ **EXERCISE 16:** Choose the correct VERB.

1. My grammar book is red.  
(is \ are)
2. Some of my books \_\_\_\_\_ on my desk.  
(is \ are)
3. One of my books \_\_\_\_\_ blue and green.  
(is \ are)
4. My favorite colors \_\_\_\_\_ red and yellow.  
(is \ are)
5. Sue's favorite color \_\_\_\_\_ green.  
(is \ are)
6. One of my favorite colors \_\_\_\_\_ red.  
(is \ are)
7. My best friends \_\_\_\_\_ in Brazil.  
(lives \ live)
8. One of my best friends \_\_\_\_\_ in Australia.  
(lives \ live)
9. Some of the students in my class \_\_\_\_\_ lap-top computers.  
(has \ have)
10. One of the students in Pablo's class \_\_\_\_\_ a mustache.  
(has \ have)
11. None of these letters \_\_\_\_\_ for you.  
(is \ are)
12. None of this mail \_\_\_\_\_ for you.  
(is \ are)





■ **EXERCISE 17:** Complete the sentences with *is* or *are*.

1. Some of the children's toys are broken.
2. Most of my classmates \_\_\_\_\_ always on time for class.
3. One of my classmates \_\_\_\_\_ always late.
4. All of my friends \_\_\_\_\_ kind people.
5. One of my friends \_\_\_\_\_ Sam Brown.
6. Most of the rivers in the world \_\_\_\_\_ polluted.
7. Some of the Pacific Ocean \_\_\_\_\_ badly polluted.
8. Most of this page \_\_\_\_\_ white.
9. Most of the pages in this book \_\_\_\_\_ full of grammar exercises.
10. One of the pages in this book \_\_\_\_\_ the title page.

■ **EXERCISE 18—ORAL (BOOKS CLOSED):** Answer the questions in complete sentences.

Use any expression of quantity (*all of, most of, some of, a lot of, one of, three of, etc.*).

*Example:* How many of the people in this room are wearing shoes?

*Response:* All of the people in this room are wearing shoes.

*Example:* How many of us are wearing blue jeans?

*Response:* Some of us are wearing blue jeans.

1. How many people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?
4. How many of your classmates are from (*name of a country*)?
5. How many of the people in this room can speak (English)?
6. How many of the women in this room are wearing earrings? How many of the men?
7. What is one of your favorite TV programs?
8. How many of the people in this city are friendly?
9. Who is one of the most famous people in the world?
10. How many of the married women in your country work outside the home?

## 8-6 USING EVERY

(a) <b>Every student has</b> a book. (b) <i>All of the students have</i> books.	(a) and (b) have essentially the same meaning. In (a): <b>every</b> + <b>singular</b> noun + <b>singular</b> verb.
(c) INCORRECT: <i>Every of the students has</i> a book. (d) INCORRECT: <i>Every students have</i> books.	<b>Every</b> is not immediately followed by <b>of</b> . <b>Every</b> is immediately followed by a <b>singular</b> noun, NOT a plural noun.
(e) <b>Everyone has</b> a book. (f) <b>Everybody has</b> a book.	(e) and (f) have the same meaning. <b>Everyone</b> and <b>everybody</b> are followed by a <b>singular</b> verb.
(g) I looked at <b>everything</b> in the museum. (h) <b>Everything is</b> okay.	In (g): <b>everything</b> = each thing. In (h): <b>everything</b> is followed by a <b>singular</b> verb.

### ■ EXERCISE 19: Choose the correct completion.

- All of the books on this desk are mine.  
(book \ books) (is \ are)
- Every                      on this desk                      mine.  
(book \ books) (is \ are)
- All of the                                           here today.  
(student \ students) (is \ are)
- Every                                           here today.  
(student \ students) (is \ are)
- Every                      at my college                      tests regularly.  
(teacher \ teachers) (gives \ give)
- All of the                      at my college                      a lot of tests.  
(teacher \ teachers) (gives \ give)
- Every                      in my country                      bedtime stories.  
(child \ children) (likes \ like)
- All of the                      in my country                      that story.  
(child \ children) (knows \ know)
- All of the                      in this class                      studying English.  
(person \ people) (is \ are)
- Everyone in this class                      to learn English.  
(wants \ want)

11. \_\_\_\_\_ all of the \_\_\_\_\_ in this class speak English well?  
(Does \ Do) (student \ students)
12. \_\_\_\_\_ every \_\_\_\_\_ in the world like to listen to music?  
(Does \ Do) (person \ people)
13. \_\_\_\_\_ all of the \_\_\_\_\_ in the world enjoy dancing?  
(Does \ Do) (person \ people)
14. \_\_\_\_\_ everybody in the world have enough to eat?  
(Does \ Do)
15. Every \_\_\_\_\_ in Sweden \_\_\_\_\_ a good transportation system.  
(city \ cities) (has \ have)

■ **EXERCISE 20—ERROR ANALYSIS:** Find and correct the errors.

1. I work hard every days.
2. I live in an apartment with one of my friend.
3. We saw a pretty flowers garden in the park.
4. Almost of the students are in class today.
5. Every people in my class are studying English.
6. All of the cities in North America has traffic problems.
7. One of my books are green.
8. Nadia drives a blue small car.
9. Istanbul is one of my favorite city in the world.
10. Every of students in the class have a grammar book.
11. The work will take a long time. We can't finish every things today.
12. Everybody in the world want peace.

## 8-7 POSSESSIVE NOUNS

<p>(a) My <i>friend</i> has a car. My <b><i>friend's</i></b> car is blue.</p> <p>(b) The <i>student</i> has a book. The <b><i>student's</i></b> book is red.</p>	<p>SINGULAR NOUN</p> <p><b><i>friend</i></b></p> <p><b><i>friend's</i></b></p> <p><b><i>student</i></b></p> <p><b><i>student's</i></b></p>	<p>To show that a person possesses something, add an apostrophe (') and <b>-s</b> to a singular noun.</p> <p>POSSESSIVE NOUN, SINGULAR noun + apostrophe (') + <b>-s</b></p>
<p>(c) The <i>students</i> have books. The <b><i>students'</i></b> books are red.</p> <p>(d) My <i>friends</i> have a car. My <b><i>friends'</i></b> car is blue.</p>	<p>PLURAL NOUN</p> <p><b><i>students</i></b></p> <p><b><i>students'</i></b></p> <p><b><i>friends</i></b></p> <p><b><i>friends'</i></b></p>	<p>Add an apostrophe (') at the end of a plural noun (after the <b>-s</b>).</p> <p>POSSESSIVE NOUN, PLURAL noun + <b>-s</b> + apostrophe (')</p>

### ■ EXERCISE 21: Add APOSTROPHES to the POSSESSIVE NOUNS.

1. Jim's <sup>^</sup> last name is Smith.
2. Bobs cat likes to sleep on the sofa.
3. My teachers names are Ms. Rice and Mr. Molina.
4. My mothers first name is Marika.
5. My parents telephone number is 555-9876.
6. My Uncle George is my fathers brother.
7. Nicole is a girls name.
8. Erica and Heidi are girls names.
9. Do you like Toms shirt?
10. Do you know Anitas brother?
11. The teacher collected the students test papers at the end of the period.



12. Alex's friends visited him last night.



13. How long is an elephant's trunk?

14. A monkey's hand looks like a human hand.

15. Monkey's hands have thumbs.

■ **EXERCISE 22:** Complete the sentences. Use your classmates' names.

1. \_\_\_\_\_ hair is short and straight.
2. \_\_\_\_\_ grammar book is on her desk.
3. \_\_\_\_\_ last name is \_\_\_\_\_.
4. I don't know \_\_\_\_\_ address.
5. \_\_\_\_\_ eyes are gray.
6. \_\_\_\_\_ shirt is blue.
7. \_\_\_\_\_ briefcase is on the floor.
8. I need to borrow \_\_\_\_\_ dictionary.
9. Do you like \_\_\_\_\_ mustache?
10. Do you know \_\_\_\_\_ wife?

■ **EXERCISE 23—WRITTEN:** Write sentences about things your classmates possess.

*Example:* Kim's book is on his desk. Anna's purse is brown. Pablo's shirt is green.

■ **EXERCISE 24:** Complete the sentences.

1. My husband's brother is my brother-in-law.
2. My father's \_\_\_\_\_ is my uncle.
3. My mother's \_\_\_\_\_ is my grandmother.
4. My sister's \_\_\_\_\_ are my nieces and nephews.
5. My aunt's \_\_\_\_\_ is my mother.
6. My wife's \_\_\_\_\_ is my mother-in-law.
7. My brother's \_\_\_\_\_ is my sister-in-law.
8. My father's \_\_\_\_\_ and \_\_\_\_\_ are my grandparents.
9. My niece is my brother's \_\_\_\_\_.
10. My nephew is my sister's \_\_\_\_\_.

## 8-8 POSSESSIVE: IRREGULAR PLURAL NOUNS

- (a) The **children's** toys are on the floor.
- (b) The store sells **men's** clothing.
- (c) That store sells **women's** clothing.
- (d) I like to know about other **people's** lives.

Irregular plural nouns (*children, men, women, people*) have an irregular plural possessive form. The apostrophe (') comes before the final **-s**.

REGULAR PLURAL POSSESSIVE NOUN:

*the **students'** books*

IRREGULAR PLURAL POSSESSIVE NOUN:

*the **women's** books*

■ **EXERCISE 25:** Complete the sentences with the correct possessive form of the NOUNS in *italics*.

1. *children* That store sells children's books.
2. *girl* Mary is a \_\_\_\_\_ name.
3. *girls* Mary and Sue are \_\_\_\_\_ names.
4. *women* Mary and Sue are \_\_\_\_\_ names.

5. *uncle* Robert is living at his \_\_\_\_\_ house.
6. *person* A biography is the story of a \_\_\_\_\_ life.
7. *people* Biographies are the stories of \_\_\_\_\_ lives.
8. *students* \_\_\_\_\_ lives are busy.
9. *brother* Do you know my \_\_\_\_\_ wife?
10. *brothers* Do you know my \_\_\_\_\_ wives?
11. *wife* My \_\_\_\_\_ parents live in California.
12. *dog* My \_\_\_\_\_ name is Fido.
13. *dogs* My \_\_\_\_\_ names are Fido and Rover.
14. *men* Are Jim and Tom \_\_\_\_\_ names?
15. *man, woman* Chris can be a \_\_\_\_\_ nickname or a  
\_\_\_\_\_ nickname.
16. *children* Our \_\_\_\_\_ school is near our house.

■ **EXERCISE 26:** Add appostrophes and final **-s** as necessary to make possessive nouns.

*Paul's*

1. Someone stole Paul's bicycle.
2. Do you know Yuko roommate?
3. Does that store sell women clothes?
4. My roommate desk is always a mess.
5. What is your parent new address?
6. I have my father nose.\*
7. Where is Rosa apartment?
8. I can't remember all of my classmate names.



\*I have my father's nose = My nose looks like my father's nose; I inherited the shape of my nose from my father.

9. It's important to respect other people's opinions.
10. My husband's sister is visiting us this week.
11. Excuse me. Where is the men's room?
12. That store sells children's toys.

## 8-9 POSSESSIVE PRONOUNS: *MINE, YOURS, HIS, HERS, OURS, THEIRS*

(a) This book belongs to me. It is <b>my</b> book. It is <b>mine</b> .	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	A possessive adjective is used in front of a noun: <b>my</b> book.
(b) That book belongs to you. It is <b>your</b> book. It is <b>yours</b> .	<b>my</b> <b>your</b> <b>her</b> <b>his</b> <b>our</b> <b>their</b>	<b>mine</b> <b>yours</b> <b>hers</b> <b>his</b> <b>ours</b> <b>theirs</b>	A possessive pronoun is used alone, without a noun following it: <i>That book is <b>mine</b>.</i>  INCORRECT: <i>That is mine book.</i>

■ **EXERCISE 27:** Complete the sentences. Use OBJECT PRONOUNS, POSSESSIVE ADJECTIVES, and POSSESSIVE PRONOUNS.

1. **I** own this book.

This book belongs to me.

This is my book.

This book is mine.

2. **They** own these books.

These books belong to \_\_\_\_\_.

These are \_\_\_\_\_ books.

These books are \_\_\_\_\_.

3. **You** own that book.

That book belongs to \_\_\_\_\_.

That is \_\_\_\_\_ book.

That book is \_\_\_\_\_.

4. **She** owns this pen.

This pen belongs to \_\_\_\_\_.

This is \_\_\_\_\_ pen.

This pen is \_\_\_\_\_.

5. **He** owns that pen.

That pen belongs to \_\_\_\_\_.

That is \_\_\_\_\_ pen.

That pen is \_\_\_\_\_.

6. **We** own those books.

Those books belong to \_\_\_\_\_.

Those are \_\_\_\_\_ books.

Those books are \_\_\_\_\_.



■ **EXERCISE 28:** Complete the sentences. Use the correct possessive form of the words in *italics*.

1. *I* a. This bookbag is mine.  
*Sue* b. That bookbag is Sue's.  
*I* c. My bookbag is red.  
*she* d. Hers is green.
2. *we* a. These books are \_\_\_\_\_.  
*they* b. Those books are \_\_\_\_\_.  
*we* c. \_\_\_\_\_ books are on the table.  
*they* d. \_\_\_\_\_ are on the desk.
3. *Tom* a. This raincoat is \_\_\_\_\_.  
*Mary* b. That raincoat is \_\_\_\_\_.  
*he* c. \_\_\_\_\_ is light brown.  
*she* d. \_\_\_\_\_ is light blue.
4. *I* a. This notebook is \_\_\_\_\_.  
*you* b. That one is \_\_\_\_\_.  
*I* c. \_\_\_\_\_ has \_\_\_\_\_ name on it.  
*you* d. \_\_\_\_\_ has \_\_\_\_\_ name on it.
5. *Jim* a. \_\_\_\_\_ apartment is on Pine Street.  
*we* b. \_\_\_\_\_ is on Main Street.  
*he* c. \_\_\_\_\_ apartment has three rooms.  
*we* d. \_\_\_\_\_ has four rooms.
6. *I* a. This is \_\_\_\_\_ pen.  
*you* b. That one is \_\_\_\_\_.  
*I* c. \_\_\_\_\_ is in \_\_\_\_\_ pocket.  
*you* d. \_\_\_\_\_ is on \_\_\_\_\_ desk.

7. *we* a. \_\_\_\_\_ car is a Chevrolet.  
*they* b. \_\_\_\_\_ is a Volkswagen.  
*we* c. \_\_\_\_\_ gets 17 miles to the gallon.  
*they* d. \_\_\_\_\_ car gets 30 miles to the gallon.
8. *Ann* a. These books are \_\_\_\_\_.  
*Paul* b. Those are \_\_\_\_\_.  
*she* c. \_\_\_\_\_ are on \_\_\_\_\_ desk.  
*he* d. \_\_\_\_\_ are on \_\_\_\_\_ desk.

■ **EXERCISE 29:** Choose the correct completion.

1. Is this your pen?  
 (your \ yours)
2. Please give this dictionary to Olga. It's \_\_\_\_\_.  
 (her \ hers)
3. A: Don't forget \_\_\_\_\_ hat. Here.  
 (your \ yours)  
 B: No, that's not \_\_\_\_\_ hat. \_\_\_\_\_ is green.  
 (my \ mine) (My \ Mine)
4. A: Please take this wood carving as a gift from me. Here. It's \_\_\_\_\_.  
 (your \ yours)  
 B: Thank you. You're very thoughtful.
5. A: Isn't that the Smiths' car? That one over there. The blue one.  
 B: No, that's not \_\_\_\_\_. \_\_\_\_\_ car is dark blue.  
 (their \ theirs) (Their \ Theirs)
6. A: Jim and I really like \_\_\_\_\_ new apartment. It has lots of  
 (our \ ours)  
 space. How do you like \_\_\_\_\_?  
 (your \ yours)  
 B: \_\_\_\_\_ is small, but it's comfortable.  
 (Our \ Ours)
7. A: Excuse me. Is this \_\_\_\_\_ umbrella?  
 (your \ yours)  
 B: I don't have an umbrella. Ask Ken. Perhaps it is \_\_\_\_\_.  
 (him \ his)

8. A: When do \_\_\_\_\_ classes begin?  
(your \ yours)

B: September second. How about \_\_\_\_\_? When do  
(your \ yours)

\_\_\_\_\_ begin?  
(your \ yours)

A: \_\_\_\_\_ begin August twenty-ninth.  
(My \ Mine)

9. A: Maria, \_\_\_\_\_ spaghetti sauce is delicious!  
(your \ yours)

B: Thank you, but it's not as good as \_\_\_\_\_.  
(your \ yours)

A: Oh, no. \_\_\_\_\_ is much better! It tastes just as good as Anna's.  
(Your \ Yours)

B: Do you like Anna's spaghetti sauce? I think \_\_\_\_\_ is too salty.  
(her \ hers)

A: Maybe. \_\_\_\_\_ husband makes good spaghetti sauce too.  
(My \ Mine)

\_\_\_\_\_ is thick and rich.  
(His \ He)

B: In truth, making spaghetti sauce is easy, but everyone's sauce is just a little different.



## 8-10 QUESTIONS WITH WHOSE

<p>(a) <b>Whose book</b> is this? → Mine. → It's mine. → It's my book.</p> <p>(b) <b>Whose books</b> are these? → Rita's. → They're Rita's. → They're Rita's books.</p>	<p><b>Whose</b> asks about possession.</p> <p><b>Whose</b> is often used with a noun (e.g., <i>whose book</i>), as in (a) and (b).</p>
<p>(c) <b>Whose</b> is this? (<i>The speaker is pointing to a book.</i>)</p> <p>(d) <b>Whose</b> are these? (<i>The speaker is pointing to some books.</i>)</p>	<p><b>Whose</b> can be used without a noun if the meaning is clear, as in (c) and (d).</p>



### ■ EXERCISE 30: Choose the correct completion.

- Whose watch is this?  
(is \ are) (this \ these)
- Whose glasses \_\_\_\_\_?  
(is \ are) (that \ those)
- Whose keys \_\_\_\_\_?  
(is \ are) (this \ these)
- Whose hat \_\_\_\_\_?  
(is \ are) (that \ those)
- Whose shoes \_\_\_\_\_?  
(is \ are) (that \ those)
- Whose handbag \_\_\_\_\_?  
(is \ are) (this \ these)



■ **EXERCISE 31:** Point to or touch something in the classroom that belongs to someone and ask a question with **whose**.

*Example:* (Student A points to or touches a grammar book.)

STUDENT A: Whose book is this?

STUDENT B: It's mine. / Mine. / It's my book.

STUDENT A: Whose book is that?

STUDENT B: It's Po's. / Po's. / It's Po's book.

## 8-11 SUMMARY: USES OF THE APOSTROPHE

<p>(a) <b>I'm</b> happy. (INCORRECT: <i>Pam happy</i>.) <b>She's</b> happy. <b>We're</b> happy.</p> <p>(b) <b>Tom's</b> happy.</p> <p>(c) <b>That's</b> my notebook.</p> <p>(d) <b>There's</b> a book on the table. <b>There're</b> some books on the table.</p> <p>(e) <b>What's</b> this? <b>Where's</b> Anna?</p> <p>(f) <b>Who's</b> that? → It's <i>Mike</i>. <b>Whose</b> is that? → It's <i>Mike's</i>.</p>	<p>USES OF THE APOSTROPHE</p> <ul style="list-style-type: none"> <li>• With contractions of pronouns and <b>am</b>, <b>is</b>, and <b>are</b>. See Chart 1-4.</li> <li>• With contractions of nouns and <b>is</b>. In (b), <b>Tom's</b> = <i>Tom is</i>.*</li> <li>• With the contraction of <b>that</b> and <b>is</b>.</li> <li>• With the contractions of <b>there</b> and <b>is/are</b>.</li> <li>• With contractions of some question words and <b>is</b>.</li> </ul> <p>COMPARE</p> <p>In (f): <b>Who's</b> = <i>who is</i>. In (g): <b>Whose</b> = a question word that asks about possession. It has NO apostrophe.</p>
<p>(h) Tina <b>isn't</b> here.</p>	<ul style="list-style-type: none"> <li>• With negative contractions: <b>isn't</b>, <b>aren't</b>, <b>wasn't</b>, <b>weren't</b>, <b>doesn't</b>, <b>don't</b>, <b>won't</b>, <b>can't</b>.</li> </ul>
<p>(i) <b>Tom's</b> hair is brown.</p> <p>(j) My <b>parents'</b> house is white.</p> <p>(k) This pen belongs to Ann. It is <b>hers</b>.</p> <p>(l) INCORRECT: <i>It is her's</i>.</p>	<ul style="list-style-type: none"> <li>• With possessive nouns, as in (i) and (j). See Charts 8-7 and 8-8.</li> </ul> <p>Apostrophes are NOT used with possessive pronouns. In (l): <i>hers</i> with an apostrophe (<i>her's</i>) is NEVER correct.</p>
<p>(m) <b>It's</b> sunny today.</p> <p>(n) I'm studying about India. I'm interested in <b>its</b> history.</p> <p>(o) INCORRECT: <i>I'm interested in it's history</i>.</p>	<p>COMPARE: In (m): <b>it's</b> = <i>it is</i>. In (n): <b>its</b> = a possessive adjective: <b>its</b> history = <b>India's</b> history. A possessive adjective has NO apostrophe.</p>

\*Nouns are regularly contracted with **is** in spoken English. In written English, contractions of a noun and **is** (e.g., *Tom's happy*) are found in informal English (for example, in a letter to a friend), but not in formal English (for example, an academic paper). In general, verb contractions (*I'm*, *you're*, *isn't*, *there's*, etc.) are found in informal English, but are not used in very formal English.

■ **EXERCISE 32:** Add apostrophes where necessary.

1. Thats Anns book. → *That's Ann's book.*
2. That book is hers. → *(no change)*
3. Jims car is small.
4. Jims in New York this week.
5. Hes visiting his brother.
6. Im a little hungry this morning.
7. Tonys my neighbor.
8. Tonys apartment is next to mine.
9. Whos that woman?
10. Shes Bobs wife.
11. Whose book is that?
12. Is it yours?
13. Its Ginas book.
14. Wheres your dictionary?
15. Amy wont go to the movie with us. She doesnt have enough money.
16. Paris is a popular tourist destination. Its most famous attraction is the Eiffel Tower.

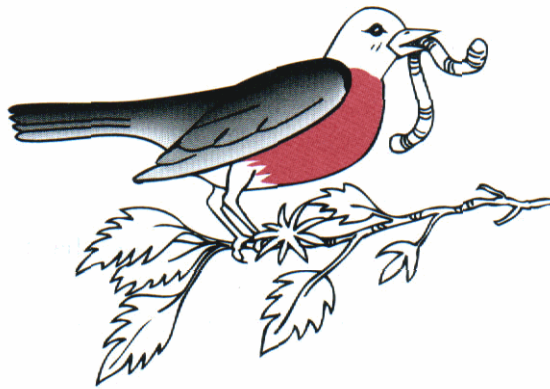
Its most famous building is the Louvre Museum. Its also famous for its night life.

■ **EXERCISE 33:** Add apostrophes where necessary.

Yoko's

1. Yokos ^ last name is Yakamoto.
2. Yokos a student in my English class.
3. Pablo is a student. Hes in my class. His last name is Alvarez.

4. Pablos full name is Pablo Alvarez.
5. Youre a student. Your name is Ali.
6. Im a student. I am in Mr. Lees English class.
7. Mary and Anita have purses. Marys purse is black. Anitas purse is brown.
8. Marys in class today. Anitas at home.
9. Whose books are these? This book is mine. Thats yours.
10. Whats wrong? Whats happening? Whos that man? Wheres he going?
11. Im looking at a book. Its a grammar book. Its cover is red. Its on my desk. Its open. Its title is *Basic English Grammar*.
12. Theres a bird in the tree. Its black and red. Its chest is red. Its wings, tail, and back are black. Its sitting on a branch.



13. People admire the tiger for its beauty and strength. Its a magnificent animal.  
Unfortunately, its survival as a species is in doubt. Its an endangered species.  
Therere very few tigers in the world today.

## 8-12 SUMMARY: USES OF NOUNS

<p>(a) <span style="margin-right: 10px;">NOUN</span>  <span style="border: 1px solid black; padding: 2px;"><b>Birds</b></span>   <span style="border: 1px solid black; padding: 2px;">fly.</span>  <span style="margin-left: 20px;">subject</span>    <span style="margin-left: 40px;">verb</span></p>	<p>NOUNS ARE USED AS:</p> <ul style="list-style-type: none"> <li>• subjects of a sentence, as in (a).</li> </ul>
<p>(b) <span style="margin-right: 10px;">NOUN</span>  <span style="border: 1px solid black; padding: 2px;">Ken</span>   <span style="border: 1px solid black; padding: 2px;">opened</span>   <span style="border: 1px solid black; padding: 2px;">the <b>door.</b></span>  <span style="margin-left: 20px;">subject</span>    <span style="margin-left: 40px;">verb</span>    <span style="margin-left: 40px;">object</span></p>	<ul style="list-style-type: none"> <li>• objects of a verb, as in (b).</li> </ul>
<p>(c) <span style="margin-right: 10px;">NOUN</span>  <span style="border: 1px solid black; padding: 2px;">Birds</span>   <span style="border: 1px solid black; padding: 2px;">fly</span>   <span style="border: 1px solid black; padding: 2px;">in</span>   <span style="border: 1px solid black; padding: 2px;">the <b>sky.</b></span>  <span style="margin-left: 20px;">subject</span>    <span style="margin-left: 40px;">verb</span>    <span style="margin-left: 40px;">prep. object of prep.</span></p>	<ul style="list-style-type: none"> <li>• objects of a preposition, as in (c).</li> </ul>
<p>(d) <span style="margin-right: 10px;">NOUN</span>  <span style="border: 1px solid black; padding: 2px;">Yoko</span>   <span style="border: 1px solid black; padding: 2px;">is</span>   <span style="border: 1px solid black; padding: 2px;">a <b>student.</b></span>  <span style="margin-left: 20px;">subject</span>    <span style="margin-left: 40px;">be</span>    <span style="margin-left: 40px;">noun complement</span></p>	<ul style="list-style-type: none"> <li>• noun complements* after <b>be</b>, as in (d).</li> </ul>
<p>(e) I don't like <span style="margin-right: 10px;">NOUN + NOUN</span>  <span style="margin-left: 20px;">winter</span> <span style="margin-left: 40px;">weather.</span></p>	<ul style="list-style-type: none"> <li>• modifiers of other nouns, as in (e).</li> </ul>
<p>(f) I like <span style="margin-right: 10px;">NOUN + NOUN</span>  <span style="margin-left: 20px;">Jim's</span> <span style="margin-left: 40px;">hat.</span></p>	<ul style="list-style-type: none"> <li>• possessives, as in (f).</li> </ul>

\*A *complement* is a word that completes a sentence or a thought.

**EXERCISE 34:** Write the sentences that fit the grammatical descriptions. Circle the NOUNS.

- A kangaroo is an animal.
- My wallet is in my pocket.

1. My wallet is in my pocket.  
subject                  be                  prep.                  object of prep.

2. 

--	--	--

  
subject                      *be*                      noun complement

- c. Jason works in an office.
- d. Karen held the baby in her arms.
- e. Restaurants serve food.

3. 

subject	verb	object

4. \_\_\_\_\_  
subject                  verb                  prep.                  object of prep.

5. 

subject	verb	object	prep.	object of prep.



- f. Korea is in Asia.  
g. Korea is a peninsula.

6. | | | |  
subject be prep. object of prep.

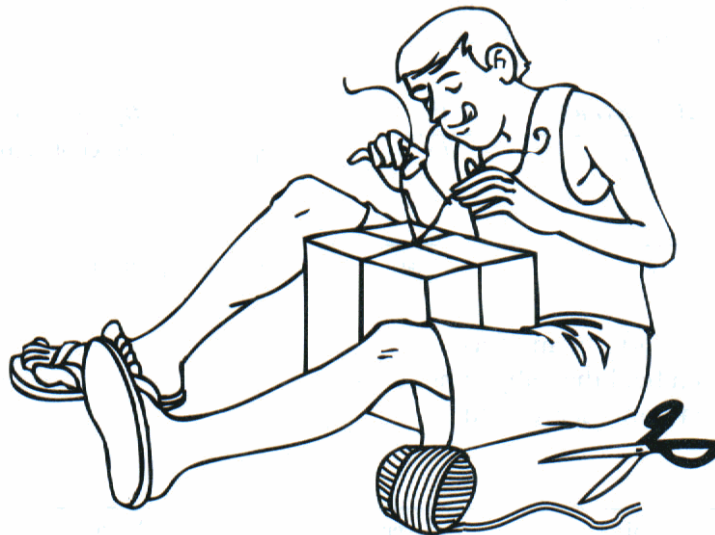
7. | | |  
subject be noun complement

- h. Children play with toys.  
i. Monkeys eat fruit.  
j. Jack tied a string around the package.

8. | | |  
subject verb object

9. | | | |  
subject verb prep. object of prep.

10. | | | | |  
subject verb object prep. object of prep.



## 8-13 CONNECTED NOUNS: NOUN + AND/OR + NOUN

<p>NOUN + <i>and</i> + NOUN</p> <p>(a) <u>Birds and airplanes</u> fly.</p> <p style="text-align: center;">subject                      verb</p> <p>NOUN + <i>and</i> + NOUN</p> <p>(b) Ken opened <u>the door and the window.</u></p> <p style="text-align: center;">subject              verb                      object</p> <p>NOUN + NOUN + <i>and</i> + NOUN</p> <p>(c) I have <u>a book, a pen, and a pencil.</u></p> <p style="text-align: center;">subject   verb                      object</p>	<p><b>And</b> can connect two or more nouns.</p> <p>In (a): the subject = two nouns.</p> <p>In (b): the object = two nouns.</p> <p>In (c): the object = three nouns.</p> <p>Three (or more) nouns are separated by commas, as in (c). Two nouns, as in (a) and (b), are NOT separated by commas.</p>
<p>NOUN + <i>or</i> + NOUN</p> <p>(d) I'd like some coffee <b>or</b> some tea.</p>	<p><b>Or</b> can also connect two nouns, as in (d).</p>

### ■ EXERCISE 35: Find the CONNECTED NOUNS and discuss how they are used.

- You bought apples and bananas.  
→ *apples and bananas* = connected nouns, used as the object of the verb "bought"
- I bought apples, bananas, and oranges.
- Jack and Olga bought bananas.
- Julia wants apples or bananas.
- Julia is at the market with Jack and Olga.
- Tennis and golf are popular sports.
- Tokyo has excellent museums and libraries.
- A tree has a trunk, branches, leaves, and roots.
- Automobiles, trains, and trucks are kinds of vehicles.
- I'll have some soup or a sandwich for lunch.



■ **EXERCISE 36:** Add commas where necessary.

1. Ants bees and mosquitoes are insects.  
→ *Ants, bees, and mosquitoes are insects.*★
2. Ants and bees are insects. (*no change*)
3. Bears tigers and elephants are animals.
4. Bears and tigers are animals.
5. I bought some rice fruit and vegetables at the market.
6. I bought some rice and fruit at the market.
7. The three countries in North America are Canada the United States and Mexico.
8. I read a lot of newspapers and magazines.
9. I had some soup and a sandwich for lunch.
10. Shelley had some soup a salad and a sandwich for lunch.
11. My favorite things in life are sunny days music good friends and books.
12. What do birds butterflies and airplanes have in common?

■ **EXERCISE 37:** Find the NOUNS. Discuss how they are used.

1. A turtle is a reptile.  
→ *turtle = a noun, used as the subject of the sentence.*  
→ *reptile = a noun, used as a complement after "be."*
2. A turtle has a hard shell.
3. A turtle pulls its head, legs, and tail into its shell.
4. Some turtles spend almost all of their lives in water.
5. Some turtles live on land for their entire lives.
6. Turtles don't have teeth, but they have powerful jaws.

---

★In a series of connected nouns, the comma immediately before **and** is optional.  
ALSO CORRECT: *Ants, bees and mosquitoes are insects.*

7. Turtles bury their eggs in sand or mud.
8. Baby turtles face many dangers.
9. Birds and fish eat baby turtles.
10. Some green sea turtles live for 100 years.
11. Turtles face many dangers from people.
12. People destroy turtles' natural homes.
13. People replace beaches, forests, and other natural areas with towns and farms.
14. People poison natural areas with pollution.
15. Many species of turtles face extinction.





## 8-14 SUMMARY: USES OF ADJECTIVES

<p style="text-align: center;">ADJECTIVE + NOUN</p> <p>(a) I bought some <b>beautiful</b> <b>flowers</b>.</p>	<p>Adjectives describe nouns; they give information about nouns. See Chart 4-2 for a list of common adjectives.</p> <p>Adjectives can come in front of nouns, as in (a).</p>
<p style="text-align: center;">BE + ADJECTIVE</p> <p>(b) The flowers <b>were</b> <b>beautiful</b>.</p>	<p>Adjectives can follow <b>be</b>, as in (b). The adjective describes the subject of the sentence. See Chart 1-6.</p>
<p style="text-align: center;">LINKING VERB + ADJECTIVE</p> <p>(c) The flowers <b>looked</b> <b>beautiful</b>.</p> <p>(d) The flowers <b>smelled</b> <b>good</b>.</p> <p>(e) I <b>feel</b> <b>good</b>.</p> <p>(f) Candy <b>tastes</b> <b>sweet</b>.</p> <p>(g) That book <b>sounds</b> <b>interesting</b>.</p>	<p>Adjectives can follow a few other verbs. These verbs are called “linking verbs.” The adjective describes the subject of the sentence.</p> <p>Common linking verbs are: <i>look, smell, feel, taste, and sound.</i></p>

■ **EXERCISE 38:** Find the ADJECTIVES and discuss ways adjectives are used.

1. The sun is bright today.  
→ *bright = an adjective. It follows “be” and describes the subject of the sentence, “sun.”*
2. I drank some cold water.
3. My dog’s nose is cold.
4. Ice feels cold.
5. This exercise looks easy.
6. Our teacher gives easy tests.
7. English grammar is easy.
8. Lemons taste sour.
9. What’s the matter? You look unhappy.
10. I’m sad.
11. Who is your favorite author?
12. What’s the matter? You sound angry.
13. Ummm. These flowers smell wonderful!
14. That chair looks soft and comfortable.
15. Mr. White is a good history teacher.

■ **EXERCISE 39—ORAL:** Practice using linking verbs.

*PART I:* Do any of the following ADJECTIVES describe how you feel today?

- |             |            |          |
|-------------|------------|----------|
| 1. good     | 5. sleepy  | 9. happy |
| 2. fine     | 6. tired   | 10. calm |
| 3. terrible | 7. lazy    | 11. sick |
| 4. terrific | 8. nervous | 12. old  |

*PART II:* Name things that . . .

- |                     |                     |
|---------------------|---------------------|
| 13. taste good      | 17. taste sour      |
| 14. taste terrible  | 18. smell good      |
| 15. taste delicious | 19. smell bad       |
| 16. taste sweet     | 20. smell wonderful |

*PART III:* Name something in this room that looks . . .

- |           |                 |
|-----------|-----------------|
| 21. clean | 25. expensive   |
| 22. dirty | 26. comfortable |
| 23. new   | 27. messy       |
| 24. old   | 28. familiar    |

■ **EXERCISE 40—ORAL:** Describe how your classmates look.

STUDENT A: Choose one of the emotions listed below. Show that emotion through expressions on your face and through your actions. Don't tell anyone which emotion you're trying to show.

STUDENT B: Describe how Student A looks. Use the linking verb *look* and an adjective.

- |                   |                |
|-------------------|----------------|
| 1. angry          | 5. busy        |
| 2. sad / unhappy  | 6. comfortable |
| 3. happy          | 7. surprised   |
| 4. tired / sleepy | 8. nervous     |

■ **EXERCISE 41:** Use any possible completions for the following sentences. Use the words in the list or your own words.

<i>easy</i>	<i>good / terrific / wonderful / great</i>	<i>interesting</i>
<i>hard / difficult</i>	<i>terrible / awful</i>	<i>tired / sleepy</i>

1. Rosa told me about a new book. I want to read it. It sounds interesting / good / terrific.
2. Karen learned how to make paper flowers. She told me how to do it. It sounds \_\_\_\_\_.

3. There's a new play at the community theater. I read a review of it in the newspaper. I'd like to see it. It sounds \_\_\_\_\_.
4. Professor Wilson is going to lecture on the problems of overpopulation tomorrow evening. I think I'll go. It sounds \_\_\_\_\_.
5. Chris explained how to fix a flat tire. I think I can do it. It sounds \_\_\_\_\_.
6. Shelley didn't finish her dinner because it didn't taste \_\_\_\_\_.
7. What's for dinner? Something smells \_\_\_\_\_. Ummm! What is it?
8. Amy didn't get any sleep last night because she studied all night for a test. Today she looks \_\_\_\_\_.
9. Ymmmm! This dessert tastes \_\_\_\_\_. What is it?
10. A: What's the matter? Do you feel okay?  
B: No. I feel \_\_\_\_\_. I think I'm getting a cold.
11. A: Do you like my new dress, darling?  
B: You look \_\_\_\_\_, honey.
12. A: Pyew!\* Something smells \_\_\_\_\_! Do you smell it too?  
B: I sure do. It's the garbage in the alley.

■ **EXERCISE 42:** Work in pairs or small groups. In a given time limit (e.g., fifteen seconds, thirty seconds, a minute), think of as many ADJECTIVES or NOUNS USED AS ADJECTIVES as you can that can be used to describe the nouns. Make a list.

*Example:* car

*Response:* big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

- |            |            |
|------------|------------|
| 1. weather | 5. country |
| 2. animal  | 6. person  |
| 3. food    | 7. river   |
| 4. movie   | 8. student |

---

\*Pyew is sometimes said "p.u." Both *Pyew* and *p.u.* mean that something smells very bad.

## 8-15 SUMMARY: PERSONAL PRONOUNS

	SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE PRONOUNS	POSSESSIVE ADJECTIVES
SINGULAR	<i>I</i> <i>you</i> <i>she</i> <i>he</i> <i>it</i>	<i>me</i> <i>you</i> <i>her</i> <i>him</i> <i>it</i>	<i>mine</i> <i>yours</i> <i>hers</i> <i>his</i>	<i>my</i> name(s) <i>your</i> name(s) <i>her</i> name(s) <i>his</i> name(s) <i>its</i> name(s)
PLURAL	<i>we</i> <i>you</i> <i>they</i>	<i>us</i> <i>you</i> <i>them</i>	<i>ours</i> <i>yours</i> <i>theirs</i>	<i>our</i> name(s) <i>your</i> name(s) <i>their</i> name(s)
(a) <b>We</b> saw an accident. (b) Anna saw <b>it</b> too. (c) I have my pen. Sue has <b>hers</b> . (d) <b>Her</b> pen is blue.			Personal pronouns are used as: <ul style="list-style-type: none"> <li>• subjects, as in (a);</li> <li>• objects, as in (b);</li> <li>• OR to show possession, as in (c) and (d).</li> </ul>	
(e) I have a <u>book</u> . <u>It</u> is on my desk. (f) I have some <u>books</u> . <u>They</u> are on my desk.			Use a singular pronoun to refer to a singular noun. In (e): <i>book</i> and <i>it</i> are both singular. Use a plural pronoun to refer to a plural noun. In (f): <i>books</i> and <i>they</i> are both plural.	

### ■ EXERCISE 43: PRONOUN review. Find and correct the errors in pronoun usage.

Dear Heidi,

- (1) Everything is going fine. I like ~~mine~~ <sup>my</sup> new apartment very much. Its large and
- (2) comfortable. I like me roommate too. Him name is Alberto. You will meet them
- (3) when your visit I next month. His from Colombia. His studying English too. Were
- (4) classmates. We were classmates last semester too.
- (5) We share the rent and the utility bills, but us don't share the telephone bill.
- (6) He pays for his's calls and my pay for my. He's telephone bill is very high because
- (7) he has a girlfriend in Colombia. He calls she often. Sometimes her calls he. Them
- (8) talk on the phone a lot.
- (9) Ours neighbors are Mr. and Mrs. Black. Their very nice. We talk to it often.
- (10) Ours apartment is next to their. Theirs have a three-year-old\* daughter. Shes
- (11) really cute. Hers name is Joy. Them also have a cat. Its black and white. Its eyes

\*NOTE: When a person's age is used as an adjective in front of a noun, the word *year* is singular (NOT plural) and hyphens (-) are used: *a three-year-old daughter*.

INCORRECT: *They have a three years old daughter.*

CORRECT: *They have a three-year-old daughter.* OR: *Their daughter is three years old.*



- (12) are yellow. Its name is Whiskers. Its a friendly cat. Sometimes they're cat leaves a  
(13) dead mouse outside ours door.  
(14) I'am looking forward to you're visit.

Love, Carl

## 8-16 INDIRECT OBJECTS

<p>(a) I wrote <u>a letter</u>   <u>to Alex.</u>                              direct object   INDIRECT object</p> <p>(a) I wrote <u>Alex</u>   <u>a letter.</u>                              INDIRECT object   direct object</p> <p>(c) INCORRECT: <i>I wrote to Alex a letter.</i></p>	<p>Some verbs are followed by two objects: a direct object and an indirect object.</p> <p>(a) and (b) have the same meaning.</p> <p>The preposition <b>to</b> is NOT used when the indirect object is first and the direct object is second.</p>								
<p>(d) DIRECT OBJECT          What did you write? → A letter.</p>	<p>A direct object answers the question <i>What?</i></p>								
<p>(e) INDIRECT OBJECT          Who(m) did you write a letter to? → Alex.</p> <p>(f) —Did you write these letters to Alex?          —Yes, I did. I wrote <b>them to him.</b></p> <p>(g) INCORRECT: <i>I wrote him them.</i></p>	<p>An indirect object answers the question <i>Who(m)?</i></p> <p>When the direct object is a pronoun (e.g., <i>them</i>), it must precede the indirect object, as in (f).</p>								
<p>VERBS FOLLOWED BY INDIRECT OBJECTS INTRODUCED BY <b>TO</b></p> <table> <tr> <td><i>give</i></td> <td><i>send</i></td> </tr> <tr> <td><i>hand</i></td> <td><i>show</i></td> </tr> <tr> <td><i>lend</i></td> <td><i>tell</i></td> </tr> <tr> <td><i>pass</i></td> <td><i>write</i></td> </tr> </table>		<i>give</i>	<i>send</i>	<i>hand</i>	<i>show</i>	<i>lend</i>	<i>tell</i>	<i>pass</i>	<i>write</i>
<i>give</i>	<i>send</i>								
<i>hand</i>	<i>show</i>								
<i>lend</i>	<i>tell</i>								
<i>pass</i>	<i>write</i>								

■ **EXERCISE 44:** Use the given words to complete the grammar descriptions.

1. my pen \ Heidi \ I gave

a. I gave | my pen | to Heidi.  
subject and verb      direct object      INDIRECT object

b. 

<i>I gave</i>	<i>Heidi</i>	<i>my pen.</i>
subject and verb	INDIRECT object	direct object

2. I wrote \ Kim \ a letter

a. 

subject and verb	direct object	INDIRECT object
------------------	---------------	-----------------

b. 

subject and verb	INDIRECT object	direct object
------------------	-----------------	---------------

3. Jack handed \ a book \ Hiroki

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

4. Stacy \ I passed \ the salt

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

5. I lent \ my car \ Tom

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

6. Alice \ a postcard \ I sent

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

7. Ann told \ a story \ us

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

8. us \ a picture \ Jack showed

a. | | |  
subject and verb      direct object      INDIRECT object

b. | | |  
subject and verb      INDIRECT object      direct object

■ **EXERCISE 45—ORAL:** Change the position of the INDIRECT OBJECT in the following sentences. Be sure to omit **to**.

1. I gave my pen to Alex.  
→ *I gave Alex my pen.*
2. Please hand that book to me.
3. Rosa wrote a letter to her brother.
4. I gave a birthday present to Ahmed.
5. Please tell a story to us.
6. Did you send a package to your parents?
7. Mr. Hong showed a photograph of his wife to me.
8. Would you lend your camera to me?

■ **EXERCISE 46—ORAL (BOOKS CLOSED):** Change the position of the INDIRECT OBJECT.

*Example:* You gave your book to ( . . . ). What did you do?

*Response:* I gave ( . . . ) my book.

1. You gave your pen to ( . . . ).
2. You wrote a letter to ( . . . ).
3. You sent a package to ( . . . ).
4. You told a funny story to ( . . . ).
5. You showed a photograph to ( . . . ).
6. You sent a check to the telephone company.
7. You passed your dictionary to ( . . . ).
8. You handed your notebook to ( . . . ).
9. You lent (*an amount of money*) to ( . . . ).

■ **EXERCISE 47—ORAL:** Complete the sentences using the words in *italics*.

- |   |   |
|---|---|
| 1. <i>a letter, my sister</i>                     | I wrote . . . yesterday.                        |
| → <i>I wrote a letter to my sister yesterday.</i> |   |
| → <i>I wrote my sister a letter yesterday.</i>    |   |
| 2. <i>my parents, a telegram</i>                  | I sent . . . two days ago.                      |
| 3. <i>some candy, her children</i>                | Mrs. Kelly gave . . . after dinner.             |
| 4. <i>her car, me</i>                             | Sue is going to lend . . . tomorrow.            |
| 5. <i>the class, a joke</i>                       | Sam told . . . yesterday.                       |
| 6. <i>a letter, the newspaper</i>                 | I'm going to write . . . .                      |
| 7. <i>the scissors, John</i>                      | Did you hand . . . ?                            |
| 8. <i>me, the soy sauce</i>                       | Could you please pass . . . ?                   |
| 9. <i>Liz, a picture</i>                          | Mr. Schwartz showed . . . of his baby daughter. |
| 10. <i>the students, some good advice</i>         | Yesterday the teacher gave . . . .              |

■ **EXERCISE 48—ORAL (BOOKS CLOSED):** Perform the action. Answer the question.

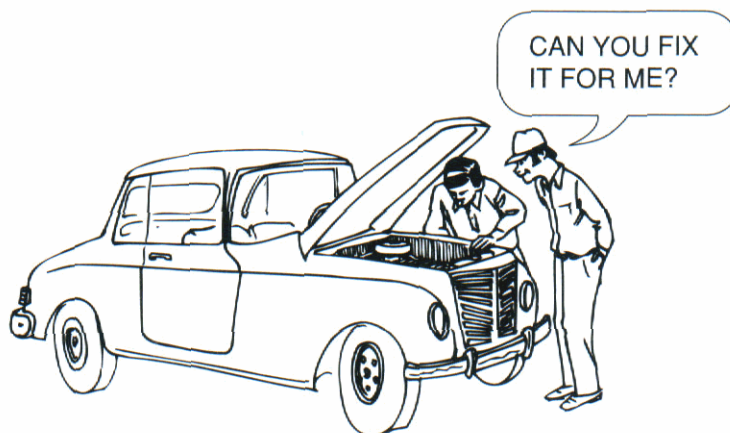
*Example:* Give your book to ( . . . ). What did you do?

*Response:* I gave my book to ( . . . ). OR: I gave ( . . . ) my book.

1. Pass your dictionary to ( . . . ).
2. Please hand me your pen/pencil.
3. Lend ( . . . ) some money.
4. Tell ( . . . ) your name.
5. Please pass my pen to ( . . . ).
6. Give ( . . . ) some good advice.
7. Show ( . . . ) a picture.
8. Write ( . . . ) a note and pass it to him/her.
9. Give ( . . . ) a gift.
10. Please hand that piece of chalk to me.

## 8-17 INDIRECT OBJECTS: USING FOR

<p>(a) Bob opened <u>the door</u> <b>for Mary.</b> direct obj.    INDIRECT obj.</p> <p>(b) Sue answered <u>a question</u> <b>for me.</b> direct obj.    INDIRECT obj.</p> <p>(c) INCORRECT: <i>Sue answered me a question.</i></p> <p>(d) INCORRECT: <i>Ken opened Anita the door.</i></p>	<p>With some verbs, <b>for</b> is used with the indirect object. With these verbs, the indirect object follows the direct object. <b>For</b> is not omitted. The position of the indirect object is not changed.</p>
<p>VERBS FOLLOWED BY INDIRECT OBJECTS WITH <b>FOR</b></p> <p><i>answer</i>      He <i>answered</i> a question <b>for me.</b></p> <p><i>cash</i>         The teller <i>cash</i>ed a check <b>for me.</b></p> <p><i>fix</i>            Can you <i>fix</i> my car <b>for me?</b></p> <p><i>open</i>         Mr. Smith <i>opened</i> the door <b>for his wife.</b></p> <p><i>pronounce</i>   I <i>pronounced</i> the word <b>for the students.</b></p> <p><i>translate</i>    I <i>translated</i> a letter <b>for my brother.</b></p>	<p>Notice in the examples: All of the sentences give the idea that someone is helping another person.</p>





■ **EXERCISE 49:** Complete the sentences by adding *for* or *to*.

1. The teacher answered a question \_\_\_\_\_ me.
2. I opened the door \_\_\_\_\_ my mother.
3. My roommate translated a newspaper story \_\_\_\_\_ me.
4. Fred gave some candy \_\_\_\_\_ his girlfriend.
5. The teller cashed a check \_\_\_\_\_ me.
6. The mechanic fixed my car \_\_\_\_\_ me.
7. Mrs. Baker handed the baby \_\_\_\_\_ her husband.
8. The teacher pronounced “bat” and “but” \_\_\_\_\_ the students.
9. Our landlord fixed the air conditioner \_\_\_\_\_ us.
10. Could you please answer a question \_\_\_\_\_ me?
11. My hands are wet. Could you please open this jar of pickles \_\_\_\_\_ me?



■ **EXERCISE 50—ORAL (BOOKS CLOSED):** Ask and answer questions.

STUDENT A: Use “*Could you please . . . for me?*”

STUDENT B: Answer the question.

*Example:* open the window

STUDENT A: Could you please open the window for me?

STUDENT B: Certainly. / I'd be happy to. / Sure.

1. answer a question
2. translate a word
3. pronounce a word
4. cash a check
5. fix (*name of something*)
6. open the door

■ **EXERCISE 51—ORAL (BOOKS CLOSED):** Ask and answer questions.

STUDENT A: Ask a question using “*Could you please . . . ?*” Use *me*, *to me*, or *for me* in your question.

STUDENT B: Answer the question.

*Example:* pass the butter

STUDENT A: Could you please pass me the butter/pass the butter to me?

STUDENT B: Certainly. / I’d be happy to. / Sure.

- |                             |   |
|-----------------------------|---|
| 1. pass the salt            | 6. pronounce this word                                |
| 2. hand a napkin            | 7. open the door                                      |
| 3. pass the salt and pepper | 8. lend your dictionary                               |
| 4. answer a question        | 9. give ( <i>name of something in the classroom</i> ) |
| 5. translate this paragraph | 10. fix ( <i>name of something</i> )                  |

**8-18 INDIRECT OBJECTS WITH BUY, GET, MAKE**

- (a) Tina **bought** a gift **for us**.
- (b) Tina **bought us** a gift.
- (c) I **got** a new toy **for my son**.
- (d) I **got my son** a new toy.
- (e) Tom **made** lunch **for his wife**.
- (f) Tom **made his wife** lunch.

With the verbs **buy**, **get**, and **make**, two patterns are possible:

- **for** introduces the indirect object, OR
- the indirect object precedes the direct object.

■ **EXERCISE 52—ORAL:** Complete the sentences. Use the words in parentheses.

1. I bought . . . (*Jim, a new hat*)  
→ I bought a new hat for Jim.  
→ I bought Jim a new hat.
2. Jack got . . . (*a stuffed animal, his daughter*)
3. I bought . . . (*some gloves, Robert*)
4. I made . . . (*Mike, a cake*)
5. Carmen got . . . (*a new television set, her parents*)
6. Eric bought . . . (*a necklace, his mother*)
7. Oscar made . . . (*his guests, dinner*)
8. Heidi bought . . . (*a nice birthday gift, her brother*)
9. Could you please get . . . (*a glass of water, me*)



## 8-19 INDIRECT OBJECTS WITH **EXPLAIN** AND **INTRODUCE**

- (a) The teacher **explained** the grammar **to us**.
- (b) Anna **introduced** her sister **to me**.
- (c) INCORRECT: *She explained us the grammar.*
- (d) INCORRECT: *Anna introduced me her sister.*

With the verbs **explain** and **introduce**:

- **to** is used with the indirect object, and
- the indirect object always follows the direct object.

■ **EXERCISE 53—ORAL:** Complete the sentences. Use the words in parentheses.

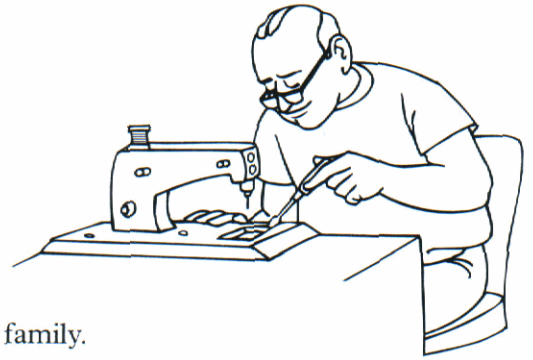
1. Elizabeth explained . . . (*me, the problem*)  
→ *Elizabeth explained the problem to me.*
2. The professor explained . . . (*the students, the chemistry formula*)
3. Tina introduced . . . (*her son, me*)
4. Mr. Schwartz explained . . . (*the doctor, his problem*)
5. Could you please translate . . . (*me, this sentence*)
6. Could you please explain . . . (*me, this sentence*)
7. Fred told . . . (*me, his ideas*)
8. I explained . . . (*my husband, Fred's ideas*)

■ **EXERCISE 54:** Add the word(s) in parentheses. If necessary, add **to** or **for**.

1. (*Bob*) I wrote a letter.  
→ *I wrote Bob a letter.* OR: *I wrote a letter to Bob.\**
2. (*my cousin*) I sent a postcard.
3. (*me*) The teacher answered a question.
4. (*his girlfriend*) Jim opened the car door.
5. (*the bride and groom*) Ann Miller gave a nice wedding present.
6. (*the class*) The teacher pronounced the new vocabulary words.
7. (*us*) The teacher explained the meaning of the word.
8. (*my roommate*) I translated the title of a book.
9. (*me*) My friend answered the phone because my hands were full.
10. (*the University of Texas*) I sent an application.

\**I wrote a letter for Bob* is possible, but it has a special meaning: It gives the idea that I helped Bob. (For example: Bob broke his hand. He can't write. He wanted to write a letter. I helped him by writing the letter.)

11. (*his wife*) Ron fixed the sewing machine.
12. (*us*) Don told a funny joke at the party.
13. (*me*) Jane explained her problems.
14. (*me*) My father wrote a letter.
15. (*the teacher*) Samir showed a picture of his family.
16. (*my friend*) I bought a gift.



■ **EXERCISE 55—ORAL (BOOKS CLOSED):** Answer the questions in complete sentences.

*Example:* It's ( . . . )'s birthday next week. What are you going to give her/him?  
[Followup: What is (Student A) going to do?]

STUDENT A: A box of candy.

TEACHER: What is (Student A) going to do?

STUDENT B: She/He's going to give ( . . . ) a box of candy for her/his birthday. OR  
She/He's going to give a box of candy to ( . . . ) for her/his birthday.

1. ( . . . ) is getting married next month. What are you going to give her/him?  
[Followup: What is (Student A) going to do?]
2. Take something out of your pocket or purse and hand it to ( . . . ).  
[What did (Student A) do?]
3. Please explain the location of your country to ( . . . ).  
[What did (Student A) explain?]
4. ( . . . ), ask ( . . . ) a question. ( . . . ), answer the question for her/him.  
[What did (Student A) do and (Student B) do?]
5. ( . . . ) needs some money desperately to pay her/his rent so s/he won't get kicked out of her/his apartment. How much money will you lend her/him?  
[What is (Student A) going to do?]
6. Hide a small item in your hand. Show it to ( . . . ), but don't show it to ( . . . ).  
[What did (Student A) do?]
7. Say a word in your native language and then translate it into English for ( . . . ).  
[What did (Student A) do?]
8. Teach ( . . . ) how to say a word in your native language. Pronounce it for ( . . . ) several times. [What did (Student A) do?]
9. Get a piece of chalk for ( . . . ). [What did (Student A) do?]
10. Make a paper airplane for ( . . . ). [What did (Student A) do?]



■ **EXERCISE 56—WRITTEN:** Write complete sentences by adding DIRECT OBJECTS and INDIRECT OBJECTS.

1. I wrote \_\_\_\_\_ yesterday.
2. I sent \_\_\_\_\_ last week.
3. Please pass \_\_\_\_\_.
4. The taxi driver opened \_\_\_\_\_.
5. ( . . . ) gave \_\_\_\_\_.
6. Could you please pronounce \_\_\_\_\_?
7. Could you please lend \_\_\_\_\_?
8. ( . . . ) translated \_\_\_\_\_.
9. Could you please answer \_\_\_\_\_?
10. My friend explained \_\_\_\_\_.
11. I bought \_\_\_\_\_.
12. Could you please get \_\_\_\_\_?

■ **EXERCISE 57—REVIEW:** Choose the correct completion.

1. This newspaper is yours. That newspaper is \_\_\_\_\_.  
A. our                      B. ours                      C. our's                      D. ours'
2. The teacher gave a test paper to every \_\_\_\_\_ in the class.  
A. student                      B. students                      C. of student                      D. of students
3. Rosa is a \_\_\_\_\_ woman.  
A. beautiful Mexican young                      C. Mexican beautiful young  
B. beautiful young Mexican                      D. young beautiful Mexican
4. \_\_\_\_\_ the students in our class have dark hair.  
A. All most of                      C. Almost  
B. Almost of                      D. Almost all of
5. I handed \_\_\_\_\_.  
A. to the teacher my book                      C. my book the teacher  
B. my book to the teacher                      D. my book for the teacher
6. I had some \_\_\_\_\_ soup for lunch.  
A. vegetable good                      C. vegetables good  
B. good vegetables                      D. good vegetable

7. Jack introduced me to one \_\_\_\_\_.  
 A. friends                      B. of his friend                      C. of his friends                      D. his friends
8. My \_\_\_\_\_ name is Ernesto.  
 A. father                      B. fathers                      C. fathers'                      D. father's
9. Ahmed pronounced \_\_\_\_\_.  
 A. for me his name                      C. his name to me  
 B. me his name                      D. his name for me
10. \_\_\_\_\_ books are these?  
 A. Who's                      B. Whose                      C. Who                      D. Who are

■ **EXERCISE 58—ERROR ANALYSIS:** Find and correct the mistakes.

1. I bought an airplane's ticket. Was expensive.
2. Some of those book's is mine.
3. Hiroki is a japanese businessman.
4. Theres an old big tree in our backyard.
5. Did you give to Jim my message?
6. The cat licked it's paw.
7. Everybody want to be happy.
8. One of the building on Main Street is the post office.
9. Whose that woman?
10. What are those peoples names?
11. Is the bedroom's window open?
12. Mr. and Mrs. Swan like their's apartment. Its large and comfortable.
13. I walk in the park every days.
14. Who's book is this?
15. I'am studying English.
16. Tina her last name Miller.

17. Please explain me this sentence.
18. My roommate desks are always messy.
19. Could you pronounce me this word?
20. I know the name's of almost of the students' in my class.

■ **EXERCISE 59—REVIEW:** Play this game in small groups. Think of a NOUN. Describe this noun to your group by giving clues. Don't mention the noun. The group will guess the noun you're thinking of.

*Examples:*

STUDENT A: I'm thinking of a kind of plant. It's small and colorful. It smells good.

GROUP: A flower!

STUDENT B: I'm thinking of a person. She has short black hair. She's wearing a blue sweater and a black skirt today.

GROUP: That's too easy! Yoko!

STUDENT C: I'm thinking of a very big cat. It's a wild animal.

GROUP: A lion!

STUDENT C: No. It's orange and black. It lives in Asia. It has stripes.

GROUP: A tiger!

■ **EXERCISE 60—REVIEW:** Bring to class an object from your country. In a small group, describe your object and tell your classmates about it: What is it? How is it used? Why is it special? Answer questions from the group.

When all of the groups finish discussing the objects, all of the objects should be brought to the center of the room.

STUDENT A: Choose one of the objects. Ask questions about it. Find out who it belongs to and what it is. (The owner of the object should NOT speak. People from the owner's group will give Student A the necessary information.)

STUDENT B: Choose another one of the objects and ask questions.

STUDENT C: Etc.

After all of the objects have been discussed, choose five of them to write about. Write a short paragraph on each object. What is it? What does it look like? Whose is it? What's it for? Why is it special? Why is it interesting to you? Etc.

## 8-20 MORE IRREGULAR VERBS

*become – became*

*bend – bent*

*bite – bit*

*build – built*

*shake – shook*

*feed – fed*

*fight – fought*

*hide – hid*

*hold – held*

■ **EXERCISE 61—ORAL (BOOKS CLOSED):** Practice using the IRREGULAR VERBS in the above list.

1. *become – became* When strangers meet, they can become friends. I met ( . . . ) *(a length of time)* ago. We became friends. What happened between ( . . . ) and me?
2. *bend – bent* When I drop something, I bend over to pick it up. I just dropped my pen, and then I bent over to pick it up. What did I do?
3. *bite – bit* Sometimes dogs bite people. Yesterday my friend's dog bit my hand while we were playing. What happened to my hand?
4. *build – built* I have some friends who know how to build houses. They built their own house next to the river. What did my friends do?
5. *feed – fed* I have a *(dog, cat, parrot, etc.)*. I have to feed it every day. Yesterday I fed it once in the morning and once in the evening. What did I do yesterday?
6. *fight – fought* People fight in wars. People fight diseases. They fight for freedom and equality. My country fought a war *(against another country in a time period)*. What happened *(in that time period)*?
7. *hide – hid* I have a coin in my hand. Close your eyes while I hide it. Okay, open your eyes. I hid the coin. Where's the coin? Why don't you know?
8. *hold – held* When it rains, I hold my umbrella. Yesterday it rained. I held my umbrella. What did I do yesterday?
9. *shake – shook* People sometimes shake their finger or their head. Sometimes they shake when they're cold. Right now I'm shaking my finger/my head. What did I just do?

■ **EXERCISE 62:** Complete the sentences. Use the words in parentheses.

1. I *(hide)* \_\_\_\_\_ my husband's birthday present in the closet yesterday.
2. A: Ow!  
B: What's the matter?  
  
A: I *(bite)* \_\_\_\_\_ my tongue.
3. When I asked Dennis a question, he *(shake)* \_\_\_\_\_ his head no.



4. A: I've lost touch with some of our childhood friends. What happened to Greg Jones?
- B: He (*become*) \_\_\_\_\_ a doctor.
- A: What happened to Sandy Peterson?
- B: She (*become*) \_\_\_\_\_ a lawyer.
5. I offered the child a red lollipop or a green lollipop. He (*choose*) \_\_\_\_\_ the red one.
6. Doug is a new father. He felt very happy when he (*hold*) \_\_\_\_\_ his baby for the first time.
7. Nancy and Tom saved money. They didn't buy a bookcase for their new apartment. They (*build*) \_\_\_\_\_ one.
8. We saw a strong man at the circus. He (*bend*) \_\_\_\_\_ an iron bar.
9. A: Why did the children fight?
- B: They (*fight*) \_\_\_\_\_ because both of them wanted the same toy.
10. Diane is a computer programmer. Yesterday she (*feed*) \_\_\_\_\_ information into the computer.



■ **EXERCISE 63:** Complete the sentences with the correct form of the verbs from the given list.

<i>become</i>	<i>build</i>	<i>hide</i>
<i>bend</i>	<i>feed</i>	<i>hold</i>
<i>bite</i>	<i>fight</i>	✓ <i>shake</i>

1. When my dog got out of the lake, it shook itself. Dogs always shake themselves when they're wet.
2. Many countries in the world \_\_\_\_\_ in World War II.
3. Sometimes snakes \_\_\_\_\_ people. My cousin Jake died after a poisonous snake \_\_\_\_\_ him.
4. My daughter \_\_\_\_\_ a table in her woodworking class in high school.

5. When Kathy dropped her pen, Sam \_\_\_\_\_ over and picked it up for her.
6. The baby is sleeping peacefully. She's not hungry. Her mother \_\_\_\_\_ her before she put her in bed.
7. Mike stole a spoon from the restaurant. He \_\_\_\_\_ it in his pocket before he walked out of the restaurant.
8. David is a Canadian citizen. Maria was born in Puerto Rico, but when she married David, she \_\_\_\_\_ a Canadian citizen too.

■ **EXERCISE 64—ORAL (BOOKS CLOSED):** In order to practice IRREGULAR VERBS, answer *yes*.

*Example:* Did you write a letter yesterday?

*Response:* Yes, I did. I wrote a letter yesterday.

1. Did you fly to (*this city*)?
2. Did you drink a cup of tea this morning?
3. Did you come to class yesterday?
4. Did you go downtown yesterday?
5. Did you eat breakfast this morning?
6. Did you lend some money to ( . . . )?
7. Did you lose your pen yesterday? Did you find it?
8. Did you give your dictionary to ( . . . )?
9. Did you throw your book to ( . . . )? ( . . . ), did you catch it?
10. Did someone steal your wallet? Did you get it back?
11. Did you wake up at seven this morning?
12. Did you get up at seven this morning?
13. Did the wind blow yesterday?
14. Did you shut the door?
15. Did class begin at ( . . . )?
16. Did you say hello to ( . . . )?
17. Did you tell ( . . . ) to sit down? ( . . . ), did you sit down?
18. Did you hear my last question?
19. Did you teach your daughter/son to count to ten?
20. Did you bring your books to class today?
21. Did you forget your books?
22. Did you see ( . . . ) yesterday?
23. Did you meet ( . . . )'s wife?
24. Did you leave your sunglasses at the restaurant?
25. Did you read the newspaper this morning?
26. Did you go shopping yesterday?
27. Did you drive your car to school today?
28. Did you ride a horse to school today?

29. Did a barber cut your hair?
30. Did you run to class this morning?
31. Did your pen cost (*an amount of money*)?
32. Did you understand my question?
33. Did you come to class yesterday?
34. Did you make a mistake?
35. Did you take the bus to school today?
36. Did you write a letter yesterday? Did you send it?
37. Did the telephone ring?
38. Did you break your arm?
39. Did you shake your head?
40. Did you draw a picture?
41. Did you bend your elbow?
42. Did you win a million dollars?
43. Did you feel good yesterday?
44. Did you feed the birds at the park?
45. Did you bite your finger?
46. Did you hurt your finger?
47. Did you hold ( . . . )'s hand?
48. Did you build a bookcase?
49. Did you stand at the bus stop?
50. Did you sing in the shower this morning?
51. Did you grow up in (*country*)?
52. Did you become an adult?
53. Did (*name of a sports team*) win yesterday?
54. Did you fall down yesterday?
55. Did you think about me yesterday?
56. Did you fight yesterday?
57. Which pen do you want? Did you choose this one?
58. Did you hide your money under your mattress?
59. Did your car hit a telephone pole yesterday?
60. Did you put your books under your desk?

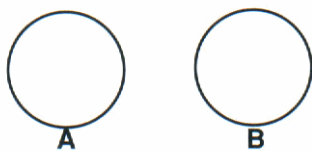
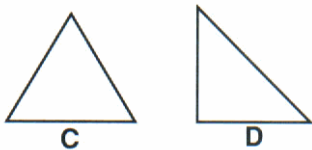





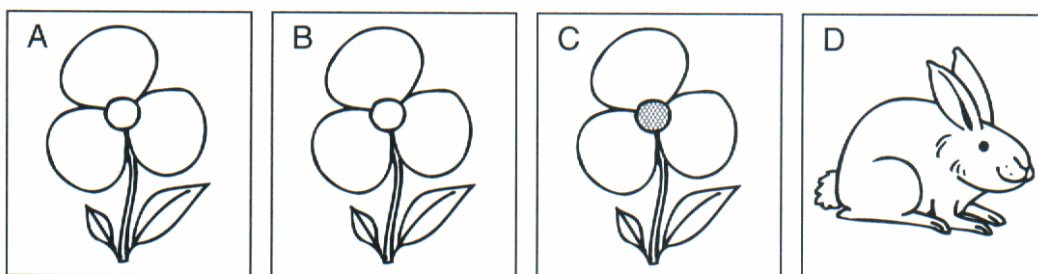
## CHAPTER 9

# Making Comparisons

### 9-1 COMPARISONS: USING *THE SAME (AS)*, *SIMILAR (TO)*, AND *DIFFERENT (FROM)*

THE SAME (AS)	SIMILAR (TO)	DIFFERENT (FROM)
		
A and B are <i>the same</i> . A is <i>the same as</i> B.	C and D are <i>similar</i> . C is <i>similar to</i> D.	E and F are <i>different</i> . E is <i>different from</i> F.

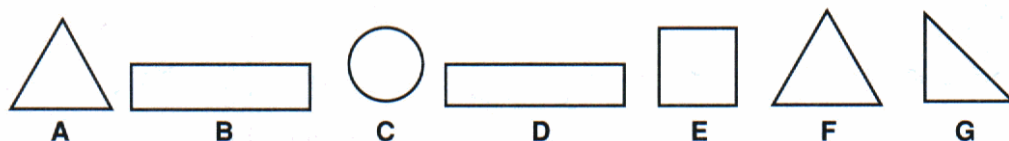
■ **EXERCISE 1—ORAL:** Which of the pictures are the same, similar, or different?



1. Are Pictures A and B the same?
2. Are Pictures A and C the same?
3. Are Pictures A and C similar?
4. Are Pictures A and C different?
5. Are Pictures C and D similar?
6. Are Pictures C and D different?



- **EXERCISE 2:** Complete the sentences. Use *the same (as)*, *similar (to)*, and *different (from)* in your completions.



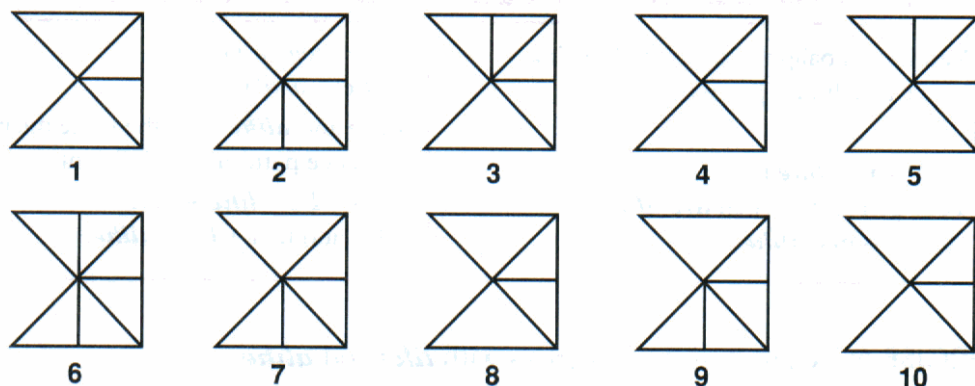
1. A is the same as F
2. D and E are similar OR: are different\*
3. C  D.
4. B  D.
5. B and D
6. C and D
7. A and F
8. F and G
9. F  G.
10. G  A and F, but  
 C.

- **EXERCISE 3—ERROR ANALYSIS:** Find and correct the mistakes.

1. A rectangle is similar a square.
2. Pablo and Rita come from same country.
3. Girls and boys are differents. Girls are different to boys.
4. My cousin is the same age with my brother.
5. Dogs are similar with wolves.
6. Jim and I started to speak at same time.

\**Similar* gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle and E is a square).

■ **EXERCISE 4:** Answer the questions.



1. Which of the figures are the same?
2. Is there at least one figure that is different from all the rest?
3. How many triangles are there in figure 1? (*answer: Seven.*)
4. How many triangles are there in figure 2?
5. How many triangles are there in figure 6?

■ **EXERCISE 5—ORAL (BOOKS CLOSED):** Practice using *the same (as)*, *similar (to)*, and *different (from)*.

*Example:* Look at (...)’s clothes and (...)’s clothes. What is different about the clothes they are wearing today?

*Response:* Their shoes are different. Mr. Lopez is wearing running shoes, and Mr. Gow is wearing sandals.

1. Look around the room. Name things that are the same.
2. Look around the room. Name things that are similar but not the same.
3. Find two pens that are the same length. Find two pieces of paper that are the same size. Find two notebooks that are different sizes.
4. Find two people in the class who are wearing (earrings). Are their (earrings) the same, similar, or different?
5. Who in the class has a (notebook, briefcase, bookbag) that is similar to yours? Does anyone have a (notebook, briefcase, bookbag) that is the same as yours?
6. Do any of the people in this room have the same hairstyle? Name two people who have similar hairstyles.
7. Whose shirt is the same color as yours today? Name some things in this room that are the same color. Name things that are similar colors.
8. Do any of the people in this room come from the same country? Who? Name two people who come from different countries.
9. Name an animal that is similar to a tiger. Name a bird that is similar to a duck.
10. Are Egypt and Italy on the same continent? Egypt and Algeria? Thailand and Korea? Mexico and Brazil?

## 9-2 COMPARISONS: USING *LIKE* AND *ALIKE*

You have a ballpoint pen with blue ink.  
I have a ballpoint pen with blue ink.

- (a) Your pen **is like** my pen.
- (b) Your pen and my pen **are alike**.
- (c) Our pens **are alike**.

*like* = similar to

*alike* = similar

**Like** and **alike** have the same meaning, but the sentence patterns are different:

This + **be** + **like** + that.

This and that + **be** + **alike**.

### ■ EXERCISE 6: Complete the sentences with *like* and *alike*.

- You and I have similar books. In other words, your book is like mine. Our books are alike.
- Mr. Chang and I have similar coats. In other words, Mr. Chang's coat is \_\_\_\_\_ mine. Our coats are \_\_\_\_\_.
- Ken and Sue have similar cars. In other words, their cars are \_\_\_\_\_.
- You and I have similar hats. In other words, your hat is \_\_\_\_\_ mine.
- A town is \_\_\_\_\_ a city in some ways.
- A foot and a hand are \_\_\_\_\_ in some ways, but different in other ways.
- A dormitory and an apartment building are \_\_\_\_\_ in many ways.
- A motorcycle is \_\_\_\_\_ a bicycle in some ways.

### ■ EXERCISE 7—ORAL: Make sentences with *like*. Compare the things in Column A with the things in Column B. Discuss how the two things you are comparing are similar.

*Example:* A pencil is like a pen in some ways. They are both writing instruments.

#### COLUMN A

an alley  
a bus  
a bush  
a cup  
a hill  
honey  
a monkey's hand  
an orange  
✓ a pencil  
a sea  
a sofa  
a sports jacket

#### COLUMN B

a glass  
a human hand  
a lemon  
a chair  
a mountain  
an ocean  
✓ a pen  
a street  
sugar  
a suit coat  
a taxi  
a tree

## 9-3 THE COMPARATIVE: USING -ER AND MORE

<p>Mary is 25 years old. John is 20 years old.</p> <p>(a) Mary is <b>older than</b> John.</p> <p>(b) Health is <b>more important than</b> money.</p> <p>(c) INCORRECT: <i>Mary is more old than John.</i></p> <p>(d) INCORRECT: <i>Health is importanter than money.</i></p>		<p>When we use adjectives (e.g., <i>old, important</i>) to compare two people or two things, the adjectives have special forms:</p> <p>In (a): we add <b>-er</b> to an adjective, OR</p> <p>In (b): we use <b>more</b> in front of an adjective.</p> <p>The use of <b>-er</b> or <b>more</b> is called the COMPARATIVE FORM.</p>	
		<p>Notice in the examples: <b>than</b> follows the comparative form: <i>older <b>than</b></i>, <i>more important <b>than</b></i>.</p>	
ADJECTIVES WITH ONE SYLLABLE	ADJECTIVE <b>old</b> <b>cheap</b> <b>big</b>	COMPARATIVE <b>older</b> <b>cheaper</b> <b>bigger</b>	Add <b>-er</b> to one-syllable adjectives.
	Spelling note: if an adjective ends in one vowel and one consonant, double the consonant: <i>big-bigger</i> , <i>fat-fatter</i> , <i>thin-thinner</i> , <i>hot-hotter</i> .		
ADJECTIVES THAT END IN -Y	<b>pretty</b> <b>funny</b>	<b>prettier</b> <b>funnier</b>	If an adjective ends in <b>-y</b> , change the <b>-y</b> to <b>i</b> and add <b>-er</b> .
ADJECTIVES WITH TWO OR MORE SYLLABLES	<b>famous</b> <b>important</b> <b>interesting</b>	<b>more famous</b> <b>more important</b> <b>more interesting</b>	Use <b>more</b> in front of adjectives that have two or more syllables (except adjectives that end in <b>-y</b> ).
IRREGULAR COMPARATIVE FORMS	<b>good</b> <b>bad</b> <b>far</b>	<b>better</b> <b>worse</b> <b>farther/further</b>	The comparative forms of <b>good</b> , <b>bad</b> , and <b>far</b> are irregular.

### ■ EXERCISE 8: Write the comparative forms for the following ADJECTIVES.

- |                          |                     |
|--------------------------|---------------------|
| 1. old <u>older than</u> | 9. sweet _____      |
| 2. small _____           | 10. expensive _____ |
| 3. big _____             | 11. hot _____       |
| 4. important _____       | 12. cheap _____     |
| 5. easy _____            | 13. good _____      |
| 6. difficult _____       | 14. bad _____       |
| 7. long _____            | 15. far _____       |
| 8. heavy _____           | 16. lazy _____      |



■ **EXERCISE 9:** Complete the sentences. Use the COMPARATIVE form of the words in *italics*.

1. *comfortable* This chair is more comfortable than that chair.
2. *large* Your apartment is \_\_\_\_\_ mine.
3. *warm* It's \_\_\_\_\_ today \_\_\_\_\_ yesterday.
4. *dark* Tom's mustache is \_\_\_\_\_ Don's.
5. *important* Love is \_\_\_\_\_ money.
6. *lazy* I'm \_\_\_\_\_ my roommate.
7. *tall* My brother is \_\_\_\_\_ I am.\*
8. *heavy* Iron is \_\_\_\_\_ wood.
9. *difficult* My physics course is \_\_\_\_\_ my math course.
10. *good* Nadia's English is \_\_\_\_\_ her husband's.
11. *long* The Nile River is \_\_\_\_\_ the Mississippi.
12. *intelligent* A dog is \_\_\_\_\_ a chicken.
13. *good* My wife's cooking is \_\_\_\_\_ mine.
14. *bad* My cooking is \_\_\_\_\_ my wife's.
15. *short* My little finger is \_\_\_\_\_ my middle finger.
16. *pretty* This dress is \_\_\_\_\_ that one.
17. *far* Your apartment is \_\_\_\_\_ from school  
\_\_\_\_\_ mine.
18. *strong* A horse is \_\_\_\_\_ a person.
19. *curly* Ken's hair is \_\_\_\_\_ mine.
20. *beautiful* A rose is \_\_\_\_\_ a weed.

\_\_\_\_\_  
\*Formal written English: *My brother is taller than I (am).*  
Informal spoken English: *My brother is taller than me.*

■ **EXERCISE 10:** Complete the sentences. Use the COMPARATIVE form of the words in *italics*.

1. *good*            The weather today is \_\_\_\_\_ it was yesterday.
2. *bad*            The weather yesterday was \_\_\_\_\_ it is today.
3. *funny*           This story is \_\_\_\_\_ that story.
4. *interesting*      This book is \_\_\_\_\_ that book.
5. *smart*           Joe is \_\_\_\_\_ his brother.
6. *famous*          A movie star is \_\_\_\_\_ I am.
7. *wide*            A highway is \_\_\_\_\_ an alley.
8. *deep*            The Pacific Ocean is \_\_\_\_\_ the Mediterranean Sea.
9. *confusing*      This story is \_\_\_\_\_ that story.
10. *hot*            Thailand is \_\_\_\_\_ Korea.
11. *thin*            A giraffe's neck is \_\_\_\_\_ an elephant's neck.
12. *far*            My house is \_\_\_\_\_ from downtown  
\_\_\_\_\_ your house is.
13. *good*           Reading a good book is \_\_\_\_\_ watching television.
14. *easy*            My English class is \_\_\_\_\_ my history class.
15. *nervous*        The groom was \_\_\_\_\_  
at the wedding \_\_\_\_\_ the bride.



■ **EXERCISE 11—ORAL:** Compare the following. Use the ADJECTIVE in parentheses. Use *more* or *-er*.

*Example:* A mouse is smaller than an elephant.

- |  |  |   |
|--|--|---|
| 1. a mouse<br>an elephant<br>(small)             | 5. biology<br>chemistry<br>(interesting) | 9. this book<br>that one<br>(good)                          |
| 2. my old shoes<br>my new shoes<br>(comfortable) | 6. I<br>my brother<br>(thin)             | 10. the weather here<br>the weather in my hometown<br>(bad) |
| 3. your hair<br>my hair<br>(dark)                | 7. my hair<br>her hair<br>(curly)        | 11. this chapter<br>Chapter 8<br>(easy)                     |
| 4. my arm<br>your arm<br>(long)                  | 8. her hair<br>his hair<br>(straight)    | 12. Japanese grammar<br>English grammar<br>(difficult)      |

■ **EXERCISE 12—ORAL (BOOKS CLOSED):** Practice comparative forms.

- A. Put several different books in a central place. Compare one to another, using the given adjectives.

*Example:* big

*Response:* This book is bigger than that book/that one.

- |                |              |               |
|----------------|--------------|---------------|
| 1. large       | 5. difficult | 9. expensive  |
| 2. interesting | 6. easy      | 10. cheap     |
| 3. small       | 7. good      | 11. thick     |
| 4. heavy       | 8. bad       | 12. important |

- B. The following adjectives describe a man named Bob. A man named Jack does not have the same qualities. Draw pictures of Bob and Jack on the board. Compare Bob to Jack.

*Example:* tall

*Response:* Bob is taller than Jack.

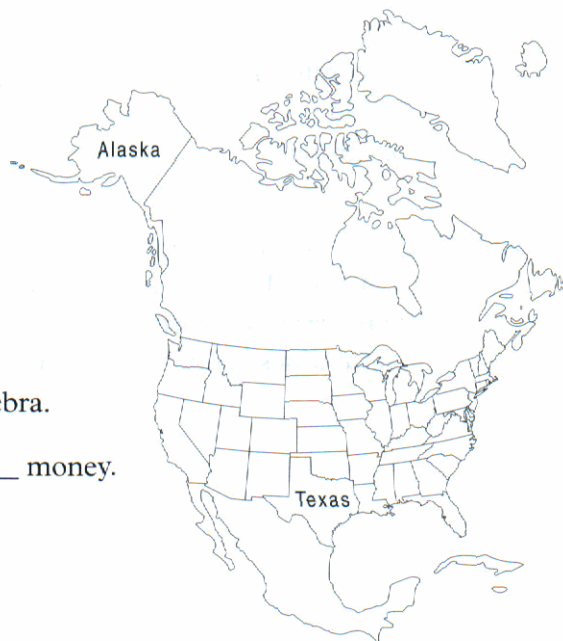
- |                |             |                 |
|----------------|-------------|-----------------|
| 1. tall        | 5. young    | 9. friendly*    |
| 2. strong      | 6. happy    | 10. responsible |
| 3. lazy        | 7. kind     | 11. famous      |
| 4. intelligent | 8. generous | 12. busy        |

\*The comparative of *friendly* has two possible forms: *friendlier than* or *more friendly than*.

■ **EXERCISE 13:** Complete the sentences. Use the COMPARATIVE form of the words in the list (or your own words).

<i>big</i>	<i>easy</i>	<i>important</i>
<i>bright</i>	<i>expensive</i>	<i>intelligent</i>
<i>cheap</i>	<i>fast</i>	<i>large</i>
<i>cold</i>	<i>high</i>	<i>small</i>
<i>comfortable</i>	<i>hot</i>	<i>sweet</i>

1. An elephant is bigger than / larger than a mouse.
2. A lemon is sour. An orange is \_\_\_\_\_ a lemon.
3. The weather today is \_\_\_\_\_ it was yesterday.
4. A diamond costs a lot of money. A diamond is \_\_\_\_\_ a ruby.
5. I can afford a radio, but not a TV set. A radio is \_\_\_\_\_ a TV set.
6. An airplane moves quickly. An airplane is \_\_\_\_\_ an automobile.
7. A lake is \_\_\_\_\_ an ocean.
8. A person can think logically. A person is \_\_\_\_\_ an animal.
9. Hills are low. Mountains are \_\_\_\_\_ hills.
10. The sun gives off a lot of light. The sun is \_\_\_\_\_ the moon.
11. Texas is a large state, but Alaska is \_\_\_\_\_ Texas.
12. Sometimes my feet hurt when I wear high heels. Bedroom slippers are \_\_\_\_\_ shoes with high heels.
13. Arithmetic isn't difficult. Arithmetic is \_\_\_\_\_ algebra.
14. Good health is \_\_\_\_\_ money.





■ **EXERCISE 14—ORAL (BOOKS CLOSED):** Compare the following.

*Example:* an elephant to a mouse

*Response:* An elephant is bigger than a mouse / more intelligent than a mouse, etc.

- |                                 |  |
|---------------------------------|--|
| 1. an orange to a lemon         | 12. bedroom slippers to high heels   |
| 2. a lake to an ocean           | 13. a child to an adult  |
| 3. good health to money         | 14. a horse to a person  |
| 4. a radio to a TV set          | 15. the Nile River to the Mississippi River                                  |
| 5. an airplane to an automobile | 16. your little finger to your ring finger                                   |
| 6. (Alaska) to (Texas)          | 17. love to money  |
| 7. a person to an animal        | 18. your hair to ( . . . )'s hair  |
| 8. the sun to the moon          | 19. food in ( <i>your country</i> ) to<br>food in ( <i>another country</i> ) |
| 9. a mountain to a hill         | 20. the weather today to the<br>weather yesterday                            |
| 10. arithmetic to algebra       |  |
| 11. a diamond to a ruby         |  |

■ **EXERCISE 15—ORAL (BOOKS CLOSED):** Make sentences by using **-er/more** with these ADJECTIVES.

*Example:* large

*Response:* Canada is larger than Mexico. / My feet are larger than yours. / etc.

- |                |                 |
|----------------|-----------------|
| 1. tall        | 11. small       |
| 2. important   | 12. intelligent |
| 3. cold        | 13. big         |
| 4. curly       | 14. heavy       |
| 5. expensive   | 15. cheap       |
| 6. long        | 16. sweet       |
| 7. easy        | 17. high        |
| 8. comfortable | 18. interesting |
| 9. old         | 19. good        |
| 10. strong     | 20. bad         |

■ **EXERCISE 16:** Write a sentence by using **-er/more** with an ADJECTIVE in the list in Exercise 15 above. Tear the sentence into pieces, with one word or phrase on each piece. Give the pieces to a classmate who will reassemble your sentence. Repeat this exercise several times, using a different adjective for each new sentence you write.

## 9-4 USING AS . . . AS; USING LESS

John is 21 years old. Mary is 21 years old. (a) John <b>is as old as</b> Mary.	Notice the pattern: <b>as</b> + <i>adjective</i> + <b>as</b>  In (a): Their ages are the same.
(b) This watch <b>is as expensive as</b> that watch.	In (b): The price of the watches is the same.
Fred is 20 years old. Jean is 21 years old. (c) Fred <b>isn't as old as</b> Jean. (d) Fred <b>is younger than</b> Jean.	(c) and (d) have the same meaning.
(e) This book <b>isn't as expensive as</b> that book. (f) This book <b>is cheaper than</b> that book.	(e) and (f) have the same meaning.
(g) This book <b>isn't as expensive as</b> that book. (h) This book <b>is less expensive than</b> that book.	(g) and (h) have the same meaning. <b>Less</b> is the opposite of <b>more</b> . <b>Less</b> is used with adjectives that have two or more syllables (except most adjectives that end in <b>-y</b> ). <b>Less</b> is usually not used with one-syllable adjectives or adjectives that end in <b>-y</b> . INCORRECT: <i>Fred is less old than Jean.</i> CORRECT: <i>Fred isn't as old as Jean.</i> <i>Fred is younger than Jean.</i>

■ **EXERCISE 17:** Complete the following sentences by using **as . . . as** and the ADJECTIVE in *italics*.

- tall* Mary is as tall as her brother.
- sweet* A lemon isn't \_\_\_\_\_ an orange.
- big* A donkey isn't \_\_\_\_\_ a horse.
- friendly* People in this city are \_\_\_\_\_ the people in my hometown.
- dark* Paul's hair isn't \_\_\_\_\_ his brother's.
- cold* The weather isn't \_\_\_\_\_ today  
\_\_\_\_\_ yesterday.
- pretty* This dress is \_\_\_\_\_ that one.
- expensive* A pencil isn't \_\_\_\_\_ a pen.

■ **EXERCISE 18:** Make sentences with the same meaning by using **less**, if possible.

1. This book isn't as expensive as that book.  
→ *This book is less expensive than that book.*
2. Bob isn't as old as Jim. → *(no change)*
3. Arithmetic isn't as difficult as algebra.
4. Arithmetic isn't as hard as algebra.
5. This chair isn't as comfortable as that chair.
6. This box isn't as heavy as that box.
7. A hill isn't as high as a mountain.
8. Swimming isn't as dangerous as boxing.
9. I'm not as tall as my brother.
10. This letter isn't as important as that letter.

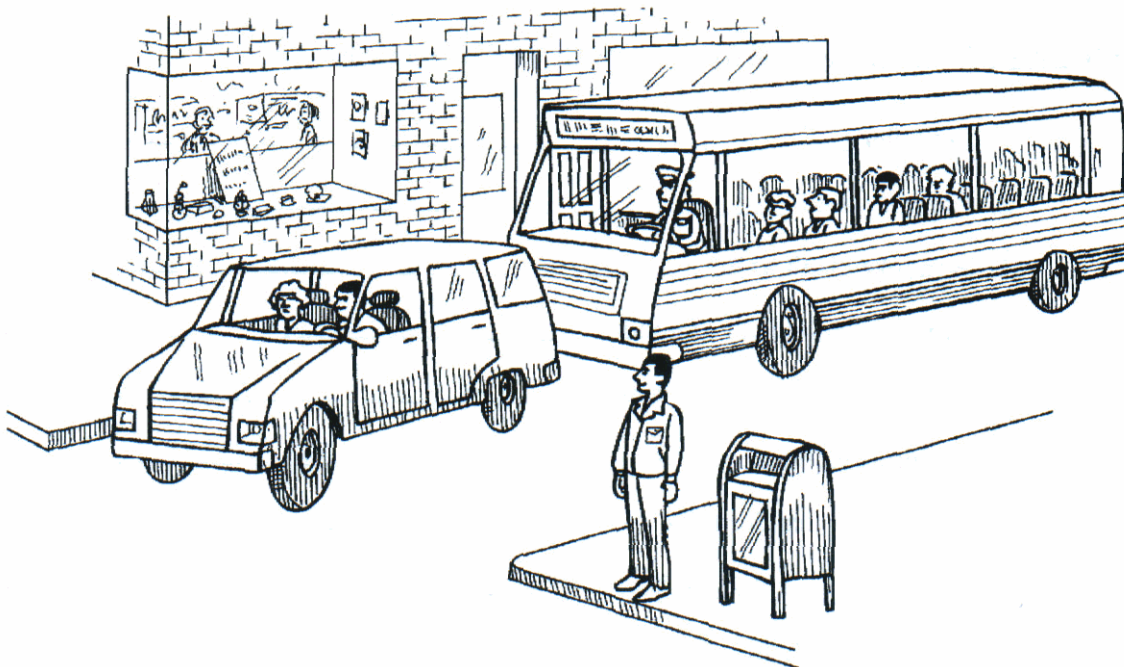
■ **EXERCISE 19:** Make sentences with the same meaning by using **as . . . as** with the ADJECTIVE in parentheses.

1. Bob is younger than Sally. (*old*)  
→ *Bob isn't as old as Sally.*
2. This book is less expensive than that one. (*expensive*)  
→ *This book isn't as expensive as that one.*
3. I'm shorter than my sister. (*tall*)
4. This exercise is more difficult than the last one. (*easy*)
5. My new shoes are less comfortable than my old shoes. (*comfortable*)
6. My little finger is shorter than my index finger. (*long*)
7. A radio is less expensive than a TV set. (*expensive*)
8. This book is worse than that book. (*good*)

9. My apartment is smaller than yours. (*big*)
10. In my opinion, chemistry is less interesting than psychology. (*interesting*)

■ **EXERCISE 20:** Make sentences with the same meaning by using **as . . . as**.

1. This room is smaller than that room.  
→ *This room isn't as big as that room.*
2. An animal is less intelligent than a human being.
3. Soda pop is less expensive than fruit juice.
4. The Mississippi River is shorter than the Nile River.
5. Tom's pronunciation is worse than Sue's.
6. Algebra is more difficult than arithmetic.
7. Money is less important than good health.
8. American coffee is weaker than Turkish coffee.
9. A wooden chair is less comfortable than a sofa.
10. A van is smaller than a bus.





■ **EXERCISE 21—ORAL (BOOKS CLOSED):** Work in pairs. Practice making comparisons.

STUDENT A: Your book is open.

STUDENT B: Your book is closed. Respond in complete sentences.

*Example:* Name something that is sweeter than an apple.

STUDENT A: What's sweeter than an apple? / Can you name something that is sweeter than an apple? / Name something that is sweeter than an apple.

STUDENT B: Candy is sweeter than an apple.

1. Name a country that is larger than Mexico.
2. Name a planet that is closer to or farther away from the sun than the earth.
3. Name someone in the class who isn't as old as (I am, you are).
4. Name an animal that is more dangerous than a zebra.
5. Name an animal that is as dangerous as a wild tiger.
6. Name a bird that is larger than a chicken.
7. Name something that is more expensive than a diamond ring.
8. Name something that is less expensive than *(an object in this room)*.
9. Name someone who is more famous than *(name of a famous person)*.

*Switch roles.*

10. Name something that is more interesting than *(name of a field of study)*.
11. Name something that is less important than good health.
12. Name a place that is as far away from here as *(name of a place)*.
13. Name an ocean that is smaller than the Pacific Ocean.
14. Name an animal that is stronger than a horse.
15. Name an animal that isn't as strong as a horse.
16. Name a game that is, in your opinion, more exciting than *(name of a sport)*.
17. Name a sport that is less popular internationally than *(name of a sport)*.
18. Name a place that is more beautiful than this city.

■ **EXERCISE 22:** Complete the following with your own words.

1. I'm taller \_\_\_\_\_
2. I'm not as old \_\_\_\_\_
3. A monkey isn't as big \_\_\_\_\_
4. American food isn't as good \_\_\_\_\_
5. An ocean is deeper and wider \_\_\_\_\_
6. An apple is less expensive \_\_\_\_\_
7. It's warmer / colder today \_\_\_\_\_
8. \_\_\_\_\_'s hair isn't as curly \_\_\_\_\_
9. A hill isn't as high \_\_\_\_\_

10. A dog is less intelligent \_\_\_\_\_ but more intelligent \_\_\_\_\_
11. \_\_\_\_\_'s hair is darker \_\_\_\_\_
12. A hotel room is less comfortable \_\_\_\_\_
13. Moonlight isn't as bright \_\_\_\_\_
14. Money is less important \_\_\_\_\_
15. English grammar isn't as difficult \_\_\_\_\_
16. Earth is closer to the sun \_\_\_\_\_
17. Venezuela isn't as far south \_\_\_\_\_
18. Tokyo isn't as far north \_\_\_\_\_
19. People in \_\_\_\_\_ are friendlier \_\_\_\_\_
20. Children are less powerful \_\_\_\_\_

## 9-5 USING BUT

(a) John is rich, **but** Mary is poor.

**But** gives the idea that "This is the opposite of that."

(b) The weather was cold, **but** we were warm inside our house.

A comma usually precedes **but**.

■ **EXERCISE 23:** Complete the following sentences by using ADJECTIVES.

1. An orange is sweet, but a lemon is SOUR.
2. The weather is hot today, but it was \_\_\_\_\_ yesterday.
3. These dishes are clean, but those dishes are \_\_\_\_\_
4. This suitcase is heavy, but that suitcase is \_\_\_\_\_
5. My hair is light, but my brother's hair is \_\_\_\_\_
6. These shoes are uncomfortable, but those shoes are \_\_\_\_\_
7. Linda is tall, but her sister is \_\_\_\_\_
8. This street is narrow, but that street is \_\_\_\_\_

9. This exercise is easy, but that exercise is \_\_\_\_\_
10. My old apartment is big, but my new apartment is \_\_\_\_\_
11. This food is good, but that food is \_\_\_\_\_
12. A chicken is stupid, but a human being is \_\_\_\_\_
13. Smoke is visible, but clean air is \_\_\_\_\_
14. This answer is right, but that answer is \_\_\_\_\_
15. This towel is dry, but that towel is \_\_\_\_\_
16. This cup is full, but that cup is \_\_\_\_\_
17. This street is noisy, but that street is \_\_\_\_\_
18. This picture is ugly, but that picture is \_\_\_\_\_
19. This sentence is confusing, but that sentence is \_\_\_\_\_
20. This car is safe, but that car is \_\_\_\_\_
21. A kitten is weak, but a horse is \_\_\_\_\_
22. This watch is expensive, but that watch is \_\_\_\_\_
23. Tom is hard-working, but his brother is \_\_\_\_\_
24. My apartment is messy, but Bob's apartment is always \_\_\_\_\_
25. A pillow is soft, but a rock is \_\_\_\_\_



## 9-6 USING VERBS AFTER *BUT*

AFFIRMATIVE VERB	+	<i>but</i>	+	NEGATIVE VERB
(a) John <b>is</b> rich,		<i>but</i>		Mary <b>isn't</b> .
(b) Balls <b>are</b> round,		<i>but</i>		boxes <b>aren't</b> .
(c) I <b>was</b> in class,		<i>but</i>		Po <b>wasn't</b> .
(d) Sue <b>studies</b> hard,		<i>but</i>		Sam <b>doesn't</b> .
(e) We <b>like</b> movies,		<i>but</i>		they <b>don't</b> .
(f) Alex <b>came</b> ,		<i>but</i>		Maria <b>didn't</b> .
(g) People <b>can</b> talk,		<i>but</i>		animals <b>can't</b> .
(h) Olga <b>will</b> be there,		<i>but</i>		Ivan <b>won't</b> .
NEGATIVE VERB	+	<i>but</i>	+	AFFIRMATIVE VERB
(i) Mary <b>isn't</b> rich,		<i>but</i>		John <b>is</b> .
(j) Boxes <b>aren't</b> round,		<i>but</i>		balls <b>are</b> .
(k) Po <b>wasn't</b> in class,		<i>but</i>		I <b>was</b> .
(l) Sam <b>doesn't</b> study,		<i>but</i>		Sue <b>does</b> .
(m) They <b>don't like</b> cats,		<i>but</i>		we <b>do</b> .
(n) Maria <b>didn't come</b> ,		<i>but</i>		Alex <b>did</b> .
(o) Animals <b>can't</b> talk,		<i>but</i>		people <b>can</b> .
(p) Ivan <b>won't</b> be there,		<i>but</i>		Olga <b>will</b> .

Often the verb phrase following **but** is shortened, as in the examples.

■ **EXERCISE 24:** Complete each sentence with an appropriate VERB, affirmative or negative.

- Sara is at home, but her husband isn't.
- Hiroki isn't at home, but his wife \_\_\_\_\_.
- Beds are comfortable, but park benches \_\_\_\_\_.
- I wasn't at home last night, but my roommate \_\_\_\_\_.
- Kim was in class yesterday, but Anna and Linda \_\_\_\_\_.
- Jack wants to go to the zoo, but Barbara \_\_\_\_\_.
- I don't want to go to the movie, but my friends \_\_\_\_\_.
- Pablo went to the party, but Steve \_\_\_\_\_.
- Ahmed can speak French, but I \_\_\_\_\_.
- Amanda will be at the meeting, but Helen \_\_\_\_\_.
- I was at home yesterday, but my roommate \_\_\_\_\_.
- This shirt is clean, but that one \_\_\_\_\_.
- These shoes aren't comfortable, but those shoes \_\_\_\_\_.
- I like strong coffee, but Karen \_\_\_\_\_.



15. Mike doesn't write clearly, but Ted \_\_\_\_\_.
16. I ate breakfast this morning, but my roommate \_\_\_\_\_.
17. Carol has a car, but Jerry \_\_\_\_\_.
18. Jerry doesn't have a car, but Carol \_\_\_\_\_.
19. Ron was at the party, but his wife \_\_\_\_\_.
20. Ron went to the party, but his wife \_\_\_\_\_.
21. Ellen can speak Spanish, but her husband \_\_\_\_\_.
22. Boris can't speak Spanish, but his wife \_\_\_\_\_.
23. I won't be at home tonight, but Sue \_\_\_\_\_.
24. Ken will be in class tomorrow, but Chris \_\_\_\_\_.
25. Amy won't be here tomorrow, but Alice \_\_\_\_\_.

■ **EXERCISE 25—ORAL (BOOKS CLOSED):** Practice using *but* . . . .

*Example:* Who in the class was at home last night? Who wasn't at home last night?

TEACHER: Who was at home last night?

STUDENT A: I was.

TEACHER: Who wasn't at home last night?

STUDENT B: I wasn't at home last night.

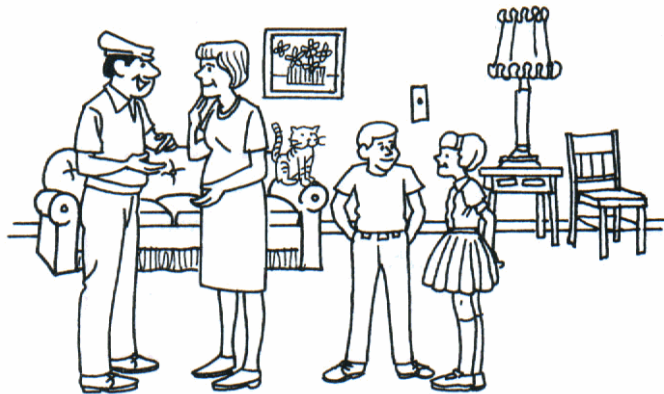
TEACHER: Summarize, using *but*.

STUDENT C: (Ali) was at home last night, but (Kim) wasn't.

1. Who wears glasses? Who doesn't wear glasses?
2. Who is married? Who isn't married?
3. Who didn't watch TV last night? Who watched TV last night?
4. Who will be in class tomorrow? Who won't be in class tomorrow?
5. Who has a car? Who doesn't have a car?
6. Who studied last night? Who didn't study last night?
7. Who can play (*a musical instrument*)? Who can't play (*that musical instrument*)?
8. Who is hungry right now? Who isn't hungry right now?
9. Who lives in an apartment? Who lives in a house or in a dorm?
10. Who doesn't drink coffee? Who drinks coffee?
11. Who won't be at home tonight? Who will be at home tonight?
12. Who was in class yesterday? Who wasn't in class yesterday?
13. Who can't speak (*a language*)? Who can speak (*a language*)?
14. Who didn't stay home last night? Who stayed home last night?
15. Who has (a mustache)? Who doesn't have (a mustache)?

- **EXERCISE 26:** Picture A and Picture B are not the same. There are many differences between A and B. Can you find all of the differences?  
*Example:* There's a wooden chair in Picture A, but there isn't a chair in B.

**A**



**B**



- **EXERCISE 27—ERROR ANALYSIS:** Find and correct the mistakes.

1. My cousin is the same tall as my brother.
2. A blue whale is more large from an elephant.
3. A dog is less small as a wolf.
4. Your handwriting is more better than mine.
5. Robert and Maria aren't same age. Robert is more young than Maria.
6. A lake isn't as deep than an ocean.

■ **EXERCISE 28—WRITTEN:** Write about one or more of the following topics.

1. Write about this city. Compare it to your hometown.
2. Write about your present residence. Compare it to a past residence. For example, compare your new apartment to your old apartment.
3. Write about two members of your family. Compare them.
4. Write about two animals. Compare them.
5. Write about two countries. Compare them.

CHECKLIST OF WORDS USED IN COMPARISONS

<i>the same (as)</i>	<i>like</i>	<i>-er/more</i>
<i>similar (to)</i>	<i>alike</i>	<i>less</i>
<i>different (from)</i>		<i>as . . . as</i>
		<i>but</i>

## 9-7 THE SUPERLATIVE: USING *-EST* AND *MOST*

- (a) COMPARATIVE:  
My thumb is **shorter than** my index finger.
- (b) SUPERLATIVE:  
My hand has five fingers. My thumb is **the shortest** (finger) of all.

The comparative (***-er/more***) compares two things or people.

The superlative (***-er/most***) compares three or more things or people.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES WITH ONE SYLLABLE	<b>old</b> <b>big</b>	<b>older</b> ( <i>than</i> ) <b>bigger</b> ( <i>than</i> )	<b>the oldest</b> ( <i>of all</i> ) <b>the biggest</b> ( <i>of all</i> )
ADJECTIVES THAT END IN -Y	<b>pretty</b> <b>easy</b>	<b>prettier</b> ( <i>than</i> ) <b>easier</b> ( <i>than</i> )	<b>the prettiest</b> ( <i>of all</i> ) <b>the easiest</b> ( <i>of all</i> )
ADJECTIVES WITH TWO OR MORE SYLLABLES	<b>expensive</b> <b>important</b>	<b>more expensive</b> ( <i>than</i> ) <b>more important</b> ( <i>than</i> )	<b>the most expensive</b> ( <i>of all</i> ) <b>the most important</b> ( <i>of all</i> )
IRREGULAR FORMS	<b>good</b> <b>bad</b> <b>far</b>	<b>better</b> ( <i>than</i> ) <b>worse</b> ( <i>than</i> ) <b>farther/further</b> ( <i>than</i> )	<b>the best</b> ( <i>of all</i> ) <b>the worst</b> ( <i>of all</i> ) <b>the farthest/furthest</b> ( <i>of all</i> )

■ **EXERCISE 29:** Write the comparative and superlative forms of the following ADJECTIVES.

	COMPARATIVE	SUPERLATIVE
1. long	<u>longer (than)</u>	<u>the longest (of all)</u>
2. small	<u>                                </u>	<u>                                </u>
3. heavy	<u>                                </u>	<u>                                </u>
4. comfortable	<u>                                </u>	<u>                                </u>
5. hard	<u>                                </u>	<u>                                </u>
6. difficult	<u>                                </u>	<u>                                </u>
7. easy	<u>                                </u>	<u>                                </u>
8. hot*	<u>                                </u>	<u>                                </u>
9. cheap	<u>                                </u>	<u>                                </u>
10. interesting	<u>                                </u>	<u>                                </u>
11. pretty	<u>                                </u>	<u>                                </u>
12. strong	<u>                                </u>	<u>                                </u>
13. good	<u>                                </u>	<u>                                </u>
14. bad	<u>                                </u>	<u>                                </u>
15. far	<u>                                </u>	<u>                                </u>

■ **EXERCISE 30:** Complete the sentences. Use the correct form of the ADJECTIVES in *italics*.

1. *large*      The largest city in Canada is Toronto.
2. *long*      The Nile is \_\_\_\_\_ river in the world.
3. *interesting*      I'm taking four classes. My history class is \_\_\_\_\_  
\_\_\_\_\_ of all.
4. *high*      Mt. McKinley in Alaska is \_\_\_\_\_  
mountain in North America.
5. *tall*      The Sears Tower is \_\_\_\_\_ building in  
Chicago.

\*Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: *big-biggest, fat-fattest, thin-thinnest, hot-hottest*.



6. *big* Lake Superior is \_\_\_\_\_ lake in North America.
7. *short* February is \_\_\_\_\_ month of the year.
8. *far* Pluto is \_\_\_\_\_ planet from the sun.
9. *beautiful* In my opinion, Seattle is \_\_\_\_\_ city in the United States.
10. *bad* In my opinion, Harry's Steak House is \_\_\_\_\_ restaurant in the city.
11. *good* In my opinion, the Doghouse Cafe has \_\_\_\_\_ food in the city.
12. *comfortable* Ken is sitting in \_\_\_\_\_ chair in the room.
13. *fast* \_\_\_\_\_ way to travel is by airplane.
14. *good* When you feel depressed, laughter is \_\_\_\_\_ medicine.
15. *large* Asia is \_\_\_\_\_ continent in the world.
16. *small* Australia is \_\_\_\_\_ continent in the world.
17. *expensive* Sally ordered \_\_\_\_\_ food on the menu for dinner last night.
18. *easy* Taking a taxi is \_\_\_\_\_ way to get to the airport.
19. *important* I think good health is \_\_\_\_\_ thing in life.
20. *famous* The Gateway Arch is \_\_\_\_\_ landmark in St. Louis, Missouri.



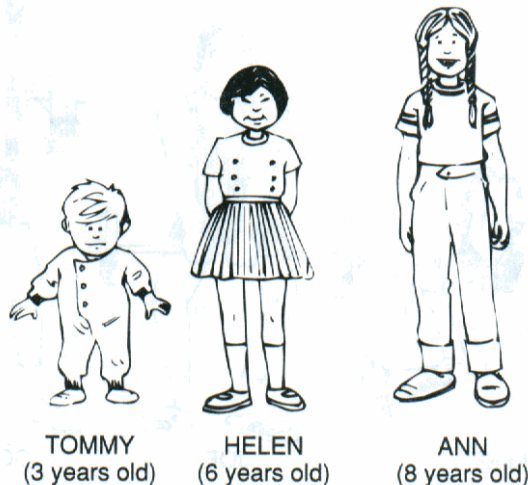
■ **EXERCISE 31:** Make at least four statements of COMPARISON about each group of pictures.

**A. COMPARE THE SIZES OF THE THREE BALLS.**



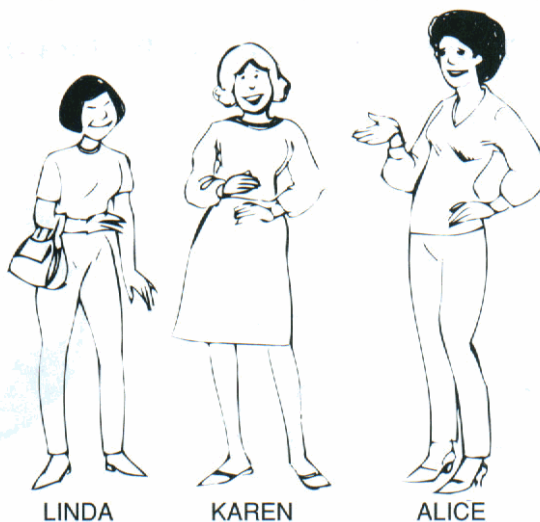
1. The golf ball is smaller than the baseball.
2. The soccer ball is \_\_\_\_\_ the baseball.
3. The soccer ball is \_\_\_\_\_ of all.
4. The baseball isn't \_\_\_\_\_ as the soccer ball.

**B. COMPARE THE AGES OF THE CHILDREN.**



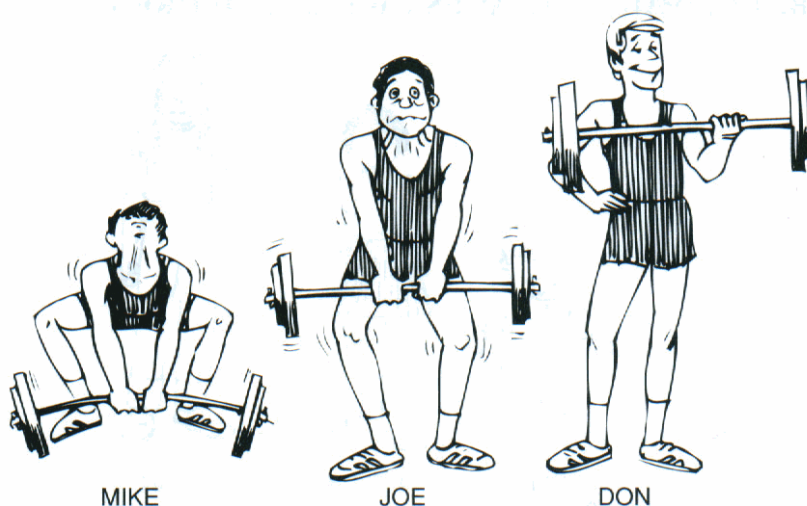
5. Ann is \_\_\_\_\_ Helen.
6. Tommy is \_\_\_\_\_ Helen and Ann.
7. Ann is \_\_\_\_\_ of all.
8. Helen isn't \_\_\_\_\_ as Ann.

**C. COMPARE THE HEIGHTS OF THE THREE WOMEN.**



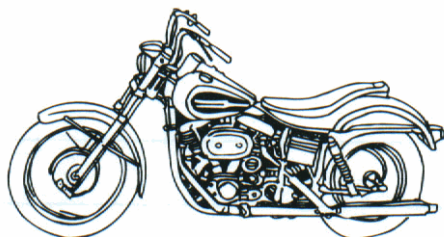
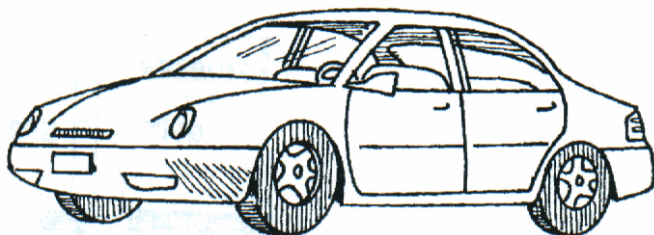
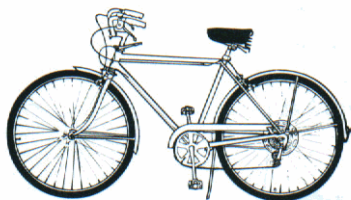
9. \_\_\_\_\_ is the tallest
10. \_\_\_\_\_ is the shortest.
11. \_\_\_\_\_ is taller than \_\_\_\_\_ but shorter than \_\_\_\_\_.
12. \_\_\_\_\_ isn't as tall as \_\_\_\_\_.

**D. COMPARE THE STRENGTH OF THE THREE MEN.**



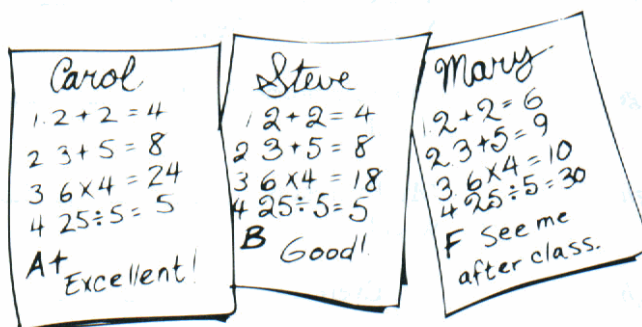
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**E. COMPARE THE PRICES OF THE THREE VEHICLES.**



17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

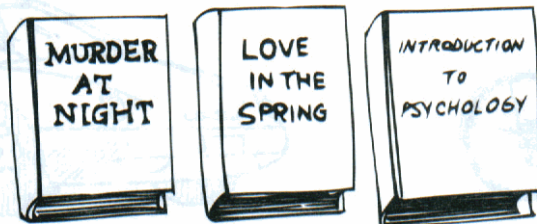
**F. COMPARE HOW GOOD THE THREE TEST PAPERS ARE.**



21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_



**G. COMPARE HOW INTERESTING (TO YOU) THE THREE BOOKS LOOK.**



25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_

■ **EXERCISE 32:** Complete the sentences. Use the correct form (comparative or superlative) of the ADJECTIVES in *italics*.

1. *long* The Yangtze River is \_\_\_\_\_ the Mississippi River.
2. *long* The Nile is \_\_\_\_\_ river in the world.
3. *large* The Caribbean Sea is \_\_\_\_\_ the Mediterranean Sea.
4. *large* The Caribbean Sea is \_\_\_\_\_ sea in the world.
5. *high* Mt. Everest is \_\_\_\_\_ mountain in the world.
6. *high* Mt. Everest is \_\_\_\_\_ Mt. McKinley.
7. *big* Africa is \_\_\_\_\_ North America.
8. *small* Europe is \_\_\_\_\_ South America.
9. *large* Asia is \_\_\_\_\_ continent in the world.
10. *big* Canada is \_\_\_\_\_ the United States in area.
11. *large* Indonesia is \_\_\_\_\_ Japan in population.

12. *good* Fruit is \_\_\_\_\_ for your health  
\_\_\_\_\_ candy.
13. *good* The student cafeteria has \_\_\_\_\_ roast  
beef sandwiches in the city.
14. *comfortable* I have a pair of boots, a pair of sandals, and a pair of running  
shoes. The sandals are \_\_\_\_\_  
the boots, but the running shoes are \_\_\_\_\_  
\_\_\_\_\_ of all.
15. *easy* This exercise is \_\_\_\_\_ that one. This is  
one of \_\_\_\_\_ exercises in the book.
16. *bad* There are over 800 million people in the world who don't get to  
eat. With few exceptions, poverty and hunger are \_\_\_\_\_  
in rural areas than in cities and towns.

## 9-8 USING ONE OF + SUPERLATIVE + PLURAL NOUN

- (a) The Amazon is **one of the longest rivers**  
in the world.
- (b) A Rolls Royce is **one of the most  
expensive cars** in the world.
- (c) Alice is **one of the most intelligent  
people** in our class.

The superlative often follows **one of**.  
Notice the pattern:  
**one of + superlative + plural noun**  
See Chart 8-5 for more information about **one of**.

■ **EXERCISE 33:** Make sentences about the following. Use **one of + superlative + plural noun**.

- a high mountain in the world  
→ *Mt. McKinley is one of the highest mountains in the world.*
- a pretty park in (this city)  
→ *Forest Park is one of the prettiest parks in St. Louis.*
- a tall person in our class  
→ *Talal is one of the tallest people\* in our class.*
- a big city in the world
- a beautiful place in the world
- a nice person in our class
- a long river in the world

\***People** is usually used instead of **persons** in the plural.

8. a good restaurant in (*this city*)
9. a famous landmark in the world
10. an important event in the history of the world

■ **EXERCISE 34—WRITTEN:** Make sentences using **one of** + *superlative* + *plural noun*.

*Example:* a big city in Canada

*Written:* Montreal is one of the biggest cities in Canada.

1. a big city in Asia
2. a large state in the U.S.
3. a beautiful city in the world
4. a friendly person in our class
5. a good place to visit in the world
6. a famous person in the world
7. an important thing in life
8. a bad restaurant in (*this city*)
9. a famous landmark in (*name of a country*)
10. a tall building in (*this city*)
11. a dangerous sport in the world
12. a serious problem in the world

■ **EXERCISE 35—ORAL:** Discuss the questions.

1. How many brothers and sisters do you have? Are you the oldest?
2. Who is one of the most famous movie stars in the world?
3. In your opinion, what is the most exciting sport?
4. What is one of the most interesting experiences in your life?
5. In your opinion, what is the most beautiful place in the world?
6. What is one of the most important inventions in the modern world?
7. What is one of the worst experiences of your life?
8. What are the best things in life?
9. What was the happiest day of your life — or one of the happiest days of your life?
10. Who are the most important people in your life today?

■ **EXERCISE 36:** Take this quiz. If you don't know an answer, guess. After you take the quiz, form small groups to discuss the answers. You can figure out the correct answers by looking at the Table of Statistics on page 410.

**PART I**

1. What is the longest river in the world?
  - A. the Yangtze
  - B. the Amazon
  - C. the Nile
  - D. the Mississippi
2. Is the Amazon River longer than the Mississippi River?
  - A. yes
  - B. no
3. Is the Yangtze River longer than the Mississippi River?
  - A. yes
  - B. no
4. Is the Yangtze River as long as the Nile River?
  - A. yes
  - B. no
5. Which two rivers are almost the same length?
  - A. the Nile and the Amazon
  - B. the Amazon and the Yangtze
  - C. the Nile and the Mississippi
  - D. the Mississippi and the Amazon





## PART II

6. What is the largest sea in the world?
  - A. the Mediterranean Sea
  - B. the South China Sea
  - C. the Caribbean Sea
7. Is the South China Sea the smallest of the three seas listed above?
  - A. yes
  - B. no

## PART III

8. What is the deepest ocean in the world?
  - A. the Atlantic Ocean
  - B. the Indian Ocean
  - C. the Pacific Ocean
9. Is the Indian Ocean larger than the Atlantic Ocean?
  - A. yes
  - B. no

## PART IV

10. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

<i>Africa</i>	<i>Europe</i>
✓ <i>Antarctica</i>	<i>North America</i>
<i>Asia</i>	<i>South America</i>
<i>Australia</i>	

(1) \_\_\_\_\_ (the largest)

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) *Antarctica* \_\_\_\_\_

(6) \_\_\_\_\_

(7) \_\_\_\_\_ (the smallest)

## PART V

11. Which of the following cities is the largest in population in the world?
  - A. New York City, U.S.A.
  - B. Seoul, Korea
  - C. Mexico City, Mexico
  - D. Tokyo, Japan
12. Is the population of Sao Paulo, Brazil, larger than the population of New York City, U.S.A.?
  - A. yes
  - B. no
13. Is the population of Sao Paulo, Brazil, larger than the population of Seoul, Korea?
  - A. yes
  - B. no
14. What is the largest city in North America?
  - A. Mexico City
  - B. New York City

## PART VI

15. Which of the following countries is the largest in area in the world?
  - A. Canada
  - B. China
  - C. the United States
  - D. Brazil
16. Which of the following two countries is larger in area?
  - A. Canada
  - B. Brazil
17. Which of the following countries is the largest in population in the world?
  - A. India
  - B. China
  - C. the United States
  - D. Indonesia
18. Which of the following two countries is larger in population?
  - A. India
  - B. Indonesia
19. Which of the following two countries is larger in population?
  - A. the United States
  - B. Brazil
20. Which of the following two countries is smaller in population?
  - A. Egypt
  - B. Japan

## TABLE OF STATISTICS

### PART I

RIVER	LENGTH
the Amazon River	3,915 miles
the Mississippi River	2,348 miles
the Nile River	4,145 miles
the Yangtze River	3,900 miles

### PART II

SEA	SIZE
the Caribbean Sea	970,000 square miles
the Mediterranean Sea	969,000 square miles
the South China Sea	895,000 square miles

### PART III

OCEAN	SIZE	AVERAGE DEPTH
Atlantic Ocean	33,420,000 square feet	11,730 feet
Indian Ocean	28,350,500 square feet	12,598 feet
Pacific Ocean	64,186,300 square feet	12,925 feet

### PART IV

CONTINENT	SIZE
Africa	11,707,000 square miles
Antarctica	5,500,000 square miles
Asia	17,129,000 square miles
Australia	2,942,000 square miles
Europe	4,057,000 square miles
North America	9,363,000 square miles
South America	6,886,000 square miles

### PART V

CITY	POPULATION*
Mexico City, Mexico	28 million
New York, U.S.A.	15 million
Sao Paulo, Brazil	25 million
Seoul, Korea	22 million
Tokyo, Japan	30 million

### PART VI

COUNTRY	AREA	POPULATION*
Brazil	3,286,470 sq mi	180 million
Canada	3,851,809 sq mi	29 million
China	3,691,000 sq mi	1,250 million **
Egypt	386,650 sq mi	65 million
India	1,269,339 sq mi	960 million
Indonesia	788,430 sq mi	205 million
Japan	145,740 sq mi	128 million
the United States	3,615,123 sq mi	268 million

• Approximate population in the year 2000.

\*\* 1,250 million is said as "one billion, two hundred fifty million." (It can also be said as "one thousand, two hundred and fifty million" in old-fashioned British English.)

## 9-9 ADJECTIVES AND ADVERBS

<p>(A) Ann is a <sup>adjective</sup> <b>careful</b> driver.</p> <p>(b) Ann drives <sup>adverb</sup> <b>carefully</b>.</p>	<p>ADJECTIVE</p> <p><b>careful</b></p> <p><b>slow</b></p> <p><b>quick</b></p> <p><b>easy</b></p>	<p>ADVERB</p> <p><b>carefully</b></p> <p><b>slowly</b></p> <p><b>quickly</b></p> <p><b>easily</b></p>	<p>An adjective describes a noun. In (a): <b>careful</b> describes <b>driver</b>.</p> <p>An adverb describes the action of a verb. In (b): <b>carefully</b> describes <b>drives</b>.</p> <p>Most adverbs are formed by adding <b>-ly</b> to an adjective.</p>
<p>(c) John is a <sup>adjective</sup> <b>fast</b> driver.</p> <p>(d) John drives <sup>adverb</sup> <b>fast</b>.</p>	<p><b>fast</b></p> <p><b>hard</b></p> <p><b>early</b></p> <p><b>late</b></p>	<p><b>fast</b></p> <p><b>hard</b></p> <p><b>early</b></p> <p><b>late</b></p>	<p>The adjective form and the adverb form are the same for <b>fast, hard, early, late</b>.</p>
<p>(e) Linda is a <sup>adjective</sup> <b>good</b> writer.</p> <p>(f) Linda writes <sup>adverb</sup> <b>well</b>.</p>	<p><b>good</b></p>	<p><b>well</b></p>	<p><b>Well</b> is the adverb form of <b>good</b>.*</p>

\***Well** can also be used as an adjective to mean "not sick." *Paul was sick last week, but now he's well.*

### ■ EXERCISE 37: Complete the sentences by using the ADJECTIVE or ADVERB in *italics*.

- quiet, quietly* My hometown is small and quiet.
- quiet, quietly* Mr. Wilson whispered. He spoke quietly.
- clear, clearly* Anna pronounces every word clearly.
- clear, clearly* We like to go boating in clear weather.
- careless, carelessly* Boris makes a lot of mistakes when he writes. He's a careless writer.
- careless, carelessly* Boris writes carelessly.
- easy, easily* The teacher asked an easy question.
- easy, easily* I answered the teacher's question easily.
- good, well* You speak English very well.
- good, well* Your English is very good.



■ **EXERCISE 38:** Complete the sentences by using the correct form (ADJECTIVE or ADVERB) of the word in *italics*.

1. *careful* Do you drive \_\_\_\_\_?
2. *correct* Carmen gave the \_\_\_\_\_ answer to the question.
3. *correct* She answered the question \_\_\_\_\_.
4. *fast* Mike is a \_\_\_\_\_ reader.
5. *quick* Mike reads \_\_\_\_\_.
6. *fast* Mike reads \_\_\_\_\_.
7. *neat* Barbara has \_\_\_\_\_ handwriting. It is easy to read what she writes.
8. *neat* Barbara writes \_\_\_\_\_.
9. *hard* I study \_\_\_\_\_.
10. *hard* The students took a \_\_\_\_\_ test.
11. *honest* Roberto answered the question \_\_\_\_\_.
12. *slow* Karen and Fumiko walked through the park \_\_\_\_\_.
13. *careless* I made some \_\_\_\_\_ mistakes in my last composition.
14. *quick* We were in a hurry, so we ate lunch \_\_\_\_\_.
15. *early* Last night we had dinner \_\_\_\_\_ because we had to leave for the theater at 6:00.
16. *early* We had an \_\_\_\_\_ dinner last night.
17. *good* Jake has poor eyesight. He can't see \_\_\_\_\_ without his glasses.
18. *good* David is kind, generous, and thoughtful. He is a \_\_\_\_\_ person.



19. *loud* I speak \_\_\_\_\_ when I talk to my grandfather because he has trouble hearing.
20. *slow, clear* Kim speaks English \_\_\_\_\_ and \_\_\_\_\_.

■ **EXERCISE 39:** Complete the sentences by using the correct form (ADJECTIVE or ADVERB) of the word in *italics*.

1. *good* Did you sleep \_\_\_\_\_ last night?
2. *fast* Anita is a \_\_\_\_\_ learner.
3. *quick* She learns everything \_\_\_\_\_.
4. *fast* Ahmed walks too \_\_\_\_\_. I can't keep up with him.
5. *soft* Please speak \_\_\_\_\_. The children are asleep.
6. *easy* This is an \_\_\_\_\_ exercise.
7. *hard* It rained \_\_\_\_\_ yesterday.
8. *clear* Our teacher explains everything \_\_\_\_\_.
9. *late* Spiro came to class \_\_\_\_\_ yesterday.
10. *safe* The plane arrived at the airport \_\_\_\_\_.
11. *hard* Ms. Chan is a \_\_\_\_\_ worker.
12. *hard* She works \_\_\_\_\_.
13. *late* I paid my telephone bill \_\_\_\_\_.
14. *easy* Ron lifted the heavy box \_\_\_\_\_. He's very strong.
15. *quiet* Olga entered the classroom \_\_\_\_\_ because she was late for class.
16. *fast* Mike talks too \_\_\_\_\_. I can't understand him.
17. *honest* Shelley is an \_\_\_\_\_ person. I trust her completely.
18. *honest* She speaks \_\_\_\_\_.
19. *good* I didn't understand the teacher's explanation very \_\_\_\_\_.
20. *good* We had a \_\_\_\_\_ time at the party last night.

21. *good* Linda speaks \_\_\_\_\_, but she doesn't write

22. *fluent* Nadia speaks French \_\_\_\_\_.

## 9-10 MAKING COMPARISONS WITH ADVERBS

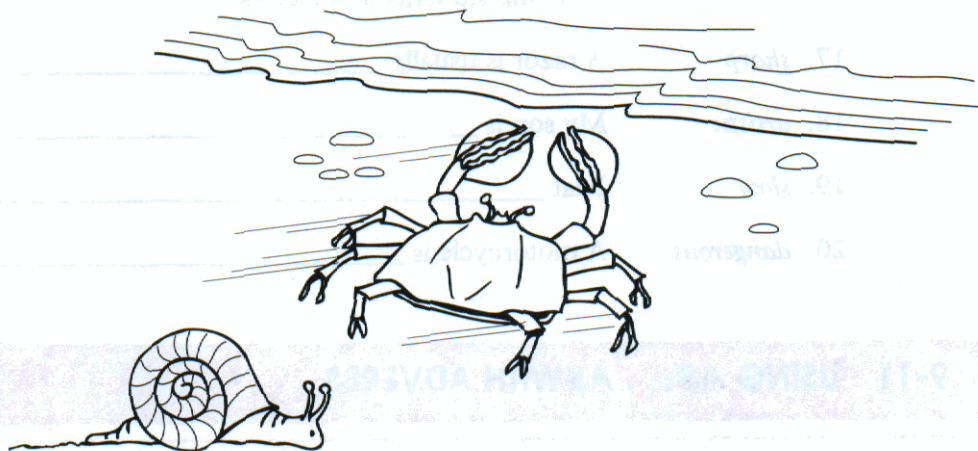
(a) Kim speaks <b>more fluently than</b> Ali (does). (b) Anna speaks <b>the most fluently of all</b> .	<b>COMPARATIVE</b> <i>more fluently</i> <i>more slowly</i> <i>more quickly</i>	<b>SUPERLATIVE</b> <i>the most fluently</i> <i>the most slowly</i> <i>the most quickly</i>	Use <b>more</b> and <b>most</b> with adverbs that end in <b>-ly</b> .*
(c) Mike worked <b>harder than</b> Sam (did). (d) Sue worked <b>the hardest of all</b> .	<i>harder</i> <i>faster</i> <i>earlier</i> <i>later</i>	<i>the hardest</i> <i>the fastest</i> <i>the earliest</i> <i>the latest</i>	Use <b>-er</b> and <b>-est</b> with irregular adverbs: <b>hard</b> , <b>fast</b> , <b>early</b> , <b>late</b> .
(e) Rosa writes <b>better than</b> I do. (f) Kim writes <b>the best of all</b> .	<i>better</i>	<i>the best</i>	<b>Better</b> and <b>best</b> are forms of the adverb <i>well</i> .

\*Exception: *early*—*earlier*—*earliest*.

■ **EXERCISE 40:** Complete the sentences by using the correct form (COMPARATIVE or SUPERLATIVE) of the ADVERBS in *italics*.

- late* Karen got home later than Alice (did).
- quickly* I finished my work \_\_\_\_\_ Tom (did).
- beautifully* Gina sings \_\_\_\_\_ Susan (does).
- beautifully* Ann sings \_\_\_\_\_ of all.
- hard* My sister works \_\_\_\_\_ I (do).
- hard* My brother works \_\_\_\_\_ of all.
- carefully* My husband drives \_\_\_\_\_ I (do).
- early* We arrived at the party \_\_\_\_\_ the Smiths (did).
- early* The Wilsons arrived at the party \_\_\_\_\_ of all.

10. *well* You can write \_\_\_\_\_ I (can).
11. *well* Ken can write \_\_\_\_\_ of all.
12. *clearly* Anita pronounces her words \_\_\_\_\_ Tina (does).
13. *fast* I work \_\_\_\_\_ Jim (does).
14. *fast* Toshi finished his work \_\_\_\_\_ of all.
15. *loudly* Ali speaks \_\_\_\_\_ Yoko (does.)
16. *fluently* Sue speaks Spanish \_\_\_\_\_ I (do).
17. *fluently* Ted speaks Spanish \_\_\_\_\_ of all.
18. *slowly* A snail moves \_\_\_\_\_ a crab (does).



■ **EXERCISE 41:** Use the correct form (ADJECTIVE OR ADVERB, COMPARATIVE OR SUPERLATIVE) of the words in *italics*.

1. *careful* Karen drives more carefully than her brother does.
2. *beautiful* A tiger is \_\_\_\_\_ a goat.
3. *neat* Paul's apartment is \_\_\_\_\_ mine.
4. *neat* Peter's apartment is \_\_\_\_\_ of all.
5. *neat* You write \_\_\_\_\_ I do.
6. *neat* Ann writes \_\_\_\_\_ of all.
7. *heavy* This suitcase is \_\_\_\_\_ that one.
8. *clear* This author explains her ideas \_\_\_\_\_ that author.



9. *good* I like rock music \_\_\_\_\_ classical music.
10. *good* My husband can sing \_\_\_\_\_ I can.
11. *good* My daughter can sing \_\_\_\_\_ of all.
12. *hard* Sue studies \_\_\_\_\_ Fred.
13. *hard* Jean studies \_\_\_\_\_ of all.
14. *long* Almost universally, wives work \_\_\_\_\_ hours than their husbands because women take primary responsibility for household chores and child-rearing.
15. *late* Robert usually goes to bed \_\_\_\_\_ his roommate.
16. *clear* Anna pronounces her words \_\_\_\_\_ of all the students in the class.
17. *sharp* A razor is usually \_\_\_\_\_ a kitchen knife.
18. *artistic* My son is \_\_\_\_\_ my daughter.
19. *slow* I eat \_\_\_\_\_ my husband does.
20. *dangerous* A motorcycle is \_\_\_\_\_ a bicycle.

## 9-11 USING AS . . . AS WITH ADVERBS

- (a) Bob doesn't study **as hard as** his brother (does).  
 (b) I didn't finish my work **as quickly as** Sue (did).  
 (c) Yoko can speak English **as well as** Tony (can).

Notice the pattern in the examples:  
**as + adverb + as**

- (d) I'm working **as fast as I can**.  
 (e) I'm working **as fast as possible**.  
 (f) Alex came **as quickly as he could**.  
 (g) Alex came **as quickly as possible**.

Notice the patterns in the examples:  
**as + adverb + as** is frequently followed by  
 subject + **can/could** or by **possible**.

■ **EXERCISE 42:** Complete the sentences. Compare John to your classmates or yourself.

1. John is lazy. He doesn't work as hard as Yoko (does). / as I (do).
2. John is a reckless driver. He doesn't drive as carefully \_\_\_\_\_
3. I can't read John's handwriting. He doesn't write as neatly \_\_\_\_\_
4. John goes to bed late. He doesn't go to bed as early \_\_\_\_\_

5. John was the last person to finish the test. He didn't finish it as quickly \_\_\_\_\_

6. John speaks softly. He doesn't speak as loudly \_\_\_\_\_

7. John is never in a hurry. He takes his time. He doesn't walk as fast \_\_\_\_\_

8. John is an insomniac. He doesn't sleep as well \_\_\_\_\_

9. John rarely studies. He doesn't study as hard \_\_\_\_\_

■ **EXERCISE 43—ORAL:** Change the sentences by using **as . . . as + possible** or **can/could**.

*Example:* Please come early.

*Response:* Please come as early as possible. / Please come as early as you can.

*Example:* ( . . . ) walked fast.

*Response:* Surasuk walked as fast as possible. / Surasuk walked as fast as he could.

- |  |   |
|--|---|
| 1. Please come quickly.                                    | 10. I write to my parents often.          |
| 2. ( . . . ) came quickly.                                 | 11. ( . . . ) is working fast.            |
| 3. Please write neatly.                                    | 12. Please give me your homework soon.    |
| 4. I opened the door quietly.                              | 13. I'll get home early.                  |
| 5. Please come soon.                                       | 14. ( . . . ) answered the question well. |
| 6. ( . . . ) came soon.                                    | 15. I'll call you soon.                   |
| 7. Pronounce each word clearly.                            | 16. ( . . . ) goes swimming often.        |
| 8. Do you study hard?                                      | 17. Please finish the test soon.          |
| 9. When ( . . . ) saw a mean dog,<br>he/she ran home fast. | 18. I'll pay my telephone bill soon.      |

■ **EXERCISE 44—REVIEW:** Choose the correct completion.

- A lion is \_\_\_\_\_ a tiger.  
A. similar      B. similar with      C. similar from      D. similar to
- Lions and tigers are \_\_\_\_\_.  
A. the same      B. similar      C. similar to      D. the same as
- Good health is one of \_\_\_\_\_ in a person's life.  
A. best thing      C. the best things  
B. the best thing      D. best things
- There were many chairs in the room. I sat in \_\_\_\_\_ chair.  
A. the comfortabest      C. most comfortable  
B. the most comfortable      D. more comfortable

5. Jane's story was \_\_\_\_\_ Jack's story.  
 A. funnier than                      C. more funnier than  
 B. funny than                        D. more funny
6. My last name is \_\_\_\_\_ my cousin's.  
 A. same                      B. same from                      C. same as                      D. the same as
7. I live \_\_\_\_\_ away from school than you do.  
 A. far                      B. farther                      C. more far                      D. farthest
8. Ali speaks \_\_\_\_\_ than Hamid.  
 A. more clearly                      C. more clear  
 B. clearlier                      D. more clearer
9. The weather in Canada \_\_\_\_\_ the weather in Mexico.  
 A. is less hot than                      C. is hotter  
 B. isn't as hot as                      D. isn't hot
10. Robert works hard every day, but his brother \_\_\_\_\_.  
 A. is                      B. isn't                      C. does                      D. doesn't

■ **EXERCISE 45—ERROR ANALYSIS:** Find and correct the mistakes in the following sentences.

1. Your pen is alike mine.
2. Kim's coat is similar with mine.
3. Jack's coat is same mine.
4. Soccer balls are different with basketballs.
5. Soccer is one of most popular sports in the world.
6. Green sea turtles live more long from elephants.
7. My grade on the test was worst from yours. You got a more better grade.
8. A monkey is intelligenter than a turtle.
9. Africa isn't as large than Asia.
10. Pedro speaks English more fluent than Ernesto.
11. The exploding human population is the most great threat to all forms of life on earth.
12. The Mongol Empire was the bigger land empire in the entire history of the world.



■ **EXERCISE 46—ORAL REVIEW (BOOKS CLOSED):** Pair up with a classmate.

STUDENT A: Your book is open.

STUDENT B: Your book is closed. Respond in complete sentences.

1. What's the longest river in the world?
2. What's the biggest continent? What's the second biggest continent?
3. What country has the largest population?
4. Is a square the same as a rectangle?
5. Name a country that is farther south than Mexico.
6. Name an animal that is similar to a horse.
7. Name a place that is noisier than a library.
8. Is a dormitory like an apartment building? How are they different? How are they similar?
9. Is ( . . . )'s grammar book different from yours?
10. What is one of the most famous landmarks in the world?

*Switch roles.*

11. Is the population of Seoul, Korea, larger or smaller than the population of Sao Paulo, Brazil?
12. Is the Atlantic Ocean deeper than the Indian Ocean?
13. What's the smallest continent in the world?
14. Name two students in this class who speak the same native language. Do they come from the same country?
15. Look at ( . . . ) and ( . . . ). How are they different?
16. Is a lake like a river? How are they different? How are they similar?
17. Name an insect that is smaller than a bee.
18. Name a city that is farther north than Rome, Italy.
19. What is the most popular sport in your country?
20. What is one of the most important inventions in the modern world? Why is it more important than (*name of another invention*).

■ **EXERCISE 47—REVIEW:** Write about or talk about things and people in this room. Orally or in writing, compare things and people you see in the classroom right now. Look at this thing and that thing, and then compare them. Look at this person and that person, and then compare them.

■ **EXERCISE 48—REVIEW:** Write about one or more of the following topics.

1. Write about your family. Compare the members of your family. Include yourself in the comparisons. (Who is younger than you? Who is the youngest of all? Etc.)
2. Write about your childhood friends when you were ten years old. Compare them. Include yourself in the comparisons. (Who could run faster than you? Who could run the fastest of all? Etc.)
3. What are your three favorite places in the world? Why? Compare them.
4. What are the roles of health, money, and love in your life? Compare them.





## CHAPTER 10

# Expressing Ideas with Verbs

### 10-1 USING SHOULD

(a) My clothes are dirty. I <b>should wash</b> them. (b) Tom is sleepy. He <b>should go</b> to bed. (c) You're sick. You <b>should see</b> a doctor.	<b>Should</b> means "This is a good idea. This is good advice."								
(d) <table><tr><td>I</td><td rowspan="6">} <b>should go.</b></td></tr><tr><td>You</td></tr><tr><td>She</td></tr><tr><td>He</td></tr><tr><td>It</td></tr><tr><td>We</td></tr><tr><td>They</td></tr></table>	I	} <b>should go.</b>	You	She	He	It	We	They	<b>Should</b> is followed by the simple form of a verb.  INCORRECT: <i>He should goes.</i> INCORRECT: <i>He should to go.</i>
I	} <b>should go.</b>								
You									
She									
He									
It									
We									
They									
(e) You <b>should not leave</b> your grammar book at home. You need it in class. (f) You <b>shouldn't leave</b> your grammar book at home.	NEGATIVE: <i>should not</i>  CONTRACTION: <i>should + not = shouldn't</i>								

■ **EXERCISE 1:** Complete the sentences. Begin the sentences with "**You should . . .**" Use the expressions in the list or your own words.

buy a new pair of shoes  
call the landlady  
go to the bank  
go to the immigration office

✓ go to the post office  
go to bed and take a nap  
see a dentist  
study harder

1. A: I want to mail a package.

B: You should go to the post office.

2. A: I'm sleepy.

B: \_\_\_\_\_

3. A: I need to cash a check.

B: \_\_\_\_\_

4. A: I have a toothache.

B: \_\_\_\_\_

5. A: I'm flunking all of my courses at school.

B: \_\_\_\_\_

6. A: The plumbing in my apartment doesn't work.

B: \_\_\_\_\_

7. A: I need to renew my visa.

B: \_\_\_\_\_

8. A: My shoes have holes in the bottom.

B: \_\_\_\_\_

■ **EXERCISE 2:** Complete the sentences. Use **should** or **shouldn't**.

1. Students should come to class every day.

2. Students shouldn't cut class.

3. We shouldn't waste our money on things we don't need.

4. It's raining. You should take your umbrella when you leave.

5. Jimmy, you shouldn't pull the cat's tail!

6. People shouldn't be cruel to animals.

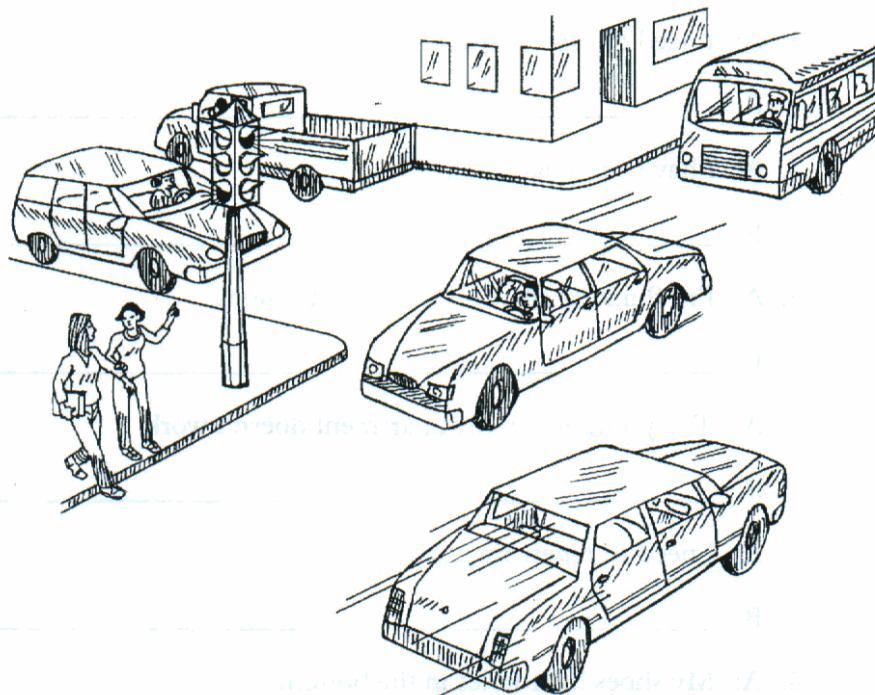
7. Your plane leaves at 8:00. You should get to the airport by 7:00.

8. Life is short. We shouldn't waste it.

9. You shouldn't smoke in a public place because the smoke bothers other people.



10. We \_\_\_\_\_ cross a street at an intersection. We \_\_\_\_\_ jaywalk.



11. When you go to New York City, you \_\_\_\_\_ see a play on Broadway.
12. You \_\_\_\_\_ walk alone on city streets after midnight. It's dangerous.
13. When you go to Bangkok, you \_\_\_\_\_ visit the Floating Market.
14. When you go to a football game, you \_\_\_\_\_ throw things on the field.

■ **EXERCISE 3—ORAL:** In groups of four, give advice using **should** and **shouldn't**. Student A should request advice first, then Student B, etc.

1. STUDENT A: English is not my native language. What advice can you give me about good ways to learn English?
2. STUDENT B: I am a teenager. What advice can you give me about being a good person and living a happy life?
3. STUDENT C: I am a newcomer. What advice can you give me about going to this school and living in this city?
4. STUDENT D: I have a job interview tomorrow. What advice can you give me about going to a job interview?

■ **EXERCISE 4—WRITTEN:** Write about your hometown. Use a separate piece of paper.

I'm a tourist. I'm going to visit your hometown. Is your hometown a good place for a tourist to visit? Why? What should I do when I'm there? Where should I go? What should I see? What shouldn't I do? Are there places I shouldn't visit? Will I enjoy my visit? Write a composition in which you tell me (a tourist) about your hometown.

## 10-2 USING LET'S

(a) Bob: What should we do tonight?

Ann: **Let's go to a movie.**

Bob: Okay.

(b) Sue: I'm tired.

Don: I'm tired, too. **Let's take a break.**

Sue: That's a good idea!

*Let's (do something) = I have a suggestion for you and me. (let's = let us)*

In (a): *Let's go to a movie = I think we should go to a movie. Do you want to go to a movie?*

■ **EXERCISE 5:** Complete the dialogues. Use **let's**. Use the expressions in the list or your own words.

eat

get a cup of coffee

go dancing

go to Florida

go to a movie

go to a seafood restaurant

go to the zoo

✓ leave at six-thirty

walk

1. A: What time should we leave for the airport?

B: Let's leave at six-thirty.

A: Okay.

2. A: Where should we go for our vacation?

B: \_\_\_\_\_

A: That's a good idea.

3. A: Where do you want to go for dinner tonight?

B: \_\_\_\_\_

4. A: The weather is beautiful today.

B: Okay. Great!

5. A: I'm bored.

B: I can't. I have to study.

6. A: Should we take the bus downtown or walk downtown?

B: It's a nice day. \_\_\_\_\_

7. A: Dinner's ready! The food's on the table!

B: Great! \_\_\_\_\_ I'm starving!



8. A: Where should we go Saturday night?

B: \_\_\_\_\_

A: Good idea!

9. A: We have an hour between classes. \_\_\_\_\_

B: Okay. That sounds like a good idea.

■ **EXERCISE 6—ORAL:** Pair up with a classmate. Practice using **let's**.

STUDENT A: Your book is open. Say the words in the book.

STUDENT B: Your book is closed. Use **let's** in your response.

STUDENT A: Respond to Student B's suggestion.

*Example:* It's a beautiful day today. What should we do?

STUDENT A: It's a beautiful day today. What should we do?

STUDENT B: Let's go to Woodland Park Zoo.

STUDENT A: Great! What a good idea! Let's go!

1. What time should we go out to dinner tonight?
2. When should we go to *(name of a place)*?
3. What should we do this evening?
4. I want to do something fun tomorrow.

*Switch roles.*

5. What should we do tomorrow? It's a holiday, and we don't have to go to class.
6. I'm bored. Think of something we can do.
7. My plane leaves at six. What time should we leave for the airport?
8. It's *(name of a classmate)*'s birthday tomorrow. Should we do something special for him/her?

### 10-3 USING HAVE + INFINITIVE (HAS TO / HAVE TO)

(a) People <b>need to eat</b> food. (b) People <b>have to eat</b> food. (c) Jack <b>needs to study</b> for his test. (d) Jack <b>has to study</b> for his test.	(a) and (b) have basically the same meaning. (c) and (d) have basically the same meaning. <b>Have + infinitive</b> has a special meaning: it expresses the same idea as <b>need</b> .
(e) I <b>had to study</b> last night.	PAST FORM: <b>had + infinitive</b> .
(f) <b>Do</b> you <b>have to leave</b> now? (g) What time <b>does</b> Jim <b>have to leave</b> ? (h) Why <b>did</b> they <b>have to leave</b> yesterday?	QUESTION FORM: <b>do, does, or did</b> is used in questions with <b>have to</b> .
(i) I <b>don't have to study</b> tonight. (j) The concert was free. We <b>didn't have to buy</b> tickets.	NEGATIVE FORM: <b>do, does, or did</b> is used with <b>have to</b> in the negative.

■ **EXERCISE 7—ORAL:** Answer the questions.

1. What do you want to do today?
2. What do you have to do today?
3. What do you want to do tomorrow?
4. What do you have to do tomorrow?
5. What does a student need to do or have to do?
6. Who has to go shopping? Why?
7. Who has to go to the post office? Why?
8. Who has to go to the bank? Why?
9. Where do you have to go today? Why?
10. Where do you want to go tomorrow? Why?
11. What did you have to do yesterday? Why?
12. Did you have responsibilities at home when you were a child? What did you have to do?
11. If you're driving a car and the traffic light turns red, what do you have to do?
12. What do you have to do before you cross a busy street?
13. Do you have to learn English? Why?
14. Who has a job? What are some of the things you have to do when you're at work?
15. What kind of job did you have in the past? What did you have to do when you had that job?

■ **EXERCISE 8—ORAL (BOOKS CLOSED):** Use *have to/has to*. Use *because*.

*Example:* go downtown / buy some new shoes

STUDENT A: I have to go downtown because I have to buy some new shoes.

TEACHER: Why does (Student A) have to go downtown?

STUDENT B: (Student A) has to go downtown because he/she has to buy some new shoes.

1. go to the drugstore / buy some toothpaste
2. go to the grocery store / get some milk
3. go shopping / get a new coat
4. go to the post office / mail a package
5. stay home tonight / study grammar
6. go to the hospital / visit a friend
7. go to the bank / cash a check
8. go downtown / go to the immigration office
9. go to the bookstore / buy a notebook
10. go to (name of a store in the city) / buy (a particular thing at that store)

■ **EXERCISE 9:** Complete the sentences. Use the words in parentheses. Use a form of **has/have + infinitive** in all the completions.

1. A: Jack can't join us for dinner tonight.  
B: Why not?  
A: (*he, work*) He has to work.  
B: (*he, work*) Does he have to work tomorrow night too? If he doesn't, maybe we should postpone the dinner until then.
2. A: Why (*you, go*) \_\_\_\_\_ to the library later tonight?  
B: (*I, find*) \_\_\_\_\_ some information for my research paper.
3. A: It's almost four-thirty. What time (*Sue, leave for*) \_\_\_\_\_ the airport?  
B: Around five. (*she, be*) \_\_\_\_\_ at the airport at six-fifteen.
4. A: Why did you go to the bookstore after class yesterday?  
B: (*I, buy*) \_\_\_\_\_ some colored pencils.  
A: Oh? Why (*you, buy*) \_\_\_\_\_ colored pencils?  
B: I need them for some drawings I plan to do for my botany class.
5. A: (*I, go*) \_\_\_\_\_ to the store.  
B: Why?  
A: Because (*I, get*) \_\_\_\_\_ some rice and fresh fruit.
6. A: Kate didn't come to the movie with us last night.  
B: Why?  
A: Because (*she, study*) \_\_\_\_\_ for a test.
7. A: What time (*you, be*) \_\_\_\_\_ at the dentist's office?  
B: Three. I have a three o'clock appointment.
8. A: (*Tom, find*) \_\_\_\_\_ a new apartment?  
B: Yes, he does. He can't stay in his present apartment.
9. A: (*Yoko, not, take*) \_\_\_\_\_ another English course. Her English is very good.  
B: (*you, take*) \_\_\_\_\_ another English course?  
A: Yes, I do. I need to study more English.



10. A: Was Steve at home yesterday evening?

B: No. (*he, stay*) \_\_\_\_\_ late at the office.

B: Why?

A: (*he, finish*) \_\_\_\_\_ a report for his boss.

## 10-4 USING MUST

<p>(a) People need food. People <b>have to eat</b> food.</p> <p>(b) People need food. People <b>must eat</b> food.</p>	<p>(a) and (b) have the same meaning: <i>must eat = have to eat</i></p>
<p>(c) <i>I</i> <i>You</i> <i>She</i> <i>He</i> <i>It</i> <i>We</i> <i>They</i> } <b>must work.</b></p>	<p><b>Must</b> is followed by the simple form of a verb.</p> <p>INCORRECT: <i>He must works.</i> INCORRECT: <i>He must to work.</i></p>
<p>(d) You <b>must not be</b> late for work if you want to keep your job.</p> <p>(e) You <b>don't have to go</b> to the movie with us if you don't want to.</p>	<p><b>must not</b> = Don't do this! You don't have a choice.</p> <p><b>don't have to</b> = It's not necessary, but you have a choice.</p>
<p>Compare the following examples. Notice the difference between <b>should</b> and <b>must</b>.</p>	
<p><b>MUST</b></p> <p>SOMETHING IS VERY IMPORTANT. SOMETHING IS NECESSARY. YOU DO NOT HAVE A CHOICE.</p> <p>(f) I <b>must study</b> tonight. I'm going to take a very important test tomorrow.</p> <p>(h) You <b>must take</b> an English course. You cannot graduate without it.</p> <p>(j) Johnny, this is your mother speaking. You <b>must eat</b> your vegetables. You can't leave the table until you eat your vegetables.</p>	<p><b>SHOULD</b></p> <p>SOMETHING IS A GOOD IDEA, BUT YOU HAVE A CHOICE.</p> <p>(g) I <b>should study</b> tonight. I have some homework to do, but I'm tired. I'll study tomorrow night. I'm going to go to bed now.</p> <p>(i) You <b>should take</b> an English course. It will help you.</p> <p>(k) Johnny, you <b>should eat</b> your vegetables. They're good for you. You'll grow up to be strong and healthy.</p>



**EXERCISE 10:** Complete the sentences. Use **must**. Use the expressions in the list.

close the door behind you

go to medical school

✓ have a driver's license

have a library card

have a passport

listen to English on the radio and TV

make new friends who speak English

pay an income tax

read English newspapers and magazines

speak English outside of class every day

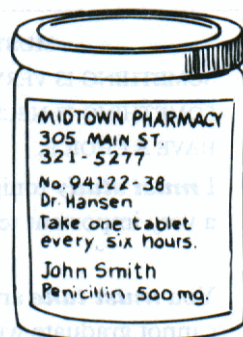
stop

study harder

talk to myself in English

take one pill every six hours

1. According to the law,\* a driver must have a driver's license.
2. If a traffic light is red, a car \_\_\_\_\_
3. If you want to check a book out of the library, you \_\_\_\_\_
4. Nancy has a job in Chicago. She earns a good salary. According to the law, she \_\_\_\_\_
5. I failed the last two tests in my biology class. According to my professor, I \_\_\_\_\_
6. I want to travel abroad. According to the law, I \_\_\_\_\_
7. If you want to become a doctor, you \_\_\_\_\_
8. John's doctor gave him a prescription. According to the directions on the bottle, John \_\_\_\_\_
9. Jimmy ! It's cold outside. When you come inside, you \_\_\_\_\_
10. I want to improve my English. According to my teacher, I \_\_\_\_\_



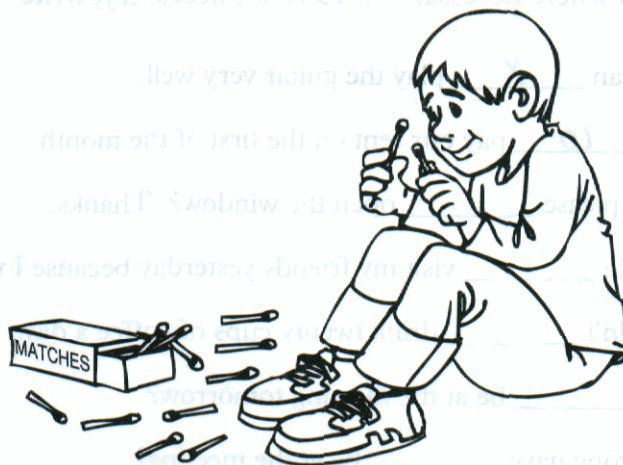
\*according to the law = the law says.

■ **EXERCISE 11—ORAL:** Answer the questions.

1. When must you have a passport?
2. If you live in an apartment, what is one thing you must do and one thing you must not do?
3. Name one thing a driver must do and one thing a driver must not do.
4. If you are on an airplane, what is one thing you must do and one thing you must not do?
5. Name something you must have a ticket for. Name something you don't have to have a ticket for.

■ **EXERCISE 12:** Choose the correct completion.

1. If you want to keep your job, you \_\_\_\_\_ be late for work. It is necessary for you to be on time.  
A. must not                      B. don't have to                      C. doesn't have to
2. My office is close enough to my apartment for me to walk to work. I \_\_\_\_\_ take a bus. I only take a bus in bad weather.  
A. must not                      B. don't have to                      C. doesn't have to
3. Some schools require schoolchildren to wear uniforms to school, but my children's school doesn't require uniforms. My children \_\_\_\_\_ wear uniforms to school.  
A. must not                      B. don't have to                      C. doesn't have to
4. Jimmy, it is very important to be careful with matches! You \_\_\_\_\_ play with matches.  
A. must not                      B. don't have to                      C. doesn't have to



5. Jack is twenty-four, but he still lives with his parents. That saves him a lot of money.

For example, he \_\_\_\_\_ pay rent or buy his own food.

- A. must not      B. don't have to      C. doesn't have to

6. The water in that river is badly polluted. You \_\_\_\_\_ drink it.

- A. must not      B. don't have to      C. doesn't have to \_\_\_\_\_

7. If you have a credit card, you \_\_\_\_\_ pay for a purchase in cash. You can charge it.

- A. must not      B. don't have to      C. doesn't have to

8. When an airplane is taking off, you have to be in your seat with your seat belt on.

You \_\_\_\_\_ stand up and walk around when an airplane is taking off.

- A. must not      B. don't have to      C. doesn't have to

## 10-5 MODAL AUXILIARIES

(a) Anita  $\left\{ \begin{array}{l} \text{can} \\ \text{couldn't} \\ \text{may} \\ \text{might} \\ \text{must} \\ \text{should} \\ \text{will} \end{array} \right\}$  go to class.

An auxiliary is a helping verb. It comes in front of the simple form of a main verb.

The following helping verbs are called "modal auxiliaries": **can, could, may, might, must, should, will, would.**

They are followed by the simple form of a verb (without **to**).

(b) Anita  $\left\{ \begin{array}{l} \text{is able to} \\ \text{is going to} \\ \text{has to} \end{array} \right\}$  go to class.

Expressions that are similar to modal auxiliaries are: **be able to, be going to, have to.**

### ■ EXERCISE 13: Add **to** where necessary. If **to** is not necessary, write "X."

- My sister can X play the guitar very well.
- We have to pay our rent on the first of the month.
- Could you please \_\_\_\_\_ open the window? Thanks.
- I wasn't able \_\_\_\_\_ visit my friends yesterday because I was busy.
- You shouldn't \_\_\_\_\_ drink twenty cups of coffee a day.
- Will you \_\_\_\_\_ be at the meeting tomorrow?
- Does everyone have \_\_\_\_\_ be at the meeting?
- You must not \_\_\_\_\_ miss the meeting. It's important.



9. Jennifer might not \_\_\_\_\_ be there tomorrow.
10. May I \_\_\_\_\_ use your telephone?
11. We couldn't \_\_\_\_\_ go to the concert last night because we didn't have tickets.
12. Can you \_\_\_\_\_ play a musical instrument?
13. What time are you going \_\_\_\_\_ arrive?
14. It may \_\_\_\_\_ be too cold for us to go swimming tomorrow.

## 10-6 SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

AUXILIARY*	MEANING	EXAMPLE
(A) <b>can</b>	ability	I <i>can</i> sing.
	polite question	<i>Can</i> you please help me?
(b) <b>could</b>	past ability	I <i>couldn't</i> go to class yesterday.
	polite question	<i>Could</i> you please help me?
(c) <b>may</b>	possibility	It <i>may</i> rain tomorrow.
	polite question	<i>May</i> I help you?
(d) <b>might</b>	possibility	It <i>might</i> rain tomorrow.
(e) <b>must</b>	necessity	You <i>must</i> have a passport.
(f) <b>should</b>	advisability	You <i>should</i> see a doctor.
(g) <b>will</b>	future happening	My sister <i>will</i> meet us at the airport.
(h) <b>would</b>	polite question	<i>Would</i> you please open the door?
(i) <b>be able to</b>	ability	I <i>wasn't able to</i> attend the meeting.
(j) <b>be going to</b>	future happening	Tina <i>is going to</i> meet us at the airport.
(k) <b>has / have to</b>	necessity	I <i>have to</i> study tonight.
(l) <b>had to</b>	past necessity	I <i>had to</i> study last night too.

\*See the following charts for more information: **can**, Charts 7-1 and 7-2; **could**, Chart 7-4; **may** and **might**, Chart 6-10; **must**, Chart 10-4; **should**, Chart 10-1; **will**, Charts 6-5, 6-6, and 6-10; **would**, Chart 7-14; **be able to**, Chart 7-12; **be going to**, Chart 6-1; **has/have/had to**, Chart 10-3.



■ **EXERCISE 14—ORAL:** In small groups, give responses to the following. Each person in the group should give a different response.

*Example:* Name something you *had to* do yesterday.

STUDENT A: I had to go to class.

STUDENT B: I had to go to the post office to buy some stamps.

STUDENT C: I had to study for a test.

STUDENT D: Etc.

1. Name something you *can* do.
2. Name something you *couldn't* do yesterday.
3. Name something you *may* do tomorrow.
4. Name something you *might* do tomorrow.
5. Name something you *must* do this week.
6. Name something you *have to* do today.
7. Name something you *don't have to* do today.
8. Name something you *should* do this evening.
9. Name something you *will* do this evening.
10. Name something you *are going to* do this week.
11. Name something you *weren't able to* do when you were a child.
12. Name something you *had to* do when you were a child.
13. You want to borrow something from a classmate. Ask a polite question with ***could***.
14. You want a classmate to do something for you. Ask a polite question with ***would***.
15. A classmate has something that you want. Ask a polite question with ***may***.
16. Name something that *may* happen in the world in the next ten years.
17. Name something that (probably) *won't* happen in the world in the next ten years.
18. Name some things that this school *should* do or *shouldn't* do to make the school a better place for students.

■ **EXERCISE 15—ERROR ANALYSIS:** Find and correct the mistakes in the following.

1. Would you please to help me?
2. I will can go to the meeting tomorrow.
3. Ken should writes us a letter.
4. I have to went to the store yesterday.
5. Susie! You must not to play with matches!
6. May you please hand me that book?

7. Ann couldn't answered my question.

8. Shelley can't goes to the concert tomorrow.

9. Let's to go to a movie tonight.

■ **EXERCISE 16—REVIEW OF VERBS:** Choose the correct completion.

1. Tom \_\_\_\_\_ every day.

A. shaves

B. is shaving

C. has to shaves

2. \_\_\_\_\_ go to class every day?

A. Are you

B. Do you have

C. Do you

3. Yoko \_\_\_\_\_ to be here tomorrow.

A. will

B. may

C. is going

4. Jack \_\_\_\_\_ be in class yesterday.

A. didn't

B. can't

C. couldn't

5. Fatima \_\_\_\_\_ to her sister on the phone yesterday.

A. spoke

B. can speak

C. speaks

6. I \_\_\_\_\_ my rent last month.

A. might pay

B. will pay

C. paid

7. Shh. Ken \_\_\_\_\_ on the phone right now.

A. talks

B. can talk

C. is talking

8. I want to go to a movie tonight, but I \_\_\_\_\_ home and study.

A. should stay

B. stayed

C. stay

9. We \_\_\_\_\_ to the zoo tomorrow.

A. will going

B. might go

C. will can go

10. I \_\_\_\_\_ in class right now.

A. sit

B. am sitting

C. sitting



## 10-7 THE PRESENT PROGRESSIVE AND THE PAST PROGRESSIVE

### PRESENT PROGRESSIVE (right now)

(a) It's 10:00 now. Boris **is sitting** in class.

The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 3-1.

In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00.

### PAST PROGRESSIVE (in progress yesterday)

(b) It was 10:00. Boris **was sitting** in class.

The past progressive describes an activity in progress at a particular time in the past.

In (b): Boris began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress.

### PRESENT PROGRESSIVE FORM: AM, IS, ARE + -ING

(c) It's 10:00. I **am sitting** in class.  
Boris **is sitting** in class.  
We **are sitting** in class.

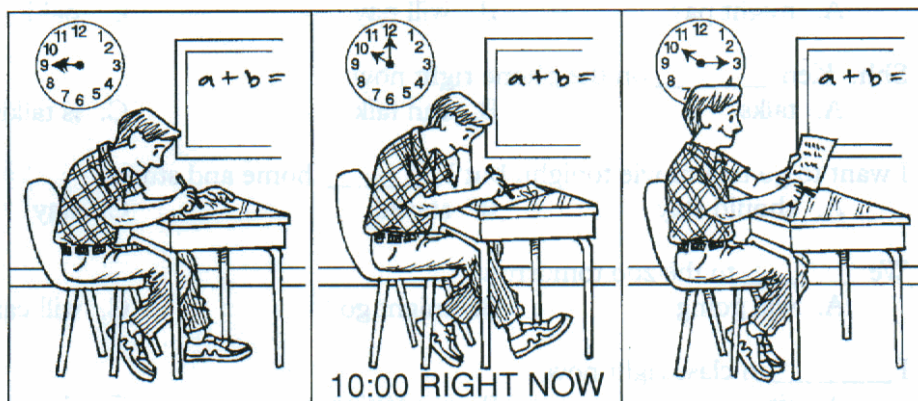
The forms of the present progressive and the past progressive consist of **be** + **-ing**.

The present progressive uses the present forms of **be**: **am**, **is**, and **are** + **-ing**.

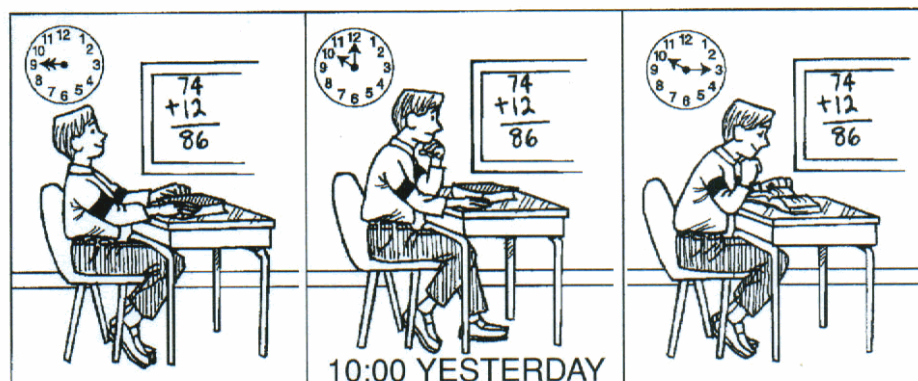
### PAST PROGRESSIVE FORM: WAS, WERE + -ING

(d) It was 10:00. Boris **was sitting** in class.  
We **were sitting** in class.

The past progressive uses the past forms of **be**: **was** and **were** + **-ing**.



Boris **is sitting** in class right now at ten o'clock.



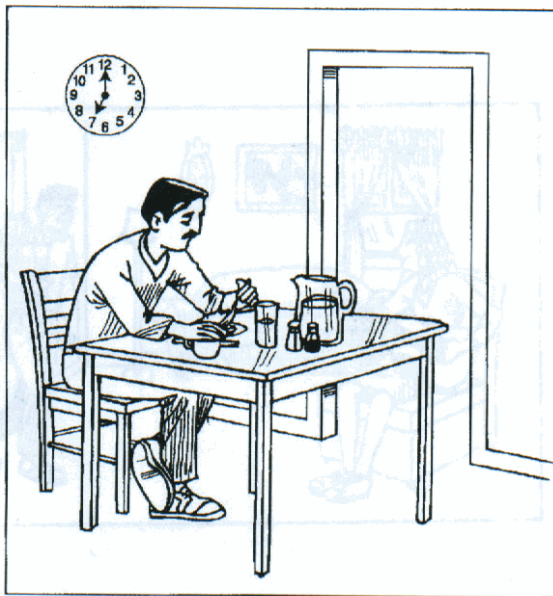
Boris **was sitting** in class yesterday at ten o'clock.



■ **EXERCISE 17:** Complete the sentences. Use a form of **be + sit**.

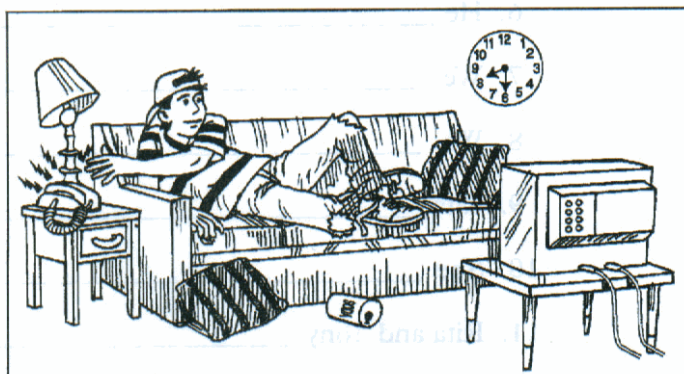
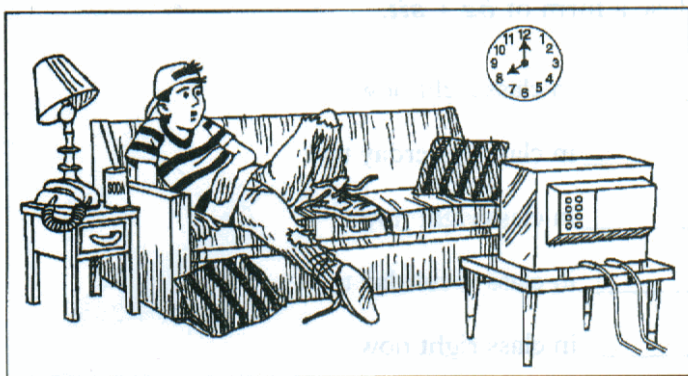
1. I am sitting in class right now.
2. I was sitting in class yesterday too.
3. You \_\_\_\_\_ in class right now.
4. You \_\_\_\_\_ in class yesterday too.
5. Tony \_\_\_\_\_ in class right now.
6. He \_\_\_\_\_ in class yesterday too.
7. We \_\_\_\_\_ in class today.
8. We \_\_\_\_\_ in class yesterday too.
9. Rita \_\_\_\_\_ in class now.
10. She \_\_\_\_\_ in class yesterday too.
11. Rita and Tony \_\_\_\_\_ in class today.
12. They \_\_\_\_\_ in class yesterday too.

■ **EXERCISE 18:** Use the words in parentheses to complete the sentences. Discuss the meaning of the phrase "in progress."

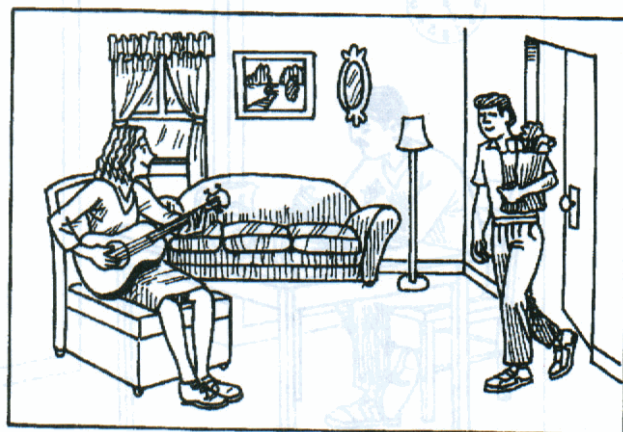
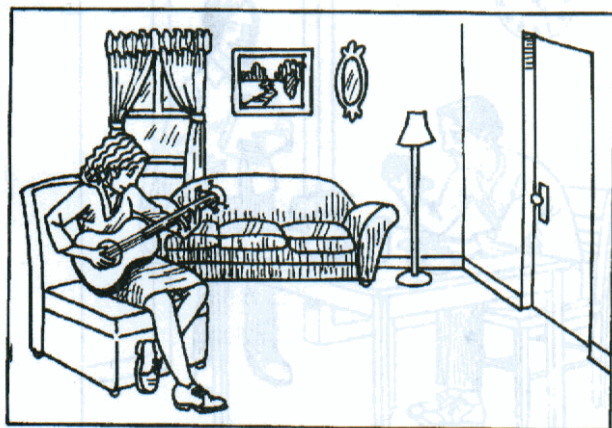


1. Paul started to eat dinner at 7:00. At 7:05, Mary came. Paul (*eat*) \_\_\_\_\_  
 \_\_\_\_\_ when Mary (*come*) \_\_\_\_\_ at 7:05.





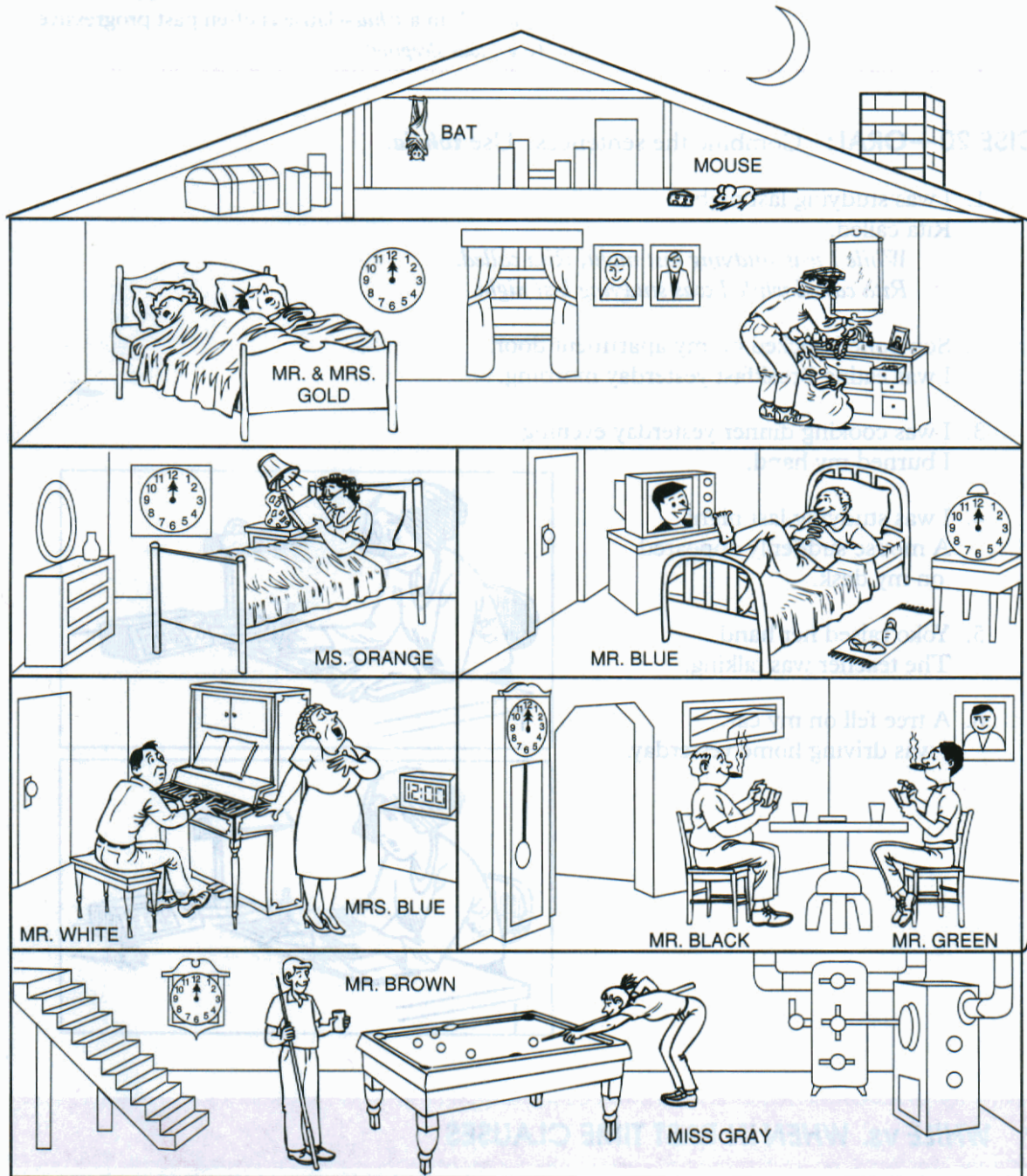
2. Bobby was at home yesterday evening. His favorite program was on television last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called. When Kristin (*call*) \_\_\_\_\_ at 8:30, Bobby (*watch*) \_\_\_\_\_ TV.



3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar \_\_\_\_\_ at 9:30. She stopped \_\_\_\_\_ at 10:30. Mike arrived at her apartment at 10:00. At 10:00, Rosa (*play*) \_\_\_\_\_ her guitar.

■ **EXERCISE 19—ORAL:** Look at the pictures. Use the **PAST PROGRESSIVE** to describe the activities that were in progress.

Mr. and Mrs. Gold invited several friends to their house for the weekend. A thief stole Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?





## 10-8 USING *WHILE* WITH THE PAST PROGRESSIVE

- (a) The phone rang **while** I was sleeping. OR:  
 (b) **While** I was sleeping, the phone rang.

**while** + subject + verb = a time clause

*While I was sleeping* is a time clause.

A *while*-clause describes an activity that was in progress at the time another activity happened.

The verb in a *while*-clause is often past progressive (e.g., *was sleeping*).

### ■ EXERCISE 20—ORAL: Combine the sentences. Use *while*.

1. I was studying last night.  
 Rita called.  
 → *While I was studying last night, Rita called.*  
 → *Rita called while I was studying last night.*
2. Someone knocked on my apartment door.  
 I was eating breakfast yesterday morning.
3. I was cooking dinner yesterday evening.  
 I burned my hand.
4. I was studying last night.  
 A mouse suddenly appeared on my desk.
5. Yoko raised her hand.  
 The teacher was talking.
6. A tree fell on my car.  
 I was driving home yesterday.



## 10-9 *WHILE* vs. *WHEN* IN PAST TIME CLAUSES

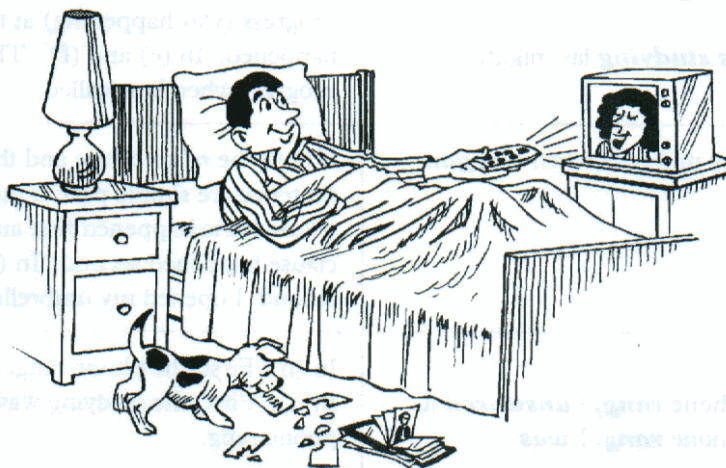
- (a) The mouse appeared **while** I **was studying**. OR:  
 (b) **While** I **was studying**, the mouse appeared.  
 (c) **When** the mouse **appeared**, I was studying. OR:  
 (d) I was studying **when** the mouse **appeared**.

The verb in a *while*-clause is often past progressive, as in (a) and (b).

The verb in a *when*-clause is often simple past, as in (c) and (d).

■ **EXERCISE 21:** Complete the sentences. Use the **PAST PROGRESSIVE** in the **while**-clauses.  
Use the **SIMPLE PAST** in the **when**-clauses.

1. While I (*wash*) was washing dishes last night, I (*get*)  
got a phone call from my best friend.
2. When my best friend (*call*) \_\_\_\_\_ last night, I (*wash*)  
\_\_\_\_\_ dishes.
3. My friend Jessica (*come*) \_\_\_\_\_ while I (*eat*)  
\_\_\_\_\_ dinner last night.
4. I (*eat*) \_\_\_\_\_ dinner when my friend Jessica (*come*)  
\_\_\_\_\_ last night.
5. Jason (*wear*) \_\_\_\_\_ a suit and tie when I (*see*)  
\_\_\_\_\_ him yesterday.
6. My roommate came home late last night. I (*sleep*) \_\_\_\_\_  
when she (*get*) \_\_\_\_\_ home.
7. When Gina (*call*) \_\_\_\_\_ last night, I (*take*)  
\_\_\_\_\_ a bubble bath.
8. While I (*watch*) \_\_\_\_\_ TV last night and (*relax*)  
\_\_\_\_\_ after a long day, my new puppy (*take*)  
\_\_\_\_\_ my wallet from my bedside table.





## ■ EXERCISE 22—ORAL: Perform and describe actions using **while**-clauses or **when**-clauses.

STUDENT A: Perform your action. Use the PRESENT PROGRESSIVE to describe what you are doing. Continue to perform the action.

STUDENT B: Perform your action, then stop.

STUDENT A: After Student B stops, you stop too.

*Example:* A: erase the board

B: open the door

TEACHER: (Student A), what are you doing?

STUDENT A: I'm erasing the board right now.

TEACHER: (Student B), would you please open the door?

STUDENT B: (*Student B opens the door.*)

TEACHER: Thank you. You may both sit down again. (Student C), will you please describe the two actions we saw?

STUDENT C: While (Student A) was erasing the board, (Student B) opened the door. OR: (Student A) was erasing the board when (Student B) opened the door.

1. A: Write on the board.

B: Drop a book on the floor.

2. A: Walk around the room.

B: Say hello to (Student A).

3. A: Look out the window.

B: Take (Student A)'s grammar book.

4. A: Draw a picture on the board.

B: Ask (Student A) a question.

## 10-10 SIMPLE PAST vs. PAST PROGRESSIVE

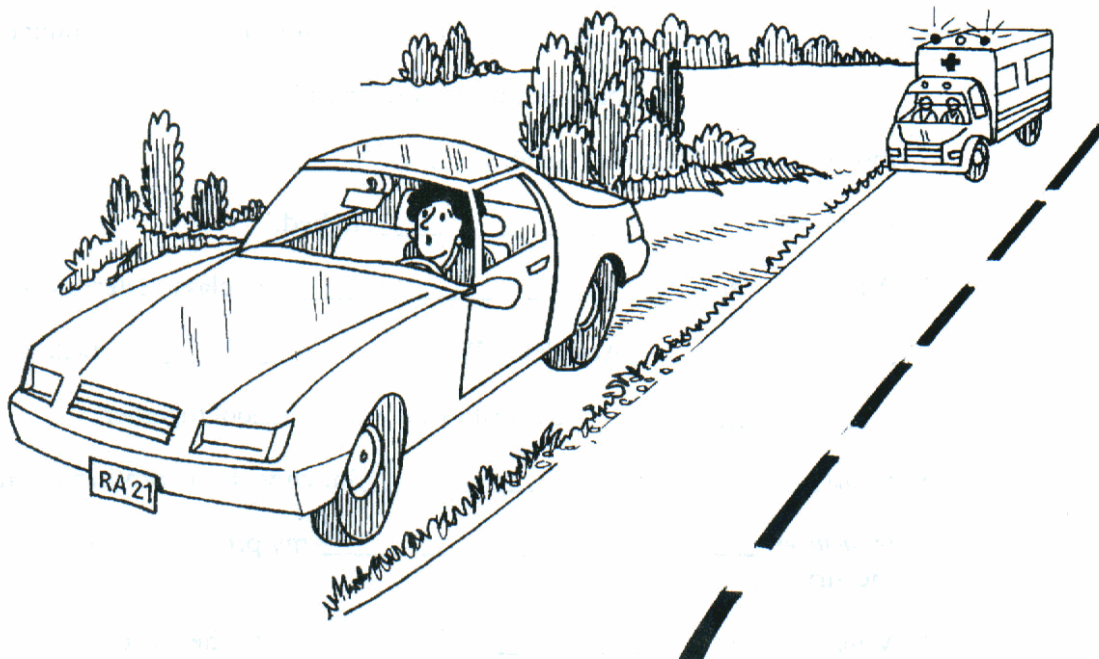
<p>(a) Jane <b>called</b> me yesterday.</p> <p>(b) I <b>talked</b> to Jane for an hour last night.</p> <p>(c) We <b>went</b> to Jack's house last Friday.</p> <p>(d) What time <b>did</b> you <b>get up</b> this morning?</p>	<p>The <b>simple past</b> describes activities or situations that began and ended at a particular time in the past (e.g., <i>yesterday, last night</i>).</p>
<p>(e) I <b>was studying</b> when Jane called me yesterday.</p> <p>(f) While I <b>was studying</b> last night, Jane called.</p>	<p>The <b>past progressive</b> describes an activity that was in progress (was happening) at the time another action happened. In (e) and (f): The studying was in progress when Jane called.</p>
<p>(g) I <b>opened</b> my umbrella when it <b>began</b> to rain.</p>	<p>If both the <b>when</b>-clause and the main clause in a sentence are simple past, it means that the action in the <b>when</b>-clause happened first and the action in the main clause happened second. In (g): First, it began to rain; second, I opened my umbrella.</p>
<p>COMPARE</p> <p>(h) When the phone <b>rang</b>, I <b>answered</b> it.</p> <p>(i) When the phone <b>rang</b>, I <b>was studying</b>.</p>	<p>In (h): First, the phone rang; second, I answered it. In (i): First, the studying was in progress; second, the phone rang.</p>

■ **EXERCISE 23:** Complete the sentences. Use the SIMPLE PAST or the PAST PROGRESSIVE.

1. I *(have)* \_\_\_\_\_ a busy day yesterday. I *(go)* \_\_\_\_\_ to class in the morning. I *(eat)* \_\_\_\_\_ lunch with my brother after class. In the afternoon, I *(drive)* \_\_\_\_\_ to the airport to pick up my cousin. I *(take)* \_\_\_\_\_ her to a restaurant for dinner. After dinner, we *(go)* \_\_\_\_\_ back to my apartment and *(watch)* \_\_\_\_\_ a movie on TV. After the movie, we *(talk)* \_\_\_\_\_ for a couple of hours before we *(go)* \_\_\_\_\_ to bed.
2. While I *(walk)* \_\_\_\_\_ to class yesterday morning, I *(see)* \_\_\_\_\_ Abdullah. We *(say)* \_\_\_\_\_ hello and *(walk)* \_\_\_\_\_ the rest of the way to school together.
3. I *(eat)* \_\_\_\_\_ lunch with my brother when I suddenly *(remember)* \_\_\_\_\_ my promise to pick my cousin up at the airport.
4. While I *(drive)* \_\_\_\_\_ to the airport, I *(see)* \_\_\_\_\_ an accident.
5. While my cousin and I *(have)* \_\_\_\_\_ dinner at the restaurant last night, we *(see)* \_\_\_\_\_ a friend of mine. I *(introduce)* \_\_\_\_\_ her to my cousin.
6. When I *(hear)* \_\_\_\_\_ a knock at the door last night, I *(walk)* \_\_\_\_\_ to the door and *(open)* \_\_\_\_\_ it.
7. When I *(open)* \_\_\_\_\_ the door, I *(see)* \_\_\_\_\_ my brother. I *(greet)* \_\_\_\_\_ him and *(ask)* \_\_\_\_\_ him to come in.
8. My cousin and I *(watch)* \_\_\_\_\_ a movie on TV last night when my brother *(come)* \_\_\_\_\_. He *(watch)* \_\_\_\_\_ the end of the movie with us.

■ **EXERCISE 24:** Complete the sentences. Use the SIMPLE PAST or the PAST PROGRESSIVE.

1. Mrs. Reed (*turn*) \_\_\_\_\_ on the radio in her car while she (*drive*) \_\_\_\_\_ home yesterday. She (*listen*) \_\_\_\_\_ to some music when she suddenly (*hear*) \_\_\_\_\_ a siren.



When she (*look*) \_\_\_\_\_ in her rearview mirror, she (*see*) \_\_\_\_\_ an ambulance behind her. She immediately (*pull*) \_\_\_\_\_ her car to the side of the road and (*wait*) \_\_\_\_\_ for the ambulance to pass.

2. I (*have*) \_\_\_\_\_ a strange experience yesterday. I (*read*) \_\_\_\_\_ my book on the bus when a man (*sit*) \_\_\_\_\_ down next to me and (*hand*) \_\_\_\_\_ me some money. I (*want, not*) \_\_\_\_\_ his money. I (*be*) \_\_\_\_\_ very confused. I (*stand*) \_\_\_\_\_ up and (*walk*) \_\_\_\_\_ toward the door of the bus. While I (*wait*) \_\_\_\_\_ for the door to open, the man (*offer*) \_\_\_\_\_ me some money again. When the door (*open*) \_\_\_\_\_, I (*get*) \_\_\_\_\_ off the bus quickly. I still don't know why he was trying to give me money.



3. A: I (*be*) \_\_\_\_\_ at my friends' house last night. While we (*eat*) \_\_\_\_\_ dinner, their cat (*jump*) \_\_\_\_\_ on the table. My friends (*seem, not*) \_\_\_\_\_ to care, but I lost my appetite.
- B: What (*you, say*) \_\_\_\_\_?
- A: Nothing.



- B: Why (*you, ask, not*) \_\_\_\_\_ your friends to get their cat off the table?
- A: I (*want, not*) \_\_\_\_\_ to be impolite.
- B: I think your friends were impolite to let their cat sit on the table during dinner.

■ **EXERCISE 25—REVIEW:** Choose the best completion.

- I was watching TV. I heard a knock on the door. When I heard the knock on the door, I \_\_\_\_\_ it.  
 A. open  
 B. am opening  
 C. opened  
 D. was opening
- "When \_\_\_\_\_ you talk to Jane?"  
 "Yesterday."  
 A. do  
 B. should  
 C. did  
 D. were
- I \_\_\_\_\_ TV when Gina called last night. We talked for an hour.  
 A. watch  
 B. watched  
 C. was watching  
 D. am watching



4. Mike is in his bedroom right now. He \_\_\_\_\_, so we need to be quiet.  
A. is sleeping                      C. slept  
B. sleeps                          D. was sleeping
5. Kate \_\_\_\_\_ tell us the truth yesterday. She lied to us.  
A. don't                      B. doesn't                      C. didn't                      D. wasn't
6. I saw a fish while I \_\_\_\_\_ in the ocean yesterday.  
A. swim                      C. were swimming  
B. was swimming                      D. was swimming
7. When I heard the phone ring, I \_\_\_\_\_ it.  
A. answer                      C. answered  
B. am answering                      D. was answering
8. "\_\_\_\_\_ you go to concerts often?"  
"Yes. I go at least once a month."  
A. Do                      B. Did                      C. Was                      D. Were
9. While I \_\_\_\_\_ dinner last night, I burned my finger.  
A. cooking                      B. cook                      C. was cooking                      D. was cook
10. "Where \_\_\_\_\_ after work yesterday?"  
A. you went                      B. you did go                      C. did you went                      D. did you go

## 10-11 USING HAVE BEEN (THE PRESENT PERFECT)

SITUATION: I came to this city on February 1st. It is now April 1st. I am still in this city.

- (a) I **have been** here **since** February 1st.  
(b) I **have been** here **for** two months.

SITUATION: Kim came to this city on January 1st. It is now April 1st. Kim is still in this city.

- (c) Kim **has been** here **since** January.  
(d) Kim **has been** here **for** three months.

**Have been** expresses the idea that a situation began in the past and still exists at present. **Have been** is used with **since** or **for** to tell how long the situation has existed. (a) and (b) have the same meaning.

Third person singular = **has been**, as in (c) and (d).

SITUATION: I came to the classroom at nine o'clock.  
I am in the classroom now. It's nine-thirty now.

- (e) I *have been* here **since nine o'clock**.  
(f) I *have been* here **for 30 minutes**.

SITUATION: Ann lives in another city. She came to visit me Monday morning. Now it is Friday morning. She is still here.

- (g) Ann *has been* here **since Monday**.  
(h) Ann *has been* here **for four days**.

*Since* is followed by *a specific time*:

since February (specific month)  
since nine o'clock (specific clock time)  
since 1995 (specific year)

**For** is followed by *a length of time*:

for two months (number of months)  
for 30 minutes (length of clock time)  
for four days (number of days)  
for three years (number of years)

■ **EXERCISE 26:** Complete the sentences with *since* or *for*.

1. I came to this city six months ago. I am still here. I have been in this city  
    for six months.
2. Kim has been in this city since January.
3. It's now two o'clock. Carmen has been in class \_\_\_\_\_ one o'clock.
4. Carmen has been in class \_\_\_\_\_ an hour.
5. Erica has been a teacher \_\_\_\_\_ 1994.
6. Mr. Gow has been a plumber \_\_\_\_\_ 20 years.
7. My parents are visiting me this week. They have been here \_\_\_\_\_ five days.
8. They have been here \_\_\_\_\_ last Saturday.
9. India has been an independent nation \_\_\_\_\_ 1947.
10. I have been awake \_\_\_\_\_ six o'clock this morning.
11. My friend is very ill. She has been in the hospital \_\_\_\_\_ four days.
12. I hope the weather gets warmer soon. It's been cold and rainy \_\_\_\_\_ two weeks.

■ **EXERCISE 27:** Complete the following with your own words.

Example:

- a. Today is Monday, March 4.
- b. I came to this city in January OR: two months ago.
- c. I have been in this city since January.
- d. I have been in this city for two months.

Example:

- a. Today is Monday, March 4.
- b. I came to this city on Friday, March 1 OR: three days ago.
- c. I have been in this city since Friday OR: March 1.
- d. I have been in this city for three days.

1. a. Today is \_\_\_\_\_.
  - b. I came to this city \_\_\_\_\_.
  - c. I have been in this city since \_\_\_\_\_.
  - d. I have been in this city for \_\_\_\_\_.
2. a. Today is \_\_\_\_\_.
  - b. \_\_\_\_\_ \* came to this city \_\_\_\_\_.
  - c. \_\_\_\_\_ has been in this city since \_\_\_\_\_.
  - d. \_\_\_\_\_ has been in this city for \_\_\_\_\_.
3. a. I am in the classroom. The time right now is \_\_\_\_\_.
  - b. The time I entered the classroom today was \_\_\_\_\_.
  - c. I have been in this room since \_\_\_\_\_.
  - d. I have been in this room for \_\_\_\_\_.
4. a. Our teacher taught her/his first class in her/his life \_\_\_\_\_.
  - b. She/He has been a teacher since \_\_\_\_\_.
  - c. She/He has been a teacher for \_\_\_\_\_.
5. a. I started to go to school in (year) \_\_\_\_\_. I am still a student.
  - b. I have been a student since \_\_\_\_\_.
  - c. I have been a student for \_\_\_\_\_.

## 10-12 USING SINCE-CLAUSES

- |                                |                             |
|--------------------------------|-----------------------------|
|                                | S   V                       |
| (a)   I've been afraid of dogs | <b>since</b> I was a child. |
| main clause                    | since-clause                |

(b) Mr. Lo has been a teacher **since** he graduated from college.

(c) Sue and I have been friends **since** we were children.

**Since** can be followed by a subject and verb. In (a): *since I was a child* = a **since-clause**.\*

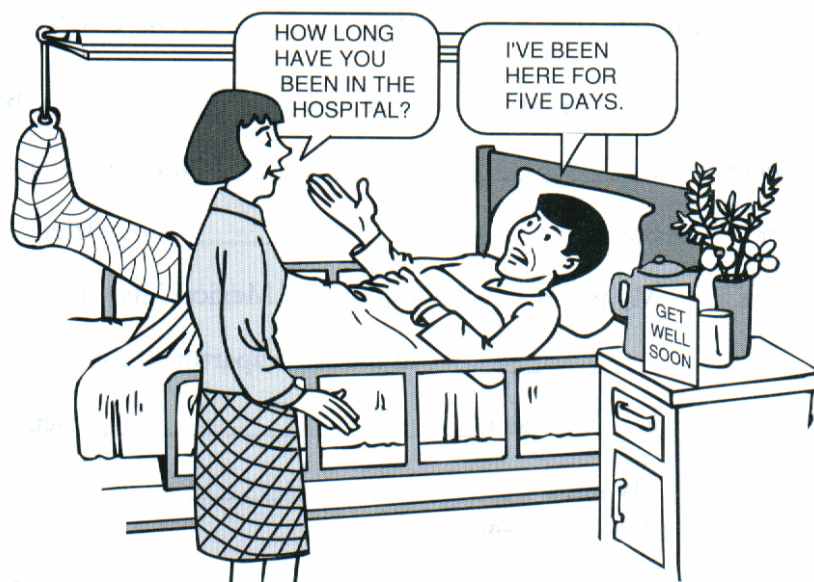
Notice in the examples: The verb in the main clause is **present perfect**. The verb in the **since-clause** is **simple past**.

\*A **since-clause** is a time clause. See Charts 5-18 and 5-19 for more information about time clauses.

\*Use the name of a classmate.

■ **EXERCISE 28:** Complete the sentences with the words in parentheses. Use the PRESENT PERFECT or the SIMPLE PAST.

1. Maria got some bad news last week. She *(be)* has been sad since she *(get)* got the bad news.
2. I started school when I was five years old. I *(be)* \_\_\_\_\_ in school since I *(be)* \_\_\_\_\_ five years old.
3. Ann's brother arrived a few days ago to visit her. She loves her brother and is happy to be with him. She *(be)* \_\_\_\_\_ happy since her brother *(come)* \_\_\_\_\_.
4. Jack moved to Hong Kong after he graduated from the university. Jim *(be)* \_\_\_\_\_ in Hong Kong since he *(graduate)* \_\_\_\_\_ from the university.
5. The weather was hot and dry for many weeks. Two days ago it rained. The weather *(be)* \_\_\_\_\_ cool and wet since it *(rain)* \_\_\_\_\_ two days ago.
6. Jack broke his leg five days ago. He's in the hospital. He *(be)* \_\_\_\_\_ in the hospital since he *(break)* \_\_\_\_\_ his leg.





## 10-13 FORM OF THE PRESENT PERFECT

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	Form of the present perfect: <b>have/has + past participle</b>
<i>be</i>	<i>was, were</i>	<b><i>been</i></b>	Irregular verbs have irregular past participles. (See Chart 10-18 and Appendix 5 for additional lists of irregular verbs.)
<i>know</i>	<i>knew</i>	<b><i>known</i></b>	
<i>have</i>	<i>had</i>	<b><i>had</i></b>	The past participle of regular verbs is the same form as the simple past: <i>verb + -ed</i>
<i>see</i>	<i>saw</i>	<b><i>seen</i></b>	
<i>teach</i>	<i>taught</i>	<b><i>taught</i></b>	
<i>live</i>	<i>lived</i>	<b><i>lived</i></b>	
<i>own</i>	<i>owned</i>	<b><i>owned</i></b>	
<i>work</i>	<i>worked</i>	<b><i>worked</i></b>	
<i>touch</i>	<i>touched</i>	<b><i>touched</i></b>	
(a) I <b>have known</b> Tom for five years. (b) Sue <b>has had</b> a bad cold for three days. (c) They <b>have lived</b> here since 1994. (d) We <b>have owned</b> our own home since 1989.			Notice in the examples: The present perfect is formed by <b>have / has + past participle.</b>
(e) <i>I've</i> <i>We've</i> <i>You've</i> <i>They've</i> <i>She's</i> <i>He's</i> <i>It's</i>			<b>Have and has</b> are contracted with <i>subject pronouns</i> as shown in the examples.
COMPARE (f) <b>She's</b> been here for two months.			In (f): <i>she's = she has</i> In (g): <i>she's = she is</i>

### ■ EXERCISE 29: Complete the sentences with the given verbs. Use the PRESENT PERFECT.

- teach* Mr. Jackson is a teacher. He 's taught biology for twenty years.
- know* I \_\_\_\_\_ Mary Adams since I was a child.
- be* She \_\_\_\_\_ a good friend for a long time.
- live* My parents live in a suburb of Mexico City. They \_\_\_\_\_  
\_\_\_\_\_ in the same apartment for twenty-five years.
- have* Janet and Sam \_\_\_\_\_ their dog Fido for three years.
- work* My uncle \_\_\_\_\_ at the automobile factory for seventeen years.
- be* We \_\_\_\_\_ in class since nine o'clock this morning.

8. *own* Ken is a businessman. He sells car parts. He \_\_\_\_\_ his own business since 1994.
9. *have* Mr. Cook's hair started to turn gray when he was forty. He \_\_\_\_\_ gray hair since he was forty years old.
10. *see* I \_\_\_\_\_ several movies since I came to this city.

■ **EXERCISE 30—ORAL:** Complete the sentences with the given verbs and your own words. Use the PRESENT PERFECT.

Example: *know* I ... (name of a person) for ...

→ *I've known Li Ming for three months.*

→ *My best friend is Maria Alvarez. I've known her for fifteen years.*

1. *be* I ... in this classroom today since ...
2. *live* Right now I am living (in an apartment, a dorm, etc.). I ... there since ...
3. *have* I have (name of something you own). I ... it/them for ...
4. *be* I ... in (name of a place) since ...
5. *know* I ... (name of a classmate) since ...
6. *work* (name of someone you know) works at (name of a place). He/She ... there for ...
7. *be* I ... awake since ...
8. *teach* Our teacher ... English since ...
9. *live* My (name of a family member) ... (name of a place) for ...
10. *be* I ... afraid of ... since ...

## 10-14 USING NEVER WITH THE PRESENT PERFECT

- (a) *I've never touched* an elephant.
- (b) *Anna has never seen* the Pacific Ocean.

**Never** is frequently used with the *present perfect*.

In (a): the speaker is saying, "From the beginning of my life to the present moment, I have never touched an elephant. In my entire lifetime, since I was born, I have never touched an elephant."

■ **EXERCISE 31—ORAL:** Use **never** with the PRESENT PERFECT.

Example: Name some places you have never lived.

STUDENT A: I've never lived in a small town.

STUDENT B: I've never lived in a dormitory.

STUDENT C: I've never lived in South America.

STUDENT D: Etc.

1. countries you've never been in
2. cities you've never lived in
3. pets you've never had
4. animals you've never touched
5. things you've never seen
6. things you've never owned

## 10-15 PRESENT PERFECT: QUESTIONS AND NEGATIVES

<p>(a) <b>Have</b> you <b>lived</b> here for a long time?</p> <p>(b) <b>Has</b> Ken <b>been</b> in this class since the beginning of the term?</p>	<p>Question form of the present perfect: <b>have/has</b> + <i>subject</i> + <i>past participle</i></p>
<p>(c) I <b>have not (haven't)</b> <b>lived</b> here for a long time.</p> <p>(d) Ken <b>has not (hasn't)</b> <b>been</b> in the class since the beginning of the term.</p>	<p>Negative form of the present perfect: <b>have/has</b> + <b>not</b> + <i>past participle</i></p> <p>Negative contractions: <i>have not</i> = <i>haven't</i> <i>has not</i> = <i>hasn't</i></p>

### ■ EXERCISE 32: Complete the sentences with the PRESENT PERFECT.

- (Mr. Jackson, teach) Has Mr. Jackson taught biology for a long time?
- Ms. Smith is a new teacher. She (teach, not) hasn't taught biology for a long time.
- (you, know) \_\_\_\_\_ Mary Adams since you were a child?
- I met Mary Adams only two months ago. I (know, not) \_\_\_\_\_ her for a long time. I've known her for only a short time.
- (she, be) \_\_\_\_\_ a good friend of yours for a long time?
- She (be, not) \_\_\_\_\_ a friend of mine for a long time.
- (your parents, live) \_\_\_\_\_ near Mexico City for a long time?
- I came here only a couple of months ago. I (live, not) \_\_\_\_\_ here for a long time.
- (Janet and Sam, have) \_\_\_\_\_ their dog Fido for a long time?
- Pedro got his new bicycle a few months ago. He (have, not) \_\_\_\_\_ his bicycle for a long time.
- (your uncle, work) \_\_\_\_\_ at the automobile factory for a long time?
- My aunt has a new job at a candy factory. She (work, not) \_\_\_\_\_ there for a long time.



## 10-16 USING *EVER* WITH THE PRESENT PERFECT

<p>(a) <i>Have</i> you <b>ever</b> been in Hawaii?</p> <p>(b) <i>Has</i> Pedro <b>ever</b> had a job (in his lifetime)?</p>	<p>In (a): <b>ever</b> means “in your lifetime, from the time you were born to the present moment.”</p> <p>Questions with <b>ever</b> frequently use the present perfect.</p>
<p>(c) A: Have you ever been in London? B: Yes, I <b>have</b>. (I have been in London.)</p> <p>(d) A: Has Tom ever lived in Chicago? B: Yes, he <b>has</b>. (He has lived in Chicago.)</p> <p>(e) A: Have you ever been in Korea? B: No, I <b>haven't</b>. (I haven't ever been in Korea.)</p> <p>(f) A: Has Sue ever lived in Paris? B: No, she <b>hasn't</b>. (She hasn't ever lived in Paris.)</p>	<p>In a short answer to a yes/no question with the present perfect, the helping verb (<b>have</b> or <b>has</b>) is used.</p> <p>In (c): Speaker B is saying that he has been in London at some time in his lifetime.</p>
<p>(g) I <b>haven't ever been</b> in Korea.</p> <p>(h) I <b>'ve never been</b> in Korea.</p> <p>(i) She <b>hasn't ever lived</b> in Paris.</p> <p>(j) She's <b>never lived</b> in Paris.</p>	<p>(g) and (h) have the same meaning. <i>haven't ever been</i> = <i>have never been</i></p> <p>(i) and (j) have the same meaning. <i>hasn't ever lived</i> = <i>has never lived</i></p>

### ■ EXERCISE 33: Answer the questions. Use short answers.

- A: (*you, be, ever*) Have you ever been in Russia?

B: No, I haven't. I (*be, never*) 've never been in Russia.
- A: (*you, be, ever*) \_\_\_\_\_ in Turkey?

B: Yes, I \_\_\_\_\_. I (*be*) \_\_\_\_\_ in Turkey several times.
- A: (*you, visit, ever*) \_\_\_\_\_ the Metropolitan Museum of Art in New York City?

B: No, I \_\_\_\_\_. I (*visit, never*) \_\_\_\_\_ that museum.
- A: (*Sam, be, ever*) \_\_\_\_\_ in Argentina?

B: No, he \_\_\_\_\_. He (*be, never*) \_\_\_\_\_ in Argentina.
- A: (*Carmen, be, ever*) \_\_\_\_\_ in Canada?

B: Yes, she \_\_\_\_\_. She (*be*) \_\_\_\_\_ there many times.



6. A: (you, have, ever) \_\_\_\_\_ a serious illness?

B: No, I \_\_\_\_\_. I (have, never) \_\_\_\_\_  
a serious illness. I've been very lucky.

7. A: (your brother, live, ever) \_\_\_\_\_  
in an apartment by himself?

B: No, he \_\_\_\_\_. He still lives with my parents.

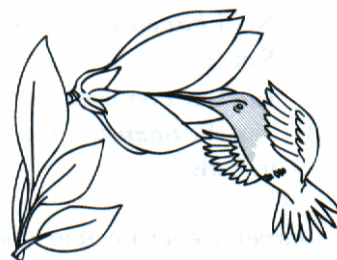
8. A: (you, talk, ever) \_\_\_\_\_ to a famous  
person?

B: No, I \_\_\_\_\_. I don't know any famous people.

9. A: (you, see, ever) \_\_\_\_\_

\_\_\_\_\_ a hummingbird?

B: Yes, I \_\_\_\_\_.



■ **EXERCISE 34—ORAL (BOOKS CLOSED):** Answer the questions. Use short answers.  
Several people should answer the same question.

*Example:* Have you ever been in (Africa)?

STUDENT A: No, I haven't.

STUDENT B: No, I haven't.

STUDENT C: Yes, I have.

1. Have you ever been in (Egypt)? (Italy)?
2. Have you ever been to (Indonesia)? (Venezuela)?\*
3. Have you ever been in (Washington, D.C.)? (Tokyo)?
4. Have you ever been to (Toronto)? (Istanbul)?
5. Have you ever had a pet?
6. Have you ever had a bicycle?
7. Have you ever had a (kind of car)?
8. Have you ever had a purple umbrella?
9. Have you ever lived in an apartment? a dormitory?
10. Have you ever lived in a one-room apartment?
11. Have you ever lived in (name of a city or country)?
12. Have you ever touched an elephant? a snake? a cow?
13. Have you ever called ( . . . ) on the phone?
14. Have you ever stayed in a hotel in this city?
15. Have you ever watched (name of a program) on TV?
16. Have you ever been to (name of a place in this city)?
17. Have you ever seen a whale?

\*Have you ever been **in** Indonesia and Have you ever been **to** Indonesia have the same meaning.

## 10-17 THE PRESENT PERFECT: QUESTIONS WITH *HOW LONG*

- (a) A: *How long **have** you **been** in this city?*  
B: For five months.
- (b) A: *How long **has** Ali **had** a mustache?*  
B: Since he was twenty-one years old.
- (c) A: *How long **have** you **known** Maria?*  
B: Since the beginning of the school term.

Question form of the present perfect:  
**have** + subject + past participle

### ■ EXERCISE 35: Complete the sentences with the words in parentheses.

- A: How long (*you, be*) have you been at this school?  
B: Since the middle of January.
- A: How long (*you, know*) \_\_\_\_\_ Shelley?  
B: For three years.
- A: How long (*Mr. Lake, be*) \_\_\_\_\_ a teacher?  
B: Since he graduated from college in 1990.
- A: How long (*you, have*) \_\_\_\_\_ your car?  
B: For a couple of years.
- A: How long (*your roommate, be*) \_\_\_\_\_ out of town?  
B: Since Friday.

### ■ EXERCISE 36—ORAL: Pair up with a classmate.

#### PART I:

STUDENT A: Ask questions with **how long** and the PRESENT PERFECT.

STUDENT B: Answer the questions.

*Example:* have a mustache

STUDENT A: How long have you had a mustache?

STUDENT B: I've had a mustache since I was seventeen years old.

- be in (*this city/country*)
- be in this class
- know (*name of a classmate*)
- be a student at (*this school*)
- be in this room today
- live at your present address
- have (*something Student B owns*)
- have (*something else Student B owns*)

*PART II: Switch roles.*

STUDENT A: Ask the questions. If the answer is yes, ask for more information, including **how long**. Use the PRESENT PERFECT in the question with **how long**. If the answer is no, think of other similar questions until Student B answers yes.

STUDENT B: Answer the questions.

*Example:* Do you have a pet?

STUDENT A: Do you have a pet?

STUDENT B: Yes, I do.

STUDENT A: What kind of pet do you have?

STUDENT B: A dog.

STUDENT A: How long have you had your dog?

STUDENT B: She's six years old. I've had her since she was a puppy. I've had her for six years.

*Example:* Do you have a pet?

STUDENT A: Do you have a pet?

STUDENT B: No.

STUDENT A: Do your parents have a pet?

STUDENT B: No.

STUDENT A: Does anyone you know have a pet?

STUDENT B: Yes. My brother does.

STUDENT A: What kind of pet does he have?

STUDENT B: A cat.

STUDENT A: How long has he had a cat?

STUDENT B: For five or six years.

9. Do you have a pet? (Do your parents? Does anyone you know have a pet?)
10. Are you a student at (*this school*)?
11. Do you live in an apartment? (a dormitory? a house?)
12. Do you have a roommate?
13. Do you have a briefcase or a bookbag? (a wallet? a purse?)
14. Do you know (*name of a classmate*)?
15. Do you have a car? (a bicycle? a personal computer? a calculator?)
16. Are you married? (Is the teacher married? Is anyone in this class married?)

## 10-18 PAST PARTICIPLES OF COMMON IRREGULAR VERBS

- (a) I *have* never ***touched*** an elephant.  
 (b) *Has* Jim ever ***stayed*** at a hotel in Bangkok?  
 (c) Tom *has* never ***eaten*** Thai food.  
 (d) *Have* you ever ***gone*** to a rock concert?

The past participles of regular verbs end in ***-ed***.  
 Examples: *touched*, *stayed*.  
 Irregular verbs have *irregular* past participles.  
 Examples: *eaten*, *gone*.

### THE PRINCIPAL PARTS OF SOME COMMON IRREGULAR VERBS

Simple Form	Simple Past	Past Participle
<i>be</i>	<i>was, were</i>	<i>been</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>have</i>	<i>had</i>	<i>had</i>
<i>know</i>	<i>knew</i>	<i>known</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>read</i>	<i>read*</i>	<i>read*</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>teach</i>	<i>taught</i>	<i>taught</i>
<i>tell</i>	<i>told</i>	<i>told</i>
<i>wear</i>	<i>wore</i>	<i>worn</i>
<i>write</i>	<i>wrote</i>	<i>written</i>

\* The simple past and the past participle of the verb ***read*** are both pronounced “red” — the same pronunciation as the color red.

### EXERCISE 37—ORAL (BOOKS CLOSED): Add the PAST PARTICIPLE.

*Example:* eat, ate, . . .

*Response:* eaten

- |                      |                         |
|----------------------|-------------------------|
| 1. eat, ate, . . .   | 8. see, saw, . . .      |
| 2. go, went, . . .   | 9. speak, spoke, . . .  |
| 3. have, had, . . .  | 10. take, took, . . .   |
| 4. know, knew, . . . | 11. tell, told, . . .   |
| 5. lose, lost, . . . | 12. wear, wore, . . .   |
| 6. meet, met, . . .  | 13. write, wrote, . . . |
| 7. read, read, . . . |                         |



■ **EXERCISE 38:** Complete the sentences with the correct form of the words in the list.

*PART I:*

go	✓ take
lose	tell
meet	write

1. I've never taken a physics class.
2. Have you ever \_\_\_\_\_ Maria's sister?
3. Have you ever \_\_\_\_\_ the keys to your apartment?
4. I've never \_\_\_\_\_ to a rock concert in my whole life.
5. Have you ever \_\_\_\_\_ a lie?
6. Have you ever \_\_\_\_\_ a poem?

*PART II:*

eat	see
know	speak
read	wear

7. How long have you \_\_\_\_\_ Abdul? Have you been friends for a long time?
8. I've never \_\_\_\_\_ the movie *Gone with the Wind*.



9. Have you ever \_\_\_\_\_ the book *Gone with the Wind*?
10. Ann has never \_\_\_\_\_ raw meat.

11. Mr. Cook never dresses casually. He has never \_\_\_\_\_ blue jeans in his life.
12. Have you ever \_\_\_\_\_ to your teacher on the phone?

■ **EXERCISE 39—ORAL:** Pair up with a classmate.

STUDENT A: Your book is open. Ask a question beginning with “*Have you ever . . . ?*”

STUDENT B: Your book is closed. Give a short answer to the question.

*Example:* be in (name of a country)

STUDENT A: Have you ever been in Malaysia?

STUDENT B: Yes, I have. OR: No, I haven't.

1. meet (name of a person)
2. go to (a place in this city)
3. lose the keys to your front door
4. be in (name of a building in this city)
5. read (name of a book)
6. wear cowboy boots
7. speak to (name of a classmate) about (something)
8. eat fish eggs
9. write a letter to (name of a person)
10. tell (name of the teacher) about (something)
11. see (name of a movie)
12. have (name of a kind of food)

*Switch roles.*

13. read (name of a book)
14. eat (a kind of food)
15. write a letter to (name of a person)
16. see (name of a television program)
17. go to (a place in this city)
18. have (name of a kind of food)
19. be in (name of a place at this school)
20. meet (name of a person)
21. wear (a kind of clothing)
22. speak to (name of a teacher) about (something)
23. lose (name of something Student B has)
24. tell (name of a classmate) about (something)

■ **EXERCISE 40—ERROR ANALYSIS:** Find and correct the mistakes.

1. Let's going to a restaurant for dinner tonight.
2. I've never see a whale.
3. The phone rang while I was eat dinner last night.
4. How long you have been a student at this school?

5. Ken doesn't has to go to work today.
6. I must to study tonight. I can't going to the movie with you.
7. I have been in this city since two months.
8. Why you have to leave now?
9. You shouldn't to speak loudly in a library.
10. I've known Olga since I am a child.
11. You don't must be late for work.
12. Have you ever went to a baseball game?
13. I am in this class since the beginning of January.

■ **EXERCISE 41—WRITTEN:** Write about your experiences as a member of this class.  
Suggestions of things to write about:

- the first day of class
- the teacher
- your classmates
- the classroom
- your learning experiences
- the textbook(s)
- a memorable event in this class



## APPENDIX 1

# The English Alphabet

A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z*

Vowels = *a, e, i, o u*.

Consonants = *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.

---

\*The letter “z” is pronounced “zee” in American English and “zed” in British English.





## APPENDIX 2

### Numbers

1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21th	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty-third
24	twenty-four	24th	twenty-fourth
25	twenty-five	25th	twenty-fifth
26	twenty-six	26th	twenty-sixth
27	twenty-seven	27th	twenty-seventh
28	twenty-eight	28th	twenty-eighth
29	twenty-nine	29th	twenty-ninth
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	one hundred	100th	one hundredth
200	two hundred	200th	two hundredth
1,000	one thousand		
10,000	ten thousand		
100,000	one hundred thousand		
1,000,000	one million		



## APPENDIX 3

# Days of the Week and Months of the Year

### DAYS

Monday	(Mon.)
Tuesday	(Tues.)
Wednesday	(Wed.)
Thursday	(Thurs.)
Friday	(Fri.)
Saturday	(Sat.)
Sunday	(Sun.)

### MONTHS

January	(Jan.)
February	(Feb.)
March	(Mar.)
April	(Apr.)
May	(May)
June	(June)
July	(July)
August	(Aug.)
September	(Sept.)
October	(Oct.)
November	(Nov.)
December	(Dec.)

Using numbers to write the date:

month/day/year

10/31/41 = October 31, 1941

4/15/92 = April 15, 1992

Saying dates:

### USUAL WRITTEN FORM

January 1  
March 2  
May 3  
June 4  
August 5  
October 10  
November 27

### USUAL SPOKEN FORM

January first/the first of January  
March second/the second of March  
May third/the third of May  
June fourth/the fourth of June  
August fifth/the fifth of August  
October tenth/the tenth of October  
November twenty-seventh/the  
twenty-seventh of November





## APPENDIX 4

# Ways of Saying the Time

9:00	It's nine o'clock. It's nine.
9:05	It's nine-oh-five. It's five (minutes) after nine. It's five (minutes) past nine.
9:10	It's nine-ten. It's ten (minutes) after nine. It's ten (minutes) past nine.
9:15	It's nine-fifteen. It's a quarter after nine. It's a quarter past nine.
9:30	It's nine-thirty. It's half past nine.
9:45	It's nine-forty-five. It's a quarter to ten. It's a quarter of ten.
9:50	It's nine-fifty. It's ten (minutes) to ten. It's ten (minutes) of ten.
12:00	It's noon. It's midnight.

A.M. = morning      It's nine A.M.  
P.M. = afternoon/evening/night      It's nine P.M.



## APPENDIX 5

### Irregular Verbs

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
be	was, were	been	keep	kept	kept
become	became	become	know	knew	known
begin	began	begun	lend	lent	lent
bend	bent	bent	leave	left	left
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	gotten/got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tear	tore	torn
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wake up	woke up	woken up
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written



**This Page Intentionally Left Blank**



# Index

## A

**Alan**, 2, 4, 143

vs. *some*, 144

**Able to**, 301

**A couple of**, 238

Adjectives, defined, 10, 129, 325

vs. adverbs, 411

*be* + adjective, 10, 20, 129

comparative, 383

with *enough*, 295, 299

following linking verbs, 360

list of, 129

possessive (e.g., *my*, *his*, *our*), 27, 347, 363

superlative, 398, 405

with *too*, 293–294

uses of, 360

with *very*, 287

word order of, 329

Adverbs:

vs. adjectives, 411

in comparisons, 414, 416

Adverbs of frequency, 46–47

**A few**, 238

**A few/a little**, 141

**After**, 216, 258

**Ago**, 238

**Alike**, 382

**(Almost) All of**, 334

**A lot of**, 141

Alphabet, A1

**Always, usually, often, sometimes, seldom, rarely, never**, 46

**Am, is, are:**

negative, 8

simple present, 4, 8, 20–21, 24

**And**, 4, 357–358

**Any**, 161

**Anyone/anything**, 163–164

Apostrophe, 352

defined, 7 (SEE ALSO Contractions)

with possessive nouns, 343

Articles (*a*, *an*, *the*), 2, 4, 143, 156, 160

**As . . . as**, 389, 416

**At:**

for location, 311

for time, 73

## B

**Be:**

*be* + adjective, 10, 20, 129

*be* + *-ing*, 84, 434

*be* + location, 16, 20, 24, 106

*be* + noun, 2, 4, 6, 20

*be* + prepositional phrase, 16

contractions with, 7, 21, 30, 32, 106, 172

question forms with, 21, 24, 61, 67, 89, 173

simple past (*was*, *were*), 171, 245–246

simple present (*am*, *is*, *are*), 4, 8, 20–21, 24, 245–246

*there* + *be*, 106, 109

**Be able to**, 301, 430–431

**Be going to**, 231, 245–256, 258, 263, 430–431

**Before**, 216, 258

**But**, 393, 395

**Buy**, 369

## C

**Can**, 430–431

ability/possibility, 281

in questions, 282, 302

Clauses, 216, 219

future time clauses, 258

with *if*, 260, 263

with *when*, 440

with *while*, 438

Colon, 72fn.

Comma, 216, 357, 358fn., 393

Comparatives (**-er/-more**), 383

Comparisons:

with adverbs, 414, 416

*as . . . as*, 389

*but*, 393, 395

**-er/more**, 383

**-est/most**, 398

*less*, 389

*like, alike*, 382

*same, similar, different*, 379

Consonants, 2, 87fn., 186

Contractions:

defined, 7

negative, 192

with *not* (SEE Negatives)

with pronouns, 448

in questions, 282

in short answers, 243fn.

with *will*, 242

with *would*, 100

Contractions of **be**:

with *not*, 21, 172

with pronouns, 7, 21

with question words, 32

in short answers, 21

with *that*, 30

with *there*, 106

**Could**, 430–431

past of *can*, 285

in polite questions, 302, 304

Count/noncount nouns, 141, 150

## D

Dates, spoken and written forms, A3

Days of the week, A3

**Did**:

in the negative, 192

in questions, 194, 209

**Different (from)**, 379

Direct objects, 364

**Do/does**:

in the negative, 57, 307

in questions, 61, 64, 66–67, 212

## E

**-Ed**, past participle, 448, 455

**-Ed**, simple past, 177

pronunciation, 180, 186

spelling, 183, 186

English alphabet, A1

**Enough**:

with adjectives, 295

with infinitives, 299

with nouns, 297

**-Er/more**, 383

**-Est/most**, 398

**Ever**, 451

**Every**, 341

**Everyone/everybody**, 341

**Explain**, 370

## F

Feminine pronouns, 6

**For**, 367, 444

Frequency adverbs, 46–47

Full stop, 57fn.

Future time:

*be going to*, 231

clauses, 258

with *if*, 260, 263

future time words, 235,

238–239

*will*, 242

## G

**Get**, 369

**Going to**, with *be*, 231, 258, 263

## H

Habitual present, 263

**Have/has**, 26

in the present perfect, 448

**Have been**, 444

**Have to/has to**, 424, 430–431

**Hear** and **listen to**, 97

**How long**, 453

**How many/how much**, 109

## I

**I, you, he, she, it, we, they**, 6–7, 131,  
171–172, 177, 192

Idioms, 299*fn*.

**If**-clause, 260

habitual present with, 263

Imperative sentences, 307

**In**:

for future time, 238

for location, 311

Indefinite pronouns, 163–164

Indirect objects:

with *buy, get, make*, 369

with *explain* and *introduce*, 370

introduced by *for*, 367

introduced by *to*, 364

Infinitives, defined, 98, 231*fn*.

with *be able*, 301, 430–431

with *be going*, 231, 245–246, 258, 263,  
430–431

with *enough*, 299

with *have/has*, 424, 430–431

with *know how*, 284

with *too*, 293–294

following verbs, 98, 100

Information questions, defined, 64

with *be*, 67, 173

with *do/does/did*, 61, 64, 66–67, 194,  
209, 212

**-Ing**, spelling, 87, 186

*be* + *-ing*, 84

**Introduce**, 370

Irregular noun plurals, 139

possessive form, 345

Irregular singular verbs (e.g., *has, does, goes*),  
52, 54

Irregular verbs:

introduction, 52

list, 190, A5

*More Irregular Verbs*, 198, 213, 266, 270,  
321, 375

past participles of, 455

**Is** + noun, 2, 6, 20–21

**It**:

used for time, 72

used for weather, 74

## K

**Know how to**, 284

## L

**Last**, 235

**Less**, 389

**Let's**, 423

**Like** and **alike**, 382

**Like** vs. **would like**, 101

Linking verbs, 360

Location, 16, 20, 24, 106, 111

## M

Main clauses, 216

**Make**, 369

**Many/much**, 141

with *how*, 109

Masculine pronouns, 6

**May**, 430–431

in polite questions, 302

possibility, 253

**Maybe** vs. **may be**, 255

**Me, you, him, her, it, us, them**, 131

Measurements with noncount nouns, 150

**Might**, 253, 430–431

**Mine, yours, his, hers, ours, theirs**, 347,  
363

Modal auxiliaries, 430–431

Months of the year, A3

**More**:

comparative, 383

meaning *additional*, 297

*More Irregular Verbs*, 198, 213, 266, 270,  
321, 375

**Most**, 398



**Most of**, 334

**Must**, 427, 430–431

**My, your, his, her, our, their**, 347, 363

## N

Negatives:

*am/is/are* + *not*, 8, 231, 245–246

*can* + *not*, 281

*could* + *not*, 285

*did* + *not*, 192

*does/do* + *not*, 57, 307

*have/has* + *not*, 450–451

*should* + *not*, 420

*was/were* + *not*, 172

*will* + *not*, 242, 245–246

**Never**, 449

**Next**, 235

**No one/nothing**, 164

Nonaction verbs, 95

Noncount nouns, 141, 150

**None of**, 337

**Not** (SEE Negatives)

Nouns:

*be* + noun, 2, 4, 6, 20

connected with *and* and *or*, 357–358

count/noncount, 141, 150

irregular plural possessives, 345

modifying other nouns, 325, 355

as noun complement, 355

as object, 127, 355

possessive, 343, 345, 355

singular/plural, 2, 4, 134, 139

as subject, 10*fn.*, 20, 127, 355

uses of, 355

Numbers, A2

## O

Object pronouns, 131, 363

Objects and subjects, 127, 355

Objects, direct and indirect, 364, 367–370

**One of**, 337, 405

**Or**, 357

## P

Past participle, 448, 455

Past time:

past progressive, 434, 438, 440

past time words, 178, 235, 239

simple past, 177, 190, 192, 245–246, 440, 446

with *be*, 171

Period, 21

Personal pronouns, 363

Plural, defined, 4

Plural nouns, 4, 6, 134, 139

Polite questions, 302, 304

Possessive:

adjectives (e.g., *my, his, our*), 27, 347, 363

nouns, 343, 345, 355

pronouns, 347, 363

Prepositional phrase, defined, 16

Prepositions:

followed by an object, 16, 111, 127, 216

*in* for future, 235, 238

list of, 16, 111

location, 16, 20, 24, 106, 111, 311

place, 111*fn.*

time, 73, 216, 235, 444

Present perfect, 444, 446, 448–451, 453

Present progressive, 84

in questions, 89

vs. simple present, 92

verbs not used in, 95

Present time, 44, 57

present continuous/continuous present, 84*fn.*

present progressive, 84, 89, 92, 95, 245, 434

present time words, 239

simple present, 44, 64, 66, 92, 245–246

with *be*, 4, 8, 20–21, 24

in *if*-clauses, 260

negative, 57

in time clauses, 258

Pronouns, defined, 6

contractions with, 448

feminine/masculine, 6

indefinite (e.g., *someone, anything*), 163–164

object (e.g., *me, them*), 131, 363

personal, 363

possessive, 347, 363

subject (e.g., *I, they*), 6–7, 131, 171–172, 177, 192, 363

**Pronunciation:**

-ed, 180, 186

-s/-es, 49, 51, 54

**Punctuation:**

apostrophe, 7, 352

colon, 72fn.

comma, 216, 357, 358fn., 393

full stop, 57fn.

period, 21

question mark, 21

**Q**

Quantity, expressions of, 334, 336–337

Question mark, 21

Question words, 32

*how many/how much*, 109

*what*, 32, 67, 206, 212

*what time*, 66–67, 203

*when*, 66–67, 203, 219

*where*, 24, 64, 67, 89, 203

*who*, 32, 206, 209

*who(m)*, 209

*why*, 89, 203

**Questions:**

with *be*, 21, 24, 61, 89, 173

with *be + going to*, 231, 245–246

with *can*, 282

with *could*, 302, 304

with *did*, 194, 209

with *do/does*, 61, 64, 66–67, 212

information, 64

polite, 302, 304

with *there is/there are*, 107, 109

about time, 203

with *will*, 243, 245–246

yes/no, 64 (SEE ALSO Question words, Yes/no questions)

**S**

**-S/-es:**

plural nouns, 4, 6, 134

simple present verbs, 44, 54

spelling and pronunciation, 49, 51, 54

**Same, similar, different**, 379

**See, look at, watch**, 97

Short answers, 21, 173, 194, 203, 206, 243fn.

**Should**, 420, 430–431

vs. *must*, 427

**Similar (to)**, 379

Simple past, 171, 177

irregular verbs, 190, A5

negative, 172, 192

vs. past progressive, 440

questions, 173, 194, 203

summary of forms, 245–246

Simple present, 44, 54

with *be*, 4, 8, 20–21, 24

in *if*-clauses, 260

negative, 57

vs. present progressive, 92

present time words, 239

questions, 61, 64, 66

summary of forms, 245–246

in time clauses, 258

**Since**, 444, 446

Singular nouns, 134

defined, 2

with pronouns, 6, 44

**Some**, 141

vs. *a/an*, 144

vs. *any*, 161

**Some of**, 334

**Someone/something**, 163

**Spelling:**

-ed, 183, 186

-ing, 87, 186

-s/-es, 49, 51, 54

Subject, defined, 10fn., 20

Subject pronouns, 6–7, 131, 171–172, 177, 192, 363

Subject-verb agreement, 336

Subjects and objects, 127

Superlatives (**-est/most**), 398, 405

**T**

**Tenses:**

future, 231, 235, 238–239, 242, 258, 260, 263

past progressive, 434, 438, 440

present continuous/continuous  
    present, 84*fn.*  
present perfect, 444, 446, 448–451, 453  
present progressive, 84, 89, 92, 245, 434  
simple past, 171, 177, 190, 192, 245–246,  
    440  
simple present, 44, 57, 245–246  
    in time clauses, 258

**Than**, 383

**The**, 156, 160

**The same as**, 379

**There is/there are**, 106

    in questions, 107, 109

**These/those**, 31

**Think about** and **think that**, 102

**This morning/afternoon**, *etc.*, 239

**This/that**, 30

Time:

    asking questions about, 203  
    clauses, 216, 219, 258, 263, 438  
    prepositions of, 73, 216, 235, 444  
    present/past/future words, 235, 238–239  
    using *it*, 72  
    ways of saying, 73, A4  
    (SEE ALSO Tenses)

**To**, 310, 364 (SEE ALSO Infinitives)

**Today, tonight, this morning**, *etc.*, 239

**Too**, 287, 293–294

**Too many/too much**, 290

**Two** vs. **too** vs. **to**, 310

## V

Verbs:

    after *but*, 395  
    irregular, 266, 270, 321, 375, 455, A5  
    linking, 360  
    modal auxiliaries, 430–431  
    not used in the present progressive, 95  
    tense summary, 245  
        forms of *be*, 246  
    transitive/intransitive, 127*fn.*  
    (SEE ALSO Tenses and individual items)

**Very**, 287

Voiced and voiceless sounds, 49, 54, 180

Vowels, 2*fn.*, 87*fn.*, A1

## W

**Was/were**, 172–173

**What**, 32, 67, 206, 212

**What** + a form of *do*, 251

**What time**, 66–67, 203

**When**, 66–67, 203, 219, 258

**When**-clause, 440

**Where**, 24, 64, 67, 89, 203

**While**, 438

**Who**, 32, 206, 209

**Who(m)**, 209

**Whose**, 351

**Why**, 89, 203

**Will**, 242–246, 430–431

    vs. *may/might*, 253

**Would**, 430–431

    in polite questions, 304

**Would like**, 100

    vs. *like*, 101

## Y

**-Y**, words that end in, 4, 54, 134

Yes/no questions, defined, 64

    with *be going to*, 231, 245–246

    with *can*, 282, 302

    with *could*, 302, 304

    with *did*, 194, 209

    with *does/do*, 61, 64

    with *is/are*, 21

        present progressive, 84, 89, 95

    with *may*, 302

*there + be*, 107

    with *was/were*, 173

    with *will*, 243, 245–246

    with *would*, 304

    with *would like*, 100

**Yesterday, last, ago**, 178



# BASIC ENGLISH GRAMMAR

Second Edition

**Betty Schramper Azar**

**BASIC ENGLISH GRAMMAR features:**

- an introduction to the form, meaning, and usage of basic structures in English
- a developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises
- reference text and workbook in one, providing a well-organized and abundant core of material
- exercises designed to get students to talk about their ideas, their everyday lives, and their environment
- open communicative practice with the target structures

**New features:**

- an expanded syllabus that includes a number of additional grammar topics
- numerous new exercises, including cumulative review exercises at the end of each chapter
- new communicative activities
- exercises specifically for pair and group work
- many additional illustrations as teaching aids

**TEACHER'S GUIDE features:**

- answers to the exercises
- presentation suggestions
- techniques for handling exercises
- suggested activities
- notes on cultural content, vocabulary, and structure usage

**ANSWER KEY features:**

- answers to the exercises

BASIC ENGLISH GRAMMAR and the TEACHER'S GUIDE are available in full editions and in split editions.

Pearson  
Education

ISBN 0-13-368317-6



9 780133 683172