

Basic Skills of English Language

A Textbook for University Students

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جميع الحقوق محفوظة

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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.

Contents

Section One:	1
Basics of Grammar.....	1
Nouns	3
(Common Nouns).....	3
(Proper Nouns).....	4
(Singular Nouns).....	7
(Plural Nouns).....	7
(Collective Nouns)	12
(Masculine and Feminine Nouns).....	15
(The Possessive Form of Nouns)	16
Pronouns.....	18
(Personal Pronouns)	18
(Subject Pronouns).....	18
(Object Pronouns)	19
(First Person, Second Person and Third Person).....	19
(Reflexive Pronouns)	20
(Demonstrative Pronouns)	22
(Interrogative Pronouns)	23
(Indefinite Pronouns)	24
Adjectives.....	27
(Kinds of Adjectives).....	27
(The Order of Adjectives).....	28
(Adjective Endings)	30
(Describing What Something Is Made Of)	32
(The Comparison of Adjectives).....	34
(Adjective Phrases)	37
Determiners.....	39
(The Articles)	39
(Using Nouns without Articles)	40
(Demonstrative Determiners).....	41
(Quantifying Determiners).....	42
(Interrogative Determiners).....	44
(Possessive Determiners)	44
(Numbers)	45
(Using Determiners Together)	45
Verbs and Tenses	47
(Subject and Verb Agreement)	47

(Transitive and Intransitive Verbs)	50
Tenses	53
(The Simple Present Tense)	53
(am, is and are)	54
(there is and there are)	55
(The Present Progressive Tense)	58
(The Simple Past Tense)	60
(was and were)	61
(Irregular Verbs)	62
(The Past Progressive Tense)	65
(have, has and had)	67
(The Present Perfect Tense)	69
(Irregular Past Participles)	69
(The Future Tense)	72
(do, does and did)	75
(The Infinitive)	78
(The Imperative Form of Verbs)	79
(Gerunds)	80
Auxiliary Verbs	83
(can and could)	83
(will and would)	84
(shall and should)	84
(ought to)	84
(must)	85
(may and might)	85
(Verb Phrases)	86
Adverbs and Adverb Phrases	90
(Adverbs of Manner)	90
(Adverbs of Time)	91
(Adverbs of Place)	91
(Adverbs of Frequency)	92
(Adverbs of Duration)	92
(Adverbs of Emphasis)	93
Prepositions and Prepositional Phrases	96
(Preposition or Adverb?)	96
(Prepositions of Place)	97
(Prepositions of Time)	97
(Prepositions of Direction)	98
(Prepositions with Special Uses)	98
(Prepositions with Adjectives, Verbs or Nouns)	100

Conjunctions	104
(and, but and or)	104
(Conjunctions Linking Phrases)	105
(Conjunctions with Lists)	105
(Conjunctions that join Sentences)	105
(Other words for and)	106
(Other words used for but)	106
(Other words for or)	107
(Conjunctions of Time)	107
(Conjunctions of Place)	108
(Conjunctions of Reason)	108
(Conjunctions of Purpose)	108
Sentences	110
(Four Kinds of Sentence)	110
(Sentences with Objects)	111
(Verbs with Two Objects)	112
(Verbs with No Object)	113
(Simple Sentences)	115
(Compound Sentences)	115
(Conditional Sentences)	116
(Positive and Negative Sentences)	117
(Questions)	121
(Question-word questions)	122
(Question Tags)	123
Direct and Indirect Speech	127
(Direct Speech)	127
(Indirect Speech)	127
(Indirect Commands)	128
(Indirect Questions)	129
Passive Voice	133
(Active and Passive)	133
(Simple Tense Passive)	134
(Progressive Tense Passive)	134
(Perfect Tense Passive)	135
(Transitive and Intransitive Verbs)	136
(Prefixes and Suffixes)	140
(Prefixes)	140
(Suffixes)	143
Section Two:	147
Reading Comprehension & Reading Skills	147

Reading Skills.....	149
(Discourse Markers as Keys to Meaning).....	149
HOW THEY HELP US READ	149
(Markers of OPINION).....	149
(Markers of PURPOSE).....	150
(Markers of SUMMARY / CONCLUSION).....	150
(Markers of DEFINITION)	150
(Markers of EXAMPLES)	150
(Markers of ADDITION / LOGICAL SEQUENCE)	150
(Markers of TIME SEQUENCE)	151
(Markers of CAUSE & EFFECT)	151
(Markers of COMPARISON).....	152
Reading Comprehension.....	153
(Read the following passages and answer the questions)	153
Passage (1) Albert Einstein	153
Passage (2) A Mystery	155
Passage (3) Max the Exciting Teenager	158
Passage (4) Materials	159
Passage (5) Being Healthy	162
Passage (6) What happened?	164
Passage (7) Easter Island	166
Passage (8) Hotdog! It's a flying sausage!	169
Passage (9) A Day Like No Other Day	171
Passage (10) The Rent Man	174
Section Three:	177
Writing Basic Skills	177
Punctuation	179
(Punctuation Marks)	179
(Capital Letter).....	183
Basic Elements of a Sentence	188
(NOUNS)	188
(ADJECTIVES)	189
(VERBS).....	189
(ADVERBS)	189
VERB-NOUN AGREEMENT	190
SENTENCE STRUCTURE.....	191
(THREE KINDS OF SENTENCES).....	191
SENTENCE FRAGMENTS.....	193
RUN-ON SENTENCES	194
5 Most Common Grammatical Errors	195

Section Four:	201
Speaking Basic Skills.....	201
Some Rules of English Pronunciation	203
(Introduction)	203
Common Pronunciation of Some Consonant Letters.....	205
Some Problems with Ordinary Spelling.....	209
(Greeting)	210
(Introduction)	213
(Invitation)	215
(Request)	217
(Suggestion)	219
(Sympathy).....	221
(Apology)	223
(Refusal).....	225
(Like and Dislike)	227
(Opinion).....	229
A List of Irregular Verbs.....	231

Section One:

Basics of Grammar

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.

hospital	car	sister	daughter
teacher	hotel	manager	bank
mouse	cat	shop	fridge

things	animals	places	people

Exercise 2

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

1. My friend Lucy is coming over tomorrow.
2. David and James went to the park after school.
3. The refrigerator needs to be repaired.
4. We are having dinner at a restaurant tonight.
5. The dog is running around in the yard with its toys.
6. Her favorite singer is Taylor Swift.
7. I'm watching a documentary about the Amazon Rainforest.
8. The travelers toured Paris and visited the Eiffel Tower.
9. Is this train going to the airport?
10. We're studying a book about a girl named Alice in Wonderland.

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. Ali ☐ lives in Cairo ☐ in a big house ☐ by the bank ☐. He has three dogs ☐ and a cat ☐. 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 <i>or</i> scarves
hoof	hoofs <i>or</i> hooves
dwarf	dwarfs <i>or</i> dwarves
wharf	wharfs <i>or</i> 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

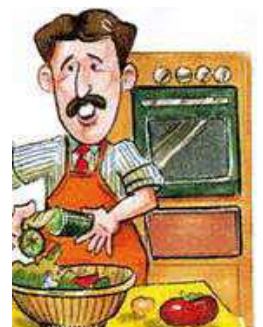


» Most nouns that end in **o** are made plural by adding **s**.

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.

singular	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. Can you pass the salt?	☐	☐
2. The Eiffel Tower is very tall.	☐	☐
3. Do you have a pencil I can borrow?	☐	☐
4. The truck is carrying goods.	☐	☐
5. Sarah had a meeting with her colleagues.	☐	☐
6. I want to visit the Grand Canyon.	☐	☐
7. Can you fill up the glass with water?	☐	☐
8. The mountain is covered with snow.	☐	☐
9. Have you seen my brother John?	☐	☐
10. Her house is located on Main Street.	☐	☐

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 children (child) in yellow (shirt) were playing in the park. They saw a few (dog) running around and chasing their (ball). Suddenly, a couple of (cat) appeared and began to play with the (leaf) on the ground. The children laughed and threw some (stick) for the dogs. After a while, they sat down on the grass, and the (bird) flew over their heads. As the sun began to set, the children 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.

» 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

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.

» 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.

Dad took Sarah, John, and Tom to the farm. The farm was lively and full of activity. A _____ of cows were grazing in the field. Nearby, a _____ of chickens were clucking around the barn. In the orchard, a _____ of apples hung from the trees. After exploring the farm, the children sat down to rest, and Mom handed them a _____ of cookies and a _____ of juice. While they were eating, they saw a _____ of sheep being led to the meadow. Tom asked the farmer for a

_____ of advice about the animals, and the farmer smiled, saying, “Always be gentle with them.”

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 team (is/are) practicing for the upcoming match.
2. A herd of elephants (was/were) crossing the river.
3. A class of students (has/have) decided to organize a charity event.
4. The family (eat/eats) dinner together every evening.
5. A flock of birds (is/are) migrating south for the winter.
6. The orchestra (is/are) performing Beethoven’s Fifth Symphony.
7. A pack of wolves (was/were) howling at the moon.
8. The crew (is/are) preparing the ship for departure.
9. A bunch of flowers (looks/look) beautiful on the table.
10. The audience (claps/clap) enthusiastically at the end of the show.

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 | 5. a ----- of potatoes |
| 2. a ----- of sand | 6. a ----- of bookends |
| 3. a ----- of paper | 7. a ----- of ice cream |
| 4. a ----- of salt | 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.

Anna is spending the afternoon at Sarah's (Sarah) house. Anna likes Sarah's family very much. She especially likes ----- (Sarah's dad) music collection! The girls play many games together. ----- (Sarah) brother doesn't like ----- (Sarah and Anna) games. He is reading a book. Sometimes the ----- (girls) games get so loud that Dad asks them to play outside. ----- (Sarah) cat is sitting by the door, watching them. Sarah wants to play with the cat, but Anna is allergic to ----- (cat's) fur.

At 5 o'clock, ----- (Anna) mom arrives in her car to pick Anna up. Sarah says she loves ----- (Anna's mom) new hairstyle. ----- (Anna) mom smiles and says that Sarah should come over again soon.

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.

These are my pets.

This is the Mings' house.

These are sheep but those are goats.

That is my friend's house.

Those are horses.

That's my mother's car.

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:
X 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**:
To **whom** is Mom talking?



(Indefinite Pronouns)

- An **indefinite pronoun** does not refer directly to any other word. Most indefinite pronouns express the 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 Lily. _____ have one sister. _____ is younger than _____. Sometimes she takes me to the movies and _____ watch films together. I love watching movies with _____ because she knows all the best ones. We are going to the cinema today. Would you like to join _____? _____ can all enjoy the film together. Afterward, _____ can come to my house if _____ like. I think _____ will enjoy meeting my mom. She is very kind and _____ bakes delicious cookies. Do _____ enjoy cookies?

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.

Samantha and I went for a walk in the park. “What’s _____ over there?” I asked. “It looks like a lost wallet,” said Samantha. She handed me a bottle. “Take _____,” she said. I took the bottle and placed it in my bag. “We should put _____ in the recycling bin,” I suggested. Samantha took the bottle from me. “You need to hold it like _____,” she said, “so it doesn’t spill.”

Exercise 5

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

1. I like this book. It’s _____.
2. Sarah forgot her umbrella. Can I borrow _____?
3. We visited the museum yesterday. _____ was much bigger than ours.
4. Is this notebook _____, Peter?
5. Jack is looking for his shoes. Are these shoes _____?
6. Can you lend me your charger? _____ is not working.
7. Mark misplaced the keys. He thought his were _____, but they were actually mine.

Exercise 6

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

1. Everyone was excited about the trip to the beach.
2. Few had the courage to speak up during the meeting.
3. I don’t have any idea where my keys are.
4. Both of my friends are coming to the party tonight.
5. Nothing can stop us now that we’ve made our decision.

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	green	plastic	box
	size	color	substance	

a	stylish	red	Italian	car
	quality	color	origin	

- » Here are more examples.

a **large Indian** temple

a **colorful cotton** shirt

delicious Spanish food

crunchy Australian apples

a **tall white stone** building

a **long Chinese silk** robe

an **old graceful Japanese** lady

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**.

Paris is a **charming** (Q) **French** (O) city with **narrow** (S) streets and **fancy** (Q) shops. In winter, it's a **cold** (Q) place. People wear **warm** (Q) coats and drink **hot** (Q) beverages. There are **picturesque** (Q) **snowy** (C) parks where people can relax and admire the **gray** (C) sky. **Small** (S) cafes offer delicious food for visitors to enjoy. **Italian** (O) tourists often take pictures of the **historic** (Q) buildings and **colorful** (C) flowers.

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 Tom is a **friendly short** boy. He always wears a **green** jacket and a **small** cap. He carries a **black** backpack to school. His favorite snack is **crispy brown** cookies, and he always has some in his pocket. Our teacher is a **kind tall** man named Mr. Smith. He wears a **gray** suit and glasses with **silver thin** 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 jewelry
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	golden	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. This is a hopeful situation. | hope |
| 2. The book contains meaningful information. | ----- |
| 3. The room was noisy and full of people. | ----- |
| 4. He gave a careful answer to every question. | ----- |
| 5. The joyful child played in the park all day. | ----- |
| 6. I love to wear comfortable shoes. | ----- |
| 7. She bought a beautiful painting for her wall. | ----- |
| 8. The team gave a wonderful performance last night. | ----- |
| 9. The teacher gave a helpful suggestion. | ----- |
| 10. We had a peaceful afternoon at the beach. | ----- |

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. She gave a very _____ (excite) performance.
2. The children were playing with the _____ (damage) toys.
3. The _____ (tire) journey left everyone exhausted.
4. The room was filled with a _____ (frighten) noise.
5. The workers were trying to repair the _____ (break) machine.
6. The food was so _____ (delight) that we couldn't stop eating.
7. He gave a _____ (confuse) answer to the question.
8. They found some _____ (lose) documents in the drawer.

(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.

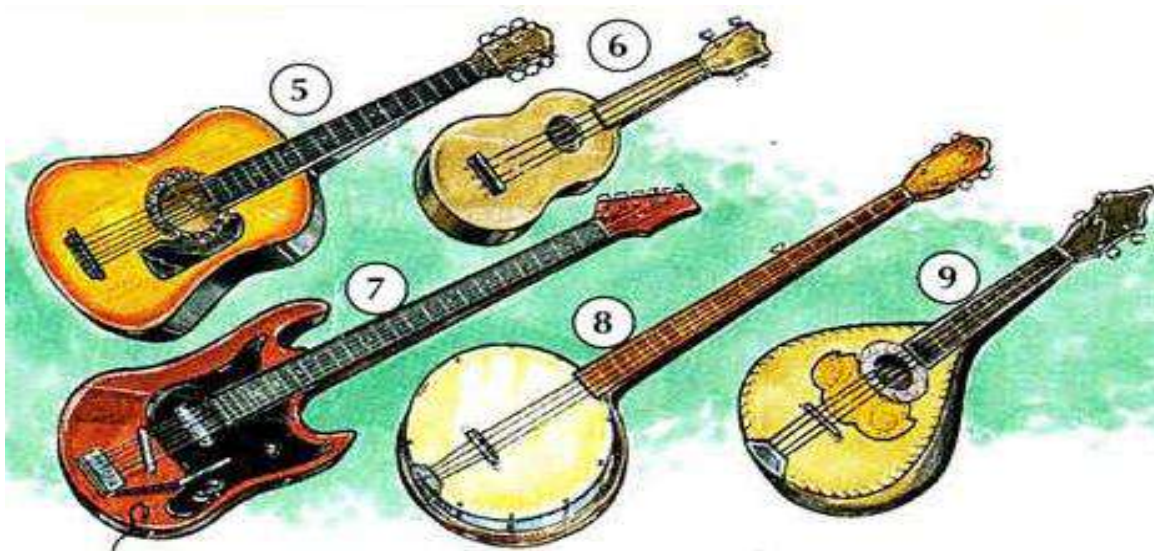
adjective	comparative form	adjective	comparative form
dark	darker	hard	harder
high	higher	warm	warmer
light	lighter	cold	colder
low	lower	fast	faster
old	older	slow	slower
young	younger		
rich	richer		
poor	poorer		
tall	taller		
small	smaller		
soft	softer		

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	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.	
rich	richest		
poor	poorest		
tall	tallest		
small	smallest		
soft	softest		

- » 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 furthest

(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

an eight-year-old child

a **well-dressed** lady

a ten-cent coin

a **fun-loving** teenager

a twenty-story building

user-friendly equipment

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.

John loves hiking in the mountains. He's a very experienced hiker, but his friend Mike is a _____ (experienced) hiker. He's the _____ (strong) hiker in their group. Mike is _____ (brave) and _____ (determined) than John, even though he's _____ (young) and _____ (small) than John. That's why John admires him. John thinks all outdoor activities are enjoyable, but hiking is the _____ (enjoyable) activity and it's _____ (challenging) than any other activity he's tried. When the weather is hot, everyone feels tired during the hike, but Mike feels _____ (energized) and _____ (enthusiastic) than the rest.

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. Emily'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.

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?

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

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 used** 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?

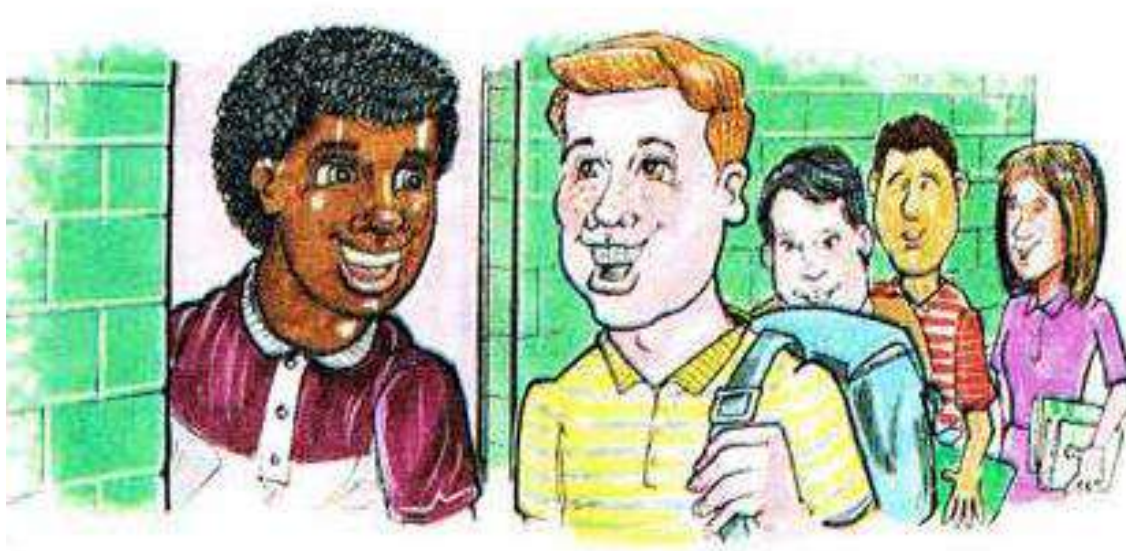
Notes:

- 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.

Who lives in **this** house?

This car belongs to my mom.

Does **this** key fit the lock?

This book is my favorite.

Who gave you **this** money?

» Use **these** with **plural** nouns

These trousers are too short.

These biscuits don't taste very good.

I bought **these** apples for lunch.

Is there an adult with **these** children?

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

This chair is mine and **that** chair is yours.

That animal is making a funny noise.

Would you pass me **that** book, please?

Who is **that** man talking to Dad?

How much is **that** dress?

» Use **those** with **plural** nouns

I gave my sandwiches to **those** boys.

Those children go to a different school.

Those shoes are yours.

Those people are from Africa.

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.

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

A few children are absent today.

Several friends went with me.

I have **fewer** CDs than you.

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.

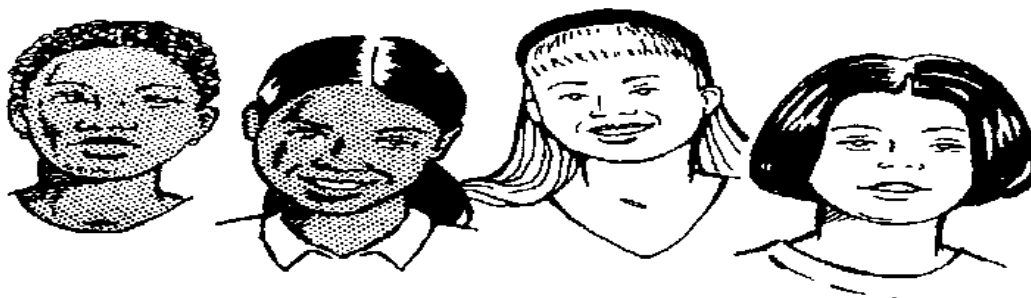
or We ate **all** the food in the fridge.

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.

Sarah lives in **a** house with her brother and her parents. _____ house is in _____ small village near _____ forest. Sarah's father works in _____ hospital and her mother works in _____ school. Sarah enjoys _____ walks in _____ park and likes to visit _____ library on weekends. Her brother is younger than her and likes playing _____ video games. Sarah also helps her mother in _____ garden, where she plants _____ flowers.

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*.

James is _____ () cousin. He visits us _____ () time, and we always have _____ () fun. Last time, he brought _____ () dog with him. _____ () dog is very playful and loves to chase _____ () tail. When James stays with us, we usually go to _____ () park near _____ () house. Sometimes, _____ () parents come along, but most of _____ () time, it's just _____ () and me.

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.

plays	sings	shines	rides	smiles
draws	paints	blows	thinks	stops
reads	rains	travels	talks	starts

- 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**.

brushes	watches	kisses	fixes
rushes	reaches	misses	mixes
polishes	teaches	passes	buzzes
crashes	catches	presses	does
washes	touches	dresses	goes

- » 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.

The bee *buzzes* around the flowers.

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

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 – carries	hurry – hurries	copy – copies
cry – cries	fly – flies	marry – marries
study – studies	worry – worries	bully – bullies

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 (The verb is the (The object is affected
 does the action) action word) 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 <i>the plane</i> very well.	Eagles fly high in the sky.
The boys play <i>football</i> on weekends.	The boys play in the yard on weekends.
My mom runs <i>her own company</i> .	My mom runs in the park for fun.
We walk <i>the dog</i> every evening.	We walk on the beach every evening.

Exercise 1

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

1. They play football every weekend.
2. She sings beautifully in the choir.
3. We visit our grandparents every summer.
4. He likes to read mystery books.
5. They travel to different countries each year.
6. My mom cooks dinner every evening.
7. The dog chases the ball in the garden.
8. We walk to the park in the afternoon.
9. John studies English every day.
10. They sometimes watch movies on weekends.

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. She (enjoy) reading books before bed.
2. John (study) hard for his exams.
3. Our teacher (explain) the lesson clearly every day.
4. He (like) to play soccer after school.
5. The cat (sleep) on the couch all afternoon.
6. Susan (make) delicious cookies for the party.
7. Mark (go) to the gym in the evening.
8. Emma (wash) her car every Saturday.
9. Ben (work) in the garden every morning.
10. His mom (teach) him how to cook dinner.

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 **hasn'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.

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

full form	short form	full form	short form
i am	i'm	i am not	i'm not
you are	you're	he is not	he isn't
he is	he's	she is not	she isn't
she is	she's	it is not	it isn't
it is	it's	we are not	we aren't
we are	we're	you are not	you aren't
they are	they're	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 friend	visit -----
3. The boy	play -----
4. The bus	leave -----
5. Tom and Sam	study -----
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 movie _____ exciting and full of action.
2. We _____ going to the beach this weekend.
3. She _____ always so kind and helpful.
4. _____ you going to the concert tomorrow?
5. There _____ many people at the party last night.
6. _____ this your first time visiting Paris?
7. John and I _____ planning a surprise for her birthday.
8. They _____ having lunch at the café.
9. The cats _____ sleeping on the couch.
10. The new restaurant _____ very popular in town.

Exercise 6

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

I love visiting the zoo because _____ many animals to see. _____ a lion, a tiger, and a giraffe in the big enclosure. _____ also a monkey cage where we can watch them play. Visitors are not allowed to feed the animals, so _____ no food allowed inside. _____ also a café where we can buy snacks and drinks. The zoo is quite big, but _____ a lot of benches where we can sit and rest. _____ no better way to spend the afternoon than visiting the zoo!

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. You are my best friend.

3. She is always so kind.

4. He is not interested in reading books.

5. They are not coming to the party tonight.

6. I am watching a movie at home.

7. She is playing the piano in the living room.

8. We are not sure about the meeting time.

9. That is a beautiful painting.

10. You are not allowed to enter the building.

(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 + watching

(*present participle*)

is + listening

(*present participle*)

are + playing

(*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. They _____ (travel) to the beach this weekend.
2. He _____ (read) a book in the living room.
3. I _____ (study) for my math test.
4. We _____ (play) soccer in the park right now.
5. She _____ (make) a birthday card for her friend.
6. You _____ (sit) on the couch, watching TV.
7. My parents _____ (decorate) the house for the party.
8. They _____ (visit) their grandmother this afternoon.
9. John _____ (run) in the race tomorrow.
10. We _____ (clean) the house before our guests arrive.

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. I always _____ (drink) coffee in the morning.
2. He _____ (study) for his exams right now.
3. We _____ (have) lunch at noon every day.
4. Look! They _____ (dance) at the party.
5. She _____ (wear) a red dress today.
6. They _____ (watch) a movie right now.
7. My sister _____ (play) the piano every evening.
8. The kids _____ (run) in the playground right now.
9. We _____ (leave) for vacation next week.
10. I _____ (not like) to wake up early.

(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. She _____ (dance) beautifully at the party last night.
2. They _____ (visit) the museum during their vacation.
3. We _____ (buy) new clothes last weekend.
4. He _____ (speak) to his teacher after class yesterday.
5. The children _____ (laugh) at the funny joke.
6. We _____ (play) football after school yesterday.
7. She _____ (help) her mother in the kitchen this morning.
8. John _____ (ask) me for advice about his homework.
9. My friends _____ (go) to the cinema yesterday.
10. The teacher _____ (give) us a quiz on Friday.

Exercise 12**Write *was* or *were* in the blank spaces in the following passage.**

It _____ a rainy afternoon, and there _____ no one in the park. My brother and I _____ at home, playing games. Mom _____ in the kitchen making dinner, and Dad _____ reading a book in the living room. The wind _____ strong, and soon we _____ feeling a little cold. Mom and Dad _____ not bothered by the weather at all. They continued with their tasks. I _____ relieved when it _____ time to relax and watch a movie.

Exercise 13

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

1. I (drived / drove) to the beach last weekend.
2. He (brought / bringed) his guitar to the party.
3. They (eated / ate) all the cake at the party.
4. We (caught / catched) the train just in time.
5. My sister (drawed / drew) a beautiful picture yesterday.
6. He (found / finded) a wallet on the street.
7. They (built / builded) a new house last year.
8. She (went / goed) to the store to buy some fruit.
9. The children (played / playded) outside all afternoon.
10. I (begun / began) reading a new book last night.
11. We (heard / heared) a loud noise outside.
12. He (sang / sung) a song at the concert last night.
13. I (sleeped / slept) for eight hours last night.
14. She (ran / runned) to catch the bus.
15. We (had / haved) a great time at the party.

(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. The children _____ (play) in the park when it started to rain.
2. I _____ (watch) TV when the power went out.
3. He _____ (write) an email when his phone rang.
4. We _____ (have) dinner when the doorbell rang.
5. Sarah _____ (clean) the house all afternoon.
6. The birds _____ (sing) in the trees.
7. They _____ (work) on their project when the teacher came in.
8. She _____ (study) for her exams all night.

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 1 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 + landed
(past participle)

has + opened
(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
buy	bought	bought	bought motorcycles.

- 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 dogs ----- long shiny coats.
2. Our teachers ----- very kind face.
3. She ----- a lot of homework to do.
4. Sam ----- desks near the front of the class.
5. Paul and Tom ----- two brothers and a sister.
6. My friends ----- a big house.
7. Mice ----- long tails.
8. The dog ----- sharp teeth.
9. He ----- more toys than my friend .
10. This flower ----- a strange smell.

Exercise 17

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

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

Exercise 18

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

1. The student has (written/wrote) the lesson.
2. Have you (took/taken) all the bags?
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/drank) 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 (X) 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 | read | ----- |
| 3. The dog | run | ----- |
| 4. Uncle Andy | travel | ----- |
| 5. It | snow | ----- |
| 6. We | clean | ----- |
| 7. Jamal | has | ----- |
| 8. The teachers | write | ----- |

(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. She always ----- her homework in her room.
2. Mom usually ----- the laundry in the evening.
3. You ----- the same math problems last week.
4. I always ----- my shopping at the farmers' market.
5. The student ----- his work quietly while the teacher looks at him.
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 22

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 (X).

- | | |
|--|---------|
| 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 (X).

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.

warm, loud, careful, slow, happy, early, bright, clean, quick, smooth

1. She walks very slowly.
2. You should drive ----- in the rain.
3. Please sing ----- at the concert.
4. He spoke ----- about the project.
5. They arrived ----- for the meeting.
6. Her hair shines ----- under the lights.
7. We should finish the task ----- to meet the deadline.
8. She answered the phone ----- and helped the customer.
9. He responded ----- to the teacher's question.
10. The car moved ----- on the icy road.

Exercise 2

Are the bold words in the following sentences adverbs or adjectives? Write **adverb** or **adjective** on the line after each sentence.

1. She spoke softly to the baby. -----
2. He is a brave man. -----
3. They made quick decisions in the meeting. -----
4. The flowers in the garden are beautiful. -----
5. He acted cautiously during the presentation. -----
6. My dad has a busy schedule. -----
7. The restaurant had delicious food. -----
8. She smiled happily at the surprise. -----
9. They were eager to leave. -----
10. He runs daily to stay fit. -----

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 afternoon, occasionally, on the weekend, loudly, quickly, once a year, every night, in a hurry, at 7 PM)

1. She sang loudly during the concert. (manner)
2. We always go for a walk ----- after dinner. (time)
3. He is working ----- because he has a tight deadline. (manner)
4. They arrived ----- at the airport. (time)
5. You should read the book ----- to learn more. (manner)
6. He visits his parents ----- for holidays. (frequency)
7. She plays tennis ----- at the club. (place)
8. The dog barks ----- when the doorbell rings. (manner)
9. We travel ----- for vacation. (time)
10. I was running ----- to catch the bus. (manner)

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.

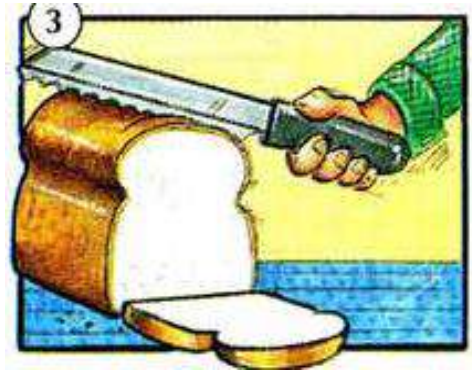
What's this bag **for**?

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.

Mr. Lee is *pleased* **with** our work.

We were *afraid* **of** the big dog.

The teachers are always *kind* **to** us.

She's not very *interested* **in** sports.

What's *wrong* **with** the computer?

John is very *good* **at** drawing.

- 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. The cat jumped over the wall.
2. We found the keys inside the drawer.
3. She walked through the park on her way to work.
4. They sat beside the fire to warm up.
5. He waited at the bus stop for an hour.
6. The kids played by the river all afternoon.
7. She looked across the table at me.
8. We met before the meeting started.
9. The train passed under the bridge.
10. He ran toward the exit when he saw the fire alarm.

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. The teacher was busy _____ the class. (time)
2. We saw a cat _____ the table. (place)
3. The bird flew _____ the window. (direction)
4. The concert starts _____ 7:00 PM. (time)
5. They are sitting _____ the living room. (place)
6. We are walking _____ the field to get to the park. (place)
7. It's _____ noon, so we still have plenty of time. (time)
8. She placed her keys _____ the kitchen counter. (place)
9. We go to the beach _____ school every Friday. (time)
10. She ran _____ from the dog that was barking loudly. (direction)

Exercise 3

Circle the **preposition** in each sentence. Then underline the noun or pronoun that is the **object of the preposition**.

1. The coffee shop is near the bookstore.
2. Please keep the books on the shelf.
3. The dog jumped over the fence.
4. He walked through the door into the kitchen.
5. The kids played in the yard all day.
6. The car broke down on the highway.
7. They met at the restaurant for dinner.
8. The cat hid under the bed.
9. She looked out of the window to see the snow.
10. He walked down the stairs slowly.

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 **didn'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. I enjoy reading books _____ watching movies.
2. She likes tea _____ coffee.
3. The test was easy _____ I didn't finish on time.
4. You can choose a red pencil _____ a blue one.
5. The weather is cold today _____ it's sunny.
6. He is very talented _____ he needs more practice.
7. We can go to the beach _____ to the mountains for the weekend.
8. You should take an umbrella, _____ it looks like it might rain.

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	a present.
		(indirect object)	(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.

- Uncle Bill gave Michael some money.
- Mom is baking us a chocolate cake for Christmas.
- The children crossed the road safely.
- Please pass me that pencil.
- Henry sent Sam a letter from Japan.
- I've forgotten your name.
- She's always giving her students advice.
- 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.

- Dad bought some flowers.

.....

- The teacher found an empty seat.

.....

- The police officer showed her badge.

.....

- Rudy sent a postcard.

.....

- Will you buy some bread at the supermarket ?

.....

- 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 **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.

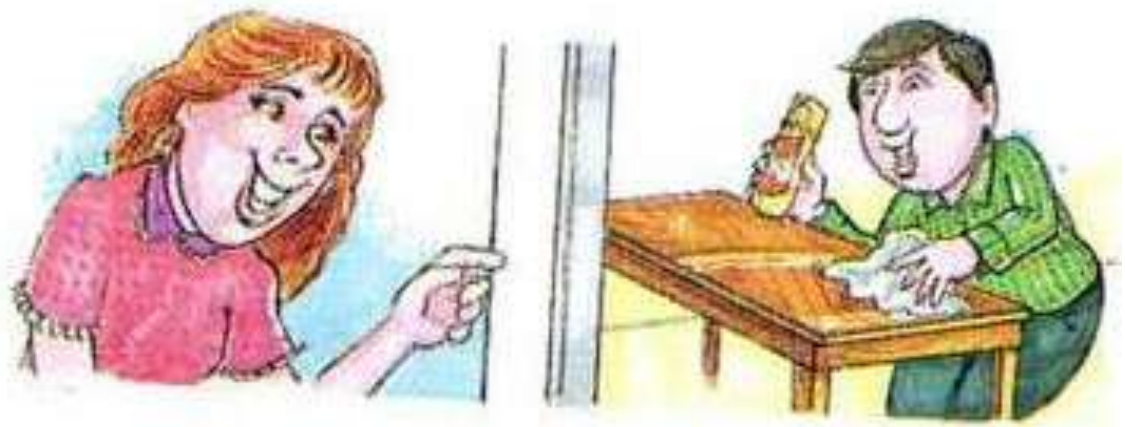
People **can't** see very well in the dark.

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.

Can you ride a bike?

No.

Do you like swimming?

Yes.

May I sit here?

Yes.

Don't you like pizza?

No.

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 <i>Dad</i> ill today?
She has finished her homework.	Has <i>she</i> finished her homework?
The cat doesn't like noise.	Doesn't <i>the cat</i> like noise?
Michael can ride a bike.	Can <i>Michael</i> ride a bike?
Sally could borrow your pencil.	Could <i>Sally</i> borrow your pencil?
You may leave now.	May <i>I</i> leave now?
I think it will rain tomorrow.	Do <i>you</i> think it will rain tomorrow?
I saw Tom at the football game.	Did <i>you</i> see Tom at the football game?
Miss Lee sang a song.	Did <i>Miss Lee</i> sing a song?
The computer needs to be repaired.	Does <i>the computer</i> 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. We will meet at the café after school.

3. She has worked in the company for 10 years.

4. They have a meeting at 3 PM.

5. You know how to solve this problem.

6. They enjoy hiking on weekends.

7. You know how to solve this problem.

8. They enjoy hiking on weekends.

9. John can play the guitar.

10. They will visit the museum tomorrow.

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, _____?
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>I feel</i> ill."	Maggie said that <i>she felt</i> ill.
Ahmad said, " <i>It's</i> time to leave."	Ahmad said that <i>it was</i> time to leave.
" <i>I can't</i> find <i>my</i> book," said Alice.	Alice said that <i>she couldn't</i> find <i>her</i> book.
"John is hitting <i>me</i> ," said Peter.	Peter said that John was hitting <i>him</i> .
Dad said, " <i>I haven't had</i> my breakfast yet."	Dad said that <i>he hadn't had</i> his breakfast yet.
"My car won't start ," said Mom.	Mom said that <i>her</i> 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 <i>were going</i> .
"Can Jack ride his bike?"	I asked if Jack <i>could ride</i> his bike.
"Did Miss Lee sing a song?"	I asked whether Miss Lee <i>sang</i> a song.
"Has she finished her homework?"	I asked if she <i>had finished</i> 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. “Where did you buy that dress?” she asked.

3. “Could you pass me the salt, please?” John asked.

4. “Why are you so late?” the teacher asked.

5. “Don’t touch that vase!” Mom said to me.

6. “Could you help me with my homework?” asked Tim.

7. “Did you enjoy the movie?” Sarah asked.

8. “Please don’t make any noise while I’m on the phone,” Dad said.

9. “When will the bus arrive?” he asked.

10. “Take a seat,” the receptionist said.

Passive Voice

(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
<i>fatma</i>	cleans	the house. (<i>active</i>)
<i>the house</i>	is cleaned	by fatma. (<i>passive</i>)

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) <u>transitive</u>			A transitive verb is a verb that is <i>followed by an object</i>. An object is a noun or a pronoun.					
<u>S</u>	<u>V</u>	<u>O</u>						
Bob	<i>mailed</i>	the letter.						
Mr. Lee	<i>signed</i>	the check.						
A cat	<i>killed</i>	the bird.						
(b) <u>intransitive</u>			An intransitive verb is a verb that <i>is not followed by an object</i>.					
<u>S</u>	<u>V</u>							
An accident	<i>happened.</i>							
Kate	<i>came</i>	to our house.						
I	<i>slept</i>	well last night.						
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) <u>transitive verbs</u>				Only transitive verbs can be used in the passive.				
active: Bob <i>mailed</i> the letter. passive: The letter <i>was mailed</i> by Bob.								
(d) <u>intransitive verbs</u>				An intransitive verb is NOT used in the passive.				
active: An accident <i>happened</i>. passive: (<i>not possible</i>)								
* incorrect: An accident was happened.								

Exercise 1

Complete the sentences using one of these verbs in the correct form:

(affect – build – describe – decorate – explore – inform – teach – recycle – provide – discover)

1. Many people don't know how plastic waste _____ the environment.
2. The students _____ the project by explaining their findings.
3. Our team _____ the old bridge before construction started.
4. There's a new law to _____ more trees in cities.
5. The teacher _____ the lesson using a visual presentation.
6. We should _____ waste materials to help reduce pollution.
7. The company _____ free training for its employees.
8. Scientists _____ a new species of fish in the deep ocean.
9. They _____ the room with beautiful flowers for the party.
10. Her research _____ the main factors that cause air pollution.

Exercise 2

Complete these sentences with one of the following verbs in the correct form:

(allow – check – encourage – grow – maintain – need – prevent – serve – teach – warn)

Sometimes you need have ('might have', 'could have' etc.)

1. Doctors _____ people to get vaccinated against contagious diseases.
2. The gardener _____ the plants every morning to make sure they're healthy.
3. Can you _____ the fridge to see if we have enough milk?
4. They _____ an important lesson about how to conserve water.
5. You should _____ the road signs to avoid accidents.
6. Schools _____ students to participate in extracurricular activities.
7. The police officer _____ the drivers to be cautious in foggy weather.
8. Regular exercise can help _____ many health problems.
9. She _____ a delicious meal for the guests last night.
10. To be successful, you _____ to be disciplined and motivated.

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 will announce the winners tomorrow.

The winners will be announced tomorrow.

2. They are testing the new phone model in the lab.

The new phone model _____ in the lab.

3. Somebody has fixed the issue with the software.

The issue with the software _____.

4. I didn't know that somebody was organizing the event.

I didn't know that _____ the event.

5. They have planned a surprise party for her.

A surprise party _____ for her.

6. They sell fresh fruit every weekend at the market.

Fresh fruit _____ every weekend at the market.

7. Somebody is painting the walls of the house.

The walls of the house _____.

Exercise 4

Complete the sentences with any appropriate tense, active or passive, of the verbs in parentheses.

A new law _____ (introduce) _____ to reduce plastic waste. In the past, plastic waste _____ (dispose) _____ in landfills. The government _____ (take) _____ action to tackle the problem. Many people _____ (not understand) _____ the consequences of plastic pollution. However, in the last few years, more companies _____ (switch) _____ to biodegradable products. In some countries, people _____ (encourage) _____ to use reusable bags, while others _____ (ban) _____ single-use plastic items completely. By the year 2030, scientists believe that most countries _____ (implement) _____ regulations to reduce plastic waste. Meanwhile, people _____ (realize) _____ that recycling can help manage plastic waste. Scientists _____ (find) _____ a way to recycle plastic efficiently in some parts of the world.

(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 ⇒ **redo** (do again)

write ⇒ **rewrite** (write again)

» Here is a list of common English prefixes.

Prefix	Usual Meaning	Example
a-	not, without	amoral , asocial , asymmetrical
abmi-	both, double, two	ambiguous , ambidextrous
ante-	before, earlier	antedate , ante -historical
anti-	against	anti -war, antisocial
arch-	first, main, chief	archetype
audi-, audio-	hearing	auditorium , audible
auto-	self	automatic , autobiography
bi-	two, occurring twice in one time	bicycle , biweekly , bimonthly , bilingual
bio-	of life, living	biology , biography
cent-	a hundred	century , centimeter
chron-	of time	chronology
co-, con-	together with	cooperate , coincidence , coexist , conductor
contra counter-	against, opposite to against	contradict , contrary counter - argument, counter -productive

Prefix	Usual Meaning	Example
de-	reverse of the verb, away from, down	decode , degenerate , devalue , defrost
di-	twice, double	dioxide , dilemma
dis-	opposite action of the verb	disconnect (opposite of connect), disorder
en- em-	make	enable , empower (make powerful), ensure (make sure)
equi-	equal, same	equivalent
ex-	out, from, former	export , ex-president
extra-	beyond, outside	extrasensory
fore-, for-	before, in front of	foretell , foreground , former
hetero-	other, opposite, different	heterogeneous
homo-	same	homogeneous
hyper-	to an extreme degree	hypersensitive , hyperactive
in- im- il- ir-	not	inaccurate , incorrect , illogical , impossible , impolite , irrational , irrelevant
in- im-	within, into	include , import , internal
inter-	between, among	international , interdisciplinary , intermediate
intra- intro	inside	introspection , intravenous
macro-	relatively large	macrocosm
mal-	bad, wrong	maltreatment , maladjusted
micro-	small	microfilm , micro-surgery
mid-	middle	mid-week
mis-	in the wrong way, bad, not	misunderstanding , misconduct , mistrust
mono-	one	monotone , monolingual
multi-	many	multi-purpose , multinational , multicultural
non-	not	non-standard , nonsense
neo-	new	neo-classical
neuro-	of the nervous system	neurology , neurosis

Prefix	Usual Meaning	Example
omni-	all	omnipotent
out-	more than	outlive, outnumber
over-	too much	overwork, overcrowded
parti-	father	patriarch
phono-	of sound	phonetic
photo-	of light	photograph, photogenic
physio-	of the body	physiology, physiotherapy
post-	after	postgraduate (after graduating), postpone
poly-	many	polygamy (having many wives)
pre-	before	pre-war, previous, prehistoric, predict
pro-	for, in favor of	pro-abortion
re-	again	redo, rebuild, rewrite
semi-	half, partially	semicircle, semifinal, semiconscious
socio-	of society	sociology, socio-economic
sub-	under	subnormal, subtitle, subconscious, submarine
super-	above	supernatural, superpower
sym- syn-	together, sharing	symphony, synagogue, synchronize, syntax
tele-	from far	television, telescope, telephone, telepathy
thermo-	heat	thermometer
trans-	across, beyond, changed	transform, transportation, transplant, translate
tri-	three	triangle, trio
un-	not, negative, reverse	unusual, unimportant, unseen, unpack, undo, unlikely
under-	too little, located beneath	underprivileged, underestimate, understatement, undergraduate
uni-	one	uniform, unilateral, unify, unilingual
up-	to a higher or better state	upgrade, upbringing, 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) ⇒ invitation (noun)

direct (verb) ⇒ direction (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) ⇒ apologize (verb)

sympathy (noun) ⇒ sympathize (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	driver, actor, doctor, dancer, teacher, minister, helper, administrator, runner, dish-washer, mixer, vacuum-cleaner
-ist	a person that works in a certain field	scientist, biologist, dentist, physicist, psychologist
-ian	a person that works in a certain field	technician, mathematician, statistician, librarian, politician
-age		shortage, dosage, hostage

For Nouns		
Suffix	Usual Meaning	Example
-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	democrat, bureaucrat
-cy	condition, quality	depend ency , democr acy , accur acy , prop hecy
-dom	condition, state	freed om , wisd om , bored om
-ee	person affected by the action of the verb	employ ee , interview ee
-hood		child hood , adulth ood , likeli hood
-ion		express ion , depress ion , relig ion , incis ion
-ism		capital ism , social ism , national ism
-ment	state of	develop ment , involv ement
-ness	state, characteristic	kind ness , weak ness
-ology -logy	the study of, branch of learning	bi ology , astro logy , psych ology
-ship	state, condition, quality	friend ship , relations hip , citize nship
-th		streng th , leng th , wid th
-tion -sion		educat ion , relat ion , legisla tion , impress ion
-tude		aptit ude , certit ude
-ty –ity		responsibility, libert y , beaut y , povert y , hostilit y
-ure		featur e , expendit ure , natur e

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

For Adjectives		
Suffix	Usual Meaning	Example
-ing		interesting, boring, fascinating, exciting
-ish	like, in the manner of	foolish, outlandish, childish
-ive		attractive, passive, active, selective
-less	without	painless, hopeless, careless
-ous	having the qualities of	religious, dangerous, courageous
-y		funny, friendly, sunny, windy

For Adverbs		
Suffix	Usual Meaning	Example
-ly	in a certain way	slowly, painlessly, carefully, unexpectedly

Section Two:
Reading Comprehension
& 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 effect
since	then	create	
as	as a result	lead to	
for	that's why	account for	
because of	therefore	bring about	
as a result of	consequently	result in	
due to	in consequence	produce	+ the cause
owing to	thus	result from	
on account of	hence	arise from /out of	
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)

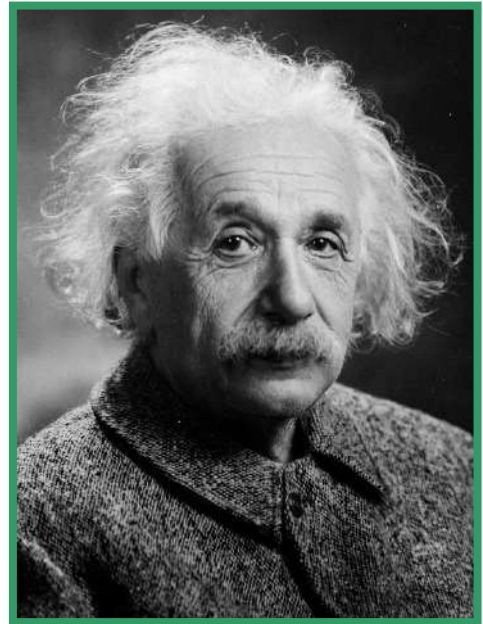
Reading Comprehension

(Read the following passages and answer the questions)

PASSAGE (1)

ALBERT EINSTEIN

Albert Einstein was the smartest physicist in the world. His IQ was 160. He is also known for $E=mc^2$, the most famous equation. He was born on 14 March 1879, in Ulm, Kingdom of Württemberg, German Empire. His parents were Jewish. However, they were not following Jews. Albert's father, Hermann Einstein was a featherbed salesman and eventually, he ran into an electrochemical factory with a success. Albert's former mother, Pauline Koch ran a family household. Albert had a sister; her name was Maja. She was born two years after Albert was born.



Albert won the Nobel Prize for the explanation of Physics. Eventually, he went to the U.S.A after he was targeted by the German Nazi Party. Eventually, on April 17, 1955, he died because he had internal bleeding. After he died, his brain was stolen by a pathologist, Thomas Harvey. Thomas kept Albert's brain for 40 years in his basement. Albert's brain was broken in pieces. Now, his brain in parts is now in The Mütter Museum.

A) Answer the questions.

- 1) How much his IQ was? _____
- 2) When he was born? _____
- 3) What religion his parents were? _____
- 4) What was his sister's name? _____
- 5) What kind of Nobel Prize did Albert won? _____
- 6) What was the cause that Albert died? _____
- 7) Who stole his brain after he died? _____

B) Circle True or False.

1. Albert is known for $E=mc^2$. (T/F)
2. His parents followed Jews. (T/F)
3. Thomas kept Albert's brain in his basement for 40 years. (T/F)
4. His brain in parts is now in The Mütter Museum. (T/F)

PASSAGE (2)**A MYSTERY**

"Something is very wrong," says the detective.

"I know!" says Ms. Gervis. "It is wrong that someone has stolen from me!"

The detective looks around Ms. Gervis' apartment. "That is not what I am talking about, ma'am. What is wrong is that I do not understand how the robber got in and out."

Ms. Gervis and the detective stand in silence. Ms. Gervis' eyes are full of tears. Her hands are shaking.

"The robber did not come through the window," says the detective. "These windows have not been opened or shut in months."

The detective looks at the fireplace. "The robber did not squeeze down here."

The detective walks to the front door. He examines the latch. "And since there are no marks or scratches, the robber **definitely** did not try to break the lock."

"I have no idea how he did it," says a bothered Ms. Gervis. "It is a big **mystery**."

"And you say the robber stole nothing else?" asks the detective. "No money, no jewelry, no crystal?"

"That's right, detective. He took only what was important to me," Ms. Gervis says with a sigh. "There is only one thing I can do now."

"And what is that?" the detective asks with surprise.

"I will stop baking cakes," Ms. Gervis says. "They are mine to give away. They are not for someone to steal."

"You can't do that!" says the detective with **alarm**. "Who will bake those delicious cakes?"

"I am sorry. I do not know," says Ms. Gervis.

"I must solve this case **immediately**!" says the detective.

Questions

- 1) Where does this story take place?
 - a. in a bakery
 - b. at the police station
 - c. in Ms. Gervis' house
 - d. in Ms. Gervis' apartment

- 2) Near the beginning of the story, "Ms. Gervis' eyes are full of tears. Her hands are shaking." How does Ms. Gervis probably feel?
 - a. She is upset.
 - b. She is tired.
 - c. She is hungry.
 - d. She is confused.

- 3) What makes the detective sure that the robber did not come through the windows?
 - a. The windows are locked.
 - b. The windows face the police station.
 - c. The windows have not been used in months.
 - d. The windows are too small for a person to fit through.

- 4) "And the robber **definitely** did not use the front door." Which is the best way to rewrite this sentence?
 - a. "And the robber may not have used the front door."
 - b. "And the robber probably did not use the front door."
 - c. "And the robber was not able to use the front door."
 - d. "And the robber certainly did not use the front door."

- 5) What else could the detective have asked Ms. Gervis in order to solve the mystery?
 - I. Which types of cakes does Ms. Gervis know how to bake?
 - II. Does someone else have a key to the apartment?
 - III. Does Ms. Gervis ever leave the door unlocked?
 - a. I only.
 - b. I and II.
 - c. II and III.
 - d. I, II and III.

- 6) What does Ms. Gervis do with her cakes?
- a. She eats them.
 - b. She sells them.
 - c. She hides them.
 - d. She gives them away.
- 7) What does the detective seem to think will happen if he solves the mystery?
- a. Ms. Gervis will start baking cakes again
 - b. Ms. Gervis will bake him extra cakes
 - c. Ms. Gervis will give him her secret recipe
 - d. Ms. Gervis will give him money and jewels
- 8) What is a **mystery**?
- a. something that is wrong
 - b. something that happens at night
 - c. something a robber leaves behind
 - d. something that cannot be explained
- 9) What else was stolen from the apartment?
- a. crystal
 - b. jewelry
 - c. money
 - d. nothing
- 10) If something is said with **alarm**, how is it said?
- a. with fear and panic
 - b. with bells and whistles
 - c. with smiles and laughter
 - d. with sadness and tears

PASSAGE (3)**MAX THE EXCITING TEENAGER**

Max is a 14-year-old teenager who enjoys swimming, theatre and chess.

He is exciting and creative but can also be very unkind and a bit impatient. He is Canadian. He is currently at school. He has phobias of heights and spiders. Max is in pretty good shape. He is short for his age. He lives in an upper-class neighborhood. Max goes to Springfield School, where his favorite subjects are math and science. His favorite teacher is Mr. Reese but he hates Ms. Manley because she is looking like a tomato. Max's best friend is a teenager called Alwyn. They have a very great friendship. He also hangs around with Stacie and Brooklyn. They enjoy reading together.

A) Answer the questions.

1. Name three things that Max enjoys: _____
2. What kind of phobias he has? _____
3. What school does Max go to? _____
4. What are his favorite subjects? _____
5. Who is Max's favorite teacher? _____
6. Who is Max's least favorite teacher? _____
7. Is Max short for his age? _____
8. Who is Max's best friend? _____
9. Name the two friends that Max hangs around: _____
10. Do you have a similar story like Max? Explain. _____

B) Circle True or False.

1. Max is exciting and creative. (T/F)
2. Max attends Abraham Lincoln School. (T/F)
3. Max lives in an upper-class neighborhood. (T/F)
4. Max's favorite teacher is Ms. Manley. (T/F)

PASSAGE (4)**MATERIALS**

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.



Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

Questions

- 1) Which sentence from the passage best describes the main idea?
 - a. "We use cloth to make lots of things."
 - b. "Metal is very heavy."
 - c. "There are 5 basic materials."
 - d. "A helmet and a bag seem different."

- 2) According to the passage, which of these things is a material?
 - a. chairs
 - b. clothing
 - c. windows
 - d. wood

- 3) According to the passage, how does glass feel?
 - a. smooth and cool
 - b. warm and soft
 - c. light and hard
 - d. sharp and heavy

- 4) In paragraph 4, the passage says, "Wood is lighter than metal and glass." What is the main purpose of this sentence?
 - a. to explain something
 - b. to recommend something
 - c. to compare something
 - d. to demonstrate something

5) Which material would you use if you wanted to make something that was strong and very light?

- a. plastic
- b. wood
- c. metal
- d. glass

6) In this passage, the author talks about

- a. hard things first, then soft things
- b. heavy things first, then light things
- c. strong things first, then weak things
- d. cool things first, then warm things

7) In this passage, we learn about a 5 different materials. Which of these materials do you think is best? Why?

8) In this passage, we learn about a 5 different materials. Which of these materials do you think is worst? Why?

PASSAGE (5)**BEING HEALTHY**

Being healthy is the most important activity you must have. Some people said health isn't important as it is. According to a medical study, health is so important for you and your life to live. Good health means that you are strong, having good movement and be able to do everything. Bad health means that you are weak, having bad motion and are not able to do everything. Being very fat and having so much cholesterol can cause you to have a heart attack. And being very skinny is also risky because you may have Vitamin D deficiency and a possible cause to have anemia. There are so many ways to lose fat and weight; the three best ways are:

1. Stop eating fast foods, they have so much grease. Do not eat the foods that they have a lot of calories.
2. Jogging and exercising is the best way to be in a normal shape and feel light again. Run for at least 5 km every day. And do some push-ups at home, count to 10 for the easiest task.
3. Start eating vegetables and fruits, they have the best source that will make you stronger and way healthier again.

You should be worry if you are very skinny because you will experience weak bones and sometimes even anemia. The three best ways to be in a normal shape are:

1. Eat three eggs per day. It has a good source of Vitamin D. Do not eat more than three eggs because the eggs are having so much cholesterol.
2. Eat three meals per day, not fast foods. Eat chicken, salad or even the normal calories food, to be in perfect shape.

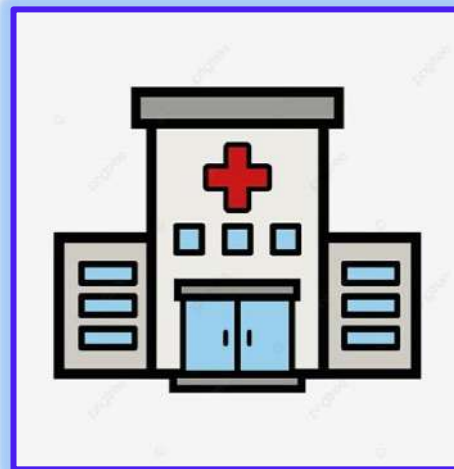
Eat beans, peas, and spinach to prevent anemia as well.

Questions

- 1) What does it mean to have a good health _____
- 2) What does it mean to have a bad health? _____
- 3) Why being fat is dangerous? _____
- 4) Why being skinny is also dangerous? _____
- 5) Why the fast foods are bad for your health? _____
- 6) Why the vegetables and fruits are the best foods? _____
- 7) How many eggs you should eat per day? _____
- 8) What are the three foods you should eat to prevent anemia? _____

PASSAGE (6)**WHAT HAPPENED?**

Michael was playing video games in his bedroom. Then, he suddenly heard an explosion nearby. He ran to the kitchen as soon as he could. He looked shocked and scared. He told his parents that he heard that explosion. His dad went outside as fast as he can, and he saw fire nearby. He called the fire station department and they arrived quickly as fast as they can. The fireman found out that the neighbor was injured, and they called the ambulance immediately. The ambulance came to the area very fast. They found the neighbor and went to the hospital. Three days later after the explosion, the neighbor had 35% of skin burn. Michael and his family were worried about the neighbor because he was so helpful and friendly. The whole family went to the hospital to look up for the neighbor. After finding the neighbor, the neighbor told the family that his dog played with his oven when jumping. The neighbor's dog died after the fire explosion. "We will help you," the family said. The neighbor thanked the family. 12 days later after the explosion, the family began to rebuild the house, and the neighbor is healthy again. Now, the neighbor's dog is dead sadly. The neighbor must buy a new dog. The neighbor is saved now. Thanks to Michael that the neighbor's life is saved.



A) Answer the questions.

- 1) What Michael heard when he played video games? _____
- 2) What did the dad do? _____
- 3) What the fireman found out? _____
- 4) How many percent of the neighbor's skin burns he had? _____
- 5) Why Michael and his family were worried about the neighbor? _____
- 6) What causes the fire explosion to the neighbor's house? _____
- 7) What happened 12 days later after the fire explosion? _____
- 8) Is his neighbor's dog being alive after the explosion? _____
- 9) Is the neighbor healthy again? _____

B) Circle True or False.

1. Michael ran to the kitchen after the explosion nearby. (T/F)
2. Michael's mom ran out of the house to call the fire station department. (T/F)
3. The neighbor was injured after the fire and explosion. (T/F)
4. The family helped the neighbor. (T/F)

PASSAGE (7)**EASTER ISLAND**

One of South America's mysteries is Easter Island. Easter Island, also called *Rapa Nui* and *Isla de Pascua*, 3,600 km (2,237 mi) west of Chile, is a volcanic island with an interesting and partly unknown history. The island was named by the Dutch explorer Jacob Roggeveen because he **encountered** it on Easter Sunday 1722. He was the first European to find the island. The official name of the island, *Isla de Pascua*, means Easter Island in Spanish. This island is famous because of the **approximately** 887 huge statues which were found there. The statues consist of heads and complete torsos, the largest of which weighs 84 tons! These monuments, called *moai*, were carved out of **compressed** volcanic ash, called tuff, which was found at a quarry at a place called Rano Raraku. Statues are still being found. Some of the **monuments** were left only half-carved. Nobody knows why Rano Raraku was abandoned. It is thought that the statues were carved by the ancestors of the modern Polynesian inhabitants. But the purpose of the statues and the reason they were abandoned remain **mysteries**.

Questions

- 1) Who named the island "Easter Island"?
 - a. An explorer
 - b. A Dutch explorer
 - c. The original inhabitants
 - d. Both (a) and (b) are correct

- 2) Who was Jacob Roggeveen?
 - a. A European who found the island
 - b. An explorer who named the island
 - c. A person who carved several statues
 - d. Both A and B are correct

- 3) When he **encountered** the island, he ...
- a. found the island
 - b. saw the island
 - c. drew pictures of the island
 - d. Both (a) and (b) are correct
- 4) What are *moai*?
- a. Ancestors of the current inhabitants
 - b. Quarries on the island
 - c. Statues on the island
 - d. Volcanic ashes
- 5) Why isn't the number of statues known?
- a. The island is too big to explore
 - b. Statues are still being found
 - c. Some statues were taken away
 - d. None of the above
- 6) What are the statues made of?
- a. Volcanic ash
 - b. Tuff
 - c. Clay
 - d. Both (a) and (b) are correct
- 7) A synonym for **approximately** is...
- a. more than
 - b. about
 - c. rather
 - d. None of the above

- 8) **Compressed** ash is ...
- a. pressed together
 - b. ancient
 - c. hot
 - d. None of the above
- 9) **Monuments** are ...
- a. explorers
 - b. volcanoes
 - c. statues
 - d. ancestors
- 10) **Mysteries** are ...
- a. unexplainable
 - b. unpopular
 - c. dangerous
 - d. Both (a) and (c) are correct

PASSAGE (8)**HOTDOG! IT'S A FLYING SAUSAGE!**

I work at an office in town. I usually take my lunch to work with me - a sandwich and an apple, or a piece of cheese and a few crackers. Last week, a hotdog stall parked just beneath my office window. The smell of fried onions wafted up through the open window. Oh boy, it smelled good! That day, I had a cucumber sandwich on white sliced bread for my lunch. I took it out of my lunchbox and it was soft and soggy. It didn't look very nice. I thought to myself, 'Do you know what, I am not eating this. I am going to have a hotdog!' I went down and ordered one, with onions, mustard and ketchup. There is a park just next to my office, so I went there. I was just about to take my first delicious bite when I tripped over a kerb. I clenched my hotdog, but the sausage flew out of the bun - straight onto a little old man who was sitting on a park bench. He was just minding his own business, reading his newspaper. Next thing he knew, a flying sausage hit him and there was ketchup and mustard all down his T-shirt! I apologized profusely and gave him some tissue out of my bag. He quickly cleaned himself up. Happily, he saw the funny side and he laughed. A passing seagull swooped down, grabbed my sausage and flew off with it. I thought to myself, 'Do you know what, it just wasn't meant to be for me and that hotdog.' I didn't buy another one, I just went back to the office and ate my soggy cucumber sandwich.



Questions

1. Where does Laura work? _____
2. Does she usually buy lunch at the office canteen? _____
3. Where did the hotdog stall park? _____
4. Why did she start fancying a hotdog? _____
5. What did she have in her lunchbox? _____
6. How did it look? _____
7. What did she order from the hotdog stand? _____
8. Where did she go to eat the hotdog? _____
9. What unfortunate thing happened to her? _____
10. Where was the old man sitting? _____
11. What was the old man doing? _____
12. Where did the sausage end up? _____
13. What did she give him to help? _____
14. Was the old man upset? _____
15. What happened to the sausage? _____
16. Did she buy another hotdog? _____

PASSAGE (9)**A DAY LIKE NO OTHER DAY**

Frank Wilcox has been Chief of Police in Lansett County for 25 years. He took the job when he had just turned 30. He has seen murders. He has seen robberies. He has seen cats stuck in trees. He has found missing children. But today would be like no other day on the job. It is 11:00 at night. Chief Wilcox begins putting together his things. He is tired. He wants to go home.

"Chief Wilcox," calls an officer walking quickly into his office. It is Officer Simpson. He looks nervous. He looks like he would like to be anywhere else but there.

"What is it, Simpson?" asks the Chief.

"Holman's Grocery was just held up at gunpoint," Simpson says. His voice is **shaky**. He coughs to clear his throat.

"Was anyone hurt?" asks Chief.

Lansett is a very small county. The Chief knows just about everyone who lives there. If anyone was hurt, there is a good chance he knows the person. Maybe that's why Officer Simpson looks nervous.

"No one was hurt," says Simpson. "But we caught the suspect." "Ah, well, Simpson. You guys can take care of that. I'm—" Chief Wilcox stops in mid-sentence.

He understands what is wrong. From behind Officer Simpson, the Chief sees his youngest daughter, Devon. She is in handcuffs. Chief Wilcox gets a lump in his throat. He sits in his chair, stunned. "How could it be?" he thinks.

"Devon, will you please tell me what is going on?" the Chief demands.

Devon does not look at him. The Chief can feel anger growing inside of him. He **refuses** to let that anger show. "Take her back for questioning," the Chief says to Officer Simpson in a calm voice. "Devon, whatever you do, tell the truth," the Chief says. "I'm your dad. I love you. We will figure this out."

Questions

- 1) What is the main problem in this story?
 - a. Devon won't look at her dad.
 - b. Officer Simpson is nervous.
 - c. The Chief's daughter has been arrested.
 - d. The Chief is tired and wants to go home.

- 2) For how long has Wilcox been Chief of police?
 - a. 15 years
 - b. 25 years
 - c. 30 years
 - d. 35 years

- 3) What can the reader tell about Chief Wilcox?
 - I. He wants the truth.
 - II. He has seen a lot in his job.
 - III. He is 30 years old.
 - a. I only.
 - b. I and II.
 - c. II and III.
 - d. I, II and III.

- 4) Why does the Chief want to go home?
 - a. He is hungry.
 - b. He is tired.
 - c. He does not want to see Devon.
 - d. He is worried about his family.

- 5) Why is Officer Simpson nervous?
 - a. He is scared of Chief Wilcox.
 - b. He has just been held up at gunpoint.
 - c. He has just arrested the Chief's daughter.
 - d. He has just found an important piece of evidence in a new case.

- 6) If someone's voice is **shaky**, it is
- I. loud
 - II. unsure
 - III. unsteady
- a. I only.
 - b. I and II.
 - c. II and III.
 - d. I, II and III.
- 7) When does the Chief discover what is wrong with Officer Simpson?
- a. when he sees the gun
 - b. when he stands up
 - c. when Officer Simpson tells him
 - d. when he sees his daughter
- 8) "He **refuses** to let that anger show." Which sentence below means the same thing?
- a. He is forced to let that anger show.
 - b. He is about to let that anger show.
 - c. He wants to let that anger show.
 - d. He decides not to let that anger show.

PASSAGE (10)**THE RENT MAN**

Someone is knocking on Amanda's door.

Amanda is home, but she does not answer.

It is The man who owns the house where she lives. His name is Mr. Campbell. Amanda calls him the Rent Man.

He has come by to get the rent money Amanda owes.

Amanda does not have the money to pay him.

Amanda lost her job at the auto factory three and a half weeks ago.

"I worked there for 15 years," Amanda thinks to herself. She is **bitter**. "But it took them just one day to take my job away."

Amanda has no idea when she will find another job. Lots of other people from her factory lost their jobs three weeks ago, too.

She looks for work every day.

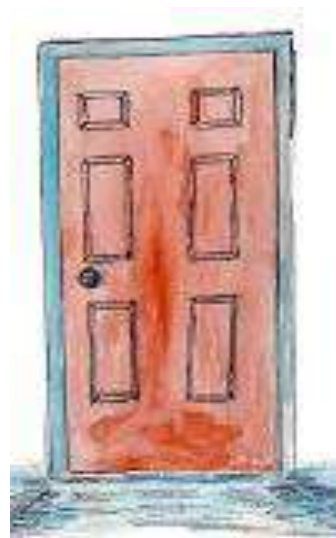
She looks for work at a restaurant. "You have never worked at a restaurant," the owner tells her. "This job is not for you."

She looks for work at the bookstore. "We don't have any jobs right now," the clerk tells Amanda.

She looks for work at the grocery store. "I will call you to let you know," the manager says.

Amanda is worried. She is running out of money quickly.

There is another loud knock at the door. Amanda sits quietly in her kitchen. She hopes the Rent Man will go away soon.

**Questions**

- 1) Who is knocking at Amanda's door?
 - a. the restaurant owner
 - b. the clerk
 - c. Mr. Campbell
 - d. the manager

- 2) What does Mr. Campbell want?
- a. a book
 - b. a car
 - c. a job
 - d. money
- 3) Why doesn't Amanda answer the door?
- a. she is feeling sick
 - b. she is not home
 - c. she has very little money
 - d. she doesn't hear the doorbell ring
- 4) When did Amanda lose her job?
- a. ten days ago
 - b. two weeks ago
 - c. three weeks ago
 - d. almost a month ago
- 5) If Amanda is bitter, how does she feel?
- a. disappointed and angry
 - b. happy and sure
 - c. hungry and tired
 - d. quiet and alone
- 6) What seems to be the reason Amanda lost her job at the factory?
- a. She was bitter.
 - b. She was a bad worker.
 - c. She had worked there too long.
 - d. Business was slow.
- 7) Where does Amanda look for a new job?
- I. a restaurant
 - II. a bookstore
 - III. a grocery store
- a. I only
 - b. I and II
 - c. II and III
 - d. I, II, and III

- 8) Which job might Amanda get?
- a. none of them
 - b. the factory job
 - c. the bookstore job
 - d. the grocery store job
- 9) Where is Amanda?
- I. in her kitchen
 - II. at the table
 - III. at the factory
- a. I only
 - b. I and II
 - c. II and III
 - d. I, II, and III
- 10) It could have been helpful for Amanda to
- a. call the police
 - b. tell Mr. Campbell to stop knocking
 - c. tell Mr. Campbell that she lost her job
 - d. lock the back door in addition to the front door
- 11) What would it be reasonable for Mr. Campbell to do next?
- I. break the door down
 - II. come back another day
 - III. call Amanda on the phone
- a. I only
 - b. I and II
 - c. II and III
 - d. I, II, and III
- 12) Why does Amanda sit quietly?
- a. so she can think
 - b. so she can hear the door
 - c. so Mr. Campbell will not know she is home
 - d. because Mr. Campbell is a scary man
- 13) Is Mr. Campbell a bad man? Why or why not?
-
-

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	Australia	the Sphinx
May Ling	Germany	the Taj Mahal
David Beckham	the United States of America	the Grand Canyon
Dr. Raj	the Great Wall of China	Mexico City
Miss Lee	Beijing	the Pacific Ocean
Grandad	Buckingham Palace	Mount Fuji
Uncle David	the Statue of Liberty	the Rio Grande
Professor Park	the Erie Canal	the Himalayas
- 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.

M onday	J anuary	J uly
T uesday	F ebruary	A ugust
W ednesday	M arch	S eptember
T hursday	A pril	O ctober
F riday	M ay	N ovember
S aturday	J une	D ecember
S unday		

- The names of **holidays** and **special celebrations** also begin with a capital letter.

V alentine's D ay	V eterans' D ay
Y om Kippur	H alloween
C hristmas	I ndependence D ay
M emorial D ay	T hanksgiving

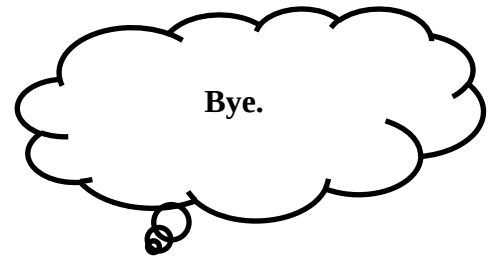
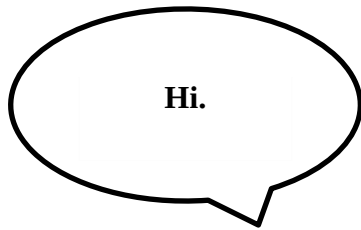
- Capital letters are also used in the *titles* of **books**, **films** and **plays**.

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.

A ustralian	G erman
I ndonesian	K orean
S panish	F rench
E gyptian	R ussian
H indu	J apanese
A rabic	C hinese
B ritish	E nglish
P akistani	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.

9. Mom asked if I had cleaned my room

10. Help I'm falling

11. Could you open a window, please

12. He's very handsome, isn't he

13. 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 **White House**.

John visited the **white house**.

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 part 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.

Simple sentence

Simple sentences contain one independent clause that expresses a complete thought.

Fido loves to greet visitors.

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.

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 2INCORRECT 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:

chalk *church* *chair*

- » Sometimes it is pronounced as “k” as in:

Chemistry *character*

- » Sometimes it is pronounced as “sh” as in:

machine

4. Sometimes it is pronounced as “sh” as in:

ocean

5. Sometimes it is silent as in:

Muscles



The letter G

1. "G" is normally pronounced as "g" as in:

gold garden grand

2. It sounds like a "j" if it is followed by 'e', 'i' or 'y' as in:

edge giraffe Egypt

- » 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 get girl forgive forget

3. It is pronounced as "f" if it followed by 'h' as in:

enough laugh cough

4. If it is followed by 'n' or 'th' at the end of word, it is **silent** as in:

sign length

The letter H

- » Sometimes "H" is not pronounced (**silent**) as in:

hour honest honor

The letter K

- » "K" is not pronounced (**silent**) if it is followed by 'n' as in:

know knife knee

The letter L

- » "L" is **silent** (not pronounced) in letters combinations 'ould', 'alf', 'alk' as in:

could half chalk

The letter N

- » "N" is **silent** (not pronounced) if it comes after '**m**' as in:

column autumn

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 pharmacy Philippines

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**tion** men**tion** situat**ion**

2. Sometimes it is pronounced as "**t+sh**" when it is followed by '**ure**' as in:

natu**re** featur**e** mixtu**re**

3. Sometimes it is **silent** (not pronounced) as in:

lis**ten** oft**en**

4. Sometimes it is pronounced as "**Θ**" as in:

mou**th** fift**h** heal**th**

5. Sometimes it is pronounced as "**ð**" as in:

fat**her** moth**er** fur**ther**

Some Problems with Ordinary Spelling

1. The same sound may be represented by many letters or combination of letters:

<i>he</i>	<i>people</i>	<i>key</i>
<i>believe</i>	<i>seize</i>	<i>machine</i>
<i>Caesar</i>	<i>seas</i>	<i>see</i>

2. The same letter may represent a variety of sounds:

<i>father</i>	<i>village</i>	<i>badly</i>
<i>made</i>	<i>many</i>	<i>mall</i>

3. A combination of letters may represent a single sound

<i>shoot</i>	<i>character</i>	<i>Thomas</i>	<i>coat</i>
<i>either</i>	<i>physics</i>	<i>rough</i>	<i>deal</i>

4. A single letter may represent a combination of sounds

Xerox

5. Some letters in a word may not be pronounced at all

<i>autumn</i>	<i>sword</i>	<i>resign</i>
<i>pterodactyl</i>	<i>lamb</i>	<i>corps</i>
<i>psychology</i>	<i>write</i>	<i>knot</i>



(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?

How's life treating you?

*Informal***B** Fine, thanks. How are you?

(I'm) very well, thank you.

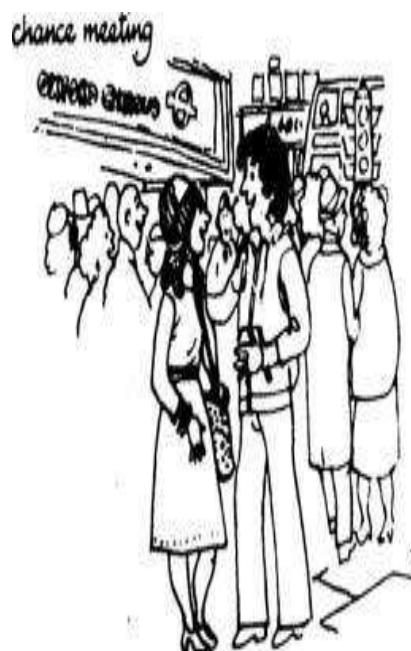
(I'm) fine, thank you. (and you?)

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.

See you.

informal

See you later/soon/etc.

Let's hope we meet again soon.

Good night.

*formal and informal***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 } *Nice to meet you* too.

ROBERT }

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 } *Nice to meet you. Enjoying yourself?*

ROBERT }

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. }
 love to. }

*enthusiastic***I would / do. Thank you.**

If you want (me to). }
 If you('d) like (me to). }

*indifferent***(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. }
 Certainly not. }

emphatic

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 | you ..., (please)?

Would |

..., | **Will** | you?

| **Would** |

Will you ..., (please)?

Do | you mind -ing ... ?

Would |

Will | you be | so kind | as to...?

Would | so good |

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	about (+ -ing)... ?
	What	
	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

	failed my exams.
	lost my job.
I've	had an accident.
	broken my leg.
	got to go into hospital.

	get the job.
	get my degree.
I didn't	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.

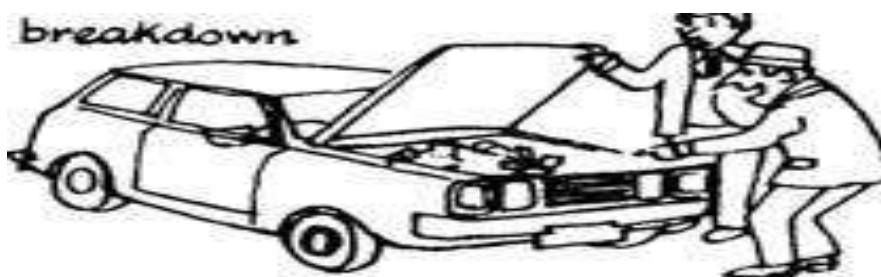
TOM Oh, no! / *am sorry.* It'll cost you a fortune. (*That is bad luck*)

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 you.

- A** You've taken my pen / seat.
 You've forgotten to return my book.
 You've 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.
Why should I?
Oh no!
Never! (I don't want to)
Good heavens, no!
Heaven forbid!
- } forceful
- } dramatic

Practice 1

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

A Agreement and disagreement

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. I 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

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
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

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
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

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
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

