

ESL GRAMMAR THE WAY YOU LIKE IT



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ESL Grammar The Way You Like It (Bissonnette)

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1.1: Irregular Verbs

Verbs

There are two general types of verbs in English: Regular Verbs and Irregular Verbs.

Regular verbs end in **ED** in their past form as well as in their past participle form. (Regular verbs that end in a consonant plus a Y change the Y to I and then add **ED**.) Irregular Verbs change forms in the past tense and in their past participle forms. Note the differences below.

<u>Regular Verbs</u>			<u>Irregular Verbs</u>		
open	opened	open	go	went	gone
start	started	started	feel	felt	felt
type	typed	typed	dig	dug	dug
smoke	smoked	smoked	show	showed	shown
collect	collected	collected	fly	flew	flow

Irregular Verbs

(This is not an entire list of irregular verbs in English. However, for beginning to low intermediate level of ESL, this list is adequate.)

Base Form	S Form	Past Tense	Past Participle	Present Participle
be (am is are)	---	was/were	been	being
beat	beats	beat	beaten	beating
become	becomes	became	become	becoming
begin	begins	began	begun	beginning
bend	bends	bent	bent	bending
bite	bites	bit	bitten	biting
bleed	bleeds	bled	bled	bleeding
blow	blows	blew	blown	blowing
break	breaks	broke	broken	breaking
bring	brings	brought	brought	bringing
build	builds	built	built	building
buy	buys	bought	bought	buying
catch	catches	caught	caught	catching
choose	chooses	chose	chosen	choosing
come	comes	came	come	coming
cost	costs	cost	cost	costing
cut	cuts	cut	cut	cutting
dig	digs	dug	dug	digging
do	does	did	done	doing
draw	draws	drew	drawn	drawing
drink	drinks	drank	drunk	drinking
drive	drives	drove	driven	driving

Base Form	S Form	Past Tense	Past Participle	Present Participle
eat	eats	ate	eaten	eating
fall	falls	fell	fallen	falling
feed	feeds	fed	fed	feeding
feel	feels	felt	felt	feeling
fight	fights	fought	fought	fighting
find	finds	found	found	finding
flee	flees	fled	fled	fleeing
fly	flies	flew	flown	flying
forbid	forbids	forbade	forbidden	forbidding
forget	forgets	forgot	forgotten	forgetting
forgive	forgives	forgave	forgiven	forgiving
freeze	freezes	froze	forzen	freezing
get	gets	got	gotten	getting
give	gives	gave	given	giving
go	goes	went	gone	going
grow	grows	grew	grown	growing
hang	hangs	hung	hung	hanging
have	has	had	had	having
hear	hears	heard	heard	hearing
hide	hides	hid	hidden	hidomg
hit	hits	hit	hit	hitting
hold	holds	held	held	holding
hurt	hurts	hurt	hurt	hurting
keep	keeps	kept	kept	keeping
know	knows	knew	known	knowing
lead	leads	led	led	leading
leave	leaves	left	left	leaving
lend	lends	lent	lent	lending
let	lets	let	let	letting
lie	lies	lay	lain	lying
lose	loses	lost	lost	losing
make	makes	made	made	making

mean	means	meant	meant	meaning
meet	meets	met	met	meeting
mistake	mistakes	mistook	mistaken	mistaking
mow	mows	mowed	mown mowed	mowing
overhear	overhears	overheard	overheard	overhearing

Base Form	S Form	Past Tense	Past Participle	Present Participle
pay	pays	paid	paid	paying
prove	proves	proved	proven	proving
put	puts	put	put	putting
quit	quits	quit	quit	quitting
read	reads	read	read	reading
ride	rides	rode	ridden	riding
ring	rings	rang	rung	ringing
rise	rises	rose	risen	rising
run	runs	ran	run	running
say	says	said	said	saying
see	sees	saw	seen	seeing
seek	seeks	sought	sought	seeking
sell	sells	sold	sold	selling
send	sends	sent	sent	sending
set	sets	set	set	setting
sew	sews	sewed	sewn sewed	sewing
shake	shakes	shook	shaken	shaking
shave	shaves	shaved	shaven shaved	shaving
shine	shines	shone shined	shone shined	shining
shoot	shoots	shot	shot	shooting
show	shows	showed	shown	showing
shrink	shrinks	shrank shrunk	shrunk	shrinking
shut	shuts	shut	shut	shutting
sing	sings	sang	sung	singing
sink	sinks	sank	sunk	sinking
sit	sits	sat	sat	sitting
sleep	sleeps	slept	slept	sleeping
slide	slides	slid	slid	sliding
speak	speaks	spoke	spoken	speaking

speed	speeds	sped	sped	speeding
spend	spends	spent	spent	spending
spin	spins	spun	spun	spinning
split	splits	split	split	splitting
spread	spreads	spread	spread	spreading

Base Form	S Form	Past Tense	Past Participle	Present Participle
stand	stands	stood	stood	standing
steal	steals	stole	stolen	stealing
stick	sticks	stuck	stuck	sticking
sting	stings	stung	stung	stinging
stink	stinks	stank	stunk	stinking
strike	strikes	struck	struck stricken	striking
swear	swears	swore	sworn	swearing
sweep	sweeps	swept	swept	sweeping
swim	swims	swam	swum	swimming
take	takes	took	taken	taking
teach	teaches	taught	taught	teaching
tear	tears	tore	torn	tearing
tell	tells	told	told	telling
think	thinks	thought	thought	thinking
throw	throws	threw	thrown	throwing
undergo	undergoes	underwent	undergone	undergoing
understand	understands	understood	understood	understanding
underwrite	underwrites	underwrote	underwritten	underwriting
undo	undoes	undid	undone	undoing
wake	wakes	woke	woken	waking
wear	wears	wore	worn	wearing
weave	weaves	wove	woven	weaving
weep	weeps	wept	wept	weeping
win	wins	won	won	winning
withdraw	withdraws	withdrew	withdrawn	withdrawing
withhold	withholds	withheld	withheld	withholding
write	writes	wrote	written	writing

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1.1.1: Practice Irregular Verb Quiz 1

PRACTICE IRREGULAR VERB QUIZ # 1

Fill in the blank spaces with the correct form of the verb, please.

1. fly	_____	_____	flown	_____
2. beat	beats	_____	beaten	beating
3. flee	_____	fled	fled	_____
4. drive	drives	_____	driven	driving
5. find	finds	_____	_____	finding
6. become	becomes	_____	_____	becoming
7. eat	_____	_____	eaten	_____
8. drink	drinks	drank	drunk	_____
9. feel	feels	_____	_____	feeding
10. begin	begins	_____	begun	_____
11. bite	bites	_____	bitten	_____
12. fail	_____	_____	fallen	falling
13. fight	_____	_____	fought	_____
14. be	_____	was/were	been	being
15. buy	_____	_____	bought	_____
16. bleed	bleeds	bled	_____	_____
17. cut	cuts	cut	_____	_____
18. catch	_____	_____	caught	_____
19. break	_____	_____	broken	_____
20. do	_____	_____	_____	doing

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1.1.2: Practice Irregular Verb Quiz 2

PRACTICE IRREGULAR VERB QUIZ # 2

Fill in the blank spaces with the correct form of the verb, please.

1. forbid	forbids	forbade	_____	_____
2. overhear	overhears	_____	overheard	_____
3. mow	_____	mowed	mown	_____
4. forgive	forgives	_____	forgiven	_____
5. have	_____	_____	had	_____
6. hold	_____	_____	held	holding
7. forget	forgets	_____	forgotten	_____
8. know	_____	_____	_____	_____
9. lose	_____	_____	lost	losing
10. go	_____	_____	gone	going
11. hit	hits	_____	_____	_____
12. freeze	freezes	_____	frozen	_____
13. hang	hangs	_____	hung	_____
14. grow	_____	_____	grown	_____
15. let	lets	_____	_____	_____
16. mistakes	mistakes	_____	mistaken	mistaking
17. hear	_____	heard	_____	hearing
18. feed	feeds	_____	_____	_____
19. keep	keeps	_____	kept	keeping
20. lie	_____	_____	_____	_____

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1.1.3: Practice Irregular Verb Quiz 3

PRACTICE IRREGULAR VERB QUIZ #3

Fill in the blank spaces with the correct form of the verb, please.

1. speak	speaks	_____	spoken	_____
2. pay	_____	_____	paid	_____
3. slide	slides	_____	_____	_____
4. shine	shines	_____	shone	_____
5. quit	_____	_____	quit	_____
6. run	runs	_____	_____	_____
7. seek	seeks	_____	_____	seeking
8. shake	_____	_____	shakes	shaking
9. sell	sells	sold	_____	_____
10. rise	_____	_____	_____	rising
11. say	_____	said	_____	_____
12. shoot	_____	_____	shot	_____
13. sing	sings	_____	sung	_____
14. see	sees	_____	seen	_____
15. set	sets	_____	set	_____
16. sit	sits	_____	sat	_____
17. ring	rings	_____	rung	_____
18. sew	_____	_____	_____	sewing
19. ride	rides	_____	ridden	_____
20. shut	shuts	_____	_____	_____

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1.1.4: Practice Irregular Verb Quiz 4

PRACTICE IRREGULAR VERB QUIZ # 4

Fill in the blank spaces with the correct form of the verb, please.

1. spend	spends	_____	_____	spending
2. spin	spins	_____	_____	_____
3. write	writes	_____	_____	writing
4. underwrite	underwrites	_____	_____	underwriting
5. weep	_____	_____	wept	_____
6. think	_____	_____	thought	_____
7. teach	_____	_____	taught	teaching
8. tear	tears	_____	_____	tearing
9. undergo	_____	_____	undergone	_____
10. undo	_____	_____	_____	undoing
11. withdraw	_____	_____	withdrawn	_____
12. stink	_____	_____	stunk	stinking
13. withhold	withholds	_____	withheld	withholding
14. wake	wakes	woke	_____	waking
15. steal	_____	_____	stolen	_____
16. weave	weaves	_____	_____	weaving
17. swim	swims	_____	swum	_____
18. sweep	sweeps	swept	_____	sweeping
19. throw	_____	_____	thrown	throwing
20. wear	wears	_____	_____	wearing

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1.2: The Verb To Be

The most important verb in the English language is the verb **to be**. It can be used alone, or it can be used with other forms of other verbs to change their time (tense) or voice (active to passive). The forms of the verb to be are as follows:

Present: am, is, are

Past: was, were

Future: will be

Present Perfect: have been, has been

Past Perfect: had been

Future Perfect: will have been

All of the above forms tell different time, but they all have exactly the same meaning. The time changes, but the meaning remains the same. Note the following examples:

I **am** a man.

I **was** a man yesterday.

I **will be** a man tomorrow.

I **have been** a man for a long time.

I **had been** a man for many years when my sons were born.

I **will have been** a man for a long time before I die.

The only difference in the above sentences is the time. My being a man has never changed.

The Verb To BE, Present Tense

I am We are

You are You are

He is

She is They are

It is

In the following sentences, there is **no action**. The verb to be is used to connect the front of the sentences with the back of the sentences. The subject of the sentences and the part of the sentences that follow the verb to be are the same or they refer to the subject.

My sister **is** a hairdresser.

my sister = hairdresser

I **am** a teacher.

I = teacher

My sons **are not** students anymore.

my sons = students

Boys **are** noisy all over the world.

boys = noisy all over the world

The weather **is** often beautiful during summer.

Weather = beautiful in summer

My neighbors **are** nice people.

My neighbors = nice people.

In the following sentences, there is **action**. The action is the verb that follows the verb to be. The verb to be must agree with the subject of the sentence. The verb to be is used with all of the continuous tenses in English as a helping verb. Its purpose is to tell the tense (time) of the sentence.

I **am** writing this sentence right now.

My students **are** listening to me now.

My son **was** cutting the grass last night.

Some people in my neighborhood **were** having a party last weekend.

You **will be** studying in class next week.

I **have been** teaching English since 1971.

It **had been** raining before I woke up this morning.

You **will have been** sitting in your seats this morning until we finish class later on.

Notice how the verb to be is used in these sentences. It tells the tense (time), but the action is told by the ING form (present participle) of the verb. Look at the ING verb in the sentences above; then look at the verb to be to tell the time. All of the continuous tenses in English will use the verb **to be** to tell the tense of the sentence and the ING form of the verb to tell the action. We use the continuous tenses in English because the continuous tenses stress the action of the verb. The non-continuous tenses stress the idea of the verb.

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1.3: Helping Verbs

Helping Verbs

Helping Verbs are extremely important when studying the grammar of English Verb Tenses (of which there are 12). Helping Verbs are used in English for the following purposes:

1. Showing Verb Tenses
2. Making Verbs Negative
3. Making Questions
4. With the Modal Verbs, Changing the Meaning of the Main Verb
5. Changing Voice (Active Voice to Passive Voice)

Below are the 19 helping verbs in English.

To Be

am, is, are
was, were

These **helping verbs** are used to make the negative and the question forms in the simple present and past tenses as well as the continuous tenses.

Negative Form

am not is not are not
was not were not

Question Form

Am I? Is he Are we?
Was he? Were they?

Examples:

I am a man. I am not a woman. Were the students at school? No, they weren't at school.

They are playing baseball? Are they playing football? No, they aren't playing football.

She was driving to the market. Was she driving to the post office? No, she wasn't.

Modal Verbs

can, could, will, would may, might, should, must, (shall)

Negative Form

can not (can't), could not, will not (won't),
would not, may not, might not,
should not, must not, (*shall not*)

Question Form

Can I? Would you?
May she? Must it?
(*Shall we?*) Would he?

Can they speak Vietnamese? No, they cannot. Could he do it? No, he could not do it.

We must do our homework. Should students come to class on time? Yes, they should. They should not come late.

Will you cook dinner tonight? No, I won't cook dinner tonight.

The man might have gotten into an accident. He would have called if he had.

To Do

do, does,
did

With verbs in the present and past tenses, the verb **to do** is used for the negative and the question forms.

Negative Form

do not, does not
did not

Question Form

Do they? Does he?
Did you?

We eat lunch. Do we eat lunch? No, we do not eat lunch.

She goes to class. Does she go to class? No, she does not go to class.

They played football. Did they play football? No, they did not play football.

To Have
have, has,
had

Have has two very different uses in English. When **have** is used alone, it means to **own** or to **possess** something. For example, I **have** a car. You **have** a teacher. He **has** a girlfriend. However, when **have** is used with the perfect tenses in English, it is a **helping verb** whose purpose is only to signify the perfect tenses. As a **helping verb**, the negative and question forms are made with the verb **have**.

Negative Form

have not, has not
had not

Question Form

Have you? Has she?
Had we?

I have eaten dinner. Have you eaten dinner yet? No, I have not eaten dinner.

It has rained a lot. Has it rained this evening? No, it has not rained this evening.

We had done all of our work by the time we left for home. Had we left any work for the next day? No, we had not left any.

She has come to class every day this quarter. Has she been late? No, she hasn't been late at all.

Helping verbs basically control almost all of the verb formations in English. If you learn and understand helping verbs, you will learn and understand English grammar much more easily.

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1.4: Parts of an English Sentences

Parts of an English Sentence

A basic English sentence has the following parts in the following order. There is no punctuation in this sentence except for the final period because every part is in its standard/correct position. When these parts are moved to different positions, commas are often necessary.

Subject Verb Object Place Time Adverbial Clause.

The **Subject** of a sentence does the action of the sentence. It usually comes first in the sentence. The subject has to be some form of a noun: a noun, a pronoun, a gerund, an infinitive, or a noun clause. Below are examples of each.

Nouns: man, Seattle, book, ideas, water, dogs, my house, a car, cars, love, sadness

Subject Pronouns: I, you, he, she, it, we, you, and they.

Gerunds: going, eating, playing, smoking, typing, sleeping, trying, writing, driving

Infinitives: to go, to eat, to play, to smoke, to type, to sleep, to try, to write, to drive

Noun Clauses: that you are my students, which day I will be there, whom I love, what I need

All of these can function as the subject (as well as object)+ of an English sentence.

Examples:

The man ate his lunch. My dog has a short tail. Love can make you happy or sad.

I speak English. She is a beautiful woman. You need to learn English grammar.

Eating cake makes a person fat and happy. Going to school is good for you. Reading is fun.

To eat cake makes a person fat and happy. To go to school is good for you. To read is fun.

Who I am is your teacher. Where I live is Seattle. Whatever my wife cooks tastes delicious.

That we live in the Seattle area is true. That people steal makes most people angry.

The **Verb** in a sentence usually comes right after the subject in an English sentence. The verb usually tells the action in a sentence. Some verbs are called non-action verbs. They don't show action, but they join the other parts of a sentence and explain ideas. Verbs tell the action and the time (tense) of an action. For example, *eat* tells a listener or reader the present time. However, *ate* tells a listener or reader the past time. *Will eat* tells the future time. The verb sometimes also must agree in number with the subject. For example, we say I go but he goes.

All English verbs have five forms: the base form, the S form, the past form, the past participle form, and the present participle form. For the verb to go the five forms are *go*, *goes*, *went*, *gone*, and *going*. For the verb to play, the five forms are *play*, *plays*, *played*, *played*, and *playing*.

The **Object**, like the subject, must use some form of a noun. However, instead of subject pronouns, objects take **Object Pronouns:** me, you, him, her, it, us, you, and them.

Understanding the **Place** and the **Time** are never a problem for students.

Adverbial Clauses have a subject and verb and may have an object, place, and time, but they do not make sense all by themselves. They need a complete other sentence to have meaning. The verb in the adverbial clause is not the verb of the sentence. Note the examples below:

I always drink two cups of coffee **after I get up in the morning**.

My students always do homework **when I assign some for them to do**.

You are in this class **because you want to learn English**.

I came to class this morning **although I was tired**.

People get wet **whenever it rains**.

All of the above sentences can begin with the adverbial clause without a difference in meaning. However, when we begin a sentence with an adverbial clause, we need to use a comma after the clause. Note the same sentences below:

After I get up in the morning, I always drink two cups of coffee.

When I assign some homework for my students to do, they always do it.

Because you want to learn English, you are in this class.

Although I was tired, I came to class this morning.

Whenever it rains, people get wet.

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1.5: Parts of Speech

Parts of Speech

English has nine parts of speech. Every word in English is at least one part of speech. Many words can be more than one part of speech. To understand English grammar, students need to gain an understanding of the parts of speech and what their function in the language is. Below I will go over the various parts of speech and give you examples of each.

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1.5.1: Articles

Articles: A, An, and The

The articles in English are the words “a, an, and the.” They are very easy to spell, and they are very easy to make mistakes with. In my opinion, they are the most difficult words in English grammar. For your information, there are 50 grammar rules for these words. That is more rules than for all the verb tenses in English combined.

A and an always mean one something. Thus, **a book** means **one book**; **an apple** means **one apple**. Both a and an mean one indefinite something. Indefinite means that the speaker or the writer has not identified exactly who or what he is talking about. After the speaker or writer says who or what he is talking about, native speakers and writers then switch **from a and an to the**. We use **the** for definite or identified nouns. The difference between a and an is as follows:

We use a before words beginning with a consonant letter or a long U. A long U says its name: U. Therefore, we say

a uniform	a book	a smell	a hat
a university	a dog	a visit	a horse
a usual day	a baseball	a door	a house
a unit	a copy	a zero	a hut

We use an before words beginning with the vowels **a, e, i, o**, and a **short u** as well as a **silent h**.

an hour	an umbrella	an envelope
an honorable man	an animal	an ink-jet
an honest woman	an orange	an ugly accident
an heir	an unusual hat	an image

We use the word the before singular, identified nouns and plural nouns. Identified nouns are nouns that a speaker or writer has already said once or nouns that are unique. Unique means that there is only one of a certain thing. For example, the sun and the moon are unique. Therefore, we would use the when speaking about the Space Needle, the cafeteria in this college, the teacher of this class, the oldest person in the world, the fastest car, the president of the United States, the clock in the room, etc. There is only ONE of each of these examples.

The difference between a book and the book is a book means one of many possible books, while the book means a certain, identified book. A nurse means one of many nurses, while the nurse means one particular nurse.

Remember that the articles **a** and **an** can only be used with count nouns (nouns that can be counted). Non-count nouns cannot be counted. However, after first mentioning a non-count noun with words such as *some, any, a little, a lot*, etc., the next time you mention those words you use the definite article **the**.

Examples:

I have a book. The book is in my office.

A man came into my classroom. The man is from Somalia.

A car stopped in front of my house. The car was a convertible.

There was an umbrella on the counter in my room. The umbrella belongs to one of my students.

An old woman got on the bus. The old woman walked very slowly.

I saw an elephant at the zoo. The elephant had long tusks.

An honest man gave me the money that I lost. The honest man spoke with an accent.

A hat blew off a man's head. The man had just bought the hat.

A young girl wore a school uniform. The girl had to wear the uniform every day to school.

I taught at a university in Idaho. The university was in Pocatello, Idaho.

I drank some coffee. The coffee was from Brazil.

He put some water in a pot. The water in the pot was from the faucet.

There was a lot of hair on the floor of the beauty salon. The hair belonged to the customers.

There isn't any sugar in the sugar bowl. My son used all the sugar.

The Earth revolves around the sun. The moon comes out at night.

The library is located in the middle of this campus.

Exercise 1: Tell me why these articles (or no article) are correct, please.

1. We need to buy some orange juice. My son drank the orange juice this morning.
2. I need to get some money from a cash machine. I think I will go to the cash machine in Safeway for the money. I need the money to buy some food. The food should last a week.
3. My car uses a lot of gasoline. The gasoline is very expensive.
4. He spilled some coffee on a carpet. The coffee stained the carpet.
5. It took me an hour to get from my house to school in the snow.
6. She was an honest woman who had a dishonest husband. The woman divorced the husband.
7. A boy dropped a pencil on the floor. The pencil was yellow. The boy had to pick it up.

With certain expressions of time, we use “the.”

For example:

in the morning

in the afternoon

in the evening

However

at night

at noon

at midnight

on Tuesday

in March

in December

Do Not Use “THE” for abstract nouns. Abstract nouns are nouns that we cannot touch such as *love, hate, beauty, intelligence, peace, sadness, friendship, honesty*.

Everyone needs love in his or her life.

We need friendship among countries.

There is a lot of beauty in nature.

However, if an abstract noun is followed by a prepositional phrase, we use “the” in front of it.

the love **of** a child

the intelligence **of** some people

the sadness **after** a death

the friendship **between** old friends

the beauty **in** a song

Use “the” with superlatives: *the best, the worst, the biggest, the oldest, the most beautiful, the most expensive, the cheapest, the youngest, the fattest, the least intelligent, the most popular, the busiest, the fastest, the most important, the least interesting*: **All “superlative” expressions have the same meaning as only one. That is why we use the article “the” with them.** Superlatives by their definition mean only one of something.

Exercise 2: Put either a or an in front of the following nouns or noun phrases, please.

1. _____ animal
11. _____ unusual house

2. _____ taxi cab	12. _____ old car
3. _____ box	13. _____ smelly onion
4. _____ uniform	14. _____ egg sandwich
5. _____ elephant	15. _____ honest person
6. _____ dog	16. _____ good university
7. _____ small egg	17. _____ orange sweater
8. _____ hour	18. _____ apple pie
9. _____ hat	19. _____ American citizen
10. _____ funny man	20. _____ black horse

Exercise 3: Fill in the blank spaces with the correct article: A, An, or The, or nothing.

1. _____ boy was walking down _____ dark street. _____ boy was named Mohammed. _____ street was near _____ boy's house.
2. Everyone needs to have _____ love in their life. _____ love keeps people happy.
3. _____ moon can be very beautiful on a cold clear night.
4. In _____ morning, I drive a friend to school. _____ friend lives near my house. I pick up _____ friend on the corner of 85th Street N. and Greenwood Avenue N.
5. _____ old lady lives next door to my family. _____ old lady and my wife don't like each other. I try to stay away from _____ old lady.
6. I had to go to _____ SSC library on Friday to copy this exercise.
7. I do my homework in _____ evening and always go to bed late (in, on, at) _____ night.
8. My wife made _____ cake last night. We ate _____ cake after dinner.

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1.5.2: Nouns

Nouns

A noun is a word that names a person, place, thing, animal, or emotion.

<u>People</u>	<u>Places</u>	<u>Things</u>	<u>Animals</u>	<u>Emotions</u>
man	America	books	dog	love
woman	bedroom	houses	cat	hate
boy	cafeteria.	car	cow	sadness
girl	Seattle	shoes	mouse	fear
Don	downtown	water	deer	joy
Tram	office	hair	lion	anger

There are many kinds of nouns.

Count Nouns	Non-<u>count</u> Nouns	Common Nouns	Proper Nouns
books	water	boy	Alex
toys	hair	woman	Mrs. Jones
desks	dirt	city	Seattle
rooms	air	state	Washington
babies	coffee	ocean	Pacific Ocean
cigarettes	smoke	streets	Phinney Avenue
days	time	month	September

Count Nouns can be singular (1) or plural (many).

book books	day days	baby babies	shoe shoes
dish dishes	box boxes	snake snakes	match matches

Non-count nouns cannot be plural because you cannot count them.

Some count nouns have special spelling rules.

When a singular noun ends in a consonant letter and a y, change the y to i and add es to make it plural.

baby babies	fly flies	library libraries	party parties
army armies	lady ladies	country countries	family families

When a singular noun ends in a vowel letter and a y, add an s to make it plural.

day days	key keys	boy boys	toy toys
monkey monkeys	way ways	tray trays	play plays

When a singular noun ends in an s, sh, ch, x, or z, add es to the end of the noun to make it plural.

dish dishes	rash rashes	kiss kisses	fox foxes	waltz waltzes
brush brushes	watch watches	bus buses	tax taxes	patch patches

Sometimes, when a noun ends in an f or an fe, we change the f to V and add es. There are many exceptions to this “rule.”

life	lives	wife	wives	knife	knives	loaf	loaves
shelf	shelves	leaf	leaves	thief	thieves	wolf	wolves

Exceptions to this “rule”:

roof	roofs	chief	chiefs	chef	chefs	cliff	cliffs
puff	puffs	cuff	cuffs	gaffe	gaffes	whiff	whiffs

There are also some irregular plural nouns in English or nouns with no singular form.

man	men	woman	women	child	children	foot	feet	tooth	teeth
mouse	mice	deer	deer	sheep	sheep	louse	lice	ox	oxen
person	persons/people	-----	police	-----	clothes	-----	pants	fish	fish(es)

Forming the plural with nouns ending in “O” (Good Luck!)

1. When nouns end in “o” preceded by a vowel, add “s” only.

Examples:

studio	studios	radio	radios	rodeo	rodeos	patio	patios
bio	bios	ratio	ratios	kangaroo	kangaroos	zoo	zoos

2. Musical terms ending in “o” also end in “s.” These are exceptions to rule # 1.

piano	pianos	alto	altos	solo	solos	cello	cellos

3. Some nouns ending in an “o” preceded by a consonant, however, also add “s” only; others add an “es.” (This is an awful rule.)

Examples:

(“S” only) kimono kimonos zero zeros two twos ratio ratios
silo silos solo solos tango tangos
(“ES”) potato potatoes hero heroes Negro Negroes
mango mangoes

4. Some nouns ending in “o” can form the plural by add an “s” or an “es.” Both are correct. (This is also an awful rule.)

Examples:

halo	halos	haloes	cargo	cargos	cargoes	motto	mottos	mottoes
lasso	lassos	lassoes						

Basically, when a noun ends in an “o” and you want to know how to make it plural, look up the spelling of the word in a dictionary ... because that is what I had to do.

Exercise 4: Fill in the blanks with the plural form of the nouns, please.

1. coat _____	2. woman _____
3. baby _____	4. day _____
5. hour _____	6. hero _____
7. dress _____	8. city _____
9. knife _____	10. foot _____
11. punch _____	12. patio _____
13. caress _____	14. sandwich _____

15. lady _____	16. toy _____
17. tooth _____	18. penny _____
19. rash _____	20. fax _____
21. snake _____	22. patch _____
23. wish _____	24. tax _____
25. waltz _____	26. wheeze _____
27. bus _____	28. shelf _____
29. watch _____	30. radio _____
31. person _____	32. fish _____
33. nanny _____	34. nickel _____
35. clock _____	36. piano _____
37. window _____	38. box _____
39. thief _____	40. attorney _____

Non-count Nouns: Non-count nouns are nouns that cannot be counted. In other words, we can't put a number in front of them or the articles (**a** or **an**). We can, however, use words such as some, any, a little, little, and much. Most of the nouns in English are count nouns. Some of the most common non-count nouns are listed below.

meat	beef	chicken	ham	fish	pork	bacon	bread	butter	fruit	pepper
cheese	rice	salt	food	soup	sugar	tea	wine	soda	juice	coffee
milk	water	cream	beer	money	hair	weather	help	homework	mail	
paper	music	advice	work	traffic	blood	glass	anger	love	hate	
furniture	ink	blood								

Exercise 5A: Complete the following sentences by using count nouns, please.

1. I can see a ----- in front of the room. I can see a ----- near me. I can see a ----- in back of the room. I can see an ----- in the room.
2. There are three ----- in this row of chairs.
3. I have one -----, but I have two -----.
4. There are many ----- in this room.
5. I have school ----- days a week.

Exercise 5B: Complete the following sentences using non-count nouns, please.

1. Don has ----- hair. He also has ----- hair on his face.
2. I like to eat ----- meat every day.
3. I drink ----- water every day.
4. My friend cut his finger with a knife and there was ----- blood on his shirt.
5. I don't have ----- money with me today.

The words *some* and *any* can be used with both count and non-count nouns. With count nouns, they will always be followed by a plural noun. With non-count nouns, they are never followed by a plural noun. Non-count nouns are never plural.

Examples:

I have some money. I don't have any change. I have some hair. I don't have any black hair. I drank some coffee this morning. I didn't drink any tea yesterday.

I have \$50 dollars in my pocket. I also have three quarters. However, I don't have any nickels. I have some English grammar books in my office. I don't have any Chinese grammar books in my office.

Some and **any** both mean *an unknown quantity*. **Some** is an affirmative word, but **any** is a negative word. Both **some** and **any** can be used in questions.

Exercise 6: Fill in the blanks with some or any, please.

1. Some student need ----- help with their homework.
2. Other students don't need ----- help with their homework.
3. I didn't eat ----- fruit for breakfast today.
4. However, I will eat ----- fruit after dinner this evening.
5. I had to buy ----- milk at the market last night.
6. My son never drinks ----- wine.
7. ----- people don't eat ----- pork because of their religion.
8. I invited ----- friends to my house, but they didn't drink ----- wine.
9. We ate ----- fish for dinner last night. We didn't eat ----- beef.
10. I use ----- black pepper on my eggs, but I don't use ----- salt.

Exercise 7: Use some, any, a, or an in the sentences below, please.

1. I am very thirsty, but I don't want ----- juice. I only want ----- water.
2. Can I have ----- bottle of soda? I drank ----- glass of water, but now I want to drink ----- soda.
3. I ate ----- orange this morning, but now I want to eat ----- sandwich.
4. There are ----- stools in my kitchen, but there aren't ----- chairs.
5. We didn't have ----- homework last night, but we have ----- tonight.
6. My friend has ----- chickens and ----- rooster. ----- people call ----- rooster ----- cock.
7. I ate ----- piece of cake and ----- glass of milk. I like to drink ----- milk with ----- cake.
8. My sister drank ----- cup of coffee this morning. She usually drinks two cups of coffee every morning.
9. My wife saw ----- beautiful bird in our garden this morning. ----- birds are really very beautiful.
10. ----- animals are very dangerous. For example, ----- tiger and ----- elephant can be very dangerous.
11. My wife ate ----- banana, ----- apple, ----- cherries, and ----- ice cream after dinner last night.
12. My students sometimes need ----- advice about what classes to take in college.
13. Other students never ask for ----- help or advice.
14. I have ----- old pencil and ----- new pen.
15. This is ----- easy exercise.

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1.5.3: Spelling Rules for Nouns and Verbs

Spelling Rules for Verbs in the Present and Past Tenses (and Nouns)

The “ES” Rule

In the third person (**he, she, it**) in the present tense, when a verb ends in an **s, sh, ch, x, or z**, add **es** to the verb. (The same is true for nouns ending in **s, sh, ch, x, and z**.)

Push **pushes**, reach **reaches**, wash **washes**, fix **fixes**, buzz **buzzes**, kiss **kisses**, miss **misses**, tax **taxes**, fizz **fizzes**, pitch **itches**, box **boxes**, bless **blesse**s, crash **crashes**

The “Y” Rules

1. When a verb ends in a **consonant** plus **y**, change the **y** to **i** and add **es** or **ed**.

Study **studies** studied, hurry **hurries** hurried, copy **copies** copied, try **tries** tried, party **parties** partied, marry **marries** married, bury **buries** buried, worry **worries** worried

2. When a verb ends in a **vowel** plus **y**, simply add an **s** or **ed**.

Play **plays** played, enjoy **enjoys** enjoyed, stay **stays** stayed, buy **buys**

The Double Consonant Rule

When a verb ends in **one vowel** and **one consonant**, double the **consonant** and add **ing** or **ed**.

Plan **planning** planned, stop **stopping** stopped, run **running**, hit **hitting**, win **winning**, begin **beginning**, swim **swimming**, rob **robbing**, robbed

Never double the following letters in English:

ww, xx, and yy. These letters are **NEVER** doubled in English. Also, **en** at the end of a word is almost never doubled. Examples: flowing, fixing, staying, listening, showing, taxing, playing, happening, lengthening, shortening

The Final “E” Rule

When a verb ends in a **final e**, drop the **e** and add **ing** or just add a **d** to form the past tense. If a verb ends in a double e (ee), don't drop the e. Examples: seeing, freeing, fleeing, peeing

Live **living** lived, type **typing** typed, smoke **smoking** smoked, bake **baking** baked

Exceptions: The verbs **“do, go, and have”** are exceptions to the rules. They have irregular “S” forms (**does, goes, has**).

Exercise 8: Please give the S Form and the ING Form for each of the following verbs.

Base Form	S Form	ING Form

1. move
2. listen
3. watch
4. study
5. use
6. finish
7. put
8. begin
9. waltz
10. explain
11. chop

12. argue
13. sort
14. mix
15. get
16. work
17. borrow
18. lengthen
19. hurt

Base Form	S Form	Present Participle

20. buy		
21. mend		
22. enjoy		
23. trip		
24. play		
25. have		
26. punch		
27. spy		
28. halt		
29. party		
30. spin		
31. burst		
32. employ		
33. estimate		
34. go		
35. show		
36. do		
37. plug		
38. complete		
39. flex		
40. flip		
41. pass		

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1.5.4: Pronouns

Pronouns

Pronouns are words that take the place of nouns. There are many different kinds of pronouns in English. Pronouns can change depending on how and where they are used in a sentence. For example, I can make a sentence using “my son” as the noun. The pronouns for “my son” can be “he, him, his, and himself.” In the following sentences, I will replace the noun “my son” with the appropriate pronoun.

My son ate dinner. He ate dinner.

I spoke to my son. I spoke to him.

I have my books and my son has his books. I have mine and he has his.

My son ate breakfast alone. He ate breakfast by himself.

Pronouns can be a problem for non-native speakers of English because there are very many pronouns in English, and they all have different purposes. Below is a list of all the pronouns in English. However, in this book, we will study only some of the pronouns in English.

Types of Pronouns in English

Pronouns are words that replace nouns in sentences. Before using a pronoun in both writing and speaking, a person must establish whom or what the pronoun refers to (its antecedent). There are many different kinds of pronouns in English, all with different uses: subject pronouns, object pronouns, reflexive pronouns, possessive adjectives and possessive pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, and indefinite pronouns. The following is a list of pronouns in English which gives the category of the pronouns and their usage.

Subject Pronouns

I
You
He
She
It
We
You
They

Subject pronouns (also called nominative pronouns) replace the subjects of sentences and clauses. They always come before the verb of the sentences or clause.

Examples:

I have spoken English all my life because **I** was born in America.
I know that woman. **She** is a housewife and mother.
They sell appliances in that store although **they** used to sell furniture.
My boys have graduated from university. **They** are working now.
My house is a bluish gray color. **It** is a nice house. **It** has three bedrooms.

Object Pronouns

Me
You
Him
Her
It
Us

You

Them

Object pronouns can be objects of the verb in a sentence, objects of prepositions, objects of infinitives, or objects of gerunds. Objects of the verb follow the verb in a sentence. Objects of prepositions follow prepositions. Objects of infinitives follow infinitives. Objects of gerunds follow gerunds.

Examples:

My sons love **me** and I love **them**.

I gave a present to my mother. I gave **it** to **her** last week.

I enjoy reading books. I enjoy reading **them** in my free time.

I liked to speak French with Roger and Guy. I liked to speak **it** with **them**.

Subject and **Object pronouns** are the most common pronouns in English. They can be confusing even to native speakers. Many times native speakers use object pronouns as subjects and subject pronouns as objects. When people do this, it is considered as very bad English.

Exercise 9: Change the nouns in the following sentences to subject or object pronouns, please.

Example: Bill spoke to his sister yesterday. *He spoke to her yesterday.*

1. John and Paul played football with Carlos and Juan.
2. The girls eat lunch with their father every Saturday.
3. The man lost his wife in the mall parking lot.
4. My son drives his friends to school every morning.
5. A man sang a song for his mother.
6. Boys play differently than girls.
7. The students waited for the teacher to come back into the classroom.
8. The policeman stopped the people from crossing the street.
9. The mother cooked dinner for her daughter.
10. The old man helps his grandson to do his homework.
11. Some students don't like their teachers.
12. Clerks help customers in stores.
13. The boy spilled some coffee on his friend.
14. The uncle gave the girl \$20.00 for her birthday.

Reflexive Pronouns

Myself

Yourself

Himself

Herself (Remember the F Rule in spelling.)

Itself

Ourselves

Yourselves

Themselves

Reflexive pronouns are used in two different ways.

1. They can be used as the object of the verb when they tell who or what received the action of the verb. When they are used in this way, they always refer back to the subject of the sentence. In other words, the subject both does the action of the verb and

receives the action of the verb.

Examples:

He hurt himself while working.

My mother burned herself while she was ironing clothes.

I wash myself in the shower.

The lights turn themselves off at 9:00 PM automatically.

2. Reflexive pronouns can also be used as intensifiers when they give added emphasis to a noun or another pronoun that comes before it in a sentence. In this way, they can mean alone or without any help, especially if it is preceded by the preposition by.

Examples:

I built that table myself last year.

My son himself decided to study the Korean language after he learned Japanese.

The four-year-old boy wrote his name by himself. (Nobody helped him.)

He ate dinner by himself. (He was all alone.)

Possessive Adjectives and Possessive Pronouns

Both possessive adjectives and possessive pronouns show ownership. Possessive adjectives must always be followed by the noun they own (possess); possessive pronouns standalone – they are never followed by the noun. With possessive pronouns, the noun is understood already from the context of what comes before it.

Possessive Adjectives Possessive Pronouns

My books	Mine
Your house	Yours
His sister	His
Her friends	Hers
Its handle	Its
Our family	Ours
Your country	Yours
Their classes	Theirs

Your car is old, while mine is new.

Their classes are in Cascade Court, but ours are in Rainier Hall.

His country is hot and sunny all of the time, but hers is cold and cloudy.

My house is blue, and theirs is, too.

Demonstrative Pronouns

This (singular) **These** (plural)

That (singular) **Those** (plural)

Demonstrative pronouns point to definite nouns (persons, places, or things). *This* and *these* point to nouns close to the speaker or writer. *That* and *those* point to nouns away from the speaker or writer.

Examples:

This computer that I am using belongs to my wife.

These sentences that I am writing should help you understand pronouns better.

A car is parked across the street. That car belongs to my neighbor

The people in the countries of South America speak Spanish or Portuguese. Those countries are far away from Seattle.

This sweater that I am wearing today was given to me by an old friend. That friend now lives in California.

I am at home now. These books on my computer desk belong to my wife. My English books are at school in my office. Those books belong to me.

Relative Pronouns

Compound Relative Pronouns

Who	people (subjects)	whoever / whosoever
Whom	people (objects)	whomever / whomsoever
Which	things	whichever / whichsoever
That	people, places, things	
Whose	possessive nouns and adjectives	whosever / whosoever
Where	places	wherever / wheresoever
When	times	whenever / whensoever
Why	reasons	whyever / whysoever

Relative pronouns introduce relative clauses. Another name for a relative clause is an adjective clause because, like adjectives, relative clauses modify nouns. Relative pronouns generally come directly after the noun they modify. (The noun they modify means the same as the relative pronoun.) The compound relative pronouns with the *-ever* and *-soever* (rarely used anymore) suffixes added on to the relative pronoun intensify the meaning to cover any and all possibilities of the particular relative pronoun. (Also, the words *where*, *when*, and *why* listed above are actually relative adverbs, but they are used exactly as relative pronouns. Furthermore, the word *whose* is in fact a relative adjective, but it also is used exactly as a relative pronoun.)

Examples:

The person who stole my car left it parked on Aurora Avenue North.

My father, whom I loved dearly, died when he was 56 years old.

I gave the report to the girl whose father visited our class.

The reason why he came was to tell me a secret.

The man that I saw was standing on the east side of the street.

The book that I bought cost \$28.00.

The city that I am thinking about is not very big.

The thieves whoever they are had better not try to sell the stolen goods.

The man whosoever she finally decides to marry had better be rich.

Interrogative Pronouns

Who	replaces people in the subject position
Whom	replaces people in the object position in formal English
Which	replaces a choice of more than one possibility
What	replaces things in the subject and object positions
Whose	replaces a possessive noun or possessive adjective
Where	replaces a place
When	replaces time
What time	asks for a specific time
Why	asks for a reason
How much	asks for a non-countable quantity
How many	asks for a countable quantity
How	asks for a method or means of doing something
What kind of	asks for a description of something

Interrogative pronouns are often called WH words. They are used to ask information questions. The answer to the question (the information) is what the interrogative pronoun is asking for. (The words *whose*, *where*, *when*, *why*, *how much*, *how many*, *how*, and *what kinds of* are not technically interrogative pronouns; however, they function in exactly the same way.)

Examples:

Where were my sons born?	Answer: Group Health Hospital in Seattle
Which holiday is my favorite?	Answer: Thanksgiving
Where did I live as a boy?	Answer: South Attleboro, Massachusetts
Whose car did I use yesterday?	Answer: My car
How much money have I spent today?	Answer: \$23.50

Indefinite Pronouns

Singular Indefinite Pronouns

any, anybody, anyone, anything, each, each one, each other, either, either one, everybody, everyone, everything, another, another one, the other one, neither, neither one, nobody, no one, nothing, none, one, some, somebody, someone, something

Plural Indefinite Pronouns

all, both, few, a few, many, more, several, some, any, ones, others, the other ones, a lot of, lots of

Non-count Indefinite Pronouns

Little, a little, more, much, much more, a lot of, lots of, some, any, none, something, everything

Indefinite pronouns do not indicate a particular person, place, or thing. They indicate that something exists, but whatever it is needs to have been identified before **or** needs further explanation after in order for people to understand what is being talked about. (The lists above may not be complete lists. I may have forgotten to include a few.)

Examples:

Something is on the floor. It is a piece of paper.

Many people left the party; a few stayed late.

Most lakes are clean; some are dirty, however.

We have had some news. Much more is needed, of course, before we know the truth.

A lot of food was taken, but some remains in the refrigerator.

Does anybody have any questions? Yes, I have two questions for you.

He gave some money to somebody, but he doesn't remember who exactly or how much.

Possessive Nouns and Possessive Adjectives

Possessive nouns and possessive adjectives show ownership. That means that something belongs to someone. Both possessive nouns and possessive adjectives come in front of the nouns they own.

Possessive Nouns

Possessive nouns are made by adding an 'S after a singular noun (or an irregular plural noun) and an S' after a regular plural noun.

Singular Nouns (and Irregular Plural Nouns)

Plural Nouns

The boy's dog	the boys' dog
Tom's father	the students' teacher
My son's friend	my sons' friend
Bob and Tom's sister	the ladies' clothes
The man's hat	the dogs' tails
The men's department	the parents' responsibility
The children's room	the tenants' landlord

Exercise 10: Make the following nouns possessive, please.

Examples:

Don hat	Don's hat	the lady shoes	the lady's shoes
The child toys	the child's toys	the ladies shoes	the ladies' shoes
The fathers tools	the fathers' tools	Wendy books	Wendy's books
1. My two sons room -----	2. The children jobs -----		

3. Mary Ann car -----	4. The workers bathroom -----
5. the student book -----	6. Blanca bag -----
7. the teacher sore back -----	8. The employees rules -----
9. the doctor patient -----	10. The lawyers offices -----

Exercise 11: Fill in the blanks with a singular possessive noun, please.

Examples:

Mr. Bissonnette room is on the second floor. Mr. Bissonnette's room is on the second floor.

I picked up the student book. I picked up the student's book.

1. Mr. Bourret brother is named Tommy.
2. Mark wife is a doctor.
3. I bought Tom old car last week.
4. My student uncle died of a heart attack.
5. I stepped on the dog tail by accident.
6. My son pants are in the dryer.
7. Roger father worked in a car factory.
8. I saw the girl new car in her driveway.
9. I took care of Tom children last Saturday evening.
10. The lion roar scared a lot of people.

Exercise 12: Fill in the blanks with a plural possessive noun, please.

Examples:

I put the teachers books on their desks. I put the teachers' books on their desks.

1. The children school is on Myrtle Street.
2. The women office is on the sixth floor.
3. I put the babies clothes in their room.
4. I saw the carpenters tools on the floor in the basement.
5. I sent the lazy students homework papers to their parents.
6. The nurses uniforms are in that closet over there.
7. The students books are in the closet on the fourth floor.
8. The boy saw his sisters new clothes.

The possessive adjectives are similar to pronouns in that they replace possessive nouns. For example, I can say Don's books or I can say my books. "My" means the same thing as "Don's." The reason that they are called adjectives is because they must be followed by a noun. The possessive adjectives are as follows:

My

Your

His

Her

Its **NOUN**

Our

Your

Their

My office is in room 211.

Your teacher has a long beard.

His brother lives in Japan.

Her husband drives an old car.

Its color is gray.

Our room is CAS 210.

Your chairs are made of plastic.

Their native country is Vietnam.

Possessive adjectives with their accompanying nouns can come anywhere in a sentence that a noun can come. As with other adjectives, possessive adjectives do not show plural by adding an “S.” They never change.

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1.5.5: Prepositions

Prepositions

The following is a list of the prepositions in English. Prepositions are the words in English that show place, time, ownership, means, and method. They are also often attached to verbs and adjectives to change the meaning of the verbs and adjectives. They are usually easy to spell and very very easy to make mistakes with. Prepositions are important because they can change the meaning of a sentence very much. For example, look at the following sentences and notice how the prepositions completely change the meaning of the sentences.

The man looked at his book.

The man looked for his book.

I wrote a letter to my mother.

I wrote a letter for my mother.

The boy took the pencil to the student.

The boy took the pencil from the student.

I put the picture above the table.

I put the picture below the table.

Prepositions are followed by a noun, a pronoun, or the **ING** form of the verb (gerunds). What follows the preposition is called the object of the preposition. In the following sentences, notice the preposition and its object. These are called prepositional phrases.

The man went into the bank.

The boy is sitting in his chair with his legs beneath the desk.

You are interested in learning English in this class every day.

The boy is running across the street near his friend's house.

The sofa is against the white wall in the living room.

The helicopter flies from Seattle to Tacoma on business every day.

Prepositions and Phrasal Prepositions

aboard	about	above	according to
across	after	against	ahead of
along	among	around	as
at	away from	before	behind
below	beneath	beside	besides
between	beyond	by	close to
despite	down	during	except
except for	far from	for	from
in	in addition to	in back of	in favor of
in front of	inside	in spite of	instead of
into	like	near	next to
of	off	on	on top of
out	over	past	since
through	throughout	till	to

toward(s)	under	underneath	until
up	upon	with	within
without			

Please note that time words are not prepositional phrases. Words such as *every day, now, today, last night, yesterday, last year, every morning, sometimes, etc.* are not prepositions or prepositional phrases.

Note: Be very careful with the word “to.” To can be a preposition when it is followed by some form of a noun. However, when “to” is followed by the base form of a verb, it is an infinitive marker (a verb).

Examples:

The boys are walking to their school.

My sister drove her grandchildren to their mother’s house in her car on Sunday evening.

1. The boys put their clothes in the closet.
2. We went to the movie with our friends after school.
3. The carpenter is fixing the roof on my house.
4. The boys rowed their boat across the river near their friend’s house.
5. We spoke to the children at school about crossing the street.
6. My neighbor planted some flowers next to my garden in front of my house.
7. During the snow storm, the children slid down the hill in back of their house.
8. Pat and Bob sit behind Tom in the classroom in school.
9. My sister smoked her cigarette outside her house after dinner.
10. I sometimes work in my garden without a shirt.
11. The girl put her new clothes upon the shelves in her bedroom.
12. I swam in the lake during the day during the summer with my sons.
13. I waited for the girl in my office for two hours.
14. The boy walked toward the dangerous dog inside his neighbor’s yard.
15. In spite of the danger, the young boy drove his car fast on the freeway on a rainy night.
16. The man’s new car is in his garage next to his house.
17. The man put his shoes underneath his bed in his bedroom.
18. According to the boy’s father, the boy was aboard the bus this morning.
19. The story was written by a famous man in Seattle in 1922.
20. People kept walking through my yard throughout the night.

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1.5.6: Parts of Speech Exercises

Exercise 14: Identify the Subjects, Verbs, and Objects in the following sentences, please.

1. The man gave a shotgun to his boy yesterday.
2. The dog ran down the street, and suddenly it bit the mailman.
3. The woman took her son to the zoo last week.
4. My wife cooked dinner for us last night.
5. The policeman stopped the motorist for speeding this morning.
6. I drive my car to school every morning.
7. The man ate his cheeseburger quickly.
8. I teach my students to speak English every day.
9. The mother had cooked the chicken, and she fed her family before she left.
10. The children were singing a song for their parents.
11. The boy punched his brother in the nose.
12. I dropped my book on the floor.
13. The mother lost her sons at the train station.
14. The boys drank a Coke before they went to bed.
15. The man kissed his children goodnight.
16. I have studied many languages in my life.
17. The child burned his hand on the stove.
18. The girl slapped the boy.
19. The lifeguard saved the little girl at the beach.
20. The truck hit the boy in the crosswalk.
21. The boy should eat lunch before he leaves his house for school.
22. The student forgot his books at home.

Exercise 15: Identify the subjects, verbs, objects, and prepositional phrases in the following sentences, please.

1. Edward went into the woods with the man from the police department.
2. The woman found three broken plants on the table in the kitchen.
3. The teacher gave the homework assignment to the students last night.
4. Three days ago, my friend spoke to his brother about their father.
5. She cooked the best food at the party.
6. The fourth boy in the first row hit the girl on her arm.
7. The most intelligent girl in the class finished the exam in thirty minutes.
8. The doctor gave an injection to the sick patient.
9. The clever thief stole the jewelry from the jewelry store.
10. I had to cut the grass in my back yard two days ago.
11. The tired old man failed the driving test at the licensing office yesterday.

12. The camel spit into the eye of its owner.
13. Last night I put some gas in my car before I got home from work.
14. I washed my shirts on Saturday morning.
15. We swept the floors on Saturday.
16. My son broke the rear-view mirror on my car last week.
17. I smelled smoke in the kitchen last night.
18. These sentences help students to understand English grammar.
19. Salmon swim against the current in rivers on their way to their place of birth.

Exercise 16: Identify the *subject*, the *verb*, and the *object* (if there is one) in each of the following sentences; then, do as directed after each sentence, please.

1. I went to the office with my friend for my books.

List the Nouns List the Prepositional Phrases

2. My brother ate a hamburger and French fries for lunch.

List the Nouns List the Prepositional Phrases

3. The beautiful girl took her red bag from her old mother and put it on the wooden table.

List the Nouns List the Verbs List the Possessive Adjectives List the Prepositions

4. She gave it to her uncle and he carried it upstairs for her to her bedroom.

List the Verbs List the Prepositional Phrases List the Pronouns

5. We have studied English in this class for three days this quarter.

List the Prepositional Phrases List the Nouns

6. The boy drank a glass of milk and ate a sandwich and an apple for lunch at school.

List the Articles List the Prepositional Phrases List the Verbs List the Nouns

Exercise 17: Underline the prepositional phrases in the following sentences, please.

1. The brother of the girl with the red hair is my friend from my hometown.
2. Sometimes I feel lonely in my house when it is quiet and no one is at home.
3. You should have done your homework at school before midnight.
4. Edward went into the burning house with the man from the fire department.
5. The woman found three broken plants on the table in the kitchen.
6. The teacher gave the homework assignment to the students last night.
7. Three days ago, my friend told his brother a lie about their father.
8. She is the oldest and smartest girl in her family.

9. Working in the kitchen is often very hard work for cooks and dishwashers.
10. The most intelligent girl in the class finished the exam in thirty minutes.
11. The doctor was in the operating room all night long with his patient.
12. The clever thief robbed the bank by himself.
13. Throughout the evening, it rained hard, and everything was wet for four days.
14. I still loved the people despite their bad behavior in front of our guests at the party in our back yard on Saturday.
15. The man in the car found some money under the seat and on the floor.
16. In spite of his serious illness, he went to the concert at the club with his friends.
17. The mother spoke to her daughter's friends in the kitchen of their house.
18. The little boy in the black pants with the white stripe up the side lives on the next street.
19. The girls gave a birthday present to their father last night.

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1.5.7: Conjunctions

Conjunctions

Conjunctions are words that either join parts of speech or join sentences. There are seven conjunctions in English: and, but, for, so, or, yet, nor. Another way to remember what the conjunctions are is by the expression FAN BOYS (For, And, Nor, But, Or, Yet, So). The difficulty with conjunctions is that they are also other parts of speech and therefore have different meanings and usage. First, I will explain to you what these words mean as conjunctions and then I will explain how they are used in different parts of speech.

“And” is used to join parts of speech that have an equal value as well as two complete sentences that have an equal value. Note the examples below.

Bob and John went to the market. “And” joined two nouns.

He played football and went home. “And” joined two verbs phrases.

She was a beautiful and intelligent woman. “And” joined adjectives.

My wife cooked the food, and I washed the dishes. “And” joined two sentences.

My son woke up, and my wife made his breakfast. “And” joined two sentences.

“But” is used to show that two parts of speech are opposite as well as that two halves of sentences show an opposite idea. Note the sentences below.

My sons but not my wife watched the movie last night. “But” joined two nouns.

He went to the party but didn’t eat anything. “But” joined two verbs.

He was an old man but still strong. “But” joined two adjectives.

His wife went to the celebration, but he stayed home. “But” joined two sentences.

She lost her keys, but her son found them. “But” joined two sentences.

“For” is used in the second half of a sentence and it has exactly the same meaning as “because.” It only joins sentences; it does not join parts of speech. It always has a comma in front of it. It is not used very often in modern English. Note the examples below.

You are coming to this class, for you want to learn correct grammar.

I have written this grammar handout, for I want you to learn correct grammar.

I give lots of examples, for I want you to understand grammar better.

“So,” like **for**, does not join parts of speech, must come in the second half of a sentence, and have a comma in front of it. It means a second action is the result of a first action. Note the sentences below.

The man was sick, so he went to see a doctor.

The student didn’t study for the exam, so he failed it.

The man won a lottery jackpot, so he never had to go to work again.

“Or” shows a choice. It can join parts of speech as well as sentences. Note the sentences below.

The boy didn’t know whether to eat ice cream or cake for dessert. “Or” joined two nouns.

He couldn’t decide whether to stay home or go to the party. “Or” joined two verb phrases.

He is either at home or in school. “Or” joined two prepositional phrases.

He will drive there, or I will go and pick him up. “Or” joined two sentences.

My wife will prepare dinner, or we will go to a restaurant. “Or” joined two sentences.

“Yet” has the same basic meaning as **but**, but it is stronger. It can join parts of speech or sentences. Note the sentences below.

He would like to go with us yet can't. **“Yet”** joined opposite verb phrases.

He is physically weak yet mentally strong. **Yet** joined opposite adjective phrases.

He had his car repaired, yet it still won't start. **“Yet”** joined two opposite sentences.

He would like to continue working, yet he is too tired. **“Yet”** joined two opposite sentences.

“Nor” means **“not or”**; in other words, there is no choice. It is always a “negative” word. Nor always comes in the middle of a negative sentence and always has a comma before it when it is used as a conjunction. It is often used with the word **“neither”** and a part of speech before it. When it joins sentences, it has what is known as stylistic inversion. Stylistic inversion is when a “statement” looks like a question, but it is not a question. Stylistic inversion is used in English when a negative word (usually an adverb) comes first in a sentence. Note the sentences below.

It is neither hot nor cold. “Nor” joined adjectives. “not hot, not cold”

Neither the cat nor the dog likes the boy. “Nor” joined nouns. “not the cat, not the dog”

He is not at home nor in school. “Nor” joined prepositional phrases.

The boy didn't come, nor did his parents. “Nor did his parents” means that his parent didn't come either.

The man doesn't like his neighbor, nor does his wife. “Nor does his wife” means that his wife doesn't like his neighbor either.

I can't do the math problem, nor can my sons. “Nor can my sons” means that my sons can't do the math problem either.

A further explanation of the use of conjunctions continues on the next two pages. In addition to using these seven words as conjunctions, I have also shown how these words are used as other parts of speech.

Conjunctions can have two functions in English: (1) They can join parts of speech, and (2) they join two independent clauses (sentences). Using conjunctions is one way to form a compound sentence.

AND: Joining Parts of Speech (Only use a comma before “and” when “and” is joining parts of speech if there are at least three items in the list.

I have a book and a pencil. My older and heavier brother used to live in Rhode Island. My friend likes to eat, smoke, and drink too much. That girl is intelligent, kind, soft-spoken, and beautiful. My wife and I look fat and happy. She dances beautifully and gracefully. He plays the piano, violin, viola, and guitar.

AND: Compound Sentences (Note the comma before “and.”)

I like to eat pizza, and my sister likes to eat pasta. You study English, and I teach it. We work during the day, and we relax at night. My boys are good young men, and they used to like to play with each other when they were young. I teach English, and my wife teaches cooking classes.

AND with no comma for simple sentences (Note no comma after “and.”)

I swam and played at the beach during my vacation. The man carried the woman's bags to her car and opened the door for her. She waved good-bye and left.

BUT: Compound Sentences (Note the comma before “but.”)

I come from America, but my wife comes from Brazil. I understand Portuguese, but I don't speak it. The weather in Seattle is bad, but I like this city. The girl was pretty, but her personality was bad. She used perfume, but it smelled bad.

SO: Compound Sentences (Always put a comma before “so” when “so” is a result.)

I needed to fix my basement floor, so I worked there all weekend long. You want to learn English, so you come to SSC. I'm hungry, so I guess I'll eat something.

FOR: Compound Sentences (Always put a comma before “for” when “for” means “because.”)

I must buy my friend a present, for it is her birthday this week. My wife was angry at my son, for he had not done his homework. I got paid on the 10th, for it was payday. We bought a new car, for our old one had broken down. He took a second job, for his family needed the money. She was crying, for her dog had been hit by a car. He had a party, for today was his birthday.

FOR: Preposition (No comma)

I went to the market for some butter. He bought a present for his girlfriend. We went there for two days. He went to the library for a book. He got it for her. He knew a good place to go in the mountains for trout fishing.

YET: Compound Sentences (Always use a comma before “yet” when “yet” means “but.”)

I ate a sandwich, yet I wasn't really hungry. He was wearing a short sleeve shirt, yet it was freezing outside. He knew the teacher would be angry, yet he didn't care. He saw the policeman, yet he continued to drive fast. She loved him, yet she killed him.

YET: Time (No comma) Something has not happened, but it will happen in the future.

I haven't done my work yet. They aren't married yet. Is she awake yet? Can the baby walk yet? Will the boys be home from school yet? I haven't studied the verbs yet.

NOR: Joining Parts of Speech (No comma)

Neither John nor I will go. I neither have nor want a new car. It is neither hot nor cold outside. He did it neither quickly nor accurately. Neither he nor I care for that man.

NOR: Compound Sentences (Always use a comma before “nor” when “nor” joins sentences.) Note the stylistic inversion of the subject and verb.

I can't speak Chinese, nor can my brother. I have never been to the North Pole, nor do I want to go there. He has not killed anyone, nor has he seen anyone killed. It isn't necessary to buy a lot of books on grammar, nor is it cheap. He isn't foolish, nor am I.

OR: Joining Parts of Speech (Only use a comma before “or” when “or” joins three or more items in a list.)

He wants a book or a cassette tape for his birthday. Bob or Bill will go with you. She is either in Europe or in Asia now. You can either come with us or stay at home.

OR: Compound Sentences (Note the comma before the “or.”)

He will come with us, or I will stay with him. It will either be a nice day, or it will rain. You can help me do it, or your brother can take your place. You have to eat, or you will get sick. You had better do your homework, or the teacher will get angry at you.

Exercise 18: Correct the following sentences, please. Put in commas where they belong and take out commas where they don't belong. Also, look for other grammar mistakes. Be careful because some of the sentences are correct.

Examples:

He doesn't speak Chinese nor he doesn't speak Japanese.

He doesn't speak Chinese, nor does he speak Japanese.

My son, and my wife argue a lot about everything.

My son and my wife argue about everything.

1. I can speak French but I can't write it well.
2. My sister and my wife like to talk on the phone a couple of times a week.
3. I haven't retired yet.
4. We will go to Bulgaria next year, or some friends will come to visit us.
5. My students do their homework and I correct it.
6. I will go home after I finish this student handout for I am getting tired.
7. My brother, my sister, my father, and I all did what my mother said.
8. She is very beautiful but very stupid.
9. We did not lose our camera, nor did we lose our money.
10. She felt sick so she went to the hospital.

11. He had a lot of money in his pocket yet he stole something from the store.
12. His mother sent her son to the store, for some bread.
13. She wanted to buy some clothes and some furniture.
14. They had a party, for it was her birthday.
15. She was very tired yet she had to go to work.

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1.5.8: Adjective and Adverbs of Manner

Adjectives are words that modify or describe nouns. They change the way we “see” nouns. The more adjectives we use, the more specific the noun becomes.

Adjectives usually come before the noun they modify. In the list of noun phrases below, notice how the adjective describes the nouns.

beautiful girls, hot days, hard work, small children, fast cars, old people, red dresses, happy days

What kind of girls are they? Beautiful girls

What kind of days are they? Hot days

What kind of work is it? Hard work

What kind of children are they? Small children

What kind of cars are they? Fast cars

What kind of people are they? Old people

What kind of dresses are they? Red dresses

What kind of days are they? Happy days

Sometimes there are more than one adjective which describes only one noun.

fat and happy old men sunny, hot, and humid day small cute children

affectionate little girls small wooden table shiny, new, red car

Exercise 19: Answer these questions about the nouns and adjectives above, please.

What kind of men are they?

What kind of day is it?

What kind of children are they?

What kind of girls are they?

What kind of table is it?

What kind of car is it?

Adjectives are never plural in English. In other words, never add an S to an adjective. Notice in the following noun phrases how the adjective does not change from singular to plural despite the nouns changing.

big car / big cars old lady / old ladies rich person / rich people hot dog / hot dogs

Notice the following four sentences. Notice how the adjectives change the way we see the nouns “hat” and “woman.” Every time we add another adjective to describe the noun, the noun (hat/woman) changes what we see.

The woman wore a hat.

The old woman wore a beautiful hat.

The fat old woman wore a beautiful red hat.

The happy, fat, old woman wore a beautiful, red, straw hat.

******Sometimes adjectives are used after the verb “to be” (am, is, are, was, were) and other non-action verbs (verbs that are “inside” the person and don’t show any action) and modify the subject of the sentence.**

The boys **are** young and handsome.

I **am** old.

The girl **looks** sick.

The milk **smells** bad.

We **were** tired after playing basketball.

My stomach **feels** sick.

Exercise 20: Underline the adjectives and the nouns they modify in the following sentences.

1. The girl wore an expensive watch on her left wrist and beautiful bracelets on her right wrist.
2. The fat, old, tired man served his important guests very unhealthy but delicious food.
3. My sons are polite and smart; however, they are lazy and messy around the house.
4. The frantic young mother called the police when her small daughter was not in her bed.
5. Economical wives save money for their happy families.
6. The affectionate girls kissed their frail old grandmother good-bye when she left.
7. The graceful Asian dancer moved through the air like a beautiful bird on a sunny day.
8. Enthusiastic students are usually happy students; apathetic students are usually lazy students.
9. A good, nutritious meal is better than a sweet unhealthy meal.
10. Warm sunny days are good days to go on a picnic.

Adverbs of Manner

Adverbs of Manner describe the action of the verb in a sentence. The action of the verb is what the verb does. Adverbs of Manner tell **how the subject** of a sentence **does the action of the verb** of a sentence. In the same way that adjectives change **what** we see in nouns, adverbs of manner change **how** we see the action of the verb. Adverbs of Manner usually come after the verb in a sentence, but many times people put adverbs of manner in other positions in a sentence.

Examples:

The diligent students study diligently before exams.

How do the students study before an exam? How? Diligently, that is how.

Careless drivers drive carelessly and often cause accidents.

How do careless drivers drive? How? Carelessly, that's how.

Shy girls speak softly to strangers.

How do shy girls speak to strangers? How? Softly, that is how.

The polite children spoke politely to the old man.

How did the children speak to the old man? How? Politely, that's how.

The terrible earthquake shook the earth terribly.

How did the earthquake shake the earth? How? Terribly, that's how.

Exercise 21: Underline the verbs and adverbs of manner in the following sentences, please.

1. The boys laughed loudly at their father's funny stories.
2. I drive slowly and carefully in heavy traffic.

3. The boy spoke loudly, impolitely, and angrily to his mother when she told him “No.”
4. Young ambitious children learn quickly and accurately in school.
5. I type carefully on my computer in my office.
6. Teachers like it when students write carefully and neatly.
7. The waitress worked rapidly and efficiently at the restaurant last night.
8. My dependable old car starts dependably every day.
9. The beautiful young dancer danced gracefully for the guests at the party.
10. The anxious young mother spoke affectionately to her sick little daughter.
11. Bus number 132 arrives promptly at the bus stop on First Avenue and Columbia Street.
12. The young girl waited anxiously for a phone call from her mother after the earthquake.

If a sentence has an object, then the Adverb of Manner comes after the object in a sentence.

Examples:

The old man (**Subject**) drives (**Verb**) his car (**Object**) slowly (**Adverb of Manner**) down the road. *What does the man drive? His car (the object of the sentence).* *How does he drive his car down the road? Slowly.*

My neighbors (**Subject**) contribute (**Verb**) money (**Object**) generously (**Adverb of Manner**) to their church. *What do they contribute? Money (the object of the sentence).* *How do they contribute to their church? Generously.*

The teacher (**subject**) explains (**Verb**) his lessons (**Object**) patiently (**Adverb of Manner**) to his students. *What does the teacher explain? His lesson (the object of the sentence).* *How does the teacher explain his lessons to his students? Patiently.*

Exercise 22: Underline the verb, the object, and the adverb of manner in the following sentences, please.

1. My son Alex, who lives in Japan, speaks Japanese and English fluently.
2. My wonderful grandmother used to mend my clothes very carefully for me many years ago.
3. Young boys and girls tend to spend their money quickly and foolishly.
4. The host and hostess at the party served their guests graciously at the birthday party last night.
5. The teenage boys did their English homework rapidly and sometimes carelessly so that they could go out and play football with their friends.
6. The disappointed students answered the teacher sadly when he has asked them if they had studied after the exam.
7. The dangerous drunken man attacked the policeman violently when he arrested him.
8. Mr. Andersen treats his employees generously by giving them a generous bonus at Christmas.
9. The boy played his red violin sadly and beautifully at his grandmother’s sad funeral.
10. The waitresses do their job quickly and efficiently at the busy restaurant.
11. The smiling grandfather patted his young grandson’s head affectionately this morning.
12. The earthquake shook the ground violently in Japan in March 2011.
13. Many people ran for high ground frantically and rapidly after the violent earthquake.
14. My son went down to the seashore foolishly in order to see the tsunami in Japan.
15. The tsunami moved over the land very rapidly and violently after the earthquake.
16. The old man sat and watched the television sleepily on the soft comfortable sofa.
17. My dog barked loudly at the stranger in the alley in back of our house.
18. The loud music disturbed the student who was studying his lesson quietly in the living room.

19. My older brother ate his Italian lunch hungrily in the kitchen.
20. Young boys play with each other noisily and roughly in the playground.

More Spelling Rules

Usually, to form an **Adverb of Manner** from an adjective, simply add an *ly* to the end of the adjective.

Examples:

bad badly polite politely rude rudely calm calmly
quick quickly impolite impolitely helpful helpfully soft softly

Change the following adjectives to adverbs, please.

fluent _____ neat _____ efficient _____
patient _____ prompt _____ accurate _____
skillful _____ courteous _____ serious _____

If an adjective ends in a consonant letter followed by a y, change the y to i and add ly to form an adverb of manner.

Examples:

busy busily easy easily noisy noisily satisfactory satisfactorily

Change the following adjectives to adverbs of manner, please.

angry _____ heavy _____ crazy _____
lazy _____ happy _____ sloppy _____

If an adjective ends in either *able* or *ible*, drop the final *e* and add *y* to form an adverb of manner. (Remember: *able* and *ible* **ONLY.)**

Examples:

dependable dependably reliable reliably terrible terribly nimble nimbly

Change the following adjectives to adverbs of manner, please.

capable _____ sensible _____ horrible _____
legible _____ able _____ responsible _____
uncomfortable _____ doable _____ useable _____

Usually, when an adjective ends in an *ic*, add *ally* to form the adverb of manner.

Examples:

automatic automatically heroic heroically frantic frantically

Change the following adjectives to adverbs of manner, please.

sarcastic _____ enthusiastic _____ dramatic _____
energetic _____ sympathetic _____ pathetic _____

Exercise 23: Change the following adjectives to adverbs of manner, please.

1. reliable _____
2. angry _____
3. sympathetic _____
4. comfortable _____
5. busy _____

6. noisy _____
7. legible _____
8. sarcastic _____
9. heroic _____
10. rapid _____
11. energetic _____
12. patient _____
13. lazy _____
14. laughable _____
15. democratic _____
16. horrible _____
17. successful _____
18. ambitious _____

Exercise 24: Change the following adjectives to adverbs of manner, please.

1. dependable _____
2. rough _____
3. allergic _____
4. edible _____
5. fussy _____
6. odd _____
7. illegible _____
8. historic _____
9. helpful _____
10. quick _____
11. eccentric _____
12. impatient _____
13. jumpy _____
14. enjoyable _____
15. lethargic _____
16. terrible _____
17. awful _____
18. superstitious _____
19. slow _____
20. foolish _____
21. sloppy _____
22. peaceful _____
23. courteous _____

24. courageous _____

Review Spelling Rules for Verbs [and Nouns]

The “ES” Rule

In the third person (**he, she, it**) in the present tense, when a verb ends in an **s, sh, ch, x, or z**, add **es** to the verb. (The same is true for nouns ending in **s, sh, ch, x, and z**.)

Push **pushes**, reach **reaches**, wash **washes**, fix **fixes**, buzz **buzzes**, kiss **kisses**, miss **misses**, tax **taxes**, fizz **fizzes**, pitch **itches**, box **boxes**, bless **blesse**s, crash **crashes**

The “Y” Rules

1. When a verb ends in a **consonant** plus **y**, change the **y** to **i** and add **es** or **ed**.

Study **studies** **studied**, hurry **hurries** **hurried**, copy **copies** **copied**, try **tries** **tried**,
party **parties** **partied**, marry **marries** **married**, bury **buries** **buried**, worry **worries** **worried**

2. When a verb ends in a **vowel** plus **y**, simply add an **s** or **ed**.

Play **plays** **played**, enjoy **enjoys** **enjoyed**, stay **stays** **stayed**, buy **buys**

The Double Consonant Rule

When a verb ends in **one vowel** and **one consonant**, **double** the **consonant** and add **ing** or **ed**.

Plan **planning** **planned**, stop **stopping** **stopped**, run **running**, hit **hitting**,
win **winning**, begin **beginning**, swim **swimming**, rob **robbing**, **robbed**

Never double the following letters in English:

ww, xx, and yy. These letters are **NEVER** doubled in English. Also, **en** at the end of a word is almost never doubled. Examples:
Happening, staying, fixing, showing, sharpening

The Final “E” Rule

When a verb ends in a **final e**, drop the **e** and add **ing** or just add a **d** to form the past tense, except when a verb ends in a double **ee**. seeing, fleeing, peeing

Live **living** **lived**, type **typing** **typed**, smoke **smoking** **smoked**, bake **baking** **baked**

Exceptions: The verbs “do, go, and have” are exceptions to the rules. They have irregular “S” forms.

do / **does** go / **goes** have / **has**

Exercise 25: Please give the S Form and ING Form for each of the following verbs.

Base Form	S Form	Present Participle

1. play		
2. dream		
3. switch		
4. carry		
5. refuse		
6. polish		
7. get		
8. begin		
9. have		
10. complain		

11. drop
12. argue
13. sort
14. wax
15. set
16. work
17. borrow
18. tighten
19. hurt
20. fly
21. mend
22. enjoy
23. trap
24. stay
25. hail
26. pinch
27. spy
28. halt
29. party
30. spin
31. burn
32. employ
33. estimate
34. track
35. show
36. do
37. plug
38. satisfy
39. flick
40. flop
41. dress
42. spank

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1.6: Present Continuous Tense

Present Continuous (Progressive) Tense

Form and Meaning: The present continuous tense is formed by using the present tense of the verb *To Be* (**am**, **is**, and **are**) plus the present participle (**ing form**) of the verb. Therefore, there must be subject/verb agreement when using the present continuous tense. It emphasizes the action of the verb's being in progress as the speaker is speaking. It is often formed by using *now*, but *now* can mean *right now as I speak*, or *now meaning at all the time in the present*, or *anything else where the action continues*. Native speakers use the present continuous tense most of the time when they are speaking about any action in progress. For actions that happen all the time or are general occurrences, native speakers use the simple present tense.

Structure:

I	am	going	
		coming	
	am not	studying	
		driving	
	'm not	enjoying	
He	is	going	
She	is not	coming	
It	isn't	studying	
		driving	
		enjoying	
We	are	going	
You	are not	coming	
They	aren't	studying	
		driving	
		enjoying	
Am I		going	?
Is he		coming	
she		studying	?
it		driving	
Are we		enjoying	
you		going	?
they		coming	

Affirmative

I **am teaching** you English this quarter.

You **are studying** English with me in Room CC 210.

My sons **are working** in good jobs.

My son, André, **is writing** music for a company named eMusic.

My wife and I **are raising** our sons in Seattle.

My friend **is writing** a book that she wants to publish in June or July.

Negative

I **am not speaking** French to my students right now

My friend **isn't drinking** beer at home now.

As I write this exercise, my sons **are not helping** me.

It **is not raining** today.

My children **aren't playing** video games with my wife.

***None of my students **is studying** in the library at this time.

Interrogative (Question Form)

Am I teaching you to speak Chinese or English?

Is the sun shining today?

Are all of you from foreign countries?

Is it snowing in the mountains now?

Am I listening to the radio as I explain this exercise?

Exercise 26: Fill in the blanks with the correct form of the verb, please.

1. My son (come) ----- home from school now.
2. I (write) ----- this sentence right now.
3. My wife (sit) ----- on the sofa now.
4. They (buy) ----- groceries at the market now.
5. We (study) ----- the present continuous tense this week.
6. The girl (do) ----- her homework in the living room.
7. You (think about) ----- grammar as you do this exercise.
8. The women (wear) ----- beautiful clothes.
9. He (sing) ----- a song in the shower now.
10. My son (play) ----- the violin now.
11. The lady (turn around) ----- in the story.
12. She (give) ----- a reward to the old man.
13. The boys (draw) ----- pictures in their notebooks.
14. I (carry) ----- my books to class now.
15. It (rain) ----- very hard outside today.
16. We (listen to) ----- the radio right now.
17. You (answer) ----- these questions now.
18. The dog (bite) ----- her bone now.
19. The boy's mother (feel) ----- sick today.

Exercise 27: Answer the following questions in the negative, please. Use complete sentences.

1. Are you riding on the bus now?
2. Am I writing this exercise with a pencil?
3. Are you fighting with anyone right now?
4. Is it freezing outside in Seattle today?

5. Are you biting an apple now?
6. Are we drawing pictures in class now?
7. Is class beginning right now?
8. Am I driving my car right now?
9. Are we going to the cafeteria today?
10. Is my wife feeding my sons right now?
11. Is the sun shining in Seattle today?
12. Are you flying like a bird today?

Exercise 28: Fill in the correct verb form, please.

1. We ----- (study) grammar this quarter.
2. My son ----- (not drive) to my sister's house right now.
3. It ----- (rain) outside now.
4. The boy and his friends ----- (walk) to the store to buy some milk.
5. I ----- (not listen) to the radio at this time.
6. My sons ----- (not attend) church today.
7. I ----- (not plant) any plants in my garden now.
8. The sun ----- (shine) today.
9. You ----- (learn) the present continuous tense now.
10. Everyone in the school ----- (get) ready to learn.
11. The boys in the car ----- (drive) around and ----- (look at) girls today.
12. I ----- (not work) in my garden as I write this exercise.
13. What ----- the girls ----- (make) for dinner tonight?
14. Where ----- the student ----- (study) today?
15. The baseball player ----- (not play) in the game today.
16. My sons and I ----- (not help) my wife clean the house today.
17. ----- you ----- (watch) television right now?
18. How many hamburgers ----- the boy ----- (eat) in the restaurant now?
19. ----- the police ----- (look for) you right now?

Exercise 29: Change the following sentences to the negative, please.

1. You are taking a test in your math class now.
2. The day is getting darker as you take this test.
3. My wife and son are arguing as I write this examination.
4. The vegetables in my garden are growing nicely now.
5. All of the boys are carrying their books to class now.
6. The dog and the cat are sleeping together in the dog's cage.
7. I am wearing a t-shirt and pants as I write this exam.
8. Some students are studying in the library this morning.
9. Most of you are using pens to write your notes during class.
10. You are answering the last question in this exercise.
11. We are all watching television now.
12. Some students are wearing watches.

Exercise 30: Answer the following questions in complete sentences, please.

1. What are you doing right now?
2. What am I doing right now?
3. Are you sitting down or standing up as you write these answers?
4. Is it raining outside?
5. What classes are you taking this quarter?
6. Is the sun shining as you write these answers?
7. Are you using a pen or a pencil to write your answers?

8. Who is typing these questions?
9. Is your mother watching you write these answers?
10. Is the television playing while you answer these questions?
11. Am I asking or answering these questions?
12. Are you listening to music now?

Exercise 31: Change the following sentences from statements to Yes/No questions, please.

1. We are living in a very nice city.
2. Some people are wearing traditional clothes in class today.
3. I am using my computer to write these sentences now.
4. My wife is working at home this morning.
5. A dog is barking in my back yard right now.
6. Something is burning on the stove now.
7. I am wearing a tie as I write this exercise.
8. An old lady is talking to my wife on the phone right now.
9. Both of my sons are working at their jobs this morning.
10. Some boys are playing football in the park this morning.
11. It is raining hard outside today.
12. A student is helping a teacher to carry some books to her office now.

How to Make Information Questions

Another name for **information questions** is **WH questions** because most of the time the question words begin with the letters **WH**. Teachers sometimes say **information questions** and other times **WH questions**. There is no difference; they are the same.

Information questions ask for more than just a yes or no answer. For example, when I say, “*Are you listening to me now?*” I expect you to answer either yes or no. However, if I ask, “*Who are you listening to now?*” I expect an answer to the question *Who*. That answer would be, for example, *Don, you, the teacher*. All of these would be correct; yes or no would not be correct. For another example, if I ask “*Which room are you sitting in right now?*” I expect you to say *We are sitting in room CAS 210*. If you answered that question with *yes* or *no*, I would laugh because I am expecting some information, not yes or no.

Information questions always begin with an interrogative word. Below is a list of the interrogative words and their meanings in English:

Who	replaces people in the subject position
Whom	replaces people in the object position in formal English
Which	replaces a choice of more than one possibility
What	replaces things in the subject and object positions
Whose	replaces a possessive noun or a possessive adjective
Where	replaces a place
When	replaces time
What time	asks for a specific time
Why	asks for a reason
How much	asks for a non-countable quantity
How many	asks for a countable quantity
How	asks for a method or means of doing something
What kind of	asks for a description of something

Be careful when making questions with these words. Many times foreign speakers of English when making questions ask for some information using the WH word and then answer using BOTH the WH word and the information in the answer. DO NOT give the information in the answer.

Examples:

Where are you putting the book on the table now? On the table is the answer, so don’t ask for it by name in the question.

What is the woman buying a refrigerator? A refrigerator is the answer, so don’t say it in the question.

Examples of Correct Answers to WH Questions

This class is over at 10:45.

Question: What time is this class over? **Answer:** 10:45

My friends are cleaning their house today.

Question: What are my friends cleaning today? **Answer:** their house

My son is playing with two of his friends.

Question: How many of his friends is my son playing with? **Answer:** two

The boy’s family is sitting in the kitchen.

Question: Where is the boy’s family sitting? **Answer:** in the kitchen

The dog is burying a bone in the back yard.

Question: What is the dog burying in the back yard? **Answer:** a bone

Bob is using Paul’s book.

Question: Whose book is Bob using? **Answer:** Paul’s

The plane is arriving at 6:00 tonight.

Question: What time is the plane arriving? **Answer:** at 6:00 tonight

My father is speaking to the man in the blue suit.

Question: Which man is my father speaking to? **Answer:** the man in the blue suit

The girl is crying because the dog stole her ball.

Question: Why is the girl crying? **Answer:** because the dog stole her ball

Making Information Questions with the Present Continuous Tense

Exercise 32: Make information questions with the word following the sentence, please.

1. The boys are taking their books to school with them.

Where

2. My sister is smoking a cigarette now.

What

3. We are learning the present continuous in English now.

What

4. My students are coming to school now.

When

5. You are learning to speak English in class every day.

When

6. The dog is following the boy to school. [Be careful.]

Who

7. I am writing this exercise now.

What

8. You are studying English this quarter.

When

9. The teacher is sitting in his office now.

Where

10. My sister is living in Rhode Island now.

Where

11. We are taking the car to the garage.

Where

12. My sons are using their computers in their room.

What

13. The woman is singing a beautiful Brazilian song on the radio right now.

What

14. My wife is speaking Portuguese with her friends in the living room.

Which language

15. The plane is flying over the ocean.

Where

16. Some boys are playing with my neighbor's dog in the park.

Whose dog

17. I am writing these sentences on my computer.

Which sentences

18. The boy is holding three books.

How many books

19. The old man is walking slowly down the street.

How

20. I am talking to Mary and Sue.

Who(m)

Exercise 33: Change the following sentences to WH questions with the words given, please. Do Not make questions about the subject of the sentences.

1. My old classmate is coming to Seattle for a vacation.

Where

Why

2. The students are listening to the teacher in class now.

Who(m)

When

3. The girl is buying a birthday present for her father in K-Mart.

Whose

What

4. The woman is chasing the thief down the sidewalk.

Where

Who(m)

5. I am waiting for my student's brother at the Pine Street bus stop in Seattle now.

Whose

Where

6. The woman is waiting for her son because she needs a ride to work.

Who(m)

Why

Exercise 34: Make WH questions with the words that follow the sentences, please.

1. The boy is running to school now.

Where

2. My son is carrying my wife's pots and pans for her.

Whose

3. Some students are wearing traditional clothes to class today.

What kind of

4. My student is talking to the old lady in the blue dress.

Which

5. My son and wife are watching television right now.

What

6. I am writing my lesson plans in the kitchen this evening.

When

7. The student is carrying ten pencils in her bag.

How many

8. A mechanic is fixing my wife's car for me.

What

9. My dog is taking a walk with my son right now.

Who(m)

10. Some students are studying very hard because they want to learn English fast.

Why

11. They are thinking about their friends in other countries now.

Who(m)

12. My neighbor's son is playing the drums in his house.

What

13. The vacation from school is beginning soon.

When

14. The weather is getting colder.

How

15. I am writing this exercise at home right now.

Where

16. My son is living in an apartment near my house.

Where

17. My wife is teaching my son how to cook chicken in our kitchen now.

Who(m)

18. My wife is watching a travel program on TV now.

What

Exercise 35: Make Information Questions (WH Questions) with the Present Continuous Tense for the Subject of the following sentences, please.

1. The boy is playing with his dogs now.

Who

2. Mohammed and Akbar are speaking in the hallway.

Who

3. The girl's brother is looking for her lost books.

Whose brother

4. The three brothers are fighting with their sister.

How many brothers

5. Some women are discussing their husbands.

Who

6. I am thinking about my sister and brother.

Who

7. The car is blocking the intersection.

What

8. The dying man is asking to see his sons.

Which man

10. Three dogs are licking the boy's face.

How many dogs

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1.7: Simple Present Tense

Simple Present Tense Formation

Affirmative Form: Simple Present Tense, General Truth

I		
You	go	all of the time.
We	come	every morning.
They	study	on weekdays.

He	goes	all of the time.
She	comes	every morning.
It	studies	on weekdays.

We come to class from Monday to Thursday from 8:00 to 10:50.
My students do their homework either in the afternoon or in the evening.
My wife washes clothes every Saturday afternoon.
It rains a lot in Seattle every spring.
The sun shines a lot in the summer.
Young boys like to run around and make a lot of noise all of the time.

Negative Form: Simple Present Tense, General Truth

I	don't	
You	don't	go.
We	don't	come.
They	don't	study.

He	doesn't	go.
She	doesn't	come.
It	doesn't	study.

Do not put an "s" on the verb in the negative.

My sons **don't come** home during the week.
It **doesn't rain** a lot in summer.
I **don't like** to drive on I-5.
My sister **doesn't speak** French.
Boys **don't often sit down** quietly when they are young.
My neighbor **doesn't clean** his yard at all.
Girls **don't usually cause** as much trouble as boys when they are young.
Flying is a plane **doesn't make** me sick.

Interrogative (Question) Form: Simple Present Tense, General Truth

I		
Do	you	go
	we	come ?
	they	study

	he	go
Does	she	come ?

it **study**

Do girls **like** to go shopping with friends?

Does it **rain** a lot in Seattle during the spring?

Do teachers **have to correct** a lot of homework papers?

Does this class **begin** at 8:00 AM?

Does grammar **help** students to write better in English?

Do most men **like** sports?

Questions with Affirmative and Negative Answers

Do cars **cost** a lot of money to run and take care of?

Yes, cars **cost** a lot of money to run and take care of.

No, cars **don't cost** a lot of money to run and take care of.

Does water **help** plants in a garden to grow?

Yes, water **helps** plants in a garden to grow.

No, water **doesn't help** plants in a garden to grow.

Do students **study** at school every day?

Yes, students **study** at school every day.

No, students **don't study** at school every day.

Does the moon **appear** in the evening?

Yes, the moon **appears** in the evening.

No, the moon **doesn't appear** in the evening.

Forming the Negative with Present Time Verbs

The Present Tense Versus the Present Continuous Tense

Present Tense

I		go
You	don't	eat
We		shop
They		write

General Truth:

All of the time, but **NOT NOW**

He		go
She	doesn't	eat
It		shop
		write

No "s" on the verb.

Present Continuous Tense

I am not	going
He	
She	is not (isn't) eating

It **Right Now**

shopping

We

You **are not (aren't)** writing

They

I **don't speak** Chinese.

I **am not speaking** Chinese right now.

He **doesn't go** to movies very often.

He **isn't going** to a movie right now.

We **don't play** with guns.

We **aren't playing** with guns now.

She **doesn't help** her mother in the house.

She **isn't helping** her mother in the house this morning.

They **don't do** their homework on Friday nights.

They **aren't doing** their homework right now.

Exercise 36: Fill in the blanks with simple present tense verbs, please.

1. Most boys ----- (want) to play sports.
2. My son ----- (like) to play music.
3. A girl usually ----- (help) to do housework.
4. My elder son ----- (communicate) with his friends in America by Facebook.
5. Both of my sons ----- (love) to eat my wife's food.
6. Talking on the phone ----- (bother) me when I am working.
7. Smoking cigarettes ----- (make) a person stink.
8. Old people ----- (walk) slowly down the street.
9. My dog ----- (enjoy) going for walks with my wife.
10. My wife ----- (wash) the kitchen floor every day.
11. All of you ----- (want) to learn English quickly.
12. My wife ----- (do) the shopping for fruit and vegetables.
13. A mechanic ----- (repair) cars for a living.
14. Students ----- (have) to learn irregular verbs.
15. My cat ----- (sleep) in the basement.
16. Some friends of mine ----- (go) to restaurants every night.
17. Not studying ----- (hurt) students' grades.
18. Cold beer ----- (taste) good on a hot day.
19. My younger son ----- (write) music at work and at home.
20. Old men ----- (enjoy) the company of other old men.
21. A young man ----- (live) across the street from me.
22. I usually ----- (listen to) music in my office.

Exercise 37: Answer the following questions, please.

1. Where do you come from?
2. Do you have any brothers and sisters?
3. How many days a week does your teacher come to this college?
4. Do you speak English at home?
5. Does it rain a lot in Seattle?
6. Does your teacher have a long beard?
7. What time do you go to bed?
8. Do you want to graduate from SSC?
9. Does your mother speak English well?
10. How long does it take for you to get to college each morning?
11. Do dogs and cats usually like each other?
12. Does your teacher dress nicely for class every day?
13. When does winter vacation start?
14. Does your father have a moustache?
15. When does the weekend for this class start?

Exercise 38: Change the following sentences to the negative, please. Remember to use either “don’t” or “doesn’t” and the base form of the verb.

Examples:

The boys come to class on time. -----The boys don’t come to class on time.

The girl needs to buy a new book. ----- The girl doesn’t need to buy a new book.

1. My sister tries to take care of my brother.

2. The dog eats on the porch at my house.
3. I write all of my exercises for my students.
4. A mechanic usually fixes my car.
5. Some students take their children to school.
6. It rains a lot in Seattle in spring.
7. I make my sons do their homework in the evening.
8. Alex reaches for his back pack before he leaves the house.
9. My car has a broken window.
10. André carries his books to school in his back pack.
11. Students like to write sentences in class.
12. You have to learn a lot of English this quarter.
13. Your teacher likes to give homework.

Exercise 39: Answer the following questions with long answers, please. Do this exercise on a separate sheet of paper, please.

1. Does it rain in Seattle every day?
2. Do children attend this class?
3. Do you speak Chinese?
4. Do I wear jeans to class?
5. Do children go to school?
6. Does the president of the United States live in Seattle?

7. Does it cost very much to attend this class?
8. Do I teach English in the evening?
9. Do we come to school on Saturday?
10. Do some boys play the piano?
11. Do young boys make a lot of noise?
12. Does your teacher give you a lot of homework?
13. Do women have babies?
14. Do men have babies?
15. Does your bedroom have a television in it?
16. Do we study in room 210?
17. Do you spend money every week?
18. Do elephants eat a lot of food?
19. Does my wife live in Seattle?
20. Do my sons attend school every day?
21. Do you cook dinner every night?
22. Does the sun shine at night?

Exercise 40: Answer the following questions about a typical evening at home, please.

1. About what time do you get home from work or school every day?
2. When do you read the newspaper?

3. Where do you sit when you are at home?
4. Who sometimes takes a walk with you?
5. Where do you usually take a walk?
6. When do you listen to the radio?
7. What time do you eat dinner?
8. Whom do you eat dinner with?
9. What do you do after you eat dinner?
10. When do you watch television?
11. Where do you sit when you watch television?
12. Whom do you watch television with?
13. At what time do you usually go to bed?
14. How many hours of sleep do you usually get?
15. What time do you usually get up in the morning?

Exercise 41: Change the following sentences to simple yes/no questions, please.

1. The woman has beautiful brown eyes.
2. She speaks to her friends on the bus.
3. I drink coffee in the morning.
4. My sons make a lot of noise at my house.
5. Some students always do their homework on time.

6. I enjoy teaching English as a second language.

7. The sun shines every day in the summer.

8. A bus driver has a lot of responsibility.

9. We use the computer lab on Friday mornings.

10. Good students try hard in school.

11. A postman delivers the mail every day.

12. Children like to play computer games.

13. Learning to speak English takes a lot of time.

14. Girls wear prettier clothes than boys.

15. My sister buys toys for her grandchildren.

Exercise 42: Change the following sentences to simple yes/no questions, please.

1. My dog barks for food every night.

2. Cats sleep all day long.

3. A job application takes a long time to fill out.

4. This exercise has 25 sentences.

5. Gas for my car costs \$3.67 per gallon.

6. My son has two violins.

7. You are making questions right now.

8. You often make questions in this class.

9. Smoking causes lung cancer.
10. I always grow a lot of vegetables in my garden.
11. The days get very short and the nights very long in December.
12. I am writing this exercise in my office.
13. The teacher often writes exercises in my office.
14. Most women have to do a lot of work at home.
15. A new student comes to class late every morning.

Exercise 43: Change the following sentences to Yes/No questions and then answer them in the negative, please. You need to write two sentences.

1. The woman has nine big dogs in her back yard.
2. She talks to her friends on the phone.
3. The boy draws pictures in his notebook.
4. My neighbors make a lot of noise during the weekend.
5. Some students always use pens to do their homework.
6. I enjoy working in my garden in the spring time.
7. The moon shines every night in the summer.
8. A cab driver has a lot of customers.
9. We use our ears to listen to people speak.
10. My students try hard in school.
11. A doctor sees patients in hospitals.

Present Continuous Tense and Simple Present Tense Exercise

Exercise 44: Fill in the blanks with the correct form of the verb, please. Be careful.

1. We sometimes ----- (spend) too much money when we ----- (go) shopping with our friends.
2. Look! I see a man, and he ----- (walk) with three dogs.
3. As I write this, my wife ----- (sleep) in our bedroom.
4. I always ----- (pay) my bills at the end of the month.
5. My sons ----- (not do) their homework right now because they ----- (watch) television in the living room.
6. My dog ----- (bark) as I write this assignment. I wonder what ----- (bother) her at this time of night.
7. Every morning right after I ----- (wake up), I ----- (have) two cups of coffee and something to eat.
8. My sister ----- (not live) with me anymore because she ----- (live) in R. I.
9. While I ----- (type) this exercise, my sons ----- (sleep) downstairs.
10. We often ----- (stay up) late at night in my house.
11. You ----- (think) about the answers to these questions.
12. People ----- (think) a lot about their relatives who have died.
13. Some of my students ----- (be) homesick and ----- (want) to go home to see their families, but they can't.
14. Although my car ----- (run) well, my wife ----- (want) me to buy a newer one, so I am probably going to get an older one.
15. Studying three languages at one time ----- (take) a lot of effort and ----- (require) a special kind of student.
16. Children ----- (love) their parents.
17. I am sitting in this chair, and my dog ----- (wag) its tail.

WH Question Formation Exercise: Simple Present Tense and the Present Continuous Tense

Exercise 45: Change the following sentences to WH questions with the word provided, please.

1. The woman has long, blond hair.
What color hair
2. She speaks to her friends on the bus.
Who(m)
3. I drink two cups of coffee in the morning.
How many
4. My sons are making quite a bit of noise at my house.
How much
5. John always uses his brother's car on Thursday.
Whose
6. I enjoy teaching English as a second language.
What
7. The sun shines every day in the summer.

When

8. A bus driver has a lot of responsibility.

How much

9. We are using the new computer lab now.

Which

10. Good students try hard in school.

How

11. A postman delivers the mail every day.

What

12. My children like to play computer games on their friend's computer.

Whose

13. Learning to speak English takes a lot of time.

How much

14. My son wears his old clothes when he works in my garden.

Which

15. My sister is buying toys for her grandchildren at Toys 'R Us right now.

Whose

16. My dog barks for food every night.

When

17. Cats get about 15 hours of sleep a day.

How much

18. A job application takes a long time for students to fill out.

Who(m)

19. This exercise has 21 sentences.

How many

20. Gas for my car costs \$1.49 per gallon.

How much

21. I speak to my wife's brother on the phone once in a while.

Whose

Making Information Question (WH Questions) with the Subjects of Sentences

When making WH questions with the subjects of sentences, only replace the subject of the sentences. DO NOT change the word order. Also, when the subject is who or what, the verb is always in the S Form. The verb is in the S Form because the "question" is about the subject and the answer is unknown in normal conversation. For example, if there is a knock at your door, do you know how many people are outside your door? No, you don't, so you say, "Who is it"? You say "it" because you don't know who is there. You don't know if it is a man or a woman, or five men, or three little girls, etc.

Examples:

The man buys groceries for his family at Safeway.

Who buys groceries at Safeway for his family?

The dogs eat on the back porch.

What eats on the porch?

The men play baseball in the park.

Who plays baseball in the park?

Many flowers grow in my garden.

What grows in my garden?

However, if the subject contains within it a WH Question word and a plural noun, then the Base Form of the verb is used.

Four boys sleep in the same room.

How many boys sleep in the same room?

A lot of cats live in that house.

How many cats live in that house?

The white blouses cost a lot of money.

Which blouses cost a lot of money?

Bonnie's daughters talk a lot.

Whose daughters talk a lot?

Therefore:

New cars cost a lot of money.

What costs a lot of money?

Ten new cars cost a lot of money.

How many new cars cost a lot of money?

Exercise 46: Make WH questions with the words following the sentences, please.

1. The boys like to ride horses in the afternoon.

Who

When

2. My friend swims in the ocean with his sons.

Who

Whom

3. The young boy eats a lot of ice cream every afternoon.

How much

What

4. I give presents to my sons' teachers every year.

Who

Whose

5. Some people buy expensive cars.

Who

What

6. Thirteen boys play football every afternoon.

How many

What

When

Exercise 47: Make questions with the Question Words given for the Subjects of the sentences, please.

1. The man buys gas for his car once a week.

Who

2. My dog sleeps in the kitchen at our house.

What

3. The radio gives the news every hour.

What

4. The book costs \$45.00 at the bookstore.

What

5. The man and the woman go to restaurants twice a week.

Who

6. Driving at night makes me nervous.

What

7. Seventy-five people eat in the food court at noon.

Who

8. Boys get into trouble more often than girls.

Who

9. My chickens lay eggs every day.

What

10. Alex and Andre sometimes argue with their mother.

Who

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1.8: Adverbs of Frequency

Adverbs of Frequency

Adverbs of Frequency answer the questions of “**How often** and **ever**.”

For example:

How often do you study before school? I never study before school.

My friend always studies before school.

I don't ever study before school.

How often do you take a shower in the morning? I sometimes take a shower in the morning.

I always take a shower in the morning.

My wife hardly ever takes a shower in the morning.

Have you ever visited Paris? I visited Paris 38 years ago.

I have never visited Paris.

I visit Paris every summer.

Have you ever seen a ghost? I have never seen a ghost.

My son saw a ghost last week.

I only see ghosts when I am drunk.

Is your friend ever in a bad mood? He is sometimes in a bad mood.

He is never in a bad mood.

He is seldom in a bad mood.

Their position in a sentence depends on the adverb, the kind of main verb, and whether the verb is affirmative or negative. The following list of adverbs of frequency also gives an estimate of the “frequency of time” that the adverbs mean.

Adverb of Frequency % of Time Indicated by the Adverb of Frequency

Always	100 % of the time
Usually	85 to 99 % of the time
Frequently	70 to 84 % of the time
Often	60 to 69 % of the time
Occasionally	45 to 59 % of the time
Sometimes	20 to 44 % of the time
Seldom	10 to 19 % of the time
Rarely	10 to 19 % of the time
Hardly ever	1 to 9 % of the time
Never	0 % of the time
Ever	0 % to 100 %

These percentages are only used as a reference. They are not exact.

Sentence Position of Adverbs of Frequency in Affirmative Sentences

In affirmative sentences, adverbs of frequency come **in front of action verbs**, but they come **after the verb “to be.”**

Examples:

I **usually** eat dinner around 8:00 o'clock in the evening.

My sons **never** ask if my wife wants help cleaning the house.

Most American teachers **seldom** wear ties to school.

I have **never** smoked cigarettes in my life.

I **am occasionally** tired when I come to school.

My sister **is always** fun to be with.

We **were never** in serious trouble as children.

Most of my students **are usually** in class on time.

Sentence Position of Adverbs of Frequency in Negative Sentences

In negative sentences, the adverbs of frequency **follow the negative helping verbs.**

Examples:

I **don't usually do** homework on Saturday afternoons.

My son **doesn't often clean** his bedroom.

My wife **doesn't frequently cook** Japanese food at my house.

Students **can't always come** to class on time.

I **haven't often gotten angry** with students in class.

He **hasn't ever had** a car accident.

“Sometimes and occasionally” are exceptions. **“Sometimes and occasionally”** always come **before** the negative helping verbs.

We **sometimes aren't** at home in the evening.

The weather **occasionally isn't** rainy in Seattle in winter.

Wives **occasionally aren't** happy with their husbands watching sports on television.

My mother **sometimes wasn't** home in the evening because she sometimes had to work late.

He **sometimes doesn't help** his parents carry heavy things.

I **occasionally can't keep** my eyes open when doing homework late at night.

My sister **sometimes doesn't cry** when she watches sad movies.

My son **occasionally isn't** at home for dinner.

We **sometimes don't watch** the news at 11:00 PM.

The following adverbs of frequency are **never used with the negative** because they are already negative in meaning: **seldom, rarely, hardly ever, and never.**

Examples:

I **never play with** matches or any kind of fire.

Teachers **seldom like** students who disturb the class and don't do their homework.

My family **hardly ever eats** in a fast food restaurant.

Students **rarely cause trouble** in my classes.

I **am seldom** absent from school.

My sons **have hardly ever worn** ties in their lives.

People do not always follow the “rules” when using adverbs of frequency. Sometimes people will put the adverb of frequency first or last in a sentence.

Adverb of Frequency Exercise

Exercise 48: Use an adverb of frequency in the following sentences please.

1. I have ----- been in jail in my life.
2. Some students are ----- late for class. They ----- come on time.
3. I ----- eat at home with my family in the evening.
4. It ----- rains in Seattle during the months of November and December.
5. Women ----- don't do the cooking in a family.
6. Being absent from school the day before an examination is ----- a good idea.

7. The police ----- arrest the wrong person, but they ----- do.
8. Children should ----- play with real guns.
9. Our class ----- starts at 8:00 AM.
10. It has ----- been hot in Seattle before the month of May.
11. Not coming to class can ----- mean missing something important.
12. To eat a lot of food late at night is ----- good for digestion and sleep.
13. It is ----- difficult to stay awake after working all day long.
14. Students don't ----- skip school for no reason.

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1.9: Simple Past Tense

Past Tense Meanings of Verbs in English

Simple Past Tense: Used to describe actions or activities that began and ended in the past. Its emphasis is on the action itself and not on the action's relationship to another action in the past. It simply says, "This happened."

Examples:

*I **went** to the store yesterday, **bought** some milk and eggs, and **returned** home.*

*The United States **fought** in World War Two. Thousands of soldiers **died** in Asia.*

*My father **drove** a cab for many years. He only **had** one accident in all the years that he **drove** cabs for a living.*

*My son **got up** this morning, **ate** breakfast, and **left** for school.*

Two Types of Past Tense Verbs: Regular and Irregular

1. **Regular verbs** are verbs that end in **ed** in the past tense affirmative.

Examples: open/opened, start/started, wait/waited, memorize/memorized

2. **Irregular Verbs** are verbs that change form in the past and past participle form.

Examples: go/went, strike/struck, fly/flew, write/wrote, put/put, forget/forgot

The same rules for the negative and question form apply to both types of verbs.

Sample Sentences:

We stayed home last night and ate dinner together.

My father drove a taxi and worked in a factory for many years.

My brother broke the chair and then tried to fix it.

I enjoyed living with my family, but I left home at 22 years old.

We saw a man who needed to buy some medicine.

Forming the Negative: Present and Past Tenses

Present Tense Negative

I	
You	play.
We	don't go.
They	wash.
He	play.
She	doesn't go.
It	wash.

Past Tense Negative

I	
You	play.
We	didn't go.
They	wash.
He	play.
She	didn't go.
It	wash.

After the helping verbs **don't**, **doesn't**, and **didn't** ALWAYS use the **base form** of the verb **in the present tense and in the past tense**.

Use the **S Form of the Verb** only in the present tense for **he**, **she**, and **it**. Never use the **S Form** in the past tense.

Notice that in the present tense and in the past tense that the verb always goes back to the **base form** after **don't**, **doesn't**, and **didn't**.

Present Tense Negative Verb To Be

I	am not
He	
She	is not
It	

Past Tense Negative Verb To Be

I	was not
He	
She	was not
It	

We		We	
You	are not	You	were not
They		They	

When you change the verb to be from the present tense to the past tense, you use the words **was** and **were**. When you want to make **the past continuous tense**, then the main verb always uses **ing**.

Remember that the words **am**, **is**, and **are** have the same meaning as **was** and **were**. The only difference is the time (tense).

I am in class today. I was in class yesterday.

We are living in Seattle. We were living in different places when we were younger.

My son is at work now. He was in his apartment last night.

When you change the verb to be from the present tense to the past tense, you use the words **was** and **were**. When you want to make **the past continuous tense**, then the main verb always uses **ing**.

Sounds for ED Endings for Regular Verbs

ED sounds like a T, ID, and D depending on the sound that comes before it in a word.

1. ED sounds like T when the last sound in a word is a: P, K, F, S, SH, CH, or X.

walk	kiss	crunch	splash
kick	clap	fix	staff
miss	watch	stop	laugh

Examples:

The audience clapped for twenty minutes for the singer.

The mechanic fixed my transmission.

We watched the movie on television.

2. ED sounds like ID when the last sound in a word is a: T or D.

wait	raid	hate	pretend
invite	defend	need	lift
skate	invent	start	aid

Examples:

We waited for the bus for five minutes.

He pretended to be sick.

The soldiers defended the village.

3. ED sounds like D in all other regular verbs.

arrive	open	close	play
form	buzz	hang	spell
bow	save	enjoy	call

Examples:

We arrived at the meeting five minutes late.

The boy called his mother from his friend's house.

I enjoyed watching the baseball game.

Exercise 49: Change the following sentences to the past tense, please.

1. I sometimes go to the store every day after school to buy groceries.

2. My sister eats some chocolate ice cream with her grandchildren every night.
3. Some people intend to go to the party late.
4. We often have a lot of fun when we play in the snow.
5. Speaking a foreign language always makes me laugh at myself.
6. Going shopping with my mother and sister is not fun for me.
7. Some boys hang out during the summer every year.
8. I like to look out the window and dream.
9. My uncle fixes houses in Rhode Island.
10. My sister comes to Seattle every year.
11. I drive a 1999 Ford to work every day for many years.
12. Careful people bind packages before they send them in the mail.
13. Mothers feed babies.
14. We often creep in the grass when my friends and I play together.
15. Some children seldom help their mother to clean the house.
16. I plant vegetables in my garden every spring.
17. The ground often freezes in Seattle in winter.
18. My son still mows my lawn every two weeks.
19. My alarm clock rings every morning at 6:00 AM.

20. Mothers always think about what is best for their children.
21. I weep when I think about my late father.
22. Most children tear their pants all of the time.
23. My neighbor pulls the weeds out of his garden every Sunday.
24. Relatives write email messages to other relatives whenever they travel to foreign countries.
25. I swim in the Atlantic Ocean every summer.
26. We open the windows in our house every summer.
27. My sister smokes cigarettes all day long.
28. Some people have to spend lots of money every week.
29. Mr. McDonald teaches me history in the eighth grade.
30. My dog and cat sleep all day long.
31. Students usually do their homework in the evening.

Exercise 50: Change the following sentences to the Past Tense Negative, please.

1. We intended to buy a new car last week.
2. He had a sandwich for lunch.
3. My sister let my sons play computer games.
4. He remembered to take his wife to the market.
5. She borrowed \$100 from her brother.
6. The police arrested the thief last night.

7. I forgot to pick up the milk on my way home.
8. Friday morning was the last day for class.
9. Tom brought a book to the class.
10. He helped his friend fix the car.
11. The girls made dinner for their father.
12. I wished to see the old man.
13. He invented the first telephone.
14. The teacher corrected the students' homework assignment.
15. The businessman flew to Chicago on a business trip.

Exercise 51: Change these sentences from the affirmative to the negative, please.

1. The old man fell on the floor.
2. The housewife froze the meat that she bought at the store.
3. I lost my wallet at the meeting.
4. The tire on my car blew out last week.
5. The U. S. Army invaded a peaceful country.
6. The government collected taxes from all American people last April 15th.
7. We saw the bank robber get away in his car.
8. The soldiers fought bravely against their enemy.
9. Some people hated to do their work.

10. The employer interviewed 10 people for the one job.
11. The woman wore a beautiful yellow dress to the party.
12. My sister shopped for a new shower stall for her house.
13. The judge released the prisoner from jail.
14. We heard the birds singing in the trees.
15. The man rejected the job offer.

Exercise 52: Change the following sentences to the negative, please.

1. The government proved its case against the bank robbers.
2. My son swept the floor last night.
3. I shut the door when I entered my house.
4. Some employees quit their jobs.
5. My son sat in the front seat when I drove my car.
6. The boys were sliding on the floor yesterday evening.
7. My mother shrank when she got old.
8. The women split the bill at the restaurant yesterday.
9. The girl sought to marry a rich man.
10. The young sisters ran a high fever for a few days.
11. Some children picked fruit near their house.
12. That store sold furniture and appliances for the home.

13. The cowboys rode their horses every afternoon last summer.
14. Two boats sank in the river during the storm.
15. My son shook his head when I asked him if he wanted to eat vegetables.

Exercise 53: Change the following sentences to the past tense yes/no questions, please.

1. We intended to buy a new lawnmower last week.
2. He had a Vietnamese sandwich for lunch.
3. My brother let my sons sleep late yesterday.
4. He forgot to take his wife to the market.
5. She borrowed \$100 from her boyfriend.
6. The police arrested the murderer last night.
7. I forgot to pick up the milk on my way home.
8. Last Thursday was the last day for class that quarter.
9. Tom brought a book to the class.
10. He helped his friend fix the car.
11. The girls made a cake for their father's birthday.
12. I wished to see my old friends.
13. He invented many things in his life.
14. The teacher corrected the students' compositions.
15. The businessman took a trip to Boston on business.

Exercise 54: Change the following sentences to WH questions with the word provided, please.

1. My girlfriend had long, blond hair.
What color hair
2. She spoke to her friends on the train.
Who(m)
3. I drank two cups of coffee in the morning.
How many
4. My sons were making quite a mess at my house.
What
5. John always used his brother's car in the evening.
Whose
6. I enjoyed teaching English as a second language.
What
7. The sun shone every day in the summer.
When
8. A teacher had a lot of responsibility.
How much
9. We were using the new computer lab yesterday morning.
Which
10. Good students always tried hard in school.
How
11. The postman delivered the mail late yesterday.
What

Exercise 55: Change the following sentences to WH questions with the words given, please.

1. My children wanted to play computer games on their friend's computer.
Whose
2. Learning to speak English took a lot of time.
How much
3. My son wore his old clothes when he worked in my garden.
Which
4. My sister was buying school clothes for her grandchildren last week.
Whose
5. My dog barked for food every night.
When
6. My cat always got about 15 hours of sleep a day.
How much
7. The job application took a long time to fill out.

How much time

8. Yesterday's assignment had 21 sentences.

How many

9. Gas for my car cost \$1.49 per gallon last night.

How much

10. I spoke to my wife's brother on the phone earlier this morning.

Whose

11. I rewrote these sentences a little while ago.

When

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1.10: Past Continuous Tense

Past Continuous Tense

The past continuous tense is used to describe two related actions or activities that happened in the past **at the same time**. Its emphasis is on showing the relationship of the actions relative to the duration of time each takes. The action of longer duration uses the past continuous tense; the action of shorter duration takes the simple past tense. It simply says, "While this was happening, something else happened." The second action interrupts the first action that is already happening. **Note:** The past continuous tense may be used for a single action in the past, but this usage is rare and it is employed only when the speaker wishes to emphasize the continuous action of the verb. The past continuous tense can also be used when two or more actions take place in the past for the same duration of time. "While I was working in my garden, my wife was cooking."

Examples of Two Actions at the Same Time:

*While we **were studying**, the telephone **rang**.*

*My front tire **blew out** while I **was driving** home from school.*

*When their mother **was preparing** dinner, the boys **came** home.*

*When I **got** to class, my students **were waiting** for me.*

Examples of Two Actions of Equal Duration of Time:

*While I **was ironing** my clothes, I **was watching** a DVD.*

*While my older son **was taking** a shower, my younger son **was waiting** for him to finish so that he could take a shower.*

*While my son **was driving** my car, I **was sitting** next to him.*

Examples of One Action Use of the Past Continuous Tense

*Yesterday I started working in my garden at 8:00 AM and stayed in my garden until 8:00 PM. I **was working** all day long in my garden.*

*I **was correcting** homework papers for four hours last night.*

*Both of my sons **were still sleeping** at 2:00 PM yesterday.*

*My sons and I **were watching** movies all afternoon long on Saturday.*

Exercise 56: Make one sentence using the following actions. One of the actions will require the past continuous tense and the other one will require the simple past tense.

For example: ***pick potatoes in my garden** **find a piece of glass***

While I was picking potatoes in my garden yesterday, I found a piece of glass.

1. *stop to buy a coffee* *drive to school*
2. *work in my office* *get a phone call from my wife*
3. *speak to my son* *tell him about a party*
4. *break a glass* *help my wife in the kitchen*
5. *watch television* *fall asleep*

6. *eat breakfast* *open a window in my kitchen*
7. *shop with my sons* *buy two toys for them*
8. *drink coffee with a friend* *see a pretty girl walking across the street*
9. *have a nightmare* *sleep*
10. *do my homework* *take a break*
11. *mow my lawn* *run out of gas in the lawnmower*
12. *answer the phone* *read the newspaper*
13. *answer the teacher's question* *sit in class*

Exercise 57: Change the following sentences to the negative, please.

1. We were eating lunch with our friends.
2. We ate lunch with our friends.
3. I was writing an exercise for my students yesterday.
4. I wrote an exercise for my students yesterday.
5. My sons were talking to each other on Skype last night.
6. My sons spoke to each other on Skype last night.
7. The man's girlfriend was making soup for him yesterday afternoon.
8. The man's girlfriend made soup for him yesterday afternoon.
9. The boy was watching the baseball game on TV last night.
10. The boy watched the baseball game on TV yesterday.

11. The team was winning the soccer game.

12. The team won the soccer game.

Exercise 58: Change the following sentences to the negative, please.

1. We flew to France two years ago.

2. My sons were eating sandwiches when we got home last night.

3. I felt sick after I ate the fish sandwich.

4. The president spoke on television last week.

5. I saw the man in the green coat last weekend.

6. My mother was cooking dinner when I got home from work.

7. The girl was eating dinner with her family this evening.

8. We shook hands on the deal after talking for two hours.

9. My friend stole a book from the library.

10. They were taking selfies of themselves when it began to rain.

11. The girl blew out the candles on the birthday cake.

12. We were sleeping when the phone rang.

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1.11: Capitalization Rules

Rules of Capitalization

1. Always capitalize the first word in every sentence.

When will I ever learn to speak English?
My sister lives in Rhode Island.

2. Always capitalize the word “I” wherever it appears in a sentence.

My sister, my brother, and I liked to laugh a lot when we were kids.
My dog and I often go to the park together.

3. Capitalize the names of people.

John, Mary, Bob, Robert, Inna, Mohammed, Jose, Tommy, Ivone, Xuan Mai, Atsuko
Bob and Mary will come to Seattle next year.
I always enjoy seeing my friends Roger and Doug.

4. Capitalize the actual names of places.

Seattle, Safeco Field, South Seattle Community College, America, Vietnam, New York
We went to Boston to a baseball game at Fenway Park last year.
I was at Harvard University with a friend of mine from Le Puy, France.

5. Capitalize the actual names of bodies of water and mountains.

the Pacific Ocean, Lake Washington, Green Lake, Mount Rainier, the Cascade Mountains
The Columbia River flows through southern Washington and empties into the Pacific Ocean.
A lot of people like to climb mountains during the summer. Last year a friend of mine climbed Mount Rainier and Mount Baker.

6. Capitalize the actual names of schools, buildings, and businesses.

Washington State University, Nathan Hale High School, the Selig Building, Cascade Court, Microsoft, Boeing Aircraft Company
Both of my sons will either go to the University of Washington or to some other university in 2006.
We attend class in Cascade Court, which is the building where my office is also located.
Many people in Seattle work for Microsoft or various other software companies.

7. Capitalize the names of the days of the week, months of the year, and holidays.

Monday, Wednesday, Friday, January, August, December, Labor Day, Christmas, Tet, Ramadan
On Tuesday and Wednesday, April 16 and 17, I will be absent from school.
My birthday was August 24, 1945. This year my birthday will fall on a Thursday.
On New Year’s Eve a lot of people drink too much alcohol. Our only holidays this quarter are Martin Luther King Jr. Day and President’s Day. My favorite holiday is Thanksgiving.

Do not capitalize the seasons of the year: summer, fall, autumn, winter, spring

8. Capitalize the first word in a letter salutation and in a complementary closing.

Dear John, Dear Mr. Jones, Dearest Darling, Sincerely yours, Yours truly, Love, Love always

9. Capitalize the actual names of streets, avenues, boulevards, lanes, etc.

Phinney Avenue North, First Avenue, Ambaum Boulevard, East Marginal Way South, Cedar Lane, 16th Avenue Southwest
I walked along First Avenue when I went to Safeco Field last Friday with my friend Doug.
My address is 9548 Phinney Avenue North, which is located in the north end of Seattle.

10. Capitalize the names of regions of the country and world.

South America, the Middle East, the Pacific Northwest, East Africa, the Orient, Southeast Asia, New England

I lived for two years in North Africa. I grew up in New England. The Lake Region of England is very famous. The North Pole is very cold. We live on the West Coast of America. I am originally from the New England state of Rhode Island.

11. Capitalize nationalities, languages, and religions.

Brazilian, Vietnamese, American, Mexican, Polish, Russian, Chinese, Ukrainian, French, Italian, Roman Catholic, Protestant, Buddhism, Jewish, Islam, Bahai, Shinto, Hindu, Jehovah Witness

I am an American, but my ancestry is French and Italian. I was raised a Roman Catholic.

Many Norwegian Protestants live in Seattle.

Some Chinese people are Muslims. Mexican people speak Spanish and Indian languages.

We ate in a Russian restaurant on Easter Sunday with some Catholic friends of ours.

Jews and Muslims have not fought with each other throughout history as many people think. For most of history they have coexisted quite well.

12. Capitalize school subjects if they are the actual names of the courses along with a number or if the subject is the name of a language.

History 101, Chemistry 222, French, Italian, Western Civilization 111, Philosophy 212

I want to take a history course. I want to take History 244. Some students want to take a psychology course next quarter. Many want to take Psychology 141. Some people love studying foreign languages like French or Spanish.

13. Capitalize titles before a person's name or titles which are used in place of names.

Mr. Bissonnette, Mrs. Dang, Dr. Griffin, Governor Gregoire, President Bush, Father O'Brien, Aunt Grace, Uncle Charlie, Dad, Mom, Granny, Senator Cantwell

I spoke to the parish priest, Father Gagnon, last year. The mayor of Seattle is Mayor Maguin.

One of my uncles, Uncle Carl, used to take me to baseball games when I was a boy.

14. Capitalize the first, last, and other important words in a title. Do not capitalize prepositions, conjunctions, or articles unless they are the first or last word in the title.

A Farewell to Arms, The Call of the Wild, War and Peace, Great Chinese Travelers, The Old Man and the Sea, Elements of Style, Like a Rolling Stone, With God on Our Side, Blowing in the Wind

15. Capitalize sacred names (names of God) and books.

God, Allah, Jehovah, Ghoda, Vishnu, the Bible, the Koran, the Vedas, the Talmud, the Gita

People believe that there is only one God, but they call Him by different names. For example, some people call God Jesus; others call Him Allah; still others call Him Yahweh. In religious books, such as the Bible, the Koran, and the Talmud, these are the names they use for the same God. Basically, only the name is different.

16. Basically, when trying to decide whether to capitalize or not, you must think and decide if you are using the actual names of people, places, and things. If you are using the actual names of persons, places, and things, then use capital letters.

Other Examples:

The boy, Robert Johnson, was caught shoplifting from the store.

Our city, Seattle, is famous for its rainy weather.

Most people hate and fear wars. Civil wars are often the stupidest because they are fought among people from the same country. For example, the Somali Civil War has been raging since 1991.

The building that I am in right now, the Cascade Court, is very old and needs many repairs.

Most of my students from the Middle East are of the Muslim religion and speak Arabic.

My friend wrote a book titled The Chinese Lantern Festival.

I belong to the ACLU, the American Civil Liberties Union.

In spring and summer from April to September the weather can be nice in Seattle.

The Eiffel Tower, in Paris, France, is famous all over the world.

Many people in this city swim in Green Lake and Lake Washington during the summer. However, very few people swim in the Puget Sound.

My wife went to Macy's to buy a dress for a wedding. It is a big department store.

Capitalization Exercise

Exercise 59: Capitalize when necessary in the following sentences, please.

1. my son and i went to the store with my wife tie, who comes from brazil.
2. learning to speak english often takes students many months.
3. my friend roger and i met in iran in 1975 and then traveled to afghanistan, pakistan, india, and nepal together.
4. south attleboro, massachusetts, is the name of the town where i grew up.
5. my son andre and i spoke to my sister rosanne, who lives in the city of providence, rhode island, which is next to the atlantic ocean.
6. for my education, i went to bridgewater state college for my bachelor of arts degree and to lesley university for my master's degree in education.
7. the cascade mountains are very beautiful in the winter but also very cold.
8. the baseball stadium here in seattle is called safeco field, and it is located right next door to the football stadium.
9. the software company, microsoft, is in the city of redmond, washington, very close to seattle.
10. my students come from places in africa, asia, central america, south america and north america. (mexico is in north america.)
11. i voted for president obama in 2008, but i didn't vote for him in 2012. instead, i voted for a man named rocky anderson, who comes from the state of utah.

Exercise 60: Please capitalize the following sentences. Be careful.

1. while i was walking down the road, i saw a little boy on the corner of pine street and fifth avenue near the benson building.

2. dr. woo wanted to do three things before he went home: make a phone call study a report and lock his medicine cabinet.
3. the boys father wanted him to pass the exam; therefore, he made him study three afternoons a week: monday, tuesday, and thursday.
4. although john f kennedy was a rich man, many poor people loved him.
5. it's 5:00 o'clock in the afternoon, and billy still isn't home from his school.
6. they'll bring the knife and its sheath to the store to try to sell it to the store's owner, mr j j johnson.
7. wow! did you see the 1947 cadillac which the andersons' just bought?
8. the woman i saw was mrs. simpson, barts mother.
9. i know they've tried to fix the problem many times, but it still hasn't improved at all.
10. my brother carl likes to drive big cars; on the other, hand i like to drive small ones like our parents' car.
11. by the time we got there, the house's occupant had put out the fire; however, he hadn't shut off the electricity or closed the windows.
12. we live in seattle, washington, which is not only one of the most beautiful cities in america but also one of its wettest.
13. the women's basketball team lost to the kent state university team on wednesday evening at the joseph p. billings auditorium; however, they're still eligible to play one more game on friday.
14. i saw a beautiful girl named ellen at my high school basketball game.
15. sometimes people do stupid things, such as making fun of other people.
16. have you ever seen a baseball game in seattle?
17. my grandparents came from canada and italy, but my parents were born in america.
18. my father, whom i loved very much, spoke french before he spoke english.

Exercise 61: Capitalize the following sentences, please.

1. we went into the building next to cascade court last friday.
2. my sister and i often played in the snow in winter in massachusetts.
3. the ocean i swam in when i was a boy was the atlantic ocean.
4. my students come to school from monday through friday during winter.
5. on veterans day on november 11, many veterans march in parades.
6. in the cascade mountains to the east of seattle, there are some very beautiful mountains. lakes, and wild animals.
7. i first went to mount rainier in 1980 with my american friends lisa and lance.
8. i swam in the mediterranean sea on vacation in europe this past summer with my wife and friends, but not my boys alex and andré.
9. the seattle mariners, the home baseball team in seattle, will begin playing baseball in safeco field in seattle in april and will continue until october.
10. my friend, a mechanic, works for matt's auto center in the greenwood area of the city, which is located near green lake.
11. independence day in america is celebrated on the fourth of july.
12. john asked, "do i have to go lake washington this afternoon"?
13. seattle central college is located to the east of the center of the city and is the only public college on capitol hill, a neighborhood of seattle.
14. teachers often ask students in school to do a lot of homework during the week.
15. my sister rosanne, who lives in the state of rhode island, used to love to swim in the atlantic ocean during the summer.
16. we need to fix our car, a 1996 subaru legacy, at tony's one-stop auto body on greenwood avenue north on greenwood avenue north in north seattle.
17. i saw president obama on television on monday evening.

18. george w. bush was the 43rd president of the united states.

19. all of you are taking esl 031 this quarter in my class.

Exercise 62: Correct the capitalization errors in the following sentences, please.

1. mary and bob went up the space needle at seattle center two weeks ago.

2. on top of mount baker near the city of bellingham, washington, there is always snow, even in summer.

3. i drive a ford taurus to school every monday through friday.

4. both of my sons, alex and andré, were born in group health hospital on capitol hill.

5. the university of washington is the most famous university in the state of washington.

6. my sister's birthday is december 18, and on her next birthday she will be 70 years old.

7. i used to swim in green lake and lake wahington when i first came to seattle from the state of idaho.

8. the twin towers of the world trade center in new york city were struck by terrorists on september 11, 2001, when i was with my uncle in alaska.

9. the faces of four united states' presidents are carved on mount rushmore in north dakota, which is directly north of south dakota.

10. martin luther king junior was a very brave man and a wonderful speaker.

11. my favorite season is spring because the days get longer, the weather warms up a lot, and the seattle mariners begin to play baseball at safeco field.

12. elliot bay is the name of the water near the center of seattle across from the pike place market in downtown seattle.

13. my family and i went to australia, indonesia, and singapore during the summer of 1999 for a long vacation.

14. chinese new year (tet in vietnam) will be celebrated later on, either in the month of january or in the month of february during the winter season.

15. the pacific ocean is bigger than the atlantic ocean, and both oceans are on either side of the united states, separating america from asia and from europe.

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1.12: Writing Passages

Model Paragraphs

Who I Am

My name is Donald Bissonnette, and I am an ESL teacher in South Seattle College. I have taught at this college for half my life. I am 70 years old and I have taught here for 36 years. I think that next year will be my final year of teaching here as a full time teacher. After that, I might become a part time teacher, but maybe I will just stop teaching. Twenty hours of teaching is a lot of work for someone my age because, besides teaching, I also have to do a lot of homework, write reports, and attend many meetings every week. I will need to relax more and do less work as I get older. However, I am very happy now as a full time teacher.

To Students: Write a paragraph about yourself, please.

Every Weekday Activities

Every morning I wake up at 6:00 o'clock in the morning. After I get up, I get dressed, go to the toilet, make my coffee and breakfast, brush my beard and teeth, and leave home for school. I pick up my friends Roger and Sara, and we get to school around 7:35. I begin classes at 8:00 and finish classes at noon. After that, I have office hours from Monday to Wednesday from noon till 1:00. From 1:00 till 3:00, I prepare my lessons for the next day and correct homework papers. Roger, Sara, and I usually leave the college at 3:00 almost every day. Sometimes Roger and I stop at the Park Pub for one or two glasses of beer. We never drink more than two glasses. I get home around 4:00 o'clock and immediately finish my school work. Usually I work in my garden until it gets dark outside. After that, I eat dinner with my family, read or watch television, and then I go to bed between 10:00 and 11:00 o'clock.

To Students: Tell me about your weekday activities, please.

Weekend Activities

My weekends are very different from my weekdays. On weekends I don't get up at 6:00 AM because I don't have to go to school. I usually get up around 8:30. My first activity is to make and drink a pot of espresso coffee. While I am drinking the coffee, I read the newspaper and listen to music on the radio. Eventually, I make some brunch and take my time eating it. After that, I almost always then go outside to work in my garden or around my yard. If my wife has a job she wants me to do, then I must do as she says because she is the boss of the house. (My sons and I are actually my wife's servants around the house.) Usually I come in from my garden when it gets dark. Then we have dinner and relax for the rest of the evening. I usually go to bed around midnight on weekends.

To Students: Tell me about your weekend activities, please.

Free Time

Everyone needs to have something to do in their free time so that they can relax and enjoy themselves. Relaxing doesn't mean doing nothing or doing easy work, however. For example, I work in my garden to relax. Working in the garden can mean doing very hard work, but for me it makes me feel good and relaxes my mind. The physical work in the garden is different from my usual work as a college teacher. As a teacher, most of my work is mentally hard but physically easy. I don't usually sweat too much at work, but I often sweat while relaxing in my garden. Some people consider working in the garden as "work." I don't consider it as work; I consider it as pleasure. There is an old saying in English: "Different strokes for different folks." What it means is that people are all different in what they like and don't like.

To Students: Tell me what you do to relax when you have free time, please.

My Boyhood Days

My life was very different when I was a boy. For one thing, I didn't have many "real" responsibilities. Basically, all I had to do was feed our animals every day and clean their cages when they got dirty. Also, on Saturdays I had to wash the floors and stairs in the house. Of course, I also had to do all of my school responsibilities, too. In addition, in winter I had to shovel the snow and clear the ice off the sidewalks. After that, though, all I had to do was have fun. In spring and summer, I swam in the pond near my

house and played baseball in an open field near my house. In fall and winter, I played football and went ice skating. Often, my friends and I hung out and did nothing because we had a lot of free time. Life was really very easy then.

To Students: Tell me what you did when you were a young boy or girl, please.

School Days

My school days when I was a boy were different from. Every morning my mother woke me up around 7:00 AM. I hated to get out of bed, especially in winter. My mother made breakfast for my brother, sister, and me. After that, we caught the school bus and spent all day in school. I enjoyed school although I always told my friends that I hated school. Most boys “hated” school although I think that most boys really enjoyed school. We all just said we hated school because it was only girls who loved school and boys didn’t want to be like girls. Yuk! My favorite subjects were history and English. Of course, all the boys “hated” English class. At least that is what we said. I loved it, though, and I especially loved grammar class. I never admitted that I loved grammar class, but I did. Maybe that is why I love teaching grammar now. I believe that I know grammar well now because I paid attention and loved it in school as a boy.

To Students: Tell me about your school days as a boy or girl, please.

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1.13: Answer Key

Answer Key

Exercise (EX) 1, page (P) 16: 1. Second mention, 2. Second mention, 3. Second mention, 4. Second mention, 5. Silent H in hour, logical “snow” on the ground 6. Silent H in honest, D is a consonant, second mention on “husband,” 7. Second mention, logical “floor”

EX 2, P 17: 1. An animal 2. A taxi cab 3. A box 4. A uniform 5. An elephant 6. A dog 7. A small egg 8. An hour 9. A hat 10. A funny man 11. An unusual house 12. An old car 13. A smelly onion 14. An egg sandwich 15. An honest man 6. A good university 17. An orange sweater 18. An apple pie 19. An American citizen 20. A black horse

EX 3, P 17: 1. A, a, The, The, the 2. n, n 3. The 4. the The, the 5. An, The, the 6. the 7. the, at, 8. a, the

EX 4, P 22: 1. Coats 2. Women 3. Babies 4. Days 5. Hours 6. Heroes 7. Dresses 8. Cities 9. Knives 10. Feet 11. Punches 12. Patios 13. Caresses 14. Sandwiches 15. Ladies 16. Toys 17. Teeth 18. Pennies 19. Rashes 20. Faxes 21. Snakes 22. Patches 23. Wishes 24. Taxes 25. Waltzes 26. Wheezes 27. Buses 28. Shelves 29. Watches 30. Radios 31. Persons/people 32. Fish 33. Nannies 34. Nickels 35. Clocks 36. Pianos 37. Windows 38. Boxes 39. Thieves 40. Attorneys

EX 5A, P 23: Various answers

EX 5B, P 23: Various answers

EX 6, P 24: 1. Some 2. Any 3. Any 4. Some 5. Some 6. Any 7. Some, any, 8. Some any 9. Some, any, 10. Some, any

EX 7, P 25: 1. Any, some 2. A, a, some 3. an, a 4. Some, any 5. any, some 6. some, a, Some, a, a 7. A, a, some, some 8. A 9. A, some 10. Some, a, an 11. A, an, some, some 12. Some, 13. any 14. An, a 15. An

EX 8, P 27: 1. Move, moves, moving 2. Listen, listens, listening 3. Watch, watches, watching 4. Use, uses, using 6. Finish, finishes, finishing 7. Put, puts, putting 8. Begin, begins, beginning 9. Waltz, waltzes, waltzing 10. Explain, explains, explaining 11. Chop, chops, chopping 12. Argue, argues, arguing 13. Sort, sorts, sorting 14. Mix, mixes, mixing 15. Get, gets, getting 16. Work, works, working 17. Borrow, borrows, borrowing 18. Lengthen, lengthens, lengthening 19. Hurt, hurts, hurting 20. Buy, buys, buying 21. Mend, mends, mending 22. Enjoy, enjoys, enjoying 23. Trip, trips, tripping 24. Play, plays, playing 25. Have, has, having 26. Punch, punches, punching 27. Spy, spies, spying 28. Halt, halts, halting 29. Party, parties, partying 30. Spin, spins, spinning 31. Burst, bursts, bursting 32. Employ, employs, employing 33. Estimate, estimates, estimating, 34. Go, goes, going 35. Show, shows, showing, 36. Do, does, doing 37. Plug, plugs, plugging 38. Complete, completes, completing 39. Flex, flexes, flexing 40. Flip, flips, flipping 41. Pass, passes, passing

EX 9, P 31: 1. They, them 2. They, him 3. He, her 4. He, them 5. He, it, her 6. They, them 7. They, him 8. He, them 9. She, it, her 10. He, him 11. They, him/her 12. They, them 13. He, it 14. He, her

Ex 10, P 37: 1. My two sons’ room 2. The children’s jobs 3. Mary Ann’s car 4. The workers’ bathroom 5. The student’s book 6. Blanca’s bag 7. The teacher’s sore back 8. The employees’ rules 9. The doctor’s patient 10. The lawyers’ offices

EX 11, P 38: 1. Mr. Bourret’s brother 2. Mark’s wife 3. Tom’s old car 4. My student’s uncle 5. The dog’s tail 6. My son’s pants 7. Roger’s father 8. The girl’s new car 9. Tom’s children 10. The lion’s roar

EX 12, P 38: 1. The children’s school 2. The women’s office 3. The babies’ clothes 4. The carpenters’ tools 5. The lazy students’ homework papers 6. The nurses’ uniforms 7. The students’ books 8. His sisters’ new clothes

EX 13, P 42: 1. In/closet 2. To/ movie, with/friends, after/school 3. On/house 4. Across/river, near/house 5. To/children, at/school, about/crossing 6. Next to/garden, in front of/house 7. During/storm, down/hill/ in back of/house 8. behind/Tom, in/classroom, in/school 9. Outside/house, after/dinner 10. In/garden, without/shirt 11. Upon/shelves, in/bedroom 12. In/lake, during/day, during/summer, with/sons 13. For/girl, in/office, for hours 14. Towards/dog, inside/yard 15. In spite of/danger, on/freeway, on/night 16. In/garage, next to/house 17. Underneath/bed, in/bedroom 18. According to/father, aboard/bus 19. By/man, in/Seattle, in/1922 20. Through/yard, throughout/ night

EX 14, P 43: 1. S the man, V gave, O shotgun 2. S the dog, V ran, S it, V bit, O mailman 3. S The woman, V took, O her son 4. S My wife, V cooked, O dinner 5. S The policeman, V stopped, O motorist 6. S I, V drive, O car 7. S The man, V ate, O cheeseburger

8. S I, V teach, O my students 9. S the mother, V cooked, O chicken, S she, V fed, O her family 10. The children, V were singing, O song 11. S The boy, V punched, O his brother 12. S I, V dropped, O book 13. S The mother, V lost, O her sons 14. S boys, V drank, O a Coke 15. S man, V kissed, O children 16. S I, V have studied, O languages 17. S The child, V burned, O his hand 18. S. Girl, V slapped, O boy, 19. S The lifeguard, V. Saved, O girl, 20. S The truck, V hit, O the boy, 21. S the boy, V should eat, O lunch 22. S The student, V forgot, O books

EX 15, P 44: 1. S Edward, V went, PP into the woods, with the man, from the police department 2. S. The woman, V found, PP three broken plants, on the table, in the kitchen 3. S the teacher, V gave, O the homework assignment, PP to the students 4. S my friend, V spoke, PP to his brother, about their father 5. S She, V cooked, O the best food, PP at the party 6. The fourth boy, V hit, O the girl, PP in the first row, on the arm 7. S girl, V finished, O the exam, PP in the class, in thirty minutes 8. S the doctor, V gave, O injection, PP to the patient 9. S thief, V stole, O jewelry, PP from the jewelry store, 10. S I, V had to cut, O the grass PP in my back yard 11. S man, V failed, O test, PP at the licensing office 12. S the camel, V spit PP into the eye, of its owner 13. S I, V put, O some gas, PP in my car, from work 14. S I, V washed, O my shirts, PP on Saturday morning 15. S We, V swept, O the floors, PP on Saturday 16. S Son, V broke, O mirror, PP on my car 17. S I, V smelled, O smoke, PP in the kitchen 18. S sentences, V help, O students 19 S salmon, V swim, PP against the current, in rivers, on their way, to their place, of birth

EX 16, P 45: 1. Nouns: office, friend, books, Prepositional Phrases: to the office with my friend, for my books 2. Nouns: brother, hamburger, French fries, lunch, Prepositional Phrases: for lunch 3. Nouns: girl, bag, mother, table, Verbs: took, put, Possessive Adjectives: her, her, wooden, Prepositions: from, on 4. Verbs: gave, carried, Prepositional Phrases: to her uncle, for her, to her bedroom, Pronouns: She it, he, it, her 5. Prepositional Phrases: in this class, for there days, Nouns: English, class, days, quarter 6. Articles: The a, a, an, Prepositional Phrases: of milk, for lunch, at school, Verbs: drank, ate, Nouns: boy, glass, milk, sandwich apple, lunch, school

EX 17, P 46: 1. Of the girl, with the red hair, from my hometown 2. In my house, at home 3. At school, before midnight 4. Into the burning house, with the man, from the fire department 5. On the table, in the kitchen 6. To the students 7. About their father 8. In her family, 9. In the kitchen, for cooks and dishwashers 10. In the class, in thirty minutes 11. In the operating room, with his patient 12. By himself 13. Throughout the evening, for four days 14. Despite their bad behavior, in front of our guests, at the party, in our back yard, on Saturday 15. In the car, under the seat, on the floor 16. In spite of his serious illness, to the concert, at the club, with his friends 17. To her daughter's friends, in the kitchen, of their house 18. In the black pants, with the white stripe, up the side, on the next street 19. To their father

EX 18, P 52: 1. I can speak French, but I can't write it well. 2. My sister and my wife like to talk on the phone a couple of times a week. 3. I haven't retired yet. 4. We will go to Bulgaria next year, or some friends will visit us. 5. My students do their homework, and I correct it. 6. I will go home after doing this student handout, for I am getting tired. 7. My brother, my sister, my father, and I all did what my mother said. 8. She is very beautiful but very stupid. 9. We did not lose our camera, not did we lose our money. 10. She felt sick, so she went to the hospital. 11. He had a lot of money in his pocket, yet he stole something from the store. 12. His mother sent her son to the store for some bread. 13. She wanted to buy some clothes and some furniture. 14. They had a party, for it was her birthday. 15. She was very tired, yet she had to go to work.

EX 19, P 53: 1. Fat, happy, old 2. Sunny, hot, humid 3. Small, cute 4. Affectionate, little 4. Small, wooden 5. Shiny, new, red

EX 20, P 54 & 55: 1. Expensive watch, left wrist, beautiful bracelets, right wrist 2. Fat, old, tired man, important guests, unhealthy but delicious food 3. Polite and smart sons, lazy and messy sons (they) 4. Frantic, young mother, small daughter 5. Economical wives, happy families 6. Affectionate girls, frail, old grandmother 7. Graceful, Asian dancer, beautiful bird, sunny day 8. Enthusiastic students, happy students, apathetic students, lazy students 9. Good, nutritious meal, sweet unhealthy meal 10. Warm, sunny days, good days

EX 21, P 56: 1. Laughed loudly 2. Drive slowly and carefully 3. Spoke politely, impolitely and angrily 4. Learn quickly and accurately 5. Type carefully 6. Write carefully and neatly 7. Worked rapidly and efficiently 8. Starts dependably 9. Danced gracefully 10. Spoke affectionately, 11. Arrives promptly 12. Waited anxiously

EX 22, P 57: 1. Speaks Japanese and English fluently 2. Used to mend my clothes carefully 3. Tend to spend their money quickly and foolishly 4. Served their guests graciously 5. Did their English homework rapidly and carelessly 6. Answered their teacher sadly 7. Attacked the policeman violently 8. Treats his employees generously 9. Played the red violin sadly and beautifully 10. Do their job quickly and efficiently 11. Patted head affectionately 12. Shook the ground violently 13. Ran frantically and rapidly 14.

Went down foolishly 15. Moved over the land rapidly and violently 16. Sat and watched the television sleepily 17. Barked loudly 18. Was studying his lesson quietly 19. Ate lunch hungrily 20. Play with each other noisily and roughly

EX 23, P 59: 1. Reliable reliably 2. Angry angrily 3. Sympathetic sympathetically 4. Comfortable comfortably 5. Busy busily 6. Noisy noisily 7. Legible legibly 8. Sarcastic sarcastically 9. Heroic heroically 10. Rapid rapidly 11. Energetic energetically 12. Patient patiently, 13. Lazy lazily 14. Laughable laughably 15. Democratic democratically 16. Horrible horribly 17. Successful successfully 18. Ambitious ambitiously

EX 24, P 60: 1. Dependable dependably 2. Rough roughly 3. Allergic allergically 4. Edible (no adverb form) 5. Fussy fussily 6. Odd oddly 7. Illegible illegibly 8. Historic historically 9. Helpful helpfully 10. Quick quickly 11. Eccentric eccentrically 12. Impatient impatiently 13. Jumpy jumpily 14. Enjoyable enjoyably 15. Lethargic lethargically 16. Terrible terribly 17. Awful awfully 18. Superstitious superstitiously 19. Slow slowly 20. Foolish foolishly 21. Sloppy sloppily 22. Peaceful peacefully 23. Courteous courteously 24. Courageous courageously

EX 25, P 62 & 63: Play plays playing 2. Dream dreams dreaming 3. Switch switches switching 4. Carry carries carrying 5. Refuse refuses, refusing 6. Polish, polishes, polishing 7. Get gets getting 8. Begin begins beginning 9. Have has having 10. Complain complains complaining 11. Drop drops dropping 12. Argue argues arguing 13. Sort sorts sorting 14. Wax waxes waxing 15. Set sets setting 16. Work works working 17. Borrow borrows borrowing 18. Tighten tightens tightening 19. Hurt hurts hurting 20. Fly flies flying 21. Mend mends mending 22. Enjoy enjoys enjoying 23. Trap traps trapping 24. Stay stays staying 25. Hail hails hailing 26. Pinch pinches pinching 27. Spy spies spying 28. Halt halts halting 29. Party parties partying 30. Spin spins spinning 31. Burn burns burning 32. Employ employs employing 33. Estimate estimates estimating 34. Track tracks tracking 35. Show shows showing 36. Do does doing 37. Plug plugs plugging 38. Satisfy satisfies satisfying 39. Flick flicks flicking 40. Flop flops flopping 41. Dress dresses dressing 42. Spank spans spanking

EX 26, P 66: 1. Is coming 2. Am writing 3. Is sitting 4. Are buying 5. Are studying 6. Is doing 7. Are thinking 8. Are wearing 9. Is singing 10. Is playing 11. Is turning around 12. Is giving 13. Are drawing 14. Am carrying 15. is raining 16. Are listening to 17. Are answering 18. Is biting 19. Is feeling

EX 27, P 67: 1. I am not riding 2. You are not writing 3. I am not fighting 4. It is not freezing 5. I am not biting 6. We are not drawing 7. Class is not beginning 8. You are not driving 9. We are not going 10. Your wife is not feeding 11. The sun is not shining 12. I am not flying

EX 28, P 68: 1. Are studying 2. Isn't driving 3. Is raining 4. Are walking 5. Isn't attending 7. Am not planting 8. Is shining 9. Are learning 10. Is getting 11. Are driving and looking at 12. Am not working 13. Are the girls making 14. Is the student studying 15. Isn't playing 16. Aren't helping 17. Are you watching 18. Is the boy eating 19. Are the police looking for

EX 19, P 69: 1. You aren't taking 2. The day isn't getting 3. My wife and sons aren't arguing 4. The vegetables aren't growing 5. All of the boys aren't carrying 6. The dog and the cat aren't sleeping 7. I am not wearing 8. Some of the students aren't studying 9. Most of you aren't using 10. You aren't answering 11. We aren't all watching 12. Some students aren't wearing

EX 30, P 70: Various answers

EX 31, P71: 1. Are we living 2. Are some people wearing 3. Am I using 4. Is my wife working 5. Is a dog barking 6. Is something burning 7. Am I wearing 8. Is an old lady talking 9. Are both of my sons working 10. Are some boys playing 11. Is it raining 12. Is a student helping

EX 32, P 74: 1. Where are the boys taking their books with them? 2. What is my sister smoking now? 3. What are we learning in English now? 4. When are my students coming to school? 5. When are you learning to speak English in class? 6. Who is the dog following to school? 7. What am I writing now? 8. When are you studying English? 9. Where is the teacher sitting now? 10. Where is my sister living now? 11. Where are we taking the car? 12. What are my sons using in their room? 13. What is the woman singing on the radio now? 14. Which language is my wife speaking with her friends in the living room? 15. Where is the plane flying? 16. Whose dog are some boys playing with in the park? 17. Which sentences am I writing on my computer? 18. How many books is the boy holding? 19. How is the old man walking down the street? 20. Whom am I talking to?

EX 33, P 76: 1. Where is my old classmate coming for a vacation? Why is my old classmate coming to Seattle? 2. Whom are the students listening to in class now? When are the students listening to the teacher? 3. Whose father is the girl buying a birthday present for in K-Mart? What is the girl buying for her father in K-Mart? 4. Where is the woman chasing the thief? Whom is the

woman chasing down the sidewalk? 5. Whose brother am I waiting for at the Pine Street bus stop in Seattle now? Where am I waiting for my student's brother now? 6. Whom is the woman waiting for because she needs a ride to work? Why is the woman waiting for her son?

EX 34, P 77 & 78: 1. Where is the boy running now? 2. Whose pots and pans is my son carrying for her? 3. What kind of clothes are some students wearing today? 4. Which lady is my student talking to? 5. What are my son and my wife watching now? 6. When am I writing my lesson plans in the kitchen? 7. How many pencils is the student carrying in her bag? 8. What is a mechanic fixing for me? 9. Whom is my dog walking with right now? 10. Why are some students studying very hard? 11. Whom are they thinking about now? 12. What is my neighbor's son playing now? 13. When is the vacation from school beginning? 14. How is the weather getting? 15. Where am I writing this exercise? 16. Where is my son living now? 17. Whom is my wife teaching how to cook in the kitchen now? 18. What is my wife watching on TV now?

EX 35, P 79: 1. Who is playing with his dogs now? 2. Who is speaking in the hallway now? 3. Whose brother is looking for her lost books? 4. How many brothers are fighting with their sister? 5. Who is discussing their husbands? 6. Who is thinking about my sister and brother? 7. What is blocking the intersection? 8. Which man is asking to see his sons? 9. How many dogs are licking the boy's face?

EX 36, P 83: 1. Want 2. Likes 3. Helps 4. Communicates 5. Love 6. Bothers 7. Makes 8. Walk 9. Enjoys 10. Washes 11. Want 12. Does 13. Repairs 14. Have 15. Sleeps 16. Go 17. Hurts 18. Tastes 19. Writes 20. Enjoy 21. Lives 22. Listen to

EX 37, P 84: Various answers

EX 38, P 85: 1. Doesn't try, 2. Doesn't eat, 3. Don't write, 4. Doesn't fix, 5. Don't take, 6. Doesn't rain, 7. Don't make, 8. Doesn't reach, 9. Doesn't have, 10. Doesn't carry, 11. Don't like, 12. Don't have to learn, 13. Doesn't like

EX 39, P 86: Various answers

EX 40, P 87: Various answers

EX 41, P 88: 1. Does the woman have 2. Do my sons make 3. Does she speak 4. Do my sons make 5. Do some students always do 6. Do I enjoy 7. Does the sun shine 8. Does a bus driver have 9. Do we use 10. Do good students try 11. Does a postman deliver 12. Do children like 13. Does learning to speak English take 14. Do girls wear 15. Does my sister buy

EX 42, P 89: 1. Does my dog bark 2. Do cats sleep 3. Does a job application take 4. Does this exercise have 5. Does gas for my car cost 6. Does my son have 7. Are you making 8. Do you often make 9. Does smoking cause 10. Do I always grow 11. Do days get 12. Am I writing 13. Does the teacher often write 14. Do most women have to do 15. Does a new student come

EX 43, P 90: 1. Does the woman have ... No, she doesn't have 2. Does she talk ... No, she doesn't talk 3. Does the boy draw ... No, he doesn't draw 4. Do my neighbors make ... No, they don't make 5. Do some students always use pens ... No, some students don't always use 6. Do I enjoy ... No, I don't enjoy 7. Does the moon shine ... No, it doesn't shine 8. Does a cab driver have ... No, a cab driver doesn't have, 9. Do we use ... No, we don't use, 10. Do my students try ... No, they don't try 11. Does a doctor see ... No, a doctor doesn't see

EX 44, P 91: 1. Spend, go 2. Is walking 3. Is sleeping 4. Pay 5. Aren't doing, are watching 6. Is barking, is bothering 7. Wake up, have 8. Doesn't live, lives (isn't living, is living) 9. Am typing, are sleeping 10. Stay up 11. Are thinking 12. Think 13. Are, want 14. Runs, wants 15. Takes, requires 16. Love 17. Is wagging

EX 45, P 92: 1. What color hair does the woman have? 2. Whom does she speak to on the bus? 3. How many cups of coffee do I drink in the morning? 4. How much noise are my sons making at my house? 5. Whose car does John always use on Thursdays? 6. What do I enjoy teaching? 7. When does the sun shine? 8. How much responsibility does a bus driver have? 9. Which computer lab are we using now? 10. How do good students try? 11. When does a postman deliver mail? 12. Whose computer do my children like to play computer games on? 13. How much time does learning to speak English take? 14. Which clothes does my son wear when he works in my garden? 15. Whose grandchildren is my sister buying toys for at Toys 'R Us right now? 16. When does my dog bark for food? 17. How much sleep do cats get a day? 18. Whom does a job application take a long time to fill out? 19. How many sentences does this exercise have? 20. How much does gas for my car cost? 21. Whose brother do I speak to on the phone once in a while?

EX 46, P 95: Who likes to ride horses in the afternoon? When do the boys like to ride horses? 2. Who swims in the ocean with his sons? Whom does the man swim in the ocean with? 3. How much ice cream does the young boy eat every afternoon? What does the boy eat every afternoon? 4. Who do I give presents to every year? Whose teachers do I give presents to every year? 5. Who buys expensive cars? What do some people buy? 6. How many boys play football every afternoon? What do some boys play every afternoon? When do some boys play football?

EX 47, P 96: 1. Who buys gas for his car once a week? 2. What sleeps in the kitchen at our house? 3. What gives the new every hour? 4. What costs \$45.00 at the bookstore? 5. Who goes to the restaurant twice a week? 6. What makes me nervous? 7. Who eats in the food court at noon? 8. Who gets in trouble more than girls? 9. What lays eggs every day? 10. Who sometimes argues with their mother?

EX 48, P 99: Various answers

EX 49, P 103: 1. Went 2. Ate 3. Intended 4. Had, played 5. Made 6. Wasn't 7. Hung out 8. Liked to look 9. Fixed 10. Came 11. Drove 12. Bound, sent 13. Fed 14. Crept, played 15. Helped 16. Planted 17. Froze 18. Mowed 19. Rang 20. Thought about, was 21. Wept, thought about 22. Tore 23. Pulled 24. Wrote, travelled 25. Swam 26. Opened 27. Smoked 28. Had to spend 29. Taught 30. Slept 31. Did

EX 50, P 105: 1. Didn't intend 2. Didn't have 3. Didn't let 4. Didn't remember 5. Didn't borrow 6. Didn't arrest 7. Didn't forget 8. Wasn't 9. Didn't bring 10. Didn't help 11. Didn't make 12. Didn't wish 13. Didn't invent 14. Didn't correct 15. Didn't fly

EX 51, P 106: 1. Didn't fall 2. Didn't freeze 3. Didn't lose 4. Didn't blow out 5. Didn't invade 6. Didn't collect 7. Didn't see 8. Didn't fight 9. Didn't hate 10. Didn't interview 11. Didn't wear 12. Didn't shop 13. Didn't release 14. Didn't hear 15. Didn't reject

EX 52, P 107: Didn't prove 2. Didn't sweep 3. Didn't shut 4. Didn't quit 5. Didn't sit 6. Weren't sliding 7. Didn't shrink 8. Didn't split 9. Didn't seek 10. Didn't run 11. Didn't pick 12. Didn't sell 13. Didn't ride 14. Didn't sink 15. Didn't shake

EX 53, P 108: 1. Did we intend 2. Did he have 3. Did he let 4. Did he forget to take 5. Did she borrow 6. Did the police arrest 7. Did I forget 8. Was last Thursday 9. Did Tom bring 10. Did he help 11. Did the girls make 12. Did I wish 13. Did he invent 14. Did the teacher correct 15. Did the businessman take

EX 54, P 109: 1. What color hair did my girlfriend have? 2. Whom did she speak to on the train? 3. How many cups of coffee did I drink in the morning? 4. What were my sons making at my house? 5. Whose car did John always use in the evening? 6. What did I enjoy teaching? 7. When did the sun shine? 8. How much responsibility did a teacher have? 9. Which computer lab were we using yesterday morning? 10. How did good students always try in school? 11. What did the postman deliver late yesterday?

EX 55, P 110: 1. Whose computer did my children want to play computer games on? 2. How much time did learning to speak English take? 3. Which clothes did my son wear when he worked in my garden? 4. Whose grandchildren was my sister buying school clothes for last week? 5. When did my dog bark for food? 6. How much sleep did my cat always get? 7. How much time did a job application take to fill out? 8. How many sentences did yesterday's assignment have? 9. How much did gas for my car cost yesterday? Whose brother did I speak to on the phone earlier this morning? 11. When did I rewrite these sentences?

EX 56, P 112: 1. I stopped to buy coffee while I was driving to school. 2. While I was working in my office, I got a phone call from my wife. 3. While I was speaking to my son, I told him about a party. 4. I broke a glass while I was helping my wife in the kitchen. 5. While I was watching television, I fell asleep. 6. While I was eating breakfast, I opened a window in my kitchen. 7. While I was shopping with my sons, I bought two toys for them. 8. While I was drinking coffee with a friend, I saw a pretty girl walking across the street. 9. I had a nightmare while I was sleeping. 10. While I was doing my homework, I took a break. 11. While I was mowing the lawn, my lawnmower ran out of gas. 12. I answered the phone while I was reading the newspaper. 13. I answered the teacher's question while I was sitting in class.

EX 57, P 113: 1. Were weren't eating lunch ... 2. We didn't eat ... 3. I wasn't writing ... 4. I didn't write ... 5. My sons weren't talking ... 6. My sons didn't speak ... 7. The man's girlfriend wasn't making ... 8. The man's girlfriend didn't make ... 9. The boy wasn't watching ... 10. The boy didn't watch ... 11. The team wasn't winning ... 12. The team didn't win

EX 58, P 114: 1. We didn't fly ... 2. Mt sons weren't eating ... 3. I didn't feel ... 4. The president didn't speak ... 5. I didn't see ... 6. My mother wasn't cooking ... 7. The girl wasn't eating ... 8. We didn't shake ... 9. My friend didn't steal ... 10. They weren't taking ... 11. The girl didn't blow out ... 12. We weren't sleeping ...

EX 59, P 119: 1. My, I, Tie, Brazil 2. Learning, English 3. My, Roger, I, Iran, Afghanistan, Pakistan, India, Nepal 3. South Attleboro, Massachusetts, I 5. My, André, I, Rosanne, Providence, Rhode Island, Atlantic, Ocean 6. For, I, Bridgewater State College, Lesley University 7. The Cascade Mountains 8. The, Seattle, Safeco Field, 9. The Microsoft, Redmond, Washington, Seattle 10. My, Africa, Asia, Central America, North America, Mexico, North America 11. I President Obama, I, Instead, I, Rocky Anderson, Utah

EX 60, P 120: 1. While, I, I, Pine Street, Fifth Avenue, Benson Building 2. Dr. Woo, 3. The, Monday, Tuesday, Thursday 4. Although, John F. Kennedy 5. It's, Billy 6. They'll, J. J. Johnson 7. Wow, Did, Cadillac, Andersons 7. The, I Mrs. Simpson, Bart's 8. I 10. My, Carl I 11. By 12. We, Seattle, Washington, America 13. The Kent State University, Wednesday, Joseph P. Billings Auditorium 14. I, Ellen 15. Sometimes 16. Have, Seattle 17. My, Canada, Italy, America 18. My, I, French, English

EX 61, P 121: 1. We, Cascade Court, Friday 2. My, I, Massachusetts 3. The, I, I, Atlantic Ocean 4. My, Monday, Friday 5. On, Veterans Day, May 6. In, Cascade Mountains, Seattle 7. I, Mount Rainier, American, Lisa, Lance 8. I, Mediterranean Sea, Europe, Alex, André 9. The, Seattle Mariners, Seattle, Safeco Field, April, October 10. My, Matt's Auto Center, Greenwood, Green Lake 11. Independence Day, America, Fourth, July 12. John, Do, I, Lake Washington 13. Seattle Central College, Capitol Hill, Seattle 14. Teachers 15. My, Rosanne, Rhode Island, Atlantic Ocean 16. We, Subaru Legacy, Tony's One Stop Auto Body, Greenwood Avenue North, North Seattle 17. I, President Obama, Monday 18. George W. Bush, United States 19. All, ESL

EX 62, P 122: 1. Mary, Bob, Space Needle, Seattle Center 2. On Mount Baker, Bellingham, Washington 3. I, Ford Taurus, Monday, Friday 4. Both, Alex, André, Group Health Hospital, Capitol Hill 5. The, University, Washington, Washington 6. My, December 7. I, Green Lake, Lake Washington, I, Idaho, 8. T, Twin Towers, World Trade Center, New York City, September I, Alaska 9. The, United States', Mount Rushmore, North Dakota, South Dakota 10. Martin Luther King Junior 11. My, Seattle Mariners, Safeco Field 12. Elliot Bay, Seattle, Pike Place Market, Seattle 13. My, I, Australia, Indonesia, Singapore, 14. Chinese New Year, Tet, Vietnam, January, February 15. The, Pacific Ocean, Atlantic Ocean, United States, America, Asia, Europe

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2.1: Two-word Verbs

Two-Word Verbs

Two-word verbs are verbs that are made up of two or three words combined together to have one meaning. [I will call all of these verbs as two-word verbs whether they are two or three words. For example, the two-word verb *put off* means to *delay* or *postpone* (not do something now but wait to do it later on). *I put off doing my homework until Sunday evening.* Another example is the three-word verb *catch up with* which means *overtake* or *become equal to*. *I was absent from school for one week, but I studied everything I missed and caught up with the other students in the class.* Most of the time native speakers of English use two-word verbs in normal speech and writing. Unfortunately for non-native speakers, there are thousands of two and three-word verbs in English. Luckily, with experience with the English language, many of these words are learned by non-native speakers just by natural exposure to the language. Non-native speakers gain an understanding of or feeling for these words by listening to people use them and then eventually using them themselves as often as necessary.

Two-word verbs are called **separable (S)** or **non-separable (NS)**. By separable, I mean that the two words can be **kept together** or **separated** with nouns or pronouns, either coming after them or between the parts of the verb. For example, *look up* means to find information from a book, a dictionary, online, a bus schedule, etc. For example, I can say, “*I **looked up** the new word in a dictionary.*” Or I can say, “*I **looked** the new word **up** in a dictionary.*” Or I can say, *I **looked it up**.*” All three forms are examples of good English. On the other hand, by non-separable I mean that the two words cannot be separated. For example, *look at* means *observe* or *direct one’s eyes at*. For example, I can say “*I **looked at** the two children playing on the beach.*” Or I can say, *I **looked at** them playing on the beach.*” However, I can not say “*I **looked** the children **at** playing on the beach.*” As well, I cannot say, *I **looked** them **at** playing on the beach.*” Many times in English if a speaker uses non-separable, two-word verbs as separable two-word verbs, a native speaker will not have any idea what the non-native speaker is trying to say. It can be very confusing for a native speaker.

Two-word verbs can either be *transitive* or *intransitive*. Transitive means that the verb can have an object. Most two-word verbs are transitive. For example, in the sentences, *The boy **handed in** his homework,* his homework is the object of the verb hand in. Also in, “*I **looked for** the teacher in room CAS 210,*” the teacher is the object of the verb looked for. Intransitive means that the verb cannot have an object. For example, in the sentences, “*I always **get up** at 6:00 AM when I have to go to work,*” **get up** cannot be followed by a noun. Also in, *I **got up** and went to the bathroom last night,* **got up** cannot have an object. Basically, in transitive sentences, the subject of the sentences does the action, the verb is the action, and the object receives the action. In intransitive sentences, the subject does the action, the verb is the action and THE SUBJECT ALSO RECEIVES THE ACTION. Other examples of intransitive verbs are as follows:

boil over The water in the pot **boiled over** onto the stove.

cloud up The sky is **clouding up**. I looks like it will rain soon.

come over We told the boys to **come over** for dinner on Wednesday.

get together We always **get together** at our grandmother’s house for dinner on Sundays.

head out After dinner, we always **headed out** to other places.

Two-word verbs always have a preposition as part of the verb phrase. When prepositions are part of a two-word verbs, they are called particles, not prepositions.

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2.1.1: Lesson 1

Lesson One

1. Ask for: NS; request something

The student asked for help with his homework. I asked for a hamburger at the restaurant.

2. Feel up to: NS; be able physically or mentally to do something, feel well enough

The old man was weak and didn't feel up to going for a long walk. After I had had the flu, I didn't feel up to going to work.

3. Keep up with: NS; stay even with someone else in studying, running, making money, work at the same pace as someone else, know the current news or ideas or sports

My son in Japan hasn't kept up with his piano playing since he went to Japan. I keep up with the news by reading the newspaper and looking at the internet.

4. Work out: NS, I; do physical exercise to get or stay in good physical condition

Some people work out at home, while others work out in gyms. I like to work out on a stationary bicycle. Some people work out seven days a week.

5. Knock out: S; hit someone in the head and the person loses consciousness

The bigger fighter knocked out the smaller one in 25 seconds. When the man fell off the horse, he hit his head and was knocked out for ten minutes.

6. Wear out: S; become weaker and not as good because of age and use

I wore out my athletic shoes after a few months by playing basketball every day. The tires on my car wore out after only 25,000 miles.

7. Go on: NS, I; continue, not stop

When the man stopped talking, the policeman told him to go on and continue with his report. The boring movie seemed to go on and on and on.

8. Pass out: NS, I; lose consciousness due to sickness or drinking too much alcohol, or being very tired, faint

The old man passed out after drinking wine with his old friends all day. When the boy played in the hot sun without a hat on or drinking any water, he passed out and had to be taken to a hospital.

9. Black out: NS, I; the same as "pass out"

When the sick man stood up too quickly, he blacked out. The young boy drank whiskey and blacked out on the living room floor.

10. Be cut out for: NS; (Usually used in the negative), made for, suited for, good for

I was not cut out for being a professional athlete because I was never fast enough. Some men are not cut out for doing office work. Because I am polite, competent, and patient, I was cut out to be a teacher.

11. Point out: S; show something exactly, often with one's index finger

The wife pointed out to her husband on the map where exactly they were. As a teacher, I point out student mistakes on their homework papers and tests.

12. Warm up: S; practice or exercise for a short time before a game or show begins

Football players warm up before a game by running around and doing mild exercises. I am giving you these two-word verbs as a warm up exercise before I do grammar and other work in class every day.

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2.1.2: Lesson 2

Lesson Two

1. Turn against: NS, I; stop helping, being hostile to a former friend

My son turned against his old friend because his old friend was a thief. Some people, especially Republicans, turned against Barak Obama as soon as he became president.

2. Turn some against someone else: S; make one person not like another person whom he/she used to like

President Bush and President Obama's wars against Iraq, Afghanistan, Pakistan, Somalia, and Iran have turned many Muslim people in the world against the United States. When the husband cheated on his wife with a younger woman, she turned her friends against her husband.

3. Nose out: S; win by a very small margin, almost lose but win in the end

The Seattle Seahawks nosed out the San Francisco Forty-Niners on Sunday, 23 to 21. On the exam, the student with a 97% nosed out the student with the 96%.

4. Catch up with: NS; come up from behind to get even with someone else

We left home an hour after our friends, but after an hour we caught up with them. Even though John had missed three weeks of class, he caught up with his classmate and even got the highest score on the last exam.

5. Side with: NS; agree with another person's opinion, support someone else's idea

I sided with my wife when she and my elder son were arguing. I usually sided with my sister when she and my brother were arguing. I sometimes don't side with the U. S. government.

6. Beat out: S; win against another person in a competition for a job, a contract, a place on a team, etc.

President Obama beat out Mitt Romney for president in the 2012 election. My son beat out many other composers for the music composition job.

7. Hang on: NS, I; wait, often said on the phone

I needed to talk to my wife, so I called home. My son answered the phone and told me to hang on that he would give the phone to my wife. I wanted to talk to a dean and I called his office. The secretary said to hang on that she would check to see if he was in.

8. Carry on: NS, I; continue, don't stop

When the military general walked into the room and everyone became quiet, he said, "Carry on, please. Do whatever you were doing." My wife and my sister often carry on very long conversations on the phone.

9. Stand up for: NS; support, take someone's side, talk in favor of something

My son stood up for his friend when people were saying bad things about him. My son told them that they were wrong. People should stand up for what they believe in.

10. Be faced with: encounter something bad that causes you difficulty

Many families are faced with financial problems when someone in the family loses a job. My sister was faced with cancer many years ago and is again faced with more cancer.

11. Push on: S, I; continue trying to do something in difficult situations

The sick old man pushed on until he just got too tired and died. The student had a very difficult situation. His wife was sick, his son hated school, he was in debt, but he kept pushing on, he wouldn't give up.

12. Come through: NS; be successful in the end; not die from a serious illness; support someone when he/she really needs it

The woman lost her job and had no money, but her uncle found out about her situation and came through with enough money so that she didn't have to worry. My friend said that he could get me a job at Boeing Aircraft, and he came through and got me the job.

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2.1.3: Lesson 3

Lesson Three

1. Accuse someone of something: NS; say that someone did something wrong

The police accused my friend of robbing the bank. My wife accused my son of breaking one of her dishes. The teacher accused the students of cheating on the exam.

2. Decide on: NS; choose or select after thinking

Every evening I need to decide on which shirt I am going to wear the next day. When we go to restaurants, we need to decide on what we want to eat.

3. Prevent from: S; stop from doing something

Parents try to prevent their children from getting into trouble. I tried to prevent my sons from playing video games until they finished their homework.

4. Approve of: NS; agree that something is good or a good idea

I have always approved of my sons' friends. They have always been smart, well-mannered, and good boys. I don't approve of smoking. I think it is a bad, unhealthy, smelly, and expensive habit. I approve of students going to school six days a week.

5. Depend on: NS; rely on, necessary to work well

Children depend on their parents for everything until they are grown up. I depend on my car to get to work and home again. Students depend on teachers to teach them well.

6. Prepare for: S; work one does before he/she does another job

I prepare for each class the night before I teach it. Before people come to our house for a party, we prepare for company by cleaning the house and organizing everything.

7. Agree with: NS; have the same opinion as someone else

I agree with my sister about most things. We always think alike. I very often don't agree with the decisions my government makes. I agree with teachers who like to give homework.

8. Dream about: NS; think about and wish for something

Many people dream about the day they can retire from their jobs. I sometimes dream about warm places during the cold, wet winter months in Seattle.

9. Apply for: NS; attempt to get something by filling out an application

Students should apply for as many scholarships as possible because scholarships give students free money. If you don't have a job, you need to apply for one soon.

10. Argue with: NS; disagree with someone; fight by words

I don't like to argue with my wife because she gets mad if I win and sad if she loses. No matter what, I lose when we argue. I have never argued with my sons because they have always done what I asked them to do.

11. Get along with: NS; not fight or argue with someone

I have gotten along with almost everyone I have ever met. Sometimes cats and dogs don't get along with each other. My sister, brother, and I always got along well with each other.

12. Recover from: NS; get better after being sick or injured

My friend got very sick with the flu, and it took her three weeks to recover from it. When my friend's daughter died in a car accident, it took him many years to recover from the sadness he felt. Sometimes people never recover from situations.

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2.1.4: Lesson 4

Lesson Four

1. Apologize to someone for something; NS; say you are sorry to someone for doing something bad or not good

My son apologized to his mother for arguing with her. Sometimes it is necessary to apologize for your behavior to someone whom you have hurt.

2. Get back from: NS; return

I usually get back (home) from school about 3:30 in the afternoon. I got back from Asia in 1978 on October 28, 1978.

3. Refer to: S; speak about a person or a book to get information

When my son asked me about a problem with his car that I couldn't answer, I referred him to my mechanic. When I was talking about the Seattle baseball team, I was referring to the Seattle Mariners. When I talked about bad traffic, I was referring to Seattle's traffic.

4. Worry about: NS; be nervous about a person or situation

Some people worry about their children too much. I am one of those people. I worry about America getting into a war with Iran. It would be very stupid to do so.

5. Get rid of: NS; throw away

I got rid of a lot of useless stuff when I cleaned out my garage. Every week we get rid of the garbage and trash in my house on Wednesdays.

6. Relate to: NS; connect to or understand a situation

I can relate to how it feels when a child loses a father because my father died when I was a boy. It is hard for me to relate to dishonest people because I have always been an honest man.

7. Become of: NS; what happened to or will happen to someone or something, said of someone or something that is missing

What became of my old friend Bob Crouch? I wonder what happened to him. We haven't spoken for about 20 years. My son lost his jacket that his grandmother gave him. I wonder what became of it. I wonder what will become of my boys when they are old men.

8. Get through with: NS; finish with something

My student got through with her homework before she went out shopping. We got through with our dinner last night at 8:00 PM. I got through with my university work many years ago.

9. Search for: NS; look for, try to find something

My wife searched for her lost keys for over an hour last night. The police are searching for the men who robbed the bank in North Seattle. My friend is searching for a job.

10. Belong to: NS; own something

My house belongs to my wife and me. I have a lot of books that belong to me in my office.

11. Have confidence in: NS; belief that someone can do something well

I have confidence in my students' ability to learn English. I have confidence in my doctor that he can take care of me well. I have confidence in my sons' future.

12. See about: NS; a need to take care of a problem or fix something

I need to see about getting some new tires for my car. I have to see about writing an examination for this class. My son has to see about fixing his basement ceiling.

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2.1.5: Lesson 5

Lesson Five

1. Borrow from: S; ask someone to give you something that you then must give back

I borrowed a ladder from my neighbor because I needed to get on my roof. My friend borrowed a lot of money from the bank in order to buy a house.

2. Have influence over: NS; some power over another person to do something

Young criminals with lots of money can have a lot of bad influence over young boys and girls who are poor. A person's religion has a lot of influence over what he/she does and how he/she thinks.

3. Separate from: S; take one thing away from another thing, break into parts

It is hard to separate young children from their mothers if there are strangers around. When companies make skim milk, they separate cream from milk. That is how they make 2% milk.

4. Comment on: NS; say something about something else

The old women commented on how things were different nowadays from when they were girls. Teachers often comment on how well or how poorly some students are doing in their classes.

5. Have an opportunity for: NS; have a good chance to do something

Many of you will have the opportunity for going to college or university now that you are in America. You will have the opportunity for learning a skill or profession if you study hard.

6. Stop from: S; prevent from, not allow

People are stopped from speeding on the streets by the police. My wife stops people from smoking inside our house.

7. Communicate with: NS; speak or write to someone

I often communicate with my sister in Rhode Island by telephone. My friends in California communicate with me by email usually.

8. Have patience with: NS; not get angry because of a delay, wait without being angry, stay calm even though something is taking a lot of time

My father always had patience with my friends and me when he took us fishing. He never got angry at us for anything. Good teachers have to have patience with their students.

9. Substitute for: S; replace one thing or person with another thing or person

I almost never use sugar. I substitute honey for sugar whenever possible. I sometimes substitute for a teacher who is absent from school. There are no substitutes for honesty and kindness.

10. Compare with: S; judge two things or people

People never compared my brother with me. We were quite different in many ways. When I compare Seattle with many other cities in America, I am glad I live here.

11. Insist on: NS; demand, require, not take “no” or an answer

I insist on my students’ skipping lines when doing homework. My mother insisted on our being polite with older people when we were kids.

12. Subtract from: S; take something away from something else, lessen a quantity from another quantity

When you subtract the taxes and other deductions and fees from you salary, you have a lot less money. When you make mistakes on exams, I subtract points from your total score.

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2.1.6: Lesson 6

Lesson Six

1. Complain about: NS; say what you don't like about something

My wife used to always complain about our sons' not cleaning their bedroom when they were young. We went to a restaurant last week and the food was expensive but not good and my wife complained about it to the owner.

2. Introduce to: S; have one person meet another person for the first time, tell about a topic to people for the first time

I introduced my friend Jerry to my friend Doug a couple of weeks ago at a bar. I have introduced adjectives and adverbs to this class.

3. Succeed in: NS; have success in something

My sons succeeded in graduating from university and getting good jobs. You will all succeed in speaking good English some day.

4. Compliment on: S; say something nice to someone about them

I sometimes compliment some students on their nice handwriting. I complimented a woman on how nice her new hairdo looked.

5. Keep on: NS; continue, not stop

I hope to keep on working in my garden after I retire. I plan on keeping on living in Seattle until I die.

6. Talk about: NS; discuss with someone about a specific subject

My friend Ed and I were talking about the Seattle Mariners, Seattle's baseball team, in a bar the other night. My sister and I talk about when we were kids and things we did with our old friends a lot. People talk about the rainy weather a lot in Seattle, especially during winter.

7. Congratulate on: S; praise someone for winning something or having good luck

Many people congratulated Jane on winning the teacher of the year award. When my son gets married in September, I will congratulate him on his wedding.

8. Laugh about: NS; laugh at a certain event

My friend Doug and I laugh about the time in India when he had an ear infection and he had a sidewalk "ear doctor" clean his ears out. The "doctor" poured some fluid in Doug's ear that made the ear smoke and also made Doug jump up off the sidewalk. It was extremely funny. My friend Roger and I often laugh about the time he picked up my brother and sister at the airport in Iran when they came to visit me.

9. Throw away: S; get rid of something in the trash

People in America throw away too many things in the trash that are still good. I never throw anything away that I might be able to use again some day.

10. Concentrate on: NS; strongly think a lot about something, pay strong attention to something

When kids play video games, they concentrate on the video screen. All of you are concentrating on learning English.

11. Learn about: NS; get an education about a certain subject

You are all learning about English grammar and vocabulary in this book. I have learned a lot about the world from travelling around and visiting and living in many countries.

12. Vote for: NS; try to elect a person to a political position, to support an idea

I only vote for people I want to see win. However, most of the people I vote for don't win elections. I didn't vote for Ronald Reagan for president in 1980. I voted for Bernie Sanders in the caucuses.

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2.1.7: Lesson 7

Lesson Seven

1. Consent to: NS; agree, say yes

When my son wanted to go to the University of Puget Sound, I consented to it even though I knew it would cost me a lot of money. When students tell me that they want to miss a day at school or need to be late every day, I always consent, but I also tell them that they are still responsible for the work they miss.

2. Look forward to: NS; wait for something that you want to happen or do

Children look forward to the Christmas holiday because they get lots of presents from relatives. I looked forward to going to my son's wedding in Japan last September.

3. Waste money or time on: NS; not use money or time wisely, spend money or time foolishly

A lot of kids waste money on candy. Neither my wife nor I ever waste money. Some people waste a lot of time watching stupid television programs.

4. Consist of: NS; parts that make up a whole

My classes always consist of students who come from countries all over the world. A cake consists of flour, sugar, butter, eggs, and baking powder.

5. Object to: NS; not agree with, say no to someone or something

I object to people smoking in my car. I object to students' buying books because books are very expensive. I object to people using dangerous drugs.

6. Decide between: NS; choose between

When shopping, it is sometimes hard to decide between one pair of shoes and another pair of shoes. When I was in a restaurant last week, I had a hard time deciding between ordering a hamburger and a bowl of soup.

7. Participate in: NS; be an active member in a group

Students must participate in class if they want to learn well. Teachers have to participate in lots of meetings every quarter.

8. Pay for: S; give money to buy something, or exchange something valuable for something else valuable

I paid \$3,000 for my car last year. If people commit crimes and get caught by the police, they have to pay for their crimes with their freedom by going to jail.

9. Adapt to: S; make changes depending on where you are

Many people who come from warm or hot climates have to adapt to the cold wet weather of Seattle. When you live in a foreign country, you need to adapt to listening to people speak a language you don't understand.

10. Account for: NS; be responsible for an amount of money or an action

At the end of a day, cashiers need to account for all of the money that they take in each day. If you have done something bad, you will need to account for your behavior to your mother or your boss, or your wife.

11. Show up at: NS; arrive at a place

Most students show up at class every day. An old friend of mine showed up at my house unannounced last year. I was very surprised to see him.

12. Blame for: S; accuse someone of doing something wrong

Oftentimes one child will blame his or her brother for doing something wrong. Many times they blame each other. My friend blamed the traffic for being late to the meeting.

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2.1.8: Lesson 8

Lesson Eight

1. Bog down: S, I; slowly moving, stuck, not able to move

We were bogged down on our printing order because the copy machine broke down and we couldn't get all of the printing done in time. Some student get bogged down on grammar and can't seem to make much progress very fast.

2. Inch along: NS, I; move very slowly, a short distance at a time

The traffic on I-5 inched along due to a big traffic accident between a big truck and a small car. When there is ice and snow on streets, cars just inch along very slowly.

3. Sleep on (it); NS; think something over before deciding, delay a decision until the next morning, consider an important decision before deciding yes or no

My son couldn't decide on whether to buy a new car or not, so he decided to sleep on it and decide the next day. Oftentimes it is good to sleep on it before making an important decision.

4. Build up: S; make something or someone stronger slowly

The restaurant started slowly, but after a while it built itself up and is now very popular. The young woman wanted to have a strong body, so she worked out every day at a gym and built up her muscles.

5. Fix up: S; arrange it so that a man and a woman become boyfriend and girlfriend

My wife loves to fix up men and women together. Her dream is to fix up our son André with a beautiful, hard-working, educated, Asian girlfriend whom she can choose. I have fixed up a couple of people over the years.

6. Pay off: S; pay all of one's debts or the debt on a big item such as a car or house

I paid off my college loans as soon as I got out of the army. My wife and I paid off our mortgage on our house last year.

7. Hold out for: NS; not agree to a business deal until and unless you get the amount you want

My son wanted a ~~5,000 raise in pay last year, but he settled for~~ 3,000 raise. I told him he should have held out for the \$5,000. Many professional athletes refuse to sign contracts based on the first offer from the team owners. The athletes hold out for many millions of dollars.

8. Mark down: S; stores lower a price when things are on sale

During sales at stores, many items are marked down. I bought a sweater for ~~36, which had been marked down from~~ 121.

9. Dispose of: NS; get rid of, throw away

The mother disposed of the baby's diaper in the trash can. I dispose of all my garbage in one of my five compost bins.

10. Dwell on: NS; pay a lot of attention on, emphasize, talk for a long time about, move slowly before making a decision

My wife was just dwelling on her situation with the dentist today. She talked about her situation for about 20 minutes. For her it was very important. For me I was praying she would stop talking about it. Usually, my wife dwells on the preparations for my son's wedding in Japan in September. That is another situation that I have to listen to but don't really care about or want to dwell on.

11. Cheer up: S; make someone happy who is sad

When my friend was in the hospital for a week last year, I went there to cheer her up. When my neighbor lost his job, I told him to cheer up that things would get better after a while.

12. Live through: NS; remain alive through a very dangerous situation.

The people in Japan who lived through the earthquake and tsunami many years ago will never forget it for as long as they live. Some of my students have lived through wars.

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2.1.9: Lesson 9

Lesson Nine

1. Back out of: NS; change one's mind about a deal or a promise, break a promise

My friend agreed to buy a new house, but after he slept on the deal, he backed out of it. Sometimes people get very angry when you back out of a deal. When the woman promised to marry the man and then she backed out of the marriage, the man had a broken heart.

2. Deal with: NS; live with a bad situation in life and make the best of it

My brother-in-law can't walk anymore. He will have to deal with that for the rest of his life. I have to deal with correcting homework papers every night.

3. Call off; S; cancel something that had been planned already

My sister called off the birthday party at her house when she came down with the flu. The meeting was called off when the electricity went off.

4. Shut down: S; close, stop having a business

Years ago, the Hostess Bakery shut down all of its factories in America and went into bankruptcy. My friend's restaurant was losing a lot of money, so he and his family shut down the restaurant.

5. Pitch in: NS, I; help or help out

After a party, everyone in the family needs to pitch in and help clean the house. When a member of a family is having financial problems, other members of the family need to pitch in and help their relative survive financially.

6. Live off: NS; live on the money you earn or the food you grow

My son Alex doesn't make a lot of money right now, but he makes enough to live off it. Most people in the world live off the money they earn from working.

7. Make off with: NS; steal something or money and then run away

The bank robbers made off with \$12,000 from the bank. The monkey made off with my sister's earring which she had put on a rock.

8. Shop around: NS, I; go to different stores and check out the prices before buying something

My wife always shops around to get the best prices on things. When we had a roof put on our house, my wife shopped around for the roofer who gave her the best service at the lowest price.

9. Do without: NS; live without having something either because it is too expensive or you don't need or want it

My wife and I do without cell phones because we don't want to have one, and we think they are too expensive. Sometimes poor families have to do without food because they don't have any money. It is very sad for them.

10. Dress up: NS, I; wear particularly nice clothes for a special occasion

Next year when my son gets married, everyone who attends the wedding will have to dress up. When people dine at the White House with the U. S. president, they always dress up.

11. Stock up on: NS; get a large amount of something that will last for a long time

When people go to COSTCO, they always stock up on such items as toilet paper, rice, dish soap and laundry soap. When our office staff buys supplies for the teachers to use, they stock up on white board markers, erasers, pencils, copy paper, etc.

12. Straighten up: S; make a place look neat and orderly, clean up a place and make it look nice

My wife straightens up the house almost every day. I need to straighten up my office because it is a mess. I also need to straighten up my greenhouse pretty soon.

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2.1.10: Lesson 10

Lesson 10

1. Slow down: S; go more slowly

When I was driving, my mother told me to slow down because I was driving too fast. When I was speaking too fast, a student asked me to slow down.

2. Bring about: NS; cause something to happen

When the Brazilian government raised the price of bus fares, it brought about a major protest from poor people. When my wife told my son that he couldn't go out with his friends, it brought about a big fight between them.

3. Catch a bus or taxi: NS; get on a bus or into a taxi

My friend caught a bus to downtown Seattle because he didn't want to pay for parking downtown. He then caught a taxi home because he didn't want to wait for a bus.

4. Take off (in an airplane): NS; leave the ground

My plane took off at midnight when I flew from Seattle to Boston. When I was a boy, I used to like to watch planes take off and land.

5. Check into: NS; register at a hotel or motel

We checked into the hotel in Rome at 3:00 PM on Tuesday and then checked out at noon on Friday. Different hotels and motels have different check in times and check out times.

6. Find out about: NS; get information

The man needed to borrow money from the bank, so he found out about the interest rate at various banks. My son will find out about the job possibilities in Seattle this spring when he comes here for a vacation.

7. Follow through: NS; complete or do a plan

When the man said he would look into getting a job at Microsoft, he followed through a few days later and filled out an application. When you promise to do something, then you must follow through and do it or people won't believe you again when you promise to do something.

8. Pay down: S; pay for something little by little until you don't owe any more money and have paid off a debt

When you have a mortgage on a house, every month you pay down on the mortgage. My son borrowed some money from my wife, and every month he paid down his debt to her by giving her \$100 every month until he paid off his debt to her.

9. Pick out: S; choose or select from many possible choices

The children picked out a birthday present for their mother and paid for it with their own money. My wife picked out a dress to wear at our son's wedding.

10. Clean out: S; clean completely so that nothing is left

When my son bought a house, he cleaned out his old apartment and took everything to his new house. When the man moved from Boston to Seattle, he cleaned out his bank account in Boston and opened a new bank account in Seattle.

11. Get into: NS; begin to do something new

I got into gardening when I came to Seattle in 1980. Before that, I had never had a garden of my own. Boys usually get into sports at a very early age. I got into teaching ESL in 1971.

12. Give up: S; stop quit doing something

Most children give up playing with toys when they become teenagers. My brother gave up smoking when he was about 25 years old. He knew it was bad for his health.

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2.2: Review Exercises

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2.2.1: Practice Irregular Verb Quiz 1

Practice Irregular Verb Quiz # 1

Fill in the blank spaces with the correct form of the verb, please.

1. fly	-----	-----	flown	-----
2. beat	beats	-----	beaten	beating
3. flee	-----	fled	fled	-----
4. drive	drives	-----	driven	driving
5. find	finds	-----	-----	finding
6. become	becomes	-----	-----	becoming
7. eat	-----	-----	eaten	-----
8. drink	drinks	drank	drunk	-----
9. feel	feels	-----	-----	feeling
10. begin	begins	-----	begun	-----
11. bite	bites	-----	bitten	-----
12. fall	-----	-----	fallen	falling
13. fight	-----	-----	fought	-----
14. be	-----	was/were	been	being
15. buy	-----	-----	bought	-----
16. bleed	bleeds	bled	-----	-----
17. cut	cuts	cut	-----	-----
18. catch	-----	-----	caught	-----
19. break	-----	-----	broken	-----
20. do	-----	-----	-----	doing
21. burn	burns	-----	-----	-----
22. blow	-----	-----	blown	-----
23. choose	-----	-----	chosen	choosing
24. deal	deals	dealt	dealt	-----
25. fling	flings	-----	flung	-----
26. draw	-----	-----	drawn	-----

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2.2.2: Practice Irregular Verb Quiz 2

Practice Irregular Verb Quiz # 2

Fill in the blank spaces with the correct form of the verb, please.

1. forbid	forbids	forbade	-----	-----
2. overhear	overhears	-----	overheard	-----
3. mow	-----	mowed	mown	-----
4. forgive	forgives	-----	forgiven	-----
5. have	-----	-----	had	-----
6. hold	-----	-----	held	holding
7. forget	forgets	-----	forgotten	-----
8. know	-----	-----	-----	-----
9. lose	-----	-----	lost	losing
10. go	-----	-----	gone	going
11. hit	hits	-----	-----	-----
12. freeze	freezes	-----	frozen	-----
13. hang	hangs	-----	hung	-----
14. grow	-----	-----	grown	-----
15. let	lets	-----	-----	-----
16. mistake	mistakes	-----	mistaken	mistaking
17. hear	-----	heard	-----	hearing
18. feed	feeds	-----	-----	-----
19. keep	keeps	-----	kept	keeping
20. lie	-----	-----	-----	-----
21. forgo	-----	forwent	forgone	-----
22. hamstring	hamstrings	-----	hamstrung	-----
23. grind	grinds	ground	-----	grinding
24. mean	means	-----	-----	meaning
25. lead	leads	-----	-----	-----
26. hurt	hurts	-----	hurt	-----

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2.2.3: Practice Irregular Verb Quiz 3

Practice Irregular Verb Quiz # 3

Fill in the blank spaces with the correct form of the verb, please.

1. speak	speaks	-----	spoken	-----
2. pay	-----	-----	paid	-----
3. slide	slides	-----	-----	-----
4. shine	shines	-----	shone	-----
5. quit	-----	-----	quit	-----
6. run	runs	-----	-----	-----
7. seek	seeks	-----	-----	seeking
8. shake	-----	-----	shakes	shaking
9. sell	sells	sold	-----	-----
10. rise	-----	-----	-----	rising
11. say	-----	said	-----	-----
12. shoot	-----	-----	shot	-----
13. sing	sings	-----	sung	-----
14. see	sees	-----	seen	-----
15. set	sets	-----	set	-----
16. sit	sits	-----	sat	-----
17. ring	rings	-----	rung	-----
18. sew	-----	-----	-----	sewing
19. ride	rides	-----	ridden	-----
20. shut	shuts	-----	-----	-----
21. prove	proves	proved	-----	-----
22. ride	rides	-----	-----	riding
23. saw	-----	sawed	-----	-----
24. send	sends	-----	-----	-----
25. shed	-----	shed	-----	shedding
26. slay	-----	-----	-----	slaying

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2.2.4: Practice Irregular Verb Quiz 4

Practice Irregular Verb Quiz # 4

Fill in the blank spaces with the correct form of the verb, please.

1. speak	speaks	-----	-----	speaking
2. wear	wears	-----	-----	-----
3. write	writes	-----	-----	writing
4. spin	spins	-----	-----	-----
5. steal	-----	-----	stolen	steeling
6. think	-----	-----	thought	-----
7. teach	-----	-----	taught	teaching
8. waylay	-----	waylaid	-----	-----
9. undergo	-----	-----	undergone	-----
10. undo	-----	-----	-----	undoing
11. withdraw	-----	-----	withdrawn	-----
12. stink	-----	-----	stunk	stinking
13. withhold	withholds	-----	withheld	withholding
14. wake	wakes	woke	-----	waking
15. strew	-----	-----	strewn	-----
16. weave	weaves	-----	-----	weaving
17. strive	strives	-----	striven	-----
18. sweep	sweeps	swept	-----	sweeping
19. throw	-----	-----	thrown	throwing
20. swing	swings	-----	-----	swinging
21. split	splits	-----	split	-----
22. stand	stands	-----	stood	standing
23. swear	swears	-----	-----	swearing
24. string	strings	-----	strung	stringing
25. underwrite	-----	underwrote	-----	underwriting

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My students are listening to me now.

My son was cutting the grass last night.

Some people in my neighborhood **were** having a party last weekend.

You will be studying in class next week.

I have been teaching English since 1971.

It has been getting colder and colder day by day this quarter.

It had been raining before I woke up this morning.

You will have been sitting in your seats this morning until we finish class later on.

Notice how the verb to be is used in these sentences. It tells the tense (time), but the action is told by the ING form (present participle) of the verb. Look at the ING verb in the sentences above; then look at the verb to be to tell the time. All of the continuous tenses in English will use the verb **to be** to tell the tense of the sentence and the ING form of the verb to tell the action. We use the continuous tenses in English because the continuous tenses stress the action of the verb. The non-continuous tenses stress the idea of the verb.

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2.2.6: Helping Verbs

Helping Verbs

Helping Verbs are extremely important when studying the grammar of English Verb Tenses (of which there are 12). Helping Verbs are used in English for the following purposes:

1. Showing Verb Tenses
2. Making Verbs Negative
3. Making Questions
4. With the Modal Verbs, Changing the Meaning of the Main Verb
5. Changing Voice (Active voice to Passive Voice)

Below are the 19 helping verbs in English.

To Be

am, is, are
was, were

These **helping verbs** are used to make the negative and the question forms in the simple present and past tenses as well as the continuous tenses.

Negative Form

am not is not are not
was not were not

Question Form

Am I? Is he Are we?
Was he ? Were they?

-

Examples:

I am a man. I am not a woman. Were the students at school? No, they weren't at school.
They are playing baseball? Are they playing football? No, they aren't playing football.
She was driving to the market. Was she driving to the post office? No, she wasn't.

Modal Verbs

can, could, will, would may, might, should, must, (*shall*)

Negative Form

cannot, could not, will not (won't),
would not, may not, might not,
should not, must not, (*shall not*)

Question Form

Can I? Would you?
May she? Must it?
(*Shall we?*) Would he?

Can they speak Vietnamese? No, they cannot. Could he do it? No, he could not do it.
We must do our homework. Should students come to class on time? Yes, they should. They should not come late. Will you cook dinner tonight? No, I won't cook dinner tonight.
The man might have gotten into an accident. He would have called if he had.

To Do

With verbs in the present and past tenses, the verb **to do** is used for the negative and the question forms.

did

Negative Form

do not, does not
did not

Question Form

Do they, Does he ?
Did you?

We eat lunch. Do we eat lunch? No, we do not eat lunch.
She goes to class. Does she go to class? No, she does not go to class.
They played football. Did they play football? No, they did not play football.

To Have **Have** has two very different uses in English. When **have** is used

Have, has, had alone, it means to **own** or to **possess** something. For example, I **have** a

car. You **have** a teacher. He **has** a girlfriend. However, when **have** is used with the perfect tenses in English, it is a **helping verb** whose purpose is only to signify the perfect tenses. As a **helping verb**, the negative and question forms are made with the verb **have**.

<u>Negative Form</u>	<u>Question Form</u>
have not, has not	Have you? Has she?
had not	Had we ?

I have eaten dinner. Have you eaten dinner yet? No, I have not eaten dinner.
It has rained a lot. Has it rained this evening? No, it has not rained this evening.
We had done all of our work by the time we left for home. Had we left any work for the next day? No, we had not left any.
She has come to class every day this quarter. Has she been late? No, she hasn't been late at all.

Helping verbs basically control almost all of the verb formations in English. If you learn and understand helping verbs, you will learn and understand English grammar more easily.

Exercise 1: Underline the helping verb AND the main verb in the following sentences, please.

1. My son and I are cleaning the house for my wife (in her dreams).
2. Some people can speak many languages.
3. My wife doesn't like to drive on the freeway.
4. Students must learn irregular verbs.
5. I have lived in many countries in my life.
6. We were swimming in the lake when my father came home.
7. You will learn a lot of verb grammar this quarter.
8. It isn't raining outside today.
9. Students shouldn't copy other students' homework papers.
10. My sons have been to many other countries since they were young.
11. Do you know how to drive a car?
12. Have you ever seen a ghost?
13. I might not come to school tomorrow.
14. My sister doesn't speak any foreign languages.
15. Drivers must not drink alcohol and drive cars.
16. My students are doing a grammar exercise right now.
17. You will do a lot of homework in this class.
18. We have had nice weather so far this quarter.

19. My brother could lift very heavy objects when he was a boy.
20. My grandmother would love to cook for me when I was a boy.
21. Some people have never gone to school in their lives.
22. You aren't studying in level 4 yet.
23. I can often work in my garden after I get home from school.
24. My family doesn't go on vacation together very often anymore.
25. It may rain every day in Seattle pretty soon.
26. This will be the last sentence in Exercise 1.

Possessive Nouns and Possessive Adjectives

Possessive nouns and possessive adjectives show ownership. That means that something belongs to someone. Both possessive nouns and possessive adjectives come in front of the nouns they own.

Possessive Nouns

Possessive nouns are made by adding an 'S after a singular noun (or an irregular plural noun) and an S' after a regular plural noun.

Singular Nouns (and Irregular Plural Nouns)

Plural Nouns

The boy's dog	the boys' dog
Tom's father	the students' teacher
My son's friend	my sons' friend
Bob and Tom's sister	the ladies' clothes
The man's hat	the dogs' tails
The men's department	the parents' responsibility
The children's room	the tenants' landlord

Exercise 1: Make the following nouns possessive, please.

Examples:

Don hat	Don's hat	the lady shoes	the lady's shoes
The child toys	the child's toys	the ladies shoes	the ladies' shoes
The fathers tools	the fathers' tools	Wendy books	Wendy's books
1. My two sons room -----
 2. The children jobs -----
 3. Mary Ann car -----
 4. The workers bathroom -----
 5. the student book -----
 6. Blanca bag -----
 7. the teacher sore back -----
 8. The employees rules -----
 9. the doctor patient -----
 10. The lawyers offices -----

Exercise 2: Fill in the blanks with a singular possessive noun, please.

Examples:

Mr. Bissonnette room is on the second floor. Mr. Bissonnette's room is on the second floor.

I picked up the student book. I picked up the student's book.

1. Mr. Bourret brother is named Tommy.
2. Mark wife is a doctor.

3. I bought Tom old car last week.
4. My student uncle died of a heart attack.
5. I stepped on the dog tail by accident.
6. My son pants are in the dryer.
7. Roger father worked in a car factory.
8. I saw the girl new car in her driveway.
9. I took care of Tom children last Saturday evening.
10. The lion roar scared a lot of people.

Exercise 3: Fill in the blanks with a plural possessive noun, please.

Examples:

I put the teachers books on their desks. I put the teachers' books on their desks.

1. The children school is on Myrtle Street.
2. The women office is on the sixth floor.
3. I put the babies clothes in their room.
4. I saw the carpenters tools on the floor in the basement.
5. I sent the lazy students homework papers to their parents.
6. The nurses uniforms are in that closet over there.
7. The students books are in the closet on the fourth floor.
8. The boy saw his sisters new clothes.

Possessive Adjectives

The possessive adjectives are similar to pronouns in that they replace possessive nouns. For example, I can say Don's books or I can say my books. "My" means the same thing as "Don's." The reason that they are called adjectives is because they must be followed by a noun. The possessive adjectives are as follows:

My

Your

His

Her

Its **NOUN**

Our

Your

Their

My office is in room 211.

Your teacher has a long beard.

His brother lives in Japan.

Her husband drives an old car.

Its color is gray.

Our room is CAS 210.

Your chairs are made of plastic.

Their native country is Vietnam.

Possessive adjectives with their accompanying nouns can come anywhere in a sentence that a noun can come. As with other adjectives, possessive adjectives do not show plural by adding an “S.” They never change.

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2.2.7: The Homonyms- Whose, Who's and Who's

The Homonyms: Whose, Who's, and Who's

The words **whose**, **who's**, and **who's** are called *homonyms*. Homonyms are words that are usually spelled differently and have different meanings and uses but sound the same. English has lots of homonyms. The words **to**, **two**, and **too** are also homonyms. Others are **by**, **buy**, and **bye**, **for**, **four**, and **fore**. There are many more.

1. "Whose"

"Whose" is a possessive question word. Whenever a person wants to know the owner of something, he/she will ask, "Whose X is this?" In other words, they want to know who owns X. Almost always after "whose," people put the name of the item they are asking about. In addition, "whose" is a relative pronoun which is used in possessive relative clauses. "Whose" is also used in possessive noun clauses.

Whose teacher am I?

Whose classroom are we in?

Whose office is in room 211?

Whose coat is that on the floor over there?

I went to the party with Roger, whose wife is a teacher in this college.

The girl whose father is a friend of mine is from China.

The table whose legs are uneven is in front of this classroom.

I know whose coat that is. It is Bob's coat.

Do you know whose pencil this is?

Whose wife is from Brazil is your teacher's wife.

2. "Who's" and "Who's"

"Who's" has two meanings. One is "who is" and the other is "who has." A native speaker can tell the difference by the use of "who's" to tell which one it means. If the person wants to use the present continuous tense with "who's," then "who's" means "who is" because in the present continuous tense the main verb is in its ing form (present participle). Also, if no verb follows "who's," then "who's" means "who is." If, on the other hand, the person wants to use the present perfect tense, then "who's" means "who has" because in the present perfect tense the main verb is in its past participle form.

"Who's talking on the phone?" Who is ...

Who's cooking in the kitchen? Who is ...

I know who's making all that noise. Who is ...

Who's in the kitchen with John? Who is ...

Who's sitting in the front row? Who is ...

Who's been to France before? Who has ...

Who's eaten all of the cheese and bread? Who has ...

Who's studied for the examination? Who has

I know who's seen that new film. Who has ...

Exercise 4: Fill in the blank with a noun after the word "whose" to show who owns the noun, please. Work in groups to figure out what the owner owns after whose.

1. Whose ----- does the teacher drive to school?
2. Whose ----- lives in Japan?
3. Whose ----- are you sitting in right now?
4. Whose ----- has a long, white beard?
5. Whose ----- are you this quarter at SSCC?
6. Whose ----- is in room CAS 211?

7. Whose ----- are you using to write these answers with?
8. I know whose ----- my teacher drives to school in.
9. I know ----- lives in Japan.
10. I am sure whose ----- I am sitting in right now.
11. We all know whose ----- has a long, white beard.
12. There is no doubt whose ----- we are in this quarter at SSC.
13. We are sure whose ----- is in CAS 211.
14. I know whose ----- I am using to write this exercise.
15. Whose ----- is on the floor?
16. I know whose ----- those are on the floor. They are Rafael's shoes.
17. Whose ----- just got married to Robert?
18. I know whose ----- just got married. It's Maria's sister.
19. Whose ----- are you wearing?
20. I know whose ----- she is wearing. It's her sister's sweater.

Exercise 5: Fill in the blank with a noun after the word "who's" to show either "who is" or "who has," please.

1. ----- drinking coffee in this classroom right now?
2. ----- teaching this class now?
3. ----- writing this answer?
4. ----- sitting in front of this classroom now?
5. ----- looking at his students right now?
6. ----- not writing anything right now?
7. ----- wearing a tie in this classroom?
8. ----- sitting in the first row today?
9. ----- wearing traditional clothes in class right now?
10. ----- eaten breakfast this morning?
11. ----- watched television this week?
12. ----- spoken a foreign language today?
13. ----- studied ESL in this classroom?
14. ----- flown in an airplane this year?
15. ----- taken a shower this morning?
16. ----- drunk coffee or tea today?
17. ----- taken the bus to school this morning?
18. ----- bought groceries this week?
19. ----- driving that car?
20. ----- had a car accident this year?

Whose, Who's and Who's Exercise

Exercise 6: Fill in the blanks with the correct form of *whose* or *who's*, please.

1. The man ----- car is in the parking lot will have a dead battery later on.
2. My son ----- a university student lives in Tacoma.
3. ----- going to go on vacation during the summer?
4. The old man ----- standing in front of you has a dog ----- eyes are brown and ----- tail is short.
5. ----- the president of the United States?
6. My sons ----- friends are all young men like to play video games.
7. My next-door neighbor ----- wife works as a physical therapist is a preacher at a Christian church.
8. The table ----- leg is broken will cost a lot to repair.
9. I know ----- sitting in the front row of seats.
10. ----- students are you? In other words, ----- your teacher?
11. I would like to know ----- the student ----- native language is Chinese?
12. ----- classroom is Room 210?
13. The house ----- color is blue has four dormers.
14. The woman ----- husband is on a business trip to France wishes she were with him instead of alone at home.
15. My son ----- playing the violin right now will be hungry very soon.
16. ----- the student ----- sitting next to the Chinese woman -----
hair is long and wavy?
17. I like people ----- character is strong and ----- sense of humor makes them fun to be around.
18. Roger, ----- a teacher at this college and ----- wife also teaches at this college, is my best friend.

Whose, Who's and Who's Exercise

Exercise 7: Fill in the blanks with the correct form of *whose* or *who's*, please.

1. The man ----- wife bought a brand new car without telling him was very angry.
2. My son ----- going to go to a classical music concert tonight knows many musicians.
3. ----- brother is going to help you fix your car this weekend?
4. The old man ----- front yard is a mess and ----- lying on the sofa is lazy.
5. ----- the student who sits next to you in class and ----- hair is red?
6. My sons' friends ----- parents are immigrants went to high school with them.
7. My next-door neighbor ----- written many books is also a good gardener.
8. The door ----- handle doesn't work properly will be expensive to fix.
9. I know ----- stolen a lot of computers from the computer lab.
10. ----- children were on the bus? In other words, ----- their mother?
11. I can't comprehend the woman from Florida ----- killed her two teenage children.
12. ----- office is in Room 211 in Cascade Court?
13. The dog ----- fur is brown and ----- fought with my dog is dangerous.
14. The woman ----- husband speaks French but ----- parents are Italian is nice.
15. My son ----- playing the piano but ----- passion is composition is not here.
16. ----- the student ----- leg is broken but ----- finished his homework?

17. The book ----- title is unknown and ----- author is not famous cost me \$1.00.
18. Doug, ----- a teacher at BCC and ----- son teaches at SSC, is my friend.
19. My sister, ----- worked as a hairdresser all her life, has a husband ----- sick.
20. America, ----- first president was George Washington, has had 44 presidents in all.
21. My friend ----- flown airplanes for 20 years but ----- only 40 years old wants to get different job.

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2.2.8: Prepositions

Prepositions

The following is a list of the prepositions in English. Prepositions are the words in English that show place, time, ownership, means, and method. They are also often attached to verbs and adjectives to change the meaning of the verbs and adjectives. They are usually easy to spell and very very easy to make mistakes with. Prepositions are important because they can change the meaning of a sentence very much. For example, look at the following sentences and notice how the prepositions completely change the meaning of the sentences.

The man looked at his book.

The man looked for his book.

I wrote a letter to my mother.

I wrote a letter for my mother.

The boy took the pencil to the student.

The boy took the pencil from the student.

I put the picture above the table.

I put the picture below the table.

Prepositions are followed by a noun, a pronoun, or the **ING** form of the verb (gerunds). What follows the preposition is called the object of the preposition. In the following sentences, notice the preposition and its object. These are called prepositional phrases.

The man went into the bank.

The boy is sitting in his chair with his legs beneath the desk.

You are interested in learning English in this class every day.

The boy is running across the street near his friend's house.

The sofa is against the white wall in the living room.

The helicopter flies from Seattle to Tacoma on business every day.

Prepositions and Phrasal Prepositions

aboard	about	above	according to
across	after	against	ahead of
along	among	around	as
at	away from	before	behind
below	beneath	beside	besides
between	beyond	by	close to
despite	down	during	except
except for	far from	for	from
in	in addition to	in back of	in favor of
in front of	inside	in spite of	instead of

into	like	near	next to
of	off	on	on top of
out	over	past	since
through	throughout	till	to
toward(s)	under	underneath	until
up	upon	with	within
without			

Please note that time words are not prepositional phrases. Words such as *every day, now, today, last night, yesterday, last year, every morning, sometimes, etc.* are not prepositions or prepositional phrases.

Exercise 8: Underline the prepositions and circle the objects of the prepositions in the following sentences, please.

Examples:

The boys are walking to their school.

My sister drove her grandchildren to their mother's house in her car on Sunday evening.

1. The boys put their clothes in the closet.
2. We went to the movie with our friends after school.
3. The carpenter is fixing the roof on my house.
4. The boys rowed their boat across the river near their friend's house.
5. We spoke to the children at school about crossing the street.
6. My neighbor planted some flowers next to my garden in front of my house.
7. During the snow storm, the children slid down the hill in back of their house.
8. Pat and Bob sit behind Tom in the classroom in school.
9. My sister smoked her cigarette outside her house after dinner.
10. I sometimes work in my garden without a shirt.
11. The girl put her new clothes upon the shelves in her bedroom.
12. I swam in the lake during the day during the summer with my sons.
13. I waited for the girl in my office for two hours.
14. The boy walked toward the dangerous dog inside his neighbor's yard.
15. In spite of the danger, the young boy drove his car fast on the freeway on a rainy night.
16. The man's new car is in his garage next to his house.
17. The man put his shoes underneath his bed in his bedroom.
18. According to the boy's father, the boy was aboard the bus this morning.
19. The story was written by a famous man in Seattle in 1922.
20. People kept walking through my yard throughout the night.

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2.2.9: Spelling Rules for Verbs in the Present and Past Tenses (and Nouns)

Spelling Rules for Nouns

When a singular noun ends in a consonant letter and a y, change the y to i and add es to make it plural.

baby babies fly flies library libraries party parties
army armies lady ladies country countries family families

When a singular noun ends in a vowel letter and a y, add an s to make it plural.

day days key keys boy boys toy toys
monkey monkeys way ways tray trays play plays

When a singular noun ends in an s, sh, ch, x, or z, add es to the end of the noun to make it plural.

dish dishes rash rashes kiss kisses fox foxes waltz waltzes
brush brushes watch watches bus buses tax taxes patch patches

Sometimes, when a noun ends in an f or an fe, we change the f to V and add es. There are many exceptions to this “rule.”

life lives wife wives knife knives loaf loaves
shelf shelves leaf leaves thief thieves wolf wolves

Exceptions to this “rule”:

roof roofs chief chiefs chef chefs cliff cliffs
puff puffs cuff cuffs gaffe gaffes whiff whiffs

There are also many irregular plural nouns in English or nouns with no singular form.

man men woman women child children foot feet tooth teeth
mouse mice deer deer sheep sheep louse lice ox oxen
person persons/people ----- police ----- clothes ----- pants fish fish(es)

Forming the plural with nouns ending in “O” (Good Luck!)

1. When nouns end in “o” preceded by a vowel, add “s” only.

Examples:

studio studios radio radios rodeo rodeos patio patios
bio bios ratio ratios kangaroo kangaroos zoo zoos

2. Musical terms ending in “o” also end in “s.” These are exceptions to rule # 1.

piano pianos alto altos solo solos cello cellos

3. Some nouns ending in an “o” preceded by a consonant, however, also add “s” only; others add an “es.” (This is an awful rule.)

Examples:

(“S” only) kimono kimonos zero zeros two twos ratio ratios
silo silos solo solos tango tangos

(“ES”) potato potatoes hero heroes Negro Negroes
mango mangoes

4. Some nouns ending in “o” can form the plural by add an “s” or an “es.” Both are correct. (This is also an awful rule.)

Examples:

halo halos haloes cargo cargos cargoes motto mottos mottoes
lasso lassos lassoes

Basically, when a noun ends in an “o” and you want to know how to make it plural, look up the spelling of the word in a dictionary ... because that is what I had to do.

Exercise 9: Fill in the blanks with the plural form of the nouns, please.

1. coat _____	2. woman _____
3. baby _____	4. day _____
5. hour _____	6. hero _____
7. dress _____	8. city _____
9. knife _____	10. foot _____
11. punch _____	12. patio _____
13. caress _____	14. sandwich _____
15. lady _____	16. toy _____
17. tooth _____	18. penny _____
19. rash _____	20. fax _____
21. snake _____	22. patch _____
23. wish _____	24. tax _____
25. waltz _____	26. wheeze _____
27. bus _____	28. shelf _____
29. watch _____	30. radio _____
31. person _____	32. fish _____
33. nanny _____	34. nickel _____
35. clock _____	36. piano _____
37. window _____	38. box _____
39. thief _____	40. attorney _____

Spelling Rules for Verbs in the Present and Past Tenses (and Nouns)

The “ES” Rule

In the third person (**he, she, it**) in the present tense, when a verb ends in an **s, sh, ch, x, or z**, add **es** to the verb. (The same is true for nouns ending in **s, sh, ch, x, and z**.)

Push **pushes**, reach **reaches**, wash **washes**, fix **fixes**, buzz **buzzes**, kiss **kisses**, miss **misses**, tax **taxes**, fizz **fizzes**, pitch **itches**, box **boxes**, bless **blesse**s, crash **crashes**

The “Y” Rules

1. When a verb ends in a **consonant** plus **y**, change the **y** to **i** and add **es** or **ed**.

Study studies studied, **hurry** hurries hurried, **copy** copies copied, **try** tries tried,
party parties partied, **marry** marries married, **bury** buries buried, **worry** worries worried

2. When a verb ends in a **vowel** plus **y**, simply add an **s** or **ed**.

Play plays played, **enjoy** enjoys enjoyed, **stay** stays stayed, **buy** buys,

The Double Consonant Rule

When a verb ends in **one vowel** and **one consonant**, double the **consonant** and add **ing** or **ed**.

Plan planning planned, **stop** stopping stopped, **run** running, **hit** hitting,
win winning, **begin** beginning, **swim** swimming, **rob** robbing, robbed

Never double the following letters in English:

ww, **xx**, and **yy**. These letters are **NEVER** doubled in English. Also, **en** at the end of a word is almost never doubled. Examples:
flowing, fixing, staying, listening, showing, taxing, playing, happening

The Final “E” Rule

When a verb ends in a **final e**, drop the **e** and add **ing** or just add a **d** to form the past tense. If a verb ends in a double e (ee), don’t drop the e. Examples: **seeing**, **freeing**, **fleeing**, **peeing**

Live living lived, **type** typing typed, **smoke** smoking smoked, **bake** baking baked

Exceptions:

The verbs **“do, go, and have”** are exceptions to the rules. They have irregular “S” forms (**does, goes, has**).

Exercise 10: Please give the S Form and the ING Form for each of the following verbs.

Base Form	S Form	ING Form

1. move		
2. listen		
3. watch		
4. study		
5. use		
6. finish		
7. put		
8. begin		
9. waltz		
10. explain		
11. chop		
12. argue		
13. sort		

14. mix
15. get
16. work
17. borrow
18. lengthen
19. hurt

Base Form	S Form	Present Participle

20. buy		
21. mend		
22. enjoy		
23. trip		
24. play		
25. have		
26. punch		
27. spy		
28. halt		
29. party		
30. spin		
31. burst		
32. employ		
33. estimate		
34. go		
35. show		
36. do		
37. plug		
38. complete		
39. flex		
40. flip		
41. pass		

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2.2.10: Present Continuous (Progressive) Tense

Present Continuous (Progressive) Tense

Form and Meaning: The present continuous tense is formed by using the present tense of the verb *To Be* (**am**, **is**, and **are**) plus the present participle (**ing form**) of the verb. Therefore, there must be subject/verb agreement when using the present continuous tense. It emphasizes the action of the verb's being in progress as the speaker is speaking. It is often formed by using *now*, but *now* can mean *right now as I speak*, or *now meaning at all the time in the present*, or *anything else where the action continues*. Native speakers use the present continuous tense most of the time when they are speaking about any action in progress. For actions that happen all the time or are general occurrences, native speakers use the simple present tense.

Structure:

I	am	going	
	coming		
	am not	studying	
		driving	
	'm not	enjoying	
He	is	going	
She	is not	coming	
It	isn't	studying	
		driving	
		enjoying	
We	are	going	
You	are not	coming	
They	aren't	studying	
		driving	
		enjoying	
Am I	going		?
Is he	coming		
she	studying		?
it	driving		
Are we	enjoying		
you	going		?
they	coming		

Affirmative

I **am teaching** you English this quarter.

You **are studying** English with me in Room CAS 210.

My sons **are working** in good jobs.

My son, André, **is writing** music for a company named eMedia.

My wife and I **are raising** our sons in Seattle.

My friend **is writing** a book that she wants to publish in June or July.

Negative

I **am not speaking** French to my students right now.

My friend **isn't drinking** beer at home now.

As I write this exercise, my sons **are not helping** me.

It **is not raining** today.

My children **aren't playing** video games with my wife.

***None of my students **is studying** in the library at this time.

Interrogative (Question Form)

Am I teaching you to speak Chinese or English?

Is the sun shining today?

Are all of you from foreign countries?

Is it snowing in the mountains now?

Am I listening to the radio as I explain this exercise?

Exercise 11: Fill in the blanks with the correct form of the verb, please.

1. My sons (come) ----- home from school now.
2. I (write) ----- this sentence right now.
3. My wife (sit) ----- on the sofa now.
4. They (sell) ----- groceries at the market now.
5. We (learn) ----- the present continuous tense this week.
6. The girl (do) ----- her homework in the living room.
7. You (practice) ----- grammar as you do this exercise.
8. The women (buy) ----- beautiful clothes.
9. He (hum) ----- a song in the shower now.
10. My sons (play) ----- the piano now.
11. The lady (run) ----- in the story.
12. She (give) ----- a present to her grandfather.
13. The boys (draw) ----- pictures in their coloring books.
14. He (carry) ----- my books to class now.
15. It (rain) ----- very hard outside today.
16. We (listen to) ----- the music video right now.
17. You (answer) ----- these questions now.
18. The dog (bite) ----- her toy bone now.
19. The boy's mother (feel) ----- sick today.
20. Some old ladies (chat) ----- at the beauty salon now.

Exercise 12: Fill in the correct verb form, please.

1. We ----- (study) grammar this quarter.
2. My son ----- (not drive) to his brother's house right now.
3. It ----- (snow) outside now.
4. The boy and his friends ----- (walk) to the store to buy some candy.
5. I ----- (not listen) to the news at this time.

6. My sons ----- (not attend) school anymore.
7. I ----- (not plant) any plants in my garden as I write this exercise.
8. The sun ----- (shine) today.
9. You ----- (learn) the present continuous tense now.
10. Some of the students in the school ----- (not get) ready to learn.
11. The boys in the car ----- (drive) around and ----- (look at) girls today.
12. I ----- (not work) in my office as I write this exercise.
13. The girls ----- (make) spaghetti for dinner now.
14. The employees are ----- (take) a break and ----- (drink) tea.
15. The baseball players ----- (not play) a game today.
16. My sons ----- (not help) their mother to clean the house today.
17. Some men ----- (clean) the sidewalks in the park today.
18. The young boys are each ----- (eat) two hamburgers at Jack in the Box now.
19. The police ----- (not look for) you right now.
20. The boy ----- (throw up) in the toilet now.

Exercise 13: Change the following sentences to the negative, please.

1. You are taking a test in your English class now.
2. The day is getting darker as you write this exercise.
3. My wife and son are arguing as I think about this exercise.
4. The vegetables in my garden are growing nicely now.
5. All of the boys are carrying their books to class now.
6. The dog and the cat are sleeping side by side in the dog house.
7. I am wearing a t-shirt and pants as I write this exam.
8. Some students are studying in the cafeteria this morning.
9. Most of you are using pens to write your notes during class.
10. You are answering the last question in this exercise.
11. We are all watching a football game now.

Exercise 14: Change the following sentences to questions, please.

1. We are living in a very nice apartment.
2. Some people are wearing traditional clothes in class today.
3. I am using my computer to write these sentences now.
4. My son is working at home this morning.
5. A dog is barking in my back yard right now.
6. Something is burning on the stove now.
7. I am wearing shorts as I write this exercise.
8. An old lady is talking to my wife on the phone right now.
9. Both of the boys are working at their jobs this morning.
10. Some boys are playing football in the park this morning.
11. It is raining hard outside today.
12. A student is helping a teacher to carry some books to her office now.
13. Some bad boys are smoking in the school yard now.
14. The man's head is bleeding because of an accident.

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2.2.11: How to Make Information Questions

How to Make Information Questions

Another name for **information questions** is **WH questions** because most of the time the question words begin with the letters **WH**. Teachers sometimes say **information questions** and other times **WH questions**. There is no difference; they are the same.

Information questions ask for more than just a yes or no answer. For example, when I say, “*Are you listening to me now?*” I expect you to answer either yes or no. However, if I ask, “*Who are you listening to now?*” I expect an answer to the question *Who*. That answer would be, for example, *Don, you, the teacher*. All of these would be correct; yes or no would not be correct. For another example, if I ask “*Which room are you sitting in right now?*” I expect you to say *We are sitting in room CAS 210*. If you answered that question with *yes or no*, I would laugh because I am expecting some information, not yes or no.

Information questions always begin with an interrogative word. Below is a list of the interrogative words and their meanings in English:

Who	replaces people in the subject position
Whom	replaces people in the object position in formal English
Which	replaces a choice of more than one possibility
What	replaces things in the subject and object positions
Whose	replaces a possessive noun or a possessive adjective
Where	replaces a place
When	replaces time
What time	asks for a specific time
Why	asks for a reason
How much	asks for a non-countable quantity
How many	asks for a countable quantity
How	asks for a method or means of doing something
What kind of	asks for a description of something

Be careful when making questions with these words. Many times foreign speakers of English when making questions ask for some information using the WH word and then answer using BOTH the WH word and the information in the answer. DO NOT give the information in the answer.

Examples:

Where are you living in America now? In America is the answer, so don’t ask for it by name in the question. Don’t make the mistake of asking “Where are you living in America now?”

What is the woman buying a refrigerator? A refrigerator is the answer, so don’t say it in the question. Don’t ask a WH question and give the answer in the question.

Examples of Correct Answers to WH Questions

This class is over at 10:45.

Question: What time is this class over? The **answer is** 10:45. Don’t ask “What time is the class over at 10:45?”

My friends are cleaning their house today.

Question: What are my friends cleaning today? The **answer is** their house. Don’t ask “What are my friends cleaning today their house?”

Note how the following questions are asked.

My son is playing with two of his friends.

Question: How many of his friends is my son playing with? **Answer:** two

The boy's family is sitting in the kitchen.

Question: Where is the boy's family sitting? **Answer:** in the kitchen

The dog is burying a bone in the back yard.

Question: What is the dog burying in the back yard? **Answer:** a bone

Bob is using Paul's book.

Question: Whose book is Bob using? **Answer:** Paul's

The plane is arriving at 6:00 tonight.

Question: What time is the plane arriving? **Answer:** at 6:00 tonight

My father is speaking to the man in the blue suit.

Question: Which man is my father speaking to? **Answer:** the man in the blue suit

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2.2.12: Making Information Questions with the Present Continuous Tense

Making Information Questions with the Present Continuous Tense

Exercise 15: Make information questions with the word following the sentence, please.

1. The boys are taking their books to school with them.

Where

2. My sister is smoking a cigarette now.

What

3. We are learning the present continuous in English now.

What

4. My students are sitting in school now.

When

5. You are learning to speak English in class every day.

When

6. The dog is following the girls to school. [Be careful.]

Who

7. I am writing this exercise now.

What

8. You are studying English this quarter.

When

9. The teacher is sitting in front of the room now.

Where

10. My sister is living in Rhode Island now.

Where

Exercise 16: Make WH questions with the words that follow the sentences, please.

1. The boy is running to school now.

Where

2. The man is carrying my wife's pots and pans for her.

Whose

3. Some students are wearing traditional clothes to class today.

What kind of

4. My student is talking to the tired old lady.

Which

5. My wife and her friend are watching television right now.

What

6. I am writing my lesson plans in the kitchen this evening.

When

7. The student is carrying ten pencils in her bag.

How many

8. A mechanic is fixing my wife's car.

Whose

9. My dog is taking a walk with my son right now.

Who(m)

10. Some students are studying very hard because they want to learn English fast.

Why

11. Some people are thinking about their friends in other countries now.

Who(m)

12. My neighbor's son is playing the drums in his house.

What

13. The vacation from school is coming up in three weeks.

When

14. The weather is getting colder.

How

15. I am writing this exercise at home right now.

Where

16. My son is living in a house near my house.

Where

17. My wife is teaching my son how to cook chicken in our kitchen now.

Who(m)

18. My wife is watching a travel program on TV now.

What

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2.2.13: Simple Present Tense Formation

Simple Present Tense Formation

Affirmative Form: Simple Present Tense, General Truth

I		
You	go	all of the time.
We	come	every morning.
They	study	on weekdays.

He	goes	all of the time.
She	comes	every morning.
It	studies	on weekdays.

We come to class from Monday to Thursday from 8:00 to 10:50.
My students do their homework either in the afternoon or in the evening.
My wife washes clothes every Saturday afternoon.
It rains a lot in Seattle every spring.
The sun shines a lot in the summer.
Young boys like to run around and make a lot of noise all of the time.

Negative Form: Simple Present Tense, General Truth

I	don't	
You	don't	go.
We	don't	come.
They	don't	study.

He	doesn't	go.
She	doesn't	come.
It	doesn't	study.

Do not put an "s" on the verb in the negative.

My sons **don't come** home during the week.
It **doesn't rain** a lot in summer.
I **don't like** to drive on I-5.
My sister **doesn't speak** French.
Boys **don't often sit down** quietly when they are young.
My neighbor **doesn't clean** his yard at all.
Girls **don't usually cause** as much trouble as boys when they are young.
Flying in an airplane **doesn't make** me sick.

Interrogative (Question) Form: Simple Present Tense, General Truth

	I		
Do	you	go	
	we	come	?
	they	study	

	he	go	
Does	she	come	?
	it	study	

Do girls **like** to go shopping with friends?

Does it **rain** a lot in Seattle during the spring?

Do teachers **have to correct** a lot of homework papers?

Does this class **begin** at 8:00 AM?

Does grammar **help** students to write better in English?

Do most men **like** sports?

Questions with Affirmative and Negative Answers

Do cars **cost** a lot of money to run and take care of?

Yes, cars **cost** a lot of money to run and take care of.

No, cars **don't cost** a lot of money to run and take care of.

Does water **help** plants in a garden to grow?

Yes, water **helps** plants in a garden to grow.

No, water **doesn't help** plants in a garden to grow.

Do students **study** at school every day?

Yes, students **study** at school every day.

No, students **don't study** at school every day.

Does the moon **appear** in the evening?

Yes, the moon **appears** in the evening.

No, the moon **doesn't appear** in the evening.

Forming the Negative with Present Time Verbs

The Present Tense Versus the Present Continuous Tense

Present Tense

I		go
You	don't	eat
We		shop
They		write

General Truth:

All of the time, but **NOT NOW**

He		go	
She	doesn't	eat	
It		shop	<u>No "s" on the verb.</u>
		write	

Present Continuous Tense

I am not	going
He	
She is not (isn't)	eating

It **isn't shopping** **Right Now**

We

You **are not (aren't) writing**

They

I **don't speak** Chinese.

I **am not speaking** Chinese right now.

He **doesn't go** to movies very often.

He **isn't going** to a movie right now.

We **don't play** with guns.

We **aren't playing** with guns now.

She **doesn't help** her mother in the house.

She **isn't helping** her mother in the house this morning.

They **don't do** their homework on Friday nights.

They **aren't doing** their homework right now.

Exercise 17: Fill in the blanks with simple present tense verbs, please.

1. Most boys ----- (want) to play sports.
2. My son ----- (like) to play music.
3. A girl usually ----- (help) to do housework.
4. My elder son ----- (communicate) with his friends in America by Facebook.
5. Both of my sons ----- (love) to eat my wife's food.
6. Talking on the phone ----- (bother) me when I am working.
7. Smoking cigarettes ----- (make) a person stink.
8. Old people ----- (walk) slowly down the street.
9. My dog ----- (enjoy) going for walks with my wife and my sons.
10. My wife ----- (wash) the kitchen floor every day.
11. All of you ----- (want) to learn English quickly.
12. My wife ----- (do) the shopping for fruit and vegetables.
13. A mechanic ----- (repair) cars for a living.
14. Students ----- (have) to learn irregular verbs.
15. My cat ----- (sleep) in the basement.
16. Some friends of mine ----- (go) to restaurants every night.
17. Not studying ----- (hurt) students' grades.
18. Cold beer ----- (taste) good on a hot day.
19. My younger son ----- (write) music at work and at home.
20. Old men ----- (enjoy) the company of other old men.
21. A young man ----- (live) across the street from me.
22. I usually ----- (listen to) music in my office.

Exercise 18: Answer the following questions, please.

1. Where do you come from?
2. Do you have any brothers and sisters?
3. How many days a week does your teacher come to this college?
4. Do you speak English at home?
5. Does it rain a lot in Seattle?
6. Does your teacher have a long beard?
7. What time do you go to bed?
8. Do you want to graduate from SSC?
9. Does your mother speak English well?
10. How long does it take for you to get to college each morning?
11. Do dogs and cats usually like each other?
12. Does your teacher usually dress nicely for class?
13. When does summer vacation start?
14. Does your father have a moustache?
15. When does the weekend for this class start?

Exercise 19: Change the following sentences to the negative, please. Remember to use either “don’t” or “doesn’t” and the base form of the verb.

Examples:

The boys come to class on time. -----The boys don’t come to class on time.

The girl needs to buy a new book. ----- The girl doesn’t need to buy a new book.

1. My sister tries to take care of my brother-in-law.
2. The dog eats on the back deck at my house.

3. I write all of my exercises for my students.
4. A mechanic usually fixes my car.
5. Some students take their children to school.
6. It rains a lot in Seattle for about ten months a year.
7. I make my student skip lines when doing homework.
8. Young boys reach for their back packs before they leave for school.
9. My car has a broken window.
10. André carries his cell phone everywhere he goes.
11. Students like to write sentences in class.
12. You have to learn a lot of English this quarter.
13. Your teacher likes to give homework.

Exercise 20: Answer the following questions about a typical evening at home, please.

1. About what time do you get home from work or school every day?
2. When do you read?
3. Where do you sit when you are at home?
4. Who sometimes takes a walk with you?
5. Where do you usually take a walk?
6. When do you listen to music?
7. What time do you eat dinner?

8. Whom do you eat dinner with?
9. What do you do after you eat dinner?
10. When do you watch television?
11. Where do you sit when you watch television?
12. Whom do you watch television with?
13. At what time do you usually go to bed?
14. How many hours of sleep do you usually get?
15. What time do you usually get up in the morning?

Exercise 21: Change the following sentences to simple yes/no questions, please.

1. The woman has beautiful brown eyes.
2. She speaks to her friends on the bus.
3. I drink coffee in the morning.
4. My sons live with my wife and me.
5. Some students always do their homework on time.
6. I enjoy teaching English as a second language.
7. The sun shines every day in the summer.
8. A bus driver has a lot of responsibility.
9. We use my handouts in this class.
10. Good students try hard in school.

11. A postman delivers the mail every day.
12. Children like to play computer games.
13. Learning to speak English takes a lot of time.
14. Girls wear prettier clothes than boys.
15. My sister buys toys for her grandchildren.

Exercise 22: Change the following sentences to Yes/No questions and then answer them in the negative, please. You need to write two sentences.

1. The woman has nine big dogs in her back yard.
2. She talks to her friends on the phone.
3. The boy draws pictures in his coloring books.
4. My neighbors make a lot of noise during the weekend.
5. Some students always use pens to do their homework.
6. I enjoy working in my garden all year round.
7. The moon shines brightly every night in the summer.
8. A cab driver has a lot of customers on a good day.
9. We use our ears to listen to people speak.

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2.2.14: WH Question Formation Exercise- Simple Present Tense and the Present Continuous Tense

WH Question Formation Exercise: Simple Present Tense and the Present Continuous Tense

Exercise 23: Change the following sentences to WH questions with the word provided, please.

1. The woman has long, blond hair.
What color hair
2. She speaks to her friends on the bus.
Who(m)
3. I drink two cups of coffee in the morning.
How many
4. Some children are making quite a bit of noise outside my house now.
How much
5. John always uses his brother's car on Thursday.
Whose
6. I enjoy teaching English as a second language.
What
7. The sun shines every day in the summer.
When
8. A bus driver has a lot of responsibility.
How much
9. We are using the blue dishes for the party.
Which
10. Good students study hard in school and at home.
How

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2.3: Special Present Tense Grammar Rules

Present Tense Rules

Rule # 1: Basic Agreement: The subject and verb in a sentence must agree. If the subject is *he, she, or it* or a singular count noun, a non-count noun, a proper noun, a singular gerund or infinitive, then the verb of the sentence must be in its "s" form. If the subject is *I, you, we, or they* or a compound subject, then the verb must be in its base form.

A good car costs a lot of money. It has a big hole in it. They make a lot of money.
My boys spend a lot of money. A student studies every weekend.

Rule # 2: Compound Subjects: If a sentence has more than one subject, then the verb must be in its base form.

John and Paul go to school. Minh and Trang sit next to each other. A dog and a cat fight all the time. A skier and a skater are on television right now.

Rule # 3: Subjects with Prepositional Phrases and Clauses: Prepositional phrases and clauses can come between a subject and verb, but they do not normally influence subject and verb agreement.

The boy with the two dogs has a nice bicycle. My sister, who has a lot of friends, lives in Rhode Island. The man, carrying the two tires, is my neighbor.

Rule # 4: There/Here: The first noun following the verb determines whether to use the base form or the "s" form of a verb.

There are three boys and a girl in the front row. There is a girl and three boys in the front row. Here is the book and pencils which you wanted. Here are the three girls and their father. There is a ball on the table. Here are the balls which you wanted.

Rule # 5: Amounts: If a subject indicates *distance, time, money, weight, or height*, then the "s" form of the verb is used.

\$5,000 is a lot of money. Ten minutes is not a long time. Ten miles is a long way to walk. Two hundred pounds is a lot of weight to lift. Five feet is short.

Rule # 6: Indefinite Pronouns: If the subject is a singular indefinite pronoun, the verb is in the "s" form in the present tense.

-

Singular Indefinite Pronouns

any, anybody, anyone, anything, each, either, everybody, everyone, everything
neither, nobody, no one, nothing, none, one, somebody, someone, something

Everybody is in the room. Nobody speaks French. Either is OK with me. Someone has a problem with the machine.
Each of you speaks a foreign language. None means zero.

Rule # 7: Either/Or and Neither/Nor: When using either/or and neither/nor, the word closest to the verb determines the verb form. If the word is singular, the verb is in the "s" form. If the word is plural, the verb is in the base form.

Either the dog or the cats make a mess. Either the cat or the dog makes a mess. Neither my car nor my clothes are expensive.
Neither my clothes nor my car is expensive.

Rule # 8: False Plurals: Some words naturally end in "s" and look plural; however, they are actually singular

mathematics, physics, economics, genetics, gymnastics, robotics, politics,
measles, mumps, AIDS, news, the blues, chess, basis, Charles, Tess, Les

Mathematics is difficult. Measles bothers children. The news is not good. Charles helps his brothers a lot. The blues makes you feel sad. AIDS kills lots of people.

Rule # 9: Gerunds and Infinitives: When the subject of a sentence is an infinitive or a gerund, the verb is in the "s" form. However, if there is a compound subject of infinitives or gerunds, the verb is in the base form.

Reading books is good for students. To read is good for students. Driving fast causes accidents. To speed in a car makes my heart beat fast. Reading books and writing compositions help students to improve. To do exercises and to rest well are good for your health.

Rule #10: Quantity Expressions: With quantity expressions such as *many, a lot of, lots of, quite a few, etc.*, the verb is determined by the object of the preposition contained within the prepositional phrase. If it is a count noun, then the verb is in its base form. If it is a non-count noun, the verb is in its S form.

Some of the milk is spoiled. Some of the boys are troublemakers. A lot of water in the world is polluted. A lot of women love to go shopping for shoes. Quite a few of the drivers get speeding tickets in Seattle every year. Many of the stores in downtown Seattle are closed on Sunday. Much of the heat in the world comes from the sun.

Exercise 24: Fill in the blanks with the correct form of the present tense verb, please.

1. My sons and I often ----- (talk) to each other.
2. My older son and I often ----- (talk) to each other on the phone.
3. My son Andre ----- (telephone) his brother on the phone.
4. Some people never ----- (help) other people.
5. Many children ----- (go) to school every day in America.
6. My neighbor's child ----- (not go) to school yet.
7. A boy and a girl who live across the street from me ----- (play) with my dog.
8. Men ----- (like) to watch sports on TV.
9. A man near my house ----- (have) a lot of money.
10. Apples ----- (be) good for you to eat.
11. An apple a day ----- (keep) the doctor away.
12. Many birds ----- (fly) around my garden every day.
13. A bird ----- (fly) around my garden every day.
14. My wife ----- (speak) five languages.
15. Both of my sons ----- (speak) Japanese.
16. The president of the U. S. and his/her family ----- (live) in the White House.
17. My neighbor ----- (live) in the white house near my house.
18. Lots of flowers and vegetables ----- (grow) in my garden.
19. One of my plants ----- (have) big red flowers.
20. Water and milk ----- (make) me feel better if I am thirsty.

21. Cold water on a hot day ----- (taste) good.
22. A friend of mine ----- (work) for Microsoft.
23. Many of my friends ----- (work) in this college.
24. A book from a library ----- (cost) nothing.
25. A good student ----- (not copy) another student's homework.

Exercise 25: Fill in the blanks with the correct form of the verb, please.

1. Swimming and running ----- (be) good exercises for young people.
2. Eating lots of hamburgers ----- (make) people fat.
3. Washing clothes in a river ----- (take) a long time.
4. Smoking cigarettes ----- (be) bad for a person's health.
5. Smoking cigarettes and drinking alcohol ----- (be) bad for a person's health.
6. Having brothers and sisters ----- (make) a house noisy.
7. Eating too much candy ----- (cause) some children to get sick and throw up.
8. Working in my garden and doing my homework ----- (keep) me busy.
9. Chasing girls ----- (be) what young men like to do.
10. Buying shoes ----- (put) a smile on my wife's face.
11. To argue with one's mother ----- (be) usually a useless endeavor for children.
12. To play sports ----- (make) children stronger.
13. To play sports and to study hard by children ----- (make) children well rounded.
14. To eat blue berries and cherries ----- (cause) my wife to be happy.
15. To lie on the sand at a beach and (to) get a suntan ----- (be) not hard work.
16. To live and to die ----- (be) both part of life.
17. To watch children grow up ----- (fascinate) parents.
18. To catch a lot of fish ----- (make) me happy.
19. To listen to music ----- (be) what I do when I correct homework.
20. To listen to music and to look at papers carefully ----- (be) what I do when I correct homework papers.
21. Doing mathematics ----- (be) very important for young children in school.
22. Doing physics and studying economics ----- (involve) a lot of mathematics.
23. Taking things that don't belong to you ----- (make) people not trust you.
24. To work at home and to study in school ----- (be) important.
25. Staying away from bad boys and girls ----- (help) children to be successful.

Exercise 26: Fill in the blanks with the correct form of the verb, please.

1. My sister, whose children are quite old now, ----- (be) 68 years old.
2. The little girl, playing with her cousins, ----- (have) beautiful black hair.
3. The boy's brothers along with his sister ----- (go) to the same school.
4. My neighbor who has four cars ----- (have) trouble walking.
5. The dog walking with the two boys ----- (have) brown and white fur.

6. The girl and her brother ----- (be) very polite children.
7. Both clean water and nutritious food ----- (help) people to stay healthy.
8. Going to school with good kids ----- (keep) kids safe.
9. My neighbor who washes his cars every week ----- (have) clean cars.
10. My other neighbor who never washes his cars ----- (not have) clean cars.
11. Either my students or I ----- (shut off) the lights after class.
12. Either I or my student ----- (erase) the white board every day.
13. Neither my father nor my mother ----- (be) alive anymore.
14. Neither my sons nor my wife ----- (work) in my garden.
15. Neither young boys nor young girls ----- (like) to clean their bedrooms.
16. Either the mother or the grandmother ----- (make) dinner every night.
17. Both my sons and my wife ----- (love) me very much.
18. There ----- (be) a whiteboard and many chairs in the room.
19. Here ----- (come) my brother and three sisters.
20. There ----- (go) the children and their father.
21. Here ----- (be) the pencils that you asked me to bring for you.
22. Nobody ----- (speak) 10 languages fluently.
23. Everybody ----- (love) to eat fresh fruit.
24. My student along with students from other classes ----- (help) me daily.
25. The bird, sitting on the telephone wires, ----- (watch) me when I work.

Exercise 27: Basic Agreement, Compound Subjects, Subject w/ Phrases and Clauses, Here/There

1. A good used truck ----- (cost) at least \$3,500.
2. Maria ----- (study) in the library every afternoon.
3. Both students ----- (speak) Chinese and Japanese.
4. Bobby ----- (like) to eat chips when he ----- (watch) TV.
5. His sister ----- (not know) the date of the next test.
6. The faculty and students ----- (park) in the same parking lot.
7. Algebra ----- (provide) the basis of advanced mathematics.
8. Xuan and her husband ----- (not go) to the beach very often.
9. History and English ----- (be) my favorite subjects.
10. Although he ----- (enjoy) baseball, soccer ----- (continue) to be his favorite sport.
11. The book for the new students ----- (cost) \$29.00.
12. The students in the next three classrooms ----- (make) a lot of noise.
13. The classroom with 10 tables ----- (have) 25 chairs.
14. The student who is carrying five books ----- (not need) my help.
15. The cat and the dog ----- (not like) to sleep together.
16. There ----- (be) one book and two pencils on the desk.

17. Here ----- (be) the two men to help you move the piano.
18. After every computer class, there ----- (be) a lot of students who stay in the lab.
19. Here ----- (be) the information that you will need.
20. Whenever I go there, there ----- (not be) a lot of people hanging around.

Exercise 28: Amounts, Indefinite Pronouns, Either/Or and Neither/Nor, False Plurals,

Gerunds and Infinitives

1. Four miles ----- (be) a long way to walk in the mountains.
2. Five days ----- (not be) a long time to live in a city.
3. Four hours of sleep ----- (be) enough for me.
4. Three dollars ----- (not be) a lot to pay for a movie.
5. Three pieces of paper ----- (be) on the floor.
6. Everyone ----- (know) my brother Carl.
7. Each student in the class ----- (need) to buy a calculator.
8. Someone always ----- (open) the doors to the classrooms every morning.
9. Anything ----- (be) possible if you are lucky.
10. Nobody in the whole class ----- (speak) French.
11. Either Alex or André ----- (help) me in the garden.
12. Neither the teacher nor the students ----- (be) happy about the test results.
13. Both my brother and sister ----- (live) in Rhode Island.
14. Either history or English ----- (be) his major in college.
15. Either the husband or the wife ----- (prepare) breakfast on Sunday.
16. Economics ----- (not be) an easy subject in college.
17. Mathematics ----- (be) important for students to study.
18. The blues ----- (make) people happy when they ----- (listen to) it.
19. To study ----- (not be) to learn.
20. Studying in the library with friends ----- (seem) like a good idea.
21. Going to school and working full time ----- (take) a lot of effort.
22. Studying mathematics ----- (require) a lot of work.

Exercise 29: Fill in the blanks with the correct form of the present tense, please.

1. The student in the red dress with the pink flowers _____ (be) very beautiful.
2. Either Bob or his sisters _____ (wash) the dishes after supper.
3. All the kids _____ (like) to eat candy.
4. Every one of the ten prisoners _____ (want) to escape from jail.
5. The news from the war front in Europe _____ (be) not good.
6. To study and to learn _____ (be) what you must do in school.
7. Playing sports _____ (make) children's bodies strong.
8. Neither my cousins nor my uncle _____ (speak) Arabic.

9. Both my sons and my wife _____ (live) in North Seattle.
10. There _____ (be) a lot of milk in the three bottles on the shelf.
11. Six hundred dollars _____ (be) a lot of money to pay for a TV.
12. Mathematics and physics _____ (cause) many problems for students.
13. John with his three brothers _____ (fix) cars during the weekend.
14. A good used car _____ (not cost) a lot of money.
15. Here _____ (come) the boys whom I have been waiting for.
16. Some of the water _____ (look) dirty.
17. In the class of twenty students, nobody ever _____ (talk back) to the teacher.
18. There _____ (be) four boys and a girl in the car.
19. Washing clothes for a large family _____ (take) a lot of time.
20. Either my children or my dog _____ (make) a mess in my basement.
21. My sons _____ (not like) to clean their room.
22. Each of the students in the class _____ (love) to do homework.
23. I sometimes _____ (not read) the newspaper at night.
24. Watching movies at home _____ (not cost) much money.
25. Here _____ (be) the book I've been looking for.
26. Ten bottles of the twenty-five _____ (belong) to Mr. Jones.
27. Old men often _____ (enjoy) looking at young children.
28. Every one of the people in the room _____ (go) to school.
29. Five hours of sleep _____ (not be) enough for some people.
30. To eat cookies _____ (make) my boys happy.
31. Mechanics _____ (get) dirty when at work.
32. Either my wife or I _____ (prepare) our sons' breakfast.
33. There _____ (be) an orange and an apple on the table.
34. The best student in the class _____ (study) three hours a night.
35. His daughter _____ (not know) how to cook Chinese food.
36. Telling lies often _____ (make) people angry.
37. Physics _____ (require) a lot of studying.
38. The boy who is walking with his three dogs _____ (play) with my sons.
39. Although Bob likes to play football, his brothers _____ (prefer) baseball.
40. Information from newspapers _____ (be) helpful to people who read it.
41. Smoking cigarettes _____ (not be) good for your health.
42. Almost all mothers _____ (love) their children very much.
43. Neither of my children _____ (be) quiet at home.
44. Five girls and a boy _____ (sit) in the front row every day.
45. Boys and girls _____ (play) differently.

Exercise 30: Fill in the blanks with the correct verb, please.

1. Water and beer ----- (be) liquids.
2. Bottles of water ----- (be) a rip off.
3. Buying water in a bottle ----- (be) a waste of money.
4. A lot of boys ----- (cause) trouble in high school classes.
5. Drinking lots of soft drinks ----- (make) a person fat.
6. A few bad apples ----- (cause) most of the problems in society.
7. A little apple juice ----- (be) on the floor.
8. Some of my books ----- (cost) a lot of money.
9. Some good meat ----- (cost) a lot of money.
10. A policeman ----- (direct) traffic if a traffic light is out.
11. Most students ----- (do) their homework.
12. Mud on a person's shoes ----- (make) a mess on clean floors.
13. Insects ----- (not bother) me at night.
14. Telephones today ----- (be) different from phones when I was a boy.
15. Dirt and water together ----- (make) mud.
16. Some movies in theaters ----- (cost) only \$3.00.
17. Many American football players ----- (weigh) over 300 pounds.
18. Many of the people who live in Chinatown in Seattle ----- (come) from China.
19. Drinking too much alcohol ----- (cause) some people to do stupid things.
20. A drug from doctors ----- (be) legal.
21. A little noise ----- (not disturb) me when I sleep.
22. Writing these sentences ----- (take) a lot of time.

Exercise 31: Fill in the blanks with the correct form of the present tense, please.

1. The girl who has a lot of dolls and stuffed animals ----- (play) quietly with them.
2. The boy, giving his three dogs a bath, ----- (love) them very much.
3. Men who never like to do housework ----- (make) their wives angry.
4. My aunt Grace, who owns two houses in the Boston area, ----- (have) a lot of money.
5. Rich people, often without children, ----- (not understand) the problems of poor people.
6. A small child ----- (try) to do whatever adults can do.
7. My son, who owns many musical instruments, ----- (not play) the clarinet.
8. My wife, who comes from Brazil, ----- (speak) five languages.
9. Running away from problems ----- (not solve) any problems.
10. Learning to speak in English ----- (be) easier than learning to write in English.
11. Boys who cause more trouble than girls do as young children ----- (be) easier than girls to take care of when they get older.
12. My student with her three sisters ----- (come) to class late every day.

13. A dog and a cat ----- (live) in my neighbor's house.
14. To have a lot of animals as a young child ----- (be) fun.
15. My sister along with her five dogs ----- (live) in Rhode Island.
16. Eating cake with ice cream and strawberries ----- (make) children very happy.
17. Watching sports on TV while eating peanuts usually ----- (result) in a messy room.
18. Thinking of these sentences ----- (take) a lot of time.
19. A smiling face usually ----- (mean) a person is happy.
20. Children and students ----- (need) to do homework.
21. My neighbor, who writes newspaper articles, ----- (work) in his garden every day.

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2.4: Simple Past Tense Review Exercises

Past Tense Meanings of Verbs in English

Simple Past Tense: Used to describe actions or activities that began and ended in the past. Its emphasis is on the action itself and not on the action's relationship to another action in the past. It simply says, "This happened."

Examples:

*I **went** to the store yesterday, **bought** some milk and eggs, and **returned** home.*

*The United States **fought** in World War Two. Thousands of soldiers **died** in Asia.*

*My father **drove** a cab for many years. He only ever **had** one accident.*

*My son **got up** this morning, **ate** breakfast, and **left** for school.*

Two Types of Past Tense Verbs: Regular and Irregular

1. **Regular verbs** are verbs that end in **ed** in the past tense affirmative.

Examples: open/opened, start/started, wait/waited, memorize/memorized

2. **Irregular Verbs** are verbs that change form in the past and past participle form.

Examples: go/went, strike/struck, fly/flew, write/wrote, put/put, forget/forgot

The same rules for the negative and question form apply to both types of verbs.

Sample Sentences:

We stayed home last night and ate dinner together.

My father drove a taxi and worked in a factory for many years.

My brother broke the chair and then tried to fix it.

I enjoyed living with my family, but I left home at 22 years old.

We saw a man who needed to buy some medicine.

Forming the Negative: Present and Past Tenses

Present Tense Negative

I	
You	play.
We	don't go.
They	wash.
He	play.
She	doesn't go.
It	wash.

Past Tense Negative

I	
You	play.
We	didn't go.
They	wash.
He	play.
She	didn't go.
It	wash.

After the helping verbs **don't**, **doesn't**, and **didn't** ALWAYS use the **base form** of the verb **in the present tense and in the past tense**.

Use the **S Form of the Verb** only in the present tense for **he**, **she**, and **it**. Never use the **S Form** in the past tense.

Notice that **in the present tense and in the past tense** that the verb always goes back to the **base form** after **don't**, **doesn't**, and **didn't**.

Present Tense Negative Verb To Be

I	am not
He	
She	is not
It	

Past Tense Negative Verb To Be

I	was not
He	
She	was not
It	

We
You **are not**
They

We
You **were not**
They

When you change the verb to be from the present tense to the past tense, you use the words **was** and **were**. When you want to make **the past continuous tense**, then the main verb always uses **ing**.

Remember that the words **am**, **is**, and **are** have the same meaning as **was** and **were**. The only difference is the time (tense).

Examples:

I am here now.	I was here yesterday.
She is not in class today.	She was not in class yesterday.
We are studying the past tense now.	We were studying the present tense last week.
Are you sitting in class now?	Were you sitting in class last night?
My sons are not living at home anymore.	They were not living at home last August.
Where are my books?	Where were my books this morning?

Sounds for ED Endings for Regular Verbs

ED sounds like a T, ID, and D depending on the sound that comes before it in a word.

1. ED sounds like T when the last sound in a word is a: P, K, F, S, SH, CH, or X.

walk	kiss	crunch	splash
kick	clap	fix	staff
miss	watch	stop	laugh

Examples:

The audience clapped for twenty minutes for the singer.

The mechanic fixed my transmission.

We watched the movie on television.

2. ED sounds like ID when the last sound in a word is a: T or D.

wait	raid	hate	pretend
invite	defend	need	lift
skate	invent	start	aid

Examples:

We waited for the bus for five minutes.

He pretended to be sick.

The soldiers defended the village.

3. ED sounds like D in all other regular verbs.

arrive	open	close	play
form	buzz	hang	spell
bow	save	enjoy	call

Examples:

We arrived at the meeting five minutes late.

The boy called his mother from his friend's house.

I enjoyed watching the baseball game.

Exercise 32: Change the following sentences to the simple past tense, please.

Example:

I **go** to the store for my mother. I **went** to the store for my mother.

1. Some people intend to go to the party late.
2. We often have a lot of fun when we play in the snow.
3. Speaking a foreign language always makes me laugh at myself.
4. Going shopping with my mother and sister is not fun for me.
5. My boys work during the summer every year.
6. I like to look out the window and dream.
7. My uncle builds houses in Rhode Island.
8. My sister comes to Seattle every year.
9. I drive a 1954 Ford to work every day.
10. People send packages in the mail.
11. Mothers feed children when they are babies.
12. We often crawl in the grass when my friends and I play together.
13. My brother seldom helps to clean the house.
14. I plant a garden every spring.
15. The ground freezes every winter in Seattle.
16. I mow my grandparents' lawn every week.
17. My alarm clock rings every morning at 6:00 AM.

18. My mother always thinks about what is best for us.
19. My grandfather weeps when he thinks about his mother in Sicily.
20. My children tear their pants all of the time.
21. My uncle pulls the weeds out of his garden every Sunday.
22. My aunt writes letters to me whenever I travel to foreign countries.
23. I swim in the Atlantic Ocean every summer.
24. We open the windows in our house every summer.
25. My sister smokes cigarettes all day long.
26. I have to spend lots of money every week.
27. Mr. McDonald teaches me history in the eighth grade.
28. My dog sleeps all day long.
29. Students always do their homework in the evening.
30. Some students pray five times a day.

Exercise 33: Change the following sentences to the Past Tense Negative, please.

1. We intended to buy a new car last week.
2. He had a sandwich for lunch.
3. My brother let my sons play video games.
4. He remembered to take his wife to the market.
5. She borrowed \$100 from her brother.

6. The police arrested the thief last night.
7. I forgot to pick up the milk on my way home.
8. Friday was the last time for class.
9. Tom brought a book to the class.
10. He helped his friend fix the car.
11. The girls made dinner for their father.
12. I wished to see the old man.
13. He invented the electric light bulb.
14. The teacher corrected the students' homework assignment.
15. The businessman flew to Chicago on a business trip.

Exercise 34: Change these sentences from the affirmative to the negative, please.

1. The old man fell on the floor.
2. The housewife froze the meat that she bought at the store.
3. I lost my briefcase at the meeting.
4. The tire on my car blew out last week.
5. The army invaded a peaceful country.
6. The government collected taxes from all American people last April 15th.
7. We saw the bank robber get away in his car.
8. The soldiers fought bravely against their enemy.

9. Some people hated to do their work.
10. The employer interviewed 10 people for the one job.
11. The woman wore a beautiful yellow dress to the party.
12. My sister shopped for a new bathtub for her house.
13. The judge released the prisoner from jail.
14. We heard the birds singing in the trees.
15. The man rejected the job offer.

Exercise 35: Change the following sentences to the negative, please.

1. The police proved their case against the robber.
2. My son swept the floor last night.
3. I shut the door when I entered my house.
4. Some employees quit their jobs.
5. My son sat in the front seat when I drove my car.
6. The boys were sliding on the floor yesterday evening.
7. My aunt shrank when she got old.
8. The women divided the bill at the restaurant yesterday.
9. The girl sought to marry a rich man.
10. The young girl ran a fever.
11. Some children were picking fruit near their house.

12. That store sold furniture and appliances for the home.
13. The cowboy was riding his horse every afternoon last summer.
14. Two boats sank in the river during the storm.
15. My son shook his head when I asked him if he wanted to eat vegetables.

Exercise 36: Change the following sentences to the past tense yes/no questions, please.

1. We intended to buy a new car last week.
2. He had a sandwich for lunch.
3. My brother let my sons play video games.
4. He remembered to take his wife to the market.
5. She borrowed \$100 from her brother.
6. The police arrested the thief last night.
7. I forgot to pick up the milk on my way home.
8. Friday was the last time for class.
9. Tom brought a book to the class.
10. He was helping his friend fix the car.
11. The girls made dinner for their father.
12. I wished to see the old man.
13. He invented the electric light bulb.
14. The teacher corrected the students' homework assignment.

15. The businessman flew to Chicago on a business trip.

Past Continuous Tense

The past continuous tense is used to describe two related actions or activities that happened in the past **at the same time**. Its emphasis is on showing the relationship of the actions relative to the duration of time each takes. The action of longer duration uses the past continuous tense; the action of shorter duration takes the simple past tense. It simply says, "While this was happening, something else happened." The second action interrupts the first action that is already happening. **Note:** The past continuous tense may be used for a single action in the past, but this usage is rare and it is employed only when the speaker wishes to emphasize the continuous action of the verb. The past continuous tense can also be used when two or more actions take place in the past for the same duration of time. "While I was working in my garden, my wife was cooking."

Examples of Two Actions at the Same Time:

While we **were studying**, the telephone **rang**.

My front tire **blew out** while I **was driving** home from school.

When their mother **was preparing** dinner, the boys **came** home.

When I **got** to class, my students **were waiting** for me.

Examples of Two Actions of Equal Duration of Time:

While I **was ironing** my clothes, I **was watching** a DVD.

While my older son **was taking** a shower, my younger son **was waiting** for him to finish so that he could take a shower.

While my son **was driving** my car, I **was sitting** next to him.

Examples of One Action Use of the Past Continuous Tense

Yesterday I started working in my garden at 8:00 AM and stayed in my garden until 8:00 PM. I **was working** all day long in my garden.

I **was correcting** homework papers for four hours last night.

Both of my sons **were still sleeping** at 2:00 PM yesterday.

My sons and I **were watching** movies all afternoon long on Saturday.

Exercise 37: Make one sentence using the following actions. One of the actions will require the past continuous tense and the other one will require the simple past tense.

For example: *pick potatoes in my garden* *find a piece of glass*

While I was picking potatoes in my garden yesterday, I found a piece of glass.

1. stop to buy a coffee drive to school
2. work in my office get a phone call from my wife
3. speak to my son tell him about a party
4. break a glass help my wife in the kitchen
5. watch television fall asleep

6. *eat breakfast* *open a window in my kitchen*
7. *shop with my sons* *buy two toys for them*
8. *drink coffee with a friend* *see a pretty girl walking across the street*
9. *have a nightmare* *sleep*
10. *do my homework* *take a break*
11. *mow my lawn* *run out of gas in the lawnmower*
12. *answer the phone* *read the newspaper*
13. *answer the teacher's question* *sit in class*

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2.5: Modal Verbs

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2.5.1: Modal Verbs

Modal Verbs

Can	These are the eight modal verbs in English. They are helping verbs ; therefore, the negative and the question forms of sentences involve using them. They are always followed by the base form of the verb. After the modal verbs, there is always another verb, the main verb . Never use <u>to</u> between a modal and the main verb. Also, never add anything to the main verb. Never add s, es, ing, or ed . <u>Never add anything....</u>
Could	
Will	
Would	
May	
Might	
Should	
Must	

Examples

I can teach English.

In this sentence, the main verb is *teach*. The modal verb is *can*. *Teach* says what I do; *can* says that I have the ability to teach. Notice there is no change when I use *he*, *she*, or *it*.

He can teach English. She can teach English. It can teach English. Notice there is no **s** or **es** added to *teach*.

You must type your homework this weekend.

In this sentence, the main verb is *type* and the modal verb is *must*. *Type* says what you will do this weekend and *must* says that you have no choice but to do the work. It is an obligation. Notice that there is no **to** between *must* and *type*.

Common Mistakes

She should **to** make dinner for her family every night.

He must drives his mother to the store tonight

It might raining in New York now.

I could played baseball every day when I was a boy..

I would **ate** dinner with my mother and father every day.

The girl will **be** play with her friends after school tomorrow.

All of the above mistakes are wrong because they either add to between the modal verb and the main verb or because they add something to the end of the main verb.

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2.5.2: Modal Verb Formation and Structure

Modal Verb Formation and Structure

Modal Verbs are helping verbs. Therefore, both the negative form and the question form are made by using the modal verbs.

Affirmative Modals

I	would		go with my father.
You	can		play video games.
We	will		do our homework later on.
They	might	Base Form of the Verb	drink some tea.
He	should		study harder.
She	must		follow the rules.
It	may		decide to go.
You	could		see the moon better.

Negative Modals

I	can't		run very fast.
You	couldn't		jump high.
He	won't		fly to Boston next week.
She	wouldn't	Base Form of the Verb	report to class on time.
It	may not		take your time.
We	might not		smile at his jokes.
They	shouldn't		steal anything.
You	mustn't		copy someone else's homework.

Question Modals

May I		go home early with my friend?
Will you		come to school tomorrow?
Could she		ride a bicycle?
Would he	Base Form of the Verb	help you?
Can it		drive safely?
Might we		do our work later?
Should they		study harder?
Must you		leave so soon?

Information Questions (WH Questions) with Modal Verbs

Whom may I go home early with? (**Whom** replaces the object **my friend**.)

Where will you come tomorrow?

What could she ride?

Who would help you? (**Who** replaces the subject **he**.)

How can it drive?

When might we do our work?

How should they study?

When must you leave?

Simple Present and Future Tenses with Will and Other Modal and Quasi-Modal Verbs

I might not **come** to school next quarter.
He ought to **study** many more hours.
She will **study** next year.
It will **eat** tomorrow morning.
We might **watch** tomorrow night.
You must **study** in the library.
They had better **not cheat** on the exam.

The simple future tense is used for actions in the future. Besides “will,” all of the other modal verbs and quasi-modal verbs may be used with a future meaning.

Future and Present Continuous Tenses with Will and Modals and Quasi-Modal Verbs

I will **be** sleeping at 2:00 AM tonight.
He might **be** watching a movie with his girlfriend now.
She should **be** studying tonight.
It ought to **be** clearing up later on this evening.
We must **be** doing grammar now.
You may **be** visiting your grandmother next month.
They have to **be** worrying about their sick child.

The present and future continuous with will and other modals stresses the on-going action of the modal in the present and future time.

The Future Continuous Tense and the Simple Future Tense

You **will be doing** some homework this evening.

You **will do** more homework in this class this quarter.

*My family and I **will be eating** dinner at 7:30 this evening.*

*My family and I **will eat** dinner at 7:30 this evening.*

The future continuous stresses the verb’s action being in progress at some time in the future. The simple future only says that something will happen in the future.

Note that in all of the examples above that the modal verbs are ALWAYS followed by the base form of the verb. With the continuous modals, that means that they are followed by the base form of the verb To Be: **be**. And because they are a continuous tense, it also means that the **ING** form of the verb must also be used.

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2.5.3: Modal Verb Form Errors Analysis and Structure Exercise

Modal Verb Form Errors Analysis and Structure Exercise

Exercise 38: Make all necessary corrections in verb forms in the sentences, please.

1. He musts goes to the doctor for the cut on his head.
2. We will going to the movie tonight with our friends.
3. I can't not go with you this evening to your brother's house.
4. Children should not be play with matches.
5. We was able to fix the flat tire on our car yesterday.
6. My big brother could ate a lot of food when he were a boy.
7. Tonight we are going to play Nintendo, and then we will be watch a video movie.
8. He might not sees the spider on his shirt.
9. I could be played football when I was a young man.
10. It may raining tonight.
11. His sister must goes to school every day next week.
12. The boys and their father would worked on the farm all day when they was younger.
13. He oughts to learns to fixes his car by himself in order to save some money.
14. We had to do a lot of homework tomorrow evening.
15. The company told the employees that they would be work overtime next week.
16. The boys is going to working on their homework later this evening.
17. He have to finishes his homework before he can goes to the party with his friends.
18. He must finishes his composition before he cans goes outside to play.
19. They will be study for their exam this weekend.
20. He must always eats all the food on his plate before he can leaves the table.
21. He should has finished his homework by now.

Modal and Quasi-Modal Verbs

Can	Ability to do something	Present or future

To be able to (am, is, are)	I can drive a car.
	My wife is able to drive a car.

Will / Won't (Will not)	Future action	Future

To be going to (am, is, are) (gonna)	I will help you clean your apartment.
	We are going to study tonight.
	Will = Volunteer / Promise Going to = Plans

Used to (useta) **Past situations; no longer exist; Past used by native speakers to introduce repeated situations in the past**

I **used to live** in Massachusetts.

I **used to travel** a lot.

Would **Repeated actions in the past** **Past**

I **used to live** with my parents. I **would eat** my mother's food every day.

I **would go** fishing with my father. I **would attend** school every day.

Could **Ability to do something** **Past ability**

To be able to (was, were) **For a single event in the past, use was/were able to; for repeated past events, use could.**

When I went to Victoria, I **was able to visit** Butchart Gardens.

When I was a boy, I **could play** baseball every day.

Would / Could **Polite requests** **Present or future**

Would you open the window for me?

Could you come at 3:00 instead of 4:00, please?

Would rather ... than **Preference** **Present or future**
'd rather ... than

I **'d rather** eat chicken than beef.

Would rather not do She **'d rather not study** tonight.

May **Permission** **Present or future**
Possibility (50/50 chance)

You **may drink** coffee in class. I give you permission.

It **may be** sunny next week. It's possible.

Might **Possibility (50/50 chance)** **Present or future**

We might go to a movie next Friday.
It's a possibility. Maybe we will and maybe we won't.

Should **Obligation, desirability,** **Present or future**
Ought to (ordda) **expectation**

You **should stop** smoking in order to
keep your lungs in good condition. -- obligation

You **should teach** your children to speak
your native language. -- desirability

When you go to Disneyland, you **should**
have a good time. -- expectation

You **ought to wash** your hands before
you eat food. -- desirability

Should and **Ought to** have exactly the same meaning. Both are used equally. However, native speakers tend to use **should** in writing and **ought to** in speaking.

Had better **Strong obligation or desirability** **Present or future**

Had better not

(‘d better or better) You **had better study** for the test.

You **had better not drink and drive**.

To be supposed to (am, is, are) (was, were)	Obligation or plan of action	Present, past, or future

You **are supposed to do** your homework
every night or you will get into trouble with
the teacher.

We **were supposed to eat** in a restaurant
last Friday evening, but we decided not to.

To be to be (am, is, are) to be	Obligation or plan of action	Present, past, or future

You **are to be** in class at 9:00 a.m. daily.

To be to do
(am, is, are) to do You **were to skip** lines on the composition you wrote last night.
The mechanic **is to repair** my car tomorrow.

Must	Conclusion, probability, inference	Present or future

You come from Viet Nam, so you **must speak** Vietnamese.

He hasn't eaten all day long, so he **must be** very hungry.

She's only 16 years old and she drives a Porche. Her father
must have a lot of money.

Must Have to (hafta) Has to (hasta)	Absolute obligation or necessity	Present and future

You **must put** gas in your car if you want to drive it.

You **have to take care of** babies all the time.

He **has to change** the oil in his car on Saturday

My sons **have to clean** their rooms whenever they live at home.

Have/Has Got to **Absolute obligation or necessity** **Present or Future**
 ('ve godda or 've gotta)
 (s' godda or 's gotta)

I **have got to correct** a lot of homework papers tonight.

We **have got to clean** the house before our guests come.

My sister **has got to take** medicine three times a day.

Had to **Obligation or necessity in the past** **Past of must and have to**
 (hadda)

He **had to take** his daughter to the hospital last night because she had a high fever.

He **had to change** the flat tire on his car last night.

I **had to write** this handout for my students.

Must not **Negative conclusion or prohibition** **Present or future**
 (musent)

You **must not drink and drive**.

You **must not use** bad language in class.

The girl won't eat. She **must not be** hungry.

Children **must not** play with matches and knives.

Not have to **No obligation or necessity at all** **Present, past, or future**
 (not hafta)

You **don't have to come** to school on Saturday.

When you lived with your mother, you **didn't have to cook**.

You **won't have to do** any homework during vacation.

I **didn't have to work** when I was a young boy.

I **won't have to come** to college during the summer.

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2.5.4: Sentence Formation with Present and Future Modal Exercises

Sentence Formation with Present and Future Modal Exercises

Exercise 39: In the following series of exercises, make sentences with the modal verbs at the top of each exercise and the verb phrase given, please.

A: Can or can not

1. I ----- eat 10 hamburgers.
2. My mother ----- cook better than I can.
3. Women ----- usually clean the house better than men can.
4. I ----- learn English.
5. With an education, people ----- earn more money than without an education.
6. Most people in this classroom ----- speak Chinese.
7. Because we come to class, we ----- sleep late in the morning.
8. My mother ----- speak English.
9. My father ----- drive a car.
10. My teacher ----- teach English.

B: Will or Won't

1. I ----- come to class tomorrow.
2. My teacher ----- wear jeans to class tomorrow.
3. Someone ----- open the door to this room tomorrow morning.
4. My teacher ----- correct my homework assignment tonight.
5. President Obama ----- teach this class tomorrow.
6. It ----- rain next week in Seattle.
7. It ----- be cold outside next August.
8. I ----- study hard in order to learn English.
9. I ----- buy a car next week.
10. We ----- see each other tomorrow morning.

C: Should or Should Not

1. Students ----- come to class every day and on time.
2. People ----- drink alcohol and drive their cars.
3. Everyone ----- eat healthy food.
4. No one ----- eat junk food every day.
5. Children ----- obey their parents and grandparents.
6. Students ----- skip lines in my class when doing homework.
7. Old people ----- be careful when walking on snow and ice.
8. Smoking is bad for the health, so people ----- smoke.
9. No one ----- play with guns and matches.

10. Everyone ----- be careful with guns and fire.

D: May, May Not or Might, Might Not

1. It ----- rain next week.
2. My son ----- call home next week.
3. I ----- eat in a restaurant tonight.
4. My students ----- have homework tomorrow.
5. We ----- have an exam next week.
6. The moon ----- be bright tonight.
7. My teacher ----- wear a tie to school tomorrow.
8. I ----- have to buy gas for my car tomorrow afternoon.
9. I bought a lottery ticket, so I ----- be a millionaire next week.
10. Some people ----- visit me this weekend.

E: Can or Could

1. I ----- play with my friends when I was a young child.
2. Some rich people ----- spend a lot of money and not worry about it.
3. My friends and I ----- spend a lot of time doing nothing a long time ago.
4. Young boys ----- make a lot of noise.
5. My mother ----- cook good Italian food when she was alive.
6. When I was a boy, I ----- help my grandparents around their house.
7. Every year your teacher ----- make a very nice garden.
8. Everyone wishes that they ----- do some things differently in their lives.
9. Both of my sons ----- play the piano.
10. When my sons were young, they ----- get into places free.

F: Must and Either Have To or Has To (First with “must,” then ‘have to’ or ‘has to.’)

1. Children ----- go to school, and they ----- study.
2. Today I ----- go to the market because I ----- buy some groceries.
3. My son ----- practice his piano because he ----- play at a wedding next week.
4. Mothers ----- take care of their children, and they ----- cook food for them.
5. My sister ----- take her husband to the doctor’s office, and then she ----- wait for him.
6. I ----- write my homework assignments and then my students ----- do them.
7. I have a problem with my car, so I ----- take it to a mechanic. He will ----- fix whatever is broken.
8. My student ----- get a haircut, and her hairdresser ----- cut it for her.
9. My sister and niece ----- prepare dinner for a party. Before they cook the food, they -----go shopping.
10. Every day I ----- assign homework to my students and then I ----- correct the homework assignments.
11. My son ----- (help out) around the house. For example, he ----- (mow) the lawn and take the dog for walks.

G: Would Rather and Had Better in the Negative (Put NOT after these two quasi-modals to make the negative. They are both either the present tense or the future tense; THEY ARE NOT THE PAST TENSE.)

Change these sentences to the negative, please. Write out the complete sentence. Don't just write in the word not.

1. I would rather stay home this evening.
2. You had better come to class tomorrow.
3. My son would rather play the piano than the violin.
4. You had better continue taking that medicine.
5. Your teacher would rather wear a sweater than a tie.
6. You had better change your clothes when you go to work.
7. My son would rather eat hot peppers.
8. You had better drink coffee before you go to work.
9. I would rather sleep late in the morning.
10. We had better take our vacation soon.
11. The students had better go to the party.

Exercise 40: Answer the following questions, please.

1. Where might you be living when you are 65 years old?
2. What should you do every night?
3. Would you rather watch football on TV or watch a movie?
4. When had you better do this assignment?
5. How many languages can you speak?
6. What time will you go to bed this evening?
7. What have you got to do before you come back to this class next Friday?
8. How old will you be on your next birthday?
9. What do you have to do before you next Monday?
10. What had you better do before you take an examination?
11. Who could you play with when you were a child?
12. What may you do on Sunday morning?
13. When are you supposed to come back to school next?

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2.5.5: WH Questions with Modals

WH Questions with Modals

Exercise 41: Make questions with the WH words which follow the sentences, please.

1. I will buy a new car next year.

When

Who

2. I had to take some medicine last week.

When

What

3. We should study irregular verbs before we take the final exam.

What

When

4. You had better come to class on time on Friday.

Who

When

5. It might rain on Sunday.

When

6. You could have stayed at home today.

Where

When

7. My friend's children must have eaten dinner this evening.

Who

What

When

Exercise 42: Change the following sentences into WH (information) questions with the words under the sentences, please.

1. The boy is fishing in the lake.

Who

Where

2. My son was playing the piano in the living room.

Who

What

Where

3. We will be at the market this afternoon.

Who

Where

When

4. Fifteen dogs were chasing the cat.

What

How many

What

5. Someone is knocking on the classroom door.

Who

What

6. The box of chocolates is beside the lamp.

What

Where

7. Bob might be running in New York today.

Who

Where

When

8. The father was listening to his son's music last night.

Who

Whose

When

9. My sister will be showing the picture to her friends before dinner tonight.

Who

What

To whom

10. It must be raining in the mountains now.

Where

When

11. Those boys should be studying for their test and not playing video games.

What

Who

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2.5.6: Continuous Modal Verbs

Continuous Modal Verbs

All the modals can be used in the continuous (progressive) tense when they stress the idea that something is in progress (happening) at present (or in the future with "will"). They emphasize the action's being in progress at the time when the person is speaking.

As with all of the continuous tenses, the idea of the "ing" is to emphasize the action of the verb and its being in progress; the function of the modal is to influence the meaning of the verb.

The form of continuous modals is:

The modal + be + the verb + ing

Examples:

1. It **might be raining** in Japan right now.
2. You **should be paying attention** to me now and **not thinking** about your girlfriend.
3. It's 3:00 a.m. right now, so my sister **must be sleeping**.
4. At 7:00 p.m. tomorrow evening, I **will be eating** dinner with my family.
5. If today were Saturday, I **could be working** in my garden now.
6. I definitely **won't be correcting** homework papers on Saturday evening.
7. My wife **may be working** in her office now.
8. We **will be taking** an exam on Monday morning at 11:00 A.M.
9. My sons are in school now, so they **must be listening** to their teachers.
10. My son **might be sleeping** right now because he is in Japan.

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2.5.7: Continuous Modal Verb Exercise

Continuous Modal Verb Exercise

Exercise 43: Answer the following questions using continuous modals, please.

1. Where might you be living in the year 2020?
2. What will you be doing next Saturday afternoon?
3. What must most of the people in China be doing right now?
4. What should all of the students in this class be thinking about now?
5. When might the sun be shining continuously every day in Seattle?
6. What could you be doing right now if you weren't in school?
7. What might your relatives be doing in your home country right now?
8. What would you be doing if you were in your native country?
9. What might you be doing at this time a year from now?
10. When will you be sleeping next?
11. What may your best friend be doing right now?
12. How long will you be taking ESL classes?
13. When will you be watching television?
14. Who will be correcting your homework papers this evening?

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2.5.8: Past Modal Verbs Used in the Simple Past Time

Past Modal Verbs Used in the Simple Past Time

For Repeated Actions in the Past:

Used to, Could, and Would = Simple Past Tense

<u>Used to</u>	base form of the verb	Past situations; no longer exist; used by native speakers to introduce repeated situations in the past.	Past

*I **used to live** in Massachusetts.*

*My sister **used to go** fishing with my father and me.*

*I **used to travel** a lot.*

*I **used to be** a good walker.*

*I **used to go hunting** with my grandfather.*

*My sons **used to play** with toys.*

<u>Could</u>	base form of the verb	Ability to do something	Repeated past ability

To be able to (was, were)	For a single event in the past, use <u>was/were able to</u> ; for repeated past events, use <u>could</u> .

*When I **was** a young boy and I **visited** my grandparents, I **could** do almost anything I **wanted** to do. First of all, I **could walk** to my grandparents' house because we **lived** close to their house. I **could eat** whatever I **wanted** to eat because I **was** my grandmother's favorite grandchild. I **could watch** TV or I **could play with** my grandfather's hunting dogs. Sometimes I **could go** hunting for rabbits and birds with my grandfather and uncle, too. They **would let** me shoot their guns. My mother **would never let** me shoot guns.*

<u>Would</u>	Repeated actions in the past	Repeated past ability

*I **used to live** with my parents. I **would eat** my mother's food every day.*

*I **would go** fishing with my father. I **would go** to school every day. We **would all have fun** at home together. We **would always joke around** with each other. We **would laugh** a lot, too.*

Exercise 44: Answer the following questions using *used to*, *would*, or *could*, please.

1. At what time would you eat dinner when you were in your native country?
2. Who would prepare dinner for your family when you were a child?
3. What could you do as a child that you can't do now?
4. Who used to take care of you when you were very young?
5. Where would your mother go shopping a long time ago?
6. Who could you visit in your country that you can't visit anymore?
7. Who did you use to see every day when you were in your country?
8. Who would you play with when you were very young?
9. At what time would you wake up when you lived in your native country?

10. What kind of food would you eat as a child?
11. What sports could you play in your native country?
12. Who used to teach you when you lived with your parents?
13. What would you do on most days when you were about 10 years old?
14. Would you speak English with other people when you lived in your native country?

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2.5.9: Past Modals for Single Actions in the Past- The Simple Past Tense

Past Modals for Single Actions in the Past: The Simple Past Tense

The past tense of **must**, **have to**, and **has to** is **HAD TO**.

Had to (hadda)	Obligation or necessity in the past	Past of <u>must</u>, <u>have to</u>, and <u>has to</u>

He **had to take** his daughter to the hospital last night because she had a high fever.
 He **had to change** the flat tire on his car last night.
 We **had to pay** our income taxes last year before April 15th.
 I **had to drive** my wife downtown because she is afraid to drive in the city by herself.
 My son **had to memorize** a lot of music for his concert.

Must have + past participle (musta)	Past conclusion or supposition only; <u>Never</u> a past obligation: For past obligations, use <u>had to</u>.

Sara is a teacher; therefore, she **must have graduated** from a four-year college. (conclusion)
 There was some candy on the table and the children were in the room. Now the candy is gone. The children **must have eaten** the candy. (conclusion)
 She broke her leg playing basketball. It **must have hurt** a lot. (conclusion)
 When I came home last night, the house was very clean. My wife **must have done** a lot of housework during the day. (conclusion)

However

While I was driving home, I got a flat tire, so I **had to use** my spare tire. (obligation)
 The boy cut his head badly, so he **had to go** to the hospital. (obligation)
 The toilet broke last night, so I **had to fix** it right away. (obligation)

Might have + past participle May have + past participle Could have + past participle (mighta, mayaa, coulda)	Past situation -- maybe it happened, maybe it didn't. We don't know for sure, but we do know that it was possible.

The student didn't come to class yesterday. She **might have gone** to the doctor's. She **might have had** an accident. She **may have gone** shopping. She **could have stayed** in bed. I don't know what happened for sure, but all of the above are possible.
 My friend bought a lottery ticket. He **could have had** the winning ticket. I don't know, but it is possible.
 It **might have snowed** in the mountains last night. Then again, it **might not have snowed**.
 My sons **might have seen** each other this past weekend, but I am not sure.

Could have + past participle **Past ability or capability to do something, but you chose not to do it. You had the opportunity to do something, but you decided not to do it.**

A past possibility that you had an opportunity to do, but you chose not to do.

I lived in Asia for over 5 and a half years, but I never went to Korea. I **could have gone** there many times, but never did.
 I **could have stayed** in Europe in 1973, but I decided to return to the United States instead.
 I **could have become** a history teacher if I had wanted to, but I decided to become an English teacher instead.

You **could have skipped** school today if you had wanted to, but you decided to come.

My wife and I **could have gone** to a movie last night, but we were too tired and decided to bag it and not go.

Should have + past participle

Past obligation which you didn't

do. Something was the correct or right action to do, but you didn't do it. Something was a good idea or thing to do in the past, but you didn't do it. In other words, you made a mistake.

You were speeding in a car and a policeman saw you and gave you a speeding ticket. You **should have slowed down**, but you didn't.

You had a test last week, but you didn't study for it and you failed it. You **should have studied** for it, but you didn't.

My son went outside without his coat in the rain last week and he caught a bad cold. He **should have worn** a coat, but he didn't.

The students **shouldn't have cheated** on the exam, but they did.

I **should have learned** how to type when I was in high school, but I didn't. As a result, I am a slow typist.

America **shouldn't have gotten** into a war with Iraq, but it did.

Those boys **shouldn't have teased** the new student in the class. He started to cry and then everyone felt bad for him.

Exercise 45: Change the following sentences to the past, using "had to base form of the verb." You will need to change "time" words as well as the verbs.

Example: He must buy a new computer today because his old one broke down last night.

He **had to buy** a new computer **yesterday** because his old one broke down **the night before last**.

1. We have to get some medicine for our son so that he will recover from his illness.
2. My sister has to take her car to the garage to have it repaired tomorrow afternoon.
3. Students must do all their homework before they come to school in the morning.
4. Bob has to fix his brother's bicycle so that he can ride to school next week.
5. Children have to obey their parents when they are young.
6. I must remove the weeds from my garden next spring.
7. You have to do a lot of homework this quarter.
8. The policeman on the corner has to direct traffic every morning this month.
9. The boys have to help their father clean the yard this weekend.
10. His mother must help him with his homework tonight.

11. She has to buy a birthday present for her daughter next week.
12. My friend must have his car repaired this afternoon.
13. The boys' mother has to prepare dinner for her sons.

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2.5.10: "Had To" Sentence Completion Exercise

"Had To" Sentence Completion Exercise

Exercise 46: Complete the following sentences, please. Use "had to" or a clause following because, although, or so which will complete the sentence.

1. He had to buy a new car because

2. Because he didn't have enough money to buy a house,

3. He failed the English course, so

4. Although I wanted to go to a movie last night,

5. We worked 15 hours overtime last week because

6. Because my friend had a broken leg,

7. The man needed to send a letter, so

8. The man's son cut his arm with a knife, so

9. I went to the store because

10. My car was low on gas, so

11. Although the woman was tired,

12. Because the boy's pants were torn,

13. He was very sick, so

14. Even though the teacher felt sick,

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2.5.11: Past Modal Exercise- Should Have + Past Participle

Past Modal Exercise: Should Have + Past Participle

Exercise 47: Consider the following situations and then tell what the people should or shouldn't have done, please.

1. The man lost all his money at the race track betting on horses.
2. The man's wife gave him some of her money so that he could gamble again.
3. My car broke down on the highway because the engine was low on oil.
4. My brother lost his job because he argued with his boss and told his boss that he quit.
5. While I was driving to school, I saw an accident in which a man drove through a red light while speeding.
6. My mother smoked all her life and died of lung cancer.
7. My friend borrowed \$1,000 from me and never paid me back.
8. Yesterday was my mother's birthday and I didn't buy her a present because I forgot it was her birthday.
9. Yesterday at work, my friend felt very bad because he had gotten drunk the night before and he had a very bad hangover in the morning.
10. I didn't go to bed until late last night because I had to write this exercise.
11. My students didn't do their homework.
12. The young girl drank too much wine and got very sick.
13. My son didn't call home because he forgot his phone in his house.

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2.5.12: Past Modal Exercise

Past Modal Exercise

Exercise 48: Respond to the following statements and questions, please. Make sure to use a past modal, please

1. Tell me about an obligation that you had as a young boy or girl.
2. What did I have for dinner last night?
3. My friend worked all day Saturday in his yard, from 8:00 AM until 6:00 PM. How did he feel at the end of the day? What did he do before he went to bed?
4. My younger son had the opportunity to attend the University of Washington, but he decided to attend the University of Puget Sound instead. It cost me a lot more money.
5. My son drove his car when it was low on oil and ruined the engine of the car.
6. When the robber put a gun to my head and demanded that I give him all of my money, what do you think I did?
7. Why didn't my son go to work last week?
8. My sister bought me a new shirt, but she didn't have any money with her. How did she pay for the shirt?
9. I got a \$2.00 fine from the library because I brought a book back late.
10. My friend's back hurt her last night after she got home from work. Why did it hurt?
11. My boss ate some spoiled meat last night. What happened?
12. My son broke up with his girlfriend. How did she feel?

-

Exercise 49: Past Tense Modal Verb Exercise: Read the sentence and then make up a logical answer using a past tense modal verb, please.

1. The man told his mother that everyone was going to buy an expensive gift for a party, but he told his girlfriend that everyone was going to buy a cheap gift as a joke gift for the party. How did the mother feel when she gave an expensive necklace to the girlfriend but got a cheap gift from the girlfriend?
2. My younger son had the responsibility to take our dog for a walk as soon as he got home from work. What did my son do when he got home from work every day?

3. My brother-in-law on his honeymoon lost his wallet in the men's room at the Seattle Center. It had \$3000 in cash, all his credit cards, and his debit card inside the wallet. How did he feel? What did he do?

4. My friend and his wife went out to an expensive restaurant for their 35th wedding anniversary last Saturday evening. What did they order to eat?

5. I almost got married to a girl from Switzerland, another girl from England, and another one from America. However, I finally actually got married to a girl from Brazil. Use past modal verb and tell me about one of these girls, please.

6. A friend and his wife cleaned the house gutters on three houses on Saturday afternoon. They had to carry a big ladder from house to house, climb up the ladder and move the ladder many times in order to clean out the dirt, leaves, mud and water from the gutters, and then go home in the cold wet rain, carrying the ladder and other tools. How did they feel afterwards? Did they go dancing that night? How did they feel the next day?

7. Another friend left some of his tools outside on his back deck last Saturday when he had to go to the hardware store to buy some more screws and nails. When he got home, his tools were gone. What happened? What should he have done? What could he have done?

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2.6: Comparative and Superlative

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2.6.1: The Comparative and the Superlative of Adjectives and Adverbs of Manner

The Comparative and the Superlative of Adjectives and Adverbs of Manner

The **comparative** concerns itself with the differences between only TWO nouns (people, places, things, animals). The comparative is used to describe differences between two only. Adjectives describe how **nouns are different**; adverbs of manner describe how **nouns do the action of the verb differently**.

Examples with Adjectives Comparing Nouns):

I am older **than** my sister.
My son Alex is bigger **than** my son André.
Roger's wife is taller **than** my wife.
A dog is faster **than** a man.
A house is **more expensive than** a car.
Old men are **more careful** with money **than** young men.
Seattle is **busier than** Burien.
For me, history is **more interesting than** mathematics.

Examples with Adverbs (Comparing Action Verbs Talking about Nouns):

I walk faster **than** my wife.
My wife cooks better **than** I do.
Women keep a house cleaner **than** men do.
Young men drive **more rapidly than** old men do.
I understand English **more clearly than** anyone else in this room.
Many people type **more accurately than** I do.
Children learn a foreign language **more easily than** adults do.
My family eats **more nutritiously than** other families do.

Be careful with the words **than** and **then**.

**** **Than** means a comparison of two nouns or adverbs; **** **then** is a time word and it means something follows something else in time.

My son eats **faster than** I do. After he finishes eating, **then** he washes the dishes.
My son eats **more quickly than** I do. He leaves the dinner table, and **then** I leave it.
My sons are **stronger than** I am. If I can't lift something, **then** they lift it for me.
My younger son is **better than** I am on the Internet. If I can't find something on the Internet, **then** he finds it for me.

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2.6.2: Comparative of Adjectives and Adverbs

Comparative of Adjectives and Adverbs

With adjectives and adverbs of one syllable:

tall	taller than
hard	harder than
fast	faster than
fat	<u>fatter than</u> (Notice how you must double the consonant when an adjective ends in one
big	<u>bigger than</u> vowel and one consonant.)
small	smaller than
nice	nicer than
clean	cleaner than

Both of my sons are **taller than** I am.

My brother was much **bigger than** I was.

A dog is **smaller than** an elephant.

Women are **cleaner than** men.

With adjectives that end in Y (only rarely with LY):

busy	busier than
lazy	lazier than
crazy	crazier than
heavy	heavier than (Change the y to i and add er .)
happy	happier than
pretty	prettier than
friendly	friendlier than
lonely	lonelier than
early	earlier than
cranky	crankier than

My son Alex is **heavier than** my son André.

My sons and I are **lazier than** my wife at cleaning the house.

I am **funnier than** my wife.

People who live alone are **lonelier than** people who live with others.

Some women are **prettier than** other women.

Friendlier teachers are **better than unfriendly** teachers.

Some babies are **crankier than** other babies.

With adjectives and adverbs that have two or more syllables:

careful	more careful than
carefully	more carefully than
successful	more successful than
successfully	more successfully than
quick	quicker than
*quickly	more quickly than
smooth	smoother than
*smoothly	more smoothly than
easy	easier than
*easily	more easily than
beautiful	more beautiful than
beautifully	more beautifully than

expensive more expensive than
expensively more expensively than
sensitive more sensitive than
sensitively more sensitively than
sick sicker than
*sickly more sickly than

I am more **careful than** my sons.

I work **more carefully** than my sons.

My sons are **quicker** on the computer **than** I am.

They type much **more quickly than** I do.

English is **easier** for me **than** it is for my students.

I write **more easily than** they do.

Freeways are **smoother than** dirt roads.

Cars drive **more smoothly** over freeways **than** over dirt roads.

My wife was **sicker than** I was.

She acted **more sickly** than I did.

Children are **more sensitive than** adults.

Children react **more sensitively** to angry people **than** adults do.

* In common usage, many people use the *er than* form with short adverbs as well as with short adjectives. In formal grammar, however, it is better to use the more ---ly form.

Irregular Comparatives

good better than
well better than
bad worse than
badly worse than
far farther* than
far further* than
fast faster** than
hard harder** than
late later** than

(* Generally speaking, the words *farther* and *further* have basically the same meaning. Sometimes I will say *farther* and other times I will say *further*. However, only the word *further* can be used to mean *another one* or *more of something*.)

I went **further** in my education **than** my brother and sister did.

California is **farther away from** Seattle **than** Oregon is.

My son ate a hamburger and then he had a **further** hamburger.

(**The words **fast**, **hard**, and **late** are both adjectives AND adverbs of manner. **Fastly** is not a word in English; **hardly** means almost none of something, almost nothing; and **lately** means recently or in the past few days.)

My sons drive **faster than** I do.

They are **faster** drivers **than** I am.

The sun is out **later** in summer **than** in winter.

Some students come to class **later than** others.

Writing is **harder than** speaking.

I work **harder than** some other teachers do.

I am a **good** cook, but my wife is a much **better** cook **than** I am.

My son Alex cooks **badly**. My son André cooks **worse than** my son Alex does.

My wife speaks English fairly **well**, but I speak much **better than** she does, of course.

My sons write **well**, but I write **better than** they do.

Both of my sons have gone **far** in school, but I have gone **farther than** both of them.

Both of my sons have gone **far** in school, but I have gone **further than** both of them.

Exercise 50: Answer the following questions, please.

1. Who are you taller than?
2. Is America bigger or smaller than your native country?
3. What is more expensive, a pencil or a pen?
4. Is it warmer or colder in your country than in America?
5. What is bigger, an elephant or a mouse?
6. Is studying English more important than having good health?
7. Who speaks English more clearly, native speakers or foreign people?
8. Which animal is more beautiful, a cat or a rat?
9. Do old people or young people drive more slowly?
10. Who are lazier, young boys or young girls?
11. Where can you find more nutritious food, at home or in a restaurant?
12. Which subject is harder, English or math?
13. Who are busier, people with children or people without children?
14. Which do you think are prettier, mountains or oceans?
15. Is the weather today better or worse than the weather yesterday?

Exercise 51: Complete the following sentences with the correct form of the comparatives, please.

1. intelligent My sister is ----- my brother was.
2. frantically The girl was looking for her lost purse ----- her boyfriend was.
3. important Love and health are ----- money.
4. heavy My brother was a lot ----- I am.
5. quickly Some students come to class ----- other students.
6. necessary For most jobs, spoken English is ----- written English.
7. good The weather in California is ----- the weather in Washington.
8. curly My hair was ----- my sister's hair when we were young.
9. strong Men are usually physically ----- women.
10. difficult Flying a plane is ----- than driving a car.
11. famous Seattle is ----- Tacoma.
12. windy It is ----- in fall ----- in summer.
13. comfortable Couches (sofas) are ----- chairs in general.
14. far away Mexico is ----- Canada is.

15. happy Successful people are ----- unsuccessful people.
16. bad Restaurant food is usually ----- home-cooked food in my house.
17. hungry My elder son was ----- my younger son.
18. expensive City-living is ----- country-living.
19. cheap A long time ago, things were ----- they are today.
20. high Buildings in downtown Seattle are ----- buildings in West Seattle.
21. friendly Some people are ----- other people.
22. fast Planes travel ----- trains.
23. hard Writing a paragraph is ----- writing a sentence.
24. warm California is ----- Washington.
25. interesting For me, teaching English is ----- teaching math.

Exercise 52: Make comparisons with the following pairs, please.

Examples:

oranges and lemons: Oranges are sweeter than lemons.

elephants and mice Elephants are bigger than mice.

1. the sun and the moon
2. men and women
3. cars and horses
4. university and high school
5. winter and summer
6. trucks and cars
7. old people and young people
8. salt and sugar
9. airplanes and trains
10. American football and soccer
11. toys and guns
12. boys and girls
13. dogs and cats
14. comedy movies or drama movies
15. English and math

Exercise 53: Make comparative sentences with the following adjectives/adverbs, please.

1. rich
2. quickly
3. interesting
4. slowly
5. lazy

6. comfortable
7. healthy
8. legibly
9. slowly
10. fast
11. smooth
12. rough
13. important
14. foolish
15. easily

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2.6.3: Superlative of Adjectives and Adverbs

Superlative of Adjectives and Adverbs

With adjectives and adverbs of one syllable:

tall	taller than	the tallest
old	older than	the oldest
quick	quicker than	the quickest
slow	slower than	the slowest
rich	richer than	the richest
kind	kinder than	the kindest
flat	flatter than	the flattest

My son André is **the tallest** person in my family.

Bill Gates is **the richest** person in America.

My sister is **the kindest** person that I know.

My wife is **the fastest** cook of all the women I know.

With adjectives and adverbs that end in Y (only sometimes with LY):

busy	busier than	the busiest
lazy	lazier than	the laziest
crazy	crazier than	the craziest
heavy	heavier than	the heaviest
happy	happier than	the happiest
pretty	prettier than	the prettiest
friendly	friendlier than	the friendliest
early	earlier than	the earliest
healthy	healthier than	the healthiest

My son Alex is **the heaviest** person in my family.

I wake up **the earliest** in my family.

I think that dogs are **the friendliest** animal of all the other animals.

Seattle is one of **the prettiest** cities in America when it isn't raining.

With adjectives and adverbs that have two or more syllables:

careful	more careful than	the most careful
carefully	more carefully than	the most carefully
successful	more successful than	the most successful
successfully	more successfully than	the most successfully
quick	quicker than	the quickest
*quickly	more quickly than	the most quickly
smooth	smoother than	the smoothest
*smoothly	more smoothly than	the most smoothly
easy	easier than	the easiest
*easily	more easily than	the most easily
beautiful	more beautiful than	the most beautiful
beautifully	more beautifully than	the most beautifully
expensive	more expensive than	the most expensive
expensively	more expensively than	the most expensively
strange	stranger than	the strangest
*strangely	more strangely than	the most strangely

* In common usage, many people use the *est* form with short adverbs as well as with short adjectives. In formal grammar, however, it is better to use *the most* ----ly form.

*My father was the most friendly man that I have ever known.

*My father was the friendliest man that I have ever known.

Joan Baez sang **the most beautifully** of all the women singers I listened to as a young man.

I studied **the most diligently** of anyone else in my family as a young boy.

My friend Roger speaks French **the most fluently** of all my other American friends.

Irregular Superlatives

good	better than	the best
well	better than	the best
bad	worse than	the worst
badly	worse than	the worst
far	farther* than	the farthest*
far	further*than	the furthest*
fast	faster** than	the fastest**
hard	harder** than	the hardest**
late	later than**	the latest**

(* Generally speaking, *the farthest* and *the furthest* have the same meaning. Sometimes I will say *the farthest* and other times I will say *the furthest*. However, only *the furthest* can be used to mean *many more of something, especially nouns that can't really be measured such as education, wisdom, sense of justice, sense of right from wrong, etc.*)

(**The words **fast**, **hard**, and **late** are both adjectives AND adverbs of manner. **Fastly** is not a word in English; **hardly** means almost none of something; and **lately** means recently or in the past few days.)

Exercise 54: Give the comparative and the superlative of the following adjectives and adverbs, please.

Simple Form	Comparative Form	Superlative Form
1. rich	-----	-----
2. simple	-----	-----
3. carefully	-----	-----
4. hard	-----	-----
5. prompt	-----	-----
6. obediently	-----	-----
7. affectionately	-----	-----
8. attentive	-----	-----
9. sarcastically	-----	-----
10. round	-----	-----
11. angrily	-----	-----
12. small	-----	-----
13. frantic	-----	-----
14. thoughtful	-----	-----
15. ambitious	-----	-----
16. ugly	-----	-----

17. legible -----
18. carelessly -----

Exercise 55: Complete the following sentences by using superlative adjectives, please.

1. Rhode Island is (small) ----- state in the United States.
2. Alaska is (large) ----- state in the United States.
3. Seattle is (big) ----- city in Washington.
4. Your teacher is (heavy) ----- person in this room.
5. The Nile River is (long) ----- river in the world.
6. China is (populous) ----- country in the world.
7. Your teacher is (handsome) ----- man in the world.
8. Your teacher's wife is (good) ----- cook I have ever met.
9. My students are (energetic) ----- students in the ESL program.
10. My wife is (ambitious) ----- person in my family.
11. My father was (patient) ----- person I have ever met.
12. I am (courteous) ----- member of my family.
13. January is (cold) ----- month of the year.
14. Streets are (slippery) ----- when there is ice on them.
15. Fruit and vegetables are (healthy) ----- food to eat.
16. Lake Superior is (large) ----- lake in America.
17. English is (important) ----- language in the world.
18. My garden is (peaceful) ----- place in my neighborhood.
19. My father's coffee cup is my (valuable) ----- possession.
20. Mount Everest is (high) ----- mountain in the world.
21. India is (interesting) ----- country in the world.
22. My garden is (pretty) ----- garden in my neighborhood.

Exercise 56: Complete the following sentences by using superlative adverbs, please.

1. My son Alex eats (quickly) ----- in my family.
2. My sister treats people (kindly) ----- of anyone I know.
3. My wife cooks (fast) ----- in our house.
4. My wife drives (slowly) ----- in our family.
5. President Obama speaks (eloquently) ----- of any president since Kennedy.
6. Young boys drive (dangerously) ----- of all other drivers in America.
7. My wife cleans our house (efficiently) ----- in our family.
8. Students from Columbia and Venezuela write (neatly) ----- of all the students I have ever taught.
9. Some people on buses in America act (rudely) ----- of bus riders anywhere else in the world.
10. The holder of the winning ticket reacted (happy) ----- of all the people waiting for the numbers to be announced.

11. The little girl was playing (quietly) ----- of all the children.
12. The best student in the class was listening (attentively) ----- while the teacher was speaking.
13. The old man sat (comfortably) ----- of all the people watching TV.
14. The new student wrote (slowly) ----- of all the students.
15. The lazy student did his homework (carelessly) ----- of all the students.
16. My friend ran (fast) ----- in the race and won a big prize.
17. The boy's mother reacted (violently) ----- of all the mothers when the man hit their children.
18. The little boy spent his money (foolishly) ----- of all the children.
19. The old man typed (slowly) ----- of all the students.
20. My mother worked (hard) ----- of all her brothers and sisters.

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2.6.4: Paragraphs for Writing

Paragraphs for Writing

Who I Am

My name is Donald Bissonnette, and I am an ESL teacher in South Seattle Community College. I have taught at this college for half my life. I am 70 years old and I have taught here for 36 years. I think that next year will be my final year of teaching here as a full time teacher. After that, I might become a part time teacher. Twenty hours of teaching is a lot of work for someone my age because, besides teaching, I also have to do a lot of homework, reports to write, and many meetings to attend every week. I will need to relax more and do less work as I get older. However, I am very happy now as a full time teacher.

Every Weekday Activities

Every morning I wake up at 6:00 o'clock in the morning. After I get up, I get dressed, go to the toilet, make my coffee and breakfast, brush my beard and teeth, and leave home for school. I pick up my friends Roger and Sara, and we get to school around 7:35. I begin classes at 8:00 and finish classes at noon. After that, I have office hours from Monday to Wednesday from noon till 1:00. From 1:00 till 3:00, I prepare my lessons for the next day and correct homework papers. Roger, Sara, and I leave the college at 3:00 every day. Sometimes Roger and I stop at the Park Pub for one or two glasses of beer. We never drink more than two glasses. I get home around 4:00 o'clock and immediately finish my school work. Usually I work in my garden until it gets dark outside. After that, I eat dinner with my family, read or watch television, and then I go to bed between 10:00 and 11:00 o'clock.

Boyhood Days

My life was very different when I was a boy. For one thing, I didn't have many "real" responsibilities. Basically, all I had to do was feed our animals every day and clean their cages when they got dirty. Also, on Saturdays I had to wash the floors and stairs in the house. Of course, I also had to do all of my school responsibilities, too. In addition, in winter I had to shovel the snow and clear the ice off the sidewalks and paths around our house. After that, though, all I had to do was have fun. In spring and summer, I swam in the pond in back of my house and played basketball and baseball in the open field near my house. In fall and winter, I played football and went ice skating. A lot of the time, my friends and I just hung out and did nothing because we had a lot of free time. Life was really very easy then.

School Days

School days when I was a boy were different from school days now as a man. Every morning my mother woke me up around 7:00 AM. I hated to get out of bed, especially in winter when it was very cold outside. My mother made breakfast for my brother, sister, and me. After that, we caught the school bus and spent all day in school. I enjoyed school although I always told my friends that I hated school. Most boys "hated" school although I think that most boys really enjoyed school. We all just said we hated school because it was only girls who loved school and boys didn't want to be like girls. Yuk! My favorite subjects were history and English. Of course, all the boys "hated" English class. At least that is what we said. I loved it, though, and I especially loved grammar class. I never admitted that I loved grammar class, but I did. Maybe that is why I love teaching grammar now. I believe that I know grammar well now because I paid attention and loved it in school as a boy.

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2.7: Model Paragraphs

Modal Passages: Present and Future

Driving during Rush Hour

To drive safely in a big city during rush hour, inexperienced drivers should follow my advice to always drive carefully and avoid accidents. In rush hour traffic, they should be alert and watch out for cars traveling in front of them, behind them, and along side of them. Rush hour driving can make many drivers nervous, but especially inexperienced drivers may have a difficult time when there are a lot of other cars around. In big cities, some people might drive very fast on freeways during rush hour, and this can cause accidents. Drivers are often in a hurry, so some of them will exceed the speed limit. Some may even exceed it by quite a bit, which can frighten other drivers. Also, sometimes drivers who are in a hurry will actually pass other drivers when they should not in fact do so. These drivers can and do often cause accidents. Therefore, inexperienced drivers should always drive in the right hand lane on freeways in order to avoid these unsafe drivers. In addition, when driving on freeways, inexperienced drivers should always read and pay attention to the exit signs. Some exits off freeways can be confusing, and if a driver is in the wrong lane, it could cause an accident if he tries to exit. Finally, inexperienced drivers should slow down on curves because they can be very dangerous and if a driver takes a curve too quickly, that driver might lose control of his car and flip it over. Thus, driving during rush hour can be a dangerous experience, but with my advice, inexperienced drivers should be able to drive safely in a big city.

Advice on Planting a Garden in Seattle

Planting a new garden can be a big problem for an inexperienced gardener. First of all, the gardener must decide what to plant. In Seattle, he can plant very many different vegetables and flowers. There are, however, many tropical plants which will not grow in Seattle. For example, a gardener shouldn't try to plant chili peppers outside because they won't often grow well here because of the cool weather. However, for the most part, plants grow very well in Seattle's climate. Therefore, the inexperienced gardener ought to consult both books and magazines about what grows well in Seattle, or he might want to ask other gardeners for advice. The more knowledge that a gardener has before planting, the better off he will be when he actually puts the seeds in the ground. Because of Seattle's cool weather, plants which bear fruit like tomatoes and squash should be planted outside in May. Leafy plants like lettuce and spinach, however, can be planted directly outside in March. Also, Seattle gardeners may also plant leafy vegetables in mid to late summer for a fall crop. Gardeners should plant beans some time in May as they have to have warm soil in order to germinate. As far as fertilizers go, gardeners must fertilize their soil every year. I think gardeners should use organic fertilizers and should not use chemicals on the soil. Chemicals can be dangerous to health if they are not used properly. Also, chemicals might get into the ground water, which can make them hazardous to humans. So these are some suggestions I have for inexperienced gardeners in the Seattle area.

“Should and Ought to” (Advice for Raising Children)

There are lots of things that children should do in life so that they can make good progress and be good kids. For example, children should always obey their parents and grandparents. These are people who always have the children's best interests in mind and will always give the children the best possible advice. Of course, the advice may not always be correct, but children should always at least consider it. In addition, children ought to have good manners and be polite, especially with people who are older than they are. They should always be respectful of adults and should never cause their parents to be ashamed. On the contrary, children should always try to make their parents proud of them; therefore, they should act in a well-mannered fashion. On the other hand, children shouldn't be lazy. They should work hard and try to help out around the home. They should do chores and little jobs to make their parents' life easier. Furthermore, children should be hard working in school. They should study hard and not fool around in class. They should definitely do as their teachers tell them. However, they should never talk back to their teachers. This will, for sure, make teachers angry at students, and students should always be careful not to make their teachers angry. Finally, it is the parents who should have the most control and influence over the children. Parents should work hard to make sure that their children are respectful, not lazy, help around the house, and study hard. Parents should do this, but sometimes parents don't. This can cause problems for their children, and parents shouldn't cause their children to have problems. In fact, the opposite is true.

Parents should raise their children to avoid problems if they can. Thus, this is my advice about how parents and children should conduct themselves.

Growing Up

I used to live with my parents in Massachusetts when I was a boy. Every day my brother, sister and I would get up and go to school. Before we left the house, my mother would make breakfast for us so that we wouldn't be hungry during the morning. Sometimes I ate bacon and eggs, but I would usually eat cereal and fruit. After we got to school, we would study all day long, and then we would come home. As soon as we got home, we could have a snack before we did our homework. After we did our homework, we could either go out and play or stay in and watch TV. Usually I would go out and play with my friends. In summer, we would play summer sports like baseball and swimming. In winter, we would play winter sports like ice skating and sledding. Once when we were sledding, a friend of mine crashed into a car. Luckily, he didn't get hurt.

(Very Sad) Past Time Story # 2: Used to, Would, Could

I used to have long wavy hair when I was younger. I always knew that I wouldn't have hair for a long time because all of the men in my mother's family and all of the men in my father's family were bald. Therefore, I knew that one day I would wake up bald, too. However, when I had hair, I would wash it almost every evening. In addition, I would comb it every morning. At that time, I never wore a hat because my hair protected my head from the heat and cold. In fact, I could walk around outside in any weather and not worry about my head burning or freezing. Whenever I needed a haircut, I would go to my grandfather's barbershop, and he would take his time cutting my hair and making it look nice. After that, he would give me a shave. He would use one of his straight razors and shave my face perfectly. After he gave me a haircut and shave, he would massage my head. It felt very good when he did that. When I was about 18 years old, I noticed that the hair on the sides of my forehead wasn't where it had been before; it was receding. Right then, I knew I was doomed. I knew I would have less and less hair as time went by. I knew I would be bald, just like all of the other men in my family.

Football

I used to play football when I was in junior high school and in high school. Every afternoon right after school was finished, I would go down to the gym, take off my street clothes, and put on my pads and practice jersey. As soon as I was dressed, I would go out to the practice field, do my running and other exercises, and get ready to practice. The team would then run through football plays that we would use for the upcoming game on either Friday or Saturday. First, we would go through the offensive plays and then we would run the defensive plays. The coaches or the team captains would lead us while we were practicing. We would practice for about two hours every afternoon. After that, we would take off our jerseys and pads, take a shower, and go home. When it was time for a game, we would either play at home, or we would have to take a bus to a different town. When I was in junior high school, I always started, both on offense and on defense. When I got to high school, however, I never started a game. I was too skinny and too slow to play with the big boys. Nevertheless, I played on my high school team all four years because I liked playing very much. If I had been a bigger boy, I am sure I would have played a lot more. However, I was too light and too slow, so I would only play when my team was way ahead in games or way behind in games. My "position" during games would always be "bench warmer."

An Exotic Trek

I used to go hiking all of the time. (Of course, this was a long time ago.) I would head off into mountains, jungles, forests, and even sometimes deserts. Many times I would go to certain places just to go hiking. For example, I have walked for over 1000 miles in the Himalayas, the highest mountains in the world. The first time I went there was in 1976, when my friend Roger and I went overland from Iran to Nepal so that we could go hiking. Everyday Roger and I would get up early so that we could get an early start. We also got up early because we would often have to sleep with the chickens. Needless to say, the roosters would signal the start of the day by "singing" their lovely song. We could do nothing else but get up and get going. Daily, the roosters

would never allow “sleeping in,” so we would roll up our sleeping bags and other gear and start walking. During the day, we would walk through some of the most beautiful countryside in the world. We were not in a hurry, so we could stop any time we wanted to and just admire the beauty of nature. In the background, there would always be very high, snow-capped mountains. One night we spent the evening with a Nepali family in their beautifully carved house. The family lived along the trail and Roger and I just happened upon the house at the time of day when we would normally stop for the day. We were given a corner of the one-bedroomed house to lay out our sleeping bags and get ready for dinner. After dinner, from the porch of the house, when the sun had set into these mountains directly across a deep valley with five waterfalls glistening in the evening’s fading light, Roger and I sat with the family, all of us eyeing each other and realizing that we were both as different as we were similar to each other. Soon after dinner, the man of the family took out some paraphernalia of some sort and began setting up for something. Soon he started praying and chanting in the language of that region of Nepal, Helambu. He burned incense, rang bells and chimes, and went through the evening prayer service of the Himalayan Lamists. It was very fascinating and interesting for us. It was one very lucky moment in our lives. The next morning, we got up and continued our hike, as usual. We would see and experience many more events on this hike, and could talk about them afterwards, but perhaps they are for another paragraph.

High School Friends

I used to hang out with and have a lot of fun with a lot of boys my age when I was in high school. My friend Bruce would always pick me and a couple of other guys up before school and drive us to Attleboro High School in Attleboro, Massachusetts. Bruce would arrive at my house at 7:30 AM, and I would run out to his car and jump in. The radio would always be on, and there would be loud, rock and roll music playing. Because I was the first one picked up, I would always sit in the front seat. I would ride “shot gun.” We would then go and pick up the other guys. Instead of picking us up, Bruce could have stayed in bed a little longer and gotten more sleep, but I think he must have enjoyed us and the fun we had on our way to school. We would usually stop on the way to get coffee and doughnuts. Although many of us wanted to get a real breakfast, we couldn’t order one because it took too much time. Once we got to school, we would join our other friends and hang around outside until the bell for classes rang. When it rang, we would all go to our separate classes. After school, most of us would go for sporting practice such as for football, basketball, or baseball. We would also sometimes get together in the evening. Of course, we should have stayed home and studied or read a book, but we would go out just the same. We would drive around looking for trouble, getting into trouble, and then getting out of trouble. We were all good boys, but we were a group of boys together. We never got into any real trouble, however. Once when it was snowing and the roads were icy, Bruce was driving too fast and skidded into another car. He may not have seen the car stopped in front of us. I don’t know. But I do know that he shouldn’t have driven so fast in those weather conditions, but he did and the result was the accident. None of us was hurt seriously, but the accident could have caused injuries because it was pretty bad. Bruce had to have his car repaired and also had to pay a ticket for reckless driving. He must not have been very happy after the accident. When Bruce’s car was finally fixed, he would again come each morning to pick us all up and take us to school. Those times and boys are fond memories of my youth.

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2.8: Continuous versus Non-continuous Tenses

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2.8.1: The Continuous Tenses in English (Active Voice)

The Continuous Tenses in English (Active Voice)

Present Continuous Tense

I	am		
He	is	studying	now.
She	is	eating	right now.
It	is	sleeping	as I speak.
We	are		
You	are		
They	are		

The present continuous is used in situations that are in progress as the speaker is speaking. It emphasizes the action of the verb at this time.

Past Continuous Tense

I	was		
He	was		
She	was		
It	was		
		studying	when I <u>got</u> home from work.
		eating	when the doorbell <u>rang</u> .
		sleeping	when John <u>came</u> home.
We	were		
You	were		
They	were		

The past continuous is used when two actions occurred in the past at the same time. One action was in progress when another action interrupted it. It can also be used alone to emphasize the action of the verb.

Future Continuous Tense with Will and other Modals and Quasi-Modal Verbs

I	will		
He	might		
She	should	be	studying tonight.
It	ought to	be	eating later on this evening.
We	must	be	sleeping next week.
You	may		
They	have to		

The future continuous with will and other modals stresses the on-going action of the modal in the future time.

Present Perfect Continuous Tense

I	have	been	
We	have	been	
You	have	been	
They	have	been	studying since 10:00 o'clock.
		been	eating all day long.
He	has	been	sleeping for three hours.
She	has	been	
It	has	been	

The present perfect continuous says that an action began in the past, continues to the present, and may continue to the future. It stresses that the action of the verb is in progress and not finished as the speaker is speaking.

Past Perfect Continuous Tense

I **had been**
He **had been**
She **had been** studying but stopped before his father came home.
It **had been** eating and then decided to go for a walk.
We **had been** sleeping so didn't feel like going out later in the evening.
You **had been**
They **had been**

The past perfect continuous tense is used when two actions occurred at different times in the past. It emphasizes the first action had been in progress just before the second action began. It says that the first action began and finished before the second began.

Future Perfect Continuous Tense

I **will have been**
You **will have been**
We **will have been**
They **will have been** studying for two hours before she gets home.
He **will have been** eating with my friends before I join my family.
She **will have been** sleeping in the living room before going out (or
It **will have been** *before she goes out).*

The future perfect continuous tense is used when an action in the future will be in progress before something else happens in the future.

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2.8.2: Non-Continuous Tenses (Active Voice)

Non-Continuous Tenses (Active Voice)

Simple Present Tense

I		
You	study	
We	eat	
They	watch	all the time.
-----		every morning.
He	studies	in the evening.
She	eats	
It	watches	

The simple present tense is used in situations that occur generally. They happen all the time or only sometimes, but they are not happening right now. It is also called the habitual present tense because it refers to habits or general truth actions.

Simple Past Tense

I		
He		
She	studied	three years ago.
It	ate	yesterday morning.
We	watched	last night.
You		
They		

The simple past tense is used for situations that are finished and the time must also be finished. It says that something began and ended.

Simple Future Tense and Other Modal Verbs

I		
He	ought to study	many more hours.
She	will study	next year.
It	will eat	tomorrow morning.
We	might watch	tomorrow night.
You	must study	in the library.
They		

The simple future tense is used for actions in the future. Besides “will,” all of the other modal verbs and quasi modal verbs may be used with a future meaning.

Present Perfect Tense

I		
You	have studied	
We	have eaten	
They	have watched	for many years.
		since he was a boy.
He	has studied	all day long.
She	has eaten	
It	has watched	

The present perfect tense is used for situations that began in the past, continue to the present, and may continue into the future. It may also be used for situations that began at some indefinite time in the past.

Past Perfect Tense

I
He
She **had** studied for an hour before I went to bed.
It **had** eaten with some friends when I decided to come home.
We **had** watched in high school when I started college.
You
They

The past perfect tense is used when two related situation occur at different times in the past. The action that happened first uses the past perfect; the action that happened second uses the simple past tense.

Future Perfect Tense

I
He
She **will have** studied all day long in the library before I go out tonight.
It **will have** eaten with some friends before I get home.
We **will have** watched in school by the time you have dinner.
You
They

The future perfect tense is used when two related actions occur in the future at different times. First one action will occur and then the other action will occur. The action that happens first uses the future perfect tense; the action that happens second uses the simple present tense.

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2.8.3: Differences in Meaning- Continuous Tenses versus Non-continuous Tenses

Differences in Meaning: Continuous Tenses versus Non-continuous Tenses

The Present Continuous Tense and the Simple Present Tense

I **am writing** this sentence right now.

I **write** sentences for exercises many times a week.

The girl **is washing** her clothes at the laundromat today.

The girl **washes** her clothes at the laundromat every Sunday afternoon.

My sons **are doing** their homework as I write this exercise.

My sons **do** homework almost every evening.

The present continuous tense stresses the action's being in progress as the speaker speaks. The simple present tense stresses the action's habitually occurring and not occurring as a person is speaking.

The Past Continuous Tense and the Simple Past Tense

I **was waiting** for the bus when I saw the accident.

I **waited** for the bus yesterday. An accident happened yesterday.

We bought a newspaper while we **were shopping** yesterday.

We bought a newspaper yesterday. We **shopped** for stuff yesterday.

The past continuous tense stresses two actions' happening at the same time in the past or one action where the speaker wants to emphasize the continuous action of the verb. The simple past tense doesn't show a time relationship. It just says that things happened in the past.

The Future Continuous Tense and the Simple Future Tense

You **will be doing** some homework this evening.

You **will do** more homework in this class this quarter.

My family and I **will be eating** dinner at 7:30 this evening.

My family and I **will eat** dinner at 7:30 this evening.

The future continuous stresses the verb's action being in progress at some time in the future. The simple future only says that something will happen in the future

The Present Perfect Continuous Tense and the Present Perfect Tense

You **have been taking** classes with me all quarter.

I **have taught** three classes this quarter.

My wife **has been taking care of** a sick friend for many months.

She **has cooked** for her friend since January.

The present perfect continuous and the present perfect mean basically the same thing. The difference is that the action in the present perfect continuous is in progress as the speaker speaks. In the present perfect the action does not have to be in progress as the speaker speaks.

The Past Perfect Continuous Tense and the Past Perfect Tense

I **had been cooking** breakfast for 20 minutes before my boys came down to eat.

I **had cooked** breakfast and then I went out to my garden to work.

The past perfect continuous and the past perfect are also very similar. However, the past perfect continuous stresses the action of a verb prior to the following action.

The Future Perfect Continuous Tense and the Future Perfect Tense

I **will have been sleeping** for six hours when my alarm clock rings tomorrow morning.

I **will have slept** for six hours when my alarm clock rings tomorrow morning.

Basically, there is very little difference between the future perfect continuous and the future perfect. The difference is in the stress of the action's being in progress in the future perfect continuous in the future before the second action occurs.

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2.9: Pronunciation Practice

R Blends

BR	CR	DR	FR	GR	PR
branch	crew	dread	frame	gross	prime
brand	credit	drag	fragile	grille	praise
broad	crack	drain	frank	grand	price
brake	craft	drum	freeze	grow	prone
bridge	crisis	draft	frail	graph	prize

TR

truth
trial
training
trophy
trim

R Blend Sentences

The dreaded drum practice drives me crazy.
Crabby people create an uncomfortable atmosphere.
Dr. Trent treats trauma patients.
People traditionally eat cranberry sauce on Thanksgiving Day.
Drinking and driving draws a dreadful fine for drivers.

L Blends

BL	CL	FL	GL
blame	climb	flag	glass
blunder	claim	flew	globe
blue	clamp	fly	glare
blade	club	flame	gleam
block	clue	flight	gloat

PL	SL
please	slick
plant	sleek
plane	slide
plus	slice
plate	sleeve

L Blend Sentences

1. The blue blanket slipped off the bed.
2. The knife blade sliced through the chicken.
3. The girls climbed the cliff.
4. The flag flew at half-staff after the plane crash.
5. The flag flew at half-staff after the plane crash.

Triple Blends

SPL

Splash
Splint
Split
Splay
Splice

SCR

Screw
Scrape
Scream
Scratch
Screen

SPR

Spring
Spray
Sprain
Sprout
Spread

THR

Throat
Three
Thrill
Through
Throb

SHR

Shrine
Shred
Shrink
Shrimp
Shrug

SQU

Squeeze
Squirt
Squid
Square
Squirrel

STR

String
Stray
Street
Strap
Strike

1. The three grandchildren drank their grandmother's ice cream drink.
2. The three patients' throats throbbed with pain.
3. The injured girl scraped her knee and sprained her ankle.
4. A stray cat streaked into the street in front of a train.
5. Throw the thread to Frank.

SH/CH

Shane	Chain
Sheep	Cheap
Shop	Chop
She's	Cheese
Shin	Chin

1. I polish my shoes with shoe polish.
2. He paid a cheap price for the sheep.
3. She's a cheese lover.
4. The cream cheese in the shop was cheap.
5. My chin hurts when I chew gum.

Wash	Watch
Wish	Which
Hash	Hatch
Hush	Hutch
Mash	Match

1. I watched the dish washer wash the dishes.
2. The chicken hatched eight eggs.
3. The mother hushed her children in church.
4. Richy bought cherries at the shop.
5. Which watch do you wish to have?

Splash Splashed

Wish Wished

Wash Washed

Mash Mashed

Push Pushed

1. Did you wash the white shirt?
2. Who pushed the car after it crashed?
3. Who splashed water on the kitchen floor?
4. Where do you wish you were right now?
5. Did your mother make mashed potatoes last night?

Watch Watched

Match Matched

Punch Punched

Pinch Pinched

Patch Patched

1. The boy pinched the girl on the cheek.
2. My wife patched my son's shirt last night.
3. The man punched the police chief in the chin.
4. The boys matched each other's chest hair.
5. We watched the chess match on TV.

SH and ZH

SH

she	share	action	patient	cash	sugar	wish	crash
fish	ashes	should	facial	splash	sure	rational	fashion

1. He wishes he were a fish and could splash in the water.
2. The plane crashed into the shack on the side of the hill.
3. The patients were in the hospital with facial injuries.
4. She should share her milk shake with her sister.

ZH

measure casual usual usually decision message
occasionally television garage pleasure collision Asian

1. The Asian students usually had trouble with pronunciation.
2. Please measure the television in the living room.
3. It was a pleasure to occasionally get a massage.
4. That Asian mechanic does collision work in his garage.

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2.10: Often Misspelled Vocabulary

Often Misspelled Spelling Vocabulary

1. academically: I want my sons to do well academically in school. Most underprepared students have problems academically in school.
2. accelerator: The gas pedal on a car is actually called the accelerator pedal. When a driver steps on the accelerator, a car goes faster.
3. accessible: Buildings in America must be handicapped accessible. ESL classes are accessible for all of you in Seattle.
4. ache: I often have back aches. Aches and pains are common when people get old.
5. to acknowledge: I have acknowledged to my students that I have problems with spelling. We all need to acknowledge our mistakes and shortcomings in life.
6. acquaintance: We all have many acquaintances in life but only a few true friends. I met my friend's nephew yesterday. He is a new acquaintance of mine.
7. across: The man across the street works for a book company. China is across the Pacific Ocean from America. (*Across* is a preposition, so it is followed by some form of a noun; *to cross* is a verb. They both have the same meaning, but they are different parts of speech.)
8. to analyze: Doctors need to analyze medical tests to determine what a patient's problem is. I analyze your grammar problems in order to help you correct your writing.
9. athlete: Most boys wish they were professional athletes. Athletes usually have nice bodies.
10. audience: The audience clapped loudly for the singer. There were fifty thousand people in the audience for the concert.
11. awkward: Teenagers are often awkward because they are growing fast. Students feel awkward when they stand in front of a group of people and have to speak English.
12. bachelor: I had a lot of fun when I was a bachelor. My wife always wants to fix up our bachelor friends with her unwed women friends.
13. bankruptcy: I always warn my boys not to borrow money because if they can't pay it back and have to file for bankruptcy, it will be a big problem for them later on in life. Many people have had to file for bankruptcy because they borrowed money on houses and now can't afford to pay their mortgages.
14. behavior: It is necessary for children to have good behavior in school. Some children have bad behavior, and it reflects badly on their parents.
15. to believe: Most people in the world believe in God. People who don't believe in God are called atheists.
16. beneficial: Getting an education will prove beneficial in life because an education makes a person more intelligent. It is beneficial to a person's health to eat nutritious food.
17. business: My wife owns her own book publishing business. When business is bad in a company, sometimes the company fails and goes out of business.
18. calendar: I have a calendar in my office. Actually, I have three calendars in my office. I mark important information on my calendar.
19. catastrophe: The earthquake, tsunami, and nuclear explosions in Japan was a catastrophe for the Japanese people and Japanese business. My friend's house burned down. It was a catastrophe for his family.
20. cemetery: Whenever I go home, I always visit the cemetery where my father and brother are buried. Many people are afraid to go to cemeteries at night because they are afraid of ghosts.
21. changeable: The weather in Seattle is very changeable because of the mountains to the west and to the east of the city. Some young girls have very changeable moods: one minute they are happy and the next minute they are angry.

22. characteristics: The physical characteristics of monkeys and people are similar. My emotional characteristics are very similar to how my father's were.
23. committee: I have to attend many committee meetings every week. I am on a lot of committees at SCC.
24. conceivable: It is conceivable that there is life on other planets, but we haven't found any yet. It is easily conceivable that many of you will graduate from college.
25. conscience: Sometimes when people do something bad, they have a guilty conscience which bothers them when they try to sleep. A conscience is what separates people from animals.
26. conscious: When we are asleep, we are not conscious of what is happening around us. I made a conscious decision when I decided to marry my wife.
27. criticism: Some people don't like criticism nor do they take criticism very well. They get angry when people criticize them. Too much criticism can hurt a child.
28. deceitful: Many politicians are deceitful when they make promises to their constituents. Deceitful people are never trustworthy because they often tell lies.
29. descendant: I am a descendant of both my father and mother. My sons are my descendants.
30. desirable: It is desirable that you come to class on time, study hard, and do your homework. Sunny weather is more desirable in Seattle than rainy weather because we don't have much sunny weather here.
31. detrimental: Smoking is detrimental to people's health. Having a criminal history is detrimental to a person's employment possibilities.
32. devastation: The devastation to some villages and towns after the earthquake and tsunami in Japan was unbelievable. The devastation from wars is seen both in people and in property.
33. to devise: Sometimes we have to devise ways of doing something if we really don't know what we are doing. I devise ways of teaching my students English.
34. dilemma: My son has a dilemma in his life. He has a good job which pays OK, but he would prefer to have a different job in which he could write a different kind of music. Many of you had a major dilemma in your lives before you came to America: Should you leave your country or stay in your country?
35. dissatisfaction: We all have had many dissatisfactions in our lives when we have not had exactly what we wanted. I could see the dissatisfaction on the faces of my students when I handed back the examination papers which most of the students had failed.
36. to embarrass: It is easy to embarrass children when we say how cute they are or how pretty they look. The student was embarrassed when the teacher heard her say bad things about him.
37. enthusiasm: When the parents told their children that they were going to Disneyland for a vacation, it was easy to see the enthusiasm on the children's faces. I enjoy teaching foreign students because of their enthusiasm for learning English.
38. extremely: It is extremely dangerous to play with knives, guns, and matches. Some people in the world are extremely wealthy; however, many more people are extremely poor.
39. to forfeit: When people are sent to prison, they often forfeit their right to vote in elections forever. If a person who is not a citizen commits a major crime, he might forfeit his right to stay in America. Many times non-citizens are deported for criminal convictions.
40. fortunate: My sons are fortunate that their father is an English teacher because I have always been able to help them in their writing. My friend was in a very big car accident. He was fortunate that he didn't get seriously injured.
41. forty: I have forty dollars in my wallet. Forty people came to the birthday party.
42. fundamental: Understanding the grammar of a language is fundamental to really knowing how to write well in a language. The family is the most fundamental group in any society.

43. genuine: Many products made in China are not genuine products: They are knockoffs. My wife has a set of genuine pearls that her mother gave to her many years ago.
44. grammar: Students have misspelled the word *grammar* thousands of times in my classes in the last 46 years. Grammar is spelled with an *ar* at the end and not with an *er* at the end.
45. harassment: There are many kinds of harassment in America and in the rest of the world, for that matter. Sexual harassment is saying or doing something that relates to unwanted attention based on a person's sex.
46. height: My height is five feet, seven inches tall. I used to be 5'8". The height of some trees can be hundreds of feet high. (Note: Children go to high school, not height school.)
47. hindrance: English grammar is a hindrance to your entering college right away because it hamstring your ability to write correctly. Sometimes traffic is a hindrance to getting someplace quickly.
48. hygiene: Personal hygiene is important for good health. Homeless people often have poor hygiene because they don't have a place to clean themselves or wash their clothing.
49. hypocrisy: The hypocrisy of politicians makes me sick to my stomach: They will often criticize people for bad behavior that they themselves are guilty of. The hypocrisy of some religious people amazes me: They criticize other people for bad behavior that they themselves are guilty of.
50. incidentally: Incidentally, you will have an exam on these words in a week or two. Incidentally, did you know that summer quarter will be very short this year due to budget cuts?
51. irrelevant: When I am teaching grammar, it would be irrelevant to tell you what my sister cooked for dinner last night because it doesn't relate to grammar. Whether you are married or not is irrelevant to me.
52. judgment: A lot of teenagers get into trouble because their judgment is not fully developed, especially for boys. In my judgment, stealing is a very bad characteristic to have.
53. kindergarten: My sons went to kindergarten in Broadview-Thompson Elementary School. Children learn a lot about school life when they are in kindergarten.
54. leisure: In my leisure time, I either work in my garden or my basement workshop, or I read. When people are retired, they have a lot of leisure time.
55. license: I have a driver's license. If you have a business, you need to get a business license.
56. livelihood. I earned my livelihood by teaching English as a second language. We all need some kind of work to earn our livelihood.
57. maintenance: When you own anything, it is necessary to do preventive maintenance on it to make sure that it is in good working condition. Between quarters at this college, the maintenance people do maintenance such as washing the floors and fixing stuff in the classrooms.
58. marriage: My marriage has lasted for 36 years so far. Marriage is a hard job.
59. martyr: Every religion has its martyrs who died for their beliefs. The one major requirement of a religion to become a martyr is to die for your religious beliefs.
60. mediocre: I was a very mediocre baseball player when I was a teenager. I was OK, not bad, not good, just mediocre. I was also a mediocre student in math classes. I always passed, but my grades weren't good or bad, just mediocre.
61. miscellaneous: I have a draw in my file cabinet that has miscellaneous items in it such as napkins, old pay contracts, a tie, old student records, etc. In the coffee shop, there are miscellaneous students and teachers having something to eat and drink.
62. mischievous: Sometimes children can be mischievous and get into trouble when they are in a group and bored. Kittens and puppies can be mischievous animals because they always like to play and are interested in everything.
63. misdemeanor: Getting into a fist fight in public is a misdemeanor crime. Breaking someone's windows on purpose is a misdemeanor crime.

64. mortgage: I had a mortgage on my house of over \$100,000. If people default on their mortgage, the bank will seize their house.
65. municipal: The main municipal building in a city is called the city hall. A jail is an example of a municipal building.
66. necessary: It is necessary to learn English before you can go to college in America. Food and water are necessary for life.
67. ninth: April 19th was the ninth day of Spring Quarter. Ninth Street NW is between Eighth Street NW and Tenth Street NW.
68. noticeable: Stains on white clothing are very noticeable. If I cut off my beard, it would be very noticeable.
69. obedience: Parents and teachers require obedience from young children so that the children will do what they want them to do. Obedience to the law will keep people out of jail. (Obey is the verb form.)
70. occasion: The birth of a child is a special occasion to parents. I will attend the occasion of my grandniece's high school graduation in June.
71. to occur: My birthday occurs on August 24th every year. I don't know when my death will occur. (Occurrence is the noun form. Notice the double r's.)
72. to omit: When people spell my name, they often omit one of the n's. A lot of people omit the s at the end of verbs in the third person singular. (Omitting and omitted are the present participle and the past participle. Notice the double t's.)
73. opportunities: There are many opportunities for education and work in the United States if a person has a college education. There are many educational opportunities in vocational as well as academic programs at South Seattle College.
74. original: The 13 original states of the United States are along the East Coast of America. A man found an original copy of the Declaration of Independence behind a painting he bought for \$10.00. He then sold it for over a million dollars.
75. pamphlet: There are many pamphlets on bulletin boards all over the campus. I sometimes receive pamphlets in the mail for various community meetings or businesses.
76. parallel: Railroad tracks are parallel to each other. Streets run parallel to each other, and avenues also run parallel to each other.
77. paralysis: Some diseases cause paralysis in people's limbs. My brother-in-law has paralysis in his legs. (Paralyze is the verb form.)
78. pastime: My favorite pastime is taking care of my garden. My second favorite pastime is building things made out of wood.
79. permanent: My wife has a permanent residence card, also known as a green card. I have had a permanent loss of hair for many years.
80. permissible: It is permissible for my students to sit anywhere they want to in my classroom. If you have a driver's license, it is permissible for you to drive a car everywhere in the United States and Canada.
81. persistent: If I don't do a task that my wife wants me to do, she is persistent in asking me to do it until I do it. Sometimes children are persistent in asking their parents to buy them candy in a market.
82. physician: My doctor has been a physician for many years. My wife wanted my sons to become physicians, but neither of them did.
83. possession: My car is a possession of mine. Most of my possessions are in my house.
84. to precede: A trial precedes sending someone to jail for a long time. Filling out a registration form precedes entering college.
85. privilege: I consider it to be a privilege to be a teacher because teaching is one of the most important jobs in every society. Voting is a privilege that not everyone in the world has.
86. procedure: When a person has a surgical procedure, they will have an operation on their body. There are many steps in the procedure to becoming a naturalized citizen of the United States.
87. quite: There are quite a few Asian people in Seattle. It rains quite often in Seattle.

88. questionnaire: At the end of this quarter, I will give you a questionnaire which will ask you many questions about me, this English course, and South Seattle College. In 2010 every household in America received a questionnaire from the U. S. Census Bureau.
89. receipt: After you buy something from a store, they give you a receipt. Receipts are necessary if you want to return a purchase to most stores.
90. to recommend: I write many letters for students when I recommend them for a scholarship or a job. There is a Chinese restaurant in North Seattle that my wife recommends, the Chinese Noodle House.
91. to relieve: Medicine can relieve pain. Sometimes a good night's sleep can relieve stress in a person's life.
92. reminiscence: When old friends get together after a long time not seeing each other, they always have a reminiscence about when they were younger. My sister and I like to have reminiscence about when we lived with our parents.
93. responsible: Parents are responsible for their children until the children are 18 years old. I am responsible for teaching these words to you.
94. to rhyme: Poems and songs often rhyme words. The words *slime*, *time*, and *climb* rhyme with each other.
95. rhythm: Music and languages all have a rhythm which makes them easy to recognize for me. I like Latin music because it has a nice rhythm.
96. schedule (to schedule): In my schedule, I will teach this class from 8:00 to 10:45 from Monday to Friday this quarter. I need to schedule an appointment with my doctor for an annual physical exam.
97. scissors: Parents always tell their children not to run with scissors in their hand. I cut articles out of the newspaper with scissors.
98. to seize: The police will seize a gun from a person if they arrest him. Police try to seize criminals as soon as possible.
99. separate (to separate): My sons wanted separate bedrooms when they became teenagers. It is necessary to separate children if they are fighting.
100. sergeant: I became a sergeant in the U. S. Army in 1968. A police sergeant took my statement when I reported that someone stole my car.
101. sincerely: I usually write "Sincerely yours" at the end of a letter. I sincerely love my children very much, even when they do things I don't like.
102. souvenir: People buy souvenirs when they go on vacations to places they have never been before. I have many souvenirs from around the world.
103. sponsor (to sponsor): I have sponsored children for school events, promising to pay money for many activities that the children do to raise money at school. Many relatives sponsor other relatives to come to America.
104. to succeed: I succeeded in getting my master's degree while I had a full time job. To succeed in a job, a person must be serious and work hard.
105. successor: When I retire, I wonder who will be my successor to my teaching position. Barak Obama was the successor to George W. Bush as president of the United States.
106. superintendent: Seattle Public Schools has a new superintendent of schools. The superintendent of Seattle parks and recreation is in charge of all of the public parks and playgrounds in Seattle. Apartment buildings have a superintendent who is in charge of fixing things and taking care of the building.
107. synonymous: The word "start" is synonymous with the word "begin." The word "outlaw" is synonymous with the word "criminal."
108. tariff: A tariff is a tax on imported goods from foreign countries. When countries make trade agreements, those agreements include amounts of tariffs on certain goods.

109. temporary: Your stay in ESL classes is only temporary; someday you will be finished with taking ESL classes. Many people in Japan are still in temporary housing due to the earthquake, the tsunami, and the nuclear accident.
110. theory: There is a theory of evolution which says that people evolved from apes. The Big Bang Theory says that at the beginning of time the whole world was one big land mass that exploded and resulted in the continents and islands in the world.
111. tragedy: Many people suffered the tragedy of losing loved ones and all of their possessions in Japan in March. War results in many tragedies for people involved in them.
112. transparent: Windows are transparent if they are clean. Some people are transparent when they lie because other people can tell by the way they look that they are lying.
113. twelfth. December is the twelfth month of the year. My friend's birthday is on August twelfth. My Aunt Grace was my grandmother's twelfth baby.
114. undoubtedly: You will undoubtedly have a very big spelling test in two weeks. It will undoubtedly rain soon because this is Seattle and it always rains soon in Seattle.
115. unfortunately: My friend was caught speeding by the police and unfortunately had to pay a fine of \$240. I bought a lottery ticket, but I didn't win, unfortunately.
116. vacancy: There is a vacancy in two apartments near my house. We have a vacancy for a full-time teaching position for an ESL teacher in my college division.
117. vaccine: Vaccines have saved millions of lives in the last one hundred years. I wish there were a vaccine against TB (tuberculosis).
118. vehicle: Another name for a car or a truck is a motor vehicle. An airplane is a vehicle used for flying from one place to another.
119. villain: Many of the bankers and Wall Street executives are villains in my opinion because they caused many people to lose all of their money and other possessions. Criminals are called villains, but I think many politicians are bigger villains.
120. to whistle: Both my son André and I like to whistle. Some people whistle for their dog or horse to come to them.

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2.11: Answer Key

Answer Key

Exercise 1 Page 33: 1. Are coming 2. Can speak 3. Doesn't like 4. Must learn 5. Have lived 6. Were swimming 7. Will learn 8. Isn't raining 9. Shouldn't copy 10. Have been 11. Do you know how 12. Have you ever seen 13. Might not come 14. Doesn't speak 15. Must not drink 16. Are doing 17. Will do 18. Have had 19. Could lift 20. Would love to cook 21. Aren't studying 23. Can work 25. May rain 26. Will be

EX 2, P 34: 1. Mr. Bourret's brother 2. Mark's wife 3. Tom's old car 4. My student's uncle 5. The dog's tail 6. My son's pants 7. Roger's father 8. The girl's new car 9. Tom's children 10. The lion's roar

EX 3, P 34: 1. The children's school 2. The women's office 3. The babies' clothes 4. The carpenters' tools 5. The lazy students' homework papers 6. The nurses' uniforms 7. The students' books 8. His sisters' new clothes

EX 4, P 37: Various answers

EX 5, P 38: 1-9 Who is, 10-18 Who has, 19. Who is 20. Who has

EX 6, P 39: 1. Whose 2. Who is 3. Who is 4. Who is ... whose, whose 5. Who is 6. Whose 7. Whose 8. Whose 9. Who is 10. Whose ... who is 11. Who is ... whose 12. Whose 13. Whose 14. Whose 5. Who is 16. Who is ... who is ... whose 17. Whose ... whose 18. Who is ... whose

EX 7, P 40: 1. Whose 2. Who is 3. Whose 4. Whose ,, who is 5. Who is ... whose 6. Whose 7. Who has 8. Whose 9. Who has 10. Whose ... who is 11. Who has 12. Whose 13. Whose ... who has 14. Whose ... whose 15. Who is ... whose 16. Who is ... whose ... who has 17. Whose ... whose 18. Who is ...whose 19. Who has ... who is 20. Whose 21. Who has ... who is

EX 8, P 43: 1. In/closet 2. To/ movie, with/friends, after/school 3. On/house 4. Across/river, near/house 5. To/children, at/school, about/crossing 6. Next to/garden, in front of/house 7. During/storm, down/hill/ in back of/house 8.behind/Tom, in/classroom, in/school 9. Outside/house, after/dinner 10. In/garden, without shirt 11. Upon/shelves, in/bedroom 12. In/lake, during/day, during/summer, with/sons 13. For/girl, in/office, for hours 14. towards/dog, inside/yard 15. In spite of/danger, on/freeway, on/night 16. In/garage, next to/house 17. Underneath/bed, in/bedroom 18. According to/father, aboard/bus 19. By/man, in/Seattle, in 1922 20. Through/yard, throughout/ night

EX 9, P 46: 1. Coats 2. Women 3. Babies 4. Days 5. Hours 6. Heroes 7. Dresses 8. Cities 9. Knives 10. Feet 11. Punches 12. Patios 13. Caresses 14. Sandwiches 15. Ladies 16. Toys 17. Teeth 18. Pennies 19. Rashes 20. Faxes 21. Snakes 22. Patches 23. Wishes 24. Taxes 25. Waltzes 26. Wheezes 27. Buses 28. Shelves 29. Watches 30. Radios 31. Person/people 32. Fish 33. Nannies 34. Nickels 35. Clocks 36. Pianos 37. Windows 38. Boxes 39 Thieves 40. Attorneys

EX 10, P 48-49: 1 Move, moves, moving 2 Listen, listens, listening 3. Watch, watches, watching 4. Use, uses, using 6. Finish, finishes, finishing 7 put, puts, putting 8. Begin, begins, beginning 9. Waltz, waltzes, waltzing 10, explain, explains, explaining 11. Chop, chops, chopping 12. Argue, argues, arguing 13. Sort, sorts, sorting 14. Mix, mixes, mixing 15. Get, gets, getting 16. Work, works, working 17. Borrow, borrows, borrowing 18. Lengthen, lengthens, lengthening 19. Hurt, hurts, hurting 20. Buy, buys, buying 21. Mend, mends, mending 22. Enjoy, enjoys, enjoying 23. Trip, trips, tripping 24. Play, plays, playing 25 Have, has, having 26. Punch, punches, punching 27. Spy, spies, spying 28. Halt, halts, halting 29. Party, parties, partying 30. Spin, spins, spinning 31. Burst, bursts, bursting 32, employ, employs, employing 33. Estimate, estimates, estimating, 34. Go, goes, going 35. Show, shows, showing, 36. Do, does, doing 37. Plug, plugs, plugging 38. Complete, completes, completing 39. Flex, flexes, flexing 40. Flip, flips, flipping 41. Pass, passes, passing

EX 11, P 52 : 1. Are coming 2. Am writing 3. Is sitting 4. Are buying 5. Are studying 6. Is doing 7. Are thinking 8. Are wearing 9. Is singing 10. Is playing 11. Is turning around 12. Is giving 13. Are drawing 14. Am carrying 15 is raining 16. Are listening to 17. Are answering 18. Is biting 19. Is feeling 20 are chatting

EX 12, P 53: 1. Are studying 2. Isn't driving 3. Is snowing 4. Are walking 5. Am not listening 6. Aren't attending 7. Am not planting 8. Is shining 9. Are learning 10. Aren't getting 11. Are driving and looking at 12. Am not working 13. Are making 14. Are taking, drinking 15. Aren't playing 16. Aren't helping 17. Are cleaning 18. Are each eating 19. Aren't looking for 20. Is throwing up

EX 13, P 54: 1. You aren't taking 2. The day isn't getting 3. My wife and sons aren't arguing 4. The vegetables aren't growing 5. All of the boys aren't carrying 6. The dog and the cat aren't sleeping 7. I am not wearing 8. Some students aren't studying 9. Most of you aren't using 10. You aren't answering 11. We aren't all watching

EX 14, P 55: 1. Are we living 2. Are some people wearing 3. Am I using 4. Is my son working 5. Is a dog barking 6. Is something burning 7. Am I wearing 8. Is an old lady talking 9. Are both of my sons working 10. Are some boys playing 11. Is it raining 12. Is a student helping 13. Are some bad boys smoking 14. Is the man's head bleeding

EX 15, P 58: 1. Where are the boys taking their books with them? 2. What is my sister smoking now? 3. What are we learning in English now? 4. When are my students coming to school? 5. When are you learning to speak English in class? 6. Who is the dog following to school? 7. What am I writing now? 8. When are you studying English? 9. Where is the teacher sitting now? 10. Where is my sister living now?

EX 16, P 59 - 60: 1. Where is the boy running now? 2. Whose pots and pans is my son carrying for her? 3. What kind of clothes are some students wearing today? 4. Which lady is my student talking to? 5. What are my wife and her friend watching now? 6. When am I writing my lesson plans in the kitchen? 7. How many pencils is the student carrying in her bag? 8. What is a mechanic fixing for me? 9. Whom is my dog taking a walk with right now? 10. Why are some students studying very hard? 11. Whom are they thinking about now? 12. What is my neighbor's son playing now? 13. When is the vacation from school beginning? 14. How is the weather getting? 15. Where am I writing this exercise? 16. Where is my son living now? 17. Whom is my wife teaching how to cook in the kitchen now? 18. What is my wife watching on TV now?

EX 17, P 64: 1. Want 2. Likes 3. Helps 4. Communicates 5. Love 6. Bothers 7. Makes 8. Walk 9. Enjoys 10. Washes 11. Want 12. Does 13. Repairs 14. Have 15. Sleeps 16. Go 17. Hurts 18. Tastes 19. Writes 20. Enjoy 21. Lives 22. Listen to

EX 18, P 65: Various answers

EX 19, P 66: 1. Doesn't try, 2. Doesn't eat, 3. Don't write, 4. Doesn't fix, 5. Don't take, 6. Doesn't rain, 7. Don't make, 8. Don't reach, 9. Doesn't have, 10. Doesn't carry, 11. Don't like, 12. Don't have to learn, 13. Doesn't like

EX 20, P 67: Various answers

EX 21, P 68: 1. Does the woman have 2. Does she speak 3. Do I drink 4. Do my sons make 5. Do some students always do 6. Do I enjoy 7. Does the sun shine 8. Does a bus driver have 9. Do we use 10. Do good students try 11. Does a postman deliver 12. Do children like 13. Does learning to speak English take 14. Do girls wear 15. Does my sister buy

EX 22, P 69: 1 Does the woman have ... No, she doesn't have 2. Does she talk ... No, she doesn't talk 3. Does the boy draw ... No, he doesn't draw 4. Do my neighbors make ... No, they don't make 5. Do some students always use pens ... No, some students don't always use 6. Do I enjoy ... No, I don't enjoy 7. Does the moon shine ... No, it doesn't shine 8. Does a cab driver have ... No, a cab driver doesn't have, 9. Do we use ... No, we don't use

EX 23, P 70: 1. What color hair does the woman have? 2. Whom does she speak to on the bus? 3. How many cups of coffee do I drink in the morning? 4. How much noise are my sons making at my house? 5. Whose car does John always use on Thursdays? 6. What do I enjoy teaching? 7. When does the sun shine? 8. How much responsibility does a bus driver have? 9. Which dishes are we using for the party? 10. How do good students try at school and at home?

EX 24, P 73: 1. Talk 2. Talk 3. Telephones 4. Help 5. Go 6. Doesn't go 7. Play 8. Like 9. Has 10. Are 11. Keeps 12. Fly 13. Flies 14. Speaks 15. Speak 16. Live 17. Lives 18. Grow 19. Has 20. Make 21. Tastes 22. Works 23. Work 24. Costs 25. Doesn't copy

EX 25, P 74: 1. Are 2. Makes 3. Takes 4. Is 5. Are 6. Makes 7. Causes 8. Keep 9. Is 10. Puts 11. Is 12. Makes 13. Make 14. Causes 15. Are 16. Are 17. Fascinates 18. Makes 19. Is 20. Are 21. Is 22. Involve 23. Makes 24. Are 25. Helps

EX 26, P 75: 1. Is 2. Has 3. Go 4. Has 5. Has 6. Are 7. Help 8. Keeps 9. Has 10. Doesn't have 11. Shut off 12. Erases 13. Is 14. Works 15. Like 16. Makes 17. Love 18. Is 19. Come 20. Go 21. Are 22. Speaks 23. Loves 24. Helps 25. Watches

EX 27, P 76: 1. Costs 2. Studies 3. Speak 4. Likes, watches 5. Doesn't know 6. Park 7. Provides 8. Don't go 9. Are 10. Enjoys, continues 11. Costs 12. Make 13. Has 14. Doesn't need 15. Don't like 16. Is 17. Are 18. Are 19. Is 20. Aren't 21. Costs

EX 28, P 77: 1. Is 2. Isn't 3. Is 4. Isn't 5. Are 6. Knows 7. Needs 8. Opens 9. Is 10. Speaks 11. Helps 12. Are 13. Live 14. Is 15. Prepares 16. Isn't 17. Is 18. Makes, listen to 19. Isn't 20. Seems 21. Take 22. Requires

EX 29, P 78-79: 1. Is 2. Wash 3. Like 4. Wants 5. Is 6. Are 7. Makes 8. Speaks 9. Live 10. Is 11. Is 12. Cause 13. Fixes 14. Doesn't cost 15. Come 16. Looks 17. Talks back 18. Are 19. Takes 20. Makes 21. Don't like 22. Loves 23. Don't read 24. Doesn't cost 25. Is 26. Belong 27. Enjoy 28. Goes 29. Isn't 30. Makes 31. Get 32. Prepare 33. Is 34. Studies 35. Doesn't know 36. Makes 37. Requires 38. Plays 39. Prefer 40. Is 41. Isn't 42. Love 43. Is 44. Sit 45. Play

EX 30, P 80: 1. Are 2. Are 3. Is 4. Cause 5. Makes 6. Cause 7. Is 8. Cost 9. Costs 10. Directs 11. Do 12. Makes 13. Don't bother 14. Are 15. Make 16. Cost 17. Weigh 18. Come 19. Causes 20. Is 21. Doesn't disturb 22. Takes

EX 31, P 81: 1. Plays 2. Loves 3. Make 4. Has 5. Don't understand 6. Tries 7. Doesn't play 8. Speaks 9. Doesn't solve 10. Is 11. Are 12. Comes 13. Live 14. Is 15. Lives 16. Makes 17. Results 18. Takes 19. Means 20. Need 21. Works

Ex 32, P 85: 1. Intended 2. Had, played 3. Made 4. Was 5. Worked 6. Liked 7. Built 8. Came 9. Drove 10. Sent 11. Fed, were 12. Crawled, played 13. Helped 14. Planted 15. Froze 16. Mowed 17. Rang 18. Thought about, was 19. Wept, thought about 20. Tore 21. Pulled 22. Wrote, traveled 23. Swam 24. Opened 25. Smoked 26. Had to spend 27. Taught 28. Slept 29. Did 30. Prayed

EX 33, P 87: 1. Didn't intend 2. Didn't have 3. Didn't let 4. Didn't remember 5. Didn't borrow 6. Didn't arrest 7. Didn't forget 8. Wasn't 9. Didn't bring 10. Didn't help 11. Didn't make 12. Didn't wish 13. Didn't invent 14. Didn't correct 15. Didn't fly

EX 34, P 88: 1. Didn't fall 2. Didn't freeze 3. Didn't lose 4. Didn't blow out 5. Didn't invade 6. Didn't collect 7. Didn't see 8. Didn't fight 9. Didn't hate 10. Didn't interview 11. Didn't wear 12. Didn't shop 13. Didn't release 14. Didn't hear 15. Didn't reject

EX 35, P 89: 1. Didn't prove 2. Didn't sweep 3. Didn't shut 4. Didn't quit 5. Didn't sit 6. Weren't sliding 7. Didn't shrink 8. Didn't divide 9. Didn't seek 10. Didn't run 11. Weren't picking 12. Didn't sell 13. Wasn't riding 14. Didn't sink 15. Didn't shake

EX 36, P 90: 1. Did we intend 2. Did he have 3. Did he let 4. Did he forget to take 5. Did she borrow 6. Did the police arrest 7. Did I forget 8. Was last Thursday 9. Did Tom bring 10. Did he help 11. Did the girls make 12. Did I wish 13. Did he invent 14. Did the teacher correct 15. Did the businessman fly

EX 37, P 92: 1. I stopped to buy coffee while I was driving to school. 2. While I was working in my office, I got a phone call from my wife. 3. While I was speaking to my son, I told him about a party. 4. I broke a glass while I was helping my wife in the kitchen. 5. While I was watching television, I fell asleep. 6. While I was eating breakfast, I opened a window in my kitchen. 7. While I was shopping with my sons, I bought two toys for them. 8. While I was drinking coffee with a friend, I saw a pretty girl walking across the street. 9. I had a nightmare while I was sleeping. 10. While I was doing my homework, I took a break. 11. While I was mowing the lawn, my lawnmower ran out of gas. 12. I answered the phone while I was reading the newspaper. 13. I answered the teacher's question while I was sitting in class.

EX 38, P 97: 1. Must go 2. Will go 3. Can't go 4. Should not play 5. Were able to fix 6. Could eat, was 7. Will watch 8. Might not see 9. Could play 10. May rain 11. Must go 12. Would work, were 13. Ought to learn 14. Yesterday 15. Would work 16. Are going to work 17. Has to finish, can go 18. Must finish, can go 19. Will study 20. Must always eat 21. Should have finished

EX 39, P 102-105: Various answers

EX 40, P 106: Various answers

EX 41, P 107: 1. When will I buy a new car? Who will buy a new car next year? 2. When did I have to take some medicine? What did I have to take last year? 3. What should we study before we take the final exam? When should we study irregular verbs? 4. Who had better come to class on time on Friday? When had you better come to class on time? 5. When might it rain? 6. Where could you have stayed today? When could you have stayed home? 7. Who must have eaten dinner today? What must my friend's children have eaten this evening? When might my friend's children have eaten dinner?

EX 42, P 108-109: 1. Who is fishing in the lake? Where is the boy fishing? 2. Who was playing the piano in the living room? Where was my son playing the piano? 3. Who will be at the market this afternoon? Where will we be this afternoon? When will we be at the market? 4. What was (or were) chasing the cat? How many dogs were chasing the cat? What were fifteen dogs chasing? 5. Who is knocking on the classroom door? What is someone knocking on? 6. What is beside the lamp OR what is the box of chocolates beside? Where is the box of chocolates? 7. Who might be running in New York today? Where might Bob be running this weekend? When might Bob be running in New York? 8. Who was listening to his son's music last night? Whose music was the father listening to last night? When was the father listening to his son's music? 9. Who might be showing the pictures to her friends before dinner tonight? What might my sister be showing to her friends before dinner tonight? To whom might my sister be showing

the pictures before dinner tonight? 10. Where might it be raining now? When might it be raining in the mountains? 11. What should those boys be studying for and not playing video games? Who should be studying for their test and not playing video games?

EX 43, P 111: Various Answers

EX 44, P 113: Various answers

EX 45, P116: 1. Had to get, would recover 2. Had to take, yesterday afternoon 3. Had to do, came 4. Had to fix, could ride 5. Had to obey, were 6. Had to remove, last spring 7. Had to do 8. Had to direct, last month 9. Had to help, last weekend 10. Had to help 11. Had to buy, last week 12. Had to have 13. Had to prepare

EX 46, P 117: Various answers

EX 47, P 118: Various answer with should have and the past participle of the verb

EX 48, P 119: Various answers

EX 49, P 120: Various answers

EX 50, P 125: Various answers

EX 51, P125-126: 1. More intelligent than 2. More frantically than 3. More important than 4. Heavier than 5. More quickly than 6. More necessary than 7. Better than 8. Curlier than 9. Stronger than 10. More difficult than 11. More famous than 12. Windier ... than 13. More comfortable than 14. Farther away than 15. Happier than 16. Worse than 17. Hungrier than 18. More expensive than 19. Cheaper than 20. Higher than 21. Friendlier than 22. Faster than 23. Harder than 24. Warmer than 25. More interesting than

EX 52, P 127: Various answers

EX 53, P 128: Various answers

EX 54, P 131: 1. Rich, richer than, the richest 2. Simple, simpler than, the simplest 3. Carefully, more carefully than, the most carefully 4. Hard, harder than, the hardest 5. Prompt, prompter than, the promptest 6. Obediently, more obediently than, the most obediently 7. Affectionate, more affectionate than, the most affectionate 8. Attentive, more attentive than, the most attentive 9. Sarcastically, more sarcastically than, the most sarcastically 10. Round, rounder than, the roundest 11. Angrily, more angrily than, the most angrily 12. Small, smaller than, the smallest 13. Frantic, more frantic than, the most frantic 14. Thoughtful, more thoughtful than, the most thoughtful 15. Ambitious, more ambitious than, the most ambitious 16. Ugly, uglier than, the ugliest 17. Legible, more legible than, the most legible 18. Carelessly, more carelessly than, the most carelessly

EX 55, P 132: 1. The smallest 2. The largest 3. The biggest, 4. The heaviest 5. The longest 6. The most populous 7. The handsomest (the most handsome) 8. The best 9. The most energetic 10. The most ambitious 11. The most patient (the patientest) 12. The most courteous 13. The coldest 14. The most slippery (the slipperiest) 15. The healthiest 16. The largest 17. The most important 18. The most peaceful 19. The most valuable 20. The highest 21. The most interesting 22. The prettiest

EX 56, P 133: 1. The most quickly 2. The most kindly 3. The fastest 4. The most slowly 5. The most eloquently 6. The most dangerously 7. The most efficiently 8. The most neatly 9. The most rudely 10. The most happily 11. The most quietly 12. The most attentively 13. The most comfortably 14. The most slowly 15. The most carelessly 16. The fastest 17. The most violently 18. The most foolishly 19. The most slowly 20. The hardest

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2.12: Irregular Verbs

List of Irregular Verbs in English

Base Form	S Form	Past Tense	Past Participle	Present Participle
arise	arises	arose	arisen	arising
awake	awakes	awoke	awoke	awaking
			awakened	
be (am is are)	-----	was/were	been	being
bear	bears	bore	borne	bearing
beat	beats	beat	beaten	beating
become	becomes	became	become	becoming
begin	begins	began	begun	beginning
bend	bends	bent	bent	bending
bet	bets	bet	bet	betting
bid	bids	bid	bid	bidding
bind	binds	bound	bound	binding
bite	bites	bit	bitten	biting
bleed	bleeds	bled	bled	bleeding
blow	blows	blew	blown	blowing
break	breaks	broke	broken	breaking
breed	breeds	bred	bred	breeding
bring	brings	brought	brought	bringing
broadcast	broadcasts	broadcast	broadcast	broadcasting
		broadcasted	broadcasted	
burn	burns	burned	burned	burning
		burnt	burnt	
burst	bursts	burst	burst	bursting
build	builds	built	built	building
buy	buys	bought	bought	buying
cast	casts	cast	cast	casting
catch	catches	caught	caught	catching
choose	chooses	chose	chosen	choosing
cling	clings	clung	clung	clinging
come	comes	came	come	coming
cost	costs	cost	cost	costing
creep	creeps	crept	crept	creeping
cut	cuts	cut	cut	cutting
deal	deals	dealt	dealt	dealing
dig	digs	dug	dug	digging
dive	dives	dove	dived	diving
do	does	did	done	doing

Base Form	S Form	Past Tense	Past Participle	Present Participle
draw	draws	drew	drawn	drawing
dream	dreams	dreamed	dreamed	dreaming
		dreamt	dreamt	
drink	drinks	drank	drunk	drinking
drive	drives	drove	driven	driving
dwell	dwells	dwelled	dwelled	dwelling

		dwelt	dwelt	
eat	eats	ate	eaten	eating
fall	falls	fell	fallen	falling
feed	feeds	fed	fed	feeding
feel	feels	felt	felt	feeling
fight	fights	fought	fought	fighting
find	finds	found	found	finding
fit	fits	fit	fit	fitting
flee	flees	fled	fled	fleeing
fling	flings	flung	flung	flinging
fly	flies	flew	flown	flying
forbid	forbids	forbade	forbidden	forbidding
forecast	forecasts	forecast	forecast	forecasting
		forecasted	forecasted	
forget	forgets	forgot	forgotten	forgetting
forgive	forgives	forgave	forgiven	forgiving
forgo	forgoes	forwent	forgone	forgoing
forsake	forsakes	forsook	forsaken	forsaking
foretell	foretells	foretold	foretold	foretelling
freeze	freezes	froze	frozen	freezing
get	gets	got	gotten	getting
give	gives	gave	given	giving
go	goes	went	gone	going
grind	grinds	ground	ground	grinding
grow	grows	grew	grown	growing
hamstring	hamstrings	hamstrung	hamstrung	hamstringing
hang	hangs	hung	hung	hanging
have	has	had	had	having
hear	hears	heard	heard	hearing
hide	hides	hid	hidden	hiding
hit	hits	hit	hit	hitting
hold	holds	held	held	holding
hurt	hurts	hurt	hurt	hurting
keep	keeps	kept	kept	keeping
kneel	kneels	knelt	knelt	kneeling
Base Form	S Form	Past Tense	Past Participle	Present Participle
knit	knits	knit	knit	knitting
		knitted	knitted	
know	knows	knew	known	knowing
lay	lays	laid	laid	laying
lead	leads	led	led	leading
leap	leaps	leapt	leapt	leaping
leave	leaves	left	left	leaving
lend	lends	lent	lent	lending
let	lets	let	let	letting
lie	lies	lay	lain	lying
light	lights	lit	lit	lighting
		lighted	lighted	
lose	loses	lost	lost	losing

make	makes	made	made	making
mean	means	meant	meant	meaning
meet	meets	met	met	meeting
mistake	mistakes	mistook	mistaken	mistaking
mow	mows	mowed	mown	mowing
			mowed	
overhear	overhears	overheard	overheard	overhearing
oversee	oversees	oversaw	overseen	overseeing
overthrow	overthrows	overthrew	overthrown	overthrowing
pay	pays	paid	paid	paying
prove	proves	proved	proven	proving
			proved	
put	puts	put	put	putting
quit	quits	quit	quit	quitting
read	reads	read	read	reading
rid	rids	rid	rid	ridding
ride	rides	rode	ridden	riding
ring	rings	rang	rung	ringing
rise	rises	rose	risen	rising
run	runs	ran	run	running
saw	saws	sawed	sawn	sawing
			sawed	
say	says	said	said	saying
see	sees	saw	seen	seeing
seek	seeks	sought	sought	seeking
sell	sells	sold	sold	selling
send	sends	sent	sent	sending
set	sets	set	set	setting

Base Form	S Form	Past Tense	Past Participle	Present Participle

sew	sews	sewed	sewn	sewing
			sewed	
shake	shakes	shook	shaken	shaking
shave	shaves	shaved	shaven	shaving
			shaved	
shear	shears	sheared	shorn	shearing
			sheared	
shed	sheds	shed	shed	shedding
shine	shines	shone	shone	shining
		shined	shined	
shoot	shoots	shot	shot	shooting
show	shows	showed	shown	showing
			showed	
shrink	shrinks	shrank	shrunk	shrinking
		shrunk		
shut	shuts	shut	shut	shutting
sing	sings	sang	sung	singing
sink	sinks	sank	sunk	sinking
sit	sits	sat	sat	sitting
slay	slays	slew	slain	slaying

sleep	sleeps	slept	slept	sleeping
slide	slides	slid	slid	sliding
sling	slings	slung	slung	slinging
slink	slinks	slunk	slunk	slinking
slit	slits	slit	slit	slitting
smite	smites	smote	smitten	smiting
sneak	sneaks	snuck	snuck	sneaking
sow	sows	sowed	sown	sowing

			sowed	
speak	speaks	spoke	spoken	speaking
speed	speeds	sped	sped	speeding
		speeded	speeded	
spell	spells	spelled	spelled	spelling
		spelt	spelt	
spend	spends	spent	spent	spending
spill	spills	spilled	spilled	spilling
		spilt	spilt	
spin	spins	spun	spun	spinning
spit	spits	spit	spit	spitting
		spat	spat	
split	splits	split	split	splitting

Base Form	S Form	Past Tense	Past Participle	Present Participle

spoil	spoils	spoiled	spoiled	spoiling
		spoilt	spoilt	
spread	spreads	spread	spread	spreading
spring	springs	sprang	sprung	springing
stand	stands	stood	stood	standing
steal	steals	stole	stolen	stealing
stick	sticks	stuck	stuck	sticking
sting	stings	stung	stung	stinging
stink	stinks	stank	stunk	stinking
strew	strews	strewed	strewn	strewing
strike	strikes	struck	struck	striking
			stricken	
string	strings	strung	strung	stringing
strive	strives	strove	striven	striving
		strived		
swear	swears	swore	sworn	swearing
sweat	sweats	sweat	sweat	sweating
		sweated	sweated	
sweep	sweeps	swept	swept	sweeping
swell	swells	swelled	swollen	swelling
			swelled	
swim	swims	swam	swum	swimming
swing	swings	swung	swung	swinging
take	takes	took	taken	taking
teach	teaches	taught	taught	teaching
tear	tears	tore	torn	tearing
tell	tells	told	told	telling

think	thinks	thought	thought	thinking
throw	throws	threw	thrown	throwing
thrust	thrusts	thrust	thrust	thrusting
unbend	unbends	unbent	unbent	unbending
undergo	undergoes	underwent	undergone	undergoing
understand	understands	understood	understood	understanding
undertake	undertakes	undertook	undertaken	undertaking
underwrite	underwrites	underwrote	underwritten	underwriting
undo	undoes	undid	undone	undoing
uphold	upholds	upheld	upheld	upholding
upset	upsets	upset	upset	upsetting
wake	wakes	woke	woken	waking

waked

waylay	waylays	waylaid	waylaid	waylaying

Base Form	S Form	Past Tense	Past Participle	Present Participle

wear	wears	wore	worn	wearing
weave	weaves	wove	woven	weaving
weep	weeps	wept	wept	weeping
wet	wets	wet	wet	wetting
		wetted	wetted	
win	wins	won	won	winning
wind	winds	wound	wound	winding
withdraw	withdraws	withdrew	withdrawn	withdrawing
withhold	withholds	withheld	withheld	withholding
withstand	withstands	withstood	withstood	withstanding
wring	wrings	wrung	wrung	wringing
write	writes	wrote	written	writing

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2.13: Some Punctuation Rules

Some (but Not All) English Punctuation Rules

I. End Punctuation

A. Periods [.] (Also referred to as a Full Stop)

1. At the end of a statement

We went to the bookstore.

My classes run from Monday through Friday.

I am a teacher.

2. At the end of an imperative sentence

Pick up your dirty clothes.

Don't let the dogs in the living room.

Skip lines when writing homework.

3. After an abbreviation

The package weighed 8 lbs. 6 oz.

Mt. St. Helens is a volcanic mountain.

I live on Phinney Ave. N.

4. After an initial

Donald R. Bissonnette

U. S. A.

T. B. Bourret

5. In outlining after Roman Numerals, capital letters, numbers, and small letters

Look at all the categories in this outline for examples, please.

B. Question Marks [?]: At the end of an interrogative sentence

Do you speak English?

Have you eaten dinner yet?

Will you be absent tomorrow?

How many children do you have?

C. Exclamation Points [!]

1. At the end of an exclamatory sentence

Watch out for that car!

What a great game!

What a day I had!

2. After an interjection that expresses strong feelings

Oh! I can't believe it.

Holy cow! That was an expensive meal.

Right! I don't trust him for a second.

II. Interior Sentence Punctuation (Commas Only)

1. Between the name of a city or town and the name of the state

Seattle, WA

South Attleboro, MA

San Francisco, CA

2. In a series

I bought bananas, apples, peaches, kiwis, and strawberries yesterday.
She is a wonderful, happy, beautiful, and intelligent child.
The boy goes to school, works at the music store, helps out at home, and sings at church.

3. Between the day and month of the year

August 24, 1945
September 7, 2001
April 24, 2005

4. To set off words such as *yes*, *no*, *well*, *oh*, etc. that come at the beginning of a sentence

Yes, I will help you tomorrow.
No, I don't have any money to give you.
Oh, I am so sorry.

5. To set off the name of a person addressed directly

Thuy, please go to the board and write a sentence.
Will you open the door for me, Cheo?
As I said, Teresa, I want you to skip lines.

6. To set off adverbial clauses at the beginning of a sentence

When the door opened, I entered.
Although I love teaching, I don't like correcting papers at night.
Because the sun was shining, people were happy.

I entered when the door opened.
I don't like correcting papers although I love teaching.
People were happy because the sun was shining.

7. To set off introductory words and phrases

She comes from Vietnam. Therefore, she speaks Vietnamese.
As a result of the accident, she had to miss a lot of school.
Nowadays, I don't move as quickly as I did as a young man.
He ate the vegetables. However, he didn't want to.
Having smoked most of his life, he found it difficult to quit.

8. To set off inserters (Inserters are words inserted in the middle or end of a sentence to help clarify meaning.)

I want to go, but I can't go, however.
He doesn't want to do it, yet he, nonetheless, will certainly do it.
My sister smokes a lot. I, on the other hand, have never smoked.
I enjoy doing a lot of things. I love traveling, for example.

9. Coordinating conjunctions followed by a subject

I will take you to the park, and your mother will bring you home.
You haven't done your homework, so you can't go to the movie with Tommy.
It is raining out, yet the boys want to go to the beach.

You speak English, don't you?
He has a car, doesn't he?
He can come, can't he?

10. To set off participle phrases or reduced relative clauses

Agreeing to pay the fine, I wrote a check for \$38.00.

The old man, stooping to pick up the book, winced because his back hurt him.

The dishes, washed and stacked next to the sink, still need to be put away.

11. In the salutation of a friendly letter

Dear Mom,

Dear Roger,

Dear Noonie,

12. After the complimentary closing of a letter

Sincerely yours,

Love always,

Yours truly,

13. After the last name when it comes before the first name

Bissonnette, Donald

Riley, Rosanne

Tran, Xuan Mai

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CHAPTER OVERVIEW

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3.1: Idioms

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3.1.1: Sickness Idioms I

Sickness Idioms I

1. To run a fever: To be sick with a body temperature above a normal temperature of 98.6 degrees Fahrenheit

Running a fever is very hard on children, but it makes them stronger in the long run. I haven't run a fever for a couple of years.

2. To take a blood sample: To withdraw some blood from a person in order to test (analyze) it

Two months ago, I had a physical examination, and as part of the examination my doctor ordered the nurse to take a blood sample. Often when a person is feeling tired or is sick, a doctor will order that he/she take a blood sample to have it analyzed to see if there is a problem.

3. To give a urine or stool sample (specimen): To give a sample of one's urine or stool (feces) to a doctor in order to have it tested

When a person is sick and the doctor doesn't know what the problem is, he/she will order a urine sample to test the patient's pee and a stool sample to test the patient's poo. Peeing in a small jar and scraping poo out of a toilet are not enjoyable tasks for anyone to do, but they are sometimes necessary for a doctor to determine why a person doesn't feel well.

4. To take a throat culture: To take bacteria from a person's throat by scraping the throat with a cotton swab to see what is causing a sore throat or other illness

A doctor uses a cotton swab to take a throat culture from a patient's throat. When a doctor takes a throat culture, a patient often gags.

5. To have the runs: To have diarrhea, loose stool or bowels

Sometimes when people eat food that doesn't agree with their stomach or food that has gone bad, they get the runs. If a person has the runs, he/she must stay close to the toilet.

6. To throw up: To vomit, to empty one's stomach through one's mouth

When my son ate too much candy after Halloween, he threw up. When my sister ate some jelly fish soup in a Chinese restaurant without knowing that it was jelly fish, she threw up right away after we told her.

7. To get run down: To work too hard and not take care of yourself; to have little energy because your body and brain are tired from not enough rest and too much work or worry

I went to the doctor because I was feeling run down. I was tired all the time and had no energy. Sometimes people get run down when they have too much work to do and are under stress from life's pressures. My sister got run down when she took medicine for her cancer treatment.

8. To have a physical (exam): To have one's body checked by a doctor to be sure everything is OK; to have a general check-up.

I have a physical examination every summer to make sure I stay in good health. Children are often afraid to have a physical exam because they are afraid that the doctor will give them an injection.

9. To come down with something: To get sick; to have the first signs (symptoms) of getting sick

Students often come down with colds or the flu during fall and winter. I came down with infectious hepatitis when I was in India in 1977 when my skin was yellow and my urine red.

10. To say "ah": The sound a patient makes when a doctor wants to check his/her throat. The doctor says to the patient, "Say ah, please."

Before the doctor took a throat culture, he had me say ah to see if he could detect a problem with his eyes. A doctor holds a patient's tongue down with a tongue depressor when he tells the patient to say ah.

11. To take someone's pulse: To check a person's heart rate by counting the heartbeats, usually on the inside of one's wrist

When the nurse took my pulse, it was 68 beats per minute. I often check my pulse when I exercise on my stationary bike.

12. To take someone's blood pressure: To measure the pressure of one's blood against the walls of a person's arteries and veins.

I had never had high blood pressure before last year. It had always been normal, but last year my blood pressure was 148/80. Now I have to take blood pressure medicine.

Normal blood pressure is less than 120 (systolic) over 80 (diastolic), typically written as 120/80 mm Hg (read 120 over 80 millimeters of mercury).

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3.1.1.1: Sickness Idioms Quiz

Sickness Idioms Quiz

1. When the doctor told the boy to say ah, the boy
 - a. gave a stool sample
 - b. opened his mouth
 - c. ran a fever
 - d. took a throat culture
2. The poor teacher had a terrible case of the runs. He:
 - a. ran a race
 - b. lost a race
 - c. had diarrhea
 - d. ate some apples
3. Sometimes when people don't take care of themselves, they
 - a. get run over
 - b. have the runs down
 - c. get the runs
 - d. get run down
4. The doctor took the patient's blood pressure in order to
 - a. measure his blood vessels
 - b. measure the pressure of his fists
 - c. check on the pressure against his arteries and veins
 - d. check up on his heart
5. When he ran a fever, his temperature was
 - a. 98.6* F
 - b. normal
 - c. 36.6*F
 - d. above normal
6. The sick child vomited all over the bathroom floor
 - a. threw over
 - b. had the runs
 - c. threw up
 - d. gave a stool sample
7. The tired old man got run down and had to be hospitalized for exhaustion.
 - a. hit by a car
 - b. became weak
 - c. came down with something
 - d. had diarrhea
8. When the nurse took the patient's pulse, she told him to be seated.
 - a. determined his heartbeat rate
 - b. take a throat culture
 - c. urine sample
 - d. threw up
9. In order for the doctor to find out what the man's problem was, he needed to take some blood right away.
 - a. to measure the pressure against the man's arteries
 - b. check his pulse from his wrist
 - c. take blood from his throat
 - d. test some of his blood
10. Luckily, the man's throat culture was negative, so the doctors were relieved.
 - a. pulse
 - b. blood pressure
 - c. throat bacteria
 - d. vomit
11. My poor friend came down with a terrible cough and had to stay in bed for three days.
 - a. got sick with a cold
 - b. collapsed onto the floor with a cold

c. dropped a cold dish onto the ground

d. ran a fever

12. He went into the little room in order to do what was necessary to give a stool sample.

a. He said ah.

b. He pulled down his pants.

c. He rolled up his sleeve.

d. He took a throat culture.

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3.1.1.1.1: Sickness Idioms II

Sickness Idioms II

1. To feel lousy: To feel terrible; to be sick all over

When people have a bad cold, they feel lousy all over. My friend ate some bad meat and got the runs, threw up, and felt lousy for a couple of days.

2. To have the chills: To have the body be hot with a fever, yet to feel very cold and to have the body shake all over

When I had dengue fever in Indonesia, I ran a fever of 104 degrees F. and had the chills at the same time. When people have malaria, they have the chills whenever the malaria attacks.

3. To break out in a cold sweat: To begin to sweat all of a sudden because of being sick or being afraid; to suddenly have cold clammy sweat

When I got sick, I broke out in a cold sweat and then I came down with a fever. When a policeman pulled over my friend for speeding, my friend broke out in a cold sweat because he was afraid of the policeman.

4. To keep food down: To be able to eat without throwing up

Sometimes it is difficult for women to keep food down when they are pregnant, especially in the first trimester of the pregnancy. After my friend got sick from drinking too much wine, he couldn't eat anything because he couldn't keep any food down without throwing it up.

5. To pass out: To lose consciousness suddenly; to faint

My friend Roger passed out after he had drunk too much beer. He looked sick and then fell asleep on the couch. When my friend was sick, he tried to stand up too quickly, got dizzy, and passed out on the floor.

6. To take a deep breath and hold it: To breathe in deeply and not exhale; to breathe in (inhale) deeply and keep the air in your lungs

When the doctor checked my lungs, he told me to take a deep breath and hold it while he listened to my heart and lungs with his stethoscope. When I was a boy, I used to swim under water a lot. I would take a deep breath and hold it while I swam under water.

7. To watch one's diet: To be careful about what you eat in order to stay healthy or not to get fat

I am watching my diet because I want to lose weight and get my blood pressure down. I wish more young people would watch their diets so that they can remain healthy and develop good eating habits. It is a very good idea to watch your diet when you are old.

8. To move one's bowels: To go to the bathroom; to defecate (poo-poo)

I feel much better after I move my bowels in the morning. People who can't move their bowels are constipated and sometimes need to take special medicine called laxatives to move their bowels.

9. To run its course: (said of sicknesses) A pattern that sicknesses have, in which certain things always occur and the patient must experience the whole pattern before he/she can feel better

My friend had the flu and wanted to get over it quickly, but his doctor said that there was nothing he could do about it because the flu had to run its course. When I had a bad cold last year, I felt terrible for about ten days, but I knew that I just had to let the cold run its course before I could feel better.

10. To be blue, to feel blue, or to have the blues: To be sad - sometimes for no reason; to be depressed or feel depressed

When my girlfriend broke up with me, I felt blue for a long time. When my friend got sick and lost his job, he had the blues all the time. In winter in Seattle, people get the blues quite often.

11. To be in the pink: To be healthy; not to be sick

I am in the pink right now because I am very healthy and not sick. Every parent wants his/her children to always be in the pink.

12. To feel fit: To feel strong and in good condition

I usually feel fit because I am very rarely sick. When I was a young man, I pretty much always felt fit because I was athletic and strong.

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3.1.1.1.1.1: Sickness Idioms II Quiz

Sickness Idioms II Quiz

1. The old man felt fit despite his age.
a. sad b. in good condition c. faint d. lousy
2. He had to watch his diet so that he didn't consume too much salt.
a. be careful of the food he ate b. go on a diet
c. lose weight d. eat salty food
3. The constipated man was dreaming of moving his bowels.
a. passing out b. feeling fit c. keeping food down d. going to the bathroom
4. He felt lousy all day Sunday and finally made an appointment to go to see the doctor.
a. in the pink b. blue c. faint d. sick all over
5. His bad sickness finally ran its course and now he feels much better.
a. finished b. took a deep breath
c. threw up d. came down with something
6. The doctor told him to take a deep breath and hold it during the physical examination.
a. say ah b. give a throat culture
c. pass out d. breathe in, but not breathe out
7. The young Chinese girl really had the blues after she heard the news from her father about her mother's sickness.
a. felt in the pink b. was depressed and sad
c. moved her bowels d. broke out in a cold sweat
8. The poor man continuously had the chills for ten days.
a. watched his weight b. felt cold due to cold weather
c. was in the pink d. felt cold and sweaty at the same time
9. The shy young boy broke out in a cold sweat when the girl of his dreams suddenly came up to him and started talking to him.
a. began to sweat because it was hot outside b. ran his course
c. passed out d. started to sweat because he was nervous
10. The poor young bridegroom simply couldn't keep his food down.
a. kept throwing up b. moved his bowels c. felt fit d. was in the pink
11. He passed out on the living room floor and looked dead to the world within minutes.
a. defecated b. moved his bowels c. watched his diet d. fainted
12. The new singer that I saw in the nightclub last night can really sing the blues.
a. sing popular songs b. sing sad songs
c. sing songs in a blue dress d. sing and look bluish
13. My friend has to watch his diet because he has sugar diabetes.
a. be careful about what he eats b. eat a lot of sugar
c. look at food labels to make sure they contained sugar

d. eat anything he wanted to eat

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3.1.1.1.1.1: General Idioms I

General Idioms I

1. Quite a few: Many; a lot of; lots of

I have quite a few old friends who live here in Seattle despite the fact that none of us comes from Seattle originally. There are quite a few students from Africa in my classes.

2. Back and forth: Backward and forward; to go from one place to another place and then back to the original place

When people play tennis or ping pong, they hit the ball back and forth. Every day I go back and forth from home to school and from school to home. When people are nervous, they sometimes pace back and forth.

3. To keep track of something: To keep a written record of something

I keep track of the checks I write in my check register. I have to keep track of my students' attendance so that I can report how often each student has come to class each quarter. My wife keeps track of how much money we spend on groceries each month.

4. To make good time: To travel quickly at good speed; not to be delayed on a trip because of traffic

When I travel long distances, I try to drive at night so that I can make good time. I made good time when I went to Olympia last week to visit some friends because there wasn't very much traffic on I-5. To make good time is not the same as have a good time.

5. Once in a while: Sometimes or occasionally; not often

I eat in restaurants once in a while, but not very often. Once in a while, I go to baseball games during the summer. It is sunny in Seattle once in a while in winter.

6. To catch fire: To begin to burn

When I was a boy, a friend of mine and I were playing in a field of dry grass, and my friend was playing with matches. You guessed it: The field caught fire and the fire department had to come and put out the fire. (My friend and I both ran home, afraid that our parents would find out that it was he and I who caused the fire. They never found out.) Another time, another friend was also playing with matches and almost caused my house to burn down. Luckily, we were able to put out the fire right away. I have never played with fire. I am not stupid.

7. To keep out: Not to enter; not to go into someplace

In places where it is dangerous for people to go, there is almost always a keep out sign on the doors or gates, warning people not to enter. Young kids will sometimes put a keep out sign on the doors to their bedrooms because they don't want their mothers to go into their rooms and see how messy the rooms are.

8. To look into: To investigate; to try to find the reason something happened or the possibility for something to happen

The police looked into the robbery of some banks in Seattle last year. My son is looking into getting into a Japanese university on a scholarship next year.

9. To take hold of: To grasp tightly with your hand or hands

I took hold of the little girl's hand when we were crossing the street. People take hold of the overhead or side bars when they are standing up and riding on buses so that they won't fall down when the buses start or stop suddenly.

10. To burn down: To burn to the ground - said of things that are not moveable (things that stay in one place such as houses, buildings, forests, etc.)

A house in my neighborhood recently burned down because of an electrical fire in the basement. During an earthquake, a lot of houses were destroyed when they caught fire and burned down.

11. To burn up: To burn completely - said of moveable things

The wood in the fireplace burned up after a couple of hours and the fire went out. The jilted man burned up the old love letters he had received from his old girlfriend when she broke up with him and married someone else.

12. To burn out: To stop functioning or become useless - said of electrical equipment or light bulbs; also said of people when they become tired of doing a job they have done for a long time.

I had to change a light bulb in my basement last week because the old bulb had burned out. My friend burned out the motor on his shop vacuum cleaner when he used it for too long and it overheated and the motor burned out. My friend who had taught for over forty years retired in December 2011 because he was burned out on teaching.

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3.1.1.1.1.1.1.1: General Idioms I Quiz

General Idioms I Quiz

1. My friend is complaining that he has to take his kids to school every morning and then home again in the afternoon every day.
a. sometimes b. back and forth c. over and over d. front and back
2. My friend's house caught fire when he had a problem with an electrical circuit.
a. began to burn b. burned out c. burned down d. burned up
3. The police will look into some robberies that are taking place in my neighborhood.
a. keep a written record b. visit the neighborhood c. investigate d. discuss
4. There were quite a few people at the rock and roll concert last week.
a. a lot of people b. many of people c. not many people d. some people
5. The jealous husband burned up all his wife's old love letters from her old boyfriend.
a. burned to the ground b. caught fire to c. burned completely d. burned out
6. The mechanic made a terrible mistake on my car when he hooked up the battery cables to the wrong posts on the battery. He -----
----- all my electrical gauges.
a. burned up b. burned out c. burned down d. caught fire
7. My family only goes out to restaurants to eat off and on.
a. occasionally b. back and forth c. once a week d. every week
8. My mother ----- my son's hand when they crossed the street together.
a. took a hand of b. took a whole of c. took hold of d. took all of
9. It was such a great disaster when all the houses ----- in the fire and were completely destroyed.
a. burned down b. burned up c. caught fire d. burned out
10. I always keep track of all the checks that I write by noting them in my check register.
a. know what they are b. keep a written record
c. put them in a safe place d. remember
11. There was a huge sign over the doorway which said, "-----."
a. Keep on. b. Keep in. c. Keep out. d. Keep off.
12. When we were traveling to California, we traveled rapidly without much traffic and arrived at our friends' house well before we had expected to get there
a. had a good time b. made a good time c. did good time d. made good time

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3.1.1.1.1.1.1.1.1: General Idioms II

General Idioms II

1. To be out of the question: Absolutely not; unthinkable; never happen; impossible to happen. Usually uses *It*. *It is out of the question that...*

It is out of the question that I will shave off my beard. It is out of the question that I would go to Iran nowadays because of the problems between America and Iran. It is out of the question that I would burn pictures of my parents.

2. To be up to someone: To depend on someone to make the decision, or to take the responsibility for deciding something; someone must make a decision

It is usually up to my wife what we will eat for dinner. It is usually up to me what I do on weekends. It is up to me to decide which idioms to teach you each week.

3. To stand to reason: To be clear and logical; obvious without asking questions; easily known. Always uses *It*: *It stands to reason that...*

It stands to reason that all of my students want to get a good job and make a lot of money. It stands to reason that I love my sons. It stands to reason that people are sad in rainy weather.

4. To take advantage of something or someone: To use an opportunity to your advantage so that things will be better for you without hurting someone else: *Good Meaning*

You are all taking advantage of going to ESL classes in the morning to learn English. I took advantage of peace in the world to travel all over Asia without any problems.

5. To take advantage of someone or something: To impose on or to profit at the expense of others. To “use” a person. Others lose while you gain at their expense: *Bad Meaning*

My friend is an old lady. She is 93 years old, and she is in a nursing home. Some bad “friends” of hers are taking advantage of her and cheating her out of her money and houses. They are “borrowing” money from her and then “forgetting” to pay her back. My neighbor has a friend who often visits his house at dinner time and eats dinner with his family. He is taking advantage of my neighbor’s generosity.

6. To take up something: To begin to do or to study something

I took up wood carving a couple of years ago. I took up riding on a stationary bike a couple of months ago so that I could be healthier and lose some weight.

7. In the long run: A result that will happen after a long time - either good or bad

Coming to ESL classes in the morning will have benefits to you in the long run if you plan on living in America for a long time. Watching your diet will make you healthier in the long run.

8. To run out of: To exhaust the supply of something; to have no more of something

When I was taking an exam, I ran out of time and didn’t finish the exam. When my friend went shopping, he didn’t buy everything he needed because he ran out of money.

9. To keep in mind: Not to forget; to remember carefully

Keep in mind that you have to memorize the meaning of these words. You should keep in mind the speed limit when you are driving.

10. To run over: To hit and pass over with a moving vehicle

My friend Roger ran over a pedestrian in Iran in 1975 when he was driving my brother and sister to my house. My dog Lucky got run over when he ran into the street.

11. To keep an eye on something: To watch or guard something carefully

When I am cooking, I always keep an eye on the food to make sure it doesn't burn. Teachers have to keep an eye on students when they are taking an exam.

12. To make the best of a situation: To accept a bad situation and do the best you can and try not to be unhappy or depressed

Some students have to take ESL classes when they come to Seattle because they can't get in-state tuition until they have been here for at least one year. They don't want to take only English, but they make the best of the situation and take the opportunity to learn more English while waiting for one year to pass. My friend lost his job and felt very blue, but he made the best of the situation by going back to school to take some computer courses.

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3.1.1.1.1.1.1.1.1.1: General Idioms II Quiz

General Idioms II Quiz

1. After the man's house burned down, he just had to make the best of his situation until he could collect the insurance money.
a. build a new house b. call the fire department
c. live in his house d. make things as good as they could be and hope for the best
2. The dishonest old man always took advantage of all the people who tried to help him by stealing from them whenever he could.
a. helped b. appreciated c. used badly d. forgave
3. The careless driver ran over the boy who was riding his bicycle in the street.
a. gave him a ride b. hit him with his car c. shouted at him d. hit him for being careless
4. You must always keep in mind that some people may not really understand you every time you speak because you are not a native speaker of English.
a. forget b. remember c. keep a written record of d. watch
5. My mother always told me never to allow my young sons to play outside without:
a. keeping them in mind b. keeping them in my eyes
c. looking for them d. keeping an eye on them.
6. I will not sell my sons to anybody.
a. It's out from the question b. It's without of the question
c. It's out of the question d. It's a way out question
7. When I went to college, I ----- history and political science.
a. took up b. took after c. took over d. took from
8. When the boy told his parents that he wanted to go into the military, they told him:
a. it was upon him b. it was into him c. it was up him d. it was up to him
9. The foolish husband ----- on the way to the hospital to pick up his pregnant wife who was waiting for him.
a. ran over gas b. ran out of gas
c. ran out from the gas d. ran away from gas
10. Cigarettes are very bad for your health, -----.
a. after a long run b. in the longer run c. in a long run d. in the long run
11. ----- that some people have a hard time learning to speak English.
a. It stands to reason b. It has reason c. They have their reasons d. It is the reason
12. It was smart of those students to take advantage of financial aid to go to college.
a. use the opportunity to get b. get more money than necessary c. cheat d. pay back

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Sometimes when some teachers are at school, they are very serious and students think that they are always serious. However, when they are not in school, they joke around and are relaxed because they let their hair down. I met a woman at a party recently who seemed very serious, but after she had drunk a couple of alcoholic drinks, she let her hair down and had a good time.

11. A bonehead or a bonehead idea or move: A stupid person or a stupid idea or doing something stupid

My friend is a real bonehead when he talks about politics because he actually believes what many politicians say. It was a bonehead move when the boy put oil in the radiator instead of water.

12. To be or to act underhanded: To be deceitful or to act deceitfully; to cheat another person in a very low manner

Before I moved into my house, my next-door-neighbor moved the property line marker because he wanted to take some of my land. Two old ladies who lived across the street came to my house when I moved in and told me that he had acted in an underhanded manner. Some used car dealers are underhanded when they sell cars that are not good but they tell customers that the cars are running very well.

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[illegible]

Body Idioms I Quiz

1. Ronnie really took it on the chin when Ezmerelda told him to get out of her life.
 - a. had a punch from her
 - b. lost her love
 - c. won her heart forever
 - d. dirtied his face
2. Alex's mother is always breathing down his neck whenever he does his school work.
 - a. watching him do his work closely
 - b. making sure he doesn't get sick
 - c. making him do his work again
 - d. laughing at him
3. My father was a wonderful dancer; however, I have two left feet.
 - a. dance just like he could
 - b. can't dance at all
 - c. make all the women happy to dance with me
 - d. love to dance just like he did
4. I will never deal with that used car dealer again. He is so underhanded you don't know what he will do and you can't believe a word he says.
 - a. clumsy
 - b. honest
 - c. dishonest
 - d. believable
5. One of the truly unfortunate things in the world is that the people who run the world don't see eye to eye on many basic principles and ideas.
 - a. talk face to face
 - b. look at each other when talking
 - c. disagree
 - d. agree
6. Bobby had a bonehead idea when he tried to buy some liquor (alcohol) by using his father's driver's license as an ID.
 - a. A clever idea
 - b. A foolish idea
 - c. a good move on his part
 - d. a forgetful idea
7. The woman had a brain freeze when the policeman stopped her car for speeding and asked her for her name and address.
 - a. She had a very bad cold in her head.
 - b. Her name was hard to pronounce.
 - c. Her name made the policeman afraid of her.
 - d. She was too scared to even remember her own name and address.
8. I can't wait to go on vacation and let my hair down for a change.
 - a. grow my hair long again
 - b. cut my hair
 - c. relax and have fun
 - d. change my hairdo
9. I don't believe how that student told the teacher such a big lie and still managed to keep a straight face. He's simply amazing!
 - a. not to smile or laugh
 - b. to smile
 - c. to lie
 - d. look the teacher in the eye
10. You have really got to hand it to most politicians for the way they can tell lies and get people to believe them even though people know that they are just saying valueless words and making promises that they have no intention to keep.
 - a. give them money
 - b. help them
 - c. laugh at them
 - d. give them credit
11. Vietnamese parents are very famous for the way they make their children toe the line in everything they do.
 - a. relax and enjoy themselves
 - b. make up their own minds
 - c. learn Vietnamese history and traditions
 - d. not cause trouble and study hard
12. Anne gave him the cold shoulder.
 - a. ignored him completely
 - b. fed him some beef

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[illegible]

Body Idioms II

1. To pull someone's leg: To lie to someone in a joking manner; to tease someone; to kid someone

When the boy's older sister said that their father was very angry at the boy and he was going to "get it" when the father got home from work, it wasn't the truth. She was just pulling his leg. My son was just pulling my wife's leg when he told her that her car had a flat tire. Her tire wasn't flat at all.

2. To turn one's nose up: To snub someone; to lift one's head up to another person to show that person that you are unhappy; to show displeasure at someone or something by lifting your nose in the air

When the mother told the boy that the spinach was delicious, he turned up his nose at her. The boy turned up his nose at the idea of working on a farm during the summer vacation.

3. Over my dead body: No way possible of doing something; to absolutely not allow something

When the younger brother told the older brother that he wanted to borrow his car, the older brother said, “Over my dead body”! When the girl told her mother that she wanted to go on vacation with her boyfriend, the mother replied, “Over my dead body”!

4. To do something right under someone's nose: To do something in front of another person

which you know that person won't like, or to do something in front of another person without that person's realizing it

While the mother was in the kitchen cooking, the boys took the cookies right under their mother's nose. The students were cheating on the test right under the teacher's nose.

5. To have no backbone: To be without strength of character; to be a weak person who won't stand up for himself or herself

I don't like people who have no backbone because they allow people to take advantage of them easily. Many people have no backbone when they want to ask the boss for a raise in pay.

6. To have guts: To have intestinal fortitude; to be brave and have no fear; to be courageous

It takes a lot of guts for a fireman to run into a burning building. The policeman had a lot of guts to arrest the leader of a gang during a fight.

7. To get out of hand: To be out of control, either for a person or a situation.

The party got out of hand, and the police had to come to quiet everyone down. After the children ate a lot of candy last night, they got out of hand and ran around the house making a lot of noise.

8. To take someone over one's knee: To give someone a licking or a spanking; to physically punish someone by having him/her lie over one's knee and hitting him/her on the bottom

My mother took my siblings and me over her knee when we were bad boys or girl. I never took my sons over my knee except when I was joking.

9. Not to sweat it (*Don't sweat it!*): Not to worry about something

When the student said she had forgotten to do her homework, the teacher said, “Don’t sweat it. You can give it to me tomorrow.” When I told the mechanic that I had lost a lug nut for the wheel on my car, he told me not to sweat it because he had a lot of them in stock.

10. A heel: A person without scruples; a person who does something shameful, especially used in romantic situations when one person hurts another person, often without caring that the other person is hurt

When the married man told the girl he loved her and wanted to marry her, he was a real heel because he was already married. The father felt like a heel when he promised to take his sons to Disneyland and then didn't do it.

11. To twist someone's arm: To force someone to do something that he/she doesn't want to do, used figuratively usually

My wife is always trying to twist my son's arm to go out with girls that she likes. So far, she has had no luck. When my elder son was little, my wife had to twist his arm to eat his vegetables.

12. To shove it: A disrespectful way of telling someone you don't like something at all and he/she can put the object where the sun doesn't shine

When I was a young man, I once told a boss that he could take the job and shove it because I quit. The angry customer told the salesperson to shove it when the salesperson said he couldn't return the product without a receipt.

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12. To jump start a car: Either to push a car or to use the battery from another car to start a car; usually done due to a dead battery

Last Friday I jump started a car in a parking lot because the woman had a dead battery. My wife left the lights on in her car and had to have a jump start to get it started the next day.

[illegible]

[illegible]

Driving Idioms III Quiz

1. Helen had a fender-bender on her way to work.
a. her car repaired b. an small accident c. a DWI d. a ticket
2. The mechanic had to tune up the car because it had a bucking engine whenever the owner drove off in the morning.
a. a smooth-running engine b. a poorly-running engine
c. a powerful engine d. an efficient engine
3. When Margaret told me that she had had an accident, I thought she had had a minor fender-bender, but she had been sideswiped by a truck and her car was badly damaged.
a. hit head on b. hit from the rear
c. hit on the side by the truck's side d. driven sideways into another car
4. My father bought me a car when I was 16 years old and he thought it was a peach.
a. a great car b. a bad deal c. an expensive buy d. a cheap car
5. However, my brother, my friends, and I all thought the car was a lemon because it burned a lot of oil and was ugly.
a. a yellow car b. didn't run well c. a great deal d. a fender bender
6. We got stuck in traffic because of a huge traffic jam on the First Avenue Bridge.
a. slow moving traffic b. a big accident c. a big truck d. a few cars
7. She gave her friend a lift down to the train station last Saturday.
a. a ride b. picked her up c. dropped her up d. carried her
8. A soft shoulder on a highway can be very dangerous if you drive on it at a high speed.
a. an unpaved area alongside a street b. weak upper arms on a person
c. a rocky side of a road d. the grassy area dividing a highway
9. My sister got a traffic citation for running a red light on a busy street.
a. pressing the button to change a light b. crossing the street while a light was red
c. driving through a stop sign d. driving through a stop light
10. When the policeman told the driver to pull over, the driver got very nervous and sped up by mistake.
a. pulled over b. stopped c. increased his speed d. made a U-turn
11. The truck hit the car in the back when the car jacked up because of a boy's running into the street.
a. stopped quickly b. turned to the right suddenly c. cut him off d. had a flat tire
12. The man's wife was always telling him to slow down and pay attention.
a. increase his speed b. reduce his speed c. drive more carefully d. stop

[illegible]

Outside of businesses that have lots of delivery vehicles, there is often a no-standing sign because the delivery vehicles need to park to pick up or deliver goods. On the side street of the post office near my house, there is a no standing zone.

[illegible]

3.2: List of Irregular Verbs in English

List of Irregular Verbs in English

Base Form	S Form	Past Tense	Past Participle	Present Participle
arise	arises	arose	arisen	arising
awake	awakes	awoke	awoke	awaking
			awakened	
be (am is are)	-----	was/were	been	being
bear	bears	bore	borne	bearing
beat	beats	beat	beaten	beating
become	becomes	became	become	becoming
begin	begins	began	begun	beginning
bend	bends	bent	bent	bending
bet	bets	bet	bet	betting
bid	bids	bid	bid	bidding
bind	binds	bound	bound	binding
bite	bites	bit	bitten	biting
bleed	bleeds	bled	bled	bleeding
blow	blows	blew	blown	blowing
break	breaks	broke	broken	breaking
breed	breeds	bred	bred	breeding
bring	brings	brought	brought	bringing
broadcast	broadcasts	broadcast	broadcast	broadcasting
		broadcasted	broadcasted	
burn	burns	burned	burned	burning
		burnt	burnt	
burst	bursts	burst	burst	bursting
build	builds	built	built	building
buy	buys	bought	bought	buying
cast	casts	cast	cast	casting
catch	catches	caught	caught	catching
choose	chooses	chose	chosen	choosing
cling	clings	clung	clung	clinging
come	comes	came	come	coming
cost	costs	cost	cost	costing
creep	creeps	crept	crept	creeping
cut	cuts	cut	cut	cutting
deal	deals	dealt	dealt	dealing
dig	digs	dug	dug	digging
dive	dives	dove	dived	diving
do	does	did	done	doing
Base Form	S Form	Past Tense	Past Participle	Present Participle
draw	draws	drew	drawn	drawing
dream	dreams	dreamed	dreamed	dreaming
		dreamt	dreamt	
drink	drinks	drank	drunk	drinking
drive	drives	drove	driven	driving
dwell	dwells	dwelled	dwelled	dwelling

		dwelt	dwelt	
eat	eats	ate	eaten	eating
fall	falls	fell	fallen	falling
feed	feeds	fed	fed	feeding
feel	feels	felt	felt	feeling
fight	fight	fought	fought	fighting
find	finds	found	found	finding
fit	fits	fit	fit	fitting
flee	flees	fled	fled	fleeing
fling	flings	flung	flung	flinging
fly	flies	flew	flown	flying
forbid	forbids	forbade	forbidden	forbidding
forecast	forecasts	forecast	forecast	forecasting
		forecasted	forecasted	
forget	forgets	forgot	forgotten	forgetting
forgive	forgives	forgave	forgiven	forgiving
forgo	forgoes	forwent	forgone	forgoing
forsake	forsakes	forsook	forsaken	forsaking
foretell	foretells	foretold	foretold	foretelling
freeze	freezes	froze	frozen	freezing
get	gets	got	gotten	getting
give	gives	gave	given	giving
go	goes	went	gone	going
grind	grinds	ground	ground	grinding
grow	grows	grew	grown	growing
hamstring	hamstrings	hamstrung	hamstrung	hamstringing
hang	hangs	hung	hung	hanging
have	has	had	had	having
hear	hears	heard	heard	hearing
hide	hides	hid	hidden	hiding
hit	hits	hit	hit	hitting
hold	holds	held	held	holding
Base Form	S Form	Past Tense	Past Participle	Present Participle
hurt	hurts	hurt	hurt	hurting
keep	keeps	kept	kept	keeping
kneel	kneels	knelt	knelt	kneeling
knit	knits	knit	knit	knitting
		knitted	knitted	
know	knows	knew	known	knowing
lay	lays	laid	laid	laying
lead	leads	led	led	leading
leap	leaps	leapt	leapt	leaping
leave	leaves	left	left	leaving
lend	lends	lent	lent	lending
let	lets	let	let	letting
lie	lies	lay	lain	lying
light	lights	lit	lit	lighting
		lighted	lighted	
lose	loses	lost	lost	losing

make	makes	made	made	making
mean	means	meant	meant	meaning
meet	meets	met	met	meeting
mistake	mistakes	mistook	mistaken	mistaking
mow	mows	mowed	mown	mowing
			mowed	
overhear	overhears	overheard	overheard	overhearing
oversee	oversees	oversaw	overseen	overseeing
overthrow	overthrows	overthrew	overthrown	overthrowing
pay	pays	paid	paid	paying
prove	proves	proved	proven	proving
			proved	
put	puts	put	put	putting
quit	quits	quit	quit	quitting
read	reads	read	read	reading
rid	rids	rid	rid	ridding
ride	rides	rode	ridden	riding
ring	rings	rang	rung	ringing
rise	rises	rose	risen	rising
run	runs	ran	run	running
saw	saws	sawed	sawn	sawing
			sawed	

Base Form	S Form	Past Tense	Past Participle	Present Participle
say	says	said	said	saying
see	sees	saw	seen	seeing
seek	seeks	sought	sought	seeking
sell	sells	sold	sold	selling
send	sends	sent	sent	sending
set	sets	set	set	setting
sew	sews	sewed	sewn	sewing
			sewed	
shake	shakes	shook	shaken	shaking
shave	shaves	shaved	shaven	shaving
			shaved	
shear	shears	sheared	shorn	shearing
			sheared	
shed	sheds	shed	shed	shedding
shine	shines	shone	shone	shining
		shined	shined	
shoot	shoots	shot	shot	shooting
show	shows	showed	shown	showing
			showed	
shrink	shrinks	shrank	shrunk	shrinking
		shrunk		
shut	shuts	shut	shut	shutting
sing	sings	sang	sung	singing
sink	sinks	sank	sunk	sinking
sit	sits	sat	sat	sitting
slay	slays	slew	slain	slaying

sleep	sleeps	slept	slept	sleeping
slide	slides	slid	slid	sliding
sling	slings	slung	slung	slinging
slink	slinks	slunk	slunk	slinking
slit	slits	slit	slit	slitting
smite	smites	smote	smitten	smiting
sneak	sneaks	snuck	snuck	sneaking
sow	sows	sowed	sown	sowing
			sowed	
speak	speaks	spoke	spoken	speaking
speed	speeds	sped	sped	speeding
		speeded	speeded	

Base Form	S Form	Past Tense	Past Participle	Present Participle

spell	spells	spelled	spelled	spelling
		spelt	spelt	
spend	spends	spent	spent	spending
spill	spills	spilled	spilled	spilling
spin	spins	spun	spun	spinning
spit	spits	spit	spit	spitting
		spat	spat	
split	splits	split	split	splitting
spoil	spoils	spoiled	spoiled	spoiling
		spoilt	spoilt	
spread	spreads	spread	spread	spreading
spring	springs	sprang	sprung	springing
stand	stands	stood	stood	standing
steal	steals	stole	stolen	stealing
stick	sticks	stuck	stuck	sticking
sting	stings	stung	stung	stinging
stink	stinks	stank	stunk	stinking
strew	strews	strewed	strewn	strewing
strike	strikes	struck	struck	striking
			stricken	
string	strings	strung	strung	stringing
strive	strives	strove	striven	striving
		strived		
swear	swears	swore	sworn	swearing
sweat	sweats	sweat	sweat	sweating
		sweated	sweated	
sweep	sweeps	swept	swept	sweeping
swell	swells	swelled	swollen	swelling
			swelled	
swim	swims	swam	swum	swimming
swing	swings	swung	swung	swinging
take	takes	took	taken	taking
teach	teaches	taught	taught	teaching
tear	tears	tore	torn	tearing
tell	tells	told	told	telling
think	thinks	thought	thought	thinking

throw	throws	threw	thrown	throwing
thrust	thrusts	thrust	thrust	thrusting
Base Form	S Form	Past Tense	Past Participle	Present Participle
unbend	unbends	unbent	unbent	unbending
undergo	undergoes	underwent	undergone	undergoing
understand	understands	understood	understood	understanding
undertake	undertakes	undertook	undertaken	undertaking
underwrite	underwrites	underwrote	underwritten	underwriting
undo	undoes	undid	undone	undoing
uphold	upholds	upheld	upheld	upholding
upset	upsets	upset	upset	upsetting
wake	wakes	woke	woken	waking
			waked	
waylay	waylays	waylaid	waylaid	waylaying
wear	wears	wore	worn	wearing
weave	weaves	wove	woven	weaving
weep	weeps	wept	wept	weeping
wet	wets	wet	wet	wetting
		wetted	wetted	
win	wins	won	won	winning
wind	winds	wound	wound	winding
withdraw	withdraws	withdrew	withdrawn	withdrawing
withhold	withholds	withheld	withheld	withholding
withstand	withstands	withstood	withstood	withstanding
wring	wrings	wrung	wrung	wringing
write	writes	wrote	written	writing

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3.3: Non-continuous Tenses

Non-Continuous Tenses (Active Voice)

Simple Present Tense

I		
You	study	
We	eat	
They	watch	all the time.
-----		every morning.
He	studies	in the evening.
She	eats	
It	watches	

The simple present tense is used in situations that occur generally. They happen all the time or only sometimes, but they are not happening right now. It is also called the habitual present tense because it refers to habits or general truth actions.

Simple Past Tense

I		
He		
She	studied	three years ago.
It	ate	yesterday morning.
We	watched	last night.
You		
They		

The simple past tense is used for situations that are finished and the time must also be finished. It says that something began and ended.

Simple Future Tense with Will and Other Modal Verbs

I		
He	ought to study	many more hours.
She	will study	next year.
It	will eat	tomorrow morning.
We	might watch	tomorrow night.
You	must study	in the library.
They		

The simple future tense is used for actions in the future. Besides “will,” all of the other modal verbs and quasi modal verbs may be used with a future meaning.

Present Perfect Tense

I		
You	have studied	
We	have eaten	
They	have watched	for many years.
		since he was a boy.
He	has studied	all day long.
She	has eaten	
It	has watched	

The present perfect tense is used for situations that began in the past, continue to the present, and may continue into the future. It may also be used for situations that began at some indefinite time in the past.

Past Perfect Tense

I
He
She **had** studied for an hour before I went to bed.
It **had** eaten with some friends when I decided to come home.
We **had** watched in high school when I started college.
You
They

The past perfect tense is used when two related situation occur at different times in the past. The action that happened first uses the past perfect; the action that happened second uses the simple past tense.

Future Perfect Tense

I
He
She **will have** studied all day long in the library before I go out tonight.
It **will have** eaten with some friends before I get home.
We **will have** watched in school by the time you have dinner.
You
They

The future perfect tense is used when two related actions occur in the future at different times. First one action will occur and then the other action will occur. The action that happens first uses the future perfect tense; the action that happens second uses the simple present tense.

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3.3.1: The Continuous Tenses in English (Active Voice)

The Continuous Tenses in English (Active Voice)

Present Continuous Tense

I	am		
He	is	studying	now.
She	is	eating	right now.
It	is	sleeping	as I speak.
We	are		
You	are		
They	are		

The present continuous is used in situations that are in progress as the speaker is speaking. It emphasizes the action of the verb at this time.

Past Continuous Tense

I	was		
He	was		
She	was		
It	was		
		studying	when I <u>got</u> home from work.
		eating	when the doorbell <u>rang</u> .
		sleeping	when John <u>came</u> home.
We	were		
You	were		
They	were		

The past continuous is used when two actions occurred in the past at the same time. One action was in progress when another action interrupted it. It can also be used alone to emphasize the action of the verb.

Future Continuous Tense with Will and other Modals and Quasi-Modal Verbs

I	will		
He	might		
She	should	be	studying tonight.
It	ought to	be	eating later on this evening.
We	must	be	sleeping next week.
You	may		
They	have to		

The future continuous with will and other modals stresses the on-going action of the modal in the future time. Oftentimes, it is used with two actions in the future.

Present Perfect Continuous Tense

I	have	been		
We	have	been		
You	have	been		
They	have	been	studying	since 10:00 o'clock.
		been	eating	all day long.
He	has	been	sleeping	for three hours.
She	has	been		
It	has	been		

The present perfect continuous says that an action began in the past, continues to the present, and may continue to the future. It stresses that the action of the verb is in progress and not finished as the speaker is speaking.

Past Perfect Continuous Tense

I **had been**
He **had been**
She **had been** studying but stopped before his father came home.
It **had been** eating and then decided to go for a walk.
We **had been** sleeping so didn't feel like going out later in the evening.
You **had been**
They **had been**

The past perfect continuous tense is used when two actions occurred at different times in the past. It emphasizes the first action had been in progress just before the second action began. It says that the first action began and finished before the second began.

Future Perfect Continuous Tense

I **will have been**
You **will have been**
We **will have been**
They **will have been** studying for two hours before she gets home.
He **will have been** eating with my friends before I join my family.
She **will have been** sleeping in the living room before going out (or
It **will have been** *before she goes out).*

The future perfect continuous tense talks about an action in the future which will be in progress before something else happens in the future.

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3.3.1.1: Differences in Meaning- Continuous Tenses versus Non-continuous Tenses

Differences in Meaning: Continuous Tenses versus Non-continuous Tenses

The Present Continuous Tense and the Simple Present Tense

I **am writing** this sentence right now.

I **write** sentences for exercises many times a week.

The girl **is washing** her clothes at the laundromat today.

The girl **washes** her clothes at the laundromat every Sunday afternoon.

My sons **are doing** their homework as I write this exercise.

My sons **do** homework almost every evening.

The present continuous tense stresses the action's being in progress as the speaker speaks. The simple present tense stresses the action's habitually occurring and not occurring as a person is speaking.

The Past Continuous Tense and the Simple Past Tense

I **was waiting** for the bus when I saw the accident.

I **waited** for the bus yesterday. An accident happened yesterday.

We bought a newspaper while we **were shopping** yesterday.

We bought a newspaper yesterday. We **shopped** for stuff yesterday.

The past continuous tense stresses two actions' happening at the same time in the past or one action where the speaker wants to emphasize the continuous action of the verb. The simple past tense doesn't show a time relationship. It just says that things happened in the past.

The Future Continuous Tense and the Simple Future Tense

You **will be doing** some homework this evening.

You **will do** more homework in this class this quarter.

My family and I **will be eating** dinner at 7:30 this evening.

My family and I **will eat** dinner at 7:30 this evening.

The future continuous stresses the verb's action being in progress at some time in the future, often when another action interrupts the future action. The simple future only says that something will happen in the future

The Present Perfect Continuous Tense and the Present Perfect Tense

You **have been taking** classes with me all quarter.

I **have taught** three classes this quarter.

My wife **has been taking care of** a sick friend for many months.

She **has cooked** for her friend since January.

The present perfect continuous and the present perfect mean basically the same thing. The difference is that the action in the present perfect continuous is in progress as the speaker speaks. In the present perfect the action does not have to be in progress as the speaker speaks.

The Past Perfect Continuous Tense and the Past Perfect Tense

I **had been cooking** breakfast for 20 minutes before my boys came down to eat.

I **had cooked** breakfast and then I went out to my garden to work.

The past perfect continuous and the past perfect are also very similar. However, the past perfect continuous stresses the action of a verb prior to the following action.

The Future Perfect Continuous Tense and the Future Perfect Tense

I **will have been sleeping** for six hours when my alarm clock rings tomorrow morning.

I **will have slept** for six hours when my alarm clock rings tomorrow morning.

Basically, there is very little difference between the future perfect continuous and the future perfect. The difference is in the stress of the action's being in progress in the future perfect continuous in the future before the second action occurs.

***The continuous tenses **stress the action of the verb**. They “**show**” the action to the listeners or readers, who then “**see**” the action. The non-continuous tenses **stress the idea of the verb**. They “**tell**” the action of the verb to the listeners or readers, who then “**understand**” the action.

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3.4: Simple versus Perfect Tenses

Simple Tenses versus Perfect Tenses

The **simple tenses** in English (present, present continuous, past, past continuous, future, future continuous, modal and continuous verbs) are called “simple” because their action is locked into one time zone only. There is no movement between the present, the past, and the future. In other words, they look like the diagram below:

l present tense	l	<u>Both of these are locked into the present time.</u>
l	l	
l XXX X XX XX X XXX	l	<i>We go to school every day.</i>
l	l	<i>I sleep at night.</i>
l present continuous tense	l	
l	l	<i>My sons are going to school now.</i>
l ~~~~~	l	<i>The baby is sleeping now.</i>
l _____	l	

l past tense	l	<u>Both of these are locked into the past time.</u>
l	l	
l XXX X XX XX XXXX	l	<i>We walked to the market last night.</i>
l	l	<i>The boy forgot to do his homework last night.</i>
l past continuous tense	l	
l	l	<i>They were driving to the market when the accident</i>
l ~~~~~	l	<i>happened.</i>
l _____	l	<i>She was sleeping when the phone rang.</i>

l future tense	l	<u>Both of these are locked into the future time.</u>
l	l	
l XXX X XX XX XXXX	l	<i>We will be here at 8:AM tomorrow.</i>
l	l	<i>She will make dinner tonight.</i>
l future continuous tense	l	
l	l	<i>They will be leaving at 11:00 Am tomorrow morning.</i>
l ~~~~~	l	<i>I will be sleeping tonight at 4:00 AM.</i>
l _____	l	

The simple tenses are stuck in one time zone only. They cannot show a movement between time zones.

The **perfect tenses** (present perfect, present perfect continuous, the past perfect, the past perfect continuous, the future perfect, and the future perfect continuous), on the other hand, move between time zones. **The present perfect** begins in the past time, moves to the present time, and can continue into the future time. **The present perfect** can also be used with the indefinite past time. What that means is that an action took place in the past, but the speaker or writer does not say when in the past it happened. **The past perfect** moves from the past further into the past for two actions that happened at different times in the past. **The future perfect** moves from a future action to another future action at different times in the future.

Present Perfect and the Present Perfect Continuous Tenses

Past Present Future

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

*I **have been** a father for 26 years.*

*My son **has lived** in Japan for two years.*

*I **have been typing** this diagram for thirty minutes.*

*The sun **has been shining** since 6:00 AM this morning.*

Past Perfect and the Past Perfect Continuous Tenses

Past Past Present Future

XXXXXXXXXXXXX XXXXXXXXXXXXXXX

*I **had graduated** from university when I **went** into the US Army.*

*My brother **had driven** a truck for many years when he **fell and broke** his back.*

*My son **had been working** on a piece of music for two hours when he **stopped** to take a break.*

*The men **had been sleeping** for six hours when the alarm clock **woke** them up.*

Future Perfect and the Future Perfect Continuous Tenses

Past Present Future Future

XXXXXXXXXXXXX XXXXXXXXXXXXXXX

*My wife **will have cooked** dinner by the time I **arrive** home after work.*

*I **will have been** a teacher for 45 years by the time I **retire**.*

*My son **will have been working** for eight hours today before he **can come** home.*

*I **will have been wearing** my shirt for 11 hours by the time I **get** home today.*

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3.5: Review Exercises

Review Exercises

Exercise 1: Change the following sentences to the negative, please.

1. I want to buy some new tires for my car soon.
2. It is almost time for a break.
3. He is a very fine young man.
4. My sister loves to play cards with her friends.
5. Some people are always in trouble.
6. I have lots of good vegetables in my garden.
7. Some students are writing these answers on notebook paper.
8. Some of you can speak a lot of languages.
9. We have to learn a lot of English this quarter.
10. I hope that I stay healthy for a long while.
11. We will do a lot of reading this quarter.
12. You should all study hard in school.
13. My son knows how to play the piano very well.
14. My mother always made healthy food for her family.
15. My dog is probably sleeping right now.
16. My student has to go to work right after class.
17. Drinking alcohol makes me sleepy.

18. My sons were doing their homework last week.
19. I always wanted to be a baseball player.
20. A car has four tires.
21. Some people smoke a lot of cigarettes.
22. Reading books will help you learn a lot of new vocabulary.
23. My son listened to some music last night.
24. I am writing this exercise now.
25. We fought with the thief who tried to rob the old lady.
26. This assignment is rather long.
27. Writing English well takes a lot of time.
28. My father drove a taxi for many years.
29. Some boys were playing football in the park.
30. My brother broke many chairs.

Exercise 2: Change the following sentences to Yes/No questions, please.

1. I eat dinner at 8:00 PM every evening.
2. Boys are playing football in the park now.
3. Some of the food on the table is spoiled.
4. We ate pizza at the party on Saturday.
5. My dog had some leftovers after dinner.

6. Young girls like to go shopping with their friends.
7. Eating dinner alone makes people unhappy.
8. My son enjoys hanging out with his friends.
9. My friend worked in Canada last year.
10. The old man lives in a big house by himself.
11. Some children were swinging in the park last night.
12. The radio is on as I write this exercise.
13. Eating healthy food keeps a person healthy.
14. My friends drank a lot of wine at the party on Saturday.
15. The food in the pan smells good.
16. We saw a baseball game in August with our friends.
17. The girl wanted to visit her grandmother in China.
18. Students must learn to read and write in order to be successful in college.
19. We had to power wash the deck before we sanded it.
20. Students study in the morning and evening.
21. The woman lost her purse at the theater last night.
22. We are making questions right now.
23. My son felt bad last night because he ate some fast food.

24. I swept the floor in my house this morning.
25. My favorite student sent me an email message in August.
26. My wife washes the dishes after dinner.
27. My friend fixes cars for a living.
28. Everyone should be polite.
29. Some people sometimes make mistakes in life.
30. I am waiting for a phone call right now.
31. In a nursery rhyme, a cow jumped over the moon.

Exercise 3: Change the following sentences to WH Questions with the question words that follow the sentences, please.

1. We look at flowers in the garden every day.
What
When
2. My friend picked some flowers for her mother.
Who
What
3. You are writing questions right now.
What
When
4. My friend went to his country because he was homesick.
Where
Why
5. My sister must get a new car soon.
What
When
6. We will be watching a movie at 8:00 tonight.
What
When
7. It takes me 25 minutes to drive to college every morning.
Where

When

8. I bought the red shirt for my friend's birthday present.

Which

Whose

9. Learning to write in English takes a lot of time.

How much

What

10. All students should come to class on time.

Who

Where

11. I wrote this exercise during my summer vacation.

What

When

12. My friend speaks to his mother every Sunday morning.

Who

Whose

13. My sister might come to Seattle next year during the summer.

Where

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3.6: Past Tenses in English

Past Tense Meanings of Verbs in English

Simple Past Tense: Used to describe actions or activities that began and ended in the past. Its emphasis is on the action itself and not on the action's relationship to another action in the past. It simply says, "This happened."

Examples:

*I **went** to the store yesterday, **bought** some milk and eggs, and **returned** home.*

*The United States **fought** in World War Two. Thousands of soldiers **died** in Asia.*

*My father **drove** a cab for many years. He only **had** one accident in all the years that he **drove** cabs for a living.*

*My son **got up** this morning, **ate** breakfast, and **left** for school.*

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3.6.1: Two Types of Past Tense Verbs- Regular and Irregular

Two Types of Past Tense Verbs: Regular and Irregular

1. **Regular verbs** are verbs that end in **ed** in the past tense affirmative.

Examples: open/opened, start/started, wait/waited, memorize/memorized

2. **Irregular Verbs** are verbs that change form in the past and past participle form.

Examples: go/went, strike/struck, fly/flew, write/wrote, put/put, forget/forgot

The same rules for the negative and question form apply to both types of verbs.

Sample Sentences:

We stayed home last night and ate dinner together.

My father drove a taxi and worked in a factory for many years.

My brother broke the chair and then tried to fix it.

I enjoyed living with my family, but I left home at 22 years old.

We saw a man who needed to buy some medicine.

Forming the Negative: Present and Past Tenses

Present Tense Negative

I	
You	play.
We	don't go.
They	wash.
He	play.
She	doesn't go.
It	wash.

Past Tense Negative

I	
You	play.
We	didn't go.
They	wash.
He	play.
She	didn't go.
It	wash.

After the helping verbs **don't**, **doesn't**, and **didn't** ALWAYS use the **base form** of the verb **in the present tense and in the past tense**.

Use the **S Form of the Verb** only in the present tense for **he**, **she**, and **it**. Never use the **S Form** in the past tense.

Notice that **in the present tense and in the past tense** that the verb always goes back to the **base form** after **don't**, **doesn't**, and **didn't**.

Present Tense Negative Verb To Be

I	am not
He	
She	is not
It	
We	
You	are not
They	

Past Tense Negative Verb To Be

I	was not
He	
She	was not
It	
We	
You	were not
They	

When you change the verb to be from the present tense to the past tense, you use the words **was** and **were**. When you want to make **the past continuous tense**, then the main verb always uses **ing**.

Remember that the words **am**, **is**, and **are** have the same meaning as **was** and **were**. The only difference is the time (tense).

I am in class today. I was in class yesterday.

We are living in Seattle. We were living in different places when we were younger.
My son is at work now. He was in his apartment last night.

Exercise 4: Change the following sentences to the Past Tense Negative, please.

1. We planned to buy a new stove last week.
2. He ate a bowl of soup for lunch.
3. My sister allowed my sons to stay up past their bed time.
4. He remembered to take his wife downtown.
5. She lent \$100 to her friend.
6. The police arrested the robber last night.
7. I forgot to get the bread on my way home.
8. Friday morning was the last day for class.
9. Tom brought his friend to the class.
10. He helped his son fix the car.
11. The girls prepared dinner for their family.
12. I wished to see some old photographs.
13. He invented the electric light bulb.
14. The teacher corrected the students' homework assignment.
15. The soccer star flew to Chicago to join his new team.

Exercise 5: Change the following sentences to the past tense yes/no questions, please.

1. We intended to buy a new lawnmower last week.

2. He made a Vietnamese sandwich for lunch.
3. My friend let his sons sleep late yesterday.
4. He forgot to take his wife to the market.
5. She gave \$100 to her boyfriend for his birthday.
6. The FBI arrested the bank robber last night.
7. I remembered to buy milk on my way home.
8. Last Thursday was the last day for class that quarter.
9. Tom brought his lunch to work.
10. He told his friend to fix the broken window.
11. The girls made a cake for their father's birthday.
12. I hoped to see my old friends.
13. He invented many things in his life.
14. The teacher corrected the students' compositions.
15. The president took a trip to Boston on business.

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3.6.1.1: Past Modal Verbs Used in the Simple Past Time for Past Repeated Actions

Past Modal Verbs Used in the Simple Past Time for Past Repeated Actions:

Used to, Could, and Would = Simple Past Tense

<u>Used to</u> (used to)	base form of the verb	Past situations; no longer exist; used by native speakers to introduce repeated situations in the past.	Past

*I **used to live** in Massachusetts.*

*My sister **used to go** fishing with my father and me.*

*I **used to travel** a lot.*

*I **used to be** a good walker.*

*I **used to go hunting** with my grandfather.*

*My sons **used to play** with toys.*

<u>Could</u>	base form of the verb	Ability to do something	Repeated past ability
To be able to (was, were)		For a single event in the past, use <u>was/were able to</u> ; for repeated past events, use <u>could</u> .	

*When I **was** a young boy and I **visited** my grandparents, I **could** do almost anything I **wanted** to do. First of all, I **could walk** to my grandparents' house because we **lived** close to their house. I **could eat** whatever I **wanted** to eat because I **was** my grandmother's favorite grandchild. I **could watch** TV or I **could play with** my grandfather's hunting dogs. Sometimes I **could go** hunting for rabbits and birds with my grandfather and uncle, too. They **would let** me shoot their guns. My mother **would** never **let** me shoot guns.*

<u>Would</u>	Repeated actions in the past	Repeated past ability
	<i>I used to live with my parents. I would eat my mother's food every day.</i>	
	<i>I would go fishing with my father. I would go to school every day. We would all have fun at home together. We would always joke around with each other. We would laugh a lot, too.</i>	

Exercise 6: Answer the following questions using *used to*, *would*, or *could*, please.

1. At what time would your mother make dinner when you were in your native country?
2. Who would prepare dinner for your family when you were a child?
3. What could you do as a child that you can't do now?
4. Who used to take care of you when you were very young?
5. Where would your mother go shopping a long time ago?

6. Who could you visit in your country that you can't visit anymore?
7. Who did you use to see every day when you were in your country?
8. Who would you play with when you were very young?
9. At what time would you wake up when you lived in your native country?
10. What kind of food would you eat as a child?
11. What sports could you play in your native country?
12. Who used to teach you when you lived with your parents?

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3.6.1.1.1: Past Modals for Single Actions in the Past- The Simple Past Tense

Past Modals for Single Actions in the Past: The Simple Past Tense

The past tense of **must**, **have to**, and **has to** is **HAD TO**.

Had to
(**hadda**)

Obligation or necessity in the past

**Past of must,
have to, and has to**

*He **had to take** his daughter to the hospital last night because she had a high fever.*
*He **had to change** the flat tire on his car last night.*
*We **had to pay** our income taxes last year before April 15th.*
*I **had to drive** my wife downtown because she is afraid to drive in the city by herself.*
*My son **had to memorize** a lot of music for his concert.*

Must have + past participle
(**musta**)

**Past conclusion or supposition only;
Never a past obligation: For past obligations, use had to.**

*Sara is a teacher; therefore, she **must have graduated** from a four-year college.*
(conclusion)

*There was some candy on the table and the children were in the room. Now the candy is gone. The children **must have eaten** the candy.* (conclusion)

*She broke her leg playing basketball. It **must have hurt** a lot.* (conclusion)

*When I came home last night, the house was very clean. My wife **must have done** a lot of housework during the day.* (conclusion)

However

*While I was driving home, I got a flat tire, so I **had to use** my spare tire.* (obligation)

*The boy cut his head badly, so he **had to go** to the hospital.* (obligation)

*The toilet broke last night, so I **had to fix** it right away.* (obligation)

Might have + past participle
May have + past participle
Could have + past participle
(**mighta, may, coulda**)

Past situation – maybe it happened, maybe it didn't. We don't know for sure, but we do know that it was possible.

*The student didn't come to class yesterday. She **might have gone** to the doctor's. She **might have had** an accident. She **may have gone** shopping. She **could have stayed** in bed. I don't know what happened for sure, but all of the above are possible.*

*My friend bought a lottery ticket. He **could have had** the winning ticket. I don't know, but it is possible.*

*It **might have snowed** in the mountains last night. Then again, it **might not have snowed**.*

*My sons **might have seen** each other this past weekend. I don't know if they saw each other.*

Could have + past participle
(**coulda**)

Past ability or capability to do something, but you chose not to do it. You had the opportunity to do something, but you decided not to do it.

A past possibility that you had an opportunity to do, but you chose not to do.

*I lived in Asia for over 5 and a half years, but I never went to Korea. I **could have gone** there many times, but never did.*

*I **could have stayed** in Europe in 1973, but I decided to return to the United States instead.*

*I **could have become** a history teacher if I had wanted to, but I decided to become an English teacher instead.*

*You **could have skipped** school today if you had wanted to, but you decided to come.*

*My wife and I **could have gone** to a movie last night, but we were too tired and decided to bag it and not go.*

**Should have + past participle
(shoulda)**

Past obligation which you didn't do. Something was the correct or right action to do, but you didn't do it. Something was a good idea or thing to do in the past, but you didn't do it. In other words, you made a mistake.

*You were speeding in a car and a policeman saw you and gave you a speeding ticket. You **should have slowed down**, but you didn't.*

*You had a test last week, but you didn't study for it and you failed it. You **should have studied** for it, but you didn't.*

*My son went outside without his coat in the rain last week and he caught a bad cold. He **should have worn** a coat, but he didn't.*

*The students **shouldn't have cheated** on the exam, but they did.*

*I **should have learned** how to type when I was in high school, but I didn't. As a result, I am a slow typist.*

*America **shouldn't have gotten** into a war with Iraq, but it did.*

*Those boys **shouldn't have teased** the new student in the class. He started to cry and then everyone felt bad for him.*

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3.6.1.1.1.1: “Had To” Exercise

“Had To” Exercise

Exercise 7: Change the following sentences to the past. You will need to change “time” words as well as the verbs.

Example: He must buy a new computer today because his old one broke down last night.

He **had to buy** a new computer **yesterday** because his old one broke down **the night before last**.

1. We have to get some books for our son so that he can be ready for his classes.
2. My sister has to take her son to the hospital.
3. Students must do all their homework before they come to school in the morning.
4. Robert has to fix his brother’s car so that he can drive to school next week.
5. Children have to go to bed early so that they can be healthy.
6. I must pull out the weeds from my garden before I plant my seeds this spring.
7. You have to do a lot of homework this quarter.
8. The policeman on the corner has to direct traffic every morning this month.
9. The boys have to help their father move some furniture this weekend.
10. His mother must show him how to do his cook chicken tonight.
11. She has to buy a birthday present for her daughter next week.
12. My friend must wash his car this afternoon.
13. The boys’ mother has to cook dinner for her sons.

Past Modal Exercise: Should Have + Past Participle

Exercise 8: Consider the following situations and then tell what the people should or shouldn't have done, please.

1. The man lost all his money at the casino on slot machines.
2. The man's friend lent him some of money so that he could gamble again.

3. My car broke down on the highway because the engine was low on oil.
4. My brother lost his job because he argued with his boss and told his boss that he quit.
5. While I was driving to school, I saw an accident in which a man cut off another car while speeding.
6. My mother smoked all her life and died of lung cancer.
7. I borrowed \$1,000 from my friend last year but I haven't paid him back yet
8. Yesterday was my son's birthday, but I forgot it was his birthday.
9. Yesterday at work, my friend felt very bad because he had gotten drunk the night before and he had a very bad hangover.
10. I didn't go to bed until late last night and now I am very tired.
11. My students didn't do their homework.
12. My son had an accident because he was texting while driving.
13. My son didn't call home because he forgot his phone in his room.

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3.6.1.1.1.1.1: Past Modal Exercise

Past Modal Exercise

Exercise 9: Respond to the following statements and questions, please.

1. Tell me about an obligation that you had as a young boy or girl.
2. What did I eat for dinner last night?
3. My friend worked all day Saturday in his yard, from 8:00 AM until 6:00 PM. How did he feel at the end of the day? What did he do before he went to bed?
4. My younger son had the opportunity to attend the University of Washington, but he decided to attend the University of Puget Sound instead.
5. My son drove my car when it was low on oil, so he ruined the engine of the car.
6. When the robber put a gun to my head and demanded that I give him all of my money, what do you think I did? (two answers)
7. Why didn't my son come home last night?
8. My sister bought me a new shirt at Macy's yesterday, but she didn't have any money with her. How did she pay for the shirt?
9. I got a fine from the library because I brought a book back late.
10. My friend's back hurt her last night. Why did it hurt?
11. My boss ate some spoiled meat last night. What happened?
12. My friend divorced his wife. How did my wife feel?

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3.6.1.1.1.1.1.1: Growing Up

Growing Up

I used to live with my parents in Massachusetts when I was a boy. Every day my brother, sister and I would get up and go to school. Before we left the house, my mother would make breakfast for us so that we wouldn't be hungry during the morning. Sometimes I ate bacon and eggs, but I would usually eat cereal and fruit. After we got to school, we would study all day long, and then we would come home. As soon as we got home, we could have a snack before we did our homework. After we did our homework, we could either go out and play or stay in and watch TV. Usually I would go out and play with my friends. In summer, we would play summer sports like baseball and swimming. In winter, we would play winter sports like ice skating and sledding. Once when we were sledding, a friend of mine crashed into a car. Luckily, he didn't get hurt.

Football

I used to play football when I was in junior high school and in high school. Every afternoon right after school was finished, I would go down to the gym, take off my street clothes, and put on my pads and practice jersey. As soon as I was dressed, I would go out to the practice field, do my running and other exercises, and get ready to practice. The team would then run through football plays that we would use for the upcoming game on either Friday or Saturday. First, we would go through the offensive plays and then we would run the defensive plays. The coaches or the team captains would lead us while we were practicing. We would practice for about two hours every afternoon. After that, we would take off our jerseys and pads, take a shower, and go home. When it was time for a game, we would either play at home, or we would have to take a bus to a different town. When I was in junior high school, I always started, both on offense and on defense. When I got to high school, however, I never started a game. I was too skinny and too slow to play with the big boys. Nevertheless, I played on my high school team all four years because I liked playing very much. If I had been a bigger boy, I am sure I would have played a lot more. However, I was too light and too slow, so I would only play when my team was way ahead in games or way behind in games. My "position" during games would always be "bench warmer."

An Exotic Trek

I used to go hiking all of the time. (Of course, this was a long time ago.) I would head off into mountains, jungles, forests, and even sometimes deserts. Many times I would go to certain places just to go hiking. For example, I have walked for over 1000 miles in the Himalayas, the highest mountains in the world. The first time I went there was in 1976, when my friend Roger and I went overland from Iran to Nepal so that we could go hiking. Everyday Roger and I would get up early so that we could get an early start. We also got up early because we would often have to sleep with the chickens. Needless to say, the roosters would signal the start of the day by "singing" their lovely song. We could do nothing else but get up and get going. Daily, the roosters would never allow "sleeping in," so we would roll up our sleeping bags and other gear and start walking. During the day, we would walk through some of the most beautiful countryside in the world. We were not in a hurry, so we could stop any time we wanted to and just admire the beauty of nature. In the background, there would always be very high, snow-capped mountains. One night we spent the evening with a Nepali family in their beautifully carved house. The family lived along the trail and Roger and I just happened upon the house at the time of day when we would normally stop for the day. We were given a corner of the one-bedroomed house to lay out our sleeping bags and get ready for dinner. After dinner, from the porch of the house, when the sun had set into these mountains directly across a deep valley with five waterfalls glistening in the evening's fading light, Roger and I sat with the family, all of us eyeing each other and realizing that we were both as different as we were similar to each other. Soon after dinner, the man of the family took out some paraphernalia of some sort and began setting up for something. Soon he started praying and chanting in the language of that region of Nepal, Helambu. He burned incense, rang bells and chimes, and went through the evening prayer service of the Himalayan Lamists. It was very fascinating and interesting for us. It was one very lucky moment in our lives. The next morning, we got up and continued our hike, as usual. We would see and experience many more events on this hike, and could talk about them afterwards, but perhaps they are for another paragraph.

High School Friends

I used to hang out with and have a lot of fun with a lot of boys my age when I was in high school. My friend Bruce would always pick me and a couple of other guys up before school and drive us to Attleboro High School in Attleboro, Massachusetts. Bruce would arrive at my house at 7:30 AM, and I would run out to his car and jump in. The radio would always be on, and there would

be loud, rock and roll music playing. Because I was the first one picked up, I would always sit in the front seat. I would ride “shot gun.” We would then go and pick up the other guys. Instead of picking us up, Bruce could have stayed in bed a little longer and gotten more sleep, but I think he must have enjoyed us and the fun we had on our way to school. We would usually stop on the way to get coffee and doughnuts. Although many of us wanted to get a real breakfast, we couldn’t order one because it took too much time. Once we got to school, we would join our other friends and hang around outside until the bell for classes rang. When it rang, we would all go to our separate classes. After school, most of us would go for sporting practice such as for football, basketball, or baseball. We would also sometimes get together in the evening. Of course, we should have stayed home and studied or read a book, but we would go out just the same. We would drive around looking for trouble, getting into trouble, and then getting out of trouble. We were all good boys, but we were a group of boys together. We never got into any real trouble, however. Once when it was snowing and the roads were icy, Bruce was driving too fast and skidded into another car. He may not have seen the car stopped in front of us. I don’t know. But I do know that he shouldn’t have driven so fast in those weather conditions, but he did and the result was the accident. None of us was hurt seriously, but the accident could have caused injuries because it was pretty bad. Bruce had to have his car repaired and also had to pay a ticket for reckless driving. He must not have been very happy after the accident. When Bruce’s car was finally fixed, he would again come each morning to pick us all up and take us to school. Those times and boys are fond memories of my youth.

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3.6.1.1.1.1.1.1: Past Continuous Tense

Past Continuous Tense

The past continuous tense is used to describe two related actions or activities that happened in the past **at the same time**. Its emphasis is on showing the relationship of the actions relative to the duration of time each takes. The action of longer duration uses the past continuous tense; the action of shorter duration takes the simple past tense. It simply says, "While this was happening, something else happened." The second action interrupts the first action that is already happening. **Note:** The past continuous tense may be used for a single action in the past, but this usage is rare and it is employed only when the speaker wishes to emphasize the continuous action of the verb. The past continuous tense can also be used when two or more actions take place in the past for the same duration of time. "While I was working in my garden, my wife was cooking."

Examples of Two Actions at the Same Time:

*While we **were studying**, the telephone **rang**.*

*My front tire **blew out** while I **was driving** home from school.*

*When their mother **was preparing** dinner, the boys **came** home.*

*When I **got** to class, my students **were waiting** for me.*

Examples of Two Actions of Equal Duration of Time:

*While I **was ironing** my clothes, I **was watching** a DVD.*

*While my older son **was taking** a shower, my younger son **was waiting** for him to finish so that he could take a shower.*

*While my son **was driving** my car, I **was sitting** next to him.*

Examples of One Action Use of the Past Continuous Tense

*Yesterday I started working in my garden at 8:00 AM and stayed in my garden until 8:00 PM. I **was working** all day long in my garden.*

*I **was correcting** homework papers for four hours last night.*

*Both of my sons **were still sleeping** at 2:00 PM yesterday.*

*My sons and I **were watching** movies all afternoon long on Saturday.*

Exercise 10: Make one sentence using the following actions. One of the actions will require the past continuous tense and the other one will require the simple past tense.

For example: *pick potatoes in my garden find a piece of glass*

While I was picking potatoes in my garden yesterday, I found a piece of glass.

1. stop to buy a coffee	drive to school
2. drive to work	get a phone call from my wife
3. talk to my friend	tell him about a problem
4. break a glass	help my wife in the kitchen
5. listen to music	fall asleep

6. <i>work in the kitchen</i>	<i>open a window</i>
7. <i>shop with my sons</i>	<i>buy some books for them</i>
8. <i>drink beer with a friend</i>	<i>look at a pretty girl walking across the street</i>
9. <i>have a nightmare</i>	<i>sleep</i>
10. <i>do my homework</i>	<i>call my wife</i>
11. <i>mow my lawn</i>	<i>run out of gas in the lawnmower</i>
12. <i>answer the phone</i>	<i>read the newspaper</i>
13. <i>answer the teacher's question</i>	<i>sit in class</i>

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3.6.1.1.1.1.1.1.1: Simple Tenses versus Perfect Tenses

Simple Tenses versus Perfect Tenses

The **simple tenses** in English (present, present continuous, past, past continuous, future, future continuous, modal and continuous verbs) are called “simple” because their action is locked into one time zone only. There is no movement between the present, the past, and the future. In other words, they look like the diagram below:

l present tense	l	<u>Both of these are locked into the present time.</u>
l	l	
l XXX X XX XX X XXX	l	<i>We go to school every day.</i>
l	l	<i>I sleep at night.</i>
l present continuous tense	l	
l	l	<i>My sons are going to school now.</i>
l ~~~~~	l	<i>The baby is sleeping now.</i>
l _____	l	

l past tense	l	<u>Both of these are locked into the past time.</u>
l	l	
l XXX X XX XX XXXX	l	<i>We walked to the market last night.</i>
l	l	<i>The boy forgot to do his homework last night.</i>
l past continuous tense	l	
l	l	<i>They were driving to the market when the accident</i>
l ~~~~~	l	<i>happened.</i>
l _____	l	<i>She was sleeping when the phone rang.</i>

l future tense	l	<u>Both of these are locked into the future time.</u>
l	l	
l XXX X XX XX XXXX	l	<i>We will be here at 8:AM tomorrow.</i>
l	l	<i>She will make dinner tonight.</i>
l future continuous tense	l	
l	l	<i>They will be leaving at 11:00 AM tomorrow morning.</i>
l ~~~~~	l	<i>I will be sleeping tonight at 4:00 AM.</i>
l _____	l	

The simple tenses are stuck in one time zone only. They cannot show a movement between time zones.

The **perfect tenses** (present perfect, present perfect continuous, the past perfect, the past perfect continuous, the future perfect, and the future perfect continuous), on the other hand, move between time zones. **The present perfect** begins in the past time, moves to the present time, and can continue into the future time. **The present perfect** can also be used with the indefinite past time. What that means is that an action took place in the past, but the speaker or writer does not say when in the past it happened. **The past perfect** moves from the past further into the past for two actions that happened at different times in the past. **The future perfect** moves from a future action to another future action at different times in the future.

Present Perfect and the Present Perfect Continuous Tenses

Past

Present

Future

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

*I **have been** a father for 26 years.*

*My son **has lived** in Japan for two years.*

*I **have been typing** this diagram for thirty minutes.*

*The sun **has been shining** since 6:00 AM this morning.*

Past Perfect and the Past Perfect Continuous Tenses

Past

Past

Present

Future

XXXXXXXXXXXX XXXXXXXXXXXXXXX

*I **had graduated** from university when I **went** into the US Army.*

*My brother **had driven** a truck for many years when he **fell and broke** his back.*

*My son **had been working** on a piece of music for two hours when he **stopped** to take a break.*

*The men **had been sleeping** for six hours when the alarm clock **woke** them up.*

Future Perfect and the Future Perfect Continuous Tenses

Past

Present

Future

Future

XXXXXXXXXXXX XXXXXXXXXXXXXXX

*My wife **will have cooked** dinner by the time I **arrive** home after work.*

*I **will have been** a teacher for 45 years by the time I **retire**.*

*My son **will have been working** for eight hours today before he **can come** home.*

*I **will have been wearing** my shirt for 11 hours by the time I **get** home today.*

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3.7: Perfect Tenses in English

The Present Perfect Tense Formation and Explanation

The present perfect tense can be used in TWO very different ways:

1. Present Perfect Tense in the Indefinite Past: The indefinite past is some time in the past, but we either don't know or don't say when in the past.

Examples:

*I **have eaten** breakfast this morning.* You don't know what time. The time, this morning, isn't finished

*My wife **has had** two babies.* My wife is 60 years old, so you know she had the babies a long time ago, but you don't know when.

*I **have lived** in Tunisia and Iran for about two years each.* Obviously this was in the past, but I didn't tell you when in the past.

In other words, the indefinite past is used to introduce a past time topic or event with an indefinite meaning as to when it happened in the past. Its emphasis is on the introduction of the action and not on when it took place. It simply says, "This has happened at some time in the past and I am going to talk about it." **Note:** Once a native speaker is sure that the reader/listener understands the topic, he or she will change to the definite, simple past tense.

More Examples:

*I **have traveled** around the world, and I **have studied** many languages in my life.*

*Americans **have walked** on the moon. I **have seen** pictures of the astronauts.*

*My sons **have both graduated** from university.*

2. The present perfect tense can be used to describe actions that began in the past, continue in the present, and may continue in the future. Thus, the action of the verb is not finished.

Examples:

*I **have taught** English as a second language since 1971.* I began to teach ESL in 1971 and I am still teaching ESL.

*My wife and I **have lived** in Seattle for 36 years.* We came here 36 years ago, and we are still living here

*Seattle **has** always **had** rainy weather.* Throughout history, it had always rained a lot in Seattle.

None of the above actions is finished. They began in the past but are not finished. Compare these to the second set of examples below. These actions finished earlier; I said when they finished. In other words, they finished at a "definite" time in the past. When I want to say when they finished, then I must change to the simple past tense because the time is "definite."

Definite Past Actions

*My wife **had** one baby in 1985 and the other one in 1987.*

*I **lived** in Tunisia from 1971 to 1973, and in Iran from 1974 to 1976.*

In the present perfect tense, you cannot use definite past tense time words because the definite past tense **stops the time**. Remember that it is the "time" that allows for the present perfect to be used with actions that are finished in the past. If we don't say when, *the time*, something happened, then we can use the present perfect. If we say when it happened, then we must use the simple past tense. Look at the sentences below:

*I **have gone** to Disneyland in California.*

*I **went** to Disneyland in California in 1982 and 1992.*

In the first sentence, I said "have gone" because I didn't say when I went. The time was the indefinite past time. In the second sentence, however, I said "went" because I told you the years 1982 and 1992, both of which are the definite past time.

As a result, with the present perfect tense we can not use time words or expressions such as the following list of words:

yesterday

last week

two months ago

when I was a boy

before I got up this morning

last night

All of the above words and expressions (and many others) put the time of the action in the definite past time. Thus, with these expressions we need to use the definite past tense.

On the other hand, we can use expressions such as the following list of words because they “say” that something has already begun but is not finished.

so far

yet

up to now

for (time) [“For can be used with the simple past tense and the present perfect tense.”]

since

The following words do “say” that something is already finished, but they can be used in the present perfect because they “say” that the time was very close to the present time.

already

lately

recently

Examples of the last group:

I have already written most of this page. It has rained a lot recently. I have had headaches lately. Lately I have felt sick to my stomach. My son has recently bought a car.

Present Perfect Tense: Affirmative Form

I		gone
You	have	eaten
We		done
<u>They</u>		<u>played</u>
He		gone
She	has	eaten
It		done
		played

Examples:

I have been at school for two hours so far today. (I got here two hours ago and I am still here now. I will continue to be here for about five more hours today.)

My son has lived in Japan since July 25, 2009. (He arrived in Japan on July 25, 2009. He is in Japan now. I don’t know how long he will remain in Japan.)

My wife has taught cooking classes in Seattle since 1981. (She began teaching cooking classes in Seattle in 1981. She still teaches cooking classes in Seattle. I don’t know when she will stop teaching cooking classes in Seattle.)

Hopefully, you have learned a lot of English grammar so far. (You began studying in the past. You are still studying grammar but need to study more. Some day you will finish.)

The weather has recently gotten better in Seattle. (The weather was very bad in January and February. March was a little warmer. In April, May, and June, it will get even better.)

Present Perfect Tense: Negative Form

I		gone
You		eaten
We	haven’t	done

They played
He **hasn't** studied
She shrunk
It started

Examples:

I haven't seen my friend Bob in many years.

My son hasn't called home since last Wednesday.

The weather hasn't changed much yet.

We haven't finished studying the perfect tenses yet.

I haven't started working on my next book yet.

My sons haven't played with toys for a long time.

Present Perfect Tense: Yes/No Question Form

I **seen** that movie?
you **studied** French before?
Have we **followed** the directions correctly?
 they **bought** any food this week?

 he **decided** to go to college?
Has she **drunk** any coffee today?
 it **begun** to rain yet?

Examples:

Has your friend come back from her vacation yet?

Have you ever seen a ghost?

Has the snow melted yet?

Have you already had dinner tonight?

Has the temperature reached 60 degrees yet this year?

Present Perfect Tense: Information Question (WH Question) Form

Who I taken -----?
What you watched -----?
Where **have** we played with ----?
When they shown-----?
Whose (noun) **has** he worn-----?
Which (noun) she gotten-----?
Whom it received -----?
How crept -----?
How many (noun) have/has
How much (noun) has

Examples:

Whom have you seen recently?

Where have you been for such a long time?

What has your mother cooked for dinner this evening?

How many times have you gone to the Space Needle in Seattle?

Which restaurant have you decided to go to this evening?

Whose pictures have you seen?

Who's taken your car without telling you?

Who's driven in a snow storm in the mountains?

How much has he paid for his new car?

Who has written all of these exercises?

Which friend has your son gone out with tonight?

Exercise 11: Change the following sentences from the simple present tense to the present perfect tense, please. Write complete sentences. You may also have to change the "time words." Use words such as *forever, always, for, since, all their lives*.

1. We eat our lunch every day.
2. My mother always cleans the house during the weekend.
3. Boys all over the world make a lot of noise.
4. Students write sentences every quarter.
5. My sister smokes a lot of cigarettes every day.
6. Old people shrink day by day.
7. Some people speak a lot of languages.
8. Writing these sentences takes a lot of time.
9. We always swim in the Atlantic Ocean.
10. Doing homework helps you to learn English.
11. I get tired from sitting in front of a computer for a long time.

12. I listen to music almost every evening.

Exercise 12: Change these sentences to the present perfect tense, please. Be care because you may also have to change the “time words.” Write out the complete sentence.

1. I swam in the ocean two times last year.

2. I worked for many years overseas.

3. I saw my students many times last week.

4. My wife cooked dinner for us every night.

5. My son swept the floor last week.

6. We came to English classes last quarter.

7. Some boys caused trouble at school last week.

8. My mother washed our clothes every week.

9. Driving my car made me tired.

10. We listened to the news at noon every day last year.

11. My neighbor cleaned his yard last week.

12. I had a headache many times last month.

Exercise 13: Look at the following groups of sentences. Read them and then write them using the present perfect tense please.

1. I planted a garden the first year I came to Seattle.

I plant a garden every year without fail.

I will plant a garden next year.

2. I first taught school in 1966.

I teach school every year.

I will teach school for eight more years.

3. My wife began teaching cooking classes in Seattle in 1981.
She teaches cooking classes every year.
She will continue teaching cooking classes next year.

4. My son Alex started working in Japan three years ago.
He still works in Japan.
He will continue working in Japan until he goes back to university again.

5. We got our dog Rosie nine years ago.
She lives with us now. (Hint: Use either the verb have or live.)
She will live with us until she dies.

6. I first visited Italy in 1971.
I visited Italy in 1972, 2005, 2007, and 2010.
I will visit Italy again someday.

7. My sister began owning her hair dressing salon in 1989.
My sister owns the hair dressing salon now.

8. I had a beard when I went to college.
I have the beard now.

9. I bought my car four months ago.
I have my car now.
I will have my car until it stops running well.

10. I built my greenhouse a long time ago.
I use it every year to grow peppers in.
I will use my greenhouse for as long as I live in Seattle.

11. My son began writing music when he was six years old.
He studied music composition in university.
He has a job as a music composer.
He will probably always write music for as long as he lives.

12. My wife speaks Indonesian.
She learned to speak Indonesian as a child.
She will know how to speak Indonesian all of her life.

13. I have a headache now.
I had a headache this morning when I woke up.
I will probably have a headache all day today.

14. We started studying English this quarter last month.
You take classes every day from Monday through Friday.
We still have many days to go before the quarter ends.

15. I never visited the North Pole.
I will never visit the North Pole.

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3.7.1: Present Perfect Continuous Explanation and Formation

Present Perfect Continuous Explanation and Formation

The present perfect continuous tense is basically the same as the present perfect tense. Both of them talk about actions that began in the past, continue in the present, and will continue in the future. The difference between them is that the present perfect continuous tense emphasizes that the action of the verb is “in progress” as the person is either writing or speaking. Notice the difference between the following sentences.

I have typed many exercises in my life.

I have been typing this exercise for 10 minutes.

I have listened to the radio thousands of times in my life.

I have been listening to the radio for 20 minutes.

It has always rained a lot in the Seattle area for thousands of years.

It has been raining all day today.

My son has studied Japanese ever since he was in middle school.

My son has been in his room all day today. He has been studying Japanese ever since he got up this morning.

Both sentences in each pair began in the past, continue in the present, and will continue into the future. However, the difference is that the second sentence in each pair was “in progress” as I wrote the sentence. That is the difference between the present perfect tense and the present perfect continuous tense.

Present Perfect Continuous Form

I		studying for three hours.
You		writing since noon time.
We	have been	sitting in this chair all afternoon long.
They		doing this outline for 40 minutes.
He		studying for three hours.
She	has been	writing a letter to her mother for 20 minutes.
It		sitting on the porch all day.

Notice that for the present perfect continuous, you must use either have or has AND been, plus the ing form of the verb.

Exercise 14: Write five sentences in the present perfect continuous, please.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 15: Fill in the blanks with the correct form of the Present Perfect Continuous Tense, please.

1. My friend _____ (hold) his baby for 20 minutes.

2. My sister _____ (live) in Rhode Island for many years.
3. My sons _____ (play) video games all day long.
4. My neighbor is an astronomer and _____ (look) at stars all night long.
5. I _____ (drive) around Chinatown looking for a parking space for 10 minutes.
6. Microsoft _____ (sell) computer software since the early 1980s.
7. The students _____ (use) many books in the library for their research project all quarter long.
8. People _____ (record) their thoughts on paper for many centuries.
9. Scientists _____ (think about) going to Mars for a number of years.
10. You _____ (use) my handout in this class this quarter.

Exercise 16: Write five sentences telling me about five places you have visited, but don't tell me when you were there, please.

1.

2.

3.

4.

5.

Now write the same sentences, only now tell me when you went to these places.

1.

2.

3.

4.

5.

Now write five other pairs of sentences using the present perfect tense to introduce an action and then the simple past tense to say when it happened.

For example: I have worn this shirt all day today. I put it on at 6:10 AM.

1.

- 2.
- 3.
- 4.
- 5.

Exercise 17: Fill in the blanks with the correct form of the past tense, please. (Remember that I am now 70 years old and I am not dead yet.)

I ----- (do) many things in my life. When I ----- (be) a boy, I ----- (do) all the things that normal kids still do today. For example, in summer I ----- (go) fishing almost every day. Besides fishing, I also ----- (play) baseball and ----- (ride) my bicycle every day. In winter, I ----- (put) my bicycle, baseball glove and swim suit away and ----- (take out) my sled and ice skates. Whenever it ----- (snow), my sister and I always ----- (get) dressed in our warm clothes and ----- (take) our sleds to the hills which ----- (be) near our house. We ----- (slide) down the hills all day long. Sometimes if it ----- (be) just very cold for a long time, we ----- (wait) for the ice on the pond in back of our house to freeze, and then we ----- (walk) down the hill to the pond and ----- (skate) until our mother ----- (call) us in for dinner.

I ----- (teach) many classes at this college for many years. When I first ----- (start) here, I usually ----- (teach) low level classes because most of the students then ----- (not have) much experience with speaking English. Because I already ----- (have) a lot of experience teaching beginning English, the dean ----- (choose) me to teach those classes. It ----- (be) so much fun because the students ----- (work) so hard and ----- (make) good progress. Lately, however, I ----- (teach) higher level grammar because it ----- (be) also a lot of fun.

Exercise 18: Combine the following sentences or ideas by using the present perfect continuous tense, please.

1. The men are building a fence now. They started building the fence early this morning.
2. My wife is preparing for a party at our house tomorrow. She started preparing for the party yesterday.
3. My sons and I are trying to decide on which restaurant to go to for Mother's Day. We started talking about this last week.
4. I started writing this exercise about ten minutes ago.
5. The sun is shining today. In fact, the sun was shining on Friday and Saturday, and Sunday, too.
6. I am listening to some music as I write this exercise. It started playing about two minutes ago.
7. I put on a short sleeved shirt this morning. I am still wearing it right now. I won't take it off until I get home this afternoon.

8. My friend and his wife always argue. Last week they were arguing about where to go during summer vacation. They are still arguing about it today.
9. A baby is crying in another room. She started crying about ten minutes ago.
10. I started teaching at this college in 1981. I am still teaching here now.
11. The boys outside are playing a game of baseball. They started playing about two hours ago.
12. I am typing this exercise. I started it 15 minutes ago.
13. My son is living in Japan. He started living there in July 2009.

Exercise 19: Answer the following questions, please. Use either the present perfect tense or the present perfect continuous tense. Don't forget that the present perfect continuous tense is used when an action is in progress when the person speaks.

1. How long have you been studying in ESL in this class?
2. Have you ever driven a big truck?
3. How many questions have I written so far?
4. Where have you been sitting while doing this exercise?
5. Where have you usually sat when you studied?
6. What have you been wearing today?
7. Have you worn traditional clothes this week?
8. Has it been raining much in Seattle this week?
9. How many times have you flown in an airplane?
10. Have you ever ridden on an elephant?
11. Have you studied anything besides English this quarter?
12. Has the price of gas been going up or going down recently?

13. Has the radio been playing while you have been doing this exercise?

14. Whom have you loved all of your life?

Exercise 20: In the following sentences, choose between the simple past tense and the present perfect tense, please.

1. My wife and sons (come) ----- into the room while I was studying last night.
2. When we first (get) ----- married, my wife (shrink) ----- a sweater of mine when she (wash) ----- it in hot water.
3. My son Alex (be) ----- in university in 2003.
4. I (want) ----- to write an exam earlier in the week, but I (forget) ----- to do it.
5. My friend (give) ----- me my car just before she (die) ----- last year, and I (drive) ----- it since then.
6. My students (not enjoy) ----- taking tests for as long as I can remember.
7. Many bombs (burst) ----- all around the world since the 20th century.
8. The shirt which I (buy) ----- yesterday (cost) ----- \$25.00.
9. Since the beginning of time, men (fight) ----- in wars.
10. Once when my kids were young, they (hide) ----- my car keys.
11. Last night my son (sweep) ----- the floors in my house.
12. I have a friend who (be) ----- out of work for six months even though he (seek) ----- many jobs in that time. (Two possible answers)
13. My wife (need) ----- some money, so she (withdraw) ----- \$200 from the bank last Friday.
14. I (write) ----- many exams in the last 41 years. I wonder when I will be finished.
15. When I (be) ----- in college for my BA degree, I (study) ----- history as my major.
16. I (wear) ----- a tie to school every day this quarter.
17. My wife, as always, (prepare) ----- a wonderful meal last night.
18. You (finish) ----- answering 18 questions so far.
19. You (finish) ----- answering 18 questions less than a minute ago.

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3.7.1.1: Present Perfect Tense Writing Passages

Present Perfect Tense Writing Passages

My Childhood Life

I have had an exciting, interesting, and fun life. I was born in Central Falls, Rhode Island, but I grew up in South Attleboro, Massachusetts. My family was poor, but I never realized it at the time because most of the people around us were poor. However, growing up for me was a lot of fun. South Attleboro was a very rural town. As a result, my family lived a rural lifestyle. We had lots of chickens, ducks, rabbits, dogs and cats. One of my chores was to feed and take care of the animals every day. I had to feed them, collect the eggs, and make sure that their cages were clean and that they had enough water. I also had to make sure that their cages were in good repair; otherwise, the rats, skunks, raccoons, and foxes would get into them and eat the animals. I loved this job because I liked being with the animals. Our house was located in the woods very near a big pond. There were also a lot of smaller ponds close to our house. As a result, every summer I would go swimming or fishing in the pond. Sometimes I fished from the shore, and other times I used a row boat. When I wasn't fishing or swimming, I was playing in the woods. It was such good fun to roam around the woods. In winter I would go ice skating or ice fishing on the pond. Across the street from my house there was an open field where my friends and I would play baseball or football. Thus, I had everything a young boy could ever want to occupy my free time and have a lot of fun.

My Life as a Young Man

I have had an exciting, interesting, and fun life. As soon as I graduated from college, I was drafted into the U. S. Army. I could have gotten out of my military service if I had decided to become a teacher right away after college, but I wanted to experience life before becoming a worker. I knew that being in a war would be interesting. Of course, I knew that it would be dangerous also, but I was young and as with most other young men, I knew that I could never get hurt or killed because I just knew it! Was I stupid? Of course, but I was young and young men never expect themselves to be in danger. I went off to war in Vietnam in October 1968 in a mechanized infantry unit. Was it dangerous? Yes, very! Was it exciting? Yes, sometimes too exciting! Was it interesting? Yes! Was it fun? Not really! Did I learn a lot? Very much: some good, some bad. After the army, I joined the U. S. Peace Corps. I was a volunteer in Tunisia in North Africa. Before reporting to Tunisia, I spent six weeks in the mountains of Colorado in training. Then I spent three weeks in England at Essex University in training. Then I spent three more weeks at a Tunisian resort in training. Needless to say, the training was great. I had a wonderful time. After the training, I was assigned to go to Gabes, Tunisia, a small oasis town located right on the Mediterranean sea coast. It was beautiful. I taught English as a foreign language there for two years. During the summer vacation in 1972, I went to the University of Aix-en-Provence to study French. I then toured around southern Europe for a month or so. When I finished with my two years, I spent six months hanging out in southern Europe again. Was it exciting, interesting and fun? You bet it was. After I got back to America in 1974, I decided I wanted to leave the country again, so I got a job in Iran, again teaching English as a foreign language. I spent two years in Iran, and it was even more interesting, exciting, and fun than Tunisia was. After I finished working in Iran, I took a two-and-a-half year vacation. I spent all of the money I had made in Iran and traveled all over Asia. It was fantastic, an absolutely fantastic time in my life.

My Life Today

I have had an exciting, interesting, and fun life. I have a great job teaching foreign students every day except Fridays, Saturdays, and Sundays. My students are the best in the world. They come to class prepared and anxious to learn. In addition, they are polite and hard working. Other than my teaching duties, I have to serve on various committees, most of which concern other instructors and instruction at the college as well as curriculum decisions. My home life is also quite nice. My sons have graduated from universities and are happily working and well-adjusted in life. Therefore, my wife and I have an empty nest, which is both good and bad. Without our sons in our house, all of our bills, especially food bills, are much less; thus, we are able to save more money for my retirement. However, I miss having my sons around. I love being a dad and hanging out with them, talking, joking, and teaching them. It's too quiet now that they are gone. Because I don't work during the summer, my wife and I have been able in recent years to take long, interesting, and relaxing vacations. Moreover, I can spend more time in my garden and on other projects around my house. In sum, I have a good life as my aging years pass by. I have no complaints at all.

My Life in the Future

I have had an exciting, interesting, and fun life. Barring injury or illness, my life should continue in this same manner. When I retire, I will spend more time gardening, working with wood projects, reading, and taking care of grandchildren – when and if my sons get married and make my life-long dream come true: to be a grandfather. Ever since I was a young man, I have wanted to become a grandfather. It has always seemed like the best “job” in the world to me. I know I will teach and spoil my grandkids. If I have a granddaughter, I will be wrapped around her little finger. As I get older, I know more and more that this will be the case. I will also probably volunteer at a college or high school as a writing tutor. I have a lot of skill and knowledge about teaching foreign-born students, and I want to continue giving to students the benefit of my knowledge and experience. Thus, I look forward to being retired. It will be an enjoyable part of my life.

My Life

I have had an exciting, interesting, and fun life. I was born in Central Falls, Rhode Island, in an elevator. Thus, from the beginning I wanted to have an exciting, interesting, and fun time. Growing up, my family was poor in money but rich in culture and love. I never realized we were poor until I became a man. We moved to Massachusetts from Rhode Island when I was six years old. I am very happy that my parents decided to do that because we lived in the countryside with thousands of trees around us with four ponds in walking distance from my house, and a vacant lot across the street. It was the perfect place for a boy to grow up. I had lots of animals to take care of, wild places to play in and explore, ponds to swim in and ice skate on, and a field to play sports in. I wish my sons could have had the same environment to grow up in, but they are city boys. As I got older, I went to college, served in the U. S. Army and the U. S. Peace Corps, and traveled around the world twice. After that, I got married, had two children, and spent years raising them. Now I am a teacher in a community college where my students provide me with the pleasure of teaching them and watching them become more knowledgeable about English as well as American society. It is an incredibly rewarding job. Now, however, after 41 years, I am getting ready to retire. I will teach until I am 68 years old and then hang up my career. I will spend more time around the house doing gardening, working on wood projects, reading, and just enjoying myself. Hopefully, my sons will provide me with grandchildren and then my time will be devoted to them. I will come full circle from a baby born in an elevator to a granddad helping to raise the offspring of my offspring. Thus, I have had a great life and have no complaints at all. I have always been lucky.

Past Perfect Tense: Used to describe **two** related actions or activities that happened **at different times** in the past. Its emphasis is on showing the relationship of the actions relative to which one happened first and which one happened second. **The past perfect is used with the action that happened first; the simple past tense is used with the action that happened second.** It simply says, “First this thing had begun and ended, and then this other thing began and ended.” **Note:** Most native speakers tend not to use the past perfect. It can be avoided simply by using words such as *before*, *after*, *first*, *then*, *next*, *afterwards*, etc. and using the simple past tense to express **both** actions. Also, if something logically comes before something else, then native speakers avoid using the past perfect. It is not necessary.

Examples:

We **had finished** dinner when our friends **stopped by** for a visit.

My wife **had graduated** from the university when we **met** in 1979.

The students **had taken** the ESL Compass test when they **received** permission to register for class.

I **had taken out** the trash by the time my wife **returned** home from shopping.

I **had finished** university when I **went** into the army.

The students **had finished** the examination when John **arrived** in the room.

More on the Past Perfect Tense and the Past Continuous Tense

As I said above, the past perfect tense is used when two or more actions happened in the past **at different times**. One action began and ended in the past before another action began and ended in the past **at a different time**. The action further in the past (the action that happened first) uses the **past perfect tense**. The action that happened second uses the **simple past tense**. **Be careful not to confuse the past perfect tense with the past continuous tense.** The past continuous tense is used to describe two related actions or activities that happened in the past **at the same time**. Its emphasis is on showing the relationship of the actions relative to the duration of time each takes. The action of longer duration uses the past continuous tense; the action of shorter duration takes the simple past tense. It simply says, “While this was happening, something else happened.”

The second action interrupts the first action that is already happening. The past continuous tense: two actions **at the same time**; the past perfect tense: two actions **at different times**.

Also, do not use the past perfect tense when talking about only one action.

Moreover, don't use the past perfect if one action of naturally occurs before another action.

Examples:

*I **had graduated** from university when I **was drafted** into the US Army.*

*After I **graduated** from university, I **was drafted** into the US Army.*

*I **had taught** for four hours by the time I **went** home.*

*After I **taught** for four hours, I **went** home.*

*I **had prepared** dinner when I **started** working on this handout.*

*Before I **started** working on this handout, I **prepared** dinner.*

*At the time I **went** shopping, I **had already put** gas in my car.*

*I **put** gas in my car. After that, I **went** shopping.*

*I **had defrosted** the beef when I **started** cutting up the vegetables.*

*First, I **defrosted** the beef. Next, I **cut up** the vegetables.*

In the following sentences, I would not normally use the past perfect tense because it is not necessary. Of course the first action happened first.

*I **had talked** to my mother, and then she **died**. I **talked** to my mother the day **before** she **died**.*

*Someone **had started** the fire, and the house **burned down**.*

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3.7.1.1.1: Past Perfect Tense Form

Past Perfect Tense Form

I		
You		played
We		eaten
They	had	started
He		come
She		
It		

First one action began and finished. I got dressed.

Next, another action began and finished. I drank two cups of coffee.

Thus: I **had gotten** dressed by the time I **drank** two cups of coffee.

First one action began and finished. I graduated from college.

Next, another action began and finished. I went into the U. S. Army.

Thus: I **had graduated** from college when I **went** into the U. S. Army.

First one action began and finished. I worked all day.

Next, another action began and finished. I ate dinner with my family.

Thus: I **had worked** all day when I **ate** dinner with my family.

Past Perfect Continuous Tense: Like the non-continuous past perfect, the past perfect continuous tense is used for two actions in the past at different times. However, when using the past perfect continuous tense, the first action occurs **just before the second action begins**. **The first action takes the past perfect continuous tense and the second action takes the simple past tense.**

Examples:

*We **had been cleaning** the house for two hours when the children **came** home.*

*I **had been driving** for three hours when I **stopped** to fill up the tank with gas.*

*I **had been searching** for 20 minutes when suddenly I **saw** the book I **had been looking** for.*

*It **had been raining** steadily for two days when all of a sudden the sun **came out**.*

*The boys **had been talking** in their room when they **fell asleep**.*

First, one action was in progress in the past.

My wife **was washing** the kitchen floor.

Next, immediately another action happened in the past.

My son **walked** on the wet floor with his dirty shoes.

Thus:

My wife **had been washing** the floor when my son **walked** on it with his dirty shoes.

First, I **was driving** home from school.

Next, all of a sudden I **remembered** I forgot something important at school.

Thus, I **had been driving** home from school when I **remembered** I **had forgotten** something important at school.

It is important to remember that native speakers rarely use the past perfect tense or the past perfect continuous tense because it is much easier to use time words such as *before, after, next, then, etc.* These words eliminate the need for the past perfect tense.

Please note that there are other uses for the past perfect tense when it is absolutely necessary to use the past perfect. For untrue or unreal past conditional/hypothetical sentences and for reported speech in the past time, the past perfect is necessary. (You will study these later on in advanced grammar. They are difficult.)

Exercise 21: Combine the following sentences into one past perfect sentence, please.

Example:

John studied very hard for the test. He got 100 % on the test.

John had studied very hard, and he got 100 % on the exam.

1. Pedro played soccer all afternoon long. He felt very tired that night.
2. My sons and I walked in the forest for four hours. We decided to take a rest.
3. My son practiced the piece of music for many days. He won the piano contest.
4. I worked for two years in Iran. I took a two-year vacation.
5. My friend was in a hurry to get downtown. He waited for the bus for over an hour, but it never came. Finally, he took a taxi.
6. My son saved his money for two years. He bought a plane ticket to Japan.
7. I slept for 10 hours on Saturday night. I felt very good on Sunday.
8. My wife packed our suitcases. We left on vacation two days later.
9. I wrote a letter. I mailed the letter that afternoon at the post office.
10. My wife cooked dinner on Saturday. We ate the dinner on Sunday evening.
11. I studied in college for four years. I got my BA degree.

Exercise 22: Fill in the blanks with the correct form of the verb, please.

1. My sister ----- (take care of) my brother for many years. He's dead now.
2. I ----- (brush) my teeth before my son ----- (wake up) today.
3. While my son ----- (play) the piano, my wife ----- (tell) him to clean up his room.
4. My wife ----- (need) to sharpen one of her knives last night.
5. Although I ----- (eat) breakfast yesterday, I ----- (feel) hungry later.
6. I ----- (not smoke) cigarettes as a young boy.
7. My car----- (break down) on my way to school today, so I ----- (need) to call Triple A to get it ----- (start) again.
8. While a girl ----- (look) at an apple, it ----- (fall) to the ground.
9. The boys ----- (finish) their homework, by the time their father ----- (get) home from work.
10. My wife ----- (make) dinner for our family many times.
11. My grandfather, who died many years ago, ----- (plant) a garden every year in his back yard.
12. I ----- (never smoke) in my life.
13. While he ----- (lie) on the grass, my dog ----- (jump) on him.

14. Your teacher ----- (write) this exercise for 10 minutes.
15. My car ----- (run out of) gas on the way to school, and it ----- (stop) on the highway.
16. My friend ----- (drink) a lot of alcohol, and he ----- (fall) asleep on the living room floor.
17. My wife ----- (take) out the garbage last Wednesday morning.
18. My wife ----- (have) two babies, but my mother ----- (have) three babies.
19. The weather ----- (be) nice lately.

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3.7.1.1.1.1: The Future Perfect Tense

The Future Perfect Tense

The future perfect tense is used to describe two actions that will happen in the future **at different times**. The action closest to the present uses the **future perfect tense**. The action that happens at some time after the first action uses the **simple present tense**. (The future perfect tense is the least used verb tense by native speakers. It is unnecessary to use.)

Examples:

I **will have taught** ESL for over forty four years by the time I **retire**.

My sons **will have gotten married** before I **die**, hopefully.

My wife **will have prepared** dinner for my family by the time I **get** home this afternoon.

When you **get** to class tomorrow, you **will have written** five sentences for homework using the future perfect tense.

Future Perfect Form

I	I
You	you
We	we
They	they
He	he
She	she
It	it

will have past participle, they simple present tense.

Exercise 23: Combine the following sentences using the future perfect tense, please.

1. I will eat dinner. I will teach for six hours today.
2. My niece will graduate from high school. She will go to college in the fall.
3. We will enjoy the warm weather during the summer. The cold rainy weather will arrive in the fall.
4. Fall quarter will begin in September. We will enjoy not having classes.
5. My garden will produce many beautiful flowers and wonderful vegetables. The weather will get wet and cold and my flowers and vegetables will die.
6. You will finish this lesson soon. Some of you will start the next lesson right away.
7. I will write three more class booklets during the summer. Classes will begin in September.
8. My son will power wash our patio. Our friends will arrive from Japan this summer.
9. You will come to class tomorrow. You will do your homework tonight.
10. We will all sleep tonight. We will come to class in the morning.

Exercise 24: Write ten sentences using the future perfect tense, please.

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

9.

10.

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3.8: Gerunds and Infinitives

Gerunds and Infinitives

I. Basic Ideas and Principles

A gerund is the *ing* form of the verb (present participle) used as a noun. Therefore, it can occur in all the same places that a noun can occur in a sentence: subject, object, complement, object of a preposition and appositive. **Please note: when a preposition is followed by a verb, that verb must always be in the form of a gerund**

An infinitive is the *base form of the verb* with *to* in front of it. For example, *to go, to run, to die, to love*, etc. are infinitives. Like a gerund, an infinitive too can also be used as a noun. **However, unlike a gerund an infinitive can never be used as the object of a preposition.** On the other hand, it can be used in places that neither a noun nor a gerund can be used: as an adverbial or an adverbial modifier. Thus, infinitives are used as subjects, objects, complements, appositives, adverbials and adjective modifiers.

II. Gerunds

I. The following verbs **take a gerund after them**. The ones with an * next to them can also take an infinitive after them with no change in meaning.

admit	advise	allow	avoid	* begin	consider
* continue	can't help	complete	defer	delay	deny
* deserve	dislike	enjoy	finish	forget	* hate
imagine	* like	* love	miss	permit	postpone
propose	* prefer quit	regret	remember	* start	
stop	suggest	* try	take turns	*take time	resent
acknowledge	justify	report	facilitate	anticipate	mention

Examples:

I dislike **working** on Sundays.

He missed **seeing** his father every day.

She can't help **being** sick.

I began **going** to school when I was six years old. / I began to go to school

They loved **eating** pizza every Friday evening. / They loved to eat pizza

III. Possessive Gerunds

The following verbs can take a possessive noun or a possessive adjective after them and before a gerund. **This is especially true in formal grammar. In informal grammar, native speakers tend to use regular nouns and objective pronouns.**

advise	appreciate	enjoy	excuse	defend	finish
forget	forbid	hate	imagine	like	dislike
love	permit	postpone	prefer	understand	suggest
regret	remember	consider	facilitate	mention	regret

The possessive adjectives are the following: my, your, his, her, its, our, your, their. They are always followed by a noun or a gerund.

Examples:

My books	my carrying books
Your music	your playing music
Their teacher	their teaching me

Possessive nouns end in an apostrophe s ('s) if the noun is singular or in an s apostrophe (s') if the noun is plural.

Examples:	Singular	Plural
	The boy's father	the boys' father
	The teacher's books	the teachers' books
	My sister's dresses	My sisters' dresses

Form: Subject Verb Possessive Form Gerund Remainder of the Sentence

Examples:

I appreciate **your skipping** lines when you do your homework.

He defended the **woman's killing** her husband because he had beaten her for many years.

I suggest **your studying** hard for the exam next week.

We regretted **their not being** able to come to the party.

She hated **Bob's hanging** around with those lazy boys.

IV. Gerunds after Prepositions

When a verb follows a proposition, the verb **must always be in the ing form of the verb**, in other words, **the present participle form**.

Examples:

I have always been interested **in studying** history all my life.

Many students are worried **about attending** regular classes with native English speakers.

Teachers disapprove **of cheating** on exams and quizzes.

Because **of cheating**, many students fail exams and compositions.

In spite of losing the game, the players were still happy about playing.

Some verbs have two parts to them: the main verb part and a preposition after the verb. These are called two-word verbs. There are thousands of them in English. These two-word verb phrases are always followed by either a noun, a gerund, or some other noun form. If they are followed by a verb, it must be a gerund. Some common examples of two-word verbs are as follows:

to approve of	to care about	to take care of	to congratulate on
to decide between	to consist of	to dream about	to prevent from
to get used to	to have a reason for	to insist on	to look forward to
to decide on	to plan on	to waste money, time, or energy on	

In addition, there are very many passive adjective expressions which also end in a preposition.

to be afraid of	to be appropriate for	to be accustomed to	to be affected by
to be sure of	to be grateful to	to be worried about	to be willing to
to be sensitive to	to be tired of	to be interested in	to be concerned about

V. Infinitives

An infinitive is the *base form of the verb* with *to* in front of it. For example, *to go*, *to run*, *to die*, *to love*, etc. are infinitives. An infinitive can be used as a noun. Thus, infinitives are used as subjects, direct objects, complements, appositives, adverbials and adjective modifiers. **However, infinitives can never be used as the object of a preposition.**

The following verbs are followed by an infinitive:

Agree	Afford	Consent
Decide	Arrange	Decline

Expect	Attempt	Undertake
Hope	Deserve	Dread
Intend	Fail	Can't wait
Learn	Hesitate	Mean
Like	Manage	Commence
Need	Offer	Endeavor
Plan	Prepare	Proceed
Promise	Pretend	Strive
Try	Refuse	Seek
Want	Seem	Cease

Examples

I agreed to go to the party with my wife.

We plan to buy a new car next year.

The boy wants to stay overnight at his friend's house.

The teacher promised to give the students an examination next week.

My son refused to go to the University of Washington.

Children sometimes pretend to be sick when they don't want to go to school.

I hesitate to borrow anything from anybody.

Students need to manage to go to school, work, and take care of their families every day.

I can't afford to buy a new car. I don't have enough money.

Exercise 25: Answer the following questions by using a verb followed by an infinitive, please.

1. Why do you want to learn English?
2. Where do you intend to go after class today?
3. What kind of food do you like to eat?
4. What do you hesitate to do because you are afraid?
5. What do you seek to do in the next year?
6. Tell me something you can't wait to do.
7. What do little boys pretend to be?
8. What do you strive to do in your life all the time?
9. What do you need to do before you come to class tomorrow?

10. What can't you afford to buy before next year?
11. Where do you hope to live 10 years from now?
12. Tell me something you would refuse to do.
13. Tell me something that you try to do every day.

Exercise 26: Use the following words in good sentences, please.

1. to prepare
2. to intend
3. to decide
4. to dread
5. to refuse
6. to offer
7. to endeavor
8. to arrange
9. to attempt
10. to undertake
11. to seek
12. to agree
13. to hesitate

VI. Negative Infinitives

To make infinitives negative, put **not** before them.

Examples

The student promised not to come to class late anymore.

I preferred not to eat out in a restaurant.

The old man prefers not to drive at night.

The boy is planning not to go to college.

My sons often arrange not to be available when I need them to help me in the garden.

My son pretended not to feel well when my wife asked him to clean the bathrooms.

VII. Infinitives with Different Subjects

It is possible in a sentence to have the subject of the sentence be different from the subject of the infinitive. The following are some verbs that can take a different subject for the infinitive:

Would like	Persuade	Challenge
Expect	Get	Require
Tell	Force	Encourage
Advise	Help	Enable
Order	Permit	Direct
Urge	Invite	Prepare
Allow	Ask	Teach

Examples

I wanted André to go to the store for some milk.

We need Alex to lift up the heavy boxes.

I expected my students to do their homework every night.

I would like my friend to help me on Sunday.

The wife persuaded her husband to go to the doctor's.

The girl invited her friends to come to the party.

The teacher urged the students to study.

VIII. Infinitives with Adjectives before Them

Infinitives often follow adjectives. The infinitive is the complement of the adjective because the adjective needs the infinitive to give meaning to the adjective. Very often adjectives with infinitive complements follow sentences that begin with the expletive **It**. **It** has no meaning in these sentences; it is just serving as the subject of the sentence.

Examples

The English teacher was happy to help the student with her composition.

My wife was delighted to bake a birthday cake for our sons when they were boys.

It is difficult to learn English grammar.

All of the students were unhappy to hear the results of the examination.

My father was always willing to take all of my friends fishing when I was a boy.

I am content to continue to teach for a long time.

It is easy to ride a bicycle.

It is enjoyable to lie on a beach and do nothing.

It is impossible for a man to have a baby.

It is advisable to study before an examination.

It isn't smart to speed in a car on snow.

It is foolish to waste money on stupid things.

It is unethical to cheat on an examination.

IX. Infinitives with Adjectives and Too and Enough and Very

Too, *Enough* and *Very* are called **quantifiers** in grammar. *Too* means that something is excessive. It is negative in meaning. *Enough* means that something is sufficient. It is affirmative in meaning. *Very* only means to a high degree, "a lot." *Very* does not say either excessive or sufficient; it just says *a lot*. Many times people use the preposition *for* with these words.

Examples:

A new car is too expensive to buy. I can't buy one.

I am too old to play football. I can't play anymore.

To speak Chinese is too difficult for me to do. I can't do it.

My sister is too short to reach the shelves in the cupboard. She is only 5 feet tall.

It is too cold for people to go outside in winter. People don't want to go outside.

The hat is too small for my son to wear. He can't wear it. His head is too big.

I am old enough to be your grandfather. I am just waiting for my sons to become fathers.

Sixteen-year-old children are old enough to drive. They can drive legally.

My son is strong enough to lift 200 pounds. He is strong enough. He can do it.

This exercise is easy enough for my students to do. They can do it.

The weather in the summer is warm enough for people to go swimming in Green Lake. They can go swimming.

The girl is very beautiful. Men and women think she looks great.

My sister is very kind to animals and people. She is never mean or not nice to anyone.

Alaska is very cold in winter. Bears like it, but most people don't like living there.

New houses are very expensive to buy in the Seattle area. Only people with money can buy one.

Exercise 27: Answer the following question using a negative infinitive, please.

1. Tell me something you decided not to do.
2. Who do you not want to talk to?
3. Tell me a job you intend not to seek.
4. Tell me something you try not to do.
5. Tell me something you promised your mother not to do when you were a boy or girl.
6. What do you hope never to happen to you.

7. What will you need not to learn in your life?
8. What did you manage not to do last week?
9. Tell me something you decided not to buy.
10. What did you learn not to do when you were younger?
11. When did you mean not to say something?
12. What would parents not like their children to do?
13. What do you hope not to do again in the future?

Exercise 28: Answer the following questions with infinitives with different subjects, please.

1. What would you like me to do?
2. Who did you help to do something recently?
3. What did your parents permit you to do when you were younger?
4. What do I require you to do when you do homework for me?
5. What did your parents require you to do when you were younger?
6. What did you urge someone to do?
7. What do I allow you to do in my classroom?
8. Who persuaded you to come to America?
9. Who sometimes needs you to help them?
10. What do teachers expect their students to do?
11. What will learning English enable you to do?

12. What did your father permit you to do?
13. What is it sometimes difficult to get babies to do?

Exercise 29: Answer the following questions using an adjective followed by an infinitive, please.

1. Tell me something that is fun to do.
2. Tell me something that is difficult to do.
3. Tell me something that is enjoyable to do.
4. Tell me a game that is fun to play.
5. Tell me something that is not good to do.
6. Tell me something that is stupid to do.
7. Tell me something that is important to do.
8. Tell me something that is unlucky to do in your culture.
9. Tell me something that you are too old to do.
10. Tell me something that you are sometimes too tired to do.
11. Tell me something that is too expensive for you to buy.
12. Tell me something that is too difficult for old people to do.
13. Tell me something that is too heavy for you to lift.

X. Infinitives after Nouns

Infinitives sometimes follow nouns to express the purpose of the nouns.

Examples

I bought a new chair to sit on.

My friend uses a hose to water his garden.

I use an old knife to peel apples with.

My wife uses pots and pans to cook food in.

I have red pens to correct papers with.

He took out a handkerchief to blow his nose.

The policeman pulled out his gun to shoot the robber.

The violinist picked up his violin to play the musical piece he wrote.

XI. Verbs (*Forget, Remember, Stop, Quit*) that Have Different Meanings when Followed by a Gerund than when followed by an Infinitive

Forget + Infinitive: The forgetting occurs before the idea of the infinitive didn't happen.

Examples:

The man forgot to buy milk on his way home from work. [First, the man forgot, so he didn't buy the milk.]

I forgot to feed the dog. [First I forgot, so I didn't feed the dog.]

My sister forgot to send me a birthday card. [First she forgot, so she didn't send me a card.]

Forget + Gerund: The forgetting occurs after the idea of the gerund did happen.

Examples:

I forgot taking my medicine. [First I took the medicine, and then I forgot that I took it.]

The teacher forgot making copies of an assignment for his students. [First the teacher made the copies, and then he forgot that he had already made them.]

The old man forgot telling me the story. [First the old man told me the story, and then he told me the same story again because he didn't remember telling me the story before.]

Remember + Infinitive: Someone is telling the person not to forget to do something.

Examples:

I want my students to remember to study the past participles before the final exam. Don't forget to study them.

My son remembered to call home last night from Japan. He called home around 11:00 PM last night. He didn't forget to call home.

Remember + Gerund: The remembering takes place after the action of the gerund. It means not forgetting that you did something.

Examples:

I remember sending her a birthday day card. I sent the card and I remember that I sent it.

I remember going fishing with my father when I was a boy. I remember that we went fishing. I won't ever forget that we went fishing together.

When I was with my sister last summer, we were talking about old times. We both remembered my having to go to her kindergarten class to sit with her because she was afraid and crying.

Stop + Infinitive: The stopping of one action takes place before another action happens.

Examples:

While the man was driving home from work, he stopped to buy some milk at Safeway.

The boy was playing a video game, but he stopped [playing the video game] to eat dinner with his family.

While the young men were sitting and talking in a café, they stopped to look at a pretty girl who was walking by the café window.

Stop + Gerund: The stopping of one action is complete at least for a short while.

Examples:

At the age of 35, my brother stopped smoking. He never smoked again.

I wish my students would stop making mistakes in grammar and writing.

The man's heart stopped beating when he died.

Quit + Infinitive: The quitting of one action takes place before another action happens.

Examples:

The boy quit (school) to take a job.

The men quit working for fifteen minutes to take a break.

The students were arguing. They quit arguing when the teacher came into the room.

Quit + Gerund: The quitting of one action is complete at least for a short while.

Examples:

The man's wife quit complaining about his being a couch potato.

I quit trying to learn Portuguese.

It quit raining in Seattle last week.

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3.9: The Comparative of Equals

The Comparative of Equals

Vocabulary:

The same as is used with nouns when all of one noun is equal to all of another noun.

Examples:

My 1999 Ford Taurus was **the same as** my friend's 1999 Ford Taurus.

My first language is **the same as** my sister's first language.

One orange looks **the same as** another orange to me.

The same XXX as is used with nouns when one part of a noun is the same as one part of another noun.

Examples:

I teach in **the same** college **as** Kris and Allan.

Americans speak **the same** language **as** Australians do.

My sister has **the same** personality **as** I have.

Different from (than) is used when all of one noun is different from all of another noun.

Examples:

America is **different from** Vietnam.

Boys are **different from** girls.

Very rich people's lives are **different from** very poor people's lives.

A different XXX from (than) is used with nouns when only one part of nouns are different from each other.

Examples:

English has a **different** alphabet **from** Japanese.

My sons' hair is a **different** color **from** my wife's hair.

An apple has a **different** taste **than** an orange has.

As XXX as is used with adjectives and adverbs to show that part of one noun or verb is the same as part of another noun or verb. To show inequality, make the verb negative.

Examples:

I am **as** old **as** my friend Doug. We are both 70 years old.

Smoking is **as** bad for a person **as** drinking alcohol is.

I don't drive my car **as** rapidly **as** my sister drives her car.

Young people don't usually drive as slowly as old people do.

Exercise 34: Combine the following sentences into one sentence, using either *the same as* or *different from*, please. (Remember to use the negative verb to show differences.)

Examples:

My classroom and your classroom are the same. There is no difference.

My classroom is **the same as** your classroom.

My hat is size 7 and 1/4 and black. Your hat is size 8 and brown.

My hat is **different from** your hat.

1. My red pen and Roger's red pen are the same.

2. My library of English books is large. Your library of English books is small.

3. My book is red. Your book is blue.
4. Five times ten equals 50. Twenty-five times two equals 50.
5. I am fat and usually very happy. Roger is skinny and often unhappy.
6. My address is 9548 Phinney Ave. N. My sons' address is 9548 Phinney Ave. N.
7. My sister's house is one story and brown. My house is two stories and blue.
8. My friend Ed has a red Fit for a car. My friend Doug has a red Kit for a car.
9. Seattle's weather is usually cold and wet. Portland's weather is usually cold and wet.
10. My work schedule is day shift. My friend's work schedule is swing shift.
11. I am bald headed. My sons have beautiful hair.
12. My sons are tall. I am short.

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3.9.1: Nouns and Corresponding Adjectives

Nouns and Corresponding Adjectives

<u>Nouns</u>	<u>Adjectives</u>
Size	big / small large / little
Length	long / short
Width	wide / narrow
Height (people)	tall / short
Height (things)	high / low
Weight	heavy / light
Depth	deep / shallow
Thickness	thick / thin
Hardness	hard / soft
Age (people)	old / young
Age (things)	old / new
Speed	fast / slow
Color	light / dark
Price	expensive / inexpensive cheap
Distance	far from / near to close
Taste	good / bad sweet / sour spicy / bland hot / mild
Health	healthy / unhealthy well / sick

Exercise 35: Rewrite the following sentences using as XXX as, please.

1. My car is the same length as my friend's car.
2. Most streets are the same width as each other in Seattle.
3. Each book for this class is the same thickness as the others.
4. The college is the same distance from my house as it is from my friend Sara's house.
5. One orange chair is the same weight as the other orange chairs.

6. My son Alex is the same height as my son André.
 7. My office is the same size as my friend Roger's office.
 8. My table is the same height as your table.
 9. One swimming pool is the same depth as another swimming pool.
 10. Seattle and Portland are about the same size.
 11. My friend Roger's hair is the same length as my friend Doug's hair.
 12. The Space Needle is the same height as some office buildings in downtown Seattle.
 13. My cat's fur is soft. My friend's cat fur is soft.
 14. I run slowly. My friend runs slowly.
 15. My sister is 5 feet tall. My mother was 5 feet tall.
- The expression **as XXX as** can also be used with quantity expressions such as *many, much, few, and little*.

Examples:

I bought three books. My friend bought three books.
I bought as many books as my friend did.

I ate two cheeseburgers. My son ate two cheeseburgers.
I ate as much food as my son did. I ate as many cheeseburgers as my son did.

I have two pens. My friend has two pens.
I have as few pens as my friend has.

I only have two dollars. My sister only has two dollars.
I have as little money as my sister does.

Exercise 36: Combine the following sentences using as XXX as, please.

1. My sister has five dogs. My friend has five dogs.
2. I drank a lot of water. My friend drank a lot of water.
3. It rains a lot in Seattle. It rains about the same in Portland.
4. My son Alex bought two shirts. My son André bought two shirts.

5. I have 30 students. Sara has 30 students.
6. I ate a dish of ice cream. My son ate a dish of ice cream.
7. I read 100 pages of a book over the weekend. My friend read 100 pages of the same book over the weekend.
8. You had a lot of homework. My other class had the same amount of homework.
9. The temperature was 45 degrees today. It was the same temperature yesterday.

Exercise 37: Combine the following sentences using not as XXX as, please.

Examples:

I speak clearly. My son Alex doesn't speak clearly.

My son Alex doesn't speak as clearly as I do.

I sing well. My son André doesn't sing well.

My son André doesn't sing as well as I sing.

1. My wife walks slowly. I don't walk slowly.
2. Some students work carefully. Other students don't work carefully.
3. Old people drive attentively. Young people don't drive attentively.
4. My elder son eats very quickly. My younger son eats very slowly.
5. Good students react obediently to teachers. Bad students react poorly to teachers.
6. Some students write legibly. Other students don't write legibly.
7. My friend speaks sarcastically. Another friend doesn't speak sarcastically.
8. My son reads fast in Japanese. He doesn't read fast in English.
9. My sons swim very fast. I swim slowly.
10. I can do mathematics quite accurately. My wife makes many mistakes in math.

11. Athletes move gracefully. I move awkwardly.
12. My wife cooks very well. My younger son cooks very poorly.

Exercise 38: Combine these sentences with either the same XXX as, different from, or as XXX as, please.

Examples:

My shoes are brown. Your shoes are brown.

Your shoes are the same color as mine.

The history of France is interesting. The history of Iran is interesting.

The history of France is as interesting as the history of Iran.

1. My sister speaks clearly. I speak clearly.
2. My shoes are size 8. My wife's shoes are size 8.
3. My son Alex cleans the house poorly. My son André cleans the house poorly.
4. Alex's age is 30. André's age is 28.
5. My dog is quite beautiful. My friend's dog is also quite beautiful.
6. My car cost 3,200. *My friend's car cost* 5,280.
7. My friend's garden is beautiful. My garden is beautiful.
8. Roger speaks very good French. I speak OK French.
9. The quality of my sweater is very good. The quality of my friend's sweater is also very good.
10. This exercise is very difficult. The last exercise was very easy.
11. Vegetables are good for your health. Candy is not good for your health.
12. I am 5 feet 7 ½ inches tall. Ed is 5 feet 8 inches tall.

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3.9.1.1: The Comparative and Superlative with Quantity Expressions

The Comparative and Superlative with Quantity Expressions

Quantity expressions can also be used for the comparative and the superlative when speaking about adjectives, adverbs, and nouns. Note below:

much	more	the most
many	more	the most
a lot of	more	the most
lots of	more	the most
a little	less	the least
a few	fewer	the fewest

NOTE:

Much, a little, and the least are used with non-count nouns.

Many, a few, and the fewest are used with count nouns.

Examples:

The first woman is organized. The second woman is more organized than the first woman. The third woman is the most organized of the three women.

The first woman is not very organized. The second woman is less organized than the first woman. The third woman is the least organized of the three women.

These examples are normal comparative and superlative of an adjective (organized).

With nouns it is a little more difficult, however.

Examples:

I have many friends. My sister has more friends than I have. My brother has the most friends.

I have lots of sheet music at home. My older son has more sheet music than I do. My younger has the most sheet music. In fact, my younger son has much more sheet music than my older son has. As well, I have the least sheet music of the three of us.

I don't have much money. My sister has less money than I have. My brother has the least money in our family.

I have some money. President Obama has more money than I have. Bill Gates has the most money in America.

I have a few problems in life. My friend Roger has fewer problems than I have. Our friend Doug has almost no problems. Doug has the fewest problems of the three of us.

I have a little hair. My nephew has less hair than I have. My Uncle Carl has the least hair in our family.

Exercise 39: Fill in the blanks with the appropriate word.

1. I have 200 books. Roger has 250. Roger has ----- than I have.
2. I spent three hours on my homework. André spent two hours on his homework. Alex spent one hour on his homework. Alex spent ----- time on his homework.
3. Mike has 100. ~~Roger has~~ 40. I have \$250. I have ----- money of the three of us.
4. I drank a lot of water, but Roger drank ----- water than I did.
5. I have a lot of clothes. André has less clothes than I have. Alex has ----- clothes of the three of us.

6. I weigh 201 pounds. André weighs 178 pounds. Alex weighs 250 pounds. Who weighs the most? ----- . Who weighs the least? -----
7. I have ----- hair than either of my sons. (FYI: I am bald.)
8. Boys make ----- noise than girls.
9. Students in lower levels have trouble with grammar. Students in intermediate levels usually have ----- trouble with grammar ----- students in lower level. Students in the highest level usually have ----- trouble with grammar of all.
10. I eat more fruit than my sons, but my wife eats ----- fruit in our family.
11. Level 2 English is ----- advanced ----- level 3 English. On the other hand, level 3 English is -----
----- difficult ----- level 2 English.
12. There is lots of water in lakes. There is much ----- water in oceans.
13. I have a few French books. My friend Angel has many ----- French books than I have.

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3.10: Pronunciation

Pronunciation of SH/CH/ZH

Shane	Chain
Sheep	Cheap
Shop	Chop
She's	Cheese
Shin	Chin

1. I polish my shoes with shoe polish.
2. He paid a cheap price for the sheep.
3. She's a cheese lover.
4. The cream cheese in the shop was cheap.
5. My chin hurts when I chew gum.

Wash	Watch
Wish	Which
Hash	Hatch
Hush	Hutch
Mash	Match

1. I watched the dish washer wash the dishes.
2. The chicken hatched eight eggs.
3. The mother hushed her children in church.
4. Richy bought cherries at the shop.
5. Which watch do you wish to have?

Splash	Splashed
Wish	Wished
Wash	Washed
Mash	Mashed
Push	Pushed

1. Did you wash the white shirt?
2. Who pushed the car after it crashed?
3. Who splashed water on the kitchen floor?
4. Where do you wish you were right now?
5. Did your mother make mashed potatoes last night?

Watch	Watched
Match	Matched
Punch	Punched
Pinch	Pinched

Patch Patched

1. The boy pinched the girl on the cheek.
2. My wife patched my son's shirt last night.
3. The man punched the police chief in the chin.
4. The boys matched each other's chest hair.
5. We watched the chess match on TV.

SH and ZH

SH

she share action patient cash sugar wish crash
fish ashes should facial splash sure rational fashion

1. He wishes he were a fish and could splash in the water.
2. The plane crashed into the shack on the side of the hill.
3. The patients were in the hospital with facial injuries.
4. She should share her milk shake with her sister.

ZH

measure casual usual usually decision massage
occasionally television garage pleasure collision Asian

1. The Asian students usually had trouble with pronunciation.
2. Please measure the television in the den.
3. It was a pleasure to occasionally get a massage.
4. That Asian mechanic does collision work in his garage.

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3.10.1: Present Tense, 3rd Person Singular Verbs- Final "S" Sounds in English

Present Tense, 3rd Person Singular Verbs: Final "S" Sounds in English

1. "S" sounds like s after the voiceless sounds: f, k, t, p, and th ().

blocks	beats	floats	tapes
sits	stops	puffs	mops
kicks	cuts	coughs	sips
naps	rocks	eats	pets

1. The tree blocks the sun light from my garden.
2. The big boy eats steaks and chops all the time.
3. He sips when he drinks Cokes.

2. "S" sounds like z after voiced sounds. (Voiced sounds are made by vibrating the throat, mouth or nose.) Actually, "S" usually sounds like z in English.

stabs	bleeds	swings	stays
yells	sings	opens	buys
pays	throws	tugs	loads
robs	weds	enjoys	ends

1. The boy yells at his brothers before he goes to bed.
2. His mother stays home and sings all day long.
3. She enjoys herself when she buys toys for her kids.

3. "S" sounds like iz after the following sounds: s, z, sh, ch, ge, dge, and x.

closes	taxes	brushes	rages
raises	dresses	boxes	patches
ages	dashes	waxes	places
rushes	matches	pitches	edges

1. The government raises taxes for people of all ages.
2. She dresses quickly, rushes out the door, and catches the bus.
3. The man places the boxes on the tables and closes the lids on them.

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3.10.1.1: Final "S" Sounds in English (Nouns)

Final "S" Sounds in English (Nouns)

1. "S" sounds like "S" after the voiceless sounds: f, k, t, p, and th ().

books	beets	boats	tots
seats	groups	cuffs	mops
ducks	cats	baths	sips
nap	tracks	months	pets

2. "S" sounds like "Z" after voiced sounds. (Voiced sounds are made by vibrating the throat, mouth or nose.) Actually, "S" usually sounds like "Z" in English.

cabs	beds	wings	days
years	songs	pens	eyes
pigs	things	tugs	rods
ribs	heads	boys	ends

3. "S" sounds like "IZ" after the following sounds: s, z, sh, ch, ge, dge, and x.

classes	sexes	bushes	pages
roses	dresses	boxes	patches
ages	dashes	faxes	places
rashes	matches	bridges	wedges

1. Students need pencils, pens, and books in all of their classes.
2. Girls like to shop for dresses, shoes, handbags, and clothes.
3. Driving cabs in big cities makes cab drivers take a lot of chances.
4. Boys spend days playing sports and thinking about girls.
5. My sons eat pizzas, milkshakes, hamburgers, and French fries with their friends.
6. My friend sends pages of notes to businesses in many cities and towns via email..
7. Doug's sister's husband's brother smokes, drinks, uses drugs, and steals from old ladies.

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3.11: More Punctuation Rules

More Punctuation Rules

Colons [:]

1. To introduce a list

You will need to buy the following items: books, pencils, notebooks, pens, and erasers.

People can get all kinds of materials from a library: books, videos, DVDs, CDs, cassette tapes, magazines, professional journals, etc.

The following people came to the party: Lisa, Linda, Veleda, Roz, Willa, and Liza.

2. To indicate time

8:00 AM

7:45 PM

12:00 AM midnight

3. Formal salutation in a business or legal letter

Dear Mr. Bourret:

Dear Ms. Baldwin:

Dear Dr. Williams:

Dear Professor Johnson:

To Whom It May Concern:

4. To introduce an appositive or an amplification of what you wrote before the colon

The death of a child is a parent's worst nightmare: there is nothing worse.

The man was a miserable excuse for a son: he often robbed from his parents and was known to hit his mother.

She was the most beautiful woman I ever saw: when I looked at her, she always made me forget what I was thinking.

5. To separate the main title and the subtitle of a book

Deceived, Used, and Discarded: One Veteran's Thirty-three Year Vietnam War Experience

English Grammar through Guided Writing: Parts of Speech

ExpressWays: English for Communication

6. To introduce a quotation longer than three lines (indented on both sides with no quotation marks)

In Mahdi Ahmed's story "The Hanging Tree," he writes:

I walked down the main street of the village. Somehow it didn't look quite the same as I had remembered. But then, thirty years can change pictures in the mind which have been put there by a twelve-year-old boy.

In the middle of the village, I found a shopkeeper who had been a friend of my father's. He was nearly eighty years old, but his actions were those of a much younger man. And his eyes were bright, even though the nearly coal-black skin of his face had become deeply wrinkled over the years.

7. In the Bible, the Koran, and other holy books to separate chapter and verse

Psalms 23:6

Corinthians: 1:8

D. Hyphens [-]

1. To separate words carried over from one line of writing to the next (Separate words only at the end of syllables and do not separate a syllable of fewer than three letters.)

The man wrote his auto-
biography in three months.
A friend of mine wants to study anthro-
pology at the university.

2. In some compound words or a series of words used as an adjective

I love forget-me-nots. They are such lovely flowers.
Many times when doing business, we need a go-between to help make a deal happen.
I am a seventy-year-old man.
I looked up and saw a fast-moving truck heading for me

E. Dashes [-]

1. To replace commas when too many commas already exist in a sentence

I had my books, a magazine, lots of tapes – some old, some new – a DVD, and a CD.
John, my old friend, Bob, a new friend, and Tony, an acquaintance from work – all good guys – came to the party.

2. To indicate a series of uninterrupted pages, days or numbers

Pages 55 - 91
Ages 15 - 25
April 4 - June 9, 2020

3. In telephone numbers, extended zip codes, and social security numbers

789-3693
(401) 232-2811
980-27-3767

4. To set off an abrupt break or an interruption in a thought in a sentence

When the boy saw the chocolate, his first thought – if he even had a thought at all – was to eat it as fast as he could.
My plan for life when I was a boy – like I ever really had any plans ever – was to have a good time before I settled down.
After a hard night of drinking with his friends, Henry went to bed – if you call the living room floor a “bed.”

F. Apostrophes [’s]

1. In a contraction

Don’t do that.
He hasn’t spoken to her in years.
You mustn’t use bad language in class.

2. To show possession

My sister’s dogs have a very good life.
I spoke to the boys’ parents last night.
Leticia’s sister speaks very good English.

3. To form the plurals of letters and numbers

The boy got three A's and four B's on his report card.

There are two P's in Mississippi.

I had five 1's, two 5's, six 10's, and two 20's in my wallet.

G. Parentheses (())

1. To add extra, often unnecessary, information

I was with my friend Roger at a meeting last week. (When we were younger, we had a lot of fun together.) The meeting was about teaching English to foreigners.

I ate two cheeseburgers, a large order of fries, a milk shake, and an ice cream cone for lunch. (I wonder why I am fat.)

2. To use numbers within a paragraph or in a list

There are a lot of reasons to study English. (1) You need it to speak to most Americans. (2) Everything is written in English in America. (3) Almost all jobs require people to speak and write English. (4) Your children will need help with homework.

I need to buy a lot of things tonight at Safeway:

- (1) coffee
- (2) bread
- (3) cheese
- (4) beer
- (5) meat
- (6) milk

H. Quotation Marks [" "]

1. Direct quote at the beginning of a sentence

"I want to leave right away," said the young mother.

"Take me with you," cried her son.

"Why do you want to go?" she demanded.

2. Direct quote at the end of a sentence

Laughing, he looked at her and said, "You are a very funny girl."

She replied, "Maybe it is you who make me say funny things."

Smiling, he whispered, "I'm really a clown at heart."

3. Direct quote split in the middle of a sentence

"You are," he shouted, "an idiot."

"I," said the startled boy, "am not an idiot. You are the idiot here."

"I am far from an idiot," he sneered, "very far from an idiot."

4. To indicate that a word is used sarcastically or incorrectly on purpose

I love it when my dog "sings" to me when she wants to come in.

He did "just great" on the exam. He got a 45%.

He "forgot" to pay when he left the store and ended up getting arrested.

She is really so "smart."

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3.12: Answer Key

Answer Key

EX 1, P 58 & 59: 1. Don't want to buy 2. Isn't 3. Isn't 4. Doesn't love to play 5. Aren't 6. Don't have 7. Aren't writing 8. Can't speak 9. Don't have to learn 10. Don't hope 11. Won't do 12. Shouldn't study 13. Doesn't know how to play 14. Didn't always make 15. Isn't probably sleeping 16. Doesn't have to go 17. Doesn't make 18. Weren't doing 19. Didn't always want to be 20. Doesn't have 21. Don't smoke 22. Won't help 23. Didn't listen to 24. Am not writing 25. Didn't fight 26. Isn't 27. Doesn't take 28. Didn't drive 29. Weren't playing 30. Didn't break

EX 2, P 60 & 61: 1. Do I eat 2. Are boys playing 3. Is some of the food spoiled? 4. Did we eat 5. Did my dog have 6. Do young girls like 7. Does eating dinner alone make 8. Does my son enjoy 9. Did my friend work 10. Does the old man live 11. Were some children swinging 12. Is the radio on 13. Does eating healthy food keep 14. Did my friends drink 15. Does the food in the pan smell 16. Did we see 17. Did the girl want to visit 18. Must students learn 19. Did we have to power wash 20. Do student study 21. Did the woman lose 22. Are we making 23. Did my son feel 24. Did I sweep 25. Did my favorite student send 26. Does my wife wash 27. Does my friend fix 28. Should everyone be 29. Do some people sometimes make 30. Am I waiting for 31. Did a cow jump over

EX 3, P 62 & 63: 1. What do we look at, When do we look at flowers 2. Who picked, What did my friend pick 3. What are you writing, When are you writing 3. Where did my friend go, Why did my friend go to his country 5. What must my sister get soon, When must my sister get 6. What will we be watching, When will we be watching 7. Where does it take me, When does it take me 8. Which shirt did I buy, Whose birthday did I buy 9. How much time does learning to speak English take, What takes 10. Who should come, Where should students come, 11. What did I write, When did I write, 12. Who speaks, Whose mother does my friend speak to 13. Where might my sister come

EX 4, P 66: 1. We didn't plan, 2. He didn't eat 3. My sister didn't allow 4. He didn't remember 5. She didn't lend 6. The police didn't arrest 7. I didn't forget to get 8. Friday morning wasn't 9. Tom didn't buy 10. He didn't help 12. I didn't wish to see 13. He didn't invent 14. The teacher didn't correct 15. The soccer star didn't fly

EX 5, P 67: 1. Did we intend to buy 2. Did he make 3. Did my friend let 4. Did he forget to take 5. Did she give 6. Did the FBI arrest 7. Did I remember to buy 8. Was last Thursday 9. Did Tom bring 10. Did he tell 11. Did the girls make 12. Did I hope to see 13. Did he invent 14. Did the teacher correct 15. Did the president take

EX 6, P 69: Various Answers

EX 7, P 72: 1. Had to buy , could be 2. Had to take 3. Had to do 4. Had to fix, could drive, last week 5. Had to go, could be 6. Had to pull, last spring 7. Had to do, last quarter 8. Had to direct, last month 9. Had to help, last weekend 10. Had to show, last night 11. Had to buy, last week 12. Had to wash 13. Had to cook

EX 8, P73: Various answers

EX 9, P 74: Various answers

EX 10, P 79: 1. Stopped to buy coffee, driving to school 2. Got a phone call, driving to school 3. Talking, told 4. Broke, helping 5. Listening to music, fell 6. Working, opened 7. Shopping, bought 8. Drinking, looked at 9. Had , sleeping 10. Doing, called 11. Mowing, ran 12. Answered, reading 13. Answered, sitting

EX 11, P 87: 1. We have eaten 2. My mother has always cleaned 4. Students have written 5. My sister has smoked a lot of cigarettes since she was 13 years old 6. Old people have always shrunk when they got old 7. Some people have spoken 8. Writing these sentences has taken 9. We have always swum 10. Doing homework has always helped 11. I have often gotten tired 12. I have listened to music almost every evening all my life.

EX 12, P 88: 1. I have swum, this year 2. I have worked in my life 3. I have seen, this week 4. My wife has cooked, since we got married 5. My son has swept, this week 6. We have come, this quarter 7. Some boys have caused, this week 8. My mother has washed, since we were babies 9. Driving my car has made, every day this week 10. We have listened, every day this year 11. My neighbor has cleaned, this month 12. I have had, this month

EX 13, P 89 & 90: (Various answers are possible, but I will give some of them.) 1. I have planted a garden every year since I first came to Seattle. 2. I have taught school for many years. 3. My wife has taught cooking classes for many years since 1981. 4. My

son Alex has worked in Japan for many years. 5. We have had Rosie all her life. She has lived with us ever since she was a puppy. 6. I have visited Italy many times. 7. My sister has owned her beauty salon since 1989. 8. I have had a beard for very many years. 9. I have had my car for four months so far. 10. I have used my greenhouse for many years, and I have grown peppers in it every year since I first built it. 11. My son has written music since he was a little boy. 12. My wife has spoken Indonesian ever since she was a little girl. 13. I have had a headache all day long today. 14. We have studied English every day this quarter. 15. I have never visited the North Pole.

EX 14, P 92: Various Answers

EX 15, P 92: 1. Has been holding 2. Has been living 3. Have been playing 4. Has been looking at 5. Have been driving 6. Has been selling 7. Have been using 8. Have been recording 9. Have been thinking about 10. Have been using

EX 16, P 93: Various answers

EX 17, P 94: Have done, was, did, went, played, rode, put, took out, snowed, got, took, were, slid, was, waited, walked, skated, called have taught, started, taught, hadn't had, had had, chose, was, worked, made, have taught, is

EX 18, P 95: 1. The men have been building the fence since early this morning. 2. My wife has been preparing for the party at our house since yesterday. 3. My sons and I have been trying to decide which restaurant to go to for Mother's Day. 4. I have been writing this exercise for ten minutes. 5. The sun has been shining for three days. 6. The music has been playing for about ten minutes. 7. I have been wearing a short-sleeved shirt since this morning. 8. My friend and his wife have been arguing about where to go on vacation since last week. 9. The baby has been crying for ten minutes. 10. I have been teaching at this college since 1981. 11. The boys have been playing a game of baseball for two hours. 12. I have been typing this exercise for 15 minutes. 13. My son has been living in Japan since 2009.

EX 19, P 96: Various answers

EX 20, P 97: 1. Came 2. Got, shrank, washed 3. Was 4. Wanted, forgot 5. Gave, died, have driven 6. Haven't enjoyed 7. Have burst 8. Bought, cost 9. Have fought 10. Hid 11. Swept 12. Was, sought 13. Needed, withdrew 14. Have written 15. Was, studied, 16. Have worn, 17. Prepared 18. Have finished 19. Finished

EX 21, P 104: 1. Had played, and he felt 2. Had walked, and we decided 3. Had practiced and won 4. Had worked and took 5. Had waited and finally took 6. Had saved and bought 7. Had slept, and felt 8. Had packed, and we left 9. Had written and mailed 10. Had cooked, and we ate 11. Had studied, and got

EX 22, P 105: 1. Took care of 2. Had brushed, woke up 3. Was playing, told 4. Needed 5. Had eaten or ate, felt 6. Didn't smoke 7. Broke down, needed, started 8. Was looking, fell 9. Had finished, got 10. Has made 11. Planted 12. Have never smoked 13. Was lying, jumped 14. Has been writing 15. Ran stopped 16. Had drunk, fell 17. Took out 18. Had, had 19. Has been

EX 23, P 106 & 107: 1. I will have taught for six hours by the time I eat dinner tonight. 2. My niece will have graduated from high school when she enters college in the fall. 3. We will have enjoyed the warm weather this summer by the time the cold rainy weather arrives in the fall. 4. We will have enjoyed not having classes when Fall Quarter begins in September. 5. My garden will have produced many beautiful flowers and wonderful vegetables by the time the weather gets wet and cold. 6. You will have finished this exercise by the time some of you begin the next lesson. 7. I will have written three more books by September. 8. We will have power washed our patio by the time our friends arrive from Japan this summer. 9. You will have done your homework tonight by the time you came to class tomorrow. 10. We will have slept tonight when we come to class in the morning.

EX 24, P 107: Various answers

EX 25, P 112: Various answers

EX 26, P 113: Various answers

EX 27, P 117: Various answers

EX 28, P 118: Various answers

EX 29, P 119: Various answers

EX 30, P 127: Various answers

EX 31, P 128: Various answers

EX 32, P 128: Various answers

EX 33, P 134: 1. I can speak French, but I can't write it well. 2. No changes 3. I haven't retired yet. 4. No changes 5. My students do their homework, and I correct it. 6. I will go home after I finish this student handout, for I am getting tired. 7. My brother, my sister, my father, and I all did what my mother said. 8. No changes 9. We didn't lose our camera, nor did we lose our money. 10. She felt sick, so she went to the hospital. 11. He has a lot of money in his pocket, yet he stole something from the store. 12. His mother sent her son to the store for some bread. 13. No changes 14. They had a party, for today was her birthday. 15. She was very tired, yet she had to go to work.

EX 34, P 136: 1. My pen is the same as Roger's pen. 2. My library of English books is different from your library of English books. 3. My book is different from your book. 4. Five times ten is the same as twenty-five times two. 5. I am different from Roger. 6. My son's address is the same as my address. 8. Ed's car is the same as Doug's car. 9. Seattle's weather is the same as Portland's weather. 10. My work schedule is different from my friend's work schedule. 11. My hair is different from my sons' hair. 12. My sons' height is different from my height.

EX 35, P 138: 1. My car is as long as my friend's car. 2. Most streets are as wide as each other in Seattle. 3. Each book is as thick as the others. 4. The college is as far away from my house as it is from Sara's house. 5. One orange chair is as heavy as the other orange chairs. 6. My son Alex is as tall as my son André. 7. My office is as big as Roger's office. 8. My table is as high as your table. 9. One swimming pool is as deep as another swimming pool. 10. Seattle is as big as Portland. 11. Roger's hair is as long as Doug's hair. 12. The Space Needle is as high as some office buildings in downtown Seattle. 13. My cat's fur is as soft as my friend's cat's fur. 14. I run as slowly as my friend does. 15. My sister is as tall as my mother was.

EX 36, P 139: 1. My sister has as many dogs as my friend has. 2. I drank as much water as my friend did. 3. It rains as much in Seattle as it does in Portland. 4. My son Alex bought as many shirts as my son André did. 5. I have as many students as Sara has. 6. I ate as much ice cream as my son did. 7. I read as many pages over the weekend as my friend did. 8. You had as much homework as my other class had. 9. It was as warm today as it was yesterday.

EX 37, P 140: 1. I don't walk as slowly as my wife does. 2. Some students don't work as carefully as other students do. 3. Young people don't drive as attentively as old people do. 4. My elder son doesn't eat as slowly as my younger son does. 5. Bad students don't react to teachers as obediently as good students do. 6. Some students don't write as legibly as other students. 7. My friend doesn't speak as sarcastically as my other friend. 8. My son doesn't read as fast in English as he does in Japanese. 9. I don't swim as fast as my sons swim. 10. My wife can't do mathematics as accurately as I can. 11. I can't move as gracefully as athletes do. 12. My younger son can't cook as well as my older son does.

EX 38, P 141: Various answers.

EX 39, P 143: 1. More books 2. The most time 3. The most money 4. More water 5. The least clothes 6. Alex, André 7. Less hair 8. More noise 9. Less trouble than, the least trouble 10. The most fruit 11. Less advanced than, more difficult than 12. Much more water 13. Many more French books

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3.13: Adverbial Clauses

Adverbial Clauses

A sentence is a group of words with at least a subject and a verb organized around one idea. Sentences can be short or long. For example, “*I am a man.*” is a sentence, and “*I have done many things in my life such as traveling around the world two times and learning to speak many languages*” is also a sentence. The form of an English sentence is as follows:

Subject Verb Object Place Time Adverbial Clause.

Notice that there is no punctuation in the above “sentence” because everything is in its place. If a writer moves anything out of its place and puts it before the subject of the sentences, then a comma is necessary. For example:

I am writing this sentence in my office right now because I want you to understand about adverbial clauses and commas.

Because I want you to understand about adverbial clauses and commas, I am writing this sentence in my office right now.

Notice how I used a comma in the second sentence and not in the first sentence even though they say exactly the same thing.

Basically, when writing if anything comes before the subject of the sentences, then the writer should use a comma. Many writers, however, don’t use commas if what comes before the subject is one or two common words. For example:

I ate eggs for breakfast this morning.

This morning I ate eggs for breakfast.

Below is a list of adverbials in English. An adverbial clause begins with an adverbial, has a subject and a verb (and maybe an object, place, and time), but it cannot stand alone. It needs another part of a sentence to make sense. For example:

Although it is raining outside has a subject and verb; however, it doesn’t make any sense.

Although it is raining outside, the man decided to lie on the grass and read a book.

The second sentence makes sense because *the man decided to lie on the grass and read a book* gives meaning to “*Although it is raining outside.*”

Another example:

Because you want to learn English has a subject and verb, but it doesn’t make sense. It can’t stand alone. It needs more information in order to make sense.

Because you want to learn English, you come to school every day and do your homework.

As with the first sentence, *Because you want to learn English* only has meaning when you add *you come to school every day and do your homework.*

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3.13.1: Groups of Adverbials by General Meanings

Groups of Adverbials by General Meanings

Time

As long as, as soon as, as, when, whenever, before, next time, once, since, the next time, by the time that, until, till, while, now that

Cause or Reason

As, as long as, because, now that, since, so that, whereas, inasmuch as, on account of the fact that, owing to the fact that, in view of the fact that, because of the fact that, due to the fact that

Condition

If, unless, in case, whatever, where, whether, on condition that, provided that, providing that, in the event that, whether or not

Contrast or Concession

Although, even though, though, while, whereas, even if, in spite of the fact that, despite the fact that, notwithstanding the fact that

Adversative

While, where, whereas (*Adversatives always have a comma separating sentences into two parts.*)

Purpose

So that, in order that, for the purpose that

Result

So *adjective* or *adverb* that,
such a [Noun] *adjective* that

Comparison

As *adjective* or *adverb* as,
Not so *adjective* or *adverb* as
Adjective or *adverb* + *er* + than
More *adjective* or *adverb* than

Manner

As if, as though (*These always come last in a sentence.*)

Additional Examples:

As soon as I got home from school, I ate a sandwich.

I ate a sandwich as soon as I got home from school.

You look as though you have seen a ghost.

The boy ran home as if a killer was chasing him.

My students have trouble writing sentences, whereas I can write sentences easily.

America is a rich country, while many other countries are dirt poor.

Some students learn English faster than other students do.

Due to the fact that you need to learn how to write correctly, I make you rewrite some of your homework assignments.

Owing to the fact that the weather is lousy outside, I am not going to work in my garden.

I took a bus downtown on Saturday so that I could save money on gas and on parking.

Inasmuch as I am an English teacher, I rarely make mistakes in writing.

Unless you study hard for the final exam, you will not get a passing grade.

Whether or not you study is up to you.

By the time that you learn all of these words, your English writing ability will have improved quite a bit.

My friend failed the examination despite the fact that she studied hard.

Once you learn to write well, the rest of English will be rather easy.

Exercise 30: Use the following adverbial to make complete sentences, please.

1. although
2. because
3. when
4. after
5. owing to the fact that
6. as long as
7. whereas
8. before
9. even though
10. while
11. due to
12. despite the fact that

Exercise 31: Use the following adverbial to make complete sentences, please. Use the adverbial clauses in the second half of the sentences.

1. whereas
2. so that
3. while
4. provided that
5. whenever
6. owing to the fact that
7. inasmuch as
8. once
9. even if
10. for the purpose that
11. in spite of the fact that
12. since

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3.13.1.1: "Had To" Sentence Completion Exercise

"Had To" Sentence Completion Exercise

Exercise 32: Complete the following sentences, please. Use "had to" or a clause following because, although, or so which will complete the sentence.

1. He had to buy a new car because

2. Because he didn't have enough money to buy a house,

3. He failed the English course, so

4. Although I wanted to go to a movie last night,

5. We worked 15 hours overtime last week because

6. Because my friend had a broken leg,

7. The man needed to send a letter, so

8. The man's son cut his arm with a knife, so

9. I went to the store because

10. My car was low on gas, so

11. Although the woman was tired,

12. Because the boy's pants were torn,

13. He was very sick, so

14. Even though the teacher felt sick,

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3.14: Conjunctions

Conjunctions

Conjunctions are words that either join parts of speech or join sentences. There are seven conjunctions in English: and, but, for, so, or, yet, nor. Another way to remember what the conjunctions are is by the expression FAN BOYS (For, And, Nor, But, Or, Yet, So). The difficulty with conjunctions is that they are also other parts of speech and therefore have different meanings. First, I will explain to you what these words mean as conjunction and then I will explain how they are used in different parts of speech.

“And” is used to join parts of speech that have an equal value as well as two complete sentences that have an equal value. Note the examples below.

Bob <u>and</u> John went to the market.	“And” joined two nouns.
He played football and went home.	“And” joined two verbs phrases.
She was a beautiful and intelligent woman.	“And” joined adjectives.
My wife cooked the food, and I washed the dishes.	“And” joined two sentences.
My son woke up, and my wife made his breakfast.	“And” joined two sentences.

“But” is used to show that two parts of speech are opposite as well as two halves of a sentence show an opposite idea. Note the sentences below.

My sons but not my wife watched the movie last night.	“But” joined two nouns.
He went to the part but didn’t eat anything.	“But” joined two verbs.
He was and old man but still strong.	“But” joined two adjectives.
His wife went to the celebration, but he stayed home.	“But” joined two sentences.
She lost her keys, but her son found them.	“But” joined two sentences.

“For” is used in the second half of a sentence and it has exactly the same meaning as “because.” It only joins sentences; it does not join parts of speech. It always has a comma in front of it. It is not used very often in modern English. Note the examples below.

You are coming to this class, for you want to learn correct grammar.
I have written this grammar handout, for I want you to learn correct grammar.

“So,” like **for**, does not join parts of speech, must come in the second half of a sentence, and have a comma in front of it. It means a second action is the result of a first action. Note the sentences below.

The man was sick, so he went to see a doctor.
The student didn’t study for the exam, so he failed it.

“Or” shows a choice. It can join parts of speech as well as sentences. Note the sentences below.

The boy didn’t know whether to eat ice cream or cake for dessert.	“Or” joined two nouns.
He couldn’t decide whether to stay home or go to the party.	“Or” joined two verb phrases.
He is either at home or in school.	“Or” joined two prepositional phrases.
He will drive there, or I will go and pick him up.	“Or” joined two sentences.
My wife will prepare dinner, or we will go to a restaurant.	“Or” joined two sentences.

“**Yet**” has the same basic meaning as **but**, but it is stronger. It can join parts of speech or sentences. Note the sentences below.

He would like to go with us, yet can't. “**Yet**” joined opposite verb phrases.

He is physically weak yet mentally strong. **Yet**” joined opposite adjective phrases.

He had his car repaired, yet it still won't start. “**Yet**” joined opposite sentences.

He would like to continue working, yet he is too tired. “**Yet**” joined two opposite sentences.

“**Nor**” means “**not or**”; in other words, there is no choice. It is always a “negative” word. Nor always comes in the middle of a negative sentence and always has a comma before it when it is used as a conjunction. It is often used with the word “**neither**” and a part of speech before it. When it joins sentences, it has what is known as stylistic inversion. Stylistic inversion is when a “statement” looks like a question, but it is not a question. Stylistic inversion is used in English when a negative word (usually an adverb) comes first in a sentence. Note the sentences below.

It is neither hot nor cold. “Nor” joined adjectives.

Neither the cat nor the dog likes the boy. “Nor” joined nouns.

He is not at home nor in school. “Nor” joined prepositional phrases.

The boy didn't come, nor did his parents. “Nor did his parents” means that his parent didn't come either.

The man doesn't like his neighbor, nor does his wife. “Nor does his wife” means that his wife doesn't like his neighbor either.

I can't do the math problem, nor can my sons. “Nor can my sons” means that my sons can't do the math problem either.

A further explanation of the use of conjunctions is on the next two pages. In addition to using these seven words as conjunctions, I have also shown how these words are used as other parts of speech.

Conjunctions can have two functions in English: (1) They can join parts of speech, and (2) they join two independent clauses (sentences). Using conjunctions is one way to form a compound sentence.

AND: Joining Parts of Speech

I have a book and a pencil. My older and heavier brother lives in Rhode Island. I like to eat and drink too much. That girl is intelligent and beautiful. My wife and I look fat and happy. She dances beautifully and gracefully. He drinks and smokes all the time.

AND: Compound Sentences

I like to eat pizza, and my brother likes to eat pasta. You study English, and I teach it. We work during the day, and we relax at night. My boys are nice kids, and they like to play with each other. I teach English, and my wife teaches cooking classes.

AND with no comma for simple sentences

I swam and played at the beach during my vacation. The man carried the woman's bags to her car and opened the door for her.

BUT: Compound Sentences

I come from America, but my wife comes from Brazil. I understand Portuguese, but I don't speak it. The weather in Seattle is bad, but I like this city. The girl was pretty, but her personality was bad.

SO: Compound Sentences

I needed to fix my basement, so I worked there all weekend long. You want to learn English, so you come to SSCC. I'm hungry, so I guess I'll eat something.

FOR: Compound Sentences

I must buy my friend a present, for it is her birthday this week. My wife was angry at my son, for he had not done his homework. I got paid on the 10th, for it was payday. We bought a new car, for our old one had broken down. He took a second job, for his family needed the money. She was crying, for her dog had been hit by a car. He had a party, for today was his birthday.

FOR: Preposition

I went to the market for some butter. He bought a present for his girlfriend. We went there for two days. He went to the library for a book. He got it for her. He knew a good place to go in the mountains for trout fishing.

YET: Compound Sentences

I ate a sandwich, yet I wasn't really hungry. He was wearing a short sleeve shirt, yet it was freezing outside. He knew the teacher would be angry, yet he didn't care. He saw the policeman, yet he continued to drive fast. She loved him, yet she killed him.

YET: Time

I haven't done my work yet. They aren't married yet. Is she awake yet? Can the baby walk yet? Will the boys be home from school yet? I haven't studied the verbs yet.

NOR: Joining Parts of Speech

Neither I nor John will go. I neither have nor want a new car. It is neither hot nor cold outside. He did it neither quickly nor accurately. Neither he nor I care for that man.

NOR: Compound Sentences

I can't speak Chinese, nor can my brother. I have never been to the North Pole, nor do I want to go there. He has not killed anyone, nor has he seen anyone killed. It isn't necessary to buy a lot of books on grammar, nor is it cheap. He isn't foolish, nor am I.

OR: Joining Parts of Speech

He wants a book or a cassette tape for his birthday. Bob or Bill will go with you. She is either in Europe or in Asia now. You can either come with us or stay at home.

OR: Compound Sentences

He will come, or I will stay with him. It will either be a nice day, or it will rain. You can help me do it, or your brother can take your place. You have to eat, or you will get sick. You had better do your homework, or the teacher will get angry at you.

Exercise 33: Correct the following sentences, please. Put in commas where they belong and take out commas where they don't belong. Also, look for other grammar mistakes. Be careful because some of the sentences are correct.

Examples:

He doesn't speak Chinese nor he doesn't speak Japanese.

He doesn't speak Chinese, nor does he speak Japanese.

My son, and my wife argue a lot about everything.

My son and my wife argue about everything.

1. I can speak French but I can write it well.
2. My sister and my wife like to talk on the phone a couple of times a week.
3. I haven't retired, yet.
4. We will go to France next year, or some friends will come to visit us.
5. My students do their homework and I correct it.
6. I will go home after I finish this student handout for I am getting tired.
7. My brother, my sister, my father and I all did what my mother said.
8. She is very beautiful but very stupid.
9. We lost our camera, nor did we lose our money.
10. She felt sick so she went to the hospital.
11. He had a lot of money in his pocket yet he stole something from the store.

12. His mother sent her son to the store, for some bread.
13. She wanted to buy some clothes and some furniture.
14. They had a party for today was her birthday.
15. She was very tired yet she had to go to work.

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4.1: Prepositions

Prepositions and Phrasal Prepositions

aboard	about	above	according to
across	after	against	ahead of
along	among	around	as
at	away from	before	behind
below	beneath	beside	besides
between	beyond	by	close to
despite	down	during	except
except for	far from	for	from
in	in addition to	in back of	in favor of
in front of	inside	in spite of	instead of
into	like	near	next to
of	off	on	on top of
out	over	past	since
through	throughout	till	to
toward(s)	under	underneath	until
up	upon	with	within
without			

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4.2: Passive Adjective Expressions

Passive Adjective Expressions

On the following pages is a list of **Passive Adjective Expressions**. These expressions are passive in nature, which means they are formed with the verb To Be. They are then followed by an adjective and a preposition. Note the examples below.

I am interested in learning how to write correctly in English.

He was concerned about his children's grades in school.

My friend will be mad at his brother for making a mess.

He is good at sports and music.

The father warned his boys about the dangers of drugs and gangs.

The children are excited about going on vacation and visiting their aunt.

1. To be absent from

Some students are often absent from school. It can be a problem if you are absent from work without an excuse.

2. To be accustomed to

I am accustomed to living in Seattle and the Seattle weather. As much as I don't enjoy it, I am accustomed to getting up at 6:00 AM during school days.

3. To be acquainted with

My sons are acquainted with many of my wife's and my friends. It often takes time for students to get acquainted with each other.

4. To be afraid of

Some people are afraid of my dog because she is big and barks at strangers. Believe me, there is nothing to be afraid of her for because she is very gentle and not dangerous to people.

5. To be angry about something

Some people get angry about the traffic and the weather in Seattle, but it doesn't do them any good to be angry. Some teachers are angry about students' not doing their homework.

6. To be angry at someone (for doing something)

My wife was angry at my son for making a mess in the kitchen. My elder son was angry at my wife for her complaints about his girlfriend.

7. To be appropriate for

My clothes are appropriate for teaching. Chopsticks are not appropriate for eating soup.

8. To be ashamed of someone for something

I was ashamed of my students for causing trouble in the library. I have never been ashamed of my sons.

9. To be associated with

Sicknesses are associated with eating unhealthy food. Most parents don't want their children associated with kids who are troublemakers.

10. To be aware of

I am aware of who comes to class every day and who misses class. My students are aware of the fact that I want them to skip lines when doing homework.

11. To be capable of

All of you are capable of speaking very well in English. I am not capable of flying an airplane.

Note number 53 to be incapable of.

12. To be certain of

People can never be certain of the weather in Seattle. I am certain of what I ate for dinner last night. I am certain of the difficulty of learning English as a second language.

13. To be close to

Seattle is close to Burien. Even though my sister and I live far apart, we are close to each other.

14. To be committed to

I am committed to working hard for my students and teaching them well. When my son gets married, I hope he remains committed to his wife forever.

15. To be compared to / with

I could never be compared to my brother because he was a very big and strong man. Poor people have much more difficult lives compared with the lives of rich people.

16. To be compensated for something by someone

You will be compensated for studying hard by learning how to speak and write English very well. When people work overtime, they are compensated for the extra work with more pay.

17. To be composed of

Water is composed of hydrogen and oxygen. This class is composed of students from many countries. A cake is composed of many different ingredients.

18. To be concerned about

Parents are always concerned about their young children. I am concerned about my son's car because it is leaking oil.

19. To be content with

I have always been very content with my life. My sons are content with their jobs. People are content with their jobs if they like their jobs and their pay is good.

20. To be contrary to

Contrary to what some Americans think, learning English is not easy at all. The weatherman said it was going to be sunny and warm today. Contrary to what he said, it is cold and rainy today.

21. To be covered with

The wedding cake was covered with strawberries and cream. When the boys came home from the park, they were covered with dirt.

22. To be dedicated to

I am dedicated to my profession, teaching. I was a dedicated son to my mother and father because I loved them very much.

23. To be delighted at / with

I am delighted with my students because they are hardworking and nice. My son was delighted at receiving a pay raise last week.

24. To be devoted to

Babies and mother are devoted to each other. Some people are more devoted to their jobs than to their families.

25. To be different from

I am different from many other people because of my long beard. Girls are usually very different from boys.

26. To be disappointed in / by / with

My wife was disappointed with the present she got from my son's girlfriend. The student was disappointed in the score she got on the exam. The teacher was disappointed with her students when they were noisy and caused trouble at the assembly.

27. To be divorced from

My sister has been divorced from her first husband for about forty years. People who are crazy are divorced from reality because of their mental disease.

28. To be done with

After we are done with eating dinner, I usually do the dishes. We will be done with school today after this class is finished.

29. To be dressed in

Most brides are dressed in white in America. I am usually dressed in a nice shirt and tie for school.

30. To be engaged in

You are engaged in learning English now. When I am not teaching school, I am usually at home engaged in working in my garden.

31. To be engaged to

I was engaged to my wife before we got married. My son is engaged to his girlfriend.

32. To be enthusiastic about

I am enthusiastic about teaching my students these words. Good students are enthusiastic about learning. People are usually enthusiastic about going on vacation.

33. To be envious of

I am envious of men who have a lot of hair. Old people are envious of young people because young people can do many things without getting too tired.

34. To be equal to

Women are equal to men in America because there are laws that make inequality against the law. My ability in English is equal to my friend Roger's ability in English.

35. To be essential to

Understanding grammar is essential to understanding English writing. Love is essential to children so that they can develop well.

36. To be excited about

My son is excited about getting married. At Christmas time, children are excited about receiving presents for Christmas.

37. To be faithful to

Most people are fairly faithful to their religion. Married people should be faithful to each other.

38. To be familiar with

I am familiar with many cultures in the world. My wife is familiar with many different kinds of cooking.

39. To be famous for

Seattle is famous for its rainy weather. New York is famous for its skyscrapers.

40. To be fed up with

Many people are fed up with the lies that politicians tell. By the end of March, many residents of Seattle are fed up with the cold, rainy weather.

41. To be finished with

I usually wash the dishes when we are finished with dinner. It will probably take me a couple of hours to be finished with writing these sample sentences.

42. To be fond of

I am fond of eating apple pie and ice cream. My son is fond of living in Japan.

43. To be friendly to / with

Most people in the world are friendly to each other. We are friendly to our neighbors.

44. To be frightened of / by

Some people are frightened of spiders, rats, and snakes. I am frightened by people driving too fast in cars.

45. To be full of

The file cabinet in my office is full of many important papers. The malls are full of people during the weekend.

46. To be generous about

My wife is always generous about feeding people who come to our house. Some people are generous about giving money to their church or mosque.

47. To be glad about

I am glad about not working on Fridays. Healthy people are glad about not being sick.

48. To be good at

I am good at thinking up sentences for these words to use as examples so that my students will understand them. My wife is good at cooking many kinds of food.

49. To be grateful to someone for something

I am grateful to my parents for bringing me up correctly. Students should be grateful to their teachers for teaching them and giving them knowledge.

50. To be guilty of

When I was a boy, one of my friends was guilty of stealing a car. Some students are guilty of being late to class every day.

51. To be happy about / with /for

I am very happy about having two good sons. I was happy for my friend when his wife had their first baby.

52. To be interested in

I hope all of you are interested in getting an education. My son has been interested in composing music since he was a little boy.

53. To be incapable of

Men are incapable of giving birth to babies. Most old men are incapable of lifting heavy objects.

54. To be in charge of

Teachers are in charge of their classes. George H. Bush was in charge of the United States for eight years.

55. To be in danger of

Whenever I am driving on snow and ice, I am in danger of having an accident. When people gamble, they are in danger of losing all of their money.

56. To be in favor of

I am in favor of children going to school on Saturdays. Most people are in favor of living peaceful lives.

57. To be innocent of

I am innocent of committing any serious crimes. A jury decided that my friend was innocent of robbing a bank, so he didn't go to jail.

58. To be in touch with

I am often in touch with my sister by telephone. When I was a young man and traveled a lot, I was always in touch with my family by sending letters.

59. To be jealous of

My friend has a beautiful wife, and he is always jealous of other men looking at her. I am not jealous of anyone about anything because I am happy with what I have.

60. To be known as

My father was known as a very kind man. The Seattle baseball team is known as the Seattle Mariners.

61. To be known for

Seattle is known for its cool rainy weather. Bill Gates is known for his computer company, Microsoft Corporation.

62. To be lazy about

My wife and I are both lazy about dusting our furniture. We both hate to do it. Children are lazy about cleaning their rooms.

63. To be mad at someone for / something

My wife as mad at my son for not getting her a nice birthday present. The people were mad at President Bush for starting a war.

64. To be mad about something (two meanings)

(Good Meaning) Many people all over the world are mad about soccer (football). Many women are mad about shopping for shoes and clothes. (Unhappy Meaning) My son was mad about getting a parking ticket last week. My friend is mad about losing his wallet in the river when he was fishing.

65. To be made from

Paper is made from wood pulp. Coffee is made from coffee beans.

66. To be made of

Most of my shirts are made of cotton cloth. My briefcase is made of leather.

67. To be married to

I have been married to my wife for 36 years. My younger son is not married to anyone; he is still a bachelor.

68. To be opposed to

Many people in America are opposed to smoking. I am opposed to people carrying guns.

69. To be out of date

My clothes never go out of date because I wear them until they fall apart. You should be careful not to buy or use food that is out of date.

70. To be out of order

Many public telephones are always out of order. Sometimes soft drink machines such as Coke machines don't work because they are out of order.

71. To be patient with

It is very necessary to be patient with children when they are learning to do new things. I try to be patient with my students when they are answering questions.

72. To be pleased with

I am pleased with my life; I have no complaints. I am always pleased with the meals my wife makes because she is an excellent cook.

73. To be polite to

I have always insisted that my sons be polite to older people. If you have a business, it is very important to be polite to your customers.

74. To be prepared for something

When you have an examination, you need to study before the examination to be prepared for the questions. I always write lesson plans for each class the night before I teach so that I can be prepared for my lessons.

75. To be prevented from

Foreign people are prevented by law from owning guns in America until they become green card holders or citizens. Students and teachers are prevented from smoking inside any building on SSC campus by law.

76. To be proud of

My parents were always proud of me because I always did well in school. I am very proud of my sons because they are good, kind, honest men who are polite and well-educated.

77. To be relevant to

These words are relevant to your speaking and writing good English. Eating healthy food is relevant to having good health.

78. To be responsible to someone for something

I am responsible to my family for providing money in order to support our family. I am responsible to the college for teaching my students to speak and write English.

79. To be ready for

By the end of the quarter, I will be ready for some time off from teaching. You need to study in order to be ready for examinations.

80. To be satisfied with

I am satisfied with my family and job because both of them give me pleasure and happiness. I hope you are satisfied with my teaching style.

81. To be scared of

A lot of people in the world are scared of ghosts. Many people are scared of dying.

82. To be sensitive to

Young children are sensitive to the way people speak to them. Some people can't wear woolen clothes because their skin is sensitive to wool and if they were wool, they break out in a rash.

83. To be sorry about

Some students are sorry about not doing their homework because they don't have any free time. I was sorry about going too fast on I-5 because I got a speeding ticket from a state trooper.

84. To be suitable for

The clothes I wear to class are suitable for teaching in, but they are not suitable for working in my garden. Carrying heavy loads is not suitable work for old people.

85. To be sure of / about

I am usually sure of what I am going to teach every day. My wife was sure about not wanting to go to the party.

86. To be surprised at / by

My wife and I were surprised at how much weight our son had gained when we saw him after one year away from home. The woman's husband was surprised by the price she paid for a pair of new shoes.

87. To be suspicious of

The store keeper was suspicious of the young boys who came into his shop because he thought they wanted to steal something. The man's wife was suspicious of her husband because he came home with lipstick on the collar of his shirt.

88. To be terrified of

The people in Japan were terrified of the on-rushing water during the tsunami. Many people in the park were terrified of the two gangs that were fighting and shooting guns.

89. To be thankful to someone for something

I am thankful to my students for being hard working and nice. Men should be thankful to their wives for taking care of them, their children, and their homes.

90. To be tired from

When I get home at night, I am tired from teaching. My son was tired from playing video games all night long and not getting enough sleep.

91. To be tired of

I have been correcting English homework papers from my students for 46 years. I am tired of correcting homework papers. A lot of people hate to live in Seattle because they are tired of the rain and the cold cloudy weather.

92. To be uneasy about

I am uneasy about working on electrical problems because I always think I am going to electrocute myself. Many people are uneasy about going to the dentist.

93. To be unsure of

I am unsure of what I will do after I retire. I worry about being bored. My son is unsure of when he will get married. He and his fiancée have not set a date for their wedding yet.

94. To be used to

I am used to waking up at 6:00 AM every morning. My family is used to eating my wife's food.

95. To be used for

A knife is used for cutting things. A washing machine is used for washing clothes.

96. To be useful for

A dictionary is useful for finding out the definitions, pronunciation, and spelling of words. Knowing English is very useful for traveling all over the world because people everywhere study and speak at least some English.

97. To be warned about

My friend was warned about speeding in the morning when crossing the Aurora Bridge in North Seattle because the police always have a speed trap on the other side of the bridge. Children are always warned about not speaking to strangers by their mothers and fathers.

98. To be worried about

Some students are worried about passing to the next level in ESL classes. During the winter, many people are worried about driving on the snow and ice.

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4.3: Passive Voice

The Passive Voice

I. Reasons for using the Passive Voice:

1. When the action (verb) in an active sentence is more important than the person or thing (subject) who/which does the action;

People take medicine all over the world.

Medicine is taken all over the world.

2. When the receiver of the action (object) in an active sentence is more important than the doer of the action (subject);

A college offered my son a \$ 9,000 scholarship.

My son was offered a 9,000scholarship. A9,000 scholarship was offered to my son.

3. In other words, to change the focus of the sentence from the subject of the active sentence (A college) to the object of the active sentence. This is done because in English whatever appears first in a sentence is usually most important.

*Japanese workers **made** my car in Japan in 1996. (Active Sentence)*

Do we care who the Japanese workers were? Do we want their names? No.

Do we know who they were? No.

Is it important that we know? No.

HOWEVER

Is it important to know what the workers did? Yes.

Is it important that we know where the workers made the car? Yes.

Is it important that we know what the workers made? Yes.

THEREFORE

*My car **was made** in Japan in 1996. (Passive Sentence)*

(Of course Japanese workers made it.)

Other Examples:

Students **have studied** English in this school for many years.

English **has been studied** in this school for many years.

Bakers **are making** cakes in the bakery now.

Cakes **are being made** in the bakery now.

II. When to use the passive voice:

1. When the subject is unknown, we use the passive voice.

For example:

*The bank **was robbed** last night. A lot of money **was stolen**. The robbers **have not been seen**. The location of their hideout **is not known** at this time.*

2. When the person or thing that does the action is not important.

For example:

*The garbage and trash **are picked up** in my neighborhood on Wednesdays. The baby's dirty diaper **was thrown** in the trash. It **was done** five minutes ago.*

3. When the doer of the action (subject) is a secret or when you don't want someone to know who did something.

For example:

The married man **was seen** kissing another woman last night. His wife **was told** about it and **was seen** hitting him over the head with a baseball bat. His head **has been bandaged** for him.

4. When someone wants to lie to, mislead, or cheat someone by not telling who exactly did something or what exactly was done.

For example:

A certain kind of medicine **has been used** for over twenty years in twenty different countries. Its discoverer **has been praised** all over the world. It **must be used** to make you as healthy and beautiful as its other users.

In all of the above sentences, the passive voice is used because either the subject is not known or is unimportant or because the speaker/writer wants to hide the name of the subject, the **doer** of the action. Who used it? Who praised it? Who are the healthy and beautiful users?

III. Formation of the passive voice:

1. It can only be used with transitive verbs, verbs that have an object. (Intransitive verbs have no object; therefore, they cannot be made passive.)

For example: Transitive Verbs (Verbs which have an object)

I drink beer. Beer is drunk.
She played the piano. The piano was played.
They have done their homework. Their homework has been done.

Intransitive Verbs are verbs which do not have an object. For example, *happen, live, arrive, exist, come, walk, occur, rise, rain, go, sleep, agree, stay*, etc.

I slept all night long. None of these sentences has an object;
They walked yesterday. therefore, the passive voice cannot be
John goes shopping every evening. used. The subject both does and receives the action.

2. The object of the active sentence becomes the subject of the passive sentence.

3. The main verb is always in its past participle form.

Spoken, eaten, played, drunk, studied

4. You must always use the verb "**To Be**." The tense of the sentence determines which form of the verb "**To Be**" to use. "**To Be**" is the verb of the sentence.

In addition to the verb **To Be**, the verbs **To Get** and **To Become** can also be used in the passive. However, the verb to be is the verb most often used with the passive voice.

Note below how the verb To Be changes.

Present tense: *am, is, are done*

*English **is spoken** in America. Students **are taught** to speak English.*

Past tense: *was, were done*

*I **was educated** in Massachusetts. We **were driven** to school on a bus.*

Modal verbs: *can, could, will, would, may, might, should, must be done*

*A person who plays with guns **might be killed** by the guns. Guns **can** easily **be bought** in America. They **should be better controlled** by the government, in my opinion.*

Infinitive verbs: *to be done*

*I want your homework **to be written** neatly. It needs **to be done** carefully. I expect it **to be checked** after I hand it back to you.*

Progressive/Continuous forms: *am, is are, was, were being done*

The car **was being fixed** by a mechanic. The brakes **were being adjusted**. Now, it **is being driven** home.

Perfect verb tenses: *have, has, had been done*

The dinner **had been prepared** before I got home. The food **had been cooked** by my wife. Now, it **has been eaten** and the dishes **have been washed and put away**.

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4.3.1: Non-Continuous Tenses (Active Voice and Passive Voice)

Non-Continuous Tenses (Active Voice and Passive Voice)

Simple Present Tense Active

I
You **study** history.
We **eat** lunch.
They **watch** TV.

Simple Present Tense Passive

History **is studied** (by me).

Lunch **is eaten**.

He **studies** history and art
She **eats** lunch.
It **watches** me.

History and art **are studied** (by him).

I **am watched** (by him).

The simple present tense is used in situations that occur generally. They happen all the time or only sometimes, but they are not happening right now. It is also called the habitual present tense because it refers to habits or general truth actions.

Simple Past Tense Active

I
He
She **studied** children.
It **ate** two hamburgers.
We **watched** a game show.
You
They

Simple Past Tense Passive

Children **were studied** (by me).

Two hamburgers **were eaten** (by her).

A game show **was watched** (by us).

The simple past tense is used for situations that are finished and the time must also be finished. It says that something began and ended.

Simple Future Tense with Will and Other Modal Verbs Passive Modals

I		
He	ought to study English.	English ought to be studied .
She	will study	
It	will eat its dog food.	Its dog food will be eaten .
We	might watch our spending.	
You	must study	
They	should watch their children.	Their children should be watched .

The simple future tense is used for actions in the future. Besides “will,” all of the other modal verbs and quasi modal verbs may be used with a future meaning.

Present Perfect Tense Active

Present Perfect Tense Passive

I		
You	have studied math.	Math has been studied (by you).
We	have eaten	
They	have watched their diet.	Their diet has been watched (by them).
He	has studied	
She	has eaten her two sandwiches.	Her two sandwiches have been eaten .
It	has watched	

The present perfect tense is used for situations that began in the past, continue to the present, and may continue into the future. It may also be used for situations that began at some indefinite time in the past (present perfect in the indefinite past time).

Past Perfect Tense Active

Past Perfect Tense Passive

I		
He		
She	had studied Chinese.	Chinese had been studied .
It	had eaten its food.	Its food had been eaten .
We	had watched the chickens.	The chickens had been watched (by us).
You		
They		

The past perfect tense is used when two related situation occur at different times in the past. The action that happened first uses the past perfect tense; the action that happened second uses the simple past tense.

<u>Future Perfect Tense Active</u>	<u>Future Perfect Tense Passive</u>

I		
He		
She	will have studied for the test.	The test will have been studied for.
It	will have eaten her breakfast.	Her breakfast will have been eaten .
We	will have watched the news.	The new will have been watched (by us).
You		
They		

The future perfect tense is used when two related actions occur in the future at different times. First one action will occur and then the other action will occur. The action that happens first uses the future perfect tense; the action that happens second uses the simple present tense.

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4.3.1.1: The Continuous Tenses in English (Active and Passive Voice)

The Continuous Tenses in English (Active and Passive Voice)

Present Continuous Tense Active

I **am**

He **is** studying English.

She **is** eating a sandwich.

It **is** playing with the boys.

We **are**

You **are**

They **are**

Present Continuous Tense Passive

English **is being studied**.

A sandwich **is being eaten** (by her).

The boys **are being played with**.

The present continuous is used in situations that are in progress as the speaker is speaking. It emphasizes the action of the verb at this time.

Past Continuous Tense

I **was**

He **was**

She **was**

It **was**

We **were** studying with John and Jill.

John and Jill **were being studied** with (by us).

You **were** eating his lunch.

His lunch **was being eaten** (by you)..

They **were** playing baseball.

Baseball **was being played** (by them).

The past continuous is used when two actions occurred in the past at the same time. One action was in progress when another action interrupted it. It can also be used alone to emphasize the action of the verb.

Future Continuous Tense with Modals/ Quasi-Modal Active Continuous Modals Passive

I will **be**

(Very rarely used by native

He might **be**

speakers)

She should **be** studying biology and chemistry. They **might be being studied** (by them).

It could **be** eating soup.

Soup **could be being eaten**.

We ought to **be** playing backgammon.

Backgammon **ought to be being played**.

You may **be**

They have to **be**

The future continuous with will and other modals stresses the possible on-going action of the modal in the future time.

Generally speaking, the Passive Voice isn't used in the Continuous Perfect Tenses.

Examples of changing active sentences to passive sentences:

Non-continuous Tenses

I write letter every day.

Letters are written every day.

I wrote a letter yesterday.

A letter was written yesterday.

I will write a letter this afternoon.

A letter will be written this afternoon.

I want to write a letter.

A letter is wanted to be written.

I want you to write a letter.

I want a letter to be written (by you).

I have written a letter.

A letter has been written (by me).

I had written a letter before they got home.

A letter had been written (by me) before they got home.

I will have written a letter by the time they get home.

A letter will have been written by the time they get home.

Continuous Tenses

I am writing a letter.

A letter is being written

I was writing a letter.

A letter was being written.

I will be writing a letter.

A letter will be being written. *(Very rarely used by native speakers)*

Normally, we do not use the continuous passive voice with the perfect tenses in English.

5. If you want to say who or what did something when using the passive, then you must use **by**. (See other examples above, please.) Very often, it is not necessary to say who or what did something, so **by** is very often omitted.

For example:

In all of the sentences below, it is not necessary to say **by** because it is obvious who did all the actions. In fact, it would be foolish to add the **by** prepositional phrase.

*This grammar explanation was written **by me**. It will be studied and learned **by you**. You will be tested on it **by me** as soon as the test is written **by me**.*

However, in the following sentences, **by** would most often be used by a native speaker because the doer of the action is not obvious and may be important.

The *Declaration of Independence* was mainly written by Thomas Jefferson.

The damage which was done by John and his brother was extensive.

The boy's life was saved by an experimental drug.

I was taught good manners by my parents and my teachers.

The electric light bulb was invented by Thomas Edison.

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4.3.1.1.1: Passive Modals

Passive Modals

Form:

Can	BE		Could	HAVE BEEN	Done
Could			Will		Eaten
Will		Done	Would		Seen
Would		Eaten	May		Played
May		Seen	Might		Studied
Might		Played	Should		Drunk
Should		Studied	Must		
Must		Drunk			
Had to					
Had better					
Ought to					
To be able to					

The modal verbs use the passive voice the same way that all other tenses in English do. An **Active** sentence with a modal verb can be changed into a **Passive** sentence by making the subject of the active sentence the object of the passive sentence **AND** the object of the active sentence the subject of the passive sentence. For example:

*I **will give** you a test on Wednesday.*

*A test **will be given** to you on Wednesday (by me).*

*Snow **might delay** some flights over the Christmas break.*

*Some flights **might be delayed** over the Christmas break (by snow).*

*He **must have eaten** his lunch.*

*His lunch **must have been eaten** (by him).*

The basic meaning of these sentences is the same; only the "voice" is different. In other words, the focus changes from the subject of the active sentence to the object of the active sentence.

The passive voice is used when the subject of the active sentence is:

unknown, unimportant, a secret, a deception (a lie).

Exercise 1: Change the following sentences from the active voice to the passive voice.

1. I am buying a book now.

2. I buy books every quarter.

3. We were buying books at the bookstore this morning.
4. We bought a book at the bookstore last week.
5. My sister will buy some books next week.
6. My sister will be buying her books at 6:00 PM tonight.
7. I have bought a book this morning.
8. My mother had bought a book before she went to the baby shower.
9. We will have bought many books by the time we finish our college careers.
10. My sister is driving her car now.
11. She drives her car every day.
12. I was driving my car this morning.
13. My wife drove her van to the post office.
14. My sister will be driving her car to Seattle next summer.
15. My son will drive my car to the party.
16. My son has driven my car many times.
17. My brother had driven trucks for four years before I got my license.
18. I will have driven cars for 55 years on my next birthday.
19. I must check my students' homework papers.
20. Young children should obey their parents.
21. Children ought to eat healthy food.

22. They should have seen the stop sign.

23. He has seen the same movie three times.

24. We were playing with the neighbors' dog.

25. The new mother is nursing her baby now.

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4.3.1.1.1.1: Active to Passive Verb Manipulation Exercise

Active to Passive Verb Manipulation Exercise

Exercise 2: Change the following sentences from the active voice to the passive voice, please.

1. The man carried the basket into the living room.
2. Someone is writing this exercise right now.
3. I have eaten a bowl of cereal for breakfast.
4. My wife was driving her car to the store last night.
5. I will finish this exercise by 11:15 PM tonight.
6. You need to do your homework this evening.
7. Someone has stolen my car.
8. He had ridden his horse by the time I got home.
9. The boy blew out all the candles on his birthday cake.
10. The dog broke its leg when it fell off the porch.
11. The men are drinking beer in the kitchen now.
12. The old man will pay his bill today.
13. The boy puts his books into his bag every morning.
14. A man shot and killed a woman last night in Washington, D.C.
15. A man was eating a hamburger in a restaurant.
16. I turn the lights off in my house every night.
17. My sons have played the piano for many years.

18. The student will have written a letter by the time his wife gets home.

19. America might bomb another country just before the end of summer.

20. The man threw a rock at a mad dog.

21. Someone has seen the van in the parking lot.

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4.3.1.1.1.1: Present Tense Passive Exercise

Present Tense Passive Exercise

Exercise 3: Change the following sentences from the active voice to the passive voice, please.

1. We cook our dinner in the kitchen every evening.
2. Many people burn wood in fireplaces during winter.
3. My sons play the piano quite often in our house.
4. I fix broken things in my house all of the time.
5. The Oak Tree Cinema shows movies every day.
6. Housekeepers make beds in motels seven days a week.
7. Gardeners grow vegetables and flowers in gardens.
8. People take medicine when sick.
9. Pilots fly planes out of Seatac Airport twenty-four hours a day.
10. Teachers correct examinations all over the world.
11. Students learn foreign languages in classrooms all over the world.
12. People drink water with meals in many countries.

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4.3.1.1.1.1.1.1: Past Tense Passive Exercise

Past Tense Passive Exercise

Exercise 4: Change the following past tense active sentences to past tense passive sentences, please.

1. Customers bought three hundred books at the store yesterday.
2. My son wore my suit to the party.
3. The thief broke into the car and stole the CD player. (Be Careful.)
4. My wife nursed my sons when they were babies.
5. A truck hit a pedestrian who was crossing the street this morning.
6. The bus driver drove the bus along Third Avenue in downtown Seattle.
7. I roasted a chicken for dinner this evening.
8. A car struck a pedestrian in the crosswalk this morning.
9. I grew beets in my garden over the winter.
10. An old woman brought bread to my house last Monday.
11. Cleveland beat Seattle in the baseball game tonight, 9 to 5.
12. Millions of Americans ate millions of hamburgers yesterday.
13. A burglar stole a valuable diamond ring from my neighbor last week.
14. I wrote this sentence at 11:45 PM last night.
15. The little girl blew out the candles on her birthday cake.
16. The dog tripped the boy's mother.
17. My son fried two eggs for breakfast.

18. Your teacher wrote these 18 sentences.
19. Someone broke into the bookstore last night.
20. The robbers stole a lot of money.
21. The people elected a new president last year.
22. The boy threw a ball to his brother during the game.
23. The pilot flew the plane into the side of a mountain.
24. The boy shoved five books into his back pack.
25. I lost all of my money in the casino last week.

Exercise 5: Change the following active voice modal sentences to passive voice modal sentences, please.

1. My friends will fix my fence on Sunday.
2. My father would take my friends and me fishing when I was a boy.
3. Boys can play football in high school.
4. People might give away a lot of old clothes after Christmas.
5. Students must skip lines in my class.
6. Students should give the homework to the teacher on its due date.
7. Children could buy a lot of candy for a few cents a long time ago.
8. People may use public restrooms whenever people need to.
9. Everyone should eat a good breakfast every morning.
10. I could see the baseball field from my bedroom when I was a boy.

11. You should wash your hands after you go to the bathroom.
12. You will understand more English by the end of this quarter.
13. People can speak many languages in this class.

Exercise 6: Change the following modal sentences from the active voice to the passive voice, please.

1. Nursing mothers can give nutritious breast milk to their babies.
2. Someone in our family must feed our dog every day.
3. Children should respect and obey their parents.
4. A robber might break into my house when I am at work.
5. My friend would fly helicopters every day in Vietnam.
6. In some schools in America, students must wear uniforms to school.
7. My grandfather would cut my hair when I was a boy.
8. My son might compose a piece of music this weekend.
9. I will iron my pants and shirts this weekend.
10. Someone in my family may pick up some groceries at the store today.
11. I will spend a lot of money this summer in Rhode Island.
12. Children can blow out candles on a birthday cake.
13. My sons should give a present to their mother on Mother's Day.

Exercise 7: Do as directed for each section, please.

A. Please put the appropriate verb in the space provided.

1. Many cars will----- (*make*) in Detroit this year.

2. My brother might----- (*operate on*) last week. (BE Careful.)
3. His television must ----- (*fix*) before the big game on Saturday.
4. A new kind of computer ought to ----- (*invent*) to help do this job.
5. Many topics should ----- (*discuss*) by world leaders to prevent wars.

B. Please change these sentences from the active to the passive.

1. The students must have done a lot of homework.
2. My wife will cook dinner for my family tonight.
3. Children must not play with matches.
4. A mechanic has to repair many cars.
5. You had better wash the floors before Sunday.

C. Please change these sentences from the passive to the active.

1. Many tools had to be used by the mechanic to fix the car.
2. The book should have been read by Mr. Smith's students.
3. A lot of candy can be eaten by young children.
4. Many patients must have been studied by those doctors.
5. Grammar should be studied by all students.

D. Please put the appropriate verb in the blank space.

1. Medicine should ----- (*avoid*) unless it is necessary.
2. The cake must ----- (*eat*) by the kids last night.
3. The bank robber could ----- (*sent*) to jail for ten years.
4. Idioms have to ----- (*learn*) by ESL students.
5. The movie should ----- (*see*) by your father when we saw it last week.
6. He ought to ----- (*punish*) by his parents for being so rude.

E. Change these active sentences to the passive, please.

1. He had to do the dishes for his sick wife.
2. She should have cooked a turkey for her guests on Thanksgiving.
3. He may take his girlfriend to a restaurant for dinner tonight.
4. They could have eaten all the food.
5. He would invent a beautiful device for cleaning floors.
6. He might drink a glass of milk for breakfast.

F. Change these passive sentences to the active, please.

1. The dirty clothes would be washed by my mother on Saturday.
2. He might have been bitten by his neighbor's dog.
3. A computer can be used by anyone in this school.
4. He was able to be seen by everyone in the room. (BE CAREFUL)
5. Five boys will be expelled from the school by the principal for fighting.

Exercise 8: Change the following sentences from active to passive, please.

1. We took the boy to the hospital last week.
2. The man was driving the car very fast on the highway.
3. You need to do the dishes before you go to bed.
4. We have studied the past time frame of verbs in this class.
5. I am writing this sentence right now.
6. The mechanic must have fixed the car by now.
7. The boy hangs his coat up in the closet every night.
8. The father brings his boys to the movies every Saturday.
9. We had done our homework before we went to the movies.
10. He drove his truck into the lake by accident last Friday evening.
11. Children should help their parents around the house.
12. He dropped his book on the floor in the classroom.
13. My grandfather will give some money to my children next week.

Exercise 9: Change the following sentences from the passive to the active, please. Be careful because you may have to supply the active sentence subjects yourself.

1. The lesson was prepared for the class by the teacher.
2. The floors and walls had been washed before I got home.
3. The exercises needed to be done before the students arrived at school the next day.
4. The house is being painted as we speak.
5. While the telephone was being repaired, I had to go to Safeway to make a call.

6. My friends have been told not to look for me next weekend.
7. All the food must be eaten before we go on vacation.
8. My computer is being repaired by my old friend today.
9. The bank robber was shot during the robbery attempt.
10. The medicine needed to be bought for the sick children.
11. The money could have been stolen from the convenience store last Wednesday.
12. The picture had been taken before they got married.
13. The students are taught grammar daily in class.

Exercise 10: Change the following sentences from the active voice to the passive voice, please.

1. My wife must have done the laundry last week.
2. My old friend could have bought a new car last week.
3. I should have planted seeds in my garden last Friday, but they weren't.
4. My son must have paid a lot of money for his I-Pod.
5. My wife might have had lunch with her friend yesterday.
6. The old man may have forgotten his umbrella on the bus.
7. The young boy might have broken his leg playing football.
8. All of you should have learned the irregular verbs by now.
9. I could have drunk another cup of coffee this morning.
10. The boy might have shrunk his sweater in the washing machine.

11. Sara may have attended her daughter's basketball game.
12. My son should have put some gas in my car on Saturday.
13. The man could have sent the letter by express mail.

Exercise 11: Change the following sentences from the active voice to the passive voice, please.

1. The boys have eaten all of the food in the refrigerator.
2. My son has cut the grass in my yard today.
3. People have looked at the moon for thousands of years.
4. My sister has telephoned me twice this weekend.
5. You have learned a lot of passive voice grammar this quarter.
6. I have picked many vegetables from my garden this weekend.
7. My dog has dug a couple of holes in my yard this weekend.
8. I have written many exercises for this class so far this quarter.
9. My wife has opened a checking account for my son at the bank.
10. My son has done the dishes this evening.
11. My friend has written a lot of email messages to his friends today.
12. We have already read today's newspaper.
13. I have spun the lettuce three days in a row this weekend.

Exercise 12: Change these sentences from the active voice to the passive voice, please.

1. I want beans and rice for lunch.

2. I want John to cook the beans and rice.
3. I need to correct this exercise.
4. We need food and water to survive.
5. They ought to clean the house before their mother gets home.
6. Someone needs to eat the leftovers in the refrigerator pretty soon.
7. My girlfriend has to sweep the floor before she can go home from work.
8. The boy had to do all of his homework before he could go out and play.
9. I asked André to wash the dishes.
10. We are going to eat spaghetti for dinner tonight.
11. The daughter had better clean her room before the guests come to dinner.
12. My wife needs to wash the clothes by tomorrow.
13. I am thinking about my brother.

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4.4: Active and Passive Adjectives

Passive and Active Adjectives

Both the **past participles** and the **present participles** of verbs can be, and often are, used as **adjectives** in English. They are, however, quite different in meaning and usage. The present participle says that the adjective **causes** a reaction. The past participle, on the other hand, says that the adjective **receives** the reaction. This use of the present participle and the past participle as adjectives has a similar idea as the difference between the active voice and the passive voice in English. In the active voice, the subject does the action of the verb; in the passive voice, the subject receives the action of the verb. Note the two sentences below:

The man eats the food. The man is doing the action (eating).

The food is eaten by the man. The food is receiving the action (eaten).

Using the same sentences with the verb “to eat” used in its adjective forms:

The eating man loves to eat Italian food.

The eaten food will be digested by the man.

Students are very often confused by this. It is important to remember that if an adjective is causing the noun to do something, then the ING form is used. If, on the other hand, the noun receives the “action” of the adjective, then the ED (or irregular past participle form) is used.

Look at the following examples below, and get a sense of the explanations above.

John is reading a book. It is a very interesting book about wild animals.

It is an interesting book. The book is causing John to keep reading and paying attention.

John is an interested reader. John is receiving the interest from the book.

Ahmed is watching a boring movie. There is a lot of talking and not much action.

It is a boring movie because there is no action in it and the actors are boring actors. Ahmed keeps falling asleep while watching the movie. Ahmed is very bored with the movie. He might stop watching it and go to bed.

Exercise 13: Make sentences which contain either the present participle (ING form of the verb) or the past participle (ED or irregular form of the verb), using whichever form as an adjective to modify a noun.

Examples:

My son closed the door and went to bed. Describe the door.

The door was closed. The closed door kept out the light and noise.

The explanation confused the students. Describe the students. Describe the explanation.

The confused students couldn't understand the explanation.

The confusing explanation confused the students.

The animals in the zoo entertained to young girls. Describe the animals. Describe the girls.

The entertaining animals entertained the girls.

The entertained girls liked to watch the animals in the zoo.

1. The man with the gun frightened to people in the park. Describe the man. Describe the people in the park.

2. The smartest student in the class gave a very surprising answer to the teacher's question. Describe the answer.

3. The boys were excited by the news. Describe the boys. Describe the news.

4. The examination results disappointed the students. Describe the students. Describe the results of the exam.
5. The company compensated the employees for doing a good job. Describe the employees.
6. The dirty mess disgusted the mother when she returned from vacation. Describe the mother. Describe the mess.

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4.5: Adverbial Clauses

Adverbial Clauses

A sentence is a group of words with at least a subject and a verb organized around one idea. Sentences can be short or long. For example, “*I am a man.*” is a sentence, and “*I have done many things in my life such as traveling around the world two times and learning to speak many languages*” is also a sentence. The form of an English sentence is as follows:

Subject Verb Object Place Time Adverbial Clause.

Notice that there is no punctuation in the above because everything is in its place. If a writer moves anything out of its place and puts it before the subject of the sentences, then a comma is necessary. For example:

I am writing this sentence in my office right now because I want you to understand about adverbial clauses and commas.

Because I want you to understand about adverbial clauses and commas, I am writing this sentence in my office right now.

Notice how I used a comma in the second sentence and not in the first sentence even though they say exactly the same thing.

Basically, when writing if anything comes before the subject of the sentences, then the writer should use a comma. Many writers, however, don't use commas if what comes before the subject is one or two common words. For example:

I ate eggs for breakfast this morning.

This morning I ate eggs for breakfast.

Below is a list of adverbials in English. An adverbial clause begins with an adverbial, has a subject and a verb (and maybe an object, place, and time), but it can not stand alone. It needs another part of a sentence to make sense. For example:

Although it is raining outside has a subject and verb; however, it doesn't make any sense.

Although it is raining outside, the man decided to lie on the grass and read a book.

The second sentence makes sense because *the man decided to lie on the grass and read a book* gives meaning to *Although it is raining outside*.

Another example:

Because you want to learn English has a subject and verb, but it doesn't make sense. It can't stand alone. It needs more information in order to make sense.

Because you want to learn English, you come to school every day and do your homework.

As with the first sentence, *Because you want to learn English* only has meaning when you add *you come to school every day and do your homework*.

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4.5.1: Groups of Adverbials by General Meanings

Groups of Adverbials by General Meanings

Time

As long as, as soon as, as, when, whenever, before, next time, once, since, the next time, by the time that, until, till, while, now that

Cause or Reason

As, as long as, because, now that, since, so that, whereas, inasmuch as, on account of the fact that, owing to the fact that, in view of the fact that, because of the fact that, due to the fact that

Condition

If, unless, in case, whatever, where, whether, on condition that, provided that, providing that, in the event that, whether or not

Contrast or Concession

Although, even though, though, while, whereas, even if, in spite of the fact that, despite the fact that, notwithstanding the fact that

Adversative

While, where, whereas (*Adversatives always have a comma separating sentences into two parts.*)

Purpose

So that, in order that, for the purpose that

Result

So *adjective* or *adverb* that,
such a [Noun] *adjective* that

Comparison

As *adjective* or *adverb* as,
Not so *adjective* or *adverb* as
Adjective or *adverb* + *er* + than
More *adjective* or *adverb* than

Manner

As if, as though (*These always come last in a sentence.*)

Additional Examples:

As soon as I got home from school, I ate a sandwich.

I ate a sandwich as soon as I got home from school.

You look as though you have seen a ghost.

The boy ran home as if a killer was chasing him.

My students have trouble writing sentences, whereas I can write sentences easily.

America is a rich country, while many other countries are dirt poor.

Some students learn English faster than other students do.

Due to the fact that you need to learn how to write correctly, I make you rewrite some of your homework assignments.

Owing to the fact that the weather is lousy outside, I am not going to work in my garden.

I took a bus downtown on Saturday so that I could save money on gas and on parking.

Inasmuch as I am an English teacher, I rarely make mistakes in writing.

Unless you study hard for the final exam, you will not get a passing grade.

Whether or not you study is up to you.

By the time that you learn all of these words, your English writing ability will have improved quite a bit.

My friend failed the examination despite the fact that she studied hard.

Once you learn to write well, the rest of English will be rather easy.

Exercise 14: Use the following adverbial to make complete sentences, please.

1. although
2. because
3. while
4. after that
5. owing to the fact that
6. as long as
7. whereas
8. by the time that
9. even though
10. as
11. due to the fact that
12. in spite of the fact that

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4.6: Conjunctions

Conjunctions

Conjunctions can have two functions in English: (1) They can join parts of speech, and (2) they join two independent clauses (sentences). Using conjunctions is one way to form a compound sentence.

AND: Joining Parts of Speech

I have a book and a pencil. My older and heavier brother lives in Rhode Island. I like to eat and drink too much. That girl is intelligent and beautiful. My wife and I look fat and happy. She dances beautifully and gracefully. He drinks and smokes all the time.

AND: Compound Sentences

I like to eat pizza, and my brother likes to eat pasta. You study English, and I teach it. We work during the day, and we relax at night. My boys are nice kids, and they like to play with each other. I teach English, and my wife teaches cooking classes.

AND with no comma for simple sentences

I swam and played at the beach during my vacation. The man carried the woman's bags to her car and opened the door for her.

BUT: Compound Sentences

I come from America, but my wife comes from Brazil. I understand Portuguese, but I don't speak it. The weather in Seattle is bad, but I like this city. The girl was pretty, but her personality was bad.

SO: Compound Sentences

I needed to fix my basement, so I worked there all weekend long. You want to learn English, so you come to SSCC. I'm hungry, so I guess I'll eat something.

FOR: Compound Sentences

I must buy my friend a present, for it is her birthday this week. My wife was angry at my son, for he had not done his homework. I got paid on the 10th, for it was payday. We bought a new car, for our old one had broken down. He took a second job, for his family needed the money. She was crying, for her dog had been hit by a car. He had a party, for today was his birthday.

FOR: Preposition

I went to the market for some butter. He bought a present for his girlfriend. We went there for two days. He went to the library for a book. He got it for her. He knew a good place to go in the mountains for trout fishing.

YET: Compound Sentences

I ate a sandwich, yet I wasn't really hungry. He was wearing a short sleeve shirt, yet it was freezing outside. He knew the teacher would be angry, yet he didn't care. He saw the policeman, yet he continued to drive fast. She loved him, yet she killed him.

YET: Time

I haven't done my work yet. They aren't married yet. Is she awake yet? Can the baby walk yet? Will the boys be home from school yet? I haven't studied the verbs yet.

NOR: Joining Parts of Speech

Neither I nor John will go. I neither have nor want a new car. It is neither hot nor cold outside. He did it neither quickly nor accurately. Neither he nor I care for that man.

NOR: Compound Sentences

I can't speak Chinese, nor can my brother. I have never been to the North Pole, nor do I want to go there. He has not killed anyone, nor has he seen anyone killed. It isn't necessary to buy a lot of books on grammar, nor is it cheap. He isn't foolish, nor am I.

OR: Joining Parts of Speech

He wants a book or a cassette tape for his birthday. Bob or Bill will go with you. She is either in Europe or in Asia now. You can either come with us or stay at home.

OR: Compound Sentences

He will come, or I will stay with him. It will either be a nice day, or it will rain. You can help me do it, or your brother can take your place. You have to eat, or you will get sick. You had better do your homework, or the teacher will get angry at you.

Exercise 15: Use the following underlined words as directed, please.

1. Use and to join two sentences.
2. Use yet to show an action is not finished.
3. Use or to join two verbs.
4. Use so to show a result.
5. Use for to mean the same as *because*.
6. Use nor to mean *not or* in the second half of a sentences.
7. Use but to show how one half of a sentence the different from the other half.
8. Use and to join two nouns.
9. Use yet to mean the same as *but*.
10. Use for as an object of a preposition.
11. Use so that to show a reason for doing something.
12. Use but without a subject in front of it.

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4.7: Relative/ Adjective Clauses

Relative Clauses/Adjective Clauses

A relative clause is a dependent clause that is used as an adjective. In other words, it is a group of words with a subject and a verb that can't stand alone and is used to modify or describe a noun. A relative clause always begins with a relative pronoun. Another name for a relative clause is an adjective clause. The relative pronouns are as follows:

<u>Relative Pronouns</u>		<u>Compound Relative Pronouns</u>
Who	people (subjects)	whoever / whosoever
Whom	people (objects)	whomever / whomsoever
Which	things, animals	whichever / whichsoever
That	people, places, things, animals	
Whose	possessive nouns and adjectives	whosever / whosesoever
Where	places	wherever / <u>wheresoever</u>
When	times	whenever / whensoever
Why	reasons	whyever / whysoever

Relative pronouns introduce relative clauses. As I said above, another name for a relative clause is an adjective clause because, like adjectives, relative clauses modify (change or describe) nouns. Relative pronouns generally come directly after the noun they modify. The noun that the relative pronoun modifies has the same meaning as the relative pronoun. The compound relative pronouns with the *-ever* and *-soever* (rarely used anymore) suffixes added on to the relative pronoun intensify the meaning to cover any and all possibilities of the particular relative pronoun. (Also, the words where, when, and why listed above are actually relative adverbs, but they are used exactly as relative pronouns. Furthermore, the word whose is in fact a relative adjective, but it also is used exactly as a relative pronoun.)

Examples:

The person who stole my car left it parked on Aurora Avenue North.

I gave the report to the girl whose father visited our class.

The reason why he came to my office was to tell me a secret.

The man that I saw was standing on the east side of the street.

The book that I bought cost \$28.00.

The city that I am thinking about is not very big.

The thieves whoever they are had better not try to sell the stolen goods.

The man whosoever she finally decides to marry had better be rich.

Diagrammed Relative Clauses

Relative clauses are actually two complete sentences joined together into one sentence. One sentence is an independent clause (a complete sentence) and the other becomes a relative clause (not a complete sentence). In other words, two sentences become one sentence.

Note these examples, please.

John is studying in the library. John is waiting for his friend.

John, who is waiting for his friend, is studying in the library.

My son is looking for his book. He lost the book yesterday.

My son is looking for the book that he lost yesterday.

I went for a walk with my friend. His father is a lawyer.

I went for a walk with my friend whose father is a lawyer.

Central Falls is the city. I was born in the city.

Central Falls is the city where I was born.

Wednesday is the day. I take out the trash on that day.

Wednesday is the day when I take out the trash.

Roger is my best friend. I met Roger in Iran in 1975.

Roger, whom I met in 1975, is my best friend.

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4.7.1: WHO and WHOM

WHO and WHOM

Both **WHO** and **WHOM** are relative pronouns that replace persons. The difference is that **WHO** replaces the subject of a sentence, while **WHOM** replaces the object of a sentence.

Examples with WHO

I went to the public market with my sons. **They** needed to buy a present for my wife.

They is the subject of the sentence and means the same as **my sons**.

I went to the public market with my sons **who** needed to buy a present for my wife.

Jane is a good friend of mine. **She** grew up in Seattle.

She is the subject of the sentence and means the same as **Jane**.

Jane, **who** grew up in Seattle, is a good friend of mine.

Allan French is a teacher in this college. **He** lives in Tacoma.

He is the subject of the sentence and means the same as **Allan French**.

Allan French, **who** lives in Tacoma, is a teacher in this college.

Examples with WHOM

I gave my students an exam. I teach **them** every day.

Them is the object of the sentence and means the same as **my students**.

I gave my students **whom** I teach every day an exam.

My sister was talking to my brother. She used to take care of my brother.

My brother is the object of the sentence.

My sister was talking to my brother **whom** she used to take care of.

The police were looking for the criminal. They found **him** at his friend's house.

Him is the object of the sentence and means the same as **the criminal**.

The police were looking for the criminal **whom** they found at his friend's house.

The mother punished her daughter. She made **her** clean the toilet.

Her is the object of the sentence and means the same as **her daughter**.

The mother punished her daughter **whom** she made clean the toilet.

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4.7.1.1: Relative Clauses (Who)

Relative Clauses (Who)

16. Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

The woman opened the door for her husband. He was carrying a heavy box.

The woman opened the door for her husband **who was carrying a heavy box**.

1. My friend took his son to the hospital. My friend had just returned home from work.
2. The old lady has a red nose. She has had a bad cold for four days.
3. The doctor gave the patient a prescription for some medicine. The doctor had red hair.
4. The policeman shot the dog after it had bitten his left leg. He had never used his gun on duty before.
5. The students were causing a lot of problems for the new teacher. They never got out of line with their former teacher.
6. The boys were helping their mother clean the house and straighten up the back yard. They rarely did anything to help out around the house.
7. My friend's mother was a very smart woman. She never went to high school.
8. The last time that I saw my friend, he was walking along the beach with his wife. He used to live next door to me.
9. The twin sisters both had the runs. They had eaten spicy food in a fast food restaurant the night before last.

II. Do the same as above. Combine the following sentences by making the second sentence a relative clause. Make the second sentence part of the first sentence.

1. I am looking at an important man. The important man owns a lot of businesses downtown.
2. Some friends of mine were on a bus in Thailand when a policeman got on the bus. They had drugs in their luggage.
3. The woman wrote a textbook for her chemistry class. She had taught at the University of Washington for 15 years.
4. The doctor gave the girl some medicine for her sore throat. She had played out in the rain without a coat.
5. The mechanic owned the shop near my house. He fixed my neighbor's car.
6. The president of the company had some problems with some of his employees. They thought he was unfair to them and had cheated them out of their wages.
7. The cowboy trained his horse when he was a young man. He had learned to ride when he was just three years old.
8. I thought about buying the car from the salesman. He offered it to me at a good price.
9. The three brothers worked on their father's farm for many years. They all went into the army after they graduated from high school.
10. Quite a few kids were at the football game last night. They each wore a red sweater and blue jeans.
11. The ball player took a great swing at the pitch. He plays the outfield for the Indians.
12. The lawyer was very rich. He owned a big house, a red BMW, and a sail boat.

Exercise 17: Write five more sentences of your own with a WHO relative clause, please.

1.

2.

3.

4.

5.

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4.7.1.1.1: Relative Clauses (Whom)

Relative Clauses (Whom)

Exercise 18: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

The boy loved to read all kinds of books. I gave the book to the boy.

The boy ***whom I gave the book to*** loved to read all kinds of books.

1. We kept an eye on the boy. The police wanted to talk to the boy.
2. The teacher was talking to the students. Another teacher wanted to talk to them, too.
3. The man was the president of a large corporation. The woman fell in love with him.
4. The man was killed in an automobile accident. People respected the man.
5. The children were playing in the back yard. A stranger frightened the children.
6. The man brought his car to the mechanic. I have known the mechanic for many years.
7. We saw the singer in Las Vegas last week. John had dated the singer for six months.
8. The boys quit school last year. The police arrested the boys for robbery last week.
9. The men had helped the woman repair her fence. The woman cooked a delicious meal for them.
10. The thief had stolen money from the old woman. The police arrested him today.

Relative Clauses (Whom)

Exercise 19: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

1. The boys carried their books into the room. I spoke to them at the door.
2. I gave my sister a box of cookies. My wife gave her some flowers.
3. The big man had a lot of friends. I met him many years ago.
4. I played tennis with my next-door neighbor. I lent a tennis racket to him.
5. The truck drivers drove their trucks to Seattle. I met them in Tacoma.
6. My sister took care of my brother. The doctors told him not to live alone.
7. The baseball player played a good game. I saw him in Chinatown last year.
8. I sent a letter to the president. I don't like him at all.
9. The murderer had killed a policeman. The police caught him last night.
10. My wife took our sons to the market yesterday. She made them carry the shopping bags into the house.
11. My wife watched a movie with me on Saturday evening. Our sons didn't annoy her all day long.
12. I gave an allowance to my kids. My wife told them not to spend it foolishly.
13. I drank some beer with my friends this afternoon. I met them in Iran in 1975.

Exercise 20: Please write five more sentences with WHOM.

- 1.

2.

3.

4.

5.

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4.7.1.1.1.1: Relative Clauses (Who / Whom)

Relative Clauses (Who / Whom)

Exercise 21: Combine the following sentences by making the second sentence a relative clause. If replacing a subject, use *who*; if replacing an object, use *whom*. Remember to make the second sentence part of the first sentence.

1. The two men went into the office. They had an important meeting to attend.
2. I went to the party with John and Bob. I have known them for many years.
3. The teacher forgot to copy the assignment. He had been very busy with meetings and conferences at school.
4. The girls brought their father to the airport. He had to attend a meeting in San Francisco.
5. The mailman delivered the package to my office. I had never seen him before.
6. The baseball players went to the restaurant. They play for the Seattle Mariners.
7. The doctor operated on the man's heart. The doctor is famous all over the world.
8. My sister-in-law is coming to my house this weekend. My wife doesn't like her very much.
9. Some students were fighting in the cafeteria. They used to attend a different school.
10. I took my son to his music lesson last Tuesday. He plays both the piano and violin.
11. My sister took care of my brother all the time. She used to always make dinner for him.
12. Mike and Tom love to play baseball. I saw them at the mall yesterday.
13. I gave Bob a beautiful new baseball glove. I have known Bob for many years.

WHICH is a relative pronoun that replaces **things** and **animals**. **WHICH** replaces both subjects and objects. As with **who** and **whom**, it follows the same rules. The relative clause follows the noun which it modifies.

Examples with WHICH

The book is on the table. My father gave me **the book**.

The book **which my father gave me** is on the table.

My dog chewed on the leg of the table. **My dog** always destroys things.

My dog **which always destroys things** chewed on the leg of the table.

The students were doing **their homework**. I gave them **their homework**.

The students were doing their homework **which I gave them**.

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4.7.1.1.1.1.1: Relative Clauses (Which)

Relative Clauses (Which)

Exercise 22: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

The man put his tools in the wooden box. His father had given him the wooden box when he was a little boy.

The man put his tools in the wooden box **which his father had given him when he was a little boy**.

1. I put my books on the table. My son knocked over the table a few minutes later.
2. During the weekend, I worked in my garden. My garden looks very clean now.
3. I have two special pens. My wife gave them to me before we got married.
4. For breakfast, I ate a bagel. It tasted very good.
5. When studying a foreign language, students should understand grammar. It is the foundation of all languages.
6. When he was young, my son André had braces. He broke them once when he was horsing around with his brother.
7. I will buy a birthday present for my friend next Saturday. My wife wants me to select and pay for the present.
8. Yesterday, my son fell off my bike. He had borrowed my bike from me because his bike had a flat tire.
9. We went into the kitchen. We had remodeled it a few years before.
10. The last time I saw my dog, she was sleeping on the porch. My sons took her for a walk.

Exercise 23: Please write five sentences of your own with WHICH.

- 1.
- 2.
- 3.
- 4.
- 5.

THAT is a relative pronoun that replaces people, things, places and animals.

Examples with THAT

I spoke to the man. He is wearing a red hat.

Man and **He** are the same

I spoke to a man **that is wearing a red hat.**

The boy picked up his school books. They were on the kitchen table.

School books and **They** are the same.

The boy picked up his school books **that were on the table.**

I have a very good car. It has 167,000 miles on it.

Car and **It** are the same.

I have a very good cat **that** has 167,000 miles on it.

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4.7.1.1.1.1.1.1: Relative Clauses (That)

Relative Clauses (That)

Exercise 24: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

We bought a present for our friend. The present cost \$25.00.

We bought a present **that cost \$25.00** for our friend.

1. The boys brought their ball to the park. The ball had red stripes.
2. A student forgot to do her homework. The student goes to many parties every night.
3. I had to use a wrench to loosen the bolt. The bolt was old and rusty.
4. The car was old and didn't have power steering. I drove the car last weekend.
5. A man was walking down the street alone. The man kicked a dog for no reason.
6. Yesterday, I saw three cats. The cats had black fur with white noses.
7. My friend just bought a fishing boat. The fishing boat came with twin engines and rods and reels.
8. A cake was on the table. Someone had already taken a bite out of the cake.
9. A black dog lives up the street from me. The dog likes to play Frisbee.
10. I lost quite a few books in the fire. It started in the basement of my house.
11. A lot of people in the restaurant were celebrating a wedding. My wife made me go to the wedding with her.

Exercise 25: Please write three sentences of your own with THAT.

- 1.
- 2.
- 3.

Restrictive [no commas] vs. Non-restrictive [commas] Relative Clauses

Nonrestrictive clauses and phrases (Nonrestrictive clauses and phrases are used when referring to someone or something that is understood by both the writer and the reader. In other words, there is only one possibility of whom or what the writer is writing.)

In the following examples, first I will use a restrictive relative clause and then I will use a non-restrictive relative clause. Notice the difference.

A man whom I loved dearly died when I was a teenager.

My father, whom I loved dearly, died when I was a teenager.

I spoke to my sons, Alex and André, about going camping next month.

I spoke to some boys about going camping next month.

The man who was president when I was in college was assassinated in 1963.

John F. Kennedy, who was the president when I was in college, was assassinated in 1963.

The baseball team that plays in Safeco Field is the Seattle Mariners.

The Seattle Mariners baseball team, which plays in Safeco Field, is my favorite baseball team.

When trying to decide if you need commas or not, you must decide if the person whom you are writing to knows who or what you are writing about. It can be **VERY difficult** even for a native speaker to decide. For example, note these two sentences. Think why the first one has two commas, and the second one has no commas.

My sister, who lives in Rhode Island, has five dogs. The person knows that I have ONLY one sister.

My sister who lives in Rhode Island has five dogs. The person doesn't know how many sisters I have.

Relative Clauses (Restrictive [no commas] vs. Non-restrictive [commas])

Exercise 26: Combine the following sentences by making the second sentence the relative clause, please. Make sure to add commas wherever necessary.

1. The old woman brought her daughter into the doctor's office. The old woman was carrying a large purse.
2. Frances Brown came into the automobile garage. All of the mechanics knew her.
3. The teacher gave a very interesting lecture yesterday. He also works in a large corporation.
4. The author was a very famous 20th century American author. He wrote novels and short stories about a Southern town.
5. Modern English is a very good English writing textbook. It was written by Marcella Frank.
6. One of my cars has a broken fuel pump. The pump will cost about \$175 to replace.
7. My father only went to the 6th grade in school. He spoke French as his first language. [Think about how many birth fathers a person can have.]
8. The king of Saudi Arabia comes from a very old family. He is one of the wealthiest people in the world.
9. The song was written by Irving Berlin. It is being played by my son.
10. "Moonlight Sonata" is being played by my son now. It was written by Irving Berlin.
11. My friend drives a 1990 Toyota. He bought it two years ago. [Combine with "who."]
12. I gave the basket to my neighbor Don. He used to work for Safeway.

Exercise 27: Please write three non-restrictive relative clauses of your own.

- 1.
- 2.
- 3.

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4.7.1.1.1.1.1.1.1: Relative Clauses (Who, Whom, Which)

Relative Clauses (Who, Whom, Which)

Exercise 28: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

1. The book fell on the floor. My brother gave me the book for my birthday.
2. The Vietnamese boy lost his fishing pole. He was fishing with his friend.
3. I spoke to the girl's father. I had met him many years ago.
4. The workers had to eat lunch late yesterday. Their boss thanked them very much.
5. My car needs a tune up very badly. I may take it to the mechanic this weekend.
6. The protestors are going to Italy this week. They are protesting the globalization of the world economy.
7. The business needs to make some changes in its practices. It is losing money.
8. The new teacher gave the students an exam. She wrote the exam the night before.
9. The children had the runs. They had eaten a lot of green apples.
10. My wife gave my sons noodles for lunch. They were very hungry.
11. I took the report to my employer when I got back from my trip. The report concerned finances for next year.
12. The child had been crying. I picked her up and held her until her mother came for her.
13. Shirley Temple was a very famous movie star as a child. She became a US ambassador.

Whose is a relative pronoun that replaces possessive nouns, possessive pronouns, and possessive adjectives. Possessive nouns end in an 's for singular nouns and irregular plural nouns and an s' for regular plural nouns. The possessive pronouns are *mine, yours, his, hers, its, ours, yours, theirs*. The possessive adjectives are *my, your, his, her, its, our, your, their*. Possessive pronouns are never followed by a noun. Possessive adjectives are always followed by a noun.

Examples:

<u>Possessive Nouns</u>	<u>Possessive Pronouns</u>	<u>Possessive Adjectives</u>
The teacher's book	His	His book
The children's toys	Theirs	Their toys
Don's garden	Mine	My garden
My students' teacher	Yours	Your teacher
My family's house	Ours	Our house

Sample Sentences:

I sent a letter to **my sister**. **Her** husband opened the letter.

My sister and **her** mean the same person.

I sent a letter to **my sister whose** husband opened the letter.

My dog was small and very fat. **His** name was Lucky.

My dog and **his** refer to the same dog.

My dog, whose name was Lucky, was small and very fat.

I called **Graham** last night. **Graham's** father is an old friend of mine.

Graham and **Graham's** refer to the same person.

Last night I called **Graham, whose** father is an old friend of mine.

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4.7.1.1.1.1.1.1.1: Relative Clauses (Whose)

Relative Clauses (Whose)

Exercise 29: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

The boy ate the cookie **very** quickly. **His** mother made it for him.

The boy whose mother made the cookie for him ate it very quickly.

1. The man had never cooked dinner for his family before. The man's beard caught on fire while he was cooking dinner.
2. The boy has trouble eating food. The boy's arm is in a cast.
3. The boy visited our class yesterday. The boy's father is a doctor.
4. You thanked the woman. You used her phone.
5. One of your uncles visited your home. His wife had a bad accident two weeks ago.
6. People wanted to help the old man. His house caught fire and burned down last week.
7. The fat man is your neighbor. His dog bit my brother.
8. The teacher has a beautiful beard. You are in his class.
9. The woman was a first generation American. Her parents came from Italy.
10. The dog was very cute and funny looking. Its ears were long and soft.
11. The men planned to go hunting in the mountains. Their dogs were acting very excited.
12. The man forgot to send the package. His nephew was waiting for the package.

Exercise 30: Please write five sentences with WHOSE.

- 1.
- 2.
- 3.
- 4.
- 5.

Relative Clauses (Whose)

Exercise 31: Combine the following sentences using "whose" to form a relative clause. Make the second sentence the relative clause, please.

1. The girl visited our class. I met the girl's mother at a party last week.
2. I went fishing with the teacher. The teacher's boat could hold three people.
3. My neighbor was visiting our house. Her dog loves to play with my boys.
4. I went for a drive with the boys. Their father worked in a shop near my house.

5. I gave a lot of homework to my students. Their faces didn't look too happy.
6. My dog loves to eat and sleep on our deck. Its doghouse is on the side of the house.
7. Seattle is a beautiful city. Its lakes and green areas make it a special place.
8. The table cost \$1,500. Its legs were in-laid with teak wood.
9. The children had lost both of their parents in an accident. Their grandmother raised them.
10. I gave my students this assignment. Their English skills are not perfect.
11. We went to the theater on Friday evening with Doug and Debbie Clark. Their son stayed overnight at our house.
12. I saw a beautiful bird at the zoo. Its feathers were blue and red.
13. My neighbor is finally cleaning up his yard. His back was injured in an accident.

Exercise 32: Please write five sentences of your own with WHOSE.

- 1.
- 2.
- 3.
- 4.
- 5.

When and **where** are actually relative adverbs; however, they are used in exactly the same manner as relative adjectives.

When replaces **time** words and **where** replaces **place** words.

Example Sentences with When and Where:

I remember **July 31, 1987**. It was **the day** my first son was born.

July 31, 1987 and **the day** are the same.

I remember **July 31, 1987**, **when** my first son was born.

I saw many wonderful sights **in India**. For example, I saw the Taj Mahal **there**.

In India and **there** refer to the same place.

I saw many wonderful sights **in India**, **where**, for example, I saw the Taj Mahal.

I will not work **on Fridays** this quarter. I will have a free day **on Fridays**.

On Fridays is the same in both sentences.

This quarter, I will not work on **Fridays when** I will have a free day.

I come from **Massachusetts**. The first permanent British colony in North America was in **Massachusetts**.

Massachusetts is the same in both sentences.

I come from **Massachusetts**, **where** the first permanent British colony in North America was.

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2. My sons and their friend went for a walk with our dog. The dog likes to run away.
3. My wife teaches cooking classes in our home. She has also written five cookbooks.
4. The man took his briefcase with him to the meeting. The man has his own computer business in downtown Seattle.
5. The baseball game was on television. It featured Atlanta against Florida.
6. Three boys walked into the room and stole the money on the table. The boys wore masks on their faces.
7. The boys came into the room with their friend. He had a ball and a bat with him.
8. The mountain range is located in the western part of the United States. The mountain range has many high peaks and deep valleys.
9. Five horses ran into the field. They have no owners.
10. The books were written by Edgar Allan Poe. They cost \$20.00 for the set.
11. The Space Needle is very famous. My friend works at the Space Needle.
12. I put the book on the kitchen floor. My brother tripped over the book on the kitchen floor.
13. My mother made French fries for dinner. She loved to eat fried food.
14. We flew in an airplane to Sicily. My grandfather was born in Sicily.
15. I have a car. It has 166,500 miles on it.

Relative Clauses (Mixed # 2)

Exercise 36: Combine the following sentences by making the second sentence a relative clause. In other words, make the second sentence part of the first sentence.

Example:

I spoke to the man. I gave my business card to the man.

I spoke to the man **whom** I gave my business card to.

1. We put the dog into the room. My friend owned the dog.
2. My sister took her grandchildren to the toy store. The store was located at the corner of Fifth and Jackson.
3. The old man rode his old horse into town every morning. His son had wanted to buy a new horse for him as a birthday present.
4. The man brought his books to class with him. I took the books from him.
5. The students hadn't studied for the first test. The teacher made the students do more homework and take another test.
6. The man gave his wife a diamond ring. She didn't think the ring was beautiful enough.
7. The man made his brother study for the exam. I teach his brother every day.
8. I found a map on the floor. My son had dropped the map last night.
9. Last night we ate in a restaurant. My wife chose the restaurant.
10. I went to the baseball game with a friend from Canada. The Mariners won the baseball game.
11. I lost my wallet at the Space Needle. My wife gave me the wallet as a birthday present.
12. Bob and his brother bought a new boat. They often share expenses.
13. My wife wants to lose weight. She is always on a diet.
14. My 1999 Ford Taurus is a good car. My Taurus has never given me any trouble.

Relative clauses can be used with quantity expression, especially in very formal English. This grammatical construction will always have the full quantity expression followed by a comma after it with the part of the quantity expression following the comma the preposition “of.” Then, depending on noun it refers to, the relative pronouns “whom, which, or whose will be used.

Sample sentences with quantity expressions:

The store bought **12 boxes** of glasses from the manufacturer. **Seven of the boxes** were damaged in route to the store.
Seven of the boxes is part of the **12 boxes**.

The store bought **12 boxes of glasses** from the manufacture, **seven of which** were damaged in route to the store.

My father had **11 brothers and sisters**. **One of his brothers** died as an infant.
One of his brothers is part of the **11 brothers and sisters**.

My father had **11 brothers and sisters**, **one of whom** died as an infant.

My friend has **15 dogs**. **Six of the dogs** are puppies.
Six of the dogs is part of the **15 dogs**.

My friend has **15 dogs**, **six of which** are puppies.

My friend has **lots of money**. **Some of his money** is in foreign banks.
Some of his money is only a part of **lots of money**.

My friend has **lots of money**, **parts of which** is in foreign banks.

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6. The policeman gave the woman a speeding ticket. I saw the woman the next day.
7. He drove his car down by the river. He often went fishing in that river.
8. She got a letter from her mother. It arrived three days after it was mailed.
9. The women went to a movie together. They work for the same company.
10. A taxi driver took us to the airport. He liked to talk a lot.
11. Fifteen ball players were running in the field. They played for a local team.
12. The burglar stole the jewelry from a store. His brother was waiting for him in the car.
13. Hawaii consists of eight principal islands. It is a great place for a vacation.
14. My uncle has three houses. One of his houses is in Florida.
15. My son ate four sandwiches. Two of the sandwiches were for my other son.

Relative clauses can be used as objects of prepositions. When making relative clauses with the object of a preposition, only the relative pronouns “whom and which” may be used to introduce the clause.

Example Sentences with Relative Clauses as the Object of Prepositions

My friend would never cheat me out of anything. I lent some money to my friend.

My friend is the same in both sentences. Also, in the second sentence my friend is **the object of the preposition “to.”**

My friend to whom I lent some money would never cheat me out of anything.

I was looking at a bird in a tree. It was standing on a branch of the tree.

Tree and **on a branch of a tree** are basically the same.

I was looking at a bird in a tree **on a branch of which** it was standing.

Aurora Avenue is a very busy street. **On Aurora Avenue**, there are many businesses.

Aurora Avenue is the same in both sentences. In the second sentence, Aurora Avenue is the **object of the preposition “on.”**

Aurora Avenue, on which there are many businesses, is a very busy street.

President Obama lives **in Washington, D. C.** The White House is located **in Washington, D. C.**

In Washington D. C. is the same in both sentences. They are both **objects of the preposition “in.”**

President Obama lives in **Washington, D. C., in which** the White House is located.

My father was a very nice man. I learned many lessons about life **from him**.

My father and **him** mean the same person. **“Him”** is the **object of the preposition “from.”**

My father, from whom I learned many lessons about life, was a very nice man.

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Relative Clauses (In-Class Exercises)

Exercise 42: Combine the following sentences by making the relative clause the object of a preposition. Make the second sentence the relative clause, please.

Example:

I took four books to the office with me. Three of the books were grammar books.

I took four books, **three of which were grammar books**, to the office with me.

1. There are 25 players on a baseball team. Ten of the players are pitchers.
2. There are 26 letters in the English alphabet. Five of the letters are vowels.
3. My friend's dog had 10 puppies. Eight of the puppies were males.
4. In my life, I have visited over 50 countries. Most of them are in Asia.
5. I grew many vegetables in my garden this year. I gave some of the vegetables to my neighbors and friends.
6. When I was at my sister's house, I saw a lot of people. Many of the people I had met as a boy.
7. The Himalayan Mountains are very high and beautiful. I have walked about 1,000 miles in the Himalayan Mountains.
8. My friend is in a very dangerous financial situation. He can no longer do anything about his situation.
9. My son picked up the shovel I had been using in the garden. We had been working in the garden for a few hours.
10. The house is very beautiful and old. The Bourrets are living in the house.
11. The Sears Tower is in Chicago. My friend works in the Sears Tower as a financial analyst.
12. The girl has many rings. She is wearing three rings on her left hand.
13. There are many men who live on my street. Four of the men have the name Don.
14. I have very many cousins. One of my cousins lives in Maryland.

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4.8: Conditional/Hypothetical Clauses

Conditional / Hypothetical Sentences

All conditional / hypothetical sentences consist of a **dependent clause** beginning with *if (or other adverbials of condition)* and an **independent clause** which is a result of the condition or hypothesis. A conditional sentence is one that is real or possibly can happen; a hypothetical sentence is one that is only imaginary - it either will not happen or did not happen.

Class One: Conditional

A. Present or future situation: True and Real or Possible

Form:

If + present tense verb, **will** or **future implied verb** (can, might, want, need, etc.)

Examples:

If my sister visits Seattle, I will take her to Mount Rainier.

If we go there, I want to take a picnic lunch.

B. General Truth situations, not for a specific time, something is always true and never changes. It is True and Real or Possible

Form:

If + present tense verb, present tense verb

Examples:

If plants have good soil and get enough sunlight and water, they always grow well.

If a car runs out of gas, it stops.

C. Past Situations: True and Completed Actions in the Past

Form:

If + past tense, past tense

Examples:

If my father caught fish, he was happy.

If my grandmother cooked dinner when I was a boy, I always ate a lot.

D. Alternate Form for the Present and Future Situations: Should

We can use **should** in **Class One** conditional sentences in the present and future **when we are not sure of the condition**. Only if the condition happens will the result happen. It gives a feeling of uncertainty (not sure of something).

Examples:

If you should receive a letter from John, please tell me.

Should you receive a letter from John, please let me know.

If you should get stopped by a policeman, you must have your driver's license with you or you will get a ticket.

Should you get stopped by a policeman, you must have your driver's license with you or you will get a ticket.

Please note that the Class 3, Class 4, and Class 5 conditional/hypothetical sentences and exercises will be part of the next book in this series (Book Five).

Exercise 43: Use a class one conditional sentence to combine these sentences, please. There are different ways to make these sentences. Remember that if the IF Clause comes first in a sentence, then you **MUST use a comma after the IF**

CLAUSE.**Example:**

My son won't go on a picnic with his friends. It might rain today.

My son won't go on a picnic with his friends if it rains today.

I will buy a new car. I refuse to spend a lot of money on a car.

I will buy a new car if it doesn't cost too much.

1. I might fly back to Providence, R.I. this summer. I have to find a cheap plane ticket.
2. The student will come to class tomorrow. She needs to get a ride from her friend.
3. I might call my sister this evening. I have to finish my homework early.
4. My son eats breakfast. He must have enough time to eat breakfast.
5. The student is usually late to class. When he arrives on time, other students are surprised.
6. Students study in the library. They need to use the services of the library.
7. John will take ENG 102 next quarter. He must pass ENG 101 this quarter.
8. People are much happier. The sun comes out in the summer.
9. Students can study quietly in the library. Library patrons are quiet in the library.
10. My son goes to the piano room. He wants to practice a piece of music.
11. The woman gets angry very quickly. People disagree with her.
12. You can't get out of jail. A judge sentences you to jail.

44: Complete the following sentences, please.**Example:**

If I have a headache, ...

If I have a headache, I take three aspirins.

1. I drink coffee in the afternoon, ...
2. If it is not raining outside when I get home from work, ...

3. I watch television if
4. If I finish my homework early, ...
5. My friend eats in the cafeteria if
6. If I have free time, ...
7. My dog barks if
8. My back hurts if
9. Children don't go to school in the morning if
10. If people need extra money, ...
11. I take medicine if
12. Students usually do their homework if
13. If it is raining outside, ...

Exercise 45: Complete the following sentences with a future meaning verb, please.

Example:

If I have homework this evening, ...

If I have homework this evening, I will do it until it is finished.

1. If I pass the college's entrance examination,
2. If we have an examination next week,
3. If I have to write a composition for next Monday,
4. If my friend finishes her homework early,
5. I will begin college classes next quarter,
6. If we see each other at the market,

7. If my friend wins the lottery,
8. If there is something good on TV tonight,
9. If I am sick tomorrow morning,
10. If the gas tank on my car reads close to empty,
11. If students study grammar,
12. If some visitors come to Seattle for a visit this summer,
13. If my friend calls me this weekend,

Exercise 46: Use a class one conditional sentence in the past situations that were real and did happen, please.

Examples: If I **ate** too much candy when I **was** a boy, I **threw up**.

If I **had to go** shopping with my sister and my mother when I **was** a boy, I **wanted** to go home right away.

1. If it snowed a lot, my brother, sister, and I ----- (go) sledding.
2. If the weather was nice after school, I ----- (walk) home from school.
3. If there was a cowboy movie on television, I always ----- (watch) it.
4. If my father took my mother shopping, I ----- (stay) in the car with him.
5. If I got good grades on my report card at school, my parents ----- (be) very happy.
6. If my sister cried when she was a little girl, my father ----- (comfort) her.
7. If we took our lunches to school, we ----- (not have to) buy lunch.
8. If we watched scary movies on TV, we ----- (have) a hard time falling asleep.
9. If it was a holiday, our grandfather always ----- (give) us some old coins.
10. If children were bad in school when I was a boy, teachers ----- (hit) them without worrying.
11. If I bought candy with five cents as a boy, I always ----- (get) at least five pieces of candy.
12. If a student fell asleep in class, the teacher ----- (slap) the back of his head to wake him up.
13. If it was a major holiday, my grandmother and mother ----- (cook) both Italian food and American food.
14. If one of my dogs slept in bed with me, my mother ----- (yell) at me and the dog.
15. If my father had a day off from work, we ----- (be) very happy.
16. If my Uncle Carl took me to a baseball game, I ----- (eat) a lot of junk food.
17. If I caught big fish when I went fishing, I always ----- (bring) the fish home to eat for dinner.

Exercise 47: In a class one conditional, change the IF clause to a SHOULD clause, please.

Example:

If I see you in class next Friday, I will be happy.

Should I see you in class next Friday, I will be happy

1. If you win the lottery, you will become very rich.
2. If it rains next Friday, you will get wet.
3. If I catch a cold, I might have a runny nose.
4. If my car breaks down on my way home, I will call Triple A (AAA) for help.
5. If my son gets a better job, he will make more money.
6. If my wife plans a barbecue for dinner this Saturday, I will have to do the cooking.
7. If the Seattle Mariners ever win the World Series in baseball, I will die a happy man.
8. If I go to Montreal, Canada, for a vacation, I will visit some of my relatives.
9. If my son Alex comes home for a visit next year, I will be happy to see him again.
10. If my son André buys a house, we will give him some furniture.
11. If it rains hard tomorrow, I won't be able to work in my garden.
12. If my sister has enough money, she and her son and daughter-in-law will come to Seattle for a vacation next summer.

Class Two: Hypothetical

A. Present or Future Situations - will not or are not very likely to occur- Not Real, Not Possible,

Only Imaginary

Form:

If + past tense verb, would or could + base form of verb

Examples:

If I had a million dollars, I would go on a long vacation.

If I played professional baseball, I could make a lot of money.

B. Verb To Be: **Were**

In Class Two Conditionals, when you need to use the verb **To Be**, always use **were** after **if**. (This is called the subjunctive.)

Form:

If + subject + **were**, would or could + base form of verb.

Examples:

If I **were** a bird, I **could fly**.

If she **were** my daughter, I **would love** her like a father.

C. Alternate Form for Present Hypothetical Situations: Were

Were may be used in place of **if** to form the Class Two Conditionals; however, this is usually only done in very formal situations.

Form:

Were + **noun**, would or could + verb stem

or

Were + **subject** + **infinitive**, would or could + verb stem

Examples:

If you were an American, you would not take ESL classes.

Were you an American, you would not take ESL classes.

If I were a woman, I could have a baby.

Were I a woman, I could have a baby.

If I bought a new car, my wife would be happy.

Were I to buy a new car, my wife would be happy.

If I went to Russia, I would visit Moscow.

Were I to go to Russia, I would visit Moscow.

Exercise 48: In this exercise, the hypothetical situation is in the present, but we use the past tense verbs to show that they are not real. Complete the following sentences, please.

Example:

If my father were alive today, ...

If my father were alive today, he would be very proud of his grandchildren.

If I had a new car, ...

If I had a new car, I would not use it as a truck as I now do with my old car.

1. If I had a million dollars,

2. If today were Saturday,

3. If I had more free time in my life,

4. If it snowed in June,

5. If you spoke English as well as I do,

6. If I found \$1,000 on the street in a paper bag,
7. If I were a professional athlete,
8. If you still lived in your native country,
9. If I could go anywhere I wanted to on vacation,
10. If someone put a gun to my head and demanded all of my money,
11. If you didn't go to school,
12. If you were younger,

Exercise 49: Complete the following sentences, please.

1. I would learn to play the guitar if
2. If I had a lot of money,
3. My friend would speak better English if
4. If I wrote better,
5. I would be happier in life if
6. Some children would do much better in school if
7. I would get in trouble if
8. If the electricity went out right now
9. People would be healthier if
10. If America didn't spend so much money on wars around the world,
11. My life would be much better if

12. If my sister didn't smoke cigarettes,

13. I would go to the doctor if

14. I could buy anything I wanted to if

15. If I were president of the United States,

Exercise 50: Change the following class two conditional sentences by using WERE to begin the condition, please.

Example:

If I **saw** a ghost, I **would be** very scared. **Were I to see** a ghost, I **would be very scared**.

If my mother **were** alive, she **would love to listen** to my son's music.

Were my mother alive, she **would love to listen** to my son's music.

1. If you were my child, you would speak perfect English.
 2. If I were an airplane pilot, I would fly planes every day.
 3. If my wife were sitting here, she might learn more English grammar.
 4. If today were Sunday, you wouldn't be in my class.
 5. If I were sick now, I wouldn't be to class.
 6. If I had a lot of hair, I wouldn't wear a hat.
 7. If my son ate three hamburgers, his stomach would hurt him.
 8. If I lost \$1,000 gambling, my wife would kill me.
 9. If I wore dirty shoes in the house, she would kill me again.
 10. If I got a DWI, my wife would kill me a third time.
 11. If I were to shave my beard, my students might not recognize me.
 12. If I had more space, I would write more sentences.
-

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4.9: Groups of Transition Words by Group

Groups of Transition Words by General Meaning

These groups of words all basically have the same meaning although they are different parts of speech. For example, *but*, *however*, and *although* show that two parts of a sentence are opposite. *But* is a conjunction, *However* is a conjunctive adverb, and *Although* is an adverbial. Also, they all require different punctuation depending on where and how they are used in a sentence. This is a problem not only for foreign people but also for native speakers of English.

Difference, Contrast, Concession

However, otherwise, nevertheless, nonetheless, conversely, instead, on the contrary, in contrast, on the other hand, still, yet, whereas, fortunately, unfortunately

Reason or Result

As a result, consequently, as a consequence, accordingly, hence, therefore, thus, for this (or that) reason

Time or Sequence

Earlier, previously, later, meanwhile, concurrently, currently, presently, lastly, finally

Example or Illustration

As a matter of fact, in fact, for example (e.g.), for instance, namely, that is (i.e.), in particular, a case in point, indeed

Emphasis, Clarification, or Restatement of an Idea

Indeed, in fact, at any rate, in other words, of course, to be sure, surely, all in all, altogether, on the whole, in other words, to put it differently, to rephrase, to paraphrase, to clarify, once again, in short, in brief, simply stated, in retrospect

Additional Information

In addition, additionally, also, furthermore, likewise, moreover, besides

Conclusion

in conclusion, to conclude, in summary, to summarize, in sum, to sum up, finally, therefore, thus, hence, in closing, to recap, to recapitulate, in short, lastly

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4.10: Pronunciation Practice

Common Reductions with Linking

H

With words such as *he, him, his, her, have, has, and had* the H is silent. **He** becomes **e**, **him** becomes **im**, **his** becomes **iz**, **her** becomes **er**, **have** becomes either **ov** or **a**, **has** becomes **az**, and **had** becomes **ad**. There are many other words that begin with an **H** that this is also true.

Repeat the following sentences, please.

1. What has happened to Henry? Whadazzapened'd t'Henry"
2. If he had told me, I would have helped him. Iffead told me, I woulda helpt'im.
3. What's her father's name? Whatser fatherz name?
4. Did he leave the room? Didee leave th'room?
5. I should have helped her. I shoulda helper.
6. That's what he wants to do. That's whadee wansta do.
7. Why had he done it? Whyadee donit?
8. Who would have thought that? Who woulda thought that?
9. It's her sister that has a problem. Itser sister thadaza proble.
10. Why did he do it? Whyde doit?

gonna, wanna, hafta, hasta, gimme (going to, want to, have to, has to, give me)

These words change their sounds completely and become one word.

Repeat the following sentences, please.

1. Give me some money. Gimme smmoney
2. We are going to eat a sandwich. We're gonna eada sandwich.
3. I have to help my mother in the kitchen. I hafta help my mother in the kitchen.
4. He has to meet his friend. He hasta meediz friend.
5. When does he want to go? When dozee wanna go?
6. When is he going to want to go? Whenizee gonna wanna go?
7. What does he want to know? Whadozee wanna know?
8. Tell her to give me her phone number. Teller ta gimmeer phone number.
9. I have to find out by Friday. I hafta findout by Friday.
10. What is going to happen to him. Whats gonna happen taim?

Of

The word of is pronounced **ov** or **a**. It is usually **OV** in front of a word beginning with a vowel, and **a** in front of a word beginning with a consonant.

Repeat the following sentences, please.

1. I am out of money. I'm oudda money.
2. Some of the food smells bad. Soma the food smellz bad.
3. He is out of his mind. Hez ouddaiz mind.

4. One of us can help her. Oneovus can helper.
5. It is a waste of time to try. Itsa wasta time ta try.
6. I bought *20worthofgas*. *Ibought*20 wrotha gas.
7. He has an out-of-state license. He hzan oudda state kicense,
8. Most of us live in Seattle. Mostovus livin Seattle.
9. There is plenty of time to finish. Therez plennya time tafinish.
10. I ran out of gas last night. I ranoudda gas last night.

Review sentences

1. I gave him five dollars to give to her. I gavim five dollars ta givtaer.
2. What is she going to do with him. Whatsshe gonna do withim?
3. Please give me some of that juice. Pleeze gimme somea that juice.
4. What does he want to do with her brother. Whatseewanna do wither brother?
5. Either he has to go or I have to go with his mother. Eitheree hastago or I haftago withiz mother and father.

An, or, for (n, er, fr)

The words *and*, *or*, and *for* become **n**, **er**, and **fr**.

Repeat the following sentences, please.

1. The boy wants a bread and butter sandwich. The boy watnsa bread ‘n butter sandwich.
2. I have to wear a suit and tie tonight. I hafta wear a suit ‘n tie tonight.
3. We were sick and tired of the rain in March. We were sick ‘n tired of the rain in March.
4. My sister and I talked about this ‘n that. My sister ‘n I talked about this ‘n that.
5. Seattle has a lot of stop and go traffic. Seattle has a lodda stop ‘n go traffic.
6. Do you want to drink coffee or tea? Do you wanna drink coffee ,er tea?
7. Please decide: Yes or No. Please decide: Yeser No
8. Will that be cash or charge? Will that be casher charge?
9. Sooner or later you will need to decide. Soonerer later, you will hafta decide.
10. Either Bob or Robb can help you. Either Bober Robb can help you.
11. What’s for lunch today? What’s fr lunch today?
12. I can only stay for an hour. I can only stayfrnour.
13. Mom said, “For once and for all, Stop.” Mom said, “Frwonce ‘n forall stop.”
14. I’ll wait for you in the car. I’ll wait frya in the car?
15. I don’t care for him. I don’t care frim.

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4.11: More Punctuation Rules

More Punctuation Rules

Commas

1. To set off adverbial clauses at the beginning of a sentence

When the door opened, I entered.

Although I love teaching, I don't like correcting papers at night.

Because the sun was shining, people were happy.

I entered when the door opened.

I don't like correcting papers although I love teaching.

People were happy because the sun was shining.

2. To set off introductory words and phrases

She comes from Vietnam. Therefore, she speaks Vietnamese.

As a result of the accident, she had to miss a lot of school.

Nowadays, I don't move as quickly as I did as a young man.

He ate the vegetables. However, he didn't want to.

Having smoked most of his life, he found it difficult to quit.

3. To set off inserters (Inserters are words inserted in the middle or end of a sentence to help clarify meaning.)

I want to go, but I can't go, however.

He doesn't want to do it, yet he, nonetheless, will certainly do it.

My sister smokes a lot. I, on the other hand, have never smoked.

I enjoy doing a lot of things. I love traveling, for example.

4. Direct quotations

"I love you," he said.

She screamed, "Get out of my way."

Speaking softly, she answered the phone and said, "How may I help you"?

"I want to quit smoking," he said, "but I can't."

5. Coordinating conjunctions followed by a subject

I will take you to the park, and your mother will bring you home.

You haven't done your homework, so you can't go to the movie with Tommy.

It is raining out, yet the boys want to go to the beach.

6. Nonrestrictive clauses and phrases (Nonrestrictive clauses and phrases are used when referring to someone or something that is understood by both the writer and the reader. In other words, there is only one possibility of whom or what the writer is writing.)

My father, whom I loved dearly, died when I was a teenager.

I spoke to my sons, Alex and André, about going camping next month.

John F. Kennedy, who was the president when I was in college, was assassinated in 1963.

The Seattle Mariners, my favorite baseball team, plays in Safeco Field.

7. Tag questions

You speak English, don't you?

He has a car, doesn't he?

He can come, can't he?

8. To set off participle phrases or reduced relative clauses

Agreeing to pay the fine, I wrote a check for \$38.00.

The old man, stooping to pick up the book, winced because his back hurt him.

The dishes, washed and stacked next to the sink, still need to be put away.

9. Following conjunctive adverbs (transition words and phrases) in compound sentences

I have to teach every day; in addition, I have to correct papers every night.

My sons have drivers' licenses; therefore, they can drive cars legally.

My mother was outgoing and loud; in contrast, my father was reserved and quiet.

B. Semicolons [;]

1. To connect compound sentences which are not connected by conjunctions

She comes from Vietnam; she speaks Vietnamese.

It was a beautiful night; the moon was full and the stars were shining brightly.

She cooks all kinds of food; for instance, she can cook Chinese food,

Indonesian food, Arabian food, Italian food, and Brazilian food.

2. To separate items in a series in a sentence when the sentence already contains a lot of commas for other punctuation reasons

My most enjoyable free-time activities include working in my garden, which always makes me happy; reading all kinds of books, which helps me pass the time as well as keep me interested and knowledgeable; and watch movies, which I do at theaters, on DVDs, and on TV.

C. Colons [:]

1. To introduce a list

You will need to buy the following items: books, pencils, notebooks, pens, and erasers.

People can get all kinds of materials from a library: books, videos, DVDs, CD, cassette tapes, magazines, professional journals, etc.

The following people came to the party: Lisa, Linda, Veleda, Roz, Willa, and Liza.

2. Formal salutation in a business or legal letter

Dear Mr. Bourret:

Dear Ms. Baldwin:

Dear Dr. Williams:

Dear Professor Johnson:

To Whom It May Concern:

3 To introduce an appositive or an amplification of what you wrote before the colon

The death of a child is a parent's worst nightmare: there is nothing worse.

The man was a miserable excuse for a son: he often robbed from his parents and was known to hit his mother.

She was the most beautiful woman I ever saw: when I looked at her, she always made me forget what I was thinking.

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4.12: Answer Key

Answer Key

EX 1, P 24 - 25: 1. A book is being bought now. 2. Books are bought every quarter. 3. Books were being bought at the bookstore this morning. 4. A book was bought at the bookstore this morning. 5. Some books will be bought next week (by my sister). 6. Her books will be being bought (by my sister) at 6:00 PM tonight. 7. A book has been bought this morning. 8. A book had been bought (by my mother) before she went to the baby shower. 9. Many books will have been bought by the time we finish our college careers. 10. Her car is being driven by my sister now. 11. Her car is driven every day (by her). 12. My car was being driven this morning. 13. My wife's van was driven to the post office this morning. 14. My sister's car will be driven to Seattle next summer. 15. My car will be driven to the party (by my son). 16. My car has been driven many times by my son. 17. Trucks had been driven (by my brother) for many years before I got my license. 18. Cars will have been driven (by me) for 55 years on my next birthday. 19. My students' homework papers must be checked (by me). 20. Young children's parents should be obeyed (by them). 21. Healthy food ought to be eaten (by children). 22. The stop sign should have been seen (by them). 23. The same movie has been seen three times (by him). 24. The neighbor's dog was being played with (by us). 25. The new mother's baby is being nursed (by her) now.

EX 2, P 26 - 27: 1. The basket was carried into the living room. 2. This exercise is being written right now. 3. A bowl of cereal has been eaten for breakfast (by me). 4. My wife's car was being driven to the store last night (by her). 5. This exercise will be finished by 11:15 PM tonight. 6. Your homework needs to be done this evening. 7. My car has been stolen. 8. His horse had been ridden by the time I got home. 9. All the candles were blown out on his birthday cake. 10. The dog's leg was broken when it fell off the porch. 11. Beer is being drunk in the kitchen now. 12. His bill will be paid today. 13. His books are put into his bag every morning. 14. A woman was shot and killed in Washington D. C. last night. 15. A hamburger was being eaten in a restaurant last night. 16. The lights are turned off in my house every night. 17. The piano has been played for many years. 18. The letter will have been written by the time his wife gets home. 19. Another country might be bombed (by America) just before the end of summer. 20. A rock was thrown at a mad dog. 21. The van has been seen in the parking lot.

EX 3, P 28: 1. Our dinner is cooked in the kitchen every evening. 2. Wood is burned in fireplaces during winter (by many people). 3. The piano is played quite often in our house. 4. Broken things are fixed in my house all of the time. 5. Movies are shown at the Oak Tree Cinema every day. 6. Beds are made in motels seven days a week. 7. Vegetables and flowers are grown in gardens. 8. Medicine is taken by people when sick. 9. Planes are flown out of Seatac Airport twenty-four hours a day. 10. Examinations are corrected all over the world. 11. Foreign languages are learned in classrooms all over the world. 12. Water is drunk with meals in many countries.

EX 4, P 29 - 30: 1. Three hundred books were bought at the store yesterday. 2. My suit was worn by my son to the party. 3. The car was broken into and a CD player was stolen. 4. My sons were nursed when they were babies. 5. A pedestrian who was crossing the street this morning was hit by a truck. 6. The bus was driven along Third Avenue in downtown Seattle. 7. A chicken was roasted for dinner this evening. 8. A pedestrian was struck by a car in the crosswalk this morning. 9. Beets were grown in my garden over the winter. 10. Bread was brought to my house by an old woman last Monday. 11. Seattle was beaten by Cleveland in the baseball game, 9 to 5. 12. Millions of hamburgers were eaten yesterday. 13. A valuable diamond ring was stolen by a burglar from my neighbor last week. 14. This sentence was written at 11:45 last night. 15. The candles were blown out on the little girl's birthday cake. 16. The boy's mother was tripped by the dog. 17. Two eggs were fried by my son for breakfast. 18. These 18 sentences were written by your teacher. 19. The bookstore was broken into last night. 20. A lot of money was stolen. 21. A new president was elected last year. 22. The ball was thrown to the boy's brother during the game. 23. The plane was flown into the side of a mountain. 24. Five books were shoved into the boy's backpack. 25. All of my money was lost in the casino last week.

EX 5, P 31: 1. My fence will be fixed on Sunday. 2. My friends and I would be taken fishing by my father when I was a boy. 3. Football can be played in high school. 4. A lot of old clothes might be given away after Christmas. 5. Lines must be skipped in my class. 6. The homework should be given to the teacher on its due date. 7. A lot of candy could be bought for a few cents a long time ago. 8. Public restrooms may be used whenever people need to. 9. A good breakfast should be eaten every morning. 10. The baseball field could be seen from my bedroom when I was a boy. 11. Your hands should be washed after you go to the bathroom. 12. More English will be understood by you by the end of this quarter. 13. Many languages can be spoken in this class.

EX 6, P 32: 1. Nutricious breast milk can be given to babies. 2. Our dog must be fed every day. 3. Parents should be obeyed by children. 4. My house might be broken into when I am at work. 5. Helicopters would be flown every day by my friend in Vietnam. 6. Uniforms must be worn to school in some schools. 7. My hair would be cut by my grandfather when I was a boy. 8. A piece of music might be composed by my son this weekend. 9. My pants and shirts will be ironed this weekend. 10. Some groceries may be picked up at the store today (by someone in my family). 11. A lot of money will be spent this summer in Rhode Island (by me). 12. Candles on a birthday cake can be blown out. 13. A present should be given to their mother by my sons on Mother's Day.

EX 7, P. 33 - 34: A: 1. Be made 2. Be operated on 3. Must be fixed 4. Be invented 5. Should be discussed **B:** 1. A lot of homework must have been done. 2. Dinner will be cooked for my family tonight. 3. Matches must not be played with. 4. Many cars have to be repaired. 5. The floors had better be washed before Sunday. **C:** The mechanic had to use many tools to fix the car. 2. Mr. Smith's students should have read the book. 3. Young children can eat a lot of candy. 5. All students should study grammar. **D:** 1. Be avoided 2. Must have been 3. Have been sent (or could be sent) 4. Be learned 5. Have been seen 6. Be punished (or have been punished) **E:** The dishes had to be done for his sick wife. 2. A turkey should have been cooked for her guests on Thanksgiving. 3. His girlfriend may be taken to a restaurant tonight. 4. All of the food could have been eaten. 5. A beautiful device for cleaning floors would be invented. 6. A glass of milk might be drunk for breakfast. **F:** 1. My mother would wash the dirty clothes on Saturday. 2. His neighbor's dog might have bitten him. 3. Anyone can use a computer in this school. 4. Everyone in the room was able to see him. 5. The principal will expel five boys from the school for fighting.

EX 8, P 35: 1. The boy was taken to the hospital last week. 2. The car was being driven very fast on the highway. 3. The dishes need to be done before you go to bed. 4. The past time frame of verbs have been studied in this class. 5. This sentence is being written right now. 6. The car must have been fixed by now. 7. His coat is hung up in the closet by the boy every night. 8. The boys are brought to the movies every Saturday by their father. 9. Our homework had been done before we went to the movies. 10. His truck was driven into the lake by accident last Friday evening. 11. Parents should be helped by their children around the house. 12. His book was dropped on the floor in the classroom. 13. Some money will be given to my children by my grandfather next week.

EX 9, P 36: 1. The teacher prepared the lesson for the class. 2. My wife (or someone else) washed the floors and walls before I got home. 3. The students needed to do the exercise before they arrived at school the next day. 4. The painters are painting the house as we speak. 5. While the repairman was repairing the telephone, I had to go to Safeway to make a call. 6. My mother (or someone else) told my friends not to look for me next week. 7. We must eat all the food before we go on vacation. 8. My old friend is repairing my computer today. 9. The police shot the robber during the robbery attempt. 10. The parents needed to buy the medicine for the sick children. 11. An employee (or someone else) could have stolen the money from the convenience store last week. 12. Someone took the picture before they got married. 13. The teacher teaches the students grammar daily in class.

EX 10, P 37: 1. The laundry must have been done last week. 2. A new car could have been bought by my old friend last week. 3. Seeds should have been planted in my garden last week, but they weren't. 4. A lot of money must have been paid for the I-Pod last week. 5. Lunch might have been had by my wife with her friend yesterday. 6. His umbrella might have been forgotten on the bus by the old man. 7. His leg might have been broken playing football. 8. The irregular verbs should have been learned by you by now. 9. Another cup of coffee could have been drunk this morning. 10. His sweater might have been shrunk in the washing machine. 11. Sara's daughter's basketball game might have been attended by Sara. 12. Some gas should have been put in my car by my son on Saturday. 13. The letter could have been sent by express mail.

EX 11, P 38: 1. All of the food in the refrigerator has been eaten. 2. The grass in my yard has been cut. 3. The moon has been looked at for thousands of years. 4. I have been telephoned twice this week by my sister. 5. A lot of passive voice grammar has been learned this quarter. 6. Many vegetables have been picked from my garden this weekend. 7. A couple of holes in my yard have been dug by my dog this weekend. 8. Many exercises have been written for this class this quarter. 9. A checking account has been opened by my wife for my son at the bank. 10. The dishes have been done this evening. 11. A lot of email messages have been written by my friend for his friends today. 12. Today's newspaper has already been read. 13. The lettuce has been spun three days in a row this weekend.

EX 12, P 39: 1. Beans and rice are wanted for lunch today. 2. John is wanted to cook the beans and rice. 3. This exercise needs to be corrected. 4. Food and water are needed to survive. 5. The house ought to be cleaned before their mother gets home. 6. The leftovers in the refrigerator need to be eaten pretty soon. 7. The floor needs to be swept by my girlfriend before she can go home from work. 8. All his homework had to be done before he could go out and play. 9. André was asked to wash the dishes. 10.

Spaghetti is going to be eaten for dinner tonight. 11. The daughter's room had better be cleaned before the guests come to dinner. 12. The clothes need to be washed before tomorrow. 13. My brother is being thought about (by me) now.

EX 13, P 41: 1. The man is frightening. The people in the bank are frightened. 2. The answer was surprising. 3. The boys were excited. The news was exciting. 4. The students were disappointed. The results were disappointing. 5. The employees were compensated. 6. The mother was disgusted. The mess was disgusting.

EX 14, P 45: Various answers

EX 15, P 48: Various answers

EX 16, P 52 – 54: **I.** 1. My friend who has just returned home from work took his friend to the hospital. 2. The old lady who has had a bad cold for four days has a red nose. 3. The doctor who has red hair gave a patient a prescription for some medicine. 4. The policeman who had never used his gun on duty before shot the dog after it had bitten his left leg. 5. The students who had never gotten out of line with their former teacher were causing a lot of problems for the new teacher. 6. The boys who rarely did anything around the house were helping clean the house and straighten up the back yard. 7. My friend's mother who never went to high school was a very smart woman. 8. The last time I saw my friend who used to live next door to me, he was walking along the beach with his wife. 9. The twin sisters who had eaten spicy food in a fast food restaurant the night before last both had the runs. **II.** 1. I am looking at an important man who owns a lot of businesses downtown. 2. Some friends of mine who had drugs in their luggage were on a bus in Thailand when a policeman got on the bus. 3. The woman who had taught at the University of Washington for 15 years wrote a textbook for her chemistry class. 4. The doctor gave the girl who had played out in the cold without a coat some medicine for her sore throat. 5. The mechanic who fixed my neighbor's car owned a shop near my house. 6. The president of the company had some problems with some of his employees who they thought was unfair to them and had cheated them out of their wages. 7. The cowboy who had learned to ride when he was three years old trained his horse when he was a young man. 8. I thought about buying the car from the salesman who offered it to me at a good price. 9. The three brothers who all went into the army after they graduated from high school worked on their father's farm for many years. 10. Quite a few kids who all wore a red sweater and blues jeans were at the football game last night. 11. The ball player who plays the outfield for the Indians took a great swing at the pitch. 12. The lawyer who owned a big house, a red BMW, and a sailboat was very rich.

EX 17, P 54: Various answers

EX 18, P 55: 1. We kept an eye on the boy whom the police wanted to talk to. 2. The teacher was talking to the students whom another teacher wanted to talk to, too. 3. The man whom the woman fell in love with was the president of a large corporation. 4. The man whom the people respected was killed in an automobile accident. 5. The children whom a stranger frightened were playing in the back yard. 6. The man brought his car to the mechanic whom I have known for many years. 7. Last week we saw the singer whom John had dated for six months in Las Vegas. 8. The boys whom the police arrested for robbery last week quit school last year. 9. The men whom the woman cooked a delicious meal for had helped the woman repair her fence. 10. The thief whom the police arrested today had stolen money from the old woman.

EX 19, P 56 - 57: 1. The boys whom I spoke to at the door carried their books into the room. 2. I gave my sister, whom my wife gave some flowers, a box of cookies. 3. The big man whom I met many years ago had a lot of friends. 4. I played tennis with my next-door neighbor whom I lent a tennis racket to. 5. The truck drivers whom I met in Tacoma drove their trucks to Seattle. 6. My sister took care of my brother, whom the doctors told not to live alone. 7. The baseball player whom I saw in Chinatown last year played a good game. 8. I sent a letter to the president whom I don't like at all. 9. The murderer whom the police caught last night had killed a policeman. 10. My wife took our sons, whom she made carry the shopping bags into the house, to the market yesterday. 11. My wife, whom my sons didn't annoy all day long, watched a movie with me on Saturday evening. 12. I gave an allowance to my kids whom my wife told not to spend it foolishly. 13. This afternoon, I drank some beer with my friends whom I met in Iran in 1975.

EX 20, P 57: Various answers

EX 21, P 58: 1. The two men who had an important meeting to attend went into the office. 2. I went to the party with Bob and John, whom I have known for many years. 3. The teacher who had been very busy with meetings and conferences at school forgot to copy the assignment. 4. The girls brought their father who had to attend an important meeting in San Francisco to the airport. 5. The mailman whom I had never seen before delivered the package to my office. 6. The baseball players who play for the Seattle

Mariners went into the restaurant. 7. The doctor who is famous all over the world operated on the man's heart. 8. My sister-in-law whom my wife doesn't like very much is coming to my house this weekend. 9. Some students who used to attend a different school were fighting in the cafeteria. 10. I took my son, who plays both the piano and the violin, to his music lesson last Tuesday. 11. My sister who used to always make dinner for him took care of my brother all the time. 12. Mike and Tom, whom I saw at the mall yesterday, love to play baseball. 13. I gave Bob, whom I have known for many years, a beautiful new baseball glove.

EX 22, P 60 - 61: 1. I put my tools in the wooden box which my son knocked over a few minutes later. 2. During the weekend, I worked in my garden which looks very clean now. 3. I have two special pens which my wife gave me before we got married. 4. For breakfast, I ate a bagel which tasted very good. 5. When studying a foreign language, students should study grammar which is the foundation of all languages. 6. When he was young, my son André had braces which he broke once when he was horsing around with his brother. 7. I will buy a birthday present which my wife wants me to select and pay for for my friend next Saturday. 8. Yesterday, my son fell off my bike which he had borrowed from me because his bike had a flat tire. 9. We went into the kitchen which we had remodeled a few years before. 10. The last time I saw my dog which my wife took for a walk, she was sleeping on the porch.

EX 23, P 61: Various answers

EX 24, P 61: Various answers

EX 25, P 62 - 63: 1. The boy brought the ball that had red stripes to the park. 2. The student that goes to many parties every night forgot to do her homework. 3. I had to use a wrench to loosen the bolt that was old and rusty. 4. The car that I drove last weekend was old and didn't have power steering. 5. The man that kicked the dog for no reason was walking down the street. 6. Yesterday, I saw three cats that had black fur and white noses. 7. My friend just bought a fishing boat that came with twin engines and rods and reels. 8. A cake that someone had already taken a bite out of was on the table. 9. A black dog that likes to play Frisbee lives up the street from me. 10. I lost quite a few books in the fire that started in the basement of my house. 11. A lot of people in the restaurant were celebrating a wedding that my wife made me go to with her.

EX 26, P 63: Various answers

EX 27, P 64 - 65: 1. The old woman who was carrying a large purse brought her daughter into the doctor's office. 2. Frances Brown, whom all of the mechanics knew, came into the automobile garage. 3. The teacher who also works in a large corporation gave a very interesting lecture yesterday. 4. The author was a very famous 20th century American author who wrote novels and short stories about a Southern town. 5. Modern English, which was written by Marcella Frank, is a very good English writing book. 6. One of my cars has a broken fuel pump which will cost about \$175 to replace. 7. My father, who spoke French as his first language, only went to the 6th grade in school. 8. The king of Saudi Arabia, who is one of the wealthiest people in the world, comes from a very old family. 9. The song that is being played by my son was written by Irving Berlin. 10. "Moonlight Sonata, which was written by Irving Berlin, is being played by my son now. 11. My friend who bought the car two years ago drives a 1990 Toyota. 12. I gave the basket to my neighbor Don, who used to work for Safeway.

EX 28, P 65: Various answers

EX 29, P 66: 1. The book which my brother gave me for my birthday fell on the floor. 2. The Vietnamese boy who was fishing with his friend lost his fishing pole. 3. I spoke to the girl's father whom I met many years ago. 4. The workers whom their boss thanked very much had to eat lunch late yesterday. 5. My car which I may take to the mechanic this weekend needs a tune up very badly. 6. The protesters who are protesting the globalization of the world economy are going to Italy this week. 7. The business which is losing money needs to make some changes in its practices. 8. The new teacher gave the students an exam which she wrote last night. 9. The children who had eaten a lot of green apples had the runs. 10. My wife gave my sons who were very hungry noodles for lunch. 11. I took the report which concerned finances for next year to my employer when I got back from my trip. 12. The child whom I picked up and held until her mother came for her was crying. 13. Shirley Temple, who became a U S ambassador, was a famous movie star as a child.

EX 30, P 70: The man whose beard caught on fire while he was cooking dinner had never cooked dinner for his family. 2. The boy whose arm is in a cast has trouble eating food. 3. The boy whose father is a doctor visited our class yesterday. 4. You thanked the woman whose phone you used. 5. One of your uncles whose wife had a bad accident two weeks ago visited your home. 6. People wanted to help the old man whose house caught fire and burned down last week. 7. The fat man whose dog bit my brother is your

neighbor. 8. The teacher whose class you are in has a beautiful beard. 9. The woman whose parents came from Italy was a first generation American. 10. The dog whose ears were long and soft was very cute and funny looking. 11. The men whose dogs were acting very excited planned to go hunting in the mountains. 12. The man whose nephew was waiting for the package forgot to send the package.

EX 30, P 69: Various answers

EX 31, P 70 – 71: 1. He girl whose mother I met at a party last week visited our class. 2. I went fishing with the teacher whose boat could hold three people. 3. My neighbor whose dog loves to play with my boys was visiting our house. 4. I went for a drive with the boys whose father worked in a shop near our house. 5. I gave a lot of homework to my students whose faces didn't look too happy. 6. My dog, whose house is on the side of the house, loves to eat and sleep on the deck. 7. Seattle, whose lakes and green areas make it a special place, is a beautiful city. 8. The table whose legs were in-laid with teak wood cost \$1,500. 9. The children whose grandmother raised them had lost both of their parents in an accident. 10. I gave my students whose English skills are not perfect this assignment. 11. We went to the theater on Friday evening with Doug and Debbie Clark, whose son stayed overnight at our house. 12. I saw a beautiful bird whose feathers were blue and red at the zoo. 13. My neighbor whose back was injured in an accident is finally cleaning up his yard.

EX 32, P 71: Various answers

EX 33, P 73: 1. I'll never forget the day when I met Roger. 2. He lives in a tall building where I work. 3. The city where we spent our summer vacation was beautiful. 4. He lives on that street where there was an accident last week. 5. 1945 was the year when I was born. 6. We ate lunch at that restaurant where they serve delicious Italian food. 7. Wednesday is the day when we go to the computer lab. 8. Bob keeps his money in the bank where his brother works. 9. I went into the tavern last night when a fist fight broke out. 10. We carried the child into the room where his bed was. 11. Last year when my uncle came for a visit we went to Canada on vacation. 12. I had a great time at the party where I met a lot of nice people. 13. I came to class yesterday morning when I was sick. 14. My sister saw me at the market where she always shops.

EX 34, P 74: Various answers

EX 35, P 75 - 76: 1. We went into the building that rose high into the sky above the other buildings. 2. My sons and their friends went for a walk with our dog which likes to run away. 3. My wife, who has also written five cookbooks, teaches cooking classes in our house. 4. The man who has his own computer business in downtown Seattle took his briefcase with him to the meeting. 5. The baseball game which featured Atlanta against Florida was on television. 6. Three boys who wore masks on their faces walked into the room and stole the money on the table. 7. The boys came into the room with their friend who had a ball and bat with him. 8. The mountain range that has many high peaks and deep valleys is located in the western part of the United States. 9. Five horses that have no owner ran into the field. 10. The books which cost \$20.00 for the set were written by Edgar Allen Poe. 11. The Space Needle, where my friend works, is very famous. 12. I put the book on the kitchen floor where my brother tripped over it. 13. My mother, who loved to eat fried food, made French fries for dinner. 14. We flew in an airplane to Sicily, where my grandfather was born. 15. I have a car that has 166,500 miles on it.

EX 36, P 77 – 78: 1. We put the dog that my friend owned into the room. 2. My sister took her grandchildren into the toy store which was located on the corner of Fifth and Jackson. 3. The old man whose son had wanted to buy a new horse for him as a birthday present rode his old horse into town every morning. 4. The man brought his books which I took from him to class with him. 5. The students whom the teacher made do more homework and take another test hadn't studied for the first test. 6. The man gave his wife a diamond ring which she didn't think was beautiful enough. 7. The man made his brother whom I teach every day study for the exam. 8. On the floor, I found the map which my son dropped last night. 9. Last night we ate in a restaurant which my wife chose. 10. I went to the baseball game which the Mariners won with a friend from Canada. 11. I lost my wallet which my wife gave me as a birthday present at the Space Needle. 12. Bob and his brother, who often share expenses, bought a new boat. 13. My wife, who is always on a diet, wants to lose weight. 14. My 1999 Ford Taurus, which has never given me any trouble, is a good car.

EX 37, P 80 – 81: 1. The teachers discussed the student with many personal problems, one of which was that he had bad vision. 2. In this class, there are 21 students, some of whom are from Vietnam. 3. We bought ten bags of rice, two of which were imported from India. 4. He introduced us to his brothers, all of whom had fast cars. 5. They had two pets, both of which were friendly. 6. My father had 11 brothers and sisters, none of whom is still alive. 7. We bought a used car, the inside of which looked like new. 8. I have six flowers in my house, two of which are blue. 9. There are two secretaries in the office, neither of whom speaks French. 10.

I have two boys, one of whom is named Alex. 11. Many of the students wanted to take a vacation, a few of whom had a lot of money in the bank. 12. The little boy poured a glass of milk, a lot of which spilled on the floor. 13. The family had three children, one of whom was a girl. 14. I had six uncles, two of whom were Italian.

EX 38, P 81: Various answers

EX 39, P 82 – 83: 1. We went into the living room where there was a dead body on the floor. 2. The boy whose father had broken his leg the day before took his dog for a walk. 3. Ken Griffey is a very famous baseball player who used to play centerfield for the Seattle Mariners. **OR** Ken Griffey, who used to play centerfield for the Seattle Mariners, is a very famous player. 4. The woman who was wearing heavy shoes stepped on your toe. 5. The man grew up in a small town where many famous people come from. 6. The policeman gave the woman whom I saw the next day a speeding ticket. 7. He drove his car down by the river where he often went fishing. 8. She got a letter from her mother which arrived three days after it was mailed. 9. The women who work for the same company went to a movie together. 10. A taxi driver who liked to talk a lot took us to the airport. 11. Fifteen ball players who played for a local team were running in the field. 12. The burglar whose brother was waiting for him in the car stole the jewelry from the store. 13. Hawaii, which is a great place for a vacation, consist of eight principle islands. 14. My uncle has three houses, one of which is in Florida. 15. My son ate four sandwiches, two of which were for my other son.

EX 40, P 85 – 86: 1. The man at whom Mary was looking (**Or** whom Mary was looking at) had a lot of money in his hand. 2. The table on which there was a lamp cost a lot of money. 3. He drove to my house in a new car in which he had his parents and girlfriend. 4. The teacher always stood in front of the table on which he put his book. 5. My sons took our dog to a friend's house where they met their friend. 6. Chinese cooking, about which my wife is writing a cook book, is very delicious. 7. The man put the tools in the box in which there was already a large hammer. 8. The man found the book in which Mary saw the beautiful picture. 9. The wall was made of bricks over which the boy threw the ball. 10. The teacher gave the kids a lot of homework with which they needed some help. 11. I bought some food at the store into which I went with my boys. 12. He helped the girls with whom he went into a restaurant with their yard work.

EX 41, P 86: Various answers

EX 42, P 87 – 88: 1. There are 25 players on a baseball team, ten of whom are pitchers. 2. There are 26 letters in the English alphabet, five of which are vowels. 3. My friend's dog had ten puppies, eight of which were males. 4. In my life I have visited over 50 countries, most of which are in Asia. 5. In my garden this year, I grew many vegetables, some of which I gave to my neighbors and friends. 6. When I was at my sister's house, I saw a lot of people, many of whom I had met as a boy. 7. The Himalayan Mountains, in which I have walked about 1,000 miles, are very high and beautiful. 8. My friend is in a very dangerous financial situation about which he no longer can do anything. 9. My son picked up the shovel I had been using in the garden in which we had been working for a few hours. 10. The house in which the Bourrets are living is very beautiful and old. 11. The Sears Tower, in which my friend works as a financial analyst, is in Chicago. 12. The girl has many rings, three of which she is wearing on her left hand. 13. There are many men who live on my street, four of whom have the name Don. 14. I have very many cousins, one of whom lives in Maryland.

EX 43, P 91: 1. I might fly back to Providence, R. I. this summer if I can find a cheap plane ticket. 2. If the student can get a ride from her friend, she will come to class tomorrow. 3. I might call my sister this evening if I am able to finish my homework early. 4. My son eats breakfast if he has enough time. 5. The student is usually late to class; however, if he arrives on time, the other students are surprised. 6. If the students need to use the services of the library, they study there. 7. If John passes ENG 101 this quarter, he will take ENG 102 next quarter. 8. People are much happier if the sun comes out. 9. Students can study quietly in the library if other students are quiet there. 10. If my son wants to practice the piano, he goes to the piano room. 11. If people disagree with the woman, she gets angry very quickly. 12. You can't get out of jail if a judge sentences you to jail.

EX 44, P 92: Various answers

EX 45, P 93: Various answers

EX 46, P 94: 1. Went 2. Walked 3. Watched 4. Stayed 5. Were 6. Comforted 7. Didn't have to buy 8. Had 9. Gave 10. Hit 11. Got 12. Slapped 13. Cooked 14. Yelled 15. Were 16. Ate 17. Brought

EX 47, P 95: 1. Should you win the lottery, ... 2. Should it rain next Friday, ... 3. Should I catch a cold, ... 4. Should my car break down on my way home, ... 5. Should my son get a better job, ... 6. Should my wife plan a barbecue for dinner on Saturday, ... 7.

Should the Seattle Mariners ever win the World Series, ... 8. Should I go to Montreal, Canada, for a vacation, ... 9. Should my son Alex come home for a vacation next year, ... 10. Should my son André buy a house, ... 11. Should it rain tomorrow, ... 12. Should my sister have enough money, ...

EX 48, P 98: Various answers

EX 49, P 99: Various answers

EX 50, P 100: 1. Were you my child, ... 2. Were I an airplane pilot, ... 3. Were my wife sitting here, ... 5. Were I sick today, ... 6. Were I to have a lot of hair, ... 7. Were my son to eat three hamburgers, ... 8. Were I to lose \$1,000 gambling, ... 9. Were I to wear dirty shoes in my house, ... 10. Were I to get a DWI, ... 11. Were I to shave my beard off, ... 12. Were I to have more space, ...

EX 51, P 105 – 106: Various answers

EX 52, P 107: Various answers

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4.13: Transition Words Used as Conjunctive Adverbs versus Introducers and Interrupters

Transition Words Used as Conjunctive Adverbs

versus

Introducers and Interrupters

The following is a list of some of the more common transitions words or phrases:

accordingly, also, as a result, besides, consequently, furthermore, hence, however, indeed, in fact, still, instead, likewise, meanwhile, moreover, nevertheless, nonetheless, otherwise, therefore, thus, unfortunately, for example, for instance, in addition, in contrast, on the contrary, on the other hand

These words and expressions can function in two ways in English.

1. They can join compound sentences. When they do this, on both sides of them there is a complete sentence. They are then true conjunctive adverbs because they join sentences. When using them as conjunctive adverbs, put a semicolon in front of them and a comma after them.

For example:

I like to stay up late at night; *in fact*, I rarely go to bed before 1:00 AM.

My brother never left home; *in contrast*, I left home when I was 22.

Riding motorcycles is a dangerous and foolish thing to do; *nonetheless*, I used to love to ride them fast and foolishly.

He won a lot of money; *accordingly*, he bought a new house.

You had better start doing your work; *otherwise*, you will fail the course.

2. These same words can also be used as either introducers or interrupters in sentences. When they are used in this way, **they do not join sentences**; they simply help to make the writing more easily understandable for the reader. They help to guide the reader and help in comprehension.

For example:

I want to buy a new car. *However*, I don't have enough money to do so. In fact, I have \$575.

The girl may not be beautiful. She is, *however*, very intelligent. *In addition*, she is very wealthy. I don't care about becoming rich, *unfortunately*. My wife, *however*, wishes we had a lot more money.

I don't have much hair on the top of my head. *On the other hand*, I have a lot on my face.

She thought I didn't like ice cream. *On the contrary*, I love ice cream.

I never used to like to eat vegetables when I was a boy. *In contrast*, I love to eat vegetables now.

My mother was a hairdresser. *Likewise*, my sister is a hairdresser.

Notice how in the second set of examples, the conjunctive adverbs don't join sentences, but rather they introduce a sentence or interrupt the flow of a sentence so that the sense of the sentence is more easily understood by the reader.

Furthermore, notice the difference in punctuation. When the words are used as true conjunctive adverbs, the writer must use a semicolon in front of them and a comma in back of them. However, when they are used as introducers to a sentence or interrupters of a sentence, commas set them off.

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4.13.1: Conjunctive Adverbs- Sentence Connectors versus Inserters

Conjunctive Adverbs: Sentence Connectors versus Inserters

Note these pairs of sentences. They give the same information, but their grammatical structure is different. Figure out what the difference is.

1. I ate lunch in the cafeteria. I had to pay for the meal, as a result.
1. I ate lunch in the cafeteria; as a result, I had to pay for the meal.
2. It is warm and sunny outside. Consequently, people seem happier and more relaxed.
2. It is warm and sunny outside; consequently, people seem happier and more relaxed.
3. People seem to be working harder and harder; however, they aren't getting any richer.
3. People seem to be working harder and harder. They aren't getting richer, however.
4. My sister lost a lot of money gambling. She lost \$555, in fact.
4. My sister lost a lot of money gambling; in fact, she lost \$555.
5. I was very tired; therefore, I took a nap.
5. I was very tired. I, therefore, took a nap.
6. I have to work all day long. I have to work at home in the evening, moreover.
6. I have to work all day long; moreover, I have to work at home in the evening.
7. Teachers don't make a lot of money; on the other hand, they have a lot of time off.
7. Teachers don't make a lot of money. On the other hand, they have a lot of time off.
8. My brother didn't like going to school very much. I always loved school, in contrast.
8. My brother didn't like going to school very much; in contrast, I always loved school.
9. My son doesn't like vegetables; nevertheless, my wife always puts some on his plate.
9. My son doesn't like vegetables. My wife, nevertheless, always puts some on his plate.
10. Going to school is fun. Furthermore, it makes you more intelligent.
10. Going to school is fun; furthermore, it makes you more intelligent.
11. You had better study; otherwise, you will fail.
11. You had better study. You will fail, otherwise.
12. John robbed a bank; hence, he was sent to prison.
12. John robbed a bank. Hence, he was sent to prison.
13. I ordered a hamburger. I got, instead, a hot dog.
13. I ordered a hamburger; instead, I got a hot dog.
14. He thought the car was expensive. Additionally, he thought it was in bad condition.
14. He thought the car was expensive; additionally, he thought it was in bad condition.
15. He said I had told him to leave. On the contrary, I had told him not to leave
15. He said I had told him to leave; on the contrary, I had told him not to leave.
16. It cost me \$125 to get my car out of the impound station. It cost me \$35 for a parking ticket, in addition.
16. It cost me \$125 to get my car out of the impound station; in addition, it cost me \$35 for a parking ticket.

17. My wife likes to cook. Likewise, my sister likes to cook.
17. My wife likes to cook; likewise, my sister likes to cook.
18. I didn't feel like correcting the homework papers; nevertheless, I corrected them all.
18. I didn't feel like correcting the homework papers. Nevertheless, I corrected them all.
19. She told everyone that I was too tired to go to the party. On the contrary, I felt great.
19. She told everyone I was too tired to go to the party; on the contrary, I felt great.
20. The boy was loud and very active. In contrast, his sister was quiet and very sedate.
20. The boy was loud and very active; in contrast, his sister was quiet and very sedate.

Exercise 51: Punctuate the following sentences in two ways, please.

1. I wanted to buy a new car.	Unfortunately	I didn't have enough money.
2. My motorcycle ran out of gas.	As a result	I had to walk to a gas station.
3. My son wanted to buy a boat.	Instead	He bought a car.
4. Some people are very friendly.	In contrast	Other people are unfriendly.
5. My friend had to work overtime.	Moreover	He couldn't eat lunch.
6. She wanted to buy new clothes.	Accordingly	She withdrew money from the bank.
7. It snowed a lot.	In fact	It snowed two feet.
8. He got a lot of speeding tickets.	In addition	He got a lot of parking tickets.
9. His father had a lot of patience.	Likewise	He has a lot of patience.
10. She smokes a lot.	As a matter of fact	She has smoked all her life.
11. He loves to play football.	In contrast	His brother plays golf.
12. He always got good grades in school. Hence		His parents were happy.
13. She wears a lot of makeup.	On the other hand	Her sister rarely uses makeup.
14. She studied hard.	Therefore	She got a good grade.

Exercise 52: Use the following words in good sentences, please. Use correct punctuation.

1. On the other hand
2. As a result
3. However
4. Moreover
5. Therefore
6. Unfortunately
7. Likewise
8. Similarly
9. Consequently
10. Additionally
11. Instead
12. Meanwhile

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4.13.1.1: Minimal Pairs- Long and Short Vowels

Minimal Pairs: Long and Short Vowels

bade	bad	beat	bet	pine	pin
bait	bat	reap	rep	file	fill
rate	rat	seat	set	site	sit
mate	mat	feel	fell	bile	bill
tape	tap	Pete	pet	pile	pill

boat	bot	rube	rub	feel	fill
road	rod	tube	tub	heed	hid
coat	cot	cute	cut	peel	pill
cone	con	duel	dull	he's	his
tote	tot	huge	hug	reap	rip

mate	met	deed	did	pup	pop
sail	sell	read	rid	rut	rot
wait	wet	we'll	will	cup	cop
paper	pepper	seal	sill	jug	jog
gate	get	cheap	chip	dug	dog

get	gut	bet	bit	Dan	Don
pen	pun	set	sit	ran	Ron
beg	bug	sell	sill	band	bond
peg	pug	fell	fill	Jan	John
rent	runt	tell	till	sad	sod

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5.1: Bloom's Taxonomy

Expanded Vocabulary List

Based on Bloom's Taxonomy

In 1956, Benjamin Bloom came up with a list of vocabulary words that students who wished to get a higher education degree would need to know. What I have done is add to that list.

Knowledge

1. Duplicate: When my sons were learning to play the piano, they tried to duplicate how their teacher played. When teachers copy handouts, they duplicate each page for each student. I had the key maker duplicate my car key so that I would have an extra key.
2. Define: George W. Bush's invasion of Iraq in 2003 will define his presidency: a disaster for the United States worldwide. Dictionaries define words for people. I hope that when students remember me that they can define me by my devotion to my students' learning and helpfulness in their efforts to learn English.
3. Memorize: Students need to memorize the irregular verbs in English. Singers memorize the words to songs that they sing in public.
4. Stipulate: Sometimes in order to make something perfectly clear to students, I have to stipulate exactly what I want them to do. I stipulated exactly which edition of your reading book I wanted when I ordered it from the bookstore. My wife stipulates exactly what she wants me to buy when I go shopping for groceries.
5. Record: I record your attendance everyday on my attendance roster. After I write a check, I record in my check register the check number, the date, the person I wrote the check to, and the amount of the check.
6. Reproduce: Some people who whistle well can reproduce bird calls and songs very well. When people reproduce, they have babies. Sometimes when a person has a noise in a car, a mechanic will ask the person to try to reproduce the sound.
7. Recall: We all recall our memories of important past events in our lives. You will need to recall the meanings of these words when you see or hear them in the future.
8. Support: People work in order to support their family. A foundation and walls support a building. Our legs support us when we walk. Good writers support their ideas with examples, facts, or statistics.
9. Rename: The country of Persia was renamed Iran many years ago. Sometimes it is necessary to rename files on my computer hard drive because the name I want to use has already been given to another file.
10. Relate: Sometimes students don't understand how some subjects they take in school will relate to their future lives and careers. Insane people often can't relate to reality. Getting a good job often relates to how much education you have.
11. Label: When I put things in boxes, I always label the boxes so that I will know what is in them later on. Medicine is always labeled with its name, the name of the person who needs to take it, and the amount to take.
12. Specify: A price tag specifies how much something costs. When a form asks a person for his/her birth date, that person must specify the month, day, and year of his/her birth. When I bought ice cream last week, my wife specified which flavors to buy.
13. Cite: If you are writing a report and copy some information from a book or magazine, you need to cite where you got the information and who wrote it; otherwise, it is called plagiarism. When talking about laws, people always cite the U. S. Constitution.
14. Enumerate: When telling someone how to do something or how to get somewhere, it is necessary to enumerate all of the steps in the process according to the order that you do them. Children enumerate exactly what they want for Christmas when they talk to Santa Claus.
15. Inform: The credit card company informed its users by mail that the interest rate would increase in July 2009. I always inform my students to skip lines when doing homework. Children, when they leave their home, should inform their parents where they are going and whom they are going out with.

16. Recount: I sometimes recount to my students things that I did as a young man. My son recounted to me what he did on his vacation. Police ask witnesses to recount what they saw when a crime was committed.

17. Recollect: I don't recollect much about the first five years of my life. Do you recollect how much money you spent last week? The older a person gets, the more difficult it is to recollect the early years of their lives.

Comprehension

18. Restate: I always restate grammar explanations so that my students will understand them better. When writing compositions, it is OK to restate what someone else said; it is not OK to plagiarize, however. Mothers always restate to children to be careful crossing streets and to look both ways. When foreign people don't understand what I say, I restate it using different words.

19. Summarize: My son summarized what he did last quarter at university for me when I saw him in December. When friends ask me what I did when I was traveling around the world, I summarize my activities and the places I visited and lived.

20. Order: In the army, sergeants order soldiers to do various jobs. We order food in a restaurant. I order my books according to types or subjects. Bosses order employees what to do every day.

21. Describe: My friend described the house she recently bought. I described the windstorm we had in December to my sister. Sometimes it is hard to describe a smell.

22. Recognize: I recognized my son's voice on the phone last night. I hadn't seen my friend for thirty years, but I still recognized him when I ran into him at the market last week. It is sometimes difficult for children to recognize the importance of education.

23. Explain: I explain grammar to my students every day. I explained to the mechanic what the problem was with my car. I often explain laws to my sons.

24. Express: It is difficult for some people to express their feelings. It is good for children if adults express their love for them. He expressed his sadness by crying.

25. Identify: If the police stop you when you are driving, you must identify yourself by showing the officer your driver's license. Sometimes I have students identify the parts of speech in a sentence. Your student number identifies you at the college registration.

26. Report: It is necessary to report an automobile accident to the police if you want to collect insurance for damages. At the end of the quarter, I report how many days you were absent to the ESL office. You must report to court if a judge wants to talk to you.

27. Retell: Old people retell stories very many times. It is necessary to retell children to brush their teeth so that they will do it. I have retold you to skip lines many times.

28. Review: It is important to review school work that you have studied before examinations. Before giving a speech, it is important to review your notes so that you won't forget anything. You should review documents before signing them.

29. Translate: A college education usually translates into a better-paying job. Sometimes words in one language don't translate well into another language. A second-language dictionary translates words from one language to another language.

30. Comprehend: It is hard to comprehend how people can commit crimes against children. I can't comprehend higher mathematics. It is sometimes difficult to comprehend what bad drivers do because often their driving doesn't make any sense.

31. Reiterate: My wife told my son to brush his teeth and then had to reiterate it ten more times before he finally did brush his teeth. Sometimes when students don't skip lines when doing homework, it is necessary for me to reiterate to them that it is my rule and must be obeyed.

32. Grasp: Advanced grammar can be difficult to grasp for students. Even though my wife has tried many times to teach my younger son how to cook, he still has a problem grasping what he is supposed to do. It is sometimes hard to grasp what babies want.

33. Recap: [*Recapitulate* is the full form of the word.] After the football game, the television announcer recapped how the points were scored. When you fill out an accident report, it is necessary to recap everything that happened.

Application

34. Exhibit: My son exhibited signs of the flu: He had a high fever, pains all over his body, and a headache. Many artists exhibit their art in local coffee houses. People with mental problems exhibit strange behavior.

35. Clarify: If people can't understand you, then you need to clarify what you mean by repeating what you said or by giving better examples. When my son told me that he was going to go somewhere and do something with a group of his friends, I wanted him to clarify exactly where he was going, what he was going to do, and with whom he was going.
36. Simulate: Pilots simulate flying airplane on machines and computers before they actually get in and fly a real plane. Boys simulate shooting guns when they play with each other. Actors simulate dying in movies. Little girls simulate feeding babies with their dolls.
37. Apply: The hardest part of learning a language is applying what you learn in class when you are outside of class. You need to apply all of your skill when you want to do a good job on anything. Usually people who do good work seriously apply themselves. When writing, students need to apply the rules of grammar.
38. Engage: When driving a car with a standard transmission, a driver needs to engage the clutch when changing gears; with an automatic transmission, gears are changed automatically. When turning the lights on in a room, a person engages the electricity when he turns a switch to "on." It is sometimes hard to get second-language students to engage native speakers in conversations in English.
39. Supervise: When we had a big Thanksgiving feast, my wife supervised a lot of women who came to my house to cook the food; she told everyone what to do and how to do it. I supervise whatever we do in my class. Traffic lights supervise drivers in cars.
40. Demonstrate: My wife demonstrates how to roll up egg rolls to her students. I demonstrated how to use an electric saw to my son so that he would know how to cut wood without having an accident. I demonstrate how to change the present tense affirmative to the present tense negative on the white board.
41. Exaggerate: My elder son used to exaggerate pain whenever he hurt himself as a young boy even though most of his injuries were very minor ones. Some people exaggerate their accomplishments in life to make themselves look better than they really are to other people. The man exaggerated about how much he paid for his wife's bracelet. Fishermen often exaggerate the size of the fish they caught.
42. Utilize: I utilize a tape recorder when I teach pronunciation. I am utilizing a computer right now as I write this sentence. I utilize a key to start my car.
43. Argue: When a person argues a point of view, he defends his or her opinion. President Obama argued in favor of healthcare reform in 2009. Sometimes husbands and wives argue about their children or money. When you argue an opinion, you support your idea.
44. Illustrate: I drew a map to illustrate how to get from the college to my house. Sometimes companies illustrate how to use tools. I can't draw well, so I can't illustrate with pictures.
45. Operate: To operate a car legally, a person must get a driver's license. My wife can't operate a sewing machine very well. Surgeons operate on patients by cutting into them during operations. You need to operate electronic equipment.
46. Calculate: When planning for a party, it is important to calculate how much food to cook. Before you buy a house, you need to calculate how much you can spend for a mortgage every month. It is hard to calculate in feet, pounds, and miles for foreigners.
47. Reveal: My mother revealed to me some family secrets that I hadn't known before. The X-ray revealed a tumor on my sister's left breast a couple of years ago. The boy revealed to his parents that he didn't go to school last week.
48. Experiment: Scientists experiment with drugs on animals before using drugs on people. I sometimes experiment with grammar exercises to see if they help students. When people try to cook different kinds of food, they experiment with different spices.
49. Question: It is always important to question what one's government says. I questioned President Bush's reasons for going to war with Iraq; I thought he was lying. I always question whatever politicians promise before they are elected.
50. Replicate: When I was teaching my sons how to drive a car, first I would show them how to do something and then I would have them replicate it until they did it well. In order to be a good father, I always try to act in a good, honest manner because I want my sons to replicate my behavior as they become men.

51. Distinguish: It is almost impossible to distinguish salt from sugar by looking only. However, it is very easy to distinguish salt from sugar by taste.

52. Diagram: In sports, coaches diagram what each player is supposed to do in each situation. A mechanic diagrammed for me how a car's engine works.

Analysis

53. Analyze: Doctors need to analyze information they get from tests they have done on their patients. If you have a problem, it is necessary to analyze how to solve the problem.

54. Differentiate: It is often very difficult to differentiate a boy baby from a girl baby; they often look the same as infants. Parents dress girls in pink and boys in blue so that people can differentiate the baby's sex.

55. Compare (and Contrast): It is easy to compare the weather in Seattle with the weather in Tacoma. I can't compare my ability to play sports with my twenty-one-year-old son's ability. We can contrast America from Somalia very easily. It is easy to compare Seattle to Portland.

56. Discriminate: My wife cannot discriminate good wine from bad wine. She almost never drinks any alcoholic beverage. It is difficult for many people of one race to discriminate a person from another a different race. It is bad to discriminate against people based on race, color, creed, or sexual orientation.

57. Scrutinize: I scrutinize your homework papers to find mistakes. My wife scrutinizes bills to make sure there are no mistakes. The doctor scrutinized the laboratory reports.

58. Categorize: Libraries categorize books when they place them on shelves. Scientists categorize different kinds of diseases. Whales are not categorized as fish.

59. Probe: The police probed the murder of the grocery store clerk to try to find the killer. Doctors probe the cause of patients' medical problems. The doctor probed into the man's ear drum when he examined the man.

60. Investigate: Police investigate crimes. The fire department investigated the cause of the fire in my neighbor's house. The insurance company investigated the accident.

61. Inquire: I inquired if my son needed anything from home when I went to see him last week. My friend inquired about a job at Microsoft recently.

62. Detect: I detected a strange noise in my wife's car last week so I took it to the mechanic. The mechanic detected a problem with her catalytic converter.

63. Inspect: I inspect all of your written homework sentences. At airports, customs inspectors inspect your baggage when you arrive from overseas.

64. Classify: The government classifies different crimes between violent crimes and non-violent crimes. Supermarkets classify products before they put them out on shelves. In general, animals are classified as vertebrates (with a backbone) and invertebrate (without a backbone).

65. Arrange: I arranged to meet my son at noon outside of his dormitory last Friday. My mother-in-law arranged a marriage for her oldest son with a Chinese girl. Women tend to arrange the furniture in a house or an apartment.

66. Organize: I wish students would organize their notebooks so that they could more easily find handouts and other papers. My wife organized the party at our house.

67. Examine: Doctors examine patients whenever they see them. I examined the new tool before I bought it. I will again examine your knowledge of these words soon.

68. Survey: Every ten years the government takes the census report in America by surveying every American household, asking the head of household the same questions. I surveyed my students to see who wanted to have a final exam and who didn't want to have one.

69. Dissect: Police often have to dissect crimes in order to find out who committed the crime. High school students often dissect frogs or other animals in biology class.

70. Inventory: In January every company in America will inventory all of the things they own so that they can fill out their tax reports. Before taking my toolbox outside to do a job, I inventory what I have inside so that I have all the tools I will need to do the job. A secretary inventoried everything in the teachers' room last week.

71. Interpret: Sometimes when my wife, who is Chinese from Brazil, says something, I have to interpret what she is saying because she sometimes makes mistakes in English. Scientists have to interpret the results of experiments. By looking at someone's face, we can interpret how they feel. Doctors have to interpret medical test results.

Synthesis

72. Compose: My son composes classical music on his computer. It is sometimes difficult to compose oneself when something bad happens and we are upset. You need to compose sentences for me. When a baby is crying, we need to pick the baby up to help compose the baby.

73. Intend: I intend to leave school early this afternoon and go shopping for some garden supplies. I intend to write a lesson plan tonight so that I can be ready for class tomorrow. What do you intend to study in college?

74. Propose: I proposed going out to eat at a restaurant this Friday evening to my wife, who will make the final decision. My son proposed coming to see him this August in Japan when he will be on vacation.

75. Produce: Microsoft produces a lot of computer software. The state of Washington produces a lot of paper products. Car companies produce cars.

76. Invent: Thomas Edison invented the electric light bulb. The thief invented a story to tell the police when they accused him of robbing the Seven Eleven store. All lies are invented.

77. Develop: Children develop their movement skills more slowly than animals do. Computer technology has developed tremendously in the last twenty-five years.

78. Design: My wife designed our kitchen. A friend of mine works in the clothing industry and designs women's clothing. I designed this list of words and sentences.

79. Formulate: Before attacking the enemy, the generals had to formulate a plan for the battle. Before I asked for a raise in pay, I formulated what I was going to say to my manager. Teachers need to formulate a way to teach grammar points.

80. Compile: When applying for a new job, it is necessary to compile a resume. My wife compiles a list of people every year to send Christmas cards to. In order to cook something well, it is necessary to compile the ingredients in the kitchen before starting to cook.

81. Synthesize: When giving information concerning different written reports, it is often necessary to synthesize what the reports say to give one conclusion. When I ask my sons what they are doing in college in their various courses, they quickly synthesize what they are doing in a sentence or two. Scientists will sometimes do similar experiments and then synthesize their results into one report.

82. Assemble: We assemble in this classroom five days a week. Very often when parents buy toys for children, it is necessary to assemble them before giving them to the children. Computers are assembled in factories.

83. Construct: I constructed a bird house over the Christmas vacation. You need to construct sentences for me every week by using some of these words. Carpenters construct furniture.

84. Create: Naughty children can create problems for their parents. Gambling and drinking can create big problems in a family. The snow storm and cold weather created big problems for people all over Seattle in December. Children when playing with their toys create a mess in their house. Inventors create new things.

85. Coordinate: I need to set up and coordinate a meeting with teachers from a lot of different developmental English programs at this college in March. My wife coordinated a party with a group of her friends last month by telling each woman what to cook for the party and each man what other stuff to bring to the party, such as soft drinks, beer, wine, and bread. In wars, generals coordinate battles while soldiers do the actual fighting.

86. Imagine: I can only imagine what it feels like to give birth to a baby. Can you imagine a world without war? I imagine that life is easier for rich people. It is often easy to imagine something; it is often much more difficult to actually do it.

87. Hypothesize: Scientists have to hypothesize about their experiments before they do them. I often hypothesize what my life would be like if I hadn't gotten married. When we hypothesize something, we imagine it in our brain.
88. Systematize: A good business always systematizes how the employees will do their jobs so that the work gets done in an orderly and predictable manner. The army systematizes how it trains soldiers. Factories systematize their workers.
89. Incorporate: Students need to incorporate lots of ideas in compositions. You need to incorporate your knowledge of grammar when you write anything. Businesses often incorporate different businesses into one big business.
90. Concoct: When the boys were playing with matches and burned their house down, they concocted a story to tell their parents and the fire department so that they wouldn't get into trouble. My son was experimenting with cooking when he concocted a soup that tasted so bad that even the dog wouldn't eat it. Some robbers concocted a plan to rob a bank, but it was such a stupid plan that the police caught them right away.
91. Generalize: It is easy to generalize and say that all American are fat, but it is of course not true. When people say that it rains all the time in Seattle, they are generalizing. People generalize that Asian people have poor pronunciation, but it is not true for all Asians.
92. Originate: The gasoline that we use in our cars originates as oil deep under the ground. My ancestors originated in France and Italy. Drinking coffee originated in Ethiopia.
93. Predict: I predict that President Bush will go down in history as one of the worst presidents that America has ever had. Weathermen predict the weather every night on television. I can predict that my sons will be happy and intelligent men; however, I can't predict that they will be rich. People try to predict who will win the Super Bowl even before the football season begins.
94. Contrive: My wife contrived to have an unmarried girlfriend of hers meet an unmarried man friend of ours "by accident" at our house recently. She hoped that they would like each other and eventually get married. The robbers contrived to rob the store when most of the employees were on their break. I contrive in my lesson plans to teach you English easily.
95. Theorize: The police theorized that one of the robbers must have worked for store before the robbery. They theorized that it was "an inside job." Many people theorize that there is life on other planets in our solar system.

Evaluation

96. Deduce: When I got home, all of the lights were off, so I deduced that no one was home. When my car wouldn't start and the lights wouldn't turn on, I deduced that my car battery was dead. When the student failed the easy exam, I deduced he hadn't studied.
97. Foretell: Some people say they can see into the future and foretell what is going to happen. People all over the world foretold the disaster that happened in Iraq in 2003. It is hard to foretell what young children will do for a living.
98. Judge: A friend of mine always judges the dessert contest at the Fourth of July picnic every year. Before I hired painters to paint my house, I had to judge the quality of their work and the amount they wanted to be paid to do the job. People judge other people's behavior.
99. Appraise: The appraiser appraised my house at \$475,000. I appraise your English ability every time I decide who goes up to another level and who stays in the same level.
100. Evaluate: The insurance adjuster evaluated the damage on my car from the accident at \$3,300. I think it is better to evaluate a person's writing ability from a writing sample as opposed to an examination. Before you buy something, you should evaluate its worth.
101. Rate: I rated the book I just read as excellent. Many people rate Seattle as one of the best cities in America. My wife rated the roofer as an excellent worker.
102. Score: After I give an examination, I have to score each student's test. Every sport has different ways to score points. The Seattle Mariners scored 10 runs in a game I saw last night.
103. Value: I value my children's love above everything else in the world. Many people value money more than other important things in life. I value honesty and integrity. I value old pictures of my parents very highly.

104. Revise: I always revise what I have written before I give it to people. When students revise their work, they learn better and produce better quality work.
105. Conclude: When someone's eyes seem heavy and that person yawns a lot, I can conclude that he or she is tired. Last year concluded with a party at my friend's house on December 31, 2015. When I saw the snow, I concluded it was too dangerous to drive.
106. Criticize: Mothers-in-law often criticize their daughters-in-law about many things. Parents need to be careful how they criticize their children because children are easily hurt by what their parents say. Women often criticize other women for many reasons.
107. Assess: After a big storm, it is important to assess the damage to one's house and property. Before I start a job at home, I try to assess how long it will take me to do it and how much it will cost. When buying a used car, it is necessary to assess its condition.
108. Measure: It is hard to measure the damage done to people's minds by experiencing war. A thermometer measures a person's temperature. We can't measure love.
109. Estimate: The carpenter estimated that it would cost about \$50,000 to remodel the kitchen and bathroom. I estimate that it has taken me about twelve hours to write this vocabulary handout. When driving on snow, it is hard to estimate the time it will take to get to a destination because driving on snow makes drivers drive more slowly and carefully.
110. Recommend: I always recommend to my students to review irregular verbs before taking an examination. My friend recommended a good Chinese restaurant in Seattle. I recommend learning as much as possible when you are young.
111. Determine: Every quarter I need to determine what to teach my students before the quarter begins. Your education will determine the jobs you can qualify for later in life.
112. Suggest: My friend wanted to go to Hawaii and asked me where to go, so I suggested going to the island of Maui. My son suggested going to the movie last Saturday. I suggest your studying for the exam on these words next week.
113. Urge: I urge my students to study hard and go on to college, but the final decision is up to them. I often urge my sons to apply for scholarships. I urge you to study hard.
114. Indicate: When a person runs a fever, it indicates that he is sick. The fuel gauge on the dashboard of a car indicates how much gas remains in the fuel tank.
115. Construe: I construed from the way he looked at and talked about the other man that he hated him for some reason. I couldn't construe what he meant by what he said. My son could construe that I wasn't happy about his getting a failing grade on his chemistry examination just by looking at my face.
116. Infer: After the test when the teacher said that the students needed to study more, it was easy for the students to infer that they didn't do well on the exam. When the woman said she would never go to that restaurant again, I inferred that she didn't like it at all.
117. Suppose: Suppose you win the lottery, what will you do with the money? I suppose it will be all right to have the test on Friday instead of Thursday. Who do you suppose will be the next president of the United States?
118. To Be Supposed To (Base Form of the Verb): To have an obligation or a plan with a choice as to whether you will do it or not do it. Examples: My sons are supposed to keep their bedrooms clean. When I was a boy, I was supposed to clean the house for my mother every Saturday. Last Saturday my wife and I were supposed to clean our back yard, but it was raining so we didn't do it. Children are supposed to tell their parents when they go out.
119. Gather: When the girl made a face when she drank the medicine, I gathered that it tasted bad. Before you answer an essay question on an examination, you need to gather your thoughts. We gather in this classroom every day.
120. Surmise: When the afternoon sky became black with clouds, I surmised that we were going to have a bad storm. When I was speeding and a policeman pulled me over, I surmised that I was going to get a ticket for speeding.

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5.2: Homonyms

The Homonyms: There, There, Their, and They're

The words **there**, **there**, **their**, and **they're** are called *homonyms*. Homonyms are words that are usually spelled differently and have different meanings and uses but sound the same. English has lots of homonyms. The words **to**, **two**, and **too** are also homonyms. Others are **by**, **buy**, and **bye**, **for**, **four**, and **fore**. There are many more.

1. "There" at the end of a sentence

When "there" is used at the end of a sentence, it means a place.

I put the book over there.

We have already gone there three times.

The boy sat there.

2. "There" at the beginning of a sentence

When "there" is used at the beginning of a sentence, it is almost always used with the verb to be (am, is, are, was, were, have been, has been, had been, will have been). This means that something exists. *There and the verb to be* are used to help explain that something is a fact or true. "There" at the beginning of a sentence **does not usually mean a place**. When foreign people use "there" at the beginning of a sentence to mean a place, it is very confusing to a native speaker.

There are 50 states in the United States.

There is a white board in this classroom.

There were three eggs in the refrigerator this morning.

There was a spider on the wall in my kitchen this morning.

There have been two world wars in the last 100 years.

3. "Their"

"Their" is a possessive adjective. It means that something belongs to more than one person. It shows some kind of ownership by a group.

"Do you see those two boys?" I am their father."

"That woman over there is their mother."

Some students left their books in my classroom.

My next-door neighbors have a red car. The red car is their car.

4. "They're"

"They're" is a contraction for "they are." It is used mainly in speaking. In writing, people usually write out the full form, "they are."

They're on vacation this week. They're at the beach. They're having fun.

There, There, Their, and They're Exercise

Exercise 1: Choose the correct words, please.

1. The boys put ----- present for ----- father over -----.
2. ----- are five boxes of books in the closet.
3. I know that ----- working hard on ----- homework.
4. ----- new car cost the family about \$30,000.

5. ----- with ----- friends in that room -----.
6. ----- were fifteen men working on that building -----.
7. ----- are three bedrooms in ----- house.
8. I know that ----- studying with ----- cousins in the library.
9. ----- are twenty-six letters in the English alphabet.
10. They go with ----- teachers for ----- lesson -----.
11. We have taken ----- car to ----- mechanic over -----.
12. He has ridden on ----- horse on ----- farm near his house.
13. The women were complaining about ----- husbands over -----.
14. ----- swimming with ----- mother in the lake -----.
15. I wonder if ----- books fell on the floor.

The Homonyms: Whose, Who's, and Who's

The words *whose*, *who's*, and *who's* are another set of tricky homonyms that are often confused by people in writing. They sound the same, but their meanings are quite different.

1. "Whose"

"Whose" is a possessive question word. Whenever a person wants to know the owner of something, he/she will ask, "Whose X is this?" In other words, they want to know who owns X. Almost always after "whose," people put the name of the item they are asking about. In addition, "whose" is a relative pronoun which is used in possessive relative clauses. "Whose" is also used in possessive noun clauses.

Whose teacher am I?

Whose classroom are we in?

Whose office is in room 211?

Whose coat is that on the floor over there?

I went to the party with Roger, whose wife is a teacher in this college.

The girl whose father is a friend of mine is from China.

The table whose legs are uneven is in front of this classroom.

I know whose coat that is. It is Bob's coat.

Do you know whose pencil this is?

Whose wife is from Brazil is your teacher's wife.

2. “Who’s” and “Who’s”

“Who’s” has two meanings. One is “who is” and the other is “who has.” A native speaker can tell the difference by the use of “who’s” to tell which one it means. If the person wants to use the present continuous tense with “who’s,” then “who’s” means “who is” because in the present continuous tense the main verb is in its ing form (present participle). Also, if no verb follows “who’s,” then “who’s” means “who is.” If, on the other hand, the person wants to use the present perfect tense, then “who’s” means “who has” because in the present perfect tense the main verb is in its past participle form.

“Who’s talking on the phone?” Who is ...

Who’s cooking in the kitchen? Who is ...

I know who’s making all that noise. Who is ...

Who’s in the kitchen with John? Who is ...

Who’s sitting in the front row? Who is ...

Who’s been to France before? Who has ...

Who’s eaten all of the cheese and bread? Who has ...

Who’s studied for the examination? Who has

I know who’s seen that new film. Who has ...

I asked everyone in the room, “Who’s taken my car keys?” Who has ...

Review Lesson: Possessive Nouns and Possessive Adjectives (“Whose”= the Question Word or Possessive Pronoun)

Possessive nouns and possessive adjectives show ownership. That means that something belongs to someone. Both possessive nouns and possessive adjectives come in front of the nouns they own.

Possessive Nouns: Possessive nouns are made by adding an ‘S after a singular noun (or an irregular plural noun) and an s’ after a regular plural noun.

Singular Nouns (and Irregular Plural Nouns)

Plural Nouns

The boy’s dog

the boys’ dog

Tom’s father

the students’ teacher

My son’s friend

my sons’ friend

Bob and Tom’s sister

the ladies’ clothes

The man’s hat

the dogs’ tails

The men’s department

the parents’ responsibility

The children’s room

the tenants’ landlord

Exercise 2: Make the following nouns possessive, please.

Examples:

Don hat

Don’s hat

the lady shoes

the lady’s shoes

The child toys

the child’s toys

the ladies shoes

the ladies’ shoes

The fathers tools

the fathers’ tools

Wendy books

Wendy’s books

1. My two sons room -----

2. The children jobs -----

3. Mary Ann car -----

4. The workers bathroom -----

5. the student book -----

6. Blanca bag -----

7. the teacher sore back -----

8. The employees rules -----

9. the doctor patient -----

10. The lawyers offices -----

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5.2.1: Whose, Who's and Who's Exercise

Whose, Who's and Who's Exercise

Exercise 3: Fill in the blanks with a singular possessive noun, please.

Examples:

Mr. Bissonnette room is on the second floor. Mr. Bissonnette's room is on the second floor.

I picked up the student book. I picked up the student's book.

1. Mr. Bourret brother is named Tommy.
2. Mark wife is a doctor.
3. I bought Tom old car last week.
4. My student uncle died of a heart attack.
5. I stepped on the dog tail by accident.
6. My son pants are in the dryer.
7. Roger father worked in a car factory.
8. I saw the girl new car in her driveway.
9. I took care of Tom children last Saturday evening.
10. The lion roar scared a lot of people.

Exercise 4: Fill in the blanks with a plural possessive noun, please.

Examples:

I put the teachers books on their desks. I put the teachers' books on their desks.

1. The children school is on Myrtle Street.
2. The women office is on the sixth floor.
3. I put the babies clothes in their room.
4. I saw the carpenters tools on the floor in the basement.
5. I sent the lazy students homework papers to their parents.
6. The nurses uniforms are in that closet over there.
7. The students books are in the closet on the fourth floor.

Possessive Adjectives

The possessive adjectives are similar to pronouns in that they replace possessive nouns. For example, I can say Don's books or I can say my books. "My" means the same thing as "Don's." The reason that they are called adjectives is because they must be followed by a noun. The possessive adjectives are as follows:

My

Your

His

Her

Its **NOUN**

Our

Your

Their

My office is in room 211.

Your teacher has a long beard.

His brother lives in Japan.

Her husband drives an old car.

Its color is gray.

Our room is CAS 210.

Your chairs are made of plastic.

Their native country is Vietnam.

Possessive adjectives with their accompanying nouns can come anywhere in a sentence that a noun can come. As with other adjectives, possessive adjectives do not show plural by adding an “S.” They never change.

Exercise 5: Fill in the blank with a noun after the word “who’s” to show either “who is” or “who has,” please.

1. ----- drinking coffee in this classroom right now?
2. ----- teaching this class now?
3. ----- writing this answer?
4. ----- sitting in front of this classroom now?
5. ----- looking at his students right now?
6. ----- not writing anything right now?
7. ----- wearing a tie in this classroom?
8. ----- sitting in the first row today?
9. ----- wearing traditional clothes in class right now?
10. ----- eaten breakfast this morning?
11. ----- watched television this week?
12. ----- spoken a foreign language today?
13. ----- studied ESL in this classroom?
14. ----- flown in an airplane this year?
15. ----- taken a shower this morning?
16. ----- drunk coffee or tea today?
17. ----- taken the bus to school this morning?
18. ----- bought groceries this week?
19. ----- driving that car?
20. ----- had a car accident this year?
21. ----- the man in the blue suit?
22. ----- got a beautiful long beard?

Exercise 6: Fill in the blanks with the correct form of *whose* or *who’s*, please.

1. The man ----- car is in the parking lot will have a dead battery later on.

2. My son ----- a university student lives in Tacoma.
3. ----- going to go on vacation during the summer?
4. The old man ----- standing in front of you has a dog ----- eyes are brown and ----- tail is short.
5. ----- the president of the United States?
6. My sons ----- friends are all young men like to play video games.
7. My next-door neighbor ----- wife works as a physical therapist is a preacher at a Christian church.
8. The table ----- leg is broken will cost a lot to repair.
9. I know ----- sitting in the front row of seats.
10. ----- students are you? In other words, ----- your teacher?
11. I would like to know ----- the student ----- native language is Chinese?
12. ----- classroom is Room 210?
13. The house ----- color is blue has four dormers.
14. The woman ----- husband is on a business trip to France wishes she were with him instead of alone at home.
15. My son ----- playing the violin right now will be hungry very soon.
16. ----- the student ----- sitting next to the Chinese woman ----- hair is long and wavy?
17. I like people ----- character is strong and ----- sense of humor makes them fun to be around.
18. Roger, ----- a teacher at this college and ----- wife also teaches at this college, is my best friend.

Whose, Who's and Who's Exercise

Exercise 7: Fill in the blanks with the correct form of *whose* or *who's*, please.

1. The man ----- wife bought a brand new car without telling him was very angry.
2. My son ----- going to go to a classical music concert tonight knows many musicians.
3. ----- brother is going to help you fix your car this weekend?
4. The old man ----- front yard is a mess and ----- lying on the sofa is lazy.
5. ----- the student who sits next to you in class and ----- hair is red?
6. My sons' friends ----- parents are immigrants went to high school with them.
7. My next-door neighbor ----- written many books is also a good gardener.
8. The door ----- handle doesn't work properly will be expensive to fix.
9. I know ----- stolen a lot of computers from the computer lab.
10. ----- children were on the bus? In other words, ----- their mother?
11. I can't comprehend the woman from Florida ----- killed her two teenage children.
12. ----- office is in Room 211 in Cascade Court?
13. The dog ----- fur is brown and ----- fought with my dog is dangerous.
14. The woman ----- husband speaks French but ----- parents are Italian is nice.
15. My son ----- playing the piano but ----- passion is composition is not here.
16. ----- the student ----- leg is broken but ----- finished his homework?
17. The book ----- title is unknown and ----- author is not famous cost me \$1.00.
18. Doug, ----- a teacher at BCC and ----- son teaches at SSCC, is my friend.

19. My sister, ----- worked as a hairdresser all her life, has a husband ----- sick.
20. America, ----- first president was George Washington, has had 44 presidents in all.
21. My friend ----- flown airplanes for 20 years but ----- only 40 years old wants to get different job.

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5.2.1.1: The Homonyms- To, Too, and Two

The Homonyms: To, Too, and Two

The words *to*, *too*, and *two* are another set of tricky homonyms that are often confused by people in writing. They sound the same, but their meanings are quite different.

1. To is probably one of the most difficult words in English because it has two functions:

an infinitive of the verb marker, and a prepositional phrase marker. Infinitives are the actual names of verbs: *to go*, *to come*, *to play*, *to finish*, *to do*, *to have*, etc. When a verb is in its infinitive form, it does not show verb tense or number. The *to* is always followed by the base form of the verb.

It is also a preposition introducing a prepositional phrase indicating a direction either in place or in time: *(place) to the store*, *to the bathroom*, *to my house*, *to school*, *(time) one o'clock to five o'clock*, *from Monday to Thursday*, *from 1980 to 2012*.

2. Too also has two quite different meanings. It can mean *an excessive quantity* and it can mean *also*.

As an excessive quantity *too* has a negative meaning. It usually says that something is not possible. For example, the ceiling is too high to reach. That means I can't reach the ceiling. My sister is too old to have any more children. She is 69 years old. She can't get pregnant any more in her life.

As "also," *too* usually comes at the end of a sentence. For example, Sara is a teacher and I am, too. We are both teachers. My wife likes spicy food and I do, too. Both my wife and I like spicy food. My son Alex graduated from university, and my son André did, too. They both graduated from universities.

3. Two is a number between the number one and the number three. I have two boys. We all have two eyes.

Examples:

We have **two** cars in my family. My wife has one and I have one, **too**.

I want **to go to** the store this afternoon **to** buy some bread and milk.

My **two** sons went **to** a Chinese restaurant **to** eat lunch. My wife and I went there, **too**.

I worked from one **to** three in the lab today. Graham worked there, **too**.

I was **too** tired **to go to** the movie, and my wife and **two** sons were, **too**.

To, Too, and Two Exercise

Exercise 8: Fill in the blanks with the correct form of *to*, *too*, or *two*, please.

1. I wanted ----- eat a sandwich, so I went ----- Subway sandwich shop, and my friend went there, -----.
2. I thought I would buy a new car, but it was ----- expensive, so I didn't buy one.
3. I used ----- love ----- go ----- baseball games with my Uncle Carl. Sometimes a friend of his would go ----- the ball park with us, -----.
4. My father always liked ----- go fishing, and I liked ----- go, -----.
5. ----- eat in restaurants every night is ----- expensive for most people ----- do.
6. ----- thousand dollars is not ----- much ----- pay for a good used car.
7. In order ----- speak English well, ----- hours of studying at home is not ----- much time ----- spend.
8. My friend needed ----- buy a new computer, and he had ----- pay five hundred and seventy ----- dollars.
9. ----- men tried ----- rob a bank at ----- o'clock yesterday afternoon.
10. Mike came ----- school at 7:30 today and at 7:30 yesterday, -----.
11. Jane brought ----- loaves of bread ----- the party, and she brought a cake and some ice cream, -----.
12. It would be ----- difficult for me ----- learn ----- speak Chinese at my age.

13. ----- old men were sitting on a park bench next ----- a lovely young woman who was having fun talking ----- them.
14. Young children run ----- fast for me ----- keep up with them.
15. My friend Roger is ----- old ----- play baseball anymore, and I am, -----.
16. Joe will buy ----- presents for the twins ----- bring ----- their birthday party.
17. I hope ----- win the lottery that will be held in ----- days.
18. ----- weeks is ----- long ----- spend in the woods ----- go camping with ----- young children because they are just ----- young ----- enjoy themselves.

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5.2.1.1.1: The Homonyms- Buy, Buy, and Bye

The Homonyms: By, Buy, and Bye

The homonyms **by**, **buy**, and **bye** can also be a bit confusing. “By” is a preposition; “buy” is a verb, and “bye” can be an expression for good-bye or it can mean not having to play a game in a competition because of the best record of wins versus losses.

1. **By** is a preposition which tells who or what did something or how someone or something did an action. It can also mean near or next to something. For example, I came to school *by car*. He passed the exam *by studying hard*. The carpet was made *by hand* in Iran. The poem was written *by John*. I walked *by the library* on my way to the park. The young boy took a bath *by himself*.

2. **Buy** is a verb meaning to purchase something. I *buy* tools when I need them. Women like to buy shoes. I go shopping and *buy* the groceries for my family.

3. **Bye** means goodbye. For example, I said *goodbye* to my son this morning. People say *bye-bye* to children. The man said *bye* for now; I’ll see you tomorrow.

Bye when used as a noun means that the team with the best won/lost record doesn’t have to play an opening game in a championship series. The best team in the National Football League in each division doesn’t have to play a game in the first round of playoffs; they have a *bye*.

By, Buy, and Bye Exercise

Exercise 9: Fill in the blanks with the correct form of *by*, *buy*, or *bye*, please.

1. I will ----- a cup of coffee and then say ----- for now.
2. The Seahawks drew a ----- in the playoffs for the first round.
3. The cake was made ----- my mother, but my sister had to ----- the ingredients.
4. He came to the party ----- himself ----- bus and said ----- at 10:00 PM.
5. You will need to ----- books when you enter college.
6. My son wanted to ----- a car, but he didn’t ----- one because he was broke.
7. ----- working two jobs, he was able to save enough money to ----- a car.
8. My mother waved ----- ----- when my children got into the car to go home.
9. It is easy to ----- things ----- using a credit card, but if you do it too often you will say ----- to your hard-earned money.
10. ----- getting a ----- in the first game, the team was able to rest up.

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5.2.1.1.1.1: The Homonyms- For, Four, and Fore

The Homonyms: For, Four, and Fore

1. **For** is a preposition which expresses a reason or a time. For example: I went to the market *for some eggs*. I was at the library *for three hours*. He bought a present *for his girlfriend*. He went on vacation *for three weeks*.

For is also a coordinating conjunction, also expressing a reason for doing something. When for is used as a conjunction, it is always preceded by a comma. For example: I went to the market, *for I needed to buy some eggs*. I was in the library, *for I needed to study for an exam on Monday*. He bought a present for his girlfriend, *for it was his girlfriend's birthday*. He didn't go to work for three weeks, *for he was on vacation*.

2. **Four** is a number. For example, I have *four* hammers. The boy is *four* years old. I was gone on vacation for *four* days. He borrowed *four* dollars from me.

3. **Fore** means something in front or most important. It is used as a prefix in front of another word. For example: A person's *forehead* is above his eyes. The *forecast* is for rain all day long. She is the *foremost* cancer researcher in America.

For, Four, and Fore Exercise

Exercise 10: Fill in the blanks with the correct word, please.

1. I spent ----- months working, ----- I needed extra money.
2. ----- years she worked every weekend ----- the same company.
3. ----- many years, Microsoft was in the ----- front of computer technology.
4. This is sentence number -----.
5. The housewife went to the bookstore ----- books ----- her son.
6. ----- a long time, I have worked ----- this college.
7. ----- many years America was considered the -----most country in the world economically.
8. The fortune teller -----told the man's future.
9. The woman was very worried, ----- her mother had to have a serious operation.
10. We waited -----the line to get shorter before we went ----- some ice cream.
11. The old woman fell down ----- the fourth time today.

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5.3: Conditional/Hypothetical

Conditional/Hypothetical Sentences

Before doing the conditional/hypothetical sentences, you need to review past modal verbs and the past perfect tense.

Past Modals for Single Actions in the Past: The Simple Past Tense

The past tense of **must**, **have to**, and **has to** is **HAD TO**.

Had to
(hadda)

Obligation or necessity in the past

**Past of must,
have to, and has to**

*He **had to take** his daughter to the hospital last night because she had a high fever.*

*He **had to change** the flat tire on his car last night.*

*We **had to pay** our income taxes last year before April 15th.*

*I **had to drive** my wife downtown because she is afraid to drive in the city by herself.*

Must have + past participle
(musta)

**Past conclusion or supposition only;
Never a past obligation: For past obligations, use had to.**

*Sara is a teacher; therefore, she **must have graduated** from a four-year college.*
(conclusion)

*There was some candy on the table and the children were in the room. Now the candy is gone. The children **must have eaten** the candy.* (conclusion)

*She broke her leg playing basketball. It **must have hurt** a lot.* (conclusion)

*When I came home last night, the house was very clean. My wife **must have done** a lot of housework during the day.* (conclusion)

However

*While I was driving home, I got a flat tire, so I **had to use** my spare tire.* (obligation)

*The boy cut his head badly, so he **had to go** to the hospital.* (obligation)

*The toilet broke last night, so I **had to fix** it right away.* (obligation)

Might have + past participle

May have + past participle

Could have + past participle

(mighta, maya, coulda)

Past situation -- maybe it happened,

maybe it didn't. We don't know for sure,

but we do know that it was possible.

*The student didn't come to class yesterday. She **might have gone** to the doctor's. She **might have had** an accident. She **may have gone** shopping. She **could have stayed** in bed. I don't know what happened for sure, but all of the above are possible.*

*My friend bought a lottery ticket. He **could have had** the winning ticket, but I am not sure. It **might have snowed** in the mountains last night. Then again, it **might not have snowed**.*

Could have + past participle

(coulda)

Past ability or capability to do something,

but you chose not to do it. You had the

opportunity to do something, but you

decided not to do it.

A past possibility that you had an opportunity to do, but you chose not to do.

*I lived in Asia for over 5 and a half years, but I never went to Korea. I **could have gone** there many times, but never did.*

*I **could have stayed** in Europe in 1973, but I decided to return to the United States instead.*

*I **could have become** a history teacher if I had wanted to, but I decided to become an English teacher instead.*

*You **could have skipped** school today if you had wanted to, but you decided to come.*

*My wife and I **could have gone** to a movie last night, but we were too tired and decided to bag it and not go.*

**Should have + past participle
(shoulda)**

Past obligation which you didn't do. Something was the correct or right action to do, but you didn't do it. Something was a good idea or thing to do in the past, but you didn't do it. In other words, you made a mistake.

*You were speeding in a car and a policeman saw you and gave you a speeding ticket. You **should have slowed down**, but you didn't.*

*You had a test last week, but you didn't study for it and you failed it. You **should have studied** for it, but you didn't.*

*My son went outside without his coat in the rain last week and he caught a bad cold. He **should have worn** a coat, but he didn't.*

*The students **shouldn't have cheated** on the exam, but they did.*

*I **should have learned** how to type when I was in high school, but I didn't. As a result, I am a slow typist.*

*America **shouldn't have gotten** into a war with Iraq, but it did.*

*Those boys **shouldn't have teased** the new student in the class. He started to cry and then everyone felt bad for him.*

Past Perfect Tense: Used to describe two related actions or activities that happened **at different times** in the past. Its emphasis is on showing the relationship of the actions relative to which one happened first and which one happened second. The past perfect is used with the action that happened first; the simple past is used with the action that happened second. It simply says, "First this thing had begun and ended, and then this other thing began and ended." **Note:** Most native speakers tend not to use the past perfect. It can be avoided by using words such as *before, after, first, then, next, afterwards*, etc. and using the simple past tense to express **both** actions. Also, if something logically comes before something else, then native speakers avoid using the past perfect. It is not necessary.

Examples:

*We **had finished** dinner when our friends **stopped by** for a visit.*

*My wife **had graduated** from the university when we **met** in 1979.*

*The students **had taken** the entrance examination when they **received** permission to register for class.*

*I **had taken out** the trash by the time my wife **returned** home from shopping.*

*I **had finished** university when I **went** into the army.*

*The students **had finished** the examination when John **arrived** in the room.*

More on the Past Perfect Tense

The past perfect tense is used when two or more actions happened in the past **at different times**. One action began and ended in the past before another action began and ended in the past **at a different time**. The action further in the past (the action that happened first) uses the **past perfect tense**. The action that happened second uses the **simple past tense**. Also, the past perfect is used in conditional/hypothetical sentences when the condition in the past didn't happen and as a result it didn't actually happen.

Also, do not use the past perfect tense when talking about only one action.

Moreover, don't use the past perfect if one action of naturally occurs before another action.

Examples of two actions in the past at different times:

*I **had graduated** from university when I **was drafted** into the US Army.*

*After I **graduated** from university, I **was drafted** into the US Army.*

I **had taught** for four hours by the time I **went** home.

After I **taught** for four hours, I **went** home.

Unreal Past Conditional/Hypothetical Examples:

If I **had been born** in Vietnam I **would have spoken** Vietnamese perfectly all my life.

I wasn't born in Vietnam, I have never spoken Vietnamese.

If my friend **hadn't drunk** so much whiskey last night, he **wouldn't have felt** sick this morning.

He drank too much whiskey last night and he did feel sick this morning.

Past Perfect Tense Form

First Action

Second Action

I

You **played**

We **eaten** **simple past tense**

They **had started**

He **come**

She

It

First one action began and finished.

I got up.

Next, another action began and finished.

I drank two cups of coffee.

Thus:

After I **got up**, I **drank** two cups of coffee.

An Unreal Condition

An unreal result

I went into the army in 1967. I went to Vietnam in 1968. **Both of these sentences are true.**

If I **hadn't gone** into the army in 1967, I **wouldn't have gone** to Vietnam.

Class One and Two were taught in Book Four on 4.7.

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5.3.1: Conditional/Hypothetical Sentences

Conditional/Hypothetical Sentences

All conditional / hypothetical sentences consist of a **dependent clause** beginning with *if (or other adverbials of condition)* and an **independent clause** which is a result of the condition or hypothesis. A conditional sentence is one that is real or possibly can happen; a hypothetical sentence is one that is only imaginary - it either will not happen or did not happen.

Class One: Conditional

A. Present or future situation: True and Real or Possible

Form:

If + present tense verb, **will** or **future implied verb** (can, might, want, need, etc.)

Examples:

If my sister visits Seattle, I will take her to Mount Rainier.

If we go there, I want to take a picnic lunch.

B. General Truth situations, not for a specific time, something is always true and never changes. It is True and Real or Possible

Form:

If + present tense verb, present tense verb

Examples:

If plants have good soil and get enough sunlight and water, they always grow well.

If a car runs out of gas, it stops.

C. Past Situations: True and Completed Actions in the Past

Form:

If + past tense, past tense

Examples:

If my father caught fish, he was happy.

If my grandmother cooked dinner when I was a boy, I always ate a lot.

D. Alternate Form for the Present and Future Situations: Should

We can use **should** in **Class One** conditional sentences in the present and future **when we are not sure of the condition**. Only if the condition happens will the result happen. It gives a feeling of uncertainty (not sure of something).

Examples:

If you should receive a letter from John, please tell me.

Should you receive a letter from John, please let me know.

If you should get stopped by a policeman, you must have your driver's license with you or you will get a ticket.

Should you get stopped by a policeman, you must have your driver's license with you or you will get a ticket.

Class Two: Hypothetical

A. Present or Future Situations - will not or are not very likely to occur- Not Real, Not Possible, Only Imaginary

Form:

If + past tense verb, **would** or **could** + verb stem

Examples:

If I had a million dollars, I would go on a long vacation.

If I played professional baseball, I could make a lot of money.

B. Verb To Be: Were

In Class Two Conditionals, when you need to use the verb **To Be**, always use **were** after **if**.
(This is called the subjunctive.)

Form:

If + subject + **were**, would or could + verb stem.

Examples:

If I **were** a bird, I could fly.

If she **were** my daughter, I would love her.

C. Alternate Form for Present Hypothetical Situations: Were

Were may be used in place of **if** to form the Class Two Conditionals; however, this is usually only done in very formal situations.

Form:

Were + **noun**, would or could + verb stem

or

Were + **subject** + **infinitive**, would or could + verb stem

Examples:

If you were an American, you would not take ESL classes.

Were you an American, you would not take ESL classes.

If I were a woman, I could have a baby.

Were I a woman, I could have a baby.

If I bought a new car, my wife would be happy.

Were I to buy a new car, my wife would be happy.

If I went to Russia, I would visit Moscow.

Were I to go to Russia, I would visit Moscow.

Class Three: Hypothetical**A. Past Situations - Did Not Happen, Not Real, Imaginary****Form:**

If + past perfect tense, past tense modal (would have, could have, might have, should have + past participle of verb)

Examples:

If I had won the lottery last week, I would have bought a new car.

If you had grown up in America, you could have learned English as a child.

B. Alternate Form with *Had*

The meaning is the same using this form; however, it has a more elegant sound to it.

Form:

Had + subject + past participle of verb, past tense modal.

Examples:

If I had known your address, I would have visited you.

Had I known your address, I would have visited you.

If you had stayed in your native country, you would not have had me as your teacher.

Had you stayed in your native country, you would not have had me as your teacher.

Please note that with this alternate form that the negative is formed by making the past participle negative.

If I **hadn't prepared** this handout, this lesson **would have been** more difficult for you to understand.

Had I **not prepared** this handout, this lesson **would have been** more difficult to understand.

If I **hadn't gone** to Tunisia, I **might not have learned** to speak French.

Had I **not gone** to Tunisia, I **might not have learned** to speak French.

If I **hadn't prepared** this handout yesterday, we **wouldn't have studied** it today.

Had I **not prepared** this handout yesterday, we **wouldn't have studied** it today.

Class Four: Mixed Hypothetical - Past Influences the Present or Future

Both situations are imaginary. Neither one is a fact.

A past hypothetical situation (imaginary, did not happen, or is contrary to fact) influences a present or future hypothetical situation. This is actually a combination of a **Class Three Conditional** and a **Class Two Conditional**.

Form:

If + past perfect tense, **would or could** + verb stem.

Examples:

If my grandmother **had taught** me to speak Italian when I was a little boy, I **would speak** Italian as well as a native speaker of Italian now. However, she didn't teach me to speak Italian.

If you **had stayed** in your native country, you **could not attend** this school. However, you didn't stay in your native country. You came to America and to my class.

Class Five: Mixed Hypothetical - Past Possible Influences the Present or Future

The condition might have happened. If it did, we know the results.

A past situation - possibly real, possibly happened, **but you do not know or are not sure** - influences a real present or future situation. This is actually a combination of a **Class One, Past Real Conditional**, and a **Class One, Present/Future Conditional**.

Form:

If + past tense, present tense or future tense.

Examples:

If my sister **won** yesterday's lottery, she **is** definitely happy today.

If he **fixed** his car this morning, he **will come** to the party tonight.

We **don't know** if the condition is real (or if it did happen), but we do know that if it is in fact true, then the result is for sure real.

Exercise 11: Answer the following questions about hypothetical situations in the past that did not happen, please.

1. What would you have done for a living if you had stayed in your native country?
2. Would you have had me for a teacher if you had gone to a different college?
3. What would you have done today if you had stayed home and not come to class?

4. Would you have learned English if you had not come to America?
5. What kind of restaurant would you have gone to last weekend if you had decided to eat out instead of eating in?
6. How would your life have been different if you had learned English very well before you came to the United States?
7. What kind of clothes would you have worn to school if it had snowed last night?
8. What would you have done differently if you had been smarter as a younger person?
9. If your teacher hadn't come to class today, what would you have done?
10. What would you have done if there had been a fire in your house last night?
11. What might you have bought last week if you had had extra money?
12. If you had already learned English perfectly before you came to America, what would you have studied at university?
13. If you had won a million dollars in the lottery in your country, would you have come to America?

Exercise 12: Complete the following past hypothetical (unreal) sentences, using the correct verb tenses, please.

1. My father and mother would have graduated from university if
2. If I had been in Japan during the earthquake and tsunami,
3. If I had been born in America,
4. I would have learned English as a child if
5. I could have stayed in my native country if
6. If my friend hadn't smoked all her life,
7. If there had been class on Friday afternoon,
8. If I had studied harder as a young student,

9. My friend's wife might have learned how to swim if

10. I could have gone to the party last weekend if

11. If I had known that the restaurant was so expensive,

12. If I had been arrested last night,

13. If America hadn't gotten into a war with Iraq,

14. My son might have bought a car last weekend if

Exercise 13: Complete these sentences, please. Be careful to use the correct verb tenses.

1. If it rains tomorrow,

2. If I saw a tiger running loose in Seattle,

3. If I had had more money,

4. If my mother wants to make some tea,

5. If I had ten children,

6. If I had lived a thousand years ago,

7. If people always did what they were supposed to do,

8. If your teacher had gone to jail for twenty years,

9. If it is sunny tomorrow,

10. If my friend asked me to do him a favor,

11. If my teacher hadn't given me this homework assignment,

12. If I weren't an ESL student,

13. If I graduate from college,
14. If I had looked at this handout,
15. If this were not the last sentence in this homework assignment,

Exercise 14: Answer these questions, please. Make sure to use the correct verb tenses.

1. If you were a teacher, would you give a lot of homework to students?
2. Should you run into me during the weekend, will you say hello?
3. Were you to win the lottery, would you give some of the money away?
4. Had you been President Bush, would you have gone to war with Iraq?
5. If you get a high-paying job, will you buy a house?
6. Had you stayed in your country, what would you be doing right now?
7. If your mother cooked food for you as a child, did you eat it?
8. Were your teacher to assign a composition for homework, would you do it?
9. Had you been born the opposite sex, would your name still be the same as it is now?
10. Might you have learned English had you stayed in your native country?
11. Could you study English if you were an elephant?
12. If you weighed as much as an elephant, could you buy your clothes in a regular store?
13. Had you gone on a two-week vacation last Friday, would you be in class today?
14. If I had married your mother, what would your relationship to me be?
15. Were you ten years younger, where would you be right now?

Exercise 15: Complete the following sentences, please.

1. If I hadn't completed my homework assignment before I came to class,
2. My friend would come for a visit to Seattle if
3. Some people steal
4. Had I known a long time ago what I know now,
5. I would love to spend a lot of time traveling around the world
6. If I knew how to cook as well as my friend,
7. Were I to become injured in an accident,
8. If I lost my job,
9. If I wake up early tomorrow morning,
10. Should I get a ticket for speeding,
11. Had I won last week's lottery,
12. If my parents were alive,
13. I would have gone to the cinema on Saturday evening if
14. Had I received a raise in pay last week,
15. Were this not the last sentence in this exercise,

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5.4: The Intensifiers So and Such

The Intensifiers So and Such

The words **So** and **Such** have similar meanings in English; however, they are followed by different parts of speech when they are used as intensifiers. (Intensifiers make words “stronger” and are often followed by a “that clause.”) **So** is usually followed by an adjective or an adverb. **Such**, on the other hand, is followed by a noun or noun phrase. Note the examples below:

I sometimes get so tired from correcting compositions that I fall asleep at my desk.

Young children are sometimes so noisy that my ears begin to hurt.

My friend is so disabled that he can't walk or see anymore.

My brother-in-law, who is 62 years old, is such a good tennis player that many good tennis players who are a lot younger can't beat him

My wife is such a good cook that many women are afraid to cook for her

My sons are such nice men that other people congratulate me for raising them so well.

With non-count nouns do not use the indefinite articles **a** or **an**. Note the examples:

The baby's skin is so soft that everyone loves to touch it.

It is so wet outside in Seattle that the ground is often soggy.

Asian fruit is so sweet that people eat lots and lots of it.

My student has such long hair that it always gets in his eyes.

The island of Okinawa has such nice and generous people that other people really like and admire them a lot.

Today has been such a beautiful day that I don't want to go to work.

Oftentimes, people don't use the that clause after **so** and **such** because the that clause is understood and doesn't need saying (or writing). Note examples:

The boys when they got home from the playground were so dirty.

My great grandfather was so old when I saw him.

My mother was so happy when I returned from the war.

My friend Roger was such a good teacher.

Yesterday was such a beautiful day.

My friend has such a beautiful garden.

Because **so** and **such** are so similar in meaning yet have very different grammar rules, many non-native speakers confuse them when speaking or writing. Compare the two sentences below. Both of them “mean” the same thing, but their grammar is quite different.

This cake is so delicious.

This is such a delicious cake.

Be careful not to say any of the following:

This cake is such delicious or so delicious cake or so a delicious cake. (All Bad)

An alternate form is to use **so adjective a** or **an** followed by **a singular noun**. Note examples:

She is **so nice a person**.

He was **so hard a worker**.

It has been **so difficult a grammar explanation**.

We can use so with quantity expressions such as **so much**, **so few**, **so many**, and **so little**, etc. However, we cannot use such with quantity expressions. Note the examples below.

He is sad because he has **so few friends** in his new neighborhood.
My neighbor has **so many cars** that his yard looks like a used car dealership.
I had **so little time** to do the examination.
My friend had **so much hair** on his chest.

Exercise 16: Use the following expressions to form sentences, please.

1. so good
2. such an old shirt
3. so tired
4. such a good boy
5. so few
6. so many books
7. so slowly
8. such a small piece of cake
9. so many customers
10. such lovely children
11. such an impolite person
12. such bad boys
13. so rich

Exercise 17: Circle the best correct answer, please.

1. The cars on the freeway drive ----- that I am afraid to drive on them.
a. such rapid b. so rapidly c. such a rapid d. such rapidly
2. The football game had ----- that there were no empty seats.
a. so much fans b. so many fans c. such many fans d. such a fan
3. That restaurant serves -----.

- a. such good food b. so good a food c. such good foods d. so good a food
4. Bill Gates is ----- that he has his own airplane.
- a. so rich man b. such rich person c. so rich d. such a rich people
5. I was ----- that I fell asleep on the sofa at 8:30.
- a. such a very tired b. so tired person c. so much tired d. so tired
6. Xuan always wears ----- that all the women comment on it.
- a. such nice clothes b. such a nice clothes c. so nice a clothes d. so nice dresses
7. Mr. Bourret is ----- that all the students like him a lot.
- a. such good teacher b. such a good teachers c. so good teacher d. so good a teacher
8. I loved my vacation, but I spent ----- that I will need to work overtime.
- a. so much money b. so a lot of money c. such much money d. so many money
9. My mother was ----- that all my friends wanted to entertain her at dinner.
- a. such funny a person b. such a funny person
c. so much funny d. so fun person

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5.5: Noun Clauses

Noun Clauses

Noun Clauses are clauses containing at least a subject and a verb and function as a noun. In other words, they look like a sentence, but they can't stand alone and make sense. (Clauses can not stand alone in formal grammar.) They need an independent clause (a complete sentence) to make sense. Noun clauses replace a noun in a sentence. A noun clause can be used in every place that a noun can be used (except as the object of a preposition that uses a *that clause*). Another name for a **that clause** is an **embedded statement**. A noun clause beginning with a WH question word is called an **interrogative noun clause**. Look at the sentences below, please.

I know something. This is a very simple sentence. *I* is the subject; *know* is the verb; and *something* is the object.

I know that my name is Donald R. Bissonnette. This is basically the same sentence as the one above. *I* is the subject; *know* is the verb; and *that my name is Donald R. Bissonnette* is the object. **That my name is Donald R. Bissonnette** is a noun clause.

Something in the first sentence equals *that my name is Donald R. Bissonnette* in the second sentence. *That my name is Donald R. Bissonnette* is called a **that clause**. A **that clause is a noun clause beginning with the word that**. Look at some other examples below, please.

I understand that learning to speak English is difficult.

That all of you want to learn English is easy for me to understand.

I know that people love their children all over the world.

That people love their children is true all over the world.

My friend asked me how old I was. I answered that I was 70 years old.

1. Some other verbs that can be commonly used with embedded statements are as follows:

agree	doubt	hope	regret
answer	dream	imagine	remember
assume	feel	know	say
believe	forget	learn	suppose
conclude	guess	notice	think
decide	hear	realize	understand

This is not a complete list. There are many more verbs that can be used in this way.

2. Some other verbs follow a different pattern. These verbs must first be followed by an object and then followed by a *that clause*. Notice the sentences below, please.

I told her that I would be home late.

My students assured me that they would do their homework.

I informed Jerry that I didn't feel like going fishing on Saturday.

The following verbs are commonly used in this pattern.

assure	convince	inform
notify	remind	tell

3. Another different pattern that uses *that clauses* may (or may not) be followed by an object.

I promised (my mother) that I would be a good boy.

My friend wrote (me) that she would arrive in Seattle on September 22nd.

The following verbs commonly use this pattern.

promise show teach warn write

4. A fourth pattern that uses *that clauses* concerns verbs that are followed by *to + an object*. The infinitive comes directly after these verbs.

He explained *to his students* that they would need to buy the handout in order to do their homework for his class.

I mentioned *to my wife* that I would be home late due to a meeting.

The mother announced *to the family* that they were going to Hawaii on vacation.

The following verbs are commonly used in this pattern.

admit announce explain mention point out
prove read repeat reply report
say suggest write

Many times people omit (don't use) that word *that* in the *that clause*. It is understood to be there by native speakers, however. Also, when a *that clause* is used as a subject, it has the same meaning as IT and must have subject / verb agreement when necessary.

Exercise 18: Read the statement and the subject and verb that follows it. Then combine them into one sentence, please. You may use or not use the word *that* in your answer.

Examples:

It rains a lot in Seattle. I know - I know that it rains a lot in Seattle.
I know it rains a lot in Seattle.

Seattle is a very green city. She agrees - She agrees Seattle is a very green city.
She agrees that Seattle is a very green city.

1. Seattle is the capital of Washington. I don't think -
2. Olympia is the capital of Washington. I know -
3. About a million people live in the Seattle metropolitan area. I have heard -
4. Seattle is named after an Indian chief named Chief Sealth. My teacher told me -
5. Seattle used to have a major basketball team. I believe -
6. The team was called the Seattle (Super) Sonics. My friend said -
7. The team left town a number of years ago. I understand -
8. Seattle has on average 265 growing days for gardens. My teacher informed us -
9. 2010 was a very poor gardening year in Seattle. My teacher reported -
10. Mt. Rainier is one of the biggest mountains in America. I guess -
11. Children must look both ways when crossing streets. The mother warned -
12. Streets are very slippery when wet. My friend said -
13. He had to do homework last night. The student forgot -
14. Drinking alcohol and driving a car is very dangerous. I realize -
15. There is often a speed trap on Aurora Avenue in the morning. The teacher announced -

Exercise 19: Answer the following questions using an embedded statement with the verb provided, please.

Examples:

Which is bigger, an elephant or a mouse? Know -
I know that an elephant is bigger than a mouse.

Who was the president of the United States in 2010, Barak Obama or George Bush? Believe -
I believe that Barak Obama was the president of the United States in 2010.

Will we have school on Fridays? Notify -
Our teacher notified us that we would not have school on Fridays.

1. Is New York City bigger than Seattle? Think –
2. Is Seattle bigger than Olympia? Guess –
3. Is Seattle a major shipping port in America? Understand –
4. Is Seattle a good place to have a garden? Learned –
5. Will you go on vacation to Hawaii some day? Hope –
6. Are there whales in the waters around Seattle? Assume –
7. Does learning to speak English take a lot of time? Realize –
8. Will you have homework this weekend? Assume –
9. Do your classmates want to get high paying jobs? Suppose –
10. Must you skip lines when doing homework in my class? I remind –
11. Will you need to study noun clauses in order to use them correctly? Conclude –
12. Do teachers have to report your attendance at the end of this quarter? Imagine –
13. Is this a long assignment? Notice –
14. Does everyone in America speak English? Realize –
15. Which is more expensive, a new house or a new car? Assume –

Exercise 20: Complete the following sentences, please.

Examples:

That my teacher has a long beard ----

That my teacher has a long beard is true.

That guns are dangerous -----

That guns are dangerous is not difficult to understand.

That my sons graduated from college -----

That my sons graduated from college makes me happy.

That some parents don't value education -----

That some parents don't value education causes their children not to study hard in school.

1. That people want their children to be healthy -----
2. That rainy weather makes people sad -----
3. That some people are afraid of snakes -----
4. That police have speed traps on some streets -----
5. That eating vegetables is good for people's health -----
6. That some children have hard lives -----
7. That loving someone is better than hating someone -----
8. That learning to speak English will help you in the long run -----
9. That getting enough sleep is important for children -----
10. That this is the last sentence in this exercise -----

Embedded Questions (also known as Interrogative Noun Clauses):

Embedded questions are *noun clauses* that begin with a question word, **but they ARE NOT questions**. Therefore, they do not have a question form. They begin with a question word, but they have a statement form. As noun clauses, they can be used everywhere that a noun can be used, including as objects of prepositions. Please look at the grammar explanation and sentences below. First, I will show the embedded questions as objects of the sentences; then I will show embedded questions as subjects of sentences; and finally, I will show embedded questions as objects of prepositions.

Embedded Questions as Objects of a Sentence:

I know something.

I know that Barak Obama was the president of the United States in 2015.

That Barak Obama was the president of the United States in 2015 is the object of the sentence.

I know who the president of the United States is.

Who the president of the United States is is the object of the sentence.

I know something.

My friend Roger teaches ENGL 105.

I know what my friend Roger teaches.

What my friend Roger teaches is the object of the sentence.

Notice how both that clauses and embedded questions both work in the same way.

I know that my friend Roger teaches ENGL 105.

I know who teaches ENGL 105. Who = Roger

Who teaches ENGL 105 is the object of the sentence

I know what my friend Roger teaches. What = ENGL 105

What my friend Roger teaches is the object of the sentences.

Embedded Questions as Subjects of a Sentence:

I come from Massachusetts.

Where I come from is Massachusetts.

I wake up at 6:00 AM during school days.

What time I wake up during school days is 6:00 AM.

I am Donald R. Bissonnette.

Who I am is Donald R. Bissonnette.

I have two sons.

How many sons I have is two.

My car is a 1999 Ford Taurus.

What make my car is is a 1999 Ford Taurus.

You come to class in order to learn English.

Why you come to class is to learn English.

I went to university in Massachusetts.

Where I went to university was in Massachusetts.

Notice that none of these sentences is a question. There are no question marks after the sentences. Also notice that there are two verbs that come together when making embedded questions the subject of the sentence. This can be very confusing when writing for both native and non-native writers in English.

Embedded Questions as Objects of a Preposition:

I am interested in something.

I am interested in *what language she speaks at home*.

I know that he was talking about his girlfriend.

I know about *whom he was talking*.

I found out that he got the book from the library.

I found out *where he got the book from*. I found out from where he got the book.

The wedding bells tolled for the newly married couple.

I know *for whom the bells tolled*.

He got home at 2:00 AM.

I realize *at what time he got home*.

She put the boxes under her own bed.

I know *under which bed she put the boxes*. I know which bed she put the boxes under.

He held the candy over his daughter's head.

I saw *over whose head* he held the candy.

She fell off her bike into a mud puddle.

I know *what she fell off and into*.

I know off what she fell and into what she fell.

Replacing Subjects versus Replacing Objects: A Confusing Problem of Word Order

The word order you use changes depending upon whether you want to replace a subject or an object with an embedded question. If you wish to replace a subject, then the word order remains the same: only replace the Question Word. However, if you wish to replace an object, then the word order changes. Note the examples below, please.

The teacher is teaching the student. *Teacher is the subject; the students is the object.*

I know (that) the teacher is teaching the students.

I know *who is teaching the students*. Who = the teacher (the subject)

I know *whom the teacher is teaching*. Whom = the students (the objects)

The students can see the teacher. *The students is the subject; the teacher is the object.*

I know (that) the students can see the teacher.

I know *who can see the teacher*. Who = the students

I know *whom the teacher can see*. Whom = the teacher

The boy is holding his puppy. *The boy is the subject; the puppy is the object.*

I know (that) the boy is holding his puppy

I know *who is holding his puppy*. Who = the boy

I know *what the boy is holding*. What = the puppy

We went into the forest. *We is the subject; into the forest is a place.*

I know (that) we went into the forest.

I know *who went into the forest*. Who = we

I know *where we went*. Where = into the forest

He paid \$400 for the sofa. *He is the subject; \$400 is the object.*

I know he paid \$400 for the sofa.

I know *who paid \$400 for the sofa*. Who = he

I know *how much he paid for the sofa*. How much = \$400

The dog put the bone under the porch. *The dog is the subject; the bone is the object.*

I know the dog put the bone under the porch.

I know *what put the bone under the porch*. What = the dog

I know *what the dog put under the porch*. What = the bone

I know *where the dog put the bone*. Where = under the porch

I know that this is very confusing. I know what is very confusing. I know who is confused.

Exercise 21: (Be Careful.) Change the following statement to simple questions, please. Do not forget that the word order of the embedded question does not change.

Examples:

I know where the money is buried. Do I know where the money is buried?

He wanted to know what time it was. Did he want to know what time it was?

He has learned how to drive a car. Has he learned how to drive a car?

1. He assumed that she was telling the truth.
2. He forgot what he told her.
3. She wishes that he would stay home at night.
4. Boys know how to play sports.
5. My son remembers who gave him the knife.
6. My wife is talking to the woman who was in her class.
7. I know what time it is.
8. She has forgotten where she put the pliers.
9. He forgot how much he had paid for the drill press.
10. I had to explain where Ballard was.
11. My wife wants to know how far away Bellingham is.
12. He wonders how long it will take.
13. I can imagine why she wants to go there.
14. The police assumed that the boy stole the keys and knife.
15. His mother repeated where he had to go.
16. She has to know where he is.
17. He promised that he would be back on time.

Exercise 22: Answer the following questions with the words given, please.**Examples:**

Who is your teacher? I don't remember –
I don't remember who my teacher is.

When is her birthday? I don't know –
I don't know when her birthday is.

Where was he? He didn't say –
He didn't say where he was.

Whose car was he driving? Do you remember –
Do you remember whose car he was driving?

1. Which book did he want you to buy for his father? I can't remember –
2. Why weren't your friends at home studying? They didn't tell me –
3. Who drank Dad's coffee? I don't know –
4. How tall is the Space Needle? I can only guess –
5. What did he find? Did he tell you –
6. How many students are there in your English class? I know –
7. What did your brother cook for his girlfriend? Do you know –
8. Which shirt should I wear to the party? I don't care –
9. Where can I buy some good shoes? Can you suggest –
10. What did your friend want? I am not sure –
11. What is the population of the United States? I don't remember –
12. Where is the closest gas station? I wonder –
13. Who will you marry? I don't know –
14. How much did his new car cost? He didn't say –
15. How much did she pay for this new set of dishes? Guess –

Exercise 23: Answer the following questions with “I don't know” and an embedded question, please.**Examples:**

How old is your mother? I don't know how old she is.
Is he from Seattle or Tacoma? I don't know where he is from.
Is his car red or black? I don't know what color his car is.

1. Is he 24 or 25 years old?
2. Will your friend come tomorrow or next week?
3. Was your friend's appointment at 3:00 o'clock or 4:00 o'clock?
4. Is the cost of bus fare **2.25** or 2.50?
5. When is the last day of class this quarter?
6. Who shot President Kennedy?
7. Did your family go to the Seattle Center or to downtown Seattle?
8. Is Veterans' Day on Wednesday or Thursday this year?
9. Did my wife buy a red dress or a blue dress?
10. Did my friend come to Seattle by train or by bus?

Another use of embedded clauses involves using “if clauses” when you don't know if the answer is “yes” or “no.” For example, if I ask you, “Is my wife 55 years old,” do you know that answer? No, you don't. Possible answers to that question could be any one of the following:

I don't know if she is 55 years old.
I am not sure if she is 55 years old.

I wonder if she is 55 years old.
I don't know, so you need to tell me if she is 55 years old.
How am I supposed to know if she is 55 years old?
I don't know whether or not she is 55 years old.

All of these answers use the word "if" because the person doesn't know the answer to the question. Sometimes people use the word "whether" to indicate that they don't know an answer.

Exercise 24: Answer the following questions using the prompt and with either "if" or "whether," please.

Examples:

Is John at work? I wonder - I wonder if John is at work.
Has he already left home? I'll ask - I'll ask if he has already left home.
Does his tooth still hurt him? Do you know- Do you know whether his tooth still hurts him?

1. Is her appointment at 3:00 or 4:00? She doesn't remember –
2. Was he late for work? I'll find out –
3. Will your friends go to the party? I'm not sure –
4. Have the police caught the bank robbers? I haven't heard -
5. Does she eat fish? I'll ask-
6. Has the mail already come? I'll check and see-
7. Has our neighbor cleaned up his yard yet? I'll go look and see –
8. Are you going out with your friends tonight? I am not sure-
9. Will it rain tomorrow? Do you know –
10. Was he speeding when the accident happened? I'll ask him –

In Book Four is a list of **Passive Adjective Expressions**. These expressions are passive in nature, which means they are formed with the verb To Be. They are then followed by an adjective and a preposition. Many times after these expressions, people use an embedded question following the preposition. Note the examples below.

I am interested in what she has to say.
He was concerned about who his son was hanging around with.
My friend will be mad at his brother for what he said to their mother
He is good at whatever sport he plays.
They were warned about which neighborhoods they should avoid in the city.
The children are excited about where they will go during their next vacation.

Exercise 25: Use the following passive adjective expressions along with an interrogative noun clauses to make good sentences, please. Use the verb To Be in all these sentences.

Example: I am ashamed of what my son said to my wife at the party on Saturday.

1. interested in
2. concerned about
3. accustomed to
4. worried about

5. good at
6. grateful to someone for
7. uncertain about
8. aware of
9. careless with
10. careful about
11. afraid of
12. excited about

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5.6: Quoted Speech versus Reported Speech

Quoted Speech versus Reported Speech

Quoted speech is repeating the exact words that someone spoke or wrote. When using quoted speech, a writer must use quotation marks to show that he/she is quoting exactly what another person said. Quoted speech is rarely used by native speakers. **Reported speech** is saying the same information as in quoted speech, but the speaker or writer uses his or her own words. Reported speech is almost always used by native speakers of English. Reported speech is VERY difficult for non-native speakers. (Many native speakers also mix up reported speech with quoted speech.) When using reported speech, the subjects of sentences, the verbs, the possessive adjectives, and locations change from those used in quoted speech. I repeat: Reported speech can be VERY confusing for non-native speakers.

Examples:

Quoted speech: The man said, "I can't come to your party."

Reported speech: The man said that he couldn't come to my party.

Quoted speech: My mother always said to me, "I want you home at dinner time."

Reported speech: My mother always said to me that she wanted me home at dinner time.

Quoted speech: I asked the old woman, "Can I help you to carry your bags"?

Reported speech: I asked the old woman if I could help her with her bags.

Quoted Speech: I told my two sons, "I have traveled around the world two times."

Reported speech: I told my two sons that I had traveled around the world two times.

Quoted speech: My wife said to my son, "You should have fixed the broken light on your car before you got the ticket."

Reported speech: My wife said to my son that he should have changed the broken light on his car before he got a ticket.

Quoted speech: I asked my sons, "Can you help me in my garden on Saturday"?

Reported speech: I asked my sons if they could help me in my garden on Saturday.

Quoted speech: My sister says, "I want to win the lottery."

Reported speech: My sister says that she wants to win the lottery.

Quoted speech: My wife told the delivery person, "Put the boxes here."

Reported speech: My wife told the delivery person to put the boxes there.

From the examples above, you should note that the verb tense of reported speech depends upon the verb that comes before it. If the first verb is in the present tense, then the reported speech is also in the present tense. However, if the first verb is in the past tense, then the reported speech is also in the past tense. If the quoted speech is a present or future tense modal verb, then the reported speech is a past modal. If the quoted speech is in the present perfect tense, then the reported speech is in the past perfect tense. **This is difficult to understand and use, both for native and non-native speakers and especially writers.**

Also, note how pronouns and possessive adjectives change form. *I* becomes *he/she*.

You becomes *I/we*. *My* becomes *his/her*. *Our* becomes *their*. *Your* becomes *our*.

Here becomes *there*. *Now* becomes *then*. *This* and *these* become *that* and *those*.

Today becomes *that day* and *tomorrow* becomes *the next day*.

Simple yes/no questions change from the helping verbs to *if*.

With imperative sentences, use infinitives in reported speech.

Example: "Come to class on time." He told them to come to class on time.

Verb Forms Used in Reported Speech

Quoted Speech

The student said, "I study hard."

The student says, "I study hard."

Reported Speech

He said *that he studied hard.

He says *that he studies hard.

He said, "I am studying hard."	He said *that he was studying hard.
He said, "I will study hard."	He said *that he would study hard.
He said, "I am going to study hard."	He said *that he was going to study hard.
He says, "I am going to study hard."	He says *that he is going to study hard.
He said, "I can study hard."	He said *that he could study hard.
He said, "I have studied hard."	He said *that he had studied hard.
He says, "I have studied hard."	He says *that he has studied hard.
He said, "I had studied hard."	He said *that he had studied hard.
He told them, "Do your homework."	He told them to do their homework.

*The word "that" is optional in the reported speech sentences. In fact, native speakers usually do not say the "that." It is understood to be there by native speakers, however. Common verbs used for reporting words are as follows: say, tell, ask, inquire, respond, answer, reply, state, comment, report, complain, announce, explain, remark, note. There are doubtlessly other reported-speech words. In reported speech, these verbs are almost always used in the past tense.

Exercise 26: Change quoted speech to reported speech in the following sentences, please.

Examples:

"I need to buy a new computer." He said he needed to buy a new computer.

"We have been working for two days on the project."

He noted that they had been working for two days on the project.

1. Alex said, "I will be home in August."
2. My sister asked, "Will your son be home in August"?
3. I said to my neighbor, "I love to work in my garden."
4. The housewife said to her husband, "We have to fix the broken window."
5. "Boys make a lot of noise," said the tired mother.
6. The boy said to his grandmother, "I love you."
7. The policeman asked the driver, "Do you have a driver's license"?
8. The teacher told the students, "Bring your books to class tomorrow."
9. The man said, "The boys are playing soccer."
10. The woman said to her husband, "A plane just flew by at a very low altitude."
11. "The teacher said, "You will eventually learn English."

Exercise 27: Same as above, please.

1. The man responded to me, “I’ll see you later on tonight.”
2. I advised the children “Don’t play near the street.”
3. The man complained to the restaurant manager, “Please make sure the plates are clean the next time I come here.”
4. The boys asked me, “Do you like classical music”?
5. When the woman saw the price on the coat, she remarked to her friend, “I think you are crazy if you buy that coat at that price.”
6. I inquired of the mechanic, “How much will it cost to repair my car”?
7. The murderer stated to the judge, “I committed the murder because the man owed me some money for a gambling debt and he wouldn’t pay up.”
8. The mailman said, “I haven’t delivered any mail to that house in over a week.”
9. The teacher responded to the student’s question by saying, “I’m sorry, but I don’t know the answer.”
10. The worker told his boss, “I can’t come to work tomorrow because I have a doctor’s appointment.”
11. The president commented to his staff, “Sometimes this job is like living in hell.”

Exercise 28: Use the following words to make reported-speech sentences, please.

1. reported
2. said
3. inquired
4. asked
5. responded
6. announced

7. noted

8. explained

9. stated

10. told

11. replied

12. complained

13. said

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5.7: The Causative and Sensory Verbs

The Causative

The **causative** is used in English when one subject causes another subject to do an action. In other words, the first subject wants something to be done, but that subject does not want to do the action himself or herself. He causes the second subject to do the action. Most of the time this is done by using an infinitive to show the action as well as the doer of the action. For example, in the following sentences, the first subject wants the second subject to do an action.

I want you to skip lines when doing homework.

I urged my sons to study hard in schools.

My wife asked me to wash the vegetables.

The counselor advised the student to take a writing course.

The policeman forced the car thief to stop the stolen car on the highway.

However, there is another group of verbs which use a **bare infinitive**. A bare infinitive is an infinitive without the word **to** in front of it. These bare infinitive verbs are the following:

Make Let Have *Help

With these verbs, the second verb ALWAYS appears in its base form; they do not show verb tense. The verb tense is shown by the four causative verbs and not by the second verb. Look at the following examples to understand how these verbs are used.

*My wife **made** my son **pick up** the dirty clothes off his bedroom floor.*

*I used to always **let** my students **drink** drinks in my class.*

*My sister **had** me **write** a letter to our aunt.*

My friends **helped me **move** some furniture in my house.*

My friends **helped me **to move** some furniture in my house.*

*The policeman **made** the people **get away from** the scene of the crime.*

*My mother **let** my brother, sister, and me **play** outside all the time when we were young.*

*The city **had** my neighbor **clean up** his dirty front yard.*

*The teacher **helped** the student **correct** his composition.*

***Help** is a special verb in English. It can be followed by an infinitive or a bare infinitive. There is no difference in meaning. Both are good.

Exercise 29: Answer the following questions using the Causative Verbs, please.

1. Who has helped you to learn English vocabulary?
2. What did your mother force you to do as a child?
3. What did your father let you do as a young boy or girl?
4. What do you want to do in the next ten years?
5. What did your teachers have you do when you were in school?

6. Who made you clean your bedroom a long time ago?
7. Who advised you to study English?
8. What do you help someone to do every week?
9. What do you want someone to do for you in the future?
10. What language do you need to speak in America?
11. Who did you have repair your toilet when it broke?
12. What do teachers ask students to do all over the world?

Sensory Verbs

In addition to the above verbs using the bare infinitive, the bare infinitive is used with **verbs of perception (or sensory verbs)**. These are the verbs that refer to the five senses: **sight, smell, hearing, feeling and taste**. These verbs can use either the bare infinitive or the present participle after them. The following are the most common sensory verbs.

see	hear	taste
watch	listen to	
notice	feel	
observe	smell	

Examples:

I saw the boy move his hands.
I saw the boy moving his hands.
My son smelled the chicken cooking in the kitchen
I felt the earth shake during the earthquake.
I felt the earth shaking during the earthquake.
I can hear the girl sing every afternoon.
I can hear the girl singing right now.
It tasted bad and I felt the alcohol burning my throat as it went down.
I was listening to the music play on the radio.
I was listening to the music playing on the radio.
I often observe my students studying in the language lab.
I noticed the students copying each other's papers during the exam.
I have noticed students cheat on exams over the years.

The difference between the bare infinitive and the present participle is that the bare infinitive just gives the idea of the very, while the present participle stresses the action of the verb. The present participle wants the listener or reader to “see” the action of the verb.

Exercise 30: Answer the following questions using sensory verbs followed by the bare infinitive, please.

1. Where do you see children play basketball?
2. When can you smell food cooking?
3. When can you hear music play?
4. When do you notice a warning light come on in your car?
5. When you hear a doorbell ring in your house, what do you do?
6. When there is an earthquake, what do you feel the earth do?
7. When you are scared, what do you feel your heart do?
8. When you smell something burning in the kitchen, what do you do?
9. What do you hear someone do when they are sleeping? (Use the word *snore*.)
10. What did you observe someone doing last week?
11. What do you listen to someone doing something?
12. How do you feel when you hear children laugh?

Exercise 31: Use the following sensory verbs or causative verbs in good sentences, please.

1. let
2. smell
3. hear
4. help
5. force
6. see

7. feel

8. listen to

9. make

10. have

11. watch

12. observe

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5.8: The Subjunctive Mood

The Subjunctive Mood

In grammar, what is a mood?

The English language has three main “moods” and two minor “moods”: declarative/indicative, interrogative and imperative; exclamatory and subjunctive. So what does mood mean? Mood means the kind of information the speaker or writer is trying to convey to the listener or reader is obvious from the “sound.” For example, when I say, “I am a man,” I am conveying a fact. When I say, “Are you tired today,” I am conveying a request for an answer. When I say, “Sit down and shut up,” I am conveying an order. Likewise, when I say, “What a deal!” or “Watch out!” I am conveying a surprise or a danger. Finally, when I say, “I recommend that she take her child to the hospital right away,” I am conveying the idea that I strongly support the idea that “she” carry out an action, ie, “take her daughter to the hospital right away.” Because I used the word “recommend” the listener or reader knows that the idea is my idea but that he or she must do the action if he or she agrees with my idea. This is conveyed by not using the “s” form of the verb. That is the subjunctive mood.

An Explanation of the Subjunctive

The subjunctive is used when a speaker or writer strongly wants someone else to do something. In other words, the speaker or writer wants to manipulate another person to do what the speaker or the writer thinks is a good (or bad) idea or action. The speaker or writer is trying to exert some kind of control over what someone else does. When using the subjunctive, the speaker or writer is implying the meaning of should or must without saying should or must. As a result, the subjunctive is not often used by native speakers because it does imply the idea of “I know better than you what you ‘should or must’ do.” The subjunctive mood is very formal, educated English. When used correctly, it is very lovely, educated English.

Verbs That Use the Subjunctive

The following verbs may use the subjunctive:

prefer that	advise that	suggest that	propose that	recommend that	urge that
ask that	request that	require that	demand that	insist that	demand that
prefer that	ask that				

Adjectives That Use the Subjunctive (With adjectives, the verb to be is used before the adjective and the subject of the sentence is usually it.)

a good/bad idea that	necessary that	advisable that	important that
imperative that	urgent that	essential that	vital that

After using one of these verbs or adjective, a “that” clause follows. In the “that” clause, we use a “bare” infinitive, which means an infinitive without the “to.” Infinitives are, for example, to go, to see, to help, to inquire, to smile. These same infinitives become the following as “bare infinitives”: go, see, help, inquire, smile. Likewise, negative infinitives are not to go, not to see, not to help, not to inquire, not to smile. Negative bare infinitives would be: not go, not see, not help, not inquire, not smile.

Examples of the Subjunctive with Verbs

I insisted that my students skip lines when doing written work in this class.

My wife and I have urged that my son participate in a toy piano composition competition.

My wife has insisted that my sons brush their teeth before they go to bed ever since they have had teeth to brush.

The law requires that each immigrant or refugee have a physical examination before entering America as a permanent resident.

Teachers strongly advise that students not cheat on exams or homework assignments.

The father demanded that his son not be impolite to his teachers ever again.

Examples of the Subjunctive with Adjectives

It is advisable that the student study more for exams.

It is important that students not be late for classes.

It was a very good idea that I be polite to adults when I was a boy.

It will be essential that my sons teach their children to be polite to their teachers and to study hard in school.

It is vital that injured people not wait to go to a hospital.

It is imperative by law that children use seat belts or car seats.

Please keep in mind that when using the subjunctive that after the main verb or adjective that a “that” clause be used. Also, keep in mind that there are often other ways of giving the same information without using the subjunctive.

For Example:

I insisted that he leave immediately.

I insisted on his going immediately.

It is important that he study for the exam.

It is important for him to study for the exam.

It is vital that people eat food and drink water.

It is vital for people to eat food and drink water.

These sentences are equally good; however, the subjunctive sentences are much more formal.

Exercise 32: Use the subjunctive to respond to the following situations, please. You only need to write one sentence. There are many possible answers.

The house is on fire.

It is urgent that I call the fire department.

It is necessary that you dial 911.

I insisted that everyone get out of the house at once.

1. The boy is failing in his math class.
2. Your phone bill is due tomorrow.
3. Your car has a flat tire.
4. A member of your family is lying on the floor and having a difficult time breathing.
5. You needed more money to pay your bills.
6. The gas gauge in your car was on empty.
7. Your child wanted to quit school.
8. Your friend didn't want to go to the hospital despite having a fever of 104 degrees.

9. Your friend found drugs in his son's backpack.
10. A friend of yours didn't know what to study in college.
11. A fat old friend with a bad heart wanted to eat more sweets and drink more soft drinks.
12. One of your friends bought a gun and wants to carry it around with him.
13. Your son hangs around doing nothing but playing video games and being lazy at home.

Exercise 33: Fill in the blanks, please.

1. "John, you forgot to finish your report that is due tomorrow."
"I suggest ----- right away."
2. "What did the dentist tell you about your gums"?
"He recommended ----- take better care of them."
3. "Mrs. Jones, your husband's right front tire is low on air."
"I highly recommend ----- as soon as possible."
4. "Mom, Bobby plays the radio late at night, and I can't get to sleep because it bothers me."
"Would you request ----- so late at night"?
5. "What did Angela's boss tell her about being late to work every day"?
"He insisted ----- on time for work from now on."
6. "Mr. Bissonnette, should I review my notes before the examination tomorrow"?
"It is always advisable ----- before every examination."
7. "Barbara, what did the doctor tell you about being pregnant and smoking"?
"He demanded ----- immediately."
8. "Dr. Smith, what is the most important way to be healthy"?
"It is vital ----- to be a healthy person."
9. "Don, what should I do to improve my verb grammar"?
"It is essential ----- irregular verbs by heart."

Exercise 34: Use the following verbs and adjectives in subjunctive sentences, please.

1. essential
2. urgent
3. propose
4. insist
5. a good idea
6. prefer
7. necessary
8. ask
9. important
10. urge
11. require
12. imperative
13. recommend
14. suggest
15. advise

Exercise 35: Fill in the blanks, please.

1. What do you think that John should do?
I recommend that -----.
2. Where will should I buy a house?

It is important that ----- the location.

3. What do I have to do to pass the exam?

It is ----- you study the irregular verbs.

4. I insist that my students -----.

5. What did the football coach tell his players?

He insisted that -----.

6. Should my father have an operation?

I recommend that -----.

7. When would you suggest that the band practice?

I have suggested that -----.

8. The policeman demanded that the driver ----- his immediately.

9. Would you suggest that Jerry take a bus or a plane to get to my appointment in Mexico City?

I suggest that ----- a plane.

10. It was important that she ----- drinking alcohol.

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5.9: Academic Writing Overview

Academic Writing Explanation and Practice

What is a paragraph?

A paragraph is a group of related sentences which communicate one central idea. A paragraph can be either short or long, depending on the subject (main idea) of the paragraph and how much the writer wants to say about that subject.

How does a paragraph begin?

A paragraph usually begins with a general statement about the main idea. This sentence is called the **topic sentence**. This sentence tells the reader what the rest of the paragraph will be about, and it limits the kind and amount of information that should be included in the paragraph. Most of the time, the topic sentence is the first sentence in a paragraph, but more experienced writers will sometimes put the topic sentence in the middle or end of the paragraph. For beginning writers, begin a paragraph with a topic sentence. Once you become more confident in your writing, then you can vary where you put the topic sentence. The old saying “First you have to walk before you can run” applies here.

How does the paragraph progress from the topic sentence?

The topic sentence is followed by major points of information that support the topic sentence. These sentences give more information that supports or explains the main idea of the paragraph. Other sentences give examples and other supporting details that help the reader understand about the main idea. At the end of the paragraph, it is often a good idea to put a concluding sentence. (This is especially true in a one-paragraph composition.)

Notice the paragraph below. The first sentence, in **bold** type, is the topic sentence. The main idea and the limit of discussion are underlined. The sentences that follow support the main idea of the topic sentence. The major points that follow the topic sentence are in *italics*. The concluding sentence is also underlined. Also, pay attention to the transition words or phrases from one thought to the next. Transitions are very important to help make a paragraph flow along smoothly so that the reader can understand what is being said more easily and clearly. Good writers always try to make their writing “easy” for the reader.

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5.9.1: Choosing a Place to Go on a Vacation

Choosing a Place to Go on a Vacation

Choosing a place to go on a vacation requires a lot of planning. *First of all, it is necessary to choose the place to go. This will have a lot to do with the rest of your planning. After you have chosen a place, you must determine how long you can go on vacation for. This requires thinking about school and work schedules. Everyone who is going on the vacation needs to have time off at the same time. After that, you must figure out how much money you will need to support yourself while you are away from home. The last thing you want is to be away from home on vacation and then run out of money. Running out of money far from home can really ruin a vacation. Finally, you need to book reservations for transportation to and from the vacation destination and to book motel reservations if you are not staying with relatives or friends. The sooner you do this, the better off you will be. Sometimes people put off making reservations and then end up having a hard time finding a place to stay or a convenient time to return home. By following these steps, you can be sure of covering the basic needs of a vacation while eliminating possible headaches from not planning well enough.*

What holds a paragraph together and makes it easy for a reader to follow the writer's thoughts?

Ideas in a paragraph are usually connected to each other by using **transition words or phrases**. These are words that show the relationship between ideas. They guide the reader through the paragraph as well as from one paragraph to the next. In the paragraph above, notice how the following words move the reader along: First of all, After, After that, Finally. Good writers help the reader by using transition words. A paragraph without transition words does not read smoothly. English has hundreds of transition words. You will need to learn them and use them in order to become a good writer.

How do people go about learning how to write a good paragraph?

Practice, more practice, and still more practice! There is no other way to do it. Writing paragraphs, having someone correct the paragraphs, rewriting the paragraphs eliminating mistakes, and having the paragraphs corrected again is the best way to learn to write. It's not easy or fun, but it is the only way I know how to make oneself a decent writer.

More about Topic Sentences and Controlling Ideas

Every good academic paragraph has a strong topic sentence with a focused controlling idea. Usually, but not always, the topic sentence in English is the first sentence in a paragraph. Basically, a topic sentence names the topic to be discussed and then limits that topic to a specific area of discussion which can be covered in one paragraph. The following are good topic sentences:

Driving on freeways requires both skill in handling the car and attention to the road.

Baseball, my favorite sport, is very much unlike football.

Diamonds, a girl's best friend, are prized for their hardness and beauty.

From these topic sentences, it would be an easy task to write a solid paragraph because what you write has been determined by the controlling ideas. For example, in the sentence "Driving on freeways requires both skill in handling the car and attention to the road," as a writer you would go on to write about the skills needed to drive on freeways and then the necessity of attention to the road. That would be about all you could reasonably write about in one paragraph.

Sometimes writers have problems writing good topic sentences because they either make them too general or, conversely, too specific. Topic sentences do need to be general; however, the controlling idea of a topic sentence should limit the discussion. Likewise, topic sentences should not give very specific details. Details come later in the paragraph to support the topic sentence. Topic sentences only give the general idea of the topic. The specific supporting details come later.

Components of a Good Composition

1. Purpose Statement: Each composition must be preceded by a one-sentence purpose statement that defines the purpose of the composition (the reason you are writing the composition). This usually come in the topic sentence.
2. Audience: The "audience" of a composition is who the writer expects to read the composition. The two main elements of the audience are the person(s) who will read the composition and the register in which the writer writes: formal or informal writing. Academic writing is almost always classified as formal writing.

3. **Clarity:** Clarity refers to how easy it is for a reader to read and understand what you have written. Word choice is very important in academic writing. Vague, common, everyday words should be avoided with more precise words used instead. Also, clear pronoun references are very important for a composition to be clear. Mixing up a pronoun reference makes it very difficult for a reader (or listener) to clearly follow a piece of writing. For example, when writing about a man, the correct pronouns would be *he*, *him*, *his*, and *himself*. If a writer uses *her* or *them* instead of *his* or *him*, it will confuse a reader very badly. This may seem like a small mistake; however, it is very serious because it stops the reader from understanding what or who the writer is writing.
4. **Unity:** Unity refers to all of the sentences in a paragraph or composition referring to the main topic of the paragraph or composition as a whole. In other words, all of the supporting details refer to the topic. There are no details or sentences that refer to something unrelated to the topic. Again, if the topic isn't unified, the reader will get lost in trying to follow the idea of the piece of writing.
5. **Coherence:** Coherence refers to the organization of a composition and the ease with which the ideas flow from one idea to the next in a logical order. There are three elements that go into making a composition coherent: logical order, repetition of key words or phrases, and precise use of transitional words and phrases. Logical order means that sentences flow 1, 2, 3, 4, 5. They do not flow 1, 4, 2, 5, 3. Repetition of key words or phrases keeps the writer informed of the main topic. However, good writers need to be careful not to make a piece of writing too repetitive by using the same phrase over and over again. To avoid this, correct pronoun usage is very important. Also, repeating an idea using different words is the sign of a good writer. Transition words and phrases help to move the reader from thought to thought more easily. They tell the reader beforehand what is coming. If I am reading something and I see the word *therefore*, I know that the result of some action will follow. If I see the words *on the other hand*, I know that something opposite of what was just written will appear. Transition words and phrases tell the reader what to expect next.
6. **Proofreading:** After a writer writes a formal piece of writing, it is imperative to read the piece again and again to make sure there are no mistakes either in facts or in writing mechanics such as capitalization, spelling, grammar, or punctuation. I always reread anything I have written at least two or three times before giving it to someone because I know how important this step is to ensure that there are no foolish mistakes. I can't emphasize this enough. It is the writer's responsibility to make sure whatever he has written has no mistakes.
7. **Grammar:** In academic writing, good grammar and writing mechanics are an absolute necessity. Be very careful with pronoun selection and verb tenses. Mistakes of this sort look like black ink stains on a white dress. Educated readers will almost always notice grammar and punctuation mistakes.
8. **Support:** Ideas need to be supported with facts, other ideas, or examples. Good writers support statements so that the reader will give the writer more credibility. Writing without strong supporting information is poor quality writing.

Exercise 41: Unscrambling Exercise: Unscramble the order of the following sentences so that they form a coherent paragraph, please. Write out the paragraph on a separate sheet of paper.

A.

Nowadays, people can't afford to do that anymore.

It is just too expensive.

Of course, that was a long time ago, before the price of gasoline went up and up and up.

However, it used to be a cheap way to have a lot of fun.

]

Americans used to love to get in their cars and drive around just for the pleasure of it.

B.

Thus, we can say that people who are health conscious stay away from junk food.

Americans eat a lot of unhealthy junk food.

All of these make people fat, and too much fat is bad for everything.

For example, food like cheeseburgers, French fries, milkshakes, and pizza contain too much fatty products and carbohydrates which tend to make people fat.

Diseases such as obesity, diabetes, heart disease, and bone/joint problems are all attributable to eating too much junk food.

C.

They always smell so fragrant and look so beautiful.

Sometimes in the early evening I will go out and smell the roses in my front yard.

Of course, I realize I am standing on the ground, but my mind doesn't know that.

Their fragrance takes my mind away and I feel like I am floating on air.

I love the smell of roses on warm summer nights.

Sample Paragraphs Read each paragraph and think about what it says and how it is organized.

Friends

We all have made many friends in our lives. Some of our friends are very close friends, while others are just casual friends. Three of my best friends are men I met in Iran from 1974 to 1976. Roger Bourret is my best friend. He is also an English teacher. He and I share the same ethnic background. Both our families emigrated to the U.S. from Canada in the early 20th century. In fact, his parents and my father spoke French as their first language. We met and immediately became best friends. Another friend whom I met in Iran is Doug Clark. He was also an ESL teacher at Bellevue College. He and I hung around a lot in Iran and then traveled together. When I returned to America, I lived with Doug and his wife for a year. The third good friend from Iran is Hossein Aghai. He and I have shared very many good times together in a lot of very good places. I always enjoy spending time with Hossein. He is a wonderful host and a fabulous cook. These three men, Roger, Doug, and Hossein hold dear places in my heart.

Strange English Words

English has a lot of words that started out with one meaning and have ended up with an entirely different meaning. The word "awful" is an excellent example. In its original meaning, it meant the feeling one would get when looking into the face of God. Try to imagine that feeling, and you will understand "awful" as it was first used. What does "awful" mean now: terrible, very bad, no good. Don't ask me why because I don't know. Another word whose meaning has changed is "fascination." At one time, it had a sexual meaning to it. It meant to look at either a person or a sexual partner with the idea of mating. Today, the word fascination means the idea of being strongly interested in something. For example, I have a deep fascination for ancient history. There are very many words like these in English. That is why it is a good idea to use a newer dictionary.

Dogs

I love dogs because they are loyal friends, lovable animals, and lots of laughs. There is a saying in English that dogs are man's best friend. I completely believe it. No matter what the situation, dogs will stand by their master's side and defend their master to the death. Also, no matter how bad a mood a master is in, his dog doesn't care. A person can always count on his dog to help and support him. Furthermore, dogs are lovable. Their love is 100%. They can sense if their master is unhappy or sick, and they snuggle up close to relieve the sadness or pain. Finally, dogs are a million laughs. Playing with them or watching them is a pleasure in itself. They do the stupidest things. My family has always had lots of good times just watching our foolish dogs. They comfort us with their foolishness. Thus, in my opinion, a dog is the best friend a person can have.

Being a Father and Being a Son

Being a father is different from being a son in many ways. A father has responsibility for the well-being of his family. For one thing, he needs to work to bring money into his household. Without money, life can be very very hard for a family. Fathers don't always have to have a lot of money, but they must make enough for food, medicine, and a roof over their family's head. Most sons have very little responsibility other than schooling. They should help out around the house, but they often don't do much. Also, sometimes when they do things, it makes more work for their fathers. Sons are generally more careless than fathers, for the most part. In addition, fathers have to set a good example for their sons. Sons love and respect their fathers and most fathers know that they must teach their sons properly to get as well as earn the respect that their sons give them. Therefore, fathers have to lead

correct lives if they want their sons to be upstanding men when the time comes. A lazy father or a dishonest father “teaches” by example his son to be lazy or dishonest. Thus, if a father wants to have ambitious and honest sons, then he himself must be ambitious and honest. Lastly, fathers have to be there to listen to and give advice to their sons. Most sons know that their fathers are interested in what they are doing and know that their fathers are not going to deliberately give them bad advice. Fathers know they have made every mistake known to mankind in their lives. They don’t want their sons to make the same mistakes, if possible. On the other hand, fathers rarely ask their sons for advice – unless it is about some new electronic device that their fathers know nothing about. In sum, fathers have very much more responsibility than sons do.

Woman’s Work

“A woman’s work is never done.” This is an old saying that is truer today than it was a hundred years ago. Traditionally in America, women stayed home and took care of the house and family, while the men worked outside of the house to “bring home the bacon.” Looking at this in today’s America, it seems as if it is some kind of fantasy. In almost all families, both the husband and wife have to work outside the house to make ends meet. One income per family is just not sufficient any longer. What does this mean to the “woman of the house”? It means she has a lot more work to do and fewer hours to do it in. For instance, cleaning the house, doing the laundry, ironing clothes, cooking meals, etc. still need to be done. Most men are either too lazy to do housework or just incompetent when doing it. In other words, they either don’t want to do the work or they do it poorly, not up to their wife’s standards. (I know this for a fact.) What is the result? Women have to work outside the house to bring money home for the family, and they must find the time to do all of the work they traditionally had done. Most women realize that this is unfair, but most women also realize that it is their lot in life – if they want a somewhat peaceful life. Ah, the good old days! They certainly aren’t so good for most women in today’s America. Today, it means more work and less quality time for family and friends for women.

Three Important People in My Life

In all of our lives, we have had certain people who have been more important to us than others. Most people move in and out of our lives for brief periods of time and then they are gone. Others stay with us forever, even after they have died. In my life, my father and mother have had perhaps the greatest influence on me and who I am. They were the base upon whom I have grown into who I am today. They taught me right from wrong and the correct way to treat other people. My sons Alex and André have been the focus of my life for the last thirty years. They are and will continue to be the most important people in my life for the rest of my life. When they were little boys, they brought me joy and laughter. As they have gotten older and become men, they have made me proud of them. They are intelligent, kind, and respectful of others. And finally my friend Roger Bourret has been my rock-solid best friend for the last forty-one years. We met in Iran when we were both young men. We immediately hit it off as friends. We have had many fun times together since 1975. Even now when we are old men, we still share a lot of good times and laughs together. I value his friendship very much. In sum, all of these people have been important to me and have played important roles in my life.

Dog People versus Cat People

Some people are dog people, some people are cat people, and some other people are non-animal people. The last group of people is hard for me to relate to because I have always loved almost all animals. My two favorite animals, however, are dogs and cats. Of the two, dogs are my absolute number one favorite. I am for sure a dog person. I have always loved dogs. In addition, I have always had dogs as part of my family. In fact, for me they are an integral part of my life and family. Other people are cat people. They feel about cats the same way that I feel about dogs. Cats are part of their families and life. Whether people prefer dogs or cats or some other animal doesn’t matter. What matters is that people can relate to animals in the same way that they relate to other people. In the same way that people love and share their feelings with other humans, they can do the same with the animals of their choice. One of the great characteristics of animals that is better than human characteristics is that animals have only true love and understanding. Humans may love other humans, but they can be critical of the ones they love. Animals, on the other hand, are never critical. They love 100% no matter what. My dogs have always loved me and stood by me no matter how bad life has been or how bad I have been. People with cats feel the same way about their cats as I feel about my dogs. Dog or cat people doesn’t matter. What matters is that we have had loyal friends for life.

My Favorite Pastimes

There are many ways that people pass their free time. Some people watch TV or listen to the radio. Other people go to bars to drink beer with friends. Still others go fishing or hunting. As for me, I have three pastimes, all of which make my life more complete and fulfilling. First of all, I love reading. I always have at least one book I am reading as well as a magazine or two at the same time. I try to read every day, especially before I go to bed at night. Reading relaxes me and seems to keep my mind active. I always learn something new when reading. Second of all, I have my garden which occupies a lot of my time, especially in spring and summer. After the cold, wet, Seattle winter is finished, I must get outside to get my garden ready for planting. Actually, I have three gardens. I have my big vegetable and flower garden in my back yard, my herb and flower garden in my front yard, and my greenhouse next to my back-yard garden. I grow peppers and herbs in my greenhouse, plus I start plants there in early spring. My final pastime is working with wood to build things or to make art projects. I build or repair tables, fences, gates, or chairs mainly. They are not high quality furniture, but they are for my workshop, back yard, or greenhouse. I also like to make wooden masks and statues for fun. I also use these in my gardens and greenhouse. I have lots of scarecrows which people stop to look at and smile at because my wood projects are almost always funny looking. Thus, my pastimes keep me busy and make my life much more enjoyable.

Places to Take Short-Time Visitors in Seattle

We all have visitors who come to spend some time with us in Seattle. Sometimes it is only for a day or two. Other times company will stay for longer periods of time. For guests who stay a week or less, let me recommend the following places to take them. If the guests have children, the Woodland Park Zoo, located in North Seattle on Phinney Avenue North, is an excellent place to go. There are lots of exotic animals from all over the world for the children to see. Also, there is a lot of room for the children to run around safely. Moreover, it is a very good place to have a picnic lunch because there are picnic tables to sit at and set out the food on. Another good place to go is the Chitterdon Locks, located in Ballard on Market Street just off 15th Avenue Northwest. Locks are manmade waterways which allow big boats and sips to move from one body of water to another body of water over land cut out between the bodies of water. The Chitterdon Locks are cut out from the Puget Sound to Lake Union, which in turn connects to Lake Washington. The waterways (locks) rise and fall so that boats can move from one section to another. The locks are very interesting to look at and see how they operate. In addition to the locks, there are very beautiful flower gardens, lawns, and walkways for people to enjoy. Also, there are fish ladders for salmon to move from the Puget Sound back to the places where they were born in order to lay their eggs for the next generation of salmon to be born. It is quite fun to watch the salmon jump up the ladders in order to reach their destination. Finally, there is the Fremont area of Seattle, where there are a lot of interesting shops as well as public art. In Fremont, many artists do their art and sell it there, also. There are many small but good restaurants, some cheap, some expensive. It is just a nice neighborhood to walk around and look at things. Its three most famous sights are the Fremont Troll, the Fremont Rocket Ship, and the statue of Vladimir Lenin, which someone bought in the old Soviet Union and transported to the Fremont neighborhood. Therefore, when visitors come to Seattle, you should bring them to see these places. They are all worth seeing, and they are all fun places for everyone.

Three Places I Have Visited

Like almost everyone else in the world, I like traveling and seeing new places very much. It refreshes and relaxes my brain and allows me to keep myself sharp and interested. There are three places which I have visited which I have found very enjoyable. Years ago, I visited the Taj Mahal in India while I was traveling there. It is located in the city of Agra, which is fairly close to New Delhi, the capital of India. The Taj Mahal was built by Shah Jehan in the mid-1600s for his wife Mumtaz Mahal, who bore him 17 children (I think). He built it as a symbol of love which is exactly what it "says" to people who see it. It is the most beautiful man-made structure I have ever seen. Another place I have been in a few times is Paris, France. I was there when I turned 27 years old for the first time. In fact, I turned 27 in Paris. I had been in France as a student and decided to visit the country with some friends. We went to Paris after a couple of weeks of touring. Paris was as exciting and beautiful as I had always heard it was. I only stayed there for one week that time, but it was definitely a good time. Since that time, I HAVE BEEN BACK TO Paris, and it remains as beautiful and vibrant. The last place I have enjoyed visiting is right here in Seattle. Woodland Park Zoo is located near my house, so I often went there when my boys were younger. We always had fun looking at the animals and playing in the fields in the zoo. We don't go there that often nowadays because my boys are bigger, but we still sometimes visit the zoo when guests come to visit us. Therefore, because traveling always makes me feel better, I love to visit places both in distant countries and in my own city.

General Thoughts on Good Writing and What It Takes to Be a Good Writer

Good writing is not easy. It is especially not easy for foreign people; however, it is not easy for native speakers, either. To become a good writer requires lots of hard work and a lot of practice. It is impossible to become a good writer without more and more practice. To write well, a person must pay attention to spelling, grammar, transitions from one idea to the next, good sentence variety and structure, and topic development. It is, in fact, the most difficult of all aspects of language acquisition. Speaking, listening, and reading are much easier than writing. In all areas, language learners will make mistakes. In speaking, listening, and reading, people don't see or really hear mistakes. In writing, however, mistakes don't just disappear into thin air. They remain forever for readers to see. Thus, always try to be very careful in whatever you write. Your writing ability "says" something about you to people who read your writing.

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5.10: English Punctuation Rules and Capitalization Rules

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5.10.1: English Punctuation Rules

English Punctuation Rules

I. End Punctuation

A. Periods [.] (Also referred to as a Full Stop)

1. At the end of a statement

We went to the bookstore.

My classes run from Monday through Friday.

I am a teacher.

2. At the end of an imperative sentence

Pick up your dirty clothes.

Don't let the dogs in the living room.

Skip lines when writing homework.

3. After an abbreviation

The package weighed 8 lbs. 6 oz.

Mt. St. Helens is a volcanic mountain.

I live on Phinney Ave. N.

4. After an initial

Donald R. Bissonnette

U. S. A.

T. B. Bourret

5. In outlining after Roman Numerals, capital letters, numbers, and small letters

Look at all the categories in this outline for examples, please.

B. Question Marks [?]: At the end of an interrogative sentence

Do you speak English?

Have you eaten dinner yet?

Will you be absent tomorrow?

How many children do you have?

C. Exclamation Points [!]

1. At the end of an exclamatory sentence

Watch out for that car!

What a great game!

What a day I had!

2. After an interjection that expresses strong feelings

Oh! I can't believe it.

Holy cow! That was an expensive meal.

Right! I don't trust him for a second.

II. Interior Sentence Punctuation

A. Commas [,]

1. Between the name of a city or town and the name of the state

Seattle, WA
South Attleboro, MA
San Francisco, CA

2. In a series

I bought bananas, apples, peaches, kiwis, and strawberries yesterday.
She is a wonderful, happy, beautiful, and intelligent child.
The boy goes to school, works at the music store, helps out at home, and sings at church.

3. Between the day and month of the year

August 24, 1945
September 11, 2001
April 24, 2005

4. To set off words such as *yes*, *no*, *well*, *oh*, etc. that come at the beginning of a sentence

Yes, I will help you tomorrow.
No, I don't have any money to give you.
Oh, I am so sorry.

5. To set off the name of a person addressed directly

Thuy, please go to the board and write a sentence.
Will you open the door for me, Cheo?
As I said, Teresa, I want you to skip lines.

6. To set off adverbial clauses at the beginning of a sentence

When the door opened, I entered.
Although I love teaching, I don't like correcting papers at night.
Because the sun was shining, people were happy.

I entered when the door opened.
I don't like correcting papers although I love teaching.
People were happy because the sun was shining.

7. To set off introductory words and phrases

She comes from Vietnam. Therefore, she speaks Vietnamese.
As a result of the accident, she had to miss a lot of school.
Nowadays, I don't move as quickly as I did as a young man.
He ate the vegetables. However, he didn't want to.
Having smoked most of his life, he found it difficult to quit.

8. To set off inserters (Inserters are words inserted in the middle or end of a sentence to help clarify meaning.)

I want to go, but I can't go, however.
He doesn't want to do it, yet he, nonetheless, will certainly do it.
My sister smokes a lot. I, on the other hand, have never smoked.
I enjoy doing a lot of things. I love traveling, for example.

9. Direct quotations

"I love you," he said.
She screamed, "Get out of my way."
Speaking softly, she answered the phone and said, "How may I help you?"
"I want to quit smoking," he said, "but I can't."

10. Coordinating conjunctions followed by a subject

I will take you to the park, and your mother will bring you home.
You haven't done your homework, so you can't go to the movie with Tommy.
It is raining out, yet the boys want to go to the beach.

11. Nonrestrictive clauses and phrases (Nonrestrictive clauses and phrases are used when referring to someone or something that is understood by both the writer and the reader. In other words, there is only one possibility of whom or what the writer is writing.)

My father, whom I loved dearly, died when I was a teenager.
I spoke to my sons, Alex and André, about going camping next month.
John F. Kennedy, who was the president when I was in college, was assassinated in 1963.
The Seattle Mariners, my favorite baseball team, plays in Safeco Field.

12. Tag questions

You speak English, don't you?
He has a car, doesn't he?
He can come, can't he?

13. To set off participle phrases or reduced relative clauses

Agreeing to pay the fine, I wrote a check for \$38.00.
The old man, stooping to pick up the book, winced because his back hurt him.
The dishes, washed and stacked next to the sink, still need to be put away.

14. Following conjunctive adverbs (transition words and phrases) in compound sentences

I have to teach every day; in addition, I have to correct papers every night.
My sons have drivers' licenses; therefore, they can drive cars legally.
My mother was outgoing and loud; in contrast, my father was reserved and quiet.

15. In the salutation of a friendly letter

Dear Mom,
Dear Roger,
Dear Noonie,

16. After the complimentary closing of a letter

Sincerely yours,
Love always,
Yours truly,

17. After the last name when it comes before the first name

Bissonnette, Donald
Riley, Rosanne
Tran, Xuan Mai

B. Semicolons [;]

1. To connect compound sentences which are not connected by conjunctions

She comes from Vietnam; she speaks Vietnamese.
It was a beautiful night; the moon was full and the stars were shining brightly.
She cooks all kinds of food; for instance, she can cook Chinese food, Indonesian food, Arabian food, Italian food, and Brazilian food.

2. To separate items in a series in a sentence when the sentence already contains a lot of commas for other punctuation reasons

My most enjoyable free-time activities include working in my garden, which always makes me happy; reading all kinds of books, which helps me pass the time as well as keep me interested and knowledgeable; and watch movies, which I do at theaters, on DVDs, and on TV.

C. Colons [:]

1. To introduce a list

You will need to buy the following items: books, pencils, notebooks, pens, and erasers.

People can get all kinds of materials from a library: books, videos, DVDs, CDs, cassette tapes, magazines, professional journals, etc.

The following people came to the party: Lisa, Linda, Veleda, Roz, Willa, and Liza.

2. To indicate time, separating hours from minutes

8:00 AM

7:45 PM

12:00 AM midnight

3. Formal salutation in a business or legal letter

Dear Mr. Bourret:

Dear Ms. Baldwin:

Dear Dr. Williams:

Dear Professor Johnson:

To Whom It May Concern:

4. To introduce an appositive or an amplification of what you wrote before the colon

The death of a child is a parent's worst nightmare: there is nothing worse.

The man was a miserable excuse for a son: he often robbed from his parents and was known to hit his mother.

She was the most beautiful woman I ever saw: when I looked at her, she always made me forget what I was thinking.

5. Between the main title and the subtitle of a book

Deceived, Used, and Discarded: One Veteran's Thirty-three Year Vietnam War Experience

English Grammar through Guided Writing: Parts of Speech

ExpressWays: English for Communication

6. To introduce a quotation longer than three lines (indented on both sides with no quotation marks)

In Mahdi Ahmed's story "The Hanging Tree," he writes:

I walked down the main street of the village. Somehow it didn't look quite the same as I had remembered. But then, thirty years can change pictures in the mind which have been put there by a twelve-year-old boy.

In the middle of the village, I found a shopkeeper who had been a friend of my father's. He was nearly eighty years old, but his actions were those of a much younger man. And his eyes were bright, even though the nearly coal-black skin of his face had become deeply wrinkled over the years.

7. In the Bible, the Quran, and other holy books to separate chapter and verse

Psalms 23:6

Corinthians: 1:8

D. Hyphens [-]

1. To separate words carried over from one line of writing to the next (Separate words only at the end of syllables and do not separate a syllable of fewer than three letters.)

The man wrote his auto-
biography in three months.

A friend of mine wants to study anthropology at the university.

2. In some compound words or a series of words used as an adjective

I love forget-me-nots. They are such lovely flowers.
Many times when doing business, we need a go-between to help make a deal happen.
I am a seventy-year-old man.
I looked up and saw a fast-moving truck heading for me

E. Dashes [-]

1. To replace commas when too many commas already exist in a sentence

I had my books, a magazine, lots of tapes – some old, some new – a DVD, and a CD.
John, my old friend, Bob, a new friend, and Tony, an acquaintance from work – all good guys – came to the party.

2. To indicate a series of uninterrupted pages, days or numbers

Pages 55 - 91
Ages 15 - 25
April 4 - June 9, 2015

3. In telephone numbers, extended zip codes, and social security numbers

789-3693
(401) 232-2811
980-27-3767
98103-3431

4. To set off an abrupt break or an interruption in a thought in a sentence

When the boy saw the chocolate, his first thought – if he even had a thought at all – was to eat it as fast as he could.
My plan for life when I was a boy – as if I ever really had any plans ever – was to have a good time before I settled down.
After a hard night of drinking with his friends, Henry went to bed – if you call the living room floor a “bed.”

F. Apostrophes [’s]

1. In a contraction

Don’t do that.
He hasn’t spoken to her in years.
You mustn’t use bad language in class.

2. To show possession

My sister’s dogs have a very good life.
I spoke to the boys’ parents last night.
Leticia’s sister speaks very good English.
My parents’ house was in Massachusetts.

3. To form the plurals of letters and numbers

The boy got three A’s and four B’s on his report card.
There are two P’s in Mississippi.
I had five 1’s, two 5’s, six 10’s, and two 20’s in my wallet.

G. Parentheses (())

1. To add extra, often unnecessary, information

I was with my friend Roger at a boring meeting last week. (Is there really any other kind of meeting?) The meeting was about teaching English to curriculum changes.

I ate two cheeseburgers, a large order of fries, a milk shake, and an ice cream cone for lunch. (I wonder why I am fat.)

2. To use numbers within a paragraph or in a list

There are a lot of reasons to study English. (1) You need it to speak to most Americans. (2) Everything is written in English in America. (3) Almost all jobs require people to speak and write English. (4) Your children will need help with homework.

I need to buy a lot of things tonight at Safeway:

- (1) coffee
- (2) bread
- (3) cheese
- (4) beer
- (5) meat
- (6) milk

H. Quotation Marks [“ ”]

1. Direct quote at the beginning of a sentence

“I want to leave right away,” said the young mother.

“Take me with you,” cried her son.

“Why do you want to go”? she demanded.

2. Direct quote at the end of a sentence

Laughing, he looked at her and said, “You are a very funny girl.”

She replied, “Maybe it is you who make me say funny things.”

Smiling, he whispered, “I’m really a clown at heart.”

3. Direct quote split in the middle of a sentence

“You are,” he shouted, “an idiot.”

“I,” said the startled boy, “am not an idiot. You are the idiot here.”

“I am far from an idiot,” he sneered, “very far from an idiot.”

4. To indicate that a word is used sarcastically or incorrectly on purpose

I love it when my dog “sings” to me when she wants to come in.

He did “just great” on the exam. He got a 45%.

He “forgot” to pay when he left the store and ended up getting arrested.

She is really so “smart.”

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5.10.1.1: Rules of Capitalization

Rules of Capitalization

1. Always capitalize the first word in every sentence.

When will I ever learn to speak English?

My sister lives in Rhode Island.

2. Always capitalize the word “I” wherever it appears in a sentence.

My sister, my brother, and I liked to laugh a lot when we were kids.

My dog and I often go to the park together.

3. Capitalize the first word of a direct quotation.

John said to his friend, “You had better get down to the store right away.”

“I’ll see you later,” was the last thing the boy said to his parents.

“Wherever you go,” John said, “will cause me to follow.”

4. Capitalize the names of people.

John, Mary, Bob, Robert, Inna, Mohammed, Jose, Tommy, Ivone, Xuan Mai, Atsuko

Bob and Mary will come to Seattle next year.

I always enjoy seeing my friends Roger and Doug.

5. Capitalize the actual names of places.

Seattle, Safeco Field, South Seattle Community College, America, Vietnam, New York

We went to Boston to a baseball game at Fenway Park last year.

I was at Harvard University with a friend of mine from Le Puy, France.

6. Capitalize the actual names of bodies of water and mountains.

the Pacific Ocean, Lake Washington, Green Lake, Mount Rainier, the Cascade Mountains

The Columbia River flows through southern Washington and empties into the Pacific Ocean.

A lot of people like to climb mountains during the summer. Last year a friend of mine climbed Mount Rainier and Mount Baker.

7. Capitalize the actual names of schools, buildings, and businesses.

Washington State University, Nathan Hale High School, the Selig Building, Cascade Court, Microsoft, Boeing Aircraft Company

Both of my sons will either go to the University of Washington or to some other university in 2006.

We attend class in Cascade Court, which is the building where my office is also located.

Many people in Seattle work for Microsoft or various other software companies.

8. Capitalize the names of the days of the week, months of the year, and holidays.

Monday, Wednesday, Friday, January, August, December, Labor Day, Christmas, Tet, Ramadan

On Tuesday and Wednesday, April 16 and 17, I will be absent from school.

My birthday was August 24, 1945. This year my birthday will fall on a Thursday.

On New Year’s Eve a lot of people drink too much alcohol. Our only holidays this quarter are Martin Luther King Jr. Day and President’s Day. My favorite holiday is Thanksgiving.

Do not capitalize the seasons of the year: summer, fall, autumn, winter, and spring.

9. Capitalize the first word in a letter salutation and in a complementary closing.

Dear John, Dear Mr. Jones, Dearest Darling, Sincerely yours, Yours truly, Love, Love always

10. Capitalize the actual names of streets, avenues, boulevards, lanes, etc.

Phinney Avenue North, First Avenue, Ambaum Boulevard, East Marginal Way South, Cedar Lane, 16th Avenue Southwest

I walked along First Avenue when I went to Safeco Field last Friday with my friend Doug.

My address is 9548 Phinney Avenue North, which is located in the north end of Seattle.

11. Capitalize the names of regions of the country and world.

South America, the Middle East, the Pacific Northwest, East Africa, the Orient, Southeast Asia

I lived for two years in North Africa. I grew up in New England. The Lake Region of England is very famous. The North Pole is very cold. We live on the West Coast of America.

12. Capitalize nationalities, languages, and religions.

Brazilian, Vietnamese, American, Mexican, Polish, Russian, Chinese, Ukrainian, French, Italian, Roman Catholic, Protestant, Buddhism, Jewish, Islam, Bahai, Shinto, Hindu, Jehovah Witness

I am an American, but my ancestry is French and Italian. I was raised a Roman Catholic.

Many Norwegian Protestants live in Seattle.

Some Chinese people are Moslems. Mexican people speak Spanish and Indian languages.

We ate in a Russian restaurant on Easter Sunday with some Catholic friends of ours.

Jews and Moslems have not fought with each other throughout history as many people think.

13. Capitalize school subjects if they are the actual names of the courses along with a number or if the subject is the name of a language.

History 101, Chemistry 222, French, Italian, Western Civilization 111, Philosophy 212

I want to take a history course. I want to take History 244. Some students want to take a psychology course next quarter. Many want to take Psychology 141. Some people love studying foreign languages like French or Spanish.

14. Capitalize titles before a person's name or titles which are used in place of names.

Mr. Bissonnette, Mrs. Dang, Dr. Griffin, Governor Gregoire, President Bush, Father O'Brien, Aunt Grace, Uncle Charlie, Dad, Mom, Granny, Senator Cantwell

I spoke to the parish priest, Father Gagnon, last year. The mayor of Seattle is Mayor Maguin.

One of my uncles, Uncle Carl, used to take me to baseball games when I was a boy.

15. Capitalize the first, last, and other important words in a title. Do not capitalize prepositions, conjunctions, or articles unless they are the first or last word in the title.

A Farewell to Arms, The Call of the Wild, War and Peace, Great Chinese Travelers, The Old Man and the Sea, Elements of Style, Like a Rolling Stone, With God on Our Side, Blowing in the Wind

16. Usually (but not always) capitalize the first word in every line of poetry.

Half a league, half a league

Half a league onward,

All in the valley of Death

Rode the six hundred.

17. Capitalize sacred names (names of God) and books.

God, Allah, Jehovah, Ghoda, Vishnu, the Bible, the Koran, the Vedas, the Talmud, the Gita

People believe that there is only one God, but they call Him by different names. For example, some people call God Jesus; others call Him Allah; still others call Him Yahweh. In religious books, such as the Bible, the Koran, and the Talmud, these are the names they use for the same God. Basically, only the name is different.

18. Capitalize historical periods, events, and documents.

the Middle Ages, the American Civil War, the Declaration of Independence, the U. S. Constitution

In 1215, King John of England signed the Magna Carta, which established *habeas corpus* as a basic principal of English common law. 1215 was during the Middle Ages, according to the Christian calendar.

The Declaration of Independence was signed in 1776. The United States Constitution became the law of the land in 1789.

Many people consider World War One and World War Two to be part of the same war.

19. Capitalize acronyms and many abbreviations.

NASA, Ken Griffey Jr., U. S. A., B. A. degree, A. F. T., AAA, HUD, Mr. Smith

NASA stands for the National Aeronautics and Space Administration.

Jr. after a man's name means that that man has exactly the same name as his father. For example, Ken Griffey Jr. is named after Ken Griffey Sr. *Jr.* means junior and *Sr.* means senior.

I have both a B. A. and an M. A. B. A. stands for Bachelor of Arts and M. A. stands for Master of Arts. Ph. D stands for doctor of philosophy.

20. Basically, when trying to decide whether to capitalize or not, you must think and decide if you are using the actual names of people, places, and things. If you are using the actual names of persons, places, and things, then use capital letters.

Exercise 42: Please capitalize the following sentences. Be careful.

1. while i was walking down the road, i saw a little boy on the corner of pine street and fifth avenue near the benson building.
2. dr. jones wanted to do three things before he went home: make a phone call, study a report, and lock his medicine cabinet.
3. the boy's father wanted him to pass the exam; therefore, he made him study three afternoons a week: monday, tuesday, and thursday.
4. although john f. kennedy was a rich man, many poor people loved him.
5. it's 5:00 o'clock in the afternoon, and billy still isn't home from his school.
6. they'll bring the knife and its diamond studded sheath to the store to try to sell it to the store's owner, mr. j. j. johnson.
7. wow! did you see the 1947 cadillac which the andersons just bought?
8. the woman i saw was mrs. simpson, bart's mother.
9. i know they've tried to fix the problem many times, but it still hasn't improved at all.
10. my brother carl likes to drive big cars; on the other hand, i like to drive small ones like the ones our parents used to have.
11. by the time we got there, the house's occupants had put out the fire; however, they hadn't shut off the electricity.
12. we live in seattle, washington, which is one of the most beautiful cities in america, but it is also one of its wettest.
13. the women's basketball team lost to the kent state university team on wednesday evening at the joseph p. billings auditorium; however, they're still eligible to play one more game on friday.
14. i love robert frost's poem "stopping by woods on a snowy evening." its first four lines are

whose wood these are i think i know.
his house is in the village though;
he will not see me stopping here
to watch his woods fill up with snow.

Exercise 43: Please capitalize and punctuate the following sentences. Be careful.

1. while i was walking down the road i saw a little boy on the corner of pine street and fifth avenue near the benson building
2. dr jones wanted to do three things before he went home make a phone call study a report and lock his medicine cabinet
3. the boys father wanted him to pass the exam therefore he made him study three afternoons a week monday tuesday and thursday
4. although john f kennedy was a rich man many poor people loved him
5. its 5 00 o'clock in the afternoon and billy still isnt home from his school
6. theyll bring the knife and its diamond studded sheath to the store to try to sell it to the stores owner mr j j johnson
7. wow did you see the 1947 cadillac which the andersons just bought
8. the woman i saw was mrs simpson barts mother
9. i know theyve tried to fix the problem many times but it still hasnt improved at all
10. my brother carl likes to drive big cars on the other hand i like to drive small ones like our parents car
11. by the time we got there the houses occupant had put out the fire however he hadnt shut off the electricity
12. we live in seattle washington which is one of the most beautiful cities in america but also one of its wettest
13. the womens basketball team lost to the kent state university team on wednesday evening at the joseph p billings auditorium however theyre still eligible to play one more game on friday
14. i saw a beautiful girl named ellen at my high school basketball game
15. sometimes people do stupid things such as making fun of other people
16. have you ever seen a baseball game in seattle
17. my grandparents came from canada and italy but my parents were born in america
18. my father whom i loved very much spoke french before he spoke english

Exercise 44: Capitalize and punctuate the following sentences, please.

1. we went into the building next to cascade court last friday
2. my sister and i often played in the snow in winter in massachusetts
3. the ocean i swam in when i was a boy was the atlantic ocean
4. my students come to school from monday through friday during winter
5. on veterans day on november 11th many veterans march in parades
6. in the cascade mountains to the east of seattle there are some very beautiful mountains and lakes
7. i first went to mount rainier in 1980 with my friends lisa and lance
8. i swam in the mediterranean sea this past summer with my wife and friends
9. the seattle mariners the home baseball team in seattle will begin playing baseball in safeco field in seattle in april and will continue until october
10. my friend a mechanic works for matt's auto center in the greenwood area of the city which is located near green lake
11. independence day in america is celebrated on the fourth of july
12. john asked do i have to go lake washington this afternoon
13. seattle central college is located to the east of the center of the city and is the only college on capitol hill
14. teachers often ask students in school to do a lot of homework during the week

15. my sister rosanne who lives in the state of rhode island loves to swim in the ocean during the summer
16. we need to fix our car a 1999 ford taurus at tonys auto body on greenwood avenue
17. i saw president obama on television on monday evening
18. george bush was the 43rd president of the united states
19. all of you are taking esl 095 this quarter
20. south seattle college is located in west seattle

Exercise 45: Correct the capitalization errors in the following sentences, please.

1. mary and bob went up the space needle at seattle center two weeks ago.
2. on top of mount baker near the city of bellingham, washington, there is always snow, even in summer.
3. i drive a ford taurus to school every monday through friday.
4. both of my sons, alex and andré, were born in group health hospital on capitol hill.
5. the university of washington is the most famous university in the state of washington.
6. my sister's birthday is december 18, and on her next birthday she will be 65 years old.
7. i used to swim in green lake and lake washington when i first came to seattle from the state of idaho.
8. the twin towers of the world trade center were struck by terrorists on september 11, 2001, when i was with my uncle in alaska.
9. the faces of four united states' presidents are carved on mount rushmore in north dakota, which is directly north of south dakota.
10. martin luther king junior was a very brave man and a wonderful speaker.
11. my favorite season is spring because the days get longer, the weather warms up a lot, and the seattle mariners begin to play baseball at safeco field.
12. elliot bay is the name of the water near the center of seattle across from the pike place market.
13. my family and i went to australia, indonesia, and singapore during the summer of 1999 for a long vacation.
14. chinese new year (tet in vietnam) will be celebrated later on in the month of january.
15. the pacific ocean is bigger than the atlantic ocean, and both oceans are on either side of the united states, separating america from asia and europe.

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5.11: Answer Key

Answer Key

EX 1, P 20: 1. Their, their, there 2. There 3. They're, their 4. Their 5. They're, their, there 6. There, there 7. There, their 8. They're, their 9. There 10. Their, their, there 11. Their, their, there their, their 13. Their, there 14. They're, their, there 15. Their

EX 2, P 22: 1. My two sons' room 2. The children's jobs 3. Mary Ann's car 4. The workers' bathroom 5. The student's book 6. Blanca's bag 7. The teacher's sore back 8. The employees' rules 9. The doctor's patient 10. The lawyers' offices

EX 3, P 23: 1. Mr. Bourret's brother, 2. Mark's wife 3. Tom's old car 4. My student's uncle 5. The dog's tail 6. My son's pants 7. Roger's father 8. The girl's new car 9. Tom's children 10. The lion's roar

EX 4, P 23: 1. The teachers' books 2. The children's school 3. The babies' clothes 4. The carpenters' tools 5. The lazy students' homework papers 6. The nurses' uniforms 7. The students' books

EX 5, P 25: 1-9 Who is 10-18 Who has 19. Who is 20. Who has 21. Who is 22. Who has

EX 6, P 26: 1. Whose 2. Who is 3. Who is 4. Who is, whose, whose 5. Who is 6. Whose 7. Whose 8. Whose 9. Who is 10. Whose, who is 11. Who is, whose 12. Whose 13. Whose 14. Whose 15. Who is 16. Who is, who is, whose 17. Whose, whose 18. Who is, whose

EX 7, P 27: 1. Whose 2. Who is 3. Whose 4. Whose, who is 5. Who is, whose 6. Whose 7. Who has 8. Whose 9. Who has 10. Whose, who is 11. Who has 12. Whose 13. Whose, who has 14. Whose, whose 15. Who is, whose 16. Who is, whose, who has 17. Whose, whose 18. Who is, whose 19. Who has, who is 20. Whose, who has, who is

EX 8, P 29: 1. To, to, too 2. Too 3. To, to, to, to, too 4. To, to, too 5. To, too, to 6. Two, too, to 7. To, two too 8. To, to, two 9. Two, to, two 10. To, too 11. Two, to, too 12. Too, to, to 13. Two, to to 14. Too, to 15. Too, to, too 16. Two, to, to 17. To two 18. Two, too, to, to two, too, to

EX 9, P 30: 1. Buy, bye 2. Bye 3. By, buy 4. By, by, bye 5. Buy 6. Buy, buy 7. By, buy 8. Bye, bye 9. Buy, by, bye 10. By, bye

EX 10, P 31: 1. Four, for 2. For, four, for 3. For, fore 4. Four 5. For, four, for 6. For, for 7. For, fore 8. Fore 9. For 10. For, for 11. For

EX 11, P 41: Various answers

EX 12, P 42: Various answers

EX 13, P 43: Various answers

EX 14, P 44: Various answers

EX 15, P 45: Various answers

EX 16, P 48: Various answers

EX 17, P 49: 1. B 2. B 3. A 4. C 5. D 6. A 7. D 8. A 9.

EX 18, P 52: 1. I don't think that Seattle is the capital of Washington. 2. I know that Olympia is the capital of Washington. 3. I have heard that about a million people live in the Seattle metropolitan area. 4. My teacher told me that Seattle is named after an Indian chief named Chief Sealth. 5. I believe that Seattle used to have a major basketball team. 6. My friend said that the team was called the Seattle (Super) Sonics. 7. I understand that the team left Seattle a number of years ago. 8. My teacher informed us that Seattle has on average 265 growing days for gardens. 9. My teacher reported that 2010 was a very poor gardening year in Seattle. 10. I guess that Mt. Rainier is one of the biggest mountains in America. 11. The mother warned that children must look both ways when crossing streets. 12. My friend said that streets are very slippery when wet. 13. The student forgot that he had to do homework last night. 14. I realize that drinking alcohol and driving a car is very dangerous. 15. The teacher announced that there is often a speed trap on Aurora Avenue North in the morning.

EX 19, P 53: 1. I think that New York is bigger than Seattle. 2. I guess that Seattle is bigger than Olympia. 3. I understand that Seattle is a major shipping port in America. 4. I learned that Seattle is a good place to have a garden. 5. I hope that someday you will go on vacation to Hawaii. 6. I assume that there are whales in the waters around Seattle. 7. I realize that learning to speak

English takes a lot of time. 8. I assume that you will have homework this weekend. 9. I suppose that my classmates want to get high paying jobs. 10. I remind you that you must skip lines when doing homework in my class. 11. I conclude that I need to study noun clauses in order to use them correctly. 12. I imagine that teachers have to report our attendance at the end of this quarter. 13. I notice that this is a long assignment. 14. I realize that everyone in America speaks English. 15. I assume that a new house is more important than a new car.

EX 20, P 54: Various answers

EX 21, P 59: 1. Did he assume that she was telling the truth? 2. Did he forget what he told her? 3. Does she wish that he would stay home tonight? 4. Do boys know how to play sports? 5. Does my son remember who gave him the knife? 6. Is my wife talking to the woman who was in her class? 7. Do I know what time it is? 8. Has she forgotten where she put the pliers? 9. Did he forget how much he had paid for the pliers? 10. Did I have to explain where Ballard was? 11. Does my wife want to know how far away Bellingham is? 12. Does he wonder how long it will take? 13. Can I imagine why she wants to go there? 14. Did the police assume that the boy stole the keys and knife? 15. Did his mother repeat where he had to go? 16. Does he have to know where he is? 17. Did he promise that he would be back on time?

EX 22, P 60: 1. I can't remember which book he wanted. 2. They didn't tell me why your friends weren't at home studying. 3. I don't know who drank Dad's coffee. 4. I can only guess how tall the Space Needle is. 5. Did he tell you what he found? 6. I know how many students there are in my English class. 7. Do you know what your brother cooked for his girlfriend? 8. I don't care which shirt you wore to the party. 9. Can you suggest where I can buy some good shoes? 10. I am not sure what my friend wanted. 11. I don't remember what the population of the United States is. 12. I wonder where the closest gas station is. 13. I don't know who I will marry. 14. He didn't say how much his new car cost. 15. Guess how much she paid for this new set of dishes.

EX 23, P 61: 1. I don't know how old he is. 2. I don't know when my friend will come. 3. I don't know what time my friend's appointment was. 4. I don't know how much the bus fare is. 5. I don't know when the last day of the quarter is. 6. I don't know who shot President Kennedy. 7. I don't know where my family went. 8. I don't know which day Veterans Day is on this year. 9. I don't know what color dress your wife bought. 10. I don't know how your friend came to Seattle.

EX 24, P 62: 1. She doesn't remember if her appointment is at 3:00 or 4:00. 2. I'll find out if he was late for work. 3. I'm not sure if my friends will go to the party. 4. I haven't heard if the police have caught the bank robbers. 5. I'll ask if she eats fish. 6. I'll check and see if the mail has already come. 7. I'll go look and see if our neighbor has cleaned up his yard yet. 8. I'm not sure if I am going out with my friends tonight. 9. Do you know if it will rain tomorrow? 10. I'll ask if he was speeding when the accident happened.

EX 25, P 63: Various answers

EX 26, P 66: 1. Alex said he would be home in August. 2. My sister asked if my son would be home in August. 3. I said to my neighbor that I loved to work in my garden. 4. The housewife said to her husband that they had to fix the broken window. 5. The tired mother said that boys made a lot of noise. 6. The boy said to his grandmother that he loved her. 7. The policeman asked the driver if he had a driver's license. 8. The teacher told the students to bring their books to class. 9. The man said that the boys were playing soccer. 10. The woman said to her husband that a plane had just flown by at a very low altitude. 11. The teacher said that we (or they) would eventually learn English.

EX 27, P 67: 1. The man responded to me that he would see me later on that night. 2. I advised the children not to play near the street. 3. The man complained to the restaurant manager to please make sure that the plates were clean the next time that he came there. 4. The boys asked me if I liked classical music. 5. When the woman saw the price on the coat, she remarked to her friend that she thought that her friend would be crazy if she bought that coat at that price. 6. I inquired of the mechanic how much it would cost if I repaired my car. 7. The murderer stated to the judge that he had committed the murder because the man had owed him some money for a gambling debt and that he wouldn't pay up. 8. The mailman said that he hadn't delivered any mail to that house in over a week. 9. The teacher responded to the student's question by saying that he was sorry but that he didn't know the answer. 10. The worker told his boss that he couldn't come to work the next day because he had a doctor's appointment. 11. The president commented to his staff that sometimes that job was like living in hell.

EX 28, P 68: Various answers

EX 29, P 70: Various answers

EX 30, P 72: Various answers

EX 31, P 73: Various answers

EX 32, P 77: Various answers

EX 33, P 78: Various answers

EX 34, P 79: Various answers

EX 35, P 80: Various answers

EX 36, P 82: Various answers

EX 37, P 87 – 88: Various answers

EX 38, P 89: Various answers

EX 39, P 90: 1. But 2. On the other hand 3. As opposed to 4. First 6. Indeed 7. Second 8. In addition 9. Third 10. In fact 11. In contrast 12. Unlike 13. Moreover 14. Indeed 15. Thus

EX 40, P 92: 1. In contrast 2. In contrast 3. On the contrary 4. On the contrary 5. On the contrary 6. In contrast 7. In contrast, on the contrary

EX 41, P 97: A. Americans used to love to get in their cars and drive around for the pleasure of it. Of course, that was a long time ago, before the price of gasoline went up and up. Nowadays, people can't afford to do that anymore. It is just too expensive. However, it used to be a cheap way to have a lot of fun. B Americans eat a lot of unhealthy junk food. For example, food like cheeseburgers, French fries, milkshakes, and pizza contain too much fatty products and carbohydrates which tend to make people fat. All of these make people fat, and too much fat is bad for everything. Diseases such as obesity, diabetes, heart disease, and bone/joint problems are attributable to eating too much junk food. Thus, we can say that people who are health conscious stay away from junk food. C I love to smell roses on warm sunny days. They always smell so fragrant and look so beautiful. Sometimes in the early evening I will go out and smell the roses in my front yard. Their fragrance takes my mind away and I feel like I am floating on air. Of course, I realize that I am standing on ground, but my mind doesn't know that.

EX 42, P 116:

1. While I was walking down the road, I saw a little boy on the corner of Pine Street and Fifth Avenue near the Benson Building.
2. Dr. Jones wanted to do three things before he went home: make a phone call, study a report, and lock his medicine cabinet.
3. The boy's father wanted him to pass the exam; therefore, he made him study three afternoons a week: Monday, Tuesday, and Thursday.
4. Although John F. Kennedy was a rich man, many poor people loved him.
5. It's 5:00 o'clock in the afternoon, and Billy still isn't home from his school.
6. They'll bring the knife and its diamond studded sheath to the store to try to sell it to the store's owner, Mr. J. J. Johnson.
7. Wow! Did you see the 1947 Cadillac which the Andersons just bought?
8. The woman I saw was Mrs. Simpson, Bart's mother.
9. I know they've tried to fix the problem many times, but it still hasn't improved at all.
10. My brother Carl likes to drive big cars; on the other hand, I like to drive small ones like the ones our parents used to have.
11. By the time we got there, the house's occupants had put out the fire; however, they hadn't shut off the electricity.
12. We live in Seattle, Washington, which is one of the most beautiful cities in America, but it is also one of its wettest.
13. The women's basketball team lost to the Kent State University team on Wednesday evening at the Joseph P. Billings Auditorium; however, they're still eligible to play one more game on Friday.
14. I love Robert Frost's poem "Stopping by Woods on a Snowy Evening." Its first four lines are

Whose wood these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

EX 43, P 117:

1. While I was walking down the road, I saw a little boy on the corner of Pine Street and Fifth Avenue near the Benson Building.
2. Dr. Jones wanted to do three things before he went home: make a phone call, study a report, and lock his medicine cabinet.
3. The boy's father wanted him to pass the exam; therefore, he made him study three afternoons a week: Monday Tuesday and Thursday.
4. Although John F. Kennedy was a rich man, many poor people loved him.
5. It's 5:00 o'clock in the afternoon and Billy still isn't home from his school.
6. They'll bring the knife and its diamond studded sheath to the store to try to sell it to the store's owner Mr. J. J. Johnson.
7. Wow! Did you see the 1947 Cadillac which the Andersons just bought?
8. The woman I saw was Mrs. Simpson, Bart's mother.
9. I know they've tried to fix the problem many times, but it still hasn't improved at all.
10. My brother Carl likes to drive big cars; on the other hand, I like to drive small ones like our parents' car.
11. By the time we got there, the house's occupant had put out the fire: however, he hadn't shut off the electricity.
12. We live in Seattle, Washington, which is one of the most beautiful cities in America, but also one of its wettest.
13. The women's basketball team lost to the Kent State University team on Wednesday evening at the Joseph P. Billings Auditorium; however, they're still eligible to play one more game on Friday.
14. I saw a beautiful girl named Ellen at my high school basketball game.
15. Sometimes people do stupid things such as making fun of other people.
16. Have you ever seen a baseball game in Seattle?
17. My grandparents came from Canada and Italy, but my parents were born in America.
18. My father, whom I loved very much, spoke French before he spoke English.

EX 44, P 118:

1. We went into the building next to Cascade Court last Friday.
2. My sister and I often played in the snow in winter in Massachusetts.
3. The ocean I swam in when I was a boy was the Atlantic Ocean.
4. My students come to school from Monday through Friday during winter.
5. On Veterans Day on November 11th, many veterans march in parades.
6. In the Cascade Mountains to the east of Seattle, there are some very beautiful mountains and lakes.
7. I first went to Mount Rainier in 1980 with my friends Lisa and Lance.
8. I swam in the Mediterranean Sea this past summer with my wife and friends.
9. The Seattle Mariners, the home baseball team in Seattle, will begin playing baseball in Safeco Field in Seattle in April and will continue until October.
10. My friend, a mechanic, works for Matt's Auto Center in the Greenwood area of the city, which is located near Green Lake.
11. Independence Day in America is celebrated on the Fourth of July.

12. John asked, “Do I have to go to Lake Washington this afternoon”?
13. Seattle Central College is located to the east of the center of the city and is the only college on Capitol Hill.
14. Teachers often ask students in school to do a lot of homework during the week.
15. My sister Rosanne, who lives in the state of Rhode Island, loves to swim in the ocean during the summer.
16. We need to fix our car, a 1999 Ford Taurus, at Tony’s Auto Body on Greenwood Avenue.
17. I saw President Obama on television on Monday evening.
18. George Bush was the 43rd president of the United States.
19. All of you are taking ESL 095 this quarter.
20. South Seattle College is located in West Seattle.

EX 45, 119:

1. Mary and Bob went up the Space Needle at Seattle Center two weeks ago.
2. On top of Mount Baker near the city of Bellingham, Washington, there is always snow, even in summer.
3. I drive a Ford Taurus to school every Monday through Friday.
4. Both of my sons, Alex and André, were born in Group Health Hospital on Capitol Hill.
5. The University of Washington is the most famous university in the state of Washington.
6. My sister’s birthday is December 18, and on her next birthday she will be 70 years old.
7. I used to swim in Green Lake and Lake Washington when I first came to Seattle from the state of Idaho.
8. The Twin Towers of the World Trade Center were struck by terrorists on September 11, 2001, when I was with my uncle in Alaska.
9. The faces of four United States’ presidents are carved on Mount Rushmore in North Dakota, which is directly north of South Dakota.
10. Martin Luther King junior was a very brave man and a wonderful speaker.
11. My favorite season is spring because the days get longer, the weather warms up a lot, and the Seattle Mariners begin to play baseball at Safeco Field.
12. Elliot Bay is the name of the water near the center of Seattle across from the Pike Place Market.
13. My family and I went to Australia, Indonesia, and Singapore during the summer of 1999 for a long vacation.
14. Chinese New Year (Tet in Vietnam) will be celebrated later on in the month of January.
15. The Pacific Ocean is bigger than the Atlantic Ocean, and both oceans are on either side of the United States, separating America from Asia and Europe.

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5.12: Negative Adverbs

Negative Adverbs: Stylistic Inversion or Subject/Auxiliary Inversion

The following adverbs are called “negative adverbs.” (Note: Some of these words are also adjectives. For the purpose of this lesson, however, I will refer to all of them as adverbs.)

never	never again	almost never	neither	not until	seldom
rarely	rarely ever	scarcely ever	hardly ever	barely ever	no sooner
no longer	at no time	nowhere	no how	nor	not only but also

When negative adverbs begin a sentence, the subject and verb of the sentence are inverted so that they look like the question form, but they are not questions. In formal grammar, this is called *stylistic inversion*. It is a very strange English form which native speakers never make a mistake with but also have no idea why we do it. It is probably the least understood of all the grammar rules in English. It is only done when one of these negative adverbs begins a sentence. If one of these adverbs follows the subject, then “normal” English grammar rules apply. In other words, helping verbs are used to make the sentences, depending on the tense of the sentence. Note the examples below.

I <u>never</u> eat fatty food.	<u>Present tense</u>	I <u>rarely</u> ate vegetables as a boy.	<u>Past tense</u>
<u>Never</u> do I eat fatty food.		<u>Rarely</u> did I eat vegetables as a boy.	

My son doesn't drive a car.	<u>Present tense</u>	My son didn't drive a car.	<u>Past tense</u>
<u>Seldom</u> does my son drive a car.		<u>At no time</u> did my son drive a car.	

My wife won't go to the market.		My wife wouldn't go home.	<u>Modal</u>
<u>Barely ever</u> will my wife go to the market.		<u>No longer</u> would my wife go home.	<u>Verb</u>

He has <u>hardly ever</u> played his violin.		She had <u>seldom</u> drunk wine.	<u>Perfect tenses</u>
<u>Hardly ever</u> has he played his violin.		<u>Seldom</u> had she drunk wine.	

My son not only plays the piano but he also plays the violin.
Not only does my son play the piano, but he also plays the violin.

He not only ate a cheeseburger, but he also ate a piece of cake.
Not only did he eat a cheeseburger, but he also ate a piece of cake.

In general conversations, people when agreeing with someone will say *so do I* or *so will I* or *so did I*. For disagreeing, often say *neither do I*, *nor does he*, *nor will he*, or *neither had she*, etc.

I have never been to Paris. Neither have I. She doesn't go to church. Nor does her sister.
We can't speak English well, nor can our father. They won't go to class, nor will I.

Exercise 36: Answer or change the following sentences by using negative adverbs, please.

1. I don't speak Chinese, nor ----- my sons.
2. Hardly ever ----- (hear) my son play his guitar.
3. Not only ----- my wife speak Portuguese, but she also ----- Spanish.
4. Seattle is a very wet city. Never ----- (seen) such a wet place.
5. May I use your car? Of course, but at no time ----- drive over the speed limit.

6. This January there is very little rain in Seattle. Very rarely ----- (be) this dry.
7. My wife doesn't like rap music. Neither ----- her mother.
8. Nowhere in this city ----- (find) good Southern food.
9. Neither is my car new, nor ----- clean.
10. Only in the past couple of weeks ----- the weather ----- (be) this beautiful.
11. I don't drink whiskey, nor ----- my son.
12. Young people shouldn't use drugs, nor ----- old people.
13. No sooner ----- (leave) my house, than my wife ----- (leave) home, too.
14. Last year my son lost his keys, and never ----- (find) them again.
15. Not only ----- he quit school at 16 years old, but he also ----- his job.

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5.13: Transition Words (Review)

(Review from Book Four, Pages 83-86)

Groups of Transition Words by General Meaning

These groups of words all basically have the same meaning although they are different parts of speech. For example, *but*, *however*, and *although* show that two parts of a sentence are opposite. *But* is a conjunction, *However* is a conjunctive adverb, and *Although* is an adverbial. Also, they all require different punctuation depending on where and how they are used in a sentence. This is a problem not only for foreign people but also for native speakers of English.

Difference, Contrast, Concession

However, otherwise, nevertheless, nonetheless, conversely, instead, on the contrary, in contrast, on the other hand, still, yet, whereas, fortunately, unfortunately

Reason or Result

As a result, consequently, as a consequence, accordingly, hence, therefore, thus, for this (or that) reason

Time or Sequence

Earlier, previously, later, meanwhile, concurrently, currently, presently, lastly, finally

Example or Illustration

As a matter of fact, in fact, for example (e.g.), for instance, namely, that is (i.e.), in particular, a case in point, indeed

Emphasis, Clarification, or Restatement of an Idea

Indeed, in fact, at any rate, in other words, of course, to be sure, surely, all in all, altogether, on the whole, in other words, to put it differently, to rephrase, to paraphrase, to clarify, once again, in short, in brief, simply stated, in retrospect

Additional Information

In addition, additionally, also, furthermore, likewise, moreover, besides

Conclusion

in conclusion, to conclude, in summary, to summarize, in sum, to sum up, finally, therefore, thus, hence, in closing, to recap, to recapitulate, in short, lastly

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5.13.1: Transition Words Used as Conjunctive Adverbs versus Introducers and Interrupters

Transition Words Used as Conjunctive Adverbs

versus

Introducers and Interrupters

The following is a list of some of the more common transitions words or phrases:

accordingly, also, as a result, besides, consequently, furthermore, hence, however, indeed, in fact, still, instead, likewise, meanwhile, moreover, nevertheless, nonetheless, otherwise, therefore, thus, unfortunately, for example, for instance, in addition, in contrast, on the contrary, on the other hand

These words and expressions can function in two ways in English.

1. They can join compound sentences. When they do this, on both sides of them there is a complete sentence. They are then true conjunctive adverbs because they join sentences. When using them as conjunctive adverbs, put a semicolon in front of them and a comma after them.

For example:

I like to stay up late at night; *in fact*, I rarely go to bed before 1:00 AM.

My brother never left home; *in contrast*, I left home when I was 22.

Riding motorcycles is a dangerous and foolish thing to do; *nonetheless*, I used to love to ride them fast and foolishly.

He won a lot of money; *accordingly*, he bought a new house.

You had better start doing your work; *otherwise*, you will fail the course.

2. These same words can also be used as either introducers or interrupters in sentences. When they are used in this way, **they do not join sentences**; they simply help to make the writing more easily understandable for the reader. They help to guide the reader and help in comprehension.

For example:

I want to buy a new car. *However*, I don't have enough money to do so. In fact, I have \$575.

The girl may not be beautiful. She is, *however*, very intelligent. *In addition*, she is very wealthy.

I don't care about becoming rich, *unfortunately*. My wife, *however*, wishes I had lots of money.

I don't have much hair on the top of my head. *On the other hand*, I have a lot on my face.

She thought I didn't like ice cream. *On the contrary*, I love ice cream.

I never used to like to eat vegetables when I was a boy. *In contrast*, I love to eat vegetables now.

My mother was a hairdresser. *Likewise*, my sister is a hairdresser.

Notice how in the second set of examples, the conjunctive adverbs don't join sentences, but rather they introduce a sentence or interrupt the flow of a sentence so that the sense of the sentence is more easily understood by the reader.

Furthermore, notice the difference in punctuation. When the words are used as true conjunctive adverbs, the writer must use a semicolon in front of them and a comma in back of them. However, when they are used as introducers to a sentence or interrupters of a sentence, commas set them off.

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5.13.1.1: Conjunctive Adverbs- Sentence Connectors versus Inserters

Conjunctive Adverbs: Sentence Connectors versus Inserters

Note these pairs of sentences. They give the same information, but their grammatical structure is different. Figure out what the difference is.

1. I ate lunch in the cafeteria. I had to pay for the meal, as a result.
1. I ate lunch in the cafeteria; as a result, I had to pay for the meal.
2. It is warm and sunny outside. Consequently, people seem happier and more relaxed.
2. It is warm and sunny outside; consequently, people seem happier and more relaxed.
3. People seem to be working harder and harder; however, they aren't getting any richer.
3. People seem to be working harder and harder. They aren't getting richer, however.
4. My sister lost a lot of money gambling. She lost \$555, in fact.
4. My sister lost a lot of money gambling; in fact, she lost \$555.
5. I was very tired; therefore, I took a nap.
5. I was very tired. I, therefore, took a nap.
6. I have to work all day long. I have to work at home in the evening, moreover.
6. I have to work all day long; moreover, I have to work at home in the evening.
7. Teachers don't make a lot of money; on the other hand, they have a lot of time off.
7. Teachers don't make a lot of money. On the other hand, they have a lot of time off.
8. My brother didn't like going to school very much. I always loved school, in contrast.
8. My brother didn't like going to school very much; in contrast, I always loved school.
9. My son doesn't like vegetables; nevertheless, my wife always puts some on his plate.
9. My son doesn't like vegetables. My wife, nevertheless, always puts some on his plate.
10. Going to school is fun. Furthermore, it makes you more intelligent.
10. Going to school is fun; furthermore, it makes you more intelligent.
11. You had better study; otherwise, you will fail.
11. You had better study. You will fail, otherwise.
12. John robbed a bank; hence, he was sent to prison.
12. John robbed a bank. Hence, he was sent to prison.
13. I ordered a hamburger. I got, instead, a hot dog.
13. I ordered a hamburger; instead, I got a hot dog.
14. He thought the car was expensive. Additionally, he thought it was in bad condition.
14. He thought the car was expensive; additionally, he thought it was in bad condition.
15. He said I had told him to leave. On the contrary, I had told him not to leave
15. He said I had told him to leave; on the contrary, I had told him not to leave.
16. It cost me \$125 to get my car out of the impound station. It cost me \$35 for a parking ticket, in addition.
16. It cost me \$125 to get my car out of the impound station; in addition, it cost me \$35 for a parking ticket.

17. My wife likes to cook. Likewise, my sister likes to cook.
17. My wife likes to cook; likewise, my sister likes to cook.
18. I didn't feel like correcting the homework papers; nevertheless, I corrected them all.
18. I didn't feel like correcting the homework papers. Nevertheless, I corrected them all.
19. She told everyone that I was too tired to go to the party. On the contrary, I felt great.
19. She told everyone I was too tired to go to the party; on the contrary, I felt great.
20. The boy was loud and very active. In contrast, his sister was quiet and very sedate.
20. The boy was loud and very active; in contrast, his sister was quiet and very sedate.

Exercise 37: Punctuate the following sentences in two ways, please.

1. I didn't have much money a new car. Nevertheless I bought a new car.
2. My SUV ran out of gas. As a result I had to walk to a gas station.
3. My son wanted to buy a new car. Instead He bought a boat.
4. Some people are very unfriendly. In contrast Other people are friendly.
5. My friend had to work overtime. Moreover He couldn't take a break.
6. She wanted to buy new clothes. Accordingly She withdrew money from the bank.
7. It snowed a lot. In fact All of the schools were closed.
8. He got a lot of speeding tickets. Additionally He got a lot of parking tickets.
9. His father had a lot of patience. Similarly He has a lot of patience.
10. She smokes a lot. As a matter of fact She has smoked all her life.
11. He loves to play football. In contrast His brother plays golf.
12. He always got good grades in school. Thus His parents were happy.
13. She wears a lot of makeup. On the other hand Her sister rarely uses makeup.
14. She studied hard. Therefore She got a good grade.

Exercise 38: Use the following words in good sentences, please. Use correct punctuation.

1. On the other hand
2. Hence
3. However
4. Moreover
5. Therefore
6. Unfortunately
7. Likewise
8. Similarly
9. Consequently
10. Additionally
11. Instead
12. Meanwhile

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5.13.1.1.1: Transitions Exercise- Traveling to Nashville by Bus or by Car

Transitions Exercise: Traveling to Nashville by Bus or by Car

Exercise 39: Circle the correct transition word or phrase, please.

My friend Roger and I are going to go to Nashville soon, **(but, additionally, as a result)** we can't decide if we will go by car or by bus. Roger, who doesn't like to drive, prefers traveling by bus. I, **(thus, on the other hand, as a result)** prefer to drive my car. Roger has his own reasons for going by bus **(because, therefore, as opposed to)** driving there. **(First, Second, But)**, it costs much less; **(indeed, so, however)**, it is much more economical to go by bus than by car. The price of gasoline these days is not really cheap. **(Yet, Nevertheless, Second)**, traveling by bus would give both of us a better chance to see the cities and countryside along the way; neither of us would have to look at the road. **(In addition, However, As a matter of fact)**, we could take naps on the bus when there is nothing of interest to look at. From Seattle to Nashville is a very long way. There are lots of areas in the central parts of America that have nothing to see except grassland, especially on major freeways. **(Yet, Unfortunately, Third)**, as Roger and I are both in our seventies, he feels there would be more people our age whom we could talk to along the way to kill the time. Roger, **(nonetheless, in fact, however)**, loves to talk all the time. I, **(in contrast, similarly, likewise)**, don't enjoy talking to strangers all that much. Sometimes, other people don't want to be quiet and let a fellow seat mate just sit and enjoy the ride. **(Unlike, Instead, In fact)** Roger, I enjoy the quiet of a car and the lack of distractions that other passengers sometimes force upon me. **(Moreover, On the contrary, Consequently)**, I like the freedom to listen to music or books on tape while traveling along on a long journey. **(However, Still, Indeed)**, with just the two of us, we can listen and comment on whatever we listen to without worrying about bothering the ride for others. **(Thus, Yet, For instance)**, Roger and I are going to have to decide soon how we are going to go to Nashville.

In Contrast versus On the Contrary

In contrast and *on the contrary* are often misused by ESL students because their meanings are similar; however, they are used by native speakers in very different situations and their meanings are quite different.

In Contrast:

1. Shows a contrast or difference, often surprising in nature to the listener or reader, between two people, events, states, conditions, situations, etc.
2. Contrasts different subjects
3. Does not show opposites but does show differences

For Example:

Young children like to eat cheap candy because they enjoy the sweetness and they can easily burn off the sugar quickly. In contrast, adults don't usually eat much candy at all, and they certainly don't burn off the sugar as easily as children do.

Children and **adults** are two different subjects in two different sentences. However, they are only different, not opposites. Children and adults are different in their attitude toward candy.

On the Contrary:

1. Contrasts some aspect of the same subject in the same time frame
2. Is used to express the opposite of what has just been said or heard
3. Is not used to show a difference

For Example:

Young boys don't like to sit still and be quiet for very long. On the contrary, they like to move around a lot and make a lot of noise.

In both sentences, we are talking about the same subject - young boys. The ideas expressed about the subject - young boys - are opposite: *sit still* versus *run around* and *quiet* versus *noisy*.

Therefore, **in contrast** shows a difference in different subjects, while **on the contrary** points out opposites in the same subject.

On the contrary may also be used as the beginning of a response to what someone else has just said. It indicates that you think the person's statement is wrong or incorrect.

John: "I think that it is a good idea to give children lots of candy." Fred: "**On the contrary**, I think it is a bad idea for many reasons."

In Contrast versus On the Contrary

Exercise 40: Fill in the blanks with either in contrast or on the contrary, please.

1. In the past, many people immigrated to the United States with almost nothing in their pockets. -----, nowadays people often come with money to invest.
2. Many Italian people immigrated to America for economic reasons. -----, Jewish people came for religious or political reasons, especially after World War Two.
3. Many people think that there was a lot more immigration a long time ago than there is now.
-----, we have had more immigration in the last 20 years than at any other time in American history.
4. A lot of people believe that immigrants take away jobs from people who already live in the US. -----, new immigrants tend to create more jobs than they take away.
5. Many university researchers have shown that immigrants are not lazy.
-----, they tend to be very hard workers and strong supporters of the economy.
6. A funny thing about first generation immigrants in the early 20th century versus those in the later 20th and 21st centuries was that they tried to assimilate as fast as possible and often tried to forget "the old country" and language. -----, immigrants nowadays try to keep their former culture and language.
7. Some immigrant families in the past changed their last names to sound more "American." My family, -----, never changed our name. -----, we have always kept our name and been proud of it.

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