Basic Skills
of English Language

A Textbook for University Students

Dr. Abdullah Ali Al-Eryani-2021

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Preface

Basic Skills of English Language is aimed at post-secondary-school students whose native language is not English and who study English as a foreign language at education and academic institutions. It is designed for use as a textbook, within the framework of a course. The objective of this book is to introduce students to the genre of an academic textbook, to train them to use efficient strategies in comprehending the included basic skills and to provide them with skills for working independently.

This textbook:

- Introduces a clear and simple presentation of lessons and information.
- Provides learners of English with the basics of English Grammar.
- Includes some basic skills of Reading in English language.
- Comprises some of the basics of Writing in English language.
- Contains some of the basics in Pronunciation and Speaking in English language.
- Presents the basic structures by means of visual prompts.
- Is pumped with exercises and practices in all the above mentioned skills.
- Is designed for University Students taking English as a requirement subject.
- Can be used as a reference book for students of English Department.

Based on the belief that a course should be flexible and allow for various learning styles, I have organized the material into sections that can be used modularly. This allows the instructor and students to suit the course to their specific needs.

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Nouns

●There are two main types of nouns: **common nouns** and **proper nouns**.

(Common Nouns)

››Words for **people**, **places** and **things** are called **common nouns**.

››These common nouns are words for **things**.

ruler	chair	hammer	bicycle	truth
pen	table	saw	ship	calculator
crayons	sofa	axe	truck	television
pencil	loyalty	drill	ferry	fridge
book	lamp	ladder	train	cooker
dictionary	carpet	lawnmower	bus	computer
courage	telephone	spade	laziness	printer

››These common nouns are words for **animals**. Notice that special names for young animals are included.

animal	its young	animal	its young
dog	puppy	fox	cub
cat	kitten	elephant	calf
cow	calf	kangaroo	joey
horse	foal	bear	cub
sheep	lamb	lion	cub
goat	kid	tiger	cub
frog	tadpole	whale	calf

››These common nouns are words for **places**.

bank	airport	school	post office
hotel	gas station	university	police station
library	park	office	restaurant
museum	farm	mosque	supermarket
mall	zoo	temple	stadium
theater	factory	shop	synagogue
hospital	nursery	gym	church



››These common nouns are words for **people** who do certain things.

singer	manager	sailor	gardener
dancer	secretary	pilot	police officer
artist	teacher	driver	plumber
farmer	doctor	writer	photographer
magician	dentist	friend	clerk
athlete	lawyer	brother	technician

(Proper Nouns)

●The names of particular people, places and things are **proper nouns**. They always **begin with a capital letter**.

››These people's names are **proper nouns**.

Robin Hood	Florence	Nightingale	Mom	Miss Park
Aladdin	Muhammad	Ali	Dad	Mrs. Taylor
Frankenstein	George	Washington	Granny	Mr. Young
Harry Potter	David	Beckham	Granddad	Dr. Lee
Santa Claus	Julia	Roberts	Uncle David	Professor Raj
Gandhi	Mandela	Aunt	Diana	Jose

››The names of the **days of the week** and the **months of the year** are **proper nouns**.

days of the week	**months**	
Saturday	January	July
Sunday	February	August
Monday	March	September
Tuesday	April	October
Wednesday	May	November
Thursday	December	
Friday	June	



››The names of **special days** and **celebrations** are also proper nouns.

New Year's	Day Veterans' Day
Mother's Day	Thanksgiving
Independence Day	Memorial Day
Valentine's Day	Halloween
Labor Day	Christmas
Ramadan	Yom Kippur



››The names of **famous places**, **buildings** and **monuments** are proper nouns.

Big Ben	the Empire State Building
the Sphinx	the Taj Mahal
Graceland	the Eiffel Tower
the Grand Canyon	the Golden Gate Bridge
the Sydney Opera House	the Great Wall of China
Buckingham Palace	Chaco Canyon Pueblo
the Leaning Tower of Pisa	the Statue of Liberty

››The names of **people who live in a particular country** are also proper nouns.

country	**People**	**country**	**people**
Yemen	Yemenis	Iran	Iranians
Australia	Australians	New Zealand	New Zealanders
Britain	the British	Pakistan	Pakistanis
China	the Chinese	the Philippines	Filipinos
France	the French	Russia	Russians
Germany	Germans	Nicaragua	Nicaraguans
India	Indians	South Africa	South Africans
Indonesia	Indonesians	Spain	Spaniards
Italy	Italians	Switzerland	the Swiss
Japan	the Japanese	Thailand	Thais
Korea	Koreans	USA	Americans
Malaysia	Malaysians	Vietnam	the Vietnamese

Exercise 1

Write each common noun under the correct heading.

theater	lion	father	brother
doctor	restaurant	builder	stove
elephant	kangaroo	museum	library

things	Animals	places	people

Exercise 2

Underline the common nouns and circle the proper nouns in these sentences.

1. I told Uncle John about my accident.
2. Kim and Stephanie wore masks on Halloween.
3. The lawnmower is broken.
4. We're going to the movies tomorrow.
5. The lion is playing with one of its cubs.
6. My sister's favorite soccer player is David Beckham.
7. I'm watching a videotape about the Sahara Desert.
8. The tourists visited Rome and saw the Colosseum.
9. Does this bus go to the stadium?
10. We're reading a story about a boy called Harry Potter.

Exercise 3

Read the following passage containing common nouns and proper nouns. Put a (C)in the box after a common noun and a (P) in the box after a proper noun.

Mr. Peters ☐ lives in Maine ☐ in a big house ☐ by the sea ☐. He has three cats ☐ and a dog ☐ . He likes to travel to different countries ☐. Last Christmas ☐, he went to Paris ☐ and saw the Eiffel Tower ☐. He enjoyed eating French food ☐ in nice restaurants ☐.

(Singular Nouns)

●Nouns can be **singular** or **plural**.

››When you are talking about just **one** thing or person, use a **singular noun**.

For example:

a teddy bear	a park	an idea
a taxi	a doctor	an oven
a house	a lady	an exercise



(Plural Nouns)

››Use a **plural noun** when you are talking about **two or more** people, places or things.

›› Just add **s** to make most nouns plural.

singular	Plural	singular	plural
a computer	computers	a mountain	mountains
a train	trains	a river	rivers
a chair	chairs	an envelop	envelops
a player	players	an insect	insects
a teacher	teachers	an oven	ovens
a taxi	taxis	an uncle	uncles

Notes:

● Words called **articles** or **determiners** are used to signal nouns.

a river	**an** armchair	**three** biscuits
a castle	**an** idea	**five** eggs

● The article **an** is used before nouns that begin with the **vowels *a, e, i, o*** and ***u***.

an artist	**an** eye	**an** insect
an oven	**an** umbrella	

● The article **a** is used before nouns that begin with the other letters, called **consonants**.

But some words don't follow these rules.

›› **a** uniform, **a** unit, **a** user: **a**, not **an**, is used because the vowel **u** in these words is pronounced like the word **you**;

›› **an** hour, an heir, **an** honor: **an**, not **a**, is used because the consonant **h** in these words is not pronounced.

››Nouns that end in **s**, **ss**, **ch**, **sh** or **x**, are made plural by adding **es**.

singular	Plural	singular	plural
bus	buses	sandwich	sandwiches
glass	glasses	witch	witches
dress	dresses	brush	brushes
branch	branches	flash	flashes
church	churches	box	boxes
beach	beaches	fox	foxes

››Most nouns that end in **y** are made plural by changing the y to **i** and adding **es**.

singular	Plural	singular	plural
baby	babies	housefly	houseflies
family	families	library	libraries
story	stories	city	cities
teddy	teddies	lily	lilies
fairy	fairies	party	parties
puppy	puppies	dictionary	dictionaries

››Nouns that have a **vowel** before the **y** are made plural by simply adding **s** at the end.

singular	Plural	singular	plural
key	keys	day	days
monkey	monkeys	tray	trays
donkey	donkeys	runway	runways
toy	toys	chimney	chimneys
boy	boys	trolley	trolleys
cowboy	cowboys	valley	valleys

››Many nouns that end in **f** are made plural by changing the **f** to **v** and adding **es**.

singular	plural
half	halves
leaf	leaves
shelf	shelves
wolf	wolves
thief	thieves



››But some nouns that end in **f** are made plural simply by adding **s**.

singular	**plural**
chief	chiefs
roof	roofs
handkerchief	handkerchiefs
cliff	cliffs
buff	buffs



››Some nouns that end in **f** can be made plural in **two ways**.

singular	**plural**
scarf	scarfs *or* scarves
hoof	hoofs *or* hooves
dwarf	dwarfs *or* dwarves
wharf	wharfs *or* wharves

››Most nouns that end in **fe** are made plural by changing the **f** to **v** and adding **s**.

singular	**plural**
knife	knives
wife	wives
life	lives
midwife	midwives



››Most nouns that end in **o** are made plural by adding **s**.

singular	**plural**
video	videos
hippo	hippos
zoo	zoos
kangaroo	kangaroos



››But other nouns that end in **o** are made plural by adding **es**.

singular	**plural**
tomato	tomatoes
potato	potatoes
hero	heroes

›› Some nouns **change spelling** from the singular form to the plural.

singular	plural
man	men
woman	women
child	children
person	people
mouse	mice
tooth	teeth
foot	feet
goose	geese



›› The plural form of some nouns is **the same as the singular** form.

singular	plural
sheep	sheep
deer	deer
fish	fish
aircraft	aircraft
salmon	salmon
furniture	furniture
information	information

Notes:

When you are talking about different kinds of **fish**, the plural can be **fishes,**

for example:
the various **fishes** of the Indian Ocean

›› Some nouns are ***always*** plural.

singular	plural
trousers	trousers
shorts	shorts
jeans	jeans
pants	pants
tights	tights
pajamas	pajamas

Notes:

You can use **a pair of** with these plural nouns. For example:

a pair of trousers

a pair of pants

a pair of glasses

a pair of scissors

a pair of chopsticks

a pair of sandals

a pair of gloves

›› Some nouns are ***usually*** plural.

shoes	shoes
sandals	sandals
slippers	slippers
boots	boots

Exercise 4

Underline all the nouns in the following sentences. Are they common or proper nouns? Put a checkmark (✓) in the correct box.

		common nouns	proper nouns
1.	Do you like cheese?	☐	☐
2.	They stood next to the Niagara Falls.	☐	☐
3.	May I borrow your umbrella?	☐	☐
4.	The ambulance was driving very fast.	☐	☐
5.	Carl did not agree with them.	☐	☐
6.	She loves to visit Disneyland.	☐	☐
7.	Would you like some more water?	☐	☐
8.	The fog was very thick.	☐	☐
9.	May I invite Tom to join us?	☐	☐
10	My car is very old.	☐	☐

Exercise 5

Read the following passage. Write S in the box after each singular noun and P in the box after each plural noun.

Our teacher ☐ is a very nice lady☐ . She's very kind to all the children☐ in the class☐ and she tells us very funny stories☐ . Yesterday, she told a story☐ about the animals ☐ on a farm☐ . They all had a race☐ . The pigs☐ and sheep☐ ran faster than the ducks☐ and cows ☐, but the heroes☐ of the story☐ were the mice☐ . They were faster than all the other animals☐ , even though they had the shortest legs☐ !

Exercise 6

Read the following passage. Notice that the plural nouns are missing. Write the correct plural form of the singular nouns in parentheses. The first one has been done for you.

Three **ladies** (**lady**) in pink ……(**dress**) took their …… (**baby**) for a walk in the zoo. They saw four …… (**giraffe**), three …… (**hippo**), two …… (**kangaroo**) and an elephant. They walked for so long that their …… (**foot**) became sore, so they sat down on a bench for a rest near some …… (**monkey**). The …… (**monkey**) were playing with cardboard …… (**box**) and throwing …… (**stick**) at each other. After a while, the …… (**lady**) looked at their …… (**watch**) and decided it was time to go home.

(Collective Nouns)

●Words for **groups of** people, animals or things are called **collective nouns**.

››Here are some collective nouns for groups of people.

a family	a crew
a team	a club
a community	a committee
a choir	a company
the government	a gang
an orchestra	a band
an audience	the army



●Collective nouns may be used with a **singular verb** or with a **plural verb**. If the group is acting as a single unit, use a singular verb. If group members are acting as individuals, use a plural verb. For example:

The crowd **was** orderly.

or

The crowd **were** clapping, yelling and cheering.

Notes:

Use a **plural verb** with the **collective nouns**, people and the police. For example:

The police **live** in Asia.
The police **have** caught the thief.

››Here are more collective nouns you can use for **groups of people**.

a crowd of shoppers	a gang of thieves
a company of actors	a panel of judges
a class of schoolchildren	a platoon of soldiers

››Many **groups of animals** have their own special collective nouns.

a herd of cattle	a pack of wolves	a litter of puppies
a flock of birds	a pride of lions	a troop of monkeys
a drove of sheep	a pod of dolphins	a brood of chickens
a gaggle of geese	a school of fish	a swarm of bees

››Some **groups of things** also have their own special collective nouns.

a **bunch** of bananas	a **deck** of cards
a **cluster** of grapes	a **flight** of steps
a **bunch** of flowers	a **suite** of rooms
a **bouquet** of flowers	a **suite** of furniture
a **range** of mountains	a **set** of tools
a **fleet** of ships	a **string** of beads
a **fleet** of vehicles	a **grove** of trees

››Some nouns name the **amount or form of something**.

a **loaf** of bread	a **bar** of soap
a **ball** of string	a **bar** of chocolate

››The words **a piece of** mean a single serving or part of something.

a **slice/piece** of bread	a **slice/piece** of cheese
a **piece/square** of chocolate	a **slice/piece** of cake
a **sheet/piece** of paper	a **piece** of chalk
a **piece** of information	a **piece** of advice



Exercise 7

Read the following passage. Write the missing collective nouns in the blank spaces. Remember that sometimes there are two words you can use.

Mom took Kate, Rudy and Derrick to the zoo. The zoo was very busy. A ---------- of people had gathered round the monkeys. One of the monkeys had a ---------- of bananas. Watching the monkey eat made the children feel hungry. Mom took a ---------- of bread and some ----------of cheese out of the picnic hamper and everyone made sandwiches. After eating the sandwiches, the children had two ---------- of chocolate each. Rudy wanted to give one piece to a monkey, but the zookeeper gave Rudy a very useful ----------of advice. "Monkeys may look friendly, but sometimes they are very fierce," he said.

Exercise 8

Read the sentences. Does the collective noun indicate a group acting together as a single unit? If so, circle the singular verb. Does the collective noun indicate a group in which each member acts individually? Circle the plural noun.

1. The jury (were/was) arguing about the importance of evidence.
2. A whole company of soldiers (is/are) marching in the parade.
3. A gaggle of geese (is/are) running every which way in the barnyard.
4. Those people (live/lives) in North America.
5. The police (has/have) arrested the suspect.
6. That troupe of actors always (stay/stays) at the Grand Hotel.
7. The committee (is/are) handing in their ballots.
8. Our school band (play/plays) many lively marches.
9. A big colony of ants (lives/live) under the front porch.
10. The government (are/is) entitled to collect taxes.

Exercise 9

Complete each phrase with a noun from the box that names a part or an amount of something.

bushel	scoop	ream	pair
drop	grain	pinch	galaxy

1. a ----------of stars
2. a ----------of sand
3. a ----------of paper
4. a ----------of salt
5. a ----------of potatoes
6. a ----------of bookends
7. a ----------of ice cream
8. a ----------of rain

(Masculine and Feminine Nouns)

●**Masculine nouns** are words for **men**, **boys** and **male animals**.

●**Feminine nouns** are words for **women**, **girls** and **female animals**.

masculine	feminine	masculine	feminine
boy	girl	nephew	niece
man	woman	king	queen
father	mother	prince	princess
son	daughter	emperor	empress
brother	sister	wizard	witch
husband	wife	actor	actress
grandfather	grandmother	policeman	policewoman
uncle	aunt	waiter	waitress

●Many nouns are used for both males and females. They are called **common gender nouns**.

teacher	baby	doctor	scientist
pupil	parent	astronaut	president
child	cousin	dancer	manager

●With animals, there is one general word for the animal and special words for the male and the female. Sometimes the word for the male animal is the same as the general word. Sometimes the word for the female animal is the same as the general word.

Animal	masculine	feminine
rabbit	buck	doe
horse	stallion	mare
sheep	ram	ewe
pig	boar	sow
chicken	rooster	hen
duck	drake	duck
cattle	bull	cow
goose	gander	goose
fox	fox	vixen
tiger	tiger	tigress
lion	lion	lioness

(The Possessive Form of Nouns)

●Use the possessive form of a noun to show ownership.

››To make the possessive form, put an **apostrophe** and an **s ('s)** after **a singular noun**.

This is my bed and that is **Peter's** bed.

We all like **Dad's** cooking.

It is my job to collect **everybody's** plate after the meal.

The flies are buzzing around the **horse's** tail.

This is Susan and **Jenny's** room.

This is **Tom's** hat and that is Tom's father's hat.

Notes:

- How do you make the possessive form when two names linked by **and** are the owners?

››Put an 's after the second name only. For example:

Katy and Mike's house is very big. (= *the house that belongs to both Katy and Mike.*)
Joe and Sara's dad works at the shoe factory. (= *He is Joe's dad and Sara's dad.*)

- Sometimes two possessive forms with 's appear together, one after the other:

This is **John's brother's** ball. (= *the ball belongs to John's brother.*)
Paul's teacher's house has a swimming pool. (= *the house that belongs to Paul's teacher.)*

››After **plural nouns** that **don't end** in **s**, use an **apostrophe** and an **s ('s)** to make the possessive form.

The **children's** room is always messy.

Some **people's** houses are bigger than ours.

Rats' tails are longer than mice's tails.

Men's voices are deeper than women's voices.

››After **plural nouns** that **end** in **s**, just add an apostrophe **s'**.

The **pupils'** desks are arranged in rows.

The **boys'** bedroom is bigger than the girls' bedroom.

The strong winds destroyed all the **farmers'** crops.

Mice's tails are shorter than **rats'** tails.

Notes:

- When a name ends in s, you can make the possessive form in either of two ways: add an apostrophe and an s (**'s**), or add just an apostrophe (**'**). For example:

This **James's** house.
Or
This is **James'** house.
Which is **Charles's** house?
Or
Which is **Charles'** house?

Exercise 10

Read the following passage. The possessive nouns are missing. Write the correct possessive form of the nouns in parentheses. The first one has been done for you.

Peter is spending the day at **Tom's** (**Tom**) house. Peter likes Tom's family. He especially likes ----------(**Tom's mom**) cooking! The boys play lots of games together. ---------- (**Tom**) sister doesn't like ---------- (**Tom and Peter**) games. She is playing by herself. Sometimes the ---------- (**boys**) games become so noisy that Mom tells them to go and play in the garden. ---------- (**Tom**) dog is in the garden, lying in the sunshine. Tom wants to play with the dog, but Peter is afraid of the ---------- (**dog**) big teeth and sharp claws.

At 7 o'clock, (**Peter**) dad arrives in his car to take Peter home. Tom says he likes ---------- (**Peter's dad**) new car. ---------- (**Peter**) dad says that he'll take Tom for a ride in it sometime.

Pronouns

•A **pronoun** is a word that **takes the place of a noun**. There are different kinds of pronouns.

(Personal Pronouns)

•**Personal pronouns** may be used as:

››the **subject** of a verb, or

››the **object** of a verb.

(Subject Pronouns)

•The **subject** of a verb **does the action of the verb**. The personal pronouns **I**, **you**, **he**, **she**, **it**, **we** and **they** can all be used as the **subject** of a verb.

››Study the following two sentences:

Lisa likes cats. **She** has four cats.

In the first sentence, the proper noun **Lisa** is the **subject** of the verb *likes*.

In the second sentence, the pronoun **she** is the **subject** of the verb *has*.

››Here are some more pairs of sentences that show **personal pronouns used as subjects** of verbs.

My name is Michael. **I** am fourteen.

My father works hard. **He** works in a factory.

My sister is older than me. **She** is twelve.

Our dog is very naughty. **It** likes to chase cats.

Bob, **you** are a bad dog!

David and I are playing football. **We** like sports.

Jim and Jeff are my brothers. **They** are older than I am.



(Object Pronouns)

●The **object** of a verb **receives the action of the verb**. The personal pronouns **me**, **you**, **him**, **her**, **it**, **us** and **them** can all be used as the **object of a verb**.

››Look at the following two sentences:

Lisa likes cats. She likes to stroke **them**.

In the first sentence, the noun **cats** is the **object** of the verb *likes*.

In the second sentence, the pronoun **them** is the **object** of the verb *stroke*.

››Here are some more pairs of sentences that show **personal pronouns used as objects** of verbs.

I'm doing my homework. Dad is helping **me**.

Goodbye, children! I'll call **you** later.

Where is John? I need to speak to **him**.

Miss Garcia is very nice. All the children like **her**.

The car is very dirty. Mom is cleaning **it**.

Uncle Harry called Mary to ask **her** a question.

My chocolates are all gone. Someone has eaten **them**.



(First Person, Second Person and Third Person)

●In grammar, the person **who is speaking** is called the **first person**. The one **spoken to** is called the **second person**, and the one **spoken about** is called the **third person**.

››Here is a table to help you remember which pronouns to use.

	subject	object
first person singular	I	me
second person singular	you	you
third person singular	he	him
	she	her
	it	it
first person plural	we	us
second person plural	you	you
third person plural	they	them

(Reflexive Pronouns)

●**Reflexive pronouns** are words that refer to the noun or pronoun that is the subject of the verb. The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are **reflexive pronouns**.

My brother built this computer **himself**.

Be careful not to cut **yourself** with that knife.

John was looking at **himself** in the mirror.

Kate fell and hurt **herself**.

Our cat washes **itself** after every meal.

We baked the cake by **ourselves**.

Come in, everybody, and find **yourselves** a seat.

The children cleaned their room all by **themselves**.

Bears like to rub **themselves** against a tree.

The bird washed **itself** by splashing in a puddle.

The players train every day to keep **themselves** fit.

Have **yourselves** a good time.



››Here is a table to help you remember which reflexive pronoun to use with which personal pronoun.

singular personal pronoun	**reflexive pronoun**	**plural personal pronoun**	**reflexive pronoun**
I (subject pronoun)	myself	we (subject pronoun)	ourselves
me (object pronoun)	myself	us (object pronoun)	ourselves
you (subject/object pronoun)	yourself	you (subject/object pronoun)	yourselves
he (subject pronoun)	himself	they (subject pronoun)	themselves
him (object pronoun)	himself	them (object pronoun)	themselves
she (subject pronoun)	herself		
her (object pronoun)	herself		
it	itself		

(Possessive Pronouns)

●**Possessive pronouns** are used to talk about **things that belong to people**. The words **mine**, **yours**, **his**, **hers**, **ours** and **theirs** are possessive pronouns.

This book is **mine**.

Have you lost **yours**, Tom?

This pen is **mine** and that one is his.

Sarah has lost her cat. Is this cat **hers**?

I can see our car, but where is **yours**?

We've had our lunch, but they haven't had **theirs**.

››Here is a table to help you remember which possessive pronoun to use with which personal pronoun.

singular personal pronoun	possessive pronoun	plural personal pronoun	possessive pronoun
I, me	mine	we, us	ours
You	yours	you	yours
he, him	his	they, them	theirs
she, her	hers		



(Demonstrative Pronouns)

•**Demonstrative pronouns** are used for **pointing out things**. The words **this**, **that**, **these** and **those** are **demonstrative pronouns**.

This is my desk.

This is the Mings' house.

That is my friend's house.

That's my mother's car.

These are my pets.

These are sheep but those are goats.

Those are horses.

You'll have to work harder than **this**.

We can do better than **that**.

It's raining again. **This** is awful!

Who is **that** knocking at the door?

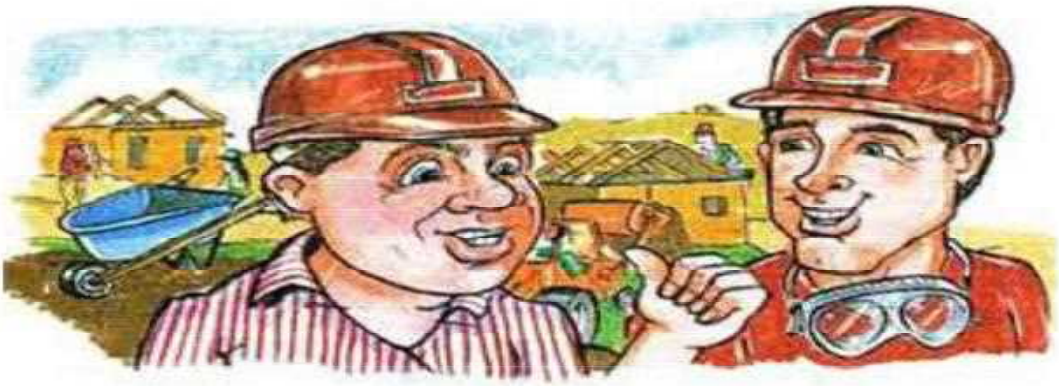
Hi, Kathleen. **This** is Michael.

Notes:

- Use **this** and **these** when you are talking about **things near you**.
- Use **that** and **those** when you are talking about **things farther away**.

›› Use this and that with singular subjects.

›› Use these and those with plural subjects.



(Interrogative Pronouns)

•**Interrogative pronouns** are used to **ask questions**. The words **who**, **whose**, **what**, **which** and **whom** are **interrogative pronouns**.

Who used all my paper?

Who is Mom talking to?

Who are those people?

Whose pen is this?

Whose are these shoes?

What is your brother's name?

What does Tom want?

What is the date today?

Which of these desks is yours?

Which do you prefer?

Which of your sisters is the tallest?

Whom did the President criticize?

Notes:

• In writing and formal speaking, you can also use **whom** as the **object** of *verbs* and *prepositions*. For example:
Whom did the president criticize?
Whom is the principal talking to?
or
To **whom** is the principal talking?
››but you cannot use **whom** as the **subject** of a *verb*. So you cannot say:
✘ **Whom** came to the party last night?
You have to say:
✔ **Who** came to the party last night?

• **Who** can be used as the **subject** or the **object** of a *verb*. For example:
Who broke the window? (as the subject)
Who are you inviting to your party? (as the object)

• **Who** can be used as the **object** of a *preposition*. For example:
Who is Mom talking to?

• You can also use **whom** as the **object** of a *preposition*. For example:
Whom is Mom talking to?
››If you put the preposition before the interrogative pronoun, you must use **whom**:



(Indefinite Pronouns)

●An **indefinite pronoun** does not refer directly to any other word. Most indefinite pronouns express he idea of quantity.

Everybody is welcome at the meeting.

Many prefer their coffee with sugar.

Does **anybody** care for a cheese sandwich?

Few choose to live in the arid desert.

››Indefinite Pronouns

all	each	most	other
another	either	neither	several
any	everybody	nobody	some
anybody	everyone	none	somebody
anyone	few	no one	someone
both	many	one	such

››The pronoun **they** is considered an indefinite pronoun when it makes an indefinite reference.

They produce a lot of coal in your state.

Why don't **they** repair the bad roads?



Exercise 1

Read the following passage. Write the missing **subject** and **object pronouns** in the blank spaces.

My name is Charlie. -----have two brothers. -----are both older than-----. Sometimes they take me to the park and -----play football together. I like playing football with---- because they are very good. We are going to the park today. Would you like to come with -----? -----can all play together. Afterwards-----, can come to my house if ----- want to. I think -----will like my dad. He is very funny and -----makes great pizzas. Do -----like pizza?

Exercise 2

Some of the reflexive pronouns in the following sentences are used correctly, but some are not. Put a checkmark ✓ in the parenthesis if the reflexive pronoun is correct. Put ✗ in the parenthesis if it is not correct. Then write the correct reflexive pronoun in the blank space.

1. Sometimes I wash the dishes all by himself. ( ) ----------
2. Dad had an accident. He cut herself with a knife. ( ) ----------
3. Sally washes the car by herself. ( ) ----------
4. Do you think the doctor can cure itself when he is ill? ( ) ----------
5. The cat stays clean by licking itself. ( ) ----------
6. Anna and May made the dinner all by herself. ( ) ----------
7. Mom lets me walk to school by myself. ( ) ----------
8. Can you dress themselves, boys and girls? ( ) ----------
9. David can swim all by himself now. ( ) ----------
10. This light is automatic. It switches itself on at night. ( ) ----------

Exercise 3

Write a short sentence using each of the **interrogative pronouns** below.

Example: (Who) Who is this man?

Who: ----------

Whose: ----------

What: ----------

Which: ----------

Whom: ----------

Who is this man? : ----------

Exercise 4

Read the following passage. Write the missing **demonstrative pronouns** in the blank spaces.

Henry and I went for a walk on the beach. "What's ---------- over there?" I asked. "It looks like broken glass," said Henry. He gave me a bag. "Put it in ---------- ," he said. I put the broken glass into the bag. "We'd better put ---------- in the trash," I said. He took the bag from me. "You have to hold it like ----------," said Henry, "so that you don't cut your hand."

Exercise 5

Write the missing **possessive pronouns** in the blank spaces to complete the sentences.

1. I chose this seat first so it's ----------.
2. Can we borrow your coloring pens? We've lost ----------.
3. We live in the city and they live in the countryside. Our house is smaller than -------
4. John, is this pencil ----------?
5. Sally is looking for her gloves. Are these gloves ----------?
6. Can Julie use your bike? ---------- is broken.
7. Tom got the books mixed up. He thought mine was and his was ----------.

Exercise 6

Circle **at least one indefinite pronoun** in each sentence.

1. One never knows who might be listening.
2. Many are called but few are chosen.
3. I finished my cookie and asked for another.
4. Both were punished for the crime they committed.
5. Several applied for the job, but no one was hired.

Adjectives

●Adjectives describe nouns and pronouns. They give you more information about people, places, and things.

(Kinds of Adjectives)

●Some adjectives tell about the **size of people or things**.

a **big** house	a **long** bridge	**tiny** feet
a **large** army	a **high** mountain	**big** hands
a **huge** ship	a **short** man	a **short** skirt
a **tall** building	a **thin** boy	**long** trousers

●Some adjectives tell about the **color of things**.

a **red** carpet	a **gray** suit	a **brown** bear
a **white** swan	an **orange** balloon	**green** peppers
a **blue** uniform	a **yellow** ribbon	**black** shoes

●Some adjectives tell what people or things are like by describing their **quality**.

a **beautiful** woman	a **young** soldier	a **flat** surface
a **handsome** boy	an **old** uncle	a **hot** drink
a **poor** family	a **kind** lady	a **cold** winter
a **rich** couple	a **familiar** voice	a **sunny** day
a **strange** place	a **deep** pool	**cool** weather

●Some adjectives tell **what things are made of**. They refer to substances.

a **plastic** folder	a **stone** wall	a **clay** pot
a **paper** bag	a **metal** box	a **glass** door
a **cotton** shirt	a **silk** dress	a **concrete** road
a **jade** ring	a **wooden** spoon	a **porcelain** vase

●Some adjectives are made from proper nouns of **place**. These adjectives are called adjectives of **origin**.

a **Mexican** hat	a **British** police officer
the **French** flag	a **Filipino** dress
an **American** custom	**Washington** apples
a **Japanese** lady	a **Spanish** dance

(The Order of Adjectives)

●Sometimes several adjectives are used to describe a single noun or pronoun.

››When you use *two or more adjectives*, the usual order is: **size**, **quality**, **color**, **origin**, **substance**. For example:

a	small **size**	green **color**	plastic **substance**	box
a	stylish **quality**	red **color**	Italian **origin**	car

››Here are more examples.

a **large Indian** temple
a **tall white stone** building
a **colorful cotton** shirt
a **long Chinese silk** robe
delicious Spanish food
an **old graceful Japanese** lady
crunchy Australian apples
a **short handsome English** man

●Adjectives of quality sometimes **come before** adjectives of size. For example:

beautiful long hair
elegant short hair

››But adjectives of size **always come before** adjectives of color. For example:

beautiful long black hair
elegant short red hair

››If you use any adjective of substance, it **comes after** the color adjective. For example:

a **beautiful long black silk** dress



Exercise 1

Read the following passage and underline the adjectives. Write **S** above adjectives of **size**, **C** above adjectives of **color**, **Q** above adjectives of **quality** and **O** above adjectives of **origin**.

Sydney is a large Australian city with busy streets and expensive shops. In summer, it's a very hot place. People wear cool clothes and drink cool drinks. There are beautiful sandy beaches where people can rest and look up at the wide blue sky. There are big parks for tourists to visit. Japanese tourists like to sit and watch other people. British tourists take photographs of the strange plants and colorful birds.

Exercise 2

The following passage contains a lot of adjectives. Some of the adjectives appear in the wrong order. First underline the wrongly ordered adjectives. Then write them in their correct order on the lines below the passage.

My friend Jeremy is a handsome tall boy. He always wears a white long T-shirt and a big red cap. He carries a blue huge canvas bag to school. His favorite food is red crunchy apples and he always has one in his bag. Our teacher is an English kind tall man called Mr. Clark. He wears a blue smart suit and glasses with black plastic thick frames.

(Adjective Endings)

●Adjectives have many different endings.

››Some adjectives end in **-ful**. These adjectives describe noun or pronouns that are **full of something** or **have a lot of something**.

a **beautiful** face	a **painful** injury	a **careful** student
a **cheerful** baby	a **joyful** smile	a **helpful** teacher
a **powerful** machine	a **wonderful** time	**playful** children
a **skillful** player	a **useful** book	**colorful** clothes

››Some adjectives end in **-ous**.

a **famous** writer	a **courageous** soldier
a **mountainous** area	an **adventurous** explorer
a **dangerous** job	a **poisonous** snake
a **humorous** film	a **generous** gift
mischievous children	**marvelous** results

››Some adjectives end in -**y**.

a **messy** room	a **noisy** car	**dirty** hands
a **sleepy** dog	a **cloudy** sky	**thirsty** children
a **muddy** path	a **sunny** day	**stormy** weather
an **easy** test	a **lazy** worker	**juicy** fruit

››Some adjectives end in **-less**. These adjectives describe a person or thing that **does not have something**.

a **cloudless** sky	a **meaningless** word
a **sleeveless** dress	a **fearless** fighter
a **careless** driver	**homeless** people
a **joyless** song	**seedless** grapes
a **useless** tool	**harmless** animals

››Some adjectives end in **-al**.

a **national** flag	**personal** possessions
musical instruments	a **traditional** costume
electrical goods	**magical** powers
a **coastal** town	**medical** equipment

››Here are some adjectives that end in **-ic**, **-ish**, **-ible**, **-able**, **-ive** and **-ly**.

a **fantastic** singer	a **terrible** mess	an **imaginative** story
an **energetic** dog	a **sensible** answer	**expensive** jewelery
basic grammar	**horrible** smells	**talkative** children
enthusiastic shouting	**visible** footprints	a **creative** artist
a **selfish** act	a **likeable** child	**friendly** teachers
foolish behavior	**comfortable** clothes	a **lovely** dress
stylish clothes	**valuable** advice	a **lively** cat
childish talk	**suitable** colors	an **elderly** man

››Many adjectives end in **-ing**.

loving parents	an **interesting** book
a **caring** nurse	a **disappointing** result
a **flashing** light	an **outstanding** swimmer
a **smiling** face	an **exciting** ride
a **boring** story	**chattering** monkeys
a **gleaming** car	**shocking** news

Notes:

Words like **smiling**, **caring** and **flashing** are **present participles** of verbs. They are formed by **adding *ing*** to **the verbs**. Many present participles can also be used as adjectives.

››Many of adjectives end in **-ed**.

a **closed** door	**satisfied** customers
boiled eggs	**worried** passengers
wasted time	**escaped** prisoners
a **painted** wall	**excited** students
reduced prices	**invited** guests

Notes:

Words like **closed**, **wasted** and **escaped** are **past participles** of verbs. They are formed by **adding *ed*** to **the verbs**. Many past participles can also be used as adjectives.



(Describing What Something Is Made Of)

●Some nouns can be used like adjectives. For example, if you have a chair that is made of plastic, you can use the noun **plastic** as an adjective and say that the chair is a **plastic chair**. If you have a watch that is made of **gold**, you can say it is a **gold watch**.

››But the nouns **wood** and **wool** can't be used like this. To make adjectives of these nouns you have to add **-en**.

noun	Adjective	example
wood	wooden	a **wooden** door
wool	woolen	a **woolen** jumper

(Describing What Something Is Like)

●There's another way to make adjectives from nouns. Suppose you want to say that something is **like** a certain material, although not made of it.

››To make these adjectives, add **-en** to some nouns and **-y** to other nouns.

Noun	Adjective	example
gold	wooden	a **golden** sunrise
silk	silky or silken	**silky** skin
lead	leaden	leaden sky



Exercise 3

The following sentences contain adjectives made by adding endings to nouns. Write the noun that each adjective comes from on the line after each sentence. The first one has been done for you. Remember that some nouns must be changed slightly before the ending is added.

1. She's always making careless mistakes. **care**
2. It was a very painful injury. ----------
3. Witches and wizards have magical powers. ----------
4. These oranges are very juicy. ----------
5. Dogs are usually more energetic than cats. ----------
6. Our neighbors are not very friendly. ----------
7. She keeps her toys in a large wooden box. ----------
8. Take off your muddy shoes before you come in. ----------
9. May I borrow your pencil sharpener? Mine is useless. ----------
10. What a beautiful dress! ----------

Exercise 4

Fill in the blank spaces with adjectives made from the verbs in parentheses. Remember that both present participles and past participles can be used as adjectives. Choose the adjective that suits the sentence best. The first one has been done for you.

1. It wasn't a very **interesting** (interest) movie.
2. We could hear the ---------- (excite) fans screaming.
3. I hope the pupils don't think that my classes are ---------- (bore).
4. My dad had a very ---------- (worry) look on his face.
5. Have the police found the ---------- (steal) car yet?
6. The supermarket sells lots of ---------- (freeze) food.
7. The players on the ---------- (win) team don't look tired at all.
8. Some of the old houses had ---------- (break) windows.

The Comparison of Adjectives

(The Comparative Form)

●To **compare two people or things**, use the **comparative form of an adjective**.

››The comparative form is usually made by adding **-er** to the adjective.

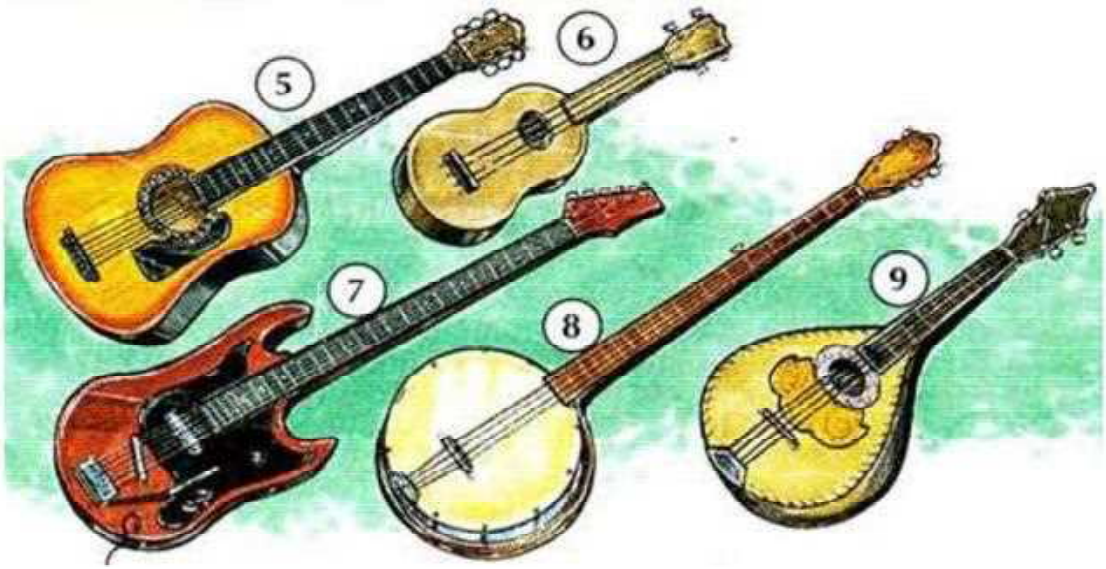
adjective	comparative form	adjective	comparative form
dark	darker	hard	harder
high	higher	warm	warmer
light	lighter	cold	colder
low	lower	fast	faster
old	older	slow	slower
young	younger		
rich	richer		
poor	poorer		
tall	taller		
small	smaller		
soft	softer		

Notes:

The word **than** is often used to compare two things or people. For example, you say:

Mr. Lee is **taller than** Philip.

A car is **faster than** a bike.



(The Superlative Form)

●When you *compare three or more people or things*, use the **superlative** form of an adjective.

››The superlative form is usually made by adding **-est** to the adjective.

Adjective	comparative form	adjective	comparative form
dark	darkest	hard	hardest
high	highest	warm	warmest
light	lightest	cold	coldest
low	lowest	fast	fastest
old	oldest	slow	slowest
young	youngest		
rich	richest		
poor	poorest		
tall	tallest		
small	smallest		
soft	softest		

Notes:

The word **the** is often used before the superlative form. For example, you say:

A bee is a small insect. A ladybird is smaller, but an ant is the smallest.

››If the adjective ends in **e**, add **-r** to form the comparative and **-st** to form the superlative.

adjective	comparative	superlative
nice	nicer	nicest
close	closer	closest
large	larger	largest
rude	ruder	rudest
safe	safer	safest
wide	wider	widest

››Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just **double the consonant** and add **-er** to make the comparative and **-est** to make the superlative.

adjective	comparative	superlative
sad	sadder	saddest
wet	wetter	wettest
slim	slimmer	slimmest
thin	thinner	thinnest
big	bigger	biggest

››Suppose the adjective has two syllables and ends in **-y**. Just **change the y to i** and add **-er** to make the comparative and add **-est** to make the superlative.

adjective	comparative	superlative
easy	easier	easiest
funny	funnier	funniest
dirty	dirtier	dirtiest
noisy	noisier	noisiest
happy	happier	happiest
naughty	naughtier	naughtiest

››Use **more** and **most** to compare most other **two-syllable adjectives**. You will also use **more** and **most** with all adjectives that have ***more*** **than two syllables**.

adjective	comparative	superlative
famous	more famous	most famous
precious	more precious	most precious
handsome	more handsome	most handsome
exciting	more exciting	most exciting
beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
comfortable	more comfortable	most comfortable
delicious	more delicious	most delicious
interesting	more interesting	most interesting
difficult	more difficult	most difficult

(Irregular Comparative and Superlative Forms)

●A few adjectives don't form their comparative and superlative forms in any of the usual ways. The comparative and superlative forms of these adjectives are different words, called irregular forms.

adjective	comparative	superlative
good	better	best
bad	worse	worst
little	less	least
many	more	most
far	farther or further	farthest or further

(Adjective Phrases)

●Phrases can be used like single adjectives to describe nouns and pronouns. Phrases that are used in this way are called **adjective phrases**.

››Most adjective phrases come **after the word** they describe. Look at these examples. The **adjective phrases** are in **bold** and *the nouns they describe* are in *italics*.

Who is the *girl* with **long hair**?

My friend lives in the *house* **across the street**.

Mrs. Morris is **tall and slim**.

This is the *road* **to Toledo**.

The *lady* **in the bookshop** is a friend of mine.

››Some adjective phrases come **before the word** they describe. The words in these phrases are often joined with hyphens.

a **long-legged** bird

a **well-dressed** lady

a **fun-loving** teenager

user-friendly equipment

an eight-year-old child

a ten-cent coin

a twenty-story building

a large-sized shirt

Exercise 5

Read the following passage. Write the correct **comparative** and **superlative forms** of the adjectives in parentheses in the blank spaces. The first one has been done for you.

Paul likes playing football. He's a very good player, but his friend Sally is a **better** (good) player. She's the ----------(good) player in the whole school. She is ---------- (fast) and ---------- (strong) than all the boys, even the boys who are ---------- (old) and ---------- (big) than her. That's why Paul likes her. Paul thinks all games are exciting, but football is the ---------- (exciting) game and it's ---------- (noisy) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Sally gets ---------- (dirty) and ---------- (wet) than everyone else.

Exercise 6

Complete the following sentences. Write **an adjective phrase** that includes the preposition in parentheses. The first one has been done for you.

1. Is this the train **to Tokyo** ----------(to)?
2. They live in a big house ----------(near).
3. Emilly's desk is ----------(opposite).
4. The bucket has a hole ----------(in).
5. Who is the man ----------(with)?

Exercise 7

Complete the following sentences. Write **an adjective phrase**, using the adjective in parentheses and another adjective linked with **and** or **but**. The first one has been done for you.

1. My dog is **small and brown** ----------(small).
2. His sister's hair is ----------(black).
3. Our teacher is ----------(opposite).
4. Tomorrow's weather will be ----------(sunny).
5. The museum was ----------(quiet).

Determiners

●Determiners, or noun signals, are special adjectives used before nouns. There are different kinds of determiners.

(The Articles)

●The words **a**, **an** and **the** are called the articles.

●The words **a** and **an** are **indefinite** articles. They are used with singular nouns.

››Use **a** before nouns that begin with a **consonant**.

››Use **an** before nouns that begin with a **vowel**.

John is reading **a** book.

Would you like **a** peach?

Is that a dog or **a** fox?

You'll need **a** ruler and **a** pencil.

Is there also **an** entrance at the back of the building?

Have you ever seen **an** elephant?

*I always take **an** apple to school.*

Do you have **an** umbrella that I can borrow?

Would you like to live on **an** island?

Notes:

●Some vowels have a consonant sound as well as vowel sound. Use the article a with nouns that begin with these vowels:

Is there **a** university in your town?

Does every child in the school wear **a** uniform?

We are taking **a** European vacation this summer.

●Some words begin with a silent h. Use an with nouns that begin with a silent h:

We've been waiting here for **an** hour.

Meeting the president was **an** honor for all of us.

●The word **the** is called the **definite** article.

››Use **the** before a noun when you are talking to someone who already knows which person or thing you mean.

Dad is sitting in **the** garden.

Who made the mess on **the** carpet?

Turn **the** television off now.

I'll wait for you in **the** car.

The boys are upstairs and **the** girls are outside in **the** street.



(Using Nouns without Articles)

››When you are talking about something **in general**, not a particular thing, use a noun without an article. You can also use **plural nouns** without an article.

Frogs are my favorite animals.

Children like playing games.

Babies cry a lot.

Glasses are things that you wear to correct your eyesight.

Birds are animals that can fly.

People enjoy watching television.

››Nouns that **don't show quantity** are normally used **without a** or **an**. The article **the**, however, **may be use**d with nouns that don't show quantity.

I like **sunshine**.

I sometimes have **fruit** for breakfast.

You've got **dirt** on your face.

A clock measures **time**.

Put **sugar** in your tea to make it sweet.

I need **time** to think of a new plan.

Would you pass me **the salt**, please.

Can I borrow **the paint** when you've finished?

Notes:

•You often use the singular nouns school, home, work, church without an article:

We go to **school** by bus.

Dad has already left **home** for work.

They go to **church** on Sundays.



(Demonstrative Determiners)

●The words **this**, **that**, **these** and **those** are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called **demonstrative determiners**.

››Use **this** and **these** to talk about things and people that are **near** you.

››Use **this** with **singular** nouns.	››Use **these** with **plural** nouns
Who lives in **this** house?	**These** trousers are too short.
This car belongs to my mom.	**These** biscuits don't taste very good.
Does **this** key fit the lock?	I bought **these** apples for lunch.
This book is my favorite.	Is there an adult with **these** children?
Who gave you **this** money?	I don't like **these** comics.

››Use **that** and **those** to talk about things that are **farther away** from you.

››Use **that** with **singular** nouns	››Use **those** with **plural** nouns
This chair is mine and **that** chair is yours.	I gave my sandwiches to **those** boys.
That animal is making a funny noise.	**Those** children go to a different school.
Would you pass me **that** book, please?	**Those** shoes are yours.
Who is **that** man talking to Dad?	**Those** people are from Africa.
How much is **that** dress?	**Those** apples look rotten.





(Quantifying Determiners)

●Words such as **many**, **much** and **several** tell about quantity without giving an exact number. They are called **quantifying determiners**.

››Some quantifying determiners are used only with plural nouns. They are **few**, **a few**, **fewer, many**, **several** and **both**.

Few people have been to the moon.

A few children are absent today.

I have **fewer** CDs than you.

We went to Europe **many** years ago.

Several friends went with me.

Both brothers have dark hair.

››Some quantifying determiners can be used **with plural nouns and nouns that show no exact number**. They are **all**, **half**, **some**, **enough**, **a lot of**, **lots of**, **more**, **most**, **other** and **plenty of**.

All children seem to like chocolate.

We've eaten **all** the food in the refrigerator.

Half the balloons have burst already.

Jenny spends **half** her time watching television.

Some girls like to play football.

Can I have **some** water?

Do you have **enough** books to read?

I don't have **enough** material to make a dress.

A lot of people like burgers.

There's **a lot of** fruit in the bowl.

They went to a park with **lots of** animals in it.

You will gain weight if you eat **lots of** ice cream.

You've got **more** brothers than I have.

There's **more** space in my room than yours.

Most teachers enjoy teaching.

Most lemonade contains sugar.

He likes playing with **other** children.

They had never tasted **other** food.

Plenty of my friends have seen the Harry Potter movies.

Drink **plenty of** water every day.

››Some determiners can be used only with **nouns of no exact number**. They are **little** (*meaning* not much), **a little** (*meaning* some), **much** and **less**.

We have **little** time to play.

There's **a little** rice left.

Does the teacher give you **much** homework?

I've got **less** ice cream than you.

››Some quantifying determiners can only be used with **singular nouns**. They are **another**, **every** and **each**.

I need **another** pencil.

He likes **every** child in the class.

Each house is painted a different color.

››The quantifying determiners **either** and **neither** refer to **two people or things**.

I don't like **either** drink.

Neither sister has long hair.

››Some quantifying determiners are used with **singular**, **plural**, or **nouns of no exact quantity**. They are **any**, **no**, **no other** and **the other**.

Any dog will bite if it's afraid.

Are there **any** good books in the library?

There wasn't **any** space in the cupboard.

No child likes getting hurt.

There were **no** pencils in the drawer.

We've done **no** work today.

There is **no** other way of solving the problem.

She has **no** other friends.

We have **no** other food in the refrigerator.

Do you like this picture or **the other** picture?

The **other** boys laughed at him.

I like the **other** music better.

(Interrogative Determiners)

●The words **what**, **which** and **whose** are used before nouns to ask questions.

››**Interrogative determiners** appear just before nouns.

What time is it?

Which boy is your brother?

Whose pen is this?



(Possessive Determiners)

●The words **my**, **your**, **his**, **her**, **its**, **our** and **their** are used before nouns to show ownership. They are called **possessive determiners**.

I gave **my** sandwich to John.

Is this **your** desk?

Alan crashed **his** bike into a wall.

Mrs. Park keeps **her** house very clean.

The dog was licking **its** paws.

There's a snake in **our** garden.

Susan and Peter have invited me to **their** party.

> ***Notes***
>
> The possessive determiner **your** can be used when you are talking to one person or more than one person:
>
> I'm very angry with you, John. **Your** behavior has been very bad today.
>
> Jake and Josh, **your** dinner is ready.

››This table will help you remember how to use possessive determiners.

Singular personal possessive	Possessive determiner	Plural personal possessive	Possessive determiner
I (subject pronoun)	my	we (subject pronoun)	our
me (object pronoun)	my	us (object pronoun)	our
you (subject/object pronoun)	your	you (subject/object pronoun)	your
he (subject pronoun)	his		
him (object pronoun)	his		
she (subject pronoun)	her	they (subject pronoun)	their
her (object pronoun)	her	them (object pronoun)	their
it (subject/object pronoun)	its		

(Numbers)

●Numbers are determiners, too. Numbers are often used **before nouns** to tell you exactly how many people or things there are.

Our family has **two** dogs.

There are **twelve** months in the year.

We bought **three** pizzas.

My grandfather lived for **a hundred** years.

(Using Determiners Together)

●You can use quantifying determiners with each other and with numbers.

Some people like winter but **many more** people prefer summer.

There's **a little less** space in this cupboard than in that one.

There are **five fewer** children in my class than in your class.

››Use **of** between a quantifying determiner and another kind of determiner.

I don't like *any* **of** *these* drinks.

Some **of** *my* friends don't like country music.

Each **of** *the* boys answered the question correctly.

I've had *enough* **of** *your* bad behavior!

Five **of** *these* girls are taller than *any* **of** *the* boys.

››The quantifying determiner **all** may be used *with* or *without* **of**. For example you can say:

We ate **all of** the food in the fridge.	*or*	We ate **all** the food in the fridge.
He spends **all of** his time playing football.	*or*	He spends **all** his time playing football.
She likes **all of** my friends.	*or*	She likes **all** my friends.



Exercise 1

Read the following passage. Write the correct article in each blank space. If no article is needed, leave the space blank. The first one has been done for you.

John lives in **an** apartment with his mom, dad and sister Katy. ------ apartment has three bedrooms, ------ kitchen, ------ bathroom and ------ living room. John's mom works in ------ office and his dad stays at ------ home and looks after ------ apartment. He spends much of his time in ------ kitchen, preparing meals. John and Katy help their dad with ------ housework. John likes using ------ vacuum cleaner and Katy likes to sweep ------ floor. Dad gives John and Katy money when they help him. They usually spend the money on ------ computer games!

Exercise 2

Notice the determiners in the following passage. What kind of determiners are they?
Put a (D) in the brackets after a *demonstrative determiner*, a (Q) after a *quantifying determiner*, an (I) after an *interrogative determiner*, a (P) after a *possessive determiner* and an (N) after a *number*.

Sally is my( ) friend. We play together every( ) day. I usually go to her( ) house to play. Her( ) parents are very nice, but she has two( ) brothers who sometimes spoil our ( ) games. Last week, her( ) brothers pulled my( ) hair. Sally's mom was very angry with them. "Stop behaving in that( ) rough way!" she shouted. I'm glad I don't have any ( ) brothers.

Verbs and Tenses

●Most verbs describe actions, so they are called **action verbs**. Action verbs tell what people or things are doing. Here are some common action verbs.

drink	look	jump	swim	fall
eat	shout	walk	throw	climb
laugh	run	sit	catch	dance

(Subject and Verb Agreement)

●When you use a verb, you have to say who or what is doing the action. This 'who or what' is the **subject** of the verb. The subject and the verb match each other. You say that the subject and the verb *agree* when they match each other.

››Use a **singular verb** if the subject is a **singular noun**. For example, the subjects 'my dad' or 'our school', or any of the pronouns **he**, **she** or **it**, require a singular verb.

››Most singular verbs end in (**s**). Look at the subjects and their verbs in these examples. The subjects are in **bold** and the verbs are in *italics*.

He always *drinks* milk when he's hot.

She *eats* bananas for breakfast.

Mom *walks* to work every day.

My sister *dances* like a professional dancer.

The baby *falls* when she tries to walk.

Our cat *climbs* the trees in our garden.

●This form of the verb is called the **third person singular**. You use it when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

››Here are some more **third person singular verbs** that end in **s**.

play**s**	sing**s**	shine**s**	ride**s**	smile**s**
draw**s**	paint**s**	blow**s**	think**s**	stop**s**
read**s**	rain**s**	travel**s**	talk**s**	start**s**

●The third person singular form of some verbs is made by adding (**es**) at the end. Some examples are verbs that end in **sh**, **ch**, **ss**, **x**, **zz** and **o**.

brush**es**	watch**es**	kiss**es**	fix**es**
rush**es**	reach**es**	miss**es**	mix**es**
polish**es**	teach**es**	pass**es**	buzz**es**
crash**es**	catch**es**	press**es**	do**es**
wash**es**	touch**es**	dress**es**	go**es**

››Here are some sentences with verbs in their third person singular form. The subjects are in **bold** and the verbs are in *italics*.

She always *brushes* her teeth at bedtime.

Dad *polishes* his shoes until they shine.

My brother *watches* television after school.

Kim *catches* the ball with one hand.

Dad *mixes* flour and water when he makes bread.

The bee buzzes around the flowers.

My friend Sanjay goes to the same school as I do.



●How do you make the third person singular form of most verbs that end in **y**?

››Usually, you just change the **y** to an **i** and then add **es**.

carry – carr**ies**	hurry – hurr**ies**	copy – cop**ies**
cry – cr**ies**	fly – fl**ies**	marry – marr**ies**
study – studi**es**	worry – worr**ies**	bully – bull**ies**

A cat **carries** its kitten with its mouth.

Mr. Chen **hurries** to work every morning.

The baby **cries** a lot at night.

This plane **flies** to the island every day.

Alice **tries** hard at school.

She **copies** all the questions in her notebook.



●Some verbs that end in y have **a vowel before** the **y**. Just add an **s** at the end of these words to make the third person singular form.

buy – buys	say – says	pray – prays
pay – pays	annoy – annoys	stay – stays

Mom **buys** bread at the supermarket.

Mr. Carter **pays** all his bills with a credit card.

My friend **says** he has a salt-water aquarium.

She **annoys** me with her silly jokes.

Anna **stays** with her aunt on weekends.



●If the subject of a verb is a **plural noun**, such as "Mom and Dad" or "our teachers", use a **plural verb**. Do not add **s**, **es** or **ies** to plural verbs. Plural verbs are also used with the pronouns **I**, **we**, **you** and **they**.



Mom and Dad *love* us.

My sisters *listen* to music a lot.

The stars *shine* brightly on a clear night.

Some people *drink* tea.

I *like* juicy hamburgers.

We *learn* interesting things at school.

You all *know* the words to this song, children.

They always *walk* home from school together.

●Suppose the subject of a noun refers to a **group of people**. Depending on the meaning of the sentence, you may use either a singular or a plural verb.

The audience **was** enjoying the play.

The audience **have** all gone home.

The class **has** thirty students.

The class **are** handing in their papers.

The band **is** performing until midnight.

The band **were** arguing among themselves.

Notes:

Words that refer to groups of people or animals are called collective nouns. Here are some more examples:

crowd	**committee**	**herd**
crew	**litter**	**flock**



(Transitive and Intransitive Verbs)

●Some verbs have **an object**. The object of a verb is the person or thing that is affected by **the action** of the verb. Look at this sentence:

Alice	**eats**	**a banana**	for breakfast.
(The subject does the action)	**(The verb is the action word)**	**(The object is affected by the action)**	

››The **subject** of the verb is **Alice**. She is the person who does the action: **she eats**. The **object** of the verb is **a banana**. **A banana** is affected by the action of the verb. So in this sentence, the object of the verb 'eat ' is 'a banana'. Verbs that have objects are called **transitive verbs**.

››Here are some sentences with **transitive verbs**. The **verbs** are printed in **bold** and their *objects* are in *italics*.

John **likes** *apples*.

Sam **knows** *the answer* to the question.

My sister **cooks** all *our meals*.

My brother **rides** *his bike* in the street.

Dad **buys** *tea* at the market.

Mom **writes** *stories* in her spare time.

●Some verbs don't have an object. A verb that does not have an object is called an **intransitive verb**.

››Here are some sentences with **intransitive verbs**.



In China, lots of people **walk** to work.

The boys **play** in the yard after school.

Mr. Carter always **drives** very carefully.

Doris **is** a very successful businesswoman.

Michael and I both entered the race. He **won** but I **lost**.

●Some verbs can be either transitive or intransitive. Notice that the transitive meaning and the intransitive meaning are sometimes different.

Transitive Verbs	Intransitive Verbs
The pilot flies ***the plane*** **very well.**	Eagles **fly** high in the sky.
The boys play ***football*** **on weekends.**	The boys **play** in the yard on weekends.
My mom runs ***her own company.***	My mom **runs** in the park for fun.
We walk ***the dog*** **every evening.**	We **walk** on the beach every evening.

Exercise 1

Read the following sentences. Underline the verb in each sentence.

1. We live in an apartment on the boulevard.
2. Some children learn very fast.
3. We go for swimming lessons on Sunday.
4. I like my new bike.
5. Babies sometimes sleep during the day.
6. My dad buys a newspaper every morning.
7. These dolls belong to Kathleen.
8. I often walk to school with my dad.
9. My sister plays the piano very well.
10. Sarah sometimes reads in bed at night.

Exercise 2

Fill in the blank spaces with the third person singular form of the verbs in parentheses.

Example: Ali (**looks**) look sad today.

1. Ali (speak) ..... English very well.
2. Mr. Kim (come) ..... to school on his motorbike.
3. My neighbor's dog (bark) ..... very loudly.
4. My little brother always (brush) ..... his teeth properly.
5. Dad is so tall that his head almost (touch) ..... the ceiling.
6. Our dog (catch) ..... the ball in its teeth.
7. Mom (mix) ..... vinegar and oil to make salad dressing.
8. Sally (try) ..... not to disturb her brother when he's reading.
9. Dad (buy) ..... his newspaper from the store on the corner.
10. Her music (annoy) ..... me when I'm doing my homework.

Exercise 3

Underline the verbs in the following sentences. Then show whether the verb is transitive or intransitive by putting a checkmark (✓) in the correct box. Remember that depending on the meaning, some verbs can be either transitive or intransitive. For each of the transitive verbs you have marked, write the object of the verb on the lines. The first one is done for you.

	Sentences	Transitive verb	Intransitive verb	Object
1	My brother and I often play chess.	✓		**chess**
2	Mom and Dad work in the garden on weekends.			
3	The library closes at 5 P.M.			
4	Mr. Ross drives his car very carefully.			
5	The cat jumped over the wall.			
6	My sister likes her new jeans.			
7	Granddad walks the dog every evening.			
8	Will you come with me to the shop?			
9	The boys are skating in the park.			
10	Dad is making sandwiches.			
11	The children went to bed.			
12	We buy our food at the supermarket.			
13	Sally found a good hiding place.			
14	They are learning to speak English.			
15	Anna was reading an interesting book.			
16	On weekends, I usually go to the beach with Dad.			
17	The cat is sleeping under the tree.			
18	They pushed the cart into the shed.			

Tenses

●Verbs have forms called **tenses** that tell you *when the action happens*.

(The Simple Present Tense)

● *If the action happens* **regularly**, **sometimes** or **never**, use the **simple present tense**.

We always **wash** our hands before meals.

Joe sometimes **lends** me his bike.

Dad **jogs** in the park every day.

We often **go** to the movies on Saturday.

Mr. Ross **takes** a train to work.

››The simple present tense is also used to state **facts**.

The sun **rises** every morning.

Penguins **live** in the Antarctica.

Dogs **love** playing in water.

The earth **goes** around the sun.

Australia **is** an island.

››Use the simple present tense to tell the events of **a story that is happening now**.

I **arrive** at school. I **see** another girl crying. I **ask** her why she **is** sad. She **says** she **has**n't got any friends to play with. I **tell** her that she **can play** with me.

››Use the simple present tense to talk about **things that will happen in the future**.

My little sister **starts** school tomorrow.

The new supermarket **opens** this Friday.

Next week I **go** on holiday to Japan.

We **fly** to London on Sunday.

The train **leaves** in five minutes.

My family **moves** to a new house next month.

(am, is and are)

• The words **am**, **is** and **are** *are the simple present forms of the verb* **be**.

››Use **am** with the pronoun **I**.

››Use **is** with **singular nouns** like 'my dad' and 'the teacher', and with the pronouns **he**, **she** and **it**.

››Use **are** with **plural nouns** like 'my parents' and 'Jenny and Mary', and with the pronouns **we**, you and **they**.

I **am** twelve.
I **am** in the garden.
My mom **is** very tired today.
The teacher **is** tall.
She **is** also pretty.
Our dog **is** black.

The children **are** asleep.
Computers **are** very expensive.
My brother and I **are** upstairs.
We **are** in our bedrooms.
You **are** my best friend.
You and David **are** my friends.

	singular	**plural**
first person	I **am**	we **are**
second person	you **are**	you **are**
third person	he **is**	they **are**
	she **is**	they **are**
	it **is**	they **are**

There are short ways of saying and writing am, is and are with *pronouns*. These short forms are called contractions.

full form	**short form**
I am	**I'm**
you are	**you're**
he is	**he's**
she is	**she's**
it is	**it's**
we are	**we're**
they are	**they're**

You can use these contractions to replace am, is and are when they are used with not:

full form	**short form**
I am not	**I'm not**
he is not	**he isn't**
she is not	**she isn't**
it is not	**it isn't**
we are not	**we aren't**
you are not	**you aren't**
they are not	**they aren't**

(**there is** and **there are**)

●Use **there** with **is** and **are** to say *what exists* or *what you can have*.

››Use **there is** with **singular** nouns, and **there are** with **plural nouns**.

There is *a tree* in our garden.

There is *a girl* called Farah in my class.

There is *fish* for dinner.

There is *nothing* to do when it rains.

There's *a cat* sitting on the bench.

There's *a boy* in my class who can walk on his hands.

There are *cows* in the field.

There are some very big *ships* in the harbor today.

> ***Notes:***
>
> The contraction for **there is** is **there's**.



Exercise 4

Look at the pairs of subjects and verbs below. Then write a sentence using each subject with the simple present form of the verb. Remember that you can also use the simple present tense to talk about the future.

Example: *Dad* **goes** to work on his bike.

subject	**verb**
1. Dad	go ----------
2. My brother	ride ----------
3. The dog	watch ----------
4. The bus	leave ----------
5. Tom and Sam	buy ----------
6. We	eat ----------
7. Aunt Grace	come ----------
8. Our neighbor	like ----------
9. The boys	start ----------
10. My family	travel ----------

Exercise 5

Complete the following sentences by writing am, is or are in the blank spaces.

1. The weather ---------- beautiful today.
2. All the children ---------- on the playground.
3. Boys! You always ---------- late for class.
4. ---------- you on the basketball team, too?
5. Nobody in my class ---------- interested in football.
6. ---------- this computer more expensive than that one?
7. Sally ---------- my best friend.
8. Mom and Dad ---------- downstairs watching television.
9. Paul and Henry ---------- in the computer room.
10. The Eiffel Tower ---------- the tallest monument in Paris.

Exercise 6

Read the following passage. Fill in **there's, there are, there isn't** or **there aren't** in the blank spaces.

I like playing in our park because ---------- some great things to play on. ---------- a big chute to slide on and a huge sandbox to play in. ---------- also some swings. Dogs are not allowed in the park so ---------- no dogs to bother us. --------- also a lot of space for us to run around. It sometimes gets hot because ---------- many trees to give shade, but a ---------- fountain where we can drink water. It's the best place in the town for children. ---------- another place as good as the park.

Exercise 7

Rewrite the following sentences using contractions. The first one has already been done to help you.

1. It is another sunny day today.
   It's another sunny day today.

2. This is my sister. She is five.

   ---

3. I am not very interested in sports.

   ---

4. She is not my best friend. You are my best friend.

   ---

5. Cats are not as noisy as dogs.

   ---

6. We are busy doing our homework.

   ---

7. She is busy cleaning the car in the garage.

   ---

8. Our teacher is not very tall.

   ---

9. My parents are not home from work yet.

   ---

10. My friend is not very good at math.

(The Present Progressive Tense)

●The present progressive tense is used to talk about **things that are continuing to happen**.

››Make the present progressive tense by using **am**, **is** or **are** with a *verb* that ends in **ing**.

I **am learning** how to swim.

I **am eating** my lunch.

I **am watching** television.

She **is reading** a book.

Dad **is baking** a cake.

My sister **is listening** to music.

Uncle David **is cleaning** his car.

The dog **is barking** in the garden.

We **are singing** our favorite song.

My brother and I **are playing** a computer game.

The teachers **are showing** us a film.

They **are bringing** a television set into the classroom.

Notes:

The **ing** form of a verb is called the **present participle**. You use the **present participle** with **am, is** or **are** to make the present progressive tense.

am + watch**ing**
(*present participle*)

is + listen**ing**
(*present participle*)

are + play**ing**
(*present participle*)

●The present progressive tense is also used to talk about **things that are planned for the future**.

I **am going** to the library tomorrow.

My sister **is giving** me her bike when she gets her new one.

We can't go to the movies tomorrow because my mom **is working**.

We **are having** a barbecue on Sunday.

All my friends **are coming** to my party next week.

We'**re taking** my cousin to the zoo later today.



Exercise 8

Fill in the blank spaces with the *present progressive tense* of the verbs in parentheses. Try to use contractions such as I'm, she's and they're where you can.

1. We ---------- (**go**) to the zoo tomorrow.
2. He ---------- (**fix**) my bike in the garage.
3. I ---------- (**help**) Mom in the kitchen.
4. My sister and I ---------- (**watch**) television in our bedroom.
5. The train ---------- (**leave**) in ten minutes.
6. They ---------- (**come**) with us to the museum.
7. We ---------- (**paint**) some pictures for Aunt Susan.
8. The boys and girls ---------- (**dance**) in the hall.
9. The cat ---------- (**chase**) some birds.
10. My brother ---------- (**tickle**) me.

Exercise 9

Complete the following sentences with either 1) the simple present form of the verb, or 2) the present progressive form of the verb.

1. The teacher always (give) us interesting project work.
2. The wind ---------- (blow) very strongly today.
3. I ---------- (like) chocolate ice cream.
4. Be quiet! We ---------- (try) to listen to the radio.
5. Let's go inside now. It ---------- (begin) to rain.
6. Penguins ---------- (eat) fish.
7. Dad never ---------- (let) us play in the street when it's dark.
8. The children ---------- (go) swimming every day.
9. We're trying to catch the ball that ---------- (roll) down the hill.
10. My teacher ---------- (know) a lot about plants and animals.

(The Simple Past Tense)

• Use the simple past tense to talk about **things that happened in the past**.

›› The simple past tense is usually made by adding **ed** to the verb.

I **opened** the door and **looked** inside.

The plane **landed** ten minutes ago.

My cousin **visited** us last summer.

We **walked** to school yesterday.

She **laughed** when I told her the joke.



›› If a verb ends in **e**, just add **d** to make the simple past tense.

Who **closed** all the windows?

We **lived** in that house when I was a baby.

She **smiled** when she saw me.

We **raced** each other on our bikes.



›› If a verb ends in **y**, *change* the **y** to **i** *before* adding **ed**.

I **carried** my mom's shopping bag.

My brother **cried** when he fell off his bike.

We **hurried** to the station to catch the train.

Dad **tried** to help me with my homework.

›› With some **short verbs** that **end in a consonant**, you must **double the consonant** *before adding* **ed**.

I climbed over the fence and **ripped** my shirt.

The stranger **grabbed** my arm.

The dog **wagged** its tail when it saw the biscuits.

He **slammed** the door and walked off angrily.





(**was** and **were**)

- The words **was** and **were** are the *simple past forms* of the verb **be**.

››**Was** is the *simple past form* of **am** and **is**. Use **was** with **singular nouns** like 'my dad' and 'the teacher', and with the pronouns **I**, **he**, **she** and **it**.

››**Were** is the *simple past form* of **are**. Use **were** with **plural nouns** like 'my parents' and 'Jenny and Mary', and with the pronouns **we**, **you** and **they**.

Ten years ago, *I* **was** only a baby.

When *I* **was** younger, I played with teddy bears.

My friend **was** ill yesterday.

Mom **was** angry when she saw the broken vase.

It **was** very wet on Monday.

It **was** six o'clock when we got home.

We **were** away on vacation last month.

John and I **were** in the garden.

You **were** nasty to me!

You and Sally **were** not at school yesterday.

Dinosaurs **were** prehistoric animals.

Those **were** my best jeans.

››Here is a table to help you remember *how to use* **was** and **were**.

	singular	**plural**
first person	I was	we were
second person	you were	you were
third person	he was	they were
	she was	they were
	it was	they were

Notes:

You may use these contractions when you are combining was and were with not.

full form	**short form**
I **was not**	I **wasn't**
he **was not**	he **wasn't**
she **was not**	she **wasn't**
it **was not**	it **wasn't**
we **were not**	we **weren't**
you **were not**	you **weren't**
they **were not**	they **weren't**

(Irregular Verbs)

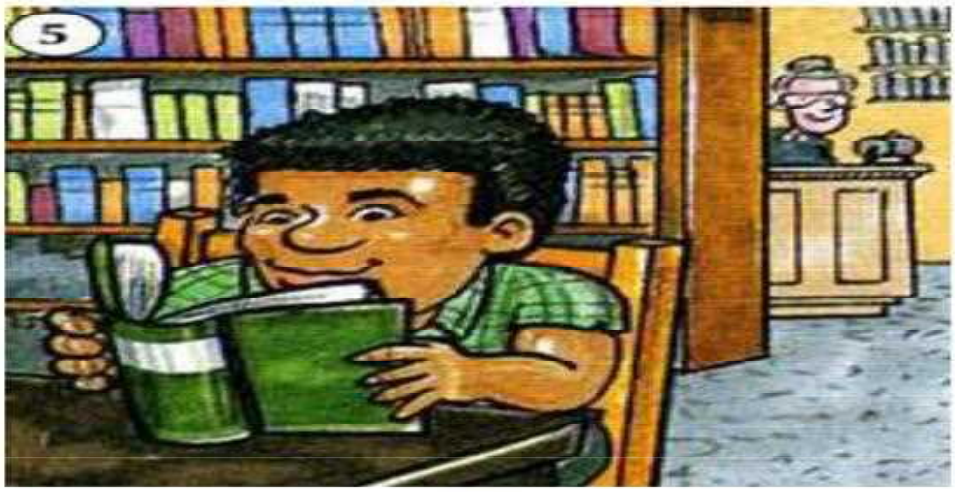
•Many common verbs have *unusual present and past tense forms*. These are called **irregular verbs**.

››Remember that the *simple past tense of most verbs* is made by adding **ed** at the end: **look** becomes **looked**. Notice that the simple past tense of these common **irregular verbs** is *quite different*.

irregular verb	simple past tense	irregular verb	simple past tense
break	broke	keep	kept
bring	brought	kneel	knelt
buy	bought	know	knew
catch	caught	leave	left
come	came	lose	lost
do	did	meet	met
fall	fell	ring	rang
feed	fed	run	ran
feel	felt	see	saw
fly	flew	sell	sold
get	got	sleep	slept
go	went	speak	spoke
have	had	write	wrote

››The simple past tense of other irregular verbs does not change at all.

verb	simple past tense	example
cost	cost	I bought a new CD. It **cost** twenty dollars.
cut	cut	My brother **cut** his finger this morning.
hit	hit	She **hit** the ball into a neighbor's garden.
hurt	hurt	I **hurt** my leg when I jumped off the wall.
let	let	Mom opened the door and **let** us in.
put	put	She **put** the book in her backpack.
read	read	Dad **read** us a story last night.



Exercise 10

Write each past tense verb below under the correct heading.

laughed	lived	smiled	landed
cried	pinned	hurried	played
hopped	tried	grabbed	raced

verb + ed	verb + d	double the last letter + ed	change y to i and add ed

Exercise 11

Complete the sentences with *the simple past tense* of the verbs in parentheses.

1. The boys ---------- (**whisper**) secrets to each other.
2. Uncle Ben ---------- (**hurry**) to catch his bus.
3. We ---------- (**return**) our books to the library.
4. She ---------- (**kiss**) the frog and it ---------- (**change**) into a prince.
5. Someone ---------- (**tap**) me on the shoulder.
6. The baby ---------- (**cry**) when we took her toy away.
7. John ---------- (**pin**) the badge onto his jacket.
8. Two doctors ---------- (**rush**) into the room.
9. This is the house that we ---------- (**live**) in when I was younger.
10. Granddad ---------- (**lower**) himself into the chair.

Exercise 12

Write *was* or *were* in the blank spaces in the following passage.

It ----- a beautiful summer's day and there -----n't a cloud in the sky. Mom, Dad and I ----- all in the garden. Dad ----- in the vegetable garden planting some seeds and Mom and I ----- busy with other jobs. The sun ----- hot and soon I ----- feeling very tired. Mom and Dad -----n't tired at all. They went on working for a long time. I ----- glad when it ----- time to go inside and have a drink.

Exercise 13

Draw a circle around the correct *past tense verb* in each sentence below.

1. I (**losed** / **lost**) my watch in the park.

2. David (**hurt** / **hurted**) his knee when he (**falled** / **fell**).

3. I kicked the ball hard and it (**breaked** / **broke**) a window.

4. My new shoes (**cost** / **costed**) a lot of money.

5. I (**getted** / **got**) this book from the library.

6. We had a garage where we (**keeped** / **kept**) our car.

7. Ali (**shew** / **showed**) me the cut on his knee.

8. The glass (**falled** / **fell**) off the table and (**breaked** / **broke**).

9. We (**selled** / **sold**) our old car and (**buyed** / **bought**) a new one.

10. The bell (**ringed** / **rang**) and we all (**goed** / **went**) into school.

11. The dog (**catched** / **caught**) the ball in its mouth.

12. The man (**kneeled** / **knelt**) down to talk to the little boy.

13. I (**meeted** / **met**) my friend in the park.

14. Our cat (**runned** / **ran**) onto the road in front of a car.

15. Jane (**writed** / **wrote**) a letter to her best friend.

(The Past Progressive Tense)

• Use the past progressive tense to talk about **things that were happening in the past and had not stopped happening**. They were continuing.

›› To make the past progressive tense, use **was** or **were** and a *verb* that ends in **ing**.

I **was watching** television.

Ben **was finishing** his homework.

She **was putting** her books into her schoolbag.

Jenny and I **were tidying** the classroom.

We **were** all **dancing** at the party.

You **weren't listening** to the teacher.

Some boys **were looking** out of the window.

Notes:

The **ing** form of a verb is called the **present participle.**

You use the present participles with **was** or **were** to make the past progressive tense:

was + cleaning
(present participle)
were + listening
(present participle)

›› You can also use the past progressive tense to say **what was happening when something else happened**.

Sam **was doing** his math homework when the phone rang.

Dad **was cooking** our dinner when I got home.

When I saw Joe, he **was looking** for his dog.

We **were** all **enjoying** the movie when the power went out.

What **were** they **doing** when the bell rang?



Exercise 14

Complete the sentences with the *past progressive tense* of the verbs in parentheses.

1. At the block party lots of people ---------- (dance) in the street.
2. I ---------- (sit) in my bedroom reading a book.
3. Someone ---------- (make) a very loud noise in the street.
4. Why you all ---------- (laugh) when I came in?
5. Mike and John ---------- (wash) their paintbrushes.
6. Sally ---------- (practice) the piano.
7. I ran so fast that my heart ---------- (beat) really hard.
8. Our neighbors ---------- (have) a barbecue.

Exercise 15

Put the verbs into the correct form, past progressive or past simple.

1. I --------- (see) Sue in town yesterday but she --------- (look) the other way.

2. I --------- (meet) Tom and Ann at the airport a few weeks ago. They --------- (go) to Berlin and I --------- (go) to Madrid. We --------- (have) a chat while we --------- (wait) for our flights.

3. I --------- (cycle) home yesterday when suddenly a man --------- (step) out into the road in front of me. I --------- (go) quite fast but luckily I --------- (manage) to stop in time and --------- (not/hit) him.

4. Jane --------- (wait) for me when --------- (arrive).

5. 'What --------- (you/do) this time yesterday?' 'I was asleep.'

6. '--------- (you/go) out last night?' 'No, I was too tired.'

7. 'Was Carol at the party last night?' 'Yes, she --------- (wear) a really nice dress.'

8. How fast --------- (you/drive) when the accident --------- (happen)?

9. John --------- (take) a photograph of me while I --------- (not/look).

10. We were in a very difficult position. We --------- (not/know) what to do.

11. I haven't seen Alan for ages. When I last --------- (see) him, he --------- (try) to find a Job in London.

12. I --- (walk) along the street when suddenly I --------- (hear) footsteps behind me. Somebody --- (follow) me. I was frightened and I --------- (start) to run.

(have, has and had)

●The verb **have** is used to say **what people own or possess**.

››Use **have** with the pronouns **I**, **we**, **you** and **they**, and with **plural nouns** such as 'my parents' and 'Tom and Susan'.

››Use **has** with the pronouns **he**, **she** and **it**, and with **singular nouns** such as 'my dad' and 'the teacher'.

I **have** two brothers and one sister.

Monkeys **have** long tails.

My sister and I **have** a swing in our garden.

John **has** a big brother.

Sally **has** a pretty face.

An elephant **has** a long trunk. *It* also **has** big ears.

His brother **has** dark hair.

Our apartment **has** big windows.

Notes:

The words **have** and **has** *are the simple present* forms of the verb **have**.

››Use **have** to talk about **things that people do or get**.

I can't play football because *I* **have** a broken leg.

We **have** art lessons on Mondays.

You **have** a stain on your shirt.

They **have** the desks nearest the teacher.

Peter **has** a sore knee.

››You also use have to talk about things that people eat.

We usually **have** lunch at school.

Mom and Dad sometimes **have** their breakfast in bed.

Jenny often **has** sandwiches for lunch.

She sometimes **has** cola to drink.

››Here is a table to help you remember *how to use* **have** and **has**.

	singular	**Plural**
first person	I **have**	we **have**
second person	you **have**	you **have**
third person	he **has**	they **have**
	she **has**	they **have**
	it **has**	they **have**

››The *simple past tense form* of **have** and **has** is **had**.

I **had** a big toy car when I was small.

It was sunny so *we* **had** lunch in the garden.

They **had** a wonderful holiday in Europe.

Sally and I **had** chicken for dinner.

The boys **had** a fight in the playground.

Dad **had** a sore back yesterday.

She **had** long hair when I saw her a year ago.

Our cat **had** three kittens last week.

››Use **had** when you're **talking about wishes**.

I wish I **had** a new bike.

Kathleen wishes she **had** a big sister.

Dad wishes he **had** a bigger garage.

The boys wish they **had** more space to play football in.

You can make the negative with didn't have.

I wish I didn't have so much homework.

Jack wishes he didn't have a broken leg.

Dad wishes he didn't have to work on weekends.

Do you wish you didn't have English classes today?

The Present Perfect Tense

●The present perfect tense shows action in the indefinite past. The present perfect tense is also used to show action begun in the past and continuing into the present.

››To make the present perfect tense, use **have** or **has** and a verb that ends in **ed**.

We **have lived** in this house for five years.

(= and we still live there)

Your plane **has** already **landed**.

(= and it's still on the ground)

She **has dirtied** her new shoes.

(= she made them dirty and they're still dirty)

The teacher **has pinned** a notice on the board.

(= and the notice is still there)

You don't need your key. I'**ve** already **opened** the door.

(= and it's still open)

Notes:

The **ed** form of a verb is called the **past participle** when it is used with **has** or **have** to make the **present perfect tense**:

have + land**ed**
(past participle)
has + open**ed**
(past participle)

(Irregular Past Participles)

●Remember that irregular verbs don't have a simple past form that ends in **-ed**.

››Irregular verbs also have unusual past participles that don't end in -ed.

››The past participle of some verbs is the same as the simple past tense.

irregular verb	past simple tense	past participle
fight	fought	fought
have	had	had
lose	lost	lost
teach	taught	taught
win	won	won

●Here are more examples of irregular past participles.

irregular verb	past simple tense	past participle	example
keep	kept	kept	I **have kept** the letter you sent me.
catch	caught	caught	The police **have caught** the thieves.
bring	brought	brought	Maggie **has brought** her cat to school.
make	made	made	They'**ve made** a birthday card for their mom.
sell	sold	sold	They'**ve sold** their car and now they **have bought** motorcycles.
buy	bought	bought	

●Some common **irregular verbs** have a past participle that is *different* from the **simple past tense**.

irregular verb	past simple tense	past participle	example
be	was	been	Anna **has been** my best friend for years.
break	broke	broken	I'm sorry, I'**ve broken** your pencil.
do	did	done	Jack **has** already **done** his homework.
draw	drew	drawn	We'**ve drawn** a picture for you, Mom.
drink	drank	drunk	**Have** you **drunk** all your orange juice?
eat	ate	eaten	Someone **has eaten** all the chocolates.
fall	fell	fallen	One of the pictures **has fallen** off the wall.
go	went	gone	I'm sorry, but your train **has** already **gone**.
know	knew	known	I'**ve known** Michael for two years.
see	saw	seen	Kathleen **has** already **seen** that movie.
speak	spoke	spoken	Miss Hill **has spoken** to the principal.

●Some irregular verbs have a past participle that does not change at all.

irregular verb	past simple tense	past participle	example
cut	cut	cut	I'**ve cut** my finger and it's bleeding badly.
hit	hit	hit	The children **have hit** their ball into the street.
cost	cost	cost	This vacation **has cost** us hundreds of dollars.
read	read	read	Dad **hasn't read** my school report yet.
put	put	put	**Have** you **put** any sugar in my tea?

Exercise 16

Complete the following sentences with **has** or **have.**

1. My dog ---------- a long shiny coat.
2. Our teacher ---------- a very kind face.
3. You ---------- a lot of homework to do.
4. Sam and I ---------- desks near the front of the class.
5. Paul ---------- two brothers and a sister.
6. My friend Andy ---------- a big house.
7. Mice ---------- long tails.
8. Most dogs ---------- sharp teeth.
9. I ---------- more toys than my friend .
10. These flowers ---------- a strange smell.

Exercise 17

Complete the sentence with the **present perfect tense** of the verbs in parentheses.

1. The children ---------- (**make**) the house very messy.
2. I ---------- (**see**) that actor in several movies.
3. The boys ---------- (**drink**) all the soda in the refrigerator.
4. Our dog ---------- (**hurt**) its leg.
5. One of the workmen ---------- (**fall**) off his ladder.
6. She's sad because her friends ---------- (**go**) to the park without her.
7. Dad ---------- (**have**) a shower already.
8. I've been shouting so much that I ---------- (**lose**) my voice.
9. My sister's boyfriend ---------- (**buy**) her a diamond ring.
10. Alan ---------- (**do**) this jigsaw puzzle so many times.

Exercise 18

Draw a circle around the correct **past participle** in each sentence below.

1. Your child has (**broke/broken**) my window!
2. Have you (**eaten/ate**) all your dinner?
3. I have (**known/knew**) Sally since we were in kindergarten.
4. Michael has (**drew/drawn**) a picture for his granddad.
5. The new girl seems nice, but I haven't (**spoke/spoken**) to her yet.
6. We've (**drank/drunk**) all the milk.
7. The ball has (**went/gone**) over the garden fence.
8. Has Tom (**did/done**) all his homework?
9. You have (**been/was**) late for school every day this week.
10. Help! I've (**fell/fallen**) down a hole!

(The Future Tense)

●To show future action use the verbs **shall** and **will** with another verb that describes the action.

››You can use either **shall** or **will** with the pronouns **I** and **we**.

››Use **will** with the pronouns **you**, **he**, **she**, **it** and **they**.

››**Will** is also used with **singular nouns** like 'my dad' and with **plural nouns** like 'all the boys in my class'.

I **shall** do my homework after dinner.

I **will** miss you when you leave.

We **shall** take the dog for a walk later.

We **will** visit Grandma this weekend.

He **will** be home later.

She **will** help us cook the food for the party.

It **will** soon be dark outside.

I think *it* **will** be sunny tomorrow.

I expect *they will* give you a present.

Mom **will** be very pleased with you.

Your plant **will** die without water.

The school **will** soon need a lot of repairs.

John and I **shall** be glad when the exams are over.

Bill and Kim **will** be late for school if they don't hurry.

Notes:

You can *shorten* **shall** and **will** as **'ll** when you use these words with pronouns:

full form	short form
I shall, I will	I'll
we shall, we will	we'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
they will	they'll

››To make the negative form, use **will** and **shall** with **not**. The contraction for will not is **won't.**

I **will not** help you unless you help me first.

It **won't** be very sunny again until next summer.

You **won't** like this food. It's horrible!

We **shall not** go to the party without you.

››To talk about **facts in the future** or **plans that will not change**, use the **simple present tense**.

Tomorrow **is** Sunday.

Summer vacation **ends** on Friday.

The new library **opens** next week.

We **fly** to Paris on Wednesday.

›› You can also talk about **plans for the future** and other **future happenings** by using **be going to** and another verb. *Remember to*:

›› Use **am** and **was** with the pronoun **I**.

›› Use **is** and **was** with the pronouns **he**, **she** and **it**, and with **singular nouns** like 'my mom' and 'the teacher'.

›› Use **are** and **were** with the pronouns **we**, **you** and **they**, and with **plural nouns** like 'my friends' and 'John and Sally'.

I **am going to visit** my cousin tomorrow.

I **am going to see** the new Star Wars movie next week.

My friend John **is going to move** to Chicago next year.

Dad **is going to buy** me a skateboard.

Aunt Jane **is going to have** another baby soon.

It **is going to be** windy tomorrow.

I hope *someone* **is going to fix** the television soon.

You **are going to help** me, aren't you?

My friends **are going to teach** me how to play chess.

Mom and Dad **are going to buy** a new computer.

Your books **are going to fall** off the shelf if you're not careful.

Are *you* **going to read** your book now?



Exercise 19

Decide whether *shall and will are used correctly* in each sentence. Put a checkmark (✓)in the parentheses for a correct use and an (✗) in the parentheses for an incorrect use.

1. My dad will ( ) be home later.
2. I will ( ) never forget my days at school.
3. Tom and Kumar shall ( ) come with us.
4. The weather report says that it shall ( ) be sunny again tomorrow.
5. We will ( ) miss my cousins when they leave.
6. Sami and I shall ( ) feel happier when the exams are over.
7. It will ( ) be late when we arrive in London.
8. I shall ( ) stay awake all night and watch for Santa Claus.
9. My grandparents shall ( ) enjoy coming to our house for Christmas.
10. The winter holidays shall ( ) give us all a good rest.

Exercise 20

Read the pairs of subjects and verbs below. Then write sentences about future events using the correct form of be going to. For example, for the first sentence you could write:

My friend Tom is going to sleep at my house tonight.

subject	verb	
1. My friend Tom	sleep	----------
2. We	ride	----------
3. The dog	catch	----------
4. Uncle Andy	come	----------
5. It	rain	----------
6. We	eat	----------
7. Jamal and I	have	----------
8. The teachers	read	----------

(do, does and did)

●The verb **do** is used to talk about **actions**. The words **do** and **does** are the *simple present forms* of the verb **do**.

›› Use **do** with the pronouns **I**, **we**, **you** and **they**, and with **plural nouns** such as 'my parents' and 'Tom and Susan'.

›› Use **does** with the pronouns **he**, **she** and **it**, and with **singular nouns** such as 'my dad' and 'the teacher'.

I always **do** my homework after dinner.

I **do** drawings with colored pencils.

We **do** our shopping at the supermarket.

You **do** magic tricks very well.

They **do** their housework on the weekend.

Mom and Dad **do** the cooking together.

Jim and Alan always **do** well in math tests.

The artist **does** beautiful paintings.

She **does** very interesting work.

He **does** the washing and *she* **does** the cooking.

Julie always **does** her exercises before breakfast.

My friend *Hannah* **does** karate at a local gym.

The *vacuum cleaner* **does** a better job than the broom.

››Here is a table to help you remember how to use do and does.

	singular	**Plural**
first person	I **do**	we **do**
second person	you **do**	you **do**
third person	he **does**	they **do**
	she **does**	they **do**
	it **does**	they **do**

●The *simple past form* of **do** is **did**.

I **did** my homework but forgot to take it to school.

Sally **did** her hair in front of the mirror.

The boys **did** very badly in their spelling test.

Paul and Roger **did** some magic tricks for us.

The children **did** the housework while their parents relaxed.

››To make the *negative* form of verbs in the simple present tense, use **do** and **does** with **not**.

I **do not have** any brothers or sisters.

We **do not want** any more bread, thank you.

My brother and I **do not like** football.

You see beautiful mountains in Scotland but *you* **do not see** much sunshine.

Mom **does not buy** our food at that supermarket.

Jenny **does not eat** lunch at school because she does not like the food.

My cat **does not make** as much noise as your dog.

●The *simple past tense* of **does not** and **do not** is **did not**. The contraction is didn't.

Maggie **did not have** long hair when I first met her.

I got sunburned because I **did not wear** my hat.

The teacher **didn't give** us any homework.

Mom and Dad **didn't buy** me a cell phone for my birthday.

You **didn't take** the dog for a walk last night.

Notes:

Here are the **contractions** you can use when **do**, **does** and **did** are used with **not**.

full form	short form	full form	short form
I/we do not	I/we don't	I/we did not	I/we didn't
you do not	you don't	you did not	you didn't
they do not	they don't	they did not	they didn't
he/she/it does not	he/she/it doesn't	he/she/it did not	he/she/it didn't

Exercise 21

Complete the following sentences with *do, does* or *did*.

1. I always ---------- my homework in my room.
2. Mom and Dad usually ---------- the laundry together.
3. You ---------- the same math problems last week.
4. We always ---------- our shopping at the farmers' market.
5. The children ---------- their work quietly while the teacher looks at them.
6. Uncle David ---------- magic tricks when he comes to visit.
7. Last night, Mom ---------- her exercises before bedtime.
8. Anna played the piano and Rachel ---------- a lively dance.
9. Kamal always ---------- well in math tests.
10. If John ---------- the cooking, will ---------- you the dishes?

Exercise 21

Complete the following sentences with the contractions *don't, doesn't* or *didn't*.

1. Katy ---------- go to school on the bus.
2. I ---------- like chocolate ice cream.
3. If the weather ---------- improve, we'll have the party indoors.
4. ---------- worry about the mess. It does not matter.
5. I ---------- answer all the questions on the math test.
6. Mom and Dad ---------- work on weekends.
7. My sister and I ---------- visit Grandma last Sunday.
8. My friend John ---------- finish his homework yesterday.
9. Our neighbors ---------- like dogs very much.
10. Our teacher ---------- speak Japanese.

(The Infinitive)

•The **infinitive** is the **base form of a verb**. It is *often preceded by the word* **to**.

››Infinitives often appear **after other verbs**.

The rain *began* **to fall**.

Sally and I *agreed* **to meet** this afternoon.

I'*ve arranged* **to see** the doctor at 3 o'clock.

I *hope* **to visit** Disneyland someday.

I *like* **to ride** my bike in the street.

My parents *have decided* **to buy** a new car.

Paul *is learning* **to swim**.

I *didn't mean* **to upset** you.

•Some verbs have an **object before the infinitive**. In these examples the *objects* are printed in *italics*.

Simon asked *me* **to help** him.

The teacher told *us* not **to run** in the corridor.

Susie persuaded her *friends* **to play** on the team.

The manager allowed the *staff* **to leave** early.

•Infinitives often appear **after adjectives**. In these examples the *adjectives* are printed in *italics*.

The boys were *afraid* **to cross** the busy road.

I'm very *pleased* **to see** you again.

This problem will be *difficult* **to solve**.

The shelf is too *high* **to reach**.

Don't you think it's *rude* **to ignore** the new girl in class?

The experiment was *interesting* **to watch**.

You're *welcome* **to come** with me.



››You can also use infinitives **after some nouns and pronouns** to say what you are using something for.

Take *a book* **to read**.

I phoned for *a taxi* **to take** us to the airport.

Has everyone got *something* **to drink**?

I've got lots of nice *clothes* **to wear**.

Find *a space on the floor* **to sit** in.

●Infinitives sometimes **follow** words like **how**, **what**, **which** and **where**.

My brother is learning *how* **to cook**.

I can't decide *which* **to choose**—the ice cream or the pudding.

I don't know *what* **to say**.

Sally can't remember *where* **to hang** her coat.

●Infinitives are also used **after helping verbs** such as **will**, **can**, **should**, **may** and **must**. After these helping verbs use infinitives *without* the word **to**.

I **can swim**.

We think she **will win** the race.

You **must try** harder.

Do you think we **should wait**?

May I **come** in?

Notes:

The helping verbs **will, can, should, may** and **must** are called **auxiliary verbs**.

(The Imperative Form of Verbs)

●When you *give an order* or *command*, **use the base form of a verb**, such as **give**, **read** or **come**. This base form is called the **imperative**.

Open your books to page 25.

Stop and **look** before you cross the road.

Come to the front of the class.

Show me your homework.

Read the first sentence out loud.

Choose a partner and stand in a circle.

››**Imperatives** are very direct. To be more polite, you can use **please** before the imperative.

Please show me your homework.

Please read the first sentence out loud.

Please come to the front of the class.

››To make negative imperatives, use **do not** or **don't** before the base form of the verb.

Do not bring calculators into the exam room.

Please **don't change** anything on my computer.

(Gerunds)

●A **gerund** is the **ing** form of a verb *used as a noun*. Sometimes a gerund is called a **verbal noun** because it comes from a verb.

Running is a good way to keep fit.

Susan is very good at **drawing**.

He loves **dancing** and **singing**.

Have you ever tried **sailing**?

I don't like **watching television**.

We enjoyed **visiting our grandparents**.

Notes:

Sometimes it is difficult to know whether an **ing** word is a **gerund** *or* a **present participle**. If you can replace the **ing** word or its phrase with the pronoun **it**, then the word is a **gerund**. Look again at the examples on the left. Try replacing the words in bold with it.

››Some gerunds can be used **in front of other nouns**, like adjectives.

a **washing** machine = a machine that does washing

a **shopping** bag = a bag for carrying your purchases

walking boots = boots you wear for walking in the countryside

gardening clothes = clothes you wear for gardening





Exercise 23

Look at the following half-sentences that contain adjectives. Complete each sentence with *an infinitive*. For example, for the first sentence you could write:

I was too afraid to touch the spider.

1. I was too afraid.
2. Mom and Dad are happy ----------.
3. She seemed very pleased ----------.
4. The book was very interesting ----------.
5. Is your hand small enough ----------?
6. The dog looked too tired ----------.
7. The wall was impossible ----------.
8. The first question wasn't easy ----------.
9. It was embarrassing ----------.
10. The sea was warm and wonderful ----------.

Exercise 24

Decide whether or not each sentence uses the infinitive correctly. Mark a correct use with a checkmark (✓), and an incorrect use with an (✗).

1. She likes play in the park. ( )
2. The sun was beginning to shine. ( )
3. I decided to help Dad with the dinner. ( )
4. Mom asked me close the window. ( )
5. The teacher warned me to be quiet. ( )
6. I didn't know which tool use. ( )
7. We couldn't decide how many cakes to buy. ( )
8. Can I to watch the TV, Mom? ( )
9. Do you think I should help him? ( )
10. I think I shall to go home now. ( )

Exercise 25

Study the following pairs of verbs and nouns. Then write a sentence using each pair with the *verb as an imperative*. Try to use negatives in some of your sentences. For the first pair, you could write:

Show him the **picture**. *or* Don't **show** him the **picture**.

verb	noun	
1. show	picture	----------
2. bring	bike	----------
3. eat	sandwiches	----------
4. wash	hands	----------
5. listen	parents	----------
6. wait	name	----------
7. sleep	classroom	----------
8. make	noise	----------

Exercise 26

Make a *gerund* from each verb below. Then *write a sentence* using that gerund. For example, the gerund you can make from the first verb is cycling. You could write the sentence:

She loves **cycling** in the countryside.

verb	gerund	sentence
1. cycle	----------	----------
2. paint	----------	----------
3. eat	----------	----------
4. sleep	----------	----------
5. watch	----------	----------
6. bake	----------	----------
7. fly	----------	----------
8. cook	----------	----------

Auxiliary Verbs

•**Auxiliary**, or **helping verbs**, are used before **infinitives** to add a different meaning.

››For example, you use auxiliary verbs to say:

■that someone is *able to do something*,

■that someone is *allowed to do something*, or

■that someone *has to do something*.

››The helping verbs are **can**, **could**, **will**, **would**, **shall**, **should**, **ought to**, **may**, **might** and **must**.

(can and could)

•Use **can** and **could** to say that someone is **able to do something**.

She **can draw** really good pictures.

Philip **can run** faster than Matt.

Can you **ride** a bike?

Can you **help** me with my homework?

She **could** already **read** before she started school.

Our teacher said we **could go** home early.

I ran as fast as I **could**.

Sarah **could not come** to the party because she was ill.

Notes:

• Could **is the simple past tense form of** can.

• **When you put** not **after** can, **write it as one word:** cannot.

They cannot **find their way home.**

• **The contraction of** cannot **is** can't, **and the contraction of** could not **is** couldn't.

They can't **find their way home.**

Sarah couldn't **come to the party because she was ill.**

››You may also use **can** and **could** to say that someone is **allowed to do something**.

My mom says you **can come** to our house for dinner.

Dad says I **can't walk** to school on my own.

You **can't go** in there without a ticket.

Mom said I **could have** ice cream after my dinner.

The big sign on the gate said PRIVATE, so we **couldn't** go in.

››**Can** and **could** are also used for **asking for information** or **help**, for **offering something**, and for **suggesting something**.

Can you tell me if this train goes to Tokyo?

Could you show me the way to school?

Could you open that window, please?

You **can borrow** my pen, if you like.

I **could lend** you my football.

We **can go** to the library instead.

You **could ask** him to help us.

John **can borrow** my skates.

(will and would)

•Use **will** and **would** when you are **asking someone to do something**.

Will you please **stop** making that noise?

Would you **pass** me that book, please?

Please, **will** you **close** the door?

››You can also use **will** and **would** to **offer something** or to **suggest something**.

Will I **hold** this end of the rope?

Will I **carry** the bag for you?

Would you **like** another drink?

Which cake **would** you **like**?

Notes:

The contraction of will not **is** won't **and the contraction of** would not **is** wouldn't:

Won't **you stay and eat with us?**

Wouldn't **it be better to wait?**

(shall and should)

•You can use **shall** and **should** to **ask for advice**, **offer something** and **suggest something**.

Should I bring waterproof clothes?

Shall I go by car, or will it be better to walk?

Should I phone the police?

Shall I help you with that heavy bag?

Shall we go home now?

You should try that new French restaurant.



(ought to)

•You use **ought to** to **make strong suggestions** and **talk about someone's duty**.

You look tired. **You ought to** go to bed early tonight.

I ought to get more physical exercise.

We ought to lock the door when we leave home.

You ought to turn off the computer when you're not using it.

You ought to know how to spell your own name.

The teacher **ought to** make his classes more interesting.

(must)

•Use **must** to **talk about things that you have to do**.

I must mail this letter today.

You must speak louder. I can't hear you.

Children must not play with matches.

Go to bed now. Oh, **must I**?

Why **must I** do my homework tonight?

Notes:

Must **keeps the same form in the past tense.**

The contraction of must not **is** mustn't:

She mustn't **let the dog sleep on her bed.**

(may and might)

•Use **may** to **ask if you are allowed to do something** and to **tell someone that they are allowed to do something**.

"**May I** go out to play now?" "Yes, **you may**."

May I borrow your pen?

Please **may I** see your ticket?

John may leave now, but Sally may not.

May Kenny come with us to the movies?

››Use **may** and **might** to **talk about things that are possible or likely**.

Take an umbrella. **It might** rain.

I may not have time to go swimming tonight.

We might go to the party later.

If you're not careful, **you may** hurt yourself.

"Are you going to the concert?" "I don't know. **I might** or I might not."



(Verb Phrases)

•A **verb phrase** consists of a **verb** and a **preposition** such as **after**, **into** and **over**. The **preposition** gives the verb a special meaning.

››Here are some sentences that contain phrasal verbs. Read the meanings in parentheses.

Who **looks after** (= *takes care of*) the baby when your parents are at work?

Mike has blond hair and blue eyes. He **takes after** (= *looks like*) his mother.

Dad **bumped into** (= *met by chance*) an old friend at the station.

My sister is **getting into** (= *is starting to be interested in*) pop music.

Is your mom **getting over** (= *recovering from*) her illness?

Some health inspectors came to **look over** (= *inspect*) the factory.

We hoped that the thief wouldn't **get away** with (= *escape punishment for*) his crime.

I'm going to the store because we've **run out** of rice (= used all our rice).



Exercise 1

Complete the sentences below by writing can or can't on the blanks.

1. You ---------- borrow my book, if you want to.
2. Sam looked everywhere but he ---------- find his pencil.
3. Don't help me. I ---------- do it by myself.
4. Sandy ---------- open the window. She's not tall enough to reach it.
5. "Why ---------- John come out to play?" "Because he's ill."
6. This is a film for adults only. Children ---------- watch it.
7. ---------- you help me with this heavy bag?
8. They've lost the map and ---------- find their way back to the hotel.

Exercise 2

Complete the sentences using would or wouldn't with a verb from the list below. The first one has been done for you.

stop	work	help	take	like
wait	buy	be	move	enjoy

1. We hoped it **would be** sunny for our picnic.
2. I pushed the horse hard but it ----------.
3. I asked Dad if ---------- he me some ice cream.
4. ----------you ----------some more orange juice?
5. Sally switched on her computer but it ----------.
6. Mom and Dad said they ---------- me to the zoo as a treat.
7. We sat in the house and wished the rain ----------.
8. Uncle David said he ---------- me with my homework.
9. The man said he ---------- until the doctor was free.
10. I knew you ---------- playing my new video game.

Exercise 3

Tell whether each sentence below uses may or may not correctly. Show a correct use with a checkmark (✓)or an incorrect use with an (✗) .

1. Andrew may not go out to play now because he has finished his homework. ( )
2. Take an umbrella. It may not rain. ( )
3. Please may we not watch television now? ( )
4. You may not hurt yourself with that sharp knife. ( )
5. I may come out to play later if I'm feeling better. ( )
6. They are late. The bus may not have broken down. ( )
7. "May I read the story you have written?" "Yes, you may not." ( )
8. "May Andrew stay for dinner?" "Yes, he may." ( )

Exercise 4

Complete the sentences using should or shouldn't and a verb from the list below. The first one has been done for you.

go	eat	stop	believe	think
wait	try	read	let	listen

1. They **should stop** making all that noise. It's disturbing people.
2. Mom says I ---------- more vegetables.
3. We ---------- everything we see on television.
4. You ---------- more about other people and less about yourself.
5. It's getting late. I ---------- home now.
6. You ---------- your best.
7. You ---------- letters that are addressed to other people.
8. Parents ---------- their children go out after dark.
9. Students ---------- outside the door until the teacher tells them to come in.
10. Children ---------- to the advice their parents give them.

Exercise 5

Now rewrite the sentences from Exercise 4 above, using ought to or ought not to.

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. .....

Exercise 6

Complete the sentences using must or mustn't with a verb from the list below. The first one has been done for you.

go	eat	stop	believe	tell
steal	be	read	park	listen

1. You **must stop** at the curb and look before you cross the street.
2. Children ---------- to the teacher if they want to learn.
3. You ---------- everything your friends tell you.
4. You ---------- the question carefully before you write the answer.
5. If you want to be healthy, you ---------- a lot of fruits and vegetables.
6. You ---------- out on your own at night.
7. We ---------- because it is wrong.
8. Drivers ---------- their cars in the middle of the road.
9. If you want people to be nice to you, you ---------- nasty to them.
10. You ---------- always ---------- the truth.

Adverbs and Adverb Phrases

•**Adverbs** are words that **tell you more about verbs, adjectives and other adverbs.** Many adverbs end in **ly**. You make these adverbs by adding **ly** to adjectives.

She writes **neatly**.

The traffic was moving **slowly**.

We waited **patiently** to see the doctor.

They waved goodbye **sadly**.

David sings **beautifully**.

The children walked **quickly** into the classroom.

Notes:

• Some words that end in **ly** are not adverbs. Some **adjectives** end in **ly** too. For example:

Sam was feeling very **lonely.**
She was wearing a **lovely** dress.
It was a very **lively** party.

•**Adverb phrases** are groups of words that functions as single adverbs to describe the action of the verb.

Are you sitting in **a comfortable chair**?

Mr. Dickson always dresses in **fashionable clothes**.

He draws cartoons like **a real cartoonist**.

The train arrived **on time**.

(Adverbs of Manner)

•Some adverbs and adverb phrases describe **the way** people **do things**.

››They answer the question "**How?**"

The girls answered all the questions **correctly**.

He was driving **carelessly**.

The plane landed **safely**.

Katy plays the piano **skillfully.**

Sam is behaving **like** a baby.

Please speak **in a clear** voice.

She writes **in a very grown-up** way.

You can buy fruit very **cheaply** in this shop.

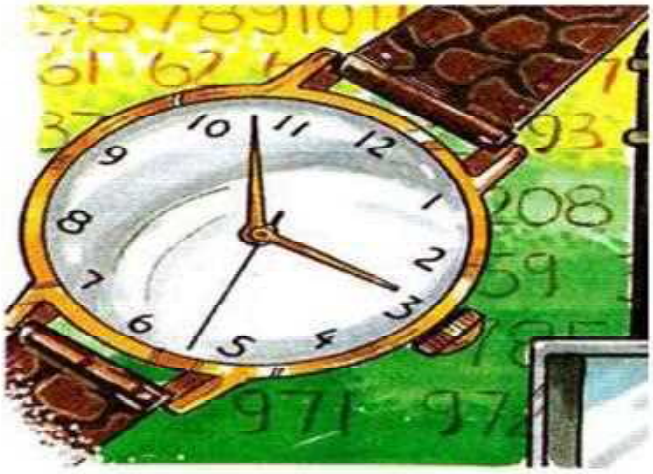
They sell everything **at very low** prices.

David sings **like a professional** singer.



(Adverbs of Time)

●Some adverbs and adverb phrases answer the question "**when?**" They are called **adverbs of time**.



I'm going to my new school **tomorrow**.

The train has **already** left.

We moved into our new house **last week**.

My big brother goes to college **in the autumn**.

Our favorite TV program starts **at 6 o'clock**.

It rained heavily **last night**.

We're going on a trip **in a few days' time**.

We'll leave **as soon as possible**.

My shoes will be too small for me **next year**.

I haven't seen Mom **this morning**. Is she working **today**?

(Adverbs of Place)

●Some adverbs and adverb phrases answer the question "**where?**" They are called **adverbs of place**.



It's very sunny but cold **outside**.

The boys are playing **upstairs**.

That's our ball **there**.

I couldn't find my book **anywhere**.

They live in a house **nearby**.

The dog is **in the garden**.

Flowers like these grow **in the park**.

We're going **to New York City**.

My brother is studying **at an English university**.

They live **on the northern side of the island**.

(Adverbs of Frequency)

●Some adverbs and adverb phrases answer the question "**how often?**" They are called **adverbs of frequency**.

Katy practices the piano **regularly**.

The children **always** go to school on the bus.

I'll **never** make that mistake again.

Have you **ever** been to Japan?

We've been to Disneyland **twice**.

The shops are **often** very busy.

The newspaper is delivered **daily**.

We walk home from school **every day**.

I clean my bedroom **every week**.

I've told you **three times** already.

Dad polishes his shoes **twice a week**.

You should go to the dentist once **every six months**.



(Adverbs of Duration)

●Some adverbs and adverb phrases answer the question "**how long?**" They are called **adverbs of duration**.

The library is **temporarily** closed.

We're staying in a hotel **overnight**.

The teacher left the classroom **briefly**.

The snow lasted **for three days**.

Mom was away **a very long time**.

Stand still **for a moment** while I comb your hair.

He talked to his girlfriend **for over an hour**.

We waited **for ages** for a bus.

I haven't seen my cousins **for two years**.

We stayed up **all night** talking.



(Adverbs of Emphasis)

●We have seen that most adverbs describe verbs, but remember that some adverbs also **describe adjectives or other adverbs**. They are usually used to add emphasis.

››Here are some examples. The emphasizing adverbs are printed in bold.

The adjectives or adverbs they describe are printed in *italics*.

Anna can run **really** *fast*.

That's a **very** *good* drawing.

My rice is **too** *hot*.

The film was **just** *terrible*.

Your excuses are **completely** *unbelievable*.

These old tools are **totally** *useless*.

She sings **quite** *beautifully*.



Exercise 1

Choose an adjective from the box and turn it into an adverb to complete the sentences below. The first one has been done for you.

close	firm	bright	neat	careful
quick	sad	regular	quiet	clear

1. She writes very **neatly**.
2. You have to talk ---------- when you're in the library.
3. Carry the glass ---------- so you don't drop it.
4. You should exercise ---------- if you want to stay fit.
5. "Goodbye. I'm going to miss you," she said ----------.
6. The sky was blue and the sun was shining ----------.
7. If you follow us ----------, you won't get lost.
8. I can't understand you. Please speak more ----------.
9. Let's walk so we get home before it starts to rain ----------.
10. Attach the sign ---------- to the wall.

Exercise 2

Are the bold words in the following sentences adverbs or adjectives? Write **adverb** or **adjective** on the line after each sentence.

1. The teacher smiled **kindly**. ----------
2. She has a **lovely** smile. ----------
3. The children in my class are very **friendly**. ----------
4. John had no friends and felt very **lonely**. ----------
5. It was raining, so they **wisely** decided to stay in. ----------
6. My dad buys a **daily** newspaper. ----------
7. Some snakes are **deadly**. ----------
8. I've **nearly** finished my homework. ----------
9. I shook hands **politely** with the head teacher. ----------
10. They played some very **lively** games. ----------

Exercise 3

Circle the verb in each sentence below. Then underline the **adverb** or **adverb phrase** that describes the verb. What kind of adverb is it? Write **M** for manner, **T** for time, **P** for place, **F** for frequency or **D** for duration in the box after each sentence.

1. Kent did his homework carelessly.
2. We start our vacation next week.
3. Farah read the poem in a very clear voice.
4. The accident happened during the afternoon.
5. The man walked very slowly.
6. My cousin arrived yesterday.
7. I left my schoolbag in the car.
8. It stopped raining for a few minutes.
9. Dad goes jogging regularly.
10. We eat our meals in the dining room.

Exercise 4

Complete the sentences with **an adverb** or **adverb phrase** from the box. The kind of adverb you will need is in parentheses after each sentence. The first one has been done for you.

outside	this morning	ever	on the bus	clearly
all day	in old clothes	for a week	already	every day

1. His face was dirty and he was dressed **in old clothes**. (manner)
2. Have you ---------- been in a plane? (frequency)
3. She was so ill that she missed school ----------. (duration)
4. I did some homework last night and finished it ----------. (time)
5. We went ---------- to play. (place)
6. Dad takes the dog for a walk ----------. (frequency)
7. Sally left her pencil case ----------. (place)
8. Speak ---------- so everyone can hear you. (manner)
9. It was a fine day and the children played in the garden ----------. (duration)
10. "Go and do your homework." "I've ---------- done it." (time)

Prepositions and Prepositional Phrases

•**Prepositions** are words that **show a connection between other words**. Most prepositions are little words like **at**, **in** and **on**. **Prepositional phrases** are **groups of words**, such as **out of** and **on top of**.

(Preposition or Adverb?)

•Some words can be used either as prepositions or as adverbs. If the word **is followed by a noun or a pronoun**, it is a **preposition**.

››Look at these pairs of examples. In each of the sentences marked **preposition**, there is a noun or pronoun after the preposition. This noun or pronoun is called the **object of the preposition**. Notice that objects are printed in *italics*.

She put her hand **inside** my ***bag***.
preposition noun

It was raining, so they decided to stay **inside**.
adverb

His friends walked **past** ***him*** without speaking.
preposition noun

A car drove **past** at high speed.
adverb



John's house is **across** the ***street***.
Preposition noun

They got into the boat and rowed **across**.
adverb

Water was running **down** the ***walls***.
preposition noun

He tripped over his shoelaces and fell **down**.
adverb



(Prepositions of Place)

•Some prepositions show **where** something happens. They are called **prepositions of place**.



Sally was sitting **under** a tree.

There's a wooden floor **underneath** the carpet.

Some geese flew **over** their house.

John and Sarah were hiding **inside** the wardrobe.

There was a tree **beside** the river.

I have a friend who lives **in** Wyoming.

A big truck parked **in front of** their car.

The cat jumped **on top of** the cupboard.

One girl sits **in** the middle of the playground and the others dance **round** her.

(Prepositions of Time)

•Some prepositions show **when** something happens. They are called **prepositions of time**.

School starts **at** nine o'clock.

I brush my teeth **in** the morning and **at** night.

We're going to the zoo **on** Saturday.

No, you can't watch a video. It's **past** your bedtime already.

I visited my grandparents **during** the summer.

You must finish the work **by** Friday.

I'll do my homework **before** dinner.

"Mom, can you help me with my homework?" "Not now. You'll have to wait **until** this afternoon."



(Prepositions of Direction)

●Some prepositions show **where** something is going. They are called **prepositions of direction**.

The boys chased **after** each other.

The football rolled **down** the hill.

A man was walking his dog **along** the riverbank.

The freeway goes right **through** the city.

We were travelling **towards** Miami.

A girl went **past** them on a bike.

This road leads **away from** the stadium.

They watched the train pull **out of** the station.



(Prepositions with Special Uses)

●Many prepositions are used in other ways. Here are some of them.

of

I bought a bag **of** rice and a quart **of** milk.

Would you like a glass **of** orange juice?

Kathleen is a member **of** the chess club.

I need three pieces **of** paper.

Most **of** the children in my class like school.

There are several ways **of** cooking meat.



for

I made this bookmark **for** Mom.

Is there room **for** me on this seat?

I'd like a new computer **for** Christmas.

We're going downtown **for** a meeting.

What's this bag **for**?

This word is too difficult **for** me to spell.



with



He pounds nails in **with** a hammer.

Mix the flour **with** water.

She painted the picture **with** her new paints.

Would you like to come **with** us to the arcade?

I can do difficult problems **with** help from Mom.

Who is the man **with** the beard?

Michael came home **with** dirty hands.

Cross the busy street **with** care.

except **and** instead of



I like all kinds of food **except** pasta.

Everyone likes chocolate **except** Tom.

We go to school every day **except** Saturday and Sunday.

You should eat fruit **instead of** candy.

Dad is coming to the theater with us **instead of** Mom.

We could watch TV **instead of** reading our books.

like, as **and** than

››The words **like**, **as** and **than** are used to **compare things**.



Kathleen looks **like** her dad.

Andrew smiles **like** his mother.

Peter sings **like** a professional singer.

Are these shoes the same **as** those?

Sue is nearly as tall **as** the teacher.

My backpack is bigger **than** John's.

Dad is taller **than** all of us.

This painting is more beautiful **than** that one.

The neighborhood streets are less busy **than** downtown streets.

(Prepositions with Adjectives, Verbs or Nouns)

●Prepositions are used with some **adjectives**. The *adjectives* in these examples are printed in *italics*.

Dad was *angry* **with** us.
We were *afraid* **of** the big dog.
She's not very *interested* **in** sports.
John is very *good* **at** drawing.
Mr. Lee is *pleased* **with** our work.
The teachers are always *kind* **to** us.
What's *wrong* **with** the computer?

●Prepositions are used with some **verbs**. The *verbs* in these examples are printed in *italics*.

I'*m looking* **for** my pencil. Have you seen it?
Can you *think* **of** another word for 'pleased'?
Does this book *belong* **to** you?
We're *listening* **to** CDs.
I *agree* **with** you.
I *lent* my skateboard **to** Sue.
Tell me **about** the show you saw.
Cut the cake **into** five pieces.
They *borrowed* money **from** the bank.



●Prepositions are used with some **nouns**. The *nouns* in these examples are printed in *italics*.

What's the *answer* **to** this question?
Is there a *reason* **for** this delay?
What's the *matter* **with** you?
Here's an *example* **of** good behavior.
Congratulations **on** winning the competition!
Traffic can cause *damage* **to** the environment.



Exercise 1

Underline the **prepositions** in the following sentences.

1. There was a sign above the door.
2. The ball rolled under a car.
3. She put the letter in her pocket.
4. Sam hid behind the fence.
5. Tuesday comes after Monday.
6. Mr. Shin is from Korea.
7. The train went through the station without stopping.
8. I left the book on the table.
9. My favorite TV program starts at 6:00 o'clock.
10. There's a path between the two houses.

Exercise 2

Complete the following sentences with the **prepositions** from the list. The type of preposition you need is in parentheses. The first sentence has been done for you.

after	under	toward	during	on
in	before	at	away from	across

1. A cat was sitting **on** the roof of my car. (place)
2. Some people were talking ---------- the movie. (time)
3. A man was coming ---------- us on his bike. (direction)
4. The party starts ---------- six o'clock. (time)
5. She put the book ---------- her bag. (place)
6. We walked ---------- the street to the park. (place)
7. I'll be late for school! It's ---------- nine o'clock already! (time)
8. She keeps her slippers ---------- her bed. (place)
9. We always wash our hands ---------- meals. (time)
10. She ran ---------- the dog because she was frightened. (direction)

Exercise 3

Circle the **preposition** in each sentence. Then underline the noun or pronoun that is the **object of the preposition**.

1. There is a new bookstore across the street.
2. Which letter comes after D?
3. She found the missing ticket under the carpet.
4. We opened the cupboard and found nothing in it.
5. Mom keeps a family photograph on her desk.
6. Students mustn't talk during the exam.
7. Our vacation starts on Friday.
8. You can play outside after lunch.
9. We ran inside the house when it started to rain.
10. A plane flew over their heads.

Exercise 4

Complete each sentence by using a **preposition** from the box.

of for with except instead of

1. We baked a cake Mom's birthday.
2. All the boys went swimming Tom.
3. Can I come you to the beach?
4. Most the children in my class like computer games.
5. Stir the sauce a wooden spoon.
6. Would you like rice pasta?
7. How many pounds hamburger did you buy?
8. Dad is good at everything cooking.
9. Children, what would you like dinner?
10. Who's the lady the long blonde hair?

Exercise 5

Read the following sentences. Then tell whether **like**, **as** and **than** are used correctly in each sentence. Put a checkmark ✓ in the parentheses for a correct use and put an ✗ in the parentheses for an incorrect use. If the wrong preposition is used, write the correct preposition on the line. The first one has been done for you.

1. John is nearly as tall **than** his dad.	(✗)	**as**
2. Our house is smaller **than** David's.	( )	----------
3. That car isn't the same **like** this one.	( )	----------
4. Sally plays tennis **like** a professional player.	( )	----------
5. This video is longer **than** the one we watched last night.	( )	----------
6. Whales look **as** dolphins but they're much bigger.	( )	----------
7. The wind sometimes sounds **like** a howling dog.	( )	----------
8. This ring is more expensive **as** that one.	( )	----------
9. The sea was as calm **as** a swimming pool.	( )	----------
10. Mom is a few months younger **than** Dad.	( )	----------

Conjunctions

●Conjunctions are words used to link words, phrases or clauses. Some common conjunctions are **and**, **but** and **or**.

(and, but and or)

››Use **and** to link words that are ***similar***.



We buy fruit **and** vegetables at the grocery store.

The president visited towns **and** cities across the country.

The house is warm **and** comfortable.

The weather was cold **and** windy.

There were several cars **and** trucks in the street.

››Use **but** to link words that are ***different*** and do not normally go together.



He works quickly **but** neatly.

The teacher is firm **but** fair with the children.

The musicians are young **but** very talented.

The weather was sunny **but** cold.

Karate is tiring **but** fun.

We want a vacation that's interesting **but** relaxing.

Some animals are big **but** gentle.

››Use **or** to talk about ***choices***.



You can have a soda **or** lemonade.

Would you like pasta **or** rice?

Who is cooking the dinner, Mom **or** Dad?

Does the sauce taste sweet **or** sour?

Do we turn right **or** left?

Is your sister older **or** younger than you?

Should the children bring bikes **or** skateboards?

●The word **or** is often used with **not** and other negative words.

She does **not** like apple juice **or** orange juice.

I did**n't** see **or** hear anything strange.

He can**'t** sing **or** dance.

They've **never** been to Europe **or** Asia.

(Conjunctions Linking Phrases)

››Use the conjunctions **and**, **but** and **or** to link phrases. The phrases in these examples are printed in *italics*.



We like *going shopping* **and** *visiting museums*.

I tell *my parents* **and** *my best friend* all my secrets.

Some of my toys are *dirty* **and** *a bit broken*.

The car is *very old* **but** *still very reliable*.

The weather was *very sunny* **but** *rather cold*.

I'm *older than Anna* **but** *younger than Jack*.

Is it quicker to go *by train* **or** *by car*?

You could call it *a thin book* **or** *a thick magazine*.

She couldn't decide whether to *stay in bed* **or** *get up* and take a shower.

(Conjunctions with Lists)

››Use the conjunctions **and** and **or** with lists of words. Remember to put a comma between the words. Then use **and** or **or** between the last two words.

We bought milk, eggs, cheese **and** butter.

My favorite teachers are Mr. Lee, Mrs. Carter **and** Mr. Park.

In the morning I get up, take a shower, eat breakfast **and** brush my teeth.

Kathleen didn't have any paper, pens **or** pencils.

People travel to work by car, bus **or** train.

I haven't eaten breakfast, lunch **or** dinner.

(Conjunctions that join Sentences)

●Conjunctions are also used to join two sentences to make them one. Here are some examples with **and**, **but** and **or**.

Mom is working in the garden. Dad is busy in the kitchen.

Mom is working in the garden **and** Dad is busy in the kitchen.

Sam is playing football. Eric is reading a book.

Sam is playing football **and** Eric is reading a book.

I switched on the TV. There were no interesting programs on.

I switched on the TV, **but** there were no interesting programs on.

Meera phoned her friend Anna. She wasn't at home.

Meera phoned her friend Anna, **but** she wasn't at home.

Would you like to go to the movies? Shall we go for a burger?

Would you like to go to the movies **or** shall we go for a burger?

Hurry up! You'll be late for school.

Hurry up **or** you'll be late for school!

(Other words for and)

- There are other words for **and** that also join two sentences.

Dad washed the car. He polished it.

Dad **not only** washed the car, **but** he **also** polished it.

Sally baked the cake. She decorated it.

Sally **not only** baked the cake, **but** she decorated it **as well**.

John did his homework. He cleaned his room.

John **not only** did his homework, **but** he cleaned his room, too.

They visited Sydney. They also visited Hong Kong and Tokyo.

They visited Sydney, **as well as** Hong Kong **and** Tokyo.

Sam ran faster than Kim. He ran faster than David too.

Sam ran faster than **both** Kim **and** David.

(Other words used for but)

- There are other words for but that also join sentences.

Grandpa is old ***but*** very fit.

Although Grandpa is old, he's very fit.

The weather was sunny ***but*** cold.

Even though the weather was sunny, it was cold.

The bus is slower than the train ***but*** it's cheaper.

While the bus is slower than the train, it's cheaper.

This computer is very old ***but*** reliable.

Though this computer is very old, it is very reliable.

(Other words for or)

● There are other words for or that name choices or join two sentences.

The movie wasn't funny. It wasn't interesting.

The movie was **neither** funny **nor** interesting.

You can do your homework now. You can do your homework after dinner.

You can do your homework **either** now **or** after dinner.

We could walk. We could take a taxi.

We could walk, **or else** take a taxi.

(Conjunctions of Time)

● The conjunctions **before**, **after**, **since**, **until**, **when**, **while**, as and **as soon as** are used to say when something happens. They are called conjunctions of **time**.

Take the toy out of the box **before** you throw the box away.

Before you leave the house, be sure that you've got your backpack.

I usually do my homework **after** I have my dinner.

After I went to bed, I heard a strange noise downstairs.

We've moved to a new house **since** I last wrote to you.

Since the new teacher arrived, we all enjoy our work more.

You can't watch TV **until** you've done your homework.

Until the rice is cooked, we can't eat dinner.

I'll call you **when** I get home.

When the wind blows, the branches on the tree bend.

Dad watches TV **while** he does his exercises.

While we're waiting for the bus, let's play a game.

People stand back **as** the train goes through the station.

As the president's car goes past, everybody waves.

We went inside **as soon as** it started to rain.

As soon as you've finished your homework, let me see it.



(Conjunctions of Place)

●The conjunctions **where** and **wherever** are used to talk about places. They are called conjunctions of **place**.



Does anybody know **where** Mr. Carter lives?

Where the road is narrow, big trucks can't get through.

The dog follows Andrew **wherever** he goes.

Wherever there are mountains, you will also find streams.

(Conjunctions of Reason)

●The conjunctions **because**, **since**, **as** and **in case** tell why someone does something. They are called conjunctions of **reason**.

I sat down **because** I was feeling tired.

Because we arrived late, we missed the beginning of the play.

I took an apple **since** it was the only fruit in the bowl.

Since you have finished your homework, you can help me make dinner.

Mom switched off the TV **as** it was past my bedtime.

As you're my best friend, I'll lend you my new bike.

Take an umbrella **in case** it rains.

In case you forget the number, I've written it on this piece of paper.

(Conjunctions of Purpose)

●The conjunctions **so**, **so that** and **in order to** tell what the purpose of something is. They are called conjunctions of **purpose**.

The children are wearing hats **so** they won't get sunburned.

John finished his homework before dinner **so** he could watch his favorite TV program.

Let's write down the address **so** we don't forget it.

We left early **so that** we wouldn't be late.

John took a map **so that** he wouldn't get lost.

I hid the comics under the bed **so that** nobody could find them.

She goes jogging every morning **in order to** keep fit.

In order to get to sleep, he reads a really boring book at bedtime.

Dad painted the walls white **in order to** make the room look brighter.

Exercise 1

Complete the following sentences by adding and, but or or.

1. Mrs. Taylor is tall ---------- slim.
2. Learning geography is hard ---------- interesting.
3. I don't like football ---------- soccer.
4. Do you pull the handle ---------- push it?
5. These tools are old ---------- still useful.
6. We visited lots of castles ---------- palaces in England.
7. The classes are quite difficult ---------- I'm doing well.
8. I didn't know whether to turn left ---------- right

Exercise 2

Complete each sentence with one of the sentence parts in the box. Underline the conjunction in your sentence. The first one has been done for you.

in case the ground is muddy.	so you're not tired in the morning.
as soon as you've done your homework.	before you start to paint.
where I had spilled the juice.	since I last saw my cousin.
so he could show it to his friends.	until it is soft enough to eat.
because it had started to rain.	while their dad cooked dinner.

1. The children went inside
   The children went inside because it had started to rain.
2. He took his new toy to school.
   ----
3. Put on your apron
   ----
4. The children played in the garden
   ----
5. Wear your boots
   ----
6. You can watch a video
   ----
7. There was a mark on the carpet
   ----
8. Cook the pasta
   ----
9. Go to bed early
   ----
10. It's been six months

Sentences

●A **sentence** is a group of words that expresses a complete thought.

››Sentences always have a **subject** and a **verb**.

subject	verb
She	is working.
He	is reading.
The children	are playing.
They	singing.

(Four Kinds of Sentence)

●A **declarative sentence** makes a **statement**.

››A declarative sentence **ends** with a **period**.

It is raining.

Tom likes football.

The school bell was ringing.

The children are playing with the dog.

Cairo is in Egypt.

●An **interrogative sentence** asks a **question**.

››An interrogative sentence **ends** with a **question mark** (**?**) instead of a period.

Where are my keys?

Why is the sky blue?

Who is talking to the teacher?

Is this the way to the ice skating rink?

●An **exclamatory sentence** makes a very strong statement called an **exclamation**. It shows a strong feeling such as surprise or anger.

››An exclamatory sentence **ends** with an **exclamation point** (**!**) instead of a period.

What a kind thing to do!

How beautiful she is!

The silly boy!

●An **imperative sentence** gives an **order**.

››An imperative sentence can **ends** with an **exclamation point** (**!**) if the order is **very firm**.

Ask Tom to come and see me.

Don't tell me lies.

Please leave.

Go to your room!

Speak up!

(Sentences with Objects)

●The **subject** of a sentence often does something to another person or thing. The person or thing that receives the action of the subject is called the **object** of the verb. Verbs that have objects are called **transitive verbs**.

››Here are some sentences with **transitive verbs**.

subject	transitive verb	object
Dad	is reading	a book.
I	am cooking	dinner.
You	have broken	my new toy
Mom	likes	her new car.
She	has forgotten	her backpack.
The dog	licked	my face.
Our ball	hit	a window.
They	visited	the museum.
Anna	is sewing	a dress for her doll.
Uncle Ben	sent	a package to his friend.

(Verbs with Two Objects)

●Some verbs have two objects. Look at the sentence below.

Sam	**gave**	Anna **(indirect object)**	a present. **(direct object)**

››The thing that Sam gives is '*a present*', so a present is the **direct object** of the verb. But there is another object: 'Anna'. 'Anna' is the person that receives the present, so *Anna* is the **indirect object** of the verb. Many verbs have both direct and indirect objects. Here are some examples.

subject	**transitive verb**	**indirect object**	**direct object**
Dad	is reading	the children	a story.
Grandma	am backing	me	a cake.
A kind man	Showed	us	the way.
We	have brought	you	a book to read.
Mr. Berg	is teaching	the children	French.
Jack	asked	the teacher	a question.
I	am writing	my friend	a letter.
She	sent	her cousin	an email.
John	has found	us	a place to play.
Uncle Andy	told	them	the good news.



(Verbs with No Object)

●Some verbs don't have an object. A verb that does not have an object is called an **intransitive verb**.

››Here are some sentences with intransitive verbs.

Mr. Park usually **walks** to work.

Anna **talks** a lot in class.

The sun is **shining**.

It is **snowing**.

I don't **know**.

The man **smiled**.

Dad always **drives** carefully.

Miss Lee always **dresses** very smartly.

Exercise 1

Tell whether each sentence below is a declarative sentence, an interrogative sentence, an exclamatory sentence or an imperative sentence. The first one has been done for you.

1.	The girls were playing volleyball.	**declarative sentence**
2.	Where is my bike?	----------
3.	What a lovely dog!	----------
4.	It's snowing again today.	----------
5.	Please show me that pair of black shoes.	----------
6.	Can Anna come out to play?	----------
7.	Do your homework now.	----------
8.	What time is it?	----------
9.	Pass me the orange juice, please.	----------
10.	On weekends, I often go fishing with Dad.	----------
11.	Can your little brother read?	----------
12.	Speak in a loud, clear voice.	----------
13.	That was a fantastic game!	----------
14.	What fun this is!	----------
15.	Jamal really likes horses.	----------

Exercise 2

Underline the verbs in these sentences. Then tell whether each verb is transitive or intransitive. Put a checkmark in the correct box.

	Sentence	transitive verb	intransitive verb
1.	Dad is baking bread.	( )	( )
2.	We buy our food at the supermarket.	( )	( )
3.	We are learning Latin.	( )	( )
4.	Come with me now.	( )	( )
5.	The children went to bed.	( )	( )

Exercise 3

Underline the objects in the following sentences. Write D for direct object or I for indirect object above each one.

1. Uncle Bill gave Michael some money.
2. Mom is baking us a chocolate cake for Christmas.
3. The children crossed the road safely.
4. Please pass me that pencil.
5. Henry sent Sam a letter from Japan.
6. I've forgotten your name.
7. She's always giving her students advice.
8. We gave Dad a watch for his birthday.

Exercise 4

All the following sentences have verbs with direct objects. Rewrite each sentence, adding an indirect object to it. For example, for the first sentence you could write:

Dad bought Mom some flowers.

1. Dad bought some flowers.

---

2. The teacher found an empty seat.

---

3. The police officer showed her badge.

---

4. Rudy sent a postcard.

---

5. Will you buy some bread at the supermarket ?

---

6. I'll bring my stamp collection.

(Simple Sentences)

•A **clause** is a group of words that contains **one subject** and **one verb**. A sentence that consists of one clause is called a **simple sentence**.

››Here are some examples. The **subjects** are printed in **bold** and the *verbs* are printed in *italics*.

The girls *are playing* baseball.

Sally *found* a good hiding place.

I *am eating* my breakfast.

Tom *is wearing* his new shoes today.

Will **you** *help* me?

The sky *was* very cloudy.

I *can hear* the birds.

Everyone *was* happy.

Is **it** *raining* again?



(Compound Sentences)

•A **compound sentence** contains **two clauses** joined by a conjunction such as **and**, **or**, **but** or **so**.

››Look at these examples. The *verbs* in the clauses are printed in *italics*. Notice that there are **two verbs**, one on each side of the conjunction.

Some people *are* always happy and some people *are* always sad.

She *opened* the bag and *took out* a book.

Do you *want* coffee or would you *prefer* lemonade?

Is that a bird or *is* it a plane?

John *is* good at English but he *'s* not very good at math.

Michael *wants* to see Star Wars but his friends *have* already *seen* it.

Tom *dropped* his sandwich so I *gave* him mine.

It *started* to rain so we *went* inside.

(Conditional Sentences)

●To talk about things that are possible, you often use if in a sentence. A sentence with **if** is called a **conditional sentence**.

››Here is an example of a conditional sentence with the *if-clause* printed in *italics*.

If it ***rains*** *tomorrow*, we **shall** not **go** to the beach.
(Simple present tense verb) (shall/will + infinitive)

●In the **if-clause**, use a **verb** in the simple present tense. In the **main clause**, use **shall** or **will** and an **infinitive**.

››Here are some more examples. The *if-clauses* are in *italics* and the **main clauses** are in **bold** print.

If there's no rice in the cupboard, **we'll buy** some more.

If we don't work hard, **we'll** never **learn**.

If we leave now, **we'll arrive** on time.

››You may also put the main clause before the if-clause.

We**'ll play** indoors *if it rains*.

You**'ll get** sick *if you don't eat good food*.

Sam **will do** well in his piano recital *if he practices regularly*.



(Positive and Negative Sentences)

•A **positive sentence** tells you about something that exists or something that is happening.

I like ice cream.

Michael is my brother.

The train leaves at five o'clock.

I'm feeling really tired.

She's finished her homework.

Dad is in the kitchen.

There's a cartoon on TV.

•A **negative sentence** contains the word **not** or another **negative word**. Negative sentences tell you that something does not exist or is not happening.

››Here are some examples. The **negative words** are printed in **bold**.

I'm **not** very good at math.

Tom **isn't** as tall as Alan.

We **didn't** hear you shout at us.

Meera **hasn't** read the Harry Potter books.

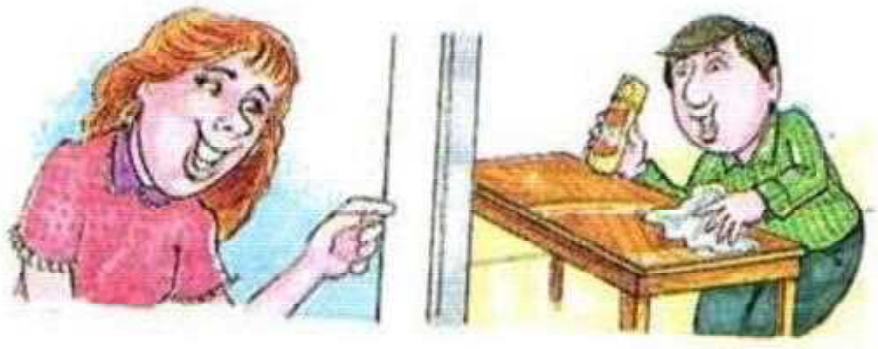
People **can't** see very well in the dark.

There's **nothing** interesting on TV tonight.

We've **never** been to China or Japan.

Nobody knows my secret.

There are **no** coins in my pocket.



Exercise 5

Are the following sentences simple sentences or compound sentences? Put a checkmark (✓) in the correct box. For each compound sentence you marked, write the conjunction in the blank space next to it. The first one has been done for you.

		simple	compound	conjunction
1.	The sun is shining and the sky is blue.	☐	☐	and
2.	Mom doesn't like spiders.	☐	☐	----------
3.	Eat plenty of fruit and vegetables.	☐	☐	----------
4.	Would you like rice or do you prefer pasta?	☐	☐	----------
5.	Is your bag red or green?	☐	☐	----------
6.	Sam saw me and he waved.	☐	☐	----------
7.	Pass me the dictionary, please.	☐	☐	----------
8.	I've never been to Ohio or Indiana.	☐	☐	----------
9.	Our new teacher is a young man.	☐	☐	----------
10	Switch off the light and go to sleep.	☐	☐	----------

Exercise 6

Match the if-clauses in the box with the main clauses below. Write two sentences for each pair of clauses. The first one has already been done for you.

if they get no water	if you don't write neatly
if we all work together	if we don't leave now
if you let me explain	if I need help
if you don't want to see this movie	if you work hard

1. you'll do well in your exams

If you work hard, you'll do well in your exams.

You'll do well in your exams if you work hard.

2. we'll be late

---

3. I won't be able to read your story

---

4. we'll choose a different movie

---

5. the plants will die

---

6. we'll finish the job more quickly

---

7. I'll tell you what happened

---

8. I'll ask Mom and Dad

Exercise 7

Rewrite the following sentences to make them negative. Use negative words such as no, not and never. Use contractions in some of your sentences. The first one has been done for you.

1. Children like chocolate.

   Children don't like chocolate.

2. John is my best friend.

   ---

3. I've got a new bike.

   ---

4. Everybody knows where I live.

   ---

5. There's some food in the refrigerator.

   ---

6. I saw the boy throw the stone.

   ---

7. We want to go to the ballgame.

   ---

8. Sam always tells the truth.

(Questions)

●There are two kinds of questions: **yes or no questions** and **question-word questions**.

yes or no questions

●When you ask a yes or no question, you want the answer yes or the answer **no**.

››Use the verbs **be**, **have** and **do** along with helping verbs such as **can**, **will** and **should** when you ask these questions. Here are some examples of yes or no questions, with answers.

Is this your seat?

Yes.

May I sit here?

Yes.

Can you ride a bike?

No.

Don't you like pizza?

No.

Do you like swimming?

Yes.

Are we late?

No.

››In questions, the **helping verb** comes **before** the subject. The **other verb** comes **after** the subject. The verb **be** also comes **before** the subject when it is an ordinary verb rather than a helping verb.

››Here are some examples of statements and the questions you can make from them. Notice that the **helping verbs** are printed in **bold** and the *subjects* are in *italics*.

statement	question
Dad is ill today.	**Is** *Dad* ill today?
She has finished her homework.	**Has** *she* finished her homework?
The cat doesn't like noise.	**Doesn't** *the cat* like noise?
Michael can ride a bike.	**Can** *Michael* ride a bike?
Sally could borrow your pencil.	**Could** *Sally* borrow your pencil?
You may leave now.	**May** *I* leave now?
I think it will rain tomorrow.	**Do** *you* think it will rain tomorrow?
I saw Tom at the football game.	**Did** *you* see Tom at the football game?
Miss Lee sang a song.	**Did** *Miss Lee* sing a song?
The computer needs to be repaired.	**Does** *the computer* need to be repaired?

Question-word questions

●Use the question words **what**, **which**, **who** (sometimes **whom**), **whose**, **when**, **where** and **how** to ask for information. The verbs **be**, **have** and **do**, and helping verbs such as **can**, **will** and **should** are also used in questions.

››The **helping verb** comes **before** the subject, as it does in yes or no questions.

››Here are some examples. Again, the **helping verb** is printed in **bold** and the *subject* is printed in *italics*.

What **is** *your name*?

What date **is** *it* today?

Which boy **is** *your brother*?

Which house **do** *you* live in?

Who **is** *the boy* next to Alan?

Who (or Whom) **did** *he* ask?

Whose book **is** *this*?

When **can** *I* come to visit you?



When **does** *the spring vacation* start?

Where **is** *the pencil* that I left on my desk?

Where **do** *the birds* go when they fly away in winter?

How **can** *Grandma* read without her glasses?

How **does** *a plane* stay in the sky?

››Sometimes the **wh-word** itself is the subject of the sentence. In this case, don't use do to form questions.

Who wants to come with me?

What caused the accident?

Which is the fastest car?

I've got my coat. **Whose** is this?

Question Tags

●Sometimes people finish what they are saying with a short question. Why do they do this? Because they want to know if the person they are speaking to agrees with them. This short question is called a **question tag**. Look at the following sentence.

The weather is lovely today, **isn't it**?

●The main part of the sentence is positive, but the **question tag** is negative. You expect the answer to a **negative question** tag to be **yes**. For example:

"The weather is lovely today, **isn't it**?" "**Yes**, it is."

››Use a helping verb and the subject of the sentence to make the **question tag**. Notice that the subject has been replaced by a pronoun in the example sentences. The pronoun in the question tag refers to the subject printed in *italics*.

Tom is older than you, **isn't he**?

Sally has got a dog, **hasn't she**?

Anna and I can go by train, **can't we**?

Peter and David should leave now, **shouldn't they**?

››If the main part of the sentence has **I am** in it, use **aren't I** in the question tag.

I'm your best friend, **aren't I**?

I'm taller than Ahmad, **aren't I**?

››If the main part of the sentence is negative, the **question tag** is positive. You expect the answer to **a positive question tag** to be **no**.

These questions aren't very difficult, **are they**?

You haven't read this book, **have you**?

Peter isn't as tall as I am, **is he**?

She isn't eight yet, **is she**?

There aren't many clouds in the sky, **are there**?

There isn't much wind today, **is there**?

There weren't any emails for me, **were there**?

Exercise 8

Rewrite the following statements as yes or no questions. The first one has already been done for you.

1. It is raining again.

   Is it raining again?

2. She can speak Japanese.

   ---

3. Margaret is at home.

   ---

4. My mom works in an office.

   ---

5. The teacher told the children a story.

   ---

6. Philip has got a new bike.

   ---

7. She is Sumiko's best friend.

   ---

8. Tom could sit with David.

   ---

9. Dad will help Jennifer with her homework.

   ---

10. We will be late.

Exercise 9

Choose one of the question words from the box to complete the sentences below. You may use some of the words more than once. The first one has been done for you.

what	who	when	why
which	whose	where	how

1. **Where** are my keys?
2. ---------- is the tall boy at the back of the class?
3. ---------- time did they arrive?
4. ---------- is the problem?
5. ---------- " are we going to the zoo?" "Tomorrow."
6. ---------- do you know the answer?
7. ---------- do the stars twinkle?
8. ---------- coat is this?
9. ---------- would you like for dinner?
10. ---------- did you open the door without a key?
11. ---------- is your favorite singer?
12. ---------- does this train leave?
13. ---------- bike is that over there?
14. ---------- cafe do you prefer?
15. ---------- can we find a restaurant?

Exercise 10

Complete the following sentences by adding a question tag. Remember that a positive sentence needs a negative question tag, and a negative sentence needs a positive question tag. The first one has been done for you.

1. This is your house, **isn't it**?

2. That isn't the right answer, ----------?

3. Your sister is very pretty, ----------?

4. Andrew can't ride a bike, ----------?

5. You've already seen that movie, ----------?

6. I'm lucky to have a friend like Alice, ----------?

7. The tunnel was very dark, ----------?

8. They didn't play very well, ----------?

9. We shouldn't look at the answers first, ----------?

10. Aunt Sarah could come to our house for dinner, ----------?

11. There was a bag in the car, ----------?

12. Sally hasn't got a dog, ----------?

13. We mustn't be late, ----------?

14. There is a post office nearby, ----------?

15. There were some people in the park, ----------?

16. We can stay an extra day, ----------?

17. The journey won't take long, ----------?

18. I'm your best friend, ----------?

19. Andrew and Susan are your neighbors, ----------?

20. You didn't see the dog in the garden, ----------?

Direct and Indirect Speech

(Direct Speech)

●The exact words that someone says are called **direct speech**. **Quotation marks** " " are used to set off direct speech.

Mom said, "Where are my keys?"

"This ice cream is delicious," said Tom.

"Have you boys washed your hands?" asked Dad.

"Please get out of the car," the police officer ordered.

"What a beautiful dress!" said Sally.

(Indirect Speech)

●You can report what someone says without using their exact words. To do this, use a verb like **say**, **ask** or **tell**, *followed* by **that**. This is called **indirect speech**.

››There are several differences between a sentence with direct speech and a sentence with indirect speech.

■ You **don't use quotation marks** with indirect speech.

■ You **change the tense of the verb**.

■ You **change the pronouns and determiners**.

››Here are some examples. The **verb tenses that change** are printed in **bold** and the *pronouns* and *determiners* that change are printed in *italics*. Remember that the past tense of **can** is **could** and the past tense of **will** is **would**.

direct speech	indirect speech
Maggie said, "*I* **feel** ill."	Maggie said that *she* **felt** ill.
Ahmad said, "*It*'**s** time to leave."	Ahmad said that *it* **was** time to leave.
"*I* **can't** find *my* book," said Alice.	Alice said that *she* **couldn't** find *her* book.
"John **is hitting** *me*," said Peter.	Peter said that John **was hitting** *him*.
Dad said, "*I* **haven't had** *my* breakfast yet."	Dad said that *he* **hadn't had** *his* breakfast yet.
"*My* car **won't start**," said Mom.	Mom said that *her* car **wouldn't start**.

››In indirect speech people often **leave out** the conjunction **that**.

Maggie said ~~that~~ she felt ill.

Ali said ~~that~~ it was time to leave.

Alice said ~~that~~ she couldn't find her book.

Peter said ~~that~~ John was hitting him.

Dad said ~~that~~ he hadn't had his breakfast yet.

››When you are using indirect speech to report **a statement that is still true now**, you don't change the tense of the verb.

direct speech	**indirect speech**
John **said**, "My mom **doesn't like** fish."	John **said** that his mom **doesn't like** fish.
"I **live** in a house by the sea," **said** Anna.	Anna **said** that she **lives** in a house by the sea.
Dad **said**, "Paris **is** a beautiful city."	Dad **said** Paris **is** a beautiful city.

(Indirect Commands)

●Use verbs like **order**, **tell** and **warn** to report orders and instructions.

››The construction **to** + **verb** or **not to** + **verb** may also be used.

direct speech	**indirect speech**
The teacher said, "Stop running in the corridor!"	The teacher **ordered** us **to stop** running in the corridor.
"Put your books away, children," said Mr. Park.	Mr. Park **told** the children **to put** their books away.
Dad said to David, "Please help me by washing the dishes."	Dad **asked** David **to help** him by washing the dishes.
Jack said to Maggie, "Please don't tell anyone my secret!"	Jack **begged** Maggie **not to tell** anyone his secret.
Miss Lee said to Alan, "Don't be late again tomorrow."	Miss Lee **warned** Alan **not to be** late again the next day.

(Indirect Questions)

●The verb **ask** is usually used to report questions.

direct speech	indirect speech
Sally said, "Where is my backpack?"	Sally **asked** where her backpack was.
Peter said, "Have you finished your homework?"	Peter **asked** if I had finished my homework.

››To report a question, put the subject **before** the verb or helping verb.

››Remember that the subject comes **after** the helping verb when you ask a question. Here are some examples. The **subjects** are printed in **bold** and the *verbs* are printed in **italics**.

direct speech	indirect speech
"Where *are* **they** *going*?"	I asked where **they** *were going*.
"*Can* **Jack** *ride* his bike?"	I asked if **Jack** *could ride* his bike.
"*Did* **Miss Lee** *sing* a song?"	I asked whether **Miss Lee** *sang* a song.
"*Has* **she** *finished* her homework?"	I asked if **she** *had finished* her homework

››To report a **question-word question**, use the same **question word** in direct speech.

direct speech	indirect speech
Mom said, "**Where** are your shoes?"	Mom asked **where** my shoes were.
Maggie said, "**Who** has taken my pen?"	Maggie asked **who** had taken her pen.
"**What** time does the show start?" asked Sue.	Sue asked **what** time the show started.
Peter said, "**Why** did you leave before the end of the movie?"	Peter asked **why** I left before the end of the movie.

››When you are reporting **yes or no questions**, use **if** or **whether** after the verb.

direct speech	indirect speech
"Is it raining?" asked Tom.	Tom asked **if** it was raining.
Alice said, "Can you help us?"	Alice asked **whether** I could help them.
Dad said, "Is the train on time?"	Dad asked **if** the train was on time.

Exercise 1

Fill in the blank spaces with a **verb** in the correct tense. The first one has been done for you.

	direct speech	indirect speech
1.	"I am very tired," said Dad.	Dad said that he **was** very tired.
2.	"You look very handsome, Mike," said Mom.	Mom told Mike that he -------- very handsome.
3.	The teacher said, "Sam has not made any mistakes."	The teacher said that Sam -------- not made any mistakes.
4.	"I am losing my patience," said Mr. Carter.	Mr. Carter said that he -------- losing his patience.
5.	"You can come to my house for dinner," Maggie told Jason.	Maggie told Jason that he -------- come to her house for dinner.
6.	Dad said, "Hurry up or we will be late."	Dad told us to hurry up or we -------- be late.
7.	"The train is coming," said Peter.	Peter said that the train -------- coming.
8.	"I have cleaned up my room," said Kathleen.	Kathleen said that she -------- cleaned up her room.
9.	The teacher said, "It is time to stop writing."	The teacher said that it -------- time to stop writing.
10.	"I don't want to watch TV," said John.	John said that he -------- want to watch TV.

Exercise 2

Complete these indirect speech sentences with the correct **pronoun** or **determiner**. The first one has been done for you.

	direct speech	indirect speech
1.	"My head is aching," said Sarah.	Sarah said that **her** head was aching.
2.	"I like your new bike,' Dan told me.	Dan told me that he liked -------- new bike.
3.	Tom and Peter said, "We'll give you our seats."	Tom and Peter said that they would give us -------- seats.
4.	"You can borrow my book," Michael said.	Michael said that I could borrow ----- book.
5.	"I haven't brushed my teeth," said Paul.	Paul said that he hadn't brushed ------ teeth.
6.	"You are late again," Mr. Chen told me.	Mr. Chen said that -------- was late again.
7.	"We have finished our homework," said the boys.	The boys said that they had finished ----------homework.
8.	Sue and Maggie said, "We want to watch football on TV."	Sue and Maggie said that -------- wanted to watch football on TV.
9.	"I don't like your green hair," said Uncle David.	Uncle David said that -------- didn't like my green hair.
10.	Dad said, "We'll have to phone for a taxi."	Dad said that -------- would have to phone for a taxi.

Exercise 3

Rewrite the following sentences as **indirect questions** or **indirect commands**. The first one has been done for you.

1. "Are you feeling ill?" Mom asked.

   Mom asked if I was feeling ill.

2. "When will you finish the work?" Dad asked the plumber.

   ---

3. The teacher said, "Open your books, children."

   ---

4. "Turn the music down, Maggie," said Mom.

   ---

5. "Please take your shoes off at the door, Tom," said Uncle David.

   ---

6. "Have you read the Harry Potter books?" Michael asked.

   ---

7. Jenny said, "Would you like some more orange juice, Peter?"

   ---

8. "Don't be rude to your teacher, children," said the principal.

   ---

9. "Write your name at the top of the page, everyone," said Miss Lee.

   ---

10. "Does the ball belong to you boys?" the woman asked.

Active and Passive

- We use an **active** verb to say **what the subject does**:
- We use a **passive** verb to say **what happens to the object**:

subject	**verb**	**object**
Fatma	cleans	the house. (*active*)
The house	is cleaned	*by* Fatma. (*passive*)

The **object** *in the active sentence* **becomes** the **subject** in the *passive sentence*. The **subject** *in the active sentence* **is** the **object** of **by** in the by-phrase in the *passive sentence.*

›› When we use the passive, *who* or *what* causes the action is often **unknown or unimportant**:

My car **was serviced** last week.

›› If we want to say who does or what causes the action or when it is important to know who performs an action we use **by (phrase)**.

The window **was broken** *by the child.*

- Usually there is no by-phrase in a passive sentence. The passive is used when it is **not known or not important to how exactly who performs an action.**

- Form of all passive verbs: **be** + **past participle**.

- **Be** can be in any of its forms: **am, is, are, was, were, has been, have been, will be, etc.**

(Simple Tense Passive)

tense	**active**	**passive**
simple present	sub + v1 + obj.	obj. + be (is/am/are) + v3
simple past	sub + v2 + obj.	obj. + be (was/were) + v3
simple future	sub + shall/will + v1 + obj.	obj. + shall/will + be+ v3
modal	sub + modal + v1 + obj.	obj. + modal + be+ v3

Farmers ***grow*** corn. (*active*)

Corn **is *grown*** by farmers. (*passive*)

The news ***surprised*** Sara. (*active*)

Sara ***was surprised*** by the news. (*passive*)

Mr. Lee ***will plan*** the meeting. (*active*)

The meeting ***will be planned*** by *Mr.* Lee. (*passive*)

I **must do** something before it's too late. (*active*)

Something **must be done** before it's too late. (*passive*)

(Progressive Tense Passive)

Tense	active	passive
present continuous	sub + is/ am/ are/ v1 + ing + obj.	obj. + is/am/are + being + v3
past continuous	sub + was / were + v1 + ing + obj.	obj. + was/were + being + v3
future continuous	sub + shall/will + be + v1 + ing + ob.	obj. + shall/will + be + being + v3
modal continuous	sub + modal + be + v1 + ing + obj.	obj. + modal + be + being + v3

The secretary is ***copying*** some letters. (*active*)
Some letters ***are being copied*** by the secretary. (*passive*)

Someone **was *building*** a new hospital. (*active*)
A new hospital ***was being built.*** (*passive*)

The boy **will be reading** the book. (*active*)
The book **will be being read**. (*passive*)

My brother **must be typing** the letter. (*active*)
The letter **must be being typed**. (*passive*)

(Perfect Tense Passive)

Tense	active	passive
present perfect	sub + has/have + v3 + obj.	obj. + has / have + been + v3
past perfect	sub + had + v3 + obj.	obj. + had + been + v3
future perfect	sub + shall/ will + have + v3 + obj.	obj. + shall / will + have + been + v3
modal perfect	sub + modal + have + v3 + obj.	obj. + modal + have + been + v3

Jack **has *mailed*** the letter. (*active*)
The letter **has *been mailed*** by Jack. (*passive*)

He **had washed** the car. (*active*)
The car **had been washed**. (*passive*)

He **will have understood** your motive by that time. (*active*)
Your motive **will have been understood** by that time. (*passive*)

Somebody **should have cleaned** the room. (*active*)
The room **should have been cleaned**. (*passive*)

(Transitive and Intransitive Verbs)

(a) transitive

S	V	O
Bob	***mailed***	the letter.
Mr. Lee	***signed***	the check.
A cat	***killed***	the bird.

A **transitive** verb is a **verb** that is ***followed by an object***. An object is a noun or a pronoun.

(b) intransitive

S	V	
An accident	***happened***.	
Kate	***came***	to our house.
I	***slept***	well last night.

An **intransitive** verb is a **verb** that ***is not followed by an object***.

Common Intransitive Verbs:

agree	**die**	**happen**	**rise**	**stand**	**appear**	**exist**	**laugh**	**seem**
stay	**arrive**	**fan**	**live**	**sit**	**talk**	**become**	**fall**	**occur**
sleep	**wait**	**come**	**go**	**rain**	**sneeze**	**walk**		

(c) transitive verbs

active: Bob ***mailed*** the letter.

passive: The letter ***was mailed*** by Bob.

Only transitive verbs can be used in the passive.

(d) intransitive verbs

active: An accident ***happened.***

passive: ***(not possible)***

* **incorrect:** An accident was happened.

An intransitive verb is **NOT** used in the passive.

Exercise 1

Complete the sentences using one of these verbs in the correct form:

(cause - damage - hold - include - invite - make - overtake - show - translate - write)

1. Many accidents ---------- by dangerous driving.
2. Cheese ---------- from milk.
3. The roof of the building ---------- in a storm a few days ago.
4. There's no need to leave a tip. Service ---------- in the bill.
5. You ---------- to the wedding. Why didn't you go?
6. A cinema is a place where films ----------
7. In the United States, elections for President ---------- every four years.
8. Originally the book ---------- in Spanish and a few years ago it ----------
9. We were driving along quite fast but we ---------- by lots of other cars.

Exercise 2

Complete these sentences with one of the following verbs in the correct form:

(carry - cause - do - make - repair - send - spend - wake up)

Sometimes you need have ('might have', 'could have' etc.)

1. The situation is serious. Something ---------- before it's too late.
2. I haven't received the letter. It ---------- to the wrong address.
3. A decision will not ---------- until the next meeting.
4. I told the hotel receptionist that I wanted to ---------- at 6.30 the next morning.
5. Do you think that less money should ---------- on armaments?
6. This road is in very bad condition. It should ---------- a long time ago.
7. The injured man couldn't walk and had to ----------
8. It's not certain how the fire started but it might ---------- by an electrical fault.

Exercise 3

Rewrite these sentences. Instead of using 'somebody' or 'they', write a passive sentence. The first one has been done for you.

1. Somebody has cleaned the room.

   The room has been cleaned.

2. They have postponed the concert.

   The concert ----------

3. Somebody is using the computer at the moment.

   The computer ----------

4. I didn't realize that somebody was recording our conversation.

I didn't realize that----------

5. When we got to the stadium we found that they had cancelled the game.

When we got to the stadium, we found that ----------

6. They are building a new ring road round the city.

A new ring road round the city ----------

7. They have built a new hospital near the airport.

A new hospital near the airport ----------

Exercise 4

Complete the sentences with any appropriate tense, active or passive, of the verbs in parentheses.

In prehistoric times, huge herds of horses ***(live)*** **lived** throughout the Americas. But then, for some unknown reason, they ***(disappear)*** ---------- completely from North and South America. Even though the early horses ***(die)*** ---------- out in the Americas, they ***(survive)*** ---------- in Asia.

Long ago, horses ***(domesticate)**** ---------- by central Asian nomads. At first, horses ***(use)*** ---------- in war and in hunting, and oxen ***(use)*** ---------- for farming. Later, horses also ***(become)*** ----------farm animals.

Horses ***(reintroduce)*** ---------- into the Americas by Spaniards early in the fifteenth century. Spanish explorers ***(come)*** ---------- in ships to the New World with their horses on board. When the explorers ***(return)*** ----------to Spain, they ***(leave)*** ---------- some of their horses behind. These ***(develop)*** ---------- into wild herds. Native American tribes in the western plains ***(begin)*** ---------- to use horses around 1600. Wild horses ***(capture)*** ---------- and ***(tame)*** ---------- for use in war and in hunting.

In the 1800s, there were several million wild horses in North America. By the 1970s, that number had become less than 20,000. The wild horses ***(hunt)*** ---------- and ***(kill)*** ---------- principally for use as pet food. Today in the United States, wild horses ***(protect)*** ----------by law. They ***(can kill, not)*** ----------for sport or profit. What is your opinion? ***(wild horses, protect)*** ---------- by law?

Prefixes and **Suffixes** as keys to meaning

●Many English words can be divided into parts that have meanings. Learning these word parts will help you unlock the meaning of unfamiliar words. There are three kinds of word parts: prefixes, suffixes and infixes.

Prefixes

●Prefixes are word parts that come at the beginning of words.

●They change the meaning of words. For example, the prefix **re-** means "again". When we add it to a word, we add the meaning of "again" to the original word.

Examples:

do ⇨ **re**do (do again)

write ⇨ **re**write (write again)

››Here is a list of common English prefixes.

Prefix	Usual Meaning	Example
a-	not, without	**a**moral, **a**social, **a**symmetrical
abmi-	both, double, two	**ambi**guous, **ambi**dextrous
ante-	before, earlier	**ante**date, **ante**-historical
anti-	against	**anti**-war, **anti**social
arch-	first, main, chief	**arch**etype
audi-, audio-	hearing	**audi**torium, **audi**ble
auto-	Self	**auto**matic, **auto**biography
bi-	two, occurring twice in one time	**bi**cycle, **bi**weekly, **bi**monthly, **bi**lingual
bio-	of life, living	**bio**logy, **bio**graphy
cent-	a hundred	**cent**ury, **cent**imeter
chron-	of time	**chron**ology
co-, con-	together with	**co**operate, **co**incidence, **co**exist, **con**ductor
contra- **counter-**	against, opposite to against	**contra**dict, **contra**ry **counter**-argument, **counter**-productive
de-	reverse of the verb, away from, down	**de**code, **de**generate, **de**valuate, **de**frost
di-	twice, double	**di**oxide, **di**lemma
dis-	opposite action of the verb	**dis**connect (opposite of connect), **dis**order

Prefix	Usual Meaning	Example
en- em-	Make	**en**able, **em**power (make powerful), **en**sure (make sure)
equi-	equal, same	**equi**valent
ex-	out, from, former	**ex**port, **ex**-president
extra-	beyond, outside	**extra**sensory
fore-, for-	before, in front of	**fore**tell, **fore**ground, **for**mer
hetero-	other, opposite, different	**hetero**geneous
homo-	Same	**homo**geneous
hyper-	to an extreme degree	**hyper**sensitive, **hyper**active
in- im- il- ir-	Not	**in**accurate, **in**correct, **il**logical, **im**possible, **im**polite, **ir**rational, **ir**relevant
in- im-	within, into	**in**clude, **im**port, **in**ternal
inter-	between, among	**inter**national, **inter**disciplinary, **inter**mediate
intra- intro	Inside	**intro**spection, **intra**venous
macro-	relatively large	**macro**cosm
mal-	bad, wrong	**mal**treatment, **mal**adjusted
micro-	Small	**micro**film, **micro**-surgery
mid-	middle	**mid**-week
mis-	in the wrong way, bad, not	**mis**understanding, **mis**conduct, **mis**trust
mono-	One	**mono**tone, **mono**lingual
multi-	Many	**multi**-purpose, **multi**national, **multi**cultural
non-	Not	**non**-standard, **non**sense
neo-	New	**neo**-classical
neuro-	of the nervous system	**neuro**logy, **neuro**sis
omni-	All	**omni**potent
out-	more than	**out**live, **out**number
over-	too much	**over**work, **over**crowded
parti-	Father	**patri**arch
phono-	of sound	**phone**tic
photo-	of light	**photo**graph, **photo**genic
physio-	of the body	**physio**logy, **physio**therapy
post-	After	**post**graduate (after graduating), **post**pone
poly-	Many	**poly**gamy (having many wives)

Prefix	Usual Meaning	Example
pre-	before	**pre**-war, **pre**vious, **pre**historic, **pre**dict
pro-	for, in favor of	**pro**-abortion
re-	Again	**re**do, **re**build, **re**write
semi-	half, partially	**semi**circle, **semi**final, **semi**conscious
socio-	of society	**socio**logy, socio-economic
sub-	under	**sub**normal, **sub**title, **sub**conscious, **sub**marine
super-	above	**super**natural, **super**power
sym- syn-	together, sharing	**sym**phony, **syn**agogue, **syn**chronize, **syn**tax
tele-	from far	**tele**vision, **tele**scope, **tele**phone, **tele**pathy
thermo-	heat	**thermo**meter
trans-	across, beyond, changed	**trans**form, **trans**portation, **trans**plant, **trans**late
tri-	three	**tri**angle, **tri**o
un-	not, negative, reverse	**un**usual, **un**important, **un**seen, **un**pack, **un**do, **un**likely
under-	too little, located beneath	**under**privileged, **under**estimate, **under**statement, **under**graduate
uni-	one	**uni**form, **uni**lateral, **uni**fy, **uni**lingual
up-	to a higher or better state	**up**grade, **up**bringing, **uprising**
well-	in a satisfactory way, properly	**well**-known, **well**-being, **well**-intentioned

Suffixes

●Suffixes are word parts that come at the end of words.

●They can change the meaning of words, but most important, they show the grammatical function (the "part of speech") of a word.

››For example, the suffix **-tion** at the end of a word shows that the word is a noun. Adding **-ion** or **-tion** to a verb is one way of changing it into a noun.

Examples:

invite (verb) □ invita**tion** (noun)

direct (verb) □ direc**tion** (noun)

››Another example is the suffix **-ize**, which is a sign that the word is a verb. Adding -ize to a noun is one way of changing it into a verb.

Examples:

apology (noun) □ apolog**ize** (verb)

sympathy (noun) ⇨ sympath**ize** (verb)

››Here is a list of common English suffixes.

››***Note***: in some cases there is no specific meaning to a suffix. It simply indicates a particular part of speech.

For Nouns		
Suffix	**Usual Meaning**	**Example**
-er -or	a person or thing that does something	driv**er**, act**or**, doct**or**, dancer, teach**er**, minist**er**, help**er**, administrat**or**, runn**er**, dish-wash**er**, mix**er**, vacuum-clean**er**
-ist	a person that works in a certain field	scient**ist**, biolog**ist**, dent**ist**, physic**ist**, psycholog**ist**
-ian	a person that works in a certain field	technic**ian**, mathematic**ian**, statistic**ian**, librar**ian**, politic**ian**
-age		short**age**, dos**age**, host**age**
-ance -ence		accept**ance**, assist**ance**, import**ance**, independ**ence**, differ**ence**
-arian	someone who practices a belief	veget**arian,** disciplin**arian**
-crat	member or supporter of	demo**crat**, bureau**crat**
-cy	condition, quality	dependen**cy**, democra**cy**, accura**cy**, prophe**cy**
-dom	condition, state	free**dom**, wis**dom**, bore**dom**
-ee	person affected by the action of the verb	employ**ee**, interview**ee**
-hood		child**hood**, adult**hood**, likeli**hood**
-ion		expres**sion**, depres**sion**, religi**on**, inci**sion**
-ism		capitali**sm**, socialism, nationalism
-ment	state of	develop**ment**, involve**ment**
-ness	state, characteristic	kind**ness**, weak**ness**
-ology -logy	the study of, branch of learning	bi**ology**, astr**ology**, psych**ology**
-ship	state, condition, quality	friend**ship**, relation**ship**, citizen**ship**

Suffix	Usual Meaning	Example
-th		strength, length, width
-tion -sion		education, relation, legislation, impression
-tude		aptitude, certitude
-ty -ity		responsibility, liberty, beauty, poverty, hostility
-ure		feature, expenditure, nature

For Verbs

Suffix	Usual Meaning	Example
-ate	make, cause to become	educate, isolate, dictate, negotiate, motivate
-en	make	strengthen, widen, deepen, sweeten, (also at the beginning of words: enlarge, enhance, endanger)
-fy -ify	make or cause to become	simplify, beautify, justify, exemplify
-ise -ize -yze	make	apologize, criticize, compromise, analyze

For Adjectives

Suffix	Usual Meaning	Example
-able -ible	can be/is able to be	acceptable, defensible, flexible, reversible, unbelievable, responsible
-al		legal, analytical, conceptual, educational, national, intellectual, economical
-ant -ent		different, independent, ambivalent, important
-ary -ory		primary, secondary, sensory, compulsory
-ed	having the characteristic of	interested, bored, fascinated, complicated
-ese	of a place, country, language	Japanese
-ful	has the quality of, full of	beautiful, thankful, careful, wonderful
-ic		scientific, specific, tragic
-il -ile		civil, senile, hostile
-ing		interesting, boring, fascinating, exciting
-ish	like, in the manner of	foolish, outlandish, childish
-ive		attractive, passive, active, selective

Suffix	Usual Meaning	Example
-less	without	pain**less**, hope**less**, care**less**
-ous	having the qualities of	religi**ous**, danger**ous**, courage**ous**
-y		funn**y**, friendl**y**, sunn**y**, windy

For Adverbs		
Suffix	**Usual Meaning**	**Example**
-ly	in a certain way	slow**ly**, painless**ly**, careful**ly**, unexpected**ly**

Section Two

Reading & Reading Skills

Reading Skills

Discourse Markers as Keys to Meaning

HOW THEY HELP US READ

- In every text you will find discourse markers. These are words or phrases that signal the place of important information in a text. They are like road signs, signaling the location of information and identifying what kind of information it is.
- You will find similar discourse markers in every text, no matter what the topic or vocabulary. They are not like regular vocabulary words, which are related to a specific topic.
- Discourse markers help you understand the organization of a text. They help you find main ideas and opinions, and help you distinguish between these ideas and supporting material.
- Discourse markers also help you understand how ideas are related. For example, they can signal that the writer is comparing two things or wants to show a cause-effect relationship. They can signal time sequence and can help you identify lists, opinions, examples, definitions, purpose and conclusions.

Markers of OPINION

in my opinion	to	There is no doubt that
I believe/consider	I am sure	surely
it appears that	no doubt	luckily
in my view	it seems to me	obviously
actually, in fact	there is no question	fortunately/unfortunately
certainly	undoubtedly	
may/might/should/ought	I am convinced	

Markers of PURPOSE

in order to	so that	in order that
so as to	so	for
to		

Markers of SUMMARY / CONCLUSION

to sum up	for these reasons	as we have seen
in summary	therefore	so,...
thus	then	
in short	consequently	
in conclusion	finally	
to conclude		

Markers of DEFINITION

…can be understood as	we may say that … is
…is defined as	we can assume that … means/refers to
we can define … as	we consider… to be
in this context/paper, … is	..., that is ...,

Markers of EXAMPLES

for example	specifically
e.g.	such as / as
to illustrate	examples are
for instance	let's look at

Markers of ADDITION / LOGICAL SEQUENCE

and	in addition (to)	besides
together with	aside from	aside from
too	along with	first/firstly
also	as well as	second/secondly … finally
moreover	another	next
furthermore	not only… but also	then
further	both … and …	

Markers of TIME SEQUENCE

first …then/next	since … (e.g. last year)	at last
finally	for … (e.g. 2 years)	in the end/eventually
initially	while/as	later
in the beginning	meanwhile/in the meantime	thereafter
earlier	previously/beforehand	subsequently
formerly	before …	on another occasion
once/the moment that	after …	until/till
	afterwards	immediately
	then	right away
	at that point/at which point	during

Markers of CAUSE & EFFECT

CAUSE	EFFECT	VERBS OF CAUSE & EFFECT	
because	so	cause	+ the
since	then	create	
as	as a result	lead to effect	
for	that's why	account for	
because of	therefore	bring about	
as a result of	consequently	result in	
due to	in consequence	produce	
owing to	thus	result from	+ the
on account of	hence	arise from /out of cause	
on this basis	it follows	is caused by	
thanks to	accordingly	is attributed to	
for this reason	so …that …		
	such … that ...		

Markers of COMPARISON

like	just as … so	equally
as	as … as	more … than
as if	as well	…er than
similar to	in the same way	
similarly	in like manner	
likewise	in a similar fashion	
in comparison	also/too	

●Note that some markers have more than one meaning.

››since

Since they failed the test, they were not allowed to take the next course. (CAUSE)

The new curriculum has been in use **since** the year 2002. (TIME)

››as

As they failed the test, they were not allowed to go into the next course. (CAUSE)

As the children gathered around her, she began to tell them a story. (TIME)

When someone else is organizing our time for us, **such as** during lessons, we are part of a routine. (EXAMPLE)

››while

Teachers collect a great deal of information **while** they walk around the classroom. (TIME)

While boys are encouraged to play with blocks, girls are given dolls. (CONTRAST)

››for

They have no study skills, **for** no one has ever bothered to train them. (CAUSE)

For the last few years, we have been trying out a new way of teaching this subject. (TIME)

Vocabulary – These words and phrases will help you understand the text:
alarm clock, annoying, awake, ball of energy, behave, complain, (to) hate, lazy, (to) need, often, punishment, sleepyhead, sleep through, snooze, (to) stretch, suffer, tasks, type, unless

(TEXT 1) **WHAT KIND OF MORNING PERSON ARE YOU?**

What kind of morning person are you?
What are you like in the morning? How do you behave? You probably belong to one of the following three types: those who hate mornings, those who sleep through them or those who like them. Those who hate mornings are often called "grumps". Grumps hate waking up in the morning and if you try to wake them up, they complain and make you suffer. It's a good idea to stay as far away from a morning grump as possible, unless you like punishment. The second type of morning person is the kind who always says "give me just another minute" and then stretches "another minute" into 30 or 40 minutes with the help of a snooze alarm.

She often sleeps right through the morning and is late for everything. The last kind of morning person is the most annoying, because he actually likes mornings. For him, there is no need
for an alarm clock. He always gets up early, bright-eyed and happy to face a new day. In fact, he usually finishes his morning tasks long before anyone else is even awake. This is the kind of morning person who makes everyone else look lazy. So what kind of morning person are you? Are you a grump, a "just-another-minute" sleepyhead or a bright-eyed ball of energy?

Vocabulary - These words and phrases will help you understand the text:
call in sick, look forward to, happen, imagine, mood, on time, possibilities, rested, (to) ring, set a clock ahead, (to) snooze, solution, take a shower, tremendously

(TEXT 2) **MY MORNING**

The same thing happens to me every single workday morning – I can't seem to get out of bed. When I hear the alarm clock ring, I imagine all kinds of possibilities, such as calling in sick or at least saying I'll be late. However, being a practical person, I somehow get out of bed and go to work. How do I do it? I have found a few solutions to my morning problem.

First of all, I go to sleep early every weekday night, so that I will get plenty of sleep. Although most people only need six to eight hours of sleep, I have found that eight to nine hours is better for me. When I get enough sleep, I feel rested, and I'm even in a better mood. Secondly, I prepare everything the night before, such as making my lunch sandwiches and putting out the clothes that I'm going to wear the next morning.

However, there is always one thing that I leave for the morning – taking a shower; my morning shower helps me wake up faster. Actually, the shower is the only thing I look forward to when I get up in the morning.

Finally, I set the alarm clock 30 minutes ahead, so that I'll have 30 minutes to snooze. That extra snoozing time makes me feel as though I'm sleeping late. These three simple steps have helped me tremendously. Believe it or not, I've even come to work on time for the last two weeks.

Comprehension Questions: (Text 1)

1. How many kinds of morning people does the writer describe?

---

2. What name is given to people who hate mornings?

---

3. What does the second type usually do when you wake her up?

---

4. List the 3 types of morning people.

---

5. What is the writer's definition of "grumps"?

---

6. Why does the writer call the last kind of morning person "the most annoying"?

Comprehension Questions: (Text 2)

1. What goes through the speaker's mind when the alarm rings?

---

2. Does the speaker go to sleep late or early on weekdays?

---

3. What kinds of things does the speaker do the night before?

---

4. What does he/she leave for the morning? Why?

---

5. Why does he/she set the alarm 30 minutes ahead?

---

6. Text 2 gives a three-step solution to the problem of waking up in the morning. List the steps.

Close Reading Questions: (Text 1 & 2)

a. Markers:

See Reading Skills section, Discourse Markers, and answer the following questions:

1. What do these signal? Choose from (**contrast, list, example**)

Three types… the first type… the second type… the last kind

First of all… Secondly… Finally

---

2. Look at this sentence: "However, there is always one thing that I leave for the morning – taking a shower (Text 2, lines 20-22)

Why does the speaker use "However"? Choose from (**to show contrast, purpose, reason**) ----------

3. Find these markers in the texts: such as, although, actually, so that.

- Which one signals that we are getting an example? ----------
- Which one signals that we are getting the purpose? ----------
- Which one signals that there is a contrast? ----------
- Which word is similar in meaning to "in fact"? ----------

b. Sentence structure:

1. "Grumps hate waking up in the morning..." (Text 1, lines 7-8) Circle the subject.

What do grumps hate? ----------

2. "Those who hate mornings are often called grumps." (Text 1, lines 6-7) Circle the subject.

Underline the verb. Is the verb Active or Passive? ----------

c. Vocabulary:

Find words in Text 1 and Text 2 with meanings similar to the following:

type	----------	but	----------
jobs	----------	not tired	----------
even though	----------	any other person	----------

(TEXT 3) UNDER STRESS? HERE'S A GOOD WAY TO RELAX

When you are nervous, you automatically tense your muscles. Your breathing is also affected, and you begin to take quick, shallow breaths. Although this is a natural reaction to being under stress, it is actually not good for you.

Long ago, in prehistoric times, this stress response served an important purpose. When early humans found themselves in danger, their muscles tensed and their breathing became quick and shallow. These changes made it possible for them to run away quickly or to fight. Thus the stress response was once very useful. In our times, however, the causes of stress are usually different and there is seldom a need to run or fight. Nevertheless, the stress response of our bodies is the same – our muscles and breathing are still affected. Because there is no need to run or fight, the tension is not released and the stress builds up.

The best way to counteract this unwanted stress response is to breathe deeply and slowly – actually the opposite of how you breathe when you are under stress. This may sound simple, but many of us have forgotten how to do it. It may be worth reviewing the mechanics of deep breathing and how it helps us.

Most of us have forgotten how to breathe deeply. When we were babies we did it naturally. If you watch the way a baby breathes, you will notice that the area below the chest goes in and out. As adults we don't breathe that way. Instead we breathe from the chest itself and take shallower breaths. As a result, we take in less oxygen. Since oxygen is carried throughout our system by the blood, if there isn't enough oxygen, the blood has to move through the system faster. This causes higher blood pressure.

By breathing deeply, you can reverse these negative effects. It's worth taking a few minutes to practice this breathing. You don't have to lie down. In fact you can do it sitting or even standing, as long as you are wearing loose, comfortable clothes. First of all, breathe in through your nose to the count of five. As you do this, silently say the word "in" to yourself and let your lower abdomen fill with air. Then breathe out to the count of five, this time silently saying the work "out". Do this deep breathing for at least two minutes each time. Slowly you will find that you can count to ten or more as you breathe in and out. The longer the breath takes, the deeper it is and the better it will relax you.

The effects of deep breathing go much further than just relaxation. By helping you let go of tension, deep breathing can relieve headaches, backaches, stomach-aches and sleeplessness. It does this by releasing endorphins, the body's own painkillers, into the system. The increased oxygen intake allows blood pressure to return to normal and this is good for your heart. The good effects are not only physical, but also emotional, since deep breathing allows emotions to come to the surface. There is no question that this is one of the best techniques you can find for relaxing your body and your mind.

Vocabulary – These words and phrases will help you understand the text:

(to) affect, blood pressure, breathe in/out, deep breathing, effects, emotional, let go, mind and body, muscles, nervous, oxygen, physical, relaxation, relieve, shallow breaths, stress response, (to) tense, under stress

Comprehension Questions:

1. How does tension affect your breathing?

---

2. Why was the stress response useful in prehistoric times?

---

3. What's the difference between the way babies and adults breathe?

---

4. How does deep breathing affect blood pressure?

---

5. How does deep breathing help your emotional health?

6.What problem does the writer present in this article?

---

7. What solution does the writer suggest for the problem?

---

8. List the benefits of deep breathing. (paragraph 6)

Close Reading Questions:

a. Substitute words: *What do the underlined words refer to*?

1. "Although this is a natural reaction.. it is..not good for you." (paragraph1, lines 4-5)

---

2. "When we were babies we did it naturally." (paragraph 4, lines 2-3)

---

b. Find these markers. *What meanings do they signal?*

See Reading Skills section, Discourse Markers.

Choose from (**addition, time sequence, contrast, reason, result, past time**)

Par. 1: Although (line 4) ----------

Par. 2: Long ago (line 1) ----------, Nevertheless (line 10) ----------

Par. 4: Instead (line 6) ----------, As a result (line 7) ----------

Par. 5: In fact (line 4) ----------, Then (line 9) ----------

Par. 6: not only …but also (line 9) ----------, since (line 10) ----------

c. Find these VERBS and underline them.

Which ones are in Passive form and which are in Active form?

Par. 1: is affected (line 2) ----------

Par. 2: is not released (line 13) ----------

Par. 4: causes (line 11), is carried (line 8) ----------

Par. 5: can reverse (line 1), will relax (line 15) ----------

d. Sentence Structure

1. "The longer the breath takes, the deeper it is and the better it will relax you." (paragraph 5, lines 14-16)

Complete this paraphrase of the sentence:

If your breath is longer, it is also ---------- and it will also ---------- you more.

2. "The increased oxygen intake allows blood pressure to return to normal and this is good for your heart." (paragraph 6, lines 6-8)

What allows blood pressure to return to normal?

---

e. Parts of Speech:

Find these words in the text. Where there is a star, add the missing part of speech.

VERB	NOUN
relax	*
*	breath
tense	*
*	causes

Vocabulary – These words and phrases will help you understand the text:

activities, actually, conclude, discover, effects, find out, frequent, habits, pay attention, research, seldom, spend time, (a) study-studies, (a) survey

(TEXT 4) THE TV IS ON BUT WHO'S WATCHING?

Many of us worry about the effects of television on family life. We think that we spend too much time watching television and that it takes us away from more important activities, such as reading, exercising and talking to family and friends. But is this really true?

Studies have shown that people in the United States do spend a lot of time in front of their television sets. About 98% of American homes have at least one TV set, and in the average home the TV is on more than six hours a day. But how much attention do people actually pay to the programs? And do people who watch TV really spend less time on other free-time activities?

Recently some researchers in New York City tried to find the answers to these questions by conducting a telephone survey. They phoned more than a thousand people all over the United States and asked them questions about how they spend their free time.

No one was surprised to find out that watching TV is the most popular free-time activity in the United States. More than 70% of those asked said that they watch TV every day or almost every day. The second most popular activity that they mentioned was reading the newspaper. Listening to music at home was third, talking on the phone to friends and relatives was fourth and doing some form of exercise was fifth.

But the researchers discovered an interesting fact about Americans' TV habits. According to this survey, although most people turn the TV on every day, they do not actually watch it very much. Six out of ten people said that when the TV is on, they seldom pay attention to it. During a typical television program, they may eat dinner, do housework, read a newspaper or magazine, talk to their children or even read to them. The TV may be on, but it is just background music.

The researchers therefore concluded that television does not take Americans away from more important activities. It doesn't keep them from doing other free-time activities. In fact, when they compared people who frequently watch TV and those who seldom watch TV, they found that there were no great differences in their other activities. The frequent watchers read to their children and talk to their families just as much as the others.

Comprehension Questions:

1. When was this article written?
   ---
2. Which leisure activity was not popular yet at that time?
   ---
3. Which paragraph tells us
   - how much time Americans spend watching TV? ---
   - what the researchers found out? ---
   - how the researchers did their study? ---
   - the research conclusions? ---
4. What are some of the bad effects of watching TV, according to many people?
   ---
5. Do Americans spend a lot of time in front of the TV?
   ---
6. How many hours a day is the TV on in the average home?
   ---
7. What percentage of Americans watch TV every day?
   ---
8. What are some of the other activities that Americans like?
   ---
9. Do Americans usually pay attention to the programs that are on?
   ---
10. What kinds of things do they do while the TV is on?

Close Reading Questions:

a. Rhetorical questions:

1. *Find these questions in the text and underline them.*

- "But is this really true?"
- "But how much attention do people actually pay to the programs?"
- "And do people who watch TV really spend less time on other free-time activities?"

2. *Are they really questions or does the writer already know the answer to them*
---

3. *What are the answers?*
---

b. Markers: (See Reading Skills section, Discourse Markers)

1. Ordinal numbers: *Put these into the correct order:*

the most popular, third, fifth, the second most popular, fourth

2. *Circle the words that could replace* **"although" in this sentence.**

"...although most people turn the TV on every day, they..." (paragraph.5, lines 3-5)

even though/ when/ in comparison to/ despite the fact that/ in order to/ finally

c. Sentence Structure:

1. Divide this compound sentence into two. *What's the subject of the second part?*

"They phoned more than a thousand people all over the United States and asked them questions about how they spend their free time." (paragraph 3, lines 3-6)

---

2. Look at this sentence and answer the questions about it.

"More than 70% of those asked said that they watch TV every day or almost every day." (para.4, lines 25-27)

- *What's the subject of this sentence?* (Who said something?) ----------
- *What's the main verb?* (What did they do?) ----------
- *What question do the underlined words answer?*----------

d. Modal verb:

Find and underline the modal verb that expresses possibility.

"During a typical television program, they may eat dinner, do housework, read a newspaper or magazine, talk to their children or even read to them. The TV may be on, but it is just background music." (paragraph 5, lines 6-11)

Vocabulary - These words and phrases will help you understand the text.

appropriate behavior, aware, barriers, biased attitudes, capabilities, challenges, discourage, encourage, equal chances, equality of the sexes, feminine/female, gender stereotypes, inherent, innate differences, masculine/male, opportunities, outmoded, physical appearance, qualities, (to) rear, self-worth, society, (a) survey, (to) treat differently

(TEXT 5) MAKING USE OF YOUR TIME

Everybody wastes time. Instead of doing his homework, the schoolboy watches television. Instead of writing her essay, the student goes out with her friends. Instead of reading his book, the commuter gazes out of the window. The writer neglects his work, and wanders around the house making cups of coffee and daydreaming. They all have good intentions. But they keep putting off the moment when they must start work. As a result, they begin to feel guilty, and then waste even more time wishing they had worked.

When someone else is organizing our time for us, as for instance during lessons or working hours, we are part of a disciplined routine. When we are responsible for organizing our own time, however, we need to draw on our own resources and use self-discipline. Such self-discipline is extremely important for self-employed people, particularly those engaged in such creative activities as writing. Such people cannot survive, let alone prosper, unless they organize their time efficiently.

I know two writers who seem to have learned how to deal with the problem, but in quite different ways. At one extreme is Bob, an extremely methodical person. He arrives at his office at 9 a.m. and is creative until 12:30. Then at 2 p.m. he returns to his desk and is creative till 5p.m., at which point he goes home and switches off until the following morning. At the other extreme is Alan, who denies that you can regulate your creativity in this way, by the clock. He works in inspired bursts, often missing meals and sleep in order to write down the ideas which are in his head. Such periods of intense activity are usually followed by days of lethargy, when he just wanders around his place, listening to Mozart and flicking through magazines.

Their places of work reflect their styles. Bob's books are neatly arranged on the shelves by his desk. He can always find the books he wants, and there is not a single book in his office that is not directly relevant to his work. Alan, on the other hand, has books and magazines all over the place, some on shelves, some in piles on the floor and the table, even some on and under his bed. Moreover, they are about every subject under the sun, most of them apparently unconnected with his work. There is no hint of system or order in Alan's work space. It seems

like a random collection. Yet he manages to glean from it the most unlikely information to enrich and enliven his books.

Bob, as you might imagine, has a wonderfully organized filing system, keeps a diary, and always carries a small notebook in which to jot down things he has to do. If Alan even made a list of things to do, he would immediately lose the piece of paper on which he had written it. He now has a new and rather desperate system for remembering something. He writes it down on the largest piece of paper he can find. Then, instead of folding the paper neatly, he crumples it up and stuffs it into his jacket pocket, where it makes such an enormous bulge that he cannot possibly forget that it is there – until he changes his jacket, of course.

Both Bob and Alan have managed to organize their lives in such a way that they are able to produce work of very high quality. Obviously, each works in the way that suits his character, and it would be foolish to take either as a model. All the same, there is a lot we can learn from them. For example, Bob has the excellent idea of setting targets for each week. As long as he is "on target", he doesn't feel guilty about taking an afternoon off in the middle of the week. In other words, he occasionally wastes time deliberately, in the same way that you might sometimes spend money on a lunch you could not normally afford. It seems to be a much better idea to relax and enjoy your time-wasting than to feel guilty about it both while you are wasting your time and afterwards.

Comprehension Questions:

1. What makes many people feel guilty? (par. 1)
---
2. Why is self-discipline important for people who work for themselves? (par. 2)
---
3. Which of the two people manages his time in an organized way? (par. 3)
---
4. Describe Alan's work space. How does it reflect the way he uses time? (par. 4)
---
5. What is Alan's system for remembering things? (par. 5)
---
6. Which of the two, Bob or Alan, does the writer think we should imitate? (par. 6)
---
7. Which paragraph mentions
   - examples of how we waste time? ----------
   - the way Bob and Alan use their time? ----------
   - places of work? ----------
   - a disciplined routine? ----------

Close Reading Questions:

a. Markers: (See Reading Skills section, Discourse Markers)

Find these in the text and circle the meanings they signal.

Instead of (paragraph 1, line 2)	an example of / in place of
for instance (paragraph 2, line 1)	for example / for a moment
Moreover, (paragraph 4, line 3)	for that reason /not only that
on the other hand (paragraph 4, line 3)	as a result / in contrast
Yet (paragraph 4, line 7)	in addition / in spite of that
All the same (paragraph 6, line 3)	despite that / because of that
As long as (paragraph 6, lines 4-5)	during the time / after

b. Substitute words: *What do the underlined words refer to?*

- "Their places of work reflect their styles." (paragraph 4, line 1)

- "He now has a new… for remembering something." (paragraph 5, line 4)

- "…he cannot possibly forget that it is there…" (paragraph 5, line 7)

- "…each works in the way that suits his character…" (paragraph 6, lines 2-3)

- "It seems to be a much better idea…" (paragraph 6, lines 7-8)
  ---

c. Sentence Structure: Noun phrases (adverb + adjective + noun)

Look at these noun phrases. In each one underline the noun & circle the words that describe it.

Example: neatly arranged books

apparently unconnected subjects

extremely important self-discipline

wonderfully organized filing system

d. "wish" + Past Perfect: to express a wish about something in the past that you can't change.

"… they begin to feel guilty, and then waste even more time wishing they had worked." (paragraph 1, lines 5-6)

Did they work in the past or not? ---

Vocabulary – These words and phrases will help you understand the text:

(to) affect, attitude, avoid, compulsion, emotional, enthusiast, extreme, fitness, harmless, health-conscious, (a) healthy life style, non-nutritious, nutritious, overweight, physical, poor health, protein

(TEXT 6) **Food – The Choice is Yours**

Food directly affects your physical and emotional health. If you eat non-nutritious junk food and do not pay attention to your diet, then you pay the price of poor health or become severely overweight. If you eat good food and control what you eat, your chances of being healthy are much better. The place to begin a healthy lifestyle is in your choice of food, that is in your diet.

A diet is a plan for eating. People follow diets for many reasons. Some people go on diets in order to lose weight. They avoid foods that are high in calories and fats, and instead eat foods that are nutritious but not fattening. Others, such as bodybuilders and fitness enthusiasts, go on special diets to gain weight. They eat food high in protein in order to build muscle, increase their body weight, and improve their appearance.

Many people follow diets as a way of life. Their goal is not to lose or gain weight, but simply to stay healthy. Health-conscious dieters pay careful attention to the nutritional value of the foods they eat. Many of them nowadays eat only food that is grown organically. There are also those, such as vegetarians, who do not eat animals. They do this either because they believe that meat is bad for the health and that avoiding it lengthens their lives, or simply because they love animals and are therefore against eating them.

Whatever diet you follow, you must be careful not to go to extremes. Extreme diets can be dangerous. For example, there is the danger of developing an "eating disorder" – the term used for unhealthy overeating or under-eating. One of these, the compulsion not to eat, is called "anorexia". It often begins as a harmless diet, but later can become a serious and dangerous illness.

Your lifestyle affects your attitude to food. However, the opposite is also true – your attitude and choice of food can affect your lifestyle. It is in your power to lead a healthy, active life. The choice is yours.

Comprehension Questions:

1. **Skim the article quickly. Pay attention to the first sentence in each paragraph.**

Which paragraph is about

• why people go on diets? ----------

• extreme diets? ----------

• food and lifestyles? ----------

2. **Which of the following appear in the text?** *Circle them in the text.*

• junk food

• vegetarians

• sports

• animals

• aerobic dancing

3. What happens if you eat non-nutritious food?

---

4. If you want to lose weight, what should you eat?

---

5. Why do bodybuilders eat food that is high in protein?

---

6. Why do vegetarians avoid meat? (Give two reasons.)

---

7. What is one of the dangers of extreme diets?

Close Reading Questions:

a. **Markers: (See Reading Skills section, Discourse Markers)**

Find these in the text and decide what meanings they signal.

Choose from (**restatement, purpose, definition, example**)

such as (paragraph 3, line 7) ----------

For example, (paragraph 4, line 3) ----------

in order to (paragraph 2, line 8) ----------

the term used for, is called (paragraph 4, lines 4-6) ----------

that is (paragraph 1, line 8) ----------

b. Affixes

1. *Underline the prefixes in these words and look up their meanings*:

unhealthy, overeating, under-eating, non-nutritious, overweight

2. *Underline the suffixes in these words and look up their meanings*:

harmless, harmful

c. Sentence Structure:

"They avoid foods that are high in calories and fats, and instead eat foods that are nutritious but not fattening."

1. **This is a compound sentence**.

Which word joins the two parts?

What is the subject of both the first and the second part?

2. **Look at the underlined adjective clauses**. *Draw arrows to the words they describe.*

(TEXT 7) OVERWEIGHT? START EXERCISING!

We are all aware that exercise is important. We know we should be doing it, but something always seems to keep us from getting started. There are many of us. In the USA, more than 60 percent of the population gets little or no exercise, even though we have been reminded time and again of the wonderful effects of regular physical activity on body and mind.

Americans constantly go on diets, yet in the last three decades we have become fatter and fatter, despite the fact that we actually consume fewer calories than in the past. Since body fat cannot appear out of thin air, the explanation for our increasing weight must be that we are using up a lot fewer calories than we are consuming.

It isn't difficult to figure out why this is so. All we have to do is look around at our lives. We are surrounded by machines and gadgets that make moving unnecessary: remote control TVs, radios and DVDs, automatic gear shift cars, elevators and escalators, washing machines and dishwashers, computers and fax machines, e-mail at home and in the office, catalogue and Internet shopping, motorized lawn mowers, and so forth and so on. We hardly have to lift a finger to get through the day. And, to be sure, most of us don't. According to one exercise expert, if we spend two minutes an hour of each workday sending e-mail to office mates instead of walking down the hall to talk to them, we will eventually accumulate the caloric equivalent of 11 pounds of body fat in a decade.

The problem is body fat. Compared to muscle tissue, body fat needs fewer calories to maintain itself. As a result, as we gain weight, our metabolic rate - the number of calories we use up minute by minute - drops and we gain even more weight. This results in the vicious cycle of inactivity and weight gain that many of us suffer from.

On the whole, Americans don't exercise much. In fact, fewer than one-fifth engage in regular, sustained, vigorous physical activity, the kind that makes them sweat a little, the kind that lowers the risk of chronic diseases and early death. There is mounting evidence that such physical activity can greatly reduce the risk of developing and dying of heart disease, stroke, diabetes, hypertension and osteoporosis. Despite all this evidence, the proportion of Americans who engage in this kind of exercise has not increased since the mid-1980's.

Prompted by this lack of progress, some leading health authorities have decided to make changes in the advice they offer the public. Instead of pushing everyone to exercise at their so-called target heart rate for at least 20 minutes at a time at least three times a week, experts now suggest a more practical approach. They recommend that we do 30 minutes or more of only moderately intense physical activity, but do it almost every day. They even say that the 30 minutes of daily activity can be divided into shorter 10-minute segments.

Vocabulary – These words and phrases will help you understand the text.

accumulate, advice, approach, at least, body and mind, consume calories, decade, engage in exercise, evidence, (an) expert, fewer, figure out, heart rate, increasing weight, maintain, muscle tissue, percent, physical activity, progress, recommend, risk, (to) sweat, target, vicious cycle

Comprehension Questions:

1. What percentage of Americans gets little or no exercise? (paragraph 1)

---

2. Do they know about the rewards of exercise? (paragraph 1)

---

3. Is exercise good only for the body? (paragraph 1)

---

4. Do they eat more or less than in the past? (paragraph 2)

---

5. Have they become fatter or thinner? (paragraph 2)

---

6. Why are people consuming fewer calories than in the past? (paragraph 3)

---

7. What bad habit at work does one exercise expert warn us about? (paragraph 3)

---

8. What uses fewer calories – body fat or muscle? (paragraph 4)

---

9. What drops when you are fat? (paragraph 4)

---

10. What happens when your metabolic rate goes down? (paragraph 4)

---

11. What is the result of inactivity? (paragraph 4)

---

12. What kind of physical activity helps to prevent disease? (paragraph 5)

---

13. Which diseases are affected by this activity? (paragraph 5)

Close Reading Questions:

a. Substitute words: What do the underlined words refer to?

"…we should be doing it" (paragraph 1, line 1) ----------

"…to figure out why" (paragraph 3, line 1) ----------

"…most of us don't" (paragraph 3, line 6) ----------

"…the kind that makes them sweat" (paragraph 5, line 2) ----------

"…this lack of progress" (paragraph 6, line 1) ----------

b. Markers: (See Reading Skills section, Discourse Markers)

1. Find these in the text and decide what meanings they signal.

Choose from **(reason, summary, contrast, purpose, comparison)**

• even though (paragraph 1, line 3) ----------

• "since" (paragraph 2, line 2) ----------

• "yet" (paragraph 2, line 1) ----------

• "instead of" (paragraph 3, line 8) ----------

• "despite" (paragraph 5, line 5) ----------

2. Underline the correct answer.

• "even though we have been reminded" (paragraph 1, line 1) means:
we have been reminded / we have not been reminded

• "despite all this evidence" (paragraph 5, line 5) means:
as a result of the evidence / although there is evidence

• "As a result, we gain weight" (paragraph 4, line 2) means:
this makes us gain weight / this comes from gaining weight

c. Sentence Structure:

1. **Preparatory "it":** What does "it" refer to in this sentence?

"It isn't difficult to figure out why." (paragraph 3, line 1) ----------

2. **Notice the underlined noun clauses. What question do they answer?**

"They recommend that we do 30 minutes …of... physical activity…" (paragraph 6, lines 4-5)

"They even say that the 30 minutes … can be divided into segments." (paragraph 6, lines 5-6)

Vocabulary – These words and phrases will help you understand the text:

addicted to, advantages, (a) challenge, common, complain, compulsive, earn a living, entertainment, enthusiastic, financial security, identity, inability, necessities, participation, quit, retire, satisfaction, tuition, typical

(TEXT 8) ADDICTED TO... WORK

Most people spend eight or nine hours on the job. They do this because they have no choice. They need to make enough money for necessities: food, rent, clothing, transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day – or the days until their next vacation.

On the other hand, there are some people who spend many extra hours on the job each week and often take work home with them. They actually enjoy work – or they simply can't stop working. These are the workaholics, addicted to working. They are as addicted to their jobs as other people are to drugs or alcohol.

In some big cities, workaholism is so common that people do not consider it to be unusual; they accept the lifestyle as normal. Government workers in Washington, D.C., for example, frequently work sixty to seventy hours a week. They don't do this because they have to; they do it because they want to. In the famous blackout of 1977, hundreds of workaholics in New York City tried to go to work even though there was no electricity – and therefore no air conditioning, elevators, or lights. Many of them went to their offices anyway. Others sat impatiently on the steps outside their office buildings and did paperwork or had business meetings.

Workaholism can be a serious problem. Since true workaholics would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they hate to sit and do nothing. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce.

Is workaholism always problematic? Maybe not. Some studies show that many workaholics have great energy and interest in life. Their work is so pleasurable that they are actually very happy. For most workaholics, work and entertainment are the same thing. Their jobs provide them with a challenge; this keeps them busy and creative. While other people retire from work at age sixty-five, workaholics usually prefer not to quit. They are still enthusiastic about work – and life – in their eighties and nineties.

Why do workaholics enjoy their jobs so much? Mostly because working offers some

important advantages. It provides people with paychecks – a way to earn a living. And working offers more than financial security. It provides people with self-confidence; they have a feeling of satisfaction when they've produced a challenging piece of work and are able to say, "I made that". Psychologists claim that work also gives people an identity; they work so that they can get a sense of self and individualism. In addition, most jobs provide people with a socially acceptable way to meet others.

It could be said that working is a positive addiction; maybe workaholics are compulsive about their work, but their addiction seems to be a safe – even an advantageous – one.

Comprehension Questions:

1. **Skim the article quickly. Pay attention to the first sentence in each paragraph.**

Which paragraph is about:

- workaholism in big cities? ----------
- the positive side of workaholism? ----------
- why workaholics enjoy their jobs? ----------
- the problems that workaholism creates? ----------

2. What is the attitude of most people to work? (paragraph 1)

---

3. How much time do they spend at work? (paragraph 1)

---

4. How do workaholics treat work? (paragraph 2)

---

5. The writer compares an addiction to work to other addictions. Which ones?

---

6. Fill in the following chart with negative and positive effects of workaholism (paragraphs 4-5).

Negative Effects	Positive Effects

Close Reading Questions:

a. Markers: (See Reading Skills section, Discourse Markers)

1. Find these and decide what meanings they signal.

Choose from (**restatement, purpose, contrast, result, example**)

(paragraph 2, line 1) "On the other hand"

(paragraph 3, lines 1) "so …. that"

(paragraph 3, line 5) "even though"

(paragraph 4, lines 4) "that is" ; "such as"

2. Note the difference:

• "...*workaholism* is so common that people do not consider it to be unusual." (lines 1-2) ("so ….. that" signals result)

• "*they work* so that they can get a sense of self." (lines 5-6)("so that" signals purpose)

b. Substitute words: What do these words refer to?

"this" (paragraph 1, line 1)

"it" (paragraph 1, line 3)

"These" (paragraph 2, line 3)

"it" (paragraph 3, line 1)

"one" (paragraph 7, line 2)

c. Sentence Structure:

Look at these sentences and follow the instructions.

1. *What does* "it" *refer to in this sentence?*

"It could be said that working is a positive addiction." (paragraph 7, line 1)

2. "Since true workaholics would rather work than do anything else, they probably don't know how to relax." (paragraph 4, lines 1-2)

Complete this paraphrase of the sentence:

Because alcoholics prefer ----------
---

d. Modal verbs: What meanings do the underlined modals signal? Circle the correct meaning.

"they <u>may</u> not know how to enjoy movies"(paragraph 4, line 2) possibility/permission

"They don't do this because they <u>have to</u>." (paragraph 3, line 3-4) advice / necessity

"Workaholism <u>can</u> be a serious problem." (paragraph 4, line1) possibility / permission

Section Three
Writing Basic Skills

Punctuation

(Punctuation Marks)

●Punctuation marks are *signs* such as **periods**, **commas** and **question marks**.

››They are used in sentences to make the meaning clear.

period [.]

●Put a period **at the end of a sentence**.



Tim lent me his skateboard.

The children are playing in the garden.

The train arrived late.

It's not a very sunny day.

comma [,]

●Put a comma **between items in a list**.

You need paper, scissors and glue.

She likes reading, swimming, playing basketball and going to the movies.

Tom, May Ling, Sue and Christopher all went shopping together.

››Put a comma after **yes** and **no**.

"Do you like football?" "Yes, I like it very much."

"Is this your house?" "Yes, it is."

"Is it still snowing?" "No, it's stopped."

"Has Sarah had breakfast yet?" "No, she hasn't."

››You also put a comma **before or after the name of the person you are speaking to**.

Hello, Mr. Carter.

Miss Lee, can I borrow a pencil, please?

Goodbye, Andrew.

››Commas are used *before* **please** and **thank you**.

Could you pass me that pencil, please?

"Would you like some more orange juice, David?" "Yes, please."

I've had enough to eat, thank you.

"Would you like another cupcake, Sally?" "No, thank you."

››A comma is also used **between the parts of a place name**.

Chicago, Illinois

Tower Bridge, London

Athens, Georgia

the Lincoln Memorial, Washington DC

question mark [?]

●Write a question mark **at the end of a question**, instead of a period.

Can you hear me, children?	Didn't you read the sign?
Who is that man talking to Dad?	Where is my schoolbag?
Is there someone knocking at the door?	How many apples are left?

exclamation point [!]

●Use an exclamation point at the end of a sentence that shows a **strong feeling** such as surprise or fear. An exclamation point is used instead of a period.

What a silly thing to do!	Help! A monster!
You're completely wrong!	What a shame!
I told you not to go out on your own!	How sad!

››You can also use exclamation points with strong **orders**.

Sit down! Don't touch that knife!

Be quiet! Give me that ball!

Leave that computer alone! Do it now!

››Exclamation points are usually used after **interjections**.

››People often use just one or two words to express a sudden feeling such as **fear**, **happiness**, **surprise** or **anger**, or in greeting somebody. These short expressions are called **interjections**. Here are some examples:

Hello!	Ouch!
Good morning!	Hurray!
Good night!	Help!
Well done!	Look out!
Oh dear!	Happy Birthday!



apostrophe [']

●Use an apostrophe with s to show who something belongs to.

This is Michael's room.

This is my Dad's desk.

Are you Kathleen's mom?

This dog's tail is very long.

The teacher collects everyone's books at the end of the class.

Jack is going to his friend's house for lunch.

››You also use an apostrophe to show **where one or more letters are missing in a contraction**.

I'm (= am) the boy who lives next door.

She's (= is) my best friend.

He's (= has) been to Europe twice.

We're (= are) going to the zoo today.

You're (= are) my favorite uncle.

I'd (= had) better go home now.

You've (= have) got dirt on your new shoes.

He'll (= will) lend you his bike.

quotation marks [" "]

●Use quotation marks around **the exact words that someone says**. You put the mark **(** " **)** at the beginning of the words, and the mark **(** " **)** at the end.

››Use a **comma** before the last quotation mark, to separate the words from the rest of the sentence.

"This bike is mine," said Susan.

"I would like some apple juice, please," said the little boy.

"Let's play computer games," said James.

››Suppose the exact words that someone says come after the rest of the sentence. In this case put a **period** before the last quotation mark.

Dad said, "Come inside and have lunch."

"John," said Mom, "please turn your music down."

››Put question marks and exclamation points in the same place as periods, **before the last quotation mark**.

"Is this the way to the station**?**" the man asked.

Sam said, "Can I borrow your pencil**?**"

"Don't do that**!**" said Mom.

John said, "What a great movie**!**"

colon [:]

●When you are reading a play script, notice the colon **between the name of a character and the words that they speak**.

Jack**:** What have you got in the bag?

Maggie**:** My swimming suit.

Jack**:** When are you going swimming?

Maggie**:** This afternoon. Would you like to come?

(Capital Letter)

●Use a capital letter as **the first letter of the first word in a sentence**.

Dogs have wet noses.

Where is my ball?

That isn't fair!

This is my brother.

You need a racket if you're going to play tennis.

●You also use a capital letter for **the first letter of the first word in direct speech**.

Sam said, "This is my brother."

"Where is my ball?" Tom asked.

Alice shouted, "That isn't fair!"

"You'll need a racket if you're going to play tennis," said Dad.

●The word **I** is always written as a capital letter.

I'm really pleased with your work.

Do you know what I got for my birthday?

Paul and I asked if we could help.

- Use a capital letter to *begin* the **names of people** and **places**.

John	**A**ustralia	the **S**phinx
May **L**ing	**G**ermany	the **T**aj **M**ahal
David **B**eckham	the **U**nited **S**tates of **A**merica	the **G**rand **C**anyon
Dr. **R**aj	the **G**reat **W**all of **C**hina	**M**exico **C**ity
Miss **L**ee	**B**eijing	the **P**acific **O**cean
Grandad	**B**uckingham **P**alace	**M**ount **F**uji
Uncle **D**avid	the **S**tatue of **L**iberty	the **R**io **G**rande
Professor **P**ark	the **E**rie **C**anal	the **H**imalayas

- You also use capital letters after the **initials** in someone's name.

T.K. Lee

J.K. Rowling

J.R.R. Tolkien

M.C. Hammer

- The **days** of the week and **months** of the year begin with a capital letter.

Monday	**J**anuary	**J**uly
Tuesday	**F**ebruary	**A**ugust
Wednesday	**M**arch	**S**eptember
Thursday	**A**pril	**O**ctober
Friday	**M**ay	**N**ovember
Saturday	**J**une	**D**ecember
Sunday		

- The names of **holidays** and **special celebrations** also begin with a capital letter.

Valentine's **D**ay	**V**eterans' **D**ay
Yom Kippur	**H**alloween
Christmas	**I**ndependence **D**ay
Memorial **D**ay	**T**hanksgiving

- Capital letters are also used in the *titles* **of books**, **films** and **plays**.

The **L**ady and the **T**ramp

Star **W**ars

Harry **P**otter and the **S**orcerer's **S**tone

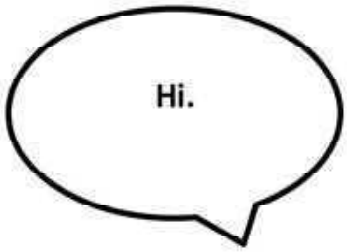
The **A**dventures of **S**herlock **H**olmes

Hamlet, **P**rince of **D**enmark

●**Nationalities** and **languages** also begin with a capital letter.

Australian	**G**erman
Indonesian	**K**orean
Spanish	**F**rench
Egyptian	**R**ussian
Hindu	**J**apanese
Arabic	**C**hinese
British	**E**nglish
Pakistani	**C**antonese

●You also use a capital letter for the first letter in words and phrases that you use for saying hello and goodbye.













Exercise 1

Put the correct punctuation mark at the end of each sentence.

1. Sally is my sister's friend
2. What time is it
3. Don't speak to your mother like that
4. Good morning Did you sleep well
5. Oh dear Did he hurt himself

Exercise 2

Rewrite the following sentences by putting commas and apostrophes in the correct places.

1. This food is delicious isnt it?

---

2. Hello David. Have you seen Toms new bike?

---

3. "Good morning children" said Miss Lee.

---

4. I cant speak French very well.

---

5. Excuse me Mr. Chen. Could you help me with this question please.

---

6. Sams mom bought rice eggs and flour.

---

7. Yes thank you. Ive had a lovely day.

---

8. Shes my big brothers girlfriend.

---

6. Mom asked if I had cleaned my room

---

7. Help I'm falling

---

8. Could you open a window, please

---

9. He's very handsome, isn't he

---

10. What a lovely day

Exercise 3

Put capital letters in the correct places as you rewrite these sentences.

1. have you seen mr. chen?

---

2. can I help with the cooking, mom?

---

3. we went to paris for a holiday.

---

4. "do you like my new car?" asked uncle david.

---

5. we visited new york and saw the statue of liberty.

---

6. my friend doesn't speak english.

---

7. they spent christmas in london.

---

8. we went to the library on thursday.

---

9. were you born in june or july?

---

10. have you read the lord of the rings by j.r.r. tolkien?

Basic Elements of a Sentence

●**This section assumes** that you have studied grammar already and that you are an efficient communicator orally, but that you just might need reminding about some of the parts of speech and how they work together to form complete and effective sentences.

››Remember, you need good grammar if you're going to communicate successfully—both orally and in written form. So now you can begin with this review of the big four parts of speech.

NOUNS

●Every sentence must include, at the very least, a noun and a verb; sometimes these are referred to as the subject and the predicate. They're easy to spot. The **noun** is the person, place, or thing doing the action in the sentence.

››Nouns can be **common nouns**, such as *boy*, *girl*, *dog*, *cat*, or they can be **proper nouns**, which describe a specific person, place, or thing.

Common Nouns	**Proper Nouns**
School	Sana'a University
Mouse	Mickey Mouse
Gorilla	King Kong
City	New York City
web browser	Google

››Be careful to follow the rules of capitalization. Being accurate about these rules can often make the difference between clarity and confusion in a sentence.

››Note the difference here:

John visited the **W**hite **H**ouse.

John visited the **w**hite **h**ouse.

The White House, when **capitalized**, clarifies for the reader that the writer is referring to **the home of the president**. *Without capitalization*, the writer can be describing *any house that is painted white*.

››Common nouns are usually not capitalized, except when they are the first word in a sentence. Proper nouns are always capitalized.

ADJECTIVES

•**Adjectives** are words that describe, modify, specify, or qualify a noun. For example, in these phrases, the **adjectives** are typed in **bold** and the *nouns* they described are typed in *italics*:

cool *group*

boring *lesson*

nice *teacher*

interesting *book*

VERBS

•**Verbs** are the words that describe the action in a sentence, or that define the relationship between two things. When a verb is doing the action in a sentence, it is called the **predicate**. Verbs also define the time of the action: the present, the past, or the future.

››Often verbs are accompanied by helping verbs that serve to define further the time or nature of the action. Here are some common helping verbs:

has	have	had
should	would	could

ADVERBS

•**Adverbs** are words that modify a verb, an adjective, or another adverb. In the following phrases the **adverbs** are typed in **bold** and the modified *verbs* are types in *italics*:

singing **badly**

carefully *picking* blackberries

sleeping **soundly**

write **easily**

vigorously *competing* to win

gratefully *counting* blessings

VERB-NOUN AGREEMENT

•One of the most common writing errors is the failure to make the subject and the predicate (the noun and the verb) in a sentence agree in number.

If the *subject* of the sentence is *singular* (*a boy*), then the **verb** must be a **singular** verb. For example:

The boy **walks** around the block.

The girls **walk** around the block.

››Most often, the error of not matching the subject and predicate correctly is made in haste. There is really no excuse for making this error, especially since it is so easy to correct.

EXERCISE 1

Fill in the blank with the correct verb form in the following sentences.

1. The mother cat _____ a litter of four striped and two ginger kittens.

a. had **b.** have

2. While trying to _____ his favorite kitten from the rooftop, Jeremy fell and knocked himself out.

a. have rescued **b.** rescue

3. We _____ Jeremy fall, and heard a loud thud.

a. seen **b.** saw

4. The lesson we _____ was a sad one, but also funny.

a. had learned **b.** learned

5. Cats _____ sometimes a lot smarter than boys about judging distances.

a. is **b.** are

TIP:

Before you finalize any piece of writing, go through it one last time to make sure that each verb matches its subject in number, and matches the meaning of the sentence in tense.

SENTENCE STRUCTURE

(This lesson focuses on the various types of sentences and pays particular attention to common sentence errors such as sentence fragments and comma splices.)

●**Now that you've** completed a review of the big four (and most important) parts of speech, this lesson provides a quick review of how those parts of speech function in correct sentence structures.

●Basically, sentences are made up of words put together to communicate ideas. Every grammatically correct sentence must have a **subject** (the noun doing the action) and a **predicate** (the verb describing the action). Once words are combined to communicate ideas, they are called **clauses**. And clauses can be either **independent clauses**, which are clauses that express a complete idea, or they can be **dependent** (or subordinate) **clauses**, which are clauses that do not express a complete idea but that contribute to (or modify) the independent clause in a sentence. Once you understand these basic definitions, you should have no problem constructing sentences that convey your ideas grammatically.

THREE KINDS OF SENTENCES

●There are three kinds of sentences: simple, compound, and complex. Look at the following samples to see how the three types of sentences differ from each other.

1. Simple sentence:

Simple sentences contain one independent clause that expresses a complete thought.

Fido loves to greet visitors.

2. Compound sentence:

Compound sentences contain two (or more) independent clauses and no dependent clauses.

Fido loves to greet visitors, **and** he often slobbers all over them.

3. Complex sentence:

Complex sentences contain one independent clause and one or more dependent clauses.

Because Fido is such a happy dog, many neighbors don't mind his slobbering.

TIP:

Here are a few simple sentence structure rules:

- Simple sentences are not necessarily short, but they must contain only one independent clause.
- In compound sentences, the two (or more) independent clauses must be related in thought.
- In complex sentences, the dependent clause clarifies the relationship between ideas. Often, these dependent clauses start with words like *because*, *when*, *who*, or *where*.

EXERCISE 2

For each sentence, identify its structure type. **Underline independent clauses once.** If there are **dependent clauses** in the sentences, **underline them twice.**

1. Friendly dogs usually prance around in an attempt to express their glee, and they also often bark a lot.

2. My dog, who is shy and easily frightened, barks most often when she meets strangers.

3. Scaredy-cat dogs are often the loudest barkers.

4. Because scaredy-cat dogs are sometimes fearful, they can be difficult to train.

5. Having a happy, well-behaved dog is one of life's great pleasures.

SENTENCE FRAGMENTS

- One of the most common errors that writers make is to write sentence fragments. You absolutely must learn never to make this error.

- Sentence fragments are sentences that lack one or more of their essential elements; they lack either a subject or, more commonly, a predicate (the verb).

IDENTIFYING SENTENCE FRAGMENTS

›› Read the following sentences aloud and see how they sound. Which ones are complete sentences and which ones are sentence fragments?

Because I am trying to improve.

Using big words to impress the reader.

Talking is not so different from writing.

Writing can be difficult.

Could you tell the difference? The first two are sentence fragments. While both of these fragments contain nouns and verbs, neither of them contains a completed idea or action.

RUN-ON SENTENCES

●Another very common error that writers make is to write run-on sentences. These are exactly what they sound like: two or more sentences (or thoughts) that have been jammed together and written as if they were one.

●Complex sentences, as you know, may contain more than one dependent clause, but sentences that contain more than one independent clause must include a connecting word (such as *and* or *because*) in order to be grammatically correct compound sentences.

››Careless writers include too many separate ideas, strung together with or without connecting words, in a single sentence.

IDENTIFYING RUN-ON SENTENCES

››Read the following sentences aloud and see how they sound. Which ones are correct sentences and which ones are run-ons?

Computers are very popular gifts for birthdays and holidays most kids love getting them.

It would be difficult to find a boy or a girl who wouldn't love to get a computer as a gift.

Fatma wanted to find a bargain she finally found one on the sale rack.

If you do a lot of careful shopping, both in local stores and on the Internet, you can usually find a bargain.

Holiday shopping is the time when bargains are easy to find Ahmad found this to be true.

Were you able to find the run-ons? They are sentences 1, 3, and 5. Sentences 2 and 4 are correct grammatical sentences. Can you now fix the three run-ons and make them into correct sentences?

5 Most Common Grammatical Errors

COMMON ERROR 1: INCORRECT NOUN-VERB AGREEMENT

●In every sentence you write, the noun and the verb must agree in number. This means that a singular noun must be paired with a singular verb, and a plural noun requires a plural verb.

››Sounds easy, doesn't it? And yet ignoring this rule is one of the most common errors that both student and adult writers make. These errors often creep into writing during the revision process; you change a sentence around slightly, and then forget to check for noun-verb agreement in the new version. It's worth checking through your writing one more time just to look for noun-verb agreement errors.

Exceptions to the Rule

●Compound subjects usually take a plural verb, but occasionally a compound subject expresses a single idea, and can take a singular verb.

››Here are some examples:

War and peace is a common subject for debate in political circles.

Love and marriage is the theme of many romantic movies.

●Compound subjects joined by *or* and *nor* usually agree with the noun closest to that word. The use of *either/or* and *neither/nor* dictates that each of the nouns is to be treated individually as the single subject of the sentence, and therefore, a singular verb is correct.

››Here are some examples:

Either a dog or a cat makes a good pet. (singular verb for singular *cat*)

Either a pet or plants make good hobbies. (plural verb for plural *plants*)

EXERCISE 3

Choose the correct verb in the following sentences.

1. Singers and dancers (***make, makes***) the stage show more exciting and colorful.
2. The contestants for a place in the show (***is, are***) waiting in the lobby of the theatre.
3. Would-be performers often (***take, takes***) years to realize that they have no talent.
4. The costumes for the show (***doesn't, don't***) convey accurate information about the historical period.
5. Either a pink leotard or black tap shoes (***is, are***) required for a part in the show.

COMMON ERROR 2: INCORRECT VERB ENDINGS

●Every verb has four basic parts that indicate the time in which the action of the verb is happening. These four parts form the building blocks with which writers and speakers can describe actions that:

1. are occurring in the present

2. are occurring in an ongoing time

3. occurred at a specific time in the past

4. have or had occurred sometime in the past

All options are covered by these four parts.

››Here's a chart to help you keep the four parts clearly in mind:

Sample Verbs	Present	Present Participle	Past	Past Participle
regular verb	talk	(is) talking	talked	talked
irregular verb	speak	(is) speaking	spoke	spoken

››Note that there are two kinds of verbs: regular and irregular. For **regular verbs**, the parts are formed in similar ways, for example, by adding *ing* or *ed* to the participles, which are then accompanied by linking verbs. **Irregular verbs** do not follow standard patterns in forming their various parts.

››To use irregular verbs correctly, you must memorize their parts because there is no standard system for their spellings. You probably use many irregular verbs in your everyday conversations without thinking about them; you simply absorb them as you learn and use the language. However, when you write, you must pay special attention to make sure that you are using the correct form of every verb.

COMMON ERROR 3: INCORRECT PRONOUN-ANTECEDENT AGREEMENT

●The three most common errors in the use of pronouns are the following:

1. You fail to have the pronoun agree in number with its antecedent (*the noun it is replacing or referring to*).

One boy ate **his** lunch alone.
(*correct agreement of singular subject and singular pronoun*)

Two boys ate **their** lunch alone.
(*correct agreement of plural subject and plural pronoun*)

2. You fail to have the pronoun agree in person with its antecedent.

Each boy had **his** lunch stuffed in his backpack.
(*correct agreement*)

Each boy had **their** lunch stuffed in their backpack.
(*incorrect agreement*)

3. You fail to have the pronoun agree in grammatical function with its antecedent.

We students sometimes skip lunch in order to study.
(*correct subjective usage*)

Him and **me** sometimes dash to Subway for lunch.
(*incorrect agreement: objective pronouns being used here as subjects*)

››Making sure that your pronouns agree with your nouns will accomplish two important goals:

1. You will help your readers keep better track of who is doing what to whom.

2. You will impress your readers as an educated, accomplished writer, instead of looking like someone who doesn't know the basics of good writing.

COMMON ERROR 4: COMMA SPLICES

●*Comma splice* is the term used to describe the incorrect use of a comma; it is called a splice because the most common error is to splice (or slice) a sentence, dividing two independent clauses with only a comma.

››Beware the comma splice. It is the most common comma error, and it results from a writer's uncertainty, ignorance about comma rules, or just plain negligence.

EXERCISE 4

Rewrite the following sentences to correct their comma splice errors.

1. Before computers typewriters were used by most students, for their assignments and personal letters.

2. After the computer, was invented, and adopted so universally, typewriters became antiques which nobody wanted.

3. Your teacher Ms. Prim demands, that you do not rely on your computer's spell check feature to correct your spelling.

4. Typing with two fingers, or using thumbs for texting is common among students who have grown up using computers.

5. Computer stores, that are very popular, attract a lot of kids who visit the mall.

COMMON ERROR 5: TEN COMMON SPELLING MISTAKES AND WORD CONFUSIONS

●There are a lot of words that sound or look similar but that have very different meanings. The only way to be sure you are using these words correctly is to memorize their proper meanings.

››Here is a list of ten of the most commonly misused words, with sample sentences to show you how they are used correctly.

1. Accept: *verb* (to take something)

Except: *preposition* (but, or other than)

The teacher **accepted** most of Tim's excuse, **except** the part about how the dog ate his homework.

2. Advice: *noun* (describes help you give someone)

Advise: *verb* (describes the act of giving someone verbal help)

The teacher **advised** the students to take her good **advice** and study hard for the examination.

3. Affect: *verb* (to modify or make a difference)

Effect: *noun* (a result)

The **effect** of bad study habits is often seen in a student's school failures, which may **affect** future opportunities.

4. Bad: *adjective* (used with linking verbs as well as to modify nouns)

Badly: *adverb* (in an inferior way)

The teacher feels **bad** when her students perform **badly** on their tests.

The **bad** result of skipping class is the failure to learn the day's lessons.

It is too **bad** that some students fail to like school.

5. Can: *verb* (being able to do something)

May: *verb* (having been given permission to do something)

The students **can** study harder, but the chances that they will do so often seem slim.

If the students do well early in the week, the teacher **may** give them permission to goof off one hour on Friday.

6. Farther: *adverb* (describes distance)

Further: *adjective* (describes quantity)

Runners who want to run **farther** than a mini-marathon need to invest time in **further** practice.

7. Lend: *verb* (to provide temporary use of)

Loan: *noun* (what you give someone temporary use of)

Your best friend may **lend** you her copy of the textbook, but the **loan** is temporary until you find your own copy.

8. Like: *preposition* (introduces the idea of similarity)

As: *adverb* (suggests similarity, or in the same manner)

A clap of thunder is **like** an alarm clock; it startles and surprises you.

Do **as** I say, not **as** I do. (*correct usage*)

Do **like** I say. (*incorrect usage*)

9. Media: *noun* (*plural*) (one or more means of communication or expression)

Medium: *noun* (*singular*) (the use of a system of communication)

The singer's **medium** is hip hop, and the **media** have turned him into a television star.

10. Principal: *as a noun* (describes a manager or executive who manages a school or business department; as an adjective, describes a degree of importance)

Principle: *noun* (describes a rule or policy)

The **principal** of our school insists that we observe the **principle** of fair play in all our sports competitions.

One of the **principal** reasons to write well is to communicate your ideas effectively.

Section Four

Speaking Basic Skills

Some Rules of English Pronunciation

Introduction

●There are **26 LETTERS** in the English alphabet

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

●There are **5** VOWEL **letters**.

A E I O U

●There are **21** CONSONANT **letters**.

A B C D F G H J K L M N P Q R S T V W X Y Z

››**But** there are more than **40** vowel and consonant **SOUNDS** in English.

››Here are some myths about the English language and phonics:

- English words are not pronounced as they are written.
- There are no rules to English pronunciation.
- Spelling, or orthography, does not consistently represent the sounds of language

●In some words, the number of letters is the **same** as the number of sounds.

best **4** letters, **4** sounds

Letters	b	e	s	t
Sounds	1	2	3	4

dentist 7 letters, 7 sounds

Letters	d	e	n	t	i	s	t
Sounds	1	2	3	4	5	6	7

››But sometimes the number of sounds is **different** from the number of letters

In **green**, ***ee*** is **one** sound, and in **happy**, ***pp*** is **one** sound.

green **5** letters, **4** sounds **happy** **5** letters, **4** sounds

letters	g	r	e	e	n	h	a	p	p	y
sounds	1	2	3		4	1	2	3		4

In **bread**, ***ea*** is **one** sound

bread **5** letters, **4** sounds

Letters	b	r	e	a	d
Sounds	1	2	3		4

In some words, there are **silent letters** (letters with no sounds). In **listen**, ***t*** is **silent**.

listen **6** letters, **5** sounds

letters	l	i	s	t	e	n
sounds	1	2	3	-	4	5

In some words, **one letter** is **two sounds**. The ***x*** in **six** is two sounds (***k+s***)

six **3** letters, **4** sounds

letters	s	i	x	
sounds	1	2	3	4

In **people**, ***eo*** is **one** sound and the last letter **e** is silent

people 5 letters, **4** sounds

Letters	p	e	o	p	l	e
Sounds	1	2		3	4	-

We sometimes write the **same sound** differently in different words. For example, the **e** in **red** sounds like ***ea*** in **bread**.

Common Pronunciation of Some Consonant Letters

The letter C

1. "**C**" is normally pronounced as a "**k**" as in:
   car *clean* *cream*

2. It sounds like an "**s**" if it is followed by "**e**" "**i**" or "**y**" as in:
   center *cinema* *cycle*

››In "*cycle*" The first 'c' is followed by '**y**' so it sounds like an "**s**". The second 'c' is followed by '**l**' so it sounds like a "**k**". The same principle applies to "*circus*". The word "*accent*" follows the same rule. The first 'c' is followed by another '**c**' so it sounds like a "**k**". The second 'c' is followed by an '**e**' so it sounds like an "**s**".

3. It sounds like "**t+sh**" if it is followed by '**h**' as in:
   ***ch**alk* ***ch**urch* ***ch**air*

››Sometimes it is pronounced as "**k**" as in:
*ch*emistry *ch*aracter

››Sometimes it is pronounced as "**sh**" as in:
*ma**ch**ine*

4. Sometimes it is pronounced as "sh" as in:
   ocean

5. Sometimes it is silent as in:
   *Mus**c**les*



The letter **G**

1. "**G**" is normally pronounced ad "**g**" as in:
   gold **g**arden **g**rand

2. It sounds like a "**j**" if it is followed by '**e**', '**i**' or '**y**' as in:
   ed**g**e **g**iraffe E**g**ypt

››There are some exceptions to this rule, but the exceptions are usually easy words.

››The most common exceptions come from Germanic roots which don't have this rule, like:

give **g**et **g**irl for**g**ive for**g**et

3. It is pronounced as "**f**" if it followed by '**h**' as in:
   enou**gh** lau**gh** cou**gh**

4. If it is followed by '**n**' or '**th**' at the end of word, it is **silent** as in:
   sign leng**th**

The letter **H**

››Sometimes "**H**" is not pronounced (**silent**) as in:
hour **h**onest **h**onor

The letter **K**

››"**K**" is not pronounced (**silent**) if it is followed by '**n**' as in:
know **k**nife **k**nee

The letter **L**

››"**L**" is **silent** (not pronounced) in letters combinations '**ould**', '**alf**', '**alk**' as in:

cou**ld** ha**lf** cha**lk**

The letter **N**

››"**N**" is **silent** (not pronounced) if it comes after '**m**' as in:
colum**n** autum**n**

The letter **P**

1. Sometimes "**P**" is **silent** (not pronounced) as in:
   psychology
2. It is pronounced as "**f**" if it is followed by '**h**' as in:
   philosophy **p**harmacy **P**hilippines

The letter S

1. "**S**" is pronounced as "**z**" when it comes **'between two vowels'** as in:
   rose disease visit

››An exception of this rule when it comes as '**dis**' at the beginning of a words as in:
   disappear disagree

2. It is pronounced as "**j**" as in:
   usually

3. Sometimes it is pronounced as "**sh**" as in:
   sugar sure
   ››and more particularly when it is followed by '**h**' as in:
   fish dish show shall

4. Sometimes it is **silent** (not pronounced) as in:
   island isle

The letter T

1. "**T**" is pronounced as "**sh+n**" when it is followed by '**ion**' as in:
   ac**t**ion men**t**ion situa**t**ion

2. Sometimes it is pronounced as "**t+sh**" when it is followed by '**ure**' as in:
   na**t**ure fea**t**ure mix**t**ure

3. Sometimes it is **silent** (not pronounced) as in:
   lis**t**en often

4. Sometimes it is pronounced as "**Θ**" as in:
   mou**th** fif**th** heal**th**

5. Sometimes it is pronounced as "**ð**" as in:
   fa**th**er mo**th**er fur**th**er

Some Problems with Ordinary Spelling

1. The same sound may be represented by many letters or combination of letters:

he	*people*	*key*
believe	*seize*	*machine*
Caesar	*seas*	*see*

2. The same letter may represent a variety of sounds:

father	*village*	*badly*
made	*many*	*mall*

3. A combination of letters may represent a single sound

shoot	*character*	*Thomas*	*coat*
either	*physics*	*rough*	*deal*

4. A single letter may represent a combination of sounds

Xerox

5. Some letters in a word may not be pronounced at all

autumn	*sword*	*resign*
pterodactyl	*lamb*	*corps*
psychology	*write*	*knot*



Greeting

Ways of greeting people and saying good-bye.
Ways of responding to greetings and farewells.

A Hullo!
How are you? *formal and informal*
How are you keeping?
How are things?
How's life? *informal*
How's life treating you?



B Fine, thanks. How are you?
(I'm) very well, thank you.
(I'm) fine, thank you. (and you?)
Fine (thanks)./OK (thanks).
Very well (indeed)./Quite well (really).
Not too/so bad.
So so.

A Hullo!
Hi! (Americanism)
Nice to see you.

B Hullo!
Hi!
Nice to see you too.

A Good morning/afternoon/evening *formal and informal*
B Good morning / afternoon / evening *formal and informal*

A Good-bye. *formal*
Bye. /Bye-bye.
Cheerio. *informal*
See you.
See you later/soon/etc.
Let's hope we meet again soon. *formal and informal*
Good night.

B can reply by using any expression of farewell.

Example
A: Good-bye, John.
B: Bye, see you tomorrow, Pete.

A: Hullo! Fancy meeting you ***in the middle of Oxford Street! (here/ again)***

B: Hullo! ***How are you? {How are things/How's life/How's life treating you)***

A: ***Fine.*** And you? ***{Very well/Not too bad/Quite well really)***

B: *Not so bad.* Look, I'll ring you tonight but I must rush now. I'm late for work. Bye. ***{Yes, fine/Very well indeed/I'm OK, thanks)***

A: ***Cheerio. (Bye-bye/Good-bye/See you soon)***



Practice

1. Say good-bye

1. to a friend who is going away for a long time.

---

2. very casually to a friend called John.

---

3. to someone you'll see again in the evening.

---

2. Greet

1. a formal acquaintance.

---

2. a very close friend.

---

3. Respond freely to the following:

1. Hullo! How are you?

---

2. Hullo! How are you keeping?

---

3. Good morning.

---

4. Bye. See you later.

---

5. Nice to see you.

Introduction

How do you introduce people to each other in formal and informal situations?
Here are some of the ways in which you might do this.

A Tom,/Bob,/Mary,/Sue,….
I'd like you to meet….
I don't think you've met….
have you met …..?
this is….
Let me introduce you to….
my sister Jane
Tom Jones, a friend of mine
my girlfriend Sheila



B **Hullo,** Jane/Tom/Sheila.

C **Pleased to meet you** Tom/Bob/Mary/Sue.

A Mother,/Father,/Mr Martin,/ Mrs Thompson
may I introduce ….. ?
my solicitor Mr Ennion
Dr Haskins, my tutor
Dr Rust, the Principal

B **How do you do?**

C **How do you do?**
(I'm pleased to meet you.) *less formal*

A **Hullo, my name's….**
Michael Anderson
Susan Catlin

B **How d'you do? / (I'm) pleased to meet you.**
My name's….

Practice 1

Introduce:

1. a close friend / to your mother
---
2. yourself/ to a new colleague
---
3. your teacher / to a friend
---
4. your bank manager / to your wife / husband / brother

Meeting people to the sound of loud music and cheerful voices ...

PAUL And *this is* Jane.

ROBERT ***Hullo*** Joan.

JANE Jane (she laughs, correcting him). *Hullo,* Robert.
Pleased to meet you.

PAUL Look who's arrived! John, nice to see you.
Let me introduce you to some friends. This is Jane and Robert.

JOHN ***Hullo. I'm very pleased to meet you.***

JANE
ROBERT ***Nice to meet you*** too.

PAUL Oh hullo, Mr Martin. *May I introduce you* to some friends?
Jane Spence, Robert Anderson, John Allwright.
This is Mr Martin, my bank manager.



MR MARTIN ***How d'you do? I'm very pleased to meet you.***

JANE
ROBERT *Nice to meet you.* Enjoying yourself?
JOHN

MR MARTIN Very much. The music's rather loud though, isn't it? I couldn't quite catch your names. Did Paul say your name was er er ?
(EVEN LOUDER MUSIC)

Practice 2

You have invited the following people to a dinner party.
They have not met before. **Introduce** them to each other.

1. your parents
---
2. your new boy / girlfriend
---
3. his / her brother
---
4. a neighbor (Mrs. Jamieson)
---
5. a colleague (Jim Witham)

Invitation

Ways of inviting someone to do something.
Ways of accepting or refusing an invitation.

A **Would you like to… ?**
D'you want to… ? *(casual)*

come | to a party on Saturday
and have dinner with me
dancing / swimming
out with me one evening
on a holiday with me

join me for lunch
come and see me
see my holiday snaps / new car
listen to my new record
meet my wife / husband / parents



B **(Yes,) ...** *Acceptance*

I'd | **like to very much.** } *enthusiastic*
love to. }

I would / do. Thank you.

If you want (me to). } *indifferent*
If you('d) like (me to). }



(No,) ... *Refusal*

I'm afraid I can't.
(I'm) sorry, I can't.
I'd like to, but
(I'm afraid) I can't.
I wish I could, but ...
I'd better not.
I'd rather not.
No, thanks.
No, I wouldn't / don't. } *emphatic*
Certainly not.

Practice 1

Invite someone to:

1. see (a film / a play / football match)
---

2. go for a walk with you
---

3. have **a** cup of tea / coffee

---

4. telephone you tonight

---

5. play (bridge / tennis / golf with you)

---

6. borrow your umbrella / some money

---

7. spend an evening with you

HIM Would you like to *come out with me* tonight? ***(have dinner with me /go to the cinema)***

HER Sorry, I can't.

HIM Tomorrow night then?

HER I'd like to, but I'm afraid I can't.

HIM Would you like to *go to the theatre,* then? (*go to a* ***concert /go for a drive)***

HER I wish I could.

HIM OK, well ***give me a ring,*** then. ***(phone me /write to me)***

HER No, I'd better not.

HIM Why not?

HER Because I don't think my husband would like it!



Practice 2

Invite someone to do a variety of things. That person will either accept or refuse your **invitations.** When you have finished talking, **write down** in dialogue form the conversation you have had.

Request

Asking people to do things.

A Said with a rising tune to show politeness

Could / **Would**	**you** ..., (please)?	
...,	**will** / **would**	**you?**

Will you ..., (please)?

Do / **Would**	**you mind** -ing ... ?	
Will / **Would**	**you be**	**so kind** / **so good**

as to...?

close /open the door / window
listen to me
wait a minute
tell me the time
do me a favour
lend me £1
post this letter
help me
hold this for me
keep me company
give me a lift
get me some stamps
pass the salt



B (Yes,) of course /certainly / all right

OK.

I'm afraid / Sorry, I can't

(No,) I can't. / I won't.

Practice 1

In varying degrees of politeness ask someone to:

1. turn the radio off
---
2. close the door
---
3. tell you the truth
---
4. show you the way
---
5. carry your suitcase

Tom has been waiting to be served for a long time. He is impatient.

TOM Waiter, bring me the menu, *will* you? *(would)*

WAITER Just a moment, I'm coming.
(ten minutes later)
Now, what would you like?

TOM I'd like to see the menu. *Would* you get me one, *please? (Could ... please)*

WAITER Yes, certainly. Here you are.

TOM Thank you. Ah! But this is in French. *Would you mind* giving me the English menu? *(Do you mind)*

WAITER It's written in English too, in smaller print. There.

TOM Thanks. I'll need a while to choose. *Could* you come back in a minute?

WAITER Right.
(five minutes later)
Now, what are you having?

TOM I'm sorry, I haven't decided yet. *Do you mind giving* me a couple of minutes? *(Would you mind)*

WAITER All right, but *would you be so kind as to* make up your mind soon? We're very busy just now as you can see, sir. *(would you be so good as to)*



Practice 2

You're at an airport travelling with a friend. You need your friend's help in a number of ways: with the luggage; checking in; flight information, etc. Ask your friend to do these things, in varying degrees of politeness. When you have finished talking, **write down** in dialogue form the conversation you have had.

Suggestion

Making suggestions when someone invites you to do so.

A

What shall we	buy for her birthday? do tonight? have for lunch?
Where shall we	go in the summer? leave our luggage? park the car?
Who shall we	invite to the party? write to? ask for information?
When shall we	leave? return? get up?



B

Let's,…
Why don't we… ?
Why not… ?

How **What**	**about** (+ -ing)… ?

We	**might…** **could…**

I suppose we	**might…** **could…**
I suggest we…	

Practice 1

Someone asks you for suggestions about: (*Make practical suggestions*)

1. a party: when to have it

---

2. where to have it

---

3. who to invite

---

4. what food to serve

---

5. what kind of music to have

A: *Why don't we* get ourselves a new car? The old one's falling apart. *(Let's ... .)*

B: Oh, what a good idea!

A: What kind shall we get?

B: We *could* look at an MG this time, if you liked. *(might)*

A: Yes, fine.

B: When shall we go and look?

A: *Why not* sometime next week? *(Why don't we go)*

B: No, let's go on Saturday.

A: OK.

B: Where shall we go?

A: There's a car dealer down the road. *How about* going there? *(What about)*

B: No, I don't like that place. *Why don't* we try the garage Martin recommended?

A: Fine. We'll do that.



Practice 2

A friend, who would like to go on holiday with you, asks you to **suggest** where to go and stay, how long to stay, etc. Make **suggestions**. When you have finished talking, **write down** in dialogue form the conversation you have had.

Sympathy

Ways of giving sympathy and encouragement to someone.

A

I've	failed my exams. lost my job. had an accident. broken my leg. got to go into hospital.
I didn't	get the job. get my degree. get the scholarship. win the prize. win the case.

My wife/husband has left me!



B **(Oh,)…**

No!
I am sorry.
I'm so sorry.
I'm sorry to hear that.
What a shame!
That is a shame.
What bad luck!
That is bad luck.

But ...

Never mind! ...
Cheer up! ...
Don't worry (about it) ...
You mustn't worry (about it) ...
Don't let it worry you/get you down
You mustn't let it get you down ...
It could be (a lot) **worse.**
It's not the end of the world.

Practice 1

Tell someone: (*He/ She will give sympathy and encouragement.)*

1. your car was stolen

---

2. your house was burgled

---

3. you've had your car license endorsed

---

4. the house you wanted to buy has been sold to someone else

---

5. when you got to the airport your flight had been cancelled because of a strike

---

As John was driving on the motorway he heard a loud noise coming from the engine. Seconds later the car came to a sudden halt. He is talking about it to his friend Tom.

JOHN I daresay you've heard about my breakdown on the motorway.

TOM Yes. *What bad luck!* But *cheer up!* It could have been a lot worse. *(What a shame / Never mind)*

JOHN Could it? They tell me it needs a new engine.

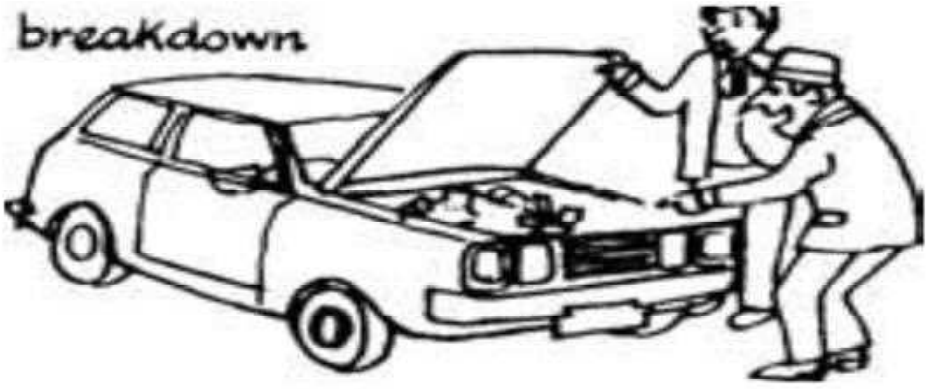
TOM Oh, no! / *am sorry.* It'll cost you a fortune. *(That is bad luck)*

JOHN Yes, over £500 I believe.

TOM £500! Oh, *that is bad luck.* You poor chap. *(/ am sorry)*

JOHN Still, as you say, it could have been a lot worse. I might have been killed.

TOM Quite. *It's not the end of the world.* But I know how you feel. £500 is a lot of money. *(You mustn't let it get you down)*



Practice 2

A friend is speaking to you about a number of problems he has been having recently. Give him **sympathy** and **encouragement.** When you have finished talking, **write down** in dialogue form the conversation you have had.

Apology

There are various ways of apologizing if you feel you have offended or upset someone.
Usually, the other person accepts your apology and reassures yon.

A

You've	taken my pen / seat.
	forgotten to return my book.
	dropped some ash on my new carpet.

You're late. I've been waiting for an hour.
You're late for class again.
Why were you so rude to me?
Why did you lie to me?
You gave me the wrong change.
You jumped the queue.
You've hurt my feelings.



B **(Oh) Have I? / Am I? / Did I? / Was I?**

I'm sorry.
I'm (so / very / terribly / awfully) **sorry.**
I apologize.
I do apologize.
Sorry. (I didn't mean to. / I didn't mean to be.)
Sorry. It was wrong of me.
(Please) **forgive me.**

A *Reassurance*

(That's/It's) all right/OK.
All right./OK.
Never mind.

Practice 1

Practice with someone using expressions of apology and reassurance in the following situations:

1. You accidentally step on someone's foot
---

2. You accidentally take someone's drink
---

3. You are rude to a friend and wish to apologize
---

4. You are late for an appointment
---

5. You forget to telephone a friend

HER You didn't ring me last night. You said you would.
HIM *I'm sorry. (I'm so sorry / I do apologize)*
HER And why were you so rude to me at lunch?
HIM Was I? *Sorry. I didn't mean to be. (Sorry. It was wrong of me / Sorry)*
HER And why are you yawning now? Are you bored?
HIM *Forgive me,* darling. I'm very tired. *(I'm terribly sorry / I'm awfully sorry)*



Practice 2

Someone has said or done things that offend or upset you. Tell him / her so. The person will **apologize**. You will **accept the apology**. When you have finished talking, **write down** in dialogue form the conversation you have had.

Refusal

Here are some ways of refusing to comply with someone's suggestions.



A Why don't you… ?

learn how to drive / swim / dance
take up a hobby
go into business
share a flat with me

come | for a walk with me
dancing with me

buy a car / bicycle
become a vegetarian
dye your hair
study medicine

B
No, thank you.
No, thank you. I don't want to.
Because I don't want to.
Learn how to drive / Take up a hobby? (etc.) No, thank you.

No, certainly not.
I refuse to. } *forceful*
Why should I?

Oh no!
Never! } (I don't want to) } *dramatic*
Good heavens, no!
Heaven forbid!

Practice 2

Ask someone why they don't: (*He /She will refuse to comply with your suggestions.*)

1. buy a television
---
2. call the Police
---
3. go into politics
---
4. get a new job
---
5. have a haircut
---
6. take up yoga
---
7. become a secretary

Example
A: Why don't you have a haircut?
B: Have a haircut? Why should I? (My hair isn't long.)

HIM Why don't you sit down and relax, darling?

HER *Because I don't want to. (No, thank you. I don't want to)*

HIM Well, come and talk to me then.

HER *Certainly not. (Why should I?)*

HIM May I turn on the *radio* then? *(television)*

HER Turn on the *radio*? What for? *(television)*

HIM So that we can sit down together and *listen to some music. (watch a good film)*

HER *Listen to some music?* And who'll cook dinner? Will you? *(Watch a good film)*

HIM OK, I will. But let's go to a disco after dinner.

HER To a disco? *Heaven forbid!* You know I hate pop. *(Oh no)*



Practice 2

Make suggestions. Someone will **refuse** to comply. When you have finished talking, **write down** in dialogue form the conversation you have had.

Like and Dislike

Here are some ways of expressing year like and dislike of people and things.

A **Do you like …?**

ice-cream / chocolates
fish and chips / spaghetti
the cinema / the theatre
football / tennis / cricket
pop music / classical music
animals / cats / dogs
travelling / swimming / reading



B **(Yes,)...**

I do.
(I do) very much / a lot } *strong*
I love it / you / them. }
I quite **like** it / you / them. } *moderate*
It's / You're / They're **all right / OK.** }
I **like** it / you / them **very much indeed.** *enthusiastic*

(No,)...

I don't.
I don't like it / you / them **at all.**
I don't care for it / you / them.
I hate it/you/them.
I can't stand it / you / them. } *strong*
I can't bear it / you / them. }

Not (very) **much.** }
Not particularly. } *moderate*
I can't say I do. }

It's / You're / They're **awful.** / **horrible** / **terrible.** } *strong*

Agreement and disagreement

A So do I.
I do too.
I don't ./ I don't either.
Nor do I. / Nor can I.
I do. / I can.



Practice 1

Ask someone:

if he/she likes	English. boys / girls. you.	
what kind of	flowers people food	he/she likes.

Example
A: What kind of food d'you like?
B: I like Continental food.

TOM I love *blondes,* don't you? *(slim girls / red-haired girls)*

DICK Not particularly. I like *brunettes* better. *(fat girls/black-haired girls)*

TOM And I like a girl with *a nice smile. (good skin /nice eyes)*

DICK Do you? I can't say I do. What I like is a girl with *a nice nature. (good manners / a good sense of humor)*

TOM Well yes, but surely you like a girl with *good looks. (a nice figure / good legs)*

DICK Yes, but I like a girl with *good brains* better. *(a nice personality / charm)*

TOM But you like a girl *to have money,* surely? *(to be rich / to dress well)*

DICK Not particularly. I like a girl *to have character. (to be good / to dress neatly)*

TOM Mmm. What about you Harry? You haven't said a thing.

HARRY I don't like girls. J think they're awful.



Practice 2

Ask someone questions beginning:

D'you like ... ? / What kind of..... d'yon like?

When you have finished talking, **write down** in dialogue form the conversation you have had.

Opinion

How do you express your opinion about a particular topic?
How do you agree or disagree with someone's opinions?
Here are some ways in which you might do so.

A

I (honestly / really)	**believe** **think** **feel**	(that)

It's my opinion that…
In my opinion…
I maintain (that) …

a woman's place is in the home.
strikes should be made illegal.
education should be free for all.
children should be seen but not heard.
young people have too much freedom.
sport is a waste of time.
television was a terrible invention.



B Agreement **(Yes, ...)**

I think so too.
I agree (with you).
That's my opinion too.
I think you're right (there).
That's very true.

Partial agreement **(Well, yes ...)**

I see what you mean, but
I agree with you in a sense, but ...
But on the other hand .... .
That may be true, but

Disagreement **(No, ...) (Sorry, ...)**

I don't (quite) **agree** (with you).
I don't think so.
I don't believe that.
That's not my opinion.
That's your opinion, not mine.
I don't think you're right (there).



Practice 1

Express your personal opinion about the following topics:
(Let someone agree or disagree and express their own opinion.)

1. Traffic in the center of towns
   ---
2. Women in politics and other professions
   ---
3. Freedom of speech
   ---
4. Esperanto as a world language
   ---
5. Space exploration
   ---
6. Mercy killing

A and B are talking about tomorrow's world. A is a pessimist: she thinks the world is getting worse every year. B is an optimist: he thinks it's getting better.

A: D'you *honestly believe* the world's improving every year? *(really think)*

B: Yes, I do. I *think* that Science is making us wiser. *(feel)*

A: I don't *think you're right there. (agree with you)*

B: I *believe* industry is making us wealthier. *(think)*

A: I don't *believe that. (think so)*

B: And *in my opinion* Medicine is making us healthier. *(it's my opinion that)*

A: *I agree with you in a sense, but* we're all more miserable than ever, aren't we? *(That may be true, but)*

B: *I don't agree with you. I maintain that* we're healthier, wealthier and wiser than we were a hundred years ago. (*I don't believe that / In my opinion)*

A: That's your opinion, not mine.

Practice 2

Talk to someone freely about topics of interest to you. Ask for and express **opinions.** When you have finished talking, **write down** in dialogue form the conversation you have had.

A List of Irregular Verbs

»Here is a table to remind you of the forms of irregular verbs.

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
be	am, is are	being	was	been
beat	beats	beating	beat	beaten
become	becomes	becoming	became	become
begin	begins	beginning	began	begun
bend	bends	bending	bent	bent
bite	bites	biting	bit	bitten
blow	blows	blowing	blew	blown
break	breaks	breaking	broke	broken
bring	brings	bringing	brought	brought
build	builds	building	built	built
burn	burns	burning	burnt	burnt
burst	bursts	bursting	burst	burst
buy	buys	buying	bought	bought
catch	catches	catching	caught	caught
choose	chooses	choosing	chose	chosen
come	comes	coming	came	come
creep	creeps	creeping	crept	crept
cut	cuts	cutting	cut	cut
dig	digs	digging	dug	dug
do	does	doing	did	done
draw	draws	drawing	drew	drawn
drink	drinks	drinking	drank	drunk
drive	drives	driving	drove	driven
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
feed	feeds	feeding	fed	fed
feel	feels	feeling	felt	felt

fight	fights	fighting	fought	fought
find	finds	finding	found	found
fly	flies	flying	flew	flown
forget	forgets	forgetting	forgot	forgotten
freeze	freezes	freezing	froze	frozen
get	gets	getting	got	gotten
give	gives	giving	gave	given
go	goes	going	went	gone
grow	grows	growing	grew	grown
have	has	having	had	had
hear	hears	hearing	heard	heard
hide	hides	hiding	hid	hidden
hit	hits	hitting	hit	hit
hold	hold	holding	held	held
hurt	hurts	hurting	hurt	hurt
keep	keeps	keeping	kept	kept
kneel	kneels	kneeling	knelt	knelt
know	knows	knowing	knew	known
lay	lays	laying	laid	laid
lead	leads	leading	led	led
learn	learns	learning	learnt	learnt
leave	leaves	leaving	left	left
lend	lends	lending	lent	lent
let	lets	letting	let	let
lie	lies	lying	lay	lain
light	lights	lighting	lighted	lighted
lose	loses	losing	lost	lost
make	makes	making	made	made
meet	meets	meeting	met	met
pay	pays	paying	paid	paid
put	puts	putting	put	put

read	reads	reading	read	read
ride	rides	riding	rode	ridden
ring	rings	ringing	rang	rung
rise	rises	rising	rose	risen
run	runs	running	ran	run
say	says	saying	said	said
see	sees	seeing	saw	seen
sell	sells	selling	sold	sold
send	sends	sending	sent	sent
shake	shakes	shaking	shook	shaken
shine	shines	shining	shone	shone
shoot	shoots	shooting	shot	shot
show	shows	showing	showed	shown
shut	shuts	shutting	shut	shut
sing	sings	singing	sang	sung
sink	sinks	sinking	sank	sunk
sit	sits	sitting	sat	sat
sleep	sleeps	sleeping	slept	slept
smell	smells	smelling	smelt	smelt
speak	speaks	speaking	spoke	spoken
spend	spends	spending	spent	spent
spread	spreads	spreading	spread	spread
steal	steals	stealing	stole	stolen
stick	sticks	sticking	stuck	stuck
sweep	sweeps	sweeping	swept	swept
swell	swells	swelling	swelled	swollen
swim	swims	swimming	swam	swum
swing	swings	swinging	swung	swung
take	takes	taking	took	taken
teach	teaches	teaching	taught	taught
tear	tears	tearing	tore	torn

tell	tells	telling	told	told
think	thinks	thinking	thought	thought
throw	throws	throwing	threw	thrown
understand	understands	understanding	understood	understood
wake	wakes	waking	woke	woken
wear	wears	wearing	wore	worn
weep	weeps	weeping	wept	wept
win	wins	winning	won	won
write	writes	writing	wrote	written

Basic Skills
of English Language

Basic Skills of English Language

A Textbook for University Students

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- Comprises some of the basics of Writing in English language.
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