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Overview

Top 10 offers instruction and writing practice in ten essential grammar areas for better
English writing. ESL writers at the intermediate level tend to produce writing with a high
number of surface-level errors, especially errors in grammar. Top 10 addresses these types of
errors while working on building better sentences and paragraphs.

Because editing of student writing is a primary objective for many courses at the
intermediate level, many exercises in Top 10 deal with editing or with producing
original writing followed by editing. These exercises attempt to focus students’ attention
on common grammatical errors and then teach students various options for making
corrections.

Course and Students

Top 10 is designed for intermediate students. It contains enough material for 60 to
70 classroom hours, depending on the class level and the amount of writing and work that
is completed outside of class. If time limitations exist, the material could be covered in as
few as 45 hours with a faster group, provided that many of the exercises are assigned as
homework.

A major obstacle to future educational plans for many students is not being able to write
effectively and easily in English. Thus, the quality of any written work that they do is very
important. Since grammar is often the main issue that keeps ESL students from producing
a satisfactory piece of original writing, the exercises in Top 10 focus exclusively on grammar
problems that are common in writing.

The title Top 10 refers to the ten chapters in the book. Each chapter focuses on a common
area of difficulty of English grammar in student writing: parts of speech (i.e., word forms);
verbs, nouns and articles; subject-verb agreement; modal verbs; prepositions; adjectives; sentence
patterns (with verbs, adjectives, and adverbs); sentence types; and common grammar errors.
These ten areas were selected after surveying many experienced teachers, student writers,
textbooks, and course curricula to determine the most serious and pervasive grammar
problems for intermediate student writing.

Students vary, so ultimately it is you, the teacher, who is always the best judge of which
chapters should be covered in which order and to what extent. No one knows the language
needs of your students better than you do. It is up to you to gauge the needs of your
students and then match those needs with the material in Top 10.
Text Organization

Each of the ten chapters focuses on one grammar area that affects the quality of student writing. Each chapter is independent of the others and can therefore be taught in any sequence.

Three appendices appear at the back of the book: Appendix 1 lists irregular verb forms; Appendix 2 provides instruction and practice with capitalization; Appendix 3 provides instruction and practice with punctuation. We strongly recommend that teachers go over these appendices early in the course. Students will then know where they are in the book and will be able to refer to the appendices as needed as they do the writing activities in each chapter.

Supporting web exercises for *Top 10*, as well as the Answer Key, can be found at:
elt.heinle.com/top10

Contents of a Chapter

Following are the common features and exercise types in each chapter. While not all chapters include every feature or exercise type, these are the most common chapter components.

*Grammar Reviews and Explanations*

The grammar reviews and explanations have been written to focus specifically on problems that occur in student writing, not in speech. *Top 10* is not meant to be an exhaustive grammar book; it reviews common problem areas and helps students focus their attention on the gap between how they are writing and how they should be writing. Because of this, teachers may note the absence of certain grammar points. For example, in Chapter 2, "Review of Verbs," instead of covering all the verb tenses in English, we focus on six common tenses. Our analysis of student writing needs indicates that it is more prudent for intermediate ESL writers to focus their attention on these specific tenses, so we have limited our instruction and subsequent practice to just these six. (In contrast, a comprehensive grammar book would most likely provide a chart with all twelve verb tenses, including less common tenses such as future perfect progressive.)

*Exercise Types*

Second language acquisition (SLA) research shows the importance of awareness in the second language learning process. Students using this text have had basic grammar instruction but continue to make errors. The exercises in *Top 10* are designed to raise students' consciousness of the types of errors that they make in their writing. Additional SLA research has demonstrated the importance of the number of exercises—frequency of practice—in comparison with the nature of the exercises. Therefore, we have included multiple exercises for more difficult grammar points. However, teachers do not need to assign all of these exercises for a given grammar point if students have demonstrated mastery. Some teachers may wish to save some of these exercises for review at a later time.
Original Sentences  Some exercises ask students to write original sentences to illustrate a specific aspect of a given grammar point. We recommend that you have students discuss their answers in groups and possibly write some of their sentences on the board for general class discussion about what is correct and what is not correct, as well as why a gap between the two exists for a particular student.

Identifying Grammatical Elements  In this type of exercise, students circle underwrite the target grammatical element. We believe that it is incorrect to force full production of a grammatical point initially; instead, we first want our students to be able to identify the target structure.

Selecting the Correct Form  This traditional type of exercise usually presents students with two or three answer options, and students must circle underline the correct answer. The incorrect answer options are almost always forms that students with various first languages would write. Thus, this kind of exercise is harder than it might appear.

Editing Exercise: Editing of Sentences  Because a paragraph is only as good as the sentences in it, this type of exercise presents students with sentences one at a time. The sentences are often about a single topic and are therefore related to each other. Students are asked to focus on one specific grammar issue, such as verb tenses, and check for that specific grammar point in each sentence.

Editing Exercise: Editing of Paragraphs  In this type of exercise, students are presented with a complete paragraph. Common topics covered include business, history, geography, sociology, hobbies, and trivia. Students are not told where the errors are, but they are always told how many or what type of errors to look for. Thus, students gain practice in editing language and in analyzing a paragraph.

These two points are important in helping students practice looking for, finding, and correcting specific errors that they are likely to be making. Since the teaching goal is to enable students to edit for specific kinds of errors, it makes sense to tell them what errors to look for. For example, if we want students to check for subject-verb agreement and word endings, then teachers and materials should train students to look for these specific mistakes. Instead of the more typical directions that ask students to find “the errors” in a given piece of writing, the most effective exercises direct students to find, for example, two subject-verb errors and three word ending errors, or to find five errors.

Guided Writing  In this exercise, which comes near the end of each chapter, students are given a paragraph to revise. They revise according to specific instructions that focus on grammar elements in the current chapter and other general grammar points. These grammar points reflect the exact types of self-edits that we hope our learners will develop, such as checking all verbs for subject-verb agreement or checking that no sentences are fragments.

Original Writing  In order to achieve the goal of connecting both the grammar instruction and focused review in student writing, each chapter of Top 10 ends with an exercise called “Original Writing.” Students are given a prompt to which they are asked to respond by writing one paragraph, two paragraphs, or an essay. (It is up to each teacher to establish the writing length parameters of any exercise.) We believe that students should not be writing extensively but intensively when the goal is improving writing accuracy. Thus, while this activity asks students to write a short piece, the grammar demands are high. Students are told to practice certain aspects of the grammar in that chapter, to underline their original examples, and to check their correctness with a partner. Underlining key linguistic features has been shown to aid in students’ noticing and learning of new material.
More About the Exercises in Top 10

Teachers have long noticed that their students may do well in a grammar class where the focus is on one grammatical form in one type of exercise, but these same students may experience writing problems when trying to transfer or apply this knowledge to original writing. For some reason, students often do not transfer the material that they were just taught to their writing. As a result, the majority of the exercises in Top 10 deal with language in a context. This includes language in a series of related sentences, in a whole paragraph, or even in a short essay. Our experience has shown that students can improve their editing for a specific kind of grammatical error when they review the grammar issue and then practice their editing skills in sentences, whole paragraphs, and essays. The over 200 exercises in Top 10 and additional web activities offer more than enough material to satisfy most students’ written grammar needs.
Acknowledgments

Top 10 is the result of the planning, input, and persistence of many people. We are especially grateful to our immediate editors at both Thomson Heinle and Houghton Mifflin, who have nurtured this project through its development. We are especially grateful to Kathy Sands-Boehmer, Joann Kosyrev, and Susan Magazine for their encouragement in the early stages of Top 10.

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1

Parts of Speech

Words have different purposes, or functions, in a sentence. In English, words are classified into different groups based on the function of the words in a sentence. These groups are called parts of speech.

In English, there are seven* parts of speech that are important for writing:

- verb
- noun
- pronoun
- preposition
- adjective
- adverb
- conjunction

The brown house on Wilson Street has three bedrooms.

Joseph speaks quickly, but his English is good because he speaks very clearly.

1.1 Verbs

A verb is the most important word in a sentence. A verb shows action or being (existence).

action: take, write, run, select, show, call

existence: be (am, is, are, was, were)

Every sentence must have a verb. Forgetting the verb is a serious error.

Remember: No verb = No meaning

*Note to teacher: Traditionally, there are eight parts of speech, including interjections, but interjections are not common in academic writing and therefore will not be covered here. In addition, some books treat determiners (some, any), demonstratives (this, those), and articles (a, the) as separate categories. In the traditional system of eight parts of speech, however, determiners, demonstratives, and articles are classified as adjectives.
Every sentence must also have a subject. The subject is the noun or pronoun that does the action of the verb.

In the following paragraph, the subject of each sentence has one line under it and the verb has two lines under it.

My name is Keith. I am a student at Washington High School. My best friend is Joshua. He lives about two blocks from our school. His family moved here about five years ago. Joshua and I are in the eleventh grade. We will graduate next year.

A sentence that does not have a subject or a verb is called a sentence fragment.*

Fragment: The president of the U.S. in the White House.
Correct: The president of the U.S. lives in the White House.

Fragment: It is very hot in New York City in July.
Correct: It is very hot in New York City in July.

The verb in a sentence can be more than one word.

1 word: I cook eggs for breakfast every morning.
2 words: I am cooking scrambled eggs now.
2 words: I can cook eggs with cheese and tomatoes.
2 words: I do not cook eggs with meat.
2 words: I did not cook eggs with meat yesterday.

A sentence can have more than one verb.

1 verb: The assistant answered the phone.
2 verbs: The assistant answered the phone and wrote a message.
3 verbs: The assistant answered the phone, wrote a message, and gave it to Mary.

Sentences that are commands (imperative) do not have a written subject: Open the door, please. The subject (you) is understood.

Exercise 1 Read the sentences about my math class. Draw one line under the subjects and two lines under the verbs. Hint: Some sentences have more than one subject and verb. The first one has been done for you.

1. My math class is from 8:00 a.m. to 8:45 a.m. every day.

2. Our class meets in Room 218.

3. The name of the building is Margaret Cook Hall.

4. Students like Room 218.

5. Room 218 has 50 desks in it, and two long blackboards are on the walls.

*Fragment: a piece or part of something, incomplete
6. Every weekday morning I wake up at 6:30 a.m., take a shower, and then eat my breakfast before I go to my math class.

7. Students are often tired in early morning classes, but you won’t see any sleepy or bored faces in this class.

8. In fact, if you want a good seat in this class, you have to arrive early.

9. I don’t think that anyone arrives late to this class.

10. The math teacher’s name is Dr. Wilson.

11. The name of the book that we use in this class is “Mathematics for Today.”

12. Like most of my classmates, I truly enjoy this class because the teacher is so good.

13. I have never liked math very much, but I like this class with Dr. Wilson.

Exercise 2 Read the conversation between two friends who run into* each other. Draw one line under the subjects and two lines under the verbs. Hint: Some sentences have more than one verb. The first one has been done for you.

Alfredo: Hi, Barbara. How are you?
Barbara: Hey, Alfredo. I’m doing fine. I haven’t seen you in a long time.
Alfredo: I know. My job takes so much of my time these days.
Barbara: Where do you work?
Alfredo: I’m a realtor. I work at Palm Property.
Barbara: That’s right. I knew that! How are your parents?
Alfredo: They are doing well. My mom is helping my brother with his new house, and my dad is still working at the bank.
Barbara: Well, I hope to see them again. Maybe your family can come to my house for dinner one night. How does that sound?
Alfredo: Well, I will talk to them about it, and then I can call you.
Barbara: Great. I’m so glad that we ran into* each other. Take care.
Alfredo: Thanks, Barbara. See you.

*ran into: meet by chance
Exercise 3  
Read the sentences about mathematics. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write fragment on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first two have been done for you.

\[ \frac{1}{2} + \frac{2}{3} = \frac{3}{6} + \frac{4}{6} = \frac{7}{6} \]

1. In math, fractions are parts of a number.

2. For example, \( \frac{1}{2} \) and \( \frac{2}{3} \) fractions.

3. Examples of whole numbers are 4, 14, and 40.

4. Are the opposite of fractions.

5. We call the bottom number of a fraction the denominator.

6. The numerator is the top number of a fraction.

7. In the fraction \( \frac{3}{4} \), 3 is the numerator, and 4 is the denominator.

8. If you want to add two fractions, they must the same denominator.

9. The problem \( \frac{3}{2} + \frac{2}{3} \) is a little difficult because the denominators of the fractions different.

10. Write an original sentence about fractions. Underline the subject once and the verb twice.
Exercise 4  Read the sentences about learning English. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write fragment on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first two have been done for you.

1. For some people, English is a difficult language. is fragment
2. For other people, English not very difficult.
3. For these people, is very easy.
4. Some parts of English more difficult than others.
5. For example, spelling and pronunciation in English are difficult.
6. In English, there many different pronunciations for one letter.
7. As a result, I can’t English words very well.
8. You can spell the same sound in two or three ways.
9. Sometimes you write at in rain, and other times you ay as in Ray.

10. Write an original sentence about learning English. Underline the subject once and the verb twice.

Exercise 5  Read the sentences about cooking. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write fragment on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. Remember that some sentences contain more than one subject and more than one verb. The first one has been done for you.

1. I enjoy cooking because it relaxes me.
2. Of course some things are hard to cook, but many common dishes easy to prepare.
3. My favorite food is scrambled eggs.
4. When you cook scrambled eggs, you need eggs, butter, and a little salt.
5. You can add onions or green peppers in egg dishes if you like vegetables.
6. The truth is that the exact list of ingredients is up to you.
7. Another one of my favorite breakfast dishes is pancakes.
8. Cooking pancakes is a little more difficult than cooking eggs.
9. If you want to make great pancakes, consult a cookbook for a variety of delicious recipes.

10. Write an original sentence about cooking breakfast. Underline the subject once and the verb twice.

---

**Exercise 6** Read the sentences about British Columbia. Draw one line under the subjects and two lines under the verbs. If a sentence does not have a subject and a verb, write fragment on the line to the left. Then add a subject or a verb that makes sense. Be sure to add your new verb in the correct place. The first one has been done for you.

1. Where is British Columbia?
   - British Columbia
2. How much information do you know about this great Canadian province?
   - The province of British Columbia is located in the western part of Canada.
3. The province of British Columbia is located in the western part of Canada.
4. The Pacific Ocean is to the west of British Columbia, and the province of Alberta to the east.
5. The U.S. state of Washington lies to the south, and the Yukon Territory and the Northwest Territories are to the north.

6. This province of Canada features some of the most beautiful natural scenery in the world.

7. For example, are mountains and lakes with beautiful green forests.

8. Approximately 4,100,000 people in British Columbia.

9. Victoria is the capital of British Columbia.

10. Many people in British Columbia because the weather is mild.

11. Unlike the rest of Canada, British Columbia mild weather.

12. Write an original sentence about British Columbia. Underline the subject once and the verb twice.

Exercise 7 Choose a topic that you like. Then write six sentences about that topic. Draw two lines under the verbs in your sentences.

Topic: 

1. 

2. 

3. 

4. 

5. 

6. 

Verbs 7
1.2 Nouns

A noun is the name of a person, place, thing, or quality.

<table>
<thead>
<tr>
<th>person</th>
<th>Mrs. Smith, the doctor, the boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>place</td>
<td>Cairo, a hotel, a soccer stadium</td>
</tr>
<tr>
<td>thing</td>
<td>chocolate ice cream, my car, a small radio</td>
</tr>
<tr>
<td>quality</td>
<td>honesty, patience, love</td>
</tr>
</tbody>
</table>

A proper noun is the name of a specific person, place, or thing. A proper noun begins with a capital letter.

<table>
<thead>
<tr>
<th>person</th>
<th>Mrs. Smith, Bill Clinton, Indira Gandhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>place</td>
<td>Cairo, the Hilton Hotel, British Columbia</td>
</tr>
<tr>
<td>thing</td>
<td>Pepsi-Cola, United Airlines, Toyota</td>
</tr>
</tbody>
</table>

Exercise 8

Read the sentences about what my family does every summer. Circle the nouns.

Hint: The number in parentheses tells you the number of nouns in each sentence. The first one has been done for you.

1. (3) **Summer** is my favorite **season** of the **year**.

2. (5) The reason that I like summer is that my family travels to Peru every summer.

3. (5) In this picture, you can see my wife, my two children, and our **new cat next to our new house**.

4. (5) We took this picture in 2006 just before we went to the airport to catch our flight to Peru.

5. (3) When we go to Peru, we stay at my grandparents’ house outside Lima.

6. (6) My grandmother, grandfather, and aunt live in a large house near a park with a very small lake.

7. (8) When my family arrives at my grandparents’ house, all the people in the house (including my grandparents and any neighbors who are there) run out to greet us with kisses and hugs.

8. (5) One thing that I really like about our visit is that my grandmother cooks chicken with vegetables.

9. (3) My mom tries to cook this same dish, but it never has the same taste.

10. (3) The only bad part about our trip is that we only stay for two weeks, which seems very short to me.
Exercise 9  Complete these sentences with any noun that makes sense. The first one has been done for you.

1. ______________ is my favorite school subject.
2. I think that the best season of the year is ______________.
3. If I could visit any country in the world, I would like to visit ______________.
4. My favorite restaurant is ______________.
5. ______________ is my favorite color.
6. My favorite food is ______________.
7. Of all my relatives, ______________ is my favorite relative.
8. The person who has had the most influence on my life is ______________.

When you use the word because to explain a reason, your sentence needs two subjects and two verbs.

I am hungry now because I ate only an apple for lunch.

A common mistake is to forget either the subject or the verb after because.

Incorrect: No subject. Bolivia does not have a seafood industry because does not have a coastline.

Incorrect: No verb. The air in Mexico City is polluted because there too many cars.

Exercise 10  Below are the first four sentences from Exercise 9. Complete each sentence with a reason beginning with the word because. Make sure that you have a subject and a verb after the word because. The first one has been done for you.

1. ______________ is my favorite school subject because ______________
2. I think that the best season of the year is ______________ because ______________
3. If I could visit any country in the world, I would like to visit ______________ because ______________
4. My favorite restaurant is ______________ because ______________
Exercise 11 Choose a topic that you like. (If you want, use a topic from Exercise 10.) Then write six sentences about that topic. Circle the nouns in your sentences. Use because in one or two of your sentences.

Topic: __________________________

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

1.3 Pronouns

A pronoun is a word that can replace or substitute a noun.

nouns: Karl drinks black coffee every morning.

pronouns: She drinks it every morning. (She = Karl; it = black coffee)

nouns: My uncle buys magazines every week.

pronouns: He buys them every week. (He = My uncle; them = magazines)

Exercise 12 Read the paragraph about a difficult decision. Write N for noun or P for pronoun to indicate the part of speech of each undefined word. The first one has been done for you.

A Difficult Decision

Kevin and Silvia Johnson have a problem. They want to select a pet for their son, Michael. He is only seven years old. Kevin thinks that the best pet for Michael is a cat. Kevin thinks cats are good animals because they are clean. Silvia does not agree with him. She knows that Michael really likes dogs. Silvia prefers them to cats because they are more emotional than cats. Both Kevin and Silvia have a difficult decision to make.
1.3.1 Kinds of Pronouns

Two kinds of pronouns are important: subject and object. Subject pronouns usually come before the verb.

Subject: I you he she it we they
Yesterday I called him.
Today he called me.

Object pronouns come after the verb.

Object: me you him her it us them
Yesterday he called me.
Today I called him.

Object pronouns also come after prepositions.

Joy gave the books to him yesterday.
Is this gift for me?
Do they have their books with them now?

Exercise 13

Write a noun in the first sentence. Then use a pronoun in a second sentence to refer to that noun. Circle the pronoun. The first one has been done for you.

Nouns and Pronouns

1. Today is ______ my birthday. (It is my favorite day of the year.)

2. The capital of Japan is __________________. __________________

3. My mother’s name is __________________. __________________

4. My name is __________________. __________________

5. My friend’s name is __________________. __________________

6. My best friend and I like __________________. __________________
1.4 Prepositions

A **preposition** is a word that shows the relationship between a noun (or pronoun) and the rest of the sentence.

**Common Prepositions**

<table>
<thead>
<tr>
<th>about</th>
<th>at</th>
<th>for</th>
<th>near</th>
<th>on</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>before</td>
<td>from</td>
<td>next to</td>
<td>to</td>
<td>with</td>
</tr>
<tr>
<td>after</td>
<td>by</td>
<td>in</td>
<td>of</td>
<td>under</td>
<td>without</td>
</tr>
</tbody>
</table>

Prepositions have many purposes, but they often give us information about place, time, and direction.

- **place:** in the classroom, on the table, near the bank, under the car, at the hotel, next to my car
- **time:** in the morning, in March, in 1985, in ten minutes, for ten minutes, at 9:45
- **direction:** to the bank, from the bank, on Monday, from noon, until midnight

The combination of a preposition with its object (and any modifiers or describing words) is called a **prepositional phrase**.

- **preposition** + **modifier(s)** + **object** = prepositional phrase
  - in that classroom
  - under our old red sofa
  - on the second floor

**Exercise 14**

Read the paragraph about a family trip. Circle the fifteen prepositions. Underline the object of each preposition. The first one has been done for you.

**My Family Trip to South America**

In 2005, my family took a trip to South America. First, we visited Colombia.

We stayed in a nice hotel in Bogota. Our hotel was near a great museum. Next, we traveled from Colombia to Peru. In Peru, we went to Machu Picchu. It was amazing!

After Peru, we went to Argentina. I bought some great t-shirts at a small shop by the Presidential Palace. I had a great time with my family in South America.
Exercise 15 Answer these questions with true answers about your situation. Answer in complete sentences. Circle the prepositions and underline the object of each preposition.

1. Where were you born? ________________________________
   ________________________________

2. Where do you live? ________________________________
   ________________________________

3. Where do you work? ________________________________
   ________________________________

4. Do you live with your family? (If yes, name the family members. If no, write a negative sentence.) ________________________________
   ________________________________

5. What food can you cook or make by yourself? ________________________________
   ________________________________

6. What kind of music do you listen to? ________________________________
   ________________________________

1.5 Adjectives

An adjective is a word that describes a noun or pronoun.

Adjectives: good, delicious, happy, interesting, important, serious, green, cold, many, Mexican, French, English, Chinese, difficult, clean, six

Adjectives answer the questions “Which?” “How many?” “What kind?” For example, this sentence has three adjectives:

My white cat sometimes eats two pieces of fried chicken.

Which cat? How many pieces? What kind of chicken?

In English, adjectives can come after be or before nouns.

After be: Canada is big.
   Be ADJ

Before noun: Canada is a big country.
   ADJ NOUN

After be: Elvis Presley was very popular.
   Be ADJ

Before noun: Elvis Presley was a very popular singer.
   ADJ NOUN

Adjectives
Exercise 16  Read the paragraph about birds. Circle the fourteen adjectives. The first one has been done for you.

Kinds of Birds

There are [many] kinds of birds. A robin is a beautiful bird. It has a red breast and blue feathers. An ostrich is a strange bird. It is huge, but it cannot fly. Perhaps the most common bird is the sparrow. A sparrow is a small brown and white bird.

A penguin is black and white. Penguins live in cold places. Birds come in different shapes and sizes.

Exercise 17  Read these sentences about animals. Fill in each blank with any adjective that completes the sentence. The first one has been done for you.

1. Cats are [secretive] animals.
2. Most dogs are very [ ]
3. I do not like spiders because they are [ ]
4. My favorite zoo animal is a giraffe because it is [ ]
5. Some people dislike cats because they are sometimes [ ]
6. My neighbor says that fish are the best pets because they are always [ ]
7. I could never keep a horse as a pet because horses are too [ ]
8. I know people who have pet rabbits because they believe that rabbits are [ ]
1.6 **Adverbs**

An **adverb** is a word that describes (modifies) a verb, an adjective, or another adverb. Adverbs tell how (manner), when, where, how often, and how much.

- **how:** Ostriches can run **quickly**.
- **when:** We saw an ostrich **yesterday**.
- **where:** Ostriches don’t live in Canada. They can’t live **there** because it is cold.
- **how often:** Ostriches have wings, but they **never** fly.
- **how much:** Ostriches can run **extremely** quickly.

**Exercise 18**

Read the sentences about driving. Write **yes** or **no** after each underlined word to indicate if it is an adverb. The first one has been done for you.

1. Driving on the highway can be very **yes** dangerous **no** .

2. People drive **incredibly** fast **yes** on the highway.

3. I usually **yes** try to avoid **no** the highway.

4. I saw three **yes** accidents on the highway **recently** **no**.

5. I am sure **yes** that I will see another accident **tomorrow** **no**.

**Exercise 19**

Choose a topic that you like. Then use the adverbs in parentheses to write six sentences about that topic. Circle the adverbs in your sentences. In number 6, use any adverb that has not been used in this exercise.

**Topic:**

(very) 1. __________

________________________

(sometimes) 2. __________

________________________

(every day) 3. __________

________________________

(well) 4. __________

________________________

________________________
1.7 Conjunctions

A conjunction is a word that connects parts of a sentence together.
In the middle of a sentence: and, but, or, so

Central America includes Nicaragua, Guatemala, and Honduras.
At this school, students can study Japanese or Chinese.
He travels for his job, so he is often out of town.

In the middle OR at the beginning: because, although, when, before, after

He speaks Spanish because he is from Mexico.
Because he is from Mexico, he speaks Spanish.
The car had problems before I bought it.
Before I bought the car, it had problems.

Exercise 20 Read the paragraph about a very famous person. Circle the twelve conjunctions. The first one has been done for you.

Lady Diana Spencer

I think one of the most important people in modern history is Princess Diana. Her full title was Lady Diana Frances Spencer. She was born in 1961. On July 29, 1981, she married Prince Charles (when) she was only 20 years old. Diana and Charles had two children, William and Harry. Because their marriage was not successful, she and Charles divorced in 1996. After Diana was divorced, she continued to work for several important charities and causes. Diana was very popular, so the paparazzi* tried to take pictures of her and her children all the time. In 1997, Diana was killed when her car crashed. Although Diana died in 1997, her memory continues to live because she was popular with so many people.

*paparazzi: news people, press photographers
1.8 Word Forms

Sometimes you can look at a word and guess its part of speech. For example, if a word ends in -tion or -tion, it is probably a noun.

(a) The teacher’s selection of the questions is usually good.
(b) The action of the police was very rapid.
(c) The teacher will give us an examination tomorrow.

If you want to use these three words as verbs instead of nouns, you must change the word form. The verb forms are elect, act, and examine.

Incorrect: (d) The teacher selections good questions.
Correct: (e) The teacher selects good questions.

Why is (d) wrong? Why is (e) correct?
The answer is that you must use a verb form, not a noun form.

Here are four examples of useful word formation patterns:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + -tion → noun</td>
<td>elect → election</td>
</tr>
<tr>
<td>verb + -able → adjective</td>
<td>distribute → distributable</td>
</tr>
<tr>
<td>verb + -ment → noun</td>
<td>vary → variability</td>
</tr>
<tr>
<td>adjective + -ly → adverb</td>
<td>complete → completely</td>
</tr>
<tr>
<td>slow → slowly</td>
<td>hesitate → hesitantly</td>
</tr>
<tr>
<td>announce → announcement</td>
<td>collect → collectable</td>
</tr>
<tr>
<td>announce → announcement</td>
<td>announce → announcements</td>
</tr>
</tbody>
</table>

Exercise 21 Fill in the correct word form. The first one has been done for you.

verb + -tion → noun

1. elect  election
2. distribute  distributable
3. vary        variability
4. complete  completely
5. hesitate  hesitantly
6. collect  collectable

verb + -able → adjective

7. drink        
8. enjoy        
9. like         
10. predict     

Word Forms 17
11. suit
12. accept

verb + -ment → noun

13. enjoy
14. require
15. agree
16. move
17. state
18. improve

adjective + -ly → adverb

19. quick
20. careful
21. cheap
22. beautiful
23. possible
24. probable

**Exercise 22** Read the sentences about making a public speech. If the underlined word is the incorrect form, write a correction above. If the underlined word is correct, write C above. There are four errors.

1. An important part of communication is the ability to make a public speech.

2. The first task for public speakers is the select of the topic of their speech.

3. After they selection the topic, they must brainstorm ideas for the content of the speech.

4. When speakers identify ideas that are not important to the topic, they eliminate them.

5. When all of the speakers’ ideas are on paper, they organisation them.
6. One way that speakers organize their ideas is from least important to most important.

7. If you want to prepare a public speech but need some help in the process, perhaps a skillful public speaker can demonstrate this for you.

8. In the end, you too can enjoy speaking in public.

GUIDED WRITING

Exercise 23 Read the paragraph. Then rewrite it by making the ten changes listed. Carefully! You may have to make other changes.

1. Change English to French.
2. Change vocabulary to words and make necessary changes.
3. Add incredibly before difficult for me to pronounce.
4. Add a lot of before problems with the sounds of B and V.
5. Change B and V to R and make necessary changes.
6. Connect the last two sentences with and. (Be sure to add the correct punctuation.)
7. Add in two areas to the first sentence in the most logical place.
8. Begin the eighth sentence with the word most.
9. Change the phrase make my English better to achieve this important goal. (The reason for making this change is that achieve and goal sound better than the simple phrase make my English better.)
10. Begin one of your sentences with the phrase for example.

Improving My English

I think my English is all right, but I want to improve my skills. For instance, my reading skills are weak. I don’t know much sophisticated vocabulary, and long sentences are difficult for me to understand. In particular, I have serious problems with idioms. In addition to reading, I know that I need to improve my speaking skills. Some sounds in English are difficult for me to pronounce. I have problems with the sounds of B and V. People can understand what I am trying to say, but I can sense confusion in their voices when I answer the telephone. They say that the first
The step in solving a problem is to recognize that you have a problem. I accept that I need to improve my English. I am ready to work hard to make my English better.

CHAPTER QUIZ


1. When I was in high school, my favorite class ______.
   A. is American history  C. is history American
   B. was American history D. was history American

2. Next year is our big vacation! My husband and I will be at _______
   A. the Hotel  C. four days in march
   B. the Hilton  D. four days in March
3. No one in my family is interested in _______, so we never talk about it.
   A. politic  C. political
   B. politics  D. politician

4. _______ in Minnesota are so cold, some retired people go to Florida from January to March.
   A. Because winters  C. Winters
   B. Because winter  D. Winter

5. Susan _______ to buy a hammer and some nails.
   A. went the hardware store yesterday  C. yesterday went to the hardware store
   B. yesterday to the hardware store went  D. went to the hardware store yesterday

6. I like your idea of buying an extra key for the front door. _______ with you about this.
   A. I am agreement  C. I agree
   B. Because I am agreement  D. Because I agree

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. You are going to go to San Diego next week, and I go to Houston. Both of us are going to take a trip somewhere. _______
   A. B. C. D.

8. My friend and I bought an apartment In Key West, so I’m sure that we will go there on January. _______
   A. B. C. D.

9. I really need a vacation from my job and my classes. I need to clear my mind of all my problem. _______
   A. B. C. D.

10. The doctor gave some chocolate to the two small children in her office, and after that, were really quiet because they were eating it. _______
    A. B. C. D.

[Box: ORIGINAL WRITING]

Exercise 25: On a separate sheet of paper, write an original paragraph (eight to twelve sentences) about a teacher that you know. We recommend that you double-space your writing to allow for teacher and peer editing and revisions.

In your writing, be sure to discuss why you chose this teacher. What good (or bad) qualities does the person possess? Give specific examples.

Focus on the correct use of the parts of speech, especially adjectives and verbs. Underline the verb(s) in each sentence.
2 Review of Verbs

In this chapter, you will review some of the most frequently used verb tenses in English.

2.1 Six Common Tenses in English

English has twelve verb tenses. In this chapter, you will review the six most frequently used verb tenses: simple present, present progressive, simple past, past progressive, present perfect, and simple future.

<table>
<thead>
<tr>
<th></th>
<th>Simple present</th>
<th>Present progressive</th>
<th>Simple past</th>
<th>Past progressive</th>
<th>Present perfect</th>
<th>Simple future</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>I walk</td>
<td>I am walking</td>
<td>I walked</td>
<td>I was walking</td>
<td>I have walked</td>
<td>I will walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I am going to walk</td>
</tr>
<tr>
<td>2.3</td>
<td>I eat</td>
<td></td>
<td>I ate</td>
<td>I was eating</td>
<td>I have eaten</td>
<td>I will eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I am going to eat</td>
</tr>
</tbody>
</table>

2.2 Simple Present Tense

---

Past

Now

Future
Form for Regular Verbs

Base verb or verb + -s

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walk</td>
<td>we walk</td>
</tr>
<tr>
<td>you walk</td>
<td>you walk</td>
</tr>
<tr>
<td>he/she/it walks</td>
<td>they walk</td>
</tr>
</tbody>
</table>

Remember: The verb to be is irregular:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>he/she/it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

Remember:
1. If a verb ends in -o, add -es:
   - I go, he goes; I do, she does
2. If a verb ends in consonant + -y, change -y to -i and add -es:
   - I try, he tries; I play, she plays
3. The form of have with he/she/it is has, not haves.

Negative Form

To form the negative of most verbs in English, you add the helping verb do / does plus the negative marker not.

Remember: Helping verbs are needed for the negative form.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not walk</td>
<td>We do not walk</td>
</tr>
<tr>
<td>You do not walk</td>
<td>You do not walk</td>
</tr>
<tr>
<td>He/she/it does not walk</td>
<td>They do not walk</td>
</tr>
</tbody>
</table>

(The contractions don’t for do + not and doesn’t for does + not are not usually used in academic writing.)

When you use does, do not add -s to the base form of the verb.

Incorrect: Mexico does not produces much rice.
Correct: Mexico does not produce much rice.

Do not use he with the base form of the verb. Use do / does with the base form of the verb.

Incorrect: April is not have 31 days.
Correct: April does not have 31 days.
Question Form

To form a question, add the helping verb do / does to the beginning of the sentence:

- **Singular**
  - Do I walk?
  - Do you walk?
  - Does he / she / it walk?

- **Plural**
  - Do we walk?
  - Do you walk?
  - Do they walk?

When you use *does*, do not add *-s* to the base form of the verb.

- **Incorrect:** Does Mexico produces much rice?
- **Correct:** Does Mexico produce much rice?

Do not use *be* with the base form of the verb. Use *do / does* with the base form of the verb.

- **Incorrect:** Is April have 31 days?
- **Correct:** Does April have 31 days?

Uses of the Simple Present

1. For facts that are not limited to a specific time; for general truths
   The President of the United States lives in the White House.

2. For a repeated, habitual, or usual action
   I drive to work at 7:00 a.m. every morning. I do not take the bus.

3. For information from a book, a poem, research, or other work (This is often called the literary present.)
   In the short story "The Necklace," Madame Loisel dreams of having a high-class lifestyle. She does not feel satisfied with her current life.

4. For the immediate future
   The movie starts in ten minutes.

---

**Exercise 1** Fill in the correct forms of these verbs in the present tense. The first one has been done for you.

<table>
<thead>
<tr>
<th>WRITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
</tr>
<tr>
<td>I write</td>
</tr>
<tr>
<td>You write</td>
</tr>
<tr>
<td>He writes</td>
</tr>
<tr>
<td>She writes</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>WRITE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>it ...?</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>we ...?</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>you ...?</td>
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<tr>
<td>They</td>
<td>They</td>
<td>they ...?</td>
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<table>
<thead>
<tr>
<th>TAKE</th>
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<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>I ...?</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>you ...?</td>
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<tr>
<td>He</td>
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<tr>
<td>She</td>
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<td>It</td>
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<td>They</td>
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<td>they ...?</td>
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<table>
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<tr>
<th>HAVE</th>
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<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>I</td>
<td>I</td>
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<td>Affirmative</td>
<td>Negative</td>
<td>Question</td>
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<td>I</td>
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<td>He</td>
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<td><em><strong>he</strong></em>  <em><strong>he</strong></em>  ...?</td>
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<td><em><strong>she</strong></em>  <em><strong>she</strong></em>  ...?</td>
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<td><em><strong>it</strong></em>  <em><strong>it</strong></em>  ...?</td>
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<tr>
<td>We</td>
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<td><em><strong>we</strong></em>  <em><strong>we</strong></em>  ...?</td>
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<tr>
<td>You</td>
<td>You</td>
<td><em><strong>you</strong></em>  <em><strong>you</strong></em>  ...?</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td><em><strong>they</strong></em>  <em><strong>they</strong></em>  ...?</td>
</tr>
</tbody>
</table>

Exercise 2

Read the paragraph. Draw two lines under each simple present tense verb. There are twenty-five. The first one has been done for you.

**A Typical College Weekday**

Julian Wilson, a college student, lives with his sister, Joanne, in Austin, Texas. His classes start at 8:00 a.m., so he wakes up very early. Julian takes a shower and brushes his teeth, and then he puts on his school clothes. Julian has breakfast with his sister, and they talk about their day. After breakfast, Joanne usually drives Julian to the college because Julian does not know how to drive Joanne's car. He has classes all morning and then meets his friends for lunch. Sometimes he and his friends eat lunch in the cafeteria, but most of the time they go to a café off campus. Julian does not have any classes after lunch, so he takes the bus home at 2:00 p.m. After that, he does his homework and waits for his sister. Joanne is a great cook, and Julian usually helps her in the kitchen. After dinner, he washes the dishes, and they watch TV for an hour or so. Julian almost always checks his e-mail before bed. That is Julian's schedule on weekdays. Of course his weekends are a little different.
Exercise 3  Write two sentences for each of the four uses of the simple present tense. The first one has been done for you. Use at least one negative form.

Use 1: Facts and General Truths
Sentence 1: Brazilians speak Portuguese.
Sentence 2: 

Use 2: Repeated or Usual Action
Sentence 1: 
Sentence 2: 

Use 3: Literary Present
Sentence 1: 
Sentence 2: 

Use 4: Immediate Future
Sentence 1: 
Sentence 2: 

2.3 Present Progressive Tense

28  Chapter 2  Review of Verbs
Present Progressive Form

*am / is / are + verb + -ing*

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am walking</td>
<td>We are walking</td>
</tr>
<tr>
<td>You are walking</td>
<td>You are walking</td>
</tr>
<tr>
<td>He / She / It is walking</td>
<td>They are walking</td>
</tr>
</tbody>
</table>

**Spelling the -ing form:** If a verb ends in consonant + vowel + consonant (CVC), double the last consonant before adding -ing:

sit → sitting  clap → clapping  begin → beginning

If a verb has two syllables and ends in CVC, double the last consonant if the stress is on the second syllable. Compare these two-syllable verbs:

1. open → opening  be gin → beginning

We stress open on the first syllable, so we only add -ing.

We stress begin on the second syllable, so we double the n before adding -ing in beginning.

If a verb ends in consonant + -e, drop the -e and add -ing:

hope → hoping  write → writing  produce → producing

**Uses of the Present Progressive**

1. For a temporary action that is happening at this moment and will have a definite end

For this type of temporary action, writers often use adverbs such as now, right now, currently, and at this moment.

   The children are playing in the park right now. Their mother is watching them.

2. For a longer action that is happening at a particular time

   For this type of longer action, writers often use adverbs such as this month, today, and this year.

   Bobbie is studying for his final exams this month.

3. For an event in the near future (used with a time phrase to indicate future)

   I am leaving for France next week.

When a verb does not express an action, it is usually not used in a progressive form.

Common non-action verbs include own, possess, have, be, prefer, like, love, want, need, desire, taste, smell, think, and feel.

Incorrect: Most people are preferring the color silver for cars.

Correct: Most people prefer the color silver for cars.

Sometimes a verb can have both an action meaning and a non-action meaning.

Non-action: I have a dictionary and a magazine with me now.

Action: I am having a hard time in my chemistry class now.
Exercise 4  Fill in the correct forms of these verbs in present progressive tense. The first one has been done for you.

<table>
<thead>
<tr>
<th>WRITE</th>
<th>STOP (a verb showing other specified spelling pattern)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Affirmative</strong></td>
</tr>
<tr>
<td>am writing</td>
<td>I ___________________________ ______________________</td>
</tr>
<tr>
<td>am not writing</td>
<td>I ___________________________ ______________________</td>
</tr>
<tr>
<td>Am ________________________</td>
<td>I ___________________________ ______________________</td>
</tr>
<tr>
<td>you ________________________</td>
<td>you ___________________________ ____________________</td>
</tr>
<tr>
<td>you ________________________</td>
<td>you ___________________________ ____________________</td>
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<tr>
<td>He ________________________</td>
<td>He ___________________________ ______________________</td>
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<td>he _________________________</td>
<td>he ___________________________ ______________________</td>
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<tr>
<td>She ________________________</td>
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<td>they ___________________________ ____________________</td>
</tr>
<tr>
<td>STOP (a verb showing other specified spelling pattern)</td>
<td>STOP (a verb showing other specified spelling pattern)</td>
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<tr>
<td>I _________________________</td>
<td>I ___________________________ ______________________</td>
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<td>you ________________________</td>
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<td>They ___________________________ ____________________</td>
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<tr>
<td>they ______________________</td>
<td>they ___________________________ ____________________</td>
</tr>
</tbody>
</table>
Exercise 5  Read the sentences about Canada and notice the underlined verbs. Write A, B, or AB to show which examples are correct. The first one has been done for you.

A  1. Canada exports wheat.  Canada is exporting more wheat this year.
   — 2. Canada has ten provinces.  Canada is having ten provinces.
   — 3. All Canadian citizens vote secretly.  All Canadian citizens are voting today.
   — 4. All citizens possess special rights.  All citizens are possessing special rights.
   — 5. The Canadian flag has a maple leaf.  The Canadian flag is having a maple leaf.
   — 6. Niagara Falls, Canada, has many tourists.  The Canadian tourism industry is having problems.
   — 7. Many tourists think that Niagara Falls is beautiful.  Many tourists are thinking that Niagara Falls is beautiful.
   — 8. We think about Canada a lot.  We are thinking about going to Canada next week.

Exercise 6  Read the verbs in the box. In the spaces provided, write four sentences describing what you are doing right now. Use the present progressive form of the verbs in the box. The first one has been done for you.

<table>
<thead>
<tr>
<th>sit</th>
<th>write</th>
<th>think (about)</th>
<th>copy</th>
<th>wear</th>
<th>smile</th>
<th>look at</th>
</tr>
</thead>
</table>

1. Right now I am looking at this exercise.

2. 

3. 

Present Progressive Tense 31
Exercise 7  Read the sentences about Daunte’s hobbies. Change the verbs from simple present to present progressive. Add the phrases in parentheses to your new sentences. In some cases, you need to substitute the new time phrase for the time phrase that is in the original sentence. The first one has been done for you.

1. My best friend Daunte works at a local bank. (this year) My best friend Daunte is working at a local bank this year.

2. Daunte lives with his cousin. (this semester) ____________________________

3. They take a photography class together on Thursday nights. (next Thursday night) ___

4. Daunte throws great parties at his house on weekends. (on Sunday) ____________________________

5. He often reads detective novels. (these days) ____________________________

6. He goes to a hockey game every Saturday night. (tonight) ____________________________

Exercise 8  Read the paragraph about our new pet. There are six mistakes in verb tense (present or present progressive). Find and correct the errors.

My Puppy

Our new puppy Lucky keeps the entire family very busy. Everyone in the family is having his or her own responsibility with the puppy. My mother's job is to feed Lucky. This is not an easy job because Lucky eats a lot. In fact, Mom feeds him right now. My dad's job is to walk Lucky. Dad is taking Lucky for a walk around the block

(continued)
2.4 Simple Past Tense

Form for Regular Verbs

verb + -ed

I worked at the restaurant.

Spelling the -ed form: If a verb ends in consonant + vowel + consonant, double the last consonant before adding -ed:

- tip → tipped
- clap → clapped
- rob → robbed

If a verb ends in consonant + -e, drop the -e and add -ed:

- name → named
- create → created
- produce → produced

If a verb ends in consonant + -y, change the -y to -i and add -ed:

- carry → carried
- cry → cried
- marry → married

Form for Irregular Verbs

Irregular past tense verbs have different forms that you have to learn. There are about 140 irregular verbs in English, but only half of these are very common. Here is a list of some of the most commonly used irregular past tense forms.
### Negative Form

In the negative, add the helping verb did plus the negative marker not.

<table>
<thead>
<tr>
<th>Base Verb</th>
<th>Past Tense</th>
<th>Base Verb</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was / were</td>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>leave</td>
<td>left</td>
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<tr>
<td>drive</td>
<td>drove</td>
<td>make</td>
<td>made</td>
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<td>eat</td>
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<td>feel</td>
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<td>found</td>
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<td>read</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>say</td>
<td>said</td>
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<tr>
<td>give</td>
<td>gave</td>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>take</td>
<td>took</td>
</tr>
</tbody>
</table>

#### Examples

**Singular**
- I did not walk
- You did not walk
- He / She / It did not walk

**Plural**
- We did not walk
- You did not walk
- They did not walk

(Contractions for *didn’t* and *not* are not usually used in academic writing.)

**With did, use the base form of the verb, not a past tense form.**

- Incorrect: Mexico did not produce much oil before 1960.
- Correct: Mexico did not produce much oil before 1960.

- Incorrect: The runner from France did not take the first prize.
- Correct: The runner from France did not take the first prize.

**Do not confuse the verb to be with the helping verb did.**

- Incorrect: Germany was not win many silver medals.
- Correct: Germany did not win many silver medals.

### Question Form

To form a question, add the helping verb did to the beginning of the sentence:

**Singular**
- Did I walk?
- Did you walk?
- Did he / she / it walk?

**Plural**
- Did we walk?
- Did you walk?
- Did they walk?

With did, use the base form of the verb, not the past tense form.
**Incorrect:** Did Mexico produce fifty million tons of rice in 2000?

**Correct:** Did Mexico produce fifty million tons of rice in 2000?

**Uses of the Simple Past**
1. For an action or condition that was completed in the past
   - People discovered gold in California in 1848.
2. For a series of finished actions
   - Texas became a state in 1845, and California joined the United States in 1850.

**Exercise 9**
Fill in the correct forms of these verbs in simple past tense. The first one has been done for you.

<table>
<thead>
<tr>
<th>WORK</th>
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</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Negative</td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>I worked</td>
<td>I did not work</td>
<td>Did I work</td>
<td>...?</td>
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<tr>
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<td>They</td>
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</table>

**REPLY (verb with different spelling pattern)**

<table>
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<tr>
<th>Affirmative</th>
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<th>Question</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>I</td>
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</table>

(continued)
### REPLY (verb with different spelling pattern)

<table>
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<th>Question</th>
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<td>They</td>
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</table>

### HAVE (irregular verb)

<table>
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</thead>
<tbody>
<tr>
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</table>

### DO (irregular verb)

<table>
<thead>
<tr>
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<th>Question</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>They</td>
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</tbody>
</table>
The following paragraph is similar to the paragraph in Exercise 2, page 27. However, this paragraph is in the past tense. Read the paragraph and fill in the missing past tense verbs (both regular and irregular). If you need help choosing a verb, refer to the original paragraph on page 27. The first one has been done for you.

Memories of College Life

Julian Wilson, who was a college student, lived with his sister, Joanne, in Austin, Texas, for four years. His classes started at 8:00 a.m., so he woke up very early. Julian took a shower and brushed his teeth, and then he headed on his school clothes. Julian had breakfast with his sister, and they talked about their day. After breakfast, Joanne usually drove Julian to the college in her car. He had classes all morning. After that, he visited his friends for lunch. Sometimes they went to lunch in the cafeteria, but most of the time they went to a café off campus. At 4:00 p.m., Julian went to the library, and he waited for his sister to pick him up. Joanne is a great cook, and Julian usually helped her in the kitchen. After dinner, he did the dishes, and they watched TV for an hour or so. Both Julian and Joanne normally went to sleep around 11:00 p.m. That was Julian’s systematic schedule during college.
Exercise 11  Read the sentences about a vacation in New Mexico. Write the correct past tense form of the verbs in parentheses. The first one has been done for you.

1. I (take) took my favorite vacation in the summer of 2003.

2. I (go) went with my family to Carlsbad Caverns in Carlsbad, New Mexico.

3. The vacation (last) lasted for three weeks. Imagine! I (do, neg) didn’t work for 21 days!

4. We (drive) drove from Florida to New Mexico and (stay) stayed in hotels for the entire trip.

5. My parents (be) were in one room, and my brothers and I (sleep) slept in another room.

6. When we (get) got to the Caverns, we (see) saw many incredible rock formations.

7. I (feel) felt so sad when it (be) became time to go home.

8. I (want, neg) didn’t want to leave.

9. It (be) was incredible!

10. We (have) had a great time.
Exercise 12 Write five sentences about your favorite vacation. Use the simple past tense.

1. 

2. 

3. 

4. 

5. 

2.5 Past Progressive Tense

Form for Regular Verbs
was / were + verb + -ing

I was working.

Negative Form
Use not after was or were. The contractions wasn’t for was not and weren’t for were not are not common in academic writing.

Colombia played a friendly soccer match against France last week. After ten minutes of play, it was clear that France was not playing well.

When I checked the score after halftime, the Colombian fans were not cheering anymore. The French scored two goals in the first half of the game.

Question Form
To make a question, invert the subject and the form of be.

[It was raining] Was it raining very hard when Flight 822 made an emergency landing?

[Other planes were flying] Were any other planes flying near Flight 822 at that time?
Uses of the Past Progressive

1. For an action in the past that was interrupted
   We were working in the backyard when the dark clouds appeared.

2. For an action that was happening at a specific time
   At 6:00 p.m. last night, we were working in the backyard.

3. For background or atmosphere information when you are describing a scene or telling a story
   When I walked into the classroom, I immediately became worried. The professor was writing tiny lecture notes on the blackboard; some students were napping in their chairs, and the class syllabus, which was at least 10 pages long, was lying on everyone’s desk.

Exercise 13
Fill in the correct forms of these verbs in past progressive tense. The first one has been done for you.

<table>
<thead>
<tr>
<th>TAKE</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>I was taking</td>
<td>I was not taking</td>
<td>Was I taking ...?</td>
</tr>
<tr>
<td>You _______</td>
<td>You _______</td>
<td>you _______ ...?</td>
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<tr>
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<td>they _______ ...?</td>
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<table>
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<tr>
<th>DO</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>I _______</td>
<td>I _______</td>
<td>I _______ ...?</td>
</tr>
<tr>
<td>You _______</td>
<td>You _______</td>
<td>you _______ ...?</td>
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<td>She _______</td>
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<td>she _______ ...?</td>
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</tbody>
</table>

(continued)
<table>
<thead>
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<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>It</td>
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<td>_______</td>
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<tr>
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<tr>
<td>They</td>
<td>They</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Exercise 14**

Read the following scenarios. Then answer the questions using the past progressive tense. The first one has been done for you.

1. I tried to find you last night. What were you doing? I was writing an essay in the _______.
   computer lab.

2. I waited for you at the library for three hours last night. What were you doing? _______

3. I tried to call your cell phone at least three times. Was your cell phone working? _______

4. Then I called your home phone, but it was busy. Who were you talking to? _______

5. After that I drove to your house and saw your car pulling out of the driveway. Where were you going? _______

6. I drove by your house again later that night and saw there was a light on inside the house. Were you watching TV? What were you watching? _______

7. I got out of the car and knocked on your door, but you didn’t answer. Were you sleeping? _______
2.6 Present Perfect Tense

Form for Regular Verbs

have / has + past participle (See Notes on the Past Participle section that follows.)

I have worked.

Negative Form

The negative of have in present perfect is have not / has not. The contractions haven’t for have not and hasn’t for has not are not common in academic writing.

Singular: I have not walked  
You have not walked  
He / She / It has not walked

Plural: We have not walked  
You have not walked  
They have not walked

Sentences containing the verb have as the main verb may look odd in the present perfect. However, this construction is correct.

I have had many great cups of espresso since I arrived here in Italy.

Uses of the Present Perfect

1. For an action that started in the past and continues in the present (This particular use often includes the phrases "since + a specific time" or "for + length of time")
   
   California has been a state since 1850.
   
   California has been a state for more than 150 years.

2. For an action that has just been completed (often using just)
   
   We have just finished working.

3. For a past action that still has an effect on the present
   
   The company lost revenue, so management has fired many employees.

4. For an action that happened several times (no specific past time) and may happen again (indefinite past)
   
   We have eaten at that restaurant five times.

5. For an action that happened in the past, but the time or frequency of the action is not important (often used with ever or never) (indefinite past)
   
   Julia has never visited Las Vegas, but she would like to.
   
   Have you ever driven an Italian sports car?
Notes on the Past Participle

Regular Verbs: The past participle of regular verbs is formed exactly like the simple past tense of regular verbs: verb + -ed.

<table>
<thead>
<tr>
<th>Base</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>worked</td>
<td>worked</td>
</tr>
<tr>
<td>arrive</td>
<td>arrived</td>
<td>arrived</td>
</tr>
<tr>
<td>study</td>
<td>studied</td>
<td>studied</td>
</tr>
</tbody>
</table>

Irregular Verbs: Common ways of forming the past participle of irregular verbs are -en and -ed. Some irregular verbs have vowel changes (i → e → a). Other verbs keep the base form for the past and the past participle.

<table>
<thead>
<tr>
<th>Base</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
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<td>go</td>
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<td>put</td>
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<tr>
<td>tell</td>
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</tr>
</tbody>
</table>

Review the forms of these twenty irregular verbs.

<table>
<thead>
<tr>
<th>Base Verb</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
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</tr>
<tr>
<td>become</td>
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<tr>
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<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

Exercise 15

Read the sentences about a trip. Underline the present perfect verbs. The first one has been done for you.

1. My best friend from the university has invited me to visit her during spring break.

2. She has traveled all over the world.

3. I have never been outside my own country.

4. In fact, I have never even flown on an airplane before (and I am afraid!).
5. My travel agent has already purchased the tickets for me.

6. I have not told my friend this yet.

7. I have considered just staying home for this vacation.

8. Have you ever had this problem?

Exercise 16  Read this paragraph about how to cook one kind of food. There are ten verb tense errors (simple present, present progressive, present perfect, and simple past). Find and correct the errors. The numbers on the left tell you how many errors are in the line.

A Quick Recipe

Cooking a meal for your friends is a great way to show them how much you care.

1 For anyone who do not, or cannot cook, here is a dish that is simple and tasty and

1 inexpensive to make. I have name this dish “Quick Quesadillas.” Believe me, if you

1 can pronounce this word, then you can make this dish. First, you are need to buy

1 a package of tortillas, which is a type of thin round bread that was made of corn or

flour. Next, you will need some cheese. Put a pan on the stove and turn the fire up to

medium heat. Spray the pan with light vegetable oil and let the pan heat up. Please

(continued)
do not use butter. I try that one time. It was a disaster. While the pan is getting hot,
grate the cheese. Take a tomato and chop it into little cubes and save it for the end. If
you wanting your friends to think that you were a professional chef, add a few leaves
of cilantro to the chopped tomato. Once the pan is being hot, lay one tortilla in
the pan and sprinkle the cheese on top. Cover the cheese with a second tortilla and
push the two tortillas together with a spatula. Wait for the cheese to melt. When this
happen, turn the tortillas over and let the other side cook for another minute. Then
you are taking the quesadilla out of the pan and cut it into four slices like a little
pizza. Add the chopped tomatoes and cilantro on top and serve. Your friends will
love it and love you!

2.7 Simple Future Tense

Two Forms for the Future
The future tense takes two general forms:
be going to + verb
The exam is going to begin at noon.
and will + verb
The exam will begin at noon.
Uses of Future Tense

1. For a future plan

I am going to go to the beach next weekend.

I will go to the beach next weekend.

The race is going to be one of the most exciting of the year.

The race will be one of the most exciting of the year.

2. For a prediction

In the next decade, electronics are going to decrease in price.

In the next decade, electronics will decrease in price.

Small pets are going to be much more popular as people move into big cities.

Small pets will be much more popular as people move into big cities.

Exercise 17  Fill in the correct forms of these verbs in future tense. The first one has been done for you.

<table>
<thead>
<tr>
<th>TAKE (use will)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Negative</td>
<td>Question</td>
</tr>
<tr>
<td>I will take</td>
<td>I will not take</td>
<td>Will I take ...?</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>you ...?</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
<td>he ...?</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
<td>she ...?</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>it ...?</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>we ...?</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>you ...?</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>they ...?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAVE (use be going to)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>Negative</td>
</tr>
<tr>
<td>I am going to have</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
</tr>
</tbody>
</table>

(continued)
### HAVE (use be going to)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>She</td>
<td>___ she ___ ...?</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>___ it ___ ...?</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>___ we ___ ...?</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>___ you ___ ...?</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>___ they ___ ...?</td>
</tr>
</tbody>
</table>

### Exercise 18

Read the sentences about a lawyer and notice the underlined verbs. Rewrite each sentence using the future form be going to + verb. Be sure to notice the phrases that have been added to your new sentences. The first one has been done for you.

1. I work in a busy law firm.
   After college, I am going to work in a busy law firm.

2. My brother has not finished college yet.
   My brother tells me that for two more years.

3. I have worked night and day as a lawyer.
   As a prosecutor,

4. I enjoyed putting dangerous criminals in prison.
   Even better,

5. I make a lot of money.
   When I am rich,

6. I do not waste my money on silly material things that I do not need.
   In a few years,

7. I am quitting my job, and I am traveling all over the world.
   When I return from my round-the-world vacation,
Exercise 19
Read this paragraph about a hobby. Circle the correct form of the verbs in parentheses. You will have a choice of using the simple present, present progressive, simple past, present perfect, and future tense. The first one has been done for you.

Reading for Pleasure

It seems that people (were not reading / are not reading) as many books nowadays as they used to. Some people claim that this (was happening / is happening) because books take too much time to read. It is certainly true that most people simply (do not have / did not have) much free time anymore. Others say that most of the good books have been turned into movies anyway. These people (believe / are believing) that it is easier to just watch the movie. In addition, there are many new forms of high-tech entertainment that (were replacing / have replaced) books as the preferred leisure activity. Cinema, TV, music videos, video games and the Internet are, for young people of today, what books (are / were) for past generations.

Exercise 20
Read the paragraph below. Rewrite it by making the five changes listed. Careful! You may have to make other changes.

1. Change next year to last year.
2. Change all of the future verb tenses to past tense.
3. Insert the adverb of time phrase for a day or two after the word there.
4. Combine the information in sentences 7 and 8.
5. Replace the adjective incredible with another adjective.
6. Change every item of food to all the varieties of food.
Alaskan Vacation

Next year I am going to take a cruise to Alaska. It is going to be a magnificent trip. I will save money from my part-time job as a cashier at the college bookstore. First, I will fly to Anchorage from Chicago. I am going to stay there to see the local sights. After that, I will head to the port to board the ship. This particular cruise liner is one of the largest in the world. It has twelve floors and space for over 3,000 guests. I will pay extra to get a cabin with a balcony because the views of the glaciers are supposed to be incredible! Finally, I am going to go on a strict diet at least one month before the cruise. If nothing else, I want to taste every item of food that I will find on the ship.
CHAPTER QUIZ


1. When Sammy started his studies at Rice University, he ______ biology as his college major.
   A. choose       C. chose
   B. has chosen   D. chooses

2. Excuse me. I'm looking for Gate 73. ______ you know where Gate 73 is?
   A. Are         C. Did
   B. Do         D. Were

3. My professor ______ to school by bike. I see her pedaling down the street every day.
   A. come       C. coming
   B. is come    D. comes

4. Winters in Washington, D.C., are not so cold. In fact, it ______ snow very often.
   A. does not   C. is not
   B. do not     D. not

5. When I ______ a child, pizza ______ my favorite food.
   A. was / were       C. were / is
   B. was / was       D. were / was

6. I ______ to Germany next year.
   A. will going   C. will
   B. am going     D. go

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. I love going to the beach. It make me so happy to hear the ocean and play in the sand.
   A          B          C          D

8. Lisa was only seven years old when she moved to Canada, but she already speak French fluently because her mother was born in Quebec.
   A          B          C          D

50  Chapter 2  Review of Verbs
9. Larry **not** come to class yesterday because he **had** a cold. I **think** he **is** feeling
   \[ \text{A} \quad \text{B} \quad \text{C} \quad \text{D} \]
   better today.

10. We **ate** and **danced** too much at my sister's wedding, but it was a great celebration.
    \[ \text{A} \quad \text{B} \quad \text{C} \quad \text{D} \]
    We didn't leave until midnight!

---

**ORIGIAL WRITING**

Exercise 22 On a separate sheet of paper, write an original paragraph (five to eight sentences) about your favorite movie.

Discuss when you saw the movie (focus on past tense verbs). Briefly describe the movie's plot, using the present and present progressive tenses. Be sure to explain why this movie is special to you. Underline the verb(s) in each sentence.
You learned in Chapter 1 that the verb is the most important word in a sentence (see page 1). The second most important word in a sentence is a noun. Along with nouns, you need to learn the choice and placement of articles.

3.1 Noun Basics

A noun is the name of a person, place, thing, idea, or feeling.

- **person:** woman, children, Dr. Smith, Mrs. Williams
- **place:** downtown, the beach, Boston, Dallas
- **thing:** a cup, a drink, Pepsi-Cola, Delta Airlines
- **idea / feeling:** honesty, friendship, happiness, anger

**Exercise 1** Read the sentences about Colombia. Fill in the blanks with the correct noun from the box. The first one has been done for you.

<table>
<thead>
<tr>
<th>Cali</th>
<th>capital</th>
<th>city</th>
<th>country</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombians</td>
<td>language</td>
<td>people</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

1. Colombia is a ________ in South America.
2. The ________ is Bogota.
3. People from Colombia are called ________.
4. The official ________ is ________.
5. In fact, almost 100 percent of the ________ speak ________.
6. ________ is the second largest ________ in this ________.
3.2 Count Nouns

Nouns that name things you can count are called count nouns. Count nouns can be singular or plural.

- **singular:** a pencil, a quiz, my baby, one child
- **plural:** some pencils, ten quizzes, our babies, many children

3.2.1 Singular Count Nouns

All singular count nouns **must** have an article (*a, an, the*) or some other determiner before them. (See Sections 3.3 and 3.5 for more about articles.)

- **determiner**
  - **without a descriptive adjective:** a cat, my class, that book, one reason, each problem
  - **with a descriptive adjective:** a black cat, my worst class, that interesting book, one specific reason, each serious problem

(Note: Determiner is a large category that includes (1) articles: *a, an, the*; (2) possessive adjectives: *my, your, his, her, its, our, their*; (3) demonstratives: *this, that, these, those; (4) numbers: *one, two, three*; (5) quantifiers: *many, several*)

Do not use a singular count noun without an article or other determiner:

- **Incorrect:** black cat, worst class, interesting book, reason
- **Correct:** a black cat, my worst class, an interesting book, the reason

In some idiomatic expressions, no article is used:

- have dinner, in school, on vacation, at home, at work, by phone

Exercise 2

Read the paragraphs about English grammar. Underline the singular count nouns and circle their determiners. Paragraph 1 has thirteen singular count nouns, paragraph 2 has thirteen, and paragraph 3 has four. The first sentence has been done for you. (Hint: *part of speech* is actually a compound noun here; speech is not a separate noun here.)

Parts of Speech

What is a *part of speech*? English has eight parts of speech. A noun is the name of a person, a place, a thing, an idea, or a feeling. Nouns might be the most common part of speech. A verb is a word that expresses an action. Verbs are very important to every sentence.

(continued)
In addition to nouns and verbs, there are pronouns, adjectives, and adverbs.

A pronoun is a word that can replace a noun. Some examples of pronouns are the words *she* and *they*. An adjective describes a noun or a pronoun. Adverbs sometimes end in the letters *-ly*. A good example of an adjective and an adverb is in the phrase *extremely hungry*. In this example, *extremely* is an adverb and *hungry* is an adjective.

The last three parts of speech in this list of eight forms are prepositions, conjunctions, and interjections. Prepositions are small words such as *in*, *at*, and *on*.

Conjunctions include *and*, *or*, *but*, and *so*. Interjections are a group of words that express a strong feeling or an emotion. Words such as *oh* qualify as interjections.

### 3.2.2 Plural Count Nouns

To make a noun plural, you usually add *-s*.

- book → books
- eraser → erasers
- subject → subjects

If a noun ends in *-s*, *-x*, *-ch*, *-sh* or *-z*, we add *-es* to make the plural form.*

- bus → buses
- kiss → kisses
- toolbox → toolboxes
- switch → switches
- bush → bushes
- quiz → quizzes

**Exercise 3** Write the plural form of each noun to the right of its singular form. The first one has been done for you.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. computer</td>
<td>computers</td>
</tr>
<tr>
<td>2. watch</td>
<td></td>
</tr>
<tr>
<td>3. word</td>
<td></td>
</tr>
<tr>
<td>4. action</td>
<td></td>
</tr>
<tr>
<td>5. dress</td>
<td></td>
</tr>
<tr>
<td>6. lunch</td>
<td></td>
</tr>
</tbody>
</table>

*Exception: when the final *-ch* sounds like /k/, just add *-s*.  
stomach → stomachs
Exercise 4  A student wrote these sentences about her science class. However, she forgot to use plural nouns. Circle the eight mistakes and write the correct plural above each mistake. Hint: Some sentences have more than one mistake, and some sentences are correct. The first one has been done for you.

days

1. My science class meets three days every week.

2. My science class lasts for two hour.

3. It begins at 8:00 a.m. and finishes at 10:00 a.m.

4. The classroom is very large.

5. The classroom has thirty desk, but there are only twenty-three student in our class.

6. This means that there are seven place where no one sits.

7. Dr. Sanders, who is our science professor, is very good, but she is strict.

8. For example, we have a quiz every Friday.

9. On last week's quiz, we had many difficult question, but Dr. Sanders gave us only a short time to complete them.

10. On many of the quiz, my score are good, but my score on last week's quiz was not so good.
### 3.2.3 Other Spelling Changes in Noun Plurals

Some nouns change their spelling to form the plural.

1. **Nouns that end in -y**
   - When the letter before -y is a vowel (a, e, i, o, u), just add -s to form the plural.
     - boy → boys
     - day → days
     - bay → bays
   - When the letter before -y is a consonant, change -y to -i and add -es.
     - baby → babies
     - city → cities
     - lady → ladies

2. **Nouns that end in -f or -fe**
   - The ending -f or -fe changes to -ves to form the plural.
     - shelf → shelves
     - knife → knives
     - leaf → leaves

3. **Nouns that have the same form for singular and plural**
   - 1 sheep → 2 sheep
   - 1 deer → 2 deer
   - 1 fish → 3 fish
   - 1 series → 2 series
   - 1 species → 10 species

4. **Nouns with consonant + -o ending**
   - Add -es to form the plural.
     - hero → heroes
     - potato → potatoes
     - echo → echoes
     - mosquito → mosquitoes

5. **Nouns that have irregular spellings for the plural form**
   - mouse → mice
   - child → children
   - person → people
   - man → men
   - woman → women
   - goose → geese
   - foot → feet
   - tooth → teeth

### Exercise 5
Write the plural form of these nouns that end in -y. The first one has been done for you.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a wild monkey</td>
<td>four wild monkeys</td>
</tr>
<tr>
<td>one try</td>
<td>three</td>
</tr>
<tr>
<td>a new toy</td>
<td>two new</td>
</tr>
<tr>
<td>a fly</td>
<td>some</td>
</tr>
<tr>
<td>a baby</td>
<td>two</td>
</tr>
<tr>
<td>that lady</td>
<td>those</td>
</tr>
<tr>
<td>a bay</td>
<td>several</td>
</tr>
<tr>
<td>a buil</td>
<td>a few</td>
</tr>
<tr>
<td>this turkey</td>
<td>these</td>
</tr>
</tbody>
</table>
10. an interesting biography    two interesting ____________
11. a long reply                many long ____________
12. a very difficult day       very difficult ___________

Exercise 6    Write the plural form of the noun in each phrase. The first one has been done for you.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a long life</td>
<td>long ___________</td>
</tr>
<tr>
<td>2. a wolf</td>
<td>some __________</td>
</tr>
<tr>
<td>3. herself</td>
<td>them __________</td>
</tr>
<tr>
<td>4. yourself</td>
<td>your __________</td>
</tr>
<tr>
<td>5. one leaf</td>
<td>many __________</td>
</tr>
<tr>
<td>6. one wife</td>
<td>four __________</td>
</tr>
<tr>
<td>7. a new scarf</td>
<td>new __________</td>
</tr>
<tr>
<td>8. a loaf of bread</td>
<td>five __________ of bread</td>
</tr>
<tr>
<td>9. a calf</td>
<td>nine __________</td>
</tr>
<tr>
<td>10. one half</td>
<td>three __________</td>
</tr>
<tr>
<td>11. one fish</td>
<td>five __________</td>
</tr>
<tr>
<td>12. a species of bird</td>
<td>one hundred ____________ of birds</td>
</tr>
<tr>
<td>13. a mosquito</td>
<td>too many __________</td>
</tr>
<tr>
<td>14. a baked potato</td>
<td>six baked __________</td>
</tr>
</tbody>
</table>

Exercise 7    Write the singular or plural form of each noun. The first one has been done for you.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a mouse</td>
<td>four ___________ mice</td>
</tr>
<tr>
<td>2. a __________</td>
<td>five men</td>
</tr>
<tr>
<td>3. a smart __________</td>
<td>smart children</td>
</tr>
<tr>
<td>4. one tooth</td>
<td>thirty-two __________</td>
</tr>
<tr>
<td>5. a __________</td>
<td>two geese</td>
</tr>
<tr>
<td>6. a tall woman</td>
<td>tall __________</td>
</tr>
</tbody>
</table>
7. a broken foot
two broken

8. one person
many

3.3 Articles a and an

The articles a and an are used only before singular count nouns. Specifically, use a and an with singular count nouns that are not specific and are being mentioned for the first time.

A dictionary has thousands of words and their meanings.
A cat has whiskers.
An umbrella is necessary when it rains hard.

Use a before a word (noun, or adjective + noun) that begins with a consonant sound.

a dictionary  a big dictionary

Use an before a word (noun, or adjective + noun) that begins with a vowel sound.

an orange  an expensive orange

Remember that words beginning with the letters h or u can be tricky. Some of these words use a and some use an—depending on the beginning sound of the word.

a house  an hour

House begins with the consonant sound / h /, but hour begins with a vowel sound. (The letter h is silent in the word hour.)
a university  an uncle

University begins with the consonant sound / y /, but uncle begins with a vowel sound.

Exercise 8 Fill in the blanks with a or an. Pay attention to the sound of the next word. The first one has been done for you.

1. an examination
11. an old man
2. an history examination
12. an globe
3. an hard examination
13. an antique globe
4. an dictionary
14. an university
5. an very useful dictionary
15. an university student
6. an useful dictionary
16. an honor student
7. an student
17. an instructor
8. an angry student
18. an horrible teacher
9. an heavy table
19. an professor
10. an extremely heavy table
20. an whiteboard

Articles a and an
Exercise 9 Read these sentences about superstitions. Complete each one with a or an. The first one has been done for you.

1. ______ superstition is ______ belief that is based on fear.
2. If you walk under ______ ladder, you will have bad luck.
3. If ______ black cat crosses your path, beware.
4. ______ apple ______ day keeps the doctor away.
5. ______ broken mirror will bring seven years of bad luck.
6. If you open ______ umbrella in the house, you will have bad luck.
7. ______ hat on ______ bed will bring bad luck.
8. To ward off bad luck, throw ______ pinch of salt over your shoulder.
9. If you see ______ owl in the daytime, it's bad luck.
10. It is good luck to find ______ four-leaf clover.

3.4 Noncount Nouns

Nouns that cannot be counted are called noncount nouns. Noncount nouns can refer to:

- ideas
- intelligence
- peace
- honesty
- importance
- sports
- tennis
- football
- running
- swimming
- terms in nature
- snow
- thunder
- electricity
- water
- subjects
- mathematics
- engineering
- English
- history
- collective words
- luggage
- furniture
- advice
- homework

Do not use a or an with a noncount noun. Do not make a noncount noun plural.

Incorrect: a homework many furniture a mail some equipments
Correct: homework furniture mail equipment

When the subject of a sentence is a noncount noun, remember to use the third person singular verb form. This is the same verb form that goes with the subject it.
Incorrect: Bread are my favorite snack.
Correct: Bread is my favorite snack.
Hint: It ______ my favorite snack. Think: Would you use is or are with it? Say It is. Do not say It are.

Exercise 10 Write C after count nouns and N after noncount nouns. The first two have been done for you. Be prepared to discuss your answers.

1. planet C
2. sunshine N
3. blood N
4. bone N
5. track N
6. traffic C
7. music N
8. song N
9. breath N
10. air C
11. grammar C
12. sentence C
13. pickle C
14. salt C
15. scenery C
16. skyline C
17. gem C
18. jewelry C
19. good time C
20. joke C

Exercise 11 Read the sentences about engineering. Underline each noun. Write C above count nouns and N above noncount nouns. The number in parentheses at the end of each sentence indicates the number of nouns in that sentence. The first one has been done for you.

N C C
1. Engineering is an important subject at most universities. (3)

2. A mechanical engineer may design machinery that we use in our homes and offices. (4)

3. A civil engineer may develop a road pattern for traffic that helps to save lives. (4)

4. Oxygen is an important element that is studied by a chemical engineer. (3)

5. An aeronautical engineer studies aircraft navigation. (2)

6. These different kinds of engineering are all important to modern society. (3)
3.5 The Article the

The article the is used before nouns at different times.

1. Use the when you are talking about something specific.
   - general: Everyone has an identification card.
   - specific: The identification card that you have is light blue.

2. Use the with the superlative form of an adjective, which means with the word most or least or with the ending -est.
   - comparative: In a jewelry store, gold is more expensive than silver.
   - superlative: In a jewelry store, diamonds are the most expensive material.
   - comparative: In our class, Jan is tall, but Mark is taller.
   - superlative: In our class, Ricky is the tallest student.

3. Use the for the second and all other references to a noun.
   - first reference: We watched a video in our history class yesterday.
   - second reference: The video lasted for about twenty minutes.

4. When you want to talk about a category or group in general, use no article.
   - general: Tigers are fierce animals.
   - specific: The tigers in our local zoo are fierce.

5. Use the when the speaker and the listener are talking about the same specific item.
   - general: Every kitchen has a refrigerator.
   - specific: William, don't forget to close the refrigerator!

6. Use the for the parts of something. (Exception: Do not use the for body parts.)
   - general: In a kitchen, there is a refrigerator, a stove, and a clock.
   - parts: I went to Mary's new house last night. Her kitchen is beautiful. The refrigerator is silver, the stove is black, and the clock above the door has extremely big numbers on it.

Do not use the before abstract nouns such as feelings or ideas.
- Incorrect: The honesty is important.
- Correct: Honesty is important.

Do not use the with a word when you want to express a general meaning of the word.
- Incorrect: My favorite color is the blue.
- Correct: My favorite color is blue.
- Incorrect: I like the ice cream. I love the chocolate, but I don't like the vanilla.
- Correct: I like ice cream. I love chocolate, but I don't like vanilla.
Exercise 12  Read this short essay about classes. Fill in the blanks with a, an, the, or — (no article). The first one has been done for you.

**My Classes**

I have ___ three classes on ___ Monday. My math class is at ___.

8:00 a.m. I like ___ math. I think that ___ math is very important for my future. In my math class, we learn about ___ algebra and ___ geometry.

To me, ___ algebra is more difficult than ___ geometry. ___ hardest thing in ___ algebra is when we have to solve problems with ___ letters such as ___ x and ___ y. I like ___ book that we use in our math class because it has ___ key in ___ back of ___ book.

In our history class yesterday, we had ___ important examination. ___ test had thirty questions. The test had ___ long essay question at ___ end. ___

To me, this question was ___ easiest question on ___ entire test. ___

One of ___ most interesting classes that I have is ___ composition.

This is ___ last class that I have on ___ Thursday. ___ last week we had to write ___ composition about ___ value of ___ education.

To help us with our paper, ___ instructor asked us to give some ideas. As we gave our idea, he wrote them on ___ board. ___ purpose of this activity was to help us develop our thoughts. My paper got ___ good score.

(continued)
Exercise 13 Fill in the blanks with a, an, the, or — (no article). The first one has been done for you.

**Staying Healthy**

A friend of mine and I were talking yesterday about health. She asked me what I do to stay healthy. I told her that I do exercises about three or four times each week. In the morning, I get up early, drink a cup of coffee, and then go running. I run two miles because I think that running is the best exercise that a person can do. During the time that I am running, I also have a chance to think about things. Sometimes I think about work, but mostly I think about important things like my family. In addition to exercise, food is also important. I believe that eating
fruit and _______ vegetables is essential to _______ good health. Yes, I eat _______ meat, but I do not eat a lot of it. As you can see, my plan for staying healthy depends on _______ good exercise and _______ food. It is important for _______ people to select _______ plan that is easy so that they can follow it.

3.6 Review of Articles with Nouns

<table>
<thead>
<tr>
<th>Count nouns</th>
<th>Noncount nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>a cat</td>
<td>cats</td>
</tr>
<tr>
<td>an apple</td>
<td>apples</td>
</tr>
</tbody>
</table>

Exercise 14 Write a sentence with each of these examples to illustrate the differences between a, an, the, and no article. Discuss your sentences with your classmates. The first one has been done for you.

1. a book I found a great book on archaeology in the library.

2. books

3. the book

4. the books

5. vocabulary

*We use the with specific cases of noncount nouns, but we almost never use the with abstract nouns such as feelings or ideas.

Incorrect: All humans need the love.
Correct: All humans need love.
Correct: The strong love that you feel for your child is natural for parents.
3.7 Quantifiers with Count and Noncount Nouns

Quantifiers are expressions of quantity that tell "how much" or "how many."

1. Use a few, many / a lot of with plural count nouns.
2. Use a little, much / a lot of with noncount nouns.
   
   Incorrect: a little books  a few money  much people  many homeworks
   Correct:   a few books   a little money  many people   much homework

   **Remember:** The phrase a lot of is correct with both count and noncount nouns.

   **Avoid using much** in affirmative statements, even with noncount nouns.
   
   **Unusual:**    We have much homework for tomorrow.
   **Correct:**    We do not have much homework for tomorrow.
   **Better (informal):** We have a lot of homework for tomorrow.
   **Better (formal):**   We have a great deal of homework for tomorrow.

**Exercise 15** Read the sentences about numbers and languages. Underline the correct quantifier in each sentence. The first one has been done for you.

1. There are (a few, a little) Spanish speakers in my math class.
2. I don't know (many, a lot of) Spanish, so I can't speak to them.
3. In math class, the teacher asks us (many, much) questions about numbers.
4. Sometimes my Spanish-speaking classmates say the numbers in Spanish, so I have
   (a few, a little) opportunities to learn (a few, a little) Spanish.
5. (A few, A little) numbers are similar in English and Spanish. For example, six looks
   like seis in my opinion.
6. However, (many, much) of the numbers are very different. For example, there is not
   (many, much) similarity between cinco in Spanish and five in English.
7. I asked my best friend about the best way to learn numbers in Spanish, but he did not give me (many, much) advice.

8. Perhaps if I do (a few, a lot of) homework in Spanish, that might help me to learn the numbers in Spanish.

3.8 Functions of Nouns in a Sentence

A noun can have three important functions in a sentence. A noun can be a subject, a direct object, or an object of a preposition.

- **Subject:** Mrs. Williams is eighty years old.
- **Direct Object:** Because it was her birthday, we called Mrs. Williams.
- **Object of a Preposition:** I talked about Mrs. Williams with my family.

3.8.1 Nouns as Subjects

One function of a noun is the subject of a sentence. The subject of a sentence is the noun (or pronoun) that does the action of the verb. The subject can be a single word, such as rock, or a noun phrase. A noun phrase consists of a noun and all the words that go with it, such as a heavy gray rock.

- **Kangaroo** jumps incredibly high.
- A kangaroo has a very special tail.
- They use their long, heavy tails for balance.

To find the subject, first find the verb (the action word) in the sentence. Then ask: “Who” or “what” does the action of the verb? The answer will be the subject.

- **Kangaroo** jumps incredibly high.

<table>
<thead>
<tr>
<th>Question:</th>
<th>What is the action word?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong></td>
<td>jump = action = verb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question:</th>
<th>Who or what jumps?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong></td>
<td>Kangaroo = doer of action = subject</td>
</tr>
</tbody>
</table>

Exercise 16

Read these statements about animals. Then write a one-word answer to each question according to the statement. The first one has been done for you.

1. According to many scientists, dolphins communicate with each other.

   What is the action word? ___ communicate ___ = verb

   Who or what does this action? ___ dolphin ___ = subject
2. Elephants eat peanuts.
   What is the action word? ______________ = verb
   Who or what does this action? ______________ = subject

3. In both hot and cool weather, camels need a lot of water.
   What is the action word? ______________ = verb
   Who or what does this action? ______________ = subject

4. Alligators always live in areas near water.
   What is the action word? ______________ = verb
   Who or what does this action? ______________ = subject

5. Raccoons often sleep in the daytime.
   What is the action word? ______________ = verb
   Who or what does this action? ______________ = subject

Exercise 17 Read the sentences about the two kinds of camels. Draw one line under the subject (doer of the action) and two lines under the verb. The first one has been done for you.

1. Of all the animals in the world, camels are certainly one of my favorite animals.
   Camels are strange in several ways.

2. Camels live in desert areas.
   A camel has extremely long
   eyelashes.

3. In my opinion, camels are beautiful animals.
   To other people, camels are not so attractive.
7. Bactrian camels have two humps.
8. Dromedaries are camels with only one hump.
9. Dromedaries carry heavy supplies.
10. For these important reasons, people value camels very much.

Exercise 18  Read the sentences about cows. Write $S$ over the subject and $V$ over the verb. The first one has been done for you.

\[ S \ V \]

1. A cow is female.
2. A dairy cow produces milk.
3. Different kinds of cows produce different types of milk.
4. For example, Jersey cows give rich milk.
5. In contrast, Guernsey cows produce yellowish milk.
6. Cows vary in color.
7. A Holstein is black and white.
8. Most cows are quite gentle.
9. The average cow lives from nine to twelve years.
10. The average cow drinks thirty gallons of water every day.
3.8.2 Nouns as Direct Objects

A sentence often has a noun after the verb. This noun is called the direct object. The direct object tells who or what receives the action of the verb.

Monkeys eat bananas.

Question: What is the verb?
Answer: eat = action = verb

Question: Who or what eats?
Answer: monkeys = doer of action = subject

Question: What does the monkey eat?
Answer: bananas = receiver of action = direct object

Exercise 19 Read these sentences about writers and their writing. Then write a one-word answer to each question according to the statement. The first one has been done for you.

1. Writers choose their words very carefully.

What is the action? ______________ = verb

Who / what does this action? __________ = subject

Who / what receives the action? ____________ = direct object

2. Shakespeare wrote poetry.

What is the action? ______________ = verb

Who / what does this action? ______________ = subject

Who / what receives the action? ______________ = direct object

3. Ernest Hemingway authored many novels and short stories in his lifetime.

What is the action? ______________ = verb

Who / what does this action? ______________ = subject

Who / what receives the action? ______________ = direct object

4. Publishing companies print books.

What is the action? ______________ = verb

Who / what does this action? ______________ = subject

Who / what receives the action? ______________ = direct object
5. A newspaper company employs reporters and writers.

What is the action? ____________ = verb

Who / what does this action? ____________ = subject

Who / what receives the action? ____________ = direct object

Exercise 20 Read the sentences about poetry in a student’s reading class. Then write V above the verb, S above the subject, and DO above the direct object. The first one has been done for you.

S  V  DO

1. At school, I enjoy my reading class the most.

2. I like reading for many good reasons.

3. In our reading class, we read many kinds of literature.

4. Right now we are reading Chapter 5 of our book.

5. Chapter 5 teaches some famous poems.

6. In class today, we read three different poems about nature.

7. The first poem tells the story of a young boy at the beach.

8. In the second poem, the woman saw the death of a young child.

9. The third poem discusses society’s treatment of animals.

10. Reading poems gives me a very good feeling.

3.8.3 Nouns as Objects of Prepositions

The third function of a noun in a sentence is the object of a preposition. The object of a preposition is found within a prepositional phrase, which usually consists of a preposition and the words that go with it. (Some frequently used prepositions can be found in Chapter 6.)

Susan walked to the supermarket in the morning.

PREP + OBJECT

PREP + OBJECT

Functions of Nouns in a Sentence
A preposition may be followed by a noun or a pronoun and the words that go with it. The noun can be a concrete noun, an abstract noun, or a verb used as a noun (gerund).

I went to the bank. (bank = concrete noun)
I believe in complete honesty. (honesty = abstract noun)
I am in favor of taking a break now. (taking = verb used as noun = gerund)
I gave the money to him yesterday. (him = pronoun)

Exercise 21  Read these sentences about a TV show. Underline the prepositional phrases. There may be more than one in some sentences. The first one has been done for you.

1. My favorite show was on television last night.

2. The name of the show is “Pet Parade.”

3. Pet Parade received very good ratings in the industry.

4. Most of the commercials for the show feature the crew’s pets.

5. The crew members bring their pets to the studio two hours before show time.

6. For obvious reasons, most of the pets are very nervous during the shooting of the show.

Exercise 22  Write six sentences about the inside of a place such as your room, an office, a classroom, or a building. Each sentence should contain at least one prepositional phrase. Underline the prepositional phrases. Draw an arrow from the preposition to the object of the preposition. The first one has been done for you.

1. On the wall of my bedroom, there are four posters with Japanese art.

2. ________________________________

3. ________________________________

4. ________________________________

72  Chapter 3  Nouns and Articles
Exercise 23

Read these sentences about some friends who went to see a movie. Underline each noun. Write S for subject, DO for direct object, or OP for object of a preposition to indicate the function of each noun in the sentence. The first one has been done for you.

5  OP  OP
1. Helen went to the theater at noon.

2. She waited for her two friends, but they did not arrive on time.

3. Helen entered the theater.

4. She found a seat.

5. Helen saved two seats for her friends.

6. Her friends were sitting behind a lady who was wearing a large red hat.

7. The woman was blocking the view of the other customers.

8. The woman did not know this situation.

9. The usher spoke to the woman.

10. After their discussion, the woman removed her hat.

11. As a result, Helen and her friends saw the movie.

12. At the end of the movie, the audience clapped wildly.
3.9 Possessive Forms of Nouns

There are two ways to show the possessive of nouns in English. One way is with an apostrophe and the letter s ('). The other way is with the preposition of. Consider the differences between these two possessive forms.

For people:
1. A singular noun that does not end in -s: add 's
   - the boy has a book = the boy's book
   - the boy has books = the boy's books
2. A plural noun that ends in -s: add ' (apostrophe)
   - the boys have one book = the boys' book
   - the boys have many books = the boys' books
3. An irregular plural noun: add 's
   - the children have a book = the children's book
   - people have opinions = people's opinions
4. A name that ends in -s: add 's
   - Chris has a laptop = Chris's laptop
   - Charles has two bikes = Charles's bikes

For things:
5. Use of instead of 's
   - a table has a top = the top of the table
   - a book has a title = the title of the book
6. Exceptions: We use 's for time words and nature words
   - Today's newspaper is on the table.
   - The sun's rays provide us with warmth and vitamin D.

Exercise 24
Read the sentences about how parents, teachers, and administrators work together to help students. Underline each possessive noun and the noun that it describes. The first one is done for you.

1. Children try to work up to their parents’ expectations.
2. Today's schools are trying to meet parents’ and children's expectations.
3. Principals and teachers meet regularly for conferences with parents to discuss their children's progress.
4. Parent volunteers’ input is invaluable because they observe students’ interactions and habits.

5. The teachers’ aides actually help students in the classroom, while parent volunteers’ jobs may include recess and lunchroom duties.

**Exercise 25**

Write sentences about six famous people (a famous politician, a religious leader, a singer, an astronaut or scientist, an actor, a sports star). Use at least one possessive noun in each sentence. The first one has been done for you.

1. Martha Washington was George Washington’s wife.

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

**Exercise 26**

Write sentences using an “of” phrase to show possession in the following pairs of words. Circle the prepositional phrases. The first one has been done for you.

1. (color / house) My brother does not like the color of our house.

2. (tip / pencil) ____________________________

3. (door / car) ____________________________

4. (bed / shoe) ____________________________

5. (color / wallpaper) ____________________________

6. (taste / food) ____________________________

7. (smell / onion) ____________________________

8. (population / China) ____________________________

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Possessive Forms of Nouns
Exercise 27  Read the paragraph below. Rewrite it by making the eight changes listed. Careful: You may have to make other changes.

1. Make all nouns singular in the first five sentences and make all other necessary changes.
2. The word animal is used in the first three sentences. For variety, use the word creature in the second sentence.
3. In the fifth sentence, add the words very hand in the correct place.
4. Connect the two sentences about snails’ food with the word but. Add a comma before the word but.
5. Use the word or to combine the two short sentences that talk about where a snail lives. Make a short sentence of just seven words.
6. Change snails to snail in the last sentence and make all necessary changes.
7. Begin the last sentence with the phrase for these reasons. Put a comma after this phrase.
8. In the last sentence, add the word extremely in the correct place.

All About Snails

I think that snails are the slowest animals on this planet. What do we know about these animals? Snails are small animals. They carry their houses wherever they go. Snails have shells to protect themselves. Most snails eat only plants. Some snails eat meat. Snails live in water. Snails live on land. Not many people know that more snails live in water than on land. I think that snails are interesting animals.

(continued)

1. I can't watch this movie with you right now. My appointment is in ______ hour.
   A. a
   B. the
   C. an
   D. —

2. Lisa bought six new ______ .
   A. dress's
   B. dresses
   C. dress
   D. dress'

3. Those ______ have different ______ .
   A. baby ... birthday
   B. babys ... birthdays
   C. babies ... birthday
   D. babies ... birthdays

4. The babysitter watches the children carefully because they might hurt ______ .
   A. himself
   B. themselves
   C. themselves
   D. himself

5. For most people, ______ honesty is the most important quality in a good friend.
   A. a
   B. the
   C. an
   D. —

6. ______ books do not cost ______ money.
   A. a little ... many
   B. many ... a few
   C. much ... a little
   D. a few ... much
Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. I bought interesting biography at the small bookstore that is on Main Street.
   A   B   C   D

8. Long-necked bird that is standing over there on one leg is a flamingo.
   A   B   C   D

9. My brother’s the best friend’s home is next to the park on Peters Street.
   A   B   C   D

10. Yesterday’s newspaper carried an article about my favorite restaurant. It is at the top of the list because of the food’s taste.
    A   B   C   D

Exercise 29 On a separate sheet of paper, describe a gesture, such as snapping your fingers or bowing, that is used in both the United States and another country but has a different meaning. Explain how the meaning of the gesture changes from one place to another. Underline all the nouns.
4 Subject-Verb Agreement

Every sentence in English must contain a subject and a verb. In Chapter 3, you learned that subjects are the "doers" of the action. Subjects are followed by verbs. In Chapter 1, you learned that verbs are actions or states of being. The focus of this chapter is practicing agreement between the subject and the verb.

4.1 Subject-Verb Agreement: Present Tense Verbs

When you describe something using the simple present tense, the subject must agree with its verb in number (singular or plural) and person. You learned in Chapter 2 that with the simple present tense, verbs use an -s, -es, or -ies ending for the third person (he, she, it) singular.

<table>
<thead>
<tr>
<th>SIngular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ride city buses.</td>
<td>We ride city buses.</td>
</tr>
<tr>
<td>You ride city buses.</td>
<td>You ride city buses.</td>
</tr>
<tr>
<td>My sister rides city buses.</td>
<td>My brother and my sister ride city buses.</td>
</tr>
</tbody>
</table>

Exercise 1

Read the sentences about a young man and his uncle. Circle the correct form of the words in parentheses. The first one has been done for you.

1. My uncle (gives / give) me advice regularly.
2. (His word / His words) contain important lessons.
3. He and I (talk / talks) on the phone and face to face.
4. I (goes / go) to his house every week.
5. Sometimes (we / he) go to a local bookstore.

6. The bookstore (overlooks / overlook) a small lake.

7. (The book in the shop / The books in the shop) come from all over the world.

8. (My uncle / My uncles) often gives me his own books to read.

9. After reading a book, my uncle and I (participates / participate) in interesting discussions.

10. (I / He) spend a lot of time with him.

**Exercise 2**  Read the sentences about the good points of a patio. In the blank, write the correct form of the verb in parentheses. The first one has been done for you.

1. Sheila (like) __________ the outdoors very much.

2. She (enjoy) ______________ the beautiful patio of her apartment.

3. She and her roommate (spend) ______________ a lot of time on the patio.

4. Sheila (use) ______________ the patio for many things.

5. The patio (hold) ______________ three lounge chairs and a barbecue.

6. Sheila and her roommate (like) ______________ to grow vegetables.

7. Their tomato plant (grow) ______________ best on the patio.

8. When the weather is nice, Sheila (cook) ______________ hamburgers on the patio.

9. Sometimes they (study) ______________ on the patio.

10. Sheila (sleep) ______________ on the patio if the outside temperature is good.

**Exercise 3**  Choose a person you know, such as your best friend or a relative. Write five sentences about that person. Use the present tense.

Person: ______________________________________

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________
4.2 Subject-Verb Agreement: Negative Verbs

When you want to express a negative thought in the present tense, you must add the helping verb do or does (plus the negative not) to sentences that do not already have a helping verb.

1. Do not use do or does when the main verb is be.

   * Singular (positive): My sister rides city buses.
   * Singular (negative): My sister *does not* ride city buses.
   * Plural (positive): My brothers live in New York City.
   * Plural (negative): My brothers *do not* live in New York City.

2. When you use the third person singular in the negative, you must use does not (doesn’t). All other forms use do not (don’t).

   In formal writing, it is best not to use contractions (doesn’t or don’t).

   In the negative form, use does; never put -s on the main verb.

   * Incorrect: My sister *does not* ride city buses.
   * Incorrect: My sister do not ride city buses.
   * Incorrect: My sister no ride city buses.
   * Correct: My sister *does not* ride city buses.

**Exercise 4**

Read these sentences that describe a negative situation. Circle the correct form of the words in parentheses. The first one has been done for you.

1. I (doesn’t understand / don’t understand) the campus map.

2. (The handbook / The handbooks) don’t explain the map very well.

3. The class (does not have / do not have) time to tour the campus.

4. My classmates (doesn’t study / don’t study) in the library.

5. (A used book / Used books) doesn’t cost a lot of money in the bookstore.

6. (A dorm room / Dorm rooms) doesn’t take much time to clean.

7. The cafeteria (doesn’t serve / don’t serve) steak.

8. My dorm room (doesn’t have / don’t have) a window.

9. Karen and Jeanette (doesn’t go / don’t go) to the gym on campus.

10. Ricardo (does not play / do not play) on the college basketball team.
Exercise 5  Read the sentences about my brother’s job. If the sentence is positive, change it to negative. If the sentence is negative, change it to positive. Write your sentences in the blanks. The first one has been done for you.

1. My brother David likes his job.
   My brother David does not like his job.

2. His bosses don’t bother him.

3. David’s work interests him very much.

4. He learns new information every day.

5. David doesn’t earn a lot of money at his job.

Exercise 6  Reread your sentences in Exercise 3, p. 80, about a friend or relative. Write five sentences about that same person. Use negative forms of verbs.

Person: ______________________

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

4.3  Subject-Verb Agreement: With be (present tense)

Sentences that contain be in the present tense use the following forms:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I am a college student.</td>
<td>We are college students.</td>
</tr>
<tr>
<td>Second</td>
<td>You are a college student.</td>
<td>You are college students.</td>
</tr>
<tr>
<td>Third</td>
<td>He is a college student.</td>
<td>They are college students.</td>
</tr>
</tbody>
</table>

82  Chapter 4  Subject-Verb Agreement
Here are the forms for negative sentences:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I am not a college student.</td>
<td>We are not (aren't) college students.</td>
</tr>
<tr>
<td>Second</td>
<td>You are not (aren't) a college student.</td>
<td>You are not (aren't) college students.</td>
</tr>
<tr>
<td>Third</td>
<td>He is not (isn't) a college student.</td>
<td>They are not (aren't) college students.</td>
</tr>
</tbody>
</table>

**Exercise 7**
Read the sentences about the beaches near Miami, Florida. Circle the correct form of the word in parentheses. The first one has been done for you.

1. The state of Florida (is / are) located in the southeastern part of the United States.
2. There (is / are) warm water on three sides of Florida.
3. For this reason, the weather in Florida (am / is / are) usually warm.
4. Miami (am / is / are) located in Florida.
5. Miami (is / is not) located in southern Florida.
6. Winters in Miami (is not / are not) cold.
7. One of the really nice beaches in Florida (is / are) Miami Beach.
8. Right now many people (is / are) swimming in the nice warm water at Miami Beach.
9. However, not everyone is in the water. Some people stay on the beach because they (is not / are not) good swimmers.
10. Because of the warm weather and great beaches, Florida (is / is not) a popular tourist destination.

**Exercise 8**
Choose a special place that you like. Using the present tense, write seven sentences about that place. Try to use both positive and negative verbs in your sentences.

Place: __________________________

1. __________________________
2. __________________________
4.4 Subject-Verb Agreement: With be (past tense)

Sentences that contain be in the past tense use the following forms:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I was in class yesterday.</td>
<td>We were in class yesterday.</td>
</tr>
<tr>
<td>Second</td>
<td>You were in class yesterday.</td>
<td>You were in class yesterday.</td>
</tr>
<tr>
<td>Third</td>
<td>She was in class yesterday.</td>
<td>They were in class yesterday.</td>
</tr>
</tbody>
</table>

Here are the forms for negative sentences:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I was not (wasn't) in class yesterday.</td>
<td>We were not (weren't) in class yesterday.</td>
</tr>
<tr>
<td>Second</td>
<td>You were not (weren't) in class yesterday.</td>
<td>You were not (weren't) in class yesterday.</td>
</tr>
<tr>
<td>Third</td>
<td>She was not (wasn't) in class yesterday.</td>
<td>They were not (weren't) in class yesterday.</td>
</tr>
</tbody>
</table>

Exercise 9
Read the sentences about a sports fanatic. If the sentence is correct, write the letter C. If the sentence is not correct, write an X and make the necessary changes. The first two have been done for you.

C 1. My friend Lisa loves to play sports.

X 2. She enjoy all types of sports, from team sports to individual sports like golf.

  3. In fact, Lisa play on both the volleyball team and the golf team at our college.

C 4. She and her teammates practices every afternoon after classes.
5. Sometimes she travels out of town for tournaments, but she don't like traveling because she misses a lot of class work.

6. Just last week, her team in North Carolina for a volleyball tournament.

7. Lisa a very good athlete.

8. She try her best in practice and during competitions.

Exercise 10
Rewrite the sentences from Exercise 9 as a paragraph. Indent the first line. (See p. 76 for an example of a paragraph with an indented first line.)

4.5 **Subject-Verb Agreement:**

**With Indefinite Pronouns**

A pronoun usually replaces a specific noun. For example, you can use *she* instead of *my sister.* However, one group of pronouns does not refer to a specific noun. We call these *indefinite pronouns.* Examples of indefinite pronouns are *someone* and *everybody.*

On the next page is a list of common indefinite pronouns. Note that when indefinite pronouns are the subject of a sentence, they ALWAYS take a singular verb.
<table>
<thead>
<tr>
<th>every-</th>
<th>some-</th>
<th>any-</th>
<th>no-</th>
</tr>
</thead>
<tbody>
<tr>
<td>-one</td>
<td>everyone</td>
<td>someone</td>
<td>anyone</td>
</tr>
<tr>
<td>-body</td>
<td>everybody</td>
<td>somebody</td>
<td>anybody</td>
</tr>
<tr>
<td>-thing</td>
<td>everything</td>
<td>something</td>
<td>anything</td>
</tr>
</tbody>
</table>

Everybody likes our new teacher Dr. Olsen.
Something smells strange in the refrigerator.
Anyone is welcome to the party.

Exercise 11 Read the paragraph about life in New Mexico. There are seven errors in subject-verb agreement. Find and correct the errors. Hint: The numbers outside the box tell you how many errors are in each line.

Landlocked

My parents lives in New Mexico. They enjoy living there for a number of
reasons. First, the weather is predictable. The summer months is hot, but there is
little snow in the winter. New Mexico also has an interesting culture. Many types of
people live and works there. Everybody feel like New Mexicans. My parents are very
active, and New Mexico offer a lot of things to do. My father enjoys rock climbing,
and there are many places for him to practice this sport. My mother don’t like the
beach, so New Mexico is perfect for her because it is a landlocked state. I love
visiting them in New Mexico. It are a lovely place to explore.
4.6 Subject + Prepositional Phrase + Verb

When the subject and the verb are separated by other words in a sentence, it can be difficult to make the subject and the verb agree. Sometimes subjects and verbs are separated by prepositional phrases (see Chapter 6) that give additional information about the subject. When you are writing, be sure to connect the subject and the verb even if additional words separate them.

- The little girl lives on Hudson Street.
  SUBJECT VERB
- The little girl in the blue and white sweater lives on Hudson Street.
  SUBJECT PREPOSITIONAL PHRASE VERB
- The houses near the supermarket are not for sale.
  SUBJECT PREPOSITIONAL PHRASE VERB

Some common prepositions include in, near, at, on, to, and from.

Exercise 12 Read the sentences. Underline the subject and circle the prepositional phrase. Then fill in the blank with the correct present tense verb. The first one has been done for you.

1. The computer near the teacher’s desk (be) is broken.
2. The laptop computer in the study lounge (have, not) a lot of memory.
3. Those three computer books on top of the bookshelf (be, negative) mine.
4. The computer software in the language lab (include) vocabulary and pronunciation practice.
5. The student behind me in class (study, negative).
6. The computer lab across from the library (contain) expensive computers.
7. My lab teacher from Switzerland (speak) excellent Italian.
4.7 **Subject-Verb Agreement: With there + be**

When we want to explain that something exists, we use the form *there + be*. The subject of the sentence is generally found after the verb *be*.

- **Present tense**:
  - *There is* a huge *delay* on the highway right now.
  - *There are* almost 300,000,000 *people* in the United States.

- **Past tense**:
  - *There were* five *concerts* at the amphitheater last weekend.
  - *There was* a *problem* at work, so I had to stay late.

When using *there + be*, remember to find the subject and make sure that it agrees with the form of *be*.

---

**Exercise 13**

Read the sentences about studying psychology. Underline the subjects and draw two lines under the verbs. Hint: Some sentences may have more than one subject-verb combination. The first one has been done for you.

1. **Psychology** is an interesting field of study.

2. There are lots of students at the college who are psychology majors.

3. Students of this behavioral science like to study people's behaviors.

4. There are many types of psychology studies, including cognitive and behavioral psychology.

5. Psychology students learn many interesting things about people's behaviors.

6. One of my favorite psychology professors is Dr. Jamison.

7. There were two excellent psychology professors at the college, but they recently retired.

8. There are graduates of the psychology program who continue their studies in the master's program.
Exercise 14  Read the following paragraph. There are seven errors in subject-verb agreement. Find and correct the errors.

Advisers

If you don’t know what to study in college, try talking to an academic adviser.

Advisers are great resources because they not require appointments. You can see them two or three times a semester, and they happy to help you. There is many types of advisers, from general studies advisers to specific subject advisers. The amount of time you spend are up to you. Advisers are also good resources because they is helpful and understanding. You can talk to them about many things, from academic subjects to personal matters! Many students in college visits the advising office. Why don’t you try?

Exercise 15  Read the paragraph below. Rewrite it by making the eight changes listed. Careful! You may have to make other changes.

1. Change John to John and Joanna.
2. Change one psychology major to three psychology majors.
3. Change good to a stronger, more positive adjective.
4. Change the first library to resource centers.
5. The phrase a lot of is correct, but sometimes this phrase sounds like conversation instead of academic writing. Replace the second a lot of with the phrase a great deal of.
6. Insert the quantifier thousands of in front of the word books.
7. Change two professors to a professor.
8. Change the first verb in the last sentence to a negative form of the verb.
Student Life

John studies at the City College. He is interested in psychology and wants to become a psychologist. John is a sophomore, and this year he is choosing a major. There is one psychology major at the college, and it has a good reputation around the state. John spends a lot of time at the library. The library on campus contains a lot of information, including books, reference articles, and online databases. Because he doesn't have a job, John can concentrate on homework and research papers. John enjoys the classes at the college and studies as much as he can. In fact, there are two professors at the college that John likes. They always help John. John definitely wants to graduate because he loves school so much!
Exercise 16  


1. No one in my office ______ our new boss. She gets angry very easily.
   A. are liking  
   B. likes  
   C. like  
   D. is liking  

2. ______ John still using the photocopy? I need to use it.
   A. Does  
   B. Did  
   C. Are  
   D. Is  

3. It may be true that a cat and a dog ______ usually play together, but my cat and dog get along just fine.
   A. don’t  
   B. aren’t  
   C. doesn’t  
   D. isn’t  

4. The new textbook that the school ______ for next semester costs over 100 dollars!
   A. chooses  
   B. choose  
   C. has chosen  
   D. have chosen  

5. Somebody ______ to water the plants. The leaves are turning yellow.
   A. are needing  
   B. is needing  
   C. need  
   D. needs  

6. How many people ______ to next weekend’s party?
   A. do you invite  
   B. did you invite  
   C. you invite  
   D. are you invite  

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. I started to clean out my closet last night. Nothing that is in my closet fit me anymore.
   A. I  
   B. started  
   C. to clean out my closet last night. Nothing that is in my closet fit me anymore.

8. There is more than 30 students in my English class. I don’t remember anyone’s name there, and I am sure they don’t know mine, either.
   A. There is more than 30 students in my English class. I don’t remember anyone’s name there, and I am sure they don’t know mine, either.
   B. There is more than 30 students in my English class. I don’t remember anyone’s name there, and I am sure they don’t know mine, either.
   C. There is more than 30 students in my English class. I don’t remember anyone’s name there, and I am sure they don’t know mine, either.
   D. There is more than 30 students in my English class. I don’t remember anyone’s name there, and I am sure they don’t know mine, either.
9. Mr. and Mrs. Brewster knows the whole neighborhood, so if you are interested in
   meeting your neighbors, you need to go visit the Brewster house.

10. I have called Bill's phone three times this morning. There are something wrong with
    his phone, I think. It is not working today.

Exercise 17 On a separate sheet of paper, write an original paragraph (five to eight sentences)
about an academic major that you are interested in. Discuss your interest in this major,
including the necessary skills to be successful in this field of study. Focus on subject-verb
agreement in your paragraph. Include sentences using the negative form and there + be.
Underline all the subjects once and verbs twice and check to see that they agree.
5.1 What Are Modals?

Modals are words that help main verbs by changing the meaning of the sentence. Modals are used to express:

5.2 requests and permission  
5.3 ability  
5.4 necessity  
5.5 possibility and probability  
5.6 advisability and suggestion

- Can you stop at the grocery store on the way home?
- When I was a child, I could run very fast.
- International students must have a student visa in the United States.
- We might go to the beach this weekend.
- The lecturer should speak more clearly.

The most common modals are can, could, may, might, should, would, ought to, must, have to, and be able to. Remember that all modals are followed by the base form of the verb.

- I ride my bike to school. (This is something that I do every day.)
- I may ride my bike to school. (It is possible that I will ride my bike, or I may not. A second meaning is that I have permission [from my parents, for example] to ride my bike to school.)
- I can ride my bike to school. (I have the ability to ride.)
- I must ride my bike to school. (This is a necessity; I have no other transportation.)

Only use the base form of the verb after the modal.

- Incorrect: Margaret will to graduate next year.
- Correct: Margaret will graduate next year.
- Incorrect: The students should to study Chapter 7.
- Correct: The students should study Chapter 7.
Do not add -s to the base verb following a modal.

Incorrect: He can uses the computer in the living room.
Correct: He can use the computer in the living room.
Incorrect: Lucille would helps if she had the time.
Correct: Lucille would help if she had the time.

Some modals are combinations of more than one word. For these multiword modals, such as be able to and have to, you must change form according to the subject.

My dog is able to jump over the fence in the backyard.

We have to change the flat tire.

Do not use two one-word modals together in a sentence.

Incorrect: You may can eat at my house.
Correct: You may eat at my house. (permission – formal)
You can eat at my house. (permission – informal)

You can combine a one-word modal with a multiword modal.

I may be able to help you tomorrow.

We might have to leave the party early.

Exercise 1

Read these sentences about regional weather situations. Write M above the modal and V above the verb. The first one has been done for you.

1. Weather can change very quickly.

M V

2. Our weather channel has to give reports day and night.

3. Weather patterns can be very diverse across the United States.

4. It could be raining in Oregon and snowing in Illinois on the same day.

5. People in the Midwest might see severe thunderstorms in May and June.

6. Floridians should carry an umbrella with them in the summer.

7. New Englanders ought to keep a snow shovel in the trunk of their cars.
8. Southern states should listen to hurricane warnings from June to October.

9. When there is a hurricane warning, some residents must evacuate.

10. When a resident has to leave his home, he could go to a safety shelter.

### 5.2 Modals for Requests and Permission

<table>
<thead>
<tr>
<th>can</th>
<th>could</th>
<th>would</th>
<th>may</th>
<th>might</th>
</tr>
</thead>
</table>

When you use modals to ask for something, you politely **request**, or ask for **permission**.

**CAN**  informal
- *Can I use your cell phone?* (request)
- *Joe can go next; I don’t mind waiting.* (permission)

**COULD**  informal
- *Could you close the window?* (request)
- *You could park here.* (permission)

**WOULD**  polite request
- *Would you like to go to the movies tonight?* (request)
- *Would you mind if I sit here?* (request for permission)

**MAY**  formal
- *May I have your name, please?* (request)
- *You may have a seat.* (permission)

**MIGHT**  very formal (not commonly used)
- *Might I offer you a piece of candy?* (request; not used for permission)

Requests are usually questions. The modal comes first in a question.

**Can I have some?**

Do not use two one-word modals together in a sentence.

**Incorrect:** *You may can borrow my car.*

**Correct:** 1. *You may borrow my car.* (permission – formal)
- *You can borrow my car.* (permission – informal)
Exercise 2  Read the two conversations. Fill in each blank using a modal of request or permission: can, could, would, may, might. Decide if the situation is formal or informal. The first one has been done for you.

**Situation 1: A medical checkup**

_Doctor:_ Good morning, Mrs. Martine. How is Jack today?

_Mrs. Martine:_ Good morning, Dr. Wong. I'm afraid he's not feeling well.

_Doctor:_ May I hold him?

_Mrs. Martine:_ Yes, you may. Please check his throat and ears.

_Doctor:_ Do you mind holding him in your lap so he won't be afraid?

_You:_ Want to distract him while I'm examining him. His ears look fine, but his throat is red. I'm going to write a prescription for him. You want to fill this right away.

_Mrs. Martine:_ Thank you very much.

_Doctor:_ Our office call you tomorrow night to check on his progress?

_Mrs. Martine:_ You certainly. Thanks again.

_Doctor:_ You're welcome.
Situation 2: Two friends meeting at the supermarket

Sonya: Hi Christina. What a surprise to see you here! Are you in a hurry, or can we talk for a few minutes?

Christina: Hi Sonya. It's good to see you. I'm in kind of a hurry because I have to pick up my son from soccer practice.

_________________________ you mind if we set up something for tomorrow?

1

Sonya: If you are free tomorrow night, you _______________ come to my house for coffee.

2

Christina: My daughter has piano lessons tomorrow night. _______________ we meet in the daytime when the kids are in school?

3

Sonya: I _______________ not come during the day because I'm teaching.

4

_______________ we get together on Saturday?

5

Christina: That's a good idea. _______________ you come to my house?

6

Sonya: Sure. What time?

Christina: Around noon?

7

Sonya: _______________ I bring anything for lunch?
Christina: You __________ bring dessert.

Sonya: Great. See you on Saturday.

Christina: See you then.

Exercise 3

Write five sentences about a vacation you plan to take soon. Use the modals in parentheses. Write questions for at least two of the sentences.

1. (can) _____________________________

2. (may) _____________________________

3. (could) _____________________________

4. (might) _____________________________

5. (would) _____________________________

5.3 Modals of Ability

<table>
<thead>
<tr>
<th>can</th>
<th>could (past ability)</th>
<th>be able to</th>
</tr>
</thead>
</table>

These modals express ability. All three modals are followed by the base form of the main verb. Only be able to changes for third person singular. Can and could do not add -s.

**CAN** ability

Harry can run faster than Jim.

**COULD** ability, past tense

Carmen could recite the alphabet as a young child.

**BE ABLE TO** have the ability to

I am able to drive without my glasses. (present)

Carol is able to drive without her glasses. (present – third person singular)
We were not able to get a reservation. (past, negative)
Peter was able to make the reservation. (past – third person singular)
Do not use two one-word modals in a sentence.

Incorrect: I can-could help you tomorrow.
Correct: I can help you tomorrow. (ability)
Correct: I could help you tomorrow. (possibility – different meaning)

Exercise 4
Read and complete the sentences with modals of ability: can, could, am / is / are able to, was / were able to. Be careful with third person singular. The first one has been done for you.

As an Adult:
1. I can drive a car.
2. I can eat ice cream.
3. My brother and I are able to stay out late.
4. I can ride a bike.
5. I am able to buy a new computer.
6. I can earn a living.
7. I can play all day.
8. I cannot fit in a baby swing.
9. My brother and I go to college.
10. I can ride in a stroller.

As a Child:
1. I could not drive a car.
2. I could eat ice cream.
3. We could stay out late.
4. I could ride a bike.
5. I could buy one.
6. I could earn a living.
7. I was able to play all day.
8. I could fit in it.
9. We were not able to go to college.
10. I could ride in a stroller.
5.4 Modals of Necessity

<table>
<thead>
<tr>
<th>must</th>
<th>have to</th>
<th>have got to</th>
<th>need to</th>
</tr>
</thead>
</table>

Use these modals when something is required or necessary:

**MUST** very strong
- Tomorrow is the final exam; everyone **must attend** class.

**HAVE / HAS TO** used more often than **must**
- Luis **has to sell** his motorcycle before he buys a boat.

**HAVE / HAS GOT TO** (very informal)
- Anna is staying home from the party because she **has got to study**.

**NEED TO** similar to **HAVE / HAS TO**
- I **need to get** a new pair of reading glasses.

Exercise 5
Read the conversation. Write M above the modals of necessity (**must**, **have to**, **have got to**, **need to**) and V above the verbs. The first one has been done for you.

```
M      V
Sam:  Henry, everybody from our class has to go to a special class with the professor today.
      It's in the library.

Henry: I know. The professor is showing a documentary called “The Big Bang Theory.”

      I think it is going to be on our final exam.

Sam:  Wow! This weather is awful! I'm sure that some of our classmates will be late because

      of this rain.

Henry: We have got to do whatever we can so that everybody comes to see the movie.

Sam:  Well, what can we do? Any suggestions?

Henry: Let's go to the library to see how many people are there, and maybe we can all come

      up with a plan for the students who are not there yet.

Sam:  The library is so far away! We've got to get there first.
```
Henry: There must be an easier way than walking across campus.

Sam: We could run to one building, walk through the first floor, and then run to the next building till we get there. That would keep us out of the rain some of the time.

Henry: OK. Let’s do it.

Sam: This is hard! We’re still so far away from the building!

Henry: Hey, there’s Rosie in the golf cart.

Sam and Henry: Rosie, you have got to give us a ride! Please!

Rosie: Sure. Get in. Where are you going?

Sam and Henry: To the library. All twenty of us need to be there to see a movie.

Rosie: Oh, that’s been canceled. Didn’t you check your e-mail?

## 5.5 Modals of Possibility and Probability

<table>
<thead>
<tr>
<th>may</th>
<th>might</th>
<th>could</th>
<th>should</th>
<th>ought to</th>
<th>must</th>
<th>will</th>
<th>be going to</th>
</tr>
</thead>
</table>

Modals of possibility and probability indicate degrees, from a chance or possibility (50%) to definite (100%).

**May / Might / Could** 50% possibility

It’s short notice, but we may / might / could go to the concert on Friday if Steve gets tickets.

**Should / Ought To** better possibility

Lori should / ought to get to class on time today because there is no traffic on the highway.

**Must** almost certain (see Section 5.7 for more about negative modals)

The football game is not sold out, so tickets must be available.

**Will / Be Going To** definite

Steve bought tickets, so we will attend / are going to attend the concert Friday night.

---

Modals of Possibility and Probability
Exercise 6  Read this weather report. Write M above the modals of possibility (may, might, could, should, ought to, must, will, or be going to) and V above their verbs. The first one has been done for you.

Weather Summary

M  V
Across the Southwest, there will not be a cloud in sight today.

California, Nevada, and Arizona are going to have a beautiful day.

The sun will shine all day long. In the South, Texas may also share

in some of that sunshine. There might be a few showers along the Gulf states. These

showers will move into the South. The South ought to feel damp throughout the day.

Tornado warnings are in place in the Midwest. Midwesterners

will definitely need to find refuge. Tornadoes may not last

long, but they cause a lot of damage. Thunderstorms may be

very severe, too. Residents must seek shelter for their own safety. In the Northeast,

Bostonians should stay indoors as well. A blizzard will hit the area tonight. By

tomorrow morning, there will be at least six inches of the “white

stuff” on the ground.

Exercise 7  Write a weather report for your city. Include the current weather and the forecast for the next few days. Underline the modals in your weather report.
5.6 Modals of Advisability and Suggestion

<table>
<thead>
<tr>
<th>should</th>
<th>ought to</th>
<th>had better (threat)</th>
</tr>
</thead>
</table>

Use modals to give someone advice or make a suggestion:

**SHOULD** advice or suggestion

- You should take an umbrella.
- You shouldn’t get so angry; it was a mistake.

**ought TO** strong advice

- Dan ought to take the train because parking spaces are scarce.

**HAD BETTER** warning or threat

- Michael had better stop smoking; otherwise, it could affect his health.

The negative form is *had better + not.*

- You had better not / You’d better not do that.

**Exercise 8** Read the sentences about weather in Florida. Choose the correct modal of advice in parentheses and write it in the blank. The first one has been done for you.

1. In Florida, it usually rains every other day in August. If you plan to visit, you **should** take an umbrella with you. (should, will)

2. In heavy rain, you **can** use the wipers on your car. (can, had better)
3. Some people come to Florida to play golf. However, as a safety precaution, you

________________ avoid the golf course in a thunderstorm. (would, ought to)

4. If it starts raining, you __________________ seek shelter. (had better, will)

5. Driving in heavy showers can be difficult. You __________________ also keep a

flashlight in your glove compartment. (can, should)

6. Of course you __________________ keep extra batteries with your flashlight. (ought
to, be able to)

7. In addition, you __________________ also keep a cell phone and a portable radio

handy. (can, should)

8. It does not rain every day, however. When you go to the beach on a sunny day, you

____________________ bring a bathing suit. (can, should)

9. If you decide to go swimming, you __________________ pack a towel, too. (had
better, would)

10. Sunglasses are something you __________________ wear to protect your eyes from

the bright sunlight. (will, ought to)

## 5.7 Negative Modals

In formal writing, negatives are formed by inserting DO / DOES + not before the verb.
When you use a modal, not comes after the modal. Remember that in formal writing,
contractions are not generally used.

Paulo could not find Maria’s phone number. (formal)
Paulo couldn’t find Maria’s phone number. (informal)

Here are the negative modals:

<table>
<thead>
<tr>
<th>Positive Modal</th>
<th>Negative Modal</th>
</tr>
</thead>
<tbody>
<tr>
<td>would + not = wouldn’t</td>
<td>have to + not = don’t have to</td>
</tr>
<tr>
<td>should + not = shouldn’t</td>
<td>has to + not = doesn’t have to</td>
</tr>
<tr>
<td>can + not = cannot = can’t</td>
<td>could + not = couldn’t</td>
</tr>
<tr>
<td>may + not = may not (no contraction)</td>
<td>will + not = won’t</td>
</tr>
<tr>
<td>ought to + not = ought not</td>
<td>must + not = mustn’t</td>
</tr>
<tr>
<td>(no contraction)</td>
<td></td>
</tr>
<tr>
<td>be able to + not = am not able to (no contraction), isn’t, aren’t, wasn’t, weren’t able to</td>
<td>might + not = might not (usually not contracted)</td>
</tr>
</tbody>
</table>
1. When something is NOT NECESSARY, use do not have to / doesn’t have to / don’t have to.
   I feel a lot better. I do not have to take any more medication.
   The meeting was canceled; she does not have to go.
   You don’t have to shout; I can hear just fine.
2. Must + not (mustn’t) is used for prohibition (a very strong warning).
   Children must not sit close to the television. It will damage their eyesight.
   You mustn’t smoke in restaurants in this state. Smoking in public places is against the law.

Exercise 9 Write the negative contractions for the following modals. If there is no contraction, write
the full negative form. The first one has been done for you.

Negatives
1. should shouldn’t
2. must
3. could
4. may
5. will
6. might
7. can
8. ought to
9. would
10. is able to

Exercise 10 Think about the rules of your classroom. You may review your class syllabus if you have
one. Write five sentences about what you can and cannot do in your class. Use must, must not, should, should not, and ought to.

1.

2.

3.

4.

5.
5.8 Questions with Modals: Review

Questions use inverted word order. Sentences with modals form questions by putting the modal first.

I can go to the movies with you. / Can I go to the movies with you?

John was able to fix his computer. / Was John able to fix his computer?

Do not use do / does / did with one-word modals in statements or questions.

Incorrect: Sasha does can drive the car pool tomorrow.
Correct: Sasha can drive the car pool tomorrow.

Incorrect: Do you should call the doctor?
Correct: Should you call the doctor?

Exercise 11 Read the pairs of sentences containing modals. Put a check mark next to the correct sentence. Pay special attention to the modals. The first one has been done for you.

Diet News

1. a. ______ You do should eat a balanced diet.
   b. ✔ You should eat a balanced diet.

2. a. ______ Fruits and vegetables can keep you healthy.
   b. ______ Fruits and vegetables can to keep you healthy.

3. a. ______ You must not taste vegetables while you are shopping.
   b. ______ You don’t must not taste vegetables while you are shopping.

4. a. ______ A pepper may comes in red, green, or yellow.
   b. ______ A pepper may come in red, green, or yellow.

5. a. ______ Can you to eat the pit of an avocado?
   b. ______ Can you eat the pit of an avocado?

6. a. ______ You might have to wash the fruit first.
   b. ______ You might do have to wash the fruit first.

7. a. ______ The produce section of a grocery store may contain exotic fruits and vegetables.
   b. ______ The produce section of a grocery store may contains exotic fruits and vegetables.
8. a. _______ I should to go grocery shopping on Friday.
   b. _______ I should go grocery shopping on Friday.
9. a. _______ Could you would write a list for me?
   b. _______ Could you write a list for me?
10. a. _______ The store will close at 9:00 p.m.
     b. _______ The store will close at 9:00 p.m.

---

**GUIDED WRITING**

Exercise 12 Read the paragraph below. Rewrite it by making the seven changes listed. Careful: You may have to make other changes.

1. Add may to the second sentence.
2. Change a certain society to plural.
3. Add must to the third sentence.
4. Change the groom to the groom and his attendants in the fifth sentence.
5. Change usually to must in the fifth sentence.
6. Insert has to after father of the bride in the sixth sentence.
7. In the last sentence, add has to after sociologist.

---

**Sociology**

Sociology is the study of human behavior. A sociologist observes an institution such as marriage, religion, or education in a certain society. The sociologist pays close attention to food, clothing, and rituals because of the customs associated with them. For example, for a formal wedding in the United States, a bride must wear a long, white wedding gown and her attendants also wear formal gowns or dresses. The groom usually wears a tuxedo. Since the father of the bride walks his daughter down the aisle, he also wears a tuxedo. In keeping with the formality, the mothers of the bride and groom as well as the guests wear either formal or semi-formal outfits. Sociologists study not only the types of clothing but also the colors and materials. Different cultures give importance to different aspects. Therefore, a sociologist is a keen observer.
CHAPTER QUIZ


1. If he has time, my boss ______ to the conference next week.
   A. may goes  
   B. might goes  
   C. might not go  
   D. may go

2. The conductor ______ everyone's attention in order to start the symphony.
   A. has to has  
   B. has to have  
   C. have to has  
   D. have to have

3. The professor ______ correct the exams by next Monday.
   A. should can  
   B. can should  
   C. should be able to  
   D. can be able to

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4. _______ you please close the window?
   A. Would          C. Should
   B. May           D. Must

5. Because he fell, the runner _______ finish the race.
   A. couldn’t be able to          C. weren’t be able to
   B. cannot                  D. wasn’t able to

6. When I was younger, I _______ run very fast.
   A. could           C. was able
   B. must          D. might

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. Paul’s research paper is due next week, so he have to go to the library before it closes.
   A  B  C  D

8. Since there’s a storm warning, Jane has better check her flight before driving to
   the airport.
   A  B  C  D

9. We _______ go to Jose’s party tomorrow because we’ve already accepted an invitation to
   Maria’s party.
   A  B  C  D

10. My car broke down last night. Can you able to give me a ride to class tomorrow morning?
    A  B  C

Exercise 14
On a separate sheet of paper, write an e-mail giving advice about the following situation:
Your teenage daughter is visiting her cousin in another city. She sends you an e-mail to ask you for permission to go to the mall with her friends. You do not know the friends, and no parents will be present. You trust her to go to the mall, but you want to give her some parental advice. Give reasons why she should or should not do certain things. Underline all the modals.
6

Prepositions

Prepositions are small words, but they are perhaps the most difficult words to use correctly in a foreign language. There are many prepositions in English, but common English prepositions include at, for, from, in, of, on, to.

6.1 What Are Prepositions and Prepositional Phrases?

A preposition is a word that shows the relationship between a noun (or pronoun) and the rest of the sentence. Prepositions have many purposes, but they often give us information about place, time, and direction.

- **place**: in the classroom, on the table, near the bank, at the bank, under the table
- **time**: in the morning, in March, in 1985, in ten minutes, for ten minutes, at 9:45, on Monday
- **direction**: to the bank, from the bank

The combination of a preposition and its object (and any modifiers such as articles or adjectives) is called a prepositional phrase.

- **at home**: under the sofa, on the green table
- **PREP + OBJ**: PREP + ARTICLE + OBJ, PREP + ARTICL + ADJECTIVE + OBJ

A prepositional phrase can come at the beginning, middle, or end of a sentence.

- **beginning**: in central Canada, the weather can be incredibly cold.
- **middle**: Vicky studied French in central Canada in 2005 and 2006.
- **end**: Dr. Ian Palmer teaches at a large university in central Canada.

Note that we usually use a comma after a prepositional phrase that comes at the beginning of a sentence.

- **beginning (with comma)**: in the last century, air pollution damaged our forests.
- **end (with no comma)**: Air pollution damaged our forests in the last century.
Exercise 1  Read the paragraph and underline the nine prepositional phrases. Circle the prepositions. Add commas to separate introductory phrases from the subject of the sentence. The first one has been done for you.

**Population**

All the countries in the world the United States ranks third in population after China and India. The population of the United States is approximately 300,000,000. In the United States the state with the most people is California. Other U.S. states that have large populations include Texas, New York, Florida, and Illinois. The state with the smallest number of people is Wyoming.

Exercise 2  Use each preposition to create a prepositional phrase in a sentence about yourself. Circle the preposition. Underline the object of the preposition. Put some of the prepositional phrases at the beginning of your sentences. The first one has been suggested for you.

1. from I drive from my home to school every morning.
2. with
3. in
4. at
5. on
6. about
7. for
8. of

<table>
<thead>
<tr>
<th>6.2</th>
<th>40 Common Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>This book is about a cat and a dog.</td>
</tr>
<tr>
<td>above</td>
<td>There is a cloud above the mountain.</td>
</tr>
<tr>
<td>across</td>
<td>I am going to swim across the lake.</td>
</tr>
<tr>
<td>after</td>
<td>If you arrive after 6:00 p.m., there might not be any more food.</td>
</tr>
<tr>
<td>against</td>
<td>We are against the president's plan to raise taxes.</td>
</tr>
<tr>
<td>along</td>
<td>Yellow flowers grow along the river.</td>
</tr>
<tr>
<td>around</td>
<td>The dog ran around the tree several times.</td>
</tr>
</tbody>
</table>
as For Halloween, she dressed up as a clown.
at (+ place) The hotel is at 330 Wilson Avenue.
(+ time) Flight 62 from Buenos Aires arrives at 9:37 p.m.
before I came home before midnight.
behind The cat is sleeping behind the car.
below The temperature last night dropped below 32 degrees!
beside My apartment building is beside the highway.
between I'm sitting between Jose and Chen.
by (+ time) You must complete this assignment by tomorrow.
(+ -self) Do you live by yourself?
(+ place) The museum is located by a park and a lake.
despite We went to the beach despite the cloudy weather.
down The truck rolled down the embankment.
during During his entire vacation, Mike had a terrible cold.
except I like all animals except snakes and lizards.
for (+ person) This present is for you.
(+ period) We stayed in Toronto for five days.
from This semester lasts from January to May.
in (+ place) Trenton is in New Jersey.
(+ time) Halloween is in October.
(+ period) Please come back in twenty minutes.
in back of I think your book is in back of the computer.
in front of I can't find my keys. They were in front of the computer.
in spite of We went to the beach in spite of the cloudy weather.
instead of Can you bring me some tea instead of coffee?
like I think that turkey tastes like chicken.
near Near the library, there is a large parking lot.
next to Nevada is next to California.
of What is the name of your professor?
off You should take your hat off your head when you enter a building.
on (+ surface) There are two maps on the classroom wall.
(+ street) My house is on Glenwood Drive.
since My wife and I have lived here since 1998.
through Suddenly a bird flew through the window.
to I'm going to the library now.
under Your notebook is under the computer.
Exercise 3  Some people are good with kids, but others are not so good with them. Read the sentences about Katie and children. Underline the correct preposition in parentheses. The first one has been done for you.

1. Katie loves kids, so she works (at, until) a day care center.
2. She goes (at, to) the day care center (in, at) 8:00 a.m every day.
3. The center is open (from, under) Monday (around, to) Friday, five days a week.
4. The children usually arrive (about, behind) 8:30 or 9:00.
5. Katie works with twenty children, so the job is not always easy (for, from) her.
6. (Down, During) play time, there are children everywhere.
7. Children often hide from Katie (in, under) the tables.
8. One little boy always tries to climb (down, on) top of the bookshelf.
9. One time he almost fell (around, off) the table. He's a very active child!
10. In addition, the day care center is (in, near) a busy street, so Katie has to be attentive.
11. (At, For) the end of the day, Katie is usually tired.
12. After a long work week, Katie loves to go out (against, with) her friends.

Exercise 4  Read the sentences about Katie and her weekends. Underline the correct preposition in parentheses. The first one has been done for you.

1. Like most young people, Katie likes to have fun (in, on) the weekend.
2. (After, From) being around little kids all week, Katie enjoys seeing people her own age.
3. Going out is more fun if you go (with, up) your good friends.
4. Katie and her friends usually go out to the club (at, in) 10:00 p.m.
5. Katie has a car and usually drives her friends (at, to) the club.
6. Their favorite club is downtown. It's really a great place to go (in, on) Saturdays.
7. (In spite of, In back of) working very hard all week, Katie manages to save a little energy for the dance floor.
8. The club stays open (for, until) 4:00 a.m., but Katie never stays (for, until) closing time.

9. Katie and her friends usually leave the club (on, before) 2:00 a.m.

10. She loves to laugh with her friends (to, about) all the funny people they meet during the night.

11. In fact, some of the people Katie meets behave exactly (like, for) some of the children at the day care center.

12. Some people enjoy life. These people try to have fun all (of, with) the time.

### 6.3 Describing Place and Time with *at, on, in*

Three prepositions that cause a lot of problems are *at, on, and in*. These three prepositions have many different uses, but there is an easy way to remember some of them. Study the diagram and the charts below:

#### PLACE

<table>
<thead>
<tr>
<th></th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the restaurant</td>
<td>at 6:40 p.m.</td>
</tr>
<tr>
<td>on Beacon Street</td>
<td>on Friday</td>
</tr>
<tr>
<td>in Honolulu in Florida in the USA</td>
<td>in June in 2004 in the 21st century</td>
</tr>
</tbody>
</table>

#### PLACES TIMES

<table>
<thead>
<tr>
<th>AT</th>
<th>very specific time; clock time</th>
</tr>
</thead>
<tbody>
<tr>
<td>at Jefferson Community College</td>
<td>at 10:17 a.m.</td>
</tr>
<tr>
<td>at the Hilton</td>
<td>at noon</td>
</tr>
<tr>
<td>at Pizza Hut</td>
<td>at midnight</td>
</tr>
</tbody>
</table>

#### STREETS DAYS

<table>
<thead>
<tr>
<th>ON</th>
<th>DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>on Kennedy Avenue</td>
<td>on Monday</td>
</tr>
<tr>
<td>on Smith Street</td>
<td>on June 17</td>
</tr>
<tr>
<td>on Interstate 10</td>
<td>on my birthday</td>
</tr>
</tbody>
</table>
LARGE PLACES

IN
in my neighborhood
in Chicago
in Illinois
in the Northeast
in North America

LARGE TIME PERIODS

IN
in these two weeks
in October
in spring
in the 1970s
in the 18th century

Exception with the parts of a day:
in the morning, in the afternoon, in the evening, at night

Exercise 5
Fill in the blanks with the correct preposition (at, in, or on) for these places and times. Then in the parentheses, write place or time. The first one has been done for you.

1. ___________ (__________) South America
2. ___________ (__________) the same year
3. ___________ (__________) Hoover High School
4. ___________ (__________) 1983
5. ___________ (__________) April
6. ___________ (__________) April 15
7. ___________ (__________) April 15, 1983
8. ___________ (__________) winter
9. ___________ (__________) Miami
10. ___________ (__________) sunrise
11. ___________ (__________) the morning
12. ___________ (__________) Senegal
13. ___________ (__________) the Northern Hemisphere
14. ___________ (__________) Disney World
15. ___________ (__________) Wilson Road
16. ___________ (__________) Africa
17. ___________ (__________) your neighborhood
18. ___________ (__________) Labor Day
19. ___________ (__________) the Middle East
20. ______ (___________) Guatemala and Mexico
21. ______ (___________) dawn
22. ______ (___________) Los Angeles
23. ______ (___________) Los Angeles International Airport
24. ______ (___________) California

Exercise 6

Read these sentences about Jeremy’s life. Complete the sentences with in, at, or on. The first one has been done for you.

1. Jeremy was born ______ a small town ______ Georgia ______ April 1, 1980.

2. He lived ______ the same small house ______ the same little town all of his life until he went away to university.

3. Jeremy’s favorite class ______ the university is geography. He loves to look at the globe and think about all of the different places ______ the world where people live.

4. The United States is located ______ the northern hemisphere, and Georgia is ______ the southeastern part of the United States.

5. The town where Jeremy was born is so small that it isn’t even ______ the map.

6. Some people think geography is boring, but not Jeremy. There are a lot of interesting websites ______ the Internet, and ______ TV there is a program ______ the National Geographic Channel about ancient mapmakers that Jeremy watches ______

Friday nights ______ 10:00.

7. Most people do not realize this: ______ North America, the summer is ______ June, July, and August, but ______ South America, the summer is ______ December, January, and February. That’s pretty interesting.

8. New York City and Santiago, Chile are ______ the same time zone, but when it’s daytime ______ North and South America, it’s nighttime ______ China.

9. There are so many places to go and so many things to do: see Carnival ______ Brazil, scuba dive in the Great Coral Reef ______ Australia, ride a gondola ______ Venice, fall in love ______ Paris, ride a camel to the pyramids ______ Egypt.

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10. Jeremy cannot wait to finish his studies _______ the university this summer and move away from the little house, _______ the same little street, _______ the same little town where he's lived all his life. _______ graduation day, he plans to open up a map of the world, close his eyes and put his finger down somewhere, anywhere in the world and go.

Exercise 7 Read the paragraph about Dr. Marie Curie. Find and correct the five errors with the prepositions of, on, and in. The first one has been done for you.

Dr. Marie Curie

Dr. Marie Curie was one of the most famous scientists of the twentieth century. She is known to the world for her discovery of the radioactive elements radium and polonium.

Marie Curie was born Maria in Sklodowska at Warsaw, Poland, in November 7, 1876. Even from a very early age, it was obvious that Marie was an exceptional child. She was able to read fluently by the time she was four years old and amazed her family with her incredible memory. In 1891, in the age of fifteen, Marie began studying chemistry and physics in the Sorbonne University in Paris. In 1901, Marie was awarded the Nobel Prize in Physics for identifying two previously unknown

(continued)
elements. Only ten years after winning the first Nobel Prize, Marie was honored with a second Nobel Prize in 1911, this time in chemistry. Marie Curie was the first person in history to ever receive this honor twice.

However, because of her repeated exposure to radioactive materials, Marie Curie died of leukemia on 1934. Through her life’s work, Marie Curie made valuable contributions to the field of science and to our understanding of radioactive elements.

### 6.3.1 Idiomatic Expressions with at, on, in

<table>
<thead>
<tr>
<th>IN vs ON</th>
<th>AT vs IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>in bed (sleeping)</td>
<td>on the bed (sitting)</td>
</tr>
<tr>
<td>at the hospital (visiting, working)</td>
<td>in the hospital (a patient)</td>
</tr>
<tr>
<td>at the school (visiting, working)</td>
<td>in school (a student)</td>
</tr>
<tr>
<td>at home</td>
<td>at work</td>
</tr>
<tr>
<td>in class</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 8**

Read the paragraph about a gift. Circle the correct preposition in parentheses. The first one has been done for you.

**The Gift**

One of my first memories was when I was six years old and fell out of a tree.

I hit my head pretty badly, and I was (at, in) the hospital for a week. I had to stay (in, on) bed for several days, which was pretty boring for a six-year-old. Fortunately, my uncle worked (at, in) the same hospital, so he would come and see me whenever my parents had to work. One morning I woke up and found a Nintendo sitting

(continued)
(in, on) the bed next to me. That was what I remember the most! I didn’t have a
4
Nintendo (at, at the) home, and I was very excited about getting one. That is when I
5
realized that being (at, in) the hospital and playing video games all day is not so bad
6
after all. It was certainly more fun than being (at, in) class.

6.3.2 Different Meanings for at, in, and on

1. Sometimes the meaning of a preposition is easy to understand.

   The clerk put the shirt in a white box. The box is on the table.

   In this example, in means inside something and on means on top of something.

   My cousin works at Washington Bank. He works in the Accounting Department.

   In this example, at means at a specific location and in means in a larger unit (for example, a department or an office).

2. Sometimes the meaning of a preposition is not clear.

   I bought my car in 2005. I bought my car on my birthday.

   Why do we say in 2005 and not on 2005? Why do we say on my birthday and not in my birthday? (Answer: We use in with years and on with dates.)

Exercise 9 Think of five examples of prepositions that confuse you. Write sentences with those prepositions here. Circle the prepositions that are difficult for you to understand.

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________
6.4 Prepositions of Time

Prepositions can introduce time phrases. For example, we use at with specific times (at 6:45 p.m.), and we use since to tell the beginning of a time period (since 1992).

Here are some common prepositions of time.

<table>
<thead>
<tr>
<th>after</th>
<th>between</th>
<th>for</th>
<th>on</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>by</td>
<td>from</td>
<td>past</td>
<td>till</td>
</tr>
<tr>
<td>before</td>
<td>during</td>
<td>in</td>
<td>since</td>
<td>until</td>
</tr>
</tbody>
</table>

- at 6:00 a.m.
- at night
- at present
- by tomorrow
- by Christmas
- in the morning
- in January
- in the fall
- in 1945
- on September 11
- on Friday
- on Valentine’s Day
- between now and next Monday
- by Tuesday
- by then
- from Monday to Friday
- from 1998 to 2006
- till December 31
- until December 31
We use for with a general period of time and we use during with the name of a period of time. We use for to answer the question How long? and we use during to answer the question When?

Incorrect: They visited France during two weeks.
Correct: They visited France for two weeks.
Correct: They visited France during the summer.

Exercise 10

Read the e-mail message about an upcoming visit. Underline the correct prepositions in parentheses. The first one has been done for you.

Pablo.

Hi, Bill here . . . I’m writing to let you know my schedule for when I visit your office next week. I have a lot to do (between, from, on) now and then, so I’m sending you my information now. (By, During, From) our last phone conversation, you told me to send you my information a.s.a.p. Well, here it is.

My flight arrives (around, between, until) 11:00 a.m., and (at, by, past) the time I got out of the airport and get a rental car, I should be at your office just (after, from, to) noon. This means that we will not see each other (at, from, in) the morning, so all of our work has to be done (at, in, since) the afternoon. I hope that we can have at least three hours to ourselves. Perhaps we can work (after, from, until) 1:00 (by, on, till) 4:00. What do you think? I hope we can accomplish a lot (for, during) these three hours.
Maybe I can meet with your supervisor (at, in, on) 4:00 or 11 4:30. Do you think this is possible? Let me know. I haven't seen him (for, during) a really long time.

Bill

Exercise 11 Write at least six sentences (or a short paragraph) about how you spend a typical day. Use at least six prepositions of time. Circle the prepositions.


Exercise 12 Here is a weekly schedule. Fill in some of the daily activities from your routine. Then choose eight activities from the schedule and write sentences about them. Use prepositions of time (at, by, in, on, between, from, till, until). A few ideas have been suggested for you.

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Wake up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Have breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Have class</td>
<td>Go to the library</td>
<td>Have class</td>
<td>Work in the school mailroom</td>
<td>Have class</td>
<td></td>
</tr>
</tbody>
</table>
6.4.1 Prepositions of Length of Time

The prepositions for, since, and during indicate a period of time.

**FOR**
- Use with a quantity, or period, of time.
- For 10 days
- For two and a half weeks

**SINCE**
- Use with the exact beginning of a period of time.
- Since 1975
- Since 9 o’clock

**DURING**
- Use with the name of a period of time.
- During the day
- During the rainy season

In English, “a half” comes before the time word. We say “five and a half hours,” not “five hours and a half.”
Exercise 13  Read the sentences about a trip to Spain. Six of them contain an error with for, since, and during. Find the errors and correct them. The first one has been done for you.

1. I went to Spain since my last vacation. I enjoyed my time there very much.
2. I was there during three weeks.
3. I was there since the month of May.
4. During the time I was there, the weather was hot.
5. When I was there, I studied in a Spanish language program for six hours every day.
6. Unfortunately, I have not practiced my Spanish since I came back from Spain.
7. I would really like to return to Spain, but I want to stay during a longer period of time.
8. My cousin is in Spain now. He has been there for last month.
9. My cousin will stay there for a total of two months.
10. I will not visit him there for that time.

6.5 Prepositions of Direction or Movement

These prepositions indicate a movement in a direction or a specific direction.
- arrive in a city, state, or country
- arrive at a place (restaurant, school, work)
- go to a city, state, country, place
- go from a place
Do not make these common errors:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>enter + place: She entered in the room.</td>
<td>She entered the room.</td>
</tr>
<tr>
<td>go to + place: She went to the class.</td>
<td>She went to the class.</td>
</tr>
<tr>
<td>leave + place: I will leave from the club.</td>
<td>I will leave the club.</td>
</tr>
<tr>
<td>return to + place: They returned their country.</td>
<td>They returned to their country.</td>
</tr>
</tbody>
</table>

The word *home* does not use a preposition with verbs of motion.

- Incorrect: What time did you return to home?  
- Correct: What time did you return home?

**Exercise 14**

Read the paragraph about a trip to a foreign country. Find the eight mistakes in prepositions of direction or movement and correct them. The first one has been done for you.

**Abroad**

Few activities are more eye-opening and educational than traveling abroad.

When you go from your native country to another country, there are so many new things to see and experience. After you arrive in the airport, a good idea is to ask a taxi driver to suggest some local favorite attractions. The mistake that most people make when they arrive at the new country is to look for familiar things. Enjoy the differences. Why, for example, would you want to go to a fast food restaurant and eat a hamburger when you can do that any day in your home town? Try some delicious traditional cuisine instead. Here is a hint: If you already recognize every item on the menu, don’t even enter in the restaurant. Go to the places where you find mostly local people. Another travel tip is to try walking when you have to go for one place

(continued)
to another. Cars are faster, but you see more on foot. By taking in some of the native
sights and sounds, when you leave from the new country and go back to home, you
will have some new memories to treasure.

6.6 Prepositions in Combination

Prepositions can be used to indicate place, time, and direction. In addition, prepositions
can be used with certain nouns, verbs, and adjectives. You need to memorize these
combinations and practice them in your writing and conversation.

6.6.1 Prepositions and Nouns

Some prepositions are used before certain nouns:
- in trouble

Some prepositions are used after certain nouns:
- a question about

There is no rule to explain these combinations. You must memorize them.

<table>
<thead>
<tr>
<th>Preposition + Noun</th>
<th>Noun + Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>at home</td>
<td>about confusion</td>
</tr>
<tr>
<td>at present</td>
<td>about a question</td>
</tr>
<tr>
<td>at war</td>
<td>about a reason</td>
</tr>
<tr>
<td>at work</td>
<td>about the middle</td>
</tr>
<tr>
<td>in a hurry</td>
<td>for an excuse</td>
</tr>
<tr>
<td>in debt</td>
<td>for a need</td>
</tr>
<tr>
<td>in love</td>
<td>for a reason</td>
</tr>
<tr>
<td>in shape</td>
<td>for the middle</td>
</tr>
<tr>
<td>in trouble</td>
<td>experience with</td>
</tr>
<tr>
<td>on vacation</td>
<td>experience with a</td>
</tr>
<tr>
<td>on sale</td>
<td>a problem</td>
</tr>
<tr>
<td>on your mind</td>
<td>answer to</td>
</tr>
<tr>
<td></td>
<td>a decision</td>
</tr>
</tbody>
</table>

If you use a verb form after a preposition, the verb must end in -ing. (This form is called
a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

Incorrect: Do you have any interest in go to the lake with us on Saturday?
Incorrect: Do you have any interest in to-go to the lake with us on Saturday?
Correct: Do you have any interest in going to the lake with us on Saturday?
Exercise 15  Underline the correct preposition. The first one has been done for you.

1. (on, to) sale  
7. (for, in) danger  
13. experience (on, with)

2. a reason (at, for)  
8. an answer (of, to)  
14. (at, in) love

3. a decision (of, to)  
9. an excuse (for, with)  
15. (at, in) work

4. (at, for) present  
10. (at, in) war  
16. (in, on) vacation

5. take advantage (of, with)  
11. (at, in) a hurry  
17. a problem (for, with)

6. a question (about, at)  
12. confusion (about, for)  
18. (in, on) your mind

Exercise 16  Fill in the correct preposition with the noun. Then use each phrase to write an original sentence about Kevin, an imaginary bad student. The first one has been done for you.

1. an excuse ______ for ______ : Kevin is always late. There is no excuse for being late.

2. have an interest ______ : 

3. take advantage ______ : 

4. have a problem ______ : 

5. give a reason ______ : 

6. agree with the decision ______ : 

7. have a need ______ : 

8. was some confusion ______ : 

128  Chapter 6  Prepositions
6.6.2 **Prepositions and Verbs**

Some prepositions are used after certain verbs: listen to, wait for, complain about

You must memorize these verb and preposition combinations.

- **Incorrect:** I complained the homework. (Problem: no preposition)
- **Incorrect:** I complained for the homework. (Problem: wrong preposition)
- **Correct:** I complained about the homework.

If you use a verb form after a preposition, the verb must end in -ing. (This form is called a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

- **Incorrect:** I complained about do the homework.
- **Correct:** I complained about doing the homework.

Here are some common preposition and verb combinations.

<table>
<thead>
<tr>
<th>verb + about</th>
<th>verb + for</th>
<th>verb + to</th>
<th>verb + with</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask about</td>
<td>apologize for</td>
<td>agree to</td>
<td>agree with</td>
</tr>
<tr>
<td>complain about</td>
<td>ask for</td>
<td>be accustomed to</td>
<td>argue with</td>
</tr>
<tr>
<td>dream about</td>
<td>look for</td>
<td>be used to</td>
<td>disagree with</td>
</tr>
<tr>
<td>forget about</td>
<td>study for</td>
<td>belong to</td>
<td></td>
</tr>
<tr>
<td>talk about</td>
<td>thank (someone) for</td>
<td>explain (something) to</td>
<td></td>
</tr>
<tr>
<td>think about</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>worry about</td>
<td>verb + on</td>
<td>introduce to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>count on</td>
<td>listen to</td>
<td></td>
</tr>
<tr>
<td>verb + at</td>
<td>depend on</td>
<td>look forward to</td>
<td></td>
</tr>
<tr>
<td>laugh at</td>
<td>keep on</td>
<td>pay attention to</td>
<td></td>
</tr>
<tr>
<td>look at</td>
<td></td>
<td>speak to</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 17**

Read the sentences about a special gift that Mark received. Locate the verb and preposition combinations. Draw two lines under the verb and circle the preposition that goes with that verb. The first one has been done for you.

1. Mark had a great surprise yesterday when his grandmother gave a computer to him because it was his birthday.

2. Mark thanked his grandmother for the great gift that she gave him for his birthday.
3. For a long time, Mark had dreamed about getting a computer, so he was extremely happy.

4. At first, Mark's grandmother thought about a gift card from a store.

5. However, she changed her mind because one day she saw Mark looking at computers in a newspaper advertisement.

6. She spoke to Mark about why he wanted a computer.

7. Mark thought about her question, and then they discussed his reasons.

8. Mark was impressed that his grandmother spent at least an hour with him and listened to his reasons.

9. Mark explained that most students today depend on computers to help them with their homework.

10. Mark's grandmother agreed with him that computers are important for school.

11. In addition, Mark explained that most of his friends had their own computers, so he looked forward to having his own computer.

12. Mark can never again complain about not having a computer.

Exercise 18 Fill in the correct preposition with the verb. Then write an original sentence with each phrase. The first one has been done for you.

1. be accustomed to ; I am accustomed to sleeping late on Saturdays.

2. agree ;

3. count ;

4. forget ;

5. argue ;

6. worry ;

130 Chapter 6 Prepositions
6.6.3 Prepositions and Adjectives

Some prepositions are used after certain adjectives: excited about
You must memorize these preposition and adjective combinations.

<table>
<thead>
<tr>
<th>adjective + of</th>
<th>adjective + by</th>
<th>adjective + for</th>
<th>adjective + with</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid of</td>
<td>bored by / with</td>
<td>bad for</td>
<td>all right with</td>
</tr>
<tr>
<td>guilty of</td>
<td>embarrassed by</td>
<td>good for</td>
<td>familiar with</td>
</tr>
<tr>
<td>proud of</td>
<td>frustrated by / with</td>
<td>ready for</td>
<td>O.K. with</td>
</tr>
<tr>
<td>sure of</td>
<td></td>
<td>necessary for</td>
<td>pleased with</td>
</tr>
<tr>
<td>tired of</td>
<td>adjective + to confusing to</td>
<td>adjective + from</td>
<td>satisfied with</td>
</tr>
<tr>
<td>adjective + about important to</td>
<td>different from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angry about / at married to</td>
<td>divorced from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concerned about opposed to</td>
<td></td>
<td>adjective + in</td>
<td></td>
</tr>
<tr>
<td>excited about related to</td>
<td></td>
<td>disappointed in / with</td>
<td></td>
</tr>
<tr>
<td>happy about / with similar to</td>
<td></td>
<td>interested in</td>
<td></td>
</tr>
<tr>
<td>sorry about / for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>worried about</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of the most common errors is using the preposition for too often.

Incorrect: We are happy for the professor's decision.
Correct: We are happy about the professor's decision.

If you use a verb form after a preposition, the verb must end in -ing. (This form is called a gerund, which is a verb form used as a noun. Here it is an object of the preposition.)

Incorrect: We are worried about fly to New York in January.
Correct: We are worried about flying to New York in January.
Exercise 19

Use these adjectives with the correct preposition combination to write original sentences about yourself. Remember to use a gerund (verb ending in -ing) if you use a verb after the preposition.

1. interested ____________________________

2. tired ____________________________

3. ready ____________________________

4. satisfied ____________________________

5. excited ____________________________

6. afraid ____________________________

7. worried ____________________________

8. similar ____________________________

9. happy ____________________________

10. frustrated ____________________________

11. different ____________________________

12. opposed ____________________________
Exercise 20  Read the letter from a student to her professor. Find the twelve errors with prepositions and correct them.

Dear Professor:

Tomorrow my English class starts, and I am excited for that. I have a question for my son. My son is 15 years old. He is on vacation here at the United States now, but he has to return to Peru on February. He will be here during only a short time, and I would like to invite him to our class. Is this all right for you?

If you agree for this plan, I will tell him. He speaks a little English, but he needs to practice more. I think this class is good for him. Is that possible? If you say it is okay, he will come the class with me tomorrow.

I want to thank you for your help. I am so happy for this wonderful opportunity for my son and myself.

Sincerely,

Ana Fernandez

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GUIDED WRITING

Exercise 21  Read the paragraph below. Rewrite it by making the eleven changes listed. Careful: You may have to make other changes, including adding prepositions and changing verb forms.

1. Change all contractions to their full forms.
2. Add this idea to the second sentence.
3. Add hear to the third sentence.
4. Connect the two sentences that talk about my life.
5. There are two sentences about the writer's father and two sentences about the writer's mother. Add two more sentences about another family member. Follow the writer's pattern of a statement and a question. In your statement, use the word frustrated.

6. Add the adjective current in front of the word questions.

7. Add a verb form after the phrase interested in.

8. Add an adjective in front of the word English in the third to last sentence. Use an adjective that has a negative meaning.

9. Change the word soon to May.

10. After the word ready, add the phrase whatever life brings me.

11. Give your new paragraph a good title. Your title should represent the main idea of the whole paragraph, not just one specific idea.

I am a student, so people tell me all the time how lucky I am because I don’t have any problems. I disagree. I’m tired of this opinion. My life is not so simple. My life is not so carefree. I think about my family all the time. I am worried about my father. Will he keep his job? I’m concerned about my mother. Will she remember to take her medicine? I also worry about school. Will I pass my classes? Will I really improve my English? When will I be able to understand native speakers? In addition to these questions, I wonder about my future. I’m interested in a job at the bank, but can I really do this with my English? I will graduate soon, so I have to be ready. Yes, I’m a student, but my life is not as easy as people think.

(continued)
Exercise 22  **Part 1: Synthesis.** Circle the letter of the correct answer.

1. When Sammy started his studies _____ Rice University, he chose biology as his college major.
   A. at  
   B. in  
   C. by  
   D. on

2. Can you explain his question _____ the subject?
   A. of  
   B. about  
   C. by  
   D. in

3. My professor comes to school _____ bike. I see her pedaling down the street every day.
   A. at  
   B. in  
   C. by  
   D. on

4. Winters _____ Washington, D.C., are not so cold. In fact, it does not snow very often.
   A. at  
   B. in  
   C. by  
   D. on

5. _____ the Civil War, thousands of soldiers were killed.
   A. At  
   B. In  
   C. By  
   D. On

6. What time did your plane land _____ Miami International Airport?
   A. at  
   B. in  
   C. by  
   D. on
Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. In the U.S. the state with the most people is California. Other U.S. states with large populations include New York and Pennsylvania in the Northeast.
   A         B         C         D

8. Marie Curie was exceptional child. She was able to read fluently by the time she was four years old and amazed her family with her incredible memory.
   A         B         C         D

9. Unfortunately, Larry not come to class yesterday because he had a cold. I think he is feeling better today.
   A         B         C         D

10. In the age of fifteen, Marie began studying chemistry and physics at the Sorbonne University in Paris.
    A         B         C         D

Exercise 23
On a separate sheet of paper, write an original paragraph (eight to twelve sentences) about your future plans. Be sure to discuss what you want to do and why. What opportunities and problems can you see? Give specific examples. In your paragraph, use at least eight of the nouns, verbs, or adjectives and their prepositions from this chapter. Underline these words.
Adjectives describe. As you learned in Chapter 1, they describe nouns and pronouns.
In this chapter, you will review different types of adjectives, alone and in combination
with other words, and how they can improve your writing.

7.1 Placement of Adjectives

Adjectives are a very common part of speech in English. They add description and details
to a topic. Adjectives can describe physical characteristics (big, heavy, Japanese) or explain
more abstract concepts (important, hungry, difficult).

Adjectives generally occur in two places in the sentence. The first place is before a noun,
and the second place is after the verb be.

Before noun: She bought a green sweater.
After be: The sweater is green.
Before noun: Monica always needs a strong cup of coffee in the morning.
After be: The coffee was strong.

Do not put an adjective after a noun. Adjectives go before nouns.

Incorrect: She bought a sweater green.
Correct: She bought a green sweater.

Adjectives can also be used after verbs that are similar to the verb be, such as feel, seem,
and appear. (These special verbs are called linking verbs.)

My friend does not seem intelligent, but in fact he is a genius!
Exercise 1  Read the paragraph about the desert. Underline the twelve adjectives. The first one has been done for you.

Desert Life

The desert is a beautiful place to visit.
From a distance, the desert may look dry and brown, but if you look closely, the desert is full of life! Many animals live in the desert although it is difficult to see them. If you look carefully, you can see tiny scorpions, poisonous snakes, and even wild rabbits.
There are various things to explore in the desert, from the unique plants and animals to the sandy dunes.

Exercise 2  Read the following paragraph describing a particular house. Write any appropriate adjectives in the blanks. The first one has been done for you.

The House on the Corner

There is a huge house on the corner of my street. It is 1

and white, with windows and a 2

front door. The house sits on more than one acre of land, 4

and it is surrounded by bushes and 5

trees. The lawn is perfectly like a 7

carpet. I love to walk by this house!
7.2  Adjective + Preposition Combinations

Adjectives do not always occur independently in sentences. Sometimes they are paired with prepositions. (See Chapter 6 for a review of prepositions.) It is important for you to learn these adjective + preposition combinations.

They are interested in sports.
The thief was guilty of the crime.

Try to remember these adjective + preposition combinations because they are not interchangeable.

<table>
<thead>
<tr>
<th>Adjective + of</th>
<th>Adjective + for</th>
<th>Adjective + about</th>
<th>Adjective + to</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ashamed of</td>
<td>famous for</td>
<td>anxious about</td>
<td>*accustomed to</td>
</tr>
<tr>
<td>aware of</td>
<td>responsible for</td>
<td>enthusiastic about</td>
<td></td>
</tr>
<tr>
<td>capable of</td>
<td>sorry for</td>
<td>serious about</td>
<td></td>
</tr>
<tr>
<td>fond of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guilty of</td>
<td>adjective + with</td>
<td>adjective + in</td>
<td></td>
</tr>
<tr>
<td>proud of</td>
<td>*pleased with</td>
<td>*interested in</td>
<td></td>
</tr>
<tr>
<td>sick of</td>
<td>happy with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*tired of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All of these adjective + preposition combinations are followed by a noun.

I eat hamburgers for lunch every day. I am tired of the same food.

\[ \text{ADJ} + \text{PREP} + \text{NOUN} \]

If the word after the preposition is a verb, you must use the -ing form of the verb. (This -ing form of the verb is actually a noun and is called a gerund. Gerunds always end in -ing.)

I eat hamburgers for lunch every day. I am tired of eating the same food.

\[ \text{ADJ} + \text{PREP} + \text{NOUN (gerund)} \]

Do not use the base form of a verb after a preposition. You must use the gerund (-ing) form.

**Incorrect:** Are you interested in go to the store with us?
**Correct:** Are you interested in going to the store with us?

**Incorrect:** Are you accustomed to drive this car?
**Correct:** Are you accustomed to driving this car?

*Adjectives that end in -ed are called participial adjectives. You will learn more about them in Section 7.4.
Exercise 3 Read the paragraph about education. Underline the ten adjective + preposition combinations. Circle the nine gerunds that follow prepositions. The first two have been done for you.

Education

Most college students are aware of the importance of education. However, many college students are famous for avoiding academic activities at all costs. It seems that some young people are not interested in learning. After many years in school, students get a little tired of studying every day. Young adults should remain serious about completing their studies. Everyone is capable of achieving great things, but it takes a lot of hard work. Unfortunately, some young people are not always enthusiastic about working hard. Remember, students must be responsible for shaping their futures. Many people are guilty of not studying hard while in college. Don’t grow up to be one of those people who is ashamed of wasting his or her college days. Use this important time wisely. There is plenty of time to relax later.
Exercise 4 Complete each sentence by writing an adjective in the space provided. Refer to the list of adjective + preposition combinations on p. 139. Hint: Study the preposition in the sentence to help you choose an appropriate adjective. The first one has been done for you.

1. I am ________ proud ________ of getting an A+ on the final exam! I studied very hard for it.

2. I am ______________ for making cookies. Everyone in my hometown knows about my excellent cookie recipes.

3. I am ______________ about going to the dentist tomorrow. I am afraid that my dentist will find more cavities on my teeth.

4. I am ______________ in seeing the new horror movie this weekend. In fact, I have a collection of scary movies on DVD.

5. I am very ______________ of eating the food in the cafeteria! The cooks always cook the same food!

6. I am ______________ to going to school early. I don’t need an alarm clock because I wake up at 5:30 every day.

7. I am ______________ about going on a diet. My clothes don’t fit me anymore. It’s time to lose weight.

8. I am ______________ of leaving the door unlocked.

---

7.3 Be + Adjective Combinations

One common sentence pattern in English is with the verb be + adjective. (See Chapter 8 for more information.)

Josh is afraid of spiders.

BE ADJ

Some be + adjective combinations can be followed by infinitives. Remember: an infinitive form is the word to + the base form of the verb. Every verb has an infinitive form. To swim, to eat, to live, and to be are all examples of the infinitive.

Evelyn is afraid to touch spiders.

BE ADJ INFINITIVE
Here is a list of adjectives that are commonly followed by an infinitive.

<table>
<thead>
<tr>
<th>afraid</th>
<th>*disappointed</th>
<th>happy</th>
<th>*scared</th>
</tr>
</thead>
<tbody>
<tr>
<td>*amazed</td>
<td>eager</td>
<td>lucky</td>
<td>sorry</td>
</tr>
<tr>
<td>angry</td>
<td>*encouraged</td>
<td>*pleased</td>
<td>upset</td>
</tr>
<tr>
<td>anxious</td>
<td>*excited</td>
<td>*prepared</td>
<td>willing</td>
</tr>
<tr>
<td>*astonished</td>
<td>*fascinated</td>
<td>proud</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td>fortunate</td>
<td>ready</td>
<td></td>
</tr>
<tr>
<td>curious</td>
<td>*frightened</td>
<td>reluctant</td>
<td></td>
</tr>
<tr>
<td>*determined</td>
<td>glad</td>
<td>sad</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 5**

Rewrite the following sentence parts about camping in correct sentence order. Circle the be + adjective + infinitive combinations. Hint: Look for the capitalized word to start your sentence. Look for end punctuation to finish it. The first one has been done for you.

1. an invitation to go camping / I was pleased to accept / with some friends from work.
   
   I was pleased to accept an invitation to go camping with some friends from work.

2. I was / anything about camping / to go, but I didn’t know / curious

---

*These adjectives are called participial adjectives. They are formed by adding -ed or -ing to a verb. You will learn more about them in Section 7.4.

We were excited to hear the news!

Felix was ready to move into a bigger apartment.
3. professional campers, / to travel with them. / Because my friends are / I was happy

4. that I didn’t own a backpack. / to discover / My friends were surprised

5. during this short weekend trip. / to watch everything they did / I was careful

6. I was eager / Once the car was packed, / to begin the journey.

7. all of their camping secrets. / During the trip. / to teach me / my friends were determined

8. I am very proud / a great job on my first camping trip. / to say that I did

7.4 Participial Adjectives

Unlike other adjectives, participial adjectives come from verbs. The two forms of participial adjectives from regular verbs are:

- present participle (VERB + -ing) exciting
- past participle (VERB + -ed)* excited

*The past participle of regular verbs ends in -ed: work, worked, worked. However, there are many irregular verbs: choose, chose, chosen.

The chosen candidates appeared on television.
This is how participial adjectives are used in sentences:

**present participle**: That **laughing** man is my cousin. (= He is laughing now.)

**past participle**: I do not like **burned** toast. (= Someone burned the toast.)

Hint: To identify a participle as an adjective, try substituting another adjective in its place.

That **laughing** man is my cousin. → **happy** → That **happy** man is my cousin.

I don’t like **burned** toast. → **black** → I don’t like **black** toast.

### Uses of Participial Adjectives

1. The (present) participial adjective, with an -ing ending, gives information about the noun.

   Tessa got some **surprising** news when she saw the lottery numbers on television.  
   *(Surprising describes the type of news it was. She was not expecting the news.)*

   I saw an **interesting** movie. *(The movie causes interest.)*

   Bill Smith’s latest novel is **depressing**. *(Depressing describes what type of book it is.)*

2. The (past) participial adjective, with an -ed ending, describes the receiver of the action.

   The **surprised** lottery winner began to cry when she received her check.

   My uncle is an **interested** television viewer. *(Television programs interest him.)*

   I was **depressed** after I read Bill Smith’s book. *(The book made me feel sad.)*

### Exercise 6

Read the sentences about eating a better diet. Underline the participial adjectives. The first one has been done for you.

1. Recent statistics on obesity and poor health are **frightening**.

2. Most people are interested in maintaining a healthy lifestyle, but changing eating habits is never easy.

3. Healthy food does not necessarily mean boring food.

4. Many people decide to change their lifestyles because of some embarrassing situation they had.

5. People can do many things to stay in shape. They can join a gym, buy new aerobics shoes, and, most important, eliminate fattening food from their diet.
6. Most people start a new diet with amazing enthusiasm, but it is very difficult to stay in this new routine.

7. Having a healthy body is a very motivating factor for many people.

8. With so many different diets available today, some dieters are confused.

9. It is important to consult a doctor or nutritionist. You can feel relaxed because you are in the hands of a professional who will guide you through this challenging experience.

10. It is very exciting to know that after only a few weeks of dieting and exercise, a person can see significant improvements physically.

**Exercise 7** Read the paragraph about the difficulties involved in moving. Circle the correct form of the word in parentheses. The first one has been done for you.

<table>
<thead>
<tr>
<th>Moving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving into a new house or apartment can be (excited / exciting) as well as (tired / tiring). Many people become (frightened / frightening) at the idea of putting all of their worldly possessions into boxes and moving them to the other side of the world—or even the other side of town. It's important to look for a new home in an (interested / interesting) area of town. You will be more (motivated / motivating) to get moved into the new place quickly. Try to sell or throw away anything that you don't absolutely need. It's bad luck to fill up your new home with old junk. You will be (surprised / surprising) by all the useless items that can be eliminated during the moving process.</td>
</tr>
</tbody>
</table>

---

**Participial Adjectives** 145
Adjective Clauses

As we have seen, adjectives may take the form of single words or phrases. Another way to add details to a sentence is to use an adjective clause. (See more about adjective clauses in Chapter 9.)

A simple adjective clause has a relative pronoun (that, which, who, whom) followed by a verb and sometimes an object. An adjective clause describes the noun(s) that comes before it.

```
ADJ CLAUSE
Minestrone is a thick soup that contains vegetables.
NOUN REL PRONOUN VERB OBJ
```

This sentence was formed from two sentences:

1. Minestrone is a thick soup.
2. The soup contains vegetables.

Notice how the information “soup” is found in both sentences.

To form adjective clauses, the repeated information is replaced by a relative pronoun. If the information is a thing, we use which or that.

1. The girl is my best friend.
2. The girl lives next door.

In these sentences, the repeated information is “girl.” To form the adjective clause, we use the relative pronoun who and embed the second sentence into the first.

```
ADJ CLAUSE
The girl who lives next door is my best friend.
```

Remember to use who or which for things. (That is more common.) Use who or that for people. (Who is preferred.)

Exercise 8 Match two sentence parts to form complete sentences. The first one has been done for you.

Professions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marketing is a field</td>
<td>a. who assist passengers on an airplane.</td>
</tr>
<tr>
<td>2. Doctors are professionals</td>
<td>b. that produces high-tech, hand-held equipment.</td>
</tr>
<tr>
<td>3. Translators are people</td>
<td>c. that deals with selling products.</td>
</tr>
<tr>
<td>4. Microtechnology is the field</td>
<td>d. that examines important dates, people, and cultural events of the past.</td>
</tr>
<tr>
<td>5. Interior design is a career</td>
<td>e. who studies animals.</td>
</tr>
<tr>
<td>6. A zoologist is a person</td>
<td>f. who need to know two languages very well.</td>
</tr>
<tr>
<td>7. Flight attendants are people</td>
<td>g. that requires knowledge of decoration and color combinations.</td>
</tr>
<tr>
<td>8. History is a field of study</td>
<td>h. who care for sick people.</td>
</tr>
</tbody>
</table>
Exercise 9  The following vocabulary words are items commonly found in a drugstore. Choose five of the words or phrases in the box and write a short definition for each, using an adjective clause. Circle the adjective clauses. The first one has been done for you.

<table>
<thead>
<tr>
<th>fashion magazine</th>
<th>aspirin</th>
<th>paperback novel</th>
<th>laundry detergent</th>
<th>lipstick</th>
<th>pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>chewing gum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Aspirin is a medicine that helps reduce headaches.

2. _______________

3. _______________

4. _______________

5. _______________

6. _______________

Exercise 10  Read the paragraph about an exotic fruit. Look for nine errors in adjective placement, prepositions, gerunds, participial adjectives, infinitives, and relative pronouns. Find and correct the errors. Hint: The numbers in the left margin tell you how many errors are in each line.

**A Strange South American Fruit**

1. I am a person which is fond of both cooking and eating. I thought I knew everything about food, but this was not true. I am also the kind of person who is interested in try new foods and dishes ethnic, so I travel a lot in search of exotic cuisine. During one of my culinary adventures through South America, I was amazed to discover something that I had never heard of. I was completely astonished to find something so delicious! What was this new food? It is a fruit called the cherimoya, and it is absolutely delicious. The best way to describe

(continued)
a cherimoya is to say that it is a combination of an apple and a honeydew melon.

A ripe cherimoya is a lumpy fruit that is the size of a small melon. It has a soft green

skin who is fuzzy to the touch. I am not afraid for try new things, so when I saw

one in the market, I wanted to taste it. It is surprising that such a fruit ugly can be

so delicious. The fruit seller was happy to see my reaction. The inside of the fruit is

soft and white, and it has dark seeds. The flavor is difficult to describe; but I can say

that I will never get tired of it. The cherimoya is soft and sweet. I was delighted to

discover such a rare and delicious new fruit but sad that I could not bring one back

with me. I had to leave my excited new fruit what I found in South America, but

I will always have my memories (and pictures) of the cherimoya.

---

**GUIDED WRITING**

**Exercise 11** Read the paragraph below. Rewrite it by making the eleven changes listed here. Careful: You may have to make other changes.

1. Omit the phrase in college.
2. Change Jan Schwartz to David Schwartz.
3. Replace the adjective engaging in sentence three with another adjective.
4. Combine sentences two and three with a coordinating conjunction (for, and, nor, but, or, yet, so).
5. Add an adjective clause that tells the following information about the chapters: The chapters are in our textbook.
6. Add an adjective clause that tells the following information about the comprehension questions: The questions are at the end of each chapter.
7. Change the time of the quizzes from every week to every other week.
8. Change the phrase but the quizzes to but these quizzes.
9. Remove all contractions.

10. In the last sentence, add an adjective to describe this professor.

11. Add a final sentence to the paragraph using the future tense.

---

**My Favorite Class**

My sociology class in college is my favorite class. Professor Jan Schwartz teaches the class. Her lectures are engaging. She is knowledgeable about the subject matter, and she is more than happy to help us if we have questions. The reading for the class is interesting. The chapters are easy to read, and the comprehension questions are varied. Professor Schwartz gives us a quiz every week, but the quizzes aren't difficult if we read the material. I truly enjoy this class, and I hope to take another class with this professor next semester.
CHAPTER QUIZ


1. Everyone thinks that that ______ is mine, but it belongs to my sister.
   A. car old green  C. green car old
   B. old green car  D. old greens car

2. Melissa’s parents were very proud ______ her. She graduated from college with honors.
   A. in  C. about
   B. for  D. of

3. Nobody from my class was interested ______ to the park. They said the weather was too cold.
   A. in to go  C. in go
   B. in going  D. by going

4. Is everyone ready ______? It’s late, and I want to get home before it gets dark!
   A. to leave  C. leave
   B. for leaving  D. for to leave

5. Lorraine got some ______ news yesterday.
   A. surprised very  C. very surprising
   B. very surprised  D. surprising very

6. Opera is a style of music ______ in Italy.
   A. who beginning  C. that beginning
   B. began  D. that began

Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. That screaming baby are giving me a headache. I want to change our seats before the plane takes off.
   A  B  C  D

8. Aren’t you tired in waiting for spring? Why don’t we move to California where the weather is perfect all year round?
   A  B  C  D
9. No one in class is used to take a quiz every week. It's just too much work.

A  B  C  D

10. Have you seen the interesting sculpture in the park? I heard that it was created by a

A  B

sculptor famous who came from France.  
C  D

Exercise 13

On a separate sheet of paper, write a paragraph (five to eight sentences) about your favorite food. Begin by defining the food. (Use an adjective clause in the definition. Example: Lasagna is a pasta dish that is made with several layers of lasagna noodles.) Include any particular memory you have about this food. For example, can you recall when you first ate this food? (The first time that I ate XYZ was when . . . ) Use participial adjectives and adjective + preposition combinations. Underline all the adjectives in your paragraph. Circle the participial adjectives and put two lines under the adjective + preposition combinations that you studied in this chapter.
8 Sentence Patterns with Verbs, Adjectives, and Adverbs

You learned in Chapter 1 that each word in a sentence has a specific function, or part of speech. In this chapter, you will practice different sentence patterns with these parts of speech.

8.1 Sentences with be

The verb be is the most commonly used verb in the English language. Study the following sentence patterns that use the verb be.

8.1.1 Subject + be + Complement (noun)

In this sentence pattern, the subject (before the verb) and the complement (after the verb) are the same thing. The verb be is like an equal (=) sign between them.

My mother is a teacher at our local middle school.

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>BE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td></td>
<td>teacher</td>
</tr>
</tbody>
</table>

Mr. Jones was the bank president for twenty years.

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>BE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jones</td>
<td></td>
<td>president</td>
</tr>
</tbody>
</table>

Paris is the capital of France.

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>BE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris</td>
<td></td>
<td>capital</td>
</tr>
</tbody>
</table>

The reason that we selected this hotel for the meeting is the price of the room.

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>BE</th>
<th>COMPLEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>reason</td>
<td></td>
<td>price</td>
</tr>
</tbody>
</table>
Exercise 1  Match the two sentence parts to form complete sentences. The first one has been done for you.

_____ 1. Literature class is a. my favorite sport.
_____ 2. I am b. my good friends.
_____ 3. California is c. a talented pianist.
_____ 4. My classmates are d. college sweethearts.
_____ 5. My mother and father were e. the state where I live.
_____ 6. Soccer is f. my first class in the morning.

Exercise 2  Using the sentences in Exercise 1 as examples, complete the following sentences, adding a form of the verb be and a complement. The first one has been done for you.

1. A Ferrari is a fast sports car:

2. Karate

3. Angelina Jolie

4. My oldest aunt

5. The Coliseum in Rome

6. The tallest person in my class

7. McDonald’s

8. William Shakespeare

9. The Titanic

10. Princess Diana

8.1.2  **Subject + be + Adjective**

An adjective after the verb be is a common sentence pattern. The adjective describes the subject.

- The children were **hungry** after their field trip to the state park.

- Our company’s **software engineers** are **very** **talented**.

- Linda’s **hairstyle** is **unique**.

---

Chapter 8  Sentence Patterns with Verbs, Adjectives, and Adverbs
Exercise 3 Read the paragraph about food poisoning. Underline the subjects and circle their corresponding adjectives. There are six. The first one has been done for you.

Food Sickness

I was very (ill) yesterday. I went to a restaurant with some friends the other night, and we all had fish. When I woke up yesterday, I was sweaty and had a fever. I called my friends, and they were sick, too. I could not eat anything! My brother was worried about me, so he called our family doctor. The doctor told him that I had food poisoning. He also said that it usually lasts between twenty-four and forty-eight hours. My brother made me some tea and dry toast and forced me to eat. I was dehydrated, so I had to drink plenty of water. Today I am better, but I did not go to work. I cannot believe that I suffered so much just from eating a piece of fish.

Exercise 4 Choose a famous person, such as an actor, a politician, or an athlete. Write five sentences about that person, using adjectives to describe him or her. Use the be + adjective pattern in your sentences. Circle the adjectives you use.

Famous Person: ____________________________

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

8.1.3 Subject + be + Prepositional Phrase

We often add a prepositional phrase to a sentence when the verb be is the main verb. This type of sentence generally answers the question where?

- The library books are on the shelf.
  
  SUBJECT | BE | prep phrase

- Tammy is in the park today.
  
  SUBJECT | BE | prep phrase

- The city of Key West is near Cuba.
  
  SUBJECT | BE | prep phrase
Exercise 5  Read the paragraph. Underline all of the be verb + prepositional phrase combinations. There are five. The first one has been done for you.

Wedding

My best friend Magda is getting married next week. She is from Hungary, and I have known her for five years. She and her boyfriend met in college. They were in the same freshman English class. Magda and Mike also lived in the same apartment complex, so they saw each other all the time. They asked me to be the maid of honor, so I will be in the wedding. Both Magda and Mike are so excited about next week! I am, too. They have spent a lot of time and money to prepare for the wedding. Yesterday the three of us were in my driveway, talking about all of their good and bad times. It is hard to believe that next weekend they will be on their honeymoon.

Exercise 6  Choose six phrases from the box as subjects and write sentences using the verb be + prepositional phrases. The first one has been done for you.

My backpack  The teacher  The blackboard  My friend  
The light switch  My textbook  My pen  My classroom

1. The teacher is in the front of the classroom.
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
8.1.4 Subject + be + Present Participle (verb + -ing)

In this sentence pattern, you combine the verb be with a present participle to form the progressive tense. (See Chapter 2 for more information on the present progressive and past progressive tenses.)

The students are studying for the final exam right now. (present progressive)
SUBJ be + present participle

The members of the United Nations were discussing a trade embargo. (past progressive)
SUBJ be + present participle

Exercise 7 Read the paragraph about a student named Michael. Change the underlined verbs to be + present participle. The first one has been done for you.

Mastering New Vocabulary

is sitting
Michael sits in class. He listens to his teacher explain vocabulary. He writes

the information in his notebook. Michael tries to understand every word, but it is difficult. Tomorrow he takes a test on these vocabulary words. In fact, he and his classmates meet after class for a study session. Michael improves his vocabulary
day by day.
Exercise 8  Read the paragraph about the city of Florence, Italy. Complete the sentences with appropriate words using the forms indicated in parentheses. The first one has been done for you.

Florence

Florence, Italy, ___________ in a popular city

1

(be + complement). Florence is in the Tuscany region, which is the northwestern part of Italy. Florence ___________

2

(be + adjective) because it has so many museums and parks to visit. The famous Uffizi Museum is in the center of town. Within walking distance of the museum, tourists can see the most famous of Michelangelo's sculptures, the David. David ___________

3

(be + adjective) because of his
anatomical features. Another interesting place to visit is the Ponte Vecchio, or
Old Bridge. The Ponte Vecchio

(He + prepositional phrase), so tourists can easily walk there from the main
train station. Thousands of people walk over the bridge every day. The bridge

(He + complement) and contains

many small shops where people can buy jewelry. All in all, the attractions in
Florence (He + adjective), historic,

and memorable.

8.2 Sentence Patterns with Transitive and Intransitive Verbs

8.2.1 Subject + Verb + Object (transitive verbs)

One of the most basic sentence patterns in English is Subject + Verb + Object (S + V + O)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenny</td>
<td>likes</td>
<td>pizza</td>
</tr>
<tr>
<td>Lisa</td>
<td>is taking</td>
<td>the medicine.</td>
</tr>
<tr>
<td>The child</td>
<td>caught</td>
<td>the firefly.</td>
</tr>
</tbody>
</table>

In all of the above examples, the verb must have a direct object that answers the question “What?” or “Who?” Verbs that need objects are called transitive verbs.

Lisa is taking what? Lisa is taking the medicine.
The child caught what? The child caught the firefly.
If you write a sentence using a transitive verb and leave out the object, the sentence is wrong. It is unfinished and does not make sense.

Incorrect: Kenny likes. (What does Kenny like? Who does Kenny like?)
Incorrect: Lisa is taking. (What is Lisa taking?)
Incorrect: The child caught. (What did the child catch?)

Exercise 9
Read the sentences. Underline the subject and put two lines under the verb. Then write an appropriate object in the blank. The first one has been done for you.

1. At my school, students use reference books to help them study better.
2. Before going to work, Cathy wrote ____________ .
3. I study ______________ whenever I have some free time.
4. According to my professor, college students should read ________________ every day.
5. I changed my ______________ because the information was too difficult.
6. The teacher gave ______________ this morning.
7. I cannot check out books from the library. I don’t have ______________ .
8. Over the weekend, Professor Smith finally corrected ______________ .

8.2.2 Subject + Verb (intransitive verbs)

Intransitive verbs have the pattern S + V and do not take a direct object.

Lisa complained.

We felt into the pool.

I am working diligently.

Notice that if there is additional information after the main verb, it is not a direct object.

Some verbs are always transitive, some verbs are always intransitive, and some verbs can be transitive or intransitive. Your dictionary probably marks verbs as vt, vi, or v to indicate these three possibilities.

Transitive: Gerry eats hamburgers.

Intransitive: Gerry eats in the cafeteria.

160 Chapter 8 Sentence Patterns with Verbs, Adjectives, and Adverbs
Exercise 10  Read the sentences about sports utility vehicles, which are commonly referred to as SUVs. If the sentence has a direct object, circle the object.

1. Sports utility vehicles (SUVs) cost a lot of money.
2. They are very popular, however.
3. Five SUVs are in the parking lot right now.
4. SUVs use lots of gasoline.
5. Carolyn doesn't have enough money to buy an SUV.
6. Hummer makes three types of SUVs.
7. We are taking our SUV on vacation next month.
8. Have you ever driven an SUV?

Exercise 11  Write seven sentences about your typical day, beginning with when you wake up. Try to use at least one example of each of the following: be + complement, be + adjective, be + prepositional phrase, transitive verb, intransitive verb.

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

Sentence Patterns with Transitive and Intransitive Verbs 101
8.3 Sentence Patterns with Adverbs

It is important to know where to place adverbs in sentences. Different types of adverbs are placed in different places.

8.3.1 Adverbs of Manner

As you know from Chapter 1, adverbs modify verbs. Adverbs of manner give extra information about the verb. They help describe how an action takes place.

- Sherry sang the song beautifully. (explains how Sherry sang)
- The newscaster speaks clearly. (explains how the newscaster speaks)
- I finished the test quickly. (explains how I finished the test)

Note that most adverbs of manner are formed by adding the suffix -ly to an adjective. Three common adverbs of manner that do not have the -ly ending are:

- well: The athletes ran the marathon well.
- hard: You have to study hard in chemistry class if you want to pass the final exam.

Placement of Adverbs of Manner

With transitive verbs (verbs that take an object), adverbs of manner are generally placed after the direct object.

- Sherry sang the song beautifully.

With intransitive verbs (verbs that do not take an object), adverbs of manner can come after the verb or after a prepositional phrase.

- The president speaks clearly to the press.
- The president speaks to the press clearly.

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Exercise 12  Read the sentences about a person who is very interested in astronomy. If the placement of the adverb of manner is correct, write C on the line. If the placement is not correct, write X and make the necessary changes. The first one has been done for you.

X 1. Joann does her astronomy quickly

quickly
homework every day.

___ 2. Her new telescope works well.

___ 3. With a telescope, she can see clearly the

stars.

___ 4. Joann notices intently the constellations.

___ 5. During the full moon, Joann watches incessantly the sky.

___ 6. Joann’s astronomy instructor speaks very softly.

8.3.2 Adverbs of Place and Time

Adverbs of place tell where something happened. Two common adverbs of place are here and there.

Marcia left her house key here. (explains where Marcia left the key)

I parked my car there. (explains where the car is parked)

Adverbs of time tell when something happened. Some common adverbs of time are soon, yesterday, tomorrow, next week, and then.

My favorite TV show starts soon. (explains when the show starts)

The race will be held next week. (explains when the race will be held)

When you use both an adverb of time and an adverb of place in a sentence, be sure to put the adverb of place before the adverb of time. An easy way to remember this is that the letter P (place) comes before the letter T (time) in the alphabet.

Incorrect:  I need to be tomorrow in Miami.

Correct:    I need to be in Miami tomorrow.
Exercise 13  Rearrange the following sentence parts in the correct order. Hint: Look for the capitalized
word to start your sentence. The first one has been done for you.

1. are flying to Washington, D.C. / Kelly and I / tomorrow afternoon

   Kelly and I are flying to Washington, D.C. tomorrow afternoon.

2. quickly / yesterday / changed / The weather in Washington

3. next year / will occur / The presidential elections

4. starts / in five minutes / The presidential debate

5. more than forty years ago / President Kennedy / died

6. are meeting us / Leslie and Donna / in Washington / this weekend

8.3.3  Adverbs of Frequency

Adverbs of frequency tell how often something happens. Some common adverbs of frequency are listed below.

always 100% of the time
usually
often
sometimes 50% of the time
rarely
seldom
never 0% of the time

Friday is always “casual day” at my company. (explains how often casual day happens)
I seldom wear a tie on “casual day.” (explains how often I wear a tie)
Placement of Adverbs of Frequency

Adverbs of frequency can occur in different positions in a sentence. They can occur after the verb be or after modals (can, could, etc.).

He is always late to class.

They can occur before any other verb.

Karen never eats meat.

Note: The most usual place for adverbs of frequency is within the sentence as explained already. However, adverbs of frequency can occur at the beginning or end of a sentence. (Exception: Always cannot begin a sentence.)

Usual position: middle: All parents sometimes get angry with their children.

Beginning: Sometimes all parents get angry with their children.

End: All parents get angry with their children sometimes.

Exercise 1-4

Read each activity and write a sentence explaining how often you do this activity. Use the adverbs of frequency from Section 8.3.3. Circle the adverb you use in each sentence. The first one has been done for you.

1. eat in a restaurant
   
   
   1. (rarely) eat in a restaurant.
   
   
   2. study vocabulary
   
   

3. go to the movies
   

4. call my family
   

5. order Chinese food
   

6. listen to hip-hop music
   

7. read e-mail
   

8. ride a motorcycle
   

9. write to a celebrity
   

10. play outdoor sports
   

Exercise 15 Read the paragraph below. Rewrite it by making the nine changes listed. Careful: You may have to make other changes.

1. In the first sentence, change a fitness club to fitness clubs.
2. In the second sentence, the verb has is correct, but good writing needs more variety of vocabulary. Change has to the synonyms features or offers.
3. Add the adjective extensive to describe the word variety.
4. Replace the adjectives simple and useful with two other adjectives.
5. Combine sentences five and six.
6. Add the adverb often to your new sentence.
7. Add the adverbs sometimes to the sentence that talks about special classes.
8. Replace a good idea with another complement.
9. Add a sentence with the subject fitness clubs, the verb be, and a prepositional phrase as the final sentence in the paragraph.

Fitness Clubs

A fitness club is a wonderful place to get in shape. First of all, every good fitness club has a variety of types of machines and equipment. A member can go into any fitness club and exercise for hours without using the same piece of equipment. The equipment is simple and useful. Fitness clubs have swimming pools. Fitness clubs have spas. For even more practice, special classes are available. They include yoga and basic martial arts. All in all, exercising in a fitness club is a good idea.
CHAPTER QUIZ


1. My sister loves her computer. In fact, she _______ every day.
   A. use it
   B. uses it
   C. uses
   D. use

2. Carlos is an excellent chef. He _______ an Italian restaurant.
   A. works
   B. work in
   C. works in
   D. is work

3. Everyone _______ for the test, so no one should fail tomorrow.
   A. studied hard
   B. hard studied
   C. hard is studying
   D. is hard studying

4. Next week, _______.
   A. on a trip we’re going
   B. on a trip we go
   C. we go on a trip
   D. we’re going on a trip

5. Although she lives just 50 miles away, Joann _______ her mother in Washington state.
   A. rarely visits
   B. visits always
   C. visits rarely
   D. always visits

6. Do you need _______?
   A. to go to work tomorrow
   B. to go tomorrow to work
   C. tomorrow to go to work
   D. go tomorrow to work
Part 2: Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. Leslie is so happy to have a job new. She talks about her wonderful new boss every day.
   A   B   C   D

8. My best friend was for five years the school president, but now she is in college and
does not have time for extra activities.
   A   B   C   D

9. John and his family recently moved to Arizona from Maine. It was very cold in Maine.
   A   B   C
   John hated.
   D

10. I cannot find my reading glasses. Were next to my textbooks, but I do not see them
   anymore. Did you accidentally pick them up?
    A   B   C
    D

Exercise 17 On a separate sheet of paper, write an original paragraph (eight to twelve sentences)
about a typical weekend day in your life. Discuss the day from beginning to end. Be sure to
include a variety of sentence patterns from this chapter with verbs, adverbs, and adjectives.
Write VT above transitive verbs and VI above intransitive verbs. Check the correctness of
your paragraph with a partner.
9

Sentence Types

In Chapter 8, you learned how different parts of a sentence come together into different patterns. In this chapter, you will work on different types of sentences. Two common sentence types are simple sentences and compound sentences.

9.1 Simple Sentence Review

All sentences must have a subject and a verb. A simple sentence consists of one subject-verb combination. However, a simple sentence can have more than one subject or more than one verb. Study these examples of simple sentences:

1 subject:  Paul went to the mountains last weekend.
2 subjects: Paul and his brother went to the mountains last weekend.
3 subjects: Paul, Anthony, and Joe went to the mountains last weekend.

1 verb: The secretary answered the phone.
2 verbs: The secretary answered the phone and wrote a message.
3 verbs: The secretary answered the phone, wrote a message, and gave it to Mary.

Notice that the connecting word in sentences 2 and 3 is the conjunction and.

Exercise 1

Read these simple sentences about two family holidays. Underline the subjects once and the verbs twice. The first one has been done for you.

1. Mother's Day and Father's Day are popular holidays in the United States.
2. These holidays celebrate the love and hard work of our parents.
3. Popular Mother's Day gifts include flowers and jewelry.
4. Boys and girls often think up and make homemade presents for their parents.
5. I recently looked for and bought a tie for my father.
6. Some countries celebrate Children's Day and even Grandparents' Day.

7. Parents and children enjoy these holidays together.

8. Do you celebrate Mother's Day?

Exercise 2 Read the sentences about my grandparents. Add the second piece of information in parentheses (either a subject or a verb) to the original sentence to form a longer sentence. The first one has been done for you.

1. My grandmother loves to talk about the "good old days." (add subject: grandfather)
   
   My grandmother and grandfather love to talk about the "good old days."

2. However, they love modern inventions, especially their computer. (add verb: use)

3. My grandmother washes her new car every Saturday morning. (add verb: wax)

4. My grandmother surfs the Internet. (add subject: grandfather)

5. The e-mails come mostly from my grandmother. (add subject: instant messages)

6. My grandparents have improved our communication through the use of the Internet. (add subject: I)

7. My grandparents now trust the power of modern technology. (add verb: love)
9.2 Compound Sentences

A compound sentence is formed by combining two simple sentences. These two parts are joined by a (coordinating) conjunction. There are seven coordinating conjunctions in English: **for, and, nor, but, or, yet, so.** An easy way to remember the coordinating conjunctions is the mnemonic device **FANBOYS:**

<table>
<thead>
<tr>
<th>F</th>
<th>A</th>
<th>N</th>
<th>B</th>
<th>O</th>
<th>Y</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>and</td>
<td>nor</td>
<td>but</td>
<td>or</td>
<td>yet</td>
<td>so</td>
</tr>
</tbody>
</table>

The most common of these conjunctions are **and, but, so, and or.** (We do not use **for, nor,** and **yet** as conjunctions as often.)

**and:** to show additional information

Judy loves to surf, **and** she goes to the beach every weekend.

**but:** to show contrast

I am sleepy, **but** I still need to study.

**so:** to show a result

My car broke down, **so** I took it to my mechanic.

**or:** to show options

We can go see a movie, **or** we can rent one from the video store.

Note that a comma comes before the coordinating conjunction.

Here are examples of combining two simple sentences to form a compound sentence.

**Simple sentence 1:** Sam’s birthday party is next week.

**Simple sentence 2:** I have invited 20 people to the party.

**Compound sentence:** Sam’s birthday party is next week, **and** I have invited 20 people to the party.

**Simple sentence 1:** It rained very hard last night.

**Simple sentence 2:** We decided to cancel our travel plans.

**Compound sentence:** It **rained very hard last night,** **so we decided to cancel our travel plans.**

The word **so** has three meanings in English. Only one of them is a coordinating conjunction that means result. Only use a comma with the word **so** when it is a conjunction that means result:

1. I studied all night, **so** I am really tired today. (= result; comma is necessary)
2. I studied all night **so I would pass today’s test.** (= purpose; never use a comma)
   I studied all night so that I would pass today’s test. (so is a short form of **so that**)
3. I am so tired. (= very; never use a comma)

*Mnemonics are techniques that help you memorize important information.*
Exercise 3  Read these sentence parts about transportation and pollution. Match the two sentence parts to form a compound sentence. Circle the coordinating conjunction in each sentence. The first one has been done for you.

1. Motorcycles are less polluting than cars, a. but most people still prefer to use their own vehicles.

2. Some people use public transportation, b. and this problem will continue to grow if our leaders do not start making changes.

3. Automobiles create an enormous amount of pollution, c. or do you drive your own car?

4. Public buses are available in most major cities, d. but they are also more dangerous.

5. Pollution is a growing problem, e. so some people use them as often as possible.

6. Bicycles do not cause pollution, f. but they are also very convenient.

7. Do you use public transportation, g. but real solutions are not always simple.

h. and these buses are often relatively inexpensive.
I truly enjoyed the book that I read over the winter holidays. (The adjective clause describes which book.)

In this example, two sentences are combined:
1. I truly enjoyed the book.  
2. I read the book over the winter holidays.

Exercise 5  Read the paragraph about moving. Underline the adjective clauses. Circle the relative pronouns. The first one has been done for you.

**Moving**

Moving from one house to another can be difficult, so try to follow these steps. Always move the heavier items first. A bed that contains a heavy frame is easier to move at the beginning of the process. People who move on their own will probably want to get some friends or neighbors to help with the bigger furniture. Friends can help with pieces of furniture that are older and don’t need special attention. After the big pieces are in your new home, try changing the placement. The new home that you have chosen doesn’t have to be decorated in the same way as your old home. Label your boxes next. It is much easier to move boxes that are labeled with the contents and the name of the room. The kitchen is one of the most important rooms in the house, so unpack those boxes first. When the kitchen is finished, continue to the room that everyone uses at least twice a day—the bathroom. Remember: you don’t need to unpack everything at one time. Just take out the most important items. By following these steps, you will be enjoying your new home in no time!
Exercise 6

Read these paragraphs about football. Combine the two sentences in parentheses into one sentence using an adjective clause, and write your answer on the lines after the paragraph. Always change the second sentence to the adjective clause. The first one has been done for you.

**Football**

Have you ever been to a professional football game? (People get very excited.)

People go to football games. A football game generally lasts three hours. (Sometimes there are games. The games last longer.)

A football game is separated into four quarters. Each quarter is 15 minutes long. (The clock stops and starts regularly. The clock is used at football games. This is much different from the clocks used in soccer games.) (Fans like to eat specific things. Fans go to football games.)

Some popular foods include hot dogs, nachos, and pretzels. (The food is fairly expensive. People eat this food.) (For a truly unique experience, go to a football game. You will not forget the experience.)

(continued)
Exercise 7  Read the compound sentences about a trip. Use the information in parentheses to create and insert adjective clauses in the correct places. Hint: Study the words in bold to help you insert the clause in the right place. The first one has been done for you.

1. Vicki had a bad day yesterday, so she decided to visit her friend. (Her friend lives at the beach.) Vicki had a bad day yesterday, so she decided to visit her friend who lives at the beach.

2. The road was under construction, but it was not busy. (The road leads to the beach.)

3. The 100-mile trip lasted less than two hours, and it was an easy drive. (Vicki took the trip.) Vicki arrived at dinnertime, and her friend Lena was very happy to see her.

4. The dinner was ready, and they immediately began to eat. (Lena made the dinner.)

5. After dinner, Vicki and Lena took a long walk on the beach, and they talked about things. (The things made them stressed.)
6. Lena offered to take Vicki to a movie, or they could go to a **nightclub**. (The **nightclub**
opened recently.)

Vicki and Lena decided to stay home, but they talked for hours and hours.

7. This **trip** was very relaxing for Vicki, and she hopes to visit Lena again soon. (The **trip**
was planned at the last minute.)

9.4 **Better Sentences with Adverb Clauses**

Another way to improve a sentence is to add an adverb clause. Adverb clauses are similar to
adverbs. They help describe or modify the verb or the entire sentence. Adverb clauses have the
pattern subordinating conjunction + subject + verb. Sentences with adverb clauses are classified as
complex sentences. Adverb clauses are always introduced by subordinating conjunctions.

Study the examples below.

<table>
<thead>
<tr>
<th>Time</th>
<th>Reason / Cause</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>because</td>
<td>although</td>
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<tr>
<td>before</td>
<td>since</td>
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</tr>
<tr>
<td>whenever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adverb clauses can come before or after the main sentence. Put a comma after the adverb clause
only if it begins the sentence.

Because **Gheorghe missed the bus**, he decided to take the subway. (comma needed)

If the adverb clause comes after the main clause, no comma is needed. A common punctuation
error is to put a comma before an adverb clause, especially with the conjunction because.

**Gheorghe decided to take the subway because he missed the bus**, (no comma)

*Sentences with adverb clauses can be classified as complex sentences.*
Exercise 8  Read the sentences about finding a job after graduating from college. Underline the adverb clause and circle the subordinating conjunction. Refer to the list in Section 9.4 if necessary. Add commas where they are needed. The first one has been done for you.

Interviewing

1. (Whenever) Irene looks for a new job, she gets nervous.

2. Since Irene is a college graduate she feels confident about her background.

3. She often felt nervous and failed to make a great first impression because she lacked interviewing experience.

4. Although she scheduled many interviews she was not offered a job at first.

5. While many people in Irene’s position would have ended their job search immediately Irene made the decision to get help from a personal coach.

6. Irene was also talking to friends about possible job openings in their companies while she was training.

7. After she successfully finished her interview training Irene was finally confident in her ability to interview for a job.

Exercise 9  Reread the sentences in Exercise 8. Write the subordinating conjunction used in each sentence, and then write its function. The first one has been done for you.

<table>
<thead>
<tr>
<th>Subordinating Conjunction</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whenever</td>
<td>time</td>
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</tbody>
</table>
Exercise 10 Read the sentences about choosing a major in the hotel industry. Combine the two sentences in parentheses into one sentence with an adverb clause. Use the subordinating conjunction indicated to write your answer on the lines after the paragraph. Add commas where they are necessary. The first one has been done for you.

Choosing the Best Major

(Thomas wants to work in the hotel industry. / Thomas has decided to get a degree in hotel management. / because) Hotel management is a growing business, and young professionals have many opportunities. (There is a lot of competition in this career. / Some universities offer excellent programs for students. / although)

After Thomas chose his major, he did some research on the available schools. (He decided to apply to the University of Nevada, Las Vegas. / It has a popular degree program. / because) The courses include introduction to hospitality management, conference planning, speech, and economics. (Thomas begins his studies. / His family will visit the city to find him a place to live. / before) (Thomas finishes his program. / There will be lots of job opportunities for him within a large hotel chain. / when)

(continued)
1. Because Thomas wants to work in the hotel industry, he has decided to get a degree in hotel management.

2. 

3. 

4. 

5. 

Exercise 11 Read the following sentences about painting a room. They are missing information. Add information to complete each sentence. Add a comma where necessary. The first one has been done for you.

1. Before I chose to paint my bedroom, I did some research about popular colors.

2. Bright yellow was not a good color because

3. While I was painting the room

4. After I finished the job

5. When I enter my room now

6. Making a comfortable environment was important since
Exercise 12  Read this paragraph about Halloween. Find and correct the six errors with punctuation, relative pronouns, and subordinating conjunctions. Hint: The numbers in the left margin tell you how many errors are in each line.

**Halloween**

Halloween is a very special holiday for both children and adults. Children like to go trick-or-treating and adults prefer to go to Halloween parties. In both cases, everyone likes to dress up or wear a costume. Costumes who are popular this year include pirates and superheroes. Candy is another important element of Halloween. Chocolate, and fruit candy are children's favorites. In fact, some children eat their Halloween candy, until they get sick. It is important for parents to limit the amount of candy after their children eat too much. Halloween is a great holiday for kids but adults also like it!
Exercise 13  Read the paragraph below. Rewrite it by making the five changes listed. Careful! You may have to make other changes.

1. *Add Because the bedroom is such a personal environment* to the second sentence.
2. *Add kitchens* to the subject of sentence three.
3. *Add because it is considered a private space* to sentence four.
4. Combine sentences five and six using a coordinating conjunction.
5. Combine sentences seven and eight, making sentence eight an adjective clause.

### Rules for Decorating

It is important to consider the function of a room before you decide to decorate it. Interior decorators say that this room reflects a person's personality more than any other room in the house. Living rooms are used by everyone, but the bedroom is decorated exclusively for the comfort and relaxation of the owner. The bedroom stays closed during social events such as parties and barbecues. Some people decorate their bedrooms with paintings and pictures. Others prefer a simple look. People appreciate their private place. People decorate their bedrooms with a few personal expressions.

1. Next summer everybody in my family ______ the mountains.
   A. is going       C. is going to
   B. goes          D. goes to

2. ______ in the month of October.
   A. Halloween and Columbus Day
   B. Halloween and Columbus Day,
   C. Halloween and Columbus Day are
   D. Halloween and Columbus Day are holidays, they are

3. We were extremely ______ continued working on our project.
   A. tired, but
   B. tired, but we
   C. tired. But
   D. tired. But we

4. Anna is very ______ she got a scholarship to Harvard.
   A. smart,
   B. smart. And now
   C. smart, so
   D. smart. And so

5. Athletes ______ every day dream of becoming professionals.
   A. which practice
   B. are practicing
   C. practice
   D. who practice

6. The student reviewed the chapter, researched at the ______ shared them with his classmates.
   A. library, took notes, and
   B. library and took notes and
   C. library, took notes,
   D. library, he took notes, and

Part 2. Error Correction. One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. After I got home from class, I made myself a huge turkey sandwich who was delicious!
   A. B. C. D. 

8. Joann didn't make it to school on time yesterday, because her car broke down on
   A. B. C. D. the highway.
9. Because Sandra studied hard every day this whole semester, so no one
   A B
   was surprised that she got a really high score on the test that we had yesterday.
   C D

10. Dogs who bark all night drive me crazy! I want to scream every time the
    A B
    neighbor's puppy Lucky starts his barking.
    C D

---

**Exercise 15**

On a separate sheet of paper, write an original paragraph (seven to twelve sentences)
about your favorite room. Describe this room in detail, including what the room looks like
and what you like to do in the room. Be sure to include simple and compound sentences
and label each. Use at least two adjective clauses. Underline the relative pronouns.
Common Grammar Errors

Like all writers, second language writers make errors in their writing. However, some errors are more serious than others because they can hide or change the writer's meaning. In this chapter, you will review some of the most common and serious errors that less experienced writers often make.

10.1 Be / Have

1. The verb be is often followed by an adjective.

   My mother is amazing.

   My cousin was lucky to win the prize.

The verb have is not followed by an adjective.

   Incorrect: The information on the company website has right.

   Correct: The information on the company website is right.

2. Note that in these special expressions, the verb be (am, is, are, was, were) is followed by an adjective, not a noun:

   - be right  be wrong  be afraid  be lucky  be ___ years old
   - be cold  be hot  be hungry  be thirsty  be angry
   - be sleepy  be correct  be incorrect  be careful  be ashamed

Use be with a noun only when the subject and the noun refer to the same person or thing.

   My uncle is a good dentist.

   SUBj + BE + NOUN (uncle = dentist)

3. Use have with a noun.

   - have a problem  have an accident  have a headache
   - have a toothache  have a sore back  have a blister
   - have a good time  have a bad time  have a hard time
   - have a broken leg  have a baby  have a talk
Exercise 1  Read these sentences about a problem between two friends. Then complete each sentence with the correct form of be or have. Circle any adjectives that follow be. The first two have been done for you.

1. Yesterday I ______ had ______ a problem with my best friend Greta.
2. I ______ was ______ very ______ tired ______ and I ______ was ______ sleepy ______.
3. She _________, some bad news about her pet dog. The day before yesterday her
dog died.
4. Her dog _________, 12 years old.
5. Obviously, Greta _________, really sad.
6. She tried to talk to me, but I _________, very sleepy. In fact, I fell asleep twice in
our conversation.
7. Each time I woke up right away, but of course she _________, angry.
8. I apologized at once. It _________, my mistake. I _________ completely
wrong.
10. I _________, lucky to have her as my good friend.
11. Greta and I usually _________, a good time when we see each other, but
yesterday’s meeting _________, not good.
12. Yesterday’s problem _________, completely my fault. I _________, so sorry
about falling asleep during her story.

Exercise 2  Read these sentences about two brothers. Then write the correct form of have or be on the lines. The first one has been done for you.

1. Mark and Joseph ______ are ______ brothers.
2. Mark _________ older than Joseph.
4. Mark __________ 28 years old.
5. Mark __________ a wife and six children.
6. Mark thinks that he __________ lucky because he __________ a wonderful family.
8. Today __________ Joseph's birthday, but Mark forgot.
9. Mark (not) __________ a present for Joseph, but Joseph __________ not angry.
10. Joseph knows that his brother __________ many things to do because his family __________ so big.

10.2 **Make / Do**

The two verbs *make* and *do* can be a problem because, in some cases, there is almost no difference in meaning between them. The correct verb depends on the other words in the sentence. For example, with the words *bed* and *dishes*, we *make* a bed, but we *do* the dishes.

1. Use *do* as the helping verb in questions and negatives.
   - *Do you have a car now? What kind of car did you buy?*
   - *Mark and Sue do not know the answer, John does not know the answer.*

2. Use *do* when we use it in place of an action verb.
   - *What are you doing? (doing = eating, drinking, reading, etc.)*
   - *Colombia exports coffee, and Indonesia does, too. (does = exports)*
   - *What do you usually do in computer lab? (first do = helping verb; second do = used in place of a verb)*

3. Use *do* to talk about general action.
   - *I'm not doing anything.*
   - *Let's do something for your birthday.*
   - *The government did nothing after the war ended.*

4. In general, use *do* to talk about certain kinds of work or activities.
   - *I do my homework.*
   - *I did the dishes, and she did the laundry.*
   - *Do your best!*
5. In general, use *make* to indicate creating or producing something (new).

   He **made** a sandwich.

   The artist **made** an incredible painting.

The following are common expressions with *make* and *do*.

<table>
<thead>
<tr>
<th>make</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>make the bed</td>
<td>How are you doing? (greeting)</td>
</tr>
<tr>
<td>make dinner</td>
<td>What do you do? (occupation)</td>
</tr>
<tr>
<td>make money</td>
<td>How do you do? (greeting when first meeting)</td>
</tr>
<tr>
<td>make a living</td>
<td>do work</td>
</tr>
<tr>
<td>make a mistake</td>
<td>do the laundry</td>
</tr>
<tr>
<td>make profit</td>
<td>do homework</td>
</tr>
<tr>
<td>make a promise</td>
<td>do something over</td>
</tr>
<tr>
<td>make a difference</td>
<td>do a favor</td>
</tr>
<tr>
<td>make an agreement</td>
<td>do your (my, his, etc.) best</td>
</tr>
<tr>
<td>make a decision</td>
<td>do an experiment</td>
</tr>
<tr>
<td>make a mess</td>
<td>do an assignment</td>
</tr>
<tr>
<td>make an attempt</td>
<td>do a job</td>
</tr>
<tr>
<td>make a suggestion</td>
<td>do a chore</td>
</tr>
<tr>
<td>make an excuse</td>
<td>do a favor</td>
</tr>
<tr>
<td>make a change</td>
<td>do business</td>
</tr>
<tr>
<td>make food</td>
<td>do a task</td>
</tr>
<tr>
<td>make a cup of coffee</td>
<td>make a plan</td>
</tr>
<tr>
<td>make arrangements</td>
<td>make a telephone call</td>
</tr>
<tr>
<td>make a telephone call</td>
<td>make noise</td>
</tr>
<tr>
<td>make an effort</td>
<td>make an effort</td>
</tr>
<tr>
<td>make a speech</td>
<td>make progress</td>
</tr>
<tr>
<td>make sense</td>
<td>make up your mind</td>
</tr>
<tr>
<td>make up your mind</td>
<td>make a (good) impression</td>
</tr>
<tr>
<td>make a (good) impression</td>
<td>make up</td>
</tr>
<tr>
<td>make up</td>
<td>make a choice</td>
</tr>
<tr>
<td>make a choice</td>
<td>make up an assignment</td>
</tr>
</tbody>
</table>

**Exercise 3** Fill in the blanks with the correct form of *make* or *do*. The first one has been done for you.

1. __________ make __________ a living
2. __________ make __________ a change
3. __________ make __________ the ironing
4. __________ make __________ food
5. __________ make __________ a cup of coffee
6. __________ make __________ an exercise
7. __________ make __________ an assignment
8. __________ make __________ progress
9. __________ do __________ a sandwich
10. __________ do __________ the bed
11. __________ do __________ a mistake
12. __________ do __________ a chore
13. __________ do __________ money
14. __________ do __________ an agreement
15. __________ do __________ the laundry
16. __________ do __________ a decision
17. _________ a favor 31. _________ work
18. _________ a profit 32. _________ an excuse
19. _________ a promise 33. _________ a favor
20. _________ your best 34. _________ the dishes
21. _________ an exception 35. _________ a (good) impression
22. _________ a mess 36. _________ well
23. _________ dinner 37. _________ a choice
24. _________ an attempt 38. _________ housework
25. _________ a suggestion 39. _________ an effort
26. _________ a plan 40. _________ exercise
27. _________ up an assignment 41. _________ a task
28. _________ arrangements 42. _________ business
29. _________ badly 43. _________ a speech
30. _________ a telephone call 44. _________ up your mind

Exercise 4  Complete each sentence with the correct form of make or do. The first one has been done for you.

1. _________ you live in a house or an apartment now?
2. What kind of truck _________ you buy last year?
3. Last night I _________ the dishes, and she _________ the laundry.
4. Clare _________ not speak French well, so she can't help you translate the letter.
5. I _________ not think that it will _________ a difference if you wait to call Susan tomorrow.
6. If your paper is not so good, you can always _________ it over.
7. What _________ you _________ for a living?
8. How _________ you _________?
9. What are you _________ now?
11. I'm not ____________ anything now. Let's go to the mall.

12. Something is wrong. My car is ____________ a funny noise.

13. Let's ____________ something special for your parents' fiftieth anniversary.

14. Joe and Janet ____________ not have a car, so they take the bus to work every day.

15. What ____________ you usually ____________ after you eat dinner?

16. When I get home, I usually ____________ my homework right away.

17. How are you ____________?

18. Are you ____________ your homework now?

19. To me, flying there ____________ more sense than driving there.

20. In science class today, we had to ____________ a difficult experiment.

Exercise 5  Read this paragraph about household chores. Complete the sentences with make or do. The first one has been done for you.

Agreeing

Let's ____________ an agreement.

1. If you ____________ the dishes,

2. I will ____________ the bed. If you

3. ____________ breakfast every day,

4. I'll ____________ dinner every evening. If you ____________ the laundry, I'll

5. ____________ ironing. We both hate to ____________ housework and we both

6. hate to ____________ food, so I think that this agreement ____________ sense.
Exercise 6  Read this paragraph about a business decision. Then fill in the blanks with the correct form of make or do. The first one has been done for you.

**Banking**

Our company uses Washington Bank. We have done business with them for over a decade. At a company meeting yesterday, my boss made a suggestion that we switch to First National Bank of Woodland. I am worried that this is not a good thing to do, because I’ve heard some bad things about that bank.

I am going to make some phone calls to some people who do business with First National to hear about their experiences with that bank. I don’t know what else I can do, but I am sure that this very difficult decision. I’m responsible for this decision, and I certainly don’t want to make a mistake that might cost our company a lot of money. I wish I could ask a coworker to help with this task.

10.3  **Say / Tell**

*Say* and *tell* have the same basic meaning. The difference in their uses is in grammar.

1. Use *say* to mean *say* something.
   
   The book *says* that the accident happened in 1998.
   
   She *said* that she would be late.

2. Use *tell* to mean *tell* something.
   
   Please *tell* me which pages we have to read for homework.
   
   Nobody *told* the driver the address.
   
   I *told* Joseph to call me.
3. Use say for direct speech.

The driver said, "I don't know which house is the correct one."

He said, "I love you," and then he died.

You sometimes use tell to give a command or instructions if you name the person that the speaker is speaking to.

The doctor told the young man, "Roll up your sleeves for your shot."

4. Use say or tell for reported speech.

The teacher said that there would be 100 questions on the final exam.

The teacher told us that there would be 100 questions on the final exam.

5. Use tell + person + to + verb for orders or advice.

The teacher told the students to write.

The recording told me not to hang up.

Please tell your father to call me tomorrow.

Tell your wife to take the children to the beach tomorrow.

6. Use tell with these expressions:

- tell the truth
- tell a lie
- tell a story
- tell a secret
- tell (the) time
- tell a joke
- tell the future
- tell the difference

Avoid this error: say + the person. The biggest mistake is "say me" or "say you."

Incorrect: He said me to open the door.

Correct: He told me to open the door.

Exercise 7 Complete each sentence with the correct form of say or tell. The first one has been done for you.

1. She said, "Please tell me what happened at lunch."

2. Some people believe they can tell the future by looking at your palm.

3. Can you tell me the difference between Pepsi and Coke?

4. If you want me to tell you how to get to my house, I can do that.

5. Martha is not here yet, but she told me to tell you that she would be late.

6. When she entered the room, did anyone tell her anything?

7. Excuse me. Can you tell me how to pronounce this word correctly?
8. If you ___________ me a secret, you can be sure that I won’t ___________
anyone.

9. Please don’t ___________ anything to anyone about this problem. O.K.?

10. The little boy ___________ that he is not ___________ a lie, but I don’t believe
him.

Exercise 8
Read these sentences about two friends. If the underlined part is wrong, write X and make
the correction. If it is correct, write C. The first one has been done for you.

_____ 1. Hector told me to call him at his house around noon.

_____ 2. When I called my friend Hector’s house, his wife Janice said me that he was
not home.

_____ 3. Janice said that Hector was on his way to the store to buy some more cat food.

_____ 4. Hector never does what he says he is going to do, so I was not surprised to
find out that he was not home.

_____ 5. Sometimes I think that the problem is that Hector can’t say time.

_____ 6. Janice said me that Hector had his cell phone with him.

_____ 7. She said that I should call him on his cell phone.

_____ 8. An hour later, Hector finally answered his cell phone and told, “Kevin, I’m
sorry that I wasn’t home.”

_____ 9. Hector said me that he was returning from the store.

_____ 10. I said him to call me when he got home to make plans to go fishing next
Saturday.
10.4 To + Verb

To answer the question why, use to + verb in two structures:

- to + verb   I came to this school to learn English.
- in order to + verb   I came to this school in order to learn English.

A common mistake is to use FOR + verb. This is not correct English.

Incorrect: I came here for learn English.
Incorrect: Many people are leaving Haiti for find a better life.
Correct: Many people are leaving Haiti to find a better life.
Or: Many people are leaving Haiti in order to find a better life.

Exercise 9 Read these questions. Answer each question in a complete sentence. Use to in some sentences and in order to in others. The first one has been done for you.

1. Why do people call their friends?
   People call their friends to make plans or talk about problems.

2. Why do teachers give tests?

3. Why did you go to (name a place) last year?

4. Why should people vote?

5. Why are you (are you not) wearing a watch?

6. Why do you go to the supermarket?

7. Why do students use a dictionary?

8. Why do cities have traffic lights?
9. Why do some plants have thorns?

10. Why does a coach have a whistle?

10.5 Many / Much

1. Use many to describe count nouns. (See Chapter 3 for a review of count nouns.)
   This bakery offers many choices for wedding cakes.

2. You can also use a lot of with count nouns. In more formal language, we use a large number of with count nouns.
   This bakery offers a lot of choices for wedding cakes.
   This bakery offers a large number of choices for wedding cakes.

3. In questions, use how many with count nouns.
   How many people will this wedding cake serve?

4. Use much to describe noncount nouns. (See Chapter 3 for a review of noncount nouns.)
   We do not have much time to finish the project.

5. You can also use a lot of with noncount nouns. In more formal language, we use a great deal of with noncount nouns.
   We do not have a lot of time to finish the project.
   We do not have a great deal of time to finish the project.

6. In questions, use how much with noncount nouns.
   How much time do we have to finish the project?

Other phrases:
   how much money how much oil how much time how much sugar
   a lot of money a lot of oil a lot of time a lot of sugar

It is not common to use much + noun in affirmative statements. It is more common to use much + noun only in negatives and questions.

Incorrect: Much oil comes from Venezuela, Iran, and Russia.
Correct: A lot of oil comes from Venezuela, Iran, and Russia.
Correct: A great deal of oil comes from Venezuela, Iran, and Russia.

Incorrect: Colombia produces much oil.
Correct: Colombia does not produce much oil.
Exercise 10 Write *many* or *much* to complete each phrase. The first one has been done for you.

1. ________ money  
2. ________ people  
3. ________ ideas  
4. ________ children  
5. ________ opportunities  
6. ________ white sugar  
7. ________ extra sharp cheese  
8. ________ great ideas  
9. ________ economic aid  
10. ________ love

Exercise 11 Write *a*, *an*, *many*, or *much* to complete each phrase. Sometimes two answers are possible. The first one has been done for you. Hint: Use *a* or *an* with a singular noun.

1. ________ great historical novels  
2. ________ great historical novel  
3. ________ outstanding movie  
4. ________ outstanding movies  
5. ________ international assistance  
6. ________ small Japanese automobiles  
7. ________ times  
8. ________ time  
9. ________ sheep  
10. ________ chicken

Exercise 12 Read the paragraph about Mexico and Guatemala. If the underlined part is correct, do nothing. If there is a mistake, write a correction above it.

**Same / Different**

Mexico and Guatemala are two neighboring countries. Although there are many differences between the two, they are similar in a lot of ways.

One difference is in oil production. Mexico produces much oil, but Guatemala does not produce a lot of oil. In fact, oil is a very

(continued)
important export for Mexico's economy. One similarity is in tourism. Both countries have a very strong tourist industry because of their ancient ruins. Many tourists visit Mexico to see the ancient Mayan and Aztec pyramids. Guatemala is smaller than Mexico, but Guatemala also has much incredible sites for tourists. For example, each year thousands of people visit Tikal and Antigua.

### 10.6 A Few / A Little

1. Use a few to describe count nouns.
   - I can give you **a few reasons** to buy this investment.
   - Other phrases: **a few benefits**    **a few people**    **a few times**

2. Use a little to describe noncount nouns.
   - I have **a little money** to invest.
   - Other phrases: **a little food**   **a little oil**   **a little time**

---

**Exercise 13**

Write a few or a little to complete each phrase. The first one has been done for you.

1. ______ a few people
2. ________ help
3. ________ work
4. ________ works
5. ________ homework
6. ________ machines
7. ________ machinery
8. ________ suitcases
9. ________ baggage
10. ________ bank account statements
11. ________ scientific thinking
12. ________ economic assistance
### 10.7 Another / Other / Others

The meaning of *another, other*, and *others* is the same: *one more or additional.*

```
This sandwich is delicious. I’d like another one.
The professor explained three other reasons that the war began.
```

1. **another**: singular adjective or pronoun
   - A radio is on the table. **Another** radio is on the shelf. (adjective)
   - A radio is on the table. **Another** is on the shelf. (pronoun)

2. **other**: adjective with singular or plural noun
   - Sue has two sisters. Ann lives in L.A. Her other sister is in London. (singular noun)
   - Fay has four sisters. Jill is a nurse. Her three other sisters are vets. (plural noun)

3. **others**: plural pronoun
   - A few students finished the entire exam. A few others finished only one question.
   - Some scientists believe in Darwin’s theory. Others do not accept this idea.

- Do not use *other* when you should use *another*. Do not use *other* as a pronoun; only another can be a pronoun.
  - Incorrect: This shirt does not fit me. Please give me other.
  - Correct: This shirt does not fit me. Please give me another. (pronoun)

- Do not use *others* when you should use *other*. Do not use *others* as an adjective; only other can be an adjective. Remember that adjectives cannot be plural in English.
  - Incorrect: Two people are in Room 106. Four others people are in Room 107.
  - Correct: Two people are in Room 106. Four other people are in Room 107.

#### Exercise 14

Read these sentences about a health class. In each sentence, if the underlined word is correct, write C on the line. If it is incorrect, write X and correct the mistake. The first one has been done for you.

1. I like our health class because we study the nutritional value of different kinds of foods. **Another** reason that I like the class is that sometimes we get to taste the foods that we are studying about.

---

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2. Our book has a whole chapter on common picnic foods. I also saw that there are other chapters with information about cooking different kinds of meat, vegetables, and desserts.

3. This week's lesson is about common picnic foods. In lessons from other weeks, we learned about pasta dishes, rice dishes, and corn dishes.

4. Yesterday we studied a recipe for potato salad that uses white onions. I have another recipe that uses green onions.

5. Some people like the taste of white onions. Others prefer the taste of green onions.

6. Some people don't like potato salad because of the onions. Other reason that they don't like potato salad is because of the mayonnaise.

7. The main ingredient of course is potatoes. Other necessary ingredients include mayonnaise and eggs.

8. All fifteen students in my class had to follow the recipe to make potato salad. Twelve students' potato salad creations were delicious. Two other students had some problems when they were boiling the potatoes, and one student could not follow the recipe at all.
10.8 **Too / Very**

The meanings of too and very are similar, but they are not the same.

1. **Very means more.** Use very before adjectives or adverbs.
   - *very + adjective:* very happy, very difficult, very interesting, very interested
   - *very + adverb:* very much, very carefully, very slowly, very well

2. **Too means extremely.** Use too before adjectives or adverbs.
   - *too + adjective:* too happy, too difficult, too interesting, too interested
   - *too + adverb:* too much, too carefully, too slowly, too well

3. **Too and very mean a lot, but too means that something (an action) is not possible.**
   - I would like to play tennis, but I'm **very** tired. (I might play tennis.)
   - I would like to play tennis, but I'm **too** tired. (I will not play tennis now.)
   - This book is **very** difficult. (I may be able to understand it.)
   - This book is **too** difficult. (I cannot understand it.)

**Do not use too when you want to say very or extremely.**

**Incorrect:** The science exam was **too** easy. (For what? This is an illogical sentence.)
**Correct:** The science exam was **very** easy.
**OR:** The science exam was **extremely** easy.

**Exercise 15** Read the sentences about a history class. Underline the correct word in parentheses in each sentence. The first one has been done for you.

1. My favorite subject is history. I like it (**very, too**) much.

2. My history class is at 8:00 a.m. on Monday and Wednesday. I wanted to get into a history class at 1:00 p.m., but there were (**very, too**) many people in that section already.

3. In my history class, our professor gives us a lot of assignments. Some students think that we have (**very, too**) many assignments, but I think the amount is just right.

4. I like the class, but the book is (**very, too**) difficult for some students to read.

5. The professor is a (**very, too**) good teacher.

6. His lectures are always (**very, too**) interesting.
Exercise 16 Write four pairs of sentences with very and too. The first one has been done for you.

1. a. That movie is very long, but I watched it.
   b. That movie is too long, so I didn’t watch it.

2. a. 
   b. 

3. a. 
   b. 

4. a. 
   b. 

10.9 Pronouns, Possessive Adjectives, and Possessive Pronouns

It is easy to confuse words such as me and my or he, him, and his. Here is a list of common subject and object pronouns, possessive adjectives, and possessive pronouns.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
<th>Possessive Adjectives</th>
<th>Possessive Pronouns</th>
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</table>

1. Subject pronouns
   I am a computer programmer. (subject of the sentence)

2. Object pronouns
   My supervisor congratulated me for my good work. (direct object)
   My supervisor was in the meeting with me. (object of preposition)

3. Possessive adjectives
   My supervisor was in the meeting with me. (describes supervisor)

4. Possessive pronouns
   Your score is 87, but mine is only 72. (replaces a possessive adjective + noun: my score)
- Do not use a pronoun when you should use a possessive adjective.
  Incorrect: The doctor has she books in her car.
  Correct: The doctor has her books in her car.

- Do not use a subject pronoun when you should use an object pronoun (or the reverse).
  Incorrect: The teacher gave a study sheet to we to study for tomorrow’s test.
  (subject pronoun)
  Correct: The teacher gave the diskettes to us to study for tomorrow’s test.
  (object pronoun)

- Do not forget the subject.
  Incorrect: Today is June 12. Is my birthday.
  Correct: Today is June 12. It is my birthday.

- Do not confuse he and she.
  Incorrect: Bolivia and Brazil are beautiful countries. Have many tourist sites.
  Correct: Bolivia and Brazil are beautiful countries. They have many tourist sites.

Exercise 17 Read this e-mail about a job application that had some problems. For each numbered item, underline the correct word in parentheses. The first one has been done for you.

To: Mike Smith
From: Joshua Brooks
Subject: Application form problems
Dear Mike,

I [I, Me, My, Mine] am sending (you, your, yours) this e-mail 1 because there is a problem with (you, your, yours) application 2 for the supervising job at (we, us, our, ours) company. In (you, 3 your, yours) application, (you, your, yours) forgot to fill out 4 a few items in the last section. This section asks for certain 5 (continued)

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information about (you, your, yours) education. I remember from
our phone conversation that (you, your, yours) have a bachelor’s
degree, but (you, your, yours) did not write down (you, your,
yours) graduation year. In the section that asks for contact
information, (you, your, yours) e-mail address is there, but I
do not see (you, your, yours) telephone number. Can
(you, your, yours) please send it to me as soon as possible? In
addition, (you, your, yours) didn’t list any of (you, your, yours)
references. Who is (you, your, yours) current employer? Do
(you, your, yours) have a phone number for the company? Do (you, your, yours) carry it with (you, your, yours) during the day?
Mike, (we, us, our, ours) have (you, your, yours)
application, but (we, us, our, ours) need all of the information
by (we, us, our, ours) official deadline. (It is, Is, Its) next
Monday, and (I, me, my, mine) hope (you, your, yours) can provide
the information by that date.

(I, Me, My, Mine) look forward to hearing from
(you, your, yours). If (you, your, yours) have any questions,
(you, your, yours) can e-mail (I, me, my, mine) or (you, your, yours)

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can call (I, me, my, mine) call at 555-9292.

33

Many thanks,

Joshua Brooks

10.10 Do Not Begin Sentences with and/but/so/or

In speaking, we sometimes begin a sentence with a conjunction (joining word) such as and, but, so, or or. However, in formal or academic writing, it is not correct to begin a sentence with a conjunction.

Conversation: Kevin played tennis yesterday. So he was really tired.
Writing: Kevin played tennis yesterday, so he was really tired.

Conversation: Kevin played tennis yesterday. But he did not play this morning.
Writing: Kevin played tennis yesterday, but he did not play this morning.

Remember to put a comma between the independent clauses in a compound sentence (see Chapter 9).

Exercise 18 Find and correct the four errors with conjunctions in this paragraph about country names.

Name Changes for Countries

Most countries have had the same names for a long time, but a few countries have new names. Their names were changed for historical reasons. Or they were changed for political reasons. On a current world map, you can see the country of Myanmar in southeast Asia.

Today we call this country Myanmar. But for many years, it was called Burma. Next
to Myanmar is the country of Thailand. For a long time, this country was called Siam. But now it is called Thailand. South of Thailand are Malaysia and Singapore.

These two countries are completely separate now. For a few years, Singapore and Malaysia were one country. But in 1963, they decided to separate into two countries.

Exercise 19 Read the paragraph below. Rewrite it by making the eleven changes listed. Careful: You may have to make other changes.
1. Change very to extremely.
2. The word thing is too vague. Change thing to task.
3. Take out all contractions. In writing, you should write out all of the words.
4. Change difficulty to problems.
5. Add another simple example after cat. Use the connector or.
6. Begin the fifth sentence with the phrase for example (Hint: add appropriate punctuation.)
7. Connect the first two sentences that discuss consonants with the word because.
8. Connect the two sentences about the letter c with an appropriate connector.
9. Change the word problem to mistake. (Hint: This will also require one more change.)
10. Connect the two sentences about the word straight with an appropriate connector.
11. Connect the last two sentences with the connector so.

English Spelling

Spelling in English is a very difficult thing. Students don’t have much difficulty with small words such as cat. Longer words can be especially tricky. For some people, vowels are the big problem. The sound of long E can be spelled er as in here; ea as in each, or oo as in people. For other people, consonants cause headaches. One consonant can be pronounced two different ways. Sometimes the letter c sounds like k as in cool. Other times it sounds like s as in race. Another spelling problem that many people have occurs with silent letters. The word straight has eight letters. Three of the letters are silent. English spelling isn’t easy. It is not surprising that so many people cannot spell well.
CHAPTER QUIZ


1. Some customers did not like the store's new plan, but many ______ people supported it fully.
   A. other
   B. others
   C. of other
   D. of others

2. I believe that it is very useful for all of us to ______ a discussion about any change in the law about owning a gun.
   A. make
   B. say
   C. have
   D. be

3. Look at this meal! This meat dish in particular is ______ delicious. Can you tell us how you prepared it? What ingredients did you use?
   A. certain
   B. too
   C. very
   D. extreme
4. Is Paolo leaving now? Does he ______?  
   A. have his umbrella with him  
   B. has his umbrella with him  
   C. have him umbrella with his  
   D. has him umbrella with his

5. High school athletes dream of becoming professionals. ______ practice hard, they may realize this dream.  
   A. They  
   B. So they  
   C. And if they  
   D. If they

6. I applied for that job ______ more money.  
   A. to earn  
   B. to earning  
   C. for earn  
   D. for earning

**Part 2: Error Correction.** One of the four underlined words or phrases is not correct. Circle the letter of the error and correct it in the space provided.

7. At the press conference yesterday, the spokesperson for the company said that all of the information on the company website has right.  
   A. B  
   C  
   D

8. I think that we should rent a car to drive there. To me, renting a car has more sense than driving our own car there.  
   A. B  
   C  
   D

9. When we talked to the little boys, he told us that Joshua is not telling a lie, but I don’t believe him.  
   A. B  
   C  
   D

10. My aunt does not eat many kind of vegetables, but she often eats salad with carrots and other root vegetables.  
    A. B  
    C  
    D

**Exercise 21**  
On a separate sheet of paper, write an original paragraph (eight to fifteen sentences) about something funny or strange that happened because someone made a simple mistake. Tell what happened and why it was funny. Give details about the event. Where did it take place? Why did it happen? Use at least five of the following in your writing: make / do, say / tell, be right, be wrong, many / much, a few / a little, and / but / so. Underline your uses of these words.
## 1 Irregular Verb Forms

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## 2 Capitalization

### 2.1 Basic Capitalization Rules

1. Always capitalize the first word of a sentence.
   
   *Today* is not Sunday.
   
   It is not Saturday either.
   
   Do you know today's date?

2. Always capitalize the word *I* no matter where it is in a sentence.
   
   John brought the dessert, and I brought some drinks.
   
   I want some tea.

   My brothers, sisters, and I all went to the same college.

3. Capitalize proper nouns—the names of specific people, places, or things.
   
   *Mr.* Lee parked his *Toyota* in front of the *Hilton*.
The **Statue of Liberty** is located on **Liberty Island** in **New York**.

There is a huge building on the island that is to the west of the city.

4. In a title, some words begin with a capital letter and some words do not.

- Living in Fear
- Romeo and Juliet
- Harry Potter and the Deathly Hallows
- The King and I
- Three Men and a Baby
- Love at First Sight

The rules for capitalizing titles are easy:

- Always capitalize the first letter of a title.
- If the title has more than one word, capitalize all the words that have meaning (content words).
- Do not capitalize small (function) words like a, the, in, with, on, for, to, above, and, or (unless they are the first word, in which case they are capitalized).

### 2.2 Capitalization Practice

**Practice 1** Circle the words that have capitalization errors. Make the corrections.

1. the last day to sign up for the trip to miami is this Thursday.
2. does jill live in west bay apartments, too?
3. the flight to new york left late saturday night and arrived early sunday morning.
4. My Sister has two daughters. Their names are rachel and rosalyn.
5. if mercedes cars weren’t so expensive, i think i’d buy one.

**Practice 2** Complete these statements. Be sure to use correct capitalization.

1. USA stands for the United  ____________ of ____________ .
2. The first month of the year is  ____________ .
3. ____________ is the capital of Japan.
4. One of the most popular brands of jeans is  ____________ .
5. President Kennedy's first name was  ____________ . His wife's first name was  ____________ .
6. Much of Europe was destroyed in  ____________ (1939–45).
7. All over the world you can see the large golden M that belongs to the most popular fast-food restaurant in the world,  ____________ .
8. Beijing is the largest city in ____________.
9. The winter months are ____________, ____________, and ____________.
10. The last movie that I saw was ____________.

Practice 3 Read the following titles. Rewrite them with correct capitalization.

1. my favorite food
2. living in Miami
3. the best restaurant in town
4. Mr. Smith’s new car
5. a new trend in Hollywood
6. why I left California
7. my side of the mountain
8. no more room for a friend

Practice 4 Read the following paragraph that a student wrote. Circle the capitalization errors and make corrections above the errors.

A visit to cuba

according to an article in last week’s issue of Newsweek, the prime minister of Canada will visit Cuba soon in order to establish better economic ties between the two countries. Because the United States does not have good relations with Cuba, Canada’s recent decision may result in problems between Washington and Ottawa. In a recent interview, the Canadian prime minister indicated that his country was ready to reestablish some sort of cooperation with Cuba and that Canada would do so as quickly as possible. There is no doubt that this new development will be discussed at the opening session of Congress next Tuesday.
Practice 5
Read the following paragraph. Circle the capitalization errors and make corrections above them.

**crossing the atlantic from atlanta**

It used to be difficult to travel directly from atlanta to europe, but this is certainly not the case nowadays. british airways offers several daily flights to london. lufthansa, the national airline of germany, offers flights every day to frankfurt and twice a week to berlin. other european air carriers that offer direct flights from atlanta to europe are kim of the netherlands, sabena of belgium, and air france. however, the airline with the largest number of direct flights to any european city is not a european airline. delta airlines, which is the second largest airline in the united states, offers seventeen flights a day to twelve european cities, including paris, london, frankfurt, zurich, rome, and athens.

Practice 6
Read the following paragraph. Circle the capitalization errors and make corrections above them.

**my beginnings in foreign languages**

I have always loved foreign languages. When I was in tenth grade, I took my first foreign language class. It was french I. My teacher was named mrs. demontluzin. She was a wonderful teacher who inspired me to develop my interest in foreign languages. Before I finished high school, I took a second year of french and one year of spanish.

(continued)
I wish my high school had offered Latin or Greek, but the small size of the school prevented this. Over the years since I graduated from high school, I have lived and worked abroad. I studied Arabic when I lived in Saudi Arabia, Japanese in Japan, and Malay in Malaysia. Two years ago, I took a German class in the United States. Because of recent travels to Uzbekistan and Kyrgyzstan, which are two republics from the former Soviet Union, I have a strong desire to study Russian. I hope that my love of learning foreign languages will continue.

### Punctuation

#### 3.1 End Punctuation

Three main kinds of punctuation occur at the end of an English sentence. You need to know how to use all three of them correctly.

1. **period (.)** A period is used at the end of a declarative sentence.
   
   This is a declarative sentence.
   
   This is not a question.
   
   All three of these sentences end with a period.

2. **question mark (?)** A question mark is used at the end of a question.
   
   Is this idea difficult?
   
   Is it hard to remember the name of this mark?
   
   How many questions are in this group?

3. **exclamation point (!)** An exclamation point is used at the end of an exclamation.
   
   It is less common than the other two marks.
   
   I can't believe you think this is difficult!
   
   This is the best writing book in the world!
   
   Now I understand all of these examples!
Practice 1 Add the correct end punctuation.

1. This examination consists of fifty items
2. Read each item carefully to see if you think it is true or false
3. Write T or F on the line to indicate your answer
4. Does anyone have any questions before we start the test
5. You may begin now

Practice 2 Look at an article in any newspaper or magazine. Circle every end punctuation. Then answer these questions.

1. How many final periods are there? ______ (or ______ %)
2. How many final question marks are there? ______ (or ______ %)
3. How many final exclamation points are there? ______ (or ______ %)
4. What is the total number of sentences? ______

*Use this last number to calculate the percentages for each of the categories. Does the period occur most often?*

### 3.2 Commas

The comma has several different functions in English. Here are some of the most common ones.

1. A comma separates a list of three or more things. There should be a comma between the items in a list. Do not use a comma between only two items.
   - He has lived in Russia and China.
   - He has traveled in Brazil, Canada, and Sweden.
   - Russia, China, Brazil, Canada, and Sweden are large countries.

2. A comma separates two sentences when there is a combining word (coordinating conjunction) such as and, but, or, so, for, nor, or yet. The easy way to remember these is FANBOYS (for, and, nor, but, or, yet, so). The three most important combining words for this book are and, but, and so.
   - Sammy bought the cake, and Paul paid for the ice cream.
   - Six people took the course, but only five passed the final exam.
   - Students may submit their applications by mail, so it is not necessary for them to drive to the university to apply.

Note: In general, do not use a comma before because or although.

- Only five students passed the exam because it was very difficult.
- One student scored 97 although the exam was very difficult.
3. A comma is used to separate an introductory word or phrase from the rest of the sentence.

In conclusion, doctors are advising people to take more vitamins.
First, you will need a pencil.
Because of the heavy rains, many of the roads were flooded.
Finally, add the sugar to the batter.

4. A comma is used to mark an appositive. An appositive is a word or group of words that renames a noun. An appositive provides additional information about the noun.
Washington, the first president of this country, was a clever military leader.

SUBJ (noun)  APPOSITIVE

In this sentence, the phrase the first president of this country is an appositive. This phrase renames or explains the noun Washington.

5. A comma is sometimes used with adjective clauses. An adjective clause usually begins with a relative pronoun (who, that, which, whom, whose, whoever, whomever). We use a comma when the information in the clause is unnecessary or extra. (This is also called nonrestrictive.)

The book that is on the teacher's desk is the main book for this class.

Here when you say “the book,” the reader cannot understand which book you are talking about, so the information in the adjective clause is necessary. In this case, we do not use commas.

History of Californio, which is on the teacher's desk, is the main book for this class.

Here you have the exact name of the book, so the information in the adjective clause is not necessary to help the reader identify the book. In this case, you must use commas to show that the information is extra.

Practice 3 Add commas as needed in these sentences. Some sentences may be correct, and others may need more than one comma.

1. For the past fifteen years Mary Parker has been both the director and producer of all the plays at this theater.

2. Despite all the problems we had on our vacation we managed to have a good time.

3. I believe the best countries to visit in Africa are Senegal Tunisia and Ghana.

4. She believes the best countries to visit in Africa are Senegal and Tunisia.

5. The third step in this process is to grate the carrots and the potatoes.

6. Third grate the carrots and the potatoes.

7. Blue and green and red are strong colors. For this reason they are not appropriate for a living room wall.
8. Without anyone to teach foreign language classes next year the school will be unable to offer French Spanish or German.

Practice 4 This practice is more difficult. Add commas as needed in these sentences. Some sentences may be correct, and others may need more than one comma.

1. The NEQ 7000 the very latest computer from Electron Technologies is not selling very well.

2. The job interview is for a position at Mills Trust Company which is the largest company in this area.

3. The job interview is for a position at a large company that has over 1,000 employees in this area.

4. Kevin’s birthday is January 18th which is the same day that Laura and Greg have their birthdays.

5. Martina Navratilova whom most tennis fans refer to only as “Martina” dominated women’s tennis for years.

6. My brother who lives in Miami has two children. (I have several brothers.)

7. My brother who lives in Miami has two children. (I have only one brother.)

8. This flight is leaving for La Paz which is the first of three stops that the plane will make.

9. No one knows the name of the person who will take over the committee in January so there have been many rumors about this.

10. Bank of Nova Scotia the most recent bank to open a branch here in Armysville has tried to establish a branch here for years but they just did so this month.

11. On the right side of the living room an antique radio sits on top of a glass table that also has a flower pot a photo of a baby and a magazine.

12. In Louisiana food is spicy because people there cook with a lot of onions peppers and seasonings.
3.3 Apostrophes

Apostrophes have two basic uses in English. They indicate either a contraction or a possession.

Contractions: Use an apostrophe in a contraction in place of the letter or letters that have been deleted.

he’s (he is OR he has), they’re (they are), I’ve (I have), we’d (we would OR we had)

Possession: Use an apostrophe to indicate possession. Add an apostrophe and the letter’s after the word. If a plural word already ends in s, then just add the apostrophe.

Lincoln’s term in office
Mrs. Popkes’s three daughters
Yesterday’s paper
The boy’s books (= one boy has some books)
The boys’ books (= several boys have one or more books)

Practice 5 Correct the apostrophe errors in these sentences.

1. I’m going to Victor’s birthday party on Saturday.
2. The Smith’s house is right next to the Wilson’s house.
3. Hardly anyone remembers Roosevelt’s drastic action in the early part of last century.
4. It goes without saying that we’d be better off without atomic weapons in this world.
5. The reasons that were given for the childrens’ bad behavior were unbelievable.

3.4 Editing for Errors

Practice 6 Find the fifteen punctuation errors in this paragraph and make corrections.

Deserts

Deserts are some of the most interesting places on earth. A desert is not just a dry area. It is an area that receives less than ten inches of rainfall a year. About one-fifth of the earth is composed of deserts. Although many people believe that deserts are nothing but hills of sand this is not true. In reality deserts have large rocks, mountains, canyons and even lakes. For instance only about ten percent of the Sahara Desert the largest desert on the earth is sand.
Practice 7 Find the fifteen punctuation errors in this paragraph and make corrections.

Tennis

Of all the sports in the world my favorite is tennis I learned how to play tennis when I was fifteen years old. My father taught me how to play and then my brother and I practiced almost every day before school. We practiced in the early morning, because the weather was not too hot I like tennis for a number of reasons. First it is good exercise. Second it is a lot of fun. Third, it is a combination of physical, and mental ability. In fact tennis reminds me of chess. Both games require you to think, and then act. Now tennis is an international sport, and we see that the top players, are from Argentina Russia Australia, and the United States. Do you like what you are reading. If so then I recommend that you start playing tennis.
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TOP 10
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Keith S. Folse / Elena Vestri Solomon / Donna M. Tortorella

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