English Vocabulary for Beginning ESL Learners

- Learn to use vocabulary in context
- Apply your new skills to sentence building
- Practice with dozens of goal-oriented exercises

Jean Yates
English Vocabulary for Beginning ESL Learners
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English Vocabulary for Beginning ESL Learners

Jean Yates
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Introduction

It is not easy to know how to start learning new words in a language that is not your native one. Most second-language learners depend on a favorite dictionary to get a quick translation of an unknown word; however, dictionaries are full of words that you may never need to use, or even to understand. How do you know which words to learn first?

One of the purposes of this book is to acquaint you with the English words that are most frequently used in the United States today—the words that people use every day with their family, friends, coworkers, and other people in the community in general. Presented here is a basic vocabulary of more than fifteen hundred words that have been carefully chosen because of their frequent appearance and usefulness in daily life. Once you have learned these words and mastered the structures in which they are used, you will be well equipped to add new words to this list, and you’ll gradually continue to increase your working vocabulary.

The words of a language can be divided into two groups: content words and function words. Content words in English are either nouns—words that name people, places, things, or abstracts; adjectives—words that describe nouns; verbs—words that describe the actions of nouns; or adverbs—words that describe how an action is performed. Function words are those that form a structure that enables us to put the content words together to make sense. English function words include, for example, words such as a, the, of, for, and and—words that would be difficult to draw a picture of or to define in a word or two. Both types of words are extremely important for communication in any language.

The second purpose of this book is to provide practice in using content words within the framework of the function words that go with them. By practicing these two types of words together you will be not only learning new vocabulary but also using it correctly, enabling you to form meaningful sentences with a variety of individual words.

There are four sections in the book: Part I: Nouns, Part II: Adjectives, Part III: Verbs, and Part IV: Adverbs. Each of these parts contains a number of units, and each unit consists of special vocabulary for a certain topic and extensive exercises to practice it.
How to Use This Book

The best way to learn new vocabulary is to use it, both in speech and in writing. The exercises in this book are designed to give you that practice by encouraging you to write down exactly what you would say in the context provided. The repetition of words and structures in various types of exercises will help you remember the words and make them yours to use in real situations.

Following are suggestions to help you get the most out of this book:

1. Get a good dictionary, either bilingual or English only, to use as suggested below.
2. Copy on a separate sheet of paper the lists of words presented in each unit.
3. You will already know some of the words. Write a check by each one if you are certain of its meaning.
4. Look up in your dictionary the words that you do not know or are not sure of, and write a word in your language or a definition in English next to it on your paper.
5. Do the written exercises for the entire unit.
6. In the exercises that ask you to write personal sentences, try to use words that are new to you. Of course, if the new words do not fit, use words that you already know.
7. Compare your answers with those in the Answer Key at the back of the book. For the exercises that require personal answers, you may wish to ask a native speaker friend to read your answers to see if they are correct.
8. Go back to your original list, cover up the translations or definitions that you first wrote, and see if you now know all the new words.
9. Try writing more sentences, using the same patterns used in the exercises, to further practice the words that you haven’t completely mastered so far.
10. Keep practicing!
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**PART I**

**NOUNS**

Nouns are the words we use to name all the things we know about, have, see, hear, taste, smell, or feel. This includes words for people, such as man, teacher, and friend. It includes words for places, such as city, kitchen, and street. It includes words for things, such as ball, tree, and computer. And it includes words for things we know exist but can’t touch, such as idea, air, pollution, and strength.

Many nouns can be counted—one friend, two friends, for example. These nouns have plural forms, which in English usually means they have an -s added to the end, according to certain set spelling and pronunciation patterns. A few nouns have “irregular” plurals—instead of ending in -s, they have forms that have survived from earlier forms of English or were adapted from other languages. Examples of these include women, men, children, media, and phenomena.

Other nouns cannot be counted—air, wind, and pollution, for example. They have no plural forms, are used with singular verbs, and are called “noncount” nouns. But noncount nouns can also be things that we can count! First, there are those that it would take a lifetime to count, so we call them by a more general noncount noun, such as hair, sugar, or flour. And then there are those that we categorize in general groups that are named by noncount nouns, such as furniture, mail, silverware, and china. Of course we can count chairs, tables, or beds, but the general category furniture is never made plural. The noncount noun mail includes the letters and cards that we can count. English has a lot of these words.

One thing that singular, plural, and noncount nouns have in common is that they can all, in certain situations, be preceded by the article the. The before a noun indicates that both the speaker and the hearer know exactly which one of the nouns is being referred to. “The groceries are in the car,” for example, informs the hearer that “the groceries that we just bought” are in “the car that we have.”

When you know the patterns for using nouns, you can add new ones to your vocabulary every day and know you are using them correctly. Have fun with nouns!
Words for People

Members of the Family

Review the words in the following list:

- aunt
- brother
- cousin
- daughter
- father
- granddaughter
- grandfather
- grandmother
- grandson
- husband
- mother
- nephew
- niece
- sister
- son
- uncle
- wife

To identify a member of the family of someone’s husband or wife, add *in-law* after the relationship word. For example, a man’s *mother-in-law* is his wife’s mother.

- brother-in-law
- daughter-in-law
- father-in-law
- mother-in-law
- sister-in-law
- son-in-law

**exercise 1-1**

*Fill in each blank with a word from one of the preceding lists.*

1. My father’s mother is my ________________________.

2. Her husband is my ________________________.

3. My mother’s sister is my ________________________.

4. Her husband is my ________________________.
5. Their daughter is my ________________________.

6. My daughter’s husband is my ________________________.

7. I am a ________________________, ________________________,
   ________________________, ________________________,
   ________________________, and ________________________.

8. I have a ________________________, ________________________,
   ________________________, ________________________,
   ________________________, and ________________________.

Categories for People

Review the words in the following list:

<table>
<thead>
<tr>
<th>acquaintance</th>
<th>girl</th>
<th>neighbor</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>guest</td>
<td>teenager</td>
</tr>
<tr>
<td>boy</td>
<td>host</td>
<td>visitor</td>
</tr>
<tr>
<td>child</td>
<td>hostess</td>
<td>woman</td>
</tr>
<tr>
<td>friend</td>
<td>man</td>
<td></td>
</tr>
</tbody>
</table>

Match each word from the list on the left with its description on the right.

   1. baby       a. a person who lives or works near where you live or work
   2. boy        b. a grown-up female
   3. child      c. a person between the ages of thirteen and nineteen
   4. friend     d. someone you know well and like
   5. girl       e. a grown-up male
   6. man        f. a person under the age of two
   7. neighbor   g. a young male
   8. teenager   h. a young female
   9. woman      i. a person under the age of thirteen
Names of Workers

Review the words in the following list:

accountant    driver    pharmacist
actor          employer    photographer
actress        engineer    pianist
adviser        firefighter pilot
architect      football player police officer
artist        guide      professor
beautician     hostess    programmer
boss           janitor    pupil
carpenter      journalist reporter
cleaner        lawyer     sales assistant
cook           mail carrier singer
customer      manager    stewardess
dancer        mechanic    student
dentist        military officer teacher
designer       nurse      technician
director       painter    writer
doctor         patient

exercise  1-3

Circle the word that best completes each sentence.

1. When I am sick I see a ____________________________.
   lawyer    carpenter    doctor    police officer

2. The person who gives traffic tickets is a ____________________________.
   singer    lawyer    firefighter    police officer

3. The person who lives near my house is my ____________________________.
   firefighter    neighbor    military officer    journalist

4. Medicines are prepared at the drugstore by a ____________________________.
   mechanic    nurse    pharmacist    sales assistant

5. If I have a toothache, I see a ____________________________.
   janitor    doctor    dentist    technician
Parts of the Body

Review the words in the following list:

ankle    heel
arm      hip
cheeks   knee
chest    leg
chin     lips
ears     mouth
elbow    neck
eyes     nose
face     shoulders
fingers  stomach
foot     thumb
hair     toes
hand     waist
head     wrist

exercise 1-1

Fill in the blanks.

1. The ___________, ___________, ___________, ___________, ___________,
   ___________, ___________, ___________, and ___________ are on the head.

2. The elbow is in the middle of the ___________.

3. The ___________ is in the middle of the leg.

4. The ___________ is between the hand and the arm.

5. The ___________ is between the foot and the leg.

6. The foot has five ___________; the hand has four ___________ and one ___________.

7. The shoulders are between the ___________ and the ___________.

8. The ___________ is above the stomach and below the chest.


**Words for Places**

**Outside Places**

Review the words in the following list:

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<th>gas station</th>
<th>railroad</th>
</tr>
</thead>
<tbody>
<tr>
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<td>grass</td>
<td>river</td>
</tr>
<tr>
<td>area</td>
<td>grocery store</td>
<td>road</td>
</tr>
<tr>
<td>bank</td>
<td>highway</td>
<td>school</td>
</tr>
<tr>
<td>barbershop</td>
<td>hill</td>
<td>shopping center</td>
</tr>
<tr>
<td>beach</td>
<td>hospital</td>
<td>shops</td>
</tr>
<tr>
<td>building</td>
<td>hotel</td>
<td>sidewalk</td>
</tr>
<tr>
<td>bus stop</td>
<td>house</td>
<td>street</td>
</tr>
<tr>
<td>church</td>
<td>land</td>
<td>suburb</td>
</tr>
<tr>
<td>city</td>
<td>library</td>
<td>sun</td>
</tr>
<tr>
<td>corner</td>
<td>moon</td>
<td>town</td>
</tr>
<tr>
<td>country</td>
<td>mountain</td>
<td>traffic light</td>
</tr>
<tr>
<td>drugstore</td>
<td>neighborhood</td>
<td>train station</td>
</tr>
<tr>
<td>farm</td>
<td>ocean</td>
<td>tree</td>
</tr>
<tr>
<td>florist</td>
<td>park</td>
<td>yard</td>
</tr>
<tr>
<td>garden</td>
<td>post office</td>
<td></td>
</tr>
</tbody>
</table>

**exercise 1-5**

Circle the word that does not belong in each group.

1. airport     train station     road     bus stop
2. library     ocean           mountain    river
3. drugstore   grocery store   florist    sun
4. post office  bank           library    farm
5. street      highway         apartment  road
6. moon        house           hotel      apartment
7. tree        post office     yard      garden
8. church      highway         library    school
exercise 1-6

What places do you go to every day?

exercise 1-7

What places do you go to once or twice a week?

exercise 1-8

What places do you go to occasionally (sometimes)?

exercise 1-9

Where do you never go?
Inside Places

Review the words in the following list:

attic  front door
back door  hall
basement  kitchen
bathroom  laundry room
bedroom  library
ceiling  living room
classroom  office
corner  restaurant
department store  second floor
dining room  store
first floor  wall
floor  window

exercise  1-10

Write the name of the place or places where each of the following things is usually found.

1. bathtub
2. bed
3. bedspread
4. blackboard
5. blanket
6. book
7. bookshelf
8. buffet
9. bulletin board
10. chair
11. closet
12. coffeemaker
13. coffee table
14. computer
15. copier
16. counter
17. cup
18. desk
19. detergent
20. dish
21. dishwasher
22. dresser
23. dryer
24. elevator
25. escalator
26. facecloth
27. fax machine
28. filing cabinet
29. fireplace
30. fork
31. garbage disposer
32. glass
33. knife
34. lamp
35. magazine
36. microwave oven
37. napkin
38. newspaper
39. night table
40. notebook
41. pan
42. paper
43. pen
44. pencil
45. pillow
46. pillowcase
47. plate
48. printer
49. refrigerator
50. saucer
51. sheet
52. shower
53. sink
54. soap
55. sofa
56. spoon
57. stairway
58. stove
59. table
60. tea towel
61. telephone
62. toaster
63. toilet
64. towel
65. TV set
66. washing machine
Unit 2

Singular, Plural, and Noncount Nouns

Using Singular Nouns

English nouns can be divided into two categories: count nouns and noncount nouns.

A count noun is singular when there is one of the person, place, or thing it names.

When a noun is singular, use a or an before it. Use a if it begins with a consonant sound; use an if it begins with a vowel sound.

Exercise 2-1

Write a or an before each of the following singular nouns.

1. ______ brother
2. ______ aunt
3. ______ artist
4. ______ employer
5. ______ janitor
6. ______ professor
7. ______ patient
8. ______ engineer
9. ______ reporter
10. ______ stewardess
11. ______ sister
12. ______ uncle
13. ______ dentist
14. ______ driver
15. ______ actor
16. ______ adviser
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>_____ accountant</td>
<td>29.</td>
<td>_____ bus stop</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>_____ technician</td>
<td>30.</td>
<td>_____ basement</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>_____ architect</td>
<td>31.</td>
<td>_____ elbow</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>_____ actress</td>
<td>32.</td>
<td>_____ arm</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>_____ cheek</td>
<td>33.</td>
<td>_____ ankle</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>_____ chest</td>
<td>34.</td>
<td>_____ nose</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>_____ leg</td>
<td>35.</td>
<td>_____ eye</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>_____ ear</td>
<td>36.</td>
<td>_____ library</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>_____ mouth</td>
<td>37.</td>
<td>_____ house</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>_____ area</td>
<td>38.</td>
<td>_____ ocean</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>_____ apartment</td>
<td>39.</td>
<td>_____ airport</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>_____ river</td>
<td>40.</td>
<td>_____ attic</td>
<td></td>
</tr>
</tbody>
</table>

Use *a* or *an* before a singular noun to answer the question “*What . . . ?*”

- What do you do? I’m a secretary. I’m an actor.
- What is it? It’s a banana. It’s an apple.

Use the number *one* before a singular noun to answer the question “*How many . . . ?*”

- How many cars do you have? We have one car.
- How many English classes are there? There is one class.

Use “*There is . . . .*” before a singular noun to indicate that it exists.

- There is an accountant in my family.
- There is a library on the corner.
- There is only one bus stop on this street.
1. What do you have in your hands?

2. What is there at the very end of this book?

3. In the word Contents, what is there between the first n and the e?

4. How many e's are there in the word Contents?

**Words for Groups of People**

Some singular nouns name groups of people who have the same interest. These are called collective nouns. Use a collective noun with a singular verb form. Observe the following examples:

- band
- choir
- chorus
- class
- committee

- company
- family
- government
- orchestra
- team

**exercise **

Fill in each blank with a word from the previous list. Be sure to include a or an in each blank before the noun.

1. A group of people who take a course together is ________________________.

2. A group of people who play musical instruments together can be
   ________________________ or ________________________.

3. A group of people who form a business is ________________________.

4. People who are related by blood are ________________________.

5. A group of people who play together to win a game or sport is ________________________.

6. A group of people who control public policy in a country is ________________________.
7. A group of people who make plans for a larger group is called ____________________.

8. A group of people who sing together is ____________________ or ____________________.

Using Plural Nouns

A count noun is plural when there is more than one of the person, place, or thing it names. To make a singular noun plural:

• Add -s:
  one tree three trees
  one word four words
  one sister two sisters

• Add -es to a few words that end in -x:
  one echo two echoes
  one mosquito three mosquitoes
  one tomato four tomatoes
  one hero four heroes
  one potato two potatoes
  one tornado two tornadoes

• Add -es to nouns that end in -ch, -sh, -ss, and -x:
  one beach two beaches
  one dish four dishes
  one dress two dresses
  one fax three faxes

• Add -ies to nouns that end in a consonant followed by -y, after dropping the -y:
  one city two cities
  one country four countries
  one family two families
  one puppy six puppies

• Add -ves to nouns that end in -for -fe, after dropping the -f or -fe:
  one calf two calves
  one half two halves
  one leaf three leaves
  one knife five knives

• Use an irregular form for certain nouns:
  one child two children
  one man four men
  one person three people
  one tooth four teeth
  one mouse three mice
  one woman three women
  one foot two feet

• Use the singular form for the plural for certain nouns:
  one deer three deer
  one sheep four sheep
  one fish two fish
Write the plural form of each of the following nouns.

1. brother ________________________________
2. daughter ______________________________
3. wife _________________________________
4. baby _________________________________
5. child _________________________________
6. man _________________________________
7. woman _______________________________
8. teenager _______________________________
9. artist _________________________________
10. customer ______________________________
11. student _______________________________
12. actress _______________________________
13. boss _________________________________
14. nurse _________________________________
15. eye _________________________________
16. ear _________________________________
17. toe _________________________________
18. church _______________________________
19. city _________________________________
20. library _______________________________
21. bus stop ______________________________
22. post office ___________________________
23. window ______________________________
24. glass _______________________________
25. knife

26. fork

27. stove

28. facecloth

**exercise 2-5**

Write the plural form of each of the following collective nouns.

1. band

2. choir

3. chorus

4. class

5. committee

6. family

7. government

8. orchestra

9. team

Use *are there* and a plural noun in a question to ask if any exist and how many:

Are there any cars in your driveway?

How many cars are there?

How many houses are there on this street?

How many pages are there in this book?

Use *there are* followed by any number from *two* on up before a plural noun to tell how many of them exist:

There are two cars in the driveway.

There are ten houses on this street.

There are 208 pages in this book.

Use *there are* before the word *no* when it indicates *zero*. *No* is followed by a plural noun:

There are no cars in the driveway.

There are no houses on this street.
Not any can be used instead of no to indicate zero:

There are **not any** cars in the driveway.  
There aren’t **any** cars in the driveway.  
There are **not any** houses on this street.  
There aren’t **any** houses on this street.

**Words for Clothes and Accessories**

Review the following examples:

<table>
<thead>
<tr>
<th>For Men and Women</th>
<th>Usually for Women</th>
<th>Usually for Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>belt</td>
<td>blouse</td>
<td>necktie/bow tie</td>
</tr>
<tr>
<td>cap</td>
<td>bracelet</td>
<td>tuxedo</td>
</tr>
<tr>
<td>chain</td>
<td>dress</td>
<td></td>
</tr>
<tr>
<td>coat</td>
<td>handbag/purse/pocketbook</td>
<td></td>
</tr>
<tr>
<td>earring</td>
<td>necklace</td>
<td></td>
</tr>
<tr>
<td>hat</td>
<td>nightgown</td>
<td></td>
</tr>
<tr>
<td>jacket</td>
<td>skirt</td>
<td></td>
</tr>
<tr>
<td>raincoat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>robe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scarf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweatshirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>umbrella</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wallet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**exercise 2-6**

Select twelve items from the preceding list, and write how many of each item there are in your closets and drawers.  
Use There are to begin each sentence.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 
9. ________________________________

10. ________________________________

11. ________________________________

12. ________________________________

**Pairs**

Some clothing items are usually in two parts, which are sometimes separate, such as two *gloves*, and sometimes connected, such as *pants*. The nouns are plural. One set of two parts is a *pair*. A *pair of shoes*, for example, is two shoes, one for the left foot and one for the right. A *pair of pants* is one item, with two legs.

Review the following examples of *pairs*:

<table>
<thead>
<tr>
<th>For Men and Women</th>
<th>Usually for Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>earrings</td>
<td></td>
</tr>
<tr>
<td>glasses</td>
<td></td>
</tr>
<tr>
<td>sunglasses</td>
<td></td>
</tr>
<tr>
<td>gloves</td>
<td></td>
</tr>
<tr>
<td>pajamas</td>
<td></td>
</tr>
<tr>
<td>pants</td>
<td></td>
</tr>
<tr>
<td>jeans</td>
<td></td>
</tr>
<tr>
<td>shorts</td>
<td></td>
</tr>
<tr>
<td>sweatpants</td>
<td></td>
</tr>
<tr>
<td>shoes</td>
<td></td>
</tr>
<tr>
<td>boots</td>
<td>flats</td>
</tr>
<tr>
<td>sandals</td>
<td>high heels</td>
</tr>
<tr>
<td>slippers</td>
<td></td>
</tr>
<tr>
<td>socks</td>
<td>stockings</td>
</tr>
<tr>
<td></td>
<td>tights</td>
</tr>
</tbody>
</table>

**exercise 2-7**

*How many pairs do you have in your closets and drawers?*

I have one pair of __________________________, one pair of __________________________, and one pair of __________________________.

I have __________________________ pairs of __________________________,

__________________________ pairs of __________________________, and

__________________________ pairs of __________________________.
Quantities

To tell an approximate number of plural items there are, use:

- some = more than one
- a few = three or four
- a lot of/ lots of/ many = a large number of/plenty of/enough
- not many = a small number of
- too many = more than is good or necessary

I have some tickets for the ball game.
There are a few seats in the front row.
A lot of people are going to the game.
There are not many seats.
There are too many people here.

exercise 2-8

Look at all of the lists of nouns for people, places, and things to answer the following questions.

1. What do you have some of? Begin each answer with I have . . .

2. What are there a lot of outside? Begin each answer with There are . . .

3. What are there not many of in the place where you live? Begin each answer with There are . . .
4. What do you see *a few* of right now? Begin each answer with *I see...*


5. What do you have *too many* of? Begin each answer with *I have...*


**Words for Food**

Review the following words that name things to eat or drink. These nouns can be either singular or plural.

apple       nut
avocado     orange
banana      pea
bean        pear
carrot      potato
cerry       potato chip
doughnut    salad
drink       sandwich
egg         snack
grape       soda
hamburger   steak
hot dog     tomato
meal        vegetable
Write one of the following words or groups of words in each blank, depending on whether the nouns are singular or plural.

a  an  one  some  a lot of  a few  no  any  two

1. He eats ___________ egg and ___________ doughnut for breakfast.

2. I like to have ___________ apple or ___________ orange in the afternoon.

3. Would you like ___________ peas and ___________ carrots?

4. She wants ___________ sandwich and ___________ potato chips.

5. I want ___________ banana.

6. We would like ___________ hot dogs, please.

7. There aren’t ___________ hamburgers.

8. She is going to the store to buy ___________ tomatoes.

9. She’s going to buy ___________ steaks for dinner.

10. I didn’t order ___________ salad; I ordered ___________ vegetables instead.

**Using Noncount Nouns**

Many words for food are noncount nouns. Some examples are the words in the following list:

<table>
<thead>
<tr>
<th>Liquids</th>
<th>Dry Items</th>
<th>Meat</th>
<th>Dairy Products</th>
<th>Vegetables</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>beer</td>
<td>bread</td>
<td>bacon</td>
<td>butter</td>
<td>broccoli</td>
<td>cake</td>
</tr>
<tr>
<td>coffee</td>
<td>cereal</td>
<td>beef</td>
<td>cheese</td>
<td>cauliflower</td>
<td>candy</td>
</tr>
<tr>
<td>cream</td>
<td>flour</td>
<td>chicken</td>
<td>ice cream</td>
<td>corn</td>
<td>fruit</td>
</tr>
<tr>
<td>gravy</td>
<td>rice</td>
<td>fish</td>
<td>yogurt</td>
<td>eggplant</td>
<td>jam</td>
</tr>
<tr>
<td>juice</td>
<td>sugar</td>
<td>meat</td>
<td></td>
<td>lettuce</td>
<td>jelly</td>
</tr>
<tr>
<td>milk</td>
<td>toast</td>
<td>pork</td>
<td></td>
<td>spinach</td>
<td>pepper</td>
</tr>
<tr>
<td>sauce</td>
<td></td>
<td></td>
<td></td>
<td>squash</td>
<td>pie</td>
</tr>
<tr>
<td>soup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>popcorn</td>
</tr>
<tr>
<td>tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>salt</td>
</tr>
<tr>
<td>water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Many personal care items are also named by noncount nouns. Review the words in the following list:

- aftershave lotion
- bath gel
- conditioner
- cream
- fingernail polish
- fingernail polish remover
- lotion
- perfume
- shampoo
- shaving cream
- soap
- toothpaste
Use *is there any* before a noncount noun to ask if it exists:

Is there any rice in the cupboard?
Is there any fruit in the refrigerator?
Is there any soap in the bathroom?

Use *how much* followed by a noncount noun plus *is there* to ask the amount of it that exists:

How much ice cream is there?
How much cereal is there?
How much water is there?
How much shampoo is there?

To tell the approximate amount of a noncount noun, use:

some = more than nothing
a lot of = a large amount of
a little = a small amount of
not much = a very small amount of
no/not any = nothing

There is some ice cream in the freezer.
There is a lot of fruit in the bowl.
There is a little cereal in the box.
There is not much shampoo.
There is no water./There isn’t any water.

exercise 2-10

*Use words from the noncount noun food list to answer the following questions.*

1. What is there a lot of in your refrigerator?

2. Is there any candy in the cupboard?

3. How much bread is there in the kitchen?

4. Is there any popcorn in the cupboard?

5. Is there too much of anything?
exercise 2-11

Use words from the noncount noun personal care items list to answer the following questions.

1. Is there any shampoo in your bathroom?

2. How much toothpaste is there?

3. What else is there?

To tell the exact amount of a noncount noun, use the singular or plural of the container of the item, the weight of the item, or the number of pieces or servings of it there are:

<table>
<thead>
<tr>
<th>Container Type</th>
<th>Weights and Measures</th>
<th>Serving Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a can of soup</td>
<td></td>
<td>three cans of soup</td>
</tr>
<tr>
<td>a cup of coffee</td>
<td></td>
<td>two cups of coffee</td>
</tr>
<tr>
<td>a glass of milk</td>
<td></td>
<td>four glasses of milk</td>
</tr>
<tr>
<td>a bowl of cereal</td>
<td></td>
<td>a few bowls of cereal</td>
</tr>
<tr>
<td>one spoonful of sugar</td>
<td></td>
<td>two spoonfuls of sugar</td>
</tr>
<tr>
<td>one serving of spinach</td>
<td></td>
<td>three servings of spinach</td>
</tr>
<tr>
<td>a piece of meat</td>
<td></td>
<td>two pieces of meat</td>
</tr>
<tr>
<td>a tube of toothpaste</td>
<td></td>
<td>two tubes of toothpaste</td>
</tr>
</tbody>
</table>

exercise 2-12

Look at your answers to Exercise 2-10. Change the approximate amounts of each item to exact amounts and write the complete sentences here.

1. 

2. 

1. There is __________ bread on the table.
   a little a a lot of some three slices of no a slice of

2. There are __________ bread on the table.
   a little a few some three slices of an no

3. We need __________ ice cream.
   a little some three bowls of many a gallon of two quarts of

4. She drank __________ milk.
   a glass of three glasses of a few some a little

5. They’re going to buy __________ rice.
   some a little a few two bags of a an one

6. I would like to have __________ lettuce on my sandwich.
   a piece of two pieces of a little a two some

7. He ate __________ cake.
   some a piece of piece of two pieces of three a lot of
8. There is _________________ pie in the refrigerator.

\[
\begin{array}{cccccc}
\text{some} & \text{a piece of} & \text{piece of} & \text{two pieces of} & \text{no} & \text{three}
\end{array}
\]

9. There are _________________ cups of coffee here.

\[
\begin{array}{cccccc}
\text{a} & \text{two} & \text{one} & \text{a few} & \text{a little} & \text{some} & \text{no} & \text{any}
\end{array}
\]

10. I drink _________________ juice every morning.

\[
\begin{array}{cccccc}
\text{a} & \text{two} & \text{a glass of} & \text{two glasses of} & \text{some} & \text{a lot of} & \text{too many}
\end{array}
\]

**Words for Groups of Individual Items**

Other *noncount* nouns include words that represent groups of individual items. The individual items can be counted, but the word that represents the entire group cannot.

<table>
<thead>
<tr>
<th>Furniture</th>
<th>Mail</th>
<th>Jewelry</th>
<th>Money</th>
<th>Information</th>
<th>Trash</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>advertisement</td>
<td>bracelet</td>
<td>dime</td>
<td>brochure</td>
<td>boxes</td>
</tr>
<tr>
<td>chair</td>
<td>bill</td>
<td>earrings</td>
<td>dollar bill</td>
<td>notice</td>
<td>packaging</td>
</tr>
<tr>
<td>desk</td>
<td>letter</td>
<td>necklace</td>
<td>five</td>
<td>pamphlet</td>
<td>used items</td>
</tr>
<tr>
<td>dresser</td>
<td>postcard</td>
<td>pin</td>
<td>nickel</td>
<td>report</td>
<td></td>
</tr>
<tr>
<td>nightstand</td>
<td>penny</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sofa</td>
<td>quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td>ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>twenty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For a Desk</th>
<th>For Cooking</th>
<th>Hardware</th>
<th>Medicine</th>
<th>Makeup</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>pan</td>
<td>hammer</td>
<td>capsule</td>
<td>blush</td>
<td>game</td>
</tr>
<tr>
<td>pen</td>
<td>pot</td>
<td>nail</td>
<td>drop</td>
<td>eyebrow pencil</td>
<td>movie</td>
</tr>
<tr>
<td>pencil</td>
<td>spatula</td>
<td>pliers</td>
<td>pill</td>
<td>foundation</td>
<td>party</td>
</tr>
<tr>
<td>scissors</td>
<td>spoon</td>
<td>screw</td>
<td>tablet</td>
<td>lipstick</td>
<td>radio</td>
</tr>
<tr>
<td>tape</td>
<td></td>
<td>screwdriver</td>
<td>wrench</td>
<td>mascara</td>
<td>show</td>
</tr>
</tbody>
</table>

There is *some* furniture.
You have *a little* mail.
She has *a lot of* jewelry.
He has *a little* money.
We got *some* information.
There is *too much* trash.

There are *three* chairs.
You have two letters and a postcard.
She has five necklaces, four bracelets, and twenty pairs of earrings.
He has a ten, a five, and three quarters.
We got a brochure and two reports.
There are boxes, old clothes, broken toys, worn-out tires, and broken dishes.
Answer each question.

1. How much furniture do you have?

2. What mail do you usually receive?

3. What jewelry do you like to wear?

4. How much money do you have in your pocket?

5. What do you throw in the trash every day?

There are many things that cannot be counted. Like all noncount nouns, words for these things do not have plural forms. Review the words in the following list:

<table>
<thead>
<tr>
<th>advice</th>
<th>help</th>
<th>poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>homework</td>
<td>rain</td>
</tr>
<tr>
<td>beauty</td>
<td>housework</td>
<td>sickness</td>
</tr>
<tr>
<td>cold</td>
<td>intelligence</td>
<td>snow</td>
</tr>
<tr>
<td>courage</td>
<td>kindness</td>
<td>strength</td>
</tr>
<tr>
<td>darkness</td>
<td>light</td>
<td>water</td>
</tr>
<tr>
<td>health</td>
<td>news</td>
<td>wealth</td>
</tr>
<tr>
<td>heat</td>
<td>pollution</td>
<td>work</td>
</tr>
</tbody>
</table>

There is some housework to do.
There is a lot of news.
There is a little snow in the mountains.
There is not much heat in the house.
There is too much rain.

Do not use a, an, one, many, or any number with a noncount noun.

Circle all of the words that can be used in each blank space.

1. We have __________________ help.
   many        a little        four        an

2. There is __________________ heat.
   no           too many        some         a little
3. They need ______________ advice.
   some  an  not many  a lot of

4. She has ______________ work.
   many  some  a little  a  an

5. There is ______________ poverty in the city.
   a  too much  not many  a lot of

**exercise 2-17**

*Answer the following questions. Use no, not much, some, a little, a lot of, or too much before each noncount noun.*

1. Do you have news about your friends in your country? Begin your answer with *I have* . . .

2. Is there work available in this city? Begin your answer with *There is* . . .

3. How much rain is there here in the summer? Begin your answer with *There is* . . .

4. Do you need advice? Begin your answer with *I need* . . .

5. Is there pollution in your area? Begin your answer with *There is* . . .

**Using Articles with Singular, Plural, and Noncount Nouns**

The indefinite articles *a* and *an* are used before singular nouns that refer to any one of that person, place, or thing:

- A clock is *an* instrument that marks time.
- A watch is *a* clock that you wear on your wrist.

The previous sentences do not name a specific clock or watch; they refer to clocks and watches in general.

The articles *a* and *an* can refer to a specific singular noun to tell or ask someone about it for the first time:
I have a clock that is 150 years old.
Her boyfriend gave her a watch for her birthday.

There are no indefinite articles for plural and noncount nouns. To refer to people, places, or things in general, no word (Ø) is placed before the plural or noncount noun:

Ø Clocks are instruments that mark time.
Ø Mail includes anything that can be delivered by the post office.

No word (Ø) can refer to a plural or noncount noun to tell or ask someone about it for the first time:

Her boyfriend brings her Ø flowers every week.
You got Ø mail this morning.

exercise 2-18

Fill in each blank with one of the following.

  a   an   Ø

1. I am going to buy _____ orange.
2. They sell _____ oranges at the market on the corner.
3. Do you have _____ fruit?
4. Yes, we have _____ oranges and _____ apples.
5. Where do they sell _____ furniture in this city?
6. I’m looking for _____ table, _____ chairs, and _____ desk.
7. We need _____ information.
8. Can you give me _____ advice?
9. Do you have _____ kitchen equipment?
10. I want to buy _____ pot and _____ frying pan.

The definite article the is used before a singular noun, a plural noun, or a noncount noun to refer to a specific person, place, or thing.

The is used when the speaker and the listener both know which particular item is being referred to:

She showed me the watch her boyfriend gave her for her birthday.
The flowers he sent her were beautiful.
The furniture I bought was cheap.
Fill in each blank with one of the following:

a  an  Ø  the

1. I bought _____ radio yesterday.
2. Where is _____ radio (you bought)?
3. We have _____ kitchen equipment on sale.
4. Where is _____ kitchen equipment (that you have on sale)?
5. I love _____ flowers.
6. Are these _____ flowers your friend sent you?
7. Where is _____ medicine the doctor gave you?
8. Are these _____ pills you are taking?
9. He is looking for _____ information.
10. He didn’t like _____ information he got from the company.

Write two sentences that tell about one thing you have. Use a or an in the first sentence to introduce it. Use the in the second sentence to tell more about it.

1. ______________________________________________________
2. ______________________________________________________

Write two sentences that tell about something you have more than one of. Use Ø in the first sentence to introduce the items. Use the in the second sentence to tell more about them.

1. ______________________________________________________
2. ______________________________________________________
exercise 2-99

Write two sentences that tell about a noncount item you have. Use Ø in the first sentence to introduce it. Use the in the second sentence to tell more about it.

1. __________________________________________

2. __________________________________________

*The* is used when there is only one possible reference:

I left my keys in the car. (the car I drive)
Please put the bags in the kitchen. (the only kitchen in the house)
Please feed the dog. (the dog we own)

exercise 2-23

Fill in each blank with one of the following:

<table>
<thead>
<tr>
<th>a</th>
<th>an</th>
<th>the</th>
<th>Ø</th>
</tr>
</thead>
</table>

1. We bought _____ car last night.

2. _____ cars are expensive.

3. _____ car we bought is a convertible.

4. Do you like _____ convertibles?

5. Do you like _____ convertible we bought?

Using Demonstrative Pronouns with Singular, Plural, and Noncount Nouns

There are four *demonstrative pronouns*: *this*, *that*, *these*, and *those*. *This* and *these* refer to nouns that are close enough to touch, things that are *here*.

Use *this* before a singular or noncount noun; use *these* before a plural noun:

*This* watch is the one I like.
*These* watches are very expensive.
*This* jewelry is very expensive.

*That* and *those* refer to nouns that are not close enough to touch, things that are *there*:

Do you like *that* dress in the store window?
*Those* dresses in front are very pretty.
*That* information about the prices is not correct.
Fill in each blank with this, that, these, or those.

1. ___________ book in my hands is very interesting.

2. What are ___________ things he is carrying?

3. We’re going to see ___________ new movie at the Odeon.

4. Come here and look at ___________ pictures with me.

5. Who is ___________ girl over there?

6. Who are ___________ girls over there?

7. Hi, I’m Sally and ___________ are my friends, Amy and Courtney.

8. I’m wearing ___________ sweater because I’m cold.
A *proper noun* is the name that has been given to a person, a group of people, a place, or a thing. The names of religions and of languages are proper nouns. A proper noun is written with a capital letter at the beginning of each word. Here are some examples of proper nouns:

- Betty
- Garden Club
- John Clark
- Planning Committee
- Capitol Hill
- February
- Oak Street
- French
- Monday
- Ireland

*The Daily Mirror*

Longer names and titles of books often have prepositions and articles, which are not written with capital letters, except when those words appear at the beginning:

- The University of the East
- *A Boy’s Life in the Country*

**exercise 3-1**

*Change lowercase letters to capital letters where necessary.*

1. She’s reading a book called *a guide to good manners.*
2. We have to go to the springfield library on monday.
3. They are from Italy, and they don’t speak Spanish.
4. David is going to go to Wilson academy for boys in September.
Write the proper names of people, places, or things you know.

1. A person I know: ____________________________
2. The street I live on: __________________________
3. The name of a school: ________________________
4. The language I speak: _________________________
5. The country I’m from: ________________________
6. A river in my country: ________________________
7. A newspaper: ______________________________
8. A book I like: ______________________________
9. Today’s day: ________________________________
10. The date of my birthday: ____________________
11. A group I belong to: _________________________
12. A restaurant I like: _________________________
Possessive Nouns

A *possessive noun* indicates that the person, place, or thing named is the owner or holder of the noun that follows. It answers the question *Whose . . . ?* A possessive noun can be used before a singular noun, a plural noun, or a noncount noun.

It can be a proper noun followed by -'s:

Emily's dress   Bill's shoes   Susan's ice cream

A possessive noun can be a common noun followed by -'s:

the teacher's desk   the man's glasses   a friend's mail

When two or more people own or have something, the plural noun is followed by an apostrophe if it ends in -s:

the teachers' party   the students' books   my friends' health

If the plural form does not end in -s, it is followed by -'s:

the men's cars   the children's class   the people's money

**exercise 4-1**

Write a phrase with a possessive noun for each item listed.

1. car/my sister ________________________________
2. hats/the men ________________________________
3. party/the children ____________________________
4. office/the doctor ____________________________
5. apartment/the girls __________________________
6. class/Miss Smith ____________________________
7. school/Ben Lindsay __________________________
8. meeting/the ladies __________________________

**exercise 4-2**

Look at some photographs of your family and friends. Write five things you see, and indicate to whom they belong.

**Examples:** That’s Debbie’s dog. Those are my sister’s shoes.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

**Possessive Pronouns**

A *possessive pronoun* can be used in place of a possessive noun. A possessive pronoun can be used before a singular, plural, or noncount noun. These are the possessive pronouns:

- **my** it belongs to **me**
- **your** it belongs to **you**
- **his** it belongs to **him**
- **her** it belongs to **her**
- **its** it belongs to an animal, a group, or an organization
- **our** it belongs to me and one or more other people
- **your** it belongs to you and one or more other people
- **their** it belongs to one or more other people, animals, groups, or organizations

I drive my car to work.
Do you have your driver’s license?
Bob gave me his telephone number.
Jane doesn’t have her ticket.
Susan and I bought our supplies.
Do you and Sam have your books?

He gave me his telephone number.
She doesn’t have her ticket.
We bought our supplies.
Do you have your books?
Look at your answers to Exercise 4-1. Change the possessive nouns to possessive pronouns.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Look at your answers to Exercise 4-2. Change the possessive nouns to possessive pronouns.

1. 

2. 

3. 

4. 

5.
These are similarities between singular, plural, and noncount nouns:

- All can follow *the*:
  
  the letter the letters the mail

- All can follow a *possessive noun*:
  
  John’s letter John’s letters John’s mail

- All can follow a *possessive pronoun*:
  
  his letter his letters his mail

These are similarities between singular and noncount nouns:

- Both can follow *this*:
  
  this letter this mail

- Both are followed by a *singular verb*:
  
  The letter is here. The mail is here.

These are similarities between plural and noncount nouns:

- They can follow *no*:
  
  no letters no mail

- They can follow *not any*:
  
  not any letters not any mail

- They can follow *some*:
  
  some letters some mail
They can follow a lot of or lots of:

- a lot of letters
- lots of letters
- a lot of mail
- lots of mail

They can be used with no word (Ø) before them, to make a general statement:

- Ø Letters are stamped at the post office.
- Ø Mail is stamped at the post office.

These are characteristics of singular nouns only:

- They can follow a or an:
  - a banana
  - an orange

These are characteristics of plural nouns only:

- They can follow a few:
  - a few bananas
  - a few letters

- They can follow not many or too many:
  - not many bananas
  - too many letters

These are characteristics of noncount nouns only:

- They can follow a little:
  - a little fruit
  - a little mail

- They can follow not much or too much:
  - not much fruit
  - too much mail

**exercise 5-1**

Circle the word that correctly fills in each blank.

1. There are __________ people in this room.
   - a
   - one
   - too many
   - too much

2. There is __________ artist in our family.
   - a
   - some
   - a lot of
   - an
   - these

3. Do you have __________ books I gave you?
   - a
   - too many
   - the
   - too much
   - an

4. __________ airplanes are making a lot of noise.
   - Too much
   - Ø
   - Those
   - This
   - A little
5. I’m hoping you can give me ___________ advice.
   too many      an      one      three      a little

6. Our neighbors have ___________ children.
   too much      a lot of      a little      one      a

7. The doctor says that I eat ___________ salt.
   too many      a few      a      too much      this

8. There are ___________ tickets available.
   too much      this      that      no      a little

9. ___________ apartment is near my house.
   John’s      A few      A lot of      Some      A

10. We would like ___________ help.
    some      a few      a      many      one

Match the words in the left column with the nouns in the right column.

1. one  bottles
    four  bottle

2. these  information
    that  letters

3. a few  pills
    a little  medicine

4. too much  sugar
    one  spoonfuls
    a few  spoonful

5. too many  furniture
    not much  chairs
    a  chair

6. a  jewelry
    these  necklace
    a little  earrings
7. that vegetables
   those fruit

8. There is a hardware
    There are nail
    There is screws

9. There is one water
    There are no lights
    There is no lamp

10. Here is your letters
    There are no letter
Unit 6

Verbs Used as Nouns

The present participle form of a verb can be used as a noun to be the subject of a sentence, or the object of a verb or a preposition. Present participles are called gerunds when they are used as nouns. (See page 96 for the formation of present participles.)

Gerund as Subject
Walking is good exercise.
Eating well is important.
Working here is interesting.
Playing with other children makes her happy.

Gerund as Object
We enjoy walking.
I like eating at this restaurant.
She is tired of working here.
He talks about playing with other children.

exercise 6-1

Fill in each blank with the gerund form of the verb indicated.

1. We are very tired of (wait) _________________ for her.
2. (drive) _________________ at night can be dangerous.
3. Do you like (live) _________________ here?
4. They argued about her (cook) _________________.
5. (study) _________________ at the university gave him a good background.
6. We’re not afraid of (stay) _________________ alone.
Write sentences that change the verbs to nouns.

1. sing ____________________________
2. drink __________________________
3. sleep ____________________________
4. write ____________________________
5. study ____________________________
More Specific Nouns

There are many nouns that can replace general nouns to describe specific people, places, things, and ideas. Some examples follow. *Formal* indicates that the word is used mainly in writing. *Informal* indicates that the word is used mainly in conversation. *Slang* indicates that the word is very informal and that it is currently in style.

### Words for People

**boy:** a male child from birth to age eighteen  
My sister has three children, two boys and a girl.

**bum:** a person who makes no effort to succeed  
She says her neighbor is a lazy bum.

**dude:** a man who pays a lot of attention to his clothes  
Her new boyfriend is a handsome dude.

*form of address to a friend (slang)*  
“Dude, we’re having a party; come on over.”

*a stranger (slang)*  
I was walking down the street and that dude started talking to me.

**gentleman:** a man with good manners  
Your brother is a perfect gentleman.

**girl:** a female child from birth to age eighteen  
Your daughter is a lovely girl.

*a young, unmarried woman*  
Our neighbor is a girl who is in law school.

**guy:** a boy or man (informal)  
That guy who works at the drugstore is very helpful.
kid: a male or female child (informal)
   There are a lot of kids in that family.

lady: a woman with good manners
   The lady who lives across the street is a teacher.

man: an adult male
   There are six men in the study group.

tomboy: a girl who likes to play boys’ games
   When I was ten years old I was a real tomboy.

woman: an adult female
   I met an interesting woman at the meeting.

young lady: a young woman with good manners
   The girls have grown up and are now charming young ladies.

youth: a young man
   One of the youths at the convention gave a good speech.

young people
   The youth of today have many opportunities.

---

**exercise**

7-1

Replace each italicized word with a more descriptive one from the previous list.

1. How many children does she have? __________________________

2. Did you notice the boy in the yellow shirt? __________________________

3. My brother’s new girlfriend is an accomplished girl. __________________________

4. I don’t want to be a lazy person who has no ambition. __________________________

---

Friends

**acquaintance:** a person you have met but don’t know very well
   An acquaintance of mine works in your office.

**boyfriend:** a male who is someone’s romantic interest
   Are you bringing your boyfriend to the party?

**classmate:** a person who is in the same class with someone at school
   The school is so big, I don’t even know all of my classmates.

**colleague:** a person someone works with professionally
   All of my colleagues agree with the new plan.

**companion:** a friend someone spends a lot of time with or lives with
   They are good companions; they go everywhere together.

**coworker:** a person who works in the same place as someone
   She cannot get along with any of her coworkers.
Nouns

fiancé: a male to whom someone is engaged to be married
He gave her a diamond ring, so now he’s her fiancé.

fiancée: a female to whom someone is engaged to be married
She has been his fiancée for five years.

friend: a person you know and like
She has a lot of friends here.

girlfriend: a female who is someone’s romantic interest
I can’t bring my girlfriend, because she lives in another city.

partner: a companion
Her partner works at the local nursery.

a person who co-owns a business with someone
My doctor is out of town, but his partner will see me.

roommate: a person someone shares a room with
We have a big room at college, so I have two roommates.

exercise  7-2

Fill in each blank with the most appropriate word from the previous list.

1. My aunt got engaged last month, and she is coming to visit with her new ________________________.

2. Her daughter, who is in college, complains that her ____________________________ doesn’t help clean the bathroom.

3. I don’t like the boss’s new program, but my ____________________________ think it will work.

4. He’s not a good friend of mine, just an ____________________________.

Doctors

dentist: a doctor who takes care of the teeth
It’s a good idea to see a dentist at least once a year.

dermatologist: a skin specialist
A dermatologist can help you with your allergies.

doctor/M.D.: a person who has the degree of Doctor of Medicine, works to help sick people, and is licensed to prescribe medicine
When you are sick, you should go to the doctor.

ear, nose, and throat doctor/E.N.T.: a specialist for the ear, the nose, and the throat
She sees an E.N.T. for her sinusitis.

eye doctor/ophthalmologist: a specialist for eyes
The ophthalmologist prescribed glasses for our son.
gastroenterologist: a stomach specialist
He is seeing a gastroenterologist to help cure his digestive problems.
general practitioner/G.P.: an M.D. who treats most common diseases and ailments
Our G.P. takes care of the whole family in one visit.

gynecologist: a specialist in women’s health
Many women are checked by a gynecologist once a year.

obstetrician: a specialist in the delivery of babies
As soon as she suspected she was pregnant, she went to see an obstetrician.

orthodontist: a dentist who specializes in straightening teeth
The orthodontist fixed her crooked teeth, and now she has a beautiful smile.

orthopedist: a specialist in bones
When he broke his leg, the orthopedist put it in a cast.

pediatrician: a specialist in children’s health
As soon as the baby was born he was examined by a pediatrician.

periodontist: a dentist who specializes in gums
The periodontist was able to help prevent gum recession in most patients.

podiatrist: a specialist in feet
The podiatrist told her not to wear high-heeled shoes.

specialist: an M.D. who is an expert in one type of disease or part of the body
Our G.P. recommended that we take our child to a specialist.

surgeon: a specialist who performs major operations
The surgeon was in the operating room for four hours.

**Exercise 7-3**

Match the health problem in the left column to the doctor in the right column. (Note: there are more problems than types of doctor.)

1. a woman thinks she is pregnant  
2. a baby cries for three days  
3. a child has red spots on his legs  
4. a girl breaks her arm  
5. a man needs glasses  
6. a boy has earaches  
7. a woman has a bad cold  
8. a girl’s skin itches  
9. a woman has a toothache  
10. a girl needs braces for her teeth

  a. dentist  
  b. dermatologist  
  c. pediatrician  
  d. eye doctor  
  e. obstetrician  
  f. E.N.T. doctor  
  g. G.P.  
  h. orthopedist  
  i. orthodontist
Artists

actor: a male artist who performs in the theater, on television, or in the movies
Which actor plays the main character in that film?

actress: a female artist who performs in the theater, on television, or in the movies
She is an actress who is able to play many different roles.

artist: a person who works in a creative way
The artist captured the beauty of the landscape.

designer: an artist who works in clothing or home fashion
She wears dresses only by her favorite designer.

musician: an artist who composes or performs music
He is an accomplished musician who writes all the songs he sings.

painter: an artist who makes pictures with oil, watercolor, or another color medium
The president’s portrait was done by a famous painter.

photographer: an artist who works with a camera to depict images
We need a good photographer to capture the emotion of the celebration.

poet: an artist who writes lyrical verses
The poet’s words made me feel both happy and sad.

sculptor: an artist who carves or models figures
This sculptor prefers to work with marble.

writer: an artist who puts words on paper to describe or narrate
My favorite writer makes me feel that I am in the place he is describing.

exercise  7-4  

Write the names of five artists you like, indicating the specific work of each one.

1.  

2.  

3.  

4.  

5.  

Musicians

Review the words for musicians who play individual instruments:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Professional Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>cello</td>
<td>cellist</td>
</tr>
<tr>
<td>clarinet</td>
<td>clarinetist</td>
</tr>
<tr>
<td>drums</td>
<td>drummer</td>
</tr>
<tr>
<td>guitar</td>
<td>guitarist</td>
</tr>
<tr>
<td>keyboard</td>
<td>keyboardist</td>
</tr>
<tr>
<td>piano</td>
<td>pianist</td>
</tr>
<tr>
<td>saxophone</td>
<td>saxophonist</td>
</tr>
<tr>
<td>trombone</td>
<td>trombonist</td>
</tr>
<tr>
<td>trumpet</td>
<td>trumpeter</td>
</tr>
<tr>
<td>violin</td>
<td>violinist</td>
</tr>
</tbody>
</table>

Review more words for people involved in music:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>alto</td>
<td>a female singer with a low voice</td>
</tr>
<tr>
<td>bass</td>
<td>a male singer with a low voice</td>
</tr>
<tr>
<td>choir or chorus director</td>
<td>someone who directs a group of singers</td>
</tr>
<tr>
<td>conductor</td>
<td>someone who directs a band or an orchestra</td>
</tr>
<tr>
<td>singer</td>
<td>a person who makes music with his or her voice</td>
</tr>
<tr>
<td>soprano</td>
<td>a female singer with a high voice</td>
</tr>
<tr>
<td>tenor</td>
<td>a male singer with a high voice</td>
</tr>
</tbody>
</table>

**Exercise 7-5**

Write the names of five musicians you like, indicating the specialty of each one.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
Words for the Arts

Music

blues: a style of slow jazz evolved from African-American songs
    I love to listen to the blues when I’m lonely.

classical: European music of the latter half of the eighteenth century; music of acknowledged excellence
    and serious style
    Classical music is often performed by the city’s symphony orchestra.

country: a style of popular music from the rural American south and southwest
    A lot of country musicians live and work in Nashville, Tennessee.

folk/ethnic: music that originates among the common people of a region
    Folk music was very popular in the United States in the 1960s.

jazz: a kind of music that originated with African-American bands in the southern United States,
    characterized by improvisation and strong, flexible rhythm
    Jazz is popular in many parts of the world.

oldies: popular music from an earlier decade
    Her favorite oldies are from the 1950s and 1960s.

popular: music that is appreciated by a large number of people during the current period of time
    That radio station plays only popular music.

rap: a currently popular style of music that originated among African-American performers, characterized
    by talking, rather than singing, in rhyme and rhythm
    Rap is for listening, not dancing.

rhythm and blues: a style of music with strong, simple rhythm and lyrics that originated in the late 1940s
    and early 1950s among African-American groups
    Rhythm and blues is great for swing dancing.

rock: a popular style of music played by bands with electric guitars, keyboards, and drums, often with
    emotional singing by a group or one singer
    Rock concerts are very popular among young people.

rock and roll: a style of music that began in the 1950s and combined elements of rhythm and blues and
    country
    There were a lot of TV shows with rock-and-roll dancers.

exercise 7-6

Which of these types of music do you like best? Write a few sentences to describe the music and the musicians who
play it.
Dance

ballet: a formal, artistic dance with graceful movements and elaborate technique
She has been dancing ballet since she was a child.

a ballet show
We went to the ballet last night.

ballroom: a formal version of popular dance, where style and technique are important, including the foxtrot, waltz, swing, and Latin, among others
I’m learning the waltz from my neighbor who teaches ballroom dancing.

dance: movement in time with music
Dance is a good way to exercise and relax at the same time.

an event where people go to dance
Are you going to the dance on Saturday night?

jazz: a type of ballet performed to jazz music
She is a top ballet performer and is also accomplished in jazz.

Latin: any of the dances performed to popular music from Latin America, including merengue, salsa, cumbia, bachata, mambo, samba, cha-cha, and tango, among others
He is a good swing dancer, but what he really likes is Latin dancing.

line: a dance performed to country music, where dancers dance individually but all follow the same steps
One good thing about line dancing is that you don’t need a partner.

tap: a dance performed with a metal plate attached to the toe or heel of the shoe
She is good at both ballet and tap.

---

Write a sentence that tells what kind of dance you have seen or have performed.

---

Words for Places

Parks

amusement park: a park operated as a business that has rides, games, and other entertainment
All of the children wanted to go on the rides at the amusement park.

botanical garden: a park where plants are cultivated and identified for the public
There was a beautiful display of orchids at the botanical garden.

national or state park: a parcel of land reserved by the government and administered by the government for preservation and recreation
You can get a lot of information from the government about visiting the national parks.

park: an outdoor place reserved for the pleasure of the public
We had a picnic in the park.
**playground:** a park set aside for children to play in, usually with swings and other equipment for them to play on

The kids were tired after an afternoon at the playground.

**theme park:** an elaborate amusement park that is developed around one particular idea, such as a historical time or place, a popular character, or other special interest

We saw a lot of movie and TV characters at the theme park.

**zoo:** a park where animals are kept and shown to the public

The children loved seeing the giraffes at the zoo.

---

**exercise** 7-8

Match each type of park in the left column with its description in the right column.

1. amusement park
2. botanical garden
3. national park
4. playground
5. theme park
6. zoo

---

**a.** a large park with people dressed in special costumes

**b.** a small park with swings and a sandbox

**c.** a park with elephants, monkeys, lions, and tigers

**d.** a park where you pay to go on rides

**e.** a large park that preserves the natural environment

**f.** a park where you can learn about different varieties of plants

---

**Stores**

**boutique:** a small specialty store that sells goods carefully chosen for a particular type of customer and usually offers unique items that are not available at chain stores

Her sister has individual style and shops only at boutiques.

**box store:** a large chain store that has a similar structure and layout in each location

If you need hardware for a project, you can go to a local hardware store or to a big box store.

**chain store:** one of many stores owned and operated by the same company

With so many chain stores, our cities are becoming more alike.

**department store:** a large store that usually has several floors, elevators and escalators, and separate departments for each type of purchase—for example, women’s clothing, men’s clothing, children’s clothing, shoes, linens, kitchen equipment, etc.

It is very convenient to shop at a department store where you can find things for the whole family as well as household goods.

**discount store:** a store that sells goods at a lower price than the one suggested by the manufacturer

You can save a lot of money by buying at a discount store, but you don’t get any help in selecting your purchases.

**mall store:** a chain store often located with other chain stores in a shopping mall

My friend loves to shop at her favorite mall stores.

**outlet:** a store that sells goods from a particular manufacturer, at a lower price

Outlets are often grouped together in malls on the outskirts of cities.
Write the name of a store you know that fits each category listed.

1. chain store
2. box store
3. department store
4. discount store
5. outlet
6. mall store
7. boutique

Schools

academy: a private school
He was educated at a very expensive academy.

college: education beyond high school, where students take general required courses and specialize in a particular area of study leading to a bachelor's degree
Her mother made sure that she would be able to go to college.

elementary school: a school that contains classes from kindergarten through grade five or six
Most children go to an elementary school near where they live.

graduate school: the university programs that lead to advanced degrees, including special schools such as law school, medical school, dental school, and business school
Many students have full-time jobs and go to graduate school classes in the evening.

high school: a school that contains classes from grades nine or ten through twelve
Graduation from high school is a requirement for admission to a college or university, and for many jobs.

kindergarten: the first year of school, required in the United States by children aged five
Many children learn to read in kindergarten.

middle school: a school that contains classes from grade six or seven to grade eight or nine
Middle school students are usually in the beginning stages of adolescence.

preschool: a school for children aged three or four
Preschool is a good introduction to school for small children.

private school: a school administered by a private organization, business, church, or other group
Most private schools require the students to wear uniforms.

public school: a school administered by a local government where instruction is free
All of their children go to public school.

school: a place for learning
He is going to open a cooking school in the city.
university: a college that has four-year bachelor’s degree programs and also offers graduate programs where students can do more in-depth study of a chosen subject, leading to a master’s degree or a doctor’s degree. Some students prefer to get a bachelor’s degree from a small college and then go to a large university for a master’s degree.

exercise 7-10

Match each type of school with the students who would most likely attend it.

____ 1. college
____ 2. elementary school
____ 3. graduate school
____ 4. high school
____ 5. kindergarten
____ 6. language school
____ 7. middle school
____ 8. preschool
____ 9. public school

a. a three-year-old child
b. a nine-year-old child
c. the majority of children in the United States
d. a five-year-old child
e. a twelve-year-old child
f. a sixteen-year-old
g. a person who wants to continue to study after high school
h. a person who wants to continue to study after college
i. a person who wants to learn French

Words for Things

Houses

apartment: a place to live that is part of a larger building, owned by a landlord who collects monthly rent. They will rent an apartment until they have enough money to buy a house.

cabin: a small, roughly built house. The family likes to stay in a cabin in the mountains in the summer.

a bedroom on a ship

The cabins on the ship are quite small.

an inside area of an airplane

Those airplanes have a very large passenger cabin.

condominium: a building or group of buildings whose apartments are individually owned. They are building a new condominium near here.

an apartment in a condominium

As soon as he graduated he bought a condominium in the city.

cottage: a small house of one story

His family has a cottage at the beach, where they go every summer.
**house**: a building designed as a place to live
They are expecting a baby and want to move to a bigger **house**.

**hut**: a small shelter, with no amenities
The children made a **hut** in the woods.

**mansion**: a large house
The mayor’s official residence is a beautiful **mansion**.

**rambler**: a house, bigger than a cottage, that has a number of rooms that are all on one floor.
They are looking for a **rambler**, because her mother can’t climb steps.

**townhouse**: a house built in a row of houses, with side walls connected
**Townhouses** usually have a lot of steps.

**exercise**

7-11

Match each type of home in the column on the left with its description from the column on the right.

---

1. hut
   a. one bedroom, one bath, living room, dining room, kitchen, in a large building of similar units all owned by a company

2. cabin
   b. one bedroom, one bath, living room, dining room, kitchen, in a large building of similar units each individually owned

3. condominium
   c. living room, dining room, kitchen on main level, two bedrooms and bath on second level, one bedroom and bath on third level, recreation room in basement, in row of similar houses

4. cottage
   d. seven bedrooms, eight bathrooms, twelve-foot ceilings, ballroom, swimming pool, guest house, on two landscaped acres

5. apartment
   e. one room, mud floor, low ceiling

6. mansion
   f. bedroom–living room combination, kitchen, outdoor shower, toilet in outhouse

7. rambler
   g. five bedrooms, four bathrooms, living room, dining room, kitchen, all on one floor

8. townhouse
   h. two bedrooms, kitchen–dining room combination, living room, one bath, all on one floor; pretty rose garden and white picket fence

---

**Streets**

**avenue**: a wide street in a city
The **avenues** in the city are wide and elegant.

**beltway**: a freeway that forms a circle around a city, connecting its outer suburbs
Traffic is fast on the **beltway**, and you have to be careful.

**freeway**: a highway with several lanes and few or no stoplights; vehicles enter and exit via ramps
There are always a lot of trucks on the **freeway**.
highway: a main public road that connects towns and cities
   The highway is usually crowded.

road: an open way for the passage of vehicles, people, or animals
   The road that leads to our cabin is not paved.

street: a public way for automobiles, usually with buildings on both sides
   What street do you live on?

   We took the toll road and got there much faster, but it cost ten dollars in tolls.

exercise 7-12
Write the names or route numbers of examples of each type of street.

1. street

2. road

3. avenue

4. highway

5. freeway

6. toll road

7. beltway

Automobiles

   automobile: a passenger vehicle that has four wheels and its own engine, for travel on land
   Many families have more than one automobile.

   car: an automobile
   Our neighbors just bought a new car.

   convertible: a car whose top can be folded back or removed
   It's very pleasant to ride in a convertible in nice weather.

   sedan: a car that has a front seat and a rear seat and either two doors or four doors
   The sedan is a popular car style.

   SUV: (Sport Utility Vehicle) a high-performance four-wheel-drive car built on a truck frame
   There are lots of SUVs on the streets, especially in the suburbs.

   van: a large boxlike automobile that has sliding side doors
   Many people who have small children buy either an SUV or a van.

   vehicle: any device used for carrying passengers, goods, or equipment
   Bicycles, motorcycles, cars, and sleds are all vehicles.
exercise 7-13

Observe on the street examples of each type of vehicle listed, and make a note of the name of each one. Write a description of the color and make of each one.

1. sedan

2. convertible

3. SUV

4. van

Shoes

boots: a protective covering for the feet and part of the legs
You need boots for walking in the snow.

flats: women's shoes that have a very low heel
Flats are more comfortable for walking.

high heels: women's shoes that have a built-up heel, often three to four inches high
Many women like to get dressed up in high heels.

lace-ups: shoes that are tightened to the feet by laces that are threaded through holes in the upper part of the shoe
Children usually get their first lace-ups when they are learning to walk.

loafers: men's or women's slip-on leather shoes that look like moccasins with a solid sole
Loafers are more casual than oxfords, but they are dressier than sneakers.

Mary Janes: little girls' shoes with a strap over the top
Even big girls and women like Mary Janes.

moccasins: soft leather shoes traditionally worn by native North Americans
Mocassins are especially pretty when they have decorative beading.

oxfords: leather lace-ups
Some private schools require the students to wear oxfords as part of the school uniform.

pumps: women's medium-heel or high-heel shoes with closed toe
Pumps can be worn almost anywhere.

sandals: shoes made of a sole and straps
Sandals are great in the summertime.

shoes: a covering for a person's feet
Everybody likes to get new shoes.

sneakers: sports shoes with rubber soles; tennis shoes, running shoes, basketball shoes, etc.
People of all ages wear sneakers.

wedges: high heels with a solid portion that connects the heels to the sole
Wedges seem to go in and out of style.
During the next week, look at the shoes of people on the street for examples of each type of shoe on the list, and make a note that describes each type and the person who is wearing it. Write your descriptions here.

1. sandals

2. boots

3. high heels

4. flats

5. wedges

6. pumps

7. Mary Janes

8. loafers

9. lace-ups

10. oxfords

11. sneakers

---

**Words for Events**

**Parties**

- **brunch**: a party where both breakfast and lunch dishes are served
  - Brunches are popular on Sunday mornings.

- **cocktail party**: a large party where drinks and snacks are served and where guests stand up and move around to talk to other guests
  - Cocktail parties are good places to meet new people.

- **dinner party**: a party where a formal evening meal is served
  - She has very elegant dinner parties and always invites interesting people.

- **engagement party**: a party to congratulate a couple on their commitment to marry one another
  - Her sister is having an engagement party for them.

- **get-together**: an informal party
  - Our group of friends has a get-together every month or so.

- **luncheon**: a party where a formal lunch is served
  - Her mother invited all of the wedding party to a luncheon.

- **open house**: a large party where the guests may arrive and leave at any time during the suggested hours
  - We were invited to an open house on New Year’s Day.
party: a group of people meeting together for the purpose of having fun
   I’m always ready for a party.
   a group of people who do something together
   The restaurant is reserving a table for a party of six people.

reception: a party to meet, welcome, or say good-bye to someone
   The company invited me to a reception to meet the new vice president.

shower: a party where the guests bring gifts for a bride-to-be or mother-to-be
   Our office is planning a shower for our assistant, who is expecting a baby in January.

wedding: a ceremony to celebrate a marriage
   Were you invited to the wedding?

exercise 7-15

Write a few sentences telling what kind of party you like to attend and why you like that kind of party.

shows

comedy: a play designed to make people laugh
   The play was a comedy about the humor in family life.

concert: a music show
   The university students were excited about the concert given by their favorite band.

drama: a serious play
   The play was a drama about serious issues in family life.

fashion show: a show where models wear the latest fashions to introduce them to the public
   It’s exciting to see the fashion shows in New York, Milan, and Paris.

game show: a television show where people play games to win money or prizes
   She was on that game show and won a new car.

movie: a motion picture or film
   What movies are playing in our neighborhood?

opera: a play set to music
   We went to the opera when we were in Italy.

play: a story written to be acted on a stage
   The high school seniors put on a play at the end of the year.
60  Nouns

**reality show**: a television show that films people as they live their own lives
A reality show can be funny or sad.

**show**: an exhibition or entertainment for the public
The movie was an excellent show.

**soap opera**: a TV show that shows daily episodes of a story that never ends
If you start watching a soap opera, it is hard to stop.

**TV show**: a show broadcast on television
He doesn’t want to stay home and watch TV shows.

---

**exercise 7-16**

Write a few sentences that name and describe a show you have seen recently.

---

**Games**

**board game**: a game played on a flat board specially designed for it, often with small pieces that belong to each player, and dice
Board games are fun for children and adults.

**card game**: a game played with a standard deck of cards or cards specially designed for it; bridge, canasta, hearts, Old Maid, Go Fish, etc.
There are card games for children and for adults.

**game**: an entertainment where two or more people compete with each other
Would you like to play a game with me?

**hide-and-seek**: a children’s game where one child, who is “it,” must find another child in his or her hiding place, who then becomes “it”
Hide-and-seek is a game played everywhere.

**match**: a tennis, soccer, or rugby game
I’d love to go to the movies, but I have a tennis match this afternoon.

**parlor game**: an indoor game that is played among small groups of people at a party
Charades is a popular parlor game.

**sports**: an athletic competition; a football game, a baseball game, a volleyball game, etc.
He loves to spend Sundays watching sports.

**tag**: a children’s game where one child, who is “it,” must touch (tag) another, who then becomes “it”
Tag is a game played by children of all ages.
Match each type of game in the left column with one of the descriptions in the right column.

____ 1. baseball game  a. four players sit around a table; one of them distributes a number of cards to all of the players; players try to win other players’ cards, according to a set of rules

____ 2. board game  b. two players stand on opposite sides of a net and hit a ball back and forth over the net with a racket; a score is made when a player cannot return the ball

____ 3. card game  c. two teams of nine players each; players hit balls pitched to them by the other team, then try to run around three bases and then to home plate, where a score is made

____ 4. children’s game  d. three or four players arrange their pieces on a board and roll dice to see how many steps they can take in their goal of getting around the board first

____ 5. parlor game  e. a number of children stand in a circle, while the child who is “it” drops a handkerchief behind one of them; that child then runs after the first one, tags him or her, and becomes “it”

____ 6. tennis match  f. the guests at a party are divided into teams; one member of each team tries to help his or her teammates guess the answer to a problem, but with restrictions set by the rules of the game

Storms

**cyclone**: a violent storm with rotating wind

They changed their vacation plans because of the **cyclone** warning.

**gale**: a wind with a speed between thirty-two and sixty-three miles per hour (between fifty and one hundred kilometers per hour)

We’d better stay home. It looks like a **gale** outside.

**hurricane**: a tropical storm with winds of seventy-four miles per hour (119 kilometers per hour) or greater

The **hurricane** took the roof off our neighbor’s house.

**sandstorm**: a storm of sand in the desert

During the **sandstorm** there were clouds of sand in the air.

**storm**: a strong wind with rain, snow, or hail, and sometimes with thunder and lightning

They had to stop driving because of the **storm**.

**tornado**: a violent storm that whirls in a circular motion at speeds up to three hundred miles per hour

Everyone must seek shelter; there is a **tornado** warning for the area.
Replace each italicized word with a more descriptive one.

1. There was a *storm* with winds of eighty miles an hour. ______________________

2. We stayed in from the *storm* because the winds were blowing at fifty miles an hour.

   ______________________

3. There was a violent *storm* in the desert. ______________________

4. The *storm* whirled around at 250 miles per hour, destroying everything.

   ______________________
Adjectives are the words that allow us to be artists. Instead of painting the colors or making the music, we can use adjectives—red, beautiful, lively, loud—to describe the nouns in our lives.

Adjectives can be simple to use, as they don’t change to fit the nouns they describe. For example, the same adjective can describe New York (a big city), New York and Los Angeles (big cities), or a noncount noun such as “furniture” (big furniture).

Adjectives can also be used to compare nouns with each other. To do this, certain adjectives have comparative and superlative forms that are made by adding -er or -est at the end, for example, “He is taller than his brother” or “He is the tallest boy in the class.” Others are preceded by more or most to make these comparisons, for example, “She is more patient than the other teacher” or “She is the most patient teacher at the school.”

When you know the patterns for using adjectives, it is easy to add new ones to your vocabulary. Enjoy adjectives and be creative!
Adjectives describe nouns and are usually placed before the nouns they describe:

This is good food.
He’s a nice man.
She has an expensive car.
I got cheap tickets.

A form of the verb be can separate an adjective from the noun (or pronoun) it describes:

The food is good.
That man is nice.
Her car is expensive.
The tickets were cheap.

Two adjectives can be connected by the word and:

Her car is big and expensive.
The man is smart and nice.

A comma is used to separate adjectives when there are more than two:

Her car is big, comfortable, and expensive.
The man is smart, nice, and handsome.

Adjectives That Describe People

Adjectives describe a person’s physical and personal characteristics. They answer the questions, “What are you like?” “What is she like?” “What is he like?” and “What are they like?” Review the words in the following list:
Adjectives

able    able    able
aggressive    handsome    rich
beautiful    interesting    silly
big    large    smart
brave    lazy    strict
charming    mean    sweet
fast    nice    tall
fat    old    unhappy
friendly    pretty    weak
funny    proud
generous    quiet

exercise  8-1

Fill in each blank with one or several words from the list.

1. I am ____________________________________________.
2. My neighbors are ____________________________________________.
3. A friend of mine is ____________________________________________.
4. I don’t know anyone who is ____________________________________________.
5. Most of the people I see every day are ____________________________________________.

Antonyms

Antonyms are two words with opposite meanings. The adjectives in the following exercises are antonyms of the adjectives in the previous list, but not in the same order.

exercise  8-2

Fill in the antonym for each adjective using the list provided.

cowardly    handicapped    little    shy    slow    stingy    thin    ugly    unfriendly

1. able    ________________________
2. aggressive    ________________________
3. big    ________________________
4. brave    ________________________
5. beautiful    ________________________
6. fast    ________________________
7. fat
8. friendly
9. generous

**exercise 8-3**

*Fill in the antonym for each adjective using the list provided.*

<table>
<thead>
<tr>
<th>bad</th>
<th>boring</th>
<th>energetic</th>
<th>humble</th>
<th>kind</th>
<th>noisy</th>
<th>plain</th>
<th>small</th>
<th>young</th>
</tr>
</thead>
</table>
1. good
2. interesting
3. large
4. lazy
5. mean
6. old
7. pretty
8. proud
9. quiet

**exercise 8-4**

*Fill in the antonym for each adjective using the list provided.*

<table>
<thead>
<tr>
<th>bitter</th>
<th>dumb</th>
<th>easygoing</th>
<th>happy</th>
<th>poor</th>
<th>serious</th>
<th>short</th>
<th>strong</th>
</tr>
</thead>
</table>
1. rich
2. silly
3. smart
4. strict
5. sweet
6. tall
7. unhappy
8. weak
### Adjectives

#### Prefixes

Many antonyms can be formed by adding a *prefix* to an adjective. The prefixes *in-, im-, ir-, and un-* all mean “not.”

#### Exercise 8-5

*Fill in the antonym for each adjective using the prefixes indicated.*

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example: active</th>
<th>inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-</td>
<td>capable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>competent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>considerate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>efficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>secure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sincere</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tolerant</td>
<td></td>
</tr>
<tr>
<td>im-</td>
<td>Example: mature</td>
<td>immature</td>
</tr>
<tr>
<td></td>
<td>modest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>patient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>polite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>proper</td>
<td></td>
</tr>
<tr>
<td>ir-</td>
<td>Example: responsible</td>
<td>irresponsible</td>
</tr>
<tr>
<td></td>
<td>resistible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reverent</td>
<td></td>
</tr>
<tr>
<td>un-</td>
<td>Example: friendly</td>
<td>unfriendly</td>
</tr>
<tr>
<td></td>
<td>balanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>civil</td>
<td></td>
</tr>
</tbody>
</table>
16. civilized
17. disciplined
18. enthusiastic
19. faithful
20. fortunate
21. happy
22. healthy
23. kind
24. natural
25. pleasant
26. popular
27. reasonable
28. selfish
29. successful
30. tidy
31. trustworthy
32. truthful

Suffixes

Some adjectives are formed by adding a suffix to a noun:

-ful

| care     | careful |
| cheer    | cheerful |
| harm     | harmful |
| skill    | skillful |
| tact     | tactful |
| success  | successful |
| truth    | truthful |

Some (but not all) adjectives that end in -ful have antonyms that end in -less:

careful               careless
harmful               harmless
tactful               tactless
Write in the antonyms for the adjectives indicated. (Be careful—some of these are tricky!)

Example: beautiful  ugly

1. careful
2. faithful
3. harmful
4. successful
5. tactful
6. truthful

The following are also adjective suffixes: -ent, -able, -ible, -ic, -ly, and -ive. Review the adjectives in the following chart:

<table>
<thead>
<tr>
<th>-ent</th>
<th>-able</th>
<th>-ible</th>
<th>-ic</th>
<th>-ly</th>
<th>-ive</th>
</tr>
</thead>
<tbody>
<tr>
<td>independent</td>
<td>adorable</td>
<td>flexible</td>
<td>athletic</td>
<td>cowardly</td>
<td>aggressive</td>
</tr>
<tr>
<td>insistent</td>
<td>hospitable</td>
<td>gullible</td>
<td>idealistic</td>
<td>friendly</td>
<td>appreciative</td>
</tr>
<tr>
<td>intelligent</td>
<td>likable</td>
<td>responsible</td>
<td>materialistic</td>
<td>lively</td>
<td>creative</td>
</tr>
<tr>
<td>persistent</td>
<td></td>
<td></td>
<td>optimistic</td>
<td>lonely</td>
<td>imaginative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pessimistic</td>
<td>lovely</td>
<td>manipulative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>persuasive</td>
</tr>
</tbody>
</table>

exercise 8-7

Fill in each blank with the best word from the prefix group indicated.

-ent

1. A person who is smart is __________________________.

2. Someone who persists doesn’t stop trying; that person is __________________________.

3. Someone who succeeds alone, who doesn’t depend on help from others, is __________________________.

4. People who demand action, or insist on it, are __________________________.

-able/-ible

5. People who welcome you to their home are __________________________.

6. A person who is pleasant, kind, helpful, and friendly is __________________________.
7. Someone who does his work well and on time is ____________________.

8. Babies are cute; when they smile they are ____________________.

9. A person who believes ridiculous stories is ____________________.

10. People who can adapt to others’ needs are ____________________.

   -ic

11. People who expect a good future are ____________________.

12. People who expect a bad future are ____________________.

13. A person who is good at sports, such as tennis or football, is ____________________.

14. Someone who needs to own expensive things is ____________________.

15. A person who believes the future will be almost perfect is ____________________.

   -ly

16. A person who has a beautiful personality is ____________________.

17. Someone who has a lot of energy and enthusiasm is ____________________.

18. People who are afraid to act are ____________________.

19. A person who likes to talk to and help others is ____________________.

20. A person who has no friends is probably ____________________.

   -ive

21. Creative people have new ideas; they are ____________________.

22. A person who likes to control the actions of others is ____________________.

23. A person who gets other people to form an opinion is ____________________.

24. People who demand to be first are ____________________.

25. A person who is thankful is ____________________.

Using Adjectives with Other Words

A/an, the, this, that, these, those, my, your, his, her, our, and their are determiners. An adjective goes between the determiner and the noun it describes:

the irresponsible student
those aggressive lawyers
my adorable friend
our athletic neighbor
Adjectives

The word *a* goes before an adjective that begins with a consonant sound; *an* goes before an adjective that begins with a vowel sound:

- *a* creative child
- *an* independent woman

**exercise 8-8**

Write *a* or *an* in the blank before each adjective.

1. He is _____ good friend.
2. She is _____ interesting girl.
3. My coworker is _____ optimistic person.
4. Her doctor is _____ capable surgeon.
5. That politician is _____ aggressive leader.

**exercise 8-9**

Use at least ten adjectives from this unit to describe yourself and other people you know. Be sure to write complete sentences.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
Proper Adjectives

Proper adjectives describe people or things by their place of origin or group association. Proper adjectives are written with a capital letter:

African
African-American
Asian
Australian
Buddhist
Canadian
Caribbean
Central American
Christian
European
Jewish
Mexican
Muslim
Native American
North American
Japanese
South American
Western

exercise 8-10

Fill in the blanks with the appropriate proper adjectives.

1. Most of the people who live in my neighborhood are ____________________.

2. I work with a lot of ____________________ people.

3. I know only a few ____________________ people.

4. ____________________ music is my favorite.

5. ____________________ food is delicious.

Adjectives That Describe a Person’s Condition

Adjectives describe a person’s condition. They answer the questions, “How are you?” “How is she?” “How is he?” and “How are they?” Review the words in the following list:

busy
happy
so-so
calm
hungry
thirsty
cold
lost
tired
confused
nervous
upset
dead
ready
warm
dirty
satisfied
worried
fine
scared

glad
sick
Adjectives

exercise 8-11

Circle the word that best fills in each blank.

1. I had to eat something because I was so _____________.
   worried       hungry       thirsty       calm

2. I didn’t call you because I knew you were _____________.
   busy         so-so         dead          glad

3. We are leaving at 6:00 tomorrow morning. Please be _____________.
   worried       scared       lost          ready

4. If you are _____________, get a drink from the refrigerator.
   satisfied     confused     thirsty       dirty

5. We’re sorry you are ____________ and hope you feel better soon.
   happy         upset         glad          fine

6. If you are too ____________, put on a sweater.
   cold          warm          tired         nervous

Antonyms

Review the adjectives in the following list:

alive
anxious/upset/nervous
clean
cool
dissatisfied
full
hot
rested
sad/depressed
well
exercise 8-12

Find in the previous list the antonym for each of the following adjectives.

1. calm ____________________________
2. cold ____________________________
3. dead ____________________________
4. dirty ____________________________
5. happy ____________________________
6. hungry ____________________________
7. satisfied ____________________________
8. sick ____________________________
9. tired ____________________________
10. warm ____________________________

The conjunction *but* between adjectives indicates contrast:

I’m **fine** but **tired**.
She is **sick** but **comfortable**.
They are **hungry** but **happy**.
We’re **nervous** but **ready**.

exercise 8-13

Answer each question in complete sentences, using at least ten different adjectives. Connect two adjectives with *and* or *but*. Use commas when you have more than two adjectives together.

1. How are you today? ____________________________
2. How is your best friend? ____________________________
3. How is everyone in your family? ____________________________
Adjectives That Describe Objects

Size

Review the following adjectives that describe things by their size:

<table>
<thead>
<tr>
<th>little/small</th>
<th>medium-sized</th>
<th>big/large</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiny</td>
<td>average-sized</td>
<td>huge/enormous</td>
</tr>
<tr>
<td>narrow</td>
<td>of medium width</td>
<td>wide</td>
</tr>
<tr>
<td>short</td>
<td>of medium length</td>
<td>long</td>
</tr>
<tr>
<td>light</td>
<td>of medium weight</td>
<td>heavy</td>
</tr>
</tbody>
</table>

exercise 8-14

Write the antonyms for the following.

1. wide
2. little
3. heavy
4. enormous
5. long

exercise 8-15

Describe by size five objects that you see right now. Be sure to write in complete sentences.

1. 
2. 
3. 
4. 
5. 

Shape

Review the following adjectives that describe things by their shape:

- diamond-shaped
- rectangular
- round
- square
- triangular
Answer each question in a complete sentence.

1. What do you see that is round?

2. What do you have that is square?

3. What traffic sign is triangular?

4. What is the shape of this book?

5. What is the shape of a baseball field?

Color

Review the following adjectives that describe things by their color:

black    green    pink    yellow
blue     gray    purple    white
brown   orange    red

A color mixed with white is called “light”: light blue, light green. A color mixed with black is called “dark”: dark red, dark purple. Fashion colors are often named after flowers, fruit, or other natural items: rose, lilac, turquoise, tomato, avocado, chocolate, bark.

Describe five things you see by their color. Use complete sentences.

1. 

2. 

3. 

4. 

5. 
Quality

Review the following adjectives that describe things by their quality:

acceptable  inefficient
cheap    inferior
comfortable    shoddy
convenient special
cozy      sturdy
delicious    superior
effective    terrible
efficient    unacceptable
excellent    uncomfortable
expensive    unimportant
favorite    useful
inconvenient useless
inedible well-made
ineffective    wobbly

exercise  8-18

Match the adjectives in the left column with their antonyms in the right column.

____  1. acceptable  a. expensive
____  2. cheap  b. inconvenient
____  3. comfortable  c. inedible
____  4. convenient  d. ineffective
____  5. delicious  e. inferior
____  6. effective  f. shoddy
____  7. excellent  g. terrible
____  8. special  h. unacceptable
____  9. sturdy  i. uncomfortable
____ 10. superior  j. unimportant
____ 11. useful  k. useless
____ 12. well-made  l. wobbly
Condition

Review the following adjectives that describe things by their condition:

- broken  neat
- clean   new
- dirty   old
- dusty   patched
- empty   ragged
- fixed   ruined
- fresh   spoiled/rotten
- full    tidy
- like-new torn
- messy   worn

exercise 8-19

Write the antonym to each of the following adjectives.

1. full
2. old
3. torn
4. neat
5. clean
6. fixed
7. rotten

exercise 8-20

Describe the condition of five things you have.

1.
2.
3.
4.
5.
Adjectives That Describe Places

Review the following adjectives that describe places:

- airy
- badly designed
- badly located
- cheap
- cramped
- crowded
- damp
- dangerous
- dark
- dry
- empty
- expensive
- furnished
- light
- modern
-old-fashioned
-open
-private
-rundown
-safe
-spacious
-unfurnished
-well-built
-well-designed
-well-located
-well-maintained

exercise 8-21

Find the antonyms to the following adjectives in the previous list, and write them in the blanks:

1. cheap

2. cramped

3. crowded

4. damp

5. dangerous

6. dark

7. furnished

8. rundown

9. private

10. modern
Use at least ten adjectives from the previous list to describe the place you are in right now.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

**Adjectives That Describe the Weather**

Review the adjectives in the following list:

breezy    humid
chilly    icy
clear    nice
cloudy    pleasant
cold    rainy
cool    stormy
dry    sunny
foggy    unpleasant
freezing    warm
hot    windy
Complete the following chart by listing the adjectives that describe pleasant weather and those that describe unpleasant weather:

<table>
<thead>
<tr>
<th>Pleasant Weather</th>
<th>Unpleasant Weather</th>
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<tr>
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Unit 9

Comparisons and Superlatives

Making an Adjective Stronger or Weaker

Review the following chart:

- not at all < not very < a little < somewhat < rather < pretty < very < extremely

- not at all = The adjective mentioned does not describe the noun.
  - The tickets are not at all cheap.

- not very = The noun does not have much of the quality of the adjective.
  - That area is not very safe.

- a little = The noun has only a little bit of the quality of the adjective.
  - The car is a little expensive.

- somewhat = The noun has some of the quality of the adjective.
  - The food is somewhat spicy.

- rather = The noun has quite a few aspects of the quality of the adjective.
  - It’s a rather large class.

- pretty = The noun has a lot of the quality of the adjective.
  - It’s a pretty long trip.

- very = The noun is a good example of the quality of the adjective.
  - They’re very good books.


Adjectives

extremely = The noun is a superior example of the quality of the adjective.

It’s an extremely hard course.

exercise 9-1

Fill in the blanks with the word from the previous list that best completes each sentence.

1. My sister’s job is to feed the neighbor’s cats. Her job is __________________________ easy.

2. My friend bought a car for $100. His car was __________________________ expensive.

3. Our neighbor has a dog that barks all night. Our neighbor’s dog is __________________________ noisy.

4. Their house is near the metro station and the bus stop. Their house is in a __________________________ convenient location.

5. She invited about fifty people to her house for a celebration. She had a __________________________ large party.

exercise 9-2

Now complete the following sentences with the same types of expressions.

1. My job is __________________________ easy.

2. My shoes were __________________________ expensive.

3. My neighbor’s dog is __________________________ friendly.

4. My house is in a __________________________ convenient location.

5. My dinner last night was __________________________ salty.

Expressing Negative Effects

The word too before an adjective indicates that the adjective is so strong that it has a negative effect:

That car is too expensive. (I can’t buy it.)
He is too rich. (He values money over people.)
They were too tired. (They couldn’t work.)
The party was too noisy. (The police came and sent everybody home.)
exercise 9-3

After each sentence with too, write a possible negative effect.

1. The food was too cold. ____________________________________________

2. It was too rainy. ________________________________________________

3. I ate too much cake. ____________________________________________

4. She was driving too fast. _________________________________________

5. The shoes are too small. _________________________________________

exercise 9-4

Write five sentences that describe yourself or people you know. Use five of these expressions: not at all, a little, somewhat, rather, pretty, very, extremely, too.

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________

5. ______________________________________________________________

Making Comparisons with Adjectives

Nouns are compared with other nouns by the strength of their adjectives. An adjective made stronger is followed by the word than in a comparison.

One-Syllable Adjectives

Adjectives that have only one syllable are made stronger by adding the suffix -er:

She is taller than her sister.
He is faster than the other runner.
These tickets were cheaper than those.
It is colder in the north than in the south.
Write the stronger form of each of the following adjectives.

1. bright
2. cheap
3. clean
4. cold
5. cool
6. damp
7. dark
8. fast
9. fresh
10. high
11. light
12. long
13. neat
14. new
15. old
16. plain
17. poor
18. rich
19. short
20. sick
21. slow
22. small
23. smart
24. sweet

25. tall

26. young

Adjectives that have one syllable and that end in -e are made stronger by adding -er:

He is nicer than his brother.
They are cuter than they were before.

---

**exercise** 9-6

Write the stronger form of each of the following adjectives.

1. cute

2. fine

3. lame

4. loose

5. nice

6. pale

7. rude

8. tame

9. wide

A few one-syllable adjectives end in -w, -x, or -y. These are made stronger by adding -er:

low lower
new newer
slow slower
lax laxer
gray grayer

Other adjectives of one syllable that end in a consonant-vowel-consonant are made stronger by repeating the final consonant and adding -er:

She is bigger than he is.
I think she’s thinner than she was before.
Write the stronger form of each of the following adjectives.

1. big
2. fat
3. fit
4. hot
5. mad
6. red
7. sad
8. thin

The comparative (stronger) forms of good and bad are irregular:

That was a **good** movie, but this one is **better**.
She had **bad** luck, and now it is **worse**.

Use good, bad, better, or worse to complete the sentences.

1. Today’s weather is ___________. Yesterday’s was ___________.
2. The job I have is ___________. It is ___________ than the one I had before.
3. The condition of my room is ___________. It is ___________ than it was last week.
4. Today I feel ___________. I feel ___________ than I did yesterday.

Two-Syllable Adjectives

A lot of adjectives have two syllables and end in -y. They are made stronger by changing the y to i and adding -er:

He is **happier** now.
I hope it will be **sunnier** tomorrow.
That movie is **funnier** than the last one we saw.
Write the stronger form of each of the following adjectives.

1. angry
2. bossy
3. busy
4. cloudy
5. cozy
6. crazy
7. dirty
8. easy
9. friendly
10. funny
11. happy
12. lazy
13. lonely
14. lovely
15. lucky
16. noisy
17. pretty
18. rainy
19. silly
20. sunny
21. tasty
22. ugly
Adjectives

A few adjectives that have two syllables are made stronger by adding -r (if they end in -e) or -er:

- cruel → crueller
- gentle → gentler
- little → littler
- narrow → narrower
- quiet → quieter
- simple → simpler

This street is narrower than that one.
This exercise is simpler than the other one.

**Exercise 9-10**

Fill in each blank with the comparative form of the best adjective from the previous list.

1. It was noisy last night, but now it is ________________________.

2. The last problem was complicated. This one is ________________________.

3. The streets in that town are ________________________ than the avenues in the city.

4. At first he was too rough with the puppy, but now he is ________________________.

5. The first king was cruel, and this one is ________________________.

6. This little girl has a baby sister who is ________________________ than she is.

Most adjectives that have two or more syllables are made stronger by placing the word more before them:

- more modern
- more wonderful
- more responsible
- more famous
- more dangerous
- more imaginative

**Exercise 9-11**

Write the comparative form of each adjective. Some will end in -er; others will have more before them.

1. athletic ________________________

2. boring ________________________

3. civil ________________________

4. civilized ________________________

5. clean ________________________

6. comfortable ________________________
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<td>7.</td>
<td>considerate</td>
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<td>8.</td>
<td>cool</td>
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<td>9.</td>
<td>delicious</td>
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<td>10.</td>
<td>dirty</td>
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<td>11.</td>
<td>fresh</td>
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<td>12.</td>
<td>friendly</td>
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<td>13.</td>
<td>gentle</td>
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<td>14.</td>
<td>gullible</td>
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<td>15.</td>
<td>healthy</td>
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<td>16.</td>
<td>hot</td>
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<td>17.</td>
<td>open</td>
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<td>18.</td>
<td>patient</td>
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<td>19.</td>
<td>persuasive</td>
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<td>20.</td>
<td>pleasant</td>
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<td>21.</td>
<td>proper</td>
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<td>22.</td>
<td>proud</td>
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<td>23.</td>
<td>quiet</td>
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<td>24.</td>
<td>rude</td>
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<td>25.</td>
<td>sad</td>
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<td>26.</td>
<td>serious</td>
</tr>
<tr>
<td>27.</td>
<td>sick</td>
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<tr>
<td>28.</td>
<td>silly</td>
</tr>
<tr>
<td>29.</td>
<td>sincere</td>
</tr>
<tr>
<td>30.</td>
<td>slow</td>
</tr>
<tr>
<td>31.</td>
<td>small</td>
</tr>
<tr>
<td>32.</td>
<td>stingy</td>
</tr>
</tbody>
</table>
33. successful
34. sweet
35. tiny
36. unfriendly
37. upset
38. useful
39. wide
40. worried

Making Adjectives Weaker

All adjectives can be made weaker by placing the words not as before them:

This apple is not as good as the other one.
Those dresses are not as pretty as these.
These shoes are not as comfortable as my old ones.

In a comparison a stronger adjective is followed by than; a weaker adjective is followed by as:

This desk is sturdier than that one.
That chair is not as comfortable as this one.

exercise 9-12

In each blank, make the adjective in parentheses stronger or weaker, as appropriate.

1. I bought this dress because it was (pretty) ________________ the others in the shop.

2. He took the shoes back to the store because they were (comfortable)
   ________________ his old ones.

3. I didn’t go back to that restaurant because the food was (good)
   ________________ I had expected.

4. We stayed a long time at the party, because it was (good) ________________ the last one.

5. The new car is nice, but it’s (big) ________________ the old one.
Expressing Superlatives

Superlative adjectives indicate that a noun has more of the adjective’s quality than two or more other nouns:

John is five feet ten inches tall.  James is six feet tall.  Bill is six feet two inches tall.
John is tall.         James is taller than John.        Bill is taller than John and James.
                  Bill is the tallest in the class.

Adjectives that end in -er in the comparative form end in -est in the superlative form:

bigger        biggest
cooler       coolest
nicer        nicest
quieter      quietest
sillier     silliest
simpler      simplest

The superlative forms of good and bad are irregular:

good           best
bad            worst

exercise 9-13

Write the superlative form of each adjective.

1. bad
2. clean
3. cold
4. crazy
5. cute
6. friendly
7. gentle
8. good
9. hot
10. silly
11. lucky
12. mad
Adjectives

13. neat

14. nice

15. rude

16. sad

**exercise 9-14**

Choose five of the superlatives in the answers to Exercise 9-13 to describe five people you know.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

Adjectives that are preceded by *more* in their comparative form are preceded by *most* in their superlative form:

- more appreciative  
- most appreciative
- more difficult  
- most difficult
- more modern  
- most modern
- more responsible  
- most responsible

**exercise 9-15**

Write the superlative form of each adjective.

1. active  

2. bad  

3. cold  

4. comfortable  

5. fast  

6. flexible  

7. generous  

8. happy
9. large
10. little
11. new
12. noisy
13. serious
14. ugly
15. uninteresting
16. useless

**Exercise 9-16**

Choose five of the superlatives in the answers to Exercise 9-15 to describe five people you know or things you have.

1. 
2. 
3. 
4. 
5. 
Verbs and Nouns Used as Adjectives

Verbs Used as Adjectives

The present participle and the past participle of some verbs can be used as adjectives. The present participle is the form that ends in -ing (see also page 42):

- surprise: It is surprising news.
- excite: You have an exciting job.
- bore: That is a boring program.

Review the present participles in the following list:

- boring
- captivating
- caring
- confusing
- daring
- exciting
- fascinating
- frustrating
- gratifying
- inspiring
- interesting
- satisfying
- surprising
- terrifying
- threatening

These adjectives describe a person or thing that “performs the action of the verb.”

- A caring mother = a mother who cares for her children.
- A boring movie = a movie that bores the audience.
- A threatening storm = a storm that threatens to begin soon.
Select the word that best completes each sentence:

1. We left the movie before it ended because it was _______________________.
   caring          captivating          boring          exciting

2. The math test was too hard for me; I thought the word problems were very
   _______________________.
   frustrating          exciting          boring          satisfying

3. I don’t like horror movies because they are _______________________.
   interesting          terrifying          inspiring          gratifying

4. Helping other people is extremely _______________________.
   threatening          confusing          gratifying          terrifying

5. That novel has a lot of different stories happening at the same time; it is very
   _______________________.
   caring          terrifying          surprising          confusing

6. The circus trapeze artist performed a lot of dangerous stunts. He was a
   _________________________ young man.
   daring          confusing          frustrating          threatening

The *past participle* of the verb can also be used as an adjective. This is the verb form that often
ends in *-ed* or *-en*. There are also quite a few irregular past participles that have different endings. (See page 144.) Following are examples of past participles that are commonly used as adjectives:

She is **excited** about her trip.
The toy is **broken**.
We were **surprised** to hear the news.
The child is **lost**.
Review the past participles in the following list:

broken  gratified  surprised  captivated  grown  terrified  closed  hidden  threatened  confused  inspired  torn  dead  interested  upset  drunk  lost  withdrawn  excited  married  worn  fascinated  satisfied  wounded  forbidden  shut  woven  forgotten  sold  written  found  spoken  frustrated  stolen

**exercise 10-2**

*Choose appropriate words from the previous list to fill in the blanks.*

1. She needed glasses to read the __________________________ words.

2. He couldn’t hear the __________________________ words.

3. Police detectives are searching for the __________________________ painting.

4. It is very dangerous to drive if you are __________________________.

5. She lives alone now, as her children are all __________________________.

6. The __________________________ soldiers were taken to a hospital.

7. __________________________ fabric is sturdier than knitted fabric.

8. He used his __________________________ T-shirt for a rag.

9. The people could not read that book because it was on the king’s list of __________________________ books.

10. Our new neighbor doesn’t talk very much; she is shy and __________________________.

Often, the *present participle* adjective defines the *cause* of something. The *past participle* adjective defines the *person affected*:

The information was **surprising**.  \(\text{We were } \) **surprised**.

The game was **exciting**.  \(\text{The fans were } \) **excited**.

The girl is **fascinating**.  \(\text{The man is } \) **fascinated**.
Select the present participle adjective or the past participle adjective, depending on which best completes each sentence.

1. We thought the movie was fascinating/fascinated.
2. The children were not very interesting/interested in the story.
3. That is very surprising/surprised news.
4. I thought the questions were confusing/confused.
5. That movie was so scary, I was really terrifying/terrified.
6. When the band arrived, we were very exciting/excited.
7. My friend was captivating/captivated by that novel.
8. That store has a lot of satisfying/satisfied customers.
9. Waiting in line can be very frustrating/frustrated.
10. We were inspiring/inspired by our leader’s speech.

**Nouns Used as Adjectives**

Certain nouns can be used as adjectives to tell what the noun described is made of:

- a **cardboard** box = a box made of cardboard
- a **glass** table = a table made of glass

**exercise 10-4**

Write definitions for the following items.

1. a gold necklace ____________________________
2. a metal hook ____________________________
3. a plastic tray ____________________________
4. a silver bracelet __________________________
5. an oak floor ____________________________
6. a wicker basket __________________________
Adjectives

7. a dirt road

8. a silk blouse

9. a wool skirt

10. a cotton blanket

Certain nouns can be used as adjectives to tell what the noun described is meant to contain. In some cases the two words are written together as one word:

- a mailbox = a box for mail
- a bookcase = a case for books

**Exercise 10-5**

Write definitions for the following items.

1. a jewelry box

2. an ashtray

3. a trash can

4. a picture frame

5. a flour sack

6. a key ring

7. a grocery bag

8. a glove compartment

9. a lunchbox

10. a garbage pail

Certain nouns can be used as adjectives to tell the purpose of the noun described:

- A potato peeler is used for peeling potatoes.
- A dishwasher is used for washing dishes.
Exercise 10-6

Write what each of the following is used for.

1. a nutcracker

2. a can opener

3. a fire extinguisher

4. a CD player

5. an ice pick

6. a hair dryer

7. nail polish remover

8. a pencil sharpener

9. spot remover

10. a floor polisher

Certain nouns can be used as adjectives to tell what is sold in the type of store described:

- a shoe store = a store where shoes are sold
- a grocery store = a store where groceries are sold

Exercise 10-7

Write five other types of stores or shops.

1. 

2. 

3. 

4. 

5. 

Certain nouns define other nouns by their type:

- a motorcycle = a cycle with a motor
- schoolwork = work that is done at school
Write the names of the items described.

1. a lock for a bicycle
2. a key for a mailbox
3. a garden of roses
4. work that is done at home
5. a desk for a student

Some adjectives are formed by adding the suffix -ed to a noun. These adjectives often follow another descriptive adjective to which it is closed up or connected by a hyphen:

- a three-legged stool = a stool with three legs
- a redheaded woodpecker = a woodpecker (bird) with a red head
- a brown-eyed girl = a girl with brown eyes

Review the following noun + -ed adjectives:
- evenhanded fair, just
- hardheaded stubborn
- hard-nosed hardheaded
- hotheaded temperamental
- levelheaded sensible
- long-winded capable of giving long, boring speeches
- single-minded focused on one goal
- sure-footed cautious, secure

Circle the most appropriate adjective to fill in each blank.

1. We didn’t want to do business with him because he was so ____________________________.
   evenhanded   hardheaded   sure-footed

2. I wasn’t worried on the hike because our leader was ____________________________.
   hard-nosed   sure-footed   long-winded

3. He got the job done efficiently because of his ____________________________ approach.
   single-minded   long-winded   hotheaded
4. The meeting went on for hours because of too many __________________________ speakers.
   sure-footed    single-minded    long-winded

5. The school principal treats all cases equally; she is very ________________________.
   evenhanded    single-minded    hard-nosed

6. Try not to make him angry. He’s so ________________________ he might make a scene.
   single-minded    sure-footed    hotheaded

**Compound Adjectives**

A noun connected to its modifiers by hyphens can be used as an adjective. The noun is used in singular form, even though it is modified by a plural marker:

- a twenty-dollar ticket = a ticket that costs twenty dollars
- a ten-foot pole = a pole that is ten feet long
- a two-year lease = a lease that lasts two years

**exercise 10-10**

Write definitions for the following.

1. a five-year plan

2. a three-year warranty

3. a lifetime guarantee

4. a ten-minute discussion

5. a three-pound weight

6. a two-week vacation

7. a two-year contract

8. an all-day meeting

9. an all-night party

10. an everyday occurrence
Unit 11

Adjective Order

When two or three adjectives are used together, they are usually in the following order:

1. quality
2. condition
3. size
4. age
5. shape
6. color
7. origin
8. material
9. type

a **beautiful old** house (quality, age)
a **nice clean white** uniform (quality, condition, color)
a **shiny new red** bicycle (condition, age, color)

**exercise 11-1**

*Rewrite the adjectives in the correct order to describe the indicated nouns.*

1. skirt: silk, long, black _________________________
2. shoes: leather, Italian, new ____________________
3. earrings: silver, beautiful, Mexican ________________
4. cake: birthday, rich, three-layer __________________
5. mirror: heavy, antique, round _____________________
Describe five of your favorite things, using two or three descriptive adjectives for each one.

1. 

2. 

3. 

4. 

5. 

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Verbs are the wonderful words that give life to language.

The most common verb, *be*, for example, allows us to tell who or what exists in the world, and also when, where, how, and why it exists. In addition, just by changing the form of the verb, we can tell about what existed in the past and what will exist in the future, plus what we wish existed or what we would do if something existed. The verb *be* is used in a different manner from all other English verbs—it has different forms and different patterns.

All other verbs follow a second set of patterns, which enable us to tell facts about people—where and how they live, what they have, how they look and feel, what they like, what they think, and what they do; they also enable us to tell how things work and what happens in the world. And again, with a change in form, we can put all this information in the past or the future, or we can make wishes and conjectures.

Verbs also enable us to ask and answer questions, give commands and suggestions, accept or refuse, and relate and communicate.

Yes, there are a lot of irregular forms that have to be memorized, but they are worth the effort. Verbs are about life. Live well with verbs!
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The Verb *be*

The most common verb is *be*. It is used to identify or describe a person or thing, or to tell its origin, state, or location.

**The Present Tense of Be**

I *am* tall.
You *are* my friend.
He *is* sick.
She *is* a smart girl.
It *is* a mistake.

We *are* at home.
You (all) *are* great helpers.
They *are* from South America.

---

**exercise 12-1**

*Fill in each blank with the appropriate form of be in the present tense.*

1. Bill __________ here.
2. Janet and Mary Jane __________ good friends.
3. Emily __________ on vacation.
4. Betty and I __________ teachers.
5. You __________ a good student.
6. I __________ not tired.
exercise 12-2

Answer each of the following questions in a complete sentence using the verb be.

1. What is your name? ___________________________________________________________________
2. Where are you from? __________________________________________________________________
3. Who are your best friends? __________________________________________________________________
4. Where are your best friends now? __________________________________________________________________
5. What is in your hand? __________________________________________________________________
6. What color is it? __________________________________________________________________

Asking Questions with Be

Questions with the verb be are formed by reversing the subject and the verb:

<table>
<thead>
<tr>
<th>I am</th>
<th>Am I . . .?</th>
<th>We are</th>
<th>Are we . . .?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are</td>
<td>Are you . . .?</td>
<td>They are</td>
<td>Are they . . .?</td>
</tr>
<tr>
<td>He is</td>
<td>Is he . . .?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She is</td>
<td>Is she . . .?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is</td>
<td>Is it . . .?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

exercise 12-3

Change the following statements to questions.

1. He is here now. ___________________________________________________________________
2. You are happy. ___________________________________________________________________
3. I am sitting down. __________________________________________________________________
4. He is asking directions. __________________________________________________________________
5. They are building a new house. __________________________________________________________________
6. She is turning left. __________________________________________________________________
7. He is taking photographs. __________________________________________________________________
8. She is riding a bicycle. __________________________________________________________________
Making Be Negative

Sentences with *be* are made negative by placing *not* after the conjugated form:

- I am *not* tired.
- You are *not* smiling.
- He is *not* sitting in the park.
- She is *not* at home.
- It is *not* earning interest.
- We are *not* working.
- You all are *not* running.
- They are *not* sitting in the park.

Negatives are usually contracted:

- I'm *not*  
- You aren't  
- He isn't  
- She isn't  
- It isn't  
- We aren't  
- You (all) aren't  
- They aren't

---

**Exercise 12-1**

Make each of the sentences in Exercise 12-3 negative.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

---

The Past Tense of Be

- I *was* in the city.
- You *were* shy.
- He *was* sick.
- She *was* not tired.
- It *was* good.
- We *were* very happy.
- You (all) *were* at school.
- They *were* broken.
Verbs

**Exercise 12-5**

Change the answers in Exercise 12-1 to the past tense.

1. 

2. 

3. 

4. 

5. 

6. 

**Exercise 12-6**

Answer each question in a complete sentence using the past tense of be.

1. Where were you yesterday at 4:00? 

2. Who was with you? 

3. Were you indoors or outdoors? 

4. How was the weather? 

5. Were there other people there? 

Review the words in the following list that have meanings similar to *be*:

appear
become
feel
look
look like
resemble
seem
smell
sound

**Regular Present Tense Forms of Verbs Other than *Be***

The basic verb is used with *I, you, we,* and *they*:

I **look** tired.  
We **look** silly.

You **look** sick.  
They **look** beautiful.

The basic verb + the suffix -s is used with *he, she,* and *it*:

He **looks** good.

She **looks** better.

It **looks** dirty.
Match the sentences in the left column with those in the right column.

_____ 1. She is blonde and her mother is blonde.  a. He appears angry.
_____ 2. They are smiling.  b. He looks like me.
_____ 3. You should throw it in the garbage.  c. I feel sick.
_____ 4. We need to rest.  d. It becomes boring.
_____ 5. I like the music.  e. It smells bad.
_____ 6. She is crying.  f. It sounds good.
_____ 7. His face is red.  g. She feels sad.
_____ 8. I have brown eyes. He has brown eyes.  h. She resembles her mother.
_____ 9. It is a long book.  i. They seem happy.
_____ 10. I need to lie down.  j. We look tired.

Choose the word that best completes each sentence.

1. The music **becomes/sounds** great.
2. The girls **resemble/appear** tired.
3. We **feel/smell** tired.
4. The flowers **become/smell** wonderful.
5. He **seems/resembles** angry.
6. She **seems/resembles** her mother.

**Spelling Changes in He/She/It Forms**

The verbs **go** and **do** add **-es**:

He goes.
She does.

Verbs that end in **-ch** or **-sh** add **-es**:

He watches.
She washes.
Verbs that end in -y change the y to i and add -es:

He *cries*.
She *tries*.

The he/she/it form of the verb have is *has*:

He *has* a cold.
She *has* the flu.

**exercise**

Write the *present tense* he/she/it forms of the following verbs.

1. match __________________________
2. eat ___________________________
3. have __________________________
4. drink __________________________
5. go ___________________________
6. wish __________________________
7. clean __________________________
8. dry ___________________________
9. do ___________________________
10. dance __________________________

**Regular Past Tense Forms**

The past tense of most verbs is formed by adding the suffix -ed to the basic verb:

appear *appeared*
look *looked*
seem *seemed*
sound *sounded*

The same form is used for *I, you, he, she, it, we,* and *they*:

They *appeared* tired.
She *looked* pretty.
He *seemed* nice.
It *sounded* good.
Write the past tense forms of the following verbs.

1. clean
2. open
3. work
4. walk
5. watch

Spelling Changes in Past Tense Forms

Verbs that end in -e add -d:

- change: changed
- resemble: resembled

One-syllable verbs that end in a vowel + a consonant repeat the consonant and add -ed. (Many verbs that end in a vowel + a consonant are irregular. See page 119.)

- beg: begged
- hop: hopped

Verbs that end in -y change the y to i and add -ed:

- cry: cried
- study: studied

Write the past tense forms of the following verbs.

1. stop
2. close
3. shop
4. exercise
5. try
Verbs That Describe Usual Activities

Review the verbs in the following list:

- brush (your teeth)
- call (your friends)
- clean
- close (the door)
- comb (your hair)
- cook
- cry
- dream
- exercise
- laugh
- listen
- open (the door)
- plan
- play
- rest
- smile
- talk
- turn (off the light)
- turn (on the light)
- walk
- wash (your hands)
- watch
- work

exercise 13-6

Write the past tense form of each of the following verbs.

1. listen
2. laugh
3. turn
4. dream
5. cry
6. exercise
7. brush
8. smile
9. plan
10. watch

Telling How Often an Activity Is Performed

never < rarely/seldom < sometimes < often < a lot < every day < always

I **never** watch TV.
She **rarely** calls her friends.
**Sometimes** he rests in the afternoon.

We **often** play together.
You (all) laugh **a lot**.
They work **every day**.
They **always** smile.
Choose ten activities from the previous list, and write a sentence for each that tells how often you do each activity. Use the present tense.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

More Daily Activities

Review the verbs in the following list:

- come (home)
- drink (water)
- drive
- eat
- eat/have (breakfast)
- eat/have (dinner)
- eat/have (lunch)
- get (dressed)
- get (up)
- go (to a place)
- go (to bed)
- lie (down)
- make (the bed)
- put (on your clothes)
- read
- ride
- sit (down)
- sleep
- stand (up)
- take (a bath)
- take (a shower)
- think
- wake (up)

Choose ten verbs from the previous list and tell how often you perform each activity. Use complete sentences.

1. 
2. 
Irregular Past Tense Forms

All of the verbs in the previous list have irregular past tense forms. The past tense form is listed after the slash (/):

come/came
drink/drank
drive/drove
eat/ate
get/got
go/went
lie/lay
make/made
put/put
read/read
ride/rode
sit/sat
sleep/slept
stand/stood
take/took
think/thought
wake/woke

Using verbs from the previous list in the past tense, write ten sentences that tell what you did yesterday.

1. 
2. 
3. 


Verbs

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Verbs Used for Household Activities

Review the verbs in the following list. If the past tense form is irregular, it is indicated following the slash (/):

clean (the house)  mow (the lawn)
clean (up the mess)  pay (bills)/paid
clean (up the yard)  put (the groceries away)/put
do (laundry)/did  scrub (floors)
do (the shopping)/did  sweep (the floor)/swept
dust (the furniture)  take (out the trash)/took
empty (the dishwasher)  vacuum
iron (clothes)  wash (the windows)
load (the dishwasher)  water (plants)
make (appointments)/made  weed (the garden)
make (repairs)/made

exercise 13-10

Fill in the blanks using the present tense of the verbs in parentheses.

1. John (make) ____________ repairs.

2. I (water) ____________ the plants.

3. My friends (clean) ____________ the house.

4. Mary and Jack (vacuum) ____________.

5. My dad (pay) ____________ the bills.
Telling When an Activity Is Performed

in the morning
in the afternoon
in the evening
in the fall
in the spring
in the summer
in the winter

at night
at 1:00
at 2:15
at 3:30
at 4:45
at 5:55
at 7:10

on Mondays
on Tuesdays
on Wednesdays
on Thursdays
on Fridays
on Saturdays
on Sundays

on holidays
on my birthday
on the first day of the month
on the tenth of June
on weekends

in January
in February
in March
in April
in May
in June
in July
in August
in September
in October
in November
in December

every day
every month
every night
every week
Complete each sentence by telling when the person indicated does the activity in parentheses.

1. I (rest) .................................................................
2. My best friend (exercise) ..............................................
3. My neighbors (walk) ..................................................
4. My friends and I (eat together) ....................................
5. I (call my friends) ....................................................

Complete each sentence by telling which activities you usually perform at the times indicated.

1. On Mondays ..........................................................
2. In the summer ......................................................
3. On weekends ........................................................
4. In the morning .....................................................
5. Every day ............................................................

Fill in each blank with the most appropriate verb from the list of household activities.

1. She uses a broom to ...............................................
2. I take the car to ....................................................
3. I use the iron to ....................................................
4. He uses the telephone to ......................................
5. We use a wet rag to .............................................
6. He takes out his checkbook to ................................
7. He uses a screwdriver to ......................................
8. They go outside to ...............................................
9. We need a washer and dryer to ________________________________.

10. I use a dry cloth to ________________________________.

**exercise 13-14**

Write five sentences that tell which of the activities on the household activities list you usually did when you were a child. Write the verbs in the past tense.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

**Verbs Used in a Classroom**

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

- **answer** / play
- **ask (questions)** / read/read
- **correct (mistakes)** / solve (a problem)
- **do (exercises)/did** / spell
- **draw (a picture)/drew** / study
- **erase** / take (a test)/took
- **help (someone)** / take (turns)/took
- **learn** / teach/taught
- **listen (to someone)** / understand/understood
- **make (a mistake)/made** / use (the computer)
- **pay (attention)/paid** / write/wrote

**exercise 13-15**

Write the past tense forms of the following verbs.

1. answer

2. ask

3. correct

4. erase

5. help
6. learn

7. listen

8. pay

9. play

10. solve

11. spell

12. study

13. use

**exercise 13-16**

*Fill in each blank with the past tense of the verb indicated.*

1. My mother (teach) __________ me to read and write.

2. He (write) __________ her an e-mail last week.

3. I (understand) __________ today’s lesson.

4. We (take) __________ a hard test this morning.

5. You (make) __________ only one mistake.

6. They (do) __________ all of the exercises.

7. They (draw) __________ pictures in class.

8. My friend and I (take) __________ turns with the computer.

9. She (read) __________ us a wonderful story.

10. I hope you (pay) __________ attention.

**Making Verbs Negative**

In the present tense, all verbs except *be* are made negative by placing *do not* or *does not* before them.

*Do not* is used for *I*, *you*, *we*, and *they*. It is often contracted to *don’t*.

*Does not* is used with *he*, *she*, and *it*. It is often contracted to *doesn’t*. 
I don’t weed the garden. We don’t sleep late.
You don’t rest. You (all) don’t wake up early.
He doesn’t exercise. They don’t clean up the yard.
She doesn’t smile.

**exercise 13-17**

Rewrite the following sentences, making them negative and using the contracted form.

1. He gets up at 6:00.

2. They eat breakfast together every morning.

3. She dreams during the day.

4. We buy groceries every week.

5. I laugh a lot.

In the past tense, verbs are made negative by placing *did not* before them. *Did not* is often contracted to *didn’t*:

I didn’t comb my hair. We didn’t cook.
You didn’t wash the windows. You (all) didn’t sweep the floor.
He didn’t call me. They didn’t eat dinner.
She didn’t work.

**exercise 13-18**

Make the sentences in Exercise 13-16 negative.

1. 

2. 

3. 

4.
Activities That Are Often Performed in an Office

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

answer (e-mail)  plan (projects)
answer (letters)  search (the Internet)
answer (the telephone)  send (a fax)/sent
attend (meetings)  take (coffee breaks)/took
check (e-mail)  type (on the keyboard)
fill (out forms)  use (the computer)
make (phone calls)/made  write (letters)/wrote
organize files  write (reports)/wrote
participate (in discussions)

Using the verbs in the previous list, write five sentences that tell what you do or don’t do at work or in an office at home. Use the present tense.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
Change the sentences in Exercise 13-19 to the past tense.

1. 

2. 

3. 

4. 

5. 

Asking Questions

A yes-or-no question in the present tense is formed as follows:

\[ \text{do/does} + \text{subject} + \text{verb} \]

*Do* is used with *I, you, we,* and *they*:

- Do I need to do this?
- Do you study at night?
- Do we take the test today?
- Do you (all) listen to music?
- Do they correct their work?

*Does* is used with *he, she,* and *it*:

- Does she go to this school?
- Does he correct his work?
- Does the computer work?

Exercise 13-21

Write yes-or-no questions in the present tense using the verbs and forms indicated. Be sure to write a question mark at the end of each question.

1. write e-mail (you) 

2. search the Internet (he) 

3. use the computer (she) 

4. attend meetings (you all) 

5. answer the telephone (they) 

6. take coffee breaks (we) 

Question Words

Review the words in the following list:

who
what
when
where
why
how
how much

An information question is formed as follows:

question word + do/does + subject + basic verb

Who do you like?
What does he do?
When do we take our coffee break?
Where do you all go after work?
Why do they have so many meetings?
How do I turn on this computer?
How much time do you have?

Questions with who and what do not use do if the question is about the subject. If the answer is the subject, it is formed as follows:

Who + verb
What + verb

Who works here?
What goes in this file?

exercise 13-22

Write an information question for each of the following answers. Ask the question that the italicized words answer.

1. The telephone lists go in that file.

2. Mary answers the telephone.

3. You search the Internet in the morning.

4. We send faxes to the main office.

5. They write the reports on the computer.
Asking Questions in the Past Tense

Yes-or-no questions in the past tense are formed as follows:

\[
\text{did} + \text{subject} + \text{basic verb}
\]

Did I do this correctly?
Did you fill out the forms?
Did he take the test?
Did they send you a fax?

Information questions in the past tense are formed as follows:

\[
\text{question word} + \text{did} + \text{subject} + \text{basic verb}
\]

Where did you eat lunch?
When did she go on vacation?

Questions with who and what do not use did if the question is about the subject. If the answer is the subject, it is formed as follows:

Who + verb
What + verb

Who wrote this letter?  What helped you learn?

exercise 13-23

Write a yes-or-no question for each of the following answers.

Example: I wrote a letter today.
Did you write a letter today?

1. They took a long coffee break.

2. She didn’t answer the telephone.

3. Mary wrote these e-mails.

4. I searched the Internet this afternoon.

5. John organized all my files.
exercise 13-24

Write an information question for each of the following answers. The questions should ask what the italicized words answer.

Examples: I wrote a letter today.  
What did you do today?
I wrote a letter today.  
When did you write a letter?

1. I wrote a letter today.

2. He worked yesterday.

3. John called me last night.

4. We ate at home on Monday night.

5. She went home on the bus.

Verbs Used for Shopping

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

- ask (for advice) / ask (for help)
- buy/bought
- cost/cost
- examine
- find/found
- get (a bargain)/got
- get (a receipt)/got
- give (money to)/gave
- hang/hung
- hold/held
- look (at)
- look (for)
- pay
- pay (with cash)
- push (a cart)
- read (labels)/read
- return
- save (money)
- sell/sold
- send/sent
- show
- sign
- spend (money)/spent
- talk (to the manager)
- thank (the salesclerk)
- try (on clothes)
- use (a credit card)
- wait (in line)
- wear/wore
- write (a check)/wrote
exercise 13-25

Using verbs from the previous list, write five sentences that tell what you do when you shop at your favorite store.

1. 

2. 

3. 

4. 

5. 

exercise 13-26

Make the sentences in Exercise 13-25 negative.

1. 

2. 

3. 

4. 

5. 

exercise 13-27

Using past tense versions of the verbs from the previous list, write five sentences that tell what you did the last time you went shopping.

1. 

2. 

3. 

4. 

5. 
Make the sentences in Exercise 13-27 negative.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

Write yes-or-no questions for the following answers. Use present tense verbs.

1. Yes, I return clothes that don’t fit.
   __________________________________________

2. No, she doesn’t always use her credit card.
   __________________________________________

3. Yes, she likes her new shoes.
   __________________________________________

4. No, we don’t want these shirts.
   __________________________________________

5. No, he doesn’t like to go shopping.
   __________________________________________
Write yes-no questions for the following answers. Use past tense verbs.

1. Yes, she bought a new dress.

2. Yes, he forgot to give me a receipt.

3. No, we didn’t try on a lot of clothes.

4. Yes, she went shopping yesterday.

5. No, I didn’t buy anything.

Write information questions for the following answers. Ask the question that the italicized words answer. (Be careful! Some sentences are in the present tense and others are in the past.)

1. She always gets a bargain.

2. We waited in line for thirty minutes.

3. They spent a lot of money at that store.

4. He always thanks the salesclerk.
5. I wrote the check yesterday.

6. It cost a hundred dollars.

**Verbs Used in a Bank**

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

- apply (for a loan)  
- borrow (money)  
- bring (documents)/brought  
- buy (a CD)/bought  
- close (an account)  
- drive (up to the drive-up window)/drove  
- earn (interest)  
- forget/forgot  
- get (a PIN)/got  
- get (an ATM card)/got  
- get (cash)/got  
- lose/lost  
- make (a deposit)/made  
- make (an investment)/made  
- open (an account)  
- order (checks)  
- pay (an installment)/paid  
- remember (your PIN)  
- save (money)  
- speak (to the loan officer)/spoke  
- transfer (funds)  
- use (the ATM)  
- wait (in line)  
- withdraw (cash)/withdrew

**exercise**

**Circle the most appropriate words to complete each sentence.**

1. I had to order checks because I ___________________________.
   - earned interest
   - lost my checkbook
   - got an ATM card

2. She was in a hurry, so she _____________________________.
   - drove up to the drive-up window
   - waited in line
   - ordered checks

3. We brought cash because we wanted to _____________________________.
   - apply for a loan
   - lose money
   - make a deposit

4. I used my ATM card to _____________________________.
   - speak to the loan officer
   - open an account
   - withdraw cash

5. A good way to save money is to _____________________________.
   - order checks
   - get a PIN
   - buy a CD
Make the following sentences negative. Pay attention to the verb tenses.

1. They closed their account.

2. This account earns interest.

3. I got a new PIN.

4. He withdrew cash.

5. She makes a deposit every week.

Write a question for each of the following answers. Ask the question that the italicized words answer. Pay attention to the verb tenses.

1. Yes, I paid an installment last month.

2. Yes, we want to open an account.

3. She bought a CD last week.

4. He applied for a loan.

5. They withdraw cash.
Write five things you did at a bank this year.

1. 
2. 
3. 
4. 
5. 

**Using the Present Progressive Tense**

The present progressive tense is used to tell that an activity is being performed now. The following expressions are used with the present progressive tense to mean now:

at present
currently
this week
this month
this year

The present progressive tense is formed by conjugating be and adding the present participle. The present participle is the basic verb + the suffix -ing:

dream   dreaming
laugh   laughing

- Verbs that end in -e drop the e and add -ing:

dance   dancing
exercise   exercising

- Verbs that end in -ie change the ie to y and add -ing:

tie   tying
lie   lying

- Verbs that end in a vowel + consonant double the consonant and add -ing:

sit   sitting
stop   stopping

I am sitting down.
You are listening to good music.
He is sleeping.
She is writing a letter.

We are watching TV.
You (all) are making noise.
They are talking on the phone.
The present progressive tense is also used to describe an activity that is planned for the near future. The following expressions are used with the present progressive tense to tell the time of a planned activity:

<table>
<thead>
<tr>
<th>at 4:00</th>
<th>(later) this week</th>
<th>on Monday</th>
<th>tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>in August</td>
<td>next month</td>
<td>soon</td>
<td>tonight</td>
</tr>
<tr>
<td>later</td>
<td>next week</td>
<td>this afternoon</td>
<td></td>
</tr>
<tr>
<td>(later) this month</td>
<td>next year</td>
<td>this evening</td>
<td></td>
</tr>
</tbody>
</table>

I am leaving tomorrow.
You are working this afternoon.
He is going home at 6:00.
She is calling him soon.

We are watching TV tonight.
You (all) are taking the test next week.
They are playing the game in October.

**exercise 13-36**

Change the following sentences from the present tense to the present progressive tense.

**EXAMPLE**: I sit down.
I am sitting down.

1. He cashes a check.

2. I withdraw money.

3. They open an account.

4. We apply for a loan.

5. The investment earns interest.

6. She gets cash from the ATM.

7. I save money.

8. He pays an installment on his loan.
Write five sentences that tell about activities you have planned for the coming week. Use the present progressive tense.

1. 

2. 

3. 

4. 

5. 

Verbs Used for Outdoor Activities

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/): 

- ask (directions) / mail (a letter)
- build/built / ride (a bicycle) / rode
- buy (an ice cream) / bought / run / ran
- cross (the street) / see (an accident) / saw
- drive (a car) / drove / sit (in the park) / sat
- get (in a car) / got / stop (in an outdoor café)
- get (off the bus) / got / stroll (in the city)
- get (on a bus) / got / take (a walk) / took
- get (out of the car) / got / take (photographs) / took
- go (jogging) / went / turn (left)
- go (straight ahead) / went / turn (right)
- grow (flowers) / grew / visit (the zoo)
- have (a picnic) / had / wait (at a red light)
- hear (airplanes) / heard / wait (at a stop sign)
- lie (in the sun) / lay / work (in the garden)

Exercise 13-38

Fill in each blank with an activity from the previous list that best completes the sentence.

1. I never _____________________________.

2. My best friend always _____________________________.

3. A lot of people where I live ____________________________ on Sundays.

4. I like to ____________________________ every day.

5. Sometimes in the summer my friends and I _____________________________. 
Write a question for each of the following answers. Ask the question that the italicized words answer.

1. We had a picnic in the park.

2. They get off the bus here.

3. Yes, he took a lot of photographs.

4. Yes, she lay in the sun for an hour.

5. He always buys an ice cream.

Make each of the following sentences negative. Use the present tense.

1. She asks directions.

2. We turn left here.

3. He drives a car.

4. They get lost.

5. I go jogging.

Make each of the following sentences negative. Use the past tense.

1. We saw an accident.

2. They had a picnic.

3. He got on the bus.

4. You turned right.

5. She got out of the car.
Write in the irregular past tense forms of the following verbs.

1. be
2. become
3. build
4. buy
5. come
6. do
7. draw
8. drink
9. drive
10. eat
11. feel
12. find
13. get
14. go
15. grow
16. have
17. hear
18. lie
19. make
20. pay
21. put
22. leave
23. read
24. ride
25. run
26. see
27. sit
28. sleep
29. spend
30. stand
31. sweep
32. take
33. teach
34. think
35. understand
36. wake up
37. withdraw
38. write

Verbs Used for Activities in Public Places

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

ask (for the check in a restaurant) leave (a building)/left
buy (something from a street vendor)/bought leave (a tip)/left
drink (from a water fountain)/drank leave (the station)/left
enjoy (your meal) look (at the menu)
enter (a building) order (your meal)
enter (a restaurant) pay (the waiter)/paid
enter (a train or metro station) push (the button)
get (off the elevator)/got ride (on the escalator)/rode
get (on the elevator)/got talk (on your cell phone)
go (through revolving doors)/went use (the restroom)
Change each sentence from the past tense to the present progressive tense.

1. He got off the elevator.

2. We ordered our meal.

3. She paid the waiter.

4. We left the station.

5. They went through the revolving doors.

Make the following sentences negative.

1. He is leaving the building.

2. She is enjoying her meal.

3. They are riding on the escalator.

4. I am looking at the menu.

5. He’s talking on his cell phone.
Make a question for each of the sentences in Exercise 13-44.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Using the Present Perfect Tense

The verb have is used with the past participle to make the present perfect tense:

- I have
- you have
- he has
- she has
- it has

we have
you (all) have
ty they have

The regular past participles are the same as the past tense forms:

- cross: crossed
- enter: entered
- mail: mailed
- walk: walked

Change the sentences in Exercise 13-40 to the present perfect tense.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Verbs that are irregular in the past tense usually have an irregular past participle. Compare the verb forms in the following list. These are past participles of the irregular verbs you have already practiced.
<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAST PARTICIPLE SAME AS THE BASIC VERB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>become</td>
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<td><strong>PAST PARTICIPLE SAME AS THE PAST TENSE</strong></td>
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<td></td>
</tr>
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<tr>
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<tr>
<td><strong>PAST PARTICIPLE DIFFERENT FROM OTHER FORMS</strong></td>
<td></td>
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<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
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<td>rode</td>
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<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
Fill in the blank spaces with the missing forms.

<table>
<thead>
<tr>
<th>Basic Verb</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>1. _________</td>
<td>2. _________</td>
</tr>
<tr>
<td></td>
<td>3. _________</td>
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<tr>
<td></td>
<td>4. _________</td>
<td></td>
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<td></td>
<td>5. _________</td>
<td></td>
</tr>
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<td></td>
<td>wrote</td>
<td>6. _________</td>
</tr>
<tr>
<td>take</td>
<td>7. _________</td>
<td>8. _________</td>
</tr>
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<td></td>
<td>9. _________</td>
<td>10. _________</td>
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<tr>
<td></td>
<td>taught</td>
<td>11. _________</td>
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<tr>
<td></td>
<td>12. _________</td>
<td>14. _________</td>
</tr>
</tbody>
</table>

The present perfect tense is used to tell that you are in the middle of a list of planned activities, the ones that are *already completed* and the ones that aren't completed yet:

- I **have worked** three hours.
- You **have made** one telephone call.
- He **has gone** home.
- She **has written** two letters.
- We **have eaten** lunch.
- You (all) **have ridden** on the train.
- They **have bought** their tickets.

The negative forms are a contraction of *have* or *has* and *not*:

- I **haven't finished** the project.
- You **haven't done** your homework.
- He **hasn't watched** this movie.
- She **hasn't come** in yet.
- We **haven't eaten** dinner.
- You (all) **haven't ridden** in my new car.
- They **haven't paid** the bill.

---

**Exercise 13-18**

Change the following sentences from the past tense to the present perfect tense.

1. I didn’t eat dinner.

2. She didn’t leave the station.

3. We didn’t look at the menu.

4. He didn’t order his lunch.
5. She paid the waiter.

6. We didn’t buy anything from a street vendor.

7. I asked for the check.

Verbs Used for Leisure Activities

Review the verbs in the following list. Irregular past tense forms appear after the first slash (/); irregular past participles appear after the second slash:

- begin (the game)/began/begun
- catch (the ball)/caught/caught
- compete
- dance
- go (for a walk)/went/gone
- go (to a concert)/went/gone
- go (to the movies)/went/gone
- have (a drink with someone)/had/had
- have (coffee with someone)/had/had
- have (a party)/had/had
- have (lunch)/had/had
- hit (the ball)/hit/hit
- kick (the ball)

- listen (to music)
- listen (to the radio)
- lose (the game)/lost/lost
- participate (in a sport)
- play (a game)
- play (an instrument)
- see (a movie)/saw/seen
- sing/sang/sung
- start (the game)
- swim/swam/swum
- throw (the ball)/threw/thrown
- watch (a game)
- watch (TV)
- win the game/won/won

Exercise 13-19

Change the sentences from the present tense to the present progressive tense.

1. The game begins. ____________________________________________

2. He swims. ____________________________________________

3. They win. ____________________________________________

4. She throws the ball. ____________________________________________

5. We sing together. ____________________________________________

6. I go to the movies. ____________________________________________
**exercise 13-50**

Write a yes-or-no question for each of your answers to Exercise 13-49.

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________
6. __________________________________________________

**exercise 13-51**

Make the following sentences negative.

1. He has hit the ball.____________________________________
2. I have seen that movie. _________________________________
3. She has had lunch with him. ____________________________
4. We have sung that song. ________________________________
5. They have danced together before. _______________________

**Asking Questions with Have**

Questions in the present perfect tense put have or has between the subject of the sentence and the past participle:

- **Have** I danced with you before?
- **Have** you seen the play?
- **Has** he played yet?
- **Has** she gone for a walk?

- **Have** we lost the game?
- **Have** you (all) eaten?
- **Have** they won the game?

**exercise 13-52**

Write yes-or-no questions for the sentences in Exercise 13-51.

1. __________________________________________________
2. __________________________________________________
3. 

4. 

5. 

**Exercise 13-53**

Choose five items from the list of leisure activities and write a sentence for each, telling whether you have or haven't done that activity this month.

1. 

2. 

3. 

4. 

5. 

**Exercise 13-54**

Choose five items from the list of leisure activities that you are planning to do, and write a sentence for each in the present progressive tense, telling when you plan to do it.

1. 

2. 

3. 

4. 

5. 

**Verbs Used for Cooking**

Review the verbs in the following list. Irregular past tense forms are indicated after the first slash (/); irregular past participles are indicated after the second slash:

- add
- arrange
- bake
- barbecue
- beat/beat/beaten
- blend
- boil
- grill
- ice (a cake)
- marinate
- microwave
- mix
- peel
- pour
break (an egg)/broke/broken  process
broil  refrigerate
buy (ingredients)/bought/bought  remove (from oven)
chill  remove (from pan)
chop  sauté
cook  separate (an egg)
cut (into pieces)/cut/cut  simmer
decorate  slice
dice  spread/spread/spread
freeze/froze/frozen  sprinkle
frost (a cake)  stir
fry  strain
garnish  whip

Write the number 1 next to each activity below that involves preparation before cooking. Write the number 2 next to each activity that involves cooking. Write the number 3 next to each activity that occurs before serving.

1. _____ arrange
2. _____ bake
3. _____ break an egg
4. _____ decorate
5. _____ fry
6. _____ garnish
7. _____ ice a cake
8. _____ marinate
9. _____ mix
10. _____ process
11. _____ sauté
12. _____ simmer
Change the following sentences from the present tense to the past tense.

1. I add tomatoes to the sauce.

2. She ices and decorates the cakes in the morning.

3. He whips the cream.

4. They cook for a lot of people.

5. We grill the fish outside.

Write a yes-or-no question for each of your answers to Exercise 13-56.

1. 

2. 

3. 

4. 

5. 

Change the following sentences from the past tense to the present perfect tense.

1. We barbecued the chicken.

2. She removed the pan from the oven.
3. He arranged the salad on the plates.

4. I peeled the potatoes.

5. They spread butter on the bread.

**Giving Directions**

The basic verb is used to give commands:

- **Come** here.
- **Bring** me a drink.
- **Go** away.
- **Turn** on the light.

Negative commands are formed by adding *don’t* before the verb:

- **Don’t come.**
- **Don’t bring** me anything.
- **Don’t go.**
- **Don’t turn** on the light.

**exercise 13-59**

*Circle the verbs that best complete the sentences to form instructions in the kitchen.*

1. __________ the tomatoes.
   - Ice
   - Break
   - Slice
   - Whip

2. __________ the cake.
   - Barbecue
   - Ice
   - Fry
   - Strain

3. __________ the pan from the oven.
   - Remove
   - Chop
   - Spread
   - Chill

4. __________ butter on the bread.
   - Spread
   - Boil
   - Bake
   - Peel

5. __________ the champagne.
   - Dice
   - Whip
   - Chill
   - Boil
6. _____________ the eggs into the bowl.
   Barbacue    Freeze    Ice    Break

7. _____________ a loaf of bread.
   Beat        Boil      Bake    Peel

8. _____________ water for the tea.
   Boil        Fry       Sauté   Decorate

---

**exercise 13-60**

*Change the verbs in Exercise 13-59 to the present progressive tense to write complete sentences that tell what you are in the middle of doing in the kitchen.*

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
Adverbs are the mechanical tools in our vocabulary. They include words that help us give facts about the states or actions described by verbs. Adverbs enable us to tell where, when, or how often something exists or takes place. For example, “The party is here.” “The party is tonight.” “They have a party every night.” Adverbs enable us to tell in what direction something moves, as in “She is driving toward the city.” They enable us to tell how an activity is done, for example, “She drives very carefully.”

Adverbs are important for understanding and giving information about events and activities. Be accurate with adverbs!
This page intentionally left blank
Adverbs of Place

Certain adverbs answer the question Where? Review the adverbs in the following list:

ahead  in
away   inside
below  nearby
close  nowhere
down  out
downstairs  outside
everywhere  there
far away  up
here  upstairs

eexercise  14-1

Match each adverb in the left column with its opposite in the right column.

1. downstairs  a. away
2. here  b. far away
3. inside  c. here
4. close by/nearby  d. nowhere
5. there  e. outside
6. everywhere  f. out
7. up  g. upstairs
8. in  h. down
An adverb of place after the verb be tells the location of a person, place, or thing:

We are here.
The girls are inside.
Springfield is nearby.
The books are upstairs.

### exercise 14-2

Write the name of a person, a place, or a thing that is in each of the following locations in relation to where you are now.

1. here
   
2. there
   
3. away
   
4. inside
   
5. outside
   
6. nearby
   
7. far away
   
8. everywhere

An adverb of place after a verb of movement indicates where a person or thing goes.

### exercise 14-3

Fill in each blank with the adverb described.

1. I want to go (to that place) ______________________________.

2. Please move your car (to where I am) ________________________.

3. Let’s drive (to the other side of town) ________________________.

4. I’m going (to the interior of the house) ________________________.

5. She’s (not far away) ________________________________.

6. He climbed (to the top of the ladder) ________________________.
7. He ran (to the floor below) ________________________.

8. She walked (to where the fresh air is) ________________________.

**Using Prepositional Phrases as Adverbs to Indicate Location**

Review the expressions in the following list:

<table>
<thead>
<tr>
<th>Expressions with <em>in</em></th>
<th>Expressions with <em>on</em></th>
<th>Expressions with <em>at</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>in a building</td>
<td>on a balcony</td>
<td>at a place</td>
</tr>
<tr>
<td>in a car</td>
<td>on a bicycle</td>
<td>at a restaurant</td>
</tr>
<tr>
<td>in a city</td>
<td>on a bus</td>
<td>at an address</td>
</tr>
<tr>
<td>in a corner (inside)</td>
<td>on a corner (outside)</td>
<td>at church</td>
</tr>
<tr>
<td>in a house</td>
<td>on a deck</td>
<td>at home</td>
</tr>
<tr>
<td>in a private airplane</td>
<td>on a hard chair</td>
<td>at school</td>
</tr>
<tr>
<td>in a room</td>
<td>on a horse</td>
<td>at the airport</td>
</tr>
<tr>
<td>in a small boat</td>
<td>on a motorcycle</td>
<td>at the beach</td>
</tr>
<tr>
<td>in a soft chair</td>
<td>on a patio</td>
<td>at the library</td>
</tr>
<tr>
<td>in an office</td>
<td>on a ship</td>
<td>at the office</td>
</tr>
<tr>
<td>in bed</td>
<td>on a street</td>
<td>at the zoo</td>
</tr>
<tr>
<td>in jail</td>
<td>on a train</td>
<td>at work</td>
</tr>
<tr>
<td>in the bathtub</td>
<td>on foot</td>
<td></td>
</tr>
<tr>
<td>in the country</td>
<td>on the floor</td>
<td></td>
</tr>
<tr>
<td>in the garden</td>
<td>on the fourth floor</td>
<td></td>
</tr>
<tr>
<td>in the hospital</td>
<td>on the left side</td>
<td></td>
</tr>
<tr>
<td>in the kitchen</td>
<td>on the metro</td>
<td></td>
</tr>
<tr>
<td>in the middle of a place</td>
<td>on the right side</td>
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</tr>
<tr>
<td>in the mountains</td>
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<td></td>
</tr>
<tr>
<td>in the water</td>
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<tr>
<td>in town</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**exercise 14-4**

Fill in each blank with the most appropriate expression from the previous list.

1. We don’t live in the city; we live ________________________.

2. She visited a farm and rode ________________________.

3. A friend of mine drives to work ________________________.

4. He lives ________________________ of that building.

5. They put the new table ________________________.

6. She committed a crime, and now she is ________________________.

7. My cousin had an operation and is still ________________________. 
8. We put the grill and the outdoor furniture ____________________.

9. My daughter isn’t at home now; she’s studying ____________________.

10. I don’t drive, so I ride to work ____________________.

**Location and Direction**

- **North**
  - Toronto is in the north of North America.
  - Canada is north of the United States.
  - We are going north for our summer vacation.

- **South**
  - Miami is in the south of Florida.
  - Florida is south of Georgia.
  - The birds fly south in the winter.

- **East**
  - Washington, D.C., is in the east of the United States.
  - Washington, D.C., is east of Virginia.
  - The plane is flying east.

- **West**
  - California is in the west of the United States.
  - Texas is west of Louisiana.
  - The pioneers moved west.

**exercise 14-5**

**Answer the following questions using words from the list of directions. Use complete sentences.**

1. Where do you live?

2. Where is your home in relation to New York?

3. Where are you going on your next vacation?

4. Where is that in relation to where you live?

5. Where is Mexico?
**Adverbs of Time**

Certain adverbs answer the question *When?* Review the adverbs in the following list:

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>a few days ago</td>
<td>already</td>
<td>afterward</td>
</tr>
<tr>
<td>a month ago</td>
<td>no longer</td>
<td>Friday night</td>
</tr>
<tr>
<td>a week ago</td>
<td>not yet</td>
<td>later</td>
</tr>
<tr>
<td>a year ago</td>
<td>now</td>
<td>next month</td>
</tr>
<tr>
<td>before</td>
<td>6:00</td>
<td>next October</td>
</tr>
<tr>
<td>last month</td>
<td>still</td>
<td>next Thursday</td>
</tr>
<tr>
<td>last night</td>
<td>this afternoon</td>
<td>next week</td>
</tr>
<tr>
<td>last Tuesday</td>
<td>this evening</td>
<td>next year</td>
</tr>
<tr>
<td>last week</td>
<td>this morning</td>
<td>soon</td>
</tr>
<tr>
<td>recently</td>
<td>today</td>
<td>then</td>
</tr>
<tr>
<td>ten years ago</td>
<td>tonight</td>
<td>this Friday</td>
</tr>
<tr>
<td>then</td>
<td></td>
<td>tomorrow</td>
</tr>
<tr>
<td>this afternoon</td>
<td></td>
<td>tomorrow morning</td>
</tr>
<tr>
<td>this morning</td>
<td></td>
<td>Wednesday afternoon</td>
</tr>
<tr>
<td>yesterday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**exercise 14-6**

*Fill in each blank with a word or expression from the previous list.*

Assume that today is Sunday, the seventh of August 2005. It is 4:00 P.M.

1. ________________________ was the sixth of August.
2. ________________________ is the eighth of August.
3. September is ________________________.
4. July was ________________________.
5. The twelfth of August is ________________________.
6. February 2006 is ________________________.
7. The seventh of August 1995 was ________________________.
8. I ate breakfast ________________________.
9. I will eat dinner ________________________.
10. My birthday is ________________________.
Using Prepositional Phrases as Adverbs to Indicate Time

Review the expressions in the following list:

<table>
<thead>
<tr>
<th>Expressions with <em>in</em></th>
<th>Expressions with <em>on</em></th>
<th>Expressions with <em>at</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>in five years</td>
<td>on holidays</td>
<td>at 5:45 P.M.</td>
</tr>
<tr>
<td>in March</td>
<td>on July 15</td>
<td>at midnight</td>
</tr>
<tr>
<td>in 1995</td>
<td>on my birthday</td>
<td>at night</td>
</tr>
<tr>
<td>in ten minutes</td>
<td>on Tuesday</td>
<td>at noon</td>
</tr>
<tr>
<td>in the afternoon</td>
<td>on Tuesdays</td>
<td>at 10:00</td>
</tr>
<tr>
<td>in the evening</td>
<td>on weekdays</td>
<td>at 3:30</td>
</tr>
<tr>
<td>in the middle of the day</td>
<td>on weekends</td>
<td>at 2:30 A.M.</td>
</tr>
<tr>
<td>in the middle of the month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the middle of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### exercise 14-7

**Fill in the blanks with the most appropriate expression from the previous list.**

1. It is 3:00. I am leaving in thirty minutes. I am leaving ____________________________.

2. She has classes every Monday through Friday. She has classes ____________________________.

3. I am going on vacation the month after February. I am going on vacation ____________________________.

4. It is 2005. He is going to finish school five years from now. He is going to finish ____________________________.

5. We will go to work after we get up tomorrow. We will go to work ____________________________.

### Relative Times

- before
- after
- early
- late

My appointment is at 3:00. It is **before** 4:00.
Tuesday is **before** Wednesday.
I get off work at 5:00. It is **after** 4:00.
Thursday is **after** Wednesday.
Class begins at 6:00 A.M. It is **early** in the morning.
I get home at 10:00 P.M. It is **late** in the evening.
Class begins at 9:00. If you come at 8:30, you are **early**.
If you come at 9:30, you are **late**.
Match the expressions in the left column with those in the right column.

____  1.  11:30 P.M.                        a.  after Friday
____  2.  5:00 A.M.                        b.  before Tuesday
____  3.  after the event has started      c.  early
____  4.  at noon                           d.  early in the morning
____  5.  before the event starts          e.  early in the year
____  6.  in January                       f.  in June
____  7.  in November                      g.  in the middle of the day
____  8.  in the middle of the month       h.  late
____  9.  in the middle of the year        i.  late at night
____ 10. on Monday                         j.  late in the year
____ 11. on Saturday                       k.  on the fifteenth

Adverbs of Frequency

Certain adverbs can answer the question *How often?* Review the adverbs in the following list:

- always
- frequently
- hardly ever
- never
- occasionally

- often
- rarely
- seldom
- sometimes
- usually

Anslyse the following questions using adverbs from the previous list. Put the adverb before the verb. Use complete sentences.

1. How often do you ride the metro?

   

2. How often does your best friend call you on the telephone?

   

3. How often do you sleep eight hours a night?

4. How often do your neighbors have parties?

Certain other expressions indicate how often an activity is performed. These expressions are placed after the verb:
all the time
every day
every so often
once a week
three times a year
twice a month

exercise 11-10

Answer the following questions using adverbs from the previous list. Use complete sentences.

1. What do you do every so often?

2. How often do you sit down to eat?

3. How often do you go on vacation?

4. What do you do every day?

5. What special occasion happens once a year?
Adverbs of Manner

Certain adverbs indicate how an action is performed.

**Forming Adverbs from Adjectives**

Many adverbs of manner are formed by adding -ly to an adjective:

- glad: gladly
- honest: honestly
- nice: nicely

Adverbs that end in -y change the y to i and then add -ly:

- easy: easily
- happy: happily
- noisy: noisily

Adverbs that end in -ic add -ally:

- enthusiastic: enthusiastically
- tragic: tragically

Adverbs that end in -ble drop the e and add -y:

- comfortable: comfortably
- humble: humbly

Certain adverbs are the same as the corresponding adjective:

- early: early
- fast: fast
- hard: hard
- late: late

The adverb for *good* is *well*. 
exercise 15-1

Write the adverbs that correspond to the following adjectives.

1. active
2. aggressive
3. bad
4. bitter
5. brave
6. careful
7. cautious
8. charming
9. cheap
10. cheerful
11. civil
12. competent
13. considerate
14. creative
15. efficient
16. faithful
17. fortunate
18. generous
19. glad
20. imaginative
21. interesting
22. kind
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23. loud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. modest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. nervous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. nice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. pleasant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. polite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. proper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. proud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. reverent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. selfish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. sincere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. skillful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. soft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. sweet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. tactful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. truthful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. weak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the adverbs that correspond to the following adjectives.

1. capable
2. comfortable
3. easy
4. energetic
5. enthusiastic
6. fast
7. good
8. humble
9. happy
10. noisy
11. reasonable
12. responsible
13. tragic

Circle the most appropriate adverb to fill in the blank.

1. He went into the burning house and saved the child. He acted ____________________.
   tragically   easily   bravely   sweetly

2. She always came to work and completed her assignments on time. She acted ____________.
   responsibly   humbly   generously   easily

3. He solved all the math problems right away. He solved them ____________________.
   easily   nicely   slowly   nervously
4. ________________, nobody was injured in the accident.
   **Successfully**    **Fortunately**    **Proudly**    **Skillfully**

5. That store is great; it always accepts returned items ________________.
   **selfishly**    **actively**    **cheaply**    **cheerfully**

6. The customs agent ________________ examined all the packages so as not to do any damage.
   **noisily**    **carefully**    **aggressively**    **enthusiastically**

7. She ________________ accepted the invitation.
   **tragically**    **truthfully**    **imaginatively**    **gladly**

8. He failed the course because his papers were written very ________________.
   **badly**    **cautiously**    **well**    **capably**

9. She’s an artist; everything she does is done ________________.
   **bitterly**    **charmingly**    **creatively**    **quietly**

10. He’s a wonderful teacher who answers all your questions very ________________.
    **aggressively**    **actively**    **cheaply**    **patiently**

**exercise 15-4**

Write a sentence for each of five different people, telling how each one performs a particular activity.

**Example:** My friend Jim works quickly.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

**Comparing Adverbs**

Adverbs of manner can be compared by using *more* + **adverb** + *than*:

He argues **more** aggressively **than** the other lawyer.
She writes **more** creatively **than** the other students.
Adverbs

**Exercise 15-5**

Write a sentence for each of the following comparisons using the cues given in parentheses.

1. John drives at fifty-five miles per hour. Mary drives at sixty-five miles per hour. How does John drive? (slowly)

   ____________________________________________________________________________

2. Susan makes only a few mistakes. Janet makes a lot of mistakes. How does Susan work? (carefully)

   ____________________________________________________________________________

3. David makes a lot of noise when he plays. Charles doesn’t make noise. How does Charles play? (quietly)

   ____________________________________________________________________________

Certain adverbs have different forms:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Comparison Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>badly</td>
<td>worse than</td>
</tr>
<tr>
<td>early</td>
<td>earlier than</td>
</tr>
<tr>
<td>fast</td>
<td>faster than</td>
</tr>
<tr>
<td>hard</td>
<td>harder than</td>
</tr>
<tr>
<td>late</td>
<td>later than</td>
</tr>
<tr>
<td>well</td>
<td>better than</td>
</tr>
</tbody>
</table>

A negative comparison is made by using *not + verb + as + adverb + as*:

- We don’t play *as* skillfully *as* the other team.
- She doesn’t play the piano *as* well *as* you.
- He doesn’t run *as* fast *as* his brother.

**Exercise 15-6**

Compare the actions of each of the people you described in Exercise 15-4 with those of another person.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________
Look at Exercise 15-5 and answer the following questions using a negative comparison.

1. How does Mary drive in comparison with John?

2. How does Janet work in comparison with Susan?

3. How does David play in comparison with Charles?

Complete the following chart by writing positive comparisons for the negative examples and negative comparisons for the positive ones.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. more slowly than</td>
<td>not as fast as</td>
</tr>
<tr>
<td>2. __________________</td>
<td>not as well as</td>
</tr>
<tr>
<td>3. more quietly than</td>
<td>not as early as</td>
</tr>
<tr>
<td>4. __________________</td>
<td>not as patiently as</td>
</tr>
<tr>
<td>5. more energetically than</td>
<td>not as seriously as</td>
</tr>
<tr>
<td>6. __________________</td>
<td>not as sweetly as</td>
</tr>
<tr>
<td>7. more efficiently than</td>
<td></td>
</tr>
<tr>
<td>8. __________________</td>
<td></td>
</tr>
<tr>
<td>9. harder than</td>
<td></td>
</tr>
<tr>
<td>10. _________________</td>
<td></td>
</tr>
<tr>
<td>11. later than</td>
<td></td>
</tr>
<tr>
<td>12. _________________</td>
<td></td>
</tr>
</tbody>
</table>
Adverbs

**Exercise 15-9**

Write five sentences that tell what activities you perform at home or at work and how you do each one.

1. 

2. 

3. 

4. 

5. 

**Exercise 15-10**

Compare the way you do the activities you described in Exercise 15-9 with the way someone else does them.

1. 

2. 

3. 

4. 

5. 

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Adverbs That Modify Verbs

Certain adverbs tell how intensely an action is performed:

- *hardly/scarcely* = almost not at all
- *a little/very little* = some
- *well enough* = adequately
- *really/well* = very well

The adverbs *hardly*, *scarcely*, and *really* are placed before the verb they modify:

- My car *hardly* runs.
- She *scarcely* visits us.
- The machine *really* helps.
exercise 16-1

Fill in each blank with the appropriate adverb of intensity.

1. Their new sports car is powerful. It ________________________ moves.

2. His grandmother is in a wheelchair because she ________________________ walks.

3. Now that he has studied a year in Mexico, he ________________________ understands Spanish.

4. Her new boyfriend is so quiet. He ________________________ said a word at the party.

The adverbs *a little*, *very little*, *well enough*, and *well* are placed after the verb they modify:

- She sings *a little*.
- He plays *well enough*.
- They dance *well*.

exercise 16-2

Fill in each blank with the appropriate adverb of intensity.

1. The new employee is not creative, but he’s responsible. He works ________________________.

2. She is a great teacher. She is understanding, and she explains the lessons ________________________.

3. I’m not an expert, but I can dance ________________________.

4. He isn’t a great player, but he plays ________________________.

5. They are excellent speakers. They speak ________________________.
exercise 16-3

Answer each of the following questions in a complete sentence.

1. What do you hardly do at all?

2. What do you do a little?

3. How hard do you work every day?

4. Who or what really helps you?

5. What do you do well enough?

Adverbs That Modify Adjectives and Other Adverbs

Certain adverbs give strength to an adjective:

not at all < fairly < pretty < rather/quite < very < extremely < too

He is not at all shy. (He’s the opposite of shy.)
He is fairly nice. (He’s a little bit nice.)
She is pretty strict. (She’s not a dictator but she maintains discipline.)
We are rather tired. (We need a rest before we can do anything else.)
They are very expensive. (They cost more than I would like to pay.)
They are extremely expensive. (They cost a lot more than I would like to pay.)
They are too expensive. (They cost so much that I will not buy them.)
**Exercise 16-4**

Choose the best adverb from the previous list to fill in each blank.

1. When I got home from work I was _____________ tired, so I sat down to rest for a while.

2. I’m not going to the party tonight because I am _____________ tired.

3. After hiking all day, I was _____________ tired.

4. I didn’t sleep well last night, so I was _____________ tired when I got up.

5. I took a nap when I got home, so I was _____________ tired when my guests arrived.

**Exercise 16-5**

Answer each question using adverbs from the previous list to modify the adjectives.

1. What do you do when you are extremely happy?
   ___________________________________________

2. What do you do if your friends are too busy to go out?
   ___________________________________________

3. What do your friends do if you are pretty sick?
   ___________________________________________

4. What does your boss do if you arrive rather late?
   ___________________________________________

5. What did you think of the last movie you saw?
   ___________________________________________

6. What is the weather like today?
   ___________________________________________

7. Are these exercises hard?
   ___________________________________________

8. What is not at all easy for you?
   ___________________________________________
A comparison can be made with an adjective by adding the adverb *much* before the comparative form:

- He is **much** taller than I am.
- She is **much** quieter than she was before.
- This movie is **much** better than the other one.
- She’s feeling **much** worse.
- She is **much** more aggressive than her sister.

**exercise 16-6**

*Using the cues in parentheses, write sentences that compare the following pairs.*

1. Sara is four feet ten inches tall. Her brother is six feet two inches tall. (short)

2. Jackie smiles and talks to everybody. Susan doesn’t talk to anybody. (friendly)

3. Joe cleans the house, cooks, and washes the dishes. Jim helps only a little around the house. (helpful)

4. Mary plays volleyball, basketball, softball, soccer, and tennis. Her sister sometimes plays tennis. (athletic)

5. Patricia’s baby weighed five pounds. Valerie’s baby weighed ten pounds. (small)

The adverbs *fairly, pretty, rather, quite, very, extremely,* and *too* can also modify other adverbs:

- I walk **fairly** fast.
- She reads **pretty** well.
- He works **rather** slowly.
- He drives **very** carefully.
- They work **extremely** hard.
- She speaks **too** softly. (Nobody can hear her.)
exercise 16-7

Use the adverbs from the previous list to answer the following questions about yourself.

1. How well do you cook?

2. How hard do you work?

3. What do you do rather quickly?

4. Do you sleep well?

5. What do you do too slowly?

exercise 16-8

Use the adverbs from the previous list to answer the following questions about someone you know.

1. How well does he or she cook?

2. How hard does he or she work?

3. What does he or she do rather quickly?

4. Does he or she drive well?

5. How hard does he or she work?
Answer Key

Part 1 Nouns
Unit 1 People and Places

1-1
1. grandmother
2. grandfather
3. aunt
4. uncle
5. cousin
6. son-in-law
7. Answers will vary.
8. Answers will vary.

1-2
1. f
2. g
3. i
4. d
5. h
6. e
7. a
8. c
9. b

1-3
1. doctor
2. police officer
3. neighbor
4. pharmacist
5. dentist

1-4
1. cheeks...chin...ears...eyes...face...hair...lips...mouth...nose
2. arm
3. knee
4. wrist
5. ankle
6. toes...fingers...thumb
7. neck...arm
8. waist

1-5
1. road
2. library
3. sun
4. farm
5. apartment
6. moon
7. post office
8. highway

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.
1. bathroom
2. bedroom
3. bedroom
4. classroom
5. bedroom
6. any room
7. any room
8. dining room
9. classroom, office
10. any room
11. bathroom, bedroom, hall, kitchen
12. kitchen
13. living room
14. library, office
15. library, office
16. kitchen, restaurant, store
17. dining room, kitchen, restaurant, any room
18. classroom, office
19. kitchen, laundry room
20. dining room, kitchen, restaurant
21. kitchen, restaurant
22. bedroom
23. laundry room
24. department store
25. department store
26. bathroom
27. office
28. office
29. living room
30. dining room, kitchen, restaurant
31. kitchen, restaurant
32. dining room, kitchen, restaurant, any room
33. dining room, kitchen, restaurant
34. any room
35. any room
36. kitchen, restaurant
37. dining room, kitchen, restaurant
38. any room
39. bedroom
40. classroom, office, any room
41. kitchen, restaurant
42. classroom, office, any room
43. classroom, office, any room
44. classroom, office, any room
45. bedroom, living room
46. bedroom
47. kitchen, dining room, restaurant
48. classroom, library, office
49. kitchen, restaurant
50. kitchen, dining room, restaurant
51. bedroom
52. bathroom
53. bathroom, kitchen, laundry room, restaurant
54. bathroom, kitchen, laundry room
55. living room
56. dining room, kitchen, restaurant
57. hall
58. kitchen, restaurant
59. any room
60. kitchen
61. any room
62. kitchen, restaurant
63. bathroom
64. bathroom, kitchen
65. bedroom, living room, any room
66. laundry room

Unit 2 Singular, Plural, and Noncount Nouns

2-1

1. a
2. an
3. an
4. an
5. a
6. a
7. a
8. an
9. a
10. a
11. a
12. an
13. a
14. a
15. an
16. an
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18. a
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29. a
30. a
31. an
32. an
33. an
34. an
35. an
36. an
37. an
38. an
39. an
40. an

2-2

1. I have a book.
2. There is an answer key.
3. There is a t.
4. There is one e.

2-3

1. a class
2. a band . . . an orchestra
3. a company
4. a family
5. a team
6. a government
7. a committee
8. a choir . . . a chorus
### 2-4
1. brothers 11. students 20. libraries
2. daughters 12. actresses 21. bus stops
3. wives 13. bosses 22. post offices
4. babies 14. nurses 23. windows
5. children 15. eyes 24. glasses
6. men 16. ears 25. knives
7. women 17. toes 26. forks
8. teenagers 18. churches 27. stoves
9. artists 19. cities 28. facecloths
10. customers

### 2-5
1. hands 4. classes 7. governments
2. choirs 5. committees 8. orchestras
3. choruses 6. families 9. teams

### 2-6
Answers will vary.

### 2-7
Answers will vary.

### 2-8
Answers will vary.

### 2-9
1. an OR one . . . a OR one
2. an OR one . . . an OR one
3. some OR a lot of OR a few OR any . . . some OR a lot of OR a few OR any OR two
4. a OR one . . . some OR a few OR a lot of
5. a OR one
6. some OR two OR a few
7. any
8. some OR a lot of OR a few OR two
9. some OR a few OR two
10. a . . . some OR two

### 2-10
Answers will vary.

### 2-11
Answers will vary.

### 2-12
Answers will vary.

### 2-13
Answers will vary.

### 2-14
1. a little, a lot of, some, no, a slice of
2. three slices of
3. a little, some, three bowls of, a gallon of, two quarts of
4. a glass of, three glasses of, some, a little
5. some, a little, two bags of
6. a piece of, two pieces of, a little, some
7. some, a piece of, two pieces of, a lot of
8. some, a piece of, no
9. two, a few, some, no
10. a glass of, two glasses of, some, a lot of
180  Answer Key

2-15
Answers will vary.

2-16
1. a little  4. some, a little
2. no, some, a little  5. too much, a lot of
3. some, a lot of

2-17
Answers will vary.

2-18
1. an  6. a ··· Ø ··· a
2. Ø  7. Ø
3. Ø  8. Ø
4. Ø ··· Ø  9. Ø
5. Ø  10. a ··· a

2-19
1. a  5. Ø  9. Ø
2. the  6. the  10. the
3. Ø  7. the
4. the  8. the

2-20
Answers will vary.

2-21
Answers will vary.

2-22
Answers will vary.

2-23
1. a  4. Ø
2. Ø  5. the
3. The

2-24
1. This  5. that
2. those  6. those
3. that  7. these
4. these  8. this

Unit 3 Proper Nouns

3-1
1. She’s reading a book called A Guide to Good Manners.
2. We have to go to the Springfield Library on Monday.
3. They are from Italy, and they don’t speak Spanish.
4. David is going to go to Wilson Academy for Boys in September.

3-2
Answers will vary.
Unit 4 Possessive Nouns and Pronouns

4-1
1. my sister’s car
2. the men’s hats
3. the children’s party
4. the doctor’s office
5. the girls’ apartment
6. Miss Smith’s class
7. Ben Lindsay’s school
8. the ladies’ meeting

Answers will vary.

4-2
1. her car
2. their hats
3. their party
4. his/her office
5. their apartment
6. her class
7. his school
8. their meeting

Answers will vary.

Unit 5 Review of Singular, Plural, and Noncount Nouns

5-1
1. too many
2. an
3. the
4. Those
5. a little
6. a lot of
7. too much
8. no
9. John’s
10. some

5-2
1. one bottle/four bottles
2. these letters/that information
3. a few pills/a little medicine
4. too much sugar/one spoonful/a few spoonfuls
5. too many chairs/not much furniture/a chair
6. a necklace/these earrings/a little jewelry
7. that fruit/those vegetables
8. There is a nail/There are screws/There is hardware
9. There is one lamp/There are no lights/There is no water
10. Here is your letter/There are no letters

Unit 6 Verbs Used as Nouns

6-1
1. waiting
2. Driving
3. living
4. cooking
5. studying
6. staying

Answers will vary.
Unit 7 More Specific Nouns

1. boys OR girls OR kids
2. dude OR guy OR youth
3. young lady
4. bum

1. fiancé
2. roommate
3. coworkers OR colleagues
4. acquaintance

1. e
2. c OR g
3. b OR c OR g
4. c OR g OR h
5. d
6. c OR f OR g
7. g
8. b OR c OR g
9. a
10. a OR i

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.
Answers will vary.

Answers will vary.

1. c  
2. d  
3. a  
4. e  
5. f  
6. b

1. hurricane  
2. gale  
3. sandstorm  
4. tornado

**Part II Adjectives**  
**Unit 8 Making Descriptions**

Answers will vary.

1. handicapped  
2. shy  
3. little  
4. cowardly  
5. ugly  
6. slow  
7. thin  
8. unfriendly  
9. stingy

1. bad  
2. boring  
3. small  
4. energetic  
5. kind  
6. young  
7. plain  
8. humble  
9. noisy

1. poor  
2. serious  
3. dumb  
4. easygoing  
5. bitter  
6. short  
7. happy  
8. strong

1. incapable  
2. incompetent  
3. inconsiderate  
4. inefficient  
5. insecure  
6. insincere  
7. intolerant  
8. immodest  
9. impatient  
10. impolite  
11. improper  
12. irresistible  
13. irreverent  
14. unbalanced  
15. uncivil  
16. uncivilized  
17. undisciplined  
18. unenthusiastic  
19. unfaithful  
20. unfortunate  
21. unhappy  
22. unhealthy  
23. unkind  
24. unnatural  
25. unpleasant  
26. unpopular  
27. unreasonable  
28. unselfish  
29. unsuccessful  
30. untidy  
31. untrustworthy  
32. untruthful

1. careless  
2. unfaithful  
3. harmless  
4. unsuccessful  
5. tactless  
6. untruthful
1. intelligent 10. flexible 19. friendly
2. persistent 11. optimistic 20. lonely
3. independent 12. pessimistic 21. imaginative
4. insistent 13. athletic 22. manipulative
5. hospitable 14. materialistic 23. persuasive
6. likable 15. idealistic 24. aggressive
7. responsible 16. lovely 25. appreciative
8. adorable 17. lively
9. gullible 18. cowardly

1. a 4. a
2. an 5. an
3. an

Answers will vary.

Answers will vary.

1. hungry 4. thirsty
2. busy 5. upset
3. ready 6. cold

1. anxious/upset/nervous 6. full
2. hot 7. dissatisfied
3. alive 8. well
4. clean 9. rested
5. sad/depressed 10. cool

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

1. h 5. c 9. l
2. a 6. d 10. e
3. i 7. g 11. k
4. b 8. j 12. f

1. empty 5. dirty
2. new 6. broken
3. patched 7. fresh
4. messy
Answers will vary.

1. expensive 6. light
2. spacious 7. unfurnished
3. empty 8. well-maintained
4. dry 9. open
5. safe 10. old-fashioned

Answers will vary.

**Pleasant:** breezy, clear, cool, dry, nice, pleasant, sunny, warm

**Unpleasant:** chilly, cloudy, cold, foggy, freezing, hot, humid, icy, rainy, stormy, unpleasant, windy

1. freezing (Answers may vary.) 6. foggy OR icy OR rainy OR stormy
2. cold OR freezing OR icy OR unpleasant 7. rainy
3. pleasant (Answers may vary.) 8. cold OR freezing OR sunny
4. Answers will vary. 9. breezy OR windy
5. hot (Answers may vary.) 10. chilly

**Unit 9 Comparisons and Superlatives**

1. pretty 4. very
2. not at all 5. pretty
3. very

Answers will vary.

These are possible answers, but all may vary.

1. I didn’t eat it. 4. She got a ticket.
2. We stayed home. 5. I’m not going to buy them.
3. I got sick.

Answers will vary.

1. brighter 10. higher 19. shorter
2. cheaper 11. lighter 20. sicker
3. cleaner 12. longer 21. slower
4. colder 13. neater 22. smaller
5. cooler 14. newer 23. smarter
6. damper 15. older 24. sweeter
7. darker 16. plainer 25. taller
8. faster 17. poorer 26. younger
9. fresher 18. richer

1. cuter 4. looser 7. ruder
2. finer 5. nicer 8. tamer
3. lamer 6. paler 9. wider
1. bigger  
2. fatter  
3. fitter  
4. hotter  
5. madder  
6. redder  
7. sadder  
8. thinner  

Answers will vary.

1. angrier  
2. bossier  
3. busier  
4. cloudier  
5. cozier  
6. crazier  
7. dirtier  
8. easier  
9. friendlier  
10. funnier  
11. happier  
12. lazier  
13. lonelier  
14. lovelier  
15. luckier  
16. noisier  
17. prettier  
18. rainier  
19. sillier  
20. sunnier  
21. tastier  
22. uglier

1. quieter  
2. simpler  
3. narrower  
4. gentler  
5. crueler  
6. littler

1. more athletic  
2. more boring  
3. more civil  
4. more civilized  
5. cleaner  
6. more comfortable  
7. more considerate  
8. cooler  
9. more delicious  
10. dirtier  
11. fresher  
12. friendlier  
13. gentler  
14. more gullible  
15. healthier  
16. hotter  
17. more open  
18. more patient  
19. more persuasive  
20. more pleasant  
21. more proper  
22. prouder  
23. quieter  
24. ruder  
25. sadder  
26. more serious  
27. sicker  
28. sillier  
29. more sincere  
30. slower  
31. smaller  
32. stingier  
33. more successful  
34. sweeter  
35. tinier  
36. more unfriendly  
37. more upset  
38. more useful  
39. wider  
40. more worried

1. prettier than  
2. not as comfortable as  
3. not as good as  
4. better than  
5. not as big as

1. worst  
2. cleanest  
3. coldest  
4. craziest  
5. cutest  
6. friendliest  
7. gentlest  
8. best  
9. hottest  
10. silliest  
11. luckiest  
12. maddest

13. neatest  
14. nicest  
15. rudest  
16. saddest

Answers will vary.
|------|----------------|------------------|------------------|---------|------------|----------|----------|----------|------------------|---------------|-----------|----------------|----------|-------|---------------|---------|

Answers will vary.

### Unit 10 Verbs and Nouns Used as Adjectives

<table>
<thead>
<tr>
<th>10-1</th>
<th>1. boring</th>
<th>4. gratifying</th>
<th>7. frightening</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. frustrating</td>
<td>5. confusing</td>
<td>8. daring</td>
<td></td>
</tr>
<tr>
<td>3. terrifying</td>
<td>6. daring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10-2</th>
<th>1. written</th>
<th>5. grown</th>
<th>9. forbidden</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. spoken</td>
<td>6. wounded</td>
<td>10. withdrawn</td>
<td></td>
</tr>
<tr>
<td>3. stolen</td>
<td>7. Woven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. drunk</td>
<td>8. worn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10-3</th>
<th>1. fascinating</th>
<th>5. terrified</th>
<th>9. frustrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. interested</td>
<td>6. excited</td>
<td>10. inspired</td>
<td></td>
</tr>
<tr>
<td>3. surprising</td>
<td>7. captivated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. confusing</td>
<td>8. satisfied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10-4</th>
<th>1. a necklace made of gold</th>
<th>6. a basket made of wicker</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a hook made of metal</td>
<td>7. a road made of dirt</td>
<td></td>
</tr>
<tr>
<td>3. a tray made of plastic</td>
<td>8. a blouse made of silk</td>
<td></td>
</tr>
<tr>
<td>4. a bracelet made of silver</td>
<td>9. a skirt made of wool</td>
<td></td>
</tr>
<tr>
<td>5. a floor made of oak</td>
<td>10. a blanket made of cotton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10-5</th>
<th>1. a box for jewelry</th>
<th>6. a ring for keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a tray for ashes</td>
<td>7. a bag for groceries</td>
<td></td>
</tr>
<tr>
<td>3. a can for trash</td>
<td>8. a compartment for gloves</td>
<td></td>
</tr>
<tr>
<td>4. a frame for a picture</td>
<td>9. a box to carry your lunch in</td>
<td></td>
</tr>
<tr>
<td>5. a sack for flour</td>
<td>10. a pail for garbage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10-6</th>
<th>1. for cracking nuts</th>
<th>6. for drying hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. for opening cans</td>
<td>7. for removing nail polish</td>
<td></td>
</tr>
<tr>
<td>3. for extinguishing (putting out) fires</td>
<td>8. for sharpening pencils</td>
<td></td>
</tr>
<tr>
<td>4. for playing CDs</td>
<td>9. for removing spots</td>
<td></td>
</tr>
<tr>
<td>5. for breaking up ice</td>
<td>10. for polishing floors</td>
<td></td>
</tr>
</tbody>
</table>

Answers will vary.

<table>
<thead>
<tr>
<th>10-7</th>
<th>1. a bicycle lock</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a mailbox key</td>
<td>4. homework</td>
</tr>
<tr>
<td>3. a rose garden</td>
<td>5. a student desk</td>
</tr>
</tbody>
</table>
Answer Key

10-9
1. hardheaded
2. sure-footed
3. single-minded
4. long-winded

10-10
1. a plan for the next five years
2. a warranty that lasts three years
3. a guarantee that lasts as long as you are living
4. a discussion that lasts ten minutes
5. a weight (or dumbbell) that weighs three pounds

6. a vacation that lasts two weeks
7. a contract for two years
8. a meeting that lasts all day
9. a party that lasts all night
10. something that happens every day

Unit 11 Adjective Order

11-1
1. a long black silk skirt
2. new Italian leather shoes
3. beautiful Mexican silver earrings

4. a rich three-layer birthday cake
5. a heavy round antique mirror

11-2
Answers will vary.

Part III Verbs
Unit 12 The Verb Be

12-1
1. is
2. are
3. is
4. are
5. are
6. am

12-2
Answers will vary.

12-3
1. Is he here now?
2. Are you happy?
3. Am I sitting down?
4. Is he asking directions?
5. Are they building a new house?
6. Is she turning left?
7. Is he taking photographs?
8. Is she riding a bicycle?

12-4
1. He isn’t here now.
2. You’re not happy.
3. I’m not sitting down.
4. He isn’t asking directions.
5. They aren’t building a new house.
6. She isn’t turning left.
7. He isn’t taking photographs.
8. She isn’t riding a bicycle.

12-5
1. was
2. were
3. was
4. were
5. were
6. was
Answers will vary but should include these verbs.

1. I was . . .
2. . . . was with me.
3. I . . . OR We were . . .
4. It was . . .
5. No, nobody else was there. OR Yes, ___ was there. OR Yes, ___ and ___ were there.

Unit 13 Non-To Be Verbs

13-1

1. h
2. i
3. c
4. j
5. f
6. g
7. a
8. b
9. d
10. c

13-2

1. sounds
2. appear
3. feel
4. smell
5. seems
6. resembles

13-3

1. matches
2. cats
3. has
4. drinks
5. goes
6. wishes
7. cleans
8. dries
9. does
10. dances

13-4

1. cleaned
2. opened
3. worked
4. walked
5. watched

13-5

1. stopped
2. closed
3. shopped
4. exercised
5. tried

13-6

1. listened
2. laughed
3. turned
4. dreamed
5. cried
6. exercised
7. brushed
8. smiled
9. planned
10. watched

13-7

Answers will vary.

13-8

Answers will vary.

13-9

Answers will vary.

13-10

1. makes
2. water
3. clean
4. vacuum
5. pays
Answers will vary.

Answers will vary.

1. sweep the floor  
2. do the shopping  
3. iron clothes  
4. make appointments  
5. wash the windows OR clean up the mess  
6. pay bills  
7. make repairs  
8. clean up the yard OR mow the lawn OR take out the trash OR water plants OR weed the garden  
9. do laundry  
10. dust the furniture

Answers will vary.

1. answered  
2. asked  
3. corrected  
4. erased  
5. helped  
6. learned  
7. listened  
8. paid  
9. played  
10. solved

1. taught  
2. wrote  
3. understood  
4. took  
5. made  
6. did  
7. drew  
8. took  
9. read  
10. paid

1. He doesn’t get up at 6:00.  
2. They don’t eat breakfast together every morning.  
3. She doesn’t dream during the day.  
4. We don’t buy groceries every week.  
5. I don’t laugh a lot.

1. My mother didn’t teach me to read and write.  
2. He didn’t write her an e-mail last week.  
3. I didn’t understand today’s lesson.  
4. We didn’t take a hard test this morning.  
5. You didn’t make only one mistake.  
6. They didn’t do all of the exercises.  
7. They didn’t draw pictures in class.  
8. My friend and I didn’t take turns with the computer.  
9. She didn’t read us a wonderful story.  
10. I hope you didn’t pay attention.

Answers will vary.

Answers will vary.
1. Do you write e-mail?
2. Does he search the Internet?
3. Does she use the computer?
4. Do you all attend meetings?
5. Do they answer the telephone?
6. Do we take coffee breaks?

1. What goes in that file?
2. Who answers the telephone?
3. When do you search the Internet?
4. Where do we send faxes?
5. Where do they write the reports?

1. Did they take a long coffee break?
2. Did she answer the telephone?
3. Did Mary write these e-mails?
4. Did you search the Internet this afternoon?
5. Did John organize all your files?

1. Who wrote a letter today?
2. What did he do yesterday?
3. When did John call you?
4. Where did you eat on Monday night?
5. How did she go home?

Answers will vary.

Answers will vary.

Answers will vary.

Answers will vary.

1. Do you return clothes that don’t fit?
2. Does she always use her credit card?
3. Does she like her new shoes?
4. Do you want these shirts?
5. Does he like to go shopping?

1. Did she buy a new dress?
2. Did he forget to give you a receipt?
3. Did you try on a lot of clothes?
4. Did she go shopping yesterday?
5. Did you buy anything?

1. Who always gets a bargain?
2. What did you do for thirty minutes?
3. Where did they spend a lot of money?
4. Who does he always thank?
5. When did you write the check?
6. How much did it cost?

1. lost my checkbook
2. drove up to the drive-up window
3. make a deposit
4. withdraw cash
5. buy a CD

1. They didn’t close their account.
2. This account doesn’t earn interest.
3. I didn’t get a new PIN.
4. He didn’t withdraw cash.
5. She doesn’t make a deposit every week.

1. Did you pay an installment last month?
2. Did you want to open an account?
3. When did she buy a CD?
4. What did he do?
5. Who withdrew cash?
Answers will vary.

1. He is cashing a check.
2. I am withdrawing money.
3. They are opening an account.
4. We are applying for a loan.
5. The investment is earning interest.
6. She is getting cash from the ATM.
7. I am saving money.
8. He is paying an installment on his loan.

Answers will vary.

1. Where did you have a picnic?
2. Who gets off the bus here?
3. Did he take a lot of photographs?
4. Did she lie in the sun for an hour?
5. What does he always buy?

1. She doesn’t ask directions.
2. We don’t turn left here.
3. He doesn’t drive a car.
4. They don’t get lost.
5. I don’t go jogging.

1. We didn’t see an accident.
2. They didn’t have a picnic.
3. He didn’t get on the bus.
4. You didn’t turn right.
5. She didn’t get out of the car.

1. was, were  
2. became  
3. built  
4. bought  
5. came  
6. did  
7. drew  
8. drank  
9. drove  
10. ate  
11. felt  
12. found  
13. got  
14. went  
15. grew  
16. had  
17. heard  
18. lay  
19. made  
20. paid  
21. put  
22. left  
23. read  
24. rode  
25. ran  
26. saw  
27. sat  
28. slept  
29. spent  
30. stood  
31. swept  
32. took  
33. taught  
34. thought  
35. understood  
36. woke up  
37. withdrew  
38. wrote

1. He is getting off the elevator.
2. We are ordering our meal.
3. She is paying the waiter.
4. We are leaving the station.
5. They are going through the revolving doors.

1. He isn’t leaving the building.
2. She isn’t enjoying her meal.
3. They aren’t riding on the escalator.
4. I’m not looking at the menu.
5. He’s not talking on his cell phone.

1. Is he leaving the building?
2. Is she enjoying her meal?
3. Are they riding on the escalator?
4. Are you looking at the menu?
5. Is he talking on his cell phone?

1. She hasn’t asked directions.
2. We haven’t turned left here.
3. He hasn’t driven a car.
4. They haven’t gotten lost.
5. I haven’t gone jogging.
1. ate 6. written 11. teach 12. taught 13. came 14. come
2. eaten 7. took 3. understand 8. taken 4. understood 9. be
5. write 10. was, were

1. I haven’t eaten dinner. 5. She has paid the waiter. 6. We haven’t bought anything from a street vendor.
2. She hasn’t left the station. 6. We haven’t bought anything from a street vendor. 7. I have asked for the check.
3. We haven’t looked at the menu. 7. I have asked for the check.
4. He hasn’t ordered his lunch.

1. The game is beginning. 4. She is throwing the ball.
2. He is swimming. 5. We are singing together.
3. They are winning. 6. I am going to the movies.

1. Is the game beginning? 4. Is she throwing the ball?
2. Is he swimming? 5. Are you singing together?
3. Are they winning? 6. Are you going to the movies?

1. He hasn’t hit the ball. 4. We haven’t sung that song.
2. I haven’t seen that movie. 5. They haven’t danced together before.
3. She hasn’t had lunch with him.

1. Has he hit the ball? 4. Have you/we sung that song?
2. Have you seen that movie? 5. Have they danced together before?
3. Has she had lunch with him?

Answers will vary.

Answers will vary.
2. Ice  5. Chill  8. Boil

1. I am slicing the tomatoes.  5. I am chilling the champagne.
2. I am icing the cake.  6. I am breaking the eggs into the bowl.
3. I am removing the pan from the oven.  7. I am baking a loaf of bread.
4. I am spreading butter on the bread.  8. I am boiling water for the tea.

Part IV Adverbs
Unit 14 Adverbs of Place, Time, and Frequency

1. g  4. b  7. h
2. a  5. c  8. f
3. e  6. d

Answers will vary.

1. there  4. inside  7. downstairs
2. here  5. nearby  8. outside
3. there  6. up

1. in the country  6. in jail
2. on a horse  7. in the hospital
3. in a car  8. on a balcony OR on a deck OR on a patio
4. on the fourth floor  9. at school OR at the library
5. in the kitchen  10. on a bicycle OR on a bus OR on a train OR on the metro

Answers will vary.

1. Yesterday  6. next year
2. Tomorrow  7. ten years ago
3. next month  8. this morning
4. last month  9. this evening OR tonight
5. this Friday  10. Answers will vary.

1. at 3:30  4. in 2010
2. on weekdays  5. in the morning
3. in March

1. i  4. g  7. j  10. b
2. d  5. c  8. k  11. a
3. h  6. e  9. f
Answers will vary.

Answers will vary.

Unit 15 Adverbs of Manner

1. actively 13. considerately 25. naturally 37. seriously
2. aggressively 14. creatively 26. nervously 38. sincerely
3. badly 15. efficiently 27. nicely 39. skillfully
4. bitterly 16. faithfully 28. patiently 40. slowly
5. bravely 17. fortunately 29. pleasantly 41. softly
6. carefully 18. generously 30. politely 42. successfully
7. cautiously 19. gladly 31. properly 43. sweetly
8. charmingly 20. imaginatively 32. proudly 44. tactfully
9. cheaply 21. interestingly 33. quietly 45. truthfully
10. cheerfully 22. kindly 34. reverently 46. weakly
11. civilly 23. loudly 35. securely
12. competently 24. modestly 36. selfishly

1. capably 6. fast 11. reasonably
2. comfortably 7. well 12. responsibly
3. easily 8. humbly 13. tragically
4. energetically 9. happily
5. enthusiastically 10. noisily

1. bravely 5. cheerfully 9. creatively
2. responsibly 6. carefully 10. patiently
3. easily 7. gladly
4. Fortunately 8. badly

Answers will vary.

1. John drives more slowly than Mary.
2. Susan works more carefully than Janet.
3. Charles plays more quietly than David.

Answers will vary.

1. Mary doesn’t drive as slowly as John.
2. Janet doesn’t work as carefully as Susan.
3. David doesn’t play as quietly as Charles.

1. not as slowly as 7. not as efficiently as
2. faster than 8. more patiently than
3. not as quietly as 9. not as hard as
4. better than 10. more seriously than
5. not as energetically as 11. not as late as
6. earlier than 12. more sweetly than
Unit 16 Adverbs That Modify

16-1
1. really
2. hardly OR scarcely
3. really
4. hardly OR scarcely

16-2
1. well enough
2. well
3. a little OR well enough
4. a little OR well enough
5. well

16-3
Answers will vary.

16-4
1. pretty OR rather OR quite OR very
2. too OR extremely OR very
3. extremely OR very
4. pretty OR rather OR quite
5. not at all

16-5
Answers will vary.

16-6
1. Sara is much shorter than her brother.
2. Jackie is much friendlier than Susan.
3. Joe is much more helpful than Jim.
4. Mary is much more athletic than her sister.
5. Patricia’s baby was much smaller than Valerie’s.

16-7
Answers will vary.

16-8
Answers will vary.